
CHILD CARE

TOPIC #8: Child Care

TIME PERIOD: 6-8 days

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: The students will identify child care skills for personal and/or occupational use.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

- 20.0001-0422 Identify safety hazards for young children.
- 20.0001-0423 Assess ways to correct safety hazards for young children.
- 20.0001-0424 Identify primary caregiving skills for children.
- 20.0001-0425 Determine personal characteristics desirable in a child caregiver.
- 20.0001-0426 Develop inexpensive learning activities for children.
- 20.0001-0427 Identify careers related to child care.
- 20.0001-0443 Recognize causes and types of child abuse and community sources of help.
- 20.0001-0444 Assess ways to prevent potential hazards for young children.

LIFE SKILLS:

- * Lifelong Learning
- Complex Thinking
- * Effective Communication
- * Collaboration
- * Responsible Citizenship
- * Employability

RELATED CAREERS:

Child Care Worker
 Pediatric Nurse
 Elementary Teacher
 Homemaker
 Child Psychologist

OCCUPATIONAL CLUSTERS:

Social-Humanitarian; Family and Consumer Sciences
 Scientific-Medical; Family and Consumer Sciences
 Social-Humanitarian; Family and Consumer Sciences
 Family and Consumer Sciences
 Social-Humanitarian; Family and Consumer Sciences

**LIST OF STUDENT ACTIVITIES:****SUPPLIES REQUIRED:**

◆ 1. Children's Safety

- A. Safety Hazards Search
(Motivator)

Classroom "bugged" with safety hazards
OR
Overhead transparencies (8.20-8.22)

- ◆ B. Safety Checklist

Copies of student activity guide (8.23) for
each student

- ◆ C. Six Points of Danger

Bulletin board with six points of danger
(8.24-8.32)

- D. Safety Case Studies

Copies of student activity guides
(8.33-8.37) - one per group

2. Child Care Provider Qualities

Copies of student activity guide (8.38) for
each student

◆ 3. Keys to Caregiving

Bulletin board with keys (8.39-8.44)
Copies of student activity guide (8.45) for
each student
Background information (8.46-8.48)

◆ 4. Child Abuse

Reporting laws, procedures, penalties
(8.49)

5. Children's Activities

Introduction

Children's tapes or records
Tape or record player

- A. Welcome Activity

Copy of student directions (8.50)
Construction paper
Copies of activity pages (8.51-8.53)
Yarn
Crayons or markers

- B. Flannel/Magnet Board Stories

Copies of student directions (8.54-8.56)
Patterns for story characters (8.57-8.61)
Art cloth/heavy pellaon/construction paper
Felt-tip markers or crayons
Scissors and gluesticks
Flannel or magnet board
Flannel or magnets

**LIST OF STUDENT ACTIVITIES****SUPPLIES REQUIRED:**

C.	Hand Puppets	Copies of student directions (8.62) Puppet patterns (8.63-8.65) Felt and felt scraps Felt-tip markers Scissors Fabric glue Optional: sewing machine and thread
D.	Nutritious Snacks	Copies of student directions and recipes (8.66-8.68) Recipe ingredients for recipe chosen
E.	Matching Game	Copies of student directions (8.69) Copies of the "Lotto Board" (8.70) Felt-tip markers or crayons Scissors
F.	Finger Play or Counting Activity	Copies of student directions (8.71) Copies of the monkey patterns (8.72) Felt-tip markers or crayons Scissors Stapler Popsicle sticks (optional)
G.	Craft Project	Copies of student directions (8.73, 8.76, 8.79, 8.82) Copies of patterns (8.74-8.81) Construction paper Letter-size envelopes Scissors Glue sticks Yarn 1-inch, two-prong brads Cupcake paper cups
6.	Child Care Laboratory Experience	Preschool children Supplies for learning activities Copies of student activity guides (8.83-8.87) as needed
7.	Identification of Related Careers	Career information (8.88-8.89) Career posters (8.90-8.94)



PROCEDURE

1. CHILDREN'S SAFETY

CONCEPT: Safety is a major part of caring for children. Prevention is the best method for keeping children safe.

A. Safety Hazards Search (Motivator)

The teacher should have the room set up with as many safety hazards as possible in several different areas. Then have the students identify the hazards and discuss how to prevent and/or correct them.

