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Caring for Children 2: Babysitting Basics



VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Virginia Cooperative Extension

Knowledge for the Commonwealth



VIRGINIA STATE UNIVERSITY

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Introduction

What Will I Learn?

“Babysitting Basics” teaches you skills that will help throughout your life – 4-H calls these “life skills.” This project teaches many life skills:

- Responsibility
- Understanding self
- Problem solving
- Decision making
- Communication
- Leadership
- Acquiring knowledge

You can, with help from your club leader, 4-H agent, parents, and others, become a first-rate babysitter. You will learn

- the roles and responsibilities of babysitters and parents of young children;
- how to care for and keep infants and young children safe and happy;
- how to solve problems related to minor accidents, emergencies, and behavior;
- to understand the physical, social, mental, and emotional characteristics of young children; and
- how to communicate with young children during playtime using toys and games.

Project Requirements

The “Babysitting Basics” project is for 4-H members or any youth 13 years of age and older. The project is for teens who

- love children and like to take care of them,
- have younger brothers or sisters,
- want to learn more about children, or
- want to earn money by babysitting.

“Babysitting Basics” can be used for up to three project years. At the end of each lesson, there is a suggested list of things to do. These activities should be done in the second and third years of the project. Your 4-H club leader will help you select the content and activities acceptable for each year.

If you want to progress faster, discuss your ideas with your leader or the 4-H agent.

Year One

1. Attend all club project meetings.
2. Visit the public or school library and review books and leaflets about children and the care of children. Make a reference list for future use.
3. Visit a nursery, preschool, or day-care center. Interview one of the caregivers.
4. Make a notebook for recording details about children and families.
5. Make a babysitting kit or a first-aid kit.
6. Create a toy or game for a young child.
7. Give a talk or a demonstration about a babysitting responsibility.
8. Exhibit at least one of the following at a county or state event:
 - First-aid kit
 - Babysitting kit for a specific age group
 - Toy for a specific age group
 - Game for a specific age group
 - Babysitter’s scrapbook for a specific age group
9. Make a display:
 - “What children do at different ages”
 - “Kitchen safety”
 - “Child safety”
 - “Toy safety”
 - “Bath safety”
10. Turn in a completed project record sheet to the project leader.

Year Two

1. Attend all project meetings. If you can not attend all meetings, complete each lesson and all activities.
2. Read a book or review materials about babies and young children
3. Make a babysitting kit (minimum 10 items) for a 4- to 5-year-old.
4. Create a toy or game for a young child.
5. Babysit at least three children.

6. Make a babysitting notebook for recording details about children and families.
7. Give a talk or a demonstration about a babysitting responsibility.
8. Exhibit three or more of the following at a county or state event:
 - First-aid kit
 - Stuffed animal or doll
 - Babysitting kit for a specific age group
 - Toy for a specific age group
 - Game for a specific age group
 - Babysitter's scrapbook for 2- to 3-year-old children
 - Babysitter's scrapbook for 4- to 5-year-old children
 - Babysitter's notebook
9. Make a display:
 - "What children do at different ages"
 - "Safety"
 - "How to handle an emergency"
10. Turn in a completed project record sheet to the project leader.

7. Give a talk or a demonstration about a babysitting responsibility.
8. Exhibit the following at a county or state event:
 - Babysitting kit for a certain age group
 - Toy for a certain age group
 - Game for a certain age group
 - Babysitter's scrapbook for a certain age group
 - Storybook
 - Babysitter's notebook
9. Make a display:
 - "What children do at different ages"
 - "Caring for infants"
 - "Child safety"
 - "Managing behavior problems"
 - "Books for children"
10. Turn in a completed project record sheet to the project leader.

Babysitting Notebook

Before your first babysitting job, make or buy a babysitting notebook. This notebook is for keeping important information about each babysitting job. Your notebook should have the following information for each child:

Year Three

1. Attend all project meetings. If you can not attend all meetings, complete each lesson and all activities.
2. Volunteer to provide babysitting service at a place of worship, a PTA meeting, or other public event.
3. Write a news article or make a leaflet about a child-care issue.
4. Create a toy or game for a young child.
5. Babysit four or more children (not including brothers or sisters).
6. Make a babysitting notebook for recording details about children and families.
 - Name and address of family
 - Directions to the house
 - Names of children and their ages
 - Telephone numbers of family, fire department, family doctor, police department, neighbor, and a close relative of the family
 - Date, time, and how long you are to babysit
 - Food likes and dislikes
 - Medical problems you should know about
 - Routines
 - Special instructions

Lesson 1

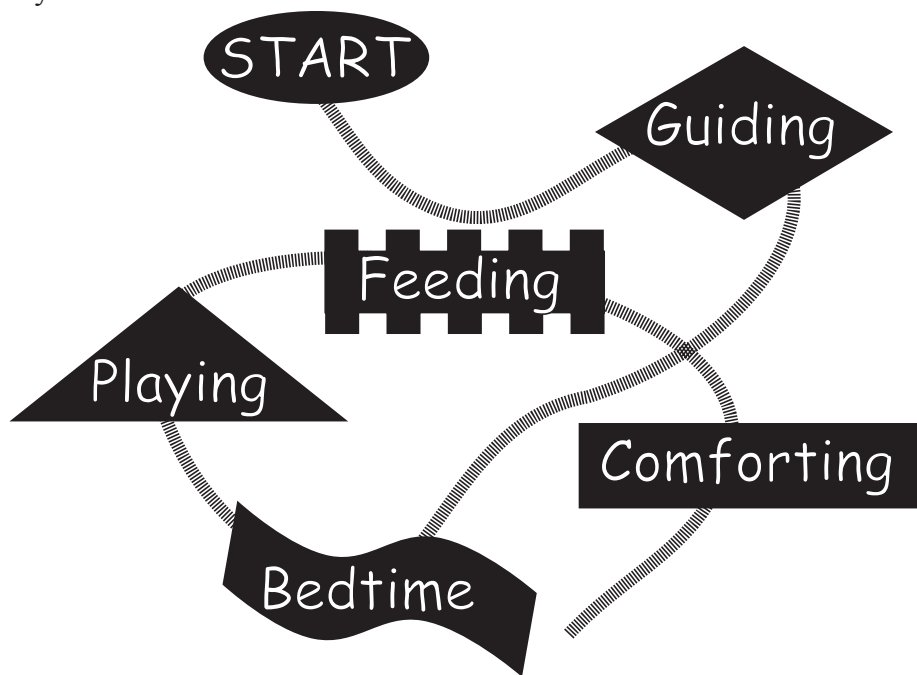
Getting Started

Objective

To develop an understanding of the requirements and roles of babysitters

Some people call their first experiences taking care of children “babysitting.” A babysitter is a person who takes care of another person’s children.

The terms “babysitting” and “babysitter” can be misleading. These terms suggest that the person who does this job only takes care of babies. That is often not true. It also suggests that the babysitter just sits there. This in no way is true.



Is Babysitting for Me?

Babysitting is a big job and can be a very enjoyable experience. Before you decide you want a job as a babysitter, talk with your family and friends who babysit.

After talking with friends and family, honestly answer these questions with “yes” or “no.”

1. Do I enjoy being with children? yes no
2. Am I friendly and helpful around babies and small children? yes no
3. Can I stay calm during an emergency when young children are depending on me? yes no
4. Do I want to learn skills such as how to change a diaper and how to feed a baby? yes no
5. Am I patient enough to deal with the demands and problems of very young children? yes no
6. Would I mind caring for a sick child? yes no
7. Can I create games, toys, and activities that will amuse and help young children develop their skills? yes no

How many “yes” answers did you give? _____

How many “no” answers did you give? _____

Do you really want to be a babysitter? _____

If you really want to be a babysitter, do the activities in this project. You should work very hard to develop the skills needed for babysitting.

Look at the seven questions again and write a short paragraph in the space below about the kind of person a babysitter needs to be.

What is Babysitting?

Babysitting is attending to the needs of children of varying ages and abilities. Tasks involved in babysitting include the following:

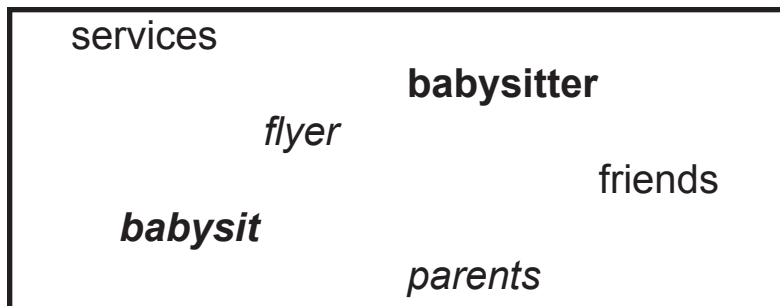
- Playing with children
- Feeding children
- Putting children to bed
- Guiding children
- Comforting children

Add to the above list by writing in other things babysitters do for children. Can you think of more than three? Would you enjoy doing these things with and for children?

Finding a Job

How do you get your first babysitting job? The following statements will offer some helpful ideas. Fill in the blanks with the word that best completes each statement. Use the words in the box following the statements.

1. Ask the parents of small children in your neighborhood if they need a _____ for their children during the evenings, weekends, and at other times.
2. Ask your mother and father to tell their _____ that you had babysitter training and would like to work.
3. When you attend religious services, talk to the mothers after the _____ and tell them that you like to babysit.
4. Remind your friends that you are willing to _____ for them when they cannot take a job.
5. Develop a _____ that says you want to babysit. Be sure to include your name, parent's name, phone number, your age, training, and experience.



Community listings and advertising are ways to find babysitting jobs. Be aware that public advertising may not be a safe way to find a babysitting job. Before you use any method of finding a job, talk with your parents. You must know what their rules and expectations are for you. Decide with your parents when you can babysit.

1. Will you be able to only during the summer and holidays?
2. Will you be able to on weeknights or weekend nights?
3. How many nights or days a week should jobs be scheduled?
4. Will you be able to early evenings?
5. Will late night and all-night babysitting jobs be okay?
6. What should you charge?
7. How will you decide what to charge?

You may want to charge a higher rate for babysitting more than one child and for doing extra chores, such as washing dishes.

Got the Job?

