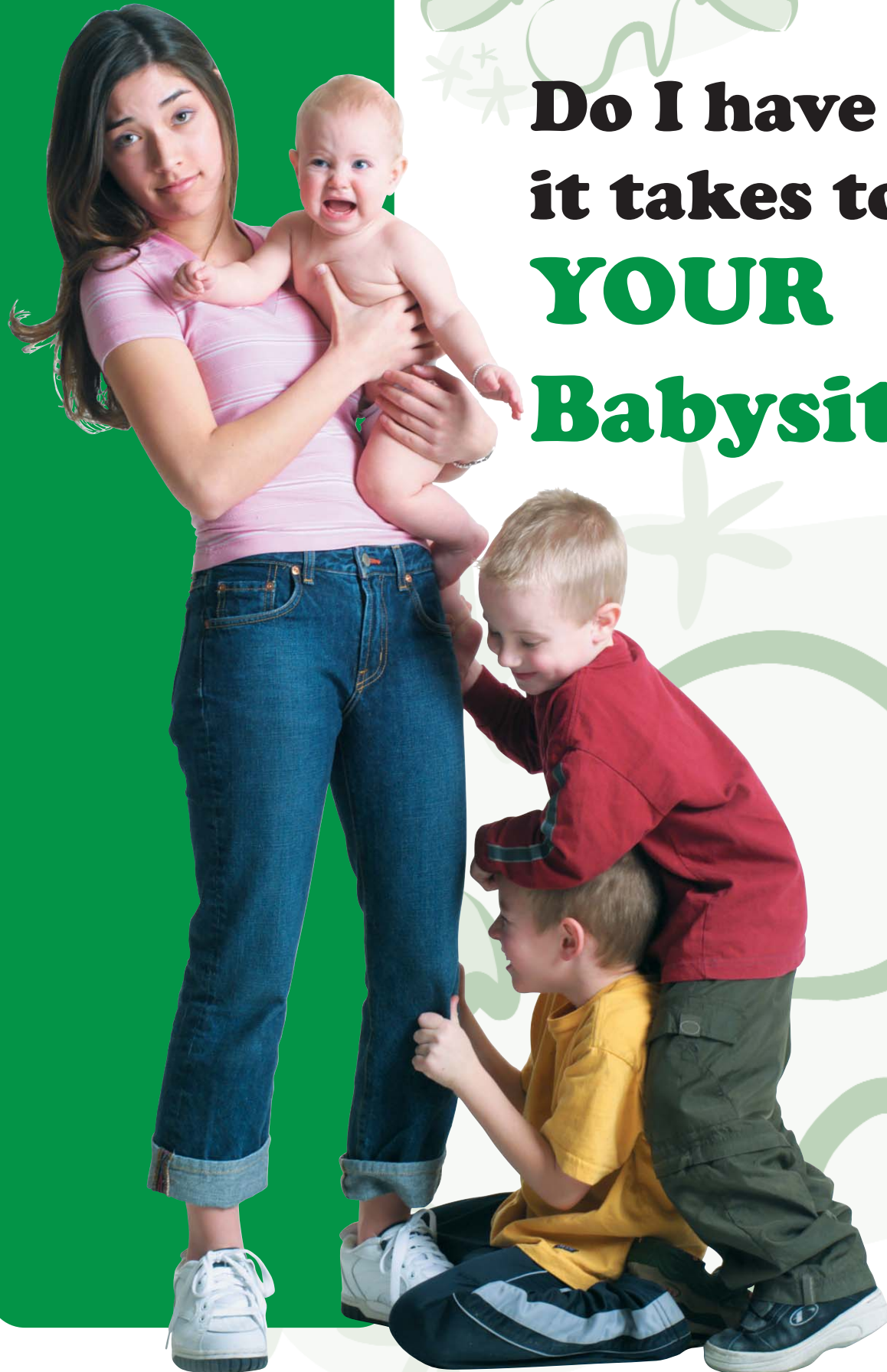


**4-H/Army Child & Youth Services
Babysitting Course!**

**Instructor
Guide**



**Do I have what
it takes to be
YOUR
Babysitter?**



4-H/Army Child & Youth Services Instructor Babysitting Guide

This Babysitting Curriculum Guide for Youth is designed to help middle school and teenaged youth learn what it takes to be a responsible, caring, trustworthy, competent, capable and safe babysitter. The core content is based on contributions from the following individuals:

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4-H/Army Child & Youth Services

Instructor Babysitting Guide

Introduction

This curriculum was developed in support of Army Child & Youth Services and National 4-H outreach efforts. It is comprised of two guides, an Instructor Guide and a Student Guide, and an interactive CD Rom. The CD Rom can be used in a Youth Technology Lab, Mobile Technology Lab or home computer. It contains questionnaires, games and scenarios meant to support each chapter in the course and make the course fun. Other Program Support Materials include an information card and an Army Child & Youth Services Implementation memo. These materials are accessible on the Army Child & Youth Services professional website and through National 4-H. Each lesson follows the 4-H Experiential Learning Model which is explained in Appendix D on page 141 of the Instructor Guide

Objectives

The objectives of the program are to:

Familiarize the teens with the responsibilities of babysitting.

Provide the necessary information for them to become capable, caring, trustworthy and responsible sitters.

Teach the skills and techniques needed for teens to become competent babysitters.

Help teens develop the confidence needed to handle situations that could happen when they babysit.

Help teens develop a positive attitude about the care of children.

Prepare teens in the business aspects of babysitting.

How to use this Guide:

The Instructor Guide is organized in chapters which include instructions on what to teach, and how to teach it, with accompanying activities and lesson plans. Each lesson includes the objectives of the lesson, the skills being taught and a list of supplies.

What is 4-H?

4-H is a nation-wide youth development organization which offers support and educational opportunities to youth ages 6 through 18. It has a 100-year history of successfully meeting its mission. Babysitting is only one of its many programs. If you are interested in learning more about 4-H, visit: www.4husa.org or ask your youth program staff.

What is Army Child & Youth Services?

Army Child & Youth Services provides child care and youth supervision to the Army's workforce. The Child & Youth Services system offers a variety of full day, part day, hourly and outreach options for eligible children and youth ages 4 weeks to 18 years. In 1997 Military Child Care was designated by President and Mrs. Clinton as the "model for the nation." Additional information can be found at www.armymwr.com. Click on Family Child & Youth Services.

Babysitting Curriculum Instructors Guide

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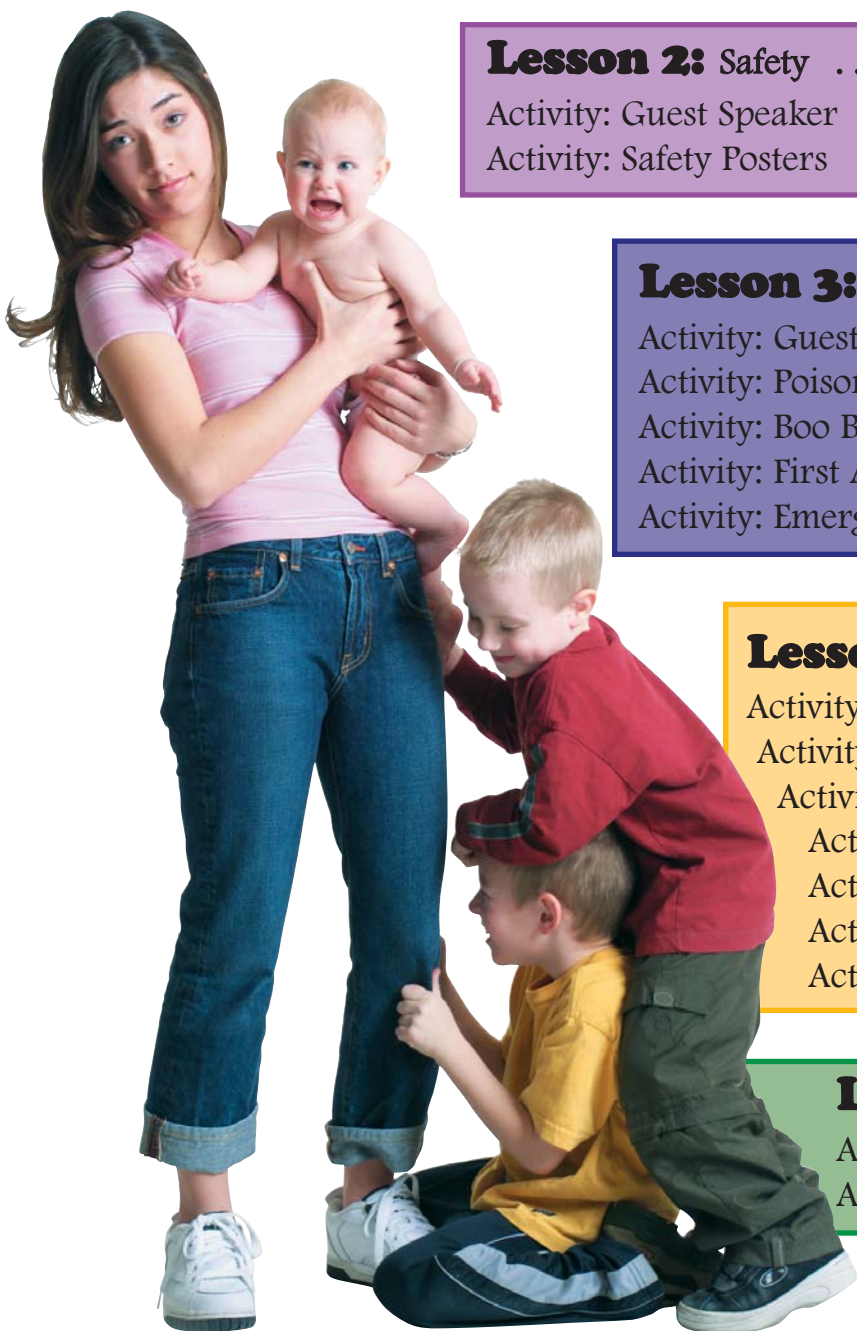
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The 4-H/Army Child & Youth Services Babysitting Curriculum

This

4-H/Army Child & Youth Services Babysitting Curriculum is designed to teach young people how to be capable, caring, trustworthy, and responsible babysitters. This program is recommended for youth 13 years of age and older. Even after finishing the course though, teens must think carefully about actually babysitting. Is the teen mature enough? What are the ages of the children? Have they had enough experience being around children? Do they need to “practice” more while the parents are home? Talking it over with their parent(s) is a good place to start and shows responsible decision-making.

This manual includes an introduction, course outline, background material, and additional resources. The course itself is divided into many sessions which will give you a framework to set up your course. Each session has several activities. It is not expected that you will do all of them with your group. A selection is provided so you can choose which work best for you and your group.

In total, we suggest a minimum of eight hours to conduct this course and an additional six to eight hours to cover CPR/First Aid. Feel free to go beyond this. Use a format that works best for your group, such as two hours a week for eight consecutive weeks, eight hours a day for two consecutive Saturdays, have a babysitting weekend lock-in, etc.

Work with your local CPR and first aid resources (Installation Fire Department, Community Health Nurse, Red Cross, Certified Child & Youth Services Trainers, etc.) and other community resource people to be guest speakers to address the specific topics indicated. They bring a wealth of information and experience to your group and most are happy to do this for local youth free of charge. You will need to plan well in advance to locate and contact these people.

As you work through the lessons, you will see that there are many possibilities to customize this program for your own group. Feel free to let the youth be involved in the planning. Perhaps, they know of a resource person or have a younger sibling who could come in for a “show and tell” session on child development! Giving them choices on how they can use what they are learning is a very important opportunity you can offer them.

The topics to be covered are indicated in the outline. It is up to you and your group to decide how much time to spend on each, but it is necessary to cover each topic to meet the course objectives. Suggestions for learning activities are given for each topic. However, we realize that you will not have the time to do every suggested activity. Do what meets the needs of your group.

Youth Development and You

Youth development has been defined as an ongoing process through which young people try to meet their needs and develop the skills and abilities they see as necessary to survive and move to adulthood. Positive youth development is good for both young people and their communities.

Youth development is not focused on a single attribute, skill, or characteristic, but rather the mastery of all the skills and abilities needed for a happy and productive adulthood. Positive youth development happens when you give the young people in your programs opportunities, choices, relationships, and the support necessary for them to fully participate. Youth development is the work of youth. Adults cannot do this work for them. But your role as a Child & Youth Services Youth Development Professional is to provide a safe, caring place for them to learn, to participate, to grow - to do this work.

As you plan for conducting your babysitting course, consider these aspects of a positive program: Is the location as inviting as possible? Configure the chairs and tables into a comfortably sized area. Hang posters and pictures on the walls of happy young children. Play children's music while the teens are arriving. Have all the supplies ready and place children's toys, books, etc. on the tables for them to play with. Ask staff to leave their "troubles at the door," be warm and caring and try to comment on at least one positive thing per teen per session.

There is much talk in Child & Youth Services circles about "developmental appropriateness", but what does it mean? By conducting a well-run course, you will be meeting the teens' "developmental needs."

1. Young people need safety and structure: You hold the course in a safe location and the format and requirements are clearly stated.
2. Young people need a sense of belonging and membership: The course is several sessions long and you give Certificates of Completion at the end.
3. Young people need closeness and several good relationships: You are warm and caring and teens work on tasks in small groups.
4. Young people need experience with gaining competence and mastering skills: You set up many activities which the teens do and they discuss results.
5. Young people need to practice independence and control over some part of their lives: You offer choices to the teens throughout the course and they make posters, prepare individual "Babysitter Magic Bags" and do several activities on their own.
6. Young people need to be self-aware and have the ability and opportunities to act on that understanding: You include self-assessments, discussions on how they will use what they learn in the future, and practice of what they need to know in order to babysit.
7. Young people need a sense of self-worth and the ability and opportunities to contribute: You encourage teens to take on leadership roles in many of the activities and to get involved in "Operation: Child Care".

You gain community and Command support for your program by talking with parents, communicating up the chain of command and advertising your program. Inviting community members and key military personnel to the graduation event is another great idea! At that event, you can explain how much the young people in the program have learned, what wonderful assets they are to the community and how proud you are of them!

Life Skills, Character Education and You

As you work through the lessons with youth in your group, you will find that they learn the basic information on how to be a competent, responsible, caring babysitter. They will also develop “life skills” such as caring, managing resources, decision-making and communication. (See “Promoting Life Skills” in the Appendix C on page 139.) Each activity notes at least one life skill and uses the “experiential learning model” (See “The Experiential Learning Model in the Appendix D on page 141.) or “hands-on learning” to reinforce it. However, based on the discussions your teens have, you may find they are learning other skills. That is great! The more skills they use and practice, the better. Your goal as Child & Youth Services staff is to provide opportunities for the young people in your program to learn, to grow and to move successfully into adulthood. By encouraging them to “do”, “share”, “process”, “generalize” and “apply” the life skills learned in each lesson, you are doing just that!

Also, throughout the course you will find sections called “Character Connections”. These sections explain how the Six Pillars of Charactersm, trustworthiness, respect, responsibility, fairness, caring, and citizenship relate to babysitting. (See “Promoting Good Character” in the Appendix B on page 135.)

**We hope you
enjoy the course.**

Welcome!



Lesson 1



**Welcome to the 4-H/Army
Child & Youth Services
Babysitting Course!**



LESSON 1: Babysitting Curriculum Introduction

Objective:

To orient teens to the course outline, operation and expectations.

Materials needed:

- Babysitting manuals for each teen
- Parent/guardian letter for each teen
- Markers
- Yarn or roll of toilet paper
- Scissors
- Paper
- Pens or pencils
- Bag
- “Babysitter Board” ~ This is a flipchart or whiteboard on which the teens and you write items to learn more about as you work through the sessions. Tell them that they may add items, comments, etc. at any time. At the end of each session, make a list of the items, spend a few moments discussing them, brainstorm how they can get information on them and ask for volunteers to look into them. Set a timeframe for reporting back. At the beginning of each session, ask if there are any reports. Once the information is shared, cross the item off the list. Be sure to keep a record of it. At the same time, keep notes for yourself on how things went. Be sure to include comments on how the teens responded. Both these ideas will help you adapt the course in the future.



What to Do...

What to Say...

During the first meeting discuss the course outline, expectations and operations, and conduct activities to get to know one another. Tell the teens they will be learning about what it takes to be a responsible, caring, trustworthy, capable, and safe babysitter. They will learn about safety, first aid, food, entertainment, child development and the business aspects of babysitting. Give the dates and times of each session. Tell them there will be a recognition event at the end of the course for all those who meet the requirements to which their relatives, friends, etc are invited.

List the requirements:

- ~ Attendance at all sessions,
- ~ Full participation in the activities,
- ~ Making a “babysitter's magic bag”,
- ~ Passing First Aid and CPR,
- ~ Completing all the worksheet activities,
- ~ Following the rules at the site.

Explain the “Babysitter's Board”.

Give them each of copy of the Parent/Guardian letter.

Complete on local installation letterhead, adding schedule and contact information.

Date

Dear Parent/Guardian,

Your teen has begun the 4-H/Army Child & Youth Services babysitting course. During the next several weeks your teen will learn what it takes to be a responsible, trustworthy, caring, respectful, safe babysitter. The trained Child & Youth Services staff and volunteers who conduct the course will cover topics such as safety, first aid, child development, discipline, nutrition, entertainment, and handling emergencies. Your teen may come home with questions, comments and we hope, enthusiasm for what they are learning! They may even ask you to help them complete some activities.

The final session is a “Celebration of Completion” and we hope you can attend. The teens will perform role plays about babysitting situations and demonstrate what they have learned. Each teen meeting the course requirements will receive a “Certificate of Completion” and a wallet card. Refreshments will be served. It promises to be a special time for all!

If you have any questions or concerns, feel free to contact me at

_____.

Sincerely,

(name, title and contact information of the local staff person providing instruction)

[illegible]

Many of the skills the teens will learn in this course - being responsible, caring, trustworthy and capable - are traits of a "Person of Character". As you work through the lessons, talk with the teens about what makes such a person. Ask them questions like, "How do you show respect?" "Responsibility?" "Caring?" Remind them that little eyes are watching them. There will be young children who think that everything their babysitter does is special. It is important for them to keep this in mind and remember that what they say and do could be repeated by the children they babysit.

Trustworthiness

Integrity

Do

- ✓ Stand up for your beliefs, follow your conscience, and remain honorable and upright.
- ✓ Live by your principles no matter what others say.
- ✓ Have the courage to do what is right and to try new things even when it is hard or costly.
- ✓ Build and guard your reputation.

Honesty

Do

- ✓ Tell the truth and nothing but the truth.
- ✓ Be sincere.
- ✓ Be forthright and candid.

Reliability

Do

- ✓ Keep your promises.
- ✓ Honor your word and commitments.
- ✓ Be dependable.
- ✓ Do what you are supposed to do.
- ✓ Return what you borrow.
- ✓ Pay your debts and be on time.

Loyalty

Do

- ✓ Stand by and protect your family, friends, school and country.
- ✓ Be a good friend.
- ✓ Look out for those who care about you.
- ✓ Keep secrets of those who trust you.

Respect

Golden Rule

Do

- ✓ Treat others the way you want to be treated.
- ✓ Respect the dignity, privacy and freedom of all individuals.
- ✓ Value and honor all people, no matter what they can do for you or to you.
- ✓ Respect others' property - take good care of property you are allowed to use and don't take or use property without permission.
- ✓ Respect the autonomy of others - tell them what they should know to make good choices about their own lives.

Tolerance and Acceptance

Do

- ✓ Judge others on their character, abilities, and conduct without regard to race, religion, gender, where they live, how they dress, or the amount of money they have.
- ✓ Be tolerant, respectful, and accepting of those who are different from you.
- ✓ Listen to others and try to understand their points of view.

Nonviolence

Do

- ✓ Resolve disagreements, respond to insults, and deal with anger peacefully and without violence.

Courtesy

Do

- ✓ Use good manners.
- ✓ Be courteous, polite and civil to everyone.

Responsibility

Duty

Do

- ✓ Know and do your duty.
- ✓ Acknowledge and meet your legal and moral obligations.

Accountability

Do

- ✓ Accept responsibility for the consequences for your choices, not only for what you do but what you don't do.
- ✓ Think about consequences on yourself and others before you act.
- ✓ Think long-term.
- ✓ Do what you can do to make things better.
- ✓ Set a good example.

Pursue Excellence

Do

- ✓ Give your best effort.
- ✓ Persevere.
- ✓ Don't quit.
- ✓ Be prepared.
- ✓ Be diligent.
- ✓ Work hard.
- ✓ Make all you do worthy of pride.

Self-Control

Do

- ✓ Take charge of your own life.
- ✓ Set realistic goals.
- ✓ Keep a positive outlook.
- ✓ Be prudent and self-disciplined with your health, emotions, time and money.
- ✓ Be rational - act out of reason, not anger, revenge or fear.
- ✓ Know the difference between what you have a right to do and what is right to do.
- ✓ Be self-reliant - manage your life so you are not dependent on others.
- ✓ Pay your own way whenever you can.

Fairness

Justice

Do

- ✓ Be fair and just.
- ✓ Treat people equally.
- ✓ Make decisions without favoritism or prejudice.
- ✓ In imposing punishment, be sure the consequences for wrongdoing are consistent, certain, and proportional (not too harsh or lenient).

Openness

Do

- ✓ Be open-minded and impartial - consider what people have to say before you decide.
- ✓ Be careful - get the facts, including opposing viewpoints, before making decisions (especially blaming or accusing another).

Caring

Concern for Others

Do

- ✓ Be compassionate and empathetic.
- ✓ Be kind, loving and considerate.
- ✓ Be thankful and express gratitude for what people do for you.
- ✓ Forgive others for their shortcomings.

Charity

Do

- ✓ Be charitable and altruistic - give money, time, support, and comfort without strings for the sake of making someone else's life better, not for praise or gratitude.
- ✓ Help people in need.

Citizenship

Do Your Share

Do

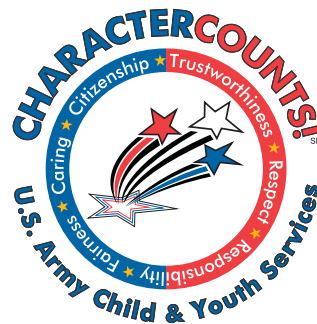
- ✓ Be a good citizen and a good neighbor.
- ✓ Care about and pursue the common good.
- ✓ Be a volunteer - help your school and community be better, cleaner, and safer.
- ✓ Protect the environment by conserving resources, reducing pollution, and cleaning up after yourself.
- ✓ Participate in making things better by voicing your opinion, voting, serving on committees, reporting wrongdoing and paying taxes.

Respect Authority and the Law

Do

- ✓ Play by the rules.
- ✓ Obey parents, teachers, coaches and others who have been given authority.
- ✓ Observe just laws.
- ✓ Honor and respect principles of democracy.

As you move through the curriculum encourage the teens to see how many ways they can think of to reinforce good character. (Ex., Saying “please” and “thank you”, talking about how a character in a book behaves, cleaning up after themselves, or sharing toys.)



CHARACTER COUNTS!SM and The Six Pillars of CharacterSM are service marks of the CHARACTER COUNTS!SM Coalition, a project of the Josephson Institute of Ethics. www.charactercounts.org

What to Do. . .

It is a good idea to use some time during the first meeting for the group to get to know one another. This helps teens feel like they belong and helps them feel comfortable sharing information during the sessions. You can do this by doing one or more of the following icebreakers. Then you are ready to begin the content lesson for the day!

Spinning a Yarn

Pass around a ball of yarn and ask teens to cut off a piece at least one yard long.

After they have done this, ask them to sit in a circle. Taking turns, have each teen introduce him/herself to the group and talk about themselves, including information such as other installations they have lived at, after-school activities, hobbies, etc. While doing this, the teen wraps the yarn around his/her index finger. When the yarn is all wound, the teen's turn is up. A variation of this game is to have them use toilet tissue (have them tear some off the roll ahead of time). As they tear off one sheet, they give one fact about themselves. After using all of the sheets, their turn is up.

Favorite Babysitting Memories

Have each teen tell about his or her favorite childhood babysitter or Child & Youth Services caregiver and explain why that person was the favorite.

Play a Name Game

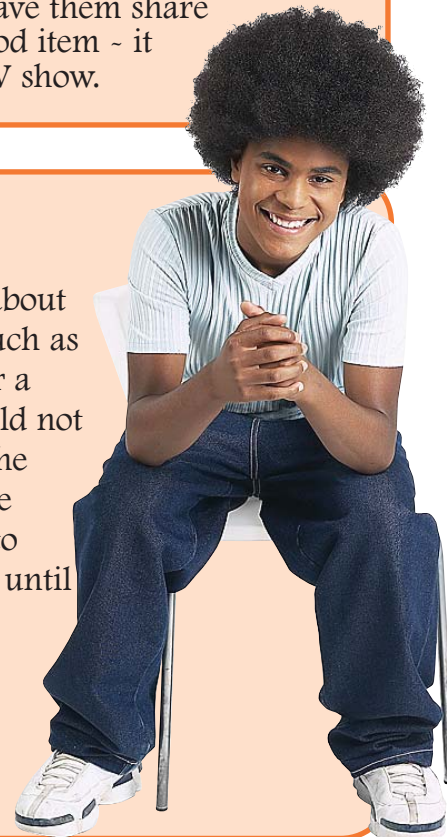
Have all teens sit in a circle. Choose a theme, such as foods. The first person says his or her own name, then the name of a food that begins with the same letter, "My name is Alice and if I could be a food, I would be an apple." The second person does likewise and then repeats what person number one said. Continue around the circle until the last person has had a turn and repeated what everyone in the circle said. A variation is to use a child-related theme, such as toys. "My name is Bob and if I could be a toy, I would be a block."

Sharing My Childhood

Ask each teen to remember when he/she was a young child (you may want to give an age). Have them share with the group a favorite childhood item - it could be a favorite food, toy, or TV show.

About Me!

Have each teen write something about him/herself on a slip of paper, such as an activity he or she likes to do or a personal characteristic. This should not be a physical characteristic! Put the papers in a bag and have someone draw out a slip of paper and try to guess who is described. Continue until all the slips have been drawn.



Worksheet One

Throughout the manual you will find worksheets to be completed. These are to help you keep track of what you are learning and document activities you do outside of the babysitting course.

Babysitters Do

What are three of your favorite memories from early childhood?

1.

2.

3.

Babysitters Share

(Date and have an adult initial when complete)

Share with the group or a friend why these were your favorite memories.

Date

Adult Initials

Share past babysitting experiences
(if anyone in your group has already babysat).

Share what characteristics you think a babysitter needs.

Babysitters in Action

(Date and have an adult initial when complete.)

Role play a situation in which you are the babysitter and a friend is the parent. You have just arrived and are discussing expectations and household rules and procedures.

Date

Adult Initials

Objective:

To learn how much the teens already know about babysitting.

There are two ways you can do this. One is to give the “Babysitter's Quiz” before and after the course. The second is to use the “Babysitter Questionnaire.” In either case, by reading their answers, you will know where you need to focus the rest of the lessons. If neither of the activities appeals to you, create your own! Meeting the objective is what's important.

Once you have collected the quizzes, ask if anyone from the group is interested in working with you to design the rest of the sessions. This is a great way for them to take ownership and feel responsible. Then schedule a convenient time and place to plan the remaining lessons.

Future Actions

Keep the Quiz and review them after the session is over. Use them to make any changes to your course.

At the last meeting of the course, give the teens a new copy of the Babysitter's Quiz. Use a different color of paper, if possible, so you can compare before and after more easily. Have them fill in their names and date.

Once done, collect the quizzes.

What to Do...

What to Say...

Distribute the quiz and pens or pencils. Explain that this is not a test; you are not grading these. You are just trying to get a feel for what they already know about babysitting. Have them write their names and date on the quiz. After they complete them, collect them.

Talk with them about the quiz and the answers. Correct any misinformation. If you have a large group and enough adults, you may want to divide the participants into smaller groups for this discussion. This way, the adult can be sure correct information is shared.

Activity:

Give the “Babysitter's Quiz”

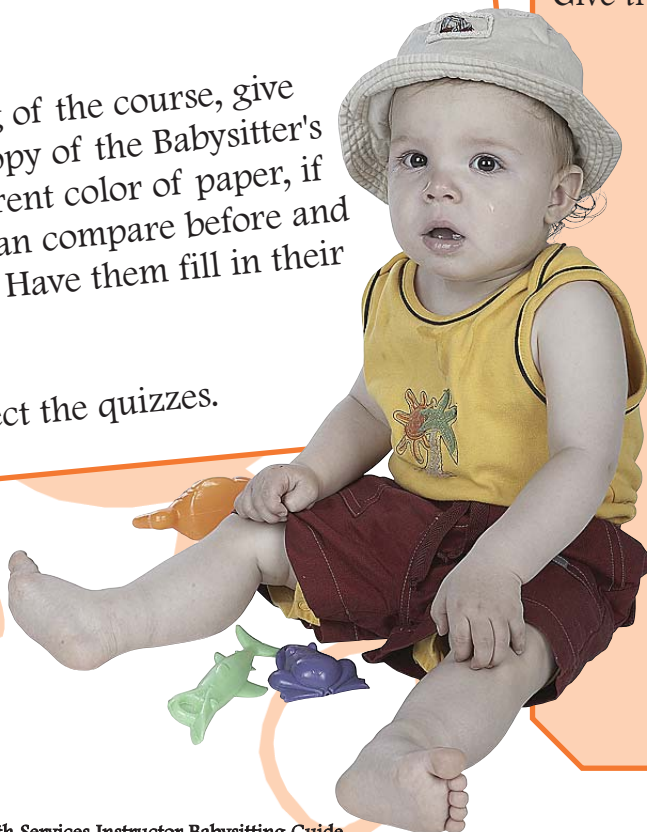
Life Skill

Addressed:

Assessing marketable skills

Materials needed:

Copies of “Babysitter's Quiz”, pens, pencils



Babysitter's Quiz

Name: _____

Date: _____

1. What is the main responsibility of a babysitter?

2. List 3 things you should know before the parents leave.

(There are a lot of answers.)

1)

2)

3)

3. Name 2 things a good babysitter should not do while babysitting.

1)

2)

4. The child you are babysitting has just swallowed an unknown number of vitamin pills. What should you do?

5. A 6-month-old baby you are taking care of is crying.

What might be the matter?

6. The children have just gone to bed and you hear a knock at the door; what should you do?

7. You should feed children of any age whatever they ask for to keep them happy.

Circle 1: True False

8. The primary responsibility of the babysitter is to entertain the children.

Circle 1: True False

9. All toys are designed so that they can be used by all ages.

Circle 1: True False

10. In case of emergency, name 2 places or people who can help you.

1)

2)

Babysitter's Quiz Answer Key

Do not write on this page, make copies.

1. What is the main responsibility of a babysitter?

Safety of the children

2. List 3 things you should know before the parents leave. (There are a lot of answers.)

- Phone number where parent may be reached.
- Name and phone number of a helpful neighbor.
- Any allergies, especially to food, of the children.

