

LD
5655
A762
no.
350-521
C. 2

Virginia Cooperative Extension

Strong Families: Competent Kids Leaders' Guide



Publication 350-521
Reprinted 1998

Virginia
Tech

VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY



VIRGINIA STATE UNIVERSITY

LIBRARY VIRGINIA
POLYTECHNIC
INSTITUTE
AND
STATE
UNIVERSITY



Acknowledgments:

The Strong Families: Competent Kids program was originally developed by Extension Agents Nancy Pfafflin and Penny Risdom, with the assistance of colleagues Bonnie Braun, Mary Johnson, Barbara Joseph, and Pat Southard.

This revision was written by Linda Licht, Prince William County Youth Education Coordinator, with assistance from Deborah Carter, Prince William County Extension Agent, 4-H.

Special acknowledgment to the guidance counselors of Prince William County for their support of this revision.

LD
5655
A762
no. 350-521
C. 2



TABLE OF CONTENTS



Introduction	1
Program Description	2
Tips for Leaders	3
Lesson 1 Staying Home Alone	4
Lesson 2 Making Family Rules	6
Lesson 3 Key Care	8
Lesson 4 The Telephone - A Good Friend	10
Lesson 5 Answering The Door	13
Lesson 6 Stranger Safety	16
Lesson 7 A Safe Home	20
Lesson 8 What Is An Emergency ?	21
Lesson 9 In Case Of Fire	23
Lesson 10 First Aid and Medical Emergency	25
Lesson 11 Weather Emergency	27
Lesson 12 Feelings - Lonely ? Bored ? Planning Your Time - Fears and Worries	28
Lesson 13 Working To Build A Strong Family	32
Lesson 14 Brothers and Sisters	34
Lesson 15 What Is A Friend ? and Peer Pressure	37
Lesson 16 Making Healthy Food Choices and Kitchen Safety	39
Summary	40
Pre Test/Post Test - What Would You Do?	41

Introduction to the Strong Families: Competent Kids Program



The **Strong Families: Competent Kids** program acknowledges the need for all children to be prepared with the life skills necessary for self-care. Professionals who work with families today know that self-care is a reality for children at some time and in certain situations. Many children live in a household where both parents are working outside the home, or live in a single-parent household. Children are in self-care situations before school, after school, or for short periods of time. Whatever the situation or whatever the amount of time, children need to know what to do when they are alone.

All children are “at risk,” and even more dramatically when they must care for themselves in situations they are not prepared to handle. Preparation and prevention is the wisest way to deal with potentially dangerous situations. Children may only be alone when walking home from school, or for a short period of time when a parent runs an errand, or they may be alone for an extended period of time when parents are at work. Whatever the situation, children are at risk and must be prepared. Children need self-care training to feel competent should they be alone and need to put that training to use. Total involvement of the parents and children is needed in teaching these life skills, and so the entire family is involved in this program.

The program title, **Strong Families: Competent Kids** implies the program’s objective:

Strong Families refers to families who are knowledgeable about the issues of self-care and understand how they might be prepared as a family to meet the challenges of having children in self-care, should they make that decision. **Competent Kids** are kids who have the skills for self-care when their family decides this is appropriate.

It is the objective of the **Strong Families: Competent Kids** program to give good self-care information to both children and parents. This program is *not* intended to endorse self-care for children, but rather provide skills that will help children feel safe and confident once their parents decide the time is right. This is most definitely a family decision!



PROGRAM DESCRIPTION

The **STRONG FAMILIES: COMPETENT KIDS** program is sponsored by Virginia Cooperative Extension. The program has three components: a youth book, a parent book, and a leader's guide.

The Youth Book is designed to educate youth with the life skills needed to successfully handle self-care situations. Cooperative Extension trains volunteers to teach this program to students at the 4th grade level.

The program includes...

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

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

The Leader's Guide gives the volunteer an overview of the Strong Families: Competent Kids program. The volunteer leader receives background information for each youth lesson, along with a complete lesson plan filled with a variety of activities and teaching approaches to achieve the lessons' objectives.

Thank you for becoming a volunteer leader of the Strong Families: Competent Kids program. As a volunteer, you are immensely meaningful to the children and families of your community. Your service is greatly appreciated by Virginia Cooperative Extension.



TIPS FOR LEADERS OF THE STRONG FAMILIES: COMPETENT KIDS PROGRAM

Remember To:

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

Leader's Guide Key

You will find these symbols in the leader's guide. Here are their meanings.



Classroom Discussion



Activity



Youth Book



LESSON 1

Staying Home Alone

Background Information To The Leader:

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

Objective:

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

Students Will:

1. Answer a questionnaire/checklist that will serve as a self-assessment of readiness for self-care.
2. Express things they need to know to be ready for self-care.
3. Complete a pre test for the Strong Families: Competent Kids program.

Materials:

1. Strong Families: Competent Kids youth books
2. Chart paper or chalkboard
3. Pictures of families (Ahead of time, cut from magazines and mount on posterboard)
4. 4-H brochures and handouts
5. Pre test handout

Lesson Plan:



I. Introduction:

D Welcome students. Introduce yourself and tell them you will be their leader for the **Strong Families: Competent Kids program**, a program that teaches skills about self-care. Tell students that self-care means being alone to care for yourself.

II. Families Are Unique

D Show pictures of families and remark that families come in all shapes and sizes and communicate together in their own unique way. (Make sure that some of your pictures show just one parent with children - many families are single-parent households.)

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

III. Strong Families: Competent Kids is a 4-H Program

D Make students aware that the program, Strong Families: Competent Kids, is a 4-H program. Give them a 4-H brochure that tells about the opportunities to become involved in 4-H, to take home to their family.

IV. What Do You Need To Know In Self-Care?

A A. Make a group chart on flip chart or chalkboard.

Ask students : What kinds of things do you need to know when left in self-care? Chart all the possibilities the students offer. As the leader, help students include areas of content found in the program description on p.2.. Let students know that it is your aim that they will have increased confidence and positive feelings about themselves when this program is over. After all, it is called, "Strong Families: Competent Kids".

YB B. Questionnaire/Checklist for Children p. 2 .

Read the questions and have the students write answers in their books. Tell students these questions should get them thinking about the kinds of things they need to know if they are going to be competent to be in self-care.

A C. Strong Families/Competent Kids Pre test p.41-42.

