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YOU AND TOTS



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You and Tots

Unit I

4-H Family Life Project



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Introduction

Four-H experiences help you to "learn by doing" as you strive to make your best better. As you develop your head, heart, hands, and health, you also develop poise, self confidence, a good attitude, and certain skills. As you learn about tots from 2 to 5 years old, you may be surprised to discover that you are learning some things about yourself as well.

Have you ever made a toy that a younger child enjoyed playing with? You can make one for a gift--possibly Christmas, a birthday, or some other occasion. Do you remember how much you enjoyed having your parents, the babysitter, or someone else read you stories? You can help create this same kind of happiness by reading to a child you know. Also children usually really like music! Watching a child act out music and stories on records can be as exciting for you as the child.

Where will you find a child with whom you can work? Do you have a younger brother or sister? Are there neighbors or relatives who have children from 2 to 5 years of age? Is there a nursery school in your community or a nursery at your church where there may be some children in this age group?

Your parents and/or adult 4-H leaders will be able to help you decide about a child with whom you can work. They will help you outline what you can do in this project and will give you help in filling in your 4-H project record.

Learning about children and working with them is fun. This unit is only the be-

ginning. Make plans now for continuing your 4-H work and for carrying the second unit of "You and Tots."

Things You Can Do in This Unit

To complete this project attend project meetings and complete and turn in your 4-H project record.

Choose at least 5 things from the following list or other things you may think of to do to complete your project.

1. Make 2 or 3 toys for children.
2. Visit a library to look at children's books. Select 2 or 3 books and read them to a child.
3. Make up a story to tell a child about him and his family, animals, friendly helpers (doctors, nurses, firemen, etc.)
4. Listen to music with children. Use a record player or radio.
5. Make a scrapbook of foods children like. Use this to tell a story.
6. Help a child make a musical instrument.
7. Help a child make picture books.
8. Teach a child a simple game.
9. Give a simple 4-H demonstration or illustrated talk.
10. Exhibit some of the things you made.

Study this project material with your parents and decide what you would like to do. This unit should be done with guidance from your parents, adult 4-H leader, and/or your Extension Agent.

Attend 4-H project and organizational meetings. At these meetings you can share with others what you are learning and doing in this project.

Let's Make a Toy

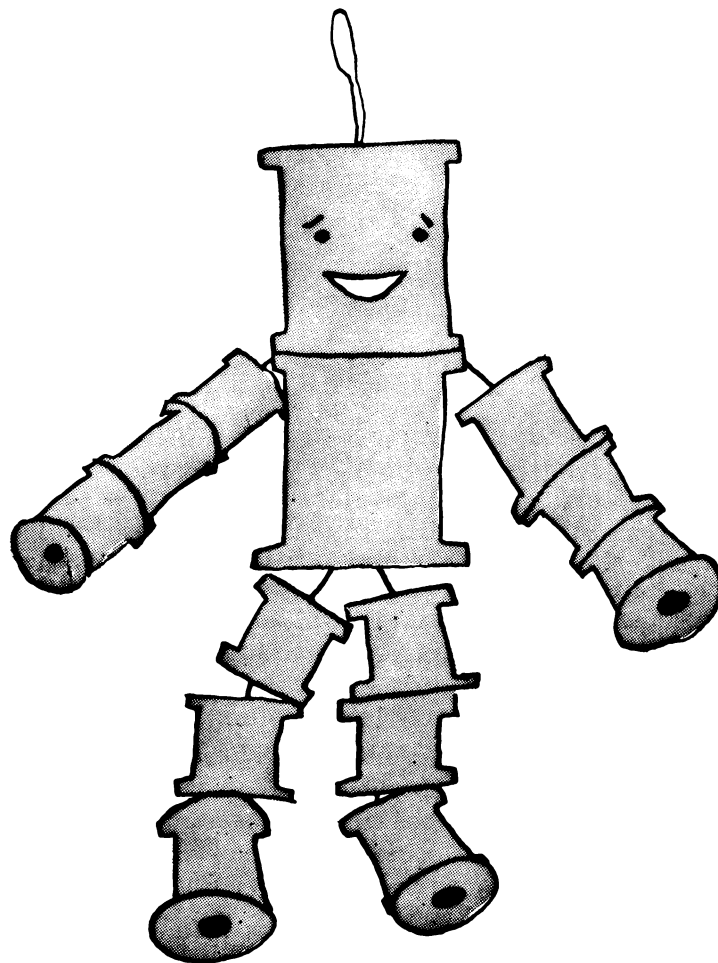
Materials Needed:

- 1 large spool for the body.
- 1 medium spool for the head.
- 14 small spools for arms and legs.
- 2 pieces of cord or a pair of shoelaces.