Some examples of safety hazards are:

- A cupboard door left open.
- An electrical cord hanging off a counter.
- Buttons and/or pins spilled on the floor.
- A pan handle left hanging out over the edge of the stove.
- A bottle of bleach or other poisonous substance left out on the floor or low counter.
- Sharp objects setting out.

After the students have identified all of the hazards in the classroom, continue the identification process by asking the following questions:

- What are some safety hazards you have found in homes where you have lived or visited?
- What can you do to make your home (or a home where you are babysitting) more safe?

OPTION: If the teacher doesn't have a classroom that can be set up with safety hazards, the overhead transparencies (pages 8.20-8.22) can be used to introduce the activity.

B. Children's Safety Checklist

Have each student compile their own CHILD CARE SAFETY checklist on the student activity guide (page 8.23). The lists should include at least (ten) 10 safety rules. The students can list more if desired. The teacher may want the students to share their checklist items with other class members.



♦ C. Six Points of Danger

Using the six points of danger and the graphics provided (pages 8.24-8.32), make a bulletin board displaying the six main points of danger inside and outside for children. They are: 1) burns, 2) sharp objects, 3) poisoning, 4) choking (small objects), 5) drowning, and 6) automobiles.

Discuss these six points of danger with the students and have the students memorize them. If the students can remember these six simple points, they can be more alert for these dangers and have a better chance of preventing accidents. Have the students complete this section of the "Child Care Safety" student activity guide (page 8.23).

This student activity guide could be included as part of the "Independent Ideas" Handbook.

D. Spend a Minute on Safety Video

Show the video, Spend a Minute on Safety, from Pineapple Appeal, and discuss the major points with the students.

E. Candy or Medicine?

Ask the students to look at the medicines around their house and determine which ones are attractively packaged and/or could easily be confused with some type of candy that's on the market.

For example:

<u>Candy</u>	<u>Medicine</u>
Red Hots	Excedrine caplets
Hershey's candy	Ex-lax
Animal-shaped candies	Children's animal-shaped chewable vitamins
Tic-Tacs	Tylenol caplets
Chiclets	Aspergum
Squeez-it juices	Cough medicine
Hi-C juice (red or purple)	Children's liquid cold medicine
Pink mints (Stark)	Pepto-Bismol tablets
Mike and Ikes	Nyquil (dayquil) cold capsules
Necco candies	Colored Tums/Rolaids

Ask the students to bring in the medicine and/or candy and make a display of the look-alike items. This activity alerts the students to the vulnerability of young children to medicines left within reach.



F. Child Care Safety Case Studies

Divide the students into groups and give each group one of the CHILD CARE SAFETY CASE STUDIES (pages 8.33-8.37) to read, analyze, and complete. (This could be used as an individual activity, if the teacher prefers.) When the activity has been completed, discuss the case studies and the student answers as a class. This activity incorporates and reinforces the problem-solving approach studied in Topic #1: Developing Independence.

NOTE: It may be necessary to review some general first aid procedures with the students to complete this activity.

SUMMARY: Prevention is the best method for keeping children safe.

2. CHILD CARE PROVIDER QUALITIES

CONCEPT: Selecting child caregivers for children is an important responsibility.

The teacher should lead the students in some discussion regarding the need for quality child care providers and the caregiving qualities they should possess. Some concepts to include in the discussion are:

- Day care/child care is one of the fastest growing careers in the United States. More mothers are in the work force, and this creates a greater need for child care.
- What are some careers available in this field? (See the career information [pages 8.88-8.89] and the career posters [pages 8.90-8.92]. Other related careers can also be identified.)
- Compare the differences between hiring a teenager to tend children part time as opposed to using a day care center for full- or part-time care.
- Child caregivers must be very patient and understanding with small children. They must also be very creative and able to think of many different ways to entertain the children for whom they are responsible.

Using the two scenarios provided below, have the students compile a list of personal qualities a child care provider should have. List the qualities on the board as they are identified, and have the students complete the upper portion of the CHILD CARE PROVIDER QUALITIES student activity guide (page 8.38). (The lower portion will be completed in a later activity.)

**Scenario #1**

Pretend you are the parent of a 3-year-old and a 1-year-old child. You must attend a four-hour meeting, and you need someone to come to your home to care for your children. What abilities and qualities would you look for in a caregiver?

