

Growing in Communities

Step **3**
Growing in
Communities



Step 2
Growing
With Others

Step 1
Growing
On My Own

**Child Development
Project Activity Guide**



REVIEWED & RECOMMENDED
National 4-H Curriculum

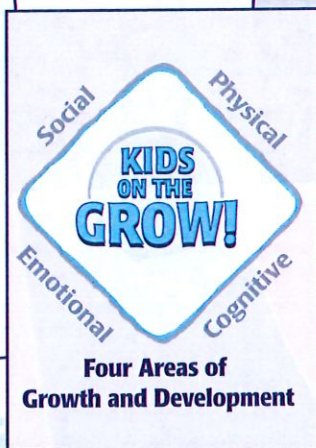
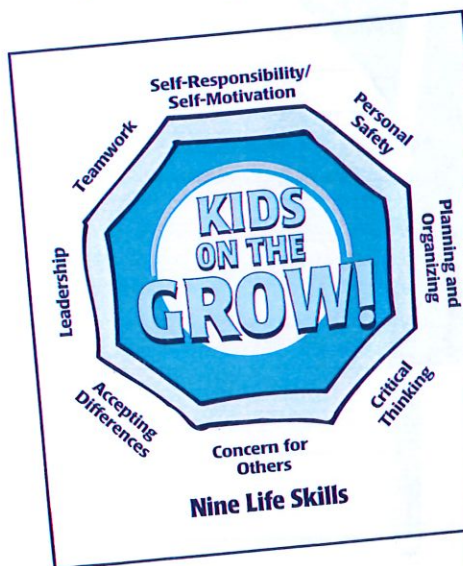
Note to the Project Helper

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

The child development project is aimed at youth in grades 3–10. Step 3 is suggested for youth in grades 7–10. It focuses on learning about the whole child, the child’s total growth and development. This is the third of three levels or steps in the project. 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 are encouraged to complete the babysitting curriculum *before* taking level three of *Kids on the Grow!*

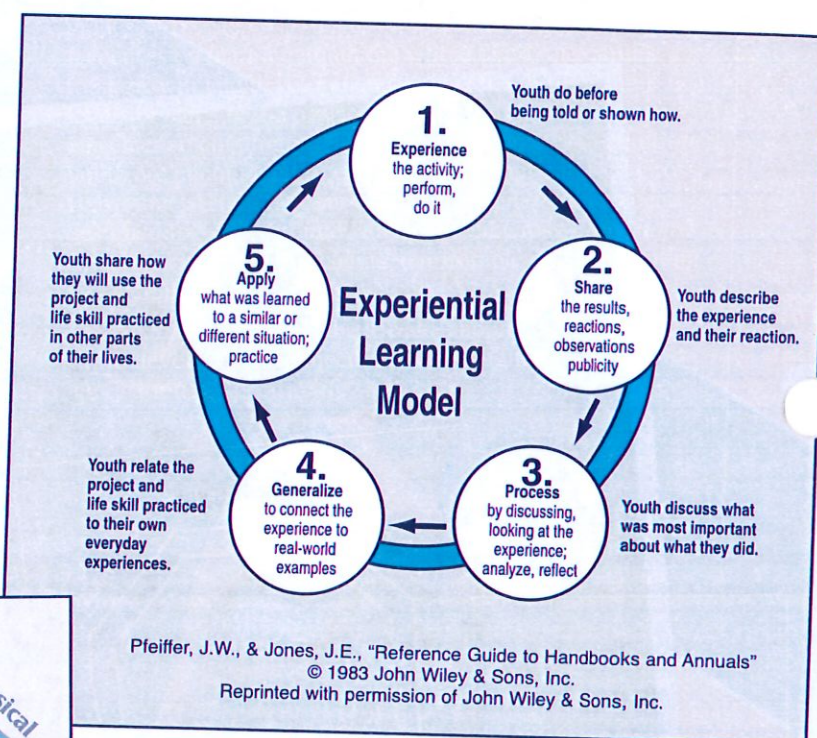
Kids on the Grow! uses the life skill approach to learning. Child development subject matter is taught through application of specific life skills.



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 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

Kids on the Grow! Helper’s Guide gives several group activities that you can adapt 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

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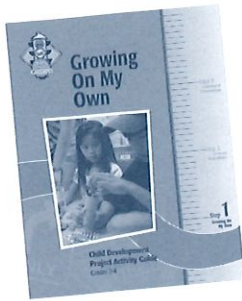
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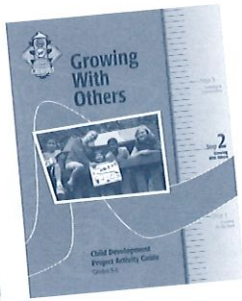
What's Inside?

For more on Child Development, check these other guides in this series.



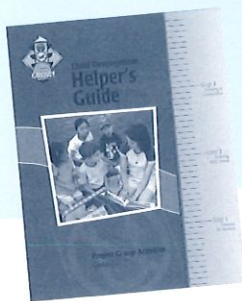
Growing On My Own

- Chapter 1 - Head**
 1. Bloomin' Bags!
 2. My Learning Box
Chapter 2 - Heart
 3. Story Masks
 4. Potato Pals!
Chapter 3 - Hands
 5. My Morning Routine
 6. I Fit In My Family
Chapter 4 - Health
 7. Home Hazard Hunt
 8. Be a Toy Inspector



Growing With Others

- Chapter 1: Head**
 9. Home Alone Game
 10. My Plan for Me
 11. Picture This
Chapter 2: Heart
 12. Toys as Tools
 13. Circle of Friends
 14. Friendly Flyer
 15. How I See It
Chapter 3: Hands
 16. Putting the Pieces Together
 17. Family Connections
 18. Family Rules
Chapter 4: Health
 19. Family, Food and Fotos
 20. Safety Inspector
 21. Kids Club 4 Mother's Helpers
 22. Street Smart



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 Child Development Content and Life Skill Grid
- How to Teach It**
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 Using the Experiential Learning Model
 Documenting Learning with Kids on the Grow!
 Optional Formats for Kids on the Grow!
 Building Youth Assets
 Working with Kids
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 How to Plan Successful Project Sessions
 Project Session Ideas
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 39. Swing to the Music
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 41. Bubble-rific
 42. Dinosaur Soup
 43. Here Comes the Judge
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Step 3, *Growing in Communities*, is suggested for Grades 7-10.

KEEP
RIGHT

Having Fun with *Kids on the Grow!*

Are you ready for some more challenges in child development? In this unit you will look at potential child development careers, do a profile of families in your community, participate in an intergenerational community service project, gain experience as a teacher or coach, make playgrounds safe in your neighborhood and much more.

You'll continue to learn more about yourself, too. You'll learn things you can use all your life, like thinking critically, accepting differences, leadership and personal safety.

Your Portfolio

Remember, continue to save all your notes, drawings and pictures in a *Kids on the Grow!* portfolio. A portfolio is a collection of notes, pictures, journal entries, drawings, photographs and projects. It helps you measure what you are learning.

Your Project Helper

Try to do at least seven *Kids on the Grow!* activities this year. There are 14 main activities in this project guide and several other fun activities in the More to Grow On sections. You can also create your own fun 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 guide you as you talk about what you learn. When you're done with an activity, your helper can check it off the list of activities on pages 4-5 in this guide.

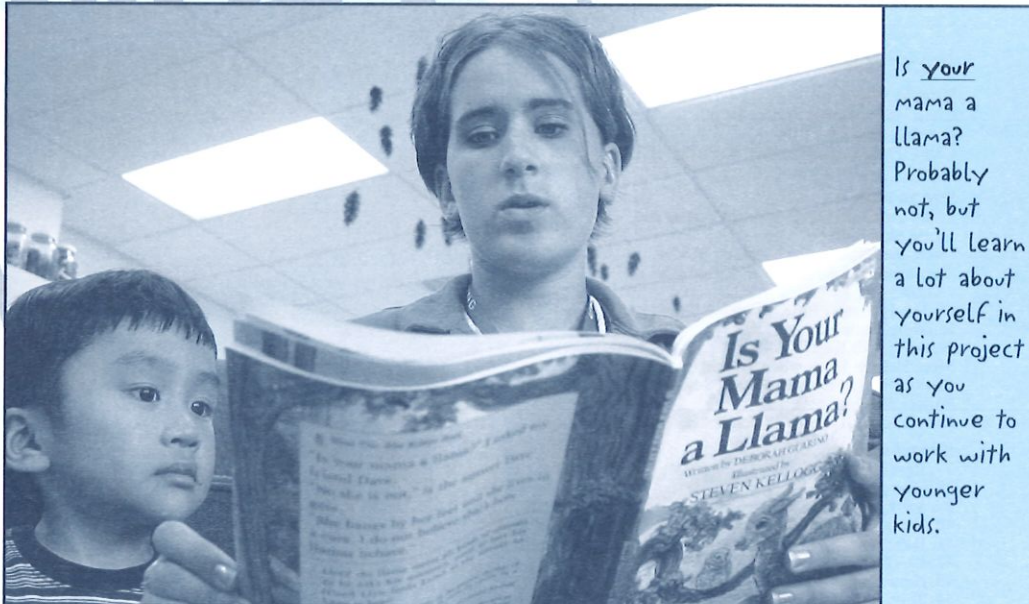
Write the name and phone number of your project helper here:

My Project Helper _____

Phone _____

E-Mail _____

**Good luck with Step 3 of
*Kids on the Grow!***



Is your mama a llama? Probably not, but you'll learn a lot about yourself in this project as you continue to work with younger kids.

Step 3 Achievement Program

Try to do at least seven activities each year. There are 14 main activities in this guide and many extra activities in the More to Grow On sections. You can also make up your own activities. Ask your project helper to date and initial each activity after you're done.

