

NAME \_\_\_\_\_  
CLUB \_\_\_\_\_  
BIRTHDATE \_\_\_\_\_  
YEARS IN PROJECT \_\_\_\_\_  
YEARS IN 4-H \_\_\_\_\_

# BABY-SITTING

EVELYN ROOKS

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## FUN AND MORE FUNDS



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# Babysitting: Fun and More Funds

## Introduction

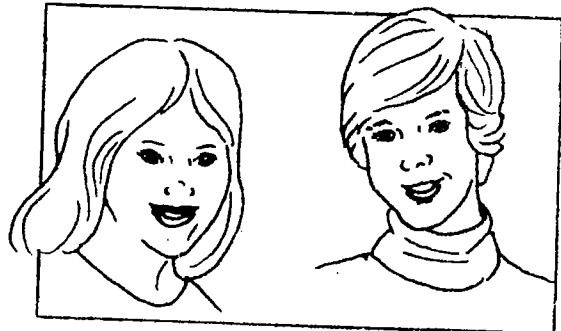
This is Isadora Maultsby. She prefers to be called Dora, since "Dora" is easier for her friends to remember. You met Dora in your first 4-H Child Development Project. She has grown up a bit now just as you have. Dora is now six years old and has a baby brother.

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

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

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

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



## What Is Childhood?

Joey D. suggests that if **you** want to become a baby-sitter, the first thing you should do is look at the "**childhood**" portion of life. A rather small part of our lifetime is

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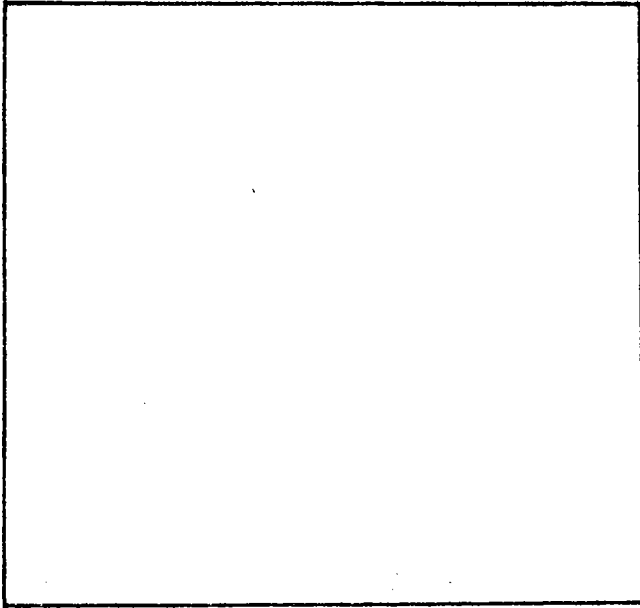
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spent as young children—perhaps only ten percent or less. But that short span of time is chock-full of growth and development. By the time the child is six years old, he has learned to eat solid food. He has also learned many of the social graces related to eating. He has learned to control his elimination of body wastes. He has learned how to relate socially and emotionally to his family members and

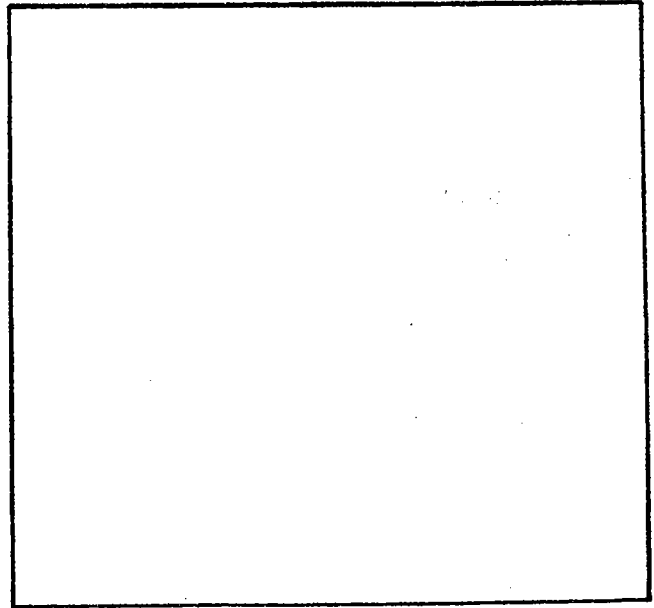
some friends. He can run, hop, skip, and perhaps ride a bike.

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

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



Picture of me when I was an infant.



Picture of me when I was six years old.

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

Johnny is 4 years old.

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Johnny's mother is 25 years old.

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Johnny's grandmother is 47 years old.

