A course of study, developed by teachers to make home and family education more meaningful and interesting to students, and focusing on privileges, responsibilities and characteristics of an effective babysitter, is presented. Contents include: the job; child development and guidance; accident prevention; and community and parental responsibility to children. A bibliography and appendix are added. (NF)
AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SITTING SAFELY

6755.01

me and Family Education

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DIVISION OF INSTRUCTION • 1971
Little Family
6755.61
Home and Family Education

Written by
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Johane Tampart

For the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida 33132
1971
COURSE DESCRIPTION

This course focuses on the privileges, responsibilities and characteristics of an effective babysitter. The students will select appropriate activities and evaluate methods of child care based on knowledge of the basic needs of children at various age and developmental levels.

COURSE ENROLLMENT GUIDELINES

This course should be made available to any interested junior high school student.

RATIONALE

The babysitter serves a very definite need. He or she has become as much a part of today's society and way of life as the automobile and television. Unlike the experienced grandmother, the babysitter of today too often is inexperienced and untrained in the many problems and needs of children. Preparing for babysitting is as necessary as preparing for any other job, even more so, because the comfort and well being of children are involved—to say nothing of the peace of mind of parents. Proper preparations make it much easier to promptly and properly handle situations that may arise. They also make it possible for babysitters to minimize problems and gain full confidence in themselves. Helping care for young children can be an enjoyable responsibility and a profitable experience. It contributes much to personal development and family life. The babysitter who discharges his or her duties competently and efficiently will come away with much more than the money earned.

FOREWORD

This course of study has been developed by teachers as part of an effort to make Home and Family Education more meaningful and interesting to students. It is not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. The wealth of activities and resources are intended to be examples from which the teacher can select those that best meet the needs of the students. To facilitate continuity it is recommended that the teacher be selective in choosing activities, but maintain all objectives within the course. Where content ideas are given, they are intended to be general notes and suggestions from the writer(s) to the teacher to further explain objectives and activities. This first edition is a Working Copy and it is hoped that the teacher will note suggested changes and additions while using it in order to aid future revision.
MAJOR GOALS

1. The student will develop knowledge and skills which will enable him to understand children and care for them in a responsible manner.

2. The student will discover that helping to care for children can contribute greatly to personal development now and to preparation for the future.

BEHAVIORAL OUTCOMES

The student will be able to:

1. Appraise the satisfactions and skills which can be developed through babysitting and relate this knowledge to possible career opportunities.

2. Describe personal characteristics and assets desirable in one who cares for children.

3. Determine the business arrangements and professional attitudes involved in being a babysitter.

4. Recognize environmental influences on the development and behavior of children.

5. Identify the stages of development occurring during the child’s first year.

6. Compare the development of the one-year-old to that of the three-year-old child.

7. Differentiate between the stages of development which occur in the pre-school years.

8. Describe the developmental changes which occur in children between the ages of six and twelve.

9. Care for children in a manner which meets their individual needs.

10. Provide entertaining activities which promote development in children.

11. Analyze effective methods of guidance and discipline which can be employed by a babysitter.

12. Demonstrate an awareness of safety hazards and emergencies involved in caring for children and develop possible courses of action.

COURSE CONTENT

I. The job

A. Satisfactions and skills to be gained from babysitting
   1. Increased self-understanding
   2. Financial reward
   3. Practice in assuming responsibility
   4. Preparation for parenthood
   5. Exploration of career opportunities

B. Qualifications and assets
   1. Enjoyment of children
   2. Basic knowledge of child care and development
   3. Mature and professional attitude
   4. Personality assets
      a. Reliable and dependable
      b. Resourceful
      c. Sense of humor
      d. Self-confidence
      e. Courteous

C. Babysitting is a business
   1. Methods of becoming established
   2. Arrangements prior to time of employment
      a. Determination of wages, duties, hours
      b. Transportation arrangements
      c. Provisions for sitter's safety and security
      d. Familiarity with children, home, pets
   3. Business ethics
      a. Professional attitude
      b. Babysitter's code
   4. Getting ready to go to work
      a. Importance of good health
      b. Suitable clothing
      c. Preparation of amusing activities for children
   5. On the job
      a. Description of specific tasks and routines
      b. Written instructions concerning child care
      c. Emergency telephone numbers
      d. Understanding of activities permitted by employer
      e. Precautions to provide for the health and safety of sitter and children

II. Child development and guidance

A. Environmental influences on the behavior and development of children
B. Child development
   1. Basic laws of growth
   2. Typical developmental characteristics
      a. Child's first year
      b. Child from one to three years of age
      c. Pre-school years
      d. Child from six to twelve years of age
C. Providing for children's needs
   1. Food
   2. Clothing
   3. Sleep
   4. Exercise
   5. Love and security
D. Entertaining activities
   1. Importance of play
   2. Activities which lead to growth
   3. Play materials
   4. Parties
E. Guidance and discipline of children
   1. Criteria for effective discipline
   2. Guidance and discipline techniques

III. Accident prevention

   A. Safety hazards to avoid
   B. Handling emergencies
   C. First aid techniques

IV. Community and parental responsibility to children

   A. Family responsibilities
   B. Community services and contributions
**SUGGESTED CONTENT IDEAS**

Through babysitting the teenager can gain:
- Greater self-understanding
- Financial reward
- Practice in assuming responsibility
- Preparation for parenthood
- Exploration of career opportunities

Arthur Jersild wrote, "Our understanding of a child can go no deeper than our understanding of ourselves."

Some child related occupations:
- Babysitter
- Head Start aide
- Nursery school aide
- Kindergarten aide
- Nurse's aide to children
- Recreational supervisor
- Governess
- Pediatric nurse
- Child Welfare worker
- Child development specialist
- Nursery or kindergarten teacher
- Elementary school teacher

**LEARNING OPPORTUNITIES**

Compile a class definition of the term, babysitting. Discuss the question, "Why Babysit?"

Discuss and list advantages of babysitting to parents, children, babysitters, babysitter's parents, society as a whole. Weigh these against possible disadvantages.

Discuss the following:
- How does understanding of children contribute to self-understanding?
- How does increased self-understanding make one a better babysitter?
- Interpret the meaning of Arthur Jersild's comment on understanding.
- What effect can attitudes and values have on one's success as a babysitter?
- How can babysitting help prepare one for parenthood?

Debate topic: Boys make better babysitters than girls.

Investigate vocational possibilities in the field of child care. What are the opportunities in the community for in-depth education and training in child care and development?

From personal experience or by interviewing a friend who babysits, write a paragraph, "How I Have Grown as an Individual Through Babysitting."

**RESOURCES**

- **Child Growth and Development**
  - p. 44

- **Introductory Homemaking**
  - pp. 179-182, 185

- **Filmsstrip:**
  - Caring for Children - An Important Job

- **Pamphlets:**
  - Self-Understanding: A First Step to Understanding Children
  - When Teenagers Take Care of Children: A Guide for Babysitters

- **Resource agencies or persons:**
  - Nursery schools and child care centers in the community
  - Employment agencies
  - Vocational teachers
  - Guidance counselors
  - Miami Dade Junior College
SUGGESTED CONTENT IDEAS

Desirable qualities for babysitters include appreciation of children, knowledge of child care and development and a mature attitude.

Personality assets that enable one to get along well with children include patience, sympathy and a sense of humor.

Parents are leaving the sitter in charge of their children. There is no greater responsibility. They want a person who is reliable, dependable, resourceful and confident to care for their children.

