



# Instructor Handbook

**GENERATION**

**5**

**VERSION 5.8**



D31DH



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*Please read the Operating Instructions for the Realityworks infant simulator before you read this manual.*

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## Introduction

The Realityworks Parenting Program is designed as a modular program to be incorporated within and complement your subject curriculum. While the program provides a reasonably realistic simulation of parenting, there are significant differences between the infant simulator and a real infant. It is important for the instructor to educate students about these differences.

Baby cannot smile and interact like a real infant, but is very lifelike in appearance. Each ethnic version has different facial features; they are not the same Baby with different skin tones.

Many types of funding are available to expand your program. Thousands of Babies have been purchased through grants or donated by organizations. Call your product consultant for tips and assistance in locating funding sources.

Drug-Affected Demonstrator is also available. Including this model for classroom use can contrast the normal healthy Baby sent home with students and an infant born affected by drugs. It is most effective when used after the students have participated in the parenting simulation with healthy infant simulators.

The program is used by hospitals, teen shelters, churches, social service agencies, and other organizations, but because the majority are used in schools, this handbook focuses on that environment and its terminology.

No two schools or communities are identical and will not conduct the program in exactly the same manner. To be effective, however, there are basic elements of the program that must always be incorporated. Failure to include any one of the basic elements of the program may significantly affect the desired outcomes.

If you have a new idea or suggestion for inclusion in the program, please contact us at:

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## Terminology

**Baby** (always spelled with a capital “B”) and **infant simulator** - are interchangeable terms.

**Realityworks Parenting Program** - the combination of the three important components that make the program work:

- Baby and Wristbands
- Equipment
- Activities and Assignments

**Parenting simulation** - the experience of caring for the infant simulator for a minimum of 48 hours. An effective parenting simulation should include all three program components listed above.

**Parent, student or teen** - the person who cares for Baby during the parenting simulation.

**Instructor** - the adult supervising the students during the parenting simulation.

**Electronics box** - the small computer that fits in the back of Baby.

**Care key** - the small plastic device worn on the teen’s wrist to care for Baby.

**Care session** - caring for Baby when it cries by inserting the care key in its back.

## **Rough handling event -**

an instance of physical mistreatment of Baby, either deliberate or accidental, including dropping or hitting, that is recorded by the electronics box.

## **Neglect event -**

failure to respond to Baby's crying for one minute or more. Neglect events are recorded by the electronics box.

## **Head support event -**

failing to properly support Baby's head, allowing it to fall back. Improper head support is recorded by the electronics box **on Babies with the Realistic Head Support feature only. Standard Baby always reports a zero for head support failure.**

# PART I: PREPARING FOR THE PROGRAM

## SECTION A: Introducing Baby

### *Introducing Baby at School*

The superintendent, school board members, and principal are usually excited about new, innovative approaches to parenting education and teen pregnancy prevention.



An innovative approach to parenting education and teen pregnancy prevention

Their support is important because it could result in additional funds for the program, and because they usually decide whether Baby will be allowed in classrooms.

Ideally, you should hold a meeting to gain the support of faculty and staff and to respond to any questions or concerns. An easy way to

familiarize your staff with the program is to show the video "Some Decisions Last A Lifetime." If you cannot hold a special meeting, introduce Baby at a faculty meeting or send a memo.

The meeting or memo is an opportunity to correct any misconceptions. For example, at one school the faculty thought the infant simulator cried throughout the entire one- to thirty-minute care session, and were understandably opposed to students bringing Baby into their classrooms until this was clarified.

A good channel of communication will allow you to make adjustments for special circumstances and events, such as working with coaches for sporting events, or with bus drivers for transporting equipment on the bus.

### *Getting Your Colleagues Involved*

Faculty and staff can watch for unattended, mistreated, or improperly held Babies, since these are behaviors the electronics box cannot monitor. For example, picking Baby up by an arm or leg is inappropriate. Laying it on a desk or table and walking away is not proper care.

Teen pregnancy prevention and parenting information can be incorporated into many other classes:

- Math or Economics - assign students the task of estimating the cost of an infant.
- English - assign books about teen

pregnancy such as *Baby, Baby*, by Liz Nichols, *Too Soon for Jeff*, or *Detour for Emmy*, both by Marilyn Reynolds.

- Physical Education - focus on the importance of pre- and post-natal fitness.
- History and Sociology - study parenting throughout history and changes in attitudes toward teen pregnancy or single-parent families.
- Driver Education - teach proper use of car seats and how to handle distractions (such as crying infants) while driving.

## *Introducing Baby to the Student's Family*

Since the student will have Baby for several nights, the family can play an important role. Parents are usually very enthusiastic about the program and want to help. You may send home the Letter to Student's Family included in this Handbook, which explains ways the family can help. You may also want to have an open house or special meeting for parents to attend.

Most parents are eager for their children to participate. However, a few parents may choose to keep their children from participating. If a student says a parent objects, be sure you receive a completed Parent Consent Form that did not give permission. A Parent Consent Form is included in this Handbook. Also make sure parents read through and sign the Parent/Student Safety Precautions Sign-off sheet.

## *Introducing Baby to the Students*

Allow at least one day of class time before Baby is issued to let students get acquainted with Baby. Demo mode works best for this introduction. Decide how many minutes each student should hold Baby in class. Allow extra time for care sessions. The care key should be sent around the room with Baby, not attached to a student's wrist. If Baby cries, the student holding it must quiet it.

Hands-on use of Baby before going home with the student will answer questions about use of the care key, as well as give them confidence in properly supporting Baby's head.

# SECTION B: Enlisting Community and Media Support



Caring for Baby before going home will give students' confidence in properly supporting Baby's head.

## *Community & Service Organizations*

Many organizations have sponsored the program. Often such groups are already looking for worthwhile projects to sponsor. They can lend both hands-on assistance and financial support.

## *Hospitals*

Hospitals want to help reduce teen pregnancies and may be willing to donate infant simulators and car seats to your program. They may have speakers available as well.

## *Law Enforcement*

Officers understand the need for car seat safety education. In some communities special tickets are issued to students who fail to use car seats with Baby or use car seats improperly. One copy of the ticket is issued to the student; the other is sent to the instructor. The tickets affect grades and impact the budgeting worksheets. Some police departments have money available for car seat safety programs and have purchased the car seats to be used in the program.

## Media

Newspapers and radio and television stations are always looking for local human interest stories. Hundreds of newspaper and television pieces have appeared featuring schools and organizations using the program. Give your local media a call. The publicity shows your school or organization in a favorable light, and may result in funding to expand your program. The media can let the community know what you need for equipment and supplies.

## SECTION C: Gathering Equipment

Requiring students to use equipment is an integral part of the program. In addition to making the parenting simulation as realistic as possible, it teaches the planning, money, time, and work involved with a baby. Baby will take up some of their space as well as their time.

### *Equipment Options:*

- The school can provide everything.
- The school can provide the basics and offer extra credit for additional equipment the student supplies.
- The school can have some equipment for students who can't find equipment.
- Students who borrow items should take the rental fee into consideration when computing expenses and budget for Baby.
- The students can be required to borrow or improvise for all the equipment and may lose grade points for missing items.

Each system has its own merits and shortcomings. Although it is nice to have new equipment uniformly issued by the school, used equipment of various styles allows students to compare features to consider when purchasing equipment. You may want to combine several methods if equipment was not included in your funds:

- Students can borrow from friends and relatives.
- A note sent home with students can generate donations.
- Put an article in the school newspaper and send a press release to your local media. Be specific about the type of equipment needed, especially clothing and strollers.

- If your local hospital has a program for new parents that provides diaper bags or car seats, the hospital may be willing to donate some.
- Contact local stores for donations and possible discounts. Local merchants may want to donate batteries as a low cost way to support the Program.
- Contact organizations using equipment that requires daily or frequent replacement of batteries. The batteries removed are usually barely used and can certainly be used in Baby for 3 to 4 days.
- A baby shower within the community can be used.
- Watch garage sales and thrift stores for bargains. Sometimes the sellers will donate the items if they know why you are buying them.

