Workbook Overview

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FEELINGS ABOUT BEING HOME ALONE

Feelings are important. Talking to a caring adult about how you feel may help you to understand your feelings. You may feel excited or nervous about being home alone. Let’s look at different feeling words and circle the ones you have when you are home alone.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid</td>
</tr>
<tr>
<td>happy</td>
</tr>
<tr>
<td>proud</td>
</tr>
<tr>
<td>angry</td>
</tr>
<tr>
<td>smart</td>
</tr>
</tbody>
</table>

Now write the two words that would describe the way you feel most of the time when you are home alone.

1. ____________________________ 2. ____________________________

Discuss these feeling with your guardian. You might want to ask questions such as: What do I do when I feel worried or lonely? What can I do to keep busy?

Open Response Time

Now let’s write it out. Complete the following opening lines by writing a short paragraph.

1. When I am home alone, I really like

2. When I am home alone, I wish
When Home Alone, I can
When you are home alone, you may feel excited, nervous or upset, lonely or sad and sometimes bored. Circle your favorite idea in each section below.

When I am nervous or upset I could:
- Listen to my favorite music.
- Play a game.
- Read a book.
- Rest or take a nap.
- Exercise like walking or jogging. (Make sure you are permitted to go outside when you are alone.)
- Kick around the soccer ball or shoot some hoops. (Make sure you are permitted to go outside when you are alone.)

When I am lonely or sad, I could:
- Text a friend or family member.
- Ask a friend to come over. (Check first to see if you are allowed to have friends when you are home alone.)
- Play with a pet.
- Play a game with your siblings.
- Read a book and imagine you are in the story.

When I am bored, I could:
- Start a hobby or craft.
- Write a story.
- Make or draw something for someone.
- Work on a school project or homework.
- Do household chores.

Home Alone Brainstorm
What other ideas do you have to pass the time when you are home alone?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
BREAKING IT DOWN

- Keeps us safe and healthy
- Makes life good
- Helps us learn
- Keeps things fair
LESSON 2: CODE OF HONOR: CONDUCT WHEN HOME ALONE

INVESTIGATING THE FACTS

Investigating and getting the facts about staying home alone is very important. Did you ever wonder if your family members stayed home alone when they were your age? Did you wonder what they did?

Put on your investigative hat and interview an adult family member. Get the answers to the following questions. Once you have the answers write your report and share with your friends in your group or class.

1. Here are the interview questions.

2. Did the parent or caregiver ever stay home alone as a young person?

3. At what age did they start staying home alone?

4. What were some of the problems they faced?

5. What were some of the fun things they did?

6. What are some of the fears the parent or caregiver have about kids staying home alone?

7. What are some activities and responsibilities youth undertake while home alone that make the parent or caregiver proud of their resourcefulness?
SECRET MESSAGE

DIRECTIONS: USE THE CODE TO FIND THE MESSAGE

1=A  7=G  13=M  19=S  25=Y
2=B  8=H  14=N  20=T  26=Z
3=C  9=I  15=O  21=U
4=D  10=J  16=P  22=V
5=E  11=K  17=Q  23=W
6=F  12=L  18=R  24=X

The image contains a grid with numbers that correspond to letters using the provided code. The grid is filled with boxes that need to be filled in with letters to reveal the secret message. The directions guide the reader to use the code to find the message by filling in the boxes with the corresponding letters.
WHO’S THE BOSS?

What happens when you find yourself home alone with older or younger siblings or family members? In your home, who is the person in charge? The person in charge or “boss” usually has a lot of responsibility. Discuss the following with your parents or guardians.

In our house, _________________ is in charge of _________________ which means they are responsible for _________________, _________________, _________________, _________________.

When things go wrong what should you do?

_________________________________________________________________________________________

Mission Possible: Charting Our Course

Sometimes you may be the same age or very close to the same age of the siblings or family members in your home. If so, your parent or caregiver may have a rotating schedule for you to follow. A scheduling chart is used to help assign responsibilities or keep track of a rotating schedule where each young person takes a turn at doing a different job. Schedules help families keep track of who is responsible for what job and if the job is getting done. Ask your parent or guardian to help you complete the chart below. Stickers, stamps or checkmarks can be given when jobs are completed.

<table>
<thead>
<tr>
<th>Family Members</th>
<th>Responsible for Which Job</th>
<th>Day(s) of the Week</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Jane</td>
<td>washing dishing</td>
<td>tuesday and thursday every day</td>
<td>:)</td>
</tr>
<tr>
<td></td>
<td>feeding hampster</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


RISE AND SHINE: WHAT TO DO BEFORE SCHOOL

Night Before
Take responsibility for yourself the night before you go to school to make the next morning roll along smoothly. Taking responsibility for yourself indicates to others that you are dependable.