LEARNING OPPORTUNITIES

Complete Questionnaire for Child Sitting to evaluate personal interest in children and establish priorities for course.

List personal characteristics of a good babysitter. Ask parents employing a babysitter to make a similar list. Compare. After reading from the resources, compile a class list of qualifications and give examples to illustrate them.

Listen to a group of parents discuss the type of person they want to care for their child.

React to the statement, "Parents should be most careful of the type of teenagers they employ as sitters because their children will attempt to imitate their behavior and attitudes."

Write a paragraph on "What Kind of Person I Would Want Caring for My Child".

Discuss: Children like a babysitter who is fun. Parents like a babysitter who is responsible and makes the children behave. Can a sitter please both the children and the parents?

Write a short paper analyzing personal readiness to assume the responsibility to care for children.

RESOURCES

Appendix:
Questionnaire for Child Sitting

Booklet:
Baby-Sitter's Handbook

Exploring Home and Family Living
pp. 248-251, 255

Learning About Children
pp. 18-22

Child Growth and Development
p. 45

Introductory Homemaking
pp. 179-181

Living and Learning with Children
pp. 242-244, 249-252

Your Home and You
pp. 272-273
### Suggested Content Ideas

A good business person has to "establish" himself. A babysitter is a business person.

### Learning Opportunities

- View and discuss filmstrip, *Babysitting: The Job - The Kid, Part I.*
- Participate in a buzz session on ways of getting started in the babysitting business.
- Survey parents who hire babysitters. Find out how they located their sitters.
- Prepare a handbill to distribute in the neighborhood giving personal qualifications, rate, any special information and telephone number.
- Discuss the inadvisability of accepting jobs with unknown families. How could the sitter get to know the family prior to employment?
- Discuss what should be mutually agreed upon by the sitter and employer prior to work. Include: Wages, Hours, Number of children, Transportation, Responsibilities, Privileges.
- Perform the skit, "Wages of Sitter" from Baby-Sitter's Handbook as introduction to a discussion of fees.
- Interview parents, other babysitters, employment agencies, etc. to determine reasonable fees.
- Discuss under what circumstances the responsibilities of sitting include housework, preparing dinner, etc.
- Read and discuss lists of babysitter and family responsibilities from *Sitting Safely.*

### Resources

- Filmstrip: *Babysitting: The Job - The Kid, Part I*
- Teen Guide to Homemaking: pp. 410, 414
- Child Growth and Development pp. 47-53
- Teen Horizons at Home and School pp. 95-97
- Introductory Homemaking pp. 181-182
- Living and Learning With Children pp. 247-254
- Exploring Home and Family Living pp. 252-254
- Your Home and You p. 277
- Pamphlets: *Baby-Sitter's Handbook, Sitting Safely - Gerber*
<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>Do not accept a job if ill.</td>
<td>Discuss general business ethics. Apply these to the occupation of babysitting.</td>
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<tr>
<td>Arrive on time.</td>
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<td>Make business arrangements prior to employment.</td>
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<tr>
<td>First responsibility is to the children.</td>
<td>Dramatize the possible results of a sitter:</td>
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<tr>
<td>Respect the family's privacy.</td>
<td>Being late for the job</td>
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<td>Do not entertain friends.</td>
<td>Gossiping about the family</td>
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<tr>
<td>Do not fix snacks unless invited.</td>
<td>Leaving the house in disorder</td>
<td></td>
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<tr>
<td>Do not have lengthy phone calls.</td>
<td>Having a lengthy telephone conversation</td>
<td></td>
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<tr>
<td>Relay phone messages carefully.</td>
<td>Peeking into closets and drawers</td>
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<tr>
<td>Leave house in orderly condition.</td>
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<td></td>
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<tr>
<td>Note: Toys and activities for children will be covered more extensively in the objective on play.</td>
<td>Compile a list of no-cost items the sitter might take to the children.</td>
<td>Appendix: Bag of Tricks</td>
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<td></td>
<td>Develop a &quot;Bag of Tricks&quot; kit.</td>
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</table>
### Suggested Content Ideas

<table>
<thead>
<tr>
<th>Information sheet should include:</th>
<th>Learning Opportunities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's names</td>
<td>Devise an &quot;Information Sheet for Babysitters&quot; to be given to parents to fill out before leaving. Place copies in personal Handbook for Babysitting.</td>
<td>Films:</td>
</tr>
<tr>
<td>Feeding instructions</td>
<td>After viewing a film and/or discussing situations which the babysitter might encounter, make a list of precautions she should take to protect herself and her charges.</td>
<td>Girls Beware</td>
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<tr>
<td>Bedtime instructions</td>
<td></td>
<td>Molested</td>
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<tr>
<td>Things children like to do</td>
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<tr>
<td>Emergency telephone numbers:</td>
<td></td>
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<tr>
<td>Where parents can be reached</td>
<td></td>
<td></td>
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<tr>
<td>Nearby relative or friend</td>
<td></td>
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<tr>
<td>Doctor</td>
<td></td>
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<tr>
<td>Fire and police</td>
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<tr>
<td>Poison Control Center</td>
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<tr>
<td>Some necessary precautions:</td>
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<tr>
<td>Never let strangers in the home.</td>
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<td>Keep doors locked from inside.</td>
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<td>Always let parents know where you are sitting.</td>
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<td>Become acquainted with family ahead of time.</td>
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<td>Don't accept job if families do not favorably impress you.</td>
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<td>Be careful of information given over the phone to strangers.</td>
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<td>If not escorted home, call parents or a taxi.</td>
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Films: 
- Girls Beware
- Molested

### Learning Opportunities

- Devise a rating form for employers to use to evaluate sitters. Try it out and evaluate personal assets and liabilities.
- Write a paragraph giving personal reactions to the statement, "The first responsibility of the sitter is to keep the children safe and happy."
A child's environment is the primary influence on his behavior and development.

<table>
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<th>RESOURCES</th>
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<tr>
<td>Read Introductory Homemaking, pp. 168-174, and discuss:</td>
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<td>Introductory Homemaking pp. 168-174</td>
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<tr>
<td>How do home and community form a child's environment?</td>
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<td>Enjoying Family Living pp. 120-125</td>
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<tr>
<td>In what way do physical surroundings affect a child's development?</td>
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<td>Teen Guide to Homemaking pp. 396, 412-414</td>
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<td>Do any two children have the same environment?</td>
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<tr>
<td>Relate examples of personal experiences from the past which affect present behavior of class members.</td>
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<tr>
<td>Give examples of how environment can affect a child's behavior and describe how environment might be altered for a more desirable effect in these circumstances:</td>
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<tr>
<td>Child is overly shy.</td>
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<td>An only child has no children to play with.</td>
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<tr>
<td>Child is very argumentative and aggressive.</td>
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<tr>
<td>Child has no interest in learning new things.</td>
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<tr>
<td>List these values as they rank in personal value system:</td>
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<tr>
<td>Children</td>
<td>Recreation</td>
<td></td>
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<td>Home</td>
<td>Clothes</td>
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<td>Family</td>
<td>Religion</td>
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<tr>
<td>Education</td>
<td>Moral standards</td>
<td></td>
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<tr>
<td>Automobile</td>
<td>Money</td>
<td></td>
</tr>
<tr>
<td>Discuss differences among moral standards among class members.</td>
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<tr>
<td>Analyze in terms of different environments.</td>
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<tr>
<td>Read &quot;Children Learn What They Live&quot; and relate to effect of environment on individuals.</td>
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<tr>
<td>Write a paper showing how experiences with babysitters are part of the child's environment and can affect his behavior and development.</td>
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<tr>
<td>Curriculum guide:</td>
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<tr>
<td>Human Development, p. 62</td>
<td></td>
<td></td>
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<tr>
<td>&quot;Children Learn What They Live&quot;</td>
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## SUGGESTED CONTENT IDEAS

Development and growth during the first year are extreme. At no other time in life will they be as rapid. In twelve months the helpless newborn triples his birth weight, stands on his own feet, perhaps even walks. He is learning to feed himself. His facial features have changed remarkably. His unique personality has become evident.

