BABY-SITTING

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FUN AND MORE FUNDS

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Introduction

This is Isadora Mauldsby. She prefers to be called Dora, since “Dora” is easier for her friends to remember. You met Dora in your first 4-H Child Development Project. She has grown up a bit now just as you have. Dora is now six years old and has a baby brother.

This is Dora’s baby brother David. He is eight months old.

Dora and David’s favorite baby-sitters are Susie Q. and Joey D. Jones. So that you can become as good baby-sitters as Susie Q. or Joey D., Dora and David would like you to complete this unit of the 4-H Child Development Project. From it you can learn many things about how to care for infants and young children. This project can:

- Help you understand childhood in relation to other stages of life.
- Help you understand how children grow and develop.
- Help you develop skills to care for children.
- Provide experience in caring for infants and young children.
- Encourage you to examine ways of using child care knowledge.

The baby-sitters Susie Q. and Joey D. are almost thirteen now. They have observed and played with Dora for several years. They have also read about how children develop and have observed other children. They did volunteer work in a child care center for one year to help them know how children behave in groups.

What Is Childhood?

Joey D. suggests that if you want to become a baby-sitter, the first thing you should do is look at the “childhood” portion of life. A rather small part of our lifetime is
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spent as young children—perhaps only ten percent or less. But that short span of time is chock-full of growth and development. By the time the child is six years old, he has learned to eat solid food. He has also learned many of the social graces related to eating. He has learned to control his elimination of body wastes. He has learned how to relate socially and emotionally to his family members and some friends. He can run, hop, skip, and perhaps ride a bike.

A lot of physical change also takes place during the first six years of life. Just look at a newborn — — and then look at a six-year-old child.

Now see how you changed during the first six years of life. Look at pictures of yourself.

The following chart can help you understand how the time of early childhood compares to a complete lifetime. (Each link in the chain below represents one year.)

Johnny is 4 years old.

Johnny's mother is 25 years old.

Johnny's grandmother is 47 years old.

Johnny's great grandmother is 69 years old.

Johnny's great, great grandmother is 89 years old.
To make a chain chart, draw your present age compared to that of your parents and living grandparents. \((x = 1\ \text{year}; \ xx = 2\ \text{years}; \text{etc.)}\)

My age is ____ years.
My mother is ____ years old.
My father is ____ years old.
My mother's mother is ____ years old.
My mother's father is ____ years old.
My father's mother is ____ years old.
My father's father is ____ years old.
My mother's grandmother is ____ years old.
My mother's grandfather is ____ years old.
My father's grandmother is ____ years old.
My father's grandfather is ____ years old.

Even though early childhood is a relatively short span of time, it is an extremely important time for the child because so much development takes place then. It is also important because the child's attitudes toward life, work, and other people are largely formed during this period. These attitudes may remain with us throughout life.

**What have you learned so far from this project?**

1. 

2. 

3. 

### Figure 1. Development of Infants

<table>
<thead>
<tr>
<th>Age in Months</th>
<th>Motor</th>
<th>Social</th>
<th>Hearing and Speech</th>
<th>Eye and Hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Head erect for few seconds</td>
<td>Quieted when picked up</td>
<td>Startled by sounds</td>
<td>Follows light with eyes</td>
</tr>
<tr>
<td>2</td>
<td>Head up when prone (chin clear)</td>
<td>Smiles</td>
<td>Listens to bell or rattle</td>
<td>Follows ring up, down, and sideways</td>
</tr>
<tr>
<td>3</td>
<td>Kicks well</td>
<td>Follows person with eyes</td>
<td>Searches for sound with eyes</td>
<td>Glances from one object to another</td>
</tr>
<tr>
<td>4</td>
<td>Lifts head and chest prone</td>
<td>Returns examiner's smile</td>
<td>Laughs</td>
<td>Clasps and retains cube</td>
</tr>
<tr>
<td>5</td>
<td>Holds head erect with no lag</td>
<td>Frolics when played with</td>
<td>Turns head to sound</td>
<td>Pulls paper away from face</td>
</tr>
<tr>
<td>6</td>
<td>Rises on to wrists</td>
<td>Turns head to person talking</td>
<td>Babbles or coos to voice or music</td>
<td>Takes cube from table</td>
</tr>
<tr>
<td>7</td>
<td>Rolls from front to back</td>
<td>Drinks from a cup</td>
<td>Makes four different sounds</td>
<td>Looks for fallen objects</td>
</tr>
<tr>
<td>8</td>
<td>Sits without support</td>
<td>Looks at mirror image</td>
<td>Understands “No” and “Bye-bye”</td>
<td>Passes toy from hand to hand</td>
</tr>
<tr>
<td>9</td>
<td>Turns around on floor</td>
<td>Helps to hold cup for drinking</td>
<td>Says “Mama” or “Dada”</td>
<td>Manipulates two objects together</td>
</tr>
<tr>
<td>10</td>
<td>Stands when held up</td>
<td>Smiles at mirror image</td>
<td>Imitates playful sounds</td>
<td>Clicks two objects together in imitation</td>
</tr>
<tr>
<td>11</td>
<td>Pulls up to stand</td>
<td>Finger feeds</td>
<td>Two words with meaning</td>
<td>Pincer grip</td>
</tr>
<tr>
<td>12</td>
<td>Walks or side-steps around pen</td>
<td>Plays pat-a-cake on request</td>
<td>Three words with meaning</td>
<td>Finds toy hidden under cup</td>
</tr>
<tr>
<td>13</td>
<td>Stands alone</td>
<td>Holds cup for drinking</td>
<td>Looks at pictures</td>
<td>Preference for one hand</td>
</tr>
</tbody>
</table>

*Figure 1, continued*
Review from Child Development Project, Unit I:

1. What part of life does infancy include?

(various people give somewhat different answers)

2. Young children include those who are ___ to ___ years old.

What Are Young Children Like?

Susie reminds us that even though only a small portion of our life is spent in childhood, this is an extremely important part of life. It is the foundation upon which the rest of life is developed. To be a qualified baby-sitter you should begin to examine this developmental process. This will help you know what kinds of behavior to expect when you are sitting with a child of a specific age.

Though you must remember that each child is a unique individual, the following chart can help you have realistic expectations of the children you encounter. Knowing what to expect of children of different ages will help you feel comfortable with them.

Joey put together a chart (Figure 1) that will help you understand how infants develop.

