



Lesson 4: Child Development

4-H Military Partnership



Note: Welcome youth back (if you took a break/are completing this as a club). Be sure to take role and say the 4-H and American Pledge for club formats.

Note: Staff may want to incorporate a field trip to the Installation Child Development Center or a community development center for an immersive experience to learn about the differences in ages and stages. Be sure to contact staff in advance and prepare youth by sharing the expectations, dress code, and the like to complete the observation, respectively.

Say: Our goal is to share how children behave at various ages. Today we will learn about discipline methods, diapering, toileting, and respecting family differences.

(Refer to Instructor Guide pages 61-86)

Age Stages

- What ages and stages do you know about?
- How is an infant different from a toddler?
- How is toddler different from a preschooler?
- Is there an age range you prefer to work with? Why or why not?



Say: In addition to liking children, babysitters need to know a lot of information about child development. Babysitters need to know how to show love and acceptance, use positive words, help the child/ren feel useful and important, seek to understand things from the child/ren's point of view, make each child/ren feel special, know how to handle nap and bedtime, snacks, and emergencies. The list continues! Wow, that's a lot, right?

Say: There is a lot that goes into babysitting; however, how might babysitting differ by age? (pause for internal consideration).

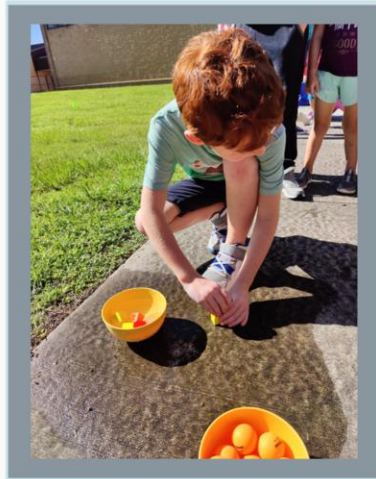
Say: Let's start by thinking about this first question on the screen. "what are the ages and stages that you know about?" (pause for answers)

Ask: How is an infant different from a toddler and a preschooler?

Ask: Is there an age range you think you would prefer to work with? Why or Why not?

(Instructor Guide page 62)

How old am I?



Note: Copy and cut phrases from pages 150-153 (in the Appendix) for youth to sort the ages and stages in small groups. This will break the PPT up and make it more engaging. However, for those teaching this virtually use slide 4 for an engaging Ages and Stages conversation. For the in-person activity set up flip charts with the age groups broken up across them to help attendees complete the activity.

Say: Let's dig deeper into child development by learning about each age group. The age groups we will explore include Infants (6 months to 1 year), Toddlers (1-2 years old), Preschoolers (3-5 years old), and School age (6-10 years old).

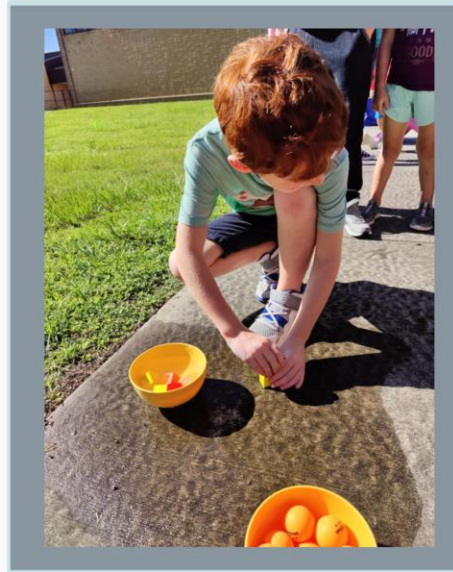
Say: We have four flip charts/stations spread out around the room. In the middle of the room, we have a pile of characteristics representing a particular stage of development like toddler or infant. As a group, it will be our job to sort and put the characteristics into the correct station/Age Flip Chart.

Note: Put the # of characteristics needed per flip chart to help students. For example, there are 18 strips for the 6 months to 1-year group.

(Appendix pages 150-153 for printing or you can view the pages in the chapter by reviewing pages 63-66 of the Instructor Guide)

How Old Am I?

1. I am learning how to grab toys.
2. My favorite thing to do is kick.
3. I am learning how to clap.
4. I can recite thymes.
5. I am smiling for the first time.
6. I am making my first friends.
7. I am choosing what sports I want to play.
8. I can follow two directions at a time.
9. I get upset with my friends for having a playdate without me.



