Child Development Careers: Parenting and Others

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Introduction

This is the third in a series of three projects designed to help you learn something of how you developed, how all children develop, and how to care for children. This particular project is specifically designed to help you explore the parent role (What is it really like to be a parent?) and possible careers in child development. It is intended to:

- Encourage you to understand the human reproductive process.
- Develop in you an appreciation for the growth and development of infants and young children.
- Refine your skills for caring for infants and young children.
- Help you learn what is included in the parent role.
- Provide you with additional experience in caring for children.
- Help you explore career possibilities in child development.

Each of these projects can be done independently but preferably should be done in sequence. Projects for Units I and II certainly should be resources used to complete Unit III.

Definition

The dictionary describes parent as a term of biological reproduction. A parent is a "progenitor." The term parenting, a more recently coined term, is defined in Webster's dictionary as "the work or skill of a parent in raising a child or children." Parenting seems to have a connotation of nurturing and guiding or directing the development of the child from infancy to adulthood and from dependence toward independence.

General

The job of parenting has some unique characteristics. No education nor training are required of parents, though both are extremely helpful to the person who is parenting. Parenting is perhaps the most responsible job a person can hold, yet people are not usually paid for this job. Parenting requires full-time commitment. There are no nights off or vacations, and people do not retire from parenting.

There may be some rewards from parenting, but these are not guaranteed. Parents may enjoy their children at all ages if they are prepared for them emotionally, if they have financial resources to support children, and if they have learned how to be effective parents. Children complete the network that psychologically supports every family member at each stage of the life cycle.

Rewards for parenting and working in a child-care-related career are often intangible. This does not mean that a person cannot earn a comfortable living in a child-care career. It does mean that rewards in parenting and child care can include satisfaction that cannot be purchased.
These very general comments should serve to help you begin to examine some of the requirements of being a parent. They may also motivate you to think about a career in child development.

This project was designed to provide you with information and experiences as a foundation for an educated decision about two very important elements in your life: (1) Whether and when to become a parent and (2) whether you might enjoy a career in child development.

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**A Really Big Decision!**

A baby—maybe? The decision to have or not to have a baby should be a conscious one. It should be based on thorough knowledge about: (1) your own emotional maturity, (2) the cost of having and rearing children today; and (3) caring for children.

Also help you know how mature you are.

The last time I did not get to go someplace I wanted, I __________________________

The last time I did not get to purchase something I wanted, I ___________________

The last time I had a disagreement with my parent(s), I ________________________

---

**Emotional Maturity**

Value clarification strategies may help you examine your level of maturity. References are listed in the bibliography if you and your 4-H leader would like to try some of these strategies in your club. An examination of your reaction to the following situations will
Talk with your parent(s), teachers, and/or 4-H leader about behaviors that you exhibit that are more mature or less mature. From these discussions make lists as in Figure 1.

### MORE MATURE BEHAVIORS
(Ex: I have assumed responsibility for doing my family’s laundry, and I never need reminding to do this.)

1. 
2. 
3. 
4. 
5. 

### LESS MATURE BEHAVIORS
(Ex: I got quite angry when I could not go to the beach with my friends, and I pouted in my room all day.)

1. 
2. 
3. 
4. 
5. 

Figure 1
Ask the following persons to rate your emotional maturity on a scale of 1 to 10, one being rather immature and ten being quite mature.

<table>
<thead>
<tr>
<th>Role</th>
<th>Rating</th>
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<tr>
<td>Parent</td>
<td>1-5</td>
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<tr>
<td>4-H Leader</td>
<td>1-5</td>
</tr>
<tr>
<td>Teacher</td>
<td>1-5</td>
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<tr>
<td>Friend</td>
<td>1-5</td>
</tr>
<tr>
<td>Neighbor</td>
<td>1-5</td>
</tr>
<tr>
<td>Relative</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Parenting requires emotional maturity. From the preceding exercise, what did you learn about your level of emotional maturity?

I learned that my level of emotional maturity is

Emotional maturity requires understanding your feelings and controlling your behavior. Feelings must be recognized and expressed in some way that is not destructive. Feelings that are not recognized and expressed constructively are suppressed and may result in tension that can be harmful to your health. Destructive expression of feelings are such behaviors as temper tantrums, child abuse, or self-indulgence. It is especially important to remember that every person experiences feelings. The difference between people who are emotionally mature and those who are immature is how they deal with these feelings.

It is quite normal for parents to have negative feelings toward their children at times. Imagine how angry you might feel if right after you mopped the kitchen floor your seven-year-old daughter brought her puppy in-side after it had been playing in a mud puddle.

Parents sometimes feel jealous of their children or resent them. Because a parent has some negative feelings toward their children does not mean they are bad parents. It does mean they must learn constructive ways to express such feelings.