<table>
<thead>
<tr>
<th>CHECK TO SEE WHETHER YOU UNDERSTAND FIGURE 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Answer the following questions by checking the appropriate blank.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 4-month-old infant can laugh and hold onto a cube.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 5-month-old can hold its head erect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An 8-month-old can be expected to walk alone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vocabulary of a 20-month-old is four words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pincer grip will be noted in the infant who is about 11 months old.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An 8-month-old infant will be unable to pass a toy from hand to hand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 22-month old infant will listen to very short stories.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>Activity</td>
<td>Milestone Description</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>Walks alone</td>
<td>Uses spoon</td>
</tr>
<tr>
<td>15</td>
<td>Climbs up stairs</td>
<td>Shows shoes</td>
</tr>
<tr>
<td>16</td>
<td>Pushes pram, toy horse, etc.</td>
<td>Tries to turn door knob</td>
</tr>
<tr>
<td>17</td>
<td>Picks up toy from floor without falling</td>
<td>Manages cup well</td>
</tr>
<tr>
<td>18</td>
<td>Climbs on to chair</td>
<td>Takes off shoes and socks</td>
</tr>
<tr>
<td>19</td>
<td>Climbs stairs up and down</td>
<td>Knows one part of the body</td>
</tr>
<tr>
<td>20</td>
<td>Jumps</td>
<td>Bowel control</td>
</tr>
<tr>
<td>21</td>
<td>Runs</td>
<td>Bladder control by day</td>
</tr>
<tr>
<td>22</td>
<td>Walks up stairs</td>
<td>Tries to tell experiences</td>
</tr>
<tr>
<td>23</td>
<td>Seats self at table</td>
<td>Knows two parts of body</td>
</tr>
<tr>
<td>24</td>
<td>Walks up and down stairs</td>
<td>Knows four parts of body</td>
</tr>
</tbody>
</table>

*Conceptual rather than chronological age.


Chart reproduced by kind permission from *A Paediatric Vade-Mecum* (9th edit. 1977) edited by Ben Wood, DM, FRCP.

II. Observe an infant’s development. Fill in the following blanks:

- Infant's age is ____________________.

- The infant's motor development is illustrated by ____________________

- The infant’s social development is illustrated by ____________________

- The infant's hearing and speech development is illustrated by ____________________

- The infant’s eye and hand coordination is illustrated by ____________________

Remember that charts such as the ones in this project book are based on averages. No child will be exactly average in every respect. What this means is that developmental charts such as this one can help you learn average child development, but you must not be alarmed when children do not develop exactly as the chart suggests.

People continue to develop throughout their lives. Development during childhood is extremely rapid and, therefore, easily noted. As people become adults, their development is usually quite gradual and not so easily noted, except over much longer periods of time.

The following chart will help you understand how children change as they develop from infancy through early childhood. Susie suggests that you not try to memorize this chart, but use it as a reference. You should read through it at least once. Then refer to it each time before you baby-sit, to help you know what kinds of behaviors to expect from the children you will be with.

**Remember:**
- A child's development may vary from the average.
- A child's behavior will depend somewhat upon the environment he has been in.

<table>
<thead>
<tr>
<th>Age of Child</th>
<th>Things to Observe about the Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Year-Old</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Has tripled his birth weight.</td>
</tr>
<tr>
<td></td>
<td>2) Can pull himself into a standing position. May be able to stand alone, or even walk.</td>
</tr>
<tr>
<td></td>
<td>3) Development is from head downward. Therefore, he may have better use of his finger, hand, and arm muscles than he has of his leg muscles.</td>
</tr>
<tr>
<td></td>
<td>4) He may be able to use a cup and a spoon in a rather crude manner.</td>
</tr>
<tr>
<td></td>
<td>5) He likes to feed himself, though often misses his mouth.</td>
</tr>
</tbody>
</table>
6) Though he may be able to use a spoon, he will very likely prefer to use his fingers.
7) He can remember people, where he threw a toy, or a visit to the doctor.
8) He may be afraid of people whom he has not seen before.
9) He can say a few words and understands the meaning of many more.
10) He enjoys mimicking and eliciting response from others around him.
11) He may still take two naps a day but possibly take one longer nap in the afternoon.

**Two-Year-Old**

1) Has good control of large muscles. He can walk, run, climb steps, and may learn to ride a tricycle.
2) Usually is able to be toilet trained. The two-year-old should never be punished when unable to control his bladder or bowel movements.
3) He is very active and has a short attention span. He is constantly on the move, going from one activity or toy to another.
4) He needs constant assurance that Mother is still there. Because of this, he will not play away from Mother (or Mother substitute) very long.
5) He is a climber and explorer.
6) The word “no” is one he often uses, maybe because he hears it so often or his vocabulary is limited.
7) He neither recognizes nor avoids danger. Hence he must be carefully supervised.
8) He may squeeze himself into spaces too small, will taste anything, and sometimes runs into the street just to be chased.
9) He can use blocks for building, follow very simple directions, and make short sentences.
10) He can recognize pictures of animals and people.
11) He is fun-loving, but his moods may change abruptly.
12) He likes having other children to play near but not with. He is unable to understand such concepts as “mine”, “yours”, and “share”.
13) An adult may be required to settle disputes for the two-year-old.
14) Disagreements are soon forgotten, and distraction with other toys or activities may be used quite effectively.

**Three-Year-Old**

1) He can run, climb, and throw. He has conquered tricycle riding.
2) He is refining large motor skills and beginning to concentrate on the development of small muscles. He may like to paste, or use blunt-end scissors or crayons.
3) He will play with toys he gets out for some few minutes before discarding them. However, he will not remember to put his toys away on his own.
4) He is able to express verbally most of his ideas. The best help for his speech is parents and other associates who use correct pronunciation and grammar. (If a major speech problem is suspected, he should be seen by a professional.)

5) He realizes that little boys and little girls are different. He may begin to identify with the parent of the same sex.

6) He is an imitator who is more likely to behave as he sees others behaving rather than as he is told.

7) At about 3 1/2, he may become less secure as he grows somewhat awkward. Such insecurity may manifest itself through such behaviors as thumbsucking, nail-biting, masturbating, whining, or nose-picking.

8) He may become obnoxious with his demand for attention. You must understand this as a phase of development and be patient but firm with the child.

Four-Year-Old

1) He is boisterous and verbal.

2) He is a high climber, fast runner, and hard kicker.

3) He screams and laughs loudly.

4) He can understand rules but feels compelled to "test" each one to the limit.

5) If he is dealt with patiently, but firmly, he will obey rules, but will see if he can get away with breaking every one.

6) He is extremely interested in things that he encounters in his environment such as bugs, worms, and flowers. He is also anxious to share his findings with others.

7) He may enjoy the sound of profanity, though he probably does not understand its meaning.

