



LIFE·PAC®

Family and Consumer Science

Student Book

Unit 9



Alpha Omega Publications®

FAMILY AND CONSUMER SCIENCE 9

CHILD DEVELOPMENT AND CARE

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CHILD DEVELOPMENT AND CARE

But Jesus called them unto him and said, Suffer little children to come unto me, and forbid them not: for of such is the kingdom of God.

Luke 18:16

Children are certainly important to God as demonstrated in the above verse. We then have the responsibility to guide and train children in such a way that they will develop the correct view of God. This is one of the greatest challenges of parenthood: to teach children the truth about God. The home is the center of education, learning, and training for the child, so parents are given the responsibility of teacher. As an older sibling, babysitter, church nursery worker, Sunday School aide, or Vacation Bible School helper, you need to learn to meet the needs of children as well.

Children often give a first impression of being cute, spoiled, good, sad, naughty, shy, or quiet. Understanding the needs and behavioral development of children will help you to see past the first impression and will help you to develop a positive attitude toward all young children.

This LIFEPAC® is designed to increase your knowledge and understanding of children from birth to young school-age. You will study the physical, social, emotional, intellectual, and spiritual development of children by age groups. You will study and develop skills in child care and safety. You will also learn the business of babysitting.

OBJECTIVES

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. You should be able to:

When you have finished this LIFEPAC, you should be able to:

1. Identify the physical, social, emotional, intellectual, and spiritual development of children from birth to early school-age.
2. Develop the skills to care for each stage of a child's life from birth to young school-age.
3. Identify play as a child's way of exploring and learning about his world.
4. Identify music, art, literature, and science experiences as important to the development of young children.
5. Plan various activities for children.
6. Understand first aid and safety issues in child care.
7. Become a responsible and successful babysitter.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given in the glossary.



I. AGES AND STAGES

And Jesus increased in wisdom and stature, and in favour with God and man.

Luke 2:52

Each child is unique. Each child will grow and learn at a different rate. Despite the individual differences, however, children of the same age develop in a similar manner. Understanding the physical, mental, social/emotional, and spiritual development of children gives you insight as to why a child behaves the way he does. When you realize that the child's behavior is partly determined by his age and stage in development, you can have more patience with the child; you can guide the child instead of becoming irritated with him.

This section will give you a brief overview of developmental and behavioral characteristics typical of each age group from birth to early school-age.

Section Objective

Review this objective. When you have completed this section, you should be able to:

1. Identify the physical, social, emotional, intellectual, and spiritual development of children from birth to early school-age.

PHYSICAL (STATURE)



Infants

Infants are unique individuals as much as any older person. Identical twins, born at the same time, will have different personalities. Some infants are very quiet and sleep often, while other infants are very active. Accepting these differences will make it easier to take care of infants and help them grow and develop. Adapt to each infant's behavior instead of expecting him to be like other infants.

Birth to six months. Infants increase rapidly in height, weight, and motor skills. At birth infants cannot control their body movements, as most of their movements are involuntary. During the first few months, an infant's eyesight is limited to objects that are about ten inches away from his face but by six months his range of vision is more fully developed. At about two months, infants can raise their bodies when lying on their stomachs. At three to four months, they discover their fingers, feet, and toes and have some control of their muscles and nervous system. They can sit with support, lift their heads up for short periods of time, and can roll from their sides to their stomachs. By five to six months, most babies can roll over.

Six to twelve months. Infants still nap in the morning and afternoon. They begin to eat and sleep at regular intervals. They will eat three meals a day and nurse or need a bottle at various times throughout the day. They start using a cup and a spoon to feed themselves. Infants can now sit unassisted. They crawl on their abdomens and creep on their hands and knees. By eight months, they can grasp and hold objects. They can pick up objects with their thumb and forefinger (the pincher grip) and let objects go (drop things); they even begin to throw things. At ten to twelve months they begin to pull themselves up to a vertical position, stand while holding furniture and can walk when led. By the time they are twelve months old, most babies weigh nearly three times their birth weight and are half-again longer.



Toddlers



When a child learns to walk, he is known as a toddler. Usually, this term is applied to one- and two-year-old children. The toddler stage is an important time in a child's life. It is the stage between infancy and childhood where they learn and grow in many ways. During the toddler stage, most children learn to walk, talk, solve problems, and relate to others. One major task for toddlers is learning to be independent.

