

Lesson 1

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

Babysitting Curriculum Introduction

Objective:

To orient teens to the course outline, operation and expectations.

Materials needed:

- Babysitting handouts for each teen
- Parent/guardian letter for each teen
- Markers
- Yarn or roll of toilet paper
- Scissors
- Paper
- Pens or pencils
- Bag
- Babysitter Board - This is a flip chart or whiteboard on which you and the teens write items to learn more about as you work through the sessions. Tell them that they may add items, comments, etc. at any time. At the end of each session, make a list of the items, spend a few moments discussing them, brainstorm how they can get information on them, and ask for volunteers to look into them. Set a timeframe for reporting back. At the beginning of each session, ask if there are any reports. Once the information is shared, cross the item off the list. Be sure to keep an ongoing record of it. At the same time, keep notes for yourself on how things went. Be sure to include comments on how the teens responded. These ideas will help you adapt the course in the future.



What to Do . . . What to Say . . .

During the first meeting, discuss the course outline, expectations and operations, and conduct activities to get to know one another. Tell the teens they will be learning about what it takes to be a responsible, caring, trustworthy, capable, and safe babysitter. They will learn about safety, first aid, food, entertainment, child development, and the business aspects of babysitting. Give the dates and times of each session. Tell them there will be a recognition event at the end of the course for all those who meet the requirements to which their relatives, friends, etc. are invited.

List the requirements:

- Attendance at all sessions
- Full participation in the activities
- Making a “Babysitter’s magic bag”
- Passing First Aid and CPR
- Completing all the worksheet activities
- Following the rules at the site

Explain the “Babysitter’s Board.”

Give them each a copy of the Parent/Guardian letter.

LESSON 1

*Complete on local installation letterhead, adding schedule and contact information
- See Appendix page 137 to make copies*

Date

Dear Parent/Guardian,

Your teen has begun the 4-H/Army Child & Youth Services babysitting course. During the next several weeks, your teen will learn what it takes to be a responsible, trustworthy, caring, respectful, safe babysitter. The trained Child & Youth Services staff and volunteers who conduct the course will cover topics such as safety, first aid, child development, discipline, nutrition, entertainment, and handling emergencies. Your teen may come home with questions, comments, and we hope, enthusiasm for what they are learning! They may even ask you to help them complete some activities.

The final session is a “Celebration of Completion,” and we hope you can attend. The teens will showcase their Babysitter’s Magic Bag, their family files, and demonstrate what they learned through role-plays about babysitting. Each teen meeting the course requirements will receive a “Certificate of Completion.” Refreshments will be served. It promises to be a engaging time for all!

If you have any questions or concerns, feel free to contact me at

Sincerely,

(name, title and contact information of the local staff person providing instruction)

What to Do . . .

It is a good idea to use some time during the first meeting for the group to get to know one another. This helps teens feel like they belong and helps them feel comfortable sharing information during the sessions. You can do this by doing one or more of the following icebreakers. Then you are ready to begin the content lesson for the day!

Spinning a Yarn

Pass around a ball of yarn and ask teens to cut off a piece at least one yard long. After they have done this, ask them to sit in a circle. Taking turns, have each teen introduce him/herself to the group and talk about themselves, including information such as other installations they have lived at, after-school activities, hobbies, etc. While doing this, the teen wraps the yarn around his/her index finger. When the yarn is all wound, the teen's turn is up. A variation of this game is to have them use toilet tissue (have them tear some off the roll ahead of time). As they tear off one sheet, they give one fact about themselves. After using all of the sheets, their turn is up.

Play a Name Game

Have all teens sit in a circle. Choose a theme, such as foods. The first person says his/her own name, then the name of a food that begins with the same letter, "My name is Alice and if I could be a food, I would be an apple." The second person does likewise and then repeats what person number one said. Continue around the circle until the last person has had a turn and repeated what everyone in the circle said. A variation is to use a child/ren-related theme, such as toys. "My name is Bob and if I could be a toy, I would be a block."