Spool Doll

Method:

1. Start with the legs. String 4 small spools on one piece of cord. Make a knot at the bottom to keep it from pulling through.
2. Make the other leg in the same way.
3. Make the body by pulling both cords through the large spool.
4. Make an arm by pulling 1 cord through 3 small spools.
5. Make the head by pulling both cords up through the medium spool.
6. Tie them together at top and make a loop for hanging.
7. Give your spool doll personality-- paint a face on it with lead-free paint.



Boat

Method:

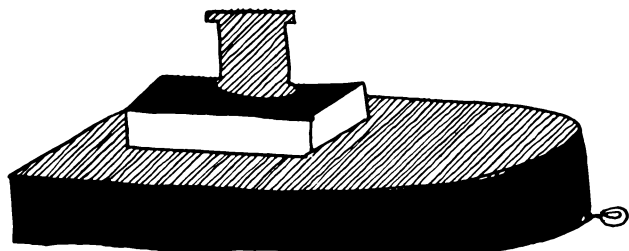
Round one end of a board with a saw to give it a boat shape. Smooth the corners with sandpaper.

Nail or screw a block of wood or a small wooden box to the top to represent a cabin.

Nail a spool or other small piece of wood to the cabin to look like a mast.

A screw eye may be screwed to the front end of the boat for attaching a string.

Wood trains and cars may be made in similar ways.



Paper Bag Puppet

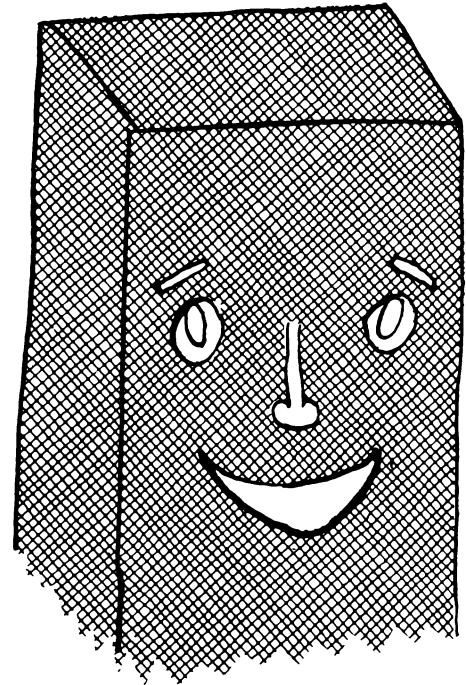
Here is a chance for you to have fun and really be creative.

Choose a paper bag the size you would want your puppet to be.

Open the paper bag before you plan the facial features. Lightly sketch the face on the paper bag. Don't draw the eyes too high or your character will have no forehead. Remember to allow space for good hairline. Place the mouth about halfway down the bag, allowing enough space at the bottom to tie the bag on the wrist.

Another way to make features is to cut them out of colored paper and paste them on. A nose and ears that stand away from the face will help give a three-dimensional effect. Don't make the features too small. You want them to be visible from a distance.

For hair, you can use colored yarn or paper cut in quarter inch strips and curled up by pulling between thumb and the edge of a pair of scissors. For fluttering eyelashes,



you can fringe a piece of stiff paper and bend the fringes so that they stand away from the eyes.

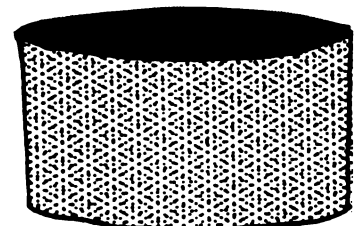
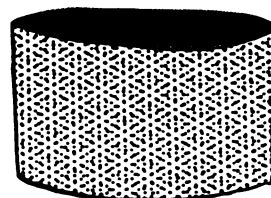
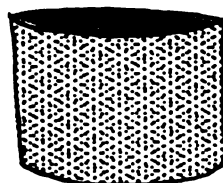
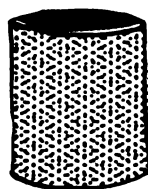
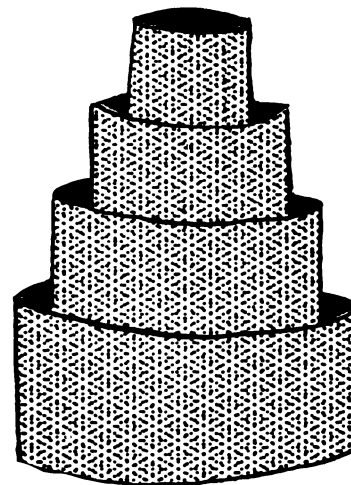
If you wish, add a hat, a tie, or anything that will give a realistic touch. You might even want to make one for yourself for a Halloween mask.

