

# Child Care Record

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Your name \_\_\_\_\_ Age \_\_\_\_\_

Place \_\_\_\_\_  
(Name) (Address) (Phone)

Date \_\_\_\_\_

Child's Name \_\_\_\_\_ Age \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Was child a member of your family? \_\_\_\_\_

Hours you were responsible for the child or children

From \_\_\_\_\_ to \_\_\_\_\_

Check the things you did in this time

Dressed child \_\_\_\_\_ Played with child \_\_\_\_\_ Fed child \_\_\_\_\_

Undressed child \_\_\_\_\_ Put child to bed \_\_\_\_\_

Briefly describe the things you helped child do.

Briefly describe the problems.

Privileges \_\_\_\_\_

\_\_\_\_\_

Duties \_\_\_\_\_

\_\_\_\_\_

Wages earned (hours worked multiplied by rate per hour) \_\_\_\_\_

# Playtime Record

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1. Which activity did you choose?
2. What kind of play (mental, physical, creative, dramatic, social) is this activity?
3. What materials or equipment did you use?
4. Describe what happened during playtime.
5. What did you learn about the child? What does he or she like to do?
6. Did the child have fun? How do you know?

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Member's Guide

# 4-H CHILD CARE PROJECT

COOPERATIVE EXTENSION

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# TABLE OF CONTENTS

INTRODUCTION .....	3
HOW YOUNG CHILDREN GROW AND CHANGE	
Stages of Growth .....	5
Children as Members of Families .....	9
SKILLS IN CARING FOR CHILDREN	
Being Loving and Caring .....	11
Handling Common Behavior Problems .....	12
Handling Emergencies .....	14
Playing with Children .....	17
Making and Using Toys for Children .....	18
Telling Stories to Children .....	19
Taking Care of a Child's Physical Needs .....	21
Taking Care of a Baby .....	22
THE JOB OF CARING FOR CHILDREN	
Getting Ready for the Job .....	25
Getting a Job .....	25
Making a Contract .....	27
Understanding a Babysitter's Parents and Their Rules .....	29
Handling Special Situations .....	29
Knowing the Qualities of a Good Babysitter .....	30

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# Introduction

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This child care project is designed to help you learn how to care for children, including:

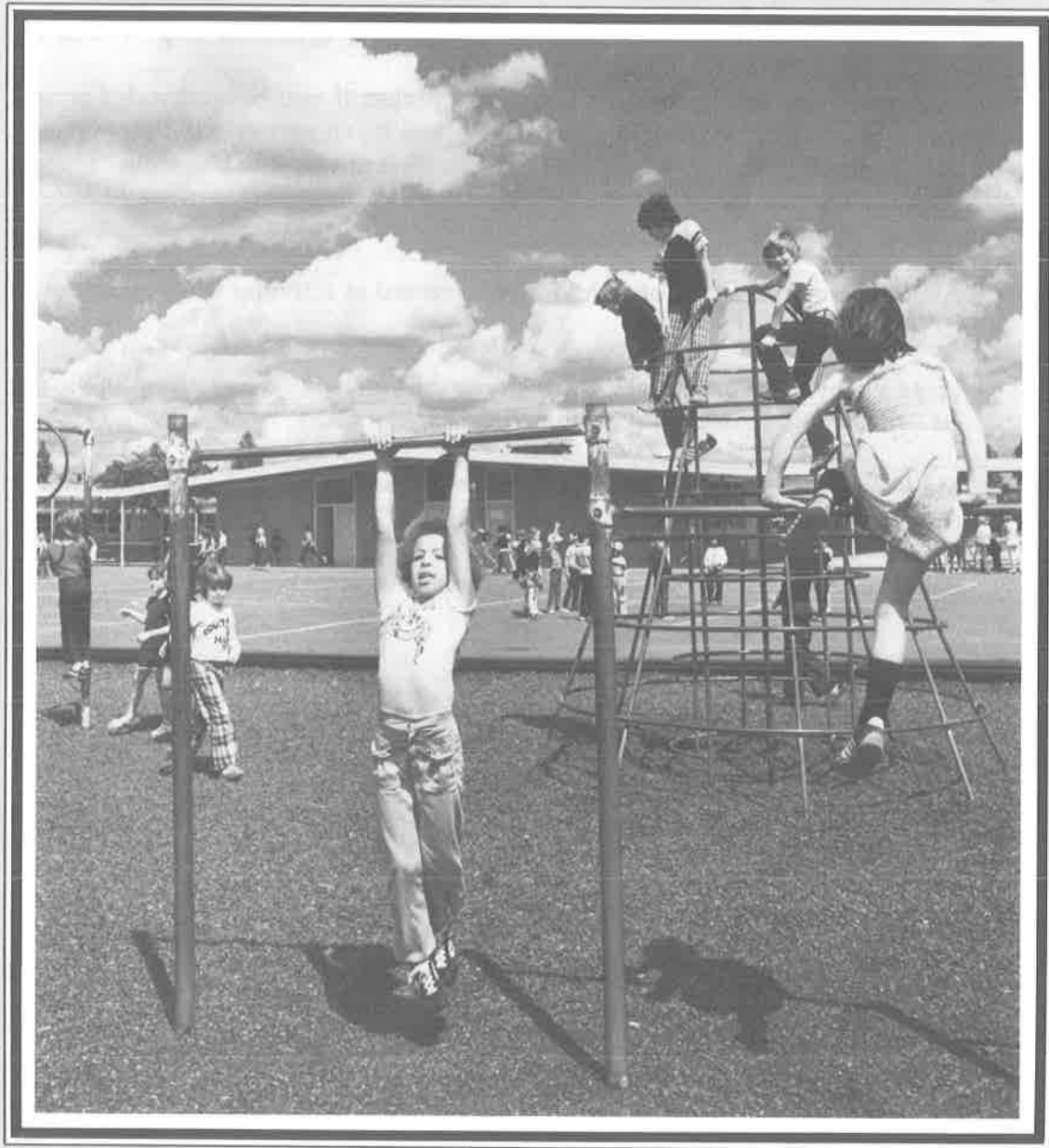
- How children grow and change
- Skills in caring for children
- The job of caring for children

Each of the three sections has several parts. Each part is divided into "Things to Know" and "Things to Do."

