Kentucky
4-H
Babysitting
Basics
4 Fun and 4 Profit
Leader’s Guide
# Table of Contents

Introduction and Program Overview ............................................................................................................. 3-12
  Reasons for Teaching Youth to be Babysitters .................................................................................. 3
  Project Objectives ......................................................................................................................... 3
  How Youth Learn ............................................................................................................................. 4
  Experiential Learning ...................................................................................................................... 5
  Developing Life Skills ...................................................................................................................... 5
  Logic Model ........................................................................................................................................ 7
  Format of the Project ...................................................................................................................... 8
  How to Teach the Material .............................................................................................................. 9
  Evaluation .......................................................................................................................................... 9
  Planning for the Series of Sessions ............................................................................................... 10
  Helpful Background Information .................................................................................................. 10
  References and Resources ........................................................................................................ 11
  Credits ............................................................................................................................................ 11

Lesson Plans

**Session 1: Introduction to Babysitting** ................................................................................................. 13-28
  Pretest ............................................................................................................................................. 17-18
  Self-assessment # 1 ....................................................................................................................... 19-20
  Word Search: Characteristics of a Good Babysitter and Answer Key ...................................... 21, 22

**Session 2: Safely and Happily Caring for Babies and Children** ....................................................... 29-46
  Puzzle: Infant Growth Stages ....................................................................................................... 33-36
  Infant Care Cards (Instructions) for Stations ............................................................................. 37-46

**Session 3: Understanding the Big Picture** ....................................................................................... 47-58
  Puzzles: Child Development ......................................................................................................... 53-56
  Assignment: What Would You Do? .............................................................................................. 57-58

**Session: Optional – More Activities for Children** .......................................................................... 59-62

**Session 4: Emotional Needs, Guidance and Discipline** .................................................................. 63-82
  Matching Card Game—Emotional Development Stages ............................................................ 69-70
  ABCs of Child Guidance Flash Cards ......................................................................................... 71-78
  ABCs of Child Guidance Family Feud Poster ............................................................................. 79
  Child Guidance Challenge Cards ................................................................................................. 80-81

**Session 5: Caring for a Sick or Injured Child** ................................................................................... 83-90
  Sick Child Scenarios ...................................................................................................................... 88
  Cards for Activity 3 or Assignment for Care after an Accident or during an Emergency ........ 89

**Session 6: Preventing and Handling Emergencies** ......................................................................... 91-96
  Choke Tube Instructions ................................................................................................................ 96

**Session 7: Setting Up and Marketing Your Business** .................................................................... 97-102
  Customer Roster ........................................................................................................................... 101-102

**Session 8: Are YOU Ready to Babysit?** ....................................................................................... 103-116
  Babysitter’s Bag ............................................................................................................................ 106
  Handling a Difficult Situation Scenarios ..................................................................................... 107-108
  Post-Test ....................................................................................................................................... 109-110
  Self-Assessment # 2 .................................................................................................................... 111
  Pre-test and Post-test Answer Key ............................................................................................... 112-113
  Certificate ..................................................................................................................................... 114

References and Resources ...................................................................................................................... 10, 115
Credits ................................................................................................................................................... 11, 116
Introduction and Program Overview

Welcome to Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit! This curriculum is a comprehensive approach to babysitting responsibilities, child development, developmentally appropriate play and guidance, safety and health practices and business management. The adult who works with a group of 4-H youth to learn about babysitting has accepted the important roles of teacher and mentor. Congratulations and thanks for taking on this responsibility! The well-being of the children being cared for as well as the life skills development of the youth being trained are outcomes of this commitment.

Reasons for Teaching Youth to Be Babysitters

Definitions and attitudes about babysitters have changed over the years since the term was first coined in the 1930s, according to Miriam Forman-Brunell, author of Babysitter: An American History (New York University Press, 2009). Though most young people who cared for children in informal arrangements did so successfully, public attitudes about their irresponsibility on the job were sometimes wildly exaggerated. Forman-Brunell points out that several generations of parents have relied on babysitters, in spite of their bad press. If it were not for babysitters, parents over the years would have been climbing the walls of their homes because they could not leave their children unattended to go out for fun or to take care of necessities.

Forman-Brunell has created an enjoyable history and in-depth exploration of babysitters through the 20th and into the 21st Centuries. She defines babysitter as a “rather ambiguous term used to describe nonfamily as well as family members, those who are paid as well as those who are not, adults as well as youth, work that is institutionally based or takes place in the home. The term for purposes of her study refers to non-familial child-care providers who work on a temporary basis for pay, typically in the home of their employer” (Forman-Brunell, 2009, page 15).

The authors of this 4-H curriculum recognize that babysitting is a very important job. Babysitters must be responsible, mature individuals. They must know and be able to follow the directions of children’s parents and to behave in a professional manner. They must be able to implement developmentally appropriate play activities, routines of care, firm and nonviolent guidance, and discipline and safety procedures. They must be able to handle emergencies. They must be able to manage their babysitting business. Last but not least, they must be able to communicate well with their own parents about their business and about managing their lives apart from babysitting. Youth need training to learn all this information and practice all these skills. This curriculum will guide them to becoming competent 4-H babysitters.

Project Objectives

- Familiarize the participants with the responsibilities of babysitting
- Provide the participants with the information necessary to become responsible babysitters
- Teach the participants skills needed to become capable babysitters
- Help youth to develop the confidence needed to handle situations that they encounter when they babysit
- Assist youth to develop a positive attitude about the care of children

(Used by permission from Massachusetts 4-H Babysitting Course, Leader’s Guide. University of Massachusetts Extension, 2002, page 1.)
How Youth Learn

Not all youth will have success or make progress at the same rate. The following developmental characteristics are guidelines to help plan activities that are appropriate for the age of youth in your group. Remember that these are guidelines. Not all youth of the same age will be at the same developmental stage at the same time. You will need to be sensitive to diverse personalities and abilities.

This curriculum is recommended for youth who are in grades 6 and older. Before age 12 or 13, most youth are not mature enough nor have the decision-making skills required to be responsible for other children.

Grades 6 to 8: Developmental Characteristics

Young teens at this developmental stage vary widely. Growth spurts beginning with adolescence occur at a wide range of ages, with girls usually maturing before boys. These rapid changes in physical appearance may make some teens uncomfortable. Faster-developing teens may feel thrust into a more adult world they didn’t choose. Slower-developing teens may be uneasy about their lack of changes.

Young teens move from concrete to more abstract thinking. Playing with ideas is as much fun as playing sports. Ready-made solutions from adults are often rejected by young teens in favor of finding their own solutions. Leaders who provide supervision without interference will do well with this age group.

Small groups provide the best opportunity for young 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 receive 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. These youngsters face so many changes that they hardly know who they are. 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 self-discovery activities that lead young teens to self-knowledge. At this stage, adults should continue to avoid comparing young people with each other and should be careful not to embarrass them. Young people want to be a part of something important and have opportunities to develop responsibility.

Grades 9-12: Developmental Characteristics

Most teens of this age know their own special abilities and talents. In most cases, they’ve already adjusted to the many post-puberty body changes. Mid-teens tend to be wrapped up in themselves and their peer group rather than family, teachers and other adults. Relationship skills are usually more developed. Dating increases. Acceptance by members of the opposite sex is of higher importance.

Mid-teens begin to think about the future and make realistic plans. Their vocational goals influence the activities they select. Teens set goals based on their personal needs and priorities. Any goals set by others generally are rejected. As they master abstract thinking, they can imagine new things in ways that sometimes challenge adults.

These teens usually can initiate and carry out tasks without supervision. They can help younger members plan and complete their projects. They should be encouraged to take on this role. A leader can be helpful by arranging new experiences in areas of interest to teens but must be sure to allow for plenty of input from them. The leader should play the role of advisor/coach for independent workers.

“How Youth Learn” was used with permission from Penn State Babysitting Beginnings Leader’s Guide, 2001, pages 3-4)

A three-page, in-depth guide to developmental characteristics of pre-teens and adolescents can be found in a grid format at the University of Florida Extension 4-H website: http://www.florida4h.org/volunteers/training/files/Ages_and_stages.pdf.
Experiential Learning

Youth learn best through hands-on experience and practice. As they learn and discover new concepts and skills on their own, they increasingly feel that they are competent and capable of succeeding. The greatest gift adult leaders can give youth is to help them realize that they are capable of learning and mastering new skills (adapted from Penn State *Babysitting Beginnings* Leader’s Guide, 2001, page 3).

In this curriculum, adult leaders encourage youth to try to do an activity before showing them how to do it. It is built on the principles of the National Youth Development Experiential Learning Model, in which youth learn by doing, sharing what happened, processing their experience, generalizing from the experience to the real world and applying what they have learned to a similar or different situation, guided by caring and knowledgeable adults.

Developing Life Skills

*Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Project* teaches many life skills in addition to babysitting techniques. In particular, the following life skills are addressed:

**Making Decisions**

Youth who make good decisions will learn to recognize how their personal values influence their decisions and those of others. Youth learn to develop an individual decision-making process, set priorities, make informal decisions, and evaluate their own decisions.

Give youth experience in identifying their own values that influence decisions. To practice decision-making, youth need to have opportunities to identify problems, gather relevant information, compare and select alternate solutions, and explain reasons for their decisions. Allow youth to debate decisions that are not the same, anticipate results of different decisions, and discuss consequences.
COMMUNICATING WITH OTHERS
Youth who have learned to communicate well with others are able to exchange ideas and information clearly and minimize confusion for themselves and others. Their personal relationships tend to be satisfying, as they share feelings honestly, resolve conflict in healthy ways, and can both give and receive support from others as situations change.

Give youth experience in communicating in a variety of ways. Include opportunities for verbal and nonverbal (body language) communication through art, music, drama, visual presentations, and more. Encourage public as well as personal communications. Offer opportunities for exchanging ideas, sharing feelings, and encouraging other youth – even those who are different from themselves.

PROBLEM SOLVING
Youth with this skill can identify a problem, assess the circumstances, generate possible solutions, and experiment with and evaluate appropriate solutions.

Give youth opportunities to identify and resolve problems, and to reflect on the consequences of their actions. There are many role-play scenarios in this project that will engage youth in problem-solving situations.

(“Developing Life Skills” is used with permission from Penn State Babysitting Beginnings Leader’s Guide, 2001, page 4.)

TARGETING LIFE SKILLS MODEL.
Used with permission of Iowa State University Extension and Outreach. Refer to list of references for complete citation.
**Logic Model**

The Logic Model shows in a logical way how this curriculum is constructed and what the authors expect its initial outcomes (learning gained and attitudes developed), intermediate outcomes (positive behavior changes), and long-term outcomes (life skills gained) to be. This Logic Model is the road map for the curriculum.

**Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Logic Model**

**Situation:** Today’s families are stretched thin for care of children school-age and younger between heavy workloads, single parenting in many cases, elder caregiving, and children’s out-of-school activities. Extended family members often live too far away to be daily caregivers after school, evenings, weekends or in the summer. Younger children are not able to responsibly take care of themselves alone at home. Qualified short-term adult caregivers for younger children are often hard to find in the community. Middle-school and high school youth who are too young to find employment in the commercial sector are eager to earn money for personal wants and needs. They are willing to be trained as short-term child care providers, commonly known as babysitters. Extension 4-H training courses must offer at least six training hours covering safety, health, basic nutrition, child development/discipline and business practices.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Participation</th>
<th>KOSA</th>
<th>Outcomes</th>
<th>Behavior/Practices</th>
<th>SEEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4-H Youth Development and Family and Consumer Sciences agents and state specialists/associates</td>
<td>• 4-H project groups (6 hours of total instructional time): can be offered in various time configurations</td>
<td>• Individuals or groups who self-select to participate (probably in a project group). Such a group could transform into a club.</td>
<td>• Discuss qualities of responsible babysitters</td>
<td>• # of youth who can talk easily with employer parent</td>
<td>• Youth demonstrate more general sense of responsibility</td>
<td></td>
</tr>
<tr>
<td>• Volunteer project leaders</td>
<td>• Camp classes over a period of days</td>
<td>• Minimum age of youth: 12-13 years, or 6th-7th grade</td>
<td>• Discuss responsible record-keeping</td>
<td>• # who demonstrate qualities of effective sitters</td>
<td>• Youth demonstrate a positive attitude about caring for children</td>
<td></td>
</tr>
<tr>
<td>• Parents and other relatives</td>
<td>• Middle school self-employed business class</td>
<td>• Ideally a project group would consist of fewer than 20 youth</td>
<td>• Describe how to establish relationships with employer parent by interviewing them</td>
<td>• # who demonstrate responsible business practices</td>
<td>• Youth communicate better in front of a group</td>
<td></td>
</tr>
<tr>
<td>• First aid, safety and public health professionals</td>
<td>• Teen conference track titled, “Child Care” or “Beyond Babysitting”</td>
<td>• Both females and male are eligible</td>
<td>• Discuss ages and stages of children’s development applied to use of toys and routines of care</td>
<td>• # who demonstrate ability to hold, feed, change, bathe and dress infants and toddlers</td>
<td>• Youth solve problems or conflicts better</td>
<td></td>
</tr>
<tr>
<td>• Community child development trained volunteers, such as: child care providers, family resource center coordinators, Head Start teachers</td>
<td></td>
<td>• Youth with a new baby sibling might be especially interested in participating</td>
<td>• Discuss babysitting bag: why they have it, items in it and how to use it</td>
<td>• # who demonstrate ability to offer play activities to preschoolers</td>
<td>• Youth make wise decisions more easily</td>
<td></td>
</tr>
<tr>
<td>• 21st Century personnel</td>
<td></td>
<td></td>
<td>• Discuss discipline vs. punishment and list most of the ABCs of child guidance</td>
<td>• # who report using preventive and positive discipline techniques in response to misbehavior, and setting and enforcing logical consequences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Public library staff</td>
<td></td>
<td></td>
<td>• Commit to using logical consequences for misbehavior</td>
<td>• # who demonstrate correct use of safety and emergency supplies and equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social workers</td>
<td></td>
<td></td>
<td>• List the contents of a first aid kit and discuss the situations in which items could be used</td>
<td>• # who can give emergency phone numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Primary curriculum: Kentucky 4-H Babysitting Basic 4 Fun and 4 Profit</td>
<td></td>
<td></td>
<td>• Explain under what circumstances they would call the employer parent</td>
<td>• # who show sound business practices when babysitting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• American Red Cross First Aid/ CPR instruction</td>
<td></td>
<td></td>
<td>• Discuss how to establish sound business practices for their services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Online vetted sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assumptions:** Well-trained middle- and high-school age youth have shown that they are capable of providing dependable, responsible care for younger children. Babysitting offers preparation for life skills development, handling one’s own business, and becoming parents. It builds self-esteem.

**External Factors:** The larger environment that influences the family consists of community social, economic and built infrastructure; cultural beliefs and customs; natural climate; state and national laws and policies that may or may not be family friendly. Babysitting may raise the awareness of youth to these larger influences.
Format of the Project

According to national 4-H standards, youth must complete at least six hours of instruction for a curriculum to be considered a 4-H project. *Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit* contains content for eight hours of instruction and one optional hour. Each session is outlined for completion within one hour. Depending on the situation, the session outlines may be adjusted to fit within the amount of time available. If you plan to do a series of eight one-hour sessions, use the session plans as they are written. For four two-hour sessions, use two plans back-to-back on each meeting day. The authors of this curriculum have found that two-hour sessions work very well with a youth audience when they are actively engaged.

The topics at a glance are as follows:

- **Session 1: Introduction to Babysitting**
  Pre-test, babysitter self-assessment, introduction to babysitting, personal and professional qualifications for babysitting, and responsibilities of the babysitter and of the employer parent

- **Session 2: Safely and Happily Caring for Babies and Children**
  Introduction to care of infants

- **Session 3: Understanding the Big Picture**
  Appreciating differences, child development, age appropriate toys and play activities

- **Optional Session: More Activities for Children**
  Alphabet of activities, creative art ideas, children’s activities to try, songs and games

- **Session 4: Emotional Needs, Guidance, & Discipline**
  Emotional development, child guidance and discipline

- **Session 5: Caring for a Sick or Injured Child**
  How to care for a sick child, safety and accident prevention, first aid, medical care and emergencies

- **Session 6: Preventing and Handling Emergencies**
  Hand washing and other health issues and handling emergencies in the home

- **Session 7: Setting Up and Marketing Your Business**
  The business of babysitting, planning for the first job including record keeping and setting fees, and wise marketing

- **Session 8: Are YOU Ready to Babysit?**
  Review through handling the unexpected, post-test and self-assessment, certificates of participation, and presentation of babysitting bags.

How to Teach the Material

**Delivery methods:** This curriculum can be utilized in several ways: in an after-school setting such as a 4-H babysitting club or a special interest group, or in a school classroom as school enrichment.

**Organization of the lesson plans:** The format of the lesson plans is as follows: objectives, curriculum to use, background for the presenter, focus activity as participants arrive and get settled such as a review, introductory section, content areas and learning activities, review, wrap-up, extended learning activities to do at home and wrap-up. Each section of the lesson plan has a suggested time allotment noted in parentheses. These times are estimates. A small group will not need as much time as a larger group. It is the adult’s role to keep the session moving so that all material can be covered.
Experiential Learning: Each content section follows a logical format based on the National Youth Development Experiential Learning Model: Experience, Do, Reflect and Apply. The sessions are based on young adolescents’ developmental need to learn by doing through discovery, hands-on activities and games.

Evaluation

Why is evaluation of a curriculum necessary? After going to the effort of preparing and offering a babysitting course, volunteers need to know whether participants are actually able to care for the children of others in a responsible, effective manner. To find out what participants have learned, it is helpful to know what they already understand at the beginning of the course. That is why participants complete the pre-test, which is based on the objectives and topics of the course. They also complete self-assessment #1, which gets them to think about their attitudes and motivations for babysitting.

After participating in all eight sessions of the course, youth then complete the post-test, which is identical to the pre-test. The post-test measures what they know and are able to do after attending the project. They also fill out self-assessment #2, to find out if they have matured in their readiness to care for children and to be responsible to the employer parents. After finishing the last session, compare responses on the pre-test to the post-test. The post-test should show improvement. Plan to pass the evaluation information on to your county’s 4-H agent.

