

**Colorado 4-H
Senior Child Development
Member Manual
MT0204B**



Club

Name

Address

Age as of December 31st

County

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CHAPTER 1 - INTRODUCTION

Project Overview

Senior Child Development will help you understand how children grow, how they get along with others, why they ask questions, and how children learn by doing different activities. You will learn about the physical, intellectual, emotional and social development of children and why each is important.

The knowledge and skills you develop will help you better understand the needs of children. You will know how to provide guidance for young children and what they need to be safe and healthy. You will learn about parties that children enjoy and about careers that use child development skills. You will also learn about diversity in children and how to meet their needs.

The more you know about children, the more helpful you will be to your family, neighbors who may ask you to baby sit, or other situations where help is needed with young children. This same knowledge might lead to a career in child development. It will also help you when you become a parent.

What you learn about children will help you feel good about yourself and your ability to work with children. You will know how to be a friend to a child and how to help them feel good about themselves.

What do I do?

This *Senior Child Development* project takes planning, concentration and coordination. This project guide helps you put the project pieces together.

- **Member's Manual.** Everyone needs this book. Read it completely so you know how to complete each part. This manual contains information about ages and stages of children.

You will use this manual for several years as you learn about children by completing various activities. Each year in *Senior Child Development* you will choose **ONE** of the chapters and complete **ALL** the activities in that chapter. Be sure and keep this manual so you can use it next year for another activity chapter.

In *Advanced Child Development* you will learn about infants, toddlers, preschool age, and early school age children. Each chapter includes information about **Ages and Stages** of children related to the chapter topic. You will also learn about development and behavior characteristics for each Age and Stage by reading Chapter 2 of this manual.

- **Records.** You will complete the 4-H e-Record AND also answer the Questions at the end of the chapter that you choose to learn about each year.
- **Additional Resources.** Each chapter has a "To Learn More" section. These resources will help you learn more about children.

Completing Your Project

- Select **ONE** of the chapters you want to learn about.
Chapter 3 - Guidance & Discipline
Chapter 4 - Mealtime
Chapter 5 - Parties
Chapter 6 - Safety
Chapter 7 - Child Development Careers

- Read Chapter 2 to learn about Infant, Toddler, Preschool Age, and Early School-Age child development.
- Complete the **SEVEN** activities in the Chapter you select.
- Complete one of the More To Grow On activities for your project exhibit, OR you may create your own More To Grow On activity for your exhibit. •
- Answer the questions at the end of the chapter about your exhibit.

If you create your own More To Grow On activity you will need to:

1. select a topic that interests you;
 2. define the topic by setting goals about what you want to learn;
 3. develop a plan of action to reach your goals;
 4. carry out your plan; and
 5. evaluate your accomplishments.
- Complete a second More To Grow On activity and complete questions at the end of the chapter about the activity. Include a picture or other materials that show what you accomplished and learned by doing the activity.

Demonstrations and Talks

You should do at least one project related demonstration or talk each year. When you give a demonstration or talk to others, you teach them about a specific topic. Refer to *4-H Club Demonstrations and Illustrated Talks*, (L91002) for specific information.

You can give a presentation at a 4-H meeting, school classroom, family gathering, or at a community club or organization.

Ideas for topics for your project talk or demonstration are:

Types of Discipline
 Planning Children's Parties
 Bicycle Safety
 Selecting Children's Helmets
 Toddlers and Mealtime
 Food Allergies
 Child Development Careers

Community Service Project

You are asked to participate, either individually or as a member of your club, in an activity that helps others in your community. If possible, it is nice to do something that is related to your project. This can be as simple as volunteering to help with a children's community event or as complex as organizing a safety check for children's helmets at your elementary school. Select an activity that fits the needs of your community and is of interest to you. Record your activity in your e-Record.

Evaluation/Judging

You learn how to apply standards of quality when you evaluate or judge. Judging can be complex like setting up a class of menus for a child's party and evaluating the best choice. Or, it can be as simple as evaluating one toy to determine if it is appropriate for a child of a certain age.

The important part of evaluation/judging is to apply what you learned to a practical situation. You are encouraged to set up a time to work with friends or other club members to judge or evaluate an item or items related to your project activities. Refer to the *Judging at Club Meetings* (LT0000C) guide for more ideas.

Project Exhibit

Exhibits are educational and provide facts about a topic that people may want to know more about. Your exhibit will be one of the More To Grow On activities from the chapter you have selected **OR** an activity you developed yourself.

Your exhibit can be a notebook, something you made, a collection of things you would use with children, a display board, or some other way to show what you learned. You will complete the questions at the end of the chapter about your exhibit.

If your project exhibit contains multiple parts, the exhibit must be in a secure container or bag which is no larger than 22" x 14" x 9" or an overall size of 45" and the container or bag should be easy to carry. The exhibit should have **NO MORE** than 10 pieces. All pieces of the exhibit must be labeled with member's name and county.

It is important to show what you learned with others. Arrange to show your exhibit at a place where the public can view it such as a school, community event, public library, store window, county exhibit day, or your county fair.

Check the 4-H Project Requirements for the Colorado State Fair and your county fair book for any special exhibit requirements. These are available from your club leader, your Colorado State University Cooperative Extension county office or on the 4-H website.

For your county fair or exhibit day, your exhibit should include the following:

- This Manual with **SEVEN** completed activities for the chapter you selected.
- Exhibit and completed questions at the end of the chapter selected.
- Completed 4-H e-Record.

Exhibit Evaluation

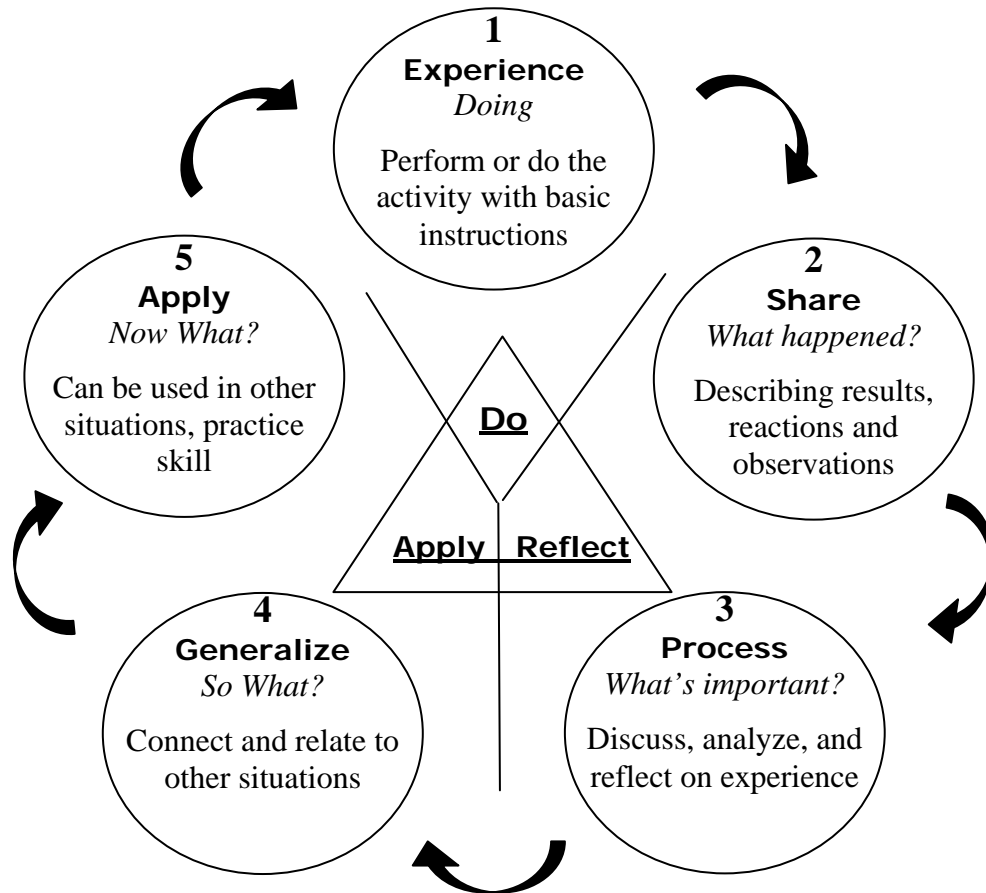
Your exhibit will be evaluated based on the following criteria.

X Completion of Chapter Activities

- Project Exhibit based on a More To Grow On activity in the chapter **OR** one you developed. Exhibit will be evaluated on:
 - Creativity and Originality
 - Appropriateness for Age/Stage
 - Durability for Intended Use
 - Quality of Work and Neatness
 - Illustrates What Member Learned
- Completion of questions at the end of the selected chapter.
- Completion of a second More To Grow On activity with documentation.
- Completed 4-H e-Record showing:
 - Goals
 - Project Activity Log
 - Community Service
 - Demonstration
 - Story about Project

Get the most out of your project by using the:

Experiential Learning Process



The Experiential Learning Process allows an individual to go through the process of discovery with very little guidance from another individual. A situation, project or activity is presented that allows for individual thought and problem solving. Outside assistance is provided at a minimum and supports the individual throughout the process by questioning at each stage. The individual participates in an activity, reflects on what they did, and then assess how what they learned can be applied to a life situation.

- 1) Experience Questions: How is it working? What else might you try? What might make it easier?
- 2) Share Questions: What happened? How did you feel? What was the most difficult?
- 3) Process Questions: What problems seemed to reoccur? What similar experiences have you had?
- 4) Generalize Questions: What did you learn about yourself? What did you learn about the activity? How does this relate to something else in life? How did you decide what to do?
- 5) Apply Questions: Where else can this skill be used? How will you use this in the future? What will you do differently after this experience?

CHAPTER 2 - AGES AND STAGES

Why is it Important?

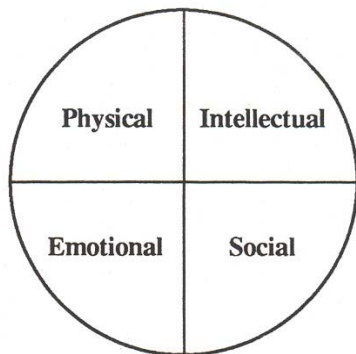
Every child is unique, they develop mentally, physically, emotionally and socially at different rates. The following information gives you general guidelines about how children develop from birth to age 8. It is important for you to know what to expect or what is considered normal for children at different ages. This information will enable you to work more effectively with children.