Scenario #2

Pretend you are a parent of a 4-year-old and a baby. You have to work from 8 a.m. to 5 p.m. every day and must find a child care center for your children. What qualities would you look for in a center? What qualities would you want the people that work at the center to have?

3. KEYS FOR CAREGIVING

It is important to learn basic caregiving skills, and these fall into three principle areas: 1) physical needs, 2) emotional needs, and 3) guidance needs.

The teacher should prepare a bulletin board using the items provided on pages 8.40-8.44). (These should be enlarged for easier visibility by the students.) As this material is presented, the teachers can use the items and construct the bulletin board similar to the diagram provided (page 8.39). The students can complete the KEYS TO CAREGIVING student activity guide (page 8.45) as the lesson progresses. The following skills for meeting children's needs would be included with each key:

KEY #1 - PHYSICAL NEEDS:

1. Keep children safe
2. Keep children warm
3. Keep children fed (avoid hunger)
4. Provide adequate rest
5. Keep children clean

KEY #2 - EMOTIONAL NEEDS:

1. Avoid fearful situations
2. Keep calm
3. Provide praise and assurance
4. Build self-esteem
5. Give love and attention

KEY #3 - GUIDANCE NEEDS:

1. Use statements that direct the children's behavior
(rather than telling them what not to do)
2. Think ahead to prevent behavior problems
(Avoid getting into activities that foster problem behaviors)
3. Provide learning activities vs. busy work or television
4. Provide learning environment
5. Discipline with love



The teacher needs to emphasize that if children's physical, emotional, and learning needs are met, the caregiver will have very few discipline problems. Discipline problems occur when children are uncomfortable physically or emotionally, or when they are bored. An environment that stimulates thought and learning, and a caregiver who provides a variety of activities, help to reduce discipline problems. Examples need to be given on how to give directive statements vs. corrective statements and on how to place emphasis on the necessity of employing techniques to prevent or avoid situations that require discipline.

Just to review: Directive statements tell the child the behavior you want to occur. For example: "Let's all sit at the table now for our snack."

Corrective statements tell the child what not to do. For example: "Don't stand on the table."

Positive guidance techniques stress the kind of discipline that guides children toward desirable behavior.

Negative guidance techniques are confusing to the child. The adult should not assume the child can convert negative guidance into positive behavior.

If discipline techniques need to be used by the caregiver, some things to do are:

- Divert the child's attention
- Hold the child's hand or shoulder
- Start a new physical activity
- Use a "time out" period

Discipline problems sometimes occur because the caregivers expectations are not in line with the developmental stage of the child. A brief summary of the various developmental stages titled, WHY BEHAVIORS DIFFER, is provided (pages 8.46-8.48). The teacher can incorporate this material if he/she chooses and/or time allows.

SUMMARY: Selecting caregivers for children is an important responsibility. Caregivers need to know and understand the needs of children.



4. CHILD ABUSE

NOTE: It is recommended that the subject of child abuse be addressed from the standpoint of developing awareness and watching for signs of child abuse while tending children, observing neighborhood children, etc., rather than from a personal standpoint.

As the teacher prepares for this topic, he/she should also be aware of the legal obligation he/she has if a student confides a situation of abuse to him/her. A copy of the state (Utah) law for reporting and the penalties for not reporting is provided on page 8.49. It is also recommended that the teacher check with the local district regarding their policy for handling such circumstances.

While the issue of child abuse only needs to be addressed briefly, it should also be thorough enough that the students understand: 1) what child abuse is, and 2) where and what kind of help is available in your community.

Some of the key points are:

- Child abuse is often another aspect of discipline. However, no parent or caregiver has the right to abuse a child in any situation.
- It is easy for discipline techniques to become forms of child abuse if the caregiver is not careful and self-controlled.
- When the caregiver becomes angry or frustrated, he/she may not think as clearly and an action that may seem like a form of discipline may actually be a form of child abuse.
- Because of the physical size relationship between an adult and a child, it is easy for an adult to cause physical harm or damage to a child.
- Child abuse is a problem that affects many children. (It is unpleasant to see or think about a child who has been beaten, burned, or treated badly by an adult, but it is even worse for the child who has been the victim of abuse.)
- It is important to be alert to the physical condition of children we are around on a regular basis and watch for signs of child abuse, such as burns, bruises, broken bones, scars, etc.

