

## 4-H CHILD CARE PROJECT

### Leaders Guide

#### Introduction

In earlier days, when many lived in extended families, almost every household had a "built-in" babysitter, i.e., a maiden aunt, a great-uncle, or a grandma or grandpa. Today, however, as a result of our modern society and ways, an "outside" babysitter is a real necessity. Babysitting has become big business and belongs more exclusively to youth than any other enterprise. Through babysitting, an estimated million teenagers are able to pay for a variety of things, from their own tape decks and record albums to accessories for their cars to their college tuition.

Babysitting is more than just an occasional part-time activity; it is a highly responsible and important job. It is probably a teenager's very first job. Young sitters are likely to be uncertain about the job of sitting and what it means to take care of, and be responsible for, someone else's children. Young sitters often have questions about what is expected; how much or how little to do; about responsibilities to self, parents, children; how much to charge; how to handle the children; about attitudes, and many other things.

One very important aspect of babysitting is the fact that those who are the sitters of today are also the parents of the future, and babysitting can be a valuable experience in preparing for the role of parent. It is useful and important to learn while still young what makes children "tick," how to work with, play with, and teach young children, and how to provide for their variety of needs in a competent manner.

This project is designed to help provide the materials, ideas, and motivations that will help youth learn and experience:

- What babysitting is all about.
- The need for maturity and responsibility in caring for children.
- The skills and techniques of child care.
- Basic principles of how children grow.
- How to be an effective, knowledgeable sitter.
- That sitting can be an enjoyable and personally gratifying experience.
- What the field of child care can be as a career.

Encourage the youth to think about and develop their own personal goals.

#### Organization

This project area consists of two main parts: Part I (The Sitter: The Job) and Part II (The Sitter: The Child). Each has its own specific materials, suggested lessons, and activities. It is recommended that participants have the experiences and activities in Part I before taking Part II.

The materials for Parts I and II are itemized here. Youth participants will receive all materials listed under "Member" as they enroll. The leader should have a copy of all "member" materials, plus additional items for project leaders. These materials and any "leader" items that you want members to receive must be ordered through the county agent.

**Part I—The Sitter: The Job**

**Member**

- C 136 Babysitting Is (Summary Sheet)
- C 138 Pay Attention (Summary Sheet)
- C 140 Tips for Sitters (Summary Sheet)
- C 194 What Our Babysitter Should Know
- EM 3722 Do's and Don'ts for Sitters
- EM 3723 Tips for Sitters
- EM 3726 Babysitting Is
- EM 3727 Pay Attention
- EM 3730 Tips for Sitters
- EM 3732 References and Resources
- PNW 64 Child Guidance Techniques

**Part II—The Sitter: The Child**

**Member**

- C 137 Children and Play (Summary Sheet)
- C 139 Mealtimes and Bedtimes (Summary Sheet)
- C 141 Coping with Emergencies (Summary Sheet)
- EB 594 Good Ways to Guide Your Child's Behavior
- EM 3544 Some Basic Assumptions About Children's Play
- EM 3545 A Sitter's Tool Kit
- EM 3546 Toys for Two- to Five-Year-Olds
- EM 3547 Finger Plays for Children
- EM 3548 How to Make a Hand Puppet
- EM 3549 Pipe Stem Cleaner Figures
- EM 3710 Choosing Books for Young Children
- EM 3711 Suggestions for Choosing Stories for Young Children
- EM 3712 Suggestions for Telling Stories to Young Children
- EM 3713 A Book List for Preschool Children
- EM 3714 Safety Suggestions for Mealtime
- EM 3715 Safety Suggestions for Bedtime
- EM 3716 Safety Suggestions for Bathtime
- EM 3717 Safety Suggestions
- EM 3721 Emergencies
- EM 3724 Babysitter's Test
- EM 3727 Children and Play
- EM 3729 Mealtimes and Bedtimes

- EM 3731 Coping with Emergencies
- EM 3732 References and Resources

### Human Growth and Development

#### Parts I and II—The Sitter: The Job—The Child

##### Leader

The leader should get every item that the member gets in both Parts I and II, i.e., C 207, The Sitter—complete package, plus the following:

- EB 595 The Teenager: His Image and His World
- EB 596 The Teenager: His Needs and His Development
- EB 597 The Teenager: His Relationship to Others
- EB 598 Your Child Grows Up
- EM 3675 Adolescent Development
- EM 3676 Working with Eight-Year-Olds
- EM 3681 Why Talk About the Teen Years?
- EM 3687 Building Self-Confidence in Children
- EM 3689 Individual Differences
- EM 3692 Discipline Suggestions
- EM 3693 Steps to a Healthy Personality
- EM 3694 Memo: From Your Child
- EM 3805 Unsafe or Hazardous Toys
- EM 3806 Safe Toys for Your Child
- EM 3807 Things to Look for When Selecting and Buying Toys for Children
- EM 3852 Children Need More Men in Their Growing Lives
- EM 3853 The Home and Parenting
- EM 3854 Fathers Important in Child Raising
- EM 3856 What About Sex Education?
- PA 717 Parents and Teenagers: A Guide for Parents

##### Suggestions for Activities

Activities are suggested below for both Parts I and II of this project. Please feel free to use them as they are if they are applicable; otherwise, revise or adapt them to your circumstances and situation. You will also have many ideas for activities, and the youth participants will also come up with things that they want to do. As project leader, you will be able to determine the appropriateness and safety, etc., of suggestions by youth in light of what they will learn from it and other outcomes.

