

# Instructor Guide

I have what  
it takes to be

# YOUR Teen Babysitter



UNITED STATES ARMY  
CHILD & YOUTH SERVICES





# Life Skills, Character Education and You

As you work through the lessons with youth in your group, you will find that they learn the basic information on how to be a competent, responsible, and caring babysitter. They will also develop “life skills” such as caring, managing resources, decision-making and communication. (See “Promoting Life Skills” in the Appendix page 123). Each activity notes at least one life skill and uses the experiential learning model (See “The Experiential Learning Model” in the Appendix page 125) or “hands-on learning to reinforce it.” Based on the discussions your teens have, you may find they are learning other skills. That is great! The more skills they use and practice, the better. Your goal as Child & Youth Services’ staff is to provide opportunities for the young people in your program to learn, grow, and move successfully into adulthood. By encouraging them to “do,” “share,” “process,” “generalize,” and “apply” the life skills learned in each lesson, you are doing just that!

**We hope you  
enjoy the course.**

**Welcome!**



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

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

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## Introduction

This curriculum was developed in support of Army Child & Youth Services and National 4-H outreach efforts. These materials are accessible on the Army Child & Youth Services website and through National 4-H on the 4-H Military Partnerships website <https://4-hmilitarypartnerships.org>. Each lesson follows the 4-H Experiential Learning Model, which is explained in the Appendix.

## Objectives

The objectives of the program are to:

Familiarize teens with the responsibilities of babysitting.

Provide the necessary information for teens to become capable, caring, trustworthy and responsible babysitters.

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

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

Help teens develop a positive attitude about the care of child/ren.

Prepare teens in the business aspects of babysitting.

## How to use this Guide:

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

## What is 4-H?

4-H is a nation-wide youth development organization which offers support and educational opportunities to youth ages 5 through 18. It has a 100-year history of successfully meeting its mission. Babysitting is only one of its many programs. If you are interested in learning more about 4-H, visit: <https://4-h.org> or ask your youth program staff.

## What is Army Child & Youth Services?

Army Child & Youth Services provides child care and youth activities during out of school time to support the Army Workforce. Child & Youth Services offers a variety of full day, part day, hourly and outreach options for eligible child and youth ages 4 weeks to 18 years. In 1997 Military Child Care was designated by President and Mrs. Clinton as the “model for the nation.” Additional information can be found at [www.armymwr.com](http://www.armymwr.com). Click on Child & Youth Services under the Programs/ Services tab.

# Babysitting Curriculum Instructors Guide

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

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



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

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

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

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

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

# Youth Development and You

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

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

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

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

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

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

# Lesson 1

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

# Babysitting Curriculum Introduction

## Objective:

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

## Materials needed:

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



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

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

List the requirements:

- Attendance at all sessions
- Full participation in the activities
- Making a “Babysitter’s magic bag”
- Passing First Aid and CPR
- Completing all the worksheet activities
- Following the rules at the site

**Explain the “Babysitter’s Board.”**

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

# LESSON 1

*Complete on local installation letterhead, adding schedule and contact information  
- See Appendix page 137 to make copies*

Date

Dear Parent/Guardian,

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

The final session is a “Celebration of Completion,” and we hope you can attend. The teens will showcase their Babysitter’s Magic Bag, their family files, and demonstrate what they learned through role-plays about babysitting. Each teen meeting the course requirements will receive a “Certificate of Completion.” Refreshments will be served. It promises to be a engaging time for all!

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

---

Sincerely,

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

## What to Do . . .

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

### Spinning a Yarn

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

### Favorite Babysitting Memories

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

### Play a Name Game

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

### Sharing My Childhood

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

### About Me!

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

# LESSON 1

Student Babysitting Guide Worksheet One - See Appendix page 138 to make copies

## Worksheet One

### Babysitters Do

What are three of your favorite memories from early childhood?

- 1.
- 2.
- 3.

### Babysitters Share

(Date and have an adult initial when complete)

	Date	Adult Initials
Share with the group or a friend why these were your favorite memories.	_____	_____
Share past babysitting experiences (if anyone in your group has already babysat).	_____	_____
Share six characteristics you think a babysitter needs.	_____	_____

### Babysitters in Action

(Date and have an adult initial when complete)

	Date	Adult Initials
Role-play a situation in which you are the babysitter and a friend is the parent/guardian. You have just arrived and are discussing expectations, household rules, and procedures.	_____	_____

**Activity:**

Give the “Babysitter Knowledge Survey”

**Life Skill Addressed:**

Assessing marketable skills

**Materials Needed:**

Copies of “Babysitter’s Knowledge Survey”  
Pens or pencils

## What to Do . . .

## What to Say . . .

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

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

**Objective:**

To learn how much the teens already know about babysitting.

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

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



# LESSON 1

*Student Babysitter's Knowledge Survey - See Appendix page 139 to make copies*

## Babysitter's Knowledge Survey

- T F 1. The main responsibility of a babysitter is to make sure the child/ren have fun.
- T F 2. It is the parent/guardian's responsibility to remember to give you the phone numbers to use in an emergency.
- T F 3. You can feed a young child peanut butter, whole grapes, carrots, and hot dogs.
- T F 4. It is ok for the child/ren to go outside and play with you being inside where you can see them.
- T F 5. It is important to wash your hands after changing the baby's diaper.
- T F 6. If children are kept busy with activities they enjoy, it will reduce inappropriate behavior.
- T F 7. You should wash your hands before preparing food, you don't need to worry about the children's hands though.
- T F 8. It is safe to leave the baby on the changing table to answer the phone.
- T F 9. It is not necessary to plan activities ahead as children always have plenty of toys.
- T F 10. It is not necessary to wash dishes you use while babysitting.
- T F 11. It is ok to warm baby's milk in the microwave.
- T F 12. It is ok to talk/text on the phone to friends while you are babysitting.
- T F 13. All toys are safe for all ages.
- T F 14. All children like to play the same types of games no matter what age they are.
- T F 15. A boo boo bunny is a cure for minor ouches.
- T F 16. A babysitter's magic bag can be customized for each babysitting job.
17. Whose phone numbers should you know to contact in case of an emergency?
- Parent/guardians of the child/ren you are babysitting
  - Neighbors who live close by where you are sitting
  - Emergency Numbers, 9-1-1, poison control
  - All of the above
18. A 6 month old is crying what could be wrong?
- Wet or Dirty Diaper
  - Hungry
  - Being lonely or tired
  - All of above
19. Babysitters know:
- A child in a high chair requires constant attention
  - To keep high chairs away from high traffic areas
  - To make sure that the safety belts or straps on high chairs are securely fastened
  - All of the above
20. Babysitters should:
- Allow pacifiers with strings or ribbons to be placed around the baby's neck
  - Shake the child to get it to stop crying
  - Check for hazards such as toys, poisons, open electric sockets in a home when they arrive
  - Put infants to sleep on their stomach

# Babysitter's Pre Knowledge Survey

## KEY

- T  F 1. The main responsibility of a babysitter is to make sure the child/ren have fun.
- T  F 2. It is the parent/guardian's responsibility to remember to give you the phone numbers to use in an emergency.
- T  F 3. You can feed a young children peanut butter, whole grapes, carrots, and hot dogs.
- T  F 4. It is ok for the child/ren to go outside and play with you being inside where you can see them.
- T F 5. It is important to wash your hands after changing the baby's diaper.
- T F 6. If children are kept busy with activities they enjoy, it will reduce inappropriate behavior.
- T  F 7. You should wash your hands before preparing food, you don't need to worry about the children's hands though.
- T  F 8. It is safe to leave the baby on the changing table to answer the phone.
- T  F 9. It is not necessary to plan activities ahead as children always have plenty of toys.
- T  F 10. It is not necessary to wash dishes you use while babysitting.
- T  F 11. It is ok to warm baby's milk in the microwave.
- T  F 12. It is ok to talk/text on the phone to friends while you are babysitting.
- T  F 13. All toys are safe for all ages.
- T  F 14. All children like to play the same types of games no matter what age they are.
- T F 15. A boo boo bunny is a cure for minor ouches.
- T F 16. A babysitter's magic bag can be customized for each babysitting job.
17. Whose phone numbers should you know to contact in case of an emergency?  
 a. Parent/guardians of the child/ren you are babysitting  
 b. Neighbors who live close by where you are babysitting  
 c. Emergency Numbers, 9-1-1, poison control  
**d. All of the above**
18. A 6 month old is crying what could be wrong?  
 a. Wet or Dirty Diaper  
 b. Hungry  
 c. Being lonely or tired  
**d. All of above**
19. Babysitters know:  
 a. A child in a high chair requires constant attention  
 b. To keep high chairs away from high traffic areas.  
 c. To make sure that the safety belts or straps on high chairs are securely fastened  
**d. All of the above.**
20. Babysitters should:  
 a. Allow pacifiers with strings or ribbons to be placed around the baby's neck.  
 b. Shake the child to get it to stop crying  
**c. Check for hazards such as toys, poisons, open electric sockets in a home when they arrive.**  
 d. Put infants to sleep on their stomach.

## LESSON 1

### Activity:

“Babysitter’s Questionnaire”

### Materials Needed:

Copies of “Babysitter’s Questionnaire”  
Pens or pencils

### Life Skill Addressed:

Assessing marketable skills  
Understanding self

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

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

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



Am I the  
Right  
Person

to be a  
Babysitter?

## Babysitter Questionnaire

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

- T F 1. I like children.
- T F 2. I am willing to learn what I need to know.
- T F 3. I try to be calm and understanding in arguments.
- T F 4. People tell me I am good with children.
- T F 5. As a babysitter, I realize keeping the child/ren safe is my first priority and that what I want to do comes second.
- T F 6. I like to read aloud.
- T F 7. I know lots of games to play with children.
- T F 8. I am able to assist with cuts, scrapes and other first aid issues without panicking.
- T F 9. I am responsible.
- T F 10. I am confident in talking with adults.
- T F 11. I am in good physical health.
- T F 12. I realize that all families are different and I can be flexible.
- T F 13. I know it is important to write down all the instructions from parent/guardians.
- T F 14. I know I should not gossip about the family or children I babysit for.

## LESSON 1

### Activity:

Introduce the “Babysitter’s Magic Bag”

### Materials Needed:

Paper, pens, pencils, markers

### Life Skill Addressed:

Planning/organizing

## Babysitter’s Magic Bag

### What to Say . . .

Tell teens that, as babysitters, their main job is to keep the children safe. This means watching them closely and playing with them. Bringing a “magic bag” full of things with them to the babysitting job makes this easier for the babysitter and exciting for the child/ren. The bag can be a pillowcase, a shoebox, a backpack, whatever is available. It should contain a collection of inexpensive, safe, “developmentally appropriate” (what is good for a six-year-old is not necessarily good for a two-year-old) items in good condition found at home or purchased at a tag sale or thrift shop. Lesson Six provides more information on “developmentally appropriate activities for children” (see “Entertainment Cards”).

### What to Do . . .

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

#### Option #1

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

#### Option #2

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

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



## Possible items are:



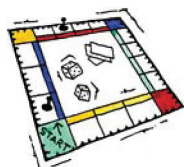
Colorful adhesive bandages or Boo Boo Bunny to soothe an upset child



Flashlight for emergency lighting or shadow wall games



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



Storybooks, music, board games for quiet play



Deck of cards for simple games



Rubber or plastic ball for stimulating activity - size dependant on ages of the child/ren



Notebook to record information

Washable, non-toxic markers; pencils, pens



Colored paper, non-toxic crayons, tape



Assorted stickers for art projects



Miniature vehicles



First Aid Kit



Legos or building blocks – size dependent on the ages of child/ren



It is best not to include food items



Make sure all items are clean and in good condition before using your bag again

# LESSON 1

*Babysitter's Magic Bag Comment Sheet - See Appendix page 141 to make copies*

## You've got the idea

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



Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

## Activity:

To brainstorm the “Joys of Babysitting”

## Life Skill Addressed:

Self-motivation

## Materials Needed:

Paper, pens, pencils, poster board, markers

# “Joys of Babysitting”

## What to Do . . .

## What to Say . . .

Ask for at least two volunteer notetakers and give each of them a marker and flip chart paper to utilize in the activity. Have everyone sit in a circle. Tell the group they are going to develop a list of the “Joys of Babysitting.”

Each person takes a turn saying one thing about babysitting that is positive and fun. Have an item such as a baby bottle, a rattle, a toy, a box of bandages, etc. to pass around. Only the person holding the item can speak. Once everyone has had a turn, anyone can add to the list. Once the list is finished, display them around the room.



## Possible “Joys” are:

You get to spend time with very special young child/ren.

You become a very important person in a child’s life. They look up to you.

Children are funny and imaginative and can make you laugh.

Children are very loving. When they give a hug, it is a great feeling.

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

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

Watching them sleep is really neat.

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

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

It is great preparation if you choose to become a parent/guardian.

## LESSON 1

# Using Your Five Senses

## Choose items that are age appropriate

### Activity:

Show how people use their five senses

### Life Skill Addressed:

Understanding self and teamwork

### Materials Needed:

Paper bags

50 - 100 small items like marbles, peanuts in shells

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

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

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



### What to Say . . .

This activity is designed to help teens “get in tune with their senses.” This is important because the main responsibility as a babysitter is to keep the child/ren safe. Being aware of what’s going on around them is key, and their five senses help them do this.

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

### What to Do . . .

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

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

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

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

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

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

## Activity:

Brainstorm “What I Need to Know to Be a Babysitter”

## Materials Needed:

Large paper, flip chart size if available, markers

## Life Skill Addressed:

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

# “What I Need to Know to Be a Babysitter”

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

Divide the group into teams of three to five. Give teams ten minutes to brainstorm and list on the paper everything they think they need to know to be a babysitter. Have teams share what they did by reporting out to the entire group.

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

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

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

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

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

## Important Information

Parent/guardian Name:

Street Address:

Home Phone:

Cell Phone 1:

Cell Phone 2:

Information to get from parent/guardian:

Neighbor's name:

Neighbor's telephone:

Relative's name and telephone:

Family doctor's name and telephone:

Local fire dept. telephone or 9-1-1:

Local police telephone or 9-1-1:

Local emergency telephone:

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

### Household Information

- ✓ **Supplies:** First aid kit, flashlight, plunger, cleaning supplies
- ✓ **Locks, alarm locations, and codes:** Garage door openers, extra keys: where they are kept and how they work
- ✓ **Pets:** Responsibility for them, if any
- ✓ **Appliances:** How they work, including can opener, microwave, fuse box/circuit breaker location

## LESSON 1

Family File and Job Log - See Appendix page 142 to make copies

# Family File and Job Log

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

## Names and age(s) of child/ren:

---

---

---

---

Playtime information (TV, computer and digital device limits, playmates, areas outdoors, indoors):

---

---

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

---

---

Discipline (house rules, behavior and disciplinary action):

---

---

Health information (food, medicine, allergies):

---

---

Fire Safety Plan:

---

---

---

# Date and Time Log

Family Name \_\_\_\_\_

Date: \_\_\_\_\_

Destination of Parent/guardian (to include address): \_\_\_\_\_

\_\_\_\_\_

Phone Number to Reach Parent/guardian (personal and/or destination):

Cell Phone 1: \_\_\_\_\_

Cell Phone 2: \_\_\_\_\_

Emergency Contact (name and phone number): \_\_\_\_\_

\_\_\_\_\_

Expected Time of Return: \_\_\_\_\_



## LESSON 1

# “Parent/Guardian Survey”

### Activity:

Conduct “Parent/Guardian Survey”

### Life Skill Addressed:

Communication

### Materials Needed:

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

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

Distribute the surveys. Tell participants that to be certain they are learning what parent/guardians want babysitters to know, they are going to conduct a survey. Each teen is to ask at least two parent/guardians (they can be their relatives, friends, neighbors, etc.) to complete the survey and bring them to the next meeting. At that time, they will compile a list on flip chart paper and crosscheck it with what’s being covered as they progress through the course, adding anything that needs to be added.



## “Parent/Guardian Survey”

Hello! My name is \_\_\_\_\_ and I am enrolled in a 4-H/Army Child & Youth Services Babysitting Course learning to be a capable, responsible, caring babysitter. One of our assignments is to find out what parent/guardians look for in a babysitter. Would you be willing to answer a few questions for me about babysitters?

It should only take 5 minutes. Thank you.

Name of parent/guardian \_\_\_\_\_

Number and ages of child/ren \_\_\_\_\_

\_\_\_\_\_

What are some characteristics you look for when hiring a babysitter?

\_\_\_\_\_

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

\_\_\_\_\_

What expectations do you have of a babysitter?

\_\_\_\_\_

What restrictions do you place on a babysitter?

\_\_\_\_\_

What do you normally pay? When do you pay?

\_\_\_\_\_

\_\_\_\_\_

How do you locate a babysitter? \_\_\_\_\_

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

## LESSON 1

*Babysitter's Report worksheet - see Appendix, page 145*

# “Babysitter’s Report”

### Activity:

Share information on completing a report for the parent/guardian

### Life Skills Addressed:

Communication  
Keeping records  
Care for others  
Contributions to the group effort

### Materials Needed:

Copies of Babysitter’s Report form  
Copies of Babysitter’s Notes  
Pens or Pencils as other items needed



## What to Say...

Tell the teens that keeping the parent/guardian informed of how things went while you were babysitting is a great way to show your ability to care for their child/ren and will likely help you get another job with the family soon.

The notes should detail things that parent/guardian wants to know about, such as any food eaten, any naps or rest breaks, activities you completed with the child/ren, and any concerns you had while babysitting. Other items to consider reporting would be anything exciting the child/ren did or said, and misbehaviors including bullying.