Planning for the Series of Sessions

Potential Partners
If you are interested in working with local partners, you might consider these: schools, family resource centers, PTA/PTO organizations, after-school child care providers, church youth groups, local clinics, or hospitals.

Marketing Methods
Talk to your county 4-H agent about good ways to advertise your sessions. Announce the 4-H babysitter training in the 4-H newsletter, social media, and local newspaper. Put up posters at schools where the target age group attends. Prepare a short paragraph and ask the school to include it in communications with parents.

Adult and Teen Volunteer Involvement
This project can be led by adult and teen volunteers. It’s better to have several volunteers assisting so that each participant has individual attention from an adult or teen at each meeting. Older teens may share their own experiences as sitters.

Civic Engagement Opportunities
All Kentucky 4-H clubs/groups are encouraged to involve youth in some type of civic engagement where they put what they are learning into action. Here are some ideas: 1) provide child care for a single parent, free of charge for 1 or 2 hours. 2) As a club, provide child care for parents during a 4-H council or other 4-H meeting. 3) Collect appropriate toys for a local day care center. 4) Encourage youth to share what they learn with friends who also babysit. 5) See if the local clinic, hospital or American Red Cross offers first aid courses. Encourage individuals or the group to complete the course.
Helpful Background Information

Reading related background information is often helpful to volunteers. Kentucky Cooperative Extension’s publication series *Keys to Great Parenting: Fun and Learning with Your Baby or Toddler* is made up of seven easy-reading publications, or “keys,” to guide parents and other caregivers of young children.

- **Keys to Great Parenting #1: Care for Yourself** at: [http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7179/fcs7179.pdf](http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7179/fcs7179.pdf)
- **Keys to Great Parenting #2: Cuddle, Talk, and Read with Your Child** at: [http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7180/fcs7180.pdf](http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7180/fcs7180.pdf)
- **Keys to Great Parenting #3: Know How Your Child Develops** at: [http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7181/fcs7181.pdf](http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7181/fcs7181.pdf)
- **Keys to Great Parenting #4: Be Playful with Your Child** at: [http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7182/fcs7182.pdf](http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7182/fcs7182.pdf)
- **Keys to Great Parenting #5: Show Your Child the World** at: [http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7183/fcs7183.pdf](http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7183/fcs7183.pdf)
- **Keys to Great Parenting #6: Teach Self-Control** at: [http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7184/fcs7184.pdf](http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7184/fcs7184.pdf)
- **Keys to Great Parenting #7: Practice Health and Safety** at: [http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7185/fcs7185.pdf](http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7185/fcs7185.pdf)

References and Resources


Combs, S. APRN, FNP, MSN (2014). Lee County, Kentucky public health official, written communication on 1/30/14, regarding changes needed in the medical and safety information in this babysitting course.


Hofer, M. (2013). Telephone communication on 9/27/13, regarding emergency teaching scenarios used with Cook County, Illinois 4-H babysitting sessions. Cook County Office, University of Illinois Extension, Chicago, IL.


Credits

In building this Extension babysitting curriculum, the authors gratefully give credit to the authors and the university Extension systems that developed several other babysitting curricula, which have been used with permission, have served as resources, or have been adapted with permission.

A Guide to the Business of Babysitting, developed by University of Illinois Extension as an entirely online resource, updated 2013. Authors are Giesela Grumbach, former Extension educator, family life; Marsha Hawley, former Extension educator, family life; Molly Hofer, currently Extension educator, family life, in Cook County, Illinois; and Lisa McMurtry, former Extension educator, family life. Permission to use personal communication relative to scenarios on emergency situations, printed in the Kentucky 4-H Babysitting Basics leader’s guide, was granted by Molly Hofer.

Babysitting Basics: First-Rate Sitters, developed by The Ohio State University Extension Service, Scioto County, 2005. Authors are Treva Williams, Extension agent for Family & Consumer Sciences/Community Development, Portsmouth, Ohio and Freda Corey, BSN, RN, Portsmouth City Health Department. This course, with full permission, served as the primary foundation for Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit.

Babysitting Beginnings, developed by Penn State Cooperative Extension, The Pennsylvania State University, College of Agricultural Sciences, 1992/2001. Authors are Claudia Mincemoyer, 4-H curriculum development specialist; Jan Scholl, 4-H family living curriculum specialist; and Debra Gregory, Extension educator, Huntingdon County. Permission to use materials cited in the Kentucky 4-H Babysitting Basics leader’s guide was granted by Amy Gregory, 4-H program coordinator.

Massachusetts 4-H Babysitting Course, developed by UMass Extension, University of Massachusetts, 2002. Authors are Mary Almon, Extension educator; Kerry Bickford, Extension educator; and Sherrie Guyott, Extension educator. Permission to use materials cited in the Kentucky 4-H Babysitting Basics leader’s guide was granted by Sherrie Guyott, currently 4-H program leader.

The extensive work of Mary S. Averbeck, Kenton County agent for 4-H Youth Development, is gratefully acknowledged in adapting and expanding the Scioto County, Ohio curriculum for her county-based babysitting training sessions. Her work forms the foundation for this current curriculum.

Special thanks is extended to Wendy Stivers, Ph.D., retired Kentucky Extension specialist for 4-H youth development, who worked tirelessly for many years to adapt and develop babysitting resources to promote 4-Hers’ skills in caring for young children.

Mary S. Averbeck, Kenton County Extension Agent for 4-H Youth Development
Carole A. Gnatuk, Ed.D., Senior Specialist for Child Development
Crystal Osborne, Owsley County Extension Agent for 4-H Youth Development
Amanda Sublett, Taylor County Extension Agent for 4-H Youth Development
Martha J. Welch, Senior Extension Specialist for 4-H Youth Development

Layout by Anna Meador and Becky Simmermacher


Drawings, pages 53-56: UK Ag Communications Services
All other images from Thinkstock.com

August 2015
Session 1: Introduction to Babysitting

Core Curriculum Area: Family and Consumer Sciences

Suitable Delivery Modes:
- Club
- Special Interest
- Camp
- School Enrichment

Grades: 6-12

Academic Expectations:
1.1 Use reference/research tools
2.16 Understand people/relationship
2.3 Analyze systems and how components work together
2.37 Demonstrate skills and work habits that lead to success
2.38 Demonstrate interviewing skills
3.1 Growth in self-concept
3.3 Ability to be adaptable/flexible
3.6 Make decisions based on ethical values
3.7 Ability to learn on one’s own
3.9 Decision-making
4.1 Use interpersonal skills
4.3 Demonstrate caring behavior
4.4 Accept responsibility for self/others
5.1 Critical thinking
5.4 Make informed decisions
5.5 Problem solving
6.1 Make connections to different subject areas

Objectives: Youth will...

- Conduct an interview.
- Record important information about the family for whom they sit.
- Learn the qualities of an effective babysitter.
- Learn the responsibilities associated with babysitting.

Curriculum to Use:
Title: Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Member Manual, Chapter 1, pp. 3-9.

Background Information for Presenter:
Read the introduction to the project in the leader's guide, pp 3-12.

Pre-Test: (15 minutes) Conduct test with participants.

Distribute the pre-test, self-assessment #1 and pencils. Instruct teens to write their name at the top and circle the best answers on the pre-test and respond to each statement on the assessment. Collect the sheets. (After the final session, you will compare responses to the post-test and give the sheets to your 4-H agent. The answer key is on pp. 112-113.)

Distribute the member’s manual to each participant. Ask members to write their name on the cover.

Introduction: (<5 minutes) Share with participants.

*Babysitting is a very important job. Parents place their children, whom they value more than anything else in life, in the care of another person, the babysitter. Parents and children want and deserve a competent babysitter. You are here to learn the qualities of a competent sitter. You’ll learn about babysitting
Life Skills:
 Marketable skills; self-esteem; decision making; keeping records; communication; social skills, concern for others; nurturing relationships

Total time: 60 minutes

Materials needed:
- Name tags
- Easel & paper or white board
- Markers
- Handouts
  - Pre-test (pp. 17-18) (one/person)
  - Self-assessment #1 (pp. 19-20) (one/person)
  - Safety checklist & family information sheet (pp. 23-24, 25-26, or 27-28) (4/person)
- Pencils or pens
- Member’s Manual (one/person)

Advance Preparation:
- Read through Leader Guide
- Gather materials
- Make copies of pre-test, self-assessment safety checklist & family information sheets

Evaluation Tool:
- End of meeting questionnaire
- Pre/post-test (beginning of Session 1 and end of Session 8)
- Open-ended questions
- Activities & games
- Checklist
- Show of hands
- Interview
- Quotes

Essential Elements:
Strive to include as many of the elements as possible in each session.
- Positive relationship with a caring adult
- Inclusive environment
- Safe emotional & physical environment
- Engagement in learning
- Opportunity for mastery
- Opportunity to see oneself as an active participant in the future
- Opportunity for self-determination
- Opportunity to value and practice service for others

responsibilities, child development, developmentally appropriate play, guidance and discipline, safety and health practices and business management.
(Ask questions that relate to the topic to get the participants involved.)

Activity 1: Interviews—Have you ever…?
(15 minutes) Conduct activity with youth.

Pair youth up with someone they do not know. Each pair has 5 minutes to interview his or her partner to find out as much as possible about him or her. Include name and at least three facts about the person. These facts can include hobbies, interests or answers to questions such as the following:
- “What is your babysitting experience?”
- “Have you ever changed a diaper?”
- “Have you ever been in an emergency situation?”

Reassemble in a large group. Each person will introduce the person they interviewed, telling their name and three things they learned about that person.

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “Was this easy to do?”

Process: “Were you comfortable or uncomfortable?”

Generalize: “Why is interviewing an important skill for babysitters?”

Apply: “How will you use these techniques on a babysitting job?”

Guided Discussion: Safety Checklist & Family Information Sheet
(5-10 minutes) Conduct activity with participants.

- Have youth look at the Safety Checklist & Family Information sheet on pp. 7-8 or 63-64 of the Member's Manual. There are three versions of this form in the Leader’s Guide. Teens may prefer to use one format over others.
- Mention that this form needs to be completed for each new family.
- Point out that the Poison Control telephone number is 1-800-222-1222. This number is used anywhere in the United States. Instruct them to write the number in the Member’s Manual.
- Pass out four extra copies of this sheet for each youth to use as they start babysitting. Members may make additional copies as needed.
- Ask each youth to read one of the questions aloud. Discuss why each is important.

- Optional Activity: If time permits, pair up youth to experience filling out the Safety Checklist & Family Information form. One member in the pair will pretend to be the parent and the other will be the babysitter asking the questions and writing down the answers.
Activity 2: Brainstorm—Qualities of Effective Sitters (5-10 minutes)

This activity relates to Qualities of Kentucky 4-H Babysitters (Member’s Manual, p. 3).

Group discussion: On large easel paper or white board, ask youth to list qualities and characteristics necessary for babysitters. They should list ideas such as:

- On time
- Neat
- Dependable
- Caring
- Fun
- Kind
- Skilled
- Safety conscious
- Responsible
- Organized
- Honest
- Like children
- Common sense
- Friendly
- Mature
- Knowledgeable

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “Which of these characteristics do you have?”

Process: Think back to when you were in the care of a babysitter. What did you like about your babysitter?”

Generalize: “Why do you think you will be a good babysitter?”

Apply: “How will you apply what you learned through the interview with the employer parents during your babysitting job?”

Guided Discussion: Responsibilities (10 minutes) Conduct activity with participants.

Taking turns, ask teens to read aloud the following sections from the Member’s Manual, pp. 4-6. Stop to discuss points with youth after each section.

- Your Responsibilities to Your Own Parents and the Employer Parent
- Your Responsibilities to the Children
- Your Responsibilities to Yourself
- Your Responsibilities to the Job
- What Should a Babysitter Expect of the Employer Parent?

Reflect: Discuss questions with youth to complete the experiential learning model.

Share: “Name one of the responsibilities mentioned.”

Process: “What happens if you or one of the other people involved forgets to carry out the responsibilities?”

Generalize: “What does the word ‘responsible’ mean?”

Apply: “How can you use what you learn about being responsible in other parts of your life?”
Extended Learning:

1. Before the next meeting, assign youth the task of practicing the interview with employer parents. Assignment: “With your own parent, neighbor, or the parents of a family for whom you have babysat, practice asking the interview questions and recording their answers on the Safety Checklist and Family Information Sheet.”

2. Assignment: Complete the Word Search on page 9 of the Member’s Manual before the next meeting.

Wrap-up and Dismiss:

Tell the group what they will do at the next session. Stress the importance of attending all sessions.

Additional 4-H Opportunities:

Prepare a demonstration or speech on some aspect of babysitting for Family Safety Day/Night or for the local 4-H Communications Competition. Complete a record book on babysitting.

References Used:

A complete list of references and resources is available on pages 10-11.

Credits/Adapted from:

This lesson plan was written by Mary S. Averbeck, Kenton County Extension Agent for 4-H YD and Carole A. Gnatuk, Ed.D, Senior Extension Specialist for Child Development, Kentucky Cooperative Extension Service, August 2015.

The companion member’s manual was adapted with the permission of the authors, from Babysitting Basics: First Rate Sitters Member’s Guide, developed by Treva Williams and Freda Corey, Ohio State University Extension Service, Scioto County, Ohio, 1997.
Session 1: Pre-Test
Kentucky 4-H Babysitting Basics Pre-Test

Name: ________________________________

1. The most important duty of a babysitter is to:
   a. Make money
   b. Entertain the kids
   c. Keep the kids safe
   d. All of the above

2. These are questions to ask parents before they leave:
   a. What time is bedtime?
   b. What allergies do the children have?
   c. When will parents be home?
   d. All of the above

3. A good babysitter avoids these activities while babysitting:
   a. Texting
   b. Talking on the phone
   c. Having friends over
   d. All of the above

4. A child you are babysitting just swallowed an unknown number of vitamins. What should you do?
   a. Call the poison control center
   b. Call the parents
   c. Both a and b
   d. Don’t worry about it

5. Babies cry for many reasons. Which is correct?
   a. Diaper wet or dirty
   b. Tired, hungry, bored, scared
   c. Sick
   d. All of the above

6. The children have gone to bed and you hear a knock at the door. What should you do?
   a. Do not open the door
   b. Peek outside to see who it is
   c. Open the door
   d. Both a and b

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

8. Always place a baby on his or her back to sleep, for naps and at night.
   TRUE               FALSE

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

10. In case of an emergency, who can help you?
    a. Your parents
    b. The child’s parents
    c. 911
    d. All of the above

11. It is normal for one infant to begin walking at 10 months and another to begin walking at one year.
    TRUE              FALSE

12. When you babysit, your responsibilities include all but:
    a. Supervising the children at all times
    b. Participating with the children at all times
    c. Taking a nap until the parent returns home
    d. Being alert to safety hazards

13. The number one way to prevent the spreading of disease is to:
    a. Wear a mask
    b. Wash your hands
    c. Take medication
    d. Take your temperature daily

14. During the time from birth to one year, a baby:
    a. Needs comfort, love, and security
    b. Learns to trust others
    c. Gets mental stimulation from being talked to
    d. All of the above

15. Play allows children to explore their world and try new things through their five senses.
    TRUE               FALSE
16. Babysitters should:
   a. Treat all children fairly
   b. Spank a child who misbehaves
   c. Stick to the parent’s rules
   d. Be patient and understanding
   e. a, c, and d
   f. a, b, c and d

17. Which of the following is not part of properly washing your hands:
   a. Wet your hands in a bowl of water
   b. Rub your hands together, washing between your fingers and the backs of your hands
   c. 20 seconds is about the time it takes to sing the “Happy Birthday” song twice
   d. Use soap

18. To maintain good business records:
   a. Make a list of the families for whom you babysit
   b. Record the date on which you provide services
   c. Write down the amount earned
   d. Keep track of your babysitting-related expenses
   e. a, b, and c
   f. a, b, c, and d

19. Children may not:
   a. Hurt themselves
   b. Hurt others
   c. Damage property
   d. a, b, and c

20. When you are guiding a child’s behavior, changing the environment may refer to all but:
   a. Going outdoors
   b. Conserving water
   c. Removing an item that is causing misbehavior
   d. Moving a child to another area
Session 1: Self-Assessment #1

Kentucky 4-H Babysitting Basics Self-Assessment #1

Name ___________________________________________

1. The number of families, other than my own, by whom I have been paid to babysit:
   _____ none   _____ 1-3   _____ 3-6   _____ 7-10   _____ more than 10

2. The most children I have cared for at one time is:
   _____ 1   _____ 2   _____ 3   _____ 4   _____ 5 or more

3. The youngest child I have ever cared for is a(n):
   _____ infant (newborn to 12 months)   _____ preschooler (3 to 5 years)
   _____ toddler (1 to 3 years)   _____ school-aged child (5 to 8 years)

4. The oldest child I have ever cared for is a(n):
   _____ infant (newborn to 12 months)   _____ preschooler (3 to 5 years)
   _____ toddler (1 to 3 years)   _____ school-aged child (5 to 8 years)

5. The longest babysitting job I ever had lasted:
   ____ 1 hour   ____ 2-3 hours   ____ 3-5 hours   ____ 5-8 hours   ____ more than 8 hours

6. My babysitting fees are:  _____ per hour  _____ extra for more children or after midnight.

7. Name three skills or concepts that you want to learn in this babysitting project.

8. What task or assignment in caring for young children do you find most challenging?
9. When you think about babysitting:

Do you feel comfortable caring for infants? _____ No _____ Yes

Can you change an infant’s diaper? _____ No _____ Yes

Do you feel comfortable caring for toddlers? _____ No _____ Yes

Do you feel comfortable caring for preschool children? _____ No _____ Yes

Can you perform basic first aid skills? _____ No _____ Yes

Can you identify common household safety hazards? _____ No _____ Yes

Can you entertain young children in fun and safe play activities? _____ No _____ Yes

Can you show how to perform the abdominal thrust technique? _____ No _____ Yes

Can you show how to control bleeding? _____ No _____ Yes
Session 1: Word Search

Characteristics of a Good Babysitter

Below is a list of words describing a good babysitter. Find these words hidden in the box of letters. Draw a circle around the hidden words. The words may be hidden horizontally, vertically, diagonally or backwards.

