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CHILD & BABYSITTING SAFETY

Instructor guide
version 8.1, 2023

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CABS - Child & Babysitting Safety

Instructor Guide, Version 8.1

Purpose of this Guide

This HSI CABS (Child & Babysitting Safety) Version 8.1 Instructor Guide is solely intended to facilitate certification in the HSI Child & Babysitting Safety training class or the HSI Child & Babysitting Safety training class. The information in this guide is furnished for that purpose and is subject to change without notice.

HSI certification may only be issued when an HSI Authorized Instructor verifies a student has successfully completed the required core knowledge and skill objectives of the program.

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Most states do not have regulations or laws about when a child is considered old enough to care for him/herself or to care for other children.

States may have guidelines or recommendations. These guidelines are most often distributed through child protective services and are administered at the county level. Child & Babysitting Safety is not designed to meet state regulatory requirements for child care workers and should not be used for this purpose.

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TABLE OF CONTENTS

About This Instructor Manual	3	Lesson Plans	19
Program Design & Instructional Tools	7	Initial Training, Traditional Classroom	20
Program Design.....	8	Introductory	22
Program Overview	8	Introduction	22
Program Structure	8	Becoming a Babysitter	24
Class Types.....	8	What Is a Babysitter?.....	24
Class Methods	8	Preparing to Babysit	26
Training Curriculums.....	9	Thinking Like A Babysitter.....	26
Instructional Tools	11	Being Ready to Babysit.....	28
Class Requirements & Administration	13	Babysitting Business Basics.....	30
Class Requirements.....	14	Getting to Know the Family	32
Before Class	14	Staying Safe.....	38
Equipment & Materials List	15	Safety on the Job.....	38
Conducting a Class	16	Safe & Supervised.....	42
Administration.....	17	Taking Care of Kids	44
Class Exercise Participation	17	Caring for Kids & Their Basic Needs	44
Skill Evaluation.....	17	Handwashing & Hygiene.....	46
Skill Remediation	17	Food Preparation	48
Written Exam.....	17	Diapers & Helping Kids Use the Bathroom	52
Criteria for Certification	17	Playtime	55
Class Documentation	18	Managing Challenging Behavior	58
Class Roster	18	Naps & Bedtime.....	61
Performance Evaluation Sheet	18	When Things Go Wrong	64
Rate Your Program Course Evaluation.....	18	Recognizing a Problem	64
		Taking Action.....	68
		Getting Help	70
		Before Help Arrives	73
		You Can Do It!.....	78
		Bringing It All Together.....	78
		Evaluation & Conclusion.....	80
		Initial Training, Blended Learning	83
		Introduction	84
		Thinking Like a Babysitter	85
		Getting to Know the Family	87
		Babysitting Orientation Form (Sample).....	90
		Safety on the Job.....	93
		Handwashing & Hygiene.....	97
		Playtime	99
		Recognizing a Problem	102
		Before Help Arrives	106
		Evaluation & Conclusion.....	110

Appendix.....	113
Your Babysitting Bag	116
Babysitting Orientation Guide	117
Babysitting Orientation Questions	118
Babysitting Orientation Form.....	121
Babysitting Pricing.....	123
Babysitter Information.....	123
Playtime Class Exercise Worksheet.....	125
On-the-Job Information Form	127
Class Roster Instructions	129
HSI CABS Class Roster.....	131
HSI CABS Class Exercise/Skill Record.....	133
Performance Evaluation Instructions	135
Performance Evaluation One:	
Handwashing	137
Performance Evaluation Two:	
Control of Bleeding	138
Written Exams A&B.....	139

-SAMPLE-INTERNAL USE ONLY-

BECOMING A BABYSITTER

lesson one

WHAT IS A BABYSITTER

PREPARE

 **Duration**
5 minutes

 **Class Format: Initial Training**
Delivery Method: Traditional Classroom

PRESENT

Begin the Lesson

Refer to **pages 3–4** in the Student Book

What Students Should Learn

After completing this lesson, the student should be able to state or identify the following:

- A babysitter's role and the primary responsibilities a babysitter must fulfill.

Why This Topic Matters

A babysitter fills a special role as a temporary caregiver for children who are too young to be left alone.

Play the Video

Instructional Notes

The term **“parent”** is used throughout this training to describe 1) the grown-up, adult, or caregiver who is raising the child, and 2) your trusted adult who can help you with questions or concerns as a babysitter. Sometimes this is a parent, guardian, or family member, and sometimes not. For simplicity, this training uses “parent” to describe the adult(s) that are normally in charge of the child or the person(s) who can help a babysitter.

