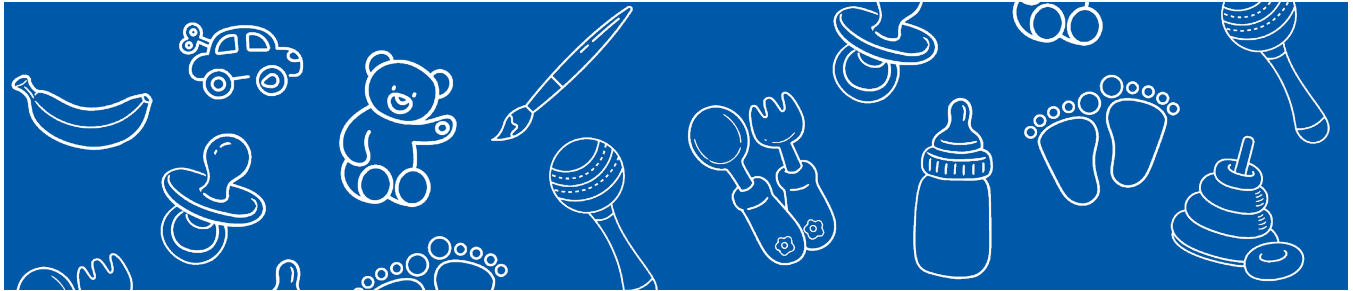




**SOUTH DAKOTA STATE
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Babysitting Workshop Workbook



Babysitting Workshop

The purpose of the Babysitting Workshop is to teach youth the skills, knowledge, and responsibility needed to provide safe and effective childcare. The program introduces participants to babysitting as both a service and a business, helping them practice professionalism, develop strong work habits, and set high standards of care. Through hands-on, age-appropriate activities, youth gain confidence, life skills, and practical experience that prepare them for future jobs and leadership roles.

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The 5 Bees of Being a Good Babysitter

The 5 Bees of Being a Good Babysitter

Taking care of children is an important and rewarding job. When you take the time to learn how to do it well, you'll be trusted by families and may even discover a future career in childcare or education!

Let's explore the Five Bees of a Good Babysitter — what they mean and how you can use them every time you babysit.

Be Capable

Parents are trusting you with their most precious people. Show them you're capable and responsible.

Show you're capable by:

- Asking parents questions in front of the kids, such as:
 - » Family rules: boundaries, friends, off-limit TV programs, and discipline.
 - » Technology rules.
 - » Children's schedule: meals, snacks, bedtimes, and medication.
 - » Parent's schedule: when they'll return and how to reach them.
 - » Important contacts: emergency numbers and backup people.
- Learning about nicknames, comfort items, or routines that help the kids feel secure.
- Setting clear rules during your time together: "No fighting," "Indoor voices," "No jumping on beds."

Tip: Avoid using "don't." Instead, tell kids what to do: "throw the ball outside" instead of "don't throw the ball in the house."

Be Respectful

Respect is earned by showing respect. You're working in someone's home — treat it and their children with care.

- Cleaning up after yourself and the kids. Leave the house neat (or neater) than you found it.
- Staying out of private spaces (closed doors are off-limits).
- Not inviting friends over unless parents give permission.
- Being kind and patient instead of "bossy."
- Limiting phone use — your attention belongs to the children.
- Showing appreciation by doing small extras (like washing dishes or straightening up toys).

Be Prepared

Being prepared shows you're serious and ready for anything.

Have a Babysitter's Bag! Pack:

- A sweatshirt (houses can be chilly).
- Comfortable shoes for indoor/outdoor play.
- A small snack for after the kids are asleep (don't rummage through cupboards).
- A few "goodies" for the children: coloring pages, books, stickers, card games, or simple craft supplies.

Children love surprises, and a prepared sitter keeps things running smoothly!

Be Creative (and Cool)

Babysitting isn't just "watching" – it's engaging! Creative sitters make time fly for the kids (and earn more jobs later).

Be creative by:

- Planning fun games or crafts – puppets, paper airplanes, floor picnics, or play dough.
- Offering choices to give children a sense of control:
- "Do you want your pajamas on before or after story time?"
- Making chores fun – play music, use a countdown, or make it a game.
- Showing enthusiasm – kids love a sitter who plays and interacts with them!

Be Safe

Safety always comes first – for the children and for yourself.

Safety reminders:

- Know which activities are allowed and stop risky behavior (climbing, rough play, etc.).
- Keep medicines and chemicals locked away or out of reach.
- Watch for signs of tiredness, hunger, or illness.
- Never open the door to strangers – always check with parents first.
- Keep emergency numbers handy.
- Plan what to do if the person driving you home has been drinking – talk to your parents about a safe plan.

Remember: You're in charge until parents return. Stay calm, think first, and do what's best for everyone's safety.

Bonus Bee: Be Aware

A great babysitter is always aware – alert, observant, and tuned in.

Be aware by:

- Watching for early signs of conflict between kids and stepping in before it escalates.
- Noticing changes in mood – tired or hungry kids may need a snack or nap.
- Staying aware of your surroundings, especially when out in public.

When you're aware, you prevent problems before they start.

Summary

Follow the Five Bees (and remember to Be Aware) to become a confident, caring, and in-demand babysitter!

Be Capable. Be Respectful. Be Prepared. Be Creative. Be Safe.

Families will trust you, kids will enjoy you, and you'll "bee" the best babysitter on the block!



A blue rectangular background featuring various white line-art icons related to infant care. The icons include a toy car, a teddy bear, a paintbrush, a banana, a baby's head, a ball, a baby bottle, a baby's footprints, a rattle, and a stack of books.

Infant Care

Infant Care

Burping an Infant

Why burp an infant?

Burping helps release air swallowed during feeding, preventing discomfort, spitting up, or fussiness.

Some infants need to be burped more often than others—typically halfway through feeding and again at the end.

Burping Techniques

Over-the-Shoulder Hold

- Hold the infant upright against your shoulder so their head rests comfortably on your shoulder.
- Support the infant's head and neck with one hand.
- Gently pat or rub the infant's back with your other hand using a firm, gentle motion.
- Place a cloth or burp pad over your shoulder to protect your clothing.

Sitting on Your Lap

- Sit the infant on your lap, facing sideways or slightly forward.
- Support the infant's chest and head by cradling the jaw and cheek with your thumb and forefinger—avoid pressure on the throat.
- Lean the infant slightly forward and gently pat or rub their back with your other hand.

Lying Across Your Lap

- Lay the infant face down across your lap, with their head slightly higher than their chest.
- Support the head and neck, so it is turned to one side and not hanging down.
- Gently pat or rub the infant's back until they burp.

After Burping

- Wipe the infant's mouth if needed.
- Keep the infant upright for about 5–10 minutes after feeding to help reduce spitting up.
- If no burp occurs after a few minutes, that's okay—some infants simply don't need to burp every time.



Infant Care

Calming a Crying Infant

To calm a baby, try rocking, singing, or swaddling them, which can mimic the feeling of being in the womb. Other methods include offering a pacifier, using white noise, and gentle massage. It's important to try different techniques, as what works can vary from baby to baby and day to day.

Different Techniques

Movement and Motion

- **Rock or sway:** Gently rock your baby in your arms, sway, or bounce them by repeatedly bending your knees.
- **Take a walk:** Go for a walk with the baby in a stroller or carrier.
- **Go for a ride:** A car ride can be soothing due to the vibration and movement.
- **Try a warm bath:** A warm bath can be calming for some babies.

Sound and Voice

- **Use white noise:** Play soft music or turn on a device that creates white noise, like a fan or shushing sounds.
- **Sing or talk softly:** Sing to your baby or talk to them in a soothing voice.
- **Match the cry:** Try shushing loudly, gradually lowering the volume to match the intensity of the baby's cry, suggests this YouTube video (<https://www.youtube.com/watch?v=JePLWMMw3z0>).

Touch and contact

- **Swaddle them:** Wrap the baby snugly in a soft blanket to provide a sense of security, making sure it's not too tight. Always place the baby on their back to sleep.
- **Hold them close:** Cuddle your baby and use skin-to-skin contact to help them feel safe.
- **Massage gently:** Lightly rub or stroke your baby's back, chest, or tummy.
- **Try the "arm drape":** Hold the baby on your forearm with their head near your elbow, facing the floor.

Other methods

- **Offer a pacifier:** Sucking can be a self-soothing mechanism for babies.
- **Check for basic needs:** Make sure your baby is not hungry, has a clean diaper, and is not too hot or cold.
- **Dim the lights:** A calm, low-stimulation environment can help some babies settle.

If you feel overwhelmed

- **Take a break:** If you are feeling frustrated, place your baby in a safe place, like their crib, and step away for a moment to calm down.
- **Ask for help:** Call a partner, friend, or family member for support.



Infant Care

Changing Disposable Diapers

1. **Wash your hands.**
2. **Put on disposable gloves.**
 - » Gloves protect both you and the child from germs and potential contact with bodily fluids. Always wear a clean pair for each diaper change.
3. **Gather supplies.**
 - » Have everything ready before you begin: two clean diapers, baby wipes or a washcloth, cleaning materials, and a plastic trash bag.
4. **Keep the infant or toddler safe and comfortable.**
 - » If you're not comfortable using a changing table, use the floor or crib protected with a water-resistant pad. Never place a child on an unprotected surface.
5. **Never leave an infant or toddler unattended on a changing table.**
 - » Even newborns can turn or squirm and may fall. Always use safety straps and guard rails and keep one hand on the child. A small toy can help keep them distracted and calm.
6. **Remove the soiled diaper.**
 - » Place the child on their back.
 - » Lift the legs and hips gently to slide the dirty diaper out.
 - » Fold the diaper so the soiled area is inside.
 - » Set it out of reach of the child.
 - » Clean the diaper area thoroughly using wipes or a washcloth, wiping front to back and between folds of skin.
 - » For boys, keep a wipe or diaper over the area to prevent accidental spraying.
7. **Place the clean diaper.**
 - » Lift the child's legs slightly and slide the clean diaper underneath.
 - » Disposable diapers usually have pictures or designs on the front—use these as a guide for correct placement.
8. **Fasten the diaper securely.**
 - » Use the tabs to close the diaper snugly, but not tightly.
 - » Place your fingers between the diaper and the child's skin while fastening to avoid pinching.
9. **Dispose of soiled materials properly.**
 - » Place the dirty diaper, wipes, and gloves into a plastic trash bag, then into a covered trash can.
 - » Keep one hand on the child at all times during cleanup.
 - » Sanitize the changing surface after each use.
10. **Wash up.**
 - » Wash the child's hands with soap and water.
 - » Place the child in a safe area.
 - » Remove your gloves (if not already done) and wash your own hands thoroughly with soap and water.