Make copies of the test for the students. Tell students this is a test to tell them what they already know about staying home alone. Students will take the same test at the end of the lessons to see all the new things they've learned. Read the questions to the students, and allow time for them to mark their answers.

LESSON 2

MAKING FAMILY RULES

Background Information To The Leader:

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

Objective:

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

Students Will:

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

Materials:

Youth book



Lesson Plan:

I. What Are The Rules?, p. 3



YB Say: If you are going to stay home alone, there are some basic rules that are good to remember. Review these rules with students and elaborate and clarify if needed. Make the point clear to the students that their family will make family rules that they will follow. Family rules will meet the specific needs of their family.

II. Have A Family Meeting, p. 4

YB Ask : When a family has rules, is it important that everyone in the family knows what the rules are? Discuss. Explain that a family meeting is a good way for a family to communicate and form house rules together. Page 4 gives a quick overview of the family meeting plan. Elaborate on this by discussing the good hints for a family meeting. You might write these on the chalkboard before class or chart on paper.

Hints For A Family Meeting

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

Impress upon the students:

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

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

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

1. Having friends come inside
2. Having a snack
3. Completing chores
4. Playing outside
5. Doing homework
6. Using kitchen tools and appliances
7. Watching television
8. Calling parents on the telephone
9. Calling friends on the telephone
10. Taking medicine
11. Taking care of first aid (small cuts, bruises, or burns)
12. Answering the door
13. Answering the phone

After discussion, let students fill in the bricks on p. 4.

LESSON 3

KEY CARE



Background Information To The Leader:

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

Objective:

To provide children with information about safe care of their house key.

Students Will:

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

Materials:

1. Youth book
2. Assorted house and car keys to use for role plays (Leader may use personal keys)

Lesson Plan:



I. Keys Are Important

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

II. Key Rules For Key Safety, p. 5

YB A. Discuss the Key Rules For Key Safety on p.5

A B. Match the Rule with the Reason.

Create a matching activity for the Key Rules. Listed are the rules and their reasons. Put rules and reasons on a chart, on cards, or on the board. Children match by drawing lines or making pairs.

Rules and Reasons



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

A C. Role Plays

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

III. Key Safety - Safe or Unsafe

YB A. Students complete p.6, marking ___ Safe or ___ Unsafe with a check.

B. This page may be developed as a role play situation. There could be eight students who care for their keys in different ways. Use real keys and simple props. What happens to each student?

LESSON 4

The Telephone- A Good Friend

Background Information To The Leader:

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

Objective:

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

Students Will:

1. Demonstrate how to use the telephone in a courteous, yet safety-conscious manner.
2. Explain what to do if their phone is not working.
3. Engage in simulation **911** emergency calls.



Materials:

1. Youth book
2. Phones for role plays

Lesson Plan:



I. Importance of the Telephone

D Ask : What would you hate to be without in your home when you are home alone? Someone will say... the telephone! Encourage the students to talk of the ways the telephone can link them to the outside world in all kinds of situations.

II. The Telephone - A Good Friend, p.7 - p.8

YB Review the "phone tips" on p.7.

Impress upon students to:

1. Never tell anyone they are alone.
 2. Hang up if someone calls and says something that frightens them.
 3. Take good messages; write down who called, what they wanted, and their phone number.
- Review good reasons to call your parents at work on p. 8.

III. What Would You Say?, p.9 - p.10

YB A. Students can write answers on p.9 or this can be a class discussion.

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

IV. Important Telephone Numbers and Fold Up Emergency Card p. 11

YB This is a tear out page that students will want to complete with their parents. Impress upon students how important it is to their safety to have these numbers available.

V. Emergency ! Call 911!, p.13

YB In times of emergency, a child may need to make a 911 phone call. Use page p.13 to talk about information needed for the 911 call. Remind students to keep emergency numbers posted close to the phone. Stress the word WANT as a reminder of what the operator needs to know. Tell students they will role play making emergency phone calls when you talk about stranger safety and fire. Have children to fill in their "WANT" information.

W - What happened

A - Their Address

N - Their Name

T - Their Telephone number

Write the word **WANT** on the board for students. Tell students this is a word to memorize for emergency times.

VI. 911 Scenarios

A The following scenarios were written by 911 operators. These are situations that could occur. Included are the questions the 911 operator will ask a child. These would be great role play situations as well. As leader, you might want to be the 911 operator asking all the questions. These scenarios can be used in this lesson or during the lessons to which they specifically pertain. For example, the stranger scenario could be used in the stranger safety lesson.

1. You are walking home from school and there is a car following you. The man stops his vehicle and asks you to come into the car. You should go to the nearest house and **call 911**. The operator will ask your name, where you are, and where you last saw the vehicle. You will also be asked for a description of the vehicle and the person driving (sex, clothing, race, and facial appearance). The operator may keep you on the line until the police get there or you may be told to stay where you are.
2. You are walking home from school and as soon as you get close to your house you see your front door is open. You were the last one to leave the house this morning and you know you locked the door. You are not expecting the rest of your family home until 7 p.m. Immediately go to your neighbor's house. **Call 911**. The operator will ask for your name, address, phone number, and location where you are now. The operator might ask if anyone had planned to come home early, if there are any pets in the house, and who was the last one to leave the house. If you can see your house from the neighbors, the operator may keep you on the line until the police get there or tell you to stay where you are until the police get there.

3. You are home with your little brother. Your little brother was eating a hot dog and now cannot breathe. He's choking on the hot dog. **Call 911.** The operator will ask for your address, phone number, and address you are calling from. The operator will ask the age of your brother and if he is awake, conscious. The operator will then tell you certain things to do to help your brother. The operator will stay on the phone with you until the rescue units arrive on the scene.

4. If you dial **911** by mistake, stay on the phone. Tell the operator you dialed **911** by mistake. **You are not in trouble. Don't hang up.** The operator needs to make sure there is nothing wrong. The operator may ask to speak to your parents just to make sure. If you hang up, or don't answer the phone, the police have to come to your house. So, never play with **911**. Practice with your parents.

911 operators request that children have their address printed and posted close to the phone for easy access. Children are instructed to remain calm and answer all questions asked by the **911** operator. It is right to **call 911** if there is truly an emergency. The operators are there to help. In some areas, the communication center of police departments is available for tours.

