
Sample Training Plan for Older Children

Objectives

By the end of this training, children will be able to:

- Identify the hazards that could occur in their communities.
- Recognize why a family disaster plan is important and what should be included in the plan.
- Coordinate with family members to put a plan together and practice the plan.
- State the purpose of a disaster supplies kit.
- Initiate steps with other family members to assemble a disaster supplies kit.

Materials Required

- One *Are You Ready?* guide for each child

Obtain additional copies of the *Are You Ready?* guide by calling the FEMA Distribution Center at (800) 480-2520 or by mail from:

FEMA
PO Box 2012
Jessup, MD 20794-2012

- Visuals: Introduction and Basic Preparedness slide set for older children, Family Disaster Plan slide set, and additional slide sets, as appropriate (see CD-ROM).
- Chart paper, white board, or chalk board, and markers or chalk.
- Hazard risk maps (see CD-ROM).
- Handout: *Actions to Take to Be Prepared* (see CD-ROM).
- Handout: List of community warning systems appropriate to your group. You must prepare this in advance.
- Handout: Family Communications Plan contact card. You should prepare this form with as many of the emergency phone numbers as possible (see CD-ROM).
- Handout: Sample letter to parents (see CD-ROM).
- Paper and colored pencils.
- Optional: Poster board, paint, markers, other poster-making materials.

Overview

For the purposes of this document, older children are defined as those in grades four through seven. Portions of this material may be appropriate for younger and older children as well. You will need to make this decision based upon your familiarity with the audience. Children in this grade range are able to take greater responsibility for their learning. They are able to understand that learning about, and subsequently taking action to prepare for disasters can save lives and property. You can reach older children through schools, Boys and Girls Scouts, Boys and Girls Clubs, Camp Fire Boys and Girls, after-school activities, special-interest clubs, and religious organizations.

The training plan that follows contains suggestions for the training content, how to present the material and activities that reinforces learning. In some cases, more than one activity is described. You should review the material and decide what information you will use based on what you know about the audience, time constraints, and other factors. Feel free to supplement this material with resources cited throughout this guide and the *Are You Ready?* guide.

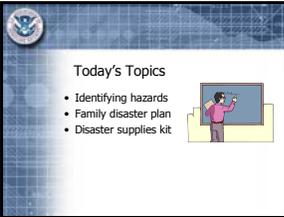
Preparation Notes

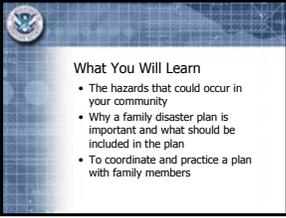
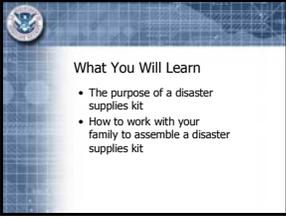
The CD-ROM tool contains slide sets for each of the natural hazards discussed in the *Are You Ready?* guide. To make this session meaningful, select slide presentations for the specific hazards you want to address in detail with the group. As you prepare for this session, ensure all your activities and visuals are age appropriate.

This sample training plan consists of four modules:

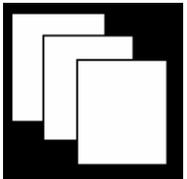
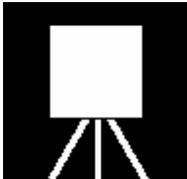
- Module 1: Introduction
- Module 2: Identifying Hazards
- Module 3: Family Disaster Plan
- Module 4: Conclusion

Module 1: Introduction

Instructor Cue	Instructions
	<p>▶ Load the Introduction and Basic Preparedness visuals. This visuals file contains slides that correspond with Modules 1 and 3.</p> <p><i>Note: This file can be found on the Facilitator Tool Kit under the Older Children Presentation Resources. If you have made changes to this file, be sure to load the edited file from your computer.</i></p>
	<p>▶ Show slide: <i>Are You Ready? Welcome.</i></p>
	<p>▶ Introduce yourself and thank the children for letting you be a part of their day.</p>
	<p>▶ Explain that you want to share some information about being prepared in case of an emergency situation.</p>
	<p>▶ Show slide: Today's Topics.</p>
	<p>▶ Point out the topics you are going to talk about.</p>

Instructor Cue	Instructions
 <p>What You Will Learn</p> <ul style="list-style-type: none"> • The hazards that could occur in your community • Why a family disaster plan is important and what should be included in the plan • To coordinate and practice a plan with family members  <p>What You Will Learn</p> <ul style="list-style-type: none"> • The purpose of a disaster supplies kit • How to work with your family to assemble a disaster supplies kit 	<ul style="list-style-type: none"> ▶ Show slides: What You Will Learn. ▶ Tell the children the objectives for this session.