How do children develop?

Children grow and change in four ways.

Physically
Intellectually
Emotionally
Socially

PIES Chart



We can think of these four different ways as a *PIE*. If one of the pieces is missing, the development is not complete.

Physical development is the way a child's body grows. Children grow at different rates. For example, some may be able to easily ride a bicycle by age 5 and others may be older before they can accomplish that.

Intellectual development is the way a child's thinking develops. Children learn to think by doing things that challenge them. Different experiences help children learn.

Emotional development is the way a child learns to identify feelings of sadness, anger, hurt, happiness, etc. and acceptable ways to deal with them.

Social development is the way a child learns to work and play with other people. Social development increases as children reach school age and interact more with others.

You need to keep all four areas of development in mind when working with children. For example, learning to talk is dependent on some development of each piece of the pie. Children need to have their tongue, mouth and throat muscles develop to form words. They need to have the intellectual ability to recognize what words mean and to remember when to use them. Through language, children learn to control and sort out emotions and how to cooperate socially with playmates and people around them. A child grows as a whole human being. It is a mistake to focus on only one part of a child's growth.

Additional information is provided in each age and stage chart (infant, toddler, preschool, and early school-age) in this manual. The charts are *guidelines*. All children are special and different in the way they grow and change.

Diversity in Children

All humans are unique. Children may be different because they are developmentally challenged, gifted, or from a family that has another culture or background. These children all want the same things - to be loved and accepted. To accomplish this, some children need special teaching and care.

Developmentally challenged children have limitations in or difficulties with physical, intellectual, emotional or social development. Even though learning and growth may be affected in one or more of these areas, these children grow as whole human beings. It is a mistake for people to focus on only the disability. When you focus on what a child *cannot* do, you miss learning about all the things the child *can* do.

Gifted children are often described as those whose performance in areas like sports, school work, music, art and leadership is repeatedly remarkable or outstanding. Too often, people focus only on the brilliant mind or outstanding talents of gifted children, only to miss learning about their development in areas that make them just like everyone else. Gifted children need to know they are loved because of who they are, not just because they are smart or talented.

Children from different cultures or backgrounds may come from another country, speak a different language or wear different clothes. They will be like other children their own age in some ways and yet different in others. It is important to learn about, understand and appreciate their unique behaviors, traditions and abilities in order to live and work together.

Stereotypes about diverse children are often false, exaggerated and can be destructive.

Learn the truth about diverse children so there can be mutual caring and acceptance between you and the child. You can help them grow up with confidence by accepting them for who they are and treating them like you would any other child or friend. Remember, first and foremost is the child, not the individual's challenges or gifts.

Infants

Newborns

For the first few months after babies are born, they are called newborns. Newborns spend most of their time sleeping and eating.

Each newborn is different in their eating and sleeping habits and their personalities. One may be cheerful and cuddly, another fussy and shy. However, they do have many characteristics in common. They:

- can tell the difference between a man's and woman's voice at birth.
- can focus their eyes when they are only a few days old and can use their eyes to follow bright, moving objects.
- can tell the difference between milk and water.
- can lift their heads up for a few moments when placed on their stomach.
- can grasp and hold onto a finger or rattle for a short time.

Infants

From 1 month up to 18 months, babies are called infants. Infants are tiny human beings just beginning the physical, intellectual, emotional and social growth necessary to become an adult.

Infants develop differently based on the experiences they have in their families and their world.

Infants:

- can recognize facial expressions, and will make faces back.
- cry because it is their language to tell you that they need something.
- are curious about their worlds and interested in making friends.
- have continuous and orderly growth.
- grow and gain muscle control from head to toe.

Babies can put nearly everything in their mouths. It is important to check every item a child has access to for small parts that can come off and be swallowed. Keep coins, beads, buttons, marbles, beans, balloon pieces and other small objects away from infants as they may cause choking if swallowed.

INFANT GROWTH AND DEVELOPMENT

AGE	PHYSICAL	INTELLECTUAL	EMOTIONAL	SOCIAL
1 Month	Can see, hear, feel, taste and smell at birth. Uses reflexes.	Cries to communicate. Limited interest in learning.	Startles at loud sounds. Quiet when content, crying when not.	Likes soft, high pitched voices. Likes to look at faces.
2 Months	Focuses eyes. Eats every 3 to 4 hours.	Follows light or objects with eyes.	Reacts to distress by crying.	Smiles.
3 Months	Holds head up.	Recognizes mother or other caregiver.		Coos and gurgles.
4 Months	Tries to grab with hands. Tries to roll over.	Can use eyes and hands together.	Cries different ways for different reasons	Laughs out loud.
6 Months	Sits with support. Teeth appear.	Reaches for and grasps objects.	Shows signs of fear, anger, or disgust. Laughs and chuckles.	Tries to talk to image in mirror.
8 Months	Sits alone.	Transfers objects from hand to hand. Puts objects in mouth.		Responds to name. Pats image in mirror.
10 Months	Creeps or crawls. Pulls self up.	Can pick up small objects.	Seeks attention by yelling. May show shyness, fear of strangers.	Plays peek-a-boo.
12 Months	Eats 3 meals. Has tripled birth weight and grown about 10 inches. Drinks from cup. Stands and takes steps.	Says 1 or 2 words. Points to desired objects. Imitates animals.	Shows controlled anger directed toward a person or a thing.	Waves goodbye. Plays pat-a-cake. Cooperates. Responds to adult more than to other infants.
15 Months	Walks alone with feet wide apart. Runs on toes. Walks sideways and backwards. Tries to go up and down stairs.	Uses 6 to 20 words. Short attention span. Can stack blocks on top of one another. Can hold pencil and scribble.	Unpredictable. Normal to be fearful, anxious, resentful. Self-centered.	Plays alone. Recognizes other children and tries to get attention. Copies others.
By 18 Months	Can throw objects. Walks up stairs with hand held.	Drinks alone. Is curious. Understands words.	Shows affection. Selfish. Cries when toys are taken away.	Tends to be rebellious. Points to objects and pictures named.

Toddlers

Children from 18 months through 3 years of age are called toddlers. They are learning to walk and tend to “toddle” about on unsteady legs.

The toddler stage is one of independence. Toddlers want to do everything for themselves. They experiment with their newly learned skills and ideas by rebelling against others wishes and by saying “no.”

As toddlers grow physically and their muscles develop, they learn better muscle control.

Toddlers can:

- use their eyes, hands, feet and bodies together in constant motion.
- climb, push, pull and touch everything within reach.
- kick, throw, dance, chase and fall down.
- feel and taste everything as a way to learn about things.

Socially, toddlers enjoy family members and other children. Temper tantrums are normal for toddlers because they have not learned to share. They often become upset when they cannot have things their own way.

Toddlers grow socially and learn to say words and talk to people who are important to them. They learn to make friends, to love and share. They learn to please others and get along with friends and members of their families. Their attention spans are short and they quickly lose interest in what they are doing.

Toddlers:

- have high energy and explore everything.
- learn what the word “mine” means and demonstrate this by hoarding toys, books and playthings.

- need order and may demand that things always be done exactly the same way.
- learn the world is full of alternatives for them and they like to experiment with all the choices.
- listen to adults and use their eyes, ears, and emotion to learn.
- learn that friendships are important and may create pretend friends and make up stories about these imaginary friends.
- are strengthening their independence and choices.

Intellectually and emotionally, toddlers change a lot between 18 months and the end of their third year. Two- and 3-year olds learn to use their brains to talk, imitate the words and actions of others, and create imaginary friends.

Toddlers also:

- grow aware of people around them and learn that they are independent, separate human beings and different from others.
- learn to watch what people do and sympathize with how they feel.
- learn about emotions and what it feels like to be frightened, frustrated, happy and mad.
- have the ability to say what they like and do not like, what they want and do not want and to talk about their emotions.

The chart at the end of this section shows how average toddlers grow and develop in each of these areas. Remember this is only a guide. Each child develops at their own rate.

TODDLER GROWTH AND DEVELOPMENT

AGE	PHYSICAL	INTELLECTUAL	EMOTIONAL	SOCIAL
18 Months	Squats to pick up objects. Can pull or throw toy. Walks without falling. Walks up stairs with hand held. Can kick, stack and carry toys.	Shows curiosity. Knows about 50 words. May put two or three words together.	Hugs you and toys. Is impatient and frustrated when meeting difficulties. Cries when toys are taken away.	Plays alone. Recognizes other children. Tries to copy other children.
Two Years	Can kick. Stands on tiptoes. Jumps with both feet. Walks up and down stairs.	Refers to self by name. Begins to have imagination. Can scribble. Uses simple sentences. May begin to know short rhymes and songs.	Easily frustrated. Strives for independence; uses "MINE" and "NO" frequently. Can be stubborn; needs rigid routines.	Joins in short songs, games, story time. Plays simple pretend games. Learning to share, but still not very cooperative.
Three Years	Runs easily. Feeds self. May ride tricycle and turn somersaults. Can cut with scissors.	Begins knowledge of simple concepts like: hello-goodbye back-front up-down. Recognizes letters and numbers, can count. Can use whole sentences. Creates imaginary friends and fantasies.	Begins to show emotion in more socially acceptable ways. Is more concerned with pleasing people.	Makes friends of similar ages. Likes to help. Shows no preference for same gender friends.



Preschoolers

Children who are four and five years old are called preschoolers because they are not yet ready for kindergarten. They may be enrolled in a pre-school program like a nursery school or a day care center.

Preschoolers are still growing physically, but seem to be growing faster mentally. Some people think of them as little sponges that absorb everything around them. Preschoolers love to learn and will bombard you with questions, stories and facts about all the wonderful things they are discovering.

Preschoolers do not grow as fast as babies. They grow about 3 inches and gain 4 or 5 pounds a year. They need about 12 hours of sleep each day with or without a nap.