You will receive a certificate at the end of the project if you have attended group meetings, kept a record of what you have done, and taken part in activities planned by and for your group. It is suggested that you complete at least one task from "Things To Do" for each part of the project. In the second year of the project, you may add one or more of the following:

- Assist a parent in caring for a child. Keep a record of activities while caring for a child while a parent is present.
- Write a babysitting plan. Make a written plan of the steps, information, activities, etc., that would be necessary in a babysitting job.
- Make or display a babysitting kit. This might contain toys, books, references, emergency needs, and the like.
- Babysit. Keep a record of activities while doing an actual babysitting job.

# How Young Children Grow and Change



# Stages of Growth

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## THINGS TO KNOW

Children grow at their own pace. Each child is a unique individual. Some take more or less time than others to learn new skills, but each child goes through the same stages of growth (or development) at approximately the same age. Each of these stages has four kinds of development: social—sharing and interacting with other people; mental—thinking and learning; emotional—feeling; physical—maturing of the body.

The most important thing to remember about children is that they need love. They need, like all people, to feel loved, to feel secure, to know that they can trust people, and to feel accepted by others. They need to know that they are good and worthwhile just as they are. Then they can try new things.

Anyone who cares for children should know something about the stages of growth. Each child cannot do everything at exactly the same age. One child may do something at 3½ years; another may not do the same thing until he is 4. There is nothing wrong with these variations, nor is one child smarter than the other.



## THINGS TO DO

**Plan to watch a young child.** One of the best ways to learn about children is to watch them and listen to them. After you have studied how children grow and change, you are ready to observe a particular child or baby. It is best to observe a child that someone else is caring for while you are observing it; trying to watch and write down a child's behavior while you are busy taking care of it is very difficult. Remember that there is no right or wrong way for children to behave. Each parent and child will be different in different situations. Using the *Observation Guide for a Young Child* or *Observation Guide for a Baby*, write down what you see. Here are some hints on making an observation:

- Sit or stand so as not to become involved in the child's activities or be too noticeable in taking notes.
- Notice the child's feelings, surroundings, actions.
- Take notes during the observation or make them immediately afterward.

**Watch children together in a group.** The way that children play, fight, and show affection tells a lot about their growth and development. Your group could go to a child care facility, such as a nursery school, day care center, or church school. (Leader arrange this.) Record what you see and then share your observations with other members.

**Make a new "fun friend."** If you want to get to know one child a little better, you can choose a "fun friend." This can be a child with whom you can spend a longer period of time—a neighbor or a little brother or sister. Plan to be with the child once or twice a week for a few weeks. Here is a suggested plan for getting to know a "fun friend":

- Obtain permission from the child's parents to spend time with the child.
- Write down what parents say about the child's feelings, learning, sharing and growing.
- Choose one part of the child's development to observe each visit—social, mental, physical, and emotional.
- Use an *Observation Guide for A Young Child* for each visit.
- Write a story or report (or make a display or poster) about your "fun friend."

**Watch television programs about young children.** Television is one of the ways children learn about their world. Sometimes television limits that world; it often replaces creative imagination. Watch television for a specific purpose. Shows like "Sesame Street" and "Romper Room," even some Saturday morning programs, are good to look at. You could watch one particular children's show several times and then ask yourself: Is it interesting and/or funny? Did I learn something new? Did it show kindness or cruelty? Should a 4- or 5-year-old watch this show? You could also make a report to the project group about the show you watched.

**Remember how it felt to be a young child.** If you can remember how you felt about your own growth, you will understand all young children better. Discuss with others what it felt like to be different ages. Brainstorm for ideas. Brainstorming means writing down as many ideas as possible in a short period of time, without stopping to discuss or criticize any of the ideas until the end of the brainstorming. You could also write a short report or make a scrapbook about "What I Was Like as a Young Child."



## Observation Guide for a Young Child

Date \_\_\_\_\_

Name of child \_\_\_\_\_ Age \_\_\_\_\_

Number of children in family \_\_\_\_\_

Child's position in family (first-born, second-born, etc.) \_\_\_\_\_

Write down what activities were observed (playing, eating, reading, learning, talking, watching television, etc.) and who was with the child (by himself, with adult, etc.).

Write down child's reactions to the activity and any strong emotions (fear, anger, joy, etc.) he may have shown.

## Observation Guide for a Baby

Baby's name \_\_\_\_\_ Date \_\_\_\_\_  
Age \_\_\_\_\_

Write down what you observed the mother and/or father doing with the child.

Write down how the baby reacted to the activity and to the people.

# Children as Members of Families

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## THINGS TO KNOW

Children grow as individuals. But they also mature in relation to their families. A child's place in the family (called "birth order") has been found to affect motor development (movement) and independence. Most mothers spend more time with first-born infants; because of this, the first-born child has more chance to develop independence. Security, and the feeling of love and extra attention helps the first-born child to feel good about himself. He is more likely to try something new because he feels he can do it.

Sometimes rivalry (competition) can develop between brothers and sisters. They compete for the parents' care and attention. This is natural, since all children are unique and have different skills and interests. There are many reasons for this rivalry; it is important to be aware of its existence.

## THINGS TO DO

**Observe children as members of families.** Write down several observations about yourself and other children in your family. It is important to remember to accentuate the positive about family relationships. At your club meeting, discuss your place in the family and your relationships with brothers and sisters.

**Draw a picture of your family** and your place in the family.

**Make a scrapbook** (photos, magazine cut-outs, pictures) about your family—what each person likes to do, how they look, and so on.

**Write a story** about a brother and/or sister.

# Skills in Caring for Children



# Being Loving and Caring

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## THINGS TO KNOW

One of the ways that children mature and learn is by the process of modeling (learning by example). Children learn what they live. If people who care for children can set a good example for them by being kind, open, and loving, they can make a great contribution towards that child's development.

Another way that children learn is through the process of communication (what people say to each other and how they say it). Besides the general qualities of love and care, it is sometimes necessary for child-care providers to have specific techniques for communicating with and guiding a child. The Cooperative Extension booklet *Child Guidance Techniques* tells how to talk to and work with children. Talk about what each of these techniques means:

- Focus on "do's" instead of "don'ts."
- Building feelings of confidence.
- Change the environment to change behavior.
- Accept the child's decision if he's been given a choice.
- Work *with* a child instead of against him.
- Give the security of limits.
- Listen to yourself and to the child.
- Set a good example.
- Show your love to a child in ways he can understand.
- Keep your eye on the future. Think how decisions will affect a child's growth.

