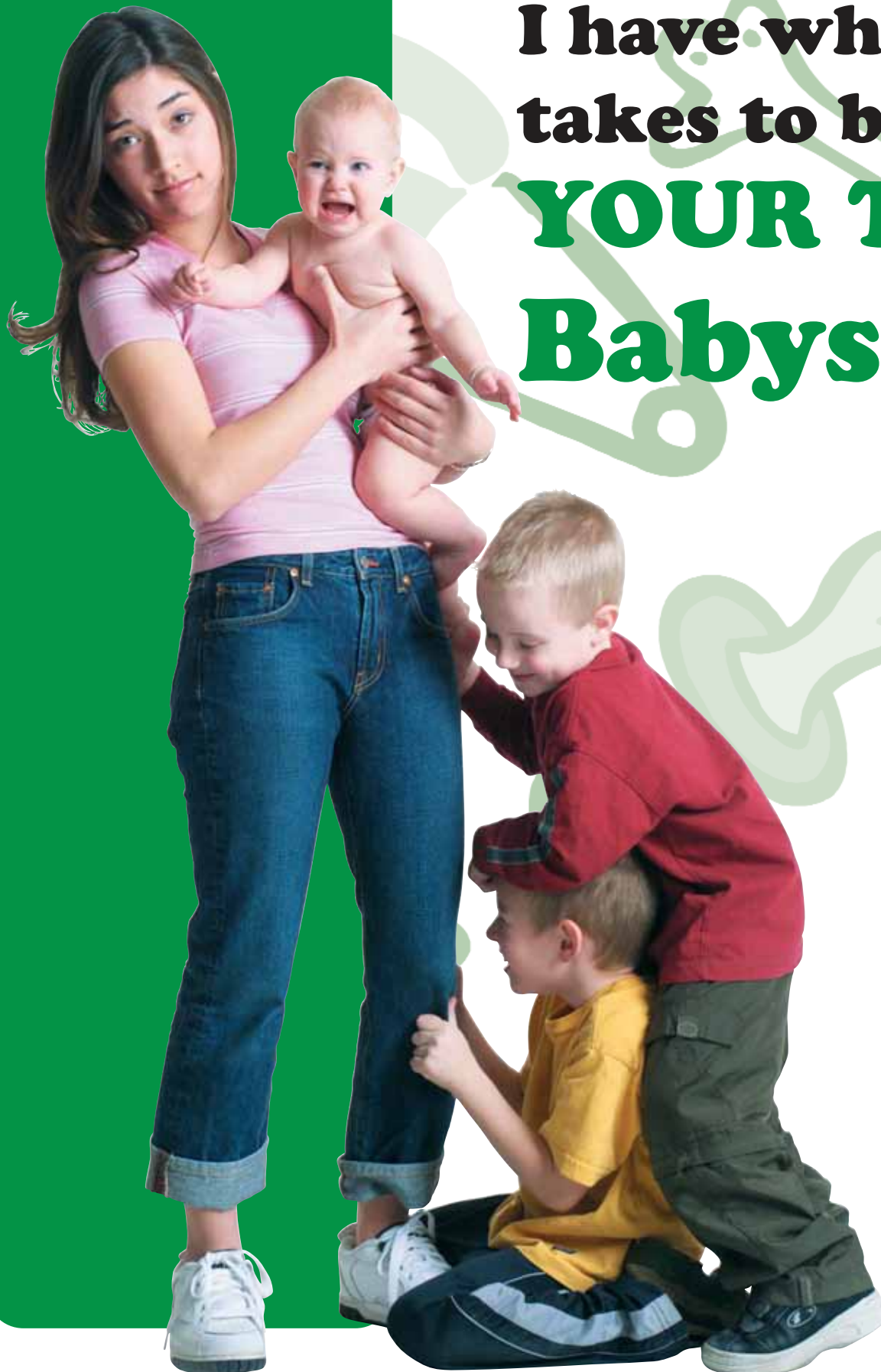


**Student
Guide**



**I have what it
takes to be
YOUR Teen
Babysitter**



4-H/Army Child & Youth Services

Student Babysitting Guide

This Babysitting Curriculum Guide for Youth is designed to help middle school and teenaged youth learn what it takes to be a responsible, caring, trustworthy, competent, capable and safe babysitter. The core content is based on contributions from the following individuals:

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The Instructor and Student Babysitting Guides have been developed in support of 4-H/Army Child & Youth Services outreach efforts. The material is based upon work supported by the 4-H/Army Youth Development Project, a partnership of the U.S. Army Child & Youth Services and National 4-H Headquarters, Cooperative State Research Education and Extension Service, U.S. Department of Agriculture and the Kansas State University, under special project number 2003-48558-01716.

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4-H/Army Child & Youth Services

Student Babysitting Guide

Introduction

This curriculum was developed in support of Army Child & Youth Services and National 4-H outreach efforts. It is comprised of two guides, an Instructor Guide and a Student Guide, and an interactive CD Rom. The CD Rom can be used in a Youth Technology Lab, Mobile Technology Lab or home computer. It contains questionnaires, games and scenarios meant to support each Chapter in the course and make the course fun. Other Program Support Materials include an information card and an Army Child & Youth Services Implementation memo. These materials are accessible on the Army Child & Youth Services professional website and through National 4-H. Each lesson follows the 4-H Experiential Learning Model which is explained in Appendix D on page 141 of the Instructor Guide

Objectives

The objectives of the program are to:

Familiarize the teens with the responsibilities of babysitting.

Provide the necessary information for them to become capable, caring, trustworthy and responsible sitters.

Teach the skills and techniques needed for teens to become competent babysitters.

Help teens develop the confidence needed to handle situations that could happen when they babysit.

Help teens develop a positive attitude about the care of children.

Prepare teens in the business aspects of babysitting.

How to use this Guide:

The Student Guide is organized in the same Chapter configuration as the Instructor Guide. Each teen taking the course should receive a Student Guide and CD Rom. Lessons in the Student Guide include background information, tips, pages to take notes on and worksheets.

What is 4-H?

4-H is a nation-wide youth development organization which offers support and educational opportunities to youth ages 6 through 18. It has a 100-year history of successfully meeting its mission. Babysitting is only one of its many programs. If you are interested in learning more about 4-H, visit: www.4h-usa.org or ask your youth program staff.

What is Army Child & Youth Services?

Army Child & Youth Services provides child care and youth supervision to the Army's workforce. The Child & Youth Services system offers a variety of full day, part day, hourly and outreach options for eligible children and youth ages 4 weeks to 18 years. In 1997 Military Child Care was designated by President and Mrs. Clinton as the "model for the nation." Additional information can be found at www.armymwr.com. Click on Family Child & Youth Services.



Babysitting Curriculum Student Guide

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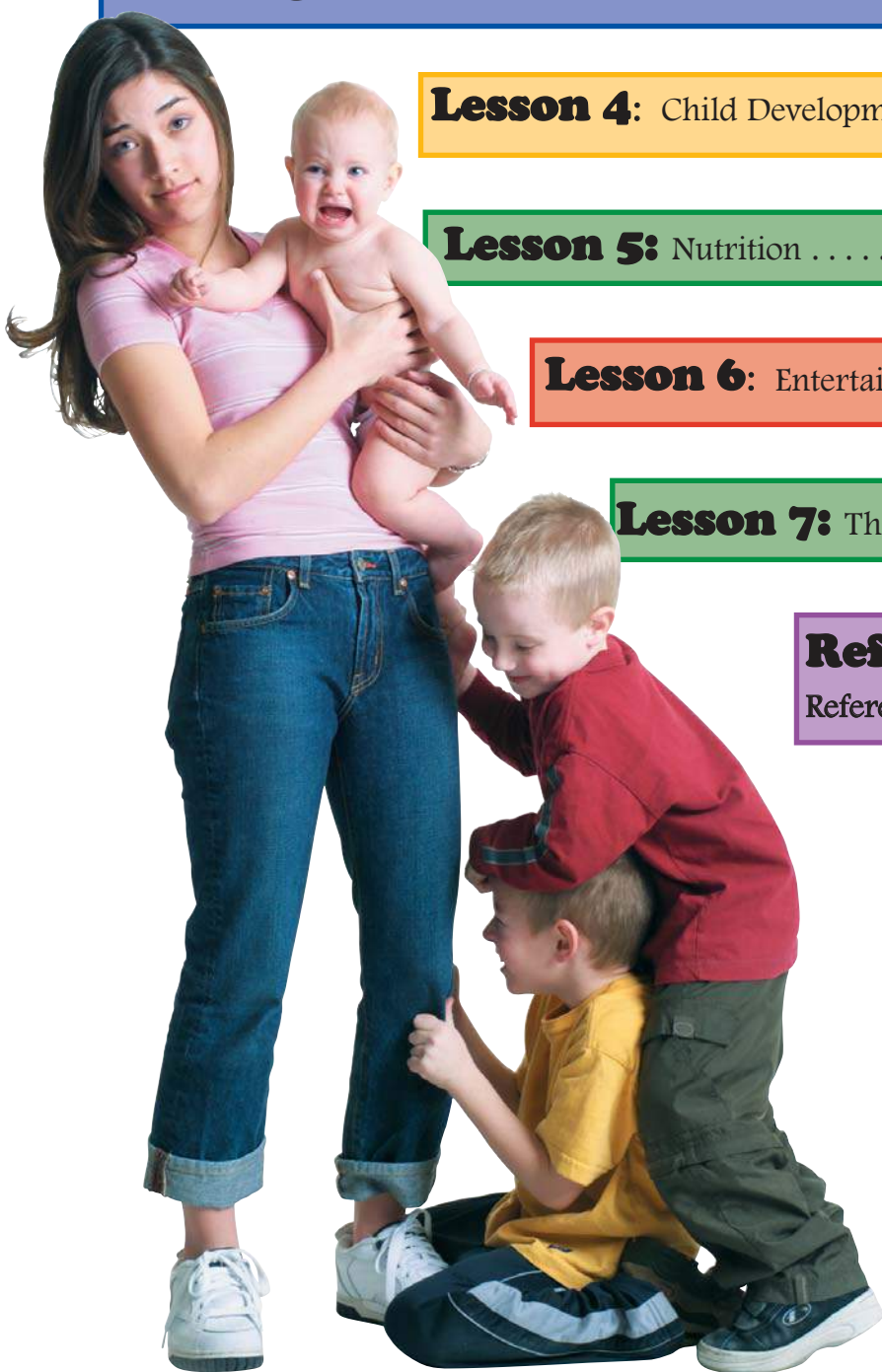
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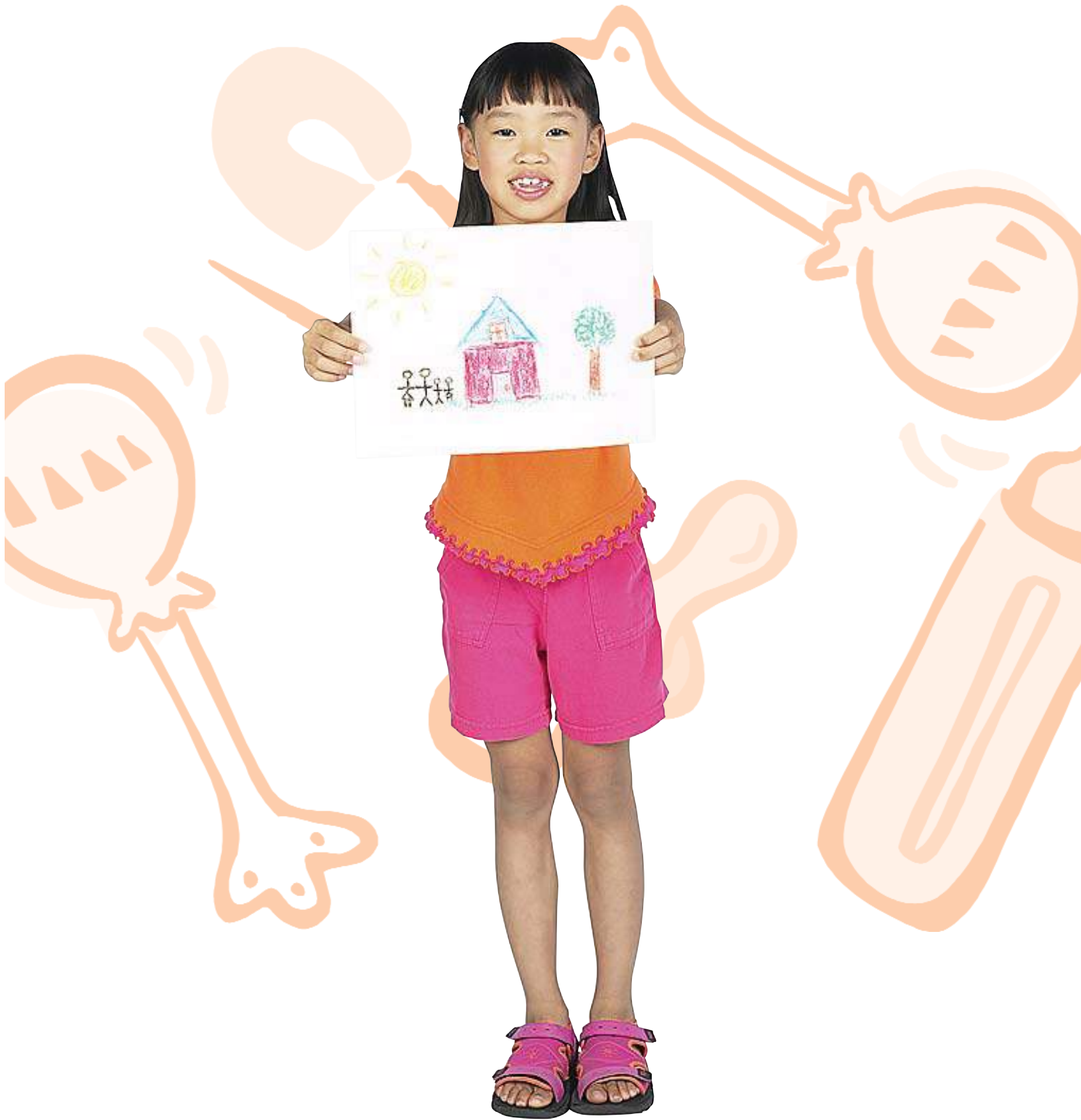
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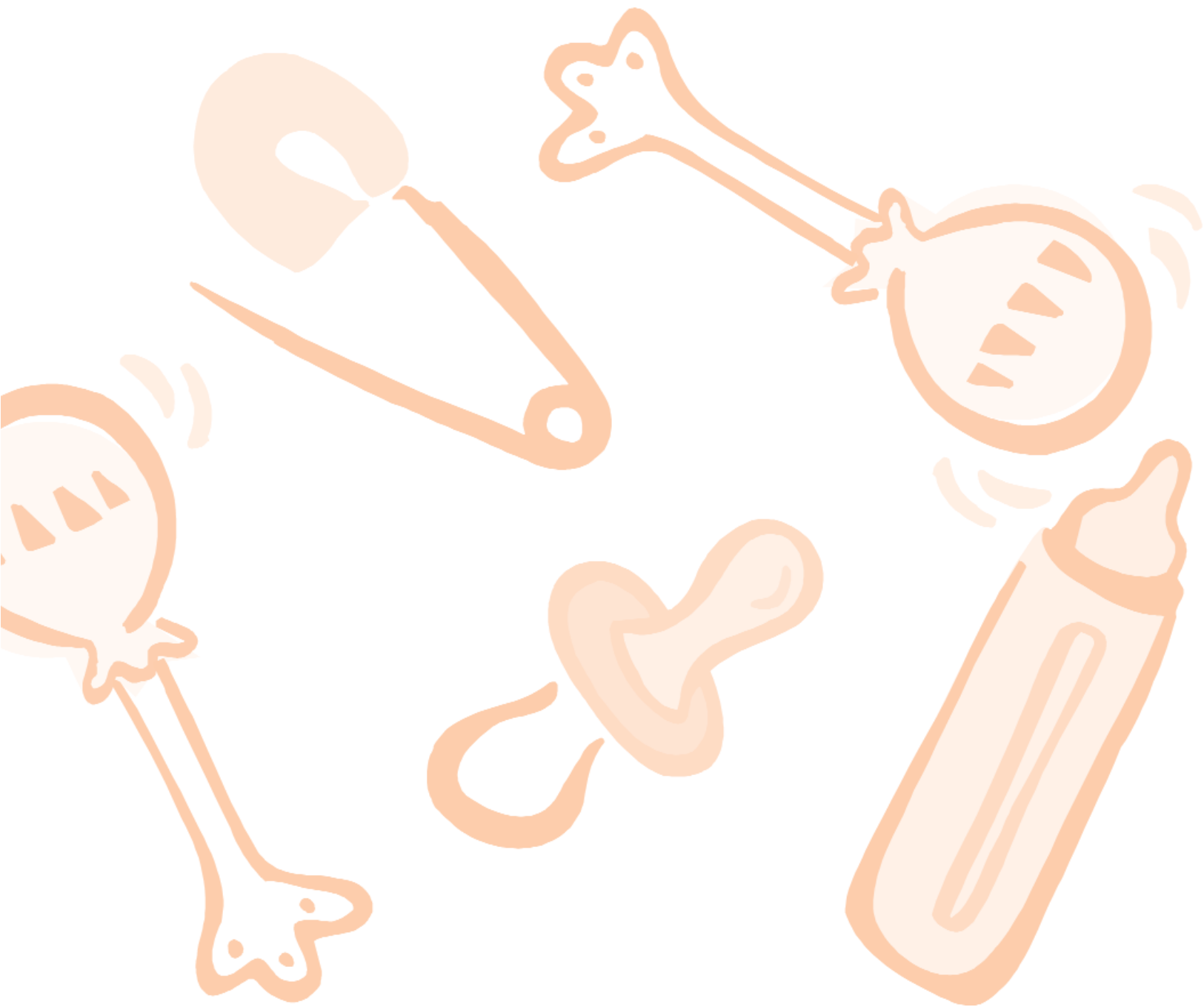
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**Welcome to the 4-H/Army
Child & Youth Services
Babysitting Course!**



