

Write contact information for your community below so you can refer participants to specialized services when necessary.

## ➤ Emergency 911

<p><b>Police/RCMP – non-emergency</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>	<p><b>Narcotics Anonymous</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>
<p><b>Women’s Shelter</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>	<p><b>Legal Aid</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>
<p><b>Child Protection Services</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>	<p><b>Housing Program</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>
<p><b>Addiction Counselling</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>	<p><b>Friendship Centre</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>
<p><b>Alcoholics Anonymous</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>	<p><b>Social Services – Income Assistance</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>
<p><b>Al-Anon/Alateen</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>	<p><b>Mental Health Services</b></p> <p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>
<p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>	<p>Phone: .....</p> <p>E-mail: .....</p> <p>Text: .....</p>



For Facilitator's use.

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**Session**

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**Materials**

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**Housekeeping**

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**Group Building Activities**

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**Focus Activity**

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**Our Resources and Calendar Connections**

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**Nutrition Break**

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**Keepsake Box**

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**Closing**

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**Notes/Reminders**

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**Research**

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# Resource C – Question and Ideas Sheet

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For distribution to participants at each session.

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## Questions to Ask

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## Ideas to Share



### **For facilitator's use.**

The activities listed below can be used as icebreakers and group bonding activities. They are also meant to be an attachment activity between parent(s) and child. Many of the activities can be done in small teams, in pairs or individually. Teams work well for participants who may have difficulty with reading and writing. The key to the games is to have everything prepared ahead of time. Also, keep them short and faster paced so they are fun.

### **Baby Pictionary/Charades**

- In advance, write the names of baby-related items, nursery rhymes or songs on small pieces of paper. Put in a hat or basket.
- Obtain a timer. Use one from an old Pictionary game or buy one at the dollar store.
- Divide participants into two teams of two or four people each (Team A and Team B)
- Each player pulls a piece of paper from the hat or basket.
- One member of Team A has 30 seconds to draw a picture of the item on a slip of paper. The other members of Team A have 60 seconds to guess what she has drawn. Team B watches and laughs.
- Now it is Team B's turn. Thirty seconds for a member to draw the item on her slip of paper – 60 seconds for other team members to guess.
- The team that guesses the most items wins.

### **Baby Lotto**

This is similar to a bingo game:

- Give each participant a picture bingo card, making sure each card is different. If possible, use pictures that relate to babies.
- Names corresponding to the items on the cards are called out one at a time.
- Each participant puts a marker on the picture as it's called.
- When a participant gets five in a row, they yell out "baby" (or some other key word).
- The winner gets a small prize.
- **Variations:**
  - Nursery rhyme bingo.
  - Baby safety bingo.

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## Name That Tune

- Have a cellphone, iPad or laptop loaded with about 20 nursery rhymes, lullabies and children's songs.
- Organize participants into teams of about three players per team.
- Give each participant a different noise maker or animal sound.
- Play nursery rhymes, children's songs or lullabies.
- Ask the participants to sound their noise maker or animal sound as soon as they know the name of the song.
- Pause the song and ask the participant the name of the song. If she is right the team gets a point, if not continue to play the song until you have a correct response.

## The Price is Right

- Collect 10-15 common baby items. You can have the actual items or pictures of them.
- Divide the participants into teams of two to four.
- Reveal each item, one at a time.
- Ask the teams to guess how much they think the item may cost and write this price down.
- After every item has been revealed, go back to the first one and identify the actual price.
- The team closest to the actual price without going over, wins that point.
- The team with the most points at the end of the game wins.

## Word Link

- Sit in a circle.
- The first person says a baby-related word (i.e., fun).
- The second person has five seconds to repeat the first word and add a related word (i.e., bathing).
- The third person reports the previous word and adds another related word (i.e., wash cloth).
- See how many linking words you can get in one or two minutes – Remember, five seconds per word.

**For facilitator's use.**

## **Guidelines**

- The crafts you choose will depend on the resources that you have.
- Choose simple crafts or projects that will be useful and attractive to the participants.
- Have a “toolkit” organized before the workshop for all your crafting needs.
- Base the amount of materials on the number of participants.
- Review the activities ahead of time and choose which to do with the participants.
- The participants may also have ideas about they want to make.
- When you are discussing craft materials with participants, talk about choking hazards and remind them to keep certain items away from baby.

