

NC STATE UNIVERSITY

THE BABYSITTER'S BACKPACK



**Everything You Need To Know
About The Basics Of Babysitting**

Produced by:

NC State University

North Carolina Cooperative Extension

4-H



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Overview to the Babysitter's Backpack

Introduction:

Lesson Plans:

The Babysitter's Backpack includes 5 lesson plans designed to teach child development skills, discipline strategies, safety information, and marketing techniques in an informative and enjoyable manner. The lessons are designed to be offered in a particular order to enhance knowledge and build upon lessons learned.

Curriculum Format

Each lesson plan begins with a list of objectives and a list of materials needed for each session. A session overview follows, with a brief description of discussions, PowerPoints, and activities included in the lesson and approximate time needed for each. Finally, notes to guide preparation for each session are included.

For classes conducted in person, a step-by-step procedure is included with bulleted points highlighting important activities and points to cover in each lesson. A script is included to help guide the facilitator with words he or she may say and questions to ask, which are contained in text boxes. Handouts for each lesson plan are included, with the exception of a local resource list. Each facilitator is responsible for creating or providing a list of local resources relevant to each session.

Lesson Objectives:

The lesson objectives are based around four objectives identified as important points to address throughout each lesson plan. These objectives are to:

- Educate participants on basic baby care and understand the developmental stages of childhood
- Help participants learn how to be responsible for the care and safety of others
- Give participants extensive tools to deal with discipline, emergency situations, and interacting with parents
- Aid participants in acquiring interview and marketing skills which will help them throughout their lives

Lesson Plan Titles

- Babysitting Basics
- Best Practices for Baby
- Babysitting Breakdown
- Best Behavior
- The Business of Babysitting

Lesson Plan Summaries:

- **Babysitting Basics** – learning how to hold a baby, change a diaper, give a baby a bottle, putting a baby to bed, and taking basic care of children.
- **Best Practices for Baby** – understanding how to keep children safe, learning safe practices for answering the phone and door, and learning the dangers of Shaken Baby Syndrome.
- **Babysitting Breakdown** – learning the ages and developmental stages of children, understanding how to create and implement age appropriate activities, and learning how to read to children
- **Best Behavior** – understanding, implementing, and practicing positive discipline techniques
- **The Business of Babysitting** – learning strategies and ideas for marketing and securing babysitting jobs, understanding best practices for a successful interview, and participating in a mock interview.
- **Extra Resources:** to give more in-depth resources, four fact sheets are included on: Ages and Stages, Business of Babysitting, How to Interview, and Positive Discipline.

Resources:

In developing this curriculum, we consulted many resources to help us create a curriculum that covered all aspects of babysitting. At the end of each lesson, there is a resources section that lists extra resources for participants to use. In addition to those resources, we consulted the following sources: 4-H Military Partnership Program, American Red Cross Babysitting Program, Safe Sitters, and the 4H Caring for Children curriculum.

All images were taken from the Microsoft Office image database, which can be found through any Word program or online at office.microsoft.com.

Evaluation:

At the end of each lesson, an evaluation is given to participants to assess not only what facts they learned, but if they gained a basic understanding of the concepts. At the end of each lesson, extra resources are given to help participants find more information and gain a better understanding of each topic.

Fact Sheets and Printables

A series of fact sheets and printables based on each lesson topic are included. These informational sheets are designed to give brief, quick information on each topic, and can be used independently of the lesson plans.

Letter to Youth and Parent

We are so pleased that you have chosen to take the Babysitter's Backpack course. We understand that starting a job caring for children is both exciting and scary for youth. This course is designed to give youth ages 11-14 some basic skills so that they are prepared to care for younger children. The content in the course covers five content areas:

- **Babysitting Basics** – learning how to hold a baby, change a diaper, give a baby a bottle, putting a baby to bed, and taking basic care of children.
- **Best Practices for Baby** – understanding how to keep children safe, learning safe practices for answering the phone and door, and learning the dangers of Shaken Baby Syndrome.
- **Babysitting Breakdown** – learning the ages and developmental stages of children, understanding how to create and implement age appropriate activities, and learning how to read to children
- **Best Behavior** – understanding, implementing, and practicing positive discipline techniques
- **The Business of Babysitting** – learning strategies and ideas for marketing and securing babysitting jobs, understanding best practices for a successful interview, and participating in a mock interview.

However, we know that even with the best training, nothing is better than the support and council parents and caring adults. Before you begin your new babysitting adventures, we hope you will take time to talk with your family about their expectations and concerns, as well with your future clients. Safety is so important, and good communication is essential for safety. If you are not sure about something, please ask a caring adult for their input or suggestions. Remember, the more you babysit, the better you will be. Remember...it takes time and practice.

Parents, we understand that your child is now moving into a new direction that can exciting and overwhelming. We are parents too, and we understand that there are few times in our lives that are as scary (wrong word, not sure) as sending your child to care for other children .The information provided here will be an important resource for your child, but nothing is better than your guidance and input. We encourage you to review the materials in this training and work with your child to ensure that they have confidence and skills to **successfully care for others.**

Sincerely, Kim Allen, Kimberly Siefert and Alexandria McCraw

Authorship & Special Thanks

This curriculum was written and designed by Kimberly Siefert, M.R., and Alexandria McCraw, M.R., under the leadership of Kim Allen, Ph.D., professor of Family Life and Youth Development at NC State University.

Thanks are graciously extended to the colleagues who reviewed this curriculum and provided expertise and guidance throughout development.

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THE BABYSITTER'S BACKPACK



FACILITATOR MANUAL

Lesson One – Babysitting Breakdown

1A – Child Development Stages

1B – Food, Bedtime, and Cleanup

1C – Bathroom Basics

Objectives:

- + Understand the developmental stages and how those stages impact babysitters' decisions (1a)
- + Learn the basic necessities for childcare: how to change a diaper, nutrition, bottle feeding, and holding a baby (1b)
- + Understand privacy issues related to childcare (1c)

Connecting to 4H Skills:

- + **Giving:** Leadership, Nurturing Relationships and Concern for Others
- + **Thinking:** Problem Solving and Decision Making
- + **Managing:** Wise Use of Resources, Planning/Organizing
- + **Relating:** Social Skills

Materials for Lesson:

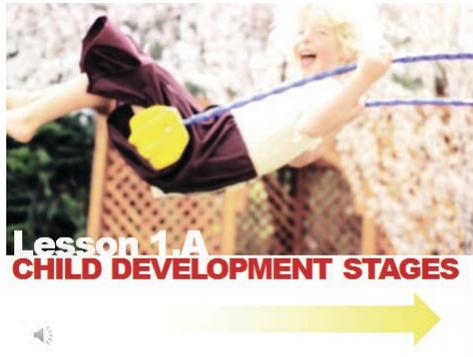
- + Printable 1.1: *Questions to Consider*
- + Printable 1.2: *Ages and Stages*
- + Printable 1.3: *My Plate*
- + Printable 1.4: *Bathroom Basics*

1A - Slide 1



Begin Babysitting PowerPoint

1A - Slide 2



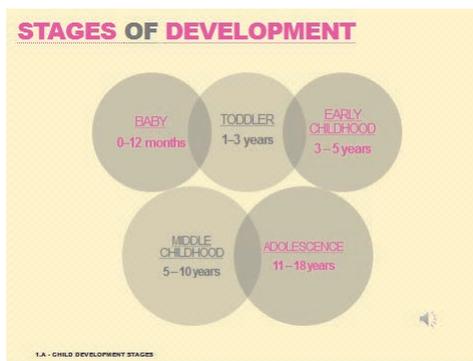
Introduce Lesson 1, Section A: Child Development Stages

1A - Slide 3



Read this slide aloud to your students.

1A - Slide 4



Read through the stages of development.

1A - Slide 5

**BEFORE WE START,
WHAT DO YOU KNOW & REMEMBER?**



Take a few minutes and answer these questions on [Printable 1.1](#). When you are done, go to the next slide.

1. What do you think babies need?
2. What was your favorite thing to do in preschool (3–5 years)?
3. What activities did you enjoy when you were in middle childhood (5–10 years)? What made you happy?
4. Why does it matter what stage a child is in? How can you use this knowledge when you babysit?

1A - CHILD DEVELOPMENT STAGES

Pass out Printable 1.1. Have the group answer the questions individually, then share their answers with the group.

1A - Slide 6

**WHAT CAN WE EXPECT FROM...
BABIES?**



- + At about 3 months, babies can begin to hold their heads up.
- + Typically at about 6 months, babies can sit up with help and will turn toward sounds.
- + At 9 months, most babies are starting to crawl.
- + Around 1 year, babies start to walk, begin saying several words, and can drink from a cup.

Because they are so young, never leave babies by themselves!

1A - CHILD DEVELOPMENT STAGES

Pass out Printable 1.2 to follow along and keep for later reference. Read over and share any personal experiences with the group. Invite participants to share as well.

1A - Slide 7

**WHAT CAN WE EXPECT FROM...
TODDLERS?**



At age two:
Toddlers can say up to **100 words** and understand around 300 words. They **stand on their own**, can **feed themselves**, like to try and **help adults**, and **enjoy taking things apart**.

By age three:
Toddlers are independent. They can walk and run, speak in **small sentences**, play **pretend**, play **simple games**, and **show their emotions**.

1A - CHILD DEVELOPMENT STAGES

Read over and share any personal experiences with the group. Invite participants to share as well.

1A - Slide 8

**WHAT CAN WE EXPECT FROM...
PRESCHOOLERS?**



- + Preschoolers need to be physically active.
- + They are learning to share and make friends.
- + At this age, they love doing art projects and being messy.
- + Preschoolers enjoy being outside and are curious about the world.
- + This age has a short attention span and likes going from one activity to another quickly.
- + Preschoolers can be very sensitive and can have their feelings hurt easily.

