

# Child Development Helper's Guide



Step 3  
Growing In  
Communities

Step 2  
Growing  
With Others

Step 1  
Growing  
On My Own

**Project Group Activities**  
Grades 3-10

Reviewed and  
Revised

National  
Collection

# Welcome Helpers

**W**elcome to *Kids on the Grow!*, a child development curriculum that focuses on the growth and development of the whole child. As a helper, you are a key to the valuable experiences that youth will have in this project. Child and youth development research show that youth need positive relationships with caring adults to be successful. This interactive, experiential curriculum will give you many opportunities to help youth with their cognitive, emotional, physical and social growth.

There is something for every youth in this curriculum. *Kids on the Grow!* features self-care, community service, parenting, careers working with children and much more. One special feature of this curriculum is its connection to other curricula and programs. For example, the American Red Cross Babysitter's Training course and other educational experiences are integrated into this curriculum. Following is a summary of topics in each of the three youth guides of *Kids on the Grow!*

## Step 1 Youth Guide: Growing On My Own

This activity guide is suggested for youth in grades 3–4. Youth will learn:

- the four areas of growth and development
- how to learn and create an environment for learning
- how to set boundaries for growth and support
- their roles in their families and among their friends
- how to express themselves emotionally
- how people are similar and different
- how to be safe in their space.

## Step 2 Youth Guide: Growing with Others

This activity guide is suggested for youth in grades 5–6. Youth will learn:

- how to make a self-care plan
- how to take responsibility for their actions
- which toys are developmentally and age-appropriate for youth
- the characteristics and importance of friends and family
- how people see and respond differently
- how to set rules for their families
- how to make healthy food choices
- the importance of safety with others and in the home
- how to be street smart.

Youth ages 10–12 will be ready to enroll and participate in local Red Cross Babysitter's Training after completing this unit. They can contact their local Red Cross chapter for more information about baby-sitter training and certification.

## Step 3 Youth Guide: Growing in Communities

This activity guide is suggested for youth in grades 7–10. Youth will learn:

- possible careers in the area of child development
- skills in observing young children
- the effects of TV on children
- the differences in children's development
- the importance of community in child development
- the importance of intergenerational relationships
- parenting roles and skills
- how to teach children
- how to guide children's behavior
- the importance of exercise for growth and development
- how to take responsibility for community safety.

## Acknowledgments

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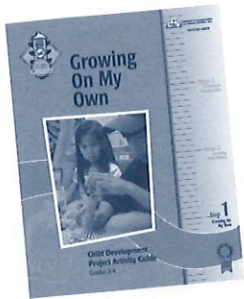
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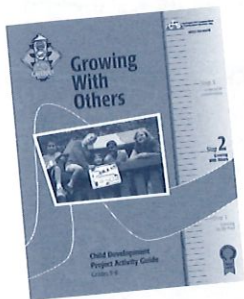
# What's Inside?

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



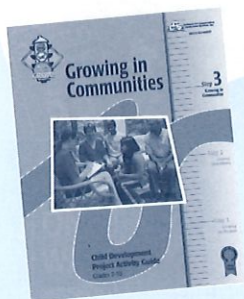
## **Growing On My Own**

- 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



## **Growing in Communities**

- Chapter 1: Head**  
 23. A-B-C Career Watch  
 24. See How They Grow  
 25. What's the Message?  
**Chapter 2: Heart**  
 26. Obstacles and Assessments  
 27. Building Friends  
 28. Community Profile  
 29. Block Buster  
**Chapter 3: Hands**  
 30. Your Intergenerational Community  
 31. A-Parent-Ly  
 32. Put Me In, Coach!  
 33. Guiding Growth  
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 34. Babysitting Kit  
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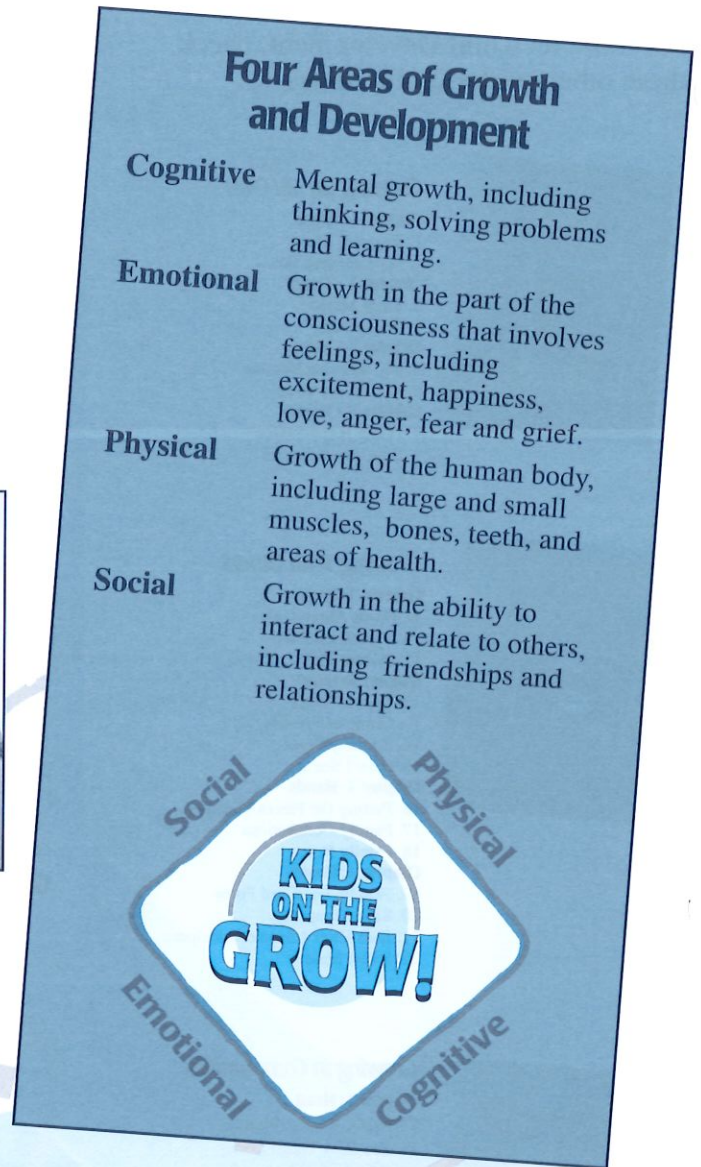
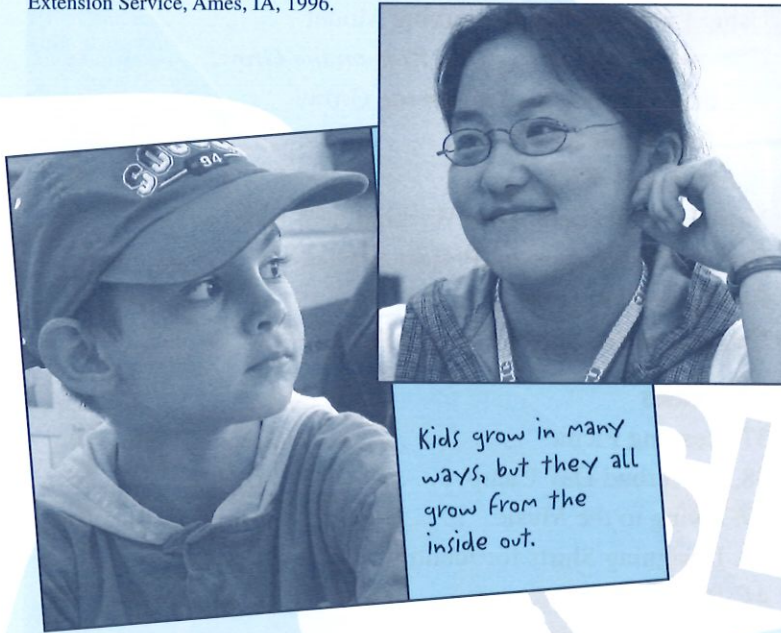
# What to Teach

## Child Development Project Skills

### What is Child Development?

Child development is the study of the growth and development of young people. There are four general areas of growth and development that form the organizing framework for *Kids on the Grow!*: cognitive, emotional, physical and social. See the box to the right for definitions of these terms. Subject matter is one reason why youth participate in youth programs—they are curious and interested in learning new information about a topic that is of interest to them.

Source: *Targeting Life Skills Model*, Patricia Hendricks, Iowa Cooperative Extension Service, Ames, IA, 1996.



### Child Development Project Skills

Child development project skills are the skills related to the child development content area we expect youth to gain cognitively, emotionally, physically and socially as a result of being involved in the *Kids on the Grow!* project. Specifically, this *Kids on the Grow!* project is intended to improve youth's:

1. Knowledge and understanding of human growth and development (Steps 1, 2 and 3, Grades 3–10)
2. Self-care, sibling care and babysitting skill development (Step 2, Grades 5–6)
3. Exposure to child development careers (Step 3, Grades 7–10)
4. Understanding of critical issues related to developing healthy relationships and parenting skills (Step 3, Grades 7–10).

### Growing from the Inside Out

Notice the titles of the three youth activity guides in the *Kids on the Grow!* curriculum:

- Step 1, Growing On My Own
- Step 2, Growing with Others
- Step 3, Growing in Communities.

The titles show the type of growth expected in each guide. *Kids on the Grow!* encourages youth to “grow from the inside out.” In other words, youth start by understanding how they grow and develop personally (Step 1), move on to a better understanding of how their family and friends grow (Step 2), and then on to a better understanding of the larger community (Step 3).

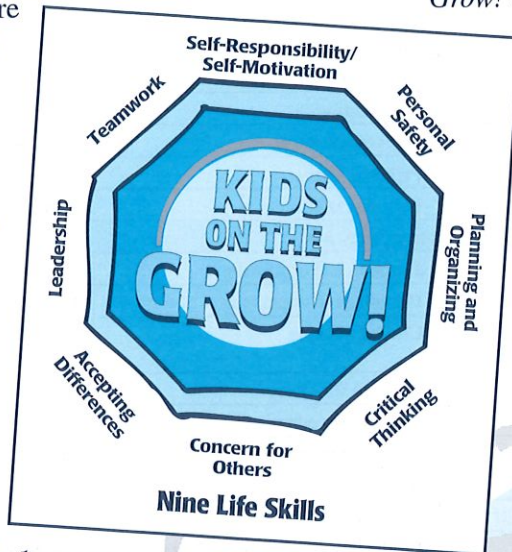
Source: *Starting Points: Meeting the Needs of Our Younger Children*, Carnegie Corporation of New York, 1984. Taken from Nancy Leffert, Peter Benson and Jolene Roehlkepartain, *Starting Out Right, Developmental Assets for Children*, Search Institute, Minneapolis, MN, 1997, ISBN 1-57482-364-7.

# Learning Skills for Life

**K**ids on the Grow! helps youth develop important life skills by involving them in fun and challenging child development-related, learn-by-doing experiences.

What are life skills? They are defined as skills that enable youth to:

- Be self-directive and productive
- Recognize and respond to significant life events in a changing world
- Lead satisfying lives and contribute to an interdependent society
- Develop an appreciation of the differences in customs and cultures.



## Nine Life Skills

Although youth may gain other skills, the *Kids on the Grow!* series focuses on these nine life skills. Following are definitions for these life skills and a chart that points out the life skill focus of each of the 45 activities in the four guides.

- Accepting differences - Able to recognize and welcome factors that make each of us unique.
- Concern for others - Able to show concern for the well-being of others.
- Critical thinking - Able to observe, analyze, reason and compare information when making decisions.
- Leadership - Able to assist a group in setting direction and reaching a goal. In this curriculum leadership focuses on identifying roles, mentoring and setting boundaries.
- Personal safety - Able to avoid danger, risks or harm, including physical and emotional harm.
- Planning and organizing - Able to do something by setting a goal and putting the parts together to reach that goal.
- Self-motivation - Able to make the needed effort to carry out a task or a plan.
- Self-responsibility - Able to care for oneself, including choosing between right and wrong and being accountable for one's behavior.
- Teamwork - Able to work with others to complete a task, including understanding roles, contributing to the group and appreciating what others can do.

## Youth Development Outcomes

“Youth development outcomes” are what we expect youth to gain as a result of practicing life skills and child development project skills in the *Kids on the Grow!* project. This *Kids on the Grow!* series is designed to improve youth's:

1. Educational commitment and achievement (Head)
2. Responsive and caring relationships (Heart)
3. Civic and social responsibility (Hands)
4. Healthy lifestyles (Health).

The following “Youth Development Outcomes Grid” connects the expected youth development outcomes with child development areas of growth and life skills, then identifies specific activities where youth can practice the targeted life skill as well as focus on a particular area of growth and development. It also provides 4-H program participants with a familiar link to the four “H’s” of Head, Heart, Hands and Health.

Youth Development Outcomes	Child Development Areas of Growth	Life Skills	Corresponding Activity Numbers
Educational Commitment, Achievement	Cognitive Growth (Head)	Planning and organizing Critical thinking	1, 9, 10, 23, 34, 38 2, 11, 24, 25, 37
Responsive and Caring Relationships	Emotional Growth (Heart)	Concern for others Accepting differences	3, 12, 13, 14, 26, 27 4, 15, 28, 29, 39, 40
Civic and Social Responsibility	Physical Growth (Hands)	Self-motivation Teamwork Leadership	5, 33 16, 30, 41, 42 17, 18, 21, 31, 32, 43
Healthy Lifestyles	Social Growth (Health)	Personal safety Self-responsibility	7, 8, 20, 22, 35, 36, 44 6, 19, 45

Source: *Targeting Life Skills Model*, Patricia Hendricks, Iowa Cooperative Extension Service, Ames, IA, 1996.

