THE SITTER MEMBER MANUAL

PACIFIC NORTHWEST EXTENSION PUBLICATION
WASHINGTON OREGON IDAHO
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Congratulations on your decision to learn more about an important skill. This publication contains all of the exercises and activities for The Sitter project. Your leader may choose to use them in a different order than they appear in this booklet. Take this booklet with you to your club meetings and training sessions.

You will learn how fun and rewarding baby-sitting can be. You all also learn interesting things about children, how they grow and why they act the way they do. Best wishes for enjoyable, safe and profitable baby-sitting.

Cordially,

Kenneth E. Barber, Ph.D.
Family Life Specialist
PART 1
(YEAR 1)

THE JOB
LESSON 1: BABY-SITTING IS

MEETING 1:
LESSON ORGANIZATION

Previous Sitting Experience Questionnaire

NAME ___________________________ TELEPHONE ___________________________
ADDRESS ___________________________ AGE ___________________________
GLADE IN SCHOOL ___________________________

Have you ever looked after your younger brother(s) or sister(s)? __________
If so, how many times? __________
Did you care for more than one brother or sister at a time? __________

What were their ages? __________
Did you get paid for sitting? __________ Amount per hour __________

Did you have any problems? __________ yes __________ no
If yes, what problem(s) did you have? __________________________________________________________________________

Have you sat for anyone outside your family? __________
If so, how many times? __________
Did you take care of more than one child at a time? __________

What were their ages? __________
Did you get paid for sitting? __________ Amount per hour __________
What did you think was good or fun about the experience? __________________________________________________________________________

Did you have any problems? __________ yes __________ no
If yes, what were they? __________________________________________________________________________

How would you rate yourself right now as a baby-sitter? __________________________________________________________________________

Why do you want to be a better sitter? __________________________________________________________________________


### Sitter’s Searching Survey

(Your Name)

<table>
<thead>
<tr>
<th>Name of Parents Surveyed</th>
<th>No. of Children</th>
<th>Ages of Children</th>
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**What skills or abilities do you look for when you hire a sitter?**

---

---
(My Name)

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<tr>
<th>Name of Parents Surveyed</th>
<th>No. of Children</th>
<th>Ages of Children</th>
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<th>No. of Children</th>
<th>Ages of Children</th>
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What skills or abilities do you look for when you hire a sitter?
Responsibilities and Expectations

Results of Sitter’s Searching Survey Activity Skills and abilities most requested of sitters.

A sitter must be: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Results of Panel of Experts

Duties and Tasks Most Required of Sitters: ________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
MEETING 2:
SITTING—A RESPONSIBLE JOB

What Our Baby-Sitter Should Know

Our name ___________________________________________ Phone ______________________

Address _________________________________________________

Names of children __________________________________________

We will be at ___________________________________________ Phone ______________________

We will return by __________________________________________

Father/Mother works at ______________________________________ Phone ______________________

Police ________________________________________________ Or, ask operator to send police

Fire department ____________________________________________ Or, ask operator to call

Fire alarm box is located at ______________________________________

Our nearest neighbor ________________________________________

(Name) (Address) (Phone)

A family or friend ____________________________________________

(Phone)

Our family doctor ____________________________________________

(Phone)

Special instructions:

Meals/food ________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Medicine ________________________________________________

________________________________________________________________________

________________________________________________________________________

(allergies or other medical conditions) ________________________________

________________________________________________________________________
Sleep/Bedtime routines

Bath

Toilet routine

Play

Special deliveries or calls

Jot down any information or messages you received for us while we were out.

Name ____________________________________________________________________ Phone ________________________

Message ____________________________________________________________________

Name ____________________________________________________________________ Phone ________________________

Message ____________________________________________________________________

Name ____________________________________________________________________ Phone ________________________

Message ____________________________________________________________________
## Basic Rate Schedule

<table>
<thead>
<tr>
<th>Rate Description</th>
<th>Place where sitting</th>
<th>Date</th>
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<tbody>
<tr>
<td>Basic rate per hour for one child</td>
<td></td>
<td>After midnight</td>
</tr>
<tr>
<td><strong>OTHER SITUATIONS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate per hour for two children from one family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate per hour for three or more from one family</td>
<td></td>
<td>After midnight</td>
</tr>
<tr>
<td>Rate per hour for two or more children from two families</td>
<td></td>
<td>After midnight</td>
</tr>
<tr>
<td>Rates per hour for one child with additional tasks, such as doing dishes, house cleaning, washing clothes, cooking complete meals, etc.</td>
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<tr>
<td><strong>Full-time job rate</strong> (entire weekend day and night)</td>
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<tr>
<td>Daily or weekly work (for example, working parents who want a sitter in their home instead of taking children to a day care center) 7:30 a.m.–5:30 p.m.</td>
<td>Daily rate</td>
<td>Weekly rate</td>
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(Sitter’s signature)
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<thead>
<tr>
<th>Date, number of children, ages, place, length of time</th>
<th>Questions, problems, ideas, activities used, personal feelings</th>
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MEETING 3:
TYPICAL SITTING TASKS

RECOMMENDATIONS FOR SITTERS

Things You Should Know
1. You must like children.
2. You are in charge.
3. You should be neat and clean.
4. You are part of a business agreement.
5. You must be responsible and reliable.
7. You must learn and practice safety.
8. You must be able to follow instructions.

