Preface

Thank you for your interest in helping to prepare your community for a disaster or emergency. We know that disaster preparedness works. By participating in this important program, you are contributing to the safety of your family and neighbors.

This Facilitator Guide is a companion to *Are You Ready? An In-depth Guide to Citizen Preparedness*. This document contains guidelines for making emergency preparedness presentations to the general public through organizations such as civic groups, religious groups, social clubs, senior citizens groups, volunteer agencies, scouts, youth groups, and schools. The Facilitator Guide provides tips and pointers about facilitation skills and information that will help you prepare for a presentation. It also includes sample training plans for children and adult audiences.

Included with this guide is a CD-ROM that contains additional supporting materials, sample electronic slide presentations, and other resources. Review the material on the CD-ROM before making a presentation to determine what resources you will use.

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Your Role as a Facilitator

In general, your role as a facilitator is to help individuals and groups accomplish the objectives and tasks in the training plan and to ensure that the session runs smoothly. You will accomplish this by:

- Identifying the learning and communication needs of participants.

- Presenting key points of information and clarifying misunderstandings.

- Encouraging group participation.

- Leading activities and group discussions.

An effective facilitator is exactly what it sounds like—a person who facilitates the session and helps participants learn the content and how to apply it to their personal circumstances. Effective facilitation involves a combination of lecturing or presenting information, and supporting active participation by leading discussions, questions and answers, and activities. Good facilitation skills will get participants involved by encouraging them to comment and ask questions. Facilitation skills also help you obtain feedback from the group and more appropriately respond to their needs. A facilitator must be able to guide the session to meet learning objectives and create a helpful and non-threatening atmosphere.

Effective Facilitation Skills

Effective facilitation involves a combination of lecture—giving information—and leading the group to discuss and discover new concepts for themselves. This section presents techniques to help the facilitator encourage participation and meet the objectives of the session.

Questions and Answers

Questions are an important component of effective facilitation. The skills associated with questioning include asking appropriate questions to generate discussion and participation and answering questions asked by participants. Always ask clear and concise questions and stick to the topic of discussion. Ensure that participants do not become confused. When appropriate, ask follow-up questions. This can help expand the discussion. Asking questions also can help you evaluate what the group is thinking and how they are receiving information.

There are two basic categories of questions: closed and open-ended. Both are useful for different reasons. Closed questions are those answered with a "yes" or "no." They can help you check for understanding or end a lengthy discussion. They also can be used for confirming or clarifying a point. Closed questions should be used selectively because they do tend to limit discussion.

Open-ended questions are questions that cannot be answered with a simple "yes" or "no." The ability to ask open-ended questions is a critical facilitation skill. By asking open-ended questions, you invite members of the group to participate and stimulate discussion. Use open-ended questions to explore a topic, to draw out personal experiences from participants, and to lead participants to apply newly acquired knowledge to real-world situations.

The table below provides a description and an example of both closed and open-ended questions.

Type of Question	Description	Example
Closed	• Requires a simple "yes" or "no" answer or statement of fact • Stops discussion • Usually begins with "is," "can," "how many," or "does"	• Is this clear? • Does anyone want to hear the audio segment again? • Is it time to move on?
Open-ended	• Requires more than a "yes" or "no" answer • Stimulates thinking • Stimulates discussion • Usually begins with "what," "how," "when," or "why"	• Why is that important? • What would you do if…? • How will you use this information?

You should encourage participants by acknowledging their responses to your questions. If an answer to a question is incorrect or off base, carefully steer the discussion toward a correct response while maintaining respect for the original comment.

The participants will want to ask you questions as well. When you are asked a question, you should repeat it to the whole group to ensure everyone has heard it. This also allows the questioner to correct any misunderstandings about the question.

At times, it might be a good idea to ask volunteers from the group to answer a participant's question. This could help maintain the involvement of the participants. You should repeat answers to questions offered by group members to the whole group. Again, this ensures everyone has heard the response and you can further direct the discussion. If there is a question that is not relevant to the topic at hand or if you don't know the answer, ask the person if you can get back to him or her.

Listening Skills

Effective listening skills are critical in a facilitated session. Effective listening communicates you are interested in what the participant has to say and understand his or her message. Listening effectively requires you not only hear what a person is saying, but also demonstrate you heard it. When you listen and respond to questions or comments, it shows the participants that you are open, interested, and you value their input.