***There are many other correct answers.**

3. Name 2 things a good babysitter should not do while babysitting.

- Talk to friends on the phone.
- Watch their favorite TV shows while children are awake.

***There are many other correct answers.**

4. The child you are babysitting has just swallowed an unknown number of vitamin tablets. What should you do?

Call 911 or poison control immediately.

Call the appropriate overseas emergency number.

5. A 6-month-old baby you are taking care of is crying. What might be the matter?

Baby may be hungry, tired or lonely or have a soiled diaper.

6. The children have just gone to bed and you hear a knock at the door; what should you do?

Do not open the door: do not answer the door. If you choose to answer, speak through the door. Do not indicate that you are the babysitter or that the parents are not home.

7. You should feed children of any age whatever they ask for to keep them happy.

Circle 1: True

(False)

8. The primary responsibility of the babysitter is to entertain the children.

Circle 1: True

(False)

9. All toys are designed so that they can be used by all ages.

Circle 1: True

(False)

10. In case of emergency, name 2 places or people who can help you.

- 1) Your own parents 3) Fire Department
- 2) Police Department 4) Poison Control

***There are other correct answers.**

[illegible]

What to Do. . .**What to Say . . .**

Distribute the Babysitter Questionnaire” and pens or pencils. Explain to them that you will not be collecting these. They are to help them see if babysitting is right for them. Not all people are cut out to be caregivers. People have a wide variety of skills and abilities and they should do what is good for them. Have teens complete the form.

Talk with them about why the items in the questions are important. Why is it important to like to read? Why is it important to know, or be willing to learn, first aid? Why is it important not to gossip about the families you babysit for? Etc.

Activity:

Conduct the “Babysitter Questionnaire”

Life Skill Addressed:

Assessing marketable skills
Understanding self

Materials needed:

Copies of “Babysitter Questionnaire”, pens or pencils

Am I the Right Person to be a Babysitter?



Babysitter Questionnaire

Am I the **Right Person** to be a **Babysitter?**

	TRUE	FALSE
1. I like children.	<input type="checkbox"/>	<input type="checkbox"/>
2. I know lots of games to play with children.	<input type="checkbox"/>	<input type="checkbox"/>
3. I am willing to learn what I need to know.	<input type="checkbox"/>	<input type="checkbox"/>
4. I try to be calm and understanding in arguments.	<input type="checkbox"/>	<input type="checkbox"/>
5. People tell me I am good with children.	<input type="checkbox"/>	<input type="checkbox"/>
6. As a babysitter, I realize keeping the child safe and happy is my first priority and that what I want to do comes second.	<input type="checkbox"/>	<input type="checkbox"/>
7. I like to read aloud.	<input type="checkbox"/>	<input type="checkbox"/>
8. I know some first aid and am willing to learn more.	<input type="checkbox"/>	<input type="checkbox"/>
9. I am responsible.	<input type="checkbox"/>	<input type="checkbox"/>
10. I am confident in talking with adults.	<input type="checkbox"/>	<input type="checkbox"/>
11. I am in good physical health.	<input type="checkbox"/>	<input type="checkbox"/>
12. I realize that all families are different and I can be flexible.	<input type="checkbox"/>	<input type="checkbox"/>
13. I know it is important to write down all instructions from parents.	<input type="checkbox"/>	<input type="checkbox"/>
14. I know I should not gossip about the family I babysit for.	<input type="checkbox"/>	<input type="checkbox"/>

Babysitter's Magic Bag

LESSON 1

Activity:

Introduce the "Babysitter's Magic Bag"

Life Skill Addressed:

Planning/organizing

Materials needed:

Paper, Pens, Pencils, Markers

What to Say . . .

Tell the teens that, as babysitters, their main job is to keep the children safe and happy. This means watching them closely and playing with them. Bringing a "magic bag" full of things with them to the babysitting job makes this easier for the babysitter and exciting for the children. The bag can be a pillow case, a shoe box, an old backpack, whatever is available. It should contain a collection of inexpensive, safe, "developmentally appropriate" (what's good for a six-year old is not necessarily good for a two-year old) items (see "Entertainment Cards" in Lesson Six) in good condition found at home or purchased at a tag sale or thrift shop.

What to Do . . .

Distribute paper and markers. Have teens draw a bag on the paper and label it "Magic Bag." Tell them to think back to what interested them when they were younger. If they need some help, have them think about what they see younger children playing with or how they play (dress up, pretend, etc.). Tell them to list these ideas, items, etc. "in" their bags and to be sure to include things they think they would need to keep children safe. They can draw the items if they want. Next have them add their names and date. Collect them. (During a later session on Magic Bags, return them to their owners and have them go through the same process on the other side of the paper. Compare. Talk about what they listed and why. Ask them: "What items did you include in the bag?" "Why?" "Was putting your bag together useful?" "Do you have something like this for school? for trips?" "Do you see this bag idea as something you could use in your life in the future?"

Option #1

Have the teens work at home filling a real bag with items throughout the course. Have them bring it in on the last day and explain what and why they included the items they did.

Option #2

Have the teens fill a brown paper grocery bag with items cut from store flyers and advertisements or items written on notecards on the last day of the course. They would then discuss their contents as to what and why they were included.

In all cases, give them the chance to add to or take away from their "bags" with ideas picked up from the other youth. Learning from one another is a positive way to grow!



Possible items are:



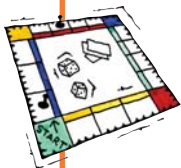
Colorful adhesive bandages or Boo Boo Bunny to soothe an upset child



Flashlight for emergency lighting or shadow wall games



Children's movies (check with parent/guardian) for rainy day/quiet time



Story books, music, board games for quiet play



Deck of cards for simple games



Rubber or plastic ball for stimulating activity



Notebook to record information



Pencil, pen, washable, non-toxic markers

Puppets



Colored paper, non-toxic crayons, tape



Disposable gloves



Stickers - assorted stickers for the children to use in their art projects



Stickers - "reward" stickers that read "Great job," "Thanks," "You're terrific," etc. to be used as surprise "rewards" for positive behavior

Stuffed animals



Miniature vehicles



It is best not to include food items.





You've got the idea

The rest is up to you - but remember to keep things simple and safe! List the items you would put in a Magic Bag on this chart and write your thoughts as to why you chose each item in the corresponding criteria box.



Name: _____

Date: _____

	Item	Use for what age of child?	Use how?	Issues to watch out for:	Is it safe?	Is it clean and neat?	Is it durable?
1	Teddy Bear	3 and up	Comfort Play	Has buttons eyes that could come off be swallowed.	Yes	Yes	Yes
2							
3							
4							
5							
6							
7							
8							

What to Do...**What to Say...**

Ask for a volunteer notetaker and give her/him the pencil and paper. Have everyone sit in a circle. Tell them they are going to develop a list of the "Joys of Babysitting". Each person takes a turn saying one thing about babysitting that is positive, good, or fun. Have an item such as a baby bottle, a rattle, a child's toy, box of bandages, etc. to pass around. Only the person holding the item can speak. Once everyone has had a turn, anyone can add to the list. Then ask for volunteers to make posters out of the list of joys. (This can be done at home.) Once the posters are finished, display them around the room.

Possible "Joys" are:

You get to spend time with very special little children.

You become a very important person in their lives. They look up to you and think you are cool.

Children are funny and imaginative and can make you laugh.

Many children are very loving when they are small. When they give a hug, it is a great feeling.

It's a great chance to play games and play with toys that you might think you were too old for otherwise.

Children will make you think about things in a new way.

Watching them sleep is really neat.

You can help them learn lots of useful things, such as tying their shoes and how to enjoy books.

When you help them solve a problem, it feels good.

It is great preparation for when you become a parent.

"Joys of Babysitting"

Activity:

To brainstorm the "Joys of Babysitting"

Life Skill Addressed:

Self-motivation

Materials needed:

Paper, pens, pencils, poster board, markers



(This activity is adapted from "The Sitter", revised by Myrna DuBois in 2002 for Univ of Nebraska Cooperative Extension.)

Using Your Five Senses

What to Say . . .

This activity is designed to help teens "get in tune with their senses". This is important because the main responsibility as a babysitter is to keep the children safe. Being aware of what's going on around them is key and their five senses help them do this.

Ask the teens to list their five senses - seeing, hearing, smelling, tasting and touching. Tell them they will go through five activities and then you will talk about what happened. Once done, use these questions to get them sharing. What did you do? What happened? What was the most important thing that happened? What did you learn? How can you use this information in the future?

What to Do . . .

Check ahead of time for food or substance allergies and any disabilities that the teens may have. You need to take those into account when planning the activities.

Seeing: Prior to the meeting, hide the 50 - 100 small items around the room. Write the number down. Give the teens three minutes to find as many as they can. Allow them a few minutes to discuss how they did. What did they miss? Did they realize they had to really focus to find them? After the discussion, if they haven't found them all, let them continue searching. It is important to not leave any behind.

Hearing: Have the teens sit quietly in comfortable positions, no talking or whispering. Have them listen for any sounds for three minutes. After the three minutes, have them write down everything they heard. Share results with the group.

Smelling: Ahead of time prepare several items with delicate to strong odors. Cinnamon, lavender, flowers such as roses, vinegar soaked cloth, lemon slices, orange rind, apple, onion slices, etc. Have teens pair off and wear vinyl gloves if they want. One person closes his/her eyes and tries to guess what the item is as the other person passes it under his/her nose. Then the other person goes through the process. They can keep track if they want.

Tasting: Ahead of time, cut several food items of varying flavors and textures into bite size pieces. Use the same partner system with one member at a time with his/her eyes closed. Have them tell each other what foods they are eating. Be sure there are no foods anyone may be allergic to.

Touching: Prior to the meeting gather items into a large brown bag or box with a hole cut in top. Items should be things that will test the sense of touch such as cotton balls, wet cooked spaghetti noodles, smooth rock, silky fabric, piece of fur, stiff brush, sandpaper, wooden block, etc. Have teens feel around the container and write down the items they can identify.

Activity:

Show how people use their five senses.

Life Skill Addressed:

Understanding self and Teamwork

Materials needed:

50 - 100 small items like marbles, peanuts in shells

Six to eight items with delicate to strong odors such as onion, lemon, lavender, rose

Six to eight food items with varying flavors and textures such as ice cubes, bread crumbs

Six to eight items of varying textures and surfaces such as a piece of smooth fabric, a piece of fur, sandpaper, wooden block, elbow macaroni, etc. in an opaque bag or box



Activity:

Brainstorm "What I Need to Know to Be a Babysitter"

Materials needed:

large paper, flip chart size if available, markers

LESSON 1

Life Skill Addressed:

Teamwork, Communication, Keeping records, Personal safety, Critical thinking, Caring, Contributions to the group effort

"What I Need to Know to Be a Babysitter"

What to Say . . . What to Do

Divide the group into teams of three to five. Give teams ten minutes to brainstorm and list on the paper everything they think they need to know to be a babysitter. Have teams share what they did by reporting out to the entire group. If you are conducting this course outside the United States, you may want to bring in a parent and a babysitter as guest speakers to talk about how babysitting is done in that country. Perhaps there are cultural differences in how things are done or said, language differences that the teens need to be aware of. This may require some research ahead of time on your part, but will be very valuable to the teens.

As they brainstorm items, be sure the following are included:

- ✓ Family name, street address, home and cell phone numbers,
- ✓ Children's names and ages,
- ✓ Who referred you to them,
- ✓ Where parent/guardian is going and how s/he can be reached,
- ✓ Expected time of return,
- ✓ Emergency information - Doctor's name and phone number; names and phone numbers of close friends, relatives or neighbors who can authorize emergency care,
- ✓ Phone numbers for installation's emergency staff: military police, fire, medical, (Poison Control and Prevention telephone number is 1-800-222-1222.)

- ✓ Home safety - door & window locks, extra key, fusebox or circuit breaker panel location, flashlight, outside lights, plunger, mop and cleaning products,
- ✓ Pets,
- ✓ Child/ren issues - allergies, fears, calming methods,
- ✓ Allowable foods, food allergies, food preferences,
- ✓ What to do if a child has an allergic reaction to something,
- ✓ Administering Medication - This is a parent/guardian's responsibility, not the babysitter's. If asked to do so, youth should say "no",
- ✓ Routines - meal times, foods allowed, nap or bedtimes, outdoor play, tv/vcr/videogame /computer programs allowed, discipline methods,

- ✓ Areas off limits to child/ren,
- ✓ Special instructions, in writing,
- ✓ Items allowed/not allowed for babysitter - inviting over friends, tv/radio use, kitchen appliance use, telephone use, leaving the home with the child/ren, sleeping, computer use,
- ✓ If allowed to answer the phone, where and how to list any messages,
- ✓ If allowed to answer the door, how should it be done,
- ✓ Where to put dirty clothing,
- ✓ Notes after babysitting job is done,
- ✓ Transportation to and from the babysitting job.

Eliminate duplications. Ask if they have learned anything new. Ask them how they could use this information in the future. A good follow-up is to ask for a volunteer from the group who has computer skills and would be willing to make a final list so each person can have a complete list. Make enough copies for each teen. If computer access is an issue, make paper copies of the list and give several to each participant. Tell them to complete one for each family they babysit for and to keep them in their Magic Bags.

Family File and Job Log

As a babysitter, you are the “go to” person in every emergency. In this job, you need to have important information ready in a moment's notice. Knowing what information to have, and where to find it quickly, can be the difference that saves lives! Keeping a file on each family allows you to be prepared in a variety of situations.

The following is one example of a “Family File”. However, after completing the activity “What I Need to Know to be a Babysitter” with the rest of the group taking the babysitting course, you may want to develop your own!



Names and ages of children:

Playtime information (tv, computer limits, playmates, areas outdoors, indoors):

Bedtime information (time, rituals, special toy or blanket):

Discipline (house rules, behavior and disciplinary action):

Health information (food, medicine, allergies)

Important Information

Parent/Guardian Name:

Street Address:

Home Telephone:

Cellular Telephone:

Information to get from parent/guardian:

Neighbor's name:

Neighbor's telephone :

Relative's name and telephone:

Family doctor's name and telephone:

Local fire dept. telephone:

Local police telephone:

Local emergency telephone:

Poison Control:
(usually) 1-800-222-1222

Household Information

- ☒ **supplies:** first aid kit, flashlight, plunger
- ☒ **locks,** alarm locations and codes, garage openers, extra **keys:** where they are kept and how they work
- ☒ **pets:** responsibility for them if any
- ☒ **appliances:** how they work, including can opener, microwave, fuse box/circuit breaker location

Date and Time Log

Family Name _____

Date: _____

Destination of Parent/Guardian: _____

Phone Number to Reach Parent/Guardian: _____

Emergency Contact: _____

Expected Time of Return: _____



Family File and Job Log

LESSON 1

Do not write on this page. Make copies and complete a separate record for each family.

Names and ages of children:

Playtime information (tv, computer limits, playmates, areas outdoors, indoors):

Bedtime information (time, rituals, special toy or blanket):

Discipline (house rules, behavior and disciplinary action):

Health information (food, medicine, allergies)

Important Information

Parent/Guardian Name:

Street Address:

Home Telephone:

Cellular Telephone:

Information to get from parent/guardian:

Neighbor's name:

Neighbor's telephone :

Relative's name and telephone:

Family doctor's name and telephone:

Local fire dept. telephone:

Local police telephone:

Local emergency telephone:

Poison Control:
(usually) 1-800-222-1222

Household Information

- ☒ **supplies:** first aid kit, flashlight, plunger
- ☒ **locks,** alarm locations and codes, garage openers, extra **keys:** where they are kept and how they work
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- ☒ **appliances:** how they work, including can opener, microwave, fuse box/circuit breaker location

Date and Time Log

LESSON 1

Do not write on this page. Make copies and complete a separate record for each family.

Family Name

Date:

Destination of Parent/Guardian:

Phone Number to Reach Parent/Guardian:

Emergency Contact:

Expected Time of Return:

“Parent Surveys”

What to Do . . .

What to Say . . .

Distribute the surveys. Tell participants in order to be certain they are learning what parents want babysitters to know, they are going to conduct a survey. Each teen is to ask at least two parents (they can be their own, relatives, friends, etc.) to complete the survey and bring them to the next meeting. At that time they will compile a list on flipchart paper and cross-check it with what's being covered as they progress through the course, adding anything that needs to be added.

Activity:

Conduct “Parent Surveys”

Life Skill Addressed:

Communication

Materials needed:

Copies of “Parent Survey,” at least two surveys per participant



“Parent Survey”

Do not write on this page, make copies.

Hello! My name is _____ and I am enrolled in a 4-H/Army Child & Youth Services Babysitting Course learning to be a capable, responsible, caring babysitter. One of our assignments is to find out what parents look for in a babysitter. Would you be willing to answer a few questions for me about babysitters? It should only take 5 minutes. Thank you.

Family name of parent _____

Number and ages of children _____

What kind of person do you look for when hiring a babysitter?

What skills or abilities do you look for when hiring a babysitter?

What expectations do you have of a babysitter?

What restrictions do you place on a babysitter?

What do you normally pay? When do you pay?

How do you locate a babysitter? _____

We're done! Thank you for helping me learn about what it takes to be a good babysitter!

(This activity is adapted from "The Sitter", revised by Myrna DuBois in 2002 for Univ of Nebraska Cooperative Extension.)

Worksheet Two

(Date and have an adult initial when complete)

Babysitters Do

Role play a family who wants to hire a babysitter.

Complete a "Family File and Job Log" for a family (can be your own if you want!).

Date

Adult Initials

Babysitters Share

Date

Adult Initials

Share with the group or a friend the rules your family has and why you have them.

Show the group or a friend your completed "Family File and Job Log". Discuss the importance of at least three items.

Babysitters in Action

Date

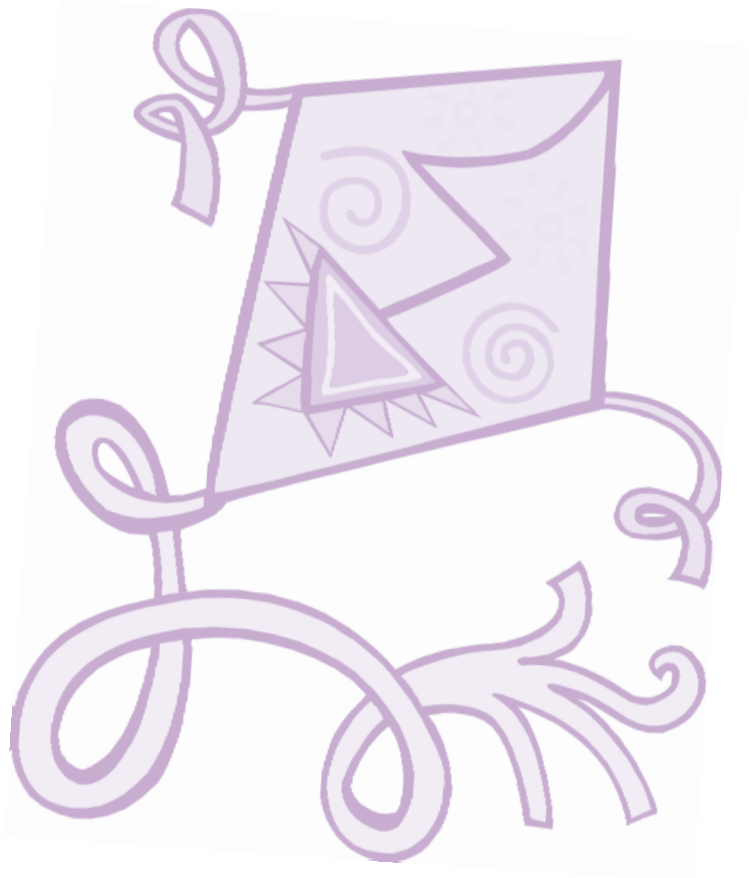
Adult Initials

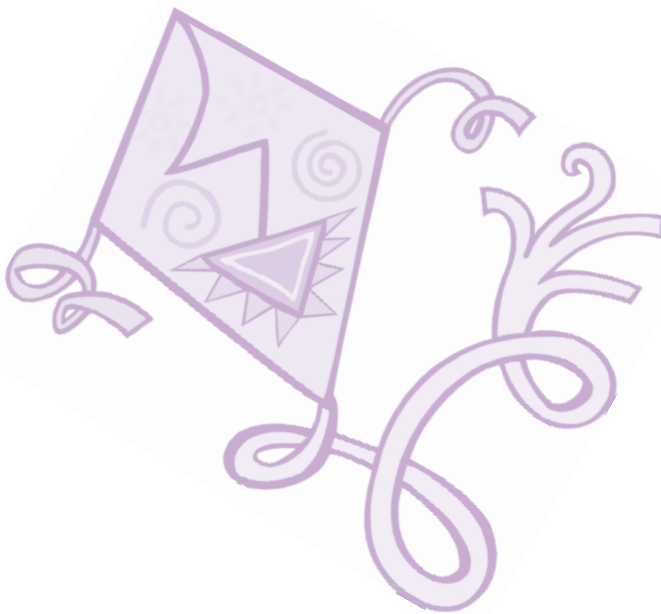
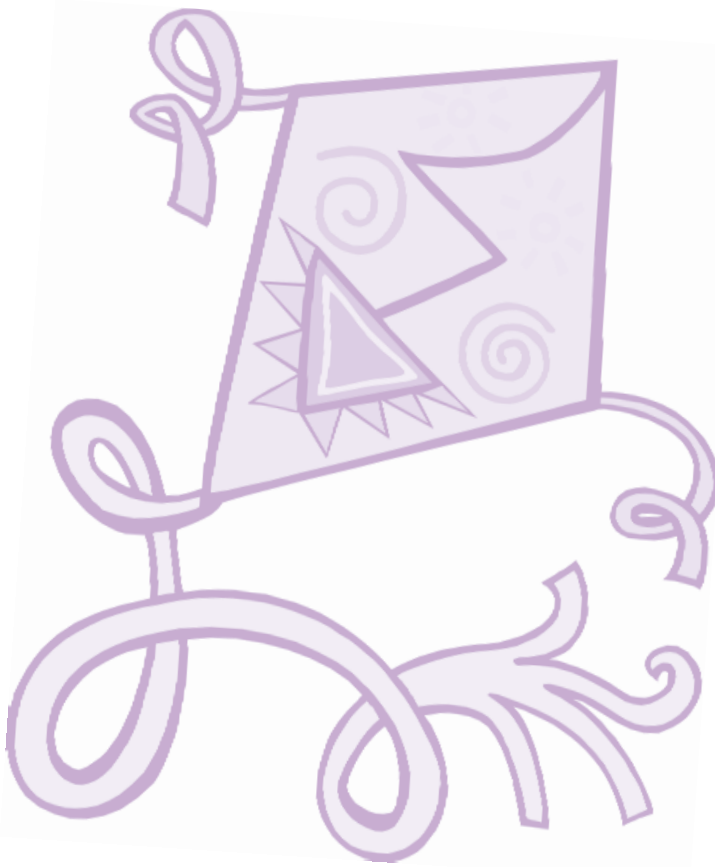
Use the "Family File and Job Log" when you babysit the first time after you complete this course.



Lesson 2

Safety





LESSON 2: Safety

Objective:

To teach safety skills which include personal safety for the babysitter, child safety for the children and household safety where s/he is sitting.

“Guest Speaker”

Activity:

Guest speaker(s) on safety related issues

Life Skill Addressed:

Problem solving
Decision making
Concern for others
Personal safety

What to Do . . .

This is a good session to bring in a guest speaker. Try to find those who have experience working with youth. This will familiarize your teens with an expert from the community and also give them a break from your being the only teacher. Possibilities include local fire and police personnel, Army Community Service (ACS), Military Police, Community Health Nurse (CHN) or Child & Youth Services Health Specialist.

There is a lot of information in this section to cover. The purpose is not to scare the participants. It is to give them the knowledge and skills necessary to make good decisions.

What to Say . . .

Tell the teens that the most important thing to remember is that they have been hired to keep the child(ren) safe. That is their #1 priority. Handling the unexpected requires the ability to think and use good decision-making skills.

Character Connection

The Pillars of Character that particularly relate to safety include:

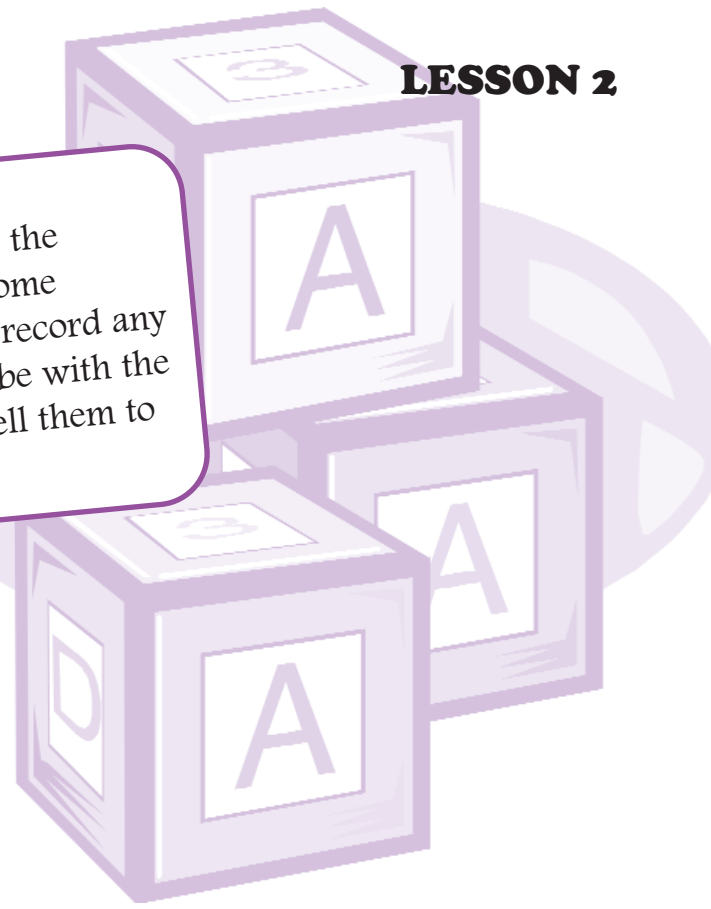
Trustworthiness - shows parents you can be depended upon to keep their child safe.

Responsibility - shows parents you can follow their guidelines and have taken a course to help you know what to do if there is an emergency.

Respect - shows you respect the parent's wishes as well as the child's overall well-being.

Caring - shows you have concern for the child and will help them if a safety issue arises.

Tell the teens they should always discuss the parents'/guardians' wishes prior to their leaving. Some parents/guardians may prefer to let the telephone record any messages. This will free the babysitter up to always be with the children. However, if they do answer the phone, tell them to follow these simple safety guidelines.



Answering the telephone

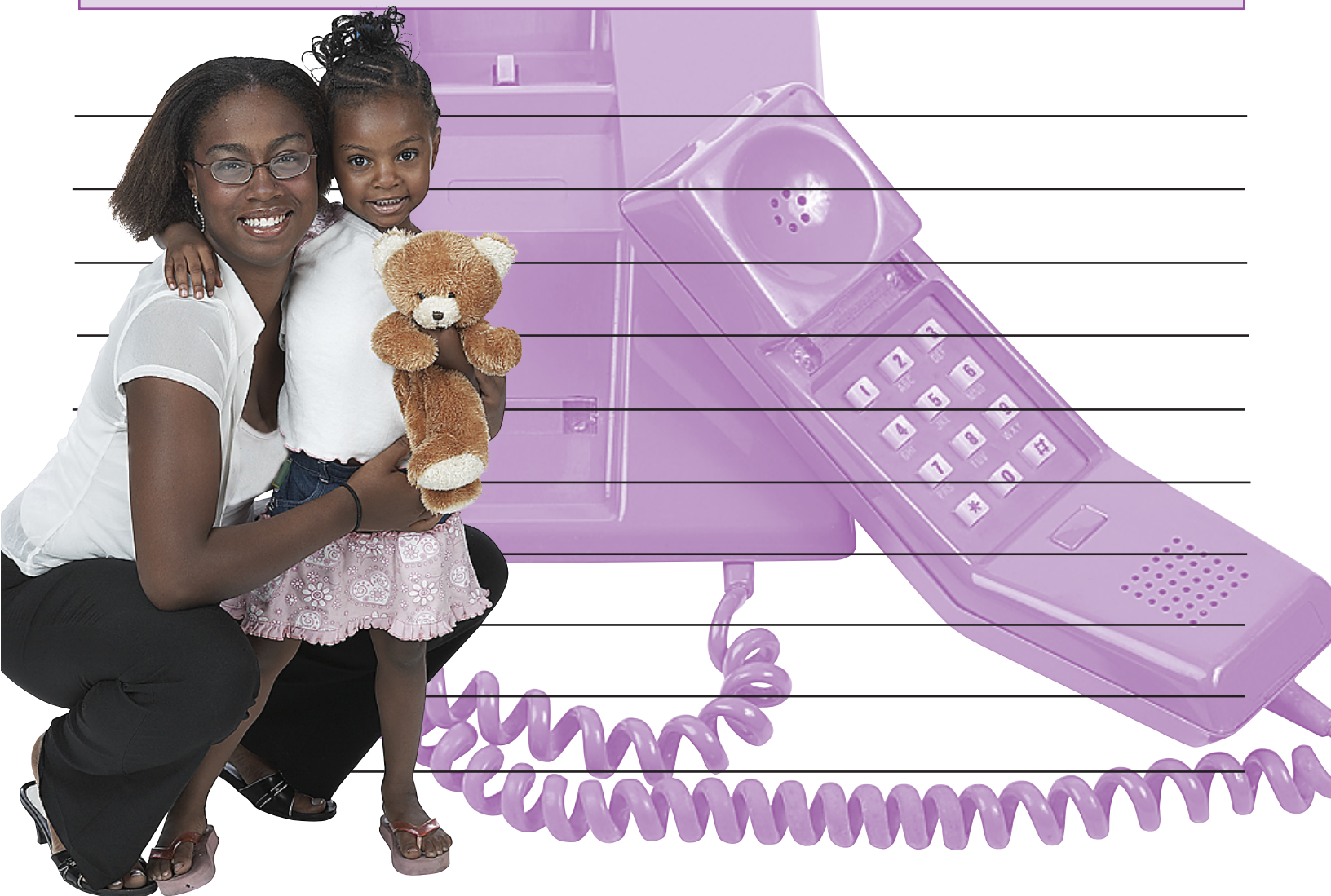
1. Keep a list of important phone numbers handy to save precious minutes in the event of any emergency. Include on-post emergency and off-post emergency numbers.
2. Never identify yourself by name or as the babysitter.
3. Never tell the caller the parents/guardians are not home. Inform the caller that they can't come to the phone; but that you can take a message/phone number. If the caller becomes persistent/abusive, or makes you feel uncomfortable or suspicious, hang up and call a trusted adult, or the parent/guardian you are babysitting for. Depending on the severity of the situation, you may need to call the police.
4. Don't give out any information unless you know the person calling.
5. Be courteous.
6. If the caller is a telemarketer, say "No thank you" and hang up.
7. Do not make or take personal calls unless they are specifically related to the job.
8. If the phone is portable or a cell phone, keep it turned on, charged and nearby. This can save precious minutes in the event of an emergency.