Sharing My Childhood

Ask each teen to remember when he/she was a young child (you may want to give an age). Have them share with the group a favorite childhood item - it could be a favorite food, toy, or TV show.

Favorite Babysitting Memories

Have each teen tell about his/her favorite childhood babysitter or Child & Youth Services Program Assistant and explain why that person was the favorite.

About Me!

Have each teen write something about themselves on a slip of paper, such as an activity they like to do or a personal characteristic. This should not be a physical characteristic! Put the papers in a bag and have someone draw out a slip of paper and try to guess who is described. Continue until all the slips have been drawn.

LESSON 1

Student Babysitting Guide Worksheet One - See Appendix page 138 to make copies

Worksheet One

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)

	Date	Adult Initials
Share with the group or a friend why these were your favorite memories.	_____	_____
Share past babysitting experiences (if anyone in your group has already babysat).	_____	_____
Share six characteristics you think a babysitter needs.	_____	_____

Babysitters in Action

(Date and have an adult initial when complete)

	Date	Adult Initials
Role-play a situation in which you are the babysitter and a friend is the parent/guardian. You have just arrived and are discussing expectations, household rules, and procedures.	_____	_____

Activity:

Give the “Babysitter Knowledge Survey”

Life Skill Addressed:

Assessing marketable skills

Materials Needed:

Copies of “Babysitter’s Knowledge Survey”
Pens or pencils

What to Do . . . What to Say . . .

Distribute the “Babysitter Knowledge Survey” and pens or pencils. Explain that this is not a test; you are not grading these. You are just trying to get a feel for what they already know about babysitting. Have them write their names and date on the “Babysitter Knowledge Survey”. After they complete them, collect them.

Talk with them about the survey and the answers. Correct any misinformation. If you have a large group and enough adults, you may want to divide the participants into smaller groups for this discussion. This way, the adult can be sure correct information is shared.

Objective:

To learn how much the teens already know about babysitting.

There are two ways you can do this. One is to give the “Babysitter Knowledge Survey” before and after the course. The second is to use the “Babysitter Knowledge Questionnaire.” In either case, by reading their answers, you will know where you need to focus the rest of the lessons. If neither of the activities appeals to you, create your own! Meeting the objective is what’s important.

Once you have collected the “Babysitter Knowledge Surveys,” ask if anyone from the group is interested in working with you to design the rest of the sessions. This is a great way for them to take ownership and feel responsible. Then schedule a convenient time and place to plan the remaining lessons.



LESSON 1

Student Babysitter's Knowledge Survey - See Appendix page 139 to make copies

Babysitter's Knowledge Survey

- T F 1. The main responsibility of a babysitter is to make sure the child/ren have fun.
- T F 2. It is the parent/guardian's responsibility to remember to give you the phone numbers to use in an emergency.
- T F 3. You can feed a young child peanut butter, whole grapes, carrots, and hot dogs.
- T F 4. It is ok for the child/ren to go outside and play with you being inside where you can see them.
- T F 5. It is important to wash your hands after changing the baby's diaper.
- T F 6. If children are kept busy with activities they enjoy, it will reduce inappropriate behavior.
- T F 7. You should wash your hands before preparing food, you don't need to worry about the children's hands though.
- T F 8. It is safe to leave the baby on the changing table to answer the phone.
- T F 9. It is not necessary to plan activities ahead as children always have plenty of toys.
- T F 10. It is not necessary to wash dishes you use while babysitting.
- T F 11. It is ok to warm baby's milk in the microwave.
- T F 12. It is ok to talk/text on the phone to friends while you are babysitting.
- T F 13. All toys are safe for all ages.
- T F 14. All children like to play the same types of games no matter what age they are.
- T F 15. A boo boo bunny is a cure for minor ouches.
- T F 16. A babysitter's magic bag can be customized for each babysitting job.
17. Whose phone numbers should you know to contact in case of an emergency?
- Parent/guardians of the child/ren you are babysitting
 - Neighbors who live close by where you are sitting
 - Emergency Numbers, 9-1-1, poison control
 - All of the above
18. A 6 month old is crying what could be wrong?
- Wet or Dirty Diaper
 - Hungry
 - Being lonely or tired
 - All of above
19. Babysitters know:
- A child in a high chair requires constant attention
 - To keep high chairs away from high traffic areas
 - To make sure that the safety belts or straps on high chairs are securely fastened
 - All of the above
20. Babysitters should:
- Allow pacifiers with strings or ribbons to be placed around the baby's neck
 - Shake the child to get it to stop crying
 - Check for hazards such as toys, poisons, open electric sockets in a home when they arrive
 - Put infants to sleep on their stomach

