



Kids in Control

A Kid's Guide To Being Responsible



PENNSTATE



College of Agricultural Sciences • Cooperative Extension

Table of Contents

Part 1: Know The Rules	4
Part 2: Handling Emergencies	10
Part 3: Get It Together	18
Part 4: Keeping It Together	32
Part 5: Parent Pages	36



A 4-H youth development program designed to build responsible behavior in youth who may care for themselves occasionally or daily.

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Portions of this publication were adapted for use in Pennsylvania from an Oregon State University Extension Service publication, *Home Alone and Prepared*, EM 8661 (March 1997, 36 pages), which contains materials adapted from University of Georgia, University of Illinois, and Iowa State University Extension publications.

Original illustrations by Thomas Laird, Penn State

Penn State College of Agricultural Sciences research, extension, and resident education programs are funded in part by Pennsylvania counties, the Commonwealth of Pennsylvania, and the U.S. Department of Agriculture.

Issued in furtherance of Cooperative Extension Work, Acts of Congress May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. T. R. Alter, Director of Cooperative Extension, The Pennsylvania State University.

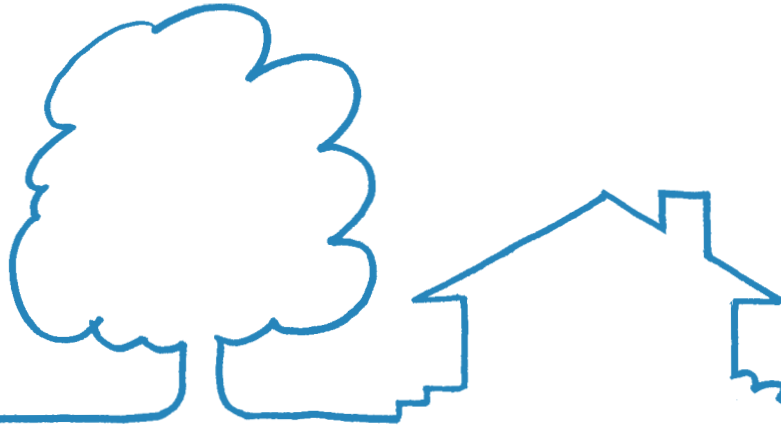
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Kids in Control:

A Kid's Guide To Being Responsible

Has anyone ever said to you, “**I want you to be more responsible!**”? What do you think that means? Being responsible for yourself means taking care of yourself and doing your part—things like chores, homework, or taking care of a younger brother or sister. You will experience taking care of yourself in many different ways. You may care for yourself and others for short periods of time while a parent is in another part of the house, outside, or making a trip to the neighborhood store; or you may be responsible for yourself every day.

The Kids in Control program has four parts that will help you learn to care for yourself, handle problems, and make good decisions at home and away from home. Parent Pages are for the adults you live with...be sure to share these important pages and all the parts of the *Kids in Control* program with your family.

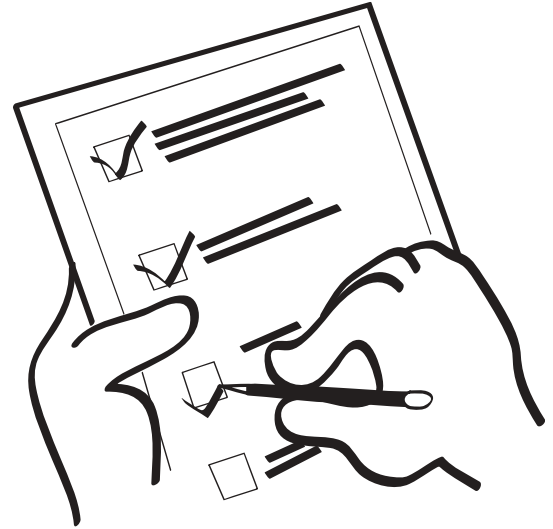
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PART 1: Know The Rules



Rules At Home

All families have rules. The first step in becoming more responsible is knowing them. The most important rules to follow are those that keep you safe. There are also rules that might help you and your family. Some areas where rules might help are homework; chores; caring for sisters and brothers; and using the telephone, TV, and computer.



What are some rules at your house?

1. _____
2. _____
3. _____
4. _____
5. _____

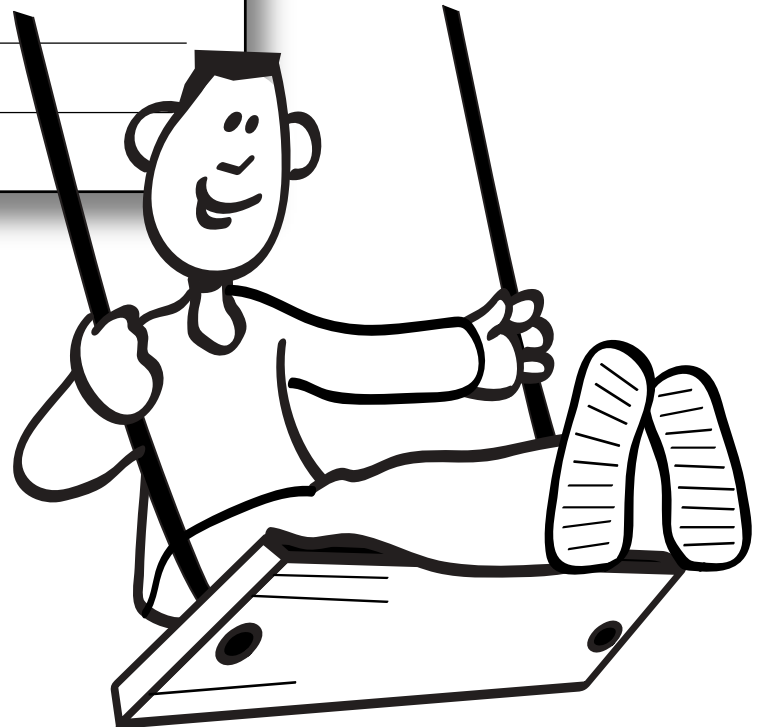
What kind of rules do you need if you are taking care of yourself until an adult comes home? Here are some ideas to talk about:

- What should I do if things don't look right when I get home?
- What foods may I eat and when?
- May I leave the house?
- Is it okay to have friends over?
- May I use the telephone?
- How much homework should I do?
- What chores should I do?
- How much TV may I watch?
- What should I do if the telephone rings?
- What should I do if someone comes to the door?
- What utensils and appliances are okay to use when cooking?

When Playing Outside. . .

1. Be aware of your surroundings. Avoid deserted areas. Have a friend with you when using a public restroom.
2. Do not wear clothes or carry bags with your name printed on them.
3. Hide your house key.
4. Agree on a family code word. Don't go with anyone unless he or she knows the code word. If a stranger asks you to go with him or her, or if anyone tries to touch you in a way you do not like:
 - ✓ Say "NO!"
 - ✓ Get away from the stranger.
 - ✓ Tell a trusted adult immediately.

Can you think of other ways to take good care of yourself at home or away from home?



Good Guidelines for Personal Safety

Guidelines help us make rules. Do you know your rules about:

- What you should do before and after you go into your house?
- What to do if you lose your key or get locked out?
- What you are to do if someone comes to the door or calls on the phone?

Let's take a look at the guidelines for personal safety when you are in the following situations:

Arriving Home

When you arrive home and no one is there, check to see if everything looks okay, then go inside and immediately lock the door. Make sure you remove the key from the lock after you open the door. It's a good idea to call your parent or a contact person to let them know when you arrive home.

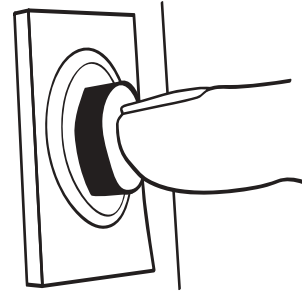
Talk with your parent(s) about an extra key. You might want to leave one with a neighbor in case you lose yours or hide one outside, placing it where no one can easily see you getting it.