# Child Development Content and Life Skill Grid

Scope and Sequence for Step 1, <i>Growing on My Own</i> , Suggested for youth in grades 3–4			
Growth Area	Activity	Life Skill	Project Skill
Head or <i>Cognitive Growth</i>	1. Blooming Bags*, Pg 4	Planning and organizing	Understanding four ways youth grow
	2. My Learning Box*, Pg 6	Critical thinking	Knowing about brain development
Heart or <i>Emotional Growth</i>	3. Story Masks*, Pg 8	Concern for others	Observing how people express emotions
	4. Potato Pals!, Pg 10	Accepting differences	Understanding that it's OK to be different
Hands or <i>Social Growth</i>	5. My Morning Routine*, Pg 12	Self-motivation	Getting self ready in the morning
	6. I Fit In My Family*, Pg 14	Self-responsibility	Defining family roles
Health or <i>Physical Growth</i>	7. Home Hazard Hunt*, Pg 16	Personal safety	Identifying child safety hazards
	8. Be a Toy Inspector*, Pg 18	Personal safety	Sorting safe and unsafe toys
Scope and Sequence for Step 2, <i>Growing With Others</i> , Suggested for youth in grades 5–6			
Head or <i>Cognitive Growth</i>	9. Home Alone Game*, Pg 6	Planning and organizing	Taking care of self when home alone
	10. My Plan for Me*, Pg 8	Planning and organizing	Creating a self-care plan
	11. Picture This*, Pg 10	Critical thinking	Taking responsibility for making places safe
Heart or <i>Emotional Growth</i>	12. Toys as Tools*, Pg 12	Concern for others	Selecting appropriate toys
	13. Circle of Friends*, Pg 14	Concern for others	Developing friends
	14. Friendly Flyer*, Pg 16	Concern for others	Identifying characteristics of friendships
	15. How I See It, Pg 18	Accepting differences	Understanding different perspectives
Hands or <i>Social Growth</i>	16. Putting the Pieces Together*, Pg 20	Teamwork	Understanding peer relationships
	17. Family Connections* Pg 22	Leadership and role identification	Identifying family roles
	18. Family Rules*, Pg 24	Leadership and setting boundaries	Identifying family rules
Health or <i>Physical Growth</i>	19. Family, Food & Fotos*, Pg 26	Self-responsibility	Making healthy meals for growth
	20. Safety Inspector*, Pg 28	Personal safety	Identifying home safety hazards
	21. Kids Klub 4 Mother's Helpers*, Pg 30	Shared leadership	Helping a child care provider with younger kids
	22. Street Smart*, Pg 32	Personal safety	Helping make neighborhoods safe
Scope and Sequence for Step 3, <i>Growing in Communities</i> , Suggested for youth in grades 7–10			
Head or <i>Cognitive Growth</i>	23. A-B-C Career Watch*, Pg 6	Planning and organizing	Becoming aware of child development careers
	24. See How They Grow*, Pg 8	Critical thinking	Observing child behaviors
	25. What's the Message?*, Pg 10	Critical thinking	Understanding the effect of TV on children
Heart or <i>Emotional Growth</i>	26. Obstacles and Assessments, Pg 12	Concern for others	Accessibility and disability awareness
	27. Building Friends*, Pg 14	Concern for others	Developing friendships
	28. Community Profile, Pg 16	Accepting differences	Understanding family demographics
	29. Block Buster, Pg 18	Accepting differences	Understanding the perspectives of others
Hands or <i>Social Growth</i>	30. Your Intergenerational Community*, Pg 20	Teamwork	Creating intergenerational community service projects
	31. A-Parent-Ly*, Pg 22	Leadership and role identification	Understanding parenting roles
	32. Put Me in Coach!*, Pg 24	Leadership and mentoring	Teaching and coaching younger children
	33. Guiding Growth, Pg 26	Self-motivation	Understanding child guidance and discipline
Health or <i>Physical Growth</i>	34. Babysitting Kit*, Pg 28	Planning and organizing	Making a safe and age-appropriate babysitting kit
	35. Let's Plan it Safe*, Pg 30	Personal safety	Making playgrounds safe
	36. First Aid Kids*, Pg 32	Personal safety	Making first aid kits
Scope and Sequence for <i>Kids on the Grow! Helpers Guide</i> , Suggested for mixed age groups			
Head or <i>Cognitive Growth</i>	37. Reading Picnic*, Pg 16	Critical thinking	Helping younger youth improve reading skills
	38. Cloverbud Day Camp*, Pg 18	Planning and organizing	Preparing for careers related to child development
Heart or <i>Emotional Growth</i>	39. Swing to the Music*, Pg 20	Accepting differences	Developing healthy relations with other generations
	40. Designing Shirts for Identity*, Pg 22	Accepting differences	Encouraging peer identity
Hands or <i>Social Growth</i>	41. Bubble-rific*, Pg 24	Teamwork	Promoting social growth and development
	42. Dinosaur Soup*, Pg 26	Teamwork	Practicing safe food handling and nutritious eating
	43. Here Comes the Judge*, Pg 28	Leadership	Understanding child development criteria for judging fair projects
Health or <i>Physical Growth</i>	44. Toys with Imagination*, Pg 30	Personal safety	Creating safe and developmentally-appropriate toys
	45. Creating a Child Development Skillathon*, Pg 32	Self-responsibility	Selecting key child development topics to teach others

# How to Teach It

## Using the Child Development Content and Life Skill Grid

The Child Development Content and Life Skill Grid on page four gives you a summary of the many child development project skills introduced as well the life skills integrated into *Kids on the Grow!* Key concepts include:

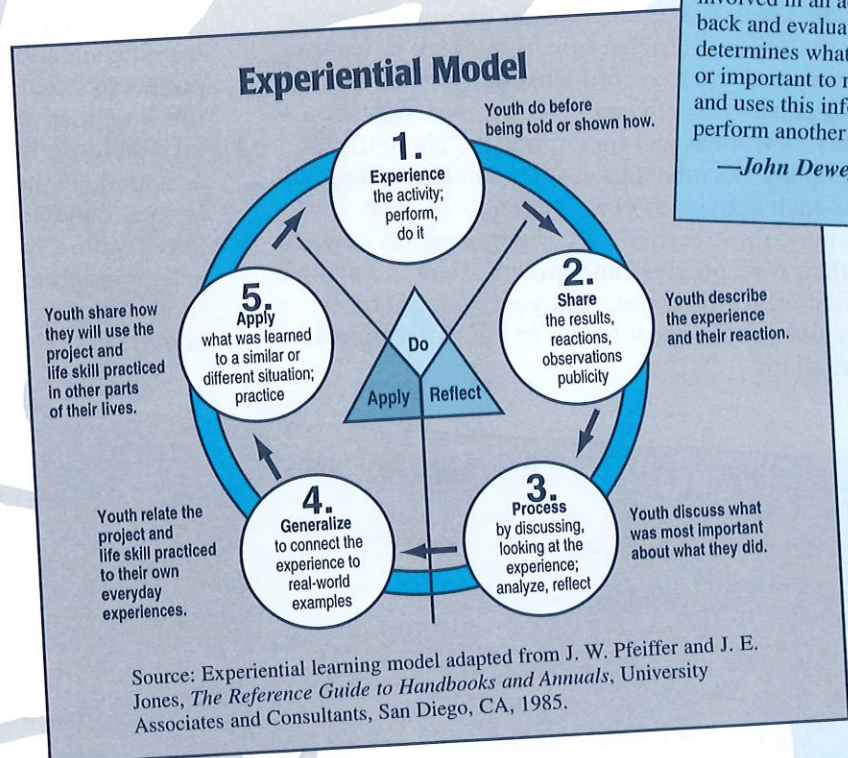
- Activity titles are listed in the second column on the grid. Activities are numbered from 1-45 in the series. This helps you to see the entire scope and sequence of the activities and lets you quickly select a specific activity most suitable for your project meeting or event.
- Expected life skills are listed in the next column after the activity title. This helps you select a series of activities focused on strengthening a particular life skill.
- Child development project skills are listed in the next column. This helps you select a series of activities building on a particular child development topic.
- Activities which might generate a county fair exhibit are starred (\*). The star is located at the end of the activity title\*.

## Using the Experiential Learning Model

Hands-on involvement, or learning by doing, is one of the most effective methods for learning. The steps in the “experiential learning” process are specific and sequential. Experiential learning engages learners in activity, encouraging them to think more, work harder and ultimately learn more thoroughly than with other teaching or learning methods.

“Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.”

—John Dewey, Educator



## Quick Reference Guide

The Child Development Content and Life Skill Grid will help you quickly:

- Find favorite activities by name.
- Target life skills to practice.
- Identify and sequence related child development topics.
- Provide options for focusing on specific child development outcomes that will help you design evaluation tools to collect impact data.
- Identify activities for potential county fair project ideas.

The question section of each activity is the tool that helps you lead youth through the experiential learning process. Through their answers to the questions, kids will share, process, generalize and apply what they experienced in the activity.

## Aligning with National U.S. Academic Standards

Several national and educational organizations have taken on the voluntary challenge of creating educational standards or guidelines to be used on a national level. Aimed at educators, the Education World web site at <http://educationworld.com> presents the objectives of the voluntary National Education Standards. Although there are many other standards that could be aligned with activities found in *Kids on the Grow!*, the authors have selected one standard that best links with the primary purpose of the activity. Please encourage educators to use this as a guideline to connect these activities to their own state and local academic standards.

# Documenting Learning with *Kids on the Grow!*

Youth need to know the progress they are making. It is important that you and the youth set learning goals, make a plan to achieve the goals, mark progress throughout the project and then evaluate when the project ends.

Each step in *Kids on the Grow!* includes an Achievement Program where youth can see what they have learned in each activity. As youth complete a main activity, they may want to complete additional activities, pursue another area of interest or set new learning goals. That's fine. *Kids on the Grow!* is designed to be flexible.

Encourage youth to keep a portfolio throughout the project. A portfolio is a folder, box, scrapbook or record book that they can use to record what happens throughout the learning process. Youth can save sketches, notes, drafts, plans, new ideas and final products, photographs, videos, computer documentation and audiotapes. Remind youth after each activity to place materials in their individual portfolios. Periodically, you may want youth to check on their own progress and growth. Here is a sample Progress Record for their use. Add your own questions about the child development topics or life skills covered in the curriculum.

Finally, demonstrations and public displays, including junior or youth fairs, give youth opportunities to show others what they have learned. Most of the activities within *Kids on the Grow!* can be used for display or demonstration exhibits. Refer to the Child Development Content and Life Skill Grid on page 4 of this guide. Possible display projects are identified with an asterisk.

## Optional Formats for *Kids on the Grow!*

You can use *Kids on the Grow!* in many teaching and learning situations. Encourage youth enrolled in this project to practice their child development skills in real life situations at home, such as caring for themselves and their siblings, babysitting in their neighborhood or serving as a mother's helper in an at-home based day care setting. In their community they can help out at a 4-H Cloverbud Day Camp, a day care center for preschool youth, an after school program for school age youth, as well as volunteer to work with younger children with 4-H or any other community based youth serving agency.

Progress Record			
Name: _____	Date _____		
	Yes	No	Sometimes
Do I follow directions?			
Do I work with others?			
Do I listen while others speak?			
Do I try to do my best?			
Do I use time wisely?			
Do I try new ideas?			
Life skills I have improved include _____			
Child development topics that I have learned more about include _____			
I did my best work in this project when I _____			
I need to try harder at _____			
One thing I want to learn more about is _____			

Ways that adults can use this curriculum include:

- Project literature for 4-H project meetings
- Materials to support a family project to do at home with your kids
- As curriculum resource for home schoolers
- Activities for staff to use at day camps, day care centers or after-school programs
- Complementary resource to child development and/or parenting classes
- Display at health and/or parent fairs
- School enrichment activities for classroom teachers.



For copies of this worksheet and other evaluation tools go to the 4-H Cooperative Curriculum System web site at <http://www.n4hccs.org>.



## Building Youth Assets

Plan activity sessions and create a learning environment that will build on the strengths of each youth. Kids will be more successful if you start with what they know and what they can do. Child development outcomes in *Kids on the Grow!* are consistent with the building youth assets framework.

The Search Institute has identified 40 “assets” that are essential for positive youth development. These building

blocks or assets determine whether or not youth will become healthy, competent and caring adults. Creating an environment where these assets are available for growing children is a goal of *Kids on the Grow!*

The following chart shows how the 40 assets are grouped into external and internal assets.

External Assets	Internal Assets
Family, adult and community support	Commitment to learning by young people
Empowerment through roles that matter, including feeling safe and valued	Positive values that guide choices and priorities
Clear and concise boundaries and expectations	Social competencies, including personal and interpersonal skills
Constructive use of time	Positive self-identity

## Assets for All Ages

Since 1989, Search Institute has measured developmental assets in more than 1 million 6th to 12th graders in communities across the United States, using the survey *Search Institute Profiles of Student Life: Attitudes and Behaviors*. In addition, the institute has blended the literature on child development with the framework of assets for adolescents to identify parallel, developmentally-appropriate sets of assets for infants, toddlers, preschoolers, and elementary-age children. The institute is launching new, long-term research efforts to refine, measure and test the asset frameworks for children of all ages.

Drawn together, the five lists of age-specific assets offer a vision for a foundation of developmental assets through the first two decades of life. Lists now exist for each of these age groups:

- 40 developmental assets for infants
- 40 developmental assets for toddlers
- 40 developmental assets for preschoolers
- 40 developmental assets for elementary-age children
- 40 developmental assets for adolescents (the original framework).

Additional teaching ideas and ways to build on the youth assets model are available by contacting the Search Institute, 700 S. Third St., Suite 210, Minneapolis, MN 55415.

## Accessing the Youth Development Research Base via CYFERnet.org

If you are a staff member, a volunteer helper serving youth or a parent with your own children, you know that finding reliable, high quality, research-based information on the Internet can be a major challenge. That’s where CYFERnet can help you. CYFERnet’s web site brings together the best children, youth and family resources of all the public land-grant universities in the country. Materials are carefully reviewed by college and university faculty. Through CYFERnet you can also interact with your colleagues and share your work nationally.

### Why Use CYFERnet?

CYFERnet is designed to be used by anyone who needs comprehensive child, youth, or family information including: volunteer leaders, educators, researchers, parents, youth agency staff, community members, human service and health care providers, students, policy makers, youth and news media.

