



CODE NAME HOME ALONE



University of Kentucky
College of Agriculture,
Food and Environment
Cooperative Extension Service



4-H Youth Development

Cooperative Extension Service
Agriculture and Natural Resources
Family and Consumer Sciences
4-H Youth Development
Community and Economic Development

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Curriculum Overview

The Code Name: Home Alone Curriculum was developed by the University of Kentucky Cooperative Extension Service to address the issue of youth being alone without an adult present. The curriculum focuses on youth and guardians learning about issues related to youth self-care, safety and overall well-being when they are home alone and/ or with siblings without adult supervision.

It stresses family communication through individual, group/classroom, adult and youth activities, and Family Newsletters. It is designed to be used in the classroom, and in 4-H groups, youth groups, family groups, and as self-passed lessons with a video guide.

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Curriculum Overview

Lesson Guide Layout

Contents

Lesson 1: Are you Ready? Finding the Clues

Are you Ready? Finding the Clues *Lesson Guide*

Feelings about Being Home Alone *Youth Page*

Family Fingerprints Are You Ready? Finding the Clues *Family Newsletter*

Lesson 2: Code of Honor-Conduct When Home Alone

Code of Honor-Conduct When Home Alone *Lesson Guide*

Message and Code *Youth Page*

Investigating the Facts *Adult/Youth Activity Page*

Who's the Boss *Adult/Youth Activity Page*

Family Fingerprints Code of Honor Conduct When Home Alone *Family Newsletter*

Lesson 3: Mission Possible-Before and After School

Mission Possible-Before and After School *Lesson Guide*

Rise and Shine: What to Do Before School *Youth Page*

Mission: After School Organization *Youth Page*

Family Fingerprints Mission Possible Before and After School *Family Newsletter*

Lesson 4: I Spy Neighborhood and Community Safety

I Spy Neighborhood and Community Safety *Lesson Guide*

Planning a Route *Youth Page*

Walking Alone Situations *Youth Page*

Walking Alone Situations *Teacher/Volunteer Key*

Arriving Home Visual Check *Youth Page*

House Keys and Locking Doors *Adult/Youth Activity Page*

Family Fingerprints Neighborhood and Community Safety *Family Newsletter*

Lesson 5: A Secret Agent's Guide to Personal Safety

A Secret Agent's Guide to Personal Safety *Lesson Guide*

Good Rules to Remember *Youth Page*

Good Rules to Remember *Teacher/Volunteer KEY*

Visitor at the Door: Sample Dialogue *Group/Classroom Activity*

Answering the Phone: Situations *Group/Classroom Activity*

Answering the Phone: Do's and Don'ts *Adult/Youth Activity Page*

Family Fingerprints A Secret Agent's Guide to Personal Safety *Family Newsletter*



Curriculum Overview

Lesson 6: Operation EWHA-Emergencies When Home Alone Operation

EWHA-Emergencies When Home Alone *Lesson Guide*

What Is an Emergency? *Youth Page*

What Is an Emergency? KEY *Teacher/Volunteer Page*

Emergency Telephone Numbers *Adult/Youth Activity Page*

9-1-1 Calling Cards Classroom Activity

Who To Call *Youth Page*

Who To Call KEY *Teacher/Volunteer Page*

Family Fingerprints Operation EWHA Emergencies When Home Alone *Family Newsletter*

Lesson 7: Beware Bad Weather

Beware Bad Weather *Lesson Guide*

Steps to Handling Bad Weather *Youth Page*

Steps to Handling Bad Weather *Teacher/Volunteer Key*

Beware ... Be Aware *Youth Page*

Safety Code Search: Bad Weather *Key Teacher/Volunteer Page*

Family Fingerprints Beware: Bad Weather *Family Newsletter*

Lesson 8: Home Fire Safety

Home Fire Safety *Lesson Guide*

Home Floor Plan *Youth Page*

Home Fire Safety Secret Messages *Youth Page*

Home Fire Safety Checklist *Adult/Youth Activity Page*

Family Fingerprints Home Fire Safety *Family Newsletter*

Lesson 9: First Aid

First Aid *Lesson Guide*

Family Interview and Needs Assessment *Adult/Youth Activity Page*

Family Fingerprints First-Aid *Family Newsletter*

Lesson 10: Kitchen Safety and Snack Attack

Kitchen Safety and Snack Attack *Lesson Guide*

Caution: Kitchen Safety Messages *Youth Page*

Caution: Kitchen Safety Messages *Teacher/Volunteer KEY*

Kitchen Rules for Me *Adult/Youth Activity Page*

Snack Ideas *Adult/Youth Activity Page*

Snacks: Nutrition Intuition *Youth Page*

Snack Attack Parent/Youth Page

Family Fingerprints Kitchen Safety and Snack Attack *Family Newsletter*

Lesson 11: Debriefing Code Name: Home Alone

Debriefing Code Name: Home Alone *Lesson Guide*

Fingerprint Solution Question List *Classroom Activity Page*

ABC Cards *Classroom Activity Page*

Riddle Reveal *Youth Page*

Eye Spy Cards *Youth Page*

Code Name: Home Alone Wanted Posters *Youth Page*

Mission Completed *Youth Page*

Family Fingerprints Debriefing Code Name: Home Alone *Family Newsletter*



Curriculum Overview

Lesson Guide Layout

Each lesson guide in Code Name: Home Alone is designed to provide information on how to teach the lesson to youth and to accomplish the objectives of the lesson. Each lesson also has a virtual companion that can guide youth through it.

Each lesson guide contains the following elements:

1. Lesson Title – The title of the lesson. All lesson materials will have this lesson title in the footer of each page.
2. Link to Online Companion – A link to the online companion video used to guide youth through the program independently.
3. Materials Needed – The list of materials (supplies, work pages and resource pages) needed to conduct the lesson.
4. Key Vocabulary – The list of words discussed during the lesson that the young people may/may not have heard or know the meaning of prior to the lesson.
5. Life Skills – Abilities individuals can learn that will help them to be successful in living a productive and satisfying life. The goal of youth programming is to provide developmentally appropriate opportunities for young people to experience life skills, to practice them until they are learned and to be able to use them as necessary throughout a lifetime.
6. Objections - The goals or purpose of the lesson; what the family or youth will do as a result of participating in the lesson.
7. Background Information – The reasons why this topic is of importance in this curriculum; the reason for the lesson.
8. Warm-up Activity – An activity to introduce young people to the concepts of the upcoming lesson.
9. Activity I, II, III, etc. – These are the activities that will teach the main concepts of the lesson.
10. Activity Side Notes – These are located on the left side of the lesson guide. Information contained here gives a “heads up” to leaders on items that should be completed prior to the lesson or the “key” to a specific activity.
11. Talking It Over – Using the National 4-H Experiential Learning Model, where youth first experience then reflect on the new knowledge and finally apply knowledge and skills learned to other life situations is the basis for the questions in this section.
12. Riddle of the Day – A fun tool to see if young people can think through the riddle to figure out one of the main concepts of the lesson.
13. Family Connections – Information such as a newsletter and/or an activity page to be sent home at the completion of the lesson to engage adults in the program and to encourage communications between the youth and the guardian.



Curriculum Overview

Lesson Guide Layout

14. Independent Activity - An activity that engages textile learning for youth through hands on methods.
15. Healthy Snack – A healthy snack youth can make independently with easy to access foods that require low kitchen skill levels.
16. Time Management Tool – Tools and strategies youth can use to organize and manage their time during the school day or afternoons to learn and play independently.
17. Sources – The list of outside resources used to create the lesson.
18. Author(s) – The members of the Kentucky Cooperative Extension Service State Latch Key Quick Response Team that authored the lesson and supplementary materials for the lesson.
19. Youth Pages – These pages are what the youth will be completing during their lesson time. The leader may ask youth to share these at home.
20. Adult/Youth Activity Page – These pages are for youth and their guardians to complete together.
21. Family Newsletter – This newsletter contains general information of the lesson and additional information (i.e. resources, websites, recipes, etc.) that would be helpful to guardians and youth.



LESSON 1

ARE YOU READY? FINDING THE CLUES

CODE NAME
HOME ALONE

MATERIALS NEEDED

- white board and appropriate writing utensil
- Large newsprint/paper and markers
- Glue sticks
- Youth project book
- Feelings about Being Home Alone Youth Page
- Family Fingerprints Are You Ready? Finding the Clues Family Newsletter

LIFE SKILLS

- Communication
- Critical thinking
- Decision making
- Self-discipline
- Self-responsibility

KEY VOCABULARY

- responsibility
- home alone
- house rules
- open response
- discipline
- feelings
- chores

PROCEDURE

OBJECTIVES

1. Families will determine if their young person is ready for self-care.
2. Families will discuss feelings with the young person about being home alone.
3. The young person and guardian will determine constructive ways for the young person to spend their time when left alone for short periods of time.
4. The young person will feel confident they have the skills needed to manage their time when home alone.

BACKGROUND INFORMATION

In years past, more adults were able to stay at home with youth. In today's society of two income families, youth are faced with being home alone before and after school. This lesson will help adults, educators and youth determine if and when the young person is ready to stay home alone for short periods of time and will guide the young person and parents or guardians in determining constructive ways for them to spend their time.

DURING THE LESSON

WARM UP: INTRODUCTION TO HOME ALONE ADVENTURE

Ask the youth to think about the different situations in which they are left alone for short periods of time. Use the following questions as a guide. As the group discusses the following questions, list the key points on the white board.

1. What reasons do guardians leave youth home alone? *Possible answers may include: work, run errands, chores, and emergencies.*
2. If the youth were at home alone, what would be important things to know?
Possible answers may include: emergency telephone numbers, first aid, what to do when it storms, what to do if a stranger comes to the door, what to say when answering the telephone.
3. What are some of the feelings the youth have if they stay home alone?
Possible answers may include: proud to help the family, scared of noises, bored, lonely or worried.



LESSON 1

ARE YOU READY? FINDING THE CLUES

ACTIVITY 1: PREPARATION

- Project book blank page
- Markers

ACTIVITY 1: CREATIVE CONNECTION- DRAWING YOUTH HOME ALONE

Using the project book blank page for Lesson 1 ask young people to draw a young person who can stay home alone and depict the qualities of that young person and some items needed by the young person who is alone. For example the young person can be portrayed as a young person with a huge brain, a young person who has eyes in the back of his/her head to watch a younger sibling. Items may include a telephone nearby, smoke detector, emergency telephone numbers. Allow 10 to 15 minutes, and then bring everyone back together. This can be done as individuals or groups. If you are doing this as individuals ask young people to volunteer to share, if doing in groups have each group share. If there is space available, hang pictures in the classroom or in the hallway to show everyone what your group is learning.

ACTIVITY 2: PREPARATION

Brown paper bag

Old magazines

Scissors

Glue

ACTIVITY 2: THE FEELING BAG (NOT IN VIRTUAL PROGRAM)

Give each young person a brown paper lunch bag and several old magazines. Ask them to cut out pictures of things they like to do – especially while home alone. Also ask them to cut pictures of people portraying how they feel when they stay home alone (happy, sad, angry and afraid). Have the youth glue the pictures to the bag. Pictures of things they like to do and their feelings they want to share may be pasted on the outside of the bags. Things they don't wish to share with the group may be put on the inside of the bag. Have the youth take turns describing to the group what they taped on the outside of their bag. Next discuss why people don't like to share all of their feelings. Examples from the youth might include: I don't want to worry my parents, people will think I am childish, the others would laugh. Tell the youth that everyone has feelings and it is important to share them with family and friends when things or situations are bothering them.

ACTIVITY 3: PREPARATION

Copy Feelings About Being Home Alone youth Page.

ACTIVITY 3: FEELINGS ABOUT BEING HOME ALONE YOUTH PAGE

Ask the youth to complete the Feelings About Being Home Alone Youth Page. Talk about feelings from the list on the sheet. Using the Open Response Time section of the Youth Page, allow the youth to share their response. Using the When I am feeling nervous or upset, lonely or sad and sometimes bored, I can section, discuss some of the things the youth can do when home alone to avoid feeling alone.

AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON ON THE VIRTUAL FORMAT)



LESSON 1

ARE YOU READY? FINDING THE CLUES

AFTER THE LESSON

Talking It Over:

It is important for the youth to have a chance to discuss and reflect on what they have learned in this lesson. Ask the following questions:

Think About It:

1. Which activity did you like the best? Why?
2. What is one thing you learned from today's lesson that will help you to feel more confident about staying home alone?

Apply It:

What will you remember the most from today's lesson?

What changes do you plan to make when it comes to sharing your feelings with your family?

Riddle of the Day:

Everyone has them, no one wants them, but they have to be done. What are they? Answer: chores

Adult/Youth Connections:

Distribute Family Fingerprint Are you Ready? Finding the Clues Family Newsletter.



LESSON 1: Are You Ready? Finding the Clues

YOUTH ACTIVITY PAGE

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.

Word Bank

afraid	red	lonely
happy	sad	relaxed
proud	upset	interested
angry	busy	useful
smart	in-charge	safe
worried	mad	

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 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



CODE NAME
HOME ALONE

LESSON 1: Are You Ready? Finding the Clues

YOUTH ACTIVITY PAGE

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.

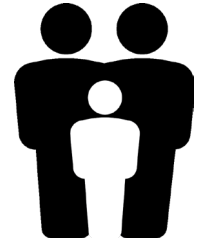
Make or draw something for someone.

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?



LESSON 1

Are You Ready? Finding the Clues

Is My Child Ready?

Special points of interest

- Explore other interests with youth to keep them from getting bored when home alone.
- Because in the U.S. today there are millions of latchkey youth, adults who care are the key to ensuring their safety and well being
- The term “latchkey youth” was coined in the early 19th century to describe youth who wore house keys on strings around their necks.

Is your child ready to take care of themselves while home alone? At some point in their life, youth will need to be home alone and may even be in charge of younger siblings. Their success will depend greatly on two things: how well you have prepared them for being alone and how confident they feel in handling “home alone” situations.

The first questions to HOW DO YOU KNOW if youth are ready to be home alone and ARE YOU READY for them to be home alone? There is no magic number that guarantees that youth is old enough to stay home alone; however, there are skills that youth will need before you determine if they are ready for the Code Name: Home Alone Adventure.

Today in youth’s Code Name: Home Alone lesson, youth learned about why youth may be left home alone, how to deal with the feelings of being left home alone and

the importance of sharing these feelings with family members.

The responsibility of staying home alone is a BIG one and should be taken seriously by both you and youth. Situations occur and emergencies happen, so being prepared is VITAL to youth’s home along success and safety and well-being.

As a parent or guardian, it is YOUR responsibility to make sure that youth is prepared to stay alone and that they know that you believe in their abilities to handle situations that could occur while they are alone. It is important to create an environment that allows youth to openly share feelings without fear of embarrassment or shame.

Dealing with Loneliness and Boredom

Out-of-school time represents a valuable commodity for youth. During the school year, youth develop many of the interests and abilities they will have as adults.

Through interacting with other youth, they also gain the social skills needed for establishing successful and meaningful relationships with others during later life.

Youth who are home alone often have difficulty structuring their time alone. As a result, they may watch too much television, overeat, fight with siblings and experience fear or loneliness.

You can help youth avoid loneliness and boredom when alone by:

- Helping youth develop new interests and abilities.
- Helping youth structure time alone.
- Arranging time for youth to be with others.

Cracking the Communication Code:

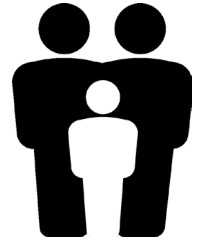
Good communication promotes feelings of security



FAMILY FINGERPRINTS

LESSON 1

Are You Ready? Finding the Clues



Self-Care Checklist

Take time to talk with youth about staying home alone. With youth, use the following check list to determine the self-care skills they already have and what skills you need to work on as a family.

Remember, this is a guide only; there may be other skills that YOU feel they need to have before being left home alone

Can youth...

- From memory, say their address and directions to your home without help?
- State their phone number and your phone number?
- Explain how to handle an emergency such as cuts and scrapes, choking and poisoning?
- Find the first aid supplies?
- Identify two escape routes from your home in the event of a fire?
- Show how to handle strangers at the door?
- Name five household rules?
- Give an example of how to handle a conflict with siblings?
- Show how to correctly handle a phone call?
- Demonstrate how to safely use the electronic devices?
- Identify a safe place to be during a storm?

Establish a Trial Period

After you have helped youth acquire the skills and knowledge needed to stay alone, set up a trial period such as two weeks, to determine how they adjust to being home alone. Initially presenting it as a temporary arrangement lets youth know they can choose not to continue if they are uncomfortable staying alone. This trial period also allows guardians to more easily end the arrangement if they feel the young person is unable to handle the situation.

Throughout the trial period, and afterwards if you continue the arrangement, talk frequently with youth about their feelings. This allows you to deal with problems quickly and helps you remain close with youth.

Periodically review house rules and safety information with youth.

Youth forget easily especially if the information is seldom used. However, this infrequently used knowledge such as what to do in case of a fire or other emergency, may one day be crucial to youth's safety.

Youth who are mentally and emotionally ready to stay alone, who have been taught the skills and knowledge needed to deal with this new responsibility, and who are able to talk easily with their guardians about fears or concerns that may arise, can gain much from the opportunity to care for themselves.



EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

RECIPE NAME

Loaded Apple Rings

CURRICULUM TOPIC

Fruit/Veggies; Dairy

SETTING REQUIREMENTS

Indoor or Outdoor

ESTIMATED TIME

Less than 30 Minutes

AGE

Children and Youth

INGREDIENTS

- 1 large apple
- 1/3 cup vanilla yogurt
- 1 cup topping (shredded coconut, chopped nuts, mini chocolate chips, raisins, chopped fruit, granola)

DIRECTIONS

1. Slice apple into six 1/4-inch thick rings. Remove core.
2. Spread each apple ring with a layer of yogurt.
3. Sprinkle with a variety of toppings. Eat immediately.



Nutrition Facts

3 servings per container	
Serving size	2 rings (140g)
Amount per serving	
Calories	170
% Daily Value*	
Total Fat 4g	5%
Saturated Fat 3g	15%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 40mg	2%
Total Carbohydrate 33g	12%
Dietary Fiber 3g	11%
Total Sugars 20g	
Includes 0g Added Sugars	0%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 47mg	4%
Iron 1mg	6%
Potassium 247mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Heather Shaw, Metcalfe County Nutrition Education Senior Program Assistant, University of Kentucky Cooperative Extension Service

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LESSON 2

CODE OF HONOR: CONDUCT WHEN HOME ALONE

MATERIALS NEEDED

- Paper and makers for signs
- Scissors
- Investigating the Facts Activity Page
- Secret Message and Code Youth Page
- Who's the Boss Parent/Youth Activity Page
- Family Fingerprints Code of Home Conduct When Home Alone Family Newsletter

LIFE SKILLS

- Nurturing relationships
- Concern for others
- Communication
- Critical Thinking
- Problem Solving
- Character
- Teamwork
- Leadership

KEY VOCABULARY

- responsibility
- home alone
- feelings
- house rules
- open response
- conflict
- discipline
- sibling
- chores
- schedule
- behavior

PROCEDURE

OBJECTIVES

1. Families will establish family house rules and guidelines for self-care.
2. The young person will recognize the importance of following house rules.
3. Families will determine who is in charge and responsibilities of each sibling by determining rules to follow by youth left home with or without a family member.
4. Families will discuss sibling or family member care and behavior information.
5. The young person will use responsible behavior in caring for a sibling.

BACKGROUND INFORMATION

While the majority of youth spend some portion of the hours afterschool in the care of a parent or guardian, more than 14 million K-12 youth (25 percent) in the United States are responsible for taking care of themselves. In contrast, only 6.5 million (11 percent of) K-12 youth participate in afterschool programs. Of the youth reported to be in self-care, 11 percent are in grades 1-5. In Kentucky, More than a quarter of Kentucky youth of working families are unsupervised in the afternoons. 26 percent of youth in Kentucky working families are "latchkey youth" with no adult supervision in the afternoon. This lesson will teach youth the importance of having and following rules when left home alone or with a sibling. This lesson will provide ideas for families to use to reduce conflict in the home when more than one sibling is present.

DURING THE LESSON

WARM UP: IMPORTANCE OF HAVING RULES IN ALL SITUATIONS

Help the youth to understand the importance of having rules in all situations focusing on the importance of making rules fair and creating a healthy and safe environment when home alone. Begin by asking what are rules? Possible answers might include: actions and consequences, classroom rewards and punishments, and checks and balances. Ask why do we have rules? Possible answers might include: to be safe, to be fair, to know what can and can't be done. Ask what happens when someone doesn't follow the rules in your home, in your school, in your town? Answers can vary.

ACTIVITY 1 PREPARATION

Prepare four signs with the following statements and place each sign on four different walls in the classroom.

- Keeps us safe and healthy
- Helps us learn
- Makes life good
- Keeps things fair



LESSON 2

CODE OF HONOR: CONDUCT WHEN HOME ALONE

ACTIVITY 1 : RULES - BREAKING IT DOWN

Have the youth stand by their seat. On four different walls place the individual signs (or virtual variation: youth point to words on activity sheet when situations are red)

- Keeps us safe and healthy
- Helps us learn
- Makes life good
- Keeps things fair

Read the following situations that require a rule when youth are left home alone. Ask the youth to face the sign that indicates why the situation requires a rule. After each situation, ask volunteers to give a rule related to the situation and being home alone.

1. Cooking
2. What or when to eat
3. Leaving the house
4. Having friends in the house
5. Using a cellphone
6. Using a computer or tablet
7. Watching television or Netflix
8. Playing video games
9. Doing homework
10. Doing chores
11. Answering the door
12. Answering the phone
13. Getting along with brother and/or sisters

ACTIVITY 2: PREPARATION

Prepare slips of paper with the scenarios for the role playing activity. Role play scenarios:

You are in charge and...

Your little sister won't stop playing video games.

You are sent an inappropriate or mean message on Snapchat.

Your younger cousin forgets his key.

Your sister spills her milk on the carpet.

While watching TV you notice a weather warning on the screen.

Your dad is supposed to be home at 4:30 pm and it is now 5:00 pm.

Your older sibling is in charge and...

They are watching a scary TV show.

They have a friend over that teases you or pushes you around.

They sit around, talking on the cell phone and makes you do chores which are his or her responsibility.

ACTIVITY 2 : WHO'S THE BOSS (VIRTUAL VARIATION - VIRTUAL GAME)

Sometimes a young person may be left in charge of younger siblings or family members. Or, perhaps they have problems with an older sibling or family member who orders them around too much. Ask the youth to share some of their concerns.

Share the scenarios with different groups in your virtual classroom by assigning via chat or other ways you see fit. If using Zoom, group meeting rooms that you can monitor are an option. Have small groups practice the scenarios. Ask each group to act out the scenario for the entire class when returning to the main session. Let the class generate solutions. Discuss the different alternates to each scenario and ways a family could rotate responsibilities or ways family members could share work together. To avoid Zoom meeting rooms (because you can't monitor all of them at the same time), a possible variation could be to share scenarios with the entire group and process together through a poll question.



LESSON 2

CODE OF HONOR: CONDUCT WHEN HOME ALONE

ACTIVITY 3: INVESTIGATING THE FACTS

Ask the youth the following: Were your parents or guardians ever responsible for caring for younger siblings? What was that like for them? What would they say was the hardest thing to handle? The easiest? This activity is designed to develop writing skills and emphasize parent involvement in the lesson. Ask the youth to interview their parents or guardians or an older relative and have them write a report that reflects their findings. (Virtual variation: have youth record videos of their interviews or create a private podcast of their interview with their parents/caregivers.) Use the Investigating the Facts Adult/Youth Activity Page for questions. The youth should bring their reports back to school to share with the class/group or upload their videos or podcasts to the class Google Drive for sharing.

Interview questions included on the Youth page are:

1. Did you ever stay home when you were a kid?
2. At what age did you start staying home alone?
3. What were some of the of the problems you faced?
4. What were some of the fun things you did?
5. What are some of the fears you have about me staying home alone?
6. What are some things that I could do while home alone to help you out?

*Note: Don't forget to allow time for them to present their reports at a later time or share their work.

ACTIVITY 4: SECRET MESSAGE AND CODE YOUTH PAGE

Ask the youth to complete the Secret Message and Code Youth Page. Have each young person choose a partner and share the secret message and code.

Activity 4 Answers:

- Keeps us safe
- Keeps us healthy
- Helps us learn
- Makes life good
- Keeps things fair

**AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON
ON THE VIRTUAL FORMAT)**



LESSON 2

CODE OF HONOR: CONDUCT WHEN HOME ALONE

AFTER THE LESSON

Talking It Over:

It is important for the youth to have a chance to discuss and reflect on what they have learned in this lesson. Ask the following questions:

Think About It:

1. What are the four reasons we have rules that need to be followed?
2. What are some things to consider when you are responsible for a sibling or family member?

Apply It:

1. What is one new idea you have about how to deal with a sibling when home alone?
2. How can you tell if any of the strategies you learned today are working when you are responsible for a sibling at home?

Riddle of the Day:

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

Adult/Youth Connections:

1. Distribute *Who's the Boss* Adult/Youth Activity Page and ask the youth to review it with their parents or guardians and fill in the
2. blanks. Remind them that this form will help them to know their parent's expectations when they are home alone and/or with a sibling.
3. Remind the youth to complete the interview questions on the *Investigating the Facts* Adult/Youth Activity Page and to write an investigative report to share with the group or class.
4. Distribute *Family Fingerprints Code of Honor: Conduct When Home Alone Family Newsletter*



CODE NAME
HOME ALONE

LESSON 2: CODE OF HONOR: CONDUCT WHEN HOME ALONE

YOUTH ACTIVITY PAGE

BREAKING IT DOWN

*Keeps us safe and
healthy*

Makes life good

Helps us learn

Keeps things fair



YOUTH ACTIVITY PAGE

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 the their resourcefulness?



