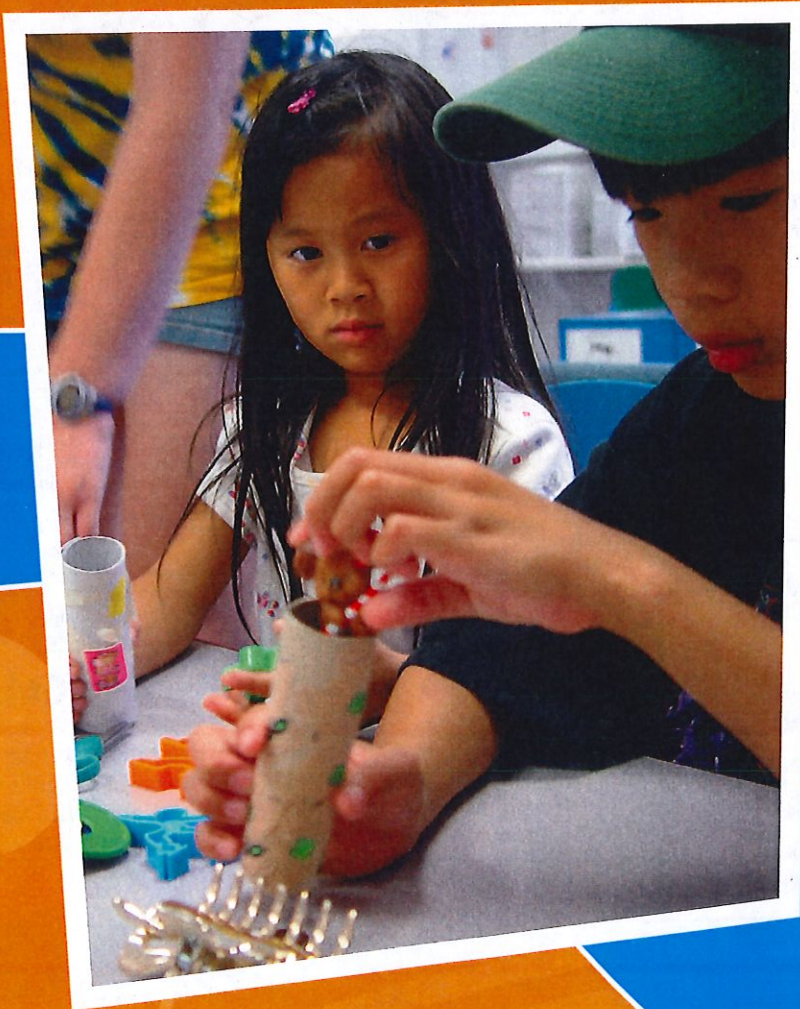




National 4-H Cooperative Curriculum System, Inc.

4HCCS BU-08075

# Growing On My Own



Step 3  
Growing in  
Communities

Step 2  
Growing  
With Others

Step 1  
Growing On  
My Own

**Child Development  
Project Activity Guide**  
Grades 3-4





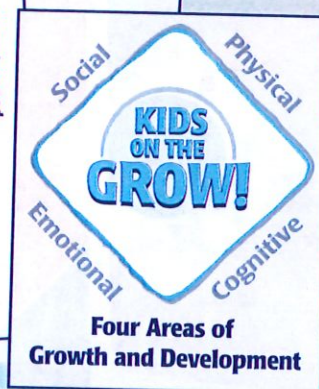
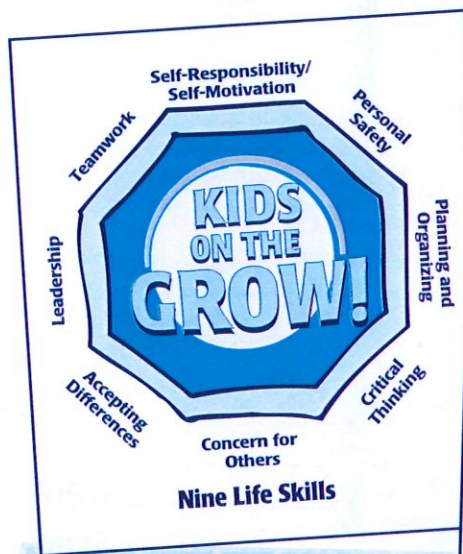
# Note to the Project Helper

Congratulations for volunteering to serve as 4-H Child Development Project Helper. This activity guide is intended for youth who want to learn more about themselves, as well as how other children grow and develop. Many activities encourage participants to work with younger kids, team up with other youth in their group, or work with their elders. Your roles as helper are to guide, support and create an environment where youth can learn by doing, then be there to "Talk It Over" and ask questions to connect what they are doing to real life situations.

## Kids on the Grow! Youth Activity Guides

This child development project is aimed at youth in grades 3–10. It focuses on learning about the whole child, their total growth and development. This is the first of three levels or steps. Each activity guide features an achievement program for youth to complete. In addition, youth are encouraged to complete the American Red Cross Babysitter's Training course. *Kids on the Grow!* has been designed to "wrap around" the new Red Cross *Babysitter's Handbook*. Youth can plan to take babysitter's training between steps two and three of *Kids on the Grow!*