CYFERnet can:

- Provide tools and information for working with youth, parents, families, and communities.
- Share practical research-based tools, curricula and activities with a national audience.
- Help locate experts in the areas of children, youth, and family across the country.
- Involve youth with online activities such as cyber camps and virtual 4-H clubs
- Provide access to the latest research, statistical, and demographic information.
- Locate funding opportunities and grant writing information.
- Provide resources and instruments for program evaluation.
- Provide information on 3,000 community-based state strengthening programs targeting at-risk audiences.

## Working with Kids

The key to success in *Kids on the Grow!* is planning and doing activities *with* the youth. With your support and guidance, they will take ownership for their own learning. Remember that each young person is unique. But growth and development tend to proceed in predictable stages. Following is a set of characteristics for

youth in four of those stages: Grades K–2, Grades 3–5, Grades 6–8 and Grades 9–12. As you will see, the characteristics change as the youth grow older. Your helping or teaching strategies should change along with youth. The grid below gives you some valuable teaching tips for each developmental stage.

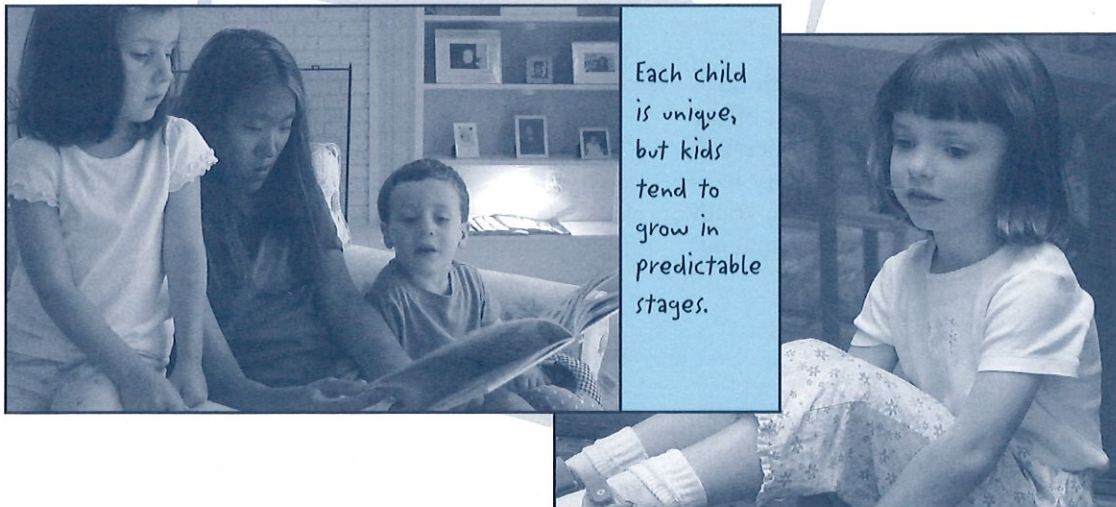
Grades K–2	
<i>Characteristics</i>	<i>Teaching Tips</i>
Thinking is in the here and now (“concrete” thinkers).	Youth need real experiences to learn.
Attention span is about 20–30 minutes.	Vary the length of activities based on how interested the youth appear.
Begin to develop friendships, usually with youth of the same sex.	Plan activities that youth can do in groups rather than individually.
Want to be liked and please adults.	Let youth know when they have done a good job.
Learn best when physically active.	Allow youth to participate in activities where they can use physical energy.
Have a special attachment to older youth.	Allow youth to choose an older youth to be their helper and role model.
Are easily motivated.	Use encouragement to keep them motivated.
Competitive activities are less appropriate.	Plan some cooperative activities.
Differentiation between fantasy and reality can be difficult.	Build in transitions and discussions to help distinguish the imaginary from the real.

Grades 3–5	
<i>Characteristics</i>	<i>Teaching Tips</i>
Learn best when physically active.	Allow youth to participate in activities where they can use physical energy.
Have a special attachment to older youth.	Allow youth to choose an older youth to be their helper and role model.
Are easily motivated.	Use encouragement to keep them motivated.
Reading becomes an individual experience.	Allow time for youth to read on their own and think of activities before working with others.
Attention span is about 45 minutes.	Use varied activities to keep them interested.
Acceptance by peer group is important.	Use the peer group to recognize good work, e.g., applauding completed activities and avoiding put-downs.
Interests expand from home, to neighborhood, to community.	Talk to youth about their friends and neighbors, and what goes on in their community. Involve them in community service.
Enjoy both cooperation and competition.	Plan activities so that sometimes youth work together, sometimes compete with each other.
Show independence by seeking individual attention and sometimes disrupting the group.	Involve youth in selecting activities they would like. Give individual attention.
Feelings of competence enhance self-concept.	Provide activities that will let youth feel good about themselves and succeed. Recognize them for their accomplishments.
Show loyalty to members of their own sex and antagonism toward those of the opposite sex.	Involve youth in choosing partners.

Grades 6–8	
<i>Characteristics</i>	<i>Teaching Tips</i>
Can take responsibility in planning and evaluating their own work.	Give youth responsibility for group activities, including planning, implementing and evaluating.
Can plan their own social and recreational activity.	Provide opportunities for youth to work together. Form committees to plan recreational and social activities.
Can discuss current events, international affairs and social issues with some help.	Use discussion activities and games that encourage awareness of current events and issues.
Want to make decisions but still depend on adult guidelines.	Establish guidelines that give parameters for youth to follow.
Gain skills in social relations with peers and adults.	Provide activities that foster social interaction with peers and adults.
Peer pressure mounts, first from same sex, then from opposite sex.	Use peer pressure to influence positive behavior. Have group give encouragement to individuals.
Can be quite self-conscious.	Avoid asking youth to share their work individually until they feel more comfortable with the group.
Strong emotional attachment to older youth and adults.	Encourage youth to participate in activities with older youth and adults.
Choices are often unrealistic.	Assist youth in making realistic choices. Review their plans, discuss alternatives and help them weigh options before making decisions.

Grades 9–12	
<i>Characteristics</i>	<i>Teaching Tips</i>
Personal philosophy begins to emerge.	Use activities where youth search for experiences that will allow them to identify their own philosophies.
Enjoy discussing the world situations as well as personal activities.	Encourage discussion of events and feelings.
Abstract thinking and problem solving reach a higher level.	Put youth into real-life, problem-solving situations.
Strong desire for status in their peer group.	Develop a climate in which youth are encouraged and supported by peers.
High interest in social activity.	Encourage youth to plan and carry out their own social activities.
Need freedom from parental control to make decisions.	Help youth realize that their decisions have consequences.
Widespread feelings of inferiority and inadequacy.	Encourage and help youth see their positive worth.

Source: *Theater Arts Adventures*, 4-H Cooperative Curriculum System, 1997.



Each child is unique, but kids tend to grow in predictable stages.

# More Helpful Hints when Working *with* Kids

## Set the Environment for Learning

It is important that youth are ready to learn. As a helper, one of your roles is to prepare a fun, safe learning environment. Make sure each participant has sufficient supplies, ample space to work and plenty of time to complete the activities. As a group comes together, allow time for social discussions before focusing on the planned activities. Youth should help you plan, prepare and evaluate each session.

## Guide the Questions, Not the Answers

The Information Ahead and More to Grow On! sections of each activity give youth opportunities to reflect on their experiences and apply them to new situations. When you are guiding questions and answers:

- Try to ask the questions as written. If you need to clarify a question in different words, try to capture the intent of the question.
- Do not answer questions *for* youth. Let them formulate their own answers. Don't praise some answers and not praise others. This might make youth feel there are right and wrong answers. Receive the answers to the open-ended questions openly.
- Allow youth adequate time to formulate and express their answers fully.
- Encourage youth to think deeply. Short or superficial responses means they need to think deeper about the questions. You can use follow-up comments and questions to help youth better understand their experiences, such as "Can you talk more about that?" "Would you share an example of what you mean?" "Why do you think that is so?"



Kids may need extra time to answer your questions.

## Rules for Handling Disagreements

Disagreements happen when people work together on projects. You can help youth learn how to work through disagreements by enforcing these rules:

- Do not attack the person you disagree with. Talk about the specific issue that is concerning you.
- Address the concern as soon as possible. The issue will grow larger in your mind with time.
- If you or the other person is upset, wait until you are both calm before working through your disagreement.
- Try to be a good listener. Tell your side of the story, but also listen carefully to what the other person is saying.
- Stay "on track." Do not throw in topics that have nothing to do with the discussion.
- You do not always have to be right. If you are wrong, admit it.

## How to Select Sources of Child Development Information

Information on child development is everywhere. You can't pick up a paper or magazine without someone telling you how to raise your kids or work with someone else's kids. And now with the vast amount of information popping up daily on Internet Web sites, how do you know a good reliable source of information when you see one? Here are a few key pointers to consider whenever you are seeking information on child development topics:

- Is the source credible and reliable?
- Does it reflect current practice?
- Is it youth friendly?
- Does it use experiential learning?
- Is it sensitive to diverse audiences?
- Is it bias free?

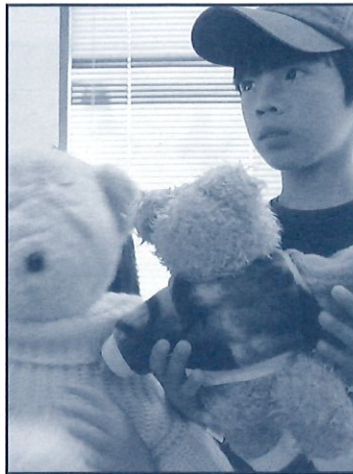
## Look for What's Right

See the kernel of a good idea in everything youth do and say. Ignore what does not work and focus your effort and praise on what does. If a problem or concern persists, it may mean the instructions are unclear, the activity is inappropriate for their stage of development, or the youth are not prepared for the activity. Look at the entire situation. Work with the youth to correct any problems.

*Kids on the Grow!* was written to expose youth to the wide variety of topics in the child development area. Specific activities, in many cases, are designed to introduce a topic. Youth that want to know additional information are guided toward additional curriculum that will advance their learning in a specific area. Check out the Information Ahead, More to Grow On and Information Center sections in each guide for sources of additional information.

## Enabling Creativity

Foster creativity through praise and encouragement. Give youth time to develop their own ideas and ways to express them. Really listen to what they say.



Kids are creative and great at developing their own ideas.

## Community Service

Community service projects are suggested throughout *Kids on the Grow!* Community service is a way for youth to give back to a community or neighborhood. In a community service project youth identify a community need, develop a plan to meet the need, carry out the plan and evaluate the results. Community service will create a sense of pride, ownership and belonging for *Kids on the Grow!* participants.

## Building a Team

Working together to reach a goal or complete a project is teamwork. Building a team takes time. Remind the group that each person is important, everyone will have a chance to contribute ideas and all ideas have value. Open communication and a positive, supportive environment can build a team that reaches its goals.



## Help Teens Lead the Learning

*Kids on the Grow!* is designed so teens can accept the lead helper role teaching younger youth. Many teens are eager and ready to assume this teaching and mentoring role. To support their efforts and ensure success:

- Ask teens to help you recruit youth into the program.
- Provide adequate training for teen leaders, including how to work with kids and plan an activity. (Role play works well as a teaching tool.)
- Prepare teens to teach sessions, including providing all the necessary teaching and learning supplies.
- Involve teens in evaluating the program, the youth learners and their own roles as leaders.
- Take time to celebrate.



Teens are great helpers and can often take the lead when working with kids.

## The Power of Youth Campaign National Centennial Campaign

The 4-H movement recently celebrated its centennial as America's premier youth development organization. Reflecting its historic vision, 4-H commemorated this event through conversations at local, state and national levels that brought together our nation's youth, youth leaders, and communities to create youth development strategies for the future.

## National Conversation Key Findings

- Involve youth directly in creating policy and making decisions at all levels of government and society
- Seek multi-cultural acceptance and unity for all families, lifestyles, and settings
- Provide safe and inviting environments for a variety of learning strategies
- Attract and retain exceptional people to the field of youth development
- Build collaboration among youth organizations and across government programs impacting young people.

# How to Plan Successful Project Sessions

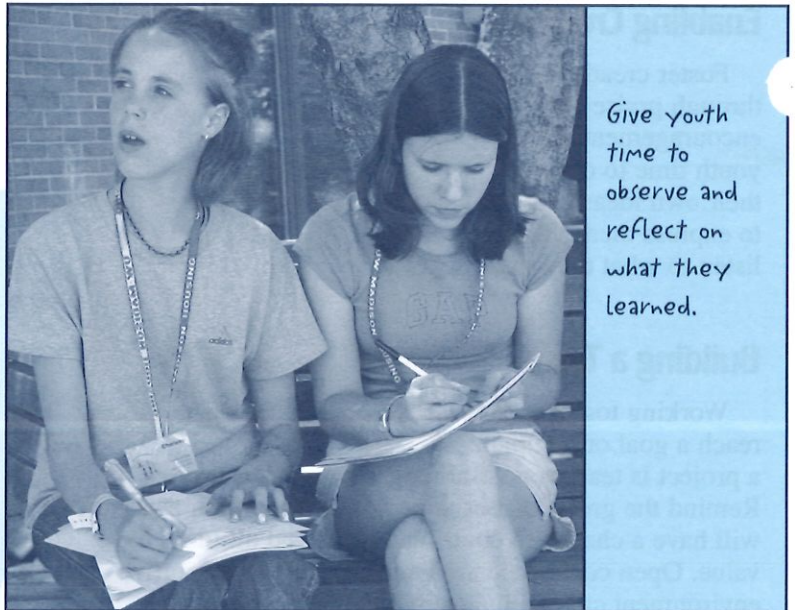
## Options for Groups

- Youth of similar age and stage of development
- Mixed ages and stages of development

## Timetable Planning

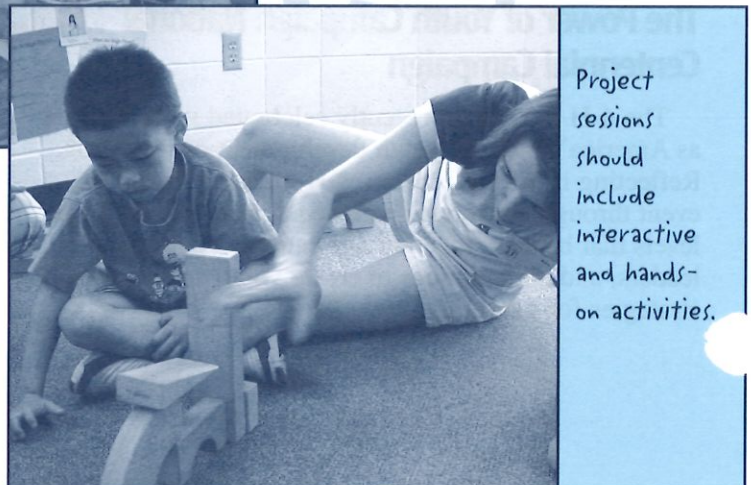
Keys to successful sessions with kids:

- Include the youth in the planning of meetings.
- Model the behaviors that youth should use.
- Include experiences from all areas of a child's growth in each session. These include cognitive, emotional, physical and social growth.
- Each session should include a variety of experiences. Focus on interactive and hands-on activities.
- Use a consistent format for each meeting.
- Have fun.