Reinforce Key Points as Needed

1. A Babysitter's Job

- A babysitter is someone who cares for children who are too young to be left alone.
- A babysitter's job:
 - › Lasts only a short time while parents are away or busy.
 - › Is to make sure that the kids cared for are safe and have their basic needs met.
- A good babysitter:
 - › Keeps an eye on children during playtime, meals, and rest.
 - › Helps keep the kids clean.
 - › Helps little kids with using the bathroom and diaper changes if needed.
 - › Knows what to do and who to call when something goes wrong.

2. What Parents Want

- a. Parents care deeply about the safety and well-being of their children.
- b. Parents want to hire a babysitter who:
 - › Likes children and wants to spend quality time with their kids.
 - › Is honest, trustworthy, and dependable.
 - › Is able to listen well and follow instructions.

3. You Can Do This!

- a. Babysitting is a big responsibility, but it can also be a lot of fun!
- b. You probably already have a good idea of what is and is not safe when babysitting.
- c. You aren't expected to know everything right away. Feeling comfortable caring for children takes time and practice.

WRAP UP

Use the Knowledge Check Activity to Evaluate and Increase Retention

What is a babysitter's job?

A babysitter is someone who cares for kids who are too young to be left alone. A babysitter's job only lasts a short time while parents are away or busy. A babysitter's job is to keep an eye on kids to keep them safe, help meet their basic needs, and get help if something goes wrong.

Ask For & Answer Questions Before Moving to the Next Lesson

STAYING SAFE

lesson six

SAFETY ON-THE-JOB

PREPARE

 **Duration**
18 minutes

 **Class Format: Initial Training**
Delivery Method: Traditional Classroom

 **Equipment and Materials:**
Safety Check Exercise Guide (available in Otis)

PRESENT

 **Begin the Lesson**
Refer to **pages 21–22** in the Student Book.

 **What Students Should Learn**
After completing this lesson, students should be able to state or identify the following:

- The importance and steps of a safety check

During this lesson, students need to participate in an exercise:

- On how to look for safety hazards

 **Why This Topic Matters**
Babysitters can help prevent injury by eliminating or isolating physical hazards in the home.

 **Play the Video**

Reinforce Key Points as Needed

1. Safety

- a. The number one priority for parents is knowing that their kids are safe with you while you're babysitting.

2. Before Parents Go

- a. When you arrive for your babysitting job, confirm day-of information with parents and write down answers in the On-the-Job and Emergency Contact Information form.

- › Where will the parents be?
- › When do they expect to be home?
- › How to contact them?
- › Any changes to emergency contact info?
- › Any expected visitors or calls?
- › Anything new since your last visit?

- b. Keep the On-the-Job and Emergency Contact Information form handy while you babysit.

3. Stay in Touch

- a. Give your parents a quick text or call once you are settled to let them know that everything is okay.

4. Safety Check

- a. Things can change in a home day to day, so do a safety check to look for things that could cause injury.

- b. Don't leave children alone or unsupervised to do a safety check.

- c. If you and the kids move to a new room or area, take a moment as you enter to look for potential hazards.

- d. There are several types of safety hazards to look for:

- › Falling hazards
- › Sharp objects
- › Burn and electrical hazards
- › Choking hazards
- › Poison hazards
- › Drowning hazards
- › Other hazards

5. How to Deal with Hazards

- a. Eliminate Hazards — Get Rid of It!

- › If it is safe to do so, get rid of the hazard.
- › Do not try to eliminate a hazard if it is dangerous for you to do so. If it seems like something could hurt you, leave it alone and call for help. Keep yourself and the kids away from those dangers until an adult arrives.

- b. Isolate Hazards — Block It!

- › If it is not safe or practical to get rid of the hazard, keep it isolated or blocked by creating a barrier between children and the hazard.
- › Isolating a hazard is not fool-proof, as the hazard is still there. The child is only protected if the barrier is used correctly.

- c. Avoid Hazards — Don't Go Near It!

- › If you can't get rid of or block the hazard, avoid it and stay away.

Continued on Next Page 

PRACTICE & ASSESS

**Conduct Class Exercise**

- ▶ Follow the instructions on how to conduct the exercise, using the Safety Check Exercise Guide.
- ▶ Allow adequate time for students to participate in the exercise.
- ▶ When completed, ask for and answer any questions regarding the exercise.

