



Child Care Project

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WHAT YOU WILL DO IN THIS PROJECT

(Detailed Requirements are given in the Project Records)

For Child Care I and II

1. Get acquainted with children from 1-5 years of age.
2. Learn how to care for a child.
3. Learn how to entertain a child.
4. Make toys for a child.
5. Give a demonstration or talk on child care.
6. Write a short story of your experiences in this project.

Acknowledgment

This material is taken with permission from 4-H and Home Series Nos. 10 and 14, University of Maryland.

Activities for Your Project Group

Your project group may want to plan some extra activities like these. Make plans at the beginning of the project year for the things you will do together.

1. Visit a nursery school to observe.
2. Observe children on a playground or in a park.
3. Plan entertainment for a child's party. (Cooperate with mother who is responsible for party.)
4. Leader investigate possibilities of rendering service to children's ward of hospital—services such as entertaining children with books, story telling, games, songs, etc.
5. Write for literature on child care and develop project reference library.

Child Care

by Mrs. Jeanne S. Moehn
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Taking care of a child can be a happy experience for you if you love children and are interested in them.

Children aren't alike and you will find caring for one child will be quite different from caring for another.

You may be caring for younger brothers or sisters, or you may be caring for a neighbor's child. Either is an *important* undertaking.

You will want to remember you are responsible for the child's safety and happiness while he is in your hands. You will want to guide him and help him to learn, be happy, and be safe.

Certain things will be expected of you when you "baby sit." The parents of the child will have certain responsibilities, too, and you will need some understanding together (see *Tips for Both Baby Sitters and Parents*, Part III.)

This Child Care Unit will help you:

1. To better understand children (birth through 5 years of age).
2. To learn that children are different at different ages.
3. To learn ways of caring for children.
4. To understand types of play that children enjoy.
5. To realize that children learn to get along with other people through play.



6. To make good choices of toys, story books and songs for children.

Children are not alike

Children are not alike. One child may have more energy than another. One may be slower in reacting to things around him.

Children who are the same age may not do the same things. For instance, one child may stand alone and walk at an earlier age than another. Still, both are normal.

Even though children may show some difference in their walking and talking, they all seem to go through certain expected stages in developing.

You will enjoy caring for them more if you understand what you can expect of the child at different ages.





The infant

At birth, and for several months, an infant is very dependent on other human beings for just living. He depends upon his mother for not only food and warmth, but for other physical comforts.

When he awakens, he may cry to get attention. He thinks only about himself. He will gradually, with loving care, learn that there are others in the home.

To help him be happy and feel secure, he needs lots of loving and being held close. Of course, his main physical needs are to be fed and kept warm.

After a few months, he will discover he has hands, and a little later, feet. He will also soon find he can hold onto your finger. From these early discoveries, he gradually learns other things about himself and the world around him.

The 2-year old

The 2-year old enjoys activity. He finds he can do things, but still is busy balancing and controlling his body. He runs, but isn't too sure of himself. It's hard for him to slow down or turn quickly. He stoops, crawls, jumps and slides. He enjoys climbing the stairway, climbing up onto furniture or boxes.

Because he is still quite interested in himself and is just learning about other people around him, he is very much interested in stories and songs about his daily activities; those which bring *himself* into the picture.

This 2-year old will want to touch, hear, taste, see, or smell everything. This is his *way of learning*.

He doesn't understand too well how to play with children his own age, but he does enjoy being with them. He has a strong sense of "*mine*" and hasn't just yet learned to share.



He likes to do things for himself, but he **may** be slow about it. He wants to wash his **own face** and hang up his **own towel** (it's important to **have** the towel bar or hook at the child's level). **He** is interested in trying to get into his clothes **and feed** himself. Now is the time to help him learn, **while** he's interested in these things.

Simple toys are enjoyed most. The 2-year old will like to build with blocks. He's learning to **put** one on top of another but isn't ready yet for **com-** plicated building.

He will *cooperate* in putting toys away.

The 2½-year old may seem quite contrary—**he's** in the "no-no" stage and may say "no" **when he** really means "yes." This is merely a stage of **growth** for children.

The 3-year old

The 3-year old begins to be less contrary **and** wants to cooperate. It's easier for him to **handle** himself in many ways—walking, running, **block** building, and drawing with a pencil or a crayon. **He** will now take part in some play activities.

The 3-year old likes to help do things **around** the house—dry the dishes, set the table, stir a **cake**. He can do a better job in washing himself **and** hanging up his clothes (again hooks and racks **need** to be low enough for him to reach). **He can help** himself in going to the toilet. He's beginning to handle simple buttons and fastenings.

