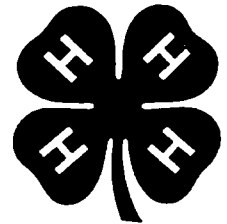


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The Sitter

Member Guide

4-H 912

September 1993



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THE SITTER—MEMBER MANUAL

AN OPEN LETTER TO YOUTH

Hi!

Welcome to The Sitter program, and congratulations on your decision to learn more about a very important activity.

This publication contains all of the exercises and activities for The Sitter. They appear here in the same sequence as they are mentioned in the Leader Guide, which your group leader will use. They may not be in the same sequence as your leader may actually use them.

The Sitter is designed for a 2-year program, and you'll find here all of the materials for both years. It will be important to take your book—this one—with you to your club meetings or the training sessions.

You will find this experience to be fun, exciting, and a challenge. For maximum growth and learning on your part, let me encourage you to work cooperatively with your leader/teacher and complete all of the activities and assignments.

You will learn many important ideas about the job of baby-sitting and how to be effective. You'll also learn some interesting and useful things about children and how they grow and why they act like they do.

Best wishes for a very enjoyable and profitable experience with The Sitter.

Cordially,



Kenneth E. Barber, Ph.D
Extension Sociologist

PART I (YEAR 1)

THE JOB

LESSON 1: BABY-SITTING IS—

MEETING 1: LESSON ORGANIZATION

May I Ask You a Few Questions, Please?

NAME _____ TELEPHONE _____

ADDRESS _____ AGE _____ GRADE _____

_____ SCHOOL _____

Have you ever "sat" your younger brother(s) and/or sister(s)? _____

If so, how many times? _____

Did you care for more than one brother or sister at a time? _____

What were their ages? _____

Did you get paid for sitting? _____ Amount per hour _____

Did you have any problems? _____ yes _____ no

If yes, what problem(s) did you have? _____

Have you sat for anyone outside your family? _____

If so, how many times? _____

Did you take care of more than one child at a time? _____

What were their ages? _____

Did you get paid for sitting? _____ Amount per hour _____

Did you have any problems? _____ yes _____ no

If yes, what were they? _____

How would you rate yourself right now as a baby-sitter? _____

Why do you want to be a better sitter? _____

Sitter's Searching Survey

(My Name)

Name of Parent Surveyed

No. of Children

Ages of Children

What skills or abilities do you look for when you hire a sitter?

Name of Parent Surveyed

No. of Children

Ages of Children

What skills or abilities do you look for when you hire a sitter?

Name of Parent Surveyed	No. of Children	Ages of Children
-------------------------	-----------------	------------------

What skills or abilities do you look for when you hire a sitter?

RESPONSIBILITIES AND EXPECTATIONS

Results of Sitter's Searching Survey Activity—

Skills and abilities most requested of sitters:

A sitter must be: _____

RESULTS OF PANEL OF EXPERTS—

Duties and Tasks Most Required of Sitters: _____

MEETING 2: SITTING – A RESPONSIBLE JOB

What Our Baby-Sitter Should Know

Our name _____ Phone _____

Address _____

Names of children _____

We will be at _____ Phone _____

We will return by _____

Father/Mother works at _____ Phone _____

Police _____ Or ask operator to send police

Fire department _____ Or ask operator to call

Fire alarm box is located at _____

Our nearest neighbor _____
(Name) (Address) (Phone)

A family friend _____
(Phone)

Our family doctor _____
(Phone)

Special instructions:

Meals/food _____

Medicine _____

Sleep _____

Bath _____

Toilet routine _____

Play _____

Special deliveries or calls _____

Jot down here any information or messages you received for us while we were out.

Name _____ Phone _____

Message _____

Basic Rate Schedule

Place where sitting	Date
Basic rate per hour for one child.	After midnight
OTHER SITUATIONS:	
Rate per hour for two children from one family	After midnight
Rate per hour for three or more children from one family	After midnight
Rate per hour for two or more children from two families	After midnight
Rates per hour for one child with additional tasks, such as doing dishes, house cleaning, washing clothes, cooking complete meals, etc. .	
Full-time job rate (entire weekend day and night)	
Daily or weekly work (for example, working parents who want a sitter in their home instead of taking children to a day care center) 7:30 a.m.–5:30 p.m.	
Daily rate	Weekly rate

(Sitter's signature)

Date, number of children, ages,
place, length of time

Questions, problems, ideas,
activities used, personal feelings

Questions, problems, ideas,
activities used, personal feelings

MEETING 3: TYPICAL SITTING TASKS

RECOMMENDATIONS FOR SITTERS

Things You the Sitter Should Know

1. You must like children.
2. You are in charge.
3. You should be neat and clean.
4. You are part of a business agreement.
5. You must be responsible and reliable.
6. You must never leave children unattended.
7. You must learn and practice safety.
8. You must be able to follow instructions.

Things Your Parents Should Know

1. Where you are.
2. Whom you are sitting for.
3. That you will be picked up and returned safely.
4. When you will leave home and the time you should be expected back.
5. That you need to know where to get in touch with them if you cannot reach the emergency number the children's parents have given you.
6. What kind of responsibilities you are accepting. (You must always check with your parents before you take a job.)

Things Your Employer Should Do

1. Tell you how many children you will be responsible for (accept only one child when

- you are just beginning to sit).
2. Tell you the names and ages of the child or children that you will be sitting.
3. Explain what is expected of you.
4. Leave you instructions on how to get in touch with them in case of an emergency.
5. Give you a firm idea of when they expect to return.
6. Take you on a tour of the house (exits, food, beds, toys, no-no's, rooms that are off limits for their children, fuse boxes, flashlights, how to lock doors and windows, how to control the heat, where to put soiled clothes, where there is a change of clothes for children involved).
7. Show you how to do things you might not be able to do. For example, you might not know how to use their appliances—bottle warmer, vaporizer, etc.
8. Know you as a sitter. (You can furnish them with references if necessary—you should also get references from them if you do not know them.)
9. Give you some written instructions.
10. Instruct you as to exactly what the child is to eat and drink. (Give only food the parent provides specifically for each child.)
11. Tell you where the child may play (both inside and outside).
12. Leave no firearms or poisons where the child or sitter can get them.
13. Remind you of all emergency exits.
14. Secure all pets that might tend to be over-protective or overactive.