Babysitter's Pre Knowledge Survey

KEY

- T ☒ F 1. The main responsibility of a babysitter is to make sure the child/ren have fun.
- T ☒ F 2. It is the parent/guardian's responsibility to remember to give you the phone numbers to use in an emergency.
- T ☒ F 3. You can feed a young children peanut butter, whole grapes, carrots, and hot dogs.
- T ☒ F 4. It is ok for the child/ren to go outside and play with you being inside where you can see them.
- ☒ T F 5. It is important to wash your hands after changing the baby's diaper.
- ☒ T F 6. If children are kept busy with activities they enjoy, it will reduce inappropriate behavior.
- T ☒ F 7. You should wash your hands before preparing food, you don't need to worry about the children's hands though.
- T ☒ F 8. It is safe to leave the baby on the changing table to answer the phone.
- T ☒ F 9. It is not necessary to plan activities ahead as children always have plenty of toys.
- T ☒ F 10. It is not necessary to wash dishes you use while babysitting.
- T ☒ F 11. It is ok to warm baby's milk in the microwave.
- T ☒ F 12. It is ok to talk/text on the phone to friends while you are babysitting.
- T ☒ F 13. All toys are safe for all ages.
- T ☒ F 14. All children like to play the same types of games no matter what age they are.
- ☒ T F 15. A boo boo bunny is a cure for minor ouches.
- ☒ T F 16. A babysitter's magic bag can be customized for each babysitting job.
17. Whose phone numbers should you know to contact in case of an emergency?
- Parent/guardians of the child/ren you are babysitting
 - Neighbors who live close by where you are babysitting
 - Emergency Numbers, 9-1-1, poison control
 - d. All of the above**
18. A 6 month old is crying what could be wrong?
- Wet or Dirty Diaper
 - Hungry
 - Being lonely or tired
 - d. All of above**
19. Babysitters know:
- A child in a high chair requires constant attention
 - To keep high chairs away from high traffic areas.
 - To make sure that the safety belts or straps on high chairs are securely fastened
 - d. All of the above.**
20. Babysitters should:
- Allow pacifiers with strings or ribbons to be placed around the baby's neck.
 - Shake the child to get it to stop crying
 - c. Check for hazards such as toys, poisons, open electric sockets in a home when they arrive.**
 - Put infants to sleep on their stomach.

LESSON 1

Activity:

“Babysitter’s Questionnaire”

Materials Needed:

Copies of “Babysitter’s Questionnaire”

Pens or pencils

Life Skill Addressed:

Assessing marketable skills

Understanding self

What to Do . . . What to Say . . .

Distribute the “Babysitter Questionnaire” and pens or pencils. Explain to them that you will not be collecting these. They are to help them see if babysitting is right for them. Not all people are cut out to be caregivers. People have a wide variety of skills and abilities and they should do what is good for them. Have teens complete the form.

Talk with them about why the questions are important. Why is it important to like to read? Why is it important to know, or be willing to learn, first aid? Why is it important not to gossip about the families you babysit for?



Am I the
**Right
Person**

to be a
Babysitter?