Note: This slide is for those teaching this topic virtually. For in-person you will need to delete this slide. Facilitator will ask the teens how old they think the child is based on the provided statement on the screen. Facilitator can add more questions if they choose to. Use pages 150-153 to add and expand to the slide. Suggestion is to duplicate the slide and use the same format along with the animation.

Explain they can provide an age range like 6-10 or 3-5 years old. The answer to the above are included below in the script:

1. I am learning how to grab toys? (3-5 years)
2. My favorite thing to do is kick? (6 months - 1 year)
3. I am learning how to clap? (6 months - 1 year)
4. I can recite rhymes. (3-5)
5. I am smiling for the first time? (6 months - 1 year)
6. I am making my first friends? (3-5 years)
7. I am choosing what sports I want to play? (6-10 years)
8. I can follow two directions a time. (3-5)
9. I get upset with my friends for having a playdate without me? (6-10)

(Appendix pages 150-153 for printing or you can view the pages in the chapter by reviewing pages 63-66)

The Impact of Age

Consider:

- What are the ages of the children?
- What activities would the children enjoy?
- What games can you play to support children's growth?
- What toys are safe to give the children you are watching?



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Say: In babysitting, it is important to understand the ages of the children you are watching. What activities would they enjoy? What games can you play that will help them grow? What toys are safe to give them?

(Instructor Guide page 62)

Age Stages Recap

- Infant 6 months to 1 year: gross motor skill development, facial expression development, developing senses (taste, touch, smell, sight, hearing)
- Toddler 1-2 years: Walks, more engaged with toys, speech development
- Preschooler 3-5 years: Fine motor skills developing, friendship development, more self-reliable (dress self, play with self, feeds self)
- School age 6-10 years: Interests start to develop, jealousy of friends, craves autonomy



Say: As a recap lets review some broad characteristics of four age groups we have learned about so far.

(click to show phrase)

Infant 6 months to 1 year: gross motor skill development, facial expression development, developing senses (taste, touch, smell, sight, hearing)

(click to show phrase)

Toddler 1-2 years: Walks, more engaged with toys, speech development

(click to show phrase)

Preschooler 3-5 years: Fine motor skills developing, friendship development, more self reliable (dress self, play with self, feeds self)

(click to show phrase)

School age 6-10 years: Interests start to develop, jealousy of friends, craves autonomy

Ask: What questions do you all have currently about the different age groups of children?

(Instructor Guide pages 62-66)

Experiencing Physical challenges

Write on a
piece of paper
your name



Put on and
button a shirt



Cut a piece of
paper



Do: Set up 3 stations around the room.

Station 1 will need markers and lined paper.

Station 2 will need a button up shirt.

Station 3 will need scissors and paper.

Every teen will need a rubber band.

Say: For this next activity we will complete three stations. At each station you are expected to complete the task. For example, at station two, you should put on and unbutton the shirt. After about 15 minutes, we will do a reflection as a whole group.

Say: One more thing, each of you will experience a physical challenge. This challenge will be the loss of three fingers. In a moment, you will wrap three of your fingers up with a rubber band to limit your use of your fingers. We will see how easy or hard the stations are for you and how you adapted to your limited mobility in your hand.

(Instructor Guide Appendix pages 67)

Experiencing Physical challenges



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- How did the activity go?
- How did you feel?
- Were you frustrated?
- What things were harder?
- What did you learn?



Do: Debrief the questions on the slide

Special Needs



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Say: As a babysitter, it is important to know as much as you can about the child/ren you babysit. You may be asked to babysit for a child/ren with special needs. These needs can take many forms, from the obvious like a child confined to a wheelchair to the not-so-obvious like a child with a learning disability, asthma, or severe allergies. It is important that you know about any "unseen" special needs as well as the "seen" needs that our activity we just completed highlighted.

Say: The most important difference between children with and without special needs is that children with special needs have to adapt to an environment designed primarily for people without them.

Say: Babysitters have the responsibility to be sensitive to the individual needs of each child they babysit. If you are asked to babysit a child with special needs, be sure you are able to provide the care that child needs before agreeing. It is okay if you say no, if you feel you are not mature enough or experienced enough to provide adequate care. If you do decide to provide care, be sure get all the information you need from the family before starting. You could also volunteer to spend time with the family prior to the babysitting date to learn what you can to best support the child/ren.