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

SECRET MESSAGE

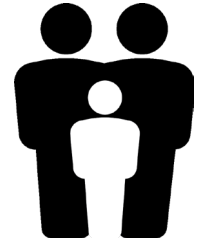
DIRECTIONS: USE THE CODE TO FIND THE MESSAGE

- | | | | | |
|------------|-------------|-------------|-------------|-------------|
| 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 | |

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11	5	5	16	19	21	19	19	1	6	5				
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8	5	12	16	19	21	19	12	5	1	18	14			
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13	1	11	5	19	12	9	6	5	7	15	15	4		
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11	5	5	16	19	20	8	9	14	7	19	6	1	9	18



FAMILY FINGERPRINTS



Code of Honor

LESSON 2 Conduct When Home Alone

Rules, Rules, Rules

Special points of interest

Statistics show that unsupervised after school hours can provide time for youth to find trouble.

Establish the following three items BEFORE leaving youth at home alone:

- Family House Rules
- Who is in Charge?
- Expect Good Behavior

Rules, Rules, Rules!! Why do we have so many rules? Are these questions that youth asking you constantly? How do you answer these questions?

Rules help to keep us safe and help to keep order in our homes. As a family, you can make a list of house rules that will help to keep youth safe while home alone.

Today in the Code Name: Home Alone lesson, youth learned about helping to establish house rules, establishing who is in charge and caring for siblings when one young person is responsible for the household.

To establish house rules, sit down with youth and create TOGETHER a list of house rules. Begin by making a

list yourself and having youth create a list separately and then compare both lists. When the final list of rules is decided make sure to be specific and clear on the expectations of these rules and the consequences if the rules are not followed.

Be sure to include rules for safety, chores, homework, friends/siblings, telephone, computer, television and video game use.

When making house rules ...

- Be consistent and fair.
- Allow input from youth!

House Rules Contract

Cracking the Communication Code:

If youth are allowed to participate in the decision-making process, they are more likely to not only respect the rules, but follow them better as well.

Sit down as a family and using your house rules, create a House Rules Contract for all to agree on and sign indicating that they understand the rules and the consequences that could follow.

After you set the house rules and contract in motion, re-visit them occasionally to make adjustments when necessary. A sample contract follows; it will need to be put onto a larger sheet of paper

Family House Rules Contract *List of House Rules*

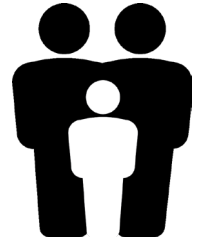
I/We have written, read and agree upon the above rules for our family.

Home Alone Youth Signature:

Family Member's Signature:



FAMILY FINGERPRINTS



LESSON 2

Code of Honor Conduct When Home Alone

Code of Honor

Create a “Family Badge of Honor” for your family to wear with pride!

Military personnel, doctors and many other professions follow a Code of Honor. Youth staying home alone should understand the importance of conduct when being home alone. Let youth know what you expect from them!

Write your own family “Code of Honor.” This code of honor should include behavior and conduct guidelines.

Make it FUN!! You could decorate the finished

product and frame it to hang on the wall. Your Family Code of Honor could be an heirloom to pass down from generation to generation.

Dealing with Siblings

Knowing what youth are like at different ages makes behavior problems easier to understand by adults. The best strategy is to avoid behavior problems before they start! Below are some “tricks of the trade” that can be shared with youth when they are left home alone caring for a younger sibling.

- Provide a variety of things to do. Understand what the young person likes to do at various ages.
- Expect good behavior. Request and suggest instead of order and command. We all respond better to positive suggestions than to negative ones.
- Prepare a young person before you ask him/her to do anything. Say things like, “As soon as this show is finished, it will be time to get ready for bed.”
- Encourage and praise the young person when they have done a good job.
- Enforce the family house rules. Do not make up rules of your own. Stick to the FAMILY RULES.
- Temper tantrums are NORMAL young personhood experiences. Stay CALM. The best thing may be to let the young person cry or give a reassuring hug.
- Never spank or hit youth. Try to discipline using consequences and follow through with those consequences.
- Bedtime does not have to be a difficult time. Avoid problems by letting the young person know 15 to 30 minutes ahead of time that bedtime is approaching. Wind down with quiet activities such as songs or stories before bedtime.



EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

RECIPE NAME

Open "Faced"
Sandwiches

CURRICULUM TOPIC

MyPlate; Fruits/Veggies;
Grains; Proteins; Gardening

SETTING REQUIREMENTS

Indoor or Outdoor

ESTIMATED TIME

Less than 30 Minutes

AGE

Children and Youth

INGREDIENTS

1 slice of whole-wheat bread or half a bagel
2 tablespoons peanut butter, hummus or reduced-fat cream cheese

Assorted sliced and shredded fruits, vegetables, raisins, yogurt covered raisins, pretzels, sunflower seeds

DIRECTIONS

1. Toast bread or bagel if desired.
2. Spread peanut butter, hummus or cream cheese in a thin layer on the bread.
3. Use fruits, vegetables, etc. to create fun faces. The picture shows examples, but you can choose others to fit your holiday or lesson theme.



Nutrition Facts

1 servings per container
Serving size banana (126g)

Amount per serving
Calories 150

	% Daily Value*
Total Fat 4g	5%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 10mg	3%
Sodium 160mg	7%
Total Carbohydrate 26g	9%
Dietary Fiber 2g	7%
Total Sugars 9g	
Includes 0g Added Sugars	0%
Protein 5g	
Vitamin D 0mcg	0%
Calcium 72mg	6%
Iron 1mg	6%
Potassium 337mg	8%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Stephanie Derifield, Area Nutrition Agent, University of Kentucky Cooperative Extension Service

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Cooperative Extension Service | Agriculture and Natural Resources | Family and Consumer Sciences | 4-H Youth Development | Community and Economic Development



LESSON 3

MISSION POSSIBLE BEFORE AND AFTER SCHOOL

MATERIALS NEEDED

- Planning a Route Youth Page
- Walking Alone Situations Youth Page
- Walking Alone Situations Teacher/Volunteer Key
- Arriving Home Visual Check Youth Page
- House Keys and Locking Doors Youth Page
- Family Fingerprints Neighborhood and Community Safety Family Newsletter

LIFE SKILLS

- Communication
- Critical Thinking
- Decision Making
- Goal Setting
- Problem Solving
- Self-Discipline
- Self-Responsibility
- Sharing
- Stress Management

KEY VOCABULARY

- responsibility
- home alone
- feelings
- house rules
- open response
- discipline
- sibling
- chores
- schedule

PROCEDURE

OBJECTIVES

1. Families will establish family guidelines for self-care.
2. Guardians will determine responsibilities of their young person before and after school.
3. Youth will take responsibility for self-care before and after school.
4. Youth will understand how to organize their time to complete daily responsibilities when home alone.

BACKGROUND INFORMATION

A part of staying home alone is the young person taking responsibility for self-care. A way of teaching youth self-care responsibilities is to identify those activities that can be done by young people without adult assistance. This process can begin with establishing those responsibilities that are done when an adult is around and evaluating the ability of the young person to take responsibility without adult intervention. As the young person is successful in completing the responsibilities on a regular basis, they gain confidence in their ability of self-care and the guardian feels more comfortable in allowing the young person to be home alone. This section will help young people and adults to identify those self-care tasks and other chores for which the young person is responsible. It will also help the young person to understand the importance of organizing their time before and after school to complete the tasks related to self-care and other family responsibilities during the lesson.

WARM UP: PREPARATION

- Write “Before School Responsibilities” on a sheet of art paper and “After School Responsibilities” on a second sheet.
- Provide markers/crayons.

WARM UP: TAKING RESPONSIBILITY

Begin this lesson by asking the youth to think about the chores and responsibilities they have within their home before they leave for school in the morning. Ask them to write on the “Before School Responsibilities” art paper those chores and responsibilities they have at home. Have each young person write one chore or responsibility at a time until everyone has had a turn. *Possible ideas: brush teeth, comb hair, lock the door, feed pet, pack lunch, get lunch money, pack book bag, etc.*

Next, ask youth to think about the chores and responsibilities they have when they arrive at home after school. Ask them to write on the “After School Responsibility” art paper one chore or responsibility at a time until everyone has had a turn to share their idea. *Possible ideas: clean room, get the paper, set the table, do homework, water the flowers.*



LESSON 3

MISSION POSSIBLE BEFORE AND AFTER SCHOOL

ACTIVITY 1: PREPARATION

- Mission Possible: Rise and Shine-What to do Before School Youth Page
- Answers to youth page:
 - prepare my clothes
 - pack my backpack
 - take a bath
- Mission Possible: Before School Organization Youth page

ACTIVITY 1 : MISSION: RISE AND SHINE

Talk about the kinds of things you do before school that the young people listed on the art paper. From the list, ask youth to identify those tasks that can be done the night before, in order for the morning to go more smoothly. Distribute Mission Possible: Rise and Shine- What to do Before School youth Page and have the youth follow the instructions and complete the “Night Before” section. Discuss the answers and ask the youth to share any additional ideas they listed. Discuss being organized in the morning in order to get to school on time. Emphasize the importance of paying attention to what needs to be done in the morning and being aware of the amount of time needed to get to school on time. Ask the youth to fill in the “My Times in the Morning” section of the Mission Possible: Rise and Shine- What to Do Before School Youth Page. Explain that they need to be able to add and subtract and be able to calculate minutes on the clock. If they don’t know the times ask them to check with an adult. Note: You may have to use an example for youth to understand the concept. Review the things youth should do every morning before going to school and the items they should not forget from items the youth listed on the art paper. Ask if there is anything missing in the list. Add any missing items.

Distribute the Mission Possible: Before School Organization Youth Page and ask the youth to use the chart to list their tasks to get organized in the morning. Tell them to use the list on the “Before School Responsibility” sheet, the “My Times in the Morning” section of Mission Possible: Rise and Shine What to do Before school? Youth Page, the “Getting Ready and Looking Good in the Morning” ideas and the additional chores they listed. Brainstorm with youth to help them determine how much time it takes to complete some of the items and to establish the clock time. Explain that this chart can be used at home to get organized and show responsibility.

ACTIVITY 2: PREPARATION

- Mission Possible: After School Organization Youth Page

ACTIVITY 2 : MISSION POSSIBLE - AFTER SCHOOL ORGANIZATION

Remind youth that as they get older and are home alone, guardians expect youth to take responsibility for their own care, to perform certain chores and to follow rules. Refer to the “After School Responsibility” list youth developed during the “Warm-Up Activity.” Ask youth if there is anything missing. Add any missing items.

Distribute the Mission Possible: After School Organization Youth Page and discuss the importance of following the household rules when organizing free time after school. Read the activities highlighted on the Youth page, ask them to circle each activity for which Guardians have established a household rule and to share household rules they may have related to the activities. Ask youth to complete the chore section of the youth page and let them share if they would like to. Next ask youth to complete the “Things to Do in the Afternoon “ column of the chart with their afternoon chores, responsibilities and activities that fit their household rules. Next, ask them to complete the “Time Needed” and “Clock Time” columns. Brainstorm with the young people to help them determine how much time it takes to complete some of the items and to establish the clock time as was done in the previous activity. Explain that this chart can be used at home to get organized after school, to show they can be responsible when left home alone and to show that they can follow the rules the guardians have established.

**AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON
ON THE VIRTUAL FORMAT)**



LESSON 3

MISSION POSSIBLE BEFORE AND AFTER SCHOOL

AFTER THE LESSON

Talking It Over

It is important for the youth to have a chance to discuss and reflect on what they have learned in this lesson. Ask the following questions:

Think About It:

1. When getting ready for school, what can you do for yourself that your guardians are presently doing?
2. What did you like best about the Mission Possible-Before and After School lesson?

Apply It:

1. What changes will you make to your morning organization when preparing for school?
2. In the future, how do you plan on making your after-school time at home more productive?

Riddle of the Day:

It can be flexible or as solid as stone. What is it?

Answer: schedule.

Adult/Youth Connections:

1. Family Fingerprints Mission Possible Before and After School Family Newsletter



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

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 do parents or guardians leave home for work? _____

What time does school start? _____

How I get school: Check	How long it takes	What time I should leave?
<input type="checkbox"/> Walk		
<input type="checkbox"/> Ride my bike		
<input type="checkbox"/> Ride the bus		
<input type="checkbox"/> Ride in parent or guardian's car		
<input type="checkbox"/> Ride with a friend		
<input type="checkbox"/> other _____		

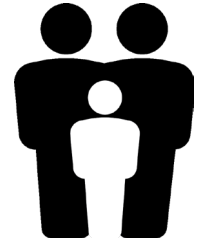
FAMILY FINGERPRINTS

MISSION POSSIBLE

LESSON 3

BEFORE AND AFTER

SCHOOL



Up and At 'EM!

Special points of interest

- Preparing the night before will help to make your morning routine run more smoothly.
- Breakfast is the most important meal of the day, so don't skip it ...

KEEP IT SIMPLE

One way to ease the stress of getting "up and going" in the morning is to make time to prepare the evening before. This will not only keep your day from starting off in a bad way, but it will teach young people the benefits of thinking and planning ahead. Share the following tips with youth to make your mornings run more smoothly.

Prepare the Night Before

- Shower or bathe
- Prepare your clothes
- Make lunch (if needed)
- Put back pack in a special place
- Check to see if there is something that they need from you (i.e. lunch money, papers signed, etc.)

Getting Up

- Be sure to get out of bed when you

are awakened by a family member, telephone or alarm clock.

Getting Ready

- Brush teeth and wash hands
- Get dressed
- Check grooming - hair neatness
- Eat breakfast

Before You Leave

- Are they dressed for the weather - do they need a raincoat, boots or umbrella?
- Do they have everything they need - backpack, lunch, money, etc?
- Is the door locked

Quick and Easy Breakfasts

Cracking the Communication Code:

Listen to BOTH sides of the story BEFORE making a judgment. It is important for all youth to be heard and considered!

The following recipes are sure to keep your crew on schedule in the morning. They are not only delicious, but portable!

Banana Tortilla Snacks

- 1 (6 inch) tortilla
- 1 banana
- 2 TBLS peanut butter
- 2 TBLS raisins
- 1 TBLS honey

Lay tortilla flat. Spread with peanut butter and honey. Place banana in the middle and sprinkle on raisins. Wrap and serve.

Triple Threat Fruit Smoothie

- 1 kiwi, sliced
- 1 cup ice cubes
- 1 banana, peeled & chopped 1/2 cup orange juice
- 1/2 cup blueberries
- 1 (8 ounce) peach yogurt
- 1 cup strawberries

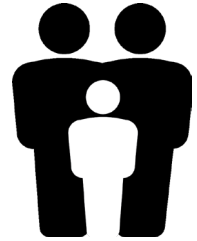
In a blender, blend all ingredients until smooth



FAMILY FINGERPRINTS

LESSON 3

MISSION POSSIBLE BEFORE AND AFTER SCHOOL



Helping Youth Handle Conflict

Conflict with friends and siblings is a normal part of development. Through conflict youth become aware of the rights and needs of others, assert themselves as individuals, and develop social problem-solving skills.

Some sibling conflict occurs in every family, but it is especially frequent when siblings are of the same sex and close together in age.

However, while these young people tend to argue frequently, they also are more likely to feel warmth and affection for each other. The ability to get along with others requires complex knowledge and skill. Youth must be able to understand the other's perspective, correctly identify the intent of another's actions, generate and evaluate potential responses to a conflict situation, be capable of negotiation and be able to communicate effectively. Until youth possess these abilities, they are unable to handle conflict in a mature manner.

You can help young people develop good conflict management skills by:

1. Fostering a positive self-concept.
2. Giving individual attention to each young person.
3. Establishing clear rules.
4. Helping young people develop good communication skills.
5. Allowing young people to solve problems on their own.
6. Model acceptable methods for resolving conflict.

After School Activities

If young people are left alone on a regular basis, you may want to investigate opportunities available in your community that let them interact with other youth or adults.

Does your library or park board have any special after-school classes for youth? Is there a club or a friend's house that they could go to once a week?

Transportation is often a major barrier to families in arranging special experiences for youth home alone. However, this problem can sometimes be overcome by discussing the situation with the person in charge of the program.

EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

RECIPE NAME

Peanut Butter Honeybees

CURRICULUM TOPIC

Protein; Gardening

SETTING REQUIREMENTS

Indoor or Outdoor

ESTIMATED TIME

Less than 30 Minutes

AGE

Children and Youth

INGREDIENTS

- ½ cup creamy peanut butter
- ¼ cup nonfat powdered milk
- 2 tablespoons honey
- Small tube chocolate decorator icing
- Sliced almonds

DIRECTIONS

1. Using a hand mixer or spoon, combine peanut butter, dry milk and honey in a bowl until smooth. Add a little more dry milk if the dough is too sticky to handle.
2. Shape teaspoons of dough into balls.
3. Place onto a wax paper lined baking sheet and press down slightly.
4. Cut a small hole into the tube of icing and pipe two or three stripes, a stinger on the end and two dots for eyes on each bee. Insert two or four almond slices into each bee for wings.
5. Place in the refrigerator to allow bees to firm, if desired.
6. Store leftovers in the refrigerator.



Nutrition Facts

12 servings per container	
Serving size	1 snack (16g)
Amount per serving	
Calories	80
% Daily Value*	
Total Fat 6g	8%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 55mg	2%
Total Carbohydrate 6g	2%
Dietary Fiber 1g	4%
Total Sugars 5g	
Includes 4g Added Sugars	8%
Protein 3g	
Vitamin D 0mcg	0%
Calcium 24mg	2%
Iron 0mg	0%
Potassium 89mg	2%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Martha Yount, Regional Extension Specialist, University of Kentucky Cooperative Extension Service

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LESSON 4

NEIGHBORHOOD AND COMMUNITY SAFETY

MATERIALS NEEDED

- Planning a Route Youth Page
- Walking Alone Situations Youth Page
- Walking Alone Situations Teacher/Volunteer Key
- Arriving Home Visual Check Youth Page
- House Keys and Locking Doors Youth Page
- Family Fingerprints Neighborhood and Community Safety Family Newsletter

LIFE SKILLS

- Critical thinking
- Decision making
- Personal safety
- Problem solving
- Self-discipline
- Self-responsibility
- Self-motivation

KEY VOCABULARY

- route
- unexpected
- walking buddy
- environment
- procedure
- schedule
- situation
- block parent
- visual check
- secret code word

PROCEDURE

OBJECTIVES

1. Youth will plan a safe walking route from school to home.
2. Youth will be aware of potential dangerous situations in their environment when walking in their neighborhood.
3. Youth will follow proper procedures for arriving at home alone.
4. Youth will know how to handle house keys.

BACKGROUND INFORMATION

It is important for today's youth to be aware of their neighborhood and community safety.

DURING THE LESSON

WARM UP: INTRODUCTION TO NEIGHBORHOOD AND COMMUNITY SAFETY

Begin by asking youth to stand beside of their desks. Ask youth to do the following if the statement applies to them.

- If you walk to school, hop on your left foot.
- If you ride the bus and are dropped off at your driveway raise both hands.
- If you ride with another family and are dropped off at your driveway, turn around in a circle.
- If you ride a bicycle home from school, touch your elbows together.
- If you have to let yourself in to your house with a key, wiggle your nose.

Explain to the young people the importance of being aware of safety factors related to walking home from school or from drop-off points. Tell them that today's lesson will focus on safety on their way to school and when they arrive home from school.



LESSON 4

NEIGHBORHOOD AND COMMUNITY SAFETY

ACTIVITY 1: PREPARATION

- Planning a Route youth Page

ACTIVITY 1 : PLANNING A ROUTE

Explain to young people that before they begin walking home alone, it is important they and their family plan their route so that everyone knows the area(s) in which they will be walking. Distribute Planning a Route youth Page. Ask young people to create “best case scenario” for Suzy Sleuth to go from school to her home. Review various routes with the youth once they have had time to get Suzy home.

Ask the young people to map out their current route from their home to school and back by drawing the route on a sheet of paper. (If they are dropped off at their home, apartment, etc., have the young people draw their route into the home.) Ask them to identify a secondary route in case they see something that may be unsafe. Encourage young people to take this drawing

ACTIVITY 2: PREPARATION

- Walking Alone Situations youth Page

ACTIVITY 2 :WALKING ALONE SAFELY

Distribute Walking Alone Situations Youth Page. Divide the class into small groups and have them provide a solution to the situations listed. After youth have had a few minutes to work, have them share their solutions with the rest of the class. (See Walking Alone Situations – KEY for possible solutions to the situations.) Tell youth it would be wise for their family to create a family “secret code word.” This code word can be used in the event of an emergency as a way to have safe family communications

ACTIVITY 3: PREPARATION

Walk around the school or play- ground and make a list of potential visual checks the youth might see that might be potential safety problem related to walking alone or in a small group. This will prepare you to point to specific situations during the actual walk.

ACTIVITY 3 : VISUAL CHECKS OUTDOOR INVESTIGATION (NOT IN VIRTUAL PROGRAM)

Begin this activity by explaining when walking alone, it is important to be aware of the things and people around you. The best way to stay aware is by doing a visual check of the environment around you. A visual check helps you to see what is actually going on and will also help you to plan for the unexpected by helping you to see what could possibly happen around you.

Take young people outside and walk them around the school and/or playground. Demonstrate by “thinking aloud” what you actually see and what you see that could be a potential problem. Have youth do the same for the rest of the class. This can be done as a whole group or in two smaller groups to allow more youth to participate. Once you complete the activity, discuss the following questions with youth:

- a. What were some of the obvious things or people that you saw on our walk?
- b. Did you notice any situations that could have gotten out of hand?
- c. What could you have done to avoid a bad situation?



LESSON 4

NEIGHBORHOOD AND COMMUNITY SAFETY

ACTIVITY 4: PREPARATION

- Arriving Home: Visual Checks youth Page

Answers:

- Fire on roof
- open door
- open window
- burglar

ACTIVITY 4 : ARRIVING HOME: VISUAL CHECKS

Discuss with youth that when walking outside during the Visual Checks Outdoor Investigation discussion, they talked about the importance of being aware of their surroundings. The same holds true for when they arrive home. When they arrive at home it is equally as important to be aware of the environment around them. Before they enter their home, they should do a visual check of not just their home, yard, building, but the houses and neighborhood around them.

Distribute the Arriving Home: Visual Checks Youth Page. Ask them to complete the Youth page. There are four items to find. Note: You can either use this as an individual activity with handouts or enlarge the picture to poster size for a large group activity.

Review the answers. Ask them to tell you what they see that could be or cause a problem when they are arriving home alone.

ACTIVITY 5: PREPARATION

- Draw a picture of a house on the board or provide the house handout for visual effects for the appropriate places to hide keys.
- Draw a picture of a house on the board or provide the house handout for visual effects for the places NOT to hide keys.
- Copy House Keys and Locking Doors Youth Page.

ACTIVITY 5 : HOUSE KEYS AND LOCKING DOORS

This section discusses the importance of keys and locking doors. Begin by discussing how young people are likely to be in charge of their own house key or the code to your family's garage door or security system and how these items are designed to keep them and their family safe. Explain how their responsibility of being in charge of these needs to be taken very seriously.

Ask youth to mark on the drawing of a house and/or demonstrate on themselves the best places to hide keys. Allow youth to add hiding places to the picture. Have another set of volunteers demonstrate where NOT to hide keys on themselves or at home. Distribute the House Keys and Locking Doors Youth Page. Ask the following questions and emphasize that these are questions that need to be discussed with guardians.

1. Where do you keep your house key?
2. Do you carry it to school everyday?
3. Does your family have a secret hiding place around your house to hide extra keys?
4. What steps do you need to take if you lose or misplace your key?
5. What steps do you need to take if you are locked out of your house?

Instruct youth to take the House Keys and Locking Doors Youth Page and ask their parents or guardians to answer the questions together.



LESSON 4

NEIGHBORHOOD AND COMMUNITY SAFETY

AFTER THE LESSON

Talking It Over

It is important for the youth to have a chance to discuss and reflect on what they have learned in this lesson. Ask the following questions:

Think About It:

1. What should you do or say if a stranger offers you a ride home?
2. What are some ways to stay safe when walking home alone?

Apply It:

1. How can you tell if it is NOT safe to enter your home alone?
2. How do you plan to handle the responsibility of your house keys?

Riddle of the Day:

Some are written, some unspoken. All have consequences if broken. What are they? Answer: rules

Adult/Youth Connections:

1. Remind Youth to take the drawing of the map they made with the route to and from school to review with their parents or guardians or guardians.
2. Remind the Youth to take home the House Keys and Locking Doors Youth Page and review it with their guardians.
3. Distribute Family Fingerprint Neighborhood and Community Safety Family Newsletter

**AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON
ON THE VIRTUAL FORMAT)**



YOUTH ACTIVITY ANSWER KEY PAGE

WALKING ALONE SITUATIONS KEY

Teacher/Volunteer NOTE

These are suggestions. Youth should ALWAYS communicate with parents or guardians about how to handle specific situations.

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

You should keep walking without talking to them and immediately tell an adult once you get home. Your guardian may say that it is okay to say, “No thank you” or “I’m meeting my parents or guardians at the end of the block,” but law enforcement officials feel this could put you in greater risk of being controlled by an adult. You should never go near, go with, or accept gifts from a stranger. To avoid the problem of a person pretending to be sent by a family member, your family should choose a “secret code word” – a word known only by your family members – that you can ask for from a stranger. If the stranger does not know the secret code word, then you know that you should get away from them as quickly as possible.

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

You should call your guardians as soon as possible to let them know that you will be walking home alone today. See if your guardians can pick you up or arrange for someone to take you home. In the event that someone other than your guardians arrives to take you home, make sure they tell you the secret code word. Either way, it is very important that you call your guardians as soon as you arrive so they know you arrived home safely.

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

In case of severe weather, you should find safe shelter. Go to a public place such as a local restaurant or store and ask if you can rest there until the storm passes. If it is awhile before the storm passes, you need to contact your guardians to see if they can come and pick you up and take you home or if they can arrange for someone to take you home. Make sure that the person picking you up knows your family’s secret code word. DO NOT accept rides from strangers.