When someone calls and asks you to babysit, find out the following about the job:

- Find out who is calling, when they need you, and the number of hours.
- Find out how many children you will be caring for and the ages of the children.
- Tell your parents who called and ask if you may sit.
- Discuss how much you will be paid and accept the job.
- Get the details of the job: address, phone number, date, and time.
- Find out how you will get to and from the job.

Think Back

1. Describe two ways to find babysitting jobs.

2. Name five babysitting tasks.

3. Name five qualities a person needs to be a babysitter.

Additional Activities

1. List subjects you feel should be taught in a babysitting training program.

2. Interview a person who babysits regularly.

3. Compile a list of parents who might want babysitters.

4. Survey your neighborhood to find out the number of teens who are babysitters.

5. Present a 3- to 5-minute talk before a group on safe and unsafe ways to find babysitting jobs.

Lesson 2

Roles and Responsibilities

Objectives

To understand the responsibilities that are expected of a good babysitter

To become aware of the responsibilities parents have to the sitter

To identify the problems one might have while babysitting

Every job has definite roles and responsibilities. Babysitting is no exception. Parents will have special expectations of you. You should have special expectations of the parents.



Your Responsibilities

As a babysitter, you are a substitute parent while the real parents are away or not available. The care and safety of the children are your major responsibility during the parents' absence. In addition, there are other roles and responsibilities a good babysitter must fulfill:

Be dependable. Parents will enjoy their time out more if they know they can depend on you. Arrive a little early and get to know the children. This allows the children time to adjust to their parents' leaving. It also gives you time to have things under control before the parents go out the door. Have a backup plan (someone who can work in your place) if you cannot sit for the family as planned.

Do not have friends over when you are babysitting for a family. Having a friend over is not appropriate. You need to give full attention to your job and not visit with your friends.

Never leave the children alone. It takes only seconds for an accident or a threatening situation to occur.

Keep phone calls brief. Remember, you are working and not at home. The phone line must be free in case the parents call or there is an emergency.

Follow the parents' instructions to the letter. Do not change rules or routines. Children will not understand the changes and will become confused. Make sure the child is safe and happy. Ask for clarification from parents if instructions are not clear.

Know and practice safety rules. Lock all doors that provide entrance to the house from the outside. Do not open the door to anyone, unless the parents have approved a specific person. Give no information to phone callers. Never tell a caller that you are "the babysitter" or that you are alone in the house with the children. Follow the hints in "Lesson 3: Keeping Children Safe."

Leave the house as neat as you found it. Have children pick up toys and games and clean up messes.

The Parents' Responsibilities

The following are some of the responsibilities that parents have when they hire a babysitter to take care of their children.

Make arrangements with you. Parents should arrange for your arrival and tell you what time they will be home. They should call you if they are delayed and make sure you have a safe way to get home.

Give you specific duties. Some parents expect sitters to do things other than babysit. Find out ahead of time if you are expected to wash dishes or do other chores. Babysitting is your main job. You should expect to be paid extra for doing chores.

Leave clear instructions. Parents should let you know where they will be and how to get in touch with them by phone if there is an emergency. If they cannot be reached, get the name, address, and phone number of another person whom you can call. This information should be written in your babysitting notebook.

You also should be given specific instructions about meals, between-meal snacks, and what foods should be eaten and when.

Parents should tell their children they are to follow your instructions.

Point out any danger spots in the home. Have the parents take you on a tour of the home to show you the fuse boxes, fire extinguisher, telephones, heat controls, flashlight, and so forth.

Give you specific information about the children’s bedtime routine, including

- time for bed;
- how to keep the children’s bedroom temperature comfortable;
- clothes to be worn to bed;
- lights on or off in the bedroom;
- door left open or closed;
- bedtime prayers, stories, or toys to cuddle;
- sleeping habits of children (nightmares, sleepwalking, or bedwetting);
- medicine to be taken;
- bedtime snacks.

Tell you what privileges you may have. Parents should let you know if they mind if you watch television, listen to music, have a snack, and so forth.

Babysitter Rules and Hints

The following rules are very important. Can you explain why?

1. Let your parents know where you will be and how you can be reached.

Why? _____

2. Find out about or get good references about the family who has asked you to babysit, if you do not know them.

Why? _____

3. Make sure a responsible person sees you safely home when you finish a night babysitting job.

Why? _____

4. Tell the parents ahead of time if you have a cold or are sick.

Why? _____

5. Never sit for a strange family in a strange neighborhood.

Why? _____

6. Do not get dressed up in a special outfit to babysit.

Why? _____

7. Work on homework only after the children are in bed.

Why? _____

8. Do not accept a babysitting job when you have lots of homework or projects due for school.

Why? _____

Think Back

1. List four rules or hints all babysitters should follow.

2. List four responsibilities of the babysitter.

3. Describe the responsibilities of the parents.

Additional Activities

1. Write a skit about a parent and babysitter meeting for the first time. Make the skit serious or comical.
2. Ask to lead a discussion at a club or project meeting on appropriate behavior for babysitters.
3. Visit a preschool, nursery school, or some place where you can observe children and caregivers. Observe the duties and responsibilities of the caregivers. Share your findings with your group or club.
4. Interview a parent who uses a babysitter. Ask that parent what they think their responsibilities are to their babysitter.

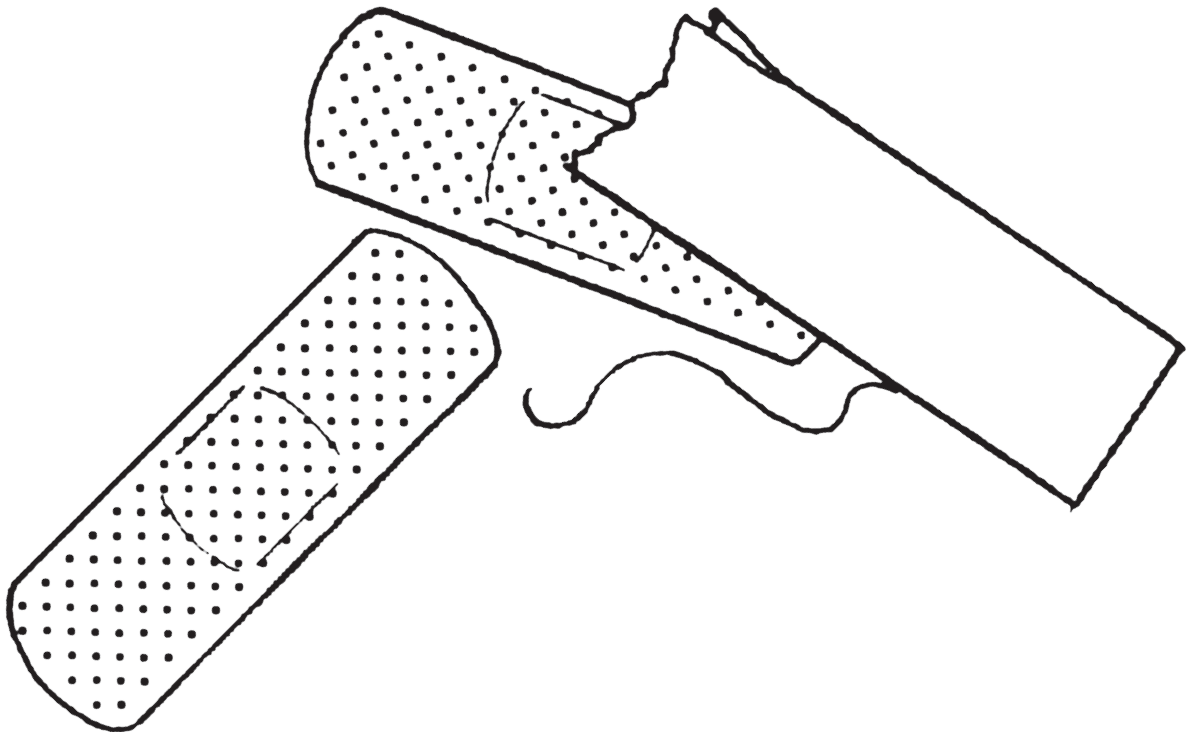
Lesson 3

Keeping Children Safe

Objective

To acquire skills in keeping young children safe

A good babysitter thinks about how to keep children safe. Even so, accidents happen. As children grow and develop, it is normal for them to try new things and to test everything. Children are curious and interested in doing many new things, but often they do not have the ability to do so safely until they mature. Children often do not know when an activity or situation can be dangerous. You must be prepared emotionally and physically for the accidents and emergencies that may happen.



General Safety Precautions

The best way to prevent accidents is to keep children away from danger and dangerous situations. Remove the hazard before an accident occurs. After reviewing the following lists, see what other potential dangers you can think of.

Potential Dangers Inside the House

Kitchen

- Hot stove
- Electrical appliances
- Microwave oven
- Spilled water and grease
- Broken glass
- Knives
- Gas stove
- Pans on the stove
- Dangling tablecloths
- Cleaning supplies
- _____
- _____
- _____

Bathroom

- Razor blades
- Medicines
- Cosmetics
- Small or sharp tools
- Cleaning supplies
- Hair dryers
- Water faucets
- _____
- _____
- _____

Important Notes

Never leave a young child alone in a tub of water. Not even for 1 second. A young child can drown in 2 inches of water or can die of hot water burns.

Do not leave a young child alone in the bathroom. Be sure bathroom doors can be opened from the outside. Children often lock themselves inside bathrooms.

Checklist of Accident Areas Inside the House

Check inside the house very carefully to locate and eliminate accident areas. Place a check before each potential accident area if this hazard is in the home. State what can be done to correct it.

- ___ Toys and other objects on stairs. _____
- ___ Spilled water or a slippery substance on floors. _____
- ___ Basement doors open and outside doors unlocked. _____
- ___ Stairways not protected by gates. _____
- ___ Uncovered electrical outlets and dangling electrical cords. _____
- ___ Medicines and matches left on low tables. _____

Accident Areas Outside the House

Be aware of the following potential accident areas outside of the house.