Answering the door

LESSON 2

Have a plan for how to handle this. A discussion with the parent/guardian is critical so you know exactly who and what to expect whenever possible.

1. Always keep doors, windows, and cellar door locked and make sure the parents/guardians show you how the locks work before they leave.
2. Turn off unnecessary lights inside, and turn on outside lights.
3. If possible, look out the window/door before answering.
4. If it is a service person, tell him/her to call tomorrow to reschedule.
5. If it is a stranger, do not answer the door. If s/he becomes persistent and does not go away, call the police or nearest neighbor for assistance.
6. If there is any suspicious activity (knocking on door and no one is there, or if you suspect a prowler or prank), call neighbors or police for assistance.
7. Never open the door to strangers.



Personal Safety

Keeping a “cool head” will help insure safety for both the babysitter and the children. Tell them not to panic and to not be careless. Tell them no smoking and no friends. They should not do anything other than babysit!

However, sometimes, things happen. Here are a few examples of situations and suggestions on how to handle them:

If they become ill while babysitting, call their parent/guardian or the parent/guardian they are sitting for to discuss what to do.

If they become concerned because the parent/guardian is late returning, call their parent or trusted adult for advice/support.

If the parent/guardian returns under the influence of drugs or alcohol, do not go in a car with him/her. Use their “codeword” and call home for transportation. Each of them should create a codeword to use with their families in case of emergency. This would be a word or phrase that would alert their family member that they need to get picked up immediately. Using a codeword is a way of asking for help without alerting the other person.

If they must deal with an emergency, be sure all the children are safe. This may mean putting the baby in a playpen, crib, or even on the floor; don't worry if the baby cries. It is more important that he/she is safe. As soon as they can, return to and calm the baby/children.

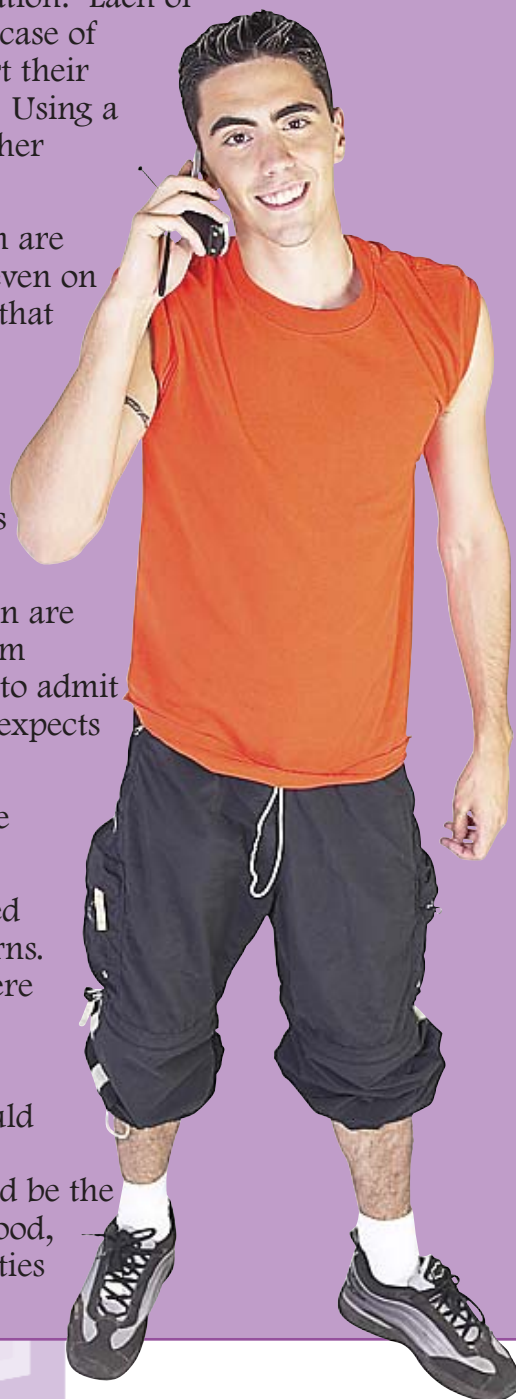
If they get injured while babysitting, tell them to put the baby in a safe location (crib, playpen or floor) and to bring any other children in the home with them to get the supplies needed. Then treat the injury.

Tell them to try to remain as calm as possible. Young children are easily frightened if they see adults (or teenagers) around them panicking. Once they have the help they need, take the time to admit how scared they felt to the children and to de-brief. No one expects them to be super-heroes.

Tell them it is always “OK” to call for help if they are unsure about how to handle any situation.

Explain how important it is to review anything that happened while they were babysitting when the parent/guardian returns. Let him/her know if “Kyle bumped his head,” or if there were any messages, etc. Communication is the key to a successful relationship with the family.

Show them the “**Babysitter Report**” form. Tell them they could complete one while they are babysitting and give it to the parents/guardians when they return. Items to include would be the names of the children, date, appetite level for each (great, good, not great), foods eaten, stories or songs played, special activities done, toileting and any comments they want to make.



Babysitter's Report

Names of Children: _____

Date: _____

Circle the Appetite Level for Each Child: great good not great

Foods Eaten: _____

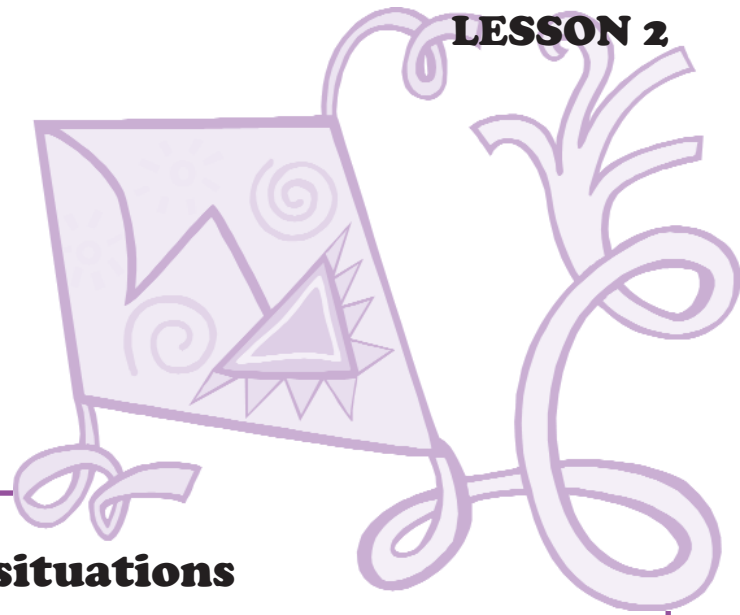
Stories, Songs, Games: _____

Special Activities: _____

Toileting for Each Child: _____

Something Wonderful Each Child Did: _____

Comments: _____



Other situations

Tell them being responsible can sometimes be very uncomfortable or frightening. It is important to discuss some of these matters ahead of time, so that the parent/guardian they are working for is very clear about responsibilities. If the discussion does not go well, tell them it is “OK” to reconsider babysitting for that family.

Tell the teens to:

Discuss money matters ahead of time so there will be no misunderstandings when it comes time for them to get paid. They may be nervous talking about this. So, giving the family a “flyer “ or some such item which lists their name, contact information and prices may be one way to reduce their nervousness.

(See The Business of Babysitting Lesson 7)

Keep a close eye on the children at all times. If a child disappears and they cannot find him/her, tell them to call police, parents, and neighbors for help. Don't panic, but continue looking while keeping the other children safe.

Check in on sleeping children every 15 minutes.

Do not bathe infants even if asked to do so by a parent/guardian. If asked to bathe older children and if they feel comfortable doing it, they must never leave a child alone in the bathtub.

Keep the volume on TV/radio low so that they can hear what's going on.

What to Do . . .

Distribute poster board or flip chart paper and markers to teams of participants.

What to Say . . .

Tell the teens that keeping the children safe is their first and foremost responsibility. Staying with them at all times reduces the number of accidents. Keeping an eye out for safety and planning ahead also help prevent emergency situations.

Divide the group into teams and assign a different location, (for example, bedroom, bathroom, kitchen, hallway, garage, backyard, etc.) to each team. Tell the teams to make a poster with as many safety issues drawn in as they can think of. When the teams are finished, have them share results. Cross check them with the items listed below. Then hang the posters on the walls. Discuss this activity. Ask them, “What did you do?” “What happened?” “What was the most important thing that happened?” “What did you learn?” “How can you use this information in the future?”

Activity:

To create safety posters

Life Skill Addressed:

Safety

Concern for others

Materials needed:

Poster board or flipchart paper

Markers



Home Safety

Tell the teens when children are supervised, they are much less likely to have accidents. Keep an eye out for safety and try to prevent an emergency by keeping the play area accident-proof. Keep the volume turned down on the television or radio so you can hear what's going on as well as see it.

Here are a few ideas about how they can become a safety detective and eliminate problems before they arise!

Keep these things out of sight and away from children:

Matches, Cigarettes, Keys, Plastic bags, Medicine, Lighters, Small objects (beads, marbles, buttons, coins, pins, etc.), Knives, Scissors, Sharp objects, Cleaning supplies

Outdoor hazards:

Piles of leaves and snow near roads, Tall grass, Slingshots, Trampolines, Hanging rings, Any activity involving bikes, scooters, roller-skates, etc. (unless done with parent's/ guardian's permission in a safe area with protective helmet and equipment), Pools, Streets and cars, Rope swings, Moving swings or sliders, Ladders, Climbing trees, Rakes, Hoes, Axes, Sharp tools, Grills, Stray animals

Keep children away from these items:

Tablecloths, Staircases, Unfriendly animals, Medicine closets and other storage areas, Cooking appliances, Cords on window blinds, Guns and ammunition, Electric fans, Fires and fireplaces, Open windows, Stoves (turn handles of pots or pans inward), Hot liquids, Plugs and outlets, Cords, Heaters, Radiators, Appliances



Are there more? You bet! The list goes on and on, but you get the picture. Carefully watch the children and you can avoid most accidents. Remember, keeping the children safe is your first priority!

Fire safety

Tell participants that in a fire, seconds count! Fires can become out of control in a very short period of time. They must be prepared for the possibility of an emergency.

Prevention includes keeping matches and lighters out of reach of children, and keeping children away from stoves and heaters. Tell them they must always give their full attention to the children, and avoid anything that may distract them from that job.

Fire Safety

Tell the teens that making a plan will save them precious seconds if they discover fire/smoke. Go over the following steps with them:

1. Plan two escape routes out of the house or apartment. If one route is blocked, there will be another.
2. Gather the children and get them to safety; call **911** from a neighbor's house or cell phone. Do not worry about dressing the children. **Time is precious!**
3. Do not gather valuables or toys. Take pets, if time allows.
4. Do not go back into the house for anything. You can mention any concerns you may have to firefighters when they arrive.
5. If the house is filled with smoke, stay low and/or crawl.
6. Hot door handles signal fire on the other side; so do not open the door. Find another way out.
7. Stay calm and do not panic. The children will be looking to you for reassurance.

If...

- a child's clothing catches fire, push the child to floor and roll him/her in a blanket, rug or something similar until the fire is smothered. (Stop, drop, and roll.)
- they and the children become trapped, it is important to remain calm and seal off cracks around the door with anything that is available. Signal from a window when help arrives.
- they are trapped and the room is smoky, get everyone to a window and open it slightly for fresh air. Yell. Hang out a sheet or towel to signal firefighters. Climb out if you are on the ground floor. Do not risk high jumps. Wait for the fire department.

Reassure the participants that this information is not meant to scare them, but to help prepare them for the responsibility of keeping the children in their care safe. Tell them it's hard to remain calm when frightened but by learning this information, they will be as prepared as possible to do their best!

European Emergency Numbers

England Civilian

Fire: 999
 Medical Emergency: 999
 Police: 999
 Poison Control Centre: 0870 600 6266
 (National Poisons Information Service
 (London Centre))

England DSN

Fire: 117
 Medical Emergency: 116
 Military Police: 114

Netherlands Civilian

Fire: 112
 Medical Emergency: 112
 Police: 112
 Poison Control Center: 030-748888

Netherlands DSN

Fire: 117
 Medical Emergency: 116
 Military Police: 114

Belgium Civilian

Fire: 100
 Medical Emergency: 100
 Police: 101
 Poison Control Center: 070-245-245
 (Centre Anti-Poisons/Antigifcentrum)

Belgium DSN

Fire: 117
 Medical Emergency: 116
 Military Police: 114

Germany Civilian

Fire: 112
 Medical Emergency: 112
 Police: 110
 Poison Control Center: 06131-19240
 (Giftberatung, multilingual)

Germany DSN

Fire: 117
 Medical Emergency: 116
 Military Police: 114

Italy Civilian

Fire: 115
 Medical Emergency: ???
 Police: 112
 Poison Control Center: 003-526-9469
 (Centro Antiveleni di Bergamo)

Italy DSN

Fire: 117
 Medical Emergency: 116
 Military Police: 114

Kwajalein Information

Fire and ambulance 911
 Poison control Hotline 1-800-222-1222
 Police emergency 805-355-4000

Japan Information

Fire and ambulance 119
 Police 110

No poison control hotline



Korea Information

Installation	Fire # from on post	Fire # from off post	Military Police # from on post	Military Police # from off post	Poison Controll # from on post	Poison Controll # from off post
Yongsan/Hannam	911	0505-738-5020	724-3004	0505-724-3004	737-5545	0505-737-5545
Camp Humphreys	911	0505-753-7911	911	0505-753-7911	737-5545	0505-737-5545
Camp Walker /Camp George	911	0505-764-5911	911	0505-764-4141	737-5545	0505-737-5545
Camp Carroll	911	0505-765-4911	911	0505-765-4911	737-5545	0505-737-5545



Notes

[illegible]

What to Do . . .

What to Say . . .

After you or the guest speaker has covered all the safety information, divide the group into different teams. Give each team a situation notecard and tell them they have five minutes to create a role play showing how they would handle the situation. Have teams do their role plays discussing each one as it is completed. Process the activity by asking them what was most important? What were some similarities among all the skits? What was one key point they learned about safety? Then ask them how they can use this safety information in their lives.

Possible other safety related activities are:

1. Ask participants to find related stories in newspapers and magazines and discuss them in small groups.
2. Take a field trip to a local playground, nursery, restaurant, etc. and talk about safe and unsafe situations.

Activity:
Role-play safety situations

Life Skill Addressed:

Concern for others
Social skills
Problem solving
Decision making
Personal safety
Stress management

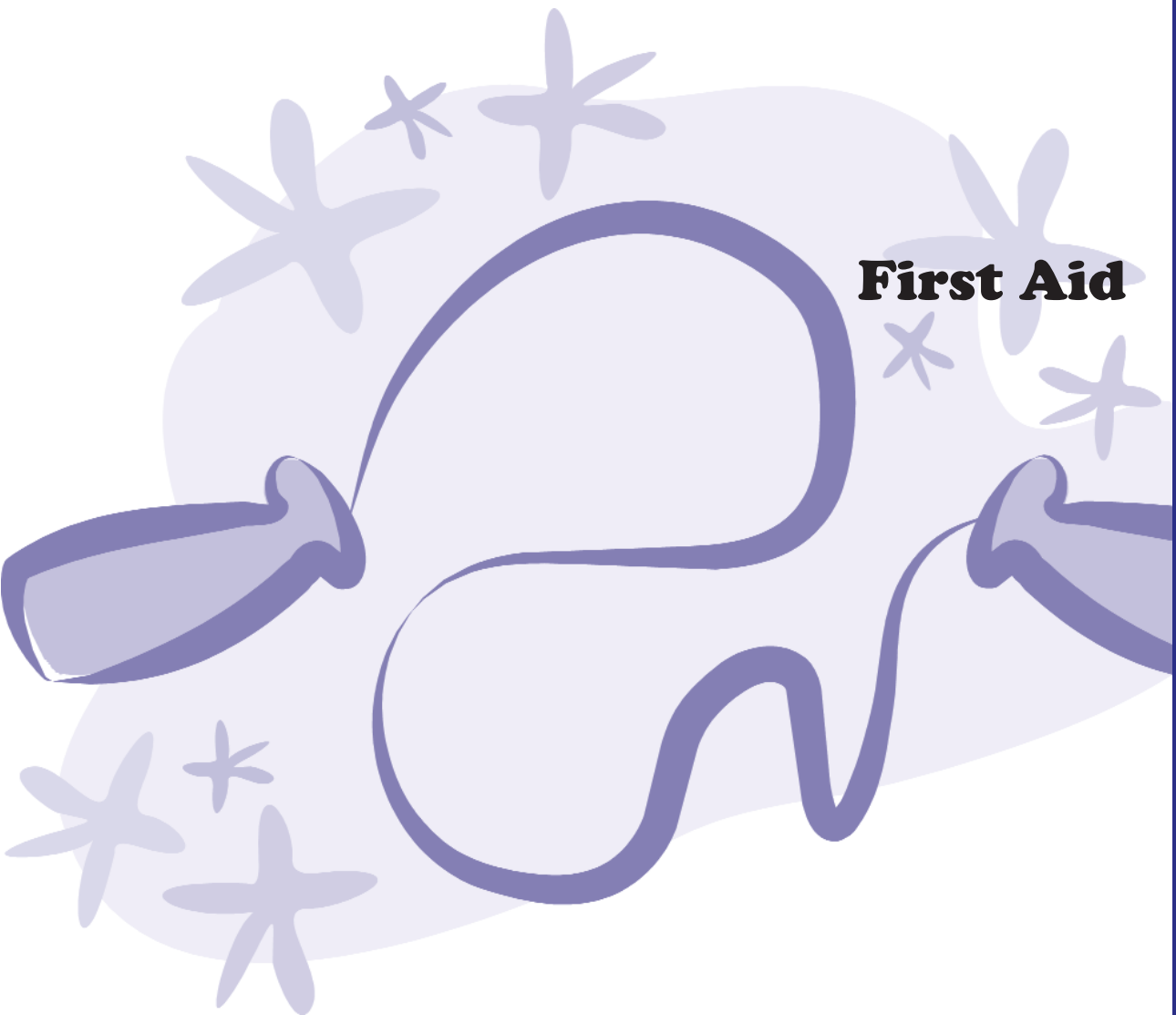
Materials needed:

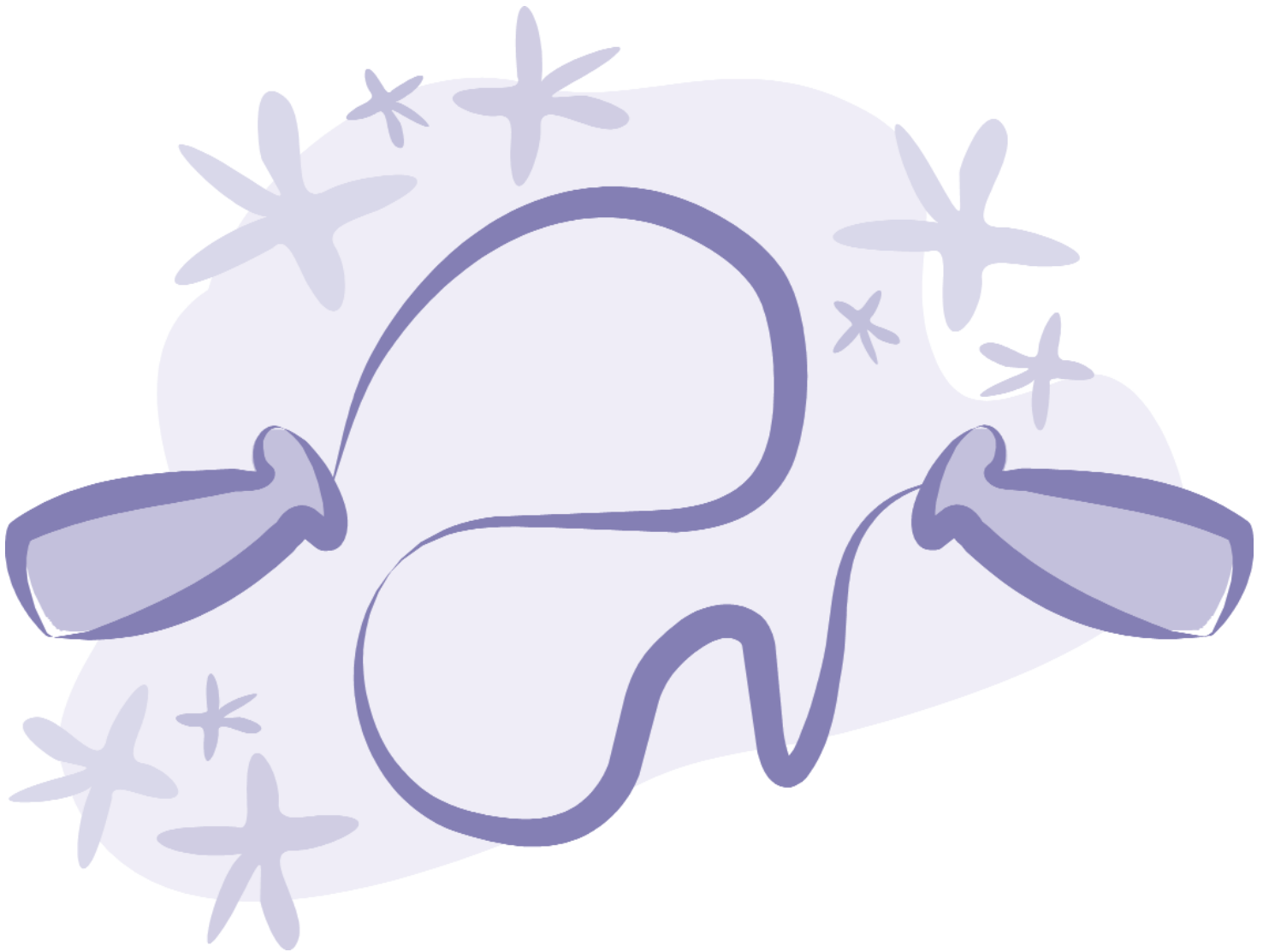
Newspapers, magazines, etc.
Notecards with examples of situations on them such as: an unexpected visitor knocks on the door; taking phone messages; the electricity goes out due to a storm; the toilet overflows; the door locks when you take the children outside to play; a toddler spills his red juice on the carpet; the parent who is supposed to drive you home is stumbling around and smells of alcohol; the smoke detector goes off; etc. Do not include first aid type situations in this section. Those will be addressed later.



Lesson 3

First Aid





LESSON 3: First Aid & CPR

Note: All Child & Youth Services programs should offer first aid and CPR training that leads to certification either as part of or in addition to this course. Therefore, this lesson may not be necessary at this time. In either case, share this section with your CPR and First Aid Trainer.

Objective:

To teach first aid and safety information.

Life Skill Addressed:

Safety
Disease prevention
Stress management

Materials needed:

CPR mannequins
Disposable gloves
Face masks
Sample first aid kit
Plastic locking bags
First aid supplies such as adhesive bandages, vinyl gloves, etc., enough for each participant

What to Do . . .

Locate a guest speaker such as a first aid/CPR instructor, nurse, or emergency medical technician who has experience working with youth.

Orient him/her to the group ahead of time and discuss the information that needs to be covered such as having an emergency action plan, providing emergency first aid for bleeding, burns, wounds, and poisoning, and proper technique for doing the abdominal thrust. Make arrangements for any supplies needed.

What to Say . . .

Introduce the guest speaker(s) to the group.

Tell the teens that as babysitters it is their job is to keep the children safe and happy; but accidents do happen. If one does happen tell them to remain calm, act quickly, call for help, and stay with the child until help arrives. Time is the greatest factor in an emergency. If they are prepared ahead of time, they can act immediately.

Tell them to:

- ~ write down the street address, telephone number and family name (even if they know them by heart) when they arrive at the job. This is because if a stressful situation arises, they may be too emotionally upset to remember it.
- ~ have the on-post and off-post emergency numbers handy, including 911, military police and fire department.
- ~ write down the nearest neighbor's name and telephone number.
- ~ wear disposable gloves if available when treating a cut to control for infection
- ~ never be afraid to call for help!

Instruct them in the following first aid information.

Babysitters should wear disposable gloves when treating any injury that involves blood. They must wash their own hands thoroughly before and after treating children, even if they wear gloves.

Teens must successfully complete First Aid and CPR before they can be referred by Child & Youth Services.

First Aid

Common injuries you may encounter:

Bleeding

Minor cuts: Wash with warm water and soap or mixture of half water and half hydrogen peroxide, if available, and cover with a clean bandage. Be sure to tell the parents/guardians when they come home.

Nosebleed: A nose may bleed from an injury to the nose or an object in the nose. It may start without warning, especially during the winter months in dry, heated homes. Have the child sit straight with her or his head slightly forward and apply pressure by pinching the nostrils together for 15-20 minutes. If the bleeding does not appear to be stopping or slowing, call the on-post or off-post emergency number or 911 for help. In all cases, call the parent/guardian. Do not allow the child to blow his/her nose. Continue to pinch nostrils gently until help arrives.

Severe bleeding is an emergency. Call the on-post or off-post emergency number or 911 and the parent/guardian for help. Apply direct pressure and a clean cloth/bandage to slow or stop the bleeding. If the bleeding soaks through the cloth/bandage, apply another cloth over the first (do not remove the first cloth). Raise the injured area above the rest of the body if you do not think there is a broken bone. This may help slow the bleeding down until help arrives.

Burns

- Burn prevention includes never lighting a fireplace, woodstove or outdoor fire when babysitting.
- Do not smoke.
- When cooking, keep pot handles turned toward the back of the stove and never leave a stove with burners turned or unattended.
- Use large amounts of cool water to cool the burn. Cover the burn with a clean, dry dressing.
- Call the parent/guardian, on-post or off-post emergency number or 911.
- Call for help immediately if
 - ... the child has trouble breathing.
 - ... the burn involves more than one part of the body.
 - ... the burn involves the neck, head, hands, feet or genitals.
 - ... the burn is caused by chemicals, explosions or electricity.



Activity:

Making "Boo Boo Bunnies"

Life Skill Addressed:

Safety
Caring

What to Do:

Prepare a Boo Boo Bunny prior to the meeting.

What to Say:

Tell the teens that these Boo Boo Bunnies are great for making a child's bruises, bumps, etc. "feel better". They will each make one and keep it in their Babysitter's Magic Bags for use in an emergency.

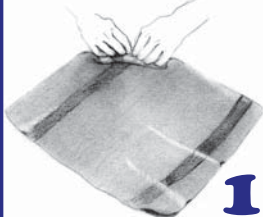
Tell them to use the bunny by placing an ice cube in the loop of the bunny, trying to keep it high enough so no ice touches the child's skin directly. Or lightly moisten the bunny and put it in the freezer. Use it when frozen.

Materials needed:

Washcloths, one for each participant
Rubber bands
Ice cubes



A Boo Boo Bunny made from a clean washcloth and ice is a simple way to help calm young children and provide first aid at the same time. Below you will find instructions how to make a Boo Boo Bunny. Examples of how and when to apply a Boo Boo Bunny are given on pages 55 and 56 of this guide. It is best if you practice making a Boo Boo Bunny before you need one so that you will not be struggling to understand the instructions to make the Boo Boo Bunny in an emergency.

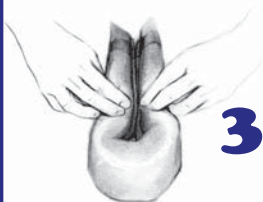


1 Lay the washcloth on a flat surface in front of you.



2

Fold the rolled washcloth in half.



3

Fold the end of the washcloth back again so that the ends of the washcloth reach back about halfway.



4

Wrap a rubber band around the second fold. This makes the bunny's head. Make ears for the bunny by pulling up the ends of the washcloth a little.



5

To use the bunny place an ice cube in the loop of the bunny, trying to keep it high enough so no ice touches the child's skin directly. Or lightly moisten the bunny and put it in the freezer. Use it when frozen.



Animal Bites: Call the on-post or off-post emergency number or 911 and the parent/guardian. Take note of how the animal is behaving: foaming at the mouth, snarling, etc. This can help determine if the animal is sick with rabies, a very serious illness.

Sudden Illness: If the child suddenly becomes ill, keep him or her comfortable. Symptoms could include raised temperature, abnormal color, abdominal tenderness, pain, vomiting, diarrhea, etc. Call the parent/guardian immediately for instructions.



Other Injuries and Illnesses:

Young children may put things in their ears or nose. This is no immediate danger unless they inhale it; but do not attempt to remove the object. Call the on-post or off-post emergency number or 911 and the parent/guardian.

If there is any problem with an eye, such as something is lodged in it, or it is burned, or if a toxic substance such as bleach, shoe polish or detergent has gotten into the eye, do not allow the child to rub it. Call the on-post or off-post emergency number or 911 and the parent/guardian.

Vomiting: can occur when children cry hard. If this happens, clean up the child. Do not give him/her anything to eat or drink for one hour. If the child vomits again, notify the parent/guardian and try to determine if the child is having abdominal pain. Always place the child on his or her side to prevent choking.

Diarrhea: can occur due to something the child ate, illness such as flu, or a variety of other reasons. If this happens, put on vinyl gloves if available. Clean and dry the child. If s/he is having abdominal pain, notify the parent/guardian. Remove the gloves by pulling them down from your wrist toward your fingertips turning them inside out as you go. Dispose of them immediately by placing them in a plastic bag if you have one. Twist it shut and throw it into a trash receptacle. Wash your hands thoroughly with soap and hot water.

Tooth loss: If a child loses a baby tooth, put on vinyl gloves, if available. Gently place pressure on the remaining space with a clean cloth until the bleeding stops. If it is an adult tooth, place the tooth in a neutral solution such as milk. Place sterile gauze in the space left by the tooth. Tell the child to bite down. Call the parent/guardian immediately.

Bruises and bumps: A bruise occurs when there is damage to the soft tissue and blood vessels, causing bleeding under the skin. At first, the area may look red, and over time, it may turn dark red or purple on lighter skin. Wrap a few ice cubes in a clean cloth, strike on the kitchen sink to crush the ice, and apply it to the bruised area. The babysitter could also use the Boo Boo Bunny, a freezer pack or package of frozen vegetables wrapped in a small towel to apply to the area.

If a child strikes his or her head, and loses consciousness, do not move the child. This is an emergency! Keep the child warm and call on-post or off-post emergency number or 911 and the parent/guardian.

Scrapes are the most common type of wound. They are caused by skin being rubbed or scraped away. Dirt and other matter become ground into the wound. Clean the wound by gently patting with a warm, soapy cloth. Then pat with a wet cloth without soap. Pat dry and cover with a bandage.

Puncture wounds are caused by a pointed object such as a nail, piece of glass or knife piercing the skin or a bite from an animal or human being. Because puncture wounds do not usually bleed a lot, they can easily become infected. Clean a puncture wound with warm, soapy water. Rinse. Pat it dry and cover with a sterile dressing. An object that remains embedded in a wound is called an impaled object. This is an emergency. Call the on-post or off-post emergency number or 911 and the parent/guardian.