We might say, he learns by "trial and **success**" in place of "trial and error." He needs praise **when** he's accomplished some of these social tasks. **It** is through a certain amount of success that he's **will-** ing to try again.

4- and 5-year olds

The 4- and 5-year olds are much less **dependent** and require less attention than younger **children**. They do not depend upon someone to help **them**

eat, dress and undress and go to the toilet.

The play they enjoy is active. They like to play with older children. Outdoor games are the simple running games like racing and tag.

Many questions are asked by 4- and 5-year olds, sometimes to delay going to bed, or doing some task.

New words are interesting to them and "bad" words to *shock you are fun to them.*

They enjoy doing things and repeatedly playing the same games, but also like to learn new games. The same stories and songs are enjoyed over and over.

They enjoy cutting paper, or making things with paper, cloth, wood, sand or clay. Indoor games are enjoyed, such as tea party or "find me." They enjoy acting out stories you tell them.

They like to use tools: blunt scissors (to cut with and make paper dolls or chains), brooms, hammers, saws and toy kitchen equipment, to name a few.

Children's emotions

All children have feelings. Each is a separate individual trying to learn to live with his family and his society.

The child is not born with fear, love, hate or anger. He develops these as he grows older. Because of his experiences, he will develop desirable or undesirable emotions. He will learn to love if he is shown love; he will learn to fear if he has been frightened or does not understand. He has to learn to know his world.

Fears

Sudden changes, such as a noise or a fall, will cause fear in a small child. A fire siren or vacuum cleaner may cause him to be afraid until he understands what it is. Many times, animals frighten him—the dog jumping upon him or animals pushed toward him. Thunderstorms are frightening to the child, because he does not understand.

Imagination plays a strong part in a child's fear. When a room is dark, he may imagine that there is an animal in his closet or under the bed. To him, it seems quite real. Shadows may frighten him because he imagines them to be something they are not.

Many times, fears are learned from adults. He may hear them talk about things he does not quite understand, or he may sense they are afraid of things such as certain animals or thunderstorms.

Punishment given by frightening a child is very hard on him. Because he is so dependent upon adults, he believes what they tell him and may suffer from fear long after the incident itself is forgotten.

Anger

When the tiny infant does not get his food when he wants it, he will show anger in his cry. As he grows older and he cannot get his shoe on or put a toy together to suit him, the result may be an outburst of anger. A normal amount of this is expected and desirable, but anger can get out of hand.

Children who have not yet learned to express themselves, show anger because *you* do not understand what they mean. But, patience with him and giving him a little help in what he is trying to do will lessen his frustrated feeling.

Hunger and fatigue seem to be the most common causes of anger.

A child may go into a tantrum because he finds this will help him get his own way or get attention. Ignoring the outburst and later on giving him more attention in a desirable way, such as reading or talking to him, probably will be the best way to handle tantrums.

Jealousy

Most children will show some jealousy.

The child who has a new younger brother or sister may suddenly feel "left out," because he had been so close to his parents, and does not quite understand that he is still loved by his parents, although he must share parental attention with the younger child. Fear of losing others' love can cause jealousy.

The child must feel that he is loved and wanted. And he must come to learn that he must share this love and attention with others.

Love and affection

All children need love.

They learn to love by the way they are shown love. The first sign of the child's love is a smile. He wants to be close to you and to feel that you want him. He must feel secure to be happy. He needs the hug; dancing around with him; taking time to listen to his little chatter; answering his

Caring for children

Patience and kindness are the 2 things most needed when you care for children. There are times when you need to be firm (but never cross).

Children take the lead in their own play. You can play with them, but try to remember that *they are learning through their play to live like others around them*. Sometimes they enjoy suggestions from you, but try to realize that each youngster is an individual and wants you to treat him with respect.

You cannot let him hurt something or someone; he must not go out into the street: these are some examples of times when you will need to be firm and say, "NO."

When you talk with a child, talk slowly and distinctly. Read or tell your stories slowly, sing your songs so that he understands them.

The young child will not perform a task as well as an older child. Be patient and remember he needs praise and approval for a job done as best he can.

Never frighten a child to get him to behave or to do something you want him to do.

A lot of patience may be needed when the child is eating. Use of proper eating equipment has to be learned. He may want to "dawdle" along while eating. Sometimes he gets tired and you may help by feeding him. But let him eat without nagging or giving too much attention to his manners.

