

4-H Child Development Activity Guide

Level

B

Grades 5-6

Building Blocks of Learning

Name _____

Club _____

County _____

Date Started Child Development B _____

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.the-education-store.com.

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.

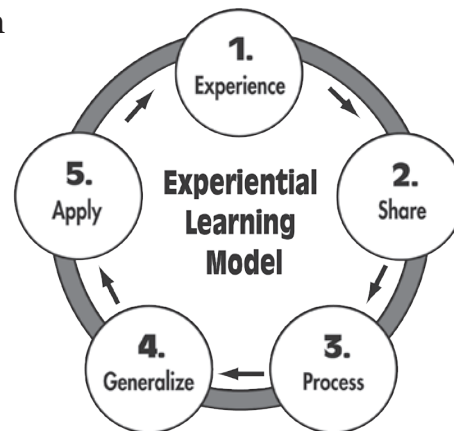
Achievement sheets, record sheets, score sheets, and action demonstration information and checklists are printed in this manual. Additional copies are available online. You can find them by clicking on "Search" at the Indiana 4-H website at www.four-h.purdue.edu.

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).



Pfeiffer, J. W., & Jones, J. E., "Reference Guide to Handbooks and Annuals"
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What's Inside?

Dear Youth	4
Your Project Helper.....	4
To Complete This Level.....	5
What to Exhibit.....	5
What Is Child Development?.....	7
Chapter 1 - The Developing Child.....	8
Parent Talk	8
Make Your Own Playdough.....	10
Storytelling with a Felt Board.....	12
Ring Toss	14
Chapter 2 - Keeping Safe and Healthy	16
Guide for Baby-Sitting.....	16
Handling Special Situations.....	18
Chapter 3 - What's Good to Eat?	20
Kids Cook	20
Healthy Eating.....	22
Chapter 4 - Guiding Behavior	24
Challenging Behaviors	24
Timely Transitions	26
Expectations	28
Chapter 5 - My Family, My Life	30
Family Appreciation Night	30
Careers Working with Children.....	32
Child Development Level B Achievement Sheet.....	34
Child Development Level B Record Sheets.....	35
Checklist for a Project-Interact Demonstration.....	39
Activity Plan Card	40
Child Development Score Sheet.....	40



Dear Youth

In Child Development Level A, you learned about infants and toddlers and the beginning stages of life. In level B you will learn about preschoolers and their development. Children who are 3, 4, and 5 years old are called preschoolers. “Pre” means “before,” so “preschooler” means “a child who is before school age.” You will find that there are some things preschoolers haven’t learned to do yet. But you will also see there are many things that you do that they can do too.



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 website 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

For the latest exhibit requirements for the Indiana 4-H Child Development project, contact the 4-H youth Extension educator in your county. Or visit the Indiana 4-H website at www.four-h.purdue.edu, and check the Projects section. The latest requirements will be listed under “Child Development.”



Project-Interact Demonstration:

A project-interact 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. A project-interact 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.

A project-interact 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 a project-interact demonstration; 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 project-interact demonstration is on page 39 of this manual and may also be accessed from the 4-H website 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

Children love to play! During the early years, this is their “work” and how they learn. In this chapter you will learn about preschool children and the joys of playing and learning with them. You may feel you are just playing around instead of really working on a project. But play is a very important part of a child’s development. Both you and the preschooler learn from playing. It is important that you and the child have fun while you are together. Make sure you say mainly positive things to the preschooler. Encourage a child who is learning new things.



Parent Talk

Even before people have children, they may have ideas or expectations about what the children will be like. Parents are often surprised their children do not act the way they thought they would. In this activity you will interview parents and learn about preschoolers and their behavior.

What to Do

Set up a date and time to interview a parent or parents about their preschooler. Think of questions you might like to ask. You may want to ask about what it’s like to live with a preschooler or what preschoolers like and don’t like. Or you may be interested in what preschoolers are able to do. You might ask if the preschooler behaves like the parent expected them to act at this age.

Here is a list of questions to get you started.

- What do you enjoy most about living with your preschooler?
- What sometimes makes it hard to get along with you preschooler?
- What favorite things does your preschooler like to do?
- Does your preschooler behave the way you expected a child this age to act?
- What has surprised you about your child?
- What types of discipline do you use with your preschooler?



Life Skill

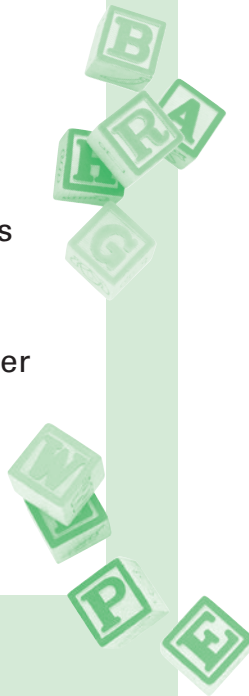
Learning to learn

Project Skill

Interview techniques

What You Need

- Notebook or paper
- Pencil or pen
- Tape recorder (optional)
- Parent/parents of a preschooler



More Building Blocks

1 Preschoolers are full of energy, curiosity, and eagerness. They seem to be constantly on the move and totally involved in the moment. All that activity helps them perfect their gross motor skills and fine motor skills. Gross motor skills are large movements such as running, jumping, and hopping. Fine motor skills are small movements such as holding a crayon and zipping or buttoning clothing.

2 Preschoolers are creative and imaginative. They like to act out and tell stories. They like to pretend and play make-believe. Preschoolers are rapidly developing the vocabulary and cognitive skills that allow them to express ideas, solve problems, and plan ahead. They are striving to become independent, but they still need someone to watch over them.

My Discoveries!



What did you learn about preschoolers? _____

What surprised you the most? _____

What do you think your parents would say about your behavior when you were a preschooler? _____

How could you use this information to help you when you care for preschoolers or meet them in another situation? _____

Keep on Growing...

- 1** Interview three different parents with preschool children. Develop a list of questions you want to ask about their preschoolers. Ask each parent the same questions. Compare their answers. What answers did the parents have in common? What were different? Why do you think these answers were so alike or so different?
- 2** Interview an early childhood educator or caregiver of preschool children about preschoolers and their behavior. Create a list of questions in advance. Use the sample questions and information at the beginning of this activity to create your questions.
- 3** Observe a group of preschoolers at a child-care center or other group situation. List behaviors and activities you see the children involved in.
- 4** Volunteer to help out with a group of preschool children. Then write a story about your experience and share it with others. Think about other ways you could use your story. You might even create a story for children using your own imagination!

