Babysitting Basics

mce

MICROCOMPUTER
EDUCATIONAL PROGRAMS

Babysitting Basics

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Only the highest quality educational design and programming go into our
MCE programs. If, however, you receive a program damaged in shipment
or production, return it within 30 days for a free replacement.

PROGRAM DESCRIPTION

This program was developed for the Apple II family of microcomputers and designed for students in grades 6 through adult to help prepare them for babysitting. Segments of the program cover information and instructions students should ask of parents, basic child care tips, using common sense, and handling emergencies.

GOALS AND OBJECTIVES

GOALS:

1. To prepare students for babysitting.

2. To provide needed emergency information for sitters.

OBJECTIVES:

At the conclusion of this program, the student will be prepared to:

1. Talk about the most important characteristics of a good babysitter.

2. List the phone numbers which should be available for a sitter.

3. Given the words, "when," "where," and "how," tell what a sitter needs to know before parents leave.

4. Tell what is the most important job of the babysitter.

5. Tell which are the two most dangerous rooms in a home.

6. Tell when and how to check on sleeping children.

7. Describe the effects of ignoring a child's inappropriate behavior.

8. Discuss bathing children as a parent/sitter responsibility.

9. List 6 ways of child-proofing a home.

10. Discuss ways to handle phone calls for parents.

11. Tell when one should open the door.

12. Discuss circumstances under which the parents should be called.

13. Explain how to treat bruises, bumps, and sprains.

14. Describe the treatment of minor burns.

15. Tell what the first steps should be in treating a child who has swallowed poison.

16. Discuss necessary actions in saving a tooth that's been knocked out.

17. Tell how a sitter should respond if there's a fire.

RUNNING THE PROGRAM

To begin an MCE program, you must first insert the disk into the disk drive with the label side up. After sliding the disk into the drive, turn on your monitor and then the computer. Your MCE program will automatically load into the machine and begin to display information on the monitor. When parts of the program are loading, the light on the disk drive will be on. Because of the extensive memory involved in the writing of MCE programs, the loading light will go on periodically while viewing the program. Therefore, **never take the disk from the disk drive while running any MCE program.**

If you have an Apple II + and someone with technical knowledge is available, you may wish to have the Reset key switch within the machine switched to the left. Then the Reset key cannot be unintentionally activated but can be used by pressing down the CTRL key and then pressing the Reset key.

Pressing the ESC (escape) key during the running of this program automatically returns the student to the main program menu. It should, however, be noted that the student must run the introductory frames which ask his or her name prior to the execution of this feature.

PROGRAM CONTENT

BABYSITTING has four program segments:

A. Before they leave

B. Common sense

C. Basic child care

D. Emergencies

Initially, the student explores expectations that parents will have of a baby-sitter and that a babysitter should have of parents. The traits of being on time and of liking children are important for anyone who wants to care for children. Also, parents should not expect a babysitter to bathe young children, to clean up the house, or to care for sick children.

The first segment covers what information a babysitter should get from parents before they leave — what time to feed the children, what time they should go to bed, where the phones are, what numbers to call in case of emergency, the location of the fire extinguisher, where items are located that the babysitter might need (such as diapers), and any special instructions the sitter might need to know. In this and further segments, students are asked to interact with the program as if they were in certain babysitting situations with Mr. and Mrs. Smith's two children, 10-month-old Mary and 2-year-old Jeff.

Segments B and C cover basic, common-sense ways of dealing with situations and conflicts that might arise while caring for children and basic child care information. Should you do homework while babysitting? Talk on the phone to friends? Change the baby's wet diaper if you've never changed a diaper? Wake the baby for her feeding? Give in to a toddler's temper tantrums?

Segment D covers what to do in emergencies. The student makes decisions for handling various kinds of emergencies — what to do in case of fire; what to do if someone tries to break into the house; what kind of first aid to use for bruises, choking, bleeding, burns, or a tooth knocked out; and how to determine if an injury warrants calling for help.

