



# Child Development Helper's Guide



Step 3  
Growing in  
Communities

Step 2  
Growing  
With Others

Step 1  
Growing  
On My Own

## Project Group Activities

Grades 3-10



# Welcome Helpers

Welcome to *Kids on the Grow!*, a child development curriculum that focuses on the growth and development of the whole child. As a helper, you are a key to the valuable experiences that youth will have in this project. Child and youth development research show that youth need positive relationships with caring adults to be successful. This interactive, experiential curriculum will give you many opportunities to help youth with their cognitive, emotional, physical and social growth.

There is something for every youth in this curriculum. *Kids on the Grow!* features self-care, community service, parenting, careers working with children and much more. One special feature of this curriculum is its connection to other curricula and programs. For example, the American Red Cross Babysitter's Training course and other educational experiences are integrated into this curriculum. Following is a summary of topics in each of the three youth guides of *Kids on the Grow!*

## Step 1 Youth Guide: Growing On My Own

This activity guide is suggested for youth in grades 3–4. Youth will learn:

- the four areas of growth and development
- how to learn and create an environment for learning
- how to set boundaries for growth and support
- their roles in their families and among their friends
- how to express themselves emotionally
- how people are similar and different
- how to be safe in their space.

## Step 2 Youth Guide: Growing with Others

This activity guide is suggested for youth in grades 5–6. Youth will learn:

- how to make a self-care plan
- how to take responsibility for their actions
- which toys are developmentally and age-appropriate for youth
- the characteristics and importance of friends and family
- how people see and respond differently
- how to set rules for their families
- how to make healthy food choices
- the importance of safety with others and in the home
- how to be street smart.

Youth ages 10–12 will be ready to enroll and participate in local Red Cross Babysitter's Training after completing this unit. They can contact their local Red Cross chapter for more information about baby-sitter training and certification.

## Step 3 Youth Guide: Growing in Communities

This activity guide is suggested for youth in grades 7–10. Youth will learn:

- possible careers in the area of child development
- skills in observing young children
- the effects of TV on children
- the differences in children's development
- the importance of community in child development
- the importance of intergenerational relationships
- parenting roles and skills
- how to teach children
- how to guide children's behavior
- the importance of exercise for growth and development
- how to take responsibility for community safety.

## Acknowledgments

### 2004 Child Development Revision Design Team

**Design Team Coordinator:** Dr. Kathleen E. Vos, WI

**Editor and Photographer:** Wayne Brabender, WI

**Design Team Liaison:** Ellen Rowe, VT

**Design and Production:** Northern Design Group, MN

**Illustrator:** Angela Kamstra, MN

### Design Team Members:

Dr. Sarah Anderson, AK

Courtney Barnes, WI

Charlotte Edwards, WI

Michelle L. Hummel, ID

Sarah Jones, CO

Christine Mann, WI

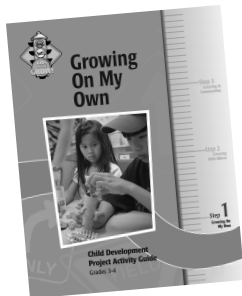
Patricia Williams, IL

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# What's Inside?

For more on Child Development, check these other guides in this series.



## **Growing On My Own**

### **Chapter 1 - Head**

1. Bloomin' Bags!
2. My Learning Box

### **Chapter 2 - Heart**

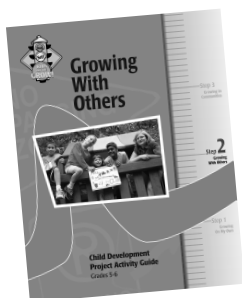
3. Story Masks
4. Potato Pals!