- D. What should you do if you think someone is following you?

You should go immediately to a public place or a friend’s house to get help. You should not go home if no one is there and you should never go to a deserted area. If someone attempts to grab you or approaches you, you should scream “HELP!” and attempt to run away and get adult assistance.

DO NOT be embarrassed to scream or ask for help!



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE



YOUTH ACTIVITY PAGE

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?



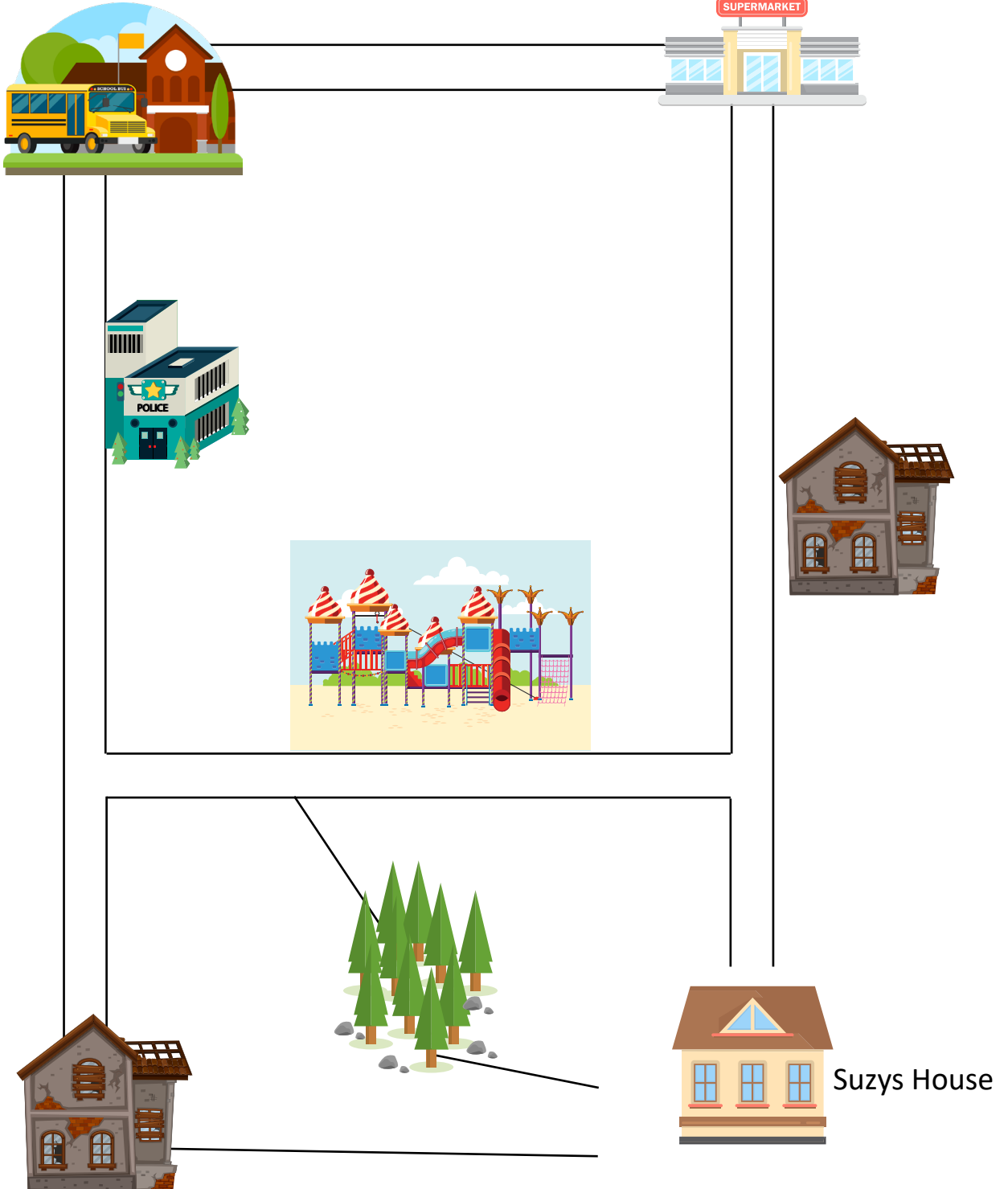
CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

PLANNING A ROUTE

Directions: Help Suzy Sleuth map the SAFEST route home.

Start Here





YOUTH ACTIVITY PAGE

ARRIVING HOME: VISUAL CHECK

Directions: What "Home Alone" dangers do you spy? HINT: There are 4





YOUTH ACTIVITY PAGE

HOUSE KEYS AND LOCKING DOORS

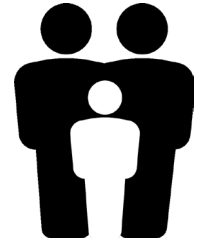
Today, during the Code Name Home Alone lesson, a discussion was held about arriving home alone and the steps to take to secure our homes. More than likely, youth will be in charge of their very own house key or have access to the code to your family's garage door or security system. House keys or access codes are designed to keep your family safe, so this is a responsibility that needs to be taken very seriously by young people.

Discuss the following questions with them, emphasizing the responsibility involved when having access to door keys or security codes. Remember, an open line of communication within a family allows for learning opportunities and positive problem solving.

1. Where do you keep your house key?
2. Do you or should you carry it to school every day?
3. Does your family we have a secret hiding place around your house to hide extra keys?
4. What steps do you need to take if you lose or misplace your key?
5. What steps do you need to take if you are locked out of your house?
6. Is there anyone that you should tell the garage or security code to? If so, who and why?
7. How soon should you lock the doors once you arrive at home?
8. Discuss the following scenarios.
 - a. The weather is beautiful and the breeze is nice. You would like to enjoy this nice day, should you open all the windows when you are home alone?
 - b. You are expecting your gaurdians home within an hour of arriving home. Should you leave the front door unlocked for them since you will be in your room doing your homework and might not hear them arrive?
 - c. You are responsible for watching your little siblings after school on Tuesdays. They are in the backyard playing. Should you leave the back door open so you can hear her?



FAMILY FINGERPRINTS



LESSON 4 NEIGHBORHOOD AND COMMUNITY SAFETY

The Neighborhood and Community

It is important for today's youth to be aware of their neighborhood and community safety.

In today's Code Name: Home Alone lesson, youth learned about:
How to plan for and identify a safe walking route from school

- How to plan for and identify a safe walking route from school to home
- Proper procedures for arriving home alone
- How to handle their own set of house keys

SPECIAL POINTS OF INTEREST

Create a family "Secret Code Word"

Who is youth's "Block Parent"?

Post emergency telephone numbers next to ALL phones in your home.

Take a family walk along youth's home alone route

Take A Family Walk

Planning a safe route home is a crucial step in securing young people's safety when they are on their own after school. Too often, the thought of ... "It Could NEVER Happen To ME" crosses our minds, when in fact, it is very possible.

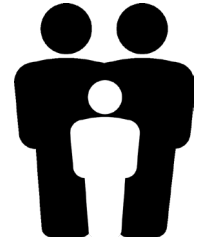
Creating and having open communication with young people is the first step to preventing home alone problems. One way to assure that you are aware of young people's surroundings is to walk their after school route with them. This activity will not only allow you some quality time together, but will give you the added bonus of some family physical activity

CRACKING THE COMMUNICATION CODE

An open line of communication within a family allows for learning opportunities and POSITIVE problem solving!



FAMILY FINGERPRINTS



LESSON 4

NEIGHBORHOOD AND COMMUNITY SAFETY

3 Points for Home Alone Safety

Below are talking points that you should discuss with young people. These are by no means the only items that should be discussed; perhaps they might lead your conversations into other home alone issues that concern the young person.

STRANGERS - How do you define “strangers”? Is it the neighbor down the street that you haven’t yet met? Is it that friendly person at the playground that has lost their dog? Does the young person understand your expectations or how they should treat or react to strangers? Overall, most strangers are not dangerous and wouldn’t do anything to hurt young people. However, some can be dangerous. How do your or young people tell the difference?

KEEPING EVERYONE INFORMED - Even though young people may be “on their own” after school, it is important for them to keep in contact with an adult at all times. A responsible adult needs to know their daily itinerary so that everyone is informed and on the same page. Discuss with youth who their “contact person” is if it is not you. Have them practice calling this person to share their daily activities.

THE BUDDY SYSTEM -There is strength in numbers, so whenever possible, young people should walk home in a group or with a buddy. This buddy should be someone they know well and trusts

3 More Points for Home Alone Safety

STOPS ALONG THE WAY – What happens if young people need to stop along their way home due to weather or because they need help? Are there places along their walking route that provides shelter and a safe haven? Places such as stores, restaurants, libraries and police stations can be identified as a safe stops. Explore their walking route and help them identify safe stops along the way.

TRUST YOURSELF - Do you ever get that feeling in the pit of your stomach that something just isn’t quite right? Do you think young people get that same feeling? Our instincts tell us when something isn’t right and we should listen to it. Encourage young people to follow their instincts to keep safe. Discuss with youth why it is important to trust themselves and practice ways to react to uncomfortable or risky situations.

SAY IT OUT LOUD! - In the event that young people are put into a risky or unsafe situation, that is NOT the time to be quiet and reserved. Encourage young people to speak up for themselves. Tell them that when they are in danger it is their RIGHT to protect themselves. Yelling for help is one good way to do this. Shouting things such as, “Help, this isn’t my mom/dad!” or “Stop, I don’t know you!” is sure to draw attention. People who are around will hear what is going on and help. Practice different stranger situations with young people. If they are used to making a little noise, they will more than likely be able to SAY IT OUT LOUD when it REALLY matters!



EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

RECIPE NAME

Super Snack Mix

CURRICULUM TOPIC

Fruits/Veggies; Grains

SETTING REQUIREMENTS

Indoor or Outdoor

ESTIMATED TIME

Less than 30 minutes

AGE

Children and Youth

INGREDIENTS

- ¼ cup granola or oat cereal
- 2 tablespoons unsalted roasted pepitas or sunflower seeds
- 2 tablespoons raisins or dried cranberries
- 1/2 cup mini pretzels twists or sticks

DIRECTIONS

1. Combine all ingredients in small zipper-sealed bag.



Nutrition Facts

servings per container	
Serving size	(47g)
Amount per serving	
Calories	190
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 28g	10%
Dietary Fiber 2g	7%
Total Sugars 12g	
Includes 0g Added Sugars	0%
Protein 6g	
Vitamin D 0mcg	0%
Calcium 45mg	4%
Iron 4mg	20%
Potassium 302mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Brooke Jenkins, Extension Specialist, University of Kentucky Cooperative Extension Service

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LESSON 5

A SECRET AGENT'S GUIDE TO PERSONAL SAFETY

MATERIALS NEEDED

- Muffin pan and twelve small items
- Good Rules to Remember Youth Page
- Good Rules to Remember Teacher/Volunteer Key
- Visitor at the Door: Sample Dialogue
- Answering the Phone: Situations Activity
- Answering the Phone Do's and Don'ts
- Family Fingerprints Family Newsletter

LIFE SKILLS

- Communication
- Critical Thinking
- Decision Making
- Personal Safety
- Self-responsibility

KEY VOCABULARY

- hazards
- decision making
- personal safety
- contact person
- elevator conversation
- rules

PROCEDURE

OBJECTIVES

1. The young person will learn rules for answering the door.
2. Families will discuss and plan strategies to use when a visitor is at the door when the young person is alone.
3. Families will establish rules to follow when the young person is alone to ensure the young person's safety.

BACKGROUND INFORMATION

Staying home alone is a big responsibility, one that shouldn't be taken lightly. The first and foremost responsibility of the parent is to make sure that the young person is safe when home alone. However, the young person has a very important role of taking responsibility for his/her own personal safety.

Everyday tasks such as answering the phone or the door, making phone calls and entertaining oneself become more complicated when a young person is home alone. To ensure personal safety of the young person, families need to have rules for everyday tasks, and the young person needs to take responsibility by remembering the rules and following them.

DURING THE LESSON

WARM UP: REMEMBER THE RULES FOR PERSONAL SAFETY

Open this session by reminding the youth about the lessons they have studied related to rules and responsibilities when home alone. Tell them that sometimes it is difficult to remember all of the rules they must follow when home alone. To test their memory, in today's lesson they will have an opportunity to remember the rules. Hold the muffin pan and pick each item out of each section naming them out loud. Ask the youth to study the items for about 20 seconds. After 15 seconds give a 5-second warning and remove the muffin pan from sight. Ask them to write down the twelve items that were in the pan. See how well they remembered the items. Explain to them that remembering things takes concentration and a lot of thought. Relate this activity to being home alone and remembering their family's rules related to how to answer the telephone and the door, and how to spend their free time. Tell them that families may have rules related to telephone use and answering the door when they are home alone. Explain to them that when they are alone, they have to remember the rules and take responsibility for their own personal safety.

ACTIVITY 1 : RULES TO REMEMBER FOR ANSWERING THE DOOR

Ask the youth to raise their hands if they have a rule in their home related to answering the door when home alone. Refer to the Good Rules to Remember Youth Page. As you read the questions, have them help fill in the blanks. For the answers, refer to the Good Rules to Remember KEY Teacher/Volunteer Page.



LESSON 5

A SECRET AGENT'S GUIDE TO PERSONAL SAFETY

ACTIVITY 2: PREPARATION

- Ahead of time, make one copy of Visitor at the Door: Sample Dialogue Group/Classroom Activity.
- Cut apart the sample dialogue scenarios.

ACTIVITY 2 : VISITOR AT THE DOOR: SAMPLE DIALOGUE (VIRTUAL OPTION: OPEN RESPONSE PROMTS)

Ask the youth if they find themselves not knowing what to do when their doorbell rings or someone knocks at the door. If they are allowed to answer the door, do they know what to say? Do they know how long to let the conversation continue? Remind them that these are questions that they will have to make a BIG decision about. Tell them today they are going to have an opportunity to think about different situations that might occur when the door bell rings or someone knocks on the door and they are home alone. Tell them you have sample dialogues they might follow that could be useful to them in different situations they may face when answering the door. Tell them that for these situations they could consider creating an “elevator conversation.” HINT: An “elevator conversation” is a speech that individuals have created and memorized so that they can make sure they are saying the right thing at the right time when in a pressured or emergency situation.

AFTER THE LESSON

Talking It Over

It is important for the youth to have a chance to discuss and reflect on what they have learned in this lesson. Ask the following questions:

Think About It:

1. What are three strategies you can use when a stranger is at your door?
2. Which activity did you like the best? Why?

Apply It:

1. What will you remember most about dealing with a visitor at the door?
2. What changes will you make when answering the phone when home alone?

Riddle of the Day:

Some are written, some unspoken. All have consequences if broken. What are they? Answer: rules

Adult/Youth Connections:

1. Distribute Family Fingerprints A Secret Agent's Guide to Personal Safety Family Newsletter

AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON ON THE VIRTUAL FORMAT)



LESSON 5: A SECRET AGENT'S GUIDE TO PERSONAL SAFETY

YOUTH ACTIVITY ANSWER KEY PAGE

GOOD RULES TO REMEMBER ANSWER KEY

Some parents or 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 **locked**.
2. Look through the **window** or peephole to see who is at the door.
3. Don't give the impression that you are home **alone**.
4. Talk **through** 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 **telephone**.
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 **someone you know** 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, **call** your parents or guardians to check. **Stay on** 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 are **busy** and you are not to **disturb** them.
9. If you are expecting a delivery or repair person, have him or her slip an **identification card** 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, **call a parent**.
10. If someone continues knocking and does not go away, call a **neighbor** or the **police** for help.
11. Above all, number one: Don't be **embarrassed** when you do not let people in. Number two: Don't be **afraid** to call someone else to ask for assistance or help.



YOUTH ACTIVITY PAGE

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.



YOUTH ACTIVITY PAGE

VISITOR AT THE DOOR: SAMPLE DIALOGUE

Directions: Pair up youth and have them role play the following situations. Discuss how these situations may be handled differently.

Situation: Your doorbell rings several times.

What to Do: DO NOT open the door! Look through the window or peephole to see who the person is first!

You should say: "Hello."

Delivery Person: "Yes, hello. I have a delivery."

You should say: "Just leave the package on the porch."

Delivery Person: "Well, I need a confirmation signature from a, uh, a Mrs. Smith. I cannot leave it without a signature."

You should say: "Mrs. Smith cannot come to the door right now. Just slide the slip under the door and I will sign it for you. I'll make sure she receives the package."

Delivery Person: "Well, okay, here you go." (slides slip under door)

You should sign the slip and return to delivery person. Then SAY: "Here you go. Have a nice day." Delivery Person: "Thanks, you too."

Situation: Your doorbell rings.

What to Do: DO NOT open the door! Look through the window or peephole to see who the person is first!

You should say: "Hello."

Delivery Person: "Yes, hello. I have a delivery for Mrs. Smith. She is expecting me. Is she here?" You should say: "Mrs. Smith cannot come to the door right now. Just leave the package on the porch and I'll see that she gets it."

Delivery Person: "Well, I need for her to sign this confirmation slip. I cannot leave it without a signature."

You should say: "Slide the slip under the door and I will have her sign it for you and then leave the package on the porch."

Delivery Person: "Okay, here you go." (slides slip under door)

You should sign the slip and return to delivery person. Then SAY: "Here you go. Have a nice day."

Delivery Person: "Thanks. You too."



YOUTH ACTIVITY PAGE

VISITOR AT THE DOOR: SAMPLE DIALOGUE

Situation: Your friend is calling to you from your front yard.

What to Do: DO NOT open the door! Your parents or guardians should have discussed whether you have permission to have friends over when they are not home. If you are allowed to have friends over, then it is okay to let them in. If you are not allowed to have visitors when home alone, try this conversation.

Your Friend: Hey Jimmy! Come on out and play!

You should say: Tommy, I can't come out right now, but I'll call you later when I have finished with my homework and dinner.

Your Friend: Oh, come on Jimmy! You can finish your homework later! Jacob and Alex are waiting for us at the field.

You should say: Sorry I can't. I'll call you later.

Your Friend: Okay, but you are going to miss out on a great game! **You should say:** See you later!

Situation: You hear a knock at the door.

What to Do: DO NOT open the door! Look through the window or peephole to see who the person is first! You do not know the person at the door. They looked rushed.

You should say: "Hello."

Stranger: "Hey there! Your mom asked me to stop by today to check in on you. Can I come in?"

You should say: "What did you say your name was?" **Stranger:** "I'm your Mom's friend, Paula."

You should say: "What is the secret code word?" **Stranger:** "What, I don't know that."

You should say: "I'm going to call my mom and check with her." **Stranger:** "Oh, you don't need to do that. Just let me in."

You should say: "Go away. I'm going to call the police."

Situation: You hear a knock at the door.

What to Do: DO NOT open the door! Look through the window or peephole to see who the person is first!

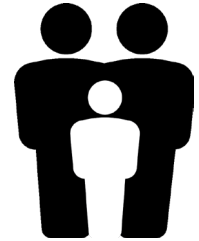
You should say: "Hello."

Stranger: "Hello, I have been in a car wreck. Can I use your phone to call for help?"

You should say: "That is not possible. There is a public phone just down the street to your left." **Stranger:** "Oh, okay. Thank you."



FAMILY FINGERPRINTS



LESSON 5 A SECRET AGENT'S GUIDE TO PERSONAL SAFETY

A Big Responsibility!

Staying home alone is a BIG responsibility, one that shouldn't be taken lightly. The first and foremost responsibility of the parent should be to make sure that their young person is safe while home alone. Everyday tasks such as answering the phone or the door, making phone calls and entertaining oneself become more important when a young person is on their own.

Review these scenarios with youth and make up a few of your own.

Preparing youth for these situations now will help to protect them in the future.

SPECIAL POINTS OF INTEREST

Post emergency phone numbers by EVERY phone in your house.

Practice "elevator conversation" with them.

Research indicates that the majority of abductions and young person abuse is committed by individuals familiar to the young person

Fear? ... Of a phone?

In an emergency, the phone provides immediate contact with help. Obscene phone calls and questioning by strangers sometimes frighten youth, unfortunately, these fears are occasionally justified.

Giving out personal information may place a young person at risk for assault or theft. For all these reasons, it is essential that youth have access to emergency phone numbers and know how to make an emergency call.

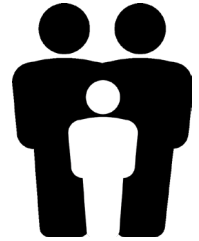
By identifying and posting important phone numbers, helping youth understand what to do and who to call in various situations and how to respond to phone calls, youth will gain confidence in his/her ability to handle situations when alone.

CRACKING THE COMMUNICATION CODE

By building youth's ability to handle an emergency or a phone call when home alone you are also building their confidence and self-esteem!



FAMILY FINGERPRINTS



LESSON 5

A SECRET AGENT'S GUIDE TO PERSONAL SAFETY

Your Child's Personal Safety

Every year more than a million youth “disappear” or are sexually abused. Most parents or guardians fear harm from strangers, but research indicates that the majority of abductions and young person abuse is committed by individuals familiar to the young person. In 30% of young person sexual abuse cases, the young person knows the offender. And most of the missing youth seen on posters are the victims of parental kidnapping or have run away from home.

Although kidnapping and assault by total strangers does not occur often, no one can predict when or where it will occur. Kidnapping and molestation by familiar strangers is somewhat more common. It is therefore essential that youth follow basic safety procedures at all times.

Take time to discuss with youth what they should do if they are :

- Approached by a stranger.
- Put into a situation where they feel uncomfortable with a relative or friend of the family.

Even though this won't be the most comfortable conversation you will have with youth, it is one that is necessary and could prevent mental, emotional and physical damage to youth in the future.



EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

RECIPE NAME

Wally Wildcat
Energy Bites

CURRICULUM TOPIC

Grains; Protein

SETTING REQUIREMENTS

Indoor or Outdoor

ESTIMATED TIME

Less than 30 minutes

AGE

Children and Youth

INGREDIENTS

- 1 ½ cups instant oats
- ½ cup peanut butter
- ½ cup honey
- ½ cup raisins
- ½ cup unsweetened shredded coconut
- ¼ cup mini chocolate chips
- ¼ cup crushed bran flakes
- ¼ teaspoon salt



DIRECTIONS

1. Mix all ingredients together in a large bowl.
2. Form 1-inch balls.
3. Store in an airtight container.

Nutrition Facts

18 servings per container	
Serving size	3 bites (33g)
Amount per serving	
Calories	140
% Daily Value*	
Total Fat 6g	8%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 70mg	3%
Total Carbohydrate 21g	8%
Dietary Fiber 2g	7%
Total Sugars 12g	
Includes 9g Added Sugars	18%
Protein 3g	
Vitamin D 0mcg	0%
Calcium 11mg	0%
Iron 1mg	6%
Potassium 128mg	2%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Lisa Dodson, Nutrition Education Program Assistant, University of Kentucky Cooperative Extension Service

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LESSON 6

OPERATION EWHA – EMERGENCIES WHEN HOME ALONE

MATERIALS NEEDED

- What is an Emergency? Youth page
- What is an Emergency? KEY
- Poster board and markers
- Emergency Telephone Numbers Page
- 9-1-1 Calling Cards Activity
- Who to Call Youth page
- Who to Call KEY
- Family Fingerprints Family Newsletter

LIFE SKILLS

- Teamwork
- self-responsibility
- personal safety
- decision making
- critical thinking

KEY VOCABULARY

- emergency
- first aid
- ambulance
- 9-1-1

PROCEDURE

OBJECTIVES

1. The young person will be able to distinguish between emergency and non-emergency situations.
2. The young person will learn how to make a 9-1-1 phone call by practicing making 9-1-1 calls based on different scenarios.
3. The young person will know who to contact during an emergency.
4. The young person and adults will create a list of emergency phone numbers.

BACKGROUND INFORMATION

Injuries occur with fairly high frequency in and around the home as a result of playing or doing household chores. It is very important to know how to distinguish whether something is an emergency or not. Identifying an incident as an emergency and knowing who to call can cut down on response time and prevent a lesser injury from causing more permanent damage. It may be the difference between rapid recovery and long hospitalization. In an emergency it is important that they remember to remain calm, know who to call, and give first aid if possible or get help.

DURING THE LESSON

WARM UP: EVERY SITUATION REQUIRES A CHOICE

Warm up Preparation : Make three signs titled: Emergency, Needs First Aid, No Action Needed
Post these signs around the room for everyone to see.

Copy What Is an Emergency? Youth Page

Youth need to be able to distinguish between an emergency and non-emergency situation. Distribute What Is an Emergency? Youth Page. Ask them to complete the handout individually.

Once they all have had a chance to finish, have them stand up at their desk. Read each statement aloud and instruct them to stand under one of the three posted signs in the room according to the answer on their page. If they were unsure about an answer, have them stand in a separate area. Refer to the What Is an Emergency? KEY for correct answers.

Take time while going through the list to have an open discussion with the regarding their choices and find out if they would change their answer after hearing the class discussion.

Alternative/Virtual activity-Instead of posting signs around the room, give each student his/her their own set of signs to hold up at his/her seat as you review each statement. Continue with the activity as described above.



LESSON 6

OPERATION EWHA – EMERGENCIES WHEN HOME ALONE

ACTIVITY 1: PREPARATION

- Copy Emergency Telephone Numbers Adult/Youth Activity Page.

ACTIVITY 1: EMERGENCY TELEPHONE NUMBERS

Ask the if they know who to call in case of an emergency. Have the students create a suggested list of emergency people (Write on board as list is created.) As they create the list ask them when they would use the help of that person. Some possible answers may be: to answer questions about safety, for help in an emergency or to keep their house key.

