Home Rules and Routines – Alone and Okay

Objectives:
Objective 1: Practice decision-making skills you would use when staying home alone
Objective 2: Recognize the importance of establishing rules and routines by:
  • Planning jointly with parents in setting up home rules to be followed during self care.
  • Making some decisions for routines to help start the day off right.
  • Organizing after school activities so that homework and other necessary chores get done.

Target Audience:
K-8th grade youth

Life Skill(s): Decision Making, Self Responsibility

Character Focus: Responsibility, Fairness

Delivery Mode: Group Meeting

Time Allotted: 30 minutes

Materials Needed for the Lesson:
Poster “Reasons for Rules”
Worksheets “In the Morning,” Beginning the Day,” “After School,” “Homework”
Educational Leaflet “Rules at Home”

Number of Participants: 2 to 50

Author(s): Eloise Futrell, Family Life Specialist (Retired), Adapted and made available by Diane D. Sasser, Ph. D., and Lanette Hebert, M. S., 4-H Coordinator, Southwest and Central Regions
Self care works best when parents and children plan together. Parents can’t always be there to see what you do and to physically control your actions, it is important for you child to learn to be responsible for your own behavior as you get older and mature enough to handle yourself and be responsible which includes responsibility for your own actions or behaviors. An organized structure helps this self control to develop. How do you become a responsible person? How do your parents encourage you to become responsible? How many of you have rules in your home? Do you have your own rules such as “don’t touch my stuff?” How do rules help? (Use poster “Reasons for Rules”)

What if there were no rules? What are some public rules? There are rules for driving, for medicine, schools, jobs, etc. What if we could drive as fast as we wanted? Do you follow rules? What’s the difference between rules you are willing to follow and those you don’t?

(Use poster “Rules will be followed when :)”) Rules will be followed when:
- Reasonable and clear
- Child understands reason
- Clearly defined consequences
- Consistently enforced
- Entire family participates in establishing them

What works in your family? How is it enforced? Who decided on the rules? Rules made by your parents are intended to keep you safe and teach responsibility. To help you to be safe when home alone, your parents made sure you knew the following:
- Your full name, address and phone number in case you must call 9-1-1 or need police assistance.
- Your parents’ full names, the exact names of the places where they work and their work phone number.
- Know who to call for emergencies
- How to answer the telephone without letting callers know you are home alone
- What to do in case of a fire
- Basic first aid
- How to use appliances in your home
- How to operate the switches or controls in your home for heat, light and water

Basic safety rules that you and your parents probably discussed before allowing you to stay home alone probably include the following:
- Carry your house key with you but be sure it is in a secure place like pinned inside a pocket so that it can’t get lost yet where it is also out of sight. Never have a name and address on the key in case it gets lost and someone can use it to break into your home.
• When you get home from school, check in with your parents by telephone or report to a neighbor at a regularly schedule time
(whichever you and your parents have agreed upon) so that an adult knows you made it home safely. There are some alarm
systems available today which alert authorities through a special device that you have made it home safely.
• Don't enter your home if a door is ajar or a window is broken. There may be someone inside.
• Lock the door upon entering your home and keep doors and windows locked.
• What to do if you think you are being followed
• Avoid walking or playing alone on the way home from school

Routines keep things running smoothly, get work done and so on (use worksheets:” In the Morning, “Beginning the Day,” “After
School,” and “Homework”). They also help you make the best use of your time. Creating some sort of schedule for when you get home
from school can also prevent you from getting bored, lonely or even scared.