Parents also experience many positive feelings toward their children. In our efforts to help future parents recognize the responsibilities of parenthood, we may fail to point out the joys. Sometimes we speak so strongly of the responsibilities of parenthood that we instill in parents the belief that to enjoy children is not good. Good parents surely do enjoy their children. We should emphasize this point to be sure that an unbiased description of the role of parent is presented.

Researchers today are studying strong, happy families. They are finding that these strong families spend time together. Furthermore, happy families enjoy spending time together and put forth the effort to plan other activities in such a way that they will have time to be together. In other words, parents and their children in strong families are not allowing other activities to infringe on their time together.
Cost of Child Rearing

Some people refuse to examine carefully the cost of rearing children. They say that children are too precious to be thought of in such monetary terms. It is true that the value of children to some people may far outweigh their costs. However, it is only rational to examine whether or not an individual or a couple can afford a baby, before having one. Consider the costs: one hospital charges $1,300.00 for a three-day stay at the time of delivery and the doctor’s fee for prenatal care and delivery is an additional $650.00.

THESE COSTS CAN BE COMPARED WITH THOSE IN YOUR COMMUNITY.

| Three-day hospital stay at time of delivery | $________ |
| Doctor’s fee for prenatal care and delivery | $________ |

Additional money is required for nursery supplies including a layette and for maternity wear. Some of these expenses may be greatly reduced by using equipment and clothing from friends or relatives. Also, Good Will Stores or yard sales may be sources of these items at greatly reduced prices.

At 1980 prices, it has been estimated that the cost of rearing a child to age 18 (excluding childbirth costs) at a moderate standard of living in the South is approximately $75,000.00. At a low standard of living, the cost is approximately $47,000.00. In addition to the economic costs, there are some non-economic costs that should be considered. Some of these are:

- A decline in social activities.
- A loss of privacy.
- Fatigue.
- Emotional stress.

When making a decision, all aspects of the situation should be examined. When deciding whether to have a baby, benefits as well as costs should be examined. Some non-economic values of having a baby are:

- Adult status may be achieved by becoming a parent.
- To fulfill a need to be needed and expand one’s self into the next generation.
- To establish a primary group for emotional security.
- To motivate and stimulate one.
- For creativity for those who have fulfilled themselves in other ways.
- For power over another person.
- For social status.

Some of these benefits to adults may result in costs to the children involved.

Which ones would you classify as potential liabilities to the children involved and why?

1. ________________________________________________________

2. ________________________________________________________

3. ________________________________________________________

4. ________________________________________________________

5. ________________________________________________________

Economic benefits of having a child today are not nearly so great as they were when our society was more agricultural. However, researchers have found that children do contribute to household work. Also adult children may make cash or in-kind contributions to aging parents whose income is insufficient.

When deciding whether to have a child, you must consider child care. Will one parent not work so that he/she can stay home and take care of the child? If both parents continue employment outside the home, how much will child care cost?

Interview three working mothers of preschool-age children. How much does child care cost them?

1. ________________________________________________________

2. ________________________________________________________

3. ________________________________________________________

How To Care For Children

One of the best ways to gain knowledge about caring for children is to complete the 4-H Child Development Project - Unit II. This will give you insight about the development of infants and young children and provide you an opportunity to work with children to better understand their needs. There is also a bibliography at the end of this project which provides additional resources for care of children.

Following are some program topics and suggested resource persons that can help you present educational programs for your club:

The Newborn
An Immunization Schedule:
- Pediatrician

When and Why
Development of
Infant
- Public Health Nurse

Development of
Young Child
- Child Development Specialist (Child Care Teacher)
- Child Care Center Teacher

WHICH PRESENTATIONS DID YOU PLAN?

TOPIC: ______________________________________

DATE: ____________________________

 SPEAKER: _______________________

BRIEF SYNOPSIS OF THE PRESENTATION: ______________________________________

____________________________________

____________________________________
Parents must understand that parenting is a job that goes on and on. It doesn't stop when the children outgrow the cute, cuddly, infant stage, and parents aren't promoted nor fired. An excellent way to learn about the needs of the young school-age child is to organize a 4-H group and lead them through some projects. Helping a group of 8–12-year-old 4-H'ers complete their Child Development—Unit I Project can help you learn about the needs of children in quite a wide range. The 4-H project, Guiding The Preteen, Units I, II and III, will also help you better understand something about caring for the 6–12-year-old child.

To care for children, you must fulfill their physical needs, their emotional needs, their social needs, and their mental needs. R.A. Spitz found in a classic study of children that those children whose physical needs were fulfilled but who were not cuddled and loved were far more likely to die during their first year of life.² Infants are now known to be far more responsive to mental stimulation than was thought a few years ago.

Tie a ribbon loosely to an infant's wrist or ankle and to a mobile that is firmly attached to the crib over the infant's head. How long does it take for the infant to learn how to move the mobile?