Welcome to the 4-H/Army Child & Youth Services Babysitting Course!

By taking this course, you will develop the skills needed to be a caring, trustworthy, responsible, and competent babysitter. You will learn how to care for children, how to solve problems, how to keep children safe and happy, how to talk with parents and adults, how to make responsible decisions, and how to handle emergencies. You will engage in hands-on activities, learn from guest speakers, do role-plays, use your creativity and have fun while learning!

This specialized course is made possible by the partnership between 4-H and Army Child & Youth Services.

Who is a person of character?

A person of character is a good person, someone to look up to and admire. S/he knows the difference between right and wrong and always tries to do what is right. A person of character sets a good example for everyone and makes the world a better place. A person of character makes a wonderful babysitter!

As a babysitter, you have a unique opportunity to help younger children learn more about character. To do this you must first know and practice the Six Pillars of CharacterSM.

Your babysitting role is all about leadership, and Army families know the best way to lead is by example. As a baby-sitter, your first task is to be sure that you are a person of character!



Just like pillars support a building and keep it from falling down under heavy loads, pillars of character support us in our lives. The Josephson Institute has identified Six Pillars of CharacterSM that are valued in cultures all over the world. They are:

Trustworthiness

Integrity

Do

- ✓ Stand up for your beliefs, follow your conscience, and remain honorable and upright.
- ✓ Live by your principles no matter what others say.
- ✓ Have the courage to do what is right and to try new things even when it is hard or costly.
- ✓ Build and guard your reputation.

Honesty

Do

- ✓ Tell the truth and nothing but the truth.
- ✓ Be sincere.
- ✓ Be forthright and candid.

Reliability

Do

- ✓ Keep your promises.
- ✓ Honor your word and commitments.
- ✓ Be dependable.
- ✓ Do what you are supposed to do.
- ✓ Return what you borrow.
- ✓ Pay your debts and be on time.

Loyalty

Do

- ✓ Stand by and protect your family, friends, school and country.
- ✓ Be a good friend.
- ✓ Look out for those who care about you.
- ✓ Keep secrets of those who trust you.

Respect

Golden Rule

Do

- ✓ Treat others the way you want to be treated.
- ✓ Respect the dignity, privacy and freedom of all individuals.
- ✓ Value and honor all people, no matter what they can do for you or to you.
- ✓ Respect others' property - take good care of property you are allowed to use and don't take or use property without permission.
- ✓ Respect the autonomy of others - tell them what they should know to make good choices about their own lives.

Tolerance and Acceptance

Do

- ✓ Judge others on their character, abilities, and conduct without regard to race, religion, gender, where they live, how they dress, or the amount of money they have.
- ✓ Be tolerant, respectful, and accepting of those who are different from you.
- ✓ Listen to others and try to understand their points of view.

Nonviolence

Do

- ✓ Resolve disagreements, respond to insults, and deal with anger peacefully and without violence.

Courtesy

Do

- ✓ Use good manners.
- ✓ Be courteous, polite and civil to everyone.

Responsibility

Duty

Do

- ✓ Know and do your duty.
- ✓ Acknowledge and meet your legal and moral obligations.

Accountability

Do

- ✓ Accept responsibility for the consequences of your choices, not only for what you do but what you don't do.
- ✓ Think about consequences for yourself and others before you act.
- ✓ Think long-term.
- ✓ Do what you can do to make things better.
- ✓ Set a good example.

Pursue Excellence


Do

- ✓ Give your best effort.
- ✓ Persevere.
- ✓ Don't quit.
- ✓ Be prepared.
- ✓ Be diligent.
- ✓ Work hard.
- ✓ Make all you do worthy of pride.

Self-Control

Do

- ✓ Take charge of your own life.
- ✓ Set realistic goals.
- ✓ Keep a positive outlook.
- ✓ Be prudent and self-disciplined with your health, emotions, time and money.
- ✓ Be rational - act out of reason, not anger, revenge or fear.
- ✓ Know the difference between what you have a right to do and what is right to do.
- ✓ Be self-reliant - manage your life so you are not dependent on others.
- ✓ Pay your own way whenever you can.

Throughout this manual there are comments and suggestions about sharing character with young children. Look for the , and that will show you some ways to share.

Fairness

Caring

Citizenship

Justice

Do

- ✓ Be fair and just.
- ✓ Treat people equally.
- ✓ Make decisions without favoritism or prejudice.
- ✓ In imposing punishment, be sure the consequences for wrongdoing are consistent, certain, and proportional (not too harsh or lenient).

Openness

Do

- ✓ Be open-minded and impartial - consider what people have to say before you decide.
- ✓ Be careful - get the facts, including opposing viewpoints, before making decisions (especially blaming or accusing another).

Concern for Others

Do

- ✓ Be compassionate and empathetic.
- ✓ Be kind, loving and considerate.
- ✓ Be thankful and express gratitude for what people do for you.
- ✓ Forgive others for their shortcomings.

Charity

Do

- ✓ Be charitable and altruistic - give money, time, support, and comfort without strings, for the sake of making someone else's life better, not for praise or gratitude.
- ✓ Help people in need.

Do Your Share

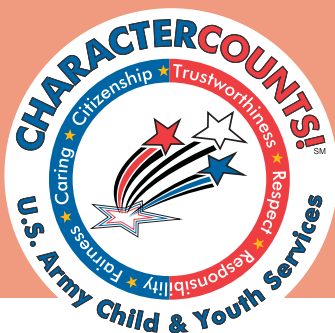
Do

- ✓ Be a good citizen and a good neighbor.
- ✓ Care about and pursue the common good.
- ✓ Be a volunteer - help your school and community be better, cleaner, and safer.
- ✓ Protect the environment by conserving resources, reducing pollution, and cleaning up after yourself.
- ✓ Participate in making things better by voicing your opinion, voting, serving on committees, reporting wrongdoing and paying taxes.

Respect Authority and the Law

Do

- ✓ Play by the rules.
- ✓ Obey parents, teachers, coaches and others who have been given authority.
- ✓ Observe just laws.
- ✓ Honor and respect principles of democracy.

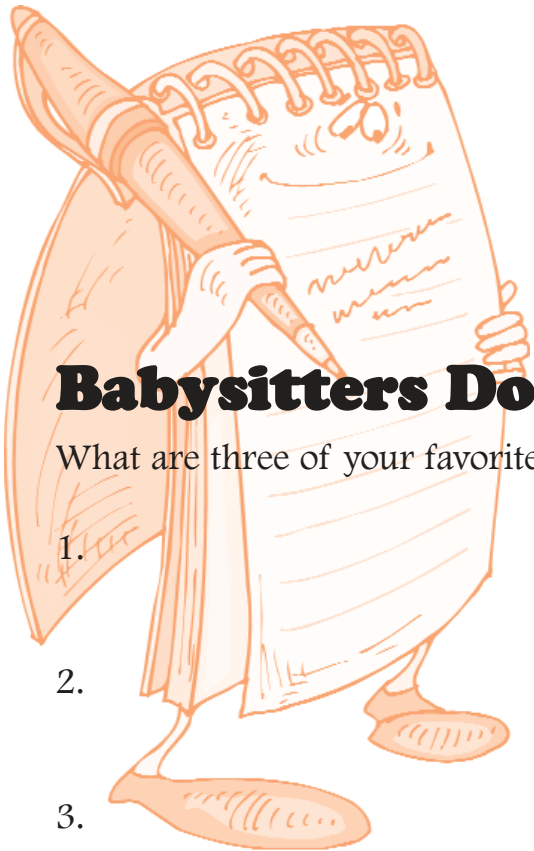


CHARACTER COUNTS! and the Six Pillars of CharacterSM are service marks of the CHARACTER COUNTS!SM Coalition, a project of the Josephson Institute of Ethics. www.charactercounts.org

We hope you enjoy the course!

Worksheet One

Throughout the manual you will find worksheets to be completed. These are to help you keep track of what you are learning and document activities you do outside of the babysitting course.



Babysitters Do

What are three of your favorite memories from early childhood?

1.

2.

3.

Babysitters Share

(Date and have an adult initial when complete)

Share with the group or a friend why these were your favorite memories.

Date

Adult Initials

Share past babysitting experiences (if anyone in your group has already babysat).

Share what characteristics you think a babysitter needs.

Babysitters in Action

(Date and have an adult initial when complete.)

Role play a situation in which you are the babysitter and a friend is the parent. You have just arrived and are discussing expectations and household rules and procedures.

Date

Adult Initials

Am I the **Right Person** to be a **Babysitter?**



Being a babysitter may be the first paying job you will have. It can be fun as well as rewarding.

However, it is a big responsibility. Before you decide to take that first babysitting job, think about the following points. Knowing what your strengths are is the first step to understanding what kind of a babysitter you will be.



Babysitter Questionnaire

TRUE

FALSE

1. I like children.
2. I know lots of games to play with children.
3. I am willing to learn what I need to know.
4. I try to be calm and understanding in arguments.
5. People tell me I am good with children.
6. As a babysitter, I realize keeping the child safe and happy is my first priority and that what I want to do comes second.
7. I like to read aloud.
8. I know some first aid and am willing to learn more.
9. I am responsible.
10. I am confident in talking with adults.
11. I am in good physical health.
12. I realize that all families are different and I can be flexible.
13. I know it is important to write down all instructions from parents.
14. I know I should not gossip about the family I babysit for.



As a babysitter, your job is to keep the children safe and happy. This means watching them closely and playing with them. Bringing a “magic bag” full of fun things along with you when you babysit makes this task easier for you and exciting for the children. The bag can be a pillow case, or a shoe box, an old backpack, whatever is available as long as it is sturdy. It should contain a collection of inexpensive, safe, age-appropriate items found at home or purchased at a yard sale or thrift shop.

Possible items are:



Colorful adhesive bandages or Boo-Boo Bunny to soothe an upset child



Flashlight for emergency lighting or shadow wall games



Children's movies (check with parent/guardian) for rainy day/quiet time



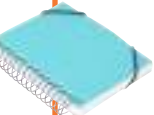
Story books, music, board games for quiet play



Deck of cards for simple games



Rubber or plastic ball for stimulating activity



Notebook to record information



Pencil, pen, washable, non-toxic markers

Puppets



Colored paper, non-toxic crayons, tape



Disposable (vinyl or plastic) gloves



Stickers - assorted stickers for the children to use in their art projects



Stickers - "reward" stickers that read "Great job", "Thanks!", "You're terrific", etc. to be used as surprise "rewards" for positive behavior



Stuffed animals

Miniature vehicles



It is best not to include food items.



You've got the idea



The rest is up to you - but remember to keep things simple and safe! List the items you would put in a Magic Bag on this chart and write your thoughts as to why you chose each item in the corresponding criteria box.



	Item	Use for what age of child?	Use how?	Issues to watch out for:	Is it safe?	Is it clean and neat?	Is it durable?
1	Teddy Bear	3 and up	Comfort Play	Has buttons eyes that could come off be swallowed.	Yes	Yes	Yes
2							
3							
4							
5							
6							
7							
8							

Family File and Job Log

As a babysitter, you are the “go to” person in every emergency. In this job, you need to have important information ready in a moment's notice. Knowing what information to have, and where to find it quickly, can be the difference that saves lives! Keeping a file on each family allows you to be prepared in a variety of situations.

The following is one example of a “Family File.” However, after completing the activity "What I Need to Know to be a Babysitter" with the rest of the group taking the babysitting course, you may want to develop your own!



Names and ages of children:

Playtime information (tv, computer limits, playmates, areas outdoors, indoors):

Bedtime information (time, rituals, special toy or blanket):

Discipline (house rules, behavior and disciplinary action):

Health information (food, medicine, allergies)

Important Information

Parent/Guardian Name:

Street Address:

Home Telephone:

Cellular Telephone:

Information to get from parent/guardian:

Neighbor's name:

Neighbor's telephone :

Relative's name and telephone:

Family doctor's name and telephone:

Local fire telephone:

Local police telephone:

Local emergency telephone:

Poison Control:
(usually) 1-800-222-1222

Household Information

supplies: first aid kit, flashlight, plunger

locks, alarm locations and codes, garage openers, extra keys: where they are kept and how they work

pets: responsibility for them if any

appliances: how they work, including can opener, microwave, fuse box/circuit breaker location

Date and Time Log

Family Name _____

Date: _____

Destination of Parent/Guardian: _____

Phone Number to Reach Parent/Guardian: _____

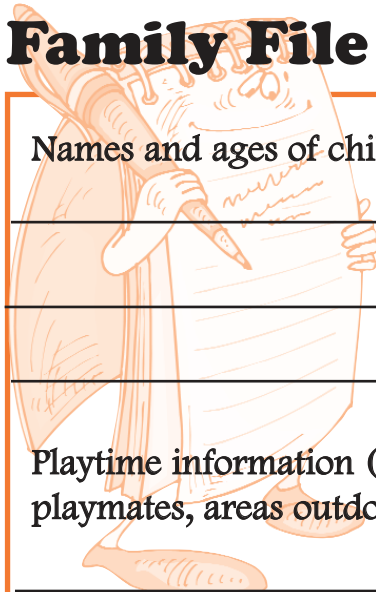
Emergency Contact: _____

Expected Time of Return: _____



Do not write on this page. Make copies and complete a separate record for each family.

