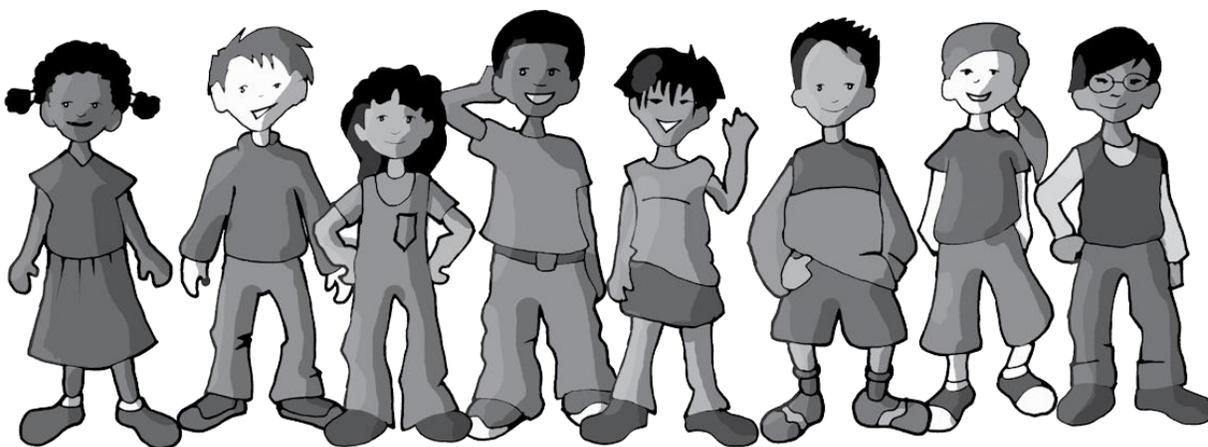


Safe at Home Safe Alone

Leader Guide



In Cooperation with:



Revised 2017



Virginia Cooperative Extension

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Revised in 2007 by Linda King, Prince William County 4-H, with the assistance from Deborah Carter, Prince William County 4-H, under the *Safe at Home, Safe Alone* program.

2016 revisions by Carrie Busekist, Prince William County 4-H, and Kathy Simmons, Volunteer Prince William.

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Program Description

The Safe at Home, Safe Alone program is sponsored by Prince William County 4-H and Virginia Cooperative Extension. The program has three parts: a Youth Book, a Parent Guide, and a Leader Guide.

The Youth Program is designed to educate and provide youth with the life skills needed to successfully handle self-care situations. Virginia Cooperative Extension trains volunteers to teach this program and provides a Youth Book for each student at the 4th grade level.

The program includes:

- Information on having a safe home environment for self-care
- Preparing nutritious and safe snacks
- Coping with loneliness
- Stranger safety
- Information on emergency preparation
- Basic first aid
- Handling conflicts with peers and siblings
- Other pertinent topics

The Parent Guide is designed with the parent's perspective and needs in mind. It emphasizes parents as the most important component needed to prepare a child for self-care. The Parent Guide parallels the Youth Book in content and offers the parents information and insight as to what constitutes preparedness for youth in self-care.

The Leader Guide includes an overview of the Safe at Home, Safe Alone program, background information for each youth lesson, a complete lesson plan filled with a variety of activities, and teaching approaches to achieve each lesson objective. Supplemental information that supports the lessons is included at the end of the Guide.

Thank you for becoming a volunteer leader of the Safe at Home, Safe Alone program. As a volunteer leader, you are immensely meaningful to the children and families in your community. Your service is greatly appreciated by Virginia Cooperative Extension.



Tips for Leaders of the Safe at Home, Safe Alone Program



Remember To:

- Read all curriculum materials: Youth Book, Parent Guide, and Leader Guide.
- Plan the lesson, keeping the needs of your group in mind.
- Plan the lesson, keeping your time constraints in mind.
- Recognize there are many ways to learn, so vary your approach.
- Be prepared with all materials needed for the lesson.
- Nurture the children's learning through guidance and encouragement.
- Create an atmosphere of trust and honesty.
- Be accepting of all children.
- Reinforce children's achievement in a positive manner.
- Provide opportunities for children's success.
- Provide opportunities for children to make choices.
- Provide opportunities for children to communicate.
- Maintain your own high level of enthusiasm - Enthusiasm is contagious!!!

Leader Guide Key

You will find these symbols in the Leader Guide. Here are their meanings:



Classroom Discussion



Activity

Youth Book

Staying Home Alone

Background Information:

Making a choice to leave a child in self-care requires great communication between parent and child. There is much to consider and much preparation to be done. The objective of this lesson is to get everyone thinking about the big picture of self-care, the communication that must exist between parent and child, and the importance of assessing the needs of the family members before making changes.

Objective:

To give students an overview of what it means to be in self-care.

Students Will:

1. Answer a questionnaire/checklist that will serve as a self-assessment of readiness.
2. Express things they need to know to be ready for self-care.
3. Complete a pre-test for the Safe at Home, Safe Alone Program.

Materials:

- Computer
- Youth worksheets
- Pre-test

Lesson Plan

I. Introduction:

D Welcome students. Introduce yourself and tell them you will be their leader for Safe at Home, Safe Alone, a program that teaches skills about self-care. Tell students that self-care means being alone to care for yourself.