### **Chapter 3 - Hands**

5. My Morning Routine
6. I Fit In My Family

### **Chapter 4 - Health**

7. Home Hazard Hunt
8. Be a Toy Inspector



## **Growing With Others**

### **Chapter 1: Head**

9. Home Alone Game
10. My Plan for Me
11. Picture This

### **Chapter 2: Heart**

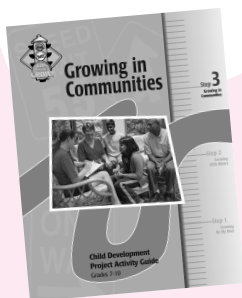
12. Toys as Tools
13. Circle of Friends
14. Friendly Flyer
15. How I See It

### **Chapter 3: Hands**

16. Putting the Pieces Together
17. Family Connections
18. Family Rules

### **Chapter 4: Health**

19. Family, Food and Fotos
20. Safety Inspector
21. Kids Club 4 Mother's Helpers
22. Street Smart



## **Growing in Communities**

### **Chapter 1: Head**

23. A-B-C Career Watch
24. See How They Grow
25. What's the Message?

### **Chapter 2: Heart**

26. Obstacles and Assessments
27. Building Friends
28. Community Profile
29. Block Buster

### **Chapter 3: Hands**

30. Your Intergenerational Community
31. A-Parent-Ly
32. Put Me In, Coach!
33. Guiding Growth

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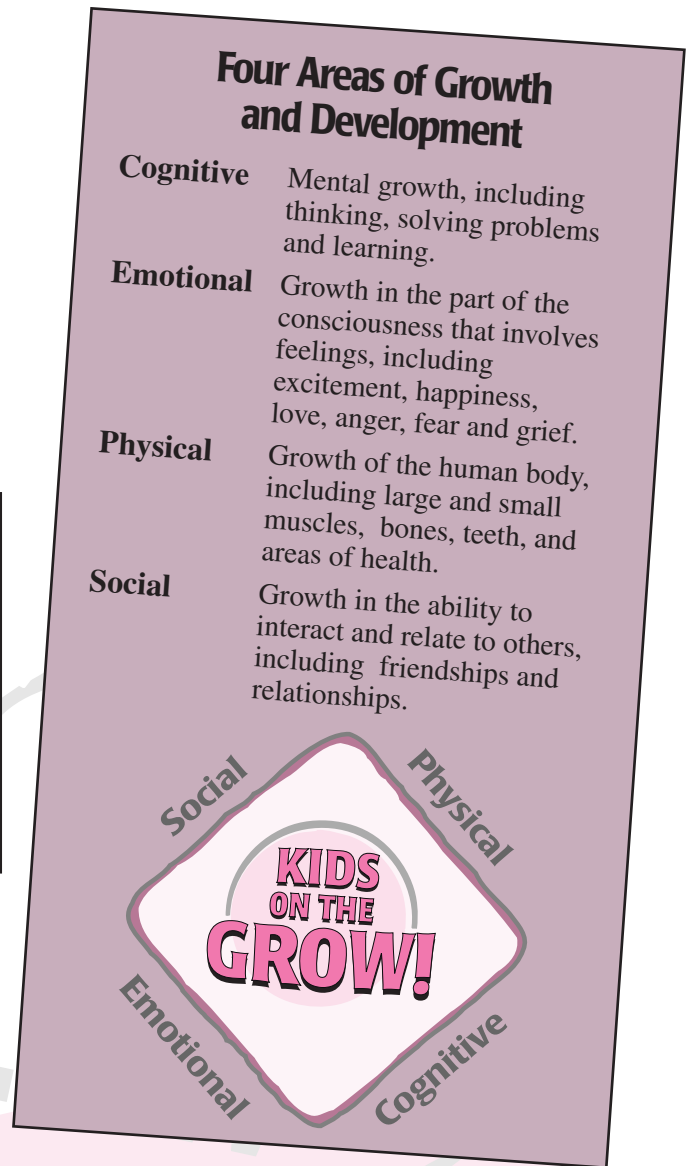
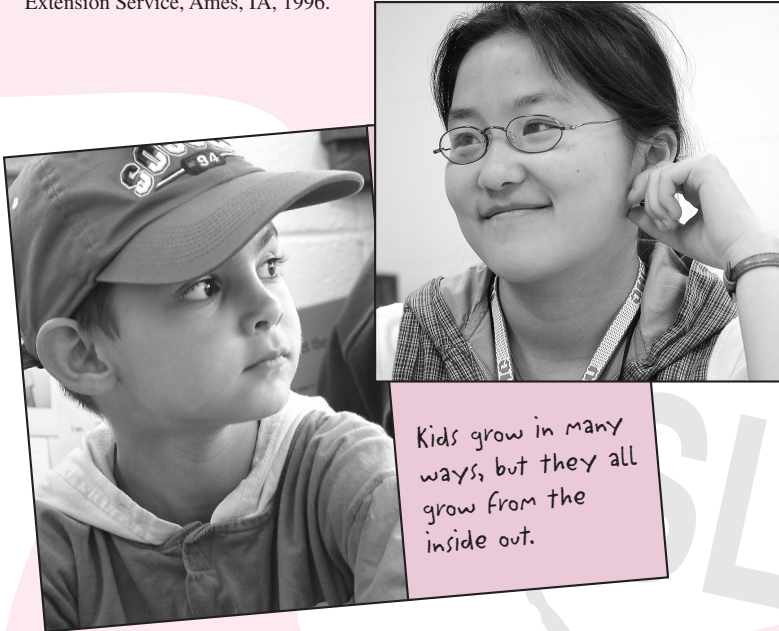
# What to Teach