When you are listening, use active steps to demonstrate you hear the full message, including verbal and non-verbal signals. Attend to the individual speaking. Close some of the distance between you and him or her without encroaching upon their personal space. Face the participant and maintain eye contact, and an open, friendly posture.

Listen for content and meaning. You can demonstrate active listening through the techniques of paraphrasing and reflecting on what has been said. Paraphrase back what you heard in your own words. For example:

> *"What you're saying is…"*
> *"I think I hear you saying..."*
> *"You think/feel/believe that…because…"*

Don't worry if you are inaccurate in your first response. The participant will likely respond by clarifying what you missed. The important thing is that you communicated you were listening and you made an attempt to understand. Use your judgment about when and how often to paraphrase. Paraphrasing too often can be ineffective and frustrating for the participants. Key times to paraphrase may be when you need to clarify a point, when differing viewpoints have been presented, or when you want to summarize or emphasize important learning points.

Body Language

Participants' reactions to you are governed in part by the way you present yourself. Make sure your body language conveys the message you want by following these practices:

- Maintain eye contact. Maintaining eye contact makes the presentation more personal, establishes rapport, creates trust, and projects confidence.

- Move with purpose. Position your body so you face the group. Vary your position in the room. Stand with good posture. Walk toward people when they speak. Do not separate yourself physically from the group by standing behind a lectern, an overhead projector, or a table. Walk around the room while you are speaking.

- Speak clearly. Project your voice to the entire group. Use variety in pace and volume. Use language familiar to participants. Avoid jargon or unfamiliar terms unless you are prepared to explain them.

- Control gestures and facial expressions. Smile and act animated. Convey emotion affirmatively. Use natural and spontaneous gestures. Keep your hands out of your pockets and use them to emphasize a point.

Using Visual Aids

Visual aids can be used to enhance your presentation and support the needs of different learners. Throughout the training plans in this Facilitator Guide, it is suggested you use chart paper (or white/chalk boards) to record discussion points. You also may choose to use the electronic visuals from the CD-ROM tool included with this Guide.

The following tips for using visual aids will make them more effective:

- Check the visibility of the visual aid from different points in the room.

- Keep visual aids out of sight until you are ready to use them.

- Talk to the audience, not the visual aid.

- Stand to the side of your visual aid, not in front of it.

- Make sure your audience has time to read and comprehend the visual aid before removing it.

- Know what to do with the visual aid when you are finished—switching between slides or posting chart paper.

- Practice with slides before using them.

Conducting Activities

A successful facilitator must be able to introduce and assign activities, provide clear instructions, and process the result of activities. When introducing an activity, emphasize the benefits and potential outcomes. Connect activities to previously learned concepts or discussions. Give specific methods for completing the activity. You might want to walk through an example and write a response on chart paper. This will help participants understand what is expected. Be sure to ask if there are questions when assigning an activity.

While participants are completing the activity, circulate among them to see how they are doing and to answer questions. You may want to join in the group discussions to encourage the learning process. Keep track of the amount of time allotted for an activity and inform participants when time is winding down.

Managing Group Participation

Another responsibility of the facilitator is to observe how the group works together. Observing the group is important because it gives you verbal and nonverbal information about how the participants are responding. Your observation skills can help you determine if the members of the group understand the information and are interested in the topic or if they are bored or confused. Based on this input, you can change your questions, refocus, or move on to another topic.

Depending on the intensity and frequency of the attitudes you observe, you may choose to take some action to change them as shown below.

If You Observe…	And…	Then…
• Boredom • Fatigue • Distraction	• Several participants display the behavior	• Take a break • Speed up the pace • Begin an engaging activity • Review the goal or purpose of the topic
	• One participant displays the behavior	• Talk to the person privately to determine the problem
• Confusion • Disagreement • Discomfort	• Several participants display the behavior	• Find out what is confusing them • Give them a new explanation
	• One participant displays the behavior	• Ask the person about the source of confusion and clarify • Talk with the person privately

Use your observations to help keep the session running smoothly. Share your observations with the group when appropriate. Pay particular attention to:

- Who participates most and who the least.

- Participants who try to dominate and those who withdraw.

- Negative undercurrents in the group atmosphere.

- Interaction among individuals within the group (Do some teams "click" and others lack energy or creativity?)

