

LD  
5655  
A762  
no. 350-035  
c. 2



# Caring for Children I: Before Babysitting



LD  
5655  
A762  
No. 350-035  
C.2

LIBRARY  
VIRGINIA  
POLYTECHNIC  
INSTITUTE  
AND  
STATE  
UNIVERSITY

## **Table of Contents**

Introduction .....	1
Lesson 1: Getting to Know Me .....	5
Lesson 2: Getting Set to Sit .....	11
Lesson 3: Getting to Know Children .....	17
Lesson 4: Planning Activities for 2- To 5-Year-Old Children .....	23
Lesson 5: Meals and Snacks .....	27
Lesson 6: Bathtime .....	33
Lesson 7: Bedtime .....	37
Am I Ready? .....	40
Appendix A: Safety Reminders for Babysitters .....	41

## **Virginia Update**

Betsy Cambell, Virginia Cooperative Extension 4-H Family Sciences Committee chair, and Kathleen Jamison, Virginia Cooperative Extension 4-H Curriculum and Learning specialist

Designer: Christopher Cox, Agricultural and Extension Communications  
Editor: Nancy Templeman, Agricultural and Extension Communications

*With Appreciation to Maryland 4-H for the Original Project*

## **Maryland Project Preparer**

Claudia H. Payne, curriculum specialist, Department of 4-H and Home Economics, University of Maryland

## **Maryland Project Advisors**

Barbara Briscoe, Extension 4-H agent, Baltimore City  
Billie H. Frazier, Extension human development specialist, Department of 4-H and Home Economics  
Jacqueline C. Gray, Extension 4-H agent, St. Mary's County  
Hope M. Jackson, Extension 4-H agent, Howard County  
Edith C. Williams, Extension 4-H programs and activities specialist, Department of 4-H and Home Economics

## **Maryland Project Evaluators**

Kim Burton, Extension program assistant, Baltimore County  
Charles County Day Camp  
Faith Connors, Extension 4-H agent, Charles County  
Jean Greene, Extension 4-H area agent, Dorchester County  
Howard County 4-H Club  
Viola Mason, Extension 4-H agent, Prince George's County  
Donna Jones Mohler, Extension volunteer, Charles County  
Lois Smith, Extension 4-H program development specialist, Cooperative Extension Program, University of Maryland Eastern Shore  
Jane Stull, Extension volunteer, Howard County

# Introduction

Congratulations! You have chosen **Caring for Children** as your 4-H project. You will find *Caring for Children I: Before Babysitting* interesting and fun to do. This project has many activities that you can do alone, with friends, in a group, in a 4-H club, or with your family.

Some people begin caring for children at a very early age, especially if there is a younger brother or sister in the family. You may have begun helping in little ways when you were 5 or 6 years old. As you have grown older, you may have assumed more and more responsibility for younger brothers and sisters. You also may have helped care for a younger relative or neighbor.

## What Will You Do in *Before Babysitting*?

In this project you will learn more about yourself and what young children are like. You will spend time with younger children and their parents or caregivers, playing and having fun with them. You will have opportunities to create games, toys, and play activities especially for young children. These experiences will help you decide if you really want to have babysitting jobs when you are older.

## Objectives

Expect to learn the following:

- How children grow and develop
- Appropriate play activities and fun things to do with children
- What babysitting involves
- Whether or not you want to become a babysitter
- More about yourself

## Life Skills

As you grow and develop, you need to learn specific skills that will help you to manage in our ever-changing world and to

prepare you for adulthood. These are called "life skills." *In Caring for Children I: Before Babysitting*, you will learn about babysitting, have experiences with children, and participate in special activities. Some of these important life skills include the following:

- Taking responsibility
- Thinking creatively
- Getting along
- Understanding self
- Communicating
- Acquiring knowledge
- Decision-making ability

## Project Requirements

*Caring for Children I: Before Babysitting* is for 10- to 12-year-olds. At this age, you are still not old enough to take a babysitting job.

You may choose to work with your little brother or sister, a cousin, or a toddler in the neighborhood. Most important, you must have an adult present when you are working with younger children. You will feel much more at ease when you have someone nearby to help and guide you.

## **Year One**

1. Complete your autobiography.
2. Work with at least one child.
3. Take a child for a planned walk. Talk with the child about what you see.
4. Make a visual aid (picture book, puppets, etc.) to use when telling a story to a child.
5. Create and conduct at least three planned activities for a child, such as
  - a simple game,
  - a song, or
  - an art activity.
6. Do one of the following:
  - prepare a snack for the child and observe his or her eating habits,
  - prepare a child for bed, or
  - help a child get dressed.
7. Prepare an exhibit about child care for a club, community, or county event.
8. Give an illustrative talk about child care at the club level and at the county or state level.
9. Complete the project record and give it to your 4-H leader.

## **Year Two**

1. Update your autobiography if you have additional information.
2. Work with at least two children. One should not live at your house.
3. Take a child on a planned nature walk (get parent's permission). Observe the child's reaction to the nature walk.
4. Choose a story the child will like. Create visuals that will make storytelling more enjoyable.
5. Make two of the following for a child:
  - a simple game,
  - a toy, or
  - a storybook.
6. Prepare a snack or breakfast for a child. Plan the child's menu for the entire day.
7. Conduct one community service activity such as:
  - help supervise the children at a PTA meeting,
  - help one day each month at a church nursery,
  - read or tell a story to children at the library,
  - help with lunch at a day-care center for children, or
  - write a news article on child safety.