1A - CHILD DEVELOPMENT STAGES

Read over and share any personal experiences with the group. Invite participants to share as well.

1A - Slide 9

**WHAT CAN WE EXPECT IN...
MIDDLE CHILDHOOD?**



- + Children at this age like to be with other children of the same gender.
- + These children have a lot of energy and enjoy large body movement and high energy activities.
- + This age admires older children and wants to be like them.
- + Children in middle childhood vary in academic ability. It works best to encourage each one individually and not compare one child with another.
- + This age loves to have fun, play games, and enjoys being outside.

1A - CHILD DEVELOPMENT STAGES

Read over and share any personal experiences with the group. Invite participants to share as well.

1A - Slide 10

**WHAT CAN WE EXPECT IN...
ADOLESCENCE?**

- + Sometimes, you may have to babysit a family with an 11 or 12 year-old. This can be hard for them because they probably feel that they don't need a babysitter. Try to be aware of and sensitive to their feelings when this happens.
- + At this age, they often feel awkward. They experience a lot of body and emotional changes during this stage.
- + Remember that adolescents can help you out. They like and need responsibility.



1A - CHILD DEVELOPMENT STAGES

Read over and share any personal experiences with the group. Invite participants to share as well.

1A - Slide 11

SO, REMEMBER:

These developmental stages serve as a guide for how children are growing. But, all children develop and grow at different rates. Use what you've learned to best understand each family you babysit.



1A - CHILD DEVELOPMENT STAGES

Give participants Printable 1.3 for later reference.

Read through this slide and ask for any questions.

1A - Slide 12

WHO ARE THE 5 STAGES TO YOU?

Identify a child for each of the 5 stages. It can be someone you know or someone from a book, movie, or TV show.

Write about them: what they do, how they talk, or anything you can think of to describe them. Try to connect to the developmental stages.

WHEN YOU ARE FINISHED, ANSWER THE QUESTIONS TO THE RIGHT.

- + How was it writing about the 5 different children?
- + What weird/cool thing do you know about each stage?
- + Which of the stages do you look most forward to babysitting? Why?
- + Based on the ages and stages information, what activity would you do with child 1, 2, 3?

1A - CHILD DEVELOPMENT STAGES

Go through these questions, then have the students complete the module quiz. After, move to the next section (1.B).

1A - Slide 13

1.A REFERENCES

- + www.aap.org
American Academy of Pediatrics
- + www.ncei.org
North Carolina Early Intervention
- + www.extension.missouri.edu
University of Missouri Cooperative Extension

Have questions? Look for more info on these websites.

Once you have completed your quiz, you are ready to move on to the next lesson, *How to Read to Children*.

1.A - CHILD DEVELOPMENT STAGES

1B - Slide 1

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LESSON 1:
**BABYSITTING
BREAKDOWN**

1B - Slide 2



**Lesson 1.B
FOOD, BEDTIME, & CLEAN-UP**

Read the title aloud to the class.

1B - Slide 3

**BEFORE WE START,
WHAT ARE YOUR EXPERIENCES?**

Take a few minutes and answer these questions. When you are done, go to the next slide.

1. What are some excuses you used to prolong bedtime when you were a child? Did any work? List as many as you can.
2. What are some important things to consider when feeding children?

1.B FOOD, BEDTIME, & CLEAN-UP

Have the group answer the questions individually, then discuss the questions as a group.

1B - Slide 4



Poll the class to see if anyone in the class has allergies. Next, read the slide aloud and ask for any questions.

1B - Slide 5



Ask a participant to read the slide to the class.

1B - Slide 6

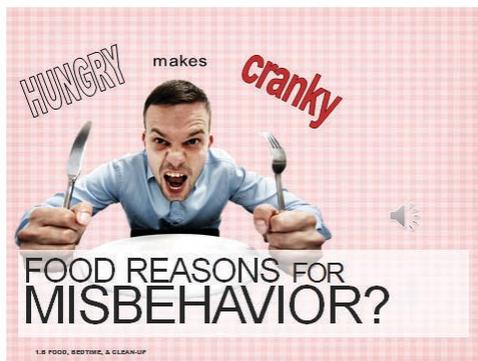


Ask a participant to read through the slide. Find out if the class has any questions.

1B - Slide 7

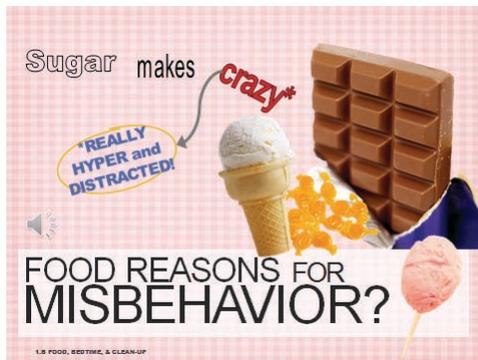


1B - Slide 8



Read through the slide and ask for any questions. Ask the class about their experiences with people needing food to pick up their mood.

1B - Slide 9



Read through the slide and ask for any questions. Ask if the class agrees.

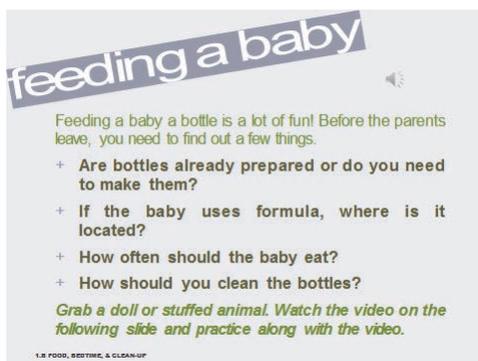
1B - Slide 10



Poll the class to see how many of them eat together as a family. Ask what activities or circumstances may prevent eat together.

Read the slide aloud.

1B - Slide 11



Read through the slide and ask for any questions.

1B - Slide 12



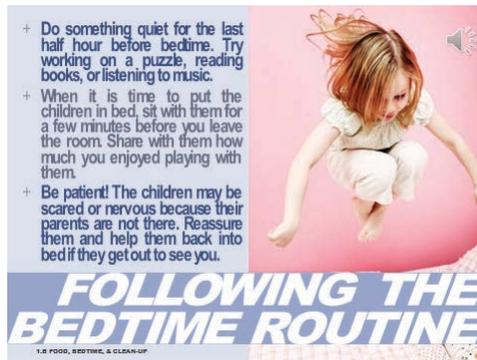
1B - Slide 13



1B - Slide 14



1B - Slide 15



Ask the class what excuses they have used for prolonging bedtime?

1B - Slide 16

putting the kids to bed

- + This next clip shows you how to make sure the bedding area is safe for the child.
- + Watch the video and think about how you would put a child to bed.

1.B FOOD, BEDTIME, & CLEAN-UP



1B - Slide 17

putting the kids to bed



1.B FOOD, BEDTIME, & CLEAN-UP

1B - Slide 18

Sleeping + SIDS:
WHAT'S THE CONNECTION?

SIDS (Sudden Infant Death Syndrome) is a devastating occurrence. There are no signs of cause of death, and many different factors may contribute to or cause SIDS.

Most sources agree that you should:

- Place an infant to sleep on their back, not their stomach
- Make sure there is nothing in the crib that could suffocate, strangle, or entrap the infant
- Check on the child at frequent intervals to ensure nothing is wrong

1.B FOOD, BEDTIME, & CLEAN-UP



1B - Slide 19

shh!
Now they're sleeping,
safe & sound.



- + Keep the television or other noise low so you can hear the children if they need you. If possible, use a baby monitor so you can hear them at all times.
- + Don't get too distracted—check on them every 30-45 minutes to make sure they are okay.
- + Anytime they get out of bed, return them safely to their room.
- + While they are sleeping, you can clean-up any messes you or the children made while babysitting.

1.B FOOD, BEDTIME, & CLEAN-UP



Poll the class to see if any participants got out of bed a lot when they were little. Next, read through this slide and ask for any questions.

1B - Slide 20

**TO CLEAN...
OR NOT TO CLEAN...**

Many parents have mixed feelings on whether or not babysitters should clean up. Some parents don't want you to take time away from their child, while others expect the house to look like they left it (or better!). It is best to ask the parents what their expectations are concerning cleaning.

Before reading this slide, poll the class and find out if they think cleaning is a babysitting responsibility? Next read through the slide and ask for any questions or comments.

1B - Slide 21

✦ If you are watching an infant, it may be too difficult to clean bottles and toys while the baby is awake. If this situation arises, offer to help clean-up things when the parents return home.

✦ If you do have time and you know the children are safe, clean-up any dishes or toys that you used while babysitting.

✦ While parents may not expect it, going the extra mile ensures that you will be asked back. Your job does not require doing extra chores, but it is a huge help to parents if they do not have to clean when they return home.

Read through this slide and ask participants whether they agree or disagree with the slide.

1B - Slide 22

1.B REFERENCES

Putting children to bed?

- + www.wikihow.com/Put-a-Babysitting-Charge-to-Sleep
- + www.ehow.com/how_2221610_put-children-bed-babysitting.html

Want to make fun snacks with the children? Here are some fun recipes to try:

- + www.familyfun.go.com/recipes
- + www.perpetualpreschoo.com

Try this interactive food pyramid!

- + www.nourishinteractive.com

Have questions? Look for more info on these websites

1C - Slide 1



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LESSON 1:
**BABYSITTING
BREAKDOWN**

1C - Slide 2



**Lesson 1.C
BATHROOM BASICS**



1C - Slide 3

**BEFORE WE START,
WHAT DO YOU THINK?**



Take a few minutes and answer these questions on [Printable 1.4](#). When you are done, go to the next slide.