Unscramble the words that give ideas of things you can do the night before a school day to make the morning go more smoothly

1. rrppeea ym lochtes
   ___________     __   ___________     ___________

2. capk ym ckapbcka
   ___________     __   ___________

3. kate a tabh
   ___________     __   ___________

Other: List ____________________________

My Times in the Morning:
To take responsibility for yourself in the morning before school, you need to be aware of your time schedule.
Complete the following:

Wake-up time:________________________________________________________

Who or what wakes me up?________________________________________________________

What time does school start? ________________________________________________________

How I get school: Check How long it takes What time I should leave?

___ Walk

___ Ride my bike

___ Ride the bus
MISSION POSSIBLE: BEFORE SCHOOL ORGANIZATION

Getting Ready and Looking Good in the Morning:

- Brush teeth and floss
- Comb or brush hair
- Wash hands and face
- Close and lock windows and doors
- Take care of pets

- Get any returnable: library books, etc.
- Get lunch money or lunch box
- Pack sports gear, gym clothes, instrument
- Get house key
- Dress for today’s weather

List the morning chores for which you are responsible

____________________________________________________________________________________
____________________________________________________________________________________

Chart out your tasks to get organized in the morning. Use the “Before School Responsibility” list, the “My Times in the Morning” section of Mission Possible: Rise and Shine-What to Do Before School Youth Page and the additional chores listed above to get organized and to school on time.

<table>
<thead>
<tr>
<th>Things to do in the Morning</th>
<th>Time Needed</th>
<th>Clock Time-Begin</th>
<th>Clock Time-Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>example: feed my dog</td>
<td>10 minutes</td>
<td>7:00</td>
<td></td>
</tr>
</tbody>
</table>


MISSION POSSIBLE: AFTER SCHOOL ORGANIZATION

After school you have responsibilities that your guardians may expect you to do before they arrive home. Think about these responsibilities and the rules that your guardians have given you to follow when you are home alone. Circle each activity for which household rules have established.

List the chores for which you are responsible

_________________________________________________________________________  _______________________________________________________________________

_________________________________________________________________________  _______________________________________________________________________

Chart out your tasks to get organized in the morning. Use the “Before School Responsibility” list, the “My Times in the Morning” section of Mission Possible: Rise and Shine-What to Do Before School Youth Page and the additional chores listed above to get organized and to school on time.

<table>
<thead>
<tr>
<th>Things to do After School</th>
<th>Time Needed</th>
<th>Clock Time-Begin</th>
<th>Clock Time-Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>example: feed my dog</td>
<td>10 minutes</td>
<td>7:00</td>
<td></td>
</tr>
</tbody>
</table>
WALKING ALONE SITUATIONS

Directions: Find a solution to the “sticky situations” below.

A. What would you say if a stranger offers to give you a ride home from school?

B. What should you do if your walking buddy is absent from school?

C. What should you do in event of severe weather when walking home from school?

D. What should you do if you think someone is following you?
PLANNING A ROUTE

Directions: Help Suzy Sleuth map the SAFEST route home.
ARRIVING HOME: VISUAL CHECK

Directions: What “Home Alone” dangers do you spy? HINT: There are 4
GOOD RULES TO REMEMBER

Some parents and guardians do not want their youth to answer the door at all when an adult is not around. Ask your parents or guardians what they would like for you to do. If it is okay to answer the door, here are some good rules to remember.

_Directions: As the following statements are read, help fill in the blanks._

1. Make sure the doors are always _______________.

2. Look through the _____________ or peephole to see who is at the door.

3. Don’t give the impression that you are home _______________.

4. Talk ______________ the door to find out who it is and what they want.

5. Do not be fooled by the request to use your rest room or _______________.
   Tell the person it is not possible. If the request is to use your rest room, say that it is not working properly and cannot be used. If the request is for using the phone, direct the individual to a nearby public _______________.

6. Do not let anyone in the house, even if it is _______________, unless you have been told to expect that person.

7. If the person is someone you know or if the person says your parents or guardians asked him or her to stop by,
   _________ your parents or guardians to check. _________ the line with your parent until the person at the door is gone.

8. If someone says they are making a delivery or coming to repair something and you were not expecting anyone, do not let him or her into the house. Tell that person that your parents or guardians or guardians are _______________ and you are not to _______________ them.

9. If you are expecting a delivery or repair person, have him or her slip an _______________ under the door.
   This way you can check the card to see if this person is who they say they are and if they should be allowed into your house. When in doubt, _________.

10. If someone continues knocking and does not go away, call a _______________ or the _______________ for help.

11. Above all, number one: Don’t be _______________ when you do not let people in. Number two: Don’t be _______________ to call someone else to ask for assistance or help.
WHAT IS AN EMERGENCY?

Decide if this is an emergency or not and go stand under the correct sign: Emergency, Needs First Aid, or No Action Needed.

Emergency - A sudden crisis requiring action.