### *Recommended Equipment:*

#### Diaper Bag

The diaper bag should be as full and heavy as one for an infant. A suitable substitute can be a gym bag or even a shopping bag. It should not be too small. The clothing and blankets the student uses for Baby will easily fill it, but you should consider ensuring weight. A parenting book can be added to the bottom of the bag. You can require students to fill baby bottles with water. If the student chooses the breastfeeding option, they could include breast pads or a breast pump. Cans of formula also add weight. Rather than purchase formula, each student could bring two cans of food from home. Cover the cans with plain paper and label them "Formula". After the simulation, students may take the canned goods back home or donate them to a food pantry. Many hospitals have donated sample product packages like the ones sent home with new mothers. The oil, lotion, powder, and other items add weight to the bag.

#### Stroller or Infant Carrier

Infant strollers allow Baby to lie flat. Umbrella strollers do not provide adequate neck and back support for a newborn. It is important that the teens understand when each type of stroller is appropriate.

## Car Seat

If a student will be in a car or bus, Baby needs a car seat. An infant car seat that does not position Baby completely upright is necessary. The car seat must face the back of the vehicle, not the front. Surveys have found that a large percentage of adults do not know the proper use of infant car seats. The infant simulator may provide the only training some teens get before they become real parents.

## Crib, Cradle, or Bassinet

Giving Baby its own bed shows the teen that space will be taken up by Baby. If a crib is not available, the student can substitute a laundry basket, cardboard box, or dresser drawer lined with blankets or towels. The bed should be in the student's room, taking up part of the student's space.

## Clothing

Access to Baby's back for the care key must be taken into consideration.

Clothing that works well:

- two-piece outfits
- drawstring nightgowns
- one-piece outfits that open in the back
- clothing modified with an opening in the back

Clothing that does not work as well:

- one-piece outfits that open in front
- two-piece outfits with straps or bib fronts

Students may be offered extra credit for modifying clothing to accommodate the care key by making a finished opening in the back. A parent or other volunteer can help.

You can require that Baby wear a sweater, jacket, or snowsuit every time it goes outside. This shows the teen the inconvenience of dressing and undressing an infant. Time spent getting a snowsuit on and off can be substantial.

Clothing should also include blankets and other related supplies.

# SECTION D: Assembling Written Materials

Materials given to the student consist of two types:

**Textbook materials** are read and returned to be used again by the next student.

**Pocket materials** are used up and must be replenished for each student.

The center of the Student Handbook holds the reusable textbook materials and the pocket holds the consumable pocket materials.

### Textbook materials may include:

- Student Handbook
- Car seat safety information
- Sudden Infant Death Syndrome information
- Shaken Baby Syndrome information
- Other related information from your curriculum
- Worksheets that students answer on a separate sheet of paper, allowing the worksheets to be reused

### Pocket materials may include:

- Parenting Contract
- Parent Consent Form
- Birth Certificate
- Worksheets that may be photocopied for the student to fill out

In preparing the written materials, decide which forms will be textbook materials and which will be pocket materials. Assemble sets of pocket materials for all your students at one time. Each time Babies are issued, simply insert a new set of pocket materials in each Student Handbook pocket.

Materials that may be either textbook or pocket forms are:

- Readiness Quiz
- SIDS Quiz
- Shaken Baby Syndrome Discussion Topics
- Car Seat Safety Quiz
- Pre-Simulation Questionnaire
- Post-Simulation Questionnaire

- Diary
- Baby's First Year Expense Worksheet
- Budget Worksheets

- cafeteria or gym
- the nurse's office
- a developmentally disabled classroom
- the school day care center for children of students
- a real day care center near the school (for care all day)

## SECTION E: Babysitters

There are two basic approaches to Baby in class. Some people feel that to best simulate the constant care a new parent would provide, the student must carry Baby everywhere. Since the student is in school, Baby goes to class. The other view is that an infant would be in day care, not class, so Baby should be in child care. Both are realistic approaches.

If a day care center or babysitter is used, the teen should pay for the service using real or play money, or by taking a turn as a babysitter for other students. You may wish to have students repay a babysitter's time with their own valued time. Teens should learn that employers, co-workers, and family do not always cooperate in helping a new parent juggle responsibilities. They will not always have a babysitter available. There may be places they want to go that will not allow infants. Guidelines for babysitting should be given to students before they begin their parenting simulations.

### *Day Care During School*

During school, day care can be permitted for one class period at a time or all day. If the student leaves Baby only for the periods in which it can not be in class, choose a location central enough to accommodate the student's need for dropping it off between classes. If only a few Babies require day care each period, day care can be in your classroom. Students in the room that period can be assigned to care for them. This can be a way that students repay time spent leaving their Babies in day care. If too many Babies would be in the classroom at once, other arrangements must be made.

Some schools have creatively solved their babysitting needs by using:

- a playpen in the principal's office
- volunteers who set aside an area in the

If Babies must be in day care the entire school day, leaving them in your classroom before the start of school each day may work for any number of Babies. If you wish to turn them off during this time, record the LED display numbers when the Babies are dropped off, then disconnect the batteries. Activate Babies at least five minutes before the students pick them up again. Disconnecting the batteries after noting the electronics box display for each Baby means they need no care during the school day. If you require students to visit their Babies during their lunch hour, disconnecting them would not be a practical approach.

One school found the program to be a good way to accomplish mainstreaming of developmentally disabled students with the rest of the student body. The day care was established in that room and all students left their Babies during the school day, but visited them during the lunch hour. The developmentally disabled students provided care for the Babies during the day and reported on their activities when the students visited and picked the Babies up at the end of the day.

For babysitting during school functions such as drama, music, or sports events, consult the teacher or coach in charge of the event to determine the best arrangement. Wearing the care key may be a problem. When arrangements are made in advance, coaches and teachers are usually willing to reattach care keys after the event, if they are provided the necessary wristbands.

### *Babysitting After School*

Babysitting after school should be kept to a minimum because students should spend as much time as possible with Baby. Babysitting should be available only when it would be impossible, not merely inconvenient, to care

for Baby. The shorter the parenting simulation, the more important it is that very little babysitting is used. If babysitting is a common need, paired parenting should be considered. (See page 9.)

## *Possible Babysitting Arrangements*

1. Students may watch each other's Babies, but there is the chance both will cry at the same time and the sitter can only care for one. Assuming the sitter's Baby will be the one cared for, the second Baby would be neglected. The sitter should make a note of it in the neglected Baby's diary.
2. Other students can be authorized sitters to repay their own use of a sitter during their parenting simulation. You should let students know who the authorized sitters are. Because of the flexibility this offers the student, this arrangement isn't recommended unless the students will have Baby for several nights, usually at least a week.
3. Volunteers from service organizations or the parents of the teens can provide the child care required. You can give the volunteers a schedule of students authorized to receive babysitting. Instruct students that the babysitting must be approved in advance for them to use this service.
4. Parents of the students may ask to serve as babysitters during special events such as a wedding in which the student is an attendant. It is best if the parent picks up and returns the spare care key on the day surrounding the event rather than allowing the parent to have the care key for the entire parenting simulation.

## SECTION F: Forms and Activities Before the Parenting Simulation

Use the following forms and activities prior to issuing Baby. Suggested uses for the forms can be found on page 14.

- *Letter to Student's Family*
- *Parent Consent Form*
- *Parent/Student Safety Precautions Sign-off form*
- *Student Handbook*
- *Readiness Quiz*
- *SIDS Quiz*
- *Shaken Baby Syndrome Discussion Topics*
- *Car Seat Safety Quiz*
- *Pre-Simulation Questionnaire*
- *Inventory Sheet*
- *Assignment Checklist*
- *Expense Worksheet and Budget Worksheets*
- *Guest Speaker* You may want to invite a guest speaker, such as a nurse, doctor, or other health official, to talk to your students about parenting an infant.
- *Baby's Name* The student should decide on an appropriate name that will appear on the birth certificate. Ridiculous names that no one would give to an infant should not be permitted. Possible topics for class discussion are: family traditions, meanings of names, different spellings, initials for monograms, and nicknames. Some classes prefer to select a single name that all students use for Baby.