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- The three major types of abuse are:
 1. Physical: When a person causes physical harm to another.
Examples: beating, burning, withholding of food, sexual molestation
 2. Mental/ Emotional: When a person ignores, fails to give love, criticizes, or puts down another person constantly.
Examples: yelling, screaming, silences, ignoring
 3. Neglect: When a parent and/or caregiver does not provide adequate care to meet a child's needs or protect them from harm.

Examples: improper feeding, not kept clean or clothed properly, left alone (unattended)
- There is help available and the problem and/or the informant will be kept confidential. If a person knows of someone who is being abused and/or of an abusive situation, some sources of help are:
 1. A principal, counselor, or teacher
 2. Social Service office (Identify where this is in your community and the telephone number.)
 3. Utah statewide 24-hour hotline: 1-800-678-9399.
 4. National Child Abuse Hotline: 1-800-422-4453.

Write these telephone numbers on the chalkboard and have the students write them in the space provided on their KEYS TO CAREGIVING student activity guide (page 8.45) and then be sure it is included in the T-L-C "Independent Ideas" Handbook.

5. CHILDREN'S ACTIVITIES

CONCEPT: Many activities enjoyed by small children are inexpensive and fun to make. Activities help to meet children's learning needs.

As the teacher introduces the children's activities to the students, he/she could have children's music playing and discuss with them how music can motivate or calm children. Playing tapes and records, and singing songs are good ways to entertain children as well as being a learning activity. Divide the class into six groups and have each group complete one of the following activities:

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- a. Welcome activity
- b. Flannel/magnet board story
- c. Hand puppets
- d. Nutritious snack
- e. Matching game
- f. Finger play or counting activity
- g. Art/craft project

The teacher should provide the groups with the directions, patterns, and materials necessary to complete the assignments. The following preparations should be completed by the teacher prior to class time:

1. Each activity has directions for the students to complete the activity. If the teacher can copy and laminate a set of these and keep them for future use, the need to make more copies will be eliminated.
2. All of the supplies required for each activity should be together in a bag, tote tray, or box, along with the student directions. Label each container according to the activity. The necessary supplies are listed at the top of each page of directions.

Some specific notations, alternatives, and/or directions for each of the activities are as follows:

- A. Welcome Activity (pages 8.50-8.53):
The pages for this activity should be prerun and ready for the students to assemble for the children.
- B. Flannel/Magnet Board Story (pages 8.54-8.61):
The items/characters for the story can be made on laminated paper, with a magnet or piece of flannel glued to the back of each piece. A cookie sheet or refrigerator front can be used for a magnet board if a real one isn't available. Additional characters can be added as needed. Coloring books are a great resource for additional story items.
- C. Hand Puppets (pages 8.62-8.65):
The patterns need to be precut out of poster board for the students to use as stencils.
- D. Nutritious Snacks (pages 8.66-8.68):
Another good nutritious snack that can be used is a fruit kabob.



- E. Matching Game (pages 8.69-8.70):
These "Lotto" board pictures need to be copied on card stock and may be laminated for durability. Each child needs two (2) copies, one to be cut apart, and one left intact.
- F. Finger Play or Counting Activity (pages 8.71-8.72):
This activity can be used several ways:
- 1) The small monkeys can be used as finger puppets and put on each finger for counting as the monkey count goes down.
 - 2) The monkeys can be put on craft sticks and used as described in the directions.
- G. Craft Project (pages 8.73-8.82):
Any number of art or craft project could be used for this. Three patterns for craft projects have been included, or the students could make play dough for the children to play with, or the children could string cereal or macaroni—all activities children enjoy and learn from.

Technically speaking, art projects allow the children freedom to form or make whatever they'd like with a medium. On the other hand, craft projects are prescribed and every child ends up with the same. Craft projects are mostly used in preschool situations.

If the class is going to have the child care laboratory experience as described in the next activity, the teacher needs to explain to the students that they will be sharing and using the activities they are preparing with the young children when they visit. It is highly recommended that the teacher have a practice session with the class the day before the small children come to school.

When the students have finished their learning activities, have them complete the student activity guide (page 8.38) and share some ideas of things to do with children while tending. This student activity guide could be included in the "Independent Ideas" Handbook.