1. You are watching T.V. You smell smoke and see the wastebasket is on fire.

   Emergency       Needs First Aid       No Action Needed

2. You are cutting paper and the scissors cuts your finger. It is bleeding really badly.

   Emergency       Needs First Aid       No Action Needed

3. You open the cabinet above the bathroom sink, a bottle of cough syrup falls out, and the bottle breaks in the sink.

   Emergency       Needs First Aid       No Action Needed

4. When you lift the pan of hot water from the kitchen stove, a little spills on your arm. Now the skin is red and has small blisters and hurts.

   Emergency       Needs First Aid       No Action Needed

5. Your little sister’s favorite doll has just been broken. She feels bad and she is crying a lot.

   Emergency       Needs First Aid       No Action Needed

6. You bump your nose on the open cabinet door. It is bleeding a little.

   Emergency       Needs First Aid       No Action Needed

7. Your younger brother just got hit in the stomach with a football. He is breathing funny, and his face is turning blue.

   Emergency       Needs First Aid       No Action Needed
### EMERGENCY TELEPHONE NUMBERS

Fill in the information and place in a location that can easily be found by your family members in case of an emergency.

<table>
<thead>
<tr>
<th>ADULT 1</th>
<th>ADULT 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Name</td>
<td>Full Name</td>
</tr>
<tr>
<td>Where they work</td>
<td>Where they work</td>
</tr>
<tr>
<td>Work Phone Number</td>
<td>Work Phone Number</td>
</tr>
<tr>
<td>Cell Phone</td>
<td>Cell Phone</td>
</tr>
<tr>
<td>Email</td>
<td>Email</td>
</tr>
</tbody>
</table>

#### NEIGHBORS/RELATIVES

<table>
<thead>
<tr>
<th>Name &amp; Phone Number</th>
<th>Name &amp; Phone Number</th>
</tr>
</thead>
</table>

#### EMERGENCY ASSISTANCE

<table>
<thead>
<tr>
<th>Doctor’s Name &amp; Phone Number</th>
<th>Ambulance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poison Control</td>
<td>Police</td>
</tr>
</tbody>
</table>

### CALLING FOR HELP

In Case of an Emergency, give the following information:

What the Emergency Is: ______________________________________________________

Your Name: ______________________________________________________________

Your Address: _____________________________________________________________

Nearest Cross Streets: ______________________ and ________________________

Parent’s Names: __________________________________________________________

Your Phone Number: ______________________________________________________

Wait for questions or instructions. Stay on the phone until told to hang up.
WHO TO CALL?

Directions: Read each situation. Circle No or Yes and if you choose YES, give the name of the person you should call.

1. You are putting away the dishes. A glass drops and breaks on the floor.
   Is this an emergency?  No   Yes   IF Yes, who do you call?

2. A bad storm starts. Suddenly the lights go out.
   Is this an emergency?  No   Yes   IF Yes, who do you call?

3. Your sister slips and falls down the stairs. She gets knocked out and doesn’t answer when you talk to her.
   Is this an emergency?  No   Yes   IF Yes, who do you call?

4. You go outside to get the cat. The wind blows the door shut. Your key is inside and you are locked out.
   Is this an emergency?  No   Yes   IF Yes, who do you call?

5. You come home after school and see that the front door to your house is open.
   Is this an emergency?  No   Yes   IF Yes, who do you call?

6. The phone rings. When you pick it up someone starts saying bad things to you.
   Is this an emergency?  No   Yes   IF Yes, who do you call?

7. On your way home a teenager follows you to your house. You don’t talk to him but he’s still outside watching the house after you get inside.
   Is this an emergency?  No   Yes   IF Yes, who do you call?

8. A man you don’t know comes to the door and asks to talk to your mother. You tell him your mom is busy. The man says he will call later and leaves.
   Is this an emergency?  No   Yes   IF Yes, who do you call?

9. You are watching TV and smell smoke. You look around the room but don’t see where it is coming from.
   Is this an emergency?  No   Yes   IF Yes, who do you call?

10. You and your little sister start arguing about who gets to watch TV. She gets really mad and keeps trying to change the channel.
    Is this an emergency?  No   Yes   IF Yes, who do you call?
LESSON 7: BEWARE BAD WEATHER

STEPS TO HANDLING BAD WEATHER

In today’s lesson, you learned the steps to take to protect yourself during bad or severe weather using the 4 H’s. Using your HEAD, HEART and HANDS during an emergency might just save your HEALTH. Complete each of the following steps as outlined below under each of the 4 H’s using the code words.

HEAD
1. Go to your _______________. This _______________ could be a _______________ or an interior, _______________ hallway, _______________ or _______________ on the _______________ level possible.

2. Keep a _______________ and your _______________ close by – this kit should contain _______________, _______________, _______________, _______________ and a _______________.

3. _______________ in your safe place until the severe _______________ passes.

HEART

Put your HEART into _______________ by staying _______________ and _______________ all you have learned about _______________ in _______________ weather.