Becoming A Parent

Biologically, producing progeny results in one being classified as a parent. It does not, however, guarantee that you can adequately nurture a child to maturity. One may sociologically become a parent by adopting a child or volunteering to become a substitute parent for a child or children who, for one reason or another, are temporarily in the custody of the state. Anyone who interacts with a child or children may find themselves parenting—that is, nurturing and guiding a child. Those who adopt children or become foster parents for selfish reasons are a menace to themselves, the child, and society.

Even though some institutions in our society assume responsibility for certain aspects of our children’s development, the parents hold primary responsibility for their children. For example, schools are responsible for providing education for children, but parents must see that children get to school and take advantage of the opportunities there. Churches assume a large share of the responsibility for the religious development of children, but again, parents have to be sure that children get to church and its activities.

Sometimes individuals or couples become parents without giving such an important decision adequate thought. This may result in consequences that are difficult for many people. People may allow their emotions rather than their intellect to direct their behavior.

Genetic counseling occurs when a physician talks with potential parents about the possibility of their children being born with certain genetic defects. Medical science has progressed to the point where accurate predictions can be made regarding the occurrence of certain genetic diseases in the offspring of two parents. Many young men and women will want to have genetic counseling before they decide to have a child—especially if they know of some genetic disease that has occurred in their family history.

To prevent unplanned pregnancies and unwanted children, each male and female who has reached the stage of being capable of reproduction should have access to accurate knowledge about human reproduction. Again, you should be helped to understand your feelings so that you can behave responsibly. Premature and/or irresponsible sexual activity is accompanied by health and social risks that are far easier prevented than cured.

Some parents are able to communicate with their children about sexuality from the time the children are quite young. With such a foundation to build on, sex education is simplified and young men and women are helped to fully understand why they must behave responsibly and how. If you have not received, from your parents or your school, sound information about human reproduction, you can get information from your local health department, planned parenthood offices, and libraries.
Remember that human reproduction should involve far more than simply bearing or siring a child. It should include love shared between the parents and among the parents and the child; emotional maturity to unselfishly care for others; and a sincere valuing of children. When people adopt children, they are sometimes given a better opportunity to examine their motives for becoming parents than are people who are biological parents. Ideally, before people became parents, they should consciously (1) decide to decide whether to become a parent; (2) examine thoroughly the role of parent, the joys of parenting, and the expense of parenting; and (3) finally make a decision based on what they learned and their present situation.

More mothers who bear infants out of wedlock are keeping their babies today than has been true in the past. However, there are still opportunities to adopt children. When people apply to adopt a child, they are questioned about why they want a child and whether they will be able to provide for the child’s psychological and physical needs. This procedure is a healthy one appropriate for all prospective parents.

Special children require special attention—maybe special parents. If you carefully consider and choose to adopt a gifted child or a child with a handicap perhaps you are already that special person. If you biologically become the parent of a handicapped or gifted child, you may find yourself becoming a special person.

It has been found that parenting is a dynamic reciprocal interaction. In other words, children nurture the development of parents too. Special children may have even more influence on the lives of their parents.

Eda LeShan believes strongly in homeostasis or balance in sociological and psychological as well as physiological matters. This need is certainly evident in parenting. Parents need to:
- Be nurturing and loving but not over-protective.
- Guide and discipline but not abuse or neglect.
- Be responsible for their children, but allow the children to mature.

Parents often encounter fine lines between overdoing and underdoing. Therefore, you must remember that parents do sometimes make mistakes. Really mature parents can know this, admit their mistakes, make amends for their mistakes (either with an apology or by correcting a mistake), and still feel good about themselves and their relationship with their children. Hopefully this project and other 4-H experiences that you have will help you become this kind of person.

Simulations are used to train people to do many, many tasks. Astronauts go through simulations to learn to fly in space. Nurses in training go through simulations to learn to give injections and other medical procedures. Simulations have also been designed to help young men and women learn what parenting is about. One of the most effective such simulations for parenting is to use an egg to simulate a baby and have you take care of it for a specified amount of time. One of the activities of this project will be such a simulation. You will need to plan this with your family so that their routine is not terribly disturbed by this simulation.
Parents need to understand something of the way children grow and develop. There are a number of ways that you can learn this. First of all there are books available that can help you. Some of these are listed in the bibliography at the end of this project. Information presented in books can be quite helpful because it can give you an understanding of findings of scientific research on a large sample of children. Another way to get information about how children grow and develop is to observe children of different ages. This helps you see developmental stages of real children. A third way to learn about the process of growth and development among children is to talk with parents, child development specialists, or child-care-center teachers. These people have knowledge and experience to share that will help you.

What are three ways to learn how children grow and develop?

1. 
2. 
3. 

What is one advantage to each of these?

1. 
2. 
3. 

To develop skill in caring for infants and young children you should study to understand why things are done a particular way. Then you must practice. This helps you become confident and feel comfortable managing children. Children will sense your feeling uncomfortable with them and may respond to this by being somewhat more difficult to handle.

Suggested activities in the record book for this project will provide you with opportunities to develop skills to care for children. Remember that children grow through all stages. Potential parents must be aware that they need skills to work with children of all ages.