- If the house has a swimming or wading pool, **never take your eyes off the children.**
- Keep children out of garages or sheds that may contain paint, oil, gasoline, sprays, nails, and sharp garden tools – or even cars.
- Do not allow children to play or wander behind swings, under teeter totters, or climb too high on slides and jungle bars.
- Check the ground for broken glass, wire, nails, and other objects that could cause injury.
- Keep children from playing in streets, in the driveway, or on curbs.
- Keep children from playing in abandoned appliances.
- Do not allow children to pet or play with strange animals.

Ages and Accidents

Children of different ages tend to have different kinds of accidents. This is because each age group has different skills.

Infants Up to 6 Months Old

Suck on objects and put things into their mouths. Keep small objects, including small toys, out of their reach. Don't allow them to chew on painted objects or fuzzy toys. The paint might be poisonous, and fuzz might choke them.

Begin to wiggle and roll. Never leave a child lying on a place from which the child might fall. Make certain the child's head cannot get caught between bars of cribs, balconies, and so forth.

Are helpless in water. Never leave a baby alone in the tub or with water running. Always test the heat of the water with your elbow before you place the baby in the tub. Water should be body temperature or slightly warmer. Babies have very tender skin and burn easily.

Babies 6 to 18 Months Old

Poke and probe with their index fingers. Unused electrical sockets should be taped or capped. Drawers with dangerous items in them should be locked, taped, tied closed, or removed.

Put everything in their mouths. Poisons, medicine, cleaning solutions, and small objects such as marbles, coins, buttons, pins, pebbles, and so forth should be put away.

Roam through the house, crawling or walking. Close certain doors and gates at the top and bottom of stairways and to forbidden rooms. Keep bathroom doors shut.

Are curious about things higher than their eye level. A tablecloth should not hang over the edge of the table because the baby might pull it off – with everything on the table! Containers of food should be placed in the center of the table. Handles of pans on the stove should be turned toward the center of the stove. Everything on the table and stovetop should be out of the baby's reach.

2-Year-Olds

Can turn door knobs. Doors that open to dangerous places or things should be locked.

Take things apart and experiment with them. Keep containers of detergents, medicines, and electric equipment (electric fans, vacuum sweepers, etc.) out of their reach.

Like to play near water. Watch a child near a pool, bathtub, pond, irrigation ditch, or any other body of water. **Remember, a child can drown in a few inches of water.**

3-Year-Olds

Enjoy playing. Do not get too rough with the child.

Like to go up and down stairs. Insist that they do not run and do not carry knives, scissors, pencils, pens, or other sharp objects while on the stairs. See to it that they use handrails.

Can follow instructions. Let the children help with keeping toys off the floor, cleaning the room, washing the dishes, and so forth.

4-Year-Olds

Can ride tricycles. Watch where they go.

Can throw balls. Teach children not to throw balls into the street or toward buildings or people.

Like to climb. With supervision, 4-year-olds may climb a tree or fence if it is not too high and does not have sharp points that could cause injury.

5- to 7-Year-Olds

Children of this age play with skates and skateboards and may be learning to ride bicycles. Supervise this play. Keep them out of the street. Often they get skinned knees; be ready to clean and bandage the hurts!

School-age Children

Children of school age have better judgment about the type of things that can hurt them. They need supervision when they are cooking, playing with chemistry sets, or working with sharp tools.

Think Back

1. Identify three areas outside of the house where accidents may occur. Describe how the areas can be made safe.
2. Why is the bathroom a dangerous area for young children?
3. Imagine you are babysitting an 18-month-old child. What are the safety precautions you should observe?

Additional Activities

1. Make a poster about child safety. Plan and present a brief discussion about the poster.
2. Invite an Extension agent, a nursery school teacher, or someone who works with child safety to discuss “Child Safety in the Home” with your group.
3. Create a puppet show about accidents in the home. Include examples of common accidents.
4. Do a child safety check in your own home. What would you need to change before babysitting a young child in your home?
5. Identify safety problems for children in your community, the playground, a nearby park, a shopping mall, or a school’s grounds.

Hidden Reminders

Can you find important words related to babysitting?

Answers can be found on the back inside book cover.

A S S T O R Y T E L L I N G F T Y J S	STAY CALM
V T B T V G J M C V Z M Q E T Y U P L	FIRST AID
M A I H B G U C X S F E E D I N G I E	PLAY
C Y G Y R N J I M E S S Q E Z X S F E	COMFORT
N C O M F O R T D M L S A P W P K H P	GUIDE
N A L P Y E U Z C E G A M E H D O E I	I MESSAGES
R L Y I P L M T J N H G T N D R O D N	FEEDING
J M A L S X N M I W Q E R D A I B B G	BEDTIME
R U L E S X E L P N Y S E A B A G C H	RULES
P L K K J M G F F C E S D B I R N T A	DEPENDABILITY
S D W S I Z X F I R S T A I D F I H B	CLEAR INSTRUCTIONS
F I K T N J J B F X K S T L I D D T I	SLEEPING HABITS
J T D T J A F P Y A L P J I T O A O T	STORY TELLING
D E W Q Z B C N H B I L I T Y A E G S	READING BOOKS
B F G Y H N J K M E S W Q Y Z X R F T	RESPONSIBILITY
C L E A R I N S T R U C T I O N S H T	ROUTINE
N K L P Y Y T I L I B I S N O P S E R	SNACK

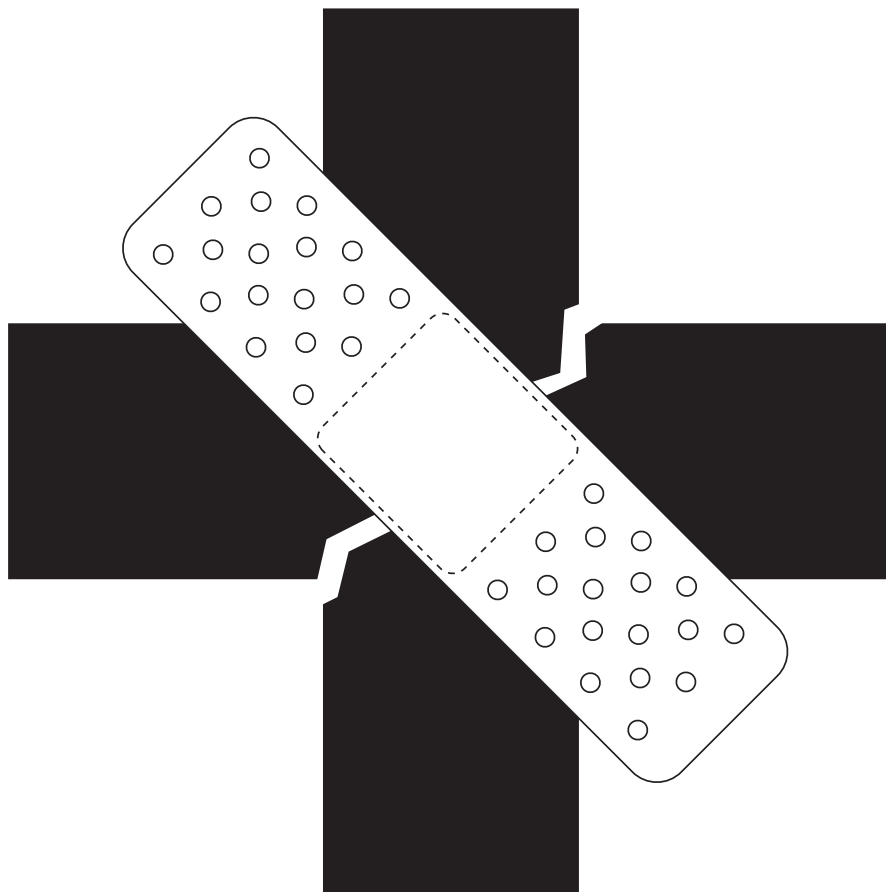
Lesson 4

Handling Accidents and Emergencies

Objective

To gain skills in handling minor accidents and emergencies

Accidents and emergencies will happen, and you should be prepared to handle them. Babysitters should know how to act and what to do when there is an emergency. It is important to learn basic first aid. You also should make a special effort to learn certain lifesaving first-aid skills. Cardiopulmonary resuscitation (CPR) and the Heimlich maneuver are examples of two important lifesaving skills. Many community groups offer courses that teach these skills.



In Case of Emergency

Remember to stay calm, find out exactly what is wrong, and call for help, if needed. When calling for help, be able to explain exactly what has happened, the child's age, and how the child is. Then give your exact address and phone number and ask what to do until help arrives. When possible, call the parents.

It is important to record routine information for each family in your babysitting notebook. Information in cases of emergency should also be recorded in the notebook. Record the name, address, and phone number for each family and the names and ages of the children. Then record the following phone numbers in your notebook. These numbers should be easy to get to in case an emergency does happen:

- Parents
- Neighbor
- Doctor
- Hospital
- Poison control center
- Fire department
- Police department
- Ambulance

911 is the emergency telephone number in most places. In your notebook make sure you have recorded the home address and telephone number for the family. If there is an emergency, you must give the house and telephone numbers over the telephone.

Rules in an Emergency

1. Stay calm. Find out exactly what is wrong. Call for help, if needed.
2. If there is a fire, get everyone out of the house first. Go to a neighbor's house and call the fire department.
3. When you call for help, have specific information about what has happened. Be able to explain what is wrong with the injured child. Then give your exact address and phone number and ask what to do until help arrives.
4. As soon as possible, call the parents.

General Rules About Medicine

As a babysitter, you should not be asked to give any medicine. Sometimes you might be asked to give a medicine while the parents are away. If you must do this, have the parents leave clear written instructions for you. It is also important to keep medicine out of the reach of children.

- Read the label on the container carefully as well as the instructions from the parents.
- Never leave the child alone with the medicine. For example, if the phone rings take the medicine with you.
- Return the medicine to its safe storage place.
- Do not call the medicine "candy."
- Do not give medicine in the dark.
- Do not take any medicine yourself in front of the child.
- Be careful of what you might be bringing into the house. Children are normally curious and can get into a handbag, backpack, briefcase, or overnight bag. Even a "poison-proof" home can be dangerous if you are not very careful.

First Aid for Minor Injuries

Cuts and scrapes. Cuts and scrapes can be caused by falls, scissors, knives, or any thing else that is sharp.

