

UCSD Lactation Educator Program

Lesson Plan

TOPIC: ____Risks of Not Breastfeeding_____

OBJECTIVES: **By the end of the session the student will be able to:**

1. Identify 2 risks of not breastfeeding. (Mom)
2. Identify 2 risks of not breastfeeding. (Baby)
3. Identify 2 risks of not breastfeeding. (Partner)
4. Identify 2 risks of not breastfeeding. (Society)

RATIONALE:

When a client understands the risks of not breastfeeding, she will have factual reasons to breastfeed; she will make an informed choice about breastfeeding; and she will be able to defend her infant feeding choice.

Learning Strategies:

Teacher Activities: Group discussion

- Ask the class why breastfeeding is best.
- Respond to the students' answers by showing props and telling data.
- Pass remaining props around in a bag.
- Explain the remaining props, and telling research about breastfeeding, mixing in the ones that do not have props.

Learner Activities: Group discussion

- Think about reasons she has heard that breastfeeding is best, telling things that she has heard.
- Pick an item from the bag. Guess what it could have to do with a benefit of breastfeeding.

Materials Needed:

- A diaper bag
- Cutip
- A clock
- A dollar bill
- A sleeping mask



- Legos (1 tower with ingredients of breast milk and 1 with formula)
- Candy heart (can give out)
- Bottle of formula



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Lesson Plan

TOPIC: _____ Anatomy and Physiology of Breastfeeding _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. State when milk production begins in the pregnant breast.
2. Describe 1 infant reason and 1 maternal reason babies suck so much in DOL 1-3.
3. List at least 2 functions of Montgomery glands.
4. Identify 2 types of nipples.
5. List at least 2 parts of the anatomy of the breast.
6. Describe 2 functions of colostrum.

RATIONALE:

When a client knows about the anatomy and physiology of breastfeeding, she will know that she has adequate milk supply; she is not as likely to combo feed; she will understand why babies go to the breast; and she will understand breastfeeding is the body's design.

Learning Strategies:

Teacher Activities:

- Draw the relationship between infant need to suck and maternal need for stimulations in the first few days of the infant's life.
- Explain different parts of the anatomy on the teaching breast.
 - Explain Montgomery glands. Ask what students think that they do. Explain the functions.
 - Explain, using the teaching breast, the types of nipples.
 - Explain, using the broccoli, about milk production.
 - Explain, using the ping pong racket and tennis ball about making milk and prolactin receptors.
 - Explain colostrum and its functions.

Learner Activities:

- Call on a volunteer to explain back "why babies suck so much." She can come up to the board to explain, or remain in her seat.
- Respond to questions with ideas of what Montgomery glands do.
- Play with the ping pong racket and tennis ball—at least 1 student will throw the ball at the instructor while the instructor tries to catch it. But, several students can participate if desired.
- Ask questions

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Materials Needed:

- Broccoli
- White board
- White board marker
- Teaching breast
- Tennis ball
- Ping pong racket with Velcro on it
(one side filled, one side with a little bit)



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Lesson Plan

TOPIC: ___ Positioning and Latch _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. Demonstrate 2 breastfeeding positions.
2. Describe 1 reason why laid back breastfeeding is beneficial.
3. Describe 2 characteristics of a good latch.
4. List 2 infant feeding cues.
5. Describe 1 difference between an early and a late feeding cue.

RATIONALE: When a client knows about breastfeeding positioning and latch, she is able to feel confident in her ability to learn to breastfeed; understand maternal and infant instincts; and understand how to work together with maternal and infant instincts to make breastfeeding successful.

Learning Strategies:

Teacher Activities:

- Demonstrate breastfeeding positions; help students correctly position their baby dolls.
- Pass around the pictures of a good latch and a bad latch, describe why some are good and some are bad and what the effect will be on the mom, baby, and milk supply.
- Show Dr. Newman's video of good latch
- Ask the students how they know the baby is hungry.
- Explain feeding cues using chop sticks. (When I am not so hungry, I would like to try eating with chop sticks. But, when I am hungry, I just want a fork.)

Learner Activities:

- Practice the breastfeeding positions demonstrated by the instructor.
- Look at the pictures of a good latch and a bad latch.
- Watch Dr. Newman's video of a good latch.
- Respond to the instructor's question about when to know the baby is hungry.

Materials Needed:

- Computer
- Projector
- Chop sticks
- Baby doll for each student

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- Latch pictures
- Latch video:
 - www.youtube.com/watch?v=VHs2QI5Kylo

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Lesson Plan

TOPIC: ___ Getting Enough _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. State how many times a day a day a breastfed infant should eat.
2. Describe cluster feeding.
3. Identify 2 signs of swallowing in an infant.
4. List 1 difference between foremilk and hindmilk.
5. Describe 2 ways to know if an infant is finished eating.
6. State the number of expected wet and messy diapers of a breastfed infant.