Things Your Parents or Guardians Should Know
1. Where you are.
2. Whom you are sitting for.
3. That you will be picked up and returned safely.
4. When you will leave home and the time you should be expected to be back.
5. That you will get in touch with them if you cannot reach the emergency number the children’s parents have given you.
6. What kind of responsibilities you are accepting. (Always check with your parents before taking a job.)

Things Your Employer Should Do
1. Tell you how many children you will be responsible for (accept only one child when you are just beginning to sit).
2. Tell you the names and ages of the child or children that you will be sitting.
3. Explain what is expected of you.
4. Leave you instructions on how to get in touch with them in an emergency.
5. Give you a firm idea of when they expect to return.
6. Take you on a tour of the house (exits, food, beds, toys, no-no’s, rooms that are off-limits for their children, fuse boxes, flashlights, how to lock doors and windows, how to control the heat, where to put soiled clothes, where there is a change of clothes for the children).
7. Show you how to do things you might not be able to do. For example, you might not know how to use their appliances—bottle warmer, vaporizer, etc.
8. Know you as a sitter. (Furnish them with references if necessary. Get references from them if you do not know them.)
9. Give you written instructions.
10. Instruct you as to exactly what the child is to eat and drink. (Give only food that parent provides specifically for each child.)
11. Tell you where the child may play (both inside and outside).
12. Leave no firearms or poisons where you or the child can get them.
13. Remind you of all emergency exits.
14. Secure pets that might harm people or property.
LESSON 1 SUMMARY

BABY-SITTING IS:

✦ A very important job.
✦ Being responsible for someone else’s precious gems (children).
✦ Knowing how children grow and develop.
✦ Being a good example.
✦ Liking young children.
✦ Playing with children.
✦ Being helpful and patient.
✦ Being reliable.
✦ Changing diapers.
✦ Maintaining a safe and secure environment.
✦ Feeding a baby or fixing food for children.
✦ Being prepared.
✦ Putting children to bed—putting on pj’s, giving drinks, reading stories, leaving the lights on, etc.
LESSON 2: PAY ATTENTION!

MEETING 4:
PAYING ATTENTION TO THE SITUATION

Sitting Sense: Paying Attention to My Job

The five senses are:

1. ________________________________________________________________________
2. ________________________________________________________________________
3. ________________________________________________________________________
4. ________________________________________________________________________
5. ________________________________________________________________________

1. By LOOKING I Found __________________________ Items. (number of items)

2. By LISTENING I Heard __________________________ Sounds. (number of sounds)

3. By SMELLING I Identified __________________________ Items. (number of odors)

4. By TASTING I Identified __________________________ Items. (number of foods)

5. By TOUCHING I Identified __________________________ Items. (number of objects)

_________________________________________  ___________________________________
(Member’s Signature)                         (Leader’s Signature)
What Do I Do If?

**Practical Problem 1**
You enjoy baby-sitting with Sarah who is 9 months old. Each time you’ve had this job she’s been asleep for the night by the time you’ve arrived. Aside from peeking in on her every once in awhile there is very little to do. But, this time is different. Soon after Sarah’s parents leave, she wakes up and begins to cry. You do everything you can to comfort her. You know some babies cry more than others, but most of them cry for a real reason. You try to find out the reason. Is she too warm or too cold? Does she need her diaper changed? Is she hungry? Is she sick? Is she just plain lonely, does she want you to hold her and give her some attention? What else could you do if you’ve tried all the above solutions?

**Practical Problem 2**
Bryan is an active 5-year-old boy. This is the first time you have had a job sitting with Bryan and you want everything to go well. You fix his supper, play a game, read a story, and then put him to bed. Just as you think everything is under control, Bryan pops out of bed and peeks around the corner at you. You put him in bed again and out he pops. By the third time he has done this you realize that you have a problem on your hands. What can you do with “popping-out-of-bed” Bryan?

**Practical Problem 3**
Maria is a bright, 7-year-old, only child. When her parents decide to leave her to attend a neighborhood party, they ask you to sit. They don’t often leave Maria with a sitter because she makes such a fuss. As Maria’s parents leave for the party, they suggest she call them during the evening. You manage to keep her busy for awhile and then she calls her parents. Later as you are fixing a snack, she calls them again. Fifteen minutes later she decides to call them a third time and now you don’t know what to do. What would you tell Maria?

**Practical Problem 4**
Tommy, a 2-year-old, is using typical 2-year-old behavior. For everything you ask him to do he says “no” and pouts. When you really become firm about dressing him, he suddenly throws himself on the floor, kicking and screaming in a temper tantrum. You know that children have temper tantrums for several reasons. What do you do with Tommy?

**Practical Problem 5**
Jill is 6, Martha is 8, Mark is almost 11, and they live across the street from you. You and your family have noticed that they seem to fight with each other more than play together. Mark wants to boss his younger sisters around and they will have none of that. Yet, the sisters don’t play together well either. When the children’s mother asks you to sit them, you are not sure you want to because of what you’ve observed. Finally, you decide to accept the job. The afternoon arrives and the mother leaves the children in your care. No sooner has she driven off, you turn around to see Mark hitting Jill and Martha trying to protect her. You see what you are in for and this is what you do:
Know where the children are at all times.

Keep your eye on the children, not on the TV.

Listen to the sounds of the children, not to the radio or for the ring of the telephone.

Watch out for distractions.