8. Prepare an exhibit for a community, county, or state event.
9. Give a demonstration or illustrative talk at the club level and at the county or state level.
10. Complete the project record and give it to your 4-H leader.

### **Year Three**

1. Compare three to five children in your neighborhood. Make a chart showing how they differ physically, mentally, emotionally, and socially.
2. Work with four or more children. Each should be a different age.
3. Watch a child playing alone and with a group of children. Write a short story on what you observe.
4. Choose the child's favorite story. Create visuals that make storytelling more enjoyable.
5. Make the following for a child:
  - a simple game,
  - a toy, and
  - a storybook.
6. Prepare a nutritious meal for a child, including a new food that the child has not tasted before. Observe the child's reaction to the new food.
7. Conduct one community service activity such as:
  - help supervise the children at a PTA meeting,
  - help one day each month at the church nursery,
  - read or tell a story to children at the library,
  - help with lunch at a day-care center for children, or
  - write a news article on child safety.
8. Prepare an exhibit about child care for a community, county, or state event.
9. Give a demonstration, or a talk using visuals, about child care at the club level and at the county or state level.
10. Complete the project record and give it to your 4-H leader.



# Lesson 1:

## Getting to know me

### Objective:

Learn more about myself

### Key Words:

Babysitting  
Autobiography

Babysitting is a responsible task. It will require you to do more than entertain and have fun.

Before you decide to babysit a small child, it may be a good idea to get to know yourself a little better. Try to find out what kind of person you are growing up to be. Understanding who you are may not be easy, but finding out things about yourself is lots of fun.

You have been growing and developing since the day you were born. Many things have happened in your life. Your parents and other people can play a big part in helping you to learn who you are. They know important things about you. Completing Lesson 1 activities with your parents or relatives will help you discover more about yourself.

Think about the best times you have had. Were they when you felt loved, needed, and cared about? Were they when you did things very well? Think about everything you enjoy and everything you do well.

Complete the activities on the following pages, and see what you learn about yourself!



# My Autobiography

My complete name

first

middle

last

(nickname)

Who chose my name?

Why this name?

When was I born?

hour

month

day

year

Where was I born?

hospital

City

County

State

What was I like at birth?

Height

Weight

Did I cry a lot?

Did I have hair?

Hair color

What was special about me at birth?

What were my favorite foods when I was

1 year old?

2 years old?

3 years old?

4 years old?

5 years old?

Did I have special names for foods or eating? If yes, what were they? How old was I?

What was my favorite toy when I was

\_\_\_\_\_ year old?

---

\_\_\_\_\_ years old?

---

\_\_\_\_\_ years old?

---

\_\_\_\_\_ years old?

---

\_\_\_\_\_ years old?

---

What did I call my favorite toy?

---

What were my first words?

---

talked at age \_\_\_\_\_

I walked at age \_\_\_\_\_

---

fed myself at age \_\_\_\_\_

---

Who gave me my first book?

---

# Pictures and Special Notes About Me

Me at age 2	Me at age 3
Me at age 4	Me at age 5

Compare yourself now to how you were then. What things are still the same?

---

---

---

---

What things are different?

---

---

---

---

What I am like now

---

---

---

Some things I like

---

---

---

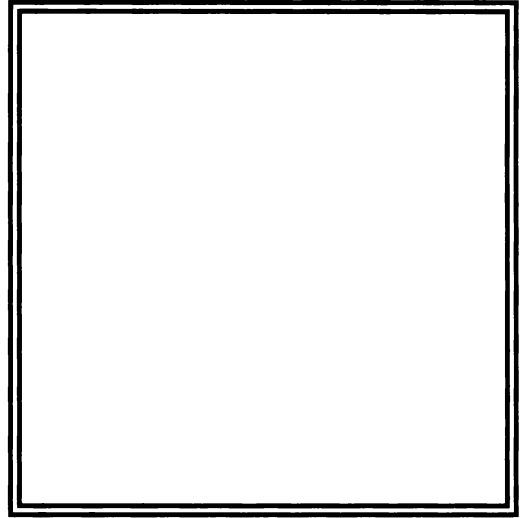
Some things I do not like

---

---

---

## A Picture of Me Now



Date \_\_\_\_\_ Age \_\_\_\_\_

My favorite things to do

---

---

---

Things I do very well

---

---

---

My wishes and dreams

---

---

---

Check back after the project is completed to see if you want to make changes.



# Lesson 2:

## Getting set to sit

### Objective:

Get to know a young child

### Keywords:

Permission  
Day-care center  
Neighborhood  
Mental notes

It is time for you to find a new friend. Select a child who is between 2 and 6 years old to be your new friend. Children like to play with someone their age. They also like to play with people your age.