Babysitter Questionnaire

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

- | | | |
|---|---|--|
| T | F | 1. I like children. |
| T | F | 2. I am willing to learn what I need to know. |
| T | F | 3. I try to be calm and understanding in arguments. |
| T | F | 4. People tell me I am good with children. |
| T | F | 5. As a babysitter, I realize keeping the child/ren safe is my first priority and that what I want to do comes second. |
| T | F | 6. I like to read aloud. |
| T | F | 7. I know lots of games to play with children. |
| T | F | 8. I am able to assist with cuts, scrapes and other first aid issues without panicking. |
| T | F | 9. I am responsible. |
| T | F | 10. I am confident in talking with adults. |
| T | F | 11. I am in good physical health. |
| T | F | 12. I realize that all families are different and I can be flexible. |
| T | F | 13. I know it is important to write down all the instructions from parent/guardians. |
| T | F | 14. I know I should not gossip about the family or children I babysit for. |

LESSON 1

Activity:

Introduce the “Babysitter’s Magic Bag”

Materials Needed:

Paper, pens, pencils, markers

Life Skill Addressed:

Planning/organizing

Babysitter’s Magic Bag

What to Say . . .

Tell teens that, as babysitters, their main job is to keep the children safe. This means watching them closely and playing with them. Bringing a “magic bag” full of things with them to the babysitting job makes this easier for the babysitter and exciting for the child/ren. The bag can be a pillowcase, a shoebox, a backpack, whatever is available. It should contain a collection of inexpensive, safe, “developmentally appropriate” (what is good for a six-year-old is not necessarily good for a two-year-old) items in good condition found at home or purchased at a tag sale or thrift shop. Lesson Six provides more information on “developmentally appropriate activities for children” (see “Entertainment Cards”).

What to Do . . .

Distribute paper and markers. Have teens draw a bag on the paper and label it “Magic Bag.” Tell them to think back to what interested them when they were younger. If they need some help, have them think about what they see younger child/ren playing with or how they play (dress up, pretend, etc.). Tell them to list these ideas, items, etc. “in” their bags and to be sure to include things they think they would need to keep children safe. They can draw the items if they want. Next, have them add their names and date. Collect them. (During a later session on Magic Bags, return them to their owners and have them go through the same process on the other side of the paper. Compare. Talk about what they listed and why. Ask them: “What items did you include in the bag?” “Why?” “Was putting your bag together useful?” “Do you have something like this for school? for trips?” “Do you see this bag idea as something you could use in your life in the future?”)

Option #1

Have the teens work at home, filling a real bag with items throughout the course. Have them bring it in on the last day and explain what and why they included the items they did.

Option #2

Have the teens fill a brown paper grocery bag with items cut from store flyers and advertisements or items written on notecards on the last day of the course. They would then discuss their contents as to what and why they were included.

In all cases, give them the chance to add to or take away from their “bags” with ideas picked up from the other youth. Learning from one another is a positive way to grow!



Possible items are:



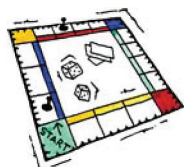
Colorful adhesive bandages or Boo Boo Bunny to soothe an upset child



Flashlight for emergency lighting or shadow wall games



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



Storybooks, music, board games for quiet play



Deck of cards for simple games



Rubber or plastic ball for stimulating activity - size dependant on ages of the child/ren



Notebook to record information

Washable, non-toxic markers; pencils, pens



Colored paper, non-toxic crayons, tape



Assorted stickers for art projects



Miniature vehicles



First Aid Kit



Legos or building blocks – size dependent on the ages of child/ren



It is best not to include food items



Make sure all items are clean and in good condition before using your bag again

LESSON 1

Babysitter's Magic Bag Comment Sheet - See Appendix page 141 to make copies

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. Start your list and keep adding to it throughout the class.