What goes on in your house in the morning? Would a routine help to get things done smoothly? (Use worksheets “In the Morning,
Beginning the Day”)

What do you do with your time after school? Are you involved in sports? Clubs? What do you do when you get home? One of your
responsibilities is to get homework done. Most of us have chores to do around the house. Getting your chores and homework done as
soon as possible wins points with your parents and shows you are responsible as well as preparing you for the next day and lightening
your job load. It may also help you have additional privileges. Each of your tasks has to be done to the best of our abilities, however,
rather than done just to get them out of the way. What are the consequences of poorly done homework? What if you leave the garbage
bag behind a shrub rather than at the curb so that it can be picked up by the sanitation crew?
Reasons For Rules

Keep us safe and healthy

Help us learn

Make life pleasant

Make things fair
Rules will be followed when:

- Reasonable and clear
- Child understands reason
- Clearly defined consequences
- Consistently enforced
- Entire family participates in establishing them
Rules at home

Most families have rules. Sometimes they seem like a lot of trouble but they are usually developed for good reasons. Some families include their children in developing rules. Understanding why they are there helps a lot. List some of the rules that exist in your house and who benefits from them.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________
7. ______________________________________
8. ______________________________________
9. ______________________________________
10. ______________________________________

New Rules


________________________________
________________________________
________________________________
________________________________
________________________________

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Homework

When – you and your parents discuss the best time
What works best for you? Do you prefer doing homework before supper? If so, talk to your parents about arranging time for them to go over the assignment with you.

Do you prefer doing homework when parents are home? Will this work well with family schedule? Talk to your parents about the best time for everyone.

Where – study center with resources
People can be resources, so can written materials. People can include friends, neighbors, libraries, uncles, aunts and grandparents. Things like dictionaries, encyclopedias, and atlases (Internet) are other types of resources.

How
Go over your assignments and plan the order – what you’ll do first, second, etc. Sometimes it is helpful to do the hardest assignment first, or the one you like least. It may be helpful to discuss this with your parents.

Help
Parents can help. Share what you’ve been learning, your books, your problems. If you have a hard time sticking with your homework, it may be a good idea to play to do it when parents are home and can keep an eye on you. It’s a good idea to have parents check the assignment with you and make sure it is done.

Phone friend
A phone friend can be a special person in your life. This is a person who usually is in your class whom you can call to talk to about homework, assignments, etc. You are also that person’s phone friend and you can help each other.

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**In the Morning**

**Prepare the night before**
- Shower or bathe
- Prepare your clothes
- Make sack lunch (if needed)
- Place book bag and place it in special place
- Check with parents if there is something you need from them. e.g. lunch money

**Getting up**
- Be sure to get out of bed when you are awakened by family member, by telephone, by alarm clock.

**Getting ready**
- Brush teeth; wash hands
- Dress
- Check grooming – hair, neatness
- Be sure to eat breakfast

**Before you leave**
- Are you dressed for the weather – do you need raincoat, sweater, boots, umbrella?
- Do you have everything you need – book bag, lunch/lunch ticket, etc.?
- Do you have your key?
- Remember to check if door is locked.

**Have a good day!**
Beginning the Day

Wake up time ____________________
By (person) clock ____________________
Time parents leave ____________________
Time school starts ____________________
Time to leave for school ____________________

<table>
<thead>
<tr>
<th>Things to do in the morning</th>
<th>Time needed</th>
<th>Clock time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. get out of bed</td>
<td>5 min.</td>
<td>7:05</td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<tr>
<td>7. leave for school</td>
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<td>7:50</td>
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</tbody>
</table>

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### After School

<table>
<thead>
<tr>
<th>Day</th>
<th>School dismisses at</th>
<th>after school activity</th>
<th>arrive home at</th>
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<tbody>
<tr>
<td>Monday</td>
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<td>Friday</td>
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Example: 2:30 4:30 – 6 basketball 6:16

#### Things I’m responsible for doing after school

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<th>Time needed</th>
<th>Clock time</th>
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#### Things to do after school – own time

- Do Homework
- Read
- Project or hobby

**Phone friends:**

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<th>Name</th>
<th>Number</th>
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**Play with others:**

Yes ___ No ___

If yes, who:

<table>
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<tr>
<th>Names</th>
<th>Phone no.</th>
<th>Their home</th>
<th>My home</th>
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Example: Chris 232-0912 no yes

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