One-year-olds. Toddlers may eat less but tend to eat more frequently throughout the day. They improve at feeding themselves, though spills should still be expected. They may grow less rapidly during this time than when they were infants. Most toddlers are walking without support by 14 months. Most can walk backwards, climb stairs, and run by 22 months. Toddlers can drink from cups with some help. They can scribble and stack blocks.

Two-year-olds. Two-year-olds are in constant motion, exploring their world with their bodies and senses. This helps develop their large motor skills. They are able to stand on tiptoes, throw a ball, and kick the ball forward. They can walk, run, climb, dig holes, and climb up and down stairs unassisted. They jump with two feet together. Two-year-olds will need large toys and plenty of room to explore. At this stage, they will begin to show an interest in toilet training and experience some success. They like to take things apart and put them back together. Because this may be their most active stage in life (thus the "terrible twos"), they still need an afternoon nap.

The preschooler. Three- and four-year-old children are often called preschoolers. Preschool children want to touch, taste, smell, hear, and test things for themselves. They are curious and eager to learn. They learn by experiencing, doing, and from their play. They are busy developing skills, using language and struggling to gain inner control.

Preschoolers want to assert their independence separate from their parents. They are more independent than toddlers. They have a better command of language and can better express their needs. Common fears of preschoolers include new places, experiences, and separation from parents and other important people.



The three-year-old. Three-year-olds are still developing their large motor skills. They are perfecting their running, jumping, hopping, climbing, and riding tricycles. They can catch balls, stand on one foot, and build towers of 6–9 blocks. They are beginning to learn hand-eye coordination with their small muscles (or fine motor skills). Provide them with toys and equipment that develop the fine motor skills, for example, puzzles, pencils, paper, and safety scissors. They can draw and paint in both circular and horizontal motions. Three-year-olds may still have toilet accidents. They like to dress themselves, but may or may not be able to manage buttons, snaps, and zippers. They grow about three inches taller in a year.

The four-year-old. Growth isn't as rapid for four-year-olds, yet they will grow taller losing some of their childish plumpness. Encourage them to participate in activities that will strengthen the large muscles in arms, legs, and trunks. They run on tip toes, gallop, and can pump themselves on a swing. They hop on one foot. They begin to skip. They throw a ball overhand. Their small muscles are developing, and hand-eye coordination is improving.

Four-year-olds can draw **representational** pictures (for example, pictures of flowers, people, etc.) They like unzipping, unsnapping, and unbuttoning clothes. They dress themselves. They are ready to learn how to tie their own shoes. They can cut on a line with scissors. They can make designs and write crudely-shaped letters. They are very active and aggressive in their play. Whether a child is right-handed or left-handed will be determined at about the age of four. Four-year-olds generally still need rest periods.



Young school-age

Five-, six-, and seven-year-old children are often excited about going to school and their new responsibilities. Parents are still the most important people in their lives. With school-age children, it is important to set limits and let children know what is expected of them. Do this with a soft voice. Be patient and kind. Provide clear and consistent discipline. Each child needs to feel special and cherished while in your care. Children in this stage are very enjoyable. They like to be helpful, especially to adults.



School-aged children become more agile.

Growth is slow but steady. They have good large muscle skills. Most children have a good sense of balance and coordination. They can stand on one foot and walk on a balance beam. Some even have enough coordination to roller skate. They enjoy physical activities. They enjoy testing muscle strength and skills; they like to skip, run, tumble, and dance to music. Movements are often rough and jerky, but they love to learn new skills. They can catch small balls. They can better manage buttons and zippers and have learned to tie their shoelaces. They can print their names. They can copy designs and shapes, including numbers and letters. They use utensils and tools correctly without supervision. They have a good appetite and enjoy more adult foods. Afternoon naps are probably not necessary. Five-year-olds may need help with their toileting only if their clothes are complicated.



Answer true or false.

- 1.1 _____ Babies are unique individuals; different from other babies.
- 1.2 _____ Babies discover their fingers, feet, and toes at about five months.
- 1.3 _____ Children are called toddlers when they are toilet trained.
- 1.4 _____ Preschoolers are afraid to be separated from their parents.
- 1.5 _____ Young school-aged children should still take a nap.