If you have completed the 4-H Child Development Projects Units I and II, then you have developed skill in caring for infants and young children. With this project, you will want to refine these skills.
The Parental Role

A role is an expected behavior pattern for a person who occupies a particular position in society. For example, different behaviors are accepted as normal in our society for children and for parents. Roles, or expected behavior patterns, change over time, and there is always a range of accepted behavior so that we can be individuals. We have been far more rigid regarding our parental roles in the past than we are now. In the past, mothers were the nurturing parent, while fathers provided food, shelter, and clothing for the family. This is not necessarily true today. Many mothers are employed now. They help provide necessities for the family with money they earn. To earn money is not the only reason mothers work outside the home, but they do use their money for the family.

Fathers today are becoming more involved in child care. Research indicates that fathers are more likely to share child-caring tasks than housekeeping tasks with working mothers. Therefore, it is important that young men learn how to care for children. These shifts in roles should not threaten anyone. Fathers can enjoy nurturing their children, and children who have had an opportunity to develop a warm relationship with both parents have a better chance of developing normally.

Child Care Careers

At your age, you may be examining a wide range of possible careers. If you have enjoyed completing your child development 4-H projects and working with children, then you surely will want to learn about careers in child development. It can be helpful to know about such careers even if you do not choose one of these. Parents often need to know about resource persons to help them solve specific problems with their children. Having a basic understanding of who to seek out for help can be reassuring.

Though parenting may be thought of as a career, and certainly should be regarded with as much dignity and respect as any other career, we are more likely to classify as a career, something we do to earn a living. Careers in the field of child development may include teaching, medical work, or social service work. An Occupational Handbook will list specific jobs relating to child development.

When examining careers, remember that more than one interest may be combined to develop a career. For example, if you want to go into a medical field, and you enjoy children, you might choose to be a pediatrician or a pediatric nurse. If you like children and you like teaching, you might like a career of parent education. Musicians may find working with children delightful. Artists sometimes find the uninhibited creativity of children refreshing.

Many different aspects of a career should be considered. Many people think of the monetary rewards of a career right away. Surely this is important but other things are too. Following are some questions that may help you think of other important aspects of a career.

- What personal traits does this job require?
- How much education and training does this job require?
- How much time per week or month will this job require?
- Am I capable of this job?
- Will I be challenged by this job?
- Will this job allow me time for my family?
- Are jobs available in this career?
- Is the pay for this job adequate for my needs?
- Will I be proud of this job?
- Will I be happy in this job?
- What are the fringe benefits of this job?

The responsibility of caring for children is an awesome one that is too much for some people. For others it is just the right amount of challenge. Some people may enjoy the feeling that they are having direct influence on the next generation. Others will choose to make their contribution in another way.

There are many ways for you to examine careers in child development. The following activities are designed to help provide a realistic feeling for what it's like to be a parent, or what it's like to work in a child-development-related field.
Bibliography


Activity-Record Book

The record book section of this Unit (III) occupies more space in the project book than does the record books of Units I and II projects. That is because this project is designed to involve you in even more activities than preceding child development projects. This project is planned to help you realistically examine parenting and other child development careers.

1. LIST ALL OF THE POSITIVE FEELINGS THAT YOU CAN REMEMBER EXPERIENCING. WHAT IS THE SITUATION IN WHICH YOU EXPERIENCED THESE FEELINGS?

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<th>Positive Feeling</th>
<th>Situation in Which I Experienced</th>
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WHAT ARE SOME NEGATIVE FEELINGS THAT YOU HAVE EXPERIENCED AND WHAT WERE THE SITUATIONS IN WHICH YOU EXPERIENCED THESE?

<table>
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<th>Negative Feeling</th>
<th>Situation</th>
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WRITE A BRIEF STATEMENT ABOUT HOW YOU COULD INCREASE THE AMOUNT OF TIME THAT YOU EXPERIENCE POSITIVE FEELINGS AND REDUCE THE AMOUNT OF TIME THAT YOU EXPERIENCE NEGATIVE FEELINGS.

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2. INTERVIEW TWO FATHERS AND TWO MOTHERS. ASK THEM ABOUT THE POSITIVE FEELINGS AND NEGATIVE FEELINGS THEIR CHILDREN HAVE CAUSED THEM TO HAVE.

MOTHER # 1

FATHER # 1

MOTHER # 2

FATHER # 2
3. HOW MUCH TIME DID YOUR FAMILY SPEND TOGETHER DURING THE PAST WEEK? DO YOU FEEL THAT THIS WAS ENOUGH TIME SPENT TOGETHER, OR WOULD YOU LIKE TO HAVE YOUR FAMILY SPEND MORE TIME TOGETHER?

LIST THREE ACTIVITIES THAT YOUR FAMILY ENJOYS DOING TOGETHER.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

IF YOU DO NOT FEEL THAT YOUR FAMILY IS SPENDING ENOUGH TIME TOGETHER, LIST THINGS THAT COULD BE DONE TO REMEDY THIS SITUATION.