## What to Do...

Distribute worksheets and pens or pencils to the participants. Read or print off the “Babysitter’s Notes” (page 29) to the group and ask them to complete the form. Follow up with a discussion on the activity. Ask:

- What would you find important, as a parent/guardian, that you would want to know about?
- Why are these things important for you to know as a parent/guardian?
- How would completing this report be helpful for you as a Babysitter?

## Babysitter's Notes

You are caring for four children, Kate (age 2), Douglas (age 5), Melissa (age 6), and Sam (age 9).

“Kate has been working on potty-training. She had two accidents while you were babysitting and grew upset because she soiled herself. She did, however, work with you to get changed into clean undergarments and indicated she was ready to try it again.

Douglas has just been getting over being ill with an ear infection. He has been tired and cranky all day and hasn't eaten well. He has wanted to be right next to your side for the majority of the day. He didn't feel warm to the touch, and when you asked how he was feeling, he reported he was just tired.

Melissa has been involved in dance and is excited about her upcoming recital. She asked you to watch her practice her dance steps several times and wanted you to teach her some more moves. She also wanted you to learn some of her steps and asked if you would come to her recital with her parents.

Sam is a jokester. He has been telling you jokes all day, some that have been inappropriate, others that have been funny. He has snuck into the pantry several times despite the parents asking him not to snack too often.

The parents asked you to make a light lunch for the children to include ham sandwiches on wheat bread, a side salad with fresh veggies, and some orange slices. Kate and Douglas didn't eat all of their lunch and didn't appear to be very hungry the whole time you were providing care. Melissa and Sam, on the other hand, ate all of their lunch and asked for seconds.

You took the children outside to play some games and sing some songs that you learned in your Babysitting course. The children all laughed and enjoyed the activities. When you came in, they wanted to sit next to you to watch a video that the parents indicated they could watch one time during your job. They told you that you were the best babysitter ever!



# LESSON 1

Babysitter's Report - See Appendix page 145 to make copies

## Babysitter's Report

Date: \_\_\_\_\_

Names of child/ren	Level of appetite (circle one)	Foods eaten	Toileting - if child/ren is in a diaper report how many wet/ dirty	Something wonderful the child/ren did	Stories, songs, games	Special activities
	Great Good Not great					
	Great Good Not great					
	Great Good Not great					
	Great Good Not great					

Comments:



# Worksheet Two

*(Date and have an adult initial when complete)*

## Babysitters Do

Role-play a family who wants to hire a babysitter.

**Date**

**Adult Initials**

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



## Babysitters Share

Share with the group or a friend the rules of your family.

**Date**

**Adult Initials**

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

## Babysitters in Action

Use the “Family File and Job Log” when you babysit the first time after completing this course.



# Lesson 2

## Safety

# Guest Speaker

## Objective:

To teach safety skills which include personal safety for the babysitter, child safety for the children and household safety where they are sitting.

## Activity:

Guest speaker(s) on safety-related issues

## Life Skill Addressed:

Problem-solving  
Decision making  
Concern for others  
Personal safety

## What to Do . . .

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

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

## What to Say . . .

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



Many homes no longer have landline telephones. If the family you are babysitting for does not have a home phone, be sure to discuss with the parent/guardians how to contact them or other help in the event of an emergency. You will also need to discuss with your parent/guardians how they can reach you while you are babysitting.

**If the family does have a home phone, please keep in mind these important tips:**

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

**When using a cell phone, it is important to keep in mind:**

1. If you have a personal cell phone, be sure to discuss with the parent/guardians any concerns or requests they may have regarding your use of the phone. Reassure them that you will only use your phone to ask them a necessary question, take a call from your own parent/guardians, or in case of an emergency.
2. If there is no landline phone and you do not have a personal cell phone, ask the parent/guardians if they have a cell phone they would be able to leave for you to reach them or emergency personnel in the event of a question or crisis. Your parent/guardians may also want to ensure they have a way of contacting you; therefore, they may have a cell phone they would allow you to use while you are babysitting.
3. The phone needs to be kept on, charged, and nearby. This can save precious minutes in the event of an emergency.
4. Avoid using the cellphone while babysitting, but keep it handy for use in an emergency. Time on the phone takes your focus away from the child/ren.
5. Talk to the parent/guardians before taking photos of their child/ren do not post pictures on any social media without permission.
6. Determine how you and the parent/guardians would like to communicate before they leave. Would they like to receive an update via text message, a call, or a photo? Would they like to be contacted only in the case of an emergency?
7. Decide with the parent/guardians if it is ok for you to use apps or watch videos with the child/ren, then define which ones are appropriate by the family's standards and if there is a limit to the amount of screen time.
8. Adding a passcode to lock your phone will prevent unknowing misuse.



## LESSON 2

### Things to keep in mind when using a cell phone during an emergency:

- Location information on a cell phone is not as reliable as it is on a landline. For example, if you are calling from an apartment complex, the cell phone will not indicate the apartment number or floor.
- When you call 9-1-1 from a cell phone, signals are sent through the air. Towers pick up the cell phone signal, but they may not be near to where you are. Once the dispatcher answers, be sure to provide them with the city you are calling from and the type of emergency you have. This way, your call can be routed to the most appropriate assistance.
- Be sure to know the address for where you are babysitting.
- Write the home's address and the names and numbers of the parent/guardian on a piece of paper and keep it where easily accessible like the refrigerator for easy access during an emergency.

### If a phone (cellular or landline) is not available, consider these tips to ensure you have access to the parent/guardians or another responsible adult to assist in the event of an emergency:

1. Is there access to a tablet, iPad, or laptop that you could use to video call over wifi?
2. Is there an old cell phone that isn't activated but will still give you access to 9-1-1? Though old cell phones cannot receive calls or call numbers other than 9-1-1, wireless carriers are required to complete 9-1-1 calls, even when the phone is not activated. Since the phone can call 9-1-1, do not allow the child/ren to play with the phone. If you disconnect from 9-1-1 during your call, the dispatcher will not have a way to call you back.
3. Is there a neighbor nearby who knows the child/ren are being cared for by a babysitter who can get in touch with the parent/guardians in the event of an emergency?
4. Can your parent/guardian come to check on you a few times throughout the designated time you are caring for the child/ren?

## Answering the door

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

1. Always keep doors, windows, and cellar door locked and make sure the parent/guardians show you how the locks work before they leave.
2. Turn off unnecessary lights inside and turn on outside lights.
3. If possible, look out the window/door before answering. If there is not a window or peephole, then ask the individual to identify themselves without opening the door.
4. If it is a service person, tell him/her to call tomorrow to reschedule.
5. If it is a stranger, do not answer the door. If he/she becomes persistent and does not go away, call the police or nearest neighbor for assistance.
6. If there is any suspicious activity (knocking on the door and no one is there, or if you suspect a prowler or prank), call police first then let the parent/guardian know afterward. This should be discussed prior to parent/guardian leaving.
7. Never open the door to strangers.

## Personal Safety

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

As a safety precaution, each of them should create a code word to use with their families in case of an emergency. This would be a word or phrase that would alert their family member that they need to be picked up immediately. Using a code word is a way of asking for help without alerting the other person.

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

- If they become ill while babysitting, call their parent/guardian or the parent/guardian they are sitting for to discuss what to do.
- If they become concerned because the parent/guardian is late returning, call their parent/guardian or trusted adult for advice/support. They may call the parent/guardian to see why they are delayed, as well.
- If the parent/guardian returns under the influence of drugs or alcohol, do not go in a car with him/her. Use their “code word” and call home for transportation.
- If they must deal with an emergency, be sure all the child/ren are safe. This may mean putting the baby in a playpen, crib, or even on the floor; don’t worry if the baby cries. It is more important that he/she is safe. As soon as they can, return to and calm the baby/child/ren.
- If they get injured while babysitting, tell them to put the baby in a safe location (crib, playpen, or floor) and to bring any other child/ren in the home with them to get the supplies needed. Then treat the injury.
- Tell them to try to remain as calm as possible. Young child/ren are easily frightened if they see adults (or teenagers) around them panicking. Once they have the help they need, take the time to admit how scared they felt to the child/ren and to de-brief. No one expects them to be super-heroes.
- Tell them it is always “OK” to call for help if they are unsure about how to handle any situation.
- Explain how important it is to review anything that happened while they were babysitting when the parent/guardian returns. Let him/her know if “Kyle bumped his head,” or if there were any messages, etc. Communication is the key to a successful relationship with the family.
- If walking, notify your parent/guardian when you are leaving the home or ask an adult to watch you walk home. Consider using an app that can ensure your safety.



## LESSON 2



### Other situations

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

### Tell the teens to:

Keep a close eye on the child at all times. If a child disappears and they cannot find him/her, tell them to call parent/guardians first and then others on the emergency contact list. If the situation warrants, contact the police. Don't panic, but continue looking while keeping the other child/ren safe.

Check-in on sleeping child/ren every 15 minutes.

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

Household chores: Other than cleaning up after yourself and the child/ren, remember that you are there to provide care for the child/ren, not to do housekeeping chores. The safety of the child/ren comes first.

## What to Do . . .

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

## What to Say . . .

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

Divide the group into teams and assign a different location (for example, bedroom, bathroom, kitchen, hallway, garage, backyard, etc.) to each team. Tell the teams to make a poster with as many safety issues drawn in as they can think of. When the teams are finished, have them share results.

Hang the posters on the walls. Discuss this activity. Ask them:

- “What safety issues did you find?”
- “What happened?”
- “What was the most important thing that happened?”
- “What did you learn?”
- “How can you use this information in the future?”

## Activity:

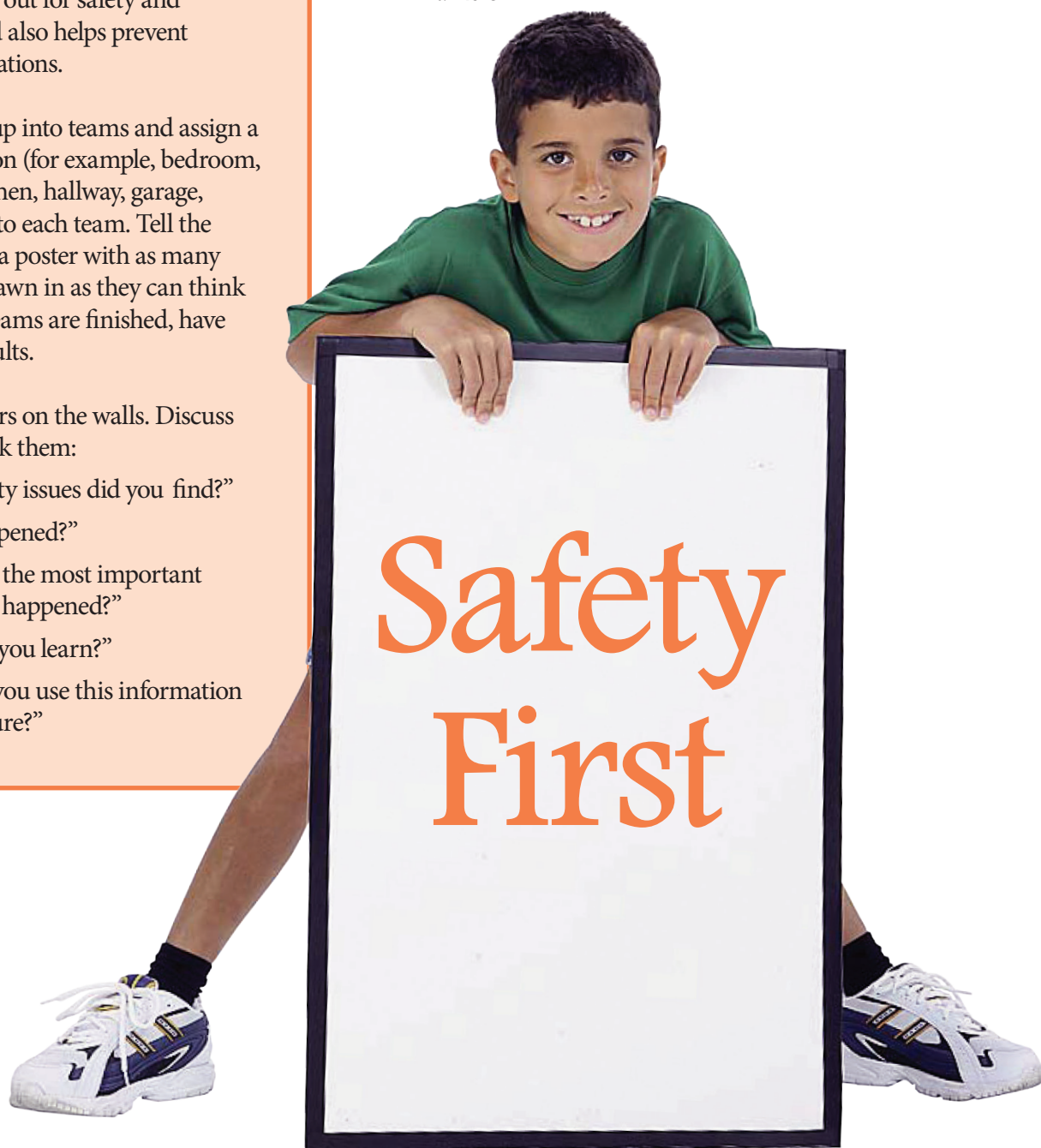
To create safety posters

## Life Skill Addressed:

Safety  
Concern for others

## Materials Needed:

Poster board or flip chart paper  
Markers



## LESSON 2

# Home Safety

Tell the teens when child/ren are supervised, they are much less likely to have accidents. Keep an eye out for safety and try to prevent an emergency by keeping the play area accident-proof.

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

### Keep these things out of sight and away from child/ren:

Matches, cigarettes, vaping liquids and pens, keys, plastic bags, medicine, lighters, small objects (beads, marbles, buttons, coins, pins, etc.), knives, scissors, sharp objects, and cleaning supplies.

### Outdoor hazards:

Piles of leaves and snow near roads, tall grass, slingshots, trampolines, hanging rings, pools, streets and cars, rope swings, moving swings or sliders, ladders, climbing trees, rakes, hoes, axes, sharp tools, grills, and stray animals.

### Keep child/ren away from these items:

Tablecloths, staircases, unfriendly animals, medicine closets and other storage areas, cooking appliances, cords on window blinds, guns and ammunition, electric fans, fires and fireplaces, open windows, stoves (turn handles of pots or pans inward, be sure to check that gas stove knobs are in the off position), hot liquids, plugs and outlets, cords, heaters, radiators, and appliances.



### Are there more? You bet!

The list goes on and on, but you get the picture. Carefully watch the child/ren, and you can avoid most accidents. Remember, keeping the child/ren safe is your first priority!

## Fire Safety

Tell participants that in a fire, seconds count! Fires can become out of control in a very short period of time. They must be prepared for the possibility of an emergency. Prevention includes keeping matches and lighters out of reach of children and keeping children away from stoves and heaters. Tell them they must always give their full attention to the child/ren, and avoid anything that may distract them from that job.

## Fire Safety

Tell the teens that making a plan will save them precious seconds if they discover fire/smoke. **It is important to first check with the parent/guardian on their fire safety plan, and identify if there is already a predesignated meeting place.**

Go over the following steps with them:

1. Plan two escape routes out of the house or apartment. If one route is blocked, there will be another.
2. Gather the child/ren and get them to safety; call 9-1-1 from a neighbor's house or cell phone. Do not worry about dressing the child/ren. **Time is precious!**
3. If the house is filled with smoke, stay low and/or crawl.
4. Hot door handles signal fire on the other side; so do not open the door. Find another way out.
5. Do not gather valuables or toys. Take pets, if time allows.
6. Do not go back into the house for anything. You can mention any concerns you may have to firefighters when they arrive.
7. Stay calm and do not panic. The child/ren will be looking to you for reassurance.

## If ...

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

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

## LESSON 2

Activity Cards - See Appendix page 147 to make copies

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

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

Possible other safety related activities are:

1. Ask participants to find related stories in newspapers and magazines and discuss them in small groups.
2. Utilize photos of or take a field trip to local playgrounds, child development centers, etc. and talk about safe and unsafe situations
3. Work with the teens to identify specific areas in the home that could pose concerns while you are babysitting. How would you handle these issues?

### Activity:

Role-play safety situations

### Life Skill Addressed:

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

### Materials Needed:

See Appendix for activity cards, page 148

Notecards with examples of situations on them such as an unexpected visitor knocks on the door; taking phone messages; the electricity goes out due to a storm; the toilet overflows; the door locks when you take the child/ren outside to play; a toddler spills his/her red juice on the carpet; the parent/guardian who is supposed to drive you home is stumbling around and smells of alcohol; the smoke detector goes off, etc.

Do not include first-aid type situations in this section. Those will be addressed later.



## Activity Cards

Unexpected visitor  
knocks on the door

The door locks when  
you take the child/ren  
outside to play

Taking phone  
messages

A toddler spills his/her  
red juice on the carpet

The electricity goes out  
due to a storm

The parent/guardian  
who is supposed to  
drive you home is  
stumbling around and  
smells of alcohol

The toilet overflows

The smoke detector  
goes off



# Lesson 3

## First Aid

## LESSON 3

### Activity: First Aid & CPR

This information is only a guide for what to teach. Some CYS information may differ from what is written here.

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

### Life Skill Addressed:

Safety  
Disease prevention  
Stress management

### Objective:

To teach first aid and safety information.

### Materials Needed:

Guest speaker  
CPR mannequins  
Disposable gloves  
Face masks  
Sample first aid kit  
Plastic locking bags  
First aid supplies enough for each participant

### What to Do . . .

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

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

### What to Say . . .

Introduce the guest speaker(s) to the group.