The Doorbell Rings

When adults are not home, in another part of the house, or outside, knowing what to do if someone is at the door is important. Some parents don't want their children to answer the door at all. Check with your parents. If they want you to talk to the person at the door, some good guidelines to follow are:

1. Make sure the door is always locked.
2. Look through the window or peephole to see who is there.
3. Talk through the door to find out who the visitor is and what he or she wants.
4. If the visitor asks for your parents, say, "They can't come to the door right now. May I take a message?"
5. If a visitor is selling something, you can respond "Thank you, but I'm not interested."
6. A person delivering a package can be told to leave it outside. If a signature is needed, you can take the company's name and number and give it to your parents so they can arrange another delivery date, or you can ask the delivery person to leave the package with a neighbor.
7. If the visitor asks to use your bathroom or telephone, or asks you for other help, tell him or her to try next door.



The Telephone Rings

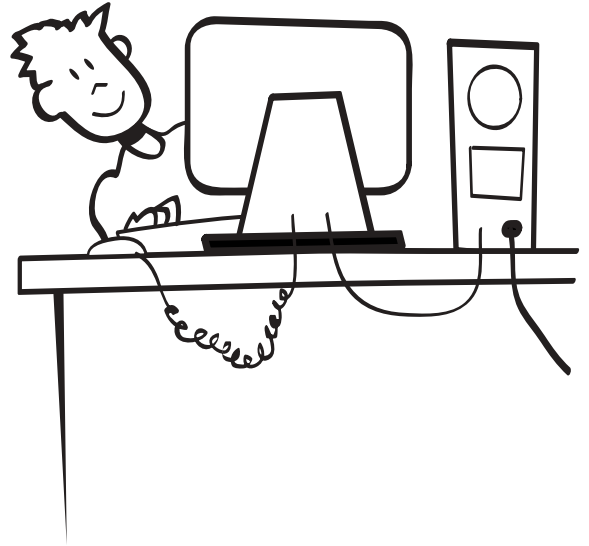
You will have phone calls from friends or well-known adults, and some will be from people you do not know. In some families, the rule is to not answer the telephone. Many households have answering machines or caller ID, which screen calls coming into the home. Know your house rules if a call comes in. If you are to answer the telephone, use the following guidelines:

1. Say "Hello."
2. Don't tell the caller your name, family name, telephone number, or address.
3. Provide no information to the caller. Don't tell anyone you are alone, where your parent is, or when he or she will be home.
4. Offer to take a message: the name and telephone number of the caller. Say, "My mother or father is busy right now. May I take a message?"



On the Internet

If you like to visit a chat room or send e-mail messages, remember to be a safe surfer. Don't give out personal information on-line, and never give your name, address, or the name of your school to anyone other than family or close friends. No word or image is safe on-line. You might think you're just registering with an Internet service provider, but one push of a button could make your information available to millions of internet users.



Remember . . .

If you are not sure what to do, or you feel uncomfortable about someone who has come to the door, calls on the telephone, or whom you've met on-line, call your parent(s), a neighbor, or your contact person.

(If you can't get in touch with anyone on your telephone list, you can always call 9-1-1 and explain what is going on, and they will help you.)

Phone Tag

Role-play the following scenes with a parent or friend. Take turns being the caller and the person answering the telephone. Think about other possible telephone calls you might get and how to answer them.

1. Pretend you're an old friend of the family in town for only a few hours. You want to stop by and visit.
2. Pretend you're a salesperson who would like your address to be able to send you a free catalog.
3. Pretend you're a repairperson who wants to set up a time to come to your house.

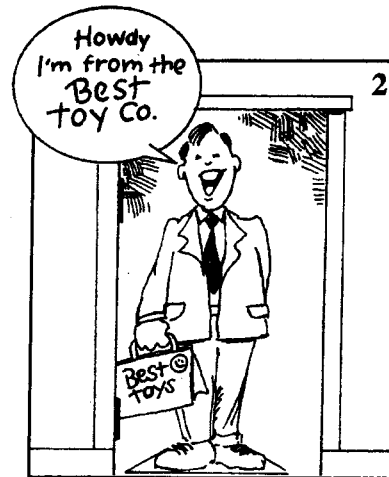
Worksheet 1

Knock-Knock Quiz

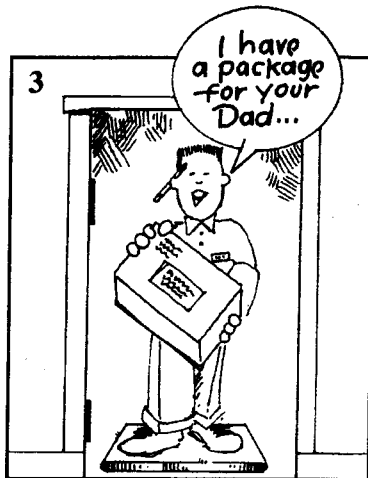
Look at each picture and read what each person at the door might say.
What would you say and do? Safe answers are listed below.



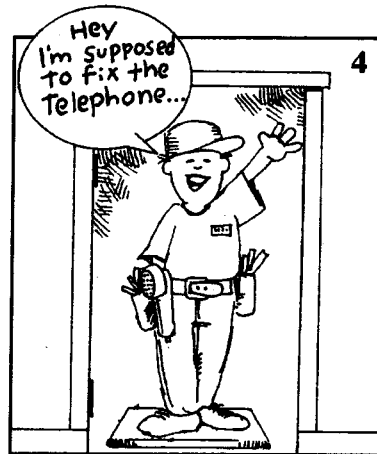
"I need to call an ambulance!"



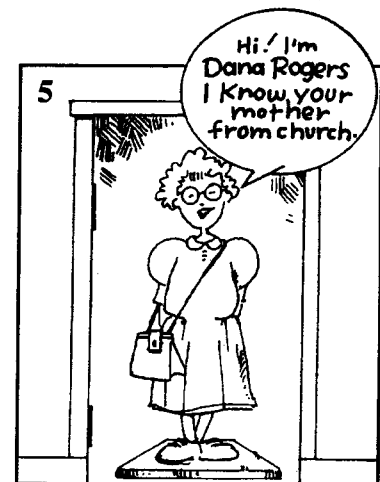
"We're taking a survey of how well people like our toys. If you look at three toys and tell me which you like best, you can keep your favorite."



"Would you sign the receipt for it please?"



"I need to come in to see your phone."



"May I talk to her please?"

Illustration: Oregon State University Extension Service

- Keeping the door safely closed, say...
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. I can take your name and number or set up 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?"

2

PART 2: Handling Emergencies



“Help”

In an emergency, the most important thing to do is to call for help. A list of the emergency numbers for your area should be placed by the telephone at all times. It should list the telephone numbers for the fire company, police, ambulance, poison control center, and a trusted neighbor; and the work number(s) for your parent(s). Fill out the list below, cut it out, and hang it by your telephone. You can also use one of the cut-out lists inside the back cover of this booklet.

Note: Use the cut-out cards on the inside back cover.

Telephone List

Police: _____

Fire: _____

Ambulance: _____

Poison control center: _____

Parent at work: _____

Parent at work: _____

Contact person: _____

Contact person: _____

Home address: _____

Directions to your house: _____

Name: _____

Telephone number: _____

A cartoon illustration of a telephone. The handset is on the left, and the base is on the right. The handset is tilted upwards, and there are wavy lines around it, suggesting it is ringing or being used. The base has a keypad and a display screen.

If you have to call a local emergency number, what will they want to know? Tell them what they **WANT** to know:

- W** Why you called and **W**hat happened
- A** your **A**ddress
- N** your **N**ame
- T** your **T**elephone number

Lastly, don't hang up until you are told to do so!

“The Emergency Game”

How will you know if you should call for help? A fire in the house is a different kind of emergency than breaking a favorite toy. Knowing when it is important to get in touch with someone takes practice. It's up to you to decide if something is a:

- A. Big emergency**—you must call emergency phone numbers and parent(s) to handle it best.
- B. Small emergency**—you must call a neighbor or parent to help you handle it best.
- C. No emergency**—a situation you can handle until your parent(s) come(s) home.

Read the following situations and decide if each is a “Big emergency,” a “Small Emergency,” or “No emergency,” and explain how each would best be handled.