________________________________________________

4. IF YOU KNOW WELL A TEENAGER WHO IS A MOTHER, ASK HER IF SHE WOULD MIND TALKING WITH YOU ABOUT THIS EXPERIENCE. ASSURE HER THAT HER NAME WILL BE KEPT CONFIDENTIAL. ASK HER:

1) Why did you decide to have a baby?

________________________________________________

________________________________________________

________________________________________________

2) If you had known what you know now, would you have had a baby at this time?

________________________________________________

3) What are the joys that you are experiencing as a parent?

________________________________________________

________________________________________________

________________________________________________

4) Are there any hardships that you are experiencing as a parent?

________________________________________________

________________________________________________

________________________________________________
5. TALK WITH A WORKING COUPLE WHO HAS A PRESCHOOL-AGED CHILD. WHAT KIND OF CHILD CARE ARRANGEMENTS HAVE THEY MADE? ____________________________

______________________________

IS THIS SATISFACTORY TO THEM? _________________________________________

______________________________

6. CALL TWO CHILD CARE CENTERS IN YOUR COMMUNITY. ASK TO MAKE AN APPOINTMENT TO VISIT WITH THE DIRECTOR OF EACH. EXPLAIN WHAT YOU ARE DOING AND ASK WHETHER SHE/HE WILL SHARE SOME INFORMATION WITH YOU. HOW MUCH DOES IT COST TO KEEP A CHILD IN THE CENTER?

1) _________________________________________________________________

2) _________________________________________________________________

7. READ "SCHOOL-AGE PARENTHOOD: CONSEQUENCES FOR BABIES, MOTHERS, FATHERS, GRANDPARENTS, AND OTHERS" (EHE 231, Florida Cooperative Extension Service). HOW ARE BABIES AFFECTED WHEN THEIR PARENTS ARE TEENAGERS?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

HOW IS SOCIETY AFFECTED WHEN TEENAGERS BECOME PARENTS?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

8. ASK AN OBSTETRICIAN IN YOUR COMMUNITY WHETHER SHE/HE DOES GENETIC COUNSELING. TRY TO ARRANGE TO HAVE A SPEAKER PRESENT A PROGRAM TO YOUR 4-H CLUB ABOUT GENETIC COUNSELING.

WHAT DID YOU LEARN FROM THIS PRESENTATION?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
9. CALL YOUR LOCAL OR DISTRICT HRS OFFICE AND ASK ABOUT THE PERSON WHO ARRANGES ADOPTIONS IN YOUR DISTRICT. ASK THAT PERSON TO GIVE A PRESENTATION TO YOUR 4-H CLUB ABOUT ADOPTIONS TODAY AND HOW PEOPLE WHO WANT TO ADOPT AN INFANT OR CHILD GO ABOUT DOING IT. WHAT DID YOU LEARN FROM THIS PRESENTATION?

10. INTERVIEW A PARENT(S) WHO HAS A HANDICAPPED CHILD. ASK THEM TO SHARE WITH YOU HOW THEY MANAGE TO CARE FOR THEIR CHILD. HOW HAS THIS CHILD BEEN HELPED TO FUNCTION NORMALLY?

WHAT ARE SOME SPECIAL ADAPTATIONS THAT HAVE TO BE MADE TO ACCOMMODATE THIS CHILD?

11. THE FOLLOWING SIMULATION CAN HELP YOU UNDERSTAND THE REALITY OF PARENTING AN INFANT.

CARRY AN UNCOOKED EGG (IN THE SHELL) WITH YOU FOR 48 HOURS. JUST AS YOU WOULD NOT WANT TO INJURE YOUR NEWBORN, YOU WILL NOT WANT ANY HARM TO COME TO YOUR EGG. THEREFORE YOU MUST ARRANGE FOR CARE OF YOUR EGG AT ALL TIMES.

IF YOU DECIDE TO LEAVE YOUR EGG, YOU MUST ARRANGE TO HAVE SOMEONE CARE FOR IT. YOU MUST GET UP AT LEAST ONCE DURING THE NIGHT TO MAKE SURE THAT YOUR EGG IS COMFORTABLE. SET YOUR ALARM FOR 2:00 A.M.

THROUGHOUT THIS EXPERIENCE YOU SHOULD BE AWARE OF YOUR RESPONSIBILITY. THEREFORE, YOU MUST NOT LEAVE YOUR EGG IN THE CARE OF OTHERS FOR MORE THAN THREE HOURS AT A TIME.

WHAT WERE YOUR FEELINGS ABOUT THIS ACTIVITY WHEN YOU STARTED IT?
AS YOU CARRIED OUT THIS ACTIVITY, WHAT WERE YOUR FEELINGS TOWARD YOUR EGG?