1. What do you think are some safety issues for the bathroom?
2. Do you have siblings? Have you ever helped a child in the bathroom?
3. What are some things to consider when giving a child a bath?

1.C BATHROOM BASICS



Pass out Printable 1.4. Have the class answer these questions individually and then share the answers aloud as a group.

1C - Slide 4

changing a diaper

***YOU WILL NEED THE FOLLOWING ITEMS FOR THIS VIDEO LESSON:**

1. BABY DOLL
2. DIAPER
3. BABY BOTTLE

Before the parents leave, ask them what their diaper changing procedure is.

- + Does the baby need diaper rash cream?
- + Should he or she be changed on the changing table?
- + How do they dispose of dirty diapers?

1.E FOOD, BEDTIME, & CLEAN-UP



Read through the slide and ask for any questions.

1C - Slide 5

- + Before you start, make sure you have washed your hands! You don't want to spread germs.
- + Grab all the supplies you will need to change the baby: diapers, wipes, diaper rash cream, and trash bags. Once you have all the supplies, you are ready to change the baby.
- + Never leave a baby alone while he or she is on a changing table! It is too easy for the baby to roll off and get hurt.
- + Grab your doll and diaper. Follow the video on the next slide and practice as you watch.

1.C FOOD, BEDTIME, & CLEAN-UP

Read through the slide and ask for any questions.

1C - Slide 6

changing a diaper



1C - Slide 7

changing a diaper

It is important to check the diaper every 30 minutes.

If the baby sits in a wet or dirty diaper for a long time, this will aggravate the skin and may cause a diaper rash.

Instead of taking it off each time, simply feel the back and make sure it doesn't seem full.

Read through the slide and ask for any questions.

1C - Slide 8

going to the BATHROOM

- It is important to respect their privacy in the bathroom.
- First, be sure the floor is clear & dry before letting a child go in the bathroom.
- If siblings are in the house, keep the door cracked open so you can hear them.
- Think of the child's safety at all times!

1.C BATHROOM BASICS

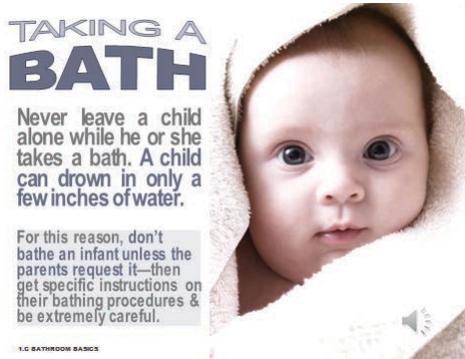
Read through the slide and ask for any questions.

1C - Slide 9



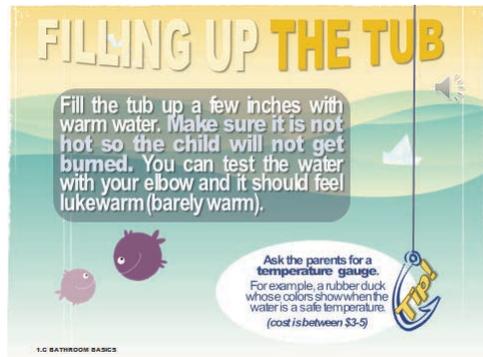
Read through the slide and ask for any questions.

1C - Slide 10



Ask class about times when you may have to give a child a bath. (If the child gets muddy or has an accidentally poops in his or her pants). Emphasize the importance of talking to the parents and trying to avoid baths if possible.

1C - Slide 11



Read through this slide and ask for questions.

1C - Slide 12



Read through this slide. Emphasize that it is important to try and have the child wash him or herself. As babysitters, we always want to put the child's safety first.

1C - Slide 13

1.C REFERENCES

- + www.amazon.com
Amazon - Baby & Toddler
Bath Toys
- + www.babycenter.com
Baby Center



Have questions?
Look for more info
on these websites.

1.C BATHROOM BASICS

Module Quizzes

Lesson 1

A

1. **Do you feel that you better understand the stages of child development after this lesson?**
Strongly agree
Agree
No Opinion
Disagree
Strongly Disagree
2. **You can leave an infant alone.**
True
False
3. **Preschoolers enjoy doing one activity for long periods of time:**
True
False
4. **In middle childhood, children prefer playing with other children of the same sex.**
True
False
5. **Children in middle childhood enjoy being around older children and often try to imitate them.**
True
False
6. **If you are babysitting older children or adolescents, it is best to:**
Ask them to help you
Give them some responsibility
Be sensitive to their emotions
All of the above
7. **You should expect every child to fit into their developmental stage.**
True
False
8. **After looking at the resource page, you feel that you have good websites to learn more information.**
Strongly agree
Agree
No opinion
Disagree
Strongly disagree

B

1. **Do you have a better understanding of the importance of following a child's sleep routine?**
 - Strongly agree
 - Agree
 - No Opinion
 - Disagree
 - Strongly Disagree
2. **When bottle feeding, you should keep the baby's head:**
 - Elevated at all times
 - Level with the rest of her body
 - Lower than the rest of her body
3. **Do you have a better understanding of how to change a diaper?**
 - Strongly agree
 - Agree
 - No Opinion
 - Disagree
 - Strongly Disagree
4. **It's okay to leave a baby alone while he or she is on top of the changing table?**
 - True
 - False
5. **Do you have a better understanding of how to bottle feed a baby?**
 - Strongly agree
 - Agree
 - No Opinion
 - Disagree
 - Strongly Disagree
6. **Do you have a better understanding of how to hold a baby?**
 - Strongly agree
 - Agree
 - No Opinion
 - Disagree
 - Strongly Disagree
7. **Do you have a better understanding of what rules to follow in the bathroom?**
 - Strongly agree
 - Agree
 - No Opinion
 - Disagree
 - Strongly Disagree
8. **When giving a child a bath, you should wash:**
 - Every part of the child
 - Everywhere except where his or her bathing suit would cover
 - Make the child wash my him or herself
9. **It's never okay to leave a child alone in the bathtub.**
 - True
 - False



THE BABYSITTER'S BACKPACK



FACILITATOR MANUAL

Lesson Two – Best Practices for Baby

2A – Keeping Children Safe

2C – Dangers of Shaking a Baby

Objectives:

- + Address major safety issues
- + Understand the appropriate times to call parents
- + Learn about Shaken Baby Syndrome

Connecting to 4H Skills:

- + **Giving:** Leadership and Responsible Citizenship
- + **Thinking:** Learning to Learn
- + **Managing:** Wise Use of Resources
- + **Relating:** Social Skills
- + **Caring:** Concern for Others

Materials for Lesson:

- + Printable 2.1 – Family Info
- + Printable 2.2 – When to Call

2A - Slide 1



2A - Slide 2



Read through the title slide. Ask the class for suggestions on keeping children safe. What do they think this means? Let them give ideas and be sure to include creating a safe environment, talking to the parents, and watching the children at ALL times.

2A - Slide 3



Poll the class to see who has taken CPR and First Aid. Emphasize the importance of taking this class.

2A - Slide 4



Poll the class and see who has had a nose bleed. What did they do? Read through this slide and ask for any questions.

2A - Slide 5

As a babysitter, you will probably encounter some type of minor accident—here are common ones:



If the burn is minor (appears only red), run cold water over the burn for about 10 minutes.

After treating with cold water, gently dry, then cover with a bandage.

Be sure to call the parents immediately to determine if medical aid is needed.

2.A KEEPING CHILDREN SAFE

Again poll the class to see if anyone has been burned. What did they do? Read through the slide and ask for any questions.

2A - Slide 6

As a babysitter, you will probably encounter some type of minor accident—here are common ones:



Always use gloves before attending to an injury with blood.

Gently wash the cut with soap and water, apply Neosporin, and cover with a Band-Aid.

Give the child hugs if he/she is scared, and write down what happened (for the parents).

2.A KEEPING CHILDREN SAFE

Ask the class how most children react when they get hurt? (Most will cry). How does that affect how babysitters respond? (Babysitters must stay calm). Read through the slide and ask for any questions.

2A - Slide 7

ALLERGIES!



Allergies are common; it is extremely important to get allergy information from the parents.

Be sure to find out if children have food allergies or any allergies that require an EpiPen.

If a child has a food allergy, be careful to monitor all food and snacks to avoid an allergic reaction.

If a child requires an EpiPen, have the parents show you how to use it.

You can buy an EpiPen trainer online to practice. Also, check with local pediatricians to see if they have an Epi-Trainer you can use for free.

Visit the following website to learn how to use an EpiPen:
www.epipen.com/how-to-use-epipen

2.A KEEPING CHILDREN SAFE

Many children today have food allergies. Ask if anyone has seen a child react to a food allergy. Read through the following 2 slides and ask for any questions.

2A - Slide 8

The following are symptoms of a possible allergic reaction to food or other allergens:

- ↳ difficulty breathing
- ↳ sudden body rash
- ↳ swelling
- ↳ difficulty speaking

Call the parents IMMEDIATELY if you notice any of these symptoms!



2.A KEEPING CHILDREN SAFE

2A - Slide 9

POISON Help
1-800-222-1222

if you suspect a child has ingested any of the following, **CALL POISON CONTROL IMMEDIATELY!**

Symptoms of poisoning may include:
*nausea
*difficulty breathing
*sleepiness
*sore throat
*rash

- + Insecticides (insect killer)
- + Pesticides (weed killer)
- + Some weeds or plants
- + Nail Polish Remover
- + Cleaning solutions
- + Pills/medicine
- + Alcohol

2.A KEEPING CHILDREN SAFE

Poll the class and find out if any of them have ever had to call Poison Control. Read through the slide and ask for any questions.