6. **CHILD CARE LABORATORY EXPERIENCE**

The teacher could arrange for six to ten four-year-old children to attend class one day. Have each group of students present the activity it has prepared to the children. The remainder of the class should observe the children and complete the student activity guide CHILD CARE ACTIVITIES OBSERVATION (page 8.84). The groups take turns presenting their activities until each group has had its turn—perhaps following the order of the activities as given on the observations guide. Some examples of lab planning sheets have been included (pages 8.83- 8.87) for reference. (If it is impossible to have small children visit



the class, have the students present their activities to the other class members. Then discuss why they think it is a good activity or give suggestions for improving the activity for preschoolers.)

OPTION: If the teacher is not in a situation where the younger children can come into the classroom, the focus could be placed on preparing activities for baby-sitting. The students could develop a baby-sitting kit and use their activities while baby-sitting. The teacher could develop some type of evaluation for giving credit to the students.

SUMMARY: Small children enjoy a variety of activities. Most activities enjoyed by young children are inexpensive and fun to make.

7. **IDENTIFICATION OF RELATED CAREERS**

Using the career information provided (pages 8.88-8.89) and the career posters (pages 8.90-8.94), identify and discuss various careers related specifically to the care of children.



*TOPIC #8: Child Care**Teacher Information***RESOURCES:**

Blockbuster Video Stores: Community video shelf; free video, Shaking. Hitting. Spanking: What To Do Instead. 45 minutes. Originally from Channel 2-KUTV.

Video: Spend a Minute on Safety, Pineapple Appeal, P.O. Box 197, Owatonna, MN 55060, 1-800-321-3041. Catalog No. 3011. 30 minutes.

Additional resources for information on child abuse are:

National Committee for the Prevention of Child Abuse
332 South Michigan Avenue, Suite 1250
Chicago, IL 60604-4357

National Center for the Prevention and Treatment of Child Abuse and Neglect
1205 Oneida Street
Denver, CO 80220

National Child Abuse Coalition
1125 15th Street N.W., Suite 300
Washington, D.C. 20005

National Center on Child Abuse and Neglect Children's Bureau
Administration for Children, Youth, and Families
U. S. Department of Health and Human Services
P. O. Box 1182
Washington, D.C. 20013

CHILDHELP USA, National Campaign for the Prevention of Child Abuse and Neglect, National Headquarters
Woodland Hills, CA 91370



CORE TEST QUESTION BANK

UNIT: CHILD CARE

TOPIC #8: CHILD CARE

20.0001-0422 Identify safety hazards for young children.

1. Put a check by each item that is a major safety hazard for young children. There are three (3) correct answers.

- | | | |
|-------|----|--|
| _____ | a. | Cupboard doors that fasten securely |
| _ * _ | b. | An electrical cord hanging off a counter |
| _ _ | c. | A floor free of litter or toys |
| _____ | d. | A pan handle turned toward the center of the stove |
| _ * _ | e. | A bottle of baby aspirin on the counter |
| _ * _ | f. | An uncovered electrical socket |

2. Safety is of _____ importance when caring for children.

- | | |
|-----|---------|
| a. | No |
| b. | Little |
| c. | Some |
| d.* | Maximum |

20.0001-0423 Assess ways to correct safety hazards for young children.

1. You are baby-sitting a 2-year-old who is just learning to go up and down the stairs and insists on practicing his new-found skill. There are a number of items on the stairs that need to be taken to the basement, but you don't know where they belong. You should:

- | | |
|-----|--|
| a. | Look all around the basement and try to find where the items belong |
| b. | Leave the items on the stairs until the parents get home |
| c.* | Take the items downstairs and put them together in a safe, obvious place |
| d. | Not let the child practice going up and down the stairs under your supervision |

2. It is _____ to take any risks with children.

- | | |
|-----|------------|
| a. | Okay |
| b.* | Better not |

**CORE TEST QUESTION BANK****20.0001-0424 *Identify primary caregiving skills for children.***

1. Keeping children safe, warm, and clean is providing:
 - a. Emotional needs
 - b. Guidance needs
 - c.* Physical needs
2. Keeping children calm, giving praise, and attention provides:
 - a.* Emotional needs
 - b. Guidance needs
 - c. Physical needs
3. Using directive statements, providing learning activities, and giving discipline with love are examples of:
 - a. Emotional needs
 - b.* Guidance needs
 - c. Physical needs
4. Directive statements tell the children:
 - a.* What to do
 - b. What not to do
5. Corrective statements tell the children:
 - a. What to do
 - b.* What not to do
6. Directive statements are more effective than corrective statements.
 - a.* True
 - b. False
7. Using a "time out" period is an example of a discipline technique.
 - a.* True
 - b. False
8. Diverting the child's attention is an example of a:
 - a. Corrective statement
 - b.* Discipline technique
 - c. Emotional need



