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# Home Alone

# and Prepared



OREGON STATE UNIVERSITY EXTENSION SERVICE

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Parents should be advised of Oregon Statute 163.545 regarding child neglect:

“(1) A person having custody or control of a child under 10 years of age commits the crime of child neglect if, with criminal negligence, the person leaves the child unattended in or at any place for such period of time as may be likely to endanger the health or welfare of such child.

(2) Child neglect is a Class A misdemeanor.

***Home Alone and Prepared*** was co-developed by: Karen Lang, Extension home economist and 4-H youth development agent, Crook County; and Sue Doescher, former Extension child development and parent education specialist; Oregon State University.

Materials from Extension Service publications of the University of Georgia, University of Illinois, and Iowa State University were adapted for use in *Home Alone and Prepared*.

Appreciation is extended to the following individuals and organizations for their assistance in the project:

Melissa Williams, Jessica Williams, Kris Williams, Katie Griffin, Cole Griffin, Telly Pitman, Don Pitman, Sue Doescher, Paul Doescher, Dave Fields (Host) and Dave Stocker (Announcer)—Actors

Crook County 4-H Leaders Association

Crook County Commission on Children and Families—SAAC survey

Ponderosa Video Productions

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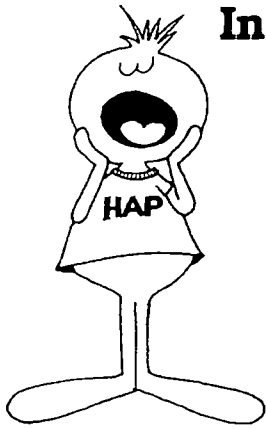
Shana Withee—Pilot program

Families who piloted the program

Jamie Treacy and Don Ambriz—Graphic artists

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## Introduction to Home Alone and Prepared (HAP)

It's 3:00 p.m. Your third-grade son has just been excused from school. You're rushing home from a shopping trip so you can be home when he arrives, but you're held up by unexpected road construction for 20 minutes. Is he prepared to take care of himself for a few minutes?

It's 4:00 p.m. You're at work and your daughter is home alone as usual. Are you worried about her safety? Will she know what to do if a stranger comes to the door? Can she prepare a snack without burning or cutting herself?

Think about your own situation. Would your child be prepared to take care of him/herself if something unexpected caused you to arrive home late? Or, if your work requires your child to be in self-care regularly, is s/he able to safely and confidently handle being home alone?

Welcome to ***Home Alone and Prepared (HAP)***. *HAP* is a self-learning educational program designed to prepare you and your child for his or her self-care. *HAP* consists of an activity booklet for you and your child to complete together and a video with additional information. This program is designed to help your child develop the necessary skills and knowledge that will allow him/her to be safe and prepared when home alone and to assure you that s/he is ready to handle situations that may arise.

The effectiveness of this program will depend on how well you communicate with your child, how thoroughly you use these materials, and how much time you spend exploring situations and practicing safe responses. In addition to the information provided in the program, your child will learn problem-solving skills that can be applied to situations not specifically discussed ahead of time. This self-care program won't answer all of your questions, but it will provide a way for your family to discuss a variety of concerns and solutions.

In many areas, adequate low-cost child care is unavailable and children sometimes are left in self-care for a variety of reasons. The developers of *HAP* are not encouraging families to leave their young children home alone. Past studies indicate that under some conditions when children are in self-care, they can experience greater levels of fear, academic difficulties, susceptibility to peer pressures, and higher levels of substance abuse. However, more positive outcomes for children have been found when they receive training in personal safety and self-care skills.

As you and your child work through *HAP*, you'll watch the videotape and work in the booklet. The videotape will tell you when to return to the booklet to complete worksheets and activities.

**Now, start the video for more information about *HAP*.**





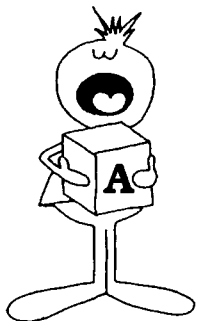
Hi! My name is HAP. My initials stand for Home Alone and Prepared. I'll be here, there, and everywhere as you watch your video and complete the activities in this booklet.

HAP was developed and marketed by the Oregon State University Extension Service with generous grants from the Extension Youth-At-Risk Fund, Oregon 4-H Foundation, Crook County Commission on Children and Families, and the Robert W. Chandler Fund of the Oregon Community Foundation.

# Block A

## How Can I Tell if My Child is Ready?

Start  
video



Unfortunately, there is no magical age at which all children are ready to care for themselves at home alone. Determining readiness deserves careful consideration on your part and the involvement of your child. You'll need to decide whether self-care will encourage responsibility or place your child at risk. If your child shows any

resistance to or hesitancy about staying alone, other child care arrangements should be made.

The goals of **Blocks A** and **B** are to provide the tools and information you'll need to tell if your child is ready for self-care.

In **Blocks A** and **B** you and your child will:

- *Discuss fears* about self-care.
- Consider the *safety* of your neighborhood and home.
- *Develop a clear set of rules* and consequences for when your child is in self-care.
- *Develop an emergency plan.*
- Agree on a *trial period*, or decide that self-care needs to be postponed.

Here are some questions to ask yourself about your child's readiness for self-care.

- Is my child able to complete tasks, follow directions, observe rules, and communicate problems and feelings to me?
- Has my child expressed an interest in self-care?

- Does my child use good judgment?
- Is my child usually able to find useful and interesting things to do?

If you were able to respond favorably to these questions, your child may be ready for self-care. Now, talk with your child to determine his/her desire and level of confidence to stay home alone. Effective, open communication between parent(s) and child is essential for successful self-care.

Most children have concerns and fears about being left alone at first. Use **Worksheet 1** to look at your own and your child's fears.

Now, with your child, complete **Worksheet 2**. It will help you decide if your home and neighborhood are safe enough to leave your child in self-care.

After completing **Worksheet 2**, ask your child to do **Worksheet 3**. It will help identify specific fears about being home alone.

Use the information from **Worksheets 1, 2, and 3** and from the video to help decide if your home and neighborhood are safe and if your child is ready for self-care. If, after careful consideration, you and your child feel that the time is right to begin self-care, go on to Block B and develop a set of house rules, an emergency plan, and agree on a trial period.

# Worksheet 1

## Child's Fears About Staying Alone

Complete the following sentences and then discuss with your parent.

**When I'm home alone:**

I sometimes get scared when \_\_\_\_\_

\_\_\_\_\_

I often worry about \_\_\_\_\_

\_\_\_\_\_

I want to be able to call Mom or Dad when \_\_\_\_\_

\_\_\_\_\_

I usually feel (afraid, good, sad) \_\_\_\_\_

\_\_\_\_\_

I feel safer if \_\_\_\_\_

\_\_\_\_\_

I think I'll like being home alone because \_\_\_\_\_

\_\_\_\_\_

I feel best about being home alone when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Parents' Fears

Complete the following sentences and then discuss with your child.

When you're home alone, I often worry about

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When you're home alone, I want you to call me when/if \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When you're home alone, I usually feel \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When you're home alone, I feel safer if \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I'll feel best about you being home alone when/if

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Worksheet 2

### How Safe is Our Home and Neighborhood?

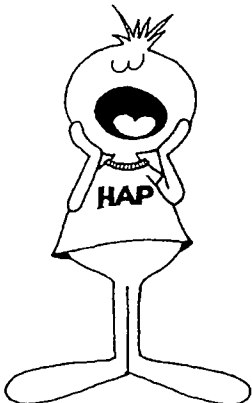
Working together, answer yes or no to the questions:

#### Home

- \_\_\_\_\_ Is there a telephone in the house?
- \_\_\_\_\_ Is your child able to call a parent if necessary?
- \_\_\_\_\_ Are adult friends nearby that your child could call or go visit in an emergency or if frightened?
- \_\_\_\_\_ Are the heating system and other electrical or gas-powered devices in your home in good working order?
- \_\_\_\_\_ Can the doors and windows be locked?
- \_\_\_\_\_ Are all guns and hazardous materials such as chemicals, medicines, and poisons safely stored where children cannot possibly get to them?

