



*Staying Home Alone*



*imAlone* Facilitator's Guide  
version 1



# Development

The *imAlone* Facilitator's Guide is 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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The Army CYS Services *imAlone* materials supports the intent of Army One Source and the Army Family Covenant to provide programs and services to military Families where they live. This material supports the outreach efforts of the 4-H/Army Youth Development Project, a partnership between the U.S. Army Child, Youth & School (CYS) Services and the Cooperative State Research Education and Extension Service (CSREES), U.S. Department of Agriculture (USDA) and Kansas State University under special project number 2003-48558-01716.

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## Army Child, Youth & School Services

Army Child, Youth & School Services provides child care and supervised youth programs for the Army's workforce. The Child, Youth & School Services system offers a variety of full day, part day, hourly, and outreach options for eligible children and youth ages 4 weeks through 18 years of Active Duty, National Guard, and Army Reserve Families. Additional information can be found at [www.armymwr.com](http://www.armymwr.com) by clicking on Family and then Child, Youth & School Services.

### 4-H

4-H is America's oldest youth development organization, which offers support and educational opportunities to youth ages 6 through 18. It has over a 100-year history of successfully meeting its mission to help youth acquire knowledge, develop life skills and form attitudes to enable them to become self directing, productive and contributing members of society. 4-H strongly emphasizes the importance of including youth in the learning process. 4-H offers a great many fun and exciting programs ranging from plants to rockets. Learn more about 4-H at [www.national4-hheadquarters.gov](http://www.national4-hheadquarters.gov).

### The 4-H/Army Partnership

The U.S. Army Child, Youth & School Services and the U.S. Department of Agriculture (USDA) National 4-H Headquarters share a common mission of providing positive youth development programs to build the skills and competencies youth need to lead productive, healthy, and self-sufficient lives wherever they reside. These two federal agencies created a partnership, the *4-H/Army Youth Development Project*, to accomplish

their common mission and to make efficient use of public resources.

National 4-H Headquarters at USDA provides leadership for 4-H Youth Development Programs in Land Grant Universities and 3,150 U.S. counties as part of the Cooperative Extension System. Supervised Youth aged 6 to 18 participate in a wide variety of 4-H programs led by youth development professionals and volunteers across the country. Army Child, Youth & School Services Programs provide quality childcare and supervised youth programs on Army installations worldwide for children and youth ages 4 weeks through 18 years.

The *4-H/Army Youth Development Project* assists Child, Youth & School Services Program staff to provide predictable, quality school-age and youth programs and introduces 4-H to military youth on installations and in communities worldwide. The partnership also makes significant contributions to:

★ **Mission readiness** – Service Members focus on their mission, knowing their children are in safe and supportive environments with caring adults.

★ **Reaching new audiences** – 4-H reaches a new audience of youth not previously served.

★ **Wise use of public resources** – Federal agencies improve programs and use tax dollars effectively.



The goal of *imAlone* is to provide Families with tools and guidance as they help their children move toward adulthood and independence. Each lesson follows the 4-H Experiential Learning Model which is explained in the introduction of the *imAlone* Guide.

The *imAlone* materials consist of a Facilitator Guide, Youth Workbook, Parent Guide, an interactive CD, and an accompanying *imAlone* Kit. The CD can be used by youth in a Youth Technology Lab, an *Operation: Military Kids* Mobile Technology Lab, or on their home computer. It can also be used to support the learning process in the classroom and at home. Questionnaires, games, and scenarios support each workshop lesson and make it fun.

The *imAlone* Facilitator Guide includes information for both youth and parent workshops. The youth workshop sections – **Powering Up** and **Online with your House** – each have three to four lessons. Each lesson includes: lesson time, the objectives, activity time, a list of supplies, activity instructions and reflection/application questions.

The *imAlone* Youth Workbook contains student copies of each lessons' handouts, Family assignments and *imAlone* support materials.

The *imAlone* Parent Guide consists of *imAlone* background and support the Family assignments.

An information card is included for use in marketing the *imAlone* workshops and resources. All materials support the current Army CYS Services implementation memo. These materials are found in the guide appendix and are accessible on the Army Child, Youth & School Services professional website <https://cyservices.army.mil/armycys> and through The 4-H Military Partnership website (<http://4-hmilitarypartnerships.org>).

Additionally, Army CYS Services' *Kids at Home Program* supports Families whose children are at home with relatives & nannies; are home schooled; or stay alone after school. *imAlone* participants ages 11-12 whose parents have determined that their children may stay home after school in compliance with the Installation Home Alone Policy may sign up for *Kids at Home* support. Participation is voluntary and may include access to a check-in phone line and selected group activities.

The Garrison *Kids at Home* check-in phone number is \_\_\_\_\_.





# Youth Workshops



## *imAlone* Objectives

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 parents make this decision. They will enhance the experience and improve the physical, social and emotional safety of youth alone at home.

This guide will improve the chances of a successful and growing experience for both the youth and their parents or guardians. Throughout these materials all adults who have parental responsibilities 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.

Consistent with the CYS Services mission, the *imAlone* objectives are:

- Help parents and youth to feel safe when youth are staying at home alone
- Ease the parents worries about leaving their child home alone
- Reduce the conflict between parental responsibility and mission readiness

## The *imAlone* Program Outcomes:

1. Youth will understand and use the Six Pillars of Character<sup>sm</sup>.
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.



## 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 Olds

### 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; 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

# Introduction

## Youth Development

### General Characteristics of 12 to 14 Year Olds

#### Physical

- Exhibit wide range of sexual maturity and growth patterns between genders and within gender groups
- 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; 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
- 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
- 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



# Introduction

## Youth Development

### General Characteristics of 15 to 18 Year Olds

#### 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
- Apt 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.

# Introduction

## Youth Development

Caring, knowledgeable and skilled adults are necessary to the success of young people as they grow and develop. Adults do this by providing environments for youth that are safe and nurturing and by offering experiences that help young people develop skills needed for adulthood.

### In the Army Child, Youth & School Services Programs, the Essential Components of Army Youth Development are the basis for helping staff provide programming where:

- ❑ youth feel a sense of **Belonging** through interaction with caring adults in a safe and inclusive environment
- ❑ youth develop skills through learning opportunities while gaining self-confidence and experiencing **Success**
- ❑ youth contribute to their communities and affect change through meaningful **Service** to others
- ❑ youth participate in experiences that foster **Independence** and active engagement in the future

### Similarly, the 4-H Youth Development Program uses the following four Essential Elements:

- ❑ youth need to feel a sense of **Belonging** through positive relationships with caring adults in programs with safe and inclusive environments

- ❑ youth need to feel a sense of **Mastery** which can be accomplished through engagement in learning and the development of new skills
- ❑ youth need to feel a sense of **Independence** and see themselves as active participants in the future
- ❑ youth need to feel a sense of **Generosity** by valuing and practicing service for others

As you can see both programs have similar wording which communicates their approach to youth development programming.

**Belonging.** Youth need to know they are cared about and accepted by others. They also need to experience a sense of physical and emotional safety and to feel a sense of connection to others in the group. Research shows that it is important for youth to have opportunities for long-term consistent relationships with adults other than their parents. Research also suggests that a sense of belonging may be the single most powerful positive ingredient in the lives of children and youth.

**Success or Mastery.** includes the development of skills, knowledge, and attitudes followed by the competent demonstration of what has been learned. In order to develop self-confidence and a sense that they matter, young people need to feel like they are capable and can succeed at various tasks and activities. Settings that promote success and mastery encourage youth to take risks, seek out challenges and focus on self-improvement rather than comparing themselves to peers.

**Services or Generosity.** Young people need to feel their lives have meaning and purpose. They need opportunities to connect to their communities and learn how to give back to others. As part of this process, they gain an understanding of others' needs and learn how to respond to these needs.

**Independence.** Youth need to know they are able to influence people and events through decision-making and action. Independence refers to an adolescent's growing ability to think, feel, make decisions and act on her or his own. By gaining a sense of independence, youth develop personal responsibility and discipline.

## Experiential Learning Model

The *imAlone* instructional format is based on the Experiential Learning Model used throughout 4-H. This model involves a five-part process that incorporates doing **something**, **reflecting upon it** and **applying what was learned**.



As you can see, the model begins with a **planned experience** that is designed to provide an opportunity to learn a specific skill; sometimes called the “**Do**” stage. It will probably be something new for the learner and should push individuals beyond previous experiences.

The **sharing** step begins with asking questions designed to get individuals to share reactions and observations and to discuss feelings generated by the experience. Ask questions to help participants reflect on what they have done. These are generally questions associated with senses (seeing, feeling, hearing, tasting, etc.) and levels of difficulty. Questions that encourage sharing include: *How did you feel when you took on the role of parent? What was harder to do when making this snack?*

Next identify the **process** or how the experience was actually carried out. How were specific problems or issues addressed? In this step, encourage the group to look for recurring themes, how they actually did the activity and if there were any problems that arose. If so, how were these problems dealt with? Questions that encourage discussion about process include: *How did you decide what an emergency was? How did you resolve your team's disagreement?*

The **sharing and processing steps** of the model are sometimes combined and called the “**Reflect**” stage. Questions and discussion are still conducted in the order described above as both are needed for quality learning.

Step four begins to **generalize** from the experience. This is when learners begin to apply what was learned to what they already knew. This step helps participants determine how the experience was important for them. Listing key terms that capture the learning can be a helpful exercise in this step. Questions that encourage discussion about generalizing include: *What was learned from the experience? How does this new information relate to other things participants have learned?*

The last step of the Experiential Learning Model addresses the “**now what**” application of the experience and explores how the information learned can be applied to other situations. Questions to use that encourage application include: *How can learners use what they learned? How does what they learned apply to other parts of their lives?*

When the generalize and apply steps are combined into an overall “**Apply**” stage, it is important to still ask generalizing questions to help youth make the connection to other

applications in their lives. Debriefing is what moves an activity to a learning experience. Processing the experience allows participants the opportunity to integrate their learning and come to closure with the activity. As mentioned earlier, 4-H uses the Experiential Learning Model to teach life skills. **Remember to plan activities that use this approach and start with goals that target the life skills you wish to teach.**

No lesson should end without the youth discussing what they learned, how it is relevant to their lives, and how it might apply to future situations in their lives. Each lesson for *imAlone* is formatted to follow the do, reflect, and apply process of the Experiential Learning Model. The instructions that represent the “**DO**” or the planned experience step are color coded in orange. The instructions that represent the “**REFLECT**” or the share and process steps are color coded in blue. The instructions that represent the “**APPLY**” or the generalize and apply steps are color coded in green.

For more information on the experiential learning model, please refer to the 4-H 101 curriculum, found on the 4-H Military Partnership website, or visit <http://www.experientiallearning.ucdavis.edu/default.shtml>.

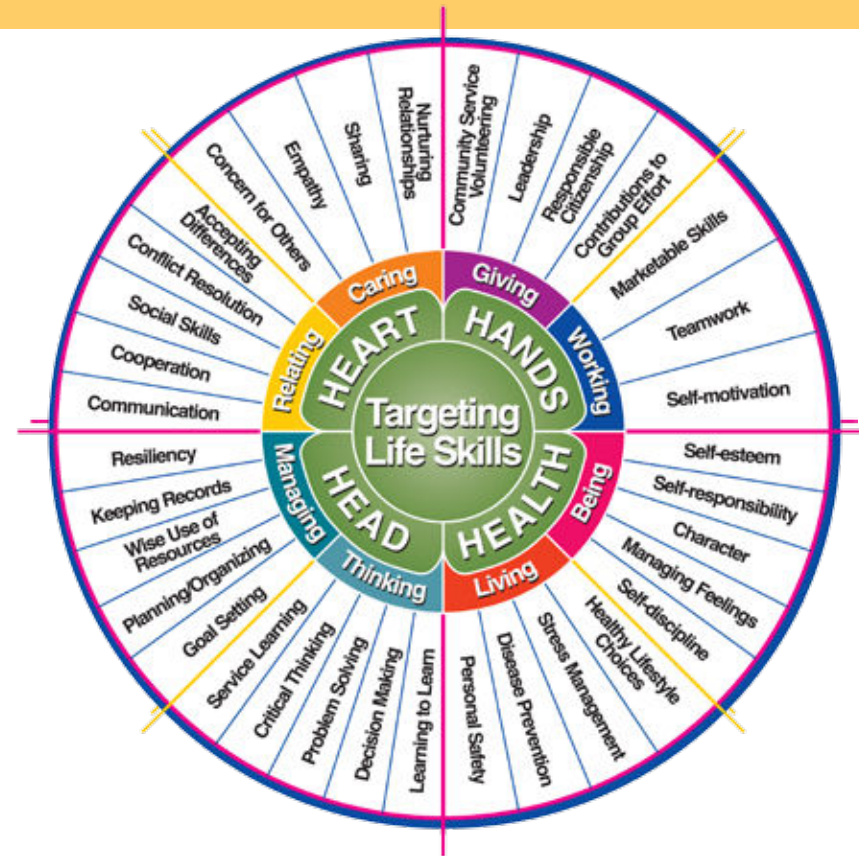
# Introduction

## Life Skills

Life Skills are competencies that help people function well in their environments. One of the goals of both 4-H & Army youth programming is to help youth develop life skills they can use in their everyday lives and that will help them successfully transition into adulthood. Some examples of typical life skills learned through *imAlone* programming include:

- Decision making
- Character
- Communication
- Personal Safety
- Leadership
- Planning/Organizing
- Making healthy lifestyle choices
- Self responsibility

Youth who are staying home alone will be learning multiple life skills as they learn to plan or organize their time which could include making a healthy snack, being responsible in completing their homework, deciding what photos and stories to include in an e-scrapbook and practicing safety when answering the phone. Life skills are learned in sequential steps and are related to the age and development of the learner. Some skills take longer to successfully develop than others. 4-H & Army youth programming teach life skills through hands-on activities using the Experiential Learning Model. The sequential steps of the Experiential Learning Model help youth identify what they have learned and apply it to other situations.



*Targeting Life Skills Model* printed with permission, Iowa State University Extension, March 2009  
Excerpts from 4-H 101- *The Basics of Starting 4-H Clubs* with minor adaptations.

# Introduction

## Character and *imAlone*

A person of character is a good person, someone to look up to and admire. They know the difference between right and wrong and always try to do what is right. A person of character sets a good example for everyone and makes the world a better place. Everything a person does – building relationships, learning new skills, critical thinking, and decision making – is affected when character is the foundation.

The young person who stays home alone has a number of ways to show they understand and are exercising the Six Pillars of Character<sup>sm</sup>. Adults provide encouragement, guide, suggest behavior changes when necessary and serve as a positive role model.

In *imAlone* participants will identify issues related to being home alone that relate to each of the pillars. They will also consider a scenario through the eyes of a parent to learn how difficult it is for adults to decide when a young person is ready to stay home alone. Each Lesson also has a character emphasis to show that character is included in all the decisions we make.

The following provides a general guide to the Six Pillars of Character<sup>sm</sup> and what each means.

CHARACTER COUNTS!<sup>sm</sup> and the Six Pillars of Character<sup>sm</sup> are a service mark of the Josephson Institute of Ethics.





# Introduction

## Six Pillars of Character

### Trustworthiness

<b>Integrity</b>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>✓ Stand up for your beliefs, follow your conscience, be honorable and upright</li> <li>✓ Live by your principles no matter what others say</li> <li>✓ Have the courage to do what is right and to try new things even when it is hard or costly</li> <li>✓ Build and guard your reputation</li> </ul>
<b>Honesty</b>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>✓ Tell the truth and nothing but the truth</li> <li>✓ Be sincere</li> <li>✓ Be forthright and candid</li> </ul>

<b>Reliability</b>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>✓ Keep your promises</li> <li>✓ Honor your word and commitments</li> <li>✓ Be dependable</li> <li>✓ Do what you are supposed to do</li> <li>✓ Return what you borrow</li> <li>✓ Pay your debts and be on time</li> </ul>
<b>Loyalty</b>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>✓ Stand by and protect your Family, friends, school and country</li> <li>✓ Be a good friend</li> <li>✓ Look out for those who care about you</li> <li>✓ Keep secrets of those who trust you</li> </ul>

# Introduction

## Six Pillars of Character

### Respect

<b>Golden Rule</b>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>✓ Treat others the way you want to be treated</li> <li>✓ Respect the dignity, privacy and freedom of all individuals</li> <li>✓ Value and honor all people, not matter what they can do for you or to you</li> <li>✓ Respect others' property – take good care of property you are allowed to use and don't take or use property without permission</li> <li>✓ Respect the autonomy of others – tell them what they should know to make good choices about their own lives</li> </ul>
<b>Tolerance and Acceptance</b>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>✓ Judge others on their character, abilities, and conduct without regard to race, religion, gender, where they live, how they dress, or the amount of money they have</li> <li>✓ Be tolerant, respectful, and accepting of those who are different from you</li> <li>✓ Listen to others and try to understand their points of view</li> </ul>

<b>Nonviolence</b>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>✓ Resolve disagreements, respond to insults, and deal with anger peacefully and without violence</li> </ul>
<b>Courtesy</b>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>✓ Use good manners</li> <li>✓ Be courteous, polite and civil to everyone</li> </ul>



# Introduction

## Six Pillars of Character

### Responsibility

<b>Duty</b>	<b>Do</b> <ul style="list-style-type: none"> <li>✓ Know and do your duty</li> <li>✓ Acknowledge and meet your legal and moral obligations</li> </ul>	<b>Pursue Excellence</b>	<b>Do</b> <ul style="list-style-type: none"> <li>✓ Your best</li> <li>✓ Persevere</li> <li>✓ Don't quit</li> <li>✓ Be prepared</li> <li>✓ Be diligent</li> <li>✓ Work hard</li> <li>✓ Make all you do worthy of pride</li> </ul>
<b>Accountability</b>	<b>Do</b> <ul style="list-style-type: none"> <li>✓ Accept responsibility for the consequences of your choices, not only for what you do but what you don't do</li> <li>✓ Think about consequences on yourself and others before you act</li> <li>✓ Think long-term</li> <li>✓ Do what you can do to make things better</li> <li>✓ Set a good example</li> </ul>	<b>Self-Control</b>	<b>Do</b> <ul style="list-style-type: none"> <li>✓ Take charge of your own life</li> <li>✓ Set realistic goals</li> <li>✓ Keep a positive outlook</li> <li>✓ Be prudent and self-disciplined with your health, emotions, time and money</li> <li>✓ Be rational – act out of reason not anger, revenge or fear</li> <li>✓ Know the difference between what you have a right to do and what is right to do</li> <li>✓ Be self-reliant – manage your life so you are not dependent on others</li> <li>✓ Pay your own way whenever you can</li> </ul>

# Introduction

## Six Pillars of Character

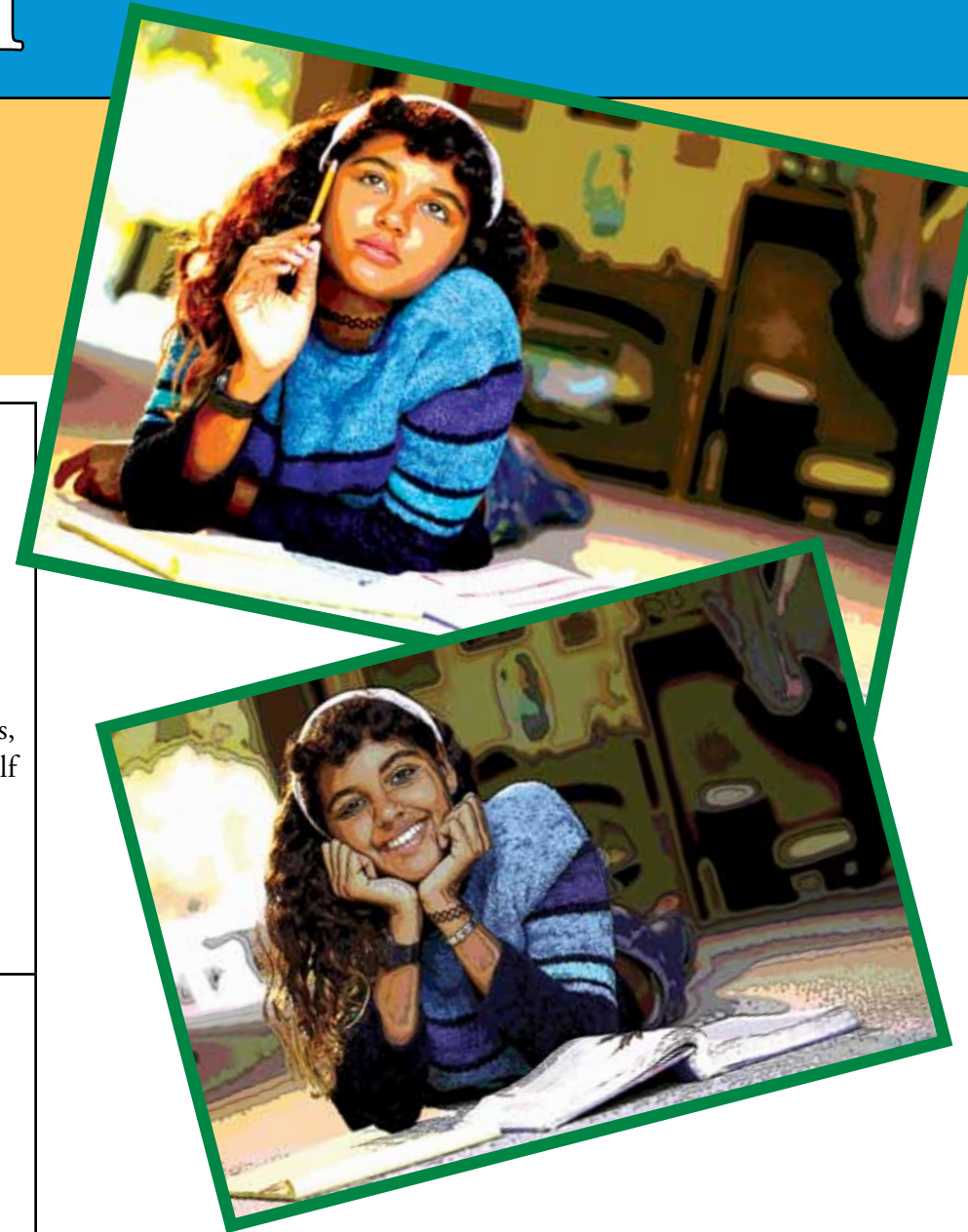
### Fairness

<b>Justice</b>	<b>Do</b> <ul style="list-style-type: none"> <li>✓ Be fair and just</li> <li>✓ Treat people equally</li> <li>✓ Make decisions without favoritism or prejudice</li> <li>✓ In imposing punishment be sure the consequences for wrongdoing are consistent, certain, and proportional (not too harsh or lenient)</li> </ul>
<b>Openness</b>	<b>Do</b> <ul style="list-style-type: none"> <li>✓ Be open-minded and impartial – consider what people have to say before you decide</li> <li>✓ Be careful – get the facts, including opposing viewpoints, before making decisions (especially blaming or accusing another)</li> </ul>

### Caring

<b>Concern for Others</b>	<b>Do</b> <ul style="list-style-type: none"> <li>✓ Be compassionate and empathetic</li> <li>✓ Be kind, loving and considerate</li> <li>✓ Be thankful and express gratitude for what people do for you</li> <li>✓ Forgive others for their shortcomings</li> </ul>
<b>Charity</b>	<b>Do</b> <ul style="list-style-type: none"> <li>✓ Be charitable and altruistic – give money, time, support, and comfort without strings for the sake of making someone else's life better, not for praise or gratitude</li> <li>✓ Help people in need</li> </ul>

## Citizenship



Source: A Person of Character, CHARACTER COUNTS!<sup>sm</sup>, Josephson Institute of Ethics

<p><b>Do Your Share</b></p>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>✓ Be a good citizen and a good neighbor</li> <li>✓ Care about and pursue the common good</li> <li>✓ Be a volunteer – help your school and community be better, cleaner, and safer</li> <li>✓ Protect the environment by conserving resources, reducing pollution, and cleaning up after yourself</li> <li>✓ Participate in making things better by voicing your opinion, voting, serving on committees, reporting wrongdoing and paying taxes</li> </ul>
<p><b>Respect Authority and the Law</b></p>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>✓ Play by the rules</li> <li>✓ Obey parents, teachers, coaches and others who have been given authority</li> <li>✓ Observe just laws</li> <li>✓ Honor and respect principles of democracy</li> </ul>

## Facilitator Tips

The *imAlone* Facilitator Guide is organized into two sections – **Powering Up** and **Online with your House** - each containing three or four lessons. Each lesson includes: time needed, the learning objectives, activity time, a list of supplies, activity instructions and reflection/application questions.

### Prior to Workshop Facilitation

It is important to read all lessons thoroughly well in advance of your workshop. After reviewing materials, you will need to gather your supplies, make your copies, confirm your class participation numbers and prepare your room.

### Meeting Times and Agenda

You may offer *imAlone* in a series of Saturday or after school workshops. Estimated times are included for each lesson. A sample agenda for a Saturday workshop series and an after school series can be found in the *imAlone* Resource Appendix. Include a review of the previous lesson and discuss the family assignment. A snack activity may be included with a lesson series.

### Workshop Group Size

Youth workshop group size should not exceed 15. Small groups should be three to five people. You may have a larger group for the Parent Workshop but utilize small groups for discussion and activities. For both, small groups should share one or two key ideas with the large group.

### Room set-up

The room arrangement will vary upon the space available and the activities that will be presented. Allow for easy movement to complete activities and for small group discussions. Tables are preferred to rows of chairs with no tables.

### Parking Lot

A “Parking Lot” is a place for participants to post questions to be addressed throughout the lesson. Provide sticky pads or have participants write directly on a large sheet of paper that has been posted. These questions are answered at appropriate times.

### Introductions

Introductions set the stage for positive learning environments. Introductions can be brief – simply tell their name – or if time allows and the group is small, you may want to have everyone tell something about themselves.

### Icebreakers

Icebreakers help set the mood for the learning by enhancing group dynamics. Plan icebreakers which relate to the workshop topic.

In the youth small groups ask each participant to discuss why they believe they are ready to stay home alone.

In the parent small groups, ask parents to share their biggest concern for allowing their child to stay home alone.



## Self-Assessment

### Am I Ready to Stay Home Alone?

Please answer the questions below honestly and then discuss your answers with your parents.

#### Lessons Layout

Every lesson in each section of the *imAlone* Guide is formatted the same way. In each lesson a lesson key indicates the objectives, activity time, and a list of supplies. Each lesson has activities that relate to the lesson topic. The “lesson key” will highlight the objectives, time allotted and supplies needed for each activity of the lesson. The activities will allow youth participants to begin their mastery of skills that will assist them in being successful when they are “home alone”. Each activity is written for the Facilitator to execute the Experiential Learning Model (**do, reflect, apply**).

#### Suggestions for Reviewing Previous Lessons

- Review the key points covered in the last lesson.
- Ask youth if they can think of other times they will use this information. (Ask questions to help participants expand on what they learned.)
- Also ask students to share the results of the family assignments.

#### Participation Self-Assessment

Prior to starting the workshop, ask participants to complete the “Am I ready to stay home alone?” Self-Assessment found on page 23.

**DO**

**REFLECT**

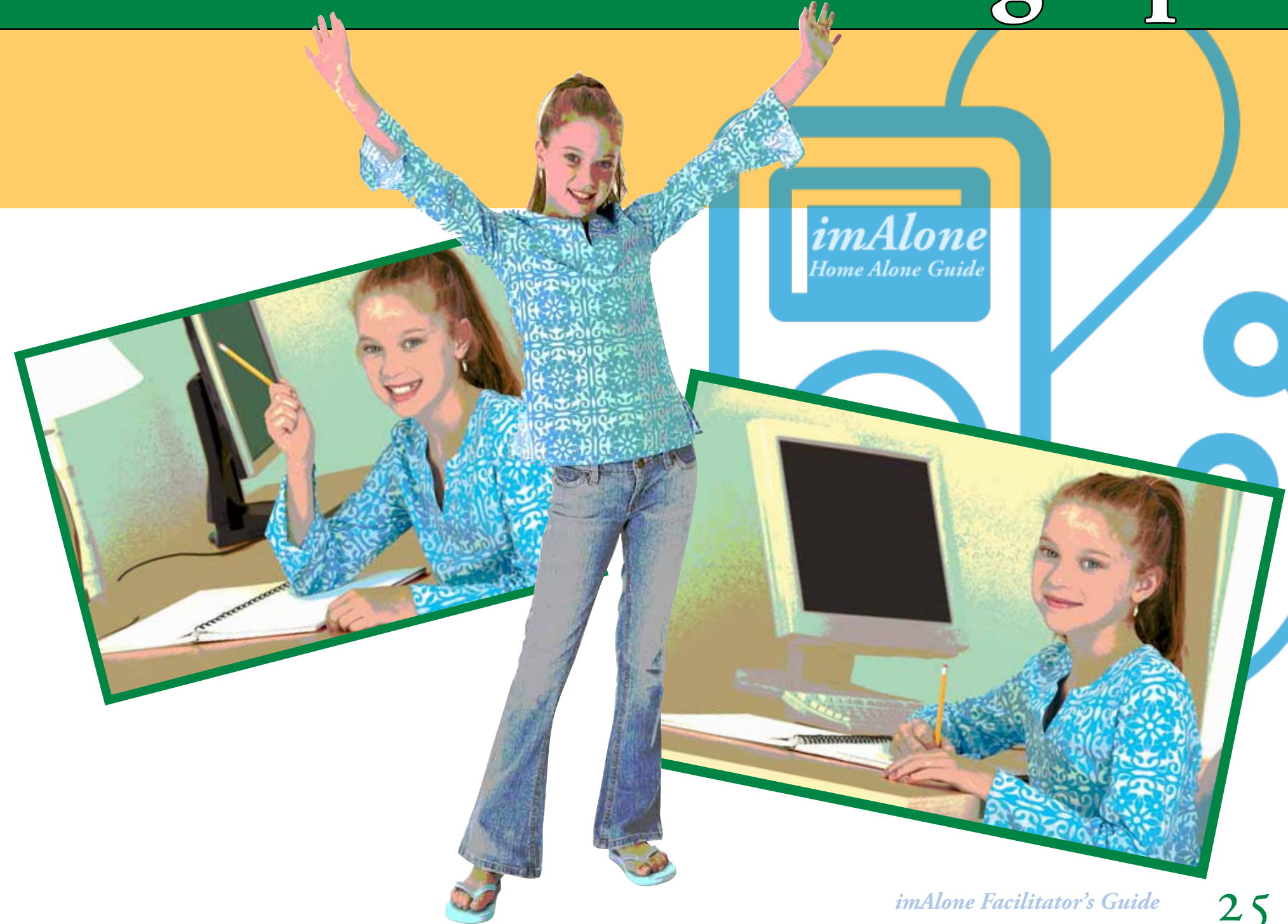
**APPLY**

	YES	Sometimes	NO
<b>How I feel:</b>			
I like to do things myself			
I sometimes get scared if I hear “funny” noises in the house			
I don’t mind being home alone in the dark			
There is someone in my neighborhood who makes me afraid to be home alone			
<b>What I do to show I’m ready:</b>			
I come home on time			
I always let my parents know where I am			
I do my chores without being reminded			
I complete all of my homework by myself and hand it in each day			
I only watch television programs that my parents have approved			
I only use websites that my parents have approved.			

	YES	Sometimes	NO
<b>What I know:</b>			
I know how to lock and unlock the doors and windows			
I know how to make calls on the telephone and a cell phone			
I know how to call the local emergency number (911)			
I know my parents’ phone numbers at work and their cell phone numbers			
I know how to use the appliances in the kitchen safely			
I know how to follow “rules”			
My friends visit only when my parents are home and I invite them.			



# Powering Up...





Youth may think they are at the age where they would like to stay home alone. Some of their friends may be staying by themselves while their parents are away. Taking care of themselves and perhaps brothers and sisters also old enough to stay home alone, is a very big responsibility. Use this guide to help youth think about those responsibilities, learn skills, and get ideas on how to solve problems while keeping active and learning. Encourage youth to discuss everything in their workbook with their parents and to decide when they need “parental guidance” to make good decisions. The following lessons will help “power youth up” to stay home alone:

## Lesson 1: Docking Into Character

## Lesson 2: Know your Operating System

## Lesson 3: Getting Charged



## Lesson ONE - Docking Into Character

### Activity 1 – Home Alone & Character

In technology a docking station serves as “home” for a computer, music player, GPS unit or other type of hardware. It supplies the power which allows hardware to continue working or to connect with other devices. Character serves as “home” for all the decisions you make and your actions. It is your way of knowing the difference between right and wrong and is what encourages you to do what is right.

So, what does staying home alone or with other siblings have to do with character? If you participate in other Child, Youth & School Services Programs you have likely heard about CHARACTER COUNTS!<sup>sm</sup> and the Six Pillars of Character<sup>sm</sup>. Being home alone is an excellent way to show your parents and friends you are a person of character. You do that by first knowing the Six Pillars of Character<sup>sm</sup> and what each stands for.



- Distribute Handout #1 – Character Grid
- Begin by reviewing each of the Pillars.
- Encourage group discussions of other ideas to include on the list.
- Ask each participant to add new ideas to their list as they complete the *imAlone* Workshop.

**Lesson #1 Time: 30 minutes**

#### Objectives:

- To review the Six Pillars of Character<sup>sm</sup>
- To identify examples of good character
- To apply the framework of character to situations related to being home alone

#### Activity time:

- Activity 1 (Home Alone & Character) - 10 min
- Activity 2 (You Decide) -10 min

#### Materials:

- Handout #1 – Character Grid
- Pens/Pencils
- Handout #2
- Family Assignment #1 – Character Grid

CHARACTER COUNTS!<sup>sm</sup> and the Six Pillars of Character<sup>sm</sup> are service marks of the CHARACTER COUNTS!<sup>sm</sup> Coalition, a project of the Josephson Institute of Ethics, [www.charactercounts.org](http://www.charactercounts.org)

## 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
<b>Trustworthiness</b> <ul style="list-style-type: none"> <li>Be honest</li> <li>Don't lie, cheat or steal</li> <li>Be reliable</li> <li>Do the right thing</li> <li>Be loyal</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>If something gets broken or lost, tell your parents, don't try to hide it.</li> </ul> <p><i>Your list:</i></p>
<b>Respect</b> <ul style="list-style-type: none"> <li>Follow the Golden Rule</li> <li>Be tolerant of differences</li> <li>Use good manners, not bad language</li> <li>Be considerate of other's feelings</li> <li>Don't threaten, hit or hurt anyone</li> <li>Deal peacefully with anger, insults and disagreements</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Don't be disrespectful of your siblings just because you are home alone. Respect their space and their property.</li> </ul> <p><i>Your list:</i></p>

CHARACTER COUNTS!<sup>SM</sup> and the Six Pillars of Character<sup>SM</sup> are service marks of the CHARACTER COUNTS!<sup>SM</sup> Coalition, a project of the Josephson Institute of Ethics, [www.charactercounts.org](http://www.charactercounts.org)

## Character Grid

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

CHARACTER COUNTS!<sup>SM</sup> and the Six Pillars of Character<sup>SM</sup> are service marks of the CHARACTER COUNTS!<sup>SM</sup> Coalition, a project of the Josephson Institute of Ethics, [www.charactercounts.org](http://www.charactercounts.org)

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

CHARACTER COUNTS!<sup>SM</sup> and the Six Pillars of Character<sup>SM</sup> are service marks of the CHARACTER COUNTS!<sup>SM</sup> Coalition, a project of the Josephson Institute of Ethics, [www.charactercounts.org](http://www.charactercounts.org)

### REFLECT

- Why is your behavior when you are home alone so important?
- Were you surprised by some of the examples you or others thought of?
- Why?

### APPLY

- Can you think of other times during the day that you should consider the Six Pillars of Character?
- What one thing about character would you like to share with your best friend or with your parents?





# Powering Up...

## Activity 2 – You Decide

Now it's time for you to "be the parent." As you read about Selena decide which Pillar of Character best relates to what Selena did. Pretend you are her parent. Then decide (remember, you are the parent) if you think Selena is ready to stay home alone based on her actions in this situation.

**DO**

- Distribute Handout 2, *You Decide*
- Have youth pretend to be a parent and determine if Selena is ready to stay home alone.
- Review the handout by having the youth answers the written questions.

**REFLECT**

- Did you come to a fair decision? Fair to you as a parent? Fair to Selena?

**APPLY**

- This activity shows how difficult it is for parents to decide if their child is ready to stay home alone. Selena did great with some things and not so great with others. Sound familiar? It is important to understand that we aren't perfect, but as "people of character" we work really hard to do our very best. And when we mess up or don't do what we know we really should do, we need to admit our mistakes, apologize for them when necessary and then try to do better.
- What other things do kids do that make it difficult for their parents to see them as persons of character?

### Family Assignment #1:

Share the **Character Grid** with your parents to help them understand that you take staying home alone seriously and realize it is a big responsibility.

### Lesson 1 Time: 30 minutes

#### Objectives:

- To review the Six Pillars of Character<sup>sm</sup>
- To identify examples of good a character
- To apply the framework of character to situations related to being home alone

#### Activity time:

- Activity 1 (Home Alone & Character) - 10 min
- **Activity 2 (You Decide) -10 min**

#### Materials:

- Handout #1 – Character Grid
- Pens/Pencils
- **Handout #2**
- Family Assignment #1 – Character Grid

## HANDOUT #2

# Powering Up...

## 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?*

*Which pillar does this refer to?*

- (E) Always used good manners.

*Which pillar does this to 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.

- (F) Never lied to her parents.

*Which pillar does this refer to?*

*Which pillar does this refer to?*

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

- (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.

### Facilitator Note:

**Key to Character Grid:**

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



## Lesson TWO - Know your Operating System

## My Family's Jobs

### Activity 1 – Family

As you take on the role of being “home alone”, you begin your transition from dependent to independent. Taking care of yourself, perhaps brothers and sisters old enough to stay home and your house is a very big responsibility. There are many ways to show responsibility one of which is to assist with house chores/tasks.

**Do**

- Pass out the Family Jobs worksheet – Handout # 4
- Have youth complete the first four columns as best as they can
- Discuss their answers
- Ask youth what jobs they could safely do while they are “home alone”.

**REFLECT**

- What jobs do your parents do in your house?
- What jobs do you and your siblings do?
- What is one job you can easily and safely take on that is your Parents’ family job?

**APPLY**

- Looking at the new job you would like to do – is it just for the time your parent is gone from home or do you want to do it permanently?

**Family Assignment #2:** Discuss with your Family the new jobs you would like to take on.

**Lesson #2 Time: 45 minutes**

**Objectives:**

- To have youth identify their jobs/tasks in the Family and additional contributions they make while home alone.
- To know how to develop and maintain friendships
- To name 3 friends that would be good companions when they are “home alone”
- To talk with their parents about appropriate friends to have over when their parents are not home
- To talk with parents about appropriate friends to have over when “home alone”
- To learn skills to deal with conflict between siblings
- To learn skills to prevent anger from escalating

**Activity time:**

- Activity 1 (Family) -10 min
- Activity 2 (Friends) - 15 min
- Activity 3 (Getting Along) – 20 min

**Materials:**

- Handout #3 – Family Jobs
- Pens/Pencils
- Family Assignment #2 – New Jobs Discussion
- Small groups of youth
- Markers
- Newsprint Paper
- Family Assignment #3
- Role Plays Handout #4
- Props for the Role Plays
- Family Assignment #4

Dad's Jobs	Mom's Jobs	Siblings' Jobs	My Current Jobs	New Jobs I Can Do

### Activity 2 – Friends

Friends can make life more enjoyable. If you are nervous about staying “home alone” at first and your parents approve, having a good friend stay with you may make things better.

Think about what makes you choose someone as a friend.  
Think about what friends your parents like to have over to the house.



## The Friends Worksheet

**DO**

- Break youth into small groups
- Pass out markers and 2-3 pieces of newsprint paper taped end to end to each group.
- Have each group trace the outline of a group member on the newsprint paper
- On the inside of the outline, group members must write down all the qualities that a good friend should have or someone you want to be with.
- On the outside of the outline, group members must write down all the qualities of someone you do not want to be with.

**REFLECT**

- How would you define friend?
- Do you have friends that you call or email on a regular basis?

**APPLY**

- As you think about the friends you have, how can they be helpful when you are “home alone”?
- Are there specific characteristics that your friends have that should be taken into consideration as you consider having them over while your parents are away?
- What “Pillar of Character” applies to the role friends play when you are “home alone”?

**Family Assignment #3:** Complete the Friends Worksheet with your Family.

### Lesson #2 Time: 45 minutes

#### Objectives:

- To have youth identify their jobs/tasks in the Family and additional contributions they make while home alone.
- To know how to develop and maintain friendships
- To name 3 friends that would be good companions when they are “home alone”
- To talk with their parents about appropriate friends to have over when their parents are not home
- To talk with parents about appropriate friends to have over when “home alone”
- To learn skills to deal with conflict between siblings
- To learn skills to prevent anger from escalating

#### Activity time:

- Activity 1 (Family) -10 min
- Activity 2 (Friends) -15 min
- Activity 3 (Getting Along) – 20 min

#### Materials:

- Handout #3
- Pens/Pencils
- Family Assignment #2
- Markers
- Newsprint Paper
- Family Assignment #3 – Friends Worksheet
- Handout #4
- Props for the Role Plays

Three things that make someone a good friend:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Three things that make me a good friend:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Talk with your parents about having a friend come to your house to play or do homework. Always:

- Ask permission first.
- Have only one friend over at a time.
- Make sure that your friend’s parents know that your parents will not be home.

#### Friends who I can have over:

Name	Number

#### Friends who I can call:

Name	Number

#### Friends who I can text or email:

Name	Number

### Activity 3 – Getting Along

It is possible to solve conflicts peacefully. Conflict can happen between family, friends, enemies, individuals, or groups. Here is a list of ways to solve conflicts peacefully, even with friends:

- Take time to cool off if you are angry
- Make sure that both sides have time to express their thoughts

- Make sure that there is no name calling or blaming
- Try to state the problem from the other person's perspective
- Brainstorm a solution that will make both sides happy
- Be respectful of the other side's thoughts and feelings

Can you think of others?

**DO**

- Have participants role play the situations on Handout #4.
- Role play both proper and improper ways to deal with the situation.
- Discuss actions taken at the end of the role-play situations.

**REFLECT**

- What was the most difficult part of planning your role play? What made it difficult? What was the easiest part of planning?
- What was the most difficult part of actually doing your role-play? What happened during the role play that you were not expecting? What kinds of problems did you encounter in the role play?
- If you were to do this role play again, what would you change?
- What skills did you use to help you perform your role play?

**APPLY**

- What are some situations in your life that have been similar to your role play?
- Based on your role play experience, what are some skills that you need to improve to help you deal more effectively with a similar situation?
- What are other situations that you can think of where you would need to use those same skills?
- What are some things that affect you the most negatively when you have to deal with conflict?

**Family Assignment #4:** Sit down with your parents and discuss how they want disagreements handled while they are not home. Outline steps that need to be taken and post on a whiteboard or poster board so you can see them when you are “home alone.”

### Lesson #2 Time: 45 minutes

#### Objectives:

- To have youth identify their jobs/tasks in the Family and additional contributions they make while home alone.
- To know how to develop and maintain friendships
- To name 3 friends that would be good companions when they are “home alone”
- To talk with their parents about appropriate friends to have over when their parents are not home
- To talk with parents about appropriate friends to have over when “home alone”
- To learn skills to deal with conflict between siblings
- To learn skills to prevent anger from escalating

#### Activity time:

- Activity 1 (Family) - 10 min
- Activity 2 (Friends) -15 min
- **Activity 3 (Getting Along) – 20 min**

#### Materials:

- Handout #3
- Family Assignment #2
- Markers
- Family Assignment #3
- **Handout #4 – Role Plays**
- **Props for the Role Plays**
- **Family Assignment #4 – Handling Disagreements**
- Pens/Pencils
- Small groups of youth
- Newsprint Paper

### 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.




### Lesson THREE - Getting Charged

**Lesson #3 Time: 45 minutes**

**Objectives:**

- To have a list of activities to use while staying home alone
- To use strategies to deal with boredom and loneliness
- To understand the importance of following rules
- To handle emergency situations and realize when it is necessary to call an emergency number
- To develop a list of emergency phone numbers
- To be able to use specific overcome feelings of loneliness
- To feel safe and in control when they are home alone

**Activity time:**

- **Activity 1 (Use of Time) – 15 min**
- Activity 2 (Setting Safe Boundaries) – 15 min
- Activity 3 (Scared or Lonely) – 15 min

**Materials:**

- Newsprint Paper
- Handouts #5 – MP3 Player Skin & 6 – Selecting *imAlone* Activities
- Scissors
- Tape/glue sticks
- Markers/crayons
- Family Assignment #5 – Review Handout #6
- Craft sticks
- Handout #7
- Paper
- Pencils/Crayons
- Family Assignment #6 – Review Handout #7 and complete Handout #8
- Family Assignments #7A, #7B, and #7C

### Activity 1 – Use of Time

Being “home alone” gives you lots of options. You can study, play video games, dance through the living room, make snacks, or watch television, just to name a few. Making good decisions about how to spend your time requires maturity, character, and creativity. This lesson will help you find ways to use your “home alone” time wisely.



- **Brainstorm a list of things that kids do when they are bored on the newsprint.**
- **What games can they play or what things can they do when they are “home alone”?**
- **Explain that it is a good idea to have a plan of things that they need and want to do when they get home from school.**
- **Have youth create a MP3 Player skin from Handout #5.**
- **Have youth fill out Handout #6 with things that they like to do and chores that they have to do. Youth should put the completed ideas onto the craft sticks and place into their MP3 Player skin.**
- **Explain that when youth are bored, they should choose a stick out of the MP3 Player Skin. Once they choose an activity, they should “try it” for at least 10 minutes before selecting another activity idea from the MP3 Player Skin.**
- **Have youth look at the *imAlone* Youth Pages.... Point out that these are activities that youth can do when they are “home alone”.**

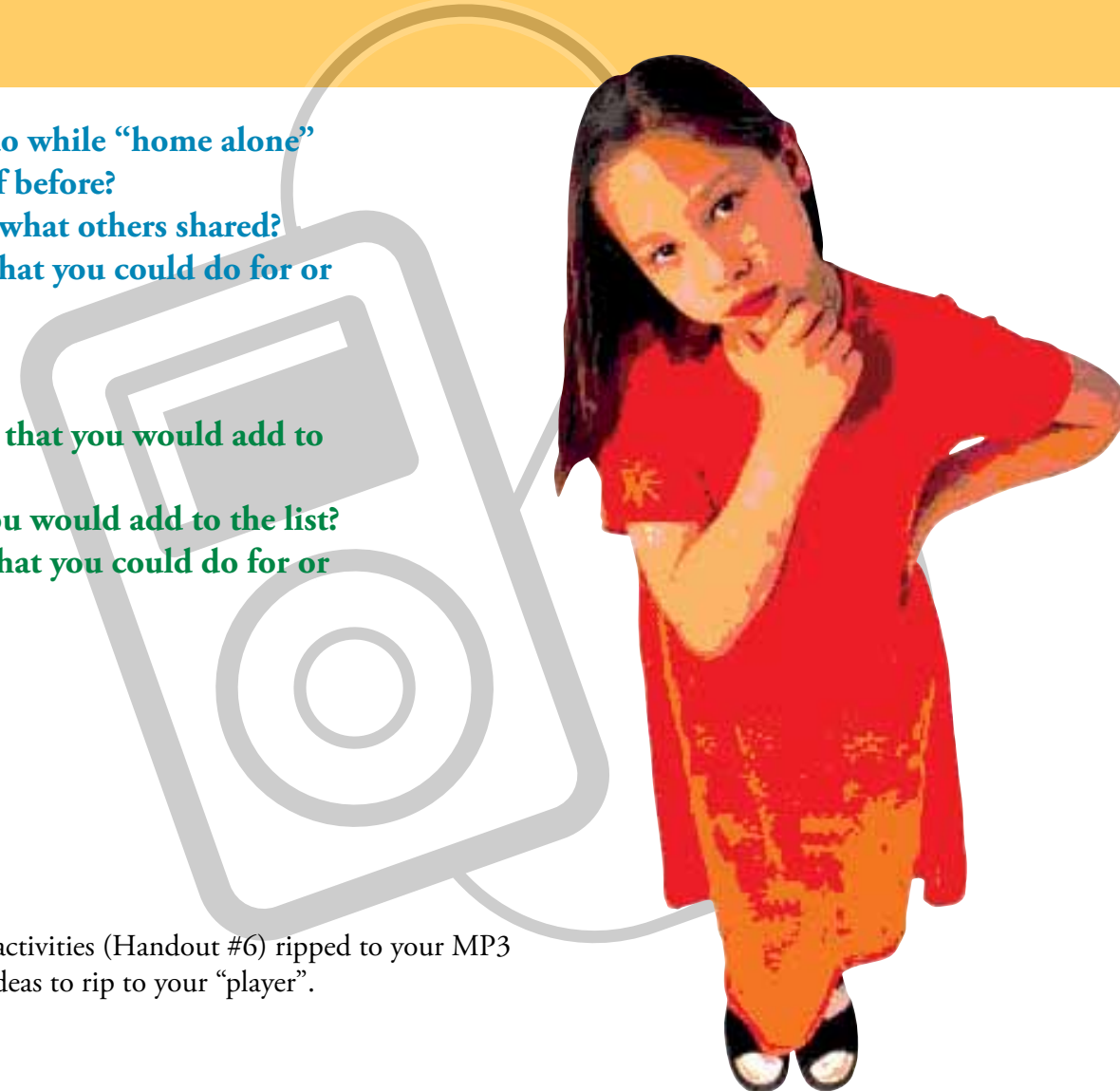
## Lesson THREE - Getting Charged (continued)

### REFLECT

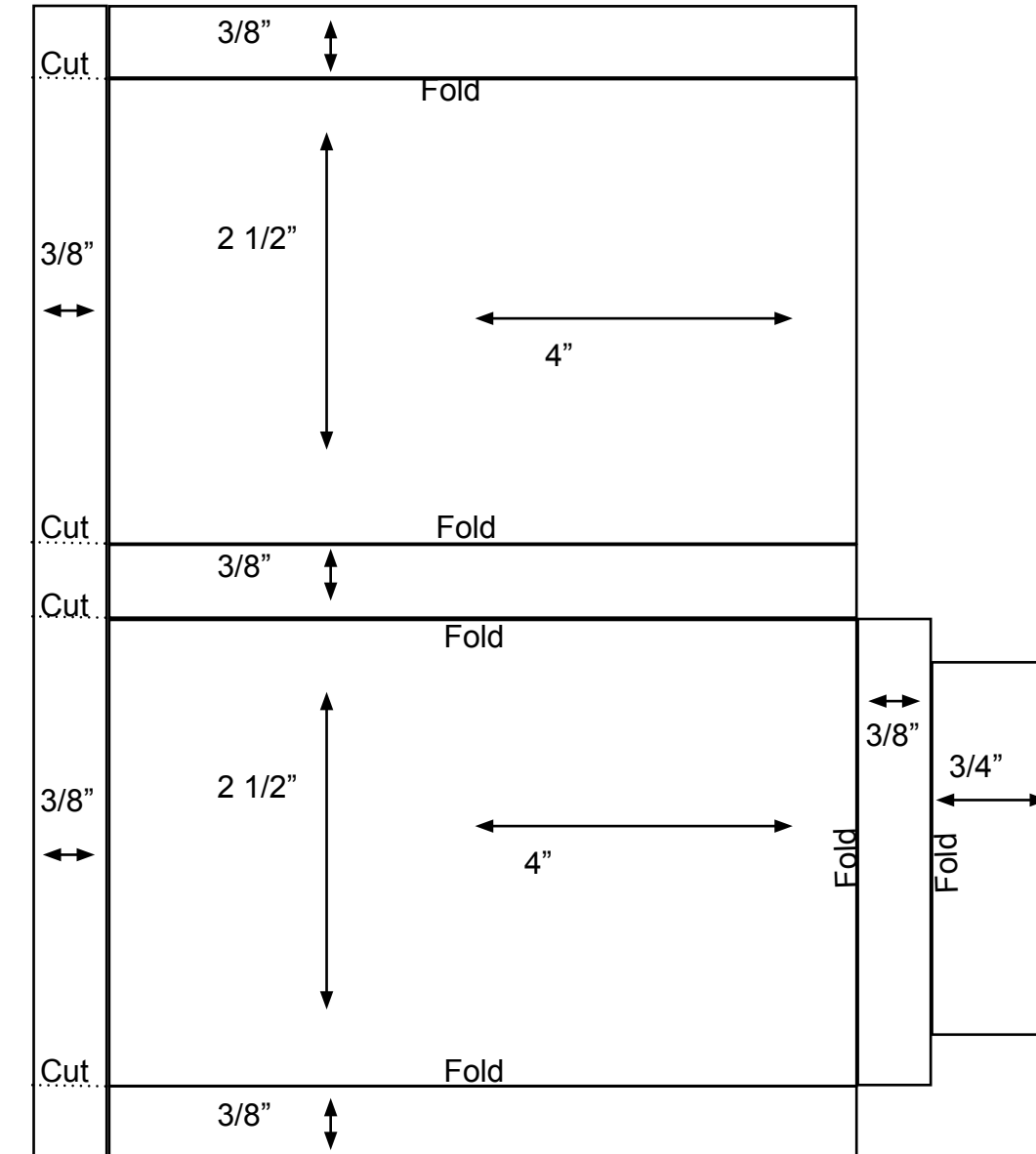
- Did you think of things to do while “home alone” that you have not thought of before?
- Did you get new ideas from what others shared?
- Did you consider activities that you could do for or would help other people?

### APPLY

- Are there other brain teasers that you would add to the list?
- Are there other crafts that you would add to the list?
- Did you consider activities that you could do for or would help other people?



**Family Assignment #5:** Review your *imAlone* activities (Handout #6) ripped to your MP3 Player skin with your Family and see if there are additional ideas to rip to your “player”.



### Directions for Making MP3 Skin

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

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

## 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.

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

## Activity 2 – Setting Safe Boundaries

As with an electric device it is important to be mindful of the “not to do’s” so that it will operate properly. It is also just as important to know the rules of operation to behave appropriately and to know your limits so that you are safe in your home after school.



### The Importance of Rules

- Write the word “Rules” on the board. What are some rules that the youth have at their houses? Why do we have rules? What would happen if we did not have rules? Discuss.
- Rules give us Guidelines for how to be responsible and help to keep things fair and safe. Point out that different families may have different types of rules and that it is important to come up with a set of rules with parents.
- Rules for staying home alone might have to do with homework, what foods to eat, if the youth may leave the house, chores to be done, using the phone, and watching television.
- Ask youth to think of a rule that would be important when staying home alone. Have them take out Handout #7. Have them write their rule at the top of the page. Have them draw or write about what might happen if that rule was not followed on one side, and if the rule was followed on the other side.
- Have youth explain their work. After each youth shares, talk about why the rule is important and how it keeps us safe. Record the rule under the heading “Rules to Use at Home” on the newsprint or board.
- Explain that rules help us to make good decisions. Discuss possible procedures for what youth should do when they get home. What should they do before and after they go into their house? What should they do if they forget or lose their key? What could they do if they get home and things don’t look right? Go over the “Rules at Home” sheet – Handout #8. Youth should fill this out at home with their parents.

**Lesson #3 Time: 45 minutes**

### Objectives:

- To have a list of activities to use while staying home alone
- To use strategies to deal with boredom and loneliness
- To understand the importance of following rules
- To handle emergency situations and realize when it is necessary to call an emergency number
- To develop a list of emergency phone numbers
- To be able to use specific overcome feelings of loneliness
- To feel safe and in control when they are home alone

### Activity time:

- Activity 1 (Use of Time) – 15 min
- **Activity 2 (Setting Safe Boundaries) –15 min**
- Activity 3 (Scared or Lonely) – 15 min

### Materials:

- Newsprint Paper
- Handouts # 5 & 6
- Scissors
- Tape/glue sticks
- Markers/crayons
- Craft Sticks
- Handout #7 – Rules Rule
- Paper • Pencils • Crayons
- Family Assignment #5 – Review Handout #6
- Family Assignment #6 - Review Handout #7 and complete Handout #8 – Rules at Home
- Family Assignments #7A, #7B, and #7C



*imAlone*  
Home Alone Guide

## REFLECT

- What was the most difficult part of this activity?
- What was the easiest part?
- What made it difficult?
- What skills did you use to complete this activity?

## APPLY

- What are other situations that you can think of in which you would need to use the same skills?
- What character traits are involved in solving conflict?
- Based on this experience, what are some skills that you need to improve?

**Family Assignment #6:** Sit down with your Family and review Handout #7 and complete the Rules at Home Worksheet – Handout #8.

## 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.


# Powering Up...

## Activity 3 – Scared or Lonely

Everyone feels scared or lonely sometimes. This is normal and even adults feel this way at times. Being prepared to deal with these feelings effectively can make your “home alone” experience a success.

### DO

Noises we hear in our houses may sound scary. Brainstorm a list of things that might make a scary noise in a house (for example, the furnace) It is important for youth to know the sounds that the house makes so that they don't get scared.

The best way to keep from getting scared or lonely is to keep busy:

- Join an after school activity
- Practice a sport
- Develop a hobby
- Do a chore
- Read a book
- Keep a journal
- Play with a pet
- Write to a friend
- Call a friend or relative

### REFLECT

- What made it comfortable or uncomfortable?
- What skills did you use? What other things can you do if you're lonely or afraid?
- Did you think of things to do while home alone that you have not thought of before?
- Did you learn of new possibilities from what others shared?
- Are there other brain teasers that you would add to the list?
- Are there other crafts that you would add to the list?

Lesson #3 Time: 45 minutes

#### Objectives:

- To have a list of activities to use while staying home alone
- To use strategies to deal with boredom and loneliness
- To understand the importance of following rules
- To handle emergency situations and realize when it is necessary to call an emergency number
- To develop a list of emergency phone numbers
- To be able to use specific overcome feelings of loneliness
- To feel safe and in control when they are home alone

#### Activity time:

- Activity 1 (Use of Time) – 15 min
- Activity 2 (Setting Safe Boundaries) – 15 min
- Activity 3 (Scared or Lonely) – 15 min

#### Materials:

- Newsprint Paper
- Handouts # 7 & 8
- Scissors
- Tape/glue sticks
- Markers/crayons
- Family Assignment #5 – Review Handout #6
- Handout #7 – Rules Rule
- Paper • Pencils • Crayons
- Family Assignment #6 - Review Handout #7 and complete Handout #8
- Family Assignments #7A- House Hunt, #7B - Family Escape Plan, and #7C- Emergency Information

### APPLY

- What new activities do you want to do when you are home alone?
- What strategies do you want to apply to deal with loneliness when you are home alone?
- How are you going to overcome being scared when you are home alone?
- A person of character is honest with others. What should you do if you decide you are really too lonely or afraid to stay by yourself?

**Family Assignment #7:** The following three items should be completed at home with your parents and brought with you to discuss and refer to for the “Online with Your House” lessons.

- The “House Hunt” Family Assignment #7A should be completed at home with your parents prior to doing the House Hunt activity.
- You and your Family should develop a “Family Escape Plan” Family Assignment #7B and know where to find it in case of an emergency.
- “Emergency Information” Family Assignment #7C should be completed and kept near your telephone in case of an emergency.

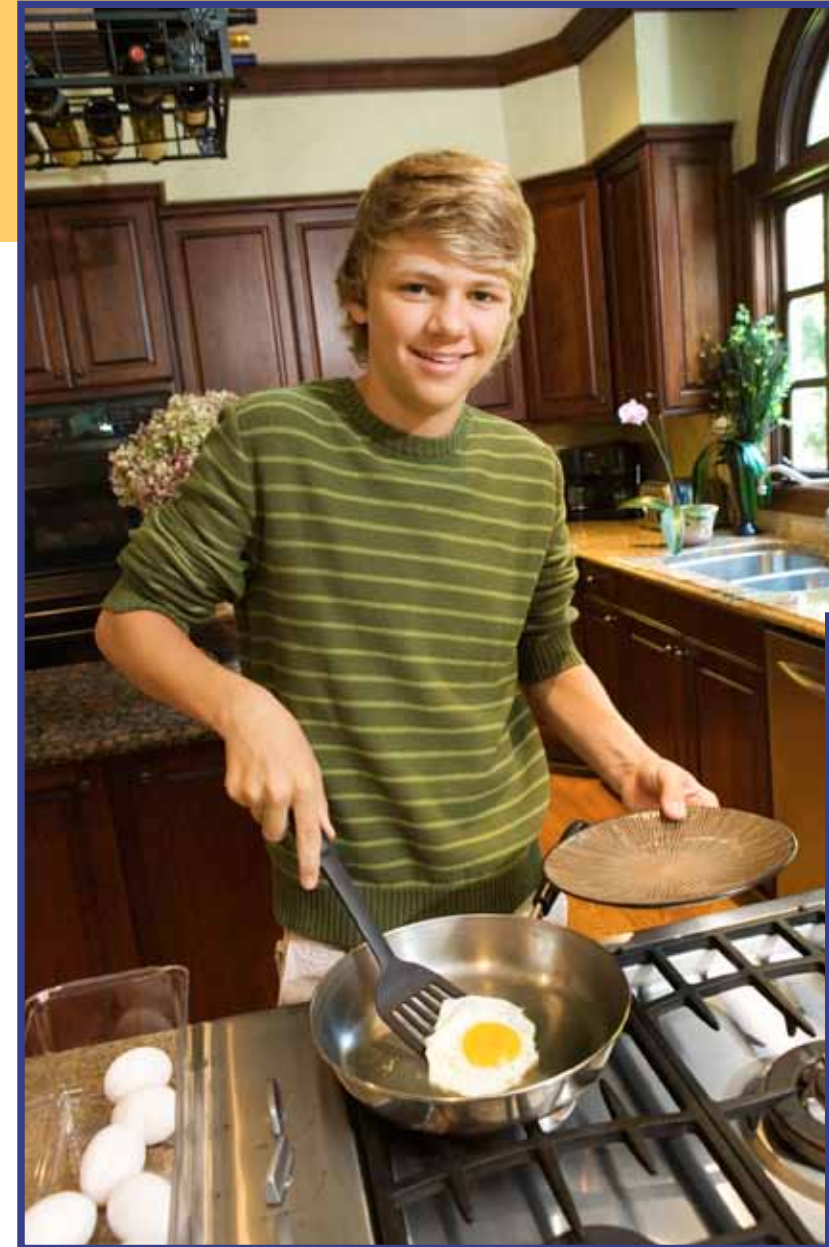
# Powering Up...



### Facilitator Note:

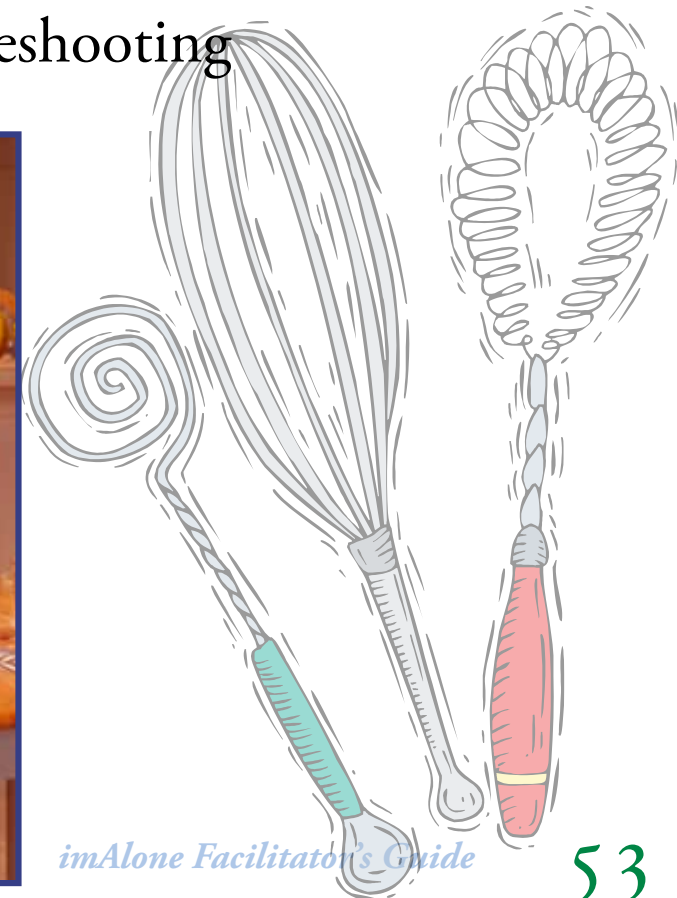
Family Assignment #7A, #7B, and #7C should be handed out the end of Powering Up. These are located in the beginning of “Online with Your House”.

# Online with your House . . . Online with your House . . .



Staying at home alone should not be scary. In this section we will discuss how to ensure safety when youth are staying alone at home. From navigating the kitchen to dealing with strangers they will learn how to reduce their risks and make more time for fun when “home alone”.

- Lesson 1: Background & Settings
- Lesson 2: Connect with your Kitchen
- Lesson 3: SPAM Aware
- Lesson 4: Troubleshooting



## Lesson ONE - Background & Settings

### Activity 1 – House Hunt

When you get a new MP3 player or any new piece of technology, the first thing you have to do is learn how it works. What does this button do? What settings are needed? How do I get it to do this? This lesson is about how your house works and how to be safe when you are in it.

You will be learning about the basic components of your house, what they do and where they are located. You will learn about emergency situations, what information to have readily available, where to find items needed during an emergency and a family escape plan and a place to meet outside the house during an emergency. You will also learn about basic first aid and safety information as well as have an opportunity to practice appropriate responses in emergency situations.

It is important for you to know where the fuse box, water main, hot water heater, thermostat, and furnace are in your home. We will be using the House Hunt take-home worksheet you completed with your parents at home.



Lesson 1 Time: 60 minutes

#### Objectives:

- To know about basic components of a house and where they are located
- To know the location of items needed during an emergency
- To have a Family escape plan and meeting place
- To have emergency information readily available in case of an emergency
- To teach basic first aid and safety information
- To practice appropriate responses in emergency situations

#### Activity time:

- Activity 1 (House Hunt) - 15 min.
- Activity 2 (First Aid) - 25 min.
- Activity 3 (First Aid Card Game) - 20 min.

#### Materials:

- Completed Family Assignments #7A/B/C
- Newsprint Paper
- Removable tape
- Handout #9
- Deck of “First Aid Cards”
- Markers
- Note cards
- Family Assignment #8

### Activity 1 – House Hunt

#### DO

- Label newsprint sheets with one of the following labels: Fuse Box or Circuit Breaker Switch Box; Water Main; Hot Water Heater; Thermostat and Furnace; First Aid Kit; Flash light; Battery Powered Radio; Family Escape Plan
  - Place the 8 sheets around the room, with a marker for each sheet
  - If the group is large, separate the participants into 8 groups and assign each group to a poster. If the group is small, the participants will stay in one group and rotate among the posters.
  - The participants will record the answers from their House Hunt worksheets on the appropriate posters.
  - Once all the posters are complete, the information on each poster will be shared with the group
  - Have someone draw a picture of their house showing their family's escape plan
  - Ask the group where their escape plan is kept in their house.
  - Each participant should describe the safe meeting place outside their home for when the escape plan is needed.
  - What does the emergency operator WANT 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.



#### REFLECT

- Why do you need to know how the various systems in your house work?
- Why is it important to have a family escape plan?
- What was the most difficult part of this activity?
- What made it difficult?
- What would you add to the worksheets?

#### APPLY

- Describe a situation when it would be important know where the circuit breaker panel or fuse box is located in the house.
- Give an example in which a family escape plan would be useful.
- Based on this experience, what are some skills you need to improve?
- Are there other situations in your life where you could use this type of activity?

# Online with your House . . .

## HOUSE HUNT

### Do you know where these things are in your house?

**Fuse Box or Circuit Breaker Switch Box**  
Where is it?

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**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?

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**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?

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**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?

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

**First Aid Kit**  
Where is it?

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---

---

**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?

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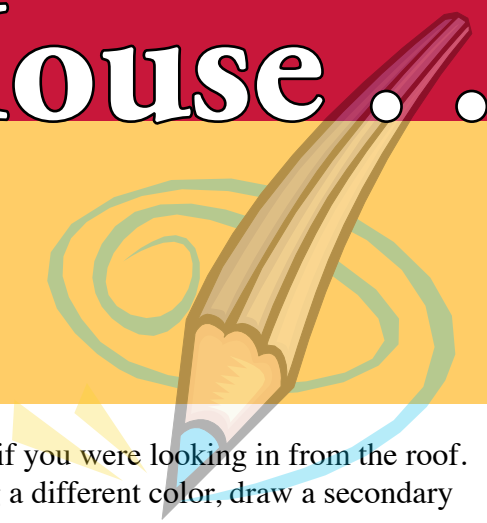
**Where is your safe meeting place outside of the home for when the escape plan is needed?**

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# 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 . . .

# 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) \_\_\_\_\_

### Important Phone Numbers:

Police \_\_\_\_\_

Fire \_\_\_\_\_

Ambulance \_\_\_\_\_

Poison Control \_\_\_\_\_

Mother's work \_\_\_\_\_ cell: \_\_\_\_\_

Father's work \_\_\_\_\_ cell: \_\_\_\_\_

Contact Person \_\_\_\_\_

Contact Person \_\_\_\_\_



### 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.)

## Activity 2 – First Aid

The most important responsibility when you are home alone is to be safe; but accidents do happen. If one does happen, remain calm, act quickly, and call for help. Time is the greatest factor in an emergency. If you are prepared ahead of time, you can act immediately. Never be afraid to call for help!

### DO

- Review the items on Handout #9.

### REFLECT

- What first aid situations described above did you feel the most comfortable with and why?
- What did you learn about yourself in analyzing these situations?

### APPLY

- Describe a situation when you might be injured while at home alone.
- What would you do?
- How would you teach someone about first aid?

### Facilitator Note:

All CYC Services programs should offer first aid and CPR training that leads to certification either as part of or in addition to this course. Therefore, this activity may not be necessary at this time. In either case, share this section with your CPR and First Aid Trainer.

### Lesson 1 Time: 60 minutes

#### Objectives:

- To know about basic components of a house and where they are located
- To know the location of items needed during an emergency
- To have a Family escape plan and meeting place
- To have emergency information readily available in case of an emergency
- To teach basic first aid and safety information
- To practice appropriate responses in emergency situations

#### Activity time:

- Activity 1 (House Hunt) - 15 min.
- Activity 2 (First Aid) - 25 min.
- Activity 3 (First Aid Card Game) - 20 min.

#### Materials:

- Completed Family Assignment #7A/B/C
- Newsprint Paper
- Removable tape
- Handout #8
- Deck of "First Aid Cards"
- Markers
- Note cards
- Family Assignment #8

**Family Assignment #8:** Talk with your parents or role play various "what if" First Aid situations that might occur when you are home alone. What did you do? Describe how you and your parents felt during the situation.

## 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 on 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 . . .

# 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



## Activity 3 – First Aid Card Game

It is important for you to know how to respond quickly in a variety of emergency situations. We will reinforce valuable knowledge and skills by playing the “First Aid Card Game”

- **Make a deck of “First Aid Cards” by having each person write first aid situations on one side of five note cards. Decorate the other side of each card with a first aid symbol or group design.**
- **Here are some sample first aid situations:**
  - You fall off a swing and strain your knee.**
  - You trip on the concrete steps and scrape the palm of your hand.**
  - You cut your finger and it is bleeding heavily.**
  - You touch a hot pan in the oven and burn your finger.**
  - You get a bloody nose.**
  - You fall down the stairs. You suspect a bone is broken in your arm.**
  - You are bitten by a neighbor’s dog.**
- **Once each participant has completed their five cards, collect them and shuffle them so the cards will be drawn in random order.**
  - **Have each participant draw a card from your “deck of cards”.**
  - **Each time a card is drawn, they are to explain how they would react to the emergency listed. Allow them to refer to their first aid information if they need to.**
  - **This is not a test; it is just another way of learning the first aid information youth need to know to be safe while “home alone”.**
  - **If a participant does not or cannot answer the question, other youth can give some hints. Remind them that they can look it up in their first aid information.**
  - **Repeat the correct information in all cases to be sure they understand.**

**Lesson 1 Time: 60 minutes**

**Objectives:**

- To know about basic components of a house and where they are located
- To know the location of items needed during an emergency
- To have a family escape plan and meeting place
- To have emergency information readily available in case of an emergency
- To teach basic first aid and safety information
- To practice appropriate responses in emergency situations

**Activity time:**

- Activity 1 (House Hunt) - 15 min.
- Activity 2 (First Aid) - 25 min.
- **Activity 3 (First Aid Card Game) - 20 min.**

**Materials:**

- Completed Family Assignments #7A/B/C
- Newsprint Paper
- Removable tape
- Handout #9
- Deck of “First Aid Cards”
- Markers
- Note cards
- Family Assignment #8

## Activity 3 – First Aid Card Game

### Example of cards

Each of the following are put into card form. Green on one side, black on the other side.

### REFLECT

- What are some decisions you had to make to answer the questions?
- What did you learn from this activity that you didn't know before?
- What did you learn about yourself from this activity?

### APPLY

- Describe a time when you might need the skills or knowledge you learned today?
- How can you apply a similar process to prepare the group for other situations and issues in their future?

#### You fall off a swing and strain your knee.

Rest the injury. Apply an ice bag wrapped in a towel for 10 minutes every two hours until your parent returns. Elevate the injury above the heart if there is no additional pain.

#### You touch a hot pan in the oven and burn your finger.

Flood the burn with cool water, dry and wrap in a clean bandage.

#### You fall down the stairs. You suspect a bone is broken in your arm.

Move as little as possible. Immobilize your arm as best you can. Call the on-post or off-post emergency number or 911 and your parent.

#### You trip on the concrete steps and scrape the palm of your hand.

Clean your hand by patting it with a warm soapy cloth. Then pat with a wet cloth without soap. Pat dry and cover with a bandage until your parent arrives home and can look at it.

#### You get a bloody nose.

Sit upright, lean forward and apply pressure by pinching the nostrils together for 5-10 minutes. If the bleeding does not appear to be stopping or slowing, call the on-post or off-post emergency number or 911. Do not blow your nose. Continue to pinch your nostrils gently until help arrives. (Note: if the nosebleed follows an accident, fall or injury to the head, call emergency numbers immediately.)

#### You are bitten by a neighbor's dog.

Call 911 or the on-post or off-post emergency number immediately. If you can, notice how the animal is behaving: foaming at the mouth, snarling, etc. This will help determine if the animal is sick with rabies.

#### You cut your finger and it is bleeding heavily.

Call 911 or the on-post or off-post emergency number and your parent. Severe bleeding is serious. Apply direct pressure over the cut using a clean bandage. If bleeding soaks through the bandage, apply a second over the first. Raise the finger above the level of the heart if there is no broken bone. (Note: minor cuts should be washed with warm water and soap and covered with a clean bandage.)

# Online with your House . . .

## Lesson TWO - Connect with your Kitchen

### Activity 1 – Kitchen Safety, What Do I Use This For?

The kitchen is unlike any other room in the house. There are many contrasts such as hot and cold, sharp and dull, sweet and sour, pointed and blunt, wet and dry...the list can go on and on. As such the kitchen has its own use and safety issues.

There are many safety concerns when using the kitchen. Below are a few tips that will help make your time at home safe and comfortable.

- When using the stove, always be aware of hot surfaces.
- Keep handles to pots and pans turned inward on the stove to keep them from being pulled off by small children.
- When using sharp knives, always be alert and always cut away from you.
- Use the proper utensil for the job at hand.
- Immediately clean any spills.
- Make sure the stove is turned off before leaving the house.
- The kitchen is never a place for playing.

There are choices you can make with food in your home alone time. Making wise and healthy food choices is one way to show you are ready to stay home alone.

#### Facilitator Note:

In addition to the recipes provided in the Appendix, check out 4-H/Army YDP's *Up for the Challenge, Lifetime Fitness, Healthy Decisions* and BGCA's *Healthy Habits*.

Lesson 2 Time: 60 minutes

#### Objectives:

- To use safety strategies in the kitchen.
- To prepare healthy snacks safely and responsibly.
- To review ways to be safe in the kitchen.
- To learn about healthy snacks using MyPyramid
- To identify and prepare healthy snacks

#### Activity time:

- Activity 1 (Kitchen Safety, what Do I use This For?) – 20 min
- Activity 2 (Healthy Snacks) – 20 min

#### Materials:

- Variety of kitchen utensils
- Pencils/Markers
- Handout #10 – What Do I Use This For?
- Handout #11
- Family Assignment #9– Safe Cook Checklist
- Handouts #12 & 13
- Food and utensils for healthy snack preparation



# Online with your House . . .



### REFLECT

- What was most difficult about naming the utensils?
- Why were some things difficult to name?
- What surprised you the most about the common names of some of the utensils?
- How did you use reasoning skills to help you name utensils you were unsure about?

### DO

- Gather a variety of ten kitchen utensils (various spatulas, various types of spoons, brushes, can openers, hand mixer, butter knife, bread knife, whisk, etc.)
- Give each utensil a number, from one to ten. Lay these on a table and have students name them using the “What Do I use This For?” (Handout #10).
- Once the utensils are identified with proper use, and potential safety issues, have a discussion on the use and safety precaution of each item.

### APPLY

- What situations can you think of where safety might be compromised by using the wrong utensils?
- Give a possible situation in which you might use the skills you have learned and used in this activity.
- What character traits can be applied when you find yourself in similar “real-life” situations?

## What Do I Use This For?

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



### Activity 2 – Healthy snacks

Just as an MP3 player needs a power source – electricity or batteries – to run, your body also needs an energy source to keep you going. The energy our bodies use comes from calories. Some foods offer calories that come from good sources...vitamins, minerals, protein, etc and others offer “empty calories” from fats and sugar.

Sure, candy bars, sodas and loads of chips provide energy and are fun to have occasionally, but it is important to learn what snacks provide the best sources of energy and will provide you the healthiest snacks.

But, wait! Before you head to the kitchen to make a snack we need to talk about kitchen safety. It’s great to have fun while you cook. After all, that’s what it’s all about! But accidents can happen when you’re:

- In a hurry.
- Messy and not cleaning up spills.
- Not paying attention to what you’re doing.
- Using machines you don’t know how to operate.
- Working in the kitchen without permission.

**Lesson 2 Time: 60 minutes**

**Objectives:**

- To use safety strategies in the kitchen.
- To prepare healthy snacks safely and responsibly.
- To review ways to be safe in the kitchen.
- To learn about healthy snacks using MyPyramid
- To identify and prepare healthy snacks

**Activity time:**

- Activity 1 (Kitchen Safety, what Do I use This For?) – 20 mi
- **Activity 2 (Healthy Snacks) – 20 min**

**Materials:**

- Variety of kitchen utensils
- **Pencils/Markers**
- Handout #10 – What Do I Use This For?
- **Handout #11**
- **Family Assignment #9 – Safe Cook Checklist**
- **Handouts #12 & 13 - MyPyramid Worksheets**
- **Food and utensils for healthy snack preparation**

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HANDOUT #11

FAMILY ASSIGNMENT # 9



**Facilitator Note:**

Any healthy snack recipe can be used. Placing the foods into groups helps the participants learn more about MyPyramid

**Facilitator Note:**

Encourage participants to visit <http://www.mypyramid.gov/kids/index.html> to learn more about MyPyramid. If you have time and computers are available have the group play the Blast Off Game found at the website.

**Do**

**REFLECT**

**APPLY**

- **Distribute:** - Handout #11 – Safe Cook Checklist
- **Explain that the checklist includes various “cooking safely” items. As Family Assignment #9, ask participants to discuss the list with their parents and add other safety items their Family thinks are important.**
- **Distribute:** Handout #12 – MyPyramid for Kids
- **Explain how the food pyramid shows the types of foods needed every day in order to be healthy. It is also useful in determining what snacks to have when “home alone”.**
- **Make ants on a log (see Snacks section). Using Handout #12 – MyPyramid for Kids have participants determine which food groups are included in the snack.**
  - Celery – vegetable
  - Peanut butter – meats & beans
  - Raisins – fruit
- **Distribute:** Handout #13 – MyPyramid Worksheet
- **Next, have students use MyPyramid to decide what type of snack would be good to have. First they should complete the MyPyramid Worksheet listing the foods they ate the day before. Next have students use Handout #12 to list each food choice in its food group. Have youth compare what they ate with the goals listed on their worksheets and select a snack that provides the food group(s) they are missing or short on. (If possible, have one or two healthy snack options available for youth to prepare.)**

- **Why is it important to consider what it means to be safe in the kitchen before you start making snacks when your family is not with you?**
- **Why is it important to have a healthy diet including healthy snacks?**
- **Were you surprised by what food groups you ate the most...the least?**

- **How can you help your family eat a more healthy diet?**
- **How does eating a healthy diet show respect for yourself?**

**Lesson Adaptation:** If there are older participants in the workshop (15 years or older) have them look at Nutritional Information labels to find the ingredients of food. Have them compare good and bad snacks based on the ingredients list. Tell them that sugar comes in many forms...fructose, sucrose, corn syrup, basically any “ose” they will see on the labels. Using the MyPyramid website have them compare ingredient on the labels to a list of vitamins and minerals and determine what each ingredient does for the body. They can then rank foods based on the most nutritional to the least nutritional. This activity will help them determine if they are selecting foods that are beneficial to their body.  
(Source: Fantastic Foods: Fun with Food)

## 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:	<b>Grains</b> 	Make at least half your grains whole grains.	<b>6 ounce equivalents</b> (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cereal)		_____ ounce equivalents
Lunch:	<b>Vegetables</b> 	Color your plate with all kinds of great tasting veggies.	<b>2½ cups</b> (Choose from dark green, orange, starchy, dry beans and peas, or other veggies).		_____ cups
Snack:	<b>Fruits</b> 	Make most choices fruit, not juice.	<b>1½ cups</b>		_____ cups
Dinner:	<b>Milk</b> 	Choose fat-free or lowfat most often.	<b>3 cups</b> (1 cup yogurt or 1½ ounces cheese = 1 cup milk)		_____ cups
	<b>Meat and Beans</b> 	Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.	<b>5 ounce equivalents</b> (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:	<b>Physical Activity</b> 	Build more physical activity into your daily routine at home and school.	At least <b>60 minutes</b> 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 1000 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	<b>Grains</b> 	Make at least half your grains whole grains.	<b>6 ounce equivalents</b> (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ 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	<b>Vegetables</b> 	Color your plate with all kinds of great tasting veggies.	<b>2½ cups</b> (Choose from dark green, orange, starchy, dry beans and peas, or other veggies).	1/2 cup spaghetti sauce	1/2 _____ cups
Snack:	<b>Fruits</b> 	Make most choices fruit, not juice.	<b>1½ cups</b>	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	<b>Milk</b> 	Choose fat-free or lowfat most often.	<b>3 cups</b> (1 cup yogurt or 1½ ounces cheese = 1 cup milk)	1/3 cup milk	1/3 _____ cups
	<b>Meat and Beans</b> 	Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.	<b>5 ounce equivalents</b> (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:	<b>Physical Activity</b> 	Build more physical activity into your daily routine at home and school.	At least <b>60 minutes</b> 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.



## Lesson THREE - SPAM Aware

### Activity 1 – Strangers and Dangers

Strangers are not always dangerous. Because you can not always know there are ways of dealing with situations that arise that will minimize your risk. First encourage participants to talk with their parents about setting a CODE WORD or phrase that only they and their parents know. Parents can share this word or phrase with another adult and the child will know it is OK to count on this person for help. In this lesson we will look at two of the most common access points – the phone and the door.



- Explain to youth that they will be learning about dealing with strangers and potential dangers while home alone.
- Ask the youth what a stranger looks like and what they envision when they think of a stranger?
- The purpose of this discussion is to identify preconceived visions we have of how a stranger appears.
- It is very important for youth to learn that a stranger is anyone they do not know, and that they may appear to be very friendly and harmless.
- Write this on the newsprint.
- On the newsprint write “What to do if someone bothers you.” Explain that this could be a stranger, or anyone who is making you uncomfortable. Even adults we know may make us feel uneasy. (Statistically children are abducted or abused most often by people that they know.)
- Emphasize that if youth do not trust a person (a stranger, or someone they know) they must learn to be firm as they end a conversation or say no. They should know it’s important to tell a parent, teacher, police officer, or other trusted adult if they are being bothered or threatened.

Lesson 3 Time: 30 minutes

#### Objectives:

- To identify a stranger.
- To use safety strategies when answering the door or phone.

#### Activity time:

- Activity 1 (Strangers and Dangers) – 30 min

#### Materials:

- Paper
- Pencils/Crayons/Markers
- Newsprint Paper
- Picture of a “stranger”: Use one from home or cut a picture out of a magazine, choose a picture of a person who looks happy and friendly.
- Handout #14 – What Do You Say...What Do You Do
- Role Playing materials (any or all of these materials could be used to make the role-playing situations more realistic): Play phone, clipboard, magazines, identification badge, box, any other costumes or materials.
- Family Assignment #10 – Safe Strategies



### Situation 1: Answering the Door

- Ask participants what they might do if they were home alone and someone came to the door. Record their responses on the newsprint.
- Explain that youth should talk to their parents about what they want them to do when someone comes to the door, because the guidance may vary in different neighborhoods, communities, and living situations. The first part of Handout #14 – What Do You Say...What Do You Do should be discussed with parents in order to establish guidelines at home for answering the door. Use Family Assignment # 10 to list your strategies and guidelines.
- Explain that there are several safety strategies they can use to stay safe when answering the door.
- The person at the door may be a stranger, or someone who is well known. If the guest is not expected, or if the youth does not feel comfortable he/she should:

1. Keep the door closed and locked. Look through the peephole or window to see who is there.
2. Never tell a visitor that he/she is home alone.
3. Talk to the visitor through the closed door. This is not rude, it is responsible.
4. Tell visitors that his/her parents are busy and can't come to the door.
5. Never let a stranger inside.
6. Never open the door, regardless of what they say.
7. If the person tries to get in, call the local emergency number.

Talk about how these safety strategies align with the ones they brainstormed.

### Situation 2: Answering the phone

- Ask participants to brainstorm a list of strategies to use if the phone rings. Record these ideas on the newsprint or blackboard.
- Again, youth should discuss these procedures with their parents so that they know the guidelines to follow in their own home. As they talk with their parents, they should use the second parts of Handout # 14 and Family Assignment #10 to discuss and list strategies and guidelines.
- Explain that some parents DO NOT want their children to answer the phone. However, if they are allowed to answer the telephone they should:
  1. Say “hello”.
  2. Not tell the caller their name, telephone number, or address
  3. Not give the caller any information about their parents (where they are or when they will be home).
  4. Offer to take a message. “My mother or father is busy right now. May I take a message?”

If a stranger calls twice or makes the youth feel unsafe, he/she should hang up and call a safe adult.

### Phone and Door Role Play

- You may want to bring along some props to make role-playing more life like.
- Cut out the role play cards found later in this section.
- Choose two participants and have them pick a role playing card from the deck. One youth will play the role described on the card. The other youth will be home alone and must handle the situation appropriately. Be sure that each youth has the opportunity to be in the home alone role as they go through the various role play situations.
- At the end of each role-playing situation discuss the actions taken by the youth who was home alone. Or, stop the action in the middle by calling “freeze” and having the “audience” give suggestions about what should happen next.

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## What Should You Say...What Should You Do

### REFLECT

### APPLY

- If you were to tell a friend what we did here today, what would you tell them?
- At the very beginning of this class today, when you thought of being home alone how did you feel?
- Did you think some of these activities were more fun than others? Which were your favorites? Why?
- As we learned about safety practices today, what were some of the hard parts for you? How did you meet these challenges?
- Which kind of role was harder to role play? What made it harder?

- How does what you learned about safety practices relate to your life?
- When would you use some of the things you learned today? What kinds of situations?
- (example: what they learned about strangers, what they would do if someone was bothering them, etc.)
- Do you know of situations that would have ended better if a person had the skills you learned today?
- What are some things you need to remember to use what you learned successfully?

**Family Assignment # 10:** Remind everyone to complete the safety strategies worksheet with their parents.

### Lesson Adaptation:

- Option 1: Invite a police officer to give a presentation about safety and strangers.
- Option 2: Stranger Game. Talk about how it is important to notice details about people. This way youth can identify a stranger who has been bothering them. Have a participant come to the front of the room. Have the rest of the group take 1 minute to study the person in the front. Have the chosen participant leave the room and make one change (for example, untie a shoe). The rest of the group must try to identify what has been changed.
- Option 3: Have the group come up with their own role-playing situations.
- Option 4: Older youth could work in groups to develop a skit based on the role-playing situations. They could show what not to do, and then the correct way to handle the situation.

### 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 \_\_\_\_\_.





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## Role Play Situations

<p><b>Role-Play 1</b></p> <p>You are a meter person from the gas company. You need to read the meter in the house. You have an identification badge.</p>	<p><b>Role-Play 2</b></p> <p>You are a delivery person. You need a signature to deliver the package.</p>
<p><b>Role-Play 3</b></p> <p>You are an old family friend. You are in town for only a few hours. You call to see if you can stop by and visit.</p>	<p><b>Role-Play 4</b></p> <p>You are a salesperson and you are selling magazine subscriptions door to door.</p>
<p><b>Role-Play 5</b></p> <p>You have been in a car accident down the street and you need to use the phone to get help.</p>	<p><b>Role-Play 6</b></p> <p>Your car has broken down and you need to use the phone to get help.</p>
<p><b>Role-Play 7</b></p> <p>You call and ask for someone who is not there. Ask your partner to tell you what number you have called.</p>	<p><b>Role-Play 8</b></p> <p>You call and ask if your partner can do a survey. Begin asking questions about the family and the home.</p>
<p><b>Role-Play 9</b></p> <p>You call and ask if your partner is home alone. Ask to speak to his/her parent. When she/he hangs up, call back again.</p>	

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## Role Play Situations and Responses

### Role Play Scenario 1

**Situation:** A person comes to the door and identifies themselves as a meter person from the gas company. They say they need to read the meter in the house. They have an identification badge.

**Correct response:** The youth should ask the meter person to leave a card for his/her parents. If the meter person asks to come in the youth should refuse to let him/her in and ask him/her to come back later.

### Role Play Scenario 2

**Situation:** Someone knocks on the door and identifies themselves as a delivery person with a package. They need a signature to deliver the package.

**Correct response:** The youth should ask if the package could be left outside the door. If a signature is necessary the youth should ask the delivery person to deliver it to a neighbor's house or ask for the name and number of the delivery company and give it to the parents. Do not open the door.

### Role Play Scenario 3

**Situation:** An old family friend calls, saying they are in town for only a few hours. They ask if they can stop by and visit.

**Correct Response:** The youth should take down the caller's name and information, telling the caller that his/her parents will call back as soon as possible. Then the youth should call his/her parents to find out what to do.

### Role Play Scenario 4

**Situation:** A salesperson knocks, selling magazine subscriptions door-to-door.

**Correct Response:** The youth should say that the family is not interested and ask for the salesperson to leave a card. Do not open the door.

### Role Play Scenario 5

**Situation:** Someone comes to the door saying they have been in a car accident down the street and need to use the phone to get help.

**Correct Response:** The youth should ask the person at the door to use the phone at a neighbor's house or, offer to call an emergency number after finding out the location of the accident. Do not open the door.

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## Safe Strategies

### Answering the DOOR at My House

## Role Play Situations and Responses

**Role Play Scenario 6**

**Situation:** A person knocks. They say their car has broken down and they need to use the phone to get help.

**Correct Response:** The youth should direct the person to a neighbor's house.

**Role Play Scenario 7**

**Situation:** Someone calls and asks for someone who is not there. They ask what number they have called.

**Correct Response:** Under no circumstances should the youth give out his/her phone number. The youth should ask the caller what number was dialed. If it is the home phone number, he/she should tell the caller there is no one at that number by that name. If it is the wrong number, tell the caller that he/she misdiald. The youth should make sure to tell his/her parents about the call.

**Role Play Scenario 9**

**Situation:** A caller asks if you are home alone. They ask to speak to the parent. Then they hang up and call back again.

**Correct Response:** The youth should say that his/her parent cannot come to the phone right now. He/she should try to take down the caller's name and phone number. If the person continues to call, the youth should call his/her parents or safe adult to let them know about the situation.

**Role Play Scenario 8**

**Situation:** Someone calls asking you to answer a few questions for a survey they are doing. They begin asking questions about the family and the home.

**Correct Response:** The youth should say that he/she is not interested and hang up the phone. He/she should make sure to tell her parents about the call.

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?




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## Lesson FOUR - Troubleshooting

### Safe Strategies

### Answering the Phone at My House

What should you do when the phone rings?

My Safe Adult's Phone Number \_\_\_\_\_


#### Activity 1 – Is it an Emergency?

Knowing how to handle small emergencies, and more importantly, who to call for big ones, is an important component of your *imAlone* skills just as it is when there's a problem with your MP3 player. Is it a simple problem you can handle yourself or do you need to call for help? A big health or safety emergency, of course, is much more important than a lost playlist so knowing who to call and when is key when staying home alone. Sometimes it's hard to know if something is really a problem or an emergency, especially if you've not stayed home by yourself very often or cared for younger children. In this session we'll learn how to identify emergencies and what to do whether they are big or small.

Let's brainstorm some situations you might face when you're home alone. Some of them might be emergencies; some might not be – at this point we're just listing a variety of situations.

Great! We'll come back to this list as we do the next activity.



- **Divide the group into two teams (or three if the group is larger) and explain that they are going to look at a variety of situations and decide if they are:**
  - A. **A Big Emergency – they need to call emergency phone numbers to handle it best.**
  - B. **A Small Emergency – they need to call a neighbor or a parent to help you handle it best.**
  - C. **No Emergency – it's a situation they can handle by themselves until their parents come home.**
- **Have the teams line up in rows (can be sitting or standing) and go over the following directions: When I read a situation, the first person on each team decides if it is (A) a big emergency, (B) a small emergency, or (C) no emergency. If you are not sure you'll have 1 minute to talk with two of your teammates, then you must choose the appropriate card. Each team will hold up their final answer at the same time. Teams with the correct answer receive 1 point.**
- **The person in the front of the line then moves to the back and the line moves up.**
- **If you choose to, you can defend an "incorrect" answer by explaining your response; if it's reasonable you may earn a point for your team.**

**Lesson 4 Time: 50 minutes**

**Objectives:**

- To identify emergency situations
- To understanding who to call for big emergencies and how to handle small ones

**Activity time:**

- **Activity 1 (Is It an Emergency?) – 25 min**
- **Activity 2 (What Should You Do?) - 25 min**

**Materials:**

- **Newsprint Paper and Markers**
- **A set of "A, B, C Game Cards" for each team**
- **List of Situations**
- **Handout #15**
- **Role play situations and descriptions on index cards or individual sheets of paper**
- **Costumes or other props for role plays**
- **Family Assignment #11**

**Facilitator Note:**

Record participants' ideas on newsprint paper. Refer back to this list during or after the next activity.

## REFLECT

Is it hard to know what is (and isn't) an emergency sometimes? How did this activity help you decide?

How did you feel, knowing you could ask some teammates if you weren't sure about the answer?

Which of the situations do you have questions about?

Have you ever had situations where you had to decide if something was an emergency or not? How did you decide?

## APPLY

What additional things have you learned about identifying emergencies and non-emergencies?

Looking at your own life, what are some situations you might find yourself in where you need to be able to decide the difference between non-emergency and emergency?

Which things that you learned do you think are important to discuss with your family?

## “Is it an Emergency?” Game

**Facilitator Note:**  
A list of 15 situations is provided for “Is it an Emergency?” but feel free to add items from the lists generated by your participants.

### Situations:

1. Your sister falls down the stairs. She is not moving and does not answer you. (A)
2. While you are walking down the hall you stub your toe and it hurts. (C)
3. You are washing the dishes and a plate breaks. (C)
4. You look out the window and see someone breaking into the house next door. (A)
5. There is a bad storm and you hear thunder and lightning. (C)
6. You notice a stranger hanging around outside your house. (B)
7. You can't figure out a math problem that you got for homework. (C)
8. The washing machine overflows and is causing a flood. (B)
9. You have lost your key and can't get into your house. (B)
10. The air conditioning or heat is not working when you get home. (B)
11. The smoke alarm goes off. (A)
12. There is no peanut butter left and you want a sandwich. (C)
13. You get home and notice that a window is broken. (A)
14. Your brother won't leave you alone. (C)
15. You can't find the remote control for the television. (C)

### ABC Cards for: “Is it an Emergency?” Game

**A**  
**Big Emergency -**  
you must call emergency phone numbers.

**B**  
**Small Emergency -**  
you must call a neighbor or a parent to help you handle it best.

**C**  
**No Emergency -**  
a situation you can handle yourself until your parents come home.



“Is it an Emergency?” Game

**A**  
**Big Emergency -**  
 you must call emergency phone numbers.

**B**  
**Small Emergency -**  
 you must call a neighbor or a parent to help you handle it best.

**Facilitator Note:**  
 Make a set of 5” x 7” ABC cards for each team.

**C**  
**No Emergency -**  
 a situation you can handle yourself until your parents come home.

## Lesson FOUR - Troubleshooting

### Activity 2 – What should You do?

#### Do

- Review the list of “home alone” situations that the group brainstormed earlier. Remind the group what they just learned about different types of emergencies. Ask if there are more emergency situations that they want to add to the list.
- Explain that the group will be learning what to do if faced with some big or small emergencies.
- Divide the group in to smaller groups of two or three youth. Give each group an index card with an emergency situation listed and a description of what should be done. Have each group prepare a short skit to share this information with the other participants. Distribute Handout #15 – What Should You Do as a reminder of today’s discussion.

#### REFLECT

- What were your first thoughts about the situations described?
- Have you ever been in a similar situation?
- How did what you’ve learned in this workshop help you feel safer in the situations described?
- Is it hard to know what is (and isn’t) an emergency sometimes? How do you decide?
- What are the most important things you should know about staying safe at home?

#### APPLY

- What are some other emergency situations? What should be done?
- If you are unsure of what you should do in an emergency situation, where would you find appropriate information?

**Lesson 4 Time: 50 minutes**

#### Objectives:

- To identify emergency situations
- To understanding who to call for big emergencies and how to handle small ones

#### Activity time:

- Activity 1 (Is It an Emergency?) – 25 min
- Activity 2 (What Should You Do?) - 25 min

#### Materials:

- Newsprint & Markers
- A, B, C game cards
- List of Situations on index cards
- Handout #15 – What Should You Do
- Role play situations and descriptions on index cards or individual sheets of paper
- Costumes or other props for role plays
- Family Assignment #11 – What Should You Do badge, box, any other costumes or materials.

**Family Assignment #11:** Here’s a “What Should You Do?” worksheet to take home, complete and discuss with your parents. If you have questions on any of these items, please contact me for clarification.

## Scenarios for “What Should You Do?” Role Plays

## Scenarios for “What Should You Do?” Role Plays

**A. Your sister has just fallen down. She does not answer you when you talk to her.**

**What should be done?**

1. Ask, “Are you okay?” and touch your sister’s shoulder. It is important not to shake your sister because it could actually hurt her even more.
2. Check to see if she is still breathing by putting your ear near her mouth and checking her chest to see if it is going up and down.
3. Go for help. Call 911 for help. Don’t try to move your sister it could hurt her. If she is not breathing you need to react fast!

**C. You get a nosebleed.**

**What should be done?**

1. Sit upright and lean forward; do not lie down.
2. Pinch your nose between your thumb and finger for at least 10 minutes; a cold cloth may help.
3. If the bleeding has not stopped after 20 minutes, call your parents or a contact person to find out what to do next.

**D. You burn your finger. It looks red, but not serious.**

**What should be done?**

1. If the skin is not damaged, only red, hold it under cool running water.
2. If the skin is damaged and there is a blister, place it in a bowl of cool water.
3. Contact your parents or neighbor to let them know the situation.

**E. The house is on fire. What should be done?**

1. Get out of the house right away and take everyone else with you. Don’t bother to take any toys, books, clothes, or pets.
2. Feel doors before opening them. If they feel hot, don’t open. Find another way out!
3. Don’t hide! Emergency workers might have trouble finding you.
4. If your clothing catches on fire- STOP, DROP, and ROLL on the floor.
5. Once you are out, go to a neighbor’s house to call for help.

**Facilitator Note:**  
Take time to have everyone practice the STOP, DROP and ROLL procedure.

**B. Your brother cuts his arm and is bleeding very badly.**

**What should be done?**

1. You need to remain very calm and act quickly!
2. Call the emergency number in your area and explain that the cut is very bad.
3. While waiting for help you can try to stop the bleeding. To do this, elevate the arm (raise it up) above the chest level. Get a clean cloth and apply pressure directly to the cut.



**F. A friend is choking.**

**What should be done?**

1. If he/she can cough, speak, or breathe, it is best to leave him alone. Let him cough the object up himself. You may want to contact a neighbor if this is what is happening.
2. If he/she can’t cough, speak or breathe, take action and immediately call for help! Call 911.

**G. There is a big thunderstorm and the lights go out!**

**What should be done?**

1. You should be safe inside your home. Close the windows and doors to keep out the rain and the wind.
2. Turn on the radio; it will keep you updated on the storm.
3. Have flashlight ready with good batteries.
4. Do not use the telephone until the storm has passed!
5. Remember, storms come and go very quickly.



# Online with your House . . .

# Online with your House . . .

## What Should You Do?

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

## 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.

### 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!

	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

# Online with your House . . .

## Self-Assessment - Revisited

### Am I Ready to Stay Home Alone?

Now that you have finished the *imAlone* workshops, please answer the questions below again. Review with your parents how your answers have changed.

	YES	Sometimes	NO
<b>How I feel:</b>			
I like to do things myself			
I sometimes get scared if I hear "funny" noises in the house			
I don't mind being home alone in the dark			
There is someone in my neighborhood who makes me afraid to be home alone			
<b>What I do to show I'm ready:</b>			
I come home on time			
I always let my parents know where I am			
I do my chores without being reminded			
I complete all of my homework by myself and hand it in each day			
I only watch television programs that my parents have approved			
I only use websites that my parents have approved.			

	YES	Sometimes	NO
<b>What I know:</b>			
I know how to lock and unlock the doors and windows			
I know how to make calls on the telephone and a cell phone			
I know how to call the local emergency number (911)			
I know my parents' phone numbers at work and their cell phone numbers			
I know how to use the appliances in the kitchen safely			
I know how to follow "rules"			
My friends visit only when my parents are home and I invite them.			



*imAlone* Parent Workshop



## Adult Learning

As you work with parents to determine if their children are mature enough to be left home alone, you will be helping them to gain information that is critical for this decision and useful in the future. You will be helping them to assess their current knowledge and relate new information to their existing knowledge. They are the experts about their own children. You will be giving them the tools to use that knowledge in the most appropriate way to meet their own family needs. The following adult learning guidelines will be helpful as you work with parents:

- ❑ Learning and especially adult learning requires active effort.
  - You will want to fully engage parents in the process of learning by applying the principles of experiential learning.
- ❑ Adults need to process and practice what they learn.
  - In your program, allow time for participants to talk about what you are teaching and to include activities that reinforce the concepts you present.
- ❑ People's emotions affect how they learn.
  - Allow adults to express their fears and concerns about leaving their children home alone. Understand that giving children this independence may be emotionally difficult for many parents. Their feelings are neither right nor wrong and should not be judged.
- ❑ People learn in various ways.
  - Being aware that everyone has a preferred learning style will help to make your educational program a success. Remember that some people learn by doing – hands on - others prefer to learn visually and still others learn by listening. Make sure your training includes all of these methods of engagement.
  - Remember that many adults have had poor experiences as students in the formal school system. Work to create an atmosphere that respects each individual. Provide an informal setting and the little touches that say we know you are not a child.



# Introduction

## Parental Involvement

The involvement of parents is key to youth being safe and successful in staying “home alone”. As parents learn to supervise their children from a distance, they need to establish rules and create an atmosphere of compliance and trust. They must help to plan the alone time so that their children are productive, well nourished and physically, emotionally, socially and intellectually safe. Holding a workshop for parents prior to beginning the children’s program is strongly recommended. Below are the guidelines and rationale for conducting such a workshop.

### Background

Many military families, on- and off-post, are single parent or dual wage-earner families. As children mature, child care options become less attractive to both children and parents. Often the children simply do not want to attend programs that are offered and think that they are old enough for “self care”. Families need to plan for a smooth transition from regular program attendance to the independence of youth being alone in the home. There is no specific chronological age that is universally appropriate for this to occur, although Army regulations outline minimum ages below which children are not to be left alone.

The materials in this program seek to assist staff members in helping families and children to develop the necessary skills and understandings to be successful in a home alone situation. Trained CYS Services staff members stand ready to teach both young people and adults the necessary knowledge and skills to make being home alone a positive and successful experience. By participating in the *imAlone* workshop, parents will understand where their child/children are on a continuum of development and how to support the transition to greater independence. Youth learn about safety, what to do in emergencies, how to follow rules, how to be problem solvers and how to use their time productively.

### Getting Started

The first step in beginning a program to prepare youth to be home alone is to determine the need families have for this information. While the tendency is to think of young people being left home alone for 1 to 3 hours in the afternoon or early evening, we need to expand the thinking of the community to embrace the full picture of youth home alone, from a five-minute trip to the corner store at 6 am to the possibility of being at home without supervision overnight. Levels of maturity and readiness to stay alone will vary with each individual young person. It might be appropriate to leave a 10-year-old home for five minutes, while another 17 year old might not be ready yet to spend the night alone.



# Introduction

## Parental Involvement

Begin by conducting a parent/guardian workshop, reviewing all materials thoroughly. In preparation for the parent/guardian workshop review the principles of adult learning, principles of youth development, the Experiential Learning Model and the Life Skills Model. Those who have been trained in 4-H 101 will already be very familiar with most of this information. Also review the workshop outline, youth lesson plans, and Parent Guide and Youth Workbook.

Once the target audience of families has been selected, contact them to announce the program. Invite the parents and guardians to attend the informational workshop. A sample invitation letter and news release are included. Be sure to remind parents and guardians to pre-register, so that you can make decisions on how much material to prepare, the size of the room you will need, the quantity of refreshments to provide, etc.



## Parent Workshop Plan

### Title

**Is Your Child Ready to be Home Alone?**

### imAlone Parent Objectives

- Parents will have the knowledge and skills to provide an appropriate level of supervision when they are not physically present.
- Parents and youth will understand and use the Six Pillars of Charactersm.

### Materials Needed

- Registration sheet
- Pencils
- Notepaper
- Copies of icebreaker
- Copies of *imAlone* Parent Guide
- Markers
- Newsprint Paper
- Refreshments

### What to say and do

Setup room to facilitate parental interaction. Use circles or semi circles as the seating arrangement, if possible. Have a registration table for parents to sign in and provide nametags for all.

### Outline

(10 minutes) When parents sign in provide them with a copy of the icebreaker activity. Ask each parent/guardian to visit with other

parents to find someone with the listed characteristic and have them sign their sheet. All who complete the sheets should be recognized when the group comes together.

- How many of you found someone with all 10 characteristics, by show of hands?
- How many found 8 or more? Five or more?
- Did anyone find anything surprising? Can you share what it was?
- How many met someone new, by show of hands?
- How many thought this was fun?

(15 minutes) Have all parents (if more than one from a family have them do it together) introduce themselves and give the ages of their children. Explain that knowing as many people in the community as possible will give them other resources to help keep their child safe.

Explain that how parents feel about leaving a child home alone may depend upon the number of children, their level of readiness, and how they get along with each other.

(10 minutes) Distribute the Parent Guide. Review the degrees of supervision and characteristics of youth at different developmental stages.

## Parent Workshop Plan

Divide the participants into small groups (five or fewer). Ask them to share responses to the following questions related to their own pre-teen and teen years with other members in their group.

1. Share one activity or event that has special memories to you when you were 12-14 years of age.
2. Share one activity or event that has special memories to you when you were 15 – 18 years old.
3. Share the first time you remember being home alone when you were a child. How old were you? Was it a good experience? What lesson did you learn from that experience?

(15 minutes) Explain to parents that there are many factors that contribute to the decision to have children stay home alone. Have the parents' brain storm a list. This may be done with the whole group or by breaking the group into small groups of 4-6 people.

Ask the parents to indicate which items are based upon the child's development and judgment; which are base upon the community; and which are based upon parent's needs. Below are some suggestions.

Child's Maturity	Community Safety	Parental needs
<ul style="list-style-type: none"> <li>• Knows how to use a telephone and cell phone</li> <li>• Knows how to lock doors</li> <li>• Knows basic first aid</li> <li>• Knows about stranger and non-stranger danger</li> <li>• Can be trusted to follow rules</li> <li>• Makes good decisions</li> <li>• Comes home on schedule</li> <li>• Completes chores without excessive reminders</li> <li>• Asks to come home alone</li> <li>• Is an independent learner</li> <li>• Likes to do safe constructive activities other than watch TV</li> </ul>	<ul style="list-style-type: none"> <li>• Close neighbors are home</li> <li>• Child knows neighbors</li> <li>• Crime is non-existent in neighborhood</li> <li>• Police are visible and accessible</li> <li>• House is visible to neighbors.</li> <li>• House is not isolated</li> <li>• There is someone close by to call in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>• After school program not available</li> <li>• Cannot afford care.</li> <li>• Needs child to start dinner</li> <li>• Needs care at an unusual hour</li> <li>• Needs care for brief time</li> <li>• Only needs to leave the child occasionally.</li> </ul>

## Parent Workshop Plan

(10 minutes) Break

(15 minutes) Have the parents go to page \_\_\_\_ in the Parent Guide where they will find the child rating sheets. Each parent should complete their own sheet and then share some of their responses with other participants. Help parents score their sheets and talk about what the answers mean in terms of leaving the child home alone. Suggest that the parents talk with their child, asking the children similar questions and considering their answers.

If a parent thinks their child is ready for this experience, remind them to consider the community factors (i.e.: are police and fire departments readily available) and support for their child (i.e.; are there neighbors or friends that could help the child in case of an emergency).

(30 minutes) This portion of the parent's workshop will be an overview of the Youth Workbook lessons. Make sure to highlight the areas where children will be asking their parents to help them. For example, parents will need to work with their child to develop the family rule sheet, snack charts and daily activities information.

(10 Minutes) Remind parents that leaving their children home alone does not mean they are no longer responsible for supervision. In reality, supervising from afar is often more difficult. Ask parents to share ideas on how to supervise when they are not home with their child.

Possible answers include:

- Child calling the parent when he gets home
- Child checking in with a friend or relative
- Posting family rules
- Posting emergency numbers where the child can see them from the telephone.
- Posting a daily chart to include what is for snack, chores to do, and approved activities for the day.
- Listing friends who are allowed to visit
- Calling the child to see how she is doing

(5 minutes) Review the Six Pillars of Character and how they may be used to decide if your child is ready to stay home alone and to explain your decision to your child. (see Facilitator Guide page??)

## Parent Workshop Plan

(5 minutes) Wrap-up:

- Are parents ready to leave child alone?
- Was the workshop helpful?
- Will the children be attending the youth training?

Tell parents that children of the same age may or may not be ready to stay alone. You should explain that the Army has developed "*Out of School Child Supervision Policy Guidelines*" (see pages in the Parent Guide.) Each Installation has developed a supervision policy that incorporates the requirements and intent of the broader policy. Tell parents where to find these Guidelines in the Parent Guide. Review them with the parents.

Additionally, Army CYS Services' *Kids at Home Program* supports Families whose children are at home with relatives & nannies; are home schooled; or stay alone after school. **imAlone** participants ages 11-12 whose parents have determined that their children may stay home after school in compliance with the Installation Home Alone Policy may sign up for *Kids at Home* support. Participation is voluntary and may include access to a check-in phone line and selected group activities.

The Garrison *Kids at Home* check-in phone number is \_\_\_\_\_.



# 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 6<sup>th</sup> 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 6<sup>th</sup> 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-6<sup>th</sup> grades, generally 5-10 years old</u>  <u>May be K--5<sup>th</sup> grades depending on local school configuration</u>	<b>CYS Sponsored:</b> <ul style="list-style-type: none"> <li>• School-age Services (SAS)</li> <li>• Child Development Center (CDC)</li> <li>• Family Child Care (FCC)</li> </ul> <b>Community Resources:</b> <ul style="list-style-type: none"> <li>• In-home Babysitter</li> <li>• Nanny</li> <li>• Schools</li> <li>• Civilian CDC/SAC Programs</li> </ul>
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- 7<sup>th</sup>-9<sup>th</sup> grades- generally 11-15 years</u>  <u>May be 6<sup>th</sup>- 9<sup>th</sup> grade depending on local school configuration</u>	<b>CYS Sponsored:</b> <ul style="list-style-type: none"> <li>• Middle School (MS) Program</li> <li>• Neighborhood Activity Homes</li> <li>• Team Sports</li> <li>• Instructional Classes</li> <li>• Clubs/Volunteer Activities</li> </ul> <b>Community Resources:</b> <ul style="list-style-type: none"> <li>• Designated adult</li> <li>• Schools</li> <li>• Churches</li> <li>• YMCA</li> <li>• Youth Centers</li> </ul>

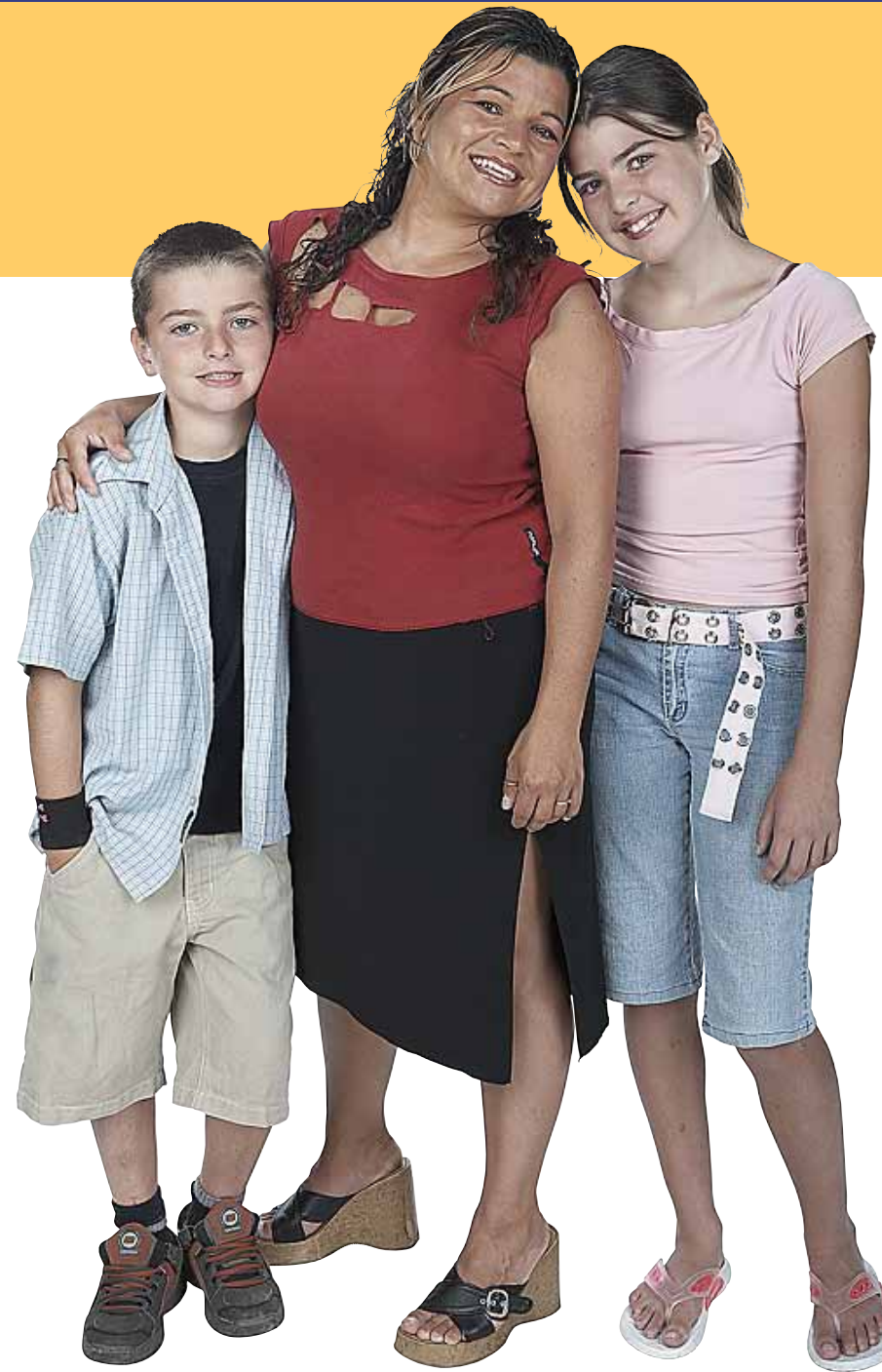
## OUT OF SCHOOL CHILD SUPERVISION CRITERIA DURING PARENTAL DUTY DAY



## Find the Person

Find the person who meets the criteria and have him/her sign your sheet. Each person may only sign your sheet once. Find someone who:

1. Has a 12 year old \_\_\_\_\_
2. Has more than three children \_\_\_\_\_
3. Knows their neighbor across the street \_\_\_\_\_
4. You have met before \_\_\_\_\_
5. Has a child with the same teacher that one of your children has \_\_\_\_\_
6. Has a child in 6th grade \_\_\_\_\_
7. Has been on this installation over one year \_\_\_\_\_
8. Knows the emergency number for the installation \_\_\_\_\_
9. Has a child who has asked to stay home alone \_\_\_\_\_
10. Has read the Army Guidelines for leaving children at home alone \_\_\_\_\_



## Make sure that your youth are prepared! **HOME ALONE?**

### For Immediate Release

United States Army Child, Youth & School Services Conducts *imAlone* Program

The United States Army Child, Youth & School Services will conduct a program to help parents and guardians to prepare their children ages 11-18 to stay home alone. The project includes an adult workshop scheduled on (insert date and time) at (insert location) all parents are welcome.

Families often wonder at what age they can leave their children home alone. Experts agree that there is no “magic age.” It depends upon many factors, such as maturity, knowledge of safety, attitude of the child, the neighborhood, and length of time the child will be alone. These and other factors will be discussed during the workshop. They will also learn more about the multi-session youth training opportunity scheduled to begin on (Insert date)

Parents/guardians are asked to pre-register for the workshop by calling Child, Youth & School Services at (insert phone number)

Deciding to leave your children home alone can be a comfortable or scary decision for any parent.

**Make sure that your children are prepared!**

Sign them up for \_\_\_\_\_ (Garrison’s name) *imAlone* Program

**During this course, youth will learn:**

- **How to stay safe when they are home alone**
- **How to handle emergency situations**
- **Activities to do to keep from being bored**
- **How to be safe in the kitchen**
- **How to deal with conflict**

**When:**

**Where:**

**POC:**

# Sample Parent Invitation

# *imAlone* Sample Agendas

Date

Dear Parent/ Guardian:

In recognition of the need of your family to sometimes leave your children at home alone, the Army's Child & Youth Services is offering a program to teach children skills to help them be safe and productive while home alone.

As a part of this project there will be a workshop to help you in deciding if your child is ready for this experience and to share some tools to help you provide appropriate supervision for your child while you are away from home. You will also learn about what will be taught in the youth *imAlone* workshops and receive an *imAlone* Parent Guide which includes copies of family worksheets and other handouts.

The workshop will be held from ----- to ----- (insert times) on -----, -----, -----, ----- (insert day and date) at (insert place). This session will also provide an opportunity to network with others who are facing the same issues around continuous care for children and adolescents.

Please call our office at (insert phone number) to reserve your place and to allow us to prepare sufficient materials for the session.

We look forward to meeting with you.

Sincerely yours,  
(your signature)





# imAlone Sample Agendas

## imAlone Afterschool Option Three Session Workshop

### Workshop 1 - Powering Up...

#### Lesson 1: Docking Into Character (30 minutes)

**Objectives:**

- To review the Six Pillars of Character<sub>sm</sub>
- To identify examples which display good a character for each of the Pillars
- To apply the framework of character to the scenario provided

**Activity time:**

- Activity 1 (Home Alone & Character) - 10 min
- Activity 2 (You Decide) -10 min

**Materials:**

- Handout #1 – Character Grid
- Pens/Pencils
- Handout #2
- Family Assignment #1 – Character Grid

#### Lesson 2: Know your Operating System (45 minutes)

**Objectives:**

To identify their role and what contributions they make to their family because they are home alone.

**Activity time:**

- Activity 1 (Family) 10 min
- Activity 2 (Friends) 15 min
- Activity 3 (Role Playing: Decision Making and Dealing with Siblings) – 20 min

**Materials:**

- Handout #3 – Family Jobs
- Pens/Pencils
- Family Assignment #2 – New Jobs Discussion
- Small groups of youth
- Markers
- Newsprint Paper
- Family Assignment #3
- Role Plays Handout #4
- Props for the role plays
- Family Assignment #4

# imAlone Sample Agendas

## Sample Agendas

## imAlone Afterschool Option Three Session Workshop

#### Lesson 3: Getting Charged (45 minutes)

**Objectives:**

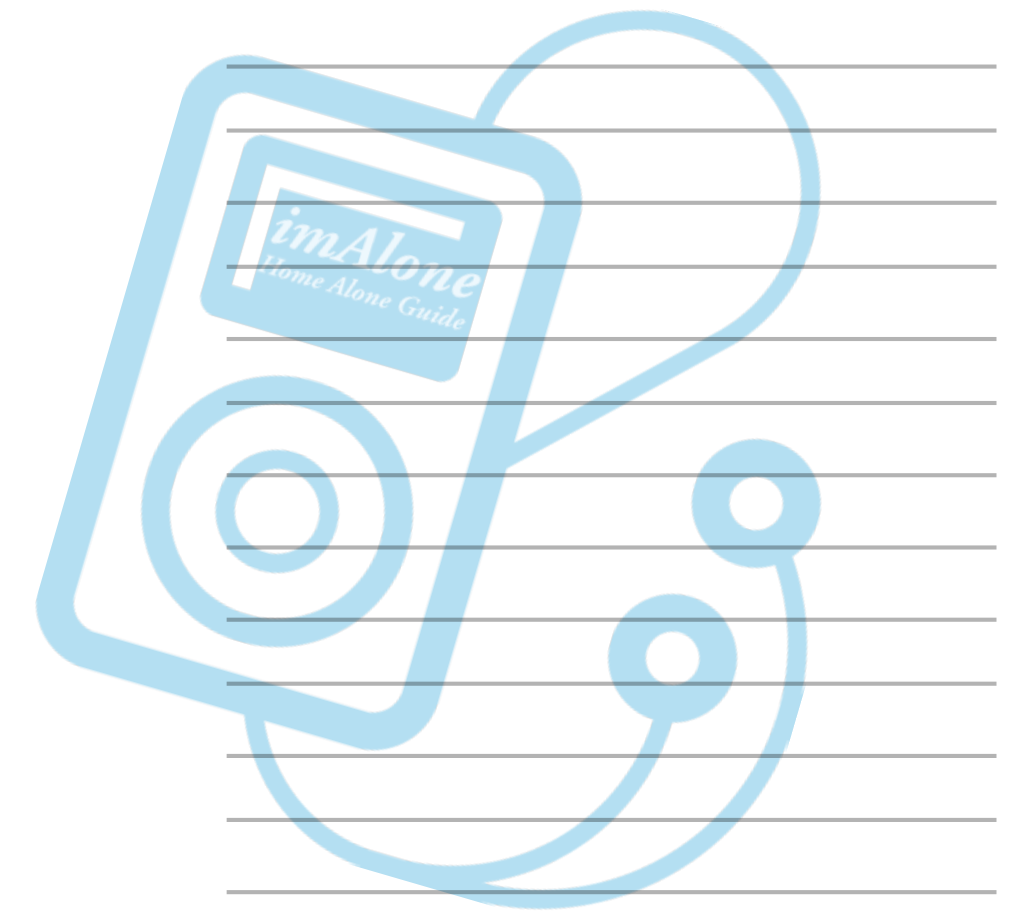
- To have a list of activities to use while staying home alone.
- To use strategies to deal with boredom and loneliness.

**Activity time:**

- Activity 1 (Use of Time) – 15 min
- Activity 2 (Setting Safe Boundaries) – 15 min
- Activity 3 (Scared or Lonely) – 15 min

**Materials:**

- Newsprint Paper
- Handouts #5 – MP3 Player Skin & 6 – Selecting imAlone Activities
- Scissors
- Tape/glue sticks
- Markers/crayons
- Craft sticks
- Handout #7
- Paper
- Pencils/Crayons
- Newsprint or with chalk or marker
- Family Assignments #5 – Review Handout #6

**Notes:**

# imAlone Sample Agendas

## imAlone Afterschool Option Three Session Workshop

### Workshop 2 - On-line with Your House...Lessons 1 & 2

#### Lesson 1: Background and Settings (60 minutes)

##### Objectives:

- To know about basic components of a house and where they are located
- To know the location of items needed during an emergency
- To have a family escape plan and meeting place
- To have emergency information readily available in case of an emergency
- To teach first aid and safety information
- To practice appropriate responses in emergency situations
- To teach basic first aid and safety information
- To practice appropriate responses in emergency situations

##### Activity time:

- Activity 1 (House Hunt) - 15 min.
- Activity 2 (First Aid) - 25 min.
- Activity 3 (First Aid Card Game) - 20 min.

##### Materials:

- Completed Family Assignment #7A/B/C
- Newsprint Paper
- Removable tape
- Handout #9
- Deck of "First Aid Cards"
- Markers
- Note cards
- Family Assignment #8

#### Lesson 2: Connect with your Kitchen (60 minutes)

##### Objectives:

- To use safety strategies in the kitchen.
- To prepare healthy snacks safely and responsibly.
- To review ways to be safe in the kitchen.
- To learn about healthy snacks using MyPyramid
- To identify and prepare healthy snacks

##### Activity time:

- Activity 1 (Kitchen Safety, what Do I use This For?) – 20 min
- Activity 2 (Healthy Snacks) – 20 min

##### Materials:

- Variety of kitchen utensils
- Pencils/Markers
- Handout #10 – What Do I Use This For ?
- Handout #11
- Family Assignment #9– Safe Cook Checklist
- Handouts #12 & 13
- Food and utensils for healthy snack preparation

# imAlone Sample Agendas

## imAlone Afterschool Option Three Session Workshop

### Workshop 3 - On-line with Your House...Lessons 3 & 4

#### Lesson 3: SPAM Aware (30 minutes)

##### Objectives:

- To identify a stranger.
- To use safety strategies when answering the door or phone.

##### Activity time:

- Activity 1 (Strangers and Dangers) – 30 min

##### Materials:

- Paper
- Pencils/Crayons/Markers
- Newsprint Paper
- Picture of a "stranger": Use one from home or cut a picture out of a magazine, choose a picture of a person who looks happy and friendly.
- Handout #14 – What Do You Say...What Do You Do
- Role Playing materials (any or all of these materials could be used to make the role-playing situations more realistic): Play phone, clipboard, magazines, identification badge, box, any other costumes or materials.
- Family Assignment #10 – Safe Strategies

#### Lesson 4 – Troubleshooting (50 minutes)

##### Objectives:

- To identify emergency situations
- To understanding who to call for big emergencies and how to handle small ones

##### Activity time:

- Activity 1 (Is It an Emergency?) – 25 min
- Activity 2 (What Should You Do?) - 25 min

##### Materials:

- Newsprint Paper & Markers
- A set of "A, B, C Game Cards" for each team
- List of Situations
- Handout #15 – What Should You Do
- Role play situations and descriptions on index cards or individual sheets of paper
- Costumes or other props for role plays
- Family Assignment #11 – What Should You Do

# imAlone Sample Agendas

## imAlone Saturday Option Four Hour Workshop

### Powering Up...

#### Lesson 1: Docking Into Character (30 minutes)

##### Objectives:

- To review the Six Pillars of Character<sup>sm</sup>
- To identify examples which display good a character for each of the Pillars
- To apply the framework of character to the scenario provided

##### Activity time:

- Activity 1 (Home Alone & Character) - 10 min
- Activity 2 (You Decide) -10 min

##### Materials:

- Handout #1 – Character Grid
- Pens/Pencils
- Handout #2
- Family Assignment #1 – Character Grid

#### Lesson 2: Know your Operating System (45 minutes)

##### Objectives:

To identify their role and what contributions they make to their family because they are home alone.

##### Activity time:

- Activity 1 (Family) 10 min
- Activity 2 (Friends) 15 min
- Activity 3 (Getting Along) – 20 min

##### Materials:

- Handout #3 – Family Jobs
- Pens/Pencils
- Family Assignment #2 – New Jobs Discussion
- Small groups of youth
- Markers
- Newsprint Paper
- Family Assignment #3
- Role Plays Handout #4
- Props for the role plays
- Family Assignment #4

# imAlone Sample Agendas

## imAlone Saturday Option Four Hour Workshop

#### Lesson 3: Getting Charged (45 minutes)

##### Objectives:

- To have a list of activities to use while staying home alone.
- To use strategies to deal with boredom and loneliness.

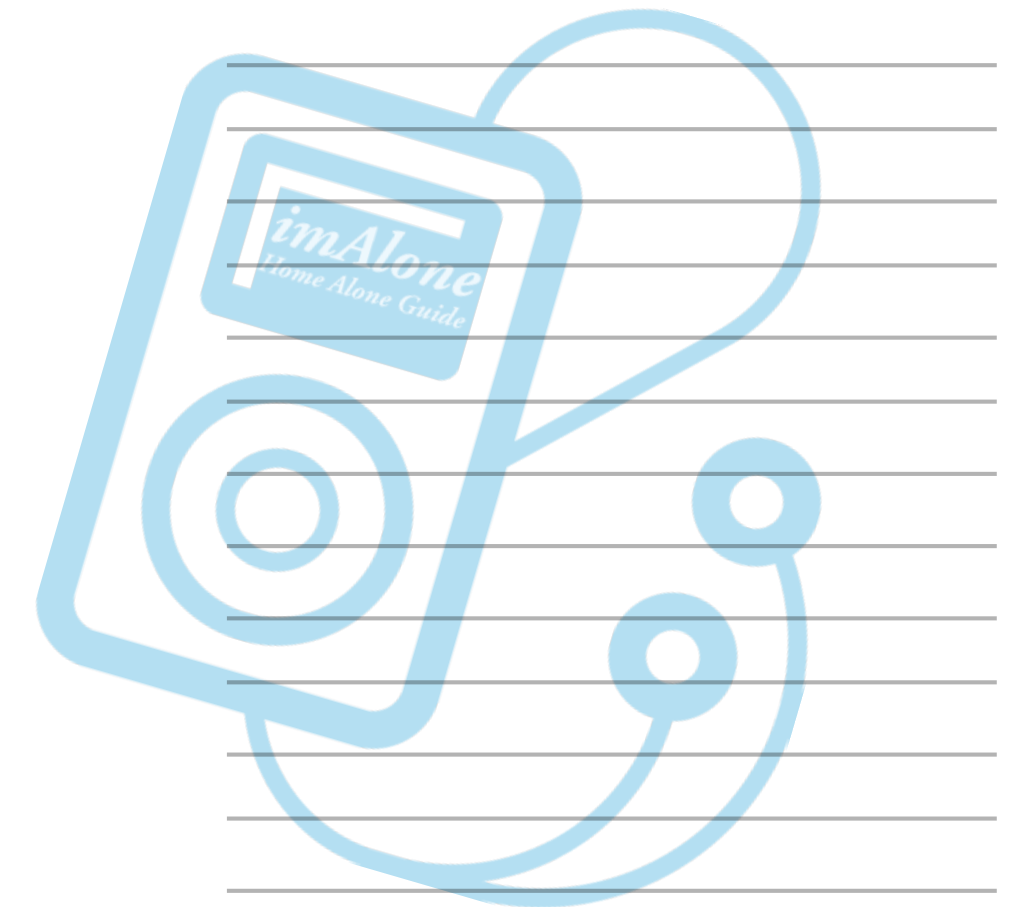
##### Activity time:

- Activity 1 (Use of Time) – 15 min
- Activity 2 (Setting Safe Boundaries) – 15 min
- Activity 3 (Scared or Lonely) – 15 min

##### Materials:

- Newsprint Paper
- Handouts #5 – MP3 Player Skin & 6 – Selecting *imAlone* Activities
- Scissors
- Tape/glue sticks
- Markers/crayons
- Craft sticks
- Handout #7
- Paper
- Pencils/Crayons
- Newsprint or newsprint with chalk or marker
- Family Assignment #5 – Review Handout #6

#### Notes:



# imAlone Sample Agendas

## imAlone Saturday Option Four Hour Workshop

### Workshop 2 - On-line with Your House...Lessons 1 & 2

#### Lesson 1: Background and Settings (60 minutes)

##### Objectives:

- To know about basic components of a house and where they are located
- To know the location of items needed during an emergency
- To have a family escape plan and meeting place
- To have emergency information readily available in case of an emergency
- To teach first aid and safety information
- To practice appropriate responses in emergency situations
- To teach basic first aid and safety information
- To practice appropriate responses in emergency situations

##### Activity time:

- Activity 1 (House Hunt) - 15 min.
- Activity 2 (First Aid) - 25 min.
- Activity 3 (First Aid Card Game) - 20 min.

##### Materials:

- Completed Family Assignment #7A/B/C
- Newsprint Paper
- Removable tape
- Handout #9
- Deck of "First Aid Cards"
- Markers
- Note cards
- Family Assignment #8

#### Lesson 2: Connect with your Kitchen (60 minutes)

##### Objectives:

- To use safety strategies in the kitchen.
- To prepare healthy snacks safely and responsibly.
- To review ways to be safe in the kitchen.
- To learn about healthy snacks using MyPyramid
- To identify and prepare healthy snacks

##### Activity time:

- Activity 1 (Kitchen Safety, what Do I use This For?) – 20 mi
- Activity 2 (Healthy Snacks) – 20 min

##### Materials:

- Variety of kitchen utensils
- Pencils/Markers
- Handout #10 – What Do I Use This For ?
- Handout #11
- Family Assignment #9– Safe Cook Checklist
- Handouts #12 & 13
- Food and utensils for healthy snack preparation

# imAlone Sample Agendas

## imAlone Saturday Option Four Hour Workshop

### Workshop 3 - On-line with Your House...Lessons 3 & 4

#### Lesson 3: SPAM Aware (30 minutes)

##### Objectives:

- To identify a stranger.
- To use safety strategies when answering the door or phone.

##### Activity time:

- Activity 1 (Strangers and Dangers) – 30 min

##### Materials:

- Paper
- Pencils/Crayons/Markers
- Newsprint Paper
- Picture of a "stranger": Use one from home or cut a picture out of a magazine, choose a picture of a person who looks happy and friendly.
- Handout #14 – What Do You Say...What Do You Do
- Role Playing materials (any or all of these materials could be used to make the role-playing situations more realistic): Play phone, clipboard, magazines, identification badge, box, any other costumes or materials.
- Family Assignment #10 – Safe Strategies

#### Lesson 4: Troubleshooting (50 minutes)

##### Objectives:

- To identify emergency situations
- To understanding who to call for big emergencies and how to handle small ones

##### Activity time:

- Activity 1 (Is It an Emergency?) – 25 min
- Activity 2 (What Should You Do?) - 25 min

##### Materials:

- Newsprint Paper & Markers
- A set of "A, B, C Game Cards" for each team
- List of Situations
- Handout #15 – What Should You Do
- Role play situations and descriptions on index cards or individual sheets of paper
- Costumes or other props for role plays
- Family Assignment #11 – What Should You Do

## Create a Pet Rock

Rock – Look for one with an unusual shape or one that is particularly smooth.  
Acrylic paint or colored markers

Directions:  
Add a face and any other detail you would like to add to your rock. Be sure to give it a name.

## Stress Ball

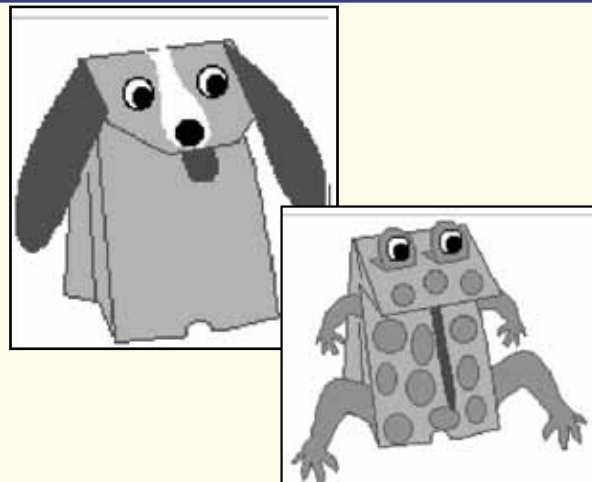
Supplies:  
Balloon  
Flour

Directions:  
1. Using a small funnel fill a balloon with flour  
2. Tie the balloon  
3. Start squeezing.

## Paper Bag Puppets

You need:

- Paper bags
- Scraps of construction paper
- Glue
- Scissors
- Markers or Crayons



*“Activity taken from Experience Operation: Military Kids - activity plans for kids to use before, during and after loved ones are deployed and used with permission U of MN Extension Center for 4-H and Community Youth Development.”*

*You can find more activities at these “kid friendly” websites. Check with your parents before visiting these sites or before printing specific activity pages.*

*DLTK’s Craft for Kids, [www.dltk-kids.com](http://www.dltk-kids.com)*

*Education Place, [www.eduplace.com](http://www.eduplace.com)*

*Enchanted Learning, [www.enchantedlearning.com](http://www.enchantedlearning.com)*

*Family Corner, [www.familycorner.com](http://www.familycorner.com)*

*KidZone, [www.kidzone.ws](http://www.kidzone.ws)*

*Experience Operation: Military Kids, [www.4-Hmilitarypartnerships.com](http://www.4-Hmilitarypartnerships.com)*

## How does your snack stack up?

The United States Department of Agriculture (USDA) encourages us to make healthy food choices. This includes eating a variety of foods. As you look at the ingredients in the following recipes, decide which food groups are represented. Write them on the line next to the recipe.

Food Groups:

- Grains
- Vegetables
- Fruits
- Milk (Yogurt, and Cheese)
- Meat (Poultry, Fish, Dry Beans, Eggs, Nuts)
- Fats (Oil, Sugar)

## Tuna Boats

You need:  
Can of tuna fish  
¼ cup mayonnaise  
1 tbs. relish  
Hot dog rolls  
Carrot or celery sticks  
Lettuce

Open the tuna and drain well. Mix the tuna, mayonnaise and relish together in a bowl. Hollow out the roll to make it into a boat. Fill the boat with the tuna. Decorate using the carrots or celery. Give the boat a sail using the lettuce.

## Ants on a Log

You need:

- Celery
- Cream cheese or Peanut butter
- Raisins

Remove the strands from the celery and stuff with cream cheese or peanut butter to create a “log”. Raisins become the ants. Add them to the top of the “log”.

Variations: Log: Apple, carrots

Spread: egg salad

Bugs: cereal, sunflower seeds, peanuts

## Crunchy Yogurt

You need:

- 8oz Yogurt
- Low fat granola or other whole grain cereal
- Fresh or frozen fruit
- Raisins
- Nuts
- Sunflower seeds

Stir any or all of the ingredients into the yogurt to make a healthy treat.

## No Bake Snacks

## No Bake Snacks

### Salad in a Bag

You need:

Lettuce  
Any other vegetable you like: tomatoes, carrots, celery, green pepper, Cucumber  
Shredded cheese  
Salad dressing  
Zip lock bag

Put the vegetables of your choice into a zip lock bag. Add the cheese and salad dressing. Close the bag and then shake it up. Eat the salad out of the bag with a fork.

### Rocket Salad

You need:

8 ounce container your favorite flavor of yogurt  
½ banana  
2 slices canned pineapple rings  
2 apple slices  
½ maraschino cherry  
Scoop the yogurt into a bowl.

Place the slices of pineapple on the yogurt to create a launch pad. Set the banana upright in the center of the pineapple slice for the rocket. Add two slices of apple on the sides of the banana for the rocket fins. Add ½ of a cherry to the end of the banana for the nose cone.

### Apple Salad

You need:

3 Apples  
2 tbs lemon juice  
1 stalk celery, sliced  
1 cup seedless grapes, halved  
½ cup golden raisins  
¼ cup chopped pecans  
½ cup light mayonnaise  
2 tsp granulated sugar

Slice the apples into thin pieces, or three pieces. Place them in a bowl and add lemon juice. Add celery, grapes, nuts and raisins to apples. Mix. In a small bowl, stir together the mayonnaise and sugar. Spoon onto salad and toss to coat.

### Bunny Salad

You need:

1 pear halves (canned or fresh)  
1 carrot sticks  
1/8 cup cottage cheese  
Lettuce

Cut 2 eyes and a nose from the small end of the carrot. Ears are cut from the fat end. Place the pear half, cut side down, on top of a lettuce leaf on the plate. Poke the carrots into the pear for eyes and nose. Use the cottage cheese to make a tail.

## No Bake Snacks

### Peanut-Raisin Graham Sandwiches

1 graham cracker  
Peanut butter  
Raisins

Break the graham cracker in half. Spread on half with the peanut butter and sprinkle with raisins. Put the remaining graham cracker half on top to make a sandwich.

### Fruit 'n Milk

You need:

Fruit: sliced bananas, peaches, or berries  
Milk  
Sugar

Pour milk over slices of your favorite fruit and sprinkle with sugar.

### Mix and Dip Pretzel Kabob

You need:

1 cup dried pineapple chunks  
1 banana cut in slices, then in fourths  
1 cup cubed cheese  
small bag of stick pretzels  
1/4 cup peanut butter

Stick a combination of pineapple, banana, and cheese on a pretzel. Dip in peanut butter.

### Goodies

You need:

½ cup Peanut butter  
½ cup honey  
½ cup instant cocoa  
1 cup toasted wheat germ  
1 cup peanuts  
½ cup sunflower seeds  
Coconut

Combine the ingredients in a bowl. Roll into 1-inch balls and roll in coconut. Refrigerate.

### No-Bake Cookies

You need:

¼ cup peanut butter  
¼ cup instant dry milk  
2 tablespoons sugar  
½ teaspoons vanilla extract  
2 tablespoons water  
¾ cup crushed dry cereal  
¼ cup raisins or chopped nuts

Place peanut butter, dry milk, and sugar in a bowl. Add vanilla and water. Blend well. Stir in the cereal and raisins or nuts. Shape into balls. Store cookies in the refrigerator.

## Frozen Treats

### Yogurt Popsicles

You need:  
1 carton plain yogurt  
1 (6oz) can concentrated unsweetened fruit juice (orange works well)  
Optional: a dash of vanilla or honey

Mix the ingredients together in a bowl. Pour the mixture into paper cups, which will act as molds. Freeze. For handles, use wooden sticks or spoons. Put these into the cups when the mixture is partially frozen.

### Fudgesicles

You need:  
1 package of regular chocolate pudding mix  
3 ½ cups of milk

Prepare the pudding according to the directions on the box. Pour into paper cups and freeze. Add wooded sticks or spoons for handles when the mixture is partially frozen.

### Chocolate Peanut Butter Cup Smoothie

You need:  
¾ cup low fat chocolate milk  
1 tablespoon creamy peanut butter  
1 Scoop low fat frozen vanilla yogurt

Use blender to blend together the chocolate milk, peanut butter, and scoop of frozen yogurt.

### Banana Milk Shake

You need:  
4 cups low fat milk  
2 Bananas  
1 tablespoon sugar  
2 teaspoons vanilla

Use the blender to blend together the milk, bananas, sugar and vanilla.

### Fruit Slush

¾ cup of frozen fruit: berries, bananas or peaches  
½ cup low fat milk or vanilla yogurt  
1-2 teaspoons sugar

Place the frozen fruit in the blender and allow it to partially thaw. Add the milk or yogurt and blend together. Sweeten using the sugar.

### Frozen Fruit Smoothies

You need:  
3-4 cups Frozen fruit: berries, banana, peaches  
¾ cup 100% pineapple juice  
¾ cup sweetened condensed milk  
½ teaspoon ground cinnamon

Place frozen fruit in blender jar and partially thaw. In a small bowl, mix together pineapple juice, milk, and cinnamon. Add mixture to the blender and slowly blend until smooth. Serve immediately.

### Orange Creamsicle

You need:  
1 cup orange juice  
4 scoops vanilla frozen yogurt

Pour the orange juice into the blender. Add the yogurt. Blend until creamy.

## Frozen Treats



## Microwave

### Hot Dog

You need:

- Hot Dog
- Bun

Place hot dog in bun. Wrap hot dog and bun in a paper towel or napkin.

Microwave on High (100%) power for 30 to 45 seconds. Carefully remove paper towel or napkin.

### Micro Pizzas

You need:

- 1 English muffin
- ¼ cup pizza sauce
- 6 to 8 slices pepperoni
- 1 tablespoon onions, green pepper, or your choice of vegetables (chopped)
- ½ cup shredded mozzarella cheese

Use a cutting board and carefully cut the english muffin in half. Place pieces on a microwave-safe plate. Spread pizza sauce on pieces. Top each piece with pepperoni, onions, green peppers, or other vegetables. Sprinkle cheese over toppings. Cover with wax paper. Microwave on High (100%) power for 15 seconds. If cheese is not melted, microwave for another 15 seconds or until melted.

### Peanut Butter Fudge

You need:

- 3 cups peanut butter chips
- 14 oz. can sweetened condensed milk
- ¼ cup margarine or butter

Place all ingredients in a large bowl. Microwave at Medium (50%) power for 3 to 5 minutes until the peanut butter chips are melted, stirring once or twice during cooking. Pour into well-greased 8" x 8" x 2" baking dish. Refrigerate until set.

## Even Better the Second Time

### French Toast Sticks

You need:

Leftover French Toast (make extra and freeze for this snack)  
Applesauce or fruit flavored yogurt

Heat the frozen French toast in the microwave. Then, cut it into strips. Dip it into the applesauce or fruit flavored yogurt.

### Last Night's Leftovers

You need:

Leftovers!

Portion leftovers into single-serve, microwave-safe containers. Reheat for snacks. (Use within two to three days or freeze.)

### Pancake Rolls

You need:

Leftover pancakes (make extra and freeze for this treat!)  
Peanut butter  
Honey or jelly

Heat the frozen pancakes in the microwave. Then spread with peanut butter, honey, or jelly. Roll them up and enjoy!





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Special credit is given to the 4-H 101 The Basics of Starting 4-H Clubs, which is based upon work supported by the Cooperative State Research, Education, and Extension Service of the United States Department of Agriculture and K-State Research and Extension, Kansas State University, under special project number 99-EYAR-1-0747.

## Conclusion

We hope you have enjoyed the *imAlone* Program. Your teaching efforts support our Soldiers, reducing stress and distractions in the field, by helping families develop the skills necessary for youth to safely stay home alone. Young people increase their independence and personal safety by participating in this program, developing life skills that benefit in the short term and support future independent living. U.S. Army Child, Youth & School Services appreciates the hard work of all youth program professionals who meet the ever changing needs of military families and help the Army family stay Army Strong.

The *imAlone* Guide has been developed in support of Army Child, Youth & School Services outreach efforts. The material is based upon work supported by the 4-H/Army Youth Development Project, a partnership of the U.S. Army Child, Youth & School Services and National 4-H Headquarters, Cooperative State Research Education and Extension Service, U.S. Department of Agriculture and Kansas State University, under special project number 2003-48558-01716.

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# Notes