Chapter 1: Head

I Choose (Year)	Main Activities
	<p>Yes 23. A-B-C Career Watch Page 6</p> <p><input type="checkbox"/> I am more aware of careers related to child development.</p> <p style="text-align: right;">Date _____ Initial _____</p>
	<p>Yes 24. See How They Grow Page 8</p> <p><input type="checkbox"/> I know how to observe children while they play.</p> <p style="text-align: right;">Date _____ Initial _____</p>
	<p>Yes 25. What's the Message? Page 10</p> <p><input type="checkbox"/> I know about the effects of TV on children.</p> <p style="text-align: right;">Date _____ Initial _____</p>
Additional Activities	
	<p>a. More to Grow On Page _____ # _____</p> <p style="text-align: right;">Date _____ Initial _____</p>
	<p>b. More to Grow On Page _____ # _____</p> <p style="text-align: right;">Date _____ Initial _____</p>
	<p>c. Write your own activity.</p> <p style="text-align: right;">Date _____ Initial _____</p>

Chapter 2: Heart

I Choose (Year)	Main Activities
	<p>Yes 26. Obstacles and Assessments Page 12</p> <p><input type="checkbox"/> I can identify a child's special need and make some adjustments.</p> <p style="text-align: right;">Date _____ Initial _____</p>
	<p>Yes 27. Building Friends Page 14</p> <p><input type="checkbox"/> I have experienced the synergy of friends working together.</p> <p style="text-align: right;">Date _____ Initial _____</p>
	<p>Yes 28. Community Profile Page 16</p> <p><input type="checkbox"/> I know how to interview families in my community.</p> <p style="text-align: right;">Date _____ Initial _____</p>
	<p>Yes 29. Block Buster Page 18</p> <p><input type="checkbox"/> I understand the perspectives of others.</p> <p style="text-align: right;">Date _____ Initial _____</p>
Additional Activities	
	<p>a. More to Grow On Page _____ # _____</p> <p style="text-align: right;">Date _____ Initial _____</p>
	<p>b. More to Grow On Page _____ # _____</p> <p style="text-align: right;">Date _____ Initial _____</p>
	<p>c. Write your own activity.</p> <p style="text-align: right;">Date _____ Initial _____</p>

Chapter 3: Hands

Chapter 4: Health

I Choose (Year)	Main Activities
Yes	30. Your Intergenerational Community Page 20 <input type="checkbox"/> I can work on multi-generational community service projects. Date _____ Initial _____
Yes	31. A-Parent-Ly Page 22 <input type="checkbox"/> I know more about parenting roles. Date _____ Initial _____
Yes	32. Put Me In, Coach! Page 24 <input type="checkbox"/> I can teach or coach younger children. Date _____ Initial _____
Yes	33. Guiding Growth Page 26 <input type="checkbox"/> I can create a puppet show about child discipline. Date _____ Initial _____
Additional Activities	
	a. More to Grow On Page _____ # _____ Date _____ Initial _____
	b. More to Grow On Page _____ # _____ Date _____ Initial _____
	c. Write your own activity. Date _____ Initial _____

I Choose (Year)	Main Activities
Yes	34. Babysitting Kit Page 28 <input type="checkbox"/> I can make a babysitting kit. Date _____ Initial _____
Yes	35. Let's Play It Safe Page 30 <input type="checkbox"/> I know how to make playgrounds safe. Date _____ Initial _____
Yes	36. First Aid Kids Page 32 <input type="checkbox"/> I can make a first aid kit. Date _____ Initial _____
Additional Activities	
	a. More to Grow On Page _____ # _____ Date _____ Initial _____
	b. More to Grow On Page _____ # _____ Date _____ Initial _____
	c. Write your own activity. Date _____ Initial _____



Unit 3 Completion: Kids on the Grow! Achievement Program

I certify that

_____ has completed
Step 3 of the *Kids on the Grow!* Achievement Program.

Project Helper's Signature

Date

Head In this chapter you'll use your head to practice the life skills of *critical thinking* and *planning organizing*. In the activities you'll learn about child development careers, how to observe and learn from children, and the impact of television on children.

Activity
23

Life Skill: Planning and organizing
Child Development Project Skill: Becoming aware of child development careers

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

A-B-C Career Watch



Follow the A-B-C (Ask-Brainstorm-Create) approach to exploring the world of **careers** in child development. Then create a career game for a specific age group.



Ask yourself what you want to do for your career. Close your eyes and create a picture of yourself in a future job. What kind of work are you doing? With whom are you working? Where are you working? What is your working environment? Do you like your job?



Brainstorm about jobs that involve working with children, an exciting and rewarding career field. Some jobs work directly with children, such as teaching, child care workers, pediatric doctors and nurses. Others work indirectly with children, such as researchers, clothing designers and toy designers. Complete the following A-B-C Brainstorm of child development careers. Try two or more rounds of this brainstorming fun. If you can't think of a career for a letter, you can pass. You can also ask your helper for ideas, or better yet, include him or her in the game.

Create a game to teach others about the great variety of child development careers on your brainstorm list. Make a card for each career. Put the career title on one side and the following information about the career on the other side:

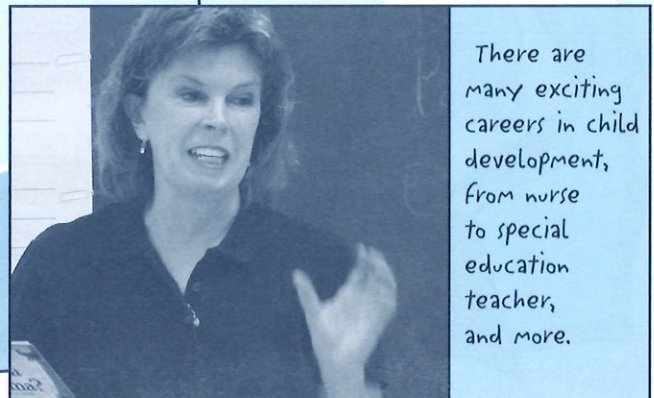
- Job description
- Job skills and abilities needed
- Job training needed
- Ages of youth that a person in this job works with.

The *Occupational Outlook Handbook* and the Internet website are excellent resources on careers. Check your public and school libraries for more resources.

Then create a game in which to use your new career cards. For example, you could create a board game. Players shake dice and move along the board's "career path" when they name the career on the card based on the description. Or create a matching game with your cards, where players must match the skills with the career. Be creative! Have fun! Just make sure your games match the ability of the players.

A-B-C Brainstorm: Child Development Careers

A _____	N _____
Babysitter	O _____
Child Care Coordinator	Pediatrician
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	Teacher
Home Visitor	U _____
I _____	Volunteer
Juvenile Judge	W _____
K _____	X _____
L _____	Youth Minister
M _____	Z _____



There are many exciting careers in child development, from nurse to special education teacher, and more.

STOP and Talk it Over

1. How many different careers with children did you discover through brainstorming?

2. Describe how you planned and organized your game. What did you learn by creating the game? What did others learn by playing the game?

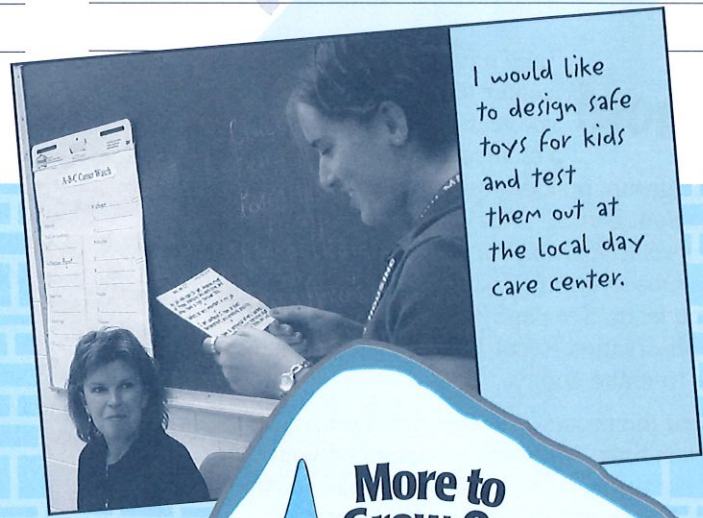
3. Summarize the different skills needed in the various careers that work with children.

4. Outline a plan to observe and meet people in the child development careers that interest you the most. List the places where you could receive the training you would need.

SLOW Information Ahead

Choosing a career takes time and careful planning. You need to explore your own values, interests, abilities and personal characteristics first. Know what your likes and dislikes are before you seriously look at careers. Consult career games, books and speakers to see the variety of jobs in the world of work today. You can also “shadow” professionals in job areas that interest you. To shadow means to observe people on the job several times and participate in their work activities. Most organizations encourage shadowing experiences and internships. Keep a log or journal of your shadowing experiences. Most people change jobs several times during their lifetimes, so learning how to explore careers is a skill you’ll probably use again and again.

Inventing games is a fun way to teach and learn. You could enter your games in the University Games’ National Young Game Inventors Contest or submit your game idea directly to game companies, who are always looking for new ideas. Check your local library for resources. Check the University Games web site.



I would like to design safe toys for kids and test them out at the local day care center.

More to Grow On

1. Play the A-B-C Game with younger children. Let them choose a category and take turns calling out the item that starts with the next letter in the alphabet. It is a great way for kids to exercise their memories and learning skills.
2. Create a quiz board to teach others about child development careers.
3. Develop a résumé to seek a career in child care and development. Get help from your local library, guidance counselor or workforce development center.
4. Invite people in child development careers to talk to your group. Sources include workers from the pediatrics area of your local hospital, toy designers, toy advertisers and teachers from after-school centers.

See How They Grow

Activity
24

Life Skill: Critical thinking
Child Development Project Skill: Observing child behaviors
National Academic Standard: NL-ENG.K-12.7,
National Language Arts English, Evaluating Data



Ready!

Interact with young children to study their developmental skills and recommend appropriate activities for them.



Set!

Find a picture of yourself from five years ago. Compare it to the person you see in the mirror. What changes do you see? What other changes do you see in your hobbies, your feelings and your friends? The changes are probably remarkable!