RATIONALE:

When a client knows about getting enough, she will understand the patterns of infant feeding, she will know when her baby is getting enough; she will understand that her breast milk is designed specifically for her baby; and she will feel confident that she can provide her baby with all of the nutrition he/she needs.

Learning Strategies:

Teacher Activities:

- Show the alarm clock and ask how often students have heard that babies should eat. Describe babies' feeding pattern, including cluster feeding.
- Show videos of milk transfer: good milk transfer and 10 hour old baby. Explain how to see swallowing. Also, explain that both of these babies are eating appropriately for age.
- Pass around the picture of foremilk and hindmilk. Explain some of the changes of breast milk throughout the feeding and throughout the day.
- Pull out the diaper and discuss wet/messy diaper output.

Learner Activities:

- Respond to instructor's question about how often babies should eat.
- Watch the videos of milk transfer.
- Look at the pictures of foremilk and hindmilk.
- Discuss wet/messy diaper output.

Materials Needed:

- Small alarm clock
- Computer
- Diaper
- Projector
- Videos—signs of good transfer

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- Picture of foremilk and hindmilk
- Latch video: probably “Really good drinking” and “10 Hour Old Baby”
http://www.nbc.ca/index.php?option=com_content&view=category&layout=blog&id=6&Itemid=13

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Lesson Plan

TOPIC: ___ Breastfeeding Plan _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. Describe skin-to-skin.
2. Identify 1 benefit of skin-to-skin (maternal)
3. Identify 1 benefit of skin-to-skin (infant)
4. Identify 2 reasons to breastfeed within the first 30 min after birth.
5. List 2 behaviors that will interfere with the baby learning to breastfeed.
6. Identify 1 benefit of rooming-in with baby.
7. Identify 1 reason visitors should be limited.
8. Describe 1 benefit of baby wearing.
9. Identify 1 feeding option that the student would feel comfortable with for feeding her baby while she is out and about.

RATIONALE:

When a client knows about having a breastfeeding plan, she will understand the importance of taking time to get to know her baby; she will more likely breastfeed as soon as possible after delivery; she will more likely avoid behaviors that interfere with breastfeeding; and she will feel confident that she has the ability to care for her baby in the hospital and at home.

Learning Strategies:

Teacher Activity:

- Reference prolactin receptor talk during “anatomy and physiology” and tell the students that this is why you want to breastfeed within the first 30 min after birth and frequently thereafter.
- Describe skin-to-skin using the baby doll and tell the benefits of skin-to-skin to moms and babies. Reiterate that the time right after birth is the best time for skin-to-skin.
- Pull out the pacifier and bottle of formula. Explain about how they can interfere with breastfeeding. Ask the students what else they can think of that would get in the way of establishing the ideal breastfeeding relationship.
- If clients don’t bring up these points, bring up rooming-in with baby, limiting visitors, and avoiding foods/liquids for baby besides breastmilk.
- Pass out 3x5 cards. (from Gini Baker) Instruct the students to draw a circle that represents their day. Have them fill it in with activities they do each day. Then tell them to fill in the time that they will take to feed the baby.

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- Take out the breastfeeding cover and the hand pump. Explain about having a plan for breastfeeding at home, and a plan for being able to leave.

Learner Activities:

- Hold the baby doll as if skin-to-skin (but clothed.)
- Respond to the instructor's question about factors that interfere with breastfeeding.
- Do the 3x5 card activity: draw a circle and fill in the time they spend doing things each day; fill in the time (7-8 hours) when they will feed the baby.

Materials Needed:

- Pacifier
- Bottle of formula
- Baby dolls
- 3x5 card
- Breastfeeding cover
- Handpump



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Lesson Plan

TOPIC: _____ Common Concerns _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. Describe 1 way to prevent sore nipples.
2. Identify 2 ways to prevent engorgement.
3. List 1 substance and 1 action that will decrease jaundice.

RATIONALE:

When a client knows about the common concerns of breastfeeding, she will feel confident that she will be able to overcome any problems that come while breastfeeding; understand the basic principles of preventing common breastfeeding challenges; and understand that she is not alone but has support.

Learning Strategies:

Teacher Activities:

- Quiz students on how to avoid sore nipples (by describing a good latch). Congratulate the student on learning how to prevent sore nipples while adding in points they missed. Also show Lanolin packets.
- Describe how engorgement feels. Show the hand pump while you explain how to prevent and relieve engorgement.
- Pass around the picture of jaundice. Talk about how it affects the baby and the dangers associated with high jaundice levels. Reference back to colostrum and teach how to help the baby's bilirubin levels go down.