## **Possible “Toolkit” Materials**

- Acrylic paints and brushes
- Brown crafting paper
- Cardboard
- Card stock
- Clear self-sticking plastic laminate such as MACTac
- Coloured paper
- Coloured pencils
- Decorative scissors for edging
- Die cut decorative shapes
- Embroidery thread and needles
- Fabric—felt, broadcloth, heavy cotton, or canvas
- Fabric markers and paints
- Glue sticks
- Hole punches – regular and decorative
- Key rings (available at dollar stores)
- Letter stencils
- Magazines
- Markers—thin and thick
- Multipurpose glue
- Paper
- Pencils
- Picture mats
- Ribbons—thin and thick
- Rulers, straight edges
- Scrapbooks
- Shape stencils e.g. hearts, birds, and leaves
- Small containers
- Stickers
- String
- Tape
- Used baby cards
- Wrapping paper



For use in all sessions.



Some or all of these postcards can be printed or photocopied ahead of time on card stock or heavier bond paper. Using a heavy paper will make them more durable as a Keepsake Box item. Having several on hand at each session will provide a choice for participants.



Hi, .....

I am: .....



**My message to you:**

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.....

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.....

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Hi, .....

I am: .....



**My message to you:**

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**When I found out I was expecting you I felt**



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**One of my favourite places to take you was**



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***My favourite song or book when you were a bump was***



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***When I think about you I feel***



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***I had a feeling you were going to be a girl or boy when***



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***Our favourite food was***



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**My favourite thing about being pregnant with you was**



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**Your dad connected with you by**



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***The first time I felt you move was***



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***The first time I saw you on the ultrasound I felt***



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***You really got active when***



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***When I was pregnant with you  
I treated myself to***



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***The first person I told about you was***



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***When I was expecting you my favourite time of day was***



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***When people wanted to touch you I felt***



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***When you were in my belly I often dreamed of***



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**My favourite book when I was pregnant with you was**



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**We called you \_\_\_\_\_ because**



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## For facilitator's use – Session #1.

- 1. Read anywhere, anytime.** Just make sure you are both comfy and ready to have fun together.
- 2. Introduce the book.** Can you guess what the story is about by the cover? Name the author and illustrator to teach your child that people write and draw pictures in books.
- 3. Notice how you hold the book.** Is it wide open? Can everyone see the pictures? Are you reading and sharing the book at the same time?
- 4. Involve your child.** Have your child repeat some words or add an action or a sound to the story.
- 5. "See" the story.** Pictures give clues to word meaning. Point out details to help your child become a keen observer.
- 6. Be patient with your child's questions.** Some questions are needed to help explain the story. Others are answered within the story. Be careful - stopping too often will break up the story's flow.
- 7. Model "print sense."** Discuss the words in the story. "This is a big word. That was a long sentence." Point to the words as you read them.
- 8. Model making connections.** This helps your child link the story to the world around us. If you are reading a story about bears:
  - Recall another story about bears.
  - Recall seeing a bear in a zoo.
- 9. Talk about the story afterwards.** Use questions to help your child think and talk about the story you've just read.

### Make it special!

Try making a special "Story Time Magic Carpet" used just for stories at home.

### Play pretend!

Ask: "Can you pretend to pet the puppy? How does the puppy feel? What do you think the girl hears? What does she smell?"

### Give it all you've got!

Use fun sound effects, hand motions, facial expressions, and voices. This will invite your child to become a part of the story with you.

### For Session #1.

**A** **Amniotic Sac:** A thin bag that covers the growing baby in the uterus. Also called the 'bag of waters' or 'membranes.' It is filled with amniotic fluid which is the fluid that surrounds the baby.

**B** **Bladder:** The organ that stores urine (pee).

**C** **Cervix:** The opening between the uterus and the vagina (birth canal).

**E** **Embryo:** What the baby is called in the 1st and 2nd months of pregnancy.

**F** **Fetus:** What the baby is called from the 8th week of pregnancy until birth.

**P** **Placenta:** This is the baby's life support system. The placenta grows on the wall of the uterus during pregnancy. The umbilical cord connects the placenta to the baby.

Blood passes through the placenta to the baby bringing oxygen and nutrition and removes waste from the baby. The placenta is also called the afterbirth and is delivered after the baby.