For Part I: Ask your group's participants to talk to their parents and their families about the project. They should suggest personal goals and adult friends who might let your 4-H'ers observe their small children. If members of the group will be spending time away from home, be sure to talk this over with parents personally.

Visit a hospital nursery for newborns, if possible. Notice how the babies are different and like one another. What are some special things that the group notices about the appearance of the hospital nursery and the nurses?

If possible, have the group observe a mother breast-feeding, bathing, and dressing her baby. Discuss the following questions, soliciting individual input from each participant:

- a. How old is the baby?
- b. What can the baby do?
- c. How does the mother make the baby feel loved and secure?

If possible, observe a parent bottle-feeding, bathing, and dressing a baby. Discuss the following questions, soliciting comments from all participants:

- a. How old is the baby?
- b. What does the baby do?
- c. How does the parent help the baby to feel loved and secure?

Provide opportunities for the group to observe preschool children of various ages. Ask the participants to notice patterns of play and communication and to write these observations in a personal notebook. Each can look for pictures of children about the same ages as those observed and put these in the notebook to illustrate the observations.

Ask each participant to talk with their parents about the babysitters they hired in bygone years. Did the 4-H members have a favorite? Did their parents? Why? What characteristics make children and parents both approve of a sitter?

Teach members of the group how to hold a small baby. If possible, arrange for each member to diaper and feed a baby while the parent watches.

Go, as a group, to a department store and visit the infant's department, especially the clothing and toy sections. Notice what items of clothing and toys have comfort and safety features for babies. Do the group members see any clothing that would be uncomfortable or unsafe for a very small child? Any toys? List these as a group and discuss the visit in a follow-up meeting.

If possible, arrange for project participants to observe the activities and interests of preschool children in a Sunday School nursery, day-care center, Head Start center, or a college/university child laboratory.

- a. Notice the ways that the children play, how they are different and alike. Do little girls and little boys enjoy the same activities?
- b. At what age do the children begin to play together?
- c. Notice the children's teachers. Are the children ever left unattended or unsupervised? Do the teachers play with the children all of the time? How do the teachers handle situations, e.g., arguments, aggression, anger, affection, crossness, fighting, teasing, sulkiness, bullying, shyness, fear, etc.?

d. Record group observations of various preschool children in individual notebooks. Group members can cut out pictures of children engaged in various activities and write a short paragraph about each, noting the safety of the activity, the contribution of each activity to health, mental, and emotional growth.

Read over Tips for Sitters (E.M. 3723) and suggest that the group members practice answering telephone calls to their own homes as if they were the babysitters.

- a. Discuss the tips in E.M. 3723 with the group members. Are these tips valuable only for babysitting?
- b. Read over the discipline suggestions in E.M. 3692. Ask the group members to talk over the suggestions with their parents and ask if they will practice the positive discipline suggestions with them. Group members should practice positive discipline at home and at school, and should consciously try to get out of the habit of being a negative person. (Leader, you might practice this, too.) Ask each participant to tell the group about their experiences in practicing positive discipline.

Watch a number of children's programs on television, trying to sample the different kinds. Some suggestions for watching are The Big Blue Marble, Electric Company, Sesame Street, the Flintstones, H. R. Pufnstuf, Land of the Lost, Captain Kangaroo, and one or two cartoon shows. After each television program, develop a group list of the behavior a small child might learn, such as courtesy, violence, kindness, aggression, honesty, dishonesty, respect, etc. How are commercials handled? Why, in the group's opinion, should babysitters be careful about the television programs they allow children to watch?

For Part II: Ask each group member to make a child's toy of scrap materials. Examples could be blocks from milk cartons, drums from coffee cans, a mobile of brightly colored paper to hang above a baby's crib, feathers, scraps of shiny material, nested boxes, and homemade jigsaw puzzles. Let each 4-H'er demonstrate the toy that he or she has made, emphasizing the safety features, the contribution to growth, and the age for which the toy is suitable.

Begin group construction of babysitter boxes or tote bags containing small toys, a quiet book (perhaps constructed by the project member), bandaids, kleenex, Wash 'n Dries, and other items that the members of the group can suggest that might be needed in order to contribute to a child's fun and safety during a babysitting job.

Review the way children learn by touching, tasting, feeling, smelling, and seeing, and discuss the learning process that goes on as a child eats.