- Wash the cut with warm, soapy water, dab with a sterile gauze pad, and cover with a bandage.
- If a bump caused by a fall swells, apply ice.
- An ice pack can be made by putting crushed ice in a plastic bag, then wrapping it with a washcloth.

Nosebleeds. Nosebleeds may result from a fall, or they can be caused by illness.

- Press the nose gently at the “bridge” for about 5 minutes. The child should be sitting or standing.
- If bleeding does not stop, apply an ice pack over the child’s nose.

Minor burns. A child can be burned by touching a hot stove or pan, a lit cigarette, hot water, or an electrical appliance. Immediately run cold water over the burned area, then cover with a clean or sterile bandage.

- Do not apply butter or greasy ointment to a burn.

Choking. Choking can be caused by food or other objects that lodge in the throat. Some foods that may cause choking in children are peanuts, popcorn, hard candy, hot dogs, chunky fruits, and vegetables.

- There is a version of the Heimlich maneuver for children. First, lay the child on his or her back. Then, put your index and middle fingers directly below the child’s rib cage and press into the abdomen with a quick upward thrust. (Be very gentle with young children.) Repeat if necessary to dislodge the object.

Handling the Situation

Read Situation 1 and Situation 2, decide how you should handle the situation, and fill in the information.

Situation 1

Tony, age 3, complains of a stomachache and has refused to eat his dinner. His last meal included a hot dog, macaroni and cheese, milk, and an apple. Tony does not have a fever.

Would you call for help? ____ yes ____ no

What you would do?

Situation 2

Seven-year-old Regina has a fever of 103 degrees, has vomited twice in the past 30 minutes, is very restless, and has difficulty sleeping.

Would you call for help? ____ yes ____ no

What you would do?

Think Back

1. If there was a fire in the house, what would be your first action?

2. Identify three places you can learn more about first aid.

3. List five rules of caution you should use if you must give a child medicine.

Learn More

Do the following groups offer instruction in emergency first aid? Fill in the type of classes available and where it is given.

Organization	Location	Type of Instruction
American Red Cross		
YMCA or YWCA		
High schools		
Community colleges		
Health clinics		
Hospitals		
Other community groups:		

Additional Activities

1. Share experiences about emergencies you have experienced or heard about.
2. Work with your parents to develop an escape plan from your house in case of fire.
3. Learn first aid and CPR.
4. Visit a fire station, police station, or hospital. Talk with a staff person. Write a news article about your visit.
5. Make a first-aid kit.

Lesson 5

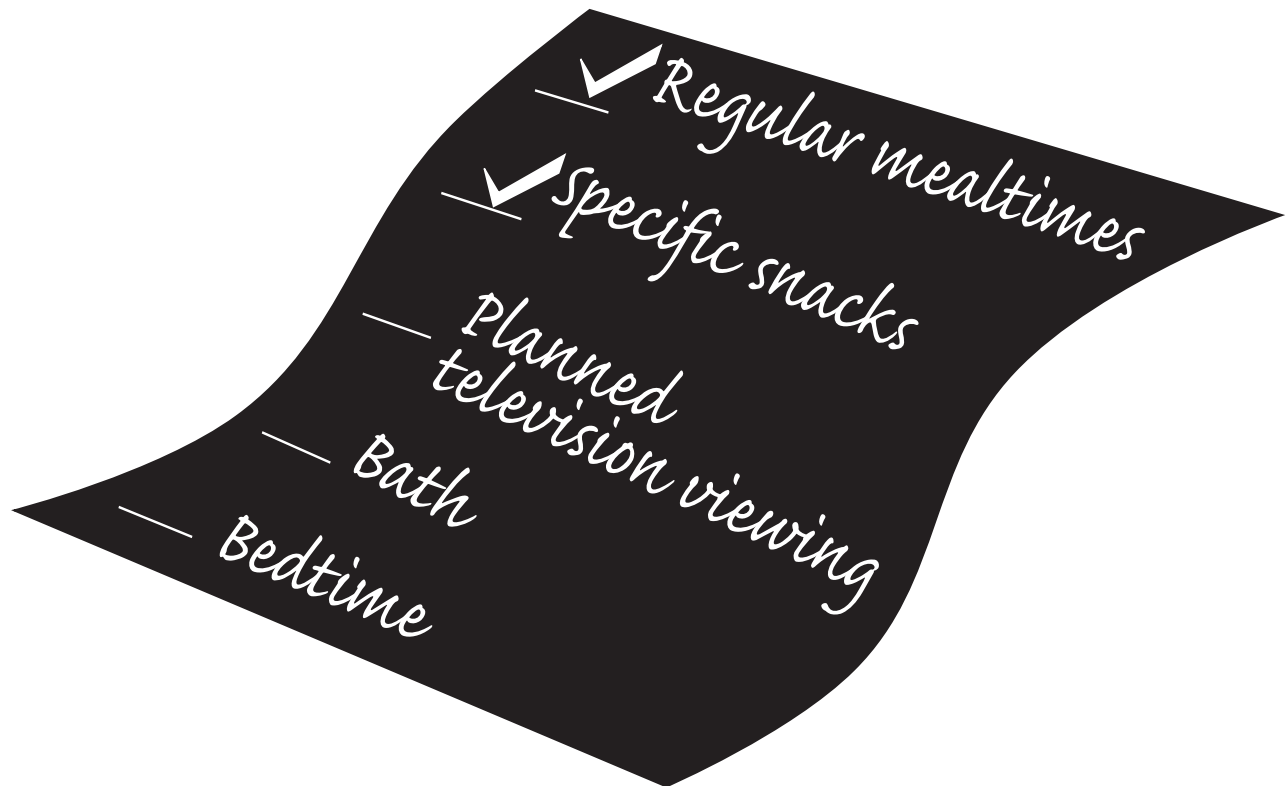
Follow the Routine

Objectives

To learn the importance of maintaining the child's normal schedule.

To gain skill in managing minor behavior problems.

You are more likely to maintain control while babysitting if you learn the children's normal routine. If you keep children on their regular schedule, they will be less likely to think that your arrival means it is time to forget their routines.



A routine includes the following:

- Regular mealtimes
- Specific snacks
- Planned television viewing
- A bath
- A regular bedtime

Meals and Snacks

Keep a record of each child’s routine in your babysitting notebook. Regular mealtimes for families differ. One family may eat dinner regularly at 6:00 p.m., whereas another may eat at 7:30 p.m. Trying to put everyone on a schedule that you like may not work. Prepare the food or snacks that the parents have suggested. Normally, this should be done quickly so it does not detract from your time with the children.

Television

Check with parents about specific television programs that their children may watch. Don’t let children talk you into watching programs that the parents do not permit.

Bath and Bed

If your babysitting job begins after dinner, parents normally will have children ready for bed when you arrive. If bathtime becomes your responsibility, learn the normal routine: Is a bath needed? Where are the pajamas, diapers, and so forth? Do the small children in the family bathe together? Avoid a hassle at bedtime by knowing what time the children go to bed. Discuss with parents the details of the usual routine and their strategies when the children resist going to bed.

Managing Problem Behavior

Sometimes children will not do as you ask. If they will not listen, and they have been taught to behave, they usually have a reason. The children could be feeling

- bored;
- tired;
- hungry;
- lonely for their parents;
- upset with something you said (or your attitude or tone of voice);
- too busy doing what interests them; or
- confused as to what they should be doing.

Select three of the above reasons and discuss how you would handle each.

1. _____

2. _____

3. _____

Things to Do to Correct Problem Behavior

Understand the child's feelings

Letting children know that you understand their feelings helps them feel better about themselves. If they can talk out their feelings they are less likely to hit, scream, or break things.

Say: "I know you are angry, but I cannot let you hit your brother."

Do not say: "Stop hitting him."

Say: "I know you wish your mother were here."

Do not say: "You are too big to be crying."

Make children feel okay

Sometimes children think we do not like them because of something we do or say. Sometimes they can think this because of what we *do not* say or do. Sometimes we forget to let them know when we are pleased with them. We forget to tell them how great they are.

Say: "Thank you for helping me with the dishes."

Do not say: "Put the dish down before you break it!"

Say: "I like you."

Do not say: "Are you really a good boy?"

Give "warning time"

Sometimes children will not immediately stop what they are doing to do as you ask. Most children like to be given a few minutes of "warning time."

Say: "In a little while it will be lunchtime." or "It is lunchtime. Time to eat."

Do not say: "Your lunch is getting cold. Come here now!"

Say: "In a few minutes it will be bedtime; you will need to get ready for bed."

Do not say: "Get your pajamas on."

Send "I" messages

Hearing "I" messages from others, rather than blaming "you" messages, usually makes people happier to cooperate. This applies to children.

Say: "I need to rest, so I cannot play now."

Do not say: "You are bothering me."

Say: "I need some help picking up these toys."

Do not say: "You sure made a mess with your toys."

Send “do” messages

When you get “do” messages from others, you feel better about yourself. You do not feel somebody is criticizing you.

Say: “Please hold your fork like this.”

Do not say: “Do not hold your fork like that.”

Add a “say” message and a “do not say” message:

Say:

Do not say:

Use the “when you” law

Sometimes you will have to ask children to do something they do not like to do. Children are more likely to cooperate when they are allowed to do something they like after doing what you want them to.

Say: “When you stop crying, I will read you a story.”

Do not say: “If you promise to stop crying, I will give you a cookie.”

Add a “say” message and a “do not say” message:

Say:

Do not say:

Things You Should NEVER Do

Beat	Slap	Hurt	Bribe	Neglect	Threaten	
Force	Yell	Pinch	Shake	Fight	Nag	Curse
Twist an arm or a leg		Say mean or negative things		Pull hair or ears		Call a child names

Think Back

1. Why would children feel that your coming to babysit is an opportunity to break their routine? Why would this be disruptive?
2. Name five reasons children may be difficult to manage.
3. What are the things you should never do when there is a behavior problem with a child?

Additional Activities

1. Share with a group how your parents or a babysitter handled you when you were being difficult as a child.
2. Make a general list of people to call if you cannot manage a child who is being difficult. Include names and telephone numbers in your babysitter's notebook of people to call when a child's behavior is unmanageable.
3. Visit a professional caregiver and ask how he or she handles difficult situations with children.
4. Write the routine for each child in your babysitting notebook.
5. Discuss the things a sitter should not do to children.

