

# **Caring for Babies**

## **Leader Guide**



**OREGON STATE UNIVERSITY EXTENSION SERVICE**

Reprinted  
July 1984

4-H 912L

## TABLE OF CONTENTS

Page 2 . . . . .	Introduction
Page 3 . . . . .	What Are Teenagers Like?
Page 4 . . . . .	The Leader
Page 5 . . . . .	Planning Meetings
Page 7 . . . . .	Organizing a Club
Page 8 . . . . .	Growth and Development
Page 9 . . . . .	Diapering a Baby
Page 10 . . . . .	Feeding the Tiny One
Page 11 . . . . .	Feeding Toddlers
Page 12 . . . . .	Bathing a Baby
Page 13 . . . . .	Playing With Baby
Page 15 . . . . .	Toys for Babies
Page 16 . . . . .	Safety for Baby
Page 17 . . . . .	Being a Sitter

## APPENDIX

Page 19 . . . . .	Appendix A Parent Survey
Page 20 . . . . .	Appendix B Songs and Fingerplays
Page 22 . . . . .	Appendix C Make a Picture Book
Page 23 . . . . .	Appendix D Story Books Children Love
Page 24 . . . . .	Appendix E Safety Check Up
Page 25 . . . . .	Appendix F Baby-Sitters Quiz
Page 27 . . . . .	Appendix G Role Playing

## Introduction

Welcome to the rewarding challenges of 4-H Youth project leadership. One of our most important adult roles is sharing time, energy, and knowledge with the young in our homes and communities. Adult leadership roles have two dimensions. One is the transfer of knowledge and skills. The other is to promote the development of youthful competencies in making decisions that produce effective interpersonal relationships, group cooperation, and leadership.

The 4-H Caring for Babies project is designed to provide basic knowledge and skills for employment as babysitters. In addition, the project contents will increase youth's understanding of what makes children tick and encourage their nurturing capacity as future parents.

Most people accept the responsibility of leading a group because they are interested in the project they are leading. Ideal leaders serve as a catalyst providing involvement opportunities for all the members. This means understanding the people you are working with and structuring meetings that move clubs toward accomplishing determined goals. In successful clubs, leaders capitalize on youthful curiosity, interests, imagination, enthusiasm, and resourcefulness.

## Exhibits, Judging, and Displays

A leader's concern often centers on what can be shown that reveals what 4-H members are learning and doing. The emphasis in this project is on club members learning how to care for babies so there are no finished products to display or judge. Competencies are developed through learning about children, having experiences with them, and practicing how to communicate with them in ways that promote their growth and safety.

Club members are encouraged to prepare displays or exhibits that tell about their activities. These could include pictures, stories, or play materials developed for babies or young children under age three. Check with your county Extension office about display opportunities at fairs or community events.

Mall displays are a good way to inform the public of needs of children and the activities of the 4-H clubs. Suggested displays might be:

A Child Must Be Kept Safe

A Child Needs Parents Who Care

A Child Needs Books

A mall display might be a teaching booth, operated by the club, such as "A Child Needs to Taste, Smell, and Feel."

## Resources

Parent Child Interaction: Learning is Child's Play: EC 991 Introduction; EC 992 Attribute Blocks; EC 993 Comparison Blocks; EC 994 Color Blocks; EC 995 Number Puzzle; EC 996 Learning Squares; EC 997 Color Lotto; EC 998 Matching Board; EC 999 Feelie Bag; and EC 1000 Sound Cans. Oregon State University Extension Service

## What Are Teenage Club Members Like?

If you haven't already noticed, teenagers have certain behavior traits as a group. Although everyone has special differences and likenesses there are general tendencies that are predictable at every age. Relationships with club members are more enjoyable when they are understood and accepted. In general, we expect teens to show the following traits:

Enjoy life; friendly and outgoing in interpersonal relationships; generally cooperative, and self-contained.

Developing a capacity to sense others' feelings and to see themselves as others see them.

Like children, especially those five years old or younger.

Anxious to be popular with age-mates; interested in group activities.

Are becoming more interested in reasoning and discussing two sides of an issue in order to make practical decisions.

Want to maintain close identity with a group but be thought of as individuals.

Sometimes find that life has some bad moments which produce outbursts of violent anger or distressed crying that usually yield to sympathetic adult attention and consolation.

Usually enthusiastic, witty and fun to have around.

Boys and girls of this age are able to do a great deal of planning for themselves. As you meet them, discuss what things they hope to accomplish during the project. Research surveys on teenagers show they learn best when they are involved in planning and developing learning activities.



## Resources

Innovations In Leadership Bill Boldt, Oregon State University 4-H Youth EFNEP Specialist.

Organizing a 4-H Club--Ideas for the 4-H Leader, 4-H 02421, Oregon State University Extension Service.

## The Leader

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The first question project leaders want answered is: "How can I plan experiences that are fun, exciting, and educational for kids?" Good 4-H club meetings don't just happen. They result from member and leader contributions and participation. Although much direction and planning can be suggested by members, leaders are responsible for assuring that the goals of the club are achieved.

The purpose of 4-H clubs is to develop youth in two ways: through *tasks* that promote new learnings and through *process* which promotes interpersonal relationships, group cooperation, and leadership skills. Leaders need to reflect regularly on whether these two goals are being met.

When working with teenagers, well planned programs are essential. As you meet and discuss the things they hope to accomplish, you will need to have some ideas in mind which you can toss out to the group. Since leaders are responsible for the subject-matter, you will need to be familiar with the curriculum suggestions in the Caring for Babies project and have a rough plan in mind. The needs and interests of your club members can be incorporated into your basic plan. When everyone has expressed ideas for the project, make an outline of meeting dates, content of meetings and individual assignments.