## Suggested Format *(See Sample Planning Sheet on page 13.)*

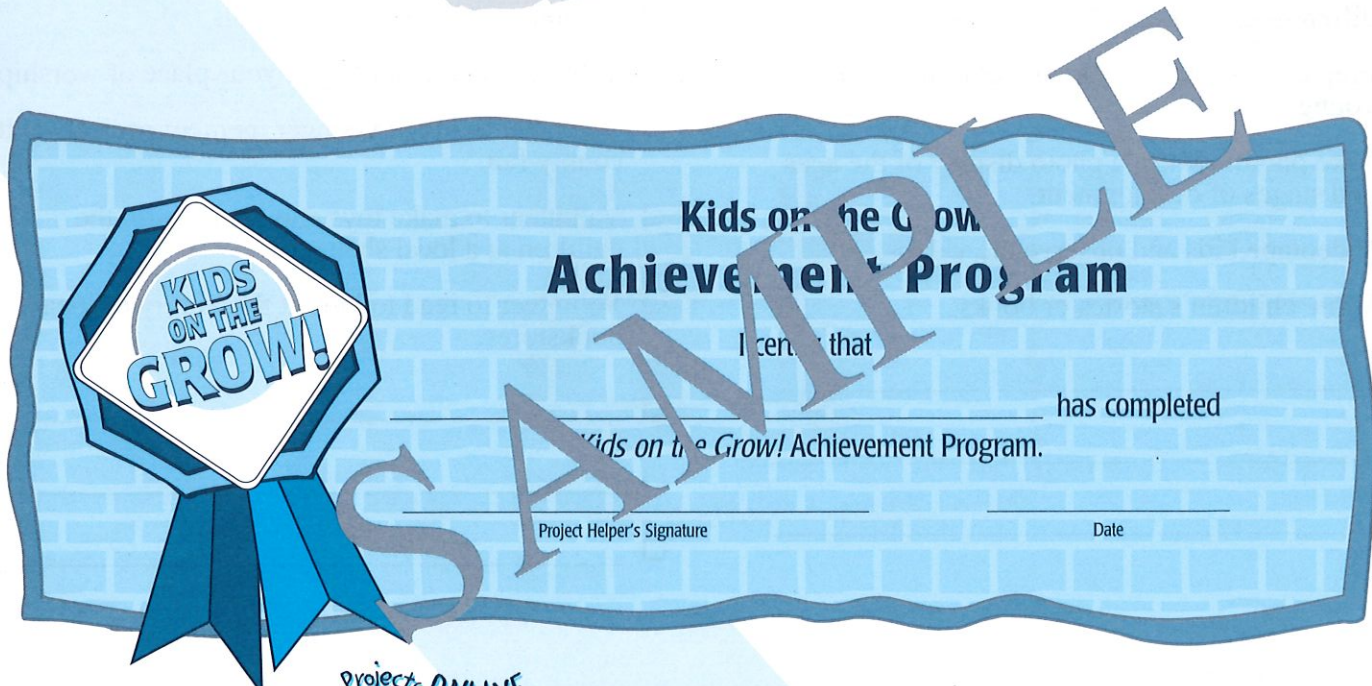
1. Get acquainted – If done as a game, get-acquainted activities strengthen the emotional need for security and safety and allow each youth to feel like he or she belongs.
2. Introduction of lesson – Knowing what they will learn helps youth prepare their minds for cognitive growth.
3. Music – Music is great for learning new ideas or concepts and building social relationships. It can add the element of fun, while you model how to work with younger children.
4. Movement – Physical movement is important for growth and social and emotional development while adding the element of fun.
5. Activity – Your session can be a combination of one or more of the 45 *Kids on the Grow!* activities. Make sure you have sufficient supplies for each session. Include time for observation and reflection of skills that are essential for learning about the growth and development of children. Model the experiential learning steps at each session.
6. Nutritious snack – This reinforces the importance of healthy foods and safe food handling.
7. Review of the session – Asking youth what they learned from the session will build their cognitive skills and give you needed evaluation.
8. Recognition and celebration – Acknowledging your successes and the learning that has occurred will provide the foundation for further learning. Give a certificate of participation to those who complete a series of sessions (see Sample Certificate of Participation).



# Sample Planning Sheet

Group: Youth of mixed ages and developmental stages

Component of Session	Example	Person in Charge
Get acquainted	Give your name and favorite toy as child.	Mary
Introduce lesson	Today we will learn about toy selection and safety.	Zach
Music	1-2 Buckle My Shoe	Sue and Sarah
Movement	Using a soft ball, practice stretching, catching the ball around a circle, etc.	Mary
Activity	Activities 8 and 12	Mary and Zach
Nutritious snack	Wash hands correctly. Make graham cracker sandwiches with bananas.	Sue and Sarah
Review of lesson	Ask one thing that each person learned from session.	Zach



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[www.n4hccs.org](http://www.n4hccs.org)

For copies of this worksheet and this certificate go to National 4-H Cooperative Curriculum System, Inc. web site at <http://www.n4hccs.org>

# Project Session Ideas

## In Your Sessions:

- Create a collection of children's pictures from magazines. Sort and mount by stage of development.
- Create games for learning.
- Create toys using recycled items.
- Get a copy of *Babysitting Beginnings* from Pennsylvania 4-H at <http://pa4h.cas.psu.edu/sitting/>.
- Have demonstrations focusing on child care and safety.
- Invite a local child care provider.
- Invite a local pediatrician.
- Invite a teacher or child care instructor.
- Keep a journal of observation sessions with children.
- Make a book of outdoor and indoor games to play with children.
- Make a recipe book of healthy snacks for babies, toddlers and preschoolers.
- Make an activity book for parents to play with their baby or toddler.
- Plan an activity or outing with children of different ages and stages of development.
- Plan observation sessions with children of different ages and stages of development.
- Prepare a healthy snack with children of a younger age group.
- Take photos. Make a photo display of the ages and stages of development.
- Videotape kids and observe the videos.
- Write children's stories or books.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## In Your Community:

- Become a certified babysitter.
- Become CPR certified.
- Become first aid certified.
- Have a Playground Clean Up Day.
- Organize a used children's coat and mitten donation.
- Organize a used toy sale.
- Sponsor a children's day at the county fair, shopping mall or local zoo.
- Sponsor a family health fair.
- Take a Home Self-care Course.
- Sit in on a parenting class.
- Take the Red Cross Babysitter's Training course.
- Take the Red Cross BAT training.
- Take the Red Cross FACT training.
- Tour a local child care facility.
- Tour an educational supply store.
- Visit your local library.
- Visit your local Red Cross chapter.
- Volunteer at your local hospital.
- Volunteer in the nursery at your place of worship.
- Volunteer to judge younger member projects at the county fair.
- Volunteer to make toys and games *with* the children at a local shelter.
- Volunteer to read to kids at the library or local bookstores.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Developmental Stages of Youth Ages 0–5

Children’s rates of growth differ widely, but the sequence of development is similar. The following guide is not a timetable. It shows a progression in which each new skill adds to and builds on the mastery of the ones before.

Following is a list of the six developmental stages of youth ages 0–5, the appropriate toys to use with each stage, and ways that we can encourage a child’s development during each stage.

Stages	Emerging Skills	Appropriate Toys	Ways To Encourage
<b>Enjoying the familiar</b>  (birth to about 6 mo.)	Recognize faces Anticipate sequences Discover own body (hand, mouth, vocal play) Stare and listen intently Learn they can cause things to happen	Stuffed toys with faces Reflective surfaces, toys to hold, suck, shake Crib decorations, music box Mobile that moves as a result of baby moving in bed	Make faces Ritual games (pat-a-cake) Think safety on toys that go in the mouth Sing/talk to baby React
<b>Getting around</b>  (about 6 mo. to 12 mo.)	Action: crawl, stand, walk Manipulate with hands and mouth Sense of self as doer Rhythm of absence/presence	Things he/she can crawl under, get inside Toys for banging, inserting, twisting, pushing, pulling, dropping, squeezing, opening, shutting Jack-in-box, toys which hide and reveal	Gentle “rough” housing Think safety on anything that can go in mouth Knee, lap games, tug-o-war Peek-a-boo, hear-a-boo
<b>Exploring</b>  (about 1 to 2 years)	Mobility: use body Explore and test relationships: objects as well as people Look for something that’s gone Imitate Make decisions: choice Language	Wheel toys, push/pull toys, balls Construction toys for putting together, taking apart, blocks, containers for emptying and filling, things to throw Simple, sturdy books and pictures	Chase and be chased Finger and hand games Hide and find things Pretend
<b>Desiring mastery</b>  (about 2 to 3 years)	Test surroundings and physical ability Explore and construct Self-mastery: desire to do it alone Perform Pretend Sustain play in small groups	Pedal toys, punching toys Sand and water toys Drawing materials, water-soluble paints, blocks, play dough, puzzles, pasting, threading, lacing Puppets, books, records	Switch roles Act out stories, tell stories Be an audience Help pretend Follow the leader, ring games (around the rosy)
<b>Making believe</b>  (about 3 to 4 years)	Construct toy worlds Portray characters with feelings Sort and match Take turns, play cooperatively, make rules Music and rhythm Physical exploration	Toy house, village, farm Dress up and make believe props for self, toys and dolls Blunt scissors, easel, clay Records, books on fantasy, familiar places and rhythms Simple music and rhythm instruments	Participate in make believe Hide and seek
<b>Learning order</b>  (about 4 to 5 years)	Differentiate order/disorder Differentiate inclusion, exclusion Desire for courage and adequacy Establish play rituals Have secrets and surprises Act out imaginary characters	Tinker toys, legos and other detailed construction toys Simple card and board games	Provide place to keep toys orderly Play games of courage Allow some privacy

Source: *Working With Children II*, Minnesota Extension Service.

# Reading Picnic

Activity  
37

**Life Skill:** Critical thinking

**Child Development Project Skill:** Helping younger youth improve reading skills

**Academic Standard:** NL-ENG.K-12.2, National Language Arts, English, Reading for Understanding

**What Youth Will Do:** Read and review books in a group setting

**Success Indicator:** Youth will read at least two new books

**Target Audience:** Older youth who help younger youth in grades 2–4 with their reading

**Time Involved:** 30-60 minutes

**Suggested Group Size:** 4–12 youth

**Materials Needed:**

- Picnic baskets
- Blankets
- Healthy snacks
- 12–20 children books



**Ready!** Reading can give youth a head start at school, teach them about the world, give them pleasure and challenge their minds. This activity will allow youth to indulge in the world of books through a group setting. Many youth have not participated in this alternative reading setting. Reading as a group produces an entire new level of reading excitement. For some youth, this will give the added push to make reading a life-long practice.



**Set!** Work with your local librarian or school reading specialist to locate several books that match your youth's reading level. Decide on what snacks you want to have on your picnic. You may want home-prepared goodies or nutritious snacks you purchase at the store. Sacks of raw vegetables or fruit are some good choices. Load a picnic basket with your food items and books. Gather enough blankets so that all youth have enough room to settle down with their book. Locate a quiet place and spread out your blankets. If the weather is bad, move your picnic indoors.

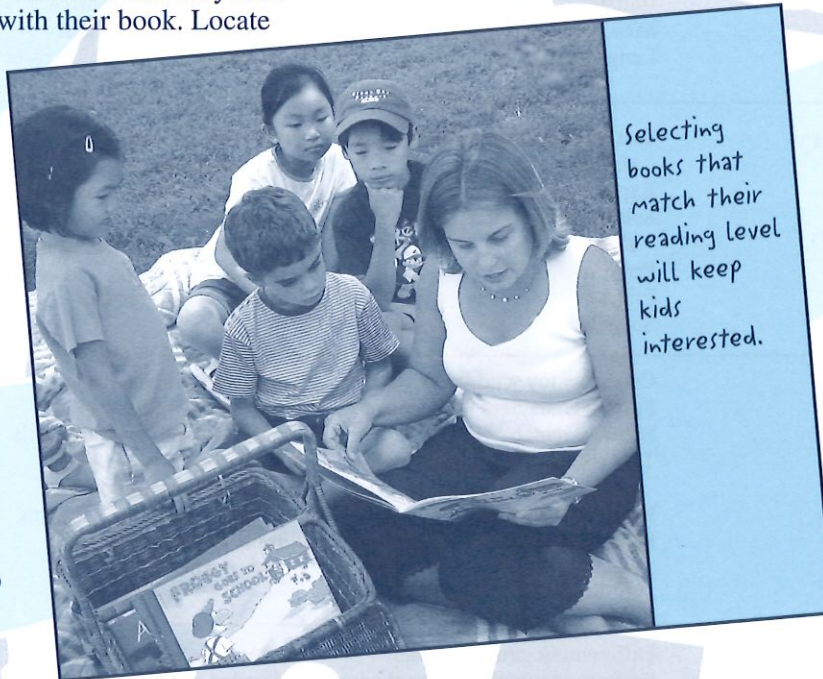


## Silent Reading

Help youth choose a book that interests them. Teach "Rule of 5" to identify books that are too hard. (Read two paragraphs and raise a finger each time you cannot read that word. If five fingers or more are raised, the book could be too hard.) Check to be certain that each youth has his or her own reading space to do silent reading for at least 10 minutes.