Safety Check Exercise (15 minutes)

Goal	The goal of the safety check exercise is to have students consider a picture of a home environment that contains things that could cause injury or illness to children, identify the hazards present, and discuss ways to deal with the hazards.
How to Conduct the Exercise	<ul style="list-style-type: none"> ▶ Review the goal provided for the exercise. ▶ Using Student Books for reference, review the types of potential hazards. ▶ The exercise will use a picture of a kitchen a babysitter may encounter. Within the scene, there are at least 5 potential hazards to identify. Instructors can access this picture within the Class Presentation or program video (DVD or desktop player). <ul style="list-style-type: none"> ▶ Ensure all students in the class can clearly see the projected images. ▶ Briefly instruct students to look carefully at the image and determine the potential hazards seen. ▶ Display the image for at least 20 seconds, allowing the students to identify the potential hazards. ▶ Show the “answer key” image that highlights the potential hazards. ▶ For each potential hazard, begin the discussion by asking students how they would deal with the hazard. ▶ If desired, add your own thoughts about the image.



Exercise Answers



Sharp Object
 Put knives away, move step stool away from counter. (Stool could also be a fall hazard for young infants/toddlers.)



Burn hazard
 Turn handle on pan so it isn't in reach, move pan to back burner.



Electrical hazard
 Unplug and remove power strip. (Power strip could also be a trip hazard.)



Choking hazard
 Clean up small toys and put them out of reach.



Poison hazards
 Close and latch cabinet if it has child-safe latch; if not, move hazards out of reach.

Assess Students

- Ensure all students have participated in the Class Exercise.

WRAP UP

Use the Knowledge Check Activity to Evaluate and Increase Retention

How should you conduct a safety check when starting a babysitting job?

At the beginning of a babysitting job, do a safety check to look for nearby things that could cause injury or illness. Don't leave the children alone or unsupervised to do this. As you enter a room with the kids, pause and look around to check for potential hazards. If you see something that could be unsafe, do what you can to get rid of it, block it, or avoid it. Never put yourself or a child in danger to address a hazard. Call for help for any hazard you feel you cannot handle.

Ask For & Answer Questions Before Moving to the Next Lesson

WRAP UP

 **Evaluate Student Skills (Optional, Unless Required)**

1. During skill practices, circulate through the students, verifying skill competency for each student.
2. At the end of class, check off students who have shown participation on all required Class Exercises and competence on all required skills as completed on the Class Roster. A Class Roster and instructions on its use are found in the Appendix of this Instructor Guide and online in Otis.

Required participation in Class Exercises

- What Does a Good Babysitter Do?
- Babysitting Orientation
- Safety Check
- Playtime Activities
- Recognizing Problems

Required student skill practices

- Handwashing
- Control of Bleeding

 **Evaluate Student Knowledge (Optional, Unless Required)**

1. At a minimum, student knowledge is evaluated by Instructors throughout a class through informal questions, discussions, and features such as the Knowledge Checks for each lesson.
2. A Written Exam is available to provide a more formal approach to knowledge evaluation. It is normally optional, unless required by organizational policy.
 - a. The Written Exam and instructions for its use are found online in Otis.
 - b. When used to meet organizational policy, each student must get a passing score or higher. The passing score on the Child & Babysitting Safety (CABS) Written Exam is at least 78% (18 questions out of the 23 provided).
 - c. A Written Exam will increase the time of the class. Be sure to allow adequate time to do it.
 - d. If a student does not pass the initial exam, you can provide a second alternate exam to complete.
 - e. If a Written Exam is used for certification, fill in each student score on the Class Roster at the end of the class.

DOCUMENTATION & CERTIFICATION

PREPARE



Duration
5 minutes



Class Format: Initial Training
Delivery Method: Traditional Classroom



Equipment and Materials

- Rate Your Program evaluation forms, Child & Babysitting Safety (CABS) certification cards, Child & Babysitting Safety (CABS) Class Roster

PRESENT



Begin the Lesson



Why This Topic Matters

The Class Roster is the principle record of training. Signing or electronically submitting a Class Roster is confirmation that all participants listed met minimal knowledge and skill competency criteria.