Name: _____

Date: _____

	Item	Use for what age of child/ren?	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 button eyes that could come off and be swallowed.	Yes	Yes	Yes
2							
3							
4							
5							
6							
7							
8							

Activity:

To brainstorm the “Joys of Babysitting”

Life Skill Addressed:

Self-motivation

Materials Needed:

Paper, pens, pencils, poster board, markers

“Joys of Babysitting”

What to Do . . . What to Say . . .

Ask for at least two volunteer notetakers and give each of them a marker and flip chart paper to utilize in the activity. Have everyone sit in a circle. Tell the group they are going to develop a list of the “Joys of Babysitting.” Each person takes a turn saying one thing about babysitting that is positive and fun. Have an item such as a baby bottle, a rattle, a toy, a box of bandages, etc. to pass around. Only the person holding the item can speak. Once everyone has had a turn, anyone can add to the list. Once the list is finished, display them around the room.

Possible “Joys” are:

You get to spend time with very special young child/ren.

You become a very important person in a child’s life. They look up to you.

Children are funny and imaginative and can make you laugh.

Children are very loving. When they give a hug, it is a great feeling.

It’s a great chance to play games and play with toys that you might think you were too old for otherwise.

Children will make you think about things in a new way.

Watching them sleep is really neat.

You can help them learn lots of useful things, such as tying their shoes and how to enjoy books.

When you help them solve a problem, it feels good.

It is great preparation if you choose to become a parent/guardian.



LESSON 1

Using Your Five Senses

Choose items that are age appropriate

Activity:

Show how people use their five senses

Life Skill Addressed:

Understanding self and teamwork

Materials Needed:

Paper bags

50 - 100 small items like marbles, peanuts in shells

Six to eight items with delicate to strong odors such as onion, lemon, lavender, rose

Six to eight food items with varying flavors and textures such as ice cubes, bread crumbs

Six to eight items of varying textures and surfaces such as a piece of smooth fabric, a piece of fur, sandpaper, wooden block, elbow macaroni, etc. in an opaque bag or box



What to Say . . .

This activity is designed to help teens “get in tune with their senses.” This is important because the main responsibility as a babysitter is to keep the child/ren safe. Being aware of what’s going on around them is key, and their five senses help them do this.

Ask the teens to list their five senses - seeing, hearing, smelling, tasting, and touching. Tell them they will go through five activities and then talk about what happened. Once done, use these questions to get them sharing. What did you do? What happened? What was the most important thing that happened? What did you learn? How can you use this information in the future?

What to Do . . .

Check ahead of time for food or substance allergies and any disabilities that the teens may have. You need to take those into account when planning the activities.

Seeing: Before the meeting, hide the 50 - 100 small items around the room. Write the number down. Give the teens three minutes to find as many as they can. Allow them a few minutes to discuss how they did. What did they miss? Did they realize they had to really focus to find them? After the discussion, if they haven’t found them all, let them continue searching. It is important not to leave any behind.

Hearing: Have the teens sit quietly in comfortable positions, no talking or whispering. Have them listen for any sounds for three minutes. After the three minutes, have them write down everything they heard. Share results with the group.

Smelling: Ahead of time, prepare several items with delicate to strong odors. Cinnamon, lavender, flowers such as roses, vinegar-soaked cloth, lemon slices, orange rind, apple, onion slices, etc. Have teens pair off and wear disposable gloves if they want. One person closes his/her eyes and tries to guess what the item is as the other person passes it under his/her nose. Then the other person goes through the process. They can keep track if they want.

Tasting: Ahead of time, cut several food items of varying flavors and textures into bite-size pieces. Use the same partner system with one member at a time with his/her eyes closed. Have them tell each other what foods they are eating. Be sure there are no foods anyone may be allergic to.

Touching: Before the meeting, gather items into a large brown bag or box with a hole cut in the top. Items should be things that will test the sense of touch such as cotton balls, wet cooked spaghetti noodles, smooth rock, silky fabric, piece of fur, stiff brush, sandpaper, wooden block, etc. Have teens feel around the container and write down the items they can identify.