A variety of teaching techniques and member experiences stimulate and maintain interest in a project. The Caring for Babies project has excellent opportunities for guest speakers, parent panels, field trips, demonstrations, sharing discussions, and practicing new skills with children under the guidance of parents or child care center directors. Everyone learns the best and most when as many senses as possible are utilized: seeing, hearing, touching, smelling, and tasting.

Demonstrations are showing by doing, with real or simulated objects. In this case, it might be a real baby or doll. Community resource people, parents, leaders, or club members can demonstrate bathing a baby, finger plays and songs, reading to children, or preparing healthful snacks. Plan for every member of the club to give informal demonstrations of skills they are learning. A good way to open club meetings is to have members demonstrate a new finger play, song, magic trick, or other simple entertainment activities for children.

Field Trips such as visits to day care centers, a parent or nursery school provides members with opportunities to observe children at various ages and guidance methods used by adults in charge. Trips to the library can acquaint members with children's books and maybe a demonstration of how to read to children. Before members leave on any visitations, provide each one with a card with prepared questions covering what you want them to learn and see on the visit. In your advance preparations for the visit, let the host know the purpose of the visit and how many members they can expect.

Role Play is taking the part of people in given situations. It works well when club members practice reacting to children's misbehavior, emergency situations, or parents calls to engage them as a baby-sitter. Leaders and club members can write situations from their experiences for other members to act out.

Displays, Exhibits, or Learning Booths were discussed earlier. They make a significant contribution in developing team effort and sharing leadership responsibilities.

Films, Filmstrips, Slides with Cassette Tapes provide variety for teaching. Ask your county agent about local agencies that might loan you filmstrips, audio visual materials in child development, safety, play, or food and nutrition for children.

Games. Learn a few games the members can play to use up energy, flex their imaginations or stimulate cooperative strategy building. New games serve as one more tool members can use with older children in the families they sit for.

Evaluation is a continuous process. Everyone wants to know how they're doing. After each meeting the leaders and members can take a few minutes to reflect on the activities presented by responding to the following questions or others you want to ask.

What did I learn?

How do I feel about my participation?

How could the session be improved? What do I plan to learn or do next?

You might wonder how to evaluate yourself as a leader as your club progresses. Ask yourself:

Am I easily approached and friendly?

Do I keep order but am not unpleasantly strict?

Do I make an effort to understand members' actions?

Do I participate enthusiastically in the activities?

Am I fair, avoiding playing favorites?

Am I fun to be around and have a sense of humor?

Do I plan work for the club effectively?

Am I tactful, gentle, and kind?

### Planning Meetings

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Each club is different but it's helpful to have a prepared meeting guide. Think in terms of three segments. Plan refreshments and visiting first, project material second, and business last. This arrangement has worked well with teenage clubs. Definite time limits for each segment need to be understood and enforced. Try to have everyone involved in some part of the meeting. There's lots of responsibility to divide up when making a club go.

The suggestions given for each lesson are to help you promote learning about babies. You most likely will not have time to use them all. Select those that appeal to you and add your own good ideas wherever they are appropriate. The 4-H Caring for Babies folders have a numerical sequence so that one learning can build on others. However, scheduling resource people, babies, and parents might make it necessary to change the order. Some of the subject units will likely require more than one session, others will be done easily in one.

The Caring for Babies project demands a heavy commitment from leaders who want to involve members with parents, babies, and community resources. Since many outside contacts need to be made and materials gathered, leaders may want to form a team of several parents to share project leadership. A few general suggestions are offered to make your work easier:

Add you own ideas, activities and community resources and member suggestions to the project. Discuss your plans with your Home Economics County Extension Agents who can help you with resources and materials.

With every generation of babies, there are new ideas about caring for them. Update yourself by reading the member folders and other recent publications. A suggested list of inexpensive or free resources are included for each subject. Some books listed are available in most libraries or the Extension Caring for Babies kit.

Feel free to adapt materials included in the guide so they suit your club's needs.

Some members have already had baby-sitting experience. Plan for them to have some different experiences and to assist in gathering materials or preparing parts of a lesson.

Allow plenty of time for discussion and sharing. Think of each club meeting as having three parts: a time to learn about a subject; a time to do something that relates to it; a time to share experiences.

Accept different ways of handling situations regarding child care. This can be done by saying, "How would you have done this differently?" Unless an idea is completely unacceptable, avoid conveying the idea that only one way is right.

Encourage members to keep a journal of their activities so they have a record of their experiences in decision-making, responsibility, cooperation, learning, and setting goals and evaluation.

Ask your Extension agent to order the Caring for Babies resource kit from the state 4-H office. It contains most of the bulletins mentioned as resources. Return it when the project is completed. Your Extension agent will duplicate materials you wish to use that are found in the appendix.

#### Resources

4-H Record Keeping/A Teaching Tool for the Leader, 4-H 0211L Oregon State University Extension Service
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## Meeting #1 Caring for Babies/Organizing a Club

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Goals: Identify the knowledge and skills necessary to become a trained baby-sitter; Plan meeting dates, responsibilities of members, schedules for resource people, and activities to be included in the club schedule.

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### At Club Meeting

### Activity between club meeting

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If all the activities suggested here look appropriate for your club, you may need two meetings to accomplish the goals stated.