FUN
K I E N H F T C L S Y R E D E
KIND
M N U L L O A A O H E B N E F
NEAT
G F O S B R N F E S V A T Z A
SAFE
N Z Z W I A O E P N Y F E I S
CARING
C F H N L T T O S L L U R N C
FRIENDLY
Y M G Z U E N P D T M H T A L
HONEST
D N I K T S D N A N M G A G M
ADAPTABLE
Q O P O I E E G Q D O G I R A
MATURE
M R S B F I O C E U A B N O T
SKILLED
V V L F R K H G S A W O I V U
ORGANIZED
C E R F K N L N M W B I N M R
RESPONSIBLE
E L B A D N E P E D C L G Y E
DEPENDABLE
S K I L L E D L F S X M E R C
ENTERTAINING
O A S I H B D K C O A U D F D
KNOWLEDGEABLE
P G L W L Y Y A J K C F A Z W

Created at puzzlemaker.discoveryeducation.com Mary S. Averbeck, Kenton County Extension Agent for 4-H Youth Development.
Session 1: Word Search

**Answer Key: Characteristics of a Good Babysitter**

Below is a list of words describing a good babysitter. Find these words hidden in the box of letters. Draw a circle around the hidden words. The words may be hidden horizontally, vertically, diagonally or backwards.

- FUN
- KIND
- NEAT
- SAFE
- CARING
- FRIENDLY
- HONEST
- ADAPTABLE
- MATURE
- SKILLED
- ORGANIZED
- RESPONSIBLE
- DEPENDABLE
- ENTERTAINING
- KNOWLEDGEABLE

Created at puzzlermaker.discoveryeducation.com Mary S. Averbeck, Kenton County Extension Agent for 4-H Youth Development.
Session 1: Checklist-Version A

**Safety Checklist**

For fire, get out of the house.  
Call 911

For accident requiring immediate help,  
Call 911

- a. Tell the 911 operator your name
- b. Tell where the emergency is happening
- c. Stay on the phone and listen for directions until help arrives

Information to request from child’s parents or guardian before he/she leaves:

**Family Name:**
__________________________________________________________

**Family’s Address:**
__________________________________________________________

**Nearest intersection or landmark:** __________________________

**Parent/Guardian 1**

Phone Number  
__________________

Cell Phone Number  
__________________

Parent will CALL home at:  
__________________

Parent will BE home at:  
__________________

**Parent/Guardian 2**

Phone Number  
__________________

Cell Phone Number  
__________________

**Alternate Contact**

Phone Number  
__________________

**Family Doctor’s Phone Number**

1 (800) 222-1222

**Poison Control Center Phone Number**
QUESTIONS TO ASK EMPLOYER PARENTS

What are the children’s favorite play activities?

What are the routines for naps and bedtime? When is bedtime?

How would you like me to handle misbehavior?

What are the household rules?

What can the children eat and drink? And when?

Do the children have food, insect or other allergies?

<table>
<thead>
<tr>
<th>Children’s Names</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Safety Checklist and Family Information Sheet

Complete this form before the parents leave. Be sure all information is provided. In times of emergency, anxiety can interfere with your memory. This safety checklist will help you initiate your plan of action if an emergency occurs. The best way to handle an emergency is to be prepared. Remember! The welfare of others depends on you and your babysitting skills. This information will allow the local emergency agencies to help you.

Family Name: ____________________________________________________________
Street Address:___________________________________________________________

In case of an ACCIDENT requiring immediate help: **Call 911.**

In case of FIRE, get out of house and **Call 911.**

IF POISONING is suspected: **Call Poison Control Center: 1-800-222-1222**

**Information to request from child's parent or guardian**

Name of parent or guardian 1: _____________________________________________
Telephone where parent can be reached: ________________________________
Address where parent will be: __________________________________________

Name of parent or guardian 2: _____________________________________________
Telephone where parent can be reached: ________________________________
Address where parent will be: __________________________________________

Parent will call home at: _________(time)  Parent will be home at: _________(time)

Alternate person to call if parents can’t be reached: _______________________
Telephone: ___________________________________________________________________________________

Family doctor: _____________________________ Telephone: _____________________
Questions to Ask Employer Parent

Children’s Names & Ages:

What are the rules in the household?

What play activities are off limits or restricted?

How would you like me to handle misbehavior?

Do the children have allergies to food, insects, or other things?

What can the children eat and drink? When?

What are the routines for naps and bedtime?

What are the children’s favorite play activities?
Safety Checklist and Family Information Sheet

Complete this form before the parents leave. Be sure all information is provided. In times of emergency, anxiety can interfere with your memory. This safety checklist will help you initiate your plan of action if an emergency occurs. The best way to handle an emergency is to be prepared. Remember! The welfare of others depends on you and your babysitting skills. This information will allow the local emergency agencies to help you.

Family Name: ___________________________________________________________________

Street Address: __________________________________________________________________

In case of an ACCIDENT requiring immediate help: Call 911.

In case of FIRE: Get out of the house and call 911 from a cell phone or ask a neighbor to call 911.

In POISONING is suspected: Call Poison Control Center: 1-800-222-1222

Information to request from child’s parents or guardian

Name of parent or guardian 1: ______________________________________________________

   Telephone where parent can be reached: __________________________________________

   Address where parent will be: ________________________________________________

Name of parent or guardian 2: ____________________________________________________

   Telephone where parent can be reached: _________________________________________

   Address where parent will be: ________________________________________________

Parent will call home at: _______________ (time) Parent will be home at: ______________ (time)

Alternate person to call if parents can’t be reached: _________________________________

   Telephone: ___________________________________________________________________

Family Doctor: ____________________________ Telephone: ________________________
Questions to ask employer parent...

Children’s names & ages:

What are the rules in the household?

What play activities are off limits or restricted?

How would you like me to handle misbehavior?

Do the children have allergies to food, insects, or other things?

What can the children eat and drink? When?

What are the routines for naps and bedtime?

What are the children’s favorite play activities?
Session 2: Safely and Happily Caring for Babies & Children

Objectives: Youth will...

- Learn characteristics of the developmental stages from newborn to 18 months.
- Describe activities that a sitter can do with infants.
- Demonstrate the basic skills in taking care of an infant: holding an infant, comforting a crying infant, feeding/burping, diapering, dressing/undressing, putting to bed, and preventing choking.
- Develop confidence in handling situations as they arise.
- Develop a positive attitude about the care of children.

Curriculum to Use:

Title: Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Member Manual
Activity 1 relates to Chapter 3, page 18. The rest of the lesson relates to Chapter 2, pp. 10-15.

Background Information for Presenter:

Read the introduction to the project in the leader’s guide, pp. 3-12.

To prepare for this session with babysitters, you may find it helpful to read background information on parenting from Kentucky Cooperative Extension publication, Keys to Great Parenting: Developmental Growth Chart: http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7181a/fcs7181a.pdf and Cuddle, Talk, and Read with Your Child: http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7180/fcs7180.pdf

Review: (10 minutes) Conduct review with participants.

“You had an assignment to do for today—complete the safety checklist and the employer parent interview. Tell me how the interview went.”

“What did you learn about the children?”
“You will need to conduct the family interview with each of the families for whom you babysit. Look back over the safety checklist in the Member’s Manual, pp. 7-8 or 63-64. Do you have any questions about the information that you need to collect?”

“Last time, we talked about the qualities of a good babysitter. What were some of those qualities?”

“What are some of the responsibilities associated with babysitting?”

**Introduction to Care of Infants:**
(<1minute) *Share with participants.*

“Today, we are going to learn about infants. Caring for a baby is a big responsibility. As a Kentucky 4-H Babysitter, you will be able to approach these tasks correctly and confidently. Practicing the tasks on a doll will help build your skills and confidence.”

**Activity 1: Puzzle—Growth Stages of Infants:** (10 minutes) *Conduct activity with participants.*

This activity relates to Developmental Growth Stages of newborn to 18 months on page 18 of Member’s Manual, Chapter 3. Divide youth into 6 groups. Give each group an envelope with puzzle pieces representing sections of the chart. Instruct groups to match the puzzle pieces and picture pieces with the correct age. Youth complete the chart with small group discussion. When they are finished instruct them to call for a check by an adult. The first team finished correctly wins. Re-assemble the large group. Ask each small group to take a turn reading an age and the box with what a sitter can do.

**Activity 2: Hands-on Stations—Caring for Infants** (35 minutes) *Conduct activity with participants.*

Set up infant care stations. Place the items listed under materials needed, along with the instructions on Infant Care Cards. Assign one baby doll to each of the small groups. They will carry the doll with them as they move from station to station. At the station, the small group will read the Infant Care Card, then they will practice the skill. The groups will rotate through each station until each group has completed all skills. Adults will staff each station or browse the room offering encouragement and support.

As a group, discuss information under Bathing Toddlers/Small Children, Putting Children to Bed and Feeding Toddlers and Children.

**Alternate method:** Assign one baby doll to each of the small groups. Give each group a different infant care card to read and study. Each small group will demonstrate doing the skill in front of the large group. Using their baby doll, members of each small group will complete the process as instructors demonstrate.

**Reflect:** *Discuss questions with youth to complete the experiential learning model.*

**Share:** “What did you find to be easy in for caring for infants?”
Recruit additional adults or experienced teens to staff the stations.

**Evaluation Tool:**
- End of meeting questionnaire
- Pre/post-test (beginning of Session 1 and end of Session 8)
- Open-ended questions
- Activities & games
- Checklist
- Show of hands
- Interview
- Quotes

**Essential Elements:**
Strive to include as many of the elements as possible in each session.

- Positive relationship with a caring adult
- Inclusive environment
- Safe emotional & physical environment
- Engagement in learning
- Opportunity for mastery
- Opportunity to see oneself as an active participant in the future
- Opportunity for self-determination
- Opportunity to value and practice service for others

For a better understanding of Essential Elements, go to the website: [http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/](http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/) or the file: [http://www.4-h.org/Professional-Development/Content/4-H-Youth-Development/Essential-Elements/Essential-Elements--Key-Ingredients-for-Program-Success-Curriculum.dwn](http://www.4-h.org/Professional-Development/Content/4-H-Youth-Development/Essential-Elements/Essential-Elements--Key-Ingredients-for-Program-Success-Curriculum.dwn)

See appendices pp.WA-4 - WA-12.

**Process:**
“What steps are involved in holding an infant? Comforting a crying infant? Feeding an infant? Burping a baby? Diapering a baby? Dressing/undressing a baby? Putting an infant down to sleep?”

Reiterate the important points if the youth do not mention these. Ask the group as a whole to finish these statements:
- “Always support...the neck, head and back of very young infants.”
- “Babies cry for...many different reasons.”
- “Never heat a bottle in the...microwave oven.”
- “Never prop...a bottle and leave a child.”
- “When you change a diaper, keep one hand...on the child at all times.”
- “When dressing an infant...stretch open the neck of the top and place it over the child’s head to avoid covering the nose and mouth.”

**Generalize:**
“When babies cry are they misbehaving?”
No. They have basic needs that must be met: hunger, rest, dry bottoms, love and trust. When a need is not met, infants cry. That is not misbehavior. Crying is their way of communicating their needs.

**Apply:**
“How might you apply what you learned about caring for infants to your life as an adult?”

**Extended Learning:**
If the participants have an infant in the family or neighborhood, suggest that they ask the parent if they can practice infant care skills under the guidance of the infant's parent. (Those who do not have access to an infant may be able to use a doll.)

**Wrap-up and Dismiss:**
Tell the group what they will do at the next session. Stress the importance of attending all sessions.

**Teen Involvement:**
Older teens can be involved as teachers and can share their own experiences as sitters. Recruit experienced sitters to staff the infant care stations.

**Additional 4-H Opportunities:**
Youth may prepare a demonstration or speech on some aspect of babysitting for Family Safety Day/Night or local 4-H Communications Competition. Complete a record book on babysitting.
References Used:
A complete list of references and resources is available on p. 10-11.

Credits/Adapted from:
This lesson plan was written by Mary S. Averbeck, Kenton County Extension Agent for 4-H YD and Carole A. Gnatuk, Ed.D, Senior Extension Specialist for Child Development, Kentucky Cooperative Extension Service, August 2015.

The companion member's manual was adapted with the permission of the authors, from Babysitting Basics: First Rate Sitters Member's Guide, developed by Treva Williams and Freda Corey, Ohio State University Extension Service, Scioto County, Ohio, 1997.
<table>
<thead>
<tr>
<th>Age</th>
<th>Developmental Growth Stage</th>
<th>What the 4-H Babysitter Can Do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Talk or sing to the baby. Cuddle or hold the baby supporting the head. Allow the baby to look at bright patterned objects and faces. Rock to sleep. Change diapers. Feed the bottle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Holds onto bottle. Reaches for objects. Puts things into mouth. Looks at hands and feet. Sleeps and cries less often. Smiles and coos when spoken to. Begins to push up with arms. Rolls over.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allow the baby to look into a mirror. Play peek-a-boo. Shake the rattles with the baby. Make sure objects are clean. Keep small objects away from the baby. Change diapers. Feed the bottle. Rock to sleep.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eats solid foods in addition to formula or breast milk. Holds spoon. Will sit up with assistance at first, then without help.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play with the baby with musical toys. Talk using short phrases and allow the baby to mimic the sounds or words. Change diapers. Rock to sleep. Assist in sitting and standing on legs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crawls, pulls up, walks holding on to furniture or someone’s hand. May walk alone at one year. Feeds self with spoon. Babbles on and on sometimes. Understands “no.” Takes a long afternoon nap.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play with the baby stacking toys or blocks. Start teaching to put toys in the toy box or on a shelf. Talk using short phrases and name objects. Play Hide-and-Seek. Play music and sing. Encourage and support walking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keep under constant supervision, especially when bathing. Take walks. Play with push and pull toys. Look at pictures. Name objects.</td>
</tr>
</tbody>
</table>
Session 2: Activity 1 - Puzzle Pieces of Pictures of Toys for Growth Stage Chart for Infants

**Answer Key:**
Newborn: stuffed bear or rattle
3-5 months: rattle or stuffed bear
6-9 months: music box toy
9-12 months: blocks
18 months: wheeled scoot toy
<table>
<thead>
<tr>
<th>Age</th>
<th>Developmental Growth Stage</th>
<th>What the 4-H Babysitter Can Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newborn to 2 months</td>
<td>Sleeps a lot. Notices things and sounds. Needs head supported when held. Will begin to turn and lift head. Moves arms and legs. Cries for tending. Needs warmth and comfort.</td>
<td>Talk or sing to the baby. Cuddle or hold the baby, supporting the head. Allow the baby to look at bright patterned objects and faces. Rock to sleep. Change diapers. Feed the bottle.</td>
</tr>
<tr>
<td>3 to 5 months</td>
<td>Holds onto bottle. Reaches for objects. Puts things into mouth. Looks at hands and feet. Sleeps and cries less often. Smiles and coos when spoken to. Begins to push up with arms. Rolls over.</td>
<td>Allow the baby to look into a mirror. Play peek-a-boo. Shake the rattles with the baby. Make sure objects are clean. Keep small objects away from the baby. Change diapers. Feed the bottle. Rock to sleep.</td>
</tr>
<tr>
<td>6 to 9 months</td>
<td>Eats solid foods in addition to formula or breast milk. Holds spoon. Will sit up with assistance at first, then without help.</td>
<td>Play with the baby with musical toys. Talk using short phrases and allow the baby to mimic the sounds or words. Change diapers. Rock to sleep. Assist in sitting and standing on legs.</td>
</tr>
<tr>
<td>9 to 12 months</td>
<td>Crawls, pulls up, walks holding on to furniture or someone’s hand. May walk alone at one year. Feeds self with spoon. Babbles on and on sometimes. Understands “no.” Takes a long afternoon nap.</td>
<td>Play with the baby stacking toys or blocks. Start teaching to put toys in the toy box or on a shelf. Talk using short phrases and name objects. Play Hide-and-Seek. Play music and sing. Encourage and support walking.</td>
</tr>
</tbody>
</table>
# Growth Stage Chart for Infants

<table>
<thead>
<tr>
<th>Age</th>
<th>Developmental Growth Stage</th>
<th>What the 4-H Babysitter Can Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newborn to 2 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 to 5 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 to 9 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 to 12 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 months</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Holding an Infant

Infants like to be held close, to be talked to, and to listen to lullabies and other simple songs. As babies grow and gain more muscle control, they become easier to handle.

1. Remember to always support the neck, back, and head.
2. With the infant on his back, slide your hand under the legs and lift slightly.
3. Slide the other hand up under the back and support the neck and head with your hand.
4. Gently raise the infant up into your arms and close to your body.
5. When holding the infant, let his head and back rest upon your arm.
6. When moving the infant, replace your hand under the back, neck, and head for support.

Comforting a Crying Infant

Babies communicate by crying. Since they cannot talk, crying is how babies tell us what they feel and need. It is normal for a baby to cry for attention. These are short crying spells. The baby will quit crying when his needs are met. If the baby continues to cry and you are unable to find the cause, the baby may need medical attention.

Why do Babies Cry?

- May be hungry or thirsty
- May be lonely or bored
- May be tense or over-stimulated
- May not be feeling well.
- May have a wet or soiled diaper
- May be tired or sleepy
- May be too warm or too cold

Ways to comfort a crying infant...

Some infants are helped by rocking, walking, patting on the back, or by a pacifier in the mouth. For others, singing softly or playing music can be very soothing if played at a moderate volume. Certain stimulation, however, is irritating to any baby – for example, ringing telephones, barking dogs, and roaring vacuum cleaners.
Feeding an Infant

Feeding an infant should be an enjoyable time for both you and the baby. Bottles and bibs, spitting up and burping and messy faces are all a part of feeding the baby. Parents should have the bottles of breast milk or formula already prepared. Keep the bottles cold in the refrigerator until you are ready to feed the baby. You will be expected to warm the bottle and feed the baby according to the parents’ instructions. Before the parents leave, write down specific instructions and feeding schedules. If possible, you may want to arrange a time to observe the mother feeding the baby.