CORE TEST QUESTION BANK

20.0001-0425 *Determine personal characteristics desirable in a child caregiver.*

1. Check the items listed below that would be important abilities or qualities for a child caregiver to have. There are five (5) correct answers.
- | | |
|----------------------------|--|
| <input type="checkbox"/> * | a. Knows and understands the needs of children |
| <input type="checkbox"/> * | b. Knows how children grow and develop |
| <input type="checkbox"/> * | c. Enjoys being around children for long periods of time |
| <input type="checkbox"/> | d. Enjoys taking care of the yard |
| <input type="checkbox"/> * | e. Knows and follows safety precautions |
| <input type="checkbox"/> * | f. Keeps control of children without yelling and screaming at them |

20.0001-0426 *Develop inexpensive learning activities for children.*

1. Providing fun learning activities for children:
- Takes a lot of money
 - Does not take a lot of money
 - Takes imagination
 - * Both b and c answers are right
2. Many items for learning activities:
- * Can be made from things you have at home
 - Must be purchased at the store
 - Are available only at preschools
3. Part of the fun of making things yourself is that:
- You can save a lot of time
 - You can save a lot of money
 - You have the opportunity to be creative
 - * Both b and c answers are correct

20.0001-0427 *Identify careers related to child care.*

1. How much training does it require to become a child care worker or caretaker at a day care center?
- * No college training required
 - Two years of college
 - Four years of college
 - Four years of college plus one year of internship



CORE TEST QUESTION BANK

2. How much training does it require to become an elementary school teacher?
 - a. No college training required
 - b. Two years of college
 - c.* Four years of college
 - d. Four years of college plus one year of internship
3. How much training does it require to become a pediatrician?
 - a. No college training required
 - b. Two years of college
 - c. Four years of college
 - d.* Eight years of college plus three years of internship
4. How much training does it require to become a child psychologist?
 - a. No college training required
 - b. Two years of college
 - c. Four years of college
 - d.* Four years of college plus five to seven years of graduate study

20.0001-0443 *Recognize causes and types of child abuse and community sources of help.*

1. No parent or caregiver has the right to abuse a child in any situation.
 - a.* True
 - b. False
2. If I ever suspect a person is abusing someone else, it is my responsibility to report that to someone who can help.
 - a.* True
 - b. False
3. Child abuse is closely related to discipline sometimes.
 - a.* True
 - b. False
4. Parents have the right to cause physical harm to a child for misbehaving.
 - a. True
 - b.* False



CORE TEST QUESTION BANK

20.0001-0444 *Assess ways to prevent potential hazards for young children.*

1. Your little brother wants to cut something with the big pointed scissors. You should:
 - a. Supervise his use of the scissors very carefully
 - b. Get him a pair of smaller blunt-pointed scissors to use
 - c. Let him try to use the big scissors and learn his lesson if he gets hurt
 - d.* Either a or b could work in some circumstances

2. When you are doing your homework, your 1-year-old baby sister gets your pencil and wants to chew on it. You need to:
 - a.* Take the pencil from the child and give her something else to play with
 - b. Let the child chew on that pencil but watch her very carefully
 - c. Let the child chew on that pencil and get another one to use

3. It is better to work to prevent accidents with children in the first place rather than trying to correct what's gone wrong.
 - a.* True
 - b. False

4. Most accidents that involve children _____ be prevented if general safety precautions were heeded by the caregiver.
 - a. Could not
 - b.* Could

5. One way to help prevent accidents with children is to:
 - a. Tell the child what not to do and leave it up to them to remember
 - b.* Set guidelines that include safety precautions when you start a new activity
 - c. Set guidelines that include safety precautions after an accident occurs

6. Another way to help prevent accidents is to:
 - a. Check the house for possible hazards
 - b. Provide safe toys for children to play with
 - c. Keep the children busy with planned activities
 - d.* All of the above

7. It is dangerous to leave children unattended for even a couple of minutes.
 - a.* True
 - b. False