Some characteristics of infants:
- Head is large in proportion to body (1/4 of his total length as compared to 1/8 of his adult length)
- Small nose, little if any chin
- Arms longer than legs
- Short fingers, toes fan out
- Only about 25% of birth weight is made up of muscle
- Head must be supported because of lack of muscle development
- Central nervous system makes up about 15% of birth weight, as opposed to 3% of his weight at maturity—therefore, he gets tired from any excitement
- Gains 10-15 pounds during first year
- Has fontanelles, or soft spots, in his skull covered by a membrane which will be filled in by bone later
- Has no teeth in sight—but all 20 baby teeth are in the gums
- At birth breathing is rapid and irregular, often hicoughs and sneezes

## LEARNING OPPORTUNITIES

Discuss how general knowledge of how children grow and develop can add to a babysitter's success.

Read Living With Your Family, pp. 198-209. Give student reports on the development of infants at various stages.

After listening to teacher remarks on the basic laws of growth, give examples of infant development which illustrate:
- Growth proceeds from head to foot.
- Growth proceeds from near to far.
- Growth proceeds from simple to complex.
- Growth is continuous and orderly.

Discuss "Criteria of the Healthy Baby" from Child Growth and Development, p. 76.

Observe some object, such as a vase, which is top-heavy. Give the object a slight push to see if it topples over easily as compared to a vase with better proportions. Relate findings to knowledge of a baby's proportions.

Try sitting, standing and walking with feet, legs, arms in positions characteristic of an infant just learning to do these things. Turn body slightly to look at some object in the room. Discuss the effect on balance.

Listen to the babbling sounds made by a baby. Make a list of common words which can be built from a combination of these sounds.

Ask several mothers to bring their infants to class. Observe the infants as the mothers discuss their growth and development and what a typical day in their family is like.

## RESOURCES

- Living With Your Family, pp. 198-209
- Teacher reference: The Developing Child, pp. 62-91
- Film: Child Care and Development
- Understanding and Guiding Young Children, pp. 32-67
- Child Growth and Development, pp. 22-29, 62-74, 76, 142-157
- Lessons in Living, pp. 298-301
- Child Care and Development, pp. 42-52
- Learning About Children, pp. 91-96
- Pamphlets: Infant Care, pp. 4-5, 46-56
- How Children Grow and Develop
- Filmstrip: Growth in the First Year
Some characteristics of infants:

(continued)

- Grows 9-10 inches in length during the first year
- Rapid heart beat at first
- Well-developed ears and hearing
- Cannot focus eyes until around three months of age
- Poor temperature regulating mechanism and easily chills or gets too warm
- Cries with his entire body—arms, legs, red face.

By the end of the first year, the baby has changed amazingly. He has progressed from a milk diet to one including solid foods. He has discovered some things about himself—his hands, his toes, how to manipulate himself to crawl and perhaps to take a few steps. He has discovered some things about his world—the security and affection of his parents, the fun and play of brothers, sisters or babysitters. He perceives how people respond to him, that a cry gets certain responses and that a smile is returned by a smile.

The manner in which an infant's basic needs are met will determine to a great extent his self-concept for the rest of his life. If his needs are well met, he begins to think of himself as a good, worthy person.

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| Visit the library. Check three different references (books, periodicals or pamphlets) concerning growth, development and expected behavior during the first year of life. Report findings to class and compare information. | Plan a visit to a baby's home. Decide ahead of time things to look for and to ask the parents. After the visit write a report of observations and learnings. Include: Age of the baby Activities of the child Control observed of body, hands, arms, legs Responses observed, both to familiar people and strangers Sounds baby made Any additional information learned from parents Summarize what was learned from this visit. | Pamphlets:  
The Newborn Counseling Series  
The Phenomena of Early Development  
Your Baby's First Year  
Your New Baby |

Transparencies:  
Growth and Developmental Patterns  
Teaching aid:  
Baby Care: Programmed Self-Instruction Unit
**SUGGESTED CONTENT IDEAS**

Developmental characteristics and tasks typical of this age group:
- Learning to eat by themselves
- Curious and adventurous
- Beginning to assert themselves and express their own will
- Want to imitate grownups
- Interested in large muscle activities—walking, climbing, running, pulling
- Interested in examining things and learn from seeing, hearing, touching and handling objects
- Like to play alone, but interested in watching, or being near, other children
- Need someone to suggest the next step or bring them back to what they started to do
- Talk a great deal
- Have short attention span
- Like to take part in or help with family activities
- Possess an "it's mine" attitude

Before knowing how to best meet the needs of children it is important to have some knowledge of their development.

Note: These next three objectives are intended as a brief overview of typical development at various stages before the study of how to care for children in Outcome #9.

**LEARNING OPPORTUNITIES**

- View film, *Terrible Twos and Trusting Threes.*
- Write a summary of the characteristics illustrated as typical of children in these age groups.
- Compare pictures of class members on their first and third birthdays. Discuss changes.
- Observe and compare the motor abilities of several children between the ages of one and three in regard to:
  - Walking
  - Running
  - Bending to retrieve a toy
  - Grasping an object
- Make a practice book from muslin for a young child to use to learn to work zipper, buttons and buttonholes, snaps, belt and buckle, shoe laces. Give it to a child as a gift and observe his use of it.
- Listen to a student report on how a child's readiness to be toilet-trained can be determined.
- Make a survey of number of left-handed people in class and discuss whether they were encouraged to use their right hand. Evaluate whether being left-handed has been troublesome for them.
- Invite a one-year-old and a three-year-old child to visit class with their mothers. Make a chart illustrating differences observed in their development (size, muscle control, speech, etc.).

