

Holdenville Education Foundation, Inc.
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funded

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Grants to Teachers Application Form

Cover Page

Date: 1/26/06
Grant Title: Reality Check: Instant Parenthood
School: Junior/High School
Grade Level: 6-12
Content Area: Family and Consumer Sciences
Total Dollar Amount Requested: \$2000.00

I am requesting grant approval and support to purchase RealCare Baby II products. This curriculum integrated in the Family and Consumer Sciences program will provide students with lifelike infants to care for 24 hours a day of their assigned time period. This program will impact teens about the responsibility of pregnancy, parenting and childcare with realistic and technologically updated components and "babies."

Family and Consumer Sciences is preparation for real life. The curriculum is comprehensive in the knowledge, skills, attitudes, and behaviors necessary to succeed in the multiple roles men and women must perform in today's society. Relationships, consumerism, employment skills and daily living in the family environment are taught in the classroom.

Students in all Family and Consumer Sciences classes will be impacted by this grant. RealCare Baby II products are science-based products designed to provide hands-on experiences in reality and responsibility.


Signature of Grant Applicant


Signature of Building Principal

Please mail applications to: Holdenville Education Foundation
PO Box 641
Holdenville, OK 74848
Attn: Teacher Grants Committee

1. WHAT IS THE MAJOR NEED THIS PROJECT ADDRESSES?

Parenting is the most defining role of a person's life. To be someone's Mom or Dad signifies responsibility and maturity. Unfortunately, adolescent's take on this role with little direction or guidance. To legally drive a car one must study, pass testing and then receive a license. No such preparation is required to become a parent! This curriculum and realistic infant will bring the responsibility involved in parenting to the adolescent.

Adolescent pregnancy is an epidemic in Oklahoma. The 2004 report from the Oklahoma State Department of Health, Child and Adolescent Health Division states Oklahoma's teen birth rate is now 8th in the United States. Further consideration of the reported numbers follows:

“United States birth rate to females under age 20 is 43 per 1000 females.

Oklahoma birth rate to females under age 20 is 58.3 per 1000 females.

Hughes County birth rate to females under age 20 is 66 per 1000 females.”

(Teen Pregnancy Prevention 2004)

Students at Holdenville Schools need the learning opportunity provided by these life-like babies as a deterrent to teen pregnancy and single parenting, but also as an educational opportunity to gain positive parenting skills for later in life.

2. DESCRIBE YOUR PROJECT.

The RealCare Baby II has all the appropriate fussiness of a real infant. Baby has to be fed, burped, rocked and diapered. FCS curriculum exposes all students to childcare experiences and learning.

In the Family and Consumer Sciences classroom the impact of these infants will be felt on all students. In-class assignments will include care and well-being of infants. This will be bathing and changing the baby during fussy and uncomfortable moments, realizing babies are not dolls but reacting personalities demanding care and attention. Upper-level students will be assigned infants for weekends. The infant and the student

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will be joined by electronic identification. Only the student will be able to control the crying infant!

The technology of these infants will record every event and every moment of the time with the student. Through USB connection all activities will print from a computer. For instance, if the infant cried too long before care, that will be reported. If an abuse such as shaking occurred, that also will be reported.

In our school system, administration and faculty have developed a house that is used for Special Education to prepare students for independent living. These infants would be used as a deterrent and also to form positive parenting and caregiver skills for later in these student's lives.

Baby-sitter college could be presented at Thomas Elementary to build interest in the FCS program and as education for 6th grade students that may be caregivers for siblings or neighbors during the summer. These infants weight 7 ½ pounds and are 21 inches long. Practicing bathing, swaddling, diapering, and dressing will teach students the importance of the care and attention needed to provide infant and child care.

PASS skills are specific and numerous for this project. Standards found in Science (Standard 3, #5), Language Arts (Standard 4, # 1) and Health and Safety Education are incorporated in FCS curriculum. I have included the following Health and Safety skills.

Standard 1: The student will comprehend concepts related to health promotion, safety, and disease prevention.

#1. Illustrate how nutritional requirements vary in relationship to age, gender, physical activity and health conditions.

Implementation: These infants must be fed and cared for like an infant, preceding lessons will teach infant feeding nutrition and strategies for health and appropriate growth and development. These infants depict the care needed for new-born infants who do not care what time of day or night it is when hunger or a wet diaper occurs.

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#2. Identify and demonstrate ways to protect oneself from abuse.

Implementation: To break a cycle of abuse or poor parenting new skills must be taught and learned. Proper infant care taught through respect and concern can change a cycle. If new parenting strategies are encouraged and taught by the public school we can look for positive outcomes from our students.

#4. Analyze how behavior can impact health maintenance and disease prevention.

Implementation: Sexually Transmitted Diseases (STDS) including HIV are not declining, and teens are engaging in at-risk behavior believing nothing bad will happen to them. Using the babies is a concrete example of sexual intercourse, in the curriculum lessons STDS can cause blindness or other infections in babies as these are transmitted Mother-to-baby.

#5. Describe the impact of personal health behaviors and their influence on the health of individuals.

