

Lesson One

Simulation Experience



Lesson Overview

In this lesson, participants will practice giving care based on the needs demonstrated by RealCare® Baby, and will track the care given using the *Infant/Toddler Schedule*. The simulation experience is designed to give participants an opportunity to experience being a caregiver in a lengthier format. Being responsible for caring for Baby over an extended time frame provides this opportunity.

You may wish to send Baby home with each participant over the weekend or for a night. If you are teaching this course as day care provider training or nursing assistant preparation, you may want to consider giving participants two Babies, to expose them to the demands of caregivers of more than one infant.

Lesson contributors are high school teachers who are experienced in the use of Baby as a teaching and learning tool, and have field-tested the methods and materials provided. Included in this lesson are suggestions for storage and handling of materials, care simulation preparation, self-assessment and reflective activities, performance assessment, instructional modifications, and an alternate project.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand and respond to the demands of a young infant
- Master the care of the RealCare® Baby infant simulator during the care simulation experience

Lesson at a Glance

In preparation for this lesson, read the instructor background information located at the end of this lesson.

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Participant Care Card</i> (one per participant) • <i>Care Simulation Directions</i> handout (one per participant) • RealCare® Babies with accessories • <i>Tracking Practice</i> worksheet (one per participant)	1. Purchase or obtain care cards. 2. Print/photocopy participant handout and worksheet. 3. Prepare Babies with accessories for demonstration of all care events.	15 minutes
LEARN	• <i>Readiness Quiz</i> worksheet (one per participant) • RealCare® Babies with accessories • <i>Infant/Toddler Schedule</i> worksheet (one per participant) • <i>Caregiver Journal</i> worksheet (one per participant) • <i>Sample Simulation Report</i> handout (one per participant) • <i>Assessment Rubric</i> handout (one per participant)	1. Print/photocopy participant worksheets and handouts. 2. Prepare Babies with accessories for care simulation.	20 minutes
REVIEW	• <i>Readiness Quiz Answers</i>		10 minutes

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FOCUS: Care Event and Tracking Practice

15 minutes

Purpose:

This activity prepares participants to take RealCare® Baby home for an extended period of time. Participants learn how Baby works and how to properly respond to, and track, its basic needs.

Materials:

- *Participant Care Card* (laminated)
- *Care Simulation Directions* handout
- RealCare® Babies with accessories
- *Tracking Practice* worksheet

Facilitation Steps:

1. Give each participant a *Participant Care Card* (laminated) and the *Care Simulation Directions* handout, and briefly discuss. Explain that both of these resources should be taken home and used during the care simulation, as needed, but the *Participant Care Card* must be returned upon completion of the simulation.
2. Program RealCare® Babies to demonstrate all care events, in random order.
3. Give each participant or group of participants one Baby with accessories. Explain that each Baby will require care; and their job is to figure out what that care is and how to properly respond. The first participant or group to finish the demonstration, properly responding to all care events, “wins.”
4. Give each participant a copy of the *Tracking Practice* worksheet and explain to them that it is now their job to not only figure out how to properly respond to Baby but to also track the care needed as well as the time it occurred. Explain that this demonstration is a condensed version of what would happen when care giving for a real infant.
5. After the demonstration is complete and a winner or winning group has been identified, lead a class discussion by asking participants to share the care events performed, in sequential order. Ask, “What was different with Baby than what would have happened with a real infant?” *Possible Answers: actual care would take longer, diapers would be soiled thus need to track bowel movement(s), bottle would contain liquid thus need to track how much the infant ate, no additional tracking needs since Baby does not play or accrue additional problems throughout the day.*



Care Simulation Directions

Unit Four—Lesson One
Simulation Experience

Name: _____

Date: _____

Care for Baby for the specified period of time set by your instructor. Use the *Participant Care Card* (laminated) as a helpful resource and do not forget the basics:

- When Baby cries, pick it up while carefully supporting the head, then ID.
- When you hear the chime, try these:
 - Feed
 - Burp
 - Rock
 - Diaper
- When Baby cries due to the following, rock Baby:
 - Rough handling
 - Head support failure
 - Shaken Baby
- If no chime Baby may be in wrong position. Try placing Baby on its back or ID again.

Some infants are more challenging than others. Your goal is to satisfy Baby's needs as best you can.

The wristband with ID should remain on your wrist, in good condition, throughout the care simulation. Your instructor will remove it when you return Baby to class.



Tracking Practice

Unit Four—Lesson One
Simulation Experience

Name: _____

Date: _____

Directions: For each care event Baby requires, indicate the date/time and order in which the care occurred (i.e., first, second, third, and fourth).

Date/Time	Feeding	Rocking	Diapering	Burping

LEARN: RealCare® Baby Assignment**20 minutes****Purpose:**

This activity prepares participants for their care simulation. Participants receive their RealCare® Babies with accessories and complete a worksheet that measures their understanding of the simulation. They also receive their caregiver journals, and review the criteria that you will use to evaluate quality of participation.

Materials:

- *Readiness Quiz*
- RealCare® Babies with accessories
- *Infant/Toddler Schedule* worksheet
- *Caregiver Journal* worksheet
- *Sample Simulation Report* handout
- *Assessment Rubric* handout

Facilitation Steps:

1. Give each participant a copy of the *Readiness Quiz*. Instruct participants to complete the quiz individually. Distribute the RealCare® Babies with accessories as participants complete the quiz.