## Child Development Project Skills

### What is Child Development?

Child development is the study of the growth and development of young people. There are four general areas of growth and development that form the organizing framework for *Kids on the Grow!*: cognitive, emotional, physical and social. See the box to the right for definitions of these terms. Subject matter is one reason why youth participate in youth programs—they are curious and interested in learning new information about a topic that is of interest to them.

Source: *Targeting Life Skills Model*, Patricia Hendricks, Iowa Cooperative Extension Service, Ames, IA, 1996.



### Child Development Project Skills

Child development project skills are the skills related to the child development content area we expect youth to gain cognitively, emotionally, physically and socially as a result of being involved in the *Kids on the Grow!* project. Specifically, this *Kids on the Grow!* project is intended to improve youth's:

1. Knowledge and understanding of human growth and development (Steps 1, 2 and 3, Grades 3–10)
2. Self-care, sibling care and babysitting skill development (Step 2, Grades 5–6)
3. Exposure to child development careers (Step 3, Grades 7–10)
4. Understanding of critical issues related to developing healthy relationships and parenting skills (Step 3, Grades 7–10).

### Growing from the Inside Out

Notice the titles of the three youth activity guides in the *Kids on the Grow!* curriculum:

- Step 1, Growing On My Own
- Step 2, Growing with Others
- Step 3, Growing in Communities.

The titles show the type of growth expected in each guide. *Kids on the Grow!* encourages youth to “grow from the inside out.” In other words, youth start by understanding how they grow and develop personally (Step 1), move on to a better understanding of how their family and friends grow (Step 2), and then on to a better understanding of the larger community (Step 3).

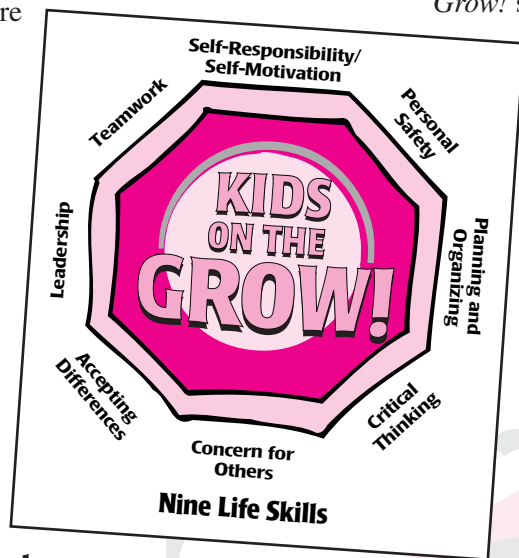
Source: *Starting Points: Meeting the Needs of Our Younger Children*, Carnegie Corporation of New York, 1984. Taken from Nancy Leffert, Peter Benson and Jolene Roehlkepartain, *Starting Out Right, Developmental Assets for Children*, Search Institute, Minneapolis, MN, 1997, ISBN 1-57482-364-7.

# Learning Skills for Life

**K**ids on the Grow! helps youth develop important life skills by involving them in fun and challenging child development-related, learn-by-doing experiences.