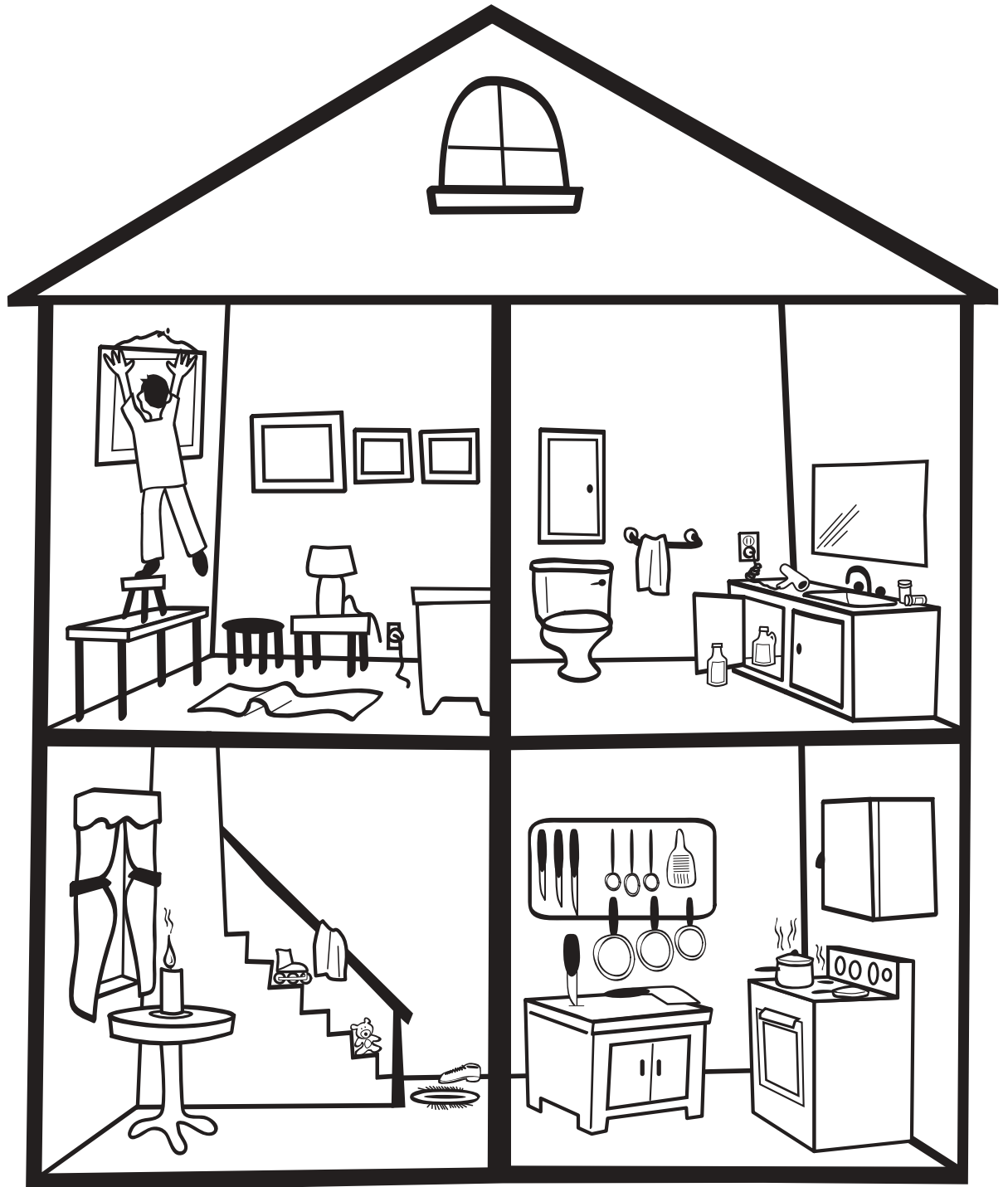
1. Your little brother fell down the stairs. He does not answer you and is not moving.
2. You don't have peanut butter for a sandwich.
3. While fixing a snack, you accidentally cut your hand and it bleeds a little.
4. You are putting away the dishes, and a glass drops and breaks.
5. You hear a dog barking, and when you look out the window, you see that a house down the street is on fire.
6. A bad storm starts, and suddenly the lights go out.



Worksheet 2

Look Carefully!

How could you prevent an emergency from happening? There are several unsafe situations in the house. How many did you find? Go over your page with a friend or parent to see if they found the same ones you did.

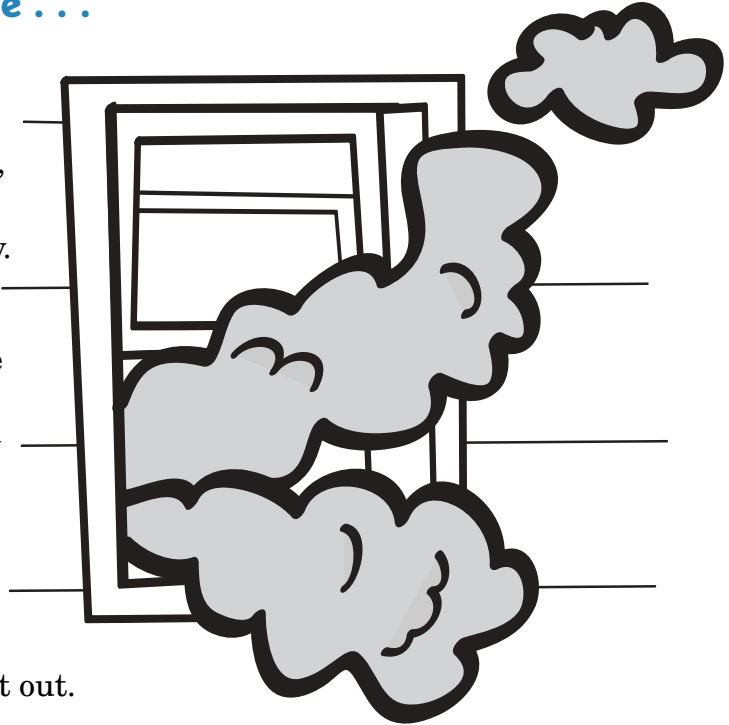


Emergencies and First Aid

Different emergencies need different actions.

In case of a fire in the house . . .

1. Get out of the house and take anyone else with you. Don't bother with books, toys, clothes, or pets. Go to a neighbor's and call the fire department quickly.
2. If your clothing catches fire—STOP, DROP, and ROLL on the floor, or smother flames with a heavy blanket or rug. Get away from the fire and call an emergency number for help.
3. Feel doors before opening them. If one feels hot, don't open it. Find another way to get out.
4. Don't hide under a bed, in a closet, or in a small room—rescue workers will have trouble finding you.



In case of a minor cut/bruise . . .

1. Clean the cut or bruise with warm water and soap.
2. Apply antiseptic cream or use an antiseptic wipe from your first-aid kit.
3. Apply an adhesive bandage to stop any further bleeding and keep the wounded area clean.
4. Tell your parent(s) when he or she arrives home.

In case of a nosebleed . . .

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.

In case of a minor burn . . .

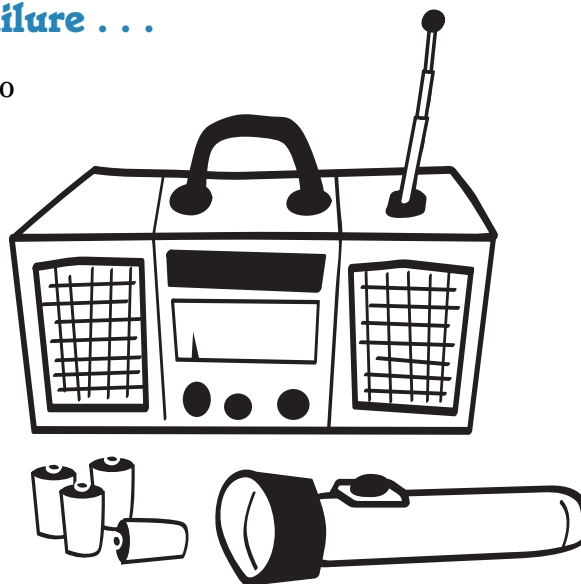
1. Hold burned area under cold, running water.
2. Apply antiseptic cream or use an antiseptic wipe.
3. Tell your parent when he or she arrives home.



In case of storms and light failure . . .

Stay calm! This is most important, so you can think of the right thing to do. In the event of rain, snow, thunder, or lightning storms:

1. You should be safe inside your home. Close the windows and doors to block out rain and wind.
2. Turn on the radio; music is calming, and the radio station will keep you informed about the storm.
3. If the lights go out, have a flashlight ready with good batteries.
4. Do not use the telephone. Remember that storms come and go quickly. When the storm has passed, you can safely make a telephone call.