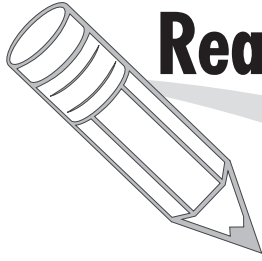
NOTE: Quiz answers will be provided and discussed during the review activity of this lesson.

2. Give each participant his or her assigned Baby with accessories.
3. Give each participant a copy of the *Infant/Toddler Schedule* worksheet. Explain that they should write in the schedule after each care event, noting time of event, type of event, and any comments. Explain that they will be asked to share schedule entries during Lesson 2.
4. Give each participant a copy of the *Caregiver Journal* worksheet. Tell participants that they should write in the journal three times per day, explaining any problems or challenges, thoughts, or feelings. Explain that they will be asked to share journal entries during Lesson 2.
5. Give each participant a copy of the *Sample Simulation Report* and *Assessment Rubric* handouts and briefly explain grading and assessment procedures.
6. Lead a class discussion by asking the following questions:
 - How do you think others will react to Baby? You need to be prepared for a variety of responses from

adults and other young people. Some people may initially think Baby is real. What are some ways

people may react, and how might you handle those reactions?

- What will you tell people who want to hold Baby? Remember Baby reports all forms of mistreatment, regardless of who is responsible. Be sure everyone who holds Baby knows how to do it carefully, just as if Baby were a real infant.
 - How can Baby's sensitive skin be protected? Baby is sensitive to ink pens, newsprint, and new, unwashed clothing. Baby's skin absorbs ink and dye. Keeping Baby clothed in its blue or pink, long-sleeved, long pants outfits or wrapped in a blanket helps to protect the skin.
 - How will you handle emergencies? Consider providing participants with a means to contact you (i.e., home or cell phone number) in case of an emergency. You may also consider showing them the emergency start/stop feature, but Realityworks suggests not telling them about this feature unless they contact you first and it is indeed an emergency.
7. Instruct participants to return their Babies with accessories prior to the start of the next class or school day, or as fits best with your schedule for this curriculum, allowing time to download and print the simulation reports before the start of Lesson 2.



Readiness Quiz

Name: _____

Date: _____

Directions: Answer the following questions by writing your response in the space provided.

1. List the four types of care you will provide for Baby.

2. List two other sounds (besides crying) Baby makes.

3. Before you can provide care for Baby, you must hear the _____ that means Baby recognizes you.

4. Baby will record neglect if it takes you longer than _____ minute(s) to care for Baby.

5. Although real infants may be fussy for long periods of time, Baby will not be fussy for more than _____ minute(s).

6. List two things that happen if Baby is roughly handled, abused, or its head is not supported.

7. There are many things that you can do to prevent rough handling and head support failure. List two.

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

9. What can you do to help protect Baby from stains?

10. How can you simulate bathing Baby?

11. Have you read and signed the Safety Precautions and Participant Contract?

___ Yes ___ No (You must do so before caring for Baby outside of class.)



Date: _____

[illegible]



Name: _____

Directions: At least three times per day during the care simulation, write down your thoughts and feelings about your care giving experience. Explain challenges you are facing or emotions you are feeling. This information will help you with the reflection assignment you will complete after you turn in your Baby.

[illegible]



Sample Simulation Report

RealCare® Baby Simulation Report

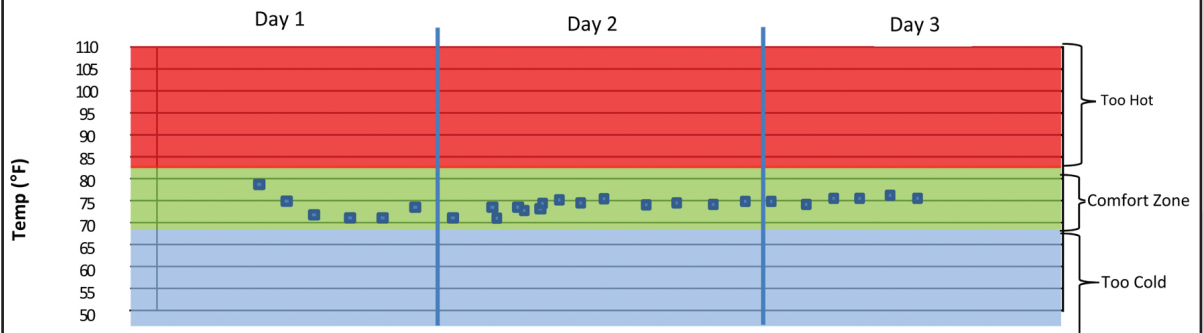


Baby Temperature and Clothing

NOTE: Actual report images may vary.

Baby detects temperature, clothing, and length of time in car seat/carrier to address flathead syndrome. Missing clothing only appears if Baby detects no clothing during a significant period of time.

Look for spikes in temperature on the graph below to determine mishandling. Baby's temperature should fall inside the comfort range (in green – mid section of report). If Baby's temperature falls above or below the comfort range, Baby has been exposed to extreme temperatures for an extended period of time.