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|---|---|
| 1. Invite a panel of parents to discuss what they desire in a baby-sitter.  | 1. Conduct a parent survey. (Append. A.)  |
| 2. Ask members to recall the kind of baby-sitter they enjoyed when they were children. Why?   | 2. Write a paragraph on 2 adults other than parents who have influenced their life. List characteristics of adults that aid the development of children. What is detrimental?                     |
| 3. Brainstorm what club members can learn in this project that could make them successful baby-sitters.   | 3. Develop seven or eight personal goals for the <u>Caring for Babies</u> project.  |
| 4. Distribute <u>Caring for Babies</u> , 4-H 912 folder. Plan dates and topics for nine or more meetings.   | 4. Read folder, <u>Caring for Babies</u> 4-H 912. Discuss your project with your parents.   |
| 5. Discuss the advantages of keeping a notebook or journal of activities accomplished during the project. Suggest including ideas about child care from magazines for future reference. | 5. Prepare a 4-H child care journal.  |
| 6. Distribute <u>Caring for Babies/Growth and Development</u> , 4-H 9121 folder. Suggest assignments for the next meeting.  | 6. Read <u>Caring for Babies/Growth and Development</u> . Complete the suggested activities on page 6.  |
| 7. Discuss procedures for visiting 3 babies under 15 months of age. Talk about arrangements ahead of time, length of stay, who they might visit, etc.                                   | 7. Visit 3 babies under 15 months of age. Write observations about: What they do; how they play; what they eat; how they react to strangers, noises, or words they make; and how they get around. |
| 8. Demonstrate three finger plays children enjoy. (Append. B.)  | 8. Plan to demonstrate a finger play at the next meeting.   |

### Resources

Planning a 4-H Club Program/A Guide for Leaders, 4-H 02401. Oregon State University Extension Service.

Finger and Action Rhymes, Mabelle B. McQuire, 4-H Caring for Babies kit.



Meeting #2 Caring for Babies/Growth and Development

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Goals: To recognize the characteristics of babies at different ages;  
To understand the extent to which children differ in their rate of physical, social, emotional, and intellectual skill development;  
Develop confidence in handling small babies.

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At Club Meeting

Activity Between Club Meeting

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| 1. Bring baby pictures of yourself. Mix them with pictures of other members. See how many you can name. Talk about how different from one another you all were.  | 1. Look at baby pictures of your family members. What things are interesting and different about each baby?  |
| 2. Make a chart of club members showing the age at which each one: <ul style="list-style-type: none"><li>● sat alone</li><li>● walked</li><li>● got a first tooth</li><li>● smiled</li><li>● said first words</li></ul> Find the average for the club. How much does the average differ from you? What was especially interesting about you? | 2. Find out from your parents about yourself as a baby: <ul style="list-style-type: none"><li>● age you sat alone</li><li>● age you walked</li><li>● got your first tooth</li><li>● smiled</li><li>● first words</li></ul> Ask your parents what was most interesting about you? |
| 3. Share with the club members interesting things about you as a baby.   | 3. Ask your parents what things you did as a baby that they remember most.   |
| 4. Members share what was learned about babies when they visited them. Demonstrate how to lift and hold a tiny baby.   | 4. Visit a mother who has a tiny baby and two other mothers with babies under one year. Talk with the mother about the baby. How does she lift and comfort baby? Write a description of the babies you observed.   |
| 5. Provide members with copies of <u>A Guide for Parents</u> . <sup>*1</sup> Make a toy appropriate for a month old baby.  | 5. Observe and report how mothers, fathers, and care-givers help babies learn.   |
| 6. Discuss sleeping patterns and problems of young children.   | 6. A member prepare illustrated report on sleeping patterns of babies and young children.  |

Resources

\*1. Babies Touch, Taste, and Learn PA-711; Talk With Baby PA-176; Babies Look and Learn PA 174; Play Games With Baby PA-710, Oregon State University Extension Service.

Infant Care, U.S. Department of Health Education and Welfare.

### Meeting #3 Caring for Babies/Diapering Baby

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Goals: Use knowledge and skills for keeping babies clean and dry.  
Explain how baby's routine activities are made safe and fun.

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#### At Club Meeting

#### Activity between club meeting

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1. Prior to the meeting, distribute Caring for Babies/Diapering, 4-H 9122
2. Examine different kinds of diapers; how they are folded. Discuss reasons for various folds and applications for boys, girls, age, and sleeping positions.
3. Ask a mother and baby to attend your meeting to demonstrate cleaning and diapering a baby.
4. Discuss ways to make baby's routine activities conversational and fun.

1. Read: Caring for Babies/Diapering
2. Examine three kinds of diapers in a local store. Compare prices with disposable diapers or cloth diapers or a diaper service.
3. Prepare a demonstration of diapering a baby showing different folds and applications. Discuss the importance of having all necessary items within reach and cautions about leaving baby alone on a changing surface. Use a life-size doll.
4. Demonstrate relaxing baby's legs.

Members who have not been around babies need help in learning how to make routine activities enjoyable for babies. The following infant stimulation exercises can be taught for this purpose.

Aim: To stretch and relax babies leg muscles. Babies need to relax their muscles just as adults do. Relaxing comforts them and makes them more contented.

Lay a blanket on the bed or floor. Place baby flat on her back on the blanket. Hold both legs under the knee joints with your fingers. Toss the leg gently up and down with baby's back still on the blanket. Pat each leg alternately, moving one knee up toward the chest, then the other. You can say, "Up we go/down we go." Repeat the motions praising baby for each movement.



Meeting #4 Caring for Babies/Feeding the Tiny One

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Goals: Explain supplies and demonstrate routines for feeding infants;  
Practice cleanliness habits that keep baby foods pure.

