
PREPARING TO TRAIN

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COURSE OVERVIEW AND OBJECTIVES

The goal of this course is to provide childcare providers, of all sizes and with responsibility for children of all ages, with the knowledge and tools to analyze the hazards and threats at the site, to develop a plan to address these hazards and threats, and to implement processes to update and practice the emergency plan.

COURSE OBJECTIVES

At the end of this course, the participants should be able to:

- Describe why it is important to be prepared.
- Identify hazards and threats that impact your childcare site.
- Describe how to prevent or mitigate the impact of likely and high-consequence hazards and threats.
- Describe procedures for when an emergency occurs.
- Identify how your childcare site will recover from an emergency.
- Describe how to develop and maintain your plan.
- Describe how you will communicate, train, and practice your preparedness procedures.
- Identify the emergency preparedness information you will share with your community.
- Describe when to update your plan.

TARGET AUDIENCES

The primary target audiences for this course include all who are responsible for planning and responding to emergencies affecting childcare facilities. The audience will include:

- Teachers and staff at home childcare sites, childcare facilities, nursery schools, camps, Scouts, sports programs, faith-based programs, and after-school programs.
- Risk managers and/or insurance representatives.
- Members of the emergency management community; community planners; and fire, law enforcement, and public works personnel who play a role in responding to emergencies.

COURSE AGENDA

Unit	Description	Time
Module 1: Course Introduction	The instructors will introduce themselves and review administrative details for this course. The instructors will then facilitate a discussion about why childcare providers need to be prepared. Then, the instructors will cover the importance of preparedness and conduct a discussion on obstacles to preparedness that childcare providers may face.	35 minutes
Module 2: Knowing Your Hazards	<p>The instructor will present the module objectives and then conduct a brief activity on identifying everyday hazards. The module continues with identification of different types of hazards, including fire, utility outages, crime, abduction, severe weather, geological events, illness, and food safety.</p> <p>This module includes actions to take to reduce the risk of these hazards. The module concludes with an activity where the participants are asked to identify three hazards their site may face, as well as three actions they can take to mitigate those hazards.</p>	1 hour 45 minutes
Module 3: Developing Plans	<p>The instructor first will present the module objectives. Following a brief presentation on the importance of emergency plans, the participants will complete an activity on planning and preparedness issues.</p> <p>The module continues with plan components, including contact information and procedures to be followed during the response to and recovery from an incident. Guidelines are also provided for developing and reviewing an emergency plan.</p> <p>The module concludes with an activity designed to show participants what might need to be added or improved in their emergency plans.</p>	2 hours 15 minutes
Module 4: Testing and Updating Your Plan	<p>The instructor will present the module objectives and then provide an overview of the importance of communicating, training, and practicing an emergency plan. The module continues with considerations for communicating with children, parents, and first responders.</p> <p>This module provides an overview of the types of training and practical exercises used to practice a plan. The participants will conduct an activity on developing plans for a simple drill.</p> <p>The module concludes with considerations for updating an emergency plan.</p>	1 hour

COURSE AGENDA, CONTINUED

Unit	Description	Time
Module 5: Course Summary	The instructor will present the module objectives and then briefly review the course content. The module concludes with considerations for next steps in developing and maintaining emergency plans. The participants will then take the final exam.	40 minutes
	Total time	5 hours 15 minutes

COURSE MATERIALS

Materials for this course include:

- This Instructor Guide.
- The Student Manual.
- Course visuals (on CD).
- Sample Childcare Emergency Operations Plan, one copy per participant
- Sample Childcare Emergency Action Plan, one copy per participant
- Final exam, accessed on-line at <http://training.fema.gov/IS/crslst.asp>

INSTRUCTOR GUIDE

This Instructor Guide provides:

- Copies of the course visuals.
- Content to be covered in each module.
- Descriptions of course activities, including directions and tips for conducting the activities successfully.
- Copies of the activities that are included in the Student Manual.

STUDENT MANUAL

The Student Manual includes:

- Key points from the learning.
- Copies of all course visuals.
- Student versions of all course activities.

COURSE VISUALS

Visuals have been developed in Microsoft PowerPoint. These visuals can be shown as one file using PowerPoint software. The files can also be used to produce slides or overhead transparencies.

INSTRUCTOR REQUIREMENTS

NUMBER OF INSTRUCTORS

Although this course can be conducted with one instructor, for variety of instructional technique and presentation, it is preferable for at least two instructors to present the course.

INSTRUCTOR QUALIFICATIONS

Instructors should be recruited and selected to conduct this course based on their overall knowledge of the planning process and its application to childcare facilities, their experience with State requirements, and their interpersonal effectiveness.

Course instructors should have:

- Knowledge of the FEMA model of emergency management and the emergency planning process.
- Knowledge of law enforcement and fire services.
- Knowledge in applying ICS to emergency management.
- Experience in the hazard analysis process as it relates to childcare emergencies.
- Experience with school emergencies and the special issues facing childcare personnel who respond to those emergencies.
- The ability to identify potential issues facing childcare facilities (including applicable laws) and develop strategies to resolve the issues.

PREPARING TO TRAIN

The instructors' preparation and conduct of the course have a definite impact on the effectiveness of the training. This introductory section provides guidelines for preparing to conduct this course. Use the steps below when you prepare for training:

- Read the Instructor Guide and the Student Manual thoroughly.
- Complete all activities and be prepared to answer the many questions that the participants will ask while completing the activities themselves.
- Draft your own notes in the margins of the guide. Adding personal experiences helps to explain the concepts in the course.
- Draft or copy any supplemental materials from which you feel the participants will benefit. (Note: Be sure to obtain copyright releases when necessary.)
- **Note: This course is a national curriculum. To obtain the maximum benefit, make adaptations to fit local needs.**

WORKING WITH FIRST RESPONDERS

Some course participants may be first-response personnel. These participants may have quite a strong background in the Incident Command System (ICS) but little or no experience in how ICS applies to childcare facilities. Suggest to first responders that they can help childcare personnel plan their response and develop and conduct exercises but that they can learn about specific issues that childcare providers face from others in the class. Addressing the differences in the group backgrounds early will help establish a collaborative environment in which school personnel and first responders draw on each others' strengths to improve the learning.

PREPARING THE CLASSROOM

As an instructor, you are responsible for the general supplies that you will need for this course. Use the list below to ensure that you have all of the materials and equipment required.

ROOM SETTING

Set up the room in a small-group format with five or six participants per table. Ensure that the tables are organized so that all participants can see the instructors, the visual display, easel pads, and the video monitors.

Place a podium at the front of the classroom if that is your preference. Place a table at the front of the room so that you can organize your materials. If you will be displaying other resources for the participants, be sure to add a table for the display, allowing for traffic past the table without interfering with the small-group setup.

EQUIPMENT

You will need the equipment listed below to conduct this course. Be sure to test all of the equipment so that you feel comfortable with its operating requirements and are sure that all of the equipment is functional.

- Computer and display unit (or overhead projector) for visuals.
- Course CD
- Chart paper, easels, and markers.
- Masking tape.
- Name tents.
- Pens and pencils.

GENERAL INSTRUCTION TIPS

As an Instructor, you are setting an example for the participants. You will lose credibility with the class if you appear to be unknowledgeable about the subject matter, if you appear unprepared, or if your instructional skills are poor. Some instructional tips to help you present the course effectively are shown below:

- **Don't answer questions if you are not sure of the answers.**

If a participant asks you a question to which you do not know the answer:

- Tell the participant that you do not know the answer.
- Explain that you will find the answer and get back to the participant.

- **Make yourself part of the group.**

Do not separate yourself physically from the group by standing behind a podium, an overhead projector, or a table. By physically separating yourself, you look as if you are trying to hide, and worse, as if you are not interested or open to input from the group. Feel free to walk around the room while you are speaking. Circulate among the table groups during activities to see how the participants are doing.

- **Model activities and responses.**

Verbal and written instructions should be models for the groups. Giving specific methods for completing the activity (e.g., walking through one example and writing a response on chart paper) and providing detailed sample responses will help the participants understand what is expected of them.

- **Remember that you are working with adults.**

Value the resources that your participants bring to the group. Encourage them to share their experiences, knowledge, and ideas.

- Observe how the group works together.
- Who participates most? Who participates least?
- Do certain participants try to dominate? Does anyone withdraw?
- Are there any negative undercurrents in the group?
- How do individuals react to one another in small groups?

Watch for both verbal and nonverbal responses and clues. Use your observations to keep the session running smoothly. Share your observations with the group when appropriate.

GENERAL INSTRUCTION TIPS, CONTINUED

- **Check for understanding.**

Sticking to the agenda is important, but do not move to the next activity or lecture before ensuring that the group understands what has already been discussed. You can check understanding by asking for volunteers to summarize concepts and fill in gaps during your transition.

- **Do not read or lecture to the group.**

Think back to the last class that you attended. If the Instructor lectured incessantly, chances are that you tuned out and did not learn much. This package is a *guide*, not your script. Flexibility is the key to success. You may modify discussion questions to meet the needs of the group. If you do not like or do not understand a question, change it.

- **Do not go too long without a break.**

As a general rule, groups need a break every hour for about 10 minutes. Although most participants will let you know when they need a break, you should watch for nonverbal signs, including glazed eyes, shifting in seats, falling out of seats, or snoring as indicators that a break is needed. Try to find natural breaking points in the course as needed. Adjust the timing of breaks as necessary according to what is going on in the class.

It is important to enforce break time limits. Resume training promptly at the end of a break!

- **Use each group you instruct as a resource for the next group.**

Consider the reaction of previous groups when you present the workshop to a new group. Do not be afraid to revise the course or your approach based on experience.

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