Toilet time and bed time may be hard, trying times. Again, you will need patience. Give him plenty of time to go to the toilet. You will need to be firm, but never scold nor shame him during toilet training.

You can help him get into the mood for bedtime by doing things to help him quiet himself. Rowdiness excites him too much and he will not be ready for sleep.

Remember, "experience is the best teacher." Let the child do as much for himself as he can. Your patient, kind example will also help.

Music

Most children love music. Singing to the child can help to quiet him or give him a feeling of closeness to you. It is said, "You can live *as long* without music, but *not as well*." The mother soothes her small child by singing a lullaby. You, in caring for children, can do a great deal in helping them to like music.

many questions; and laughing with him help him to feel loved and secure.

Holding a child and telling him a story, reading to him or singing to him, will help him to feel that he is loved and that he is sharing something with you as an older person.

Their experience of music activity—whether it be singing, moving (rhythm), or dramatizing a song story—produces personal and direct impressions which have lasting effects upon the child's feelings and judgments.

The infant will enjoy having you softly hum or sing to him. The child who is a little older will enjoy having you sing, especially songs which he can understand. He, too, will enjoy singing (or trying to sing) along with you. Some can sing alone. Nearly all children can learn to sing, but some will learn at an earlier age and more easily than others.

The child will enjoy songs (sung or played) for their rhythm. He will like to clap his hands, or use some simple rhythm instruments such as sticks, clappers or cymbals (see, *Toys For the Small Child*, Part II). A group of children love rhythm together.

Just listening to music gives the child enjoyment. You may sing to him or play a record suitable for children. (Singing without an instrument is preferred.)

A child can be quieted and be more ready for a nap or sleep if he can listen to slow, soft music. Try singing softly to him—notice the quieting effect it has on him.

Stories and picture books

The small child does not want to sit very long, so a story may not be as enjoyable as looking at a picture book with clear, bright, simple pictures. He will enjoy little jingles like Mother Goose rhymes.

From age 2 and on, he will enjoy being read to, or to hear little stories, especially about children like himself. He will take great delight in stories you read or tell about animals. He enjoys mimicking the kitten, dog or other animals.

He will enjoy telling you a story, too. His imagination is wonderful.

Homemade scrap books or carefully chosen books need not be expensive. Cloth books for the smallest youngster are good because he cannot tear them.

Stories are excellent to help the child develop understanding of the world about him.

Date _____ Members Name _____

Leader's Initial (If project was completed) _____

REFERENCES FOR CHILD CARE

Library References

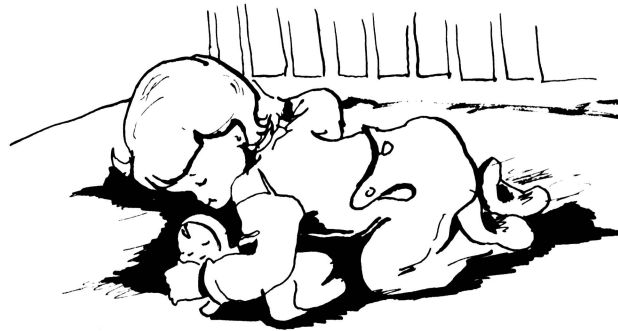
Baby and Child Care - Spock
Feeding Your Baby and Child - Lowenberg and Spock
Learning About Children - Shirley, Woods and Young
Living and Learning with Children - Smart and Smart

Obtain from Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C.

Infant Care - Childrens Bureau, Publication #8
Your Child from 1 to 6 - Childrens Bureau, Publication #30, 1959
Home and Play Equipment for the Pre-school Child - Childrens Bureau, Publication #238

Other References

Between One and Five - Health Education Service; John Hancock, Mutual Life Insurance Co.
Understanding Your Young Child - Metropolitan Life Insurance Co., New York, N. Y.



Play things

Try to choose play things that are: 1. suitable for the child's age and development; 2. sturdy; and 3. safe, both for the child himself and for others.

Toys for the toddler

Push and pull toys (a bell mounted on wheels). Small, sturdily-built wagon or wheel barrow. Pounding sets (peg board and mallets). Nest of blocks (large but not heavy) or cans. Balls. Small chair to climb and sit on.

Steps to climb. Plank to slide down (watch out for splinters). Walking board, 2 inches x 10 inches x 10 feet (flat on the ground for youngest, raise 5 or 6 inches for an older child). Three wheeled kiddie-car. Wooden blocks to be hitched together.