PREREQUISITE SKILLS, CONCEPTS, AND VOCABULARY

All learners will need to know something about operating the microcomputer in order to interact with this program successfully. Students will be asked to type:

1. Their name.

2. Letters, numbers, and single-word answers.

3. Short sentences in answer to questions.

All students need to know the location of the RETURN key. This key is used at the end of most frames. Pressing the RETURN key advances the learner to the next frame. The student also needs to press the RETURN key at the end of all question inputs.

This program assumes that the users have at least a third- to fourth-grade reading level. The vocabulary specific to this program and with which the user could have difficulty follow. Those words starred are important to concept development.

abdominal	*accident
*ambulance	blister
*bruise	commercial
cupboard	*dangerous
*electrical	*emergency
*extinguisher	Heimlich
*ignoring	impossible
*information	*instructions
intruder	liquid
*message	*neighbor
patience	*poisonous
*pressure	responsible
scientist	situation
supplies	*swallowed
*swollen	tantrum
thrust	*unbreakable

TEACHING STRATEGIES

Prior to running this program, it might be helpful to ask how many of your students have done babysitting before. Encourage students to talk about how they feel about their babysitting experiences, what situations have arisen in which they had to make a decision while babysitting, and what they feel is appropriate behavior from children, parents, and sitters. This kind of class discussion will stimulate interest and will allow students to learn from each other's experiences.

Some suggestions for using this program's part of a unit of study follow:

1. Invite classroom guests:
   a. A Red Cross worker could talk about services and first-aid classes and could demonstrate first-aid and talk about common accidents in the home.
   b. A pediatrician, pediatric nurse, or child psychologist could talk about behavioral problems in children and the common stages of emotional development
   c. Parents of young children could talk about what they expect of babysitters.
   d. Child care workers could talk about their profession and about dealing with discipline and other problems.

2. Take a class trip to a day care center or nursery school.

3. Assign students to interview parents and children, asking questions about what they expect from babysitters, the qualities of a good baby-sitter, etc. They could report on these interviews in class and discuss ways to meet the needs of parents, children, and babysitters.

4. Give demonstrations or lectures on child safety, child proofing a home, and entertaining children.

5. Bring in children and have students demonstrate appropriate ways to care for and interact with them. Give a demonstration in diapering and feeding a baby.

6. Have parents or teachers come in and interview students as if they were looking for a babysitter.

7. Create a homemade board game with various situations given in the program. Students go forward or backward depending on their answers.

8. Give students individual maps of one home. They pretend they just walked into the home as babysitters and don't know where anything is. Have them list room by room what they need to know (e.g., location of light switches and the fire extinguisher). This makes students think about what to ask parents before beginning the job.

9. Give students a group of objects, including toys. Have them pick out unsafe objects and tell why they're unsafe.

10. Have students role play parent-babysitter-toddler scenarios. If parents don't remember to tell the babysitter something, she may not do it and a problem may result. If the toddler misbehaves, the babysitter will have to use wit and ingenuity to handle the behavior.

HARDWARE USAGE

THE MICROCOMPUTER

To present MCE programs to learners, the following hardware is required:

1. An Apple II (with Applesoft in ROM or on language card), Apple II +, Apple IIe, or Apple IIc — 48k minimum.

2. Any size video monitor or regular television with the appropriate adapter — although color displays are preferable.

3. One disk drive.

THE MONITOR OR TV

MCE programs may be run using either a video monitor or TV, provided the appropriate cables and adapters are used. A video monitor will usually provide a better picture than the regular TV. A black and white monitor may be used, but MCE programs are most effective in color. It is usually recommended that the display unit be switched on before turning on the microcomputer.

THE DISK DRIVE

MCE programs are stored on 5¼-inch floppy disks. The information contained on a disk is transferred into the microcomputer periodically by means of a disk drive.

CABLES AND LINKAGE

The Apple microcomputer comes with introductory information to assist in setting up and operating the equipment. Make sure the cables and linkages between all components are the ones specified for the machine and are properly connected.

PROGRAM SECURITY

All MCE program disks are copyrighted and secured using a number of security systems. Any attempt to copy these disks will be an infringement of copyright law and may destroy the program.

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**Additional emergency/first aide information was provided by the Borgess Medical Center and Bronson Methodist Hospital. Both facilities are located in Kalamazoo, MI.

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