II. Families are Unique

D Show pictures of families and remark that families come in all shapes and sizes and communicate in their own unique way. (Make sure that some of your pictures show diversity in families.)

Families have a need to talk over many issues. One issue families will ultimately discuss is when the children are ready to be in self-care. Allow students time to offer any comments. Some students will have discussed this at home already. Let students know that this program is one that will help them be prepared to be in self-care when their family decides the time is right. Make it very clear that this is a decision to be made with their parents. This program does not say that they are ready to be in self-care, that decision is a family decision!

III. Safe at Home, Safe Alone is a 4-H Program

D Make students aware that Safe at Home, Safe Alone is a 4-H program. Hand out 4-H brochures that describe what 4-H is about and the opportunities to be involved in 4-H for students to take home to their family.

IV. What do You Need to Know in Self-Care?

A Make a group chart on the board. Ask students:

- What kinds of things do you need to know when in self-care?
 - chart all the students' answers
 - include anything that they may miss

Let students know that it is your goal that they will have increased confidence in being in self-care by the end of the program.

Y Questionnaire/Checklist

- Things to ask yourself before deciding if you are ready for self-care.

In the Youth Book Chapter 1 is the activity *Ask Yourself*. You can have the students read these to themselves or read them aloud and have the students answer the questions. Tell the students that this questionnaire should get students thinking about whether or not they are competent for self-care.

A Have students take the pre-test.

Making Family Rules

Background Information:

Every family makes “family rules” that are unique to their family needs. Rules need to be made as a family. This takes cooperation and communication among family members to choose the rules needed for family harmony. When rules are broken, communication is needed to resolve the conflicts. Families can successfully work together as a team. Family meetings can be scheduled on a regular basis to make plans and monitor how things are going with each family member.



Objective:

To recognize the importance of establishing family rules for the child in self-care.

Students Will:

1. Brainstorm family rules needed when home alone.
2. Explain guidelines for setting up a family meeting.

Materials:

Youth Book print outs and power point/smart board activities

Lesson Plan

What are the Rules?

Y Tell students if you are going to stay home alone there are some basic rules that are good to remember. Review the Family Rules in Chapter 2 in the Youth Book with students and elaborate and clarify if needed. Make the point clear to the students that **their** family will make the family rules that they will follow. Family rules will meet the specific needs of the family.

Have a Family Meeting

Y Ask students if a family has rules, is it important that everyone in the family knows what the rules are? Discuss. Explain that a family meeting is a good way for a family to communicate and form house rules together. Chapter 2 in the Youth Book gives a quick overview of the family meeting plan. Elaborate on this by discussing the good hints for a family meeting.



Have students take home the “Got Rules” Activity in Chapter 2 in the Youth Book.

Tips for a Family Meeting

1. Invite everyone in the family to participate.
2. Set an agenda for each meeting.
3. Set a time limit for each family meeting.
4. Give each family member a chance to speak and share ideas.
5. Encourage good listening - everyone needs to be heard.
6. Encourage each other by talking about the good things happening in the family.
7. Remember to plan for family fun time.
8. Cooperate to make the best decisions for everyone.
9. Write down the plans and decisions made. Post them as a reminder to everyone.

Impress upon the students:

Remember: In the end, not everyone can get their own way. But, if everyone has been listened to and participated in making the family’s decision, everyone will feel more cooperative as they work together as a family.

Ask students what topics might be discussed at a family meeting. These questions might help students name topics.

If you are home alone, do you know what your family rules are for:

- Having friend over?
- Having a snack?
- Completing chores?
- Playing outside?
- Doing homework?
- Using the phone?
- Computer screen time allowance?

A Safe Home

Background Information:

Safety risks increase when children are unsupervised. It is especially important for a child in self-care to have a home as safe as possible to help minimize the risk of accidents. Children need to be aware of potential hazards in the home. Stress the importance of using the safe home checklist in Chapter 3 in the Youth Book as a tool to work with their parents to ensure a safe home.

Objective:

To make children aware of home hazards and ways to correct them.

Students Will:

1. Discuss and identify potential hazard situations in the home.
2. Explain good safety practices in the home.

Lesson Plan

I. Home Safety

A Name a room in the house and ask the students what kind of accidents might happen and how the accidents might be prevented. (For example: kitchen-reach for a glass, it slips and breaks, you pick up the glass and cut your finger. You would not have gotten cut if you had swept up the glass without touching it.)

II. Safe Home Checklist

Y Encourage students to walk through their home with their family and use the checklist to look for the items listed and spot areas of potential danger. Once an area of danger is spotted, the hazard should be removed or corrected for safety. You may wish to highlight some of the items on the checklist to raise the students' awareness of the kinds of things they will be looking for and to generate enthusiasm for doing something so important to their safety.

III. Can you Spot the Hazards?

Y Students should circle the danger areas in this activity in Chapter 3 in the Youth Book. This page can be done individually or as a group.

Making Healthy Food Choices and Kitchen Safety

Background Information:

If a child is in self-care before or after school, he or she needs to know how to choose and prepare nutritious foods. The My Plate gives food guidelines for planning healthy snacks and meals. Kitchen safety rules will be reviewed to help assure a safe environment for the child in self-care.



Objective:

To give children information about making healthy food choices and keeping safe in the kitchen.