#### Neighborhood

- \_\_\_\_\_ Will your child be safe walking home from school or from the bus to home?
- \_\_\_\_\_ Is the distance reasonable?
- \_\_\_\_\_ Is the neighborhood safe? (consider people, traffic, dogs, chemicals, poisons, construction, types of businesses, weather, etc.)
- \_\_\_\_\_ Is the neighborhood well lighted?
- \_\_\_\_\_ Are there well-marked, safe places to get help if needed? (Block homes, stores, libraries, schools, etc.)
- \_\_\_\_\_ Can your child safely cross the street?
- \_\_\_\_\_ Can other children and teenagers in the neighborhood be trusted?



Write your concerns about home and neighborhood safety here. How can you eliminate or correct them before leaving your child in self-care?

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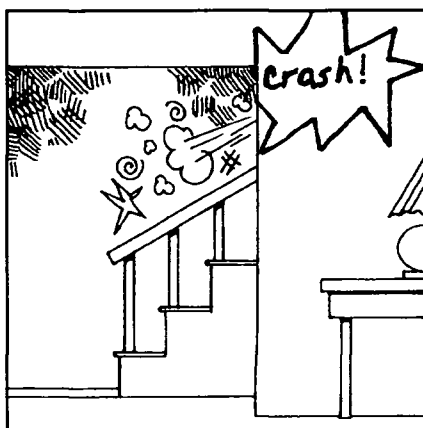
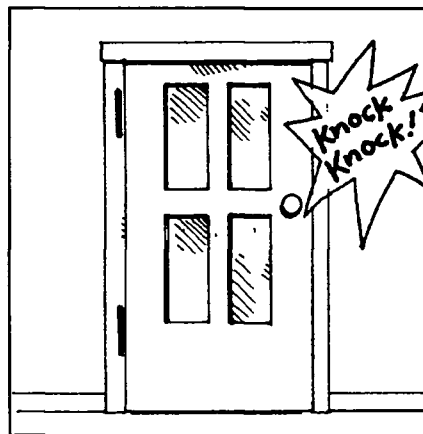
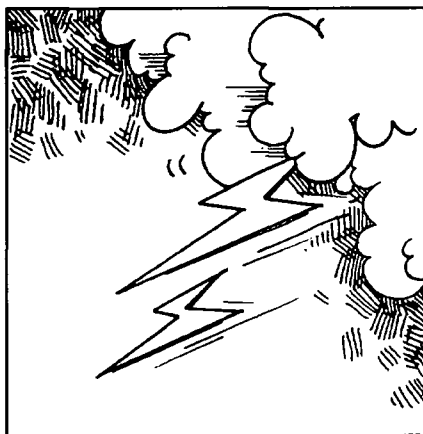
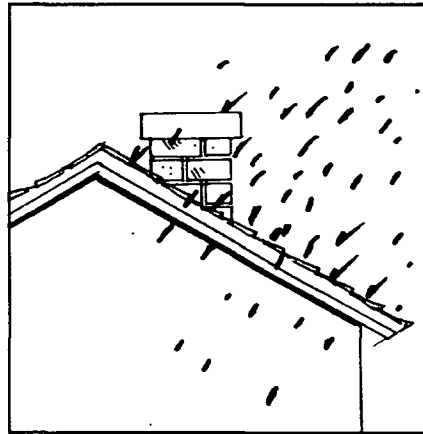
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## Worksheet 3

### What Frightens Me?

Circle the pictures of things that would frighten you if you were home alone.



Talk about this page with your parent(s).

Tell them what you would do if you were frightened (hide, turn all the lights on, turn up the TV, go to a neighbor's house).

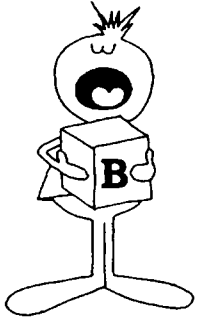
What can be done that would make you feel safer?



# Block B

## Guidelines for Making House Rules

Start  
video



Before leaving your child in self-care, you'll need to set up some family house rules. The following guidelines may be helpful.

- You and your child should *agree on the need for family rules.*

- *Rules should be clearly stated and be specific.* They should always have a reason,

such as: to keep your child safe, to help him/her learn specific skills or responsibilities, to make life more pleasant, to make things fair, etc.

- *Consequences for not following the rules should be agreed on also,* be understood, and be clear to you and your child.
- *Rules always should be enforced consistently.* It's better to enforce a few rules than to be inconsistent.
- *Rules and agreements should be written down and posted* where your child can refer to them easily and often.

### For What Kinds of Things do You Need Rules?

Here are some topics for which many families have rules. You may have special situations that require more or different rules.

- What should you do if things don't look right when you get home?
- What foods may you eat and when?
- May you leave the house?
- Is it OK to have friends over?
- May you use the phone?
- How much homework should you do?
- What chores should you do?
- How much TV may you watch?
- Should you answer the phone and door or not, and what do you say?
- What utensils and appliances are OK to use when cooking?

Working together, write your house rules and the consequences for not following them on a large piece of paper.

Decorate your "Rules at Home" page and hang it in a convenient place.

## Develop an Emergency Plan



Write out a list of people for your child to call or places to go in case of an emergency. Discuss the list with your child and mark whom to call when.

For example: If you're scared or don't know what to do, call . . . Mom at work, Grandma, or the next door neighbor. **In a *real* emergency call . . . 911.**

There will be more on emergency situations in **Blocks C and E.**

As a parent, you need to be sure help is always available when your child needs it, and that your child knows s/he may call adults for help whenever frightened or just not sure what to do.

### If adult help is needed, call:

Name	Phone #
------	---------

1.	
----	--

2.	
----	--

3.	
----	--

If none of these people answer the phone, call 911.

## Setting Up a Trial Period

Discuss a trial period with your child and agree on a definite ending date. For instance, you might agree to let your child stay home alone after school for 1 week. At the end of the week, discuss your child's and your own experiences. Talk about feelings such as being frightened, confident, safe, lonely, bored, etc. If the experience was not 100 percent satisfactory, some minor changes might be all you need to make for both of you to feel better about the situation.

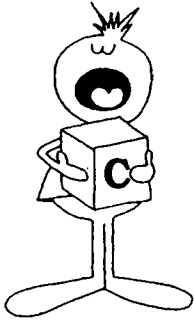
The trial period gives both you and your child the right to adjust or cancel the original agreement. After careful consideration, decide whether or not to continue with self-care. It's a good idea to reassess the situation every few months. You can use these discussions to add new responsibilities and privileges as your child becomes more experienced and confident.

### Checking Back

- ☐ We—parent(s) and child—discussed readiness for self-care.
- ☐ We discussed fears related to self-care.
- ☐ We checked out our home and neighborhood for level of safety.
- ☐ We developed a written set of agreements/rules.
- ☐ We developed an emergency plan.
- ☐ We agreed on a trial period.

# Block C

## Personal Safety and Plans when Home Alone



When s/he is alone, it's important for your child to follow basic safety procedures with strangers. This includes the possibilities of strangers who have entered your house, who are at the door, or who call on the phone. Your child also needs phone skills for emergency situations. In addition, plans for playtime while alone will help alleviate loneliness and boredom.

The **goal** of **Block C** is to provide the information your child needs to be safe at home and to cope with loneliness and boredom when alone.

In **Block C** you and your child will:

- *Identify the proper procedure* to follow when s/he arrives home.
- Learn how to *answer the door and phone* when home alone.
- Assess situations and *decide on plans* for emergency situations.
- Create a *written list of activities* to do when home alone.

### Arriving Home

When your child comes home and no one is there, s/he quickly should check the windows and doors for signs of forced entry. If everything looks normal, your child can go inside and immediately lock the door. S/he must make sure s/he removes the key from the lock after opening the door.