2A - Slide 10

Young children will put almost anything in their mouth!
Keep cleaning products & medicine away from them at all times.

2.A KEEPING CHILDREN SAFE

Ask the class if there is anything young children wouldn't put in their mouth? (No wrong answer but emphasize that little children will try anything!). Read through this slide.

2A - Slide 11

MAJOR ACCIDENTS

If a child has a broken bone, a deep cut that won't stop bleeding, or is not responding, **call 911 immediately**, then call the parents.

2.A KEEPING CHILDREN SAFE

Ask participants for examples of a major accident? Next, read through the slide.

2A - Slide 12

CALL PARENTS OR EMERGENCY NUMBER IMMEDIATELY FOR THE FOLLOWING INCIDENTS:

- + Head injury
- + Uncontrollable bleeding
- + Burn
- + Allergic Reaction
- + Animal Bite
- + Vomiting
- + Ingesting medicine or poison
- + Stranger Danger or Suspicious behavior
- + Fire
- + The child's safety is in jeopardy

See Lesson Four, Printable One for a Safety Information Sheet. Have parents fill out this sheet before leaving the house.

2.A KEEPING CHILDREN SAFE

Ask the participants when they would call the parents. Refer them to printable 2.2 for later reference. Emphasize that anytime they are unsure about a child's safety, it is imperative to call the parents!

Show participants printable 2.1. Instruct them to have families fill this out before they babysit.

2A - Slide 13

THINKING SAFETY

- + No one likes to think about a child being in danger, but unfortunately this could happen while you are babysitting.
- + It is best to think about how to handle dangerous situations before babysitting, so you are better prepared to handle them.
- + It can be difficult to think of the best way to handle a safety situation when it is happening to you!

2.A KEEPING CHILDREN SAFE

2A - Slide 14

FIRE SAFETY

- + When babysitting for the first time, arrive half an hour early to discuss safety issues and routines.
- + Ask the parents for a tour of the house and find out the best exit in case of an emergency. Practice your exit with the children and designate a safe meet-up spot outside.
- + If a fire starts while you are babysitting, get the children out safely!
- + Make sure to keep your eyes on the children at all times, so no one runs back into the house.
- + Once the children are out, use your cell phone or a neighbor's phone to call 911.

2.A KEEPING CHILDREN SAFE

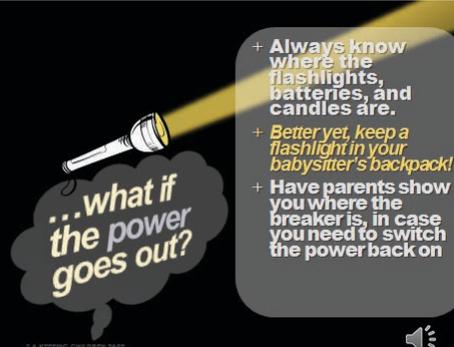
2A - Slide 15

WEATHER SAFETY

- + During inclement weather, keep tuned into a news or weather channel on the radio, or on TV if still available.
- + Do not go outside during bad weather! The safest place is inside.
- + For flash flooding or severe ice, do not drive.
- + For a tornado, follow all routine safety guidelines. Check out www.ready.gov/tornadoes for more information on how to be safe during a tornado.

2.A KEEPING CHILDREN SAFE

2A - Slide 16



...what if the power goes out?

- + Always know where the flashlights, batteries, and candles are.
- + Better yet, keep a flashlight in your babysitter's backpack!
- + Have parents show you where the breaker is, in case you need to switch the power back on.

2.A KEEPING CHILDREN SAFE

2A - Slide 17

PHONE SAFETY



If the family you are babysitting for has a landline, it is important to keep safety in mind when answering the phone.

Ask the family what their telephone rules are for when they are away.

Watch the video on the following slide and write down all the things that are unsafe in the video.

2.A KEEPING CHILDREN SAFE

Now go to the video segment for this lesson on more safety tips. Follow along with the video as a class.

2A - Slide 18

ANSWERING THE PHONE



2A - Slide 19

what did ivy do that was unsafe?

- She let the caller know she was alone with the children
- She told the caller the parents wouldn't be home until Midnight
- She gave her full name to the caller. If the caller was a threat, he or she could look Ivy up on the internet

Watch the video on the following slide to see an example of answering the phone safely.

2.A KEEPING CHILDREN SAFE

2A - Slide 20

ANSWERING THE PHONE



2A - Slide 21

This time, Ivy answered the phone safely. She was polite, brief, and never let the caller know the family was not home. It is best to say the parents are unavailable, so the caller does not know you are alone. Offer to take a message and give the message to the parents when they return home.

Also, make sure you avoid using your cell phone while babysitting. Calling your friends and playing games will distract you from keeping the children safe.

2.A KEEPING CHILDREN SAFE

2A - Slide 22

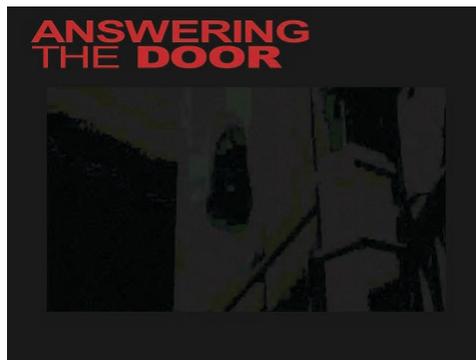
VISITOR SAFETY

It is likely that someone may come to the door while you are babysitting. It is important to think about safety when answering the door and be sure to ask parents their rule on answering the door.

Watch the following video and write down anything that Logan does that may be unsafe.

2.A KEEPING CHILDREN SAFE

2A - Slide 23



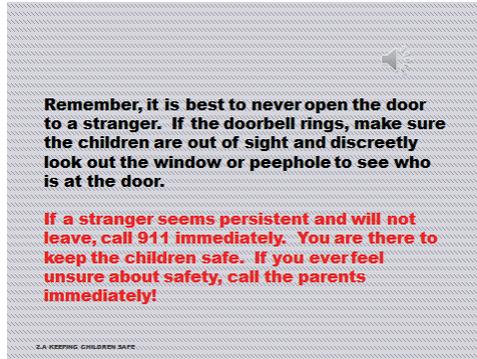
2A - Slide 24

what did logan do that was unsafe?

- Logan opened the door to a stranger. **Only open the door if the parents have instructed you that someone is coming by the house.**
- Logan let the stranger know he was babysitting and for how long. **If the stranger was a threat, he or she now knows how long the parents will be gone.**
- Logan didn't lock the door after the stranger left. **Keep all windows and doors locked and turn on any outside lights at night.**

2.A KEEPING CHILDREN SAFE

2A - Slide 25



Remember, it is best to never open the door to a stranger. If the doorbell rings, make sure the children are out of sight and discreetly look out the window or peephole to see who is at the door.

If a stranger seems persistent and will not leave, call 911 immediately. You are there to keep the children safe. If you ever feel unsure about safety, call the parents immediately!

2.A KEEPING CHILDREN SAFE

2A - Slide 26



EMERGENCY EXPERIENCE!

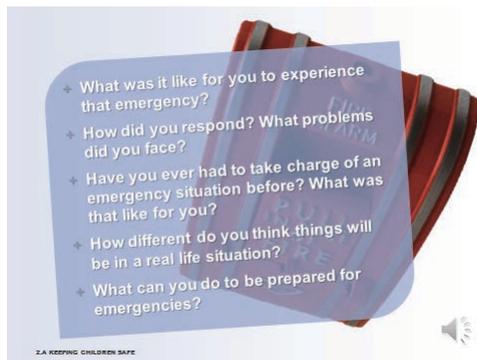
Practice a fake emergency with someone else!

Start by putting together a **first aid kit**, then responding to the "emergency."

When you've finished, answer the questions on the next page.

2.A KEEPING CHILDREN SAFE

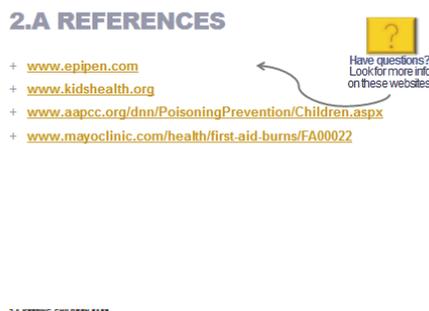
2A - Slide 27



- What was it like for you to experience that emergency?
- How did you respond? What problems did you face?
- Have you ever had to take charge of an emergency situation before? What was that like for you?
- How different do you think things will be in a real life situation?
- What can you do to be prepared for emergencies?

2.A KEEPING CHILDREN SAFE

2A - Slide 28



2.A REFERENCES

- + www.epipen.com
- + www.kidshealth.org
- + www.aapcc.org/dnn/PoisoningPrevention/Children.aspx
- + www.mayoclinic.com/health/first-aid-burns/FA00022

Have questions? Look for more info on these websites.

2.A KEEPING CHILDREN SAFE

Instruct participants to visit websites at a later time for more information.

2B - Slide 1

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THE BABYSITTER'S BACKPACK 

LESSON 2:
**BABYSITTING
SAFETY**



2B - Slide 2



Lesson 2, B
DANGERS OF SHAKING A BABY



Read through this slide.

2B - Slide 3

HOLDING A BABY

- + In a moment, you will learn about Shaken Baby Syndrome. But first, it is important to know how to hold a baby properly.
- + Serious injuries can occur if babies are not supported properly when held.
- + Babies cannot support their heads by themselves until they are about 3 months old.
- + If you are babysitting a new born, it is important to always support the neck and head.