## Oral Reading

Teach oral reading skills by taking turns reading aloud a favorite book that appeals to all. Two children could alternate pages as they read to the group. Allow "telling the story" by talking about the pictures instead of reading every word. Encourage youth to note the author, illustrator and the type of pictures in their book.



Selecting books that match their reading level will keep kids interested.

## Selecting Good Books

A twist to this activity is to have a Newbery Reading Picnic or Caldecott Reading Picnic. Information on both awards, as well as a list of all winners, is on the National 4-H Cooperative Curriculum System, Inc. web site, [www.n4hccs.org](http://www.n4hccs.org), under Kids on the Grow! For more information, check out these Association for Library Service to Children web sites.

## STOP and Talk it Over

1. What did we do to make reading more fun? What did you like about today? How can we make it better? Why is it important to read a lot?
2. What was the title of your book? Who are the author and illustrator of your book? What was your book about (i.e., plot)? What were the big ideas?
3. Review the ideas in the More to Grow On section. What additional activities can we do as a group to make reading even more fun? What can we do to encourage you to reflect more deeply and ask more questions about a new topic?
4. What book will you read next? How will you make this book more meaningful and fun to read?

## SLOW Information Ahead

**C**aldecott and Newbery Awards: Caldecott and Newbery award-winning books are at the top of the scale for engaging young readers. The Randolph Caldecott Medal goes to the artist of the most distinguished American picture book for children. The Caldecott Medal was named in honor of nineteenth-century English illustrator Randolph Caldecott. It is awarded annually by the Association for Library Service to Children. The Caldecott Award has been given out annually since 1938. The John Newbery Medal is given to the most distinguished contribution to American literature for children. The Newbery Medal was named after the eighteenth-century British bookseller John Newbery. It is awarded annually by the Association for Library Service to Children. The Newbery Award has been given out annually since 1922.

**R**eadng Strategies: Good readers use reading strategies to improve their reading. Reading strategies help you better understand what you read. A strategy is a plan to help youth reach a goal. Reading educators identify the following strategies:

- Use pre-reading strategies
- Identify the main idea
- Use context clues
- Identify chronological order
- Determine cause and effect
- Compare and contrast
- Identify steps in a process
- Make predictions
- Draw conclusions
- Distinguish fact and opinion
- Identify author's purpose.

Project ONLINE

[www.n4hccs.org](http://www.n4hccs.org)

Go to National 4-H Cooperative Curriculum System, Inc. web site, [www.n4hccs.org](http://www.n4hccs.org), under *Kids on the Grow!* for more information on these and other reading strategies.

## More to Grow On

1. Prepare a feast. Recreate a meal from one of your books. Laura Ingalls Wilder's *Farmer Boy* will entice you to prepare a hearty old-fashioned supper. Reading *Winnie the Pooh*, by A.A. Milne, will give you a taste for honey and graham crackers.
2. Illustrate what you read. Draw the map of *Treasure Island* by Robert Louis Stevenson, the horse from *Black Beauty* by Anna Sewell, or a portrait of *Madeline* by Ludwig Bemelmans. You may want to draw your own cartoon strip using *Charlie Brown* by Charles M. Schulz as your inspiration.
3. Act out the story. Pick your favorite character, create the costumes and tell the story of your favorite book. Start with Beatrix Potter's *The Tale of Peter Rabbit* or Don Freeman's *Corduroy*. Act out your story for a local senior citizen center.
4. Meet a children's book author. Check out the newspaper for special book readings and signings. Visit a library or bookstore where your favorite author may appear.
5. Create a group-reading tree. Draw a tree on a large sheet of paper and post it in a special place. With each new book you read, add another colorful leaf to the tree. Write the book title and author on the leaf. Celebrate your leaf-filled tree with a sandwich book party.
6. Write an original story as a group. Research local sites where your story might be printed or displayed. Do a public reading of your story at the local senior citizen center.

# Cloverbud Day Camp



**Ready!**

Let's go day camping with Cloverbuds! It's a great way to have fun, learn about children, work together and build leadership skills. You can plan your own neighborhood day camp, or work closely with your



**Set!**

Extension staff and other youth serving agency's day camps.

Help older youth plan and carry out a day camp for youth in grades K-2. You will need 2 or 3 sessions to finalize your plans. Based on the age and experience of the youth, decide ahead of time exactly when the camp will begin and end, as well as what part of the camp the youth will plan and how the adults will support them.



**Grow!**

Help youth plan the day camp schedule, decide on lunch and snacks, as well as specific learning activities. Identify who will do each activity, help them get materials and practice the activities. Team up experienced youth with younger ones. Adapt and expand on the Day Camp Planner worksheet.

## Day Camp Planner

Task	Team Responsible	Task Deadline	Task Completed
Plan where, when to hold the camp			
Plan the day's schedule			
Plan morning activities			
Plan afternoon activities			
Plan the meal			
Plan the clean up and camp evaluation			

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For copies of this worksheet and other tools go to the National 4-H Cooperative Curriculum System, Inc. web site at <http://www.n4hccs.org>.

Activity  
**38**

**Life Skill:** Planning and organizing  
**Child Development Project Skill:** Preparing for careers related to child development  
**Academic Standard:** NPH-H.K-4.5, National Physical & Health, Using Communication Skills to Promote Health

**What Youth Will Do:** Older youth plan, implement and evaluate a day camp for younger youth (in 4-H they are often called Cloverbuds)

**Success Indicator:** A day camp is held for youth in grades K-2

**Target Audience:** Campers in grades K-2, counselors in grades 7-10, and adult staff

**Time Involved:** 2 or 3 planning sessions, along with set up and clean up time the day of camp

**Suggested Group Size:** 1:4 counselor to camper ratio, adult staff

Note: Check state guidelines for specific child/adult ratios in childcare programs.

### Materials Needed:

#### For Planning

- Flip chart and markers
- Planning worksheets, paper and pencils
- Suggested camp activities, reference books
- Snacks
- Materials for activities you need to practice before camp

#### For Day Camp

- Facility large enough for 3-5 activity stations
- Materials for each planned day camp activity
- Tables, chairs
- Lunch and snack for all



Plan lots of fun activities for your cloverbud Day Camp?

## **STOP** and Talk it Over

Talking it over should be done at the end of each planning session, as well as at the end of the day camp.

*At the end of the planning sessions:*

1. How far did we get with planning today? What were the challenges? What were the rewards?
2. What do we need to do next? Before our next meeting? Before the camp?
3. Describe the planning and organizing skills you used today. What new planning skills did you learn?
4. Think of something that you need to plan with a group in the near future. What planning tips can you share with that group?

*After the day camp:*

1. How did it go? What worked? What didn't?
2. What do you think the Cloverbuds learned? What did you learn about working with young children?
3. What was your role at camp? What were the challenges you faced in that role? The rewards?
4. If you liked working with kids at this camp, what type of careers should you consider? Who should you talk to? How will you get even more experience working with kids?

## **SLOW** Information Ahead

**R**ead the Teaching Tips and Characteristics of Children in Grades K-2 on page 8 and More Helpful Hints when Working with Kids on page 10. Be sure to plan activities that are developmentally appropriate for the ages and stages of youth.

**B**efore the Day Camp, provide training for all adult and youth volunteers to discuss and role-play how to handle difficult situations. Be sure you have enough adults to supervise youth, handle any emergencies, as well as guide and discipline when necessary.

### **INFORMATION CENTER**

*You can find 4-H after-school clubs and summer day camps in most states. Check with your county Extension office for how to access this information either in print or on the web.*

## More to Grow On

1. Plan an overnight camping experience for younger children (grades 3-4). Contact local camp directors for resources and ideas.
2. Volunteer at an existing after-school program. Pick one of your favorite 4-H projects and work with the after-school staff to adapt it.
3. Have youth interview a day care director, after-school site coordinator, or kindergarten teacher about careers related to working with young children.

# Swing to the Music



**Ready!**

Through the ages, music and dance have helped youth express their feelings. Music and dance generate lots of memories and emotions. Each generation has its own music to enjoy. What may seem old fashioned today was at one time “hip.” Youth, young adults and older adults need to develop understanding and appreciation for each other and their cultures.



**Set!**

Copy this Music and Dance Interview Sheet. Fill columns with information gathered during interviews. Help youth arrange interview times with at least two people from different generations. They should practice their interview skills with you before interviewing others.



**Grow!**

Interview your first interviewee. Interview your second interviewee. During your time with each person, share music or dance steps. Talk about other social customs from each era such as clothes, dating.

**Life Skill:** Accepting differences

**Child Development:** Developing healthy relations

**Project Skill:** with other generations

**Academic Standard:** NA-M.K-4.9, National Arts Music, Understanding Music in Relation to History and Culture

**What Youth Will Do:** Interview different generations about their music and dance

**Success Indicator:** Youth develop a chart comparing music and dance from different generations

**Target Audience:** Grades 3–10

**Time Involved:** 1 hour

**Suggested Group Size:** Individuals do interviews on his or her own; they can learn how to conduct interviews while in small groups

**Materials Needed:** Music and Dance Interview Sheet

## Music and Dance Interview Sheet

Person interviewed \_\_\_\_\_

Interview Question	Yourself	Young Adult	Older Adult
What was the music of your generation like?			
What were some of the popular songs?			
What is your “theme” song?			
Name some dances of your generation.			
What is/was your favorite dance? Why?			
Describe any special experiences you had while dancing or listening to your favorite music.			

# STOP and Talk it Over

1. How did you feel during your interviews? What interesting things did you find out during your interviews?

3. How do you accept the differences in others? How do you want others to accept you?

2. How do you feel about the different music and dances your interviewees shared with you? If you were to pick another time to be born, when would it be and why?

4. In the future, what will you do to be more tolerant of the differences in others? How will you convince others to accept your differences?



What music did other generations enjoy? Ask them!

## SLOW Information Ahead

Some people say they can study or read better with music in the background. Some people study or read better with no sound. Which do you prefer? This is just another way we're all different!

Scientists have found there is a connection between music and math skills. Listening and participating in music early in life build the "synaptic" nerve connections we need to work with numbers.

Listening and dancing to different types of music help youth interact with rhythm, distinguish different types of sounds, and learn about different cultures.

## More to Grow On

1. Plan a family night around a specific era, such as 40's swing, 50's rock and roll, or 70's hard rock. Select foods, music and dance from this time period. Encourage everyone to dress up from clothes from that era. Decorate with appropriate posters and artifacts.
2. Research songs from a particular era (e.g., World War II or the Vietnam War) that had powerful messages. Discuss the possible impacts of these songs on one's feelings.
3. Explore how dance can express emotions and tell stories. Study and learn about ethnic dances of Irish, Polish and Native Americans, Hispanic/Latinos or other groups. Try to interview someone from that culture. Select a theme and sponsor an evening of dance and song.
4. Do research on where different dances originated. Possibilities include Square Dance, Salsa, Tango, Jitter Bug, Charleston, Twist, Fish, Two-Step and Virginia Reel. See if you can find someone to teach you one or two new dances.
5. Attend a musical play or show. Note the different musical numbers and dance arrangements and the era from which they came. See if you can talk to someone who grew up in that era.

# Designing Shirts for Identity



Youth express ideas in different ways. They need to feel like they belong; as well as develop independence. Clothing color, design and style help youth express who they are. Creating unique T-shirts can help youth feel like they are part of a group. Even though the same process is used to help youth create their T-shirts, each youth's product shows his or her distinctive personality.



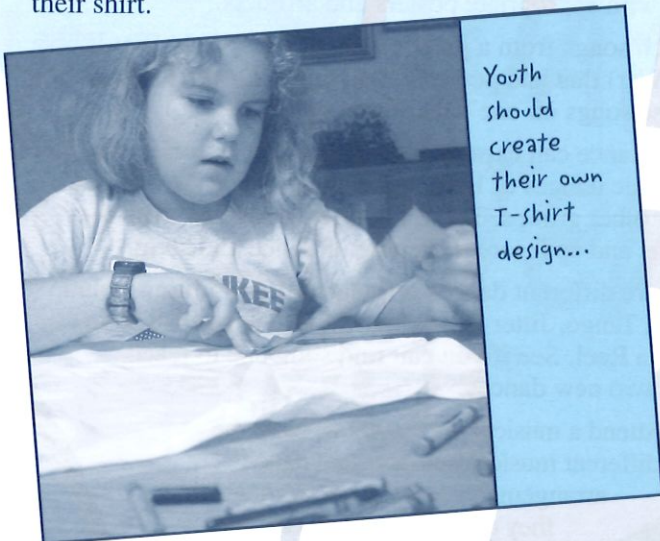
Hold a planning meeting with your helpers to decide on how younger participants will develop their T-shirt design. Decide on responsibilities and create samples during this planning meeting. Gather supplies or send out a supply list asking all participants to get their own supplies.

Have your helpers come early on the day of the large group activity to set up the site. Set up a station with instructions for each step for creating the T-shirt. Review helper roles. Clarify the activity and review safety rules, then do the activity.



## Iron On Design

1. Each participant needs a clean cotton T-shirt. Wash and dry new shirts before decorating.
2. Each person creates his or her unique T-shirt design. It can be a logo, drawing or portrait. Participants use crayons to draw on a piece of paper or directly onto their shirt.



Youth should create their own T-shirt design...