Keep an eye out for things that could cause accidents or injuries to either yourself or the children.

Be responsible for the children entrusted to you.

Be alert—use all your senses.

Cope with problem situations.
Toward a Sitting Philosophy

Here are a few ideas about sitting that may help you think about and arrive at your own philosophy about baby-sitting.

The most important part of your job as a sitter can be summed up in one word: SAFETY. The child or children that you care for must be safe and kept from harm.

As a sitter, you are a parent substitute. This does not mean that you become the parent. Also, you are not nurse, doctor, or housekeeper. Some parents may forget this. It is up to you to let parents know the limits of your job.

You are expected to care for the child(ren) to the best of your ability, according to the instructions given by the parent. While you are not the parent, try to treat and deal with the child the same way the parent would. Children get used to doing things in certain ways and according to certain rules. If these are changed too much, young children may get upset.

You are an important person in the life of the child, as a sitter. The youngster may watch you and try to be like you and do the things you do. Set a wholesome example.

You are a special person with special skills and ways of your own. You need to understand yourself, the things that work for you, and those that don’t. Perhaps you’re a born storyteller, or good on the piano. Maybe you know how to make paper figures and hats, or are good with magic tricks, riddles, or hand movements. Use your own brand of know-how and your own special talents and preferences.

One aspect of a competent sitter is the courage and ability to ask questions. If some instruction is not clear, you don’t understand something, or you just plain don’t know, don’t be afraid to ask questions. Don’t let things slide by, even little things; they may be the ones that cause the most problems.

Don’t be afraid to own up to your mistakes or accidents. For example, you might have lost your temper, couldn’t handle a child, broke something, or forgot to do an assigned task, etc. Your best bet is to be up front about it and to let the parent know about it.

Write down instructions and agreements. This will help you be clear about added duties or extra chores, like sweeping floors, vacuuming the carpet, walking the dog, ironing, or doing the dishes. Be sure that everyone understands what jobs you do and don’t do.

Hints for Sitters

**Answering Telephone Calls**

1. Answer quickly and pleasantly. You can use a variety of greetings such as “Hello,” or “Hello, this is the Smith residence,” or “Hello, this is (telephone number),” or “Hello, this is the Smith residence, Mary Doe speaking.”

2. Do not give out any information unless you know the person calling.

3. Keep a pencil and paper near the phone so you can write down all the messages and phone numbers.

4. Never tell a caller that you are “the baby-sitter” or that you are alone with the children.

5. Be courteous and discreet. Say “Good-bye” and hang up.

6. Ask for and follow instructions from the parents you work for.
Answering the Door

1. Never open the door to a stranger—man or woman. If there is a storm door or screen door, be sure that it is locked. You may have to open the inside door to see who is there, but leave the screen or storm door locked until you know who the person is and what he or she wants.

2. You may be able to find out who is at the door by carefully looking out a window, a peephole, or merely by calling through the closed door.

3. If someone keeps on knocking or ringing the doorbell, call the police or the neighbors to report it.

4. Before the parents leave, ask them if any service people are supposed to come to the house to make repairs (telephone, furnace, TV, etc.) so that you can be prepared.

Temper Tantrums

Many different things can cause a child to have a temper tantrum:

- Not getting his or her own way.
- A broken toy.
- Getting hurt feelings.
- Being sick, tired, frightened, or lonely.
- Getting frustrated or bored.
- Being made fun of by someone else.
- Being left behind by parents.
- There is not much you can do while a child is having a tantrum. But, there are a few things and they’re important:
  - Keep calm and collected, use a warm, non-judgmental tone of voice
  - Stay close by and make sure that the child does not get hurt, hurt others, or damage something.
  - Tantrums usually do not last very long.
- The most appropriate time to try to help the child is when the tantrum is nearly over. Try to comfort the child and encourage him or her to do something fun and interesting.

Children’s Threats

Young children under school-age seldom use threats. They are more common among school-age and pre-teenagers. Using threats and threatening behavior is probably the result of observing or experiencing threatening adults and may be a way of teasing or playing tricks on the sitter. Threats may also be used by children who have special problems.

If a child uses threats or threatening behavior discuss it with the child’s parents, and get an idea of how to handle it, and how serious the behavior is. Here are a few other suggestions for dealing with threats.

- Try not to take threats too seriously. If given in a fun or light teasing way, try to make fun out of them or turn them into a joke. This may prevent the child from thinking that he or she must carry through with a threat.
- Adequate amounts of consistent firmness from the sitter may also prevent such behavior.
- Do not use threats in response to the child’s threats.
- Try to remain calm and undisturbed.
- Let the child know that you will not break the parent’s rules, and that his or her actions will be discussed with parents later.

Children Using “Bad” Language

Many 4-, 5-, 6-year-olds enjoy using “toilet talk” or “dirty” words. It is part of their growing up; just ignore it. Don’t take these words personally. Children do not really understand the meaning or badness of such words. Avoid using such language yourself. Try not to appear shocked or embarrassed by hearing bad language from a child. Seeing your reaction may be most of the fun the child gets out of it.
MEETING 7: SITTING SAFELY

What You’ve Always Wanted to Know about Sitting Safely, but Were Afraid to Ask

Some Questions for You

1. What is the correct and safe way to answer the telephone while sitting?

2. Why should obscene telephone calls be reported?

3. Why is it important to let your family or someone else know where you will be sitting?

4. Why is it important to know something about your employer?

5. Is it safe to advertise for sitting jobs in newspapers? On public bulletin boards?

6. How does a young, “safe sitter” find jobs?

7. What is meant by “using discretion” when accepting gifts and overpayment from an employer?
8. What should you do if your employer gets “overly friendly” when taking you home after sitting?