8) He enjoys such rowdy play as "cowboys", and wrestling.

9) He is quite frank about his feelings and has no qualms about telling you that he doesn't like you if things are not suiting him. However his negative feelings are usually short-lived.

10) He may not be able to distinguish fact from fiction. Stories that he hears may become real to him.

11) He likes scary, adventurous stories and he often fantasizes being the hero.

12) He can usually dress himself unless fasteners are difficult.

13) He is more likely to finish a task than he has been in the past, though his attention span is likely to be quite short.

14) He can learn rules for simple games, but may find them too trying to follow.

15) He likes to create spontaneously his own games, stories, and jokes.

Five-Year-Old

1) He is noticeably willing to cooperate and seems quite sociable.

2) In addition to being agreeable, he is rather self-sufficient.
3) He usually dresses, feeds, and toilets himself.
4) He expresses distinct preferences in clothing.
5) He is able to play with groups of children and abide by rules of simple games.
6) It is easier to work with groups of five-year-old children because they are able to follow simple directions and are usually willing to do so.
7) He has apparently reached a plateau of development so that he is secure enough to be a pleasant companion.
8) His readiness for group interaction allows him success in kindergarten.
9) He likes to count, and is refining his ability to cut, paste, and paint.
10) He may be introduced to peer influence in kindergarten.
11) He enjoys music, and his attention span will allow him to complete a picture he is drawing or coloring.
12) He grasps a pencil correctly and will draw circles, rectangles, triangles, and maybe even stars.
13) He seeks reassurance of love from parents and teachers.
14) He can usually settle disagreements himself through verbal means.

1) He encounters another step in the process of development and becomes more fearful, anxious, and frustrated.
2) He cries and dawdles.
3) His adjustment to school may be difficult, requiring much patience on the part of an adept teacher.
4) Indications of unreadiness, such as irritability, crying, nightmares, and bedwetting, may suggest the need for special consultation with his teacher.
5) Play is extremely important to him and win he must—even if it requires cheating to do so. Crying seems the only way to cope with losing.
6) He may have a ravenous appetite.
7) Because of his involvement with friends, his need for overt affection may decrease, but he still needs to know that his parents do still love him.


---

*To be sure that you understand how to use this information, please do the following exercises:*

A. Observe a two-year-old for twenty minutes. List six behaviors that you observed about the child:

1. 
2. 
3. 
4. 
5. 
6. 


B. Of the above six behaviors that you observed, how many and which ones are mentioned in the preceding list of things to observe about a two-year-old?

1. 

2. 

3. 

4. 

5. 

6. 

C. Observe a five-year-old for thirty minutes. List seven behaviors that you observed about the child:

1. 

2. 

3. 

4. 

5. 

6. 

7. 

D. Of the above seven behaviors that you observed, how many and which ones were listed in the preceding list of things to observe about a five-year-old?

1. 

2. 

3. 

4. 

5. 

Dora has learned that one thing that makes Susie and Joey good baby-sitters is that they always seem to understand her. They have realistic expectations for her and they plan things to do with her that she enjoys.

Following are some activities that are suggested for use with children of different ages. You may also wish to refer to the Appendix of Unit I, 4-H Child Development Project, for some sug-
Susie and Joey helped Dora try some of these with David. She was thrilled to be able to play some games with him.

**Age of Child**  
**Some Things You Can Do With The Child**

**Less Than 1 (3-12 Months)**

1) Shake a rattle first on one side of the infant, then on the other.

2) Play peek-a-boo.

3) Play pat-a-cake.

4) Loosely tie one end of a soft ribbon around the ankle or wrist of the infant and the other end to a mobile hung over the infant's crib. Do this for just a few minutes every day. See how long it takes the infant to learn to move the mobile.

5) Place a mat on the floor. Gently place the infant on the floor. Lie down beside the infant and mimick him. Kick when he kicks; coo when he coos, etc. Watch for the infant to do something and then wait for you to do the same thing.

6) Hold the infant before a mirror to let him see himself.

**One-Year-Old**

1) Show the child pictures and identify the animals or objects in the picture (examples: dog, cat, horse, chair, boy). You may use magazines or picture books, or you may cut pictures from newspaper or magazines and paste them on stiff paper (construction) to use with the child.

2) Let the child throw a large ball to you. Roll the ball back to the child.

3) The child will enjoy nesting toys that he can manipulate. He will enjoy putting things in containers. Two or three small blocks (not small enough to be swallowed) and a couple of margarine tubs will make a nice toy.

4) Soft, stuffed, cuddly toys are enjoyed at certain times.

5) If the one-year-old is walking, a pull toy will be fun.

6) He likes to play with people. Such things as walking while holding onto the hand or hands of a bigger person; being chased by someone who is on-all-fours; and being lifted high in the air are all enjoyed by the one-year-old child.

7) May enjoy outdoor water play when the weather is warm, but should never be left alone in or near any amount of water.

8) He will enjoy climbing steps. The child must not be left with unsupervised access to stairs, but must practice climbing steps.
9) He may enjoy a pounding toy.
10) Household items such as pie tins and wooden spoons may be the child's favorite toy.

1) He will enjoy hearing nursery rhymes and may learn to repeat simple ones.
2) He will like to see pictures of himself as an infant.
3) Simple stories that include familiar objects and family members as characters will intrigue the two-year-old.
4) He will enjoy climbing and running.
5) He likes to be chased, but beware, lest he run into the street or some object that may hurt him.
6) He can build with blocks.
7) He can enjoy playing in the sand.
8) He will likely enjoy water play in a shallow pond, but must never be left unsupervised for even a minute.
9) He may enjoy a pull-toy.
10) Pounding toys and sorting toys (shape, size, or color) may be enjoyed.
11) He will enjoy music and may dance to music.
12) He may enjoy some simple puzzles.
13) He will enjoy an outdoor climbing apparatus.
14) Wheeled toys will be challenging for him.

1) He will enjoy short, action stories. These he will want repeated numerous times.
2) He will enjoy nursery rhymes set to music.
3) He will enjoy sorting games. Make this functional by letting the three-year-old sort socks for you.
4) He may enjoy dramatic (make-believe) play.
5) He will likely enjoy play dough and finger painting. Be sure that these activities are done in play areas or outdoors.
7) He will enjoy cutting with blunt-end scissors.
8) Pastings will be fun (and messy). Be sure that you protect furniture, etc. from the paste.
9) He will enjoy imitating grown-ups in whatever they do. (Examples: dusting, sweeping, mowing the grass, raking, hammering, mailing, etc.)
10) He will enjoy a tricycle and other wheeled toys such as a wagon.
11) Outdoor climbers, swings, and slides will be excellent. Be sure that they are safely spaced and anchored.
Four-Year-Old

1) He will enjoy make-believe stories. He may need help at times to distinguish fantasy from reality, but he is capable of understanding the difference.

