
MODULE 4: TESTING AND UPDATING YOUR PLAN

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Objectives

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

- 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.
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Scope

- Module Introduction
 - Communicating
 - Training
 - Practicing
 - Updating Your Plan
 - Module Summary
-

Methodology

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.

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.

The module concludes with considerations for updating an emergency plan.

Materials

- PowerPoint Visuals 4.1–4.12
 - Student Manual
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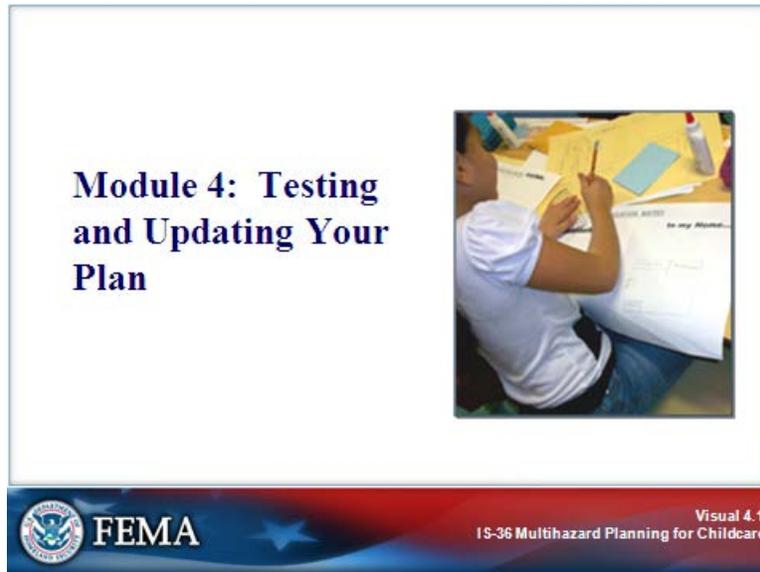
Time Plan

A suggested time plan for this module is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Module Introduction	5 minutes
Communicating	10 minutes
Training	5 minutes
Practicing	30 minutes
Activity: Drill Instructions	(20 minutes)
Updating Your Plan	5 minutes
Module Summary	5 minutes
Total Time	1 hour

MODULE INTRODUCTION

Visual 4.1



Instructor Notes: Present the following key points.

This module introduces you to the third step in being prepared: testing and updating your plan. During this step, you communicate, train, and practice the procedures you identified. You then use information from training, exercising, and communicating to update your plan.

MODULE INTRODUCTION

Visual 4.2

Module Objectives

- 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.

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Visual 4.2
IS-36 Multihazard Planning for Childcare

Instructor Notes: Present the following key points.

By the end of this module, participants should be able to:

- 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.

MODULE INTRODUCTION

Visual 4.3



Instructor Notes: Present the following key points.

Once you have identified procedures to address your hazards, you then need to identify who needs to know the procedures, how you will tell them, and how you will make sure they work.

Everyone who works at your site must be ready to act if something happens. To ensure preparedness:

- **Communicate:** Talk to staff and volunteers about your site’s emergency procedures and encourage them to have personal/family emergency plans.
- **Train:** Conduct internal training on your procedures and also consider external training, such as:
 - Community Emergency Response Team (CERT) training (training on disaster preparedness for hazards in your area; check for local availability through your local emergency management office).
 - First aid training.
 - FEMA independent study courses.
- **Practice:** Conduct drills on your procedures, including:
 - Evacuation.
 - Sheltering-in-place.
 - Drop, cover, and hold.
 - Reunification.

COMMUNICATING

Visual 4.4

Communicating: Children

- Give children advance warning about drills and what to expect.
- Stay calm.
- Use activities to make emergency preparedness fun and memorable.
- Make your communication age-appropriate.



FEMA
Visual 4.4
IS-36 Multihazard Planning for Childcare

Instructor Notes: Present the following key points.