In case of choking . . .

1. If the victim cannot cough, speak, or breathe—TAKE ACTION and call 911.
2. If you have been trained to use the Heimlich maneuver use it.

*Remember, infants and small children need special handling and are treated differently.

If you are interested in learning more about first aid, contact the American Red Cross, your local or regional Pennsylvania Department of Health, area hospitals, or your school nurse.

Making a First-Aid Kit

A first-aid kit will help you care for minor cuts or bruises. This kit should be kept in a place where you can reach it, but out of reach of young children. Ask your parent(s) to help you put this kit together for use in minor emergencies.

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:
 - Activated charcoal
 - Band-Aids (assorted sizes)
 - Adhesive tape
 - Antiseptic first-aid cream or solution
 - Elastic roller bandage (2")
 - Scissors
 - Sterile gauze pad (2" x 2")
 - Tweezers
 - Wash cloth
4. Choose a storage place that you can get to, but that would be unreachable by a younger brother or sister who might not be able to use the items safely.



Worksheet 3

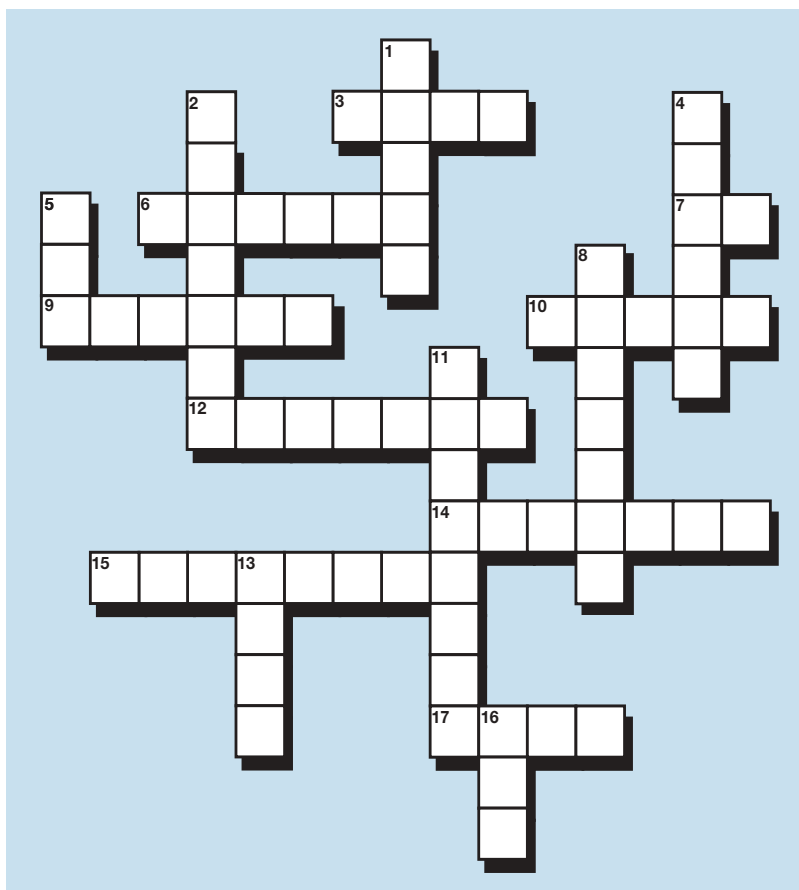
Safety and First-Aid Crossword Puzzle

Across:

3. Stepping on a ___ causes a puncture wound that may require a tetanus shot.
6. Keep syrup of ipecac and the number for the ___ Control Center for emergencies.
7. A good time to watch this is when your homework is done, but be careful not to sit too close.
9. This black-and-blue mark is best treated with ice or a cold compress.
10. Use clean ___ to wash out a wound.
12. If you are in an emergency situation, you should ___ ___ from an adult as soon as possible.
14. When your parents arrive home in the ___, help them relax and then share your day with them.
15. It is important to know how to administer ___ ___ properly when someone needs help.
17. Do not ___ small children objects that they can swallow.

Down:

1. Overheating will sometimes cause a person to ___.
2. If a person gets food caught in his airway, it may cause ___.
4. Do not put ___ on a burn because it might cause an infection.
5. Be careful not to slip in the ___ when you are taking a bath.
8. ___ down steps can cause serious injuries. Be careful to remove any objects.
11. If your nose starts ___, sit down. Don't lie down.
13. Better to be ___ than sorry!
16. This is good in drinks, but can be dangerous to walk on.



Answers:

Across: 3. nail 6. poison 7. TV 9. bruise 10. water 12. get help 14. evening 15. first aid 17. give

Down: 1. faint 2. choking 4. butter 5. tub 8. falling 11. bleeding 13. safe 16. ice

3

PART 3: Get It Together

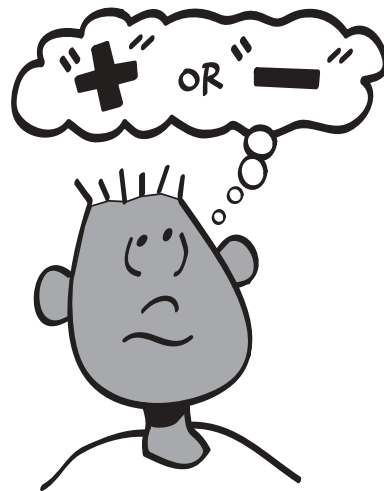


You Have Choices

You have to decide what to do, how to act, and how to spend your time every day. A decision is when you have to make a choice between two or more things. You have to make decisions all the time, especially if you are taking care of yourself and when you're with others.

Making Decisions On Your Own

To make better decisions, you can use a process called SOCS. The SOCS method has four steps that help people make good decisions.



Situation—think about the problem or what is going on.

Options—think about all the possible choices and ideas of what you could do.

Consequences—think of what may happen with each choice.

Solutions—pick an idea or choose to do something that will do the most good for everyone.

You and Younger Brothers or Sisters

If you are in charge of younger brothers and sisters, you need to know that young children like to get into things, can be noisy and will want to do things for themselves, and sometimes will want to be close to you. There are ways you can keep young children happy and have some fun too!

- Play a game together
- Read and act out a storybook
- Go for a walk
- Give praise for doing a good job
- Help get them started on an activity that they can do alone
- Make a snack
- Give a hug

Cooperation Situations

The following situations might occur if you are home on your own with a brother or sister. Think about how you would feel, then read through all the choices and circle the best one. Go back and look at the SOCS way to make the best decision. You may have other ideas or something to add to make it even better.

- 1. You and your brother break a vase while wrestling in the living room. What would you do?**
 - A. Agree with your brother not to tell your parent(s).
 - B. Tell your parent(s) that your brother broke the vase.
 - C. Tell your parent(s) you were wrestling with your brother and broke the vase.
 - D. Tell your parent(s) you don't know how the vase was broken.
 - E. Other: _____
- 2. After coming home from school, you and your sister are supposed to do homework. Your sister refuses to do so, laughs at you, and says, "You can't make me!" What would you do?**
 - A. Get angry and yell at her.
 - B. Remind her of the home rules and consequences if she doesn't obey.
 - C. Grab her and physically make her stay at the homework.
 - D. Call your parent(s) and tell them about your sister.
 - E. Other: _____
- 3. Your brother is bored and can't think of anything to play after he gets home from school. He complains to you and pesters you. What would you do?**
 - A. Yell at him and tell him to leave you alone.
 - B. Hide so he can't find you.
 - C. Call your parent(s) and ask them what to do.
 - D. Try to find a game to interest him.
 - E. Other: _____
- 4. You and your brother are watching a television show, and your brother changes the channel and says, "It's my turn." What would you do?**
 - A. Hit your brother and change the channel back to your show.
 - B. Call him a name.
 - C. Agree to let him choose the next show if you can finish watching this one.
 - D. Call your parent(s).
 - E. Other: _____



Homework Hints

When: Discuss with your parent(s) and agree on the best time.

Where: Find a good place to study at home.

How: Go over assignments and plan the order (what to do first, second, etc.).

Help: Parents can help. Share what you've been learning and let someone check it. Phone a friend—call someone to talk about homework assignments.