HANDS

Put your HANDS to work _______________ for the storm. Making your _______________ kit ahead of time will save you _______________ during a weather emergency. In bad weather, _______________ can keep you safe and save _______________.

HEALTH

Following the steps above will help to _______________ your HEALTH during severe weather.

CODE WORDS

<table>
<thead>
<tr>
<th>Family Disaster Supply Kit</th>
<th>calm</th>
<th>coping</th>
<th>action</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td>batter powered radio</td>
<td>bad</td>
<td>windowless</td>
<td>stay</td>
<td>basement</td>
</tr>
<tr>
<td>special safe place</td>
<td>flashlight</td>
<td>lives</td>
<td>bathroom</td>
<td>seconds</td>
</tr>
<tr>
<td>first-aid kit</td>
<td>safe place</td>
<td>preparing</td>
<td>lowest</td>
<td>extra batteries</td>
</tr>
<tr>
<td>bad weather map</td>
<td>weather</td>
<td>remembering</td>
<td>closet</td>
<td>lives</td>
</tr>
<tr>
<td>seconds</td>
<td>phone</td>
<td>protect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON 7: BEWARE BAD WEATHER

YOUTH ACTIVITY PAGE

Beware ... be aware of bad weather

1. What is the name of your county? __________________________________________________

2. Find your county on the map and color it red.

3. Weather moves from the west. Circle the arrow pointing west on the compass below:

4. Using the map of Kentucky draw a star on the counties to the west of your county.
List the name of the counties __________________, __________________, ________________.
SAFETY CODE SEARCH: BAD WEATHER

Directions: In case of bad weather, there are several tips to remember. Fill in the blanks to review the bad weather safety code. Use the words from the list to fill in the missing code words. Circle the code words in the word search puzzle.

1. A______________ or severe weather_____________ means the weather is bad. Get your Family____________ Supply Kit containing a____________, battery-powered____________, extra _______________ and a First____________ Kit. If____________ is happening, stay away from ______________ (the sink or bathtub inside the house), and______________ or ______________ objects.
2. Do not talk on the_______________ unless there is an______________.
3. Stay ______________ during a storm.
4. A tornado or severe weather_______________ means you should go_____________ to the “special_______________ place” that your parents or guardians show you for safety during a storm.
5. A special safe place can be the______________, if you have one. If your house has no basement, it can be the______________, ________________, or ________________ in the______________ of the house.

### Safety Code Word Search Puzzle

<table>
<thead>
<tr>
<th>Code Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>aid</td>
</tr>
<tr>
<td>tornado</td>
</tr>
<tr>
<td>inside</td>
</tr>
<tr>
<td>flashlight</td>
</tr>
<tr>
<td>basement</td>
</tr>
<tr>
<td>warning</td>
</tr>
<tr>
<td>bathroom</td>
</tr>
<tr>
<td>phone</td>
</tr>
<tr>
<td>electrical</td>
</tr>
<tr>
<td>metal</td>
</tr>
<tr>
<td>safe</td>
</tr>
<tr>
<td>immediately</td>
</tr>
</tbody>
</table>

Clue: Go up, down, backward, forward, and diagonal
HOME FLOOR PLAN

Directions: Find two escape routes from each room in this house.
YOUTH ACTIVITY PAGE

HOME FIRE SAFETY SECRET MESSAGES

Directions: Unscramble the words to review things to remember in case of a home fire.

1. **SAFT** Get out
2. **SYTO** Do not take time to get your
3. **DHEI** Don’t
4. **MACL** Fires can be scary and confusing, so remain
5. **RALCW** low to avoid heat and smoke.
6. **ELEF** the door before opening. Do not open the door if it feels hot!
7. **LEPAC** Meet outside at your family’s designated meeting
8. **USEOH** Call 911 for help from a neighbor’s, NOT your own!
9. **ATYS** outside and do not go back in the house for any reason.

Work the math problems and use the answers to find the missing letters and discover all of the secret

When you clothes catch on fire, what do you do?

<table>
<thead>
<tr>
<th>8+7</th>
<th>5+5</th>
<th>16-2</th>
<th>12+2</th>
<th>4x2</th>
<th>10÷2</th>
<th>8+7</th>
<th>7+7</th>
<th>20÷3</th>
<th>8+6</th>
<th>6x2</th>
<th>8÷4</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>L</td>
<td>O</td>
<td>S</td>
<td>R</td>
<td>P</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8=D  12=L  14=O  15=S  5=R  6=P  10=T
Directions: Unscramble the words to review things to remember in case of a home fire.