	3a	6a	9a	12a	3p	6p	9p	12a	3a	6a	9a	12p	3p	6p	9p	12a	3a	6a	9a	12p	3p	6p	9p
Diapers																							
Outfit top																							
Outfit bottom																							
Infant body suit																							
Sleepwear																							
Outerwear																							

Car seat/ carrier	3a	6a	9a	12a	3p	6p	9p	12a	3a	6a	9a	12p	3p	6p	9p	12a	3a	6a	9a	12p	3p	6p	9p

	Day 1	Day 2	Day 3
High temp	80°	76°	78°
Low temp	70°	74°	74°
Time out of safe temp range	0	0	0
Max time between change of clothes	15 hours	12 hours	3 hours
Time in car seat/carrier	6 hours	5 hours	4 hours

Assessment Rubric

Name: _____

Date: _____

	World Class Caregiver (4)	Amateur Caregiver (3)	Indifferent Caregiver (2)	Abusive Caregiver (1)
Care Quality x 2	Spotless reputation (8 points)	Good reputation (6 points)	Possible child abuse referral (4 points)	Evidence of child abuse (2 points)
Missed Care x 2	3 or less instances (8 points)	4 instances (6 points)	5 instances (4 points)	6 or more instances (2 points)
Head Support x 2	5 or less instances (8 points)	6 instances (6 points)	7 instances (4 points)	8 or more instances (2 points)
Rough Handling x 2	2 or less instances (8 points)	3 instances (6 points)	4 instances (4 points)	5 or more instances (2 points)
Shaken Baby x 2	0 instances (8 points)	0 instances (6 points)	1 instance (4 points)	2 or more instances (2 points)
Baby Condition	Returned Baby in great condition (4 points)	Returned Baby in OK condition (3 points)	Returned Baby with dirt or marks (2 points)	Returned Baby unusable (1 point)
Wristband Condition	Wristband and ID in great condition (4 points)	Wristband and ID in OK condition (3 points)	Wristband is dam- aged (2 points)	Wristband is missing or removed (1 point)
Car Seat Condition	Returned car seat in great condition (4 points)	Returned car seat in OK condition (3 points)	Returned car seat with dirt or marks (2 points)	Returned car seat unusable (1 point)
Diaper Bag Condition	Returned diaper bag in great condition with all accessories (4 points)	Returned diaper bag in OK condition with all accessories (3 points)	Returned diaper bag with dirt or marks and one ac- cessory is missing, broken, or dirty (2 points)	Returned diaper bag unusable and more than one accessory is missing, broken, or dirty (1 point)
Responsibility	All items returned on time (4 points)	All items returned later in the day with a reasonable excuse (3 points)	All items returned one day late with a note from a parent/ guardian (2 points)	Incomplete or one day or more late (1 point)

Total 60 = 100%

Total 45 = 75%

Total 30 = 50%

Total 15 = 25%

4

REVIEW: Final Readiness for Simulation

10 minutes

Purpose:

This activity ensures that participants understand the features of the RealCare® Baby by reviewing, as a class, the correct answers to the *Readiness Quiz*. Any final questions they may have regarding the pending care simulation experience and your expectations may be addressed during this activity.

Materials:

- *Readiness Quiz Answers*

Facilitation Steps:

1. Using *Readiness Quiz Answers*, review the correct answers while participants check their own work.
2. Ask participants for their final questions and remind them of the following:
 - Refer to the *Participant Care Card* (laminated) and *Care Simulation Directions* as needed
 - Complete the *Infant/Toddler Schedule* worksheet at the end of each care event
 - Complete the *Caregiver Journal* worksheet at least three times each day
 - Return RealCare® Babies with accessories prior to the start of the next school day
 - Return the *Participant Care Card* (laminated) prior to the start of the next school day



Readiness Quiz ANSWERS

Unit Four—Lesson One
Simulation Experience

Directions: Answer the following questions by writing your response in the space provided.

1. List the four types of care you will provide for Baby.

feeding rocking
burping diapering

2. List two other sounds (besides crying) Baby makes.

coo cough

3. Before you can provide care for Baby, you must hear the chime that means Baby recognizes you.

4. Baby will record neglect if it takes you longer than two minute(s) to care for Baby.

5. Although real infants may be fussy for long periods of time, Baby will not be fussy for more than three minute(s).

6. List two things that happen if Baby is roughly handled, abused, or its head is not supported.

Baby cries hard electronics record the event

7. There are many things that you can do to prevent rough handling and head support failure. List two.

do not juggle too many things, do not throw Baby in the air, do not let other people hold Baby, do not leave Baby unattended, do not let anyone shake Baby

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

clothing dye pens and markers newspapers and magazines

9. What can you do to help protect Baby from stains?

keep Baby clothed and wrapped in a blanket

10. How can you simulate bathing Baby?

Baby wipes, damp washcloth - never water!

11. Have you read and signed the Safety Precautions and Participant Contract?

 Yes No (You must do so before caring for Baby outside of class.)

4

Additional Optional Activities

- If available, use the Realityworks® Drug-Affected Demonstrator and/or Fetal Alcohol Syndrome Manikin. Lead a class discussion by asking how taking care of an infant with either condition would differ from taking care of an infant without either condition.
- **NOTE:** This optional activity is taken with permission from a lesson plan designed by Alison Klatt, a Family and Consumer Sciences Education participant at South Dakota State University.

Ask participants to select a problem or challenge they had faced when caring for Baby outside of class, then write a letter regarding this problem or challenge to submit to an advice column seeking help. Collect all letters then redistribute to participants, ensuring nobody receives his or her own letter. Explain to participants that they are to respond, in writing, to the letter they have been given, providing advice and/or a solution to the problem or challenge faced with Baby.

Instructor Background Information

Paperwork, Paperwork

The following documents reviewed and sent home during Unit 2, Lesson 1 need to be signed by the participant and/or parent/guardian and returned before the participant cares for Baby outside of class. Keep in mind that many of these documents assume that you are teaching a class of middle school or high school students or a babysitting class, where participants still live at home with a parent or guardian. If you are working with older participants who are responsible for their own living and financial situation, you may choose to forego using the documents that do not apply.