Infant Care

Development Stages of Infants

0 to 12 Months

Gross motor: Lifts head, props up on elbows, rolls over, sits without support, and begins to crawl, stand while holding on, and may take first steps.

Fine motor: Brings hands to mouth, reaches for objects, transfers objects from hand to hand, and uses a pincer grasp (thumb and forefinger).

Language/cognitive: Coos and babbles, laughs, recognizes familiar faces, responds to simple verbal requests, and may say “mama” or “dada”.

Social-emotional: Smiles responsively, shows stranger anxiety, plays games like peekaboo, and develops a strong sense of attachment to caregivers.

12 to 24 months (pre-toddlers)

Gross motor: Walks independently, runs, and starts to climb.

Fine motor: Uses the pincer grasp more effectively to pick up small objects and may start to feed themselves and use a cup.

Language/cognitive: Imitates words and simple sentences, follows simple directions, uses gestures, and begins to play pretend.

Social-emotional: Plays alongside other children, shows more independence, and begins to have tantrums or test boundaries.



Picking Up an Infant

Method 1: Slide both of your hands under the infant's underarms. Gently wrap your fingers around the infant's ribs while supporting their head with your fingers or forearms.

Method 2: Slide one hand under the infant's head and upper back. Slide your other hand under the infant's bottom. Lift slowly and smoothly, keeping the infant level and supported.

Always support the head, neck, and back of infants under 6 months old.

Hold the infant close to your body to provide a sense of safety and security.

Holding an Infant

Cradle Hold

- Support the infant's bottom and lower back with one hand.
- Cradle the infant in your arm and support their back with your other arm. Hold the infant's head near or at the bend of your elbow.
- Hold the infant close to your body, keeping their back straight and supported.

Football Hold (ideal when you need one hand free)

- Begin in a cradle hold, then move the infant to one side so their hip rests on your hip—you should be able to see their face.
- Using the arm on that side, slide your hand along the infant's back and spine until you can support the head and neck in your palm.
- Tuck your elbow close to your side to hold the infant securely against your body.

Shoulder Hold

- Hold the infant in an upright position so they can rest their head on or look over your shoulder.
- Place one arm under the infant's bottom, and use your other arm to support their head, neck, and back.



Babysitters must always follow safe sleep practices to reduce the risk of Sudden Infant Death Syndrome (SIDS) and other sleep-related incidents.

Key Guidelines:

- Always place infants on their backs for every sleep.
- Use a firm, flat surface such as a safety-approved crib, bassinet, or play yard with a tight-fitting sheet.
- Room-share, don't bed-share: The infant should sleep in the same room as the caregiver but on a separate surface.
- Keep the sleep area free of soft objects, including bumpers, pillows, blankets, and toys.
- Dress the infant in no more than one extra layer than an adult would wear; use a wearable blanket instead of loose bedding.
- Avoid overheating—ensure the room is comfortably cool.
- Never allow smoking around the infant or in the sleep environment.

Avoid

- Soft or inclined sleep surfaces.
- Soft furniture (sofas, armchairs, etc.).
- Loose blankets, pillows, or toys in the crib.
- Swaddling once the infant can roll independently.

Swaddling

Swaddling can help calm young infants and promote better sleep when done safely. Stop swaddling once the infant shows signs of rolling.

Step-by-Step Directions;

1. Lay a lightweight blanket on a flat surface in a diamond shape and fold the top corner down about one-third of the way.
2. Place the infant face-up on the blanket with their shoulders in line with the folded edge and their head just above it.
3. Hold the infant's right arm straight along their side. Bring the right corner of the blanket across the body and tuck it under the left side snugly.
4. Fold the bottom corner of the blanket up over the baby's feet and tuck it down near the chest to form a small pocket (keep the face uncovered).
5. Bring the left corner of the blanket across the infant's body and tuck it under their backs on the right side. The swaddle should be snug but allow you to fit 2–3 fingers between the blanket and the infant's chest.
6. Check to ensure the infant's hips and legs can move freely to allow for healthy hip development.





Fun Activities With Kids

Fun Activities with Kids

Age-Appropriate Toys & Activities

Playing is an important part of a child’s development and provides practice in social skills, cooperation, leadership, followership, and the expression of emotions. It is beneficial for children to be under adult supervision rather than adult direction. Being supervised instead of instructed gives them the ability and freedom to play in a way they see fit while also teaching them important life skills.

Guideline	What to Watch For
Follow manufacturers age labels & warnings	Every toy should have an age recommendation. These exist not just for developmental appropriateness, but often for safety (size, small parts, etc.).
Check for choking hazards	Small parts, loose pieces, buttons, batteries (especially button batteries) are high risk. For young children, avoid toys or parts that can fit inside a toilet paper roll (“choke tube”) or are smaller than certain dimensions.
Material safety	Non-toxic paint, non-lead, flame retardant materials where applicable, art supplies labeled non-toxic, fabrics washable, etc.
Construction quality & durability	No sharp edges, no exposed wires, durable build. Toys should survive rough use. For ride-on toys etc., make sure safety gear (helmets, guard rails) or surfaces are safe.
Regular inspection & maintenance	Check for breakage, loose parts, rust (for metal), sharp splinters (wooden toys), deteriorating materials. Remove or repair unsafe toys immediately.
Specific age/stage toy suggestions	Get toys that align with developmental skills (grasping, sensory, problem solving, language, motor skills). E.g. for infants (0-6 months), soft rattles, mirrors; for toddlers (1-2 years), stacking / nesting blocks, push-pull toys; for preschoolers, more pretend / imaginative play, puzzles, simple board games.
Avoid overly loud/dangerous noise levels	Some toys make sounds so loud they threaten hearing, especially for younger kids. Ensure noise is safe.
Label reading & recalls	Read and follow all instructions, warnings, age grading, recommended safe use. Periodically check if toys have been recalled.



Infants & Newborns

Playtime Picks (newborn - 6 months old)

- **Soft rattles/shakers:** Stimulates hearing, tracking and grasping
- **Soft cloth or board books:** Encourages bonding, early literacy, and visual stimulation
- **Mobiles (high-contrast or colorful):** Promotes visual tracking and attention
- **Play mats/activity gyms:** Supports tummy time, motor skill development, and exploration
- **Soft plush toys (without small parts):** Provides comfort and sensory exploration
- **Teething rings/textured rings:** Soothes gums, supports sensory exploration
- **Caregiver interaction (singing, talking peek-a-boo, gentle music):** Builds attachment, language development, and emotional security. Interaction is the safest “toy”!

Playtime Picks (6 months - 1 year)

- **Soft stacking rings or cups:** Builds hand-eye coordination, problem solving
- **Board books (textures, flaps):** Supports early literacy, fine motor exploration
- **Soft Balls:** Encourages crawling, rolling, coordination
- **Activity cubes (spinners, knobs):** Develops cause-and-effect learning, finger strength
- **Shape sorters (large pieces):** Promotes problem solving and hand-eye coordination
- **Nesting toys (cups, bowls):** Supports fine motor skills and size comparison
- **Teething toys:** Soothes gums, gives babies something safe to chew on
- **Push toys (sturdy walkers):** Assists early walking, gross motor strength
- **Cloth dolls/stuffed animals:** Comfort objects, encourages pretend play beginnings
- **Peek-a-boo, pat-a-cake:** Strengthens social/emotional bonds, early communication
- **Rolling a ball back and forth:** Encourages turn-taking, coordination

Quick Safety and Toy Reminders

- Choose lightweight, soft, washable, and non-toxic toys.
- Pick high-contrast colors and sturdy materials to engage senses safely.
- Avoid small parts, cords, strings, buttons, beads, or anything detachable.
- Ensure toys are securely closed — no liquid or loose fillings.
- Always supervise tummy time and play; mats should be firm and clean.
- Your face, voice, and touch are baby’s favorite toys — talk, sing, and play together often.
- Ensure toys are large enough not to swallow and free from sharp edges.
- Avoid loud toys near ears and ensure all parts are securely sewn or attached.

1-2 year olds

Playtime Picks

- **Building & Stacking:** Blocks (large/soft/wooden), stacking cups, stacking rings. Develops fine motor skills, hand-eye coordination, problem-solving, spatial awareness.
- **Shape & Simple Puzzles:** Knobbed puzzles, shape sorters, pop-up peg boards. Supports cognitive development, problem-solving, shape/color recognition, fine motor skills.
- **Pretend/Imaginative Play:** Dolls, toy animals, play food, old purses, kitchen sets, play phones. Encourages social and emotional development, language, creativity, and empathy.
- **Pull & Push Toys:** Wagons, pull toys ride-on toys, push carts. Enhances gross motor skills, balance, coordination, and walking confidence.
- **Balls & Active Play:** Large soft balls, inflatable balls, rolling toys. Supports gross motor skill development, hand-eye coordination, outdoor activity, and balance.
- **Music & Rhythm:** Small drums, xylophones, shakers, bells. Auditory development, rhythm, motor coordination, sensory exploration.
- **Books & Early Literacy:** Board books, cloth books, interactive lift-the-flap books. Supports language development, early literacy, vocabulary, and attention span.
- **Water & Sensory Play:** Cups, funnels, boats, sponges, water tables, sand tables. Encourages sensory exploration, cause-effect understanding, and fine motor skills.
- **Art & Creativity:** Pop beads, shape sorters, toy phones with buttons, simple musical toys. Promotes problem-solving, cognitive development, and fine motor skills.
- **Soft Toys/Comfort Items:** Stuffed animals, soft dolls, cozy blankets. Enhances emotional development, security, and imaginative play.