1. **SAFT** Get out  ⬛ ⬛ ⬛ ⬛.
2. **SYTO** Do not take time to get your  ⬛ ⬛ ⬛ ⬛ or other things.
3. **DHEI** Don’t  ⬛ ⬛ ⬛ ⬛ from firemen or adults trying to help get you out.
4. **MACL** Fires can be scary and confusing, so remain  ⬛ ⬛ ⬛ ⬛.
5. **RALCW**  ⬛ ⬛ ⬛ ⬛ low to avoid heat and smoke.
6. **ELEF**  ⬛ ⬛ ⬛ ⬛ the door before opening. Do not open the door if it feels hot!
7. **LEPAC** Meet outside at your family’s designated meeting  ⬛ ⬛ ⬛ ⬛.
8. **USEOH** Call 911 for help from a neighbor’s  ⬛ ⬛ ⬛ ⬛ , NOT your own!
9. **ATYS**  ⬛ ⬛ ⬛ ⬛ outside and do not go back in the house for any reason.

Work the math problems and use the answers to find the missing letters and discover all of the secret

<table>
<thead>
<tr>
<th>8+7</th>
<th>5+5</th>
<th>16-2</th>
<th>12÷2</th>
<th>4×2</th>
<th>10÷2</th>
<th>8+7</th>
<th>7+7</th>
<th>20÷3</th>
<th>8+6</th>
<th>6×2</th>
<th>8÷4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8=D</td>
<td>12=L</td>
<td>14=O</td>
<td>15=S</td>
<td>5=R</td>
<td>6=P</td>
<td>10=T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Home Fire Safety Checklist

### Smoke Alarms and Home Fire Escape

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does a grown-up always stay in the kitchen when food is cooking on the stove?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Are stove tops and counters clean and uncluttered?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Are there pot holders within easy reach of the stove?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Are pot handles turned inward so they can’t be bumped?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Is there a “kid-free” zone of three feet around the stove when grown-ups are cooking?</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Electrical Safety

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are extension cords used safely? Are they not under carpets or across doorways?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Are electrical cords in good condition, without cracks and/or frayed areas?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Are kitchen appliances – such as the coffee-maker, toaster oven and microwave – plugged into separate outlets?</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Smoke Alarms and Home Fire Escape

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are curtains and other things that can burn well away from the stove?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Is there a “kid-free” zone of three feet around the stove when grown-ups are cooking?</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Heating Safety

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are portable space heaters always turned off when adults leave the room or go to sleep?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>If space heaters are used in your home, are they at least 3 feet away from anything else that can burn, including people, furniture and pets?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Does your fireplace have a sturdy screen to catch sparks?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Has your chimney been inspected and cleaned during the past year?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Has your furnace been serviced by a professional in the past year?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Are propane tanks and other fuels stored outside your home?</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Additional Notes

- **Are extension cords used safely?** Are they not under carpets or across doorways?
- **Are electrical cords in good condition, without cracks and/or frayed areas?**
- **Are kitchen appliances – such as the coffee-maker, toaster oven and microwave – plugged into separate outlets?**
- **Does your home have smoke alarms on every level, including the basement and outside each sleeping area?**
- **Are the batteries working in all your smoke alarms?** (This can be tested by an adult pushing the test button).
- **Does your family have a home fire escape plan that includes two exits, usually a door and a window, from each room?**
- **Are all the exits in your home clear of furniture, toys and clutter?**
- **Has your family picked a safe place to meet outside after you exit your home?**
FAMILY INTERVIEW AND NEEDS ASSESSMENT

In an upcoming session of the Code Name: Home Alone lesson, youth will be discussing First Aid and how your family would handle a situation where first aid would be necessary. Help youth complete the following Family Interview and Needs Assessment for them to share in their class/group. It will also help you to decide what first aid information and first aid supplies are the most helpful to your family.

FAMILY INTERVIEW

Think about the last time you got hurt...

1. What were you doing? (Sample answer: riding a bicycle.)

2. Where were you when it happened? (Sample answer: down the street.)

3. What did your injury look like? (Sample answer: scraped up one knee and elbow.)

4. What did you do to treat it? (Sample answer: washed it off and left it.)

5. What did you wish you had with you? (Sample answer: big band-aids.)
FAMILY NEEDS ASSESSMENT

Use the answers to the questions to analyze your family’s injury history and family activities. Check all that apply.

My family’s activities - We spend time:

- Playing sports
- Doing crafts
- Cooking
- In the workshop
- In the yard
- Playing with pets
- Hiking
- On the farm
- Other ________________________________

My family’s injury - We suffer from the following injuries the most:

- Hurts: scrapes, cuts, scratches
- Sprains, Strains, Bruises
- Nosebleeds
- Eye Injuries – mild and/or severe
- Stings: allergic reactions
- Bites: people, dogs, snakes
- Burns
- Choking
- Poisoning
- Other ________________________________

HELP! We need a kit in:

- The kitchen
- The car
- The barn
- The garage
- My pocket
- The bathroom
- Other ________________________________
CAUTION: KITCHEN SAFETY MESSAGES

Cooking is and should be fun! Locate the hidden words of the Special Message in the Hidden Code. The letters on each line in the Hidden Code are the clues to help you locate the words.