Activity:

Brainstorm “What I Need to Know to Be a Babysitter”

Materials Needed:

Large paper, flip chart size if available, markers

Life Skill Addressed:

Teamwork, Communication, Keeping records, Personal safety, Critical thinking, Caring, Contributions to the group effort

“What I Need to Know to Be a Babysitter”

What to Say . . . What to Do . . .

Divide the group into teams of three to five. Give teams ten minutes to brainstorm and list on the paper everything they think they need to know to be a babysitter. Have teams share what they did by reporting out to the entire group.

As they brainstorm items, be sure the following are included:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Family name, street address, home and cell phone numbers • Child/ren’s names and ages • Who referred you to them • Where parent/guardian is going and how he/she can be reached • Expected time of return • Emergency information - Doctor’s name and phone number; names and phone numbers of close friends, relatives or neighbors who can authorize emergency care • Phone numbers for installation’s emergency staff: military police, fire, medical, (Poison Control and Prevention telephone number is 1-800-222-1222) | <ul style="list-style-type: none"> • Home safety - door & window locks, extra key, fusebox or circuit breaker panel location, flashlight, outside lights, plunger, mop and cleaning products • Pets • Child/ren issues - allergies, fears, calming methods • Allowable foods, food allergies, food preferences • What to do if a child has an allergic reaction to something • Administering medication - this is a parent/guardian’s responsibility, not the babysitter’s. If asked to do so, youth should say “no” • Routines - meal times, foods allowed, nap or bedtimes, outdoor play, TV/movies/ videogame/computer programs allowed, discipline methods, phone | <ul style="list-style-type: none"> • Areas off-limits to child/ren • Special instructions, in writing • Items allowed/not allowed for babysitter - inviting over friends, TV/radio use, kitchen appliance use, telephone use, leaving the home with the child/ren, sleeping, computer use, internet • If allowed to answer the phone, where and how to list any messages • If allowed to answer the door, how should it be done • Where to put dirty clothing • Notes after babysitting job is done • Transportation to and from the babysitting job • Clean up expectations • Pay |
|--|--|--|

Eliminate duplications. Ask if they have learned anything new. Ask them how they could use this information in the future. A good follow-up is to ask for a volunteer from the group who has computer skills and would be willing to make a final list so each person can have a complete list. Make enough copies for each teen. If computer access is an issue, make paper copies of the list and give several to each participant. Tell them to complete one for each family they babysit for and to keep them in their Magic Bags.

Important Information

Parent/guardian Name:

Street Address:

Home Phone:

Cell Phone 1:

Cell Phone 2:

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 dept. telephone or 9-1-1:

Local police telephone or 9-1-1:

Local emergency telephone:

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

Household Information

- ✓ **Supplies:** First aid kit, flashlight, plunger, cleaning supplies
- ✓ **Locks, alarm locations, and codes:** Garage door 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

LESSON 1

Family File and Job Log - See Appendix page 142 to make copies

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.

Names and age(s) of child/ren:

Playtime information (TV, computer and digital device 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):

Fire Safety Plan:

Date and Time Log

Family Name _____

Date: _____

Destination of Parent/guardian (to include address): _____

Phone Number to Reach Parent/guardian (personal and/or destination):

Cell Phone 1: _____

Cell Phone 2: _____

Emergency Contact (name and phone number): _____

Expected Time of Return: _____



LESSON 1

“Parent/Guardian Survey”

Activity:

Conduct “Parent/Guardian Survey”

Life Skill Addressed:

Communication

Materials Needed:

Copies of “Parent/Guardian Survey,”
at least two surveys per participant

What to Do . . . What to Say . . .