Learner Activities:

- A volunteer explains how to avoid sore nipples by describing a good latch.
- Pass around the picture of the baby with jaundice. Respond to the instructor's questions about colostrum.

Materials Needed:

- Hand pump
- Lanolin packets



- Picture of jaundice

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Lesson Plan

TOPIC: ___ Pumps and Equipment _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. Identify 2 ways to express breast milk.
2. Demonstrate how to hand express.
3. List 2 different kinds of pumps and state when each is appropriate to use.
4. Describe 2 alternate feeding methods.
5. List 1 positive and 1 negative possible result of using a nipple shield.
6. Explain 1 reason flange size (or shield size) makes a difference.

RATIONALE:

When a client knows about pumps and equipment, she will feel confident in her ability to provide milk for her baby when they are separated; she will understand which type of pump would be appropriate for her; she will understand the different options she has while feeding her baby; and she will be prepared to make good decisions about which equipment will work for her.

Learning Strategies:

Teacher Activities:

- Demonstrate hand expression.
- Demonstrate how to use the hand pump, describing how the flange size should fit the mother's nipple size. Pass the pump around hand pump for students to explore the hand pump.
- While they are experimenting with the hand pump, explain the other different kinds of pumps and when they are good to use.
- Demonstrate how to use the cup feeder and syringe feeder, and then pass them around.
- Demonstrate how to use the nipple shield, and then pass it around.

Learner Activities:

- Imitate the instructor in hand expression.
- Practice using the hand pump.
- Pass around the cup feeder and syringe feeder.
- Pass around the nipple shield.

Materials Needed:

- Hand pump
- Cup feeder
- Syringe feeder

09/10 CLEC



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- Nipple shield
- Bottle (1 with a wide nipple and slow flow, 1 without)

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Lesson Plan

TOPIC: _____ Work/School _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. List 1 law related to lactating moms in the work place.
2. List 3 steps she will need to go through to pump at her work/school.
3. Describe the frequency of pumping required to maintain a full milk supply.
4. Identify 1 reason her milk supply would decrease upon returning to work/school.
5. Describe 1 way to combat the decrease in milk supply associated with returning to work/school.
6. Describe 1 other acceptable feeding option (other than exclusively breastfeeding) that will still include breastfeeding.

RATIONALE:

When a client knows about breastfeeding while going to work and school, she will be confident in her ability to continue to breastfeed her baby for as long as mutually desired; she will understand the law and her rights to be able to breastfeed; she will know how to keep her milk supply up while she is separated from her baby; and she will be less likely to switch to formula feeding her baby.

Learning Strategies:

Teacher Activities:

- Ask the students if any of them are planning on going back to work or school after their baby is born. Describe laws in Utah that help breastfeeding moms.
- Brainstorm with the participants—writing on the board—what they will have to do to be able go back to work and breastfeed.
- Describe how to pump and hand express so that she can maintain her milk supply.
- Ask the clients what other options they think they have than to exclusively provide breastmilk for their babies. Provide the answer if they cannot think of partially breastfeeding.

Learner Activities

- Respond to instructor's question about returning to work or school.
- Brainstorm with the instructor what they will have to do to be able to go back to work and breastfeed.
- Respond to the instructor's question about other options they have to continue to breastfeed, but not to exclusively breastfeed.

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Materials Needed:

- Breastmilk freezer bags
- Handout for how long breastmilk will stay good:

	Temperature	Storage Time
Freshly expressed milk		
Warm room	73-77°F / 23-25°C	4 hours
Room temperature	66-72°F / 19-22°C	6-10 hours
Insulated cooler / icepacks	59°F / 15°C	24 hours
Refrigerated Milk (Store at back, away from door)		
Refrigerator (fresh milk)	32-39°F / 0-4°C	8 days (ideal: 72 hrs)
Refrigerator (thawed milk)	32-39°F / 0-4°C	24 hours
Frozen Milk (Do not refreeze! Store at back, away from door/sides)		
Freezer compartment inside refrigerator (older-style)	Varies	2 weeks
Self-contained freezer unit of a refrigerator/freezer	Varies: 0°F / -18°C	3-4 months
Separate deep freeze	0°F / -18°C	12 months (ideal: 6 months)

<http://kellymom.com/bf/pumpingmoms/milkstorage/milkstorage/>

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Lesson Plan

TOPIC: ___ Maternal Nutrition/Medication/Birth Control _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. Describe 1 way in which maternal nutrition affects the infant.
2. List 2 common maternal nutrition sources of infant discomfort and describe how to determine if it is the cause.
3. Identify 1 source she can access to find out information on medications she is taking.
4. List 1 way birth control affects milk supply.
5. List 1 way to combat the effect that birth control has on milk supply.