To the Leader:

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

LESSON 5

Answering The Door

Background Information To The Leader :

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

Objective:

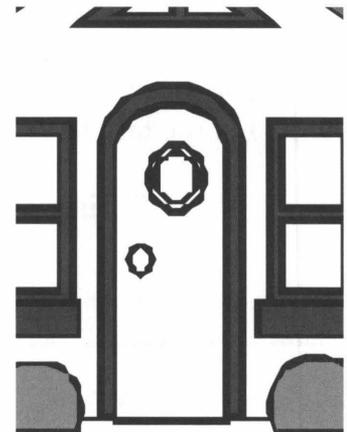
To offer guidelines on good safety practices to follow when a child must answer the door when home alone.

Students Will:

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

Materials:

1. Youth book
2. Any props you wish for role plays, telephones



Lesson Plan:



I. Answering the Door, p.14

YB Talk to the students about what they would do if they were home alone and there was a knock at the door. Listen to all answers, and then remind students that they need to know exactly what their parents want them to do when they answer the door while they are home alone. Review the basic rules for answering the door and the possible responses to make to strangers on p. 14

II. Answering the Door Role Plays

A If parents want children to answer the door, the following opportunities to role play will give students experience in responding in a safe manner. As the leader, you can be the persistent adult. Make copies of the scripts so students can read their parts. Make clear to students that they are to let no one in the house who is not approved by their parents. Keep doors locked and do not grant entrance even in the case of a stranger's emergency. Students should call their parents, a neighbor, or the police if they feel threatened or the person refuses to leave. **The more persistent a stranger is at the door, the more resistant a child must be!**



Role Plays



Role Play 1

Person 1

(A middle-aged woman rings the doorbell.)

"Hello. My name is Mrs. White. I'm supposed to leave a package for your mother".

"Couldn't I give the package to you? I hate to leave it out here."

"Well I really don't want to leave it next door and I don't want to make another trip. Let me talk to your mother."

Child

(A child home alone goes to the door.)

"Yes?" (without opening the door)

"My mother can't come to the door right now. If you will leave the package outside, I'll see she gets it."

"No, but you could leave it next door or I can have my mother call you to set up another time to get it."

(The child should walk away from door and call parent or neighbor.)

(This woman is so persistent that child may want to call a neighbor or a parent for assistance.)



Role Play 2

Person 1

(A young man in a uniform comes to the door.)

"Meter reader."

"Hey, I need to get this done today."

"Let me talk to your father."

"Let me talk to him now."

Child

"Yes?" (without opening the door)

"I'm sorry. I'll have to get your company name and phone number so my dad can make another appointment."

"I'm sorry. You will need to come back. If you will give me your number, I'll have my father call you."

"He can't come to the door right now. But I will be sure to give him the message."

(Child can no longer handle this situation alone. Call a neighbor, parent, or police for help.)

Role Play 3

Person 1

(A young woman comes up to the door)

"My little girl just fell and got a bad cut. I need to use your phone to call the doctor."

"I don't have time. She's hurt and I don't want to leave her."

Child

"Yes?" (without opening the door)

"Please try next door."

"Just a minute. I'll get help." (Child should immediately call a neighbor, the police, or 911)

Ask the class if they have any questions about how these situations were handled.



LESSON 6

Stranger Safety

Background Information To The Leader:

We have stereotyped strangers as young men with scruffy beards and ragged clothes. The truth is that a stranger is **ANYONE WHOM WE DO NOT KNOW** - male, female, large or small, young or old. This lesson is to help students know who is a stranger to them. Remember, we want children to have a realistic fear of what might hurt them, and yet we do not wish to alarm them so they are continuously afraid. It is a fact that children may be confronted by strangers on their way to and from school, on the playground, in the park, or when they are home alone. Children need to be taught the dangers so they can be ready to react should the need occur.

Note To Leader: *Pay Much Attention To This Lesson
A Child Alone Is At Risk!*

Objective:

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

Students Will:

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

Materials :

1. Youth book
2. Pictures of strangers (Find pictures of persons fitting the typical image of "frightening strangers" and others of average looking people - a grandmother type lady, an athletic looking person, a teenager, a mother type, etc. Mount pictures on poster board)
3. Telephones



Lesson Plan:

I. Who Is The Stranger?

A Show pictures of people to students. Pass pictures around. Ask students to identify which of these persons are strangers. Talk about what constitutes a stranger. Make the point that all of these people are strangers, if you do not know them very well. Remind the students that when you know someone well, you can generally know how he or she will act toward you, but you can never be sure of the behavior of a stranger.



II. Stranger Safety, p.15

YB A. Stranger Safety Rules To Remember

Read the story at the top of p.15 with the students. Allow them to answer.

Probe the students with questions like:

1. If most people you meet are good people, why should you be cautious about strangers?
(Because some people are dangerous and some children have been kidnapped or even killed by these people.)
2. If you see an adult you don't know hanging around your park or playground, what questions should come to your mind?
(What reason does the person have for being there? Remember, drug dealers often hang around parks)
3. If this adult tries to get you or any of your friends to go somewhere, or does anything that seems strange, what should you do?
(First, do not go anywhere with anyone you do not know. Get away from them and tell someone like a teacher, playground supervisor, crossing guard, park attendant, or police what has happened.)
4. What if you are offered a ride by someone you think you know?
(If you only "think" you know the person, stay where you are. Never get in a car with anyone unless your parents tell you it is all right.)
5. Is it all right to accept presents from a stranger?
(No. Never accept anything - gifts, toys, candy, drugs, alcohol, or anything from a stranger. Just leave.)
6. What about hitchhiking? Since most adults are not out to hurt kids, is it okay to hitchhike?
(No. Once you get into a car with a stranger, you are trapped. You cannot get out. It only takes once for things to go wrong. If you hitchhike, you might not get to your destination.)
7. If you think a car is following you, what is the first thing you should do?
(Turn around and walk the other way.)
8. If the car turns around - or if you are being followed by someone on foot - what should you do then?
(Get somewhere where it is safe - a store, a neighbor's house, someplace where there are people. Tell them what is happening.)
9. If you are home alone and a stranger calls, what should you do?
(Never let the stranger know you are alone. Tell the person your dad or mom is busy right now and cannot come to the phone. Take the person's name and number and say you will have your parents call back. If the person refuses, hang up. Do not be afraid to call a neighbor - or even the police, if you are worried that something is not right.)