LESSON 1 SUMMARY



BABY-SITTING IS

A very important job.

Being responsible for someone else's precious gems (children).

Knowing how children grow and develop.

Playing with children.

Being helpful and patient.

Being reliable.

Changing diapers.

Maintaining a safe and secure environment.

Feeding a baby and/or fixing food for children.

Being prepared.

Putting children to bed— putting on pj's, giving drinks, reading stories, leaving the light on, etc.

Being a good example.

Liking young children.

LESSON 2: PAY ATTENTION!

MEETING 4: PAYING ATTENTION TO THE SITUATION

Sitting Sense: Paying Attention to My Job

The five senses are: 1. _____
2. _____
3. _____
4. _____
5. _____

1. By LOOKING I Found _____ Items.
(number of items)
2. By LISTENING I Heard _____ Sounds.
(number of sounds)
3. By SMELLING I Identified _____ Items.
(number of odors)
4. By TASTING I Identified _____ Items.
(number of foods)
5. By TOUCHING I Identified _____ Items.
(number of objects)

(Member's Signature)

(Leader's Signature)

MEETING 5: PAYING ATTENTION TO THE CHILD

What Do I Do If?

Practical Problem 1

You enjoy baby-sitting with Sarah who is 9 months old. Each time you've had this job she's been asleep for the night by the time you've arrived. Aside from peeking in on her every once in awhile there is very little to do. *But, this time is different.* Soon after Sarah's parents leave, she wakes up and begins to cry. You do everything you can to comfort her. You know some babies cry a lot more than others, but most of them cry for a real reason. You try to find out the reason.

- Is she too warm or too cold?
- Does she need her diaper changed?
- Is she hungry?
- Is she sick?
- Is she just plain lonely, does she want you to hold her, love her, and give her some attention?

What else could you do if you've tried all the above solutions?

Practical Problem 2

Bryan is an active 5-year-old boy. This is the first time you have had a job sitting with Bryan and

you want everything to go well. You fix his supper, play a game, read a story, and then put him to bed. Just as you think everything is under control, Bryan pops out of bed and peeks around the corner at you. You put him in bed again and out he pops. By the third time he has done this you realize you have a problem on your hands. What can you do with "popping-out-of-bed" Bryan?

Practical Problem 3

Susie is a bright little 7-year-old only child. When her parents decide to leave her to attend a neighborhood party, they ask you to sit. They don't often leave Susie with a sitter because she makes such a fuss. As Susie's parents leave for the party, they suggest she call them during the evening. You manage to keep Susie busy for awhile and then she calls her parents. Later as you are fixing a snack, she calls them again. Fifteen minutes later she decides to call them a third time and now you don't know what to do. What would you tell Susie?

Practical Problem 4

Tommy, a 2-year-old, is going through the "terrible two's" behavior. Everything you ask him to do he says "no" and pouts. When you really become firm about dressing him, he suddenly throws himself on the floor, kicking and screaming in a "terrible-two's-temper-tantrum."

You know that children may have temper tantrums for some of these reasons:

- Being angry or hurt.
- Not being allowed to have their way.
- A broken toy.
- Being sick, lonely, or frightened.
- Trying very much to do something that's just too hard to do.
- Being made fun of by another child.

What do you do with Tommy?

Practical Problem 5

Jill is 6, Martha is 8, Mark is almost 11, and they live across the street from you. You and your family have noticed that they seem to fight with each other more than play together. Mark wants to boss his younger sisters around and they will have none of that. Yet, the sisters don't play together very well either. When Mrs. Smith, the children's mother, asks you to sit with the children you are not sure if you want to or not because of what you've observed from across the street. Finally, you decide to accept the job. The afternoon arrives and Mrs. Smith leaves the children in your care. No sooner has she driven off, you turn around to see Mark hitting his youngest sister Jill and Martha trying to protect her. You see what you are in for and this is what you do:

LESSON 2 SUMMARY



PAY ATTENTION

Know where the children are at all times.

Keep your eye on the children, not on the TV.

Listen to the sounds of the children, not to the radio or for the ring of the telephone.

Watch out for distractions.

Keep an eye out for things that could cause accidents or injuries to either yourself or the children.

Be responsible for the children entrusted to you.

Be alert—use all your senses.

Cope with problem situations.

LESSON 3: TIPS FOR SITTERS

MEETING 6: MAKING THE RIGHT DECISIONS

Toward a Sitting Philosophy

Here are a few ideas about sitting that may help you think about and arrive at your own philosophy about baby-sitting.

- The most important part of your job as a sitter can be summed up in one word: SAFETY. The child or children that you care for must be safe and kept from harm.
- As a sitter you are a parent substitute. This does not mean that you become the parent. Also, you are not nurse, doctor, or housekeeper. Some parents may forget this. It is up to you to let parents know the limits of your job.
- You are expected to care for the child(ren) to the best of your ability, according to the instructions given by the parent. When you are not the parent, it is important that you try to treat and deal with the child in much the same way that the parent would. Children get used to doing things in certain ways and according to certain rules. If these are changed too much, small children may get upset.
- You are a very important person in the life of the child, as a sitter. The youngster may watch you and try to be like you and do the things that you do. Be sure that you set a wholesome example.
- You are a special person with special skills and ways of your own. You need to understand yourself, the things that work for you, and those that don't. Perhaps you're a born storyteller, or good on the piano. Maybe you know how to make paper figures and hats, or are good with magic tricks, riddles or hand movements. Use your own brand of know-how and your own special talents and preferences.
- One aspect of a competent sitter is the courage and ability to ask questions. If some instruction is not clear, you don't understand something, or you just plain don't know, don't be afraid to ask a question, or several if need be, in order to be informed, to be clear, etc. Don't let things slide by, even little things; they may be the ones that can trip you up the worst.
- Don't be afraid to own up to your own mistakes or just plain accidents. For example, you might have lost your temper, couldn't handle a child, broke something, or forgot to do an assigned task, etc. Your best bet is to be "up front" with the mistake and to let the parent know and to talk about it.
- Write instructions and agreements down. This will help you to be clear about added duties or extra chores, like sweeping floors, vacuuming the carpet, walking the dog, ironing, or doing the dishes. Be sure that it is clearly understood what jobs you do and don't do.

