

1) Name one emergency phone number family members should know.

Answer will vary.

Examples:

- a) 911 (to call EMS, police department, fire department)
- b) Poison Control Center (national hotline 1-800-222-1222)
- c) a close relative who could be called in an emergency (e.g., a grandparent)
- d) a nearby neighbor who could be called in an emergency

NOTE: Explain that when an emergency happens, people do not have time to stop and look up a phone number. State that emergency phone numbers should be near a phone, already programmed into a phone, or in a place that everyone in the family knows how to find quickly, such as on the refrigerator. Point out that many families have a rule that only a parent will call for emergency help unless the children or teenagers are home alone. However, if the parent is seriously hurt or too sick to call, then a child or teenager should make an emergency call for help.

PRACTICE ACTIVITY ▶ Review each of the following situations with the group, and ask the students if they think it would be a time for children or teenagers living in a home to call 911.

- a) A parent has the flu and is in bed resting. (no)
- b) No parents or other adults are home, and there is smoke in the house. (yes, from a cell phone once outside or from a neighbor's house)
- c) A parent has fallen off a ladder in the yard and is unconscious. (yes)
- d) A babysitter fainted and cannot be woken up. (yes)
- e) The family dog has run away. (no)
- f) Someone burned toast in the toaster, and there is a bad smell in the kitchen. (no)
- g) The family cat is stuck in a tree. (no)
- h) A girl sprained her ankle while jumping on a trampoline. (yes)

2) Why should families have fire drills in their home?

Answer: to make sure that each person who lives in the home knows how to get out of the house quickly and safely if there is a fire

NOTE: Explain that fire drills should be held at different times of the day (e.g., midnight, early morning, early evenings) and on weekdays and weekends. Point out that everyone should practice what to do in case he or she is in a different part of the house (e.g., kitchen, bathroom, bedroom) when a fire starts. State that everyone should practice using secondary routes in case the normal path is blocked by fire or smoke.

PRACTICE ACTIVITY ▶ Lead a discussion on the following basic safety rules to follow during a home fire drill:

- a) stay calm (do not get nervous or upset)
- b) listen to parents or older siblings and do what they ask you to do (e.g., leave the house)
- c) walk quickly to the nearest exit door and leave the house
- d) do not stop to get personal belongings (e.g., a phone)
- e) do not stop to look for pets
- f) go outside and stand away from the house or walk quickly to the designated meeting area
- g) wait until a parent or other adult says it is safe to go back in the house

7) What should you do if another student asks you to buy or take drugs?

Answer: *I should tell the student “No.” Then, I should walk away and ask to talk to a teacher in private.*

NOTE I: Explain that when the student talks privately to the teacher, he or she should tell the name of the person who tried to get him or her to buy or take drugs. Point out that if the student does not know the person’s name, he or she should tell what the person looks like. Emphasize that students should not take any type of medicine or drug that is given to them by another student, even if it is something the student has taken before, such as medicine for a headache.

PRACTICE ACTIVITY ▶ Review your school’s drug policy with the students, and ask them to share their opinions about it. If illegal drugs are a problem in your area, teach the basic names of illegal drugs and commonly abused prescription medicines that may be offered to students so they will recognize them. Some examples are listed below.

- a) methamphetamine
 - b) cocaine
 - c) oxycodone
 - d) marijuana
 - e) hydrocodone
 - f) ecstasy
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8) What should you do if you want to play a game on a computer with a classmate?

Answer: *I should ask someone in my class if he or she would like to play a game on a computer with me. If the person says yes, we should look over the game choices together and choose a game to play.*

NOTE: Explain that if a student wants to play a certain game on a computer, he or she should tell the name of the game when asking the other person to play.

PRACTICE ACTIVITY ▶ Ask each student to say the name of his or her favorite game to play (e.g., a game on a computer, a board game, a card game). If several students say the same game, you may want to ask them if they would like to play the game together during recreation or leisure time.

7) Name your favorite fresh fruit to eat.

Answer will vary.