Students Will:

1. Identify healthy snacks and breakfast foods.
2. Discuss kitchen safety and rules they follow at home.

Materials:

1. Empty boxes of healthy snack foods and breakfast foods
2. Food ad pages
3. Magazines with food pictures

Lesson Plan

I. Snack Chat

D Encourage students to talk about the things they like to eat. Go around the room and have each student tell their favorite food. Talk about how some foods are a good “treat” but may not be suitable to eat every day as a part of their healthy diet. Emphasize the importance of nutrition in their diet to the health of their bodies.

II. Making Healthy Food Choices

Y Look at the My Plate and tell students that this is a good tool to help remind them of foods that are nutritious and need to be included in their daily diet.

III. Activities

A

1. Give each student a food ad page and a marker. Tell students to circle foods they would choose as good to eat - healthy and yummy!
2. Give students magazines to cut up. Make a class/individual food collage that is filled with food that is healthy and good to eat.
3. Have students plan a menu for a day or a week's worth of snacks that they would be able to make and eat.

IV. Kitchen Safety

Y Use the *Can You Spot the Hazards* page in Chapter 3, as well as the cooking rules in Chapter 4 in the Youth Book, to reinforce good safety practices. Remind students to talk to their parents and know what appliances they are allowed to use and how to use them.

Feelings, Fears, and Worries: Planning Your Time

Background Information:

Feelings of isolation, loneliness, boredom, fear, and anxiety can overwhelm a child who is in self-care. These feelings are normal and should be acknowledged as such. There are ways to combat and replace these feelings with more positive ones. Stress to students how important it is that they express their feelings to their parents. A child who is able to express feelings and is constructive in creating a positive self-care environment is a child who will have feelings of confidence and success when home alone. Stress to students that free time affords opportunities for a wide range of worthwhile activities. Creating a schedule of activities gives focus and direction to time alone. Posting the schedule and checking it off will give a feeling of accomplishment.

Objective:

To acknowledge the validity of the wide range of feelings a child may have in self-care and to provide activities that help cope with negative feelings and foster confidence.

Students Will:

1. Express how they feel when they are alone at home.
2. Create an “I’m Bored Bag”.
3. Create a daily schedule to make good use of free time.
4. Distinguish between fears that are real fears, real possibility fears, and unlikely fears.
5. Explain coping skills for loneliness, boredom, fearfulness, and worrying.

Materials:

1. Youth Book
2. Supplies for “I’m Bored Bag”: paper lunch bag, strips of paper, decorations for bag

Lesson Plan

I. Feelings When Home Alone

D Tell students that when alone, it is normal to have certain feelings about being alone. Sometimes being alone gives us feelings of being independent, calm, confident, or productive, and other times feelings of being anxious, lonely, bored, or afraid. All feelings are normal; some are comfortable and others are not. It is good to talk about all feelings with your family. Families need to know how each person is feeling. Chapters 5 and 6 in the Youth Book will help you identify your own feelings. These are pages you will want to have them share with their family.

II. Are You Ever Bored?

Y Tell students that one way to overcome some of the negative feelings of being alone is to find activities to occupy your time and your minds. An “I’m Bored Bag” (show your example) contains many ideas of things to do. Everyone will get a chance to make one.

Make an “I’m Bored Bag”

A Have children bring in a small shoe box or supply them with a brown paper lunch bag. Decorate the boxes or bags with wrapping paper, ribbon, drawings, and pictures from magazines, or whatever you have on hand. Have the child take the “I’m Bored Bag” page from Chapter 6 in the Youth Book and cut the words apart into strips. Cut extra blank strips for students to write in some of their favorite activities. Put all of the strips into the bag. Encourage students to use this bag when they are bored to get them motivated to do something fun or something productive!

III. Do You Plan for Your Time Alone?

Y Tell students that making a plan for their time alone helps keep them busy, occupied, and happy. There is a daily schedule form in Chapter 6 in the Youth Book that you can use to organize your time. This form has places for you to write messages to your parents and a place for you to describe your feelings you had during your time alone. You may need a plan for before and/or after school. Talk your plan over with your parents.

IV. Do You Have Fears and Worries?

D Tell students that fears and worries are bound to creep into your mind when you are home alone. Sometimes it is good to have fear, because it can alert you to a real problem. These fears are called “real fears” because you are in some danger and need to act. When there is real fear and real danger stay calm, get out of danger and get help.

Ask: “*Can you think of some real fears?*” Remember, real fears mean danger is upon you and you need to act (hearing someone entering the house, fire....etc.).

Sometimes you might be fearful of something that possibly could happen. That’s when you need to do what you can to prevent that something from happening. You need to be careful and follow safety rules.

Ask: “*Can you think of fears that have a possibility for danger?*” Remember, you will want to take action and prevent this fear from becoming a real fear (toys on the stairs, walking home alone, a strange dog). What is the possible danger? How can you prevent it?

Other times, your imagination might make you fearful of something that probably won’t happen. You are worrying without a good reason to worry. This is a time that you will want to get busy and stop worrying needlessly. Let your parents know when you worry this way and you might just stop worrying.

Ask: “*Can you think of some fears that probably have no possibility for danger?*” (noise in your house, dark closets) How can you keep your mind from worrying needlessly? (talk it over with your parents, find something to do, find out if your mind is just playing tricks on you- investigate the house noise for example).