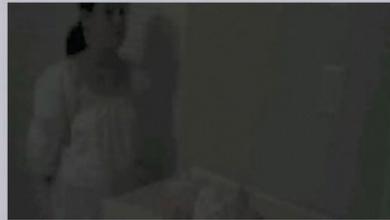
Grab a doll or stuffed animal. Watch the video on the next slide and practice along with the video.



1.8 FOOD, RESTING, & CLEAN-UP

2B - Slide 4

HOW TO HOLD A BABY



1.8 FOOD, RESTING, & CLEAN-UP

2B - Slide 5

If you are caring for a baby, this can be a stressful job.

Babies may cry from 2–5 hours a day and it can be hard to figure out why they are crying.

IF THE BABY WON'T STOP CRYING, TRY SOME OF THESE ACTIVITIES:

- Sing to the baby
- Take the baby outside for a walk
- Cradle the baby and rock back and forth
- Try to give the baby a pacifier
- Use a stuffed animal or a toy to distract the baby

2.B DANGERS OF SHAKING A BABY



Ask participants what is stressful about having a newborn. After they answer, read through this slide for more examples.

2B - Slide 6

If nothing works & the baby will not stop crying, it can become stressful.

If you begin to feel stressed or mad at the baby, put the baby down safely in their crib and call the parents for help.



Read through this slide. Ask participants for their feedback.

2B - Slide 5

Whatever you do, don't shake the baby!

Just one shake can cause permanent injury, known as shaken baby syndrome.

1 out of every 4 babies who are shaken die from it.

2.B DANGERS OF SHAKING A BABY

Read through this slide. If a babysitter feels stressed, he or she should put down the baby and call for help.

2B - Slide 6

VIDEO 1

To better understand shaken baby syndrome, watch how shaking a baby causes severe injury.

(YouTube: oopshansoo)
YouTube URL: http://youtu.be/f_lokPs9Jd4

2.B DANGERS OF SHAKING A BABY

2B - Slide 7

other effects from shaken baby syndrome are:

- + Permanent brain damage
- + Coma
- + Poor eating habits
- + Lack of energy
- + Poor body movement
- + Unable to move his or her head



2.B DANGERS OF SHAKING A BABY

Ask the participants to name effects from shaking a baby. Then read through the slide.

2B - Slide 8

NOW, WHAT DO YOU THINK?

- + What was it like to watch this video?
- + What was the baby afflicted with as a result of Shaken Baby Syndrome (SBS)?
- + What steps can you take to prevent SBS?

VIDEO 2

Family starts non-profit to educate parents about shaken baby syndrome

(YouTube: Shannon9184)
YouTube URL: <http://youtu.be/yb-L4-7Lid>

2.B DANGERS OF SHAKING A BABY

Watch the video as a class.

2B - Slide 9

2.B REFERENCES

- + www.aboutshakenbaby.com/
- + www.purplecrying.info/

Have questions? Look for more info on these websites.

2.B DANGERS OF SHAKING A BABY

Reference these websites for later.

Take the module quiz.

Module Quizzes

Lesson 2

1. **Do you have a better understanding safety practices while babysitting?**
Strongly agree
Agree
No Opinion
Disagree
Strongly Disagree
2. **You should call the parents if a child scraps his knee?**
True
False
3. **Do you have a better understanding of how to handle children’s allergies?**

Strongly agree
Agree
Neither agree/disagree
Strongly disagree
Disagree

4. **Which of the following is not a safe practice when answering the phone while babysitting?**

Letting the caller know the parents are unavailable
Asking to take a message
Letting the caller know you are the babysitter
None of the above

5. **Do you have a better understanding of the dangers of Shaken Baby Syndrome?**

Strongly agree
Agree
Neither agree/disagree
Strongly disagree
Disagree

6. **Do you feel more confident that you can handle an emergency when babysitting?**

Strongly agree
Agree
Neither agree/disagree
Strongly disagree
Disagree

7. **When someone comes to the door while babysitting, which of the following is unsafe?**

Looking through the peep hole
Asking the person to come back tomorrow
Refusing to open the door
Inviting the person inside

8. **Shaking a newborn one time, can cause brain damage.**

True
False

9. **You should call the parents if a child hits his head?**

True
False



THE BABYSITTER'S BACKPACK



FACILITATOR MANUAL

Lesson Three – Connecting with Children

3A – How to Read to Children

3B – Children's Activities

Objectives:

- + Connect with children while reading (3a)
- + Identify appropriate games and activities for children of all ages (3c)

Connecting to 4H Skills:

- + **Giving:** Leadership
- + **Thinking:** Problem Solving and Decision Making
- + **Managing:** Wise Use of Resources and Planning/Organizing
- + **Relating:** Social Skills
- + **Caring:** Concern for Others and Nurturing Relationships

Materials for Lesson:

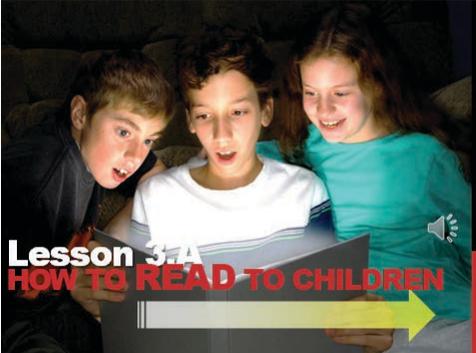
- + Printable 3.1 – Top Books
- + Printable 3.2 – Conversation Starters
- + 3 – 4 children's books from the library

3A - Slide 1

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LESSON 3:
**BABYSITTING
ACTIVITIES**

3A - Slide 2

**Lesson 3.4
HOW TO READ TO CHILDREN**



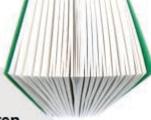
Read name of slide.

3A - Slide 3

TIPS FOR READING

1. Get comfortable!
2. Make sure all the children can see the book
3. Use different voices for each character
4. Be enthusiastic and use lots of expression
5. Act like you're having fun!

The more fun you have, the more fun the child will have too!




Ask participants to share what they do before beginning to read. Do they have a favorite place to read? Do they have to do anything special before they start?

Read through the following slide and ask for feedback.

3A - Slide 4

TAKING A BOOK WALK

STUDIES SHOW... reading to children is important to their development.

A 'book walk' is a great way to show children that books are fun. They get to use their imagination and begin building a love for reading.

LOOK AT THE COVER. Show children the author and illustrator. Read the title and have the children guess what the story is about.

Flip through each page and **LOOK AT THE PICTURES.** Ask the children to guess what is happening based on the pictures.

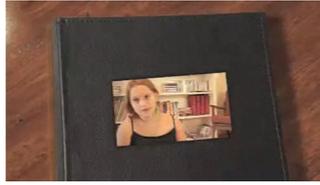
WHEN YOU GET NEAR THE END, stop and close the book. Ask the children to guess what is going to happen at the end of the story.



Ask participants: What is a book walk? After they share answers, read through the slide. Use one of the children's books and show examples from the slide.

3A - Slide 5

READING TO CHILDREN



3.A HOW TO READ TO CHILDREN

Watch the following video clip. What did the participants learn from the video?

Divide the participants into groups of 2 – 3. Let them take turns reading using the tools they have learned. What did they learn to help them read better?

3A - Slide 6

TRY IT YOURSELF!

Find a good book (try Printable 3.1 for ideas!) **& read to someone.**

Remember to "take a book walk"

After you have finished reading, answer the questions to the right.

- + What was it like?
- + How did you do it? What are you glad you did? What could have been improved?
- + What did you learn?
- + How would the way you read change depending on your audience? On the book?



3.A HOW TO READ TO CHILDREN

If time permits, put them into groups of 2 – 3 and let them practice taking a book walk.

3A - Slide 7

3.A REFERENCES

Need more? Look for more info on these websites.

- + www.ed.psu.edu/americanreads/Resources
- + www.readingtokids.org/ReadingClubs/TipPictureWalk.php
- + www.earlylit.net/readytoread/dialpicwalkbkmark.pdf



3.A HOW TO READ TO CHILDREN

3B - Slide 1

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LESSON 3:

BABYSITTING ACTIVITIES



3B - Slide 2



3B - Slide 3



Answer the following questions individually and then share answers with the group.

3B - Slide 4



Before showing this slide, ask participants to brainstorm fun activities to do with children. Do they have an activity that they especially love?

After everyone has shared, read through the next 2 slides for more ideas.

3B - Slide 5



Pass out Printable 3.2 to keep for later reference.

3B - Slide 6

READ! READ! READ!

Check out these websites for great books.

www.teachersfirst.com/100books.cfm

www.childrensbooksguide.com/top-100

Go to your **local library** and grab a stack to take with you when you are babysitting!

3.6 INTRO TO CHILDREN'S ACTIVITIES

Pass out printable 3.1 for participants to use as a reference guide. Encourage them to go to the library to find these books and then take them when they babysit.

3B - Slide 7

activities for... INFANTS

- + Play peek-a-boo
- + Let them stack plastic bowls or cardboard boxes
- + Help them make music on plastic containers
- + Find a board book for them to read

3.6 INTRO TO CHILDREN'S ACTIVITIES

Ask participants to share any activities they have tried with infants.

Read through the slide for more ideas.

3B - Slide 8

activities for... TODDLERS

- + Let them play with play dough
- + Help them color a picture
- + Try finger painting
- + Pretend to be animals and make the sounds
- + Sing songs with them

3.6 INTRO TO CHILDREN'S ACTIVITIES

Ask participants to share any activities they have used with toddlers.

Read through the slide for more ideas.