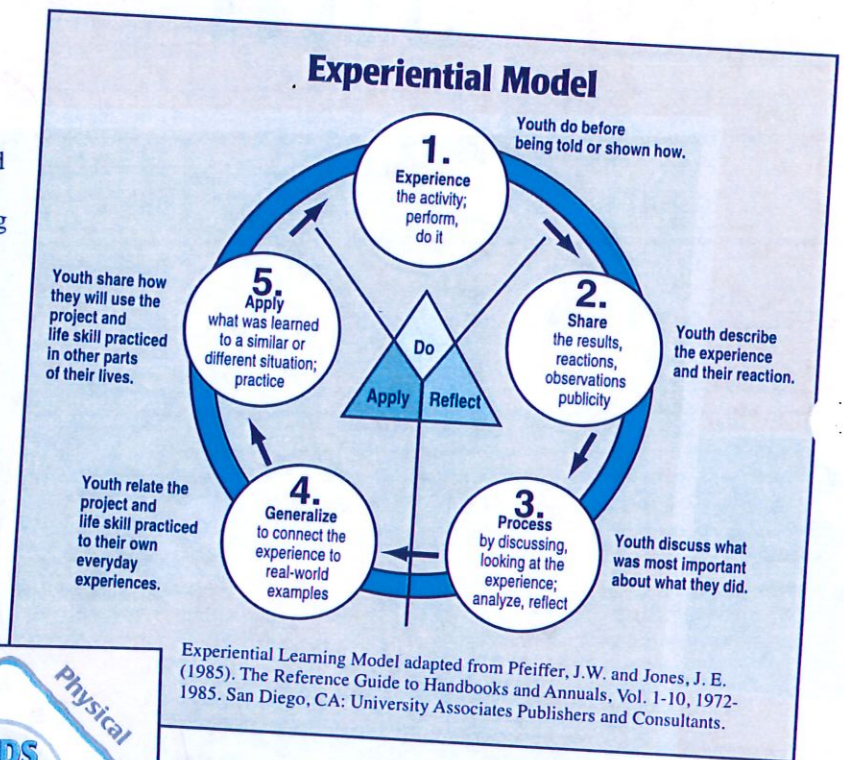
*Kids on the Grow!* uses the life skill approach to learning. Child development subjects are taught through application of specific life skills.



## Experiential Learning Model

Experiential learning distinguishes 4-H youth development education from many formal education methods. Activities are designed so youth learn by doing first, then reflecting on what they did and thinking about how they can apply it to other situations. Your aim as helper is to "guide" youth while they explore an activity.

In each activity you'll find descriptions of a life skill and child development skill to emphasize, suggestions for more activities and other helpful information. The question-and-answer section is called "Stop and Talk It Over." Here you can help the youth *share* and *process* what they did, *generalize* about the life skill they practiced, and then talk about how to *apply* the life skill to other situations.



## Kids on the Grow! Helper's Guide

The *Kids on the Grow!* Helper's Guide gives several group activities that are adaptable to family settings, classrooms and other youth gatherings. In the guide you'll also find important information about life skills and youth characteristics, and advice to help you with the youth guide activities.

## Acknowledgments

### 2004 Child Development Revision Design Team

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# Having Fun with Kids on the Grow!

**A**re you ready for some learning fun? In this child development project you'll make lots of things, like bags, hats and masks. You'll see how you can make your home safe for you and your family. You'll explore how we're all different and the same, and lots of other things.

But that isn't *all* you'll be doing. You'll learn more about yourself, too. You'll learn things you can use all your life, like planning and organizing, accepting differences in people, managing time and being responsible.

You'll also find some words that are boldfaced (made darker) in the activities. You'll find their meanings in the "Word Journey" section at the end of this project guide.

## Your Portfolio

You'll want to save all your good ideas as you complete this project. Start a *Kids on the Grow!* portfolio to save all your notes, drawings, pictures and other things that you create. You can use a big envelope, manila folder or a box for your portfolio. Portfolios help you measure what you are learning.

## Your Project Helper

There are *lots* of things to do in *Kids on the Grow!* Try to do at least seven activities this year. There are eight major activities in this project guide. There are lots of other fun activities in the More to Grow On sections. You can also create your own activities.

You don't have to do all of this alone. Ask a parent, neighbor or older friend to guide you in this project. Your helper can help you find the things you'll need for an activity. Your helper can also assist you as you talk about what you learned. When you're done with an activity, your helper can date, initial the activity you completed and check it off the list on page three in this guide.

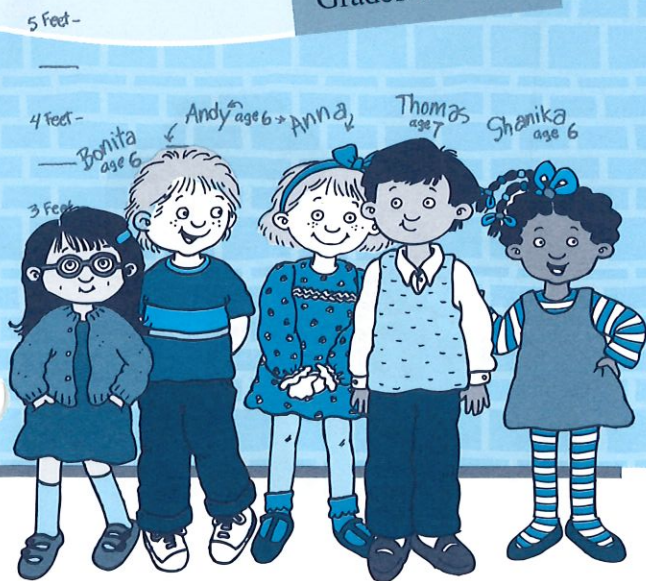
Write the name and phone number of your

My Project Helper \_\_\_\_\_

Phone \_\_\_\_\_

E-Mail \_\_\_\_\_

Step 1, *Growing on My Own*, is suggested for Grades 3-4.



Good luck with Step 1 of Kids on the Grow!



# Step 1 Planning Guide

## My Project Goals

Name \_\_\_\_\_

**M**ake a list or draw pictures of some of the exciting things you *plan* to do in this project. Put this information into your portfolio. A portfolio is a collection of notes, pictures, journal entries, drawings, photographs and projects. It helps you measure what you are learning.

### Things I Plan to Do:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## My Project Highlights

When you're done with Step 1, make a list or draw pictures of the most exciting things that you actually *did* in the project. How does this list compare with your plan list?