WHAT DO YOU BELIEVE THAT THIS ACTIVITY HELPED YOU REALIZE ABOUT BEING A PARENT THAT YOU HAD NOT REALIZED BEFORE?


12. THERE ARE FOUR ASPECTS OF A CHILD'S DEVELOPMENT. (SEE CHILD DEVELOPMENT PROJECT UNIT II). WHAT ARE THESE?

(1)

(2)

(3)

(4)

OBSERVE AN INFANT FOR 20 MINUTES. WHAT ARE INDICATIONS OF THE INFANT'S SOCIAL DEVELOPMENT?

NAME OF INFANT ________________________________

AGE OF INFANT ________________________________

DATE OBSERVED ________________________________
13. PLAN TO KEEP A FAMILY OF CHILDREN FOR AT LEAST 36 HOURS. WHAT ARE THE NAMES AND AGES OF THE CHILDREN?

CHILD 1 ___________________________ AGE ________________
CHILD 2 ___________________________ AGE ________________
CHILD 3 ___________________________ AGE ________________
CHILD 4 ___________________________ AGE ________________

WERE ANY OF THE CHILDREN HANDICAPPED? ________________________________________

WHAT SPECIAL ATTENTION DID THAT CHILD REQUIRE? __________________________________

DID YOU HAVE A GOOD TIME CARRYING OUT THIS ACTIVITY? _____________________________

DID YOU HAVE MOMENTS OF FRUSTRATION OR CONCERN? ________________________________

IF SO, DESCRIBE BRIEFLY. _________________________________________________________

FROM THIS EXPERIENCE OF CARING FOR CHILDREN FOR AN EXTENDED PERIOD OF TIME, WHAT NEW INFORMATION DID YOU GAIN? ______________________________________

________________________________________

14. INTERVIEW YOUR GRANDFATHER OR A MAN THAT WOULD BE ABOUT HIS AGE. ASK HIM WHAT HE DID FOR HIS CHILDREN WHEN THEY WERE GROWING UP. __________________________________

________________________________________
WHAT KINDS OF THINGS DID YOUR FATHER DO FOR YOU WHEN YOU WERE GROWING UP?


ASK A MALE PEER OF YOURS WHAT KINDS OF THINGS HE FEELS THAT HE WILL DO FOR HIS CHILDREN.


15. INVITE A PANEL OF YOUNG PARENTS WHO ARE EMPLOYED TO SPEAK TO YOUR 4-H CLUB ABOUT HOW THEY MANAGE THEIR ROLES OF PARENT, BREADWINNER, HOUSKEEPER.

DO MEN ASSUME RESPONSIBILITY FOR CHILD CARE?

IF A CHILD IS SICK WHO STAYS HOME TO TAKE CARE OF IT?

WHO IS RESPONSIBLE FOR ARRANGING FOR DAILY CHILD CARE?

APPROXIMATELY HOW MANY HOURS A WEEK DO FATHERS SPEND WITH THEIR CHILDREN?

16. THINK ABOUT YOUR CHILDHOOD. MAKE TWO LISTS—ONE LIST OF THE THINGS THAT YOUR PARENTS DID THAT YOU LIKED, AND ONE LIST OF THE THINGS THAT YOUR PARENTS DID THAT YOU DISLIKED.

<table>
<thead>
<tr>
<th>LIKED</th>
<th>DISLIKED</th>
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</table>
WRITE COMMENTS ON THE THINGS THAT YOUR PARENTS DID THAT YOU DISLIKED WHEN YOU WERE A CHILD, BUT FEEL DIFFERENTLY ABOUT NOW. WRITE COMMENTS ABOUT THE THINGS THAT YOUR PARENTS DID THAT YOU WILL TRY TO DO DIFFERENTLY IF AND WHEN YOU ARE A PARENT.

<table>
<thead>
<tr>
<th>THINGS PARENTS DID AND I WILL DO</th>
<th>THINGS I WILL DO DIFFERENTLY</th>
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MAKE AN APPOINTMENT WITH A GUIDANCE COUNSELOR AT YOUR SCHOOL. HE/SHE WILL HAVE OCCUPATIONAL HANDBOOKS THAT WILL PROVIDE INCLUSIVE LISTS OF CATEGORIZED OCCUPATIONS. ASK THE COUNSELOR TO SHOW YOU HOW TO USE THE HANDBOOKS.

MAKE A LIST OF EACH OF THE FOLLOWING CHILD-CARE-RELATED OCCUPATIONAL GROUPS.

1) HEALTH-RELATED CHILD CARE OCCUPATIONS. (EXAMPLE: PEDIATRIC NURSE)

2) EDUCATION-RELATED CHILD CARE OCCUPATIONS. (EXAMPLE: KINDERGARTEN TEACHER)

3) SOCIAL-SERVICE RELATED CHILD CARE OCCUPATIONS. (EXAMPLE: CHILDREN'S PROTECTIVE SERVICE WORKER)

4) CHILD-CARE OCCUPATIONS. (EXAMPLE: CHILD CARE CENTER DIRECTOR)
18. DIFFERENT PARENTS HAVE DIFFERENT EXPECTATIONS OF THEIR CHILDREN. FILL IN APPENDIX B. INVITE A PANEL OF TWO PARENTS AND THEIR TEENAGERS TO SPEAK TO YOUR 4-H GROUP ABOUT PARENTS' EXPECTATIONS. ALLOW TIME AND PLAN FOR ORDERLY DISCUSSION.