Matching (answers may be used more than once).

- 1.6 _____ can sit unassisted
 - 1.7 _____ can cut on a line with scissors
 - 1.8 _____ most active stage in life
 - 1.9 _____ likes to be helpful
 - 1.10 _____ they grow about three inches taller in a year
 - 1.11 _____ increases rapidly in height, weight, and motor skills
 - 1.12 _____ right-handedness or left-handedness is determined
 - 1.13 _____ learns to walk
 - 1.14 _____ learning hand-eye coordination with their small muscles
- a. birth to six months
 - b. six to twelve months
 - c. the one-year-old
 - d. the two-year-old
 - e. the three-year-old
 - f. the four-year-old
 - g. the young school-age

INTELLECT (WISDOM)



Read to the child.

A child learns to speak what he hears. Encourage a child to pronounce words correctly; have him attempt to ask for things. Develop a love for good books and music by reading and singing to the child.

Birth to six months. At one month they become aware of normal household sounds. They turn to locate the source of sounds. Infants babble, coo, and gurgle; they smile. At three months they squeal, laugh, and babble. They study their hands and feet. Infants can focus on and follow moving objects with their eyes. They explore things with their mouths and put anything they can hold into their mouths. They cry in different ways to express hunger, anger, and pain. They forget about objects that they cannot see.

Six to twelve months. Infants wave bye-bye and play pat-a-cake. They respond to simple directions. They look for things not in sight. Infants make sounds like “dada” and “mama.” They make sounds that are understood by people who know them well. They repeat actions that cause a response such as when given a rattle, they will shake it and laugh. By twelve months, many infants speak their first understandable words.

The one-year-old. Toddlers add words to their vocabulary; they learn associations between words and objects; they name body parts and familiar pictures. They can point to objects that they want. They imitate animal sounds. They use the pronouns “me” and “mine.” They use “no” frequently. They combine two words to make a basic sentence. They have short attention spans. They hold pencils and scribble.



Twos enjoy imaginary play.

have a short attention span and enjoy having the same story read over and over. They enjoy riddles and guessing games. Three-year-olds have good imaginations and like pretending they are someone else: the doctor, the mommy, the daddy. They need toys that encourage imaginary play; for example, a cardboard box becomes a car, a boat, or a house. They may even have an imaginary playmate.

The two-year-old. Two-year-olds can understand more words than they can speak. They have a vocabulary of about three hundred words and can use three- to four-word sentences. They like to experiment with sounds and words. They still have short attention spans. Two-year-olds can follow simple directions and explanations. These will need to be repeated with patience. They can memorize short rhymes. They have begun imaginary play; for example, the two-year-old will “feed” their doll. They enjoy listening to short, simple stories. They want to make choices but find it difficult to do.

The three-year-old. Three-year-olds constantly ask questions. Almost one-third of their conversation is questions. They



Threes have good imaginations.

The four-year-old. Attention spans of four-year-olds increase, so they can listen to longer stories. They ask many questions, including “how” and “why” questions. They are very talkative. Their language includes silly words and, if exposed to it, profanity. This would be a good time to explain why profanity is unacceptable. They enjoy serious discussions. They should understand some basic concepts such as number, size, weight, color, texture, distance, time, and position. Their classification skills and reasoning ability are developing. They are creative. They may still have an imaginary friend. They like rhythm and can follow a tune.

The young school-age. They can distinguish left from right. Their ability to speak and express themselves develops rapidly. This skill is important for success in school. They talk to their peers about themselves and their families. During play, they practice using the words and language they learn in school. They enjoy working with numbers, letters, words, and writing. They have a vocabulary of about two thousand words. They can begin to tell time and know the days of the week. They like silly rhymes, riddles, and jokes. Their attention span increases. They are learning more about their world and enjoy short field trips to the fire station, a construction site, or a zoo. They can follow more complicated stories. They are learning letters and words. By six, most can read words or combinations of words. Some misbehavior may be an indication of boredom.



They enjoy working with words.



Answer the following questions.

Remembering that each child develops at his own rate, identify intellectual characteristics that are common to the age groups. Write the *ages* next to the characteristic.