Examples:

- a) apple
- b) orange
- c) banana
- d) pear
- e) plum

NOTE: Explain that eating fresh fruits provides Vitamin C, which helps a person's body heal if he or she gets a cut. Point out that fresh fruits are low in salt and have no fat in them. State that one way people can help themselves eat more fresh fruit is to keep it out where they can see it, such as on counters or at the front of their refrigerators.

PRACTICE ACTIVITY › Ask students to form a circle. Choose one student, and ask him or her to name a fruit that begins with the letter A. Ask the next student to name a fruit that begins with the letter B. Ask the next student to name a fruit that begins with the letter C, and so on, until all the letters of the alphabet have been used. If a student cannot name a fruit for a particular letter, make a note of it, and have the group search for an answer online.

8) Name your favorite vegetable to eat.

Answer will vary.

Examples:

- a) corn
- b) green beans
- c) carrots
- d) spinach
- e) broccoli
- f) cauliflower
- g) peas

NOTE: Explain that different vegetables grow during different seasons (i.e., spring, summer, fall, and winter). Point out that it is best for people to eat fresh vegetables that are in season because this is when they taste the best and have the most vitamins and minerals. State that frozen vegetables, which are available year-round, are another healthy choice.

PRACTICE ACTIVITY › Assist students as needed in doing research online to create a list of vegetables that are grown in your state or region during each season. Then, ask for volunteers to name their favorite vegetable from each of the four seasons.

1) Describe a job you have done for money at home or in your neighborhood.

Answer will vary.

Examples:

- a) washed cars
- b) raked leaves
- c) helped clean the garage
- d) walked a neighbor's dog
- e) vacuumed all the carpets
- f) watered plants for a neighbor who was out of town

NOTE: Explain that many children and teenagers like to earn money so they can buy or do the things they want and not ask a parent to pay for it. Share a chore or job you did to earn money when you were the students' age. Also, share what you spent the money on.

PRACTICE ACTIVITY › Ask for volunteers to tell what they do to earn money and what they like to spend it on.

2) What do you think would be a great after-school job for a teenager?

Answer will vary.

Examples:

- a) walking dogs at a kennel
- b) watering plants at a nursery
- c) helping to clean floors at a super store
- d) cleaning tables at a fast food restaurant
- e) bagging groceries for customers at a grocery store
- f) folding and putting away clean towels at a fitness center

NOTE: Explain that having an after-school job can help a teenager feel good about him- or herself. Point out that it can also help him or her learn how to manage money. Emphasize that a teenager should choose an after-school job that does not interfere with getting schoolwork done.

PRACTICE ACTIVITY › Invite a school counselor or community business representatives to lead a discussion with students about after-school job opportunities in the local community for teenagers.

5) Why do you think stores have magazines and candy by the cash registers?

Answer should be something similar to the following: The store managers want shoppers to see the magazines and candy while they are standing in line waiting to check out. The store managers hope shoppers will buy one or more of these items.

NOTE: Explain that this is called “impulse buying” because it is buying an item that a shopper had not thought about getting before he or she saw it. Point out that people who are going shopping at grocery stores or super stores should make a shopping list before they leave home to try to keep from buying items they do not need, especially while waiting in line to pay.

PRACTICE ACTIVITY › Discuss the types of items that are often located near cash registers at a grocery store or super store that sells food, and ask students if they have ever asked a parent to buy them something while waiting in a check-out lane. Some examples of items are listed below.

- a) gift cards to stores or restaurants
 - b) cold soft drinks or bottled water
 - c) magazines or books
 - d) candy, gum, or breath mints
 - e) snack foods (e.g., chips, nuts)
 - f) batteries
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6) Name one way people can pay for something at a grocery store.

Answer will vary.

Examples:

- a) with cash
- b) with a debit card
- c) with a credit card
- d) with a check

NOTE: Explain that using a debit card to pay for something means that amount of money is taken out of a person’s bank account immediately. Point out that the person must remember to record the transaction in his or her banking account register. State that if he or she is somewhere it would be hard to stop and write down the transaction, the person should keep the receipt and record the amount spent as soon as possible.

PRACTICE ACTIVITY › Go over the ways of paying listed in the answer to this question, and lead a discussion on why people might buy more at a grocery store if they use a charge card than if they use a debit card or cash.