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

#### Tell them to:

- write down the street address, telephone number and family name (even if they know them by heart) when they arrive at the job. If a stressful situation arises, they may be too emotionally upset to remember the information.
- have the on-post and off-post emergency numbers handy, including 9-1-1, military police, and fire department.
- write down the nearest neighbor's name and telephone number.
- wear disposable gloves, if available, when treating a cut to control infection - never be afraid to call for help!

Instruct them in the following first aid information.

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

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

## First Aid

### Common injuries you may encounter:

#### Bleeding

**Minor cuts:** Wash with warm water and soap. Be sure to tell the parent/guardians when they come home.

**Nosebleed:** A nose may bleed from an injury to the nose or an object in the nose. It may start without warning, especially during the winter months in dry, heated homes. Have the child/ren sit straight with her or his head slightly forward and apply pressure by pinching the nostrils together for 5-7 minutes. If the bleeding does not appear to be stopping or slowing, call the on-post or off-post emergency number or 9-1-1 for help. In all cases, call the parent/guardian. Do not allow the child/ren to blow his/her nose. Continue to pinch nostrils gently until help arrives.

**Severe bleeding is an emergency.** Call the on-post or off-post emergency number or 9-1-1 and the parent/guardian for help. Apply direct pressure and a clean cloth/bandage to slow or stop the bleeding. If the bleeding soaks through the cloth/bandage, apply another cloth over the first (do not remove the first cloth). Raise the injured area above the rest of the body if you do not think there is a broken bone. This may help slow the bleeding until help arrives.

#### Burns

- Burn prevention includes never lighting a fireplace, wood stove, or outdoor fire when babysitting.
- Do not smoke.
- When cooking, keep pot handles turned toward the back of the stove and never leave a stove turned on when unattended.
- Use large amounts of cool water to cool the burn. Cover the burn with a clean, dry dressing.
- Call the parent/guardian, on-post or off-post emergency number or 9-1-1.
  - Call for help immediately if
    - ... the child/ren has trouble breathing.
    - ... the burn involves more than one part of the body.
    - ... the burn involves the neck, head, hands, feet, or genitals.
    - ... the burn is caused by chemicals, explosions, or electricity.



## LESSON 3

### Activity:

Making a “Boo Boo Bunny”

### Life Skill Addressed:

Safety  
Caring

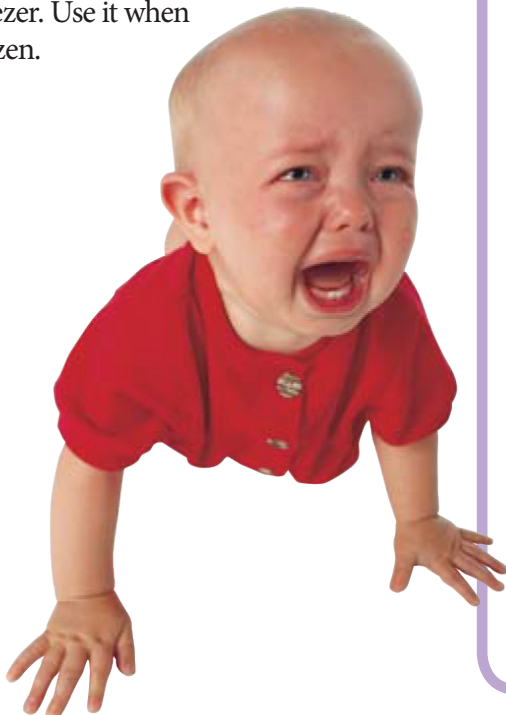
### What to Do . . .

Prepare a Boo Boo Bunny before the meeting.

### What to Say . . .

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

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



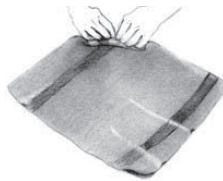
### Materials Needed:

Washcloths, one for each participant  
Rubber bands  
Ice cubes



A Boo Boo Bunny made from a clean washcloth and ice is a simple way to help calm young child/ren and provide first aid at the same time. Below you will find instructions on how to make a Boo Boo Bunny. It is best if you practice making a Boo Boo Bunny before you need one so that you will not be struggling to understand the instructions to make the Boo Boo Bunny in an emergency.

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



**1** Roll the sides to the center, starting with the two opposite corners.



**2** Fold the rolled washcloth in half. Fold the end of the washcloth back again so that the ends of the washcloth reach back about halfway.



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



**4** To use the bunny, place an ice cube in the loop of the bunny, trying to keep it high enough, so no ice touches the child/ren’s skin directly. Or lightly moisten the bunny and put it in the freezer.



**5** Use it when frozen.

**Animal Bites:** Call the on-post or off-post emergency number or 9-1-1 and the parent/guardian. Take note of how the animal is behaving: foaming at the mouth, snarling, etc. This can help determine if the animal is sick with rabies, a very serious illness.

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



## Injuries and Illnesses:

Young child/ren may put things in their ears or nose. There is no immediate danger unless they inhale it, but do not attempt to remove the object as it could cause more blockage. Call the on-post or off-post emergency number or 9-1-1 and the parent/guardian.

If there is any problem with an eye, such as something is lodged in it, or it is burned, or if a toxic substance such as bleach, shoe polish, or detergent has gotten into the eye, do not allow the child/ren, to rub it. Call the on-post or off-post emergency number or 9-1-1 and the parent/guardian.

**Vomiting:** can occur when child/ren cry hard. If this happens, clean up the child. If crying is not the issue, clean up the child and notify the parent/guardian. Try to determine if the child is having abdominal pain. Always place the child on his/her side to prevent choking.

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

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

**Bruises and bumps:** A bruise occurs when there is damage to the soft tissue and blood vessels, causing bleeding under the skin. At first, the area may look red, and over time, it may turn dark red or purple. Wrap a few crushed ice cubes in a clean cloth, and apply it to the bruised area. The babysitter could also use the Boo Boo Bunny, a freezer pack or package of frozen vegetables wrapped in a small towel to apply to the area. If a child strikes his/her head and loses consciousness, do not move the child. This is an emergency! Keep the child warm and call on-post or off-post emergency number or 9-1-1 and the parent/guardian.

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

**Puncture wounds** are caused by a pointed object such as a nail, piece of glass, or a knife piercing the skin or a bite from an animal or human being. Because puncture wounds do not usually bleed a lot, they can easily become infected. Clean a puncture wound with warm, soapy water. Rinse. Pat it dry and cover with a sterile dressing. An object that remains embedded in a wound is called an impaled object. This is an emergency. Call the on-post or off-post emergency number or 9-1-1 and the parent/guardian.

## LESSON 3

# Other Injuries and Illnesses:

### Mouth Injuries:

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

### Breaks:

If you suspect a broken bone, do not move the child. Signs of a broken bone may be the area is red and swollen or the bone is actually protruding. This is an emergency! Try to keep the injured bone free from any movement. Call the on-post or off-post emergency number or 9-1-1 immediately and parent/guardian.

### Sprains and Strains:

General care for sprains and strains is **RICE** - **Rest, Ice, Compression, and Elevation**. Rest the injury.

Use Boo Boo Bunny, a plastic bag of ice cubes, a freezer pack, or a bag of frozen vegetables wrapped in a towel to ice the area. Do this for ten minutes every two hours until the parent/guardian returns. Compress the injury using an elastic bandage, if available. Wrap securely, but not so tightly that the area turns blue. Elevate the injury above the heart if it doesn't cause additional pain.



## Choking and Blocked Airways:

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

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

## The choking infant (up to 1 year old)

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

## Actions to Take with a Choking Infant

1. Call the on-post or off-post emergency number or 9-1-1 and the parent/guardian. If possible have someone else call.
2. Position the infant face-down on your forearm, so that the head is lower than the chest. Give 5 back blows between the shoulder blades, using the heel of one hand.
3. Turn the infant on to his/her back. Support the infant's neck with your hand, and its body with your forearm and leg..
4. Give five chest thrusts in the center of the breastbone, between the infant's nipples. Be sure to only compress the chest about 1 inch.
5. Repeat back blows and chest thrusts until the object is coughed up, the infant begins to breathe on his/her own, or the infant becomes unconscious. If the infant is not breathing or is unresponsive, begin performing CPR if you know it. Reminder: 30 chest compressions with 2 fingers to two (puffs) breaths.

## Choking Prevention:

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

## LESSON 3

### The choking child/ren (1 to 8 years of age)

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

#### Reminder:

Always call the on-post or off-post emergency number or 9-1-1 and parent/guardian if a child/ren has stopped breathing.

#### Note:

Participants can practice CPR on mannequins, if available.



### What to do if a child is choking?

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

1. Call the on-post or off-post emergency number or 9-1-1 and the parent/guardian. If possible, have someone else call.
2. If the child is conscious and action is required, you will need to give abdominal thrusts. Position yourself behind the standing child and place your fist just above the navel and give quick, upward thrusts until the object is removed. You may need to get down on your knees to do this if the child is small.
3. If the child is not conscious and not breathing, lay the child on his/her back on the floor. Look for and remove object, if seen. Tilt his/her head back and lift chin gently to open the airway. Pinch the nose and give two slow breaths into the child's mouth.
4. If your breaths do not go in, reposition the airway and give two breaths again. If the air will still not go in, give thirty chest compressions. Look for and remove the object seen in the mouth. Tilt the child's head back and give two rescue breaths.
5. If breaths do not make the chest rise, repeat the cycle of 30 chest compressions, look for and remove object, if seen; give two rescue breaths until you see the object, or the breaths go in, or help arrives.

## A word about SIDS – Sudden Infant Death Syndrome (SIDS)

The American Academy of Pediatrics (AAP) defines SIDS as the unexpected and unexplained death of an infant under one year of age. To reduce the risk of SIDS, put all infants to sleep in a crib on their backs. Never allow pillows, soft or loose bedding, bibs, blankets, toys, or other items in the crib or to hang on the outside of the crib.

Best practice is to be within sight and sound of a sleeping baby, but this is not always practical due to the need to care for other children or the layout of the home. If you cannot maintain sight and sound with the baby, use a baby monitor and check on the baby often.

SIDS is most common in infants between 1 month and 1 year of age.

- Place infants on their backs to sleep EVERY TIME for naps and night time sleep.
- Babies begin to roll over between 4-6 months. You do not have to turn a baby back over if they can roll on their own but always start by laying them on their back.
- Place baby in the crib to sleep. Do not let the infant sleep in a car seat, swing, bouncy toy, couch, or chair.
- Place infant in an approved crib with a firm mattress and snug fitting crib sheet. Do not allow anything else in the crib. Remove all blankets, pillows, stuffed animals, bumper pads, toys and bottles.
- Offer the baby a dry, clean pacifier if they use one but don't force the baby to take the pacifier. Take the pacifier off of any strings or tethers for sleep.
- Keep the room a comfortable temperature but not too warm. A sleeper or sleep sack is all the baby needs, no blankets.
- Check a sleeping baby regularly.

## Tummy Time

- Babysitters should sit on the floor with the infant within an arm's reach and maintain eye contact during tummy time activities
- Tummy Time Activities begin with no more than 3-5 minutes two to three times a day (American Academy of Pediatrics)
- The length of time for Tummy Time Activities will increase as the infant is developmentally ready and shows they enjoy tummy time (American Academy of Pediatrics)
- Place toys in front of the infant to encourage them to reach for them (American Academy of Pediatrics)
- Infants will tell you when they are tired of Tummy Time Activities when they place their head down or become fussy. Tummy Time Activities should only take place as long as the infant is engaged in the experience



## LESSON 3

### Activity:

Taking a “Poison Look-Alike” test

### Materials Needed:

Safety “Poison Look-Alike” items - see Appendix G for suggestions on items to use for the activity  
Telephone number stickers

### Life Skill Addressed:

Decision making



### What to Do . . .

Contact the Poison Control and Prevention Center at 1-800-222-1222 ([www.poison.org](http://www.poison.org)) to request free poison prevention information and free telephone number stickers, which the teens can keep in their Babysitter Magic Bags. Give them out at the end of the activity. Depending on the area in which you live, there may be other educational opportunities that would be available from the education specialist within the organization. Further, if available, there may be someone on staff with the Poison Control Center that would be able to do a presentation as a guest speaker.

If a guest speaker is not available from the Poison Control Center in your area, create your own simple poison look-alike kit by pairing up items such as a blue drink and window cleaner, tic tacs and caplet pain relievers, toothpaste and muscle cream (or diaper rash ointment, eye drops, and super glue), chocolate bar and Exlax, root beer soda bottle and beer bottle, rubbing alcohol and water bottle. Cover all manufacturer’s labels. Arrange products on a table.

### What to Say . . .

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

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



## Poisoning:

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

With any type of possible poisoning, call the parent/guardian immediately. An absorbed poison enters the body through the skin.

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

Young children are curious about their environment and so will often put anything into their mouths. If there is suspicion that a child has swallowed something he/she should not have, it could lead to poisoning. Try to find out what it was and how much was taken. Call the Poison Control and Prevention Center at 1-800-222-1222 and the on-post or off-post emergency number or 9-1-1.

Poisoning can also result from breathing toxic fumes. This is an emergency situation. Call the Poison Control and Prevention Center at 1-800-222-1222 and the on-post or off-post emergency number or 9-1-1.

## Poisonous Products:

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

medicines  
nail polish remover  
batteries  
alcohol  
plants (indoor and outdoor)

iron pills  
baby oil  
bug and weed killers  
mouthwash

cleaning products  
lighter fluids  
cigarettes

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



## LESSON 3



### Activity:

Making a first aid kit

### Life Skill Addressed:

Safety

Disease prevention

### What to Do . . .

Spread all the items in piles on a table. Give each teen a sealable plastic food storage bag or container to fill.

### What to Say . . .

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

### First Aid Kit

Every babysitter should keep a first aid kit in his/her Babysitter's Magic Bag. You may think every family you babysit for would have the items you need in an emergency. It's best to be prepared and have your own kit!

### Materials Needed:

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



# Worksheet Three

*(Date and have an adult initial when complete)*

## Babysitters Do

	Date	Adult Initials
Made a first aid kit.	_____	_____
Participated in a first aid and CPR training session.	_____	_____
Role-played at least four emergency situations.	_____	_____

## Babysitters Share

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



	Date	Adult Initials
	_____	_____

## Babysitters in Action

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	Date	Adult Initials
	_____	_____

## LESSON 3

*Emergency Card Game - See Appendix page 149 to make copies of cards*

### Activity:

Playing “Emergency Card Game”

### Materials Needed:

Deck of “Emergency Cards”  
Markers

### Life Skill Addressed:

Safety

## What to Do . . .

Emergency Cards are in the Appendix - see Lesson 3 Emergency Cards. Decorate the other side of each card with a first aid symbol or group design. Laminate the cards if you plan to use them again. Possible first aid situations include:

- Child falls off the swing and complains his/her knee hurts.
- Child trips on a concrete step and scrapes the palm of his/her hand.
- Child gets a wood sliver.
- Child (old enough to speak) cuts his/her finger, and it is bleeding heavily.
- Child is coughing while eating. Seems to be choking on some food.
- Child touches the hot pan on the stove and burns his/her finger.
- Child who cannot talk yet falls off the couch onto the rug and hits his/her head.
- Child gets a bloody nose.
- Child falls down the stairs. You suspect a bone is broken in his/her arm.
- Child is bitten by a neighbor’s dog.
- Child may have swallowed a handful of vitamins.

## What to Say . . .

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

## Answers should include:

- Child falls off the swing and complains his/her knee hurts. Wash the area. If nothing appears broken, then use an ice bag wrapped in a towel or your boo-boo bunny for 15 minutes at most!
- Child trips on a concrete step and scrapes the palm of his/her hand. Clean his/her hand by patting it with warm soapy water. Try to flush out any bits of sand that may be present. Rinse by patting with a wet cloth without soap. Dry and apply a clean bandage.
- Child gets a wood splinter. If you can see a large part of it and if you have tweezers, try to pull it out gently. Once removed, wash the area and cover with a clean bandage. If you cannot see it or don't feel comfortable removing it, call either your parent/guardian or the child's parent/guardian. If it is in a serious location such as near the eye, do not try to remove it. Call on-post or off-post emergency number or 9-1-1 for help and parent/guardian.
- Child (old enough to speak) cuts his/her finger, and it is bleeding heavily. Apply direct pressure over the cut using a clean bandage and raise the finger above the level of the heart. If bleeding is heavy, call 9-1-1. After the bleeding has stopped, apply bandages and call the child's parent/guardian.
- Child is coughing while eating. Seems to be choking on some food. Allow the child to continue coughing.
- Child touches the hot pan on the stove and burns his/her finger. Flood burn with cool water, dry, and wrap in a clean bandage. Remember not to apply ice to a burn.
- Child who cannot talk yet falls off the couch onto the rug and hits his/her head. Comfort him/her while inspecting the head for any cuts. Apply an ice bag wrapped in a towel or boo-boo bunny for no more than 15 minutes. If his pupils are dilated, or the child loses consciousness, call 9-1-1.
- Child gets a bloody nose. Have the child sit straight with his/her head slightly forward and apply pressure by pinching the nostrils together for 5-7 minutes. If, after 5-7 minutes, the bleeding does not appear to be stopping or slowing, call on-post or off-post emergency number or 9-1-1. Do not allow the child to blow his/her nose. Continue to pinch nostrils gently until help arrives.
- Child falls down the stairs. You suspect a bone is broken in his/her arm. Do not move him/her. Immobilize his/her arm as best you can. Make the child comfortable. Call on-post or off-post emergency number or 9-1-1 and his/her parent/guardians.
- Child is bitten by a neighbor's dog. Wash the area with soap and water. Call 9-1-1 and parent/guardians.
- Child may have swallowed a handful of vitamins. Do not induce vomiting. Locate the bottle and call the Poison Control and Prevention Hotline 1-800-222-1222. Then call the parent/guardians.