- 1.15 _____ likes to pretend
- 1.16 _____ likes to babble, coo, gurgle
- 1.17 _____ asks questions
- 1.18 _____ uses “no” frequently
- 1.19 _____ everything goes into the mouth
- 1.20 _____ has a short attention span
- 1.21 _____ begins to wave bye-bye
- 1.22 _____ has an imaginary playmate



Answer true or false.

- 1.23 _____ Infants, one to six months, will turn towards the source of sound.
- 1.24 _____ Infants, six to twelve months of age will repeat actions that cause a response.
- 1.25 _____ Infants, six to twelve months, will name body parts.
- 1.26 _____ Two-year-olds have a vocabulary of about 500 words.
- 1.27 _____ Three-year-olds like to talk.
- 1.28 _____ Classification and reasoning skills begin at age four.
- 1.29 _____ Young school-age children have vocabulary of about 2,000 words.
- 1.30 _____ Some misbehavior in a school-age child may be an indication of boredom.

SOCIAL AND EMOTIONAL (FAVOR WITH MAN)



Birth to six months. Infants begin to develop trust as their parents meet their needs: feeding them when they are hungry, holding and cuddling them when they cry, reading and singing to them, and changing their diapers when needed. They cry to express anger, pain, and hunger. Crying is their way of communicating. Infants are easily excited or frightened. They are easily upset and need to be cradled and comforted. Infants smile in response to a pleasant sound or a full tummy. At about six weeks, they smile in response to someone else. By four months, they smile broadly, laugh when pleased, and learn to recognize faces and voices of their parents.

Six to twelve months. At this time, infants start responding when you call their names. Separation anxiety begins at this point, they fear being left by their parents; they have a fear of strangers. They get angry and frustrated when their needs are not met in a reasonable amount of time. Infants begin to learn what is and is not allowed. Eye contact begins to replace some of the physical contact that younger infants seek.

The one-year-old. Temper tantrums are common, if allowed. They have difficulty sharing toys and are very possessive. They tend to have mood swings; their emotions are usually very intense but short-lived. Routines are very important. They enjoy playing in the presence of other children, but not with them. This is known as **parallel play**. In their view, they are the center of the world. They begin to express new emotions such as jealousy, affection, pride, and shame.

The two-year-old. Two-year-olds try to assert themselves by saying, “no.” They like imitating the behavior of adults and other children. They enjoy solitary and parallel play much like the one-year-old. They are generally self-centered and sharing is still difficult. They become frustrated easily. They may be fearful of unfamiliar persons or animals, of being left alone, or of the dark. They may show this fear by crying, running away, clinging to the parent, or trembling. They still need security.

The three-year-old. Three-year-olds are usually interested in playing with other children or **cooperative play**. They are interested in sharing and taking turns. They have a definite choice of friends that they want to play with. They can be aggressive in words and actions. Three-year-olds may be afraid of the dark, of being alone, of getting lost, of unfamiliar places, buildings, animal sounds, or of being sick. They are struggling with the desire of being independent and the need for being close to family. It is a good time for them to experience being separated from family for short periods of time, as in a preschool or church program.



Threes take turns.

The four-year-old. Four-year-olds enjoy cooperative play. Generally, they do not get upset when separating from a parent in order to play with other children. They may have a best friend, but that changes frequently.



Fours enjoy cooperative play.

Most four-year-olds are friendly and enjoy talking to adults and desire adult approval. They also experience hero worship. Fours enjoy dramatic play and like to use props for dressing up and pretending. Expressing anger is common to four-year-olds. They develop fears about imaginary things such as giants, bears, or fires. They may fear pain or physical harm, for example, doctors, nurses, hospitals, or instruments. Four-year-olds have extreme mood swings; cheerful and cooperative one moment and sullen and uncooperative the next. Four-year-olds need support and guidance in understanding and expressing their “bad” feelings and in handling their own conflicts. Four-year-olds will develop an awareness of others’ feelings; he may feel empathy for others.

The young school-age. Young school-age children like to play in small groups. They enjoy dramatic play and like to act grown up. They have a strong need to feel accepted and worthwhile. They show their ability to be independent by being disobedient, talking back, and being rebellious. They often express their anger by saying, “I hate you!” It is better not to yell back at the child. Remember Proverbs 15:1, “A soft answer turneth away wrath...” Acknowledge the child’s anger, but do not allow him to get away with saying hurtful things. Boundaries must still be set. Instead say, “While I understand you are angry, you cannot say hurtful things to Mommy. Please sit on your bed for a few minutes until you are calm.” Hug the child afterwards and assure him you still love him. In this way, the child is learning to control his outbursts.