- *Letter to Participant's Family* (no signature required)
- *Parent/Guardian Permission Form*
- *Safety Precautions*
- *Participant Contract*

The participant should take the following documents home for use during the care simulation:

- *Participant Care Card* (laminated)
- *Care Simulation Directions* handout
- *Infant/Toddler Schedule* worksheet
- *Caregiver Journal* worksheet

Consider using the following documents, if needed:

- *Memo to Co-Workers and Staff*
- *Communication with Coach*
- *Delivery Date Sign-Up*
- *Pass to Leave Class*

Required Materials

In order for the participant to care for Baby outside of class, package Baby with the following accessories:

- One RealCare® Baby two-piece hooded outfit (other outfits may be used)
- Two RealCare® Baby diapers—one with green patch and one with yellow patch
- One RealCare® Baby bottle (store-bought bottle will not work with Baby)
- One RealCare® Baby wristband with ID (assigned to Baby)

Optional Materials

Consider purchasing or obtaining any of the following materials to ease your administration of the care simulation experience and/or add to the authenticity of the care simulation experience:

- Clipboard: organize and easily locate paperwork
- Colored paper: aids efficiency and helps prevent loss of paperwork
- Instructor shoulder bag: organize and store wristbands, IDs, and other essential items
- Baby storage unit: organize and store Babies; provides security; adds efficiency to programming
- Diaper bags: decreases likelihood of losing small accessories; adds authenticity to care simulation
- Infant car seats or carriers: decreases likelihood of abuse; adds authenticity to care simulation
- Receiving blankets: helps keep Baby clean; adds authenticity to care simulation

Organizational Ideas for Efficiency

- Label each Baby with a number and/or letter and “Property of...” with the name of your school or organization with a fine-tip permanent marker.
- Label the storage shelf or location for each Baby with matching numbers and/or letters.
- Label each diaper bag (ready-made sew-on numbers or letters work well).
- Empty each diaper bag at the end of each care simulation and store under each Baby.
- Organizing center in the room makes delivery and return procedures neat, orderly, and efficient.

Important Notes

It is recommended that participants care for Baby for at least two full days (i.e., Friday afternoon until Monday morning). The danger in giving Baby to participants for less than 48 hours is that they will not get past the “honeymoon stage,” or the initial fun of caring for an infant. The first day is more of a novelty to participants, but after the second night, they have a better idea of what it means to care for an infant on an ongoing basis—especially as a caregiver.

The use of wristbands with Baby is *crucial*, not optional. When a participant wears the ID on a wristband, that

participant is completely responsible for Baby's care, just as a real caregiver. If the participant can simply pass Baby off to someone else, he or she does not learn the responsibility that comes with caring for an infant. Frequent babysitters should also be avoided.

Complete the delivery sign-up process as far in advance as possible to allow participants and/or parents/guardians to make arrangements so that the experience with Baby is successful.

Preparing your Organization

Everyone must treat Baby as if it were a real infant. This includes referring to the infant simulator only as "Baby," or by a name given to Baby by the caregiver. Calling Baby a doll seriously detracts from the realism of the care simulation. How people refer to and react to Baby is a big part of the experience.

Several days before the care simulation begins, do one or all of the following:

- Hold a meeting to gain the support of faculty and staff and to respond to any questions or concerns.
- Introduce Baby at a staff meeting.
- Place an inactive Baby in a car seat in the staff lounge with a note telling about the upcoming experience.
- Send a memo (the *Memo to Co-Workers and Staff* can be used).
- Communicate with coaches for sporting events using the *Communication with Coach* form.

Preparing the Participants' Families

Most parents are eager for their child to participate. However, a few parents may choose to keep their child from participating. Send the *Parent/Guardian Permission Form* home along with the *Safety Precautions sheet*. BOTH forms must be signed and turned in before you send Baby home with a participant. If a participant says a parent objects, be sure you receive a completed, signed *Parent/Guardian Permission Form* that denies permission. The *Letter to Participant's Family* gives an overview of what the family can expect. These forms are located within Unit 2, Lesson 1.

Options for Running the Care Simulation

Simultaneous Care Simulations

If you have one Baby for each participant, all partici-

pants can experience the care simulation at the same time. Simultaneous care simulations are good for class discussions, because all participants in the discussion have had the experience at the same time.

NOTE: Even if you do not have enough Babies for all participants in your class at the same time, it is important for those who did have Baby to discuss and reflect on the experience as soon as possible, even if it is only four or five participants at a time. Postponing the reflection and discussion until all the participants have taken Baby home causes a loss of impact.

Back-to-Back Care Simulations

If you have only a few Babies they can be rotated until all participants have had a turn. Exposing the entire class to the care simulation will take longer, but this method results in a continuous, semester-long dialog on the responsibilities of care giving.

Paired Care Simulations

Assign Baby to two participants. The pair can be of the same or different genders. Each participant has his or her own ID attached with a wristband. This arrangement emphasizes the cooperation and sharing of responsibilities required by care giving. This is a good way to issue Baby if participants have employment or sports activities. While one is at work or practice, the other cares for Baby.

Delivery Day Sign-Up

When you work out a time frame of possible weekends for the care simulation, participants can mark down the dates and discuss them with their parents/guardians. It is also helpful to have a school events schedule for participants to refer to as needed. Babies need to be identified by number or letter for sign-up procedures:

- Option 1: Participants draw a labeled Popsicle stick or small slip of paper to determine which Baby he or she gets. It is a random drawing. Record information on the *Delivery Date Sign-Up*.
- Option 2: Participants select a Baby of their choice by selecting gender and ethnicity. Drawing numbers out of a hat can determine the order. Record information on the *Delivery Date Sign-Up*.
- Option 3: Assign each participant a Baby in numerical or alphabetical order. Record information on the *Delivery Date Sign-Up*.

