

CTF Challenge Idea Generator

Title	Babysitting: Learn, Give and Earn!																																
Challenge Question	How can babysitting help you build valuable life skills and earn spending money?	Estimated Challenge Time																															
All outcomes in the CTF Program of Studies should be addressed in each CTF challenge.																																	
Challenge Description	<p>Students complete the “Babysitting Basics” course from St. John Ambulance. As certified babysitters, students then volunteer their services by supporting school events such as parent/teacher interviews, the Christmas Concert, school advisory meetings, and information nights. These events provide students with an opportunity to practice and strengthen their babysitting skills to gain confidence prior to using them in a non-volunteer setting. Time spent volunteering with students in lower grades could lead to an additional certification by the school based on hours logged. Students learn to build resumes, ask for reference letters, log volunteer hours and create business cards.</p> <p>Note:</p> <ul style="list-style-type: none"> The St. John Ambulance "Babysitting Basics" course is available in locations throughout Alberta. For a public course schedule, information, and locations, visit St. John Ambulance's website: www.stjohn.ab.ca or phone 1-800-665-7114 to speak with a registration agent. Private group courses may be arranged by contacting the Program Coordinator at the St. John Ambulance location nearest you. 																																
Scenario	<p>Do you want to make some money for yourself? Do you want the satisfaction of buying something with your own money? Become a baby sitter. This challenge lets you earn your babysitter certificate and at the same time use your babysitting knowledge to support your school community. Part of this challenge involves a practicum where you volunteer your time in different situations to develop and strengthen your babysitting skills. Situations could include volunteering to look after younger children during school activities/events such as: parent/teacher interviews, plays or concerts, school advisory meetings, and information nights. Helping in the kindergarten or with younger grades will also provide opportunities to develop your skills and explore career options such as childcare, first aid, and health care. You will learn the art of resume building, asking for reference letters, logging volunteer hours and creating business cards. Learn the basics of childcare, first aid and injury prevention while developing your emergency coping skills. With this new asset, volunteer your time at school and in the community or fill your bank account for times of need. Any new skills are an added bonus to your resume, and career development.</p>																																
Occupational Areas (Select at least two to explore.) CTF Occupational Areas and Possible Occupations	<p>BUSINESS</p> <table border="0"> <tr> <td><input type="checkbox"/> Computing Science</td> <td><input checked="" type="checkbox"/> Financial Management</td> <td><input checked="" type="checkbox"/> Management & Marketing</td> </tr> <tr> <td><input checked="" type="checkbox"/> Enterprise & Innovation</td> <td><input type="checkbox"/> Information Processing</td> <td><input type="checkbox"/> Networking</td> </tr> </table> <p>COMMUNICATION</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Communication Technology</td> <td><input type="checkbox"/> Design Studies</td> <td><input type="checkbox"/> Fashion Studies</td> </tr> </table> <p>HUMAN SERVICES</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Community Care Services</td> <td><input type="checkbox"/> Foods</td> <td><input type="checkbox"/> Legal Studies</td> </tr> <tr> <td><input type="checkbox"/> Cosmetology</td> <td><input checked="" type="checkbox"/> Health Care Services</td> <td><input type="checkbox"/> Recreation Leadership</td> </tr> <tr> <td><input type="checkbox"/> Esthetics</td> <td><input checked="" type="checkbox"/> Human & Social Services</td> <td><input type="checkbox"/> Tourism</td> </tr> </table> <p>RESOURCES</p> <table border="0"> <tr> <td><input type="checkbox"/> Agriculture</td> <td><input type="checkbox"/> Forestry</td> <td><input type="checkbox"/> Wildlife</td> </tr> <tr> <td><input type="checkbox"/> Environmental Stewardship</td> <td><input type="checkbox"/> Primary Resources</td> <td></td> </tr> </table> <p>TECHNOLOGY</p> <table border="0"> <tr> <td><input type="checkbox"/> Construction</td> <td><input type="checkbox"/> Fabrication</td> <td><input type="checkbox"/> Mechanics</td> </tr> <tr> <td><input type="checkbox"/> Electro-Technologies</td> <td><input type="checkbox"/> Logistics</td> <td></td> </tr> </table>			<input type="checkbox"/> Computing Science	<input checked="" type="checkbox"/> Financial Management	<input checked="" type="checkbox"/> Management & Marketing	<input checked="" type="checkbox"/> Enterprise & Innovation	<input type="checkbox"/> Information Processing	<input type="checkbox"/> Networking	<input checked="" type="checkbox"/> Communication Technology	<input type="checkbox"/> Design Studies	<input type="checkbox"/> Fashion Studies	<input checked="" type="checkbox"/> Community Care Services	<input type="checkbox"/> Foods	<input type="checkbox"/> Legal Studies	<input type="checkbox"/> Cosmetology	<input checked="" type="checkbox"/> Health Care Services	<input type="checkbox"/> Recreation Leadership	<input type="checkbox"/> Esthetics	<input checked="" type="checkbox"/> Human & Social Services	<input type="checkbox"/> Tourism	<input type="checkbox"/> Agriculture	<input type="checkbox"/> Forestry	<input type="checkbox"/> Wildlife	<input type="checkbox"/> Environmental Stewardship	<input type="checkbox"/> Primary Resources		<input type="checkbox"/> Construction	<input type="checkbox"/> Fabrication	<input type="checkbox"/> Mechanics	<input type="checkbox"/> Electro-Technologies	<input type="checkbox"/> Logistics	
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Skills, Knowledge and Technologies Related to the Occupational Areas