Young school-age children prefer individual achievements over group efforts. They like encouragement and suggestions, but do not like to compete with other children. They still look to adults for approval but now they also turn to their peers for praise and acceptance. They begin to take responsibility for their own actions. They are beginning to learn to respect the rights and feelings of others. They look up to and imitate older youth. They are beginning to build and understand friendships; they now have a best friend.



Answer true or false.

- 1.31 _____ Infants are easily excited or frightened.
- 1.32 _____ By four months, an infant will realize when mom has entered the room.
- 1.33 _____ Infants, six to twelve months old, cannot yet determine what is and is not allowed.
- 1.34 _____ Routines are important to a one-year-old.
- 1.35 _____ The two-year-old understands the concept of sharing.
- 1.36 _____ The three-year-old is sometimes aggressive.
- 1.37 _____ The four-year-old often experiences hero worship.
- 1.38 _____ The young school-age child prefers solitary play.



Answer the following.

- 1.39 Distinguish between solitary, parallel, and cooperative play. _____

- 1.40 What are some ways that parents can develop trust in their infants? _____

- 1.41 Emotional readiness to be separated from the family is developed in the _____
_____.
- 1.42 Fear of imaginary things such as giants, bears, or fires develop in the _____
_____.
- 1.43 "I hate you!" is a common expression of anger in the _____.

SPIRITUAL (FAVOR WITH GOD)

Children of preschool-age learn quickly and generally do not question their teachers. They learn by observation, participation, and repetition. Sunday school is only a supplement to what is learned at home. Some of the helpful hints concerning methods for keeping the attention of small children during story time are: use visual aids (such as pictures), sit close to the children, speak with expression and enthusiasm.

Infants' concepts of God are gained through the love and care of the parent. Singing and listening to praise music with the infant will increase their appreciation for Christian music as they grow older. Your hugging, cradling, and loving care will open their heart to your instruction and Bible teachings in years to come.

Spiritual growth for the preschooler through the young school-age child is related to the child's growing awareness of self; such growth is almost entirely dependent on observation of the attitudes and behavior of those around him. Young children have an aptitude for Godly things. He is able to comprehend simple spiritual truths, such as:

1. God makes all good things, including the child.
2. God loves the child and is his best friend.
3. God listens when the child talks to Him (prayer).
4. God sees the child and is with him at all times.
5. God can do all things.

Two-year-olds. Two-year-olds can sense the attitudes of the home toward church. They sense something special about prayer or Bible reading or going to church. They can understand simple concepts about God; they enjoy singing simple songs about Jesus and friends.



Introduce Biblical concepts at the three-year-old stage.

The two-year-old may be interested in talking to God in his own manner. Observing others in prayer will help teach the child about prayer and God. It is not wise to force prayer, however. Instead, set an example by having regular prayer and devotional times.

Three-year-olds. It is easy for three-year-olds to talk about God. If they learn of God and Jesus at church or in the home, they will often bring God up in the conversation, for example, "God made the mountains."

Introduce the concept of God as a spirit and not just a man. Three-year-olds are beginning to use some simple Biblical principles, such as helpfulness and kindness. Read Bible stories of people who showed helpfulness or kindness to others (e.g. "The Good Samaritan") or teach a simple study in Galatians 5:22–23 on the fruit of the Spirit.



An infant's concept of God is gained through the love of the parents.

Four-year-olds. Four-year-olds are capable of talking to God in their own way. They are beginning to understand the concept of a personal God. They are learning to respond positively to people and things at church.

Young school-age. A young school-age child may be troubled because he cannot see God. They are inquisitive and may experience more abstract thoughts such as, “Where did God come from?”; “How long is eternity?” It is important to answer the children’s questions as honestly as possible. This is how trust is developed.

Young school-age children are capable of using their own words to communicate with God. Therefore, it is important to encourage young children to pray on their own. They are growing in their understanding and application of Bible stories. They can memorize short Bible verses.



Encourage young children to pray on their own.