### Things I Did:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



Go to the National 4-H Cooperative Curriculum System web site at [n4hccs.org](http://www.n4hccs.org) if you want to download a copy of these worksheets.





# Step 1 Achievement Program

Try to do at least seven activities each year. You can also make up your own. Check the ones you will choose to do and then ask your project helper to date and initial after you complete them.



## Chapter 1: Head

I Choose (Year)	Main Activities
Yes <input type="checkbox"/>	<b>1. Bloomin' Bags!</b> Page 4 I can list the four different ways kids grow. Date _____ Initial _____
Yes <input type="checkbox"/>	<b>2. My Learning Box</b> Page 6 I can create a special place to keep my learning things. Date _____ Initial _____
<b>Additional Activities</b>	
	<b>a. More to Grow On</b> Page _____ # _____ Date _____ Initial _____
	<b>b. More to Grow On</b> Page _____ # _____ Date _____ Initial _____
	<b>c. Write your own activity.</b>  Date _____ Initial _____

## Chapter 3: Hands

I Choose (Year)	Main Activities
Yes <input type="checkbox"/>	<b>5. My Morning Routine</b> Page 12 I can get myself ready in the morning. Date _____ Initial _____
Yes <input type="checkbox"/>	<b>6. I Fit In My Family</b> Page 14 I know how to help my family. Date _____ Initial _____
<b>Additional Activities</b>	
	<b>a. More to Grow On</b> Page _____ # _____ Date _____ Initial _____
	<b>b. More to Grow On</b> Page _____ # _____ Date _____ Initial _____
	<b>c. Write your own activity.</b>  Date _____ Initial _____

## Chapter 2: Heart

I Choose (Year)	Main Activities
Yes <input type="checkbox"/>	<b>3. Story Masks</b> Page 8 I can observe how people express different emotions. Date _____ Initial _____
Yes <input type="checkbox"/>	<b>4. Potato Pals!</b> Page 10 I understand that it is OK to be different. Date _____ Initial _____
<b>Additional Activities</b>	
	<b>a. More to Grow On</b> Page _____ # _____ Date _____ Initial _____
	<b>b. More to Grow On</b> Page _____ # _____ Date _____ Initial _____
	<b>c. Write your own activity.</b>  Date _____ Initial _____

## Chapter 4: Health

I Choose (Year)	Main Activities
Yes <input type="checkbox"/>	<b>7. Home Hazard Hunt</b> Page 16 I can identify child safety hazards in my home. Date _____ Initial _____
Yes <input type="checkbox"/>	<b>8. Be a Toy Inspector</b> Page 18 I can identify safe toys for small children. Date _____ Initial _____
<b>Additional Activities</b>	
	<b>a. More to Grow On</b> Page _____ # _____ Date _____ Initial _____
	<b>b. More to Grow On</b> Page _____ # _____ Date _____ Initial _____
	<b>c. Write your own activity.</b>  Date _____ Initial _____



# Chapter 1

**Head** In this chapter you'll use your head to *plan and organize*, and develop *critical thinking* skills. In the "Bloomin' Bags!" activity you will better understand how you grow when you set goals for your head, heart, hands and health. In "My Learning Box" you'll use critical thinking skills to discover what makes learning fun by picking out stickers and other educational tools.

## Bloomin' Bags!


Activity


1

**Life Skill:** Planning and organizing

**Child Development Project Skill:** Understanding four ways youth grow

**National Academic Standard:** NPH-H.K-4.2, Physical Education and Health, Health Information, Products and Services

 **Ready!** Design a "bloomin' bag" to show the many ways that you grow as well as have a place to store your project materials!

 **Set!** Do your clothes from last year still fit you? Do you like the same foods that you did two years ago?


As you get older, you grow in many ways. It's easy to remember this if you think of the four H's:

**Head** — You learn how to think, solve problems and make decisions as you grow.

**Heart** — You develop and understand your feelings about yourself and others. You learn how to make friends and get along with others.

**Hands** — You develop a bigger body, better coordination and physical abilities.

**Health** — You learn how to take care of yourself and others.

 **Grow!** You need a paper or cloth bag with handles along with fabric crayons or paint for drawing.

Use the four H's to think about how you've grown this past year. Pick either the flower or clover design for your bag and sketch it on paper.

On each petal draw ways that you've grown in the past year. When you're satisfied with your sketch, have your helper show you how to use fabric crayons or paints to transfer it onto your bag. When you're done, ask your helper to take a photo of you with your Bloomin' Bag. Save the sketch of your bag design and photo for your portfolio or project record book. Be sure to use your Bloomin' Bag to keep all your *Kids on the Grow!* project materials.





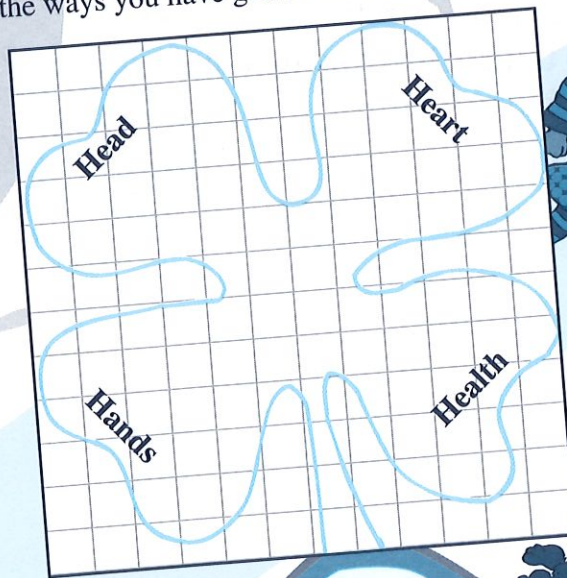
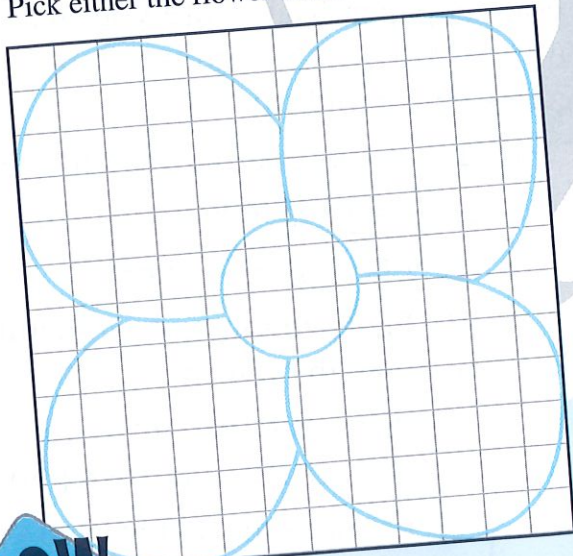
# STOP and Talk it Over