Nest of Cans

Collect 3 or 4 cans of different sizes that will fit easily into one another.

Method:

For safety, you and your parents or leaders should check the cans to be sure there are no rough edges. Remove the label and wash off all the glue. The cans may be painted bright colors with lead-free paint, or they may be used as they are. Use your own ideas for decorating the outside of the cans with numbers, pictures, etc. A single can prepared in the same way is also a good toy. A young child enjoys dropping small objects into it or lining up clothes pins along the edge.



Safety Tips for Toys

There are many things to keep in mind when you are making or selecting toys for children. Safety comes first!

These are some of the safety features to look for:

1. Rounded corners--no sharp edges or points.
2. Embroidered rather than button eyes on stuffed animals.
3. Non-breakable.
4. Washable.
5. Non-poisonous paints (lead-free)
6. Nonflammable--won't burn easily.
7. Sturdy, but not too large for the child.
8. Non-splintering.

Share with others what you are doing. Give a demonstration on making one of these toys at your next 4-H project meeting.



Story Telling

Story telling can be one of your most interesting experiences with your younger friend. Before you select a book for a child, learn something about the child and some of the things he likes. Your 4-H project leader or parent can help you in finding out more about the child. A few tips which follow also may help you with story telling.

A child from 1 to 2 especially likes a story about himself. Dressing, eating, playing all are good ideas around which you can build a story.

Children from one year on like to look at picture books. The pictures should be large and there should be only one picture on a page. Let the child make up stories about the picture he sees.

As the child gets older, he likes longer stories, but he still likes for them to be about familiar things--mother, father, brothers, sisters, animals, playthings, food, etc.

Whenever possible, let the child pick his own story. You might say "Here are 2 books. Which would you like me to read?"

Encourage him to act out some of the things that he has heard from the stories.

Have fun with your story-telling and reading! At your next 4-H project meeting or regular 4-H club meeting, you could tell your fellow 4-H'ers how children have reacted to the stories you told them.

SOME SUGGESTED BOOKS TO READ TO CHILDREN

Snip, Snap, Snurr and the Little Red Shoes by Major Jan Lindman--4 yr. olds
Little Golden Books by various authors--different age levels
Winnie the Pooh by A. A. Milne--5 or 6 yr. olds
Nursery Rhymes--1 and 2 yr. olds
One Hundred Best Poems for Children by Marjorie Barrows--4, 5, and 6 yr. olds
A Child's Good Night Book by Margaret Wise Brown
Baby Farm Animals by Garth Williams
Millions of Cats by Wanda Gag
Wait for William
The Carrot Seed
The Noisy Books

Children Enjoy Music

Children enjoy music almost from the time they are born. Did you realize the baby's first musical instrument is a rattle? A few months later, he likes musical push toys, musical blocks, toy xylophone, drum, and other musical toys.

To children, music means activity. The young child likes to move his body and arms to music. If he is forced to sit still, he will not hear the music because he is giving all his attention to trying not to move.

Children like singing action games about familiar happenings. Two or 3 old children are not usually ready for group games and songs. Usually when children are 4 and 5 years old, they begin to enjoy playing such games as "Farmer In The Dell," and "Here We Go Around The Mulberry Bush." It is hard for children of this age to understand or play by rules made by someone else.

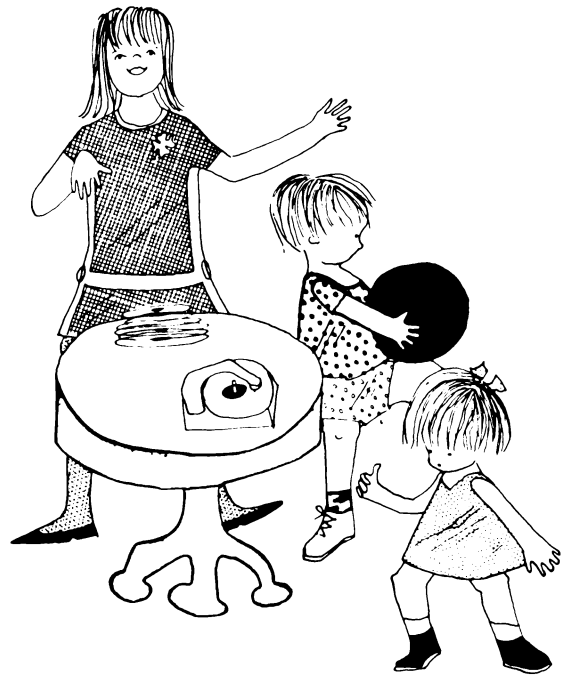
By 5 and 6, children like singing games with more complicated actions, such as "In and Out The Window," and "Looby Loo."