What are life skills? They are defined as skills that enable youth to:

- Be self-directive and productive
- Recognize and respond to significant life events in a changing world
- Lead satisfying lives and contribute to an interdependent society
- Develop an appreciation of the differences in customs and cultures.



## Nine Life Skills

Although youth may gain other skills, the *Kids on the Grow!* series focuses on these nine life skills. Following are definitions for these life skills and a chart that points out the life skill focus of each of the 45 activities in the four guides.

- Accepting differences - Able to recognize and welcome factors that make each of us unique.
- Concern for others - Able to show concern for the well-being of others.
- Critical thinking - Able to observe, analyze, reason and compare information when making decisions.
- Leadership - Able to assist a group in setting direction and reaching a goal. In this curriculum leadership focuses on identifying roles, mentoring and setting boundaries.
- Personal safety - Able to avoid danger, risks or harm, including physical and emotional harm.
- Planning and organizing - Able to do something by setting a goal and putting the parts together to reach that goal.

## Youth Development Outcomes

“Youth development outcomes” are what we expect youth to gain as a result of practicing life skills and child development project skills in the *Kids on the Grow!* project. This *Kids on the Grow!* series is designed to improve youth’s:

1. Educational commitment and achievement (Head)
2. Responsive and caring relationships (Heart)
3. Civic and social responsibility (Hands)
4. Healthy lifestyles (Health).

The following “Youth Development Outcomes Grid” connects the expected youth development outcomes with child development areas of growth and life skills, then identifies specific activities where youth can practice the targeted life skill as well as focus on a particular area of growth and development. It also provides 4-H program participants with a familiar link to the four “H’s” of Head, Heart, Hands and Health.

Youth Development Outcomes Grid			
Youth Development Outcomes	Child Development Areas of Growth	Life Skills	Corresponding Activity Numbers
Educational Commitment, Achievement	Cognitive Growth (Head)	Planning and organizing	1, 9, 10, 23, 34, 38
		Critical thinking	2, 11, 24, 25, 37
Responsive and Caring Relationships	Emotional Growth (Heart)	Concern for others Accepting differences	3, 12, 13, 14, 26, 27 4, 15, 28, 29, 39, 40
Civic and Social Responsibility	Physical Growth (Hands)	Self-motivation Teamwork Leadership	5, 33 16, 30, 41, 42 17, 18, 21, 31, 32, 43
Healthy Lifestyles	Social Growth (Health)	Personal safety Self-responsibility	7, 8, 20, 22, 35, 36, 44 6, 19, 45

Source: *Targeting Life Skills Model*, Patricia Hendricks, Iowa Cooperative Extension Service, Ames, IA, 1996.

