

4-H Child Development Activity Guide

Level



Grades 3-4

Building a Bright Beginning



Name _____

Club _____

County _____

Date Started Child Development A _____

Year in Project _____





Welcome to Child Development

The 4-H Child Development curriculum is a series of four activity guides:

- *Building a Bright Beginning*, 4-H-973, Child Development A for youth in Grades 3-4
- *Building Blocks of Learning*, 4-H-974, Child Development B for youth in Grades 5-6
- *Building a Strong Foundation*, 4-H-975, Child Development C for youth in Grades 7-9
- *Building Relationships for a Brighter Tomorrow*, 4-H-976, Child Development D for youth in Grades 10-12

A helper's guide, *Building Today's Youth for a Bright Future*, 4-H 977-W, is also available online at www.ces.purdue.edu/extmedia/4h.htm#5

Note to Project Helper

Congratulations! A young person has asked you to be his or her helper for the 4-H Child Development project. Your role as a helper is very important to the total educational experience of the young person. This activity guide is for youths who want to learn more about child development and themselves. Helpers can be volunteers or professionals, older youths or adults; it depends on the learning environment. As the helper, you play a key role in helping young people learn about child development and themselves. You can help through your enthusiasm and thought-provoking questions. With your help, they will set goals, find resources, and evaluate their own progress as they complete each step of the Child Development curriculum.

The Child Development curriculum is designed to help youths develop awareness and skills with children in the areas of development, health and safety, food and nutrition, discipline, and families and careers. The learn-by-doing activities can be adapted to family, classroom, home school, club, and other educational settings.

The four activity guides were written to be developmentally appropriate for specific grades, but they may be used by youths in any grade depending on their interest, skills, and experience. Each guide includes learning activities, a discovery section, additional factual information, suggestions for additional activities, and exhibit information. You will also find ideas that will be helpful for demonstrations and community involvement activities.

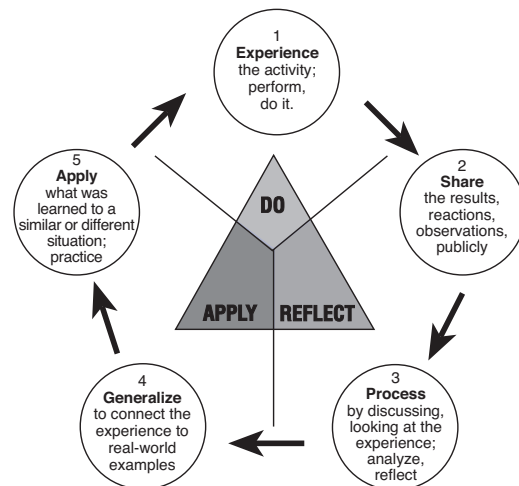
Achievement sheets, record sheets, score sheets, and action demonstration information and checklists are printed in this manual. Additional copies are available online. You can find them by clicking on "Search" at the Indiana 4-H Web site at www.four-h.purdue.edu. A helper's guide, *Building Today's Youth for a Bright Future*, 4-H-977-W, is available at www.ces.purdue.edu/extmedia/4h.htm#5.

The Experiential Learning Model

The experiential model and its five steps are incorporated into each activity in this guide to help youths gain the most from the experience.

The five steps encourage the youths to try to do the activity before being told or shown how (experience). As the helper, you'll want to help the youths describe what they experience and their reaction (share). You can use the questions listed at the end of each activity to help the youths:

- Discuss what was the most important about what they did (process).
- Relate the life skill practiced to their own everyday experiences (generalize).
- Share how they will use the life skills and project skills in other parts of their lives (apply).



Acknowledgments

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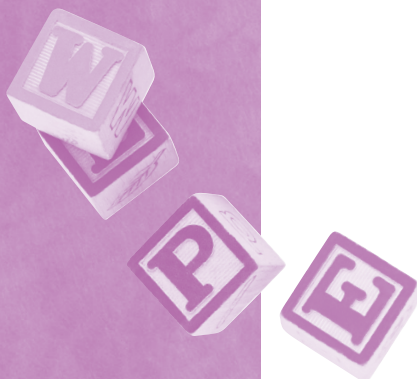
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Dear Youth

In Child Development Level A, you will learn about infant and toddler development, and how they learn and grow through their senses during these beginning stages of life. Use the achievement sheet on page 34 to plan your activities. After completing an activity, write the date completed and have your project helper initial it. You also need to fill out the appropriate record sheet on page 35 or 37. You can download additional copies at the Purdue 4-H Web site at www.four-h.purdue.edu.



Your Project Helper

Your project helper is an important part of your experience in the Child Development project. This person may be your project leader or adviser, a neighbor, a family member, a friend, or anyone who has the interest to work with you to complete your activities. You need to involve your helper as you work with each activity and answer the questions. They are there to give you support and help you be successful.

Fill in the following information for your project helper.

My project helper _____

Phone _____

E-mail _____

To Complete This Level

Each year, you should complete at least three activities, each from a different chapter. Within the two-year period, you should have completed at least six activities, at least one activity from each of the five chapters.

What to Exhibit

Choose one of the following to exhibit.

1. Choose one activity that you completed in this level. Design a 22 x 28-inch poster or a three-ring binder notebook that reflects what you did with this activity.
2. Create a display no larger than 36 x 36 x 36 inches using one of the activities from your project manual. Complete an Activity Plan Card and attach it to the exhibit. A sample Activity Plan Card is on page 40. Use a 5 x 8 index card or larger cardstock to create your card.
3. Action Demonstration – You may present an action demonstration for your project completion requirement.