V. Is It Danger? Game

A Give each student (or small groups of students) three pieces of paper. Have them write “Real Danger” on one piece of paper, “Possible Danger” on one piece of paper, and “No Danger” on one piece of paper. Tell them you are going to read a situation to them and they should hold up the paper that they think best describes the situation. Read the situations listed in the Chapter 5 Activity: *Real Danger or Not?*

Discuss why the children answered the way they did and give them your opinion of a reasonable answer.

You can also create situations that fit your students and area. Below are four examples to get you started:

1. A weather alert is on T.V. and says a hurricane is approaching your area. (Real or Possible)
2. You have left the back door unlocked. (Possible)
3. You start thinking about burglars. (No)
4. A snake is on your front porch. (Possible)

VI. Adults Have Worries Too!

A Tell the students that adults have worries and fears too! Children need to be understanding of adults as well as adults being understanding of children. Here is a list of adult fears when children are in self-care. Chart this list or put it on the board.

Adults Have These Worries When Children Are in Self-Care:

Accidents	Boredom	Unhealthy Eating	Too much TV
Fighting	Breaking Rules	Accidents	Loneliness
Fire	Chores/Homework	Intruders	Drugs
	Neglected		

Role Play: Let students role play an “adult worry”. One child can be an adult expressing the fear he or she has about a child staying home alone. Another child responds to the adult by telling how he or she would respond to the situation to keep the adult from worrying.

Key Safety

Background Information:

A child in self-care must take good care of the house key. With no one at home, the key provides the child the means of entrance, so this is a big responsibility.



Objective:

To provide students information about safe-care of their house key or door code.

Students Will:

1. Engage in leaning activities and role plays to demonstrate proper house key care.
2. Tell what they would do in the event of losing their house key or door code.

Materials:

- Youth Book
- Assorted keys for role plays

Lesson Plan

I. Keys are Important

A Show students the assortment of keys you have brought to share. Show your house key. Involve the students in a discussion about the importance of the house key to a child in self-care. Talk about alternative plans in case a key is lost. Encourage students to know how the locks work in their houses, to practice locking and unlocking doors at home, and to remember not to force a key to turn in the lock. Forcing a key to turn could break the key off in the lock.

II. Key Rules for Key Safety

Y Discuss the Rules for Key Safety.

A Match the Rule with the Reason. Create a matching activity for the *Rules and Reasons*.

Rules and Reasons

1. **Rule:** Never give your key or key code to a friend.
Reason: A friend could lose the key or tell someone else your key code that shouldn't know it.
2. **Rule:** Never hide a key outside your house.
Reason: Someone could be watching you and go get your key.
3. **Rule:** Do not put your name or address on your key.
Reason: A stranger may find your key and read your name and address.
4. **Rule:** Remove the key from your door after unlocking it.
Reason: You want your door to be locked so no one can follow you inside.
5. **Rule:** Keep your key or key code in a safe and private place. If you wear your key, put it on a key chain and keep it somewhere safe.
Reason: If your key and key code is safe and private that makes you feel safe and secure.
6. **Rule:** Keep an extra key with a trusted neighbor.
Reason: You might lose your key and need another one in an emergency.

Role Play:



Use the above *Rules and Reasons* to create impromptu role plays. For example, the “Never give your key to a friend.” Choose one student to ask his friend to give him his key to keep for him. What could happen? Act it out.

The Telephone

Background Information

The telephone is a link to the outside world for the child in self-care. A child in self-care must be ready to use the phone for everyday needs such as letting a parent know that he or she is home from school, or for an emergency phone call if the need arises.



Objective:

To give children information on how to use the phone in both emergency and non-emergency situations.

Students Will:

1. Demonstrate how to use the phone in a courteous, yet conscious manner.
2. Explain what to do if their phone isn't working.
3. Practice simulated 911 emergency calls.

Lesson Plan

I. Importance of the Telephone

D Ask students what they would hate to be without when they are home alone? Someone will say “my phone”! Encourage students to talk about how the phone can link them to the outside world in all kinds of situations.

II. The Telephone - A Good Friend

Y Review the “phone tips” in Chapter 9 in the Youth Book. **Impress upon your students to:**

- Never tell anyone they are home alone.
- Hang up if someone calls and says something that frightens them.
- Take good messages; write down who called, what they wanted, and their phone number.

III. What Would you Say?

Y A. Refer to the Activity in Chapter 9 in the Youth Book. Students can write their answers or this can be a class discussion.

B. Use this page for role play situations using phones. Encourage students to remember the phone tips in their book when talking on the phone.

IV. Important Telephone Numbers and Emergency Card

Y Have students take these pages from Chapters 9 and 14 in the Youth Book home to complete with parents.

V. Emergency! Call 911!

Y In times of emergency, a child may need to make a 911 phone call. Talk with the students about the information that is needed when making a 911 call. Stress the word **WANT** as a reminder of what the operator needs to know. You can have students role play different situations in which they would need to call 911.

W What Happened?

A The Address

N Their Name

T Their Telephone Number

Often a student will ask “What if....happens?” These may be scenarios that could be best answered by a parent. Encourage students to discuss these with their parents.

The Computer/Internet

Background Information

Much like the telephone, the computer is a link to the outside world for the child in self-care. A child in self-care must be ready to use the computer for everyday needs such as homework, and/or socializing with friends.

Objective:

To give children information on how to use the computer/internet safely.

Students Will:

1. Learn what the computer/internet rules are as part of their family rules.
2. Explain what they can or cannot share with someone on the computer.

