

## Relating to Infants

**Directions** Although babies have different temperaments from birth, they all need touch and affection to develop properly. Read the situations below and answer the questions that follow.

1. **Temperament** Tori's mother and stepfather have just had a new baby, Josh. Tori, an active 12-year-old with lots of energy, is excited about her new brother and full of ideas for things to do with him. However, Josh gets upset at loud noises, strange places, and any changes in his routine. *How can Tori best relate to her baby brother?*

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2. **More than One** Porter has volunteered to help in the infant area of a child care center. To be fair, he wants to give equal attention to the babies. However, little Willis is very social and likes to play peek-a-boo for a long time. Little Kathleen enjoys watching more than participating. *How can Porter best relate to both babies?*

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3. **Crying Time** Connie's older sister, Lynn, is married and has a five-month-old baby, Amos. One day Connie visits to take care of Amos while Lynn runs a few errands. Amos cries and cries when Lynn leaves the apartment. When Connie tries to hold him, he kicks and continues to cry. *How can Connie best relate to her baby nephew?*

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4. **Reading to Baby** While Redmond's father looks for a book in the library, he asks Redmond to keep Redmond's baby sister, Natalia, occupied by reading her a board book. Redmond does not see the use of reading to a baby who can not understand the words. *How can Redmond best relate to his baby sister?*

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## Tantrums

**Directions** A tantrum is an out-of-control physical response to frustration or anger. Most children outgrow temper tantrums after the toddler years. A few individuals still scream and throw objects even as adults. It is hard to relate to someone of any age who is in the middle of a tantrum. Analyze tantrums by answering the questions below.

1. How do you feel when someone near you throws a tantrum? \_\_\_\_\_  
\_\_\_\_\_
2. Why should you remain calm when someone has a tantrum, despite how you feel? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Describe a situation in which walking away from a child having a tantrum is best. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How might your response to a child's tantrum affect your relationship with the child?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Can you remember a time when you threw a tantrum? If not, think of a time when you were angry or frustrated. Describe the situation, how you felt, and what you did. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. How might the temper tantrums of an older child, teen, or adult affect that person's relationships? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Relating to People Who Have Disabilities

**Directions** Observe interactions between a child who has a disability and someone who knows that child well, such as a parent, sibling, or teacher. Then fill in the items below.

1. Describe the child's disability. \_\_\_\_\_  
\_\_\_\_\_
2. What is the person's relationship to the child? \_\_\_\_\_
3. In what ways did the person treat the child the *same* as children who do not have the disability?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How did the person treat the child *differently* because of the child's special needs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How did the person give the child praise, encouragement, and support? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What else did you observe about the relationship between the child and adult? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Using separate paper, summarize what you have learned that might help you relate better to people who have disabilities.

# Babysitting

**Directions** Babysitting involves relationships with many different people, including the child you are watching, the child's parents, your parents, and others. Read the tips below. Then write responses to the situations on the next page.

<b>Relationship Tips for Babysitters</b>	
<p><b>Relating to Your Parents</b></p> <ul style="list-style-type: none"> <li>• Provide the name, address, and phone number of where you will be.</li> <li>• Try to babysit when your parents are accessible so you can call them if necessary.</li> <li>• Tell your parents when you will be home. Let them know if that changes.</li> <li>• Tell your parents immediately if the child's parent behaves inappropriately toward you.</li> </ul> <p><b>Relating to the Child's Parent</b></p> <ul style="list-style-type: none"> <li>• Be businesslike, on time, and polite.</li> <li>• Introduce yourself and greet the parent by name.</li> <li>• Clarify expectations, including your responsibilities, time the parent will return, transportation, and pay rate.</li> <li>• Ask for emergency contact information and phone number for where the parent can be reached in an emergency.</li> <li>• Ask about any religious, cultural, or dietary practices or restrictions.</li> <li>• Ask for instructions on meals, bedtime, and the child's use of computer games and television.</li> <li>• Tidy up toys and clean up as needed.</li> <li>• Report any unusual behavior by the child. Do not criticize the child's personality. Say "She kept trying to hit the cat," not "She was a bad girl."</li> </ul>	<p><b>Relating to the Child</b></p> <ul style="list-style-type: none"> <li>• Smile and greet the child by name before the parent leaves.</li> <li>• Show interest in the child and the child's toys or activities.</li> <li>• Talk at eye level with the child.</li> <li>• Give shy or frightened children time to get used to you before coming too close.</li> <li>• Play age-appropriate activities.</li> <li>• Show that you like the child: smile and be friendly, even when enforcing limits.</li> <li>• Follow the child's lead in attention span, choice of toys, and energy level.</li> <li>• If the child prefers to play alone, allow that while you watch.</li> <li>• Try not to let the child become overexcited.</li> <li>• Adapt your language and behavior to what is acceptable in that household; this might mean not saying things you might say at home.</li> <li>• Put the child's safety first, even after the child is asleep.</li> </ul> <p><b>Relating to Your Friends and Others</b></p> <ul style="list-style-type: none"> <li>• Do not talk on the phone with friends while babysitting.</li> <li>• Keep essential calls as short as possible.</li> <li>• Never have visitors without permission.</li> <li>• Do not open the door to anyone or let anyone in the house.</li> </ul>