## Activity 40

**Life Skill:** Accepting differences

**Child Development Project Skill:** Encouraging peer identity

**Academic Standard:** NA-VA.K-4.1, National Arts Visual Arts, Understanding and Applying Media, Techniques and Processes

**What Youth Will Do:** Create clothes to express individual differences and creative preferences

**Success Indicator:** Creation of one personally-designed T-shirt by each participant

**Target Audience:** All ages, with the older youth helping younger youth

**Time Involved:** 1–2 hours

**Suggested Group Size:** 3–5 younger youth per older helper

### Materials Needed:

- White or colored cotton T-shirts in assorted sizes
- Paper for creating designs
- Fabric crayons
- Cardboard
- Iron
- Ironing board
- **Additional Items if tie-dyeing shirts**
- Spray bottles of bleach water
- Assorted objects related to the activity
- Bucket of cold water for reversed stenciling
- 2–3 boxes of fabric dye
- Rubber bands and gloves
- String
- Bucket of cold water for tie-dyeing

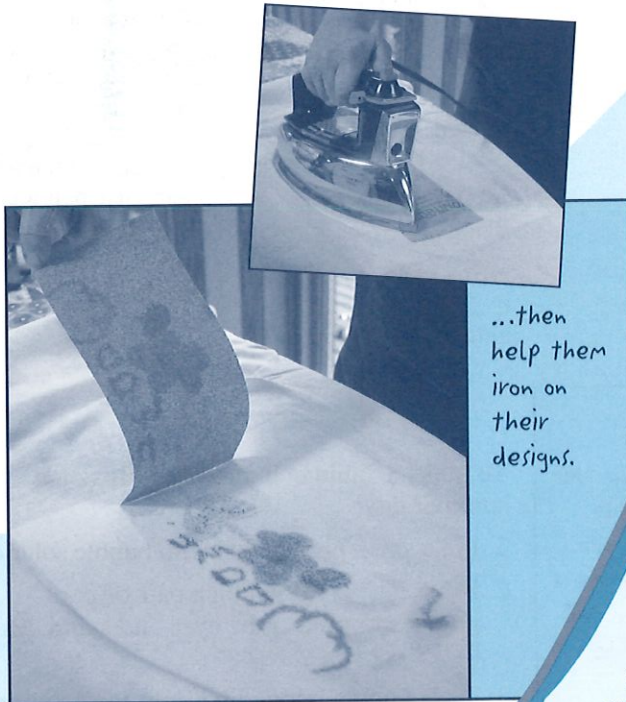
3. Press hard to leave a thick layer of crayon. If youth use words in the design, they should reverse the letters on the paper so they read correctly when ironed on the fabric. Before ironing, check this out by holding the paper with the reversed words in front of a mirror.
4. Heat an iron to the proper temperature for the fabric. Place a piece of cardboard inside the shirt, beneath the design area.
5. For the illustrations on paper, place the paper colored-side down onto the cloth, and then slowly iron over the paper. If the illustration is drawn directly onto the fabric, place a paper over the crayon drawing, and then slowly iron over the paper.
6. Use a paper towel to remove any wax from the iron.

The shirts are now ready to wear. They are safe to wash in cold or warm water without fading the colors. If they like, participants can follow the directions on the fabric dye boxes to tie-dye the T-shirts, which will add an even more distinctive look!



## STOP and Talk it Over

1. Describe your T-shirt design. How did you come up with the design? How does it relate to what's unique about you?
2. Describe the designs that others created. How were different ideas expressed? Were their designs more alike or different from yours?
3. Why is it important to be yourself? Why is it important to be part of a group? Which is more important to you and why?
4. Talk about how you can be part of a group and still be an individual. Give some examples from your own life.



...then help them iron on their designs.

## SLOW Information Ahead

**D**ynamic colors add pizzazz to creative expressions. Color can also affect how people feel.

**P**sychologists say blue is calming, while red creates excitement. Marketing specialists use color to influence what people buy.

## More to Grow On

You can use many variations when designing T-shirts.

1. Use a computer to design a transfer that you iron onto the shirts.
2. Create stencils, and then apply the design with acrylic paints mixed with fabric medium.
3. Try tie-dyeing alone or in combination with another design medium.
4. Use bleach water in spray bottles to create reversed stenciled designs on the shirts. First, place objects that will not be affected by the bleach water on the shirt to create a pattern or design. Spray the bleach water from approximately nine inches above the shirt. When the shirt reaches the desired level of bleaching, remove the objects and soak the shirt in cold water to stop the bleaching action.
5. Work as a team to create a friendship quilt using the Iron On Design technique on page 22 to color the friendship squares. Sew the squares together. Then sew the quilt top to the bottom with batting in the middle. Tie, machine quilt or hand quilt the layers together. Display your group's quilt for all to see.
6. Design T-shirts with the same group logo. Help youth work together to decide on the logo design and colors.
7. Invite a psychologist or marketing expert to talk about how colors affect people.
8. Design a collection of commercial logos for toys and/or clothing for children. Describe why these logos appeal to kids.

# Bubble-rrific



Everyone enjoys playing with bubbles. In this activity, youth will have a bubble-rrific time. Working in teams doubles the fun. Using alternative bubble-making tools makes this activity unique. Bubble-rrific is a great activity for clubs, day camps, after-school sessions and classrooms.



Make bubble mixture ahead and let set for 3-5 hours.

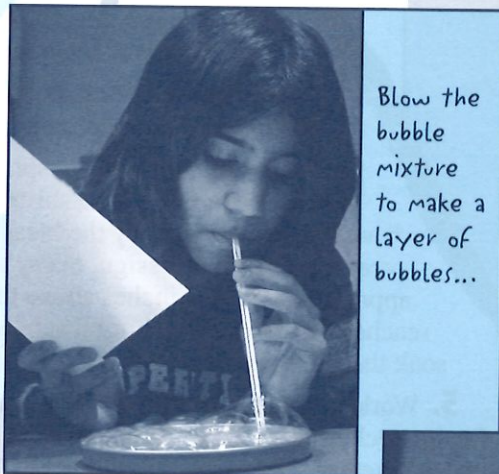
- Pour three glasses of water into a mixing bowl.
- Add one glass of clear dishwashing detergent.
- Add one to two glasses of vegetable glycerine or white Karo syrup, which makes the bubbles last longer than usual.
- Gently mix together with a mixing spoon. Let the bubble mix set for 3-5 hours.



While the bubble-rrific mix sets, plan your bubble-making tools. Try berry baskets for small wavy bubbles. Funnels, spools, twisted pipe cleaners and drinking straws will work, too. Make super bubbles using soup cans with pull-top lids. Make monster bubbles with a coat hanger bent into a circle.

When the bubble mixture is ready, pour it into a shallow container, like a cake pan. Dip your bubble tools into the mix. Blow or wave the tools to make bubble-rrific bubbles.

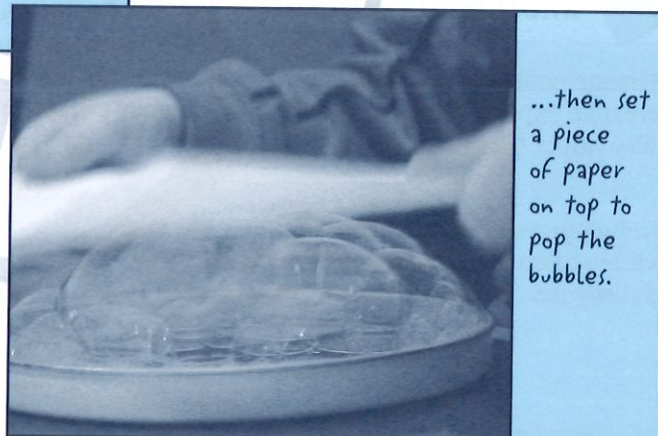
To bubble paint, blow air through a straw until bubbles form on top of each other. Take a sheet of paper and pop the bubbles, creating a picture on the paper. When the activity is over, store the bubble-rrific mix in a glass or plastic container that you can seal.



Blow the bubble mixture to make a layer of bubbles...

To make a "human bubble," try this on a summer day:

1. Fill a small plastic pool with bubble solution.
2. Have each child put on a pair of pool goggles to protect the eyes and stand next to the pool.
3. Take a hoola hoop, dip it into the solution, slowly raise the hoop and make a giant bubble over the child.



...then set a piece of paper on top to pop the bubbles.

## Activity 41

**Life Skill:** Teamwork

**Child Development Project Skill:** Promoting social growth and development

**Academic Standard:** NS.5-8.2, National Science, Physical Science

**What Youth Will Do:** Experience a bubbly outdoor activity

**Success Indicator:** Participation in the bubbly outdoor activity

**Target Audience:** Older youth will lead younger youth

**Time Involved:** 15 min. prep, 3-5 hours ahead of activity; 45 min. to do the activity

**Suggested Group Size:** 10-15 youth

### Materials Needed:

- 3 glasses of water
- 1 glass of clear dishwashing detergent
- 1-2 glasses of vegetable glycerine or white Karo syrup
- Mixing bowl
- Mixing spoon
- Shallow cake pan
- White paper
- Container to store unused bubble mixture
- Various bubble making tools, such as berry baskets, funnels, spools, twisted pipe cleaners, coat hanger, drinking straws, or soup cans taped together with masking tape (use pop-top lid cans for safety)

Hint: Most drug stores have glycerine but it can be costly.

## **STOP** and Talk it Over

1. Describe the variety of bubbles that the group created. Show the art you've created with your bubble paint.

3. Why is it important that everyone on a team be involved? What adjustments need to be made when working as a team?

2. How did each person get involved? What are the different parts of a team?

4. How can you make sure teamwork is part of your next group project? How is teamwork important in a job?

### **SLOW** Information Ahead

**S**urface water molecules want to stick together. When soap is added to the water, it reduces this "surface tension," which allows bubbles to form.

**A** bubble is a bit of air or gas trapped inside a liquid ball. The surface of a bubble is very thin and fragile. If a dry object touches it, the bubble's soapy film will stick to it. So, if you want to catch a bubble, wet your fingers first.

**B**ubbles are science in action. Carefully observe bubbles for their size, motion and color. Light reflecting off the soapy coating, for example, causes the colors on a bubble. Watch bubbles carefully to understand how they form and how they break.

### More to Grow On

1. Ask the youth to create another bubble-riffic game that involves the group. Try a game of catch the bubbles or a contest featuring the largest or funniest-shaped bubble.

2. Hold a bubble parade that is complete with music.

3. Understanding teamwork is an important life skill. Teamwork is defined as work done by two or more people, each doing part of the whole task. Ask the group to think of all the teams they belong to at home, school, camp, church, etc. Give examples of how members of these teams build on the strengths and skills of each member to reach team goals.

# Dinosaur Soup



**Ready!**

Prepare a feast fit for a hungry group of kids!



**Set!**

Help older youth plan Dinosaur Soup for a Cloverbud Day Camp, or for another community event. A 4-H club could make this soup for families staying at a Ronald McDonald House near a children's hospital. Either way, don't forget to talk about what Dinosaur Soup contributes to a healthy diet.



**Grow!**

Involve older youth in planning and preparation. If doing this at a Cloverbud Day Camp, start making it first thing in the morning so the soup will be ready for lunch. The younger children can chop their own carrot and potato and add to the soup. Rotate small groups of 3-4 youth at a time to work on the soup.

As the young children come to help make the Dinosaur Soup, have them wash their hands (talk about why this is important), slice a carrot into "coins" and cut a potato into "cubes." Provide lots of supervision and teach how to use a knife safely. Help youth add carrot and potato to the soup so no one is burned. If it is not safe for the younger children, do it for them.

## DIRECTIONS:

1. Gather all ingredients and equipment.
2. Wash hands thoroughly with hot water and soap.
3. Put soup bone and water in large pot.
4. Peel the outer dry layers of the onion and discard. Chop onion into small pieces and add to pot.
5. Bring mixture to boil, and then reduce heat to simmer. Simmer for 45 minutes to 1 hour. Watch it carefully so it doesn't boil over.
6. Peel carrots and potatoes. Always peel away from yourself. The carrots and potatoes will take about 30 minutes to cook.
7. Add garlic, corn and sauerkraut to the soup mixture about 30 minutes before serving.
8. About 15 minutes before the soup is ready, mix butter and flour in a small bowl.
9. **OPTIONAL:** Remove bone from the soup mixture. Remove any meat from the bone and return meat to the soup.

Activity  
**42**

**Life Skill:** Teamwork

**Child Development:** Practicing safe food handling and nutritious eating

**Project Skill:**

**Academic Standard:** NM-MEA.PK-2.1, National Math Measurement, Understand Measurable Attributes of Objects and the Units, Systems, and Processes of Measurement

**What Youth Will Do:** Older youth prepare soup, with the help of younger children

**Success Indicator:** A nutritious meal made by youth

**Target Audience:** Campers in K-2 and counselors in grades 7-10, with appropriate adult staff for supervision and guidance

**Time Involved:** 3-4 hours at Day Camp. Some advance cooking may be needed (e.g., cooking soup bone ahead of time).

**Suggested Group Size:** 1:4 counselor to camper ratio. Adult staff

### Materials Needed:

- Large soup pot
- Stove
- Sink or dishpan with hot water and soap
- Dish towels
- Vegetable peelers
- Paring knives
- Cutting boards
- Measuring cups and spoons
- Long-handled wooden spoon to stir soup
- Ladle to serve soup
- 3-4 quarts of water
- Large beef soup bone
- 1 small onion
- 1 small carrot per person
- 1 small potato per person
- 1 cup corn
- 1 can sauerkraut (optional, adds extra fiber and salt)
- 1/4 cup margarine
- 3 tablespoons flour
- 1-2 cloves garlic or 1 teaspoon garlic powder
- Salt and pepper to taste (will take very little as sauerkraut has lots of salt)
- Soup bowls, spoons and napkins for all

10. Stir the flour/butter mixture into the soup. Cook for 10-15 minutes, stirring occasionally. The soup will thicken slightly. Turn off the heat and let the soup cool for 10-15 minutes.
11. Serve with crackers, fresh fruit and milk.