**RESOURCES**

- Understanding and Guiding Young Children
  pp. 73-93, 107-130
- Exploring Home and Family Living
  pp. 230-233
- Baby and Child Care
  pp. 265-266, 270-272, 276-278, 350-356, 358
- Film: *Terrible Twos and Trusting Threes*
- Pamphlets:
  - *As Your Child Grows*
  - *Enjoy Your Child — Ages 1, 2 and 3*
  - *Your Child From 1 to 3*
  - *Your Child From One to Six*
- Teen Horizons at Home and School
  pp. 24-25
- Homemaking for Teenagers Book 1
  pp. 48-49
- Your Home and You
  pp. 256-264
- Teacher references:
  - Child Care and Development
    pp. 54-56, 58, 61-63
  - The Developing Child
    pp. 171-227
<table>
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<tbody>
<tr>
<td>Characteristics of the pre-schooler:</td>
<td>Discuss the physical development which normally occurs during the pre-school years.</td>
<td>Understanding and Guiding Young Children pp. 107-130</td>
</tr>
<tr>
<td>Curious about everything</td>
<td>Observe a 4- or 5-year-old at play. Write up observation in the following manner:</td>
<td>Learning About Children pp. 167-184</td>
</tr>
<tr>
<td>Handles everything within sight or reach</td>
<td>Describe his appearance.</td>
<td>Exploring Home and Family Living pp. 223-237</td>
</tr>
<tr>
<td>Runs, hops, jumps, climbs and balances</td>
<td>Describe what was observed about his physical development. (How active was he? What did he do which showed something about his motor coordination?)</td>
<td>Baby and Child Care pp. 361-365, 366-374, 377</td>
</tr>
<tr>
<td>Hard to keep still for very long—cannot help wiggling, running around or being noisy</td>
<td>Describe what was observed about his social development.</td>
<td>Teen Horizons at Home and School pp. 25-26</td>
</tr>
<tr>
<td>Enjoys playing with other children</td>
<td>Was he learning something? Describe it. Was there an example of reasoning? Give some examples of his speech. What did he do that indicated something about his imagination? What did his interests seem to be?</td>
<td>Homemaking for Teenagers, Book 1 pp. 49-57</td>
</tr>
<tr>
<td>Developing a sense of right and wrong</td>
<td>What else was noticed about this child? Make comments about each of the following: His sense of trust His degree of independence and dependence His sense of initiative or confidence in exploring</td>
<td></td>
</tr>
<tr>
<td>Competent and self-reliant in the routines of daily living</td>
<td>What kind of person does he seem to be at this stage? What would he probably be like with other children? Why?</td>
<td></td>
</tr>
<tr>
<td>When thwarted, he may sulk, withdraw, damage or destroy</td>
<td>Relate true stories of embarrassing situations created by five-year-olds through their tendency to be direct and personal with grownups.</td>
<td></td>
</tr>
<tr>
<td>Negative—high resistance to authority</td>
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<tr>
<td>Imaginative—loves to &quot;pretend&quot;</td>
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<tr>
<td>Talkative—loves repetition in speech and actions</td>
<td></td>
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<tr>
<td>Listens to everything and likes to repeat what he has heard</td>
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<tr>
<td>Uneven social behavior</td>
<td></td>
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<tr>
<td>Very direct and personal</td>
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</tbody>
</table>
SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES
--- | --- | ---
Observe a group of children and write "word pictures" of their development using the form on p. 75, *Human Development.*
Collect cartoons featuring young children. From the activities and talk shown, guess the probable age of the children and give reasons for choice.
Play ball with pre-school children of various ages and note the difference in their skills and coordination. Notice also their behavior and social reactions while they play. Report observations to the class.
Tell the best way to help a youngster who continuously asks, "Why?".
List ways of encouraging and of controlling the use of imagination.
Collect examples of the questions a five-year-old asks. Have a panel discussion on how to answer them.
List ways to handle a four-year-old whose natural response is always "No".
Given the knowledge of the typical developmental characteristics of children in this age group, write a short paper giving arguments for their involvement in nursery school, Head Start and kindergarten programs.

Teacher reference:
*The Developing Child*
pp. 257-336

Curriculum guide:
*Human Development*
p. 75, "A Word Picture of Preschool Children"
### SUGGESTED CONTENT IDEAS

From 6 to 10 years children tend to:
- Have fewer and less intense fears
- View overt demonstration of affection as childish
- Have unsettled emotions before emotions start to stabilize
- Become less self-centered and view self as one of a group
- Experience less family jealousy
- Seek approval of both age-mates and adults
- Appear rude, argumentative, and bossy at times as they strive toward adulthood
- Accept some responsibility and be cooperative
- Make gains toward self-control and independence
- Enjoy strenuous physical activities
- Make many of their own choices and decisions
- Have a great need for success and a feeling of accomplishment
- Be very curious – explanations should be worded for understanding, not detailed and complicated
- Be full of aggressive impulses – fight (physical and verbal), imitate adult activities, anxious to defeat adults
- Accept others for what they are and like to learn about each other’s customs and share ideas and experiences

### LEARNING OPPORTUNITIES

- Read and take notes from at least one reference on the characteristics of 6- to 12-year-olds.
- Discuss the characteristics of each age group.
- Sum up the characteristics by grouping as to "early school years" and "pre-teens".
- Be prepared to answer the following questions:
  - Why is it difficult to manage the six-year-old? Nine-year-old?
  - Seven-year-olds mimic language. What should be considered when speaking to them?
  - How do you entertain a seven-year-old? A nine-year-old?
  - Why is it said that eight-year-olds are a combination of opposites?
  - At what age does the adventurous spirit appear in a child?
- Write up a brief account of the rejection of some child or youth by the group. Include what happened and suggest a way to help the rejected child.
- Write an imaginary autobiography or a page in the diary of a youngster in the 6- to 12-year old age group. Bring out the characteristics of the stage and the developmental emphasis on achievement.
- Write an autobiography of an early adolescent based on personal recollections. Compare emotions and feelings with the general characteristics of this stage.
- Take the "Characteristic Quiz" on p. 76, Human Development.

### RESOURCES

- Learning About Children pp. 245-256
- Exploring Home and Family Living pp. 237-239
- Teen Horizons at Home and School pp. 35
- Homemaking for Teenagers, Book 1 pp. 51-54
- The Developing Child pp. 339-406
- Pamphlets:
  - Growing and Learning – The Early School Years
  - Understanding Your Child – From 6 to 12
  - Your Child From Six to Twelve
  - Now That You Are 6
  - Now That You Are 9
  - Now That You Are 10
  - Pre-Adolescents: What Makes Them Tick
- Films:
  - From 10 to 12
  - From Sociable Sixes to Noisy Nines
- Curriculum guide:
  - Human Development p. 76
Basic needs of children:
- Food
- Clothing
- Sleep
- Love and security

Guidelines in helping a child to live happily:
- Set a good example for him.
- Try to help him learn to help himself.
- Give him positive direction.
- Give him love and affection.

Infant care is a great responsibility for the sitter. Important skills he should have include:
- How to lift and hold the baby
- How and what to feed him
- When and how to dress him for bed
- What to do if he cries
- How to bathe a baby

View filmstrip, Babysitting: The Job – The Kids, Part II. Discuss filmstrip questions with emphasis on such things as: feeding children, bedtime emergencies, giving affection freely, being firm, treating children as individuals.

Discuss with other students ways of gaining experience with babies before being responsible for their care.

Read several references on caring for a baby.
List special needs of infants. Opposite each, describe how the need may be met.

Observe and take notes on an observation by a mother on how to bathe, diaper, feed, lift, hold and dress an infant.

Observe a trio of students give demonstrations bathing, diapering, feeding, lifting and holding, dressing a baby, using a doll if a baby is not available. One person demonstrates, one gives the commentary and one summarizes the main points on the chalkboard.

Compile a pamphlet collection for the department by each student writing for a publication on infant care and development. This could be a permanent resource center for babysitters in the school.