We change every day. We experience **physical, cognitive, social** and **emotional growth**. We grow at predictable rates and stages called “stages of **development**.” In this activity you will look at the developmental characteristics of five and six year old children.



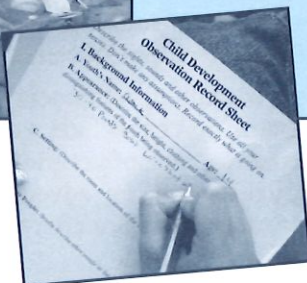
Grow!

Take a field trip to a child care center to interact with five and six year olds. After you've had a chance to become familiar with the group, pick out one youth for in-depth **observation**. During observation, you will use all of your senses to learn about someone or something. Use the Observation Record Sheet to write down what you learn. See page 34 of the Helper's Guide for an Observation Record Sheet that your helper can use to make copies.

Repeat the process several times with a different youth each time. After you've compiled your data, look at the information in the Information Ahead section. Check off all the developmental characteristics that you observed in youth at the child care center. Share your observations with your helper and the director of the child care center.



Use the observation sheet to record what you see and hear.



Child Development Observation Record Sheet

Describe the sights, sounds and other observations. Use all your senses. Don't make any assumptions. Record exactly what is going on.

I. Background Information

A. Youth's Name: _____ **Age:** _____

B. Appearance: (Describe the size, height, clothing and other distinguishing features of the youth being observed.)

C. Setting: (Describe the room and location of the observation.)

D. Other People: (Briefly describe other people in the room and what they are doing.)

II. Sights

A. Activities: (Describe what activity the youth is involved in. Note how this compares with the actions of other youth in the group.)

B. Playthings: (Describe what the youth is playing with, including toys, tools, art supplies and gym equipment. Note how this compares with the playthings of others.)

C. Body Movements: (Describe how the youth moves, including the muscles used when moving and playing.)

D. Facial Expressions: (Note the youth's expressions, such as raised eyebrows, grimaces, puzzled looks and smiles.)

III. Sounds

A. Speech: (List some of the youth's words, phrases and sentences. Note how this compares with the speech of others.)

B. Other Sounds: (List any background music, noises, etc.)

IV. Any Other Observations



STOP and Talk it Over

1. Summarize your observations. Explain why the youth did some things differently even though they were the same age.

2. Did the activities and toys provided by the center appear to meet the needs of the age group? What changes would you suggest to the child care center?

3. What activities can you recommend for youth of this age to help them grow and develop?

4. How can you apply what you learned in this activity to other situations to better serve youth of this age?

SLOW Information Ahead

Developmental characteristics for youth ages 5–8:

- Are easily motivated, eager to try something new
- Deal with the here and now (“concrete” thinkers)
- Attention or interest spans are short—about 20–30 minutes
- All new learning involves use of language
- Sensitive to criticism; don’t accept failure well
- Learn best when physically active; like to explore
- Begin to develop friendships, usually with youth of the same sex
- Want to be liked and please adults
- Have a special attachment to older youth
- Prefer cooperative activities, not competition
- May have a hard time telling the difference between fantasy and reality

See the Helper’s Guide for more information on the characteristics of youth.

More to Grow On

1. Repeat this activity with a friend who observes the same youngster at the same time. Then compare your results and discuss any differences. Discuss how you both can improve your observation skills.
2. Put your video skills to practice and tape a group of children playing. Analyze the play session using the Observation Record Sheet.
3. Write a how-to guide for child care providers working with youth ages five to six. Present your ideas on what activities to provide. Add pictures to your text.
4. Researchers have created developmental characteristics for youth of all ages. What characteristics would you list for youth ages 13–16? Compare it to any lists you find at your local library, the Internet and your county Extension office.

What's the Message?

Activity
25

Life Skill: Critical thinking

Child Development Project Skill: Understanding the effect of TV on children

National Academic Standard: NL-ENG.K-12.3, National Language Arts English, Evaluation Strategies



Observe and evaluate TV programs and commercials aimed at kids.



Let's go TV channel surfing! Working with a younger child, check out several channels that feature kids' programming. What messages do you see or hear? How does your young partner react to the programs? Now select two or three programs to watch and evaluate. Make sure you watch the commercials, too. Use the Television Evaluation Form below to record your observations. Be as complete as possible.

Watching television has become a daily activity for most of us. The average school-aged child watches over 25 hours of television per week. By age 65, you will have spent nine years watching TV! But what are kids learning from television? What are the messages they receive from programs and commercials? In this activity you'll study children's programming on TV.

When you have completed your reviews, create a display, poster or presentation to share the information you have discovered.

Television Evaluation Form

Title of children's program _____

Time of day _____

Length _____

Fiction _____ Nonfiction _____

Age of intended audience _____

Main characters _____

Plot or story _____

Main message _____

What kids will learn _____

Positive things _____

Negative things _____

Statements from partner about the program _____

Your overall evaluation _____

Commercials _____

Products for sale _____

Sales approaches _____

Hidden messages _____



Watching television to evaluate kids' programs is hard work, but someone's gotta do it!

STOP and Talk it Over

1. What main messages did you and your partner hear and see that were aimed at kids? What were the similarities and differences between what you and your partner heard and saw?

2. How many of the messages were negative, how many were positive? How did you feel about the results?

3. List criteria you use to decide if a television program is worth watching. How can you help kids decide if a program is worth watching?

4. What can you do to improve the quality of children's TV programming in your community?

SLOW Information Ahead

Habits are things that we do without thinking about them. Habits can be positive, such as reading before bedtime or brushing your teeth after each meal. They can be negative, such as biting your fingernails or interrupting people when they speak. Watching TV can become a habit, too. Part of growing up is developing good habits.

The first step in creating or controlling a habit is to record when the activity or behavior occurs. Complete the following survey to record your daily TV watching habits. List the amount of time you watch television in one week.

	Morning	Afternoon	Evening	Daily Total
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
WEEKLY TOTAL				

PROJECT ONLINE

www.4-H.org/curriculum/childdevelopment

For an electronic version of this worksheet, go to the National 4-H Curriculum web site and click on the Child Development Project Online page.

Next, make a list of some other things that you've been wanting to do. Select a time that you normally watch television and do one of the activities on your things-to-do list instead. Changing habits takes time, but it will make you feel more in control of your life.

More to Grow On

1. Take a look at the TV habits of your family. Find out how many times each member, including yourself, watches television during the week. Ask everyone to keep a daily log of his or her viewing habits, including the name of each program. Discuss the results with your family. What can you do to improve your family's TV viewing habits?

2. Do a study on how TV programs are created and how stations decide what to broadcast. Tour a television studio as part of your study.

3. Write your own script for a kids' TV show. Choose a name, location, characters and sponsors. What will be your message? What will you want to teach on your show?

4. Create a checklist of positive messages that you would like to see in children's television programs. Share your list with parents to use when evaluating or reviewing a television show or commercial. Become an advocate for quality television in your community.

5. Complete a study comparing the negative and positive messages in popular kids' magazines. How do the results compare to your television study?

Heart In this chapter your heart will grow as you learn the life skills of *concern for others* and *accepting differences* in others. In the activities you'll learn how children with different abilities have different needs, how to be a friend, why we celebrate the diversity in our communities and how we all have different ways of looking at things.

Obstacles and Assessments



Learn how children with different abilities have different needs.



What are your special skills and talents? Are there some things you have difficulty doing? About one out of every six Americans has some type of **disability**. In this activity you'll experience some of the obstacles that people with disabilities may face.



Partner with a preschooler to complete this activity. First create an obstacle course with at least three different stations. Then navigate the obstacle course with your partner. Record your results and observations.



I had no idea this would be so hard to do!



Activity 26

Life Skill: Concern for others

Child Development Project Skill: Accessibility and disability awareness

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

Ideas for Station Activities

- **Station 1** – Run through a sand pit or sand box wearing over-sized boots. If you have access to a beach or sand volleyball court, play sand volleyball in these boots. Set up a row of tires to walk through in these same boots.
- **Station 2** – Put on a large shirt with the sleeves tied or sewn shut. Play catch with a football.
- **Station 3** – Put on large rubber or ski gloves. Pick up coins lying on a smooth surface. Tie your shoes. Shuffle a deck of cards.
- **Station 4** – Put on a blindfold, then eat a cupcake and fill a glass with water. Drink the water using one hand.
- **Station 5** – Listen to the description of an object. Draw a picture of the object.

Building Friends

Activity
27

Life Skill: Concern for others

Child Development Project Skill: Developing friendships

National Academic Standard: NL-ENG.K-12.4,
National Language Arts, Communication Skills