Are the participants learning? Sticking to the agenda is important, but do not move to the next topic before you check to see if the group understands what was just presented. You can check for understanding by asking for volunteers to summarize instructions or concepts and then fill in gaps during your transition.

Finally, use your observation skills to obtain feedback about your presentation from each group you lead. The next time you present the material, consider the reactions of previous groups. Feel free to revise material or your approach based on previous presentations.

Dealing with Difficult Participants

At some point, you probably will encounter a participant whose behavior will inhibit the productivity of the group. This person could be negative and challenging or could be trying to help but actually keeping others from participating. A difficult participant also may be expressing the thoughts and sentiments of a number of people in the group. It is critical that you deal with difficult people swiftly so the group does not suffer from the poor behavior. Also, by dealing with the difficult participant immediately, you gain credibility with the other participants, who most likely are waiting for you to do something about the distracting person.

When confronted with a problem situation, you must remain as neutral as possible so you can identify the best way to handle it.

1. Observe behavior(s) and make assumptions about the reasons for the behavior(s).
2. Select a strategy.

To aid in this effort, reference the table that follows. The table provides descriptions of behaviors, suggested reasons for each, and strategies for dealing with them.

Dealing With…	Possible Reasons for Behavior	Strategies for Dealing with Behavior
Silent participants	• May be connected and thinking but internalizing thoughts before speaking. • May be shy and unsure • May be distracted by outside problems. • May not understand what is going on. • May feel superior—may "know it all" already. • May be bored. • May be resistant.	• If you see a sign that they know an answer or agree with a comment, ask them to respond. • Be supportive • Talk to them on a break about anything unrelated to the session—get to know them. • Don't embarrass them or put them on the spot. • Observe nonverbal behaviors for interest, boredom, etc. • Initiate small-group activities or discussions • Include activities that initially allow. participants to work individually.
Overbearing participants	• May be well-informed and anxious to share information. • May be naturally talkative. • May feel defensive.	• Don't embarrass participants or be sarcastic—you may need their skills later. • Redirect attention to the rest of the group by saying, "I appreciate your enthusiasm and your comments. Let's see what others think." • Be receptive while letting them know you're in charge.

Dealing With…	Possible Reasons for Behavior	Strategies for Dealing with Behavior
Cynical participants	• May have "seen it all" and feel nothing will change the system. • May not believe their cynicism is a problem.	• Engage them in discussion. • Ask them for their suggestions. • Do not reinforce cynical behavior by agreeing with, ignoring, or being cynical back to the participant.
Conflicts between participants	• May have a past history of conflict of which you are unaware. • May have different ideas, values, beliefs, or perceptions. • May have personality differences.	• Emphasize points of agreement. • Minimize points of disagreement. • Refocus on the objective. • Ask a direct, closed question about the topic. • Ask that personalities or perceptions be omitted from discussions. • Ask each person to state the other's concern or point of view.

Working with Adults

Whether you are an experienced facilitator or a novice, it is important to take into account the learning needs of your audience when preparing your presentation. Adults are different from children in terms of learning preferences. Key to working with adults is to ensure that the content of what is being presented is relevant to their situation, and they are provided sufficient information to help them make the linkage. Adult learners:

- Are autonomous and self-directed.

- Are goal oriented.

- Are problem-centered—they need to know why they are learning something.

- Are practical problem-solvers.

- Have accumulated life experience.

It is important that the material and the methods used to deliver the material take into account differences in interests, intelligence, life experiences, and motivation. With the wealth of knowledge and diverse experiences adults bring with them, the greatest challenge in working with them may be maintaining the focus on the material to be presented within the given time constraints.

Following are some things we know about adults that will be important to consider as you prepare your presentation.

Active Learning

Adults learn better when they are active participants in the learning process. You can accomplish this by alternating between lectures or reading assignments with other facilitation strategies such as discussions, practice activities, role-plays, and simulations. Ensure adults have the opportunity to apply newly learned concepts to their situations. Maximize "learning by doing."

Immediate Application

Adults engage in learning largely in response to current problems, pressures, and needs. Therefore, you should plan activities around the participants' issues and concerns. For example, you should be aware of natural hazards that pose a threat to the community in which you are presenting. Use those hazards in setting up activities, as described in the training plans. Emphasize that your function is one of helping participants look at problems and trying new approaches.