If something looks funny, or if it looks like someone might be in the house, your child should go immediately to a neighbor's and call the police. An extra key should be left with the neighbor in case your child loses the key or gets locked out. Keys should never be "hidden" outside. If your child can find it, so can someone else.

Discuss with your child the information about arriving home, and have your child answer the following questions.

- If no one is home, what should you do before you go into your house?
- What should you do if you lose your key or get locked out of your house?
- What should you do right after you come into the house?
- What should you do if you arrive home and think someone is in your house?

## Answering the Door



When the doorbell rings, your child should identify who is at the door. Your child may say, “Yes?” with the door *closed* and locked. If the door has a

window or peephole, your child also can try to identify the person by sight. Unless the person is *well-known* and expected, your child should continue to talk through the closed, locked door.

Your child should not let the stranger know s/he is alone or give any information about family members. S/he still can be polite, honest, and helpful.

- If asked for a parent, your child can say “She can’t come to the door right now. May I take a message?”
- If a person is selling something, your child can respond “Thank you but I’m not interested.”
- A person delivering a package can be told to leave it outside. If a signature is needed, your child can take the company’s name and number and have you arrange another delivery date. Or the delivery person can leave the package with a neighbor.
- If asked to use your bathroom, telephone, or for other help, your child should tell the person to try next door, or your child can call the neighbor to come over.

Whenever dealing with a stranger at the door, your child should call you or a neighbor if s/he feels uncomfortable, doesn’t know what to do, or the stranger persists in asking questions.

Use **Worksheet 4** to practice the proper procedure with your child.

## Telephone Skills



The telephone represents a lifeline to information, help, and comfort for children when they are alone. Calls to parents and friends provide reassur-

ance, answers to questions, and alternatives to boredom and loneliness. When an emergency arises, the phone provides immediate contact with adults who can help.

Your child will have phone calls when home alone. Some calls are from friends or well-known adults, some are from strangers or acquaintances. Most calls are legitimate. There is still a risk that the caller intends harm to your child or family property. Teach your child the proper way to answer the phone.

- Begin by saying only “Hello.”
- Don’t tell the caller your name, family name, number, or address.
- Provide no information to the caller.
- Don’t tell anyone you’re alone, where your parents are, or when they will be home.
- Offer to take a message: The name and phone number of the caller. “My mother is busy right now. May I take a message?”
- If the same person calls more than once, and you’re not sure what to do, *call your parent or neighbor*.
- If someone calls to tease or scare you, or threatens to hurt you, hang up right away and call your parent or neighbor. Don’t answer the phone again until help arrives.

## Worksheet 4

### Answering the Door Safely

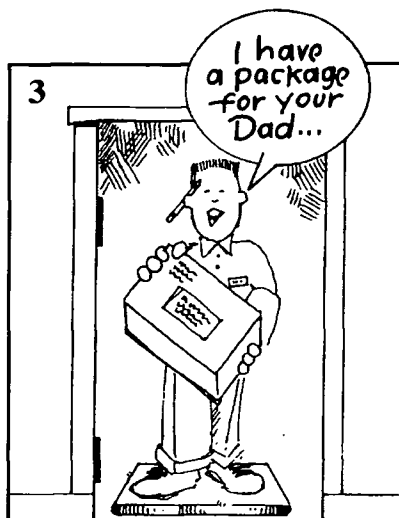
Look at each picture and read what each person at the door might say. What would you say and do?



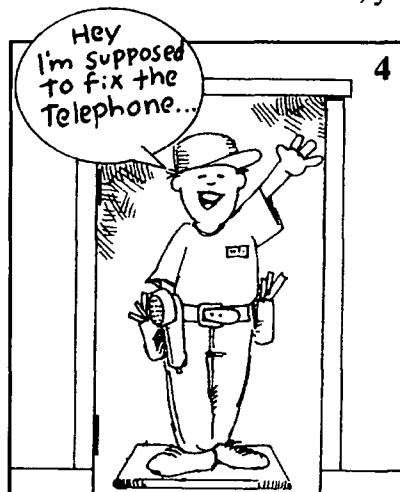
I need to call an ambulance.



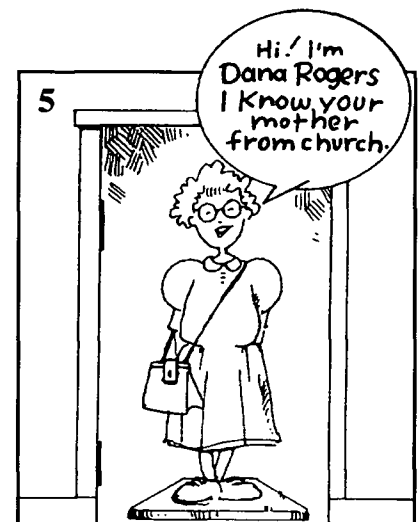
We're taking a survey of how well people like our toys. If you look at three toys and tell me which you like best, you can keep your favorite.



Would you sign the receipt for it please?



I need to come in to see your phone.



May I talk to her please?

- Answers**
1. Please try next door. I can't help you right now.
  2. I'm not interested. Thank you anyway.
  3. Please leave the package with our neighbor next door, or I can take your name and number, or arrange for another time for you to come back.
  4. I can't help you right now. Please come back later.
  5. She can't come to the door right now. May I take a message?

## Phone Answering Exercise

Role-play the following scenes with your child. Take turns being the caller and the person answering the phone. Think about other possible phone calls your child might receive and how to answer them.

- Pretend you're an old friend of the family in town for only a few hours. You want to stop by and visit.
- Pretend you're a salesperson and want to check a delivery date.
- Pretend you're a repair person and want to verify your records.

The 911 operator may ask for additional information or give instructions. Your child should remain on the phone until told to hang up.

Here are some questions for your child to answer by writing "yes" or "no" in the blanks. Compare answers with the box below. Talk about whom to call in the emergency situations and what to say and what to do.

Is it an emergency when:

1. \_\_\_\_ You're putting away the dishes, and a glass drops and breaks on the floor?
2. \_\_\_\_ A bad storm starts, and suddenly the lights go out?
3. \_\_\_\_ Your friend falls down the stairs, gets knocked out, and doesn't answer when you talk to her?
4. \_\_\_\_ You go outside to get the newspaper, and the wind blows the door shut? Your key is inside.
5. \_\_\_\_ You come home after school and see that the front door to your house is open?
6. \_\_\_\_ You're sitting watching TV and you smell smoke, but don't see where it's coming from?

## Is This an Emergency?



Your child needs to be able to distinguish between emergency and non-emergency situations, whom to call in various situations, and what information they will need to know.

To report a life-threatening emergency, your child should call 911. S/he will need to know the following information:

### The nature of the problem.

"There's a fire at my house."

### His/her first and last name.

"My name is Brittany Green."

### His/her complete address.

"I live at 4756 NW Oak Lane, Prineville."

### The nearest intersection, crossroad, or landmark.

"That's close to Ridge and 15th Street."

### Your child's phone number or the number s/he is calling from.

"My phone number is xxx-xxxx."

**Answers**  
1. No  
2. No  
3. Yes, call 911  
4. No  
5. Yes, get adult help or call 911  
6. Yes, call 911

Fill in the information below with your child.  
Post a copy of this sheet by each phone. Leave  
a copy with a neighbor.

### Important Phone Numbers

#### Doctor

Name \_\_\_\_\_

Phone \_\_\_\_\_

**Poison Center** ..... 1-800-452-7165  
in Oregon only

#### Ambulance

Phone \_\_\_\_\_

#### Police

Phone \_\_\_\_\_

#### Fire Department

Phone \_\_\_\_\_

#### Mom

Where Mom works \_\_\_\_\_

Phone \_\_\_\_\_

#### Dad

Where Dad works \_\_\_\_\_

Phone \_\_\_\_\_

#### Neighbor

Name \_\_\_\_\_

Phone \_\_\_\_\_

#### Neighbor

Name \_\_\_\_\_

Phone \_\_\_\_\_

#### Relative

Name \_\_\_\_\_

Phone \_\_\_\_\_

#### Relative

Name \_\_\_\_\_

Phone \_\_\_\_\_

## Planning Your Time

### Start video

Children who are home alone  
may need help using their time  
wisely. They may watch too  
much television, overeat, and  
be lonely and bored. You can

guide your child to make positive use of his/her  
time.