## Follow These Steps

1. Get permission from your parent(s) to do the activities in this project.
2. Select the child. The child can be your younger brother or sister, but it is a better idea to select someone who is not in your family. Check around your neighborhood or at a nearby day-care center.
3. Get permission from the child's parent(s) to come and visit. You will need to visit for about 30 minutes each time. An adult must be present for all visits with the child.
4. Meet the child and let him or her know you will be coming to visit.
5. Ask the child's parents for the following information:

Name	Nickname	
Child's age	Boy	Girl
Names and ages of brothers and sisters		
The child's favorite: Words		
Toys		
Books		
Television shows		
Foods		
What the child likes to do: Indoors		
Outdoors		
Does the child need help: Dressing?		
Eating?		
Toileting?		

Plan each of your visits. Remember, young children spend lots of time playing. Play is serious business for children; play is how they learn many things. It is important that you make each visit very special by having something fun for the two of you to do.

Before you visit your new friend, plan a special activity. Here are some steps to follow when planning an activity:

1. Think about the child and what you know about him or her. What are his or her favorite toys and activities?
2. Choose something that the child likes to do.

3. Make sure the activity will help the child's physical, mental, social, or emotional development.
4. Gather everything you need for the activity.
5. Plan how you will get the child interested and involved in the activity.
6. Allow the child to warm up to you slowly.
7. Make mental notes, so you will know what to do and expect the next time.

## Visit One

Activity (What you plan to do)	What will the child learn?

Date of visit \_\_\_\_\_

Time of the visit \_\_\_\_\_

How long I stayed \_\_\_\_\_

## Visit Two

Activity (What you plan to do)	What will the child learn?

Date of visit \_\_\_\_\_

Time of the visit \_\_\_\_\_

How long I stayed \_\_\_\_\_

## Visit Three

Activity (What you plan to do)	What will the child learn?

Date of visit \_\_\_\_\_

Time of the visit \_\_\_\_\_

How long I stayed \_\_\_\_\_

## Visit Four

Activity (What you plan to do)	What will the child learn?

Date of visit \_\_\_\_\_

Time of the visit \_\_\_\_\_

How long I stayed \_\_\_\_\_

## Visit Five

Activity (What you plan to do)	What will the child learn?

Date of visit \_\_\_\_\_

Time of the visit \_\_\_\_\_

How long I stayed \_\_\_\_\_

The sections on “Getting To Know Children” and “Playtime” will provide suggestions for planning activities for young children.

Very soon your new friend will want you to visit often and stay a long time. When you visit, always dress for the occasion. Little children like to get down on the floor or ground, and you will need to do the same. Wear something you can move around in, and expect to get a little dirty.

Take everything you need to carry out your planned activity with the child. Do

not force the child into the activity. Start the activity and give the child time to warm up to you. If the child has other ideas, follow the child’s lead.

When the activity or visit is over, clean up. Cleaning up can become a special game, with the child helping.

Never leave until you have informed the parent or adult who is responsible for the child. Let them know that you are going. Always leave the child in safe surroundings with a responsible adult before you end your visit.

Now I know:

---

---

---

---

---

---

---

# Lesson 3:

## Getting to know children

### Objective:

Discover how children develop physically, mentally, emotionally, and socially

### Key Words:

Development  
Physical  
Mental  
Emotional  
Social  
Ages and stages  
Behavior

What were you like at age 2, age 3, age 4, and age 5? Were you demanding? Maybe you can't really remember. Let's take a look at each age level to find out what to expect from children at different ages. The following chart will help you learn what children are typically like and how they change at different ages and stages of development. But remember that every child is different.