They are independent and love to dress, feed and go to the bathroom by themselves. They want to try everything and need lots of activities to keep them busy.

The best way to describe a preschooler is "lots of energy!" They learn constantly and use their boundless energy to explore their own abilities and skills.

Preschoolers have two main jobs.

1. Learn how to make things happen.
2. Learn to like people and make those people like them back.

These two developmental jobs help children learn to be independent, explore and discover their abilities. They take responsibility for making themselves into the kinds of people they want to be.

Preschoolers can tell you how they feel. They feel happy when they are praised and encouraged. They feel confident when they help with tasks and please their parents or caregivers. They understand sharing and taking turns even though they do not do it all the time. Usually at this age girls like to play with girls and boys like to play with boys.

Just as in other ages/stages, a preschooler grows as a whole human being - physically, emotionally, intellectually and socially. It is a mistake to focus on only one part of the growth of a preschooler.

As preschoolers develop, they:

- become more aware of what they can do physically.
- become more sensitive to their parents' and friends' feelings as well as their own.
- slowly learn to deal with their feelings and emotions.
- are very social and learn to make friends, play and love.
- are interested in everything, so may play with things they shouldn't.
- like to be in charge of their friendships, but also like the security that comes from a caregiver nearby.
- have mood swings and outbursts that they are over quickly.
- ask lots of hard questions, but don't have the patience to wait for long, complicated answers.
- love to experiment and explore and want to know how and why things happen.

The following chart shows how average preschool children grow and development.

PRESCHOOL GROWTH AND DEVELOPMENT

AGE	PHYSICAL	INTELLECTUAL	EMOTIONAL	SOCIAL
Four Years	<p>Can hop, skip, turn sharp corners, run, roll, climb ladders and trees, throw balls. Can talk and eat, or talk and play at same time. Think they are too old to rest. Can use blunt scissors. Can cut on a line. Draw pictures of humans with head, body, arms and legs. Lace shoes, but cannot tie them. Gain about 4 pounds and 3 inches yearly.</p>	<p>Longer attention span. Ask questions. Does dramatic play. Starts to tell the difference between fact and fantasy. Is interested in death. Begins to understand time concepts and know seasons. Knows gender difference. Likes dress up and pretend play. Interested in TV. Vocabulary of 1,500 words. Likes big words. Shows interest in letters. Can count to 30. Can tell heavy from light.</p>	<p>Likes to brag and boast. Interested in rules. Acts silly if tired. Behavior sometimes out-of-bounds. More fears. Understands danger. Shows temper. Begins awareness of good and bad. Very noisy.</p>	<p>Strong need for friends. Enjoys being silly. Name calling. Follower and tags along with older kids. Likes being in the group. Starts to grasp sharing. More independent of adults. Inability to plan ahead. Can take turns. May pick up things that do not belong to them. No property rights. May tell tall tales.</p>



AGE	PHYSICAL	INTELLECTUAL	EMOTIONAL	SOCIAL
Five Years of Age	<p>Handles sled and tricycle well, maybe two-wheeler with training wheels. Hops, skips, climbs, jumps, slides and swings. Handles most dressing. Can stand on one foot. Can walk a straight line without stepping off. Attempts all kinds of physical feats. Learns to throw, kick, catch a ball. Holds pencil like adult. Dances and can keep beat. Permanent teeth starting. Cuts, pastes and draws pictures. Handles tools. Left or right handed.</p>	<p>2,200 words in vocabulary. Can give name, age, address and birthday. Can sort size, color and shape. Talks plainly. Recognizes some numbers and letters. Great imagination. May start to collect things. Enjoys jokes, rhymes, riddles and nonsense songs.</p>	<p>Learning what is right to do and say. Tends to be reliable, stable, well-adjusted. Proud of possessions. Can usually tell between true and false. Still has some fears. Wants to be treated like an adult. Can accept fair punishment. Impulsive behavior at times.</p>	<p>Is tattletale. Needs adult supervision. Sometimes hits and pushes. Wants to please adults. Like to make friends. Calm and friendly. Can give, receive and share. Learns fair play. Sense of humor. Role playing. Prefers other children. Becomes competitive. More dependent on peers.</p>

Early School-Age Children

Children who are six, seven, and eight are called early school-age children. This is because the major experiences in the first years of school are where they learn about their ever widening world.

During the first years of school, children change from being home-based with close ties to their parents to being more independent with ties to school, friends and other adults. In school, children develop new skills, meet new people and begin to understand more about themselves. Their interests move beyond their families into games, clubs, lessons and friendships.

The early childhood years are characterized by peanut butter and jelly sandwiches, riddles, cloud watching, eager adventures and secrets with best friends. By eight, boys usually prefer to play with boys and girls prefer to play with girls. Groups of children spend their time together in a wide variety of activities.

Early school-age children:

- giggle a lot, but also get angry, frustrated, and frightened.
- get jealous, excited and easily show their feelings of love.
- start to understand that others may feel differently from themselves, so begin to be more cooperative in games and projects.
- grow slowly and steadily in height, weight and strength.
- love rituals, jokes, riddles, games, tricks, superstitions and secret passwords.
- begin to collect items that interest them, and learn to organize and classify their collections.

- begin to understand the basic differences between right and wrong so start to understand the reasons for rules and to respect rules as a way for everyone to be treated equally.
- work hard to finish projects, reach goals and win friendships.
- can be overly critical of themselves.

Early school-age children become more aware of what they can do physically. They grow aware of how they feel about themselves. They develop more adult-like thinking skills, learn to read, write, add and subtract. They also learn to make friends and often spend as much time with them as with their own families.

Early school-age children are busy people. They are learning new skills, but still need guidance from caregivers. Sometimes children get so involved with friends they forget about school assignments. They can be impatient when they want attention and need to be reminded that other people are also busy.

Early school-age children like to help, but that doesn't mean they will do what you want them to. When they are in the middle of a project, it may be a long time before they get around to doing a job you want them to do. They often require guidance on how a job or task should be done.

A 7-year old doesn't like criticism or failure so sometimes they won't do a job rather than risk failure. An 8-year old gets bored with jobs they think they already know how to do so they will only help if the job is something new and challenging.

You can help early school-age children be successful by:

- encouraging them to complete assigned duties.
- being patient, understanding, and encouraging.
- letting them make mistakes and learning from them.
- listening, talking, and giving honest answers to their questions.
- playing games that help them develop skills.
- giving them positive attention.
- maintaining your sense of humor.

- Decision-making skills that help them become able to make and act independently of their parents.
- Social skills like respect for self and others, positive attitudes, and appropriate emotional expression.

The chart at the end of this section shows how average early school-aged children grow and develop. As with all children, remember these are only guides. Each child is different and does different things at different times

Children this age like to learn a variety of things. You can help them learn:

- Physical skills like throwing, catching, kicking, pedaling, balance and climbing.
- Self-care skills of grooming, cleaning and learning to like themselves.
- Gender roles that teach how to be a boy and be a girl and respect each gender.
- Friendship skills that help them learn to get along with others.
- Basic skills like reading, writing, speaking, adding and subtracting.
- Thinking skills that help them understand ideas necessary for everyday living like time, space, hot, fast, before and after.
- Moral controls that help them learn the difference between right and wrong, respect rules and discover their own values.

EARLY SCHOOL-AGE GROWTH AND DEVELOPMENT

AGE	PHYSICAL	INTELLECTUAL	EMOTIONAL	SOCIAL
Six Years	Very active, like to “rough house.” May be clumsy and dawdle. Can throw and catch balls. Can balance on one leg. Like to make things - color, paint, cook.	Don’t understand that people think and feel differently from one another. Believe other people know what they know and feel. Can follow simple rules and directions. Understand the meaning of sharing and taking turns. Show interest in books, records, and musical instruments.	Self-centered, can be bossy, stubborn, fearful, impatient. Hurt when they are called names. Are ashamed of their mistakes, fears and tears. Very possessive of their belongings.	Outgoing. Can be bossy. Often pair up with a best friend and leave out other children. More ready to give out than to receive criticism. Don’t like to lose. Begin to prefer same-gender friends. Like group activities.
Seven Years	Are still active, but quieter than at six. Develop body awareness - sensitive about being touched or seen naked. Like to build and create things. Like to play board games.	Begin to sort through and think about information learned at school. Gain a better understanding of language - vocabulary grows to over 2,500 words. Very interested in collecting things. Questions are fewer but more meaningful. Want thoughtful art projects like cutting and pasting.	Become aware of themselves and others. Realize people think and feel differently. Worry about being liked and accepted by others. Can be serious and moody. Will avoid criticism. Enjoy talking more than cuddling with adults. Less stubborn than at six.	Enjoy playing alone as well as with friends. Can be tattletales. Need approval of friends and adults. Want to do everything “right.” Will ask for lots of directions.
Eight Years	Very active- seek out new experiences and try new ideas. Like to help with adult jobs. Can work on projects alone, but need direction. Make up new games and rules for games. Like table games.	Begin to understand that people think and feel differently from one another. Are curious about nature, people, sex, other countries. Like to have conversations with adults. Like to try to solve problems and puzzles.	Understand they do some things better than others. Judgmental and critical of self and others. Self-confident. Often more polite away from home. Can be dramatic with emotions. Like to pretend they are other people.	Very social - do not like to play alone. Prefer to play with same-sex friends. Close friendships are important. Talk constantly. Like to gossip and argue. Form secret clubs, make up codes and passwords to build a world away from adults. Want adults to like them.

CHAPTER 3 - GUIDANCE AND DISCIPLINE

Year Chapter 3 Completed: _____

Since children do not automatically know what we want them to do or what the rules are, it is important for adults to use guidance and discipline to help them learn.

Discipline is teaching children what we want them to do. Discipline is also guiding children to be cooperative, considerate, responsible and safe. Discipline is not the same as punishment. .

Discipline:

- guides and teaches,
- shows how to reach a goal,
- teaches self-control,
- teaches responsibility,
- teaches problem solving skills,
- teaches independent thinking,
- helps a child decide between right and wrong, and
- builds a child's self-confidence and self-esteem.