- **Help your child develop new interests.**

Introduce new activities, provide a few  
simple resources, and show interest and  
pride in your child's results.

- **Help your child structure time alone.**

Time passes more quickly when it is filled  
with many different activities.

If your child objects to listing chores and  
homework, begin with simple tasks such as  
putting dishes away or doing homework for  
10 minutes. Then gradually increase the amount  
of time devoted to these activities as your child  
becomes used to doing them.

Now complete a list of activities on  
**Worksheet 5** with your child.

Write a list of activities to do when home alone.  
You may want to plan the order in which the  
activities will be done, how long each will take,  
and the materials needed.

- **Arrange times for your child to be with others.** One way to deal with loneliness and  
boredom is to hook up with people.

Use **Worksheet 5** to think about ways to  
connect with others when home alone.

## Worksheet 5

### Planning Time when Home Alone

List of Activities Activity	Time		Materials
	From	To	What I need to do this
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Have your child think about the following ways s/he would like to connect with others when home alone. Which ideas are already being done? Which ideas would s/he like to try in the future?

- \_\_\_\_\_ Call your parent when you first get home to let her/him know you're OK.
- \_\_\_\_\_ Have a special friend over to play once a week when home alone.
- \_\_\_\_\_ Go to a special friend's house to play once a week.
- \_\_\_\_\_ Talk over your homework with a friend for 10 minutes.
- \_\_\_\_\_ Write to someone once a week.

#### Checking Back

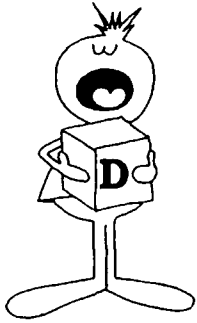
- ☐ We discussed what to do when my child arrives home.
- ☐ My child practiced answering the door and phone when home alone.
- ☐ We made plans for handling emergency situations.
- ☐ We completed a list of important phone numbers and posted the list.
- ☐ My child made a list of activities to do when home alone.



# Block D

## Fire Safety

Start  
video



The thought of your home catching on fire while your child is home alone is frightening. There are many things you and your child can do and learn to greatly reduce the chance of a home fire and the injuries or deaths that it could cause.

The goal of **Block D** is to help your child understand and follow fire safety rules and procedures and know what to do in case of fire.

In **Block D**, you and your child will:

- Learn how to “*Stop, Drop, and Roll.*”
- Look for *fire hazards* in your home.
- Plan and *practice fire escape routes.*
- *Check smoke detectors* in your home and set a yearly date to replace batteries.

The process of attempting to make your child “*fire safe*” will take considerable time, effort, and patience on your part. You and your child will need to plan and practice fire safety skills together on a continual basis. Fire safety is not something that is learned once and remembered forever. Your practice and attention to fire safety could prevent serious injuries or even the death of your child.

### Should Your Child Attempt to Put Out a Fire?

In most cases, the answer is *No!* When your child is home alone, in the event of fire, her/his only responsibility should be to get out of the house safely and report the fire from a nearby house.

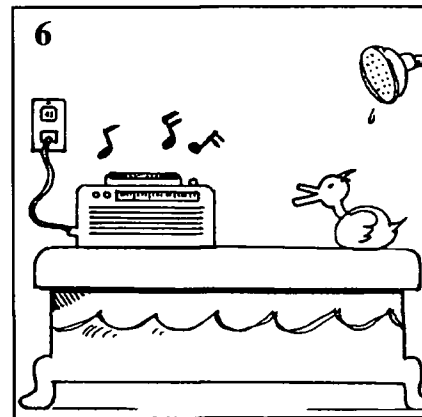
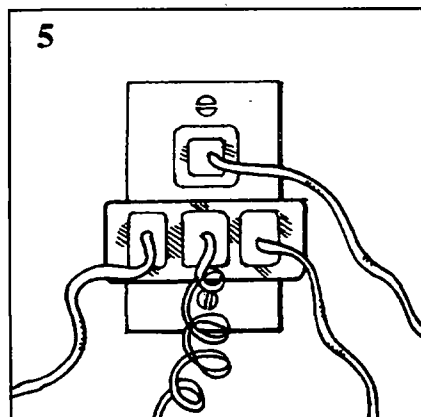
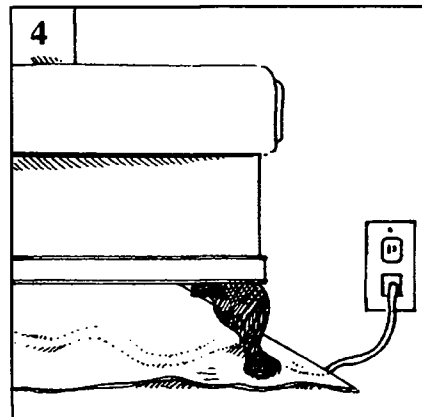
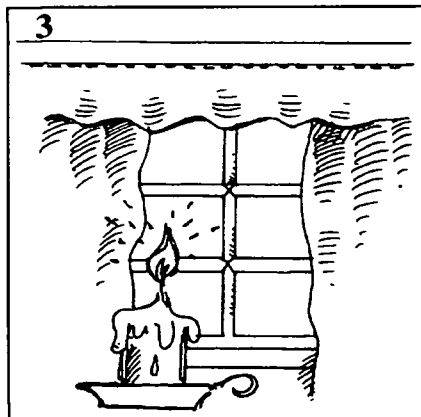
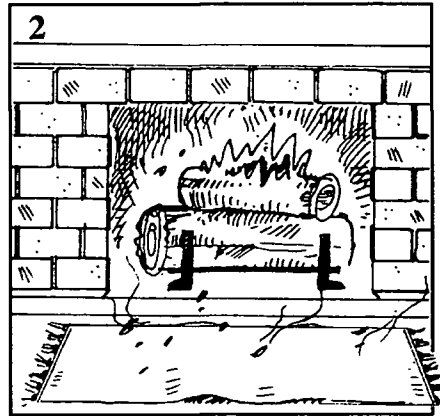
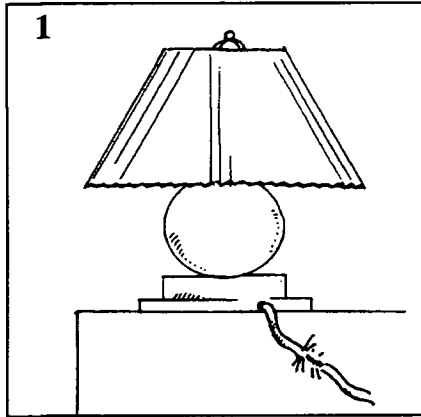
Putting out fires, even little ones, takes a great deal of knowledge. Using the wrong method, such as pouring water on a grease fire, can cause the fire to explode and increase the likelihood of injury. You will need to discuss this policy with your child several times. Stress that even if s/he has caused the fire, s/he must never try to put it out. Be sure that your child understands s/he is much more important and valuable than the building, possessions, or pets.

Ask your child to do **Worksheet 6** and then discuss the answers at the bottom of page 17. Use **Worksheet 7** to help you find potential hazards in your home.

## Worksheet 6

### Finding Fire Hazards

Can you find a fire hazard in each picture below?



Show your parents the hazards you found and tell them why you think they are dangerous (answers are on page 17). **Worksheet 7** will help you find fire hazards in your own home. If you find any, ask your parent(s) to help you correct or remove them before you stay home alone.

