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# Sample Training Plan for Young Children

## Objectives

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

- Recognize the importance of being ready in case of an emergency.
- Identify some elements of a family disaster plan including escape routes and a meeting place.
- Identify actions to be safe from home fires.
- Remind parents to check home smoke alarms.
- Describe a disaster supplies kit and identify some items to include in one.
- Ask parents to develop a family disaster plan and assemble a disaster supplies kit.

## Materials Required

- Visuals: Introduction and Basic Preparedness slide set for young children (see CD-ROM).
- Chart paper, white board, or chalk board, and markers or chalk.
- Smoke alarm.
- Optional: USFA publication on fire prevention, *Exty and Hydro's Activity Book*.

Obtain copies from [www.usfa.fema.gov](http://www.usfa.fema.gov)

By phone: (800) 561-3356

By mail:

United States Fire Administration  
Publications Center  
Building 1 Room 120  
16825 South Seton Avenue  
Emmitsburg, MD 21727

- Sample disaster supplies kit. You must assemble this in advance of the presentation. A content list can be found in the *Are You Ready?* guide.
- Optional: Crayons and *Disaster Supplies Kit Coloring Book*  
Obtain copies from [www.fema.gov/kids](http://www.fema.gov/kids)
- *Preparing for Disaster* and *Helping Children Cope with Disaster* brochures. These can be obtained from FEMA by calling 1-800-480-2520 Monday-Friday, 8:00 AM–5:00 PM EST or writing to:

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

- Handout: Sample letter to parents (see CD-ROM).

## Overview

For the purposes of this document, young children are defined as those in kindergarten through grade three. If you have an occasion to address young children, it will likely be in association with a school or religious organization. Children in this grade range are easily frightened about events or situations that could cause harm to them or others they care about. It is difficult for children of this age to perceive concepts such as risk and probability. Simply hearing about or seeing images of hazards and their effects can create stress and a feeling of helplessness.

Children can, however, learn simple preparedness and response procedures when they are presented in a positive way. It is important to communicate what actions children can take to be ready. Children can also serve as advocates for coaxing older family members to take the necessary steps to prepare the entire family in case of an emergency.

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

Before presenting this material to young children, you will have to assess the reading level of the group. Review the resources contained on the CD-ROM tool to determine if slides are appropriate. Most important, as you prepare for the training, ensure all your activities and visuals are age appropriate.

This training plan centers on fire hazards and uses fire hazard preparedness as a link to getting ready for other emergencies that could happen. Fire is used as an example because it is a

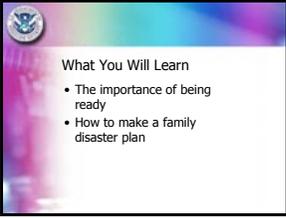
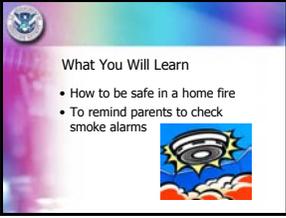
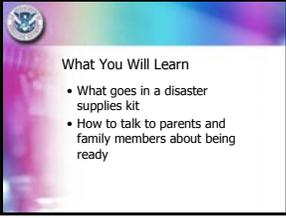
universal hazard and most children have some knowledge of the actions to take if a fire occurs.

This sample training plan consists of three modules:

- Module 1: Introduction
- Module 2: Being Prepared
- Module 3: Conclusion

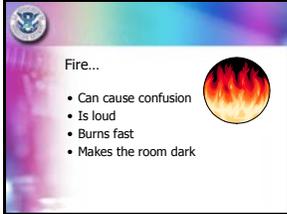
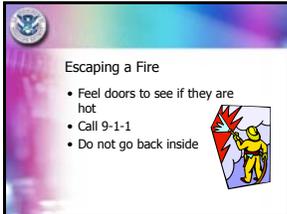
## Module 1: Introduction

Instructor Cue	Instructions
	<p>▶ Load the Introduction and Basic Preparedness visuals. This visuals file contains slides that correspond with this sample training plan.</p> <p><i><b>Note:</b> This file can be found on the Facilitator Tool Kit under the Young 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 steps they and their families can take to be ready in case the smoke alarm goes off.</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"> <li>• The importance of being ready</li> <li>• How to make a family disaster plan</li> </ul>	<ul style="list-style-type: none"> <li>▶ Show slides: What You Will Learn.</li> <li>▶ Explain that home fires are one of the most common emergencies. For this reason, children will learn about being prepared in the context of being safe in a home fire.</li> </ul>
 <p>What You Will Learn</p> <ul style="list-style-type: none"> <li>• How to be safe in a home fire</li> <li>• To remind parents to check smoke alarms</li> </ul> 	
 <p>What You Will Learn</p> <ul style="list-style-type: none"> <li>• What goes in a disaster supplies kit</li> <li>• How to talk to parents and family members about being ready</li> </ul>	