10. If you are home alone and a stranger comes to the door, what should you do?
(First, Never Open the Door To Anyone You Do Not Know, Not Even To Talk To Them. Talk through the door. Tell the person your parents are busy. Ask the person to come back later. If the person refuses to leave, call a neighbor or the police. Do not let the person inside, for any reason.)
11. If a stranger comes up to you and tries to make conversation by giving you compliments on the way you look, what should you do?
(Get away quickly to a safe place.)
12. If a stranger asks you to come closer, what should you do?
(Get away)

Make A Safe Persons List p. 15.

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

III. Role Plays for Stranger Encounters

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

Read the situations with the students, and ask for volunteers to role play.

Role Plays



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

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

Game Format For Role Plays

You may want to set the role plays in a game format.

Here's how: Write the role play situations on index cards.

1. Have players sit in a large circle in two teams with role play cards face down in the middle.
2. One player begins by drawing a card from the deck.
3. He reads the card to the other players.
4. The player tells what would happen and chooses the needed extra persons from the team to help act out the situation.

IV. Stranger Safety, p.16 - p.19

YB

- A. Students play the Stranger Safety Game on p.16 to reinforce rules.
- B. Students complete Stranger Safety Word Search on p.18

LESSON 7

A Safe Home

Background Information to the Leader:

Safety risks increase when children are unsupervised. It is especially important for a child in self-care to have a home as safe as possible to help minimize the risk of accidents. Children need to be aware of potential hazards in the home. Stress to the students the importance of using the “Safe Home Checklist” as a tool to work with their parents to insure a safe home.

Objectives:

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

Students Will:

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

Materials:

Youth Book

Lesson Plan:



I. Home Safety

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

II. Safe Home Check List, p.20 - p.23

YB Tell students to take this list home. Students are encouraged to walk through their home with their family to look for the items on the check list and spot areas of potential danger. Once an area of danger is spotted, the hazard should be removed or corrected for safety. As leader, you may wish to highlight some of the items on the checklist to raise the students' awareness of the kinds of things they will be looking for and to generate enthusiasm for doing something so important to their safety.

III. Can You Spot the Hazard?, p. 24

YB Students will circle the danger areas. This page might be done as an opening activity to start students thinking about home hazards or as a closing activity after discussion. Answers are found upside down on the bottom of the youth page.

LESSON PLAN 8

What Is An Emergency?

Background Information To The Leader:

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

Objective:

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

Students Will:

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

Materials:

1. Youth Book
2. Telephones
3. Chart paper or chalkboard



Lesson Plan:

I. Emergencies

D Ask students: When you are home alone, what situations are serious enough for you to call for emergency help? Make a list of students' answers on chart paper or chalkboard.

Ask students: When should you call your parents and when should you call the emergency number? Mark a P (Parents) or E (Emergency) next to students' answers.

Remind students that deciding what determines an emergency is difficult, especially in a stressful situation. Thinking about what could happen when you are home alone and how you would react will help you react quickly and correctly if something similar happens in real life.

II. What Is An Emergency?, p. 25

YB A discussion of this page will help students classify situations into three categories; maxi, mini, and non-emergency. Students may wish to offer more examples for each category.

III. Make A Choice, p.26 -p.27

YB Students will complete these pages by deciding if the emergency is a maxi, mini, or non-emergency. This page may be done as a group activity. These scenarios are excellent to use as role plays. Remember, allowing students time to act out potential emergency situations makes them more equipped to handle the “real thing.”

IV. Emergency Kit For Your Home, p. 28

YB Students are to become familiar with the idea of a home emergency kit. This is a family project to be done at home. Items needed in an emergency kit are listed on this page with reasons for their inclusion. The reasons are out of order and children are to match the item with its use, by drawing lines from item to use.

V. Be Ready For Anything!, p.29

YB Students are to match the problem with the solution on page 29.

LESSON PLAN 9

In Case of Fire

Background Information To The Leader:

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

Objective:

To provide children with information about fire safety.

Students Will:

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



Materials:

1. Youth Book

Lesson Plan:



I. The Fire Emergency

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

II. Fire Prevention Hints, p. 30

YB Review and discuss fire prevention rules on p.30.

III. In Case of Fire, p. 31

YB Ask students: " Why do you have fire drills at school? You need to be prepared. You need to be prepared at home as well. That's why your book has a fire escape route plan for you to fill out at home with your family. Plan two safe escape routes.

Review the "In Case of Fire" rules, emphasizing that at the first hint of smoke, students are to get out of the house.

IV. Fire Safety Stories, p. 32

YB Students read these stories and decide in their own words what they would do. These are good discussion starters. How could the fire have been prevented in the first two stories? Role playing these scenarios will give good experience making the 911 call.

V. Family Fire Escape Plan, p. 33

YB Students take this page home to complete with family.

VI. Fire Prevention Puzzle, p. 34 - p.35

YB Students complete the word search on their own. This puzzle serves as a good review of the rules for fire safety.

LESSON PLAN 10

First Aid and Medical Emergency

Background Information To The Leader:

A child in self-care must be prepared in basic first aid and ready to cope with the medical emergency. This lesson gives an overview of basic first aid procedures. Consider inviting a health care professional to be a part of this lesson and encourage students to consider taking a first-aid course. Remind the students also that there will be times when they are not feeling well - no emergency, just a bit sick. Emphasize to students that they must never take any medication without checking with a parent.

Objective:

To give children an overview of how to provide basic first aid assistance.

Students Will:

1. Identify the **911** medical emergencies.
2. Demonstrate some basic first-aid procedures.
3. Make a basic first-aid kit.

Materials:

1. Youth Book
2. First Aid Kit Materials - See Youth Book p.41 for listing of materials
3. Props for demonstrating first aid techniques - pan of water, clean towel, ice pack
4. Telephones



Lesson Plan:

I. Getting Ready for the Medical Emergency



D Say: "When home alone, you must be ready in case you or a sibling needs medical help. You need to know when it is a medical emergency that requires **911** help, and when there is a need for you to give basic first aid."

II. The Medical Emergency, p. 36

YB Review the list of times to call **911** in a medical emergency.

Review the A.B.C.'s for A Serious Medical Emergency.

Tell the students to always call for help first. Stress that they learn the rescue breathing technique. Advise them to take further first-aid training. Make the point that when there is bleeding, applying pressure to stop the bleeding is most important. Stress that they stay as calm as possible so they can think clearly.

III. First Aid Rules: What Do I Do?, p. 37 - p. 40

YB A. Role Play First-Aid Demonstrations:

Use the first-aid rules as a guide for creating first-aid dilemmas and first-aid solutions.

Here are some examples - you may wish to make up your own!