2) He can enjoy music and will learn songs rather easily.

3) He may enjoy play dough and finger paints for relatively short periods of time. However, because the four-year-old is so boisterous, he will more likely enjoy active play.

4) He will enjoy materials to help him examine his environment. Such things as a magnifying glass, an insect observatory, or water scope will be fun for him.

5) A kite made from straws will be fun.

6) He may enjoy playing ball and will be more adept at this activity than at a younger age.

7) He can enjoy a scooter and a tricycle.

8) He will enjoy outdoor play equipment and space that allows him to develop large muscles.

9) He will enjoy boisterous play with older persons and may have to be reminded not to be too rough.

10) He will enjoy planting a garden or seeds in a pot.

Five-Year-Old

1) He will enjoy having stories read to him.

2) He will like group-singing games (examples: Ring-Around-the-Rosy; London Bridge, etc.).

3) He will enjoy coloring and finger painting.

4) He will enjoy making things from play dough.

5) He may begin bicycle riding with training wheels.

6) He will enjoy swings, tree houses, slides, climbers, drums, and other such equipment.

7) The five-year-old will be able to complete bead-stringing projects, pictures, and pasting projects.

8) He will enjoy playing in a water sprinkler.

9) He will enjoy planting a garden of vegetables and flowers.

Six-Year-Old

1) May be interested in reading for himself.

2) He may enjoy puzzles with smaller pieces.

3) He will enjoy playing in groups and is quite competitive. You might wish to run races or play hop scotch with him.

4) He will likely be rather adept at bicycle riding.

5) He will enjoy ball games, jump rope, and skipping.

6) He will enjoy blowing bubbles. (Pop-tops wrapped with masking tape).
Find a child of each of the following ages and try one of the activities listed for that age.
Record the child's response to the activity.

Three-year-old child's name ____________________________________________
How did the child respond to the activity? ________________________________

Four-year-old child's name ____________________________________________
How did the child respond to the activity? ________________________________

Six-year-old child's name ____________________________________________
How did the child respond to the activity? ________________________________

This chapter has helped you understand how infants and young children develop. It has also helped you learn of some activities that young children of different ages enjoy.
Joey and Susie refer to this chapter often when they do baby-sitting. They hope that you will too.

Qualifications and Ethics of Baby-Sitting

In the first two chapters of this project you were given opportunities to learn about childhood and how children develop. These are extremely important for baby-sitters to know. However, Susie and Joey remind us that expert baby-sitters know many other things involved in baby-sitting.

Answers to the six following questions will help you understand what baby-sitting is really about.

1. Just What Is Baby-Sitting?

A baby-sitter is a VIP (Very Important Person). This means that you must be a very reliable, responsible person. A good baby-sitter is a person: 1) who can always be depended upon, and 2) a person who is knowledgeable about children. A baby-sitter must also enjoy children. Most 12- to 14-year-old people do like children, and children like them. Children are active and young people enjoy playing active games with them.

Baby-sitting is quite a business. There are perhaps over one million baby-sitters in this country. That is a sizeable group. Though it is not a formally organized group, its members do have some things in common. You might like to organize
the baby-sitters in your school or community.

Because children need routines, baby-sitters should try to do things as much like parents as possible. This does not mean, of course, that you become the parents. Remember, though, that you are the temporary parent substitute!

2. Are You Qualified to Be a Good Sitter?

Baby-sitters are required to be healthy. First of all you need to feel good to be able to keep up with young children. They are very active and need constant supervision. When they are awake they require active older persons around. Then, of course, you would never want to expose a child to a contractible disease, such as a cold.

3. What Kind of Employers Are Parents?

As a baby-sitter, you will most likely be employed by a parent. Neither all parents nor all employers are alike. Therefore, you will want to be somewhat selective about the parents that you choose to work for. Some will be reliable and kind. Others will be less considerate of you. You can get some idea about the kind of employers a parent will be by their general attitude toward their children and you.

Parents are also selective about the baby-sitter they employ. The successful baby-sitter will leave the home where he/she worked in at least as good order as it was upon arrival. Parents are not likely to call a sitter a second time if they return to a house in shambles. On certain jobs, the baby-sitter may be able to do minor chores such as washing dishes or straightening up a living room, or picking up toys. However, you should not be asked to watch children and do regular housekeeping.

4. How Do You Handle Emergencies?

Safety of the child is a sitter's primary concern. You must learn what to do in case certain emergencies—such as fire, a child's swallowing poison, or being injured—do occur. It is a constant protection for yourself and others if you know what to do in case of such emergencies.
5. What Do You Do With Children?

Children enjoy doing many different things, but activities should be planned so that they are right for the child. The child must have developed muscular control to experience some success at the activity. Also, the activity should present some challenge to the child. Finally, the activity must be safe for the child. There are many "fun" things to do with children. Baby-sitting will provide you an opportunity to do many of these things.

6. How Do You Manage the Business of Baby-Sitting?

When you are thinking about going into the business of baby-sitting you must consider sound business practices. How much time will you be able to devote to your business? How much money will you need to invest in your business to make it a success? How much profit can you anticipate making from your business?

What are six questions to ask before you decide to become a baby sitter?

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

6. __________________________________________

Answer the following questions to see what you have learned so far.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Baby-sitting does not require reliability.

A baby-sitter doesn't need to understand children.
have to say "no" to a baby-sitter when she asked if she could bring a friend over. They felt that this put them in an uncomfortable situation. So please remember not to ask parents for these kinds of privileges.

Baby-sitters must be knowledgeable. They need to know a great deal about children. They should know how children develop and what can be expected of children at different ages. They must also know some activities to do with children. If baby-sitters are working with infants, they must know how to change diapers, feed, and bathe a baby. They must know how to handle emergencies, and how to handle their baby-sitting business.

Trustworthiness is a necessary trait of baby-sitters. Children are their parents' most valued asset. They can only feel comfortable to leave them in the care of someone they trust. Baby-sitters are also entrusted with household items including food. The availability of these items must never be interpreted as an invitation to use them. Only when parents offer food or other items such as records or books should you use them. The decision to read while on the job should be considered carefully even while children are sleeping. Susie says that trust should be reciprocated—baby-sitters can be trusted by their employers and vice versa!