Hints for Sitters

Answering Telephone Calls

1. Answer quickly and pleasantly. You can use a variety of greetings such as "Hello," or "Hello, this is the Smith residence," or "Hello, this is (telephone number)," or "Hello, this is the Smith residence, Mary Doe speaking."
2. Give out NO information unless you know the person calling.
3. Keep a pencil and paper near the phone so you can write down all messages and phone numbers.
4. Never tell a caller that you are "the baby-sitter" or that you are alone with the children.
5. Be courteous and discreet. Say "Good-bye" and hang up.

6. Ask for and follow instructions from the parents you work for.

Answering the Door

1. Never open the door to a stranger—man or woman. If there is a storm door or screen door, be sure that it is locked. You may have to open the inside door to see who is there, but leave the screen or storm door locked until you know who the person is and what he wants.
2. You may be able to find out who is at the door by carefully looking out a window, a peephole, or merely by calling through the closed door.
3. If an individual keeps on knocking or ringing the doorbell, call the police or the neighbors and report it.
4. If servicemen are supposed to come to the house to make repairs (telephone, furnace, TV, etc.), be sure that you are told about it by the parents before they leave so that you can be prepared.

Temper Tantrums

There are many different things that cause a child to have a temper tantrum:

- Not getting his own way.
- A broken toy.
- Getting hurt feelings.
- Being sick, tired, frightened, or lonely.
- Getting frustrated or bored.
- Being made fun of by someone else.
- Being left behind by parents.

There is not much that one can do while a child is having a tantrum. But, there are a few things and they're important:

- Keep yourself calm and collected.
- Stay close by and make sure that the child

does not hurt himself, others, or damage something.

- Remember that tantrums do not last very long.
- The most appropriate time to try to help the child is when the tantrum is nearly over.
- Try to comfort and help the child to do something fun and interesting.

Children's Threats

Young children under school age seldom if ever use threats. They are more common among school-age and pre-teenage youth. The use of threats and threatening behavior is likely the result of observing or experiencing threatening adults, and may be a way of teasing or playing tricks on the sitter. Or threats may be employed by children who have special problems. If a child uses threats or threatening behavior it would help to discuss it with the child's parents, and get an idea of how they handle it, and how serious the behavior is. Here are a few other suggestions for dealing with threats.

- Try not to take threats too seriously. If given in a fun or light teasing sort of way, try to make fun out of them or turn it into a joke. This may prevent the child from thinking that he must carry through with his threat.
- Adequate amounts of consistent firmness from the sitter may also prevent such behavior.
- Do not use threats in response to the child's threats.
- Try to remain calm and undisturbed.
- Let the child know that you will not break the parent's rules, and that his actions will be discussed with his parents.

Children Using "Bad" Language

- Many 4-, 5-, and 6-year-olds are good at us-

ing "toilet talk" or "dirty" words. It is part of their growing up and is best just ignored.

- Don't take these words personally. Children do not really understand the meaning or badness of such words.
- Avoid using such language yourself.
- Try not to appear shocked, surprised, or embarrassed by hearing "bad" language from a child. Seeing your reaction may be most of the fun a child gets out of it.

MEETING 7: SITTING SAFELY

What You've Always Wanted to Know About Sitting Safely, but Were Afraid to Ask

Some Questions to be Answered

1. What is the correct and safe way to answer the telephone while sitting?

2. Why should obscene telephone calls be reported?

3. Why is it important to let your family or someone else know where you will be sitting?

4. Why is it important to know something about your employer?

5. Is it safe to advertise for sitting jobs in newspapers? On public bulletin boards?

6. How does a young, "safe sitter" find jobs?

7. What is meant by "using discretion" when accepting gifts and overpayment from an employer?

8. What should you do if your employer gets "overly friendly" when taking you home after sitting?

9. Is it safe to walk home alone from a night job in your own neighborhood?

10. Why should drapes, blinds, or shades be closed after dark?

11. Should a sitter permit a county tax assessor, with identification, to enter?

12. Is a patrol car and police uniform enough identification for entering the house (if the police haven't been called)?

13. What is the first thing a sitter should do if someone attempts to enter the house?

14. What information should be given when telephoning for help?

15. What should the sitter do while waiting for help to arrive?

MEETING 8: DO'S AND DON'TS

Do's and Don'ts Checklist

Do's

1. Be sure that your parents approve.
2. Be sure that your time is available with no conflicting appointments or responsibilities.
3. Write down the exact time, address, and day of your appointment.
4. Go early to get acquainted with the child and the home, if this is your first time.
5. Make firm arrangement for being taken home if it is late, dark, or your home is far away.
6. Ask whether you may use the radio, record player, or TV.
7. Wash, dry, and put away any dishes used by you or the children.
8. Check on children frequently—at 15-minute intervals when they're asleep.
9. Be happy, pleasant, and polite.
10. Take your responsibility seriously.

Don'ts

1. Don't accept a job when you are ill, have a cold, etc.
2. Don't accept a job when a child is ill.
3. Don't accept more appointments than you and your parents have agreed upon.
4. Don't accept a job if you have serious studying to do.