# Developmental Expectations

Age	Physical	Mental	Emotional	Social
2 years	<ul style="list-style-type: none"> <li>• Weight 26.9 pounds</li> <li>• Height 33.9 inches</li> <li>• Walks, jumps, throws, kicks ball</li> <li>• Walks up and down stairs</li> <li>• Runs, but cannot control stopping</li> <li>• Balances on foot</li> <li>• Pushes off on toys with wheels</li> <li>• Holds cup and uses it</li> <li>• Uses spoon but spills food</li> <li>• Screws on and off tops of jars</li> <li>• Copies circles with crayon or markers</li> </ul>	<ul style="list-style-type: none"> <li>• Likes to imitate others</li> <li>• Uses toy or object to imitate movement</li> <li>• Make-believe play starts</li> <li>• Forms concepts and uses symbols to communicate</li> <li>• Can identify and say name of people and things</li> <li>• Believes everyone thinks as they do</li> </ul>	<ul style="list-style-type: none"> <li>• Argues with other children</li> <li>• Attention span is getting longer</li> <li>• May have problems concentrating on something difficult</li> <li>• Independent, yet still dependent</li> </ul>	<ul style="list-style-type: none"> <li>• Likes his or her own company</li> <li>• Argues with other children</li> </ul>
3 years	<ul style="list-style-type: none"> <li>• Weight 31.4 pounds</li> <li>• Height 37.4 inches</li> <li>• Walks a straight line</li> <li>• Hops, skips</li> <li>• Catches ball</li> <li>• Rides tricycle</li> <li>• Bounces ball</li> <li>• Stacks up to seven objects</li> <li>• Uses scissors</li> <li>• Zips and buttons clothes</li> <li>• Uses a fork and spoon</li> <li>• Likes large blocks and equipment</li> <li>• Skilled with greater coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Understands simple questions</li> <li>• Understands simple directions</li> <li>• Abstract words are beyond understanding</li> <li>• Likes rhythms, repetition, and humor</li> <li>• Speaks well enough to be understood by most others</li> </ul>	<ul style="list-style-type: none"> <li>• More cooperative</li> <li>• Likes to conform</li> <li>• Difficulty handling emotional energy</li> <li>• May have temper tantrums</li> <li>• Unintentionally destructive</li> </ul>	<ul style="list-style-type: none"> <li>• A desire to please</li> <li>• Can share and take turns</li> <li>• Wants security, recognition, and encouragement from mother</li> <li>• Mother is favorite person</li> </ul>
4 years	<ul style="list-style-type: none"> <li>• Weight 35.9 pounds</li> <li>• Height 39.8 inches</li> <li>• Noisier, stormier, speedier</li> <li>• Hits; jumps up and down</li> <li>• Destructive</li> <li>• More skilled in motor activities</li> <li>• Does everything at a high speed</li> <li>• Likes to throw, cut, saw, lace, color, and loves building blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly asks questions</li> <li>• Imagination is limitless</li> <li>• Uses a mixture of truth and fiction</li> <li>• Has imaginary friends</li> <li>• Dislikes repetition</li> <li>• Group singing</li> <li>• Enjoys simple stories and play acting</li> </ul>	<ul style="list-style-type: none"> <li>• Not concerned about others</li> <li>• Brags</li> <li>• Praises self</li> <li>• Wants own way about most things</li> </ul>	<ul style="list-style-type: none"> <li>• “No” and “I won’t” are favorite words</li> <li>• Defiant, but wants to be like others</li> <li>• Likes to talk on the phone</li> <li>• Often silly</li> <li>• Likes to give people new names</li> <li>• May become very bossy</li> </ul>
5 years	<ul style="list-style-type: none"> <li>• Poised and controlled</li> <li>• Swings, climbs, jumps, and skips with dexterity</li> <li>• Busy with purposeful activities—riding, toys, etc.</li> <li>• Fascinated by puzzles and tools</li> </ul>	<ul style="list-style-type: none"> <li>• Not interested in unreal or impossible stories</li> <li>• Wants facts</li> <li>• Slow but persistent</li> <li>• Tells everything</li> </ul>	<ul style="list-style-type: none"> <li>• Calmer actions</li> <li>• Interested in home activities and wants to help</li> <li>• Interested in and likes babies</li> <li>• Wants mother near; does not want mother to leave them</li> </ul>	<ul style="list-style-type: none"> <li>• Friendly, but shy with strangers</li> <li>• Blames the nearest person</li> <li>• Wants to be good, but confuses right and wrong</li> <li>• Likes to play with others of his or her age level</li> </ul>

Use this chart to record various activities that you observe your young friend doing. Use the "Developmental Expectations" chart (pg. 18) to list the types of behavior that are expected at his or her age. Then, list the behaviors you actually observed.

How old is your new friend? \_\_\_\_\_

Activity \_\_\_\_\_

	Expected behavior	Actual behavior
Physical		
Mental		
Emotional		
Social		

Activity \_\_\_\_\_

	Expected behavior	Actual behavior
Physical		
Mental		
Emotional		
Social		

Activity \_\_\_\_\_

	Expected behavior	Actual behavior
Physical		
Mental		
Emotional		
Social		

How did your friend(s) fit the developmental expectations listed in the above charts? Record your observations in the charts that follow.

Child's Age _____	
Characteristics	
Same as chart	Different from chart

Child's Age _____	
Characteristics	
Same as chart	Different from chart

<p>Now I know:</p> <hr/> <hr/> <hr/> <hr/>
--



# Lesson 4:

## Planning activities for 2- to 5-year-old children

### Objectives:

To plan activities suited for children ages 2 to 5  
To learn to keep children safe during play

### Key Words:

Guidelines  
Dangerous situations  
Environment

Two- to 5-year-olds are busy people; they move constantly. It is important to interest them in play activities that are fun. Activities also should enhance their physical, mental, emotional, and social development.



## Age 2

Suggested play activities	Your ideas
<ul style="list-style-type: none"><li>• Role-play nursery rhymes</li><li>• Have pretend parties with dolls or teddy bears</li><li>• Record and play the child singing and talking</li><li>• Dress up in old adult clothes, ties, shoes, hats, shawls, scarves, etc.</li></ul>	

## Age 3

Suggested play activities	Your ideas
<ul style="list-style-type: none"><li>• Make a play pony using a broom or mop handle</li><li>• Make a raceway for toy cars or running around</li><li>• Create a throwing game using bean bags</li><li>• Make clowns</li><li>• Fill in the outline to make a picture</li></ul>	

## Age 4

Suggested play activities	Your ideas
<ul style="list-style-type: none"><li>• Draw faces—show emotions such as happy, sad, tired, serious, funny, etc.</li><li>• Make a picture storybook using cutouts from old magazines</li><li>• Dress up for imaginative play such as school, office, hospital, firehouse, supermarket, etc.</li><li>• Make puppets from paper bags</li></ul>	