You may need to help a younger child choose actions that seem suited to the music. You can do this by saying, "This music is soft, so we tip-toe quietly," or "This is a marching song." To help the child to use his own initiative, sometimes you should say to a child, "Listen to the music and do what you think it tells you to do." Children like different things with music--skip, walk, hop, beat rhythms, etc.

When the child is 4, 5, and 6 years old, he can be introduced to music which he "just listens."

Select short records at first or play only parts of the long ones. As the child becomes more interested, he will want to listen for a longer period of time.

Your 4-H project leader can give you some additional suggestions of ways to help children enjoy music.



Below is a list of suggested records and songs to play for your little friend:

RECORDS

Children's Prayer from Hansel and Gretel
Brahm's "Lullaby"
Schubert's "Cradle Song"
"Au Clair de la Lune" (French nursery song)
Christmas music
Pierne's "March of the Little Lead Soldiers"
Tschaiowsky's "March from the "Nutmcracker Suite"
MacDowell's "To a Wild Rose" from the "Woodland Sketches"
Brahm's "The Little Sandman"
Beethoven's "Minuet in G"
Little White Duck
Train to the Farm
Train to the Zoo
The Rainy Day
Peter the Pusher
The Wizard of Oz
Mary Poppins

SONGS

"Looby Loo"
"London Bridge"
"In and Out the Window"
"Farmer's in the Dell"
"Mulberry Bush"
"A-Tisket, A-Tasket"
"Old MacDonald Had a Farm"
"Jingle Bells"

Mealtime for Little Folks

Little Jerry is talking on the telephone to one of his friends. From his telephone conversation, you can learn a lot about Jerry and some things that are important to him about his food and mealtime. Study Jerry's telephone conversation and see what you can learn that will help you work with your little friend at mealtime.

"Hello. I'm Jerry. I am 3 years old. I like to talk on the telephone. I am phoning to tell you how I eat:

"I like pretty colored foods.

"I like foods I can hold--rolled lettuce, pieces of carrot, and slices of apple (peeled, please).

"I like my meat cut up in little pieces.

"I don't like things that bite my tongue. (My taste is keener than yours.)

"It is fun to eat foods that go 'crunch.'

"I like food warm--not real hot and not real cold.

"I like a little bit on my plate at one time. Then I can ask for more.

"I like to feed myself. When I get too tired, it's nice to have somebody help me.

"I don't like vegetables with strings in them, either.

"I don't like gummy things. They stick to my mouth. Sometimes mashed potatoes do.

"A whole glass of milk almost fills my tummy. Then there isn't much more room left. I'd rather leave the milk until last.

"I like my own plate. I can push my spoon against the high sides. This way, I don't spill so much.

"I can eat best with my own spoon. I like the small handle. Yours is too big and deep.



"I like my own fork, too. It fits my mouth and isn't sharp.

"I like to push my feet flat on the floor or on the step of my high chair.

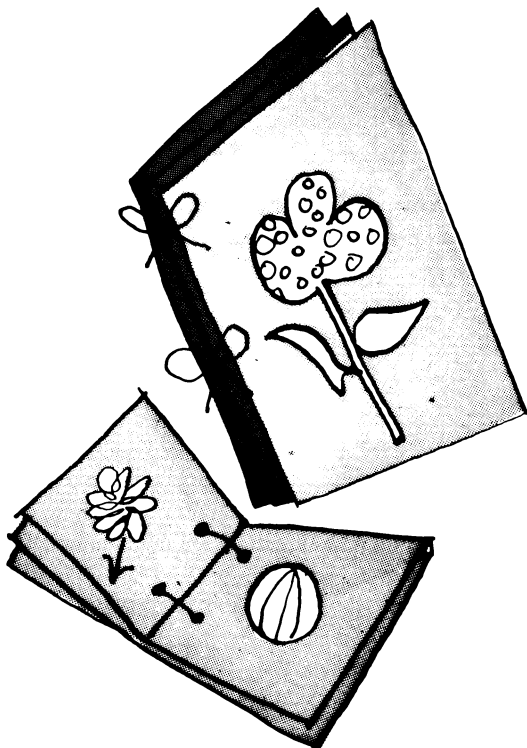
"I like to pour my milk my own self. Let me use the little pitcher. It has a wide mouth.

"I like to drink from my own cup. I can put my whole hand through the handle. Sometimes a little glass makes it easier not to spill.