(Instructor Guide page 67)

7 Principles of Discipline Activity

See from the child's point view



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Do: Clean the floor as best you can. Have the teens sit on the floor in a group/circle.

Say: (once the youth are on the floor) Now, that you are on the floor you have the same perspective that children have that you will watch.

Ask the children to share what they see from a child's point of view.

Ask: What safety issues or challenges do you notice?

(Instructor Guide page 68)

7 Principles of Discipline

What 7 rules would you make for working with children?



Do: Have the teens get in teams to make their own 7 rules about how they should discipline the children they are babysitting.
(allow 10-15 minutes for youth to discuss and create)

Note: The following slide provides the answers to this discussion.

(Instructor Guide 68-70)

7 Principles of Discipline

1. Focus on the Do's instead of the Don'ts. Tell children what they can do instead of what they can't do.
2. Be sure you convey to the children that they are lovable and capable.
3. Be kind, positive, affectionate, and thoughtful.
4. Offer children choices only when you are willing to abide by their decisions. Be realistic when offering choices.
5. Change the environment instead of the child/ren's behavior.
6. Work with children instead of against them. Consider the children's ages.
7. Give children safe limits they can understand.



Do: Share the 7 principles on the slide and highlight to the youth that they have a handout on the 7 Principles in their babysitting book.

Share:

1. Focus on the Do's instead of the Don'ts. Tell children what they can do instead of what they can't do.
2. Be sure you convey to the children that they are lovable and capable. Children want attention, and it's your job to give them positive attention. Encourage them to celebrate their success.
3. Be kind and positive, affectionate, and thoughtful. Be quite spoken and pleasant. If you get angry, let them know what they did that was not right, but remain calm. Focus on the behavior, not the child.
4. Offer children choices only when you are willing to abide by their decisions. Be realistic when offering choices. For example, don't offer soda as an option for a drink when the parent/guardian indicated they could not have soda.
5. Change the environment instead of the child/ren's behavior. Sometimes you need to move the child/ren, go outside, move to a different room, or begin a new activity.
6. Work with children instead of against them. Consider the children's ages. Let them know what is expected. Ask what they like to do but be prepared with lots of your own ideas.
7. Give children safe limits they can understand. It is your responsibility to know the rules of the family for which you are babysitting. If you need extra help with a

situation, call the parent/guardian or your own parent/guardian for suggestions.
Don't be afraid to ask for help!

(Instructor Guide page 69, with a printable handout on page 70)

Behavior

- Why do children misbehave?
- ✓ Create a list of common reasons why children may misbehave.



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Say: *(click slide for bullet to appear)* Children's behavior is influenced by many things. Where they live, previous experiences, social, economic or health conditions, and parenting styles are all important in understanding who children are and why they behave the way they do. We are going to transition to talking about guidance and discipline.

Ask: Before we proceed, can I have a volunteer be our note taker?
(pause for volunteer)

Say: Great, you will serve as our writer so we can capture our brainstorming on the next question.

(click slide for bullet to appear) Now that we have a note taker, let's brainstorm why you might think children may misbehave?

(allow youth to respond and note taker to record via paper or whiteboard)

Do: Allow youth to share. Below is a list of suggested/appropriate responses:

1. Feeling unwell, tired, or hungry
2. Feeling Discouraged
3. Lacking the confidence to do something
4. Not feeling loved, noticed, or heard.

(Instructor Guide pages 72-73)

Common Behavioral Issues:

- Biting
- Inappropriate Language
- Temper Tantrum



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Say: Now that we have thought about why children may misbehave, we are going to talk about some common behavioral issues you might experience as a babysitter.

Say: Younger children typically 1-3 year bite out of frustration of not being able to communicate with words. They also bite because of pain of teething or lack of self-control. Older kids tend to bite out of anger or trying to get attention, it is best to stay calm but show disapproval. So it is important to listen or have them show you what they want or need.

Say: Some families allow “potty” language, so know the families particular stance. If it is allowed in their house you ignore it even if you do not like it. If it is not allowed and they use it, try and ask parents for advice on what to do and until then show clear disapproval. Communication is important, so be sure to tell families that have previously shared disapproval that the child is using inappropriate language.