**Primitive placenta:** See yolk sac.

**T** **Trimesters:** The nine months of pregnancy are divided into three, 3-month parts.

**U** **Umbilical cord:** Connects the placenta to the baby. Nutrients (food and oxygen) and waste products pass through the umbilical cord.

**Uterine cavity:** The inside of the uterus.

**Uterine lining:** The inner layer of the uterus, normally shed each month with the menstrual period.

**Uterus:** The hollow, muscular, pear-shaped organ in the woman's pelvis between the bladder and the rectum. Also called the womb. It holds the growing fetus.

**V** **Vagina:** The muscular canal going from the cervix to the outside of the body through which the baby passes during a vaginal birth.

**Y** **Yolk sac:** The earliest source of nutrients for the developing fetus.



# Resource J – Baby Arrival Day Plan



**For Session #2.**

Being well prepared for the birth of your baby may help you feel less anxious.

**Who will be with me during labour?**

.....

**How will I get to the hospital?**

.....

**What do I need to bring for myself and the baby?**

.....

**What questions do I want to ask before I bring my baby home from the hospital?**

.....

**How will I get home from the hospital?**

.....

**How can I get a car seat to bring baby home?**

.....

**Who will help me install the car seat correctly?**

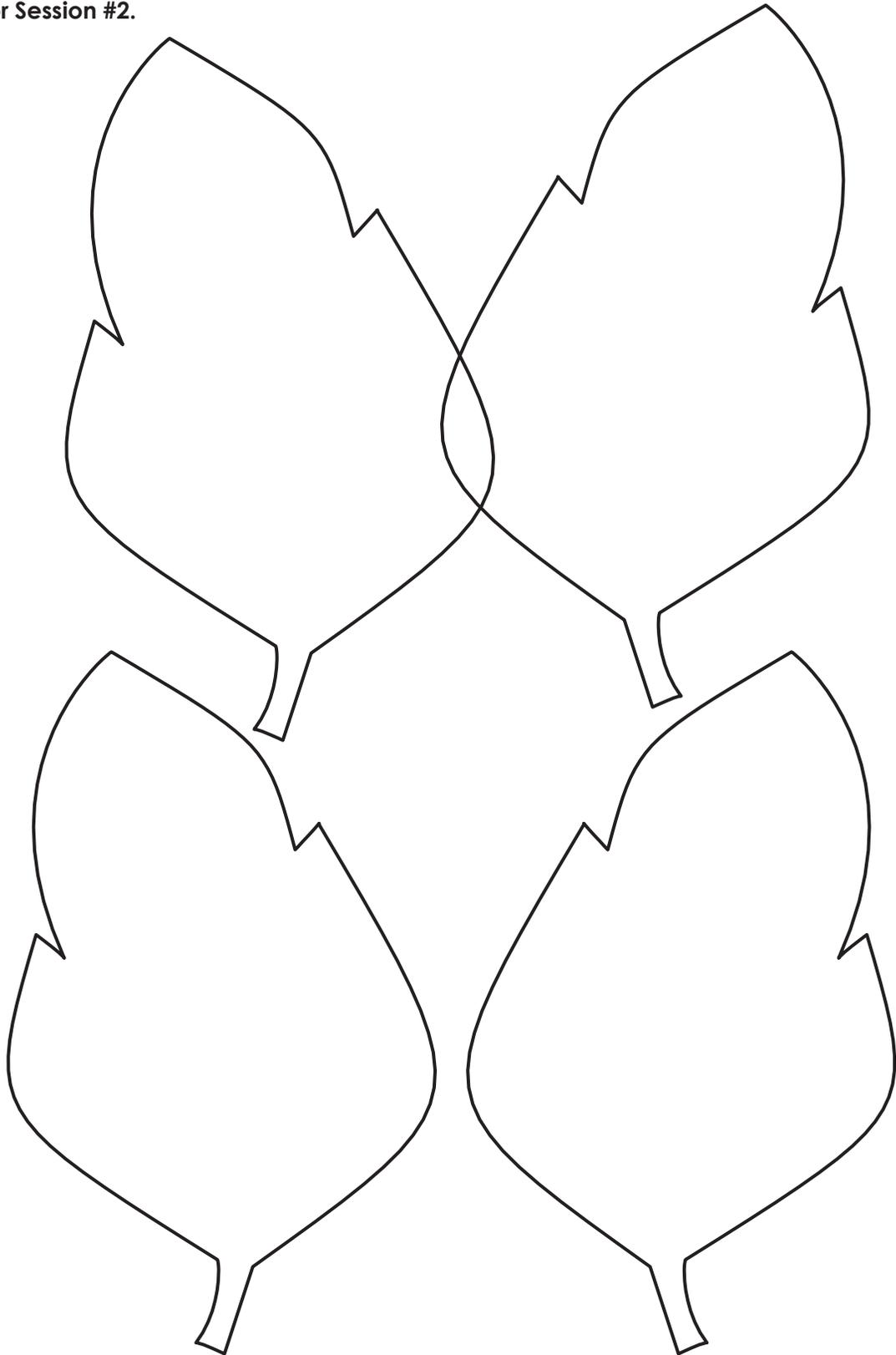
.....