(Continued on next page)

**Babysitting (Continued)**

**Activity 44**

1. **Shy Child** You are babysitting Mr. Smith’s two children. Four-year-old Philip pouts and turns away when you say hello. He refuses to answer your friendly questions. *What will you say and do?*

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2. **Watching Television** Eight-year-old Shannon tells you, “I want to watch television. Dad never lets us watch much television.” *What will you say and do?*

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3. **Friendly Call** Your friend Dion phones and says, “I remembered you are babysitting for the Smiths. Can you help me with a math homework problem?” *What will you say and do?*

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4. **Disagreement** When Philip grabs a book Shannon is reading, they get into an angry argument. *What will you say and do?*

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5. **Visitor** The doorbell rings. A woman calls through the door, “I’m the next door neighbor, and I want to borrow a cookbook. I know exactly where they keep it. May I come in?” *What will you say and do?*

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6. **Time Problems** Mr. Smith phones and tells you, “I had a flat tire so I will be delayed getting home.” *What will you say and do?*

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## Relating to a Frightened Child

**Directions** Children have many fears. The best way to relate to a frightened child is to be calm and reassuring. Your manner affects the child more than your words. Read the chart below. Then on a separate piece of paper, write what you might do or say in each situation.

Fear		Facts to Consider
1	<b>Monster</b> A child is afraid to go to bed after hearing a story about monsters. The child cannot get to sleep for fear of monsters in the room.	Fears of imaginary things are quite real to a child. Never mock a child's fears. Sympathetic understanding helps more than logical argument.
2	<b>Clown</b> A child at another child's party is frightened when a clown on stilts jumps out from behind a door and shouts "Surprise!"	Anything strange and sudden may frighten a small or sensitive child. A clown on stilts looks very big and strange to a small child.
3	<b>Doctor</b> A child fears an appointment for a medical test, which may show the need for treatment.	Knowing what to expect makes mysterious situations less frightening. Some hospitals allow tours for children.
4	<b>Tornado Nightmares</b> After watching a news report about a tornado in another state, a child has repeated nightmares about being swept up in a tornado.	Adults may not realize how scary news programs and even children's cartoons can be. Protect children from violent movies and television shows.
5	<b>Dog</b> A child is frightened of strange dogs, especially when they snarl or bark. Even when the dog stands still, the child is afraid to go up to it and pet it.	Some fears are healthy. Even people who are not afraid of dogs should never pet one without the owner's permission.
6	<b>Injury</b> A child has fallen and is bleeding badly. Help is on the way. The child is starting to panic and sobs with short, quick breaths.	People around an injured child may forget the importance of staying calm. Taking deep, slow breaths can be calming and reduce panic.
7	<b>Thunderstorm</b> A child is frightened by thunder and lightening every time there is a thunderstorm.	Some children feel more in control if they play at being the thing they fear. Others prefer to be held.
8	<b>Schoolyard Bully</b> A child who has been threatened by a bigger child in the schoolyard is afraid to go back to school.	Fear can be useful to warn of real dangers. Some scary situations need adult help.