3B - Slide 9

- + Read a book
- + Have them make a book or make up their own story
- + Color or paint a picture
- + Pretend to go on an amazing adventure
- + Go outside
- + Play freeze dance or let them dance free-style

HOW TO FREEZE DANCE

Think of different animals to use. Call out an animal and play the music. The child must dance like the animal while the music plays. Pause the music and the child must freeze when the music stops. After a few seconds, start the music again. When you start the music, call out a new animal and repeat.

activities for... PRE-SCHOOLERS

3.6 INTRO TO CHILDREN'S ACTIVITIES

Ask participants what they think preschoolers enjoy?

Read through this slide for more fun ideas.

3B - Slide 10

- + Draw pictures together
- + Paint
- + Let them read to you
- + Art projects
- + Play board games
- + Dance
- + Have them make a card for their parents

Ask participants what activities they enjoyed at this age?

Read through this slide for more ideas.

3B - Slide 11

TOOLS OF THE TRADE

Make a **BABYSITTING BACKPACK** of games and activities to bring with you when you babysit.

You may want to include the following items:

- iPod - to use for musical games
- Any of your favorite books (from home or the library)
- Play dough
- Dress-up clothes
- Finger puppets
- Stuffed animals
- Art supplies

It is a good idea to take a babysitting backpack with you when babysitting. You can fill it with lots of fun activities to use with the children. What items would you put in the backpack?

Read through the slide for more ideas.

3B - Slide 12

EXPERIENCE ACTIVITY:

Put together 5 different activities for your babysitter backpack.

Take one of the activities from your pack and role play with someone (as if you were babysitting them).

+ After you have finished playing, answer the questions on the next slide.

PRACTICE MAKES PLAYFUL

3B - Slide 13

- + What was it like to “practice play” with someone?
- + How did you plan this activity?
- + What do you remember about your past caretakers that you really enjoyed?
- + How might you include some of the things you enjoyed with the children you will care for in the future?

PRACTICE MAKES PLAYFUL

3B - Slide 14

3.B REFERENCES

- + www.teachersfirst.com/100books.cfm
Teachers First
- + www.childrensbooksguide.com/top-100
Children's Books Guide
- + Babysitting Beginnings from Penn State 4-H

3.B INTRO TO CHILDREN'S ACTIVITIES



Refer to these websites for more information.



THE BABYSITTER'S BACKPACK



FACILITATOR MANUAL

Lesson Four – Best Behavior

4A – Using Positive Discipline

4B – The Art of Positive Praise

Objectives:

- + Understand concepts and techniques of positive discipline (4a)
- + Provide opportunities to use positive discipline techniques (4b)
- + Use Positive Praise (4c)

Connecting to 4H Skills:

- + **Giving:** Leadership
- + **Thinking:** Problem Solving and Decision Making
- + **Managing:** Wise Use of Resources
- + **Relating:** Conflict Resolution, Cooperation, and Communication
- + **Caring:** Concern for Others and Nurturing Relationships

Materials for Lesson:

- + Printable 4.1 – Positive Discipline
- + Printable 4.2 – Praise Practice
- + Legos, art supplies, or play dough

4A - Slide 1

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LESSON 4:
BEST BEHAVIOR

4A - Slide 2

Lesson 4.A
USING POSITIVE DISCIPLINE

Read through this slide.

Always ask the parents what types of discipline they prefer. However, make sure you never use physical punishment while babysitting.

4A - Slide 3

**BEFORE WE START,
WHAT ARE YOUR EXPERIENCES?**

Take a few minutes, and answer these questions on [Printable 4.1](#). When you are done, go to the next slide.

1. Describe the best teacher you had in school or an extra-curricular activity. What helped to make this person a great teacher?
2. Describe your worst teacher. How did this person make you feel? Why did you think this person was a bad teacher?
3. How can you use this information to be a better babysitter?

Handout printable 4.1. Have participants write down answers individually and then share as a group.

4A - Slide 4

**CHANCES ARE,
THE GOOD TEACHERS USED POSITIVITY
& THE NOT-SO-GOOD TEACHERS
PROJECTED MORE NEGATIVITY.**

When you are babysitting, positivity can help you & the children have a great babysitting experience!

We will look at effective ways to use:

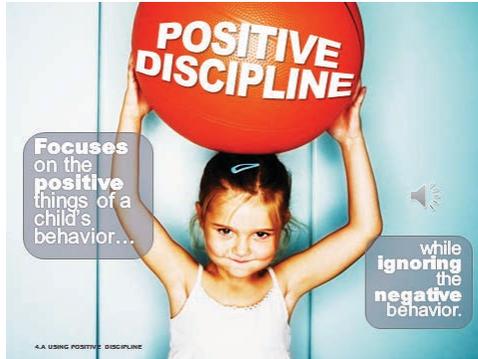
- ➊ **POSITIVE DISCIPLINE***
- ➋ **POSITIVE PRAISE.**

*always, ask about a family's discipline policy before you babysit!

Ask: What does it mean to be positive? Who is a positive influence in your life?

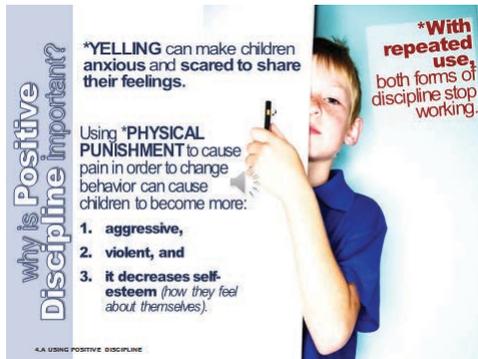
Read through the slide.

4A - Slide 5



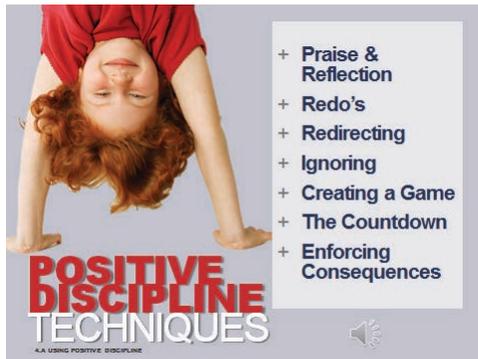
Read through the slide and ask for feedback.

4A - Slide 6



Read through this slide. Ask participants to share feedback. Be sure to emphasize that research shows with repeated use, both yelling and physical punishment stop working.

4A - Slide 7



Read through this slide.

4A - Slide 8



Read through this slide. Have participants suggest other examples. If time permits, put them in groups of 2 – 3 and let them practice on each other.

4A - Slide 9

TRY A DO-OVER

Give the child a re-do. When a child shows behavior you don't want, give a reminder and let him or her try again.

→ *I know you remember how to put the blocks away. Please put all the blocks in the basket. I know you can do it this time.*



4.A USING POSITIVE DISCIPLINE

Ask: How do you feel when you are given another chance?

Read through this slide. Ask for feedback or questions.

4A - Slide 10

RE-DIRECTING

When a child is showing negative behavior, try focusing their attention to a new object.

→ Let's play with the blocks instead. Which block is your favorite color?



4.A USING POSITIVE DISCIPLINE

Read through this slide.

Ask participants if they have ever used this technique.

4A - Slide 11

IGNORING

As long as a child is not harming himself or someone else, try ignoring bad behavior.

Look for chances to praise good behavior as soon as possible, so that the child wants to be praised instead of wanting negative attention.

Ignoring can be hard to do. See the resources at the end of this section for more information regarding ignoring and it's effectiveness.



4.A USING POSITIVE DISCIPLINE

Read through this slide. Ask participants if their parents have ever used this on them?

4A - Slide 12

CREATING A FUN GAME



4.A USING POSITIVE DISCIPLINE

Have a participant read through this slide.

Ask the group to think of more fun games to try.

4A - Slide 13

STICKING TO THE RULES



Children need clear and simple directions that are consistent (remain the same). Be sure to let children know what will happen if they do not follow the rules.

→ *If you throw the toy again, I will have to put the toy away in the cabinet until tomorrow.*

4.A USING POSITIVE DISCIPLINE

Read through this slide. It is important to keep it simple for children. If we give them too many directions, their brains cannot process all the information.

4A - Slide 14

THE COUNTDOWN



Give a child to the count of 3 to begin doing what you have asked them to do.

→ *By the time I count to three, I want to see you picking up the dishes and putting them back in the kitchen basket.*



4.A USING POSITIVE DISCIPLINE

Read through the slide.

Ask: How many participants have heard of this technique?

4A - Slide 16

4.A REFERENCES



Have questions? Look for more info on these websites.

- + www.triplep.net
Positive Parenting Program
- + www.aap.org
American Academy of Pediatrics
- + www.naeyc.org
National Association for the Education of Young Children
- + www.parentmagic.com
1-2-3 Magic: Parenting Solutions Using Positive Discipline
- + www.pcit.php.ufl.edu
Parent Child Interaction Therapy
- + www.safechildnc.org
Safe Child

4.A USING POSITIVE DISCIPLINE

Use the following websites for more information.

4B - Slide 1

NC STATE UNIVERSITY

THE BABYSITTER'S BACKPACK



LESSON 4:

BEST BEHAVIOR

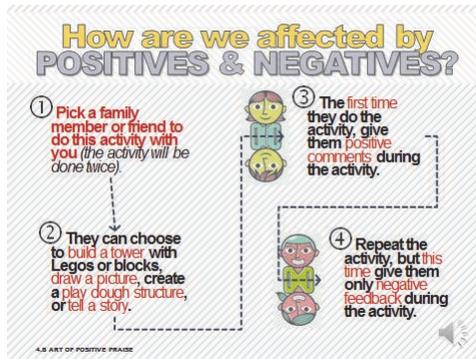


4B - Slide 2



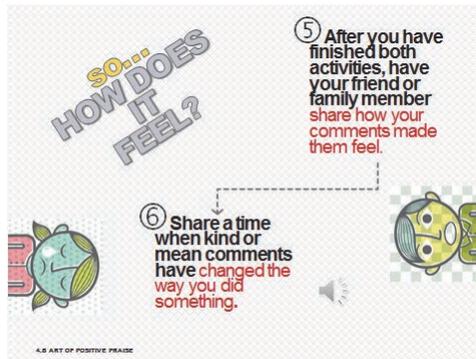
Ask the group, what is positive praise?