It is important to remember that each child is a separate individual, with ability, interest, and comprehension levels. One child may understand the concept of salvation at age four, while another may not comprehend it until much later. Some children may be able to memorize whole Bible verses and even passages at a very early age, while it may take other children longer to accomplish this task. Be patient and understanding in recognizing the differing abilities of children.



Answer the following questions.

1.44 How could you help teach the concept of kindness to a three-year-old child during Vacation Bible School? _____

1.45 Is it better to force a two-year-old to participate in grace at mealtimes or have him observe the family saying grace daily? Why? _____



Complete the following activities.

Obtain permission from your church preschool director to observe children during Sunday School or during the week if your church has a day care or preschool program. You will need to visit a preschool program three times while working in this LIFEPAC. When you observe children, you will need to do the following things.

Take your LIFEPAC and pencil with you to record your observations.

Remain in the background, give no indication of amusement, make no comment. Be an impartial observer.

Avoid conversation with the children or other observers.

Place your chair so you are not in the way of the children and do not block any of the play things.

Avoid disturbing the children's activities by coming and going.

1.46 **Observation number one: Observing a group of children.** As you observe the children in the group, see how many patterns of behavior you can identify.

Date _____ Place _____ Length of time _____

Age(s) of Children _____

a. Notice the following:

1. Children who seem to trust adults _____

2. Children who have many interests and engaged in a variety of activities _____

3. Children who seem to limit their activities and interests _____

4. Children who combine materials in unusual ways _____

5. Children who engage freely in dramatic play _____

6. Children who seem dependent on others, who follow the teacher or other students around, or frequently ask for help _____

7. Children who seem to like many children and approach them freely _____

8. Children who seem to avoid approaching children _____

b. Make a list of the things children do which you dislike. _____

c. Make a list of the things children do that make you want to step in and do something about their behavior. _____

d. Make a list of the things children do that you approve of or which you enjoy seeing them do.

e. Discuss your observations with your teacher and classmates when back in class.



Adult Check

Initial

Date



1.47 **Observation number two: Observe one child.** Choose one child and observe his behavior without his knowing he is being watched. Make sure you get permission before doing your observation.

Date _____ Place _____ Length of time _____
Name of child _____ Age of Child _____

a. How many different activities did he engage in during the period and for how long?

Activity	Length of Time
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

b. Did he play contentedly and satisfactorily with others?

c. Did he play contentedly by himself?

d. With whom did he play?

e. What toys did he use?

f. When he changed from one activity to another, what were the reasons for the change?

g. Did he get out his toys?

h. Did he put them away when finished with them?

i. Was he bossy?

j. Did he interfere with the play of other children? If he interfered, what action did he take?

k. Was he selfish? In what way was he selfish?

l. Was he generous? How was this demonstrated?

m. Was he shy?

n. Did he show off? If he did show off, what did he do?

o. Was he happy?

p. Was he quarrelsome?

q. Was he sympathetic? If he was, how did he show it?

r. Did he tease and annoy others? If so, in what way?

s. Was he cooperative? If so, how was this demonstrated?

t. Was there any kind of discipline used? Give an example. Was it desirable? What other means of discipline might have been better used? _____

u. What conclusions do you draw concerning the characteristics of the child you observed?

v. Discuss your observations with your teacher and classmates when back in class.



Adult Check

_____ **Initial**

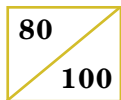
_____ **Date**



Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

Essay (answer, 7 points).

1.021 How does the Principle of Individuality apply to our study of the ages and stages of children?



Score _____

Adult Check _____

Initial _____

Date _____

II. CARE OF CHILDREN

...but bring them up in the nurture and admonition of the Lord.
Ephesians 6:4b

The basic needs of children of all ages are food, sleep, warmth, and loving attention. Learning techniques and developing skills in child care and safety will be a major portion of this section of the LIFEPAAC.

Learning to entertain children with quality, positive activities is also important in their proper development. You will study and participate in creative learning activities for the preschool child and young school-age child.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

2. Develop the skills to care for each stage of a child's life from birth to young school-age.
3. Identify play as a child's way of exploring and learning about his world.
4. Identify music, art, literature, and science experiences as important to the development of young children.
5. Plan various activities for children.

BASIC INFANT CARE

When picking your baby up, whether to change his diaper, bathe him or feed him, always hold him firmly and confidently and talk to him softly and gently, making eye contact.