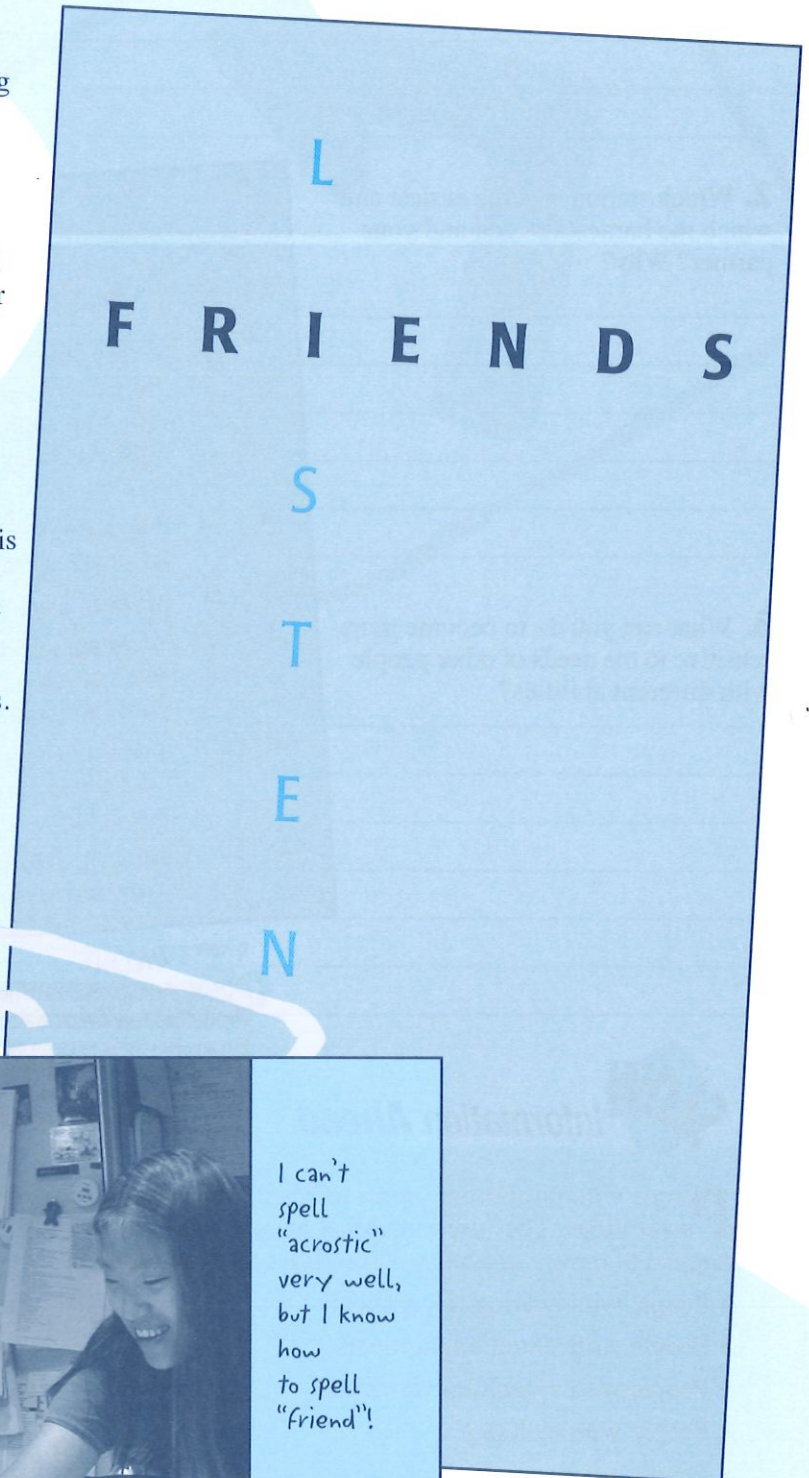
Compare the results of working on a task alone, and then together with a friend.



Building friendships takes work, but the rewards are great! In this activity you will complete a special puzzle with one of your friends.



First, complete the following puzzle or “acrostic” yourself. Start with the word Friends. Then use each letter in the word to complete another word that describes the qualities of a good friend. For example, a friend is someone who will listen to you. After you’ve completed the acrostic alone, complete another Friends acrostic with another person. Don’t use any of the words that you used in your first acrostic. You may want to make one or more of your acrostics into word searches or crossword puzzles.



I can't spell "acrostic" very well, but I know how to spell "friend"!

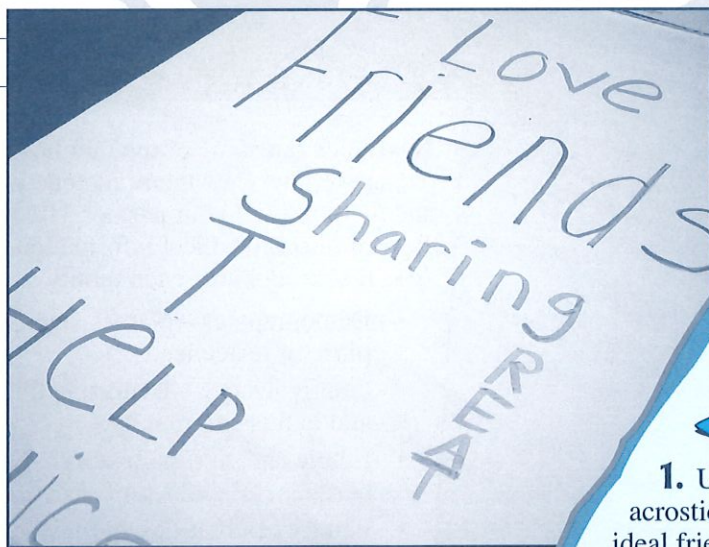
STOP and Talk it Over

1. Share the words you used in your two Friends acrostics.

2. Was it more fun to complete alone or with someone? Was it harder or easier? Explain.

3. What are the benefits of working together? What are the risks of working together? How do you decide when it's worth these risks?

4. How can you demonstrate concern for others when you work or play with them?



SLOW Information Ahead

There's a saying that two people working together can do the work of three or more. This effect is called **synergy**. It happens when people work together to solve problems or complete projects. We accomplish so much more working as a group . . . more ideas, more energy, more fun . . . than we can working individually.

More to Grow On

1. Use some terms from your Friends acrostics to write a personal ad seeking an ideal friend.
2. Use some terms from your Friends acrostics to outline a Friendship Guidebook on how to make a friend and be a friend. Target your book to a specific audience, such as preschoolers, school-aged youth or teens. Share your outline with your helper.
3. Create new acrostics using Cooperation and Teamwork as your key words.
4. Create a Friendship Quilt. Each person in your group creates his or her own square on "friendship," then as a group, you tie or quilt the squares together into a quilt.

Community Profile

Activity
28

Life Skill: Accepting differences

Child Development Project Skill: Understanding family demographics

National Academic Standard: NL-ENG.K-12.9, National Language Arts English, Multicultural Understanding



Ready! Create a display to celebrate the rich diversity of families in your community.



Grow! Partner with a younger child for this activity. First, create a “cross section” of the family cultures, nationalities, religions and traditions that exist in your community.

For help researching the types of families that make up your community, consult your local library, historical society, local public officials and senior citizens. Or go to the U.S. Census Bureau web site.



Set! You are an important part of your community. You bring special talents, ideas, experiences and history. Everyone in your community is unique and special. Together you make your community special.

Family Profile Record Sheet

Demographics _____

Family history _____

Ethnic and cultural history _____

Family celebrations and festivals _____

Likes and interests _____

Hobbies and other interests _____

Skills and abilities _____

Associations _____



Make the interview a positive experience for you and the family.

Next, pick out some of the families on your list and prepare to interview them. Include your own family and the family of your partner. Use the Family Profile Record Sheet to collect information on each family. You'll want to know each family's:

- Demographics – Names, ages, occupations, place of residence.
- Family history – History in this country and in this community.
- Ethnic and cultural history – Nationality, cultural heritage, religious preference.
- Family celebrations and festivals.
- Likes and interests – Favorite entertainment, music, radio and TV station, newspaper.
- Hobbies and other interests.
- Skills and abilities – Things the family is good at; things about which the family is most proud.
- Associations – Membership in clubs, organizations and groups.

Decide how you will present your community profile to the public when it's completed. You may want to create a feature story, scrap book, video tape, audio tape, display or picture collage. Make sure that you thank all the people whom you interview.

STOP and Talk it Over

1. Summarize your community's profile.

2. What similarities and differences did you find in the families of your community? What did you learn about yourself and your partner through this activity?

3. How does the diversity of families strengthen a community?

4. What are some other ways that you can honor and celebrate the diversity in your community?

SLOW Information Ahead

For our national census held every 10 years, the federal government asks each citizen to place his or her ethnic origin in one of the five following categories:

- **American Indian or Alaskan Native** – Person with origins in any of the original peoples of North America and who maintains cultural identification through tribal identification or community recognition.
- **Asian or Pacific Islander** – Person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or the Pacific Islands (e.g., China, Japan, Korea, the Philippine Islands and Samoa).
- **Black, not of Hispanic Origin** – Person with origins in any of the black racial groups of Africa.
- **Hispanic** – Person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White, not of Hispanic Origin** – Person with origins in any of the original peoples of Europe, North Africa or the Middle East.

More to Grow On

1. Do profiles on five to 10 families who lived in your community 100 years ago, then summarize the information into a *historical* community profile. Compare your historical community to your current community. How has your community changed?
2. Attend festivals in several local communities. Take pictures and interview others who attend those festivals. Prepare a feature story comparing the festivals. Explain what makes each community unique and why.
3. Genealogy is the “study of family lineage.” Diagram a **family tree** to show your family’s lineage. Make yourself the trunk of this tree. Then fill in the branches with your family and ancestors. Start by asking lineage questions of your family. Other sources include the library, churches, historical societies and the Internet.
4. Look again at the national definitions for ethnic groups in the Information Ahead section. How many of these cultures and ethnic groups are represented in your community? What are the benefits and the problems with putting people into categories like these?

Block Buster

Activity
29

Life Skill: Accepting differences

Child Development Project Skill: Understanding the perspective of others

National Academic Standard: NL-ENG.K-12.4,
National Language Arts English
Communication Skills



Ready! Learn to understand the perspective of another by playing together with building blocks!



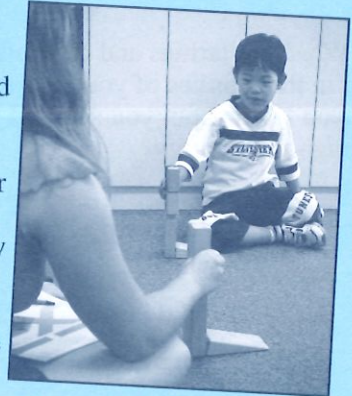
Set! Building blocks are great toys! You can make them at home or buy them in different sizes, shapes and materials. They develop small and large muscles, teach creativity, and promote teamwork and sharing. In this activity you'll try to reconstruct a block structure just by listening to someone's building directions. Try it!



Grow! You will need a variety of building blocks and partners for this activity. Each partner needs to be at a different age or stage of development. For each round, you and your partner will need a duplicate set of building blocks.

Round 1 – Start simple.