Perhaps the most important qualification for a baby-sitter is that he/she like children and enjoy interacting with them. Children are quite sensitive and will "know" right away whether the baby-sitter likes them. Children enjoy playing games with their sitter. This is why Dora and David enjoy Susie and Joey so much. They always plan special things to do with them.

Joey believes that a review of what you have learned from this chapter will help you become an outstanding baby-sitter. The following activities will help you with the review.

Why are baby-sitters required to be healthy?

1. 

2. 

How healthy are you?

How many respiratory infections (colds, flu, etc.) did you have during the past year? 

How many days of school have you missed due to illness during the past six months? 

Do you eat a well-balanced diet? 

18
List the foods you ate during the past 24-hour period. Categorize them into the four basic food groups.

<table>
<thead>
<tr>
<th></th>
<th>Breads/Cereals</th>
<th>Milk/Milk Prod.</th>
<th>Fruits/Veg.</th>
<th>Meat/Fish/Poultry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is your immunization record up to date?

<table>
<thead>
<tr>
<th>Immunization</th>
<th>Date of Immunization</th>
<th>Is Immunization Up To Date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPT (Diptheria, Tetnus, Pertussis)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubeola (Red measles)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tetnus/Diphtheria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mumps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuberculin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are you dependable?

Do people often have to wait for you when you have an appointment?

__________________________________________________________________________

How many times were you late getting to school during the past six months? ___________

Were there things that you said you would do, but were unable to do during the past three weeks? _______________________________________________________________________________________

Why were you unable to do them? _______________________________________________________________________________________

List three things that you said you would do and did satisfactorily on time during the past three weeks.

1. ________________________________________________________________
How trustworthy are you:
Under what conditions would a baby-sitter eat food while baby-sitting?

Would a baby-sitter ever entertain friends while baby-sitting?

Would a baby-sitter ever look through personal papers of people for whom he/she is baby-sitting?

Can you be trusted to carry out the parents' requested routine for the child?

This chapter has introduced you to a number of things involved in baby-sitting. A further discussion of some of these will follow in other chapters of this project.

Baby-Sitting

The Skills of Baby-Sitting

Well qualified baby-sitters are needed in our society. Mothers and fathers find times when they either must leave their young children or when they choose to leave their children for social reasons. When these times arise, parents want to be able to get a qualified sitter—someone who knows how to take care of children and someone who is trustworthy.

Describe a situation that would require a baby-sitter:

A qualified baby-sitter is one who can take and follow directions. Joey and Susie always take pencil and paper with them when they go to a baby-sitting job. This is so that they can write down directions that are given by parents. If the parents are in a hurry, Joey insists on taking enough time to get directions for feeding, bathing, and sleeping routines; where parents can be located; and emergency telephone numbers.

Why does a baby-sitter always take a pen or pencil and paper with him/her?

The skills required of baby-sitters are extremely important if you are to succeed. Can you imagine a secretary who could not use a typewriter efficiently? The skills that you will need to have in order to be a well qualified baby-sitter are:

- How to handle emergency situations such as a fire, an overflow of plumbing fixtures, or injury of a child.
- How to diaper an infant or young child.
- How to feed an infant or young child.
- How to bathe an infant or young child.
- How to keep a child involved in safe activity.
-How to set up your baby-sitting business.

In this chapter you should learn something about developing these skills. This will help you feel confident about your job of baby-sitting.

Handling Emergencies

On most baby-sitting jobs, everything will go smoothly. However, sooner or later you are sure to encounter some emergency. Knowing what to do at such a time can make the difference in a successful baby-sitter and an unsuccessful one.

Always get emergency telephone numbers from parents and keep these near the telephone for quick access. You may wish to develop a chart similar to the one in Appendix A for this purpose. You can make such a chart each time you go to baby-sit.

To learn what to do in case of fire, you and your 4-H leader could arrange to have a fireman speak to your 4-H club. Be sure to tell the fireman that you are learning how to be a qualified baby-sitter. This will help him to know how to best help you. You might also have a fire drill in a home with a young child so that you can practice this procedure.

FIREMAN'S NAME: __________________________

DATE OF PRESENTATION: __________________

SOME THINGS YOU LEARNED: _____________

The Red Cross and other medical groups may offer courses in your community that will teach you what to do in case a child is poisoned, bitten by a snake or insect, chokes, or needs cardiopulmonary resuscitation. They can also teach you first aid that will help you know what to do in case of injuries ranging from a simple abrasion to more serious ones such as a broken bone. If you and your 4-H leader will arrange for your entire club to participate in such classes, you will not only be helping yourself become a qualified baby-sitter, but also helping your 4-H club members learn how to handle emergencies.

Ask parents where the water supply to the house, plumbing fixtures, and appliances can be cut off. This is important to know in case a washing machine or commode begins to overflow.

Invite a police officer to speak to your club about personal safety while baby-sitting. The officer will suggest precautions to take for the safety of the child, yourself, and the home.

What are some possible emergency situations that every baby-sitter should be prepared to manage adequately? _____________

__________

Diapering

Diapering an infant or young child is not difficult if you have developed skill in this task. Ask the parent to show you the routine usually used for diapering the child with whom
you are sitting. Some things to remember about diapering any infant or young child are:

- Assemble equipment needed before you begin.
- Use a crib or such safe place to diaper the child.
- Never leave the child unattended.
- When pins are removed from the soiled diaper, do not stick them through the mattress cover. Pin holes reduce the effectiveness of water-proof mattress covers. Be sure that pins are placed out of reach of the child.
- Remember to be very careful when pinning the clean diaper. Keep your fingers between the child and the pin.
- Place the soiled diaper so that feces and/or urine do not get on the crib or floor.
- Be sure to cleanse the buttocks of the child with a soft damp cloth.

Bathing

The best way to learn how to give an infant a bath is to practice with supervision. To complete this project you should ask your 4-H leader to help you arrange to practice bathing a baby using a doll at first and then an infant. There are some things that you should always remember about bathing an infant or young child. Some of these are:

- Always wash your hands before you begin.
- Assemble the materials that you will need before you begin. (Wash cloth, towels, soap, clean clothing, etc.)
- Bathe the infant or young child in a comfortably warm room and away from drafts.
- Never leave an infant or young child unattended during the bathing process. Children can drown in very small amounts of water, and they can slip and fall easily on wet surfaces. If you must attend to another child while you are giving one a bath, take the child you are bathing with you.

You and your 4-H leader may want to arrange to have a parent or a nurse demonstrate to your 4-H club how to diaper a baby. After you have learned how, you may want to give a demonstration to your group. The best way to become proficient at such a task is to practice. You can first practice on a doll. Then practice with an infant or young child.