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At Club Meeting

Activity between club meeting

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1. Distribute Caring for Babies/Feeding the Tiny One, 4-H 9123, before the meeting.
2. Discuss what baby-sitters need to know about feeding babies a bottle before parents leave the home.
3. Demonstrate how to thoroughly wash hands (See 4-H folder 4-H 9125) and how to keep bottles, pacifiers, and food sterile.
4. Invite a mother to demonstrate preparing baby's food and feeding. Discuss bubbling babies, hiccups, and colic.
5. Discuss food needs of babies in comparison to teenagers.

1. Read: Caring for Babies/Feeding the Tiny One.
2. Observe a mother preparing formula and feeding a baby.
3. Prepare a demonstration showing how to wash hands. Discuss cleanliness habits with food, counters, and utensils.
4. Practice holding and comforting a baby.
5. Read: Food . . . From Birth to Birthday, or Food Before Six.



Resources

Food . . . from Birth to Birthday, Oregon Dairy Council

Food Before Six, Oregon Dairy Council

## Meeting #5 Caring for Babies/Feeding Toddlers

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Goals: Select appropriate foods and meal service for toddlers; Develop skills in providing pleasant mealtimes with children.

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### At Club Meeting

### Activity between club meeting

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| 1. Distribute <u>Caring for Babies/Feeding Toddlers</u> , 4-H 9124. Discuss children's eating problems that relate to their age and size in a world built for adults.   | 1. Read: <u>Caring for Babies/Feeding Toddlers</u> . Write a list of eating behaviors you have noticed in small children.                        |
| 2. Show and compare adult and child-sized utensils. Prepare a large bowl with 2 cups of dry cereal (Cheerios) and a tablespoon to eat it. Set a stool or box at the table that brings the member's head even with the bowl. Discuss feelings about serving and utensil sizes and placement of body. If you prepare a set-up for all members to eat this way, discuss manners in this situation. | 2. Watch television advertisements. Prepare an illustrated talk about the effects of television on children's food wants.                        |
| 3. Report and discuss the importance of meal routines and children's involvement in meal preparation.   | 3. Observe snack time or food preparation in a child care center. Write down observations made on one or two children.                           |
| 4. Watch the film strip <u>Feeding Your Young Children</u> . Discuss a toddler's food needs.  | 4. Review and list foods you would not feed toddlers while you are baby-sitting.   |
| 5. Serve refreshments that are nutritious and appropriate toddler snacks. Discuss snacking habits and tooth decay.  | 5. Plan and serve a snack tray appropriate for toddlers. Serve to your club.   |
| 6. Discuss pre-meal quiet time and ways to handle feeding problems.   | 6. List some foods you think you do not like. Discuss with your parents why you may not like them. Is it color, taste, texture, smell, or habit? |

### Resources

Film strip: Feeding Your Young Children, Oregon Dairy Council, 4-H Caring for Babies Kit.

Childhood: A Report From Your Blue Cross Plan, Blue Cross of Oregon.

## Meeting #6 Caring for Babies/Bathing a Baby

Goal: Establish routines and safety practices for bathing babies and toddlers

### At Club Meeting

1. Prior to the meeting, distribute Caring for Babies/Bathing a Baby, 4-H 9125.
2. List ten ways in which babies are helpless and must depend on others.
3. Watch a demonstration of a mother bathing a baby. Discuss supplies for bathtime and procedures at different ages.
4. Demonstrate bathing a baby with a life-sized doll.
5. Promote discussion of positive guidance techniques using suggestions from Child Guidance Techniques, PNW 64.

### Activity between club meeting

1. Read Caring for Babies/Bathing a Baby.
2. Discuss water safety, temperature, and play with mothers or care-takers. Report what you learn at a club meeting.
3. Prepare a demonstration of bathing a small baby using a life-sized doll. Explain what to do if the phone or doorbell rings while baby is being bathed.
4. Read Child Guidance Techniques, PNW 64. List suggestions for redirecting undesirable behavior.

How would you get Patrick, age 2 years, to come and take his bath when he says, "NO" to your request?

Chris and Patrick, age 3 and 2 are in the bathtub together. They have discovered splashing is the most fun they've ever had. Water is spilling all over the floor. What would you do?

How would you prevent a toddler from locking herself in the bathroom?

### Resources

Child Guidance Techniques, PNW 64, Oregon State University Extension Service

Demonstrations and Illustrated Talks Leaders Guide, 4-H 0226L, Oregon State University Extension Service.

Meeting #7 Caring for Babies/Playing with Baby

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Goals: Explain the importance of play and games in the development of children; Interpret ways that play helps children develop their social, intellectual, emotional, and physical capacities at different ages; Choose appropriate, safe, fun toys, and activities for infants and toddlers.

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At Club Meeting

Activity between club meeting

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| 1. Prior to the meeting, distribute <u>Caring for Babies/Playing with Baby</u> , 4-H 9126. (Append. D)   | 1. Read <u>Caring for Babies/Playing with Baby</u> . Review the activities appropriate at different ages in <u>Caring for Babies/Growth and Development</u> , page 4. Observe a baby that is several months old. Make notes about how babies play to share at a meeting. |
| 2. Plan a trip to a toy store. Make rules for the club to follow while in the store. Make a checklist for choosing toys that have the safety and variety features suggested in the folder.   | 2. Prepare a demonstration of songs, games, or puppets that can be used with children at no cost.  |
| 3. Members demonstrate making toys or playing with babies. Make sure important features of toys are mentioned.   | 3. Suggest toys, games, or activities that would make a good reference book for parents or baby-sitters.   |
| 4. Have the club make a booklet of suggested toys and activities for children.   | 4. Contribute two suggestions to club booklet.   |
| 5. Discuss how play influences social, emotional, intellectual, and physical development of children.  | 5. Prepare a list of play activities teenagers use to: a) discover things, events and people, b) set goals and strive toward them, c) practice living in the world, d) solve problems. Share in your club how play develops teenagers.                                   |
| 6. Suggest toys for infants that: <i>attract the eye and tickle the ear</i> . Toys for the "sitter-upper" that: <i>appeal to senses and muscles</i> . Toys for toddlers that: <i>come apart, put together, can be dragged or pushed</i> . Toys for two-year-olds that: <i>build large muscles, stretch the mind; toys for pretending, toys for creative expression</i> . | 6. Prepare a poster or toy exhibit that will attract parents and call attention to appropriate safe toys for children.   |