## THINGS TO DO

**Take a Self-test.** *Child Guidance Techniques* has a "self-test" containing some very good items that you can use to test your knowledge. For example, the test might ask you to translate these "don'ts" into "do's": "Don't drag



your sweater in the dirt;" "Don't scream at me;" "Don't run in the store." There are no right or wrong answers; this test is meant to help you to think about the best ways to communicate with children.

### **Keep a record of communication with a child.**

Write down what is said to a child when:

- it is time for bed;
- it is time to (not) watch television;
- it is time to change his behavior.

**Think about what it means to be cared for and loved.** How would you answer such a questions as: "What do my parents do to show me they love me?" "What do I like my parents to say to me?" "What really makes me mad about the way my parents talk to me?" Compare your answers with others in your group.

# Handling Common Behavior Problems

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## THINGS TO KNOW

Things usually go smoothly when you are caring for children, but sometimes the unexpected happens and it is important to be prepared to handle these "behavior problems" as they arrive. A good general rule is to be firm and loving; here are some suggestions for dealing with specific problems:

**Anger.** All children become angry at some time or another, and they show it in several ways. Infants cry. Pre-schoolers cry, bite, yell, and have temper tantrums. Older children name call and make fun of others. Anger is a legitimate emotion. To solve the problem, remain calm and patient. For infants:

- Check diaper and change if necessary;
- Feed the baby if he's hungry;
- If he simply wants to be picked up, hold and comfort him for a short time. (Don't continue unless parents say to do so.)

For pre-schoolers:

- Talk to the child to learn why he is angry. Be sure to listen to what he's saying.
- If he is frustrated in doing something, encourage him to try again. Help if necessary.
- A child may have a temper tantrum (kicking, screaming, etc.). Hold him to help him gain control of himself. Then try to reason with him.
- Hunger and tiredness sometimes cause anger. If the child is hungry, give him something to eat; if he is tired, suggest a nap.
- When talking to a child, be firm and enforce the limits set by the parents.
- Make a statement such as "You are angry about not getting the toy" to let him know that his anger is understood and accepted.

**Fear.** Children of different ages react with fear to many things, such as loud noises, the dark, and being left alone. Fears can arise from unpleasant experiences. Sometimes they develop from what a child imagines. To solve the problem:

- Accept the child's feelings;
- Try to find out why he is afraid;
- Set an example for the child to help him overcome his fear;
- Never ignore the child's fear;
- Never tease the child or punish him for being afraid;
- Never force the child into a situation he fears.

**Shyness.** Children show shyness in different ways. Some may withdraw and be quiet. Often what seems like shyness is just a natural part of the child's development. To solve the problem:

- Talk softly to the child, but don't expect him to answer right away;
- Let the child take time to get to know new people;
- Don't be demanding.

**Arguments.** Handling children's arguments are a part of child care. To solve the problem:

- Be calm, friendly, and don't take sides;
- If there is a dispute, talk it out with both sides;
- Try to ignore name-calling;
- If a child has his feelings hurt, comfort him and explain to the person who hurt him how the other child feels.

## THINGS TO DO

**Role-play problem situations.** At a group meeting, act out what to do in problem situations. One member plays the babysitter, another the child. The group can comment on the way the situation was handled and perhaps come up with more ideas.

**Think about having difficult feelings.** With others in the group, discuss topics like "Why I Get Angry," or "I Am Afraid When..." Or the group could phrase these as questions and then brainstorm answers to them.

**Ask parents how they handle problem situations.** Interview your own or other parents and ask them: "What do you do when your children are fighting?" or "How do you handle it when a child is afraid of the dark?"



# Handling Emergencies

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## THINGS TO KNOW

**Create a safe environment.** This is one of the most important safety rules and the best way to avoid emergencies. Being alert to ways to prevent accidents and being able to remain calm in emergencies are very important. To make a safe environment, a babysitter can:

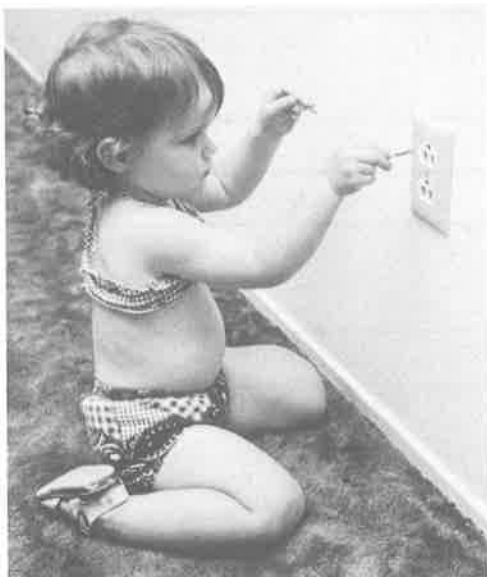
- Put any poisons, pesticides, and the like out of the reach of the child.
- Never let a child near the medicine chest.
- Know where the child is at all times.
- Do not leave the premises at any time.
- Do not allow any strangers into the house, ever.
- Use the telephone only when necessary.
- Do not tell callers that no adults are at home.
- Keep matches, lighters, hot pans, and so on out of reach of the child.
- Do not leave the child alone while he is bathing.
- Do not feed the child foods that are difficult to chew.
- Do not allow the child to carry sharp objects.
- Never leave a baby alone.



**Accidents and Illness.** Even the most well-supervised children may have accidents or become ill. If you know what to do when problems occur, you will be better able to remain calm. The general rule to follow is this: Whenever a situation looks as if it might be serious, don't waste time. *Get in touch with the parents and/or doctor at once.* Stay calm. But sometimes it is necessary to *do* something. *First Aid At A Glance*, the excellent publication of the American National Red Cross, details various ailments, their signs and symptoms, and the first aid practices to follow. Basically, emergency procedures include calling a doctor immediately and performing first aid as described below:

- Poison.** Call a doctor. Call the parents.
- Shock.** Keep the victim lying down and covered. Call a doctor. Call the parents.
- Broken bones.** Keep victim from moving and give care for shock. Call a doctor. Call the parents.
- Burns.** Call a doctor. Call the parents.
- Unconsciousness.** Keep victim warm and lying down. Call a doctor. Call the parents.
- Choking.** Encourage victim to cough up object. Call a doctor. Call the parents.
- Bleeding.** Call a doctor. Call the parents.





**Obtaining emergency information.** Anyone caring for children must have specific emergency information (police and fire department phone numbers, and so forth). The Babysitting Information Record lists important items that should be obtained from parents.

#### THINGS TO DO

**Pass a written test on emergency procedures.** Your leader can give you a simple, written test to measure your knowledge.