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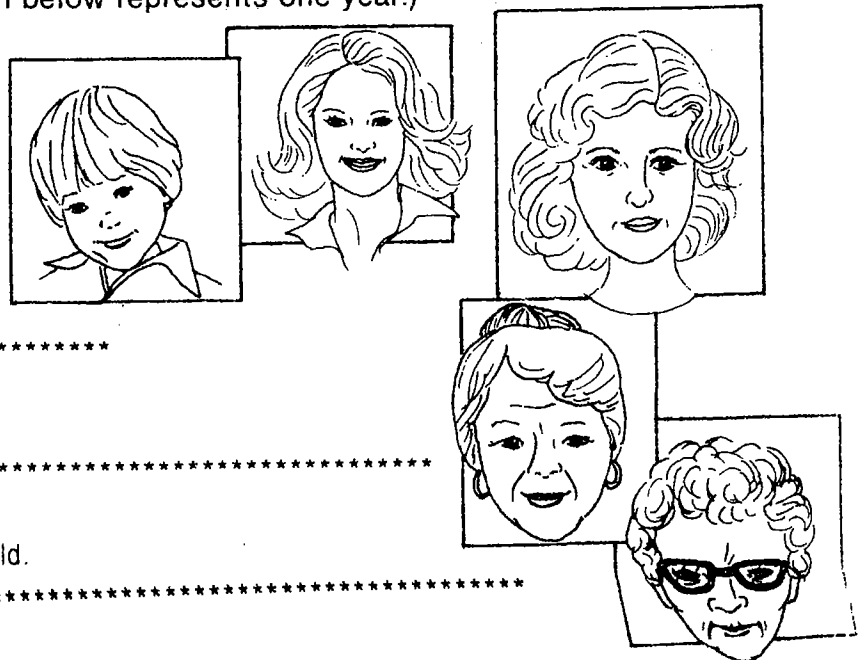
Johnny's great grandmother is 69 years old.

\*\*\*\*\*

Johnny's great, great grandmother is 89 years old.

\*\*\*\*\*

\*\*\*\*\*



To make a chain chart, draw your present age compared to that of your parents and living grandparents. (x = 1 year; xx = 2 years; etc.)

My age is \_\_\_\_ years.

My mother is \_\_\_\_ years old.

My father is \_\_\_\_ years old.

My mother's mother is \_\_\_\_ years old.

My mother's father is \_\_\_\_ years old.

My father's mother is \_\_\_\_ years old.

My father's father is \_\_\_\_ years old.

My mother's grandmother is \_\_\_\_ years old.

My mother's grandfather is \_\_\_\_ years old.

My father's grandmother is \_\_\_\_ years old.

My father's grandfather is \_\_\_\_ years old.

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

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

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Figure 1. Development of infants

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

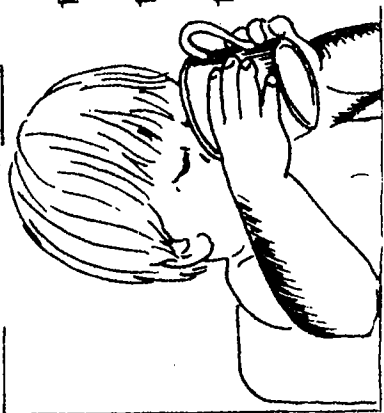
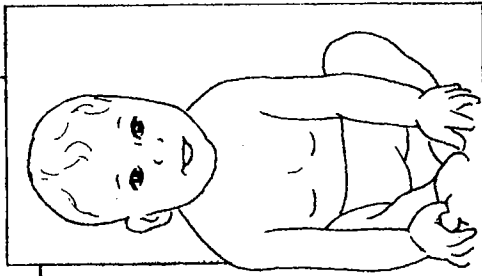
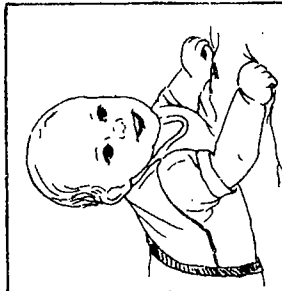


Figure 1, continued

**Review from Child Development Project, Unit I:**

1. What part of life does infancy include?

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(various people give somewhat different answers)

2. Young children include those who are \_\_\_\_ to \_\_\_\_ years old.

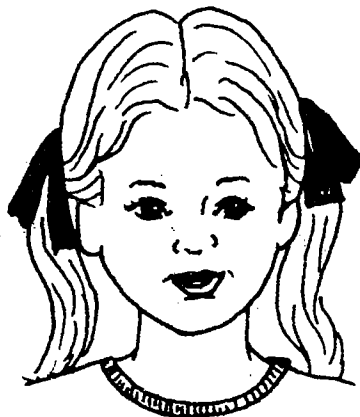
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**What Are Young Children Like?**