Distribute the surveys. Tell participants that to be certain they are learning what parent/guardians want babysitters to know, they are going to conduct a survey. Each teen is to ask at least two parent/guardians (they can be their relatives, friends, neighbors, etc.) to complete the survey and bring them to the next meeting. At that time, they will compile a list on flip chart paper and crosscheck it with what’s being covered as they progress through the course, adding anything that needs to be added.



“Parent/Guardian Survey”

Hello! My name is _____ and I am enrolled in a 4-H/Army Child & Youth Services Babysitting Course learning to be a capable, responsible, caring babysitter. One of our assignments is to find out what parent/guardians 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/guardian _____

Number and ages of child/ren _____

What are some characteristics 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!

LESSON 1

Babysitter's Report worksheet - see Appendix, page 145

“Babysitter’s Report”

Activity:

Share information on completing a report for the parent/guardian

Life Skills Addressed:

Communication
Keeping records
Care for others
Contributions to the group effort

Materials Needed:

Copies of Babysitter’s Report form
Copies of Babysitter’s Notes
Pens or Pencils as other items needed



What to Say...

Tell the teens that keeping the parent/guardian informed of how things went while you were babysitting is a great way to show your ability to care for their child/ren and will likely help you get another job with the family soon.

The notes should detail things that parent/guardian wants to know about, such as any food eaten, any naps or rest breaks, activities you completed with the child/ren, and any concerns you had while babysitting. Other items to consider reporting would be anything exciting the child/ren did or said, and misbehaviors including bullying.

What to Do...

Distribute worksheets and pens or pencils to the participants. Read or print off the “Babysitter’s Notes” (page 29) to the group and ask them to complete the form. Follow up with a discussion on the activity. Ask:

- What would you find important, as a parent/guardian, that you would want to know about?
- Why are these things important for you to know as a parent/guardian?
- How would completing this report be helpful for you as a Babysitter?

Babysitter's Notes

You are caring for four children, Kate (age 2), Douglas (age 5), Melissa (age 6), and Sam (age 9).

“Kate has been working on potty-training. She had two accidents while you were babysitting and grew upset because she soiled herself. She did, however, work with you to get changed into clean undergarments and indicated she was ready to try it again.

Douglas has just been getting over being ill with an ear infection. He has been tired and cranky all day and hasn't eaten well. He has wanted to be right next to your side for the majority of the day. He didn't feel warm to the touch, and when you asked how he was feeling, he reported he was just tired.

Melissa has been involved in dance and is excited about her upcoming recital. She asked you to watch her practice her dance steps several times and wanted you to teach her some more moves. She also wanted you to learn some of her steps and asked if you would come to her recital with her parents.

Sam is a jokester. He has been telling you jokes all day, some that have been inappropriate, others that have been funny. He has snuck into the pantry several times despite the parents asking him not to snack too often.

The parents asked you to make a light lunch for the children to include ham sandwiches on wheat bread, a side salad with fresh veggies, and some orange slices. Kate and Douglas didn't eat all of their lunch and didn't appear to be very hungry the whole time you were providing care. Melissa and Sam, on the other hand, ate all of their lunch and asked for seconds.

You took the children outside to play some games and sing some songs that you learned in your Babysitting course. The children all laughed and enjoyed the activities. When you came in, they wanted to sit next to you to watch a video that the parents indicated they could watch one time during your job. They told you that you were the best babysitter ever!



LESSON 1

Babysitter's Report - See Appendix page 145 to make copies

Babysitter's Report

Date: _____

Names of child/ren	Level of appetite (circle one)	Foods eaten	Toileting - if child/ren is in a diaper report how many wet/ dirty	Something wonderful the child/ren did	Stories, songs, games	Special activities
	Great Good Not great					
	Great Good Not great					
	Great Good Not great					
	Great Good Not great					

Comments:



Worksheet Two

(Date and have an adult initial when complete)

Babysitters Do

Date

Adult Initials

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!).

Babysitters Share

Date

Adult Initials

Share with the group or a friend
the rules of your family.

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

Babysitters in Action

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