1. Share what you put on each petal. Tell why you selected the words or drawing.

2. What would happen if one of the areas of growth was slow or missing?

3. List ways you want to grow in the next year in each area. This is your plan for positive growth.

Pick either the flower or clover design to draw the ways you have grown in the past year.



## SLOW Information Ahead

- ◆ Another part of you that is growing as you get older is your spiritual side. That's the part of you that helps you understand the world around you and your part in it. Your spiritual side grows as you think about how experiences affect your life.
- ◆ Having an adult as a special friend can help you grow. Maybe that adult is one of your parents, teachers or family friends. Good friends really listen. They help you to feel great about yourself.

## More to Grow On

1. Instead of a backpack or bag, draw your flower or clover on painter caps or garden gloves.
2. A dog, cat or gerbil has basic needs, just like people. If you have a pet, make a chart of what your pet needs each day to live and grow. As you meet those daily needs, mark a check on your chart.
3. Collect pictures of yourself at different ages. Make a display or poster of your collection. Describe how you have changed on the outside and the inside.



# My Learning Box

Activity  
2

**Life Skill:** Critical thinking

**Child Development Project Skill:** Knowing about brain development

**National Academic Standard:** NL-ENG.K-12.8, National Language Arts English, Developing Research Skills



**Ready!** Make a special learning box for yourself.



**Set!** Think about a special place where you like to learn. This could be the place where you go to read, do puzzles or homework, or just to think. Describe this place in words or with pictures.



**Grow!** Make a special box that you can keep at your special learning place. Fill the box with things that help you learn and have fun. Use a shoe box, cereal box, or plastic box. Decorate it using markers, stickers, wallpaper or contact paper. Make sure your name is on your box. Now fill it with fun things that help you use your mind, such as:

- Books and library card
- Crayons, markers and tablet
- Flash or lotto cards
- Favorite music or something to make the music
- Puppets to act out stories or socks to make your own puppets
- Favorite magazines and catalogs
- Favorite rock, shell or button collection
- Supplies for your favorite craft such as sewing, knitting or woodworking
- Other things to help you learn and have fun!



When you're done, put your box in your special learning place. Use it whenever you want to have fun learning!



# STOP and Talk it Over

1. What items did you put into your box?

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3. How does this item help you think?

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2. Select one of the items. Tell how you have used it.

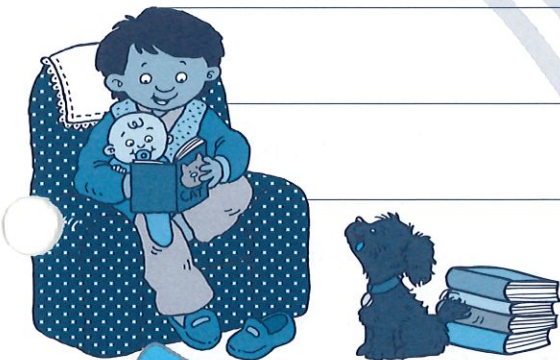
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4. How can you make learning more fun for your brother, sister or friend?

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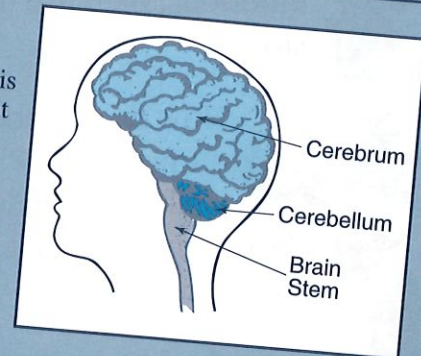


## SLOW Information Ahead

- ◆ Thinking means using your brain to solve problems and make decisions. Look at the diagram of a brain to see which part helps you smile, solve problems, sleep and be creative.
- ◆ Babies need lots of stimulation for their brains to grow. You can help by playing with them, making faces, and talking, reading and singing to them. For more ideas ask your librarian for appropriate books, such as *You and Your Baby: Playing and Learning Together*, a picture book published by the Corner Health Center.
- ◆ Your brain, like other parts of your body, needs exercise to stay healthy and alert. For example, listening to music and singing will help you exercise the parts of the brain that you use to do math and solve problems.

### Parts of the Brain

- ◆ The largest part of the brain is the *cerebrum*. This is the part of the brain that allows us to speak, solve problems and remember things. The cerebrum also helps us to hear, see, taste, smell and touch.
- ◆ The *cerebellum* controls balance, posture and coordination.
- ◆ The *brain stem* connects the cerebrum with the spinal cord. It controls digestion, heartbeat, breathing, body temperature and other important body functions.



### More to Grow On

1. Help your younger brothers, sisters or relatives learn how to learn. Take five minutes each day to sing your favorite songs or read books to them.
2. Make a collection of puzzles, games and music for children to use at the local child care center or children's room at your place of worship.