# Child Development Content and Life Skill Grid

Scope and Sequence for Step 1, <i>Growing on My Own</i> , Suggested for youth in grades 3–4			
Growth Area	Activity	Life Skill	Project Skill
Head or <i>Cognitive Growth</i>	1. Blooming Bags*, Pg 4	Planning and organizing	Understanding four ways youth grow
	2. My Learning Box*, Pg 6	Critical thinking	Knowing about brain development
Heart or <i>Emotional Growth</i>	3. Story Masks*, Pg 8	Concern for others	Observing how people express emotions
	4. Potato Pals!, Pg 10	Accepting differences	Understanding that it's OK to be different
Hands or <i>Social Growth</i>	5. My Morning Routine*, Pg 12	Self-motivation	Getting self ready in the morning
	6. I Fit In My Family*, Pg 14	Self-responsibility	Defining family roles
Health or <i>Physical Growth</i>	7. Home Hazard Hunt*, Pg 16	Personal safety	Identifying child safety hazards
	8. Be a Toy Inspector*, Pg 18	Personal safety	Sorting safe and unsafe toys
Scope and Sequence for Step 2, <i>Growing With Others</i> , Suggested for youth in grades 5–6			
Head or <i>Cognitive Growth</i>	9. Home Alone Game*, Pg 6	Planning and organizing	Taking care of self when home alone
	10. My Plan for Me*, Pg 8	Planning and organizing	Creating a self-care plan
	11. Picture This*, Pg 10	Critical thinking	Taking responsibility for making places safe
Heart or <i>Emotional Growth</i>	12. Toys as Tools*, Pg 12	Concern for others	Selecting appropriate toys
	13. Circle of Friends*, Pg 14	Concern for others	Developing friends
	14. Friendly Flyer*, Pg 16	Concern for others	Identifying characteristics of friendships
Hands or <i>Social Growth</i>	15. How I See It, Pg 18	Accepting differences	Understanding different perspectives
	16. Putting the Pieces Together*, Pg 20	Teamwork	Understanding peer relationships
	17. Family Connections* Pg 22	Leadership and role identification	Identifying family roles
Health or <i>Physical Growth</i>	18. Family Rules*, Pg 24	Leadership and setting boundaries	Identifying family rules
	19. Family, Food & Fotos*, Pg 26	Self-responsibility	Making healthy meals for growth
	20. Safety Inspector*, Pg 28	Personal safety	Identifying home safety hazards
	21. Kids Klub 4 Mother's Helpers*, Pg 30	Shared leadership	Helping a child care provider with younger kids
	22. Street Smart*, Pg 32	Personal safety	Helping make neighborhoods safe
Scope and Sequence for Step 3, <i>Growing in Communities</i> , Suggested for youth in grades 7–10			
Head or <i>Cognitive Growth</i>	23. A-B-C Career Watch*, Pg 6	Planning and organizing	Becoming aware of child development careers
	24. See How They Grow*, Pg 8	Critical thinking	Observing child behaviors
	25. What's the Message?*, Pg 10	Critical thinking	Understanding the effect of TV on children
Heart or <i>Emotional Growth</i>	26. Obstacles and Assessments, Pg 12	Concern for others	Accessibility and disability awareness
	27. Building Friends*, Pg 14	Concern for others	Developing friendships
	28. Community Profile, Pg 16	Accepting differences	Understanding family demographics
Hands or <i>Social Growth</i>	29. Block Buster, Pg 18	Accepting differences	Understanding the perspectives of others
	30. Your Intergenerational Community*, Pg 20	Teamwork	Creating intergenerational community service projects
	31. A-Parent-Ly*, Pg 22	Leadership and role identification	Understanding parenting roles
	32. Put Me in Coach!*, Pg 24	Leadership and mentoring	Teaching and coaching younger children
Health or <i>Physical Growth</i>	33. Guiding Growth, Pg 26	Self-motivation	Understanding child guidance and discipline
	34. Babysitting Kit*, Pg 28	Planning and organizing	Making a safe and age-appropriate babysitting kit
	35. Let's Plan it Safe*, Pg 30	Personal safety	Making playgrounds safe
	36. First Aid Kids*, Pg 32	Personal safety	Making first aid kits
Scope and Sequence for <i>Kids on the Grow! Helpers Guide</i> , Suggested for mixed age groups			
Head or <i>Cognitive Growth</i>	37. Reading Picnic*, Pg 16	Critical thinking	Helping younger youth improve reading skills
	38. Cloverbud Day Camp*, Pg 18	Planning and organizing	Preparing for careers related to child development
Heart or <i>Emotional Growth</i>	39. Swing to the Music*, Pg 20	Accepting differences	Developing healthy relations with other generations
	40. Designing Shirts for Identity*, Pg 22	Accepting differences	Encouraging peer identity
Hands or <i>Social Growth</i>	41. Bubble-rific*, Pg 24	Teamwork	Promoting social growth and development
	42. Dinosaur Soup*, Pg 26	Teamwork	Practicing safe food handling and nutritious eating
	43. Here Comes the Judge*, Pg 28	Leadership	Understanding child development criteria for judging fair projects
Health or <i>Physical Growth</i>	44. Toys with Imagination*, Pg 30	Personal safety	Creating safe and developmentally-appropriate toys
	45. Creating a Child Development Skillathon*, Pg 32	Self-responsibility	Selecting key child development topics to teach others