Mouth injuries: If a child is injured in the mouth from a fall, a ball, etc., check the mouth for loose teeth. They can cause breathing problems if they block the airway. Call the parent/guardian.

A word about SIDS - Sudden Infant Death Syndrome: The American Academy of Pediatrics (AAP) defines SIDS as the unexpected and unexplained death of an infant under one year of age. To reduce the risk of SIDS, put all infants to sleep on their backs. The AAP recommended alternative is to put infants to sleep on their sides; however, this is not considered as safe as the back position. If the side option is used, bring the infant's lower arms forward to stop him or her from rolling onto his or her stomach.

Sprains and strains: General care for sprains and strains is RICE-*rest, ice, compression and elevation*.

Rest the injury. Use Boo Boo Bunny, a plastic bag of ice cubes, freezer pack, or bag of frozen vegetables wrapped in a towel to ice the area. Do this for ten minutes every two hours until the parent/guardian returns.

Compress the injury using an elastic bandage, if available. Wrap securely, but not so tightly that the area turns blue. Elevate the injury above the heart, if it doesn't cause additional pain.

Breaks: If you suspect a broken bone, do not move the child. Signs of a broken bone may be the area is red and swollen or the bone is actually protruding. This is an emergency! Try to keep the injured bone free from any movement. Call the parent/guardian and on-post or off-post emergency number or 911 immediately.



Poisoning:

If there is suspicion that a child has been poisoned, look quickly for the bottle or other clues to identify the cause of poisoning. Immediately call the Poison Control and Prevention Center at 1-800-222-1222. Staff will be able to recommend the best action to take.

With any type of possible poisoning, call the parent/guardian immediately.

An absorbed poison enters the body through the skin. These poisons come from plants such as poison ivy, poison sumac and poison oak, as well as fertilizers and pesticides used in lawn care. If this type of poison gets on the skin, wash thoroughly with warm soapy water and rinse.

Young children are curious about their environment and so will often put anything into their mouths. If there is suspicion that a child has swallowed something s/he should not have, it could lead to poisoning. Try to find out what it was and how much was taken. Call the Poison Control and Prevention Center at 1-800-222-1222 and the on-post or off-post emergency number or 911.

Poisoning can also result from breathing toxic fumes. This is an emergency situation. Call the Poison Control and Prevention Center at 1-800-222-1222 and the on-post or off-post emergency number or 911.



Poisonous Products: Here is a partial list of poisonous products found in and around the home.

medicines
nail polish remover
batteries
alcohol

iron pills
baby oil
bug and weed killers
mouthwash

cleaning products
lighter fluids
cigarettes

plants (indoor and outdoor, poinsettia and yew)

When using a cleaning product, read the instructions, close the container tightly and never leave it out where children can get it. Store it in a location that is safeguarded with child safety locks.



Notes



Choking and Blocked Airways:

A child may stop breathing due to illness or injury but the most common cause is a blocked airway caused by choking on a foreign object. This foreign object could be a small toy, pen cap, hard candy, or any type of food.

The body can only function for a few minutes without oxygen so if a child is not breathing this is always an emergency. **You must react quickly!**

The choking infant (up to 1 year old)

Choking is a major cause of death and injury to infants. Infants learn about their world by putting objects into their mouths. Small objects, such as coins, beads and parts of toys are dangerous if the infant puts them into his or her mouth. Also, infants can easily choke on foods such as nuts, grapes and popcorn. To prevent choking never let an infant eat alone and never prop up a bottle for an infant to drink alone.

Actions to Take with a Choking Infant

1. Call the on-post or off-post emergency number or 911 and the parent/guardian. If possible have someone else call.
2. Position the infant face-down on your forearm, so that the head is lower than the chest. Give 5 back blows between the shoulder blades, using the heel of one hand.
3. Turn the infant onto his or her back. Support the neck with your hand, and forearm with your leg.
4. Give 5 chest thrusts in the center of the breastbone, between the infant's nipples. Be sure to only compress the chest about 1".
5. Repeat back blows and chest thrusts until the object is coughed up, the infant begins to breathe on his or her own, or the infant becomes unconscious. If the infant is not breathing or is unresponsive, begin performing CPR if you know it. Reminder: 30 chest compressions with 2 fingers to 2 (puffs) breaths.

Choking Prevention:

- Don't leave small items such as buttons, coins and beads within children's reach.
- Have children sit in a high chair, toddler seat or at the table when eating.
- Do not let children eat too quickly.
- Make sure toys are too large to swallow.
- Do not let children play with balloons or plastic bags.
- Cut foods that children can easily choke on (such as hot dogs, grapes or peanut butter sandwiches) into small pieces that are long, not round. Hand feed toddlers (1 - 3 years old).
- Always supervise children while they eat.

The choking child (1 to 8 years of age)

Choking is a common childhood injury that can lead to death. It is important to be able to recognize when a child needs first aid for choking.

What to do if a child is choking?

If a child is choking and unable to speak, cough or breathe, you will need to take action. The child may show you that he or she is choking by grasping at his or her neck and may become agitated. Do not take any action if the child is coughing. This means that the child is still getting air.

1. Call the on-post or off-post emergency number or 911 and the parent/guardian. If possible have someone else call.
2. If the child is conscious and action is required, you will need to give abdominal thrusts. Position yourself behind the standing child and place your fist just above the navel and give quick, upward thrusts until the object is removed. You may need to get down on your knees to do this if the child is small.
3. If the child is not conscious and not breathing, lay the child on his or her back on the floor. Tilt his or her head back and lift chin gently to open the airway. Pinch the nose and give two slow breaths into child's mouth.
4. If your breaths do not go in, reposition the airway and give two breaths again. If the air will still not go in, place the heel of your hand on the lower half of the chest bone. Position your shoulder directly over your straightened arm and hand, and you should look down at the hand that is compressing the chest. Give five chest compressions. Look for and remove the object seen in the mouth. Tilt head back and give two rescue breaths.
5. Repeat the cycle of 30 compressions and 2 breaths until you see the object, or the breaths go in, or until help arrives.

Reminder:

Five chest compressions with one hand to one breath, in cycles of 15-20.

Always call the on-post or off-post emergency number or 911 and parent/guardian if a child has stopped breathing.

Note:

Participants can practice CPR on mannequins, if available.

Character Connection

Once again several of the Six Pillars are important in First Aid and CPR. Most importantly having taken this class, learning about safety and practicing CPR shows them that they are prepared to do the job, that they know what they are supposed to do and that they will think before they act. All this means they are exercising the Pillar of Responsibility.

Activity:

Taking a “Poison Look Alike” test

Life Skill Addressed:

Safety

Decision making

Materials needed:

“Poison Look Alike” items

What to Do:

Contact the Poison Control and Prevention Center at 1-800-222-1222 (www.poison.org) to request free poison prevention information and free telephone number stickers which the teens can keep in their Babysitter Magic Bags. Give them out at the end of the activity.

Create your own simple poison look alike kit by pairing up items such as a blue drink and window cleaner, tic tacs and caplet pain relievers, toothpaste and muscle cream (or diaper rash ointment, eye drops and super glue), chocolate bar and Exlax, root beer soda bottle and beer bottle, rubbing alcohol and water bottle. Remove all manufacturer's labels or leave them on. In either case, there is enough similarity to make the participants realize that young children who cannot read could not know what they are looking at. Label what each item is on the back side. Arrange them on a table.

What to Say:

Tell the teens that children who don't know how to read yet, or even those who do, may put things in their mouths without any thought. It is their job as babysitters to keep the children safe. So they must know about items found in the house. For the next few minutes, have them remember back to the age of four. Tell them to look at the items on the table. Are they interesting? What about them catches their attention? What if they were two years old? Ask the teens what they would think the blue window cleaner was. Was it something to drink? Would they think the medicine looked like candy? Continue with all the items.

Then ask them: What did they do? What made the biggest impact on them? What is important to remember? How could they use this information in the future?



Activity:

Making a first aid kit

Life Skill Addressed:

Safety

Disease prevention

What to Do:

Spread all the items in piles on a table. Give each teen a container to fill.

What to Say:

Explain to the group that they will be making a first aid kit to keep in their Babysitter Magic Bag. Have them practice putting on and taking off the disposable gloves. Then have them walk around the table taking their share of items. Choose one teen at a time to explain how s/he would use one item. When everyone is done, have them label their containers as “first aid kits” with markers or with labels they create.



First Aid Kit

Every babysitter should keep a first aid kit in his/her Babysitter's Magic Bag. You may think every family you babysit for would have the items you need in an emergency. But that may not be the case. It's best to be prepared and have your own kit!

Materials Needed:

- Sterile gauze pads (2"X 4")
- Rolls of medical adhesive tape
- Adhesive bandages
- One two-inch wide elastic bandage
- Scissors and tweezers
- Clean wash cloth
- Disposable gloves
- Antiseptic wipes
- Containers: sealable plastic food storage bags or container with plastic lid
- Indelible markers
- Labels



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Worksheet Three

(Date and have an adult initial when complete)

Babysitters Do

Made a first aid kit.

Date

Adult Initials

Participated in a first aid and CPR training session.

Role-played at least four emergency situations.

Babysitters Share

Discuss emergency situations you have heard about or in which you have been involved. How did the people involved respond? Which responses were good? Which responses could be improved?

_____ Date _____

Adult Initials _____

Babysitters in Action

Share what you have learned about handling emergencies with your parent/guardian, a school class, a parent you babysit for, or another adult.



Date

Adult Initials

Activity:

Playing “Emergency Card Game”

Life Skill Addressed:

Safety

Materials needed:

Deck of “Emergency Cards”

Notecards

Markers

What to Do:

Make a deck of “Emergency Cards” by writing first aid situations on one side of a dozen or so notecards. Decorate the other side of each card with a first aid symbol or group design. Laminate the cards if you plan to use them again. Possible first aid situations include:

Child falls off swing and complains his knee hurts.

Child trips on concrete step and scrapes the palm of her hand.

Child gets a wood sliver.

Child (old enough to speak) cuts his finger and it is bleeding heavily.

Child is coughing while eating. Seems to be choking on some food.

Child touches hot pan on stove and burns her finger.

Child who cannot talk yet falls off couch onto the rug and hits his head.

Child gets a bloody nose.

Child falls down stairs. You suspect a bone is broken in his arm.

Child is bitten by a neighbor's dog.

Child may have swallowed a handful of vitamins.

What to Say:

Have teens draw a card from your “deck of cards”. Have them explain how they would react to the emergency listed. Allow them to refer to their first aid information if they need to. Tell them this is not a test; it is just another way of learning the first aid information they need to know to be a competent babysitter. If the teen does not or cannot answer the question, feel free to give some hints. Remind them that they can look it up in their first aid information. Repeat the correct information in all cases to be sure they understand.

Answers should include:

- Child falls off swing and complains his knee hurts. Wash the area. If nothing appears broken, then use an ice bag wrapped in a towel or your boo-boo bunny for 15 minutes at most!
- Child trips on concrete step and scrapes the palm of her hand. Clean her hand by patting it with warm soapy water on a clean cloth or half water and half hydrogen peroxide, if available. Try to pick up any bits of sand that may be present. Rinse by patting with a wet cloth without soap. Dry and apply a clean bandage.
- Child gets a wood sliver. If you can see a large part of it and if you have tweezers, try to gently pull it out. Once removed, wash the area and cover with a clean bandage. If you cannot see it or don't feel comfortable removing it, call either your parent/guardian or the child's. If it is in a serious location such as near the eye, do not try to remove it. Call on-post or off-post emergency number or 911 for help.
- Child (old enough to speak) cuts his finger and it is bleeding heavily. Apply direct pressure over the cut using a clean bandage and raise the finger above the level of the heart.
- Child is coughing while eating. Seems to be choking on some food. Allow child to continue coughing.
- Child touches hot pan on stove and burns her finger. Flood burn with cool water, dry and wrap in a clean bandage.
- Child who cannot talk yet falls off couch onto the rug and hits his head. Comfort him while inspecting his head for any cuts. Apply ice bag wrapped in towel or boo-boo bunny for no more than 15 minutes. If his pupils are dilated, call 911.
- Child gets a bloody nose. Have the child sit straight with her or his head slightly forward and apply pressure by pinching the nostrils together for 15-20 minutes. If after 10-15 minutes the bleeding does not appear to be stopping or slowing, call on-post or off-post emergency number or 911. Do not allow the child to blow his/her nose. Continue to pinch nostrils gently until help arrives.
- Child falls down stairs. You suspect a bone is broken in his arm. Do not move him. Immobilize his arm as best you can. Make him comfortable. Call on-post or off-post emergency number or 911 and his parents/guardians.
- Child is bitten by a neighbor's dog. Wash the area with soap and water. Try to find out if the dog has had its rabies shots. Call 911 and parents/guardians.
- Child may have swallowed a handful of vitamins. Do not induce vomiting. Locate the bottle and call the Poison Control and Prevention Hotline 1-800-222-1222. Then call the parents/guardians.

At the end of the activity, ask them: "What did you do?" "Were there any common themes?" "What was the most important thing you learned?" "How could you use this in the future?"



Lesson 4

Child Development



LESSON 4: Child Development

Note: Note: Staff may want to incorporate a field trip to the installation Child Development Center after the completion of this section. There, teens could see infants, toddlers and pre-schoolers in action. Maybe some teens would like to volunteer at the Center and have real experiences in diaper changing, meals/snack service, activities, etc. Maybe there are Center staff members who would be interested in mentoring youth in your group. Ask them!



Objective:

To help teens understand how children behave at various ages.

To share information on discipline methods, diapering, toileting, and respecting family differences.

Activity:

To complete “Ages and Stages” puzzles

Life Skill Addressed:

Caring
Teamwork

Materials needed:

“Ages and Stages” puzzles prepared ahead of time.
Colored paper
Pens, pencils
Adhesive tape

What to Do . . .

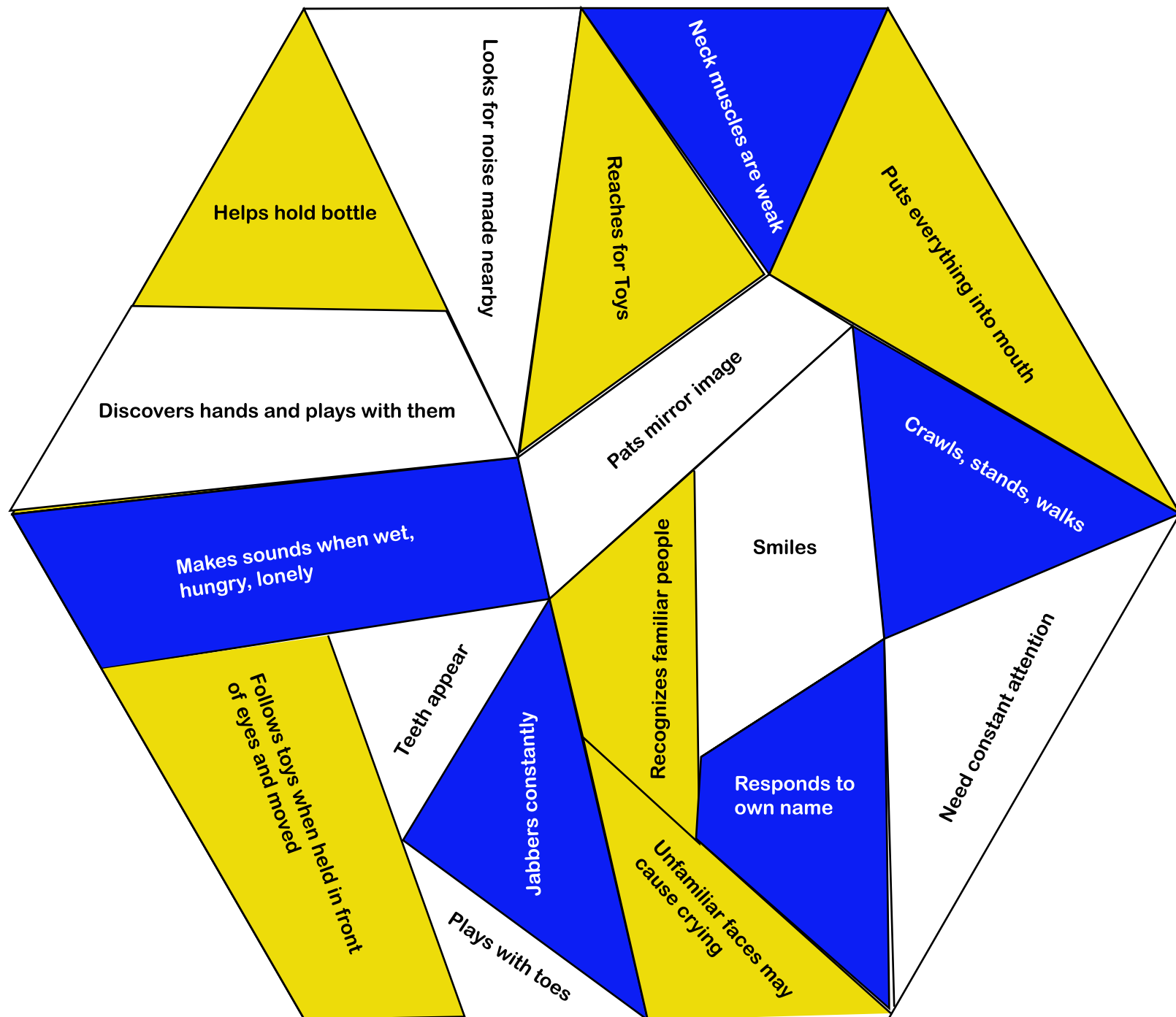
Copy the masters (infant, toddler, pre-schooler, schoolager) in this manual onto colored paper. Use a different color for each age group. Cut each puzzle into pieces and place the pieces into envelopes.

Give the envelopes to teams of participants. Tell them that to help them understand the “ages and stages” of child growth and development, they are going to complete this activity. Tell them to open their envelopes and put the puzzles together using adhesive tape. Tape or tack them to the wall. Then have each team member read one characteristic out loud to the entire group rotating around the team until all the characteristics are read.

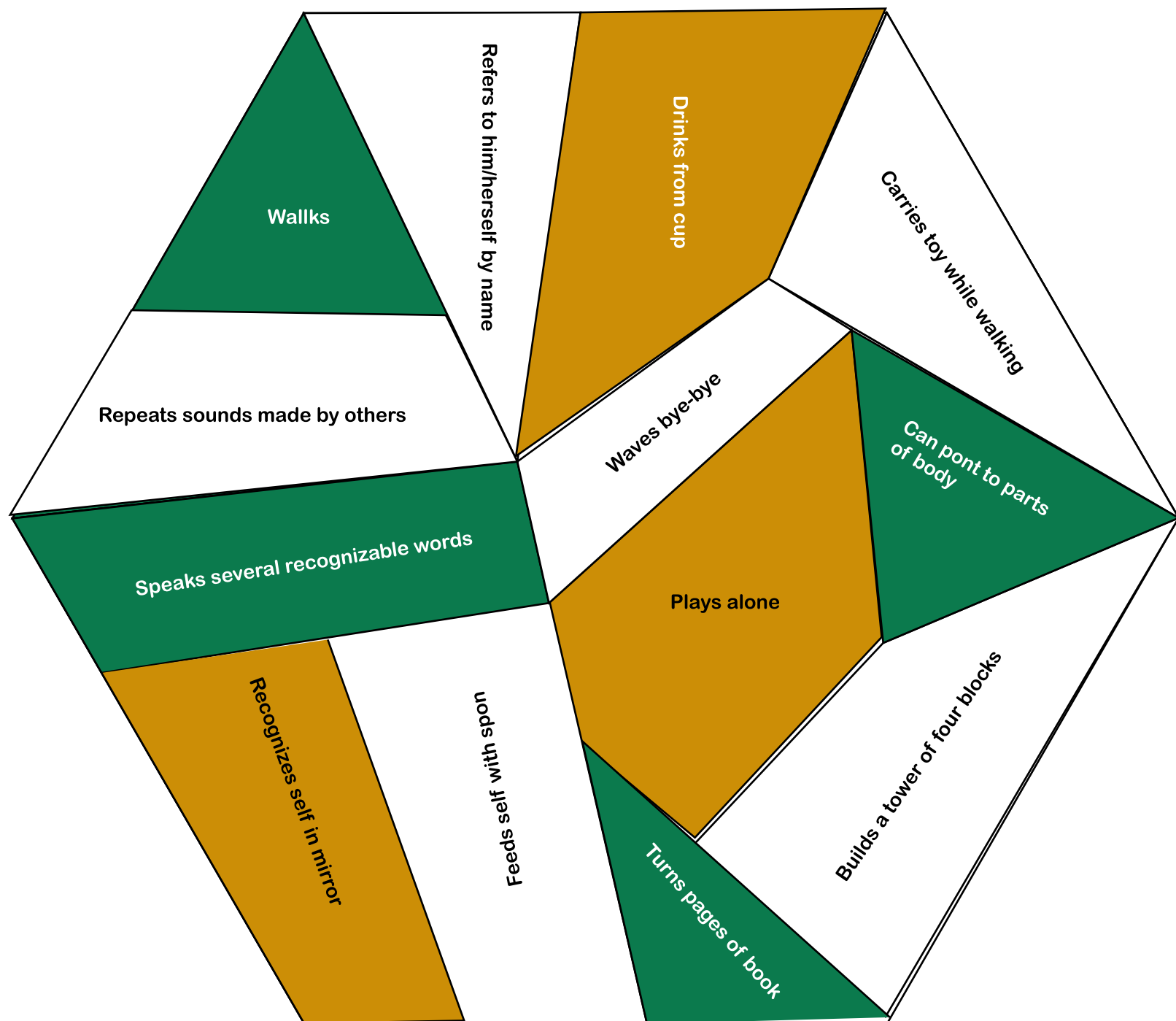
What to Say . . .

Tell the teens that in addition to liking children, babysitters need to know a lot of information. They need to know how to show love and acceptance, use positive words, help the children feel useful and important, seek to understand things from the child's point of view, make each child feel special, know how to handle nap and bedtime, snacks, emergencies - the list goes on and on! In this section, they will get an overview of child development “ages and stages”. Let them know that the “ages and stages” lists are not cast in stone! Children develop at different rates, at varying times and in a variety of ways. This information is simply a guideline!

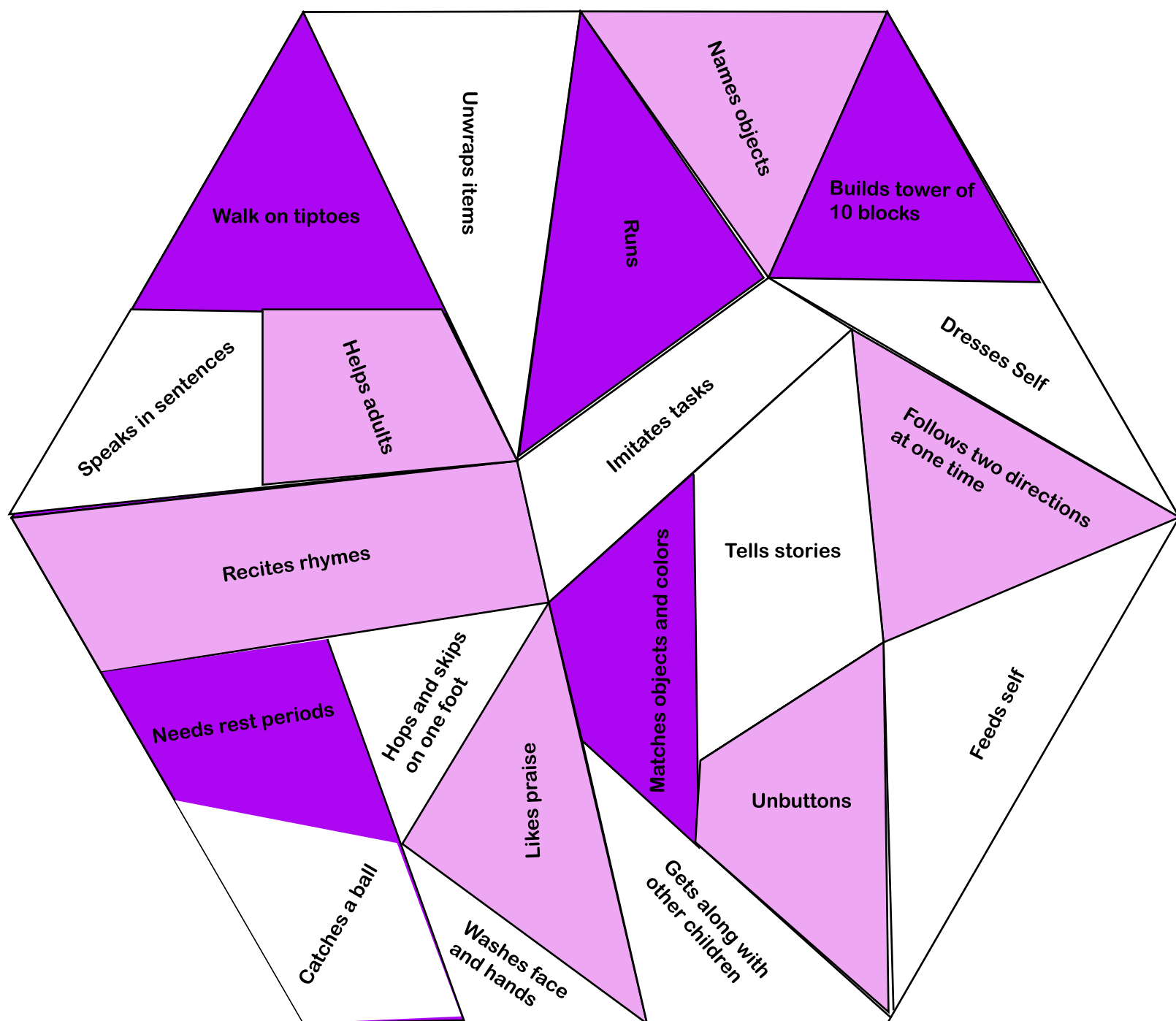
Puzzle for Infant (6 months to 1 yr.)



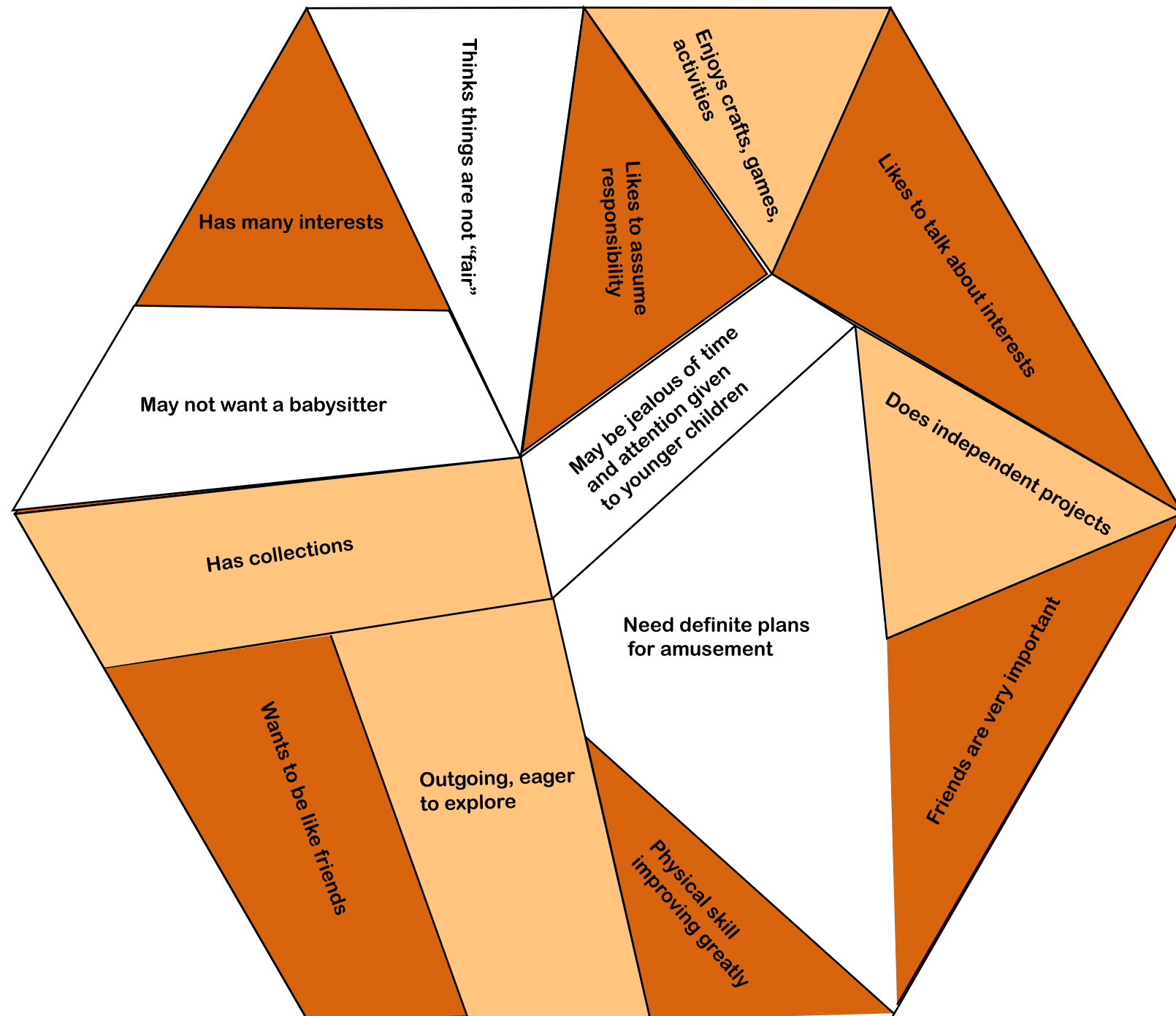
Puzzle for Toddler (1-2 yrs.)



Puzzle for Preschooler (3-5 yrs.)



Puzzle for School age (6-10 yrs.)



[illegible]

Infants:

Tune-in to child's needs so you can make accurate guesses about what the child needs to respond appropriately. (Caring, Responsibility).


Character Connection

Here is a list of what the teens can do as babysitters to help the children they care for begin to develop character. Each item is followed by the pillar it connects to.