# PART II: CONDUCTING THE PARENTING SIMULATION

## SECTION A: Assigning Baby

How you choose to assign your infant simulators may be determined by your class size, schedule, and how many you have. The recommended minimum for a parenting simulation is 48 hours for middle school students and four to seven days for high school students. The parenting simulation will have a greater impact on the teens if they must make lifestyle adjustments for longer periods of time. Monitor data every two to three days to insure accurate results.

### *Simultaneous Parenting*

In this scenario, all students care for infant simulators at the same time. This is feasible when you have a one-to-one ratio of infant simulators to students. Simultaneous parenting allows you to finish the parenting simulations much faster, but may require a little more planning up front. The concurrent experience facilitates class discussion.

### *Back-to-Back Parenting*

If you have only a few infant simulators, exposing the entire class to the parenting simulation will take much longer, but results in a continuous, semester-long dialog on the responsibility of parenting. For middle school students, you may wish to issue the infant simulators from Monday to Wednesday, Wednesday to Friday, and Friday to Monday. This way, if you have two infant simulators, you can get six students through the parenting simulation in one week. For high school students, you may wish to issue Babies for one week, choosing one day of the week for this task.

### *Paired Parenting*

Assign Baby to two students for parenting jointly. The pair can be of the same or

different genders. Each student has a care key attached with a wristband. This arrangement emphasizes the cooperation and sharing of responsibilities required by actual parenting. The pair will negotiate when each cares for Baby. This may be a good way to issue Baby if students have employment or sports activities. While one is at work or practice, the other cares for Baby.

### *Mixed Simulations*

You may combine the infant simulator with other types of simulations, such as flour sack babies or egg babies, so that all simulations run concurrently. If students use Babies for a certain number of nights and other types of simulators on the other nights, Babies should be issued after the other types of simulators, not before. Students can compare and discuss the similarities and differences between Baby, flour sacks, and real infants.

### *“Made-To-Order” Baby*

Some students may request a specific gender or ethnicity of Baby. Remind students that in real life they may not have that choice. They also cannot select Baby’s temperament. Some parents get contented babies; some have fussy ones. Accordingly, the infant simulators given to students may have various temperament settings.

It may seem desirable to assign a teen the infant simulator that bears the most resemblance to the student, but that is not the only approach. If you have infant simulators of several ethnicities, there are several approaches you may use:

- Match the ethnicity of Baby to the parenting student. This increases the likelihood others will mistake it for an infant.
- Number each Baby, place the numbers in a hat, and let each student draw. Drawing Baby’s number is usually a highlight for students. Is it a girl? Is it a boy? Exciting for some, but disappointing for others, this can be the start of simulating realistic

parenting experiences.

- If half the class is of one ethnicity and the other half is another ethnicity, infant simulators can be numbered in two groups and students can draw from two hats.

If the student and family have reservations about a Baby of a different ethnicity, calling students foster parents or treating the parenting simulation as an adoption may make them more accepting.

## SECTION B: Issuing Baby

The issuing method that will work best depends on:

- How many Babies are issued at one time
- Whether Babies are issued during the week or only on weekends
- Whether Babies are carried in school or placed in day care
- How much help you have for the activity (students, aides, volunteers)
- How many times Babies are issued during the year
- What equipment is provided by the school, what is provided by students
- The age of your students

### *When to Issue Babies*

If Babies will be carried in school, they are usually issued during the class period the students are in your classroom. If Babies will not be in school, students must deliver them to day care before reporting to the next class or pick up Babies at the end of the school day.

Set aside time to activate Babies before the class in which they are issued. Activate them more than five minutes before the students leave with them. This way you can double-check that all Babies are functioning properly and detect low batteries or electronics boxes inserted upside down. You may wish to check the batteries with a battery tester.

One parent suggested that students be told only the approximate date they would receive

their Babies. She felt students should be called in between classes or after school on any day within a week of that date. Although given a due date by the doctor, parents do not know exactly when their infant will be born.

If students are not parenting simultaneously, you must determine how to schedule them. Students can sign up for dates that they prefer, or the dates can be assigned. Some instructors draw for dates at the beginning of the class year and keep the schedule posted for the balance of the year. Others draw on the day Babies are issued to determine who takes the Babies home that day.

### *Activities Involved in Issuing Baby*

If you are issuing Babies to only a few students in the class at a time, it is not necessary to allocate as much of the class period as you would if everyone in the room received Babies on the same day. Each activity below can enhance the parenting simulation. You will need to determine which can be incorporated.

Who will deliver Baby to the students? Often hospitals are willing to donate a few sets of delivery room scrubs for the occasion. Students not receiving Babies that day can play the part of the doctor or nurse. Will Baby be dressed? If dressed, it can wear a diaper and t-shirt or a complete outfit. If not, wrap it in a receiving blanket for the new parents to diaper and dress.

As soon as Baby is presented to the student, the care key and wristband should be attached. From that moment on, the student is responsible for care.

It is nice to start Baby off with weighing and measuring. If a scale isn't available, be creative. A tape measure will allow the student to measure for length. Although all the Babies are the same size, it's interesting to see how they seem to vary in length when measured! Once Baby is weighed and measured, the birth certificate can be filled out. A volunteer can type it or someone talented in calligraphy (or perhaps the person with the best handwriting) could fill it out. The birth certificate is an important souvenir and reminder for students. Even if little class time is devoted to issuing

Babies, the student should receive a birth certificate.

A photo of the student and Baby is a wonderful memento. The students will probably look better in pictures taken when they receive Baby. They may not look as rested when they return Baby. Is there a merchant in the community who will volunteer to make double prints of the photos? If so, one would go to the student, the other to a bulletin board displaying graduates of the program.

If all students in the classroom are checking out Babies on the same day, a system of stations for each phase works well.

## SECTION C: Forms and Activities While the Student Has Baby

### *Keeping a Diary*

Keeping a diary is important for several reasons. Aside from the obvious one of requiring more time and effort from the student, it is also a record of the Baby's behavior for the instructor to verify that Baby was operating at the temperament for which it was set. Keeping the diary can be compared to keeping a baby book or medical information for the doctor. See page 16 for further instructions in using the diary.

### *Bathing*

Bathing can be accomplished in either of two ways. Sponge bathing with a damp washcloth or baby wipes will keep Baby clean. Tub bathing can be simulated without water. You may want to set aside one class period for demonstrating the proper way to tub-bathe and sponge-bathe Baby before sending it home with students. The age of your students may govern how you assign this task.

Although there is no way to monitor whether the bathing was actually done, you may consider asking parents to initial the diary entry or use the honor system.

### *Changing*

Changing the clothing with the same frequency they would change the diaper is often better than changing the diaper itself. Baby's wardrobe should be sufficient to allow for the wearing of several different outfits in one day. Parents can help watch to see that Baby often wears different outfits. Questions such as "Hasn't he had that same outfit on for quite a while? Are you changing him often enough?" can act as an incentive.

### *Care Keys*

Care keys are designed to break if excessive force is used. This is in preference to the student damaging the electronics box by using too much force. Care keys can also break if accidentally slammed in a car door. If a student breaks the care key and has no way to care for Baby, he or she can remove the electronics box and trigger an automatic shutdown.

### *Automatic Shutdown*

If the electronics box is removed from Baby's back for more than five minutes, it will shut down. When Baby is returned, the digital display will tell how many hours the simulation lasted before the shutdown occurred. It will also retain all information about head support failures (on Realistic Head Support Babies), rough handling, and neglect.

If the total simulation time reported by the display indicates that the student cared for Baby for too short a time before the shutdown occurred, you may want to issue Baby to that student again.

The automatic shutdown should not be confused with the battery shutdown. If an automatic shutdown occurred, the display will blink. If the electronics box shut down because the batteries were low, the display will not blink. (See the Operating Instructions for more information about the digital display and shutdown features.)

