

4-H Child Development Activity Guide

Level



Grades 7, 8, 9

Building a Strong Foundation



Name _____

Club _____

County _____

Date Started Child Development C _____

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 available online at Purdue Extension – The Education Store, 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 interactive 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.

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).



Phiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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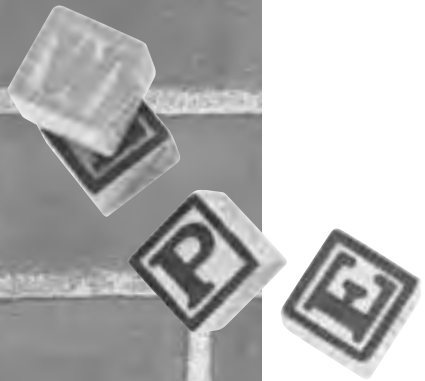
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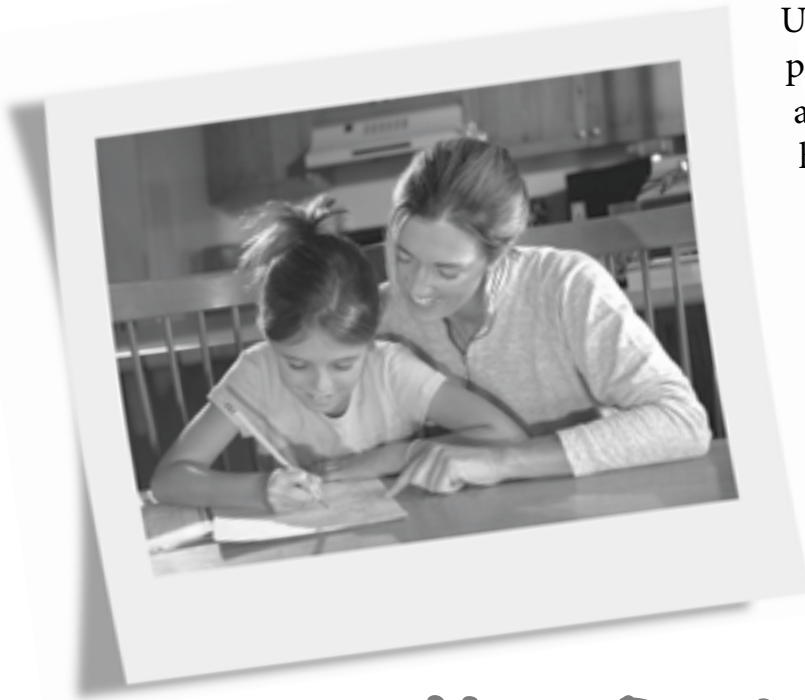
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Dear Youth

In Child Development Level A, you learned about infants and toddlers and the beginning stages of life. In Child Development Level B, you learned about preschoolers and their development. You learned that preschoolers are learning to do many new things, some of which you can do too. In Child Development C, you will learn about school-age children. School-age children are usually thought of as children 6 to 12 years old. You will find that this age group brings forth a whole new level of development and expectations for both the parent and child.



Use the achievement sheet on page 32 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 33, 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 _____

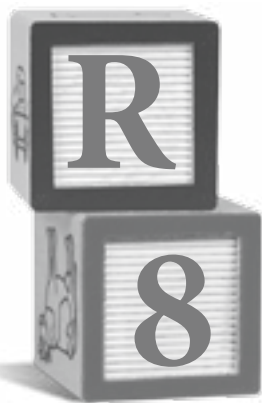
E-mail _____

To Complete This Level

Each year, you should complete at least three activities, each from a different chapter. Within the three-year period, you should have completed at least nine 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.”



Interactive Demonstration:

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

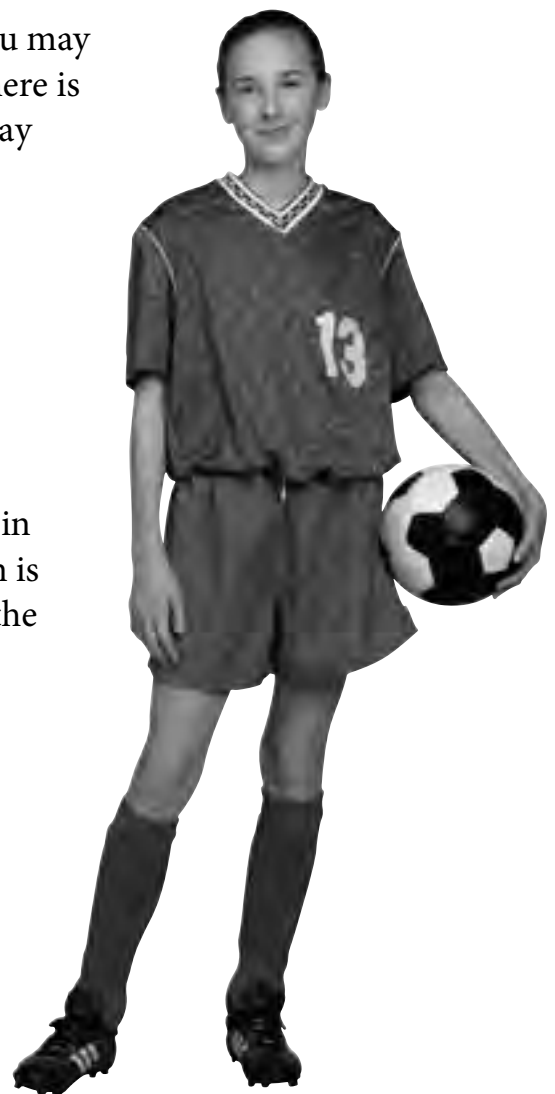
- Is it something that can be given in 3-5 minutes?
- Is it something that would interest the general public?
- Is there something “hands on” for the audience to do?
- Can the supplies for the “hands-on” activity be used over and over again, or will they have to be replaced every time? (Note: If they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