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

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

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



**CHECK TO SEE WHETHER YOU UNDERSTAND FIGURE 1.**

I. Answer the following questions by checking the appropriate blank.

	<u>True</u>	<u>False</u>
-A 4-month-old infant can laugh and hold onto a cube.	_____	_____
-A 5-month-old can hold its head erect.	_____	_____
-An 8-month-old can be expected to walk alone.	_____	_____
-The vocabulary of a 20-month-old is four words.	_____	_____
-The pincer grip will be noted in the infant who is about 11 months old.	_____	_____
-An 8-month-old infant will be unable to pass a toy from hand to hand.	_____	_____
-A 22-month old infant will listen to very short stories.	_____	_____

Figure 1, continued

14	Walks alone	Uses spoon	Recognizes own name	Makes marks with pencil
15	Climbs up stairs	Shows shoes	Four to five clear words	Places one object upon another
16	Pushes pram, toy horse, etc.	Tries to turn door knob	Six to seven clear words	Scribbles freely
17	Picks up toy from floor without falling	Manages cup well	Babbled conversation	Pulls (table) cloth to get toy
18	Climbs on to chair	Takes off shoes and socks	Enjoys rhymes and tries to join in	Constructive play with toys
19	Climbs stairs up and down	Knows one part of the body	Nine words	Tower of three bricks
20	Jumps	Bowel control	Twelve words	Tower of four bricks
21	Runs	Bladder control by day	Two word sentences	Circular scribble
22	Walks up stairs	Tries to tell experiences	Listens to stories	Tower of five or more bricks
23	Seats self at table	Knows two parts of body	Twenty words or more	Copies perpendicular stroke
24	Walks up and down stairs	Knows four parts of body	Names four toys	Copies horizontal stroke

\*Conceptual rather than chronological age.

Source: *Human Development*. Diane E. Papalia and Sally Wendokos Olds. McGraw-Hill Book Company, New York, NY, 1978. Chart reproduced by kind permission from *A Paediatric Vade-Mecum* (9th edit. 1977) edited by Ben Wood, DM, FRCP. London: Lloyd-Luke (Medical Books).

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

-Infant's age is \_\_\_\_\_.

-The infant's motor development is illustrated by \_\_\_\_\_

-The infant's social development is illustrated by \_\_\_\_\_

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

-The infant's eye and hand coordination is illustrated by \_\_\_\_\_

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

People continue to develop throughout their lives. Development during childhood is extremely rapid and, therefore, easily noted. As people become adults, their development

is usually quite gradual and not so easily noted, except over much longer periods of time.

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

**Remember:**

-A child's development may vary from the average.

-A child's behavior will depend somewhat upon the environment he has been in.

**Age of Child**

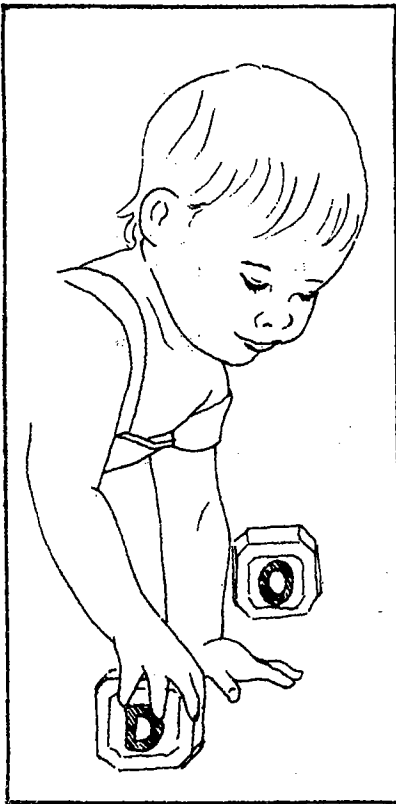
**Things to Observe about the Child**

*One-Year-Old*

- 1) Has tripled his birth weight.
- 2) Can pull himself into a standing position. May be able to stand alone, or even walk.
- 3) Development is from head downward. Therefore, he may have better use of his finger, hand, and arm muscles than he has of his leg muscles.
- 4) He may be able to use a cup and a spoon in a rather crude manner.
- 5) *He likes to feed himself, though often misses his mouth.*

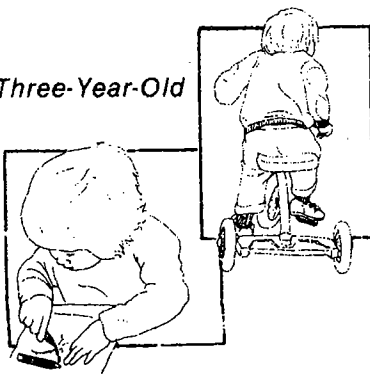
- 6) Though he may be able to use a spoon, he will very likely prefer to use his fingers.
- 7) He can remember people, where he threw a toy, or a visit to the doctor.
- 8) He may be afraid of people whom he has not seen before.
- 9) He can say a few words and understands the meaning of many more.
- 10) He enjoys mimicking and eliciting response from others around him.
- 11) He may still take two naps a day but possibly take one longer nap in the afternoon.