Punishment is using unpleasant or unacceptable ways to get children to do what you want them to. Punishment is spanking, hitting, yelling, making fun, threatening and/or shaking.

Punishment results in damaged self-esteem, increased feelings of anger, hurts a child physically or emotionally, and prevents children from learning self-control.

NEVER SHAKE A CHILD! Especially with babies and very young children, shaking can cause brain injuries resulting in death or developmental delay.

Why Children Misbehave

Children are constantly learning about themselves. When they are in new situations, they often experiment or test their limits. This curiosity may be seen as misbehavior. Remember, they may not know that what they are doing is wrong or dangerous. Children may also misbehave due to:

- illness
- X boredom
- X anger
- X need for attention or love
- X low self-esteem
- X fear
- X confusion
- X jealousy

There are many ways to guide and discipline children. Knowing the causes will help you understand the behavior. It is important to understand normal behaviors for each age. Remember, guidance and discipline that works with babies may not work with older children.

Normal Behavior

Infant

Infants need love and attention. Because they can't talk yet, they cry when they need something. They may need to be changed, they may be hungry, cold, too hot, need to be burped, or just need comfort.

Normal Infant Behavior

- X throw things
- X chew on anything
- X grab anything
- X play with their bodies
- X play with their food
- X learn by touch, taste, smell, see and hear

Toddler

Toddlers need rules and limits. They need to be reminded often what the rules are because they forget them easily. Toddlers don't have the vocabulary skills to be able to express themselves well and so become frustrated. The result of this frustration may be a temper tantrum. Remember, they are learning new skills and want to be independent but still need direction.

Normal Toddler Behavior

- X curious, want to explore
- X say "NO" often
- X temper tantrums
- X take a long time to do anything
- X unwilling to share
 - unable to understand or respond to verbal explanations of right and wrong
 - struggle to tell the difference between their point of view and that of others
 - difficulty distinguishing cause from effect
 - restless, do not pay attention

Preschool

Preschoolers need to know what to expect from adults. They often don't have the vocabulary to be able to express themselves, so they may misbehave because of frustration. Giving clear directions or helping them express themselves helps preschoolers gain self-control.

When you ask a preschooler to do something, break it down into simple steps. Make sure they understand what you are asking. If you say, "Please clean your room," what does that mean to a preschooler? It may mean picking up a few favorite toys, but not making the bed or picking up everything in the room. You need to describe exactly what you mean by using words the child understands and breaking down the task into easily understood steps.

Normal Preschool Behavior

- "make up" stories
- ask many questions
- are bossy
- try anything and take risks
- are a tattle-tail

Early School-Age

Early school-age children need support and encouragement to make decisions. This age can be eager to please so use this to help them learn proper behavior. They also find it difficult to see the differences between fantasy and reality, so you need to help them distinguish between the imaginary and the real.

Normal Early School-Age Behavior

- fight strict rules and routines
- be forgetful and messy
- play rather than help
- misbehave to get attention, and argue

Discipline that Works

Parents often resort to spanking because they do not know other strategies for changing children's undesirable behavior. The following are some effective alternatives for discipline at different ages/stages.

Infants

Infants respond impulsively to many situations without a real understanding of their abilities and surroundings. Infants are not capable of understanding complex concepts like consequences and danger.

- Childproof your home. Put all potential hazards, such as cleaning supplies and breakables, out of an infant's reach.
- When danger is present, grab the infant's hand instead of slapping.
- If an infant is holding something you do not want him/her to have, exchange it for a toy.

Toddlers, Preschoolers and School-age Children

Instead of always saying NO, try turning Don'ts into Dos. There are several ways of doing this.

1. Redirect. Teach the behavior by stating exactly what you want them to do. Children often do not know that what they are doing is a problem.

Examples: “Don't run in the house” to “Use walking feet in the house”

“Don't throw blocks” to “Throw this Nerf basketball into the laundry basket”

“I can't let you throw blocks in the house because they might hit something and break it. What do you think would be a better way to use this idea?”

2. Give children choices. You give the child a choice and either answer is acceptable to you. In this situation, each of you wins.

Example: Instead of asking, “Do you want to eat lunch?” say: “Time for lunch! “What do you want to eat first, the sandwich or the apple?”

“Which dress would you rather wear today; your green dress or your blue dress?”

“Do you want to pick up the crayons or the blocks?”

3. Check for understanding.

Example: “What needs to happen before we leave this morning?”

4. State the rule or condition. Clearly communicate what needs to be done. Do not defend or explain, simply continue to restate the rule.

Example: “You are to pick up your toys before we leave this morning.”

5. Channeling. Sometimes it is best to direct children into a completely new activity.

Depending on whether a child needs stimulation or relaxing, choose an activity that allow children to exchange the annoying activity with a more appropriate one.

6. Let children help make the rules. Children can help in the process beginning about age three. This helps them understand the “why” for rules and accept and enforce the rules. Ask them to solve some of their own problems by coming up with solutions.

Be consistent with guidance and discipline! Every time a rule is broken, there needs to be the same consequence. When a rule is followed, give a lot of positive reinforcement. Be specific about what the child did correctly. “You did a good job setting the table” rather than “You were a good boy.” This helps the child learn to follow the rule more often, builds the child's self-esteem and recognizes the progress a child is making.

Learn By Doing - Activity #1

Using information in the section “Discipline that Works” which technique you would use to solve the following problem in these scenarios and why it would work.

Infant

The child you care for continually tries to eat the food in the dog’s bowl. Picking the child up and moving him/her has not worked. What other actions can you take to prevent this behavior from reoccurring?

Toddler

A two-year-old refuses to stop playing with an expensive stereo system. What can you do to teach the child more appropriate behaviors?

Preschooler

After putting a four-year-old to bed, he/she refuses to stay in bed and insists on playing in the bedroom instead. How would you deal with this situation?

Early School-Age

You are caring for a child in a home where the house rule is that the homework needs to be completed before dinner is served at 6:00 pm. The child comes home from school and immediately turns on the television. Describe how you would deal with this situation.

Learn By Doing - Activity #2

Johnny, age 2, is throwing things at his 6-year-old brother. Referring to information in this chapter, what are three things that could cause this behavior. Describe three techniques you would use to help solve this problem and tell why they would work.

1.

2.

3.

Techniques used to solve the problem and why they would work:

1.

2.

3.

Learn By Doing - Activity #3

Interview a child care provider about how the person disciplines preschool age children. Describe at least three examples the child care provider uses and why the person said they work.

1.

2.

3.

Learn By Doing - Activity #4

Create a story that focuses on a problem that could be experienced by an early school-age child and what would work to solve the problem. **Attach the story with your e-Records.** Use the story with a child and describe the results.

Learn By Doing - Activity #5

Choose one of the four age/stages discussed in this manual. Watch a child of that age while the child plays alone and then watch the child while playing with a group of children. Describe behaviors you observe in both situations. If there were problems, explain what steps you would take to help solve the problems.

Age of child observed: _____

Behaviors observed:

Problems observed:

Steps I could take to help solve the problems:

Learn By Doing - Activity #6

Choose either preschool or early school-age children and make puppets that could be used to act out problems that occur during that age/stage. Take the puppets to a child care setting, Sunday school, elementary school or other location and present your play. Describe the problem featured, and the reaction from the audience. Donate the puppets to the group.

Location of puppet play: _____

Age of children: _____

Problem featured in play:

Reaction from audience:

Learn By Doing - Activity #7

Research the discipline technique known as **1-2-3 Magic** developed by Thomas Phelan. Explain how it works and how you would teach a young child about the concept. Finally teach a child or a child's parent the technique. Use it consistently with the child for two weeks, and describe the results.

What is **1-2-3 Magic**?

Explain how to teach a child about **1-2-3 Magic**.

What were the results of using the technique for two weeks?

To Learn More

Colorado State University Cooperative Extension Fact Sheets

#10.248 - Children's Anger and Tantrums

#10.249 - Managing Anger Through Family Meetings

Internet Web Sites:

CSU Extension: www.ext.colostate.edu

CSU Human Development/Family Studies: www.caht.colostate.edu/academicunits/hdfs

USDA: www.usda.gov

Internet Key Words: guidance, discipline, anger management, child development, parenting

Library: Select books on raising young children and parenting

Family Resource Centers: find local centers at www.familyresourcecenters.info

More to Grow On

1. Interview the principals from at least two different elementary schools (if possible a public and a private school) to learn about discipline policies in each school. Prepare a notebook with information about what you learned or prepare a display which shows the results of your research.
2. Interview a supervisor of child welfare in the Department of Social Services or Human Services in your community about Colorado child abuse and neglect laws. From this interview, learn how to identify signs of child abuse and neglect and how to report it. Prepare a display board summarizing information on Colorado laws about child abuse and neglect and share it at a library, school, or church. Or, you may collect information from the interview into a reference notebook.
3. Research the long-term emotional and behavioral outcomes of children who were abused or neglected. Prepare a notebook with information about results of your research or make a display board that summarizes the research. List your sources of information in notebook or on display board. Share the display board with others in the community to help them learn about your results.
4. Research Shaken Baby Syndrome including what is it, how it affects the baby, and what the long-term prognosis is for a baby that has been punished in that manner. Make a display board to show the results of your study and share with others by displaying it at a library, school, church or other community setting. List your sources of information.

5. Research the impact of inappropriate discipline, either excessive or inconsistent discipline, as a risk factor for drug and alcohol use. Prepare a notebook with information from your research or prepare a display board with results. List the sources of information in your notebook or on the display. Share what you have learned by putting the display in your community.

6. Create your own More to Grow On Activity. See page 3 of the manual for specific guidelines for developing your own activity.

Chapter 3 – Guidance and Discipline

Prepare an exhibit about Guidance and Discipline using one of the activities in More To Grow or your own activity that illustrates what you learned. Answer the following questions.

1. Describe your exhibit about Guidance and Discipline and check all ages/stages the exhibit covers.

_____ Infant _____ Toddler _____ Preschool _____ Early School –Age

2. Describe, using 2 or 3 specific examples, how the More To Grow On activity for your exhibit is appropriate for the age(s)/stage(s) chosen.