### *Expense and Budget Worksheets*

These assignments are often given during the simulation. It is much more difficult to price shop with Baby along. It also increases the students' chances of encountering people in public who think they have an infant.

## SECTION D: Insuring Proper Participation

Unfortunately, experience has shown that while the majority of teens are conscientious, there are a few who will try to get around the assignment. You should take steps to deter them from doing so.

Some typical ways students try to avoid the assignment:

- **Cutting the care key from the wristband and reattaching it**  
This is tough to do unobtrusively, but may go undetected if a teen has access to shrink wrap. Simply retying the elastic cord will be obvious.
- **Cutting the wristband**  
“It was too tight and my wrist was turning blue,” should not be an excuse if the wristband was properly attached. Examine each wristband before the students leave to be sure they are not too tight or too loose.
- **Returning without the care key**  
This is a serious infraction because the care key could begin making the rounds at school, being rented for a fee or loaned to friends to provide unauthorized babysitting. All students should be warned that those who return without a care key will be charged a replacement fee.
- **Removing the electronics box**  
When the electronics box is removed from Baby for more than five minutes, an automatic shutdown occurs. You will detect an automatic shutdown when you view the electronics box digital display, as it will display blinking numbers. This shutdown feature acts as a safety valve for those students who simply can’t handle the responsibility of Baby crying. Rather than damage the infant simulator, they can remove the electronics box.
- **Babysitters**  
Instructors need to define approved babysitter arrangements. Refer to page 7 for suggestions.



Examine each wristband before the students leave, as wristbands should fit snugly without being too tight

# PART III: AFTER THE PARENTING SIMULATION

## SECTION A: Forms and Activities

### *Assignment Checklist and Inventory Sheet*

The student should review the checklist and be given an opportunity to disagree or note errors while the infant simulator and equipment are still available for verification. The Assignment Checklist allows for monitoring every two to three days.

### *Post-Simulation Questionnaire*

### *Parent Evaluation*

### *Guest Speaker*

Parenting teens are excellent speakers after the parenting simulation. Students will be more capable of relating to their peers' situation after sampling some of the problems parenting can present. It also gives students a chance to ask if what they experienced with Baby is realistic.

### *Batteries*

Remove all batteries before storing your infant simulators. Be sure monitoring information is retrieved and recorded BEFORE removing batteries.

### *Drug-Affected Demonstrator*

If Drug-Affected Demonstrator is available, use it in class after all the students complete their parenting simulations. Using the demonstrator emphasizes the differences between it and a normal infant.

### *Class Discussion*

Class discussion will depend on the general theme of the class—health, parenting, child development, family living, etc.

Some suggestions:

- Was the parenting simulation more or less difficult than expected?
- How did the experiences of single and paired parents compare?
- How did their families react? At first? At the end?
- How were they treated in public?
- Did the stroller (carrier, carseat) make things easier or harder?
- How did parenting affect their social life?
- Were they more popular or less popular with friends?
- What changes would they make to the equipment used (features or items)?
- Finance—if they were real parents, how would they meet the costs?
- Finance—does a child cost more or less as it grows?
- How did it / would it affect their school-work and social life?

Facilitate a minimum of one class discussion before administering the Post-Simulation Questionnaire.

## SECTION B: Evaluating Student Performance

A student receiving a digital display with no neglect or rough handling should be congratulated. If the results were not good, be sure the student understands it does not necessarily mean future failure at parenting. It may indicate that parenting is not a good choice for the student now. The time with Baby has given the teen more information to use in making informed choices for the future.

## SECTION C: Analyzing Changes in Attitudes

### *Tracking*

Before ending the parenting simulations for the semester or the year, you may wish to record how many students participated and for how long. This data could be useful if the

school tracks teen pregnancy rates and wishes to follow the reduction in those rates. This information and the parent evaluation would be helpful when trying to obtain more funding. A local university may be able to assist in tracking. Realityworks is interested in your tracking results. If you would like to share them, fax them to (715) 830-2067 or mail to: Marketing, Realityworks, Inc., 2709 Mondovi Road, Eau Claire, Wisconsin 54701.

## PART IV: INSTRUCTOR'S GUIDE TO FORMS AND WORKSHEETS

### *Letter to Student's Family and Letter to Co-Workers and Staff*

You may photocopy these on your letterhead. At the end of the letters you may want to add a note to invite the families and staff to a meeting or an open house to introduce Baby.

### *Parent Consent Form*

The Parent Consent Form should go home with the Letter to Student's Family. In addition to granting permission for participation, this form outlines the cost of potential damages. You may choose to note actual assessments for damages, or list the maximum amount that may be charged. Whether parents give or deny permission for their child to participate, a signed Parent Consent Form should be returned.

### *Parent/Student Safety Precautions*

This is a very important document to have signed and returned before the parenting simulation. Students and their parents should read through this sheet and sign it, acknowledging that they are aware of the safety precautions to take while caring for Baby.

### *Parenting Contract*

The Parenting Contract should be signed and returned by the student.

### *Readiness Quiz*

The answers to the quiz:

1. What are the five reasons (four for Standard Babies) the infant simulator cries?
  - a) Baby is in the **wrong position** (on its stomach, on its left side, or upside down)
  - b) Baby needs the **care key**.
  - c) Baby has the care key when it **wants to be left alone**.
  - d) **Rough handling** occurred.
  - e) Proper **head support** was not provided.
2. When Baby cries for care, you must insert the care key and turn it:  
 clockwise     counterclockwise
3. After you have inserted the care key and turned it to the proper position, there will be a delay of up to 3 seconds before Baby's crying stops.
4. The care key must be held in place up to 30 minutes until Baby coos or cries.
5. For safety reasons, you should always clip the care key to the wristband or wrap the elastic cord around the wrist when you are not using it to care for Baby.
6. List three things that can permanently stain Baby's skin:
  - a) Pens and markers
  - b) Newsprint and magazines
  - c) Clothing dye
7. You use a care key and not a bottle to care

for Baby because: infants cry for many reasons, not just hunger.

8. When doesn't Baby coo to let you know the care session has ended? Baby doesn't coo if wrong positioning, rough handling or improper head support occur during the care session.

### *Sudden Infant Death Syndrome Quiz*

The SIDS page in the Student Handbook can be used as a basic information sheet if you are not including other material on SIDS, or as an introduction to more in depth information.

Information on SIDS has been included because the positioning preference feature of the Baby has been designed to incorporate the Back to Sleep Campaign message.

The answers to the quiz:

1. Sudden Infant Death Syndrome
2. 3 weeks to 4 months
3. Spring, fall and winter
4. On its back
5. Pillow, soft blanket, and waterbed
6. Soft toys
7. Smoke-free
8. Anyone who helps care for the baby (sitter, family, friends)

### *Shaken Baby Syndrome Discussion Topics*

The Shaken Baby Syndrome information included in the Student Handbook can be used as a basic information sheet or as an introduction to more extensive material.

Information on Shaken Baby Syndrome has been included because the realistic head support feature of Baby helps to illustrate the potential for injury.

### *Car Seat Safety Quiz*

The Student Handbook contains one page about basic car seat safety. If you have other material covering this topic, you can remove this page. If not, this basic information should be included.

Alarming, studies have shown that more people use infant car seats the wrong way than the correct way. Including this

information may help to educate not only students, but their family members as well.

The information provided is based on publications from Century Products Company, the U.S. Department of Transportation, and the Air Bag Safety Campaign.

The answers to the quiz:

1. A. Air bag  
B. OK  
C,D,E. Doesn't face forward
2. 20 pounds
3. A. Sharp objects  
B. Heavy objects  
C. Long, pointed objects such as a lollipop, ice cream stick or pen
4. January 1, 1981
5. The manufacturer
6. 20 lbs., 12 months
7. With a seat belt

### *Pre- and Post-Simulation Questionnaires*

Before issuing Baby, administer the Pre-Questionnaire to all students at the same time, even if you will assign Baby back-to-back, paired, or mixed. Promising student confidentiality will promote honest answers. One way to assure anonymity is NOT requiring students to write their names on the questionnaires. Using this method, however, you will be unable to compare or track individual changes in attitude. An alternative is to ask each student write a number on top of the questionnaires instead of their name. Students can draw a number from a hat and use that number for both the Pre- and Post-Questionnaires. This way you can compare the same student's Pre- and Post-Questionnaires.

