



## Evaluating 4-H Child Development Exhibits

### Introduction

This project is designed for youth to learn about themselves and the growth and development of children. When evaluating exhibits, there are several considerations. What did the member learn about growth and development? When appropriate, an exhibit should be tried out with children — was it “kid tested”? Reports on how the exhibit was used helps give an indication of the learning process.

Listed below are the three child development units, both the life skills, and child development skill objectives. Knowing which level 4-H’ers are in will help you know what they can learn from project materials.

### Life Skill and Project Objectives

<b>Unit I: Growing on My Own, 4H 246A, GRADES 3-4</b>	
<b>Life skill Objective</b>	<b>Child Development Skill Objective</b>
Planning And Organizing	How Youth Grow
Critical Thinking	Making Learning Fun
Concern For Others	People Express Emotions
Accepting Differences	All Children Are Different
Self Motivation	Having Support Setting Boundaries Roles Affect How We Act
Personal Safety	Know Child Safety Hazards Make Toys Safe for Small Children

<b>Unit II: GROWING WITH OTHERS, 4H 246B, GRADES 5-6</b>	
<b>Life skill Objective</b>	<b>Child Development Skill Objective</b>
Planning And Organizing	Self Care, Self Care Plans
Critical Thinking, Observing, and Questioning	Taking Responsibility For My Actions
Concern for Others	Developmental and Age Appropriate Toys, Developing Friends Characteristics Of Friendships
Accepting Differences	Different People See Things Differently
Team Work	Relationships And Peers
Leadership/Role Identification	Contributions To My Family
Leadership/Setting Boundaries	Family Boundaries For Growth
Self Responsibility	Healthy Food Choices
Personal Safety	Hazards For Children In The Home
Personal Safety	Toy Safety For Babies
Personal Safety	Neighborhood Hazards

<b>Unit III: GROWING IN MY COMMUNITY, 4H 246C, GRADES 7-12</b>	
<b>Life Skill Objective</b>	<b>Child Development Skill Objective</b>
Planning And Organizing	Child Development Careers
Critical Thinking	Observing Child Behaviors Effect of TV on Children
Concern For Others	Differences In Child Development Components of Friendship and Synergy
Accepting Differences	Children Grow and Develop in Neighborhoods Perspective Taking
Team Work	Growth Through The Life Cycle
Leadership/Role Identification	Parenting Roles
Leadership/Mentoring	Teaching Skills To Children
Self-Motivation	Child Guidance & Discipline
Self-Responsibility	Fitness Choices For Health
Personal Safety	Playground Safety Involvement In Community Safety

<b>Grades 5-12 Red Cross Babysitting Course and/or other babysitting training opportunities</b>
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### **Special Evaluation Considerations**

#### Goal

The 4-H'ers goal and statement of what was learned is part of a fair exhibit. This can be communicated orally during conference judging at the county level but need to be written if selected for State Fair. The purpose of the exhibit is to help the 4-H'er learn more about themselves and younger children. Evaluate the exhibit in relation to the 4-H'ers goal, learning involved and the process used.

Quiet time books or games are popular exhibits. Though the items may be well constructed, evaluate the **child development learning process**, not the product. One 4-H'er used her own creation by including young children's drawings. She reported how the children she cared for reacted to their own drawings in the book.

Exhibits can focus on topics other than child care, e.g. my time management plans, home safety for children, home alone, family roles and/or rules, a learning center approach to children's play, a toy teaching a developmental concept, photographs comparing development, an original story, song or poem for children, a game designed for a child with a disability, a sight and sound show in a child development project, etc.

#### Age Considerations

A judge should help 4-H'ers think about the appropriateness of their exhibit. For the 4-H'ers to convey a learning experience about themselves and/or children through an exhibit is a difficult task. It is hard for junior and intermediate 4-H'ers to talk about themselves. It's much easier to demonstrate a product than it is to explain the process. The child development project itself is a learning process for those involved in it. When the exhibit is an item for children, an appropriate question is, "How old is the child who will use the object in the exhibit?" 4-H'ers should include specific age or ages of children, not just "older" children, who will use the object. In addition, "why is it appropriate for children of

that age?” would be a good question to ask in conference judging. When objects in an exhibit have actually been tried out with children, the 4-H'er can more easily determine and explain age appropriateness.