## Age 5

Suggested play activities	Your ideas
<ul style="list-style-type: none"><li>• Build a city with cardboard and paper</li><li>• Make up stories</li><li>• Create artwork using pictures from magazines</li></ul>	

## Going Outside

Children like to go outside. Outside, a child and the environment are difficult to control. Get permission from the child's parent before taking him or her outside to play or for a walk. If you are allowed to go outside, follow these guidelines:

- Dress the child appropriately for the weather. Use sunscreen if the child is going to be exposed to the sun. In the winter, dress the child in layers of clothing.
- Always stay within a few feet of the child to prevent him or her from running away or getting into other dangerous situations.
- Keep the child away from all animals except family pets.
- Do not play near or visit unfenced dangerous areas. Do not go near lakes, ponds, ditches, tunnels, empty or unstable buildings, electrical power sources, or discarded appliances.

In the boxes below, list activities you can do outdoors with children.

Activities	What the child will learn
<b>Age 2</b>	
<b>Age 3</b>	
<b>Age 4</b>	
<b>Age 5</b>	

<p>Now I know:</p> <hr/> <hr/> <hr/> <hr/>
--

# Lesson 5:

## Meals and Snacks

### Objectives:

To gain skills in selecting and preparing nutritious foods for young children  
To discover ways to prevent kitchen accidents

### Key Words:

Disaster  
Utensils  
Hazards

Mealtime or snacktime can be a fun experience or it can be a disaster. Food is very important to young children. It is important to know exactly when, where, what, and how much the parents want their child to eat. Ask if there is anything the child should not eat or special ways the foods should be prepared or served. Some children like a special dish or place to eat.



## Preparing Food

Make meal- and snacktimes happy times. As much as possible, get the child involved in preparing the meal. This makes the child feel important. Make sure you and the child wash your hands before and after handling food.

Most children are not excited about eating new and unfamiliar foods. They prefer plain foods with very little seasoning.

Whenever possible, let the child have a choice, such as choosing toasted or untoasted bread. Most parents will have done some preparation for you, so you may just heat and serve.

## Time to Eat

Most 2-year-olds insist on feeding themselves. They like to pat, pinch, pour, squeeze, drip, and drop everything as they taste it. Eating is usually a messy activity. Help yourself and the parents by feeding children in the kitchen unless you are given other instructions.

## Nutritious Snacks

Can you think of some foods you would enjoy preparing for children? Try the following recipes and look for other ideas in cookbooks, magazines, and in the 4-H Foods and Nutrition projects.

---

## Recipes

### Yummie Balls

#### Ingredients

1/2 cup peanut butter  
1/2 cup honey  
1/3 cup cocoa  
1/2 cup peanuts  
1 cup toasted wheat germ,  
grape nut flakes, or other cereal  
1/2 cup sunflower seeds  
1/2 cup raisins

#### Utensils

Measuring cups  
Large spoon  
Mixing bowl  
Airtight container

#### Preparation

Mix all ingredients together and roll into 1-inch balls. Store in airtight container and refrigerate.

### Bunny Salad

#### Ingredients

1 chilled pear half  
2 raisins  
2 red cinnamon candy dots  
2 blanched almonds  
1 cottage cheese ball  
Lettuce leaves

#### Utensils

Plate  
Spoon  
Dinner knife

#### Preparation

For each serving, place lettuce on plate. To make the bunny's body, lay the pear flat side down and decorate using the following: eyes—2 raisins; nose—2 cinnamon dots; ears—2 blanched almonds (stick almonds into the pear); tail—cottage cheese ball.

**Note:** Check with the child's parents to make sure the child is old enough to safely eat the almonds and cinnamon candies.

## Ants on a Log

### Ingredients

1 banana or 1 celery stalk  
Peanut butter  
Raisins

### Utensils

Dinner knife  
Dish

### Preparation

Peel banana and cut in half lengthwise, then crosswise to make 4 pieces. Spread each one with peanut butter, then set raisins on top. If using celery, cut in 3-inch pieces. Fill with peanut butter and then line raisins up as "ants."

## Peanut Butter Milkshakes

### Ingredients

1 3/4 cups milk  
1 scoop ice cream  
1/4 cup peanut butter  
1 tablespoon honey  
Dash of cinnamon

### Utensils

Measuring cups  
Measuring spoons  
Ice cream scoop or large spoon  
Glass  
Blender

### Preparation

Place all ingredients in blender container, cover, and blend on high speed 30 to 60 seconds. This will serve 2 or make 3 small glasses.

## Strawberry Milkshakes

### Ingredients

1 10-ounce package frozen strawberries, thawed  
1 cup milk  
1 pint (2 cups) strawberry ice cream or frozen yogurt

### Utensils

Measuring cups  
Blender  
Ice cream scoop  
Glasses  
Long-handled spoons  
Straws

### Preparation

Put strawberries and their juice into blender container. Cover and blend until smooth. Add the milk. Cover and blend until smooth. Scoop some of the ice cream or yogurt into each of three tall glasses. Put the rest of the ice cream or yogurt into the blender. Cover and blend until smooth. Pour the ice cream or yogurt mixture from blender over the ice cream or yogurt in the glasses. Serve with long-handled spoons and straws. Top each with a whole strawberry, if you like.