Select a younger partner. Both of you choose an identical set of large blocks (same number of shapes and sizes). Three to five blocks will do. Warm up by sitting face to face and asking your partner to listen closely, as you *tell* and *show* them how to build the *same* block structure. If they are too young and have a hard time following your directions



while you are facing them, you may want to just continue building that way. If the child seems ready and able, then sit back to back on the floor so one can't see what the other is building. Your partner starts by creating a structure with his or her blocks, while you sit and wait. When your partner is done, he or she gives you verbal instructions on how to recreate the same structure with your blocks. When you're done, compare your structures. Record the results.



Round 2 – Make it harder.

With your same partner, complete the activity again using much smaller blocks or more blocks. Record your observations.

Complete Rounds 1 and 2 with other partners from different age groups. You can even change places so that *you* create the structures and give the instructions. Compare the results. Record all your observations on the Observation Record Sheet. Discuss the results with your helper.

STOP and Talk it Over

1. What happened when you did the activity in round one? In round two?

2. How did the re-created structures differ from the originals? How can you explain the differences?

3. How do our abilities change as we grow and develop?

4. Describe a situation when it will be important to see things from the other person's perspective.

Blockbuster Observation Record Sheet

(Make copies of this worksheet and repeat as often as needed.)

Round 1 - Start simple

Instructor's Name: _____ Age: _____

Follower's Name: _____ Age: _____

Number of blocks: _____

Instructor's observations of child's ability to do the task:

Follower's comments on how well the instructor gave directions:

Suggestions for next time:

Round 2 - Make it harder

Instructor's Name: _____ Age: _____

Follower's Name: _____ Age: _____

Number of blocks: _____

Instructor's observations of child's ability to do the task:

Follower's comments on how well the instructor gave directions:

Suggestions for next time:



1. Complete the Block Buster activity again. This time you become the *observer* as other partners complete the activity. Observe and describe the muscle development and control of each partner. Listen how each partner gives and reacts to the instructions.

2. Hold a Block Building Contest. Teams of kids of all ages work in groups to build block towers of various shapes and sizes. Award the tallest, strongest and most creative entries.

3. Ahhh, pretzels! With youth of mixed ages, make pretzels from a simple yeast dough recipe or from frozen bread dough. Teams will get practice in measuring, mixing, kneading and creating. Observe and record how the making of pretzels promotes our growth and development, especially physical development.

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For an electronic version of this worksheet, go to the National 4-H Curriculum web site and click on the Child Development Project Online page.

SLOW Information Ahead

Toys are developmental tools that make learning fun. They develop our physical skills by encouraging use of our small and large muscles. We grow intellectually as we use toys to problem solve, sort and compare. Toys help us act out or explore our feelings, which is called emotional growth. By sharing our toys, we grow socially. Toys help us grow physically, cognitively, emotionally and socially.

Chapter
3

Hands In this chapter you will focus on *teamwork*, *self-motivation* and the leadership skills of *role identification* and *mentoring*. In the activities you'll learn more about your community, parenting, teaching children, and guidance and discipline.

Your Intergenerational Community

Activity
30

Life Skill: Teamwork
Child Development Project Skill: Creating intergenerational community service projects

National Academic Standard: NSS-C.9-12.5, National Social Science Civics, Roles of the Citizen



Ready! Get to know the **generations** in your community and how they affect you.



Set! You've probably heard about the "younger" generation or "older" generation, "Generation X" or the "Baby Boom Generation." A generation is a group of people who are about the same age and share a common culture. Different generations have different values and attitudes. In this activity you'll get to know and grow with the older generation in your community.



Grow! Plan a community service project that matches your strengths and abilities with the needs and interests of local senior citizens. Start by brainstorming several project ideas. Include seniors and youth on your brainstorming team. If you do not know seniors in your community, work with your local church or social service agency to identify those who might be interested in your project.

Community Service Project

Activity Ideas _____

Date, Time, Location _____

Supplies/Cost _____

People to Help _____

There are many possible community service projects that can involve senior citizens, such as exchanging crafts, making bird feeders, reading books or petting animals. Be creative. The project, however, should meet the needs of all the generations involved.

Schedule the event, including date, time, location, supplies, funds, tasks and workers. As your project unfolds, make sure someone is assigned to record it with pictures and video.

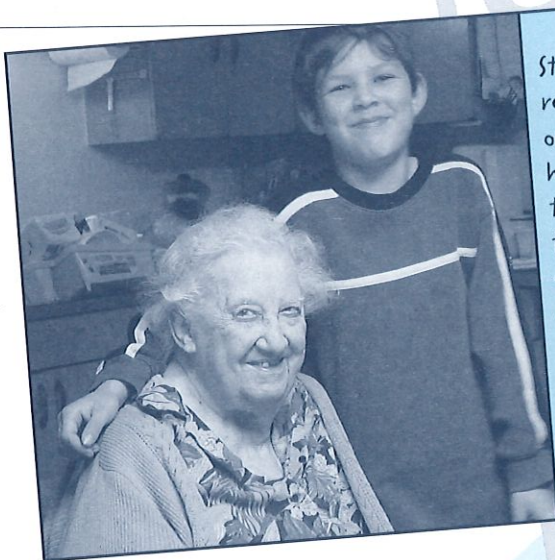
STOP and Talk it Over

1. Summarize the success of your project. What would you do differently next time?

3. What can you learn about others when you work together with them?

2. Describe what the seniors and the youth gained from this project.

4. How does community service benefit you and your community?



Storytelling, reading aloud, or just hanging out together are things all generations can enjoy.



SLOW Information Ahead

Volunteering is giving your time and energy for the benefit of others. Volunteering is our right *and* our responsibility. Community service projects build understanding, ownership and a sense of belonging for everyone involved. Projects can include service to people, places or the environment. Projects can help the disadvantaged and those facing crises, improve the environment, help people with disabilities, support multiculturalism, and promote safety and healthy living. Youth organizations in your community, church or school can help you get started on the rewarding and important role of volunteering.

More to Grow On

1. Many youth groups include community service as part of their volunteer activities. For more information, contact your county 4-H office, Boy Scout and Girl Scout offices, Boys and Girls Clubs, and church youth groups. Do a summary of the many ways these groups are making a difference today through community service projects.
2. Storytelling and reading aloud are things all generations enjoy. Identify a group in your community, such as young children, senior citizens or people with special needs. Research and collect stories and books for the group you select. Set a storytelling or book reading for them at a convenient time and location.
3. Create an adopt-a-grandparent program with one of the youth groups you belong to. Each member should team up with a local senior citizen. The teams can plan activities together, exchange greeting cards and teach one another special skills. Participants should keep logs of their activities and share them with the total group.

A-Parent-Ly

Activity
31

Life Skill: Leadership/role identification

Child Development Project Skill: Understanding parenting roles

National Academic Standard: NL-ENG,K-12.12, National Language Arts English Applying Language Skills



Find out what it's like to be a parent.



When you watch new parents, you'll probably see them display a whole range of emotions. You'll see lots of joy, pride and love. But you'll see frustration, too, because parenting is a challenge. It takes insight, patience and self-control to be a parent. The joy comes as parents learn to understand and appreciate how their children grow and develop. In this activity you'll take the lead as you and others explore the frustrations and pleasures, the roles and responsibilities of **parenthood**.



Organize some of your friends into interview teams. Each team will interview at least two different types of families. Here are a few suggestions to get you started:

- Your own parents
- Your grandparents
- Single parent families
- Families with adopted children
- Blended families, step parents, foster parents
- Or any other

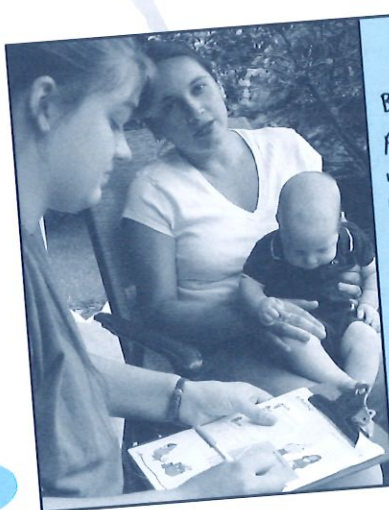
Start with your own parents and people that you know. Ask your helper to assist you as you identify other individuals to interview.

Develop a list of questions about the roles and responsibilities of parents. You can start with the following Parent Question List.



Parent Question List

- What is the best part of being a parent/grandparent/stepparent/foster parent?
- What is the hardest thing about being a parent/grandparent/stepparent/foster parent?
- How did you prepare yourself to be a parent/grandparent/stepparent/foster parent?
- What resources have you used in helping you in your role as parent/grandparent/stepparent/foster parent?
- What do you wish you would have known before you became a parent/grandparent/stepparent/foster parent?
- What advice would you give a new parent/grandparent/stepparent/foster parent?
- What advice would you give to teens today about parenting?



Being a parent is never easy, but it's a lot easier if you wait until you're really ready to be a mom or dad.

Add questions that fit each group. For example, you could ask grandparents: How has parenting changed over the years? Is it easier or harder to be a parent today than when you were a new parent? If you could go back and do anything differently as a parent, what would it be?

Each team should try to interview several individuals. When all the data is gathered, summarize the results by group. Then compare all the responses. Share the results with everyone that was interviewed. Be sure to thank them, too.

STOP and Talk it Over

1. Based on your survey, what is the most serious challenge facing parents today? What's the biggest reward?

2. How did the responses vary within the groups of similar parents? Between the different types of families? Can you explain the differences?

3. Create a list of pros and cons that someone could use when thinking about becoming a parent.

4. Where can you go for more information on the role of parents?

SLOW Information Ahead

Parental Responsibility Checklist

Partners who are thinking about having a child need to know if they're ready. The following checklist can help them. For each item on the list, each partner decides if he or she 1) *cannot* do it now, 2) can do *some* of it now or 3) can do *all* of it now.

- Can understand and resolve mother and father roles.
- Can provide physical and emotional care.
- Can provide financial support.
- Can organize both my work and recreation around total family needs.
- Can organize family routines for changing needs of family members.
- Can plan family participation in community, church, school, etc.
- Can provide growth opportunities within limits of family resources.
- Can recognize and meet my own individual growth needs.
- Can maintain creative companionable partnership.
- Can enjoy parenthood's satisfaction and use it to enhance personal relationships.