### *Parent Evaluation*

This form should be completed shortly after the student's parenting simulation ends. Most parents not only return it, but offer excellent suggestions and usually show a great deal of support for the Program. You may want to present the completed Parent Evaluation forms to your administration and school board.

### *Inventory Sheet*

The Inventory Sheet is a permanent record for

an individual Baby and its equipment. You can keep track of any damages that Baby or equipment incur, the date purchased for warranty purposes, the contents of the diaper bag, and other pertinent information. This will eliminate copying each time Baby goes out.

Assign each Baby a unique number. Record this number on the Inventory Sheet, and inside the tray in Baby's back as well as on the electronics box. For purposes of recognition when issuing them in class, you may want to place the number on Baby's wrist or simply line them up in numerical order. If equipment is being issued with each Baby, the equipment can be numbered to match.

When checking Baby back in, use the Inventory Sheet to compare Baby's condition with notes on previous damages so that students are not charged for pre-existing conditions. It is also used to inventory any equipment and diaper bag contents.

## *Assignment Checklist*

On the Assignment Checklist, you can record the number of the Baby and the temperament setting for that issuance. This form allows for taking read-outs up to three times, as well as changing the temperament setting during the parenting simulation. The Assignment Checklist can be used to assist with grading and for bookkeeping purposes in the event of damages.

## *Diary*

The Diary records the student's activities and thoughts during the parenting simulation. There are three diary choices. Select the format most suitable for your students.

Diary Version 5.7a calls for students to analyze their emotions. In Diary versions 5.3b and 5.3c, students record the time and note whether they used the care key, changed, bathed, or did other activities with Baby.

Students can also be asked to write a brief summary at the end of each day

describing their experiences, feelings, and comments received from others.

## *Finance Worksheets*

There are two types of financial worksheets. Baby's First Year Expense Worksheet is the basic assignment to teach students the financial aspects of parenting. The Program should always include this.

For more advanced courses, one of the Budget Worksheets may be added. Budgeting is a more advanced assignment and optional for younger students. Application variations are given for all three financial worksheets that will help you adjust the content to the proper level for your students.

## *Baby's First Year Expense Worksheet*

The expense worksheet is a basic for the Program at all age levels, but you will need to determine which options best fit the learning level of your students. How they find the prices may vary. Are they required to shop in certain stores? Are catalogs allowed? May they use personal ads from newspapers to purchase used cribs? If you have several Babies, you may want to require students to report for a specified time at a local mall for a shopping trip. If so, you may choose not to give them the expense worksheet until they



Send out the Parent Evaluation shortly after the students' parenting simulations end. Most parents offer excellent suggestions and usually show a great deal of support for the Program.

check in at the mall. Stores may need to be contacted in advance for this type of outing.

You can instruct the students to omit items you feel would require too much research. You can give students a figure to use instead of leaving the line blank. You may wish to assign different expenses to individual students to research, then compile one worksheet for the class with each student contributing independent figures. You can instruct the students to omit costs for items they don't plan to purchase, but they must be prepared to justify any omissions. For example, if their parents saved a bassinet for future grandchildren, they need not show an expense for that item.

The students may make their own decisions about which type of diapers to use, or you can assign one of the options. You can also require them to compute costs for more than one choice. You can assign some students one method and other students an alternative, or you can have all students do multiple methods. If cloth diapers are chosen, students should include the cost of plastic pants and diaper pins.

What kind of milk? Will a few students need to compute the cost of soybean substitute? If breast feeding is used, they should price nursing bras, pads, and a breast pump. If formula, they should price bottles, supplies, and formula. When will the infant graduate from formula or breastfeeding to milk? This component of the sheet can be as simplified or as complicated as you wish.

Will they do laundry at home or take it to a laundromat? Do you want them to include the cost of the washer and dryer in their expense sheet? How often will they wash clothes? Remind them to figure loads for bedding and, if they have chosen them, cloth diapers.

Students should take into consideration how often they will be laundering clothing. How many times a day will they change an infant's entire outfit when they change diapers? Talking to a new mother might give them a good idea of how many changes of clothing an infant uses in a day.

Is any of the equipment unnecessary? Can they leave anything out? Is it up to them what they will buy? Are they allowed to shop for used equipment?

## *Budget Worksheets*

Two budgeting forms are included. The first is a one-time computation that can represent one week, month, or year. However, budgeting can be a running assignment with each day representing one month of the year. The second worksheet is included for this assignment. Each day, students draw for good or bad financial events.

Students should begin by finding employment and housing through the local newspaper ads. They can use ads for employment for which they would be qualified now, without a high school diploma. They can contrast that option with jobs that require a high school diploma, and still further, with jobs requiring a college degree. The ad they find for housing should be appropriate for their income. They must also budget for utilities, vehicles, and other expenses.

Some students can do the budgeting using ads with no high school diploma, some with a high school diploma, and some with a college degree. This would provide the figures for comparison without each student doing all three computations.

Amounts for utilities can be assigned or researched by asking parents, calling for averages in the community, or any other method you feel appropriate.

The Budget Worksheet Supplement may be photocopied, cut into slips, and used to incorporate variables into the budget. How will they revise their budget with each new factor? Is there something they must give up from the amount they had budgeted for entertainment? Do they have extra to spend on something for the infant? Do they have any money in savings by the end of the year? Are they in debt they hadn't planned on because their budget was too inflexible? Did they lose their job and need to use an unemployment figure one month?

Paired students can compute their budgets as a two-income family. Some pairs may use only one income. Some students can represent single-parent households. If paired, they must agree on the budget allocations and any revisions as events change.

After determining their budgets, students can be required to incorporate the infant's expense. How much of the expense will be covered by insurance? Gifts from relatives? Shopping for used items? A baby shower? Prepare a guest list for the shower and list a realistic gift from each guest. This can be an eye-opener for those students who think everything will be given to them.

Students can do their budgeting assignment with and without the baby expenses determined on the Expense Worksheet.

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# Part V

# Worksheets

## Copyright Information

Program materials are copyrighted. Copyrighted materials may not be reproduced without permission.

The worksheets in this section may be photocopied for use in the program without express written permission. Any use of the worksheets other than photocopying, such as changing the format, adapting them in size, or using the logo requires written approval. If you make your own worksheets based on the worksheets provided, the forms you make must state “based on materials provided in the Realityworks infant simulator program written materials” and may not use the logo.

The most frequently used versions of forms are provided in this Worksheet section of the handbook. Additional forms are available from the Marketing Department. Before making a new form, you may want to check to see if a form is available that will suit your needs. If there is not an appropriate form, the department may design one.

Materials for use with the Realityworks infant simulator programs only.

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# Letter To Student's Family

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Dear Parents and Family:

Our school is fortunate to have the new Realityworks infant simulator program under way. I hope each of you will take full advantage of the experience this program can offer to the whole family.

The core of the program is a parenting simulation using the Realityworks infant simulator. The parenting simulation is designed to help young adults understand three important facts about infants: (1) Infants' demands are unpredictable and must be met promptly, (2) Infants require a great deal of time and attention, and (3) Infants change a parent's life profoundly. The program helps young adults explore the physical, emotional, social, and financial consequences of parenthood.

The infant simulator (Baby) will cry at random, unpredictable times 24 hours a day and require the student to care for it by inserting and turning a care key in its back. Baby stops crying when the care key is inserted. The care key must be held in place from 1 to 30 minutes, approximating the time needed to care for an infant. A care key is used in Baby's back rather than a bottle in Baby's mouth to reinforce the fact that a baby does not cry only when it's hungry.