**Practice obtaining information** for the Babysitting Information Record by questioning your own parents. At a club meeting, role-play the part of a babysitter asking employer for this information.

**Role-play emergency situations.** At a group meeting, act out what to do if (1) a stranger comes to the door; (2) a child gets burned; (3) a child chokes on a piece of food.

**Make a chart** or illustrated display of "What To Do In Case Of An Emergency" or "How to Create A Safe Environment" or any emergency procedure.

## Emergency Information

Parents' name \_\_\_\_\_ Date \_\_\_\_\_

Children's names \_\_\_\_\_ Ages \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Doctor's name \_\_\_\_\_ Phone number \_\_\_\_\_

Hospital name \_\_\_\_\_ Phone number \_\_\_\_\_

Police Department phone number \_\_\_\_\_

Fire Department phone number \_\_\_\_\_

Neighbor to call in case of emergency

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

Parents can be reached at

Address \_\_\_\_\_

Phone number \_\_\_\_\_

Special instructions \_\_\_\_\_

# Playing with Children

## THINGS TO KNOW

**Choosing a play activity** means being aware of how play helps young children grow. They learn to use their bodies by exercising while they play. They act out their feelings and learn to solve problems as they play. Three-year-olds play in different ways than four-year-olds. Here are some tips on choosing a play activity:

- Let the child take the lead. He may want someone to play with him or may want their suggestions. Wait for him to ask.
- Make sure the child is safe at all times. If a child wants to do an activity that may hurt him, show the child a safe way of doing it or stop the activity. Interest him in something safer.
- Make sure the child is dressed for the activity.
- Make sure the play area can be cleaned up properly.

**Different kinds of play** satisfy different needs of the child:

- Physical play helps a child learn to use his large and small muscles. He uses large muscles in riding a tricycle, running, skipping, swinging, kicking a ball. He uses small muscles when he cuts paper, uses play dough, plays with tinker toys.
- Mental play helps the child learn about things around him. He likes to find out what makes things tick—to take things apart and put them back together again. Playing with games, working with puzzles, singing songs with motions are good activities.
- Creative play allows a child to play with or make something any way he wishes. Don't focus on the finished product, but on the enjoyment of play itself. Some creative play ideas are making cookies or a collage, building with blocks, painting, coloring, working with clay.



- Dramatic play is make-believe. It's fun; it helps children to learn what it would be like to be another person. Playing house, acting out a story, playing with puppets are all dramatic play.
- Social play is playing with others—through it children learn how to lead, follow, cooperate, and share. Some good activities are playing hide and seek, using musical instruments, talking on toy phones.

## THINGS TO DO

**Choose a "fun friend"** to play with. This could be a brother or sister, neighbor, etc.

- Talk with the child's parents about times and types of play that are good for him.
- Select a play activity or activities.
- Play with the child and record the activity on Playtime Record.

**Make a display** or scrapbook on kinds of play.

**Make a list** of five activities for each type of play and keep a record of them.

## Playtime Record

1. Which activity did you choose?
2. What kind of play (mental, physical, creative, dramatic, social) is this activity?
3. What materials or equipment did you use?
4. Describe what happened during playtime.
5. What did you learn about the child? What does he or she like to do?
6. Did the child have fun? How do you know?

# Making and Using Toys for Children

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## THINGS TO KNOW

Toys satisfy different needs of children at different stages of their growth; these needs can be physical, mental, or emotional. Toys are an important part of the child's life; they are a way for him to express his feelings and relate to the world around him. Toys help children grow. A variety of toys can help a child to (1) use his muscles; (2) learn to play with others; (3) develop his imagination, initiative, and sense of responsibility.

**Good toys do not have to be expensive.** Very useful and attractive toys can be made from materials found around the house. Whenever possible, children should be encouraged to play with homemade toys. Here are some ideas for toys for different ages:

- Infants develop their big muscles first, so toys should be large but light in weight. They should be of varied shape, textures, and colors to aid their learning, such as: mobiles (cloth, colored paper, or ribbons fastened to a hanger), beads or wooden spools on a string, colorful plastic tops of containers, sponge rubber bath toys, and rattles.
- Toddlers (ages 1-2) need toys that help them use their muscles and play with others. Large, simple, and durable toys that children can examine, pull apart, and put back together again are good. They also enjoy anything to pound or bang (pots and pans, wooden spoons), things to push, pull, or ride (bicycles, toys with wheels, empty shoe box with string attached), blocks (empty milk cartons, sanded pieces of scrap lumber), and water toys (sponges, rubber ducks).
- At the ages of 3 to 4, children develop and get ready for school. They enjoy creative and dramatic play with dolls,

active equipment (slides, balls, steps), things to create with (blank paper and crayons, clay), and dress up (old clothes, shoes).

- At the ages of 4 to 6, children like to experiment with a purpose. Self expression is important in playing with rhythm instruments (bells, wooden sticks, tambourines) and construction toys (blocks, sanded pieces of scrap lumber).

**Toy Safety.** Anyone caring for children should make sure that toys are safe.

- Use washable materials.
- Make sure edges of metal and wood pieces are rounded.
- Avoid loose ornaments, pins, and so on.
- Toys for an infant should be two times larger than his mouth.
- Sand wooden toys so they will not splinter.

## THINGS TO DO

**Make or find one homemade toy** for each age group. Give a demonstration to the group.

**Visit a local toy store** to see the types and prices of toys. Suggest homemade toys to substitute for more expensive ones.

**Make a display/presentation of safe and unsafe toys.** Make a poster or scrapbook of examples of safe and unsafe toys.

# Telling Stories to Children

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## THINGS TO KNOW

Books and stories are wonderful ways for children to learn about their world. Books can be selected on the basis of:

**Content.** The 2- to 3-year-old likes stories that deal with his own daily routine. He likes the pleasure of recognition of familiar objects and of naming them. The 4- to 5-year-old is interested in things that happen to others like himself. He likes things that move; he gives personal qualities to animals and machines.

**Style.** How is the story written? Does it have sound and action words? Simple language?

**Length.** The small child has a short attention span; as he matures, he can listen for longer periods. Average attention spans for different ages are: 2-3 minutes for two-year-olds; 3-5 minutes for three-year-olds; 12-15 minutes for four-year-olds; and 15-20 minutes for five-year-olds.