Toys for 3- to 6-year olds

Large, hollow nesting blocks. Packing boxes arranged for safe climbing. Slide (home-made or purchased). Ladder that may be fastened securely to fence or bars. Swing, bars or rope ladder. Tricycle, wagon, sled or scooter. Hammer, shovel, saw and work bench. Dump trucks, trains or airplanes.

Play materials for creative self-expression

Sand box and sand toys. Kitchen utensils. Cartons, boxes, spools and other household waste materials (be sure they're clean). Peg boards with large pegs. Musical instruments, phonograph and records. Waterproof apron and utensils for water play.

Soft, washable, flexible dolls and cuddly animals. Colored paper for folding and cutting (always provide blunt scissors). Rolls of newsprint paper or wall paper. Crayons, show-card colors and brushes. Clay or plasticene. Blocks of many sizes.

Materials for imaginative play

Dolls, with beds and other accessories. Household equipment (dishes, brooms, irons, tubs and so on). Trains, trucks, airplanes and boats. Toy animals to cuddle. Plastic or compo-board animals for

use in playing circus, farm, zoo and so on. Plastic or "lead" soldiers or model figures. Blocks used for construction of towers, garages for cars, fences for cattle and so on.

Outdoor play

Outdoors, the child may like to:

Play in a sand box. Run, shout and laugh. Climb low trees, fences, ladders and steps. Do stunts on low tree limbs or horizontal bars, such as hanging from bar by hands or knees, chinning the bar, and skinning-the-cat. Climb a knotted rope. Swing himself, learn to pump. Learn to ride a tricycle. Pull a toy wagon. Help gather eggs.

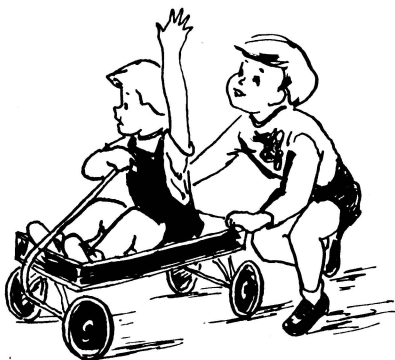
Help bring in the wood. Hoe in the garden with a small hoe. Rake leaves. Take a walk with you to see the new calf or pigs, to nearby spring or stream, to gather pretty leaves or flowers, to get a Christmas tree or to gather nuts.

Indoor play

Indoors the child may like to:

Look at picture books. Hear a story told or read to him, or to tell you a story. Learn a song, jingle, finger play, or sing to you. String spools or large wooden beads. Play with all-wooden clothes pins and smoothly cut tin cans or cereal boxes. Dress and undress dolls. Put clothes in doll trunk. Cut out paper dolls. Cut pictures and paste in scrapbook. Make a paper chain, soldier hat, or box.

Make things of modelling clay. Make drum or doll cradle from empty cereal box. Draw on paper with pencil or crayons. Paint on paper with water colors or show-card colors. Dress up in adult's clothes, hats, or shoes. Play tea party (this is particularly good for child with small appetite). Sew doll clothes. Play house or sweep with small broom. Iron doll clothes with toy iron. Build with blocks such things as wall, highway, bridges, fence, house, or barn.



Toys for The Small Child

Make Them at Home

A large part of the child's day is spent in play. Toys are the tools for his play. Different toys are used in different types of play.

For active play, children like toys to push or pull.

Toys that help the child with active, creative play are block or construction toys. They may be a nest of cans or blocks, blocks to pile, or peg boards.

All children like to make noise. Cymbals, clapping blocks and drums are simple musical instruments which can help the child in learning good rhythm.

Many toys can be made at home. Frequently, children enjoy playing with a home-made toy more than one which has cost a great deal of money.

You can have a lot of fun making these simple toys as a "do-it-yourself" project.

The family may enjoy working together in the construction.

On the pages following are some ideas and directions for making toys for younger children. Almost anyone will have the necessary tools and materials "just lying around the house."

You will find these toys easy to make—however, there are a few precautions to observe.

In making toys from tin cans, be sure all sharp edges are eliminated. All wood used needs to be carefully sanded before painting. Both cans and wood need to be free from any dirt, grease or dust before painting.

Use non-poisonous paint. For toys for the small child, bright colors are better because he may not yet be able to distinguish between the pastel colors. In joining colors in painting toys, be sure to let one color thoroughly dry before another is painted next to it. Or in coating the painted surface with varnish or shellac, be sure to have the paint surface thoroughly dry before applying coating.