Self-Motivated

Adults are self-motivated. That is, adults **want** to learn when they have a **need** to do so. They want to know how the skill and knowledge will help them. Studies show that adults prepare themselves to learn by determining the benefits of learning, as well as the disadvantages of not learning. Therefore, introduce a new concept by explaining the benefits of the knowledge or skills being presented. Ask questions to engage participants and ensure learning activities are relevant to their needs.

Reinforcement

Although adult learners are self-directed, they do benefit from, and respond positively to, reinforcement from the facilitator and other participants. Therefore, use these approaches:

- Respond to the verbal and nonverbal cues that adults express.

- Provide meaningful and positive reinforcements.

- Provide opportunities for feedback.

Physical and Sensory Changes

Adults can experience a decline in their physical and sensory abilities as they grow older, and this sometimes affects learning. To minimize the effect these changes have on learning:

- Provide good lighting without glare and a room temperature agreeable to the audience.

- Provide audio amplification and good acoustics.

- Provide conditions that minimize fatigue and anxiety.

- Allow for regular breaks.

- Use memory aids to help learners retain information.

Emotional Characteristics

Adults see themselves as responsible, self-directed, and independent, and they want others to see them the same way. Adult learners tend to resist placement in situations where they are not treated like adults. Follow these strategies to respond to their needs for independence:

- Assume the role of "learning resource" rather than the more traditional role of teacher.

- Allow adult learners to direct their own learning as much as possible.

- Avoid "talking down" to adult learners.

- Avoid putting them in situations where they feel embarrassed.

Accumulated Experience

Adults will come to your session with a wealth of previous learning. This can be both an asset and a liability. Previous knowledge can be beneficial because of the linkage of new knowledge and skills with what they have learned already. This decreases anxiety about the new learning experience. However, it can be negative if the new knowledge and skills contradict what is already learned. Help build bridges between existing and new learning by:

- Using common and recognizable examples.

- Allowing participants to explore what they know about a topic before providing new information.

- Giving credit for what participants already know or are currently able to do.

- Leveraging the experience of participants who have mastered an area to assist others.

Another aspect of adults' accumulated experience is that they become a rich resource for one another's learning. Adults enjoy sharing experiences with others, and tend to be less dependent on facilitators and materials.   To draw upon adults' extensive life experiences, you should ask questions that elicit applicable discussion to provide context for the new concepts. Facilitation techniques such as small group activities allow for adults to learn from one another.

Working with Children

Many people who work with children believe capturing a child's attention—and keeping it—is the biggest challenge. Much of a child's learning process depends on repetition of clear, concise information.

It is critical that a positive approach to disaster preparedness be the focus of the presentation. Emphasize what children can do to be prepared. Any historical recitation of death and injury from disasters will serve only to frighten children and result in their concentration on negatives rather than on what you want them to learn about being ready.

Capturing Children's Attention

To capture children's attention, the presentation should be entertaining as well as educational. When planning a presentation, consider using eye-catching mediums such as video, electronic slides, or online activities. Give children reasons to get involved in the presentation. Children enjoy learning through games and playful activities. Ask lots of questions and give them opportunities to respond. Provide a non-threatening environment that allows children to gain confidence in their abilities.

Hands-on activities can play an important part in teaching children about family disaster preparedness. These types of activities help reinforce a particular message and can foster further discussion on other preparedness issues. Try to plan activities that build on skills children currently are learning.

Most educators believe the use of actual disaster scenes for education purposes is acceptable as long as common sense and sensitivity are applied. To keep from confusing the children, avoid using images that demonstrate or reinforce incorrect preparedness actions or depict people who are hurt or injured. Focus on what children *can* do, not on what not to do.

Making the Connection

Children today are surprisingly sophisticated for their ages. In most cases, they are very aware when they are being talked down to or if someone is not being honest with them. If the children do not trust you, they most likely will not listen to what you have to say.

When talking with children about disaster preparedness:

- Tell children what to do during a disaster, rather than what not to do.

- Present information in a positive, non-threatening way.

- Reinforce messages by repeating key points.

- Don't get too technical—give children information they can work with; emphasize preparedness not emergency operations.

Keep in mind that if children have experienced disaster, they are most likely afraid that:

- The event will happen again.

- Someone will be injured or killed.

- They will be separated from family.

- They will be left alone.

Communicating Messages

Determine as much as you can about the audience in advance so you can make sure the information you present is appropriate for the children's ages, financial situation, and living environments. For example, younger children enjoy coloring but older ones may find this type of activity childish.

Children take everything said to them quite literally. They are able to grasp new information more easily if they can relate it to something they know. Always provide examples.

Encourage children to become partners with you in preparedness. It is important to communicate to them that being prepared for disaster will allow them to help others such as parents, brothers, sisters, friends, or younger children at their schools.

Planning for the Disaster Preparedness Presentation

The Audience

Disaster preparedness training should be made available to every citizen of this nation. People need to know what they must do and how to take the necessary actions to reduce loss of life and property caused by natural hazards, technological hazards, or terrorism. Your interest in this program indicates that you have already identified a need to provide preparedness education in your community or for other groups.

The first step is to identify and locate appropriate groups in your community. You will find interested audiences through schools, religious organizations, social clubs, senior citizens groups, voluntary agencies, scouts, and youth groups, just to name a few. Once you obtain this information, make contact with group leaders and let them know how you can work with them to prepare their members for an emergency or disaster.

It is critical that you gain an understanding of your audience and their needs and interests and prepare your presentation accordingly. For example, a group of senior citizens who live in the same facility might be more interested in evacuation planning, whereas members of a social club might want to focus on preparing a safe room in their homes.

The Presentation

You **must** read the *Are You Ready?* guide and this Facilitator Guide completely before conducting a presentation. This will familiarize you with the training plans, content, and activities.

The sample training plans in this guide provide general guidance about what content and activities might be presented to adults, young children, and older children. The training plans also include procedures for accomplishing effective delivery of the material. The content reflects core information taken from the *Are You Ready?* guide.

Naturally, you will need to modify the training plans to meet your specific audience needs, expectations, geographical considerations, time constraints, age groups, experience of the audience, and other considerations. It is suggested that you prepare your presentation based on information about the hazards likely to impact your audience. You can customize your selection of electronic visuals for the hazards and other preparedness information from the CD-ROM tool accompanying this Guide. Slides may be printed and distributed as handouts or used in an electronic slide presentation. Again, ensure that examples and visuals are age appropriate.

Once you have determined the content, you will need to develop time frames and an agenda that reflects the topics to be presented. A sample format follows:

Agenda	
Introduction	9:00—9:30
Identifying Hazards	9:30—10:30
Family Disaster Plan	11:00—12:00
Becoming a Volunteer	12:00—12:30
Conclusion	12:30—1:00

CD-ROM Tool

The CD-ROM tool contains resources and teaching aids to enhance the emergency preparedness presentation. Included on the CD-ROM are this entire Facilitator's Guide, sample training plans, checklists, handouts, electronic visuals, resources, and links to helpful Web sites.

When you insert the CD-ROM, the main menu should automatically load. If the auto play does not function on your computer, follow these steps:

1. Find and double-click on the "My Computer" icon.
2. Double-click your CD drive.
3. Double click on the file titled **index.htm** to load the main menu.

The main menu (see graphic) is organized in files associated with the audience:

- Facilitator Guide.
- Adult Presentation Resources.
- Older Children Presentation Resources.
- Young Children Presentation Resources.

To access these files, click on the appropriate topic.

In the Facilitator Guide Topic

This topic contains a copy of this Facilitator Guide. The Facilitator Guide is organized to include an introduction and sample training plans for adult, older children, and young children audiences. The documents are in Microsoft® Word.

A copy of this Guide takes the facilitator step-by-step through a disaster preparedness presentation. The Guide includes PowerPoint slide cues, questions to generate discussion, and suggested activities.

In the Adult Presentation Resources Topic

This topic contains the following items:

- Visuals to support the presentation. These include:
    - Introduction and Basic Preparedness visuals. This Microsoft® PowerPoint presentation contains slides that correspond to the presentation and sequence of the sample training plan for adults.
    - Visuals for each of the hazards. There are three groups of hazard-specific visuals, natural, technological, and terrorism. Each category contains several PowerPoint presentations that address hazards related to the category topic.
    - Recovery visuals. This PowerPoint presentation contains health and safety guidelines, tips for returning home, suggestions for coping with emotional toll, and recommendations for helping others.

- Web sites and publications: Each hazard-specific category and the recovery category have a file that contains additional resources in the form of up-to-date Internet links and publication references.

- Additional presentation graphics: To aid the customization of your presentation, the CD-ROM includes a file of suggested clip art graphics. You can insert these graphics into the presentation where you see fit.