3. How have you shared or used your exhibit with others? Why it is important to share what you learned about Guidance and Discipline with others?

4. What was the most challenging part of completing this More To Grow On activity for your exhibit? Why was it challenging? What was your solution?

5. What are the 2 most important things you learned from completing this More To Grow On activity and exhibit?

A.

B.

6. How will you use what you have learned in this Child Development project in a different situation?

Complete an additional More To Grow On activity from this chapter and answer the questions below. Include a picture of the activity or one example of materials developed that shows what was completed. All information must fit in the binder with manual and records. (For example: include summary or copy of your research about guidance and discipline.)

7. Which additional More To Grow On activity did you complete?

8. Describe what you learned from completing this activity.

CHAPTER 4 - MEALTIME

Year Chapter 4 Completed: _____

Why Food Is Important

A child's eating habits are important for both lifetime health, and for optimum growth and development. Eating habits and attitudes about food learned in childhood can last a lifetime. Helping children learn healthy food habits now can improve their health throughout their life.

Food is also important for a child's development. Food provides about 50 nutrients (protein, carbohydrate, fat, vitamins and minerals) that:

- help our body grow,
- provide energy to play and work, and
- keep us healthy.

No one food provides all the nutrients the body needs. This is why it is important for children to eat a variety of food every day. The foods and amounts needed by children are indicated on the Food Guide Pyramid shown below. Children, as well as adults, need foods from each of these food groups every day.

Children eat most of their food at mealtimes. But, because small children can't eat very much food at one time, they also usually need some type of snack between meals to provide energy and other nutrients. In Unit 3 Child Development, you learned about appropriate snacks for children.

Food Group Goals for Young Children

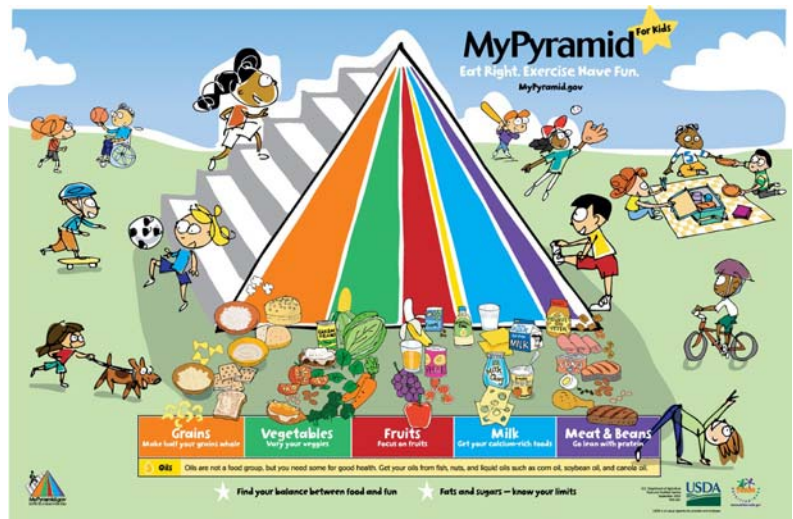
6 ounces bread, cereal, rice, pasta

2-1/2 cups vegetables

1-1/2 cups fruit

3 cups milk or yogurt
OR 1-1/2 ounces cheese

5 ounces meat, legumes, nuts,
or seeds



Ages & Stages

Infant

During the first months of their lives, infants need to be fed when they are hungry which is about every three to four hours. For the first six months, infants get their nutrients from breast milk and formula. Children under age 1 should not be given cow's milk because they may have difficulty digesting it. At about six months of age, infants may be fed cereal. As the child grows, vegetables and meat are added. Fruit and fruit juice are usually added later when the child gets closer to age 1.

Infants do not have any teeth until they are about 6 months of age. Do not give infants any foods that need biting or chewing before they are ready. Infants want to try feeding themselves at about 6 months. Even though this is very messy, it is an important part of a baby's development.

Toddler

Toddlers like foods that are easy to hold and eat. They will begin to use a spoon or fork but are not always coordinated to get the food on it and into their mouth. Toddlers are becoming independent and want to feed themselves.

Since toddlers love to help and be involved, have toddlers help prepare simple foods. They can also help decide which healthy foods to select for mealtime. Because the physical growth of a toddler is slower, there may be periods of time when they don't eat much. There will be other times when they will go on food binges and want only one kind of food for days. That is okay.

Preschool

Children ages 4 and 5 experience more rapid physical growth than toddlers so they will begin to eat more food during mealtime. They are eager to learn more about food and are more willing to try new foods than a toddler. Because they are getting permanent teeth, they can eat all types of food and can entirely feed themselves.

Preschool children can help prepare simple recipes and help with mealtime preparation. Steps in a recipe teach children the idea of order and sequence. They can help adults with mealtime by setting or clearing the table, helping with some food preparation, such as tearing lettuce for a salad, stirring gelatin, shaping or decorating cookies, etc.

Early School Age

When a child begins school they will probably eat lunch at school and learn about the Food Guide Pyramid in their class. Children this age can decide which foods they want to eat. Encourage them to eat a variety of foods.

When planning meals for children this age, find out what foods they eat at school and what they have for snacks. Then, at home you can provide foods from the pyramid that they might have missed during the day

School-age children can read simple recipes and have developed some skills for following directions. With adults providing guidance and reminding them of kitchen safety rules, children this age can help plan meals and prepare simple recipes.

Meal Guidelines

- Adults need to provide children a variety of foods from the Food Guide Pyramid so they will receive all the required nutrients for good health.
- Adults should provide meals for children at regular times.
- Children of different ages will eat similar foods, but they will eat different amounts of the food.
- A guide to use for serving amounts is to use a measuring tablespoon of food for each year of the child's age.
- Food will be more interesting to children if it provides variety. Children like foods that have lots of color. They will also more readily eat foods if there is variety of size and shape of the food pieces. Foods with different textures and tastes make the meal appealing.
- Children like to feed themselves. Provide children with food that encourages them to eat it by themselves. For young children, finger foods help children be successful with eating.
- Use smaller plates for children. Provide small amounts of food on the plate so the child is not overwhelmed by the amount of food. If they finish the food and are still hungry, give them more.
- Do not use rewards as a way to make a child eat foods they may not like or for cleaning up all food on their plate.
- When introducing new foods, do so with small amounts. Children have more sensitive taste buds than adults so some foods may have a strong taste which the child does not like. Be patient when introducing new foods. Research shows a child usually has to try a new food 8 times before they accept it.
- Children as young as 2 to 3, can help select and prepare foods to be eaten. As a child gets older, they can help with more difficult tasks. Always remind them to be careful with knives and hot items. Always wash hands before preparing or eating food.
- Young children are more susceptible to becoming sick from eating foods that have not been cooked adequately to kill bacteria. Follow food safety practices when preparing, serving and cooling foods.
- All foods should be eaten at a table while seated. Never walk while eating foods as choking can occur. Avoid distractions such as having a television on during mealtime.

Learn By Doing - Activity #1

Write down the foods and amount you ate for meals and snacks yesterday or today. Indicate which food group each belongs to.

Breakfast:	Food & Amount	Food Group
Lunch:		
Dinner		
Snacks		

1. Were all food groups represented for each meal?
2. What food groups were represented by snacks?
3. What should you change in the foods you ate to meet the Food Guide Pyramid requirements?

Learn By Doing - Activity #2

Observe an infant being fed.

Age of Infant _____

1. What foods were given to the infant?
2. Which food groups from the Food Pyramid were served?
3. What nutritional value did the foods have and why were they important for an infant?
4. Were there any foods the children did not eat? If so, what were they?
5. What did the adult feeding the child do to encourage the infant to feed him/her self?

Learn By Doing - Activity #3

Plan lunch for a toddler. Include the amount of each food and indicate in which food group it belongs.

Food and Amount	Food Group

1. What guidelines did you use to determine the portion size for the foods in the lunch?

2. What foods in the lunch could the toddler help prepare?

Learn By Doing - Activity #4

Using the lunch planned in Activity #3, indicate which foods provide the following characteristics of a desired lunch menu:

Variety of Color: _____

Variety of Texture: _____

Variety of Size: _____

Variety of Shape: _____

Variety of Taste: _____

Why is it recommended to have the above characteristics in a menu for children?

Learn By Doing - Activity #5

Plan a picnic lunch in May for a preschool class in your community. You will take the food with you when the kids go to park at 9 a.m. and they will eat at 12 noon.

Lunch Menu

Food	Amount Per Child

1. Since the food will be at outdoor temperatures for 3 hours, what should you consider when planning the menu to make sure the food would be safe to eat at noon?

2. Were there any traditional picnic foods that you did not include because of the situation? If so, what were they?

3. What will you do with leftover foods from this event?

Learn By Doing - Activity #6

A toddler at the preschool is not able to drink milk because of an allergy. Plan menus for one day for the child that would provide at least one calcium-rich food other than milk in each meal. List the calcium-rich food in the space indicated and milligrams (Mg) of calcium (CA) in the food.

Breakfast

Calcium-Rich Food	Other Food	Mg CA

Lunch

Calcium-Rich Food	Other Food	Mg CA

Dinner/Supper

Calcium-Rich Food	Other Food	Mg CA

Snacks

Calcium-Rich Food	Other Food	Mg CA

Learn By Doing - Activity #7

Go to a grocery store with a child who is 6 to 8 years old. With the child, select 3 different pre-packaged convenience lunch packs. Either purchase the products to take home and complete the following questions, or look at the package labels at the store and complete the questions.

	Product #1	Product #2	Product #3
Name of Product			
Price of Product			
Number of Servings			
Price per Serving			
Calories per Serving			
If contains Juice, % of Juice			
Fat grams per serving			
Carbohydrate Grams/Serving			
Fiber Grams per Serving			
Sodium Milligrams per Serving			

1. Based on the above information, which brand would you select?
2. What did you consider when making that choice?

To Learn More

Colorado State University Cooperative Extension Fact Sheets:

#9.306 Guide to Daily Food Choices

#9.366 Feeding Young Children

#9.367 Serving Children Safe Food

Internet Web Sites:

CSU: www.ext.colostate.edu

USDA: www.nalusda.gov/fnic

Dietetics Association: www.ada.org

Food Pyramid: www.mypyramid.gov

Internet Key Words: child nutrition, food pyramid, nutrition guidelines, meal planning

Public Library

Look for recipes and meal ideas for young children.