19. OBSERVE A CHILD CARE CENTER 6 TIMES FOR ONE HOUR EACH. TRY TO DO AN OBSERVATION AT EACH OF THE FOLLOWING TIMES OF DAY:

A. EARLY AS THE CHILDREN COME TO THE CENTER. (Appendix C)
B. IN THE MORNING WHEN THE CHILDREN ARE INVOLVED WITH STRUCTURED ACTIVITY. (Appendix D)
C. WHILE THE CHILDREN ARE HAVING LUNCH. (Appendix E)
D. WHILE THE CHILDREN ARE RESTING. (Appendix F)
E. WHILE THE CHILDREN ARE INVOLVED IN OUTDOOR FREE PLAY. (Appendix F)
F. IN THE AFTERNOON WHEN THE CHILDREN ARE GOING HOME. (Appendix G)

FILL IN THE ATTACHED OBSERVATION FORMS: APPENDICES C, D, E, F, G, H.

20. CHOOSE ANY TWO OF THE FOLLOWING TOPICS AND WRITE ARTICLES ON THEM. ASK YOUR ENGLISH TEACHER OR JOURNALISM TEACHER TO EDIT THEM FOR YOU. WORK WITH YOUR 4-H LEADER TO GET THEM PUBLISHED IN YOUR LOCAL NEWSPAPER, EXTENSION NEWSLETTER, OR NATIONAL 4-H NEWS. INCLUDE COPIES OF YOUR ARTICLES (PREFERABLY PUBLISHED) IN YOUR REPORT.

- WHAT AN EGG TAUGHT ME ABOUT PARENTING
- WHY MY FAMILY IS STRONG
- THE CONSEQUENCES OF TEENAGE PARENTHOOD
- WHAT A BABY COSTS
- WHY I'D CHOOSE A CAREER IN CHILD CARE
- (ANY OTHER TOPICS RELATING TO THIS PROJECT)

21. ARRANGE TO WORK AS AN ASSISTANT WITH A GROUP OF YOUNG CHILDREN (AGES 2-8) IN A CHILD CARE CENTER, RELIGIOUS EDUCATION CLASS, OR THROUGH SOME OTHER ARRANGEMENT, FOR 6 HOURS. YOU WILL FIND REFERENCES FOR SUGGESTED ACTIVITIES IN THE BIBLIOGRAPHY OF THIS PROJECT. BRIEFLY RECORD BELOW REACTIONS TO THIS ACTIVITY.

HOUR #1: WHERE WORKED ___________________________ DATE _______________

HOW MANY CHILDREN WORKED WITH: ___________________________

AGE RANGE: ___________________________

WHAT I DID WITH THE CHILDREN: ___________________________

________________________________________

________________________________________

________________________________________

MY FEELINGS ABOUT THIS WORK: ___________________________

________________________________________

________________________________________
HOUR #2: WHERE WORKED _______________________________ DATE ____________

HOW MANY CHILDREN WORKED WITH __________________ AGE RANGE ____________

WHAT I DID WITH THE CHILDREN ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

MY FEELINGS ABOUT THIS WORK ____________________________________________

________________________________________________________________________

________________________________________________________________________

HOUR #3: WHERE WORKED _______________________________ DATE ____________

HOW MANY CHILDREN WORKED WITH __________________ AGE RANGE ____________

WHAT I DID WITH THE CHILDREN ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

MY FEELINGS ABOUT THIS WORK ____________________________________________

________________________________________________________________________

________________________________________________________________________

HOUR #4: WHERE WORKED _______________________________ DATE ____________

HOW MANY CHILDREN WORKED WITH __________________ AGE RANGE ____________

WHAT I DID WITH THE CHILDREN ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

MY FEELINGS ABOUT THIS WORK ____________________________________________

________________________________________________________________________

________________________________________________________________________
HOUR #5: WHERE WORKED ______________________________ DATE ____________

HOW MANY CHILDREN WORKED WITH ____________________ AGE RANGE ________

WHAT I DID WITH THE CHILDREN ________________________________________

______________________________________________________________________

______________________________________________________________________

MY FEELINGS ABOUT THIS WORK ________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