Here are details for each exhibit option:

Poster:

- 22" x 28" posterboard displayed horizontally
- Stiff backing with clear plastic covering
- Identification label in lower right corner of poster giving name of 4-H'er, club, grade, and year in project

Three-ring binder:

- Identification label on front of binder giving name of 4-H'er, club, grade, and year in project
- Title page inside binder naming activity
- Pages of activity and explanation to follow title page
- Photographs are helpful to show the activity being used or assembled
- Optional: Plastic sheet protectors, page decorations, binder cover decoration, etc.

Display:

- May be table top or floor style, not to exceed 36" x 36" x 36"
- Must be self-supporting to be viewed by the public

Action Demonstration:

An action demonstration is a fun way to share what you have learned with others. The key is getting your audience involved in doing what you are doing, not just showing them. An action demonstration can be given anywhere there are a lot of people, such as a county or state fair, a shopping mall, or any community event. A 4-H meeting or a Junior Leader meeting is also a great place to give a demonstration.

An action demonstration can be on almost any topic. Here are some questions to ask yourself when choosing a topic:

- Is it something that can be given in 3-5 minutes?
- Is it something that would interest the general public?
- Is there something “hands on” for the audience to do?
- Can the supplies for the “hands-on” activity be used over and over again, or will they have to be replaced every time? (Note: If they have to be replaced, this will add to the cost.)

Your demonstration should last about 3-5 minutes, and you may need to do it over and over with many different people. There is no prepared speech in an action demo; it is a two-way conversation. Your goal is to involve the audience, and you can do this by having them:

- Do what you are doing.
- Play a game.
- Answer questions.
- Do a hands-on-activity.

There are some ideas that would be good for demonstrations in this manual. A checklist for a good action demonstration is on page 39 of this manual and may also be accessed from the 4-H Web site at www.four-h.purdue.edu.

Be creative!



What Is Child Development?

Development means the growth and changes that people go through as they get older. Although people develop differently, there are many things that happen in basically the same way for everyone. Child development is a focus on children's development from birth through age 12. It looks at how children's bodies grow and how they learn to think and feel and get along with others.

The following information will help you as you learn more about children and how they develop.

Development

Children may grow and develop at different rates, but their development still is considered normal. Even though a child may do some things earlier, some things later, and some things differently from another child, their development still is normal. Some children need extra help because they have special needs.

Brain Development

The first three years of a child's life are critical for brain development. Children are born with over 100 billion brain cells. These brain cells immediately begin making connections. These connections affect the child's growth and development. Some connections are made even before a baby is born, because a newborn baby can already tell her mother's voice from another adult's.

Play

Play helps build a child's brain. When a baby hears, sees, touches, tastes, or smells something, messages are sent to his brain. A "connection" is made, and the brain grows. This is very important in the first three years of life. Everything you do and say to a baby helps "wire" the baby's brain so he can think, feel, move, and learn! Some of the activities in this project will help develop a child's brain.

Developmentally Appropriate Practice (DAP)

Developmentally Appropriate Practice (DAP) is a term used in the field of early childhood education. It describes activities or "practices" that are appropriate for a child's age and developmental level. It is based on knowledge about how children grow and learn and how to best support their development. It is also based on the principle that all children are different and have different strengths, interests, and needs. Activities in the Child Development project are developmentally appropriate. When activities are developmentally appropriate, they are not too easy or too hard. They are just right to help children to learn and develop skills.

Skills

Children develop skills to live in their environment. A skill is an ability to carry out a task. For example, children learn to solve problems and to classify and organize information. Developmentally appropriate practices and activities help children to grow and to develop their physical, social, emotional, and cognitive skills. Here are definitions of those words:

- Physical growth – Development of the human body.
- Social growth – Becoming able to relate to and interact with others.
- Emotional growth – Learning to express feelings in an appropriate manner and to manage emotions when interacting with others.
- Cognitive growth – This means mental development. It describes the ability to think of ideas and to use the mind to reach logical decisions.

To help you learn, some of the ideas in this manual will review and refer to some of these terms. Have fun and enjoy your journey into the field of child development!

Chapter 1 – The Developing Child

Infants and toddlers change and grow faster than at any other time in their lives. Children are called infants from the time they are born until their first birthday. Toddlers are children who are 1 and 2 years old. Since “toddle” means to walk in an unsteady way, “toddler” is a good word for a child who is beginning to walk. Babies are born helpless, but by the time they are 2 years old, they are becoming very independent. In this chapter, you will learn how infants and toddlers grow and develop. You will also learn about activities that are developmentally appropriate for this age.

“Developmentally appropriate practice” is a term used in the field of early childhood education to describe activities or “practices” that are appropriate for a child’s age and developmental level. It is based on knowledge about how children grow and learn and how to best support their level of development.



Can You Find Me?

Life Skills

Visualizing information;
interacting socially

Project Skill

Helping an infant develop
cognitive skills

What You Need

- Blanket or mat
- Infant 6 weeks to 3 months old

Note: Ask a friend or relative if you can try an activity with their baby. Be sure you explain to them what you are doing and that they are with you when you do your activity.

It is important to exercise both sides of an infant’s body. Moving the location of sounds to both the left and right side teaches an infant to mentally track and follow objects. He is developing the mental or “cognitive skills” needed for growth and development. A skill is an ability to carry out a task.

What to Do

1. Lay the infant face up on the blanket or mat.
2. Gain the infant’s attention by talking about what the infant can see. For example, say: “Justin, you are looking at me. Can you follow me? I’m going to move.”
3. While continuing to talk, move to where the baby can’t see you.
4. Observe the infant. Did the infant move any part of his body so he could see you? If the baby does find you, say something positive such as “Justin, you can still see me. You moved your head to find me.” If the infant did not find you, move back so he can see you again.
5. Repeat steps 3 and 4 as long as the infant is interested in the activity.