Special Message
Accidents in the kitchen can happen when you are:
• In a ___________________.
• Messy and do not_______________ up spills
• Not paying _______________ to what you’re doing
• Using machines you don’t know how to___________
• Working in the kitchen without _________________

Common kitchen accidents are:
• __________
• __________
• __________

Wash hands with s___ __ p and water and clean your fingernails before preparing meals or snacks.

Dry your hands thoroughly to avoid slippery fingers and injuries from ___ l ___ctr ___ c___l sh___ck.

W___ p ___ up sp ___ lls on the floor or countertop immediately.

Do not leave the cabinet doors and drawers ___ p ___ n

When using a knife, cut ___w ___ y from your h___ nd and not t___ w ___ rd it.

Use potholders when handling h___ t p___ ns, b___ wls, and ___ t___ ns ___ ls.

Do not wear l___ s___ s, fl___ ppy cl___ th___ ng when cooking.

Prepare food on a cl___ n c___ tt___ ng b___ rd and not on a counter top.

W___ sh your hands ___ft___ n.

Do not l___ v___ leftover ___ t on the countertop; st___ r___ leftov___ correctly

Use d___ sh ___ s and p___ p___ r products in the microwave that are labeled as microwave s___ f___ .
Every family has different rules for preparing food and using appliances. What are your family’s rules? With your guardians help, highlight the appliances and utensils that you are permitted to use independently, the snacks that you are able to make, and the chores you can do to help at dinner time. Add any additional items to the lists as needed.

I am allowed to use the following appliances and utensils:

- oven
- toaster
- knife
- crock
- blender
- hand-held mixer
- pot food processor
- microwave
- can opener
- stove top
- electric fry pan
- griddle or pancake make

I am allowed to use the following appliances and utensils:

- sandwich
- toast
- microwave dinners
- macaroni and cheese
- popcorn
- hot dogs
- pizza or pizza rolls
- milk shakes
- soup

My chores to get ready for dinner are:

- clearing off the table
- setting the table
- preparing drinks (ice and pour drink)
SNACK IDEAS

Try to choose low-fat, low-calorie snacks so you don’t fill up before dinner. Talk to your parents or guardians about what and how much to eat.

<table>
<thead>
<tr>
<th>Fruits &amp; Vegetables</th>
<th>Grains</th>
<th>Dairy</th>
<th>Proteins</th>
<th>Miscellaneous (eat sparingly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Sauce</td>
<td>Bagels</td>
<td>Cheese</td>
<td>Eggs</td>
<td>Cookies</td>
</tr>
<tr>
<td>Apples</td>
<td>Bread sticks</td>
<td>Cottage cheese</td>
<td>Jerky</td>
<td>Pudding cups</td>
</tr>
<tr>
<td>Apricots</td>
<td>Cereal bars</td>
<td>Frozen yogurt</td>
<td>Luncheon meat</td>
<td>Soda pop</td>
</tr>
<tr>
<td>Bananas</td>
<td>Cereals (low sugar)</td>
<td>Hot cocoa</td>
<td>Nuts</td>
<td></td>
</tr>
<tr>
<td>Broccoli</td>
<td>English muffin</td>
<td>Ice cream</td>
<td>Peanut butter</td>
<td></td>
</tr>
<tr>
<td>Cauliflower</td>
<td>Graham crackers</td>
<td>Milk Pudding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canned fruit</td>
<td>Popcorn</td>
<td>Yogurt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrot sticks</td>
<td>Pretzels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celery</td>
<td>Rice/popcorn cakes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit juice</td>
<td>Snack crackers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grapes</td>
<td>Soda crackers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oranges</td>
<td>Whole wheat bread</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peaches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pears</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plums</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raisins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To plan nutritious snacks for after school, use the chart below and prepare a weekly snack calendar with your parents or guardians, and then post it on the refrigerator.

<table>
<thead>
<tr>
<th>SNACKS THAT COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
<tr>
<td>Friday</td>
</tr>
<tr>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
</tbody>
</table>
Lesson 10: Kitchen Safety and Snack Attack

Myplate Guide to School Lunch for Families

- **Grains**: Whole grains give kids B vitamins, minerals, and fiber to help them feel fuller longer so they stay alert to concentrate at school.

- **Vegetables**: A variety of vegetables helps kids get the nutrients and fiber they need for good health.

- **Milk**: Low-fat (1%) or Fat-free milk. Children and teens need the calcium, protein, and vitamin D found in milk for strong bones, teeth, and muscles.

- **Protein Foods**: Meat, poultry, fish, dry beans, peas, eggs, nuts, and seeds provide many nutrients including protein and iron. Portion sizes are based upon the nutrition needs of children in various grade groups. School meals also allow cheese, tofu, and yogurt to count as the meat/meat alternate in the school lunch.

- **Fruits**: Every school lunch includes fruits as well as vegetables. Only ½ of the fruits offered may be 100% juice, since whole and cut-up fruits have more fiber.