9. Is it safe to walk home alone from a night job in your own neighborhood?

10. Why should drapes, blinds, or shades be closed after dark?

11. Should a sitter permit a county tax assessor, with identification, to enter?

12. Is a patrol car and police uniform enough identification for entering the house (if the police haven’t been called)?

13. What is the first thing a sitter should do if someone tries to enter the house?

14. What information should be given when telephoning for help?

15. What should the sitter do while waiting for help to arrive?
MEETING 8:
DO’S AND DON’TS

Do’s and Don’ts Checklist

Do’s

1. Be sure that your parents approve.
2. Be sure that your time is available with no conflicting appointments or responsibilities.
3. Write down the exact time, address, and day of your appointment.
4. Go early to get acquainted with the child and the home, if this is your first time.
5. Make a firm arrangement for being taken home if it is late, dark, or your home is far away.
6. Ask whether you may use the radio, stereo, or TV.
7. Find out what TV programs the children are allowed to watch.
8. Wash, dry, and put away any dishes used by you or the children.
9. Check on children frequently—at 15-minute intervals when they’re asleep.
10. Be happy, pleasant, and polite.
11. Take your responsibility seriously.

Don’ts

6. Don’t be forced to tell parents of children in your care, “I forgot that you told me to do that.”
7. Don’t be late.
8. Don’t accept a sitting job from total strangers.
9. Don’t play the radio, TV, etc., so loudly that you can’t hear the child or that the neighbors will be disturbed.
10. Don’t raid the refrigerator.
11. Don’t fall asleep on the job.
12. Don’t ask to have a friend come with you unless you sit as a team and it is prearranged.
13. Don’t invite boyfriends or girlfriends in without the parent’s knowledge and permission.
14. Don’t keep your ear glued to the telephone, but to the bedroom.
15. Don’t smoke, drink alcohol, or take drugs while baby-sitting.
16. Don’t gossip about things you see or hear while on a job.
17. Don’t snoop in your employer’s personal things—closets, desk, drawers, mail, etc.
18. Don’t forget that the child is your first responsibility.
19. Don’t spank, punish, or threaten children.
20. Don’t use the TV or video games as your substitute baby-sitter.

This list doesn’t say it all. Add your own do’s and don’ts to it.
What is my sitting philosophy?

Get written instructions from employers.

Use proper telephone etiquette when giving and receiving messages.

Keep cool, calm, and collected when handling temper tantrums.

Remember the Do’s and Don’ts.

Don’t let strangers in when answering the door.

Handle children’s threats calmly.

Don’t take children’s “toilet talk” personally or act shocked.
PART 2
(YEAR 2)

THE CHILD
View From a Child’s World

When you are around young children, it is easy to forget the differences between how you see your world and how children see it. Although you can’t actually go back into the world of childhood, there are ways you can “see” some of those differences.

If you were a child in one of these illustrations, how might you feel? How might you act differently if this was the way the world looked to you?
Take a young child on a walk. Try to put yourself at the child’s level. Do you see your reflection in the side of the car? Do you wonder about the pattern on a fence or gate? What does the world look like from knee-high level? Write your experiences here.

Sitting on the floor makes you just about the height of a 2- or 3-year-old child. Sit on the floor and look around you. Write how you feel about what you see. How does this experience help you understand a child’s world?
FABLE OF THE ANIMAL SCHOOL

Once upon a time, the animals decided they must do something heroic to meet the problems of a “new world,” so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying—and to make it easier to administer, all the animals took all the same subjects.

The duck was excellent in swimming—better in fact than his instructor. He made passing grades in flying, but he was very poor in running. Since he was slow in running, he had to stay after school and drop swimming to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But, average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed charlie horses from over-exertion and then got “C” in climbing and “D” in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the groundhogs and gophers to start a successful private school. Does this fable have a moral?

—Author unknown
**MEETING 10: PLAY-PLAY-PLAY**

**Finger Plays for Children**

Finger plays have a long association with happy childhood. Many odd moments when children would otherwise be restless may be happily filled by these verses with finger actions. This collection comes from many sources; each one has withstood the test of time. Directions are given with some of the verses, but you may invent your own variations.

Finger plays help children develop flexible voices by imitating variations in the quality and tone of the adult’s voice. Some finger plays can be adapted to use the whole body instead of just the fingers. Some children could chant the words as a rhythmic accompaniment for the motion of the rest of the children. Some can be done standing up and some lying down.