More to Grow On

1. Interview prospective new parents *before* they have a baby, then again six months *after* birth. Ask them about their perspectives on parenthood—before and after. How have their views changed?
2. Write a job description for a parent. Create a classified advertisement to put into the paper for this job. Would the job descriptions be different for mothers and fathers? Why?
3. Investigate and research the many parenting classes, videos and books available at your local library and county Extension office.
4. Apply to become a camp counselor. Then keep a journal of your experiences and all of the parental roles you experience as a counselor.
5. Keep a journal of your experiences as a babysitter. List the parental roles you experience as a sitter.
6. Look again at the parental responsibility checklist in the Information Ahead section. What would be your answers to these questions?
How ready would *you* be for the role of parent? Now? Five years from now?
In 10 years?

Put Me In, Coach!

Activity
32

Life Skill: Leadership/mentoring
Child Development Project Skill: Teaching and coaching younger children

National Academic Standard: NSS-C.9-12.5,
National Social Sciences Civics, Roles of the Citizen



Ready! Learn the many ways you can “teach” and influence youth in your community.



Set! It’s rewarding to recall your soccer coach, piano teacher, drama coach, 4-H leader, camp counselor or Sunday School teacher and the impact they made on your life. Every older youth and adult can make a difference in a child’s life. They’re all teachers and mentors. You are, too.



Grow! Explore your community for volunteer opportunities to teach youth. The possibilities are many — coach a youth sport league such as soccer, baseball, softball or swimming; be a camp counselor; teach crafts or music lessons; or teach Sunday School.

Assess your own skills, talents and interests. Match these with the teaching opportunities. Then, select one and get started! You may want to partner with an experienced coach or leader for your first experience. Select the parts of the teaching you feel you can do on your own. As you gain confidence and skills, take on additional teaching responsibilities. Use the following chart to set your goals, make your plan and record your experiences. Good luck!

My Group Picture

Take a picture of your group and place it here:



I love my time as coach, especially when I help someone with a sport they've never tried before.

My Teaching Experience

• Personal and group goals _____

• Teaching plan _____

• Main challenges I've faced _____

• Main things I've learned _____

• Comments from the participants _____

• Comments from my helpers _____

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www.4-H.org/curriculum/childdevelopment

For an electronic version of this worksheet, go to the National 4-H Curriculum web site and click on the Child Development Project Online page.

STOP and Talk it Over

1. How did you decide what and whom to teach? Summarize your experiences.

2. What did you learn about children? What did you learn about yourself?

3. When you teach again, what will you do differently?

4. Describe any career interests that are starting to emerge for you. What will you do next to further clarify your career plans?

SLOW Information Ahead

Involvement in organized youth activities, including youth sports, can help us feel like we belong. We also learn things that we can use for the rest of our lives, like sportsmanship. To be “good sports” in competitive events, we need to demonstrate each of the following before, during and after we participate:

- **Conduct** – Demonstrate and maintain a high standard of personal behavior.
- **Fairness** – Learn and follow the rules. No cheating. Be objective and honest in evaluating ourselves and others.
- **Honesty** – Be truthful and fair in what we say and do. Show integrity.
- **Competition** – Accept that competition results in both winners and losers.
- **Courtesy** – Be well-mannered, respectful, thoughtful, considerate, cooperative, friendly and cheerful whether we do well or not, whether we win or lose. Do not argue with officials. Be pleasant toward other participants, spectators, program officials, coaches and parents.
- **Acceptance** – If we lose, do not gripe, complain, whine, pout or make excuses. Congratulate those who win or performed better than we did. If we win, do not gloat, brag or act conceited. Graciously thank those who congratulate us. Regardless of the outcome thank the coaches, parents, sponsors and others who helped.

More to Grow On

1. Are there activities that should be available to kids in your community? Survey youth for any special interests and needs that the community is not meeting. Investigate how you can help. Perhaps it's starting a youth soccer league or drama company. Maybe it's just making your community aware of the missing opportunities. Seek assistance from community centers, youth organizations and churches.
2. Interview school teachers for their effective teaching techniques. Look up the occupation of school teacher in the *Occupational Outlook Handbook*. Determine the skills and training necessary to be a teacher.
3. Interview athletic coaches for their effective coaching techniques. Look up the occupation of school coach in the *Occupational Outlook Handbook*. Determine the skills and training necessary to be a coach.

STOP and Talk it Over

1. Describe your puppet show.

2. What did you want the children to learn? How did they react to your show?

3. How does discipline guide behavior? How can discipline motivate a child to want to behave?

4. Why is it important to model good behavior when working with children?

SLOW Information Ahead

Modeling good behavior is the best way to teach discipline to children. To include them when creating the rules can make kids want to follow them. Be positive with children. Praise them when they are doing the right thing. "Catch them doing good" to reinforce good behavior. This helps them learn self-discipline.

A puppeteer brings objects to life. If you've ever played with a toy, you've been a puppeteer, too! Every time you play with toys, you make them move and talk. You give them life. Your imagination makes them real. That's what puppeteers do. They make puppets come alive. They make their puppets express themselves through movement. Here are some puppeteering hints:

- Practice puppeteering with a soft doll or stuffed animal.
- Move your puppet to show feelings (happy, sad) and actions (talking, walking).
- Remember to make your puppet's feelings and actions very clear so your audience can understand them.
- Watch a puppet show to help you learn more about being a puppeteer. See if the feelings and actions of the puppets are clearly communicated.

More to Grow On

1. Perform your puppet show again with the *preschoolers* taking the lead roles. Do you think they learned more as presenters or as viewers?
2. List 50 ways to say "good job" to a toddler and preschooler.
3. It takes discipline to show good manners at the table and around other people. Think of a way to teach good table manners to a group of children in a fun way, such as a puppet show, demonstration, poster, pictures or videotape. Record your outcomes.

Health In this chapter you will explore your social development as you learn the life skills of *self-responsibility* and *personal safety*. In the activities you'll learn how to make a babysitting kit, make local playgrounds safe, and build first aid kits.

Babysitting Kit

Activity
34

Life Skill: Planning and organizing
Child Development Project Skill: Making a safe and age-appropriate babysitting kit

National Academic Standards: NL-ENG.K-12.6,
National Language Arts English
Applying Knowledge



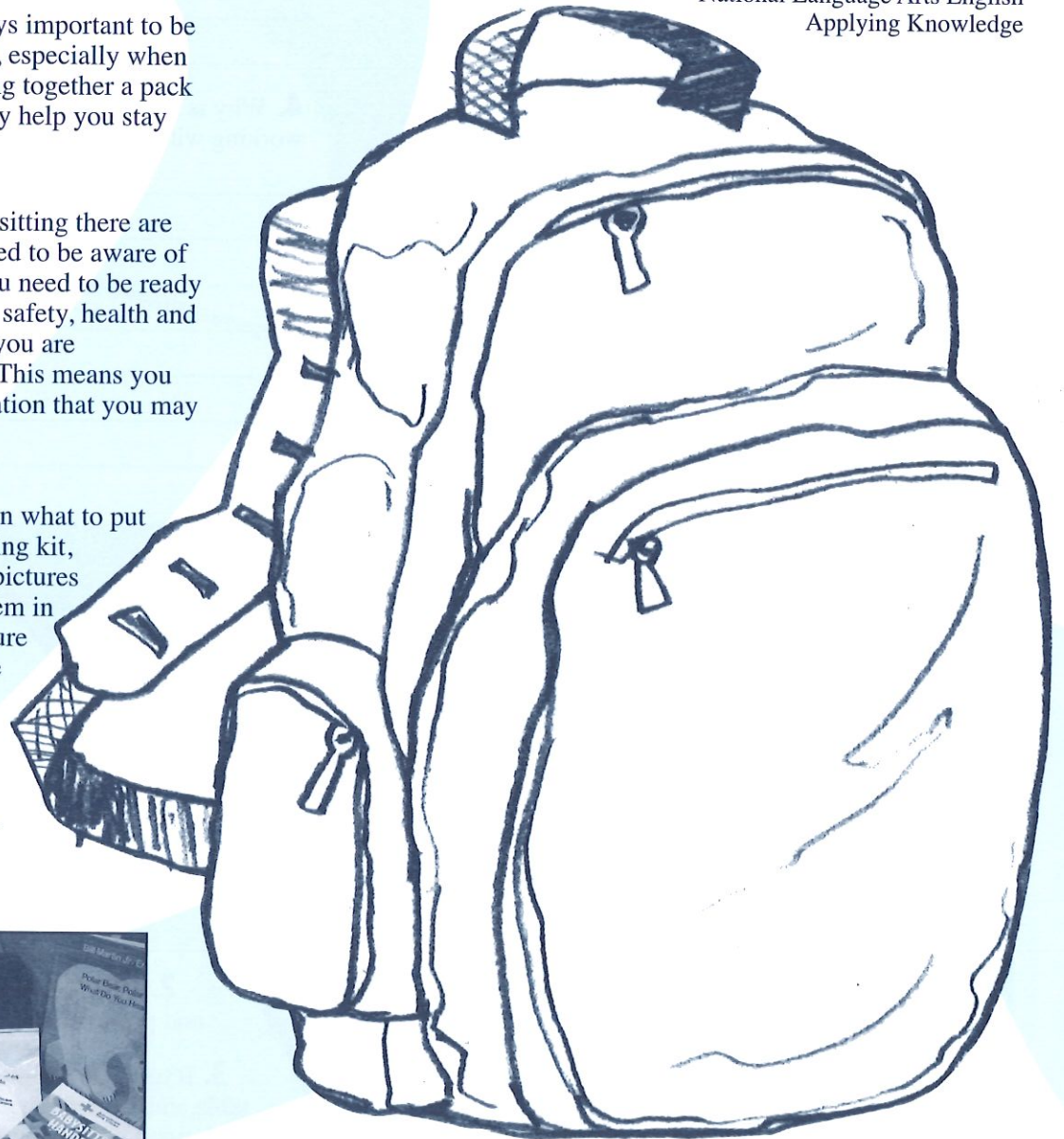
Ready! It's always important to be prepared, especially when babysitting. Putting together a pack full of supplies may help you stay prepared.