**Illustrations.** Are they colorful, appealing?

**Effect of story.** Will it extend his world or will it build fears and be confusing?

Reading stories aloud can be more fun for a child if you enjoy the story with the child, read slowly, use some expression in your voice, hold book so pictures can be seen, and develop techniques for holding child's attention ("And what do you think happened?"). If child seems uninterested, try the story at another time.

## THINGS TO DO

**Make a visit to the library.** Most public libraries have a story hour, in which the librarian reads aloud to the children. Visit the library at story hour and then talk with the librarian, about books for children.

**Make a book** on a subject of interest to a child (animals, babies, trains, and so on), with drawings and cut-outs.

**Practice telling and reading stories** to your project group.

**Write a story about yourself.**

# Taking Care of a Child's Physical Needs



Taking care of a child's physical needs is one of the primary duties of a babysitter. Most parents have routines and instructions that should be followed. Things usually go smoothly, but once in a while children "act up" at meal, bath, or bed times. Here are some tips for those special times during the day:

- Mealtime.** Ask parents about the child's eating habits. Ask what foods the child is and isn't allowed to eat. Find out if food has been prepared and how it's to be served. Don't be upset by spills—clean them up without making a fuss. Don't rush or scold a child at mealtime.
- Bedtime.** Ask parents what happens at naptime and bedtime. This might include: putting on nightclothes, reading a story, and brushing teeth. Prepare the child for bedtime. Tell him to get ready for bed when he finishes the activity he is doing. Or tell the child where the hands of the clock will be when he is to get ready for bed. Be prepared for delaying tactics from the child. Put him to bed on time.

- Bathtime.** Prepare the child ahead for bathtime. Tell him he is to get ready for bath when he finishes the activity he is doing. Try to make a game out of bath-time; let the child wash himself and play with toys.
- Dressing.** Find out where clothes are kept and what the child should wear.
- Sickness.** When caring for a sick child, it is extremely important to have clear instructions regarding food and medicine.

## THINGS TO DO

**Observe your parents** or other adults caring for children. Write down what they do at mealtime, bathtime, and bedtime.

**Assist your own parents** or other parents in caring for a child's physical needs.

**Act out handling behavior problems** at bed, meal, and bath times.

# Taking Care of a Baby

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## THINGS TO KNOW

When taking care of a baby, your job is to handle him as closely as possible to the way his parents handle him. Babies are used to being handled in a certain way, and may become frightened or upset by a sudden change in treatment. One of the most important things to remember is that babies need love—they thrive on it. Affection can be shown by a smile, a soft tone of voice, and by cuddling and stroking.

There are some special things to remember about babies. They cry a lot, and this is natural. It is usually a signal that something is wrong. Sometimes a baby's diapers may be bothering him; or he may be hungry. Always investigate to see why he is crying.

Babies are especially susceptible to infections and communicable diseases; anyone caring for a child must be in good health. Most parents will have specific routines and instructions for the care of their babies. Here are some general tips on baby care:

**Feeding.** Feed the baby as the parents direct. Make sure food is the right temperature. Milk is the main food of newborn babies; it is sometimes specially prepared in varying strengths of several ingredients, called formulas, and is given in a bottle. Hold the baby comfortably while feeding him from the bottle and burp him once or twice during the feeding. As babies get older, they eat cereals, puddings, minced and chopped foods. It takes time for the baby to learn to feed himself, so his eating can often be messy. Praise and encouragement help more than scolding and fussing.

**Dressing/diapering.** Check with parents about baby clothes. Clothes and diapers often need to be changed several times a day. Ask about the use of baby powders or oils, and make sure to keep pins out of baby's reach. Never leave a baby alone on a bed or changing table where he can roll off.







**Bathing.** Babies should have their hands and faces washed before and after feedings. If asked to bathe a baby, be sure and practice with the parents present before attempting it alone. Make sure the bathroom and bathwater are warm and clean clothes are ready nearby. Thoroughly dry the baby before dressing him. **Never, ever,** leave the baby alone in the tub.



**Bedtime.** Baby will probably do one of four things when put to bed—cry, play, talk to himself, or go right to sleep. If the baby cries, the parents usually have a procedure for handling this. Some believe in letting him cry it out. Ask them what to do in such an event. If baby does cry, check to see if everything is all right (his diaper is clean, he's not sick, and so forth), give baby a chance to settle down, and avoid rushing in and out of the room. The baby may need to be picked up and held, or rocked for a few minutes. Again, find out in detail from the parents what to do.



### THINGS TO DO

**Observe your mother and father** or a neighbor or friend caring for their babies. Record what happens when the baby is bathed, fed, dressed, and put to bed.

**Assist your own or other parents** in taking care of a baby. Record what is done at bath, bed, dressing, and meal times.

**Role-play caring for a baby,** using a doll to act out caring for a child's needs.

**Make a poster** or chart on some aspects of baby care—types of foods, what to do when baby cries, how to diaper, and the like.

# The Job of Caring for Children



# Getting Ready for the Job

---

## THINGS TO KNOW

Babysitting is a very serious job, but it can also be a lot of fun. Being a good, dependable, and trusted babysitter is a challenging task and is also a great way to earn money. The job carries with it a lot of responsibility. The most important things a babysitter must have are a sincere affection for children and a desire to do a good job. Anyone who takes a job caring for children must first make sure three basic requirements are met:

**Good health.** The babysitter must be well and free from colds. This is so that the sitter feels well and also to protect the child from infections and illness.

**Good attitude.** A babysitter must feel confident, cheerful, and happy in order to help the child feel the same way.

**Good grooming.** It's important to be clean and well-groomed. Parents usually feel more comfortable and secure with sitters who look mature and well groomed.

## THINGS TO DO

**Think about what it means to be a babysitter.** Ask yourself why you want to take care of children. And ask "What do my parents think about me doing this job?" or "Do I like children?" "Am I ready to earn money by babysitting?"

# Getting a Job

---

## THINGS TO KNOW

There are several ways to inform people of your readiness to babysit:

**Offer to care for children just for fun.** (No fee expected.) By demonstrating your interest and availability, you can show you are ready.

**Use recommendations.** Parents, neighbors, relatives, older brothers or sisters can help with this. An older and experienced babysitter is a good source.

**Prepare written notices.** These can be mailed to friends, posted at church or temple, 4-H office bulletin boards, etc.

**Tell neighbors and friends.** Call neighbors and friends and tell them of your availability to babysit.

**Get referred by other babysitters.** If there is an older sitter who has a lot of jobs, ask her or him to refer some to you.