Clothes Pins and Can

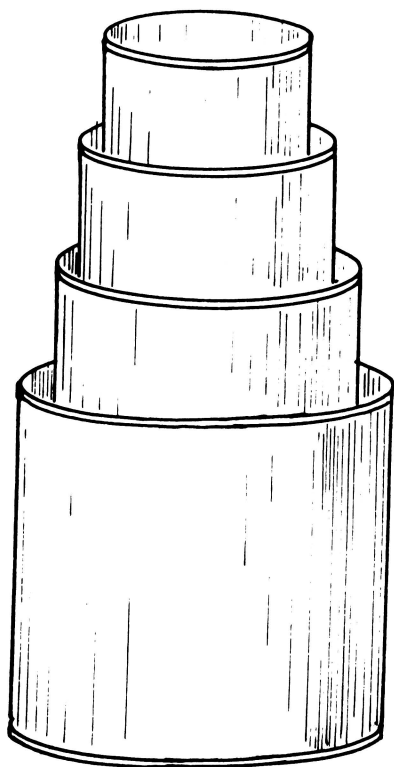
Paint a coffee can, or No. 2 or 3 can. If you wish to help the child learn to match colors paint the can with three broad vertical stripes.

Paint six or nine clothes pins in colors to match the can.

When the child fits the clothes pins over the can he can try to match colors. For example . . . the clothes pin painted red goes over the can on the part which is painted red.

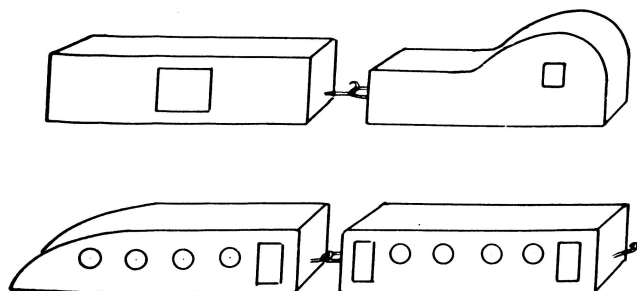


Nest of Cans



Select three or four cans of different sizes which will fit into each other to form a nest.
Paint the cans different colors.

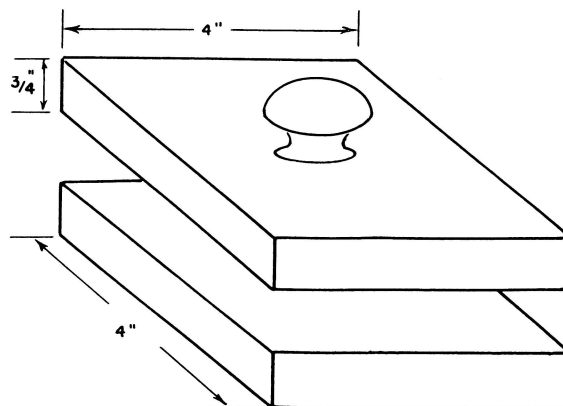
Push-Pull Train



A simple train can be made from pieces of 2 inch x 4 inches boards. The engine can be sawed to have a cow-catcher and cab resembling a steam locomotive, or sawed to look like the more modern diesel engine.

Cars may have windows painted on if you wish.
Connect pieces with cup hooks and screw eyes.

Clappers (Music)



Music clappers can be made by using 2 small boards $\frac{3}{4}$ inches x 4 inches x 4 inches. Screw on $\frac{3}{4}$ inch x 1 inch x 1 inch knobs. Wooden drawer knobs about 1 inch in diameter are easier for the child to hold.

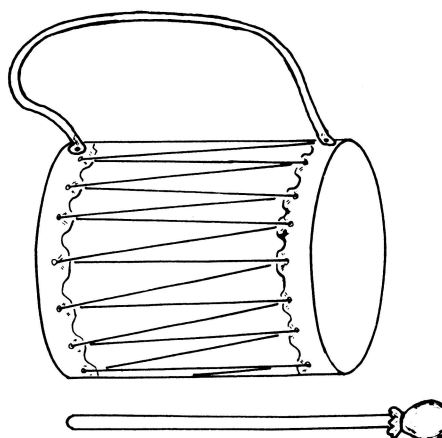
To play, child strikes together to the rhythm of the music.

Cymbals (Music)

Use two flat 8 inch pan lids. Insert painted drawer knobs where the rings were attached.

To play, child strikes together as cymbals in rhythm to music. Help him to learn to strike with an up and down stroke; not a head-on stroke.