**Films:**
- A Baby's Day
- A Baby Sitter's Guide to Baby Care
- Babysitting: The Job – The Kids, Part II
- Bathing the Baby
- Feeding the Baby
- Infants and Learning
- Infants' Food Needs

**Pamphlets:**
- Infant Care
- Sitting Safely – Gerber
- The Newborn Counseling Series
- Your Baby's First Year
- Your New Baby

**Teaching aid:**
- Baby Care: Programmed Self-Instruction
- Understanding and Guiding Young Children
  pp. 47-50, 52-61

**Teen Guide to Homemaking**
pp. 397-402

**Living With Your Family**
pp. 211-218

**Baby and Child Care**
pp. 229-242
<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| The positive approach is well-used in soliciting cooperation from youngsters as the babysitter guides them through the routines which are necessary for their care. | Collect and display cartoons depicting mealtimes situations with children. | Filmstrip:  
Food Needs of Children  
Teaching Desirable Habits |
| Mealtime hints: Make the table attractive. Keep the conversation cheerful. Make his plate attractive. Serve small portions and offer seconds. Do not force him to eat. Be patient when introducing new foods. Help him learn to feed himself. Do not nag about table manners. Remove distractions from the room while he is eating. If he dawdles over his food for a long time, remove his plate. Avoid candy, and other sweets between meals. Do not encourage overeating. Avoid offering a child a taste of a food that he is not allowed to have. | Interview mothers to discover feeding problems they have had with children and their solutions. Make a list of ways to make food appealing to children. Dramatize the right and wrong ways of guiding a child into good eating habits. Plan luncheon menus made up of good foods to serve a one-year-old, a three-year-old and a five-year-old. Make comparisons. List foods usually given children as snacks, and evaluate their desirability. Make a class list of suggestions for developing cooperative attitudes in children at mealtimes. Role-play children who enjoy food and those who do not; those eating in a way approved by grownups and those receiving disapproval. Compare to personal feelings when disapproval is shown at mealtimes. | Enjoying Family Living  
Living and Learning With Children  
Introductory Homemaking  
Teen Guide to Homemaking  
Pamphlet: Sitting Safely - Gerber |
| Allowing a child to participate in the preparation of his food gives him a sense of accomplishment and tends to increase his interest. | | |
### SUGGESTED CONTENT IDEAS

**Clothing and dressing hints:**
- Children want to learn to dress themselves. With guidance most children are capable of performing these tasks at these approximate ages:
  - 1-1½ yrs. - pull off cap, socks, fumble with buttons
  - 1½-2 yrs. - take off all garments, attempt to put on shirt, etc. but with difficulty, may be able to push buttons through buttonhole, pull down zipper
  - 2 yrs. - try to put on all garments, but with limited success

Undressing precedes the ability to dress himself. By age two the child has mastered very few dressing skills and is easily frustrated. He wants to dress himself, however, and the sitter should be patient and let him do as much as possible.

Give children alternatives and then let them decide what to wear.

**Bathing hints:**
- Washing and bathing should be done before the child is let to play in the water.
- Never leave a young child alone in the tub.

### LEARNING OPPORTUNITIES

**Give reasons why the wise parent would:**
- Encourage the child to dress himself
- Purchase clothing that is easy to put on and take off
- Give the child a choice of two garments and let him decide which he prefers to wear today

- Assist a small child in dressing himself. Report his actions to the class. Make suggestions for ways to help a child learn to dress himself.
- Make a list of at least 10 characteristics to look for when purchasing children's clothing.
- Observe a display of clothing for children. Make a written evaluation of each item including the age for which it would be suitable, its good and bad characteristics.
- Home project:
  - Construct a simple child's garment which has self-help features.
  - React to the statement, "Choosing clothing can be an adventure for a child."
  - Give a young child a bath. Keep a diary of all happenings before, during and immediately following bathtime. Report to class.
  - Make a list of suggestions of ways in which bathtime can be handled which will encourage the child to enjoy the water. How will this aid him in learning to swim? Why is it especially important that children in South Florida learn to swim at an early age?

### RESOURCES

- **Enjoying Family Living:** pp. 178-183
- **Introductory Homemaking** p. 176
- **Teen Guide to Homemaking** pp. 405-406
- **Living and Learning With Children** pp. 43-44
- **Filmstrip:**
  - **Clothing Needs of Children**
<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
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<tbody>
<tr>
<td>Babysitters have more bedtime problems with children than any other kind. Therefore, it is most important that they know how to solve some of the more common situations.</td>
<td>Participate in a buzz session on bedtime problems with children. Topics might include:</td>
<td>Introductory Homemaking: p. 176</td>
</tr>
<tr>
<td>Bedtime hints:</td>
<td>What are some situations class members have encountered?</td>
<td>Teen Guide to Homemaking pp. 404-405</td>
</tr>
<tr>
<td>Prepare child for bed in a leisurely manner.</td>
<td>Does there seem to be a pattern of certain problems occurring at certain ages?</td>
<td>Pamphlet: Sitting Safely - Gerber</td>
</tr>
<tr>
<td>Avoid exciting games, stories, T.V. programs before bedtime.</td>
<td>What has class learned about a child's development at that age which might account for any common problems?</td>
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<tr>
<td>Avoid starting an activity if it cannot be completed before bedtime.</td>
<td>What effect do the activities immediately prior to bedtime have on the situation?</td>
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<tr>
<td>Never put a child to bed as punishment.</td>
<td>Why is it more difficult to get some children to go to bed?</td>
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<tr>
<td>Put toys away and remove any distractions from his room.</td>
<td>What should the sitter do if the child insists upon leaving the light on?</td>
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<tr>
<td>Be firm about not returning to his room over and over after he has gone to bed.</td>
<td>What should the sitter do if the child wets the bed?</td>
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<tr>
<td>Keep the house as quiet as possible.</td>
<td>How should nightmares or bedtime fears be handled?</td>
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<tr>
<td>See that the child goes to the toilet just prior to bedtime.</td>
<td>Make a class list of good activities for children just prior to naptime or bedtime.</td>
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<tr>
<td>Never ridicule or scold the child because of bedwetting.</td>
<td>Analyze some of the traditional children's stories such as &quot;Little Red Riding Hood&quot; and &quot;Humpty Dumpty&quot; for any terror elements which might cause bedtime fears or nightmares.</td>
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<td>Role-play what a babysitter might do with a child who is not sleepy and will not stay in bed.</td>
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<td>Add suggestions for pre-bedtime activities to Babysitter's Handbook.</td>
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<td>SUGGESTED CONTENT IDEAS</td>
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<td>RESOURCES</td>
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<tr>
<td>The need for love and security is just as basic and as important to total development as eating, sleeping and shelter.</td>
<td>Discuss ways in which babysitters can help a child overcome any feelings of insecurity he may have because his parents are gone and a less familiar person is caring for him.</td>
<td>Filmstrip: Keeping Children Happy</td>
</tr>
<tr>
<td>Children need the feeling of security they get through knowing that people love them.</td>
<td>React to the statement, &quot;A babysitter should not accept a job with a child she feels she could not love and enjoy&quot;. Make a list of ways in which a sitter can demonstrate her affection for a child.</td>
<td></td>
</tr>
</tbody>
</table>
| Some ways of showing affection:  
  Warm, friendly voice  
  A word of praise  
  Willingness to listen  
  Acceptance of his ideas  
  Pat on the shoulder  
  Interest in his activities and accomplishments | Write an original short fiction story about a day in the life of a toddler. Show how the people around him meet his needs in a manner which contributes to his development and gives him self-confidence and good feelings about his worth. |                                                                            |
Learning in play is the foundation for intellectual development.

Play is the really important business of early childhood just as school becomes the important business of later childhood and adolescence and a job is the business of an adult.

Play provides opportunity to:
- Practice skills
- Experiment
- Discover
- Solve problems
- Imagine
- Create
- Exercise
- Relieve tensions

Children's interests are many and varied and, therefore, play activities should be varied.

Play is a way to deal with anxieties and a way of expressing and communicating ideas and feelings.

A balance between active and passive play is essential if play is to contribute to the well-rounded development of the child.