A Note About Feeling Lonely

Loneliness does not have to be a big part of your life IF you choose to be busy. Think of an idea on your own or get out your “bored bag” and do something in it! Remember: You're not the only one—everyone feels lonely sometimes. Talk with a trusted adult or friend about how you feel.

Can Someone Come Over?

Talk with your parent(s) about having a friend come to your house to play or do homework when you are home alone. If you are allowed to have friends visit, it's a good idea to:

- Ask for permission first.
- Have only one friend in the house at a time.
- Ask your friend's parents if their child can visit. *Be sure they know there will be no adult at your house.*

Worksheet 4

My Plan

To help you get it together with others or on your own, we've included a plan for the day and some helpful ideas to get you going.

After-school Schedule			
	School dismisses at:	After-school activities:	Arrive home at:
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
<i>Example:</i>	<i>2:45 pm</i>	<i>4:30-6:00 Soccer Practice</i>	<i>6:15 pm</i>

Things I'm responsible for doing after school:		
	Time Needed to Complete	Clock Time
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Things to do after school on my own time:

Do homework
 Read
 Other

Phone friends:
 Projects or hobbies (list below)

Name _____ Phone Number _____

Play with other friends:
 Yes No
 If yes, this is my list of friends who make good guests:

Names _____ Phone Number _____ Play at their home? _____ Play at my home? _____

Example: Chris *485-0000* *no* *yes*





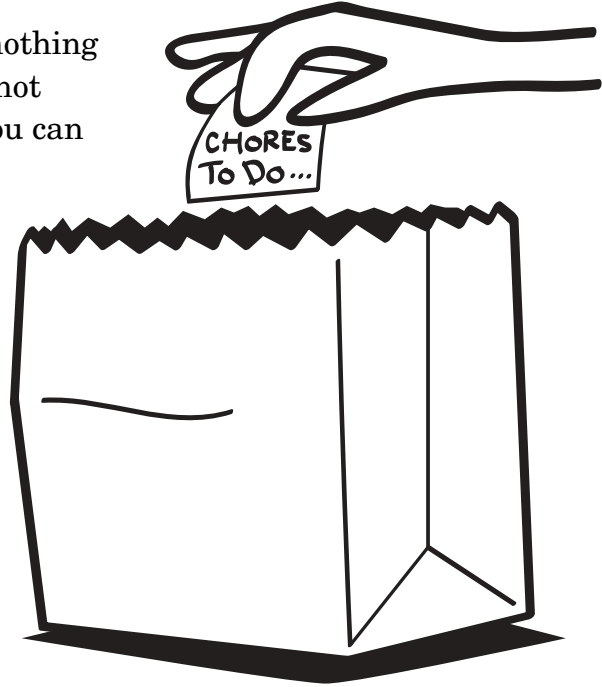
Worksheet 5

“What Should I Do Now?”

There are times when you might think there is nothing to do. In fact, you may feel bored. Boredom does not have to be a problem. You need to decide what you can do to keep yourself busy.

Make a “Bored Bag”

Decorate a brown paper lunch bag with pictures of things you like to do. Fill it with the completed slips below, then each time you’re “bored,” draw a slip from the bag. If you don’t like the first idea drawn, return it and draw a second idea—knowing that you have to do whatever the second one says! When you use your “bored bag,” it gives you a choice of two activities you’ve written down.



Things I like to do . . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Chores I have to do . . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



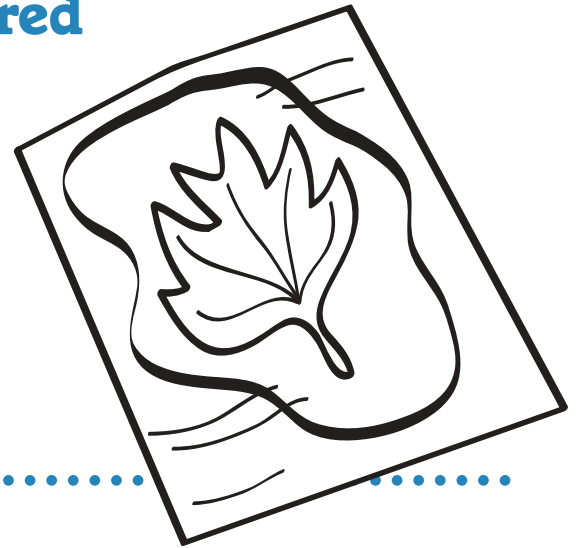


Other Ideas for When You're Bored

Crayon Leaf Prints

Gather some leaves from nearby trees and make crayon leaf prints. Materials: Paper, crayon, leaves

Directions: Lay your leaf, vein side up, on a table. Place a sheet of paper over the leaf. Color the paper on top of the leaf, rubbing evenly over the entire leaf. The leaf and its veins will show clearly on your paper.



Grow Herbs On the Windowsill

All winter long, your family can enjoy freshly picked herbs from your own indoor garden on your windowsill. Good herbs to start with are chives, parsley, mint, and dill. You can get packets of herb seeds or little potted plants at a grocery or garden store.

Use a large tray or leakproof box, and don't forget to label the herbs. Water your herb garden every 4 or 5 days. When the plants have grown 4 or more inches, you can usually start to pick leaves. Use scissors to cut chives about an inch above the soil.



Make Touch-And-Feel Pictures (Collages)

To make a collage, collect things from the yard, magazines, newspapers, etc., that can be pasted on a sheet of paper. Look for things that have interesting shapes and colors and different “feels”—smooth, prickly, soft, bumpy . . .

For example, a picture could be made using nuts, twigs, leaves, and grasses found outdoors. From your house, you might choose fabric bits, ribbon, lace, buttons, cotton balls, and yarn. Or tear pieces of different kinds of paper—newspapers, colored paper, paper bags, notebook paper, magazine pages, food packages.

Put the items on a sheet of paper. Move them around until they make the kind of picture you want. Paste or tape them to the paper. Hang it on a wall or refrigerator where you are allowed to display items you have made.

When I Get Home—I'm Hungry!

An important part of every day is getting something to eat when you come home. Let's look at how to be safe in the kitchen and how to make some "good-for-you" snacks.

Kitchen Know-How and Food Safety

While Making a Snack

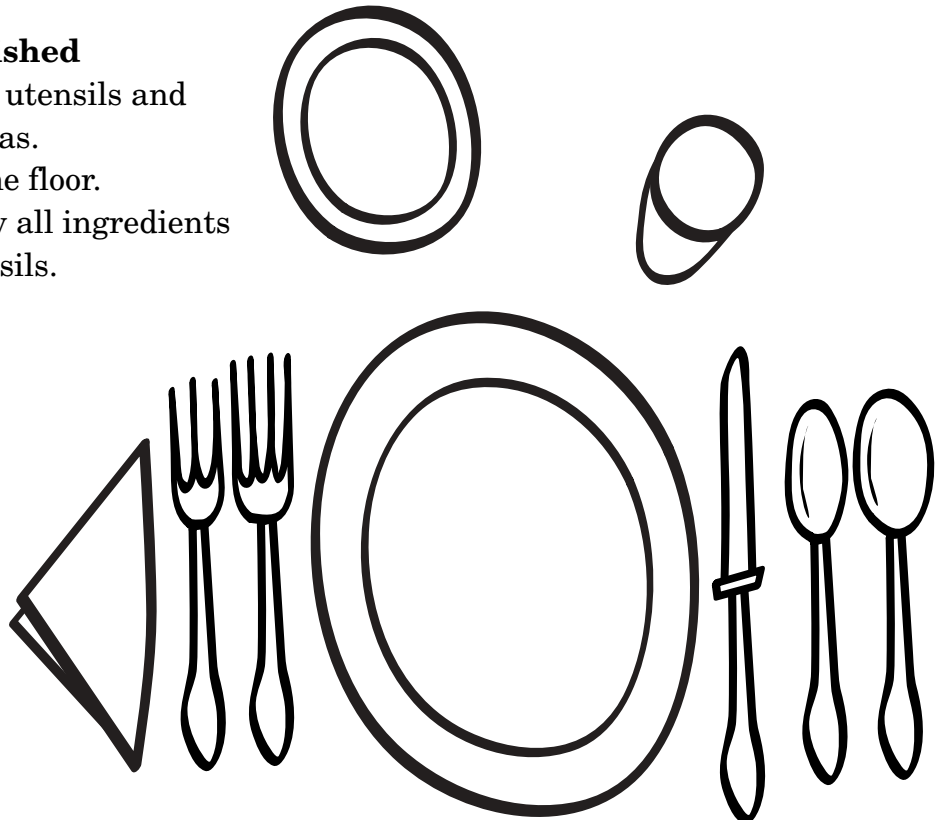
- Wipe up spills immediately.
- Keep cabinet doors and drawers closed so you don't bump into them.
- Prepare food on a clean cutting board, not on a bare countertop.
- Follow each step of the recipe carefully.
- Wash your hands often, and always after touching your face or hair, blowing your nose, coughing, or handling pets.
- Keep hot foods hot and cold foods cold.