Ask if they know the telephone number of any of the emergency people they listed. Remind them that some emergency telephone numbers are common to all people, numbers like 911, the police station and the fire department. Distribute the Emergency Telephone Numbers Adult/Youth Activity Page. Explain the importance of having a list of these numbers so that they are prepared in case they are ever in an emergency situation. Ask them if they have made an emergency telephone list with their family. Ask them to take the Emergency Telephone Numbers Adult/Youth Activity Page home and have their parents or guardians to fill-in the blanks. Brainstorm places in the home to put the list where it can be found in case of an emergency.

ACTIVITY 2 : CONTACTING NEIGHBOR, RELATIVE OR “BLOCK PARENT”

Explain to the youth that it is important for them to have a person designated by their parents or guardians to contact in case they cannot get in touch with them. This person should be a trusted relative or friend and could be called their “block parent.” This is someone that they could go to in case of an emergency or call if they have questions when they can’t reach them.

Have the class/group discuss situations when they might need to contact their block parent. Some answers might include: to answer a question about safety, to help out in an emergency or to get a house key

ACTIVITY 3: PREPARATION

- Copy Calling Cards classroom activity

ACTIVITY 3: CALLING 9-1-1

Tell the youth that emergencies don’t happen very often. Ask them if they know what telephone number is used to get help quickly. Wait for the response. The response is 9-1-1. Explain that 9-1-1 was created to make it easy to get help for themselves and others and that this number will allow them to reach the fire department, the police, or an ambulance very quickly. When this number is called, an emergency operator, called a dispatcher, immediately connects the caller to the person they need.

Explain that when they make a 9-1-1 call they need to have the correct information to give the dispatcher. Divide them into pairs. Hand each pair one of the 9-1-1 Calling Cards Classroom Activity and have each team practice what they would do and say if they needed to call 9-1-1. Tell them to give their full name, address and telephone number and a brief statement of the problem.

Remind them that they should stay on the line until instructed by emergency personnel to hang up. Make sure that each partner has the chance to be the caller and the 9-1-1 personnel. If time allows, invite a local 9-1-1 operator or emergency personnel to visit with them and help in practicing what to say and do on a 9-1-1 call. Virtual adaptation: Have participants volunteer to go through the script. Presenter could act as dispatcher for first round, then get students to rotate between dispatcher/caller.



LESSON 6

OPERATION EWHA – EMERGENCIES WHEN HOME ALONE

ACTIVITY 4: WHO TO CALL

It is important that youth learn the differences between an emergency and non-emergency situation. They should also be able to identify WHO to call during an emergency. Of course, in a life-threatening situation, this would be the 9-1-1 operator, but what about in other types of situations? Distribute the Who To Call? Youth Page. Ask them to complete these individually and be prepared to give reasons for their answers. Once they have had time to complete the Youth Page ask for volunteers to read each statement, giving their answer and the reason for their answer. Refer to the Who To Call? KEY for suggested answers.

Note: Use this time as a teachable moment and encourage an open classroom discussion if others have given different answers. Encourage them to take home this page and share with their parents.

AFTER THE LESSON

Talking It Over

It is important for youth to have a chance to discuss and reflect on what they have learned in this lesson. Ask the following questions:

Think About It:

1. During the Every Situation Requires a Choice activity, did you change your mind about any of the situations? If yes, why?
2. What do you feel is the MOST IMPORTANT thing you learned during this lesson?
3. Do you think time management is important when making decisions when home alone during an emergency?

Apply It:

1. Do you feel more prepared to make a correct 9-1-1 phone call? What will you remember the MOST about that activity?
2. What changes will you make to the way that you communicate with your parents or guardians about home alone issues?

Riddle of the Day:

Everything is fine until this happens. Just stay calm, think and take action. Answer: emergency.

Adult/Youth Connections:

1. Remind the youth to take the Emergency Telephone Numbers Adult/Youth Activity Page home and ask their parents or guardians to help them to fill in the blanks.
2. Encourage the youth to discuss the Who To Call? Youth Page with their parents or guardians and determine if their parents or guardians agree with their responses.
3. Distribute Family Fingerprints Operation EWHA: Emergencies When Home Alone Family Newsletter and remind the youth to give it to their parent or guardian.

AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON ON THE VIRTUAL FORMAT)



YOUTH ACTIVITY ANSWER KEY PAGE

WHAT IS AN EMERGENCY? KEY

Your leader will read the following situations. 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.*

This could be an emergency if the fire cannot be extinguished with a fire extinguisher or water. An adult should be called or if it cannot be put out quickly call 911.

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

If the bleeding cannot be stopped, an adult needs to be called.

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

Not an emergency.

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.*

This is probably not an emergency; however, if the burn is over a large area it could be an emergency and an adult needs to be called.

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

Not an emergency.

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

Not an emergency.

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

This is an emergency and an adult needs to be called.



YOUTH ACTIVITY ANSWER KEY PAGE

WHO TO CALL? KEY

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.

Emergency? No - No one is injured, just carefully clean up the broken glass.

2. A bad storm starts. Suddenly the lights go out.

Emergency? No – Stay calm and wait for the lights to come back on; if they don't, contact your parents or guardians or a neighbor.

3. Your sister slips and falls down the stairs. She gets knocked out and doesn't answer when you talk to her.

Emergency? Yes – Immediately call 9-1-1.

4. You go outside to get the cat. The wind blows the door shut. Your key is inside and you are locked out.

Emergency? Yes – Go next door to see if you neighbor has a key or to call your parent.

5. You come home after school and see that the front door to your house is open.

Emergency? Yes – DO NOT go into the house! Go next door and call 9-1-1.

6. The phone rings. When you pick it up someone starts saying bad things to you.

Emergency? No – Do NOT say anything back to them; just hang up the phone.

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.

Emergency? No – Not yet, but call your parent or neighbor to let them know.

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.

Emergency? No – You have done everything correctly.

9. You are watching TV and smell smoke. You look around the room but don't see where it is coming from.

Emergency? Yes – Go next door and call 9-1-1.

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.

Emergency? No – Turn off the TV and find something else to do. Tell your parents or guardians when they arrive home.



YOUTH ACTIVITY PAGE

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



CODE NAME
HOME ALONE

LESSON 6: OPERATION EWHA: EMERGENCIES WHILE HOME ALONE

YOUTH ACTIVITY PAGE

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.

ADULT 1		ADULT 2	
Full Name		Full Name	
Where they work		Where they work	
Work Phone Number		Work Phone Number	
Cell Phone		Cell Phone	
Email		Email	
NEIGHBORS/RELATIVES			
Name & Phone Number		Name & Phone Number	
EMERGENCY ASSISTANCE			
Doctor's Name & Phone Number		Ambulance	
Poison Control		Police	
Fire Department			

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.



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

9-1-1 CALLING CARDS

Directions: Copy this page and cut on lines and pass out to students. Have students practice making 9-1-1 phone calls with one serving as the 911 operator and the other as the caller.

Situation: House on Fire

911 Operator 911, what is your emergency?

Youth Caller My house is on fire.

911 Operator What is your address?

Youth Caller (Insert your own address here)

911 Operator Get out of the house right now. I am sending the Fire Department.

Situation: Attempted Break In

911 Operator 911, what is your emergency?

Youth Caller Someone is trying to break into the house.

911 Operator What is your address?

Youth Caller (Insert your own address here)

911 Operator Go to a room with a lock such as the bedroom or bathroom and lock yourself in. The police are on their way.

Situation: Injured Person

911 Operator 911, what is your emergency?

Youth Caller My brother is hurt really bad.

911 Operator How is he hurt?

Youth Caller (Insert your own emergency situation here)

911 Operator What is your address?

Youth Caller (Insert your own address here)

911 Operator An ambulance is on its way.



YOUTH ACTIVITY PAGE

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.

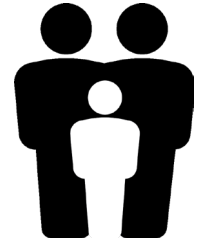
Is this an emergency? No Yes IF Yes, who do you call?

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?



FAMILY FINGERPRINTS



OPERATION EWHA: LESSON 6 EMERGENCIES WHILE HOME ALONE

Handling the Unexpected

SPECIAL POINTS OF INTEREST

Post emergency phone numbers by EVERY phone in your house.

Have them practice making 9-1-1 phone calls with you ... make suggestions of what to tell the operator.

Discuss with them who to call for certain types of emergencies.

Today, during the Code Name: Home Alone session, youth learned about emergencies: the differences between an emergency and a non-emergency situation, what to do and who to call during an emergency and how to make a 9-1-1 call.

You can feel more confident about your absence if they learn some basic skills that might come in handy during an emergency. It would be wise to have youth complete a first-aid or CPR class before leaving him/her home alone.

Before you leave youth homealone, be sure they can complete certain tasks such as:

- Knowing when and how to call

9-1-1 and what address information to give the dispatcher.

- Knowing how to work the home security system, if you have one.
- Locking and unlocking doors.
- Working the phone/cell phone.
- Turning lights off and on.
- Operating the microwave.

Youth should know what to do in certain emergency situations such as:

- There's a small fire in the kitchen.
- The smoke alarm goes off.
- There's a tornado or other severe weather.
- A stranger comes to the door.
- Someone calls for a parent who isn't home.
- There's a power outage.

Emergency Phone List

CRACKING THE COMMUNICATION CODE

By building youth's ability to handle an emergency or a phone call when home alone you are also building their confidence and self-esteem!

Youth should have brought home an adult/youth activity page titled, "Emergency Phone List." This is an activity for you to complete as a family.

Fill out the phone list with youth while discussing important information such as: your home address, phone number, giving directions to your home and knowing the nearest cross streets.

This is all information that they might be asked by the 9-1-1 operator. Other information on the phone list includes parent or guardian contact information from phone numbers to e-mail to instant messaging addresses. This information provides a VARIETY

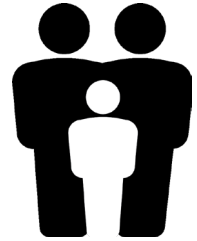
of ways for them to get in contact with you in the event of a HOME ALONE EMERGENCY!



FAMILY FINGERPRINTS

LESSON 6

OPERATION EWHA: EMERGENCIES WHILE HOME ALONE



Posttraumatic Stress Syndrome

In the event that a young person deals with a severe “home alone” emergency, such as a break-in, fire, natural disaster or life-threatening situation, there is a chance that they will have to deal with an extreme amount of stress.

Posttraumatic Stress Syndrome Disorder (PTSD) is an emotional condition that often occurs after direct or indirect exposure to a terrifying event in which physical harm was threatened, witnessed or actually experienced.

This does not absolutely mean that youth will develop this syndrome after a home alone emergency, but there are signs and symptoms to look for.

The following is not a complete list of signs and symptoms; please consult a pediatrician if you think they suffer from PTSD.

Signs & Symptoms of PTSD:

- Sleeplessness and/or nightmares.
- Inability to get along with others, particularly in close relationships.
- Paranoia and distrust.
- Unwillingness to discuss or revisit in any way the site of the trauma.
- Persistent, intense fear and anxiety.
- Feeling easily irritated or agitated.
- Having difficulty concentrating.
- Feeling numb or detached.
- No longer finding pleasure in previously enjoyable activities.
- Feeling helpless or “out of control.”
- Experiencing intense survivor guilt.
- Being preoccupied with the traumatic event.
- Physical symptoms such as headaches, gastrointestinal distress, or dizziness.

Helping Your Child with PTSD

It’s essential to understand that post-traumatic stress disorder is an emotional condition and that a young person’s traumatic experience has left “emotional scar tissue.” So, it’s important to show youth compassion and understanding. And it’s usually necessary to seek immediate help from a qualified therapist. Family and friends can also play a key role in helping youth recover from the disorder.

Here are some other things parents or guardians can do that may help provide support for their youth with posttraumatic stress disorder:

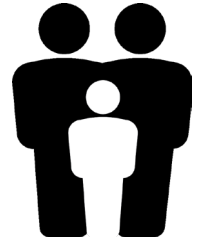
- Let them talk about the traumatic event when and if they feel ready. It’s important not to force the issue if kids don’t feel like sharing their thoughts.
- Reassure them that their feelings are normal and that they’re not “going crazy.” The support and understanding parents or guardians provide can help kids accept their most frightening emotions.
- Encourage them to get involved in a support group for trauma survivors. Check local hospital or mental health association to locate groups.
- Let them make simple decisions whenever appropriate. Because posttraumatic stress disorder often makes a young person feel powerless, parents or guardians can help their kids by showing them that they have control over certain aspects of their lives.
- Tell them that the traumatic event is not their fault. Encourage kids to talk about their feelings of guilt, but don’t let them blame themselves for what happened.
- Stay in touch with kids’ caregivers. It’s important to talk to teachers, babysitters, and other people who care for them.
- Do not criticize regressive behavior (returning to a previous level of development). If they want to sleep with the lights on or take a favorite stuffed animal to bed, it’s perfectly normal and can help kids to soothe themselves



FAMILY FINGERPRINTS

LESSON 6

OPERATION EWHA:
EMERGENCIES WHILE
HOME ALONE



Craft: DIY Home Emergency Magnet

Supplies Needed:

White card stock, markers/crayons/colored pencils, scissors, magnet sheet/unwanted magnet, mod podge, clear sealant (optional) toothpick,

Directions:

Trace magnet size onto a blank sheet of white card stock. Create a picture of what to do during a home emergency (stay calm, call 911, etc) Mod podge the back of the drawing and press against magnet sheet (top of magnet-if unsure, test the magnet on the fridge to see which side to glue to) Use a toothpick to keep fingers off mod podge. If using unwanted magnet, you may need to first glue a blank piece of white paper over the existing magnet to make it more opaque. Then mod podge the picture. If you would like to seal it and use mod podge on



EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

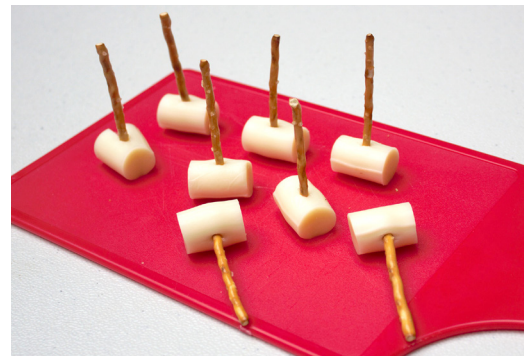
RECIPE NAME	CURRICULUM TOPIC	SETTING REQUIREMENTS
Thor's Hammer Bites	Dairy	Indoor or Outdoor
ESTIMATED TIME	AGE	
Less than 30 minutes	Children and Youth	

INGREDIENTS

- 4 mozzarella string cheese sticks
- 16 Mini Pretzel Sticks

DIRECTIONS

1. Cut each cheeses stick into four equal rectangles.
2. Place a pretzel stick into the center of each rectangle.



Nutrition Facts	
8 servings per container	
Serving size	2 Cheese Bites (15g)
Amount per serving	
Calories	45
% Daily Value*	
Total Fat 3g	4%
Saturated Fat 2g	10%
Trans Fat 0g	
Cholesterol 10mg	3%
Sodium 115mg	5%
Total Carbohydrate 1g	0%
Dietary Fiber 0g	0%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 4g	
Vitamin D --mcg	--%
Calcium 75mg	6%
Iron 0mg	0%
Potassium 3mg	0%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Jeannie Najor, Program Coordinator, University of Kentucky Cooperative Extension Service

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LESSON 7

BEWARE BAD WEATHER

MATERIALS NEEDED

- Tape recorder/player/computer
- Prerecorded nature and weather sounds
- Paper, pencils and crayons
- Index cards with weather words and definitions

LIFE SKILLS

- stress & time management
- personal safety
- decision making
- critical thinking
- communication

KEY VOCABULARY

- warning
- watch
- tornado
- north
- south
- east
- west
- lightning
- electricity
- flash flood
- severe thunderstorm
- safe place
- family disaster supply kit
- severe weather alert
- meteorologist

PROCEDURE

OBJECTIVES

1. Families will develop a bad weather emergency procedure for their family in their home.
2. The young person will know the correct emergency procedures in response to weather emergencies.
3. The young person will know how to find out if bad weather is near their home and community.
4. The young person will recognize local weather alert systems.
5. The young person will understand local weather patterns.
6. The young person will locate his/her county on a map (or the television weather map).
7. Families to prepare a Family Disaster Supply Kit.

BACKGROUND INFORMATION

Weather emergencies such as storms, tornadoes and the accompanying rain frequently occur during the hours of 3-9 p.m. This is the time when many youth may be home alone. Disasters can strike quickly and without warning. While adults are frightened by such occurrences, it can be traumatic for them. They are more apt to be less afraid if they know what to do in weather emergencies. This lesson will focus on the need for families to recognize weather emergencies, ways of being aware of bad weather situations, understanding local weather patterns and weather alert systems. A key component of this lesson is for to be able to go to a safe location in their home in case of bad weather.

DURING THE LESSON

WARM UP: WEATHER ... SOUNDING OFF

Introduce the lesson by playing pre-recorded sounds of weather. Examples could include: rain falling on the roof, , thunder, blowing snow, winds of different strengths, hail, etc.

Provide each young person paper and crayons. Ask them to sketch a picture of each of the sounds they hear. This activity will require a quiet room. Ask the youth to share their sketches and to give their impression of the sound their picture portrays.

Can be done virtually with accompanying “brown bag” if they would change their answer after hearing the class discussion.

Alternative/Virtual activity-Instead of posting signs around the room, give each student his/her their own set of signs to hold up at his/her seat as you review each statement. Continue with the activity as described above.



LESSON 7

BEWARE BAD WEATHER

ACTIVITY 1: PREPARATION

- Copy Steps to Handling Bad Weather Youth Page

ACTIVITY 1: WEATHER EMERGENCIES

Explain that weather is a part of nature and comes in all forms. . Sometimes, bad weather happens when nature gives us too much wind, rain, snow, heat or cold. Weather emergencies happen and can cause damage to homes and buildings, shut off the electricity, water, phones or gas in our homes and schools and have the potential to hurt people and animals.

ACTIVITY 2 : PREPARATION

- **watch** - a state of alert
- **tornado** -destructive windstorm accompanied by a funnel- shaped cloud that progresses in a narrow path over the land
- **hail** - precipitation in the form of small balls with layers of ice and compact snow
- **severe thunderstorm** - thunderstorms that produces hail in three-quarters of an inch diameter, has winds of 58 miles per hour or higher, or produces a tornado.
- **snowfall** - the amount of snow that falls within a specific period
- **lightning** - an atmospheric discharge of electricity that appears as flashes of light
- **flash flood** - a flood of water that develops over a few minutes or few hours
- **north** - the direction of the north pole
- **south** - the direction of the south pole
- **fast** - quickly
- **east** - the general direction of sunrise in the morning
- **west** - the general direction of sunset
- Virtual- make power point to present online

ACTIVITY 2: WEATHER WORDS

Ask the class how they might know when severe weather is coming. Many will share such things as phone, radio, television, the computer.. Explain that there are very important key words to know about weather emergencies. Ask the youth to say words that relate to weather emergencies as you write them on the blackboard (power point/word doc during share screen for virtual). As the words are written, ask the youth if they can define the words. Pass out the Weather Words index cards and the definition index cards to them and have them find the person who has the card that matches their word and definition. Once everyone has found their partner, have teams share their word and definition with the rest of the class. Virtual: distribute cards with brown bags, have participants figure out who their partner is on virtual platform.



LESSON 7

BEWARE BAD WEATHER

ACTIVITY 3: PREPARATION

Ask the youth how many of them have had the electricity go off at their home during a storm; how about telephone services; water; heat.

Take time to allow them an opportunity to share brief comments during this discussion. You may come across some teachable moments that will lead to other discussion topics. Explain that when we know what to do during a weather emergency and practice what we know, we will be more able to handle emergencies like bad weather, fire and other natural disasters in a safe way. Explain that using your head, heart and hands during a weather emergency might just save your health. Bring a battery operated radio to the classroom/session and be prepared to find the local radio stations on the dial.

Tell them that the first step in protecting themselves is to use their head and to not panic if severe weather is coming. Explain the steps to follow in case severe weather is approaching.

1. **Go to your special safe place.** This safe place could be a basement or an interior, window-less hallway, closet or bathroom on the lowest level possible.
2. **Stay calm.** If you panic, you can create a stressful situation and you or someone else could get hurt. Prioritize safety and utilize time management to ensure your safety and the safety of your family.
3. **Keep a phone and your Family Disaster Supply kit nearby.** This kit should contain a flashlight, battery-powered radio, extra batteries and a First Aid Kit.

Once they are in a safe place, tell them to put their heart into action by staying calm and remembering all they have learned about coping in bad weather. They should also use their heart to guide them to help family members. The storm or bad weather will pass over time and they and their family will be fine.

Explain that they can put their hands to work by preparing for the storm in advance. Making a Family Disaster Supply Kit ahead of time will save them and their family time during a weather emergency. In bad weather, seconds can keep them safe and save lives.

Tell them that following these steps will help to protect their health during severe weather. Distribute the Steps to Handling Bad Weather Youth Page. The youth should work through the page independently using the code words. Have them work in pairs and compare answers. Virtual: discuss as a group, can use breakout rooms following client protection guidelines to further discuss in small groups.

ACTIVITY 3: FINDING THE RIGHT DIAL/APP

In this activity, the youth will learn to identify local radio stations and practice finding them on a radio. Show them a battery operated radio and explain that it is an important tool in their Family Disaster Supply Kit. Ask them if they know how to operate a radio to find specific radio stations. Ask them to make a list of local radio stations as you write them on the blackboard (share on shared screen if virtual). Talk about the different genres of these stations and to which ones the youth and their families listen. Discuss how smartphones provide services during emergencies and how they can alert you when severe weather is approaching. Local weather stations are available through news apps that can also provide pertinent information regarding bad weather.

After a list has been compiled tell them which ones provide local weather information in case there is a bad weather. Have them take turns coming up to the front of the room to secretly dial a station. It is the responsibility of the other youth to try to identify which radio station has been dialed. Make a game of it! Allow enough time for each young person to have a turn if desired. As the stations are identified, have them tell you if it is a good station to find out about local weather situations.



LESSON 7

BEWARE BAD WEATHER

ACTIVITY 4: PREPARATION

Record a fire call sound, an ambulance or rescue squad siren, a police car siren, a weather warning siren and the television severe weather alert system siren.

ACTIVITY 4: NAME THAT SIREN

This section of the lesson reminds the youth to beware of the different weather alert systems. Tell them that whether they live in the city or in a small town, they may hear a weather alert alarm or siren that will sound if bad weather is approaching or near. If they do not have a local weather alert siren, they may hear a loud buzzing sound come over the television. This is called a Severe Weather Alert. Once this sound starts, a computerized voice will begin to tell them of approaching or potential severe weather.

They need to know the differences between emergency warning sounds in order to distinguish the bad weather alert so they can go to a safe place. This exercise will help them understand the differences. After you have recorded a fire call sound, an ambulance or rescue squad siren, a police car siren, a weather warning siren and the television severe weather alert system siren, play Name That Siren. Play the sounds and ask students to identify each.

ACTIVITY 5: PREPARATION

Map of the state with counties designated

ACTIVITY 5: BEWARE...BE AWARE

It is important to know where you are located and if the severe weather will be crossing your path. Bad weather many times comes from the west. Show a map of the state and point to your county. Select youth to come forward to find the county names that surround your county. Have students complete the Beware ... Be Aware Youth Page. Ask them to find a partner and review their answers with their partner and then as a large group.

Special Note: Invite a local meteorologist to visit and share weather maps, demonstration of various weather scenarios, etc. Make sure to allow time for student questions. Virtual: pre-record a Q&A session with a local meteorologist or invite one to join online platform during this time slot.

ACTIVITY 6: SAFETY CODE SEARCH: BAD WEATHER

Remind youth that weather can change very fast in the spring and fall seasons. Bad thunderstorms can bring heavy rain, lightning, hail and maybe a tornado. Tell them if the sky turns very dark and looks scary it's time to use their head and remember these tips:

- A tornado or severe weather watch means weather is bad. Get your Family Disaster Supply Kit containing a flashlight, battery-powered radio, extra batteries and a First Aid Kit.
- If lightning is happening, stay away from water (the sink or bathtub inside the house), trees and metal or electrical objects. Stay inside during a storm.
- A tornado or severe weather warning means you should go right away to the special safe place that your parents or guardians show you for safety during a storm. Special safe places can be the basement, if you have one. If your house has no basement then go to a hallway, closet, or bathroom in the middle of the house.

Have them complete the Safety Code Search: Bad Weather Youth Page as a review of the major points of the lesson. After they have completed the word search, review the answers with them.

AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON ON THE VIRTUAL FORMAT)



LESSON 7

BEWARE BAD WEATHER

AFTER THE LESSON

Talking It Over

It is important for the youth to have a chance to discuss and reflect on what they have learned in this lesson. Ask the following questions:

Think About It:

1. What do you think is the MOST IMPORTANT piece of information you learned during this lesson?
2. What was the MOST DIFFICULT activity of this lesson? Why?

Apply It:

1. What is a new idea you have about staying calm during a weather emergency?
2. In the future, how do you plan to use the 4 H's to deal with a weather emergency?

Riddle of the Day:

It is light or dark, up there or down there, it is always around and always near. What is it? Answer: weather

Adult/Youth Connections:

1. Distribute Family Fingerprints Newsletter, Beware: Bad Weather Family Newsletter



CODE NAME
HOME ALONE

Weather Words Cut Outs

SNOWFALL

LIGHTING

FLASH FLOOD

The amount of snow that falls within a specific period

an atmospheric discharge of electricity that appears as flashing light

A flood of water that develops over a few minutes or few hours

NORTH

West

EAST

The direction of the North Pole

The general direction of sunset

The general direction of sunrise in the morning



CODE NAME
HOME ALONE

Weather Words Cut Outs

WATCH

WARNING

TORNADO

A state of alert

Hazardous weather is occurring, likely to occur or imminent

Destructive windstorm accompanied by a funnel shaped cloud that progresses in a narrow path over the land

HAIL

SEVERE THUNDER-
STORM

SOUTH

Precipitation in the form of small balls with layers of ice and compact snow

Thunderstorms that produce hail in 3/4 of an inch diameter, has winds of 58 miles per hour or higher, or produces a tornado

The direction of the South Pole



LESSON 7: BEWARE BAD WEATHER

YOUTH ACTIVITY
ANSWER KEY PAGE

STEPS TO HANDLING BAD WEATHER - KEY

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 **SPECIAL SAFE PLACE**. This **SAFE PLACE** could be a **BASEMENT** or an interior, **WINDOWLESS** hallway, **CLOSET** or **BATHROOM** on the **LOWEST** level possible.
2. Keep a **PHONE** and your **FAMILY DISASTER SUPPLY KIT** close by. This kit should contain a **FLASHLIGHT**, **BATTERY POWERED RADIO**, **EXTRA BATTERIES**, **BAD WEATHER MAP**, and a **FIRST AID KIT**.
3. **STAY** in your safe place until the severe **WEATHER** passes.