Joey remembered the time he diapered David, and when he picked David up, the diaper fell off. Infants and young children may not lie absolutely still while they are being diapered. This can make it difficult to get the diaper pinned snugly enough, but not too tight.

- Always be extremely careful not to get soap in the child’s eyes.
- Always check the temperature of the water to be sure it is not too hot or too cold.

To help other 4-H’ers learn how to bathe a baby, you could either learn the procedure and give your club a demonstration or you and your 4-H leader might arrange for a parent or nurse to teach the group this procedure.
Feeding

There are many things to learn about feeding young children. Surely you will want the parent to explain the routine he/she uses when feeding the infant or child. Be sure that you know times for feeding and amounts of food to be given. Some things to remember are:

- Wash your hands carefully and thoroughly before you begin.

- Be sure that the food is not too hot. Place a drop of milk (if giving a bottle) or a small amount of solid food on the inside of the wrist to check the temperature. It is the correct temperature when it feels neither hot nor cold. Sometimes parents may not warm certain refrigerated foods for young children.

- Wash the child’s face and hands before and after feeding. When giving an infant a bottle, remember to burp the baby after about 3 or 4 ounces of milk have been taken. To do this, place a clean diaper on your shoulder and lift the infant so that its head rests on your shoulder. You may also hold the infant in a sitting position on your lap. If the infant is quite young, remember to provide support to the spine, neck, and head. Burping rids the infant of air which is taken in during the sucking process. Such air may cause the infant to have pain and/or a feeling of discomfort.

- Feed children slowly, but not so slowly that they become bored.

- Children should be encouraged to feed themselves. This can be done by providing them the right eating utensils and by giving them finger foods. Though the young child may be able to feed himself, you will still need to remain nearby to be sure that all goes well. You will want to talk with the parents about whether the child feeds himself.

- When the child has finished eating, clean up any spilled food in the area (on chairs, table, floor, walls).

Learning to feed an infant will require observation and practice. Ask your 4-H leader to help you arrange this.

Which skills does a baby-sitter need to have?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Activities

Activities for children should be planned specifically for the child involved. You must consider the developmental stage of the child so that the child will not be bored or frustrated. Susie remembered trying to entertain Dora with a rattle when she was five years old. Dora did not find this toy interesting because it was designed for an infant. See Chapter 2 of this project for suggestions on appropriate toys and activities for infants and young children.

The safety of activities for infants and children should also be carefully considered. Joey and Susie designed the following checklist to help them determine whether toys are safe.
Can the toy be broken easily, resulting in exposed sharp edges and/or small pieces that could be swallowed?

Are there pins or sharp wires used in the construction of the toy?

Can the toy be cleaned?

Are toy dyes and/or paints safe?

Are toys free of sharp points?

Are toys made of soft materials?

Are outdoor toys such as swing-sets, stable, placed away from walls, other play areas, and free of sharp edges?

Are toys in good repair?

Will other children in the family be endangered by the toy?

Chapter 2 of this project provides some suggestions about things to do with children of different ages. Also, the Appendix of "The Mystery of Isadora" (Florida Extension Publication 4-H-355) lists a number of activities that you can do with young children.

Your local librarian can suggest references that will offer you activity suggestions. If you need further help, contact your local 4-H agent.

Where will you find suggestions for activities to do with children while you are baby-sitting?

Bedtime

Be sure that you understand parents' expected bedtime for children, and what their bedtime procedure is. For example, if an infant is not accustomed to being rocked to sleep, he will be stimulated and kept awake by the rocking motion. Slightly older children may try to talk you into allowing them to stay up past their usual bedtime. A kind, but firm, approach to bedtime usually convinces the child that you are in control of the situation. This is reassuring to the child and will make it easier for the child to relax and go to sleep.

The Business of Baby-Sitting

Susie and Joey found that applying sound business practices to their baby-sitting business made it successful. They liked being orderly about their appointments and record keeping. They felt more accomplishment with well-kept records. A well-designed routine prevented problems on the job.

First, Susie reminds you that business and play should be separated. It is good for you to enjoy your work, but do not plan to entertain friends while you are at work. Susie and Joey usually baby-sit separately. Occasionally they
work together if they are sitting for a family that has several children. However, when they do this, they are quite serious about their responsibility. They have trained together and work well as a team. There are times when such a team business can be effective.

Financial Records

A good business manager maintains accurate financial records. This allows you to know whether you are operating your business in the black or in the red. If your business is costing you more than you are earning, then it is in the red. If you are making a profit, then you are operating in the black. Appendix B can serve as a guide to help you set up such a record. You may want to ask an accountant or a bookkeeper for more help in setting up your business records. Your 4-H leader should be able to help you arrange this.

Appointments

Joey says it is absolutely necessary to keep a calendar for appointments. When he first began baby-sitting he thought he could always remember the time and date he was scheduled to baby-sit. But he forgot an appointment one night. He was very embarrassed when the parents called. Appendix C is a sample of a baby-sitter's calendar.

You must remember to arrive promptly at the agreed-upon time for baby-sitting. The parents of the children for whom you are sitting will be depending on you to arrive on time. When you schedule the appointment, you should plan to arrive at least 15 minutes before the parents leave. You will need this time to get instructions (be sure to write these down), learn the layout of the house, and have a chance to talk with the child and the parent together.

Some children will cry when the parents leave. Usually this does not last long, especially if you have some interesting activity to engage the child in right away. Soon, you will have made such friends of the children that they will just be happy to see you come to sit with them. This is an indication that you are doing a fine job.
Materials Needed

You will need some equipment to carry on a baby-sitting business. A pen and pad are essential for writing instructions and telephone numbers. Don't expect the parents to provide these for you. Masking tape may be used to post instructions and telephone numbers near where they are needed. However, be sure that you ask about sticking up even masking tape, before doing so. As suggested earlier, a record book and a calendar are essential.

The expense of travel to and from your sitting appointments must be considered. Your parents may contribute this to your business; you may include transportation in the arrangements you make with the parents; or you may contribute to your parents' gasoline bill to cover this expense. Maybe you can use public transportation to get to your clients or you may bike to and from your baby-sitting appointments.

An effective baby-sitter's activity kit can be assembled for very little expense. The container for the materials may be a heavy weight bag, preferably with handles. It could be either paper, cloth, or heavy vinyl. Do not use a light-weight plastic bag that could smother a child. The container might also be either a box (cardboard or plastic), or a basket.