Baby will also cry if held in a position it does not like or if it is roughly handled or abused. Although Baby may disrupt your household for a few days just as an infant would, I'm sure you will agree the valuable lessons your child will learn far outweigh a few days of possible inconvenience. It will be your child's responsibility to keep Baby safe and cared for. You can help by providing emotional support and treating Baby as if it were real. Call Baby by the name given on the birth certificate. Help make arrangements for Baby in advance (anticipation should be a positive experience, just as it will be someday for an infant). Be a coach for this event, not a player. Offer advice, but remember your child should do the actual work of caring for Baby.

It is important for you to read and sign the *Parent/Student Safety Precautions Sign-off* form with your son or daughter. Discuss the safety precautions that should be taken while your student has Baby. The student must return the signed *Parent/Student Safety Precautions Sign-off* form along with the signed *Parent Consent Form* to participate in the parenting simulation.

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# Parent/Student Safety Precautions Sign-off

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Read this list together with your student. *Signing this form indicates that you have read and understand all safety precautions that should be observed while your student is caring for Baby.* The student must return this form along with the *Parent Consent Form* to participate in the parenting simulation.

## Driving

- Baby may cry while the student is driving. Please be aware that the crying may start unexpectedly, and the student should be prepared.
- Do not care for Baby while driving.
- The student must bring his or her vehicle to a complete stop in a safe location before caring for Baby, or to retrieve a piece of Baby's equipment that falls.
- Failure to install Baby in a car seat in a motor vehicle could result in Baby or supplies becoming projectiles in the event of a sudden stop or accident.

## Location, location, location

- Never leave Baby unattended in a public place, given the potential for Baby to be mistaken for a real infant.
- Do not place Baby in or near water.
- Do not place Baby on or near a stove, especially while cooking.
- Baby should sleep somewhere close to the student's sleeping quarters, but not in bed with the student. Baby may fall out of the bed or you could roll over on it, causing damage to Baby and discomfort to you.

## Interaction with others

- Loud crying near people with potentially serious physical conditions, such as those susceptible to heart attack or stroke, should be avoided.
- Do not allow small children to play with Baby. Baby's hands and feet are small enough to be a choking hazard.
- Baby's crying or other sounds may cause pets to become agitated or aggressive. Keep Baby out of the reach of pets or other animals.

## Physical precautions

- To avoid straining your arms, use an infant car seat or carrier to transport Baby, rather than holding Baby at all times.
- Baby weighs 6.5 to 7 pounds and could cause discomfort for individuals with back pain.
- Do not operate any type of equipment or attempt tasks requiring the use of both hands while holding Baby.

## Simulation rules

- The student must never take his or her wristband off. Not only will he or she be deducted points, but the care key may be lost, or the student may stumble around in the dark looking for it if Baby cries during the night.
- The student should make a note in his or her diary where, because their safety or the safety of others may have been compromised, they had to delay caring for Baby.

Parent name (please print) \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

Student name (please print) \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_

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# Memo to Co-Workers and Staff

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Date:

Subject: Realityworks Parenting Simulation

To: Co-Workers and Staff

From:

Our school is fortunate to have the new Realityworks parenting education program under way. I hope you will join me in helping our students benefit from the program as fully as possible.

The core of the program is a parenting simulation using the Realityworks infant simulator. The program helps young adults explore the physical, emotional, social, and financial consequences of parenthood.

The infant simulator (Baby) will cry at random, unpredictable times 24 hours a day and require the student to care for it by inserting and turning a care key in its back. When the care key is inserted, Baby stops crying within a few seconds. The care key must be held in place from 1 to 30 minutes, approximating the amount of time needed to care for an infant. Baby will also cry if held in a position it does not like or if it is roughly handled.

Although Baby may momentarily disrupt your class, I'm sure you will agree the lessons our students will learn far outweigh a few interruptions.

I would appreciate your help in watching for unattended, mistreated, or improperly held Babies, since the electronics box computer cannot monitor all of these behaviors.

Please contact me if you have any questions or concerns about the program, or if there are special arrangements we need to discuss for your classes.

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# Parent Consent Form

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As the parent or guardian of a student who is eligible to participate in the Realityworks parenting education program, I have read and understand the following:

The program will require my son or daughter to be the sole caretaker of the Realityworks infant simulator whose crying replicates that of an infant. The experience is intended to demonstrate to my son or daughter the full-time commitment required for parenting an infant.

Baby cries at random intervals throughout the day and night. When it cries, it will be the responsibility of my son or daughter to attend to Baby's needs.

Baby's crying and need for care may cause my son or daughter to lose sleep and possibly disturb other family members. Lack of sleep may cause drowsiness. I will not allow my son or daughter to drive if overly tired.

I have been made aware that my son or daughter should follow safety instructions for the care key and wristband to avoid injury.

I have read and signed the *Parent/ Student Safety Precautions Sign-off* form with my son or daughter. I understand all safety precautions.

I agree to reimburse \_\_\_\_\_ in an amount up to \$\_\_\_\_\_ for any damage to the infant simulator, or any equipment which is issued with it.

Charges which may be assessed are:

Other charges may be assessed for damaged or missing accessories.

Having read the above, I agree to allow \_\_\_\_\_ to participate in the Realityworks parenting education program.

Signed \_\_\_\_\_ Date \_\_\_\_\_

◆ ◆ ◆

No, I do not wish \_\_\_\_\_ to participate in the Realityworks parenting education program. I understand that if I do not allow my child to participate in this project, he or she will not receive a lowered grade because of my refusal. I understand that an assignment requiring an equal amount of work will be given as a substitute for this project.

Signed \_\_\_\_\_ Date \_\_\_\_\_

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# Parenting Contract

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## The student agrees to the following:

- I will accept full responsibility for Baby.
- I will take care of Baby as if it were a real, live infant.
- I will carry Baby, the diaper bag, and the items needed for proper care with me at all times, wherever I go.
- I will not leave Baby alone or with someone else unless previously authorized by my instructor.
- I will never abuse or neglect Baby. I will treat it gently and patiently.
- I will not tamper with the electronics, care key, or wristband.
- I will keep a complete record of all information required for my diary.
- I will keep Baby for the entire assigned period of time, turn in my completed diary and other worksheets required at the end of my assigned time, and return Baby only to the instructor or person designated by the instructor.
- I will be aware that Baby may cry while I am driving.
- I will bring my vehicle to a complete stop in a safe location before caring for Baby or retrieving a piece of Baby's equipment.
- I will not care for Baby while driving.
- I will properly install Baby in a car seat in a motor vehicle.
- I will not drive a vehicle if I am overly tired.
- I will never leave Baby unattended in a public place, given the potential for Baby to be mistaken for a real infant.
- I will not place Baby on or near a stove, especially while cooking.
- I will not take my wristband off. *(Points would be taken away, I might lose my care key, or I might stumble around in the dark looking for it if Baby cries during the night.)*
- I will keep Baby somewhere close to my sleeping quarters, but not in bed with me during the night. *(Baby may fall out of the bed or I could roll over on it, causing damage to Baby and discomfort to me.)*
- I will keep Baby away from people with potentially serious physical conditions *(such as those susceptible to heart attack or stroke)* that might be aggravated by Baby's crying.
- I will not place Baby in or near water.
- I will keep Baby out of the reach of pets or other animals. *(Baby's crying or other sounds may cause pets to become agitated or aggressive.)*
- I will sometimes use an infant car seat or carrier to transport Baby, rather than holding Baby at all times, to avoid straining my arms.
- I will not operate any type of equipment or attempt tasks requiring the use of both hands while holding Baby.
- I will not allow small children to play with Baby. *(Baby's hands and feet are small enough to be a choking hazard. The care key, if taken off the wristband, could also be a choking hazard.)*

Student signature \_\_\_\_\_

Date \_\_\_\_\_

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# Readiness Quiz

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1. What are the five reasons (four for Standard Babies) the infant simulator cries?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

2. When Baby cries for care, you must insert the care key and turn it:

- clockwise       counterclockwise

3. After you have inserted the care key and turned it to the proper position, there will be a delay of up to \_\_\_\_\_ seconds before Baby's crying stops.

4. The care key must be held in place up to \_\_\_\_\_ minutes, until \_\_\_\_\_.

5. For safety reasons, you should always clip the care key to the \_\_\_\_\_ or wrap the elastic cord \_\_\_\_\_ when you are not using it to care for Baby.