1. Wash your hands before beginning.
2. Warm the bottle by placing it in a pan of warm water. Never warm the bottle in the microwave oven because breast milk or formula can become very hot and cause serious burns to the child’s mouth or throat. Microwave ovens can heat unevenly so there may be hot spots even if the liquid feels okay when you test it.
3. Test the temperature of the liquid by shaking a few drops on your wrist. When it feels warm (not too hot or too cold), it is ready.
4. Place the bottle and a clean towel by the chair in which you will be sitting.
5. Relax. Babies are sensitive to the mood of the person caring for them. The baby will relax with you and the feeding will be easier and enjoyable.
6. Always hold the baby with his head cradled on your arm. The infant enjoys the closeness, and it is safer for him to eat in this position. Never prop the bottle and leave the baby.
7. Tuck a clean towel under the baby’s chin to catch breast milk or formula that may leak out.
8. Hold the bottle upright so the nipple is always full of liquid to prevent the baby from sucking in air.
9. Relax, rock the baby, and sing a lullaby. This is a special time with the baby.
10. Burp the baby to remove the excess air and gas from the stomach. This should be done when the baby has taken approximately one half of the breast milk or formula.
How to Burp a Baby

There are three methods. Use the method that works best for the baby that you are babysitting. The parents may be able to tell you which works for them.

Over the shoulder position:
- Place the baby facing your shoulder, supporting the head and back area with your hands.
- Pat or gently rub upward on the baby’s back until he burps.

Upright position:
- Place the baby in an upright position and lean him forward against your arm, supporting the chin with your hand.
- Pat or gently rub upward on the baby’s back until he burps.

Over the lap position:
- Place the baby face down across your lap. Be careful not to block the baby’s air way.
- Pat or gently rub upward until the baby burps.
Diapering an Infant

Check diaper wearers frequently. Some babies may fuss or cry when they need a diaper change. Others may not. It is important to remove the soiled diaper as soon as possible to prevent diaper rash and keep the baby comfortable. Notice the bowel movement to make sure it is normal. Babies usually wear diapers until they are around two to two-and-a-half years old. Ask the parents if there are any special instructions.

1. Collect all necessary supplies before you begin (disposable diaper or clean cloth diaper and a diaper cover, as well as other supplies that parents recommend). Have everything within reach.
2. Wash your hands before beginning.
3. Keep the baby under constant supervision. Never leave an infant or toddler alone on a changing table. It only takes seconds for a child to roll off a changing table.
4. With the child lying on his back, remove the soiled diaper, fold up and set aside.
5. Lift the baby by the ankles and thoroughly clean the infant’s bottom. Wipe from front to back and clean all skin folds and creases.
6. Only apply powder or ointment if instructed by parents.
7. Place a clean diaper under the baby’s bottom and pull the diaper up between the legs.
8. Fasten the front and back of the diaper as parents have instructed.
9. Dispose of the soiled contents in the toilet. Discard the diaper in the diaper pail or garbage according to parents’ instructions.
10. Always wash your hands when finished.
Dressing and Undressing an Infant or Toddler

Be gentle and do not hurry. Talk to the child so he will know what to expect next. Some children want to dress and undress themselves. This is a good time to teach them how to manage their clothes. Pullover shirts and tops can frighten children. Involve the child by allowing him to help as much as possible.

1. Stretch the neck of pullover clothing and gently guide it over the head. Avoid roughly dragging or forcing clothing over the head and face areas. This may hurt the eyes, ears, or nose, or frighten the child.

2. Draw the child’s arm or leg through the sleeve or leg of the clothing. Never force arms or legs into clothing.

3. Allow older children to assist in dressing and undressing themselves. It may take longer, but it will help them build skills, self-esteem, and confidence.

4. Teach the child to place dirty clothes in the hamper and to hang up clothing that can be worn again.
Infant Sleep Position: Why Back is Best

The American Academy of Pediatrics recommends that healthy infants be placed on their backs for sleep, as this is the safest position for breathing. Putting babies to sleep on their backs decreases their chances of Sudden Unexpected Infant Death (SUID).

Sudden Unexpected Infant Death (SUID) includes Sudden Infant Death Syndrome (SIDS) and other reasons for unexplained infant death. It is responsible for more infant deaths during the first year of life in the United States than any other cause.

Recent evidence has shown that side sleeping should be avoided for safety reasons. This recommendation of putting babies down on their backs applies to infants through the first year of life. However, it is particularly important during the first six months, when the incidence of SUID is the highest.

Also, avoid placing infants to sleep on waterbeds, sofas, or soft mattresses. Their noses can be blocked by the soft surfaces. Without air to breathe, they will suffocate and die. Always put infants to sleep on a firm surface. Do not place toys, pillows, or any other object in the bed with the infant. Be sure to ask the parents about the amount of clothing to put on the infant for sleeping. Overheating can cause SUID in young infants.

While sleeping on the back is important, infants should spend some time on their stomachs when they are awake and being observed. This will help to develop their shoulder muscles and their head control and will avoid the development of flat spots on the back of their heads.
When an Infant Is Choking

1. Place the infant facing down in a straddling position over your arm.
2. Position the head lower than the trunk and support the head by firmly holding the jaw.
3. Support the infant’s trunk by laying the infant across your thigh.
4. Deliver four back blows with the heel of your hand between the infant’s shoulders.
5. Support the infant’s back, neck, and head with your free hand and turn the infant to lie on its back. The infant is sandwiched between the arms.
6. Deliver four chest thrusts or chest compressions with 2 or 3 fingers on the center of the infant’s breastbone, just below the nipples.
7. Several cycles of back blows and chest thrusts may be necessary before the object is dislodged.

Illustration from WikiHow.com
Bathing Toddlers/Small Children

According to the American Red Cross, a babysitter should only agree to supervise baths for toddlers and young children, not for infants. Baths should be provided only if requested by the parents. If you are requested to bathe the children, ask the parents for specific instructions about the needed supplies, clothes and bathing routine. Harmful accidents can occur during bath time. A child can drown in only a few inches of water. He could turn the hot water on and get burned. She could fall and injure herself if not strictly supervised.

1. Never leave the child alone in the water, not even for a second.
2. If the phone or doorbell rings, ignore it.
3. Remove electrical appliances from the bathing area (curling irons, hair dryers, radios).
4. Always test the water temperature before allowing the child to get into the tub.
5. Place a towel in the bottom of the tub to prevent slipping.
6. Never allow children to stand up or play roughly in the tub.
7. Assist the child while undressing, getting into and out of the tub, and dressing.
8. Wipe up any water on the floor.
Bedtime is an enjoyable time with children, but it can also be a very challenging time. The time for bed may differ on weekdays and weekends. Discuss the routine with the parents and write it down so you won’t forget.

- Plan quiet activities for the 30 minutes before bed time. Activities such as reading, working puzzles, coloring, or watching appropriate television programs may calm the child.
- Let the child know about 15 minutes ahead when bed time will be. This will allow him to finish his activity.
- Be firm but friendly when enforcing bedtime.
- If the child seems frightened of the dark, try leaving on a light, keeping the bedroom door open, or staying with him for a little while.
- Check on the child every hour to make sure he is okay.
- If you are listening to music or watching television, turn the volume down low so you can hear the child if he cries or calls for you.
- Avoid using ear buds or earphones. They will keep you from hearing important sounds.
- Stay awake!
Feeding Toddlers and Children

Babysitters may be asked to prepare simple meals or warm up meals that have already been prepared. Discuss meal time with the parents. Ask for specific instructions on how to feed infants and toddlers. Meals and snacks should be easy to prepare. Trying to prepare difficult meals could require too much attention away from the children. Kitchen appliances can be tricky to use the first time. Ask the parents for specific instructions for any appliances that you may be using. A kitchen can be a dangerous place for children. Always keep them under constant supervision during food preparation and meal time.

Always wash your hands and have the children wash their hands before preparing food or eating meals.

- Seat children around the table for meals and snacks. Don’t allow them to walk around, stand, run, or play while eating.
- Always secure the straps on high chairs.
- Never leave a child unattended, whether in a high chair or seated at the table.
- Allow the children plenty of time to eat and be patient with them. Encourage them to eat slowly and chew food well.
- Never force a child to eat.
- Cut the food into small pieces and serve small portions.
- Do not get upset over spills. Clean up the spill and do not fuss at the child. Everyone has accidents.
- Remember, children mimic adults and learn by example, so set a good example with your eating habits.
- Report to the parents what and how much food the children ate.
Session 3: Understanding the Big Picture

Core Curriculum Area:
Family and Consumer Sciences

Suitable Delivery Modes:
- Club
- Special Interest
- Camp
- School Enrichment

Grades: 6-12

Academic Expectations:
1.1 Use reference/research tools
2.16 Understand people/relationship
2.3 Analyze systems and how components work together
2.37 Demonstrate skills and work habits that lead to success
2.38 Demonstrate interviewing skills
3.1 Growth in self-concept
3.3 Ability to be adaptable/flexible
3.6 Make decisions based on ethical values
3.7 Ability to learn on one’s own
3.9 Decision-making
4.1 Use interpersonal skills
4.3 Demonstrate caring behavior
4.4 Accept responsibility for self/others
4.5 Understanding/sensitivity of other cultures
5.1 Critical thinking
5.4 Make informed decisions
5.5 Problem solving
6.1 Make connections to different subject areas

Objectives: Youth will...
- Recognize and appreciate differences in people.
- Recognize the stages of development of children.
- Understand the benefits of play for children.
- Name the five rules of play.
- Choose age appropriate toys for a variety of ages.
- Appropriately care for and inspect toys for safety concerns.
- Observe children at play.
- Plan age appropriate activities for children for whom babysitting services are provided.

Curriculum to Use:
Title: Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Member Manual, Chapter 3, pp. 16-29.

Background Information for Presenter:
Read the introduction to the project in the Leader’s guide, pp. 3-12.

To prepare for this session with babysitters, you may find it helpful to read background information on parenting from Kentucky Cooperative Extension publications, Keys to Great Parenting:

- Know How Your Child Develops: http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7181/fcs7181.pdf
- Be Playful with Your Child: http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7182/fcs7182.pdf
- Show Your Child the World: http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7183/fcs7183.pdf
**Life Skills:**
Marketable skills; self-esteem; decision making; keeping records; communication; social skills, concern for others; nurturing relationships

**Total Time:** 60 minutes

**Materials Needed:**
- Name tags
- Easel & paper or white board
- Markers
- Copies of Child Dev Puzzles (pp. 53-56) (4 of each puzzle)
- Envelopes for puzzle pieces (16)
- 4 sheets of paper—cardstock works well
- Tape
- Toys or pictures or toys—collect several that are appropriate for each age group
- Age slips (p. 57)
- Assignment sheets (p. 58) (one/person)

**Advance Preparation:**
- Make 4 sets of child development puzzles (pp. 53-56). Copy each puzzle on a different color of paper. Cut the pieces apart and place pieces for each puzzle in an envelope.
- Collect an assortment of toys or pictures of toys for children of different ages. Place the toys on a table before the session starts.
- Make age level signs. Write one age level on each sheet of paper—infant, toddler, pre-school, school-age
- Optional activity: Invite a parent and infant or toddler to session and bring toys the child likes to play with.
- Prepare age slips (p. 57) for “What Would You Do?” assignment
- Make copies of the assignment worksheet (p. 58) (one/person)

**Evaluation Tool:**
- End of meeting questionnaire
- Pre/post-test (beginning of Session 1 and end of Session 8)
- Open-ended questions
- Activities & games
- Checklist
- Show of hands
- Interview
- Quotes

**Review:** (<5 minutes) Share with participants. Review topics from previous activities.

“During the last session, you learned the skills needed to care for an infant. Did you get to practice your skills? Let’s remember by reviewing what the Member’s Manual says about holding, feeding, changing a diaper, and dressing infants on pp. 10-15.”

**Guided Discussion: Appreciating Differences**
(5-10 minutes) Conduct activity with participants.

In pairs or as one group, ask participants the following questions. Write their responses on the wall chart.

“How are all people alike?”
(Look for answers about physical characteristics, sensory abilities, behaviors, basic needs such as food, clothing, shelter, safety, water, caring families and friends.)

“How are all people different?”

“How can children of the same age be different?”
(Bring out things like gender, likes and dislikes, cultural/ethnic traditions and habits, physical and cognitive abilities and skills.)

**Reflect:**
Discuss questions with youth to complete the experiential learning model.

**Share:** “What are some differences that you respect and appreciate between yourself and your friends who are your age?”

**Process:** “Think about young children that you know. What are some differences between kids your age and younger children?”

**Generalize:** Emphasize that even though people are different, all people are lovable and worthy of care.

**Apply:** “What does this talk of alike and different mean when you go to the home of a family for whom you are babysitting?”
(Write down the responses on the flip chart. Help them realize that they have to plan activities for the age group of the child but they must also consider the likes and dislikes and abilities of that particular child and the child’s family.)

“Respectfully, give some examples, not mentioning names or other characteristics that would identify the families.”
(Listen to their responses.)

“Babysitting is an excellent opportunity to learn about others and to develop your skills of care and caring. This babysitting program provides a wonderful opportunity for you to strengthen your ability to accept other human beings as the unique individuals that they are.”
Have the group read together the 4-H Babysitter’s Pledge of Appreciation of All People, p. 17 of the Member’s Manual.

Activity 1: Puzzle: Child Development (20 minutes) Conduct activity with youth.

Divide the large group into four smaller groups. Give each group a set of puzzle pieces for one of the age groups. Instruct the groups to assemble the puzzles and then decide which age group (infants, toddlers, preschoolers, and school-age children) it describes.

As a large group, have each group read each item on their puzzle. Clarify and expand as necessary. Start with the infant puzzle, then toddler, then preschool and finish with the school-age puzzle.

Lead a discussion on how children grow and change bringing up content in Developmental Growth Stages on p. 18-19 of the Member’s Manual. Have participants look at the charts to see what the babysitter might do with a child that age.

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: Lead a discussion on how children grow and change.

Process: “Do these characteristics remind you of family members, relatives or children for whom you babysit? Which age/stage is the child in?”

Generalize: “Children grow and develop in a predictable way, even though they do not all complete developmental milestones at the same time. The bottom line is that typically developing children of a certain age can be expected to be able to have the same level of abilities within a normal range. These are referred to as age appropriate behavior and characteristics. When one child differs quite a bit from another in preferences and abilities, these are called individual appropriate behavior.”

Apply: Now let’s talk about what you can do with a child when you babysit.

Introduction to Play and Toys: (5 minutes) Share with participants.

“Just like you are going to work when you accept a babysitting job, a child goes to work when she or he participates in play activities. Play is very important! It is important for you as the sitter to play with the child, not just to watch the child as she or he plays. Play is a special time because it allows children to explore their world and try new things through their five senses.”

“Most children go through the same steps when they learn to play. For example, first they learn to move a toy from one hand to the other; then they learn how to let go. But each child has his or her own way to play. Different children like different things, can do different things, and play in their own way.”
“Things that are very easy for a child are not much fun. Very hard activities are not much fun either. Play activities should match the child’s abilities. The activity should be hard enough that the child has to work at it a little. It should be interesting. But, it should not be too hard for the child to do.”

Have participants read the Five Rules of Play, p. 20 of the Member’s Manual aloud.

Lead a conversation on How to Choose a Toy, on p. 21 of Member’s manual.

Lead a conversation on Care and Checking of Toys, p. 22 of Member’s Manual. Demonstrate with toys.

Activity 2: Hands-on: Choosing Age Appropriate Toys & Play (20 minutes)

Conduct activities with participants.

Give each participant a toy or a picture of a toy. Go around the group and have each identify the youngest child for whom the toy is appropriate. If the toy is not appropriate for any child, have them tell why. Place the toys under the appropriate age heading card. From the assortment of toys, ask the youth to find examples of toys that are for active play, quiet play, sharing play, and solitary play.

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “Are the toys matched with the appropriate age?”

Process: “Are the toys safe for that age group?”

Generalize: Explain the importance of play for every area of development. Explain that babysitters are very important playmates for babies and toddlers. Little ones thrive on play when adults and youth interact with them. They learn a great deal from their play because they learn through their five senses, long before they can talk. It is said that “Play is a child’s work.”

Apply: “The best types of toys 1) challenge a child to learn, 2) are safe, and 3) match the child’s abilities.” (Ask the group members to repeat those back to you.)

Optional Activity: Observe a Parent & Child (20 minutes) Conduct activity with participants.

Invite a parent and his/her infant or toddler to your meeting. Ask the parent to bring toys the child likes to play with. Have the participants sit in a circle with the parent and child in the middle. Explain to the group that you want them to observe as the parent plays with the child. The group members will need to be quiet so the child feels safe and is not distracted. Watch the child’s behavior, reactions, and appearance based on the developmental growth chart.
Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “What did you observe? How was the parent interacting with the child?”

Process: “How did your observations relate to the principles of development and the age/stage characteristics?”

Generalize: “What are some ideas of how you would babysit a child of this age?”

Apply: Ask the parent to talk about the characteristics he/she would require in a babysitter for his/her child.

Activity 3 or Extended Learning: Make a Plan—What Would You Do?
(5-10 minutes) Conduct activities with participants.

Note: If you are planning to do the Optional Session, wait to give this assignment until the end of that session.

Assignment: Have participants draw for an age assignment. Explain the assignment and give each the assignment sheet. Let participants draw for or choose an age.

Extended Learning:

Assignment: Have participants draw for an age assignment. Explain the assignment What would you do? and give each the assignment sheet (p. 58).

Idea: Observe young children at play. Notice their age, and the types of play of interest to them.

Idea: Ask family members if there are toys that are no longer wanted that you can put in your babysitting bag.

Note: If you are planning to do the optional lesson where participants actually do some possible activities you may opt to do this activity at some other session.

Wrap-up and Dismiss:
Tell the group what they will do at the next session. Stress the importance of attending all sessions.

Additional 4-H Opportunities
Prepare a demonstration or speech on some aspect of babysitting for Family Safety Day/Night or for the local 4-H Communications Competition. Complete a record book on babysitting.

References Used:
A complete list of references and resources is available on p. 10-11.
Credits/Adapted from:
This lesson plan was written by Mary S. Averbeck, Kenton County Extension Agent for 4-H YD and Carole A. Gnatuk, Ed.D, Senior Extension Specialist for Child Development, Kentucky Cooperative Extension Service, August 2015.

