
UNIT: CHILD CARE
TOPIC: Needs of Children
TIMELINE: Day 3

OBJECTIVES:

1. Assess needs of children between 3-5 years of age.
 2. List specific mental, emotional, and physical needs of children under three years of age.
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MOTIVATOR/INTRODUCTION:

Have a display of the following items:

Beginning reading book	Encyclopedia
Baby food	Steak
Baby rattle	Piece of sports equipment
Diaper	Boxer shorts

Ask students which of the items listed above would be appropriate for someone their age. Which would be appropriate for a baby? Each age group has different needs. A golf club would be dangerous for a baby, but you would enjoy the sport. There are other needs that people have. We all have mental, emotional, and physical needs. Young children's needs change quickly because they are developing so quickly.

INFORMATION:

1. Needs of Children
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INDIVIDUALIZED ACTIVITIES:

1. Child Care Quiz
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GROUP ACTIVITIES:

CHALLENGE PROJECTS:

SUMMARY:

In order to care for children in the best manner possible, one must be aware of the specific mental, emotional, and physical needs of the child they are caring for.

RESOURCES:

NEEDS OF CHILDREN

CHILDRENS' NEEDS

Each child is special and different, yet every child follows a certain pattern or order of growth and development. Many things can affect the way a child follows these growth patterns. Heredity, nutrition, and surroundings all affect the way children grow. Family love and attention are important factors. The words normal and average tell what is true of most people or children. However, there will always be some individuals who grow and develop more slowly or more quickly than what is considered normal or average. Each area considers the physical, mental and emotional needs of the child.

PHYSICAL NEEDS

It takes time and effort for the child to gain control of his/her body. For an example, have students take a piece of paper and put it on top of their heads. Now ask them to draw a picture of a cow. Does it really look like a cow. If you practiced this over and over, you could perhaps get quite good at drawing the cow. It takes time and practice for the child to gain control of her/his muscles and do what she/he wants them to do.

The pre-schooler is very physical. She or he has gained control of his/her body. Now he/she wants to use it. She/he wants to become strong and skilled. She/he needs to practice running, jumping, climbing, hopping, kicking, throwing, and catching. These are called large motor skills. The pre-schooler also needs to improve his/her small motor skills-- abilities to use hands and fingers well. Here are some ways to help develop these skills.

1. **DRESSING**--Let the young child dress him/herself. Give them large zippers and big buttons. Belt buckles and snaps are too hard for them to handle, but pullover shirts and pants with elastic waistbands are easily pulled on.
2. **DRAWING AND COLORING**--Give the child lots of practice in drawing and coloring with large crayons, fat pencils, water-washable felt-tip pens, colored chalk, fingerprints, washable water-based paint, newsprint, inexpensive drawing paper, rolls of wrapping paper, clipboards, easels and fat brushes. As the child becomes skilled with these, include smaller versions. They are developing the hand and finger muscles needed later when it is time to learn to write.
3. **TOYS**--The young child needs practice using smaller toys than the toddler could handle--puzzles, small blocks, lacing toys, and small cars are good choices.

MENTAL NEEDS

The preschooler uses language very well. He makes some mistakes in grammar and does not pronounce every word correctly; however, he knows a large number of words. You can encourage language development by encouraging him to talk and express his ideas. Listen to what he says and then respond with new words that he does not know yet.

Pronouns are very difficult for the young child. Words like I, me, you, him, and she are confusing.

The young child may use incorrect grammar. Do not tell her she is wrong. Simply repeat the sentence back correctly to her so that she understands the correct usage of the words.

Why becomes the preschooler's favorite word. Every sentence you utter is questioned with a "Why?" by the child. Try to help him keep his curiosity by giving brief explanations. Turn the question back to him: "Why do you think?", or if you do not know the answer, you could both look for the answer in a book.

Books are very important to the preschooler. Have lots of picture books around for the child to look at by himself, or for you to look at together. Talking about the pictures helps him to get ready for reading.

EMOTIONAL NEEDS

Touching is a natural, easy way to show children they are loved and needed. Touching, as communication between parents and children, is more than hugging and kissing. It can be a pat on the shoulder or a gentle poke in the ribs. We never outgrow our need to be touched.

Children need love in order to grow into healthy, self-confident adults. The love parents and other family members give should be unconditional. That means loving them all the time, no matter what they may say, do, or look like. It also means separating what they do from who they are. You can be angry at a child's behavior without making the child feel unloved. Say--"I am angry that you threw the flour all over the floor", instead of "You are a bad boy." Of all the child's needs--physical, mental and emotional, love may be the most important of all.