Say: Children can sometimes have tantrums. It is best to stay with the child for safety reasons and reassure them that their feelings are valid. Let the children cry and reassure them with a hug when needed. Don't bring it up with the child, but do bring it up with the parents. Tell the parents what happened when they get home for clear communication.

(Instructor Guide page 73)

Positive Behavior Strategies:

- Provide a variety of things to do
- Expect good behavior by telling the children what to do
- Give an older child fair warning on timelines “five minutes...”
- Enforce the rules of the house



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Say: Again, as a babysitter it is our job to ensure youth feel safe and this includes children behavior.

Ask: How have you dealt with misbehavior before? You could think about a former babysitting experience, watching a sibling, or even how your parents have dealt with you when you've misbehaved.
(allow time for youth to respond)

Do: Click to show the list of suggestions

Say: The best strategy to avoid behavior problems is to be prepared ahead of time. Here is a list of suggestions.... (share what is on the screen)

Say: However, misbehavior does still happen. If a child is hurt or knocked down, the babysitter needs to take care of the child that was hurt first. Then try to determine what happened and why it happened. Ask the teen to place themselves “in the shoes” of the misbehaving child.

Say: If you discover or saw that the biting or pushing was intentional, it is appropriate to discipline. You will have to consider what will work for that child, because not all disciplines methods work for all children.

Do: Allow the youth to role play positive discipline. Use handout on page 71 to

provide role play options for teens to complete.

(Instructor Guide pages 71-72)

Safe Infant Handling



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Supplies: Raw eggs or overripe tomatoes, empty and clean baby food or any small glass jar with lids (large enough for eggs to fit into)

Say: Taking care of an infant is something babysitters can do after they have lot of experience with older children and have spent a lot of time watching and learning from adults. Babies need extra care, such as always supporting their neck and head. If any of you ever find yourselves sitting for a crying baby, you might need to ask yourselves these questions:

- Does he/she need to be fed, burped, or changed?
- Is he/she too warm or cold?
- Does he/she seem to have a fever?
- Does the baby seem generally cranky?

Say: You have to remember that crying is the only way babies can let them know something, but as babysitters, it is important to stay calm. If they find themselves getting stressed, put the baby someplace safe as in a crib, and call the parent/guardian or trusted adult for help. Never shake a baby.

Do: To demonstrate the impact of shaking a baby, place a raw egg or small overripe tomato in a small jar. The jar represents the skull, while the egg/tomato represents the brain. Screw on the lid. Instruct each participant to give the jar one harsh shake and then pass it along. Count the number of shakes given before the egg breaks or the tomato smashes. This is a graphic way of showing why you never shake a baby.

(pause and allow youth to participate)

Ask: What happened to the egg/tomato?

Ask: Do you think a similar situation would happen if we shook a baby?

Say: Shaken baby syndrome is the term to describe babies or small children who suffer injury or death from severe shaking or jerking motions. Half the children who are victims of Shaken Baby Syndrome die from the injuries. Others may experience learning disabilities, delays in development, speech problems, hearing or vision loss, etc. However, the injuries and Shaken Baby Syndrome can be prevented with proper care.

(Instructor Guide page 74)

Safe Infant Handling



Image from Microsoft PPT Stock Images



Supplies: Diapers and life-size type dolls

Say: When you are babysitting for a baby or toddler, it is important for them to check the diaper regularly and to change it as needed. This will prevent diaper rash, unpleasant smells, possible stains to furniture and the like...

Do: The best way to learn is by practicing diapering. Provide the youth dolls and diapers and allow them to practice on the dolls.

Say: There is also a handout on diapering for those who would like to review steps in more depth.

Do & Say: Let's do a quick overview of changing a diaper: (*demonstrate as you go*)

- Have clean diaper (cloth or disposable), clean baby clothes, gloves (if preferred or available), and maybe a toy to displace attention
- Then remove soiled diaper and dispose accordingly (cloth vs disposable diapers procedure)
- Next clean the baby's bottom before applying new diaper
- Then you can lift baby's feet to hip area by holding the ankles with a finger in between the ankles and place back of diaper under waist/hips.
- Now, pull rest of diaper between legs and lay flat on baby's stomach.
- Finally, Tape up diaper appropriately, wash yours and the baby's hands, then place baby in a safe area.