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**SUGGESTED CONTENT IDEAS**

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<thead>
<tr>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>Explain the statement: Play is work for the child.</td>
<td>Learning About Children pp. 142-163, 205-223, 26-28, 155-177, 224-231, 261</td>
</tr>
<tr>
<td>Read Learning About Children, pp. 149-160, 205-222. Discuss play and play equipment appropriate for various age groups.</td>
<td>Understanding and Guiding Young Children pp. 77-80, 102-103, 119, 121, 128, 161-204</td>
</tr>
<tr>
<td>List games that are suitable for children of different ages.</td>
<td>Teen Guide to Homemaking pp. 406-410</td>
</tr>
<tr>
<td>Discuss: Will providing young children with a wide variety of play equipment necessarily increase their interest? Would it be bad to encourage boys and girls to play the same games much after they are five years old?</td>
<td>Teen Horizons at Home and School pp. 25-28, 102-105</td>
</tr>
<tr>
<td>Discuss how play helps a child to develop in each of these ways: physically, emotionally, mentally, and socially.</td>
<td>Enjoying Family Living pp. 143-150</td>
</tr>
<tr>
<td>Display pictures that are examples of various ways play aids development.</td>
<td>Living and Learning With Children pp. 155-177</td>
</tr>
<tr>
<td>Choose presents for three children. Give their ages and explain what each can learn from the toy or game chosen.</td>
<td>Exploring Home and Family Living pp. 256-266</td>
</tr>
<tr>
<td>Visit a toy store. Categorize the toys into kinds of activities, muscles used and the age of child for which they would be best. Describe value of each using the following questions as a foundation for evaluation: Is this safe, sturdy, artistic? How many ways can it be used? What age child can use it? What kinds of learning will it encourage? Is it worth the price?</td>
<td>Homemaking for Teenagers Book 1 pp. 74-76, 85-91</td>
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<td>Young Living pp. 69-74</td>
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<td>Introductory Homemaking pp. 175-176</td>
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<td>Child Care and Development pp. 236-251</td>
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<td>Child Growth and Development pp. 241-255</td>
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### Suggested Content Ideas

**Suggestions for choosing play materials:**
- They should be sturdy.
- Simple toys are more challenging than complicated ones.
- Consider not only the age, but the interests of the child.
- Select toys that are multi-purpose.

### Learning Opportunities

- List the three best and the three least desirable toys in the store.
- Arrange an exhibit of household objects with which young children would enjoy playing. Include pots and pans, oatmeal cartons, etc.
- Make some simple toys with which small children would enjoy playing. Display toys. Present a short talk about each toy, including:
  - How constructed
  - Cost
  - Appropriate age group
  - Other toys suitable for the particular age group chosen
  - Contribution to physical or intellectual development
- Class members evaluate each in terms of suitability and safety.
- Watch an educational T.V. program and list activities which reinforce learnings of the pre-schooler (i.e. Sesame Street, Mister Rogers, Captain Kangaroo). Watch a cartoon program and compare learning reinforcements.
- Survey children in the six to twelve year age group to discover games, T.V. programs and books they like. Compile a class list.
- Take a child for a walk. Notice what he sees that an adult might not notice, the questions he asks, and the things which give him pleasure. Report to class.

### Resources

- **Filmstrip:**
  - *Children's Play*
  - *Selecting Children's Toys*
- **Transparencies:**
  - *Importance and Selection of Toys*
- **Pamphlets:**
  - *Sitting Safely* - Gerber
  - *Sitting Safely* - Metropolitan
- **Teaching aid:**
  - *Play: Learning Medium*
- **Curriculum guide:**
  - *Human Development*
  - pp. 78-81
<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>Children enjoy stories that are &quot;made up&quot; or &quot;original&quot;, especially stories about themselves or their &quot;treasures&quot;.</td>
<td>Read <em>Learning About Children</em>, pp. 224-228. List kinds of books and stories appropriate for various age groups. Debate the value of comic books. Visit the library and make a list of books suitable for a child of a particular age. Observe the story hour in the local library if there is an opportunity to do this. How does the children's librarian present the books to the group? What is the response of the children? How are problems of behavior managed? Demonstrate how to read and tell stories to little children. Decide on ways to let the child take part in story telling. Select three books which would be good choices for a certain child. Consider his individual experiences and interests. Test out the selection by reading them to the child. Write an original children's story and discuss it with class members. Try making up a story and telling it to a child, giving the child a chance to join in by adding details, repeating phrases or giving replies to questions. The subject of the story may be an experience the child has had or it may be an imaginative experience. Which does the child seem to enjoy more? Is there a difference depending on the age of the child?</td>
<td>Pamphlet: The Children's Bookshelf</td>
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<td>SUGGESTED CONTENT IDEAS</td>
<td>LEARNING OPPORTUNITIES</td>
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<td>Collect in class as many varieties of material as students can find to use in a collage. As a class, construct a collage. During a nursery school &quot;Fun Day&quot; help a four- or five-year-old child collect materials and make a collage. Compare the ideas expressed to the one constructed in class.</td>
<td>Display and discuss art work of a group of pre-school children.</td>
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<td>Teach a group of children a simple game. Report to the class the method used and how the children reacted.</td>
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<td>Watch a group of children play with an empty carton. List all the things the carton became in their imaginary play.</td>
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<td>Visit a nursery school or kindergarten to listen to the teacher read a story with expression to the children, observe the organization, look for provisions made for active and passive play (activities and equipment or materials).</td>
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<td>Plan and conduct a one-day play school as a class group and/or observe children. (Suggestions for activities to include are found in preceding learning opportunities.)</td>
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<td>Home project idea: Give a party for a group of children of the same age.</td>
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<td>Curriculum Guide: A Nursery School in the Home Economics Program</td>
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<td>Betty Crocker's Parties for Children</td>
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Young children are governed by their emotions. For a child to be happy and well-adjusted, pleasant emotions such as happiness and affection need to outweigh unpleasant emotions such as anger, fear, shyness, and jealousy.

Common fears of young children:
- Being left alone
- Being dropped
- Animals
- Strangers
- Loud noises
- Strange places or situations

Children need help and guidance in developing habits and behavior which are acceptable.

Children who are guided to develop acceptable behavior problems are happier children.

Children learn acceptable behavior from direct teaching and from imitating good models.

Effective discipline should emphasize education, not punishment. It should emphasize to children what they should do, not what they should not do.

Discuss the following questions:
- Do happy children have fewer behavior problems?
- What emotions are most prevalent in a happy child?
- What emotions are most prevalent in an unhappy child?
- Do all children experience some unpleasant emotions?
- What are some common childhood fears?
- How can a babysitter help a child overcome them?
- Why is it important to encourage a child to talk about the things that anger or frighten him or arouse his jealousy?
- How can sibling rivalry create behavior problems?
- What are some of the possible causes of temper tantrums in young children?
- How can a sitter help a child cope with a temper tantrum?

React to this statement, "Most problem behavior in children could have been avoided by the actions and guidance of the parent or sitter".

Observe a group of children and be alert to the different ways in which they express anger and frustration. Evaluate situations which led to temper tantrums and suggest ways in which they might have been avoided.