5. Don't take studies you must finish with you on the job.
6. Don't be forced to tell parents of children in your care, "I forgot to do what you told me to do."
7. Don't be late.
8. Don't accept a sitting job from total strangers.
9. Don't play the radio, TV, etc., so loudly that you can't hear the child or that the neighbors will be disturbed.
10. Don't "raid" the refrigerator.
11. Don't fall asleep on the job.
12. Don't ask to have a "pal" or "friend" with you unless you sit as a team and it is prearranged.
13. Don't invite boyfriends or girlfriends in without the parent's knowledge and permission.
14. Don't keep your ear glued to the telephone, but to the bedroom.
15. Don't smoke or drink intoxicating beverages while you're on an assignment.
16. Don't gossip about things you see or hear while on a job.
17. Don't snoop in your employer's personal things—closets, desk, drawers, mail, etc.
18. Don't forget that the child is your first responsibility.
19. Don't spank, punish, or threaten to do so.

This list doesn't say it all. Add your own do's and don'ts to it.

LESSON 3 SUMMARY



TIPS FOR SITTERS

What is my sitting philosophy?

Remember the Do's and Don'ts.

Get written instructions from employers.

Don't let strangers in when answering the door.

Use proper telephone etiquette when giving and receiving messages.

Handle children's threats calmly.

Keep cool, calm, and collected when handling temper tantrums.

Don't take children's "toilet talk" personally or act shocked.

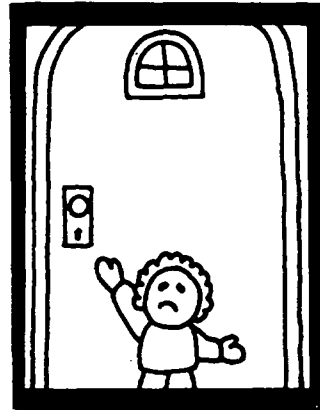
PART II (YEAR 2)

THE CHILD

MEETING 9: HOW DO CHILDREN GROW?

of those differences. “View from a Child’s World” suggests several ways that these differences can be recognized.

If you were a child in any one of these illustrations, how might you feel? How might you act differently if this was the way the world looked to you?

[illegible]

[illegible][illegible]

Individual Differences

Fable of the Animal School

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world," so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying—and to make it easier to administer, all the animals took all the same subjects.

The duck was excellent in swimming; better in fact than his instructor. He made passing grades in flying, but he was very poor in running. Since he was slow in running, he had to stay after school and drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of his class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the tree-top down. He also developed charlie horses from over-exertion and then got "C" in climbing and "D" in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, the queer abnormal eel that could swim exceedingly well, and also run, climb, and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the groundhogs and gophers to start a successful private school.

Does this fable have a moral?

—Author unknown

MEETING 10: PLAY—PLAY—PLAY

Finger Plays for Children

Finger plays have a long association with happy childhood. Many odd moments when children would otherwise be restless and mischievous may be happily filled by these verses with finger actions. Every sitter should have several at his or her fingertips.

This collection comes from many sources and each one has stood the test of time. Directions are given with some of the verses, but the sit-

ter may invent variations in the use of the hands and fingers. Finger plays will help children develop more flexible voices by imitating variations in the quality and tone of the adult's voice.

Some finger plays can be used for activity with the whole body instead of just the fingers or hands. Some of the children could be a chorus chanting the words as a rhythmic accompaniment for the motion of the rest of the children, or child. Some can be done standing up and some lying down.

Knock at the door,
Peep in,
Lift up the latch,
Walk in.

(Hit forehead with fist)
(Raise eyelid slightly)
(Touch tip of nose)
(Put finger in mouth)

Here is baby's tousled head
He nods and nods.
Let's put him to bed.

(Closed fist)
(Bend fist back and forth)
(Bend other arm, tuck fist into bended elbow)

Here's a nest for Robin Redbreast,
Here's a hive for Busy Bee,
Here's a hole for Jacky Rabbit,
And a house for me.

(Cup hands to form nest)
(Fingertips together to form hive)
(Fingertips together to form hole)
(Interlock fingers, knuckles up, for house)

Five little kittens
All black and white
Sleeping very soundly
All through the night.

(Hand made into a fist)

Meow, meow, meow, meow, meow
It's time to get up now.

(Each finger raised in turn to "Meow")

Choo, choo, choo, choo

(Rub palms together in circular motion to make a noise, slowly at first, gradually increasing speed).

Too-too, too-too, too-too

(Keep hands rubbing fast and call too-too for whistle)

Choo-choo, choo-choo, choo-choo
Ding-dong, ding-dong, ding-dong

(Rub hands more and more slowly)
(Stop altogether and call ding-dong)

Five little birds without any home, Five little trees in a row Come build your nests in our branches tall We'll rock you to and fro.	<i>(Raise 5 fingers of right hand)</i> <i>(Raise 5 fingers of left hand)</i> <i>(Cup left hand for nest—right fingers in)</i> <i>(Then rock both hands)</i>
Head and shoulders, knees and toes; Knees and toes, knees and toes, Head and shoulders, Knees and toes, Eyes, ears, mouth (or chin) and nose.	<i>(Stand erect and use both hands—bend up and down)</i>
Here are the bee hives Where are the bees? Hidden away where nobody sees.	<i>(Left hand cupped downward)</i> <i>(Hide fingers of right hand under it)</i>
Soon they'll come creeping Out of the hives. One, two, three, four, five Buzz-zz.	<i>(Fingers come out one by one)</i> <i>(Hand circles around)</i>
Here's a bunny With ears so funny And here's a hole in the ground. At the first sound he hears He pricks up his ears And pops right into the ground.	<i>(Raise two fingers)</i> <i>(Make hole with fingers of other hand)</i> <i>(Straighten fingers)</i> <i>(Put into hole)</i>
Here's the church, And here's the steeple. Open the door There are all the people.	<i>(Fingers interlocked; fingers inside)</i> <i>(Index fingers rise to a point)</i> <i>(Keep fingers interlocked but turn palms up)</i> <i>(Wiggle fingers)</i>
I have ten little fingers And they all belong to me. I can make them do things —Would you like to see? I can shut them up tight. I can open them wide. I can put them together. I can make them all hide. I can make them jump high. I can make them jump low. I can fold them up quietly And hold them just so.	<i>(Descriptive motions with fingers)</i>
Jack and Jill went up the hill, To fetch a pail of water, Jack fell down and broke his crown and Jill Came tumbling after.	<i>(Knees up, fingers running up knees one hand falls, then the other)</i>