Quick Safety and Toy Reminders

- Choose sturdy, non-toxic, washable toys that can handle active play.
- Use large, soft, or wooden pieces — avoid small parts, zippers, snaps, or buttons that pose choking hazards.
- Skip cords or strings that could tangle; ensure any pull toy cords are short and secure.
- Supervise all water and ride-on play; toys should be stable and low to the ground.
- Stick with board or cloth books and soft balls for safe, durable fun.
- Rotate toys to keep play fresh and build new skills.
- Play together — talking, reading, and interacting boosts bonding and learning.

2-3 year olds

Playtime Picks

- **Gross Motor/Active Play:** Tricycles, ride-on toys, balls, push/pull toys, doll carriages. Develops balance, coordination, strength, and walking/running confidence.
- **Pretend/Imaginative Play:** Toy trucks, trains, cars, toy animals, play dishes, housekeeping equipment, play telephone, doll carriage. Encourages creativity, social-emotional skills, role play, empathy, sharing, and cooperative play.
- **Art/Creativity:** Large crayons, coloring books, clay or playdough, washable paints, paper. Supports fine motor skills, hand-eye coordination, creativity, and self-expression.
- **Early Learning/Cognitive Play:** Simple puzzles. Shape sorters, counting toys, matching games. Promotes problem-solving, memory, shape/color recognition, and cognitive development.
- **Fine Motor/Manipulative Toys:** Round-edge scissors with paper, stacking cups, building blocks. Develops hand-eye coordination, precision, and dexterity.
- **Books/Early Literacy:** Board books, interactive lift-the-flap books, picture books. Language development, vocabulary growth, early literacy, and attention skills. Can be used in co-reading or story time.
- **Music & Rhythm:** Small drums, shakers, bells. Xylophones. Supports auditory development, rhythm, motor skills, and sensory exploration.
- **Water/Sensory Play:** Water tables, cups, funnels, sponges, play sand. Enhances sensory exploration, fine motor skills, and cause-effect understanding.
- **Soft/Comfort Items:** Stuffed animals, soft dolls, cozy blankets. Provides emotional security, comfort, and encourages imaginative play.

Quick Safety and Toy Reminders

- Choose sturdy, non-toxic, and washable toys built for toddler use.
- Use large, durable pieces — avoid small, detachable, or breakable parts.
- Ensure trikes and ride-on toys are stable, low to the ground, and paired with helmet use and supervision.
- Provide child-safe scissors and supervise closely during craft play.
- Avoid small objects that can be swallowed or inserted in ears/nose.
- Prefer chunky, easy-to-grasp items for pretend and creative play.
- Rotate toys to spark interest and new skill development.
- Play together — talking, reading, and make-believe nurture imagination and learning.

3-4 year olds

Playtime Picks

- **Gross Motor/Active Play:** Beanbags, roller skates, balls, balance beams. Builds balance, coordination, strength, and spatial awareness.
- **Pretend/Imaginative Play:** Puppets, dress-up items, play kitchens. Encourages creativity, social-emotional development, language, cooperative play, and storytelling.
- **Art/Creativity:** Finger paints, paste/glue, crayons, coloring books, clay/playdough. Supports fine motor skills, creativity, hand-eye coordination, and self-expression.
- **Music & Rhythm:** Xylophones, Small drums, shakers, bells. Promotes auditory development, rhythm, fine motor skills, and sensory exploration.
- **Early Learning/Cognitive Play:** Objects to sort, simple puzzles, matching games, shape sorters. Encourages problem solving, early math skills, classification, memory, and cognitive development.
- **Fine Motor/Manipulative Toys:** Stacking blocks, peg boards, threading beads. Enhances hand-eye coordination, dexterity, precision, and fine motor skill development.
- **Books/Early Literacy:** Board books, books with audio narration or interactive read-alongs. Encourages early literacy, listening, and language skills. Options include YouTube story read-alongs, child-safe audio players (like Toniebox or Yoto), or e-books with narration.
- **Science/Exploration:** Magnifying glass, sensory bins, nature kits. Encourages observation, curiosity, cause-effect understanding, and hands-on exploration.

Quick Safety and Toy Reminders

- Choose sturdy, non-toxic, and washable toys, art materials, and craft supplies.
- Use large, durable pieces – avoid small, detachable, or breakable parts that pose choking hazards.
- Supervise all roller skates, messy art, sensory play, and toys with cords or small parts.
- Ensure protective gear (helmets, pads) is used for balance and gross motor activities.
- Prefer age-appropriate, safe devices for listening, literacy, or auditory play; keep volumes moderate.
- Rotate toys and materials regularly to keep play fresh and encourage new skills.
- Play together – talking, reading, imaginative activities, and co-play boost learning, social-emotional growth, and creativity.

4-5 year olds

Playtime Picks

- **Gross Motor/Active Play:** Bicycle, balance beams, balls, jump rope. Builds balance, coordination, strength, spatial awareness, and confidence.
- **Pretend/Imaginative Play:** Props for roads and towns (cars/trucks), puppets, dress-up items, play kitchens. Encourages creativity, storytelling, social-emotional development, and cooperative play.
- **Art/Creativity:** Watercolors, finger paints, clay with child-safe tools, yarn with big needles and mesh fabric, chalkboards. Supports fine motor skills, hand-eye coordination, self-expression, and creativity.
- **Music & Rhythm:** Harmonica, kazoos, small drums, xylophones. Promotes auditory development, rhythm, fine motor skills, and self-expression.
- **Early Learning/Cognitive Play:** Complete puzzles, dominoes, sorting and matching activities, magnets. Encourages problem solving, spatial reasoning, math concepts, pattern recognition, and cognitive development.
- **Fine Motor/Manipulative Toys:** Clay tools, threading beads, yarn projects, building blocks. Develops hand-eye coordination, precision and dexterity.
- **Books/Early Literacy:** Children's recipe books, storybooks, interactive books. Supports early literacy, following directions, counting, sequencing, and language development.
- **Science/Exploration:** Magnifying glass, sensory kits, cause-and-effect toys. Encourages observation, curiosity, and experimentation.

Quick Safety and Toy Reminders

- Choose sturdy, non-toxic toys, art supplies, and musical instruments.
- Use large, durable pieces — avoid small, detachable, or breakable parts that pose choking hazards.
- Supervise all bicycles, roller/active play, magnets, yarn/needle projects, and messy art.
- Ensure helmets and protective gear are worn for gross motor activities.
- Prefer age-appropriate, safe devices for literacy, music, puzzles, and cognitive activities.
- Rotate toys and materials regularly to keep play fresh and encourage skill development.
- Play together — talking, reading, music, and imaginative activities boost learning, creativity, and social-emotional growth.

5-7 year olds

Playtime Picks

- **Active Play:** Bicycles with training wheels, jump ropes, hula hoops, playground games, beginner sports equipment. Improves balance, coordination, and motor confidence.
- **Creative Play:** Art kits, coloring books, craft supplies, simple musical instruments, building blocks. Encourage imagination and artistic expression.
- **Pretend Play:** Dress-up clothes, puppets. Play kitchens, toy tools, themed play sets (farm, doctor, vet). Builds language skills, empathy, and storytelling.
- **Cognitive Play:** Matching games, early board games, age-appropriate puzzles, beginner STEM (science, technology, engineering, math). Strengthens focus, reasoning, and cooperation.
- **Social Play:** Group games, make-believe scenarios, co-play with peers or siblings. Supports teamwork, patience, and turn-taking.

Quick Safety and Toy Reminders

- Encourage independence – kids can play more on their own, but still need boundaries.
- Choose sturdy, non-toxic materials that can handle active play.
- Supervise biking, skating, and outdoor activities for safety gear use.
- Rotate games and activities to match new interests and abilities.
- Cooperative play builds confidence, empathy, and lasting friendships.

8-9 year olds

Playtime Picks

- **Active Play:** Team sports gear, dance, yoga, or obstacle kits, bike rides. Builds strength, stamina, and coordination.
- **Creative Play:** Art projects, sewing kits, photography, music lessons. Expands patience, focus, and self-expression.
- **STEM (Science, Technology, Engineering, Math) & Logic:** Advanced building sets, science experiments, robotics, coding games. Promotes problem-solving and curiosity.
- **Strategic Play:** Board games, card games, logic puzzles, escape games. Develops reasoning, planning, and fair play.
- **Social & Emotional Play:** Clubs, group activities, journaling, imaginative play with peers. Builds self-identity, resilience, and communication.

Quick Safety and Toy Reminders

- Offer choices – kids thrive when they help select their own activities.
- Balance screen time with hands-on play and outdoor movement.
- Monitor online or multi-player game use for safety and fairness.
- Mix structured play (sports, lessons) with unstructured downtime.
- Encourage creativity and curiosity over perfection.

10-12 year olds

Playtime Picks

- **Active Play:** Team sports, hiking, swimming, biking, dancing, martial arts. Supports healthy habits, coordination, and self-discipline
- **Creative Play:** Journaling, photography, crafts, DIY projects, digital art. Encourages individuality and emotional expression.
- **STEM (Science, Technology, Engineering, Math) & Logic:** Robotics kits, beginner coding, model kits, engineering sets. Builds perseverance and complex problem-solving.
- **Strategic Play:** Board games, trivia, strategy games, community service projects. Strengthens decision-making and collaboration.
- **Social & Emotional Play:** Book clubs, performing arts, mentorship, leadership roles. Develops confidence, empathy, and communication.

Quick Safety and Toy Reminders

- Support growing independence while keeping open communication.
- Prioritize safe online and social interactions.
- Avoid high-risk toys or gear without proper training/supervision.
- Balance screen-based hobbies with real-world skill development.
- Celebrate effort and creativity – not just results.

Fun Activities with Kids

Screen Time

Babies and Toddlers (younger than 18 months)

- No screen time except for video chatting with family and friends.

Toddlers (about 18-24 months)

- If using media, keep it very limited; choose high-quality programming and co-view with child. Avoid solo media use.

Preschoolers (ages 2-5)

- Limit to no more than 1 hour per day of high quality, educational programming. Co-view/co-play is encouraged; media should be non-violent, educational, pro-social. Video chatting is acceptable.

Big Kids (ages 6-12)

- Create boundaries with screen time and media. Do not let it decrease physical activity or the amount of sleep the child gets.