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



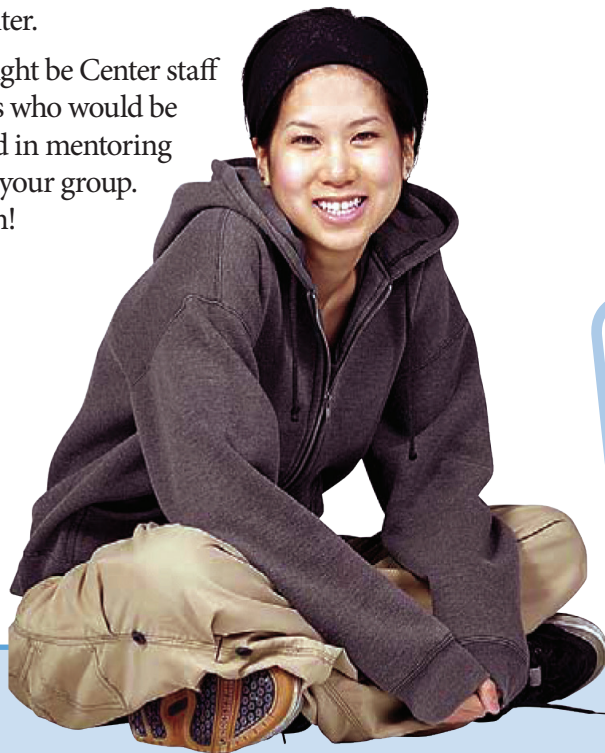
# Lesson 4

## Child Development

## LESSON 4

**Note:** Staff may want to incorporate a field trip to the installation Child Development Center or a community child development center after the completion of this section. There, teens could see infants, toddlers, and preschoolers in action. If teens would like to observe at the Center to gain some insight on diaper changes, meals/snacks, activities, etc. they should contact their local CYS Center.

There might be Center staff members who would be interested in mentoring youth in your group. Ask them!



### Activity:

To complete “Ages and Stages” Strips

### Life Skill Addressed:

Caring  
Teamwork

### Materials Needed:

“Ages and Stages” Strips  
Adhesive Tape  
Flip Chart, Paper  
Scissors  
Pens or Pencils

### Objective:

To help teens understand how children behave at various ages.

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

### What to Do . . .

Copy the “Ages and Stages” masters in the Appendix (pages 150-153) and cut them into strips with one characteristic per strip. Place the strips in a mixed pile, face up. Place four flip chart pages around the room with one age group written at the top of each page. Divide the slips among the participants. Ask one of the teens at a time to tape their slips with the child/ren characteristic to the correct age group. The goal is to get all the right characteristics taped in each age group. It helps if the number of characteristics is noted on the age group flip chart paper. Example: Infant (6 months to 1 year) – 18 strips.

### What to Say . . .

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

## Ages and Stages Strips for Infant (6 months to 1 year)

Helps hold bottle	Teeth appear
Looks for noise made nearby	Plays with toes
Reaches for toys	Jabbers constantly
Neck muscles are weak	Smiles
Discovers hands and plays with them	Recognizes familiar people
Makes sounds when wet, hungry, and lonely	Unfamiliar faces may cause crying
Pats mirror image	Needs constant attention
Puts everything into mouth	Crawls, stands, walks
Follows toys when held in front of eyes and moved	Responds to own name

## LESSON 4

*“Ages and Stages” Strips - See Appendix page 151 to make copies*

### Ages and Stages Strips for Toddler (1-2 years)

Refers to himself/herself by name	Drinks from cup
Walks	Plays alone
Repeats sounds made by others	Turns pages of book
Speaks several recognizable words	Carries toys while walking
Recognizes self in mirror	Can point to parts of body
Feeds self with spoon	Builds a tower of blocks
Waves bye~bye	

## Ages and Stages Strips for Preschooler (3~5 years)

Unwraps items	Names objects
Walks on tiptoes	Runs
Speaks in sentences	Imitates tasks
Recites rhymes	Builds tower of 10 blocks
Helps adults	Dresses self
Needs rest periods	Tells stories
Catches a ball	Unbuttons
Hops and skips on one foot	Feeds self
Washes face and hands	Follows a two-step direction
Likes encouragement	Matches objects and colors
	Gets along with other children

## LESSON 4

*“Ages and Stages” Strips - See Appendix page 153 to make copies*

### Ages and Stages Strips for School age (6-10 years)

Thinks things are not “fair”	Wants to be like friends
Has many interests	Outgoing, eager to explore
May not want a babysitter	Needs definite plans for amusement
Has collections	Physical skills improving greatly
Enjoys crafts, games, activities	Friends are very important
Likes to assume responsibility	Does independent projects
May be jealous of time and attention given to younger child/ren	Likes to talk about interests

## Activity:

Experiencing physical challenges

## Life Skill Addressed:

Empathy  
Accepting differences

## Materials Needed:

Wide rubber bands  
Shirt with buttons  
Scissors  
Markers  
Lined paper

### What to Do . . .

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

### What to Say . . .

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

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

Suggest that they volunteer to spend time prior to the babysitting date with the family to learn what they can.



## LESSON 4

### Activity:

Seven Principles of Discipline

### Life Skill Addressed:

Empathy

### Materials Needed:

A copy of “Seven Principles of Discipline” - cut into seven individual strips - see Appendix page 154

A box or a bag

Scissors

### What to Do . . .

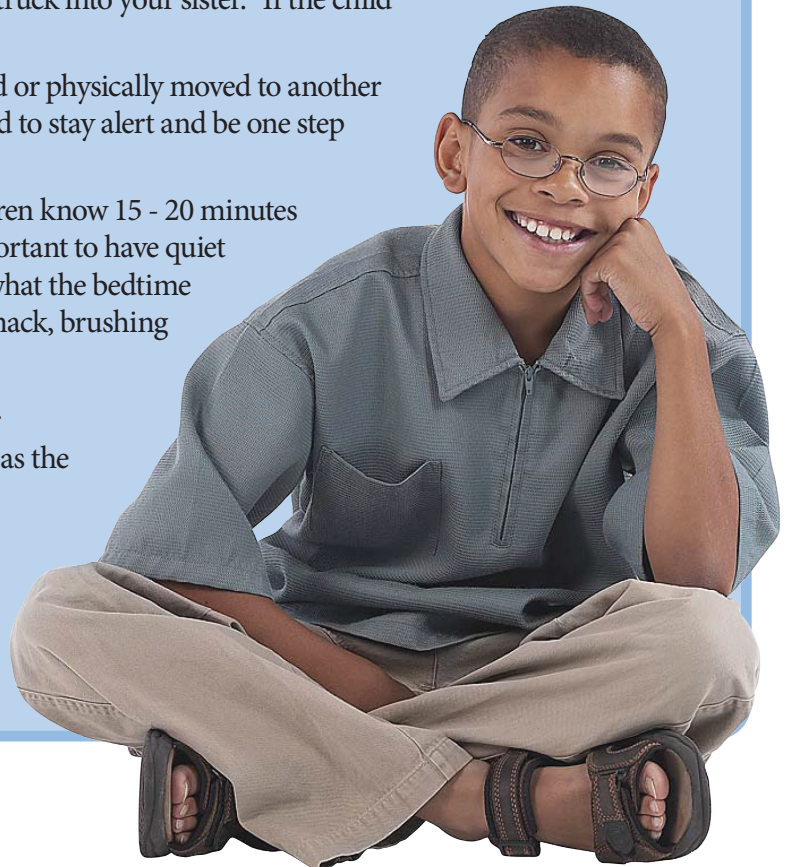
Clean the floor as best you can and place a sheet or blanket on it. Have the teens sit on the sheet or blanket and talk about what they see. Tell them this is the view that the child/ren see. Discuss what safety issues and challenges there are for the child/ren.

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

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

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

- Discipline is helping the child/ren learn self-control. It is not punishment which is physically, emotionally, or verbally hurting a child/ren. Tell them to try to use consequences and follow-through. Example “We’ll have to put away your truck if you continue to bump the truck into your sister.” If the child continues to bump, then put away the truck.
- Toddlers and preschoolers may need to be redirected or physically moved to another location to avoid problem situations. Babysitters need to stay alert and be one step ahead of the child/ren.
- Bedtime problems can often be avoided if the child/ren know 15 - 20 minutes ahead of time that bedtime is approaching. It is important to have quiet activities before bedtime. Ask the parent/guardian what the bedtime routine is for the child/ren. It might involve a light snack, brushing teeth, and/or reading a bedtime story.
- What works for one child may not work for another.
- Sometimes, it’s “OK” to ignore misbehavior as long as the child/ren are not in danger.
- Games and activities should be geared to the child/ren’s age level.
- Child/ren are easier to babysit when they have the appropriate amount of sleep/rest.



## What to Say . . .

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

Tell the teens that "appropriate touching" is a touch that creates positive emotional/social growth in the child/ren. Examples that affect the safety and well-being of the child/ren, include holding the child/ren's hand while crossing the street or cleaning a toddler's bottom while changing his/her diaper. Examples of appropriate touching include hugs, lap sitting, reassuring touches on the shoulders, and naptime back rubs (done over the clothing) for a stressed child. This touching can help a child feel safe, reassured, and protected. However, no physical contact should be against the wishes of the child. The only time this might be appropriate is during a temper tantrum, and the child needs to be moved to a safe place to prevent them from hurting themselves. Examples of inappropriate touching include slapping, hitting, tickling, pinching, and forced-greeting kisses (hello, good-bye) and fondling. This touching can make the child/ren feel afraid, confused, unsafe, and ashamed. They are never to be done.

## Seven Principles of Discipline

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

## LESSON 4

*Seven Principles of Discipline - See Appendix page 154 to make copies and cut into strips*

# Seven Principles of Discipline

1. Focus on the DOs instead of the DON'Ts. Tell children what they can do instead of what they can't do.
2. Be sure you convey to the children that they are lovable and capable. Children want attention, and it's your job to give them positive attention. Encourage them to celebrate their successes.
3. Be kind and positive, affectionate, and thoughtful. Be quiet spoken and pleasant. If you get angry, let them know what they did that was not right, but remain calm.  
Focus on the behavior, not the child/ren.
4. Offer children choices only when you are willing to abide by their decisions. Be realistic when offering choices. For example, don't offer the soda as an option for a drink when the parent/guardian indicated they could not have soda.
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6. Work with children instead of against them. Consider the children's ages. Let them know what is expected. Ask what they like to do but be prepared with lots of your own ideas.
7. Give children safe limits they can understand. It is your responsibility to know the rules of the family for which you are babysitting. If you need extra help with a situation, call the parent/guardian or your own parent/guardian for suggestions. Don't be afraid to ask for help!

**Activity:**

Practicing effective discipline

**Life Skill Addressed:**

Social skills

Conflict resolution

Caring

**Materials Needed:**

Flip chart, Paper or Whiteboard

Markers, Scissors, Notecards, Pens or Pencils

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

## Role-Play Scenarios

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

### What to Do . . .

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

### What to Say . . .

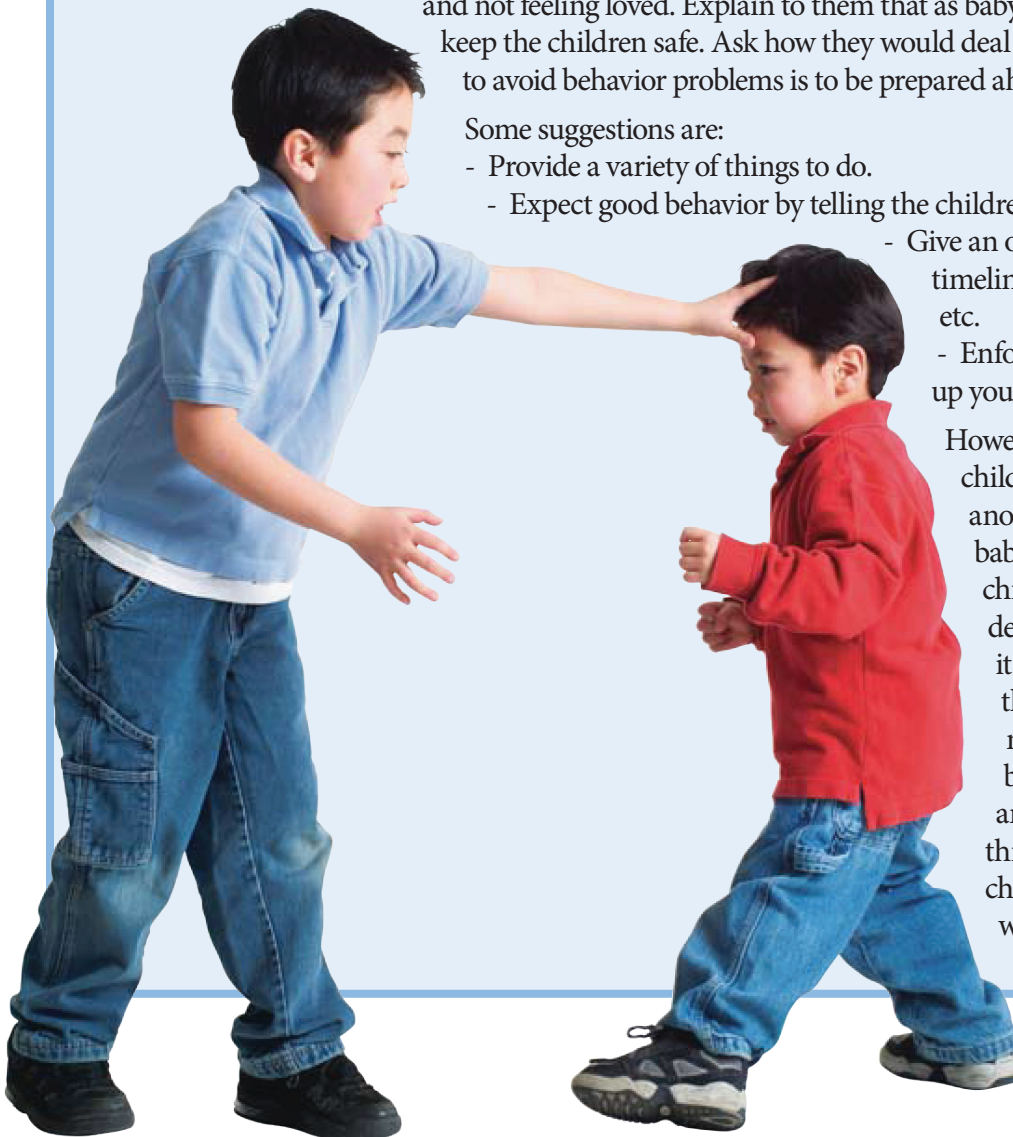
Tell the teens that children’s behavior is influenced by many things. Where they live, previous experiences, social, economic or health conditions, and parenting styles are all important in understanding who children are and why they behave the way they do. This session is about guidance and discipline.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

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

Some suggestions are:

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

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



## Examples of Common Behavioral Issues

### A Note about Biting:

Children with few words (pre-verbal) may bite out of frustration of not being able to communicate. This is why it's important to listen to the child or have them show you what they want or need before they resort to biting. Infants and toddlers do not bite to be mean or to hurt on purpose. They usually bite due to teething or a lack of self-control (a kiss may turn into biting when unable to communicate needs). If an older child (three years or older) bites, he/she does it for a reason such as anger, frustration, or trying to get attention. No matter who does the biting, tell the teens that as babysitters, it is their job to show disapproval by telling the child in a calm voice that biting hurts and is not to be done.

### A Note about “Bad” Language:

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

### A Note about Temper Tantrums:

Temper tantrums are a momentary loss of control. Most children have them occasionally. The best thing they can do as babysitters is to remain calm and stay with the upset child.

Let him/her cry. Give him/her a reassuring hug. Don't bring it up with the child later, but do tell the parent/guardian when he/she returns home.



## LESSON 4

### Activity:

Safe Infant Handling

### Life Skill Addressed:

Stress management  
Caring

**Objective:**

To teach safe infant handling.

### Materials Needed:

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

### What to Do . . .

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

### What to Say . . .

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

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

**Activity:**

Safe Infant Handling

**Life Skill Addressed:**

Caring

**Materials Needed:**

Live baby or doll

Disposable and/or cloth diapers

Wipes or washcloth, warm water, and soap

Diaper pins and plastic pants if using cloth diapers

Tissue

Trash receptacle

Disposable gloves

**Objective:**

To teach safe diapering.

**What to Do . . .**

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

**What to Say . . .**

Tell the teens that when they are babysitting for a baby or toddler, it is important for them to check the diaper regularly and to change it as needed. This will prevent diaper rash, unpleasant smells, possible stains on the furniture, etc.

Have the teens practice diapering on the doll.



## LESSON 4



### Diapering and Restroom Needs

Talk to the parent/guardian for tips on how they approach toileting.

Are they using cloth or disposable diapers? Are they toilet training? If using cloth diapers, what is the proper disposal technique of soiled diapers, folding technique for inserts, and how often are diapers being changed? If they are toilet training is there a schedule or reward system in place?