Lesson 6

Feeding Young Children

Objectives

- To identify the guidelines for making meals and snacks for children
- To gain skill in preparing food and feeding children

Parents usually leave specific foods for the child to eat and you will need to do very little. Expect children to mash, squash, and stir food with their fingers and hands. Do not let this surprise you. It is normal for them. Four- and 5-year-old children enjoy foods with varied textures and shapes. For example, this age group enjoys small sandwiches cut with different-shaped cookie cutters.

Appetites differ among children. During slower growth periods, children may have little appetite. This often occurs between the ages of 1 and 3. There should be no cause for concern. Children usually have less appetite when they are tired, anxious, or their usual routine has been upset. The child may be having these feelings while you are there.

Remember not to allow the child to have too many snacks. Children may prefer snacks to regular meals. Children usually eat one food at a time and do not like different foods mixed. Eating with fingers is common for toddlers and preschoolers. For some children it even may be important to eat animal crackers in order – legs first, then head, then body!



Eating Behaviors

Age	Physical capabilities	Food choices	Eating Behaviors
1	<ul style="list-style-type: none"> • few teeth • jaws not strong • digestive system not fully developed 	<ul style="list-style-type: none"> • mashed vegetables • chopped meat • ground meat • soups • puddings • baby food 	<ul style="list-style-type: none"> • not neat • sloppy • uses fingers • plays in food
2	<ul style="list-style-type: none"> • can eat small portions • can choose foods • cannot manage foods difficult to chew • has more teeth 	<ul style="list-style-type: none"> • bite-size chunks of food • cheese • egg • chicken • fruit • bread 	<ul style="list-style-type: none"> • uses baby spoon • refuses to eat • not interested • throws food
3	<ul style="list-style-type: none"> • coordination is better • has all baby teeth • has greater chewing ability • uses child-size spoons and forks • drinks from a cup 	<ul style="list-style-type: none"> • chooses how much to eat • has definite likes and dislikes 	<ul style="list-style-type: none"> • better manners • neater • fussy • influenced by television • sits at table in high chair • may demand candy, chips, etc.

Fun Recipes for Children

Making food for children can be fun. Remember that children enjoy foods they can eat with their fingers. Ask for help if you do not understand what to do.

A sandwich is a good start to making a nutritious meal or snack. Just add a few extras to a favorite sandwich and you have a meal that most young children will eat and enjoy.

For example, the following is a suggested lunch menu:

- Apple and tuna sandwich
- Carrot or celery sticks
- Glass of milk
- Cookie

Can you think of some foods children would enjoy eating and helping to prepare? The following recipes will give you some ideas.

Peanut Butter and Banana Sandwich

Ingredients

2 tablespoons peanut butter
4 slices raisin bread
1 small banana, peeled and sliced

Utensils

Measuring spoons
Knives
Cutting board

Preparation

Spread peanut butter on two slices of bread. Arrange banana slices on top of the peanut butter. Top with remaining bread. Place sandwiches onto a cutting board and cut into squares. Note: This recipe makes two servings or two sandwiches. You and the child can have lunch together.

Banana French Toast

Ingredients

1 egg
4 egg whites
1/4 cup milk
1/2 teaspoon almond extract
3 tablespoons brown sugar
1/4 teaspoon cinnamon
1 teaspoon vegetable oil
6 slices bread
1 ripe banana

Utensils

Large mixing bowl
Whisk
Measuring spoons
Measuring cups
Nonstick skillet
Spatula

Preparation

Beat the egg and egg whites with a whisk in a large bowl until foamy. Add the milk, almond extract, 2 tablespoons of brown sugar, and cinnamon. Heat the oil in the skillet over medium-high heat. Dip each slice of bread in the egg mixture. Place the bread in a skillet and cook each side 2 to 3 minutes until brown. Top each toasted slice with banana slices and sprinkle with the remaining brown sugar.

Fruit and Meat Sandwich

Ingredients

1/2 can (4 ounces) pineapple slices
4 tablespoons mayonnaise
2 teaspoons prepared mustard
1/2 sliced green onion
4 slices of bread
2 thin slices baked ham
2 slices Swiss cheese
Lettuce leaves

Utensils

2 mixing bowls
Mixing spoon
Measuring spoons
Can opener
Strainer
Cutting board
Knife

Preparation

Combine 1-1/2 teaspoons of pineapple juice with mayonnaise, mustard, and green onion. Spread this mixture over one side of each slice of the bread. Lay two slices of bread flat on the cutting board. Layer the ham, cheese, pineapple, lettuce, and remaining bread slices. Cut sandwich into diagonal wedges and serve. Note: Try other meat combinations. You may prefer the bread toasted.

Apple and Tuna Sandwich

Ingredients

1 can of tuna in water (6-1/2 ounces), drained
1 cup chopped apples (one small apple)
1/4 cup vanilla yogurt
1 teaspoon prepared mustard
1 teaspoon honey
6 slices whole-wheat bread
Lettuce leaves

Utensils

Mixing bowl
Measuring spoons
Measuring cups
Knife
Cutting board
Can opener
Strainer

Preparation

Combine tuna, apples, yogurt, mustard, and honey in the mixing bowl. Spread 1/3 of the mixture on a slice of bread. Top the mixture with a lettuce leaf and another slice of bread. Place the sandwich on a cutting board and cut in half. Note: This mixture is enough for three sandwiches. Refrigerate any leftover mixture for later use.

A Meal Plan for Toddlers			
Breakfast	Lunch	Dinner	Snacks (morning, afternoon, and before bed)
Fruit or juice Cereal with milk Toast Margarine Milk	Main dish (meat, fish, poultry, beans, etc.) Vegetable or salad Bread Fruit Milk	Meat, poultry, or fish Vegetable Salad Whole-grain bread Fruit or pudding Milk	Dry cereal Raw vegetables Fruit Cheese Toast Fruit juice

Planning Meals

Children enjoy being helpful. Encourage them to help you make their snacks and meals. Think of ways they can help.

1. Select a meal or a dish the two of you can make together. List all the ingredients and utensils. Then label each step in the preparation of the meal or dish. Write a C next to each step that a child can do. For the steps you must do, write an S.

Ingredients	Utensils	Preparation

2. Name three foods that children (indicate age level) can help prepare.

3. Choose a food you named. How does this food fill the child's nutritional needs? Be specific and refer to the food groups in your answer. Your club leader or Extension agent will give you a copies of the "Food Guide Pyramids."

Think Back

1. Give four reasons a young child may have little appetite.
2. What are the physical eating capabilities of the average 2-year-old?
3. How do eating behaviors differ for the average 1-year-old and the average 3-year-old?

Additional Activities

1. Describe how you would handle this situation: A 2-year-old you are watching refuses to eat.
2. Prepare and share a healthy snack with a toddler.
3. Watch several television programs for young children. List the food products advertised during the program. What impact do you believe this has on children?
4. Find or develop five recipes for fun and nutritious snacks appropriate for toddlers and preschoolers. Ask members of your club or group to do the same, and create a recipe booklet for sitters to use as a reference.
5. Make a poster showing the food groups. Enter your poster at a 4-H judging event.

Lesson 7

Bedtime and Naps

Objective

To gain skills in caring for children at bedtime and naptime

Children often try to find excuses to get out of going to bed on time. They may beg and plead to stay up later. Because you're the babysitter, you may be influenced to "bend" the rules a little. It is best to follow parents' instructions. If you bend the rules "just once," the child will think that you'll do it again.



Bedtime Instructions From Parents

Most parents will give specific instructions about bedtime, especially the ritual that helps a child get to sleep. Unscramble the words below to learn instructions you need from parents.

Example: This will require planning so that toys and games can be picked up and children bathed and into their pajamas.

IIFCCSPE DBMIEET specific bedtime

Some children require a diaper at bedtime, even when they have been toilet trained. You need to know where the family keeps clean and soiled items (answers below).

EWLEEPARS _____

Ask about the child's normal routine before bedtime. Will you need to read a favorite story or prepare a snack?

VYIICATT _____

If this is part of your responsibility, follow all safety rules.

ATBH _____

Sometimes a child will refuse to go to bed and will become very upset. Do not force the child into bed. Parents should tell you if this is the usual behavior at bedtime. The child may refuse because the babysitter is putting the child to bed, not the parent. To the child this is a big difference. Solutions for managing the situation include the following:

- Do not allow the child to start active play
- Talk to the child in a calm manner
- Ask the child to sit with you
- Cuddle and read a story or listen to music
- Talk softly with the child
- Hold the child, if necessary

When children know that you like them and are interested in them, they usually will cooperate. Sometimes they will suggest going to bed, after spending quiet time with you. Give the child time to relax and get quiet, and very soon sleep will follow.

The sitter's responsibility does not end once the children are in bed and asleep. It is important to stay awake and alert in case one of the children needs something. It is all right at this time to watch television or do homework. Do what you must to stay awake, even if that means splashing a little cold water on your face. Never tie up the phone, in case the parents call home. (Some families may have phone services that allow calls to be received when the phone is in use.) Having visitors is a definite "NO"! Babysitting demands your full attention.

Naps

Many children do not want to take a nap any more than they want to go to bed at night. It is important to schedule naps at the same time each day. Gradually, the child will begin to be more agreeable.

Some children will stop taking naps at age three, but they still need to rest during the day. Instead of insisting that the child take a nap, suggest a “rest time.” Rest time is when children play quietly. They may doze off briefly, but they may not sleep. A rest time is important – it gives children a time to relax and refresh themselves.

The ABC’s of Diapering

Even toilet-trained children may need to wear diapers overnight. Have you mastered the skill of changing a diaper? It is a lot more complicated than it looks but, as with any skill, changing a diaper gets easier with practice. Have diapering equipment and supplies within easy reach of the child and the diapering area.

1. Lift the child’s buttocks by grasping the feet at the ankles, placing a finger between ankles.
2. Clean off any solid waste on the child with tissue or baby wipes. Gently wash the child’s buttocks and genital area with cotton balls moistened in warm water, a soft wash cloth, or baby wipes. Dry well.
3. Fan out the diaper at the ends for ease in fastening.
4. Lift the child as in Step 1, and place the diaper under the child’s buttocks.
5. Fasten the diaper snugly at the sides.
6. Change diapers as often as necessary.
7. For disposable diapers put it into the designated garbage.
8. For cloth diapers, dip the soiled diaper up and down in the toilet as you flush to remove solid waste. Place the diaper in a covered diaper pail. Never flush cloth diapers down the toilet.