## Chocolate Milkshakes

### Ingredients

3/4 cup milk  
3/4 tablespoon chocolate flavored syrup  
1 pint (2 cups) vanilla ice cream

### Utensils

Measuring cup  
Measuring spoons  
Blender  
Ice cream scoop  
Glasses

### Preparation

Pour milk into blender container. Add the chocolate syrup. Cover and blend until smooth. Add half of the ice cream; cover and blend until smooth. Add the rest of the ice cream; cover and blend just until smooth. Pour into glasses.

## Summer Smoothie

### Ingredients

1 cup plain low-fat yogurt  
1 cup pineapple juice  
5 strawberries  
1 banana  
3 ice cubes, crushed

### Utensils

Measuring cup  
Blender  
Large spoon  
Glasses

### Preparation

Combine all ingredients in blender container. Blend until smooth. Pour into glasses. Serve at once.



# Kitchen Safety

Many accidents can happen in the kitchen. Be sure the child is safe and occupied as you prepare his or her snack or meal. Put toddlers in a playpen or highchair. Clean spills and clutter at once from underfoot to prevent falls. Put away knives and all sharp or pointed utensils immediately after using. **Never leave a child alone in the kitchen.**

## Look for the following hazards in the kitchen:

<b>Hazards</b>	<b>Examples</b>	<b>What to do?</b>
Chemicals	Cleaners, bleach, bug spray	<ul style="list-style-type: none"><li>• Put them out of reach</li><li>• Ask parents to put them under lock and key</li></ul>
Hot objects	Stove, range, hot water, pots and pans	<ul style="list-style-type: none"><li>• Use only back burners</li><li>• Turn pot handles inward</li><li>• Ask how to operate the range</li></ul>
Appliances	Slicer, blender, processor, mixer, electric knife, toaster, microwave	<ul style="list-style-type: none"><li>• Keep child away</li><li>• Operate these with an adult</li></ul>
Child's furniture	High chair, playpen	<ul style="list-style-type: none"><li>• Place in a stable position</li><li>• Place away from doors, stove, and refrigerator</li><li>• Use high chair safety straps</li><li>• Use latches on high chair trays and playpens</li></ul>

# Check the Kitchen in Your Home

Hazards	What will you do?

Now I know:

---

---

---

---

---

---

# Lesson 6:

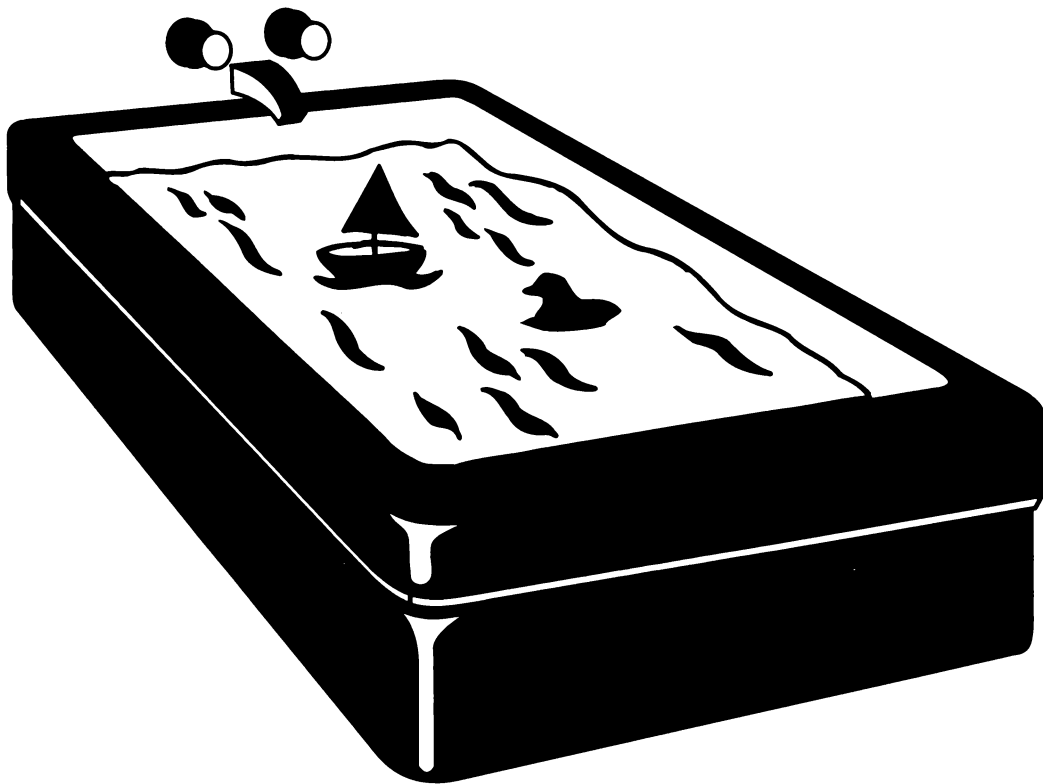
## Bathtime

### Objective:

To learn to prevent accidents in the bathroom and while bathing a child

Bathing is fun for most children. This can be an opportunity for creative playtime. Taking a bath can help the child relax and wind down before bedtime or a nap. If the child does not want to bathe when it is time, what can you say or do? You could suggest a fun activity, such as “Let’s play with this plastic football in the bathtub.”