Tweens (12 years and older)

- Likely to expand previously determined boundaries. Turn off devices during meals, no screens within one or more hours of bedtime, keep devices out of bedrooms, turn off entertainment media when not in use. Balance is important: sleep (9-12 hours/day), 1 hour/day of physical activity, homework, family time; limit non-educational screen time.



Fun Activities with Kids

Activities

Finger Plays

Finger plays are short, interactive songs or rhymes paired with hand movements that engage young children in playful learning. Perfect for infants through preschoolers, these activities support fine motor development, coordination, language skills, and early social interaction. For babies and toddlers, finger plays help strengthen hand muscles and hand-eye coordination, while for preschoolers, they encourage memory, sequencing, and creativity. Incorporating finger plays into daily routines provides a fun, hands-on way to nurture development across multiple domains while keeping children engaged and entertained.

Benefits of Finger plays

There are also so many benefits to doing this simple activity with young kids.

- Keeps kids entertained (#1!!)
- Builds vocabulary
- Builds listening skills
- Good practice in following directions
- Works hand-eye coordination
- Strengthens fine motor muscles
- Activates short-term memory
- Helps kids learn to sequence events and retell stories in correct order
- Increases awareness for sounds in language (rhymes and rhythm)

When to Use Finger plays

Finger plays are helpful basically any time you need a quick, free, zero-setup activity to keep a toddler entertained.

Props and More

Props are totally unnecessary to do finger plays, yet they are also so much fun, especially if you have a group of kids you're doing finger plays with.

A DIY option would be to take a glove and glue faces on each finger.

Or.... just draw faces on your fingers with a pen.

References:

www.nccc.org/Literacy/fingplus.html

www.preschoolrainbow.org/preschoolrhymes.html

www.2aces.com/endter/songsand.html



SOUTH DAKOTA STATE
UNIVERSITY EXTENSION



Five Little Birdies

Five fingers one hand up in the air, as verse is said other hand bends at each finger.

Five little birdies, flying around our door,

The blue one flew away and then there were four.

Four little birdies sitting in a tree, the yellow one flew away and then there were three.

The little birdies did not know what to do, so the red one flew away-and then there were two.

Two little birdies sitting in the sun, the brown one flew away, and there was one.

The little green birdie felt so all alone, he/she flew away and then there was none.

Later, that very day, five little birdies came back to play.

Funny Bunny

Here is a bunny (*raise two fingers*)

With ears so funny

And here is a hole in the ground, (*make hole with fingers of other hand*)

At the first sound she hears,

She perks up her ears (*straighten fingers*)

And pops right into the ground.

Towing The Line

Draw a line on the floor with chalk and see how many of these things you can do.

- Jump over the line
- Walk on the line
- Hop along the line
- Stand on the end of the line
- Slide on the line
- Tiptoe across the line
- Roll over the line
- Lie beside the line
- Run around the line
- Skip round and round the line

One, Two, Tie My Shoe

1, 2 tie my shoe

3, 4 shut the door

5, 6 pickup sticks

7, 8 lay them straight

9, 10 a big fat hen

Let us get up and count again!

Monkey's on The Bed

Five little monkeys jumping on the bed,

One fell off and bumped his head.

Mama called the doctor and the doctor said,

"No more monkey's jumping on the bed!"

Four little monkey's jumping on the bed,

Three little monkey's jumping on the bed... (and so on)

Ten Fingers

I have ten fingers (*hold up both hands, fingers spread*)

And they all belong to me (*point to self*)

I can make them do things –

Would you like to see?

I can shut them up tight (*make fists*)

I can open them wide (*open hands*)

I can put them together (*place palms together*)

I can make them jump high (*hands over head*)

I can make them jump low (*touch floor*)

I can fold them up quietly (*fold hands in lap*)

And just hold them so.

The Beehive

Here is the beehive. *(Make a fist with one hand and cover it with the other)*

Where are the bees? *(Shrug, suggesting I don't know.)*

Hiding inside where nobody sees.

Here they come now out of the hive.

1, 2, 3, 4, 5. *(Open fist and put up 5 fingers)*

BUZZZZZZ! *(Tickle child)*

Knock-Knock

Knock-Knock-Knock. *(knock on floor)*

Peek in. *(cover baby's arms over eyes and quickly uncover them)*

Open the latch. *(Cross baby's arms over chest and then extend out to side)*

And walk right in. *(walk fingers up baby's tummy)*

How do you do Mr. Chinny, chin, chin? *(tickle baby under chin)*

Finger Family

Daddy Finger, Daddy Finger, where are you? *(hold up thumb)*

Here I am! Here I am! How do you do?

Mommy Finger, Mommy Finger, where are you? *(hold up thumb and index finger)*

Here I am! Here I am! How do you do?

Brother finger, Brother finger where are you? *(hold up thumb, index finger, and middle finger)*

Here I am! Here I am! How do you do?

Sister finger, Sister finger, where are you? *(hold up thumb, index finger, middle finger, and ring finger)*

Here I am! Here I am! How do you do?

Baby finger, Baby finger, where are you? *(hold up an open hand, all 5 fingers)*

Here I am! Here I am! How do you do?

Make sure to ask the parents' permission before making the following.

Homemade Chalk

1/2 c. water
Powdered tempera paint
3 Tablespoons Plaster of Paris

Mix

Pour into small plastic cups
Dry 1 hour

Homemade Play Dough

Mix the following ingredients until the dough reaches the desired consistency:

1 cup of all-purpose flour
1/2 cup of salt
1/2 cup of water
1-2 teaspoons of cooking oil

Yummy Dough

Mix in a bowl with hands. If sticky, add brown sugar. If dry, add peanut butter. Allow children to explore dough. This is edible!

1/2 cup brown sugar
1/4 cup peanut butter

Homemade Bubbles

4 cups water
1 cup dish soap
1/4 cup corn syrup
Plastic jug

Mix the ingredients in a large container.

Oily Dough

3 cups flour
1 cup salt
3 Tablespoons oil
1 cup water

Mix flour and salt in bowl. Stir in oil and water. Add more water, if necessary, to form soft dough. Explore!

Silly Putty

2 cups white glue
1 cup liquid starch
Food coloring (optional)

Pour glue and starch in freezer bag, close it securely. Mix ingredients in the bag. Add more glue if mixture is too thin, more starch if too thick. Store in an air-tight container.

Goop

Cornstarch
Food coloring or paint
Water
Measuring cups
Trays, bowls, spoons

Mix 1/2 cup cornstarch with 1/4 cup water plus color. See what happens. Add more cornstarch...what happens? Add more water...what happens? This is a tactile experience. It will be fun, but very messy. For ages 3 and up.

Making Musical Instruments or Toys

Small muscles are developed as children help make and use musical instruments. Children may have more interest in using and experimenting with instruments that they have created. Some instruments may not be appropriate for young children to make.

Drums

- Tape the top securely on an oatmeal box, or a margarine container.
- Cut the ends off a large can, cover both ends with rubber inner tubing and lace the tubing together or use a plastic Snap-On lid on each end.
- The end of any cylinder-shaped container can be covered with construction paper or fabric scraps.
- Try any surface that is available. Compare the differences in the sounds they make.
- Drumsticks can be your hands, spoons, pencils, dowels, or sticks. You may want to wrap one end of the dowel or stick with cloth or tie cotton on it to make a different sound.

Tambourines

- Lace two paper plates together and tie small bells to the edges.
- Put buttons or stones in an aluminum pie pan. Place another pie pan facedown over it. Punch evenly spaced holes around the rim and lace together tightly.

Shakers

- Use plastic eggs, baking powder cans, oatmeal boxes, or boxes with lids. Experiment with different sounds by putting dry beans, macaroni, rice, buttons, stones, etc., in them. Tape together securely. Little children like to put things in their mouths, so be sure they cannot get to the contents of the shaker.
- Staple paper plates together with something that rattles inside. Use fairly large objects inside and place the staples very close together so the contents will not fall out. Place tape over staples, or whip edges with yarn after holes are punched. Attach tie strings for musical hats.

Rhythm Sticks

- Use dowel rods or bamboo fishing poles. Cut them 12 to 15 inches long. Paint or shellac gives them a different color.
- Chopsticks, spoons, or rungs from old chairs can be used.



Nutrition Basics

Nutrition Basics

Basics of Child Nutrition

Good nutrition is an important part of helping infants and children lead a healthy lifestyle. Eating healthy foods helps them get the nutrients they need for their growing bodies. In this section, you will learn the basics of child nutrition from infants to ages 5+. We will cover the following topics:

- Balanced Meals
- Balanced Snacks
- Hydration
- Food Safety
- Allergies and Dietary Restrictions
- Emergency Awareness
- Nutrition Tips by Ages
- Recipes

What is a balanced meal?

Breastmilk or formula remains the primary source of nutrition for a child through their first year of life. Babies often start eating solids around 6 months of age. A balanced meal for babies and children includes a variety of food groups – fruits, vegetables, grains, dairy, and protein foods. Some examples of the five food groups include:

- Fruits: apples, oranges, bananas, kiwi, grapes, pineapple, pears, peaches, applesauce, blueberries, strawberries, blackberries, watermelon, etc.
- Vegetables: peas, broccoli, cauliflower, potatoes, sweet potatoes, spinach, carrots, bell peppers, onion, mushrooms, tomatoes, cucumbers, zucchini, corn, etc.
- Grains: tortillas, crackers, bread, oatmeal, cold cereal, popcorn, rice, pasta, etc.
- Dairy Foods: milk, cheese, yogurt, cottage cheese, etc.
- Protein Foods: beans, chicken, eggs, peanut butter, tuna, beef, pork, turkey, etc.

You can aim to offer three food groups at a meal. Choose foods that are full of nutrients and limit foods that have added sodium and added sugar.

What is a balanced snack?

A balanced snack for kids includes a mix of foods that provide energy and nutrients to keep them satisfied between meals. The best snacks combine foods from at least two food groups, such as fruits or vegetables paired with protein or whole grains. For example, apple slices with peanut butter, yogurt with berries, cheese and whole-grain crackers, or veggies with hummus are all great choices. Providing balanced snacks helps support healthy growth, steady energy levels, and good eating habits.