The companion member’s manual was adapted with the permission of the authors, from Babysitting Basics: First Rate Sitters Member’s Guide, developed by Treva Williams and Freda Corey, Ohio State University Extension Service, Scioto County, Ohio, 1997.
Infant: Ages 6 months- 1 year old

- Reaches for toys
- Puts everything into mouth
- Needs constant attention
- Neck muscles are weak
- Makes sounds when wet, hungry, lonely
- Recognizes familiar people
- Can roll over and sit up
Toddler: Ages 1 year- 2 years old

- Walks
- Feeds self with spoon
- Drinks from a cup
- Plays alone
- Waves bye-bye; Turns pages of book
- Speaks several recognizable words
- Repeats sounds made by others
Preschooler: Ages 3 years - 5 years old

Can

hop,

jump,

and
catch

a

ball

Can

dress

and

feed

self

Can wash face and hands

Names objects and

speaks in sentences

Likes praise

Runs and walks on tiptoes

Needs rest periods
School Age: 6 years - 10 years old

May not want a babysitter

Likes to talk about interests

Has many interests

Enjoys crafts, games

Needs definite plans for amusement

Physical skills improving greatly

Has collections

Does independent projects

Friends are very important

School Age: 6 years - 10 years old

Session 3: Activity 1 – Puzzle 4
About the assignment under Extended Learning: The goal is for each participant to make a plan of what he/she would do with a child at a specific age if they were babysitting them. To assign age, prepare enough age slips for each participant to have one. Cut the slips apart. Let them draw an age out of a bag or simply assign an age to each.

<table>
<thead>
<tr>
<th>Newborn to 2 months</th>
<th>3 to 5 months</th>
<th>6 to 9 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 to 12 months</td>
<td>12 to 18 months</td>
<td>2 years</td>
</tr>
<tr>
<td>3 years</td>
<td>4 years</td>
<td>5 years</td>
</tr>
<tr>
<td>6 years</td>
<td>7 years</td>
<td>8 years</td>
</tr>
<tr>
<td>3 years</td>
<td>4 years</td>
<td>5 years</td>
</tr>
<tr>
<td>6 years</td>
<td>7 years</td>
<td>8 years</td>
</tr>
</tbody>
</table>
Assignment: What Would You Do?

You have a job babysitting a child whose age is: ____________

What would you do with the child when you babysit?

Assignment for Next Session

1) Look over the Developmental Growth Stages chart on p. 18-19. Find the age of the child you have been assigned. Read the column “What the 4-H Babysitter Can Do.”

2) Look over Alphabet of Activities for Children, pp. 23-25; Creative Art Ideas, pp. 26-27; and Children’s Activities, pp. 28-29.

3) At the next meeting, be prepared to tell what you would do when you babysit with a child who is the age you were assigned. If you want to bring examples, you are welcome to do so.

My plan:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Optional Session: More Activities for Children

Core Curriculum Area: Family and Consumer Sciences

Suitable Delivery Modes:
- Club
- Special Interest
- Camp
- School Enrichment

Grades: 6-12

Academic Expectations:
1.1 Use reference/research tools
2.16 Understand people/relationship
2.3 Analyze systems and how components work together
2.37 Demonstrate skills and work habits that lead to success
2.38 Demonstrate interviewing skills
3.1 Growth in self-concept
3.3 Ability to be adaptable/flexible
3.6 Make decisions based on ethical values
3.7 Ability to learn on one’s own
3.9 Decision-making
4.1 Use interpersonal skills
4.3 Demonstrate caring behavior
4.4 Accept responsibility for self/others
4.5 Understanding/sensitivity of other cultures
5.1 Critical thinking
5.4 Make informed decisions
5.5 Problem solving
6.1 Make connections to different subject areas

Objectives: Youth will...
- Demonstrate a variety of activities to do with children for whom they babysit.

Curriculum to Use:

Title: Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Member's Manual, Chapter 3, pp. 16-29.

Background Information for Presenter:

Read the introduction to the project in the leader guide, pp. 3-12.

Review:
(<5 minutes) Share with participants.

Review topics from previous activities.
“Last time we met, we talked about ages and stages of development that children go through. We discussed the types of things children can generally do at each age and picked out toys that would be appropriate for different ages.”

“What activities would be appropriate for a child who is 12 months? …2 years old? …4 years old? …7 years old?”

“We will continue today by talking about things that you can do with children as you babysit.”

“Today, we will do a variety of activities that you can use as you babysit.”

Tip: If several people are available to teach the activities, stations can be set up around the room and participants can rotate among the stations. The number of participants at a station at one time will be 1/3 but the instructors will have to teach the activity three times.
Life Skills:
Marketable skills; self-esteem; decision making; keeping records; communication; social skills, concern for others; nurturing relationships

Total time: 60 minutes

Materials needed:
- Name tags
- Easel & paper or white board
- Markers
- Supplies for youth to do sample activities
- Assignment sheets (one per person)

Advance Preparation:
- Read through the Alphabet of Activities (pp.23-25). Select 2 or 3 to do with youth.
- Read through the Creative Art Ideas and Children’s Activities (pp.26-29). Select 2 or 3 to do with youth.
- Collect/purchase the materials needed for activities.
- Prepare assignment sheets (one per person)
- Recruit teens to lead simple songs and games from their childhood

Evaluation Tool:
- End of meeting questionnaire
- Pre/post test
- Open-ended questions
- Activities & games
- Checklist
- Show of hands
- Interview
- Quotes

Essential Elements:
Strive to include as many of the elements as possible in each session.

- Positive relationship with a caring adult
- Inclusive environment
- Safe emotional & physical environment
- Engagement in learning
- Opportunity for mastery
- Opportunity to see oneself as an active participant in the future
- Opportunity for self-determination
- Opportunity to value and practice service for others

Activity 1: Hands-on—Do a sampling of activities from “Alphabet of Activities” (20 minutes) Conduct activity with participants.

Demonstrate and have participants do one or more of the activities, p. 23-25. Plan activities that can be completed in the time allotted.

Activity 2: Hands-on Activity from “Creative Art Ideas” or “Children’s Activities” (20 minutes) Conduct activity with participants.

Demonstrate or recruit several teens to demonstrate and lead participants in doing one or more of the activities mentioned in Creative Art Ideas or Children’s Activities, pp. 26-29.

Activity 3: Hands-on—Songs & games that require no supplies (10 minutes) Conduct activity with participants.

Lead or recruit several teens to lead simple children’s songs or games that they learned as children.

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “Of the activities we did or you have read about, which were your favorites to do with children?”

Process: “What kinds of preparation would you need to do before your babysitting job to be able to do the activities with children?”

Generalize: “What are some things you can keep in your babysitting bag to use whenever needed?”

Apply: “What important role can you fill as you babysit with children?” (Look for responses like: teacher; role model; help the children build healthy bodies and minds; role model of appropriate behavior; caring person who likes kids.)

Extended Learning:
Assignment: Have participants draw for an age assignment. Explain the assignment “What would you do?” and give each the assignment sheet.
Idea: Observe young children at play. Notice their age, types of play of interest to them.
Idea: Ask family members if there are toys that are no longer wanted that you can put in your babysitting bag.

Note: If you are planning to do the optional lesson where participants actually do some possible activities you may opt to do this activity at some other session.

Wrap-up and Dismiss:
Tell the group what they will do at the next session. Stress the importance of attending all sessions.

Additional 4-H Opportunities:
Prepare a demonstration or speech on some aspect of babysitting for Family Safety Day/Night or for the local 4-H Communications Competition. Complete a record book on babysitting.

References Used:
A complete list of references and resources is available on p. 10-11.

Credits/Adapted from:
This lesson plan was written by Mary S. Averbeck, Kenton County Extension Agent for 4-H YD and Carole A. Gnatuk, Ed.D, Senior Extension Specialist for Child Development, Kentucky Cooperative Extension Service, August 2015.

The companion member’s manual was adapted with the permission of the authors, from Babysitting Basics: First Rate Sitters Member’s Guide, developed by Treva Williams and Freda Corey, Ohio State University Extension Service, Scioto County, Ohio, 1997.
Session 4: Emotional Needs, Guidance and Discipline

Objectives: Youth will...
- Name the emotional stages of children.
- Describe the emotional needs of children at each stage.
- Name and practice the eight ABCs of child guidance.
- Model positive principles of child guidance during their care.
- Analyze and make decisions based on the situation at hand.

Curriculum to Use:
Title: Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Member's Manual, Chapter 4, pp. 30-34.

Background Information for Presenter:
Read the introduction to the project in the leader’s guide, pp. 3-12.

To prepare for this session with babysitters, you may find it helpful to read background information on parenting from Kentucky Cooperative Extension publication, Keys to Great Parenting: Teach Self-Control: [http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7184/fcs7184.pdf](http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7184/fcs7184.pdf)

Assignment Presentations:
(10 minutes) Share with participants.

"At the end of the last session, you were assigned an age and asked to answer the question, ‘What would you do?’ if you are babysitting a child of that age. I’ll ask each of you to share your plan. Who would like to go first?"
Life Skills:
Marketable skills; self-esteem; decision making; keeping records; communication; social skills, concern for others; nurturing relationships

Total time: 60 minutes

Materials needed:
- Name tags
- Easel & paper or white board
- Markers
- Pencils or pens
- Large card or cardstock paper (11 sheets)
- Emotional Dev matching game (pp. 69-70)
- Foam core board (20’ x 30”) 1 piece
- Family Feud poster (p. 79)
- Glue or tape
- Poster board or heavy paper
- Self-stick hook & loop dots
- Small ball (sot type) (for alternate activity2)
- Child Guidance Challenge cards (pp. 80-81)

Advance Preparation:
- Prepare the Emotional Dev matching game (pp. 69-70). Make one copy of the charts. Cut the cards apart.
- Print out a set of cards for the ABCs of Child Guidance (pp. 71-78).
- Prepare the Family Feud Game (p. 79). You will need to enlarge the “Family Feud” page to poster size. Some Extension offices have poster making equipment; check with your 4-H agent. Otherwise, take the page to a local print shop and have it enlarged to 20x30 inches. Glue or tape it to a piece of 20 X 30 inch foam board. Cut long strips of heavy paper or poster board to cover each response. Put self-stick hook dots on each end of the poster board covers. Put corresponding loop pieces on the poster board. When play begins, the responses should be covered.
- Prepare the Child Guidance Challenge cards (pp. 80-81). Cut the cards apart on dotted lines.

Introduction to Emotional Needs:
(1 minute) Share with participants.

“As children develop, their emotional needs change as well as their physical needs. These emotional needs can be separated into four stages: Newborn to 1 year—their emotional stage is ‘trust & security’; 13 months to 3 years—self-control & autonomy; 3 to 5 year—initiative & imagination; and 6 to 10 years—industry & formal learning. Let’s do an activity to learn more about emotional stages.”

Activity 1: Matching Game—Emotional development
(15 minutes) Conduct activity with youth

Divide the large group into 8 small groups. Hand each small group an emotional development card. Ask members to find the small group with the age/emotional stage and characteristics that match developmentally. Once they have completed matches. Have the matching teams read the information on the cards to the large group. (Activity relates to p. 30, member’s manual.)

Lead a discussion on the Emotional Needs of Children and crying from the member’s manual, p. 31.

Follow up to discussion...

“Children are individuals. They learn very early in life that there are some things that they like and there are other things that they don’t like. This is all part of being an individual.”

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: What happens when a child’s emotional needs are met?” (Satisfied, content)

Process: “What do children often do when their emotional needs are not met?” (Cry)

Generalize: “Let’s talk more about crying. Infants communicate their need to adults by crying when they are uncomfortable. What are some reasons that infants cry?” (Responses: lonely, too cold, too hot, hungry, need a diaper change; when teething, gums may hurt; they may be getting sick)

Apply: “What can you do when a baby is crying?” (Responses: Try to find out why; take care of the problem quickly if possible; know that infants feel safe and learn to trust when their needs are met.) (Repeat the responses you were looking for.)

Generalize: “Toddlers are talking and are able to verbally express most of their needs. They are learning that they can do things themselves. They are establishing independence and they like being able to have some control over their environment.
**Evaluation Tool:**
- End of meeting questionnaire
- Pre/post-test (beginning of Session 1 and end of Session 8)
- Open-ended questions
- Activities & games
- Checklist
- Show of hands
- Interview
- Quotes

**Essential Elements:**
Strive to include as many of the elements as possible in each session.
- Positive relationship with a caring adult
- Inclusive environment
- Safe emotional & physical environment
- Engagement in learning
- Opportunity for mastery
- Opportunity to see oneself as an active participant in the future
- Opportunity for self-determination
- Opportunity to value and practice service for others

For a better understanding of Essential Elements, go to the website:
http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/ or the file: http://www.4-h.org/Professional-Development/Content/4-H-Youth-Development/Essential-Elements/Essential-Elements--Key-Ingredients-for-Program-Success-Curriculum.dwn
See appendices pp.WA-4 - WA-12.

They like making their own decisions. However, their decision may not be what is needed at the time. Why would a toddler cry?” (Responses: to express their disagreement with situations; tired; sleepy but they want to stay awake.)

**Apply:** “What can you do when a toddler cries?” (Responses: try to find out why; take care of the problem quickly if possible; be patient and try to console the child who is frustrated or tired.)

**Generalize:** “As children grow older, the reasons they cry become more complex. Why do older children cry?” (Responses: because they have suffered a physical injury in an accident; because something or someone has hurt their feelings; maybe they have lost or broken something; because they are afraid of something; they didn’t get what they wanted.)

**Apply:** “As the reasons for crying become more complex, the solutions also become more difficult. What can you do when on older child cries?” (Responses: talk to the child and ask why he/she is crying; take care of the problem if possible; If the problem cannot be taken care of, listen to the child and help him feel that you understand that he is upset; listen if he wants to talk; do not insist that the child talk about the situation if he feels better dealing with the problem quietly or alone; offer to help if possible.)

**Guided Discussion: Child Guidance & Discipline**
(10 minutes) Conduct activity with participants.
Prepare to do a mini lecture covering the content on Child Guidance on pp. 32-33 in the member’s manual.

- Ask, “Do infants misbehave?” After a few responses, continue: “No. They have basic needs that must be met—hunger, rest, dry bottoms, love and trust. When a need is not met, infants cry. That is not misbehavior. Crying is their way of communicating their needs.”

- “Life is more complicated when dealing with toddlers, preschoolers and school-age children, because they are learning what acceptable behavior is and what is not as they grow older. 4-H babysitters learn by experience how to use guidance and discipline techniques to work with children. Babysitters help them learn how to express their emotions in acceptable ways. Sometimes children want to have or to do something that is clearly something they cannot have or do. Then a conflict arises between the babysitter and the child. In that case, babysitters have to set a limit on that want. Setting that limit may cause anger and upset. Babysitters learn that they must be strong and enforce that limit. The child’s parents want babysitters to be strong while they are gone.”

- Refer to the sections on Child Guidance and The ABCs of Child Guidance on pp. 32-33 of the member’s manual. Have the youth read in unison the bullets under Babysitters should…. 
• As you go over the content in *The ABCs of Child Guidance* hold up the word card to draw attention to the word (pp. 71-78).

• After you complete the list, go through the ABCs as if it is a cheer...You say, “Give me an A” and the youth respond, “Attention—Pay attention to positive behavior.” Continue until the participants can say all 8 statements.

• “Discipline instead of punishment. The goal of child guidance is different than the goal of punishment, both physical and psychological forms of it. What is the difference? Punishment is hurting children to get them to behave. Punishment can be physical, such as spanking, slapping or worse. It can also be permanently hurtful to children’s feelings, such as belittling, being sarcastic, or calling bad names. Neither of these forms of punishment helps children learn how to behave better. Children may avoid punishment by not behaving in a particular way. However, they also learn that hitting and putting people down are acceptable ways to behave. They are likely to behave that way toward family members as they grow to be adults themselves. Nonviolent discipline is a much better way to help children learn acceptable behavior.”

• “The goal of child guidance and discipline is to help children learn self-control. It is important to communicate with the child’s parents and to get to know the child well in order to be an effective babysitter in regard to guidance and discipline.”

Activity 2: Family Feud Game—ABCs of Child Guidance
(10 minutes) *Conduct activities with participants.*

Divide the group into two teams or “families.” Each team may choose a leader. Ask the leader of each team to give a child guidance technique. The tip closet to the top determines which family goes first. Each member of the family will try to name one of the eight techniques. When a correct technique is named, the poster board cover is removed. If the team gives an incorrect or no response, the other team gets a chance to steal and complete uncovering the board.

Alternate Activity: Ball Toss—ABCs of Child Guidance
(10 minutes) *Conduct activity with participants.*

As a review for this section, play a ball toss game. Each participant will stand in a circle. One person starts with ‘A’ and says the child guidance technique for ‘A’—“Pay attention to positive behavior.” This person throws the ball to another person and the second person says the technique for ‘B’. “Be kind, positive, affectionate and thoughtful.” Continue on in this manner in A, B, C order, tossing the ball to someone who has not yet had a turn. Instruct the group that everyone needs to have a chance to participate holding the ball and speaking. Start over at ‘A’ if youth need more practice. Stop when everyone can quickly say the technique or the allotted time is up.
Activity 3: Child Guidance Challenge  
(10 minutes) Conduct activities with participants.

Divide the group into 8 small groups. Give each group a challenge card to discuss, p. 80-81. Announce that each group has 5 minutes to come up with one or more solutions. Have everyone return to the large group to present their solution using the following format.

Reflect:  
Discuss questions with youth to complete the experiential learning model.

Share: Allow the first group to report their solution. Follow up by asking the following two questions of each group.

Process & Generalize:  
1) “What is important in this scenario?” (Always bring out that the goal of child guidance is to help the child learn self-control and respect for self and others.)  
2) “Which of the ABCs of Child Guidance could be used in each situation?” Continue with reports and questions until all have shared.

Apply: In concluding this section, discuss with participants the big picture of the developmental level and the personality of the child in forming realistic expectations for that child’s behavior. Help participants remember…

“Sometimes a light touch—a bit of gentle humor, redirection to another activity if trouble is anticipated, a warning with a few minutes to spare before a transition to cleaning up or getting ready for bed—can prevent a conflict and a need for discipline.”