What else could you suggest?



The parent(s) will tell you if they want you to give the child a bath. Ask the parent if you can help the parent bathe the child before you do it by yourself.

Remember, the bathroom is one of the most dangerous rooms in the house. Children are very active and curious but lack adequate judgment and self-control. Always give them your **full** attention, keep a hand on them, and **never** leave them alone.

### **Check the following before beginning the bath:**

- Medicines, toiletries, cosmetics, cleaners, scissors, or appliances are well out of the reach of the child
- There are only a few inches of water in the bathtub
- The temperature of the bathwater is not too hot or too cold. Check the temperature of the water with your elbow or wrist. Make sure the faucets are cool, not hot
- Controls for the shower and the tub faucets are turned off very tightly—so tightly that the child cannot turn them
- Everything is in easy reach **before** you put the child into the tub (soap, washcloth, bath toys, towels)
- There is some nonskid material in the tub to prevent falls. If not, a bath mat or towel can be used in the tub
- There is a bath mat or towel on the floor beside the tub

# Bathing Safety

Never leave the child alone in the tub for any reason.

What are some things that can demand your attention while giving a child a bath?

---

---

You should never attempt to dry a child's hair with an electric dryer while still in the tub.

Why not? \_\_\_\_\_

---

Never allow a child to step on the rim of the tub when getting in or out of the tub. Help a child into and out of the tub by placing your hands under the child's arms. Feet go into the water first and out of the tub first.

Explain why you think this is important. \_\_\_\_\_

---

---

---

---

---

Now I know:

---

---

---

---

---

---



# Lesson 7:

## Bedtime

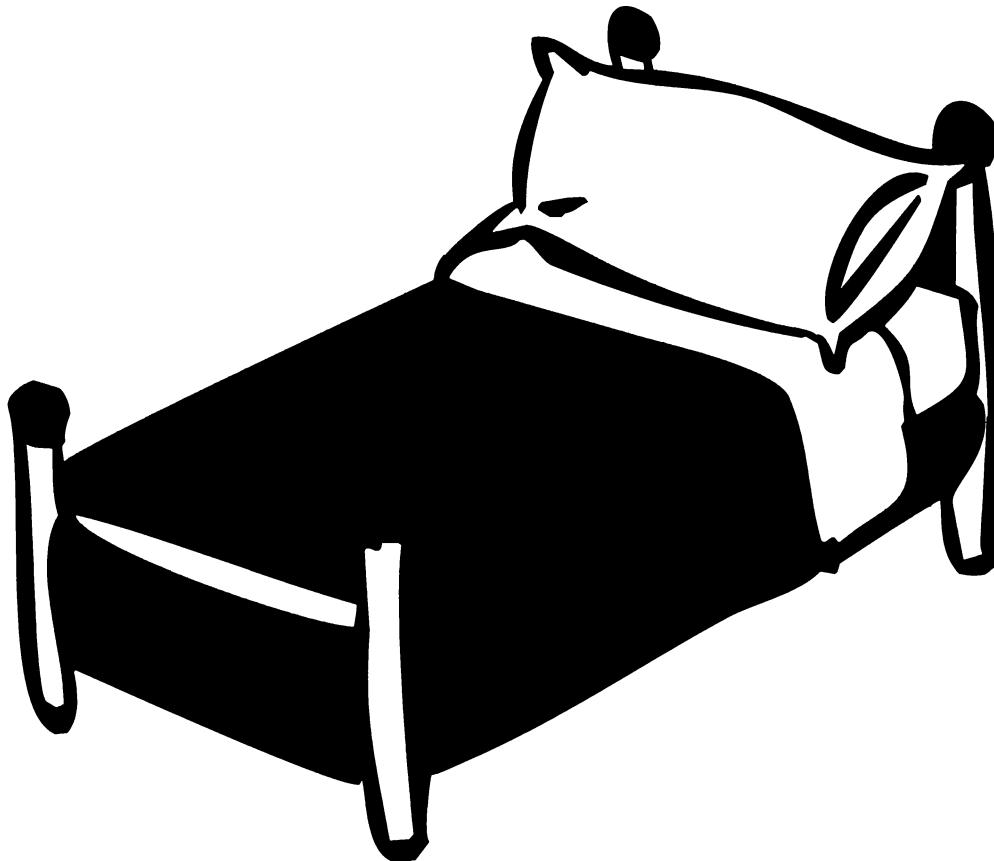
### Objective:

To understand the importance of children's routines

### Key Words:

Quiet activity  
Winding-down time  
Cuddling

The world is a very exciting place for young children, and when they are excited it can be difficult to get them to settle down for nap and at bedtime. Although getting children ready for bed sometimes can be difficult, most children go off to bed easily. Find things to do to help the child to “wind down.” Plan something quiet when eyes begin to droop or at bedtime.