Family File and Job Log



Names and ages of children:

Playtime information (tv, computer limits, playmates, areas outdoors, indoors):

Bedtime information (time, rituals, special toy or blanket):

Discipline (house rules, behavior and disciplinary action):

Health information (food, medicine, allergies)

Important Information

Parent/Guardian Name:

Street Address:

Home Telephone:

Cellular Telephone:

Information to get from parent/guardian:

Neighbor's name:

Neighbor's telephone :

Relative's name and telephone:

Family doctor's name and telephone:

Local fire telephone:

Local police telephone:

Local emergency telephone:

Poison Control:
(usually) 1-800-222-1222

Household Information

- supplies:** first aid kit, flashlight, plunger
- locks,** alarm locations and codes, garage openers, extra **keys:** where they are kept and how they work
- pets:** responsibility for them if any
- appliances:** how they work, including can opener, microwave, fuse box/circuit breaker location

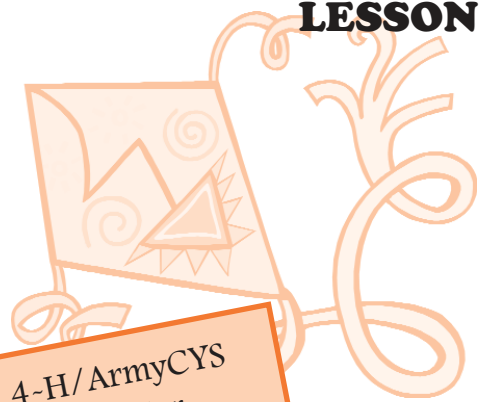
Do not write on this page. Make copies and complete a separate record for each family.

Date and Time Log

Family Name _____
Date: _____
Destination of Parent/Guardian: _____
Phone Number to Reach Parent/Guardian: _____
Emergency Contact: _____
Expected Time of Return: _____

Parent/Guardian Survey

As a babysitter, it is important to know what is expected of you. Make copies of this survey and ask at least two parents or guardians whom you know if they would be willing to take the survey. How are their answers different from what you expected to see?



Hello! My name is _____ and I am enrolled in a 4-H/ArmyCYS Babysitting Course learning to be a capable, responsible, caring babysitter. One of our assignments is to find out what parents look for in a babysitter. Would you be willing to answer a few questions for me about babysitters? It should only take 5 minutes. Thank you.

Name of parent _____

Number and ages of children _____

What kind of person do you look for when hiring a babysitter?

What skills or abilities do you look for when hiring a babysitter?

What expectations do you have of a babysitter?

What restrictions do you place on a babysitter?

What do you normally pay? When do you pay?

How do you locate a babysitter? _____

We're done! Thank you for helping me learn about what it takes to be a good babysitter!



“Parent Survey”

Hello! My name is _____ and I am enrolled in a 4-H/ArmyCYS Babysitting Course learning to be a capable, responsible, caring babysitter. One of our assignments is to find out what parents look for in a babysitter. Would you be willing to answer a few questions for me about babysitters?

It should only take 5 minutes. Thank you.

Family name of parent _____

Number and ages of children _____

What kind of person do you look for when hiring a babysitter?

What skills or abilities do you look for when hiring a babysitter?

What expectations do you have of a babysitter?

What restrictions do you place on a babysitter?

What do you normally pay? When do you pay?

How do you locate a babysitter? _____

We're done! Thank you for helping me learn about what it takes to be a good babysitter!

Worksheet Two

(Date and have an adult initial when complete)



Babysitters Do

Role play a family who wants to hire a babysitter.

Complete a "Family File and Job Log" for a family (can be your own if you want!).

Date

Adult Initials

Babysitters Share

Share with the group or a friend the rules your family has and why you have them.

Show the group or a friend your completed "Family File and Job Log". Discuss the importance of at least three items.

Date

Adult Initials

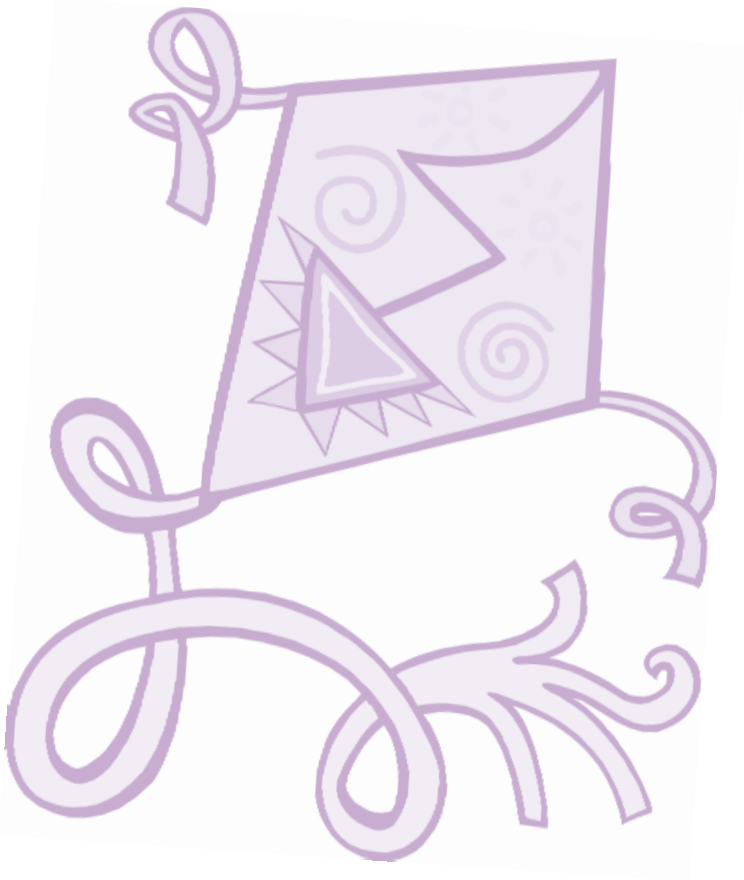
Babysitters in Action

Use the "Family File and Job Log" when you babysit the first time after you complete this course.

Date

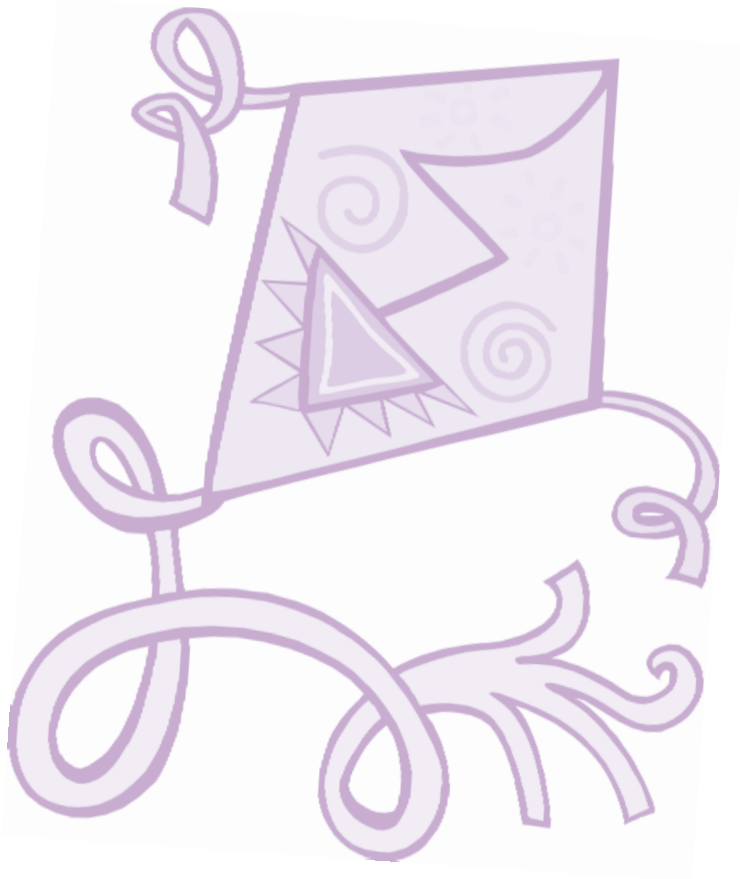
Adult Initials





Safety





Safety


The most important thing to remember is that you have been hired to keep the children safe. This is your **NUMBER ONE** priority while you are babysitting. Handling the unexpected requires the ability to think and use good decision-making skills.

The following information will help you prepare for an emergency.

Answering the telephone

Always discuss the parents'/guardians' wishes prior to their leaving. Some parents/guardians may prefer to let the telephone record any messages. This will free you up to keep a watchful eye on the children. However, if you do answer the phone, follow these simple safety guidelines.

1. Keep a list of important phone numbers handy to save precious minutes in the event of any emergency. Include on-post emergency and off-post emergency numbers.
2. Never identify yourself by name or as the babysitter.
3. Never tell the caller the parents/guardians are not home. Inform the caller that they can't come to the phone; but that you can take a message/phone number. If the caller becomes persistent/abusive, or makes you feel uncomfortable or suspicious, hang up and call a trusted adult, or the parent/guardian you are babysitting for. Depending on the severity of the situation, you may need to call the police.
4. Don't give out any information unless you know the person calling.
5. Be courteous.
6. If the caller is a telemarketer, say "No thank you" and hang up.
7. Do not make or take personal calls unless they are specifically related to the job.
8. If the phone is portable or a cell phone, keep it turned on, charged and nearby. This can save precious minutes in the event of an emergency.

 The Pillars of CharacterSM that particularly relate to safety include:

You demonstrate Trustworthiness by showing the parents/guardians you can be depended upon to keep their child safe.

You demonstrate Responsibility by following the parents'/guardians' rules and household practices and by taking a babysitting course to help you know what to do in case of an emergency.

You demonstrate Respect by following the parents'/guardians' wishes and treating the child as a unique, wonderful human being.

You demonstrate Caring by showing concern for the child's well-being and helping him/her if a safety issue arises.

Answering the door

Have a plan for how to handle this. A discussion with the parent/guardian is critical so you know exactly who and what to expect whenever possible.

1. Always keep doors, windows, and cellar door locked and make sure the parents/guardians show you how the locks work before they leave.
2. Turn off unnecessary lights inside, and turn on outside lights.
3. If possible, look out the window/door before answering.
4. If it is a service person, tell him/her to call tomorrow to reschedule.
5. If it is a stranger, do not answer the door. If s/he becomes persistent and does not go away, call the police or nearest neighbor for assistance.
6. If there is any suspicious activity (knocking on door and no one is there, or if you suspect a prowler or prank) call neighbors or police for assistance.
7. Never open the door to strangers.



Personal Safety

Keeping a “cool head” will help insure your safety, as well as the children's. Do not panic and do not be careless. Common sense should tell you to not smoke or entertain friends. You should not be engaged in any behavior other than that for which you have been hired - - to keep the children safe. Here are a few examples of situations that could arise and suggestions on how to handle them:

If you become ill while babysitting, call your family or the parent/guardian you are sitting for to discuss a replacement.

If you become concerned because the parent/guardian is late returning, call your parent or trusted adult for advice/support.

If the parent/guardian returns under the influence of drugs or alcohol, do not go in a car with him/her. Use your “codeword” and call home for transportation. A “codeword” is a word you create to use with your family in case of an emergency. This would be a word or phrase that would alert your family member that you need to get picked up immediately. Using a codeword is a way of asking for help without alerting the person for whom you are babysitting.

If you must attend to an emergency, be sure all the children are safe. This may mean putting the baby in a playpen, or crib; don't worry if the baby cries. It is more important that he/she is safe. As soon as you can, return to and reassure the baby/children.

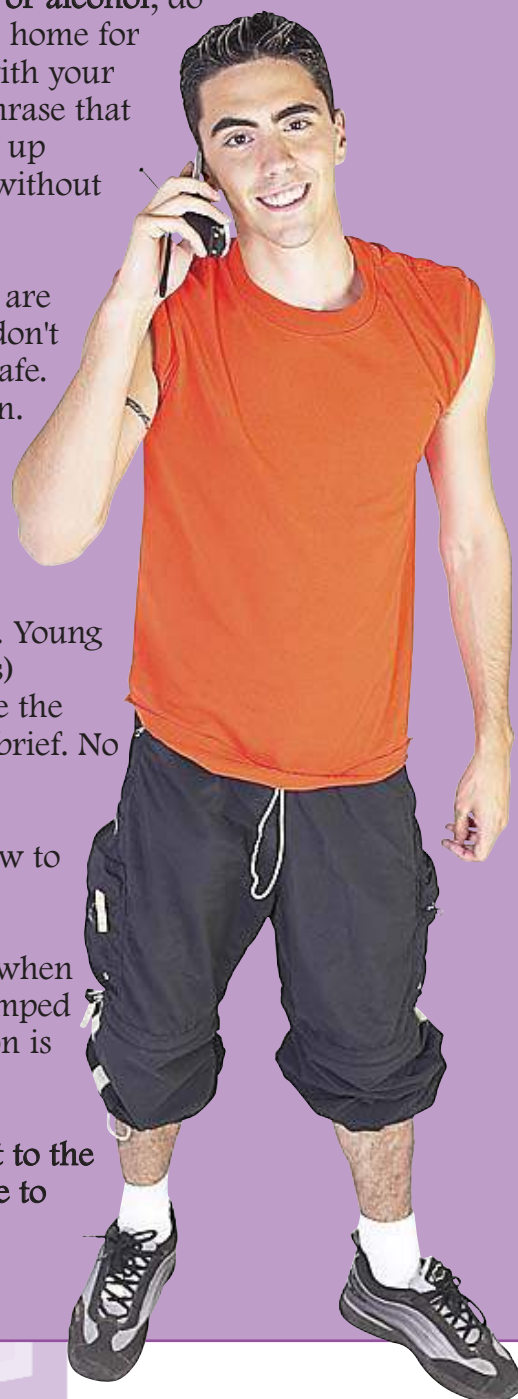
If you are injured while babysitting, put the children you are babysitting for in a safe location (baby into a crib or playpen). Then treat your injury.

In any and every situation, try to remain as calm as possible. Young children are easily frightened if they see adults (or teenagers) panicking. Once you have the support or help you need, take the time to admit how scared you felt to the children and to de-brief. No one expects you to be a super-hero!

It is always “OK” to call for help if you are unsure about how to handle a situation.

Review anything that happened while you were babysitting when the parent/guardian returns. Let him/her know if “Kyle bumped his head,” or if there were any messages, etc. Communication is the key to a successful relationship with the family.