Visit teamnutrition.usda.gov for additional tips and activities.
SNACKS: NUTRITION INTUITION

1. Most young people are __________ when they arrive home from school.

2. I need __________ hours between eating a snack and mealtime.

3. Choose healthy snacks from My __________.

4. When choosing a snack, I need to choose from the __________ Food Groups.

5. I should avoid eating empty __________ snacks.

6. I need to eat a __________ snack after school.

7. When preparing a snack, I need to follow the kitchen __________.

8. An apple is a good snack choice from the __________ Food Group.

9. String cheese would be a good snack choice from the __________ Food Group.

10. A graham cracker is a healthy snack from the __________ Food Group.

11. One part of the Food Guide Pyramid stresses __________.
## SNACK ATTACK

Many times you find that you are hungry for something to eat but can't quite pinpoint what your stomach is growling for. Here are some flavorful snack recipes that are healthy, quick and easy to prepare, and will leave...

<table>
<thead>
<tr>
<th>Apple Smiles</th>
<th>Cereal Mix-Up</th>
<th>Banana-Cracker Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Apple</td>
<td>- Any flavor of yogurt</td>
<td>- 2 graham crackers</td>
</tr>
<tr>
<td>- Peanut Butter</td>
<td>- 2 or 3 types of cereal</td>
<td>- Peanut butter</td>
</tr>
<tr>
<td>- Raisins</td>
<td>- Fruit such as peaches, bananas or strawberries</td>
<td>- Banana</td>
</tr>
<tr>
<td>- Milk</td>
<td></td>
<td>- Milk</td>
</tr>
</tbody>
</table>

Cut the apple into 8 slices. Remove the core. Spread one side of each slice of apple with peanut butter. Sprinkle with raisins. Pour a glass of milk to drink along with this snack.

Spoon the yogurt in a bowl. Add about 1/4 cup of each cereal to yogurt. Mix together. Cut fruit into bite-sized pieces and put on top of yogurt mixture. Enjoy!

Spread peanut butter on a graham cracker. Put banana slices on top. Add the other cracker. Pour a glass of milk to enjoy with the snack.

<table>
<thead>
<tr>
<th>Shaker Pudding</th>
<th>Bugs on a Log (choose a “log”)</th>
<th>Fruit Kabobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Instant pudding mix (any flavor)</td>
<td>- 3” celery sticks</td>
<td>- Skewers</td>
</tr>
<tr>
<td>- 2 cups cold milk</td>
<td>- apple slices</td>
<td>- Banana</td>
</tr>
<tr>
<td>- Chopped nuts</td>
<td>- 3” carrot sticks</td>
<td>- Strawberries</td>
</tr>
<tr>
<td></td>
<td>(choose a spread)</td>
<td>- Seedless grapes</td>
</tr>
<tr>
<td></td>
<td>- cream cheese and pineapple</td>
<td>- Kiwi</td>
</tr>
<tr>
<td></td>
<td>- cheese and pimento</td>
<td>- Marshmallows</td>
</tr>
<tr>
<td></td>
<td>- peanut butter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(sprinkle with “bugs”)</td>
<td>On a skewer thread a grape, strawberry, marshmallow, kiwi, strawberry, and banana. Eat immediately.</td>
</tr>
<tr>
<td></td>
<td>- raisins</td>
<td>*adults should have fruit (except banana) cleaned, peeled, and cut in cubed pieces ready for kids to use.</td>
</tr>
<tr>
<td></td>
<td>- sunflower seeds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- chopped nuts</td>
<td></td>
</tr>
</tbody>
</table>

Pour milk and pudding mix into a container, and cover with a lid. Make sure the lid is tight. Shake for about 2 minutes. Pour pudding into bowls and put in refrigerator. In 5 minutes it should be ready to eat. Sprinkle with nuts before eating.

(choose a spread)
- cream cheese and pineapple
- cheese and pimento
- peanut butter

On a skewer thread a grape, strawberry, marshmallow, kiwi, strawberry, and banana. Eat immediately.

*adults should have fruit (except banana) cleaned, peeled, and cut in cubed pieces ready for kids to use.

<table>
<thead>
<tr>
<th>Fruit Kabobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Skewers</td>
</tr>
<tr>
<td>- Banana</td>
</tr>
<tr>
<td>- Strawberries</td>
</tr>
<tr>
<td>- Seedless grapes</td>
</tr>
<tr>
<td>- Kiwi</td>
</tr>
<tr>
<td>- Marshmallows</td>
</tr>
</tbody>
</table>

On a skewer thread a grape, strawberry, marshmallow, kiwi, strawberry, and banana. Eat immediately.

*adults should have fruit (except banana) cleaned, peeled, and cut in cubed pieces ready for kids to use.