Little Arabella Miller
Found a fuzzy caterpillar
First it crawled upon her mother
Then upon her baby brother
Oh! said Arabella Miller
Take away that caterpillar!

(Right hand walk up left arm)
(Left hand walk up right arm)

Little Robin Redbreast
Sat upon a rail
Niddle noddle went his head
And wag went his tail.
Niddle noddle went his head
And wag went his tail.

(Crouch like bird with 2 hands behind back like bird's tail)
(Nod head)
(Use hands to make tail wagging)

Pease Porridge hot,
Pease Porridge cold.
Pease Porridge in the pot,
Nine days old.

(Slap knees, clap hands together, slap child's hands)
(Slap knees, clap hands together, slap child's right hand with your right hand, clap hands together)

Some like it hot,
Some like it cold.
Some like it in the pot,
Nine days old.

(Slap child's left hand with your left hand, clap hands together, slap child's hands)

Repeat.

This old man, he played one
He played nick-nack on his thumb;
Nick-nack, paddy wack,
Give a dog a bone.
This old man goes rolling home.

(Raise one finger, etc.)
(Pound on other fist)

(Clap hands)
(Roll hands)

This old man, he played two,
He played nick-nack on his shoe;
Nick-nack, paddy wack, etc.

Three—on his knee
Four—on the floor
Five—on his side
Six—with some sticks
Seven—up to Heaven
Eight—on his plate
Nine—all the time
Ten—over again

When I was 1 year old
I was very small.
Now I'm 3 years old (4 or 5)
I'm very, very tall.

(Children crouching on floor)

(Children stretch up with hands above heads)

SITTER'S TOOL KIT

Why a Tool Kit?

Just as doctors, nurses, and mechanics need certain tools for their trades, so does the resourceful, competent baby-sitter. A tool kit can supply you with the necessary materials and equipment. Parents will likely feel that you are a serious and interested person when they learn you have job materials and can use them efficiently.

All of the items in the kit will not be needed on every job. This means that you will need to take only selected items from it for each appointment.

What Is a Tool Kit?

The tool kit can be an old suitcase, an old orange crate, a cardboard box, a heavy canvas bag, an old shoe box, a large shopping bag, a brown paper sack, or a heavy plastic bag. In short, it can be any kind of container that you have handy or want to make.

What Might the Kit Contain?

You may choose to make some of the items in your kit. Or, you may find it easy to repair, refinish, or redesign an old discarded toy of your

own or your brother's or sister's. This can be part of the fun, to make the items in your kit. Remember, it is yours. Your ideas, skills, and resourcefulness should make it what it is. And, it need not be expensive.

Suggestions for Contents

Crayons	Small pull toy
Balls	Colored yarn
Pencils	Pipe cleaners
Balloons	Notebook
Blunt scissors	Tissue paper
One or two soft toys	Old envelopes and stamps
Colored paper	Small adhesive bandages
String	Several storybooks
Small plastic toys	Flashlight
Sticky tape	Cloth scraps
Empty thread spools	
Old doll	

You can find items and ideas for your kit from books and magazines and by comparing notes with your friends and your parents. The contents of your kit will be assembled over time; there's no need to be in a hurry. The items in it are your work equipment, and so they are not all giveaways. Remember the families you work for will have toys for their children, so you will only need to take a few of the items from your kit with you on assignments. Consider the ages of the children you are sitting and make your "tool" selections accordingly.

HOW TO MAKE A HAND PUPPET

Materials

Child's sock—about size 5, white or colored, not striped.

Kapok, cotton filling, or sponge rubber.

Tag board for inner collar.

½ yard of fabric.

Cotton or wool yarn for hair.

Buttons, trimmings, etc., for clothes.

Needle, thread.



Construction

1. Fill toe of sock with kapok, cotton, or sponge rubber. Pack very tightly.
2. Cut tag board approximately 2 inches wide and 4 inches long.
3. Roll tag board loosely around index finger and then wrap thread around it to make a tube.
4. Make hole in filling with index finger.