RealCare® Baby Assignment Preparation

Conduct the following tasks a day or two before Real-Care® Baby assignment:

- Perform battery checks: Be sure each Baby is fully charged.
- Prepare Baby accessories: Wrap one green color-coded diaper around each bottle and place one yellow color-coded diaper on each Baby. Gather wristbands, IDs, and any other accessories (i.e., infant car seat/carrier, receiving blanket, burp cloth, diaper bag) to be sent home with participants and their assigned Baby.
- Review Baby assignments or selections: Allow each participant to select a Baby of their choice or assign Babies at random. Participants may determine their Baby selection by drawing a number or letter written on Popsicle sticks, slips of paper, eggs in a basket, and so on.
- Prepare list of participants and their Babies: It is important to keep a list of the participants' names, which Baby they will use, and the date of the care simulation. Consider using *Delivery Date Sign-Up* to assist with this task (note any exceptions to time or circumstances).
- Program convenient care simulation start times: Program care simulation start times that are convenient for all involved. Postponing start times until later in the day, after the participant is at home, avoids the need for the participant to give initial care in transit. Some participants may need flexibility due to after-school commitments or jobs.
- Prepare *Pass to Leave Class*, if necessary: If your class period is not the last one of the day, and participants must pick Babies up at the end of the school day rather than during your class time, issue them passes (*Pass to Leave Class*) to be released from their last class five minutes early.

Foreseeing Possible Problems

Unfortunately, experience has shown that while most participants are conscientious, a few try to get around the assignment. Some typical ways participants try to avoid the assignment are:

- Sliding the wristband off the wrist: This is possible if the wristband is too loose. There must be room for air

to circulate between the wristband and the skin. There should NOT be room for one finger to fit beneath the wristband. If a snug wristband has been stretched enough to slide off the wrist, it will obviously be frayed.

- Returning without the ID: All participants should be warned that those who return Baby without an ID will be charged a replacement fee. If the participant returns with no ID, it may mean the wristband was cut and the participant asked someone else to care for Baby.
- Using the Emergency Start/Stop feature: A participant might use the Emergency Start/Stop when merely inconvenienced rather than truly in need of the feature.

Instructional Modifications

Alternate Project

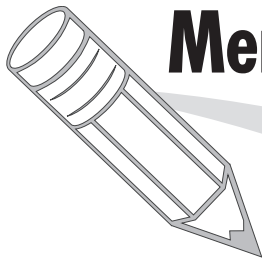
Some participants may not wish to participate in the care simulation or a parent/guardian might object to the project. Instructions and rubrics for an alternate project have been included at the end of this section. When participants read and understand the scope of the challenging alternate project, they and their parents/guardians may change their minds about the care simulation.

Accommodating After-School Activities

- The ID and wristband is not allowed for participation in most sporting events. Some coaches have padded and wrapped the wristband and ID for practices. Determine which participants are on sports teams, and refer to the school's sports schedule to negotiate a date for the care simulation.
- If an after-school event such as a concert, dramatic performance, or game is on Friday evening, consider programming Baby to start after the event. If major conflicts involve many participants, consider meeting a group of participants briefly on Saturday. The care simulation can then run until Tuesday morning.
- As a last resort, the participant can take Baby home and then deliver Baby to your home over a holiday weekend or vacation period when no after-school events are taking place.

Participants with Physical or Other Challenges

- Some participants may be uncomfortable handling Baby and prefer to practice privately after class versus practicing skills learned within class or caring for Baby outside of class.
- Some participants may be agitated by Baby's crying. Provide earplugs if their hearing is acute.
- Hearing impaired participants may not sleep with their hearing aids in their ears. A wireless notification system using a flashing lamp, a vibrating device, or special indicator lights are available to notify the participant that Baby is crying during the night. Visit www.harriscomm.com or www.devices4less.com for more information on hearing impaired notification systems.
- Participants who take medication and must get their sleep for health reasons could hire their parent/guardian as a babysitter.
- Baby could be scheduled for a shorter time period if modification to a less difficult task is required.



Memo to Co-Workers and Staff

DATE:
TO: Co-Workers and Staff
FROM:
SUBJECT: RealCare® Baby Care Simulation

Our school/organization is fortunate to have the Realityworks® *Basic Infant Care* program. The program allows participants to experience the many responsibilities required of the caregiver of a new infant. I hope you will join me in helping participants benefit fully from the program.

The core of the program is a care simulation using the newest and most realistic infant simulator available. The infant simulator, RealCare® Baby, will cry according to its 24-hour schedule, and require the participant to care for it. The participant responds by bringing an electronic ID near Baby so Baby can recognize its correct “caregiver” and then figuring out what kind of care Baby needs. Baby needs to be fed, burped, rocked, and have its diaper changed. Baby will also cry if it is roughly handled, held in a position it does not like, or if the head is not properly supported. There are also happy and fussy times.

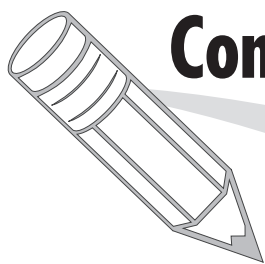
Although Baby may momentarily disrupt your class or group, I hope you will agree that the benefits of the program far outweigh the brief interruptions.