Lesson Plan

I. Importance of the Computer

D Encourage students to talk about how the computer can be a good resource for information and communication, but also what kind of information can be shared.

II. The Internet

Y Review the “computer rules” in Chapter 10 in the Youth Book. **Impress upon your students to:**

- Be careful who you share information with. Nothing on the internet is completely private.
- Never agree to meet an “online” friend in person.
- Never open email attachments from someone they do not know (or from anyone without parental permission). It can contain destructive viruses and can crash the computer.

III. What Can You Share?

Y A. Refer to the Activity “Screen Safety” in Chapter 10 in the Youth Book.

Answering the Door

Background Information:

When a child is home alone and the doorbell rings, a child must know what to do. A child might be anxious or frightened about who it might be on the other side of the door. Children should be encouraged to discuss rules for answering the door with their family. Some parents will tell their children not to answer the door at all, some may tell them to check through the peep hole to see if it is someone their family allows in the home, and some may ask the child to speak to the person through a locked door. This lesson gives good guidelines for answering the door safely. Following family rules is the most important priority.



Objective:

To offer guidelines on good safety practices to follow when a child must answer the door when home alone.

Students Will:

1. Demonstrate ways to respond to a knock at the door, assuming their parents want them to respond.
2. Demonstrate ways to respond when feeling threatened by someone at the door.

Lesson Plan

I. Answering the Door

Y Talk to students about what they would do if they were home alone and there was a knock at the door. Listen to the answers and then remind students that they need to know exactly what their parents want them to do when they answer the door while they are home alone. Review the basic rules for answering the door and the possible responses to make to strangers in Chapter 11 in the Youth Book.

A If parents want children to answer the door, role plays can be done so students can practice responding in a safe manner.

Stranger Safety

Background Information:

This lesson is to help students know who is a stranger to them. We have stereotyped strangers as someone who looks scary, but the truth is that a stranger is **ANYONE YOU DO NOT KNOW!** We want children to have a realistic fear of what might hurt them, and yet we do not wish to alarm them so they are continuously afraid. Children may be confronted by strangers on their way to and from school, on the playground, in the park, or when they are home alone. Children need to be taught the dangers so they can be ready to react should the need occur.

Note to Leader: Pay much attention to this lesson! A child alone is a child at risk!

Objective:

To provide children with information and skills that will allow them to confidently and effectively deal with strangers.

Students Will:

1. Explain who a stranger is and who is not.
2. Explain ways to avoid dangerous situations with a stranger.
3. Role play possible encounters with a stranger.

Materials:

1. Youth Book
2. Pictures of Strangers (Find pictures of different types of people, grandmotherly looking, athletes, teenager, etc.)
3. Telephones

Lesson Plan

I. Who is the Stranger?

A Show pictures of people to students. Pass pictures around. Ask students to identify which of these persons are strangers. Talk about what constitutes a stranger. Make the point that all of these people are strangers if you don't know them

very well. Remind students that when you know someone well, you generally know how he or she will act towards you, but you can never be sure of the behavior of a stranger.

II. Stranger Safety

Y Review the safety rules in Chapter 12 in the Youth Book and ask students questions like:

1. If most people you meet are good people, why should you be cautious of strangers?
 - a. *Because not everyone is a good person and you can't immediately judge a stranger's intentions.*
2. If you see an adult you don't know hanging around your park or playground, what questions should come to your mind?
 - a. *What reason does the person have for being there?*
3. If this adult tries to get you or any of your friends to go somewhere, or does anything that seems strange, what should you do?
 - a. *First do NOT go anywhere with anyone you do not know. Get away from them and tell someone like a teacher, playground supervisor, or police what has happened.*
4. What if you are offered a ride by someone you think you know?
 - a. *If you only "think" you know the person, stay where you are. Never get in a car with anyone unless your parents tell you it's alright.*
5. Is it okay to accept presents from a stranger?
 - a. *No! Never accept anything - gifts, toys, candy - from a stranger. Refuse politely and leave.*
6. What about hitchhiking? Since most adults are not out to hurt kids, is it okay to hitchhike?
 - a. *No! Once you get into a car with a stranger you are trapped. You cannot get out. It only takes once for things to go wrong. If you hitchhike, you might not get to your destination.*
7. If you think a car is following you, what is the first thing you should do?
 - a. *Turn around and walk the other way.*

8. If the car turns around or if you are being followed by someone on foot -what should you do then?
 - a. *Get somewhere that is safe like a store, a neighbor's house, someplace where there are people. Tell them what is happening.*
9. If you are home alone and a stranger calls, what should you do?
 - a. *Refer back to the "What Would You Say" in Chapter 9: Telephone Rules in the Youth Book.*
10. If a stranger asks you to come closer, what should you do?
 - a. *Get away! Run!*

Make a Safe Persons List

A Ask students: What is a "Safe Persons List"? This is a list of people who are allowed to give students a ride or come into their homes. These people are not strangers to the students and are trusted by their parents. Students will need parental approval of this list.

III. Role Plays for Stranger Encounters

A Tell students these are situations that could happen in real life, and by roleplaying their response, they will be ready should any of these situations ever occur. Tell students there are different ways to respond and you will help them decide the safest possible response. Encourage students to remember the phone safety rules and answering the door safety rules.