6. List three things that can permanently stain Baby's skin:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

7. You use a care key and not a bottle to care for Baby because:

\_\_\_\_\_

8. When doesn't Baby coo to let you know the care session has ended?

\_\_\_\_\_  
\_\_\_\_\_

9. Have you read and signed the *Parenting Simulation Contract* that outlines all safety precautions you should take with Baby?

- Yes       No (please do so before you take Baby home)
-

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# SIDS Quiz

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1. SIDS is: S\_\_\_\_\_ I\_\_\_\_\_ D\_\_\_\_\_ S\_\_\_\_\_
  2. SIDS usually affects infants what age?
    - newborn to 2 weeks
    - 1 week to 1 year
    - 3 weeks to 4 months
    - 2 weeks to 2 years
  3. Most deaths from SIDS occur in:
    - spring
    - summer
    - fall
    - winter
  4. In what position should an infant be placed for sleep?\_\_\_\_\_
  5. An infant should NOT sleep on a:
    - pillow
    - soft blanket
    - firm mattress
    - waterbed
  6. What kind of toys should not be put in bed with a sleeping infant?  
\_\_\_\_\_
  7. What should the “zone” around an infant be free of to reduce the risk of SIDS?  
\_\_\_\_\_
  8. Parents of an infant should be aware of how to reduce the chances of SIDS. Who else should know these safety rules?  
\_\_\_\_\_
-

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# Shaken Baby Syndrome Discussion Topics

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1. Is there ever a situation that makes shaking an infant OK?
2. If the mother is the person caring for the infant all the time, while the father is at work during the day and only home evenings, mostly after the infant is in bed, how important is it if he can't deal with the infant's crying?
3. Do you think parents are more patient with their own children or with the children of other people?
4. Who do you think is more patient with a infant—the parents or someone who is babysitting for the infant?
5. When is the best time for you and your partner to discuss your views on parenting?
  - When you are expecting an infant
  - Before becoming pregnant
  - Shortly after getting married
  - Shortly after getting engaged
  - Before getting engaged
  - While dating
6. A sick, crying infant can be very upsetting for any parent. Imagine you've been up all night with a sick infant. You've gotten little or no sleep and you're tired. You're frustrated because you can't make the infant feel better. What do you think is the best way to handle your frustration?



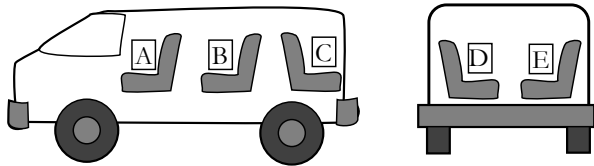
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# Car Seat Safety Quiz

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*“As many as half of the child car seats in use today are installed incorrectly without parents realizing it.”* -NHTSA

## Test your knowledge on proper use of infant car seats



1. For each vehicle seat letter above, specify “OK” or explain why the seat is not suitable for an infant car seat.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

2. Infant car seats are usually suitable for infants up to what weight?

- 10 pounds
- 20 pounds
- 30 pounds

3. What objects should not be given to an infant to play with while riding?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

4. If buying a used car safety seat, you should be sure that it was manufactured after what date?

\_\_\_\_\_ 19\_\_

5. In case of recall notices, the seat should be registered with:

\_\_\_\_\_  
\_\_\_\_\_

6. Infants should ride facing the back of the vehicle until they are at least \_\_\_\_\_ lbs and \_\_\_\_\_ months old.

7. How is an infant seat secured into the car?

\_\_\_\_\_  
\_\_\_\_\_

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# Pre-Simulation Questionnaire

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Age now \_\_\_\_\_ years \_\_\_\_\_ months

What grade are you in? \_\_\_\_\_

Are you a  male  female

Do you have a child?  Yes  No

Do you plan to have children?  Yes  No  Undecided

\_\_\_\_\_ If yes, how many?

\_\_\_\_\_ If yes, at what age would you like to have your first child?

How important is it to have a spouse or partner before having children?

- not important
- slightly important
- moderately important
- very important
- essential

How do you think having an infant usually affects a couple's relationship?

- improves the relationship a lot
- improves the relationship a little
- has no effect
- makes the relationship harder
- destroys the relationship

How do you think having an infant right now would affect your family?

- not at all
- we would need to make a few changes because of the infant
- we would need to make a lot of changes because of the infant
- life would never be the same again

On a scale of one to ten, how would you rate your abilities now as the caregiver for an infant's needs (feeding, bathing, changing, soothing, keeping it safe and healthy)? \_\_\_\_\_

On a scale of one to ten, how would you rate your abilities now to pay for an infant's expenses (food, clothing, doctor, etc.)? \_\_\_\_\_

What one word would best describe your feelings if you were to become a parent in the next year?

\_\_\_\_\_

What one word would best describe your parents' feelings if you were to become a parent in the next year? \_\_\_\_\_

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# Post-Simulation Questionnaire

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Age now \_\_\_\_\_ years \_\_\_\_\_ months

What grade are you in? \_\_\_\_\_

Are you a  male  female

Do you have a child?  Yes  No

Do you plan to have children?

Yes  No  Undecided

\_\_\_\_\_ If yes, how many?

\_\_\_\_\_ If yes, at what age would you like to have your first child?

How important is it to have a spouse or partner before having children?

- not important
- slightly important
- moderately important
- very important
- essential

How do you think having an infant usually affects a couple's relationship?

- improves the relationship a lot
- improves the relationship a little
- has no effect
- makes the relationship harder
- destroys the relationship

How do you think having an infant right now would affect your family?

- not at all
- we would need to make a few changes because of the infant
- we would need to make a lot of changes because of the infant
- life would never be the same again

On a scale of one to ten, how would you rate your abilities now as the caregiver for an infant's needs (feeding, bathing, changing, soothing, keeping it safe and healthy)? \_\_\_\_\_

On a scale of one to ten, how would you rate your abilities now to pay for an infant's expenses (food, clothing, doctor, etc.)? \_\_\_\_\_

What one word would best describe your feelings if you were to become a parent in the next year? \_\_\_\_\_

What one word would best describe your parents' feelings if you were to become a parent in the next year? \_\_\_\_\_

In what ways do you think caring for the Realityworks infant simulator was like caring for a real infant?

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In what ways was caring for the Realityworks infant simulator not like caring for a real infant?

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Has using the Realityworks infant simulator changed your opinions about parenthood?

Yes  No

If yes, how? If no, please explain.

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# Parent Evaluation

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- Yes No Was having your child use the Realityworks infant simulator (Baby) beneficial?
- Yes No Do you feel your child has a more realistic idea of parenting than before using Baby?
- Yes No Did using Baby open conversations you feel were beneficial between you and your child?
- Yes No Do you plan to have other children in your family use Baby?
- Yes No Would you recommend this experience to other parents of teenagers?
- Yes No Do you think this experience can play a part in deterring teens from early pregnancy?
- Yes No Do you think it would be more effective if used again at a later age?
- Yes No Did the results of having your child use Baby differ from what you anticipated?

If so, in what way? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Yes No Do you think it would have been more appropriate for your child at a different age?

If so, what age?\_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think is an appropriate length of time for the student to use Baby?