**Doctor or Midwife:** ..... **Phone #:** .....

**Hospital:** ..... **Phone #:** .....

**Due Date:** .....

For Session #2.



For Session #3.

“ We are  
what  
you eat ”



# Resource M – A Menu for Baby and Me

M

For Session #3.

**Breakfast**



**Snacks**

**Lunch**

**Supper**

# Resource N – Feeding My Baby – My Food Intake

N

For Session #3.

Check off what you eat each day. The goal is to have a nutritious, balanced diet.

**SUNDAY**

**THURSDAY**

**MONDAY**

**FRIDAY**

**TUESDAY**

**SATURDAY**

**WEDNESDAY**

**GUIDE**

- = grains
- = dairy
- = protein
- = vegetable and fruit

# Resource O – Response to Music Worksheet



For Session #4.

When each kind of music is playing, how does baby respond? Does baby do nothing? Kick? Move more quickly? How do you respond? Do you tap your feet, nod your head? Feel peaceful or excited?

Genre	Baby's Response	My Response
Rock		
Country		
Lullabies		
Classical		
Hip Hop/Rap		
Heavy Metal		

### For Session #5.

#### ***Itsy Bitsy Spider***

Itsy bitsy spider  
Climbed up the water spout;  
Down came the rain  
And washed the spider out;  
Out came the sun  
And dried up all the rain;  
And the itsy bitsy spider  
Climbed up the spout again.

#### ***Soft Kitty\****

Soft kitty, warm kitty  
Little ball of fur  
Happy Kitty, sleepy kitty  
Purr, purr, purr

#### ***Row Your Boat***

Row, row, row your boat  
Gently down the stream.  
Merrily, merrily, merrily, merrily,  
Life is but a dream.

#### ***London Bridge***

London Bridge is falling down,  
Falling down,  
Falling down.  
London Bridge is falling down,  
My fair lady, oh.

#### ***Wheels on the Bus***

The wheels on the bus go  
round and round  
Round and round  
Round and round  
The wheels on the bus go  
round and round  
All through the town

#### ***Pat-a-Cake***

Pat-a-cake, pat-a-cake, baker's man,  
Bake me a cake as fast as you can.  
Roll it, and prick it,  
and mark it with a "B"  
And put it in the oven for Baby and me!

#### ***Mary Had a Little Lamb***

Mary had a little lamb,  
little lamb, little lamb,  
Mary had a little lamb,  
its fleece was white as snow.  
And everywhere that Mary went,  
Mary went, Mary went,  
and everywhere that Mary went,  
the lamb was sure to go.

#### ***This is the Way We Wash Our Hands***

This is the way we wash our hands  
Wash our hands, wash our hands,  
This is the way we wash our hands  
So early in the morning.  
*(Note: alternate last line "On a cold and frosty morning".)*

#### ***If You're Happy and You Know It***

If you're happy and you know it,  
clap your hands  
[Clap, clap]  
If you're happy and you know it,  
clap your hands  
[Clap, clap]  
If you're happy and you know it,  
then your face will surely show it  
If you are happy and you know it,  
clap your hands

\* The song Soft Kitty is sung on the TV Show *Big Bang Theory*.