In Child Development A and B you learned that development means the growing and changing that people go through as they get older. There are differences among people in how they develop. But 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 12 years of age.

The following information is a review of some of the basic principles of child development.

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. Development covers the general areas of social, emotional, cognitive, and physical growth.

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. When a baby is born, he can already tell his 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 her 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 she can think, feel, move, and learn!

Developmentally Appropriate Practice (DAP)

Developmentally Appropriate Practice (DAP) 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 development. It is also based on the principle that all children are different and have different strengths, interests and needs. Activities in the 4-H Child Development project are developmentally appropriate. When activities are developmentally appropriate, they are not too easy or too hard. They are just right and help children to learn and develop skills.

Skills

Children develop skills to live in their environment. For example, they learn to solve problems and to classify and organize information. Developmentally appropriate practices and activities help children to develop to grow and to develop their physical, social, emotional, and cognitive skills. The following definitions describe these words.

- Physical growth – Development of the human body.
- Social growth – Gaining the ability 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 refers to the ability to think and reason and to use the mind to make logical decisions.

Continue to enjoy your journey into the field of child development!

Chapter 1 – The Developing Child

School age is a time when children are becoming more aware of themselves and others and are developing a sense of who they are. They begin to focus on what they can do and begin to think about what others think of them. They are concerned about peers and school. School-age children begin to develop best friends.



Make a Prop Box

Children begin to pretend at a very young age. When they pretend by imitating what they have seen adults do, it is called dramatic play. Children usually are very good at this by the ages of 4 or 5. Dramatic play develops creative, social, physical, and cognitive skills. Socio-dramatic play means playing make-believe with other children. This involves more complex social skills as children learn to relate to other people through a pretend experience.

A prop box, or dramatic play kit, contains a collection of materials based on a theme. The materials encourage children to play and act out roles and relationships. The box should be at least 8 1/2" by 11" by 12"—the size of an office storage file box or a copy paper box with a lid. It may have to be even larger, depending on what you put in it. The materials should be familiar to children. You can use this with preschool children too!

Life Skills

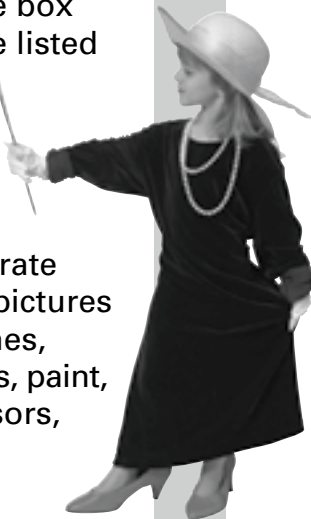
Learning to learn; planning and organizing; practicing creativity

Project Skill

Making a prop box

What You Need

- Empty box with lid (you may find one at a grocery store or an office)
- Theme for the box (examples are listed on this page)
- “Prop” items related to the theme
- Items to decorate box, such as pictures from magazines, magic markers, paint, crayons, scissors, and glue



What to Do

1. Select a theme for the box. The following ideas will help you get started.

- Cooking/baking
- Police station
- Plumber
- Doctor, dentist, or veterinarian
- Baby
- Restaurant
- Grocery store
- Gardening

2. Collect items for the box that will encourage young children to act out a role. Make sure the materials are developmentally appropriate and safe. For example, don't use anything with sharp edges or made of glass. Some ideas of items to put in box:

- Hats, clothing, purses, shoes, boots, aprons, sunglasses, and jewelry
- Props related to theme. A restaurant theme could include menus, plastic dishes, order pads, pencils, nametags, play money, cash register, food, take-out boxes, placemats, plastic food, sponges, and empty squirt bottles for cleaning.
- Children's books, songs, or games
- Puppets

3. Label and decorate your box based on the theme you selected.