## STOP and Talk it Over

1. What were the challenges you faced while making Dinosaur Soup? The rewards? What would you do differently?
2. What cooking skills did you gain? What food groups were included in the menu? What else might you add to make it even more nutritious?
3. What did the younger kids learn? What did you learn about working with young children? About teamwork?
4. Planning something like this takes a lot of teamwork. How will you use what you have learned about teamwork to plan your next event?

### INFORMATION CENTER

*Most state Extension service food and nutrition programs have a wealth of resources related to food, diet, nutrition and food safety for all ages. Contact your local county Extension office and ask for more information.*

### SLOW Information Ahead

**W**hile making the soup, talk to the children about the ingredients they prepared and added to the soup. Talk about the importance of fruits and vegetables (potatoes, carrots, onion and sauerkraut/cabbage provide vitamins, minerals, fiber), meat (protein promotes growth and muscle development), milk (dairy products provide calcium for strong bones and teeth), and grains (bread, crackers and rice provide fiber, vitamins and minerals) in their diet.

### More to Grow On

1. Read the book *Stone Soup* to younger children and then have them act it out as they make the soup.
2. Have each person design his or her own dinosaur placemat. Use recycled paper grocery bags, newspapers, markers or crayons, and pictures cut from magazines. If you have access to a laminating machine, this would make a great gift to send home.
3. Ask youth to talk about how each ingredient in Dinosaur Soup fits into the Food Guide Pyramid. Get labels or pictures of all the food items found in the soup and have youth sort them into categories based on the latest Food Guide Pyramid.
4. Interview a registered dietician about planning meals for young children. Ask your county Extension office if they have staff that the youth might interview. Interview a school cafeteria worker about preparing and serving food to young children each day.
5. Have older youth plan a full day's menu for the younger children that follows the Food Guide Pyramid and contains foods that young children like to eat.

# Here Comes the Judge



Exhibiting or displaying 4-H projects is a key element in learning by doing.



Make sure you have 3–4 child development projects on hand to critique. Before the activity, meet with older youth who will serve as judges. Discuss the common types of judging (Danish, face-to-face, conference) and which type the older youth will use to judge the work of the younger participants. Discuss the need for “criteria” when judging, such as quality, durability, and creativity in design. Most importantly, talk about ways to give praise and constructive advice while judging. After your discussion, hold a practice session to help older youth feel comfortable as a judge.



At the meeting, have older youth go over the Judges’ Score Card and the judging procedures with the younger members. Then let the judging begin! After everyone has had a chance, stop and talk it over.

## Child Development Judges’ Score Card

Name of exhibit \_\_\_\_\_

Target audience of exhibit (stage of development) \_\_\_\_\_

Purpose of exhibit \_\_\_\_\_

1. Appearance (Maximum 30 points) \_\_\_\_\_

- a. Overall appearance is neat and interesting
- b. Fits the intended purpose

2. Function (Maximum 40 points) \_\_\_\_\_

- a. Matches child’s stage of development
- b. Stimulates child’s learning

3. Quality (Maximum 30 points) \_\_\_\_\_

- a. Work is high quality
- b. Materials are used properly
- c. Item is safe to use

Total Score \_\_\_\_\_

## Activity 43

**Life Skill:** Leadership

**Child Development Project Skill:** Understanding child development criteria for judging fair projects

**Academic Standard:** NSS-EC.K-4.2, National Social Science Economics, Effective Decision Making

**What Youth Will Do:** Serve as judges for child development projects

**Success Indicator:** Youth exhibit good judgment skills and ability to choose among a few alternatives

**Target Audience:** All ages with older youth working with younger youth

**Time Involved:** Approximately 1 hour

**Suggested Group Size:** 3-10 younger youth and 1-2 older youth

### Materials Needed:

- Younger members: child development projects they have completed
- Older members: copies of Judges’ Score Card, pen/pencil, and placement ribbons (optional)
- If younger youth don’t bring their own projects to judge, provide some 4-H projects from past county fairs (e.g., babysitting kits, choke tube toy tester, handmade puppets)

## Judging Hints

- Listen to the youth tell about his or her exhibit.
- Ask clarifying questions:
  - How did you do this exhibit?
  - What parts do you feel you did well?
  - Why did you include specific parts of the exhibit?
  - If you did this exhibit again, what would you change?
- Give positive comments about the exhibit.
- Make suggestions for future exhibits.
- Do not compare exhibits. Each member develops at a different rate.
- Allow time for the exhibitor to ask you questions.
- End the judging session on a positive note.

## STOP and Talk it Over

1. Describe your experiences as either a judge or a person being judged.

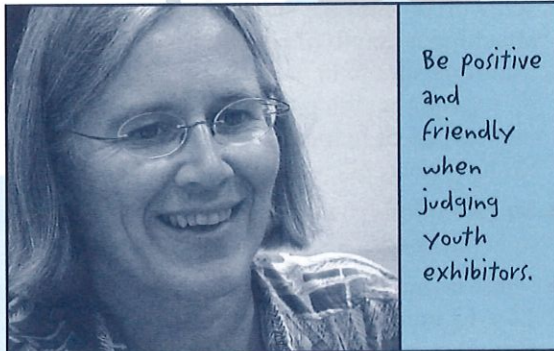
4. What did you learn about improving your fair projects?

2. How did it feel to be a judge, or to be judged?

5. How is county fair judging like teaching?

3. What did you learn about giving or receiving feedback?

6. How can you use your judging experiences to teach others in another situation?



Be positive and friendly when judging youth exhibitors.

## SLOW Information Ahead

**W**e learn more from words of encouragement than criticism. There are over 100 ways to say "Good job!" You can say "Clever idea!" "That's creative!" and "Way to go!" Always use positive comments when evaluating someone's work.

Activity revised by Christine Mann, 4-H Program Assistant and 4-H Volunteer Leader, Wisconsin.

## More to Grow On

1. Help youth sponsor a countywide fair preparation workshop for other youth and their parents.
2. Schedule a mock judging event where everyone uses the same score card to judge a series of fair projects and give the projects with the top scores a "Best of Show" prize. If you have several younger members, have them work in teams of two or three. Ask local businesses to donate small prizes or gift certificates. Make sure everyone gets something for participating.
3. Encourage youth to become judges' helpers at your county fair. Perhaps they could co-judge a class with an experienced judge.
4. Help older youth become registered or certified fair judges. Help them find out your state's judging certification or registration process (if you have one), and then encourage them to meet all the requirements.

# Toys with Imagination



Youth work as a group to create toys for children using recycled materials.



Children use toys to learn. With some toys, children build sensory skills while learning about textures, shapes and smells. Some toys help children develop large and small motor skills. Problem-solving toys build cognitive development. Playing together increases social skills. Toys should be safe, fun, challenging and developmentally appropriate for the child. See Developmental Stages of Youth, Ages 0–5, on page 33 for ideas.



In this activity, youth will make toys using their creativity and supplies from home. Before they begin, youth should decide on the target age of the toys and where to donate them. If you are working with youth in grades 3–4, ask them if they want to keep the toys for themselves. If a Cloverbud Day Camp is planned, older youth could do this activity with the campers.

Make sure you provide a variety of materials. You could assign the older youth to collect the necessary supplies, which will vary with the activity. Here are some ideas to stimulate the group's imagination:

- String wooden spools on a shoelace to make large beads.
- String large colored macaroni on a piece of yarn to make necklaces. (Note: Dye macaroni by placing in a container of water and food coloring for 5–10 minutes. Carefully remove to paper towels and allow to dry.)
- Make blocks from empty, clean milk cartons, shoeboxes, or margarine tubs. Cover with contact paper, if desired.
- Make a house from a large refrigerator box. Decorate the outside with paint or markers.
- Make puppets from socks, small sacks, oven mitts or paper plates. Use markers to draw features. Glue on yarn, cloth strips or construction paper strips for hair and clothes.
- Create a space helmet or other hat from a large ice cream container. Remove the handle.
- Create hats of all kinds from folded newspaper using markers, crayons, yarn, artificial flowers, feathers, beads, or fabric for decoration.
- Cut wallpaper scraps into various shapes for matching patterns and shapes.

Activity  
44

**Life Skill:** Personal safety

**Child Development Project Skill:** Creating safe and developmentally-appropriate toys

**Academic Standard:** NA-VA.5-8.3, National Arts Visual Arts, Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

**What Youth Will Do:** Create a safe, developmentally-appropriate toy from recycled materials

**Success Indicator:** Youth create a safe, appropriate toy

**Target Audience:** Youth in grades 5–10

**Time Involved:** 1–2 hours

**Suggested Group Size:** 3–12 youth

**Materials Needed:** See the list of toy ideas under “Grow” to identify materials

- Make puzzles. Cut out pictures from magazines and glue onto construction paper or card stock. Cut the picture into puzzle shapes. Store each puzzle in a zip-lock bag.
- Make stilts by punching holes with a Phillips screwdriver into the sides of two large tin cans and attaching a length of rope to hold the feet in place. The rope should be long enough for the child to hang on to while walking with the stilts. [NOTE: See clip art on page 28 of helpers guide...it should remain in guide to show how this works.]
- String buttons, foam or dried clay onto crochet thread to make beads.
- Make beanbags. Use scissors to cut burlap fabric into 12 x 12 inch squares. Fold the squares in half. Use a large darning or plastic canvas needle and yarn or crochet thread to sew three sides closed. Fill the bag with Styrofoam or corn biodegradable packing peanuts. Sew the remaining side closed.
- Use paint-color cards (from a local paint or hardware store) for matching and learning colors. Use them to make lotto or bingo games as well.
- Use scissors to cut sponges into shapes for painting with watercolors on easel paper taped to an easel board.
- Finger paint with shaving cream on large trays. Provide a tub of water for washing hands and paper towels for drying. Be sure youth do not lick fingers unless a clean tray and new pudding are available for each child.



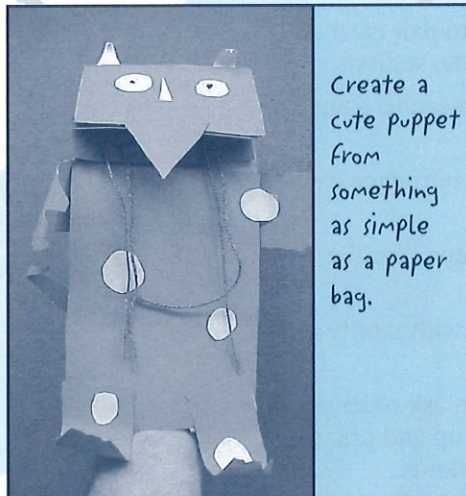
## STOP and Talk it Over

1. Describe the toys you created. How did you decide what toys to make?

3. How can you be sure the toy is safe for children?

2. For what ages are the toys most appropriate? What do you think the children will learn by using your toy?

4. How do you make sure that your own toys are safe? How do you know that your sports equipment meets safety standards?



Create a cute puppet from something as simple as a paper bag.

## SLOW Information Ahead

Children use their senses and their whole bodies to explore the world and learn about themselves.

Children need a variety of toys to encourage learning, such as books, music, dramatic play, puzzles, blocks, and riding toys.

Always keep safety and appropriateness in mind when making toys.

- Use permanent, non-toxic glue.
- Use non-toxic, unleaded paint.
- Consider the age and interests of the child who will be playing with the toy.
- Consider what the child will learn by using the toy.

## More to Grow On

1. Observe youth playing with the toys you created as well as with purchased toys. What are they learning?
2. Make toys with the kids at a community center or family shelter.
3. Check out the local craft, hobby or fabric store for patterns and kits for toys. The possibilities are endless.
4. Volunteer to check out the toys of young children for safety and developmental appropriateness. Share your results with their caregivers. Make recommendations for other safe and appropriate toys.

# Creating a Child Development Skillathon



**Ready!** A skillathon is an excellent way to have fun while evaluating skills and knowledge before and after completing this 4-H Child Development project.



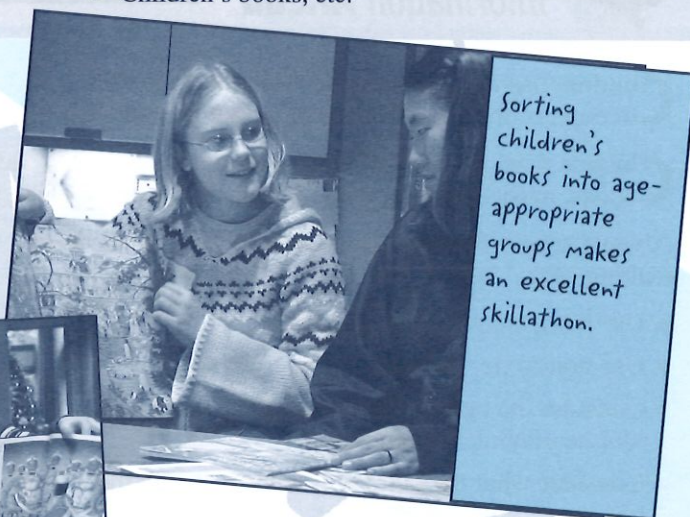
**Set!** Meet with your older youth to help create the skillathon stations. Follow these steps.

1. Make a list of all the activities covered during your 4-H Child Development project year. Divide the activities into skillathon station topics.
2. Each older youth should choose one of the topics. Their task is to think of a realistic situation and task for their station topic. They should make each station challenging, but the activity should match the age and experience of the youth participants. You may need to pair each older youth with an adult coach to develop the stations.
3. Decide how much time a team would need to complete the suggested task at each station.
4. The older youth should make signs to introduce each station.
5. Gather the supplies and equipment needed for the stations.
6. Youth should practice their skillathon with family and friends before the skillathon event.
7. On the day of the 4-H skillathon event, ask older youth and adult helpers to arrive early to set up and practice how to facilitate the learning at each station.



**Grow!** 1. Set up each 4-H Child Development skillathon at separate tables. Each table should have a sign that indicates the Title, Situation and Task.

2. Once all stations and helpers are ready, bring in the youth participants. Divide them into teams of 2–4 people and assign them to their first skillathon stations.
3. Assign a timekeeper to tell the groups when to rotate to their next stations. When all groups have completed the 4-H Child Development stations, take time to talk it over.