More To Grow On

1. Learn about the nutrients in the foods from the Food Guide Pyramid and why they are important for children's growth. Make a display using the Food Guide Pyramid with information about nutrients in each food group. Share the display at a child care center, grocery store, local library, or with a community group.
2. Learn about the different Food Guide Pyramids used by specific groups such vegetarians, infants, young children, Latino, etc. Prepare a notebook with information from your research or make a display showing differences and similarities of the various Food Guide Pyramids. List resources used for your report. For a display, share it at child care centers, grocery store, local library, or with a community group.
3. Research simple, nutritious recipes that can be prepared for meals for young children. Using information from your research, prepare a card file or notebook to keep recipes and meal plans that you can use when caring for children. List resources where recipes were obtained. Or, using information from your research, make a display of meals for a child for five days. On the display, indicate in which group of the Food Guide Pyramid the foods belong.
4. Teach proper hand washing to children. If possible use GlitterBug® equipment that may be available from your Extension office or local health department. Make a display showing proper hand washing and why it is important. Share the display in various community locations as a way to teach the importance of hand washing.

5. Plan a picnic for young children. Select easy-to-prepare foods that are fun for children to eat and safe to transport for a picnic. Prepare a report about your experience with the picnic or make a display showing the foods selected with reasons for selecting, and what precautions were taken to make sure the food was safe for the picnic. Share your display at community locations as a way to teach food safety.
6. Research information about planning meals for children who have allergies or diseases that prevent them from eating certain foods. Plan meals for a day for a child with special food needs. Make a display about food needs for a disease or allergy and include the menus for meals planned. Share your display at community locations.
7. Create your own More to Grow On Activity. See page 3 of the manual for specific guidelines for developing your own activity.

Chapter 4 - Mealtime

Prepare an exhibit about Mealtime using one of the activities in More To Grow On or your own activity that illustrates what you learned. Answer the following questions.

1. Describe your exhibit about Mealtime and check all the ages/stages the exhibit covers.

Infant Toddler Preschool Early School -Age

2. Describe, using 2 or 3 specific examples, how the More To Grow On activity for your exhibit is appropriate for the age(s)/stage(s) chosen.

3. How have you shared or used your exhibit with others? Why it is important to share what you learned about Mealtime with others?

4. What was the most challenging part of completing this More To Grow On activity for your exhibit? Why was it challenging? What was your solution?

5. What are the 2 most important things you learned from completing this More To Grow On activity and exhibit?

A.

B.

6. How will you use what you have learned in this Child Development project in a different situation?

Complete an additional More To Grow On activity from this chapter and answer the questions below. Include a picture of the activity or one example of materials developed that show what was completed. All information must fit in the binder with manual and records. (For example: If you made a meal with a young child, include menu and pictures.)

7. Which additional More To Grow On activity did you complete?

8. Describe what you learned from completing this activity.

CHAPTER 5 - PARTIES

Year Chapter 5 Completed: _____

Safety First

Parties for children can be a great experience for the child and guests. Keep in mind several things to make sure that the child and the guests have a fun and safe time.

- Consider the age of the child and those invited. If you have a party for infants or young toddlers, include their parents when making your plans. Parents need to watch their own children so don't have activities that separate parents from the party activities for children.
- By age 3, children are usually old enough not to have their parents at the party.
- If planning an indoor party for a small child, limit the party to one room and childproof the room carefully.
- Develop a checklist for safety.
- Remove any portable electrical appliances and anything that is breakable or sharp from the areas children will have access to.
- Block off exits to the party room with shut doors or gates. Keep doors open to the bathroom and/or diaper changing area. Be sure other rooms are not accessible to the children. This is important because young children can wander off easily when the focus is on other activities.
- Lock bathroom cabinets to curious children. If you try a game like "pin the tail on the donkey" use tape, not tacks for the tails
- Don't use piZatas until children are school age. Toddlers and preschoolers and waving, swinging sticks don't mix. Instead, have a hunt for favors but make sure every child finds one
- For the safety of guests and your pets, keep dogs, cats and other animals out of the party area.
- Remember food safety rules. Don't feed small children foods such as small, hard candies, peanuts, popcorn, or anything that they can choke on. Even older toddlers can choke on these foods because of the excitement of the party.
- If your party is outdoors, make sure there is adequate parental supervision. Check for outdoor hazards and remove them. If there is a pool, make sure that the children cannot get into the pool area.
- If you have a party away from home, make sure parents deliver and pick up their own children, unless you have a car seat for each child.

Planning a Party

The most important step to a party is preparation. Decide on the number of guests to invite, the party theme, food and activities.

- Invite the same number of children as the child's age plus one. (for example, invite four children for a three year old)
- Have enough adults to help with the party. A good rule is to have one adult for three infant or toddler age children and one adult per four children if preschool age or older.
- Let older children help choose a theme and any other choices for the party.
- If you decide on a party theme that focuses on a favorite television or film character, buy a paper tablecloth with the character printed on it. Add color-coordinated cups, plates and napkins that are less expensive than those printed with the character. You can also find printable characters or graphics on the Internet that you can use for decorations.
- Older children can decorate plain paper bags with markers to use as a party favor bag.
- Avoid competitive games for young children and make sure there are prizes for each child.
- Alternate quiet and active activities.
- Schedule a quiet activity before serving food so that the children can settle down to minimize the possibility of choking.
- Keep the menu simple to keep costs down. Consider food safety if serving foods that need to be kept hot or cold. Remember the rules about food that may cause children to choke. Select foods that are appropriate for the age of children at the party.
- When preparing the invitations, make sure all necessary information is included (place, date, time, host child's name and telephone number). Ask them to let you know by a certain date if they are coming. Make it clear what time the party is over and when the children are to be picked up. Add information about costumes or special clothing such as a swimming suit, or anything else that they need to know.
- If the party is away from home, carry a small first aid kit to handle minor scrapes and bruises.
- Never leave children alone or with a stranger.

Ages and Stages

Infant

Parents and siblings usually enjoy parties for infants more than the infant does. Infants don't enjoy parties because they don't have friends yet and their play is mainly solitary. An older infant may be interested in the colorful wrapping paper or bright lights. Keep parties for infants as small gatherings because too many new faces can scare them and they are uncomfortable in unfamiliar surroundings. Don't plan parties for young children during the time of day when they normally nap.

Toddler

Eighteen month old children may not understand the concept of a party but will enjoy playing with children their age. Toddlers are too young to understand game rules and also have short attention spans. Do not try to involve them in structured games and group activities.

Two year olds are curious and active. Plan activities that take advantage of the energy they have.. Outdoor parties are good for this age. Water play with a child's wading pool is fun but make sure the parents know there will be water play on the invitations. **MAKE SURE THERE IS CONSTANT SUPERVISION.** Children this age are "top-heavy" and can easily drown!

Games that involve running and climbing, like an obstacle course or a parade, are popular. For an indoor activity, use large cardboard boxes to make tunnels. Finger-painting and play dough are good activities for inside. If the activity is messy, have something to use as cover-ups and cover the area with a drop cloth.

Dancing to music or playing simple instruments is also fun for this age. Keep in mind that although two year olds like to play alongside other children, they often don't understand the concept of sharing. Keep activities short and simple and offer same or similar equipment to encourage parallel play.

Preschool

Children at this age have mastered many physical skills, are very active and have more confidence than two year olds. They like to try many new things and love silly activities, dress up and dramatic play. Give guests dress up clothes and hats to wear and have a parade. Make masks and/or instruments and help the children move and dance to music. Craft activities are popular such as creating placemats or paper bag puppets, or using painting and molding materials.

Outdoor play can include a search for nature materials then making a collage out of them, map out a treasure hunt or have a short obstacle course that will lead the children to party gifts and

treats. Bubbles are a fun addition to a party but little bottles are easily spilled so have a large bottle to refill smaller ones.

Children this age also like pin-the-tail activities or musical chairs. Remember that children in this age span are still learning to share, so be prepared for tears and arguments. Preschool age children also have difficulty with taking turns and waiting. Avoid competitive games. Play short and simple games.

Early School-Age

Children this age like the adventure of having a party somewhere special. For younger school age children, a zoo or a park are good places for parties. For older children, a roller-skating or bowling party is ideal. Favorite activities can change so be sure to ask them what they want to do. Two to three hours is a good length of time for a party.

This age needs less supervision and guidance but limits still need to be set. Make sure there are enough adults at the party to insure that everything runs smoothly.

Children this age like parties with a theme. They are able to follow directions and play organized games.

Party Ideas

Start a tradition for a first birthday party. Have guests bring a small, simple item, such as a photograph that can be placed in a box or other container to be added to each year.

Use a plain white tablecloth to record the guests at a party. Have each guest sign it with a fabric marker for a long-lasting and washable keepsake. If the tablecloth is used at a birthday party, it can be used every year and record each year's guests.

Have a cupcake walk (a version of musical chairs). Set up chairs in a circle totaling one less than the number of children. Place a cupcake on one chair. The person left standing in front of that chair when the music stops, gets the cupcake. Remove the chair and make the rounds again until all children have gotten their cupcake with the last child getting to choose his/her own cupcake.

Instead of pin the tail on the donkey, use different animals or characters to pin/tape a corresponding item on.

Learn By Doing - Activity #1

Interview your mother, father or other older relative about your first party as an infant. Find out how old you were, activities at the party, who the guests were, and what food was served. Ask if there are any pictures you can see. Summarize the interview, evaluate the party, and record what you would do differently.

Age at First Party: _____

Interview Summary:

Evaluation:

What I would do differently:

Learn By Doing - Activity #2

Plan food, drink, and activities for a birthday party for a two-year-old that will be held at lunchtime in the park in July. Include in your plan how many people will be invited, food safety issues that are important when planning the location, food, and drink for this age child and what physical safety precautions are necessary to consider.