Tip: Kids are more likely to choose healthy fruit and vegetable snacks when they are cleaned, peeled, and cut ready to eat, especially if they are the kids’ favorites. Always have bags of fruit and vegetables ready in the
LESSON 11: DEBRIEFING CODE NAME: HOME ALONE SAFETY

FINGERPRINT SOLUTION QUESTION LIST

Read the following statements aloud and allow each young person or team time to figure out the answer and spell it out using their ABC Cards. The correct word is listed inside the parenthesis.

1. _______________________ (feelings) are important! Talking to a caring adult about how you feel may help you to understand these better.

2. I am ready to stay home alone because I can:
   • say my address and _____________________ (directions) to my home from memory.
   • say my (phone number) _____________________ including the area code.
   • explain how to handle an _____________________ (emergency) such as cuts & scrapes.
   • show how to handle a _____________________ (stranger) at the door.
   • show how to safely use the computer and the _____________________ (Internet).
   • identify a ________________________________ (safe place) to be during a storm.

3. One of my after school responsibilities is _________________________ (answers will vary)

4. When walking home from school, it is important to travel on a ____________________ (safe) route.

5. You should never give out ___________________ (personal) information over the phone or over the Internet.

6. When answering the phone, you should never announce that your guardian is not home. It is always best to say, “May I take a____________________________ (message)’’

7. True or False (False) If someone sends you their picture online it is okay to meet them in person because you know what they look like.

8. Your ___________________________ (emergency) phone list should be kept near every phone in your home.

9. In the event of a fire in your home:
   • Don’t ___________________ (hide) from firemen or adults trying to help get you out.
   • ___________________ (Crawl) low to the ground to avoid heat and smoke.
   • Call 911 for help from a neighbor’s ___________________ (house), not your own!

10. A safe place to be in your house during bad weather could be______________________ (answers will vary).

11. Take time to put together a family bad weather _______________________ (kit). Be sure to include a flashlight with working batteries.

12. When thinking about first aid, an____________________ (emergency) is when someone needs immediate
RIDDLE REVEAL

Directions: Decode the riddle and find the matching vocabulary word

1. Everyone has them, no one wants them; but they have to be done. What are they?
____________________________________________________________________________

2. They are stored inside, but sometimes come out. Be sure to not keep them bottled up. What are they?
____________________________________________________________________________

3. Tick, Tock. It can be flexible or as solid as stone. What is it?
____________________________________________________________________________

4. Some are written, some unspoken. All have consequences if broken. What are they?
____________________________________________________________________________

5. Happy, glad, sad or mad. Yours may be similar to your mom’s or dad’s. What is it?
____________________________________________________________________________

6. Everything is fine until this happens. Just stay CALM, THINK and then take ACTION! What is it?
____________________________________________________________________________

7. Halt! Fall! Spin! Use this technique outdoors or in. What is it?
____________________________________________________________________________

8. If you stay safe, this won’t happen. But if it does, there will be no time for napping. What is it?
____________________________________________________________________________

9. Working on a team is always fun, but sometimes this is how things must be done. What is it?
____________________________________________________________________________

10. Light or dark. Up there or down here. It is always around, always near. What is it?
____________________________________________________________________________

WORD BANK

<table>
<thead>
<tr>
<th>emergency</th>
<th>Personality</th>
<th>chores</th>
<th>schedule</th>
<th>stop, drop, and roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>injury</td>
<td>feelings</td>
<td>weather</td>
<td>independently</td>
<td>rules</td>
</tr>
</tbody>
</table>
MISSION COMPLETED!

Please answer the following questions about your Code Name: Home Alone experiences.

Your Age:_________________________________   Your Grade:________________________________

1. Have you ever been allowed to stay home alone? Yes___  No___
   a. If yes, do you feel more confident in your ability to stay home alone now after participating in the Code Name: Home Alone program? Yes___  No___
   b. If no, do you feel that you have the ability to stay home alone since participating in the Code Name: Home Alone program? Yes___  No___

2. Did your family establish home alone house rules? Yes___  No___

3. Did you and your guardian discuss what chores are to be done before or after school when you are home alone? Yes  No

4. Did you and your guardian discuss how to handle your set of house keys? Yes___  No___

5. Did you and your guardian practice what you should say when answering the phone when home alone? Yes ___ No___

6. Did you and your guardian create an emergency telephone number list to keep by the phones in your home? Yes___  No___

7. Did your guardian create a home fire safety plan? Yes___  No___

8. Did you practice the escape plan in case of a fire? Yes___  No___

9. Did your family put together a family disaster supply kit? Yes___  No___

10. Did your family make a family first-aid kit? Yes___  No___

11. Did your family discuss internet safety? Yes___  No___

12. Did you and your guardian practice preparing 1-3 healthy after school snacks? Yes___  No___

13. What was your most favorite Code Name: Home Alone activity? Why?

15. What is the MOST IMPORTANT thing you learned from participating in the Code Name: Home Alone program?