Read at least one reference on good guidance techniques to use with children. Give examples to illustrate:
- Diverting their attention from undesirable actions
- Substituting desirable habit for undesirable one
- Using the positive approach

SUGGESTED CONTENT IDEAS

<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filmstrips:</td>
</tr>
<tr>
<td>Anxieties of Children</td>
</tr>
<tr>
<td>Discipline and Punishment</td>
</tr>
<tr>
<td>Special Daytime Problems</td>
</tr>
<tr>
<td>Understanding and Guiding Young Children</td>
</tr>
<tr>
<td>pp. 115-116, 127-129, 142-153</td>
</tr>
<tr>
<td>Child Growth and Development</td>
</tr>
<tr>
<td>pp. 309-347</td>
</tr>
<tr>
<td>Teen Horizons at Home and School</td>
</tr>
<tr>
<td>pp. 29-33</td>
</tr>
<tr>
<td>Introductory Homemaking</td>
</tr>
<tr>
<td>pp. 174-175</td>
</tr>
<tr>
<td>Young Living</td>
</tr>
<tr>
<td>pp. 57-59</td>
</tr>
<tr>
<td>Teen Guide to Homemaking</td>
</tr>
<tr>
<td>pp. 412-414</td>
</tr>
<tr>
<td>Exploring Home and Family Living</td>
</tr>
<tr>
<td>pp. 243-246</td>
</tr>
<tr>
<td>Homemaking for Teenagers Book 1</td>
</tr>
<tr>
<td>pp. 57-62</td>
</tr>
<tr>
<td>Living and Learning With Children</td>
</tr>
<tr>
<td>pp. 72-85</td>
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<tr>
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</tr>
<tr>
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<td>pp. 7-10, 313-320, 326-339</td>
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<td>To be effective in disciplining a child, one should:</td>
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<td>Care about the child</td>
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<tr>
<td>Have confidence and self-respect</td>
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<td>Be firm and follow through</td>
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<tr>
<td>Be clear about what is expected</td>
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<tr>
<td>Be consistent</td>
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<tr>
<td>Let the child learn from experience where possible</td>
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<tr>
<td>Leave the matter behind when it is over</td>
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<tr>
<td>In evaluating discipline, more emphasis should be placed on the effect the discipline has had on the child's attitude than the effect on his behavior.</td>
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<td>Ways of helping a child understand instructions:</td>
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<tr>
<td>Use simple words</td>
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<tr>
<td>Use facial expressions and gestures to make explanations more meaningful</td>
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<tr>
<td>Have the child repeat the instructions to be sure he understands</td>
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<td>Effective discipline:</td>
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<tr>
<td>Helps a child become more independent</td>
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<tr>
<td>Makes the child feel secure</td>
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<tr>
<td>Helps the child to get along with others</td>
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<tr>
<td>Makes a child want to behave</td>
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<tr>
<td>It is often difficult to tell if a young child's misbehavior is intentional.</td>
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<tr>
<td>SUGGESTED CONTENT IDEAS</td>
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</table>
| Ways to prevent behavior problems:  
  - Give careful instructions as to what the child can do  
  - Be emphatic when his safety is involved  
  - Keep the child amused and happy  
  - Do not punish unless directed by parents to do so  
  - Plan ahead to avoid conflicts  
  - Help the child deal with his unpleasant emotions  
  - Follow the family routine  
  - Distract child from undesirable activity | Invite a panel of parents to discuss their methods of disciplining young children. Ask them how they feel about babysitters punishing their children. Have them make suggestions for ways in which sitters can promote good behavior in children.  
  - Participate in a contest called, "Accentuate the Positive". Select a leader to read a negative statement used with children. Each student in turn is asked to give an acceptable positive translation. If he misses, he drops out. Continue until the top three "positive experts" remain.  
  - View films, Helping Your Child Feel Emotionally Secure, Parts 1, 2 and 3. Discuss the long-range effects of the discipline and guidance the children received in each situation.  
  - Visit a nursery school or kindergarten. Record instances of teacher guidance observed. or  
  - Invite a pre-school or kindergarten teacher to talk on effective guidance techniques which can be employed by a babysitter.  
  - Invite children of varying ages to a play-day planned and conducted by class members. Plan ahead to avoid behavior problems. Use effective guidance techniques. Evaluate the experience.  
  - Take the "Child Guidance I.Q." Quiz from Human Development, p. 83. | Films: Helping Your Child Feel Emotionally Secure, Parts 1, 2 and 3  
Curriculum guide: Human Development p. 83 |
It is most important that babysitters be aware of safety hazards to children and take precautions to prevent accidents.

A house where there are young children should be "child proofed" by arranging it so that dangerous items are where children cannot reach them.

Everyone trips over things that are out of place, so it is a good safety measure to keep a house in fairly good order.

<table>
<thead>
<tr>
<th>SUGGESTED CONTENT IDEAS</th>
<th>LEARNING OPPORTUNITIES</th>
<th>RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>It is most important that babysitters be aware of safety hazards to children and take precautions to prevent accidents.</td>
<td>Make a checklist to be used to survey a home—kitchen, bathroom, closets, garage, play yard, etc.—for possible safety hazards.</td>
<td>Learning About Children pp. 101-105</td>
</tr>
<tr>
<td>A house where there are young children should be &quot;child proofed&quot; by arranging it so that dangerous items are where children cannot reach them.</td>
<td>Make a bulletin board illustrating safety hazards to children found in the kitchen such as electrical outlets, hot pots and pans, knives, can openers, cleaning supplies.</td>
<td>Young Living pp. 61-62</td>
</tr>
<tr>
<td>Everyone trips over things that are out of place, so it is a good safety measure to keep a house in fairly good order.</td>
<td>Discuss the dilemma parents and babysitters face in wanting children to explore and not to be afraid, and at the same time wanting to protect them from accidents.</td>
<td>Steps in Home Living pp. 118, 122, 127</td>
</tr>
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<td></td>
<td>Given a list of situations or items, describe what a babysitter should do to keep a child safe. List might include:</td>
<td>Baby and Child Care pp. 529-542</td>
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<tr>
<td></td>
<td>Open windows</td>
<td>Teen Guide to Homemaking pp. 411-412, 428-429</td>
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<td></td>
<td>Stairway with no gate</td>
<td>Exploring Home and Family Living pp. 193-200</td>
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<td></td>
<td>Sharp knives</td>
<td>Living and Learning With Children pp. 54-69</td>
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<td></td>
<td>Aspirin</td>
<td>Homemaking for Teenagers Book 2 pp. 618-625</td>
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<td></td>
<td>Plastic bags</td>
<td>Homemaking for Teenagers Book 1 pp. 62-75</td>
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<tr>
<td></td>
<td>Electrical outlets</td>
<td>Child Growth and Development pp. 74-76, 173-175</td>
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<td></td>
<td>Discuss or dramatize what the babysitter should do in order to protect the child and make the situation an educational experience if the following situations occur:</td>
<td>Introductory Homemaking pp. 126, 175-179, 311-313</td>
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<td></td>
<td>Child found playing with matches</td>
<td>Lessons in Living pp. 326-333</td>
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<td></td>
<td>Young child found riding bike in the street</td>
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<td></td>
<td>Child found standing on kitchen counter</td>
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<td></td>
<td>Child climbed a tree too high and is crying to get down</td>
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</tbody>
</table>
Suggested Content Ideas

Babysitters should be alert to safety hazards in children's toys and play activities.

Learning Opportunities

Collect data on accidents occurring to children from newspapers, magazines, personal experiences, interviews with parents. Include such things as: date, type of accident, age of child, name of child, type of place where accident occurred, treatment needed. Determine what precautions might have been taken and whether the accident might have been avoided by better training and/or supervision of the child.