“This reminds me of an old proverb: ‘An ounce of prevention is worth a pound of cure.’ How does that saying apply to this lesson?”

Extended Learning:

Idea: Suggest that participants observe babies and toddlers around them—in their own family, neighbors, in restaurants, while shopping, etc. Try to guess the ages of the children by their size, characteristics, and behavior.

Wrap-up and Dismiss:

Tell the group what they will do at the next session. Stress the importance of attending all sessions.

Additional 4-H Opportunities:

Prepare a demonstration or speech on some aspect of babysitting for Family Safety Day/Night or for the local 4-H Communications Competition. Complete a record book on babysitting.
References Used:

A complete list of references and resources is available on pp. 10-11.

Credits/Adapted from:

This lesson plan was written by Mary S. Averbeck, Kenton County Extension Agent for 4-H YD and Carole A. Gnatuk, Ed.D, Senior Extension Specialist for Child Development, Kentucky Cooperative Extension Service, August 2015.

The companion member’s manual was adapted with the permission of the authors, from Babysitting Basics: First Rate Sitters Member’s Guide, developed by Treva Williams and Freda Corey, Ohio State University Extension Service, Scioto County, Ohio, 1997.
### Children’s Characteristics

#### Age: Newborn to 1 year

**Emotional Stage:** Trust & Security

- Children need warmth and comfort, love and security.
- They enjoy being with people.
- Talking to them gives them mental stimulation.
- They learn to trust others and the things around them through acts of care.
- Trust is established and the child feels secure when there is a loving, caring person around him.

#### Age: 13 months to 3 years

**Emotional Stage:** Self-Control & Autonomy

- Children need attention, love and security.
- In learning to do things for themselves, children this age learn independence and start to develop self-control and take on their own identity.
- They express their independence by saying “No.”
- They want to make their own decisions about what they want to do, such as taking a walk, playing with toys, watching television or the clothes that they wear.
<table>
<thead>
<tr>
<th>Age: 3 to 5 years</th>
<th>Emotional Stage: Initiative &amp; Imagination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Characteristics</td>
<td>At this age,</td>
</tr>
<tr>
<td></td>
<td>• Children have a sense of autonomy and independence.</td>
</tr>
<tr>
<td></td>
<td>• They are learning about the world around them.</td>
</tr>
<tr>
<td></td>
<td>• They want to trust people and they want to have friends.</td>
</tr>
<tr>
<td></td>
<td>• They are beginning to learn about social activities.</td>
</tr>
<tr>
<td></td>
<td>• Caring and loving adults are very much needed at this time to protect their environment and to set limits and expectations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age: 6-10 years</th>
<th>Emotional Stage: Industry &amp; Formal Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Characteristics</td>
<td>At this age,</td>
</tr>
<tr>
<td></td>
<td>• Developing a routine is important. Children develop self-confidence by doing routines of self-care and attending school.</td>
</tr>
<tr>
<td></td>
<td>• They are influenced by examples and expectations of adults.</td>
</tr>
<tr>
<td></td>
<td>• It is very important that they receive recognition for achievements and encouragement for polite manners and respectful behavior.</td>
</tr>
</tbody>
</table>
Attention

Pay attention to positive behavior.
Be kind, positive, affectionate & thoughtful.
Choices

Offer choices only when you are willing to abide by the child’s decisions.
Do

Tell the child what to do, instead of the “don’t do’s.”
Environment

Change the environment to improve the child’s behavior.
Focus on the expected behavior before an activity.
Give a 5-minute warning before an activity ends.
Help child adhere to three rules... may not hurt self, others, or damage property.
The ABCs of Child Guidance

A. Pay **ATTENTION** to positive behavior.

B. **BE** kind, positive, affectionate and thoughtful.

C. Offer **CHOICES** only when you are willing to abide by the child’s decisions.

D. Tell the child what to **DO**, instead of the “don’t do’s.”

E. Change the **ENVIRONMENT** to support the child’s behavior.

F. **FOCUS** on the expected behavior before an activity.

G. **GIVE** a five-minute warning before an activity ends.

H. **HELP** the child adhere to three basic rules:
   - A child may not hurt himself or herself.
   - A child may not hurt others.
   - A child may not damage property.
Challenge 1
The two children you are babysitting, Brandy, age 7 and Toby, age 4, want to watch a show on television that the parents told you they are not allowed to watch. What do you do?

Challenge 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 appointment. You need to ask her the information on the Safety Checklist (in your member’s manual) before she leaves. What do you do?

Challenge 3
You are babysitting for Nylie, age 3, and her parents have just left. She is crying inconsolably and you can’t seem to comfort her. What do you do?

Challenge 4
You are babysitting for Raquel, age 6, and Tommy, age 8. They are fighting over a toy that they both want. What do you do?
Challenge 5
You are babysitting for Cody, age 7. It is his bedtime and he refuses to go to bed. What do you do?

Challenge 6
You are babysitting for Dominic, age 8. He has been playing computer games for over an 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. What do you do?

Challenge 7
You are babysitting for Claire, age 5. You have put her to bed and she has called you into her room several times because she is scared. She doesn’t want to be left alone in her bedroom. What do you do?

Challenge 8
You are babysitting Juan. Age 4. You are in the kitchen and Juan demands soda, but his mother said he could not have soda. Juan is getting mad and starts to kick the kitchen cabinets. What do you do?
Session 5: Caring for a Sick or Injured Child

Core Curriculum Area:
Family and Consumer Sciences

Suitable Delivery Modes:
- Club
- Special Interest
- Camp
- School Enrichment

Grades: 6-12

Academic Expectations:
1.1 Use reference/research tools
2.16 Understand people/relationship
2.3 Analyze systems and how components work together
2.37 Demonstrate skills and work habits that lead to success
2.38 Demonstrate interviewing skills
3.1 Growth in self-concept
3.3 Ability to be adaptable/flexible
3.6 Make decisions based on ethical values
3.7 Ability to learn on one’s own
3.9 Decision-making
4.1 Use interpersonal skills
4.3 Demonstrate caring behavior
4.4 Accept responsibility for self/others
4.5 Understanding/sensitivity of other cultures
5.1 Critical thinking
5.4 Make informed decisions
5.5 Problem solving
6.1 Make connections to different subject areas

Objectives: Youth will...

- Demonstrate an appropriate handwashing technique.
- Demonstrate processes involved in caring for a sick child.
- Demonstrate basic procedures to follow in handling an emergency situation until help arrives.
- Analyze a situation and determine a course of action.

Curriculum to Use:
Title: Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Member Manual, Chapter 5, pp. 35-50.

Background Information for Presenter:
Visit the following websites to learn more about correct handwashing and the reasons why handwashing is so important to good health.


Review Activity: ABCs of Child Guidance (5 minutes) Conduct activity with youth.

Use the “contaminated” Koosh-type ball that you prepared in advance for the review. Explain to the youth that you want to review the ABCs of Child Guidance that they learned at the last session. Have the participants stand in a circle. The first person starts with ‘A’ and says the child guidance technique for “A—Pay attention to positive behavior.” This person throws the ball to another person and the second person says the technique for ‘B’ and so on. Start over at ‘A’ if youth need more practice. Remind the youth to throw the ball to someone who has not had a turn (so that all have a chance to hold the ball).
**Life Skills:**
Marketable skills; self-esteem; decision making; keeping records; communication; social skills, concern for others; nurturing relationships

**Total time:** 60 minutes

**Materials needed:**
- Name tags
- Easel & paper or white board
- Markers (several colors)
- Cardstock paper or white paper
- Pencils or pens
- Member Manual (one/person)
- Access to a restroom with a supply of soap and paper towels
- Washable, Koosh-type ball
- Zip-type bag
- Fluorescent powder
- Black light or ultraviolet lamp
- Set of sick/injured child scenario cards (p. 88)
- Props for teaching caring for a sick child such as: medicine dropper; gloves; wash cloth; diaper; bandages
- Set of accident & emergency care cards (p. 89)

**Advance Preparation:**
- Look at the websites mentioned under “Background Information for Presenter.”
- Borrow a handwashing kit from the county Extension office or order supplies. See Additional Resources (p.86).
- Place the Koosh-type ball in a plastic re-closeable bag with the fluorescent powder from the handwashing kit. Shake it a bit. It should be covered with the invisible powder and ready for play during the review.
- Make one copy of the sick/injured child scenarios (p. 88). Cut the cards apart on the dotted lines.
- Make one copy of the accident & emergency care cards (p. 89). Cut the cards apart on the dotted lines.

During the activity, the participants may make comments that their hands feel dirty. Don’t react until everyone has held the ball.

**Activity 1: Handwashing**
(20 minutes) Conduct activities with participants.

Ask, “Do your hands always look dirty when they are dirty?”

“The number one way to prevent disease and keep germs from spreading is proper handwashing. As you played the game, you got powder on your hands. The powder is harmless but it represents germs that get onto your hands as you touch things throughout the day.”

“If you place your hands under a UV light, you will see the pretend contaminants.”

Let each examine their hands under the light. Afterwards instruct them to go to the restroom and wash their hands with soap and water. (Don’t imply that they need to wash any differently to what they normally do.)

After they return, ask, “Are your hands clean?” Use the ultraviolet light to see. Any visible glowing indicates residual contamination. These are areas that need particular attention when washing hands.

Explain the proper handwashing technique, giving tips mentioned at the CDC and KidsHealth websites. As is mentioned on the sites, demonstrate scrubbing your hands for 10 to 20 seconds by singing or humming the “Happy Birthday” song through twice. Have members refer to the instructions included in the member’s manual, Chapter 5, pp. 35-36.

**Reflect:**
Discuss questions with youth to complete the experiential learning model.

**Share:** “What did you discover about your handwashing habits?”

**Process:** “What does handwashing have to do with babysitting?”
Among their responses: Young children may get sick when they encounter other people with illnesses.

**Generalize:** “What are other situations when you should specifically wash your hands?” Their responses should include: after using the toilet; before putting our hands around our face; after sneezing/coughing; before and after handling food.

**Apply:** “What do you need to remember about handwashing?”
Responses should include: “To prevent the spread of disease or illness, we must wash hands frequently and long enough in warm, soapy water to destroy the germs or bacteria.”

**Introduction to Caring for a Sick Child:**
(2 minutes) Share with participants.

“Today, we are going to learn about caring for a sick or injured child and handling
Evaluation Tool:
- End of meeting questionnaire
- Pre/post-test (beginning of Session 1 and end of Session 8)
- Open-ended questions
- Activities & games
- Checklist
- Show of hands
- Interview
- Quotes

Essential Elements:
Strive to include as many of the elements as possible in each session.
- Positive relationship with a caring adult
- Inclusive environment
- Safe emotional & physical environment
- Engagement in learning
- Opportunity for mastery
- Opportunity to see oneself as an active participant in the future
- Opportunity for self-determination
- Opportunity to value and practice service for others

For a better understanding of Essential Elements, go to the website: http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/ or the file: http://www.4-h.org/Professional-Development/Content/4-H-Youth-Development/Essential-Elements/Essential-Elements--Key-Ingredients-for-Program-Success-Curriculum.dwn
See appendices pp.WA-4 - WA-12.

Emergencies. Medical care deals with keeping a child well. First aid is needed when a child suddenly becomes sick or after an accident has happened. An emergency demands immediate action and may require help from emergency personnel. Babysitters need to be prepared to provide care, first aid, and handle an emergency situation calmly.

"Let’s talk about caring for a sick child. Children may become ill while you are babysitting or you may be asked to babysit a child who is sick or requires routine medical care. When children do not feel well, they need and want the attention of a caring person. When parents must leave a sick child with a babysitter, they need to know that the babysitter will pay particular attention to the emotional needs of their sick child."

Show youth where information is located in the member’s manual, Chapter 5, pp. 36-40.

Activity 2: Scenarios—Caring for a Sick or Injured Child
(15 minutes) Conduct activities with participants.

Give each participant or pair of participants one of the eight Sick Child Scenarios (p. 88) on caring for a sick or injured child to teach to the group. The scenarios deal with: medications; nausea & vomiting; sickness such as cold/flu; fever; diarrhea; earache; something in the ear/nose; and minor bleeding. Suggest that they look over the related information under Caring for a Sick Child in the member’s manual, pp. 36-40. Give them 5 minutes to plan how they will handle the situation. Bring the entire group back together and let each report to the large group. If some sections were not covered by youth, briefly review those with the group.

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “What did you find difficult about caring for a sick child?”

Process: “No matter what was wrong with the child, what was common in how you care for the child?”

Generalize: “Were all of the tasks involved in caring for a sick person pleasant?” “What do you do when they aren’t pleasant?”

Apply: “How will you use the information that you learned today later in life?”

Introduction to Accidents:
(5 minutes) Share with participants.

As a large group, go over the information under Accidents and the four steps in handling an emergency in the yellow box (Chapter 5, pp. 39-40 of the member’s manual).
Activity 3: Handling the Situation until Help Arrives
(10 minutes) Conduct activity with participants.

You will be preparing the youth for an activity they will do at the next session. Using the Accident & Emergency Care Cards (p. 89), assign (or let youth pick) a situation to each participant or pair of teens. During the remainder of the time today let them prepare to demonstrate or explain the process to the whole group at the next session. The process is located under Caring for a Child after an Accident or during an Emergency until Help Arrives (member’s manual, pp. 41-50). The sixteen situations are: major bleeding; burns; dislocations, muscles, strains & sprains; stock; allergic reactions; insect stings & bites; head injuries; nose bleeds; eye accidents; breathing emergencies; choking; and poisoning.

The presentations will be more interesting and often more clear if you or the teens bring in props to use in demonstrations. Give youth 5 to 10 minutes to plan. Each individual or pair will explain the process of handling the situation until help comes at the next session.

Extended Learning:

Encourage youth to be prepared to demonstrate or explain the procedure at the next session.

Wrap-up and Dismiss:

Tell the group what they will do at the next session. Stress the importance of attending all sessions.

Additional Resources:

Handwashing kits usually contain a black light or ultra-violet (UV-A) lamp, fluorescent powder or gel and instructions. Some Extension offices have a kit which can be borrowed for use with Extension groups. Kits can be purchased from a variety of online sources, such as: http://www.brevis.com, http://www.globright.com and http://www.hometrainingtools.com.

Additional 4-H Opportunities:

Prepare a demonstration or speech on some aspect of babysitting for Family Safety Day/Night or for the local 4-H Communications Competition. Complete a record book on babysitting.

References Used:

A complete list of references and resources is available on p. 10-11.
Credits/Adapted from:

This lesson plan was written by Mary S. Averbeck, Kenton County Extension Agent for 4-H YD, and Carole A. Gnatuk, Ed.D, Senior Extension Specialist for Child Development, Kentucky Cooperative Extension Service, August 2015.

The companion member’s manual was adapted with the permission of the authors, from Babysitting Basics: First Rate Sitters Member’s Guide, developed by Treva Williams and Freda Corey, Ohio State University Extension Service, Scioto County, Ohio, 1997.
### Sick Child Scenarios

*Photocopy this page, then cut the scenarios apart.*

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sick Child Scenario 1:</strong></td>
<td><strong>Sick Child Scenario 2:</strong></td>
</tr>
<tr>
<td>You are babysitting 5-year-old John. He is supposed to take medicine every night at 8 pm. Your employer parents have asked you to give him the medicine because they will not return until 9 pm. What do you do?</td>
<td>You are babysitting 8-year-old Fredrick. He complains that his stomach hurts. You are pretty sure that something is wrong because he isn’t as active as usual. You wonder to yourself, “What am I going to do if he throws up?”</td>
</tr>
<tr>
<td><strong>Sick Child Scenario 3:</strong></td>
<td><strong>Sick Child Scenario 4:</strong></td>
</tr>
<tr>
<td>You have been asked to babysit Katia. She is 4. She has been sick with the flu or a cold for several days. Her mom really can’t afford to miss work again. How do you care for Katia?</td>
<td>You are babysitting Crystal, who is 7 years old. You notice that she isn’t as active as she usually is. Her cheeks are red. You suspect that she has a fever. What do you do?</td>
</tr>
<tr>
<td><strong>Sick Child Scenario 5:</strong></td>
<td><strong>Sick Child Scenario 6:</strong></td>
</tr>
<tr>
<td>You are babysitting 6-year-old Viviana. Her dad mentioned that she wasn’t feeling very well. A couple of hours after her dad left, Viviana ran to the bathroom but she didn’t quite make it to the toilet…diarrhea. What do you do?</td>
<td>You are babysitting Marwan, who is 3 years old. He suddenly cries out and begins pulling at his ear. He’s had earaches in the past. What do you do?</td>
</tr>
<tr>
<td><strong>Sick Child Scenario 7:</strong></td>
<td><strong>Sick Child Scenario 8:</strong></td>
</tr>
<tr>
<td>You are babysitting 5-year-old Rex. He is an extremely active little boy. Before you can stop him, he puts a small rock in his ear. What do you do?</td>
<td>You are babysitting Tiffany, who is just learning to walk. She runs across the room and falls down, scraping her knee. It does not seem too bad but it is bleeding. What do you do?</td>
</tr>
</tbody>
</table>
## Accident & Emergency Care Cards

Photocopy this page and cut the cards apart on the dotted line. Let youth draw for a topic to explain to the large group.

<table>
<thead>
<tr>
<th>Accident &amp; Emergency Care Cards</th>
<th>Instructions: Teens will explain the process to use in caring for a child who has been in an accident or emergency situation until help arrives.</th>
<th>Major Bleeding Injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunburn &amp; First Degree Burns</td>
<td>Second &amp; Third Degree Burns</td>
<td>Dislocations, Muscle Strains &amp; Sprains</td>
</tr>
<tr>
<td>State of Shock</td>
<td>Allergic Reactions</td>
<td>Insect Stings &amp; Bites</td>
</tr>
<tr>
<td>Head Injuries</td>
<td>Nose Bleeds</td>
<td>Eye Accidents</td>
</tr>
<tr>
<td>Breathing Emergencies</td>
<td>Choking &amp; Removal of Object: infant</td>
<td>Choking &amp; Removal of Object: conscious person</td>
</tr>
<tr>
<td>Choking &amp; Removal of Object: unconscious seated person</td>
<td>Choking &amp; Removal of Object: unconscious person lying down</td>
<td>Suspected Poisoning</td>
</tr>
</tbody>
</table>
Session 6: Preventing and Handling Emergencies

Objectives: Youth will...