If possible, observe children of various ages at their dinner. Ask the participants to record in their notebooks the development of learning they observe at different stages, adding a short paragraph on how positive discipline can be applied to eating problems.

Prepare a telephone listing of fire department, ambulance, and local hospital emergency rooms, and place these in the babysitter's box or tote bag.

As a group, take the American Red Cross Junior First Aid course.

Ask each group member to inventory either the living room or kitchen of his or her home for small child safety. The group members should get down to the level of preschool children either by crawling, squatting, or kneeling, and look at the room from this perspective, noting sharp corners, tablecloths that might pull off, glassware and knives on low tables or in low cupboards, and slippery floors or loose carpets that might be hazardous to small children. Create an awareness of elements of danger by discussing some of the things that they found that they had never considered as dangerous before.

Finish the project. Have a child's party within the group: playing games, selecting food that could be enjoyed safely by adults, youths, and small children, and planning a program of skits, demonstrations, and displays that will illustrate the project's activities. The 4-H group members might like to invite their parents, or parents and their small children.

Ask a local merchant to allow your group to have a window display illustrating the activities of the project and listing the names and telephone numbers of the group members as qualified babysitters. A story might go into the local newspaper, or a similar display might be shown in the public library, or community or county fair.

As a group, give volunteer service to the community in babysitting, volunteering for parent-teacher conferences, the story-telling hour at the library, or other community programs. Discuss babysitting as service to the church and to the community.

#### **Reference Materials**

The Sitter (complete packet)

EB 594      Good Ways to Guide Your Child's Behavior  
EM 3732      References and Resources  
PNW 64      Child Guidance Techniques

Filmstrip—*Babysitting: The Job, The Kids*

35mm sound filmstrip, in color. Part I: "The Job" begins by describing the "rewards" of sitting and the satisfaction of working with children. Babysitting is defined as a job, and ways of getting started as a sitter are discussed. A panel of teens presents their experiences and ideas on many situations including setting and raising fees, sitter's privileges and responsibilities, getting information about the child and home, and safety and emergency procedures. It concludes with several parents discussing the traits they value in a babysitter. 15 minutes.

Part II: "The Kids" explores more specifically some of the characteristics and basic needs of children at various age and developmental levels and provides tips on care and appropriate activities for these levels. Several problems which frequently arise are discussed by the panel of teenagers, with suggestions for handling each in a successful and satisfactory manner. 13 minutes.

Slide set—*What Is a Child?*

35mm slides with cassette-recorded dialogue. Approximately 20 minutes, in color. Presents and illustrates the patterns of human growth and development and related principles pertaining to children up to six years of age.

Filmstrip—*How An Average Child Behaves: Ages One through Five*

35mm filmstrip with cassette-recorded dialogue and discussion guide. Separate filmstrip and discussion guide for each of the five ages. Running time varies, approximately 9 to 13 minutes, in color.

Slide set—*The Food Curriculum*

35mm slides with cassette-recorded dialogue and supporting materials. Approximately 30 minutes, in color.

For additional films and filmstrips on child growth and development, child study, child care and hygiene, child guidance, children and food, and safety, see the following two publications. Both are available at the county Cooperative Extension office.

*Films for Teaching*—Audio Visual Center, Washington State University Library, Pullman, Washington 99163.

*Slide and Filmstrip Listing*—Revised June, 1975. Cooperative Extension Service, Pullman, Washington 99163.

(All materials above are available through your own county Extension agent.)

Kenneth E. Barber, Extension sociologist; and Martha B. Lamberts, Extension human development specialist, Washington State University, Pullman.

*Assistance from Washington State University is available to all persons, without regard to race, color, or national origin. Trade names have been used to simplify the presentation of information. No endorsement of products is intended.*

Slide set-What is a Child?

35mm slides with cassette-recorded dialogue. Approximately 20 minutes, in color. Presents and illustrates the patterns of human growth and development and related principles pertaining to children up to six years of age.

Filmstrip-How An Average Child Behaves: Ages One through Five

35mm filmstrip with cassette-recorded dialogue and discussion guide. Separate filmstrip and discussion guide for each of the five ages. Running time varies, approximately 9 to 13 minutes. In color.

Slide set-The Food Curriculum

35mm slides with cassette-recorded dialogue and supporting materials. Approximately 30 minutes. In color.

For additional films and filmstrips on child growth and development, child study, child care and hygiene, child guidance, children and food, and safety, see the following two publications. Both are available at the county Cooperative Extension office.

Film for Teaching-Audio Visual Center, Washington State University Library, Pullman, Washington 99163.

Slide and Filmstrip Library-Revised June, 1975. Cooperative Extension Service, Pullman, Washington 99163.

(All materials above are available through your own county Extension agent.)

Kenneth E. Baker, Extension sociologist; and Martha B. Lambert, Extension human development specialist, Washington State University, Pullman.

Reprinted from Washington State University is available to all persons without regard to race, color, or national origin. Trade names have been used to identify the presentation of information. No endorsement of products is intended.