You could complete the “Babysitter Report Form” and give it to the parents/guardians when they return. Parent/guardians love to hear about their children!



Do not write on this page. Make copies and complete a separate record for each family.

Babysitter's Report

Names of Children: _____

Date: _____

Circle the Appetite Level for Each Child: great good not great

Foods Eaten: _____

Stories, Songs, Games: _____

Special Activities: _____

Toileting for Each Child: _____

Something Wonderful Each Child Did: _____

Comments: _____



Home Safety

When children are supervised, they are much less likely to have accidents. Keep an eye out for safety and try to prevent an emergency by keeping the play area accident-proof. Keep the volume turned down on the television or radio so you can hear what's going on as well as see it.

Here are a few ideas about how you can become a safety detective and eliminate problems before they arise!

Keep these things out of sight and away from children:

Matches, Cigarettes, Keys, Plastic bags, Medicine, Lighters, Small objects (beads, marbles, buttons, coins, pins, etc.), Knives, Scissors, Sharp objects, Cleaning supplies

Outdoor hazards:

Piles of leaves and snow near roads, Tall grass, Slingshots
Trampolines, Hanging rings,
Any activity involving bikes, scooters, roller-skates, etc.
(unless done with parent's/ guardian's permission in a safe
area with protective helmet and equipment), Pools, Streets
and cars, Rope swings, Moving swings or sliders, Ladders,
Climbing trees, Rakes, Hoes, Axes, Sharp tools, Grills, Stray
animals

Keep children away from these items:

Tablecloths, Staircases
Unfriendly animals, Medicine closets and other storage areas,
Cooking appliances, Cords on window blinds, Guns and ammunition, Electric fans,
Fires and fireplaces, Open windows, Stoves (turn handles of pots or pans inward), Hot liquids, Plugs and outlets, Cords, Heaters, Radiators, Appliances



Are there more? You bet! The list goes on and on, but you get the picture. Carefully watch the children and you can avoid most accidents. Remember, keeping the children safe is your first priority!

European Emergency Numbers

England Civilian

Fire:	999
Medical Emergency:	999
Police:	999
Poison Control Centre:	0870 600 6266
(National Poisons Information Service (London Centre))	

England DSN

Fire:	117
Medical Emergency:	116
Military Police:	114

Netherlands Civilian

Fire:	112
Medical Emergency:	112
Police:	112
Poison Control Center:	030-748888

Netherlands DSN

Fire:	117
Medical Emergency:	116
Military Police:	114

Belgium Civilian

Fire:	100
Medical Emergency:	100
Police:	101
Poison Control Center:	070-245-245
(Centre Anti-Poisons/Antigifcentrum)	

Belgium DSN

Fire:	117
Medical Emergency:	116
Military Police:	114

Germany Civilian

Fire:	112
Medical Emergency:	112
Police:	110
Poison Control Center:	06131-19240
(Gifftberatung, multilingual)	

Germany DSN

Fire:	117
Medical Emergency:	116
Military Police:	114

Italy Civilian

Fire:	115
Medical Emergency:	???
Police:	112
Poison Control Center:	003-526-9469
(Centro Antiveleni di Bergamo)	

Italy DSN

Fire:	117
Medical Emergency:	116
Military Police:	114

Kwajalein Information

Fire and ambulance	911
Poison control Hotline	1-800-222-1222
Police emergency	805-355-4000

Japan Information

Fire and ambulance	119
Police	110

No poison control hotline



Korea Information

Installation	Fire # from on post	Fire # from off post	Military Police # from on post	Military Police # from off post	Poison Control # from on post	Poison Control # from off post
Yongsan/Hannam	911	0505-738-5020	724-3004	0505-724-3004	737-5545	0505-737-5545
Camp Humphreys	911	0505-753-7911	911	0505-753-7911	737-5545	0505-737-5545
Camp Walker /Camp George	911	0505-764-5911	911	0505-764-4141	737-5545	0505-737-5545
Camp Carroll	911	0505-765-4911	911	0505-765-4911	737-5545	0505-737-5545



Notes



Fire safety

In a fire, seconds count! Fires can become out of control in a very short period of time. You must be prepared for the possibility of an emergency.

Prevention includes keeping matches and lighters out of reach of children, and keeping children away from stoves and heaters. You must always give your full attention to the children, and avoid anything that may distract you from that job.

Fire Safety

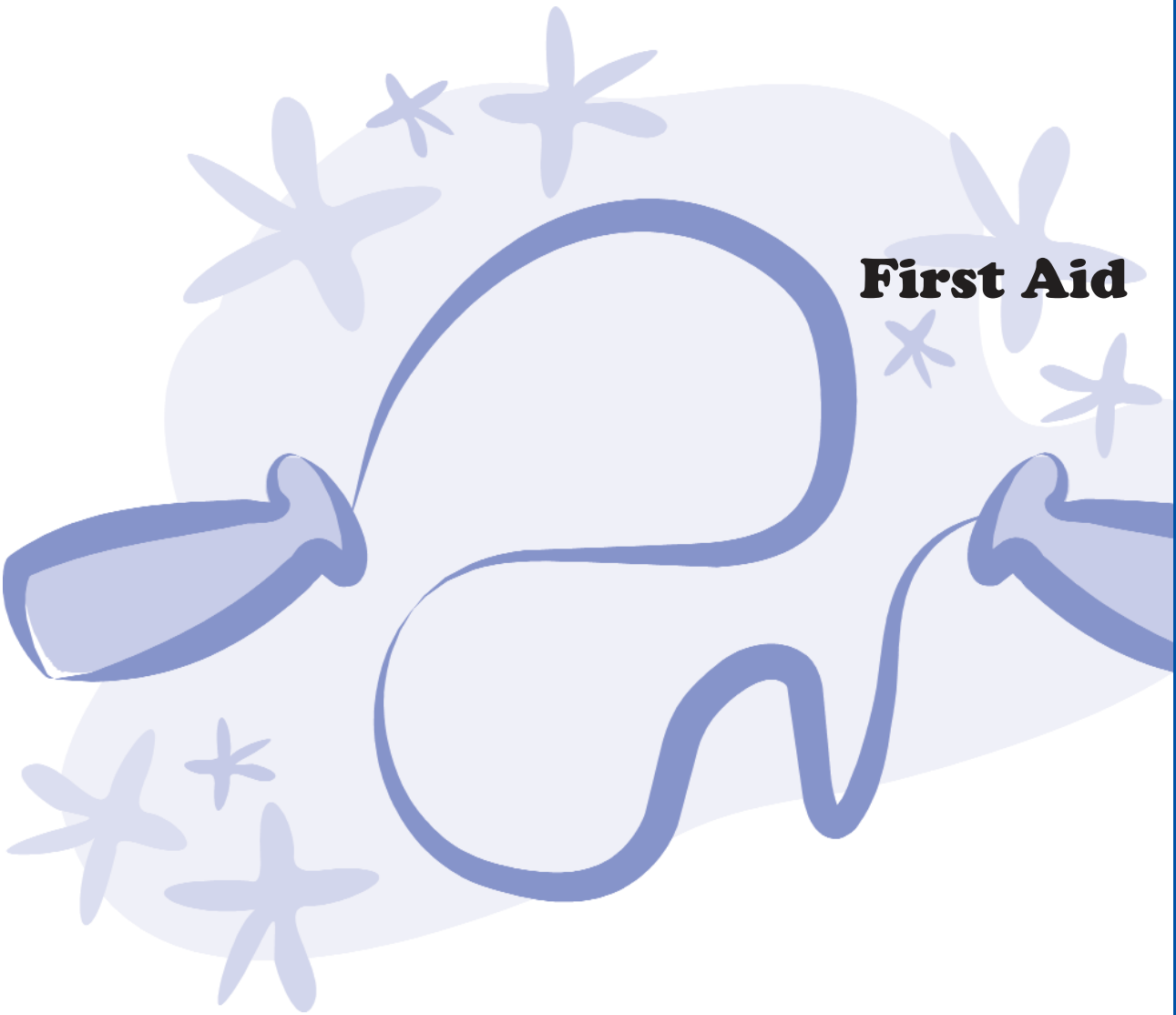
If the parents/guardians have not explained their escape plan to you, then making a plan yourself will save you precious seconds if you discover fire/smoke.

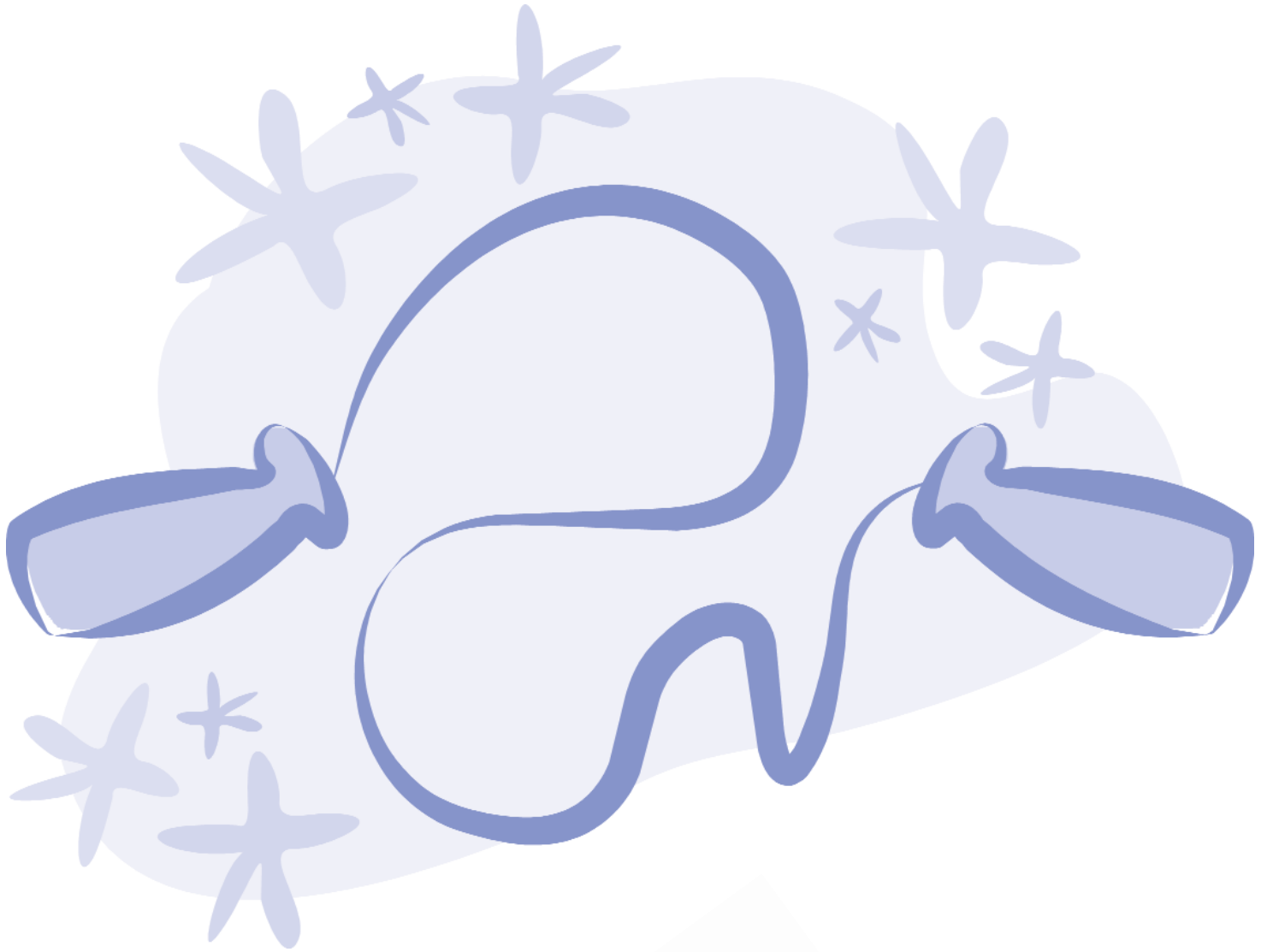
1. Plan two escape routes out of the house or apartment. If one route is blocked, there will be another.
2. Gather the children and get them to safety; call **911** from a neighbor's house or cell phone. Do not worry about dressing the children. **Time is precious!**
3. Do not gather valuables or toys. Take pets, if time allows.
4. Do not go back into the house for anything. You can mention any concerns you may have to firefighters when they arrive.
5. If the house is filled with smoke, stay low and/or crawl.
6. Hot door handles signal fire on the other side; so do not open the door. Find another way out.
7. Stay calm and do not panic. The children will be looking to you for reassurance.

If...

- a child's clothing catches fire, push the child to floor and roll him/her in a blanket, rug or something similar until the fire is smothered. (Stop, drop, and roll.)
- you and the children become trapped, it is important to remain calm and seal off cracks around the door with anything that is available. Signal from a window when help arrives.
- you are trapped and the room is smoky, get everyone to a window and open it slightly for fresh air. Yell. Hang out a sheet or towel to signal firefighters. Climb out if you are on the ground floor. Do not risk high jumps. Wait for the fire department.

This information is not meant to scare you, but to help prepare you for the responsibility of keeping everyone safe. It's hard to remain calm when frightened but by learning this information, you will be as prepared as possible to do your best!





First Aid

It is important to wear disposable gloves if available when treating a wound to control for infection.

Common injuries you may encounter:

Minor cuts: Wash with warm water and soap or mixture of half water and half hydrogen peroxide, if available, and cover with a clean bandage. Be sure to tell the parents/guardians when they come home.

Nosebleed: A nose may bleed from an injury to the nose or an object in the nose. It may start without warning, especially during the winter months in dry, heated homes. Have the child sit straight with her or his head slightly forward and apply pressure by pinching the nostrils together for 15-20 minutes. If the bleeding does not appear to be stopping or slowing, call the on-post or off-post emergency number or 911 for help. In all cases, call the parent/guardian. Do not allow the child to blow his/her nose. Continue to pinch nostrils gently until help arrives.

Severe bleeding is an emergency. Call on-post or off-post emergency number or 911 and the parent/guardian for help. Apply direct pressure and a clean cloth/bandage to slow or stop the bleeding. If the bleeding soaks through the cloth/bandage, apply another cloth over the first (do not remove the first cloth). Raise the injured area above the rest of the body if you do not think there is a broken bone. This may help slow the bleeding down until help arrives.

Burns

- Burn prevention includes never lighting a fireplace, woodstove or outdoor fire when babysitting.
- Do not smoke.
- When cooking, keep pot handles turned toward the back of the stove and never leave a stove with burners turned or unattended.
- Use large amounts of cool water to cool the burn. Cover the burn with a clean, dry dressing.
- Call the parent/guardian, on-post or off-post emergency number or 911.
- Call for help immediately if
 - ... the child has trouble breathing.
 - ... the burn involves more than one part of the body.
 - ... the burn involves the neck, head, hands, feet or genitals.
 - ... the burn is caused by chemicals, explosions or electricity.

As a babysitter, your first responsibility is the safety of the children. In this section, you will find information on how to treat minor injuries and what to do in emergencies. Review this information often and keep it with you when you babysit.

Be prepared to recognize and react to an emergency! Your job is to stay calm, act quickly, call for help and stay with the children until help arrives. To help you do this, be sure to:

write down the street address, telephone number and family name - even if you know them by heart when you first arrive at the job.