While Setting the Table

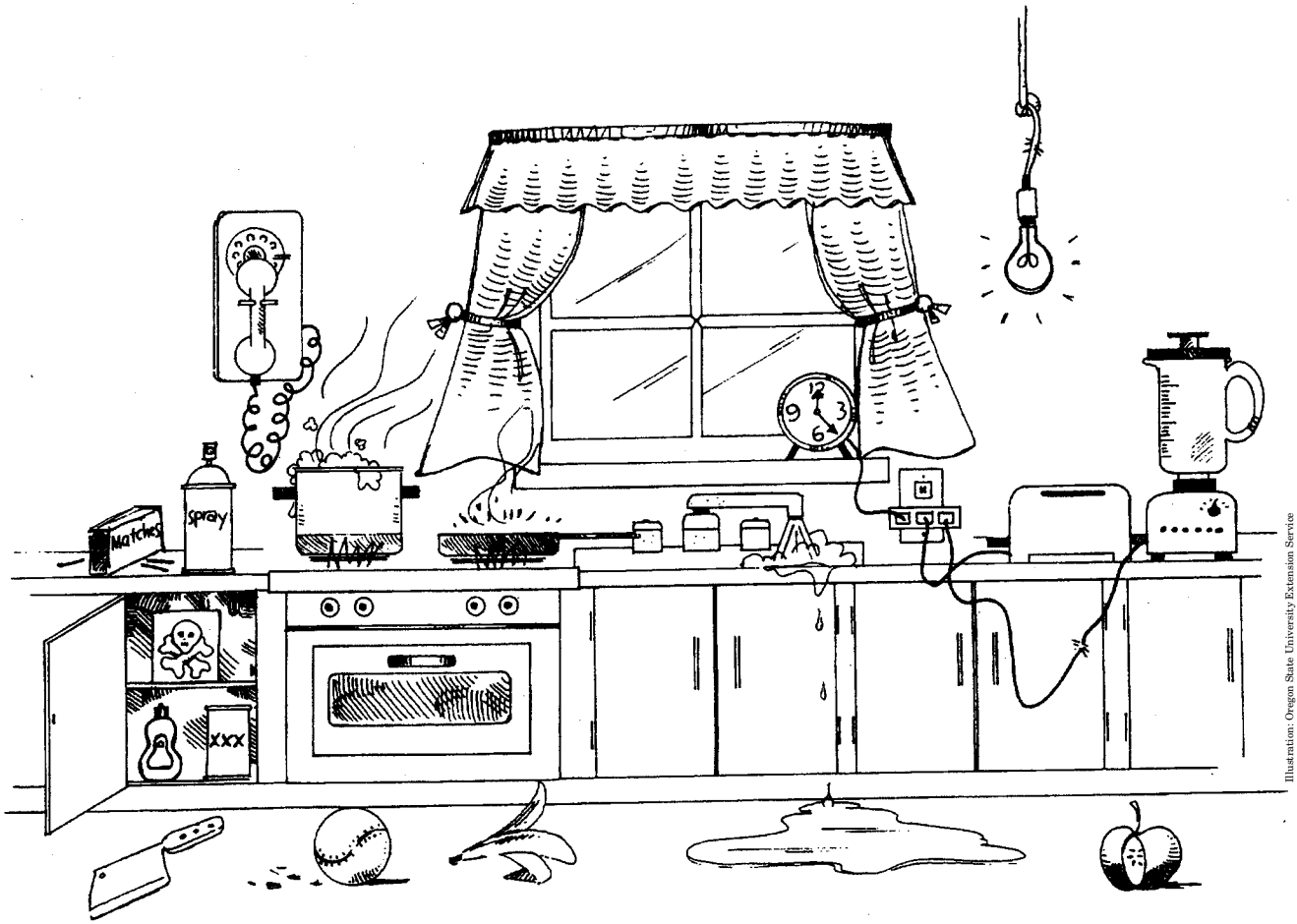
- Arrange silverware in the order in which you use it, with the piece to be used first on the outside, farthest from the dinner plate.
- Place forks, napkins, and the salad plate to the left of the dinner plate.
- Place knives, spoons, and glasses to the right of the dinner plate.

When Finished

- Wash all utensils and work areas.
- Sweep the floor.
- Put away all ingredients and utensils.



Worksheet 6 Kitchen Safety



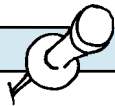
Circle 10 unsafe practices in the kitchen pictured above.

Possible answers: Frayed electrical cords, cluttered floors, "octopus" plug, bare light bulb, knot in the cord to the 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



Snacks I am permitted to eat:



My favorite snack choices are:

1st _____

2nd _____

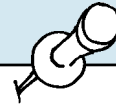
3rd _____

4th _____

5th _____



Snacks I need help in preparing ahead of time:



Snacks we have in our house that I can make myself:

In refrigerator:

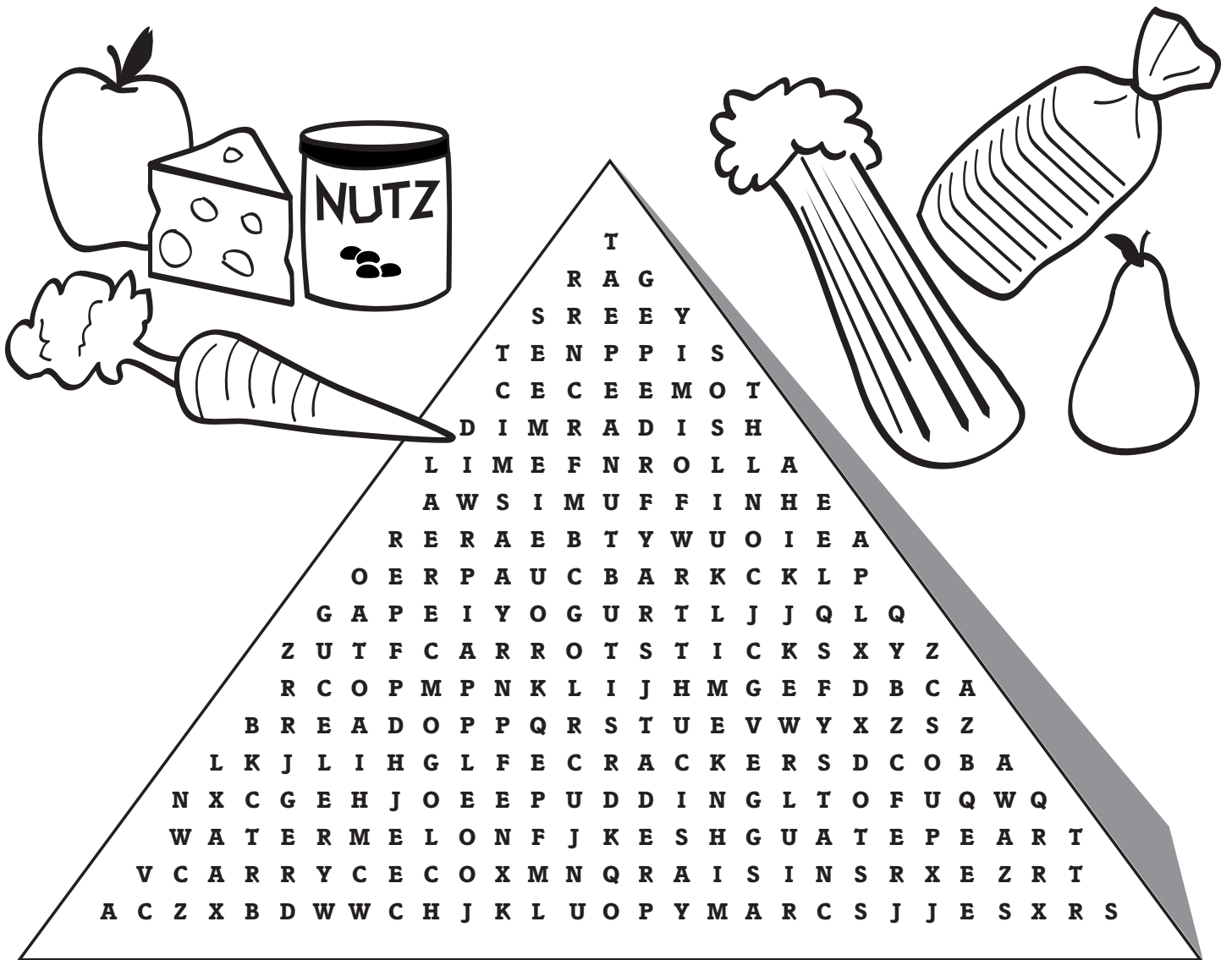
In cupboards:

Worksheet 7

Can You Find The Nutritious Snacks?