Drum



Use a No. 10 fruit can or a 2 lb. coffee can open at both ends.

Paint the can a bright color.

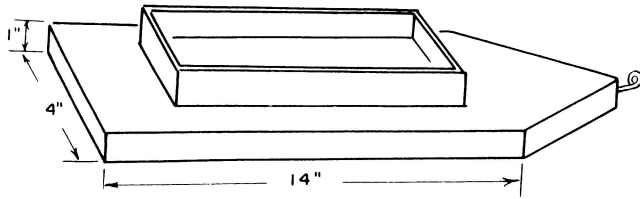
For the ends, cut round pieces of an inner tube, 3 inches in diameter larger than the can. With a paper punch, cut holes $1\frac{1}{2}$ to 2 inches apart, about $\frac{3}{4}$ of an inch from the edge. Place over each end and lace with heavy cord. Braid a cord, so that the

drum can be hung around the child's neck.

For the drumstick, use $\frac{1}{2}$ inch doweling. Cover a wad of cotton with cloth and tie it tightly onto one end of the doweling.

To play, child can be taught to beat rhythm to music or if you can stand it, the child will be quite happy just making noise.

Simple Boat

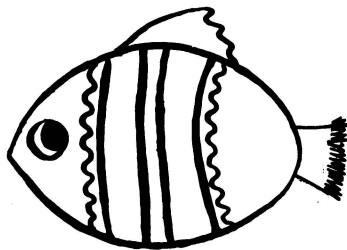


Point or round the end of a 1 inch x 4 inches x 14 inches board to give it a boat shape.

Screw or nail a block of wood or a small wooden box on top for a cabin.

Put a screw eye in the front for attaching a pull string.

Fish Bean Bags



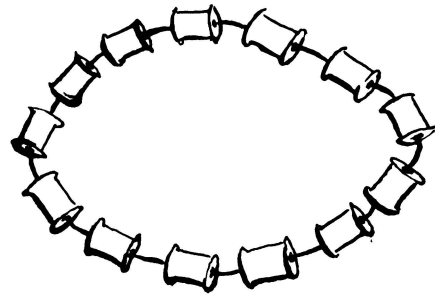
Material: Use pieces of felt or heavy material; matching thread; buttons, rick-rack, tape, etc.

Directions: Cut pattern for body; 6 inches from tip of nose to end of tail and 5 inches in width.

Cut two pieces like pattern, then decorate with tape, rick-rack . . . using your own originality.

Place the back sides of the two body pieces together—edges even. Stitch together, inserting fin between edges as you work. (Machine or hand stitch.) Turn the bag right side out and fill the bag half full of beans. Stitch across the tail, fringe the tail up to the stitching.

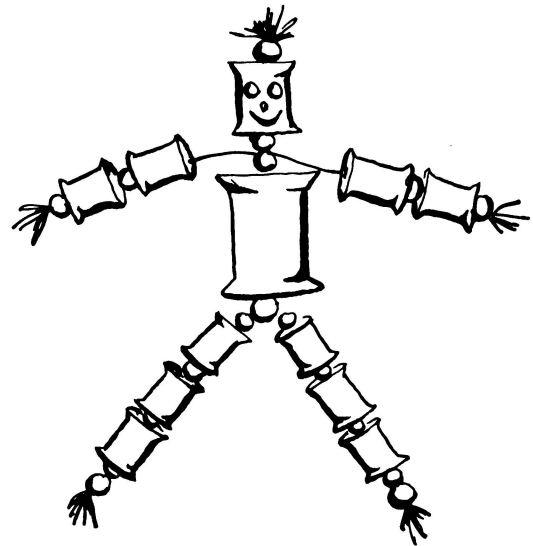
String of Spools



Material: 10 to 15 spools; heavy cord or shoe lace; paint.

Directions: Paint spools in gay colors. Use *non toxic* enamel or paint with tempera and shellac. String spools with heavy cord or shoe lace and tie securely.

Spool Doll



Material: 1 large spool for body; 1 medium sized spool for head; 10 small spools for arms and legs; 16 brightly colored beads or buttons; heavy string or cord or heavy elastic thread; paints.