\_\_ three days \_\_ four days \_\_ one week \_\_ two weeks Other: \_\_\_\_\_

What are your most memorable moments from this experience? (good or bad)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think your child learned from this experience?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you have any suggestions for improving the program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Assignment Checklist

Student Name: \_\_\_\_\_ Baby #: \_\_\_\_\_  
 Other: \_\_\_\_\_  
 Date Issued: \_\_\_\_\_ Time: \_\_\_\_\_<sup>a.m.</sup>/<sub>p.m.</sub> By: \_\_\_\_\_  
 Temperament:  Cranky  Normal  Easy

**1st MONITORING**

Date: \_\_\_\_\_ Time: \_\_\_\_\_<sup>a.m.</sup>/<sub>p.m.</sub> By: \_\_\_\_\_  
 Wristband Attached:  Yes  No  
 Care Key:  OK  Lost  Broken  
 \_\_\_\_\_ Total Simulation Time  
 \_\_\_\_\_ **ORANGE** Improper Head Support\*  
 \_\_\_\_\_ **GREEN** Rough Handling  
 \_\_\_\_\_ **YELLOW** Neglect events  
 \_\_\_\_\_ **RED** Total Minutes Cried  
 Numbers Blinking?  Yes  No  
 New Temperament:  Cranky  Normal  Easy

**2nd MONITORING**

Date: \_\_\_\_\_ Time: \_\_\_\_\_<sup>a.m.</sup>/<sub>p.m.</sub> By: \_\_\_\_\_  
 Wristband Attached:  Yes  No  
 Care Key:  OK  Lost  Broken  
 \_\_\_\_\_ Total Simulation Time  
 \_\_\_\_\_ **ORANGE** Improper Head Support\*  
 \_\_\_\_\_ **GREEN** Rough Handling  
 \_\_\_\_\_ **YELLOW** Neglect events  
 \_\_\_\_\_ **RED** Total Minutes Cried  
 Numbers Blinking?  Yes  No  
 New Temperament:  Cranky  Normal  Easy

**3rd MONITORING**

Date: \_\_\_\_\_ Time: \_\_\_\_\_<sup>a.m.</sup>/<sub>p.m.</sub> By: \_\_\_\_\_  
 Wristband Attached:  Yes  No  
 Care Key:  OK  Lost  Broken  
 \_\_\_\_\_ Total Simulation Time  
 \_\_\_\_\_ **ORANGE** Improper Head Support\*  
 \_\_\_\_\_ **GREEN** Rough Handling  
 \_\_\_\_\_ **YELLOW** Neglect events  
 \_\_\_\_\_ **RED** Total Minutes Cried  
 Numbers Blinking?  Yes  No

\*Standard Baby always reports a zero.

Damaged/Lost Items	Charge
Date Paid	Total Charges

# Assignment Checklist

Student Name: \_\_\_\_\_ Baby #: \_\_\_\_\_  
 Other: \_\_\_\_\_  
 Date Issued: \_\_\_\_\_ Time: \_\_\_\_\_<sup>a.m.</sup>/<sub>p.m.</sub> By: \_\_\_\_\_  
 Temperament:  Cranky  Normal  Easy

**1st MONITORING**

Date: \_\_\_\_\_ Time: \_\_\_\_\_<sup>a.m.</sup>/<sub>p.m.</sub> By: \_\_\_\_\_  
 Wristband Attached:  Yes  No  
 Care Key:  OK  Lost  Broken  
 \_\_\_\_\_ Total Simulation Time  
 \_\_\_\_\_ **ORANGE** Improper Head Support\*  
 \_\_\_\_\_ **GREEN** Rough Handling  
 \_\_\_\_\_ **YELLOW** Neglect events  
 \_\_\_\_\_ **RED** Total Minutes Cried  
 Numbers Blinking?  Yes  No  
 New Temperament:  Cranky  Normal  Easy

**2nd MONITORING**

Date: \_\_\_\_\_ Time: \_\_\_\_\_<sup>a.m.</sup>/<sub>p.m.</sub> By: \_\_\_\_\_  
 Wristband Attached:  Yes  No  
 Care Key:  OK  Lost  Broken  
 \_\_\_\_\_ Total Simulation Time  
 \_\_\_\_\_ **ORANGE** Improper Head Support\*  
 \_\_\_\_\_ **GREEN** Rough Handling  
 \_\_\_\_\_ **YELLOW** Neglect events  
 \_\_\_\_\_ **RED** Total Minutes Cried  
 Numbers Blinking?  Yes  No  
 New Temperament:  Cranky  Normal  Easy

**3rd MONITORING**

Date: \_\_\_\_\_ Time: \_\_\_\_\_<sup>a.m.</sup>/<sub>p.m.</sub> By: \_\_\_\_\_  
 Wristband Attached:  Yes  No  
 Care Key:  OK  Lost  Broken  
 \_\_\_\_\_ Total Simulation Time  
 \_\_\_\_\_ **ORANGE** Improper Head Support\*  
 \_\_\_\_\_ **GREEN** Rough Handling  
 \_\_\_\_\_ **YELLOW** Neglect events  
 \_\_\_\_\_ **RED** Total Minutes Cried  
 Numbers Blinking?  Yes  No

\*Standard Baby always reports a zero.

Damaged/Lost Items	Charge
Date Paid	Total Charges









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# Budget Worksheet

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These figures represent:

- one week
- one month
- one year

Income:

Wages from Your Job \_\_\_\_\_

Less \_\_\_\_\_% Taxes \_\_\_\_\_

**Net Income** \_\_\_\_\_

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Expenses:

Housing Costs

Rent \_\_\_\_\_

Heat/AC \_\_\_\_\_

Electricity \_\_\_\_\_

Water/Sewer \_\_\_\_\_

Garbage \_\_\_\_\_

Telephone \_\_\_\_\_

Cable TV \_\_\_\_\_

Insurance \_\_\_\_\_

Furniture \_\_\_\_\_

Appliances \_\_\_\_\_

Vehicle Costs

Gasoline \_\_\_\_\_

License \_\_\_\_\_

Insurance \_\_\_\_\_

Repairs \_\_\_\_\_

Loan Payment \_\_\_\_\_

Bus or Taxi \_\_\_\_\_

Other Expenses

Groceries \_\_\_\_\_

Medical Insurance \_\_\_\_\_

Medical Expenses \_\_\_\_\_

Clothing \_\_\_\_\_

Personal Grooming \_\_\_\_\_

Education \_\_\_\_\_

Hobbies \_\_\_\_\_

Entertainment \_\_\_\_\_

Gifts & Charity \_\_\_\_\_

Baby Expenses

Child Care \_\_\_\_\_

Baby's First Year

Expense Worksheet  
Amount \_\_\_\_\_

**Total Expenses** \_\_\_\_\_

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Net Income less Expenses \_\_\_\_\_

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# Monthly Budget Worksheet

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
<b>Income:</b>													
Wages from Your Job													
Less _____ % Taxes													
<b>Net Income</b>													
<b>Expenses:</b>													
<b>Housing Costs</b>													
Rent													
Heat/AC													
Electricity													
Water/Sewer													
Garbage													
Telephone													
Cable TV													
Insurance													
Furniture, Appliances													
<b>Vehicle Costs</b>													
Gasoline													
License													
Insurance													
Repairs													
Loan Payment													
Bus or Taxi													
<b>Other Expenses</b>													
Groceries													
Medical Insurance													
Medical Expenses													
Clothing													
Personal Grooming													
Education													
Hobbies													
Entertainment													
Gifts & Charity													
<b>Baby Expenses</b>													
Childcare													
Expense sheet amount													
<b>Total Expenses</b>													
Net Income													
-Total Expenses													

# Budget Worksheet Supplement

You receive \$50 birthday money.	You have a \$180 car repair.
Your health insurance refunded \$80.	The landlord raised your rent \$25 a month.
Unexpected good weather lowers your utility bill \$60.	Your baby has an ear infection - \$40 doctor bill.
Your baby's godparents sent \$50 to spend on the baby.	You changed jobs! You need all new work clothes. \$200.
Your thrift sale proceeds are \$85.	Your baby had a growing spurt. Next size clothes needed ahead of time.
You have free babysitting for a month!	House fire - everything lost. Do you have insurance? Your deductible?
You have an income tax refund. \$250	You are invited to a friend's shower. The gift will cost you \$20.
You receive a belated \$25 shower gift for baby.	Your baby is allergic to soaps. Extra cost for special soaps = \$20/month.
Disposable diapers on sale for half price this month only. How many can you afford to buy ahead and save?	You're laid off from work. Unemployment = 1/2 your normal income this month.
The aluminum cans you turned in paid you \$20.	You took your baby to the emergency room - \$284. Does insurance cover?
Your baby won the local photo contest. \$100 in baby food.	Corrective shoes for the baby cost \$75.