1. Small cut - You got a paper cut. What do you do?
2. Large cut - When cutting paper, you accidentally cut your finger deeply.
3. Nosebleed - Your nose just begins to bleed.
4. Eye - Something is in your eye.
5. Animal bite - You are walking home from school. You arrive home. There is an unfamiliar dog in your driveway. He approaches you and bites your leg. The bite breaks the surface of your skin and there is blood, but the bite is not very deep.
6. Bug bites and stings - 1. You are stung by a bee on the way home from school. The stinger is in your arm. 2. You find a tick on your leg. You do not know how long it has been there.
7. Minor Burn - You knock a lamp off the table. When you go to pick it up you burn your arm on the hot lamp bulb.
8. 3rd degree burn - You burn your arm on the open door of a hot oven.
9. Broken bone - You trip down the steps and land on your arm. Your arm is limp and you fear it is broken.
10. Feeling faint - It is a very hot day and you have just gotten home from school. You begin to feel dizzy and light headed.
11. Poisoning - You are home with your younger brother. Your brother has gone into the medicine cabinet to find some medicine for his cold. You find an empty bottle of cough syrup. He is sleepy and you don't know how much he has taken.

(Stress to students that there are many items in a household that can be poisonous. Poisonous items include: gasoline, drain cleaner, bleach, pesticides, perfume, detergent, ammonia, medications, some plants, make-up, aftershave.)

IV. Make A First-Aid Kit, p. 41

YB Read the requirements for making a first aid kit. A kit can be started at school. Check with your school as to what items are approved to be placed in a first-aid kit at school. The family can add to this kit. Kits can be made by decorating an empty coffee can that has a removable plastic lid. Decorate with contact paper, fabric scraps, etc. A smaller "portable" version can be made with an empty film container, 2 bandaids, 2 cotton balls. Stress that a well stocked first-aid kit gives a feeling of security and readiness when the first-aid need arises. Optional activity - Leader may demonstrate the making of a first-aid kit and students prepare their kit with family.

V. Safety and First-Aid Crossword Puzzle, p. 42

YB Students complete puzzle which reinforces safety and first-aid rules.

LESSON PLAN 11

Weather Emergency

Background Information To The Leader:

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

Objective:

To provide children with a plan for the weather emergencies.

Students Will:

1. Explain safety procedures for weather emergencies.

Materials:

1. Youth book

Lesson Plan:

I. Weather Emergency, p. 43

YB Students are asked, "What do you do when bad weather is coming your way?" Students may wish to share stories of past experiences with bad weather, and how they "weathered the storm."

Review the section, "Thunderstorm, Hurricanes, Tornados."

Review the section, "Winter Storm Watch."

II. Role Play Weather Emergencies

A Choose students to role play the following scenarios.

Weather Emergency Scenarios

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



LESSON PLAN 12

Feelings - Lonely? Bored? Planning Your Time - Fears and Worries

Background Information To The Leader:

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

Objective:

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

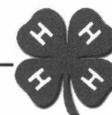
Students Will:

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

Materials:

1. Youth Book
2. Supplies for "I'm Bored Bag" - paper lunch bags, strips of paper, markers for decorating bags

Lesson Plan:



I. Feelings When Home Alone

D Say : "When alone, it is normal for us to have certain feelings about being alone. Sometimes being alone gives us feelings of being independent, calm, confident, or productive, and other times feelings of being anxious, lonely, bored or afraid. All feelings are normal, some are comfortable, some are not. It is good to talk about all feelings with your family. Families need to know how each person in the family is feeling. The pages in the youth book will help you identify your own feelings. These are pages you will want to share with your family.

II. How Do You Feel When You're Home Alone?, Are You Ever Lonely?, p.44 - p46

YB Students will complete these pages. The secret message on p.46 is "You don't have to be lonely, when you are alone." This message is the perfect lead to making the "I'm Bored" bag.

III. Are You Ever Bored?, p. 47

YB Make an "I'm Bored Bag"

Say: "One way to overcome some of the negative feelings of being alone is to find activities to occupy your time and your minds. This "I'm Bored Bag" (show your example) contains many ideas of things to do. Everyone will get a chance to make one.

Craft Procedure: Have children bring in small boxes (shoe boxes, small tins, etc.) or supply them with brown paper lunch bags. Decorate the boxes or bags with wrapping paper, ribbon, pictures from magazines, or whatever you have on hand. Have the children identify it as their "I'm Bored" bag. Next have them write on small slips of paper activities they might like to do when they are bored. Suggested activities are in the youth book. You might wish to type these suggestions, make copies, and allow children to cut these apart for their bag.

Encourage students to use this bag when they are bored to get them motivated to do something - something fun, something productive! Students will want to add their own ideas to their bag, and ask parents for suggestions as well.

IV. Do You Plan For Your Time Alone?, p. 48

YB Say: "Making a plan for your time alone helps keeps you busy, occupied, and happy. On p.48, there is a daily schedule form you can use to organize your time. This form has places for you to write in messages to your parents and a place for you to underline feelings you have had during your time alone. You may need a plan for before school and/or after school. Talk over your plan with your parents."

Here is an example of plan:

<u>Things To Do</u>	<u>Time Needed</u>	<u>Clock Time</u>
1. Call Mom Change clothes Let dog out Get a snack	30 minutes	3:30 - 4:00
2. Work on craft activity	30 minutes	4:00 - 4:30
3. Do homework	45 minutes	4:30 - 5:45
4. Set table for dinner	15 minutes	5:45 - 6:00

Things I Want To Tell Mom or Dad : *I took 3 phone messages today for Mom.*

Things I Need To Know: *Mom will be 15 minutes late coming home.*

Problems I Had Today: *Had an argument with my brother about T.V. show, we compromised.*

How I Felt Today: *Happy Lonely Interested Angry Scared Excited
Proud Upset Other: Busy*

Why I Felt This Way: *My argument with my brother made me upset and angry, but I felt proud and happy we were able to work things out together. I was happy and interested in my craft activity and kept busy.*

This example should help students get ideas for their own schedule forms. Maybe they would like to create a book of schedule forms to fill in each day they are in self-care. Pass this idea along to the children..

V. Do You Have Fears and Worries?, p. 49

D Say: "Fears and worries are bound to creep into your mind when you are home alone. Sometimes it is good to have fear, because it can alert you to a real problem. These fears are called "real fears" because you are in some danger and need to act. When there is real fear and real danger, stay calm, get out of danger and get help. Sometimes you might be fearful of something that possibly could happen. That's when you need to do what you can to prevent that something from happening. You need to be careful and follow safety rules.