Hydration

What you drink can be as important and impactful on your health as what you eat. Choose beverages that are full of nutrients, limited in added sugar, saturated fat, and sodium. Make water and milk the go-to drink options. They keep children hydrated while supporting their nutritional needs. Only serve 100% juice on occasion.





1 Wet



2 Get Soap

Hands that look clean can still have icky germs!

WASH YOUR HANDS!



3 Scrub



4 Rinse



5 Dry

www.cdc.gov/handwashing



This material was developed by CDC. The Life is Better with Clean Hands campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.

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Food Safety

Food safety for babies and children is important because their immune systems are still developing. Children, especially under 5 years old, are much more vulnerable to food borne illness.

4 Food Safety Tips:

Clean: Always wash your hands before preparing food or feeding young children. Wash counters and use clean dishes and utensils when preparing and serving food.

Separate: Keep raw meat separate from ready-to-eat foods

Cook: Cook foods to safe temperatures and use a food thermometer to confirm foods are cooked thoroughly. Reheat leftovers until steaming hot and then allow to cool before serving.

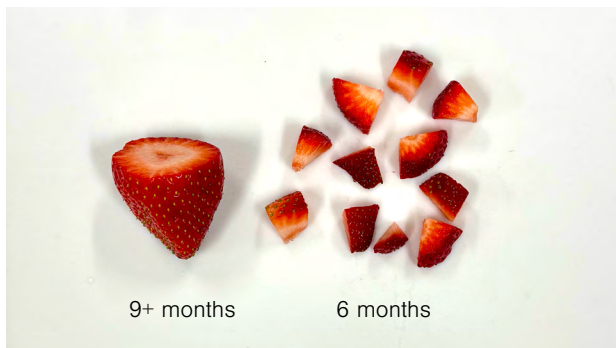
Chill: Refrigerate leftovers right away – don't let them sit out on the counter for more than 2 hours.

Foods to Avoid for Babies and Children Under 5

- Raw or undercooked meat or eggs (avoid runny eggs)
- Honey for babies under 1 year of age
- Unwashed fruits and vegetables – always rinse them under cool, running water before serving
- Foods to watch out for:
 - » Small and round foods: whole grapes, cherry tomatoes, berries, hot dogs, whole corn kernels, or melon balls. Always cut these foods into smaller, bite-sized pieces.
 - » Hard foods: nuts, seeds, popcorn, hard candies, chips, and hard pretzels. Avoid these foods until at least the age of 4.
 - » Foods that are sticky, chewy, or tough: gum, marshmallows, fruit snacks, large amounts of peanut butter, chunks of meat, chunks of cheese, raw vegetables like carrots and celery, and raw apple chunks.

How to Prepare Food Safely

- Dice foods into small, bite-sized pieces (generally this is ¼ inch for infants and ½ inch for toddlers).
- Cook until soft and can be mashed: steam or cook raw vegetables or fruits such as carrots and apples.
- Remove seeds and pits to prevent choking.
- Always supervise babies and children while they are eating.



Food Allergies and Dietary Restrictions

Food allergies and dietary restrictions or food intolerances are two different reactions that can happen when babies and children eat food. **Always ask the parent/guardian if the baby/child you are babysitting has any food allergies or dietary restrictions. If they do have a food allergy, be sure to discuss with the parent/guardian what to do if there is an allergic reaction.** You should also review meals and snacks prior to babysitting to ensure all foods are safe for the baby/child.

Food Allergy

A food allergy affects the body's immune system. Even a small amount of food can trigger a range of symptoms – which can be life-threatening. Some common symptoms include hives, itchiness, swelling, vomiting, diarrhea, or anaphylaxis (trouble breathing, dizziness, wheezing, or loss of consciousness). Prior to babysitting, it is best to discuss with the parents/guardian if the baby/child has any food allergies or what to do if the child has an allergic reaction.

The top 9 most common food allergies:

- Cow's Milk
- Egg
- Peanut
- Wheat
- Soy
- Fish
- Shellfish
- Sesame
- Tree Nuts

Food Intolerance

Food intolerance affects the body's digestive system. Often, your body may have a difficult time digesting certain food. The symptoms can include gas, bloating, cramps, diarrhea, headaches, nausea, stomach pain. Food intolerance can be uncomfortable but not life-threatening. Common food intolerances include cow's milk, gluten, food additives such as MSG or food colorings.

When to Call for Help

If you suspect the baby/child you are babysitting is having a severe allergic reaction or any other life-threatening or emergency situation, follow the parent/guardian's protocol for known reactions and call 911. If you suspect a food intolerance or non life-threatening reaction, you should call the parents/guardians immediately.

Emergency Awareness

Gagging vs. Choking

Gagging: Gagging is normal! Babies have a very sensitive gag reflex to protect them from choking or swallowing things that they shouldn't. Over time their gag reflex becomes less sensitive the more they practice eating and chewing.

- Baby's eyes may water
- They might push their tongue forward
- To bring food forward in their mouth they might make a gagging movement or even vomit

Important note: babies often spit out food; this does not mean they don't like the food or are being difficult. They may spit out food if they realize they have too much in their mouth or to avoid choking.

Choking:

- Choking is silent and serious.
- The baby's skin may turn a blue-ish color.

If a baby is choking, the goal is to remove the piece of food via appropriate methods learned in infant CPR.

When to Call for Help:

If the baby/child you are babysitting has a choking incident or any other life-threatening or emergency situation, call 911 and then call the parent/guardian. If the child is having a non life-threatening or non-emergency situation, call the parent/guardian.

Nutrition Tips by Age

Newborns (0-6 months)

From 0-6 months of age, the sole source of nutrition for a baby is either breastmilk or formula. You should always follow the parent/guardian instructions for preparing a bottle of formula or breastmilk, but these are general guidelines to help you.

Preparing a Bottle (Formula):

1. Wash your hands, clean, and sanitize your work area. Make sure the bottle is clean and ready to use.
2. Add water (tap, distilled, or other preferred water source the parent/guardian prefers).
3. Use the formula scoop provided in the container and follow the ratio on the formula container. You should confirm the ratio and total amount of formula to be made with the parent/guardian.
4. Gently mix (shaking can create air bubbles and cause an upset stomach).
5. Warm the bottle (if needed) with a bottle warmer, warm running tap water, or a bowl of warm water (never the microwave). The parent/guardian can show you the best way to do this.
6. Test the temperature of the milk by putting several drops of milk on your wrist. At body temperature or slightly warmer, it is ready for the baby.

Preparing a Bottle (Breastmilk):

1. Take only the amount you think you'll need from the fridge or freezer.
2. Warm gently (never microwave) using a bottle warmer, bowl of warm water, or running it under warm tap water. The parent/guardian can show you the best way to do this.
3. Gently swirl to mix (shaking is not needed to mix breastmilk).
4. Test the temperature of the milk by putting several drops of milk on your wrist. At body temperature or a little warmer, it is ready for the baby.

Type of Breast Milk	Storage Locations and Temperatures		
	Countertop 77°F (25°C) or colder (room temperature)	Refrigerator 40°F (4°C)	Freezer 0°F (-18°C) or colder
Freshly Expressed or Pumped	Up to 4 hours	Up to 4 days	Within 6 months is best Up to 12 months is acceptable
Thawed, Previously Frozen	1-2 hours	Up to 1 day (24 hours)	NEVER refreeze human milk after it has been thawed
Leftover from a feeding (baby did not finish the bottle)	Use within 2 hours after the baby is finished feeding.		
Breast Milk Storage Guidelines (source: cdc.gov)			

How to Give Baby a Bottle

- Hold the baby with their head raised slightly above their stomach.
- Hold the bottle horizontally with just the nipple filled with milk. This prevents overfeeding and prevents gulping and swallowing air, which can lead to an upset stomach. Allow the baby to latch and take breaks as needed.
- Gently burp the baby during and after feeding by holding them upright and gently rub or pat their back with a burp cloth, ready for any possible spit up. Please refer to the infant care section for more information on how to burp a baby.

Tips

- Start with a smaller amount of formula or breastmilk– you can always make more if the child is still hungry, so leftovers don't go to waste.
- Some parents may have a bottle warmer, make sure to ask before using it. Once finished with the bottle warmer, make sure to turn it off as leaving it on can be a fire hazard.

Hunger Cues for a Baby

- Turning their head and searching for food (rooting)
- Sucking motions or hands in mouth
- Fussing
- Crying (late sign of hunger)

Knowing when baby is full:

- Looks drowsy or falls asleep
- Becomes distracted by things around them
- Turns away from the bottle
- Closes mouth or pushes the bottle away
- Spits out milk

Tips

- If the baby is showing you they are full or uninterested, don't try to force them to drink or feel like they must eat a certain amount. The baby may have an upset stomach or be tired. You can always try again later.

Older Newborns (6-12 months)

From 6-12 months, babies have likely begun eating solid foods, though formula or breastmilk still provide most of their nutrition. Parents may choose to introduce solids by spoon-feeding pureed foods, using a baby-led weaning approach—where babies explore self-feeding with soft finger foods—or a mix of both methods. As babies grow into the older infant stage, they often start eating many of the same foods as the rest of the family, enjoying a wider range of textures and flavors.

Feeding Solid Foods

- Use clean baby spoons if available and try to offer small bites, to avoid choking.
- Babies may start solids only if parents have started them already.
- Sit babies upright while feeding in their highchair.
- Begin with purees or very soft foods – always following parent/guardian instructions.

Common Baby Foods

- Mashed banana
- Mashed sweet potato
- Pureed fruits and vegetables
- Steamed vegetables

Avoid choking hazards: whole grapes, nuts, popcorn, hot dogs, etc.

1-2 year olds

By one year of age, children are ready to transition to whole milk, explore more foods, and start having consistent meals and snacks. While they do not need breastmilk or formula as their primary source of nutrition anymore, always follow parent/guardian directions when it comes to breastmilk/formula.

Feeding Basics:

- Many have started or are transitioned to whole milk after age 1.
- Toddlers have small stomachs and will need regular meals and snacks to fuel their bodies. You can expect 3 meals and 2-3 snacks.
- Offer a variety of foods including protein, fruits, vegetables, and dairy products.