<table>
<thead>
<tr>
<th>Verse</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knock at the door, Peep in, Lift up the latch, Walk in.</td>
<td>(Hit forehead with fists) (Raise eyelid slightly) (Touch tip of nose) (Put finger in mouth)</td>
</tr>
<tr>
<td>Here is baby’s tousled head He nods and nods. Let’s put him in bed.</td>
<td>(Closed fist) (Bend fist back and forth) (Bend other arm, tuck fist into bent elbow)</td>
</tr>
<tr>
<td>Here’s a nest for Robin Redbreast, Here’s a hive for Busy Bee, Here’s a hole for Jacky Rabbit, And a house for me.</td>
<td>(Cup hands to form nest) (Fingertips together to form hive) (Fingertips together to form hole) (interlock fingers, knuckles up, for house)</td>
</tr>
<tr>
<td>Five little kittens All black and white Sleeping very soundly All through the night.</td>
<td>(Hand made into a fist)</td>
</tr>
<tr>
<td>Meow, meow, meow, meow, meow It’s time to get up now.</td>
<td>(Each finger raised in turn to “Meow”)</td>
</tr>
<tr>
<td>Choo, choo, choo, choo</td>
<td>(Rub palms together in circular motion to make a noise, slowly at first, gradually increasing speed).</td>
</tr>
<tr>
<td>Too-too, too-too, too-too</td>
<td>(Keep hands rubbing fast and call too-too for whistle)</td>
</tr>
<tr>
<td>Choo-choo, choo-choo, choo-choo Ding-dong, ding-dong, ding-dong</td>
<td>(Rub hands more and more slowly)</td>
</tr>
</tbody>
</table>
Five little birds without any home,
Five little trees in a row
Come build your nests in our branches tall
We’ll rock you to and fro.

Head and shoulders, knees and toes,
Head and shoulders, knees and toes,
Eyes, ears, mouth (or chin), and nose.
Head and shoulders, knees and toes,

Here are the beehives
Where are the bees?
Hidden away where nobody sees.
Soon they’ll come creeping
Out of the hives.
One, two, three, four, five, Buzz-zz.

Here’s bunny
With ears so funny
And here’s a hole in the ground.
At the first sound he hears
He pricks up his ears
And pops right into the ground.

Here’s the church,
And here’s the steeple.
Open the door
There are all the people.

I have ten little fingers
And they all belong to me.
I can make them do things
Would you like to see?
I can shut them up tight.
I can open them wide.
I can put them together.
I can make them all hide.
I can make them jump high.
I can make them jump low.
I can fold them up quietly
And hold them just so.

Jack and Jill went up the hill,
To fetch a pail of water,
Jack fell down and broke his crown and
Jill came tumbling after.
Little Arabella Miller
Found a fuzzy caterpillar
First it crawled upon her mother
Then upon her baby brother
Oh! said Arabella Miller
Take away that caterpillar!

<table>
<thead>
<tr>
<th>Little Robin Redbreast</th>
<th>Crouch like bird with 2 hands behind back like bird’s tail</th>
</tr>
</thead>
<tbody>
<tr>
<td>sat upon a rail</td>
<td>(Nod head)</td>
</tr>
<tr>
<td>Niddle noddle went his head</td>
<td>(Use hands to make tail wagging)</td>
</tr>
<tr>
<td>And wag went his tail.</td>
<td></td>
</tr>
<tr>
<td>Niddle noddle went his head</td>
<td></td>
</tr>
<tr>
<td>And wag went his tail.</td>
<td></td>
</tr>
</tbody>
</table>

| Pease Porridge hot,    | Slap knees, clap hands together, slap child’s hands       |
| Pease Porridge cold.   | Slap knees, clap hands together, slap child’s right hand with your right hand, clap hands together |
| Pease Porridge in the pot, Nine days old. | Slap child’s left hand with your left hand, clap hands together, slap child’s hands |
| Some like it hot,      | Repeat.                                                  |
| Some like it cold.     |                                                           |
| Some like it in the pot, Nine days old. |                                                           |

| This old man, he played one | Raise one finger, etc. |
| He played nick-nack on his thumb; | Pound on other fist |
| Nick-nack, paddy-wack, Give a dog a bone. |                                           |
| This old man goes rolling home. |                                           |
| This old man, he played two, He played nick-nack on his shoe; Nick-nack, paddy-wack, etc. | Roll hands |

| Three- on his knee | More verses, repeat using these words |
| Four- on the floor |                                           |
| Five- on his side  |                                           |
| Six- with some sticks |                                            |
| Seven- up to Heaven |                                            |
| Eight- on his plate |                                            |
| Nine- all the time |                                            |
| Ten- over again |                                            |

| When I was 1 year old | Children crouching on floor |
| I was very small. |                                           |
| Now I’m 3 years old (4 or 5) | Children stretch up with hands above heads |
| I’m very, very tall. |                                           |
SITTER’S TOOL KIT

Why a Tool Kit?

Just as doctors, nurses, and mechanics need tools for their trades, so does the resourceful, competent baby-sitter. Having a tool kit gives you a way to make baby-sitting more fun. Parents will feel that you are serious and interested when they learn you have job materials. You will not need all the items in the kit for every job. Take only selected items from it for each appointment.

What Is a Tool Kit?

Your tool kit can be any kind of container that you have handy or want to make, an old suitcase, a cardboard or plastic box, a heavy canvas bag, a shoe box, a large shopping bag, or a brown paper sack.

What’s in It?

You can make some of the items in your kit. Or, you could repair, refinish, or redesign a discarded toy. This is part of the fun, to be creative and make the items in your kit. Remember, it is yours. Use your own ideas, skills, and resourcefulness.