Implementation: The growth of human adults is not completed until 18-20 for females and 19-21 for males. Early pregnancy stops the growth of the female as all nutrients are sent to the fetus first. The mother's health is compromised first. This project has the ability to impact every facet of the student's life from the decision to not participate in at-risk behaviors and postpone parenthood until maturity is achieved.

Standard 4: The student will demonstrate the ability to use interpersonal communication skills to enhance health and safety.

#2. Practice skills and techniques for decision making and problem solving.

Implementation: The Real Baby simulator is the visual and concrete consequences of actions. Caring for the infant will teach the student babies are loving and beautiful, dependent and demanding, inconsiderate and inconvenient; they are a responsibility.

Standard 5: The student will develop plans for a healthy future through individual goal setting and decision making.

#1. Analyze and predict immediate and long-term impact of health and safety decisions on individual, family, school, and community.

Implementation: Class-room instruction and activities will develop awareness in the student of long-term effects of choosing teen parenthood.

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#2. Establish personal health goals and evaluate progress toward achieving those goals.

Implementation: Guiding students toward educational and career goals using these infants will cause the student to delay parenthood until college, marriage, and establishment of home and career are complete.

Standard 6: The student becomes an advocate for health and safety for self, family, and community.

#2. Demonstrate the ability to influence and support others in positive health and safety choices.

Implementation: Students completing FCS class work can influence others by sharing their experiences with the babies, passing on the responsibility and patience needed to parent and care for an infant.

PASS HIV/AIDS PREVENTION EDUCATION

Standard 5. Identify risk behaviors and situations involving possible exposure to HIV.

Implementation: Educating in the classroom to provide facts and strategies to help students protect themselves.

National Standards for Family and Consumer Sciences Education (NFACSE)

15.1 Analyze roles and responsibilities of parenting.

Implementation: Caring for this infant 48 hours will relate to the student the responsibility and attention needed to care for a newborn.

15.4 Analyze the physical and emotional factors related to the parenting process

Implementation: The infant provides positive parenting education for the time in the student's life when parenthood is appropriate.

The Holdenville Family and Consumer Sciences program has been funded by the Indian Community Center; the Center has purchased a female and male infant, hardware and software to support the program. If provided grant funding from HEF the Holdenville Public Schools has agreed to provide additional funding.

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| BUDGET: | | |
|--|--------------|----------------------------|
| Item | Cost | Source of Funding |
| Four (4) RealCareBabies (2 Caucasian, 2 African American) | \$2000 | HEF |
| Two Native American Babies | \$1000 | Indian Community Center |
| Two Hispanic Babies | \$1000 | Holdenville Public Schools |
| Storage Cabinet | \$140 | Holdenville Public Schools |
| Baby Items | <u>\$500</u> | Donated from community |
| Total | \$4640 | |
| Total Requested from HEF | \$2000 | |

TIME SCHEDULE

Students every semester and in all FCS classes will be exposed to the RealCare Baby II infant. Lessons will range from one to three class periods for 8th grade students. FCS I students should be assigned 24-48 hours of baby interaction. Students in upper-level classes will experience the joy of parenthood for weekends. Other students to obtain interaction with the infants are Special Education students in life-learning modules, and 6th grade baby-sitter college training. Family and Consumer Sciences curriculum includes modules and activities of 3 weeks to 6 weeks and semester classes in marriage and parenting.

4. HOW MANY STUDENTS WILL BE AFFECTED BY THIS PROJECT?

FCS approximate enrollment is 110. This grant has the possibility of impacting the lives of our adolescent's in a powerful and positive manner. Students in Living Skills could participate in this project, using the home environment and participating in parenting and care giving exercises and activities.

Students directly affected by project:

110 enrolled in the FCS program at Holdenville High School
 45 Special Education students will benefit from the project
94 Sixth grade students benefit from Baby-sitter College
 249 students affected the first year of the project

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Students indirectly affected by this project; the number is immeasurable because the impact will be on future students at Holdenville Schools. If one student decides that the consequences of premarital sex and teen parenthood is not worth the risk, the initial investment of \$2000 does not compare with \$160,140 to raise a child to 18 years of age.

The USDA estimates it costs \$160,140 to raise a healthy child to 18. Unfortunately, teen mothers are at risk of Low Birth Weight babies, due to lacking prenatal care, improper and inadequate nutrition, and smoking. Low Birth babies are in ICU and have early on health problems that programs such as Medicare and public assistance must pay for their care ("Expenditures on Children by Families.")

DETERMINATION OF OBJECTIVE SUCCESS

One by one we could change the choices of Holdenville's adolescents to postpone parenthood. "Since 1992, a 15% decrease in the birth rates (15-19) has been observed. Data shows that 21.1 % of births to teens age 19 and under are repeat birth." (Oklahoma Vital Statistics, 2004). Parenting education is essential; for many students school is the only place that will provide that training. My goal as an educator is to provide learning experiences that teach; using these infants hopefully will decrease the number of teen pregnancies in our district. The experiences of the infant combined with classroom instruction will make better parents of our students when parenthood is appropriate. The target group is students that have siblings with children before graduation and students that are parents already. Most teens that have a child before 16, repeat another birth before they reach 20 years of age (Oklahoma Vital Statistics, 2004). The experience with the Baby II infant may be the only training they will have before they have children of their own.

Thank you for your consideration