Module 2: Identifying Hazards

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Divide children into small groups.
	<ul style="list-style-type: none"> ▶ Provide each group with a hazard map.
	<ul style="list-style-type: none"> ▶ Tell the groups to use the maps to determine whether their community is at risk from the hazard shown on their map. ▶ Optional: If computers are available, you may want to assign each group a hazard and direct them to go online to www.hazardmaps.gov/atlas.php and use the electronic maps to identify their risk from the assigned hazards.
	<ul style="list-style-type: none"> ▶ Ask each group to summarize what hazards would most likely impact their communities and the possibility they would happen.
	<ul style="list-style-type: none"> ▶ Record their responses on chart paper.

Module 3: Family Disaster Plan

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Show slide: Family Disaster Plan.
	<ul style="list-style-type: none"> ▶ Introduce the family disaster plan by asking children about emergency planning. Use the following questions: <ul style="list-style-type: none"> • Would you, or members of your family, know what to do in an emergency? • What are some steps your family has already taken to be prepared for an emergency? • What are some actions you and your family can take to be prepared?
	<ul style="list-style-type: none"> ▶ Distribute checklist: <i>Actions to Take to Be Prepared</i> (a copy of the checklist is on the next page). ▶ Ask children if there are additional actions they would like to add to the list.
	<ul style="list-style-type: none"> ▶ Explain that you are going to talk about the components of a family disaster plan beginning with what to do before, during, and after a fire, flood, or other hazard.

Actions to Take to Be Prepared

- Discuss with family members what to do before, during, and after a fire, flood, or other hazard

- Be familiar with warning systems

- Develop a family communications plan

- Discuss with family members how to shut off water, gas, and electricity

- Identify escape routes from home

- Know how to use a fire extinguisher

- Identify relatives, friends, or neighbors who may have special needs and make plans to help them

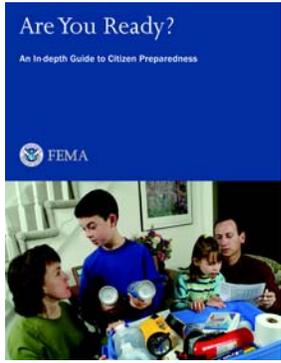
- Make plans to care for pets

- Know where to seek shelter

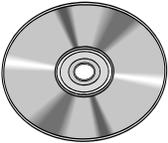
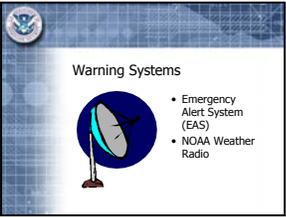
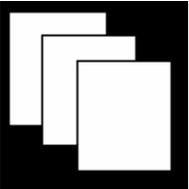
- Assemble a disaster supplies kit

What to Do Before, During, and After

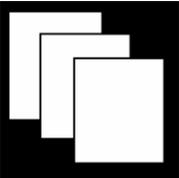
Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Prepare questions from the list below that are relevant to the hazards children are likely to encounter. Assign one question to each child or to groups of two, depending on the size of the group. ▶ As an alternative for younger audiences, lead a group discussion about selected questions.
	<ul style="list-style-type: none"> ▶ Sample questions follow: <ul style="list-style-type: none"> • Why are smoke alarms important? Where should they be installed? How often should the batteries be changed? • There has been a hurricane warning issued for the area. What should you do? • You are outside a building and begin to feel the shaking of an earthquake. What should you do? • You are at home and hear a tornado warning. What should you do? • You smell smoke and find a fire burning in the bedroom. What should you do? • You are outside in a field when a lightning storm starts and you can't get to shelter. What should you do? • You are caught in a car during a winter blizzard. What should you do? • What should you tell a friend who wants advice about how to avoid heat exhaustion? • What are some warning signs for landslides? • What are some safe ways to dispose of chemical hazards?