I would appreciate your help in watching for unattended, mistreated, or improperly held Babies, since the electronics 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 or groups. A day care option may be available.

Basic Infant Care

Simulation Experience



Communication with Coach

Dear Coach,

_____ is taking my class this semester and needs a signature confirmation by you that he or she is a sports team member.

Sport: _____ Coach Signature: _____ Date: _____

Students in this class are involved in a project that involves caring for a computerized infant simulator called Baby for several days and nights. During that time, the participant must wear an identification device (ID) on a tamperproof wristband that is similar to a hospital bracelet. The ID and wristband must remain on the participant's wrist until I remove it after the care simulation is complete. I understand that the rules and enforcing officials may not allow a student to participate in your sport while wearing such a wristband.

Below, the student has listed the possible dates for the care simulation. I can program Baby to start after a Friday sporting event, but I require your help to do so. To ensure that the student is the only person who can care for Baby, I need you to attach the ID and wristband to the participant's wrist after the Friday sporting event. It is a very simple procedure that I trust you to do if the participant must rely on this delayed start option in order to participate.

Thank you for helping!

Coach's Response

Please circle the best date.

Possible dates: _____

Any comments:

If a delayed start time after a sporting event would help on the date you circled, please indicate a reasonable time for Baby to become active: _____

The student must bring this form back to me for coordination of the care simulation, and then bring it back to you for signature on the night of the game.

Coach's and Participant's Responsibilities AFTER THE SPORTING EVENT

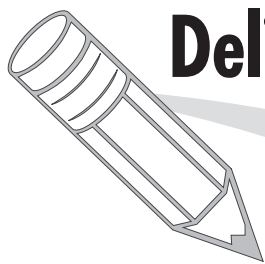
On the first night of the care simulation, after the sporting event, coach must attach ID and wristband to the participant's wrist. Please sign when you have done so.

Coach Signature: _____ Date/Time: _____

It is the participant's responsibly to bring the ID, wristband, and this form to the coach for attachment and signature.
The participant must submit this form with Baby when the care simulation is complete.

Basic Infant Care

Simulation Experience



Delivery Date Sign-Up

Unit Four—Lesson One
Simulation Experience

Care Simulation Date: _____

You must turn in your signed permission forms to put your name on the list.

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Name _____ Baby _____ Class Period _____

Basic Infant Care

Simulation Experience



Pass to Leave Class

Date: _____

Please allow _____ to leave class five minutes before the end of the school day so he/she can receive their RealCare® Baby infant simulator for their care simulation. I apologize for any inconvenience this may cause.

Thank you,

Date: _____

Please allow _____ to leave class five minutes before the end of the school day so he/she can receive their RealCare® Baby infant simulator for their care simulation. I apologize for any inconvenience this may cause.

Thank you,

Date: _____

Please allow _____ to leave class five minutes before the end of the school day so he/she can receive their RealCare® Baby infant simulator for their care simulation. I apologize for any inconvenience this may cause.

Thank you,

Date: _____

Please allow _____ to leave class five minutes before the end of the school day so he/she can receive their RealCare® Baby infant simulator for their care simulation. I apologize for any inconvenience this may cause.

Thank you,



Alternative Project Directions

PART ONE

The following materials are due on this date: _____

1. Research articles: Find six different articles that deal with being a caregiver. Read and summarize the articles. Be sure to use a standard bibliography format to cite the articles.
2. Write questions: Compose 15 questions from your research that can be used to interview caregivers. Avoid questions that can be answered with a simple “yes” or “no.” Make six copies of the questions, allowing space for recording responses.
3. Interview others: Interview six caregivers—three who provide care for infants and three who provide care for toddlers. If you have difficulty finding caregivers, ask your instructor for help.
4. Data collection: For each caregiver interviewed, include name, telephone number, age they first became a caregiver, current age, and how they were contacted for this interview.
5. Think about what you learned: Using the Venn diagram (attached), compare and contrast responses.
6. Write about what you learned: Using your completed Venn diagram, write about your conclusions.
7. Use the PART ONE rubric (attached) to rate your performance before you submit your work.

PART TWO (due one week from the day PART ONE is completed)