# Worksheet 7

## Home Fire Hazard Hunt

Working together, use this checklist to find potential fire hazards in your home. (Please look for additional hazards that aren't listed here.) If you answer "No" to any of the questions, be sure the condition is corrected before your child is left in self-care.

1. Do outlets have no more than two cords plugged into them? ☐ Yes ☐ No ☐ Corrected
2. Are papers and things that burn easily far away from stand-alone and wall heaters? ☐ Yes ☐ No ☐ Corrected
3. Are wood, papers, and other burnable materials stored at least 3 feet away from stoves, fireplaces, and ovens? ☐ Yes ☐ No ☐ Corrected
4. Are all curtains away from the kitchen stove and other hot surfaces or equipment? ☐ Yes ☐ No ☐ Corrected
5. Are there shields under the stove or in front of the fireplace so ashes and sparks can't start a fire? ☐ Yes ☐ No ☐ Corrected
6. If you have a chimney, is it clean and in good repair? ☐ Yes ☐ No ☐ Corrected
7. Are oily rags, paint, and gasoline stored out of the house? ☐ Yes ☐ No ☐ Corrected
8. Are all electrical cords in good condition? ☐ Yes ☐ No ☐ Corrected
9. Are radios, hair dryers, and other electrical appliances always a safe distance from sinks, bathtubs, and other sources of water? ☐ Yes ☐ No ☐ Corrected
10. Are electrical appliances in good repair so they don't spark, smell hot, or blow circuits when used? ☐ Yes ☐ No ☐ Corrected

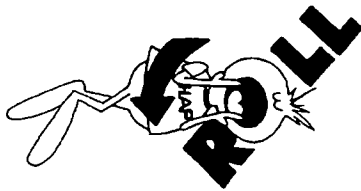


**Answers for Worksheet 6**  
1. Frayed electrical cord  
2. Sparks popping out on rug, no screen or glass door  
3. Candle too close to curtain  
4. Electrical cord under carpet and furniture  
5. Octopus plug—too many plugs in one outlet  
6. Radio could fall into bathtub and electrocute person in the water

## Stop, Drop, and Roll



By third grade, most children know they should “*Stop, Drop, and Roll*” if their clothing is on fire. You’ll need to discuss this safety procedure with your child to see if s/he is aware of it and can successfully demonstrate it. *Stop, Drop, and Roll* means: Do not run—*stop*, *drop* to the ground, and *roll* back and forth until the flames are out.



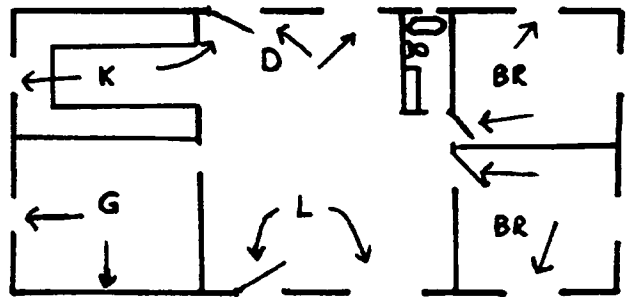
Now that you and your child know how to “*Stop, Drop, and Roll*,” play this game. Tell him/her that without warning you’ll say, “(his/her name), your clothes are on fire!” If your child does not immediately “*Stop, Drop, and Roll*,” give clues or practice until it’s done correctly. Once the child’s action is automatic, continue to play the game once a month for reinforcement.

## Smoke Alarm Testing

Find all of the smoke detectors in your home. Test each one to be sure the batteries and bulb are working. Set one off so everyone can hear what it sounds like. Choose a day once a year (your birthday or a holiday) to test and replace batteries or bulbs.

## Planning the Great Escape

It’s very important that your child be familiar with and practice two escape routes from every room in your home. To teach him/her these skills, draw a simple floor plan of your home and mark escape routes from every major room. The most important rooms are those where your child is likely to be asleep.



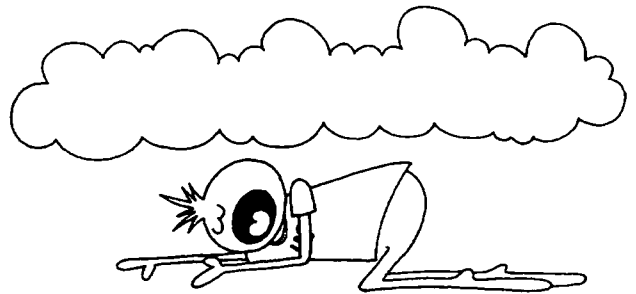
Example of fire escape plan

Practice these routes until your child can do them without assistance, then have surprise fire drills every few months. **There is a big difference between knowing what to do and being able to do it.** Actually *participating in fire drills* reduces your child’s chances of panic and injury—which increases chances of survival.

To successfully escape a fire, your child must be able to unlock and open doors and windows, remove screens, and, if necessary, engage a chain ladder, as well as climb down it without help. Your child also must be able to climb out windows without assistance.

The area under an escape window needs to be kept free of materials or objects that could further injure a child who is jumping from the window.

Another fire safety rule to teach your child is: If the room is smoky, the best way to get out is to “**Stay Low and Go**” by crawling on your hands and knees. In smoke-filled rooms, the best air is about 18 inches above the floor.



Stay Low and Go

Together draw your fire escape plan in this box or on a blank sheet of paper.

Only a few important issues concerning fire safety have been included for you to consider. If, after completing **Block D**, you feel a need for more information, please consult your local library or a fire prevention officer at your local fire department.

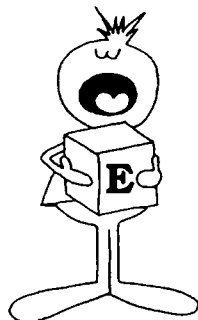
### Checking Back

- ☐ My child knows how to “Stop, Drop, and Roll.”
- ☐ We’ve found and corrected fire hazards in our home.
- ☐ We’ve checked our smoke detectors and will check them each year on \_\_\_\_\_ and replace batteries or bulbs.  
(date)
- ☐ We have a fire escape plan and have practiced it.

# Block E

## First Aid

Start  
video



The goal of **Block E** is to help your child respond appropriately to medical emergencies and to know basic first aid techniques.

In **Block E** you and your child will:

- Make a *first aid kit*.
- *Practice first aid* in various situations.
- *Practice deciding* whether given situations are 911 emergencies, are serious enough to need adult help, or if applying first aid is appropriate.
- Review your *list of people* to contact in emergencies and serious situations.
- *Practice calling 911*.

### Making a First Aid Kit

Your child may need first aid supplies from time to time when alone. Please provide the materials listed in the box and help your child make a first aid kit. Now your child will be prepared in case of minor accident or injury.

#### First Aid Kit

1. Find a suitable container and make sure it's clean and dry. A round oatmeal box, 3-pound coffee can, or shoe box will work.
2. Make a big label on the outside that says "First Aid Kit" (add your name if you like).
3. Place the following items in your first aid kit:
  - Antiseptic first aid cream
  - Adhesive bandages (assorted sizes)
  - Scissors
  - Wash cloth
  - Tweezers
  - Adhesive tape
  - Sterile gauze pads (2" x 2")
  - Chemical cold pack (optional if ice is available)
  - Elastic roller bandage (2")
4. Choose a storage place that you can remember and reach easily.

## First Aid for—

### Burns

If the burned area is small, red, and/or only has small blisters, run cold water over it or hold an ice cube on it until it no longer hurts. If the burn covers a large area and/or if skin was actually burned away, call an adult or 911.

### Cuts and Scrapes

Wash with soap and water, gently dry, put on antiseptic first aid cream, and cover with a bandage.

### Nosebleeds

1. Sit on a chair. Do not lie down.
2. Pinch your nose closed between your thumb and finger for at least 10 minutes. (Watch the clock or use a timer to make sure you sit quietly for 10 minutes).
3. If the bleeding hasn't stopped after 10 minutes, put a cold cloth to your nose.
4. If your nose is still bleeding badly after a few more minutes, call your parent or whomever you are to call in a serious situation.