See if you can find and circle all the nutritious snacks hidden below.

Hint: The words go up and down and across.



muffin
pudding
carrot sticks
eggs

apple
raisins
milk
yogurt

watermelon
crackers
radish
tofu

soup
bread
cereal

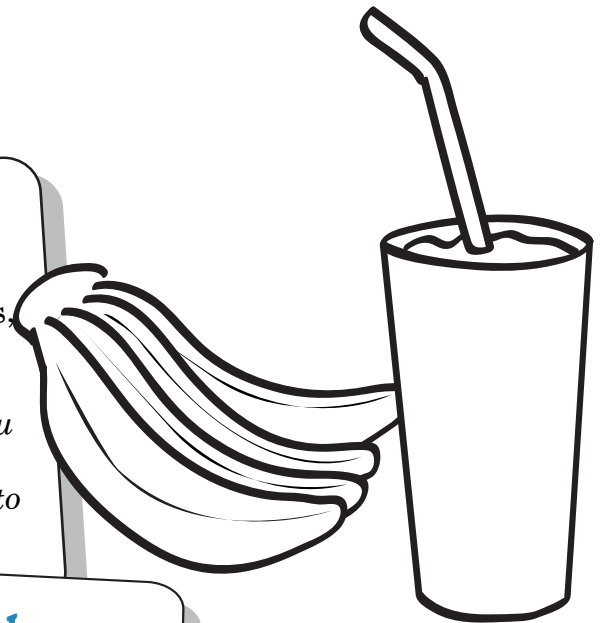
celery
pear
peanut

Recipes

Funny Face Sandwiches

1–2 tablespoons peanut butter
1 slice whole-grain bread
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.



Power 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 Slurp

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)

Recipes

Cereal Mix-Up

- 1 cup granola cereal
- 1 cup small shredded wheat cereal
- 1/2 cup raisins
- 1/2 cup nuts

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, cereal, or chocolate chips. Remember you should be able to store all ingredients at room temperature. (6 servings)



No-Bake Cookies

- 1/4 cup peanut butter
- 1/4 cup instant dry milk
- 2 tablespoons sugar
- 1/2 teaspoon vanilla extract
- 2 tablespoons water
- 3/4 cup crushed dry cereal
- 1/4 cup raisins or chopped nuts

Place peanut butter, dry milk, and sugar 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.



Caution: Be aware that infants and young children can easily choke on some foods, such as nuts, popcorn, fruit seeds or pits, pieces of hot dogs or bacon, and some raw vegetables such as carrots and celery. Using finely chopped foods may reduce the risk of choking.

4

PART 4:

Keeping It Together

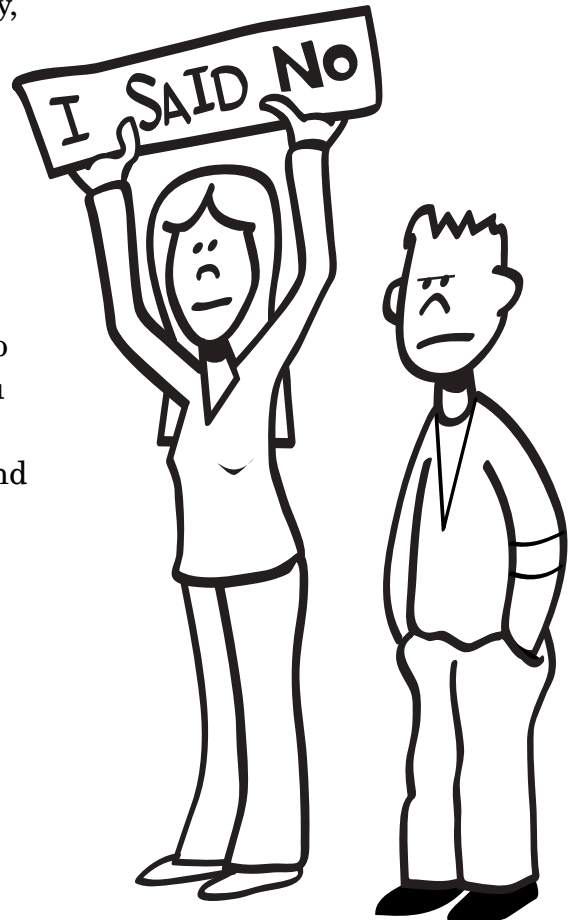


Has someone ever asked you to do something that your parents warned you about, that you didn't understand, or that you felt might be wrong? We all want to be liked by others, and you may want to do something because "everyone else is doing it." Sometimes it's difficult to decide what to do in this situation and whether you should tell an adult about it.

You might find it hard to say "no," but it is a mistake to let others control what you know is the right thing for you to do. For example, if someone asks you to use alcohol or drugs, or to smoke a cigarette, stand up for what is right! Try one of the following responses:

- Say, "No, thanks, I don't want to. It's not right."
- Walk away.
- Say "NO" and walk away, or say, "I'm late for something, I've got to get going."
- Change the subject and say, "Let's play a game instead."
- Find a trusted adult and ask for help.

To be strong enough to say "no" to situations that you don't like, you have to believe in yourself. The following activity will help remind you that you are special!



What is Self-Esteem?

Self-esteem has to do with how you feel about yourself or how much you like yourself. It means accepting yourself as you are and not wishing you were someone else.

Self Notes

Follow the notes of the self scale.
Write something about yourself for each note:



Do—Something I can do well:

Re-member a most memorable moment:

Me-aningful—Something very important to me:

Fa-vorite—my favorite thing to do:

So-lo—Something I do by myself:

La-ughter—Something that makes me laugh:

Ti-me—The best time of my day:

Do-uble—Something I do with someone else:



One thing that will make you feel very special is to do something nice for someone else. The activity on page 34 can get you started.

Look at your answers to the self notes. These are all things that make you special and unique. No two people will have all the same answers, and no answer is right or wrong. We are all different, and that's okay!

Worksheet 8

Give a Compli-Gram!

One way you can show you care about family and friends is through compli-grams. What is a compli-gram? A compli-gram is like a telegram. It is a very short message sent to another person on a piece of paper. You can make your own compli-grams to thank family and friends for something they did for you. Use a piece of paper and the example below, then fill in your own compliments.

A sample compli-gram:

COMPLI-GRAM

TO: Dad

I really liked the time you spent helping me with my homework the other night. I know you had lots to do, but you took time with me when I needed your help.

Thanks!

FROM: Chris

Take time to make a compli-gram for someone you care about. You'll be surprised how good you'll both feel!

COMPLI-GRAM

TO:

FROM:

Let's Act

Keep your Kids in Control skills sharp! Read all the skits below. Get together with a friend and parent(s) and act out the best (and safest) way to solve these problems.

What would you do and what would you say if:

1. A friend comes to visit (with permission) and wants to smoke cigarettes he or she has.
2. A stranger calls and says he works at the bank and needs to talk to your parent(s) about an important banking matter.
3. A stranger comes to the door and says his car broke down and that he wants to use your phone to call for a tow truck.
4. Your brothers are arguing over two TV shows they want to watch at the same time.
5. You and your friend disagree about how to leave your kitchen after having a snack. Your friend wants to leave it and play—you know you're to clean up any mess you make.