Think Back

1. List the kind of information you need from parents concerning bedtime.
2. Why is it important not to bend the rules of established bed and naptimes?
3. Explain why babysitting requires full attention even when the child is asleep.

Additional Activities

1. Write a skit that describes the bedtime routine of a toddler.
2. Practice changing the diaper of an infant or a toddler.
3. List books that are good for bedtime stories. Share your list with mothers in your neighborhood or nursery school mothers.
4. Collect information about why many parents buy and use disposable diapers. Find out how much they cost. Share your findings with new mothers in your neighborhood.
5. Compare cloth diapers with disposable diapers. Include information about the impact they have on the environment in your comparison. Share your findings with your 4-H club or group.

Great Reading for Children!

Caldecott Medal and Honor Books

Established in 1938. A medal is presented annually to the illustrator of the most distinguished American picture book for children published in the United States. Below is a list of some of the most recent winners. Search the internet for *Caldecott Winners* to get a complete list of these wonderful books. Check them out at the local library for some great reading to the children with whom you baby-sit.

Kitten's First Full Moon by **Kevin Henkes** (Greenwillow Books/HarperCollinsPublishers)

The Red Book by **Barbara Lehman** (Houghton Mifflin Company)

Coming on Home Soon illustrated by **E.B. Lewis**, written by **Jacqueline Woodson** (G.P. Putnam's Son's/Penguin Young Readers Group)

Knuffle Bunny: A Cautionary Tale illustrated and written by **Mo Willems**. (Hyperion Books for Children)

The Man Who Walked Between the Towers by Mordicai Gerstein (Roaring Brook Press/Millbrook Press)

Ella Sarah Gets Dressed by Margaret Chodos-Irvine (Harcourt, Inc.)

What Do You Do with a Tail Like This? illustrated and written by Steve Jenkins and Robin Page. (Houghton Mifflin Co)

Don't Let the Pigeon Drive the Bus by Mo Willems. (Hyperion)

My Friend Rabbit by Eric Rohmann (Roaring Brook Press/Millbrook Press)

The Spider and the Fly illustrated by Tony DiTerlizzi, written by Mary Howitt (Simon & Schuster Books for Young Readers)

Hondo & Fabian by Peter McCarty (Henry Holt & Co.)

Noah's Ark by Jerry Pinkney (SeaStar Books, a division of North-South Books Inc.)

The Three Pigs by David Wiesner (Clarion/Houghton Mifflin)

The Dinosaurs of Waterhouse Hawkins illustrated by Brian Selznick, written by Barbara Kerley (Scholastic)

Martin's Big Words: the Life of Dr. Martin Luther King, Jr. illustrated by Bryan Collier, written by Doreen Rappaport

The Stray Dog by Marc Simont (HarperCollins)

So You Want to Be President? Illustrated by David Small, written by Judith St. George (Philomel)

Casey at the Bat illustrated by Christopher Bing, written by Ernest Thayer (Handprint)

Click, Clack, Moo: Cows that Type illustrated by Betsy Lewin, written by Doreen Cronin (Simon & Schuster)

Olivia by Ian Falconer (Atheneum)

Joseph Had a Little Overcoat Simms Taback (Viking)

A Child's Calendar illustrated by Trina Schart Hyman Text: John Updike (Holiday House)

Sector 7 by David Wiesner (Clarion Books)

When Sophie Gets Angry-Really, Really Angry by Molly Bang (Scholastic)

The Ugly Duckling illustrated by Jerry Pinkney Text: Hans Christian Andersen, adapted by Jerry Pinkney (Morrow)

Snowflake Bentley, Illustrated by Mary Azarian, text by Jacqueline Briggs Martin (Houghton)

Duke Ellington: The Piano Prince and the Orchestra illustrated by Brian Pinkney Text: Andrea Davis Pinkney

No, David! by David Shannon (Scholastic)

Snow by Uri Shulevitz (Farrar)

Tibet Through the Red Box by Peter Sis (Frances Foster)

Rapunzel by Paul O. Zelinsky (Dutton)

The Gardener illustrated by David Small, Text: Sarah Stewart (Farrar)

Harlem illustrated by Christopher Myers Text: Walter Dean Myers (Scholastic)

There Was an Old Lady Who Swallowed a Fly by Simms Taback (Viking)

Golem by David Wisniewski (Clarion)

Hush! A Thai Lullaby illustrated by Holly Meade; text: Minfong Ho (Melanie Kroupa/Orchard Books)

The Graphic Alphabet by David Pelletier (Orchard Books)

The Paperboy by Dav Pilkey (Richard Jackson/Orchard Books)

Starry Messenger by Peter Sís (Frances Foster Books/Farrar Straus Giroux)

Officer Buckle and Gloria by Peggy Rathmann (Putnam)

Alphabet City by Stephen T. Johnson (Viking)

Zin! Zin! Zin! a Violin, illustrated by Marjorie Priceman; text: Lloyd Moss (Simon & Schuster)

The Faithful Friend, illustrated by Brian Pinkney; text: Robert D. San Souci (Simon & Schuster)

Tops & Bottoms, adapted and illustrated by Janet Stevens (Harcourt)

Lesson 8

Toys!

Objectives

- To become skillful in selecting toys that are safe for young children
- To choose toys appropriate for the child's stage of development



Toy Safety

Teach children to play safely by showing them how to use their toys and by teaching them to put their toys away after play. Some toys can be dangerous to children. Be alert to the following dangers.

Sharp Edges

Toys of brittle plastic or glass can be broken easily, leaving dangerous, sharp, cutting edges. Wooden, metal, and plastic toys sometimes have sharp edges because they are poorly made.

Small Parts

Tiny toys and toys with small, removable parts can be swallowed or become lodged in a child's throat, windpipe, ears, or nose. The seams of poorly constructed stuffed dolls or animals can break open and release small parts that can be swallowed or inhaled.

Sharp Points

Broken toys can expose dangerous prongs and sharp points. Pins and staples on dolls' clothes, hair, and accessories can easily puncture an unsuspecting child.

Loud Noises

Toy caps, some noise-making guns, and other toys can produce sounds at noise levels that can damage hearing. Look for this label: "WARNING Do not fire closer than 1 foot to the ear. Do not use indoors."

Flying Objects

Missiles and similar flying toys can cause injuries. Children's eyes are easily hurt by such objects. Never allow children to play with adult lawn darts or other hobby or sporting equipment that has sharp points.

Arrows or darts used by children should have soft cork tips, rubber suction cups, or other protective tips intended to prevent injury. Teach children that these toys should never be aimed at people or pets.

Electric Toys

Electric toys that are poorly made, wired, or used can cause shocks or burns. Electric toys must meet government safety standards and have warning labels. Electric toys with heating elements are for children older than 8. Children should use electric toys only when supervised by an adult or babysitter.

Wrong Toy for the Child

Toys that may be safe for older children, such as chemistry and hobby sets or games with small pieces, can be very dangerous in the hands of little ones.

Cords and Strings

Toys with long strings or cords may be dangerous for young children. The cords may become wrapped around the neck, which could strangle a child. Never hang toys with long strings, cords, loops, or ribbons in cribs or playpens where children can become tangled. Pacifiers should never be attached to strings or ribbons.

Toy Testing

Use this form to record information about three or more toys that belong to the children you babysit. Tell why you feel the toy is safe or unsafe, appropriate, or inappropriate.

Age	Description of toys	Good points	Poor points

Choosing Toys

Manipulative toys	Toys for sensory and mental development	Toys for imaginative play	Toys for active play
Age 1			
Containers to empty and fill with toys Puzzles with 4 or 5 large pieces Pots and pans Stacking blocks Nesting cups	Squeaky toys Windup toys Popup toys Board books (books with sturdy cardboard pages)	Toy telephone Stuffed animals Dolls	Large ball Push toys Pull toys
Age 2			
Blocks Shape sorters Peg boards (with large pegs) Puzzles with 8 to 10 pieces	Musical instruments Picture books Music Sand and sand toys Water and water toys	Extra set of keys Dolls and doll accessories Toy shopping cart Play figures: animals, people Small broom and dustpan Toy lawn mower	Large ball Riding toys (cars, buses, horses) Wagon or cart
Age 3			
Large interlocking plastic blocks Wooden blocks Puzzles with 12 to 20 pieces Wooden train and track set	Paint, crayons Books Music Sand and sand toys Bubbles Water and water toys	Empty cardboard box (with staples removed) Dress-up clothes Toy barn, farmyard, airport, railroad station Doll house or furniture Cars, trucks Dolls and Play figures (people, animals)	Ball Low three-wheeled vehicle Low slide
Age 4			
Sewing cards Big beads or spools for stringing Construction toys with smaller pieces Puzzles with small pieces (not jigsaw) Wooden building blocks	Toys for water play: sprinkling can, measuring cups Play dough and cookie cutters Paint, brushes, easel and paper Paste, round-edged scissors, paper, crayons Magnifying glass, flashlight Books	Castle, farmyard, airport, doll house Figures: animal, human Cash register, play money Puppets Child-size sink or stove Dolls and accessories Dress-up clothes Large cardboard boxes (with staples removed)	Swing set Plastic bats and balls Large, three-wheeled riding vehicle
Age 5			
Hammer, nails, soft wood, sandpaper Small interlocking plastic construction toys Dominoes Weaving material	Magnets, scale, board and card games Tapes, cassette player Paint, crayons, markers Books	Dolls, action figures Dress-up clothes Playhouse or tent (can be made with a cardboard box or large blanket over a table)	Roller skates Bicycle (with training wheels) Frisbee

Homemade Toys

Making toys for the children you babysit can be fun. The following are some suggestions:

- Finger and hand puppets
- Simple board games
- “Things to do” books with zippers to zip, buttons to button, snaps to snap, laces to lace, and so forth
- Boxes of various shapes and sizes
- “Things to feel or smell” with items that are hard, soft, rough, smooth, lemony, and so forth
- Stuffed animals or pillows
- A bag of objects to identify by touch
- Puzzles made from magazine picture mounted on cardboard

Other Ideas

Think Back

1. Name five things that can make toys unsafe for children.
2. Identify four toys you can make for a child.
3. Name a toy that is good for mental development for each age level from ages 1 to5.