Here are some suggestions:

- crayons
- balls
- pencils
- balloons
- blunt scissors
- one or two soft toys
- colored paper
- string
- small plastic toys
- sticky tape
- empty thread spools
- old doll
- small pull toy
- colored yarn
- pipe cleaners
- notebook
- tissue paper
- old envelopes and stamps
- small adhesive bandages
- several storybooks
- flashlight
- cloth scraps
- puzzles
- simple card games
- small tape player
- children’s music or story tapes

You can find items and ideas for your kit in books and magazines and by comparing notes with your friends and parents. The contents of your kit will be assembled over time; there’s no need to be in a hurry. The items in it are your work equipment, and so they are not all give-aways. The families you work for already have toys for their children, so you will only need to take a few items from your kit with you on assignments. Consider the ages of the children you are sitting and select your tools accordingly.
HOW TO MAKE A HAND PUPPET

Materials

• child’s sock about size 5, white or colored
• cotton or polyester stuffing, or sponge rubber
• tag board
• 1/2 yard of fabric for clothes
• yarn for hair
• buttons, trimmings, etc.
• needle, thread
• crayons, marking pen, or fabric paints

Construction

1. Fill toe sock with stuffing. Pack very tightly.

2. Cut tag board approximately 2 inches wide and 4 inches long.

3. Roll tag board loosely around index finger and then wrap thread around it to make a tube.

4. Make hole in filling with index finger.

5. Insert tag board tube in filling.

6. Cut sock off about 1 inch below heel.

7. Wrap thread around sock at exposed end of tube and sew sock to end of tube.

8. Dress your puppet with cloth and trimmings. Paint face on puppet with marking pen, crayons, or fabric paints or stitch on with colored thread.
**PIPE CLEANER FIGURES**

**Materials**
- 5 pipe cleaners
- 2 1/2 yards rug yarn or equivalent
- 1 round bead (about 3/4-inch diameter)

**Construction**
1. Twist two pipe cleaners together to form one.
2. Twist two more pipe cleaners together.
3. Lay the two twisted spirals parallel.
4. Bend the remaining pipe cleaner in the middle, making a loop.
5. Place this loop between the pair of twisted cleaners 1 inch from the end of wires.
6. Grasp the wires 1 1/4-inch down from the top of the loop and twist them together tightly to form the body.
7. Bend the arms and shape the hips.
8. Twist any short ends left from the looped wire about the hips.
9. Slip the bead down over the looped wire and bend the end of the loop over to hold it on.
10. Beginning in the middle of the body, wrap very neatly with yarn.
11. Wrap out and back on each arm and leg putting extra wrappings at the shoulders, hips, and body. Wrap twice around beneath the bead and from the neck.
Children go through stages.
Basic principles govern growth.
Every child is uniquely individual.
Play is important child’s work.
Toys are the tools of play.
Play must be supervised.
Play helps children grow.
Sitters have a “Tool Kit.”
Play, toys, and play areas must be safe.
Safety Suggestions for Mealtime

1. If young children must be in the kitchen while you cook, keep them in a playpen or highchair and away from the stove. Older children should be warned not to touch hot things in the kitchen.

2. Give the older children something to do, like setting the table or washing vegetables, so you can watch them while you work in the kitchen. Most children love to help “cook.”

3. Never allow children to play near a stove when you are cooking. Never hold a baby and stir hot things on the stove at the same time.

4. Turn the handles of kettles and pots and pans away from the stove edge so they cannot be grabbed and pulled over by a toddler.

5. When you fry food, blot any water or frost off the food before you place it in the frying pan. If you don’t, the water will cause the hot grease to splatter.

6. Use a pot holder when handling a hot dish so you won’t drop it or burn a child or yourself. Never pass a container of hot food or liquid over the head of another person.

7. When lifting lids from pans, lift the far side of the lid first, so the steam will escape away from your face and hand.

8. Never allow children to play with the stove controls.

9. Keep all flammable liquids and spray cans away from the stove or heat.

10. Always put hot drinks and hot dishes near the center of the table.

11. Check gas burners frequently so that if a draft blows out the flame, you can relight it before too much gas escapes. If quite a bit of gas has already escaped, turn off all burners and open windows and doors immediately and take the children outside. If the gas still leaks, leave the children with a neighbor and call the gas company. Never turn on electricity in a gas-filled room because a small spark may cause the gas to explode.

12. Be careful in opening glass food jars so that a piece of glass is not chipped off and swallowed with the food or so that a broken edge does not cause a cut. Do not take a chance with chips and bits of glass in food—it is better to throw away the food and container. Wrap broken glass in newspaper before you throw it away. Always discard glass and tin cans where children cannot get at them.

13. Store sharp knives, matches, etc., beyond the reach of young children.

14. If a slippery substance is spilled on the floor, wipe it up immediately so it cannot cause a fall.

15. Keep drawers and swinging doors of cabinets closed so they won’t be bumped.

16. When using a highchair, hold the child in with the harness, safety belt or strap, so that he or she cannot fall out.

17. Hold a baby in a sitting or upright position during feeding, so that if he or she burps or upchucks it will not cause choking. For the same reason, it is not safe to leave a baby unattended during or soon after feeding. Merely propping a bottle in the baby’s mouth and leaving the baby alone is very unsafe.

18. Find out how to properly use appliances such as the microwave, electric can opener, blender, and garbage disposal.
A sandwich is a good way to make an easy, quick, nutritious meal. Add a few “goodies” to a meat and bread combination and you’ve got a meal that most children will eat and enjoy. Here are some suggestions.