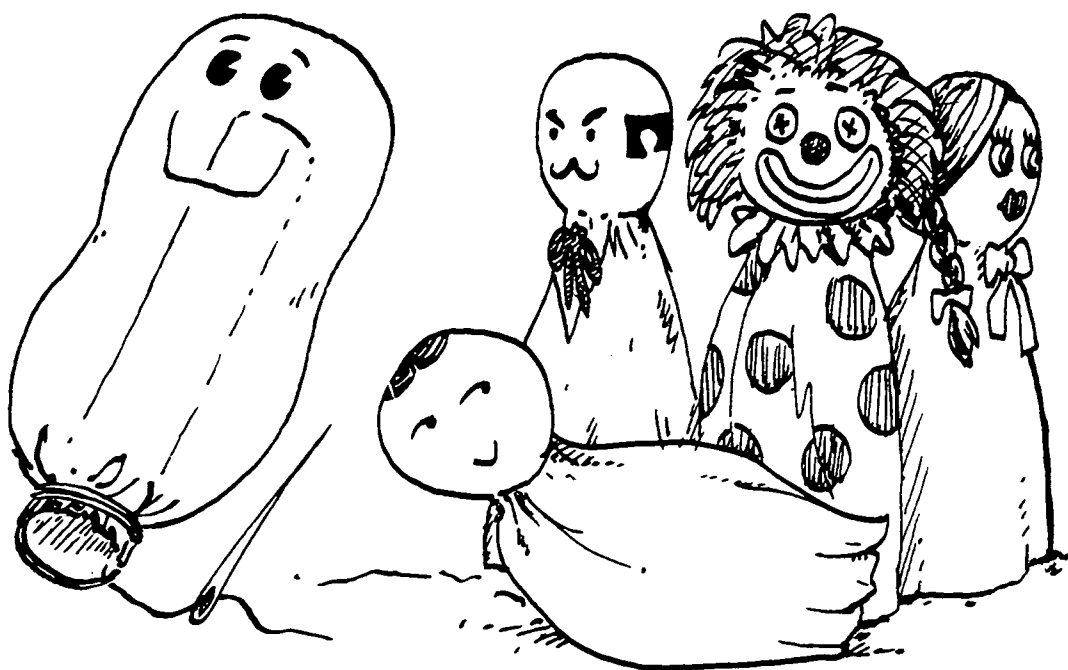
5. Insert tag board tube in filling.

6. Cut sock off about 1 inch below heel.

7. Wrap thread around sock at exposed end of tube and sew sock to end of tube.

8. Now you are ready to dress your puppet.

Face can be painted on the puppet with marking pen, stitched on with colored thread, or crayons can be used to make features on the face.



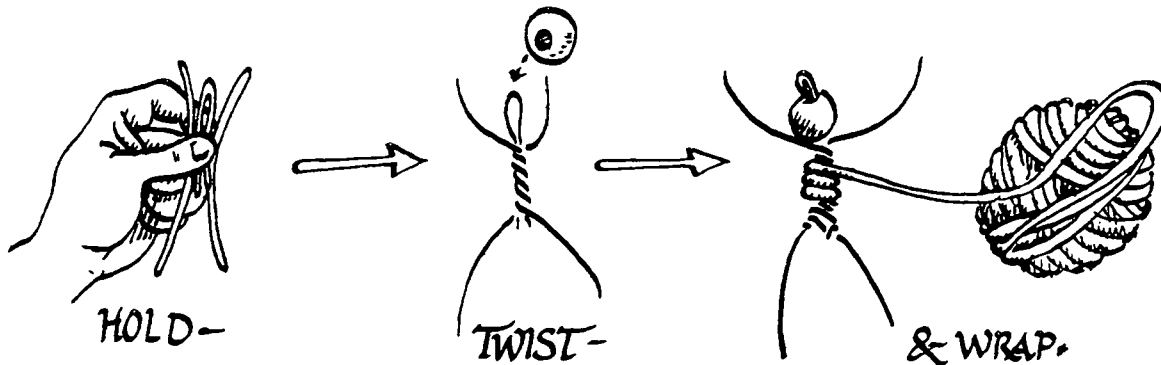
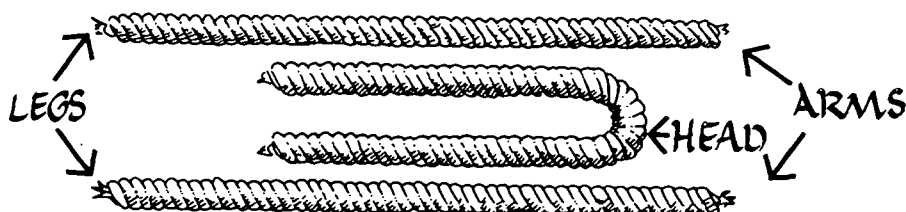
PIPE CLEANER FIGURES

Materials

5 pipe cleaners
2½ yards rug yarn or equivalent
1 round bead (about ¾ inch diameter)

Construction

1. Twist two pipe cleaners together to form one.
2. Twist two more pipe cleaners together.
3. Lay the two twisted spires parallel.
4. Bend the remaining pipe cleaner in the middle, making a loop.
5. Place this loop between the pair of twisted cleaners 1 inch from the end of wires.
6. Grasp the wires together 1¼ inch down from the top of the loop and twist them together tightly to form the body.
7. Bend the arms and shape the hips.
8. Any short ends left from the looped wire can be twisted about the hips.
9. Slip the bead down over the looped wire and bend the end of the loop over to hold it on.
10. Beginning in the middle of the body, wrap very neatly with yarn.
11. Wrap out and back on each arm and leg putting extra wrappings at the shoulders, hips, and body. Wrap twice around beneath the bead and from the neck.



MEETING 11: PLAYING SAFELY

LESSON 4 SUMMARY

CHILDREN AND PLAY

Children go through stages.

Play helps children grow

Basic principles govern growth.

There are basic types of play

Every child is uniquely individual.

Play must be supervised

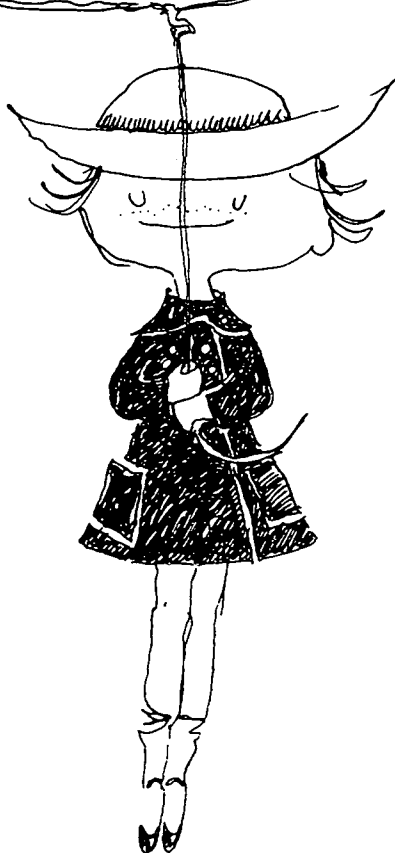
Play is important child's work.