Role Plays:

1. A stranger comes to your door and says his car has broken down and wants to use your phone to call a tow truck.
2. Someone calls from the storm window company. They are doing a survey in the area. Do you have front and back doors? How many windows in the front? Back? Do you usually keep them locked?
3. A stranger calls and says he is an old friend of your mother and is on a brief layover at the airport and he wants to talk to your mother.
4. A stranger calls and urgently needs to speak to your father. She needs information about a financial matter.

5. You answer the phone and the person has the wrong number. Then he asks for your name and address and if you are alone.
6. You are at the playground with a friend and you realize you are going to be late for dinner if you walk home. Someone offers you a ride who says she knows you from the swim club, but you don't remember her.
7. You're walking home from school and a friendly looking "Grandma" pulls up in a nice car and asks you for directions to the mall. She can't hear well, and asks if you will get in the car and show her the way.
8. A teenager comes to the door selling magazines. He's trying to earn money for college. He has two more subscriptions to sell. He asks to come in and show you his selection.
9. The phone rings. You have won a new camera! The caller needs your address to mail you the prize. He also needs to speak to an adult. Can he have your parent's phone number at work? (You might not win the prize if you hesitate.)
10. You are walking home from school and a car pulls up. A man says he's a friend of your dad. Your dad asked him to bring you home.

IV. Stranger Safety



Have students complete the *More Talk About Strangers* Word Search in Chapter 12 in the Youth Book.

What is an Emergency?



Background Information:

Emergencies can happen even when preventive steps are taken. When an emergency occurs, a child in self-care needs to choose the best course of action. The child needs to make decisions about what determines an emergency requiring outside assistance and what determines a situation he or she can handle. Sometimes an unusual circumstance is not an emergency and requires no immediate attention.

Objective:

To provide children with information that will help them plan for an emergency.

Students Will:

1. Identify non-emergency, mini-emergency, and maxi-emergency situations.
2. Identify correct steps to take in emergency situations.
3. Role-play “life-like” emergency situations.

Materials:

1. Youth Book
2. Telephones

Lesson Plan

I. Emergencies

D Ask students: When you are home alone, what situations are serious enough for you to call for emergency help? When should you call your parents and when should you call the emergency number? Remind students that deciding what determines an emergency is difficult, especially in a stressful situation. Thinking about what could happen when you are home alone and how you would react in a stressful situation will help you react quickly and correctly if something similar happens in real life.

II. What is an Emergency?

 A discussion about what types of emergencies there are will help the student determine how to handle the situation. Help students classify the situations into three categories; maxi, mini, and non-emergency. Students may wish to offer more examples for each category.

III. Make a Choice

 Students will complete the *Mini, Maxi, Non-Emergency, and Be Ready for Anything* Activity in pages Chapter 13 in the Youth Book. These pages may be done individually or as a group activity. The scenarios are excellent to use as role play activities. Remember, allowing students time to act out potential emergency situations makes them more equipped to handle the “real thing.”

IV. Emergency Kit for Your Home

 Students are to become familiar with the idea of a home emergency kit. This is a family project to be done at home. Items needed in an emergency kit are listed in the *Chapter 16 Activity: Making an Emergency Preparedness Kit* in the Youth Book. Students should match each item with its use.

Lesson Plan

I. Getting Ready for a Medical Emergency

D Tell students that when they are home alone they must be ready in case they or a sibling need medical help. They need to know when it is a medical emergency that requires 911 help, and when there is a need for them to give basic first aid.

II. The Medical Emergency

Y Review the list of situations when they should call 911 in a medical emergency in Chapter 15 in the Youth Book. Discuss the list of things that are “Important to Know when Helping Someone”. Tell the students to always call for help first in a medical emergency. Stress that they stay as calm as possible so they can think clearly. Advise them that they can take classes to learn other first aid and life saving techniques.

III. First Aid Rules: What to Do?

Y Role Play First Aid Demonstrations described in Chapter 15 in the Youth Book.

Use the first aid rules as a guideline for creating other first aid dilemmas and first aid solutions.

IV. Make a First Aid Kit

Y Read the suggestions for making a first aid kit in Chapter 15 in the Youth Book. You can show the classroom first aid kit and what it contains. If money and time allows you can have each child create their own first aid kit.

Weather Emergency

Background Information:

It is normal to feel excitement when a weather advisory alert appears on the bottom of the television screen. It is important that a child who is home alone knows how to react to weather alert bulletins with a prepared, confident attitude.



Objective:

To provide children with a plan for weather emergencies.

Students Will:

1. Explain safety procedures for weather emergencies.

Materials:

Youth Book

Lesson Plan

I. Weather Emergency

Y Ask students what they should do when bad weather is coming their way. Students may wish to share stories of past experiences with bad weather and how they “weathered the storm.”

Review the safety tips in Chapter 16 in the Youth Book.

II. Discuss Weather Emergencies



Describe the following Weather Emergency Scenarios and as a group talk about the appropriate actions that should be taken. Use the information in Chapter 16 in the Youth Book as a guide.

- **Thunderstorm:** You are watching T.V. and read a weather alert that says a severe thunderstorm is approaching your area. The wind is blowing and the sky is getting darker. Your sister is with you. You tell your sister the safe rules for a thunderstorm and then do what you need to do to be safe.
- **Tornado:** The sky is getting dark and your mom has called you to say that a tornado is headed for your area. You and your brother need to be ready. What will you tell your brother to do? What do you need to do to be safe?
- **Winter Storm:** It has begun to snow and you are home with your brother and sister. Mom has called to say she may be late because the roads are starting to cover with snow. Tell your brother and sister the safe tips for a winter storm.