# Resource Q – Everyday Activities



For Session #5.

combing  
hair  
.....  
getting  
dressed

going to the  
bathroom  
.....  
brushing  
teeth

mealtime  
.....  
snack time  
.....  
putting on hats  
and coats to  
go out

picking  
up toys  
.....  
having a  
bath

getting  
ready for  
bed  
.....  
setting the  
table

preparing a  
meal  
.....  
baking a  
cake

unloading  
the dryer  
.....  
buying  
groceries

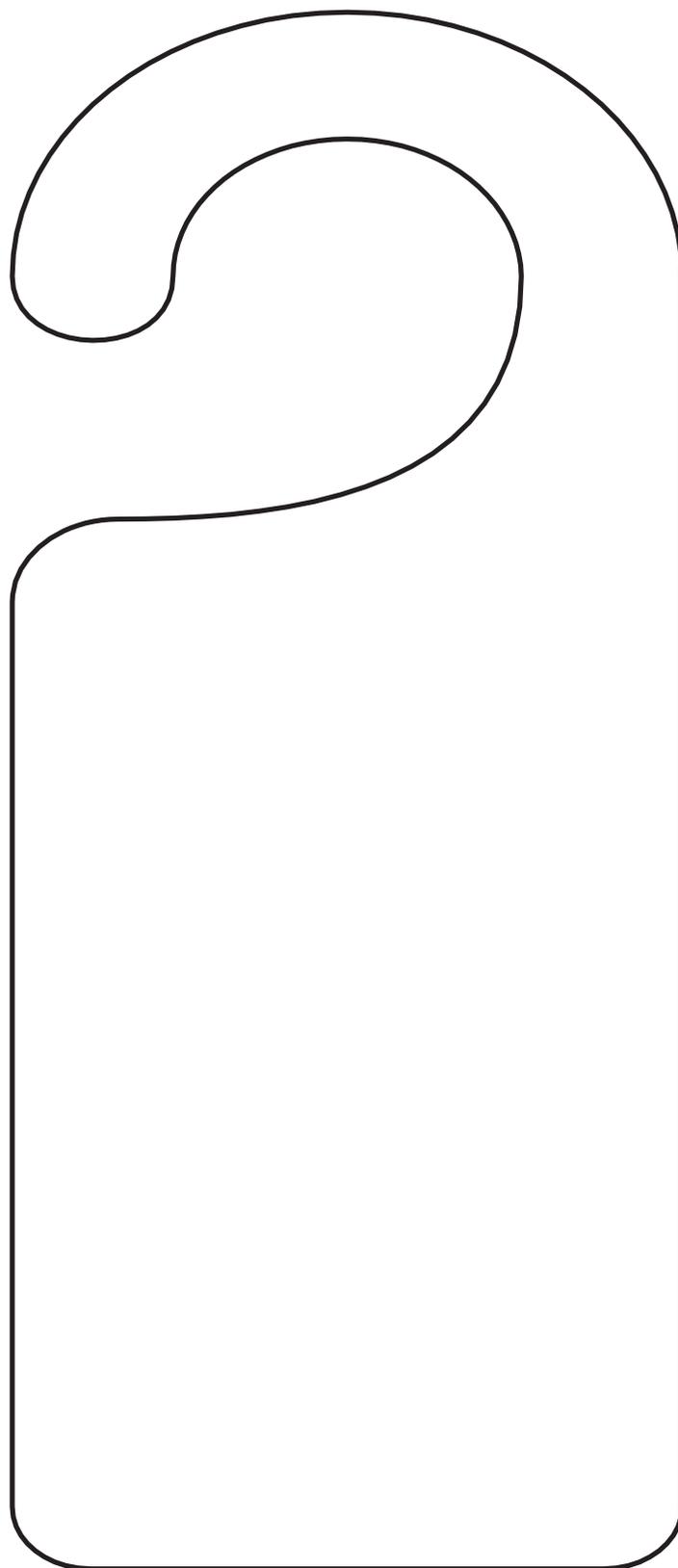
putting  
away  
groceries  
.....  
opening  
mail

getting in the  
car and putting  
on seat belts  
.....  
locking and  
unlocking the  
car

# Resource R – Pattern for Sleeping Baby Sign

R

For Session #5.



# Resource S – Prenatal Caring Circle Evaluation Form



For use at the end of every session.

Please rate the following.

The information in this session			
The Keepsake Box activity			
The sharing in this session			
The session as a whole			

Comments:



# Congratulations

on completing \_\_\_\_\_ sessions in the  
**Prenatal Caring Circle Program**



Date \_\_\_\_\_

Facilitator \_\_\_\_\_

Saskatchewan Literacy Network