4B - Slide 3



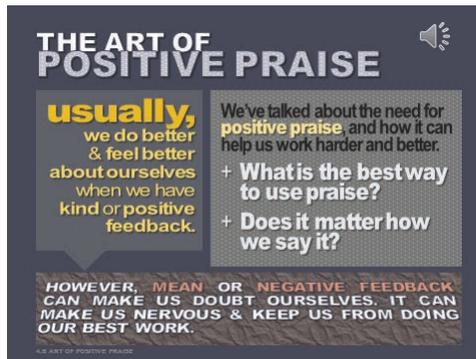
Have the participants divide up into groups of two (groups can be bigger if needed). Have them follow the directions and complete the activity. Once they are done, instruct them to answer the questions with their partner.

4B - Slide 4



If time permits, ask the groups to share their experience with the class.

4B - Slide 5



Read through the slide.

In the previous activity, how did negative feedback make you feel? How do think children may respond to negative feedback?

4B - Slide 6

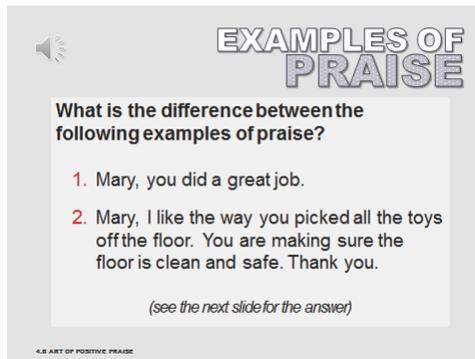


Read through the following slide then go to the next one.

4B - Slide 7

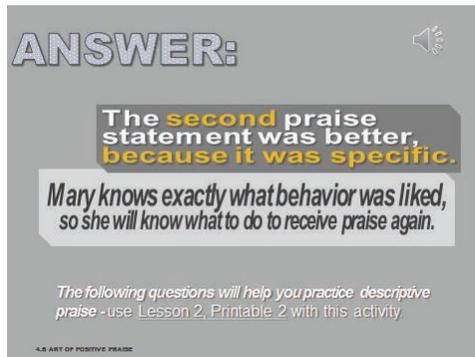


4B - Slide 8



Have the class discuss the question. When they are done, go to the next slide and share the answer.

4B - Slide 9



Read the answer. Make sure no one has any questions.

4B - Slide 10

PRACTICE 1

Which Praise Statement is best? Why?

1. Jamal you did a great job with your picture.
2. Jamal, I love the way you used so many colors when you colored your picture.

4.B ART OF POSITIVE PRAISE

Have the class answer individually then share the answer. Go to the next slide for the answer.

4B - Slide 11

ANSWER:

Did you pick **option 2**?

This statement is more **descriptive** & tells Jamal **exactly** what you like about his drawing.

4.B ART OF POSITIVE PRAISE

Share the answer and see how many were correct.

4B - Slide 12

PRACTICE 2

The following is a good praise statement— True or False?

1. Tonya, I like how you helped your little brother go down the slide. You were so helpful and you made sure he was safe.

4.B ART OF POSITIVE PRAISE

Try another question. Let the participants answer individually then share their answers with the class. Go to the next slide for the right answer.

4B - Slide 13

ANSWER:

Did you pick **true**? If so, you're right!

The praise told Tanya **exactly** what she did well. She knows what behavior was liked, so she can do it again.

4.B ART OF POSITIVE PRAISE

Read the answer and make sure everyone understands why this is the right answer.

4B - Slide 14

PRACTICE ON YOUR OWN

Now, let's try some on your own. Create a praise statement for each of the following situations:

1. Jesse fed the dog
2. Samantha listened when you told her to put on her pajamas
3. Minnie washed the dishes
4. Cindy cleaned up her dolls

4.B ART OF POSITIVE PRAISE

Hand out printable 4.2. Give participants about 5 minutes to answer the questions on their own. When they are done, have them share with the class. Let the class give feedback on the answers.

4B - Slide 15

4.B REFERENCES

- + pcit.php.ufl.edu
Parent-Child Interaction Therapy
- + www.positive-parenting-skills.net/praise-kids.html
How to Praise Kids
- + www.pbs.org/wholechild/providers/glad.html
Developing Self-Esteem in Young Children
- + fatherhood.about.com/od/effectivediscipline/ht/effectivepraise.htm
Effectively Praise Your Child

4.B ART OF POSITIVE PRAISE

Have questions? Look for more info on these websites.

Use these websites for more information.

Module Quiz

Lesson 4

1. **Do you have a better understanding of how to use positive discipline after this lesson?**
Strongly agree
Agree
Neither agree/disagree
Disagree
Strongly disagree
2. **True or False. Positive discipline is more effective than corporal punishment?**
True
False
3. **All of the following are examples of positive discipline except:**
Redirecting
Ignoring
Using a Re-do
Yelling
4. **Do you have a better understanding of how to use praise to help improve a child's behavior?**
Strongly agree
Agree

Neither agree/disagree
Disagree
Strongly disagree

5. **True or False. Positive Praise is more effective if it is specific to the child.**
True
False



THE BABYSITTER'S BACKPACK



FACILITATOR MANUAL

Lesson Five – The Business of Babysitting

5A – The Business of Babysitting

5B – How to Interview

Objectives:

- + Market yourself effectively as a babysitter
- + Learn about the basic business practices needed for babysitting
- + Understand professional behavior required for babysitting

Connecting to 4H Skills:

- + **Giving:** Leadership
- + **Thinking:** Service Learning
- + **Managing:** Wise Use of Resources, Planning/Organizing, and Goal Setting
- + **Relating:** Social Skills and Communication
- + **Caring:** Concern for Others and Nurturing Relationships
- + **Working:** Marketable Skills

Materials for Lesson:

- + Printable 5.1 – Business Cards
- + Printable 5.2 – Resume Template
- + Printable 5.3 – Marketing Flyer
- + Printable 5.4 – Interview Questions
- + Printable 5.5 – Certificate of Completion

5A - Slide 1



5A - Slide 2



Read through this slide.

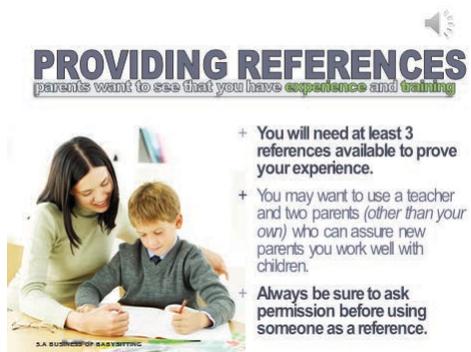
5A - Slide 3



Before reading this slide, ask the participants to brainstorm ways they can market themselves for babysitting.

When they are done, read through this slide for more information.

5A - Slide 4



Ask: What are references?

Read through the next 2 slides for important information regarding references.

5A - Slide 5

PROVIDING REFERENCES
parents want to see that you have **experience and training**



- + If you need to build references and experience, volunteer to babysit for a family while the parents are home.
- + That way, the parents can see how you work with children.
- + After observing you, they can become your references.

Have participant write down 3 – 4 people they could potentially use as a reference.

5A - Slide 6

REQUIRED TRAINING
parents are trusting you with their most important person **their child**

- + Provide parents with a copy of your training certificate from this course.
- + Provide parents with a copy of your CPR and first aid certificate
- + Give parents a copy of your resume so they can learn more about you and your work with children.



Read through this slide. Ask participants: Why do you think these requirements are important to parents? Let them share with the group.

5A - Slide 7

YOUR BUSINESS PLAN
babysitting is not only caring for children, it is a **business**



- + How much will you charge an hour? Most babysitters charge between \$8.00 - \$12.00, but it is important to ask around for your area. (See the reference page for help calculating area rates)
- + Decide your babysitting hours. When do you want to babysit: weekend, weeknights, summer?
- + What will you do with your babysitting money? It's important to set financial goals, so you will not spend all the money you make.

Read through this slide.

Have you thought about any of these items? Have participants share their thoughts and ideas with the group.

5A - Slide 8

MARKETING TOOLS
its important for families to know you are **available to babysit**



- + Resume – for families to learn more about you (See *Printable 1, Lesson 5*)
- + Business Cards – for families to access your information quickly (See *Printable 2, Lesson 5*)
- + Flyers – to target a large group of people, especially on community bulletin boards (See *Printable 3, Lesson 5*)

Read through the following slide and then go through Printables 5.1, 5.2, and 5.3. The printables provide a template for you to use when you are creating your resume, business cards, and flyers.

Ask participants for any feedback or questions.

5A - Slide 9

KEEP SAFETY IN MIND ALWAYS!

When building your business, keep safety in mind at all times

- + Don't put your address on flyers you post in a neighborhood
- + Only give personal information to families your parent or guardian approves
- + Never give personal information to a stranger!



5.A BUSINESS OF BABYSITTING

Read through this slide. Remind participants to always be careful when sharing any personal information.

Ask: Why do you think it is important to follow these safety guidelines?

5A - Slide 10

CREATE YOUR OWN MARKETING KIT

Prepare a resume, cover sheet, business cards, and flyers for your babysitting business. Find an adult who will critique it for you!

When you are finished, answer the questions to the right.