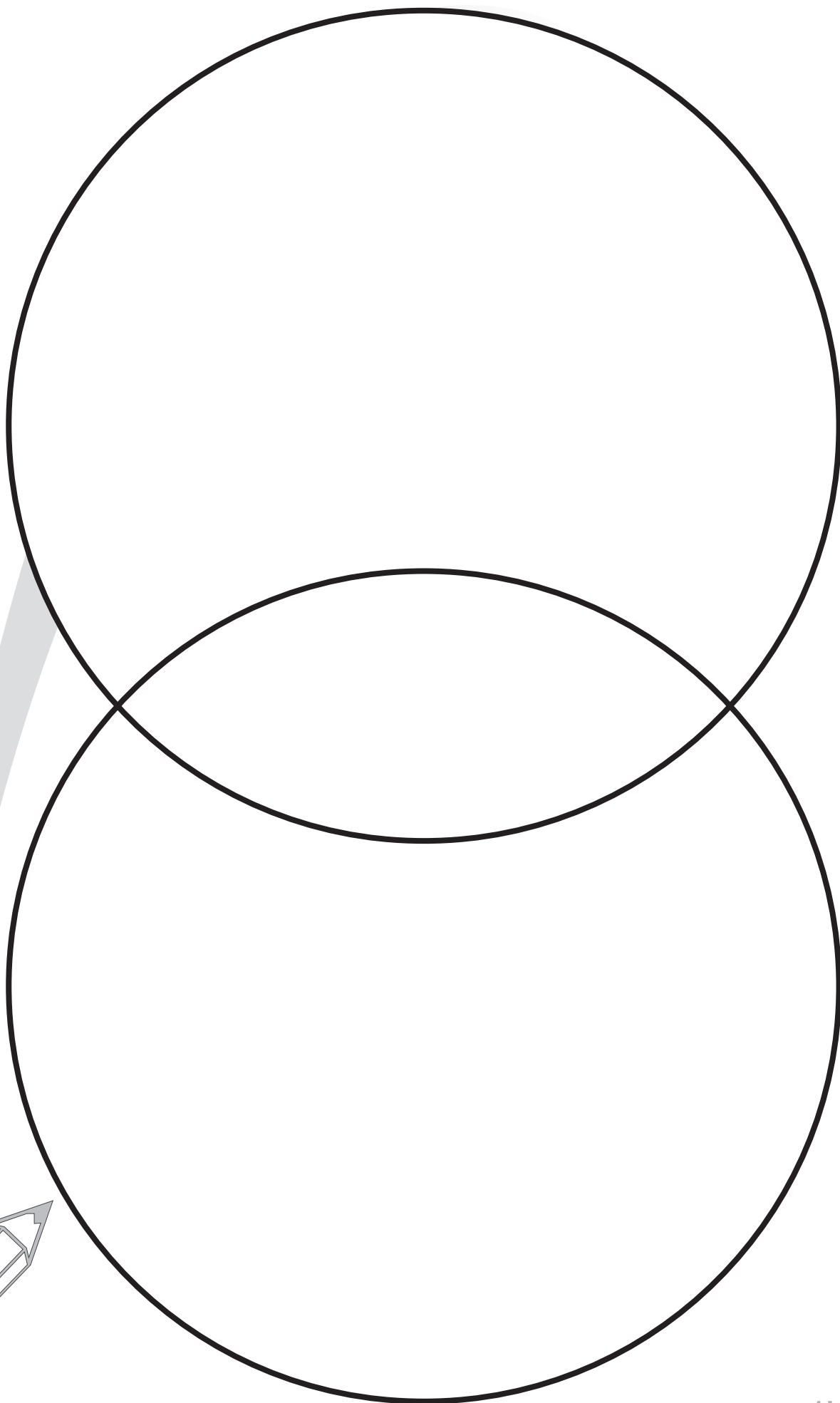
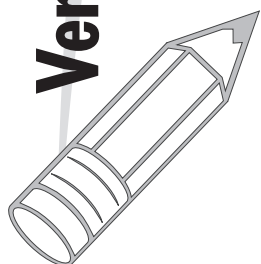
Due date: _____

1. Meaningful reflection can help you gather and express your thoughts about the challenges of responsible care giving. Your responses provide your instructor with feedback on what you learned about the realities of care giving through your research.
2. Choose one of the following statements about being a responsible caregiver and create a poem, poster, or essay to express what you learned:
 - I learned that responsible caregivers need to have KNOWLEDGE about...
 - I learned that responsible caregivers need to have these SKILLS...
 - I learned that these PERSONAL LIFE SITUATIONS AND CIRCUMSTANCES can help a caregiver to be responsible...
 - I learned that responsible caregivers need to have these ATTITUDES...
3. Use the PART TWO rubric (attached) to rate your performance before you submit your work.

Basic Infant Care

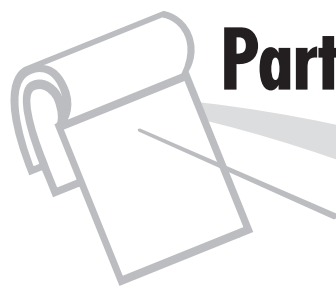
Simulation Experience

Venn Diagram



Basic Infant Care

Simulation Experience



Part One Rubric

	4 points	3 points	2 points	1 point
Six article summaries x 6	Content is related to an approved theme; content is accurate, focused, and complete (24 points)	Content is accurate, but lacks depth or focus (18 points)	Content is vague, incomplete, lacks continuity, or falls below minimum requirements (12 points)	Content is incomplete and meets none of the requirements (6 points)
Articles cited properly x 2	Consistently appropriate bibliography reference (8 points)	Mostly appropriate bibliography references (6 points)	Bibliography not appropriately referenced (4 points)	Bibliography not referenced (2 points)
15 composed questions x 5	Questions are well thought out, original, and related to the topic (20 points)	Questions are related to the topic (15 points)	Questions are vague OR unrelated to the topic (10 points)	Questions are vague AND unrelated to the topic (5 points)
Interview question responses x 6	Responses are well recorded and thorough (24 points)	Responses are acceptably recorded (18 points)	Responses are incomplete (12 points)	Responses are unacceptably recorded (6 points)
Interviewee citation (name, telephone number, age first become caregiver, current age, how recruited) x 2	Identified accurately and thoroughly in an organized way (8 points)	Complete identification of interviewees (6 points)	Incomplete identification of interviewees (4 points)	Inaccurate and incomplete identification of interviewees (2 points)