7. Have a "toy sort." Put out a variety of toys for different ages including a few unsafe ones, some wooden spoons and cereal boxes, etc. Ask members to match toys with appropriate age and to point out hazardous toys and creative benefits of various toys presented.
8. Visit a children's story at the library. Write a list of things to know and practice for being a storyteller. Look at children's books in the library. Book list (Append. D).
9. Demonstrate reading or telling a story to your club. Dramatize stories such as "Where the Wild Things Are." Members make masks with large paper bags and become "wild things."
10. Show filmstrip: The Basics of Baby-sitting. Discuss helping a child adjust to parents leaving.
7. Make a child's toy, a bean bag, stuffed animal, or a book you can use when you go baby-sitting.
8. Observe the ways a good story reader or teller keeps the attention of children.
9. Help some children make a storybook with magazine pictures of children, dogs, cats, etc. (Append. C)



#### Resources

Toys: Fun In The Making, U.S. Department of Health and Human Services.

What To Do When There's Nothing To Do, The Boston Children's Medical Center and Elizabeth M. Grigg.

The Basic of Baby-sitting filmstrip Johnson and Johnson Baby Products Co.

Meeting #8 Caring for Babies/Toys for Babies

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Goals: Explain the purpose of toys and play materials in human development;  
Identify four types of play and develop skills that promote playful  
purposive activity with children.

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At Club Meeting

Activity between club meeting

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| 1. Distribute <u>Caring for Babies/ Toys for Babies</u> , 4-H 9127, before the meeting date.   | 1. Read <u>Caring for Babies/Toys for Babies</u> . Prepare a report for the club on social, mental, emotional, and physical learning through play that you or your family regularly enjoy. |
| 2. View the filmstrip: <u>Safe Toy Environment</u> . Share ideas about ways play develops imagination, resourcefulness, responsibility, and cooperation.   | 2. Make a toy for a child under 1 year. Demonstrate different uses of the toy to your club.  |
| 3. Prepare a chart or exhibit showing what children do in each kind of play activity: dramatic play; active play; creative play; social play. Display homemade toys.   | 3. Collect pictures of children at play. Explain what type of play they are engaged in.  |
| 4. Divide into teams of two. Prepare a skit to solve the following: If you had no money to spend and you agreed to care for two children under age 3 tomorrow morning, how would you provide physical play, dramatic play, creative play, social play? | 4. Prepare to teach a group of small children to play "Ring Around The Rosey," "Drop the Handkerchief," "Simon Says," "Monkey See, Monkey Do," or marching or dancing to music.            |
| 5. View slide set: <u>Toy Safety</u> . Review safety features to look for in toys. Demonstrate use of <u>Parent Child Interaction</u> toys for intellectual development.   | 5. Make a toy for a toddler. Explain its possibilities for different types of play.  |
| 6. Discuss the use of encouraging phrases in relation to children's play accomplishments and self-esteem.  | 6. Practice using encouragement statements in your communication. Keep track of how often you were encouraging to family, friends, or children.  |

Resources

Toy Lending Kit includes 5 homemade toys with patterns and 2 slide sets: Selecting Childrens Toys and Toy Safety. (Contact your county Extension office to order.)  
The Encouragement Book, Don Dinkmeyer and Louis Losoncy.  
Filmstrip: Safe Toy Environment, J.C. Penney Company, Inc.



Meeting #9 Caring for Babies/Safety for Baby

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Goals: Recognize the tendencies in baby and toddler development that make them naturally susceptible to accidents; Practice accident prevention habits in caring for children; Demonstrate competent judgment and action in the event of accidents.

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At Club Meeting

Activity between club meeting

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| 1. Distribute <u>Caring for Babies/Safety for Babies</u> , 4-H 9128. Discuss how children's natural curiosity and fearlessness leads them into danger. Discuss how children learn safety. (See page 4 member's folder.) | 1. Read <u>Caring for Babies/Safety for Babies</u> . Use a checklist to look critically at safety in your home. (Append. E)  |
| 2. List what hazards members need to look for in various rooms of the homes they baby-sit in. How can they help children stay out of harm while they are in charge? (Without rearranging the house?)                    | 2. Make a tour of your home. Be prepared to share existing hazardous situations for babies up to 6 months, to a year, from 1 to 3 years, from 1 to 3 years, from 3 to 5 years. Eliminate hazards or talk with your parents about them. |
| 3. Invite a member of the police force to talk about home and personal safety.  | 3. Make a card with important phone numbers that you can carry in your wallet or purse in case of an emergency.  |
| 4. Invite a local fire department representative to demonstrate fire safety. They can also show artificial respiration and how to handle drowning and asphixiation.   | 4. Practice a fire drill in your home. Assign responsibilities to each person: escape routes, phoning the fire department and caring for one whose clothes are on fire. Discuss how to escape if a place is full of smoke.             |
| 5. Invite a local public health nurse to demonstrate caring for sick children, first aid for minor injuries, and choking.   | 5. Teach your family members what to do if someone is choking.   |
| 6. Make a chart showing poisonous drugs, plants, and cleaning compounds. Show the Poison Control Center phone number prominently. Find a prominent place to display the poster.   | 6. Have your parents explain the electrical switch box in your home; how to turn the current off and on. Learn where the main water valve is in your home and how to turn it off and on.   |
| 7. Discuss what a sitter should expect if parents want the child to take medicine. What if the child says they are to have medicine but no instructions have been given?  | 7. Write 5 questions to ask parents before they leave the house that relate to keeping the children safe.  |

Meeting #10 Caring for Babies/Being a Sitter

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Goals: Develop personal habits and attitudes for a successful baby-sitting experience; Determine effective business routines for baby-sitting; Practice positive guidance actions with small children.