Instructional Notes

1. Distribute Rate Your Program Course Evaluation Forms
 - a. A Rate Your Program course evaluation form is located in the back of the Student Book. It can also be found, along with instructions on its use, in Otis.
 - b. Allow adequate time to complete and collect.
 - c. Inform students they may also provide Rate Your Program feedback directly to HSI using a web-based form at www.hsi.com/rateyourprogram.
2. Issue Student Certification Cards
 - a. Confirm all eligible students are on the Class Roster.
 - b. Issue certification cards to those who earned them. Cards must be complete, accurate, and legible.
 - c. Card expiration date may not exceed 2 years from the month of class completion.
 - d. Congratulate and thank students for their participation.
 - e. Dismiss students from class.
 - f. Certification means that on the indicated class completion date, the student participated in all Class Exercises and demonstrated achievement of the required knowledge and hands-on skill objectives.
3. Complete and Sign Class Roster
 - a. The roster must be complete, accurate, and legible. Ensure proper documentation of any Written Exam, remediation, and completion for each student.
 - b. Sign the roster or electronically submit it through Otis.
 - c. The Class Roster is the principle record of training. Signing or electronically submitting a Class Roster is confirmation that all participants listed met minimal knowledge and skill competency criteria.
4. Package Class Documents
 - a. Package the Class Roster, Performance Evaluation sheets (when used), and Written Exams (when used), and Rate Your Program evaluation forms together and return promptly to the Training Center responsible for the class.

INITIAL TRAINING, BLENDED LEARNING

Blended Class Outline & Time Frame

Lesson	Lesson Title	Knowledge Objectives	Skill Objectives	Approx. Length (min.)
INTRO	Describe the purpose of the program, health and safety precautions, and conduct a warm-up exercise.			5:00
2	Thinking Like a Babysitter	Describe how a good babysitter thinks and acts to manage the job with confidence.	Participates in an exercise promoting a discussion about good babysitter traits.	11:00
5	Getting to Know the Family	Describe the importance of and the steps for getting to know the family, house rules, and home before you begin babysitting.	Participates in an exercise on how to do a babysitting orientation.	19:00
6	Safety on the Job	Describe the importance and steps of a safety check.	Participates in an exercise on how to look for safety hazards.	14:00
9	Handwashing & Hygiene	Describe the importance and steps of handwashing for babysitters and kids.	Demonstrate proper handwashing steps and timing.	11:00
Break				5:00
12	Playtime	Describe age-appropriate playtime activities for infants, toddlers, and kids.	Participates in an exercise on appropriate playtime activities for infants, toddlers, and kids.	11:00
15	Recognizing a Problem	Describe how to recognize the severity and type of problem facing a babysitter.	Participates in an exercise on how to recognize and measure unexpected problems.	14:00
18	Before Help Arrives	Describe how to assess an injury or illness and provide supportive care to a child until more advanced help arrives. Describe how to protect yourself and the children if a threatening person is close by. Describe how to react when your babysitting environment becomes unsafe.	Optional: Demonstrate how place a person in a recovery position. Demonstrate how to control heavy bleeding.	20:00
Evaluation & Conclusion				
Skill and Performance Evaluation		Skill evaluation, required. Performance Evaluation, optional, unless required. ⁹		0:00-30:00
Written Exam		Optional, unless required. ¹⁰		0:00-15:00
Documentation and Certification		Verify class documentation and issue certification cards to students who earned them.		5:00+
Total Time^{11, 12}				1 Hour 55 Minutes

Instructor Note: The self-directed online portion of a blended training class presents the same cognitive content as in an initial non-blended class. Students are required to successfully complete all lessons assigned by the Training Center. To verify completion students should print a Recognition of Completion document and bring it to the face-to-face skills session. Completion can also be verified by the Training Center within Otis. It is highly recommended that Instructors take the online portion of the blended class they are teaching the skills for, in order to be familiar with the content provided.

The face-to-face session of a blended class includes both Class Exercises and skill sessions, and is not intended to be a simple check off of skills. The skills sessions includes both skill practice and evaluation. Use of the video or slides in the face-to-face session is optional except for the Safety Check and Recognizing Problems Class Exercises.

⁹ At a minimum, skill competency is visually evaluated by Instructors during the required small group practices for the class. A Performance Evaluation can be used to provide a more formal approach to skill evaluation. When a Performance Evaluation is not required by organizational policy, it is optional.

¹⁰ When a Written Exam is not required by organizational policy, it is optional. The exam may be used before, during, or after class as an active learning tool; however, the participant's score on an optional exam may not be used to withhold a properly earned certification card.

¹¹ Class size, class location, Instructor-to-student ratios, the variety of equipment used, and other factors will affect the actual schedule.

¹² Projected times for lessons take into account video run times, brief introductions and answers to questions, Class Exercises, and demonstrations and student practices. Lesson times are influenced by class preparation, available equipment, and Instructor efficiency. These could increase the time needed to meet the core learning objectives. Lesson times do not include optional skills demonstrations and practices. Performance of optional skills demonstrations and practices will add to overall class time.

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