In Case of Fire

Background Information:

Fire is a fear for adults and children. Being prepared to deal with fire is essential for the child in self-care. This lesson discusses the rules of fire safety. Stress to students how important it is for their families to communicate about fire safety in their homes.



Objective:

To provide children with information about fire safety.

Students Will:

1. Explain good safety practices for preventing fire.
2. Explain good procedures to follow should a fire occur.
3. Role play “What If” situations relating to a fire experience.
4. Approach parents to formulate a home fire escape plan.
5. Simulate an emergency call to the fire department.

Materials:

Youth Book

Lesson Plan

I. The Fire Emergency

D Tell students that fire is an emergency that will probably never happen when they are home alone, but it is best to be prepared just in case. First we will learn how fire can be prevented, and then we will learn what to do if a fire should occur.

II. Fire Prevention Rules



Review and discuss the “Fire Prevention Rules” in Chapter 17 in the Youth Book.

III. In Case of Fire



Ask students why they have fire drills at school? The answer is you need to be prepared and practice what to do in a fire. You need to be prepared at home as well. That’s why your book has a fire escape route plan for you to fill out at home with your family. Plan two safe escape routes.

Review the fire safety rules in Chapter 17 in the Youth Book and emphasize that at the first hint of smoke, students are to get out of the house.

IV. Talking about Fire Safety Stories



Students should read the stories in *Talking about Fire Safety* in Chapter 17 in the Youth Book and decide in their own words what they would do. These stories would also make good role playing scenarios and give good practice experience making the 911 phone call.

V. Family Fire Escape Plan



Students should take the Fire Escape Plan page in Chapter 17 in the Youth Book home to complete with family

Supplemental Information

The information on the following pages is not included in the Youth Book, however, the leader can use it to guide discussions about:

- Situations involving siblings in self-care.
- Friends.
- Peer pressure.

Brothers and Sisters

Background Information:

Parents may decide to have more than one child at home in self-care. An older child may be left in charge of a younger one or each child may be responsible for his or her own care. The intent of this lesson is to prepare children to “get along” responsibly with each other. It is inevitable that even though brothers and sisters love each other, they will not get along all the time. This lesson offers some help in resolving conflict between siblings, as well as information on the nature of younger children should an older child be in charge of their care. Impress upon the children that if brothers and sisters are to be at home alone together, they can be good company for each other and will help each other should an emergency occur.

Objective:

To give children information on coping with brothers and sisters especially in times of conflict when at home in self-care.

Students Will:

1. Discuss suggested family rules for siblings who are at home without adult supervision.
2. Role play sibling conflict situations.
3. Describe ways to keep brothers and sisters happy and out of mischief.

Lesson Plan

I. Opening Discussion:

D Tell students their family may decide to have more than one child in the family in self-care. The family may decide that each child will be responsible for himself or herself, or they may decide that the oldest child may be in charge. Everyone has a disagreement sometimes, and children at home without an adult need to know how to solve their problems responsibly.

II. Role Playing for Sibling Conflicts

A Have students act out the following situations. You can write the situations on cards and have the children choose a card.

1. You are watching your little brother while your mom is still at work. You have a big science project due tomorrow and you are working to get it finished. Your brother keeps bothering you and touching things that may break. What would you do?
2. You are babysitting your little sister. She is watching her favorite TV show and doesn't want to go to bed. You know your parents will be angry if she doesn't go to bed on time. What would you do?
3. It's 4:30 in the afternoon and you are bored. You've done your homework and watched TV. Your sister is at a 4-H meeting and your mother just called to say she would be late. Your mom wants you to watch your sister until she comes home. A friend calls and asks you to go down to a construction site to look for wood to build a fort, He promises you will be back before your mom and sister arrive home. What would you do?
4. You and your sister are home alone while your dad takes your other sister to dance class. Your sister suggests that you play music on your dad's new iPod. Your dad has a strict rule that you may not use the player. What would you do?
5. You and your brother can't decide what to do. Nothing seems exciting to play and there is nothing good on TV. Your brother pulls out a pack of cigarettes he got from a friend at school and suggests each of you try one. What would you do?
6. You and your brother are playing Monopoly and watching TV at the same time. He keeps getting up to go to the bathroom or get a drink or something.

One time you follow him and you catch him eating cookies out of the box that your mother is saving for her meeting tonight. What would you do?

7. You are home alone with your sister. Together you are making a snack of peanut butter and crackers. She keeps dropping the crackers and smashing them on the floor. What would you do?

What is a Friend? and Peer Pressure

Background Information:

Friends are an important part of a child's life. Children want to be with other children and to be liked by other children. It's important that children know how to make friends and what qualities they deem important in friends. When they feel pressured by other children, they need to have the self-confidence to say "no" to activities they know are against their family rules.

Objective:

To discuss the importance of friendship: having friends, how to be a friend and how to respond to peer pressure from friends.

Students Will:

1. Identify qualities they would like their friends to have.
2. Identify qualities they have that make them a good friend.
3. Express reasons for rules needed when friends visit when they are in self-care.
(If their family allows it)
4. Write an example of peer pressure.
5. Discuss ways to respond to peer pressure.
6. Write a response to a peer pressure situation.