## Module 2: Being Prepared

Instructor Cue	Instructions
	<ul style="list-style-type: none"> <li>▶ Ask children what they would do if they heard a fire or smoke alarm go off right now.</li> <li>▶ Ask children to think about what they would do if the fire or smoke alarm went off when they were at home.</li> <li>▶ Acknowledge responses, emphasize appropriate actions, clarify misperceptions, and reinforce ideas that reflect actions they should take to be safe.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Ask children why it is important to know ahead of time what they will do in a fire or other emergency.</li> <li>▶ Explain that it is important to have a plan so all family members know what to do to be safe.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Explain to the children that they have just shared their plans for what they would do to in case of a fire.</li> <li>▶ Explain that you are going to share some additional actions children can take to be safe in a fire or other emergency.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: Escape Routes.</li> <li>▶ Explain that part of the plan is to know how to get out of your house in a hurry.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Ask children if they know the best way to get out of their houses from their bedrooms if there were a fire.</li> <li>▶ Ask them to think about each room in their homes. What would be the best way out if there were a fire?</li> <li>▶ Ask children to look around the room they are in. What would be the best way out if there were a fire?</li> </ul>

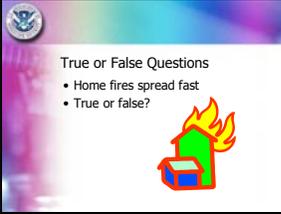
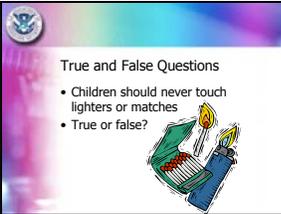
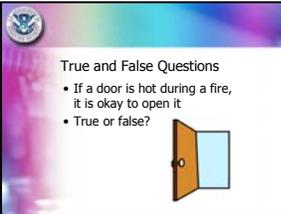
Instructor Cue	Instructions
	<ul style="list-style-type: none"> <li>▶ Draw a simple floor plan on chart paper. Indicate escape routes.</li> <li>▶ Tell the children that they should ask family members to help draw a floor plan of their homes and mark escape routes just as you have done.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: Fire...</li> <li>▶ Explain that a fire in your home can be confusing. The fire can be loud and will burn very fast. A fire can make your room or home very dark.</li> <li>▶ Explain that if children ever experience a fire in their homes, there are some things they need to know.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: Escaping a Fire.</li> <li>▶ Explain that it is important to stay low to the floor when escaping a fire. That's where the air is safer to breathe.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: Escaping a Fire.</li> <li>▶ Explain that you should always feel a door before opening it. If it is hot, there may be fire on the other side. You should try to get out another way.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: Family Disaster Plan.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Explain that another part of a family disaster plan is to have a designated meeting place outside your home where everyone gathers if there is a fire.</li> </ul>

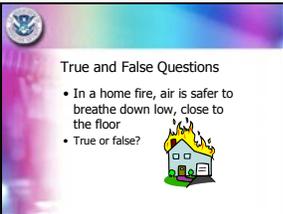
Instructor Cue	Instructions
	<ul style="list-style-type: none"> <li>▶ Ask children for suggestions about good meeting places outside their homes. Ask why his or her example is a good meeting place.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Explain that choosing a meeting place is important because if you have to leave your home quickly, everyone should go to the same place. Then you know who is in and who is out of the house. Also, the fire department or rescue workers will be able to find you more easily.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Emphasize that all family members must know about the meeting place. Suggest that children and their families try a fire drill from their homes like those they practice at school. This will help to make sure everyone knows where the meeting place is and how to get there quickly in an emergency.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Explain that once family members meet outside the house, they should call 9-1-1 or the fire department and never go back inside for anything.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Explain that another part of the plan is to know what to do if your clothes catch on fire.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: Stop, Drop, and Roll.</li> <li>▶ Explain that if your clothes catch on fire, you should stop, drop, and roll until the fire is out. Running only makes the fire burn faster.</li> </ul>

Instructor Cue	Instructions
	<ul style="list-style-type: none"> <li>▶ Ask children for examples of ways to prevent fire in their homes.</li> <li>▶ Record responses on chart paper. Some examples include: <ul style="list-style-type: none"> <li>• Never touch matches, lighters, or candles.</li> <li>• Never stick anything into electrical sockets.</li> <li>• Don't play with electrical cords.</li> <li>• Don't cook without an adult to supervise.</li> <li>• Never put anything over a lamp, like clothes or a blanket, not even when playing.</li> <li>• Don't touch radiators or heaters.</li> <li>• Don't stand too close to a fireplace or woodstove.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: Fire Hazards.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Ask children to identify all the fire hazards shown in the picture.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show the children a smoke alarm. Ask them if they recognize it and if they have one in their homes.</li> <li>▶ Explain that the smoke alarm signals that there is smoke, and possibly fire, in their homes. Open the smoke alarm and show the children the battery inside. Close the smoke alarm and show the children how to check the alarm.</li> </ul>