**Heart** In this chapter your heart will grow as you learn how to *recognize differences* in others and *develop concern* for others. In “Story Masks” you’ll understand how the choices you make can affect others. In “Potato Pals!” you’ll understand how people, like potatoes, are all unique or special.

## Story Masks



**Ready!** Make masks that show different feelings or emotions, then use the masks to tell a story.



**Set!** How do you look when someone surprises you? When you fall and hurt yourself? **Emotions** are how you feel about someone or something.



**Grow!** Gather paper plates, markers, crayons, yarn or other craft items to create several masks, each showing a different **feeling**. Include happy, sad, angry, surprised, excited, and others.

Now read the story, “Shanika and the Party” on pg. 9. The characters in the story are:

- Shanika, a 9-year-old girl who wants to be popular
- Shanika’s grandma, who takes care of her after school
- Bonita, Shanika’s new friend at school
- The twins, Andy and Anna, who live next door to Shanika
- Andy and Anna’s Dad.

When you see the word “mask,” hold up the mask that best shows how the character might be feeling at that point in the story.

Activity

3

Life Skill: Concern for others

Child Development Project Skill: Observing how people express emotions

National Academic Standard: NPH-H.K-4.5, National Physical Education and Health, Using Communication Skills to Promote Health

After you read the story, consider some possible options to Shanika’s problem:

### Possible Options

- A** Shanika could play with Andy and miss Bonita’s party.
- B** Shanika’s grandma could watch Andy by herself until 6:30 so that Shanika could go to the party.
- C** Shanika could call Bonita and ask if Andy could come to the party, too.

Right now  
I feel...



After reading each option, hold up the mask that best shows *Shanika’s* feeling about it. Then read each option again and show how Grandma felt, then show how Andy felt.



## Shanika and the Party

Shanika burst through the back door and shouted, "Grandma. Guess what? My new friend Bonita invited me to her birthday party!" (Mask)

"How exciting, Shanika! When is the party?" (Mask)  
"Tomorrow," said Shanika. "The party is after school from 4:30 to 8:30 at Playzone . . . that new place down by the community center with the rope ladders and huuuuuge tree fort. Andy's dad took him last week. He said it is so cool!" (Mask)

"But Shanika. Andy's dad is bringing Andy here tomorrow after school, remember? They're coming at 4. You promised to play with Andy so I could bake treats for your class party at school. Andy's dad won't be back until 6:30. He's going to Anna's first piano recital," Grandma said. (Mask)

"Grandma, everyone is going to Bonita's party! I just have to go. Why does Andy's dad have to go to Anna's recital? It's dumb!" said Shanika. (Mask)

"The recital is not dumb to Anna or her dad. Shanika, put yourself in their place. How do you think Anna will feel if her dad doesn't attend?" (Mask)

"How do you think Andy's dad will feel if you tell him now that you can't play with Andy? It is too late for him to make other plans." (Mask)

"And how will Andy feel if you break your promise?" Grandma continued. (Mask)

"It's not fair," muttered Shanika. (Mask)

"No one said it was fair or unfair, but Shanika, you promised to do something with someone else first. See if you can come up with some other solutions to your problem," Grandma responded. (Mask)



## More to Grow On

## SLOW Information Ahead

- ◆ Babies show emotions like happiness and sadness as early as eight weeks old. They learn how by watching you and others around them. Babies express their feelings by smiling, grunting, squealing and crying.

1. What emotions did Shanika express for each option on pg. 8?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

2. Why did others show different emotions?

\_\_\_\_\_

3. People often "mask" their feelings by putting on a happy face when they're really sad. How can you see behind the "masks" that others wear so you can understand how they feel?

\_\_\_\_\_

4. How can you help your friends express their real feelings?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Take a trip to a museum or find books in your library to see masks used by people of different cultures. Find out how they made and used the masks. Describe the feelings that the makers wanted to show with their masks.

2. Read *Winnie the Pooh* by A. A. Milne or watch a *Winnie the Pooh* movie. How is each of the characters different? Hold a story time to act out or tell your favorite *Winnie the Pooh* story, showing some of the emotions or feelings of the characters.

3. Make up your own story. Use your new masks to show your helper how your characters feel.



# Potato Pals!

Activity

4

**Life Skill:** Accepting differences

**Child Development Project Skill:** Understanding that it's OK to be different

**National Academic Standard:** NPH.K-12.6,  
National Physical Education and Health,  
Respect for Others

 **Ready!**

Find out what makes one potato different from all the others. (You'll have to look very carefully!)

 **Set!**

You have many things in common with others. These are called similarities. But you are also different from others in many ways. These differences are what make you unique and special.



**Grow!**

From a box or basket of seed potatoes or sweet potatoes, select one that will become your pal for this activity. (You can purchase seed potatoes at a garden center.) Take a few minutes to study your potato. Notice all of its special spots, colors and bumps. Draw a picture of your potato here.

**My Potato**

Tell the group or your helper what makes your potato so special. Now put your potato back into the basket with the other potatoes. Close your eyes. Mix up the potatoes or have your helper mix them up for you. Open your eyes. Find your potato pal again.





# STOP and Talk it Over

1. What was different about your potato pal?

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2. What is different about you and your friends?

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3. Why is it okay to be different?

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4. When is it good to be different than your friends?

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## SLOW Information Ahead

- ◆ You may belong to different groups, such as a soccer team, your family and a group of your friends. Belonging to groups helps you grow.

## More to Grow On

1. When you've completed this activity, cut the sweet potato in half. Stick three or four toothpicks into the cut edge of the sweet potato. Place the skin edge into a glass of water. Make sure the toothpicks keep the cut side of the sweet potato out of the water. Watch the sweet potato sprout, then plant it in your garden and watch it grow.
2. Use oranges or apples instead of potatoes for your "Potato Pals" activity. When you're done, you'll have a healthy snack!
3. Take a picture of your family. Make a list of each person's similarities and differences.
4. Watch *The Lion King* by Walt Disney. Make a list of the special characteristics of the main characters. Describe why those characteristics were important to the family.