### Diapering steps for Disposable Diapers:

1. Gather all necessary items such as a clean diaper, wipes, clean clothes, and diaper rash ointment.
2. Wash hands and put on disposable gloves, if available.
3. Place a paper towel on the changing table or other flat surface and lay the baby on it. Stay with the baby at all times, keeping one hand on the baby to maintain his or her safety. If you are diapering a squirmy toddler, place the paper towel on the floor to keep the baby from rolling off a raised platform. If appropriate, give the baby a washable toy to occupy them while completing the diapering process. Make sure to disinfect the toy after diapering.
4. Remove the soiled diaper. If it has sticky tabs, unfasten them and stick them back on themselves so they won't stick to the baby.
5. If the baby has a messy diaper, wipe his/her bottom with the corner of the diaper. Then clean with a damp washcloth or wipes. Make sure to clean all creases and genitals. Wipe girls from front to back.
6. Gently lift the baby's hips off the changing surface by holding the baby by the ankles with one finger inserted between them.
7. Fold the soiled diaper in half under the baby, keeping the clean side up. Set it aside.
8. Wipe your hands with a pre-moistened towelette or damp paper towel.
9. Raise the baby's hips off the changing table, slide the clean diaper under the baby's bottom. Pull the diaper between the legs and tape into place. Make sure it is snug but not so tight it causes pinching. Try not to bunch it between the baby's legs as this could cause chafing. Redress the baby.
10. Wash the baby's hands.
11. Remove the baby from the changing table and put him or her in a safe place. Then put the soiled diaper in the correct container.
12. Clean and disinfect the changing table and any supplies and equipment you used.
13. Remove and dispose of your gloves. Wash your hands thoroughly.



## Diapering Steps for Cloth Diapers:

1. Gather all necessary items such as a clean diaper, diaper cover (if used), wipes, clean clothes, and diaper rash ointment.
2. Make sure the cloth diaper is prepared. Is the insert folded and put into the pocket or is the insert properly folded as the parent has illustrated?
3. Wash hands and put on disposable gloves, if available.
4. Place a paper towel on the changing table or other flat surface and lay the baby on it. Stay with the baby at all times, keeping one hand on the baby to maintain his or her safety. If you are diapering a squirmy toddler, place the paper towel on the floor to keep the baby from rolling off a raised platform. If needed, give the child a washable toy to occupy them while the diaper is being changed. Make sure to disinfect the toy after diapering.
5. Remove the soiled diaper.
6. If the baby has a messy diaper, wipe his/her bottom with the corner of the diaper. Then clean with reusable cloths or standard baby wipes. Make sure to clean all creases and genitals. Wipe girls from front to back.
7. Gently lift the baby's hips off the changing surface by holding the baby by the ankles with one finger inserted between them.
8. Fold the soiled diaper in half under the baby keeping the clean side up. Set it aside.
9. Wipe your hands with a pre-moistened towelette or damp paper towel.
10. Raise the baby's hips off the changing table, slide the clean diaper under the baby's bottom. Pull the diaper between the legs and velcro or button into place using the diaper cover. Make sure it is snug but not so tight it causes pinching. Try not to bunch it between the baby's legs as this could cause chafing. Redress the child.
11. Wash the baby's hands.
12. Remove the baby from the changing table or help them up from the floor and put him or her in a safe place. Put the soiled diaper and wipes in the correct container. If the baby wears cloth diapers and the baby had a bowel movement, take care of the bowel movement as instructed by the parent before putting the diaper in the container.
13. Clean and disinfect the changing table and any supplies and equipment you used.
14. Remove and dispose of your gloves. Wash your hands thoroughly.

## LESSON 4

### Toileting Older Children

Young children who have recently been toilet trained still need help in using the toilet, undressing, wiping, washing hands, and dressing again. They might also want you to stay with them when they are using the toilet. Suggesting bathroom breaks is highly recommended. In between activities is a good time to suggest they try to use the restroom. Children often will put off going if they are engaged in a fun activity or favorite show/movie/video.

### A Word about Diapering Little Boys:

Diapering little boys can be a bit more challenging than diapering little girls due to an automatic response when the diaper is removed. There are steps you can take to prevent getting urine on yourself or having to change the diaper again immediately.

1. Because of the size and location of his genitals, the urine tends to go up and away from the baby boy and can strike you in the face or chest.
2. Keeping the diaper up can shield you between the baby in case he urinates again. To do this, hold the diaper over the baby lightly while changing until the urine is released.
3. Next, follow the steps listed for proper diapering procedures based upon the diaper used (disposable or cloth).





## Bathing infants and children:

The safety of the child/ren comes first; therefore, it is not a good idea for a babysitter to bathe an infant.

If a parent/guardian asks you to do so, explain to him/her that you don't think it is a safe thing for you to do.

You may, however, feel comfortable bathing older children. If you decide you are comfortable with bathing a child, then ask the parents/guardians if you can come over at another time when they are bathing the child, so you can see how they do things and where they keep the supplies. If you do bathe a child on your own, be sure the water is not too hot or too deep and never leave a child unattended in the tub!

### Discussion:

How would you handle the situation if a parent/guardian asks you to do something that you have been taught is unsafe?

## Bedtime for infants and children:

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

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

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

# Family Differences

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

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



## Ask the Parent/Guardians:

- Are there any food restrictions for religious or cultural reasons?
- What is the meal time routine?
- Are there any limits to TV/screen/device time including movies, shows, video games, phone apps, etc.?
- Are there certain clothing practices I should know about?
- Are there any restrictions or religious practices that you would like me to know about?

**Tip** - Make sure that your cellphone has a lock/password protection so the child/ren can't get on your phone without your knowledge.

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

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

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



## LESSON 4

### Activity:

Brainstorm issues

### Life Skill Addressed:

Empathy  
Concern for others  
Managing feelings

### Materials needed:

Flip chart paper  
Markers  
Toy

### Objective:

To discuss special issues when babysitting for child/ren with deployed parent/guardians.

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

### What to Do . . .

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

### What to Say . . .

Start the discussion.

The following page lists challenges about deployment that may come up; if they don't, fit them into your discussion.



# Deployment

**Here is information to keep in mind if you babysit for child/ren whose parent/guardian is deployed, or a parent/guardian who works or lives away.**

## How Does Deployment Impact the Family?

The U.S. Department of Veterans Affairs explains that the deployment of a service member can be extremely challenging for a family.

“Even when we are not at war, military families often deal with stresses such as frequent moves or the absence of a parent/guardian. Deployment to war creates additional issues for a family to handle. Families face a number of challenges before, during, and after deployment. This emotional cycle of deployment begins when news of deployment is released to the family. It starts with a short period of strong emotions, such as fear and anger. As departure grows closer, a period of detachment and withdrawal may occur. This can happen to prepare for the person being physically gone.

During the deployment, family members have a range of feelings and experiences, including:

- Concern, worry or panic
- Loneliness, sadness
- Added family duties and responsibilities
- Learning new skills, making new friends
- Fear for their service member’s safety
- Feeling overwhelmed
- Financial difficulties
- Dealing with problems on their own
- Understanding what their loved ones have been through
- Concern over being needed and loved

Children’s reactions to a parent/guardian’s deployment vary with each child. Reactions depend on age, maturity and any other behavioral or mental health problems the child/ren might have. The mental health of the at-home parent/guardian often affects the child/ren’s distress level. This is especially true for young children.”

It is also essential to consider how families and service members may need to adjust when the service member returns home from deployment. U.S. Department of Veterans Affairs explains that experiences during deployment have helped make the family and service members more responsible. Even if the service member has been called up before, families may find that new challenges arise with each reunion. Reunions can be happy and stressful. There is usually a “honeymoon” phase shortly after demobilization, but it will probably be temporary. The child/ren have grown, and the service member has been through traumatic experiences. The family members have faced new situations in the service member’s absence and readjustment following deployment takes time.

Visit [www.military.com](http://www.military.com) and <https://www.ptsd.va.gov/index.asp> for additional resources.

## LESSON 4

# Deployment

As a babysitter, it is important to be aware of the family situation. Who is deployed? Where? For how long? Ask the parent/guardian if there are any issues you need to be aware of. It is crucial that the family and any caregiver, including babysitters such as yourself, keep each other informed. Children are always better off when everyone who interacts with them knows what's going on.

It is best if the babysitter not initiate a conversation about deployment with the child. It is one thing for you to show empathy to a child who is sad about a parent/guardian being deployed; however, you are not equipped to provide counseling services.

Here is some information to keep in mind if you babysit for children whose parent/guardian is deployed, or a parent/guardian who works or lives away.

- NEVER post or discuss anything about the parent/guardian being deployed or living/working away from home on any social media outlet.
- Ask the parent/guardian in the home how they would like for you to respond in the event the child/ren brings up the deployment or absence of the other parent/guardian.
- It is appropriate to show excitement with the child/ren about a parent/guardian coming home from deployment. However, if a troublesome issue arises, attempt to redirect the child/ren to a different activity. Make sure the child/ren talks to the parent/guardian when they arrive home so that the parent/guardian can validate the child/ren's concerns or answer the child/ren's questions. It is the adult's responsibility to discuss it further and get help for the child/ren if needed. Never share any traumatic experiences you may have encountered with the child/ren you are babysitting.
- Be sensitive to the issues and pressures the family is facing. Maybe the family is going to move to be closer to family or friends. Maybe the child/ren will be going to live with someone else. Maybe their economic situation will be changing. If this is the case, and they will be losing income, it is a perfect opportunity for you to do some volunteering and provide the care for free!
- The child/ren may never have thought of themselves as military before, especially if they are National Guard or Reserve dependents. Now their parent/guardian is in the deployment cycle, and things are different. The adjustment to this may take time.
- Do not ask about painful subjects. The child/ren probably see and hear more than they need to in the media.



- Be on the lookout for any changes in the child/ren. Were they happy and carefree last time you babysat and this time they are quiet and withdrawn? Did they enjoy playing with you last time and this time want to be by themselves? These are signs that something could be bothering them. Try to engage them; be creative! Be sure to inform the parent/guardian when he/she returns home.
- If the child/ren have nightmares or cannot sleep, encourage them to talk about what's troubling them or to draw a picture of it. Comfort them as best you can. Stay with them. If they don't fall asleep, that's ok. The important thing is to keep them feeling safe and secure. Tell the parent/guardian when he/she returns home.
- If the deployed parent/guardian is coming home soon, the reunion will be on everyone's mind. Once the reunion date is known, the child/ren may be nervous, yet excited. This is normal; expect a certain amount of uncertainty or tenseness.
- If the child/ren initiates or the parent/guardian asks the babysitter to assist with an effort that can be shared with the deployed parent/guardian, consider using activities such as the ones included below. Be sure to check to see if these ideas are acceptable to the custodial parent/guardian before you use them.
- Talk about the deployed parent/guardian. Have the child/ren talk about the top 1-5 things they love about their parent/guardian. Ask them to share examples of times they spent together in the past.
- Start a scrapbook or memory book with whatever the child/ren wants to put in it.
- Have the child/ren draw pictures, write stories, make collages, etc. Ask the parent/guardian at home to send them to the deployed parent/guardian. If the custodial parent/guardian is ok with it, videotape or record the child/ren singing or dancing that can be shared with the deployed parent/guardian at a later time.
- Download and print coloring pages from the internet and keep some in your Magic Bag for times like these. Plain paper, crayons or washable markers also allow an opportunity for the child/ren to draw out his/her feelings.
- Create a visual countdown tool as the date of the reunion comes closer. Paperchains, a calendar to mark off dates, a jar of kisses (a Hershey's chocolate Kiss for each day until the parent/guardian is due to return. Additional kisses can be added in the event the return date changes) and other creative ways can help child/ren understand time.
- Make "Welcome Home" signs once the reunion date is known. You could also work to create a homecoming box where the child/ren includes something they really want the deployed parent/guardian to know about when they get home.
- Get or create two of the same books and give one to the child/ren and have one sent to the deployed parent/guardian so they can read the books together.
- Borrow the book "The Kissing Hand" by Audrey Penn, a story about Chester, who is temporarily separated from his parent/guardian, from your MWR Library, Army Community Service, or Child & Youth Services Lending Library.
- Google "Children's Books for Deployment" to find other titles your local library may have available for check-out.



# Lesson 5

## Food and Nutrition

### What to Do . . .

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

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



### Objective:

To teach food safety and healthy food choices.

### Life Skill Addressed:

Concern for others  
Healthy life-style choices  
Disease prevention  
Personal safety

### What to Say . . .

If you have questions about the safety of the food, do not serve it and tell the parent/guardians when they get home. A rule of thumb for them to keep in mind is to “keep hot foods hot and cold foods cold.” If serving a hot dish, like macaroni and cheese, warm it, serve it, and put any leftovers in the refrigerator. Milk, formula, or food from the refrigerator that has been sitting out for more than two hours should be thrown away. Eating food that has not been properly handled can make you sick.

## Activity:

To practice proper hand-washing

## Life Skill Addressed:

Healthy lifestyle

Disease prevention

## Materials Needed:

GlitterBug (Source: [www.Brevis.com](http://www.Brevis.com))

Long-wavelength UVA lamp (Source: [www.Brevis.com](http://www.Brevis.com))

Liquid hand soap

Warm water

### What to Do . . .

First, make sure that the participants do not have any allergies. Dispense one pump stroke of GlitterBug or similar product on the hands of each teen. Tell them to evenly distribute the lotion by rubbing vigorously. Examine their hands under the UV lamp. Then have the teens wash their hands. Look at them again under the lamp to locate any of the lotion. Then tell them to wash their hands a second time with soap and warm running water while singing the entire “ABC’s” song or “Twinkle, Twinkle Little Star.” Tell them to rub their hands vigorously, to wash the backs of their hands, their wrists, between their fingers and under their fingernails. Rinse well and dry with a paper towel. Tell them to turn off the water with the paper towel instead of using their bare hands. Look again under the lamp. Repeat until very little residue is left. Most people will have some residue around the fingernails and in skin cracks. This shows that even good hand-washing gets rid of most germs, but not all. Ask them: “What happened?” “Were you surprised?” “What would you do differently next time you wash your hands or prepare food?” “How did you feel about this activity?”

### What to Say . . .

Tell the teens that part of keeping the child/ren safe involves keeping their hands and food preparation area and utensils clean. Tell them that bacteria can lead to sickness. Explain that they are going to do an activity that will help them see how well they wash their hands.

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

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

## LESSON 5

### Tell the teens to:

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

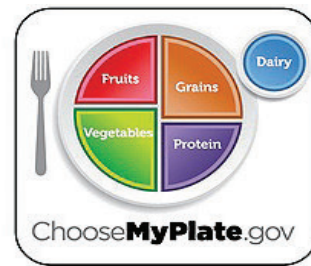
As babysitters, teens should know the basics of healthy eating for the child/ren in their care, as well as, how to serve the food safely. Talk with them about the list on the right.

### Good food choices:

- Whole grain bread, cereal, crackers, and pasta
- Vegetables - cucumbers, squash, green peppers, broccoli, cauliflower, etc.
- Fruit - oranges, apples, bananas, pineapples, and canned fruit packed in 100% juice
- Milk, yogurt, and cheese
- Lean meat, fish, beans, chicken and eggs
- Peanut butter for school-age and older child/ren (be sure to ensure that there are no allergies)
- Combination foods like soups, pizza and macaroni and cheese



# What's MyPlate All About?



**Fruits**

ChooseMyPlate.gov

**Vegetables**

ChooseMyPlate.gov

**Grains**

ChooseMyPlate.gov

**Protein Foods**

ChooseMyPlate.gov

**Dairy**

ChooseMyPlate.gov

If you have access to the internet, visit <https://www.choosemyplate.gov/browse-by-audience/view-all-audiences/children/kids/games>. Choose a game based upon the age of the child/ren that you might babysit for.

## LESSON 5

### Newborn

(0 to 6 months)

- Babies from birth to six months are fed formula or breastmilk. Follow the parent/guardians' directions for when to feed the baby a bottle, how to prepare the bottle, and how much the baby usually eats. Bottles should never be warmed in the microwave because it can cause hot spots and burns and also destroys the healthy properties of human milk.
- Typically when the baby pulls away from the bottle, the baby is finished eating or needs to burp before trying again. Do not try to force him/her to finish a bottle.
- Hold the baby while feeding him/her rather than propping the bottle. Do not put the baby to bed with a bottle.
- When a baby drinks, they can't help but swallow a little air along with breast milk or formula. The air bubbles can make them feel uncomfortable and full before they are really finished eating. Burping a baby expels any excess air that has accumulated and is an important part of the feeding process.
- To burp a baby, hold the baby and gently rub or pat their back. Fussing in the middle of a feeding may be due to discomfort from swallowed air. If a baby becomes fussy try burping the baby to see if an air bubble is causing the discomfort.

### Infant

(6 to 9 months)

- Babies may begin to eat solid food at this age. Confirm with the parent/guardian what foods you may feed the baby. Take a small amount out of the container and put it on a separate plate to prevent the introduction of bacteria from the baby's mouth into of the container. Baby food should never be warmed in the microwave because it can cause hot spots and burns. Ask the parent/guardian if they warm the baby's food, and if so, how they do it.
- Babies this age also like finger food like cereals, crackers and toast. Check with the parent/guardian for finger foods that are safe to feed the baby.
- Babies at this age eat small amounts of food.

### Older Infant

(10 to 12 months)

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

### Toddlers

(1 year to 3 years)

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

## Preschoolers

(3 to 5 years)

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

## School-Aged Children

(6 to 11 years)

- School-aged children are usually positive, curious, energetic, persistent and increasingly independent. They would often prefer to be active or playing games rather than taking time to eat a meal or snack.
- The child/ren's choice can be made from foods that are supplied by the parent/guardian.
- Child/ren this age can choose from the options the parent/guardian suggests
- Ask parent/guardians for directions about what foods (and how much) the child/ren are allowed to eat.
- Healthy snacks are still an important part of what school-aged children eat.

### Activity:

Select healthy food choices for child/ren

### Life Skill Addressed:

Healthy lifestyle choices  
Concern for others

### Materials Needed:

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



### What to Do . . .

Place a pile of pictures of food items or the food models on the table. Divide the group into teams and assign a feeding scenario to each.

For example, "You are babysitting for one boy (five years old) from 3 pm to 5 pm. You do not have to prepare supper; but you do have to give him a snack."

"You are babysitting two sisters (ages three and eight) from 11 am Saturday morning until 3 pm that afternoon. You need to prepare lunch and afternoon snack."