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At Club Meeting

Activity between club meeting

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- |  |   |
|--|---|
| 1. Distribute <u>Caring for Babies/Being A Sitter</u> , 4-H 9129, before the meeting date. Have members answer "Are You Ready to Baby-sit?" quiz. (Append. F) Discuss answers. | 1. Read: <u>Caring for Babies/Being A Sitter</u> . Answer baby-sitter quiz.   |
| 2. Discuss individual strengths for baby-sitting. Suggest ways to improve responsibility, getting along with children, and getting along with parents.                         | 2. Read the case study on page 2 of your <u>Caring for Babies</u> folder. Make a list of irresponsible behaviors on the part of the parents and sitter.                           |
| 3. Invite a panel of parents to meet with club members to write up guidelines for parents and sitters.   | 3. Prepare copies of parents and sitters guidelines to share on baby-sitting jobs.  |
| 4. Discuss records and fair business practices. Examine the record sheet in the folder. Make suggestions for changes if necessary.   | 4. Draw up several record sheets so they are ready when you take a baby-sitting job.  |
| 5. Role play interviews for baby-sitting jobs, making up to children on a new job, handling parents who want to charge. (Append. G)  | 5. Ask two sets of parents how they they feel about sitters having company, eating, playing the stereo or TV. Find out how your parents feel about hours and transportation home. |
| 6. Demonstrate two activities you are prepared to conduct with 2-year-olds and 4-year-olds using materials from your surprise sack.  | 6. Make a sitters "Surprise Sack."  |
| 7. Determine appropriate guidance practices to use with small children in the following situations:  | 7. Review <u>Child Guidance Techniques</u> . List behavior problems baby-sitters may have. Find out how other club members handle them.   |
- 
- Chris is throwing sand in Patrick's eyes.
  - Greeting a toddler waking up from a nap.
  - Suggest how to play with a ball in the home.
  - Chris and Patrick are playing in a puddle of water in the middle of the street.
  - Jane throws her food and milk on the floor when she thinks she's had enough.
  - You want Betty to play with the clay only on the newspaper in the kitchen, not in the living room or bedroom.
  - Betty insists on helping you cook at the range. What would you do?

8. Invite a social worker or police officer or pediatrician to talk about child abuse and neglect.
9. Members tell illustrated stories of a baby or toddler they know.
10. Sponsor a baby-sitting service at a 4-H leader/parent meeting, Home Economics Extension meeting, or P.T.A.
8. Find out what kinds of adult behaviors are considered abusive to children. Make up your own professional baby-sitters code.
9. Prepare an illustrated talk to tell the story of a baby or toddler you have been observing. Use pictures from magazines or drawings to show what the baby does, what he enjoys, what you enjoy, and have learned.
10. Write up baby-sitting experiences in your journal.



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#### Resources

Child Development in the Home, U.S. Consumer Product Safety Commission

The Super Sitter, U.S. Consumer Product Safety Commission

New Light On An Old Problem, U.S. Department of Health Education and Welfare.

Between Parent and Child, Dr. Haim G. Ginott



## APPENDIX A

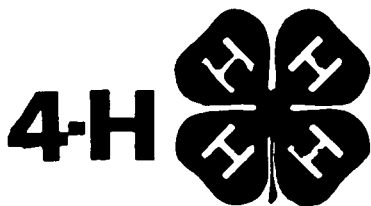
### Parent Survey

The 4-H Caring for Babies project is designed to train young people to be effective baby-sitters. You can help us make this a good program by letting us know what you as a parent like and dislike, worry about and expect from the baby-sitters you employ. We want to incorporate your responses into our project.

1. Do you have a "very pleased" list; good experiences with baby-sitters that you can comment on?
  
2. What are "gripes" you have that could be brought to the attention of baby-sitters in training?
  
3. What do you worry about when you leave your children with a sitter?
  
4. What expectations do you have of baby-sitters you hire such as; extra children, television, baths, food preparation and clean-up, sitters friends, transportation, etc.?
  
5. What do you want baby-sitters to know about disciplining children?
  
6. Other comments that would be helpful to you and sitters:



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## APPENDIX B

### Songs and Fingerplays

Songs and fingerplays are a good way to amuse children, quiet them, and make friends with them. Don't worry if you aren't familiar with the tunes, just make up a tune as you go along. You can make up new verses that include the children's names too.

#### A TEENSY, WEENSY SPIDER

A teensy, weensy spider  
Climbed up the water spout  
(finger climb upward atop each other)  
Down came the rain  
(fingers wiggle to make rain)  
And washed the spider out.  
(hands and arms flung downward and outward)  
Out came the sun  
(hands form a circle)  
And dried up all the rain  
(hands opened wide and outward)  
And the teensy, weensy spider  
Climbed up the spout again.  
(fingers climb upward as before)

#### OPEN, SHUT THEM

Open, shut them, Open, shut them  
Give a little clap  
Open, shut them, Open, shut them  
Lay them in your lap.  
Creep them, Creep them,  
Creep them, Creep them,  
Right up to your chin.  
Open wide your little mouth  
But do not let them in!