Activity  
45

**Life Skill:** Self-responsibility

**Child Development Project Skill:** Selecting key child development topics to teach others

**Academic Standard:** NM-DATA.3-5.1, Formulate Questions That Can Be Addressed With Data and Collect, Organize, and Display Relevant Data to Answer

**What Youth Will Do:** Introduce or review what youth learn about child development by participating in skillathon stations

**Success Indicator:** Completion of all skillathon stations; youth demonstrate knowledge and skills gained while participating in this 4-H child development project

**Target Audience:** Grades 3 to 10 and adult helpers

**Time Involved:** 30–60 minutes

**Suggested Group Size:** 4 to unlimited number, depending on number of stations and helpers available

#### Materials Needed:

Type and number of skillathon stations will determine materials needed. (See <http://www.n4hccs.org> for a more complete list of sample skillathons and supplies.) Some suggested items include:

- Tables and chairs for skillathon facilitators
- Station tabletop signs and supplies needed to complete each task
- Assorted toys and games
- Babysitter's kit
- Children's books, etc.

## **STOP** and *Talk it Over*

1. Summarize what you learned about child development at the skillathon station you created. What do you think the younger kids learned?
2. What did you learn by taking responsibility for creating your own station?
3. How did the adults help you follow through on your responsibilities?
4. What can both adults and youth do next time to help youth take more responsibility for the skillathons?
5. What is the next activity for which you will take responsibility to organize and plan?
6. How will you use the lessons learned today to carry out this new responsibility?

## **SLOW** *Information Ahead*

**S**killathons work well at group meetings. They involve youth in challenging, non-competitive, learn-by-doing activities. In a successful skillathon, youth leaders evaluate their own abilities. They discover what they need to know to solve a task, work as a team, make decisions, and speak with others, while receiving recognition and praise for their efforts.

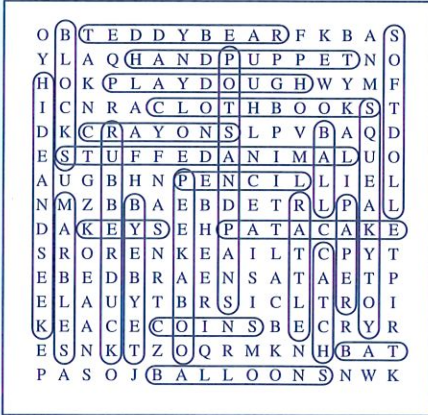
**P**artnering with someone of a different age or background is challenging but rewarding. Each partner contributes new ideas based on his or her experiences and knowledge.

## **More to Grow On**

1. Each group member can partner with someone of a different age and complete the skillathon again.
2. Ask the group to set up and conduct a child development skillathon for another group. It could happen at your local 4-H club meeting, county 4-H project day, or other 4-H event.
3. Set up a child development skillathon for public display at a shopping mall, county or state fair, or school open house. What a great way to encourage families to join 4-H!

# Answer Keys

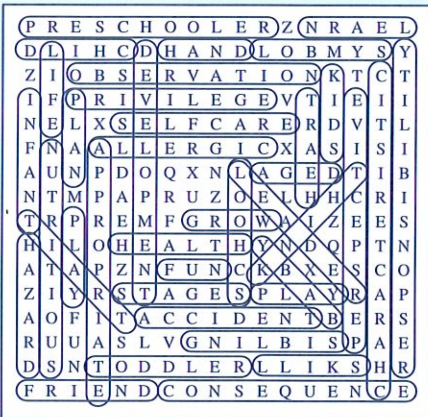
## Toy Word Find (Step 2, page 31)



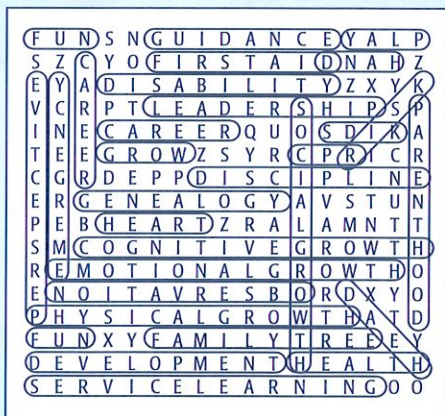
## Street Smart Secret Code (Step 2, page 33)

1. When you are away from home... never ride with strangers.
2. When you are home alone... lock all doors and windows.
3. When you are home alone... do not open the door for anyone.
4. When you are home alone... do not tell anyone over the phone that you are alone.

## Child Development Word Find (Step 2, page 35)



## Child Development Word Find (Step 3, page 35)



## Learning Tool for Duplicating

### Child Development Observation Record Sheet (Step 3, page 8)

#### 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

# Information Center

**K**ids on the Grow! is only the beginning of the learning adventure for child development. Youth and their Helpers will want to pursue other special topics of interest. They should first check with their local county Extension staff to see if they have access to other local resources. Extension staff may in turn connect you with other state and national resources and web sites.

## Web Sites

### **CYFERnet, Children, Youth, and Families Education and Research Network**

This web site brings together the best children, youth and family resources of all the public land-grant universities in the country. Materials are carefully reviewed by college and university faculty. Through CYFERnet you can also interact with your colleagues and share your work nationally.

### **Search Institute**

Teaching ideas and ways to build on the youth assets model are available by contacting the Search Institute, 700 S. Third St., Suite 210, Minneapolis, MN 55415. To view these lists go to their web site.

### **Occupational Outlook Handbook—Childcare Workers, U.S. Department of Labor**

This web site contains important career information that is useful for youth interested in pursuing careers related to child development.

### **American Red Cross**

Contact your local chapter of the American Red Cross to purchase publications or go to their Publication Web Site for information on the Red Cross Babysitters Handbook and other publications.

For a more up to date list of related web sites go to the *Kids on the Grow!* Web page that is part of the National 4-H Cooperative Curriculum System, Inc. web site at [n4hccs.org](http://n4hccs.org).

## Building Assets in Youth

*Building Assets Together: 135 Group Activities for Helping Youth Succeed*, Jolene Roehlkepartain, Search Institute, Minneapolis, MN, 1997, ISBN 1-57482-336-1.

*All Kids Are Our Kids: What Communities Do to Create Healthy Communities for Children and Adolescents*, Peter Benson, Jossey-Bass Inc., San Francisco, CA, 1997, ISBN 0-78-79-1068-6.

## Child Development

*Babysitter's Handbook*, American Red Cross, Mosby-Year Book, St. Louis, MO, 1998, Revised in 2003, ISBN 0026426714.

*Developing Child*, Holly Brisbane, Glencoe Press, 1994, ISBN 0026426714.

*Nurturing Book for Babies and Children*, Juliana Delinger Bavolek, M.S.E., Family Development Resources, Inc., Park City, UT, 1989, ISBN 0-934309-19-1.

*Turning into Young Viewers: Social Science Perspectives on Television*, Tannis M. MacBeth, (Ed.), Sage Publications, Thousand Oaks, CA 1996, ISBN 0-8039-5825-0.

## Child Development Careers

*Developing Youth Curriculum Using the Targeting Life Skills Model*, Patricia Hendricks, Pub. No. 4H-137A, Iowa State University Extension, Ames, IA, 1996.

*Developmentally Appropriate Practice in School-Age Child Care Programs*, American Home Economics Association, Kendall/Hunt Publishing, Dubuque, IA, 1993, ISBN 0-8403-8146-5.

*What Color is Your Parachute*, Richard Nelson Bolles, Ten Speed Press, San Francisco, CA, 1994, ISBN 0-89815-568-1.

# Information Center

(Continued)

## Friends and Peer Relationships

*Children's Friendships*, Zick Rubin, Harvard University Press, Cambridge, MA, 1980, ISBN 0-67411-619-4.

*Contemporary Issues Series*, Girl Scouts of the U.S.A., 830 Third Ave., New York, NY 10022

## Health, Safety and Wellness

*Caring for Your Infant and Young Child: Birth to Age 5*, Stephen Shelov, Bantam Books, New York, NY, 1993. ISBN 00553071866.

*First Aid for Children Today (F.A.C.T.)*, American Red Cross, 1992, ISBN 0-86536-207-6.

*Health: It's Your Choice*, 4-H Cooperative Curriculum Service, 1997.

## Leadership and Diversity Education

*Preparing For Leadership*, Robert B. Woyach, Greenwood Press, Westport, CT, 1993, ISBN 0-313-29053-9.

*Step Up to Leadership*, 4-H Cooperative Curriculum System, 2003.

*Taking Charge Constructively*, Dwight E. Palmer, Development Publications, LLC, Tucson, AZ, 1995, ISBN 0-913951-04-8.

*The Children Are Watching*, Carlos E. Cortes, Teachers College Press, New York, NY, 2000, ISBN 0-8077-3937-5.

*Teaching to Change the World*, Jeannie Oakes, Martin Lipton, McGraw-Hill College, McGraw-Hill, 1999, ISBN 0-07-109381-8.

## Parent Education

*Building Strong Families: Parenting Young Children*, Michigan State University Extension, Educational Programs, Family & Consumer Sciences.

Family Relations-Parenting (infants, Preschoolers, 1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> Years, School-Age Children, Teenagers), UW Extension Cooperative Extension Publications.

*Child Magazine*, Gruner & Jahr USA Publishing, New York, NY ISSN 0894-7988.

*Touchpoints: Your Child's Emotional and Behavioral Development*, T. Berry Brazelton, 7th Printing 1996, Merloyd Lawrence, Addison Wesley Publishing Co., Massachusetts, 1992, ISBN 0-201-09380-4.

*Raising Self-Reliant Children in a Self-Indulgent World*, H. Stephen Glenn, Jane Nelsen, Prima Publishing, Roseville, CA, 2000, ISBN 0-7615-1128-8.

## More Activities with Children

*Family Fun Activity Book*, Bob Keeshan, Fairview Press, Minneapolis, MN, 1994, ISBN 0-925190-29-2.

*Learning Games for Infants and Toddlers*, Ronald J. Lalley and Ira J. Gordon, Publishing Division of Laubach Literacy International, New York, NY, 1977, ISBN 0883365650.

*Learning Games for the First Three Years*, Joseph Sparling and Isabelle Lewis, Berkeley Books, New York, NY, 1985, ISBN 082772390.

*101 Great Ways to Keep Your Child Entertained*, Danelle Hickman and Valerie Teurlay, St. Martin's Press, New York, NY, 1992, ISBN 0-312-07618-5

*Playtime Learning Games for Young Children*, Alice Sterling Honig, Syracuse University Press, New York, NY, 1982, ISBN 0-81560-178-6.

*Schools' Out!* Joan M. Bergstrom, Ten Speed Press, Berkley, CA, 1990, ISBN 0-89815-349-2.

*The Colossal Book of Crafts for Kids & Their Families*, Phyllis Fiarotta, Black Dog & Leventhal Publishers, Inc., New York, NY, 1997, ISBN 1-884822-57-6.

*Family Night In*, Debbie McCellan, Family Life Educator, University of Illinois Extension, Carbondale Extension Center.



For an up to date list of helpful web sites go to the National 4-H Cooperative Curriculum System, Inc. web site at <http://www.n4hccs.org>.

# Before and After—What do you know?

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

Begin each skill with the words: *I know how to...*  
Then circle

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

Helper's Guide — Kids on the Grow! I know how to...	Before	After
Plan a successful day camp for younger kids	1 2 3	1 2 3
Help youth with their reading skills	1 2 3	1 2 3
Compare music and dance between generations	1 2 3	1 2 3
Create a special T-shirt	1 2 3	1 2 3
Participate in a bubbly activity	1 2 3	1 2 3
Prepare a nutritious meal as a team	1 2 3	1 2 3
Judge child development exhibits	1 2 3	1 2 3
Create safe and appropriate toys	1 2 3	1 2 3
Experience child development skill-a-thon stations	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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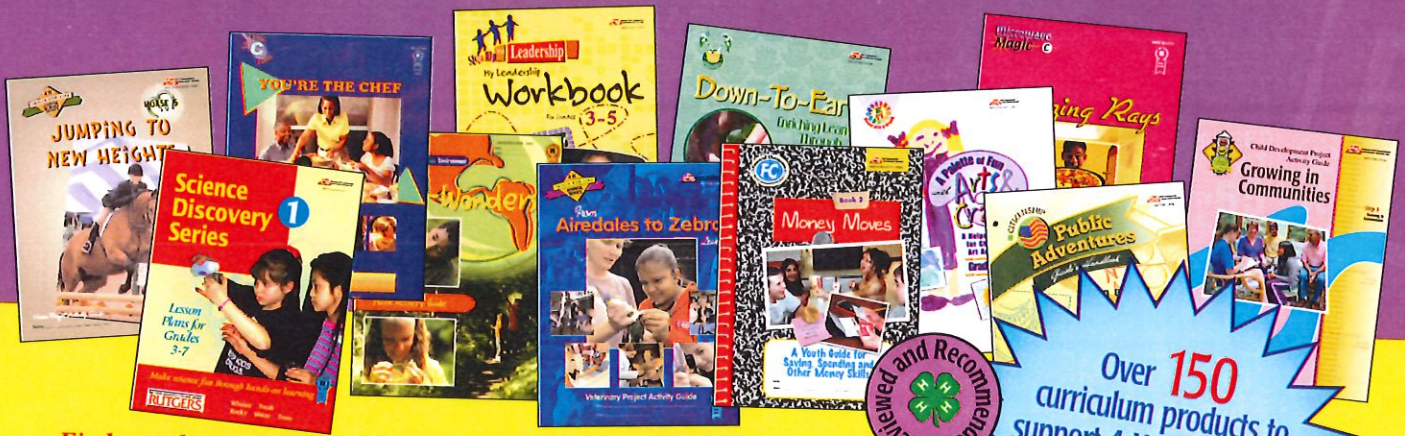
Printed on recycled paper with minimum of 10% post consumer waste.



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"Developing Skills for Life"

# "Developing Skills for Life"



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**Online** [www.n4hccs.org](http://www.n4hccs.org)

Experiential Learning Model: Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals", © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.



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