HEART

Put your HEART into **ACTION** by staying **CALM** and **REMEMBERING** all you have learned about **COPING** in **BAD** weather.

HANDS

Put your HANDS to work **PREPARING** for the storm. Making your **FAMILY DISASTER SUPPLY KIT** ahead of time will save you **TIME** during a weather emergency. In bad weather, **SECONDS** can keep you safe and save **LIVES**.

HEALTH

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

CODE WORDS

Family Disaster Supply Kit	calm	coping	action	time
batter powered radio	bad	windowless	stay	basement
special safe place	flashlight	lives	bathroom	seconds
first-aid kit	safe place	preparing	lowest	extra batteries
bad weather map	weather	remembering	closet	lives
seconds	phone	protect		



YOUTH ACTIVITY ANSWER KEY PAGE

SAFETY CODE SEARCH: BAD WEATHER KEY

1. A **tornado** or severe weather **watch** means the weather is bad. Get your Family **Disaster** Supply kit containing a **flashlight**, battery-powered **radio**, extra **batteries** and a First **Aid** Kit.
2. If **lightning** is happening, stay away from **water** (the sink or bathtub inside the house), **trees** and **metal** or **electrical** objects.
3. Do not talk on the **phone** unless there is an **emergency**.
4. Stay **inside** during a storm.
5. A tornado or severe weather **warning** means you should go **immediately** to the “special **safe** place” that your parents or guardians show you for safety during a storm.
6. A special safe place can be the **basement**, if you have one. If your house has no basement then it can be the **hallway**, **closet**, or **bathroom** in the **middle** of the house.

						t	o	r	n	a	d	o	
		b		e	o	h	a	l	l	w	a	y	
	w	a	r	n	i	n	g						
		t		o	d		i	n	s	i	d	e	
		h		h	a		l			s		b	
		r		p	r		h		e		a	a	
	h	o	y				s		l		f	t	
	a	o	c			b	a	s	e	m	e	n	t
l	l	m	n	l	r		l		c			e	
i	l		e		o		f		t			r	
g	w		g			s	e	e	r	t		i	
h	a		r				e	m	i	d	d	l	e
t	y	r	e	t	a	w		t	c			s	
n			m					w	a	t	c	h	
i	m	m	e	d	i	a	t	e	l	y			
n					d	i	s	a	s	t	e	r	
g					d			m	e	t	a	l	



CODE NAME
HOME ALONE

LESSON 7: BEWARE BAD WEATHER

YOUTH ACTIVITY PAGE

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

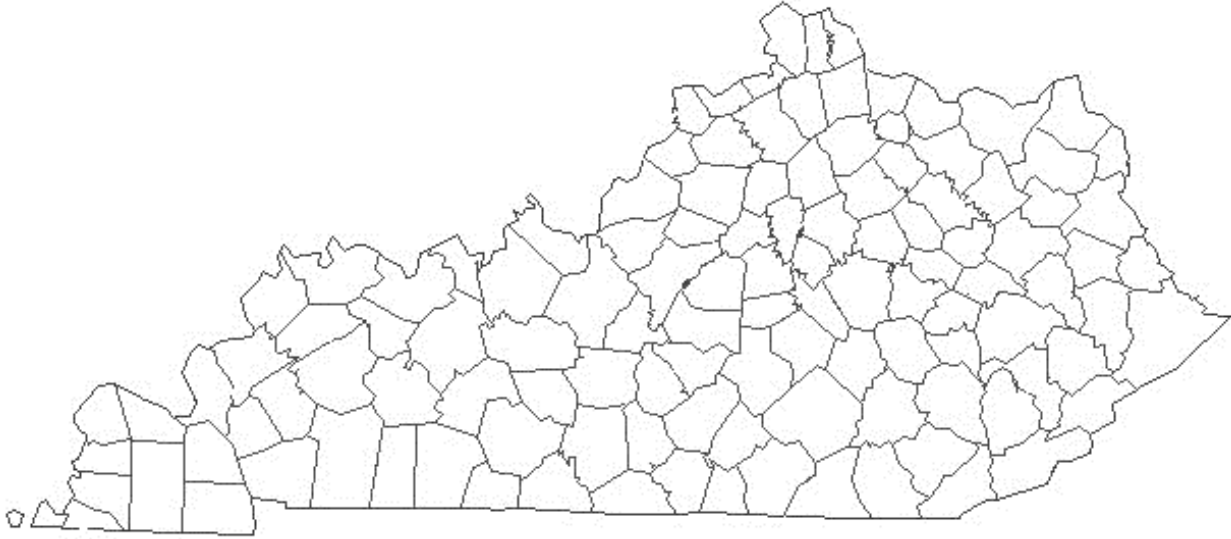
Family Disaster Supply Kit	calm	coping	action	time
batter powered radio	bad	windowless	stay	basement
special safe place	flashlight	lives	bathroom	seconds
first-aid kit	safe place	preparing	lowest	extra batteries
bad weather map	weather	remembering	closet	lives
seconds	phone	protect		



YOUTH ACTIVITY PAGE

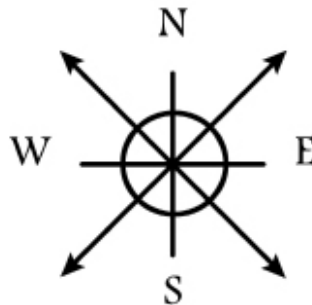
BEWARE ... BE AWARE OF BAD WEATHER

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 _____, _____, _____.



YOUTH ACTIVITY PAGE

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

Code Words

- | | |
|-------------|-----------|
| aid | batteries |
| tornado | lightning |
| inside | emergency |
| flashlight | watch |
| basement | water |
| warning | middle |
| bathroom | closet |
| phone | hallway |
| electrical | radio |
| metal | disaster |
| safe | trees |
| immediately | |

Clue: Go up, down,
backward, forward,
and diagonal

a	d	g	k	l	q	a	t	o	r	n	a	d	o
d	b	b	i	e	o	p	h	a	l	l	w	a	y
s	w	a	r	n	i	n	g	p	l	e	m	m	z
e	d	t	z	o	d	f	i	n	s	i	d	e	k
w	a	h	o	h	a	p	l	n	e	i	s	z	b
f	i	r	l	p	r	f	h	n	e	r	a	t	a
g	h	o	y	y	l	k	s	k	l	x	f	b	t
w	a	o	c	t	y	b	a	s	e	m	e	n	t
l	l	m	n	l	r	u	l	i	c	v	n	m	e
i	l	d	e	s	o	w	f	y	t	i	l	p	r
g	w	w	g	r	t	s	e	e	r	t	t	s	i
h	a	w	r	r	y	z	e	m	i	d	d	l	e
t	y	r	e	t	a	w	t	t	c	n	i	o	s
n	c	v	m	q	w	r	t	w	a	t	c	h	y
i	m	m	e	d	i	a	t	e	l	y	u	i	o
n	a	s	d	f	d	i	s	a	s	t	e	r	g
g	h	j	k	l	s	d	z	x	m	e	t	a	l



FAMILY FINGERPRINTS



LESSON 7 BEWARE BAD WEATHER

Bad Weather Preparedness

SPECIAL POINTS OF INTEREST

Educating youth on the proper procedures for dealing with a weather emergency will not only save valuable time, but it will keep them safe!

It is important that you talk with youth about being prepared for weather emergencies when they are home alone. Try to explain this in a quiet, calm and non-alarming voice. The more you talk about emergencies and practice activities, the better prepared and more in control your family will be if a weather emergency should occur.

Practice bad weather drills with youth. Show them the special place in your home where they should go in case of an emergency. Also, practice with them the “crouch down” position to help protect their head and shoulders from potential dangers.

Today in the **Code Name: Home Alone** lesson, youth learned about the sounds of weather, what to do in a weather emergency, the meanings of several “weather words,” and about the weather alert alarm system in your community.

In all seasons, the weather can change quickly. Thunderstorms can produce heavy rain, lightning, hail and tornadoes. If the skies darken and look scary would they know what to do in order to stay safe?

Keep the lines of communication open with youth so that they feel comfortable enough to ask questions. This is important in keeping them safe when home alone!

Family Disaster Supply Kit-Bad Weather

CRACKING THE COMMUNICATION CODE

Respect youth and use a courteous tone of voice. If we talk to our youth as we would our friends, our youngsters may be more likely to seek us out as confidants.

Making a bad - weather kit for your family doesn't take long and could save your family VALUABLE time in the event of a weather emergency.

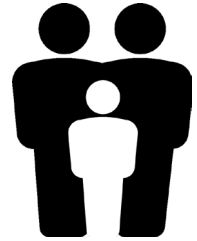
Discuss with your youth the fact that storms usually move and often approach from the west. Draw arrows on your family weather map to show then north, south, east and west. Ask them to name the counties that are north, south, east and west of where you live.

Fill a recycled box, shoe box, plastic container or small plastic toolbox with the following items:

- Flashlight with working batteries
- Extra batteries
- Battery-powered radio
- Family weather map
- First Aid Kit



FAMILY FINGERPRINTS



LESSON 7 BEWARE BAD WEATHER

Watch or Warning?

In a weather emergency it is important to know the difference between a watch and a warning! It is very easy to confuse these two terms. Below are the definitions. Discuss these with youth person making sure that they **UNDERSTAND** the difference.

A tornado or severe weather **WATCH** means that the weather is bad and could get worse.

At this point in time, youth should gather your family's bad weather kit and pay close attention to weather forecasts either on the television or a local radio station.

A tornado or severe weather **WARNING** means that either a tornado has been sited in your area or that you are going to **DEFINITELY** experience severe weather.

At this point in time, youth should gather your family's bad weather kit and should take **IMMEDIATE** shelter in their special safe place.

Craft: Make a Weather Rope

Materials: wood: board about 12"-14" tall & separate piece along top, outdoor sharpie/paint, wood sealant, 10"-12" thick rope, power drill with large drill bit, nails & hammer/wood glue, bracket to hang on wall (optional)

Instructions:

1. Paint/write Weather Rope & descriptors down long board.
2. Once dry, apply sealant to protect paint/sharpie.
3. Use large drill bit to drill a hold in separate piece to the right of the long board once attached, roughly 3 inches out.
4. Use hammer and nails/wood glue to secure top piece to long board. For extra hold, apply both wood glue and nails.
5. Once attached, thread the rope through the drilled hole and tie a knot to secure the rope.
6. Tie a knot at the end of the rope to keep the rope from fraying over time.

Optional: attach bracket and hang on outdoor wall (ie patio, porch post) or lean against a structure.



EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

RECIPE NAME Veggie-Scapes	CURRICULUM TOPIC Fruits/Veggies; Gardening	SETTING REQUIREMENTS Indoor or Outdoor
ESTIMATED TIME 45 Minutes	AGE Children and Youth	

INGREDIENTS

Assorted vegetables—choose a variety of colors, shapes, sizes and textures
Assorted vegetable dips



DIRECTIONS

- For younger children, precut vegetables into various shapes and sizes. Give each child a paper plate and allow them to choose a variety of vegetables. Display examples and photos for ideas but encourage children to make a face or scene using their own ideas and creativity. Provide dips for taste testing.
- For older youth, demonstrate how to cut vegetables into various shapes and allow youth to cut their own vegetables. Be sure to include a lesson on knife safety beforehand. Display examples and photos for ideas but encourage youth to make a face or scene using their own ideas and creativity. Provide dips for taste testing.

Nutrition Facts

1 servings per container	
Serving size	1 cup (143g)
Amount per serving	
Calories	40
% Daily Value*	
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 90mg	4%
Total Carbohydrate 7g	3%
Dietary Fiber 2g	7%
Total Sugars 4g	
Includes 0g Added Sugars	0%
Protein 1g	
Vitamin D 0mcg	0%
Calcium 29mg	2%
Iron 1mg	6%
Potassium 290mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Stephanie Derifield, Area Nutrition Agent, University of Kentucky Cooperative Extension Service

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LESSON 8

HOME FIRE SAFETY

MATERIALS NEEDED

- Story or book about fire safety
- Crayons or markers
- Construction paper
- Dollhouse and contents
- Home Floor Plan Youth Page
- Home Fire Safety Secret Messages Youth Page
- Home Fire Safety Checklist
- Adult/Youth Activity Page
- Family Fingerprints Home Fire

KEY VOCABULARY

- stop drop and roll
- stay low and go
- fire escape plan
- 9-1-1
- exit
- designated meeting place

LIFE SKILLS

- Self-responsibility
- Stress management
- Personal safety
- Decision making
- Problem solving
- Planning/organizing
- Communication
- Concern for others

PROCEDURE

OBJECTIVES

1. The young person will learn correct emergency procedures as needed in the event of a home fire.
2. The young person will know and practice what to do in case their clothing catches on fire.
3. The parents or guardians with the help of the young person will develop a home fire escape plan using two escape routes from each room in the house.
4. The parents or guardians and the young person will critique their home for potential fire hazards.

BACKGROUND INFORMATION

Each year 4,000 Americans die in fires and 20,000 injuries occur according to the U.S. Fire Administration (USFA), a part of the U.S. Department of Homeland Security. There are many causes of fires in the home. The number one cause of fire in the home is cooking. Other causes are heating sources, careless smoking, faulty electrical appliances, and young people playing with lighters and matches. Families need to be aware of potential fire hazards around the home and correct them before a fire occurs. Knowing what to do in case of a fire can prevent serious injury and even death.

DURING THE LESSON

WARM UP: HOME FIRES BURNING

Read a short story or young person's book that focuses on home fire safety. After reading the story, ask the group to share their ideas on what they heard or observed in the story.

ACTIVITY 1: FIRE SAFETY MESSAGES

Ask the youth what they should do if there was a fire in their home. Record their responses on the board. After each young person has had a chance to share, review the ideas and add the following tips if they are left out:

- Get out fast!
- Do not take time to get your toys or other things.
- Don't hide from firemen or adults trying to help get you out.
- Fires can be scary and confusing, so remain calm.
- Crawl low to avoid heat and smoke.
- Feel the door before opening. Do not open the door if it feels hot!
- Meet outside at your family's designated meeting place.
- Call 9-1-1 for help from a neighbor's house or a cell phone.
- Stay outside and do not go back in the house for any reason

Working independently, have the youth draw a picture that shows one of the suggestions from the list. Allow ample time for creativity. Encourage the youth to include words in their pictures as well. Have them share their work with a partner. Once this activity is complete, erase the ideas from the board.



LESSON 8

HOME FIRE SAFETY

ACTIVITY 2: STOP, DROP, AND ROLL

Ask the youth what they would do if their clothes caught on fire. The answers may vary, but one that should be included is stop, drop and roll. Ask a young person to demonstrate what is meant by stop, drop and roll. Tell them to pretend that their shirt sleeve is on fire. Have them to practice stop, drop and roll. Discuss the importance of:

- Staying calm
- Not running around when your clothes are on fire
- Seeking medical assistance for burn treatment

ACTIVITY 3: HOME FIRE ESCAPE PLAN

Ask the youth if they have ever heard of a home fire escape plan.

Using a dollhouse, demonstrate and explain to them several ways to escape from various rooms in case of a fire. Make sure to mention that it is important to have two escape routes in mind for each room in their house.

Ask the them to draw their bedroom on a blank activity sheet. Ask them to draw two ways to exit their bedroom by drawing lines or arrows using crayons or markers. Have them share their routes with the group. Distribute the Home Floor Plan Youth Page. Ask them to work with a partner and find two escape routes from each room in the floor plan. Ask them if there was any room that did not have two routes.

ACTIVITY 4: HOME FIRE SAFETY SECRET MESSAGES

Remind the youth that they have learned several procedures to follow in case their home or they are on fire. To summarize and review the key points of the lesson distribute and ask them to complete the Home Fire Safety Secret Messages Youth Page. This page can be used for an evaluation of the lesson. After they are finished, have them state the answers in unison.



LESSON 8

HOME FIRE SAFETY

AFTER THE LESSON

Talking It Over

It is important for the youth to have a chance to discuss and reflect on what they have learned in this lesson. Ask the following questions:

Think About It:

1. What did you like about the Home Fire Safety lesson? What did you not like?
2. What do you think is the MOST IMPORTANT thing you learned from this lesson?

Apply It:

1. What is one new idea you have about creating a home fire escape plan that you will share with your family?
2. Unless you have a real fire at your home and have the chance to put into action what you have learned today, how will you know if your family will be prepared for a home fire?

Riddle of the Day:

Halt! Fall! Spin! What does this mean? Answer: Stop, drop and roll

Adult/Youth Connections

1. Distribute the Home Fire Safety Checklist Adult/Youth Activity Page. Remind them that all homes should be inspected for potential fire hazards. Tell them to ask their family to complete this checklist together and talk about how to correct any fire hazards in the home.
2. Distribute Family Fingerprints Home Fire Safety Family Newsletter.

AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON ON THE VIRTUAL FORMAT)



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

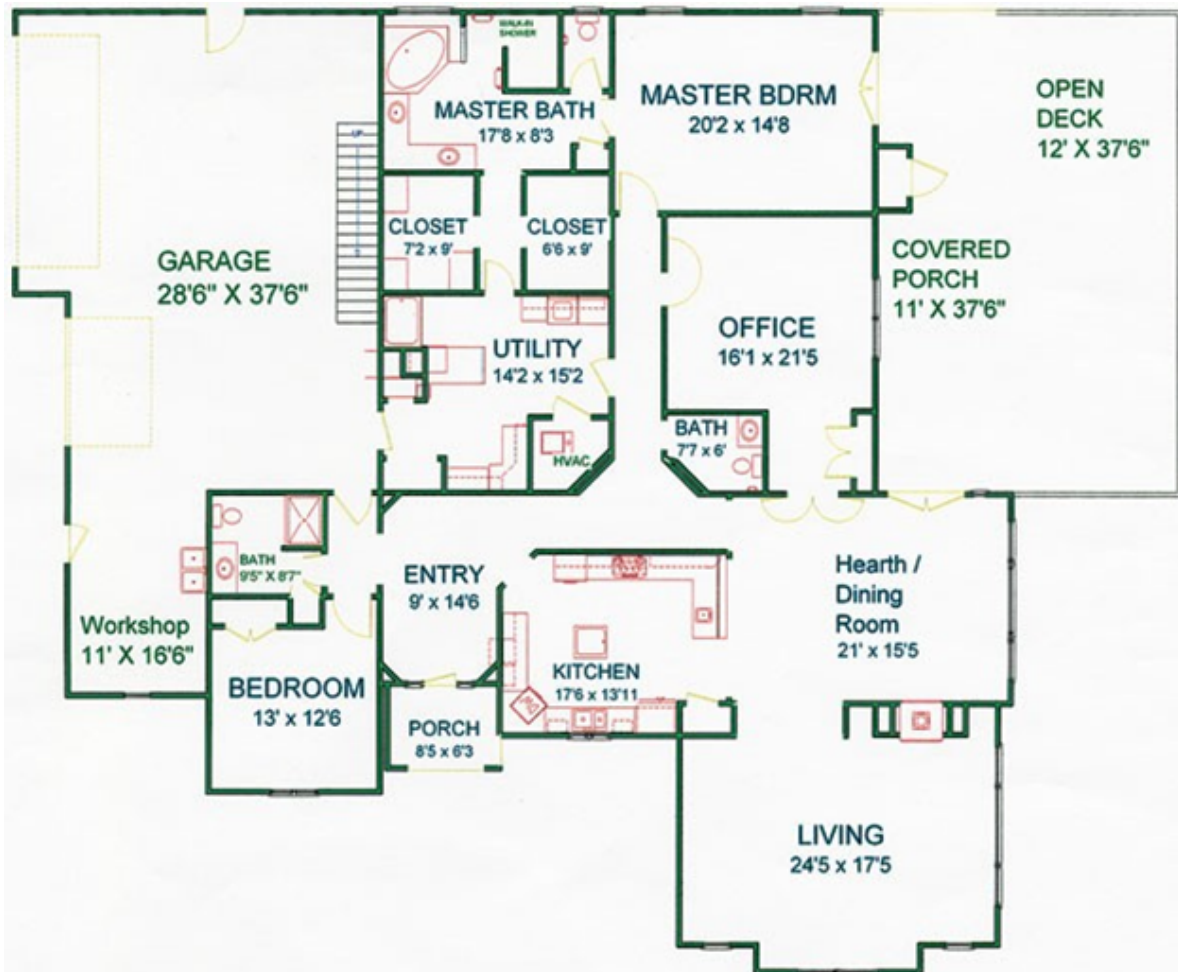


LESSON 8: HOME FIRE SAFETY

YOUTH ACTIVITY PAGE

HOME FLOOR PLAN

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





CODE NAME
HOME ALONE

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 ○○○○ 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 messages.

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

$\frac{\quad}{8+7}$ $\frac{\quad}{5+5}$ $\frac{\quad}{16-2}$ $\frac{\quad}{12\div 2}$, $\frac{\quad}{4\times 2}$ $\frac{\quad}{10\div 2}$ $\frac{\quad}{8+7}$ $\frac{\quad}{7+7}$, and $\frac{\quad}{20\div 3}$ $\frac{\quad}{8+6}$ $\frac{\quad}{6\times 2}$ $\frac{\quad}{8\div 4}$

8=D

12=L

14=O

15=S

5=R

6=P

10=T



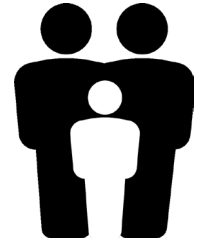
YOUTH ACTIVITY PAGE

HOME FIRE SAFETY CHECKLIST

Smoke Alarms and Home Fire Escape		Electrical Safety	
Yes ___ No ___	Does a grown-up always stay in the kitchen when food is cooking on the stove?	Yes ___ No ___	Are extension cords used safely? Are they not under carpets or across doorways?
Yes ___ No ___	Are stove tops and counters clean and uncluttered?	Yes ___ No ___	Are electrical cords in good condition, without cracks and/or frayed areas?
Yes ___ No ___	Are there pot holders within easy reach of the stove?	Yes ___ No ___	Are kitchen appliances – such as the coffee-maker, toaster oven and microwave – plugged into separate outlets?
Yes ___ No ___	Are pot handles turned inward so they can't be bumped?	Smoke Alarms and Home Fire Escape	
Yes ___ No ___	Are curtains and other things that can burn well away from the stove?	Yes ___ No ___	Does your home have smoke alarms on every level, including the basement and outside each sleeping area?
Yes ___ No ___	Is there a "kid-free" zone of three feet around the stove when grown-ups are cooking?	Yes ___ No ___	
Heating Safety		Yes ___ No ___	Are the batteries working in all your smoke alarms? (This can be tested by an adult pushing the test button).
Yes ___ No ___	Are portable space heaters always turned off when adults leave the room or go to sleep?	Yes ___ No ___	
Yes ___ No ___	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?	Yes ___ No ___	Does your family have a home fire escape plan that includes two exits, usually a door and a window, from each room?
Yes ___ No ___	Does your fireplace have a sturdy screen to catch sparks?	Yes ___ No ___	Are all the exits in your home clear of furniture, toys and clutter?
Yes ___ No ___	Has your chimney been inspected and cleaned during the past year?	Yes ___ No ___	Has your family picked a safe place to meet outside after you exit your home?
Yes ___ No ___	Has your furnace been serviced by a professional in the past year?		
Yes ___ No ___	Are propane tanks and other fuels stored outside your home?		



FAMILY FINGERPRINTS



LESSON 8 HOME FIRE SAFETY

What Should YOUR Child Know?

SPECIAL POINTS OF INTEREST

- Every 20 seconds, a fire department responds to a fire somewhere in this nation.
- In the U.S. someone dies from a home fire roughly every 134 minutes.
- The majority of fires begin in the living room, den or family room.
- Each year, nearly 400 youth between ages 5 and 14 die in homes

Unfortunately, many kids will try to hide from a fire, often in a closet, under a bed, or in a corner. But if taught basic fire facts, they'd be better able to protect themselves.

Today in the "Code Name: Home Alone" session, youth learned the correct emergency procedures needed in the event of a home fire, practiced the "Stop, Drop and Roll" technique and developed a home fire escape plan which they should share with you. It is important that you teach youth that:

- Most fire-related deaths are not from burns but from smoke inhalation and dangerous fumes can overcome a person in just a few minutes
- Fires spread quickly

Kids should learn to:

- Cover their mouths and noses with a moist towel or clothing to keep out dangerous fumes while evacuating.
- Crawl UNDER the smoke to safety, staying as low to the ground as possible.
- Touch any door (not the doorknob) to see if it is hot, and if it is, DO NOT open it, find another exit.
- Never stop to collect personal belongings or pets or to make a phone call (even 9-1-1).
- NEVER go back into a burning building once safely outside

If Your Home Is On Fire ...

Home fires are VERY dangerous and can start at anytime. To make sure you are prepared for a fire, remember the following safety tips:

- Get Out of the House! Fires can spread in seconds, so don't try to put it out yourself.
- Call the Fire Department from a neighbor's house NOT YOUR OWN!
- Clothing on Fire? STOP, DROP and ROLL! DO NOT run around hoping the fire will go out!
- If the room is SMOKY, crawl out on your hands and knees there will be less smoky air to breathe near the floor.
- Test your smoke detectors REGULARLY.
- Replace batteries on a regular basis as well.