"I can pick up those little, round, green peas with my fingers. They run away from the spoon. They are good when you mash them."

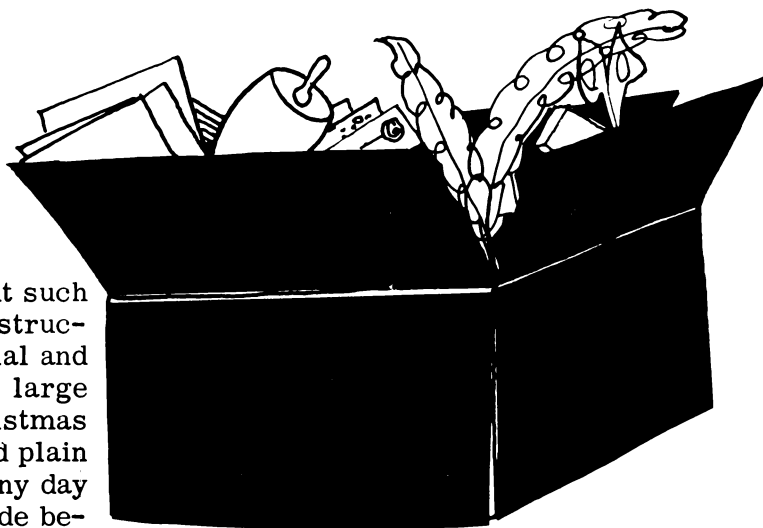
Other Suggested Activities

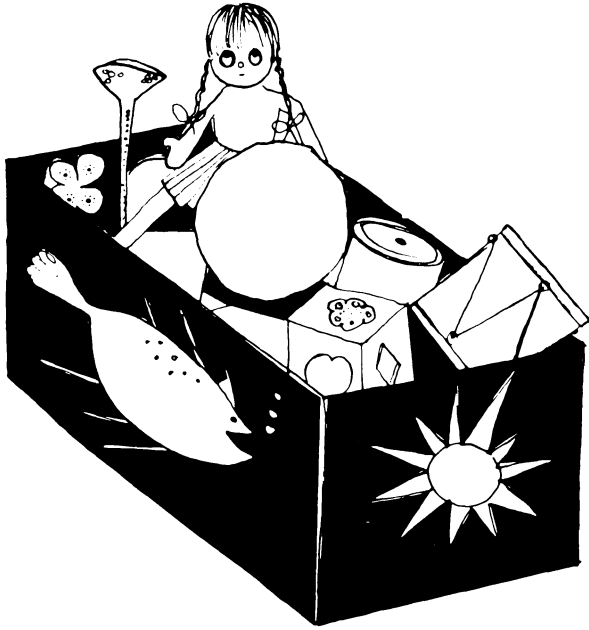
Make a musical instrument for a child. This could be a drum, tambourines, rattles, etc.



To help you teach children about the world around them, make a picture book of things that children enjoy--all kinds of animals, flowers, machines, pictures of families, babies, and other things.

Have a creative material box. Put such things as paste, colored crayons, construction paper scraps, scraps of material and knitting thread, feathers, shells, large beans, and peas, pictures from Christmas cards, birthday cards, scissors, and plain paper. These could be used for rainy day activities or if a child has to be inside because he doesn't feel well.





Make a box that a child could keep his small toys in. This could be covered with contact paper and pictures of animals, children, and other things could be pasted on.

Write a story that you think a child would enjoy. You could use your picture book for ideas.

Make up a musical game to a tune you know. Play the game with 2 or 3 children.

Share what you are doing and learning with other 4-H'ers. Give a demonstration or an illustrated talk on any of the previous subjects at your next 4-H meeting. Your 4-H project leader or parent will be glad to help you in planning what you will do.

You and Tots

Unit I

What Have I Done?

4-H PROJECT RECORD

Give this completed record to your 4-H project leader when requested.

Name _____ Age _____

Address _____ County _____

Club _____

4-H Club office held

No. of 4-H meetings attended

Committees

Other 4-H activities and events

List names, ages, of children you have worked with:

Name of child

Age

Who

(Example--Jane Smith)

3-1/2 yrs.

Cousin)

Name and describe safe toy (s) you made for a child:

Toy

Description

Age of child

Tell 3 stories to a child:

Name of story

Why I chose it?

Did child like it?

Name books you read to child

Why did you select this book?

Listen to record or radio with child.

Name of record

Name of musical activity
the child did

Did he enjoy it?

Make picture book for child.

Kind of book

Kind of pictures included

Other things I have done

Illustrated talks, demonstrations, or exhibits:

Topic

To Whom

Attendance

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