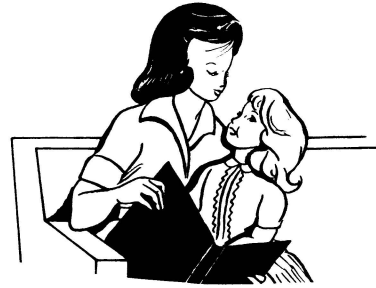
Directions: Thread through bead or button head, and body to one leg. Go back to head and make the trip again for the other leg. Wind up head and tie the two ends together. Then thread through from one arm to the other and fasten to the head or button between the head and body. Go back same way and tie the thread.

Paint or draw in a face.

PART III

Tips for

Baby Sitting



You are taking the place of mother while she is away and you will have many responsibilities. Baby sitting is something to which you should give much thought before accepting the job.

Good Health a Must

First, are you in good health? The child is going to be in very close contact with you so good health is important. Are you free from even the common cold which is highly infectious? You want guard the health of the child so it may be better not to accept the job than to subject the child to danger of any kind of disease.

Second, are you fresh and clean? The way you look to the child may be as important as the way you act. We all like fresh pretty clothes and with the clean body goes clean underwear. Remember, you will be handling the child and his toys, so clean hands are a must too.

Do You Like Children?

Somehow the child seems to know when he is liked. Will you show patience with him when you are alone? Some children will be easier to care for than others, but the behavior of that child can be influenced because of your attitude toward him.

Does the Child Know You?

When you are going to care for a child you may stop and ask, "Does this child know me?" If not, you may try to visit in his home a little while a day or two before. If this is not possible, go at least one half hour or more early so that the child may get used to you while his parents are still with him. Somehow, the home does not seem to look the same to him when his parents are gone. Understanding that the child fears mother may not return will help you to know he needs some assurance from you that she will be back.

Baby Sitter's Duties

1. Be on time; let the parents know they can depend on you.
2. Find out what your job is.
3. Be sure you know how to reach the child's

parents if it is necessary to get in touch with them.

4. Know the telephone numbers of:
 - a. Doctor
 - b. Police
 - c. Fire Department
5. The child's happiness should be your main thought. Know something about his daily habits. Does he say a little prayer when he goes to bed? Is he used to a bedtime story before going to sleep? Is the light left on? Is the bedroom door left open? Does he have one certain thing he cuddles when he goes to bed?
6. Know his napping habits. Does he wear special clothes for napping?
7. Learn where the child's clothes are kept.
8. What food will you be preparing for the child? Be sure you know how to use the stove.
9. Think about the safety of the child. He may have some play equipment which will cause you to watch him more carefully than in some other play.
10. Never scare the child into doing things you expect of him.
11. Know something about first aid for minor hurts such as cuts or bruises.
12. Watch out for the medicine cabinet! Don't let the child get into such things.
13. If electric fans or any other equipment are to be used by you, use all kinds of caution.
14. Watch the child while he is sleeping.
15. Know how to control the heat and how to handle the telephone.
16. You may not be expected to do any cleaning of rooms but you will be expected to have respect for all room furnishings.
17. If you were running a piece of machinery in a factory, would you expect to have guests or a date? The child you are with is much more important than the job in a factory.

Because of this, talking to friends over the phone, at the door, or entertaining them while baby sitting is not wise. There is plenty of time for this while you are not on the job. If you have guests, be sure to discuss it first with the child's parents as well as your own.

Duties of Child's Parents

The parents should:

1. Make all arrangements with you before you arrive.
 - a. Arrange your arrival and state time they will be home.
 - b. Parents should call you if they can not return at the time you expect them.
 - c. Plan your way home.
 - d. State how much you are to be paid.
 - e. Give specific duties.
2. Leave clear directions as to how to get in touch with them if necessary. If parents can not be reached, leave the name and address of a friend.
3. Let their child know he will be alone with you and that he is expected to mind you. The child (if he is old enough) should also be told by his parents when he can expect them home.
4. If meals are to be prepared, give a menu.
5. Help sitter to know something about the food habits.
6. Discuss napping time and what clothes he is to wear for napping.
7. Give detailed directions for bedtime at night.
 - a. Time
 - b. Ventilation of room.
 - c. Clothes
 - d. Light in room.
 - e. Bedroom door left open or closed.
 - f. Bedtime prayers, story or something to cuddle.
8. Sleeping habits—night mares, sleep walker or bed wetting.
8. If other work is to be done—the sitter should know when arrangements are made. (The baby sitter who does not know in advance that she must wash the supper dishes or do other house work may feel she is not being paid enough and so may unconsciously reflect her resentment in some way while she is in the home.)