Instructor Cue	Instructions
	<ul style="list-style-type: none"> • The current threat level is yellow. What does that mean? • What are some things you can do to preserve water? • What are wildfires and how do they generally start? • Your clothes are on fire. What should you do? • You heard there is a hazardous chemical spill a few blocks from where you are. What should you do?
	<ul style="list-style-type: none"> ▶ Refer children to Parts 2 and 3 of the <i>Are You Ready?</i> guide to help them answer the questions. ▶ Tell children that they will have an opportunity to share their findings with the group. Use this opportunity to discuss the solutions and clarify any misconceptions.
	<ul style="list-style-type: none"> ▶ Review this section by showing selected electronic slides for the specific hazard(s) you determined should be covered in more detail in this module. ▶ Load the appropriate hazard-specific visuals. <p><i>Note: These files can be found on the Facilitator Tool Kit under the Older Children Presentation Resources. If you have made changes to this file, be sure to load the edited file from your computer.</i></p>
	<p><i>Note: While these slides were designed for adult audiences, selected slides can be appropriate for older children.</i></p> <ul style="list-style-type: none"> ▶ If you choose to use the hazard-specific slide set presentation, be prepared to discuss actions to take before, during, and after the event.

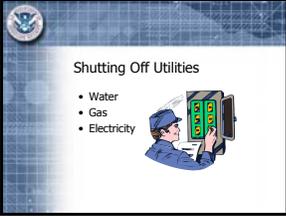
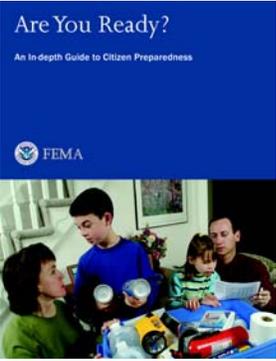
Warning Systems

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Load the Family Disaster Plan visuals. This visuals file contains slides that correspond with Module 3. <p><i>Note: This file can be found on the Facilitator Tool Kit under the Older Children Presentation Resources. If you have made changes to this file, be sure to load the edited file from your computer.</i></p>
	<ul style="list-style-type: none"> ▶ Show slide: Family Disaster Plan. ▶ Explain that you are going to continue to discuss components of a family disaster plan.
	<ul style="list-style-type: none"> ▶ Show slide: Warning Systems.
	<ul style="list-style-type: none"> ▶ Distribute a list of the community warning systems as a handout. As appropriate, describe the various warning systems, how they are accessed or distributed, and what actions they signal.
	<ul style="list-style-type: none"> ▶ Ask children to share any experiences they may have had with warning systems and what actions they took when they received the warning.

Family Communications Plan

Instructor Cue	Instructions
	<ul style="list-style-type: none">▶ Show slide: Family Communications Plan.
	<ul style="list-style-type: none">▶ Ask children what they should do if family members are separated at the time of an emergency. Acknowledge responses.▶ Explain that an out-of-town friend or relative should be designated as a point of contact. Following any type of disaster in which family members are separated, they can call this person to check in and to let others know where they are.
	<ul style="list-style-type: none">▶ Distribute copies of the Family Communications Plan contact card.▶ Obtain current telephone numbers for as many of the emergency contacts as possible and enter them on the forms prior to distributing them.▶ Suggest that children meet with family members to determine contact information needed to complete these cards. Explain that they should carry the completed cards with them in case they should need to place a call to the contact person.