Lights!

Camera!

Action!

"Kids In Control" Activities to Try On Your Own

1. Make a phone list with important telephone numbers and place by your telephone.
2. Try to do the right thing by practicing the SOCS method of making a good decision.
3. Do the "My Plan" to help you see how you spend your time.
4. Send a compli-gram.
5. Practice all the skills you've learned throughout the Kids in Control program.

5

PART 5: Parent Pages



Many times, parents wonder if children are ready to care for themselves at home. You'll need to decide whether self-care will encourage responsibility or place your child at risk. Kids in Control has been designed for youth who may be on their own for short periods of time while a parent is outside or making a trip to the neighborhood store; or for youth who are responsible for themselves on a regular basis. This program addresses home safety issues, explores useful ways to manage time, and offers a positive approach to bettering personal and family relationships. Please take the time to work with your child so that you both may experience the Kids in Control program.

Here are some questions to ask yourself about your child's readiness to care for himself or herself at home:

- 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 to be responsible for himself or herself. Now, talk with your child to determine his/her desire and level of confidence regarding your home situation.

Rules At Home

Rules provide structure for children and can help them feel secure.

Guidelines For Creating Rules

- Try to have the child participate in creating the rules.
- State rules clearly, specifically, and in a positive manner. For instance: “The breakfast dishes should be done and the table set for dinner by 5:00 P.M.”
- If the rule involves a task, make it a necessary and appropriate one for the child. It may be unreasonable for a 9-year-old to prepare dinner but appropriate for him/her to set the table.
- Remember to check and enforce rules consistently.
- Remember that mistakes can happen. Firmness, patience, and flexibility will help you and the child.
- Some areas where rules might help are personal safety, homework and chores, play privileges, care for siblings, snack preparation, and television watching. What are others for your family?

List some rules for your home

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Being Safe at Home

- Learning personal safety skills not only will help to protect children, but may help to reduce their fears if they are home alone.
- It's important for your child to follow basic safety procedures with strangers.
- Go over the guidelines to follow when they are home alone and the doorbell rings.
- Discuss answering the phone when no parent or adult is home.
- Present your child(ren) with a number of situations and have them act out their responses. (Several examples of situations and good guidelines to follow for personal safety can be found in Part 1 of this booklet.)

A Note about Using Appliances

Safety of children in the kitchen is important to all parents. Problems with using appliances can be avoided if parents and children together identify those appliances that may be used and those that may not be used. Some appliances that parents may not want their children to use include stoves, irons, food processors, and power tools. Think about the appliances and utensils you have in your home. What rules will be important to your child's safety?

Develop an Emergency Plan

Write a list of people for your child to call or places to go in case of an emergency. You might follow the instructions in Part 2 of this publication or use the templates inside the back cover. 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.

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

Should Your Child Attempt to Put Out a Fire?

In the event of a fire, your child's only responsibility should be to get out of the house safely and report the fire from a nearby house. Stress that even if your child has caused the fire, he/she must never try to put it out. Be sure that your child understands that he or she is more important and valuable than the building, possessions, or pets.

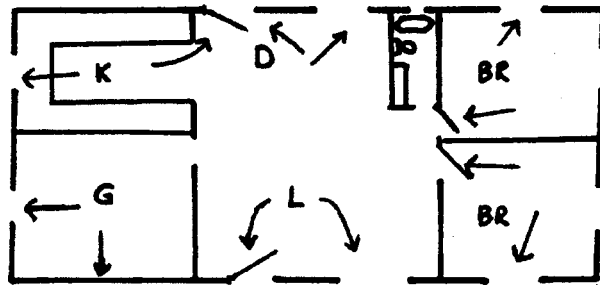
The process of attempting to make your child "fire safe" will take considerable time, effort, and patience on your part. You and your child will need to plan and practice fire safety skills together on a continual basis. Fire safety is not something that is learned once and remembered forever. There are many things you and your child can do and learn to greatly reduce the chance of a home fire. Practice and attention to fire safety could prevent serious injuries or even the death of your child.



Worksheet 9

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. Here's a sample plan:



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

NOTE A 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.

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 chance of panic and injury—which increases chances of survival.

Preventing Accidents At Home

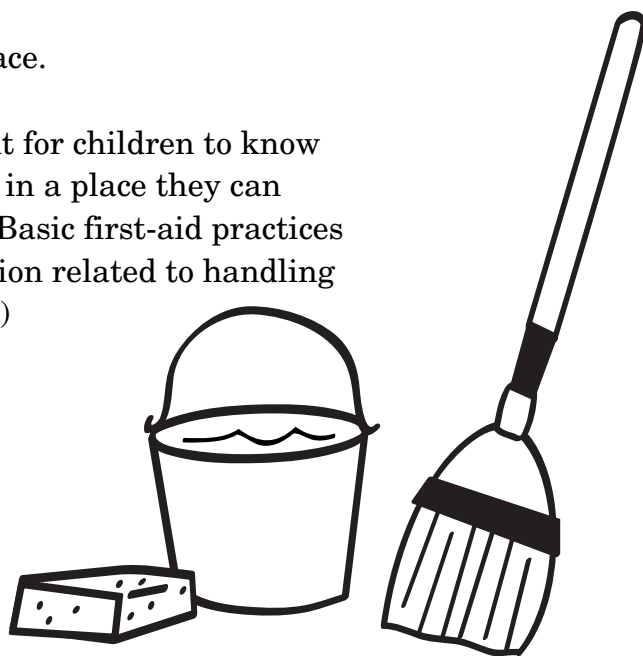
Here is a checklist for you to use concerning safety habits. Put a check beside each one you have covered.

- All poisonous products are out of reach of young children.
- The list of emergency numbers is posted near the telephone.
- Poisonous plants are out of reach of children and pets.
- All medicines are locked up or out of reach of young children.
- There are no electrical cords that could be tripped over.
- Fire escape plans are mapped and fire drills are practiced.
- Smoke alarms have been checked and everyone knows how they sound.
- Everyone knows where the safest place is if there is a tornado warning.
It is: _____
- Matches are out of reach of young children.
- A first-aid kit is located in a safe, accessible place.

In case of a minor accident or injury, it's important for children to know basic first aid and have a first-aid kit that is kept in a place they can reach, but that is out of reach of young children. (Basic first-aid practices and supplies, as well as other important information related to handling emergencies, are covered in Part 2 of this booklet.)

Planning Time

School-age children usually have free time after school. Often, they get bored when they have too much free time. Help your child(ren) plan an after-school schedule. Discuss rules that you have for completing homework, watching television, completing household chores, staying with brothers and sisters, and playing with friends. (Part 3 of this booklet covers getting along with others and offers helpful ideas for planning and using time wisely.)



Keep Tabs On Kids

When a child is responsible for her/himself, how can a parent effectively monitor the child's behavior and whereabouts? Be sure to:

- Raise issues that concern your child(ren).
- Be prepared to enforce family rules.
- Practice open communication.
- Show an active interest in your child's life everyday.

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 one 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 needed to make both of you feel better about the situation. The trial period gives both you and your child the right to adjust or cancel the original agreement. 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.

The effectiveness of this program depends 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. Studies show that youth who are educated and who have received training in personal safety and self-care skills are more likely to have a positive experience than those left alone with no prior planning or preparation. We hope that many of your questions were answered and that this information will continue to provide a way for your family to discuss a variety of concerns and solutions. Thank you for taking the time to prepare your child to be more responsible.

Emergency cards to complete and place by each phone:



Telephone List

Police: _____

Fire: _____

Ambulance: _____

Poison control center: _____

Parent at work: _____

Parent at work: _____

Contact person: _____

Contact person: _____

Home address: _____

Directions to your house: _____

Name: _____

Telephone number: _____

Telephone List

Police: _____

Fire: _____

Ambulance: _____

Poison control center: _____

Parent at work: _____

Parent at work: _____

Contact person: _____

Contact person: _____

Home address: _____

Directions to your house: _____

Name: _____

Telephone number: _____





4-H Motto

“To make the best better.”

4-H Club Pledge

I pledge:

My head to clearer thinking

My heart to greater loyalty

My hands to larger service, and

My health to better living

For my club, my community, my country, and my world.

4-H Colors

Green and White