One-Year Olds:

- Use character language. (All pillars)
- Use the character colors and refer to them during play. (All pillars)
- Offer choices whenever possible to allow them to make decisions without defying you. (All pillars)
- Remind children of the rules and relate them to being a good citizen and being responsible for following the rules. (Respect, Responsibility)
- Encourage positive behavior. (Respect)
- Encourage them to be kind to others and share, even when it is hard. (Respect, Caring)
- Create character games.
- Encourage them to use simple words of courtesy, please and thank you. (Respect)
- Sing simple songs. (Caring)

Two-Year Olds

- Encourage them to be kind to others. (Respect, Caring)
- Encourage them to talk to express their feelings rather than hit or grab. (Respect)
- Role model desired behaviors. (All pillars)
- Encourage them to express their feelings in appropriate ways using appropriate language. (Respect, Caring)
- Help children think about ways to make good choices.
- Role model desirable decision-making. (All pillars)
- Give children simple tasks and praise what he/she is able to do. (Respect)
- Praise and attention encourages good behavior. (All pillars)
- Always reassure children you care for them. (Respect, Caring)
- Ask toddlers to tell you a story. (Responsibility)

Four-Year Olds

- Give them simple tasks and praise what they are able to do. (Respect)
- Give praise and attention which encourages good behavior. (All pillars)
- Reassure children that you care for them (Respect, Caring)
- Praise encourages children to perfect skills and try new tasks. (All pillars)

School-age

- Ask older youth to help you with tasks. (Trustworthiness, Respect, Responsibility)
- Give simple, short directions. (Respect)
- Have ideas for a variety of different activities. (Respect, Fairness, Caring)

Sources: National Network for Child Care, www.nncc.org, Bright Futures Family Tip Sheet, Infancy; National Center for Education in Maternal and Child Health; Volunteers...the foundation of youth development Internet course, University of Missouri 4-H Youth Development Programs.

Activity:

Experiencing physical challenges

Materials needed:

Wide rubber bands

Shirt with buttons

Scissors

Markers

Lined paper

Life Skill Addressed:

Empathy

Accepting differences

What to Do . . .

Set up three stations around the room. One station has markers and lined paper, another has a button-up shirt and the third has scissors and paper. Give each teen a wide rubber band and instruct them to wrap three fingers together to limit their mobility. Have them rotate among the stations trying to do what is expected: write on the paper, put on and button the shirt and cut the paper. When everyone has gone through all the stations or after 15 minutes, stop the activity and ask: “What did you do?” “What happened?” “How did you feel?” “Were you frustrated?” “What things were harder? Easier?” “What was the most important thing that happened?” “What did you learn?” “How can you use this information in the future?”

What to Say . . .

Tell the teens that as babysitters, it is important to know as much as they can about the children they babysit. They may be asked to babysit for a child with special needs. These needs can take many forms, from the obvious (like a child confined to a wheel chair) to the not-so-obvious (such as a child with a learning disability, asthma, or severe allergies) It is important that they know about any “unseen” special needs as well as the “seen.” The most important difference between children with and children without disabilities is that the children with disabilities have to adapt to an environment designed primarily for people without them. Tell the teens that it is their responsibility as human beings to be sensitive to the individual needs of each and every child they babysit.

If they are asked to babysit a child with special needs, tell them to give the request serious thought. This is a situation for a mature, experienced babysitter and they may decide to not do it at this time. That is OK. However, if they decide to babysit for the family, they need to get as much information as they can. Chances are that they will probably encounter another person with this disability at some time in their lives and they will be ahead of the game if they take the time now to understand what it means!

Suggest that they:

- volunteer to spend time prior to the babysitting date with the family to learn what they can.
- talk to the child and parents/guardians to help them understand things better. This also enables them to provide a comfortable and non-threatening or embarrassing experience for the child, to the extent that this is possible.
- go to a library, local “independent living councils” or website such as www.webmd.com to learn more about the child's disability.

Adapted from: *Take A Walk in My Shoes: Guide Book for Youth on Diversity Awareness Activities* by Yuri Morita, University of California, 1996.

Notes



Activity:

Remembering what it was like to be little.

Materials needed:

None

Life Skill Addressed:

Empathy

What to Do . . .

Clean the floor as best you can and place a sheet or blanket on it. Have the teens sit on the sheet or blanket and talk about what they see. Tell them this is the view that the children they will be babysitting for see. Discuss what safety issues and challenges there are for the children.

Make copies of the “Seven Principles of Discipline” pg.82 and cut them horizontally into seven individual strips. Place them into a box or bag.

Pass the bag containing the “Seven Principles of Discipline” around the group. Have the participants take turns retrieving one principle and reading it out loud.

As you talk about discipline with the group, reinforce these items:

- Discipline is helping the child learn self-control. It is not punishment which is physically, emotionally, or verbally hurting a child. Tell them to try to use consequences and follow-through. Ex. “We’ll have to put away your truck, if you continue to bump into your sister.” If the child continues to bump, then take away the truck.
- Toddlers and pre-schoolers may need to be redirected or physically moved to another location to avoid problem situations from arising. So as babysitters, they need to stay alert and be one step ahead of the children.
- Bedtime problems can often be avoided if children know 15 - 20 minutes ahead of time that bedtime is approaching. It is important to have quiet activities before bedtime. Snacks, if any, should be light - fruit, small glass of milk.
- What works for one child may not work for another.
- Sometimes, it’s “OK” to ignore misbehavior as long as the children are not in danger.
- Games and activities should be geared to the children's age level.
- Children are easier to babysit when they have the appropriate amount of sleep/rest.

What to Say . . .

Tell the teens that discipline and punishment are not the same. Discipline is teaching. It is teaching correct behavior and it is a way to help children learn self-control. Punishment involves hurting a child physically, emotionally or verbally and is always negative; discipline is not. Tell them that as babysitters, it is never acceptable to punish children, even if adults in the family have given them permission. Always ask the parents/guardians ahead of time what their rules and policies are. Often the best thing to do is keep the children busy so they don't have the opportunity to get into mischief. Tell the teens to set a good example; they are role models! They need to speak and act as they want the children they babysit for to speak and act.

Tell the teens that “appropriate touching” is touching that creates positive emotional/social growth in the child and/or properly affects the safety and well-being of the child, such as holding a child's hand while crossing the street or cleaning a toddler's bottom while changing his/her diaper. Examples of appropriate touching include hugs, lap sitting, reassuring touches on the shoulders and naptime back rubs (done over the clothing) for a stressed child. This touching can help a child feel safe, reassured and protected. However, no physical contact should be against the wishes of the child unless safety is an issue such as holding him/her during a temper tantrum. Examples of inappropriate touching include slapping, hitting, prolonged tickling, pinching and forced-greeting kisses (hello, good-bye) and of course fondling. This touching can make the child feel afraid, confused, unsafe and ashamed. They are never to be done.

Seven Principles of Discipline

1. Focus on the DOs instead of the DON'Ts. Tell children what they can do instead of what they can't do. Do not do for a child what the child can do for himself or herself.
2. Be sure you convey to the children that they are lovable and capable. Children want attention and it's your job to give it to them. Praise them when they have done something noteworthy.
3. Be kind and positive, affectionate and thoughtful. Be quiet spoken and pleasant. If you get angry, let them know what they did that was not right, but remain calm. Focus on the behavior not the child.
4. Offer children choices only when you are willing to abide by their decisions. If you decide to give them options and alternatives, be realistic.
5. Change the environment instead of the children's behavior. Sometimes you need to move the children; go outside, move to a different room, or begin a new activity.
6. Work with children instead of against them. Consider the children's ages. Let them know what is expected. Ask what they like to do but be prepared with lots of your own ideas.
7. Give children safe limits they can understand. It is your responsibility to know the rules of the family for which you are babysitting. If you need extra help with a situation, call the parent/guardian or your own parent/guardian for suggestions. Don't be afraid to ask for help!

Seven Principles of Discipline

Copy the “Seven Principles of Discipline” and cut them horizontally into seven individual strips.

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Activity:

Practicing effective discipline.

Life Skill Addressed:

Social skills

Conflict resolution

Caring

Materials needed:

Flipchart paper or whiteboard

Markers, Scissors, Notecards, Pens or pencils

Role play scenarios listed below cut into strips or ask the group to write their own scenarios on notecards

Role-play Scenarios

1. The two children you are babysitting, Brandy (age 7) and Toby (age 4), want to watch a show on TV that the parents told you they are not allowed to watch.
2. You are babysitting at the Tsang home for the first time. You have just arrived and the parent tells you that she needs to leave right away since she is late for her engagement. You need to get important information before she leaves.
3. You are babysitting for Nylie (age 3) and her parents have just left. She is crying inconsolably and is very upset. You can't seem to comfort her.
4. Racquel (age 6) and Tommy (age 8) are fighting over a toy that they both want.
5. Cody (age 7) refuses to go to bed.
6. Dominic (age 8) has been playing computer games for over one hour and his mom asked you to limit him to one hour on the computer. Dominic says he is in the middle of a game.
7. Claire (age 5) is in her bed and has called you into her room several times because she is scared. She doesn't want to be left alone in her bedroom.
8. Tasha (age 6) does not want to eat dinner.
9. Michael (7 months) throws his food on the floor.
10. Olivia (age 4) wets her pants.
11. Sam (age 5) has just hit his brother Matt (age 6) with a block.

What to Do . . .

After you have covered the content, divide the participants into small teams. Give each team one “Scenario” and five minutes to work out a role play for each situation. Ask them to use their own experiences to make the role plays as realistic as possible. Have teams present skits. Discuss each with the entire group. Discuss possible options. “What did you do?” “What happened?” “What were common themes among all the skits?” “What was most important?” “What did you learn?” “What can you use in other situations?”

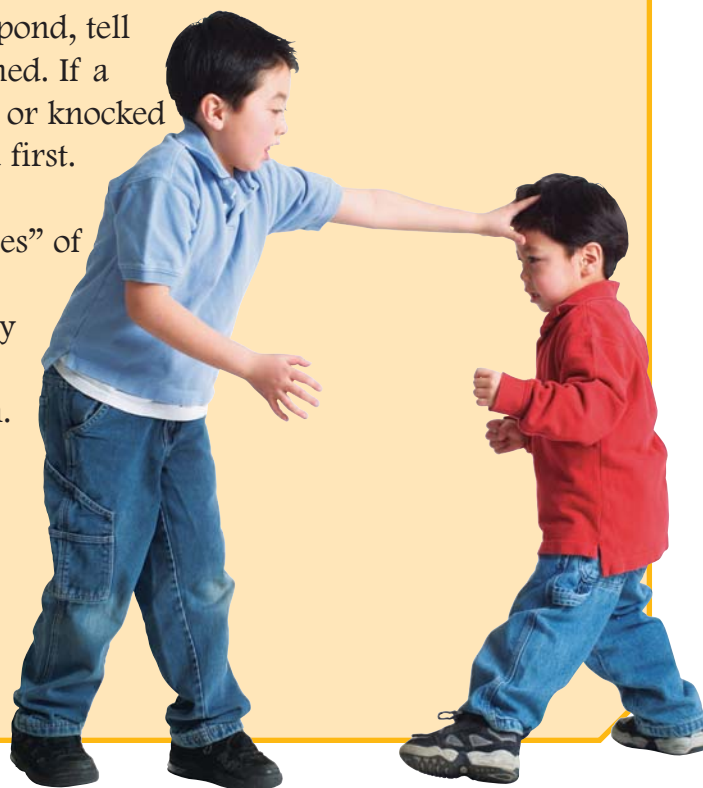
What to Say . . .

Tell the teens that children's behavior is influenced by many things. Where they live, previous experiences, social, economic or health conditions, and parenting styles are all important in understanding who children are and why they behave the way they do. This session is about guidance and discipline. Youth will learn how to manage behavior.

Brainstorm with the teens why they think children misbehave. Ask for a volunteer to list each item on a flipchart or white board. Responses should include not feeling well, being tired or hungry, not knowing what they should do, feeling rejected, being upset, feeling discouraged about something, lacking the confidence to do something, and not feeling loved. Explain to them that as babysitters, it is their responsibility to keep the children safe and happy. Ask how they would deal with misbehavior? The best strategy to avoid behavior problems is to be prepared ahead of time. Some suggestions are:

- ~ Provide a variety of things to do.
- ~ Expect good behavior by telling the children what to do.
- ~ Give an older child fair warning on timelines; “Five minutes until bedtime”, etc.
- ~ Enforce the rules of the house. Making up your own could confuse the children.

However, if misbehavior occurs and before they respond, tell them they need to think about what actually happened. If a child is hurt because he was bitten by another child or knocked down, the babysitter needs to take care of that child first. Then try to determine what happened and why it happened. Ask them to place themselves “in the shoes” of the misbehaving child. If they think the biting or pushing was intentional and requires discipline, they need to think about what will work for that child. Not all discipline techniques work in every situation.



Examples of Common Behavioral Issues

A note about biting:

Infants and toddlers do not bite to be mean or to hurt on purpose. They usually bite due to teething or a lack of self-control (a kiss may turn into a bite). If an older child (three years or older) bites, s/he does it for a reason such as anger, frustration, or trying to get attention. No matter who does the biting, tell the teens that as babysitters it is their job to show disapproval by telling the child in a calm voice that biting hurts and is not to be done.

A note about “Bad” language:

Many pre-schoolers enjoy using “toilet” or “dirty” words. It is part of their growing up; just ignore it. However, tell the teens that if the children use foul language that they find disturbing, ask their own parent or trusted adult for advice. If they think the children are picking it up at home and don't feel comfortable talking with that parent about it, then they may decide to not babysit there in the future. If they think they are not hearing such language at home, then tell that parent so s/he can decide what to do about it.

A note about temper tantrums:

Temper tantrums are a momentary loss of control. Most children have them occasionally. The best thing they can do as babysitters is to remain calm and stay with the child. Let him/her cry. Give him/her a reassuring hug. Don't bring it up with the child later, but do tell the parent/guardian when s/he returns home.



Objective:

To teach safe infant handling.

Materials needed:

Small, raw eggs or overripe small tomatoes
Empty, clean baby food or any small glass jars with lids (large enough for the eggs to fit into.)

Activity:

Mock Shaken Baby Syndrome

Life Skill Addressed:

Stress management

Caring

What to Do . . .

To demonstrate the impact of shaking a baby, place a raw egg or small overripe tomato in a small jar. Screw on the lid. Instruct each participant to give the jar one harsh shake and then pass it along. Count the number of shakes given before the egg breaks or the tomato smashes. This is a graphic way of showing why you never shake a baby. Ask the group “What did you do?” “What happened?” “What was the most important thing that happened?” “What did you learn?” “How will you use this information in the future?”

What to Say . . .

Tell the teens that taking care of an infant is something babysitters can do after they have a lot of experience with older children and have spent a lot of time watching and learning from adults. Babies need extra care, such as always supporting their neck and head. Tell them that if they ever find themselves sitting for a crying baby, they need to ask themselves these questions: Does he need to be fed, burped or changed? Is she too warm or cold? Does he seem to have a fever? Does she need to suck on something? Does he need to feel close to you? Does she seem cranky? Does he just need to cry? Tell them that crying is the only way babies can let them know something, but as babysitters it is important to stay calm. If they find themselves getting stressed, put the baby someplace safe such as in the crib and call the parent/guardian or trusted adult for help. Never shake a baby.

Shaken Baby Syndrome (SBS) is the term used to describe babies or small children who suffer injury or death from severe shaking or jerking. Half the children who are victims of SBS die from their injuries. Others experience learning disabilities, delays in development, speech problems, hearing loss, etc. Shaken Baby Syndrome can be prevented.

Objective:

To teach safe diapering.

Activity:

Changing a diaper

Life Skill Addressed:

Caring

Materials needed:

Live baby or doll

Disposable and/or cloth diapers

Diaper pins and plastic pants if using cloth diaper

Wipes or washcloth, warm water and soap

Tissue

Trash receptacle

Disposable gloves

What to Do...

This would be an ideal time to have a live baby brought in for demonstrating how to change a diaper. Use a life-size doll for participants to practice changing a diaper.

What to Say...

Tell the teens that when they are babysitting for a baby or toddler, it is important for them to check the diaper regularly and to change it as needed.

Have the teens practice diapering on the doll.





Toileting older children

Young children who have recently been toilet trained still need help in using the toilet. They may need help in undressing, wiping, washing hands and dressing again. They might also want you to stay with them when they are using the toilet. So, be prepared to help with toileting needs!

Diapering steps:

1. Gather all necessary items such as clean diaper, wipes, baby powder, clean clothes, and diaper rash ointment.
2. Put on vinyl gloves.
3. Place a paper towel on the changing table or other flat surface and lay the baby on it. Fasten the baby in with the safety restraint if there is one. Stay with the baby at all times.
4. Remove the soiled diaper. If it has sticky tabs, unfasten them and stick them back on themselves so they won't stick to the baby.
5. If the baby has a messy diaper, wipe his bottom with the corner of the diaper. Then clean with a damp washcloth or wipes. Make sure to clean all creases and genitals. Wipe girls from front to back.
6. Gently lift the baby's hips off the changing surface by holding the baby by the ankles with one finger inserted between them.
7. Fold the soiled diaper in half under the baby keeping the clean side up. Set it aside.
8. Wipe your hands with a pre-moistened towelette or damp paper towel.
9. Raise the baby's hips off the changing table, slide the clean diaper under the baby's bottom. Pull the diaper between the legs and pin or tape into place. Make sure it is snug but not so tight it causes pinching. Try not to bunch it between the baby's legs as this could cause chafing. If using pins, place your hand between the diaper and the baby's skin to prevent accidentally sticking the child with the diaper pin. Pins should be inserted with the point towards the baby's feet.
10. Wash the baby's hands.
11. Remove the baby from the changing table and put him or her in a safe place. Then put the soiled diaper in the correct container. If the baby wears cloth diapers and the baby had a bowel movement, be sure to dump the bowel movement into the toilet and flush before putting the diaper in the container.
12. Clean and disinfect the changing table and any supplies and equipment you used.
13. Remove your gloves and wash your hands thoroughly when you are done.

Bathing infants and children:

It is generally not a good idea for a babysitter to bathe infants.

If a parent asks you to do so, explain to him/her that you don't think it is a safe thing for you to do. You may, however, feel comfortable bathing older children.

However, this is not something you have to do. Your job as a babysitter is keep the children safe and happy. You should feel comfortable telling parents that it is not something you want to do due to the risk involved. If you decide you want to bathe the children, then ask if you can come over at another time when they are bathing the children so you can see how they do things and where supplies are kept. Once you do it on your own, be sure the water is not too hot or too deep and **never leave a child unattended in the tub!**

Bedtime for infants and children:

Infants are always put to bed on their backs. Do not give them a bottle in their crib and be sure there are no items in their cribs such as toys. Pull the side of the crib up and lock it in place.

It is important to find out from parents/guardians ahead of time what the bedtime routine is. Does it include washing-up? brushing teeth? story-telling? reading a book? prayers? a special blanket or stuffed animal? music? nightlight? door open? Some younger children may have a difficult time falling asleep even after you have tried all the routine items. Try staying with them, rubbing their backs, and talking softly. They just may be feeling a bit uneasy. If they are older, they may not be tired. Let them do quiet activities in their bed.

Tell them that as a babysitter it is their responsibility to check on the children every 15 minutes.



Family differences

Families are all different and each needs and deserves respect. It is important as a babysitter that you respect their culture, religion and the way they want you to care for their child/ren. Their beliefs might be different from yours, and you may have to talk about what you are comfortable with and what you can do as a babysitter.



Tell the teens to learn about the families they babysit for by talking with the parent. They can talk about what the family values, has difficulty with, or what you should know. This may be as simple as what kinds of foods are not allowed, or even what a child might be taught to say before eating. It might be more complicated, like saying prayers that you might not know or might be uncomfortable saying with a child. Ask about restrictions or limitations for television watching, computer use and playing video games. Find out if a parent feels uncomfortable about the use of certain words.

Ask the parents/guardians:

- Are there any food restrictions for religious or cultural reasons?
- Do you want me to help your child say anything before or after he or she has a meal?
- Are there television shows that are offensive to you and your family that you do not wish your children to see?
- How do you feel about children using slang words or talking back?
- Are there certain clothing practices I should know about?
- Are there any restrictions or religious practices that you would like me to know about?

Also tell the teens to learn about the culture of the family and to share their own background. Tell them they can talk about where their family originally came from or what religion they believe in and share how their families feel about tidiness, clothing styles, and appearance. As the relationship grows, the parents/guardians may share what is or is not important for them and their child/ren.

Tell them that some families might be very different from theirs. As babysitters, they will want to know how to respond if a child swears, then tells them, “My parents let me use those words.” They might have to set their own limits if they are uncomfortable. Tell them they will have to watch their own language and be careful what words they use. All of these considerations are important when sharing the caring of children.

Tell them to keep in mind that some military families may be different from theirs. Some may have a deployed family member; some not. Some may move frequently; some not. Some may have a lot of memorabilia from the various places they have lived. Tell them as babysitters it's important for them to show interest in these things, to ask questions and to talk about experiences. In this way they will build a solid relationship with the family.

Adapted from The Business of Babysitting, University of Illinois Extension. 2004.

Notes

Objective:

To discuss special issues when babysitting for children with deployed parents/guardians.

Activity:

Brainstorm issues

Life Skill Addressed:

Empathy
Concern for others
Managing feelings

Materials needed:

Flipchart paper
Markers
Toy

What to Do . . . What to Say . . .

In preparation for this section, ask your National Guard/Army Reserve Child & Youth Services Coordinators assigned to your location for their input.

Ask for a volunteer from the group who is willing to write the items as the group calls them out. Tell them that you will be talking about the special issues to be aware of when they babysit for children with deployed parents or guardians and that each person will get the chance to speak when a toy is passed to him/her. Explain that you will hand a toy to one person who will list another item. Then that person will pass the toy to his/her right and that teen states another item. This process repeats until everyone has had the toy at least once. Tell them it's "OK" if they cannot think of anything. They can simply pass the toy along. Maybe something will come to them on the next time around! When everyone is done, ask if anyone has any final thoughts. Of course, any of this discussion could apply to them as well if they have a deployed family member, in which case the discussion could operate on two levels - personal and "professional" (in the role of babysitter).

Start the discussion.

The following issues on the next page will probably come up; if they don't, fit them into your discussion.

Deployment

Here is some information to keep in mind if you babysit for children whose parent/guardian is deployed:

When a parent/guardian are deployed

- As a babysitter it is important to be aware of the family situation. Who is deployed? Where? For how long? Ask if there are any issues you need to be aware of. It is very important that the family and any caregiver, including babysitters such as yourself, keep each other informed. Children are always better off when everyone who interacts with them knows what's going on.
- Ask the parents/guardians in the home what they want you to do or talk about in relation to the deployment. Maybe the family is going to move to be closer to family or friends. Maybe the children will be going to live with someone else. Maybe their economic situation will be changing. (If this is the case and they will be losing income, it is a perfect opportunity for you to do some volunteering provide the care for free! Teens can note it in their “Promise Passport”.)
- Talking about the deployment cycle will help the children understand what is going on around them. But be thoughtful in what you say and do. Stick to the basics. If a troublesome issue arises and you feel it is beyond your ability to handle, tell the parent/guardian when s/he comes home. It is the adult's responsibility to discuss it further and get help for the children if needed.
- Be sensitive to the issues and pressures the family is facing.
- The children may never have thought of themselves as military before, especially if they are National Guard or Reserve dependents. Now their parent/guardian is in the deployment cycle and things are different. They are “suddenly military”. This transition may take time.
- Do not ask about painful subjects; this shows compassion. As it is, the children probably see more than they need to in the media.
- Be on the lookout for any changes in the children. Were they happy and carefree last time you sat and this time they are quiet and withdrawn? Did they enjoy playing with you last time and this time want to be by themselves? These are signs that something could be bothering them. Try to engage them; be creative! Be sure to inform the parent/guardian when s/he returns home.
- If the children have nightmares or cannot sleep, encourage them to talk about what's troubling them or to draw a picture of it. Comfort them as best you can. Stay with them. If they don't fall asleep, that's ok. The important thing is to keep them feeling safe and secure. Tell the parent/guardian when s/he returns home.
- If the deployed parent is coming home soon, the reunion will be on everyone's mind. Once the reunion date is known, the children may be nervous, yet excited. This is normal; expect a certain amount of uncertainty or tenseness.



Ask the teens what they can do keep the children connected to the deployed parent/guardian when they are babysitting for them. Some ideas are:

Talk about the deployed parent/guardian.

Use a map or globe to show where the parent/guardian is deployed.

Look up the country in an atlas, encyclopedia or on the web.

Go to the library and take out a book on the country and bring it with you the next time you babysit.

Figure out the distance from where they live to where their parent/guardian is. Make it a math game!

Start a scrapbook or memory book with whatever the children want to put in it.

Have the children draw pictures, write stories, make collages, etc. Ask the parent/guardian at home to send them to the deployed parent/guardian.

Make “Welcome Home” signs once the reunion date is known.

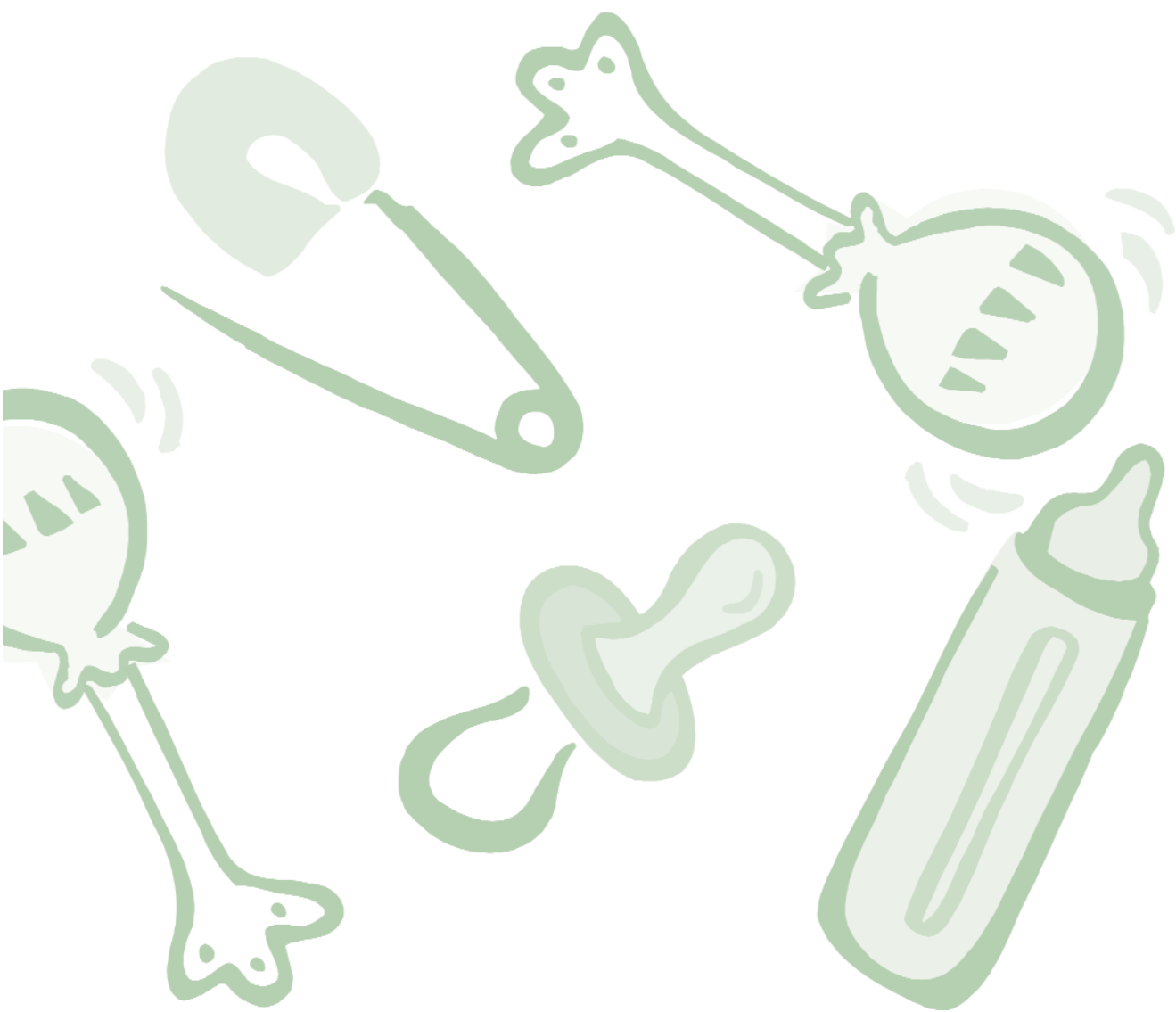
Borrow the book The Kissing Hand by Audrey Penn, a story about Chester who is temporarily separated from his parent, from your MWR Library, Army Community Service or Child & Youth Services Lending Library.

Email omkadmin@operationmilitarykids.org and ask if it's possible to obtain a Hero Pack to give to the children.



Food and Nutrition





LESSON 5: Food and Nutrition

What to Say . . .

Tell the teens that this session is about food and nutrition. Remind them that as babysitters their job is to keep the children safe and happy. No matter what the children say they want to eat, they must give the children only those foods allowed by the parents/guardians. **When it comes to food, always:**

- think “safety first”.
- ask parents/guardians if the children have any allergies and be careful to avoid those foods.
- stay with the children when they are eating to be sure they do not choke. Foods most likely to cause choking are round (like grapes), stick-shaped (like hot dogs), hard (like raw apple pieces, nuts, hard candy and carrots) and sticky (like peanut butter). Any food can cause choking if children put too much in their mouths at once. Cutting food into tiny pieces (ex. grapes in half and hot dogs into matchstick shape pieces) and hand-feeding toddlers will help prevent choking as will requiring the children to sit at the table to eat.
- wash fruits and vegetables prior to eating them.
- wash any cutting boards used with hot soapy water between different foods.
- wash your hands before and after preparing food.
- have the children wash their hands before and after eating.

Objective:

To teach food safety and healthy food choices.

Life Skill Addressed:

Concern for others
Healthy life-style choices
Disease prevention

What to Say . . .

Tell the teens that if they think any food is rotten, to not use it, throw it away and tell the parents/guardians when they get home. A rule of thumb for them to keep in mind is to “keep hot foods hot and cold foods cold.” If a hot dish, like macaroni and cheese, has been sitting on the table for more than two hours, throw it away. Eating food that has been sitting out too long or is moldy or has not been refrigerated properly can make them and the children in their care very sick with vomiting, diarrhea, nausea or even a fever. Milk, formula or food from the refrigerator that has been sitting out for more than two hours should be thrown away as well.

Character Connection

The Pillars of Character presented in this lesson are trustworthiness, responsibility, respect and caring. Teens show caring and respect for the bodies of the children they are babysitting by providing nutritional, safe foods appropriate for their age. They show responsibility and trustworthiness by only serving those foods allowed by the parent/guardian.



Activity:

To practice proper hand-washing.

Life Skill Addressed:

Healthy lifestyle

Disease prevention

Materials needed:

Glitter Bug (Source: Brevis.com)

Long wavelength UVA lamp (Source: Brevis.com)

Liquid hand soap

Warm water

What to Do . . .

Dispense one pump stroke of Glitter Bug or similar product on the hands of each teen, after first making sure no participant has skin allergies. Tell them to evenly distribute the lotion by rubbing vigorously. Examine their hands under the UV lamp. Then have the teens wash their hands as they normally would. Look at them again under the lamp. Then tell them to wash their hands a second time with soap and warm running water while singing the entire “ABC’s” song or “Twinkle, Twinkle Little Star”. Tell them to rub their hands vigorously, to wash the backs of their hands, their wrists, between their fingers and under their fingernails. Rinse well and dry with a paper towel. Tell them to turn off the water with the paper towel instead of using their hands. Look again under the lamp. Repeat until very little residue is left. Most people will have some residue around the fingernails and in skin cracks. This shows that even good hand-washing gets rid of most germs, but not all. Ask them: “What happened?” “Were you surprised?” “What would you do differently next time you wash your hands or prepare food?” “How did you feel about this activity?”