Ask your child to complete **Worksheet 8**.

## Child Demonstration of Skills

Now that you've learned some basic first aid skills, show your parent(s) how you would use first aid to treat the following situations:

- A small burn that is red but not blistered
- A small cut or skinned knee that bleeds only a little but hurts a lot
- A nose bleed. If you've followed all of the first aid steps and your nose is still bleeding a lot, tell your parent what you would do next.

## Emergency Situations Response



If your child is hurt when home alone, s/he will have to decide how serious the injury is. S/he will have to decide whether first aid is all that is needed, s/he should call an adult, or it's an emergency and s/he should dial 911.

Ask your child to complete **Worksheet 9**.

Use the emergency activities in **Worksheet 9** or make up your own situations to practice calling 911 on a toy telephone. Take turns being the 911 operator and the person with the emergency. Go back to **Block C** if you need help remembering how. On the emergency number list be sure to include your address, directions to your home, and any other information the 911 operator may ask for. Also, remember to remain on the line until the 911 operator says it's OK to hang up.

These are things the 911 operator may ask. Check (✓) off the ones you already know. Keep practicing until you can check every one.

- \_\_\_ Your name
- \_\_\_ Your address
- \_\_\_ Directions to your home or closest cross street
- \_\_\_ Description of the problem
- \_\_\_ Parents' names
- \_\_\_ Parents' work phone numbers or where they are when you're home alone
- \_\_\_ Relative's or neighbor's phone numbers

In **Block B**, review the important phone numbers and people to call when adult help is needed. Can you think of other people who need to be added to the list? Post this list by each phone.

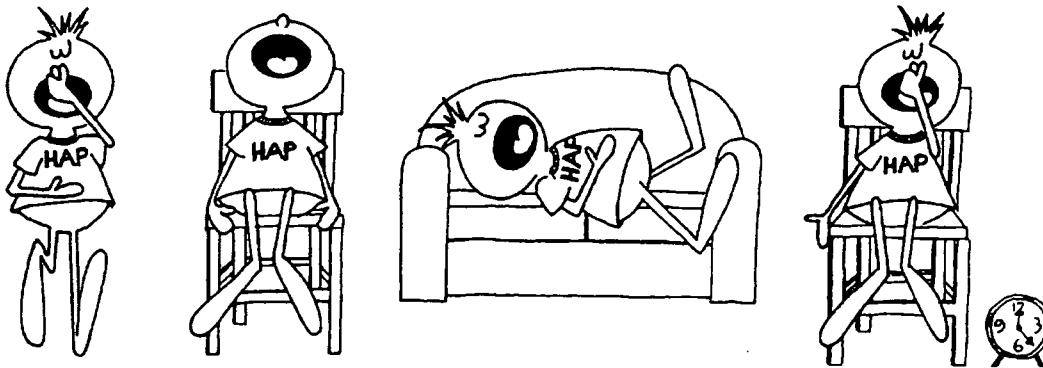
Be sure your child knows it's OK to call an adult or 911 when pain is severe, bleeding won't stop, or any other time s/he is afraid or cannot handle the situation.

## Worksheet 8

### First Aid

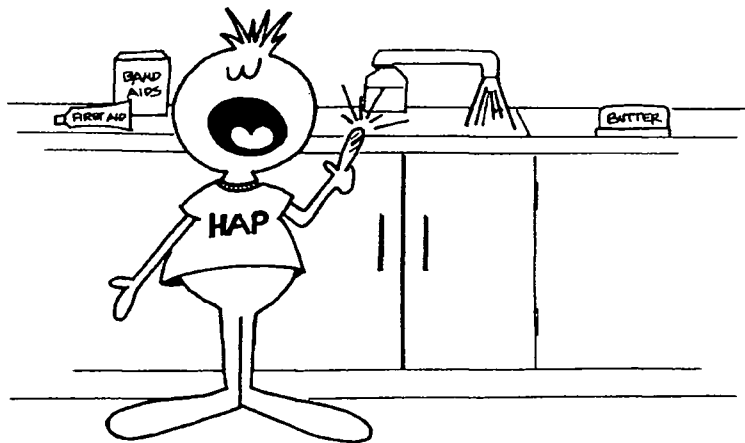
#### 1. Nose Bleed

Place an X over the HAPs who are *not* doing the right thing for a nosebleed.



#### 2. Small Burn on a Finger

Circle the correct treatment.



#### 3. Cut and Scraped Knee

Number steps in the right order so HAP can apply first aid to his skinned knee.

- \_\_\_\_\_ Apply bandage
- \_\_\_\_\_ Wash wound
- \_\_\_\_\_ Dry the wound
- \_\_\_\_\_ Put on first aid cream



For answers, see page 21.



## Worksheet 9

### Is Help Needed?

Ask yourself: Is this a 911 emergency, a serious situation that needs adult help, or do I need to apply first aid? *Circle the correct answer.*

*Sometimes two answers may be right!*

1. You're cutting paper with scissors and cut your finger. It bleeds a little.

Is this a 911 emergency?	yes	no
Should I apply first aid?	yes	no
Do I need adult help?	yes	no

2. You're making carrot sticks for a snack. The knife slips and slices your finger open. The cut is deep and is bleeding a lot.

Is this a 911 emergency?	yes	no
Should I apply first aid?	yes	no
Do I need adult help?	yes	no

3. You're wrestling with your dog and his head hits your nose. Your nose bleeds a little.

Is this a 911 emergency?	yes	no
Should I apply first aid?	yes	no
Do I need adult help?	yes	no

4. You tripped on the rug and fell down. Your knee is skinned, it's bleeding a little and really hurts.

Is this a 911 emergency?	yes	no
Should I apply first aid?	yes	no
Do I need adult help?	yes	no

5. You can't reach the jar of jam on the top shelf so you get a chair to stand on. The next thing you know, you're lying on the floor with cuts all over from broken glass, and one of the cuts on your arm has made a puddle of blood on the floor. When you try to get up you feel dizzy and have trouble seeing.

Is this a 911 emergency?	yes	no
Should I apply first aid?	yes	no
Do I need adult help?	yes	no

6. A sharp edge on a chair slices your ankle open and blood is squirting out of the cut.

Is this a 911 emergency?	yes	no
Should I apply first aid?	yes	no
Do I need adult help?	yes	no

You and your parent(s) can discuss other situations and decide whether they are emergencies or not, whom to call if they are, or if first aid is all that's needed.

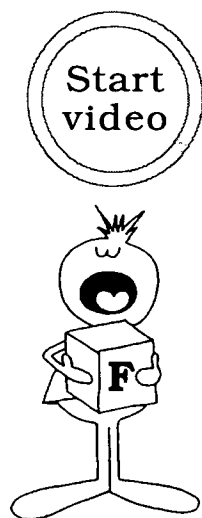
- Answers**
1. Not an emergency; apply first aid.
  2. Probably not an emergency, but call for adult help and apply first aid.
  3. Apply first aid.
  4. Apply first aid.
  5. Crawl to the nearest phone and call 911.
  6. Apply first aid, hold a cloth firmly on the wound, and call 911 immediately.

#### Checking Back

- ☐ We made a first aid kit.
- ☐ My child practiced first aid skills.
- ☐ We practiced deciding whether situations were 911 emergencies, were serious enough to need adult help, or if first aid was all that was needed.
- ☐ We reviewed our list of people to call for help.
- ☐ My child practiced calling 911.

# Block F

## Kitchen Skills and Food Safety



Getting something to eat, eating what has been prepared, and cleaning up when finished are probably part of your child's routine after school each day. When home alone, your child needs to use the kitchen without your supervision. Think about your family rules in the kitchen. What procedures must be followed to have a safe

kitchen? Which snacks are best to eat?

The **goal of Block F** is to provide the information your child needs to be safe in the kitchen, follow proper food handling procedures, and select nutritious snacks when alone.