Total 84 = 100%

Total 63 = 75%

Total 42 = 50%

Total 21 = 25%

Basic Infant Care

Simulation Experience

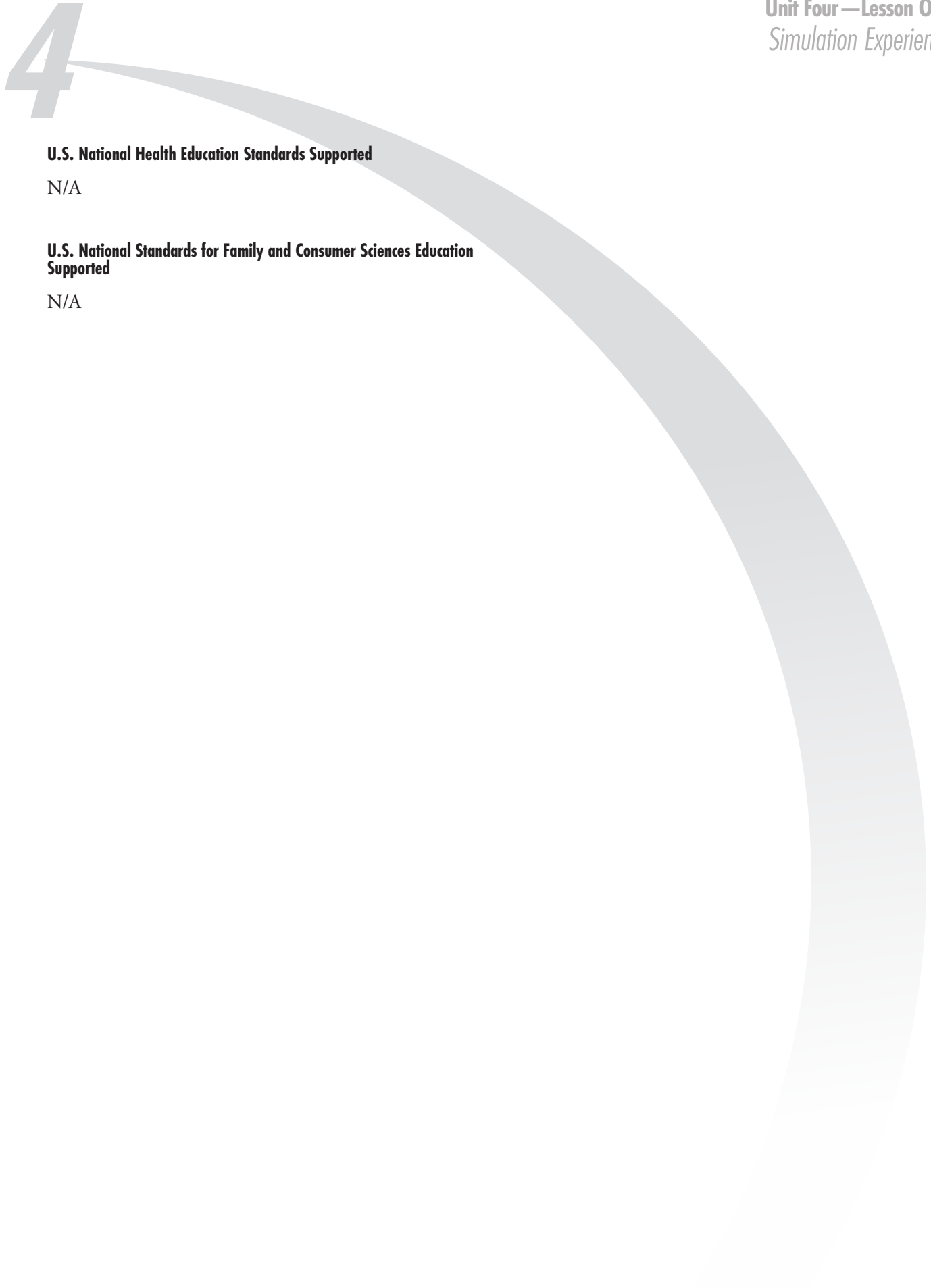


Part Two Rubric

	4 points	3 points	2 points	1 point
Content The extent that the essay, poem, or poster shows understanding of issues that influence ability to be a caregiver x 3	Shows insightful comprehension for the scope of skills, attitudes, or situational factors that influence the ability to be a caregiver (12 points)	Shows basic comprehension for the scope of skills, attitudes, or situational factors that influence the ability to be a caregiver (9 points)	Shows gaps in comprehension for the scope of skills, attitudes, or situational factors that influence the ability to be a caregiver (6 points)	Shows no relationship to the questions (3 points)
Personal reflection The extent that the essay, poem, or poster show sincere thoughtfulness, and readiness for care giving is personalized x 2	Makes insightful connections to own personal life (8 points)	Shows literal personalization (6 points)	Shows a developing ability to personalize (4 points)	Makes few, if any, connections to own personal life (2 points)
Organization of ideas and design	Logical, coherent progression of ideas (4 points)	Generally focused with clear attempt at organization (3 points)	Some organization, but disjointed ideas (2 points)	Little or no organization (1 point)
Use of language	Use of language enhances reader's ability to understand through sophistication and elaboration (4 points)	Use of language facilitates (allows) reader's understanding (3 points)	Use of language is distracting but does not interfere with understanding (2 points)	Use of language interferes with understanding (1 point)

28/28 = 100% 25/28 = 90% 22/28 = 80% 19/28 = 68% 16/28 = 57% 13/28 = 46%
27/28 = 96% 24/28 = 86% 21/28 = 75% 18/28 = 64% 15/28 = 54% 12/28 = 43%
26/28 = 93% 23/28 = 82% 20/28 = 71% 17/28 = 61% 14/28 = 50% 11/28 = 39%

4



Unit Four—Lesson One *Simulation Experience*

U.S. National Health Education Standards Supported

N/A

U.S. National Standards for Family and Consumer Sciences Education Supported

N/A

