UNIT 4

Child Care and Development

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_

**Child Care and Development**

**What is a Caregiver?**

-A person who meets the many **\_\_\_\_\_\_\_\_\_\_\_\_\_** of children

-They help prevent **\_\_\_\_\_\_\_\_\_\_\_\_** or **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

-They help provide an environment that fosters **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Responsibilities of Caregivers**

1. PROVIDE A **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** ENVIRONMENT
2. PROVIDE BASIC **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. PROVIDE **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** NEEDS
4. TEACH **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** AND **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. DEVELOP MUTUAL **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
6. PROVIDE APPROPRIATE **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
7. PROVIDE AND ENCOURAGE **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
8. **\_\_\_\_\_\_\_\_\_\_\_\_** THEM!

**Your Caregivers**

 **\*Write ONE PARAGRAPH to YOUR parents and caregivers. How have they met your needs? What have they sacrificed for you? Have they provided any “extras” for you? If they were here, what would you say to them? Will this affect how you act in the future?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Child Development**

**-Child Development:**  how a child becomes able to do more \_\_\_\_\_\_\_\_\_\_\_\_\_ things as they age.

 -Development is measured through specific **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.

-Milestones are a set of **\_\_\_\_\_\_\_\_** or **\_\_\_\_\_\_\_** that most children can do at a certain age.

**Milestones**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Safety for Children**

**Ten Tips for Safety**

1. Never leave a small child **\_\_\_\_\_\_\_\_\_\_\_\_\_** at any time.
2. Keep the child away from **\_\_\_\_\_\_\_\_\_\_\_\_\_** equipment or **\_\_\_\_\_\_\_\_\_\_\_\_** objects.
3. Keep **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** closed or have a barrier across the top of stairs.
4. Keep dangerous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of children’s reach
5. Do not let children **\_\_\_\_\_\_\_\_\_\_\_\_** around with **\_\_\_\_\_\_\_\_\_\_\_\_\_** objects.
6. Keep pot handles turned to the inside or **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** of the stovetop.
7. Keep children away from **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** unless supervised constantly.
8. Teach children how to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** their toys safely.
9. Teach children to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** their toys when they are finished playing with them.
10. Teach children to stay out of the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.

**NEVER EVER SHAKE A BABY!**

1. This could cause **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (SBS)
2. When a young child is **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, the head whips back and forth, slamming the brain against the hard skull, causing bruising, bleeding and swelling inside the brain.
3. The consequences could be **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**!

**List 5 Ways to Cope with Crying**

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

**Imagination, Reading and Music**

**Why Are They Important?**

1. Fosters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Promotes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Skills
3. Helps Children Become Critical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Helps Children Practice and Apply \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Helps Promote New \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and Retention (Story Telling)
6. Music Increases Information \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Memory!)

**Toys and Playing**

**Why Are They Important?**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Stimulation & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Solving
2. Fosters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Helps Develop \_\_\_\_\_\_\_\_\_\_\_\_ Skills
4. Helps Them Learn About the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Around Them
5. Develops \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Skills

**Try to Remember…**

**Draw a picture of your favorite early childhood TOY. Describe what it was and why you enjoyed playing with it.**

**Describe your favorite GAME and how you played it.**

# Pretend Preschool Activities

Below are several simulation activities designed to help you remember what it’s like to be a preschooler. As you are doing each activity, try to imagine how a preschool feels doing tasks that we sometimes take for granted. After completing each activity, write a short reflection of how the experience made you feel.

**Station 1: Small Motor Skills**

 Try to put a puzzle together with a blindfold on. No peeking!

 Reflection:

**Station 2: Math**

 Follow the instructions at this station to play the math game.

 Reflection:

**Station 3: Reading**

Choose and read one of the children’s books on the table. If you get finished with one, read another.

 Reflection:

**Station 4: Art**

Using one of the papers in the middle of the table, write a letter to your best friend using only pictures.

 Reflection:

**Station 5: Science**

 Follow the instructions at this station to complete the science experiment.

 Reflection:

**Station 6: Snack**

 Follow the instructions at this station to complete the snack activity.

 Reflection: