



Staying Home Alone

imAlone Parent Guide

version 1



The *imAlone* Program Materials are designed to help staff teach middle school and teen youth to be responsible, trustworthy, competent, capable, and safe while staying home alone. The core content is based on contributions from the following individuals:

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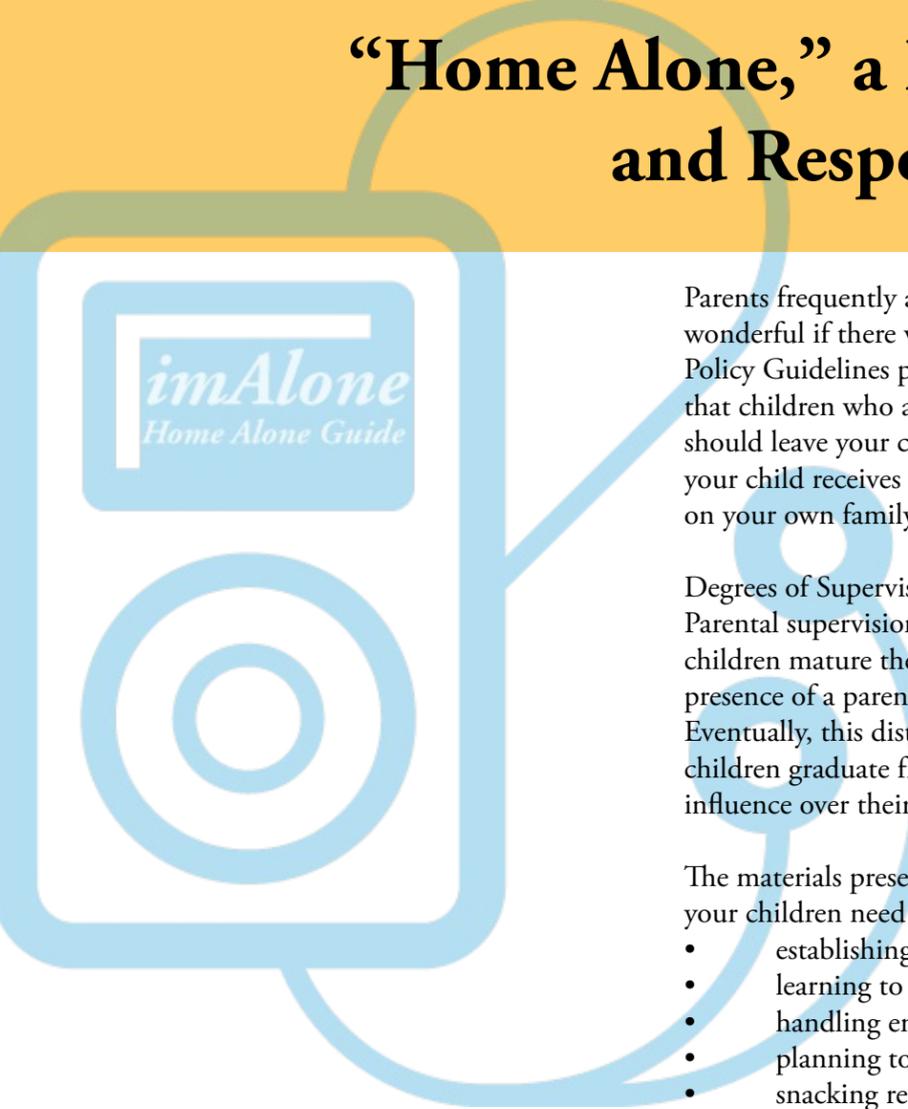
Staying home alone can be difficult for young people and cause considerable worry for families. While it is never possible to guarantee that youth will be safe when left by themselves, or to give a specific age when staying home alone is developmentally acceptable, there are some guidelines, practices, and safety rules that will help. They will enhance the experience and improve the physical, social and emotional safety of youth alone at home.

This Parent Guide will improve the chances of a successful and growing experience for both the youth and their parents or guardians. Throughout these materials adults responsible for the care of children and adolescents will be referred to as “parents.” It should be understood that the term is used to indicate all adults who have this responsibility. The term “youth” is used to refer to children ages 11-18.

The *imAlone* Program Outcomes:

1. Youth will understand and use the Six Pillars of Charactersm.
2. Youth will learn techniques for being safe and gain knowledge of how to respond to situations and emergencies when they are alone.
3. Youth will learn to organize and use their time wisely.
4. Youth will learn to safely prepare nutritious snacks.
5. Youth will learn the importance of rules.
6. Youth will learn to make good decisions regularly.
7. Youth will learn to solve conflicts peacefully.

“Home Alone,” a Parental Decision and Responsibility



Parents frequently ask at what age children are old enough to leave home alone. It would be wonderful if there were an easy answer. The U.S. Army Out of School Child Supervision Policy Guidelines prohibit young children from being left alone. However, this does not mean that children who are at the minimum age are necessarily ready for the experience, or that you should leave your children home alone. This guide, the parents’ workshop and the information your child receives in the youth training should help you to make appropriate decisions based on your own family and to create experiences that will be positive for all of you.

Degrees of Supervision

Parental supervision is important for children and teenagers regardless of their ages. As children mature the kind of supervision needed begins to slowly shift from full-time presence of a parent to parents providing structure and supervision from a different location. Eventually, this distance becomes greater and the need for supervision becomes less. When children graduate from high school and go out on their own, most parents still have some influence over their activities, providing support and counsel to their adult children.

The materials presented here will help you make the decision about how much supervision your children need and provide some tools to help you work with them on:

- establishing house rules,
- learning to be safe,
- handling emergencies,
- planning to use their time wisely and
- snacking responsibly.

They will be asking for your help in completing short assignments and establishing and maintaining good practices when home alone.

Youth Development

Children and youth develop at different rates. Use these factors as a guide to provide age-appropriate experiences that promote positive youth development outcomes such as making good decisions and developing self-confidence.

General Characteristics of 10 to 11 year old

Physical

- Spirited, with boundless energy
- Girls mature faster than boys; some enter puberty
- Large and small muscle development, strength, balance, and coordination increasing

Social

- Enjoy group activities and cooperation. Feel loyal to group or club
- Prefer to be with members of the same sex
- Admire and imitate older boys and girls
- Need guidance from adults to stay on task and to perform “at their best”

Intellectual

- Interests often change rapidly and do best when work presented in small pieces
- Vary greatly in academic abilities, interests, and reasoning skills
- Easily motivated and eager to try new things

Emotional

- Comparisons with other youth erode self-confidence
- Respond to recognition and praise for doing good work
- Have intense sexual feelings and keen interest in their own bodies
- Interested in sports and active games



General Characteristics of 12 to 14 Year Olds

Physical

- Exhibit wide range of sexual maturity and growth patterns between genders and within gender groups
- Exhibit rapid changes in physical appearance
- Growth of hands, feet, nose, and ears may be faster than arms, legs, and face, causing concern for appearance and clumsiness

Social

- Interested in activities involving the opposite sex; are learning to live with the opposite sex
- Look more to peers than parents; seek peer recognition
- Seek acceptance and trust
- Regard sex in a depersonalized way
- Searching for adult role models; may belong to fan clubs
- Often reject “ready-made solutions” from adults in favor of their own
- Question authority and Family values

Intellectual

- Find justice and equality to be important issues
- Think abstractly and hypothetically
- Developing skills in using logic; understand cause and effect
- Can solve problems that have more than one variable

Emotional

- Compare themselves to others
- Concerned about physical development and emerging sexuality
- See themselves as always on center stage
- Forming a sense of continuity between inner and outer self
- Body changes can set up situations of great embarrassment
- Are concerned about social graces, grooming, and being liked by friends
- Abandoning view of parents as “all powerful”
- Striving for independence, yet want and need parents’ help
- Need information for making decisions
- Seek privacy from parents/adults
- Want to be part of something important

General Characteristics of 15 to 18 Year Old

Physical

- Concerned about body image
- Less difference in size and maturity among peers
- Most have realistic view of limits to which body can be tested

Social

- Romanticize sexuality, but moving toward a more realistic understanding
- Searching for intimacy
- Test sexual attractiveness
- Make commitments
- Can commit to follow through with service
- See adults as fallible
- Desire respect
- To reject goals set by others
- Renegotiate relationships
- Want adult leadership roles

Intellectual

- Mastering abstract thinking; can imagine impact of present behavior on the future
- Enjoy demonstrating acquired knowledge

- Can consider many perspectives on a given issue
- Develop theories to explain how things happen
- Create new possibilities from information
- Lose patience with meaningless activity

Emotional

- Desire respect
- Beginning to accept and enjoy their own uniqueness, but still seek status and approval of peer group
- Look for confidence of others in their decisions
- Develop their own set of values and beliefs
- Take on multiple roles
- Gaining autonomy
- Introspective
- See self from viewpoint of others
- Take fewer risks
- Initiate and carry out their own tasks without supervision of others
- Searching for career possibilities
- Desire a role in determining what happens in their world

Adapted from: Volunteers...the foundation of youth development internet course, University of Missouri, 4-H Center for Youth Development.

Policy Guidelines

Parental Duty Day

OUT OF SCHOOL CHILD SUPERVISION POLICY GUIDELINES

Installations will develop and enforce an out of school child supervision policy that incorporates the following requirements or equivalent criteria that meets the intent.

1. Safeguarding children and youth is a parental responsibility.
2. The out of school "self care" is not permitted on a regular basis for elementary school children (generally K-5 or 6th grades, ages 5-10 years old) during parental duty hours.
3. Installation out of school child supervision requirements will be more stringent than those cited in AR 608-18, paragraph 3-5, which states a finding of child neglect may be warranted if a child under age 9 is left unattended. Minimum requirements for self care during out of school parental duty hours are 11 years old or 6th grade.
4. The local elementary and middle schools configuration, rather than the age of the child, takes precedence for determining the local parameters of the direct supervision requirements and self care restrictions.
5. A continuum of age appropriate/supervision options is available for parents (see enclosure 1). Parents should be advised to assess the physical and emotional capabilities of their child/youth and the potential risks or advantages to their children in selecting the most appropriate care/supervision option.
6. Installation Child and Youth Availability Plan (ICYAP) supports out of school child supervision policy by including options that are:
 - a. Accessible to children from school and housing areas.
 - b. Allows children to walk unaccompanied to care/supervised activity options.
 - c. Available in sufficient quantities to meet demand when local out of school child supervision policy is enforced.
 - d. Affordable to all patrons as well as cost effective and sustainable by the Army.
7. Support services are provided, e.g., self-care skills classes, babysitting classes, self-care loaner kits for older children and youth in transition from direct supervision to monitored and self care.
8. CYS Resource and Referral Offices provide current and accurate information about on/off post care and supervision options available through schools, youth organizations, chapels/churches, and other agencies.

Encl 2

9. Out of school child supervision policy is developed prior to implementation by an installation multidisciplinary team, e.g., Child and Youth Services, Army Community Service/Family Advocacy, Provost Marshal, Staff Judge Advocate, Housing, and Parent and Youth Advisory Councils, parents of school-age children and middle school youth and command representatives.

10. Policy is approved and enforced by the installation commander as part of the overall child supervision policy that governs children and youth, e.g., curfews, leaving children in cars, juvenile review board, etc.

11. Violations are referred to the installation Family Advocacy Report Point of Contact (RPOC); assessed for credibility and validity and; processed as appropriate to include referrals to Child and Youth Services (CYS) for assistance in developing a child care plan if warranted.

12. Information about the policy and local procedures is disseminated widely in conjunction with the installation Child and Youth Parent Advisory Council.



Supervision Levels	Definition	School Grade/Age Range	Supervision Options
Direct	Adult supervision on a regular basis during out of school hours during parental duty day.	<u>Elementary School- K-6th grades, generally 5-10 years old</u> <u>May be K--5th grades depending on local school configuration</u>	CYS Sponsored: <ul style="list-style-type: none"> • School-age Services (SAS) • Child Development Center (CDC) • Family Child Care (FCC) Community Resources: <ul style="list-style-type: none"> • In-home Babysitter • Nanny • Schools • Civilian CDC/SAC Programs
Monitored and Self Care	An adult is aware of child's location and activities during out of school hours. An emergency contact is available at all times. Parents assess child's ability to be in monitored self-care	<u>Middle School- 7th-9th grades- generally 11-15 years</u> <u>May be 6th- 9th grade depending on local school configuration</u>	CYS Sponsored: <ul style="list-style-type: none"> • Middle School (MS) Program • Neighborhood Activity Homes • Team Sports • Instructional Classes • Clubs/Volunteer Activities Community Resources: <ul style="list-style-type: none"> • Designated adult • Schools • Churches • YMCA • Youth Centers

OUT OF SCHOOL CHILD SUPERVISION CRITERIA DURING PARENTAL DUTY DAY



Adult Questionnaire

Is Your Child Ready to be Home Alone?

Think carefully about the answers to the questions below. When you look at your answers and talk with your child, the decision of whether your child should be left alone may become clearer. Rate your child on each of the following. “1” means the item never happens and “5” means it always happens. There are no right or wrong answers.

	1	2	3	4	5
My child can reach me if needed					
My child asks to stay home alone					
My child is calm when I get home					
I trust my child to obey rules when I’m not around					
I trust my child’s friends					
I trust my neighbors					
My neighborhood is crime free					
My child talks to me about her feelings					
My child shows resourcefulness by being able to find something interesting and useful to do					
There is a trusted adult in the neighborhood					
My children are safe when walking home from school alone					
My child can prepare snacks safely					
I can trust my child to tell me when things go wrong					
My child makes good decisions					
My furnace, fireplace, chimney and electrical wiring are in safe working condition.					
My home has smoke and carbon monoxide detectors that work					
Firearms are locked and chemicals, matches and poisons are where children can not get them					

Look honestly at your answers. If most of your responses were in the 1, 2, or 3 columns, your child probably needs some more time to mature before tackling self-care. If most of the answers are in the 5 column, with guidance from you and by participating in the *imAlone* Project your child should be ready for a trial period in self care. Use this questionnaire to talk with your child about any areas of concern. Also discuss their answers to the youth **Self-Assessment – Am I Ready to Stay Home Alone?**

Safety Tip Checklist

Safety Tip Checklist to Help Keep Your Child Safe

Consider the information below as you decide whether it is time to let your child begin staying home alone. A part of the answer may be found in different boxes you have checked!

Tip
I trust at least one person in the neighborhood to be home when my child is alone.
<ul style="list-style-type: none"> I have asked that person to be available if my child needs help. My child knows to contact that person. My child checks in with that person after school.
My child knows how to call me and to make emergency calls.
<ul style="list-style-type: none"> I have posted emergency numbers by each telephone. My child has a health insurance card or number.
I review the schedule for each day with my child and post it.
I have established rules and think my child will follow them when I’m not at home.
I prepare and leave nutritious snacks for my child.
I have practiced answering the phone and the door with my child.
All doors and windows have locks, and I know my child can unlock and lock them.
My house has a security system, and my child knows how to turn it on and off.
I have made sure my child knows how to use home appliances.
I have installed parental controls on the computer and television.
My house’s wiring, heating, cooling, and plumbing are safe and in working order.

Character Traits to Consider

Handouts & Family Assignments

Leaving your child at home alone also provides the opportunity for a broader discussion about character. You may be wondering how character fits into the *imAlone* Program. Consider the Six Pillars of Character as you determine if your child is ready to be left alone. Discuss these same characteristics as you talk about your decision.

Trustworthiness – Is my child reliable, does he do what he says he will do; does he have the courage to do the right thing and is he honest; does he lie, cheat or steal? Can I depend upon my child to follow the house rules? Do I feel comfortable that my child will keep his/her safety and the safety of the home a priority?

Respect – Is my child tolerant, considerate of others feelings and possessions and does she deal peacefully with anger, insults and disagreements? Does my child respect the family's property and others privacy? If other siblings are home alone together will they treat each other with respect?

Responsibility – Does my child do what he/she is supposed to do; use self-control and think before acting? Will my child do the tasks I have asked to be completed, such as, picking up books, games, etc so I don't return to a messy home?

Fairness – Does my child take advantage of others? If my child is alone with other siblings will he/she treat them fairly?

Caring – Is my child kind? Does he/she express gratitude and help others? Will my child treat other siblings with kindness?

Citizenship – Does my child cooperate with the rest of the family and do her share? Does my child understand the importance of being a part of a family unit and how his/her actions can affect other family members?

Regardless of your decision it is important for your child to know that the decision, is made in a way that models good character.



Character Grid

Here are a few examples of good character that are linked to staying home alone. Can you think of other examples to add? As you complete each Lesson you may be reminded of other examples to add to the chart.

Pillar of Character	Home Alone Examples
Trustworthiness <ul style="list-style-type: none"> Be honest Don't lie, cheat or steal Be reliable Do the right thing Be loyal 	<ul style="list-style-type: none"> Talk with your parents before they leave and give them specific examples of how you have been trustworthy in the past and how you can be trusted now – locking the door immediately after they leave, not inviting friends over, and completing chores. If something gets broken or lost, tell your parents, don't try to hide it. <p><i>Your list:</i></p>
Respect <ul style="list-style-type: none"> Follow the Golden Rule Be tolerant of differences Use good manners, not bad language Be considerate of other's feelings Don't threaten, hit or hurt anyone Deal peacefully with anger, insults and disagreements 	<ul style="list-style-type: none"> Don't get angry with your parents when they quiz you on the house rules for the third time. Understand that they love you and don't want anything to happen to you or your siblings. Don't be disrespectful of your siblings just because you are home alone. Respect their space and their property. <p><i>Your list:</i></p>

CHARACTER COUNTS!SM and the Six Pillars of CharacterSM are service marks of the CHARACTER COUNTS!SM Coalition, a project of the Josephson Institute of Ethics, www.charactercounts.org

Character Grid

Pillar of Character	Home Alone Examples
Responsibility <ul style="list-style-type: none"> Do what you're supposed to do Keep on trying Use self-control Be self-disciplined Think before you act Be accountable for your choices 	<ul style="list-style-type: none"> Review what you have learned in the <i>imAlone</i> program and the house rules your parents have talked with you about. Think about how you will handle specific situations if they arise and ask your parents if you can't figure out a good solution. <p><i>Your list:</i></p>
Fairness <ul style="list-style-type: none"> Follow the rules Take turns and share Be open-minded; listen to others Don't take advantage of others Don't blame others carelessly 	<ul style="list-style-type: none"> Follow any rules your parents have set for you. Just because you have been left in charge doesn't mean you can take advantage of your brothers or sisters. If there are jobs to be done pitch in and help. <p><i>Your list:</i></p>

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Character Grid

Here are a few examples of good character that are linked to staying home alone. Can you think of other examples to add? As you complete each Lesson you may be reminded of other examples to add to the chart.

Pillar of Character	Home Alone Examples
Caring <ul style="list-style-type: none"> Be kind Be compassionate and show you care Express gratitude Forgive others Help people in need 	<ul style="list-style-type: none"> Thank your parents for believing you are capable of staying home alone. Don't bully, fight, or hit your siblings/ <p><i>Your list:</i></p>
Citizenship <ul style="list-style-type: none"> Do your share Cooperate Stay informed Be a good neighbor Obey laws and rules Respect authority Protect the environment 	<ul style="list-style-type: none"> If an adult is checking in on you at your parent's request respect their authority and be cooperative. Tell your friends about the <i>imAlone</i> workshop you attended and suggest they go too. <p><i>Your list:</i></p>

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You Decide

Selena is eleven. She really wants to stay home alone after school. You (her parent) told her she must first show you, by her actions, that she is ready for this big responsibility. Here are a few examples of what happened. In the past month Selena:

(A) Helped with the community bake sale by making posters.

Which pillar does this refer to?

(B) Didn't complete a big school project because she didn't understand the assignment and didn't want to ask for help. She got a failing grade.

Which pillar does this refer to?

(C) Wrote thank you notes to family and friends who gave her birthday presents.

Which pillar does this refer to?

(D) Threatened to quit the softball team because she thought she should play the entire game instead of following the half game rule the league has.

Which pillar does this refer to?

(E) Always used good manners.

Which pillar does this refer to?

(F) Never lied to her parents.

Which pillar does this refer to?

As her parent, do you think Selena is ready to stay home alone? Why or why not?

Facilitator Note:

Key to Character Grid:

- (A) **Citizenship,**
- (B) **Responsibility,**
- (C) **Caring,**
- (D) **Fairness, (E) Respect,**
- (F) **Trustworthiness**





Role Play 1

2-3 Characters

You and your brother (or sister) break a vase . . . as a result of fooling around in the living room. You both know that playing like that in the living room is against Family rules. Mom is on her way home from work.

Role Play 2

2 Characters

You and your sister arrive home from school. Both of you are supposed to do your homework. Your sister refuses to do hers and she even laughs and says, “You can’t make me.”

Role Play 3

2 Characters

Your younger brother is bored and can’t think of anything to do. He complains about being bored and pesters you. You are getting very annoyed with him.

Role Play 4

2 Characters

Your sister runs into the room and grabs the remote control. Your favorite show is on and it’s your turn to watch television.

Role Play 5

2 Characters

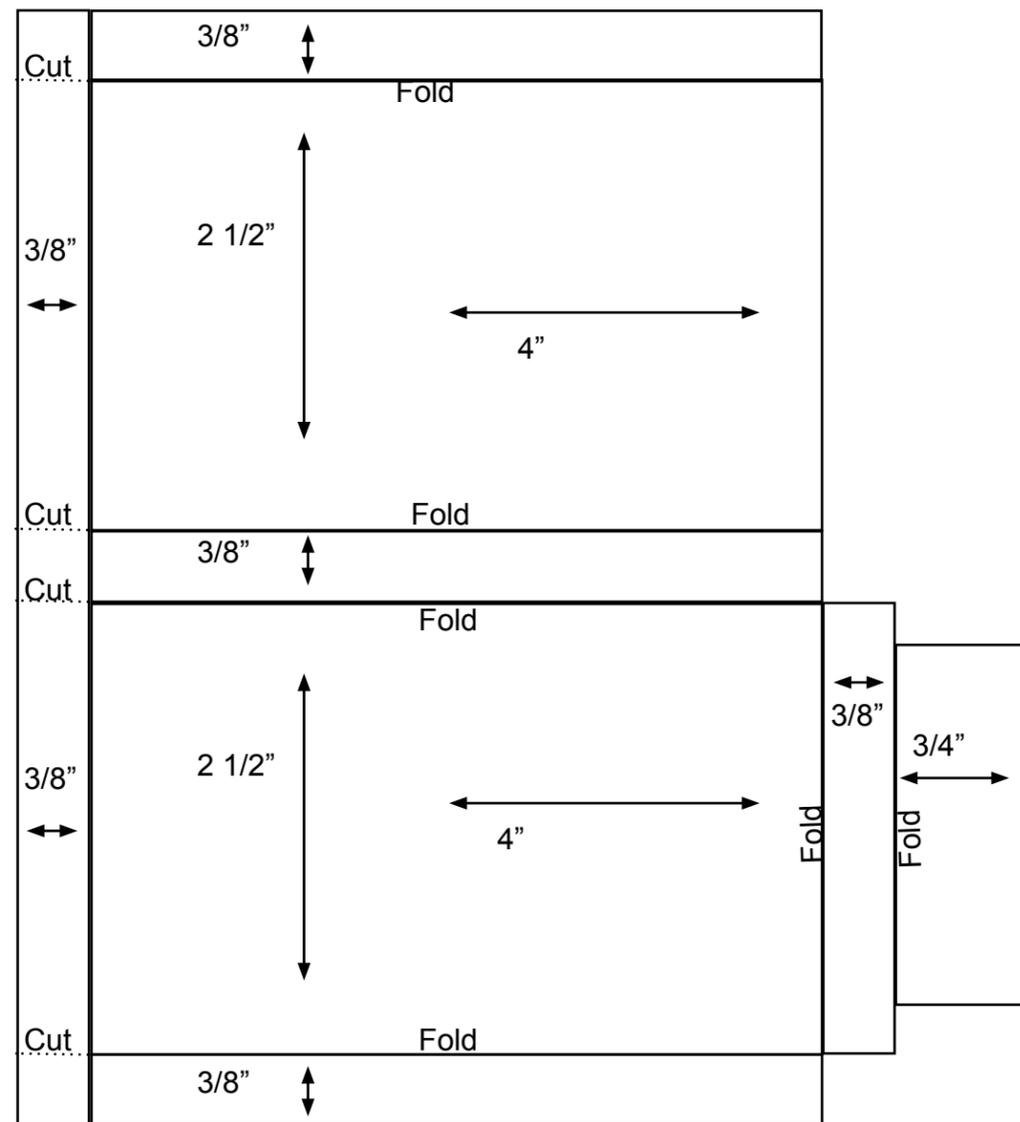
You invite one friend over to do homework after school. Your friend invites another friend who invites another friend who invites someone else. Pretty soon there are a bunch of people knocking on the door wanting to come in.

Handling Disagreements

Have a family discussion about how disagreements should be handled when parents are not home. Outline steps that need to be taken and post on a whiteboard or poster board so they can be visible when home alone.

Selecting my *imAlone* Activities

Cut and create an MP3 Player Skin out of the pattern on Handout #5. Decorate and label your MP3 Player Skin. Then fill out the information below with things that you like to do which have been approved by your parents. Some ideas might be play an exercise video, go for a walk, call a friend, do a puzzle, play a game, dance to music, play a card game, read a book, make a greeting card, write a story, clean your room or set the table for dinner. Place the ideas on craft sticks to go inside your MP3 Player skin. When you are bored, choose a stick from the skin and get started. Try the activity for at least 10 minutes before selecting another activity idea.



Directions for Making MP3 Skin

Materials: Heavy Paper - card stock or index cards
Craft sticks 3/8" x 4" (Optional)

- Using the template above as a pattern cut the paper. Dimensions may be adjusted for larger MP3 skin.
- Decorate as desired.
- Fold on all lines indicated above.
- Overlap one 3/8" edge over the opposite 3/8" edge and glue.
- Cut 3/8" on each of the fold lines on the bottom side.
- Fold, overlap and glue to form bottom.
- Top 3/4" flap tucks into the body of the MP3 skin closing the skin.
- Optional - craft sticks can be glued to 3/8" side areas before folding to strengthen the skin.

Things that I like to do...	Chores that I have to do...

RULES RULE

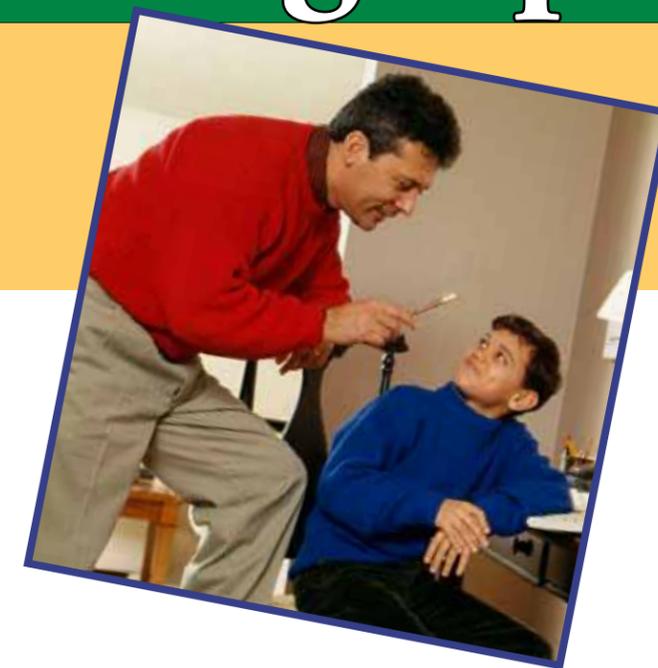
Rules are very important. They help us to make good decisions and keep us safe. Think of a good rule to follow when you are home alone.

My rule: _____

<p>Show (using pictures or words) what following this rule looks like at your house.</p>	<p>Show (using pictures or words) what would happen if this were not a rule at your house.</p>
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RULES AT HOME

Responsibility comes from knowing the rules and making good choices. All Families have rules. The most important rules help to keep us safe. What are some rules in your home?



Here are some ideas to talk about:

Should I come straight home from school and call either a parent or emergency contact person?

Should I keep the door locked at all times?

What should I do if things don't look right when I get home?

What should I do if I forget or lose my key?

Is it okay to go outside?

May I have friends over? How long can they stay?

Is it okay to have my boyfriend/girlfriend over?

May I use the phone? Internet? Is there a time limit?

How much television watching is acceptable?

Is there anything I should be sure not to eat?

How much homework do I need to do?

May I play video games?

RULES AT HOME

List below the rules you and your parents have agreed upon.

What Do I Use This For?

	Kitchen Utensil	Proper Use	Safety Concerns
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Online with your House . . .

Online with your House . . .



HOUSE HUNT

Do you know where these things are in your house?

Safe Cook Checklist

Are you a safe cook? How many of these things do you do in the kitchen?	YES	NO
I dry my hands well after washing to avoid slippery fingers and injuries from electrical shocks.		
I close cabinet doors and drawers after opening them.		
I wipe up spills on the floor and countertops right away.		
I place knives where they belong (butcher block or drawer) and not on the kitchen counter.		
When I use a knife, I cut away from my hands and not toward it.		
I wash a knife immediately after using it and put it away.		
I open pan lids away from my face to protect it from steam that can burn.		
I always use potholders when handling pots.		
I turn all pots and pan handles toward the middle of the stove so they won't tip over accidentally.		
I don't leave cooking utensils in a hot pot or pan.		

Fuse Box or Circuit Breaker Switch Box Where is it?

What does it do? If the lights go out it may be a fuse. The fuse box is dangerous and should not be touched. The circuit breaker switch box may be switched on as long as the system is not being overloaded. Have your parents show you where the circuit breaker switch box is and how to turn a switch back on if it has gone off. Try turning off the TV, computer, stove or other items that may use lots of electricity. If it is still overloaded it will turn off again. Call an adult for help

Water Main Where is it?

What does it do? A water main is the principal pipe in a system of pipes for carrying water into the house. If something begins to overflow, turning off the water valve will get the water to stop flowing. Have your parent show you where the water main is and how to turn on and off the shut-off valve.

Hot Water Heater Where is it?

What does it do? A hot water heater is a gas or electric heating unit under a tank in which water is heated and stored.

Thermostat and Furnace Where are they?

What do they do? The thermostat regulates temperature in the house. The furnace heats the house.

First Aid Kit Where is it?

What did you find inside?

Flashlight Where is it?

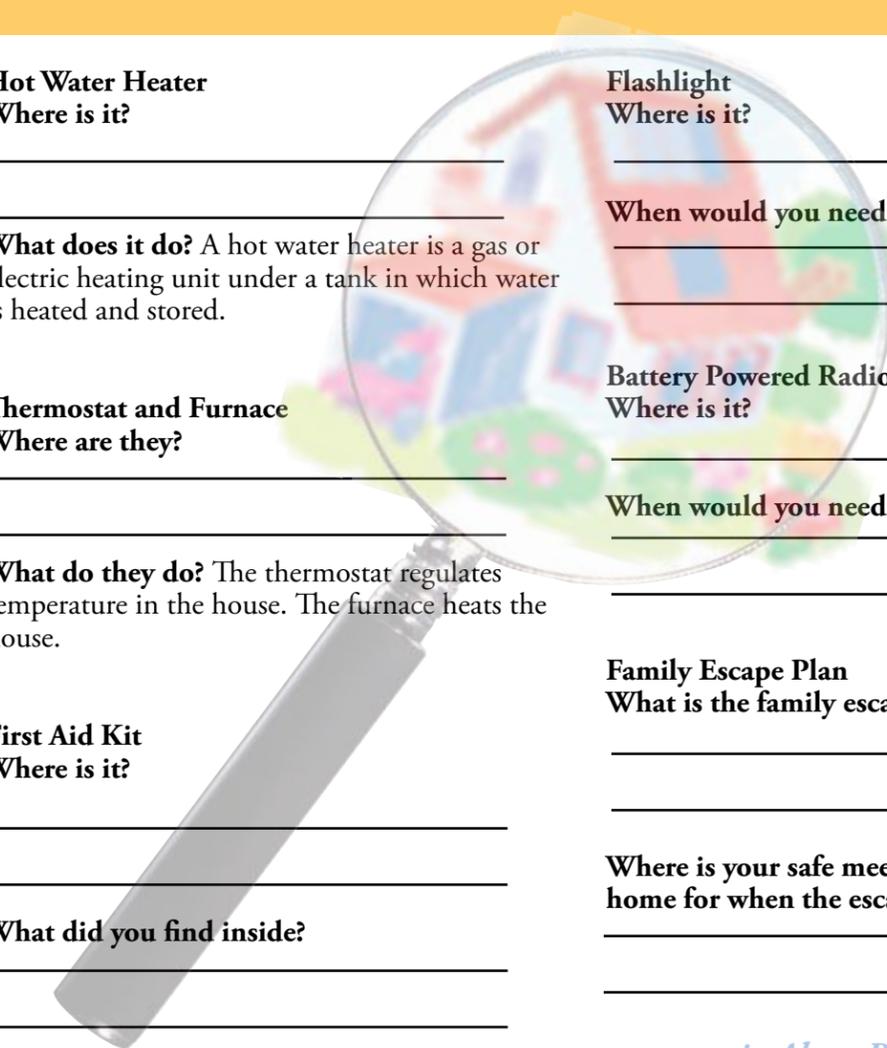
When would you need it?

Battery Powered Radio Where is it?

When would you need it?

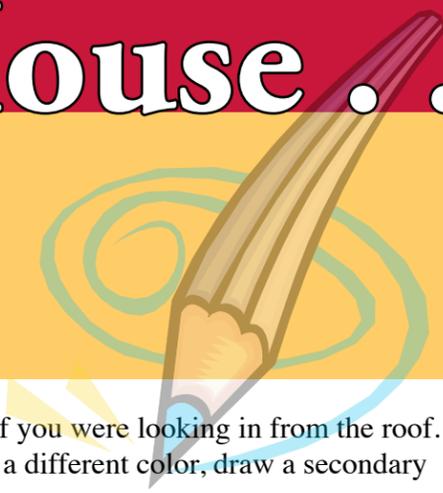
Family Escape Plan What is the family escape plan for your house?

Where is your safe meeting place outside of the home for when the escape plan is needed?



Online with your House . . .

FAMILY ESCAPE PLAN



It is important to have a plan to leave the house in case there is an emergency. Draw a picture of your house as if you were looking in from the roof. Mark all the doors and windows. Using lines and arrows, draw an escape plan for you and your Family. Using a different color, draw a secondary escape plan in case the first would not work

In case of an emergency, our Family meeting place will be: _____

Online with your House . . .

EMERGENCY INFORMATION

Keep this information near your telephone in case of an emergency situation!

My Information:

Full name _____

Street address _____

City _____ State _____

Telephone number _____

Major intersection (Street name) _____

The emergency Operator will W.A.N.T to know:

W - Why you called and What happened
A - your Address
N - your Name
T - your Telephone number

Don't hang up the telephone until the Operator gives you permission.

If you are unsure of how to handle a situation you should call your parents or a special neighbor.

Always let your parents know if you have had a small emergency when they get home!

(Throughout the lessons in the upcoming "Online with Your House" section, you will learn about small and big emergencies and personal safety.)

Important Phone Numbers:

Police _____

Fire _____

Ambulance _____

Poison Control _____

Mother's work _____ cell: _____

Father's work _____ cell: _____

Contact Person _____

Contact Person _____



Common Injuries You May Encounter when Home Alone



Bleeding

Minor cuts: : Wash with warm water and soap if available, and cover with a clean bandage. Be sure to tell your parents/guardians when they come home.

Nosebleed: A nose may bleed from an injury to the nose or an object

in the nose. It may start without warning, especially during the winter months in dry, heated homes. To take care of a nosebleed:

Sit upright and lean forward. By remaining upright, you reduce blood pressure in the veins of your nose. This discourages further bleeding. Sitting forward will help you avoid swallowing blood, which can irritate your stomach.

Pinch your nose. Use your thumb and index finger and breathe through your mouth. Continue to pinch for five to 10 minutes. This maneuver sends pressure to the bleeding point on the nasal septum and often stops the flow of blood.

To prevent re-bleeding after bleeding has stopped, don't pick or blow your nose and don't bend down until several hours after the bleeding episode. Keep your head higher than the level of your heart.

Seek medical care immediately if:

- The bleeding lasts for more than 20 minutes
- The nosebleed follows an accident, a fall or an injury to your head, including a punch in the face that may have broken your nose.

Severe bleeding is an emergency. Call the on-post or off-post emergency number or 911. Apply direct pressure and a clean cloth/bandage to slow or stop the bleeding. If the bleeding soaks through the cloth/bandage, apply another cloth over the first (do not remove the first cloth). Raise the injured area above the rest of the body if you do not think there is a broken bone. This may help slow the bleeding down until help arrives.

Common Injuries You May Encounter when Home Alone

Burns

- Burn prevention includes never lighting a fireplace, woodstove or outdoor fire grill when home alone.
- Do not smoke.
- When cooking, keep pot handles turned toward the back of the stove and never leave a stove with burners turned or unattended.
- Use large amounts of cool water to cool the burn. Cover the burn with a clean, dry dressing.
- Call your parent, on-post or off-post emergency number or 911.
- Call for help immediately if
 - ... you have trouble breathing.
 - ... the burn involves more than one part of your body.
 - ... the burn involves the neck, head, hands, feet or genitals.
 - ... the burn is caused by chemicals, explosions or electricity

Bruises and bumps: A bruise occurs when there is damage to the soft tissue and blood vessels, causing bleeding under the skin. At first, the area may look red, and over time, it may turn dark red or purple on lighter skin. Wrap a few ice cubes in a clean cloth and apply it to the bruised area. You could also use a freezer pack or package of frozen vegetables wrapped in a small towel to apply to the area.



Scrapes are the most common type of wound. They are caused by skin being rubbed or scraped away. Dirt and other matter become ground into the wound. Clean the wound by gently patting with a warm, soapy cloth. Then pat with a wet cloth without soap. Pat dry and cover with a bandage.

Online with your House . . .

Common Injuries You May Encounter when Home Alone

Puncture wounds are caused by a pointed object such as a nail, piece of glass or knife piercing the skin or a bite from an animal or human being. Because puncture wounds do not usually bleed a lot, they can easily become infected. Clean a puncture wound with warm, soapy water. Rinse, pat it dry and cover with a sterile dressing. An object that remains embedded in a wound is called an impaled object. This is an emergency. Call the on-post or off-post emergency number or 911.

Animal Bites: Call the on-post or off-post emergency number or 911. Take note of how the animal is behaving: foaming at the mouth, snarling, etc. This can help determine if the animal is sick with rabies, a very serious illness.

Sudden Illness: If you suddenly become ill, try to stay comfortable. Symptoms could include raised temperature, abnormal color, abdominal tenderness, pain, vomiting, diarrhea, etc. Call your parent immediately for instructions.

Other Injuries and Illnesses: If there is any problem with an eye, such as something is lodged in it, or it is burned, or if a toxic substance such as bleach, shoe polish or detergent has gotten into the eye, do not rub it. Call the on-post or off-post emergency number or 911.

Vomiting: If you vomit, do not eat or drink anything for one hour. If you vomit again, call your parent and tell them if you have any abdominal pain. If you lie down, always lie on your side to prevent choking.
Diarrhea: can occur due to something you ate, illness such as flu, or a variety of other reasons. If you are having abdominal pain, notify your parent. Wash your hands thoroughly with soap and warm water.

Tooth loss: If you lose a baby tooth, gently place pressure on the remaining space with a clean cloth until the bleeding stops. If it is an adult tooth, place the tooth in a neutral solution such as milk. Place sterile gauze in the space left by the tooth and bite down. Call your parent immediately.

Mouth injuries: If you are injured in the mouth from a fall, a ball, etc., check for loose teeth. They can cause breathing problems if they block the airway. Call your parent.

Sprains and strains: Rest the injury. Use a plastic bag of ice cubes, freezer pack, or bag of frozen vegetables wrapped in a towel to ice the area. Do this for ten minutes every two hours until your parent returns. Elevate the injury above the heart, if it doesn't cause additional pain.



Online with your House . . .

Common Injuries You May Encounter when Home Alone

Breaks: If you suspect a broken bone, move as little as possible. Signs of a broken bone may be the area is red and swollen or the bone is actually protruding. This is an emergency! Try to keep the injured bone free from any movement. Call the on-post or off-post emergency number or 911 immediately.

Poisoning: If suspect that you have been poisoned, look for any clues to identify the cause of poisoning. Immediately call 911. Staff will be able to recommend the best action to take.

An absorbed poison enters the body through the skin. These poisons come from plants such as poison ivy, poison sumac and poison oak, as well as fertilizers and pesticides used in lawn care. If this type of poison gets on the skin, wash thoroughly with warm soapy water and rinse.

Poisoning can also result from breathing toxic fumes. This is an emergency situation. Call 911.



Online with your House . . .

Talk with your parents or role play various “what if” First Aid situations that might occur when you are home alone.

Discuss what you should do.

Possible Situation	What I Should Do

Online with your House . . .

What Do I Use This For?

	Kitchen Utensil	Proper Use	Safety Concerns
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Online with your House . . .

HANDOUT #11 FAMILY ASSIGNMENT # 9



Safe Cook Checklist

Are you a safe cook? How many of these things do you do in the kitchen?	YES	NO
I dry my hands well after washing to avoid slippery fingers and injuries from electrical shocks.		
I close cabinet doors and drawers after opening them.		
I wipe up spills on the floor and countertops right away.		
I place knives where they belong (butcher block or drawer) and not on the kitchen counter.		
When I use a knife, I cut away from my hands and not toward it.		
I wash a knife immediately after using it and put it away.		
I open pan lids away from my face to protect it from steam that can burn.		
I always use potholders when handling pots.		
I turn all pots and pan handles toward the middle of the stove so they won't tip over accidentally.		
I don't leave cooking utensils in a hot pot or pan.		

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MyPyramid Worksheet

Name: _____



Check how you did yesterday and set a goal to aim for tomorrow

Write In Your Choices From Yesterday	Food and Activity	Tip	Goal (Based On a 1000 Calorie Pattern)	List Each Food Choice In Its Food Group*	Estimate Your Total
Breakfast: _____	Grains 	Make at least half your grains whole grains.	6 ounce equivalents (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cereal)		_____ ounce equivalents
Lunch: _____	Vegetables 	Color your plate with all kinds of great tasting veggies.	2½ cups (Choose from dark green, orange, starchy, dry beans and peas, or other veggies).		_____ cups
Snack: _____	Fruits 	Make most choices fruit, not juice.	1½ cups		_____ cups
Dinner: _____	Milk 	Choose fat-free or lowfat most often.	3 cups (1 cup yogurt or 1½ ounces cheese = 1 cup milk)		_____ cups
Physical activity: _____	Meat and Beans 	Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.	5 ounce equivalents (1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T. peanut butter, ½ ounce nuts, or ¼ cup dry beans)		_____ ounce equivalents
_____	Physical Activity 	Build more physical activity into your daily routine at home and school.	At least 60 minutes of moderate to vigorous activity a day or most days.		_____ minutes

How did you do yesterday? Great So-So Not So Great

My food goal for tomorrow is: _____

My activity goal for tomorrow is: _____

* Some foods don't fit into any group. These "extras" may be mainly fat or sugar—limit your intake of these.



MyPyramid Worksheet

Name: _____



Check how you did yesterday and set a goal to aim for tomorrow

Write In Your Choices From Yesterday	Food and Activity	Tip	Goal (Based On a 1800 Calorie Pattern)	List Each Food Choice In Its Food Group*	Estimate Your Total
Breakfast: 1/2 c. orange juice 1/2 c. oatmeal with 1/3 c. milk	Grains 	Make at least half your grains whole grains.	6 ounce equivalents (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or 1/2 cup cooked rice, pasta, or cereal)	1/2 cup oatmeal 2 slices of white bread 1 cup spaghetti	3.5 ounce equivalents
Lunch: Plain turkey on white 1/2 c. chips 1 medium apple	Vegetables 	Color your plate with all kinds of great tasting veggies.	2 1/2 cups (Choose from dark green, orange, starchy, dry beans and peas, or other veggies).	1/2 cup spaghetti sauce	1/2 cups
Snack:	Fruits 	Make most choices fruit, not juice.	1 1/2 cups	1/2 cup orange juice 1 medium apple	1.5 cups
Dinner: 1 c. spaghetti 1/2 c. prepared spaghetti sauce - no meat 1/2 c. ice cream	Milk 	Choose fat-free or lowfat most often.	3 cups (1 cup yogurt or 1 1/2 ounces cheese = 1 cup milk)	1/3 cup milk	1/3 cups
Physical activity:	Meat and Beans 	Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.	5 ounce equivalents (1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T. peanut butter, 1/2 ounce nuts, or 1/4 cup dry beans)		ounce equivalents
	Physical Activity 	Build more physical activity into your daily routine at home and school.	At least 60 minutes of moderate to vigorous activity a day or most days.		minutes

How did you do yesterday? Great So-So Not So Great

My food goal for tomorrow is: _____

My activity goal for tomorrow is: _____

* Some foods don't fit into any group. These "extras" may be mainly fat or sugar—limit your intake of these.



What Should You Say...What Should You Do

Situation One: Answering the Door

When you are home alone it is important to know what to do if someone comes to the door. Talk with your parents about whether they want you to answer the door at all. If you are going to answer the door, here are some good Guidelines to follow:

1. Keep the door closed and locked.
2. Look through a window or peephole to see who is there.
3. Talk to the visitor through the closed door.
4. Never tell a visitor you are home alone! If he/she asks for your parents, say, "They can't come to the door right now, can I take a message?"
5. If a visitor is selling something you can say you are not interested and say goodbye firmly.
6. A person delivering a package can leave it outside. If a signature is needed have the delivery person leave the company's name and number so that your parents can make different arrangements, or leave the package with a neighbor.
7. If the visitor asks to use the bathroom or telephone, tell him/her to try next door.
8. If the visitor tries to get in or will not leave you alone, call 911 or the local emergency number immediately.

Situation 2: Answering the phone

The phone will ring many times when you are home alone. Sometimes it may be a friend or family member, other times it may be someone you don't know. Know your house rules. It may be the rule in your house not to answer the phone. If you do answer the telephone here are some good Guidelines to follow:

1. Say "hello" only
2. Never tell a caller you are home alone.
3. Don't tell a caller your name, telephone number or address.
4. If the caller asks for your parents say, "They are busy, may I take a message?"
5. Do not be lured into a conversation with the stranger. Do not chat.
6. If the caller says anything that makes you uncomfortable, hang up and call a safe adult.
7. If a stranger calls twice, hang up and call a safe adult.
8. My safe adult's phone number is _____.



Online with your House . . .

Safe Strategies Answering the DOOR at My House

It is important to know what to do when the doorbell rings. Talk it over with your parents. What are some important things you think you should remember when answering the door?

Online with your House . . .

Safe Strategies Answering the Phone at My House

What should you do when the phone rings?

My Safe Adult's Phone Number _____

What Should You Do?

When an accident happens you need to take action. Different emergencies require different actions.

Big Emergency

Someone gets hurt badly:

You need to get help as quickly as possible! Call an emergency number! While you are waiting for help:

- Unless you know what to do, **do not** give first aid; it could only hurt the person more.
- Do not move the hurt person.
- Make sure that the hurt person is warm, but not too hot. You may want to cover the person with a blanket.
- Call your parents or safe adult.
- Try to stay calm.

Fire:

- Get out of the house!
- Feel the doors before opening them. If one feels hot, find another way out!
- Don't hide; it will be hard for rescue workers to find you.
- If your clothing catches fire- **STOP, DROP, and ROLL**
- Go to a neighbor's house and call the fire department quickly!

Small Emergency

Nosebleed:

- Squeeze your nose together; the pressure will help the bleeding to stop.
- A cold, wet cloth over your nose may help.
- After the bleeding has stopped, keep quiet and stay in a sitting position.
- If it does not stop after 20 minutes call parents or a contact person.

Minor (Small) Cut/Bruise:

- Use a clean cloth to apply pressure on a cut. This helps to control the bleeding.
- Clean the cut or bruise with soap and warm water.
- Apply ice to a bruise.
- Use a bandage to keep the area clean.
- Tell your parents when they get home.

Minor (Small) Burn:

- Hold burned area under cool running water.
- If the skin looks damaged (blisters) then hold it in a bowl of cool water. (Don't use ice.)
- Contact your parents or neighbor to let them know the situation.

Storm and Loss of Electricity:

- Close the windows and the doors to block out the rain and wind.
- Turn on the radio; the radio station will keep you updated on the storm.
- If the lights go out, have a flashlight ready.
- Stay Calm! You should be safe in your house. Remember, storms come and go very quickly and it will soon be over!

What Should You Do?

Read each situation. Is it a big emergency? Should you call an emergency number? Check "Yes" or "No" and write what you should do. Then discuss your answers with your parents.

	YES	NO
1) While climbing a tree, you fall. You think that your arm may be broken. Your friend is with you.		
2) A friend is at your house and gets a nose-bleed.		
3) When taking a pizza out of the oven, you burn your fingers.		
4) You notice smoke coming out of the window of the house next-door.		

	YES	NO
5) While in the backyard you trip over a rock and bruise your knee.		
6) You are washing dishes when a plate slips and breaks on the floor. You cut your thumb trying to pick up the pieces.		
7) Your sister falls down the stairs. She won't wake up.		
8) There is a big storm and the electricity goes out.		
9) You are eating popcorn with a friend and he starts to choke.		

Adapted from Kids: Taking Charge