(This will be already done if you have completed the "Family File and Job Log".)

have the on-post and off-post emergency numbers handy, including 911, military police, and fire department.

write down the nearest neighbor's name and telephone number.

act immediately. Time is the greatest factor in an emergency.

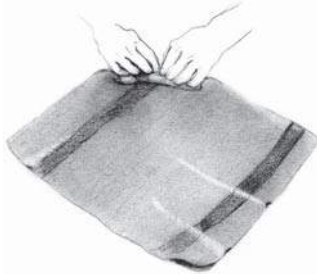
Prevention is the most important strategy for avoiding an emergency; but if something happens, react responsibly and never be afraid to call for help!



Make A Boo Boo Bunny

A Boo Boo Bunny made from a clean washcloth and ice is a simple way to help calm young children and provide first aid at the same time. Below you will find instructions how to make a Boo Boo Bunny. Examples of how and when to apply a Boo Boo Bunny are given on pages 39 and 40 of this guide. It is best if you practice making a Boo Boo Bunny before you need one so that you will not be struggling to understand the instructions to make the Boo Boo Bunny in an emergency.

Lay the washcloth on a flat surface in front of you.



1 Roll the sides to the center, starting with the two opposite corners.



2 Fold the rolled washcloth in half.



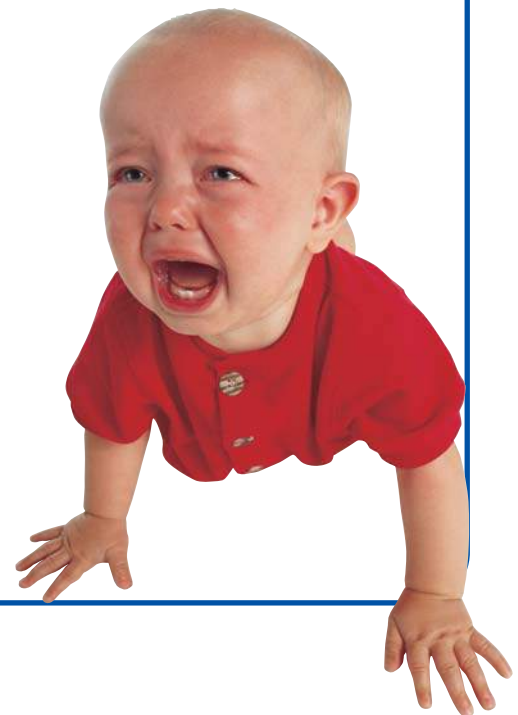
3 Fold the end of the washcloth back again so that the ends of the washcloth reach back about halfway.



4 Wrap a rubber band around the second fold. This makes the bunny's head. Make ears for the bunny by pulling up the ends of the washcloth a little.



5 To use the bunny place an ice cube in the loop of the bunny, trying to keep it high enough so no ice touches the child's skin directly. Or lightly moisten the bunny and put it in the freezer. Use it when frozen.



Animal Bites: Call the on-post or off-post emergency number or 911 and the parent/guardian. Take note of how the animal is behaving: foaming at the mouth, snarling, etc. This can help determine if the animal is sick with rabies, a very serious illness.

Sudden Illness: If the child suddenly becomes ill, keep him or her comfortable. Symptoms could include raised temperature, abnormal color, abdominal tenderness, pain, vomiting, diarrhea, etc. Call the parent/guardian immediately for instructions.



Other Injuries and Illnesses:

Young children may put things in their ears or nose. This is no immediate danger unless they inhale it; but do not attempt to remove the object. Call the on-post or off-post emergency number or 911 and the parent/guardian.

If there is any problem with an eye, such as something is lodged in it, or it is burned, or if a toxic substance such as bleach, shoe polish or detergent has gotten into the eye, do not allow the child to rub it. Call the on-post or off-post emergency number or 911 and the parent/guardian.

Vomiting: can occur when children cry hard. If this happens, clean up the child. Do not give him/her anything to eat or drink for one hour. If the child vomits again, notify the parent/guardian and try to determine if the child is having abdominal pain. Always place the child on his or her side to prevent choking.

Diarrhea: can occur due to something the child ate, illness such as flu, or a variety of other reasons. If this happens, put on vinyl gloves if available. Clean and dry the child. If s/he is having abdominal pain, notify the parent/guardian. Remove the gloves by pulling them down from your wrist toward your fingertips turning them inside out as you go. Dispose of them immediately by placing them in a plastic bag if you have one. Twist it shut and throw it into a trash receptacle. Wash your hands thoroughly with soap and hot water.

Tooth loss: If a child loses a baby tooth, put on vinyl gloves, if available. Gently place pressure on the remaining space with a clean cloth until the bleeding stops. If it is an adult tooth, place the tooth in a neutral solution such as milk. Place sterile gauze in the space left by the tooth. Tell the child to bite down. Call the parent/guardian immediately.

Bruises and bumps: A bruise occurs when there is damage to the soft tissue and blood vessels, causing bleeding under the skin. At first, the area may look red, and over time, it may turn dark red or purple on lighter skin. Wrap a few ice cubes in a clean cloth, strike on the kitchen sink to crush the ice, and apply it to the bruised area or use Boo Boo Bunny, a freezer pack or package of frozen vegetables wrapped in a small towel to apply to the area.

If a child strikes his or her head, and loses consciousness, do not move the child. This is an emergency! Keep the child warm and call on-post or off-post emergency number or 911 and the parent/guardian.

Scrapes are the most common type of wound. They are caused by skin being rubbed or scraped away. Dirt and other matter become ground into the wound. Clean the wound by gently patting with a warm, soapy cloth. Then pat with a wet cloth without soap. Pat dry and cover with a bandage.

Puncture wounds are caused by a pointed object such as a nail, piece of glass or knife piercing the skin or a bite from an animal or human being. Because puncture wounds do not usually bleed a lot, they can easily become infected. Clean a puncture wound with warm, soapy water. Rinse. Pat it dry and cover with a sterile dressing. An object that remains embedded in a wound is called an impaled object. This is an emergency. Call the on-post or off-post emergency number or 911 and the parent/guardian.

Mouth injuries: If a child is injured in the mouth from a fall, a ball, etc., check the mouth for loose teeth. They can cause breathing problems if they block the airway. Call the parent/guardian.

Sprains and strains: General care for sprains and strains is RICE *rest, ice, compression and elevation*. Rest the injury. Use a Boo Boo Bunny, plastic bag of ice cubes, freezer pack, or bag of frozen vegetables wrapped in a towel to ice the area. Do this for ten minutes every two hours until the parent/guardian returns. Compress the injury using an elastic bandage, if available. Wrap securely, but not so tightly that the area turns blue. Elevate the injury above the heart, if it doesn't cause additional pain.

Breaks: If you suspect a broken bone, do not move the child. Signs of a broken bone may be the area is red and swollen or the bone is actually protruding. This is an emergency! Try to keep the injured bone free from any movement. Call the parent/guardian and on-post or off-post emergency number or 911 immediately.

A word about SIDS - Sudden Infant Death Syndrome: The American Academy of Pediatrics (AAP) defines SIDS as the unexpected and unexplained death of an infant under one year of age. To reduce the risk of SIDS, put all infants to sleep on their backs. The AAP recommended alternative is to put infants to sleep on their sides; however, this is not considered as safe as the back position. If the side option is used bring the infant's lower arms forward to stop him or her from rolling onto his or her stomach.



Poisoning:

If there is suspicion that a child has been poisoned, look quickly for the bottle or other clues to identify the cause of poisoning. Immediately call the Poison Control and Prevention Center at 1-800-222-1222. Staff will be able to recommend the best action to take.

With any type of possible poisoning, call the parent/guardian immediately.

An absorbed poison enters the body through the skin. These poisons come from plants such as poison ivy, poison sumac and poison oak, as well as fertilizers and pesticides used in lawn care. If this type of poison gets on the skin, wash thoroughly with warm soapy water and rinse.

Young children are curious about their environment and so will often put anything into their mouths. If there is suspicion that a child has swallowed something s/he should not have, it could lead to poisoning. Try to find out what it was and how much was taken. Call the Poison Control and Prevention Center at 1-800-222-1222 and the on-post or off-post emergency number or 911.

Poisoning can also result from breathing toxic fumes. This is an emergency situation. Call the Poison Control and Prevention Center at 1-800-222-1222 and the on-post or off-post emergency number or 911.



Poisonous Products: Here is a partial list of poisonous products found in and around the home.

medicines

nail polish remover

batteries

alcohol

iron pills

baby oil

bug and weed killers

mouthwash

cleaning products

lighter fluids

cigarettes

plants (indoor and outdoor, poinsettia and yew).

When using a cleaning product, read the instructions, close the container tightly and never leave it out where children can get it. Store it in a location that is safeguarded with child safety locks.



Choking and Blocked Airways:

A child may stop breathing due to illness or injury but the most common cause is a blocked airway caused by choking on a foreign object. This foreign object could be a small toy, pen cap, hard candy, or any type of food.

The body can only function for a few minutes without oxygen so if a child is not breathing this is always an emergency. **You must react quickly!**

The choking infant (up to 1 year old)

Choking is a major cause of death and injury to infants. Infants learn about their world by putting objects into their mouths. Small objects, such as coins, beads and parts of toys are dangerous if the infant puts them into his or her mouth. Also, infants can easily choke on foods such as nuts, grapes and popcorn. To prevent choking never let an infant eat alone and never prop up a bottle for an infant to drink alone.

Actions to Take with a Choking Infant

1. Call on-post or off-post emergency number or 911 and parent/guardian. If possible have someone else call.
2. Position the infant face-down on your forearm, so that the head is lower than the chest. Give 5 back blows between the shoulder blades, using the heel of one hand.
3. Turn the infant onto his or her back. Support the neck with your hand and forearm with your leg.
4. Give 5 chest thrusts in the center of the breastbone, between the infant's nipples. Be sure to only compress the chest about 1".
5. Repeat back blows and chest thrusts until the object is coughed up, the infant begins to breathe on his or her own, or the infant becomes unconscious. If the infant is not breathing or is unresponsive, begin performing CPR if you know it. Reminder: 30 chest compressions with 2 fingers to 2 (puff) breaths.

Choking Prevention:

- Don't leave small items such as buttons, coins and beads within children's reach.
- Have children sit in a high chair, toddler seat or at the table when eating.
- Do not let children eat too quickly.
- Make sure toys are too large to swallow.
- Do not let children play with balloons or plastic bags.
- Cut foods that children can easily choke on, such as hot dogs, grapes or peanut butter sandwiches into small pieces that are long, not round. Hand feed toddlers (1 - 3 years old).
- Always supervise children while they eat.

The choking child (1 to 8 years of age)

Choking is a common childhood injury that can lead to death. It is important to be able to recognize when a child needs first aid for choking.

What to do if a child is choking?

If a child is choking and unable to speak, cough or breathe, you will need to take action. The child may show you that he or she is choking by grasping at his or her neck and may become agitated. Do not take any action if the child is coughing. This means that the child is still getting air.

1. Call on-post or off-post emergency number or 911 and parent/guardian. If possible have someone else call.
2. If the child is conscious and action is required, you will need to give abdominal thrusts. Position yourself behind the standing child and place your fist just above the navel and give quick, upward thrusts until the object is removed. You may need to get down on your knees to do this if the child is small.
3. If the child is not conscious and not breathing, lay the child on his or her back on the floor. Tilt his or her head back and lift chin gently to open the airway. Pinch the nose and give two slow breaths into child's mouth.
4. If your breaths do not go in, reposition the airway and give two breaths again. If the air will still not go in, place the heel of your hand on the lower half of the chest bone. Position your shoulder directly over your straightened arm and hand, and you should look down at the hand that is compressing the chest. Give 30 chest compressions. Look for and remove the object seen in the mouth. Tilt head back and give two rescue breaths.
5. Repeat the cycle of compressions and breaths until you see the object, or the breaths go in, or until help arrives.

Reminder:

30 chest compressions with one hand to 2 breaths.

Always call the on-post or off-post emergency number or 911 and parent/guardian if a child has stopped breathing.



First Aid Kit

Every babysitter should keep a first aid kit in his/her Babysitter's Magic Bag. You may think every family you babysit for would have the items you need in an emergency. But that may not be the case. It's best to be prepared and have your own kit!

Materials Needed:

- Sterile gauze pads (2"X 4")
- Rolls of medical adhesive tape
- Adhesive bandages
- 2" elastic bandage
- Small scissors and tweezers
- Clean wash cloth
- Vinyl disposable gloves
- Antiseptic wipes



Worksheet Three

(Date and have an adult initial when complete)



Babysitters Do

Made a first aid kit.

Date	Adult Initials
_____	_____

Participated in a first aid and CPR training session.

_____	_____
-------	-------

Role played at least four emergency situations.

_____	_____
-------	-------

Babysitters Share

Discuss emergency situations you have heard about or in which you have been involved. How did the people involved respond? Which responses were good? Which responses could be improved?

Date _____ Adult Initials _____

Babysitters in Action

Share what you have learned about handling emergencies with your parent/guardian, a school class, a parent you babysit for, or another adult.

Date _____ Adult Initials _____





Child Development



Child Development

As a babysitter, you need to know what to expect of children at various ages. The following list will give you some guidance; but it is not inclusive. Children vary widely in their abilities. Knowing how to play with them and what to expect will help you keep them safe and happy.

Infants/Babies (birth - one year old)

- Crying can mean hunger, soiled diaper, loneliness, etc.
- Neck muscles are weak; so you must handle a baby carefully, supporting his/her head.
- They can move; so never leave them alone on dressing table or counter.
- They cannot hold a bottle; so you must hold them while feeding.
- They need constant attention.
- They need nurturing, nourishment, and play.
- They put everything into their mouths.

Toddlers (1 - 3 years old)

- They nap frequently.
- They snack frequently.
- They are “into everything”.
- They say “No!” often.
- They begin toilet training.
- They want to do what they want to do!
- They need constant supervision.
- They may like cuddling.
- They initiate play.
- They like hide and seek and guessing games.
- They may often seem to not be listening.
- They begin to speak.
- They will usually do what you want done without a fuss.

Preschoolers (3 - 5 years old)

- They are in the “why” stage.
- They have imaginary playmates.
- They like to think they are in charge.
- They should not be left alone.
- They may require comforting or distraction when parent leaves.
- They are very active and require careful supervision.
- They sleep less but need rest periods.
- They can dress and feed themselves.
- They speak in sentences.
- They like to be praised.
- They are more independent.
- They often do not want to go to bed.
- They may have a bedtime ritual.
- They are not completely toilet trained.
- They may have bad dreams or fears and need to be comforted until they go back to sleep.
- They can make a game of tasks that need to be done.

School-Age Children

(6 to 11 years old)

- They are usually the most challenging.
- They are developing many interests.
- They enter a “That's not fair!” stage.
- They like to assume responsibility.
- They enjoy activities such as making popcorn, games, and crafts.
- They like to talk about their interests.
- They may not want a babysitter.
- They may be jealous of time and attention given to younger children.
- They need definite plans for amusement.

Infants:

Tune-in to child's needs so you can make accurate guesses about what the child needs to respond appropriately. (Caring, Responsibility)

As a babysitting class participant you may be wondering how you can help children - especially small children - learn about character. Interestingly there are specific things that can be done at each developmental stage.