Instructor Cue	Instructions
	<ul style="list-style-type: none"><li>▶ Tell the children to ask their parents to check their smoke alarms every month to make sure they are working properly.</li></ul>

# Knowledge Check

Instructor Cue	Instructions
	<ul style="list-style-type: none"> <li>▶ Show slide: True or False Questions.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Ask children the following true or false question:             <ul style="list-style-type: none"> <li>• Home fires spread fast. True or false?</li> </ul> </li> <li>▶ Explain that it is true. Home fires can spread very quickly and that is why it is important to get out in a hurry.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: True or False Questions.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Ask children the following true or false question:             <ul style="list-style-type: none"> <li>• Children should never touch lighters or matches. True or false?</li> </ul> </li> <li>▶ Explain that it is true. Children should not touch lighters or matches and they should tell an adult if they see lighters or matches in an inappropriate place.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: True or False Questions.</li> </ul>

Instructor Cue	Instructions
	<ul style="list-style-type: none"> <li>▶ Ask children the following true or false question: <ul style="list-style-type: none"> <li>• If a door is hot during a fire, it is okay to open it. True or false?</li> </ul> </li> <li>▶ Explain that it is false. A hot door can mean fire on the other side. They should find another way out.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: True or False Questions.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Ask children the following true or false question: <ul style="list-style-type: none"> <li>• Children can cook alone without asking permission. True or false?</li> </ul> </li> <li>▶ Explain that it is false. Children should only cook with adult supervision.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: True or False Questions.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Ask children the following true or false question: <ul style="list-style-type: none"> <li>• In a home fire, air is safer to breathe down low, close to the floor. True or false?</li> </ul> </li> <li>▶ Explain that it is true. The air is safer to breathe low near the floor in a fire.</li> </ul>

Instructor Cue	Instructions
	<ul style="list-style-type: none"> <li>▶ Show slide: Disaster Supplies Kit.</li> <li>▶ Explain that another important step they and their families can take to be prepared is to put together a disaster supplies kit.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show the children a pre-assembled disaster supplies kit and have them take turns selecting an item from the kit.</li> <li>▶ Tell them to explain what the item is and why it might be a good idea to have it.</li> <li>▶ Ask them to share some other items they might want to have in their kits that were not in yours. Use this discussion to emphasize items that are and are not appropriate for a disaster supplies kit.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Explain that it is good idea to store these items together in a place where family members can get to them when they need them.</li> <li>▶ Ask children for their ideas about where these items could be stored and what kinds of containers they might use for their supplies.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Distribute crayons and the <i>Disaster Supplies Kit Coloring Book</i>.</li> <li>▶ As an alternative, distribute paper and crayons. Tell the children to draw items that should be included in their disaster supplies kits.</li> </ul>

## Knowledge Check

Instructor Cue	Instructions
	<ul style="list-style-type: none"> <li>▶ Tell the children you would like their help to make sure that, like them, everyone in their family knows what to do in an emergency and what supplies they need to be safe.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Ask for volunteers to share what they will tell their family members about the importance of being prepared.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Record their responses on chart paper and summarize the module.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Explain that what children have learned today about being prepared for a fire can be used to prepare for other emergencies such as a flood or hurricane.</li> </ul>

## Module 3: Conclusion

Instructor Cue	Instructions
	<ul style="list-style-type: none"> <li>▶ Show slide: Resources.</li> <li>▶ Explain that the children have learned a lot today about being ready. There are some Web sites where children can learn more and have fun at the same time.</li> <li>▶ Make sure the children make note of the Web sites and encourage them to look at them later. You may want to write the Web site addresses on paper or index cards to distribute to the children.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Explain that you have a letter and brochures for the children to take home to share with their families about what they learned today.</li> <li>▶ Optional: You may also want to provide each child with a copy of the FEMA publication on fire prevention, <i>Exty and Hydro's Activity Book</i>, as a way to reinforce what you have presented.</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Show slide: Questions.</li> <li>▶ Thank the children and ask if there are any questions.</li> </ul>

## Sample Letter to Parents

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Dear Parent:

As you know, disaster can strike quickly and without warning. While these events can be frightening for adults, they can be traumatic for children—if they do not know what to do. It is important that children learn what to do in the case of a disaster or emergency.

Because disaster preparedness works to protect our families and reduce the impact on our lives, we invited (name) with (organization) on (date) to give a presentation about disaster preparedness and what we need to do to be ready.

You may want to reinforce this lesson by discussing with your child your family's disaster plans. The enclosed brochures, *Preparing for Disaster* and *Helping Children Cope with Disaster*, jointly produced by the Federal Emergency Management Agency (FEMA) and the American Red Cross, can be used to help with your discussions. Key points outlined in the *Preparing for Disaster* brochure were highlighted in the classroom session.

If you would like more extensive information on disaster preparedness, request a copy of the free publication *Are You Ready?* from FEMA by calling 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)