CRACKING THE COMMUNICATION CODE

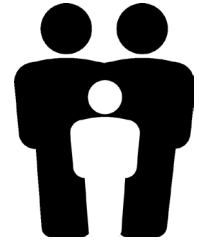
Practicing a home fire drill is a GREAT way to communicate with your family what to do during a home fire.

Afterwards, discuss what could have been done better and PRAISE for what was done correctly!



CODE NAME
HOME ALONE

FAMILY FINGERPRINTS



LESSON 8 HOME FIRE SAFETY

Thinking Ahead: Your Home Fire Plan

Being prepared for a home fire takes more than telling youth to “Get Out of the House.” Several steps should be shared with your family to assure that EVERYONE has a chance to make good decisions.

1. Prepare a floor plan of your home showing at least TWO ways out of EACH room.
2. Sleep with your bedroom door closed. In the event of a fire, it helps to hold back heat and smoke.
3. Easy-to-use window escape ladders are available through catalogs and local stores.
4. Agree on a meeting location outside of your home where family members can gather for a head count.
5. Stay together and away from the fire. Call 9-1-1 from another location, say a neighbor’s house. DO NOT allow ANYONE to return to the burning building.
6. On a regular basis, check corridors and hallways to make sure they are free of obstructions and combustibles.
7. Clear out unnecessary clutter from your home. Be sure to check attics, basements, closets and garages.

Beware of Cigarettes!!

According to the National Fire Prevention Association (NFPA), cigarettes are the NUMBER ONE cause of fire deaths in the United States and Canada, killing about 1,000 people per year.

Most are started when ashes or butts fall into couches and chairs. If you smoke, be especially careful around upholstered furniture, never smoke in bed and be sure cigarettes are completely out before you toss them into the trash.

You’ve heard it again and again, but youth playing with matches are still the leading cause of fire-related deaths and injuries for kids younger than age 5. Always keep matches and lighters out of away from young persons. Store flammable materials such as gasoline, kerosene and flammable cleaning supplies outside of your home and away from youth.

As decorative candles become more popular, candle fires are on the rise. If you light candles, keep them out of reach of kids and pets, away from curtains and furniture and extinguish them before you go to bed. Make sure candles are in sturdy holders made of non-flammable materials that won’t tip over. Don’t let older kids and teens use candles unsupervised in their rooms.

The holidays pose an even higher risk for accidental candle fires. According to the NFPA, the number of fires started by candles nearly doubles during the month of December.



EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

RECIPE NAME

Pumpkin Pudding
in a Bag

CURRICULUM TOPIC

Fruits/Veggies; Dairy

SETTING REQUIREMENTS

Indoor or Outdoor

ESTIMATED TIME

Less than 30 Minutes

AGE

Children and Youth

INGREDIENTS

- 1 (15 ounce) can pumpkin puree
- 2 cups nonfat vanilla yogurt
- ½ teaspoon cinnamon
- ¼ cup pancake syrup
- 15 Graham cracker squares



DIRECTIONS

1. Place the pumpkin, yogurt, cinnamon and pancake syrup into a gallon-sized zipper-sealed bag. Remove air and close the bag tightly.
2. Knead the bag, until ingredients are completely mixed.
3. Crumble crackers into crumbs and divide into 15 small bowls or cups for individual servings.
4. Cut the corner off the bag of pumpkin and pipe about ¼ cup of mixture over each graham cracker crumb bowl.

Nutrition Facts

15 servings per container
Serving size **1/4 cup pudding & 1 graham cracker square (73g)**

Amount per serving
Calories 80

	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 55mg	2%
Total Carbohydrate 17g	6%
Dietary Fiber 1g	4%
Total Sugars 6g	
Includes 1g Added Sugars	2%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 52mg	4%
Iron 1mg	6%
Potassium 118mg	2%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Heather Shaw, Metcalfe County Nutrition Education Program Assistant, University of Kentucky Cooperative Extension Service; Amanda Howard, Magoffin County Senior Nutrition Education Program Assistant, University of Kentucky Cooperative Extension Service; and, Caroline Durr, Area Nutrition Agent, University of Kentucky Cooperative Extension Service

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CODE NAME
HOME ALONE

LESSON 9

FIRST AID

MATERIALS NEEDED

- Family Interview and Needs Assessment
- Facts and Just the Facts Classroom Activity Page with puzzle pieces and signs
- Balloons- deflated
- Water
- Drinking straws
- Family Newsletter
- Rubber bands
- Red washable marker
- Wet wipes
- First-aid cream
- Bandages
- Washcloths
- Paper cups
- Ice packs
- Family Fingerprints First-Aid

LIFE SKILLS

- Communication
- Critical thinking
- Decision making
- Sharing
- Stress management
- Concern for others

KEY VOCABULARY

- assessment
- injury
- symptom
- treatment
- first-aid
- severe

PROCEDURE

OBJECTIVES

1. The young person will understand the differences between injury, symptom and treatment.
2. Parents and the young person will learn simple first aid procedures for minor injuries such as cuts and scrapes, bleeding, nosebleeds, and burns.
3. Families will assess their readiness for an emergency that could involve first-aid techniques.
4. Families will make one or more First Aid Kits and place them in locations where injuries might occur.

BACKGROUND INFORMATION

Home accidents cause approximately 21,000 deaths each year and result in injuries to millions of people. Nearly one-third of all fatal accidents in the nation occur in or around the home (National Safety Council, 1992). Every year, more youth die from accidents than from illnesses. Every family needs to know basic first aid and how to prevent accidents.

The greatest hope of accident prevention lies in education.

Youth form attitudes about health and behavior based on their parent's behavior (National Commission on Youth, 1991). This lesson is intended to expose youth to a few fundamental principles of first aid. It IS NOT a substitute for CPR training or a full course on first aid.

BEFORE THE LESSON

Send home the Family Interview and Needs Assessment Adult/Youth Activity Page for the youth to complete with their families prior to teaching this lesson. The youth should return this handout as soon as possible for discussion in class.

- Cut apart the puzzle pieces on the Facts and Just the Facts Classroom Activity Page and put in a storage bag.
- Tape the Injury, Symptom, and Treatment signs around the room in three different locations.



CODE NAME
HOME ALONE

LESSON 9

FIRST AID

WARM UP: FACTS AND JUST THE FACTS

Cut apart the puzzle pieces on the Facts and Just the Facts Classroom Activity Page and put in a storage bag. Tape the Injury, Symptom, and Treatment signs around the room in three different locations.

Write the words first aid on the chalkboard (or type onto screen if teaching virtually). Ask children Youth what the words are and what they mean. Explain to children young people that the meaning of first aid is the immediate and temporary treatment of a victim of sudden illness or injury while awaiting the arrival of medical aid.

Discuss with the children the difference between an injury, its symptoms and its treatment.

- An injury is what has happened.
- A symptom is how you know you are injured.
- A treatment is what you do to make the injury better.

(Face to Face option) Give each child young person a puzzle piece from the Using the Facts and Just the Facts Classroom Activity Page. Have the children youth determine whether it is an injury, a symptom or a treatment. Once they have decided, have the children young people stand near the poster (Injury, Symptom or Treatment) that represents the description on their puzzle piece.

Next, explain that each child everyone has a puzzle piece that matches with two other partners' puzzle pieces. Ask the children them to find their other two team members. Each puzzle will have an injury, a symptom and a treatment. Have the children walk around room discussing their puzzle pieces with one another until they have found their teammates. Once a team has all their members, instruct them to sit down together on the floor. Assist children youth as needed to assure that activity is completed in a timely manner.

(Virtual option) Each child young person will receive copies of the Using the Facts and Just the Facts handouts, separated out by injury, symptom and treatment. Each child they will cut out each of the puzzle pieces and sort by color/category. Explain that there are twelve sets for them to match, making sure to have one injury, symptom and treatment for each set. Allow time for children youth to create their sets on their own and then review answers together as a whole group.



CODE NAME
HOME ALONE

LESSON 9

FIRST AID

WARM-UP: FACTS AND JUST THE FACTS

ACTIVITY 1 PREPARATION

- Family Interview and Needs Assessment Adult/Youth Activity Page should have been sent home and completed by the family and returned to you.

ACTIVITY 1: YOUR FAMILY ... HOW DID YOU DO?

Return Family Interview and Needs Assessment Adult/Youth Activity Page to the youth. They will need these as a reference for the classroom conversation. Have them share their family interview stories. Allow time for each young person to share their personal story. To help them process this family activity, ask the following questions.

1. What did they learn about their family's injuries?
2. Did their family choose one or more locations to have a first aid kit? Where in their house will first aid kits be kept from now on?
3. Will their family be prepared to handle an emergency situation that would require a first aid kit or first aid treatments? Why is this important for them to know NOW rather than LATER?

ACTIVITY 2 PREPARATION

Materials needed for each team:

- 2 wet wipes
- small tube of first-aid cream
- 2 bandages
- 2 clean washcloths

ACTIVITY 2: FIRST AID FOR CUTS AND SCRAPES

Before engaging youth in activity, it will be necessary to demonstrate the correct first aid technique for cuts & scrapes.

Group Demonstration

For a small cut:

1. Wash the cut with a wet wipe to remove germs.
2. Gently apply a small amount (pea-size) of first-aid cream and cover with a bandage.

For a large cut:

1. Cover wound with a clean cloth. DO NOT remove cloth to see if bleeding has stopped.
2. Apply pressure.
3. Call an adult or 9-1-1 for help.

Divide youth into pairs. Using the red washable marker, draw a small cut on one young person's arm. Draw a large cut on



LESSON 9

FIRST AID

ACTIVITY 3 PREPARATION

Family Interview and Needs Assessment Adult/Youth Activity Page should have been sent home and completed by the family and returned to you.

ACTIVITY 3: GRAVITY TO THE RESCUE!

It is important for youth who are home alone to be aware of simple first aid principles and techniques. As youth take responsibility for themselves they will need to know how to care for themselves if they get a minor injury. The remainder of the lesson will focus on simple first aid principles and techniques they should be aware of and do when home alone. This part of the lesson requires materials to teach basic first aid principles and techniques.

Ask them, "Have you ever had a cut or scrape that was bleeding?" "Do you know what to do to stop the bleeding?" "What if it is a minor scrape?"

After a brief discussion, explain to them that the goal of first aid for bleeding is to stop the bleeding as soon as possible. For small cuts and scrapes with a little bleeding, you should wash the wound with soap and water, apply first-aid cream and cover with a bandage. Ask them, "If the bleeding will not stop or is gushing, what should you do?" After a brief discussion, explain that if the bleeding is severe, they should call for help. A serious cut should not be washed or cream applied, but should be wrapped in a clean cloth and pressure applied to the wound. Do not remove the cloth to see if the bleeding has stopped; this could make the bleeding start again. They should immediately then call for an adult or 9-1-1. Ask them, "Why do you raise an injured arm or leg above your heart?" Answer: Elevating your arm or leg above your heart will help to drain excess fluid from your tissues which means that it will help to prevent swelling or slow bleeding.

Group Demonstration:

1. Draw a foot and ankle on one balloon and fill with water.
2. Place one end of the straw into the neck of the balloon and twist the rubber band tightly around it. Say, "This represents a swollen foot and ankle."
3. Draw a heart on the second balloon. Without spilling the water in the heart balloon, slide the free end of the straw into the heart balloon. Secure it by twisting on the other rubber band. Raise the foot and ankle balloon above the heart balloon. Congratulations! You now have a healthy foot and ankle.

ACTIVITY 4: FIRST AID FOR NOSEBLEEDS

For Virtual option: Instructor can demonstrate group demonstration.

For Face to Face option: follow directions for team work in pairs.

Ask the youth, "Have you ever had a nosebleed?" "How do you stop a nosebleed?" Explain that to treat a nosebleed, they should sit quietly and pinch their nose for ten minutes. They should not lie down and should not blow their nose. Have class pretend to have a nosebleed and practice this first aid technique.



CODE NAME
HOME ALONE

LESSON 9

FIRST AID

ACTIVITY 5 PREPARATION

For Virtual option: Instructor can demonstrate group demonstration.

For Face to Face option: follow directions for team work in pairs.

Materials needed for each team:

- 2 paper cups – one with small amount of water
- small tube of first-aid cream
- 2 bandages
- 2 clean washcloths
- ice pack

ACTIVITY 5: FIRST AID FOR BURNS

Ask youth, “Have you ever had a burn?” “How did you get burned?” Allow time for a few to share personal stories. Discuss the different ways that burns can occur and how they can be prevented.

Before engaging youth in activity, it will be necessary to demonstrate the correct first aid technique for burns.

Group Demonstration:

For a small burn:

1. Place burned area under cold water for a few minutes.
2. Gently apply a small amount (pea-size) of first-aid cream.
3. Cover area with a bandage and place ice-pack on wound.

For a large burn:

1. Cover burned area with a clean cloth. DO NOT remove cloth to check on burn ... this could damage the injury even more.
2. Call an adult or 9-1-1 for help.

Divide the youth into pairs. Using the red washable marker, draw a small burn on one young person’s finger. Draw a large burn on the other young person’s hand. Allow time for teams to practice the burns first-aid techniques as demonstrated. Assist them where needed.



LESSON 9

FIRST AID

AFTER THE LESSON

Talking It Over

It is important for the youth to have a chance to discuss and reflect on what they have learned in this lesson. Ask the following questions:

Think About It:

1. What did you like about the First Aid lesson? What did you not like?
2. What do you think is the MOST IMPORTANT thing you learned from this lesson?

Apply It:

1. What is one new idea you have about creating a home first-aid kit that you will share with your family?
2. Unless you have a real first-aid emergency at your home and have the chance to put into action what you have learned today, how will you know if your family will be prepared?

Riddle of the Day:

If you stay safe, this won't happen, but if it does, there will be no time for napping. What is it? Answer: injury.

Adult/Youth Connections

1. Family Interview and Needs Assessment Adult/Youth Activity Page should be sent home for the families to complete prior to this lesson. The youth should return this activity page to the teacher/volunteer before the lesson is taught.
2. Distribute Family Fingerprints First Aid Family Newsletter

AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON ON THE VIRTUAL FORMAT)



CODE NAME
HOME ALONE

FACTS AND JUST THE FACTS PAGE

INJURY



CODE NAME
HOME ALONE

FACTS AND JUST THE FACTS PAGE

SYMPTOMS



CODE NAME
HOME ALONE

FACTS AND JUST THE FACTS PAGE

TREATMENT



YOUTH ACTIVITY PAGE

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.)



YOUTH ACTIVITY PAGE

FAMILY NEEDS ASSESSMENT

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

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:

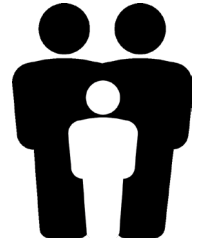
- Playing sports
- Doing crafts
- Cooking
- In the workshop
- In the yard
- Playing with pets
- Hiking
- On the farm
- Other _____

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 _____



LESSON 9 FIRST AID

First-Aid in YOUR Home

SPECIAL POINTS OF INTEREST

- Although they can be scary, nosebleeds are common in youth ages 3 to 10 years old and aren't usually serious.

Injuries occur with fairly high frequency in and around the home. Most of these are a result of just our daily routines of playing and doing household chores.

Knowing the basic first-aid techniques to use in these situations is very important, for it sometimes means the difference between a lesser injury and more permanent damage.

Today's lesson should not substitute for a formal first-aid or CPR class. You are encouraged to register for and attend a certified first-aid or CPR class WITH young person.

In today's **Code Name: Home Alone** lesson, youth learned about:

- Whether your family is prepared to handle an emergency that could involve first-aid techniques.
- The difference between an injury, a symptom and a treatment.
- Proper first-aid techniques for cuts and scrapes, bleeding, nose-bleed and burns.

On Their Own and PREPARED!

CRACKING THE COMMUNICATION CODE

Make sure your family's Emergency Contact List is posted in several locations throughout your house, especially near: each phone, the front and back doors and in the garage.

According to data released by the Afterschool Alliance, more than a quarter of Kentucky youth of working families are unsupervised in the afternoons.

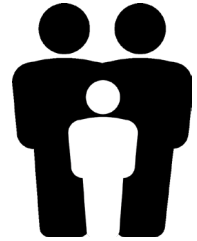
With this being the case, youth need to have first-aid awareness and/or training so that they can develop the safety consciousness that we all need.

Having studied some first-aid procedures, youth will be more likely to correctly handle their own injury or those of others. This will also help them to be more self-confident that they are doing the right thing in case of an accident.

Young people should learn how to prevent accidents, but at the same time, if an accident occurs, they should know how to handle it.



FAMILY FINGERPRINTS



LESSON 9 FIRST AID

Make Your Own First-Aid Kit

With youth, you can make your own Family First-Aid Kit. Once completed, make sure that everyone knows where it is kept - it won't do anyone any good if they can't FIND it!

In the event that you have to use an item out of your first-aid kit, make sure to replace that item as soon as possible. You never know when you might need it again.

An inexpensive but effective first-aid kit can be made using either a 2- or 3- pound coffee can or other suitable container that has a plastic lid.

Gather the following items:

- Assortment of bandages
- First-aid cream
- Alcohol wipes
- Gauze pads
- First-aid tape
- Hydrocortisone cream (1%)
- Chemical cold pack
- Wash cloths
- Scissors (small)
- Tweezers

Then:

1. Make sure your container is clean.
2. Place wash cloths in bottom of container.
3. Place each item in the container.
4. Close the container and label it "First-Aid Kit."

More ... Make Your Own!

BANDAGE BUTTERFLIES

Supplies Needed:

- Bandages (whatever color you want)
- gauze pads
- markers
- scissors
- ruler
- piece of construction paper or recycle cardboard

Instructions:

Start by cutting your gauze to a 3X3 inch square. Use a ruler if needed.

Decorate your butterfly wings (gauze) with a marker. Dotting with the marker works the best so the gauze is not stretched out.

Open your bandages leaving on the non-stick covers.

Pinch your gauze in the middle to form each side of the butterfly wings. Depending on the age, a child may need assistance from an older youth or adult with this step.

Remove the non-stick cover from one bandage and use it to tape your butterfly wings to the construction paper. See photo above for reference.

Add as many butterflies as your paper will hold!!

Complete each butterfly by drawing antennae with markers. You can make them however short or long, straight or wavy as you want.



EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

RECIPE NAME

Spider Bites

CURRICULUM TOPIC

Grain; Proteins; Gardening

SETTING REQUIREMENTS

Indoor or Outdoor

ESTIMATED TIME

Less than 30 Minutes

AGE

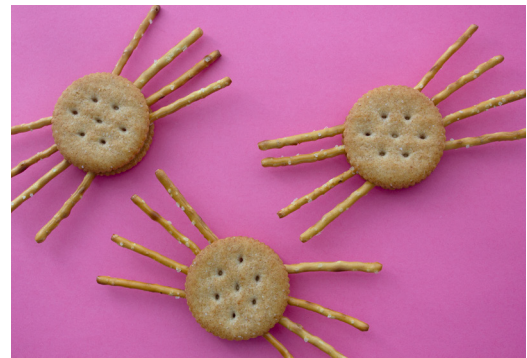
Children and Youth

INGREDIENTS

- 16 round whole wheat crackers
- ½ cup hummus
- 48 mini pretzel sticks

DIRECTIONS

1. Spread eight crackers with hummus.
2. Arrange four pretzel sticks on each side of the crackers allowing them to protrude, forming legs.
3. Top with remaining crackers.



Nutrition Facts

8 servings per container	
Serving size	1 Snacks (24g)
Amount per serving	
Calories	60
% Daily Value*	
Total Fat 2.5g	3%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 9g	3%
Dietary Fiber 0g	0%
Total Sugars 1g	
Includes --g Added Sugars	--%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 14mg	2%
Iron 1mg	6%
Potassium 54mg	2%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Jeannie Najor, Program Coordinator, University of Kentucky Cooperative Extension Service

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Cooperative Extension Service | Agriculture and Natural Resources | Family and Consumer Sciences | 4-H Youth Development | Community and Economic Development



CODE NAME
HOME ALONE

LESSON 10

KITCHEN SAFETY AND SNACK ATTACK

MATERIALS NEEDED

- Caution: Kitchen Safety Messages Youth Page
- Caution: Kitchen Safety Messages Teacher/Volunteer KEY
- Kitchen Rules for Me Adult/Youth Activity Page
- Snack Ideas Adult/Youth Activity Page
- My Plate Teacher/Volunteer Page
- Snacks: Nutrition Intuition Youth Page
- Snack Attack Adult/Youth Page
- Ingredients to make a healthy snack, utensils and appliances needed for Snack Attack Parent /Youth Page
- Family Fingerprints Newsletter, Kitchen Safety and Snack

LIFE SKILLS

- Contributing to group effort
- Teamwork
- Self-motivation
- Self-responsibility
- Healthy lifestyle choices
- Decision making
- Planning/organizing
- Social Skills

KEY VOCABULARY

- kitchen hazards
- nutritious
- cleanliness
- appliances
- utensils
- recipes
- independently
- ingredients
- food preparation
- food groups
- empty calorie foods

PROCEDURE

OBJECTIVES

1. The young person will be aware of the possible dangers when preparing food in the kitchen when home alone.
2. The young person will develop safe cooking habits when preparing food in the kitchen.
3. The young person and family members will understand the importance of following family rules preparing food when home alone.
4. The young person and parents or guardians will identify healthy nutritional snacks.
5. The young person will learn to prepare a nutritional snack that can be prepared when home alone.

BACKGROUND INFORMATION

The rise in families with parents or guardians being employed away from home has left many youth home alone in self-care. As more young people find themselves responsible for lunchbox and meal preparation, attention must be paid to the safety and quality of food they are preparing and consuming. Therefore, it is important they know and understand basic kitchen and food safety, have an understanding of nutritious snacks, and have the ability to prepare such snacks independently.

When they come home from school, one of the first things they probably want to do is eat. Because of their growth and physical activity demands, they run out of steam at mid-afternoon and are in need of fuel. Knowing that they will be cooking, it is most important that they are aware of kitchen and food safety. Knowing what foods the young person chooses as a snack is also important. Snacks are a good idea if good food choices are made and if they won't interfere with mealtime.



LESSON 10

KITCHEN SAFETY AND SNACK ATTACK

DURING THE LESSON

WARM UP: KITCHEN SAFETY

Begin this lesson by telling the youth that when they get home from school there is a good chance they are going to be hungry. The growth and physical demands on their body cause them to run out of steam by the end of the school day. Emphasize that because they will be responsible for themselves and possibly a younger brother or sister it is important they know and practice proper kitchen and food preparation safety.

To get them thinking about kitchen safety, begin by asking them to list possible kitchen dangers they have seen or experienced.

Possible responses include:

- Electric shock from wet fingers
- Slipping on floor spills
- Burns
- Injury from not using pot holders
- Cut from knife
- Running into open cabinet doors or drawers
- Putting metal in microwave
- Being distracted/not paying attention

Once all responses have been recorded, ask the youth how these hazards can be prevented or avoided. Possible responses include:

- Always wash hands before preparing food.
- Always keep countertops cleaned.
- Wipe up spills when they occur.
- Dry hands thoroughly.
- Always use pot holders and mitts for hot utensils and dishes.
- Always wash and put away knife immediately after use.
- Always use microwave safe dishes.



LESSON 10

KITCHEN SAFETY AND SNACK ATTACK

ACTIVITY 1 PREPARATION

- Copy Caution: Precaution Kitchen Safety Youth Page
- Caution: Kitchen Safety Messages Teacher/Volunteer KEY for answers to Youth Page
- Copy Kitchen Rules for Me Youth Page

ACTIVITY 1: CAUTION: KITCHEN SAFETY MESSAGES

Distribute the Caution: Kitchen Safety Messages Youth Page.

This Youth Page is a summary of the causes of kitchen accidents and some simple rules to follow to prevent injury when preparing snacks in the kitchen. Ask the them to complete this Youth Page independently. After they are finished, lead a discussion and ask them to share their answers using the Caution: Kitchen Safety Messages Teacher/Volunteer KEY.

Summarize by explaining that every family has different rules for what foods are allowed to be prepared when home alone. When they are preparing the food they need to follow good Kitchen Safety Rules that are established by their parents. Distribute the Kitchen Rules for Me Adult/Youth Page and ask the youth to complete it with the help of their parents.

ACTIVITY 2 PREPARATION

- Copy Snack Ideas Adult/Youth Activity Page

ACTIVITY 2: SNACK IDEAS

Begin this section by explaining that following kitchen safety habits is important when we select and prepare snacks when home alone. Emphasize that snacks are a good idea if healthy food choices are made, don't interfere with mealtime, are not empty-calorie foods and fill the nutrition gap. Ask them to share their favorite after school snack with the class. As each snack is mentioned have them indicate if the snack is nutritional or empty calorie snack.

Pass out the Snack Ideas Adult/Youth Activity Page. Ask them to circle their favorite afternoon snacks. Tell them to take this page home and get their parent involved in planning nutritious snack for after school.



CODE NAME
HOME ALONE

LESSON 10

KITCHEN SAFETY AND SNACK ATTACK

ACTIVITY 3 PREPARATION

- Use My Plate for Kids Teacher Page
- Copy Nutrition Intuition Youth Page
- Copy Nutrition Intuition Youth Page answers and action:
 1. hungry-stoop to floor
 2. two-right elbow to the left knee
 3. pyramid-left hand to right heel
 4. five-touch toes
 5. calorie-right hand to left ear
 6. nutritional-left heel to right knee
 7. rules-left elbow to right elbow
 8. apple-turn around in a circle twice
 9. dairy-raise right knee to chest
 10. grain-clasp hands and step through with each leg
 11. exercise-turn around, stoop, and raise arms in the air

ACTIVITY 3: SNACKS: NUTRITION INTUITION

Continue talking about nutritional snacks by showing and discussing the My Plate Page. Explain that snacks should be chosen from five food groups: fruits, grains, vegetables, dairy, and meat and beans to maintain a growing and healthy body. Tell them that adequate exercise is also a part of the My Plate.