RATIONALE:

When a client knows about maternal nutrition, breastfeeding and medication, and birth control while breastfeeding, she will understand that her milk is the best for her baby despite what she eats; she will feel empowered to find which foods and medications affect her baby; and she will understand what to do for birth control without affecting her milk supply.

Learning Strategies:

Teacher Activities:

- Have a volunteer come up and help with the grape juice object lesson.
- Point out that some of the grape juice did get into the BABY container, but not a lot. Describe how this applies to medications.
- Point out that this is also somewhat true for the things that moms eat, but not completely. Maternal bodies are built to provide nutritious milk for their babies.
- Take out the birth control pill. Ask if anyone knows how birth control pills affect lactation. Teach how to effectively start birth control without reducing milk supply.

Learner Activities:

- The student will measure 1 teaspoon of grape juice and pour it into the MOM gallon container. Once the juice has mixed in pretty well to the water, the student will measure 1/8 cup from the MOM container and put it into the BABY container.
- Respond to instructor's questions about how birth control pills affect lactation.

Materials Needed:

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- 2 clear gallon containers, full of water, one labeled MOM and the other BABY
- 1/8 cup measuring cup
- 1 teaspoon
- Grape juice
- (If conditions do not permit, salt and pepper mixes can also be used.)
- Birth control pill



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Lesson Plan

TOPIC: ___ Myths _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. Identify 1 myth about milk production, and describe its true answer.
2. Identify 2 myths about latch, and describe their true answers.
3. Identify 2 myths about breast milk composition, and describe their true answers.
4. Identify 2 myths about sickness and breastfeeding, and describe their true answers.
5. Identify 1 myth about breast/nipple care, and describe its true answer.

RATIONALE:

When a client knows about myths related to breastfeeding, she will understand what actually helps her to make milk; she feel empowered to choose breastfeeding because she won't be afraid of pain for herself or sickness for her baby; and she will not as likely engage in activities that will be painful for her or harmful to her baby.

Learning Strategies:

Teacher Activities:

- Have the students get into about 4 groups, hand out paper and pens to each group.

Learner Activities:

- Get into 4 groups.
- As groups they will go through their slips of paper and write down the things that they learn.
- Then they will present what they have learned to the rest of the class.

Materials Needed:

- Prepared myths on slips of paper from Dr. Newman's 4 articles labeled Breastfeeding Myths <http://www.breastfeedingonline.com/newman.shtml>
- Pens
- Paper, 4 pieces

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Lesson Plan

TOPIC: ___ Support Systems _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. List at least 2 people in her circle of family/friends to whom she can talk to and ask for help.
2. Describe how to find the WIC warmline number.
3. Identify one website that she can go to in order to find support and answers to breastfeeding questions.

RATIONALE:

When a client knows about support systems, she will understand how to ask for support from her friends and family; she will know how to access help from professionals if her family is not available; and she will understand how to get information from the internet to support her.

Learning Strategies:

Teacher Activities:

- Explain how important it is to have support and ask the students to think of people they can count on to help them (friends, family, etc.)
- Write the WIC warmline on the board and ask the students to write it on the card.
- Demonstrate how to find answers for questions on the internet. (If there is no access to the internet, then describe it to them.)

Learner Activities:

- List people they can count on to help them.
- Write the WIC warmline on the 3x5 card.
- Write at least one website they like from the demonstration

Materials Needed:

- 3x5 card with time allotments on it (students already have it)

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Lesson Plan

TOPIC: ____ Resources _____

OBJECTIVES: **By the end of the session the student will be able to:**

1. Identify 2 community breastfeeding resources available to her.
2. List 2 internet resources.

RATIONALE: When a participant knows about resources they are able to know where to get resources they know where to get help.

Learning Strategies:

Teacher Activities:

- Hand out the resource sheet.

Learner Activities:

- Accept the resource sheet.

Materials Needed:

- Breastfeeding resource sheet.

Breastfeeding Resource Sheet

WIC warmline:
801-851-7312

Pregnancy risk line:
1-800-822-2229

Breastfeeding Support Group
Wed 11am, 527 W 400 N Orem, Ut

Pump rentals

- Art City Pharmacy 801-489-5618
405 S Main Springville
- For Every Mother 801-224-4143
1410 N Main Orem
- IHC Lactation Services 801-714-3349
- The Lactation Station 801-467-3434
3142 S Highland Dr. SLC
- A Mother's Touch 801-714-3349
527 W 400 N #3 Orem

Internet Breastfeeding videos:

Latch:

http://www.nbc.ca/index.php?option=com_content&view=category&layout=blog&id=6&Itemid=13

Pumping:

<http://newborns.stanford.edu/Breastfeeding/MaxProduction.html>

Support Sites: <http://kellymom.com/>,

<http://www.breastfeedingonline.com/newman.shtml>