What to Say . . .

Tell the teens that part of keeping the children safe involves keeping their hands, food preparation areas, etc. as clean as possible. Tell them that germs can lead to sickness. A good cleaning involves soap, warm or hot water and friction plus thought and concentration. Explain that they are going to do an activity that will help them see how well they wash their hands.

As babysitters they will most likely have to provide some kind of nourishment for the children. This could be as simple as a snack of milk and fruit or as involved as a full meal. They can serve healthful, good tasting foods and still keep safety in mind.

Tell teens that if they are asked to serve a meal, to discuss this in detail with the parents/guardians before they leave. The food must be very simple to prepare since they need to have their attention focused on the children at all times to ensure their safety.

Tell the teens to

- be sure to learn how to operate any needed equipment such as the stove or microwave before the adults leave.
- have the food ready at the normal mealtime. Children are often fussy when they are hungry!
- do not force . . . if the child refuses. Do let the parents/guardians know when they return home.
- be sure the child is sitting in a high chair or at the table when s/he is eating. This will help prevent choking and will help to separate playtime from meal or snack time.
- keep good nutrition in mind when feeding children. Fruits, vegetables, whole grain products, low-fat milk, cheese and yogurt and lean meats are the best choices. Too much juice or empty calorie foods such as sweets, salty snacks, etc. can make children feel full and they won't have room for healthier foods.

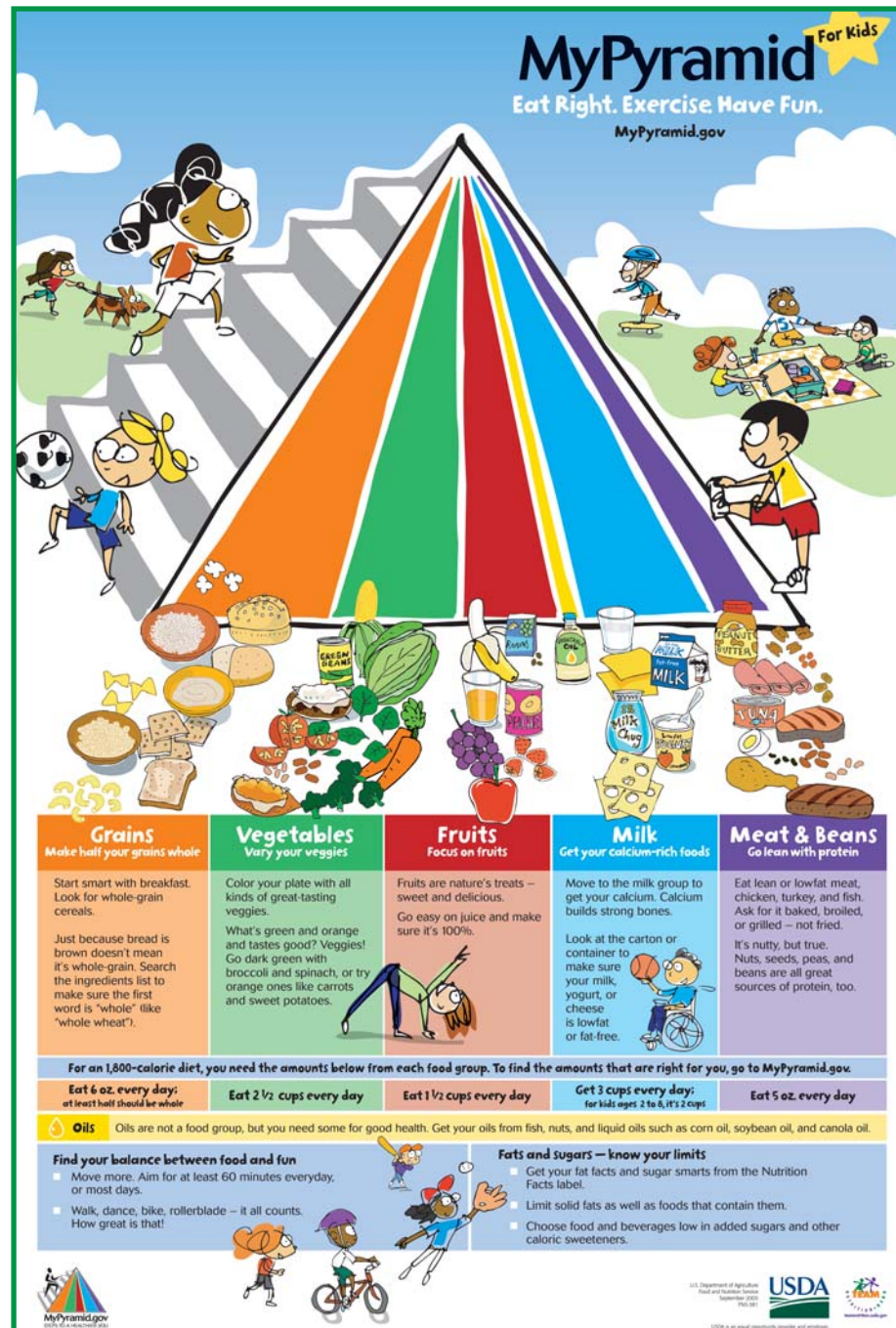


Food and Nutrition

If you have access to the internet, visit www.MyPyramid.gov and play the “Blast Off Game”.

Good food choices:

- Whole grain bread, cereal, crackers, mini rice cakes and pasta
- Vegetable sticks - cucumbers, squash, green peppers, etc.
- Fruit sections - oranges, apples, bananas, pineapples, canned fruit packed in 100% juice
- Milk, yogurt, chocolate milk, and cheese cubes or string cheese
- Lean meat, fish, beans, chicken and hard boiled eggs cut into slices or chunks
- Peanut butter for school-age and older children
- Combination foods like pizza and macaroni and cheese.



As babysitters, teens should know what makes up good nutrition for the various ages of children and how to serve the food safely. Talk with them about the following list.

Newborn (0 to 6 months)

- Babies from birth to six months are fed formula or breast milk. Follow the parents' or guardians' directions for when to feed the baby a bottle and how much the baby usually eats.

When the baby pulls away from the bottle then the baby is finished eating - do not try to force him or her to finish a bottle.

- Avoid heating a bottle of formula or breast milk in the microwave because it can get very hot and burn the baby.
- Hold the baby while feeding him or her rather than propping the bottle and do not put the baby to bed with a bottle.

Infant (6 to 9 months)

- Babies will begin to eat solid food at this age and can be very messy!
- You may be asked to feed the baby infant cereal, mashed fruits or vegetables. Babies this age also like finger food like cereals, crackers and toast.
- Babies this age eat small amounts of food.

Older Infant (10 to 12 months)

- Babies this age will often be eating many of the same foods that the rest of the family eats.
- They like a variety of textures and flavors in food. They will eat foods such as cottage cheese, small pieces of peeled fruit, graham crackers, cheese slices, pudding, cooked vegetables, scrambled eggs, and very small pieces of cooked meat.
- Offer the baby small amounts of food (one tablespoon of each type of food) and provide more if s/he is still hungry.
- Babies this age often throw food onto the floor while they are eating!

Toddlers (1 year to 3 years)

- Children this age love to explore and show their independence.
- Toddlers often want to eat the same foods again and again or will refuse food with a loud "NO!"
- Find out from the parents or guardians what food(s) the child likes and offer the child a choice from those foods.
- Your job is to make meal and snack time relaxing and pleasant. If the children don't want to eat or finish the food, that's ok. Encourage them to eat but don't force them.
- Children this age need to eat often and snacks are especially important - their energy needs are high but their stomachs are small so they need to eat often. If the child seems cranky, try offering a snack.

Preschoolers (3 to 5 years)

- Preschoolers are out to learn, have an increased sense of what they can and can't do, and are willing to go along with some limits while still showing their independence.
- Preschoolers usually love to help with food preparation and will be influenced by your behavior at meal time and snack time. Encourage the child to help you prepare the meal or snack and then sit and eat the food together. The preschooler will often follow your lead.
- Do not try to force the child to clean the plate or to eat something that he or she does not want.
- Snacks are still very important for children this age.

School-Aged Children (6 to 11 years)

- School-aged children are usually positive, curious, energetic, persistent and increasingly independent. They would often prefer to be active or playing games rather than taking time to eat a meal or snack.
- Children this age will often tell and show you what they want to eat and may be able to pick their own snacks.
- Ask parents/guardians for directions about what foods (and how much) the child is allowed to eat.
- Snacks are still an important part of what school-aged children eat.

What to Do . . .

Place a pile of pictures of food items or the food models on the table. Divide the group into teams and assign a feeding scenario to each. For example, “You are babysitting for one boy five years old from 3 pm to 5 pm. You do not have to prepare supper; but you do have to give him a snack.” “You are babysitting two sisters ages three and eight from 11 am Saturday morning until 3 pm that afternoon. You need to prepare lunch and afternoon snack.”

Tell each team to look through the pictures on the table and to select healthy food choices for the children in their scenarios. Once all the teams are done, have them share what they selected and why with the whole group. Ask questions such as, “What did you choose and why?” “How would you serve the food?” “What would you do if the children didn't like the food?” “Did anything in this activity seem useful for the future?”

Activity:

To select healthy food choices for children

Life Skill Addressed:

Healthy lifestyle choices
Concern for others

Materials needed:

Pictures of food items from magazines, grocery store flyers or food models from the National Dairy Council or NASCO



Yogurt Sundaes

What you do:

1. Place vanilla yogurt in a dish.
2. Top with your choice of the following: Wheat germ, granola, or crushed graham crackers, Raisins or coconut, Fresh or canned fruit, cut into bite-sized pieces.

Popcorn with Cheese

(for school-age and older children)

- 1/3 cup popcorn
- Spray margarine (optional)
- 1/3 cup Parmesan cheese, grated

What you do:

1. Pop the popcorn (hot air popper is best).
2. Spray popcorn with margarine.
3. Sprinkle with cheese.
4. Serve immediately.

Bubble Juice

A healthful, delicious alternative to soda!

What you do:

1. Mix together:
 - 1/2 cup 100% juice such as orange, grape, cranberry
 - 1/2 cup sparkling water (seltzer)

Make these healthy snacks if time and budget allow.

Banana Boats

- 1 small banana
- Small amount of canned fruit (sliced peaches, pears or fruit cocktail)
- 1/2 cup cottage cheese (or use frozen yogurt)
- 1 or 2 graham crackers

What you do:

1. Split banana lengthwise and lay it on a small dish.
 2. Scoop cottage cheese (or yogurt) on top of the banana.
 3. Drain the canned fruit and spoon over cottage cheese (or yogurt).
 4. Crumble graham crackers over the mixture.
- Eat and enjoy!



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Lesson 6

Entertainment





LESSON 6: Entertaining Children

Objective:

To teach ways to play with children according to their “ages and stages”.
To teach toy safety.

Activity:

Practice reading, sound and movement activities.

Life Skill Addressed:

Empathy
Nurturing relationships
Communication

Materials needed:

Children's books

Assorted items to make instruments (oatmeal cartons, margarine tubs, plastic lids to fit, aluminum pie plates, 35mm film containers, paper towel tubes, small stones, plastic eggs, baking powder cans, construction paper or fabric scraps, dry beans, uncooked macaroni or rice, buttons, rubber bands, etc.)
Adhesive or masking tape, Scissors, Yarn, Hole punch, Deck of “Child Entertainment Cards”

What to Say . . .

Tell the teens that playing with the children they are caring for is very important, not only because it is fun, but also because it helps their brains develop in positive ways. Hands-on activities with blocks, play-dough, puppets, toy cars, jigsaw puzzles, reading with the children, imagining together, coloring, going for a walk, singing, etc. all have an impact on how the children develop emotionally, how they learn and how they function later in life. Tell the teens to play with them on their level, to get on the floor; so they are not always seen as “giants”. If the children are older, they can do exercises like jumping jacks, deep knee bends, etc. Children love being active! Quiet time is also important. Children need to learn how to quiet themselves and prepare for sleep when it is nap or bedtime.

Teens can help the children in their care be more creative by doing art, language, music, and fantasy activities with them. Tell them to be prepared with craft ideas, crayons, glue, play dough, whatever they can think of to keep the children interested. They can also make up “plays” and “pretend” games. Tell them to try dancing, singing, or playing home-made instruments. Tell them it's “OK” if the children have imaginary friends.

Remind the teens that play is a child's work and that as babysitters, they should play with the children, not just “watch” them. Play activities should not be too hard or too easy. Try books, fingerplays, learning a song, or board games. For young children, the “making” and “doing” are the most important parts of the activity. Tell them not to worry if the project is not finished!

More activities to do with children can be found on the Pennsylvania 4-H Web site, www.pa4h.cas.psu.edu. Click on “projects”, “family and consumer sciences”, and select from the variety of topics.

When it comes to language and reading with children, keep in mind that some children have had much more experience with stories and music than others. As a result, it's not possible to say that one book or song will always be preferred by a three-year-old and another by a five-year-old. However, tell the teens this list may be helpful:

Reading Stories

Children from one to two years old usually prefer a story that is made up. They especially like a story or song about themselves. It takes only a few simple ideas with actions to make a “story” for them. The story might go something like this: “Juan is a fine boy. He has brown eyes (point to them). He has curly brown hair (point). He likes to eat his cereal. . . .”

Dressing, eating, and playing all make good ideas around which to build a story that a very young child enjoys. The story may be spoken or it may be “sung.”



Character Connection

Encourage participants to keep the Pillars of Character in mind while entertaining children. As children do art projects connect the colors they use with the Pillars. Red = caring, blue = trustworthiness, yellow = respect, orange = fairness, green = responsibility and purple = citizenship. Make comments that relate to the pillars like how fair the children were when they played a game or how respectful they were when they took turns.

Entertainment



Books and Reading

Children from one year old on like to look at picture books. The pictures should be large, and there should be only one or two pictures on a page. It is good if the pictures are of real objects that the child can recognize (a ball, a cat, a car). Young children also like to turn the pages of a book. They sometimes like to tell stories that they make up about the pictures. Turning pages and talking are activities that children enjoy and an important part of having a story “read” to them.

As children grow older, they like longer stories, but still are interested in familiar things: mothers, fathers, grandparents, aunts, brothers and sisters, animals, playthings, food, etc. They like to imagine parts of the story. Children like to see the pictures in a book that is being read. They like to sit in the reader's lap and help hold the book. If they are babysitting for more than one child, tell the teens to have the children sit in front of them and to read the story by looking at it sideways.

Children often like to talk about what is happening in the story. It's a good idea to stop and let them talk about their ideas. Tell the teens that listening to what the children have to say is more important than finishing the story. Tell the teens to use gimmicks, puppets or props, if possible, to illustrate the story and to use their own voices and gestures to make the story more realistic. Raising, lowering and changing the tone of their voices with the different characters helps create the different personalities of the characters and encourages the children to listen.

Tell the teens that children like to dance! Preschool children like songs with actions. They usually like to play “Farmer in the Dell,” “Here We Go 'Round the Mulberry Bush,” and “Duck, Duck, Goose.” By five or six, children like singing games with more complicated actions such as “In and Out the Window”. When children are four, five, or six years old, they start to like to “just listen” to music.



Activity:

Make copies and distribute “Child Entertainment Cards,” one per teen. Have them take turns reading the information out loud.

Birth to Six Months (Get down on baby's level)

- Rock
- Cuddle
- Sounds - humming, crinkle paper, tinkle of a spoon on a cup/glass
- Bright colors - especially red and yellow
- Faces - eyes are fascinating
- Reading, singing, talking
- Newborns will grasp anything you place in their palms

Six to Twelve Months

- Read
- Sing
- Talk
- Mirror - Look at self
- Pat-A-Cake, Peek-A-Boo, This Little Piggy rhymes
- Repetition: Dropping things
Reaching for things
- Roll ball back and forth
- Hide toy under blanket, let baby find it
- Small objects to put in and take out of box or basket
- Play with pots, pans, plastic containers in kitchen

One to Two Years

- “Make believe” telephones, miniature cars, trucks and dolls
- Simple puzzles, take apart toys, stacking toys
- Tower building blocks (knock down again and again)
- Reading books (probably will request same book over and over again)
- Security blanket or favorite toy goes everywhere with child - especially to bed
- Pick-up time can be a game - tossing toys into basket
- Simple “hide and seek” games - let him or her “find” you

Two to Three Years

- Work puzzles and play with construction toys
- Enjoys scribbling on paper with crayons or markers; stringing beads, shaping playdough and making paper chains
- Pegboards and other matching toys
- Fascinated by puppets/puppet shows - let them take part
- Make “music” with rhythm instruments
- Outdoors - sandbox, water play with plastic cups for measuring and pouring
- Quiet time - finger games, counting songs
- Reading time - will point to pictures and talk about story

Three to Four Years

- Role play “house”, “store”, “school”
- Clay, crayons, coloring books, finger paints, chalk and chalkboards, blunt scissors (which can cut hair and clothes as well) and paste.
- Simple two-person games, i.e., “Lotto”, “Candyland”, “Simon Says”, “Statues”
- Short attention span during reading or television watching, but often returns after a few minutes
- Take a walk outdoors - collect leaves, pine cones, or stones
- Have child lie down on big piece of wrapping paper and draw outline of body. Watch or help child draw face, hair, clothes.
- Make a fort out of blankets stretched across two or three chairs. Make a bus out of a line of chairs and let child be the driver.
- Simple dice games

Four to Five Years

- All indoor activities and crafts that three-year-olds like are still popular. (They can do them better. Still expect messiness.)
- Interested in letters and numbers and likes to play word and math games
- Quiet game to stimulate imagination: for example, “If you could have one wish, what would it be?” “What would happen if it came true?”
- Active play outdoors - hopscotch, hide and seek, tricycle riding and time runs around the house
- Make hats and masks for dress-up from large paper bags. Cut holes for eyes and mouth and help children color masks.
- Do simple calisthenics (just bending, stretching, and reaching are fine) or dance when indoors.
- Look through family album with child and let them point out pictures of friends and family members.

Five to Seven Years

- You may spend less time entertaining this age child.
- Outdoors they're active - jump rope, running games, riding bikes. They may be happy to have you join them or prefer to be alone or with friends.
- They like to read to you or with you - usually they love riddles.
- Dressing dolls and playing dress-up will keep girls busy for hours. Boys often like to manipulate tools and play with construction toys.
- Look at a big catalog with the child. Let them pick out things that would be fun to have. Spend certain amounts, such as \$10, \$25, or \$50.
- They will enjoy playing board games. They want to WIN! (so be prepared for some cheating).
- Make up a silly song with the child. You start a sentence, let them finish it.

Activity: Read children's books out loud.

Activity: Practice fingerplay.

Activity: Building musical instruments.

Shakers (for older children)

Use film containers, plastic eggs, baking powder cans, oatmeal boxes, or boxes with lids. Experiment with different sounds by putting dry beans, macaroni, rice, buttons, stones, etc., in them. Tape together securely. Little children like to put things in their mouths; so be sure they cannot get to the contents of the shaker or undo the lid.

Staple paper plates together with something that rattles inside. Use fairly large objects, and place the staples very close together. Cover the staples with masking tape to prevent sharp points from injuring the children. Or lace the edges with yarn after holes are punched.

Kazoos and Horns

Tape waxed paper over one end of a cardboard tube (from paper towels or toilet paper). Hum into the open end with your mouth open a little. This may take a little practice. A different sound is made if you make three holes in the tube with a hole punch or pointed object such as a sharpened pencil. The waxed paper also can be held in place with a rubber band.

Blow across the mouths of different sized empty plastic bottles. Different sizes give different tones.

"Quiet Cats"

We are little pussy cats (use hands, crawl, or tip-toe)
Walking round and round
We have cushions on our feet
(whisper) And never make a sound

"Taller, Smaller"

When I stretch up, I feel so tall
When I bend down, I feel so small
Taller, taller, taller, taller
Smaller, smaller, smaller, smaller
Into a tiny ball

"The Apple Tree"

Way up high in the apple tree (point up high)
Two little apples smiling at me (make two circles with hands)
I shook that tree as hard as I could (wrap hands around "trunk" and shake)
Down came the apples and (two circle hands come down)
Mmmm, they were good! (rub tummy)

"I'm a Little Teapot"
I'm a little teapot, short and stout
Here is my handle, here is my spout
When I get all steamed up, hear me shout
"Tip me over and pour me out!"

"Home Sweet Home"

A nest is a home for a robin (cup hands to form a nest)
A hive is a home for a bee (turn cupped hands over)
A hole is a home for a rabbit (make a hole with hands)
And a house is a home for me (make roof with peaked hands).

Drums

Tape the top securely on an oatmeal box or a margarine container.
Drumsticks can be your hands, spoons, pencils, dowels, or sticks. You may want to wrap one end of the dowel or stick with cloth, or tie cotton on it to make a different sound. This also makes it more safe to use.

"The Itsy Bitsy Spider"

The itsy bitsy spider climbed up the waterspout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
And the itsy bitsy spider climbed up the spout again

Activity:

Going for a walk outdoors.

If possible, have the teens go outdoors for 15 minutes. Tell them to pretend they are taking the children for a late-morning walk outside with parent/guardian permission. Have them talk about what they see.

- Different shapes and colors of leaves.
- Fragrance, shape, and color of flowers, trees, etc.
- Different sounds.
- Birds or other animals, sharing anything they know about how they live, where they get their food, and other things of interest.
- The sky: cloud formations, the sun, different colors, rainbows.



Activity:

Toy “Show and Tell”

Materials needed:

A wide variety of toys, games, etc. in various stages of disrepair

Life Skill Addressed:

Concern for others

Safety

Empty film canisters or cardboard toilet paper tubes

What to Say . . .

Tell the teens that infants need bright-colored toys of many textures; but because they put everything in their mouths, toys should be washable, non-breakable, and have no sharp edges that might cut or scratch. Toys should be large enough so they cannot be swallowed, and they should have no small attached pieces (such as, eyes on a stuffed animal or bells on a rattle) that could be pulled off and swallowed. Infants like to look at, feel, chew on, hold, and drop toys. Good toys for infants include: rattles, squeak toys, blocks, crib mobiles, stacking toys and rings, push-pull toys, stuffed animals or dolls, nested boxes or cups, books with rhymes, simple picture books, noisemaking toys, small soft toys, strings of beads (large, plastic), and music-making toys.

Tell them toddlers are active and enjoy climbing, running, and jumping. They need toys to meet these needs. They also are interested in doing things with their hands as the small muscles in their fingers become more developed. However, toys for this age group should be simple and require little coordination.

During this period, toddlers become interested in playing with others and in imitating grown-up activities. Dress-up clothes are perfect! Toddlers also are interested in getting their hands into things such as paint, play dough, crayons, and chalk. They like to scribble and mix colors. Use non-toxic paint, crayons, etc. Talk to children about their creations. Say “Tell me about your picture,” rather than “What is it?” Toddlers still put toys in their mouths; so you will need to watch for objects with small parts. Be on the lookout for items such as paint and chalk that toddlers may try to eat. Toys should be sturdy and should not have sharp edges or points.

Toddlers and preschoolers enjoy movement. So tell the teens to have the children march as they say “right” and “left”, hop on one foot, jump high/low on one foot then two feet, walk like animals, duck, elephant, snake, kangaroo, rabbit, crab, etc. , walk forward, backward and sideways, walk on tip-toes, and dance to music.

What to Do . . .

To demonstrate toy safety and selection, spread out several toys on a table or on the floor. Tell the teens to each select one item and evaluate it for safety and age appropriateness using the “Toy Safety Checklist.” Tell them to put small toys or parts of toys into the empty film canisters or cardboard tube. This is a visual, hands-on way for checking on toy size. Pieces that fit into it easily are too small for infants and toddlers. Stress that even older children have to be watched at all times! Suggest that they keep one of the canisters or cardboard tubes in their Babysitter Magic Bag.

Other items to be on the look out for are toys with long strings or cords, toys that shoot things and toys with “toxic” on the label. Balloons and plastic bags are not to be used as toys because a child could inhale a piece of the plastic and suffocate.

If there is time, keep the selection and discussion process going until all the toys are evaluated. Ask “What did you learn about toys?” “How will you use this information in the future?”

If teens have been working on “Babysitter Magic Bags,” then this could be a good time to bring them in and discuss any entertainment items they have in them.

Toys

Tell the teens that the best toys are those that are fun for the children, and will do one or more of these:

- Increase their skills.
- Help them learn about their world.
- Let them express themselves.
- Encourage creativity.
- Help them learn how to concentrate.

The teens also need to choose toys

for **ACTIVE PLAY**: Push and pull toys, wheel toys, sport items

for **QUIET PLAY**: Building blocks, construction toys, dolls

for **SHARING PLAY**: Board and noncompetitive games

for **SOLITARY PLAY**: Arts, crafts, finger paints, modeling clay, puzzles and books

Tell the teens

- To check the age recommendations on the packaging of the game or toy.
- To heed warnings such as “not intended for children under three years.”
- To watch and learn what fascinates the children and to choose items accordingly.
- To allow projectile toys to be used only by responsible children over eight years of age and only with supervision.
- To be careful and thoughtful in their selections.

Also tell the teens to show older children the proper way to connect or disconnect electrical toys by holding the rubberized plug, not by tugging on the cord itself.

If they find any damaged toys, tell them to take the toys away from the children and show them to the parents/guardians when they get home.

Be sure to reinforce the fact that as babysitters, they must play with the children. It is not enough to sit and watch the children play!

Tell teens to inspect all toys before they let the children play with them. Look for:

- Sharp points, jagged edges, or rough surfaces
- Small detachable parts that may be swallowed or could lodge in the windpipe, nostrils or ears
- Glass that could break and leave sharp cutting edges
- Sharp spikes or pins that become exposed if someone pulls the toy apart
- Long cords or strings; if the cord is over 12 inches, cut it to 6 inches.
- Squeakers, or other noise makers, that are not securely attached to the toy and could be removed and swallowed
- Caps, guns, and other toys that produce a very loud noise that could impair hearing
- Nuts, bolts, and clamps that are not tightly secured
- Gyms that are not on a level surface or anchored properly; avoid paved surfaces
- Items with missing parts or pieces
- Poorly constructed dolls and animals stuffed with small pellets that will fall out when the seams are opened

Toy Safety Checklist

1. What kind of toy did you choose?		
2. Circle appropriate age group	infant	toddler
	pre-schooler	schoolager
3. Does it have sharp edges?	No	Yes
4. Could that be harmful? Explain how	No	Yes
5. Does it have small pieces that could break off? Eyes?	No	Yes
6. Could that be harmful? Explain how	No	Yes
7. Could the toy fit easily into the child's mouth	No	Yes
8. Could that be harmful? Explain how	No	Yes
9. Does it make really loud noises?	No	Yes
10. Could that be harmful? Explain how	No	Yes



Worksheet Four

LESSON 6

(Date and have an adult initial when complete)

Babysitters Do

Practiced changing a diaper on either a doll or a real baby.

Discussed with the group or a friend some activities you could do while babysitting children of different ages.

Role-played with a member of the group, a friend or an adult what to do with a child who doesn't want to go to bed.

Made a nutritious snack and explained why it is nutritious.

Selected four toys and explained why they are age appropriate.

Discussed with your group or an adult some activities you could do with children of deployed parents/guardians.

Date

Adult Initials

Babysitters Share

Have you ever noticed that all children are not alike? Talk with a friend about the differences you notice among the children you know, younger brothers or sisters, etc. Write down their ages and some of the differences you discussed.

Date

Adult Initials

Babysitters in Action

Write two new things you learned about children's behavior.

Date

Adult Initials

How will what you learned about children's behavior help you when you babysit?

Date

Adult Initials

Lesson 7



The Business of Babysitting



LESSON 7: The Business of Babysitting

Objective:

To discuss the business aspects of babysitting.

Life Skill Addressed:

Goal setting
Wise use of resources
Keeping records
Communication

Materials needed:

Whiteboard or flipchart paper
Markers
Guest speaker (experienced babysitter)

What to Say . . .

Tell the teens that you will be talking about the business side of babysitting and introduce the guest speaker who will be sharing his/her experiences. The two of you then lead a discussion on the following questions: What is a fair rate to charge? Do you charge the same rate for each family? Do you always have to charge? What about the number of children? What about the number of hours and the time of day or night? Will you do other chores? How will you get back home? How will you “advertise”? What will you do with the money? How will you stay organized? Ask the teens if they have any other questions and list them on a flipchart or white board.

What is a fair rate?

This usually is determined by asking current babysitters and parents/guardians what they pay.

Do you charge the same rate for each family?

Yes. If you don't, it could get back to other families and you could lose all of your jobs. There may be situations that families offer you a bonus; that's fine. It is not the same as charging more.

What about the number of hours and time of day or night?

Usually any time after midnight is charged at a higher rate. However, it is best to see what's done in your area.

What about volunteering as a babysitter?

Once you have the skills and abilities to be a good babysitter, you might want to think about volunteering in your community. “Payment” does not always have to be money! Feeling good about yourself is also a form of payment. Look around your community. Perhaps someone home on leave or a community group could use a few hours of free child care.

What about the number of children?

Often rates are higher for more than three children; but sitting by yourself for more than three children is not recommended either. If you get a request, see if you can find another experienced babysitter to accompany you. Explain to the parent/guardian that due to care and safety reasons you have found another person who will come with you. Agree on what the fee will be ahead of time with the family and with the other sitter.

What about the number of hours and the time of day or night?

It is best to start slowly. As you gain experience, you can increase your hours. Late night or overnight sitting is something you may not feel comfortable doing until you are well into your teens.

Will you do other chores?

Occasionally you may be asked to do other chores around the house. If so, they should not be major items like doing laundry, vacuuming (unless you made the mess) etc. Straightening up, doing dishes that were soiled during your time there, cleaning the table, etc. are reasonable expectations. Your main reason for being in the household is to babysit not houseclean.

How will you get back home?

This has to be arranged prior to the job. If you are not within a safe walking distance or it will be too late, have either your parent/guardian pick you up or the adult in the family you are sitting for drive you home. However, if you suspect that person is under the influence of alcohol or other drugs, then call your family for a ride. Know something about the families that you agree to babysit for. It is not safe to babysit for strangers. Make sure that your parents know about all of the jobs that you accept and provide them with a telephone number and address where they can reach you each time you babysit.

Having a codeword to use with your family in cases of safety is a good idea.

How will you “advertise”?

Word of mouth is the best way to advertise. Parents listen to other parents. You may want to tell parents that you are willing to care for their young children for free as a “parent's helper” while they are home. In this way, you gain experience and build a reputation. You can also create a flyer, business card or resume for potential users; but do not distribute it on the internet or in public places.

Other options could be:

- Child & Youth Services Central Registration-Keeps a referral list of youth who have taken and passed this training
- Army Community Service- Referral List
- Army Lodging-Front Desk with telephone number to Central Registration
- National Association of Child Care Resource and Referral Agencies (1-800-424-2246).