Set! When you are babysitting there are many things you need to be aware of and prepared for. You need to be ready to care for the immediate safety, health and happiness of the children you are babysitting as well as yourself. This means you should be prepared for *any* situation that you may encounter.



Grow! To help you plan what to put in your babysitting kit, draw or cut out pictures (magazines, etc.) and put them in the backpack on this page. Be sure to consider safety and age of the children, as well as what is developmentally appropriate. Refer to page 15 in the Helpers Guide for information on the Developmental Stages of Youth.

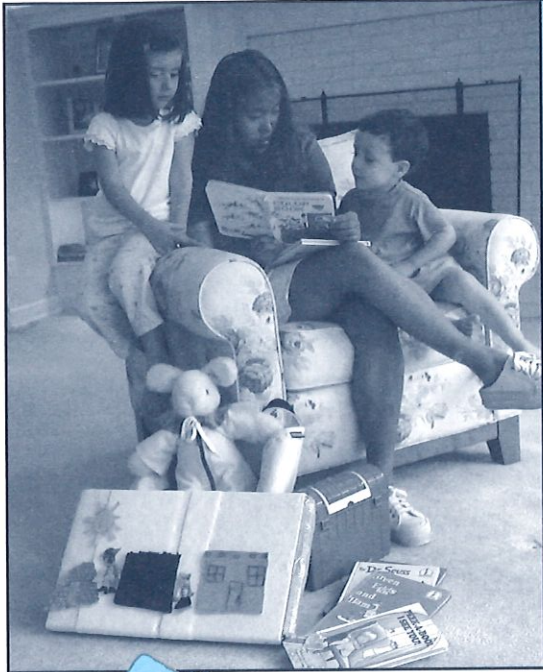


Now that you have planned what to put in your kit, you can actually put it together. Select a backpack or book bag. Or if you know how to sew, make your own cloth bag. Try to find things around your house, or borrow from others. If buying supplies, keep track of your costs. Before you use your kit, show the parents what you brought to share with their kids for they may have rules or restrictions about what is appropriate.

STOP and Talk it Over

1. What things did you put into your babysitting kit?

2. What criteria did you use to select the contents of your kit?



Babysitting's a breeze when you've got the right tools!

3. Describe with whom, when and where you will use your kit.

4. How would you change your kit if you were sitting for younger children? For older youth? Or for youth that had special needs (e.g., seeing or hearing impaired)?

SLOW Information Ahead

Did you think of these items for your kit?

- Your emergency phone number and contact information. For parent emergency contact fill-out forms, see n4hccs.org online web site.
- First Aid Kit (see page 32 for more information)
- Babysitting reference books (e.g., American Red Cross Babysitter's Handbook)
- Age-appropriate books, videos, games or toys (see page 15 in Helpers Guide)
- Age-appropriate music tapes or CD with player
- Flashlight
- Healthy snacks for the children and for yourself
- Arts and crafts materials

Music and Children — Many children will calm down or stop fighting when they hear music. By distracting them and encouraging them to dance or sing along, you can avoid a potential babysitting “crisis.”

More to Grow On

1. Use your kit with different families. Keep a log on what worked and didn't. Use this information to improve your kit.
2. Volunteer to baby-sit in your community. Many churches or community agencies would appreciate the help. Remember to use your kit!
3. Teach others who are reaching babysitting age about how to plan and create their own babysitting kits.


Let's Play It Safe


Activity
35


Life Skill: Personal safety

Child Development Project Skill: Making playgrounds safe

National Academic Standard: NPH-H.5-8.3,
National Physical Education and Health,
Reducing Health Risks

 **Ready!** Make the playgrounds in your neighborhood safe places to play for toddlers and preschoolers.

 **Set!** Kids love to play at playgrounds. But are they safe? A study of playground injuries to kids in day care centers found that most of the injuries were due to falls. In this activity you will use your observation skills to see how safe the playgrounds are in your community — and then do something about any problems.

 **Grow!** 1. Select a public playground in your neighborhood that is popular with kids. Working alone or in a team, assess the safety of the site for toddlers and preschoolers. Use the Playground Safety Planning Sheet to start your assessment.

2. Alert local parents to any problems. Schedule a Safety Meeting at the playground for parents of toddlers and preschoolers. Point out the safety concerns at the playground and ways that parents might deal with them. Educate parents on general safe play tips at a playground (see More Information Ahead).

3. Alert the public to any problems. Conduct an information campaign through the local news media, alerting parents to possible safety concerns in the parks. Encourage them to check out their local playgrounds and suggest ways to solve the problems.

4. Work with public officials and the parks department to fix any problems.

5. Make sure you take time to evaluate your work and celebrate your success.

Playground Safety Planning Sheet

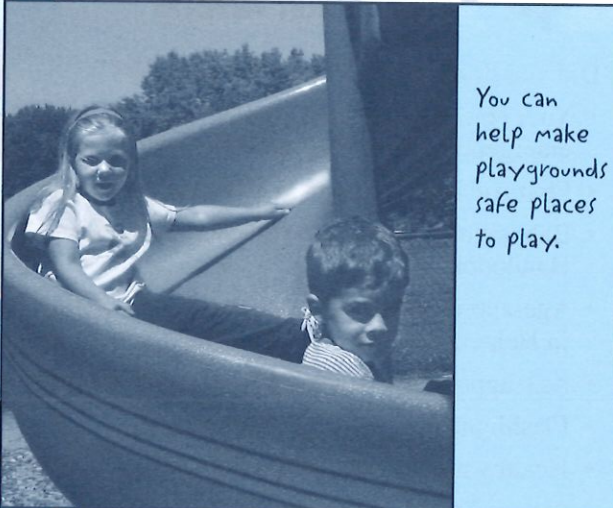
Date _____

Site (name, location, description of equipment and facilities)

Safety features in place _____

Safety concerns _____

Possible solutions to any safety concerns _____



You can help make playgrounds safe places to play.

Project **ONLINE**
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For a larger electronic version, go to the National 4-H Curriculum web site and click on the Child Development Project Online page.

STOP and Talk it Over

1. Describe your project and its outcomes.

3. What responsibilities do citizens have for public safety?

2. How successful were you in informing local parents and the public about safety at the playground?

4. How will you inform others of these responsibilities?

SLOW Information Ahead

Safety experts have developed basic guidelines to reduce the chances that a child will be injured on playgrounds. Among their recommendations:

- Make sure all play areas are protected from streets and traffic.
- Remove all poisonous plants.
- Check the play area daily. Keep the area clear of glass, litter and large loose rocks.
- Check play equipment at least once each week. Look for sharp edges, rough surfaces and loose or broken parts. Replace or repair damaged equipment. Avoid poisonous wood preservatives. Check that surfaces are painted with lead-free paint.
- Replace the ground under equipment with 9–12" of soft, resilient material, such as wood chips or loose sand. Sand and other loose materials should be raked often to keep them soft. Cement, asphalt and hard-packed or frozen soil or sand are dangerous play surfaces.
- Cover sandboxes when not in use so that neighborhood pets don't use them for litter boxes.
- Carefully consider what equipment is suitable for different age groups. Supervise children closely at all times to prevent misuses of the equipment.
- Teach children how to play safely. Involve them when making rules for playground behavior. Enforce the rules consistently. Praise children for using the playground appropriately. Remove a misbehaving child from play and explain how his or her actions could hurt someone.

More to Grow On

1. Where else do children go in your neighborhood to play? Do a safety evaluation and work with the neighborhood kids to make these areas safe.
2. Plan and carry out a Safety Day for children. Highlight bicycle, rollerblading and skateboarding safety, including information on safe equipment, locations and behavior.
3. Educate parents of young children about dehydration and sunburn concerns when playing outside in hot weather. Use posters, public service announcements or bulletins to share the information.
4. Put on a puppet show for children to become street smart safe.

First Aid Kids

Activity
36

Life Skill: Personal safety
Child Development Project Skill: Making a first aid kit
National Academic Standard: NPH-H.5-8.3,
 National Physical Education and Health,
 Reducing Health Risks

Ready! Take responsibility for personal safety and the safety of others by constructing **first aid kits** for use where children play.

Grow! A basic first aid kit should have the following items:

Set! Many places where children play need first aid stations for **emergency** cuts, bumps and bruises. In this project you will develop basic first aid kits for use at day camps, parks, playgrounds and community centers.

Supplies	Used For
Sterile gauze (2" and 4")	Dress larger cuts, wounds
Adhesive tape: roll	Hold dressings in place
Adhesive bandages: different sizes	Dress smaller cuts, scrapes and wounds
Elastic bandage: 2"	Hold dressings in place; make an arm sling
Scissors and tweezers	Cut cloth, tape; pull out stingers, slivers
Chemical cold pack	Prevent swelling
Clean wash cloth	Apply pressure to large cuts
Latex disposable gloves	Protect from germs
Antiseptic wipes	Wash small cuts, scrapes and wounds
Antibiotic ointment	Disinfect small cuts, scrapes and wounds



Sometimes it helps to put the contents list on the outside of the first aid kit.

Each kit will need a waterproof can or container. A clean, dry two or three-pound coffee can with a secure plastic lid works well. Label the container, First Aid Kit, clearly on the top and sides. Place a first aid instruction sheet with local emergency telephone numbers in each kit. Place a kit at your neighborhood playground or park. Store the kit in a dry place with easy access for emergencies. Check your kit regularly to restock used items.

STOP and Talk it Over

1. What type of container did you use? What other things (besides what was listed on page 32) did you put in your first aid kit?

2. How did you decide where to put your first aid kit?

3. Where can you go to get more information on first aid?

4. What will you do to share your knowledge about this in your community?

SLOW Information Ahead

To be responsible in an emergency means to be prepared. When an emergency happens, remember these action steps:

- Stay calm.
- Send for help.
- Assess the injury and the scene.
- Give necessary first aid.