Tell each team to look through the pictures on the table and to select healthy food choices for the child/ren in their scenario. Once all the teams are done, have them share with the whole group.

Ask questions: "What did you choose and why?" "How would you serve the food?" "What would you do if the child/ren didn't like the food?" "Did anything in this activity seem useful for the future?"

## LESSON 5

Make these healthy snacks if time and budget allow.

### Yogurt Sundaes

#### Directions:

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

### Trail Mix

#### Ingredients

Rice Squares (such as Rice Chex®)  
Toasted Oat Cereal (such as Cheerios®)  
Corn Puff Cereal (such as Kix®)  
Raisins, chopped  
Apricots, dried, chopped  
Pretzels

#### Directions

1. Toss cereal, pretzels and dried fruit together.
2. Serve in re-sealable bags or plastic cups.  
Note: Dried fruit is not appropriate for younger child/ren.

#### Serving Tips:

Trail mix is a fun way to get children involved in making their own snack. Let them scoop their own servings with a tablespoon or pre-measured scoops. Give them a variety of healthy options to choose from to design their own. Knowing that they made the snack themselves will make them more likely to eat it.

Store ready to eat foods in a manner that protects from cross contamination by raw foods.

### Banana Boats

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

#### Directions:

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



## Toaster Oven Pizza

### Utensils

- Cutting board
- Cutting knife
- Measuring cups and spoons
- Toaster oven or regular oven
- Cheese grater
- Pizza pan or cookie sheets



### Ingredients for each pizza

- 2 tablespoons pizza or spaghetti sauce
- ½ whole wheat English muffin or whole wheat pita bread
- Assorted veggies - sweet peppers (red, green, yellow), mushrooms, broccoli, onions, black olives, roasted peppers or others
- 2 tablespoons shredded cheese

### Directions

- If using English muffins, split in half.
- Spread pizza sauce on muffin half or pita bread.
- Top with assorted veggies of your choice.
- Sprinkle with cheese. Place in toaster oven and bake at 400° for 10 minutes or until cheese is melted. Enjoy!
- Makes 1 serving

Source: *Up for the Challenge: Lifetime Fitness, Healthy Decisions*





# Lesson 6

## Entertainment

## LESSON 6

### Activity:

Practice reading, sound, and movement activities

### Life Skill Addressed:

Empathy  
Nurturing relationships  
Communication

### Objective:

To teach ways to play with children according to their “Ages and Stages.”  
To teach toy safety.

### Materials Needed:

Child/ren’s books  
Assorted items to make instruments (oatmeal cartons, margarine tubs, plastic lids to fit, aluminum pie plates, paper towel tubes, small stones, plastic eggs, baking powder cans, construction paper or fabric scraps, uncooked macaroni or rice, buttons, rubber bands)  
Adhesive or masking tape, scissors, yarn, hole punch  
“Age Appropriate Activities” handout (see Appendix pages 156-157) and decks of cards such as Old Maid, Fish, and Crazy Eights

### What to Say . . .

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

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

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

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

More activities to do with children can be found on the CDC website at [www.cdc.gov/ncbddd/actearly/index.html](http://www.cdc.gov/ncbddd/actearly/index.html).

## Activity:

Read children's books out loud.

### Books and Reading

Children like to look at picture books.

- The pictures should be large, and there should be only one or two pictures on a page. It is good if the pictures are of real objects that the children can recognize (a ball, a cat, a car).
- Young children also like to turn the pages of a book.
- They sometimes like to tell stories that they make up about the pictures. Turning pages and talking are activities that children enjoy and an important part of having a story “read” to them.
- As children grow older, they like longer stories, but still are interested in familiar things: mothers, fathers, grandparent/guardians, aunts, brothers and sisters, animals, playthings, food, etc. They like to imagine parts of the story.
- Children like to see the pictures in a book that is being read. They like to sit in the reader's lap and help hold the book.
- If they are babysitting for more than one child, tell the teens to have the children sit in front of them and to read the story by looking at it sideways.
- Children often like to talk about what is happening in the story. It's a good idea to stop and let them talk about their ideas.
- Tell the teens that listening to what the children have to say is more important than finishing the story.
- Tell the teens to use puppets or props, if possible, to illustrate the story and to use their own voices and gestures to make the story more realistic.
- Raising, lowering and changing the tone of their voices with the different characters helps create the different personalities of the characters and encourages the child/ren to listen.

### Telling Stories

Children from one to two years old usually prefer a story that is made up. They especially like a story or song about themselves. It takes only a few simple ideas with actions to make a “story” for them. The story might go something like this: “Juan is a fine boy. He has brown eyes (point to them). He has curly brown hair (point). He likes to eat his cereal. . . .” Dressing, eating, and playing all make good ideas around which to build a story that a very young child enjoys. The story may be spoken, or it may be “sung.”



## LESSON 6

“Age Appropriate Activity” - See Appendix page 156 & 157 to make copies

### Activity:

Make copies of the “Age Appropriate Activity” to distribute, one per teen. Ask for volunteers to read aloud.

### Birth to Six Months

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

### Six to Twelve Months

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

### One to Two Years

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

### Two to Three Years

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

## Three to Four Years

- Role play “house,” “store,” and/or “school”
- Clay, crayons, coloring books, finger paints, chalk and chalkboards, safety scissors (which can cut hair and clothes as well). Supervise child/ren closely if using scissors. Never leave a child alone when using scissors!
- Simple games, i.e., “Lotto,” “Candyland,” “Simon Says,” “Statues”
- Short attention span during reading or television watching, but often returns after a few minutes
- Take a walk outdoors - collect leaves, pine cones, or stones
- Have child/ren lie down on big piece of wrapping paper and draw outline of body. Watch or help the child/ren draw face, hair, clothes
- Make a fort out of blankets stretched across two or three chairs. Make a bus out of a line of chairs and let the child/ren be the driver
- Simple dice games

## Four to Five Years

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

## Five to Seven Years

- You may spend less time entertaining this age child
- Outdoors they’re active - jump rope, running games, riding bikes. They may be happy to have you join them or prefer to play alone or with friends
- They like to read to you or with you - usually they love riddles
- Playing with dolls, playing dress-up, manipulative toys, and construction materials will keep them busy for hours
- They will enjoy playing board games. They want to WIN! (so be prepared for some made up rules and cheating)
- Make up a silly song with the child/ren. You start a sentence, let them finish it

## LESSON 6

**Activity:** Practice fingerplay

### Singing and Dancing

Tell the teens that children like to sing and dance!

Preschool children like songs with actions. They usually like to play “Farmer in the Dell,” “Here We Go ’Round the Mulberry Bush,” and “Duck, Duck, Goose.” By five or six, children like singing games with more complicated actions such as “In and Out the Window.”

When child/ren are four, five, or six years old, they start to like to “just listen” to music. An optional activity would be for the teens to make a list of children’s song that they might sing with the child/ren while babysitting.



### “Quiet Cats”

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

### “Taller, Smaller”

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

### “The Apple Tree”

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

### “I’m a Little Teapot”

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

### “Home Sweet Home”

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

### Drums

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

### “The Itsy Bitsy Spider”

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

## Activity:

Building musical instruments

### Shakers

(for older child/ren)

Bring your own plastic eggs, baking powder cans, potato chip cans, oatmeal boxes, or boxes with lids.

Experiment with different sounds by putting macaroni, rice, buttons, stones, etc., in them. Glue together securely. Please note: these are to be made before you babysit, not during the time due to the small items to be used. Young children like to put things in their mouths, so be sure they cannot get to the contents of the shaker or undo the lid.

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

### Kazoos & Horns

Fasten a square of wax paper to a toilet paper or paper towel tube with a rubber band or tape. Hum into the open end with your mouth open a little. This may take a little practice. A different sound is made if you make three holes in the tube with a hole punch or pointed object such as a sharpened pencil. Blow across the mouths of different sized empty plastic bottles. Different sizes give different tones.

## Activity:

Joke and riddle activity

### What to Say . . .

Young children are developing their sense of humor, which goes along with all of the other ways they are developing and understanding the world. For example, a three-year-old may laugh when you put a hat on your knee or elbow. They are learning where hats are to be worn and anything different from where they belong can be pretty funny. Many five-year-olds like to hear knock-knock jokes because they can participate in saying, "Who's there?"

The jokes have to be very easy to understand for the children to think it is funny. Look for websites or books with jokes for specific age groups. Make sure these are clean, socially responsible jokes to tell to young children.

Older children will enjoy riddles. Give hints to help them solve the puzzle.

### What to Do . . .

Have teens look up two jokes and two riddles that would be appropriate for two different age groups. Try them out in pairs or small groups. If the jokes and riddles are appropriate, write them down on index cards and keep them in the babysitter bag for when you need to lighten the mood.



## LESSON 6

### Activity:

Toy “Show and Tell”

### Life Skill Addressed:

Concern for others

Safety

### Materials Needed:

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

Cardboard paper towel tubes

### What to Say . . .

Tell the teens that infants need bright-colored toys of many textures, but because they put everything in their mouths, toys should be washable, non-breakable, and have no sharp edges that might cut or scratch. Toys should be large enough so they cannot be swallowed and they should have no small attached pieces (such as eyes on a stuffed animal or bells on a rattle) that could be pulled off and swallowed. Infants like to look at, feel, chew on, hold, and drop toys. Good toys for infants include: rattles, squeak toys, blocks, crib mobiles, stacking toys and rings, push-pull toys, stuffed animals or dolls without detachable parts, nested boxes or cups, books with rhymes, simple picture books, safe noisemaking toys, small soft toys, and short string of beads (large, plastic).

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

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

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

### What to Do . . .

To demonstrate toy safety and selection, spread out several toys on a table or on the floor. Tell the teens to each select one item and evaluate it for safety and age appropriateness using the “Toy Safety Checklist.” Tell them to put small toys or parts of toys into a cardboard paper towel tube. This is a visual, hands-on way for checking on toy size. Pieces that fit into it easily are too small for infants and toddlers. Stress that even older children have to be watched at all times! Suggest that they keep cardboard tubes in their Babysitter Magic Bag. Other items to be on the lookout for are toys with long strings or cords, toys that shoot things, and toys with “toxic” on the label. Balloons and plastic bags are not to be used as toys because a child could inhale a piece of plastic and suffocate.

If there is time, keep the selection and discussion process going until all the toys are evaluated. Ask, “What did you learn about toys?” “How will you use this information in the future?” If teens have been working on “Babysitter Magic Bags,” this could be a good time to bring them in and discuss any entertainment items they have in their magic bag.

# Toys

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

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

The teens also need to choose toys

- For ACTIVE PLAY: Push and pull toys, wheel toys, sport items
- For QUIET PLAY: Building blocks, construction toys, dolls
- For SHARING PLAY: Board and noncompetitive games
- For SOLITARY PLAY: Arts, crafts, finger paints, modeling clay, puzzles and books

Tell the teens

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

**If they find any damaged toys, tell them to take the toys away from the child/ren. Show the damaged toys to the parent/guardians when they get home.**

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

Tell the teens to inspect all toys before they let the child/ren play with them.

Look for:

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



# Lesson 7

## The Business of Babysitting

# Business of Babysitting

## Do

- Be on time.
- Be clear about money matters before accepting the job. You should not be embarrassed by talking about money.
- If you don't understand, ASK!
- If you are asked to do additional chores such as cleaning up the kitchen, remember that all extra chores come second to the care and safety of the child/ren.
- Be clear about the transportation arrangements.
- Know when the parent/guardians are expected to return and how to contact them while they are gone.
- Discuss in advance any expected visitors, deliveries, or phone calls.
- Ask parent/guardians about routines, expectations, the way things are done in their households.
- Remember, the use of drugs, alcohol, or tobacco is not appropriate at any time.
- You are a role model for child/ren and need to act accordingly.
- Keep a calendar with your babysitting dates on it so that you do not forget any of your commitments.
- Have a plan for how you will manage the money you are earning.
- Consider volunteering your time as a babysitter. Many families may need help but do not have the money to pay for it.
- If asked to babysit for a large number of children and it makes you uncomfortable, ask if a friend can babysit with you.

## Activity:

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

## Life Skill Addressed:

Marketable skills  
Critical thinking

## Materials needed:

Whiteboard or flip chart paper  
Markers

## What to Say . . .

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

## What to Do . . .

Either divide the participants into teams or as one group, brainstorm items to think about, and plan for when they are babysitting. Allow the participants 10 - 15 minutes to make them into posters and copy onto 8.5” x 11” paper to keep in their bags. Encourage participants to take notes on what they learned.

## Don't

- Don't babysit if you have contagious illness such as a cold or the flu.
- Don't snoop!
- Don't discuss the family with others. Respect their privacy.
- Don't abuse any privileges. For example, don't eat everything in the refrigerator or make a mess.
- Don't invite friends over during a babysitting job.

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

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

## Will you do other chores?

Occasionally you may be asked to do other chores around the house. If so, they should not be major items like doing laundry, vacuuming (unless you made the mess), etc. Teens should straighten up while babysitting (put away toys, play materials, child/ren's jackets, etc. when not in use); wash dishes you use to feed the child/ren; put used tissues, food wrappers, etc. in the trash; wash tables and counters, clean the table after meals and snacks; clean up spills as they happen. In other words, leave it the way you found it or a little better if time allows. Your most important job is keeping the child/ren safe.

## How will you get back home?

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

## What will you do with the money?

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

## What do you do when parent/guardians return?

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

## How will you stay organized?

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

## Marketing resources could include:

- Child & Youth Services Central Registration keeps a referral list of youth who have taken and passed this training
- Army Community Service-Referral List
- Army Lodging-Front Desk with telephone number to Central Registration
- Child Care Aware of America (800-424-2246)

## LESSON 7

*Babysitter for Hire sample flyer - See Appendix page 160 to make copies*

# Business of Babysitting

## Activity:

Creating marketing materials

## Life Skill Addressed:

Planning and organizing

Communication

Marketable skills

## Materials needed:

Paper

Markers

Scissors

Blank business cards or notecards

cut into business card size (3.5" x 2")



## What to Say . . .

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

Suggest they talk to their friends and others for ideas on the going rates for babysitting. Discuss money matters ahead of time, so there will be no misunderstandings when it comes time for them to get paid. Explain to the teens that they may be nervous talking about this, so it may be helpful to give the family a “flyer.”

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

## What to Do . . .

Distribute materials and let the teens work individually. Have them share the finished products and discuss why certain items were included. Have teens redo them if necessary. If you have access to the internet, participants can create their own flyers.

### Note:

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

# Worksheet Five

*(See appendix to make copies. Date and have an adult initial when complete)*

## Babysitters Do

Make a Babysitter's Magic Bag.

Date

Adult Initials

\_\_\_\_\_

\_\_\_\_\_

Make a flyer or business card to advertise yourself.  
Be cautious as to what information is included  
(no last name or contact information. You do the contacting).

\_\_\_\_\_

\_\_\_\_\_

## Babysitters Share

Discuss with your group or another adult each item in your Babysitter's Magic Bag and why you included it.

\_\_\_\_\_

\_\_\_\_\_

Discuss your business card with an adult. Explain how you would use it safely.

\_\_\_\_\_

\_\_\_\_\_

## Babysitters in Action

Organize a group of trained babysitters to volunteer at a community event, Family Day, or Soldier Homecoming.

\_\_\_\_\_

\_\_\_\_\_

Enlist your friends in your Army Youth Program or 4-H Club to make "Babysitter's Magic Bag" and donate them to your Child & Youth Services Lending Library or 4-H Club to have on hand for future babysitting classes.

\_\_\_\_\_

\_\_\_\_\_





# Lesson 8

## Graduation

## LESSON 8

Parent/Guardian's Questions for Mock Interviews - See Appendix page 162 to make copies.

### Activity:

Mock Interviews

### Life Skill Addressed:

Marketable skills

Self-esteem

Community Service/Volunteering

### Objective:

To measure babysitting knowledge of teens.  
To celebrate completion of the Babysitter's Course.

### Materials Needed:

Parent/guardian's questions on paper

Paper and pencils for participants

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

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

## Parent/Guardian's Questions

- What did your babysitting training involve?
- Why do you enjoy working with children?
- How would you calm a crying baby?
- What would you do if the older child hit the younger one?  
How would you discipline the child?
- How will you take care of a two-year-old?
- Do you enjoy reading?
- What do you enjoy most about babysitting?  
What do you enjoy least?
- Do you know CPR? First aid?
- Do you have any limitations that would affect your ability to babysit?
- Are you available on weekends? Evenings?  
Until what hour?
- How does your family feel about your babysitting?
- Will you need transportation to and from your babysitting job?



**Activity:**

To role-play safety situations

**Materials Needed:**

Role-play situations on individual pieces of paper

**Life Skill Addressed:**

Critical thinking

Problem solving

**Role~play Situations**

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

Players: babysitter and toddler  
Props: doll and bottle

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

Players: babysitter and caller  
Prop: telephone

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

Players: babysitter and best friend  
Prop: cell phone

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

Players: babysitter and person at the door

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

Players: babysitter and child  
Prop: unsafe toy

You are caring for a 6-year-old and her 8-year-old brother. They get into a yelling match over who gets to bat first. You need to intervene before it gets physical.

Players: babysitter, two kids  
Prop: plastic bat and ball

The three-year-old you are watching has missed her nap and explodes into tears when her parent/guardians leave for the evening.

Players: babysitter, child

You are trying to get the one-year-old down for his nap when you notice the three-year-old is gone and the front door is open.

Players: babysitter, baby, child

The parent/guardians indicate they will return home around 10:00 p.m. At 10:15 p.m. you have not seen or heard from the parent/guardian.

Players: babysitter, parent/guardian

The parent/guardian asks you to administer medication to the child/ren during their absence.