Distribute the Nutrition Intuition Youth Page and ask them to complete it independently. Once they are finished, discuss the answers with the youth. To add physical activity into the lesson, ask the them to stand and as you give the answer, add a movement to the answer as indicated.

ACTIVITY 4 PREPARATION

Choose one or more recipes from the Nutritious Snacks Page and have the ingredients and equipment needed for particular recipes.

ACTIVITY 4: MAKE A RECIPE

For this activity, the youth can actually prepare some nutritious snacks. Choose one or more recipes from the Nutritious Snacks Page. Set up stations around the room with the ingredients, utensils and equipment to prepare different nutritious snacks. Begin by having a discussion about the importance of cleanliness during and after food preparation. Be sure they have time to wash hands prior to the beginning of the recipe making lesson.

Read the recipe for each station and identify the utensils and equipment needed. Ask them to identify a kitchen safety rule to remember with each recipe. Have them prepare the snacks at each station in teams sharing snack preparation responsibilities. After the snacks are made, allow time for them to eat the snack. Optional: Provide a healthy beverage as well.



LESSON 10

KITCHEN SAFETY AND SNACK ATTACK

AFTER THE LESSON

Talking It Over

It is important for the youth to have a chance to discuss and reflect on what they have learned in this lesson. Ask the following questions:

Think About It:

1. What is one kitchen safety tip that you learned during this lesson?
2. What is a new idea you have about preparing a healthy after-school snack when home alone?

Apply It:

1. What is one change you can make in your family's kitchen to make it safer? How do you think you could make this change happen?
2. What is one thing you are not allowed to do in your family kitchen alone? What could you do or say to convince your parents or guardians that you should be allowed to do this?
3. What do you have to do in order to eat a nutritional snack after school?

Riddle of the Day:

If you stay safe, this won't happen, but if it does, there will be no time for napping. What is it? Answer: injury.

Adult/Youth Connections

1. Remind the youth to take the Kitchen Rules for Me Adult/Youth Page home and ask their parents or guardians to help them complete it in order to know the kitchen rules they should follow when home alone.
2. Tell the youth not to forget to take home the Snack Ideas Adult/Youth Activity Page. Tell them to point to the snack they prepared in the classroom and show their parents or guardians how they can prepare it on their own.
3. Distribute Family Fingerprints Kitchen Safety and Snack Attack Family Newsletter.

**AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON
ON THE VIRTUAL FORMAT)**



YOUTH ACTIVITY ANSWER KEY PAGE

CAUTION: KITCHEN SAFETY MESSAGES KEY

Special Message

Accidents in the kitchen can happen when you are:

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

Common kitchen accidents are:

- **burns**
- **cuts**
- **falls**

Hidden Code

s	p	r	h	u	r	r	y	u	s	t	i
t	y	m	l	c	l	e	a	n	x	n	g
t	a	t	t	e	n	t	i	o	n	h	l
f	u	n	o	p	e	r	a	t	e	b	h
r	p	e	r	m	i	s	s	i	o	n	f
h	i	m	b	u	r	n	s	r	i	k	l
d	e	r	g	h	i	m	c	u	t	s	b
g	u	p	f	a	l	l	s	m	m	r	e

Wash hands with **soap** and water and clean your fingernails before preparing meals or snacks.

Dry your hands thoroughly to avoid slippery fingers and injuries from **electrical shock**.

Wipe up **spills** on the floor or countertop immediately.

Do not leave the cabinet doors and drawers **open**.

When using a knife, cut **away** from your **hand** and not **toward** it.

Use potholders when handling **hot pans, bowls**, and **utensils**.

Do not wear **loose, floppy clothing** when cooking.

Prepare food on a **clean cutting board** and not on a counter top.

Wash your hands **often**.

Do not **leave** leftovers **out** on the countertop; **store** leftovers correctly.

Use **dishes** and **paper** products in the microwave that are labeled as microwave **safe**.

Vowel Code

A = <

E = +

I = {

O = #

U =)



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

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:

- _____
- _____
- _____

Hidden Code

s	p	r	h	u	r	r	y	u	s	t	i
t	y	m	l	c	l	e	a	n	x	n	g
t	a	t	t	e	n	t	i	o	n	h	l
f	u	n	o	p	e	r	a	t	e	b	h
r	p	e	r	m	i	s	s	i	o	n	f
h	i	m	b	u	r	n	s	r	i	k	l
d	e	r	g	h	i	m	c	u	t	s	b
g	u	p	f	a	l	l	s	m	m	r	e

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__, 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__ leftovers correctly
+ < + #) # +

Use d__sh__s and p__p__r products in the microwave that are labeled as microwave s__f__.
{ + < + < +

Vowel Code

A = <

E = +

I = {

O = #

U =)



YOUTH ACTIVITY PAGE

KITCHEN RULES FOR ME

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
crock
pot food processor
stove top

toaster
blender
microwave
electric fry pan

knife
hand-held mixer
can opener
griddle or pancake make

I am allowed to use the following appliances and utensils:

sandwich
microwave dinners
milk shakes

popcorn
pizza or pizza rolls
soup

toast
macaroni and cheese
hot dogs

My chores to get ready for dinner are:

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



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

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.

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

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.

SNACKS THAT COUNT	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE



United States Department of Agriculture

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

Vegetables



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

MILK

Dairy



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

Fruits



Every school lunch includes fruits as well as vegetables. Only 1/2 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.





CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

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 daily .

elsusr

admpiyr

eivf

uttriounla

otw

ceeseixr

rfuti

gynuhr

lcieoar

rgnia

irday



CODE NAME
HOME ALONE

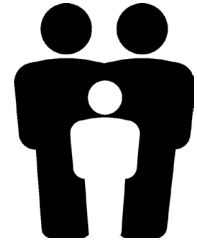
YOUTH ACTIVITY PAGE

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 you satisfied.

<p><u>Apple Smiles</u> -Apple -Peanut Butter -Raisins -Milk</p> <p>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</p>	<p><u>Cereal Mix-Up</u> -Any flavor of yogurt -2 or 3 types of cereal -Fruit such as peaches, bananas or strawberries</p> <p>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!</p>	<p><u>Banana-Cracker Break</u> -2 graham crackers -Peanut butter -Banana -Milk</p> <p>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.</p>
<p><u>Shaker Pudding</u> -Instant pudding mix (any flavor) -2 cups cold milk -Chopped nuts</p> <p>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.</p>	<p><u>Bugs on a Log (choose a "log")</u> -3" celery sticks -apple slices -3" carrot sticks</p> <p>(choose a spread) -cream cheese and pineapple -cheese and pimento -peanut butter</p> <p>(sprinkle with "bugs") -raisins -sunflower seeds -chopped nuts</p>	<p><u>Fruit Kabobs</u> -Skewers -Banana -Strawberries -Seedless grapes -Kiwi -Marshmallows</p> <p>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.</p>
<p><u>Peanut Butter & Jelly Sandwich</u> -Peanut Butter -Jelly (any flavor) -2 slices of bread (wheat)</p> <p>Take 2 slices of bread. Spread peanut butter on one of the slices. Spread jelly on the other slice. Put together and you have PP&J sandwich. Tastes great with cold milk.</p>	<p><u>Quick Pizza</u> -English muffins -Pizza sauce -Grated cheese -Sliced vegetables (if desired) -Meat toppings (if desired)</p> <p>Top bread with pizza sauce, cheese, and extra toppings. Bake or broil until heated through or until golden brown. *Adults should keep ingredients in refrigerator and ready to use, so kids can prepare pizzas quickly.</p>	<p><u>Banana Shake</u> -2 sliced ripe bananas -1/2 cup orange juice -1/4 teaspoon vanilla extract -2 cups milk</p> <p>Blend all ingredients in a blender, or shake vigorously in a covered quart jar. *Kids need adult permission to use blender before preparing shake.</p>

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 refrigerator!



LESSON 10 KITCHEN SAFETY AND SNACK ATTACK

Snack Attack!

SPECIAL POINTS OF INTEREST

- Snacking is part of a balanced and healthy diet.
- Drinking a sufficient amount of water (8-10 glasses) throughout the day will help to curb your “over-snacking” appetite.
- Including protein in your snack will help you feel fuller for a longer period of time.

Healthy snacks can round out the diet, helping to ensure that youth are getting all of the nutrients they need to fuel their growth and development. Learning to eat and enjoy healthy snacks will encourage youth to develop healthy eating habits, both for now and for the future.

It may seem complicated and time-consuming to provide healthy snacks for youth, but you can save time and promote enthusiasm for eating healthy snacks by including the youth in planning and shopping for foods that will become their snacks. Many snacks are simple and they can even help prepare them!

What makes a good snack? A good snack is nutrient dense. This means that each bite contributes to the young person’s

intake of healthy foods. Snacks should be chosen from the five food groups (fruits, grains, vegetables, dairy, and meat and beans) to maintain a growing and healthy body.

To help choose healthy snacks, let them help make a list of snacks that are healthy and they like to eat. Remember to avoid having empty calorie snacks, those that have lots of sugar and little nutrient value (for example soft drinks and fruit drinks). Alternatives would be low fat milk or 100 percent fruit juice.

Use the list of snacks when shopping and, let youth help pick out a variety of healthy and quick-to-fix foods. This will allow the to help themselves from the healthy choices that are available for them.

Rules for Cooking in the Kitchen

CRACKING THE COMMUNICATION CODE

Schedule regular “Family Meetings” and allow time for each member of the family to express their feelings, thoughts, etc.

There are three basic rules to remember when working in the kitchen:

1. Be on the look out for potential hazards.
2. Use safe work procedures.
3. Use protective equipment when needed.

Following basic safety rules in the kitchen can help reduce the chance of fires, accidents and food poisonings. Make everyone who uses the kitchen aware of these rules and enforce them.

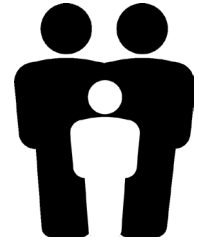
Always wash your hands before beginning to work in the kitchen. Also:

- Wash your hands at regular intervals as necessary while you work.
- Keep nails clean to prevent the spread of germs.
- Cover any cuts with waterproof dressings. Change the dressings when work in the kitchen is finished.
- Remove any jewelry that might get in the way and tie back hair.
- Never wear dangling sleeves that may get caught in appliances or catch on fire.



CODE NAME
HOME ALONE

FAMILY FINGERPRINTS



LESSON 10 KITCHEN SAFETY AND SNACK ATTACK

Kids & Snacking ... The GOOD News!

The time between lunch at school and dinner at home is sometimes a LONG time, especially if you are a young person. If they get too hungry, they may become cranky or find it difficult to concentrate on the task at hand. Healthy snacks help to bridge the gap between meals.

Healthy snacks also can round out the diet, helping to ensure that youth are getting all of the nutrients they need to fuel their growth and development. Learning to eat and enjoy healthy snacks will encourage youth to develop healthy eating habits, both for now and for the future.

It may seem complicated and time-consuming to provide healthy snacks for youth, but you can save time and promote enthusiasm for eating healthy snacks by including the youth in planning and shopping for foods that will become their snacks. Many snacks are simple and they can even help prepare them!

What makes a good snack? A good snack is nutrient dense. This means that each bite contributes to the young person's intake of healthy foods. Snacks should be chosen from the five food groups (fruits, grains, vegetables, dairy, and meat and beans) to maintain a growing and healthy body.

To help young choose healthy snacks, let them help make a list of snacks that are healthy and they like to eat. Remember to avoid having empty calorie snacks, those that have lots of sugar and little nutrient value (for example soft drinks and fruit drinks). Alternatives would be low fat milk or 100 percent fruit juice.

Use the list of snacks when shopping and, let youth help pick out a variety of healthy and quick to-fix foods. This will allow them to help themselves from the healthy choices that are available for them.

Quick and Easy Snack Ideas

Try these healthy snacks with your youth! You may find that you will like them as much as they do!

- English muffin pizzas with pineapple or tomato slice, mushrooms, etc.
- Baked potatoes with chili beans or broccoli and cheese.
- Tortillas and beans.
- Waffles topped with fresh fruit.
- Choose fruits that are in season.
- Raw vegetables cut into slices or sticks with a yogurt dip. (Mix your favorite dry salad dressing mix into plain yogurt to make a great tasting low-fat dip!)
- Trail mix made with several types of cereal, dried fruit and nuts or sunflower seeds.
- Yogurt grahams. (Spread fruit-flavored yogurt on a graham cracker square, top with a second square. Wrap in plastic wrap and freeze.)
- Yogurt and fruit topped with cereal (yogurt sundaes).

More Tips on Kitchen Safety

- Wash fresh foods with water before cutting or eating.
- Follow the directions on package labels when handling meats.
- Always clean contaminated surfaces before putting something on them.
- If there is a question about the freshness of a food, discard it.
- Wash the tops of cans before opening them.



EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

RECIPE NAME	CURRICULUM TOPIC	SETTING REQUIREMENTS
Seasonal Layered Fruit Salad	Fruits/Veggies; Dairy; Gardening	Indoor or Outdoor
ESTIMATED TIME	AGE	
Less than 30 Minutes	Children and Youth	

INGREDIENTS

- ½ cup fruit A
- ½ cup fruit B
- ¼ cup vanilla or fruit flavored low-fat regular or whipped yogurt

DIRECTIONS

- Select two different fruit to fit the season, holiday or focus of the lesson. Choose fresh, frozen or canned. Here are some examples:
Fall: Pineapple chunks, mandarin oranges, vanilla yogurt
Winter: Blueberries, green grapes, blueberry yogurt
Spring: Peaches, red grapes, peach yogurt
Summer: Cantaloupe, blackberries, blackberry yogurt
Patriotic: Blueberries, raspberries, vanilla yogurt
Valentine: Watermelon chunks, raspberries, strawberry yogurt
Christmas: Strawberries, sliced kiwi, vanilla yogurt
- Using a clear 9-ounce cup, layer fruit and yogurt.



Nutrition Facts	
1 servings per container	
Serving size	1 1/4 cup (279g)
Amount per serving	
Calories	170
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 30mg	1%
Total Carbohydrate 41g	15%
Dietary Fiber 2g	7%
Total Sugars 36g	
Includes --g Added Sugars	--%
Protein 3g	
Vitamin D 0mcg	0%
Calcium 31mg	2%
Iron 1mg	6%
Potassium 317mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Catherine Webster, Simpson County 4-H Agent, University of Kentucky Cooperative Extension Service

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LESSON 11

DEBRIEFING CODE NAME: HOME ALONE SAFETY

MATERIALS NEEDED

- Fingerprint Solution Question List Classroom Activity Page
 - ABC Cards
 - Classroom Activity Page
 - Riddle Revelations youth Page
 - Eye Spy Cards youth Page Code
- Name: Home Alone Wanted Posters youth Page
- Mission Completed youth Page
 - Family Evaluation

LIFE SKILLS

- Character
- Communication
- Cooperation
- Critical Thinking
- Decision-making
- Leadership
- Planning/organizing
- Problem solving
- Teamwork

KEY VOCABULARY

- debriefing
- riddle
- independently
- competition
- solution

PROCEDURE

OBJECTIVES

1. Families will reflect on the Code Name: Home Alone concepts studied.
2. Families will discuss what they need to continue to do to assure that youth are safe when staying home alone.

BACKGROUND INFORMATION

Learning is a life-long process and now that your class or group of youth has completed the lessons in Code Name: Home Alone, it is time to see what all they have learned and retained. Evaluation can be conducted in several ways and this lesson will give you the tools needed to help youth wrap up their CNHA experience.

DURING THE LESSON

WARMUP: PREPARATION

- Copy ABC Cards (one set for each young person/team and cut apart into full sets. NOTE: You may want to laminate so that cards can be used multiple times.

WARM UP: FINGERPRINT SOLUTIONS

This game can be played individually or in groups of 3-4. Using the Fingerprint Solution Question List Classroom Activity Page, the teacher/volunteer will ask each question aloud and give the youth time to spell out their answer using the ABC Cards Classroom Page. Each youth (or group) should receive a set of the ABC Cards Classroom Page to use to spell out their answers. As each youth/group spells out their answer, take time to discuss why answers are correct or incorrect. This activity can be for pure fun and program review, but it can be made competitive by giving points to the first team to answer correctly



LESSON 11

DEBRIEFING CODE NAME:
HOME ALONE SAFETY

ACTIVITY 1 PREPARATION

Copy Riddle Revelations youth Page.

Copy Eye Spy Cards (one set for each group of 2-4 youth) onto heavy cardstock paper

ACTIVITY 1: GAMES THAT SPIES PLAY

The following games will allow for fun while reviewing the concepts of Code Name: Home Alone with your group of youth.

Riddle Revelations

Using the Riddle Revelations youth Page, have youth work independently to solve each riddle and match it to the vocabulary word on the right side of the handout. As youth complete this handout, review as a whole group the answers to the riddles. Correct answers can be found under Activity I: Answers.

Eye Spy Card Game

This card game is to be played by youth in groups of 2-4. It is played similarly to Go Fish. Each group should receive a set of the Eye Spy Cards youth Page. The goal is to accumulate sets of cards that contain home alone situations and their correct solutions. The game is over once all situations and solutions have been paired. As youth play, the teacher/volunteer should float between groups to answer questions and discuss possible solutions to the situations. Every situation will have a correct solution.

ACTIVITY I: ANSWERS

Riddle Revelations youth Page

1. Chores
2. Feelings
3. Schedule
4. Rules
5. Personality
6. Emergency
7. Stop, drop and roll
8. Injury
9. Independently
10. Weather



LESSON 11

DEBRIEFING CODE NAME:
HOME ALONE SAFETY

ACTIVITY 2 PREPARATION

Send note home explaining that youth need to bring spy costumes for final lesson.

Decorate room to fit spy theme.

Purchase refreshments items.

Find and cut out pictures of celebrities (one photo per youth).

Make a sound tape for Name That Sound game.

Gather a washable ink pad and index cards (one for each young person), wet wipes, drinking glasses (one for each youth), baby powder, a clean paintbrush and a prize

ACTIVITY 2: SPY CELEBRATION

Host a SPY Party!

What better way to end a program than by hosting a party for the youth involved. This activity can take 30 minutes to 1 hour depending on the time you have allotted.

For this activity, have youth dress up like spies or secret agents (i.e. trench coats, fedora hat, dark sunglasses, fake mustaches, etc.) Decorate your classroom or meeting room by putting a sign on your door that says Mission Control and hang magnifying glasses from fishing wire from the ceiling.

For refreshments, serve a question mark shaped cake and invisible punch (a.k.a ginger ale mixed with white grape juice.)

Game: Celebrity Sleuths

Tape a picture of a celebrity to each youth's back so that everyone but him can see it. Each young person takes a turn asking yes or no questions to uncover their star's identity.

Game: Name That Sound

Make a sound tape – of a pencil sharpening, a door slamming, etc.; as each youth arrives at the party, have them disguise their voice and speak into the recorder. Play Name That Sound by listening to the tape and identifying sounds and voices in a notebook. Whoever identifies the most sounds wins.

Game: Perfect Prints

Fingerprint each young person using an ink pad and an index card with his name on it. Post fingerprinting cards on a bulletin board. Have each youth hold a clean glass that can be dusted for prints. Sprinkle the glasses with baby powder, carefully brush off the excess powder with a paintbrush and fingerprints will appear. Have youth try to match the fingerprint cards with the dusted glasses. Whoever identifies the most prints, wins.



LESSON 11

DEBRIEFING CODE NAME:
HOME ALONE SAFETY

ACTIVITY 3 PREPARATION

Paste each youth's photo into the Code Name: Home Alone Wanted Poster.

Gather washable ink pad and wet wipes to clean fingers after thumb printing wanted posters.

ACTIVITY 3: SPY CELEBRATION

Spy Training Camp Graduation

To close out your class/groups participation in Code Name: Home Alone, have a small Spy Training Camp Graduation ceremony. Using the Code Name: Home Alone Wanted Posters, create a certificate for each young person that has completed the program. Make sure to have each young person put their personal identification code on their certificate by putting their thumbprint in the space provided. During your ceremony, give the young people words of encouragement about staying home alone and thank them for their cooperation and participation in Code Name: Home Alone.

ACTIVITY 4 PREPARATION

Copy Mission Completed Youth Page

ACTIVITY 4: MISSION COMPLETED

To determine what was completed at by the young people participating in Code Name: Home Alone, ask the youth to complete the Mission Completed youth Page. The responses of the youth on the Mission Completed youth Page and Family Fingerprints Debriefing Code Name: Home Alone adult Evaluation can be used to judge the effectiveness and usefulness of Code Name: Home Alone.



LESSON 11

DEBRIEFING CODE NAME:
HOME ALONE SAFETY

AFTER THE LESSON

Talking It Over

It is important for the youth to have a chance to discuss and reflect on what they have learned in this lesson. The lesson itself has been an evaluation tool for the teacher or volunteer.

Adult/Youth Connections

1. Distribute Family Fingerprints Debriefing Code Name: Home Alone Adult Evaluation. Remind the youth to ask adults to complete the evaluation and bring it back to school or the group. Tell them that this will help us know if we have accomplished what we wanted to do and also help us improve the lessons for other youth in the future.

**AFTER THE LESSON (THIS WILL BE PRESENTED AT THE BEGINNING OF THE NEXT LESSON
ON THE VIRTUAL FORMAT)**



ABC CARDS

CODE NAME
HOME ALONE

A

B

C

D

E

F

G

H

I

J



ABC CARDS

CODE NAME
HOME ALONE

K

L

M

N

O

P

Q

R

S

T



ABC CARDS

CODE NAME
HOME ALONE

U

V

W

X

Y

Z

A

E

I

O



ABC CARDS

CODE NAME
HOME ALONE

U

A

E

I

O

U

T

S

D

R



CODE NAME
HOME ALONE

LESSON GUIDE

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 medical assistance.
13. When preparing an after school snack, always make sure that it is _____ (healthy).



YOUTH ACTIVITY PAGE

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

emergency

Personality

chores

schedule

stop, drop, and roll

injury

feelings

weather

independently

rules



YOUTH ACTIVITY PAGE

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
4. home alone? Yes ___ No ___
5. Did you and your guardian discuss how to handle your set of house keys? Yes ___ No ___
6. Did you and your guardian practice what you should say when answering the phone when home alone? Yes ___ No ___
7. Did you and your guardian create an emergency telephone number list to keep by the phones in your home? Yes ___ No ___
8. Did your guardian create a home fire safety plan? Yes ___ No ___
9. Did you practice the escape plan in case of a fire? Yes ___ No ___
10. Did your family put together a family disaster supply kit? Yes ___ No ___
11. Did your family make a family first-aid kit? Yes ___ No ___
12. Did your family discuss internet safety? Yes ___ No ___
13. Did you and your guardian practice preparing 1-3 healthy after school snacks? Yes ___ No ___
14. 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?



HOME ALONE SITUATION CARDS

<p>Situation</p> <p>When home alone, look through the or peephole in the door to see who is at the door.</p>	<p>Situation</p> <p>It would be wise for your family to create a secret so you have a way to have safe family communications.</p> <p>What is it?</p>	<p>Situation</p> <p>Some quick and healthy breakfast ideas to keep your family on schedule.</p> <p>What are they?</p>	<p>Situation</p> <p>Three things you could do the night before to make the morning schedule run more smoothly.</p> <p>What are they?</p>	<p>Situation</p> <p>Your guardians have planned a "big date" for Friday night, but you aren't comfortable staying home alone yet.</p> <p>What should you do</p>
<p>Situation</p> <p>If someone continues knocking and will not go away, call a _____ or the _____ for help.</p> <p>Who can help you?</p>	<p>Situation</p> <p>If you have your very own house key, you NEVER ...</p> <p>Finish the sentence.</p>	<p>Situation</p> <p>Having rules not only keeps us safe and healthy, helps us to learn and makes life good, but it also ...</p> <p>What is it?</p>	<p>Situation</p> <p>You may have to have special permission to do these things at home after school.</p> <p>What are they?</p>	<p>Situation</p> <p>These may be some reasons your guardians would leave you home alone.</p> <p>What are they?</p>



HOME ALONE SITUATION CARDS

<p>Solution</p> <p>Window</p>	<p>Solution</p> <p>Code word</p>	<p>Solution</p> <p>Fruit Smoothies, tortilla sandwiches, cheese and crackers, fresh fruit, yogurt</p>	<p>Solution</p> <p>Layout your clothes and shoes, pack up your backpack, take a bath.</p>	<p>Solution</p> <p>Talk to your guardians. They may think that you want to stay home alone. If you explain how you are feeling, they will understand and you can come up with a solution together.</p>
<p>Solution</p> <p>Neighbor</p> <p>Police</p>	<p>Solution</p> <p>Tell anyone where it is, give it to someone else to use, hide it under your front door mat.</p>	<p>Solution</p> <p>Keeps things FAIR</p>	<p>Solution</p> <p>Play or work on the computer, have friends over for a visit, talk on the phone, go outside to play</p>	<p>Solution</p> <p>guardians have to work late, run errands, have after work plans or have an emergency.</p>



HOME ALONE SITUATION CARDS

<p>Situation</p> <p>When preparing an after school snack, make sure to wash your hands with _____ and _____.</p> <p>What two things?</p>	<p>Situation</p> <p>Your Family Disaster Kit should contain these items.</p> <p>What are they?</p>	<p>Situation</p> <p>Your family should have a home _____ plan which would include two exits from each room.</p> <p>What is this?</p>	<p>Situation</p> <p>You bump your nose on the open cabinet door. It is bleeding a little.</p> <p>Is this an emergency or does it require simple first aid?</p>	<p>Situation</p> <p>Because of the anonymous nature of the Internet, many people you chat with may or may not be who they say they are. How can you tell the difference?</p>
<p>Situation</p> <p>This would be a healthy after school snack that is easy to prepare.</p> <p>What is it?</p>	<p>Situation</p> <p>Your family's First Aid Kit could contain what?</p> <p>What items should be included?</p>	<p>Situation</p> <p>_____ are the NUMBER ONE cause of fire deaths in the United States.</p> <p>What is it?</p>	<p>Situation</p> <p>This should be posted by EVERY phone in your house.</p> <p>What is it?</p>	<p>Situation</p> <p>Your little siblings favorite doll has just been broken. She is upset and crying.</p> <p>Is this an emergency or does it require no action?</p>

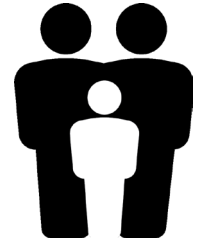


HOME ALONE SITUATION CARDS

<p>Solution</p> <p>soap water</p>	<p>Solution</p> <p>flashlight, battery-powered radio, First Aid Kit, extra batteries for flashlight and radio.</p>	<p>Solution</p> <p>fire escape</p>	<p>Solution</p> <p>This is not an emergency, but will require some basic first aid for bleeding.</p> <p>What would you do?</p>	<p>Solution</p> <p>You can't tell the difference. Do not arrange to meet anyone you have "met" online without your guardian's knowledge and their permission.</p>
<p>Solution</p> <p>Banana Cracker Break 2 graham crackers peanut butter banana slices Spread peanut butter on graham cracker, add banana slices and top with other graham cracker.</p>	<p>Solution</p> <p>assortment of bandages, first-aid cream, alcohol wipes, gauze pads, wash cloths.</p>	<p>Solution</p> <p>cigarettes</p>	<p>Solution</p> <p>emergency phone contact list</p>	<p>Solution</p> <p>It is not an emergency, but it may require you to comfort them until your parents or guardians get home.</p>



FAMILY FINGERPRINTS



LESSON 11 DEBRIEFING CODE NAME: HOME ALONE SAFETY

Family Evaluation

The goal of the Code Name: Home Alone curriculum is to teach youth and their guardians about issues related to youth self care, safety and over-all well-being when youth are home alone. Help us to know how successful you were as a result of your family's participation in this program.