## THINGS TO DO

**Practice asking for references.** Explain your interest and what you have done to qualify as a babysitter.

**Prepare a "notice of availability."** Write up cards giving specific information: name, age, phone, and times available.

**Role-play informing employers** of availability. Act out at your group meeting a face-to-face and a telephone conversation of a parent and a prospective sitter.

**Babysit "for fun"** (no fee). Find a friend or neighbor who has an easy job. Explain that you want to babysit for free and for practice.) Record the experience on the Child Care Record.

## Child Care Record

Your name \_\_\_\_\_ Age \_\_\_\_\_

Place \_\_\_\_\_  
(Name) (Address) (Phone)

Date \_\_\_\_\_

Child's Name \_\_\_\_\_ Age \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Was child a member of your family? \_\_\_\_\_

Hours you were responsible for the child or children

From \_\_\_\_\_ to \_\_\_\_\_

Check the things you did in this time

Dressed child \_\_\_\_\_ Played with child \_\_\_\_\_ Fed child \_\_\_\_\_

Undressed child \_\_\_\_\_ Put child to bed \_\_\_\_\_

Briefly describe the things you helped child do.

Briefly describe the problems.

Privileges \_\_\_\_\_

\_\_\_\_\_

Duties \_\_\_\_\_

\_\_\_\_\_

Wages earned (hours worked multiplied by rate per hour) \_\_\_\_\_

# Making a Contract

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## THINGS TO KNOW

A contract is an agreement between the babysitter and the employer (parents). Sometimes contracts will be verbal (spoken), but it is best that they be written. The babysitter should discuss the business arrangements before taking any job; this insures that each party will know what is expected. It is often difficult for babysitters to assert themselves, that is, to say what they want. It is best to be clear ahead of time about the terms of a contract (see Child Care Agreement), including the following:

**Rate of pay.** How much should be charged for babysitting? Sitters should be businesslike in setting rates but not take advantage of employers. Here are some tips for determining a fair and reasonable rate: check the competition and find out what other sitters are charging; ask your own parents what a reasonable rate is; and check your conscience, since as a beginner, you might not feel justified in receiving a "veteran's" pay. It is important for the sitter to set a fair hourly rate and keep it standard as much as possible. Sometimes it is difficult at the end of a job to speak up and say what is owed. A good way to do this is to say, "I had a nice time sitting for Billy. As you know, I charge the going rate, which is — per hour. I babysat for five hours, so that's \$—."

**Privileges.** A sitter should discuss privileges with the employer before the start of a job. Ask if guests are allowed and how long they can stay. Find out about radio, television, telephone, and food privileges.

**Duties.** It should be very clear what is expected of the sitter. Do duties include cooking, cleaning house, caring for extra children? It's very important that it be clear if the sitter is expected to do more than just babysit. If more is expected, it may be reasonable to charge a higher fee.



**Working hours.** Parents should be clear in stating the hours the sitter will be required. Pay arrangements should be discussed for "odd hours" (i.e., one hour and twenty minutes should warrant more than for one hour.) It should be clearly understood if a higher rate is to be paid for very late nights.

## THINGS TO DO

**Role-play making a contract,** using the Child Care Agreement. Act out the parts of employer and babysitter with other members of your group.

**Give a mock telephone interview.** Recruit a neighbor or friend's parent. Tell them it's a role-play and ask them to telephone as if they were going to discuss a real job. Practice making an agreement about babysitting.

**Make a real contract.** Take an easy babysitting job for someone you know well. The Child Care Agreement can be used for the contract.

## Child Care Agreement

Babysitter's name \_\_\_\_\_

Family name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Children's names \_\_\_\_\_

Ages \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rate of pay \_\_\_\_\_

Privileges \_\_\_\_\_

\_\_\_\_\_

Duties \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Working hours \_\_\_\_\_

Transportation provided by \_\_\_\_\_

\_\_\_\_\_  
Signature of 4-H member

\_\_\_\_\_  
Signature of employer

# Understanding a Babysitter's Parents And Their Rules

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## THINGS TO KNOW

It is very important that babysitters work out a general set of rules with their own parents regarding the job of babysitting. Sometimes babysitters assume certain things before asking permission of their own parents, and they end up having to cancel or change a babysitting job. After all, the babysitter's parents are ultimately responsible for anything that goes wrong. To avoid any misunderstanding, babysitters and their own parents should agree on some basic rules:

**Distance.** How far away can a job be? In the neighborhood? Across town?

**Curfew.** How late can you stay on the job? Midnight? Overnight?

**Transportation.** Are parents willing to drive to and from jobs? Or do they expect transportation to be provided?

**Family approval.** Do parents need to talk to employers?

## THINGS TO DO

**Discuss with your parents rules for babysitting.** Make a list of those agreed upon.

**Role-play asking permission to take a job.**

# Handling Special Situations

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## THINGS TO KNOW

**Transportation.** Whenever there is a late sitting job, decide who furnishes transportation for the babysitter.

**Visitors.** You are being paid to look after a child, and your attention must be on that child. Don't ask friends to visit while you are working.

**Telephone visits.** It sometimes might seem like fun to call up friends and chat on the telephone. This is not a good idea—again, your attention is not on the child.

**Improper behavior.** Some men seem to forget that girls who are looking after a child are sitters. They try to treat them like girl friends instead of babysitters. This problem is rare,

but it's good to be prepared. If it does come up, insist vigorously that the man leave you alone, and refuse further jobs in which you might be left alone with this person. Your parents might also help you deal with this problem.

**Attitude.** Don't be afraid to be gentle and loving with children. The expect and need tender, loving care—from girls *and* boys.

## THINGS TO DO

**Discuss the special situations** with your group and perhaps come up with some others to add to the list.

# Knowing the Qualities of a Good Babysitter

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## THINGS TO KNOW

There are many qualities that make a good babysitter.

**Love and understanding.** Good babysitters like what they are doing. Their love and understanding shows in a friendly, affectionate manner.

**Good health.** Good hygiene and freedom from colds and communicable diseases protects both the sitter and child.

**Patience.** Some children are more difficult to care for than others. A good sitter is patient and calm while a child works out his feelings.

**Dependability.** Good babysitters can be counted on. They are always on time, are business-like, and follow parents' instructions as closely as possible.

**Safety.** Good sitters are safety conscious. They are mindful of ways to prevent accidents, to

care safely for children of different ages, and to find help if needed.

**Acceptance.** Children are very honest. A child may say he doesn't like the sitter, or he may get angry. That doesn't mean he will feel that way forever. Good sitters accept a child's feelings and what he says.