**Hands** This chapter will focus on the life skill of *self-motivation*. In “My Morning Routine” you will practice time management skills by creating your own early morning time clock. “I Fit In My Family” will help you understand your roles and responsibilities.

# My Morning Routine

Activity 5

**Life Skill:** Self-motivation

**Child Development Project Skill:** Getting self ready in the morning

**National Academic Standard:** NPH-H.K-4.6, National Physical Education and Health, Setting Goals for Good Health

**Ready!** Create your own time management clock.

**Grow!** List 3–5 things you need to do each morning before school.

**Set!** Are you always running late? Here are a few time management tips to help you set up a hassle-free morning.

Draw a small **symbol** for each task. For example, a tooth brush could mean “brush teeth,” a shoe could mean “get dressed.”

Next draw a clock on a paper plate. On your clock mark the time that you need to get up. Next, mark the time that you have to leave for school. Then color in the space between these two times.



Draw your symbols next to the approximate times you need to be doing each task. Share your new time management clock with your helper. Put your clock in a special place so you can see it each morning.

Time	Task	Symbol
a.m.	Get up	
a.m.	Go to school	





# STOP and Talk it Over

1. Explain how you arranged your tasks on the clock.

3. How will using this clock help you get ready on time?

2. What did you do with the tasks you couldn't fit on the clock?

4. Think of another time when you're always rushing. How can you help yourself manage your time better?

My Exercise Chart							
List Type of Exercises	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1.							
2.							
3.							
4.							
Add 1 point each day you exercise. Add 5 bonus points if you exercise <i>every</i> day.	Daily Total						
	Bonus Points						
	Weekly Total						

GO **PROJECTS ONLINE**  
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Go to the National 4-H Cooperative Curriculum System web site at [n4hccs.org](http://n4hccs.org) if you want to download a copy of these worksheets.

## SLOW Information Ahead

- ◆ Getting the things done that you are supposed to do will help you feel good. That feeling is your reward. So when you have something to do, think how good you'll feel when it's done. That's your internal motivation.
- ◆ We all need to include some fun and relaxation in our schedules. Relaxing helps us manage the stress in our lives. Rest helps us do our best! So don't forget to take time to relax.

## More to Grow On


1. Exercise is important to your health. Plan to do something active every day. It could be biking, dancing or walking. Pick something you like and get moving. At the end of the week, add up your score. A total of 10–14 is good, over 15 is super and over 20 is awesome!
2. Take a break! Make a list of fun "time outs" for yourself. Every time you feel pressured or rushed, do one of the time outs on your list. Keep adding new time-out ideas.




# I Fit In My Family

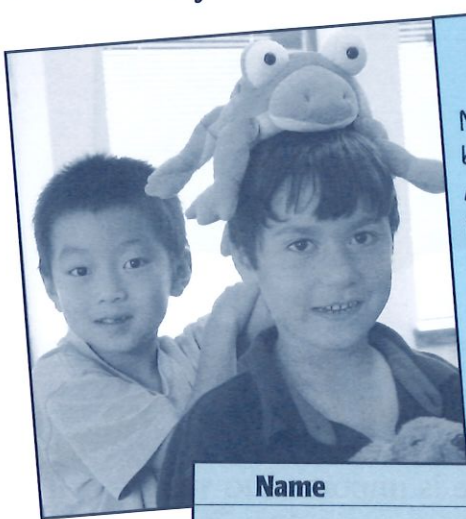
Activity  
6

**Life Skill:** Self-responsibility  
**Child Development Project Skill:** Defining family roles  
**National Academic Standard:** NPH-H.K-4.5,  
National Physical Education and Health,  
Using Communication Skills to Promote Health

 **Ready!** Who is in your family? Think about who is an important part of your life. They may live with you, they may be across town, or they may be far away, but you have a special connection to them.

 **Grow!** Draw a picture of your family here.

 **Set!** What do you do in your family to help out? What do other family members do? If we all do our part we feel important and connected to our family.



My brother makes me laugh and that's important to me.

List ways your family helps each other. It could be helping with chores or just making everyone laugh.

Name	Ways they help your family



# STOP and Talk it Over

1. How does your family decide on who helps with what?

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3. What other ways do you help at school or in your community?

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2. How does your family encourage everyone to take responsibility to do their part?

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4. What will you do this week to help even more?

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## SLOW Information Ahead

- ◆ A **role** is a position you hold or have. Examples of roles are daughter, son, soccer player or dancer.
- ◆ **Responsibilities** are tasks or actions that you are expected to do. These could be jobs or chores around the house. Or they could be making sure that everyone feels loved and appreciated. Your role in your family includes helping others.
- ◆ Families need everyone to help around the house. Family members wash dishes, put out the garbage and feed the dog. Some families list their chores on a chart and hang it in the kitchen for everyone to see. Other families may pick jobs out of a hat and rotate jobs each week.

## More to Grow On

1. Act out how your role helps your family. Have people guess which role you are playing. Take turns so everyone in your family gets to act out at least one role that he or she plays.
2. Keep connected to others by helping other family members sign cards, write letters, and/or send e-mails to family members who live far away. Include some photos and drawings. When you are helping, think about which role(s) you are playing.
3. What roles do you play outside your family? Make a chart similar to the one on pg. 14. Do you have roles at school? In the community? With other organizations?







# STOP and Talk it Over

1. List three hazards you circled.

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2. Why is each a hazard? How can it hurt you?

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3. How did you correct each hazard you found?

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4. Describe how you can fix other hazards in your home.

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## SLOW Information Ahead

Accidents are big risks. Every year, one in four youths will be hurt in an accident and need to see a doctor. The biggest risks are being injured in a car accident, drowning, being burned in a fire, choking, being poisoned and falling. Safety is no accident!

