

## DEPARTMENT C - HUMAN DEVELOPMENT

The term Human Development includes childcare, family life, personal development, and character development. 4-H'ers taking "I Have What It Takes To Be a Babysitter", "Kids on the Grow 1", "Kids on the Grow 2", and "Kids on the Grow 3" may enter.

Additional resources may be found at <http://go.unl.edu/ne4humandevelopment>.

Exhibits may **NOT** use copyrighted materials, such as cartoon characters or commercial product names. Exhibitors in the Human Development project area will be asked to focus on designing toys/games/activities that meet the different needs of children. Categories are based on the Early Learning Guidelines in Nebraska which identify the important areas in which our children should grow and develop. Use the Nebraska Department of Education website and the resources around the Early Learning Guidelines to help understand the six areas and the skills children need to develop to create your exhibit, in conjunction with your project manual.

<https://www.education.ne.gov/?s=early+learning+guidelines>

Classes 1-6 **MUST** be items made by the 4-H'er. Possible purchased parts are acceptable such as dice for a grade-schooler to play a game, but the significant part of the exhibit **MUST** be **MADE** by the 4-H'er. **NOT** acceptable: items for display in child's room (which is a home environment item), container but **NOT** the contents made by the 4-H'er, or group of items assembled for a purpose but **NOT** made by the 4-H'er. Games **MUST** include instructions for playing the game. **Information sheets for Classes 1-6 MUST** include the **following supporting information on paper**: 1) Where did I get the idea for this exhibit? 2) What decisions did I make to make sure the exhibit is safe for child to use? 3) What age is this toy, game or activity appropriate for and why? (Infant, Birth-18 mos; Toddlers, 18 mos – 3 yrs; Preschoolers, 3-5 yrs; or Middle Childhood, 6-9 yrs.) 4-H'ers **MUST** give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals). 4) How is the toy, game, or activity intended to be used by the child?

### DIVISION 200

#### Class

Toy, game, or activity made for a selected and identified age group. The intent is for the toy/game/activity to teach the child in the developmental area related to each class. For example, a game that is developed to help 4-H'er learn language and literacy skills would be an exhibit for Class 2. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing for Classes 1-6.

- \*1. **Social Emotional Development**
- \*2. **Language and Literacy Development**
- \*3. **Science**
- \*4. **Health and Physical Development**
- \*5. **Math**
- \*6. **Creative Arts**
- \*7. **Activity with a Younger Child** - Poster or scrapbook showing 4-H'er working with a child age 0 to 8 years. May show making something with the child, or childcare or child interactions. May include photos, captions, story, or essay. Size of exhibit is your choice. Other people may take photos so 4-H'er can be in the photos. 4-H'er **MUST** make poster or scrapbook. **NO information sheet needed for Class 7.**
- \*8. **Babysitting Kit** - Purpose of kit is for the 4-H'er to take this with them when they babysit in someone else's home. Do **NOT** make kit for combination of ages or for your own family to use. 4-H'er should make one or more items in the kit, but purchased items are also allowed. A list of items in the kit is suggested to be included. Display in box or bag suitable for what it contains. Approximate size **NOT** larger than 12"x15"x10". All items in kit **MUST** be safe for child to handle. Most importantly, the kit should serve a defined purpose, not just be a catch-all for several items. **Information sheet for Class 8** should include: (1) State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for. (2) What are children this age like? Give 2 examples that show how the kit would be appropriate for children this age. (3) What will the child learn or what skills will they gain by using the kit. (4) What item(s) were made by the 4-H'er.

#### **4-H'ers taking any of the projects in Department C Division 200 may enter:**

- \*9. **Family Involvement Entry** - Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or feed bunk. Items may be exhibited if desired. Other possibilities include a house or farm cleanup project, a family reunion, a celebration of a family milestone, a trip or vacation, moving, or a community service project. Photographs are encouraged. Visuals should show family participation. Participation by all family members is important. Include a list of family members and what each person did to participate in the event.

#### **4-H'ers taking Growing All Together (2 or 3) may enter:**

- \*10. **Growing with Others Scrapbook or Poster** - Examples: How to decide if it's time you can be home alone and related activities. How responsibilities and privileges are related. Friendships. Working with others. Understanding rules and boundaries. A family tree. A family rules chart. A family meal plan, with pictures of a special family meal. A home safety checklist. Being street smart (safety). A school scrapbook showing yourself and your school activities, memories, and special interests.
- \*11. **Growing in Communities** - Scrapbook, or poster. Examples: A career study. A photo story about your own growth and development, **NOT** only physically but emotionally, socially, spiritually, mentally. A television evaluation (see project manual). How you have overcome obstacles. Friendships. A community profile. A community service project. Working with parents. Teaching experiences. Understanding discipline. Playground safety check.

901. **Other Toy**