Sitters have a "Tool Kit"

Toys are the tools of play

Indoor and outdoor play

Play, toys, and play areas must be safe



LESSON 5: MEALTIMES AND BEDTIMES

MEETING 12: MEALTIMES—FIXING AND FEEDING

Safety Suggestions For Mealtime

1. If small children must be in the kitchen while you cook, keep them in a playpen or highchair and away from the stove. Older children should be warned not to touch hot things in the kitchen.
2. Children should never be allowed to play near a stove when you are cooking. Never hold a baby and stir hot things on the stove at the same time.
3. Turn the handles of kettles and pots and pans away from the stove edge so they cannot be grabbed and pulled over by a toddler.
4. When you fry food, be sure to blot any water or frost off the food before you place it in the frying pan. If you don't, the water will cause the grease to spatter.
5. Use a pot holder when handling a hot dish so you won't drop it and burn a child or yourself. Never pass a container of hot food or liquid over the head of another person.
6. When lifting lids from pans, lift the far side of the lid first, so the steam will escape away from your face.
7. If you use a wood or coal stove for cooking, never try to start the fire with a flammable liquid like gasoline or kerosene.
8. If gas is used for cooking, be sure that the children are not allowed to play with the stove controls.
9. Keep all flammable liquids and spray cans away from the stove or heat.
10. Always put hot drinks and hot dishes near the center of the table.
11. Check gas burners frequently so that if a draft blows out the flame, you can relight it before too much gas escapes. If quite a bit of gas has already escaped, turn off all burners and open windows and doors immediately and take the children outside. If the gas still leaks, leave the children with a neighbor and call the gas company. Never turn on electricity in a gas-filled room because a small spark may cause the gas to explode.
12. Be careful in opening glass food jars so that a piece of glass is not chipped off and swallowed with the food or that a broken edge does not cause a cut. Do not take a chance with chips and bits of glass in food—it is better to throw the food and container away.
13. Store sharp knives, matches, etc., beyond the reach of young children. Broken glass should be wrapped in newspaper before it is thrown away and glass and tin cans should be discarded where children cannot get at them.
14. If a slippery substance is spilled on the floor, wipe it up immediately so it cannot cause a fall.
15. Keep swinging doors of cabinets closed so they won't be bumped into.
16. Give the older children something to do, like setting the table, so you can watch them while you work in the kitchen.
17. When using a highchair, hold the child in with the harness, safety belt or strap, so that he cannot fall out. A tea towel tied around his waist may also be used.
18. Hold a baby in a sitting or upright position while you feed him, so that when he burps or upchucks his food it will not cause him to choke. For the same reason, it is not safe to leave a baby unattended during or soon after feeding. Merely propping a bottle in the baby's mouth and leaving him is a very unsafe practice.

QUICK, EASY-TO-FIX MEALS OR SNACKS

A sandwich is a good way to make an easy, quick, nutritious meal. Add a few "goodies" to a meat and bread combination and you've got a meal that most children will eat and enjoy. Here are some suggestions:

Puffy Cheese Sandwiches

Use:

- Slices of brown bread
- Slices of cheese

Toast slices of bread in a toaster. When they are brown, remove them and place a slice of cheese on each piece of toast. Lay toast on a cookie sheet or piece of foil on top rack of oven. Broil. When cheese is puffed up and bubbly, remove. Let sandwich cool a little before eating.

MENU

- Puffy cheese sandwich
- Carrot sticks
- Celery sticks
- Pickles, tomatoes
- Glass of milk or juice
- Fruit, cookies

Tasty Sandwich Spreads

For 2 sandwiches use:

- 4 slices of brown bread
- ¼ cup of canned tuna, ham, or chicken
- 1 hard-boiled egg (boil 10 minutes)
- 1 tablespoon mayonnaise
- Salt

Break the meat into tiny pieces with a fork. Chop the egg into tiny pieces. Put the meat and eggs together in a bowl. Add mayonnaise and salt. Mix well. Spread the mixture over a piece of bread, lay another piece of bread on top. You may toast the bread if you wish.

MENU

- Canned meat sandwiches
- Carrot sticks

- Celery sticks
- Glass of milk or juice
- Fruit, cookies

Hot Dogs

Use:

- Wieners
- Hot dog buns
- Relish, mustard, catsup

Fill a saucepan halfway with water. Place it over medium heat on stove. When water begins to boil, carefully place wieners into water so water won't splash. Turn the heat down. After 5 minutes, take the wieners out of the pan with a fork and place in buns. Add relish, mustard, catsup, etc.

MENU

- Canned meat sandwiches
- Carrot sticks
- Celery sticks
- Glass of milk or juice
- Fruit, cookies

NOW MAKE UP YOUR OWN MEAL:

NUTRITIOUS SNACK:

MEETING 13: STORIES FOR CHILDREN

Your project leader will let you know what materials are needed for this meeting.

MEETING 14: BEDTIME – RULES, RITUALS, TECHNIQUES

LESSON 5 SUMMARY

MEALTIMES AND BEDTIMES



Fix nutritious food.

Follow parents' instructions.

Observe kids' rules, rituals, and routines.

Read books and poems, tell stories.

Follow good safety practices.

Know that eating and sleeping are important daily routines.

Make mealtimes and bedtimes pleasant experiences.

LESSON 6: EMERGENCIES

MEETING 15: AN OUNCE OF PREVENTION

SAFETY PRECAUTIONS CHECKLIST

Think safety. Here are a few ideas on safe practices when young children are around. Check those items that are "problems" for you—ones you need to work on.