Number Invited: _____

Food and Drink Menu:

Food Safety Issues:

Physical Safety Issues:

Active Activity:

1. Description of activity:
2. Materials needed:
3. Length of time needed:
4. Evaluation of the quiet activity:
5. What changes would you make?

Learn By Doing - Activity #4

Make a simple birthday cake. Let a preschool or early school-aged child help you decorate the cake. Decorate it using candies or other edible items for decorations. Describe your experience including the age of the child, the types of edible materials you used to decorate the cake, and the reactions of the child to this activity. Describe, draw or attach a picture of the cake you created. Explain how you could improve this experience the next time you did it.

Age of Child: _____

Edible materials used for decorations:

Child's reaction to this activity:

How would you change this activity another time to improve it?

Attach a picture of the cake here

Learn By Doing - Activity #5

Observe a party for early school-age children. This might be at school or another location. Describe the location, number of children, activities selected, number of adults at the party, length of the party, and food served. Explain what went well with the party and what changes could be made to make it better.

Party Location: _____

Number of Children: _____

Activities Selected:

Number of Adults Present: _____

Length of Party:

Food Served:

What went well at the party?

What changes would you make?

Learn By Doing - Activity #6

Plan a party that includes a child with a disability. Describe your party plans and then based on the disability you choose, discuss the challenges that a child would face at this party. List the possible accommodations that are needed for this child to participate in the party.

Child's Disability: _____

Party Plans:

Challenges of the Child's Disability:

Accommodations Needed for Disability:

Learn By Doing - Activity #7

Research a festival or celebration from another culture. Write a report on the history, purpose, activities, foods, and any other important information that pertains to this celebration. Summarize the information below.

Festival or celebration: _____

Purpose of festival or celebration:

Activities:

Food:

Other important information about this event:

To Learn More

Internet: www.ext.colostate.edu

Key Words: parties, theme parties, children's parties, party ideas, party supplies

Library: resources on children's parties, special occasions

More To Grow On

1. Choose one age/stage of child from this chapter and make a party kit that is filled with items necessary for a party. This can include hats, decorations, tapes/CDs, cookbooks/recipes, game and the items needed for the games. Include a written plan that describes how each item in your kit will be used and a time schedule. Include no more than 10 items in your kit.
2. Develop a file with party games for different age groups. Include important information such as age, number of children needed to play the game, rules, supervision needed, required time, and materials or equipment needed.
3. Plan a special occasion party for a child using one of the ages/stages in this manual. (This cannot be the same party as Activity # 2.) Develop a time line for the preparation, describe the theme, and list materials needed for games, treats, food, prizes, and other items the children will use. After the party, evaluate the success of the party. Prepare a notebook with information or prepare a display board. Include time line, the theme, summary of materials needed, and pictures from the party.
4. Plan and hold a party for two of the four age/stages studied in this manual. Create invitations for each party. Look for ideas at party stores or card shops. If planning for preschool or school-age children, have a child help make the invitations. Prepare a notebook or display board with information about your party plans. Include the invitations, summary of party materials and pictures.
5. Create your own More to Grow On Activity. See page 3 of the manual for specific guidelines for developing your own activity.

Chapter 5 – Parties

Prepare an exhibit about Parties using one of the activities in More To Grow On or your own activity that illustrates what you learned. Answer the following questions.

1. Describe your exhibit about Parties and check all the ages/stages the exhibit covers.
 Infant Toddler Preschool Early School –Age
2. Describe, using 2 or 3 specific examples, how the More To Grow On activity for your exhibit is appropriate for the age(s)/stage(s) chosen.
3. How have you shared or used your exhibit with others? Why it is important to share what you learned about Parties with others?
4. What was the most challenging part of completing this More To Grow On activity for your exhibit? Why was it challenging? What was your solution?

5. What are the 2 most important things you learned from completing this More To Grow On activity and exhibit?

A.

B.

6. How will you use what you have learned in this Child Development project in a different situation?

Complete an additional More To Grow On activity from this chapter and answer the questions below. Include a picture of the activity or one example of materials developed that shows what was completed. All information must fit in the binder with manual and records. (For example: If you made a party invitation, include it with records.)

7. Which additional More To Grow On activity did you complete?

8. Describe what you learned from completing this activity.

Chapter 6 – Safety

Year Chapter 6 Completed: _____

What is Child Safety?

It's keeping children safe from accidents:

- by protecting them from potential dangers,
- by teaching them safe habits and attitudes, and
- by setting a good example yourself.

Small children are always into everything. It's their way of reaching out and learning about the world. Unfortunately, there are many things in our world that are dangerous to a small child.

The leading causes of death of children in the home are:

- Fire
- Suffocation
- Drowning
- Choking
- Falls
- Firearm shooting
- Poisoning

To protect small children:

- never leave small children unattended.
- recognize that small children think differently.
- observe and fix potentially dangerous situations.
 - a. Get on your hands and knees to see the world from their point of view.
 - b. Make sure dangerous things, like knives, matches, and cleaning products are kept where children can't get to them.
 - c. Develop and practice a plan for escaping the home in a fire.

Ages and Stages

Infant

Very young children have no sense of danger and are curious. A baby will be interested in many things, including many things that are unsafe. Babies explore things by putting them in their mouth. Always be alert for small items that could cause a baby to choke, including coins, beads, buttons, marbles, beans, and balloons. Keep infants away from electrical outlets and cords. Plastic bags are dangerous for infants.

Falls are the most common form of injury for babies. Never leave a baby alone on a table, chair, counter top or near the top of stairs.

Put babies to sleep on their back to lower the risk of Sudden Infant Death Syndrome. Avoid placing any soft, plush or bulky item, such as pillows, cushions or rolls of bedding in the crib.

Toddler

Toddlers move easily and can get into danger quickly. A toddler can understand and learn basic rules. Say “no” to teach a toddler what is not safe to do. Teach a toddler a stove is “hot” and “don’t touch”.

The best way to protect a toddler is to keep him or her away from unsafe areas. Keep toddlers away from heaters, use gates at the top of stairs, cover electrical outlets, keep chairs away from the stove and counter top, and keep poisonous substances locked in cabinets.

Preschool

By the time a child is age 4 or 5, they can learn important safety rules. Caregivers must continue to watch them closely because they will not always obey. Teach them where it is safe to play, and where they are allowed to go. Teach them not talk to strangers or accept rides or gifts from strangers.

Early School Age

Children ages 6 to 8 can remember and follow safety rules. But, they like to be independent, and may not want to follow rules so they may end up in danger.

Keeping Children Safe

- Know how to call for emergency help. In many places, you call 9-1-1. Stay on the line as the dispatcher asks questions and gives instructions. Be sure you know the physical address of the place you are.
- **800.222.1222** - Poison Control Center. This number can be used from anywhere in the nation and will always connect you to the local poison control center.
- With all ages, beware of choking hazards. Never give children under age four foods such as hard candies, nuts, grapes, hot dogs or popcorn. Always supervise children when they are eating. Be sure they sit upright when eating. Keep small toys, toys with small parts, and balloons away from young children. Check the floor for small objects such as buttons, beads, marbles, coins and tacks. Never let children wear clothing with drawstrings, necklaces, scarves or items around their necks while using playground equipment.

- Prevent drowning. Empty all sinks, tubs, buckets, and containers immediately after use, and keep the toilet lid down. Always supervise children closely around water, including bathtubs, wading pools, swimming pools and ditches. Never leave children alone near water, no matter how shallow.
- Never shake a baby or child. Shaking can cause head trauma, the leading cause of disability and death among abused infants and children. See the guidance and discipline chapter for positive ways to guide children.
- When preparing food, protect children from hot foods and liquids and sharp items. Use back burners of the range, and turn pot handles toward the back of the range. Check the temperature of all microwave-heated foods and liquids. Never carry or hold children and hot foods or liquids at the same time.
- When traveling by automobile, always use the correct child restraint system (i.e. car seat, booster seat, or seatbelt). Have the parent show you how to use the system. Never let small children ride in the front seat of an automobile with air bags. Never leave children alone in an automobile.
- Always ask parents about their internet use policies and supervise children during internet use.
- Always wash your hands and those of children you are caring for before preparing food or eating, and after changing diapers, sneezing, playing with pets, or visiting a corral or barn.
- Apply sunscreen rated SPF 15 or higher to a child's exposed skin 15 to 30 minutes before going out, and reapply frequently. (It is possible to get a sunburn in cloudy conditions.)
- When riding bicycles, always follow safety rules. Be sure everyone is wearing a helmet that fits. Be sure the bikes fit properly and are in good repair. Ride on the right side of the road, with the flow of traffic. Always follow the rules of the road, obeying all traffic signs. Avoid riding at night, or when visibility is low.
- Never let children play with candles or fire. Do not burn candles when caring for children. Store candles, matches and lighters up high, out of children's sight and reach.
- Never, ever let children play with guns. Teach a child to follow these rules from the National Rifle Association (NRA) if he or she comes into contact with a gun:
 - stop
 - don't touch
 - leave the area
 - tell an adult

Learn by Doing - Activity #1

Make a choke-tube tester. Use the paper tube from paper towels or toilet paper. Measure the diameter of the tube; it should measure 1 ¼ inches. If not, cut the paper tube lengthwise. Overlap the edges to make a 1-1/4 inch opening, then tape the edges in place. Any items that are small enough to fit through the tube are not safe for small children. Use the tube to test five toys.

List the toys you tested:

- 1.
- 2.
- 3.
- 4.
- 5.

If any toys were unsafe, which ones were they?

Learn by Doing - Activity #2

Either through an interview, by reading, or by using internet learn about the regulations for preschools or day care homes. List three regulations designed to promote the safety of the children.

Source of Information (i.e. name and title of interviewee; or title/author of book; website)

Safety Regulations:

- 1.
- 2.
- 3.

Learn by Doing - Activity #3

Take a tour of a home. List three things you find that can be dangerous for each age/stage.

Infant:

1.

2.

3.

Toddler

1.

2.

3.

Preschooler

1.

2.

3.

Early School Age

1.

2.

3.