First aid is what you do *at once* in an accident. Following are some basic first aid instructions. To find out more, take a first aid course and become certified.

- **Small cut** – Wash well with soap. Cover wound with an adhesive bandage, or a gauze pad and adhesive tape.
- **Cuts or any bleeding** – Cover with a clean cloth and press firmly. Call for help.
- **Small burn** – Immediately hold the burned area under cold running water for five minutes, or until the pain stops.

More to Grow On

1. Create basic first aid kits to give to needy families in your community. Work with your local social service agencies to distribute the kits.
2. Become first aid and CPR-certified. Call your local Red Cross chapter or fire department to locate a class near you. Bring a friend!
3. Make and distribute posters illustrating basic first aid and poison control emergencies. Promote first aid safety in the news media.

Word Journey

Here is a list of some important child development words and what they mean. You'll find these words in boldface type in the activities. See how many you know.

Career - Profession or occupation.

Cognitive growth - Mental growth; the ability to think and reason; using one's mind to form ideas and make decisions.

CPR - Cardiopulmonary resuscitation, a procedure employed after cardiac arrest (heart attack) in which heart massage and mouth-to-mouth resuscitation are used to restore breathing.

Development - The act of progressing from an earlier stage to later stages of individual growth.

Disability - Limitation that interferes with a person's ability to walk, hear, talk, learn, etc.

Discipline - Guiding and teaching children to be cooperative, considerate, safe and responsible.

Emergency - An unexpected situation or sudden occurrence of a serious and urgent nature that demands immediate action.

Emotional growth - Growth in the part of the consciousness that involves feelings. This includes expressing your feelings appropriately and managing your own emotions when interacting with others.

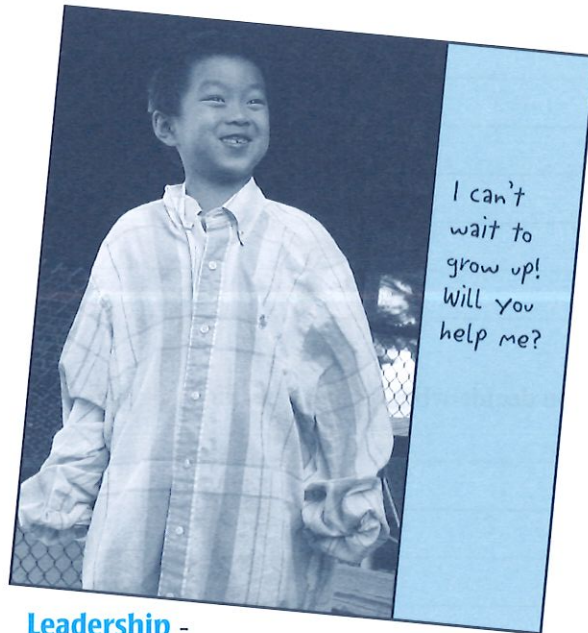
Family tree - A genealogical diagram of a family; the collective ancestors and descendants of a family. A family tree can include others outside your biological family, depending upon how you define family.

First aid - Emergency treatment administered to injured or sick persons before professional medical care is available.

Genealogy - A record or table of the descent of a family group or person from an ancestor or ancestors.

Generation - Group of people who are about the same age and have other things in common. A new generation occurs about every 20 years.

Guidance - The act of showing the way by leading, directing or advising.



Leadership -

The capacity or ability to lead, guide or direct.

Observation - The use of all the senses to learn about a person or situation. Observation requires an objective recording of what you see, hear, etc.

Parenthood - To act or serve as a parent; the rearing of a child, especially the care, love and guidance given by parents.

Perspective - How an individual person views or sees an object or event.

Physical growth - Growth of the human body.

Risk - The possibility of suffering harm or loss; hazard.

Service learning - Community service done by a volunteer that is connected with a course of study to enhance the classroom learning.

Social growth - Growth in the ability to interact and relate to others.

Synergy - The action of two or more people working together to produce an effect greater than the combined effect of the same people doing it alone.

See if you can find all 21 of the Word Journey words in this Word Find. There are nine additional words in this puzzle: grow, kids, fun, head, heart, hand, health, play, career. The words can go left-to-right, right-to-left, up, down or diagonally. Work with a friend. Good luck. The solution to the Word Find is in the Helper's Guide.

Child Development Word Find

F	U	N	S	N	G	U	I	D	A	N	C	E	Y	A	L	P
S	Z	C	Y	O	F	I	R	S	T	A	I	D	N	A	H	Z
E	Y	A	D	I	S	A	B	I	L	I	T	Y	Z	X	Y	K
V	C	R	P	T	L	E	A	D	E	R	S	H	I	P	S	P
I	N	E	C	A	R	E	E	R	Q	U	O	S	D	I	K	A
T	E	E	G	R	O	W	Z	S	Y	R	C	P	R	I	C	R
C	G	R	D	E	P	P	D	I	S	C	I	P	L	I	N	E
E	R	G	E	N	E	A	L	O	G	Y	A	V	S	T	U	N
P	E	B	H	E	A	R	T	Z	R	A	L	A	M	N	T	T
S	M	C	O	G	N	I	T	I	V	E	G	R	O	W	T	H
R	E	M	O	T	I	O	N	A	L	G	R	O	W	T	H	O
E	N	O	I	T	A	V	R	E	S	B	O	R	D	X	Y	O
P	H	Y	S	I	C	A	L	G	R	O	W	T	H	A	T	D
F	U	N	X	Y	F	A	M	I	L	Y	T	R	E	E	Y	
D	E	V	E	L	O	P	M	E	N	T	H	E	A	L	T	H
S	E	R	V	I	C	E	L	E	A	R	N	I	N	G	O	O



Take a walk in the park... and grow together!

Information Center

Here are some more resources to help you learn about child development. Ask your project helper to assist you in your search for these and other resources. Be sure to stop in at your county Extension Office and ask for help.

Magazines

Ranger Rick,
National Wildlife Federation
Vienna, VA ISSN 0738-6656

Boy's Quest
Bluffon, OH ISSN 1078-9006

Sports Illustrated For Kids
New York, NY ISSN 1042-394X

Boy's Life
Irving, TX ISSN 0006-8608

Child Life
Chicago, IL ISSN 0009-3971

Children's Digest
Indianapolis, IN ISSN 0272-7145

Children's Magic Window
Minneapolis, MN ISSN 1534-0139

Children's Playmate
Indianapolis, IN ISSN 0009-4161

Discovery Girls (Ages 7-12)
Campbell, CA ISSN 1535-3230

Kids Discovery (Ages 6 and up)
New York, NY ISSN 1054-2868

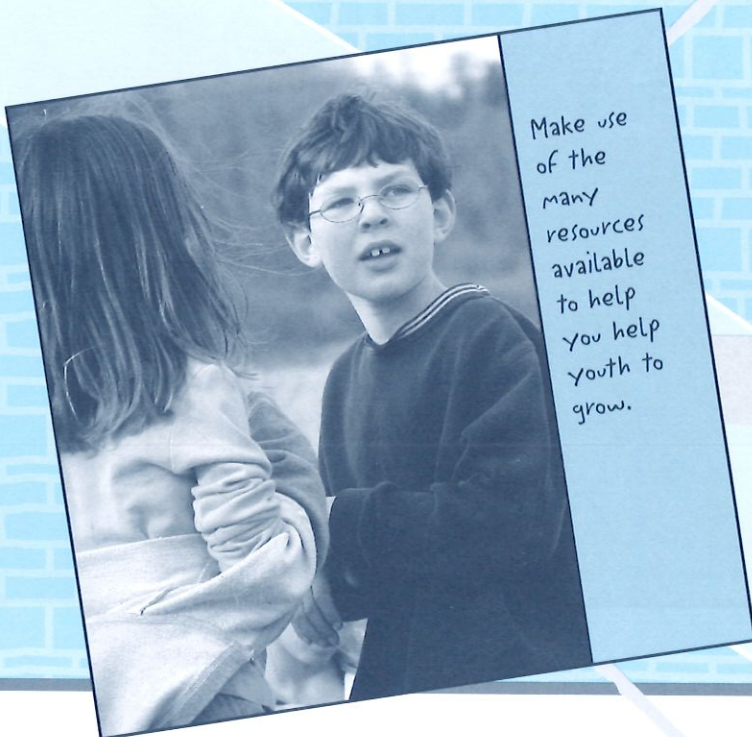
Organizations

American Red Cross
8111 Gatehouse Road
Falls Church, VA 22042
(or contact your local Red Cross chapter)

American with Disabilities Act (ADA)
Go to the web site for more information on providing access to youth with special needs.

March of Dimes
Go to the web site for more information about babies.

Public and School Libraries



Step 3, Growing in Communities

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 3, Growing in Communities I know how to...	Before	After
Find out more about careers related to child development	1 2 3	1 2 3
Observe children while they play	1 2 3	1 2 3
Study the effects of TV on children	1 2 3	1 2 3
Identify a child's special need and make some adjustments	1 2 3	1 2 3
Experience the synergy of friends working together	1 2 3	1 2 3
Interview families in my community	1 2 3	1 2 3
Understand the perspective of others	1 2 3	1 2 3
Work on a multi-generational community service project	1 2 3	1 2 3
Interview parents about their roles	1 2 3	1 2 3
Teach or coach younger children	1 2 3	1 2 3
Create a puppet show about child discipline	1 2 3	1 2 3
Make a babysitting kit	1 2 3	1 2 3
Make sure a playground is safe	1 2 3	1 2 3
Make a first aid kit	1 2 3	1 2 3



To download a copy of this evaluation, go to the National 4-H Curriculum web site and click on the Child Development Project Online page.

The 4-H Pledge

I pledge
my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service, and
my Health to better living,
for my club, my community,
my country, and my world.



Explore more curriculum
projects online at:
www.4-hcurriculum.org