## More to Grow On

1. Conduct a hazard hunt of your room or home. List the hazards. Work with your family to remove the hazards that might affect your personal safety.
2. Make a list of safety rules for your own bedroom. Post them on the door.
3. Write down three of your favorite snacks. Tell how you would prepare these snacks safely.
4. Describe how you would keep a pet safe in your home.



# Be a Toy Inspector

Activity  
8

Life Skill: Personal safety

Child Development Project Skill: Identifying child safety hazards

National Academic Standard: NPH-H.K-4.3,  
National Physical Education and Health  
Reducing Health Risks



Keep small children safe from toys that could choke them.

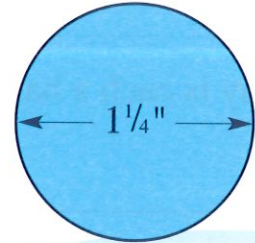
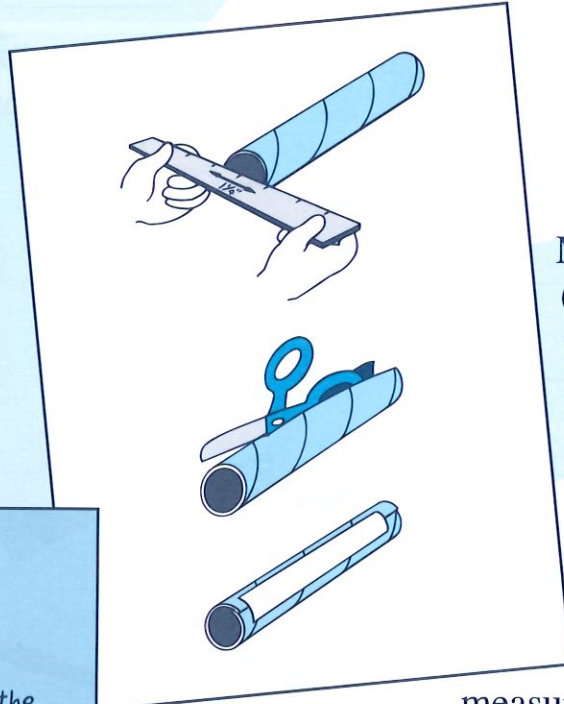


You will need a paper tube from a roll of paper towel or toilet tissue, scissors, masking tape and a ruler.

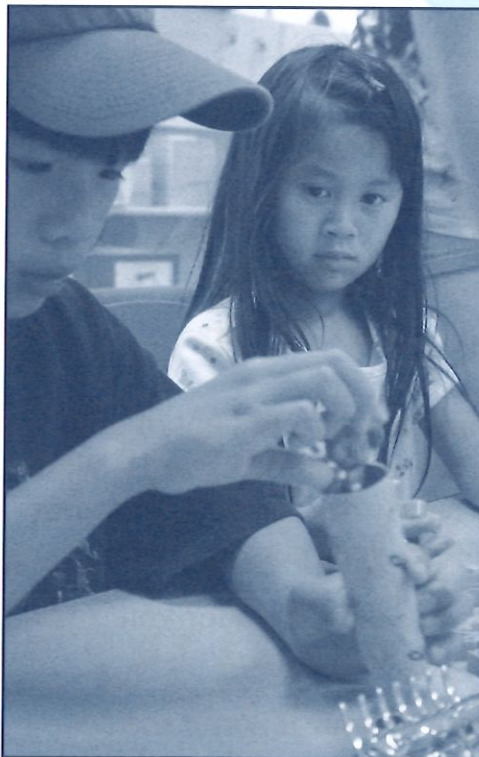


A small child learns about its world by putting things in its mouth.

If something is too small, however, the child could swallow it and choke. In this activity you'll make a choke-tube tester.

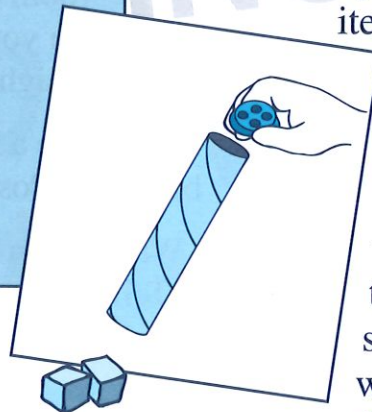


Measure the opening (diameter) of the tube with your ruler. It should measure  $1\frac{1}{4}$  inches. If not, you'll need to fix it. Cut the paper tube lengthwise. Overlap the edges to make an opening that measures  $1\frac{1}{4}$  inches and tape it the length of the tube. You can decorate and label your choke-tube tester.



If the toy fits in this tube, it's too small.

Next collect some small items and toys that a young child might use. Test the items with your new tube tester.



Try to drop each item through the tube. Put all the items that are small enough to fit through the tube into a "Not Safe" pile. Put all the items that are too big for the tube into a "Safe" pile. Make a safety display or poster to share with families that have young children.



# STOP and Talk it Over

1. What items fit through the choke tube?

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2. What could happen if a small child played with these items?

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3. What can you do to prevent children from playing with unsafe toys?

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4. What do you put in your *own* mouth that could choke *you*?

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5. Besides the size, what else do you have to consider when selecting safe toys?

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## SLOW Information Ahead

Did you ever get something caught in your throat? When this happens, it blocks your air passage, so you can't breathe or talk. You can prevent choking by:

- ◆ Never putting small, non-food objects into your mouth.
- ◆ Chewing your food well before you swallow.
- ◆ Never running with food or gum in your mouth.



## More to Grow On



1. For a quick choke-tube tester, use an empty film canister. Measure the diameter to make sure it is 1¼". Decorate your canister and label it.
2. What food do you think is not safe for young children? Test with your choke tube. How can this food be made safe for a small child to eat?
3. Do a safety check on your own stuffed animals, action figures and dolls. Pull on the eyes, ears and other small body parts. Are they loose? Check any of their clothes and accessories. Does anything fit through your choke tube? Repeat this test at a local nursery school or day care center.
4. Take Red Cross training on how to help someone who is choking.