### Two-Year-Old



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

### Three-Year-Old

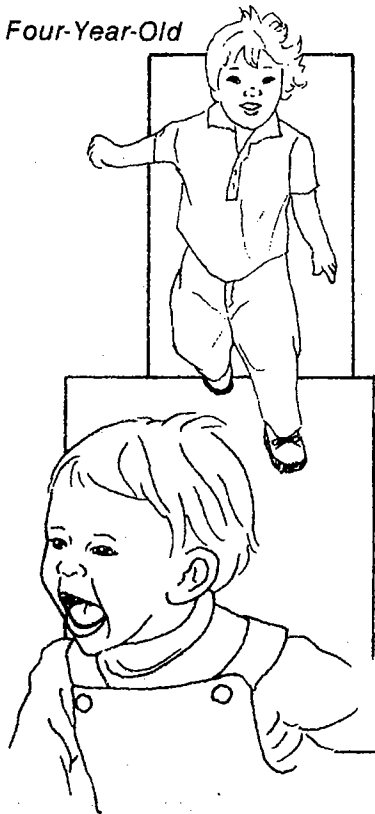


- 1) He can run, climb, and throw. He has conquered tricycle riding.
- 2) He is refining large motor skills and beginning to concentrate on the development of small muscles. He may like to paste, or use blunt-end scissors or crayons.
- 3) He will play with toys he gets out for some few minutes before discarding them. However, he will not remember to put his toys away on his own.



- 4) He is able to express verbally most of his ideas. The best help for his speech is parents and other associates who use correct pronunciation and grammar. (If a major speech problem is suspected, he should be seen by a professional.)
- 5) He realizes that little boys and little girls are different. He may begin to identify with the parent of the same sex.
- 6) He is an imitator who is more likely to behave as he sees others behaving rather than as he is told.
- 7) At about 3 1/2, he may become less secure as he grows somewhat awkward. Such insecurity may manifest itself through such behaviors as thumbsucking, nail-biting, masturbating, whining, or nose-picking.
- 8) He may become obnoxious with his demand for attention. You must understand this as a phase of development and be patient but firm with the child.

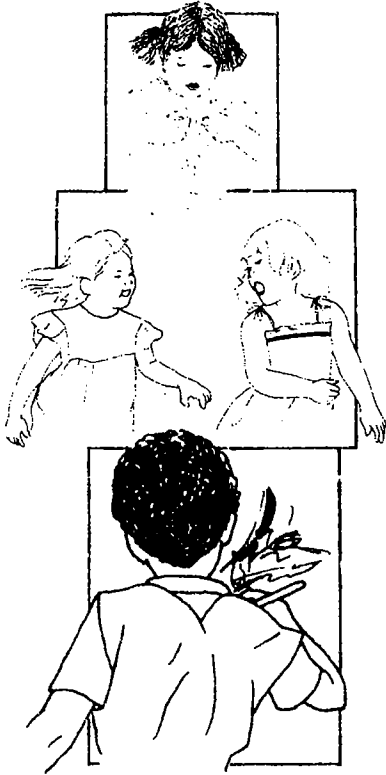
*Four-Year-Old*



- 1) He is boisterous and verbal.
- 2) He is a high climber, fast runner, and hard kicker.
- 3) He screams and laughs loudly.
- 4) He can understand rules but feels compelled to "test" each one to the limit.
- 5) If he is dealt with patiently, but firmly, he will obey rules, but will see if he can get away with breaking every one.
- 6) He is extremely interested in things that he encounters in his environment such as bugs, worms, and flowers. He is also anxious to share his findings with others.
- 7) He may enjoy the sound of profanity, though he probably does not understand its meaning.
- 8) He enjoys such rowdy play as "cowboys", and wrestling.
- 9) He is quite frank about his feelings and has no qualms about telling you that he doesn't like you if things are not suiting him. However his negative feelings are usually short-lived.
- 10) He may not be able to distinguish fact from fiction. Stories that he hears may become real to him.
- 11) He likes scary, adventurous stories and he often fantasizes being the hero.
- 12) He can usually dress himself unless fasteners are difficult.
- 13) He is more likely to finish a task than he has been in the past, though his attention span is likely to be quite short.
- 14) He can learn rules for simple games, but may find them too trying to follow.
- 15) He likes to create spontaneously his own games, stories, and jokes.

*Five-Year-Old*

- 1) He is noticeably willing to cooperate and seems quite sociable.
- 2) *In addition to being agreeable, he is rather self-sufficient.*



Six-Year-Old



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

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

Source: Ellett, Marcella H., *The World of Children*, (Minneapolis, Minnesota: Burgess Publishing Company, 1965), pp. 36-55. (Used by permission.)

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

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

1. \_\_\_\_\_