- While baby in safe area sitting still under supervision, wash your own hands along with disinfecting changing table.
- You're done!

(Instructor Guide pages 75 –77 and part of 78 on diapering boys)

Toileting Older Children

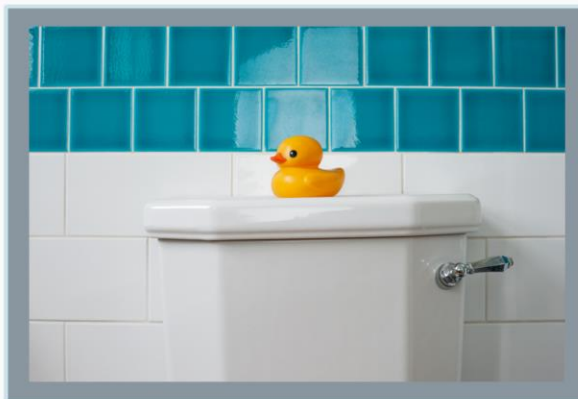


Image from Microsoft PPT Stock Images



Say: Young children who have recently been toilet trained still need help in using the toilet, undressing, wiping, washing hands, and dressing again. They might also want you to stay with them when they are using the toilet. Remember they are still mastering this skill and building confidence. So try your best to support and assist them when needed.

Say: Also, it is a good idea to remind children about potty breaks or to have them potty before leaving for the park or beginning activities. Children will often put off going if they are engaged in a fun activity or favorite show/movie/video.

(Instructor Guide page 78)

Infant Bedtime Routine

Infants → bedtime routine?

What do you already know about typical bedtime routines for infants?



Ask: What do you already know about typical bedtime routines for infants?
(allow time for reflection)

Say: Before you put the infant to bed, be sure to find out what the normal routine of the parent/guardian is; ask about the time and things they may do like story telling or prayers.

Say: When putting infants to bed, remember that they must be put to bed on their back with no bottle or any other objects in the crib, in addition to securing sides of the crib up/closed. Some children may have issues falling asleep without their caregivers, stay with them possibly reading, singing or rubbing their back to calm them.

(Instructor Guide page 79)

Safe Bathing Practices



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Ask: What are some things to consider for bathing children?

Say: Let's start with infants then move to toddlers and school age children.

Say: In most cases it is recommended that babysitters do not bathe children. If an adult asks you to bathe a child, you can politely decline and share you feel for safety reasons you should not bathe their child.

Say: If you do feel comfortable and prepared to bathe a child, then you should ideally observe the parent/guardian bathe their child first similar to training. You can also review expectations of the child and yourself as the babysitter for this particular task with the caretakers as well.

Say: When bathing a child, however, you need to remember to not have the water too hot or deep, and make sure to never leave a child unattended in the tub.

(Instructor Guide page 79)

Toddler to School Age Bedtime Routines

2-10-year-old children → bedtime routine?

- How might a child's bedtime routine be different from an infant's routine?
- What are good bedtime habits for children at these ages?



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Say: Similar to the infant, know the bedtime routine and stick to it. If the child is not sleepy, but it is their bedtime let them quietly read or look at books in bed, which can help them eventually fall asleep.

Ask: How might a child's bedtime routine be different than an infants? (allow reflection)

Possible answers: will see how older children will participate in bedtime routines rather than doing it all yourself with an infant.

Ask: What are good bedtime habits for children at these ages?

Possible ideas: music, books, prayer, story-telling, brushing their teeth, bath-time, etc.

Say: Regardless of age or routine babysitters should check on children every 15-minutes to ensure child is safe during your care.

(Instructor Guide page 79)

Family Diversity

- **A babysitter should...**
 - Understand and respect family diversities
 - Have a formal conversation with the parents to learn
 - Holiday traditions
 - Family expectations and roles
 - Family values related to:
 - TV time and shows TV shows
 - If electronics are allowed
 - When and where they pray everyday
 - As a temporary caretaker it is your responsibility to understand and respect their values.



Image from Microsoft PPT Stock Images



Say: Families come from many diverse backgrounds and as a babysitter it is important to understand and respect these diversities, even if they are different than your own.

Say: Having a formal conversation with the parents on your own level of comfortability and theirs as their babysitter is important. Their values could be as simple as what TV shows the child can and can't watch or as advanced as how, when and where they pray everyday. As a temporary caretaker, it is the babysitter's responsibility to understand and respect these families' values. So you should be sure to ask and make note of certain foods, shows, words, values or practices that the parent or guardian may allow, limit or restrict.