Players: babysitter, parent/guardian, child/ren

## LESSON 8

### Activity:

Share and explain the contents of  
Babysitter's Magic Bag

### Life Skill Addressed:

Self-esteem, Critical thinking  
Planning/Organizing

### Materials Needed:

Babysitter's Magic Bags completed by teens

#### What to Do . . .

#### What to Say . . .

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

### Activity:

To complete the Babysitter's Knowledge Survey

### Life Skill Addressed:

Safety, Marketable skills  
Concern for others

### Materials Needed:

Babysitter's Knowledge Survey (from Lesson One), enough  
for the group, see Appendix (page 139)  
Pens or pencils

#### What to Do . . .

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

#### What to Say . . .

Tell the teens that this is the same Knowledge Survey they took at the first session and that it is not a test; you are not grading these. You want to see how much they know about babysitting now that they have completed the course. Tell them to write their names and date on the survey. Once completed, collect the surveys for later comparison.

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

## Activity:

To award certificates

## Materials Needed:

Certificates of Completion (page 164)  
Refreshments

## Life Skill Addressed:

Self-esteem

### What to Say . . .

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

### What to Do . . .

Shake each participant’s hand as you give them their certificates. Serve refreshments at the end, if possible.



# Appendix

# Appendix A

## The 4-H/Army Child & Youth Services Partnership

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

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

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

FMWRC provides leadership to the Army's Child & Youth Services (CYS) Programs. CYS Programs provide quality child care and youth activities during out of school time with an emphasis on positive growth & development on Army installations worldwide for child and youth ages four weeks through 18 years.

### Benefits

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

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

### 4-H Extension Military Liaisons - How they are working with Army CYS

The 4-H Military Liaison is an Extension professional, located in each state, D.C. and U.S. territory, who serves as a link between the state extension program, military service branches in their state, and with 4-H National Headquarters located within USDA-NIFA. The focus of the 4-H Military Liaison is to coordinate, network, and facilitate programs and resources working with a variety of partners at the university level, with military partners, and with partners across their states in support of military families, children, and youth programming. They are the official point of contact for all 4-H military-connected youth programs in their state. A list of current State 4-H Military Liaisons can be found at <https://4-hmilitarypartnerships.org/find-a-liaison>.

# Appendix A

## Our Goals

The goals of the partnership are to:

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

# Appendix B

## Promoting Life Skills

A life skill is a learned ability. Life skills are abilities that help people be successful in their lives. 4-H and Child & Youth Services staff are youth development professionals who help the young people in their programs learn life skills. Categories of life skills are “knowledge, reasoning and creativity,” “personal/social,” “vocational/citizenship,” and “health/physical.” Feeling confident and capable in each of these categories is what youth need to move on to adulthood.

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

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

4-H and Child & Youth Services staff understand the mission of their program and how they contribute.

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

### **COMPETENCY** (Life Skills)

#### **Knowledge, Reasoning and Creativity:**

Thinking: using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.

*Managing:* using resources to accomplish a purpose.

#### **Personal/Social:**

Relating: establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.

*Caring:* showing understanding, kindness, concern, and affection for others.

#### **Vocational/Citizenship:**

Giving: providing, supplying or causing to happen (social responsibility).

*Working:* accomplishing something or earning pay to support oneself through physical or mental effort.

#### **Health/Physical:**

Living: acting or behaving; the manner or style of daily life.

*Being:* living one’s life; pursuing one’s basic nature; involved in personal development.

### **4-H FOCUS**

**HEAD**

**HEART**

**HANDS**

**HEALTH**

### **ARMY FOCUS**

*Educational Support  
& Career Exploration*

*Health, Wellness, The Arts,  
& Life Skills*

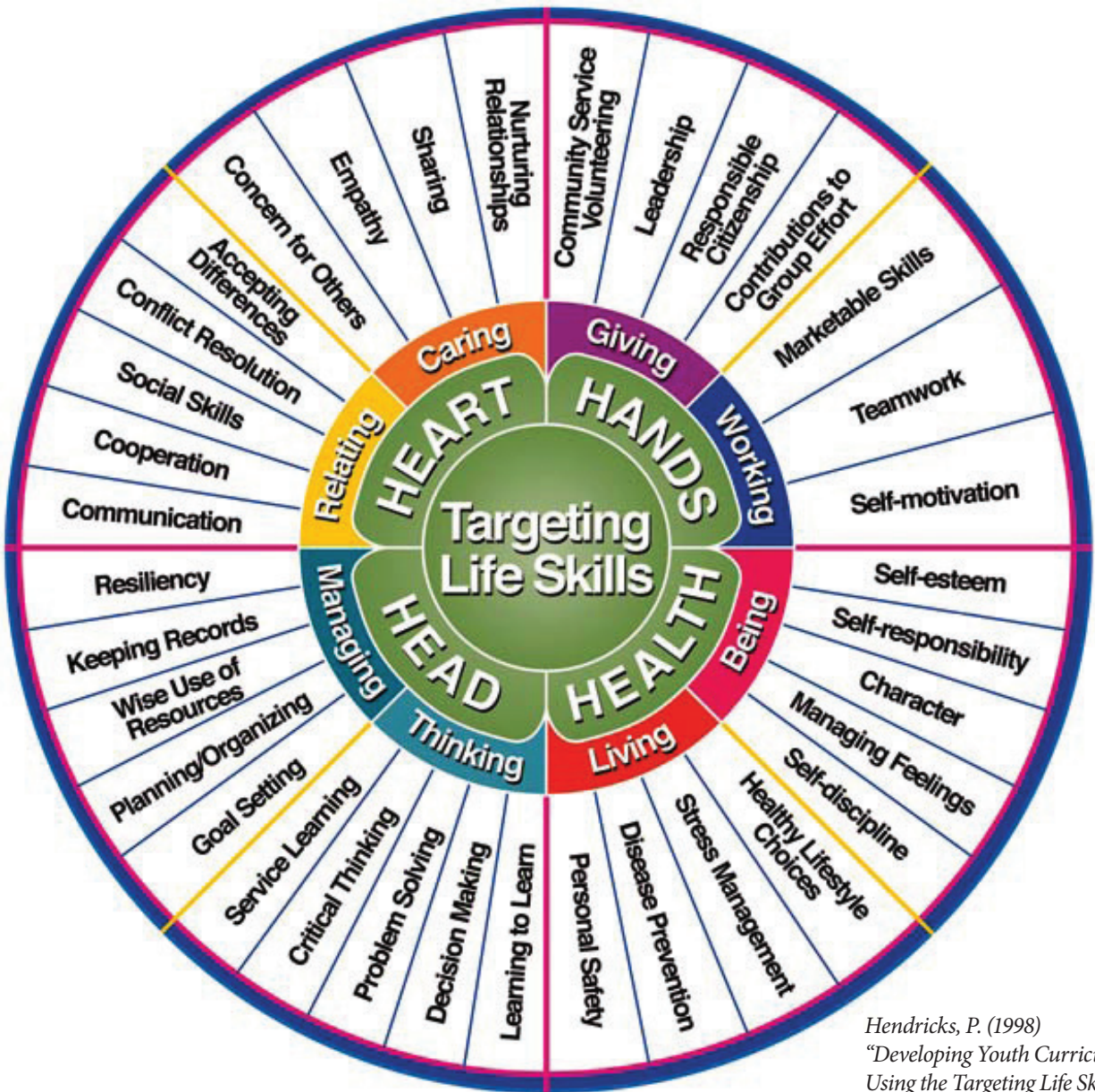
*Character & Leadership  
Development*

*Sports, Fitness  
& Recreation*

# Appendix B

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

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



Hendricks, P. (1998)  
“Developing Youth Curriculum  
Using the Targeting Life Skills Model

## Examples from the curriculum:

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

Teens make healthy food choices for the child/ren in their care. This connects with “healthy lifestyle choices” from the “health” section of the wheel and “caring for others” from the “heart” section.

# Appendix C

## The Experiential Learning Model

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

4-H Youth Development uses the five steps of Experiential Learning to teach life skills. Steps (explained in more detail later):

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

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

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

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

Reasons for you to use Experiential Learning:

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

Benefits for teens in Experiential Learning:

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

### Reviewing the Five Steps of the Experiential Learning Model

## Experience ~ Do

Experiential Learning begins with action. As 4-H and Child & Youth Services staff, you provide guidance, but do not tell the teens what to do. Let them “experience” the activity. If they stumble, that’s “OK.” Let them get up and try again.

# Appendix C

## Processing the Experience ~ Reflect

Debriefing the experience is what moves an experience from action to learning. Every activity in the course has questions to ask the teens. These questions are critical, so please make every effort to include them. As 4-H Child & Youth Services staff, you help the teens process what they learned by:

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

## Share ~ Reflect

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

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

## Process

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

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

## Generalize ~ Apply

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

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

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

## Apply

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

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

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

# Appendix D

## Resources:

### American National Red Cross

WDC

[www.redcross.org/services/hss/courses/](http://www.redcross.org/services/hss/courses/)

- Babysitting Training Course
- Online, downloadable materials

### Brevis

225 West 2855 South

Salt Lake City, UT 84115

1-800-383-3377

[www.brevis.com](http://www.brevis.com)

- GlitterBug materials

### CDC

<https://www.cdc.gov/ncbddd/actearly/index.html>

### Consumer Product Safety Commission

4330 East West Highway

Bethesda, MD 20814

800-638-2772

[www.cpsc.gov](http://www.cpsc.gov)

- The Super Sitter, an overview of the babysitter's job

### Iowa State University

2150 Beardshear Hall

Ames, IA 50011-2031

800-262-3804

[www.extension.iastate.edu](http://www.extension.iastate.edu)

### NASCO

901 Janesville Ave

PO Box 901

Fort Atkinson, WI 53538-0901

800-558-9595

[www.enasco.com](http://www.enasco.com)

- Anatomically correct, multicultural baby dolls, plastic food models

### National 4-H Cooperative Curriculum System, Inc.

[www.4-H.org](http://www.4-H.org)

- Child/ren Development: Kids on the Grow!

### National Dairy Council

10255 West Higgins Road

Suite 900

Rosemont, IL 60018-5616

800-939-0002 to locate local Dairy Council Office

[www.usdairy.com](http://www.usdairy.com)

- Food models, comparison cards, nutrition information

# Appendix D

## **Poison Help Centers**

4601 North Fairfax Dr  
Suite 630  
Arlington, VA 22203  
800-222-1222

[www.aapcc.org](http://www.aapcc.org) or [www.poison.org](http://www.poison.org)

- Stickers, magnets, educational and emergency information

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

## **University Of Illinois Extension**

Office of Extension and Outreach  
111 Mumford Hall (MC-710)  
1301 West Gregory Dr  
Urbana, IL 61801  
217-333-5900

[www.extension.illinois.edu](http://www.extension.illinois.edu)

## **The American Academy of Pediatrics**

National Headquarters  
345 Park Boulevard  
Itasca, IL 60143  
800-433-9016  
[www.aap.org](http://www.aap.org)

## **The U.S. Fire Administration**

16825 South Seton Ave  
Emmitsburg, MD 21727  
[www.usfa.fema.gov](http://www.usfa.fema.gov)  
800-238-3358

- Look at the “Publications” and “Kids” sections  
- Ask your local fire department for educational publications

## **National 4-H Council**

7100 Connecticut Ave  
Chevy Chase, MD 20815  
301-961-2800  
[www.4h.org](http://www.4h.org)

## **Websites**

### **4-H Military Partnerships Project**

[www.4-hmilitarypartnerships.org](http://www.4-hmilitarypartnerships.org)

### **Child Care Aware of America**

[www.childcareaware.org](http://www.childcareaware.org)

### **Army MWR**

[www.armymwr.com](http://www.armymwr.com)

# Appendix E

(From original curriculum development)

## References:

**4-H 101 Design Team.** *4-H 101: The Basics of Starting 4-H Clubs.* Cooperative State Research, Education, and Extension Service. Blacksburg: Virginia Tech University, 2002.

**4-H/Army Youth Development Project.** *Moving Ahead: Preparing the Youth Development Professional.* [www.usda-army-ydp.org/resources.html#staff](http://www.usda-army-ydp.org/resources.html#staff). Path: Staff Development Curriculum Abstracts.

**Almon, M., K. Bickford, S. Guyott, G. May, and L. Sullivan-Werner.** *Massachusetts 4-H Babysitting Course.* Amherst: University of Massachusetts, 2003.

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

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

**Barber, K.** *The Sitter Member Manual.* Washington: Pacific Northwest Cooperative Extension, 1995.

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

**Josephson Institute of Ethics.** CHARACTER COUNTS™ [www.charactercounts.org](http://www.charactercounts.org)

**Military Children Education Coalition.** *How communities can support the children and families of those serving in the National Guard or Reserves.* MCEC, 2004. [www.militarychildren.org](http://www.militarychildren.org). Path: Publications/Research; Guard and Reserves Booklet.

**Military Children Education Coalition.** *How to prepare our children and stay involved in their education during deployment.* MCEC, 2004. [www.militarychildren.org](http://www.militarychildren.org). Path: Publications/Research; Deployment Booklet.

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

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

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

# Appendix F Lesson Plans

## BABYSITTING: LESSON PLAN *(sample)*

**Title:** Babysitting Course Introduction

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

**Staff:** Fill-in Trainer

**Special Guest:** Fill-in Trainer

**Time-frame:** May 1 (Tuesday) 4pm-6:30pm

**Location:** Youth Service

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

### Materials Needed:

- ✓ Babysitting handouts for each participant
- ✓ Babysitter Board
- ✓ Icebreaker supplies
- ✓ Activity supplies
- ✓ Copies of “Babysitter’s Survey,” and pencils

### What to Say/What to Do:

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

### Wrap-Up: What to Say/What to Do:

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

## ACTIVITIES

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

### Icebreaker:

#### Sharing My Childhood:

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

#### Favorite Babysitting Memories:

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

#### Activity:

Administer the Babysitters Survey

#### Life Skill Addressed:

Assessing marketable skills

### What to Say/What to Do:

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

### After-Action Comments:

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

# Appendix G Materials List

## Babysitting Curriculum Handouts List

### Lesson One: Babysitting Curriculum Introduction

**Activity: Introduction**

Babysitting handouts for each teen  
Parent/guardian letter for each teen  
Markers  
Yarn or roll of toilet tissue  
Scissors  
Paper  
Pens or pencils  
Bag  
“Babysitter Board” (flip chart or whiteboard)

**Activity: Babysitter’s Knowledge Survey**

Copies of “Babysitter’s Knowledge Survey”  
Pens or pencils

**Activity: Babysitter’s Questionnaire**

Copies of “Babysitter’s Questionnaire”  
Pens or pencils

**Activity: Babysitter’s Magic Bag**

Paper  
Pens, pencils, markers

**Activity: Joys of Babysitting**

Paper  
Pens or pencils  
Poster board  
Markers

**Activity: Demonstration of Five Senses**

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

# Appendix G Materials List

**Activity:** “What I Need to Know to Be a Babysitter”

Large paper, flip chart size, if available  
Markers

**Activity:** **Parent/Guardians Survey**

Copies of “Parent/Guardian Survey” (at least two per participant)

**Activity:** **Babysitter’s Report**

Copies of Babysitter’s Report form  
Copies of Babysitter’s Note  
Pens or pencils

## Lesson Two: Safety

**Activity:** **Guest speaker**

Guest speaker on Safety-Related Issues

**Activity:** **Safety posters**

Poster board or flip chart paper  
Markers

**Activity:** **Role-play Safety Situations**

Newspapers, magazines, etc.  
Activity cards and/or Situation Note Cards

## Lesson Three: First Aid

**Activity:** **Teach First Aid**

Guest speaker  
CPR mannequins  
Disposable gloves  
Face masks  
Sample first aid kit  
Plastic locking bags  
First aid supplies, enough for each participant

**Activity:** **Boo Boo Bunnies**

Washcloths (one for each participant)  
Rubber bands  
Ice cube

**Activity:** **Poison Look-Alike Test**

“Poison Look-Alike” items: poison prevention information and free telephone number stickers to Babysitter Magic Bags; blue drink and window cleaner; tic tacs and caplet pain relievers; toothpaste and muscle cream or diaper rash ointment; eye drops and super glue; chocolate bar and Exlax, root beer soda bottle and beer bottle; rubbing alcohol and water bottle.

# Appendix G Materials List

**Activity: Making a First Aid Kit**

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

**Activity: Emergency Card Game**

Emergency cards  
Markers

## Lesson Four: Child Development

**Activity: Ages & Stages Activity**

"Ages & Stages" characteristics prepared ahead of time (copied and cut into strips)  
flip chart paper  
Pens, pencils  
Adhesive tape  
Scissors

**Activity: Experiencing Physical Challenges**

Wide rubber bands  
Shirt with buttons  
Scissors  
Markers  
Lined paper

**Activity: "Seven Principles of Discipline"**

"Seven Principles of Discipline" copied and cut into strips  
Scissors  
Bag or box

**Activity: Practicing Effective Discipline**

Flip chart paper or whiteboard  
Markers  
Scissors  
Notecards  
Pens, pencils  
Role-play scenarios and cut into strips

**Activity: Safe Infant Handling**

Small, raw eggs or overripe small tomatoes  
Empty, clean baby food or any small jar with lid (large enough for the eggs to fit into)

# Appendix G Materials List

**Activity: Infant Handling**

Live baby or doll  
Disposable and/or cloth diapers  
Diaper pins and plastic pants if using cloth diapers  
Wipes or washcloth, warm water, and soap  
Tissues  
Trash receptacle  
Disposable gloves

**Activity: Brainstorm Issues**

Flip chart paper  
Markers  
Toy

## Lesson Five: Food and Nutrition

**Activity: Practice Proper Hand Washing**

GlitterBug (Source: [www.Brevis.com](http://www.Brevis.com)) or similar product  
Long-wavelength UVA lamp  
Liquid hand soap  
Warm water

**Activity: Healthy Food Choices for Child/ren**

Pictures of food items from magazines, grocery store flyers or food models from the National Dairy Council (1-800-939-0002) or plastic food models from NASCO (1-800-558-9595)

## Lesson Six: Entertainment

**Activity: Practice Reading, Sound and Movement Activities**

Assorted items to make instruments (oatmeal cartons, margarine tubs, plastic lids to fit, aluminum pie plates, paper towel tubes, small stones, plastic eggs, baking powder cans, construction paper or fabric scraps, dry beans, uncooked macaroni or rice, buttons, rubber bands, etc.)