- Demonstrate basic procedures to follow in handling an emergency situation until help arrives.
- Analyze a situation and determine a course of action.
- Identify characteristics that create a safe environment.
- Test a variety of objects to identify those that would pose a safety hazard for children under three years of age.

Curriculum to Use:

Title: Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Member Manual, Chapters 5 and 6, pp. 41-50, pp. 51-56.

Background Information for Presenter:

Read the introduction to the project in the leader guide, pp. 3-12.

To prepare for this session with babysitters, you may find it helpful to read background information on parenting from Kentucky Cooperative Extension publication, Keys to Great Parenting: Practice Health and Safety: http://www2.ca.uky.edu/agc/pubs/fcs7/fcs7185/fcs7185.pdf

Review: (5 minutes) Conduct activity with youth.

“How do you determine if a situation is an emergency or a situation you can handle?”

“If it is an emergency, what are the 4 steps to follow?”

Their responses should include:

Step 1: Stay calm. Concentrate on things that you can do.
Step 2: Call 911 for help.

Say, “This is an emergency. My name is… I am at (give address and directions.” State the kind of emergency, how many people are involved,
Life Skills:
Marketable skills; self-esteem; decision making; keeping records; communication; social skills, concern for others; nurturing relationships

Total time: 60 minutes

Materials needed:
- Name tags
- Easel & paper or white board
- Markers (several colors)
- Cardstock paper or white paper
- Pencils or pens
- Member Manual (one/person)
- Choke tube instructions (one/person)
- Cardboard tubes from toilet paper or paper towels (one 3” section per person)
- Scissors (several pairs)
- Tape
- Ruler
- Contact paper or wide tape
- Small things/toys that are about the diameter of the tube or smaller
- Props for Create a Safe Environment in the Home, (pp. 51-52) such as hot drink, pot with lid, cleaning product, matched, smoke detector empty medicine bottle, small objects, strings, mesh playpen, pacifier on a neck string
- Props for Dangerous Situations in the Home (pp. 52-56) such as: blanket, pot with lid or larger pot, box of baking soda, box of salt, dust pan, broom, and flashlight
- Poster board (1/person)
- Markers (several colors)

Advance Preparation:
- Make copies of the choke tube instructions (p. 96).

Evaluation Tool:
- End of meeting questionnaire
- Pre/post-test (beginning of Session 1 and end of Session 8)
- Open-ended questions
- Activities & games
- Checklist
- Show of hands
- Interview
- Quotes

Activity 1: Handling the Situation until Help Arrives
(15 minutes) Conduct activities with participants.

This activity relates to Caring for a Child after an Accident or Emergency until Help Arrives, member’s manual, Chapter 5, pp. 41-50

“At the last session you started planning how you will handle an emergency until help arrives. Is everyone ready? I’ll help if you need help. This will be fun.”

Allow each teen or pair to explain or demonstrate the procedures to follow. The situations are: major bleeding; burns; dislocations, muscles, strains & sprains; stock; allergic reactions; insect stings & bites; head injuries; nose bleeds; eye accidents; breathing emergencies; choking; and poisoning.

If some topics are not covered, plan to go over these with the large group.

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “Tell me about one of the procedures you learned today.”

Process: “What is the difference in a situation that you can handle with first aid and one that you need to immediately call 911 for help?”

Generalize: “Why is it important to think about potential emergencies before they happen?”

Apply: “Do you feel that you could handle an emergency if it became necessary?”

Activity 2: Make a Choke Tube
(15 minutes) Conduct activity with participants.

This activity relates to the section Choking in Chapter 5, pp. 46-48 and the section How to Choose a Toy in Chapter 3, p. 21 in the member’s manual.

“Choking is one of the leading causes of injuries and death in children. Babies and toddlers think that everything is edible. Small children won’t know the difference between a button and a small piece of candy. So...it shouldn’t come as a surprise if you see a toddler chewing on a button he found on the bedroom floor. Buttons, coins, marbles, tacks, and other tiny objects pose choking hazards to young children.”

“Keep small children safe from toys that could choke them. We’re going to make a child safety choke tube that can be used to test a toy or small parts of a toy that can describe the type of injuries, and indicate if anyone is giving CPR. Do not hang up until you are told to do so.

Step 3: Call the child’s parents.
Step 4: Call the emergency contact given to you by the parents if you can’t reach the parents.
Essential Elements:
Strive to include as many of the elements as possible in each session.

- Positive relationship with a caring adult
- Inclusive environment
- Safe emotional & physical environment
- Engagement in learning
- Opportunity for mastery
- Opportunity to see oneself as an active participant in the future
- Opportunity for self-determination
- Opportunity to value and practice service for others

For a better understanding of Essential Elements, go to the website: http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/ or the file: http://www.4-h.org/Professional-Development/Content/4-H-Youth-Development/Essential-Elements/Essential-Elements--Key-Ingredients-for-Program-Success-Curriculum.dwn

See appendices pp.WA-4 - WA-12.

cause a child to choke if swallowed. The tube is supposed to mimic a child's airway; thus, if a toy or part fits inside a safety choke tube, then it is too small for a child under the age of 3 to have. “

Demonstrate how to make the choke tube, letting participants follow along to make a tube of their own, p.96.

Explain that anything that fits through the tube is not safe for a child under three years of age. Allow each teen to test a variety of toys/parts/candy by dropping them through the tube.

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “What surprises were there when you tested items in the choke tube?”

Process: “How can the tube come in handy during a babysitting job?”

Generalize: “How can you make sure children are safe as they play?”

Apply: “Where should the choke tube be stored?”

Guided Discussion: Become Safety Conscious
(5 minutes) Conduct activity with participants.

Go over the information under Become Safety Conscious (Chapter 6, p. 51 of member’s manual) with youth as a large group. For the section Create a Safe Environment in the Home (pp. 51-52), use props that you find around your home such as a cup of cocoa, smoke detector, cleaner, balloon, strings, etc. to make it more interesting.

Activity 3: How to Handle Dangerous Situations in the Home
(20 minutes) Conduct activity with participants.

Choose one of the following methods to teach the situations included in Chapter 6, pp. 52-56 of the member’s manual under Dangerous Situations in the Home:
- Lead a discussion of each situation as a large group.
- Assign a situation to each participant and let him/her explain or demonstrate the content to the whole group. Allow youth 5 to 10 minutes to prepare. They can:
  - Explain the process.
  - Make a poster to show the process. (Have poster supplies available.)
  - Come up with questions such as fill-in-the-blank, true/false, or multiple choice to ask the whole group. (Provide each with a half sheet of paper or large index card.)
  - Act out how to handle the situation.
Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “Were you surprised by how you should handle any of the situations? If so, in what way?”

Process: “What will you do to make sure that you are ready to handle emergencies each time you babysit?”

Generalize: “How will being able to handle emergencies help you in the future?”

Apply: Bring out that babysitters must be ready for emergencies. Even though prevention measures are used, accidents will occur. It is important to know ahead of time how to respond to various situations.

Extended Learning:
Assignment for next session: Begin to get information needed for the Market Rate Worksheet, member’s manual, pp. 58-59.

Wrap-up and Dismiss:
Tell the group what they will do at the next session. Stress the importance of attending all sessions.

Additional Resources:
Youth may prepare a demonstration or speech on some aspect of babysitting for Family Safety Day/Night or local 4-H Communications Competition. Complete a record book on babysitting.

Additional 4-H Opportunities:
Prepare a demonstration or speech on some aspect of babysitting for Family Safety Day/Night or for the local 4-H Communications Competition. Complete a record book on babysitting.

References Used:
A complete list of references and resources is available on p. 10-11.
Credits/Adapted from:

This lesson plan was written by Mary S. Averbeck, Kenton County Extension Agent for 4-H YD and Carole A. Gnatuk, Ed.D, Senior Extension Specialist for Child Development, Kentucky Cooperative Extension Service, August 2015.

The companion member’s manual was adapted with the permission of the authors, from Babysitting Basics: First Rate Sitters Member’s Guide, developed by Treva Williams and Freda Corey, Ohio State University Extension Service, Scioto County, Ohio, 1997.
Choke Tube Instructions

Choking is one of the top causes of injuries and deaths in children. Babies and toddlers think that everything is edible. Small children won’t know the difference between a button and a small piece of candy. Thus, it shouldn’t come as a surprise if you see a toddler chewing on a button he found on the bedroom floor. Buttons, coins, marbles, tacks, and other tiny parts to toys pose choking hazards to young children.

Keep small children safe from toys that could choke them. Make a child safety choke tube that can be used to test a toy that contains small parts that can cause the child to choke. The tube is supposed to mimic a child’s airway. If a toy part fits inside a child safety choke tube, then it is too small for a small child to have.

Child Safety Choke Tube

Materials:
- cardboard tube from a roll of paper towel or toilet tissue
- scissors
- tape
- ruler
- contact paper or wide tape

Procedure:
Cut the tube into sections about 2-1/2 inches long. Then cut the tube lengthwise from end to end. Overlap the edges to make an opening that measures 1-1/4 inches and tape it the length of the tube. Use the circle above to double check the size of your tube. Cover with contact paper or tape.

Test items with your new choke tube. Drop various items through the tube. Anything that fits through the tube is not safe for a child under 3 years of age.
Objectives: Youth will...

- Analyze local babysitting rates.
- Set personal rates for services.
- Set up a record keeping system.
- Create a marketing piece (resume, flyer, or business card).

Curriculum to Use:

Title: Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Member Manual, Chapter 7, pp. 57-64.

Background Information for Presenter:

Read the introduction to the project in the leader guide, pp. 3-12.

Review: (5 minutes) Conduct activity with youth.

"During the last session, we learned that dangerous situations can happen in the home. Do you remember some examples of dangerous situations? A dish can be broken, bad weather can cause the power to go off, a suspicious person can knock on the door. What are the key things that you should remember to do if these things happen?" Answers such as: remain calm yourself...put the safety of the children first...determine if the situation is such that you need to call 911...

Ask members how they should handle several specific situations—fire, suspicious person at the door, or when a storm occurs. Refer back to Chapter 6 in the member’s manual, pp. 52-56.

Introduction: (<1 minute) Share with participants.

“Today, we are going to learn about setting up your babysitting business. We'll start by talking about babysitting rates.”
Activity 1: Setting Your Rates  
(15 minutes) Conduct activities with participants.

Have youth turn to the Market Rate Worksheet, pp. 58-59. Ask youth what they learned about local babysitting rates when they worked on the assignment for this session. Complete the worksheet as a large group. Discuss factors that will influence how much a sitter charges. (Responses may include factors such as number of children, age of children, length of the job, late hours, family situation, etc.) Youth may have different numbers on their worksheet. There is no firm amount youth should charge. Each youth needs to determine for themselves the minimum amount they will accept and the maximum they will charge. Remind the teens that they should discuss this with their own parents.

Reflect:  
Discuss questions with youth to complete the experiential learning model.

Share: “Do you feel good about the rates you came up with for yourself?”

Process: “Can you think of situations when you might accept a job at a lower rate?”

Generalize: “Do you feel that your rates are fair to those for whom you babysit?”

Apply: Discuss your rates with your parents. It is up to the babysitter, with input from parents, to determine how much to charge for babysitting services.

Guided Discussion: Keeping Business Records  
(15 minutes) Conduct activity with participants.

Review the customer roster on p. 60 of the member’s manual with youth. Give each extra copies of the Babysitting Customer Roster to use as they begin babysitting for families.

- Explain the importance of record keeping. It is a skill expected of most workers, regardless of the type of job.
- Keep all of your babysitting records/papers organized in one place—in a folder, box, or drawer.
- Record information on the roster each time you babysit and your business records will remain up-to-date.
- Keep all of the Safety Checklists on file with your roster. When you babysit for the same family multiple times, you may not need to ask the parent employer for the basic information every time. Just ask if any of the information has changed. It saves time for you and the employer parents. However, remember that this information is vital if an emergency situation arises.
- Discuss the term “confidential.” A babysitter should keep family information confidential.
- Youth who prefer to keep this information on a computer may set up a chart or spreadsheet.
- Record the rate charged to specific families. This information is handy, especially if you charge different families different rates.
Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “Why should you keep records of your business?”

Process: “Should you keep notes/records of any other information?”

Generalize: “What types of records are your parents to keep?”

Apply: “What other types of jobs require you to keep business records?”

Guided Discussion: Marketing Your Business
(5 minutes) Conduct activity with participants.

“While marketing your business is a good way to build your business, you will need
to exercise caution. Your safety is very important when you market your babysitting
services. It’s better not to post your personal information in public places such as
store bulletin boards, the library or online. Marketing only to families known to you
and your parents is probably the safest method.”

“Since employer parents generally do not have babysitters fill out an application, it
may be helpful for you to put together a marketing piece that you can give to
potential employer parents. Marketing pieces might include a resume, business
card, or flyer.”

Activity 2: Create a Resume or Business Card
(20 minutes) Conduct activities with participants.

Ask youth to look at the Sample Resume in the member’s manual, p. 61. Review
the sections of the resume. Discuss the importance of truthfulness, no false claims
or overstatement of facts. Encourage members to take the next 10 minutes to begin
working on their own resume. Hand out a sheet of plain paper for youth to make a
draft of their resume. Once they rough out the content, suggest that they consider
creating a computer document that can be updated easily as information changes.

Talk to youth about other formats that can be used in marketing, such as flyers and
business cards.
• Flyers are made up of selected content from the resume and may include graphics
and other visuals to make the piece attractive and capture attention.
• Business cards are another option. The information will need to fit on the front and
back of a 2” X 3.5” card. Teens need to include the most important information
and choose words which appropriately describe their skill level and experience.

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “What information should be included in a babysitter’s resume or on
business cards?”
“How can you make your cards/resume look professional and capture attention?”

**Process:** “Are there types of information that you should not include?”

**Generalize:** “You want your potential customers to know about your qualifications but safety is an issue. How can you protect yourself from customers who could harm you?”
(Responses might include—give your resume and contact information only to people you or your parents know; don’t post flyers or your resume in public locations or on the internet; tell potential customers that you will discuss all babysitting opportunities with your parents; have your parents drop you off and pick you up each time you babysit.)

**Apply:** “What are safe ways to promote and expand your business?”

**Extended Learning:**

**Assignment:** Complete your marketing piece—resume, flyer, or business card. Talk to your parents/guardian about your babysitting rates.

**Wrap-up and Dismiss:**

Tell the group what they will do at the next session. Stress the importance of attending all sessions.

**Additional 4-H Opportunities:**

Prepare a demonstration or speech on some aspect of babysitting for Family Safety Day/Night or for the local 4-H Communications Competition. Complete a record book.

**References Used:**

A complete list of references and resources is available on p. 10-11.

**Credits/Adapted from:**

This lesson plan was written by Mary S. Averbeck, Kenton County Extension Agent for 4-H YD and Carole A. Gnatuk, Ed.D, Senior Extension Specialist for Child Development, Kentucky Cooperative Extension Service, August 2015.

The companion member’s manual was adapted with the permission of the authors, from *Babysitting Basics: First Rate Sitters Member’s Guide*, developed by Treva Williams and Freda Corey, Ohio State University Extension Service, Scioto County, Ohio, 1997.
## Babysitting Customer Roster

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>No. of children</td>
</tr>
<tr>
<td>Family Name</td>
<td>Address</td>
</tr>
<tr>
<td>Phone</td>
<td>No. of children</td>
</tr>
<tr>
<td>Family Name</td>
<td>Address</td>
</tr>
<tr>
<td>Phone</td>
<td>No. of children</td>
</tr>
<tr>
<td>Family Name</td>
<td>Address</td>
</tr>
<tr>
<td>Phone</td>
<td>No. of children</td>
</tr>
<tr>
<td>Family Name</td>
<td>Address</td>
</tr>
<tr>
<td>Phone</td>
<td>No. of children</td>
</tr>
</tbody>
</table>

| Totals | | Income | Expenses | Balance |
## Babysitting Customer Roster

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>No. of children</th>
<th>Date</th>
<th>Income</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>No. of children</th>
<th>Date</th>
<th>Income</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>No. of children</th>
<th>Date</th>
<th>Income</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>No. of children</th>
<th>Date</th>
<th>Income</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>No. of children</th>
<th>Date</th>
<th>Income</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>No. of children</th>
<th>Date</th>
<th>Income</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Totals

<table>
<thead>
<tr>
<th>Income</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Session 8: Are YOU Ready to Babysit?

Objectives: Youth will...
- Complete the post-test.
- Complete the self-assessment #2.

Curriculum to Use:
Title: Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Leader Guide

Background Information for Presenter:
Read the introduction to the project in the leader guide, pp. 3-12.

Review Activity: Scenarios—Handling a Difficult Situation
(15 minutes) Conduct activity with youth.

Give each participant or pair of participants one of the Difficult Situation Scenarios (p. 107-108). The scenarios deal with situations covered throughout the seven sessions. Give them about 5 minutes to plan how they will handle the situation. Bring the entire group back together and let each report to the large group.

Reflect:
Discuss questions with youth to complete the experiential learning model.

Share: “The unexpected is going to happen. Do you feel confident that you can handle whatever situation arises while you are babysitting?”

Process: “Generally, what steps do you follow in handling difficult situations?”

Generalize: “What can you do to feel more confident that you can handle difficult or unexpected situations whenever you encounter them in life?” (Observe others;
Life Skills:
Marketable skills; self-esteem; decision making; keeping records; communication; social skills, concern for others; nurturing relationships

Total time: 60 minutes

Materials needed:
- Name tags
- Easel pad & eraser
- Felt tip markers
- Pencils or pens
- Member Manual (one/person)
- Set of Difficult Situation Scenarios
- Post-tests (1/person)
- Self-Assessment #2 (1/person)
- Certificates (p. 115) (1/person)
- Babysitting bags (optional)

Advance Preparation:
- Prepare the babysitting bags if they will be given
- Prepare the certificates (p. 114)
- Make copies of the post-test and self-assessment #2 (pp. 109-111) (1/person).
- Call your county agent to learn of upcoming 4-H opportunities to announce to participants.