**Flexibility.** Each family does things differently. Good sitters are willing to do things the way the child's parents want, even though they may disagree.

## THINGS TO DO

**Think about the qualities of a good babysitter,** and ask yourself if you have them.

**Take the test** How Do I Rate As A Babysitter?



### How Do I Rate as a Babysitter?

(Give yourself one point for each "yes" answer.)

AS I SEE MYSELF	YES	NO
Do I like children? .....	_____	_____
Do I like people? .....	_____	_____
Am I healthy?.....	_____	_____
Total .....	_____	_____

AS OTHERS SEE ME	YES	NO
Am I eager? .....	_____	_____
Do I know how to meet emergencies? .....	_____	_____
Have I a sense of humor? ..	_____	_____
Am I calm? .....	_____	_____
Am I dependable? .....	_____	_____
Am I unselfish?	_____	_____
Am I considerate of others? .....	_____	_____
Am I adjustable? .....	_____	_____
Total .....	_____	_____

AS I REALLY AM	YES	NO
Do I listen? .....	_____	_____
Do I like to tell stories? ....	_____	_____
Do I enjoy playing with children? .....	_____	_____
Am I willing to give time and effort to doing a good job?.....	_____	_____
Am I willing to take time from my date life to spend it with children, giving them full attention? .....	_____	_____
Do I want to be a babysitter? .....	_____	_____
Can I meet a child on his own level? .....	_____	_____
Am I willing to try new methods? .....	_____	_____
Am I really worth the price I charge for babysitting? .....	_____	_____
Total .....	_____	_____
My Total Score .....	_____	_____



Leader's Guide

# 4-H CHILD CARE PROJECT



COOPERATIVE EXTENSION  
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4-H 4208

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## INTRODUCTION

The 4-H child care project can help 4-H members to: understand children and their development; develop skills in caring for children; grow as individuals in responsibility, self understanding, patience, and capacity to nurture and respect others; learn to enjoy working with children; and gain information that may lead to jobs in child care.

This is not just a manual for babysitting; it is a project on the general care of children. Care means love, attention, discipline, respect, comfort, and responsibility. Members learn by doing, as well as by seeing and hearing. It is hoped that members will learn more about themselves as they learn more about children.

The project should be of interest to boys and girls who have younger brothers or sisters, boys and girls who want to learn how to care for younger children as a way to earn money, and boys and girls who are interested in how children change as they grow physically, mentally, and emotionally.

## STRUCTURE

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This program is divided into three basic parts: 1) how young children grow and change; 2) skills in caring for children; and 3) the job of caring for children.

Each part has several sections as listed below. This project can be used for two age groups: 9- through 12-year-olds (learning to be a big brother or sister) and 13- through 15-year-olds (learning to be a babysitter or aide). The younger group is to receive only that part of the curriculum which is starred below. The older group can receive the total curriculum.

### *How young children grow and change*

- \*Stages of growth
- \*Children as members of families

### *Skills in caring for children*

- \*Being loving and caring
  - Handling common behavior problems
  - Handling emergencies
- \*Playing with children
- \*Making and using toys for children
- \*Telling stories to children
- \*Taking care of a child's physical needs
  - Taking care of a baby

### *The job of caring for children*

- Getting ready for the job
- Getting a job
- Making a contract
- Understanding a babysitter's parents and their rules
- Handling special situations
- Knowing the qualities of a good babysitter

By the end of this project, members should demonstrate that they know something about each of the 16 sections.

This project is meant to be flexible. Leaders may spend more or less time on each part as they see fit. A leader may wish to teach all of How Young Children Grow and Change in

one session and spend three meetings on The Job of Caring for Children. It is suggested that the project be organized in the sequence as presented here; eight to ten group meetings is probably best.

The project is also flexible for members. They may pick from a list of activities, some of which can be done in the project group itself or outside between meetings. Some activities are for individuals; others for pairs or a group.

Each of the sixteen sections contains information (Things to Know) and suggestions for activities (Things to Do). The leader should cover all of the material in Things to Know. There are many choices of methods for teaching—the leader may:

- conduct group discussions
- give a demonstration
- have members research topics and make reports
- show films, slides, or film strips
- suggest or arrange for group outings
- suggest references and resources
- make wall charts or posters
- have members develop kits and judging classes and use them

The leader is encouraged to use resources as desired.

Members may choose among the Things to Do, since all members have their own individual talents, skills, and desire and should be encouraged to work at their own level and pace. Some activities are for groups; some for pairs and individuals. It is suggested that members be required to complete at least one activity for each part of the project. These are not the only activities that can demonstrate learning; if a leader has other ideas, she is encouraged to suggest them.

## LEADERSHIP

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A leader should examine her own attitudes. She should give serious thought to questions like: Why am I doing this project? Do I really like children? Do I believe that young children can take the responsibility for younger children?

The main job of the project leader is to create an atmosphere of cooperation and trust. Members should feel that they are to work together in order to learn. On a project like this, competition is not a major teaching tool. Each member works at his or her own pace; for example, some will already be caring for younger brothers and sisters by project time, while others will never have worked with small children at all. It should be emphasized that no one activity is better or harder than another; they are just different.

A leader should:

- Be sure that members and parents understand what is needed for the project (equipment, supplies, and so on) and what steps to follow.
- Help members organize their project work.
- Conduct project meetings.
- Encourage members to set their own standards for project work, according to their abilities and interests.
- Help members measure their progress in project work.
- Recognize each member for what he or she does. By recognizing progress, a leader encourages a member to improve.
- Spend some time individually with each member to discuss the project. Help the member with records.

## CERTIFICATES OF COMPLETION

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This project is designed to include a Certificate of Completion for members who have actively participated in the program. Members will be expected to:

- Attend group meetings.
- Maintain a calendar or Project Report Form.
- Take part in activities planned by and for the members.
- Complete at least one task from Things to Do for each part of the project.

In the second year of the project, members may add one or more of the following:

- Assist a parent in caring for a child.
- Keep a Child Care Record of activities while caring for a child while a parent is present.
- Make a plan for caring for a child. A written plan of the steps, information, and activities necessary in an imaginary job should be made.
- Make and/or display a babysitting kit. This might contain toys, books, references, and emergency needs.
- Babysit. Keep a Child Care Record of activities while actually being responsible for a younger child.