# Word Journey

Here is a list of some important child development words and what they mean. You'll find these words in boldface (darker) type in the activities. See how many you know. Can you create a sentence using each word?

**Emotion** - Feelings that you have. Common emotions are happy, sad, love and fear. Can you think of others?

**Feelings** - Strong emotions.

**Hazard** - A possible source of danger; a chance of being injured.

**Observation** - The act of using your senses (sight, hearing, touch, smell and taste) to learn.

**Portfolio** - A collection of notes, pictures, drawings, photographs and other items that show others what you have learned.

**Responsibilities** - Tasks or actions that you're expected to do. These could be duties or jobs.

**Roles** - A position you hold or have. Examples are daughter, son, player, or dancer.

**Safety** - Freedom from danger, risk or injury.

**Symbol** - A sign that represents something else. An example is the 4-H clover that represents 4-H, or the symbol for the Red Cross.

**Thinking** - Using your mind or brain to do things and solve problems.

**Time management** - The act of using your time wisely.

**Unique** - Special.



# Information Center

Here are some more resources to help you learn about child development. Ask your project helper to help you find these and other current resources. More are available at your local public or school library. Be sure to contact your local Cooperative Extension Office for more information as well as access to their state and national web sites.

## Magazines

*Family Fun*, New York, NY ISSN 1056-6333

*Wild Animal Baby* (Ages 0-3)

Vienna, VA ISSN 1526-047X

*Your Big Backyard* (Preschool 3-7)

Vienna, VA ISSN 0886-5299

*Babybug* (Infants and Toddlers)

Peru, IL ISSN 107-1134

*Ladybug* (Reading for Children)

Peru, IL ISSN 1051-4961

*Jack and Jill*

Indianapolis, IN ISSN 0021-3829

## Organizations

American Red Cross

8111 Gatehouse Road

Falls Church, VA 22042

(or contact your local Red Cross chapter)

Consumer Safety Product Commission

East West Towers

4330 East West Highway

Bethesda, MD 20814

Phone: 301-504-0580

For information on 4-H Coverbud or Younger Member Programs, consult your local Cooperative Extension Office.

KIDS  
ON THE  
GROW!

## Step 1 Completion: Kids on the Grow! Achievement Program

I certify that

\_\_\_\_\_ has completed  
Step 1 of the *Kids on the Grow!* Achievement Program.

Project Helper's Signature

Date



## Step 1, Growing On My Own

# Before and After—What do you know?

Here is a great way to see if you learned some new skills in this project. Before you start doing the activities in this guide indicate what you know *before* you started the project. Then when you complete the project, indicate what you know *after*. You may be surprised what you learned. Or if you are at the end of the project and you did not fill the *before* part in, just think back and try to remember what you knew *before* you started as well as what you know now, or *after* you took the project.

Share the results with your helper. Begin each skill with the words:

*I know how to...*

Then circle

- 1 - *To a great extent*
- 2 - *Somewhat*
- 3 - *Not at all*

Step 1, Growing on My Own I know how to...	Before	After
List the four different ways kids grow	1 2 3	1 2 3
Create a special place to keep my learning things	1 2 3	1 2 3
Observe how people express different emotions	1 2 3	1 2 3
Understand that it is OK to be different	1 2 3	1 2 3
Get myself ready in the morning	1 2 3	1 2 3
Help my family	1 2 3	1 2 3
Identify child safety hazards in my home	1 2 3	1 2 3
Identify safe toys for small children	1 2 3	1 2 3



Go to the [n4hccs.org](http://n4hccs.org) web site and click on the Child Development Project page to download a copy of this evaluation.





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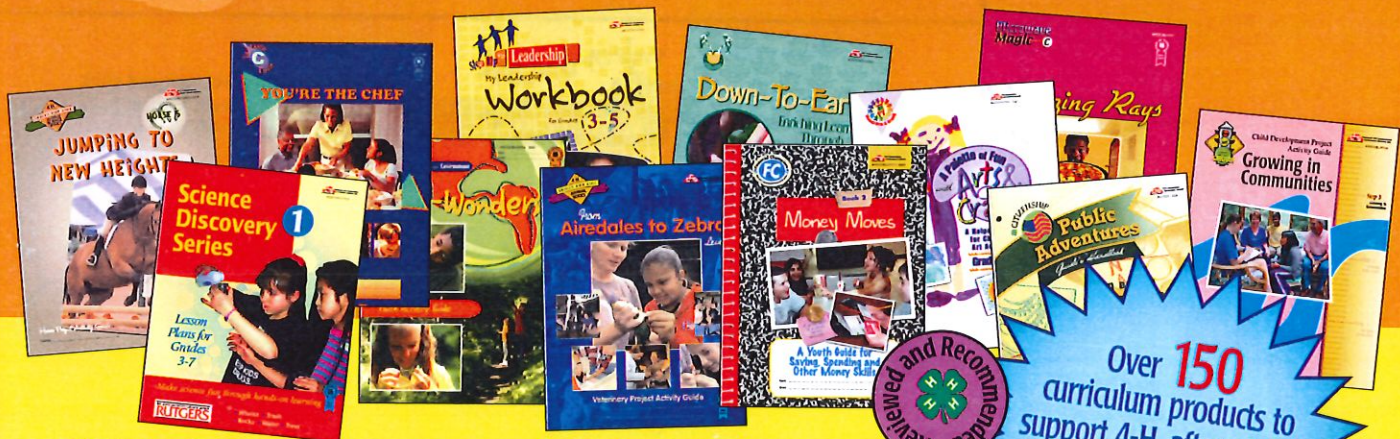
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"Developing Skills for Life"

# "Developing Skills for Life"



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