1. Did your family establish home alone house rules? Yes ___ No ___
2. Did your family discuss what chores are to be done before or after school when they are home alone? Yes ___ No ___
3. Did your family discuss how to handle their set of house keys? Yes ___ No ___
4. Did your family practice what youth should say when answering the phone when home alone? Yes ___ No ___
5. Did your family create an emergency telephone number list to keep by the phones in your home? Yes ___ No ___
6. Did your family put together a Family Disaster Supply Kit? Yes ___ No ___
7. Did your family create a home fire safety plan? Yes ___ No ___
8. Did your family practice escape routes in the home fire safety plan? Yes ___ No ___
9. Did your family make a family first-aid kit? Yes ___ No ___
10. Did your family discuss and sign the family contract for internet safety? Yes ___ No ___
11. Did you and youth practice preparing 1-3 healthy after school snacks? Yes ___ No ___
12. Have you ever allowed youth to stay home alone? Yes ___ No ___
If yes, do you feel they are better equipped to stay home alone after participating in the Code Name: Home Alone program? Yes ___ No ___
If no, would you consider allowing them to now after their participation in the Code Name: Home Alone program? Yes ___ No ___
13. Do you have any suggestions for topics that should be included in the Code Name: Home Alone curriculum? (please be specific)



EAT SMART TO PLAY HARD



KENTUCKY NUTRITION EDUCATION PROGRAM | YOUTH TOOLKIT

RECIPE NAME	CURRICULUM TOPIC	SETTING REQUIREMENTS
Wally Wildcat Superhero Muffins	Fruits/Veggies; Grains	Oven Required
ESTIMATED TIME	AGE	
45 Minutes	Children and Youth	

INGREDIENTS

- 2 cups blueberries
- 1 cup sugar, divided
- 1 ½ cups all-purpose flour
- 1 cup whole wheat flour
- 2 ½ teaspoons baking powder
- 1 teaspoon salt
- 2 eggs
- ½ cup vegetable oil
- 1 cup 1% milk
- 1 ½ teaspoons vanilla extract
- Cooking spray



DIRECTIONS

1. Preheat the oven to 350°F. Spray a 18-cup muffin tin with cooking spray or insert paper liners in muffin cups.
2. Place 1 cup of the blueberries and 1 tablespoon sugar in a small saucepan and simmer over medium heat, mashing berries and stirring frequently, for about 6 minutes until mixture is thickened and reduced to about ¼ cup. Cool.
3. In a large mixing bowl, stir together the remaining sugar, all-purpose flour, whole-wheat flour, baking powder and salt.
4. Make a well in the center of the dry ingredients. Add eggs, oil, milk and vanilla. Whisk together the liquid ingredients. Use a rubber spatula to fold together the liquid and dry ingredients, just until moistened. Fold in the remaining blueberries.
5. Divide in batter equally among the muffin cups, filling about two-thirds full.
6. Spoon approximately 1/2 teaspoon of cooked berry mixture onto each cup of batter. Use a skewer or dinner knife to gently swirl berry topping into the batter.
7. Bake 17 to 19 minutes until muffin tops are golden. Cool muffin pans for several minutes before transferring to a cooling rack.

Nutrition Facts	
18 servings per container	
Serving size	1 muffin (71g)
Amount per serving	
Calories	180
<small>% Daily Value*</small>	
Total Fat 7g	9%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 220mg	10%
Total Carbohydrate 27g	10%
Dietary Fiber 1g	4%
Total Sugars 14g	
Includes 11g Added Sugars	22%
Protein 3g	
Vitamin D 0mcg	0%
Calcium 37mg	2%
Iron 1mg	6%
Potassium 79mg	2%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: Brooke Jenkins, Extension Specialist, University of Kentucky Cooperative Extension Service

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CODE NAME HOME ALONE PROJECT WORKBOOK



University of Kentucky
College of Agriculture,
Food and Environment
Cooperative Extension Service



4-H Youth Development

Cooperative Extension Service
Agriculture and Natural Resources
Family and Consumer Sciences
4-H Youth Development
Community and Economic Development

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LEXINGTON, KY 40506



Disabilities
accommodated
with prior notification



Workbook Overview

Contents

Lesson 1: Are you Ready? Finding the Clues

Feelings about Being Home Alone *Youth Page*

Lesson 2: Code of Honor-Conduct When Home Alone

Secret Message Code *Youth Page*

Investigating the Facts *Adult/Youth Activity Page*

Who's the Boss *Adult/Youth Activity Page*

Lesson 3: Mission Possible-Before and After School

Rise and Shine: What to Do Before School *Youth Page*

Mission: Before School Organization *Youth Page*

Mission: After School Organization *Youth Page*

Lesson 4: I Spy Neighborhood and Community Safety

Walking Alone Situations *Youth Page*

Planning a Route *Youth Page*

Arriving Home Visual Check *Youth Page*

Lesson 5: A Secret Agent's Guide to Personal Safety

Good Rules to Remember *Youth Page*

Lesson 6: Operation EWAH-Emergencies When Home Alone Operation

What Is an Emergency? *Youth Page*

Emergency Telephone Numbers *Adult/Youth Activity Page*

Who To Call *Youth Page*

Lesson 7: Beware Bad Weather

Steps to Handling Bad Weather *Youth Page*

Beware ... Be Aware *Youth Page*

Safety Code Search: Bad Weather *Youth Page*

Lesson 8: Home Fire Safety

Home Floor Plan *Youth Page*

Home Fire Safety Secret Messages *Youth Page*

Home Fire Safety Checklist *Adult/Youth Activity Page*

Lesson 9: First Aid

Family Interview and Needs Assessment *Adult/Youth Activity Page*



Workbook Overview

Contents

Lesson 10: Kitchen Safety and Snack Attack

- Caution: Kitchen Safety Messages** *Youth Page*
- Kitchen Rules for Me** *Adult/Youth Activity Page*
- Snack Ideas** *Adult/Youth Activity Page*
- Snacks: Nutrition Intuition** *Youth Page*
- Snack Attack** *Parent/Youth Page*

Lesson 11: Debriefing Code Name: Home Alone

- Fingerprint Solution Question List** *Classroom Activity Page*
- Riddle Reveal** *Youth Page*
- Mission Completed** *Youth Page*



LESSON 1: Are You Ready? Finding the Clues

YOUTH ACTIVITY PAGE

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.

Word Bank

afraid	worried	in-charge
happy	red	mad
proud	sad	lonely
angry	upset	relaxed
smart	busy	interested

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 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



CODE NAME
HOME ALONE

LESSON 1: Are You Ready? Finding the Clues

YOUTH ACTIVITY PAGE

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?



CODE NAME
HOME ALONE

LESSON 2: CODE OF HONOR: CONDUCT WHEN HOME ALONE

YOUTH ACTIVITY PAGE

BREAKING IT DOWN

*Keeps us safe and
healthy*

Makes life good

Helps us learn

Keeps things fair



YOUTH ACTIVITY PAGE

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 the their resourcefulness?



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

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 do parents or guardians leave home for work? _____

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		



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE



YOUTH ACTIVITY PAGE

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?



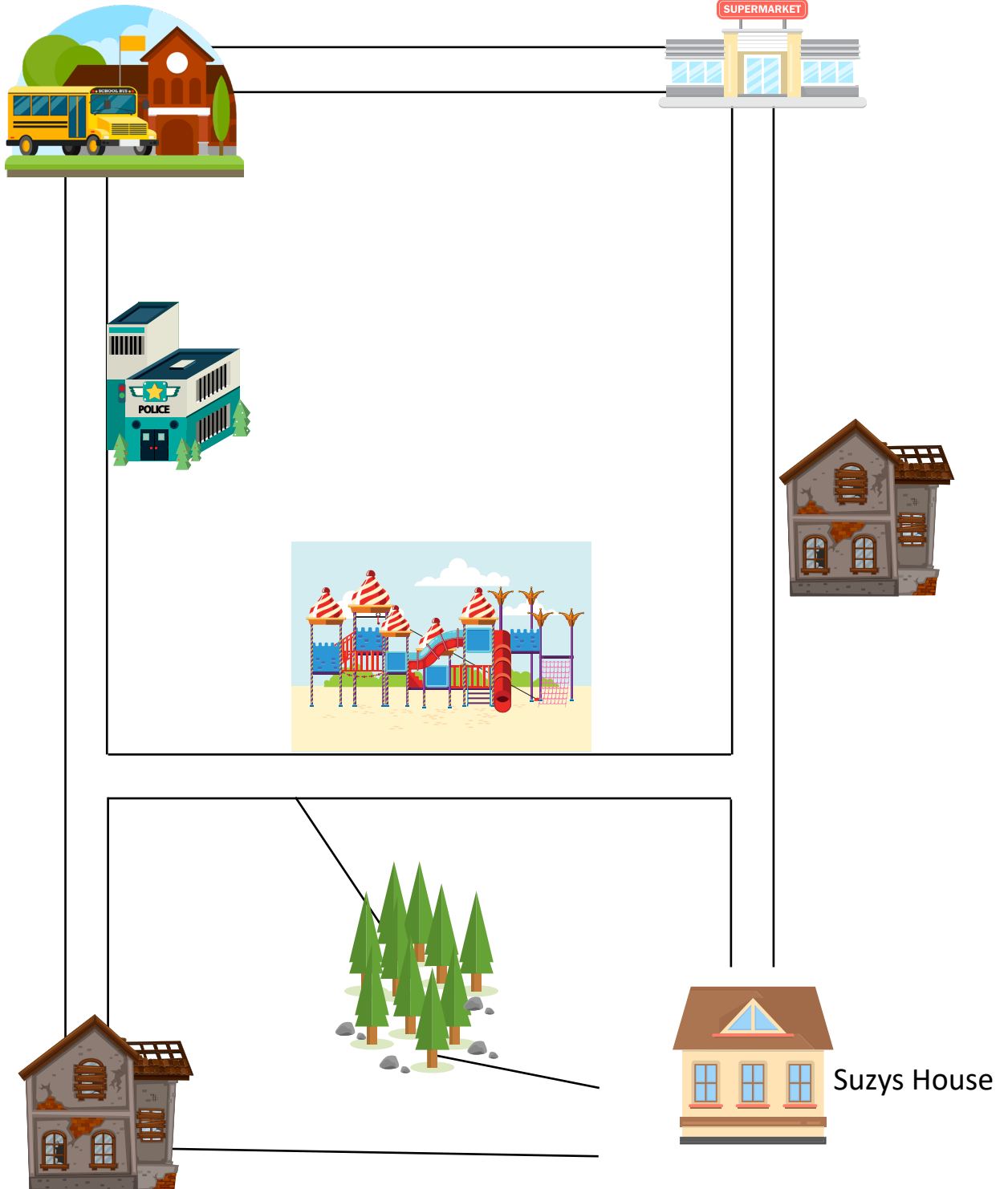
CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

PLANNING A ROUTE

Directions: Help Suzy Sleuth map the SAFEST route home.

Start Here





YOUTH ACTIVITY PAGE

ARRIVING HOME: VISUAL CHECK

Directions: What "Home Alone" dangers do you spy? HINT: There are 4





CODE NAME
HOME ALONE

LESSON 5: A SECRET AGENT'S GUIDE TO PERSONAL SAFETY

YOUTH ACTIVITY PAGE

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.



YOUTH ACTIVITY PAGE

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



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

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.

ADULT 1		ADULT 2	
Full Name		Full Name	
Where they work		Where they work	
Work Phone Number		Work Phone Number	
Cell Phone		Cell Phone	
Email		Email	
NEIGHBORS/RELATIVES			
Name & Phone Number		Name & Phone Number	
EMERGENCY ASSISTANCE			
Doctor's Name & Phone Number		Ambulance	
Poison Control		Police	

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.



YOUTH ACTIVITY PAGE

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?



YOUTH ACTIVITY PAGE

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

Family Disaster Supply Kit	calm	coping	action	time
batter powered radio	bad	windowless	stay	basement
special safe place	flashlight	lives	bathroom	seconds
first-aid kit	safe place	preparing	lowest	extra batteries
bad weather map	weather	remembering	closet	lives
seconds	phone	protect		



YOUTH ACTIVITY PAGE

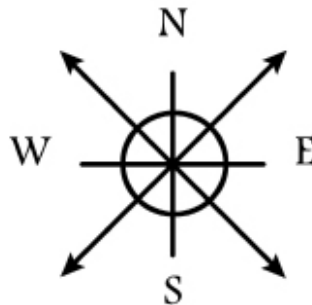
BEWARE ... BE AWARE OF BAD WEATHER

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 _____, _____, _____.



YOUTH ACTIVITY PAGE

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

Code Words

- | | |
|-------------|-----------|
| aid | batteries |
| tornado | lightning |
| inside | emergency |
| flashlight | watch |
| basement | water |
| warning | middle |
| bathroom | closet |
| phone | hallway |
| electrical | radio |
| metal | disaster |
| safe | trees |
| immediately | |

Clue: Go up, down, backward, forward, and diagonal

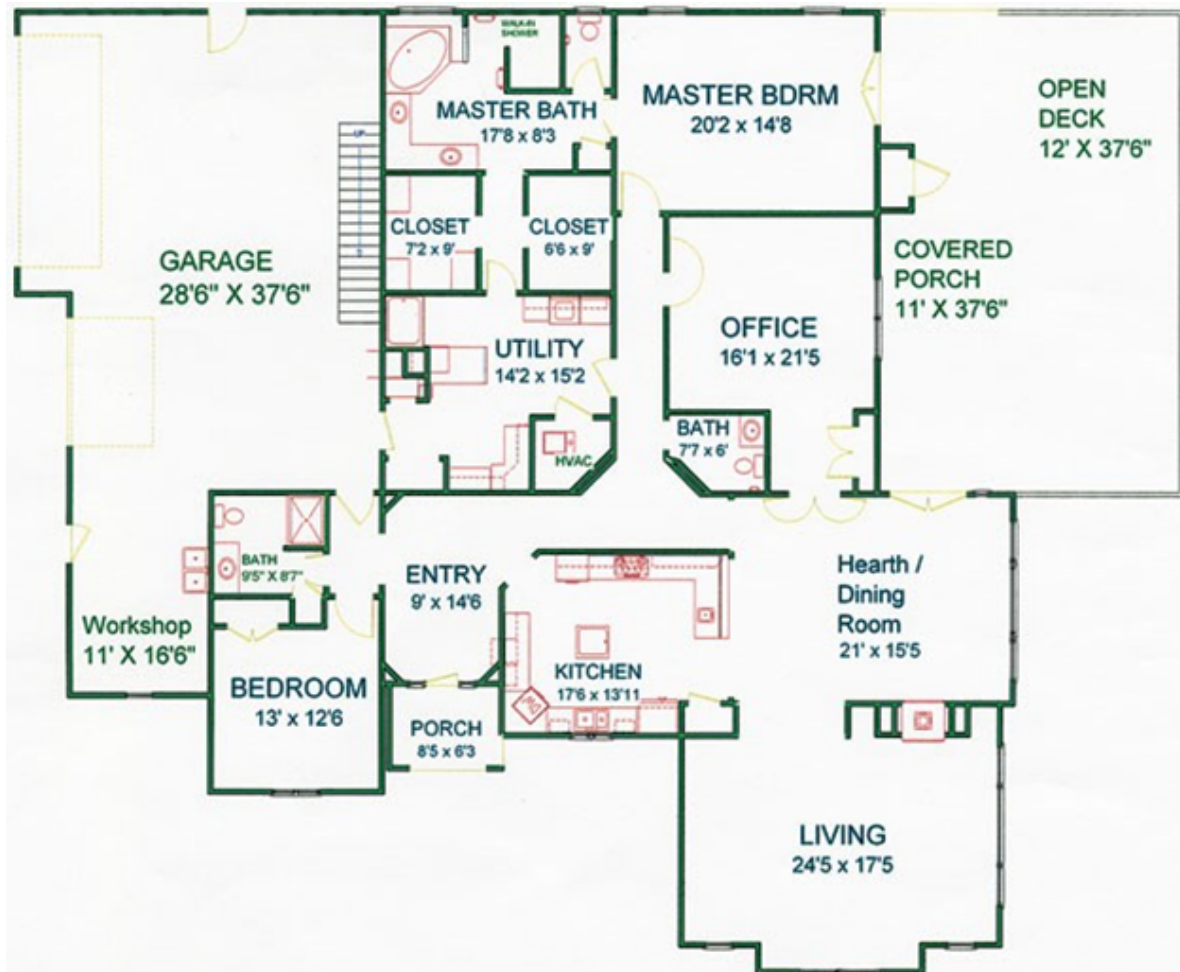
a	d	g	k	l	q	a	t	o	r	n	a	d	o
d	b	b	i	e	o	p	h	a	l	l	w	a	y
s	w	a	r	n	i	n	g	p	l	e	m	m	z
e	d	t	z	o	d	f	i	n	s	i	d	e	k
w	a	h	o	h	a	p	l	n	e	i	s	z	b
f	i	r	l	p	r	f	h	n	e	r	a	t	a
g	h	o	y	y	l	k	s	k	l	x	f	b	t
w	a	o	c	t	y	b	a	s	e	m	e	n	t
l	l	m	n	l	r	u	l	i	c	v	n	m	e
i	l	d	e	s	o	w	f	y	t	i	l	p	r
g	w	w	g	r	t	s	e	e	r	t	t	s	i
h	a	w	r	r	y	z	e	m	i	d	d	l	e
t	y	r	e	t	a	w	t	t	c	n	i	o	s
n	c	v	m	q	w	r	t	w	a	t	c	h	y
i	m	m	e	d	i	a	t	e	l	y	u	i	o
n	a	s	d	f	d	i	s	a	s	t	e	r	g
g	h	j	k	l	s	d	z	x	m	e	t	a	l



YOUTH ACTIVITY PAGE

HOME FLOOR PLAN

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





CODE NAME
HOME ALONE

LESSON 8: HOME FIRE SAFETY

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 ○○○○ 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

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

$\frac{\quad}{8+7}$ $\frac{\quad}{5+5}$ $\frac{\quad}{16-2}$ $\frac{\quad}{12\div 2}$, $\frac{\quad}{4\times 2}$ $\frac{\quad}{10\div 2}$ $\frac{\quad}{8+7}$ $\frac{\quad}{7+7}$, and $\frac{\quad}{20\div 3}$ $\frac{\quad}{8+6}$ $\frac{\quad}{6\times 2}$ $\frac{\quad}{8\div 4}$

8=D

12=L

14=O

15=S

5=R

6=P

10=T



CODE NAME
HOME ALONE

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 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

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

8+7	5+5	16-2	12÷2	4x2	10÷2	8+7	7+7	20÷3	8+6	6x2	8÷4
-----	-----	------	------	-----	------	-----	-----	------	-----	-----	-----

8=D

12=L

14=O

15=S

5=R

6=P

10=T



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

HOME FIRE SAFETY CHECKLIST

Smoke Alarms and Home Fire Escape		Electrical Safety	
Yes ___ No ___	Does a grown-up always stay in the kitchen when food is cooking on the stove?	Yes ___ No ___	Are extension cords used safely? Are they not under carpets or across doorways?
Yes ___ No ___	Are stove tops and counters clean and uncluttered?	Yes ___ No ___	Are electrical cords in good condition, without cracks and/or frayed areas?
Yes ___ No ___	Are there pot holders within easy reach of the stove?	Yes ___ No ___	Are kitchen appliances – such as the coffee-maker, toaster oven and microwave – plugged into separate outlets?
Yes ___ No ___	Are pot handles turned inward so they can't be bumped?	Smoke Alarms and Home Fire Escape	
Yes ___ No ___	Are curtains and other things that can burn well away from the stove?	Yes ___ No ___	Does your home have smoke alarms on every level, including the basement and outside each sleeping area?
Yes ___ No ___	Is there a "kid-free" zone of three feet around the stove when grown-ups are cooking?	Yes ___ No ___	
Heating Safety		Yes ___ No ___	Are the batteries working in all your smoke alarms? (This can be tested by an adult pushing the test button).
Yes ___ No ___	Are portable space heaters always turned off when adults leave the room or go to sleep?	Yes ___ No ___	
Yes ___ No ___	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?	Yes ___ No ___	Does your family have a home fire escape plan that includes two exits, usually a door and a window, from each room?
Yes ___ No ___	Does your fireplace have a sturdy screen to catch sparks?	Yes ___ No ___	Are all the exits in your home clear of furniture, toys and clutter?
Yes ___ No ___	Has your chimney been inspected and cleaned during the past year?	Yes ___ No ___	Has your family picked a safe place to meet outside after you exit your home?
Yes ___ No ___	Has your furnace been serviced by a professional in the past year?		
Yes ___ No ___	Are propane tanks and other fuels stored outside your home?		



YOUTH ACTIVITY PAGE

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.)



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

FAMILY NEEDS ASSESSMENT

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

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 _____



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

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:

- _____
- _____
- _____

Hidden Code

s	p	r	h	u	r	r	y	u	s	t	i
t	y	m	l	c	l	e	a	n	x	n	g
t	a	t	t	e	n	t	i	o	n	h	l
f	u	n	o	p	e	r	a	t	e	b	h
r	p	e	r	m	i	s	s	i	o	n	f
h	i	m	b	u	r	n	s	r	i	k	l
d	e	r	g	h	i	m	c	u	t	s	b
g	u	p	f	a	l	l	s	m	m	r	e

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 ___ , 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 ___ leftovers correctly
+ < + #) # +

Use d ___ sh ___ s and p ___ p ___ r products in the microwave that are labeled as microwave s ___ f ___ .
{ + < + < +

Vowel Code

A = <
E = +
I = {
O = #
U =)



YOUTH ACTIVITY PAGE

KITCHEN RULES FOR ME

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

My chores to get ready for dinner are:

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



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

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.

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

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.

SNACKS THAT COUNT	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE



United States Department of Agriculture

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 1/2 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.





CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

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 .

elsusr

admpiyr

eivf

uttriounla

otw

ceeseixr

rfuti

gynuhr

lcieoar

rgnia

irday



CODE NAME
HOME ALONE

YOUTH ACTIVITY PAGE

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

<p><u>Apple Smiles</u> -Apple -Peanut Butter -Raisins -Milk</p> <p>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</p>	<p><u>Cereal Mix-Up</u> -Any flavor of yogurt -2 or 3 types of cereal -Fruit such as peaches, bananas or strawberries</p> <p>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!</p>	<p><u>Banana-Cracker Break</u> -2 graham crackers -Peanut butter -Banana -Milk</p> <p>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.</p>
<p><u>Shaker Pudding</u> -Instant pudding mix (any flavor) -2 cups cold milk -Chopped nuts</p> <p>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.</p>	<p><u>Bugs on a Log (choose a "log")</u> -3" celery sticks -apple slices -3" carrot sticks</p> <p>(choose a spread) -cream cheese and pineapple -cheese and pimento -peanut butter</p> <p>(sprinkle with "bugs") -raisins -sunflower seeds -chopped nuts</p>	<p><u>Fruit Kabobs</u> -Skewers -Banana -Strawberries -Seedless grapes -Kiwi -Marshmallows</p> <p>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.</p>

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 GUIDE

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



YOUTH ACTIVITY PAGE

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

emergency

Personality

chores

schedule

stop, drop, and roll

injury

feelings

weather

independently

rules



YOUTH ACTIVITY PAGE

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
4. home alone? Yes No
5. Did you and your guardian discuss how to handle your set of house keys? Yes ___ No ___
6. Did you and your guardian practice what you should say when answering the phone when home alone? Yes ___ No ___
7. Did you and your guardian create an emergency telephone number list to keep by the phones in your home? Yes ___ No ___
8. Did your guardian create a home fire safety plan? Yes ___ No ___
9. Did you practice the escape plan in case of a fire? Yes ___ No ___
10. Did your family put together a family disaster supply kit? Yes ___ No ___
11. Did your family make a family first-aid kit? Yes ___ No ___
12. Did your family discuss internet safety? Yes ___ No ___
13. Did you and your guardian practice preparing 1-3 healthy after school snacks? Yes ___ No ___
14. 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?