**Puffy Cheese Sandwiches**

*Use:*
- Slices of brown bread
- Slices of cheese

Put slices of bread in toaster. When they are brown, remove them and place a slice of cheese on each piece of toast. Lay toast on a cookie sheet or piece of foil on top rack of oven. Broil. When cheese is puffed up and bubbly, remove. Let sandwich cool a little before eating.

**Tasty Sandwich Spreads**

*For 2 sandwiches use:*
- 4 slices of brown bread
- 1/4 cup of canned tuna, ham, or chicken
- 1 hard-boiled egg (boil 10 minutes)
- 1 tablespoon mayonnaise
- Salt

Break the meat into tiny pieces with a fork. Chop the egg into tiny pieces. Put the meat and eggs together in a bowl. Add mayonnaise and salt. Mix well. Spread the mixture over a piece of bread, lay another piece of bread on top. You may toast the bread if you wish.

**Hot Dogs**

*Use:*
- Wieners
- Hot dog buns
- Relish, mustard, catsup

Fill a saucepan halfway with water. Place it over medium heat on stove. When water begins to boil, carefully place wiener into water so water won’t splash. Turn the heat down. After 5 minutes, take the wiener out of the pan with a fork and place in buns. Add relish, mustard, catsup, etc.

**A Healthy Menu**

- Puffy cheese, canned meat, or hot dog sandwiches
- Carrot or celery sticks
- Glass of milk or juice
- Fruit, cookies

**NOW MAKE UP YOUR OWN MEAL OR NUTRITIOUS SNACK:**

________________________
________________________
________________________
________________________

________________________
________________________
________________________
________________________
MEETING 13: STORIES FOR CHILDREN

Your leader will let you know what to bring for this meeting.
Bedtime (rest and sleep) are important. Your body requires it to stay healthy and well, rest muscles, keep mentally alert, and prevent illness and irritability. We all need different amounts of sleep and rest.

Talk with parents of the children you are sitting to find out their bedtime routines and rituals. Follow these instructions closely. Routines are important and changes may frighten children. They may feel insecure, causing problems for you and the parents. Write down the parents’ instructions.

Most children have a “getting ready” time before actually getting into bed. This may be 5 to 30 minutes. It often helps to let children know what is coming up next, how much time left before bottle, story, prayers, or lights-out. Be friendly and help the child. You will also have to know how to be firm. If the child gets the idea that you’re a “softy” and that you don’t really mean business, it may be hard for you to get the child to bed. Most children are helpful and obedient when they feel that you are firm and fair. But, bedtime may be the acid test.

Bedtime routines may include a quieting-down time, getting into pajamas, a story or quiet talk, the need for a last drink of water, leaving the light on and the door open, wanting a special toy or blanket, thumb-sucking, hair-twirling, crib-rocking, etc. Here are a few suggestions that may help you get the job done.

Tips to help get children into bed:

• Make a game of having the children put all their toys to bed, one by one. This might put them in a better mood for going to bed themselves.

• Talk with them for a few minutes about all the fun things they’ll be able to do the next day when they wake up. But, for this they need sleep, so that they’ll be fresh and ready to go again. Try telling them a story about how you went to bed when you were their age.

• Something warm to drink—like hot chocolate—works with certain children.

• Offer to tell their favorite story or to read their favorite book, but only after they’re in bed.

• With some children it works to just swoop them up in your arms and carry them off to bed. But, you will have to know how to do this in a pleasant way. Otherwise you may have a temper tantrum on your hands.

Tips to help children get over their fear of the dark:

• Spend time with the children in their bedroom. Give them three or four big goodnight hugs, and make a big deal out of tucking them in.

• Offer to read to them, or to tell a story. Choose a pleasant or a happy story, because talking about ghosts or haunted houses at bedtime might add to the children’s fears.

• Singing can be fun and pleasant, and you don’t have to have a trained voice. Soft and quiet songs are best.

• Leaving a small light on can take away some of the fear of the dark. Sometimes just keeping the door open and having a light on in the hallway works, too.

• If children rock, shake, scream, or go through other unusual motions before going to sleep or while sleeping, it may be because of a dream, a nightmare, or just their usual behavior. You may need to comfort them, be in the room, or let them know that you’re looking out for them. Or, you may need to rock them in your arms, or cuddle them gently, offer a favorite toy, or hum a gentle song. This will reassure them that nothing will happen to them while they sleep. Don’t try to explain this to children; your attitude and actions will do it much better.

• If bathing is part of the parents’ instructions, follow the instructions closely. Never leave a child alone near or in the bathtub.

Try feeding or putting a young child to bed and report the experience to the group.
LESSON 5 SUMMARY
MEALTIMES AND BEDTIMES

Fix nutritious food.
Follow parents’ instructions.
Observe kids’ rules, rituals, and routines.
Read books and poems, tell stories.
Follow good safety practices.
Know that eating and sleeping are important daily routines.
Make mealtimes and bedtimes pleasant experiences.
SAFETY PRECAUTIONS CHECKLIST

Think safety. Here are a few ideas on safe practices when young children are around. Check the items that you need to work on.

Children Under One Year Old

- Before using any medicine, read the label carefully.
- If you use gas heaters or stoves, keep a window slightly open.
- Use care in selecting toys. Eyes and stuffing can strangle an infant.
- Avoid toys with sharp points, small removable parts, a lead base paint, or toys that can burn.
- If the phone or door bell interrupts your giving a child a bath, either disregard the call or take the child with you. Never leave the child alone.
- Before leaving a baby in a crib, be sure the sides are up and secured. The bars on both cribs and playpens should be close enough together so that a child’s head cannot get between them.
- Keep occupied playpens and highchairs where things cannot be spilled on the child.