In the Older Children Presentation Resources Topic

This topic contains the following items:

- Visuals to support the presentation. These include:
    - Introduction and Basic Preparedness visuals. This Microsoft® PowerPoint presentation contains slides that correspond to the presentation and sequence of the sample training plan for older children.
    - Visuals for each of the hazards. There are three groups of hazard-specific visuals, natural, technological, and terrorism. Each category contains several PowerPoint presentations that address hazards related to the category topic.

- Handouts including:
    - Hazard maps: The *Are You Ready?* guide contains a number of hazard maps for identifying the risks that affect different locations around the country. This file contains electronic graphics of these maps.
    - The *Actions to Take to Be Prepared* handout: As part of the presentation, students are given a checklist of actions to take to be prepared. The contents of this checklist become the elements of a family disaster plan. This Microsoft Word document contains an electronic version of the checklist you can use to make copies for the students.
    - Family Communications Plan: A form for quick reference to emergency telephone numbers
    - Sample letter to parents: Some schools or organizations may want to let parents know about the presentation. This Microsoft Word document contains a sample letter you can give to the children to take to their parents.

- Web sites and Publications: Each hazard-specific category and the recovery category have a file that contains additional resources in the form of up-to-date Internet links and publication references.

- Additional presentation graphics: To aid the customization of your presentation, the CD-ROM includes a file of suggested clip art graphics. You can insert these graphics into the presentation where you see fit.
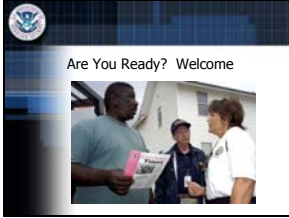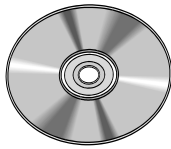
In the Young Children Presentation Resources Topic

This topic contains the following items:

- Visuals including Introduction and Basic Preparedness visuals. This Microsoft® PowerPoint presentation contains slides that correspond to the presentation and sequence of the sample training plan for young children.

- Handouts including:
    - *Disaster Preparedness Coloring Book*: This fun, activity-based coloring book can be used during the presentation or sent home with the children afterwards. The file is in Adobe® Portable Display Format (PDF).
    - Sample letter to parents: Some schools or organizations may want to let parents know about the presentation. This Microsoft Word document contains a sample letter you can give to the children to take to their parents.

- Web sites and publications: To support the presentation, the CD-ROM offers this Microsoft Word document. It contains additional information sources appropriate for young children.

- Additional presentation graphics: To aid the customization of your presentation, the CD-ROM includes a file of suggested clip art graphics. You can insert these graphics into the presentation where you see fit.

Sample Training Plans

The sample training plans in this Facilitator's Guide are arranged in columns with content on the right-hand side and icons indicating facilitator actions on the left. The icons and associated actions are as follows:

Instructor Cue	Instructions
	Show slide
	Conduct an activity
	Refer to the *Are You Ready?* guide
	Refer to resources contained on the CD-ROM
	Ask a question
	Distribute a handout
	Record responses on chart paper (or white board or chalk board)

Additional Resources

There is a wealth of resource information, free or for a nominal fee, readily available to augment the material in the *Are You Ready?* guide. A partial list follows. The CD-ROM contains information about and links to many more resources.

Web Sites

www.fema.gov/kids
This site includes:

- About FEMA.   A message from the agency director, a kid-friendly biography, a rap song, and statistics and facts.

- What's Happening Now?   A map that shows possible hazards in each state and which states have an ongoing presidentially declared disaster. Users can get the latest information about current disasters as well as audio and video clips.

- Get Ready, Get Set.   Information about how to prepare for disasters, including how to ensure the safety of pets and what feelings children may experience after going through a disaster.

- The Disaster Area.   Information about hurricanes, tornadoes, earthquakes, fires, and floods, including what to do if caught in a disaster.

- Disaster Connection: Kids to Kids.   An area where student artwork, essays, and poems are posted. Information on how to submit work is included.

- Teachers Resources.   Curriculum, quizzes, and activities of interest to teachers are located here, along with a bibliography and a list of other disaster-related Web sites.

www.usfa.fema.gov/kids

This site includes:

- Areas devoted to smoke alarms, escape planning, and home fire safety.