# RESOURCE LIST

## FILMS

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### COOPERATIVE EXTENSION VISUAL AIDS

Available *free* from Visual Aids, 246 Animal Science Building, University of California, Davis, CA 95616; or phone (916) 752-0590. Order at least two weeks in advance.

*Feeding the Pre-Schooler*

#642. 21 slides with discussion guide. 1973.

*How Children Learn about Food*

#651. 32 slides with script. 1973.

### UNIVERSITY OF CALIFORNIA EXTENSION MEDIA CENTER, BERKELEY

Rental cost varies; please inquire. Phone (415) 642-0460.

*Abby's First Two Years*

(about personality development)

#4848 30 minutes

*Day Care Today*

#8712 color 30 minutes

*Frustrating Fours, Fascinating Fives*

(about stages of growth)

#4539 22 minutes

*How Babies Learn*

#8249 color 35 minutes

*Jenny is a Good Thing*

(about Headstart children)

#7786 color 18 minutes

*Life with Baby*

#3717 18 minutes

*Play is the Work of Young Children*

(about classroom play)

#9017 color 14 minutes

### LOCAL LIBRARIES

Many branches of public libraries rent films free or for a nominal charge.

### COMMUNITY COLLEGES

Many local community colleges have media centers with films, tapes, and slide sets available to the public.

### J.C. PENNEY COMPANY

Borrow *free* from local store's Educational Relations Department or purchase from Educational Relations, J.C. Penney Company, 1301 Avenue of the Americas, New York, New York 10019.

*Fathers, Mothers, and Others*

(about parenting) Film strip and cassette

*Me, Myself, and I: How Preschoolers*

*See themselves* #84136. Film strip and cassette. \$6.00 purchase.

*Safe Toy Environments*

#84697. Film strip and cassette. \$6.00 purchase.

### PRIVATE DISTRIBUTION COMPANIES

Many companies will allow you to "preview" films (show them once and send back if purchase is not desired) for free. Please inquire about free previews or rental costs.

*The ABC of Babysitting*

black/white 10 minutes

Sid Davis Productions

1418 N. Highland Avenue

Hollywood, CA 90028

*To A Babysitter* (follows a competent, responsible teenager through an evening of babysitting)

color 16½ minutes

*Where's Tommy* (about the perils facing an unattended child)

color 11 minutes

Order both of the above films from:

Alfred Higgins Productions, Inc.

9100 Sunset Boulevard

Los Angeles, CA 90069



## BOOKS

Look for these in local library or bookstore.  
If not available, write to publisher.

Arbuthnot, May. *Children and Books*.

Scott, Foresman.

Dodson, Fitzhugh. *How to Father*.

Signet Books.

Dodson, Fitzhugh. *How to Parent*.

Signet Books, 1970.

Ginott, Haim. *Between Parent and Child*.

Avon Books, 1969.

*Guide for the First Time Babysitter*. (pamphlet)

Consumer & Professional Services Division,  
Johnson and Johnson Baby Products Com-  
pany, New Brunswick, New Jersey 08903,  
1975.

Horowitz, Frances, ed. *Child Development  
Research*, Vol. IV.

University of Chicago Press, 1975.

Hymes, James L. *The Child Under Six*.

Merrill, 1973.

Kagan, Jerome. *Understanding Young Child-  
ren*. San Francisco: Harcourt, Brace, Jovano-  
vich, 1971.

Lansky, Vicki. *Feed Me, I'm Yours: A Recipe  
Book for Young Mothers*. Wayzata, Minne-  
sota: Meadowbrook Press, 1974. \$3.50.

Spock, Benjamin. *Pocket Book of Baby and  
Child Care*. Pocket Books.

Todd, Vivian, and Heffernan, Helen. *The Years  
Before School: Guiding Pre-School Children*.  
MacMillan.

## GOVERNMENT PUBLICATIONS

*Low Income Teaching Kit on Child Develop-  
ment*. F&S Packet A (1966), (\$1.00 per kit/  
\$75.00 per 100 kits). Order from:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

*The Developing Baby*

*Your Children and Discussion*

*Becoming a Parent*

*How to Parent and Like It*

*Your Child's Fears*

free from most county health departments  
or from: Ross Labs, Columbus, Ohio 43216

*A Handicapped Child in Your Home*.

DHEW Publication #(OCD) 74-42, 35¢.

*Child Development in the Home*.

DHEW Publication #(OHB) 72-42, 45¢.

*Your Child from One to Six*, 20¢.

*Your Child from Six to Twelve*, 20¢.

Order from:

U.S. Department of HEW

Department of Child Development

Washington, D.C. 20402

## COOPERATIVE EXTENSION PUBLICATIONS

*Child Guidance Techniques* (1975)

Pacific Northwest Bulletin 64

Available from:

Cooperative Extension.

University of Idaho

Moscow, Idaho 83843

or from

Cooperative Extension

Oregon State University

Corvallis, Oregon 97331

*The Bear Facts*. 4-H 3028.

Available from county office.

*Toys and Things to Fill a Child's World*

#B 1682 25¢ plus postage

Agricultural Bulletin Building

1535 Observatory Drive

Madison, Wisconsin 53706

*Toys are Tools*,

Child Development 4-H Project, Division II

Cooperative Extension Service

University of Idaho

Moscow, Idaho 83843

*Working in a Child Care Center*

#4-H 295 Member's Guide,

#4-H 296 Leader's Guide (1975)

Cooperative Extension

University of Maryland

College Park, Maryland 20742

American National Red Cross. *First Aid at a  
Glance*.



# Emergency Information

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Parents' name \_\_\_\_\_ Date \_\_\_\_\_

Children's names

Ages

_____	_____
_____	_____
_____	_____
_____	_____

Doctor's name \_\_\_\_\_ Phone number \_\_\_\_\_

Hospital name \_\_\_\_\_ Phone number \_\_\_\_\_

Police Department phone number \_\_\_\_\_

Fire Department phone number \_\_\_\_\_

Neighbor to call in case of emergency

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

Parents can be reached at

Address \_\_\_\_\_

Phone number \_\_\_\_\_

Special instructions

# Child Care Agreement

---

---

Babysitter's name \_\_\_\_\_

Family name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Children's names \_\_\_\_\_

Ages \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rate of pay \_\_\_\_\_

Privileges \_\_\_\_\_

\_\_\_\_\_

Duties \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Working hours \_\_\_\_\_

Transportation provided by \_\_\_\_\_

\_\_\_\_\_  
Signature of 4-H member

\_\_\_\_\_  
Signature of employer