Additional Activities

1. Visit a toy store and make a list of the toys that you believe are unsafe. Indicate why. Talk with your leader about your findings and ask if you should share your list with the store manager.
2. Make a toy that will enhance mental development for a child you babysit.
3. Make a toy for active play for a 3-year-old child.
4. Make play dough for a small group of children. Let the children play with the dough and create things.
5. Enter the toys you have made at a county or state fair.

Lesson 9

Games Children Play

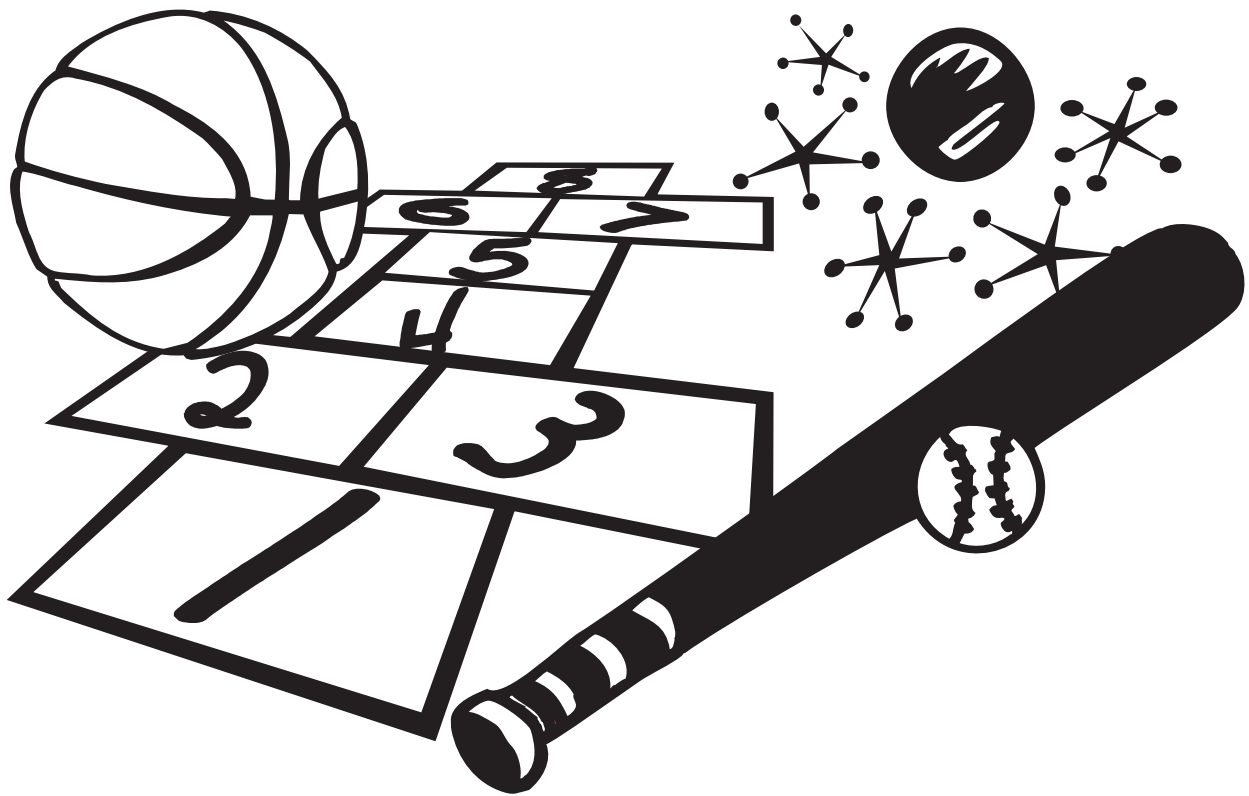
Objectives

- To gain skills in helping children select safe play activities
- To gain an understanding of the importance of play for children

Play often becomes an emotional outlet for children. They may take out their frustrations on a toy or become aggressive during active play.

Some play teaches children to be competitive and to be good at sports.

Most important, games can teach children how to win and how to lose.



Types of Games

Children ages 3 and 4 like games that require a little skill and creativity. Tag games, chase (outdoors, of course!), and hide-and-seek are a few. Indoor games may include hiding an object and having the children find it. You can make the game more exciting by telling them they are “hot” as they get closer to the object or “cold” as they go away from it. Children like games when they get frequent turns. Thinking games are fun for children of all ages. The following are two examples:

“Memory”

Prepare a tray of 8 or 10 items from the home. Toys, knickknacks, or kitchen items are fine. Have the children study the tray for 10 seconds. Then remove the tray and have them name all the items they can recall from the tray. This can be done with one or more children – they have fun while learning to concentrate and remember.

“I’m Thinking of Something”

This game teaches colors, shapes, size, or proportion. Select an object in the room and let the children guess what it is. Give them clues. For example:

Clue 1: “I’m thinking of something blue.” Children normally guess the first thing they see that is blue, so make it a little more difficult.

Clue 2: “No, it’s round.”

Clue 3: “It’s bigger than a magazine.”

Continue in this manner until the children guess the object. If more than one child is playing, it teaches them to take turns, to think ahead, and to identify objects from a description.

Safe Activities for Toddlers

Give the child any of the following imitative toys: small broom, toy lawn mower, toy vacuum, or toy stroller. The child can “clean” or “work” with you.

Play games with lightweight balls, beanbags, rolled-up socks, or any other items for tossing. A large laundry basket can be used as a “target” for the tossing game.

Play simple games of hide-and-seek. You can hide behind a chair or any place that is not too far away from the child. The child should try to find you by following the sound of your voice.

Read picture books to a toddler. Children love this activity, especially when you ask them to “find the cat,” “point to the sun,” “find the cow.”

Give a small child some plastic bowls, containers with lids, and some plastic spoons. Children enjoy banging the spoons on the containers and matching lids with correct containers.

Tie a short string to a medium-size cardboard box. A toddler will enjoy filling the box with toys and stuffed animals and pulling the box from place to place.

Give a toddler an empty paper bag and some safe objects: plastic containers, empty egg cartons, plastic blocks, clothespins. The child can play “shopping” by filling and refilling the bag.

Recipes for Fun Art

Art is a way for children to express themselves through play. The following recipes make materials that children can have fun with while creating things. Some children will enjoy making the recipes with you. Encourage children to use their imaginations to make fun art.

Play Dough

2 cups flour
1 cup salt
1 teaspoon salad oil
Food coloring or dry washable tempera

Combine flour, salt, and oil. Add just enough water to mix. Divide and add colors as desired. Do not allow mixture to become sticky. If it does get sticky while the child is working, add a little flour. Store in airtight container or plastic bags.

Cooked Play Dough

(good keeping quality)

1 cup flour
1/2 cup salt
1 teaspoon oil
Food coloring
1 cup water
1 teaspoon cream of tartar

Mix together all ingredients in saucepan. Cook over low heat until thickened. Cool. Store in airtight container. May be refrigerated. Use dough with a rolling pin, cookie cutters, or safe plastic cutting utensils, or roll into shapes with hands.

Papier-Mâché

Newspaper
Flour paste, wallpaper paste, or laundry starch

Tear newspaper into 1/2-inch-wide strips or shred into small pieces. Soak paper in water for 24 hours. Add flour paste, wallpaper paste, or laundry starch. Children may just want to enjoy feeling the mixture, or they may want to mold it and then let it dry.

Soap Bubbles

1 pint hot water
1/2 teaspoon sugar
1 tablespoon soap flakes
Food coloring

Combine all ingredients and pour into a bowl. Put straws into the mixture and blow. Bubbles will rise over the sides of the bowl.

Finger Paints

2 cups liquid starch
1 cup soap flakes
Food coloring or dry tempera

Beat starch and soap flakes until the amount has tripled. Divide and add dry tempera or food coloring as desired. Store in covered containers.

Make a Babysitting Kit

As a babysitter, you will be expected to entertain and stimulate children and give them good care. One way to become a special babysitter is to make a babysitting kit. Your babysitting kit can be a bag of games, books, and toys that you take to each babysitting job. Interesting games arouse children's curiosity, and playing with something new can divert their attention if they become upset when the parents are leaving.

Use the following suggestions to create a babysitting kit. Be sure you know what age each activity is suited for. Present the activities one at a time, and have hours of fun on the job! Then collect your items and replace them in the kit for the next babysitting job.

Suggestions for Your Kit

- Small paper bags and colored paper or crayons for making hand puppets
- Old magazines, glue, and paper for making scrapbooks
- Flannel board with shapes, colors, or characters to tell a story
- Small books to read or a book made by you
- Play dough
- Soap bubbles for outside play
- Homemade jigsaw puzzles
- A book of pictures to feel (use fur, satin, velvet, sandpaper, and other interesting textures)
- A dress-up kit containing old hats, scarves, belts, jewelry, and so forth
- Homemade paper dolls and scraps of fabric for making clothes
- Homemade card games using index cards and washable markers
- Collection of balloons, pipe cleaners, clothespins, and assorted items
- Soft bean bags and a decorated bag for playing toss games
- Lacing cards made with colorful decorations and shoestrings
- Old socks or paper for making hand and finger puppets
- Mobiles made from clothes hangers, string, bits of colored paper, and similar materials
- Nested cans for stacking and rolling
- Brightly painted, empty thread spools for stacking or stringing together
- Smelling box containing familiar, pleasant smells that children can guess
- Stuffed toys

Items Best Suited for Ages 2 to 3 and 4 to 5

- Hand puppets
- Stacking blocks
- Playing cards
- Measuring cups
- Stuffed toys
- Stacking cups
- Measuring spoons
- Play dough

Items Better for Older Children

- Board games
- Construction paper
- Puzzles
- Playing cards

Check the resources of your school and public libraries and talk to parents, family, and friends to learn about activities to include in your babysitting kit. Write on the chart below the resources you used to learn about these activities.