Mealtime Tips:

- Keep it light and have fun! Don't pressure the child to eat all of their food.
- At this age, children love to practice their independence. Let them use a spoon and cup and practice feeding themselves.
- Cut foods into tiny pieces – this age group can still be at high risk for choking.
- Expect some pickiness! This is normal. Stay calm and offer different choices approved by the parent/guardian.

2-5 year olds

Children aged 2-5 years old are full of independence, curiosity, and fun! Mealtimes should be a fun and engaging time for them to practice their feeding skills, explore foods, and enjoy the experience.

Feeding Basics:

- Try to offer a balanced meal that includes at least 3 food groups and snacks that have at least 2 food groups.
- Water is the go-to beverage choice! Allow juice only if the parents allow it.

Mealtime Tips:

- Start with small portions. They can always ask for more.
- Give them approved choices. “Do you want strawberries or blueberries?”
- Keep mealtimes relaxed – no forcing, rushing or bribing.
- Meals may be short and that is okay. Children at this age have shorter attention spans. Snacks are there to help fill the gaps.
- Avoid grazing snacks all day. Having multiple snacks between meals can affect their appetite at mealtimes.
- Continue to avoid high-risk foods: nuts, popcorn, hard candies, large chunks of food like raw vegetables.

5+ year olds

By this age, a child’s eating habits mimic adult eating habits. They will require regular meals and snacks. You will want to continue to offer balanced meals and snacks with a variety of healthy foods from multiple food groups.

Mealtime Tips:

- It is common for children to have food preferences at this age. Respect them but continue to offer approved parent/guardian choices. For example, let them choose between two choices.
- Let them help you prepare food in the kitchen! Some easy tasks include:
 - » Tearing lettuce
 - » Mixing
 - » Measuring ingredients
 - » Washing fruits and vegetables
 - » Wiping the table
 - » Setting the table
 - » Spreading soft foods (like peanut butter)
 - » Peeling bananas or oranges
 - » Cracking eggs (may need some assistance)
 - » Cutting soft foods with a kid-safe knife
- Cut food into fun shapes (cut sandwiches or cheese into hearts, stars or other shapes)
- Serve family-style and let the child scoop their own portions.

Recipe Ideas

Meals

- Sandwiches and fruit/vegetable (TIP: make them more fun by using cookie cutters)
- Roll ups: tortilla + turkey + cheese and serve with a fruit or veggie
- Mini quesadillas: Cheese + tortilla + 3 minutes in a pan. Add beans or chicken if you want.
- Pasta with simple sauce: Butter + parmesan or jar marinara. Add fruit or veggies on the side.
- Breakfast-for-dinner: Scrambled eggs, toast, fruit
- DIY mini pizzas: English muffins + sauce + cheese + toppings. Toast in an oven or air fryer.
- Chicken or veggie nuggets: Serve with fruit and a veggie
- Taco bowls: Rice + beans + cheese + mild salsa.
- Grilled cheese & tomato soup: Classic comfort food.
- Mac and cheese: Boxed or homemade—always a hit. TIP: Add a veggie like peas or protein like tuna, chicken, or ground beef.
- Snack plate dinner: Crackers, cheese, fruit, veggies, hummus. Serve on a plate or in a muffin tray!
- Simple stir-fry: Rice + frozen veggies + chicken + soy sauce/sauce.
- Baked potatoes: Add cheese, broccoli, or sour cream.
- Smoothie bowls: Blend fruit + yogurt, top with granola.
- Turkey or ham roll-ups: Wrap deli meat around cheese or veggies.
- Pita pockets: Stuff with chicken salad or tuna salad
- Crescent roll “wraps”: Wrap cheese or protein, such as deli meat or pre-cooked sausage or chicken, in dough and bake.

Snacks:

- Yogurt parfaits: layer yogurt, fruit, and crushed cereal or granola
- String cheese + fruit (like applesauce, strawberries, blueberries, etc.)
- Fruit + fruit dip (yogurt + peanut butter)
- Veggies + dip
- Apple slices + peanut butter
- Hard boiled eggs + cheese stick
- Pretzels + hummus
- Whole-grain crackers + cheese



Emergency Resources

Emergency Resources

What to Do in an Emergency

Young children love to play. Whether indoors or outdoors, accidents can happen. Know what to do if an emergency does occur. Keep the following in mind:

- Stay calm.
- Check the scene. Is it safe to approach a person who is hurt or sick?
- Check the injured or sick person and try to keep him or her calm. What kind of help does the person need?
- Get help. Call 911 or your emergency number. If someone else is with you ask them to make the call. If nobody else is around, you may have to leave the injured or sick person to call for help.
- Give first aid until professional help arrives or help an adult give first aid.
- Reassure the sick or injured person that help is on the way.

Animal Bites

- If the wound is minor, wash with soap and water. If the skin is broken, cover the bite with a dressing and bandage.
- Control the bleeding if needed.
- Identify the animal. What did it look like? Where did you see it last?
- Contact an adult and tell them about the bite.

Burns

- The area may appear red, brown, black, or white; swell; and be painful.
- Cool the burn with water.
- Use Aloe Vera plant to treat the wound
- Cover the burn with clean, dry dressing.
- If the burn is severe, call 911 and get the parents to come home immediately.

Prevent burns by:

- Be careful with hot liquids.
- Be certain to use a potholder when handling hot utensils.
- Be careful around space heaters, fireplaces, and wood burning stoves.
- Do not play around outdoor grills or the kitchen stove when food is cooked.
- Never play with fireworks without adult supervision.

Choking

If the person cannot cough, speak, or breathe, give thrusts until the airway is clear.

Prevent choking by:

- Do not walk, run, or play with food in your mouth.
- Do not talk or laugh with food in your mouth.



What to Do in an Emergency

- Eat slowly.
- Take small bites and chew thoroughly.
- Avoid giving children food that they may choke on.
- Never put anything except food in your mouth.

Cuts and Scrapes

- Small wound: Wash the area and apply a bandage.
- Severe wound: Have the person sit or lie down. Apply direct pressure. Cover with a gauze bandage. If you cannot stop the bleeding, call 911 and the parents immediately.

Prevent injuries by:

- Be careful with tools, scissors, and knives.
- Do not go barefoot where there may be broken glass, nails, or other sharp objects.
- Never use tools or a gun without adult supervision.

Fractures

Keep the victim calm. This emergency requires medical attention. Call 911 or the parent immediately.

While waiting for medical help:

- Do not move the child.
- Stop any bleeding. Apply pressure to the wound with a sterile bandage.
- Immobilize the injured area. Do not try to realign the bone.
- Apply ice packs to limit swelling and help relieve pain until emergency personnel arrive. Do not apply the ice directly to the skin – wrap the ice in a towel.

Nosebleed

- Have the person sit down.
- Have the person lean forward and pinch their nose shut.
- If the bleeding has not stopped after 10 minutes, apply a cold pack to the bridge of the nose. Place a cloth between the skin and the cold pack. It would also be advisable to call the parents to report what has happened.
- When the bleeding stops, discourage the child from rubbing, blowing, or picking their nose.

Poisoning

- Call 911 or the poison control center.
- Take the label or container of what was swallowed with you to the phone.
- Follow the advice given to you.

Prevent poisoning by:

- Never playing with pesticides, medicines, detergents, cosmetics, or another household chemicals.
- Do not eat berries, flowers, or plants inside the house or outside unless an adult says it is OK.

Rescue Breathing

If the person is not breathing:

- Maintain an open airway.
- Pinch the nose shut.
- Give 1 slow breath.
- Count:
 - » Adult – 1 breath every 3 seconds
 - » Child – 1 breath every 3 seconds
 - » Infant – 1 breath every 3 seconds
- Call 911 for emergency help. Follow the directions given by the 911 dispatcher.

Stomachache

- Check the scene and the child. Use disposable gloves if you think you might touch any body fluids.
- Call the parents if the child has a fever, difficulty producing urine or a long-lasting stomachache. Explain the child's condition and ask the parent to return home.
 - » Help the child rest comfortably and put a container nearby if they need to vomit.

Pool Safety

- Watch children at all times
- Learn how to swim
- Have life-saving equipment in reach

Emergency Resources

Basic First Aid Kit Supplies

List of Supplies

- List of emergency numbers attached to the inside lid of the container
- Bandage scissors
- Small magnifying glass
- Sterile roll of gauze bandage
- Bandages of assorted sizes
- Reusable elastic wrap
- Instant cold compress
- Antibacterial liquid soap
- Pencil and paper
- CPR guidelines
- Sewing needle and tweezers
- Safety pins
- Sterile 4" X 4" gauze pads
- Dish towel sling
- Non-allergic medical tape
- Instant hand sanitizer
- Non-sterile medical gloves
- First aid booklet

Sources: American Red Cross. Babysitters Training Manual. 2003.



Emergency Resources

Calling 911

When you dial 911:

- Stay calm. Speak clearly. Speak slowly. Give the dispatcher your name, address, and phone number.
- Give the dispatcher the information you have. What did you see? What did you hear? What is the location of the incident you are reporting?
- Follow the instructions of the 911 dispatcher and answer the questions as best you can.
- Stay on the line. Do not hang up the telephone until the dispatcher indicates it is OK to do so or hang up first. Help will be sent while the dispatcher is on the phone with you.

When should you call 911?

Always dial 911 when you need emergency assistance from law enforcement, fire department or an ambulance. An emergency exists any time help is needed for the protection of life or property.

Dial 911 if you see:

- Any crime in progress
- Any fire or risk of fire
- Smell gas or smoke
- Any type of accident
- A person who is injured, unconscious, or having a medical emergency.
- Strangers or suspicious persons near a school, park, or a neighbor's home
- Anyone displaying a knife or firearm
- People creating a disturbance or damaging property
- Broken windows or doors in anyone's home or business
- Anyone suspiciously removing property from a home, car, or business
- Anyone suspiciously entering or leaving a home or business at unusual times
- A person forcibly taking something from someone else

Dial 911 if you hear:

- Any suspicious noise outside the home, especially after dark
- The sound of an explosion or gunshots
- The sound of a window being broken or someone crashing down a door
- A person screaming for help or yelling
- Loud banging, crashing or suspicious noise coming from a neighbor's home

Do not call 911 for:

- General information questions or ask to speak to an individual person
- Non-emergencies such as barking dog, stray cat or nuisance complaints
- The correct time or a telephone number

If you accidentally call 911 – Do not hang up! Stay on the line and explain to the dispatcher the mistake and that there is no problem. If you do hang up, the 911 dispatcher will call you back to ensure that there is no problem at your location.