Say: If you are ever uncomfortable with carrying out any practices, it is okay if you set you your own personal limits and let the parents possibly know as well. For example, if a child curses and explains that their parent or guardian allows it, but it makes you uncomfortable, you can set your own limits and explain to the child to be careful what words they use and discuss it with the parent, if needed or the behavior becomes consistent.

Ask: Now that we have talked about some practices you may encounter, I am curious, has anyone ever babysat for someone with different beliefs, values, or rules?

(allow show of hands)

Ask: How did you learn about and handle those differences?

Say: Remember, it is okay to share experiences that did not go smoothly.

(Instructor Guide pages 80-81)

Deployment

- How would you explain deployment to a young child if they asked?



Image from Microsoft PPT Stock Images



Materials: Flip Chart, markers, a toy

Ask: How would you explain deployment to a young child if they asked?

Possible answers: Deployment is a time when your mom or dad in the military has to go away for a little while, but they will be back when they are done. Their job needs them.

Ask: Okay before, we move on, can I get someone to help record ideas from our group today?

(pause and provide volunteer the marker and flip chart)

Say: When working with military families you might babysit a family who is about to, recently, or currently experiencing a deployment. I want you to think and consider different ways a deployment might impact the family as a whole. Everyone will get a chance to share, so plan to share 1 thing per turn. When you have the toy, it is your turn to share.

Say: Alright, so lets now share, together, some of the challenges, experiences, or feelings that a family might experience during a deployment. For example, a family might feel overwhelmed.

Do: Allow youth to share, but the list below is an example of possible responses:

1. Concern, worry, panic
2. Loneliness, sadness

3. Added family duties
4. Learning new skills
5. Making new friends
6. Missed holidays/birthdays
7. Financial difficulties
8. Dealing with problems on their own or the perceived feeling they have to manage by themselves
9. Fear for service members' safety
10. Concern over being needed and loved
11. Understanding what their loved ones have been through

(Instructor Guide pages 82-83)

Deployment



- Babysitters should try their best to understand
- Deployment information is sensitive information
- Talk to the guardian about how you should address the topic of deployment if the child brings it up
- Be sensitive and respectful when discussing deployment
- Activity Support



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Say: When babysitting for deployment related families, you should try your best to understand the following and be aware of their situation:

- Who is deployed?
- Where are they deployed to (war zone)?
- How long will they be deployed?

Say: A crucial part of babysitting is keeping each other informed, parents with you and vice versa. However, it is important to try and not initiate a conversation about the deployment with the child in care. If worried about the topic being brought up, a good way to prepare for it is asking the caretaker how they would like to address the conversation. You can show empathy towards the child who may be sad about the parent/guardian's deployment, but remember that you are not equipped to provide counseling services to the child. Comfort and care for, try and not council them.

Say: If the family of the child shares any sensitive information, especially that of deployment status, be sure to keep the shared information private, refraining from social media posts for example.

Say: There are also ways to help children process a deployment period. You can create special activities to help children process a deployment.

- Create arts and craft activities to support coping
- Read a book that talks about deployment
- Have the child/ren draw pictures, write stories, make collages, etc. to send to

the deployed personnel

- Could also create a visual countdown tool
- Read them "Children's books for Deployment" that you may find online or at your local library

(Instructor Guide pages 84-85)

Post Deployment



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Say: Children's reactions to a parent(s) deployment can vary depending on their developmental age and maturity. As a babysitter it is important to have as much patience as possible when working with these intense emotions.

Say: Something to think about, did you guys know that reunions can be just as stressful as having a family member deploy? Often families have to readjust when a member returns, so if you are providing care for a recently returned deployed military member you will need to have more patience with the family and children as a result of this readjustment in their lives. Think about how it takes you time to relearn a new school schedule every year. Even when you have been at the same school, you have to learn how long it takes to get to classes, learn teacher expectations, and get comfortable with different classmates. So don't forget to be patient and with families during this exciting return that inevitably bring new stressors and require reconfiguring of routines.

(Instructor Guide page 83)



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References

4-H/Army Child & Youth Services Instructor Babysitting Guide, Pages 61-86

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