One-Year Olds:

- Use character language. (All pillars)
- Use the character colors and refer to them during play. (All pillars)
- Offer choices whenever possible to allow them to make decisions without defying you. (All pillars)
- Remind children of the rules and relate them to being a good citizen and being responsible for following the rules. (Respect, Responsibility)
- Encourage positive behavior. (Respect)
- Encourage them to be kind to others and share-even when it is hard. (Respect, Caring)
- Create character games. (All pillars)
- Encourage them to use simple words of courtesy-please and thank you. (Respect)
- Sing simple songs. (All pillars)

Two-Year Olds

- Encourage them to be kind to others. (Respect, Caring)
- Encourage them to talk to express their feelings rather than hit or grab. (Respect)
- Role model desired behaviors. (All pillars)
- Encourage them to express their feelings in appropriate ways using appropriate language. (Respect, Caring)
- Help children think about ways to make good choices.
 - Role model desirable decision-making. (All pillars)
- Give children simple tasks and praise what he/she is able to do. (Respect)
- Praise and attention encourages good behavior. (All pillars)
- Always reassure children you care for them. (Caring)
- Ask toddlers to tell you a story. (Responsibility)

Four-Year-Olds

- Give them simple tasks and praise what they are able to do. (Respect)
- Give praise and attention which encourages good behavior. (All pillars)
- Always reassure children you care for them. (Respect, Caring)
- Praise encourages children to perfect skills and try new tasks. (All pillars)

School-age

- Ask older youth to help you with tasks. (Trustworthiness, Respect, Responsibility)
- Give simple, short directions. (Respect)
- Have ideas for a variety of different activities. (Respect, Fairness, Caring)

Sources: National Network for Child Care, www.nncc.org, Bright Futures Family Tip Sheet, Infancy; National Center for Education in Maternal and Child Health; Volunteers...the foundation of youth development Internet course, University of Missouri 4-H Youth Development Programs.

Discipline

Seven Principles of Discipline

Knowing what to expect is one thing; but knowing what to do when misbehavior occurs is another key aspect of babysitting. First, always ask the parents/ guardians what they want you to do in case of a discipline issue. Discipline and punishment are not the same. Discipline is a teaching experience. It is a way to help children learn self-control. Punishment involves hurting a child physically, emotionally or verbally and is always negative; discipline is not. No matter what the parent/guardian tells you to do, it is never acceptable to punish children even if they have given you permission.

Often the best thing to do is keep the children busy so they don't have the opportunity to get into mischief. If they do get into mischief, try to redirect them. Give them something else to do! Set a good example; you are a role model! You need to speak and act as you want the children to speak and act.

1. Focus on the DOs instead of the DON'Ts. Tell children what they can do instead of what they can't do. Do not do for a child what the child can do for himself or herself.
2. Be sure you convey to the children that they are lovable and capable. Children want attention and it's your job to give it to them. Praise them when they have done something noteworthy.
3. Be kind and positive, affectionate and thoughtful. Be quiet spoken and pleasant. If you get angry, let them know what they did that was not right; but remain calm. Focus on the behavior not the child.
4. Offer children choices only when you are willing to abide by their decisions. If you decide to give them options and alternatives, be realistic.
5. Change the environment instead of the children's behavior. Sometimes you need to move the children; go outside, move to a different room, or begin a new activity.
6. Work with children instead of against them. Consider the children's ages. Let them know what is expected. Ask what they like to do but be prepared with lots of your own ideas.
7. Give children safe limits they can understand. It is your responsibility to know the rules of the family for which you are babysitting. If you need extra help with a situation, call the parent/guardian or your own parent/guardian for suggestions. Don't be afraid to ask for help!



Examples of Common Behavioral Issues

Biting: Infants and toddlers do not bite to be mean or inflict harm on purpose. They usually bite due to teething or a lack of self-control where a kiss may turn into a bite. If an older child bites, s/he does it for a reason such as anger, frustration or trying to get attention. No matter who does the biting, you need to show disapproval by telling the child in a calm voice that biting hurts and is not allowed.

“Bad” language: Many pre-schoolers enjoy using “toilet” or “dirty” words. It is part of their growing up; just ignore it. If older children use them, tell them you do not want them to use those words. They are not acceptable.

However, if the children use foul language that you find disturbing, ask your parent or another adult for advice. If you think they are picking it up in their home environment and don't feel comfortable talking with their parent/guardian about it, then you may decide to not babysit for them in the future. If you think they are not hearing such language in their home, then tell the parents/guardians so they can investigate further.

As a babysitter, you need to know about “appropriate touching”. “Appropriate touching” is touching that creates positive emotional/social growth in the child and/or properly affects the safety and well-being of the child. Examples of appropriate touching are holding a child's hand while crossing the street or cleaning a toddler's bottom while changing his/her diaper. It also includes hugs, lap sitting, reassuring touches on the shoulders and naptime back rubs (done over the clothing) for a stressed child. This touching can help a child feel safe, reassured and protected. However, no physical contact should be against the wishes of the child unless safety is an issue such as holding him/her during a temper tantrum. Examples of inappropriate touching include slapping, hitting, prolonged tickling, pinching and forced-greeting kisses (hello, good-bye) and of course fondling. This touching can make the child feel afraid, confused, unsafe and ashamed. They are never to be done.

Diapering

When you babysit for a baby or toddler, it is important to check the diaper regularly and to change it as needed.



Toileting older children

Young children who have recently been toilet trained still need help in using the toilet. They may need help in undressing, wiping, washing hands and dressing again. They might also want you to stay with them when they are using the toilet. So, be prepared to help with toileting needs!

Diapering steps:

1. Gather all necessary items such as clean diaper, wipes, baby powder, clean clothes, and diaper rash ointment.
2. Put on disposable gloves.
3. Place a paper towel on the changing table or other flat surface and lay the baby on it. Fasten the baby with the safety restraint if there is one. Stay with the baby at all times.
4. Remove the soiled diaper. If it has sticky tabs, unfasten them and stick them back on themselves so they won't stick to the baby.
5. If the baby has a messy diaper, wipe his bottom with the corner of the diaper. Then clean with a damp washcloth or wipes. Make sure to clean all creases and genitals. Wipe girls from front to back.
6. Gently lift the baby's hips off the changing surface by holding the baby by the ankles with one finger inserted between them.
7. Fold the soiled diaper in half under the baby keeping the clean side up. Set it aside.
8. Wipe your hands with a pre-moistened towelette or damp paper towel.
9. Raise the baby's hips off the changing table, slide the clean diaper under the baby's bottom. Pull the diaper between the legs and pin or tape into place. Make sure it is snug but not so tight it causes pinching. Try not to bunch it between the baby's legs as this could cause chafing. If using pins, place your hand between the diaper and the baby's skin to prevent accidentally sticking the child with the diaper pin. Pins should be inserted with the point towards the baby's feet.
10. Wash the baby's hands.
11. Remove the baby from the changing table and put him or her in a safe place. Then put the soiled diaper in the correct container. If the baby wears cloth diapers and the baby had a bowel movement, be sure to dump the bowel movement into the toilet and flush before putting the diaper in the container.
12. Clean and disinfect the changing table and any supplies and equipment you used.
13. Remove your gloves and wash your hands thoroughly when you are done.

Bathing infants and children:

It is generally not a good idea for a babysitter to bathe infants. If a parent asks you to do so, explain to him/her that you don't think it is a safe thing for you to do. You may, however, feel comfortable bathing older children.

However, this is not something you have to do. Your job as a babysitter is keep the children safe and happy. You should feel comfortable telling parents that it is not something you want to do due to the risk involved. If you decide you want to bathe the children, then ask if you can come over at another time when they are bathing the children so you can see how they do things and where supplies are kept. Once you do it on your own, be sure the water is not too hot or too deep and **never leave a child unattended in the tub!**

Bedtime for infants and children:

Infants are always put to bed on their backs. Do not give them a bottle in their crib and be sure there are no items in their cribs such as toys. Pull the side of the crib up and lock it in place.

It is important to find out from parents/guardians ahead of time what the bedtime routine is. Does it include washing-up? brushing teeth? story-telling? reading a book? prayers? a special blanket or stuffed animal? music? nightlight? door open? Some younger children may have a difficult time falling asleep even after you have tried all the routine items. Try staying with them, rubbing their backs, talking softly. They just may be feeling a bit uneasy. If they are older, they may not be tired. Let them do quiet activities in their bed.

It is your responsibility to check on the children every 15 minutes.



Family differences

Families are all different and each needs and deserves respect. It is important as a babysitter that you respect their culture, religion and the way they want you to care for their child/ren. Their beliefs might be different from yours, and you may have to talk about what you are comfortable with and what you can do as a babysitter.

Talking to the parent/guardian is a good way to find out many things about what the family values, has difficulty with, or wants you to know. This may be as simple as what kinds of foods are allowed or not allowed, or even what a child might be taught to say before eating. It might be more complicated, like saying prayers that you might not know or might be uncomfortable saying with a child. Ask about restrictions or limitations for television watching, computer use and playing video games. Find out if certain words are not used.



Ask the parents/guardians:

- Are there any food restrictions for religious or cultural reasons?
- Do you want me to help your child say anything before or after he or she has a meal?
- Are there television shows that are offensive to you and your family that you do not wish your children to see?
- How do you feel about children using slang words or talking back?
- Are there certain clothing practices I should know about?
- Are there any restrictions or religious practices that you would like me to know about?

Notes



Deployment

Here is some information to keep in mind if you babysit for children whose parent/guardian is deployed:

When a parent/guardian is deployed

- As a babysitter it is important to be aware of the family situation. Who is deployed? Where? For how long? Ask if there are any issues you need to be aware of. It is very important that the family and any caregiver, including babysitters such as yourself, keep each other informed. Children are always better off when everyone who interacts with them knows what's going on.
- Ask the parents/guardians in the home what they want you to do or talk about in relation to the deployment. Maybe the family is going to move to be closer to family or friends. Maybe the children will be going to live with someone else. Maybe their economic situation is changing. (If this is the case and they will be losing income, it is a perfect opportunity for you to do some volunteering - provide the care for free! Note it in your "Promise Passport".)
- Talking about the deployment cycle will help the children understand what is going on around them. But be thoughtful in what you say and do. Stick to the basics. If a troublesome issue arises and you feel it is beyond your ability to handle, tell the parent/guardian when s/he comes home. It is the adult's responsibility to discuss it further and get help for the children if needed.
- Be sensitive to the issues and pressures the family is facing.
- The children may never have thought of themselves as military before, especially if they are National Guard or Reserve dependents. Now their parent/guardian is in the deployment cycle and things are different. They are "suddenly military". This transition may take time.
- Do not ask about painful subjects; this shows compassion. As it is, the children probably see more than they need to in the media.
- Be on the lookout for any changes in the children. Were they happy and carefree last time you sat and this time they are quiet and withdrawn? Did they enjoy playing with you last time and this time want to be by themselves? These are signs that something could be bothering them. Try to engage them; be creative! Be sure to inform parent/guardian when s/he returns home.
- If the children have nightmares or cannot sleep, encourage them to talk about what's troubling them or to draw a picture of it. Comfort them as best you can. Stay with them. If they don't fall asleep, that's ok. The important thing is to keep them safe and feeling secure. Tell the parent/guardian when s/he returns home.
- Once the reunion date is known, the children may be nervous, yet excited. This is normal; expect a certain amount of uncertainty or tenseness.



Here are some things you can do with the children to keep them connected with their deployed parent/guardian:

Talk about the deployed parent/guardian.

Use a map or globe to show where the parent/guardian is deployed.

Look up the country in an atlas, encyclopedia or on the web.

Go to the library and take out a book on the country and bring it with you the next time you babysit.

Figure out the distance from where they live to where their parent/guardian is. Make it a math game!

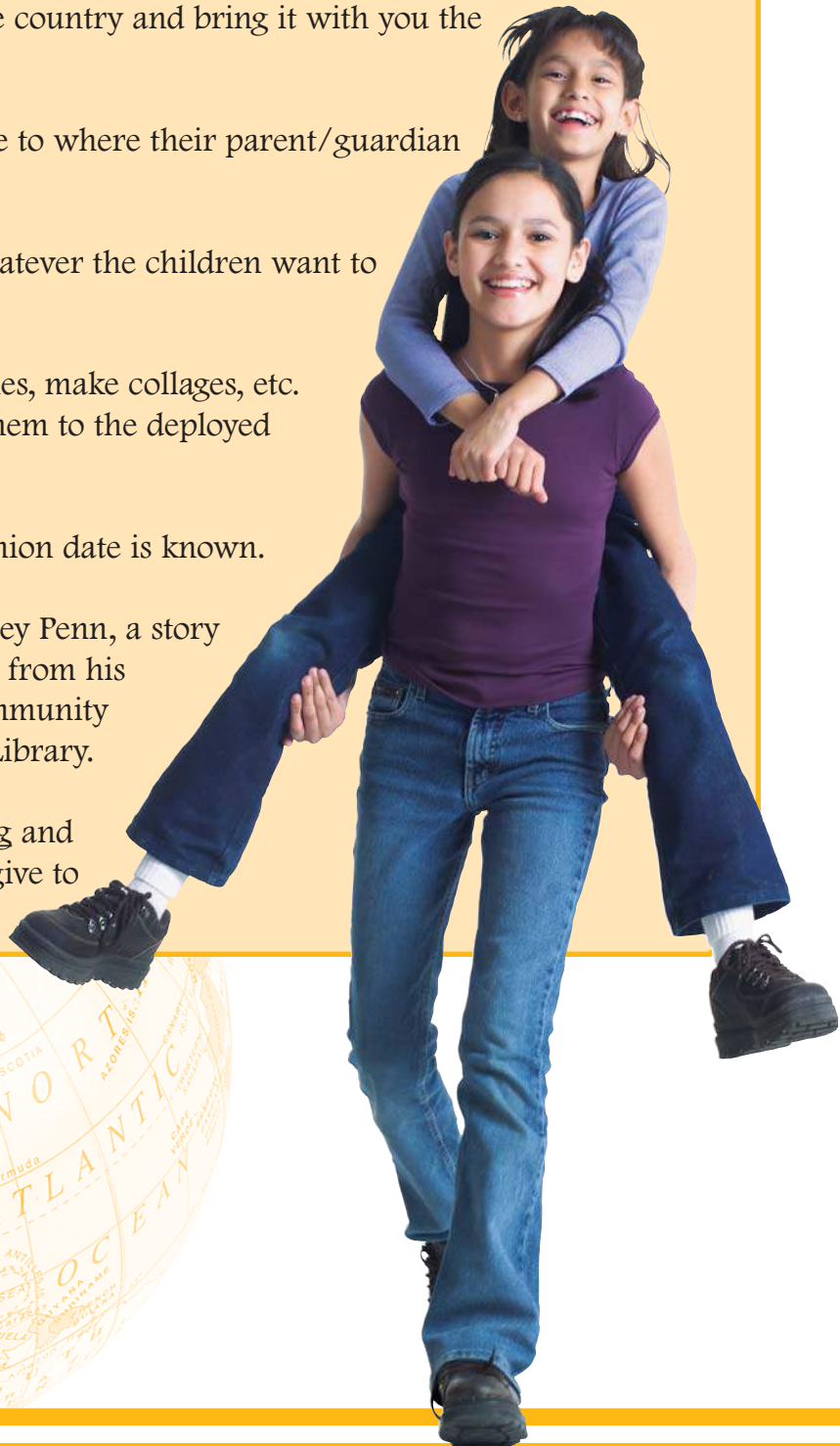
Start a scrapbook or memory book with whatever the children want to put in it.