Shutting Off Water, Gas, and Electricity

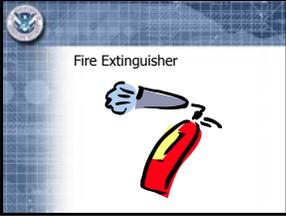
Instructor Cue	Instructions
	<p>▶ Show slide: Shutting Off Utilities.</p>
	<p>▶ Tell the children that they should discuss how to turn off utilities such as water, gas, and electricity with their parents.</p>
	<p>▶ Refer the children to the <i>Are You Ready?</i> guide, Section 1.2, Emergency Planning and Checklists, for more information.</p>

Identify Escape Routes

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Show slide: Escape Routes.
	<ul style="list-style-type: none"> ▶ Ask children if they have thought about how they would get out of their homes quickly if there were a fire. ▶ Explain that it is important to know how to leave each room quickly.
	<ul style="list-style-type: none"> ▶ Distribute blank sheets of paper and ask children to draw a floor plan of their homes. Tell them to draw one level of their homes on each sheet of paper, including one for the basement. ▶ Provide the children with colored pencils to mark escape routes. Ask if there are any questions or if anyone would like to share thoughts about his or her escape route.
	<ul style="list-style-type: none"> ▶ Ask children if their families have identified a place for family members to meet outside the home in case of a fire. Have volunteers describe their family meeting places. ▶ Explain that an alternate location outside the neighborhood should also be identified.

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Tell children to take their floor plans home and go over the information with other household members. ▶ Suggest they try a fire drill from their houses like those they practice at school. Let them know it is important to talk about how well the drill went and to make changes if needed. Points to consider include: <ul style="list-style-type: none"> • Did everyone know how to escape from the house? • Was it done quickly? • Did family members meet at the agreed upon location?

Know How to Use a Fire Extinguisher

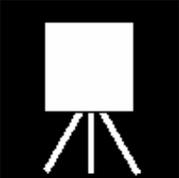
Instructor Cue	Instructions
	<ul style="list-style-type: none">▶ Show slide: Fire Extinguisher.
	<ul style="list-style-type: none">▶ Optional: Prior to the session, contact the local fire department and request they partner with you to teach the group about emergency preparedness.▶ Recommend the fire department present a demonstration and hands-on instruction about the use of fire extinguishers. Some fire departments may have the capability for students to safely practice what has been demonstrated.▶ If a demonstration is not possible, consider using a video. Some local fire departments have videos on how to use fire extinguishers or they may have access to such videos through fire departments with lending libraries.

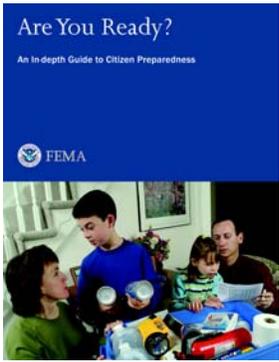
Family Disaster Plan
Help Others

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Show slide: Help Others
	<ul style="list-style-type: none"> ▶ Ask children if they can identify anyone in their families or neighborhoods who might need assistance in an emergency. ▶ Ask what kind of assistance might be needed. Encourage children to find out who may need help and to discuss this with family members.
	<ul style="list-style-type: none"> ▶ Explain that helping their families to be prepared is a first step in helping their communities to be prepared.
	<ul style="list-style-type: none"> ▶ Show slide: Volunteer.

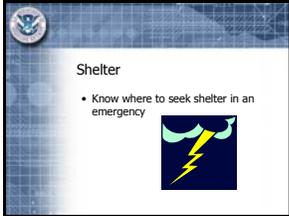
Instructor Cue	Instructions
	<p>▶ Ask children what they might do as a volunteer to support emergency and disaster preparedness. Suggest the following:</p> <ul style="list-style-type: none"> • Develop posters on preparedness and distribute them in the community. • Deliver a presentation on a preparedness topic before a group. • Help out in an animal shelter. • Gather and donate goods for a shelter. • Help make disaster supplies kits. • Volunteer to help someone with special needs during a disaster. • Offer to help teach younger children about preparedness.
	<p>▶ Optional: Distribute appropriate materials and have the children make posters about emergency preparedness.</p>

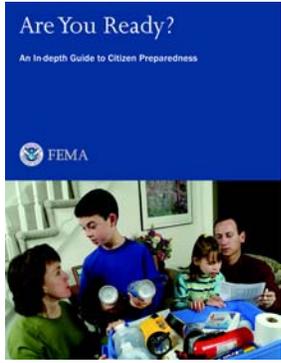
Make Plans to Care for Pets

Instructor Cue	Instructions
	<p>▶ Show slide: Caring for Pets.</p>
	<p>▶ Ask for volunteers to explain what they would do in an emergency to care for their pets.</p>
	<p>▶ Record their responses on chart paper.</p>
	<p>▶ Ask children to make a list of items to include in a pet emergency kit. Invite children to share their lists.</p>
	<p>▶ Show slide: Pet Emergency Kit.</p>