What will you do with the money?

Think about a goal you have and work toward it. Perhaps you want to go to camp, buy a bike, donate to a charity, contribute to your own family's needs or save for college. Whatever it is, write it down. Keep an account of earnings and spending in a notebook or journal. If you don't have a savings account at a bank, open one.

What about television, computer use and video games?

Find out what the parents'/guardians' rules are about these things before they leave. They probably have specific guidelines about what they allow their children to watch and what video games they can play. Many TV shows that you normally watch are not appropriate for young children and you should not watch them unless the children are in bed. Remember, the television is not the babysitter, you are!

What do you do when parents/guardians return?

Give them a brief report of what happened when they were gone. Tell them about any accidents, phone calls, problems or unusual events. If one of the children misbehaved, don't be afraid to tell the parents. Share positive things as well. Was one child helpful? Did s/he learn something new? Did s/he say something clever? Parents/guardians love to hear about the wonderful things their children do!

How will you stay organized?

It's a good idea to keep a calendar in your babysitter's magic bag. Note your work times, family, telephone number and pay. Refer to it whenever you get a request. You don't want to double-book and you need to leave time for schoolwork and other activities.

**Character Connection**

The business of babysitting really emphasizes the pillars of Fairness and Citizenship. Tell the teens to keep in mind that fairness means that you play by the rules, you are open-minded, listen to others and don't take advantage of other people. Tell them if they volunteer as a babysitter, they are being good citizens by sharing their time and skill, cooperating and being good neighbors.



Business of Babysitting

LESSON 7

Activity:

To brainstorm “Babysitting Do's and Don'ts”

Life Skill Addressed:

Marketable skills

Critical thinking

Materials needed:

White board or flipchart paper

Markers

What to Say . . .

Ask the teens to list all of the “babysitting do's and don'ts” they can think of. Tell them to make them into posters and add a smaller version of the list to their Babysitter's Magic Bags.

What to Do . . .

Either divide the participants into teams or as one group, brainstorm items to think about and plan for when babysitting. Allow the participants 10 - 15 minutes to make them into posters and copy onto 8 x” by 11” paper to keep in their bags.

Don't

- Don't babysit if you have contagious illness such as a cold or the flu.
- Don't snoop!
- Don't discuss the family with others. Respect their privacy.
- Don't abuse any privileges. For example, don't tie up the phone lines using the phone or Internet.

Do

- Be on time.
- Be clear about money matters before accepting the job. You should not be embarrassed talking about money.
- If you don't understand, ASK!
- If you are asked to do additional chores such as cleaning up the kitchen, remember that all extra chores come second to the care and safety of the children.
- Be clear about transportation arrangements.
- Know when the parents or guardians are expected to return and how to contact them while they are gone.
- Discuss in advance any expected visitors, deliveries or phone calls.
- Ask parents/guardians about routines, expectations, the way things are done in their households.
- Remember, the use of drugs, alcohol or tobacco is not appropriate at any time nor is inappropriate behavior with friends.
- You are a role model for children and need to act accordingly.
- Keep a calendar with your babysitting dates on it so that you do not forget any of your commitments.
- Have a plan for how you will manage the money you are earning.
- Consider volunteering your time as a babysitter. Many families may need the help but not have the money to pay for it.



Activity:

Creating promotional materials.

Life Skill Addressed:

Planning and organizing

Communication

Marketable skills

Materials needed:

Paper

Markers

Scissors

Blank business cards or notecards cut into business card size

What to Say . . .

Lead a discussion with the teens on how to promote their services. Tell them they are going to spend the next few minutes designing a business card or flyer that they can share with potential babysitting customers. These are families that they either already know or have been referred to by someone they trust. Tell them they need to be very cautious about putting their complete name and contact information on anything and that the flyer or business card must be hand-delivered only! Tell them not to hang them up in the grocery store or around the installation. Suggest that once they have spent some time with the family and have determined that they would be a good contact, they can then share more information.

Key points to include on the flyer or business card are first name, where they received babysitting training, skills and abilities, things they like to do with children and that references are available. Recommend that once they have given the business card or flyer to parents/guardians, that they follow up with a phone call to see if they are interested.

What to Do . . .

Distribute materials and let the teens work individually. Have them share the finished products and discuss why certain items were included. Have teens redo them if necessary.

If you have access to the internet, participants can create their own flyers at the University of Illinois Extension website www.urbanext.uiuc.edu/babysitting.

Note:

The next session is the last. If creating Babysitter's Magic Bags was one of your requirements, tell the teens to bring in the completed bags next time and be prepared to explain why they included the items they did. This is also a time when teens might want to invite parents/guardians, relatives, newspaper correspondents (be sure they do not use complete names of any participants in any articles they write) or other people you would like to have present.

Notes

[illegible]

Lesson 8



Graduation



LESSON 8 Final Session: Graduation

Objective:

To measure babysitting knowledge of teens.
To celebrate completion of the Babysitter's Course.
To orient teens and guests to the Promise Passport and Operation: Child Care.

Life Skill Addressed:

Marketable skills
Self-esteem
Community service/Volunteering

Materials needed:

Parent's questions on paper
Paper and pencils for participants
Paper bag
Completion certificates and wallet card, enough for each participant
Celebration refreshments

What to Say . . . What to Do:

Tell the teens that as part of the graduation celebration, they will be doing mock interviews. Ask for two volunteers or pull two names out of a bag - one will be the parent/guardian, one will be the potential babysitter. Set the scene, for example: single parent of a boy age four and a girl age eight. Parent has an appointment and will be gone from 2 - 5 pm. Give the "parent" the list of questions below. Turn the scene over to the teens and let them role play. Explain that the parent may ask questions that don't seem to apply to the situation at that time. This is because parents/guardians want to really know the teen they are leaving their children with. Ask the group as a whole to write down any questions they think were missed by the parent or the babysitter. After the interview, discuss the activity. Ask everyone "What happened?" "What questions were missed?" "What did you think was good?" "What could be improved?" "How can you use this in the future?"



Character Connection

Tell the teens that even the very youngest children learn about being a person of character from the people around them. Children may not always listen to everything you say but they will watch everything you do. So be a person of character - someone's watching!

Parent's Questions

- What did your babysitting training involve?
- Why do you enjoy working with children?
- How would you calm a crying baby?
- What would you do if the older child hit the younger one? How would you discipline the children?
- How will you take care of a two-year-old?
- Do you enjoy reading?
- What do you enjoy most about babysitting?
- What do you enjoy least?
- Do you know CPR? First aid?
- Do you have any current physical limitations or conditions?
- Are you available on weekends? Evenings? Until what hour?
- How does your family feel about your babysitting?

Activity:

To role play safety situations

Materials needed:

Role-play situations on individual pieces of paper

Life Skill Addressed:

Critical thinking

Problem solving

What to Do . . .

Copy each role play described below on a separate piece of paper. Divide the teens into small groups and give each group one of the situations to role play.

What to Say . . .

Ask the teens to use their own experiences to make the role plays as realistic as possible. After all groups are finished, discuss what went well, as well as other things that the “babysitter” could have tried. Be sure to point out if the “babysitter” did something that he/she should not have done, such as open the door to a stranger. Also, tell teens that there is usually more than one way to handle any situation. Ask them if they learned anything they will use in the future.

Role Play Situations

1. You are holding and feeding an infant. The second child, a toddler, falls down and hurts his or her knee. He/she is crying and needs your attention.

Players: babysitter and toddler

Props: doll and bottle

2. Someone you don't know calls on the phone and asks to speak to the mother, Mrs. Jones.

Players: babysitter and caller

Prop: telephone

3. Your best friend calls on the phone and needs to discuss something that happened that day with you right away.

Players: babysitter and best friend

Prop: telephone

4. Someone knocks at the door and wants to come in. He identifies himself as the next-door neighbor, but you have never seen him before.

Players: babysitter and person at the door

5. The child that you are babysitting for is playing with a toy that you feel is unsafe. It has small parts that look like they could come off.

Players: babysitter and child

Prop: unsafe toy

Activity:

Share and explain contents of Babysitter's Magic Bag

Life Skill Addressed:

Self-esteem, Critical thinking
Planning/Organizing

Materials needed:

Babysitter's Magic Bags completed by teens

What to Do . . .What to Say:

Ask teens to explain the contents of their "Babysitter Magic Bags". Request volunteers or go through the group alphabetically.

Activity:

To complete the Babysitter's Quiz.

Life Skill Addressed:

Safety, Marketable skills
Concern for others

Materials needed:

Babysitter's Quiz, enough for the group
Pens or pencils

What to Do . . .

Ahead of time, copy the Babysitter's Quiz from Lesson One onto a different color of paper than the first one you did with the group. This will make it easier for you to compare pre- and post-information. Distribute the quiz and pens or pencils.

What to Say . . .

Tell the teens that this is the same quiz they took at the first session and that it is not a test; you are not grading these. You just want to see how much they know about babysitting now that they have completed the course. Tell them to write any ideas on how the course can be improved or what their favorite part of the course was on the back of the quiz. Tell them to write their names and date on the quiz. Once completed, collect the quizzes for later comparison. Check to be sure every quiz has a name on it as you collect them. Use them to design your next course.

Lead a group discussion on the quiz. Go over the correct information. If you have a large group and enough adults, you may want to divide the teens into smaller groups for this discussion. An adult is important for each group to be sure correct information is shared.

Activity:

To provide information on Operation: Child Care and the Promise Passport programs.

Materials needed:

Promise Passport Participant Record
America's Promise Certificate
Operation: Child Care information card
Installation Promise Passport Point of Contact

Life Skill Addressed:

Community service/Volunteering

What to Say . . .

Tell the teens that the Promise Passport program documents the volunteerism of Army youth ages 6 - 18 years in Active Duty, Guard and Reserve families who participate in individual and group community service projects. The Army's commitment to provide 397,000 hours annually to America's Promise program is validation of Army youth's participation in this venture. The goal of the initiative is four-fold: To facilitate opportunities for military youth to participate in volunteer activities; to encourage installation partnerships which aid in the development of the Promise Passport initiative; to recognize the contributions of young people and adults; and to document their volunteer hours and activities. Each installation has a Promise Passport Point of Contact who is also the Youth Program Manager.

Let the Youth Program Manager explain the program. If s/he is unavailable, then refer to the "Promise Passport Handbook" for information. The key piece is that the teens in your babysitting course know that they can work toward an "America's Promise Certificate" by volunteering 50 (Child & Youth Services verified) hours in one year. This can include volunteer babysitting or other community service efforts. Department of Defense school related activities do not count. If teens move to another installation, they are given their record to take with them and add to at the new location.

Tell the teens if they are interested in contributing babysitting time and working toward their America's Promise Certificate, they need to contact their installation's child care center. Teens who are connected with the Guard or Reserve should ask their Family Readiness Group Leader about volunteering for "Operation: Child Care". Operation: Child Care is a voluntary program designed to support the short-term child care needs of National Guard and Reserve members in Operation: Iraqi Freedom or Operation: Enduring Freedom. Licensed, adult child care providers from across the country have pledged their support to service members returning home for a few weeks of rest and recuperation leave by donating a minimum of four hours of child care services. This will allow these service members to take care of family business, take a spouse out to dinner, or enjoy other activities. Perhaps the teens can volunteer to help out! Organize an evening or Saturday event where several teens who have taken this course volunteer to babysit under the supervision of an adult volunteer! Think about it....

Activity:

To award certificates and wallet cards.

Materials needed:

Certificates of Achievement

Wallet cards

Life Skill Addressed:

Self-esteem

What to Say . . .

Recognize the participation and accomplishments of each teen. State that each teen has met the requirements (list whatever they were). It is important to note that we do not “certify” or “license” babysitters. These certificates and ID cards reflect that the young person has completed the course and has met all the requirements. Comment on what a wonderful accomplishment that is and tell them how proud you are of them all. Instruct the teens to come forward as you call each name. Tell the audience they are free to applaud. Thank everyone.

What to Do . . .

Shake each participant's hand as you give them their certificates and ID cards.

Serve refreshments at the end, if possible.

Certificate of Completion

This certifies that

_____ (name)

has successfully completed the

4-H/Army Babysitters Training Course,

demonstrating the required knowledge and skills to protect the safety of children.

Signed, _____ (Date) _____ (Carrison or 4-H Club)

(Name) _____ (Name)

(Title) _____ (Title)



4-H/Army Child & Youth Services Babysitter Training Graduate

_____ (Name) _____ (Garrison)

This individual has successfully completed the 4-H/Army Babysitter training course, demonstrating the required knowledge, skills and competencies to protect the safety of children in their care.

(Trainer Name)

(Trainer Title)



Certificate of Completion

This certifies that

_____ (name)
 has successfully completed the
4-H/Army Babysitters Training Course,
 demonstrating the required knowledge
 and skills to protect the safety of children.

 (Date) (Garrison or 4-H Club)

Signed,

 (Name)

 (Title)

 (Name)

 (Title)



4-H/Army Child & Youth Services Babysitter Training Graduate

(Name)

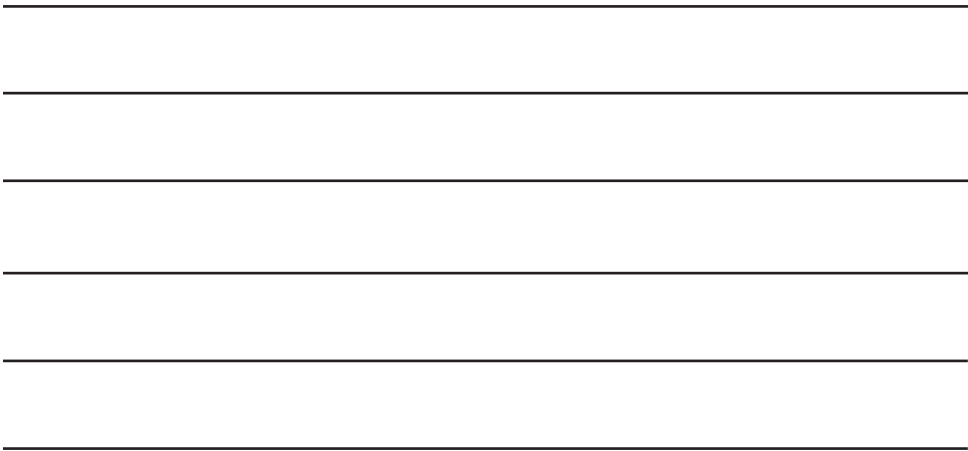
(Garrison)

This individual has successfully completed the 4-H/Army Babysitter training course, demonstrating the required knowledge, skills and competencies to protect the safety of children in their care.

(Trainer Name)

(Trainer Title)





This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Appendix A

The 4-H/Army Child & Youth Services Partnership

The U.S. Army Family and MWR Command (FMWRC) and the United States Department of Agriculture (USDA) Cooperative State Research Education and Extension Service (CSREES) share the goal of providing positive youth development programs to build the skills and competencies youth need to live productive, healthy and self-sufficient lives. These two federal agencies have created a partnership, the 4-H/Army Youth Development Project (4-H/AYDP), to accomplish their common goal and make efficient use of public resources.

The 4-H/AYDP helps Extension/4-H impact new audiences and helps the Army meet its mission of providing predictable, consistent youth programs on Army installations worldwide. This Project brings together University Extension's expertise in youth development with the Army's goal of becoming the nation's model for youth programs.

4-H Youth Development is the nation's oldest youth development program and part of the Cooperative Extension System. Cooperative Extension is a collaboration between citizens, state land-grant universities, state and local governments, and CSREES of the U.S. Department of Agriculture. These partners are working across the nation to help young people gain the knowledge, skills and attitudes that empower them to be productive and contributing members of society.

FMWRC provides leadership to the Army's Child & Youth Services (CYS) programs. CYS Programs provide quality childcare and youth recreation services with emphasis on positive growth & development on Army installations worldwide for children and youth ages four weeks through 18 years.

Benefits

The partnership has important benefits for the Army, 4-H, and the American taxpayer, including:

- Greater Inclusiveness-Through 4-H clubs in the community, the Army can provide child and family support to Guard and Reserve Soldiers whose families do not live on post or near Child & Youth Services programs.
- Impacting new audiences-Extension/4-H is able to reach a whole new audience of youth that previously had not been served with 4-H Youth Development programs.
- Wise use of public resources-Tax dollars and resources are used effectively by bringing together 4-H's expertise in youth development with the Army's goal of becoming the nation's model for youth programs.

How We're Collaborating

To implement the Project, Extension professionals, family life and educational technology professionals from land grant universities are "on assignment" with the Army. Their task is to support Army Child & Youth Services staff through technical assistance and training as Child & Youth Services works to meet the Army's goal of being the nation's benchmark for child and youth programs.

Appendix A

The 4-H/AYDP Specialists accomplish this task in a variety of ways, including:

Providing on-site technical assistance to Army staff who work with children and youth ages 6-18.

Reviewing and recommending 4-H opportunities (including grants and scholarships) for Army implementation.

Assisting Army staff in integrating curricula, software, technology and sound youth development practices into quality youth programs.

Linking Army staff and youth to local 4-H/Extension staff and resources.

Supporting other 4-H professionals at the state and local levels who work with military families.

Our Goals

The goals of the partnership are to:

- Provide 4-H/Extension research-based curricula and programs for Army youth. (This babysitting curriculum is one such example.)
- Train staff in positive youth development principles and methodology so they become even more effective.
- Link Army youth and staff to resources of the Land Grant University/Extension system through their local 4-H programs.
- Work with local 4-H staff to build lasting partnerships between Army installations and 4-H/Extension programs.
- Make resources developed for this Project available to Army and 4-H Extension staff worldwide.
- Evaluate impact and document successful practices in order to assure that military families are served as effectively as possible.

Appendix B

Promoting Good Character

A person of character is a good person, someone to look up to and admire. He or she knows the difference between right and wrong and always tries try to do what is right. A person of character sets a good example for everyone and makes the world a better place.

Teens you work with in the babysitting course have a unique opportunity to help younger children learn more about character. They do this first by knowing and practicing the Six Pillars of Character_{SM} and the skills and behaviors that distinguish a person of character. Then they help younger children learn about good character through play, snack time, and the way s/he role models in front of the children.

When people have a foundation of good character, other skill development and critical thinking will reflect their character. When people respect themselves and others, they are ready to move onto other skills and thinking.

Each lesson of this curriculum has a brief section called Character Connection which explains how character relates to each of the lessons. The following chart provides the basics of the Six Pillars of Character_{SM}.

Appendix B

Trustworthiness

Integrity

Do

- ✓ Stand up for your beliefs, follow your conscience, and remain honorable and upright.
- ✓ Live by your principles no matter what others say.
- ✓ Have the courage to do what is right and to try new things even when it is hard or costly.
- ✓ Build and guard your reputation.

Honesty

Do

- ✓ Tell the truth and nothing but the truth.
- ✓ Be sincere.
- ✓ Be forthright and candid.

Reliability

Do

- ✓ Keep your promises.
- ✓ Honor your word and commitments.
- ✓ Be dependable.
- ✓ Do what you are supposed to do.
- ✓ Return what you borrow.
- ✓ Pay your debts and be on time.

Loyalty

Do

- ✓ Stand by and protect your family, friends, school and country.
- ✓ Be a good friend.
- ✓ Look out for those who care about you.
- ✓ Keep secrets of those who trust you.

Respect

Golden Rule

Do

- ✓ Treat others the way you want to be treated.
- ✓ Respect the dignity, privacy and freedom of all individuals.
- ✓ Value and honor all people, no matter what they can do for you or to you.
- ✓ Respect others' property - take good care of property you are allowed to use and don't take or use property without permission.
- ✓ Respect the autonomy of others - tell them what they should know to make good choices about their own lives.

Tolerance and Acceptance

Do

- ✓ Judge others on their character, abilities, and conduct without regard to race, religion, gender, where they live, how they dress, or the amount of money they have.
- ✓ Be tolerant, respectful, and accepting of those who are different from you.
- ✓ Listen to others and try to understand their points of view.

Nonviolence

Do

- ✓ Resolve disagreements, respond to insults, and deal with anger peacefully and without violence.

Courtesy

Do

- ✓ Use good manners.
- ✓ Be courteous, polite and civil to everyone.

Responsibility

Duty

Do

- ✓ Know and do your duty.
- ✓ Acknowledge and meet your legal and moral obligations.

Accountability

Do

- ✓ Accept responsibility for the consequences for your choices, not only for what you do but what you don't do.
- ✓ Think about consequences on yourself and others before you act.
- ✓ Think long-term.
- ✓ Do what you can do to make things better.
- ✓ Set a good example.

Pursue Excellence

Do

- ✓ Give your best effort.
- ✓ Persevere.
- ✓ Don't quit.
- ✓ Be prepared.
- ✓ Be diligent.
- ✓ Work hard.
- ✓ Make all you do worthy of pride.

Self-Control

Do

- ✓ Take charge of your own life.
- ✓ Set realistic goals.
- ✓ Keep a positive outlook.
- ✓ Be prudent and self-disciplined with your health, emotions, time and money.
- ✓ Be rational - act out of reason, not anger, revenge or fear.
- ✓ Know the difference between what you have a right to do and what is right to do.
- ✓ Be self-reliant - manage your life so you are not dependent on others.
- ✓ Pay your own way whenever you can.

Appendix B

Fairness

Justice

Do

- ✓ Be fair and just.
- ✓ Treat people equally.
- ✓ Make decisions without favoritism or prejudice.
- ✓ In imposing punishment, be sure the consequences for wrongdoing are consistent, certain, and proportional (not too harsh or lenient).

Openness

Do

- ✓ Be open-minded and impartial - consider what people have to say before you decide.
- ✓ Be careful - get the facts, including opposing viewpoints, before making decisions (especially blaming or accusing another).

Caring

Concern for Others

Do

- ✓ Be compassionate and empathetic.
- ✓ Be kind, loving and considerate.
- ✓ Be thankful and express gratitude for what people do for you.
- ✓ Forgive others for their shortcomings.

Charity

Do

- ✓ Be charitable and altruistic - give money, time, support, and comfort without strings for the sake of making someone else's life better, not for praise or gratitude.
- ✓ Help people in need.

Citizenship

Do Your Share

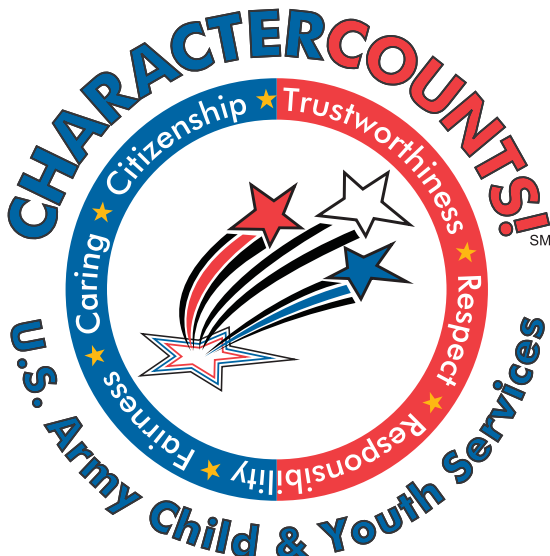
Do

- ✓ Be a good citizen and a good neighbor.
- ✓ Care about and pursue the common good.
- ✓ Be a volunteer - help your school and community be better, cleaner, and safer.
- ✓ Protect the environment by conserving resources, reducing pollution, and cleaning up after yourself.
- ✓ Participate in making things better by voicing your opinion, voting, serving on committees, reporting wrongdoing and paying taxes.

Respect Authority and the Law

Do

- ✓ Play by the rules.
- ✓ Obey parents, teachers, coaches and others who have been given authority.
- ✓ Observe just laws.
- ✓ Honor and respect principles of democracy.



CHARACTER COUNTS!SM and the Six Pillars of CharacterSM are service marks of the CHARACTER COUNTS!SM Coalition, a project of the Josephson Institute of Ethics.
www.charactercounts.org



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Appendix C

Promoting Life Skills

A life skill is a learned ability. Life skills are abilities that help people be successful in their lives. Child & Youth Services staff are youth development professionals who help the young people in their programs learn life skills. Categories of life skills are “knowledge, reasoning and creativity”, “personal/social”, vocational/citizenship, and “health/physical.” Feeling confident and capable in each of these categories is what youth need to move on to adulthood.

Child & Youth Services staff offer experiences to teach these skills. And because skills are best learned through practice, let the young people try, make mistakes, and try again.

Child & Youth Services staff understand what works for what age young person. They know what makes a 10 year-old different from a 16 year-old and so, have different expectations for each.

Child & Youth Services staff understand the mission of their program and how it contributes to young people learning life skills.

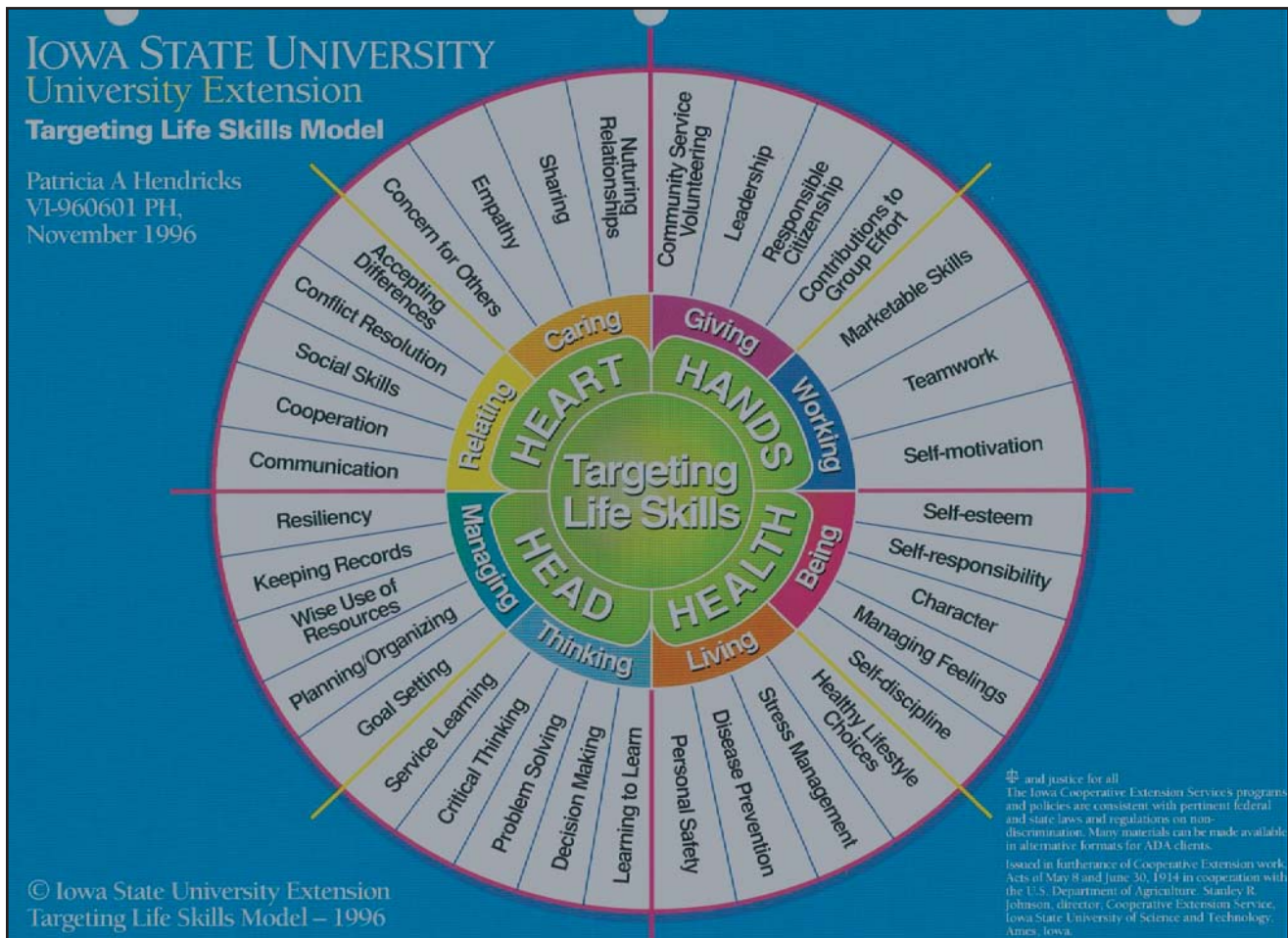
The following is a chart of the Competencies (Life Skills), 4-H Focus and Army Focus:

COMPETENCY (Life Skill)	4-H FOCUS	ARMY FOCUS
<i>Knowledge, Reasoning and Creativity:</i> <i>Thinking:</i> using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider. <i>Managing:</i> using resources to accomplish a purpose.	HEAD	<i>Academic Support Mentoring and Intervention</i>
<i>Personal/Social:</i> <i>Relating:</i> establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both. <i>Caring:</i> showing understanding, kindness, concern and affection for others.	HEART	<i>Arts, Recreation and Leisure</i>
<i>Vocational/Citizenship:</i> <i>Giving:</i> providing, supplying or causing to happen (social responsibility). <i>Working:</i> accomplishing something or earning pay to support oneself through physical or mental effort.	HANDS	<i>Lifeskills, Leadership and Citizenship</i>
<i>Health/Physical :</i> <i>Living:</i> acting or behaving; the manner or style of daily life. <i>Being:</i> living ones life; pursuing ones basic nature; involved in personal development.	HEALTH	<i>Sports, Fitness and Health</i>

Appendix C

This graphic lists life skills individuals can learn that will help them be successful. They are broken down into categories and tie back to the familiar "four H's" of 4-H youth development programs. As you look at them you should see the goals of many of your programs already in place!

There are different ideas about what life skills are needed by youth, and several different models to reflect them. The Targeting Life Skills Model below identifies those that are consistently found in the various works. This model provides a common language to talk about Life Skills, decide what impacts we wish our programs to have, and discuss how our programs were effective.



Targeting Life Skills Model

Hendricks, Pat (1998) for a full-page version, go to:

<http://www.extension.iastate.edu/4h/lifeskills/previewwheel.html>

Examples from the curriculum:

Teens are asked to prepare a "Babysitter's Magic Bag," a bag they take with them when they babysit. This requires planning and organizing which is a "life skill" in the "head" section of the wheel.

Teens make healthy food choices for the children in their care. This connects with "healthy lifestyle choices" from the "health" section of the wheel and "caring for others" from the "heart" section.

Appendix D

The Experiential Learning Model

As you do the activities in the course, you are providing “Experiential Learning” or “hands-on” opportunities. You not only have the teens do the activity, but you also have them talk about it afterwards. This helps them think more fully about the situation and allows you to guide them as to how they could handle it in the future.

4-H Youth Development uses the five steps of Experiential Learning (EL) to teach life skills.

Steps: *(explained in more detail later)*

1. Participant(s) **experience** the activity-perform or do the activity.
2. Participant(s) **share** the experience by describing what happened.
3. Participant(s) **process** the experience to determine what was most important and identify common themes.
4. Participant(s) **generalize** from the experience and relate it to their daily lives.
5. Participant(s) **apply** what they learned to a new situation.