- + What was it like for you to create your own resume?
- + Have someone critique your resume using the resume critique form. How did you do?
- + How might you use your resume in your new business?
- + What is the importance of marketing yourself?

5.A BUSINESS OF BABYSITTING

Read through this slide. After performing the activity, answer the questions.

5A - Slide 11

5.A RESOURCES

- + www.care.com/BabysitterRates
Babysitter Pay Rates
- + urbanext.illinois.edu/babysitting/brochure-template.html
Brochure template
- + See printables for resumes, business cards, and flyers.



Have questions? Look for more info on these websites.

5.A BUSINESS OF BABYSITTING

Use the following websites for more information.

5B - Slide 1

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THE BABYSITTER'S BACKPACK



LESSON 5:

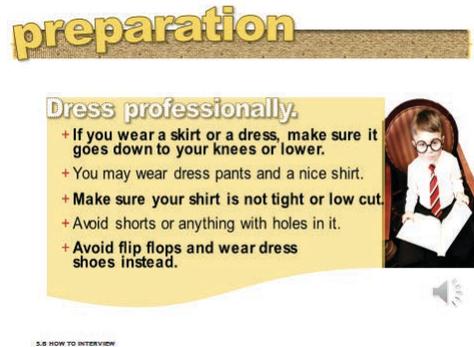
BUSINESS OF BABYSITTING

5B - Slide 2



Read this slide.

5B - Slide 3



Before reading through the next two slides, ask the group, what should you wear to an interview? Have them brainstorm a list.

When they are done brainstorming, read through the next two slides for more information.

5B - Slide 4



Ask participants for feedback or questions. Do they agree with the slide?

5B - Slide 5



Before reading this slide, ask participants, what should you do during an interview?

After they have shared, read through the slide for more information.

5B - Slide 6

INTERVIEW QUESTIONS

- Why do you want to babysit?
- Do you have your own transportation?
- What are your salary expectations?
- Are you trained in CPR?
- What is your discipline policy?
- What was your best babysitting experience?
- What hours are you available?
- What was your most challenging babysitting experience?
- What babysitting classes have you taken?

THINK ABOUT THESE QUESTIONS & ANSWER THEM ON LESSON FIVE, PRINTABLE FOUR. WHEN YOU ARE DONE, VIEW THE FOLLOWING PRACTICE INTERVIEW VIDEOS.

5.B HOW TO INTERVIEW

Hand out printable 5.4. Read over the questions as a group. Ask participants if there are any questions they would add. Also, ask participants what they would want to ask the parents.

5B - Slide 7

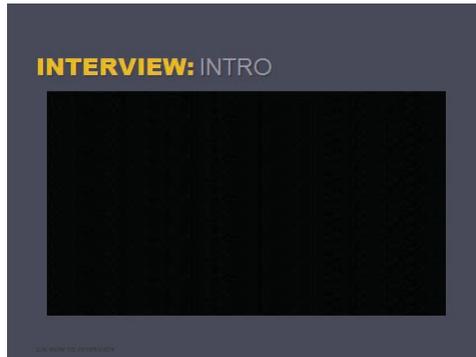
preparation

- + It's always good to practice interviewing before a real interview. The following questions are designed to help you prepare for your first interview.
- + Remember, when you are interviewing for the first time—look professional, smile, be warm, be open, and be confident!
- + You have all the tools to be a great babysitter! Go get that job! Now, let's practice.

5.B HOW TO INTERVIEW

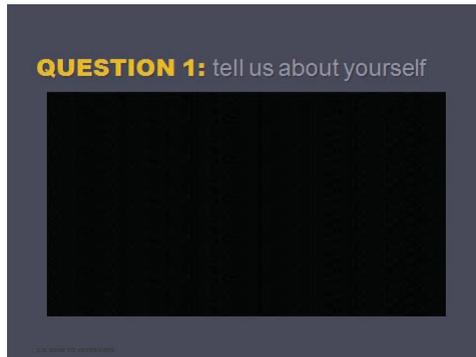
Break into groups of 2 and have them work through Printable 5.4.

5B - Slide 8



Have the groups respond or have the whole group respond to the following video questions.

5B - Slide 9



5B - Slide 10

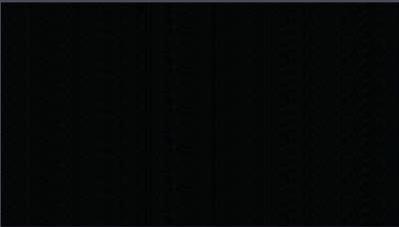
QUESTION 2: what do you like...



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5B - Slide 11

QUESTION 3: why do you want to...



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5B - Slide 12

QUESTION 4: tell me about your...



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5B - Slide 13

QUESTION 5: do you have...



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5B - Slide 14

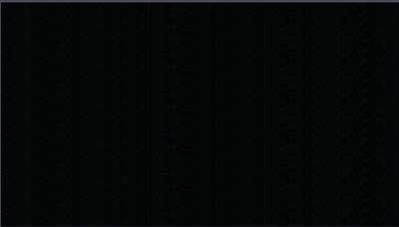
QUESTION 6: have you taken any...



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5B - Slide 15

QUESTION 7: how do you handle...



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5B - Slide 16

QUESTION 8: what kinds of...



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5B - Slide 17

QUESTION 9: how will you handle an...



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5B - Slide 18

QUESTION 10: what is your best...



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5B - Slide 19

QUESTION 11: what has been...



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5B - Slide 20

QUESTION 12: what other ages...



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5B - Slide 21

QUESTION 13: what is your...



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5B - Slide 22

QUESTION 14: do you have...



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5B - Slide 23

QUESTION 15: when would you...



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5B - Slide 24

QUESTION 16: how often will you...



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5B - Slide 25

QUESTION 17: how will you...



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5B - Slide 26

INTERVIEW: OUTRO



5.8 HOW TO INTERVIEW

5B - Slide 27

PRACTICING: for real!

Now that you have completed a virtual interview, you need to practice with someone who can talk back!

- + 1st: **find an adult** (such as a family member) to **interview you**

Tip: You can use the suggested interview questions on Printable 5.4

- +2nd: **after you've had the mock interview**, answer the following questions.

5.8 HOW TO INTERVIEW

5B - Slide 28

PRACTICING: for real!

- +What was the practice like? Is it different practicing it in real life compared to just thinking about it?
- +Pick one of the trickier questions you answered. How did you answer? What could you say differently?
- +What did you learn while practicing your interview? Have you ever done something similar before?
- +How will you use this experience to help you in the real interviews?

5.8 HOW TO INTERVIEW

5B - Slide 29

Interviewing the family

- + **At the end of the interview, follow up with any questions you may have.**
- + This is a good time for you to interview *them*. Ask questions about the family's expectations for a babysitter and what kind responsibilities would be required.
- + **Interviewing the family ensures that they are as good a fit for you as you are for them.**
- + Interviewing is also a good time to get the family's information (see the *Family Info Sheet printable*)

5.8 HOW TO INTERVIEW

5B - Slide 30

after the interview

- + Ask the family to give you a timeline of when they will call you to let you know if you are hired.
- + **Be sure to leave your resume and references with the parents before you leave.**
- + Always follow-up with a thank you note. It is important to be professional, because your actions with one family can affect your interactions with another family.

5.B HOW TO INTERVIEW

Ask participants, what would you do at the end of an interview?

When they are done sharing, read through the slide for more information.

5B - Slide 31

If you're offered the job,

- + take time to think about the interview
- + decide if this family is a good fit for you
- + talk over the interview with your parents or guardian

5.B HOW TO INTERVIEW

Read through this slide. Always take time to think over a job offer.

5B - Slide 32

CONNECTING WITH 4-H

LOCATE YOUR COUNTY CENTER AT:
www.4-h.org/get-involved/find-4-h-clubs-camps-programs/

Now that you have completed the Babysitter's Backpack course, you can learn more about childcare at your local Cooperative Extension office.

Check with your County's Extension Center to find your 4-H agent and get connected for more babysitting advice, networks, and peers.

5.B HOW TO INTERVIEW

Use these resources for more information. Take the module quiz.

5B - Slide 33

5.B RESOURCES

- + www.care4hire.com/tips/11-interviewing-for-a-babysitting-job
- + www.redcross.org/portal/site/en/menuitem.53fabf6cc033f17

Have questions? Look for more info on these websites.

5.B HOW TO INTERVIEW

Module Quiz

Lesson 5

- 1. Do you have a better understanding of how to market yourself for babysitting?**
Strongly agree
Agree
Neither agree/disagree
Disagree
Strongly disagree
- 2. When marketing, it is important to include your name and address on all materials?**
True
False
- 3. Do you have a better understanding of how to prepare a resume?**
Strongly agree
Agree
Neither agree/disagree
Disagree
Strongly disagree
- 4. You should include at least ___ references for prospective parents?**
None
Two
Three
Five
- 5. It is important to research the babysitting fees for your area.**
True
False
- 6. Do you have a better understanding of how to interview professionally?**
Strongly agree
Agree
Neither agree/disagree
Disagree
Strongly disagree
- 7. When interviewing, dress is not an important factor to consider?**
True
False
- 8. After the interview, you should do all of the following except:**
Send a thank you note
Take time to decide if you are a good fit
Share your experience with a family member for feedback
Accept the job immediately.
- 9. During the interview, you should do none of the following except:**
Look down at your lap
Chew bubble gum
Slouch in the chair
Maintain eye contact
- 10. It is important to role play a practice interview before interviewing with a family.**
True
False

Congratulations!! You are done with the Babysitting Course! Be sure to give each participant a certificate of completion (Printable 5.5).

You may want to have a closing ceremony and give participants their certificates in front of their family members. If budget allows, provide light refreshments for family members to enjoy after the ceremony.