Emergency Resources

Beware of Dangers

Fires

Call the Fire Department

- Plan what you will do in case of fire.
 - » Create an escape plan worksheet
- Get the children! Do not worry about saving anything except for the children and yourself!
- Get out of the house!
- Call 911 from a neighbor's phone or use a cell phone.
- If there is smoke in the house, stay close to the floor to prevent smoke inhalation while you are trying to get out. Use wet cloth to cover faces; it makes it easier to breathe.
- Test doors for heat before opening. If the door is cool, open it as little as possible to get out. If the door is hot, do not open it. Try another exit. Close the door behind you. If you must wait for rescue, wait near a window, and open the window just slightly for air. Too much air helps the fire spread. Hang clothing or other objects out the window to help rescuers locate you.

Clothes on Fire

- Do not let the child run.
- Put the child on the floor and roll him over and over slowly.
- Smother burning clothes with a blanket, coat or other items made with heavy fabric, like a small throw rug.
- Call 911.

Grease Fires

- Be sure children are safe.
- Cover the burning pot with a lid or another pot.
- If handy, smother flames with BAKING SODA or SALT. Grease fires CANNOT be put out with WATER.
- If you cannot put the fire out quickly, get the children out of the house.
- Call 911 from a neighbor's phone or use a cell phone.

Prowlers/Suspicious Persons

If you see someone lurking outside the house who seems suspicious and has no reason for being there:

- Stay inside
- Be sure all doors are locked
- Call 911!

Calmly tell the police:

- The address and telephone number of the house and the family name.
- "I'm the babysitter."



Beware of Dangers

- Describe what you saw or heard. Give as much detail as possible about the appearance of the prowler, his movements, and actions. If you see the prowler, note the direction in which he goes. Try to write down the license plate of the car.
- Be sure not to alarm the children.

Remember, normal outside and house noises often seem louder when you are babysitting alone. But if the noise does not seem normal, call the police. Be sure to tell the parents what happened. They will be glad to know you are protecting their child.

Stranger at the Door

- Be sure the door is locked. Do not let them in.
- Talk to them through the door or peep hole.
- Do not let the individual know you are the babysitter – state “Mom or Dad is busy. May I give them a message?”
- If the individual asks for help, call the parent or a neighbor.

Electrical Safety

If there is Power Outage:

- Stay calm.
- Call parents to inform them of the outage.
- If it is in the daytime, you can get by without electricity.
- If it is nighttime, reassure the children.
- Locate the flashlight and batteries.
- Do not allow a lot of activity in the dark.
- Ask parent/guardian to call the electric company.
- Try not to open the refrigerator and freezer door any more than necessary.
- If you need to warm a baby bottle, run it under hot tap water. Test it for temperature before giving it to the infant.

Electrical Hazards: Learn about hazards before and after a storm by watching this video <https://extension.illinois.edu/videos/electrical-hazards-during-and-after-storm>.

Storms and Tornadoes

TLC Caught In the Storm: Learn about how to stay safe during a storm by watching this video <https://www.youtube.com/watch?v=DOXy4pz7ox0>.

Thunderstorms and tornadoes may occur especially in the spring, summer, and fall. Be alert to sudden changes in the weather. Listen for sirens. Turn on a battery-operated radio and follow any weather-related instructions.

- A Severe Thunderstorm Watch means that weather conditions are right for a severe thunderstorm with high winds, hail, lightning, and heavy rain.
- A Severe Thunderstorm Warning means that severe thunderstorms have been sighted in your area.
- A Tornado Watch means weather conditions are right for the formation of tornadoes.
- A Tornado Warning means an actual tornado has been sighted.

Thunderstorm and Tornado Watch

- Stay calm.
- Keep the children away from the windows.
- Keep the children inside. Make up stories for the kids and sing songs.
- Close windows and doors as necessary to keep the rain out.
- Protect yourselves with sleeping bags, thick cushions, exercise pads, or small mattresses.
- Locate flashlights and batteries.
- Listen carefully to your battery powered radio or use a cell phone app to track the storm.
- If possible, call the parents and tell them about the severe weather conditions. They may want to return home or give you specific instructions for safety.

Thunderstorm and Tornado Warning

- Stay calm.
- Listen carefully to your battery powered radio.
- Take the children, flashlights to a safe location in the basement or an inside hallway – away from doors, windows, bookshelves, and heavy furniture that could fall and cause injury. (Put as many walls between you and the outside as you can.)
- Stay in the safe place until the warning has been officially canceled.

ABC's of Sun Protection

A - Away!

Stay away from the sun in the middle of the day. The sun's rays are the strongest between the hours of 10:00 a.m. and 4:00 p.m. If the children want to be outdoors, have them play in the shade.

B - Block!

Use sunscreen with a sun protection factor (SPF) of 15 or higher. Do not use sunscreen on children under 6 months of age. Apply sunscreen 30 minutes before going outdoors. Apply generously and often.

C - Cover-up!

Encourage the children to wear a shirt and a hat. The hat should have a wide brim to protect the neck and ear area.

West Nile Virus

Children of all ages enjoy playing outdoors. Reduce their exposure to West Nile Virus by:

- Covering as much skin as possible with loose fitting clothing.
- Using insect repellent. The maximum repellent concentration currently recommended for infants (older than two months of age) and children is 30 percent DEET or Picaridin. Higher concentrations of DEET will protect children for longer periods of time. It is generally recommended that repellents should not be applied more than once a day. For most children going outdoors, the once per day application of repellents will be most appropriate at dusk, a time when mosquitoes are the most active.
- Before you apply DEET or Picaridin, follow label directions. Do not allow children to apply the repellent. Apply to exposed skin and clothing (may damage some fabrics). Do not spray near the face or inhale mist. Spray on your hands and then rub on the face or neck area of the children. When the children have returned indoors, wash exposed skin.
- Remove standing water around the home to reduce the mosquito population. Locate everything that holds water and drain, such as toys, pet dishes, wading pools, pails, planters, bird baths, and wagons.

Internet Safety

Be sure to get the parent's permission before anyone can be on the computer. When children or you go to the internet, you are no longer alone. People skilled in using the internet can find out who and where children are. They can even tap into information on the computer. If children surf the web, use email or instant messaging, they discuss these important safety rules:

- Never give your name, address, phone number, password, school name, parent's name, or any other personal information.
- Never agree to meet with someone you have met on the internet.
- Never respond to messages that use bad language or make you uncomfortable.
- Always let a parent know if you find something scary or weird on the internet.

Find out if your internet service provider offers 'parental controls' over web-browsing or email using your family account. You can learn more about 'safe surfing' at:

- Netsmartz, <http://www.netsmartz.org/>; or A Parent's Guide to Internet Safety (FBI)
- Protecting kids Online <https://consumer.ftc.gov/identity-theft-and-online-security/protecting-kids-online> Federal Trade Commission

Source: Home Alone: Ready or Not? Parenting24/7. University of Illinois Extension.



Adapted Launch Skills

Adapted Launch SKILLS

Finding Careers Based on Your Holland Type

Purpose:

Youth will learn about the Holland Career types and explore careers related to their personality type.

Learning Objective(s):

Youth will complete the Holland Code Career Test to identify career fields that best fit their personality.

Considerations:

Exploring careers at a young age may be beneficial as it can further spark a youth's interest in a field, they may be passionate about.

The Holland Code Career Test is a great way to help a youth identify which career fields may best suite them based on their personality and the six Holland categories: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

Material List:

- Computer with internet access

Lesson

DO:

1. Have youth go to <https://openpsychometrics.org/tests/RIASEC/>
2. Read test instructions.
3. Click "begin assessment" when youth are ready to start.
4. Click "get results" when the youth is finished.

REFLECT:

- List 3 careers that you were surprised fit your personality.
- Were you already interested in these types of careers?
- Do you think these careers are right for you? Why or why not?

APPLY:

- Youth may choose to save their results from the test to further explore their career interests.
- Printing results for the youth to take home may be beneficial.
- Another option would be to save and email the results.

References:

Open-source Psychometrics Project. (2019, May 5). Holland code (RIASEC) test. https://openpsychometrics.org/tests/RAISEC/0*Net. (2022, June7). Browse by interests. <https://www.onetonline.org/find/descriptor/browse/1.B.1/>

These lessons were adapted from the Launch Skill Curriculum.



Adapted Launch SKILLS

How to Build Your Resume

Purpose:

Youth will learn about the importance of building a resume.

Learning Objective(s):

Youth will create a simple resume highlighting their experiences, skills, and education, and will gain understanding in the purpose of a resume.

Considerations:

A resume is a document that is often required to apply for a job. There are multiple ways to format a resume, but most will share some common features such as your job history, education, certifications, etc. It is important to be aware of what is needed in your resume when applying for a job.

Material List:

- Resume Example
- Fillable Resume
- Writing Utensils

Lesson

DO:

1. Introduce the topic of resume.
 - » What is a resume for?
 - » Why is a resume important?
2. Have youth share what they think goes on a resume.
 - » Ask what they think employers want to see on a resume to help determine if they are right for a job.
3. Brainstorm.
 - » Have youth make a list of what needs to be included in a resume. Write the responses on a board, posterboard, etc.
4. Lesson Activity
 - » Distribute example resume and fillable resume
 - » Give 15 minutes for youth to work on their resume
 - » Come back as a group and share thoughts on resumes and how they were filled in.

REFLECT:

- What parts did you like about the example resume?
- What Parts did you not like?
- What is something you would add?

APPLY:

- What would you change about your resume to make it stand out to employers?
- Encourage youth to look at other resume examples to explore the different types of resumes.
- Youth can apply this information in the future as they begin to apply for jobs.