The contents of your baby-sitter's kit can vary from person to person and from time to time. The age of the child for whom you are sitting will guide you in your selection of items. For an infant you may want to include a...
safe rattle, a clean, safe stuffed toy, smooth spools on a ribbon, or other such appropriate toys.

Older children will enjoy stories, songs, play dough, etc. Children who can help make things will enjoy materials to work with. Simple projects can be done with scrap materials in short periods of time.

Music can be an excellent medium for working with children. Children also enjoy and need encouragement to do body movement routines.

Additional help in developing your kit may be found through books listed in the bibliography of this project. You may also get help from your local library.

What are materials a baby-sitter needs to conduct his/her business?

---

Advertising

You can advertise your business in a number of ways. You may simply let your family's friends know that you are interested in baby-sitting. You might choose to run a classified advertisement in the newspaper. A number of places, such as grocery stores or laundromats, have bulletin boards available to place such notices. Child-care-center directors, pediatricians, and church personnel could be sent letters telling your qualifications and other relevant information.

There may be some expense to this and you will want to consider this when you are thinking about your initial and maintenance investments. You will also want to consider whether you and/or your parents want to use some of the methods suggested above. For example, you may not want to publish your telephone number in the newspaper or post it on a public bulletin board.

Write an advertisement that you might run in the classified section of the newspaper or post on a public bulletin board.

---

Fees Charged

The fees charged for baby-sitting services will vary from place to place and situation to situation. You and the parents for whom you are sitting should agree upon a fee rate per hour before the sitting is done, however. Ask among other teens in your community to learn about average rates charged. Susie suggests that your 4-H leader may help you arrange a conference with someone from your local employment office to talk about wages. Discuss wages with your parents or friends to get their ideas about appropriate fees to charge.

You will want to consider transportation, whether meals and snacks are included, number of children you will be caring for, whether there is an infant among the children, time of day you are asked to sit, and other special needs such as food preparation.

You may develop a fee schedule similar to the following.

**Baby-sitting Fee Schedule**

Basic rate for 1 child aged 2-10
per hour between 10:00 a.m.
and 11:00 p.m.
(per hour after 11:00 p.m.)
Basic rate for 1 infant ages 6 weeks-2 years per hour between 10:00 a.m. and 11:00 p.m. (per hour after 11:00 p.m.)
Meal preparation per hour additional
Bathing per hour additional
Each additional child per hour additional
Each infant per hour additional
Prices in this fee schedule should not be arbitrarily chosen. They should compare with charges made for baby-sitting in your community.

How much will you charge for baby-sitting?

Now that you have completed this chapter you should be ready to begin baby-sitting or improve your present baby-sitting practice. Joey and Susie found that the knowledge they gained and the skills they developed while baby-sitting were helpful to them in a number of ways. To learn about some of these, continue to the next chapter.

Where Can Baby-Sitting Skills Be Used?

Joey and Susie are pleased that they have had the opportunity to share with you what they have learned about baby-sitting. They are glad that they invested some of their resources in becoming qualified baby-sitters. The following discussion will help you know some additional ways you will be able to use your baby-sitting skills.

Self-Understanding

Knowing how to take care of young children can help you understand your own needs more thoroughly. It will also help you understand other people, both old and young. This is helpful in getting along with people throughout your life.

What is one thing that you learned about yourself from doing this project?

Understanding Siblings

If you have young siblings (brothers and/or sisters) you will feel comfortable when asked to care for them. When you know how to do something well, the task is always easier. Baby-sitting for siblings can be an excellent way to help your family, or earn money.

Have you baby-sat for your siblings?
Yes No
If yes, how much money did you save your family?

Volunteer Work with Children

Sometimes you may be asked to help care for children in groups. You may even wish to volunteer at sometime to work with a group of neighborhood children, a religion class, or a child care center. As a qualified baby-sitter, you will be prepared to serve such a group in a responsible way.
Which groups in your community might you volunteer to serve? 

programs or child care centers for people who understand and work well with children. Being an assistant in such a program will provide you a means for earning money and for developing competency in a career.

Studying Child Development

Should you decide to study child development in depth, you will find that your knowledge and skill developed through becoming a qualified baby-sitter will be a help to you. You will already have a foundation upon which you can build a sound understanding of children.

Working With Children

There may be jobs available in recreation

List five ways that you are able to use in your community the knowledge and skills that you have learned from this project.

1. 
2. 
3. 
4. 
5.

REPORT FORM CHILD DEVELOPMENT PROJECT—UNIT II

YOUR NAME: ____________________________ YOUR AGE: 

NAME OF YOUR CLUB: ____________________________ COUNTY: 

YOUR 4-H LEADER'S NAME: ____________________________

TODAY'S AVERAGE LIFE EXPECTANCY IS APPROXIMATELY 72.5 YEARS. WHAT PERCENT OF THIS IS SPENT IN INFANCY AND EARLY CHILDHOOD?

IN THE INTRODUCTION OF THIS PROJECT, FIVE OBJECTIVES ARE LISTED. WHICH OF THESE WERE YOU ABLE TO ACHIEVE AND HOW (BRIEFLY)?

OBJECTIVE 1. ____________________________

HOW ACHIEVED: ____________________________

OBJECTIVE 2. ____________________________

HOW ACHIEVED: ____________________________
OBJECTIVE 3. 


HOW ACHIEVED: 


OBJECTIVE 4. 


HOW ACHIEVED: 


OBJECTIVE 5. 


HOW ACHIEVED: 


IN CHAPTER 2 OF THIS PROJECT, YOU ARE ASKED TO OBSERVE SOME CHILDREN OF DIFFERENT AGES. PLEASE REPORT YOUR OBSERVATIONS.

INFANT'S NAME: ____________________________ AGE: _____
LENGTH OF OBSERVATION: ______________________ DATE OF OBSERVATION: ______
WHAT YOU LEARNED: ____________________________

CHILD'S NAME: ____________________________ AGE: _____
LENGTH OF OBSERVATION: ______________________ DATE OF OBSERVATION: ______
WHAT YOU LEARNED: ____________________________

CHILD'S NAME: ____________________________ AGE: _____
LENGTH OF OBSERVATION: ______________________ DATE OF OBSERVATION: ______
WHAT YOU LEARNED: ____________________________
IN CHAPTER 2, YOU ARE ALSO ASKED TO INVOLVE CHILDREN IN SOME ACTIVITIES. PLEASE REPORT WHAT YOU DID.