In **Block F** your child will learn to:

- Identify *potential problems* that may cause burns, bumps, cuts, and falls in the kitchen.
- Identify and demonstrate *proper food handling* procedures.
- Be able to identify *nutritious snacks* to eat.

### Kitchen Safety

Safety of children in the kitchen is important to all parents. Your child should be taught how to use appliances and utensils safely. The following kitchen safety rules are listed for you to discuss with your child.

#### To Prevent Burns

- Use dry potholders when handling hot pans from the oven and hot dishes from the microwave.
- Dry your hands before touching electrical outlets and appliances.

- Keep the handles of pots turned away from the edge of the stove to prevent spilling hot food.
- Be sure to turn off the burner when you finish using the stove. Check twice to see that all burners are off when you're through cooking.
- Be careful of loose clothing, long hair, potholders, and dishtowels when cooking. They can catch fire if they are too close to burners.
- Open the lids of hot pans away from your face so the steam won't burn you. Stand back when opening the oven door to avoid burning. (If you do get a small burn, see **Block E** on how to apply first aid).

#### To Prevent Bumps and Cuts

- Close cabinet doors and drawers so you don't bump into them.
- Pick up a knife by its handle, not its blade.
- When cutting, always cut away from you. Don't hold food in your hand, place it on a cutting board to avoid cutting your fingers. (Using the cutting board also helps avoid cutting the counter top.)

#### To Prevent Falls

- Clean up spills from the floor right away so you don't slip.
- Keep your work area and floors free from clutter.
- Use a step stool to reach high objects. If you still can't reach, wait until someone taller can help.

Think about your family rules concerning kitchen safety. Discuss the answers to the following questions with your child:

What kitchen appliances and utensils can you use?

What kitchen appliances and utensils can you not use?

What are our special rules about cooking?

What are our special rules about cleaning up?

Use **Worksheet 10** for you and your child to look at possible unsafe kitchen practices.



## Food Safety



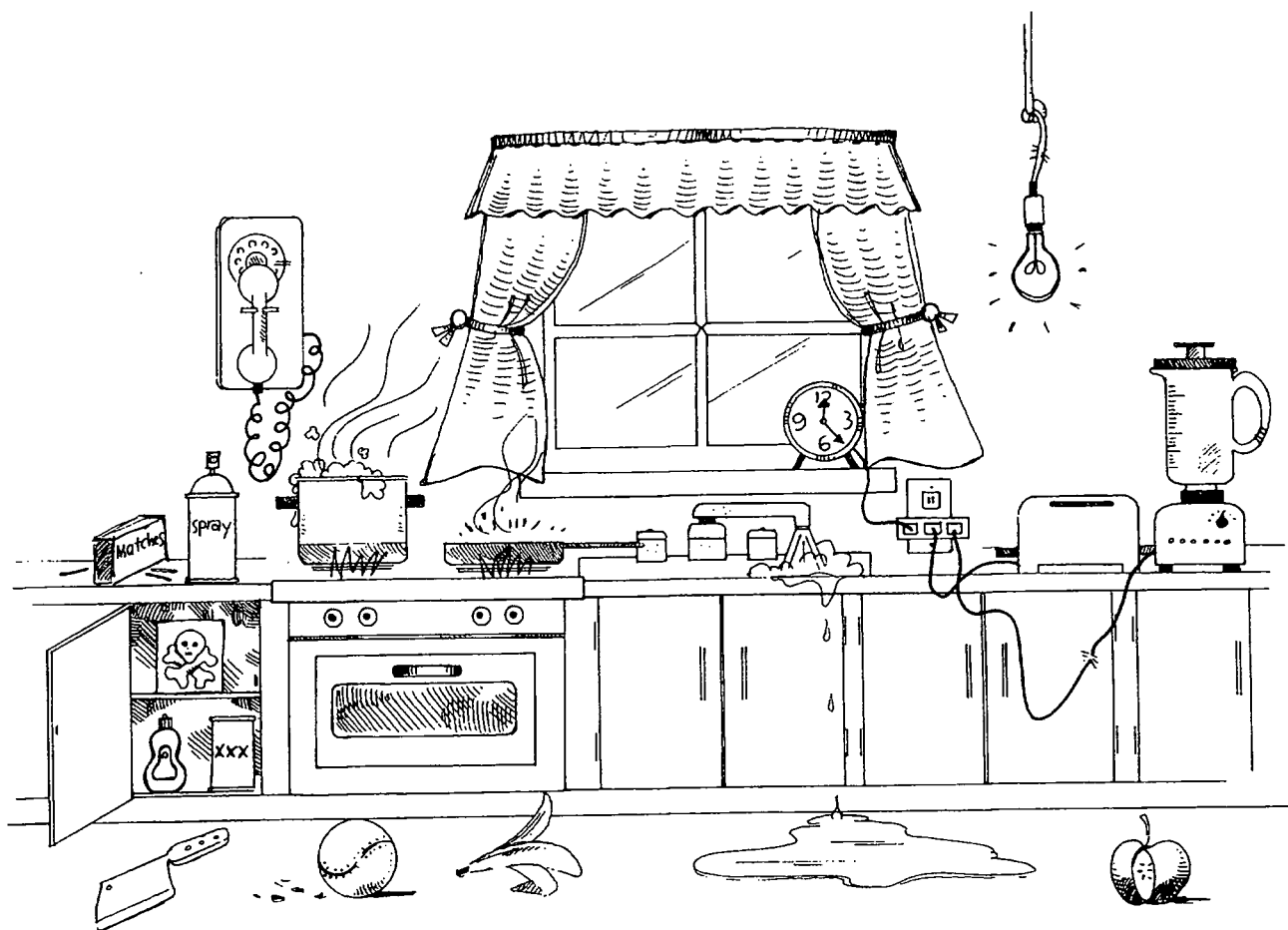
Children need to learn how to handle food properly to avoid getting food poisoning, which may cause a lot of discomfort and missed days at school.

Here are some general precautions for food safety and helpful suggestions to make food safety easier for your child. Go over the list together. Are there any other things your family can do?

- Keep everything clean—hands, food, counters, and knives. Use a clean dish cloth and hot soapy water to wash dishes and wipe off counters and utensils when you finish using them. Be sure the kitchen is free of flies and insects.
- Prepare food on a clean cutting board, not a bare counter top. Wash the cutting board in hot, soapy water when finished.
- Wash your hands often before and during food preparation—always after touching your face or hair, blowing your nose, coughing, or handling pets.
- Keep hot foods hot and cold foods cold.
- Promptly return perishable foods and leftovers to the refrigerator after using them. This includes cooked, ready-to-eat foods (such as meats, eggs, pasta, potato salads, vegetables, lunch meat, pizza, and dairy products). A sticker on perishable packages and on the refrigerator door may help you remember where they go.

# Worksheet 10

## Kitchen Safety



Circle 10 unsafe practices in the kitchen pictured above.

**Possible answers**  
 Frayed electrical cords, cluttered floors, octopus plug, bare light bulb, knot in cord to light bulb, curtains too close to flame, sink overflowing, open cupboard door, electrical appliances too close to water, phone too close to hot pot, matches and spray too close to burner, poisons too close to food.

## Nutritious Snacks

Most children eat snacks after school, and those who are home alone must choose and prepare snacks for themselves. Children have high energy needs because their bodies are growing and they're often very active. Your child should be encouraged to make healthy choices when choosing snacks.

Some general guidelines for planning more nutritious snacks include:

- Eat a variety of foods.
- Choose snacks such as fruits, vegetables, and whole grains to help provide more fiber.
- Choose snacks low in fat, salt, and sugar. Choose less often: ice cream, soda, candies, and chips. Choose more often: lowfat milk, 100% fruit juice, trail mix, and low sugar cereals.

Fill in the weekly snack plan and use **Worksheet 11** to think about nutritious snacks.

Planning after-school snacks ahead of time can help your child stay healthy and avoid eating the wrong kinds of foods. You can find some examples of nutritious snacks and recipes on page 29.