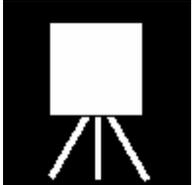
Instructor Cue	Instructions
	<p>▶ Explain that a pet emergency kit should include:</p> <ul style="list-style-type: none"> • Pet food and treats. • Drinkable water in plastic bottles. • Can opener for canned food. • Identification tag and collar. • Leashes, harnesses, and carriers. • Pet medications and medical records. • Contact information for your vet.
 <p>The image shows the cover of the FEMA 'Are You Ready?' guide. The top half is a solid blue color with the text 'Are You Ready?' in white, followed by 'An In-Depth Guide to Citizen Preparedness' in a smaller font. Below the text is the FEMA logo. The bottom half of the cover features a photograph of a family—a man, a woman, and a child—gathered around a table. On the table are various emergency supplies, including water bottles, a first aid kit, and other preparedness items.</p>	<p>▶ Refer to Section 1.2 in the <i>Are You Ready?</i> guide and the material about making provisions for pets. Suggest that preparations be made in advance to make sure pets are taken care of in an emergency.</p>

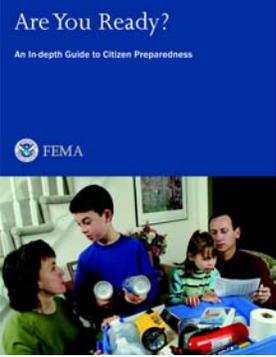
Know Where to Seek Shelter

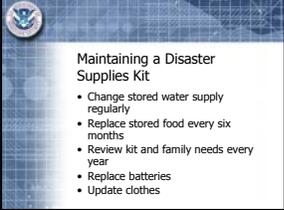
Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Show slide: Shelter.
	<ul style="list-style-type: none"> ▶ Divide the children into small groups. Assign each group several of the following questions. ▶ As an alternative for younger audiences, lead a group discussion about selected questions.
	<ul style="list-style-type: none"> • Where should you seek shelter if you are caught outside in a thunderstorm? • Floodwaters are projected to be so high that you need to leave your home and go elsewhere. Where will you seek shelter? • Where will you seek shelter if you are at home and a tornado warning is issued? • An accident involving hazardous materials occurs close to your home and you have been instructed to remain indoors. What should you do? • You are in the shopping mall when a severe thunderstorm occurs. What should you do? • The weather station is forecasting extreme heat with a high humidity index for the next several days. What should you do? • You are caught in an automobile during a winter storm. What should you do?

Instructor Cue	Instructions
	<ul style="list-style-type: none"> • There has been an explosion. What should you do? • You are in the bedroom and the ground starts to shake. What should you do? • The smoke alarm in your home goes off. What should you do?
	<ul style="list-style-type: none"> ▶ Refer children to Section 1.4 and Parts 2 and 3 of the <i>Are You Ready?</i> guide to help them answer the questions. ▶ Tell children that they will have an opportunity to share their findings with the group.
	<ul style="list-style-type: none"> ▶ Ask for volunteers to answer the questions. Use this opportunity to discuss the solutions and clarify any misconceptions.

Disaster Supplies Kit

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Explain that in an emergency, local officials and relief workers will not be able to reach everyone immediately. You could get help in hours, or it may take days. ▶ Basic services such as electricity, gas, and water may be cut off. You may have to evacuate at a moment's notice and take essentials with you. ▶ You probably will not have the opportunity to shop or gather the supplies you need. Therefore, it is a good idea to assemble and maintain a disaster supplies kit for you and your family.
	<ul style="list-style-type: none"> ▶ Ask children what they think a disaster supplies kit should contain.
	<ul style="list-style-type: none"> ▶ Record their responses on chart paper.
	<ul style="list-style-type: none"> ▶ Divide children into small groups. ▶ Tell each group to make a list of items they would include in a disaster supplies kit. ▶ Have the groups exchange their lists with another group. Each group should now have a list they did not create.

