

4-H FAMILY LIVING GUIDELINES

One of the goals of the 4-H is to help young people learn life skills. The following are guidelines and ideas for providing learning experiences in the family living project area.

GENERAL GUIDELINES FOR ALL MEMBERS

Learn what toddlers and preschoolers are like.

Gain an understanding of their needs and how they grow.

Learn about the ways in which children are alike and the ways in which they differ.

Learn to tell when a child is ready for a new learning experience.

Practice observing preschoolers and toddlers.

An "Experiences With Young Children" kit is available from the Cooperative Extension Service office.

Caring For Children

Construct a chart showing some of the ways a child grows and develops. Using the same chart suggest play activities which would help to meet his needs.

Observe a child at home during any daily routine.

Observe a group of children at play.

Learn to help a child learn and be happy; how to protect him; and the business of babysitting.

Ask a panel of parents to discuss "What parents expect of the sitter," and "What the sitter should expect of the parents."

Make a one-day time plan for a child which would be most apt to keep him happy.

Prepare or plan suitable snacks or a meal for a preschool child.

Learn to make games and toys for children.

Child care record forms are available from the Cooperative Extension Service.

Management

Learn to use your time, money, energy and skills wisely to get what you want.

Gain an understanding of management as a means of reaching individual and family goals.

Decide what you want most - explore ideas about you and your group or family; you and your community; you and your country; take field trips; explore career options; interview people; visit a government office or community meeting.

Weigh alternatives based on your resources; explore ideas about using time for your satisfaction, getting the most for your money, using energy wisely, expanding and improving your skills, and substituting human for material resources; plan a self-determined project; take an inventory of your skills; compare homemade vs. purchased items. Use games, debates, field trips, a time diary, and personal budgeting to determine what your resources are.

Make a realistic plan of action and carry it out: buy a big item, find a part time job, plan a

4-H project or a community service project, give a party, etc.

Learn to determine what needs to be done, how long it will take, who will do it, who else can help, and how expensive it will be.

Learn to handle stress.

Learn about money management. Some learning activities include: a tour of a bank or savings and loan facility; money management workshops; have each member bring an inflation-fighting tip to each meeting - participants could vote on the most helpful tip; using play money, distribute envelopes and have the members work out a budget for a hypothetical family, then ask them to figure what cutbacks could be made to save money; use the "Resource Game" to help members determine values, set goals and make the best use of the resources needed to reach those goals. (The game is available through the Cooperative Extension Service office.)

FAIR INFORMATION

For the fair, the following classes are offered in the Family Living project area. A member may enter anyone of the three classes any number of years, but the content and complexity of the exhibit must reflect the age of the member, and the amount of experience in the project. Skills should increase each year.

1. Toddler, pre-schooler project. Exhibit a poster, items or articles relating to the toddler or pre-schooler life.
2. Caring for children project. Exhibit notebook and poster containing pictures or materials on proper babysitting responsibilities and procedure; or exhibit entertainment packages and play activities for children such as toys, games, etc.
3. Management for myself or family project. Exhibit notebook and poster on any aspect of management.