

# 4-H Child Development Activity Guide

*Level*



Grades 10, 11, 12

# Building Relationships Toward a Brighter Tomorrow

Name \_\_\_\_\_

Club \_\_\_\_\_

County \_\_\_\_\_

Date Started Child Development D \_\_\_\_\_

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](http://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.

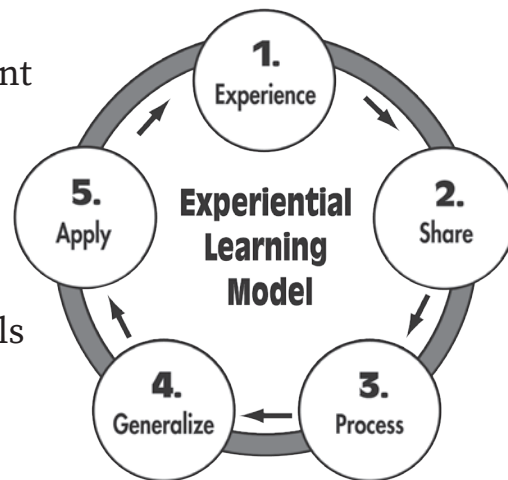
Achievement sheets, record sheets, score sheets, interactive demonstration information, and checklists are printed in this manual. Additional copies are available online. You can find them by clicking on "Search" at the Indiana 4-H Web site at [www.four-h.purdue.edu](http://www.four-h.purdue.edu).

# 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).



## Acknowledgments

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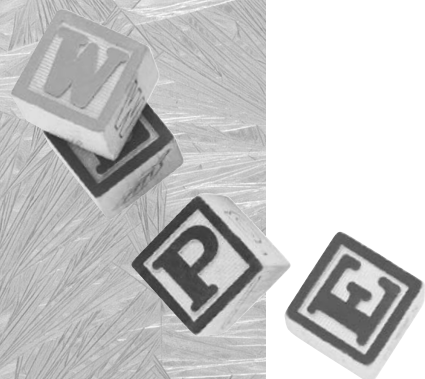
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# Dear Youth

In Child Development Level C you learned about school-age children and their development. In Child Development A and B, you learned about infants, toddlers, and preschool children. Now you have the opportunity to bring it all together by learning to cooperate with others.

You will find activities that will help you work with a variety of groups and projects.

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, 36 or 38. You can download additional copies at the Purdue 4-H Web site at [www.four-h.purdue.edu](http://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](http://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.

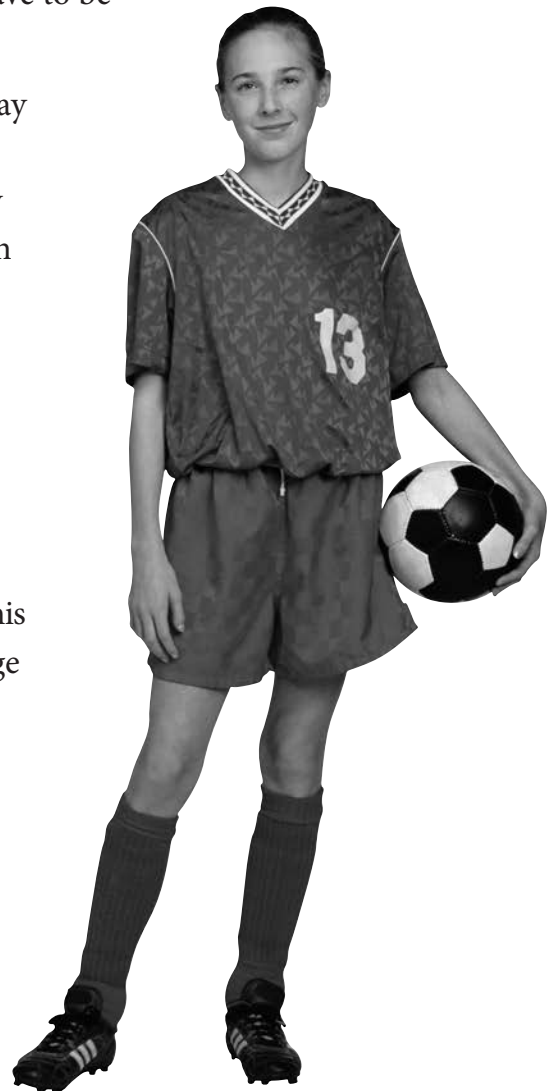
An interactive demonstration can be on almost any topic. Here are some questions to ask yourself when choosing a topic:

- 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](http://www.four-h.purdue.edu). Be creative!





# What Is Child Development?

In Child Development A, B, and C 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

Working with groups of children or other groups can be a challenge! With lots of planning and organization before the event, it can be a fun and rewarding challenge. This chapter focuses on planning and organizing events for children.



## Plan a Party

Parties are fun and a time for celebration! You can celebrate and have a party for anything you want. Planning a party requires time, thought, and organization.

### What to Do

Offer to provide a party for a group of children. Some ideas for parties could be a birthday party, a just-for-fun party, a getting-out-of-school party, or a special holiday. Remember to keep the party developmentally appropriate for the age group you choose to work with. The answers to the following questions will help you in your planning.

- What age group are you planning a party for?
- What kind of party are you going to have?  
Will there be a theme?
- What time of day is the party? How long will the party last?
- How many children will you invite to the party?
- Where are you going to have it?
- List at least three activities that you could do at the party. Describe each activity and explain why it is appropriate for that age group.
- Are you going to have food at the party? What are you going to have?
- Are you going to have prizes? Remember to have enough prizes to give at least one to each child.
- Who is going to help you with the party? What adult or adults will you have to help?
- Will you have invitations? How far in advance do they need to be sent out?

### Life Skill

Planning and organizing

### Project Skill

Planning an event

### What You Need

- Idea for a party celebration
- Group of children to plan a party for



### More Building Blocks

- 1 Make sure you plan lots of variety at the party. When children get bored, they come up with their own ideas for fun.
- 2 Break up the activities by serving food often. For example, play a couple of games and then take time for a snack. This makes it easier to keep your party under control.
- 3 Ask an adult for help if you need help getting the party back on track.