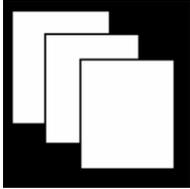
Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Tell children to assume an event has occurred and they have been instructed to stay indoors for the next three days. They have no electricity. The groups should examine their kits and determine if the items will sustain them for the three days. The groups should identify items not included that they think would be needed. ▶ Ask for volunteers to report on their findings.
	<ul style="list-style-type: none"> ▶ Show slide: Disaster Supplies Kit. ▶ Identify the basic items that should be included in a disaster supplies kit. ▶ Explain that while particular needs may vary, there are basic supplies that everyone should have. These are water, food, first aid supplies, clothing, and bedding. Certain tools and emergency supplies are also useful items.
	<ul style="list-style-type: none"> ▶ Refer children to the extensive list for a disaster supplies kit in Appendix B of the <i>Are You Ready?</i> guide.
	<ul style="list-style-type: none"> ▶ Ask children how they would store the items that make up the kit. If not offered, let them know that possible containers could include a large, covered trash container, a camping backpack, or a duffle bag. ▶ Additionally, let them know that in case they need to evacuate, they should identify which items they would most likely need and keep these in a separate, easy-to-carry container.

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Ask children what they will have to do to maintain the items in the kit.
	<ul style="list-style-type: none"> ▶ Show slide: Maintaining a Disaster Supplies Kit. ▶ Tell them the kit needs to be updated periodically and they will need to: <ul style="list-style-type: none"> • Change stored water supply regularly so it stays fresh. • Replace stored food every six months. • Review their kit and family needs at least once a year. • Replace batteries. • Update clothes.
	<ul style="list-style-type: none"> ▶ Ask the children how a disaster supplies kit would change over time. Why would it change? ▶ Examples of answers include: <ul style="list-style-type: none"> • Add items for newborn babies. • Add items for new pets.

Knowledge Check

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Ask children to review the <i>Actions to Take to Be Prepared</i> handout. ▶ Ask each child to explain what he or she will tell other family members about what they have learned. How will they encourage family members to develop a family disaster plan that addresses each item they have talked about?
	<ul style="list-style-type: none"> ▶ Explain that once families have developed a plan, it is necessary to practice it and make sure everyone knows what to do in the event of an emergency.
	<ul style="list-style-type: none"> ▶ Ask children what they will do to make sure their household has a disaster supplies kit. ▶ Acknowledge their responses.

Module 4: Conclusion

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Show slide: Questions. ▶ Thank children and open the session for questions. You might want to ask the following: <ul style="list-style-type: none"> • Why is it important to be ready? • What will you and your family do to be able to say “yes, we are ready?”
	<ul style="list-style-type: none"> ▶ Show slide: Resources. ▶ Provide children with the following Web sites where they can learn more about emergency preparedness and have fun at the same time. <ul style="list-style-type: none"> • www.usfa.fema.gov/kids • www.fema.gov/kids
	<ul style="list-style-type: none"> ▶ Distribute the letter to parents (see sample on the next page).

Sample Letter to Parents

Dear Parent:

Disaster preparedness saves lives and property and it only makes sense that each of us does our part to help prepare our selves, our families, and our neighbors.

To help us learn what actions to take to be ready for all types of emergencies, we invited (name) with (organization) on (date) to give a presentation about family preparedness. The heart of the presentation was knowing what kind of emergencies could happen, how families can work together to develop their disaster plans, and how to put together a family disaster supplies kit.

You may want to reinforce this lesson by discussing these topics in more detail with your child and other family members. The enclosed book, *Are You Ready? An In-depth Guide to Citizen Preparedness* produced by the Federal Emergency Management Agency (FEMA) can be used to help with your discussions. It contains step-by-step advice on how to prepare for, respond to, and recover from disasters. Being prepared can reduce fear, anxiety, and losses that accompany all types of disasters.

To obtain additional copies of the *Are You Ready?* guide, call 1-800-480-2520 Monday-Friday, 8:00 AM–5:00 PM EST or write to:

FEMA
P.O. Box 2012
Jessup, MD 20794-2012

Please feel free to contact me if you have questions.

Sincerely,

(Teacher)