This is sometimes shortened to “**Do, Reflect and Apply**”.

One example of experiential learning is in Lesson 1. Here, teens conduct self-assessments and parent surveys, discuss results with you and the entire group and then decide what they need to know to be well-prepared for a babysitting job. This process walks them through the five steps to get them to a goal of being well-prepared to babysit. In Lesson 4, they role play child behavior situations, discuss with everyone how they would respond and then, decide how they should respond in the future.

Sometimes it is hard to get the teens to respond. Keep it casual and as much like a normal conversation as possible. Try using a statement like “I learned that...” or “I felt...” Adjust your questions based upon the responses they give. Discussing the activity is actually what moves it from just a “fun activity” to a “youth development” program.

Reasons for You to Use Experiential Learning:

- More "bang for your buck" - Youth learn life skills from your activities, as well as having fun.
- You get to learn where your youth are coming from, what they are thinking, and how they are feeling.
- Instead of "information transfer," youth also learn the concepts behind what you're teaching and can apply them to new situations.
- You learn *together* with them in a cooperative way.

Benefits for Teens in Experiential Learning:

- Get to share knowledge and skills, and learn from one another.
- Get to tie new knowledge to issues and situations that are important to them in their lives.
- Take responsibility for their own learning.
- Relate experiences to their own lives.

Reviewing the Five Steps of the Experiential Learning (EL) Model

Experience - Do!

EL begins with action! As Child & Youth Services staff you provide guidance, but do not tell the teens what to do. Let them “experience” the activity. If they stumble, that's “OK”. Let them get up and try again.

Appendix D

Processing the Experience - Reflect!

Debriefing the experience is what moves an experience from action to learning. Every activity in the course has questions to ask the teens. These questions are critical; so please make every effort to include them. As CHID & YOUTH SERVICES staff, you help the teens process what they learned by:

1. Setting aside enough time to reflect on the experience(s).
2. Asking the right questions.
3. Listening to the teens carefully.
4. Planning a “safe” space for teens to reflect on what happened.
5. Supporting each teen's unique learning.

Share - Reflect!

Sharing is simply asking the teens to think about what they did. Examples:

- What did you do?.
- What did you see? feel? hear? etc.
- What part of the activity was most difficult? easiest?

Process

In this step, the questions and discussion focus on the process of the activity.

Ask:

- What steps did you use in doing the activity?
- What problems or issues came up?
- How did you deal with these problems?
- What life skill did you use? Why is that life skill important?

Generalize - Apply!

In this step, try to get the teens to focus on what the activity meant to them in a personal way, how it impacted them in relation to a life skill. (You may want to have the Life Skills chart with you for these discussions.) For example, if the teens had to work in teams on the activity, then ask them questions about teamwork. Ex. “Was there someone who took on the role of leader for the team?” “Did working together as a team make the result better?” Each activity has life skills attached to it.

Try to get the teens to make the connection. Ask:

- What did you learn from this?
- Have you ever had similar experiences?

Apply!

Here you ask youth to apply what they learned to their lives.

- How does what you learned relate to other parts of your lives?
- How can use what you learned?
- How can you apply what you learned to future situations?

The most important outcome of EL is that teens *know* they have gained new knowledge and practiced the life and project skills targeted.

Appendix E

Working with Adolescents

Since you will be working with youth just entering or already in their teen years, it is important to understand how they are growing and changing. Developmentally, young teens vary widely. Growth spurts run the gamut from small to tall, thin to stocky with girls usually maturing before boys. These physical changes may make some teens feel uncomfortable. Their thinking moves from reality based to more abstract, free-thinking. Playing with ideas is often as much fun as playing sports. Ready-made solutions from adults are commonly rejected; teens want to figure things out on their own. Staff who provide supervision without interference will do well with this age group. What that means is that you greet them as they come in, keep a watchful eye on them as they interact with others and be prepared to only step in when things don't go smoothly. It means not telling them what to do or how to do it. It means giving them "space". When you step into bumpy situations, be calm. Ask questions, but don't accuse. Your job is to provide *guidance*, to help them figure things out on their own. Small groups offer the best opportunity for teens to test ideas. Justice and equality become important issues. Opinions of peers become more important than those of parents and other adults. Teens enjoy the social interaction and acceptance they find in groups.

As puberty approaches, young teens begin a roller-coaster ride of hormones and emotions. This time period seems to present the biggest challenge to a young person's self-concept. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. Adults can help by providing activities that lead to a young person's self-knowledge.

Adults should avoid comparing young people with one another and should be careful not to embarrass them. Young people want to be part of something important and have opportunities to develop responsibilities.

Some recent information in the field of teen neuroscience can also be of help when working with teens.

In 1997, the world of neuroscience changed forever. While reviewing brain scans of teens, Jay Giedd, a neuroscientist at the National Institute of Health, noticed changes where he thought there should not have been any. There was a thickening in the part of the brain right behind the forehead. That part governs motivation, judgment and reasoning. This thickening meant new growth. How could this be? It had been accepted in the field of brain science that the brain did all its growth between 0 and 3 years of age. Any changes in the brain after that were "pruning" (getting rid of unused brain cells) and refining connections between brain cells to make the brain more efficient. Giedd spent 6 months studying scans before he was convinced what he was seeing was accurate, that this growth was actually happening in teen brains. When he published his findings, the world of brain science began (and that wasn't very long ago!).

Researcher Elizabeth Stowell at UCLA found there was an enormous loss of gray matter as the teen years progressed. Thus, the growth that Giedd noticed in the early years was reduced by pruning throughout adolescence. Some scientists suspect there is a "use it or lose it" process in play, with pathways and connections that aren't active being pruned away for greater efficiency. If true, this shows why a variety of interesting, well-delivered youth development programs can benefit youth throughout the rest of their lives! The adolescent brain is in constant, dramatic, structural change.

Appendix E

Now, researchers around the world are studying how the teen brain works. They study decision-making, risk taking, emotions, sleep, alcohol, nicotine, relationships, gender differences and other things. It seems almost weekly another article is published detailing how differently the teen brain functions compared to young children or adults. This may not be a surprise to those of you who have teens or work with them; but now science can support what you knew on a gut level.

So as you work with teens in your programs, realize their brains are in a state of change. Though they may look like adults, normal and healthy teens may not yet be ready to make sound decisions; their emotions may drive what they do, they may misinterpret words and emotional expressions, and they may not like to be directed. So, be patient, be flexible, allow for changes, focus on the “bottom line” not on the details, be positive, encourage creativity, guide, provide multiple opportunities, offer choice, look for and acknowledge growth, and have a sense of humor!

www.pbs.org/wgbh/pages/frontline/shows/teenbrain/interviews/todd.html

Appendix F

Resources:

American National Red Cross

WDC

www.redcross.org/services/hss/courses/

~ *Babysitting Training Course*

~ *on-line, downloadable materials*

Brevis

225 West 2855 South

Salt Lake City, UT 84115

800-383-3377

www.brevis.com

~ Glitterbug materials

Consumer Product Safety Commission

4330 East West Highway

Bethesda, MD. 20814

1-800-638-2772

www.cpsc.gov

~ *The Super Sitter*, overview of the babysitter's job

Nasco

901 Janesville Ave

Fort Atkinson, WI 53538-0901

800-558-9595

www.enasco.com

Anatomically correct, multicultural baby dolls, plastic food models

National 4-H Cooperative Curriculum System, Inc.

405 Coffey Hall

1420 Eckles Ave.

St. Paul, MN 55108-6068

1-612-624-4900

www.n4hccs.org

Child Development: Kids on the Grow!

National Dairy Council

3030 Airport Rd.

La Crosse, WI. 54603

1-800-939-0002 to locate local Dairy Council Office

~ food models, comparison cards, nutrition information

Appendix F

Oklahoma State University 4-H

205 4-H Youth Development Building
Stillwater, OK 74078-6063
1-405-744-8887
- Child Care materials

Poison Help Centers

1-800-222-1222
- Stickers, magnets, educational and emergency information

Strauch, B. (2003) *The Primal Teen*. New York: Doubleday.

U.S. Army Community and Family Support Center Child & Youth Services
Promise Passport Handbook

Enhance your Youth Program with Service-Learning, DeAnn Acosta,
4-H/Army Youth Development Specialist - not yet published.

University of Illinois Extension

549 Bevier Hall
905 So Goodwin Ave
Urbana, IL 61801
www.urbanext.uiuc.edu/babysitting *Business of Babysitting*. Also available on the CD “*Schools Online*” which contains 8 other interactive curricula for youth; some available in Spanish. \$16.99 (no credit cards accepted)

U.S. Fire Administration

www.usfa.fema.gov Look at the “Publications” and “Kids” sections
- Ask your local fire department for educational publications

Websites

- www.4h-usa.org
- www.national4-hheadquarters.gov
- www.charactercounts.org
- www.gocybercamp.org
- www.pa4h.cas.psu.edu

Each of these websites provides positive activities to do with children as well as teens.

Appendix G

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American Red Cross. *First Aid/CPR/AED for Schools and the Community*. www.redcross.org. Path: Health and Safety Services; First Aid, CPR, and AED Courses; Your Community.

Barber, K. *The Sitter Leader Guide*. Washington: Pacific Northwest Cooperative Extension, 1995.

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DuBois, M. *The Sitter*. Lincoln: University of Nebraska, 2002.

Josephson Institute of Ethics. CHARACTER COUNTS!sm www.charactercounts.org

Military Child Education Coalition. *How communities can support the children and families of those serving in the National Guard or Reserves*. MCEC, 2004. www.militarychild.org. Path: Publications/Research; Guard and Reserves Booklet.

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Mincemoyer, C., J. School, and D. Gregory. *Babysitting Beginnings Leader's Guide*. University Park: Pennsylvania State University, 2001.

Morita, Yuri. *Take a Walk in My Shoes: Guide Book for Youth on Diversity Awareness Activities*. University of California, 1996.

National Network for Child Care. *Targeting Life Skills Model*. Iowa State University Extension. www.extension.iastate.edu/4H. Path: Staff Members; Targeting Life Skills Program Information.

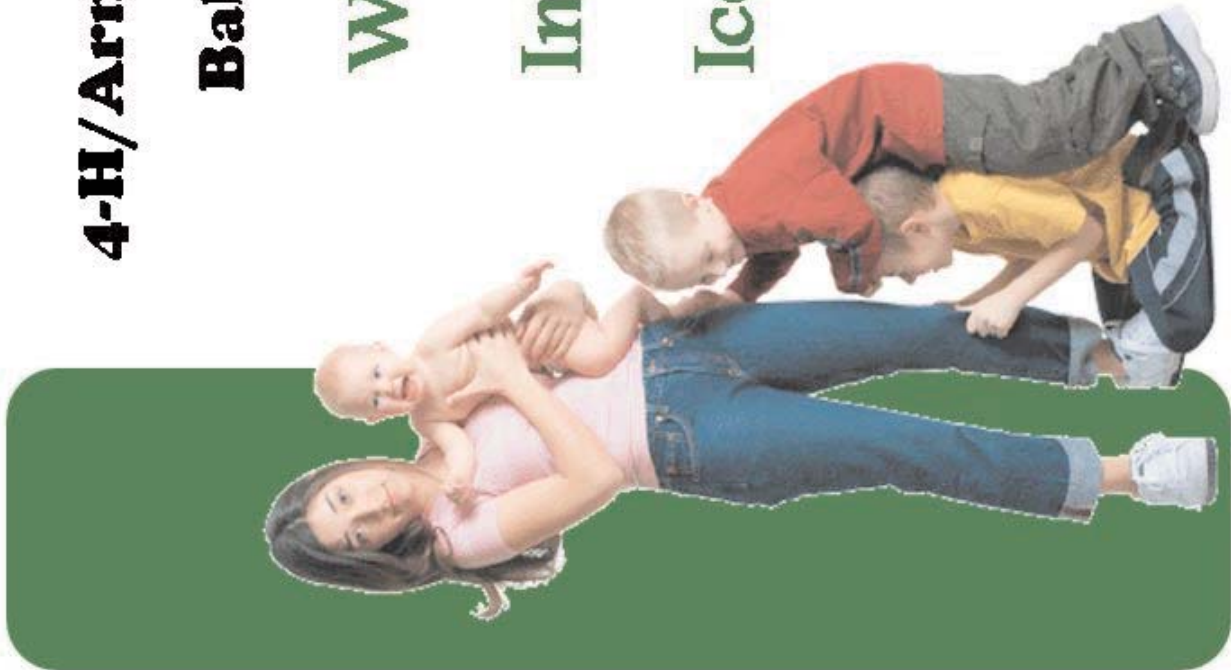
Urban Programs Resource Network. *A Guide to the Business of Babysitting*. University of Illinois Extension. www.urbanext.uiuc.edu/babysitting.

Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services

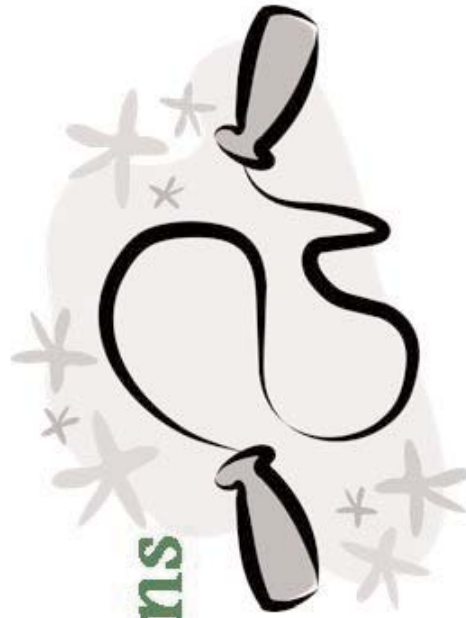
Babysitting Curriculum



Welcome

Introductions

Icebreaker



Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Background Information

4-H CYS Partnership

Youth Development and the 4-H CYS
Babysitting Curriculum

Promoting Life Skills

The Experiential Learning Model

Working with Adolescents



Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Review of Curriculum

Goals

Familiarize participants with responsibilities of babysitting

Provide participants with necessary knowledge

Teach participants skills required

Help participants develop confidence to handle situations

Help participants develop a positive attitude toward child behavior



Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Lesson 1: Curriculum Introduction

Course Requirements
Responsibilities
Skills

- Babysitter's Quiz
- Babysitter Questionnaire
- Babysitter's Magic Bag
- Joys of Babysitting
- Use Your Senses
- What I Need to Know to be a Babysitter
- Parent Surveys



Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Lesson 2: Safety



- Fire Safety
- Personal Safety
- Home Safety and Security
 - Guest Speaker
 - Babysitter's Report
 - Safety Posters
 - Role Play Safety Situations

Appendix H

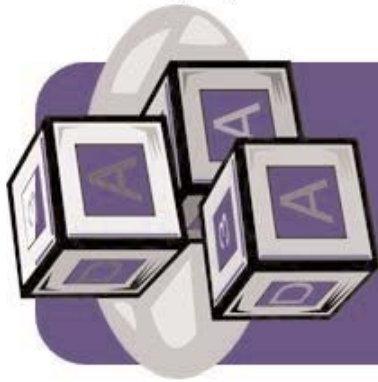
PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Lesson 3: First Aid and CPR

Basic First Aid Information
Choking
CPR

- Guest Speaker
- Poison Look~Alike test
- Boo Boo Bunnies
- First Aid Kit
- Emergency Card Game



Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Lesson 4: Child Development



Ages and Stages
Behavior
Discipline

- Ages and Stages Puzzles
- Facing Physical Challenges
- Remembering Being Little
- Seven Principles of Discipline
- Role Play Discipline Scenarios
- Mock Shaken Baby Syndrome
- Diapering

Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Lesson 5: Nutrition

Food Safety
Food Selection

- Hand Washing
- Food Choices for Children



Appendix H

PowerPoint Masters

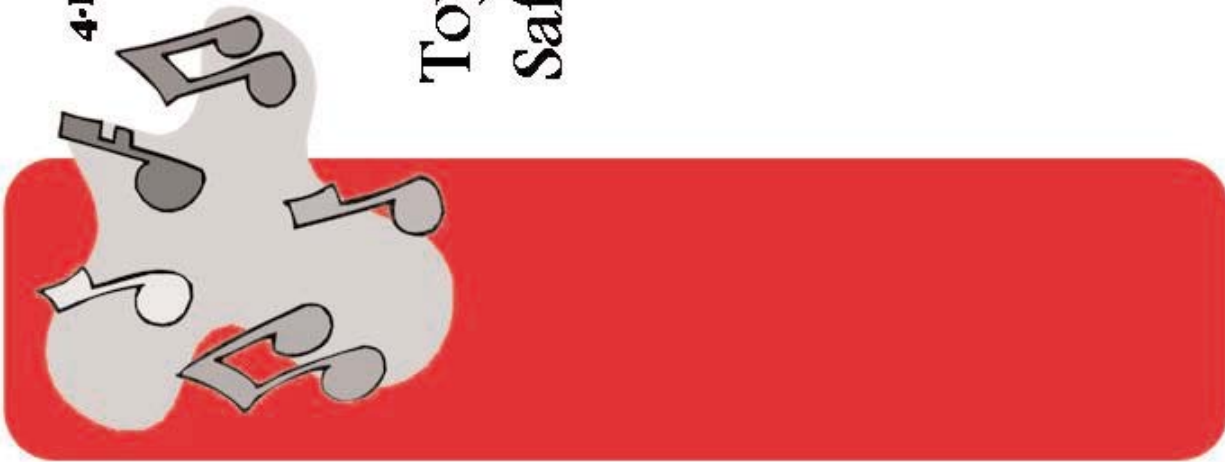
4-H/Army Child & Youth Services Babysitting Curriculum

Lesson 6:

Entertaining Children

Toys, Games, Activities Selection
Safety

- Child Entertainment Cards
- Reading Children's Books
- Fingerplay
- Musical Instruments
- Walking Outdoors
- Toy "Show and Tell"



Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Lesson 7:

The Business of Babysitting

Money Issues
Promotion
Relationships

- Guest Speaker
- Babysitting Do's and Don'ts
- Promoting Yourself



Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Lesson 8: Graduation

Demonstrations of Knowledge
Community service
Recognition

- Parent/Babysitter Role Play
- Safety Situations Role Play
- Babysitter's Magic Bags
- Presentation
- Babysitter's Quiz
- Operation Child Care
- Promise Passport
- Certificates and ID Cards
- Presentation



Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Resources

Due to the changing nature of most Internet sites, main websites links and search terms are provided instead of complete links.

www.redcross.org/services/hss/courses/

- ~ Babysitting Training Course
- ~ On-line, downloadable materials

Brevis

www.brevis.com

- ~ Glitterbug materials

Consumer Product Safety Commission

www.cpsc.gov

- ~ The Super Sitter

Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Resources

Nasco

www.enasco.com

Anatomically correct, multicultural baby dolls, food models

National 4-H Cooperative Curriculum System, Inc.

www.n4hccs.org

National Dairy Council

1-800-939-0002 to locate local Dairy Council Office
- food models, comparison cards, nutrition information

Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Resources

Poison Help Centers

1-800-222-1222

~ Stickers, magnets, educational and emergency information

Strauch, B. (2003) The Primal Teen. New York: Doubleday.

University of Illinois Extension

www.urbanext.uiuc.edu

Business of Babysitting

Appendix H

PowerPoint Masters

4-H/Army Child & Youth Services Babysitting Curriculum

Resources

U.S. Fire Administration

- www.usfa.fema.gov Look at the “Publications” and “Kids” sections
- ~ Ask your local fire department for educational publications

Websites

- ~ www.4husa.org
- ~ www.national4-hheadquarters.gov
- ~ www.n4hccs.org
- ~ www.charactercounts.org
- ~ www.gocybercamp.org
- ~ <http://pa4h.cas.psu.edu>

Appendix I Lesson Plans

BABYSITTING: LESSON PLAN

Title:

Objective:

Staff:

Special Guest:

Timeframe:

Location:

Age Range:

Males:

Females:

Materials Needed

What to Say/What to Do

Wrap-Up: What to Say/What to Do

After-Action Comments

ACTIVITIES

(Fill-in the activities you selected from the Curriculum or other resources)

Icebreaker

Activity

Life Skill Addressed

What to Say/What to Do

Appendix I Lesson Plans

BABYSITTING: LESSON PLAN 1 (*sample*)

Title: Babysitting Course Introduction

Objective: Orient participants to the course outline, operations, expectations

Staff: Fill-in trainer

Special Guest: Fill-in

Timeframe: May 1 (Tuesday) 4pm -6:30pm

Location: Youth Service

Age Range: **Males:** **Females:**

Materials Needed

- ✓ Babysitting manuals for each participant
- ✓ Babysitter Board
- ✓ Icebreaker supplies
- ✓ Activity supplies
- ✓ Copies of "Babysitter's Quiz", and pencils

What to Say/What to Do

- ✓ Give the dates and times of each session.
- ✓ Tell the participants they will be learning about what it takes to be a capable babysitter.
- ✓ They will learn about safety, first aid, food, entertainment, child development and the business aspects of babysitting.
- ✓ There will be a recognition event at the end of the course for all those who meet the requirements and their relatives, friends, etc. are invited.
- ✓ Then list the requirements (which are up to you to decide).
- ✓ Other requirements often are full participation in the activities, completing a "Babysitter's Magic Bag" and abiding by the rules at the site. Explain the
- ✓ "Babysitter's Board".

Wrap-Up: What to Say/What to Do

- ✓ Review key expectations and commitment to the course.
- ✓ Explain that the quiz is not a test; we are not grading these. You are just getting a feel for the level of babysitting knowledge the participants have.
- ✓ Have them write their names and date on the quiz as we use them at the end of course to compare pre-and post-knowledge.
- ✓ Correct any misinformation.

ACTIVITIES

(Fill-in the activities you selected from the Curriculum Or other resources)

Icebreaker:

Sharing My Childhood

1. Ask each participant to remember when he/she was a young child (you may want to give an age).
2. Have each participant share with the group a favorite food, toy, or TV show from childhood.

Favorite Babysitting Memories

1. Have each participant tell about his or her favorite childhood babysitter and explain why that person was the favorite.

Activity:

Administer the Babysitter's Quiz

Life Skill Addressed:

Assessing marketable skills

What to Say/What to Do

1. Distribute the quiz and pens or pencils. Explain that this is not a test; you are not grading these. You are just getting a feel for the level of babysitting knowledge the participants have.
2. Have them write their names and date on the quiz. After they complete them, collect them.
3. Lead a group discussion on the quiz and its answers. Correct any misinformation.
 - If you have a large group and enough adults, you may want to divide the participants into smaller groups for this discussion.
 - An adult monitor is important for each group to be sure correct information is shared.

After-Action Comments

- ✓ Did the lesson plan work?
- ✓ What would you change?
Would you invite the Guest Speaker/Trainer back for your next workshop?

Appendix J Materials List

Babysitting Curriculum Materials List

Lesson One: Babysitting Curriculum Introduction

Babysitting manuals for each participant
Parent/Guardian letter for each participant
“Babysitter Board” (flipchart or whiteboard)
Markers
Yarn or roll of toilet tissue
Scissors for yarn
Paper
Pens or pencils
Bag

Activity: **Babysitter's Quiz**
Copies of “Babysitter's Quiz”
Pens or pencils

Activity: **Babysitter's Questionnaire**
Copies of “Babysitter's Questionnaire”
Pens or pencils

Activity: **Babysitter's Magic Bag**
Paper
Pens, pencils, markers

Activity: **Joys of Babysitting**
Paper
Pens or pencils
Poster board
Markers

Activity: **Demonstration of Five Senses**
50-100 small items like marbles, peanuts in shells
6-8 items with delicate to strong odors such as onions, lemon, lavender, rose
6-8 food items with varying flavors and textures such as ice cubes,
bread crumbs
6-8 items of varying textures and surfaces such as a piece of smooth
fabric, a piece of fur, sandpaper, wooden block, elbow macaroni, etc. in an
opaque bag or box

Appendix J Materials List

- Activity:** “What I Need to Know to Be a Babysitter”
Large paper, flip chart size, if available
Markers
- Activity:** Parents Survey
Copies of “Parent Survey” (at least two per participant)

Lesson Two: Safety

- Activity:** Guest speaker
Guest speaker
- Activity:** Safety posters
Poster board or flipchart paper
Markers
- Activity:** Role play
Newspapers, magazines, etc.
Notecards

Lesson Three: First Aid & CPR

- Activity:** Teach First Aid & CPR
Guest speaker
CPR mannequins
Vinyl gloves
Face masks
Sample first aid kit
Plastic locking bags
First aid supplies, enough for each participant
- Activity:** Poison Look Alike
“Poison Look Alike” items: poison prevention information and free telephone number stickers to Babysitter Magic Bags; blue drink and window cleaner; tic tacs and caplet pain relievers; toothpaste and muscle cream or diaper rash ointment; eye drops and super glue; chocolate bar and Exlax, root beer soda bottle and beer bottle; rubbing alcohol and water bottle.
- Activity:** Boo Boo Bunnies
Washcloths (one for each participant)
Rubber bands
Ice cube

Appendix J Materials List

Activity: **Making a First Aid Kit**
Sterile gauze pads (2" x 4"), Rolls of medical adhesive tape, Adhesive bandages
One two-inch wide elastic bandage
Scissors and tweezers
Clean wash cloth
Vinyl disposable gloves
Antiseptic wipes
Containers: sealable plastic food storage bags or container with plastic lid
Indelible markers, Labels

Activity: **Emergency Card Game**
Notecards
Markers

Lesson Four: Child Development

Activity: **Ages & Stages Puzzles**
"Ages & Stages" puzzles prepared ahead of time
Colored paper
Plain paper
Pens, pencils
Adhesive tape
Scissors
Envelopes

Activity: **Physical Challenges**
Wide rubber bands
Shirt with buttons
Scissors
Markers
Lined paper

Activity: **What it was Like to be Little**
None

Activity: **Difference Between Discipline and Punishment**
"Seven Principles of Discipline" cut into strips
Scissors
Bag or box

Activity: **Effective Discipline**
Flipchart paper or whiteboard
Markers
Role play scenarios
Scissors
Notecards
Pens, pencils

Appendix J Materials List

- Activity:** **Safe Infant Handling**
Small, raw eggs or overripe small tomatoes
Empty, clean baby food or any small jar with lid
(large enough for the eggs to fit into)
- Activity:** **Safe Diapering**
Live baby or doll
Disposable and/or cloth diapers
Diaper pins and plastic pants if using cloth diapers
Wipes or washcloth, warm water and soap
Tissues
Trash receptacle
Vinyl gloves
- Activity:** **Brainstorm Issues**
Flipchart paper
Markers
Toy

Lesson Five: Nutrition

- Activity:** **Proper Hand Washing**
Glitterbugug (Source: Brevis.com) or similar product
Long wavelength UVA lamp
Liquid hand soap
Warm water
- Activity:** **Healthful Menu Choices**
Pictures of food items from magazines, grocery store flyers or food models from the National Dairy Council (1-800-939-0002) or plastic food models from NASCO (1-800-558-9595)
If time and budget allow, food items to make healthy snacks.

Lesson Six: Entertaining Children

- Activity:** **Reading, Sound and Movement Activities**
Children's books
Assorted items to make instruments (oatmeal cartons, margarine tubs, aluminum pie plates, 35mm film containers, paper towel tubes, small stones, etc.).
Drums: oatmeal box or margarine container; tape; scissors; two plastic snap on lids; construction paper or fabric scraps; spoons, pencils, dowels or sticks.
Shakers: film containers; plastic eggs; baking powder cans, oatmeal boxes or boxes with lids; dry beans, macaroni, rice, buttons, stones; tape; stapler; paper plates; hole punch; lace or yarn.
Kazoos and Horns: waxed paper; tape; cardboard tube from paper towels or toilet paper; pencil; rubber bands.
Deck of "Child Entertainment Cards"

Appendix J Materials List

Activity: Toy Show and Tell
A wide variety of toys, games, etc. in various stages of disrepair
Empty film canisters or cardboard toilet paper tubes

Lesson Seven: The Business of Babysitting

Activity: Business Aspects
Whiteboard or flipchart paper
Markers
Guest speaker (experienced babysitter)

Activity: Babysitting Do's and Don'ts
Whiteboard or flipchart paper
Markers
Plain paper

Activity: Promotional Materials
Paper
Markers
Blank business cards or notecards cut into business card size
Scissors

Final Session: Graduation

Activity: Graduation
Parent's questions on paper
Paper and pencils for participants
Paper bag
Completion certificates and wallet card, enough for each participant
Celebration refreshments

Activity: Role Play Safety Situations
Role play situations on individual pieces of paper (see page 88)

Activity: Contents of Babysitter's Magic Bag
Babysitter's Magic Bags completed by participants

Activity: Babysitter's Quiz
Babysitter's quiz, enough for all participants
Pens or pencils

Activity: Operation: Child Care and the Promise Passport
Promise Passport Participant Record
America's Promise Certificate
Promise Passport
Operation: Child Care information card
Installation Promise Passport Point of Contact

Activity: Certificates and Wallet Cards
Certificates of Completion
Wallet cards
Refreshments

European Emergency Numbers

England Civilian

Fire: 999
 Medical Emergency: 999
 Police: 999
 Poison Control Centre: 0870 600 6266
 (National Poisons Information Service
 (London Centre))

England DSN

Fire: 117
 Medical Emergency: 116
 Military Police: 114

Netherlands Civilian

Fire: 112
 Medical Emergency: 112
 Police: 112
 Poison Control Center: 030-748888

Netherlands DSN

Fire: 117
 Medical Emergency: 116
 Military Police: 114

Belgium Civilian

Fire: 100
 Medical Emergency: 100
 Police: 101
 Poison Control Center: 070-245-245
 (Centre Anti-Poisons/Antigifcentrum)

Belgium DSN

Fire: 117
 Medical Emergency: 116
 Military Police: 114

Germany Civilian

Fire: 112
 Medical Emergency: 112
 Police: 110
 Poison Control Center: 06131-19240
 (Giftberatung, multilingual)

Germany DSN

Fire: 117
 Medical Emergency: 116
 Military Police: 114

Italy Civilian

Fire: 115
 Medical Emergency: ???
 Police: 112
 Poison Control Center: 003-526-9469
 (Centro Antiveleni di Bergamo)

Italy DSN

Fire: 117
 Medical Emergency: 116
 Military Police: 114

Kwajalein Information

Fire and ambulance 911
 Poison control Hotline 1-800-222-1222
 Police emergency 805-355-4000

Japan Information

Fire and ambulance 119
 Police 110

No poison control hotline

Korea Information

Installation	Fire # from on post	Fire # from off post	Military Police # from on post	Military Police # from off post	Poison Controll # from on post	Poison Controll # from off post
Yongsan/ Hannam	911	0505-738-5020	724-3004	0505-724-3004	737-5545	0505-737-5545
Camp Humphreys	911	0505-753-7911	911	0505-753-7911	737-5545	0505-737-5545
Camp Walker /Camp George	911	0505-764-5911	911	0505-764-4141	737-5545	0505-737-5545
Camp Carroll	911	0505-765-4911	911	0505-765-4911	737-5545	0505-737-5545