Observe children at play. Watch for activities or toys that may not be safe. Write down observations and make suggestions to improve the situation.

Listen to a student report on a survey made of a local toy store as to any toys there which appeared to be hazardous. Include should be an interview with the owner as to laws concerning toy safety, non-toxic paints, etc.

After reading at least one reference on emergencies, make a list of the steps which should be taken when handling emergencies which involve children. Include a list of people to turn to for help.

Invite a panel of guests from the Red Cross, public health service, local poison control center, fire department, police department, etc. to discuss emergency procedures with the class. Add these emergency numbers to "Information Sheet" in Babysitter's Handbook.

Resources

Pamphlets:
- A Formula for Child Safety
- Accidents and Children
- Fire! Look Out! Burns!
- Infant Care
- Panic or Plan?
- Sitting Safely - Gerber
- Sitting Safely - Metropolitan
- You're in Charge
- Your Child From One to Six
- Your Child's Safety

Teaching aid:
- Baby Sitter Safety Packet

Filmstrip:
- Keeping Children Safe

Film:
- Children At Play With Poisons

Transparencies:
- Safety for Children

Resource persons:
- American Red Cross
- Public health service
- Police and fire departments
- Poison Control Center

First Aid Textbook
<table>
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<tr>
<td>Observe a demonstration on the proper way to give artificial resuscitation and/or practice using dolls from the American Red Cross.</td>
<td></td>
<td>Film: Breath of Life</td>
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<tr>
<td>Participate in a class discussion with emphasis on developing judgement when meeting emergencies.</td>
<td></td>
<td>Teaching aid: Resus-kate dolls</td>
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<tr>
<td>How to stop profuse bleeding</td>
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<tr>
<td>Causes, symptoms and treatment for fainting</td>
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<tr>
<td>How to treat a severe head bump</td>
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<tr>
<td>How to handle a nose bleed</td>
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<tr>
<td>Why rapid treatment be given poison victims</td>
<td></td>
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<tr>
<td>What to do for a suspected fracture</td>
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<tr>
<td>&quot;Nature's way&quot; of caring for the eyes</td>
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<tr>
<td>What to do when a child is choking on a small object</td>
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<tr>
<td>How to treat a small cut or burn</td>
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<tr>
<td>What to do in case of a fire</td>
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<tr>
<td>What to do in case of a power failure</td>
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</tbody>
</table>
BIBLIOGRAPHY

*There is no one text which covers all the objectives of this course, but major textual materials are designated with an asterisk.

BOOKS


Betty Crocker’s Parties for Children. New York: Golden Press. 32.95.


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BOOKS, Continued


BOOKLETS AND PAMPHLETS


As Your Child Grows. #301. Child Study Association of America, 9 East 89th Street, New York, New York 10028. $.60.


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Children's Bookshelf, The. #607. Child Study Association of America. 3.95.

Discipline: Children Learn What They Live. #232. American Institute of Family Relations, 5287 Sunset Boulevard, Los Angeles, California 90027. 3.10.

Enjoy Your Child - Ages 1, 2 and 3. #PL 141. Public Affairs Committee, 381 Park Avenue South, New York, New York 10016. 3.25.

Fears of Children. #5-914. Science Research Associates, Inc. 3.86.

Fire! Look Out! Burn!. #FS 17.210:470. Superintendent of Documents. 3.15.


How Children Grow and Develop. #5-925. Science Research Associates, Inc. 3.86.

How to Discipline Your Children. #PL 154. Public Affairs Committee. 3.25.

How to Give Your Child a Good Start. #300. Child Study Association of America. 3.35.

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Now That You Are 5, Now That You Are 6, Now That You Are 8, Now That You Are 9, Now That You Are 10. Child Study Association of America. $1.50 each.


Phenomena of Early Development, The. Ross Laboratories, P. O. Box 668, Columbus, Ohio 40221. Free.


Self-Understanding: A First Step to Understanding Children. #5-1362. Science Research Associates, Inc. 3.86.


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3. Filmmstrips, Continued


Child Care Series. McGraw-Hill Films, 327 W. 41st Street, New York, New York 10036. $4.00 each, set of 4/15.00.

Child Care and Development Series. McGraw-Hill Films, 327 W. 41st Street, New York, New York 10036. $54.00/record, $59.00/cassette.

Infant Care Series. McGraw-Hill Films. $4.00 each, set of 6/22.50.

Infant Care and Development Series. McGraw-Hill Films. $54.00 w/record or $59.00 w/cassette.

Teaching aids


QUESTIONNAIRE FOR CHILD SITTING

Used as a means of evaluation at the beginning and end of a unit to determine the experience you have had with small children – not to be graded.

I. 1. Do you like children? 
2. Are there children in your home? 
3. Do your neighbors have children? 
4. Do you have nieces and nephews? 
5. Have you taught a Primary Sunday School Class? 
6. Have you ever cared for children while parents were away? 
7. Do you babysit as often as once a week? 
8. Do you like to play with children? 
9. Do you like to tell stories to children? 
10. Did you ever teach nursery rhymes to children? 
11. Do you ever make toys for children? 
12. Have you ever bathed and dressed children? 
13. Have you ever bathed an infant? 
14. Do you ever have trouble putting the child to bed? 
15. Do you ever prepare food for children? 
16. Do you ever serve food to children? 
17. Have you helped to feed preschool children? 
18. Do you like to take care of children? 
19. Do you tease children? 
20. Do you laugh at children? 
21. Have you directed play activity for children? 
22. Have you ever had the responsibility of taking a child to the toilet? 
23. Do your little brothers and sisters fight or quarrel? 
24. Do children irritate you?

II. Number the areas given below 1-5 in the order in which they have been a problem when caring for children (1=greatest problem, 5=least problem)

1. Feeding children
2. Making children obey
3. Putting children to bed
4. Quarreling
5. Bathing children

III. List any areas or situations you would like included in this course.
BABY SITTING

A babysitter's bag can be useful on many occasions. Select the articles in the bag so that you and the child can do things at the same time. The purpose of the bag or box is to provide imaginative activities for children.

Contents of Bag:
- Two pairs of blunt scissors, paste
- Old mail order catalog
- A dozen clothespins and some marbles
- Pieces of cardboard or hard wrapping paper or paper bags
- Pencils and pad
- Comb and tissue
- Bean bags
- A good book — Harjorie Plack's Ask Mr. Bear and other
- Box of crayons
- Purse and pennies
- Nails
- Wool scraps
- Clothes line—6-7 feet long

With the above articles you can carry on the following activities:

Croquet: Look two pins together and place them at intervals. Try to shoot marbles through them.

Per Store: Count pictures of items from catalog on cardboard, cut out and set up store, use purse and pennies to buy items from store.

Blow Bubbles: Blow bubbles in bathroom if it is raining outside. Use the straws from your bag.

Per Chain: Cut strips about an inch wide and six inches long from colorful pages of catalog. Paste ends together and beginning with the 2nd loop into the preceding ring before pasting together.

Hum Music: Use tissue over comb and hum through it. Hum familiar tunes and have the child do it, too.

Toss Bags: Very young children just like to toss the bags back and forth but older children will make an attempt to toss and catch or hit a target.

Stories, Read or Told: Stories make a hit all the time at any age if they are suitable. Read to child, but let him participate.

Pictures: Plenty of paper, colorful crayons and pencils are always safe to use with children, especially on rainy days.

Guessing Games: Which hand? How many? I see something red—what is it? All forms of guessing fascinates a child for a long period of time.