CHILD'S NAME: ___________________________________________ AGE ______

ACTIVITY: _________________________________________________

CHILD'S NAME: ___________________________________________ AGE ______

ACTIVITY: _________________________________________________

CHILD'S NAME: ___________________________________________ AGE ______

ACTIVITY: _________________________________________________

CHAPTER 3 CONCERNS QUALIFICATIONS AND ETHICS OF BABY-SITTING. PLEASE WRITE A DESCRIPTION OF THE IDEAL BABY-SITTER, FROM YOUR POINT OF VIEW.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

CHAPTER 4 DEALS WITH THE SKILLS AND BUSINESS OF BABY-SITTING. REPORT BELOW THE ACTIVITIES YOU COMPLETED FOR THIS CHAPTER.

WHY DO WE NEED BABY-SITTERS IN OUR SOCIETY?

1. ____________________________________________________________

2. ____________________________________________________________

WHAT DID YOU DO TO LEARN HOW TO HANDLE, IN A BABY-SITTING SITUATION, EACH OF THE FOLLOWING EMERGENCIES?

FIRE: ________________________________________________________

________________________________________________________________________
________________________________________________________________________

STRANGER AT THE DOOR: ___________________________________________

________________________________________________________________________
________________________________________________________________________
CHILD FALLS AND BREAKS ARM:  


CHILD SWALLOWS POISON:  


A QUALIFIED BABY-SITTER NEEDS CERTAIN SKILLS. WHAT DID YOU DO TO DEVELOP EACH OF THE FOLLOWING SKILLS?

DIAPERING AN INFANT:  


BATHING AN INFANT OR YOUNG CHILD:  


FEEDING AN INFANT OR YOUNG CHILD:  


WHAT SHOULD YOU CONSIDER WHEN CHOOSING A TOY FOR AN INFANT OR YOUNG CHILD?

1.  

2.  

3.  

4.  

5.  

BABY-SITTING REQUIRES POSITIVE INTERACTION WITH INFANTS AND YOUNG CHILDREN. TO FULFILL THE REQUIREMENTS OF THIS PROJECT, YOU SHOULD SPEND A MINIMUM OF 15 HOURS INTERACTING WITH EITHER AN INFANT, YOUNG CHILD, OR GROUP OF YOUNG CHILDREN BEFORE YOU QUALIFY AS A BABY-SITTER. YOU MAY CHOOSE TO COMPLETE THE REQUIREMENT FOR THE 4-H CHILD DEVELOPMENT PROJECT—UNIT I. IF YOU
HAVE ALREADY DONE THIS, ATTACH A COPY OF YOUR RECORD OF THAT PROJECT. RECORD BELOW WHAT YOU DID WITH CHILDREN TO FULFILL THIS REQUIREMENT.

NAME OF CHILD YOU INTERACTED WITH: ______________________ AGE: _____

LENGTH OF TIME SPENT WITH CHILD: ______________________ DATE: _____

WHAT YOU DID WITH THE CHILD: ____________________________________

_________________________________________________________________

NAME OF CHILD: ______________________ AGE: _____

LENGTH OF TIME WITH CHILD: ______________________ DATE: _____

WHAT YOU DID WITH THE CHILD: ____________________________________

_________________________________________________________________

NAME OF CHILD: ______________________ AGE: _____

LENGTH OF TIME WITH CHILD: ______________________ DATE: _____

WHAT YOU DID WITH THE CHILD: ____________________________________

_________________________________________________________________

NAME OF CHILD: ______________________ AGE: _____

LENGTH OF TIME WITH CHILD: ______________________ DATE: _____

WHAT YOU DID WITH THE CHILD: ____________________________________

_________________________________________________________________

NAME OF CHILD: ______________________ AGE: _____

LENGTH OF TIME WITH CHILD: ______________________ DATE: _____

WHAT YOU DID WITH THE CHILD: ____________________________________

_________________________________________________________________

ADD PAGES TO COMPLETE THIS PART OF YOUR RECORD, IF NEEDED.
LIST ITEMS YOU INCLUDED IN YOUR BABY-SITTER'S KIT.

1. __________________________________________ 7. __________________________________________
2. __________________________________________ 8. __________________________________________
3. __________________________________________ 9. __________________________________________
4. __________________________________________ 10. __________________________________________
5. __________________________________________ 11. __________________________________________
6. __________________________________________ 12. __________________________________________

ATTACH TO THIS RECORD THE FOLLOWING ITEMS:
1. A copy of your financial record.
2. A copy of any advertisement you used.

TO COMPLETE THIS PROJECT, YOU SHOULD DO A MINIMUM OF 10 HOURS OF BABY-SITTING. RECORD BELOW THE BABY-SITTING YOU DID.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Name of Child</th>
<th>Amount Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

APPENDIX A

VERY IMPORTANT TELEPHONE NUMBERS

Where parents will be
Nearby friend
Or relative
Or neighbor
Children's doctor
Fire Department
Police Department
Poison Control Center
Ambulance
Hospital

Very important telephone numbers

Where parents will be
Nearby friend
Or relative
Or neighbor
Children's doctor
Fire Department
Police Department
Poison Control Center
Ambulance
Hospital
APPENDIX B
Financial Record

<table>
<thead>
<tr>
<th>DATE</th>
<th>RECEIPTS</th>
<th>DISBURSEMENTS</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 3</td>
<td>Purchased pen, note pad, &amp; masking tape</td>
<td>3.47</td>
<td>-3.47</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Purchased gasoline for car</td>
<td>5.00</td>
<td>-8.47</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Baby-sat for Jones Family</td>
<td>7.00</td>
<td>-1.47</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Baby-sat for Smith Family</td>
<td>10.00</td>
<td>8.53</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Purchased crayons, newsprint, and flannel</td>
<td>4.00</td>
<td>4.53</td>
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<tr>
<td>Feb 12</td>
<td>Baby-sat for Smith Family</td>
<td>5.00</td>
<td>9.53</td>
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<tr>
<td>Feb 13</td>
<td>Baby-sat for Aker Family</td>
<td>5.75</td>
<td>15.28</td>
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<tr>
<td>Feb 14</td>
<td>Baby-sat for Jones Family</td>
<td>14.50</td>
<td>29.88</td>
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<tr>
<td>Feb 20</td>
<td>Purchased story book</td>
<td>2.69</td>
<td>27.19</td>
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<tr>
<td>Feb 24</td>
<td>Baby-sat for Olson Family</td>
<td>3.00</td>
<td>30.19</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Purchased gasoline</td>
<td>10.00</td>
<td>20.19</td>
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</tbody>
</table>
Bibliography


This public document was promulgated at a cost of $3835.00 or $0.96 per copy, to provide to 4-H youth information about child development and baby-sitting. 9-4M-84