*Prepared by Marcelle Straatman  
Human Development Specialist  
Oregon State University Extension  
Service*

#### HOUSE IN THE WOODS

In a cottage in the woods,  
Little old man by the window stood.  
Saw a rabbit hopping by,  
Knocking at my door.  
"Help me, help me, help me," He said,  
"Or the hunter will shoot me dead."  
"Come little rabbit, come with me,  
Happy we will always be."

#### WHERE IS THUMBKIN?

Where is thumbkin? Where is thumbkin?  
Here am I, here am I.  
How do you do this morning?  
Very well, I thank you.

Where is pointer? (etc.)  
Where is third finger? (etc.)  
Where is ring finger? (etc.)  
Where is pinky? (etc.)

#### WHEELS ON A BUS

The wheels on the bus go round and round,  
Round and round, round, and round.  
The wheels on the bus go round and round,  
All through the town.

The driver on the bus says, "Move on Back"  
(etc.)

The babies on the bus go, "Wah, wah, wah"  
(etc.)

The mothers on the bus go "Shh, shh, shh"  
(etc.)

The people on the bus go up and down (etc.)

The bees on the bus go "Bzz, bzz, bzz" (etc.)

The doors on the bus go open and shut  
(etc.)



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HAPPILY TO BED

This little girl is ready for bed,  
    (thumb of right hand up)  
Down on the pillow she lays her head  
    (thumb horizontally lays on palm  
        of left hand)  
Wraps herself in covers so tight  
    (curl fingers of left hand  
        around thumb)  
And this is the way she sleeps  
    all night.  
    (hands up to cheeks, eyes  
        closed)

OTHER SONGS TO SING

Ten little Indians  
Mary Had A Little Lamb  
Lazy Mary, Will You Get Up?  
Twinkle, Twinkle Little Star  
Jingle Bells  
Row, Row, Row Your Boat  
Old MacDonald Had a Farm  
This Old Man  
Down By the Station

MUFFIN MAN

Oh, do you know the muffin man  
The muffin man, the muffin man  
Oh, do you know the muffin man  
Who lives in Drury Lane?  
  
Oh, yes we know the muffin man  
The muffin man, the muffin man  
Oh, yes we know the muffin man  
Who lives in Drury Lane.

GAMES TO PLAY

This Little Pig Went to Market  
Patty-Cake  
Ring Around the Rosey  
London Bridge is Falling Down  
Here We Go Round the Mulberry Bush  
Put Your Right Foot In



## APPENDIX C

### Make A Picture Book

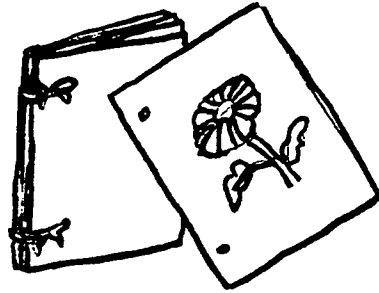
Looking at books is fun for children.  
It helps them:

- learn about the world around them
- learn to talk about what they have seen
- feel close to their parents

A story written about children helps them:

- learn who they are
- learn about other members of their family

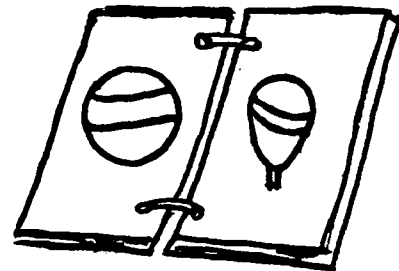
*Cut pictures* out of magazines. Choose pictures that are bright colored. You can make a book about babies, food, dogs, cars, farms, or any other subject. You may make a book about big and little things or tall and short things.



### WHAT YOU NEED

1. Manila folders--at least one
2. Glue or paste
3. Magazines
4. Scissors
5. String
6. Cardboard (dress or suit boxes provide a good weight cardboard)
7. Scratch pads--approximately 4" x 6"
8. Flour and water for homemade paste
9. Nail or something sharp to punch holes
10. Pencils

- *Make a book using manila folders.*
- Cut the folder to fit the pictures you are using.
- Paste the pictures on each side of a manila folder.
- *Homemade uncooked paste--mix flour and water together. Cooked paste--mix  $\frac{1}{4}$  cup cold water with  $\frac{1}{4}$  cup flour, add 1 cup boiling water and cook until clear.*
- *Make a book using cardboard.* Use pieces of lightweight cardboard for the pages.
- Paste the pictures on the cardboard.
- Punch holes in the cardboard.
- Tie the pages together with string.
- Be sure to tie the string so the pages will turn.





## APPENDIX D

### Story Books Children Love

Telling or reading a story is an art you can develop with practice if you let yourself go. It's a necessary skill if you are going to be doing things with children. It's more fun when you know how so you will want to find books and stories children love to hear. Don't be surprised if they want the same story over and over again.

You can do many fun things with stories; act them out, make noises like the people or animals in the pictures or even put the child's name in the story as you talk about it.

Get cozy with your small listener. They may want to sit on your lap or snuggle real close beside you in the chair. Don't be surprised if they rub your arm or legs while you are reading.

Children from one to two years old like stories told to them; especially about themselves. It might go something like this: "There is this fine boy I know called Danny. He has blue eyes (point to them). And he has curly brown hair (point to it). He likes to play . . . (etc.) Dressing, eating, playing all make good story ideas.