### Weekly Snack Plan

Make up a weekly snack inventory and post it on the refrigerator. Select snacks from the list when alone. Make the snacks ahead of time if help is needed from a parent.

Snacks I can eat:

Snacks we have in the house I can make for myself:

Snacks I need help in preparing ahead of time:

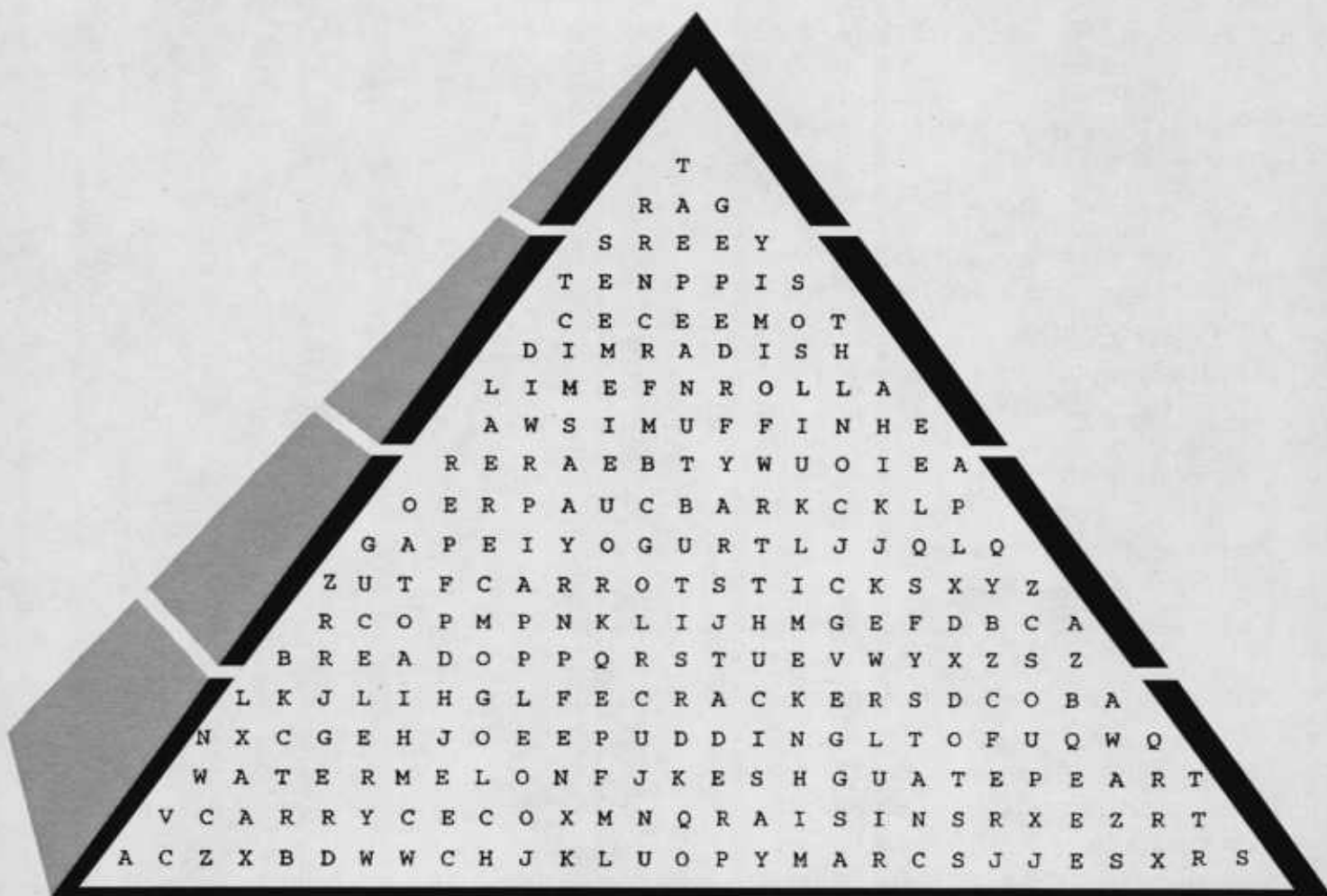
My favorite snacks are:

- 1.
- 2.
- 3.
- 4.
- 5.

## Worksheet 11

### Can You Find the Nutritious Snacks?

See if you can circle all these *nutritious snacks* on the food guide pyramid. **Hint:** The words go *up and down and across*.



MUFFIN

APPLE

WATERMELON

SOUP

CELERY

PUDDING

RAISINS

CRACKERS

BREAD

PEAR

MILK

CARROT STICKS

RADISH

CEREAL

PEANUT

EGGS

YOGURT

TOFU

## Recipes

### Ambrosia Shake

2 sliced ripe bananas  
1/2 cup orange juice  
1/4 teaspoon vanilla  
2 cups lowfat milk

Blend all ingredients in a blender.  
(3 servings)

### Strawberry Banana Shake

1 sliced ripe banana  
1 cup lowfat milk, yogurt, or buttermilk  
4–6 fresh or frozen strawberries

Blend all ingredients in a blender.  
(2 servings)

### Purple Devil

2/3 cup pineapple juice  
2/3 cup grape juice  
2/3 cup apple juice  
2/3 cup lowfat milk, buttermilk, or yogurt

Blend all ingredients in a blender.  
(3 servings)

### Easy Pizzas

English muffins  
Tomato sauce, pizza or spaghetti sauce  
Grated cheese  
Sliced onion, green pepper, zucchini, mushrooms, and/or other vegetables

Top bread with tomato sauce, vegetables, and cheese. Bake or broil until heated through.  
(Keep ingredients in the refrigerator, ready to use, so kids can make their own quickly.)

### No-bake Cookies

1/4 cup peanut butter  
1/4 cup instant dry milk  
2 Tbsp. sugar  
1/2 tsp. vanilla extract  
2 Tbsp. water  
3/4 cup crushed dry cereal  
1/4 cup raisins or chopped nuts

Place peanut butter, dry milk, and sweetener in a bowl. Add vanilla and water; blend well. Stir

in cereal and raisins or nuts. Shape into balls (about 12). Store cookies in a covered container in the refrigerator. Recipe can be doubled, tripled, etc.

### Ugly Face Sandwiches

1–2 Tbsp. peanut butter  
1 slice whole-grain bread  
Plus any of these: apple butter, applesauce, bananas, raisins, nuts, or coconut.

Spread peanut butter on bread. If you wish, you can cover with apple butter or applesauce. Use bananas, raisins, nuts, coconut, or other foods to make faces.

### Cereal Mix-Up

1 cup granola cereal  
1 cup small shredded wheat cereal  
1/2 cup raisins  
1/2 cup nuts  
(6 servings)

Place all ingredients in a sealable plastic bag. Toss until well mixed. You can try mixing different ingredients. Try sunflower seeds, coconut, dried apples, bananas, apricots or dates, Chex cereals, chocolate chips. (Remember you should be able to store all ingredients at room temperature.)

### Checking Back

- ☐ We discussed the family rules about kitchen safety.
- ☐ We identified healthy, safe food handling procedures.
- ☐ We listed nutritious snacks to try.

## Notes





## Congratulations!

You have completed *Home Alone and Prepared*. The goal of *Home Alone and Prepared* is for you to feel prepared to handle nearly any situation that could arise when you're home alone. By completing all of the worksheets and questions, you've thought about many reactions to a variety of situations. We hope HAP has prompted you to think of additional problems and solutions that could occur while you're home alone. Please continue to use your video and booklet for review from time to time.

Parents, please remember that HAP was not created to encourage you to leave your young child in self-care. The best solution in nearly all cases is for your children to be in the care of a responsible adult or engaged in adult supervised group activities. In today's busy society, however, occasions will arise when supervision is not possible. In these situations, studies show that youth who are educated and who have developed emergency plans and strategies are more likely to have a positive experience than those left alone with no prior planning or preparation. Thank you for taking the time to prepare your child for self-care.



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