Evaluation Tool:
- End of meeting questionnaire
- Pre/post-test (beginning of Session 1 and end of Session 8)
- Open-ended questions
- Activities & games
- Checklist
- Show of hands
- Interview
- Quotes

Essential Elements:
Strive to include as many of the elements as possible in each session.
- Positive relationship with a caring adult
- Inclusive environment
- Safe emotional & physical environment
- Engagement in learning
- Opportunity for mastery
- Opportunity to see oneself as an active participant in the future
talk to people who seem to know more than you about the topic; read; seek training; etc.)

Apply: “We’ve covered a lot of topics that will help you as you babysit. You have the Babysitting Basics Manual that you can refer to at any time. Keep it in your babysitting bag. If you aren’t sure how to handle a situation, talk to the employer parents about your concerns.

Conclude the Series: (10 minutes)

“During the sessions, you’ve learned a lot of basic information and skills that you will use while babysitting. When you babysit, what are some of the things you should do to prepare?”
- Discuss specifics like dates, hours, transportation with your parents.
- Agree upon a flat amount or hourly rate for your services with the employer parent.
- Complete the Safety Checklist and Family Information Sheet by interviewing the employer parent before he or she leaves.
- Review information in your babysitting member’s manual.
- Pack your babysitting bag
- Keep records of your expenses and income.”

Babysitting Bags
Some counties like to end the course by giving each participant a bag to use on the job. Discuss/review what should be included in the bag each time they babysit. Refer to information on p. 62 of the member’s manual.

Post-test & Assessment #2: (25 minutes) Conduct activity with youth.

Distribute the post-test (p. 109-110) to each participant. The post-test is like the pre-test. As the post-tests are collected, hand out the Self-Assessment #2 (p. 111). Check the responses by the answer key for the pre- and post-test, p. 112-113. Give the completed pre- and post-tests and the assessments to the county Extension agent for 4-H YD after you compare the results.

Wrap-up and Dismiss: (10 minutes)

Hand out the babysitting certificates of completion. It is recommended that certificates of completion be given only to those who actually complete all sessions. Kentucky 4-H Youth Development does not certify that youth possess specific skills or knowledge, only that they completed the educational sessions.

Tell youth about other 4-H opportunities in your county. These are listed in your county’s 4-H newsletter or on the website.

Additional 4-H Opportunities:
Youth may prepare a demonstration or speech on some aspect of babysitting for Family Safety Day/Night or local 4-H Communications Competition. Complete a record book on babysitting.
Opportunity for self-determination
Opportunity to value and practice service for others

For a better understanding of Essential Elements, go to the website:
http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/ or the file: http://www.4-h.org/Professional-Development/Content/4-H-Youth-Development/Essential-Elements/Essential-Elements--Key-Ingredients-for-Program-Success-Curriculum.dwn
See appendices pp.WA-4 - WA-12.

References Used:
A complete list of references and resources is available on p. 10-11.

Credits/Adapted from:
This lesson plan was written by Mary S. Averbeck, Kenton County Extension Agent for 4-H YD and Carole A. Gnatuk, Ed.D, Senior Extension Specialist for Child Development, Kentucky Cooperative Extension Service, August 2015.

The companion member’s manual was adapted with the permission of the authors, from Babysitting Basics: First Rate Sitters Member’s Guide, developed by Treva Williams and Freda Corey, Ohio State University Extension Service, Scioto County, Ohio, 1997.
Fill your babysitting bag with supplies that you may need and are appropriate for the age of the children. Bringing your own toys makes you special and the children will look forward to your visits!

**Basic supplies to always keep in your bag:**

- Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit Member’s Manual
- Flashlight
- Band aids
- Foam ball
- Blank notepad and pencil
- Completed Safety Checklist

**Infant**

Small rubber toys
Rattle
Board book

**Toddler**

Large rubber or plastic toys
Board book
Blocks in a container

**Pre-School**

Blank paper, crayons, lunch size paper bags (for drawing or making puppets.)
Puzzles
Peg board
Beads for stringing

**School-age**

Playing cards
Simple board game
Handling a Difficult Situation Scenarios

Photocopy these scenarios on a bright color of paper, then cut the scenarios apart.

**Difficult Situation Scenario 1:**
You are babysitting for a family of two children in the middle of January. Part way through the evening you notice that the house feels cold. It is 10 degrees outside. When you look at the thermostat it reads 55 degrees. After trying to turn it up, you realize that the furnace is not coming on. What should you do?

**Difficult Situation Scenario 2:**
You have been asked to feed a toddler lunch while babysitting him. His mom says he likes hot dogs, grapes, green beans and crackers. What safety precautions should you take in preparing his meal?

**Difficult Situation Scenario 3:**
You have been babysitting three children on a Saturday night. When the parents arrive home at 1:00 am, they both smell of alcohol. What should you do about getting home?

**Difficult Situation Scenario 4:**
You are babysitting a 2 year old for the first time. Two hours into a five-hour job, the child feels warm. When you take her temperature, you realize that she has a temperature of 100.2 degrees. What should you do?

**Difficult Situation Scenario 5:**
You are babysitting a 3 year old and you have been told to give the child a bath. While you are bathing the child, the phone rings. You think it might be the child’s parent on the phone. What do you do?

**Difficult Situation Scenario 6:**
You are babysitting two children on Friday night; one is 2 years old and the other is an infant. The baby began to cry so you heated the bottle in the microwave to get it ready quickly. It got too hot. The baby is screaming now. What should you do?

**Difficult Situation Scenario 7:**
You are babysitting three children on an early fall evening. The windows are open to let in the fresh air. Someone knocks on the door. What should you do?

**Difficult Situation Scenario 8:**
You are babysitting three small children. It’s time to put the children to bed. Your cell phone rings. It is the guy of your dreams. What should you do?
## Handling a Difficult Situation Scenarios

### Difficult Situation Scenario 9:
You are babysitting a 3 year old and 5-year-old twins. You go upstairs with the 3 year old to get her ready for bed. When you left, the twins were watching a movie in the den. When you come back downstairs, only one twin is watching the movie. The back door is wide open. What should you do?

### Difficult Situation Scenario 10:
You are babysitting four little boys. Two are taking an afternoon nap. The two older boys get into a fight. The next thing you know, a glass bowl lands in the floor and breaks into a million pieces. What should you do?

### Difficult Situation Scenario 11:
You are babysitting two small children. They love to play outside. They are playing on the slide. A neighbor comes over and starts a conversation with you. All the sudden the children are at the bottom of the slide screaming. One has a cut on her leg. What should you do?

### Difficult Situation Scenario 12:
You are babysitting two small children. While walking down the stairs, the 4 year old tripped and fell down to the landing, about eight steps. He is not moving. What should you do?

Reference for Scenarios 1-5:
Molly Hofer, Cook County Extension Family Life Educator, University of Illinois Extension. Email communication, 9/27/13. Molly is a co-author of *A Guide to the Business of Babysitting*, online curriculum of the University of Illinois Extension. Available at [http://urbanext.illinois.edu/babysitting/](http://urbanext.illinois.edu/babysitting/)
Session 8: Post-test
Kentucky 4-H Babysitting Basics Post-Test

1. The most important duty of a babysitter is to:
   a. Make money
   b. Entertain the kids
   c. Keep the kids safe
   d. All of the above

2. These are questions to ask parents before they leave:
   a. What time is bedtime?
   b. What allergies do the children have?
   c. When will parents be home?
   d. All of the above

3. A good babysitter avoids these activities while babysitting:
   a. Texting
   b. Talking on the phone
   c. Having friends over
   d. All of the above

4. A child you are babysitting just swallowed an unknown number of vitamins. What should you do?
   a. Call the poison control center
   b. Call the parents
   c. Both a and b
   d. Don’t worry about it

5. Babies cry for many reasons. Which is correct?
   a. Diaper wet or dirty
   b. Tired, hungry, bored, scared
   c. Sick
   d. All of the above

6. The children have gone to bed and you hear a knock at the door; what should you do?
   a. Do not open the door
   b. Peek outside to see who it is
   c. Open the door
   d. Both a and b

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

8. Always place a baby on his or her back to sleep, for naps and at night.
   TRUE                    FALSE

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

10. In case of an emergency, who can help you?
    a. Your parents
    b. The child’s parents
    c. 911
    d. All of the above

11. It is normal for one infant to begin walking at 10 months and another to begin walking at one year.
    TRUE                       FALSE

12. When you babysit, your responsibilities include all but:
    a. Supervising the children at all times
    b. Participating with the children at all times
    c. Taking a nap until the parent returns home
    d. Being alert to safety hazards
13. The number one way to prevent the spreading of disease is to:
   a. Wear a mask
   b. Wash your hands
   c. Take medication
   d. Take your temperature daily

14. During the time from birth to one year, a baby:
   a. Needs comfort, love, and security
   b. Learns to trust others
   c. Gets mental stimulation from being talked to
   d. All of the above

15. Play allows children to explore their world and try new things through their five senses.
   TRUE             FALSE

16. Babysitters should:
   a. Treat all children fairly
   b. Spank a child who misbehaves
   c. Stick to the parent’s rules
   d. Be patient and understanding
   e. a, c, and d
   f. a, b, c, and d

17. Which of the following is not part of properly washing your hands:
   a. Wet your hands in a bowl of water
   b. Rub your hands together, washing between your fingers and the backs of your hands
   c. 20 seconds is about the time it takes to sing the “Happy Birthday” song twice
   d. Use soap

18. To maintain good business records:
   a. Make a list of the families for whom you babysit
   b. Record the date on which you provide services
   c. Write down the amount earned
   d. Keep track of your babysitting related expenses
   e. a, b, and c
   f. a, b, c, and d

19. Children may not:
   a. Hurt themselves
   b. Hurt others
   c. Damage property
   d. a, b, and c

20. When you are guiding a child’s behavior, changing the environment may refer to all but:
   a. Going outdoors
   b. Conserving water
   c. Removing an item that is causing misbehavior
   d. Moving a child to another area
Kentucky 4-H Babysitting Basics – Self-Assessment # 2

Name: ________________________________

As a result of this babysitting project, do you:

- Demonstrate more responsibility    ☐ A little  ☐ Some  ☐ A lot
- Demonstrate more creativity    ☐ A little  ☐ Some  ☐ A lot
- Communicate better in front of a group    ☐ A little  ☐ Some  ☐ A lot
- Solve problems or conflicts better    ☐ A little  ☐ Some  ☐ A lot
- Achieve the goals you set    ☐ A little  ☐ Some  ☐ A lot
- Use more safety practices    ☐ A little  ☐ Some  ☐ A lot
- Participate in more community service    ☐ A little  ☐ Some  ☐ A lot
- Feel more confident caring for infants    ☐ A little  ☐ Some  ☐ A lot
- Feel more confident caring for toddlers    ☐ A little  ☐ Some  ☐ A lot
- Feel more confident caring for preschoolers    ☐ A little  ☐ Some  ☐ A lot

What was the most important skill or knowledge you learned? ____________________________________________
__________________________________________________________________________________________________

As a result of completing the babysitting project, how many new babysitting jobs have you had? _______

Which babysitting skills that you learned in the babysitting project have you already used? _______________________
__________________________________________________________________________________________________

How much did you charge per hour before taking the babysitting project? _______

How much do you or will you charge per hour as a result of taking the babysitting project? _______

Educational programs of Kentucky Cooperative Extension serve all people regardless of race, color, age, sex, religion, disability, or national origin. University of Kentucky, Kentucky State University, U.S. Department of Agriculture, and Kentucky Counties, Cooperating. Disabilities accommodated with prior notification.
Session 8: Pre- and Post-test Answer Key

Answer Key
Kentucky 4-H Babysitting Basics Pre-Test and Post-Test

1. The most important duty of a babysitter is to:
   a. Make money
   b. Entertain the kids
   c. Keep the kids safe
   d. All of the above

2. These are questions to ask parents before they leave:
   a. What time is bedtime?
   b. What allergies do the children have?
   c. When will parents be home?
   d. All of the above

3. A good babysitter avoids these activities while babysitting:
   a. Texting
   b. Talking on the phone
   c. Having friends over
   d. All of the above

4. A child you are babysitting just swallowed an unknown number of vitamins. What should you do?
   a. Call the poison control center
   b. Call the parents
   c. Both a and b
   d. Don’t worry about it

5. Babies cry for many reasons. Which is correct?
   a. Diaper wet or dirty
   b. Tired, hungry, bored, scared
   c. Sick
   d. All of the above

6. The children have gone to bed and you hear a knock at the door; what should you do?
   a. Do not open the door
   b. Peek outside to see who it is
   c. Open the door
   d. Both a and b

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

8. Always place a baby on his or her back to sleep, for naps and at night.
   TRUE     FALSE

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

10. In case of an emergency, who can help you?
    a. Your parents
    b. The child’s parents
    c. 911
    d. All of the above

11. It is normal for one infant to begin walking at 10 months and another to begin walking at one year.
    TRUE     FALSE

12. When you babysit, your responsibilities include all but:
    a. Supervising the children at all times
    b. Participating with the children at all times
    c. Taking a nap until the parent returns home
    d. Being alert to safety hazards
13. The number one way to prevent the spreading of disease is to:
   a. Wear a mask  
   b. **Wash your hands**  
   c. Take medication  
   d. Take your temperature daily

14. During the time from birth to one year, a baby:
   a. Needs comfort, love, and security  
   b. Learns to trust others  
   c. Gets mental stimulation from being talked to  
   d. **All of the above**

15. Play allows children to explore their world and try new things through their five senses.  
   TRUE    FALSE

16. Babysitters should:
   a. Treat all children fairly  
   b. Spank a child who misbehaves  
   c. Stick to the parent’s rules  
   d. Be patient and understanding  
   e. **a, c, and d**  
   f. a, b, c and d

17. Which of the following is not part of properly washing your hands:
   a. **Wet your hands in a bowl of water**  
   b. Rub your hands together, washing between your fingers and the backs of your hands  
   c. 20 seconds is about the time it takes to sing the “Happy Birthday” song twice  
   d. Use soap

18. To maintain good business records:
   a. Make a list of the families for whom you babysit  
   b. Record the date on which you provide services  
   c. Write down the amount earned  
   d. Keep track of your babysitting related expenses  
   e. a, b, and c  
   f. **a, b, c, and d**

19. Children may not:
   a. Hurt themselves  
   b. Hurt others  
   c. Damage property  
   d. **a, b, and c**

20. When you are guiding a child’s behavior, changing the environment may refer to all but:
   a. Going outdoors  
   b. **Conserving water**  
   c. Removing an item that is causing misbehavior  
   d. Moving a child to another area
________ County 4-H

Presents this certificate to

______________________________

For completing eight hours of training on

Kentucky 4-H
Babysitting Basics
4 Fun and 4 Profit

__________________________
4-H Instructor

__________________________
Date
References and Resources


http://www.cdc.gov/healthywater/hygiene/hand/handwashing.html

Combs, S. APRN, FNP, MSN (2014). Lee County, Kentucky public health official, written communication on 1/30/14, regarding changes needed in the medical and safety information in this babysitting course.


Hofer, M. (2013). Telephone communication on 9/27/13, regarding emergency teaching scenarios used with Cook County, Illinois 4-H babysitting sessions. Cook County Office, University of Illinois Extension, Chicago, IL.


Credits

In building this Extension babysitting curriculum, the authors gratefully give credit to the authors and the university Extension systems that developed several other babysitting curricula, which have been used with permission, have served as resources, or have been adapted with permission.

A Guide to the Business of Babysitting, developed by University of Illinois Extension as an entirely online resource, updated 2013. Authors are Giesela Grumbach, former Extension educator, family life; Marsha Hawley, former Extension educator, family life; Molly Hofer, currently Extension educator, family life, in Cook County, Illinois; and Lisa McMurtry, former Extension educator, family life. Permission to use personal communication relative to scenarios on emergency situations, printed in the Kentucky 4-H Babysitting Basics leader’s guide, was granted by Molly Hofer.

Babysitting Basics: First-Rate Sitters, developed by The Ohio State University Extension Service, Scioto County, 2005. Authors are Treva Williams, Extension agent for Family & Consumer Sciences/Community Development, Portsmouth, Ohio and Freda Corey, BSN, RN, Portsmouth City Health Department. This course, with full permission, served as the primary foundation for Kentucky 4-H Babysitting Basics 4 Fun and 4 Profit.

Babysitting Beginnings, developed by Penn State Cooperative Extension, The Pennsylvania State University, College of Agricultural Sciences, 1992/2001. Authors are Claudia Mincemoyer, 4-H curriculum development specialist; Jan Scholl, 4-H family living curriculum specialist; and Debra Gregory, Extension educator, Huntingdon County. Permission to use materials cited in the Kentucky 4-H Babysitting Basics leader’s guide was granted by Amy Gregory, 4-H program coordinator.

Massachusetts 4-H Babysitting Course, developed by UMass Extension, University of Massachusetts, 2002. Authors are Mary Almon, Extension educator; Kerry Bickford, Extension educator; and Sherrie Guyott, Extension educator. Permission to use materials cited in the Kentucky 4-H Babysitting Basics leader’s guide was granted by Sherrie Guyott, currently 4-H program leader.

The extensive work of Mary S. Averbeck, Kenton County agent for 4-H Youth Development, is gratefully acknowledged in adapting and expanding the Scioto County, Ohio curriculum for her county-based babysitting training sessions. Her work forms the foundation for this current curriculum.

Special thanks is extended to Wendy Stivers, Ph.D., retired Kentucky Extension specialist for 4-H youth development, who worked tirelessly for many years to adapt and develop babysitting resources to promote 4-Hers’ skills in caring for young children.

Mary S. Averbeck, Kenton County Extension Agent for 4-H Youth Development
Carole A. Gnatuk, Ed.D., Senior Specialist for Child Development
Crystal Osborne, Owosley County Extension Agent for 4-H Youth Development
Amanda Sublett, Taylor County Extension Agent for 4-H Youth Development
Martha J. Welch, Senior Extension Specialist for 4-H Youth Development

Layout by Anna Meador and Becky Simmermacher


Drawings, pages 53-56: UK Ag Communications Services

All other images from Thinkstock

August 2015