Children Under 1 Year Old

- Before using any medicine, be sure you read the label carefully.
- If you use gas heaters or stoves, be sure a window is kept slightly open at both top and bottom.
- Use care in selecting toys. Eyes and stuffing can strangle an infant.
- Avoid toys with sharp points, small removable parts, a lead base paint, or toys which are flammable.
- If the phone or door bell interrupts your giving a bath, either disregard the call or take the child with you. Disaster can strike in just a moment.
- Before leaving a baby in a crib, be sure the sides are up and secured.
- The bars on both cribs and playpens should be close enough together so that a child's head cannot get between them.
- Keep the playpen and highchair (when the child is in it) where things cannot be spilled on the child.

Children Crawling or Toddling

- Never place containers with hot contents

within reach of children.

- Carriages and strollers will roll unless properly braked.
- Keep all medicines, paste, insecticides, mothballs, lye, cleaning or painting materials, poisons, and other similarly dangerous items out of the reach of children.
- Look out for worn electric extension cords.
- Always use screens around fireplaces, and safeguard stoves, ranges, and heaters.
- Keep cosmetics, shampoos, and razor blades out of children's reach.
- Avoid giving or allowing infants and toddlers to play with nuts, carrot sticks, popcorn, beans, and similar foods.
- Keep scissors, ice picks, pins, and nail files from young children.
- Be sure window screens are fastened securely.
- Be sure that children cannot open windows on upper floors. Put a gate at the top of stairways.
- A fence around a swimming pool or fish pond may save a child's life.
- Check for children under and behind a car before backing out of the garage.
- Keep all electric outlets covered or plugged when they are not in use.
- Small children need a car seat or safety belt in an automobile.

Walking Preschool Children

- When cooking, turn pot handles toward the back of the stove.
- Never use a radio or portable electric heater in the bathroom.
- Teach children to play in safe places, off streets and highways.
- Remember, as children grow older their "reach" becomes greater. Tomorrow they may be able to climb up to storage shelves they cannot reach today.
- When disposing of old medicines, see that they are completely destroyed. Do not leave them in incinerators or waste boxes.
- Matches and cigarette lighters should always be kept out of reach and out of sight.
- Avoid flimsy party costumes and flammable material in play clothes.
- Over-handled or teased animals may bite or scratch.
- Teach children to avoid flaming or smoldering bonfires. Remember that bottles and cans can explode and cause fatal burns.
- Keep firearms and ammunition locked safely away from curious children.
- Teach children to walk, not run, when carrying sharp objects.
- Place all machinery or appliances under lock or out of a child's reach.

All Children

- A dependable baby-sitter knows where to reach parents and a physician if needed.
- Plastic bags may look like toys to children, but they have been the cause of many deaths through suffocation. Never leave plastic bags lying around the house. Don't use them as mattress covers on infants' or children's beds.

(Adapted from "Is Your Home Safe for Children?"—The Prudential Life Insurance Co.)

MEETING 16: COPING WITH EMERGENCIES

LESSON 6 SUMMARY



EMERGENCIES

Know basic first aid for cuts, bruises, scratches, slivers, burns.

Protect against peeping toms, prowlers, burglars.

Be on the alert for water accidents—drowning, choking.

Know procedures for house on fire, kitchen fires.

Know what to do for overdose of medicine.

Contact doctors for unconsciousness, convulsions.

THE SITTER

BABY-SITTER'S TEST

The Sitter Project will help you become the best caretaker you can be. But let's find out how much you know about sitting. Here are some statements for you to read and answer TRUE or FALSE. Make the best choice you can. Write a T for True and an F for False in the blank in front of each statement.

- _____ 1. To be a good sitter, you should arrive early.
- _____ 2. A swing is a very safe place to leave children to play.
- _____ 3. You should write all instructions down.
- _____ 4. Parents hire you to keep their children safe and happy.
- _____ 5. If a youngster is unconscious, you should try to make him vomit.
- _____ 6. If something is spilled on the floor, wipe it up immediately to prevent a fall.
- _____ 7. It is all right to eat anything you find in the refrigerator.
- _____ 8. Your first concern should be to keep the house clean.
- _____ 9. Keep diaper pins in your mouth so the baby can't get them.
- _____ 10. It is all right to let the baby play with the can of baby powder.
- _____ 11. Failure to "burp" a baby while feeding him his bottle can result in the food surging back and suffocating him.
- _____ 12. Babies cannot drown in a few inches of water.
- _____ 13. The amount you are to be paid should be discussed before you baby-sit.
- _____ 14. It is always all right for a sitter to have friends in—if they are quiet.
- _____ 15. The most important part of your job is to keep the children safe.
- _____ 16. Baby-sitting is a serious job, but it can also be a lot of fun.
- _____ 17. You should divide your time equally between the children.
- _____ 18. You don't need to like children to be a good sitter.
- _____ 19. If the child is asleep, you know he is all right.

- _____ 20. The best way to keep children safe is to remove dangers and keep accidents from happening in the first place.
- _____ 21. The first rule in any emergency is to stop and think.
- _____ 22. It is not necessary to be acquainted with the children you care for.
- _____ 23. You should know something about your employer in advance.
- _____ 24. It is not necessary for your parents to know where you are baby-sitting.
- _____ 25. In case of an emergency, it is always best to notify the parents first.
- _____ 26. You should test temperature of bath water with your elbow.
- _____ 27. You should test the warmth of a baby's bottle on the palm of your hand.
- _____ 28. Never leave an infant alone with a propped-up bottle.
- _____ 29. You should always tell your parents what time you will be home.
- _____ 30. You should always test the brakes on a stroller or buggy.
- _____ 31. Be sure you can hear the child in case he needs you.
- _____ 32. It is all right to leave the children with your friend if you are coming right back.
- _____ 33. It is not necessary to ask permission to take the children for a walk.
- _____ 34. You should always clean the kitchen immediately after feeding the children.
- _____ 35. In medical emergencies, get help from the nearest adult.



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