Have the children draw pictures, write stories, make collages, etc. Ask the parent/guardian at home to send them to the deployed parent/guardian.

Make “Welcome Home” signs once the reunion date is known.

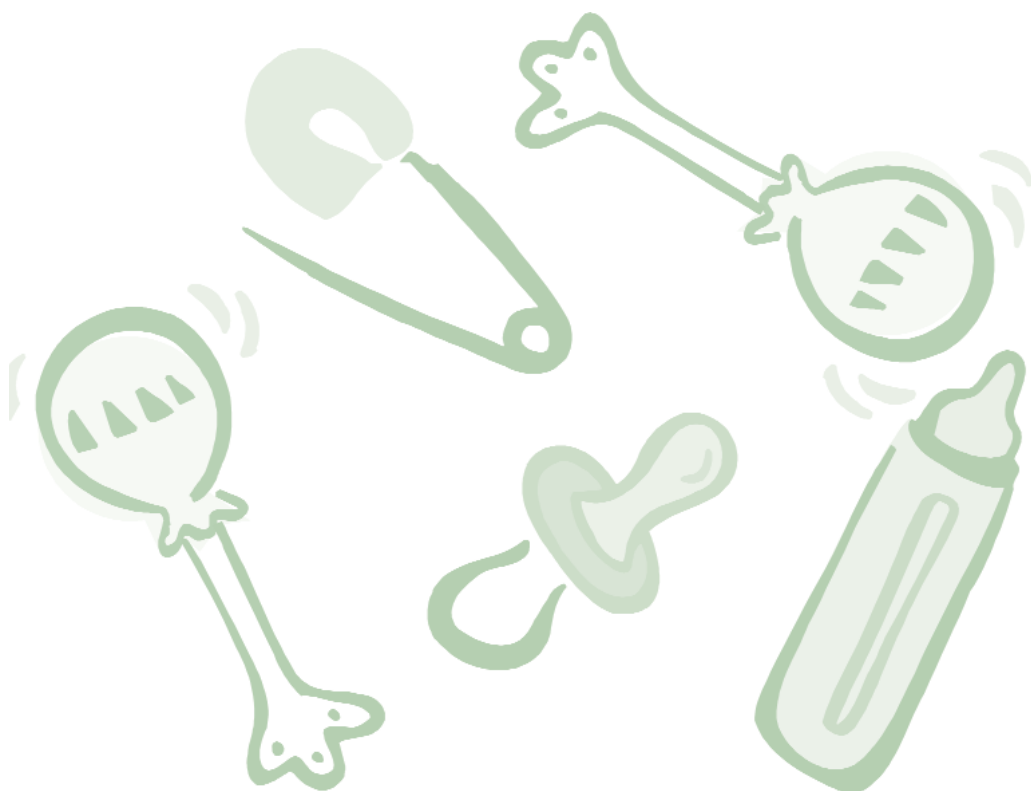
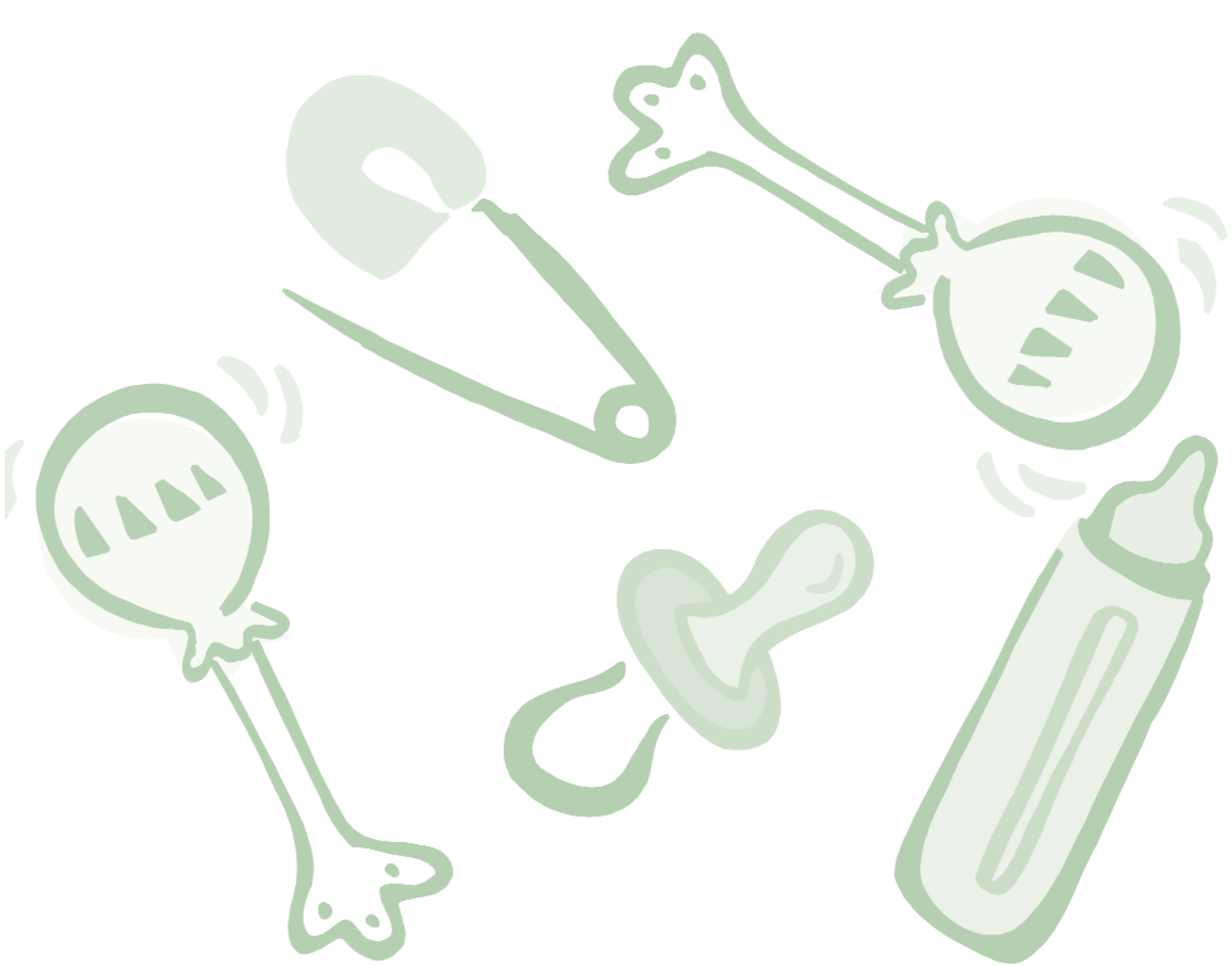
Borrow the book *The Kissing Hand* by Audrey Penn, a story about Chester who is temporarily separated from his parent, from your MWR Library, Army Community Service or Child & Youth Services Lending Library.

Email omkadmin@operationmilitarykids.org and ask if it's possible to obtain a Hero Pack to give to the children.



Food and Nutrition





Food and Nutrition

Several Pillars of Charactersm are present when you think of food and nutrition; but a key one is Respect: Respect for your body and for the body of the child for whom you are caring. Providing nutritional foods appropriate for the child's age and that are safe to eat shows respect for the body. This is one more way of thinking about how the Pillars of Charactersm apply to so many parts of our lives!

Newborn (0 to 6 months)

- Babies from birth to six months are fed formula or breast milk. Follow the parents' or guardians' directions for when to feed the baby a bottle and how much the baby usually eats.

When the baby pulls away from the bottle then the baby is finished eating - do not try to force him or her to finish a bottle.

- Avoid heating a bottle of formula or breast milk in the microwave because it can get very hot and burn the baby.
- Hold the baby while feeding him or her rather than propping the bottle and do not put the baby to bed with a bottle.



Infant (6 to 9 months)

- Babies will begin to eat solid food at this age and can be very messy!
- You may be asked to feed the baby infant cereal, mashed fruits or vegetables. Babies this age also like finger food like cereals, crackers and toast.
- Babies this age eat small amounts of food.

As babysitters your job is to keep the children safe and happy. Irregardless of what the children say they want to eat, you must follow the parents'/guardians' instructions. **When it comes to food, always:**

- think “safety first”.
- ask parents/guardians if the children have any allergies and be careful to avoid those foods.
- stay with the children when they are eating to be sure they do not choke. Foods most likely to cause choking are round (like grapes), stick-shaped (like hot dogs), hard (like raw apple pieces, nuts, hard candy and carrots) and sticky (like peanut butter). Any food can cause choking if children put too much in their mouths at once. Cutting food into tiny pieces (ex. grapes in half and hot dogs into matchstick shape pieces) and hand-feeding toddlers will help prevent choking as will requiring the children to sit at the table to eat.
- wash fruits and vegetables prior to eating them.
- wash any cutting boards used with hot soapy water between different foods.
- wash your hands before and after preparing food.
- have the children wash their hands before and after eating.

Toddlers (1 year to 3 years)

- Children this age love to explore and show their independence.
- Toddlers often want to eat the same foods again and again or will refuse food with a loud “NO!”
- Find out from the parents or guardians what food(s) the child likes and offer the child a choice from those foods.
- Your job is to make meal and snack time relaxing and pleasant. If the children don't want to eat or finish the food, that's ok. Encourage them to eat but don't force them.
- Children this age need to eat often and snacks are especially important - their energy needs are high but their stomachs are small so they need to eat often. If the child seems cranky, try offering a snack.

School-Aged Children (6 to 11 years)

- School-aged children are usually positive, curious, energetic, persistent and increasingly independent. They would often prefer to be active or playing games rather than taking time to eat a meal or snack.
- Children this age will often tell and show you what they want to eat and may be able to pick their own snacks.
- Ask parents/guardians for directions about what foods (and how much) the child is allowed to eat.
- Snacks are still an important part of what school-aged children eat.

Other important information:

- be sure to learn how to operate any needed equipment such as the stove or microwave before the adults leave
- have the food ready at the normal mealtime. Children are often fussy when they are hungry!
- do not force or punish a child to eat if s/he child refuses. Do let the parents/guardians know when they return home.
- be sure the child is sitting in a high chair or at the table when s/he is eating. This will help prevent choking and will help to separate playtime from meal or snack time.

Preschoolers (3 to 5 years)

- Preschoolers are out to learn, have an increased sense of what they can and can't do, and are willing to go along with some limits while still showing their independence.
- Preschoolers usually love to help with food preparation and will be influenced by your behavior at meal time and snack time. Encourage the child to help you prepare the meal or snack and then sit and eat the food together. The preschooler will often follow your lead.
- Do not try to force the child to clean the plate or to eat something that he or she does not want.
- Snacks are still very important for children this age.

- keep good nutrition in mind when feeding children. Fruits, vegetables, whole grain products, low-fat milk, cheese and yogurt and lean meats are the best choices. Too much juice or empty calorie foods such as sweets, salty snacks, etc. can make children feel full and they won't have room for healthier foods.

Food and Nutrition

If you have access to the internet, visit www.MyPyramid.gov and play the “Blast Off Game”.

Good food choices:

- Whole grain bread, cereal, crackers, mini rice cakes and pasta
- Vegetable sticks -cucumber, squash, green pepper, etc.
- Fruit sections - oranges, apples, bananas, pineapples, canned fruit packed in 100% juice
- Milk, yogurt, chocolate milk, and cheese cubes or strings cheese
- Lean meat, fish, beans, chicken and hard boiled eggs cut into slices or chunks
- Peanut butter for school-age and older children
- Combination foods like pizza and macaroni and cheese.

MyPyramid For Kids
Eat Right. Exercise. Have Fun.
MyPyramid.gov

Grains	Vegetables	Fruits	Milk	Meat & Beans
Make half your grains whole	Vary your veggies	Focus on fruits	Get your calcium-rich foods	Go lean with protein
Start smart with breakfast. Look for whole-grain cereals. Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").	Color your plate with all kinds of great-tasting veggies. What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.	Fruits are nature's treats – sweet and delicious. Go easy on juice and make sure it's 100%.	Move to the milk group to get your calcium. Calcium builds strong bones. Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.	Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried. It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.
For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.	For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.	For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.	For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.	For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.
Eat 6 oz. every day; at least half should be whole	Eat 2 1/2 cups every day	Eat 1 1/2 cups every day	Get 3 cups every day; for kids ages 2 to 6, it's 2 cups	Eat 5 oz. every day
Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.		Fats and sugars – know your limits		
Find your balance between food and fun		Fats and sugars – know your limits		
<ul style="list-style-type: none"> ■ Move more. Aim for at least 60 minutes everyday, or most days. ■ Walk, dance, bike, rollerblade – it all counts. How great is that! 		<ul style="list-style-type: none"> ■ Get your fat facts and sugar smarts from the Nutrition Facts label. ■ Limit solid fats as well as foods that contain them. ■ Choose food and beverages low in added sugars and other caloric sweeteners. 		

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U.S. Department of Agriculture
Food and Nutrition Services
September 2009
FNS-581

USDA

TEAM
together for the world

Yogurt Sundaes

What you do:

1. Place vanilla yogurt in a dish.
2. Top with your choice of the following: Wheat germ, granola, or crushed graham crackers, Raisins or coconut, Fresh or canned fruit, cut into bite-sized pieces

Popcorn with Cheese

(for school-age and older children)

- 1/3 cup popcorn
- Spray margarine (optional)
- 1/3 cup Parmesan cheese, grated

What you do:

1. Pop the popcorn (hot air popper is best).
2. Spray popcorn with margarine.
3. Sprinkle with cheese.
4. Serve immediately.

Bubble Juice

A healthful, delicious alternative to soda!

What you do:

1. Mix together:
 - 1/2 cup 100% juice such as orange, grape, cranberry
 - 1/2 cup sparkling water (seltzer)

Banana Boats

- 1 small banana
- Small amount of canned fruit (sliced peaches, pears or fruit cocktail)
- 1/2 cup cottage cheese (or use frozen yogurt)
- 1 or 2 graham crackers

What you do:

1. Split banana lengthwise and lay it on a small dish.
 2. Scoop cottage cheese (or yogurt) on top of the banana.
 3. Drain the canned fruit and spoon over cottage cheese (or yogurt).
 4. Crumble graham crackers over the mixture.
- Eat and enjoy!





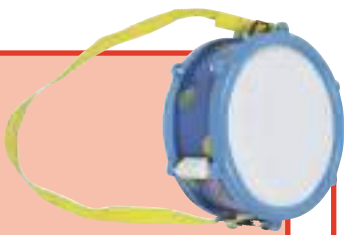
Entertainment





Entertainment

Music and Action



To children, music means activity. Young children like to “dance”! Preschool children like songs with actions, like “Farmer in the Dell,” “Here We Go ‘Round the Mulberry Bush”, and “Duck, Duck, Goose”. By five or six, children like singing games with more complicated actions such as “In and Out the Window”. When children are four, five, or six years old, they start to like to “just listen” to music. Introduce right and left by marching. Hop on one foot, then the other. Jump high and low using two feet. Walk like animals such as ducks, elephants, snakes, kangaroos, rabbits, crabs, etc. Try having the children walk forward, backward and sideways or on tip-toes. If you have permission to go outdoors with the children, take them on an adventure walk - even if it is only in the yard. Look for differences in the landscape; listen for different sounds; imitate things in nature like a bird flying or an ant crawling. Be creative! Use your imagination! You will have fun and the children will be happy!