	Library	School	Family/ friends	Internet	Other Resources
Poems					
Nursery rhymes					
Jingles					
Stories					
Hand games					
Songs and song games					
Hand shadows					
Folded paper tricks					
String tricks					
Handkerchief tricks					

Think Back

1. What kind of games do 3- and 4-year-old children like?
2. Why are thinking games important and fun for children?
3. Name five safe games children can play.
4. What should you include in your babysitting kit for a 3-year-old?

Additional Activities

1. Ask your parents if you had an imaginary friend when you were a child. How did your parents feel about your friend?
2. Design a game that you can play with a 3- or 4-year-old child.
3. Visit a daycare center and observe the kind of games the children are playing. Are the games “thinking games”? Share your findings with your club or group.
4. Make play dough for a small group of children. Let the children play with the dough and create things.
5. Select a group of games or activities that would be suitable for different age groups.
6. Make a game, a toy, and a book for your babysitting kit.

Lesson 10

Infants are Special

Objectives

To gain an understanding of how to safely care for an infant
To gain skill in ways to keep an infant comfortable and happy

Only the most experienced babysitters should care for infants. Infants are small and fragile. If you accept a job babysitting for an infant, be prepared to give him or her extra special care and attention. Infants can be easy to care for. You only need to keep them dry, comfortable, warm, fed, and gas-free. The following are some facts about infants – check the facts that you knew before you started this project.

- Digestive systems are usually very delicate.
- Vision and hearing are muted and vague.
- Muscles are weak and uncoordinated.
- Bones are soft, and infants have a soft spot called the fontanel on top of the head.
- Body temperature changes very quickly.
- Most time is spent sleeping.
- All babies need to suck. The ability to suck is instinctual.
- Infants fear sudden, loud noises and falling.



Crying

Crying is normal for babies. Some cry more than others. Crying is a newborn’s way of communicating. When you are dealing with a crying baby, remain as calm and relaxed as you can. If you panic or become upset with the baby, the baby will sense this and cry harder. First, make sure the baby is fed, dry, and comfortable. Parents can help you, and they want to know when things are not going well with the baby. If the crying goes on and on, telephone the parents.

What are some reasons why babies cry? Use the “Hidden Reasons” word puzzle to find the reasons babies sometimes cry.

Hidden Reasons

There many reasons infants cry. Can you find the 15 reasons that are hidden in this word puzzle? When you find each word, circle it in the puzzle, and then cross it off the list at the bottom of the puzzle. One reason – hunger – has been found for you.

Answers can be found on the back inside book cover.

S	S	H	U	N	G	E	R	I	G	N	F	T	T	Y	Physical Reasons HUNGER THIRST SLEEPINESS GAS COLIC WET DIAPER HOT COOL POSITION CLOTHING TEETHING Psychological Reasons BOREDOM OVERSTIMULATION IRRITABILITY MISS PARENT
L	Y	T	S	F	H	N	R	U	B	N	U	S	H	T	
E	I	N	S	A	N	O	C	L	O	U	K	V	I	I	
E	T	E	E	T	H	I	N	G	R	W	W	Q	R	L	
P	G	R	D	N	C	T	M	S	E	E	D	M	S	I	
I	N	A	E	C	I	I	A	E	D	T	E	B	T	B	
N	I	P	D	I	C	S	H	I	O	D	S	B	G	A	
E	H	S	E	L	I	O	A	G	M	I	W	R	Y	T	
S	T	S	K	O	T	P	A	T	G	A	L	X	V	I	
S	O	I	S	C	H	S	Q	C	I	P	K	L	Q	R	
R	L	M	U	C	L	O	T	H	I	E	G	R	I	R	
W	C	O	O	L	E	V	T	J	N	R	R	I	M	I	
O	V	E	R	S	T	I	M	U	L	A	T	I	O	N	

Feeding

Always ask about the feeding routine for the infant. Usually the parent will tell you what and when to feed the baby without your asking. Write down the details in your notebook and follow them. Be sure to record what to feed, how much to feed, how often to feed, and how to prepare the food.

When bottle-feeding a baby, choose a quiet, cheerful place. Hold the baby in a half-sitting position, supporting the head and back. Tip the bottle so that the formula fills the neck and nipple of the bottle. Do not force the baby to finish the food.

When feeding the baby strained or junior foods, remove the amount of serving you need from the container and refrigerate the leftover portion. It is not safe to heat baby formula or food in the microwave. Hot spots can occur in the food that may burn the child's mouth. Stir well. Test before feeding. Follow parents directions.

Bathing

Most parents will not ask you to bathe a young baby. In fact, unless you have had lots of experience, ask that they not give you that responsibility. Only accept this responsibility if you have had practice in bathing an infant and are sure that you can do so safely. Ask the parents to let you observe how they bathe the baby.

Sleeping

The infant's sleeping area should be free of drafts and direct sunlight. Keep the baby covered while sleeping. Make sure that covers cannot be pulled over the face. Use a light cover; a heavy blanket could suffocate an infant. Pillows should not be used; babies are not ready for them.

Many experts believe that laying the baby on his or her stomach is directly related to SIDS (Sudden Infant Death Syndrome). Ask the parents which sleeping position they prefer.

The sides of the crib must be up to prevent the baby from rolling out. Always check the space between the bars to be sure the baby's head will not fit between them.

Dressing and Undressing

When dressing and undressing an infant, roll the baby from side to side, taking the clothes off one arm or leg at a time. Never take all the child's clothes off at once. This may cause the baby to become chilled.

Diapers

Are you skilled at changing diapers? If not, review the ABC's of Diapering in Lesson 7, and practice changing an infant's diaper with a parent's supervision. The following are a few important tips to remember when changing an infant's diaper:

- Never leave the infant unattended on the changing surface
- Do not use dull diaper pins. If pins seem dull, stick them in a bar of soap, and they will be easier to use
- Keep petroleum jelly, baby oil, and other ointments off the sticky tabs on disposable diapers
- Keep the changing area clean. Throw away any paper supplies used to clean the infant
- When removing a disposable diaper from an infant, close sticky tabs before pulling the diaper out from under the baby. The open tab will stick to the skin of an infant.

Safety

You must always keep your eyes on the baby. The only safe place for a baby to be alone is in his or her bed, carriage, or playpen.

All playthings should be too large to swallow, too durable to break, and have no sharp edges or points. Keep all plastic bags, cords, and soft pillows away from infants and small children. Buttons, pins, beads,

and scissors are all dangerous for infants, but they are found in most homes. Also avoid items with long cords and strings. A young child can be easily strangled by cords and string.

Never hold the infant when you are eating or drinking. It is a good idea to leave the infant in a safe place when you cannot give your full attention.

Never leave an older brother or sister alone with the infant. The older child may try to help by putting food or an inedible object in the infant's mouth or may attempt to move or hold the infant. This could cause the infant to choke or fall. Accidents can happen very unexpectedly.

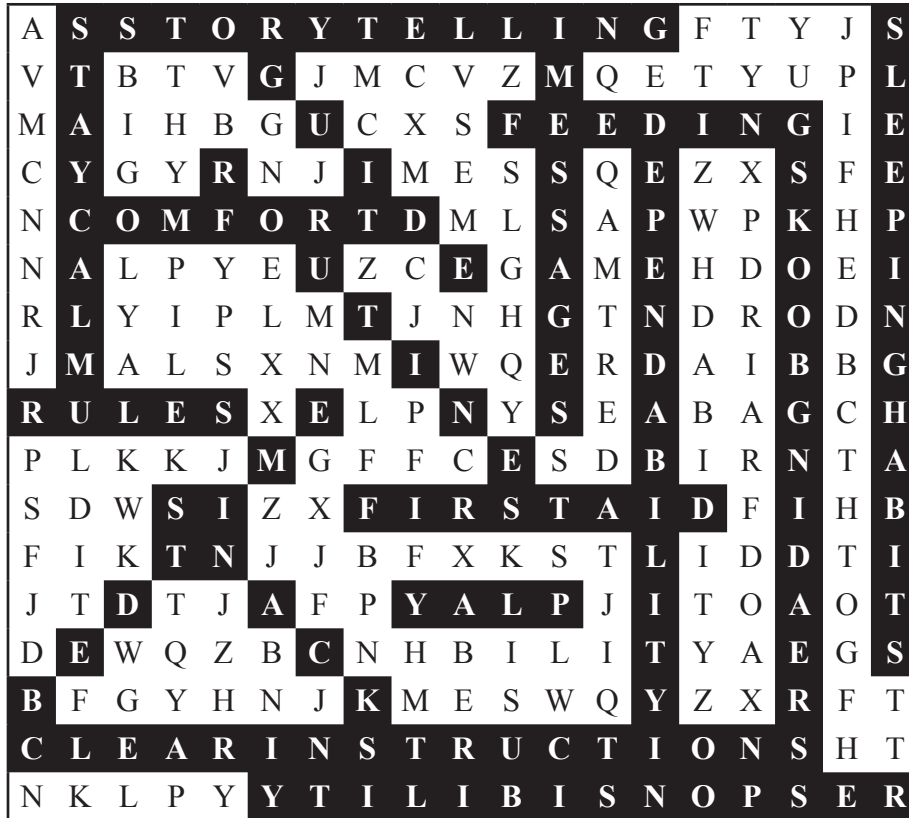
Think Back

1. What are some reasons babies cry?
2. What do experts say about infants sleeping on their stomachs?
3. What can you do to soothe a crying baby?

Additional Activities

1. Get permission to visit a hospital nursery to observe infants. Select a way to share your observations. Try to observe the following:
 - Similarities and differences in babies
 - Reactions to feeding
 - Reactions to a diaper change
 - Similarities and differences in how nurses handle the babies
 - Family members' reactions to the baby
2. Invite a child psychologist or doctor to speak to your group or club about the value of communication with babies.
3. Use the library to find information about sudden infant death syndrome (SIDS). Prepare a leaflet. Write a news article or use another method to share your findings with others.
4. Offer to sit with infants during a community meeting or for church events. Talk with the event planners about offering this service.
5. Organize a babysitter service as a community service project. List the places that could use such a service.
6. Show others some special skills required to safely care for an infant.

Answers to **Hidden Reminders** word search puzzle on page 16.



Answers to **Hidden Reasons** word search puzzle on page 52.