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

Ask: *"Can you think of some real fears? Remember, real fears mean danger is upon you and you need to act."* (hearing someone entering the house, fire in the kitchen, your brother has a dangerous fall)

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

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

YB Use p.49 to offer students suggestions on what to do when afraid and worried.

VI. Is It Danger? Game

A Give each student or small groups of students three pieces of paper. Have them write "Real Danger" on one piece, "Possible Danger" on the second piece, and "No Danger" on the third piece. Tell them you are going to read a situation to them. They should hold up the "Real Danger" paper if they could get hurt if they stayed in that situation. They should hold up the "Possible Danger" paper, if they think they are not sure, but there could be danger. This is a situation they could possibly prevent. They should hold up the "No Danger" sheet if it is a situation where they can't be hurt. As the children play, be respectful of their answers, even if incorrect.

Have some discussion to find out why the children answered the way they did and give them your opinion of what a reasonable answer might be.

An active variation of this game would be to have big pieces of paper for signs. Put these signs on the floor and students can go to the sign that answers the situation you read.

Situations:

1. Someone calls you on the phone and asks to talk to your father. (Possible)
2. You are walking home alone and a stranger pulls up and offers you a ride home. (Real)
3. Your sister fell off her bike and is unconscious. (Real)
4. It has gotten dark outside. (No)
5. A snake is on your front porch. (Possible)
6. A weather alert is on the T.V. and says a hurricane is approaching your area. (Real or Possible)
7. Your bedroom floor creaks. (No)
8. You have left the back door unlocked. (Possible)
9. You are watching a scary show and feel like someone might be in the other room. (No)
10. You answer the phone and no one answers, but you hear breathing. (Possible)
11. You start thinking about burglars. (No)

VII. A Household Noises Tape

A Create a cassette tape recording of noises commonly heard around the home; toilet flushing, water running, door slamming, door creaking, heat pump coming on, etc. Remind the students that even familiar noises sound different when we are alone and are thinking frightening thoughts. Encourage the children to talk to their parents about scary noises they don't recognize. Parents and children can investigate the noise together and find it to have a harmless cause.

VIII. Adults Have Worries Too!

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

Adults Have These Worries When Children Are In Self-Care

Accidents	Boredom	Chores Neglected	Too Much TV
Fighting With Siblings	Breaking Family Rules	Sloppy House	Loneliness
Fire	Unhealthy Eating Habit	Intruders	Drugs
Accidents	Homework Neglected		

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

LESSON PLAN 13

Working To Build A Strong Family

Background Information To The Leader:

A child in self-care benefits from having a family unit that is strong and competent in family dynamics. This lesson is filled with activities to accentuate the concept that members of strong families support each other in a variety of positive ways, enabling them to cope with good times and bad times.

Objective:

To give children an overview of the dynamics of a strong family unit.

Children Will:

1. List family responsibilities.
2. List positive qualities of family members.
3. List personal positive qualities.
4. List fun things to do as a family.



Materials:

Youth Book

Lesson Plan:

I. Opening Discussion:

D Say: "You are part of an important group. That group is your family! The next pages in your youth book will be concentrating on ways to make your family as strong as possible, and how you personally can do all you can to help."



II. Working Together To Build A Strong Family!, p. 50

YB Say: "Families share responsibilities to make family life easier. No one wants to do all the work, so divide it up. What are the responsibilities of your family? What do you do? Complete the chart to make a plan to get all the family chores completed, and then have time left for fun."

III. Working Together To Build A Strong Family!, p. 51 - p. 52

YB Say: “Everyone in a family likes to be treated kindly and fairly. Each family member is special and deserves that kind of treatment. Complete page 51 by listing the qualities that make each of your family members special. What makes you a star family member? Put your own positive qualities on the stars on page 52.

IV. Working Together To Build A Strong Family!, p. 53

YB Say: “Family members like to be appreciated when they’ve acted in a special way. What are some ways you can show appreciation?
Sometimes, when times are not good for a family member, you will need to give encouragement and support. How can you do that?

“Families like to have fun, do fun things together, make memories! What does your family like to do for fun? (Accept all answers—you might wish to list answers on the board)
Complete p.53.” Encourage students to share these pages with family.

LESSON PLAN 14

Brothers and Sisters

Background Information To The Leader:

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

Objective:

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

Students Will:

1. Discuss suggested family rules for siblings who are at home without adult supervision.
2. Role play sibling conflict situations using the steps to responsible problem solving as an aid to conflict resolution.
3. Share some characteristics of young children.
4. Describe ways to keep brothers and sisters happy and out of mischief.

Materials:

Youth Book

Lesson Plan:



I. Opening Discussion:

D Say: “Your family may decide to have more than one child in your family in self-care. Your family may decide that each child in the family will be responsible for himself or herself, or your family may decide that one child who is older might need to be in charge. Everyone has disagreements sometimes, and children at home without an adult need to know how to solve their problems responsibly. Let’s see how to best do this.”

II. Brothers and Sisters, p. 54 - p. 55

YB Say: “If more than one child is at home without adult supervision, a family must make rules to help the children succeed in self-care. On p.54 are some suggested family rules that should help. (Review these rules with students, allowing time for discussion.) You will probably have disagreements with your brothers and sisters and with friends as well. This page contains some steps for problem solving.(Review the PLAY steps.) This is a great page to share with your family.

III. Solving the Problem, p. 56

YB Students are to decode this message of good advice on p.56. The message is “Use appropriate behavior for angry feelings”. Remind the children that using the PLAY steps leads to appropriate behavior.

IV. Brothers and Sisters, p. 57 - p. 58

YB Say: “This page, p.57, helps you understand a younger brother or sister. Notice the pictures of children. Each picture gives you a characteristic of a preschool or early elementary school age child. This page also gives ideas on how to keep the younger child happy and out of mischief and danger. This is good advice if you have to watch a younger brother and sister or if you will be babysitting.”

V. Role Plays For Sibling Conflicts.

A Have students act out the situations. Remind them to use the PLAY steps. You can write these situations on cards and have the children choose a card.

1. *What Would You Do???*

You are watching your little brother while your mom is still at work. You have a big science fair project due tomorrow and you are working to get it finished. Your brother keeps bothering you and touching things that he may break. What Would You Do???

2. *What Would You Do???*

You are babysitting your little sister. She is watching her favorite T.V. show and doesn't want to stop to go to bed. You know your parents will be angry, if she doesn't go to bed on time. What Would You Do???

3. *What Would You Do???*

It's 4:30 in the afternoon and you are bored. You've done your homework and watched T.V. Your sister is at a 4-H meeting and your mother just called to say she would be late. Your mom wants you to watch your sister until she comes home. A friend calls and asks you to go down to a construction site to look for wood to build a fort. He promises you will be back before your mom and sister arrive home. What Would You Do???

4. *What Would You Do???*

You and your sister are home alone, while your dad takes your other sister to dance class. Your sister suggests that you play a CD on your dad's new CD player. Your dad has a strict rule that you MAY NOT use the player. What Would You Do???

5. *What Would You Do???*

You and your brother can't decide what to do. Nothing seems exciting to play and there's nothing interesting on T.V. Your brother pulls out a pack of cigarettes he got from a friend at school and suggests each of you try one. What Would You Do???

6. *What Would You Do???*

You and your brother are playing Monopoly and watching T.V. at the same time. He keeps getting up to go to the bathroom or get a drink or something. One time you follow him and catch him eating cookies out of the box your mother is saving for her meeting tonight. What Would You Do???

7. *What Would You Do???*

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

8. *What Would You Do???*

You, your brother and sister are home alone, and your brother is acting like a pest. Your sister suggests you trick him and lock him in a closet. What Would You Do???

LESSON PLAN 15

What Is A Friend? and Peer Pressure

Background Information To The Leader:

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

Objective:

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

Students Will:

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

Materials:

1. Youth Book
2. Chart paper or chalkboard
3. Pictures of children together (Ahead of time, mount magazine pictures of children on posterboard.)

Lesson Plan:

I. What Is A Friend?, p. 59

YB Engage students in a discussion about friends and the importance of friends in their lives. Show pictures of children enjoying each others company. Remark to students that you know how much fun it is when friends get together to enjoy a good time. Talk about the kinds of activities they like to do with friends. Chart these to see the variety. Talk about the qualities the students want their friends to have. Chart these. Go around the room and have each student say one quality that he or she has that makes him or her a good friend. Chart these. Students complete p.59 which reinforces the above discussion.



II. Friends, p. 60

YB State that each family must decide if their child may have friends over when no adult is at home. Point out the suggestions for rules for having friends over, if their parents allow this, on p.60. Students complete this page.

- Make the point very clear that all children in the house should follow the rules of the house and their own family rules as well if those rules are more strict.

III. Peer Pressure, p. 61

D A. Talk to children about their groups of friends. Ask: "Does your group of friends have things in common (ways of dress, activities, music)? Do friends ever want you to do something that is against family rules? "

- Give the children the following role play situations.
 1. You are home alone. A friend whom you are not allowed to have in the house calls you and wants to know if he or she can come over. What do you do?
 2. You are home alone. A friend you can not have in the house knocks on your door. He or she wants to come in and play for a few minutes. That friend promises to leave before your parents get home. What do you do?
- Let children act out the above role plays.
- Let the children share other tough decisions they have had to make with friends. Allow them to act these out if they wish. Emphasize that they try the suggestions for coping with peer pressure.

YB B. Students complete p.61.

Special Note to Leader:

Remember to support students as they share stories of difficult decisions they have had to make. Praise them for their good judgment and competence in wise decision making. A child who is in self-care must be ready to cope with strong outside influences. Praise students for their clear independent thinking.

LESSON 16

Making Healthy Food Choices and Kitchen Safety

Background Information To The Leader:

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

Objective:

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

Students Will:

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

Materials:

1. Empty boxes of healthy snack foods and breakfast foods (low in sugar and low in fat)
2. Food ad pages from newspaper
3. Magazines with food pictures



Lesson Plan:



I. Snack Chat

D Encourage students to talk about the things they like to eat. Go around the room and have each student tell their favorite food. Emphasize the importance of nutrition in their diet to the health of their bodies.

II. Making Healthy Food Choices, p. 62

YB Look at the food pyramid on p.62. Tell students this pyramid is a good tool to help remind them of the foods that are nutritious and need to be included in their daily diet. Point out the number of servings for each of the pyramid's food groups. Students fill in the blanks with snacks and breakfast foods they can fix.

III. Healthy Snacks Word Search, p. 63

YB Students complete p.63. Point out to them that all of these foods are healthy choices they should try to include in their diets.

IV. Activities

- A** A. Give each student a food ad page and a marker. Tell students to circle foods they would choose as good to eat - healthy and yummy!
- B. Give students magazines to cut up. Make a class food collage or an individual food collage that is filled with food that is healthy and good to eat.
- C. Have students plan a menu for a day, or a week's worth of afternoon snacks.

V. Kitchen Safety, p. 64 - p. 66

YB Use p.64 to reinforce good safety practices students should follow in the kitchen. Remind students to talk to their parents and know what appliances they are allowed to use, and how to use them.

Students complete p.64. Reinforce the "Good Cook Hints" and tell them they might like to try the recipes included in this section.

SUMMARY OF STRONG FAMILIES: COMPETENT KIDS PROGRAM

You have come to the end of the program with the students. The last page in their Youth Book has a WHAT HAVE YOU LEARNED checklist. Have the students go down this list and check off the things they think they have learned.

Now is the time for you to give the group the post test. Collect the test and compare the results with the pre test. Do the results of the post test reflect students gaining knowledge about self-care skills? Are the scores higher on the post test? Do the students still need more work on self-care skills in some areas? If so, go back to those areas needing work and reteach.



Your leadership has done much to help children prepare for life.





What Would You Do?



You are in self-care - what would you do?

Choose the best answer.

1. You arrive home, but your key is not in your pocket. It is missing. What do you do?

- a. Sit on the step for the 2 hours until your mom gets home from work.
- b. Try to break a window to get into your home.
- c. Go to a neighbor who has a spare key.
- d. Go to a friend's house and stay there until it is about time for your mom to get home.

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

- a. Tell him you are home alone and your dad is at work.
- b. Tell him your dad is busy, but you would be glad to take a message.
- c. Hang up
- d. Give him your dad's number at work.

3. You pick up your phone and it is not working. What do you do?

- a. Just wait until your mom comes home to take care of it.
- b. Go to a trusted neighbor's house and call your mom. Your mom may want to call the phone company.
- c. Go outside to play and forget about it.
- d. Take the phone off the hook.