Children

learn by playing. It is their job! As a babysitter, it is important that you know how to entertain them. Knowing this information will be helpful not only in babysitting, but in any other interactions you have with children in years to come! Think back to the Child Development information you learned in Lesson 4 and consider the following tips:

Books and Reading



Children from one to two years old usually prefer a story that is made up. They especially like a story or song about themselves. It takes only a few simple ideas accompanied by actions to make a “story” for them. The story might go something like this: “Juan is a fine boy. He has brown eyes (point to them). He has curly brown hair (point). He likes to eat his cereal. . . .” Dressing, eating, and playing all make good ideas around which to build a story that a very young child enjoys. The story may be spoken or it may be “sung.”

Children from one year old on like to look at picture books. The pictures should be large, and there should be only one or two pictures on a page. It is good if the pictures are of real objects that the child can recognize (a ball, a cat, a car). Young children also like to turn the pages of a book. They sometimes like to tell stories that they make up about the pictures. Turning pages and talking are activities that children enjoy and are an important part of having a story “read” to them.

As children get older, they like longer stories, but still are interested in familiar things: mothers, fathers, grandparents, aunts, brothers and sisters, animals, playthings, food, etc. They like to imagine parts of the story. Children like to see the pictures in a book that is being read. They like to sit in the reader's lap and help hold the book. If you are babysitting for more than one child, have the children sit in front of you and read the story by looking at it sideways. Children often like to talk about what is happening in the story. It's a good idea to stop and let them talk about their ideas. Hearing what they think and feel is more important than finishing the story. Use puppets or props if possible to illustrate the story and use your own voice and gestures to make the story more realistic.

Activities to do with Children

Shakers

(for older children)

Use film containers, plastic eggs, baking powder cans, oatmeal boxes, or boxes with lids. Experiment with different sounds by putting dry beans, macaroni, rice, buttons, stones, etc., in them. Tape together securely. Little children like to put things in their mouths; so be sure they cannot get to the contents of the shaker or undo the lid.

Staple paper plates together with something that rattles inside. Use fairly large objects, and place the staples very close together. Cover the staples with masking tape to prevent sharp points from injuring the children. Or lace the edges with yarn after holes are punched.

Kazoos and Horns

Tape waxed paper over one end of a cardboard tube (from paper towels or toilet paper). Hum into the open end with your mouth open a little. This may take a little practice. A different sound is made if you make three holes in the tube with a hole punch or pointed object such as a sharpened pencil. The waxed paper also can be held in place with a rubber band.

Blow across the mouths of different sized empty plastic bottles. Different sizes give different tones.

“Quiet Cats”

We are little pussy cats (use hands, crawl, or tip-toe)

Walking round and round

We have cushions on our feet

(whisper) And never make a sound

“Taller, Smaller”

When I stretch up, I feel so tall

When I bend down, I feel so small

Taller, taller, taller, taller

Smaller, smaller, smaller, smaller

Into a tiny ball

“The Apple Tree”

Way up high in the apple tree (point up high)

Two little apples smiling at me (make two circles with hands)

I shook that tree as hard as I could (wrap hands around “trunk” and shake)

Down came the apples and (two circle hands come down)

Mmmm, they were good! (rub tummy)

“I’m a Little Teapot”
I’m a little teapot, short and stout
Here is my handle, here is my spout
When I get all steamed up, hear me shout
“Tip me over and pour me out!”

“Home Sweet Home”

A nest is a home for a robin (cup hands to form a nest)

A hive is a home for a bee (turn cupped hands over)

A hole is a home for a rabbit (make a hole with hands)

And a house is a home for me (make roof with peaked hands).

Drums

Tape the top securely on an oatmeal box or a margarine container.

Drumsticks can be your hands, spoons, pencils, dowels, or sticks. You may want to wrap one end of the dowel or stick with cloth, or tie cotton on it to make a different sound. This also makes it more safe to use.

“The Itsy Bitsy Spider”

The itsy bitsy spider climbed up the waterspout

Down came the rain and washed the spider out

Out came the sun and dried up all the rain

And the itsy bitsy spider climbed up the spout again

Toys

As a babysitter, you need to choose toys carefully. Safety is one aspect to be aware of but there are others. Toys are more than fun things to play with. They actually promote the social, emotional, mental, and physical development of the children who play with them. They also allow for the different moods in the course of a day that children experience: active, quiet, sharing, solitary.

for **ACTIVE PLAY**: Push and pull toys, wheel toys, sport items


for **QUIET PLAY**: Building blocks, construction toys, dolls

for **SHARING PLAY**: Board and noncompetitive games

for **SOLITARY PLAY**: Arts, crafts, finger paints, modeling clay, puzzles and books

Always follow these precautions when selecting toys for play:

- use only non-toxic paint, crayons, clay, etc.
- check the age recommendations on the packaging of the game or toy.
- heed warnings such as “not intended for children under three years.”
- observe and learn what fascinates the children and choose items accordingly.
- allow projectile toys to be used only by responsible children over eight years of age and only with supervision.
- be careful and thoughtful in your selections.

 As you find ways to entertain the children you care for, think about how you can talk with them about character. For example: as children do an art project, connect the colors they use with the pillars.

Trustworthiness = Blue

Responsibility = Green

Caring = Red

Respect = Gold

Fairness = Orange

Citizenship = Purple

Inspect all toys before letting the children play with them. Be on the lookout for:

- Sharp points, jagged edges, or rough surfaces
- Small detachable parts that may be swallowed or could lodge in the windpipe, nostrils or ears
- Glass that could break and leave sharp cutting edges
- Sharp spikes or pins that become exposed if someone pulls the toy apart
- Long cords or strings; if the cord is over 12 inches, cut it to six inches.
- Squeakers, or other noise makers, that are not securely attached to the toy and could be removed and swallowed
- Caps, guns, and other toys that produce a very loud noise that could impair hearing
- Nuts, bolts, and clamps that are not tightly secured
- Gyms that are not on a level surface or anchored properly; avoid paved surfaces
- Poorly constructed dolls and animals stuffed with small pellets that will fall out when the seams are opened



Worksheet Four

LESSON 6

(Date and have an adult initial when complete)

Babysitters Do

Practiced changing a diaper on either a doll or a real baby.

Discussed with the group or a friend some activities you could do while babysitting children of different ages.

Role played with a member of the group, a friend or an adult what to do with a child who doesn't want to go to bed.

Made a nutritious snack and explained why it is nutritious.

Selected four toys and explained why they are age appropriate.

Discussed with your group or an adult some activities you could do with children of deployed parents/guardians.

Date

Adult Initials

Babysitters Share

Have you ever noticed that all children are not alike? Talk with a friend about the differences you notice among the children you know, younger brothers or sisters, etc. Write down their ages and some of the differences you discussed.

Date

Adult Initials

Babysitters in Action

Write two new things you learned about children's behavior.

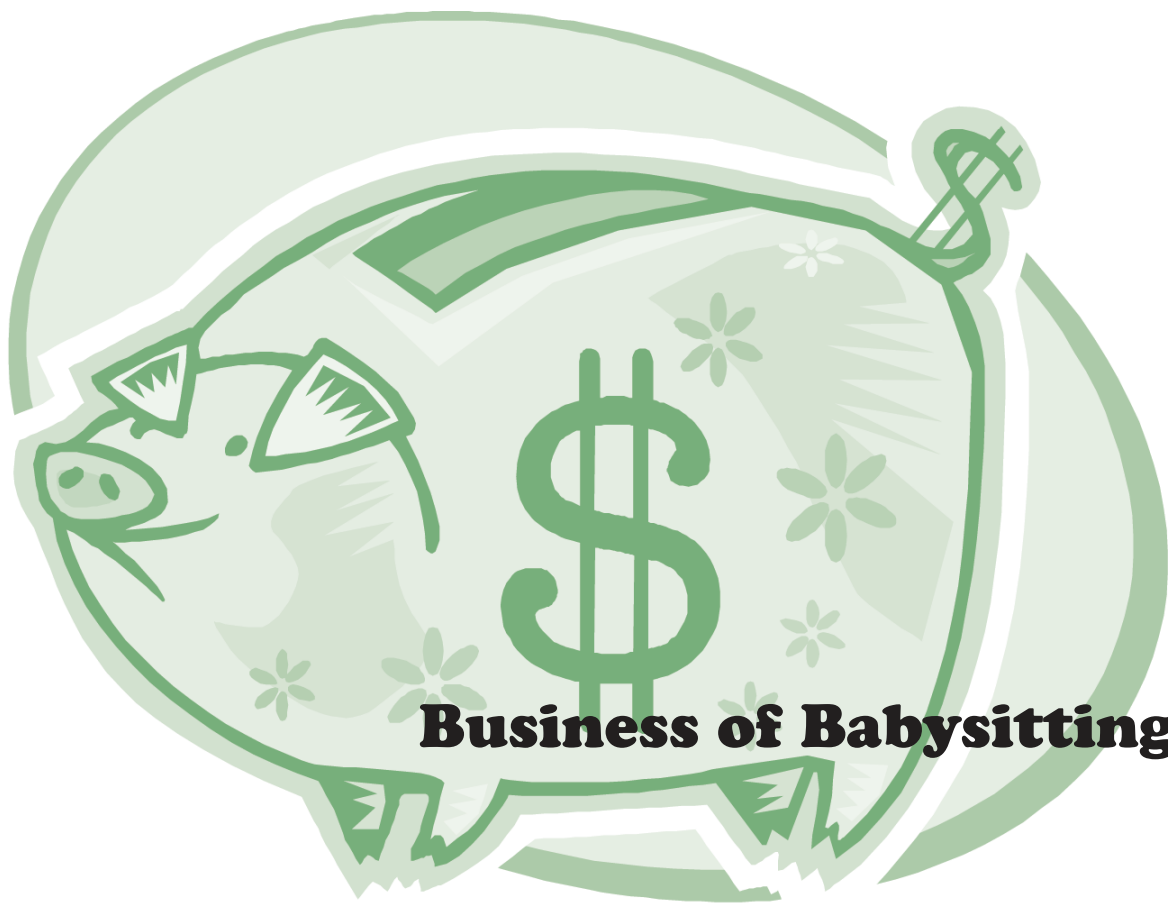
Date

Adult Initials

How will what you learned about children's behavior help you when you babysit?

Date

Adult Initials



Business of Babysitting



Business of Babysitting

Babysitting is your business and it is probably your first experience in the world of work. Be professional in your manner and your conduct (see the following “Do” and “Don’t” lists). Don’t be afraid to talk about business concerns such as what you are paid and what your working conditions are. The more knowledgeable, confident and professional you are, the more likely the parents/guardians that you are babysitting for will treat you like a responsible, capable, trustworthy babysitter.

If you have access to the internet, visit www.urbanext.uiuc.edu/babysitting. You can make your own babysitting flyer and learn more about babysitting!

Fairness and Citizenship are emphasized in business. Keep in mind that Fairness means that you play by the rules, that you are open-minded and listen to others, and that you don’t take advantage of others. Citizenship means you do your share, cooperate and are a good neighbor.

Don't

- Don't babysit if you have a contagious illness such as a cold or the flu.
- Don't snoop!
- Don't discuss the family with others. Respect their privacy.
- Don't abuse any privileges. For example, don't tie up the phone lines using the phone or Internet.

Websites: www.4h-usa.org
www.urbanext.uiuc.edu/babysitting
www.n4hccs.org *Child Development: Kids on the Grow!*
www.redcross.org/services/hss/courses/
www.charactercounts.org,
www.gocybercamp.org
<http://pa4h.cas.psu.edu>

Do

- Be on time.
- Be clear about money matters before accepting the job. You should not be embarrassed talking about money.
- If you don't understand, ASK!
- If you are asked to do additional chores such as cleaning up the kitchen, remember that all extra chores come second to the care and safety of the children.
- Be clear about transportation arrangements.
- Know when the parents or guardians are expected to return and how to contact them while they are gone.
- Discuss in advance any expected visitors, deliveries or phone calls.
- Ask parents/guardians about routines, expectations, the way things are done in their households.
- Remember, the use of drugs, alcohol or tobacco is not appropriate at any time nor is inappropriate behavior with friends.
- You are a role model for children and need to act accordingly.
- Keep a calendar with your babysitting dates on it so that you do not forget any of your commitments.
- Have a plan for how you will manage the money you are earning.
- Consider volunteering your time as a babysitter. Many families may need the help but not have the money to pay for it.



Worksheet Five

(Date and have an adult initial when complete)



Babysitters Do

Make a Babysitters Magic Bag

Make a flyer or business card to advertise yourself.
Be cautious as to what information is included
(no last name or contact information.
You do the contacting.)

Date	Adult Initials
_____	_____
_____	_____

Babysitters Share

Discuss with your group or another adult each item
in your Babysitters Magic Bag and why you included it.

Discuss your business card with
an adult. Explain how you would
use it safely.

_____	_____
_____	_____



Babysitters in Action

Organize a group of trained
babysitters to volunteer at a
community event, Family day or
Soldier Homecoming.

Enlist your friends in your Army
Youth Program or 4-H Club to
make "Babysitter Magic Bags"
and donate them to your
Child & Youth Services
Lending Library or 4-H Club to
have on hand for future babysitting classes.

Date	Adult Initials
_____	_____
_____	_____

Babysitting Brain Buster

L	K	J	E	Q	R	E	U	N	Y	M	M	Y	Y	S
U	T	O	Q	B	R	M	L	R	O	E	W	O	X	S
F	R	N	O	H	S	T	E	A	C	H	T	Z	O	S
T	U	H	L	B	P	Y	B	A	B	D	I	N	N	E
H	S	C	H	O	N	L	A	G	E	X	F	I	W	S
G	T	G	N	I	S	R	A	E	L	I	A	N	G	S
U	A	P	X	S	S	E	Q	F	D	T	A	C	I	T
O	Y	T	I	V	I	T	A	E	R	C	I	A	D	T
H	G	Q	Y	K	B	F	N	E	H	G	R	I	S	I
T	M	N	C	T	L	C	T	J	N	I	S	B	R	V
P	K	A	I	V	E	N	P	I	N	C	Y	O	R	E
C	N	J	W	C	R	E	S	G	O	N	P	T	K	C
S	D	D	D	R	I	A	V	Y	U	P	T	R	X	H
R	E	P	A	I	D	E	S	H	F	A	L	A	H	K
T	O	D	D	L	E	R	D	X	N	F	H	E	M	K

BABY

BOTTLE

CONFIDENCE

DANCING

DISCOVER

FUN

LEARNING

RESPONSIBLE

SCHOOLAGE

SINGING

TEACH

TODDLER

TRUST

BOOK

CARING

CREATIVITY

DIAPER

ENTERTAIN

HAPPY

MARKERS

SAFETY

SENSITIVE

SNACK

THOUGHTFUL

TOY

WATCH

Created by Puzzlemaker at DiscoverySchool.com



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