[CTF Occupational Area Skills, Knowledge and Technologies Lists](#)

Through the CTF learning outcome “I use occupational area skills, knowledge and technologies,” students explore skills, knowledge and technologies used by professionals working in occupational areas. Possible skills, knowledge and technologies that could be explored in this CTF challenge include the following:

Enterprise and Innovation

Study the area of business that deals with the organization and management of a project, an undertaking or an innovation.

- how to recognize and assess venture opportunities
- ideas for possible venture opportunities
- how to plan a venture
- potential markets, including local, regional and national
- change, taking initiative and demonstrating flexibility

Financial Management

Plan, organize, direct, control and evaluate the operation of an accountant, auditor or financial service.

- budgeting

Management & Marketing

Learn the processes associated with promotion for the sale of goods and services.

- the relationship between customer satisfaction and profits
- how advertising influences consumers

Communication Technology

Discover and develop skills related to technologies used to design, construct and relay a message for the purpose of connecting, informing, entertaining or selling products.

- the principles of design, including balance, emphasis, proportion (scale), repetition (rhythm/pattern), unity, contrast, harmony, proximity and variety
- elements of design, including line, shape (2-D) or form (3-D), colour, texture, depth (perspective), light, direction (motion), mass (visual weight), tone (black and white) or value (colour) and space (positive and negative)
- appropriate tools and methods for communicating messages
- project-planning skills to media/audio/video/print projects

Community Care Services

Experience volunteering and developing skills for community-based services in a variety of settings.

- the basic anatomy of human body systems
- the benefits of volunteers in a community
- the personal rewards available by volunteering (e.g., self-esteem, self-fulfillment, career awareness, employability, enhanced community awareness, health and wellness)
- community volunteer opportunities or placements
- the responsibilities of volunteers and clients
- considerations for personal safety related to volunteering
- personal performance in a volunteer activity or placement

Health Care Services

Prepare for medical careers by examining the anatomy and function of the body systems, and develop first aid, CPR and occupational safety skills necessary for careers in emergency response.

- basic anatomy and the physiology of the skeletal system and the muscular system
- the names and locations of bones in the skeletal system

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	<ul style="list-style-type: none"> • basic anatomy and function of muscles and joint structures, the digestive system and the respiratory system • anatomy and function of the heart, blood and blood vessels • processes to control infection, including sterilization, disinfectants and antiseptics and general cleaning procedures used in homes and community settings • the importance of handwashing • injury prevention <p>Human & Social Services</p> <p>Learn about occupations related to wellness, human development, family support and professional standards and ethics.</p> <ul style="list-style-type: none"> • benefits and application of appropriate hand-washing techniques • maintaining patient and client confidentiality • nutritional information and misinformation
<p>Safety and/or Environmental Considerations</p> <p>CTF Safety and Environmental Considerations for Occupational Areas</p>	<p>Safety and/or environmental considerations identified for this challenge:</p> <ul style="list-style-type: none"> • Consider personal safety related to volunteering. • Develop conflict-management strategies. • Know the proper emergency response and procedures to follow in case of an emergency. <p>Remember to follow your school's and/or district's safety and privacy of information requirements at all times.</p>

Grade Level	<input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
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Interdisciplinary Learning Opportunities	<p>SUBJECTS</p> <table> <tr> <td><input checked="" type="checkbox"/> English Language Arts</td> <td><input checked="" type="checkbox"/> Health and Life Skills</td> <td><input type="checkbox"/> Religious Education</td> </tr> <tr> <td><input type="checkbox"/> Fine Arts</td> <td><input checked="" type="checkbox"/> Mathematics</td> <td><input type="checkbox"/> Science</td> </tr> <tr> <td><input type="checkbox"/> French Language Arts</td> <td><input type="checkbox"/> Outdoor Education</td> <td><input checked="" type="checkbox"/> Social Studies</td> </tr> <tr> <td><input type="checkbox"/> French Second Language</td> <td><input type="checkbox"/> Physical Education</td> <td><input checked="" type="checkbox"/> Other ITC _____</td> </tr> </table>	<input checked="" type="checkbox"/> English Language Arts	<input checked="" type="checkbox"/> Health and Life Skills	<input type="checkbox"/> Religious Education	<input type="checkbox"/> Fine Arts	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> French Language Arts	<input type="checkbox"/> Outdoor Education	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> French Second Language	<input type="checkbox"/> Physical Education	<input checked="" type="checkbox"/> Other ITC _____
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The challenge is provided as a service to teachers who may be interested in developing their own CTF challenges. The responsibility to evaluate this resource rests with the user. **Note:** Website addresses are listed for reference only and were confirmed as accurate at the time of publication. They are subject to change. Teachers are advised to review them for appropriateness prior to using them with students.