Materials:

1. Youth Book
2. Chart paper or white/chalkboard
3. Pictures of children together

Lesson Plan

I. What is a Friend?

D Engage students in a discussion about friends and the importance of friends in their lives. Show pictures of children enjoying each other's company. Remark to students that you know how much fun it is when friends get together. Talk about the kind of activities they like to do with friends. Chart these to see the variety. Talk about the qualities the students want their friends to have. Chart these as well. Go around the room and have each student say one quality that he or she has that makes them a good friend. Chart these.

II. Friends

D State that each family must decide if their child may have friends over when no adult is at home. Make the point very clear that all children in the house should follow the rules of the house, as well as their own family rules, if those rules are stricter.

III. Peer Pressure

D Talk to the students about their groups of friends. Ask if their group of friends have things in common? Do friends ever want you to do something that is against family rules?"

A Let the children act out the following role play situations.

1. You are home alone. A friend whom you are not allowed to have in the house calls you and wants to know if they can come over. What do you do?
2. You are home alone and a friend you cannot have in the house knocks on your door. They want to come in and play for a few minutes. The friend promises to leave before your parents get home. What do you do?

Let the children share other tough decisions they have had to make with friends. Allow them to act these out if they wish and time allows. Emphasize that they try the suggestions for coping with peer pressure.

Pre/Post-Test Answer Key

1. Your family decides you can stay home alone after school, but you are scared and not sure you want to. What should you do?
A. Talk to your family about your fears.
B. Go to a friend's house every day so you don't have to stay alone.
C. Stay at home and never say anything.
D. Talk to your friend and not your family about how you feel.
2. Your family rule is, "no friends over when you are home alone," but you are bored. What should you do?
A. Keep calling your parent to ask if you can please invite a friend over.
B. Watch TV for the whole time.
C. Sneak a friend in the house and keep it a secret.
D. Make a daily time schedule to keep you busy when you are home alone.
3. You arrive home, but your key is not in your pocket, or you forgot your code. What should you do?
A. Wait outside until your family gets home from work.
B. Try to break a window to get into your house.
C. Go to a trusted neighbor or friend's house who keeps a spare key to get it, or call someone who has your code.
D. Walk around the neighborhood.
4. You are home alone after school and hungry. You want a grilled cheese sandwich, but the family rule is you cannot use the stove. What should you do?
A. Call a parent at work and beg to use the stove this one time.
B. Use the stove carefully to prove you can do it safely.

C. Go next door and ask a trusted neighbor to fix a grilled cheese sandwich for you.

D. Choose another snack food that does not need cooking.

5. Your phone is not working and it's an emergency. What should you do?

A. Nothing.

B. Go to a trusted neighbor's house to call your parent.

C. Take the phone apart and try to fix it.

D. Just wait until your family comes home to take care of it.

6. A man calls and asks to talk to your dad. What should you do?

A. Tell him your dad is busy and take a message from him.

B. Hang up.

C. Give him your dad's number at work.

D. Tell him you are home alone and your dad is at work.

7. You are on the computer chatting with your friends and someone comes online who you do not know. He wants to meet you after school tomorrow. What should you do?

A. Give him your name and phone number instead.

B. Ask him for a picture so you can see what he looks like.

C. Shut down the computer and tell your family what happened.

D. Pick a place to meet him after school.

8. A woman you do not know comes to the door. She has had car trouble and wants to use the phone. What should you do?

A. Tell her your parents are not home and you do not know what to do.

B. Unlock the door and let her in.

C. Go outside to see if you can help her with the car.

D. Tell her through the door to go to the next door neighbor's house.

9. You are walking home from school and notice someone is following you. What should you do?
- A. Turn around and ask the person, “Why are you following me?”
 - B. Walk quickly to catch up with a group of kids and walk with them.**
 - C. Run into the woods to lose the stranger.
 - D. Throw rocks at the stranger.
10. You need to make a 911 emergency phone call. What should you do?
- A. Say, “I am in danger, please come quick.”
 - B. Say your name and address and hang up.
 - C. Say what happened, your address, your name, and your telephone number and stay on the line with the operator.**
 - D. Say, “I can’t find my dog, can you come here?”
11. Your little brother has fallen from the second floor. He is lying motionless at the bottom of the steps. What should you do?
- A. Pick him up and carry him to a trusted neighbor.
 - B. Call 911 and give them the emergency information.**
 - C. Call your mom at work.
 - D. Throw some cold water on him to wake him up.
12. You are watching TV and an emergency warning comes on and announces a severe thunderstorm in the area. What should you do?
- A. Turn off the TV, stay away from the windows, and get out the flashlight.**
 - B. Call a friend to talk until the storm passes because you are scared.
 - C. Go outside to see if you see the storm coming.
 - D. Take a bath.
13. You are doing your homework and smell smoke, but don’t see any flames. What

should you do?

A. Continue doing your homework until you see flames.

B. Go to your phone and call 911.

C. Go outside your house to call 911 (from a trusted neighbor's or on a cell phone).

D. Wait until your mom comes home in 15 minutes.

14. You are at a friend's house and they say they have something cool to show you; their dad's gun. What should you do?

A. Handle the gun without permission.

B. Play with the gun.

C. Watch your friend play with the gun.

D. Do not handle the gun and tell an adult immediately.



NOTES