Children from a year on like to look at books with more pictures than story. Pictures should be realistic. For example, a ball that looks like a ball, a cat that looks like a cat, preferably without unrealistic clothes on. They like to turn pages so sometimes it's necessary for you to go on with the story whether you have finished the page or not. Later on they'll know if you miss a page or even so much as a word. Turning pages and talking are an important part of story time.

Ask your librarian for a list of children's books. Here are a few that likely are in your library:

<u>Title</u>	<u>Author</u>
The Brave Cowboy	Joan Walsh Anglund
Popcorn	Frank Asch
Somebody's Slipper, Somebody's Shoes	Barbara Brenner
The Golden Egg Book	Margaret Wise Brown
Good Night Moon	Margaret Wise Brown
Mike Mulligan and His Steam Shovel	Virginia Lee Burton
Flip and the Cows	Wesely Dennis
The Box with Red Wheels	Maud and Miska Petersham
Daddies--What They Do All Day	Helen Pruner



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## APPENDIX E

### Safety Check Up

By touching, smelling, and tasting objects, children explore and learn about the world. Infants are pretty stationary but as toddlers begin to roam about, they enter a world that can be hazardous. Most accidents to children can be prevented by adults. Check your home for safety. Be alert for hazardous items when you are baby-sitting.

BURNS AND SMOKE	Yes	No		Yes	No
Are candles kept away from curtains and other material that can burn?	_____	_____	Are the doors of old refrigerators knocked off or locked shut?	_____	_____
Are proper fuses used? Pennies or other metal objects are dangerous.	_____	_____	Are deep-freeze units and storage chests kept locked from young children?	_____	_____
Are electrical cords in good condition?	_____	_____	<b>FALLS</b>		
Are unused electrical outlets covered or locked?	_____	_____	Are floors near stairways free of objects and throw rugs?	_____	_____
Are cleaning fluids, kerosene, gas, paint, and thinners kept in proper containers outside the house?	_____	_____	Are steps always free of toys, tools, and other objects?	_____	_____
Are oily housekeeping rags kept in covered metal cans or hung in the open air?	_____	_____	Do throw rugs have non-skid pads?	_____	_____
Are matches kept out of the reach of young children?	_____	_____	Are windows locked or heavily screened?	_____	_____
Are pan handles on ranges placed toward the center so children cannot reach them?	_____	_____	<b>POISONING</b>		
			Are medicines and pills always kept away from children?	_____	_____
<b>SUFFOCATION</b>			Can the medicine cabinet be locked to protect small children?	_____	_____
Are plastic bags torn up or kept on a high shelf?	_____	_____	Is aspirin kept out of reach of young children?	_____	_____
Are baby's toys too large to swallow and too strong to break?	_____	_____	Are cleaners, disinfectants polishes and garden supplies kept out of reach of small children?	_____	_____

\*Adapted from the National Safety Council, 425 N. Michigan Ave., Chicago, IL 60611



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## APPENDIX F

### Baby-Sitter's Quiz

True or False--Write T or F 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 the children to play.
- \_\_\_\_\_ 3. All parent instructions need to be written 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 baby can't get them.
- \_\_\_\_\_ 10. It is all right to let the baby play with the can of powder.
- \_\_\_\_\_ 11. Failure to "burp" a baby while feeding a 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 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 babies are asleep, you know they are 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.



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- \_\_\_\_\_ 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 baby 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.

Answers: 1-T; 2-F; 3-T; 4-T; 5-F; 6-T; 7-F; 8-F; 9-F;  
10-F; 11-T; 12-F; 13-T; 14-F; 15-T; 16-T; 17-T;  
18-F; 19-F; 20-T; 21-T; 22-F; 23-T; 24-F; 25-F;  
26-T; 27-F; 28-T; 29-T; 30-T; 31-T; 32-F; 33-F;  
34-T; 35-F.



## APPENDIX G

### Role Playing

Role playing is used to dramatize situations dealing with interpersonal relationships or new encounters. In role playing, we step out of ourselves to assume the part of another person or to practice a new role for ourselves. Young children role play mothers, fathers, firemen, or cowboys to name a few of their models. Club members can write and role play many different situations to become accustomed to the job they will be doing such as job interviews, handling emergencies or behavioral problems with children.

The first step in role playing is a general understanding that actors are pretending to be someone else. After selecting a situation or problem, roles are assigned or volunteered. The audience is also assigned roles. Some can observe the general interaction of the actors or watch for specific events in the play.

The following situations show how to set up a role-playing situation:

#### Employer--Mrs. Brown

Assume you are Mrs. Brown with children ages 6 months, 3 and 6 years.

You want a baby-sitter for Friday night so you and your husband can go to a party. You don't know if you will get home at 10 p.m. or 2 a.m.

Someone, you can't remember whom, mentioned Ann Smith's name as a sitter.

Call Ann and ask if she can baby-sit Friday night. Don't give her any information she doesn't ask for.

The purpose of this role play is to help Ann learn the questions she needs to ask and to politely get information she needs to accept the job.

#### Employee--Ann Smith

Pretend you are Ann Smith. Mrs. Brown is going to call you asking you to baby-sit Friday night.

You do not know Mrs. Brown--nor have you heard of her.

You are free Friday night and you do want the job.

As you talk to Mrs. Brown, find out all the things you need to know before you accept a request to baby-sit for her.

After a situation is acted out, there needs to be a discussion. Both audience and players should discuss how well Mrs. Brown and Ann communicated about the expectations of a parent and baby-sitter. If the roles are played well, everyone can develop a clearer understanding of how employer and employee interacted. From seeing and discussing the situation, there is an opportunity to emphasize new behaviors that baby-sitters and employers must learn.



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