9. Let the sitter know what things in the home she can feel free to use such as a radio, television, phone or food.
10. Have a clear understanding as to whether there will be any guests. The child's parents should know whether the sitter's parents approve of guests. Know who is coming and how long they will stay.
11. Pay the sitter promptly and as you agreed to pay.

Things the Child May Enjoy

Children have lots of energy, so plan to keep them busy. The child may play alone with his toys or he may need your company in play. Here are some helps for his play:

1. Tell stories.
2. Read stories (appropriate for age).
3. Sing to the child—children's songs.
4. Look through magazines for animals, cars or planes.
5. Have imaginary telephone conversations.
6. Play with dolls or blocks.
7. Build houses with blocks or boxes.
8. Go for walks. Be sure to keep the child safe and know that his parents approve.
9. Sandpiles, swings and climbing are helpful.
10. Teach him nursery rhymes.

Surprise Bag

Children are always curious and will be interested in seeing what is in the bag. The sitter's bag may include:

1. Crayons
2. Colored paper
3. Bean bags
4. Blunt scissors for making cutouts.
5. Story books.
6. Scrap book and animal pictures to cut out for pasting in scrap book (a progressive scrap book).

Things children enjoy can be added gradually to the bag to give another surprise each time. Be original and make your own surprise bag list.

Remember your main thought in baby sitting is to have a thorough understanding with the child's parents before you go and then keep the child as happy and safe as possible. You must be responsible and dependable and take the job as seriously as you would any other. You do have a human life in charge.



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CHILD CARE

4-H Record

(To be used with 4-H Circular 176)



Name _____ Address _____

Age _____ Club _____

Name of Project Leader _____

Name of Jr. Project Chairman _____

My Participation:

Project Meetings Held _____
Club Meetings Attended _____

Project Meetings Attended _____
Number of Child Care talks or demonstrations given _____

Demonstrations

Project Meetings _____
Club Meetings _____
County Meetings _____
Others (Name) _____
Total _____

Talks

Project Meetings _____
Club Meetings _____
County Meetings _____
Others (Name) _____
Total _____

Number of Exhibits Made:

Community _____
County _____

District _____
State _____

Total _____

Participated In:

Local Club Achievement Day _____
County Achievement Day _____
District Achievement Day _____
State Achievement Day _____
Interstate Show _____
Standing Committees in Club _____

County Fair or Show _____
District Fair _____
State Fair _____
No. of Radio or TV Shows _____
Number of Newsstories published _____

PROJECT REQUIREMENTS

Everyone must.....

1. Finish their project requirements.
2. Attend a majority of project meetings.
3. Turn in your project record to your project leader.
4. Attend six or more 4-H club meetings.

CHILD CARE I

Check the items below that you intend to do and check when you have finished.

I Will

I Did

1. Do three or more of the following:
 - o Spend a total of 3 hours with a child reading, telling him stories or singing with him.
 - o Play with a child during 3 of his 2 hour play periods - alone or with other children.
 - o Help a child at least 3 times with his bath. Help him to dress and undress.
 - o Help a child prepare for bedtime at least 3 different nights.
 - o Following mothers directions, prepare 3 meals for the child and eat with him.
2. Choose and prepare two of the following:
 - o A surprise bag.
 - o A child's large scrap book.
 - o Two toys for a child.
3. Give a demonstration or talk. Suggested topics:
 - o Story books to suit the child (what to look for in books; why read or tell stories; suitable for age).
 - o How to make a toy.
 - o Preparing a meal and eating with a child.
 - o Preparing a child for bed.
4. Write a story telling of your experiences caring for a child.

CHILD CARE II

I Will

I Did

1. Select and do at least three of the following:
 - o Bathe baby 3 times according to mothers instructions.
 - o Prepare 3 feedings for baby and feed him according to mothers instructions.
 - o Prepare baby for bed 3 times and be responsible for him at least 2 hours.
 - o Care for baby 2 hours on 3 different days.
 - o Plan and give party for 6 or more children.
 - o Plan and prepare 3 meals letting child help you.
 - o Go on 3 one hour walks with child.
2. Prepare one of the following:
 - o Make three toys.
 - o Make picture story book.
 - o Make a collection of 6 songs to use with children.
3. Give demonstration or talk on 2 different topics. Suggested topics:
 - o Bathing a baby (May substitute large doll).
 - o Feeding a baby.
 - o Meals for a child.
 - o Play things for children.
 - o Going walking with a child.
 - o Others.
4. Write a story telling about your experiences caring for a child.

PROJECT ACTIVITIES

List the activities of your project group.

MY PROJECT STORY