Toddlers need one long nap during the day. At this age they may want to continue with their present activity or they may start another activity to avoid going to bed. Select a quiet activity for this winding-down time. This can be quiet play, a story, or a snack. Help the child to put away toys or get a special blanket, towel, or stuffed animal. Some toddlers must have these things before they can get to sleep.

Children who are 3, 4, and 5 years old may have fears associated with bedtime or nap-time. They may not be able to separate dreams from reality. Allow winding-down time and give them extra cuddling before tucking them in for a nap or at bedtime. Sit with them on the bed, playing quietly or reading a story—you may need to read two stories. If they insist that there are monsters in the closet or under the bed, check these places with them. Stay in the room if the child is really fearful, but do not conduct a conversation. Just cuddle and reassure the child as necessary.

## How to Read a Story

When reading a story at bedtime, choose pleasant stories and avoid silly or scary ones.

Why should you avoid silly stories at bedtime?

---

---

---

Before reading a story to the child

- read the story yourself, carefully studying the characters and scenes;
- think of ways to make the story “come alive”;

- practice reading the story aloud in front of a mirror or use a tape recorder; and
- prepare to answer questions the child may ask.

While reading a story to the child,

- sit so the child can see the illustrations or visuals you will use for the story. Make sure the child is in a comfortable position;
- introduce the book by telling the child the title, author, and subject of the story. Your introduction should get the child’s attention;
- be familiar enough with the story so that you do not need to keep your eyes on the page at all times. Children need to feel the story is being told especially for them;
- use facial expressions—smiles, frowns, and so forth;
- give the child plenty of time to see the illustrations. Point out things that are important for the child to see;
- be aware that the child will probably make remarks or ask questions while you are reading the story. Decide if you want to hold a discussion during the story or if you want to indicate you heard the child by a nod of your head. You may decide to say something like “You can tell me about that at the end of the story.” Use your best judgment in handling each storytelling situation; and
- prepare concluding remarks for the story.

Select an appropriate storybook and you will be a terrific storyteller. Often the child prefers a favorite book or story for storytelling. Use the following checklist to select an appropriate storybook.

You can rate your storybook by checking the box that best describes your book.

Name of storybook \_\_\_\_\_

	Yes	No	Does not apply
Has colorful artwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate speech patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has suitable vocabulary for age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps children use their imaginations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows appropriate behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages children to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has logically occurring events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes understanding of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has suitable-size print (letters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has an appropriate theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has artwork that fits the story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has lots of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now I know:

---

---

---

All children enjoy listening to stories. You will have as much fun as the children with this activity. It is important to practice your storytelling skills and to have appropriate storybooks for children.

## Am I Ready?

Babysitting is a responsible job. Many people will be depending on you. Parents will be expecting you to care for their child. They also want you to care for their home if they are not there. The child will be

depending on you to fill the parent role. You must be committed and ready to do a good job.

Are you ready to be a babysitter?  
Answering the following questions will help you find out.

	Yes	No	Not sure
Do you enjoy being with children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you patient with young children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you know what a child can do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you enjoy playing silly games and getting messy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you ready to change a diaper or feed a child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you dream up fun things to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel dependable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you listen carefully?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you careful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to learn new things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to laugh?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you stay calm during an emergency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you healthy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to tell stories and sing songs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you care for a sick child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered "no" or "not sure" to more than three of these questions, babysitting may not be what you should be doing. If you answered "yes" to all, or all except one or two questions, you are well on your way to becoming a valuable babysitter.

# **Appendix A: Safety Reminders for Babysitters**

## **1. Keep these things away from children**

- Knives, scissors, pins, other sharp and sharp-pointed objects
- Plastic bags
- Small objects such as beads, buttons, nuts, and coins
- Matches and lighters
- Cigarettes and other tobacco products
- Breakable dishes and glassware
- Medicines, including vitamins, supplements and herbal remedies
- Hot liquids

## **2. Keep children away from these things**

- Electrical plugs, cords, and outlets
- Heaters, radiators, and electric fans
- Fires and fireplaces
- Open windows
- Stoves and other cooking appliances
- Venetian blind cords
- Weapons, (guns and ammunition, BB guns, knives, bows and arrows)
- Tablecloths

## **3. Other hazards**

- Ladders
- Stairs
- Climbing trees
- Rope swings
- Rakes, hoes, axes; any sharp tools
- Piles of leaves or snow near a road or driveway
- Stray animals
- Tall grass
- River banks
- Railroad tracks
- Jaywalking
- Riding double on bicycles





**2003**

**Publication 350-035**

---

Virginia Cooperative Extension programs and employment are open to all, regardless of race, color, religion, sex, age, veteran status, national origin, disability, or political affiliation. An equal opportunity/affirmative action employer. Issued in furtherance of Cooperative Extension work, Virginia Polytechnic Institute and State University, Virginia State University, and the U.S. Department of Agriculture cooperating. Steven H. Umberger, Director, Virginia Cooperative Extension, Virginia Tech, Blacksburg; Lorenza W. Lyons, Administrator, 1890 Extension Program, Virginia State, Petersburg.  
VT/643/0403/1M/232360/350-035