# How to Teach It

## Using the Child Development Content and Life Skill Grid

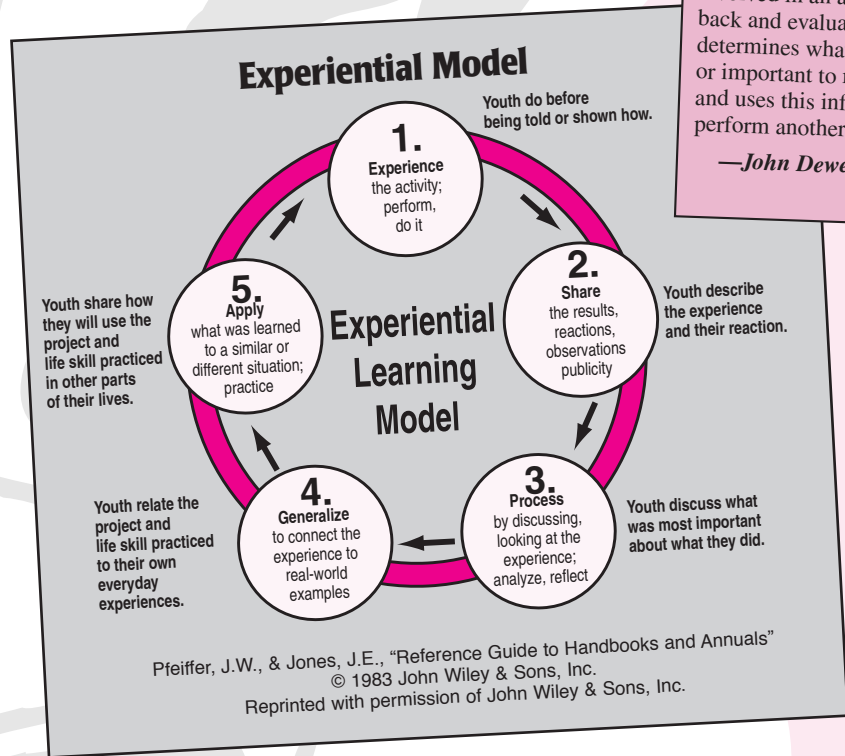
The Child Development Content and Life Skill Grid on page four gives you a summary of the many child development project skills introduced as well the life skills integrated into *Kids on the Grow!* Key concepts include:

- Activity titles are listed in the second column on the grid. Activities are numbered from 1-45 in the series. This helps you to see the entire scope and sequence of the activities and lets you quickly select a specific activity most suitable for your project meeting or event.
- Expected life skills are listed in the next column after the activity title. This helps you select a series of activities focused on strengthening a particular life skill.
- Child development project skills are listed in the next column. This helps you select a series of activities building on a particular child development topic.
- Activities which might generate a county fair exhibit are starred (\*). The star is located at the end of the activity title\*.

## Using the Experiential Learning Model

Hands-on involvement, or learning by doing, is one of the most effective methods for learning. The steps in the “experiential learning” process are specific and sequential. Experiential learning engages learners in activity, encouraging them to think more, work harder and ultimately learn more thoroughly than with other teaching or learning methods.

“Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.”  
—John Dewey, Educator



The question section of each activity is the tool that helps you lead youth through the experiential learning process. Through their answers to the questions, kids will share, process, generalize and apply what they experienced in the activity.

## Quick Reference Guide

The Child Development Content and Life Skill Grid will help you quickly:

- Find favorite activities by name.
- Target life skills to practice.
- Identify and sequence related child development topics.
- Provide options for focusing on specific child development outcomes that will help you design evaluation tools to collect impact data.
- Identify activities for potential county fair project ideas.

## Aligning with National U.S. Academic Standards

Several national and educational organizations have taken on the voluntary challenge of creating educational standards or guidelines to be used on a national level. Aimed at educators, the Education World web site at <http://educationworld.com> presents the objectives of the voluntary National Education Standards. Although there are many other standards that could be aligned with activities found in *Kids on the Grow!*, the authors have selected one standard that best links with the primary purpose of the activity. Please encourage educators to use this as a guideline to connect these activities to their own state and local academic standards.

KEEP

RIGHT

## The 4-H Pledge

I pledge  
my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service, and  
my Health to better living,  
for my club, my community,  
my country, and my world.



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