- Activities that include an on-line coloring book, hazard hunt, word search, and crossword puzzle.

- Quiz to become a certified junior fire marshal.

www.fema.gov

The information available from the home page is extensive and includes hazard maps, general preparedness and prevention information, facts on each of the hazards, and detailed lists of free publications.

www.usgs.gov

Includes information for teachers, students, and the general public on earthquakes, landslides, volcanoes, hurricanes, and other natural hazards. Also includes lesson plans, suggested activities, videos, and lists of other resources that can be readily accessed from the home page. Real time and historical maps of earthquakes, drought, and floods are a prominent feature of the site.

www.nws.noaa.gov

Booklets, brochures, photos, videos, slides, games, posters, charts, and many other resources are available to help create an understanding of natural hazards and how to stay safe in the event these hazards occur.

www.nfpa.org/riskwatch/home.html

Risk Watch is a comprehensive injury prevention program designed for use in classrooms. The Risk Watch curriculum is divided into five teaching modules (Pre-K/Kindergarten, Grades 1-2, Grades 3-4, Grades 5-6, and Grades 7-8), each of which addresses the following topics: Motor vehicle safety; fire and burn prevention; choking, suffocation, and strangulation prevention; poisoning prevention; falls prevention; firearms injury prevention; bike and pedestrian safety; water safety; natural hazards; and national security.

www.redcross.org/home

There is a wealth of information on this site on preparation for all types of disasters. The publications section contains an extensive list of brochures, videos, and other materials for use in educating children and adults about disasters. Additionally, contact information on each of the local chapters can be found using the search by ZIP

code or alphabetical listing available from the home page.   Local chapters have excellent preparedness materials and may also be able to provide subject matter speakers on various preparedness topics.

www.ibhs.org
The Institute for Business and Home Safety is a consortium of insurance and reinsurance institutions dedicated to making natural disaster safety a core value among homes and businesses. Visitors to the IBHS site will find much information about ongoing IBHS projects and other insurance industry initiatives, as well as on-line copies of many IBHS publications and safety brochures.

www.naturalhazards.org
This site provides quick access to basic information about all types of natural hazards. For each hazard, information about the locations and seasons of greatest risk is provided, as well as links to selected web sites and educational products. A glossary of associated terms also is included.

emints.more.net/ethemes/resources
The eThemes section at this site is an extensive database of content-rich, age-appropriate resources organized around specific themes. These resources are created for educators to use in their classrooms.   Applicable eThemes and the subcategories include:

- Natural Disasters: Avalanches and blizzards, earthquakes, floods, tsunamis, volcanoes.

- Weather: Hurricanes, snowflakes and frost, thunderstorms and lightning, tornadoes.

Printed Publications

Throughout the *Are You Ready?* guide, there are suggested publications from various government and non-government entities for use as reference material, distribution to groups, and display purposes. Information about how to obtain these is included in the guide.

Videos

Keeping Ahead of the Storm. This 8-minute video gives preparedness tips for tornadoes, floods, hurricanes, heat waves, and lightning. Local Red Cross chapters can order for a nominal fee. Stock number A5050.

Family Disaster Plan/Supplies Kit. This is a 2-segment video about how to create a family disaster plan (13 min.) and a disaster supplies kit (8 min.). One videotape with two separate programs. Local Red Cross chapters can order for a nominal fee. Stock number A4498.

Home Preparedness for Hurricanes. 6-minute video for adults and families about how to prepare ahead of time for a hurricane. Local Red Cross chapters can order for a nominal fee. Stock number 321333.

Earthquake! Do Something! 13-minute video that reinforces family emergency planning, safety during an earthquake, and dealing with injuries and damage after an earthquake. Local Red Cross chapters can order for a nominal fee. Stock number A5004. Spanish version stock number A5003S.

Your Guide to Home Chemical Safety and Emergency Procedures. This 22-minute video provides visual descriptions of chemical emergency response procedures. Local Red Cross chapters can order. Stock number A5045V.

Local Partnerships

Guest speakers from local organizations with knowledge of and experience in disaster preparedness can be excellent partners in conducting an effective presentation. The Office of Emergency Management, Fire Department, American Red Cross, Public Safety Department, and the National Weather Service are some allied professionals to consider. In addition to serving as subject matter expert speakers, these organizations can provide advice on obtaining additional resources for use with the *Are You Ready?* guide.