**Activity: Read Children's Books Out Loud**

Children's Books

**Activity: Child/rens Entertainment Cards**

"Child/rens Entertainment Cards"- cut into strips

**Activity: Practice Fingerplay**

**Drums:** Oatmeal box or margarine container; tape; scissors; two plastic snap on lids; construction paper or fabric scraps; spoons, pencils, dowels or sticks.

**Activity: Building Musical Instruments**

**Shakers:** Plastic eggs; baking powder cans, oatmeal boxes or boxes with lids, macaroni, rice, buttons, stones; tape; stapler; paper plates; hole punch; lace or yarn.

**Kazoos and Horns:** Waxed paper; tape; cardboard tube from paper towels, pencil, rubber bands, hole punch.

# Appendix G Materials List

**Activity:** **Joke and Riddle Activity**  
Age appropriate jokes and riddles

**Activity:** **Toy Show and Tell**  
A wide variety of toys, games, etc. in various stages of disrepair  
cardboard paper towel tubes

## Lesson Seven: The Business of Babysitting

**Activity:** **Babysitting Do's and Don'ts**  
Flip chart paper/whiteboard  
Markers

**Activity:** **Creating Marketing Materials**  
Paper  
Markers  
Scissors  
Blank business cards or notecards cut into business card size

## Lesson Eight: Graduation

**Activity:** **Mock Interviews**  
Parent/guardian's questions on paper  
Paper and pencils for participants

**Activity:** **Role-Play Safety Situations**  
Role-play situations on individual pieces of paper (see page 151)

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

**Activity:** **Complete Babysitter's Knowledge Survey**  
Babysitter's Knowledge Survey (enough for the group)  
Pens or Pencils

**Activity:** **Babysitter's Knowledge Survey**  
Copy of Babysitter's Knowledge Survey

**Activity:** **Certificates**  
Award Certificates of Completion  
Refreshments

Pages &  
Worksheets  
to Copy

Date

Dear Parent/Guardian,

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

The final session is a “Celebration of Completion,” and we hope you can attend. The teens will showcase their Babysitter’s Magic Bag, their family files, and demonstrate what they learned through role-plays about babysitting. Each teen meeting the course requirements will receive a “Certificate of Completion.” Refreshments will be served. It promises to be a engaging time for all!

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

---

Sincerely,

# Worksheet One

*(Date and have an adult initial when complete)*

## Babysitters Do

What are three of your favorite memories from early childhood?

- 1.
- 2.
- 3.

## Babysitters Share

*(Date and have an adult initial when complete)*

	Date	Adult Initials
Share with the group or a friend why these were your favorite memories.	_____	_____
Share past babysitting experiences (if anyone in your group has already babysat).	_____	_____
Share six characteristics you think a babysitter needs.	_____	_____

## Babysitters in Action

*(Date and have an adult initial when complete)*

	Date	Adult Initials
Role-play a situation in which you are the babysitter and a friend is the parent/guardian. You have just arrived and are discussing expectations, household rules, and procedures.	_____	_____

# Babysitter's Knowledge Survey

- T F 1. The main responsibility of a babysitter is to make sure the child/ren have fun.
- T F 2. It is the parent/guardian's responsibility to remember to give you the phone numbers to use in an emergency.
- T F 3. You can feed a young child peanut butter, whole grapes, carrots, and hot dogs.
- T F 4. It is ok for the child/ren to go outside and play with you being inside where you can see them.
- T F 5. It is important to wash your hands after changing the baby's diaper.
- T F 6. If children are kept busy with activities they enjoy, it will reduce inappropriate behavior.
- T F 7. You should wash your hands before preparing food, you don't need to worry about the children's hands though.
- T F 8. It is safe to leave the baby on the changing table to answer the phone.
- T F 9. It is not necessary to plan activities ahead as children always have plenty of toys.
- T F 10. It is not necessary to wash dishes you use while babysitting.
- T F 11. It is ok to warm baby's milk in the microwave.
- T F 12. It is ok to talk/text on the phone to friends while you are babysitting.
- T F 13. All toys are safe for all ages.
- T F 14. All children like to play the same types of games no matter what age they are.
- T F 15. A boo boo bunny is a cure for minor ouches.
- T F 16. A babysitter's magic bag can be customized for each babysitting job.
17. Whose phone numbers should you know to contact in case of an emergency?
- Parent/guardians of the child/ren you are babysitting
  - Neighbors who live close by where you are sitting
  - Emergency Numbers, 9-1-1, poison control
  - All of the above
18. A 6 month old is crying what could be wrong?
- Wet or Dirty Diaper
  - Hungry
  - Being lonely or tired
  - All of above
19. Babysitters know:
- A child in a high chair requires constant attention
  - To keep high chairs away from high traffic areas
  - To make sure that the safety belts or straps on high chairs are securely fastened
  - All of the above
20. Babysitters should:
- Allow pacifiers with strings or ribbons to be placed around the baby's neck
  - Shake the child to get it to stop crying
  - Check for hazards such as toys, poisons, open electric sockets in a home when they arrive
  - Put infants to sleep on their stomach

# Babysitter Questionnaire

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

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

# You've got the idea



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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

# Family File and Job Log

## Important Information

Parent/Guardian Name:

Street Address:

Home Phone:

Cell Phone 1:

Cell Phone 2:

Information to get from parent/guardian:

Neighbor's name:

Neighbor's telephone:

Relative's name and telephone:

Family doctor's name and telephone:

Local fire dept. telephone or 9-1-1:

Local police telephone or 9-1-1:

Local emergency telephone:

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

## Household Information

- ✓ **Supplies:** First aid kit, flashlight, plunger, cleaning supplies
- ✓ **Locks, alarm locations, and codes:** Garage door openers, extra keys: where they are kept and how they work
- ✓ **Pets:** Responsibility for them, if any
- ✓ **Appliances:** How they work, including can opener, microwave, fuse box/circuit breaker location

## Names and ages of child/ren:

---

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---

Playtime information (TV, computer and digital device limits, playmates, areas outdoors, indoors):

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

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Discipline (house rules, behavior and disciplinary action):

---

---

---

Health information (food, medicine, allergies):

---

---

---

Fire Safety Plan:

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# Date and Time Log

Family Name \_\_\_\_\_

Date: \_\_\_\_\_

Destination of Parent/guardian (to include address): \_\_\_\_\_

\_\_\_\_\_

Phone Number to Reach Parent/guardian (personal and/or destination):

Cell Phone 1: \_\_\_\_\_

Cell Phone 2: \_\_\_\_\_

Emergency Contact (name and phone number): \_\_\_\_\_

\_\_\_\_\_

Expected Time of Return: \_\_\_\_\_



# “Parent/Guardian Survey”

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

*It should only take five minutes. Thank you.*

Name of parent/guardian \_\_\_\_\_

Number and ages of child/ren \_\_\_\_\_

---

---

What are some characteristics you look for when hiring a babysitter?

---

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

---

What expectations do you have of a babysitter?

---

What restrictions do you place on a babysitter?

---

What do you normally pay? When do you pay?

---

How do you locate a babysitter? \_\_\_\_\_

---

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

# Babysitter's Report

Date: \_\_\_\_\_

Names of child/ren	Level of appetite (circle one)	Foods eaten	Toileting - if child/ren is in a diaper report how many wet/ dirty	Something wonderful the child/ren did	Stories, songs, games	Special activities
	Great Good Not great					
	Great Good Not great					
	Great Good Not great					
	Great Good Not great					

**Comments:**



# Worksheet Two

*(Date and have an adult initial when complete)*

## Babysitters Do

	Date	Adult Initials
Role-play a family who wants to hire a babysitter.	_____	_____
Complete a “Family File and Job Log” for a family (can be your own if you want!).	_____	_____



## Babysitters Share

	Date	Adult Initials
Share with the group or a friend the rules of your family.	_____	_____
Show the group or a friend your completed “Family File and Job Log.” Discuss the importance of at least three items.	_____	_____

## Babysitters in Action

Use the “Family File and Job Log” when you babysit the first time after completing this course.

## Activity Cards

Unexpected visitor  
knocks on the door

The door locks when  
you take the child/ren  
outside to play

Taking phone  
messages

A toddler spills his/her  
red juice on the carpet

The electricity goes out  
due to a storm

The parent/guardian  
who is supposed to  
drive you home is  
stumbling around and  
smells of alcohol

The toilet overflows

The smoke detector  
goes off

# Worksheet Three

*(Date and have an adult initial when complete)*

## Babysitters Do

	Date	Adult Initials
Made a first aid kit.	_____	_____
Participated in a first aid and CPR training session.	_____	_____
Role-played at least four emergency situations.	_____	_____

## Babysitters Share

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

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Date

Adult Initials

---

## Babysitters in Action

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

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---

Date

Adult Initials

---



## Emergency Cards

Child falls off the swing  
and complains his/her knee  
hurts

Child trips on a concrete step  
and scrapes the palm of  
his/her hand

Child gets a wood sliver

Child (old enough to speak)  
cuts his/her finger, and it is  
bleeding heavily

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

Child touches the hot pan  
on the stove and burns  
his/her finger

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

Child gets a bloody nose

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

Child is bitten by a dog

Child may have swallowed  
a handful of vitamins

Child has been scratched  
or bitten by a cat

## Ages and Stages Strips for Infant (6 months to 1 year)

Helps hold bottle	Teeth appear
Looks for noise made nearby	Plays with toes
Reaches for toys	Jabbers constantly
Neck muscles are weak	Smiles
Discovers hands and plays with them	Recognizes familiar people
Makes sounds when wet, hungry, and lonely	Unfamiliar faces may cause crying
Pats mirror image	Needs constant attention
Puts everything into mouth	Crawls, stands, walks
Follows toys when held in front of eyes and moved	Responds to own name

## Ages and Stages Strips for Toddler (1-2 years)

Refers to himself/herself by name	Drinks from cup
Walks	Plays alone
Repeats sounds made by others	Turns pages of book
Speaks several recognizable words	Carries toys while walking
Recognizes self in mirror	Can point to parts of body
Feeds self with spoon	Builds a tower of blocks
Waves bye-bye	

## Ages and Stages Strips for Preschooler (3~5 years)

Unwraps items	Names objects
Walks on tiptoes	Runs
Speaks in sentences	Imitates tasks
Recites rhymes	Builds tower of 10 blocks
Helps adults	Dresses self
Needs rest periods	Tells stories
Catches a ball	Unbuttons
Hops and skips on one foot	Feeds self
Washes face and hands	Follows two directions at one time
Likes encouragements	Matches objects and colors
	Gets along with other children

## Ages and Stages Strips for School age (6-10 years)

Thinks things are not “fair”	Wants to be like friends
Has many interests	Outgoing, eager to explore
May not want a babysitter	Need definite plans for amusement
Has collections	Physical skill improving greatly
Enjoys crafts, games, activities	Friends are very important
Likes to assume responsibility	Does independent projects
May be jealous of time and attention given to younger child/ren	Likes to talk about interests

# Seven Principles of Discipline

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

# Role~Play Scenarios

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

# Age Appropriate Activity

## Birth to Six Months

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

## Six to Twelve Months

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

## One to Two Years

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

## Two to Three Years

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

# Age Appropriate Activity

## Three to Four Years

- Role play “house,” “store,” and/or “school”
- Clay, crayons, coloring books, finger paints, chalk and chalkboards, blunt scissors (which can cut hair and clothes as well). Supervise child/ren closely if using scissors. Never leave a child/ren alone when using scissors!
- Simple games, i.e., “Lotto,” “Candyland,” “Simon Says,” “Statues”
- Short attention span during reading or television watching, but often returns after a few minutes
- Take a walk outdoors - collect leaves, pine cones, or stones
- Have child/ren lie down on big piece of wrapping paper and draw outline of body. Watch or help child/ren draw face, hair, clothes
- Make a fort out of blankets stretched across two or three chairs. Make a bus out of a line of chairs and let the child/ren be the driver
- Simple dice games

## Four to Five Years

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

## Five to Seven Years

- You may spend less time entertaining this age child/ren
- Outdoors they’re active - jump rope, running games, riding bikes. They may be happy to have you join them or prefer to play alone or with friends
- They like to read to you or with you - usually they love riddles
- Playing with dolls, playing dress-up, manipulative toys, and construction materials will keep them busy for hours
- They will enjoy playing board games. They want to WIN! (so be prepared for some made up rules and cheating)
- Make up a silly song with the child/ren. You start a sentence, let them finish it



# Worksheet Four

(Date and have an adult initial when complete)

## Babysitters Do

	Date	Adult Initials
Practiced changing a diaper on either a doll or a real baby.	_____	_____
Discussed with the group or a friend some activities you could do while babysitting children of different ages.	_____	_____
Role-played with a member of the group, a friend, or an adult what to do with a child/ren who doesn't want to go to bed.	_____	_____
Made a nutritious snack and explained why it is nutritious.	_____	_____
Selected four toys and explained why they are age-appropriate.	_____	_____
Discussed with your group or an adult some activities you could do with children of deployed parent/guardians.	_____	_____

## Babysitters Share

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

\_\_\_\_\_

\_\_\_\_\_

## Babysitters in Action

	Date	Adult Initials
Write two new things you learned about children's behavior.	_____	_____

\_\_\_\_\_

\_\_\_\_\_

	Date	Adult Initials
How will what you learned about children's behavior help you when you babysit?	_____	_____

\_\_\_\_\_

\_\_\_\_\_

# *Babysitter for* **HIRE!**

My name is \_\_\_\_\_

I have completed babysitting training.

My skills and abilities include:

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---

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References available.

The number I can be reached is \_\_\_\_\_

# Worksheet Five

*(Date and have an adult initial when complete)*

## Babysitters Do

Make a Babysitter's Magic Bag.

Date

Adult Initials

\_\_\_\_\_

\_\_\_\_\_

Make a flyer or business card to advertise yourself.  
Be cautious as to what information is included - no last name  
or contact information. You do the contacting.

\_\_\_\_\_

\_\_\_\_\_

## Babysitters Share

Discuss with your group or another adult  
each item in your Babysitter's Magic Bag  
and why you included it.

\_\_\_\_\_

\_\_\_\_\_

Discuss your business card with an adult.  
Explain how you would use it safely.

\_\_\_\_\_

\_\_\_\_\_

## Babysitters in Action

Organize a group of trained  
babysitters to volunteer at a  
community event, Family Day,  
or Soldier Homecoming.

\_\_\_\_\_

\_\_\_\_\_

Enlist your friends in your Army  
Youth Program or 4-H Club to  
make "Babysitter's Magic Bags" and  
donate them to your Child &  
Youth Services Lending Library  
or 4-H Club to have on hand for  
future babysitting classes.

\_\_\_\_\_

\_\_\_\_\_



## Parent/Guardian's Questions

- What did your babysitting training involve?
- Why do you enjoy working with children?
- How would you calm a crying baby?
- What would you do if the older child hit the younger one? How would you discipline the child?
- How will you take care of a two-year-old?
- Do you enjoy reading?
- What do you enjoy most about babysitting?

What do you enjoy least?

- Do you know CPR? First aid?
- Do you have any limitations that would affect your ability to babysit?
- Are you available on weekends? Evenings? Until what hour?
- How does your family feel about your babysitting?
- Will you need transportation to and from your babysitting job?



# Role-play Situations

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

Players: babysitter and toddler  
Props: doll and bottle

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

Players: babysitter and caller  
Prop: telephone

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

Players: babysitter and best friend  
Prop: cell phone

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

Players: babysitter and person at the door

The one-year-old child/ren that you are babysitting for is playing with a toy that you feel is unsafe. It has small parts that look like they could come off.

Players: babysitter and child/ren  
Prop: unsafe toy

You are caring for a 6-year-old and her 8-year-old brother. They get into a yelling match over who gets to bat first. You need to intervene before it gets physical.

Players: babysitter, two kids  
Prop: plastic bat and ball

The three-year-old you are watching has missed her nap and explodes into tears when her parent/guardians leave for the evening.

Players: babysitter, child/ren

You are trying to get the one-year-old down for his nap when you notice the three-year-old is gone and the front door is open.

Players: babysitter, baby, child

The parent/guardians indicate they will return home around 10:00 p.m. At 10:15 p.m. you have not seen or heard from the parent/guardian.

Players: babysitter, parent/guardian

The parent/guardian asks you to administer medication to the child/ren during their absence.

Players: babysitter, parent/guardian, child/ren

# 4~H/Army Child & Youth Services Babysitter Training

## Certificate of Completion

\_\_\_\_\_  
(Name)

This individual has successfully completed the \_\_\_\_\_ hour  
4-H/Army CVS Babysitter Training Course, demonstrating the required knowledge,  
skills and competencies to protect the safety of child/ren in his/her care.



\_\_\_\_\_  
Garrison or 4-H Club

\_\_\_\_\_  
Instructor Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor Title

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

This curriculum was developed in support of Army Child & Youth Services and National 4-H outreach efforts.

These materials are accessible on the Army Child & Youth Services website and through National 4-H on the 4-H Military Partnerships website <https://4-hmilitarypartnerships.org>.