Learn by Doing - Activity #4

Do a community service activity related to children's safety. Answer the following questions about your community service project.

1. What community need did your service activity address?
2. Describe your community service project.
3. What parts of your community service project worked well?
4. What parts of your community service project would you change
5. What did you learn about this community service activity?
6. What did you learn about yourself through this activity?
7. How will you apply what you learned?

Learn by Doing - Activity #5

Interview a parent/caregiver about their internet use policies for their children. Summarize their policy below.

Learn by Doing - Activity #6

Learn about First Aid. Put a check in front of the activity you completed to learn about First Aid, and list the name of the educational activity.

_____ watch a video _____(name)

_____ read a book _____(name)

_____ take a class _____(name)

_____ interview an EMT _____(name)

Learn by Doing - Activity #7

Visit a facility that local families use for recreation. What safety issues can you find for each age/stage? How could the problem be remedied for greater safety?

Age/Stage	Safety Issue	Remedy for Greater Safety
Infants		
Toddlers		
Preschoolers		
Early School Age		

To Learn More

Websites:

Colorado State University Cooperative Extension: website www.ext.colostate.edu

National Highway Traffic Safety Administration: www.nhtsa.dot.gov

National SAFE KIDS Campaign: www.safekids.org

US Consumer Product Safety Commission: www.cpsc.gov

Internet Key Words: safety, child safety, safe kids, bicycle safety

Library: resources on safety, child safety

More to Grow On

1. Teach others about one aspect of child safety (i.e. choking, seat belt use, safe toys) through a display, demonstration, news article or presentation. Report about your experience.
2. Study automobile child restraint systems. What does the law require? What is the correct way to use the system? Are there other safety issues related to children and automobiles? Report what you learned in a notebook or display board. Share what you learned with the community at a library, school, church or other location.
3. Plan a party or special outing for a child. Identify safety issues that you need to address for the party or outing. Plan ways to reduce any risks. Report what you learned in a notebook or prepare a display board and share with others.

4. Borrow or rent a wheelchair. Explore how accessible your kitchen is to a person in a wheelchair and what safety issues there might be. Do research on how to make your kitchen more accessible and safe. Make a plan/diagram of how it will look.
5. Do a survey in your neighborhood, community, or school of the architectural obstacles people with a physical disability confront. Write a report for the city council or the school board and share it. Report results of your visit.
6. Create your own More to Grow On Activity. See page 3 of the manual for specific guidelines for developing your own activity.

Chapter 6 - Safety

Prepare an exhibit about Safety using one of the activities in More To Grow On or an activity you developed that illustrates what you learned. Answer the following questions.

1. Describe your exhibit about Safety and check all the ages/stages the exhibit covers.
 Infant Toddler Preschool Early School –Age
.
2. Describe, using 2 or 3 specific examples, how the More To Grow On activity for your exhibit is appropriate for the age(s)/stage(s) chosen.
3. How have you shared or used your exhibit with others? Why it is important to share what you learned about Safety with others?

4. What was the most challenging part of completing this More To Grow On activity for your exhibit? Why was it challenging? What was your solution?

5. What are the 2 most important things you learned from completing this More To Grow On activity and exhibit?

A.

B.

6. How will you use what you have learned in this Child Development project in a different situation?

Complete an additional More To Grow On activity from this chapter and answer the questions below. Include a picture of the activity or one example of materials developed that show what was completed. All information must fit in the binder with manual and records. (For example: If you make a safety poster, include a picture of the poster.)

7. Which additional More To Grow On activity did you complete?

8. Describe what you learned from completing this activity.

CHAPTER 7 - CHILD DEVELOPMENT CAREERS

Year Chapter 7 Completed: _____

During high school, youth start to think seriously about what type of work they would like to do as an adult. By starting early to look at different careers, you can learn about the types of jobs in your areas of interest, the educational requirements needed to enter that profession, and types of education or training needed to advance in that career,

Child Development careers are varied. To many individuals, child development means you are going to be a day-care provider, a preschool teacher, or work in an elementary school setting. But, careers using child development education and training are much broader. An background in child development is important for many careers. You might be a health educator in early childhood nutrition, a human service caseworker, an educator of children with special needs, or maybe a pediatric neurologist.

To find out more about careers in child development, there are resources available from your school counselor, school or public libraries, colleges or universities, and the internet. One way to find out what type of child development career you are most suited for is to take an aptitude test. Aptitude tests have you choose areas of interest and working situations you would like and then list occupations that match those interests.

Learn By Doing - Activity #1

Use the Occupational Outlook Handbook information to look at various jobs/careers using child development education and training. Select an occupation you would like to pursue and find out the following.

Title of Job/Career :

1. What education or training is needed?
2. What is the starting salary/pay?

3. What is the salary/pay with experience?
4. What is the outlook for future need of this job/career?

Learn by Doing - Activity #2

Interview an individual who is in a job/career working with children.

Career of the person interviewed:

1. What is the length of time the person has been in the position?
2. What type of education/training did they complete for the job/career?
3. What does the person like the most about their job/career?
4. What are the challenges of their job/career?

Learn By Doing - Activity #3

Complete a career aptitude test by visiting a high school counselor, junior or community college career center, or complete one from the internet.

Title of Career Aptitude Test Completed:

1. What child development career(s) were you best suited for based on the aptitude test?

2. What other careers you would be suited for?

3. What education and/or training is required for these careers?

4. What did you find out about your special skills or likes that would influence your choice of careers?

Learn By Doing - Activity #4

Visit your local department of human services or the child care resource and referral office in your county to find out about education needs and requirements to operate a child care home, child care center, preschool, or early school-age center. Obtain a copy of the rules and regulations.

1. What educational requirements are necessary to operate the various child care facilities?

- a. child care home:
- b. child care center:
- c. preschool:
- d. early school-age center:

2. What are the requirements for continued education and/or training for the various facilities?

- a. child care home:
- b. child care center:
- c. preschool:
- d. early school-age center:

3. How many facilities are presently licensed in your county or community?

_____ day care homes

_____ child care centers

_____ preschools

_____ school-age after school centers

4. What is the need for additional child care facilities in your community?

5. After your interview and reviewing the rules and regulations, what did you learn about skills needed to operate a child care facility?

Learn By Doing - Activity #5

Choose a profession working with children you are interested in.

1. What profession did you select?

2. What about the profession made you interested in it?

3. What are the education requirements for the profession?

4. What experiences or education do I already have that would help prepare you for that career?
5. What additional education would I need to prepare for that profession?

Learn By Doing - Activity #6

For one day, shadow any professional who works with children. Since you have completed an aptitude test, you may want to find a person in a profession that was identified from that test. It could be a teacher, doctor, recreation director, church youth pastor, or a day care provider.

1. Who did you shadow and what is their job?
2. Describe your experiences the day you shadowed this person.
3. What was most interesting thing that happened while shadowing?
4. What did you like least about job during the shadowing experience?
5. What else do you think you need to know about this profession if you were considering it for a career?

Learn By Doing - Activity #7

Research various career opportunities working with special needs children and report on one.

1. Career Chosen:
2. What are the education requirements to work in this profession with special needs children?
3. What might be challenges of a profession in this chosen career?
4. What would be the rewards of working in this career?

To Learn More

Internet Resources :

www.bls.gov/oco - Look for these handbooks on this website

Occupational Outlook Handbook

US Dept. of Labor handbook with career information, working conditions, training & educational needs, earnings, and future job prospects.

www.coworkforce.com/LMI/

Information on employment trends
including Census, state and federal data

www.coloradocareers.net

Information on careers
Aptitude Tests for career selection

www.naeyc.org

National Association for Education of Young Children - Information on early childhood education.

Career Counselors

Visit your high school career counselor or a career counseling center at a community or junior college in your area.

School or Public Libraries

Occupational Outlook Handbook is located in libraries as well as other career information.

References on career selection and aptitude tests.

More To Grow On

1. Research the number of special needs children in your county. Where did you go to obtain the information on number of children? What services are available for the children? Are the services currently available enough to meet the needs? What resources might be available in other communities to meet the need? Prepare a display or do a presentation about what you learned.
2. Volunteer at a hospital or other health facility that specializes in children's services. Participate in a variety of activities to learn more about the services that the hospital provides. What new things did you learn as a result of this experience. Share your experiences with your 4-H club, a community organization, or another group so they can learn more about the facility.
3. Volunteer with a summer migrant school. Plan a nutritious meal or snack that could be incorporated into their school program. Include the children in preparing a part of the meal or snack. Report on the experience by using a display or presentation.
4. Volunteer to help with a summer program for young children in your local school district. Plan at least one activity for each week that you volunteer that can be used with the children either during their classroom time or during recess or physical education programs. Prepare a display about your experiences and share with others, or assemble a notebook with resources.
5. Volunteer at an after school child care program in your community. You can plan healthy snacks for the children and teach them about nutrition, you can help with after school homework, or you can plan activities and games that teach them skills. Report on your experiences with a display or presentation to others.
6. Create your own More to Grow On Activity. See page 3 of the manual for specific guidelines for developing your own activity.

Chapter 7 - Child Development Careers

Prepare an exhibit about Careers using one of the activities in More To Grow On or an activity you developed that illustrates what you learned. Answer the following questions.

1. Describe your exhibit about Safety and check all the ages/stages the exhibit covers.
 Infant Toddler Preschool Early School –Age
.
2. Describe, using 2 or 3 specific examples, how the More To Grow On activity for your exhibit is appropriate for the age(s)/stage(s) chosen.
3. How have you shared or used your exhibit with others? Why it is important to share what you learned about Careers with others?
4. What was the most challenging part of completing this More To Grow On activity for your exhibit? Why was it challenging? What was your solution?

What are the 2 most important things you learned from completing this More To Grow On activity and exhibit?

A.

B.

6. How will you use what you have learned in this Child Development project in a different situation?

Complete an additional More To Grow On activity from this chapter and answer the questions below. Include a picture of the activity or one example of materials developed that show what was completed. All information must fit in the binder with manual and records. (For example: If you conducted an interview, include a copy of the interview.)

7. Which additional More To Grow On activity did you complete?

8. Describe what you learned from completing this activity.