Children Crawling or Toddling

- Never place containers with hot contents within reach of children.
- Carriages and strollers will roll unless properly braked.
- Keep all medicines, paste, insecticides, mothballs, lye, cleaning or painting materials, poisons, and other similarly dangerous items out of the reach of children.
- Look out for worn electrical extension cords.
- Always use screens around fireplaces and safeguard stoves, ranges, and heaters.
- Keep cosmetics, shampoos, and razor blades out of children’s reach.
- Avoid allowing infants and toddlers to play with nuts, carrot sticks, popcorn, beans, and other foods they could choke on or stick in their ears.
- Keep scissors, ice picks, pins, and nail files away from young children.
- Fasten window screens securely.
- Be sure that children cannot open windows on upper floors.
- Put a gate at the top of stairways.
- A fence around a swimming pool or fish pond may save a child’s life.
- Check for children under or behind a car before backing out of the garage or driveway.
- Keep all electrical outlets covered or plugged when they are not in use.
- Small children must be secured in a car seat or safety belt in an automobile.
**Walking, Preschool Children**

- When cooking, turn pot handles toward the back of the stove.
- Never use a radio or portable electric heater in the bathroom.
- Teach children to play in safe places, off streets and highways.
- As children grow older their “reach” becomes greater. Tomorrow they may be able to get into storage shelves they cannot reach today.
- When disposing of old medicines, see that they are completely destroyed. Do not leave them in incinerators or waste boxes.
- Always keep matches and cigarette lighters out of reach and out of sight.
- Avoid flimsy party costumes and flammable material in play clothes.
- Over-handled or teased animals may bite or scratch.
- Bottles and cans can explode and cause fatal burns.
- Keep firearms and ammunition locked safely away from curious children.
- Teach children to walk, not run, when carrying sharp objects.
- Lock up all machinery or appliances or place out of a child’s reach.

**All Children**

- A dependable baby-sitter knows where to reach parents and a physician.
- Plastic bags may look like toys to children, but they have caused many deaths through suffocation. Never leave plastic bags lying around the house. Don’t use them as mattress covers on infants’ or children’s beds.

(Adapted from “Is Your Home Safe for Children”—The Prudential Life Insurance Co.)
MEETING 16:
COPING WITH EMERGENCIES

Your leader has prepared material for this meeting.

LESSON 6 SUMMARY

EMERGENCIES

× Know basic first aid for cuts, bruises, scratches, slivers, burns.
× Protect against peeping toms, prowlers, burglars.
× Be on the alert for water accidents—drowning, choking.
× Know procedures for house fires.
× Know what to do for overdose of medicine.
× Contact doctors for unconsciousness, convulsions.
THE SITTER

BABY-SITTER’S TEST

The Sitter Project will help you become the best caretaker you can be. But, let’s find out how much you know about sitting. Here are some statements for you to answer. Make the best choice you can. Write a T for True and an F for False in the blank in front of each statement.

__________ 1. To be a good sitter, you should arrive early.
__________ 2. A swing is a very safe place to leave children to play.
__________ 3. You should write down all instructions.
__________ 4. Parents hire you to keep their children safe and happy.
__________ 5. If a youngster is unconscious, you should try to make him or her vomit.
__________ 6. If something is spilled on the floor, wipe it up immediately to prevent a fall.
__________ 7. It is all right to eat anything you find in the refrigerator.
__________ 8. Your first concern should be to keep the house clean.
__________ 9. Keep the diaper pins in your mouth so the baby can’t get them.
__________ 10. It is all right to let the baby play with the can of baby powder.
__________ 11. Failure to “burp” a baby while feeding a bottle can result in the food surging back and suffocating him or her.
__________ 12. Babies cannot drown in a few inches of water.
__________ 13. The amount you are to be paid should be discussed before you baby-sit.
__________ 14. It is always all right for a sitter to have friends in if they are quiet.
__________ 15. The most important part of your job is to keep the children safe.
__________ 16. Baby-sitting is a serious job, but it can also be a lot of fun.
__________ 17. You should divide your time equally among children.
__________ 18. You don’t need to like children to be a good sitter.
19. If the child is asleep, you know he or she is all right.
20. The best way to keep children safe is to remove dangers and keep accidents from happening in the first place.
21. The first rule in any emergency is to stop and think.
22. It is not necessary to be acquainted with the children you care for.
23. You should know something about your employer in advance.
24. It is not necessary for your parents to know where you are babysitting.
25. In case of an emergency, it is always best to notify the parents first.
26. You should test temperature of bath water with your elbow.
27. Test the warmth of a baby’s bottle on the palm of your hand.
28. Never leave an infant alone with a propped-up bottle.
29. You should always tell your parents what time you will be home.
30. Always test the brakes on a stroller or buggy.
31. Be sure you can hear the child in case he or she needs you.
32. It is all right to leave the children with your friend if you are coming right back.
33. It is not necessary to ask permission to take the children for a walk.
34. You should always clean the kitchen immediately after feeding the children.
35. In medical emergencies, get help from the nearest adult.
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REPRINTED OCTOBER 2000. $3.00. PNW482