Jenny Green

1234 Main St., Brookings, SD - 123-456-7891 - Jenny.Green1@gmail.com

Professional Experience

McDonalds, Brookings, SD

May 2024 - Present

Cashier

- Takes customers' orders
- Collects money
- Provides correct amount of change and receipts
- Empties cash register and counts money
- Opens cash register with the correct amount of money
- Provides helpful customer service

Taco Johns, Brookings, SD

June 2022 - May 2024

Cashier

- Took customers' orders
- Collected money, provided change and receipts
- Opened restaurant, started up registers
- Assisted 50 plus customers a shift

Education

Brookings High School

May 2024

Certifications

- Workplace Safety Certification
- Food Safety Certification

Additional Skills

- Organization
- Customer service
- Effective communication skills
- Leadership skills
- Time management

<Name>

<Address> - <Phone Number> - <Email Address>

Professional Experience

<Current Place of Employment >

<Start Date> - Present

<Type of Job>

- <Duties Performed>

<Previous Place of Employment >

<Start Date> - <End Date>

<Type of Job>

- <Duties Performed>

Education

<High School or College>

<Date of Graduation>

Certifications

<List Certifications>

Additional Skills

<List Additional Skills That Are Applicable>

Name: _____

Address: _____

Telephone Number: _____

Email Address: _____

Employment History:

Current Employer: _____

Start Date - End Date: _____

Duties Performed: _____

Past Employer:

Start Date - End Date: _____

Duties Performed: _____

Education History:

School Attended: _____

Current Level: _____

Certifications: _____

Additional Skills: _____

Adapted Launch SKILLS

Career Interview Part 1

Purpose:

Youth will learn about the process of interview questioning.

Learning Objective(s):

- Youth will practice answering common interview questions.
- Youth will gain an understanding of the interview process.

Considerations:

One of the first steps of getting a job is getting an interview. An interview is a meeting where the potential employer and/or hiring committee gets to know you and ask you questions about why you qualify for the job. Interviews can take place in a variety of ways whether it be over the phone, in person, or on Zoom. Interviews can be intimidating so it is important to be prepared.

Material List:

- Writing Utensils
- Interview Question Worksheet

Lesson

DO:

1. Introduce the topic of job interviews.
2. Brief students on tips and tricks for a successful interview with the hand-out.
3. Hand out the interview questions worksheet.

REFLECT:

- What questions were you most confident in answering?
- What questions were difficult for you to answer?

APPLY:

- What are some questions you would ask as the interviewer?
- How would you work on increasing your confidence for the more difficult questions?

References:

The Resource Center for Technology. (2004). Job Interview Worksheets.
The Resource Center [https://www2.iccb.org/iccb/wp-content/pdfs/adu1ted/Manufacturing%20Curriculum/Supplements/26/Job Interview Worksheet.pdf](https://www2.iccb.org/iccb/wp-content/pdfs/adu1ted/Manufacturing%20Curriculum/Supplements/26/Job%20Interview%20Worksheet.pdf)

These lessons were adapted from the Launch Skill Curriculum.



SOUTH DAKOTA STATE
UNIVERSITY EXTENSION



Listed below are some common questions asked during an interview. Read the questions and answer them as you would during an interview.

What can you tell me about yourself?

How do you think you work under pressure or in stressful situations?

How do you set yourself up for success?

How do you handle conflict?

Why should we hire you?

When applying for the job:

Fit in before you stand out!

- When writing a resume for a specific job, be sure to use the same words as the job listing.

The night before:

Get prepared:

- Plan your interview clothes the night before
- Practice your answers to common interview questions
- Prepare questions for you to ask your interviewers
 - » Can you describe what a typical day looks like?
 - » What are the working hours of this job?
 - » Can you tell me what the hourly rate is?

Interview Day:

- Plan to arrive 10-15 minutes early.
- Eat before you go! It is hard to focus when your stomach is rumbling.
- Bring an extra copy of your resume.
- Show your interest in the job and the company.
- Keep good eye contact - do not let your eyes wander.
- Show confident body language - sit up straight, take up space, be open.
- Silence, or turn off your phone; limit your distractions.

Adapted Launch SKILLS

Career Interview Part 2

Purpose:

Youth will practice asking and answering interview questions by participating in a mock interview.

Learning Objective(s):

Youth will practice asking and answering common interview questions.

Considerations:

One of the first steps of getting a job is getting an interview. An interview is a meeting where the potential employer and or hiring committee gets to know you and ask you questions about why you qualify for the job. Interviews can take place in a variety of ways whether it be over the phone in person or on Zoom. Interviews can be intimidating so it is important to be prepared.

Material List:

- Interview Question Worksheet from Part 1

Lesson

DO:

1. Remind youth of the importance and purpose of an interview.
2. Pair youth into groups and explain a mock interview.
3. Hand out extra questions to ask and the interview question worksheet from Part 1 if they do not have theirs from the previous lesson.

REFLECT:

- What questions were you most confident in answering?
- What questions were difficult for you to answer?

APPLY:

- What were some of the questions you asked your partner?
- How would you work on increasing your confidence for the more difficult questions?

Extra Questions to Ask

- What are your strengths?
- Why do you want to work for this company?
- What makes you a good candidate for this job?
- What are some of your biggest accomplishments?
- What motivates you to do your best?
- Do you work best alone or in a team?
- What experiences do you have that will help you be successful in this position?
- What are your weaknesses and how are you working to improve upon them?
- Why should we hire you?
- What are your expectations of the company?



Adapted Launch SKILLS

How to be Influential With Advertising

Purpose:

Youth will learn about advertising and work towards creating their own flyer.

Learning Objective(s):

Youth will be able to explain what make an advertisement eye catching or appealing.

Considerations:

Advertisements are something we see every day everywhere we go. A good advertisement will be able to catch people's attention and make them feel either good or indifferent about a specific topic, item or service. To draw people into your advertisement, think about the colors, pictures, and information you will use.

How will you capture potential buyers or client's attention?

Material List:

- Examples of advertisements
- Drawing/coloring utensils and blank paper
- Internet access, explain Canva/ show how to use it.

Lesson

DO:

1. Introduce the topic of advertising. Ask youth what advertisements they have seen today and why they remember them.
2. Show examples of advertisements.
3. Hand out the How to Make an Influential Advertisement worksheet.
4. Provide youth with paper and drawing/coloring utensils and challenge them to design a babysitting flyer.

REFLECT:

- Where do you see most advertisements during the day?
- What might turn you away from an ad?
- What draws you into an ad?
- What did you put in your ad to persuade or draw people in?

APPLY:

- Challenge youth to explore Canva and use their design to create a flyer to bring back and share at the next lesson.

Design Concepts:

Color:

Color can be very important when it comes to advertisements. Different colors can make people feel different emotions and can be a large reason for a consumer's decision making. Things to think about may be: what audience are you trying to draw in, what colors will make the audience feel the way you want them to feel, do the colors complement each other, do the colors clash?

Structure:

The structure of an advertisement is another important part of drawing in an audience.

- Make the goal or topic clear, do not leave the audience guessing, but keep it simple.
- Bold the important information and create eye-catching titles and headings.
- Use images or designs to help draw people to your advertisement. Keep the design neat and not overly busy.
- Include your contact information; interested customers may want to ask questions and learn more.



Adapted Launch SKILLS

How to Create SMART Saving Goals

Purpose:

Youth will learn how to save for a specific item or goal. Goals should be SMART goals.

Learning Objective(s):

Youth will understand and create a SMART goal.

Considerations:

Saving money is a very important, but difficult, thing to do at a young age. This may be due to trying to keep up with trends and wanting to have fun. Although it is important to have fun, saving money is an important skill to learn so that as you grow older you can be financially independent and live comfortably.

There are three main types of savings goals: short-term (reached in under a year), intermediate (reached within 3 years), and long-term (anything 5 years or greater). When creating a smart goal, you need to make sure your goal is Specific, Measurable, Attainable, Relevant, and Time bound. With all these plans in place, reaching your goal will be much easier.

Material List:

- Pencils

References:

Consumer Education Services. (n.d.). Set Financial Goals to Achieve Your Dreams. CESI Solutions <https://www.cesisolutions.org/resources/planning-saving/financial-goal-setting/>

Lesson

DO:

1. Introduce the topic of saving. Explain how saving with a goal in mind can help you save more money.
2. Create a group list of potential short-term, intermediate, and long-term goals that would be relevant to them. (i.e., buying an electronic, phone, gaming device, tablet, clothes, game, etc.). *(Write an example of a smart goal for them to see.)*
3. Once you have created your list, each student should use the SMART Goal Worksheet to create a SMART savings goal for each category (short-term, intermediate, long-term).
4. After 15- 20 minutes, get the group back together and discuss the goals they created. Did they make them all SMART?

REFLECT:

- Are each of your goals SMART (specific, measurable, attainable, relevant, and time bound)?
- Is the amount and savings goal realistic?
- What will you do to ensure you save enough?

APPLY:

- Frequent, small, and unnecessary expenses can often add up and prevent successful money saving. What are some small expenses you could limit to help reach a SMART goal? (i.e., snack from convenience stores/gas stations, online shopping, etc.)

SMART Goals

Specific - Make sure you are very detailed when explaining how you plan to reach your goal.

Measurable - Having a set dollar amount to make sure you have completed your goal. Rather than saying, "saving money for college," "save \$2,000 for college" is a more measurable goal; you either saved \$2,000 or you did not.

Attainable - Make sure the dollar amount is reasonable for you to save. If it is not possible for you to save \$20,000 for a new car, do not make that your goal. Instead, make your goal to save \$3,000 for a used car.

Relevant - Make sure the goals make sense for you now or whenever the end date occurs will help you see the importance. If you do not plan to need a car, saving for a car is not relevant to your situation.

Time bound - Setting an end date is important. When you have a set date, it helps you to stop putting off the saving.

An example of a SMART goal is: By January 2027, I plan to have saved \$500.00 for an Ipad. I will do this by saving \$42.00 each month for the next 12 months.



Short-Term Goal (within one year):

My goal is to: _____

Dollar amount: _____

How am I going to do It? _____

End Date: _____

Intermediate Goal (within three years):

My goal is to: _____

Dollar amount: _____

How am I going to do It? _____

End Date: _____

Long-Term Goal (within five years):

My goal is to: _____

Dollar amount: _____

How am I going to do It? _____

End Date: _____