# Unit 4

Child Care & Development



## **Child Care and Development**

| What is   | is a Caregiver?   |                              |
|-----------|---|------------------------------|
| -A        | -A person who meets the many of children  |                              |
| -T        | -They help prevent or   |                              |
| -T        | -They help provide an environment that fosters  | <del></del>                  |
| Respons   | nsibilities of Caregivers   |                              |
|           | 1. PROVIDE A ENVIRONMENT  |                              |
|           | 2. PROVIDE BASIC  |                              |
|           | 3. PROVIDENEEDS   |                              |
|           | 4. TEACH AND  |                              |
|           | 5. DEVELOP MUTUAL   |                              |
|           | 6. PROVIDE APPROPRIATE  |                              |
|           | 7. PROVIDE AND ENCOURAGE  |                              |
| 8.        | 8 THEM!   |                              |
|           | have they sacrificed for you? Have they provided any "extras' what would you say to them? Will this affect how you act in the same of the | •                            |
| <u>-C</u> | <u>-Child Development:</u> how a child becomes able to do more _ they age.  |                              |
|           | -Development is measured through specific   |                              |
| -1\       | -Milestones are a set of or that most child   | ren can do at a certain age. |
| Milesto   | <u>cones</u>  |                              |
| 1.        | 1   |                              |
| 2.        | 2   |                              |
| 3.        | 3   |                              |
|           | Λ   |                              |

# **Safety for Children**

| <u>Ten</u> | Tips for Safety |
|------------|-----------------|
| 1          | . Never leave   |

| 1.  | Never leave a small child       | at any time.                                    |                       |  |  |
|---|---------------------------------|---|-----------------------|--|--|
| 2.  | Keep the child away from _      | equipment                                       | or                    |  |  |
|   | objects.                        |   |                       |  |  |
| 3.  | Keep clo                        | sed or have a barrier acros                     | ss the top of stairs. |  |  |
| 4.  | Keep dangerous                  | out of childrer                                 | n's reach             |  |  |
| 5.  | Do not let children             | around with                                     | objects.              |  |  |
| 6.  | Keep pot handles turned to      | Keep pot handles turned to the inside or of the |                       |  |  |
| 7.  | Keep children away from         | unless su                                       | pervised constantly.  |  |  |
| 8.  | Teach children how to           | their toys s                                    | safely.               |  |  |
| 9.  | Teach children to               | their toys when th                              | ney are finished      |  |  |
|   | playing with them.              |   |                       |  |  |
| 10  | D. Teach children to stay out o | of the  | •                     |  |  |
|   |                                 |   |                       |  |  |
| NEV   | ER EVER SHAKE A BABY!           |   |                       |  |  |
| 1.  | This could cause                |   | (SBS)                 |  |  |
| 2.  | When a young child is           | , the head whi                                  | ips 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   |                                 |   |                       |  |  |
|   |                                 |   |                       |  |  |
|   |                                 |   |                       |  |  |
| 3.<br>4.  |                                 |   |                       |  |  |
| 4.<br>5.  |                                 |   |                       |  |  |

# **Imagination, Reading and Music**

| Why Are They Important?                       |                      |                                  |  |  |  |  |
|---|----------------------|----------------------------------|--|--|--|--|
| 1. Fosters                                    |                      |                                  |  |  |  |  |
| 2. Promotes                                   |                      |                                  |  |  |  |  |
| 3. Helps Children Become                      |                      |                                  |  |  |  |  |
| 4. Helps Children Practice                    |                      |                                  |  |  |  |  |
|   | 5. Helps Promote New |                                  |  |  |  |  |
| 6. Music Increases Informa                    |                      |                                  |  |  |  |  |
| Toys and Playing  Why Are They Important?     |                      |                                  |  |  |  |  |
| 1 Stimul                                      | ation &              | Solving                          |  |  |  |  |
| 2. Fosters                                    |                      |                                  |  |  |  |  |
| 3. Helps Develop                              |                      |                                  |  |  |  |  |
| 4. Helps Them Learn Abou                      |                      | Around Them                      |  |  |  |  |
| 5. Develops                                   |                      |                                  |  |  |  |  |
| Try to Remember                               |                      |                                  |  |  |  |  |
| Draw a picture of your fand why you enjoyed p |                      | Idhood TOY. Describe what it was |  |  |  |  |
| Describe your favorite (                      | SAME and how y       | 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.

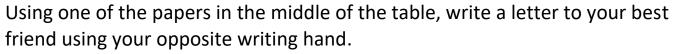
Reflection:

### **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**



Reflection:

## **Station 5: Snack**

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

Reflection:

#### **Station 6: Science**

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