4. You answer the phone and someone begins saying bad things to you. What do you do?

- a. Say bad things back to caller.
- b. Hang up and don't answer the phone anymore
- c. Yell in the phone.
- d. Hang up and call the police or an adult.

5. You need to make a 911 emergency phone call. What do you do?

- a. Say what happened , give your address, say your name, say your telephone number. Stay on the line until the operator tells you to hang up.
- b. Say, "Help me, help me, I think there's someone in my house."
- c. Say what happened, give your address, say your name, say your telephone number, and hang up as quickly as possible.
- d. Say, " I'm in big danger and live at 812 Elm St." Then hang up.

6. **There's a knock at the door. You peek out the door's side window. It is a deliveryman with a package. What do you do?**
- a. Open the door to accept the package.
 - b. Tell him through the door that your parents are at work, and to leave the package on the step.
 - c. Do not open the door, speak to him through the locked door, ask him to leave the package.
 - d. Tell him you are home alone and come back around 6:00 when your parents come home from work.
7. **A woman you do not know comes to the door. She has had car trouble and wants to call for help. What do you do?**
- a. Invite her in to use the phone.
 - b. Go outside with her to see if you can find a neighbor to help her.
 - c. Tell her you are unable to help and she could go to a neighbor's house.
 - d. Tell her you don't know what to do because your parents are not at home.
8. **You are walking home from school and notice someone is following you. What do you do?**
- a. Turn around and ask this person, "Why are you following me?"
 - b. Walk quickly to catch up with a group of kids and walk with them.
 - c. Run into the woods to try to lose the stranger.
 - d. Throw some rocks at the stranger.
9. **You are watching T.V. and smell smoke, but don't see any flames. What do you do?**
- a. Continue watching T.V. until you see the flames
 - b. Call **911** or an adult to investigate the smoke.
 - c. Go to a neighbor's house to call **911**, so the fire department can investigate the smoke.
 - d. Wait until your mom comes home in 15 minutes.
10. **You have cut your finger just slightly and have gotten the bleeding under control. What do you do?**
- a. Call your doctor for advice.
 - b. Call your mother at work to report your accident.
 - c. Clean the cut, put a bandaid on it and go on with what you were doing.
 - d. Call your neighbor who is a nurse.
11. **Your little brother has fallen from the top step. He is lying motionless at the bottom of the steps. What do you do?**
- a. Pick him up and carry him to a neighbor
 - b. Call **911** and give them all the emergency information.
 - c. Call your mother at work.
 - d. Throw some cold water on him.

12. **You are watching T.V. and a weather emergency warning tells you there is a good chance of a severe thunderstorm. What do you do?**
- a. Turn off the T.V., stay away from windows, get your flashlight and remain calm.
 - b. Call a friend and talk on the phone until the storm passes.
 - c. Keep watching T.V. until the storm passes.
 - d. Go get your paper, markers, and scissors and make something during the storm.
13. **Your family rule is "No friends over when you are in self-care," but you are lonely and bored. What do you do?**
- a. Call your parent and ask, "Please, may I invite friends over?"
 - b. Find something fun to do like a craft or activity.
 - c. Call a friend and talk for about an hour.
 - d. Sneak a friend into the house while your parents are away.
14. **You and your brother break a vase while wrestling in the living room. What do you do?**
- a. Agree not to tell your parents.
 - b. Tell your parents you don't know how it got broken.
 - c. Blame it on your brother.
 - d. Sweep up the glass (careful not to touch broken glass with your hands), and tell your parents the truth when they get home.
15. **Your friends show up at your door ready to build the new clubhouse. They plan to steal wood from the vacant lot across the street. A sign says "No Trespassing." Your parents have told you not to leave the house. What do you do?**
- a. Go with them, but don't steal any wood.
 - b. Sneak away quickly and steal only a couple of pieces of wood.
 - c. Tell your friends you cannot go with them now, but offer to call the owners of the lot to get their permission to have a few pieces of wood.
 - d. Suggest that you go to a construction site that doesn't have a "No Trespassing" sign.
16. **Your parents have decided you are old enough to stay home alone for a half hour after school. You have some fears and worries about being alone. What do you do?**
- a. Stay home alone and say nothing to your parents about your feelings.
 - b. Talk with your parents about your fears and worries.
 - c. Tell your parents you refuse to be alone in the house.
 - d. Go to a friend's house after school and then go home right before your parents return home.

17. **You are home alone after school and hungry. You want a grilled cheese sandwich, but it is against family rules to use the stove when home alone. What do you do?**
- a. Call mom at work and beg her to let you use the stove this one time.
 - b. Decide to use the stove carefully to prepare the grilled cheese sandwich.
 - c. Go next door and ask a neighbor to fix the grilled cheese sandwich.
 - d. Choose another snack food that needs no cooking.
18. **You are looking for a snack in the cupboard and find four foods. You are going to choose the healthiest snack. What do you do?**
- a. Choose pretzels.
 - b. Choose chocolate chip cookies
 - c. Choose potato chips.
 - d. Choose a candy bar.
19. **You and your brother are arguing each day about what you are allowed to do and not do when home alone after school. You can't agree on the rules. What do you do?**
- a. You do what you want to do, and he does what he wants to do.
 - b. Tattle on your brother each day when your parents get home.
 - c. Call your mom at work whenever your brother does something wrong.
 - d. Sit down as a family and agree on family rules that both you and your brother should follow when home alone.
20. **You and your sister stay home alone after school and have noticed that the house is in need of cleaning. What do you do?**
- a. Tell your mom when she gets home that the house is a wreck.
 - b. Tell your dad that he needs to give mom some help cleaning the house.
 - c. Ask your sister to help you with a few extra house chores each day to get the house looking better.
 - d. Forget about the way the house looks and go watch T.V.

Virginia Cooperative Extension programs and employment are open to all, regardless of race, color, religion, sex, age, veteran status, national origin, disability, or political affiliation. An equal opportunity/affirmative action employer. Issued in furtherance of Cooperative Extension work, Virginia Polytechnic Institute and State University, Virginia State University, and the U.S. Department of Agriculture cooperating. C. Clark Jones, Director, Virginia Cooperative Extension, Virginia Tech, Blacksburg; Lorenza W. Lyons, Administrator, 1890 Extension Program, Virginia State, Petersburg.

VT/643/0998/500/990963/350521