HOUR #6: WHERE WORKED ______________________________ DATE ____________

HOW MANY CHILDREN WORKED WITH ____________________ AGE RANGE ________

WHAT I DID WITH THE CHILDREN ________________________________________

______________________________________________________________________

______________________________________________________________________

MY FEELINGS ABOUT THIS WORK ________________________________________

______________________________________________________________________

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## Appendix A

<table>
<thead>
<tr>
<th>Name of Occupation</th>
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<tbody>
<tr>
<td>Personal qualities necessary for this occupation</td>
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<tr>
<td>Training required for this occupation</td>
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<tr>
<td>Education</td>
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<tr>
<td>Internship</td>
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<td>Apprenticeship</td>
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<tr>
<td>Availability of jobs in this occupation</td>
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<tr>
<td>Hours per week required of persons in this occupation</td>
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<tr>
<td>Particular skills required of someone in this occupation</td>
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<tr>
<td>Fringe benefits for someone in this occupation</td>
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<tr>
<td>Extra requirements for someone in this occupation</td>
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<tr>
<td>Expectations that parents have regarding:</td>
<td>My parents have for me:</td>
<td>My friend's parents have for him/her:</td>
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<td>----------------------------------------</td>
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<tr>
<td>What chores I am responsible for</td>
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<tr>
<td>What time I am to be home at night</td>
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<tr>
<td>What kinds of foods I eat</td>
<td></td>
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<tr>
<td>My grooming habits</td>
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<tr>
<td>Where I go on a date</td>
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<tr>
<td>The kind of person I go out with</td>
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<tr>
<td>My school attendance</td>
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</table>
Appendix B continued

<table>
<thead>
<tr>
<th>The grades I make</th>
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<tbody>
<tr>
<td>My behavior toward my siblings</td>
<td></td>
<td></td>
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<tr>
<td>My behavior toward old people</td>
<td></td>
<td></td>
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<tr>
<td>My behavior toward my teachers</td>
<td></td>
<td></td>
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<tr>
<td>What I do with my money</td>
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<tr>
<td>How I get my money</td>
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<tr>
<td>My life plans</td>
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<tr>
<td>My use of the car</td>
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<tr>
<td>My dating on school nights</td>
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Appendix B continued

<table>
<thead>
<tr>
<th>My privacy</th>
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<tbody>
<tr>
<td>Their privacy</td>
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<td></td>
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<tr>
<td>My going to college</td>
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<td></td>
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<tr>
<td>The amount of rest I get each night</td>
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Appendix C

Observation Form

(1) Who brought most of the children to the center?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

______________________________
(2) Did the person bringing the children come in to speak to the teacher? 

(3) Were the children examined for such physical ailments as sore throat, injuries, other? 

(4) Were centers arranged for the children to begin activity right away? 

(5) How did you personally feel about observing in the center? 

(6) Did you observe any adult behavior in the center, that you questioned? 

Appendix D

Observation Form

(1) How many different kinds of activities were the children involved in?
(2) What kinds of things were the children doing that would promote:

Cognitive (mental) development:


Physical development (small or gross motor development):


Social development:


Emotional development:
(3) Did the placement of the furniture in the center allow children to participate in...

Large group activity? ____________________________________________

Small group activity? ____________________________________________

Activities alone? ______________________________________________

(4) If you had a child would you feel comfortable about leaving the child in the center?

Appendix E

Observation Form

(1) Did the children wash their hands in an orderly manner before eating?

______________________________________________________________

(2) Were the children orderly while they ate?

______________________________________________________________
(3) Was the food nutritious and attractive?

(4) Did the children eat most of their food?

(5) Did teachers eat with the children?

(6) Was the table conversation pleasant?

(7) Did the children manage tableware well?

(8) Did the children serve themselves?

(9) Did the children have an opportunity to interact with the cook?

(10) Did you feel good about the eating situation in the center?
Appendix F

Observation Form

(1) What did the teachers do while the children were resting?

(2) Was outdoor play planned?

(3) Was the outdoor play area safe?

(4) Were sand boxes covered, when not in use, to protect from infestation of micro-organisms?

(5) Were children able to take turns where necessary?
(6) Were efforts made to help children develop motor skills? ____________________________

(7) Were there pathways for wheel-toy use? ____________________________

(8) Were children supervised carefully but allowed to explore? ____________________________

Appendix G

Observation Form

(1) Were children ready for their parents when they arrived? ____________________________

(2) Were parents who wished allowed to move freely throughout the center? ____________________________

(3) Did teachers communicate with parents comfortably? ____________________________
(4) Did each child take home evidence of something he/she did that day?

(5) Were the parents provided an opportunity to know the center's schedule for the week?

(6) Were menus posted so that parents could easily see them?

(7) Did parents linger any at the center?

(8) Did you feel that parents and teachers were working harmoniously to provide a wholesome environment for children?

Appendix H

Observation Form

(1) Observe one child. Compare this child's physical, cognitive, social and emotional development with that of other children.
   a) Physical development of observed child (size and motor development)

   ____________________________

   ____________________________

   Other child or children

   ____________________________
b) Cognitive development of observed child

Other child or children

c) Social development of observed child

Other child or children

d) Emotional development of observed child

Other child or children

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