### Safety

4-H'ers' exhibits should give attention to safety. An exhibit can focus on safety in general or appropriateness for specific aged children. One 4-H'er reported a younger brother and sister were using an unsafe toy. The 4-H'er explained what happened, why it was unsafe, why it did not function as designed, what must be done to make it safe, etc. Also related were attempts to educate and get compensation from the department store, a positive learning process for the 4-H'er.

### Construction

Construction (i.e. quiet books and games) is not the focus of a child development exhibit. Try not to comment on construction details and quality of work unless it affects other criteria such as safety. Some exhibits, though, focus only on construction of an object for the exhibit. If so, ask what the 4-H'er learned about children by constructing the object.

### Resources

Below are child development 4-H manuals (curriculum). These are available through your county Extension office or can be ordered online at <https://www.extension.iastate.edu/store/>.

#### 4-H Member Pieces

Unit 1, Growing On My Own, 4H 246 A  
Unit 2, Growing with Others, 4H 246 B  
Unit 3, Growing in Communities, 4H 246 C

#### 4-H Leader Piece

4-H Growing All Together Helper Guide, 4H-246 LDR

#### Additional member and leader resources are available:

- at your local county Extension offices or
- on-line at <https://www.extension.iastate.edu/store/>, where some are available in Spanish or as a PDF download

Some items are free—those without “FREE” may have a nominal charge.

#### **Child Development:**

Ages and Stages Series FREE  
1-12 months, Pm 1530 a  
12-18 months, Pm 1530 b  
18-24 months, Pm 1530 c  
2 years, Pm 1530 d  
3 years, Pm 1530 e  
4 year, Pm 1530 f  
5 years, Pm 1530 g  
6 to 8 years, Pm 1530 h  
9 to 11 years, Pm 1530 i

## **Parenting Younger Children**

Understanding Children Series FREE

- Biting, Pm 1529 a
- Disciplining Your Preschooler, Pm 1529 b
- Disciplining Your Toddlers, Pm 1529 c
- Fears, Pm 1529 d
- Learning to Read and Write, Pm 1529 e
- Language Development, Pm 1529 f
- Moving to a New Home, Pm 1529 g
- Self-Esteem, Pm 1529 h
- Sibling Rivalry, Pm 1529 i
- Temper Tantrums, Pm 1529 j
- Toilet Training, Pm 1529 k
- Toys, Pm 1529 m
- Kindergarten Ahead, Pm 1529 n
- Children and Sleep, Pm 1529 o

## **Safety Counts**

Is Your Baby Safe at Home? Series FREE

- Poison, Pm 954 a
- Electricity and Burns, Pm 954 b
- Falls, Pm 954 c
- Hazards, Pm 954 d

Home Safety - A checklist for Parents Pm 1621 FREE

Playground Safety Fact Sheets FREE

- Children's Climbing Gyms... Surfaces, Sp 23 a
- Strings Can Strangle Children ..., Sp 23 b
- Strangulation Hazard. . . Cargo Nets, Sp 23 c
- Burns on Hot Metal Playground Equipment, Sp 23 d

## **Spending Time With Your Kids**

- Making Puzzles, Pm 724
- Making Blocks, Pm 725
- Take a Break with Your Kids, HDFS 5 (fun ideas for parents of young children)
- Child's Play Art Activities, Pm 1770 a
- Child's Play Fingerplay Plus, Pm 1770 b

## **Child Care That Works—Self Study series, PM 1679 a-b, g-p**

- Let's Play, Pm 1679a
- Let's Talk, Pm 1679b
- Your Family Child Care Home: Child Development, Pm 1679p