You want children to be informed and prepared, but you do not want to scare them when you share information about your plan and emergency procedures.

Some things to consider before training and practicing are:

- Give children advance warning about drills and what to expect; also explain what happened at the completion of the drill.
- Stay calm.
- Use games, rhymes, music, art, and other activities to make emergency preparedness fun and memorable.
- Make your communication age-appropriate. For example, for:
 - **Toddlers:** Include toddlers in the drills. Provide them with simple instructions, and use rhymes and games to help them learn.
 - **Preschool children:** Give simple instructions and reassure these youngsters that they and your site are safe.
 - **Elementary and middle school children:** Allow the children to ask questions. Make sure they understand the difference between reality and fantasy.
 - **High school children:** Include high school children in discussions about how to keep the site safe.

COMMUNICATING

Visual 4.5

Communicating: Parents

Provide information on:

- Your evacuation locations.
- How you will shelter when necessary.
- Where you will take any injured children.
- What you need from them for emergency kits.
- How you will notify them of site closure.
- The importance of family preparedness plans.



The slide footer features the FEMA logo on the left, the text 'FEMA' in the center, and 'Visual 4.5' and 'IS-36 Multihazard Planning for Childcare' on the right, all set against a red and blue background with a star.

Instructor Notes: Present the following key points.

It is critical that parents know the details in your plan. Telling them what your procedures are will make them confident in your ability to protect their children. Include information on:

- Your evacuation locations.
- How you will shelter when necessary.
- Where you will take any injured children—doctors, hospitals, clinics.
- What you need from them for emergency kits—clothes, blankets, medicine.
- How you will notify them of site closure.
- The importance of family preparedness plans.

Note: Emergency cards are a good way to get important information to parents.

COMMUNICATING

Visual 4.6

Communicating: First Responders

Include emergency management and first responders so they will:

- Be familiar with your site and plans.
- Know your evacuation locations.
- Know how to best communicate with you and alert you to area emergencies.
- Help you improve your plan and your procedures.
- Provide training.

The slide footer features the FEMA logo on the left, which includes the text 'FEDERAL EMERGENCY MANAGEMENT AGENCY' around a central emblem. To the right of the logo is the text 'FEMA' in a large, bold font. Further right is a blue star on a red and white background. On the far right, the text 'Visual 4.6' and 'IS-36 Multihazard Planning for Childcare' is displayed.

Instructor Notes: Present the following key points.

Including emergency management and first responders in your training and practice will enable them to:

- Be familiar with your site and plans.
- Know your evacuation locations.
- Know how to best communicate with you and alert you to area emergencies.
- Provide input to help you improve your plan and your procedures.
- Provide training for your staff and children in various emergency response areas of expertise (fire, police, etc.).

TRAINING

Visual 4.7

Training

- Briefings**
 - Short meetings that provide information about a specific topic
- Seminars**
 - Used to introduce new programs, policies, or procedures
- Workshops**
 - Resemble a seminar but are used to build specific products, such as a draft plan or policy

FEMA Visual 4.7
IS-36 Multihazard Planning for Childcare

Instructor Notes: Present the following key points.

Training can be delivered in different ways to accommodate the schedules and needs of your site.

Some types of training include:

- **Briefings:** Short meetings that provide information about a specific topic (e.g., new evacuation sites, tips on how to contact parents).
- **Seminars/classroom training:** Used to introduce new programs, policies, or procedures. Provide information on roles and responsibilities. This may also include training presented outside of the site.
- **Workshops:** Resemble a seminar but are used to build specific products, such as a draft plan or policy.

PRACTICING

Visual 4.8



Instructor Notes: Present the following key points.

Exercises are tools to practice the processes and procedures in your plan. Once you have conducted the necessary training, then you can begin to conduct exercises.

Types of exercises are listed below:

- A **tabletop** is an exercise in which a scenario (often based on actual incidents at the site or recent events in the news) is presented and participants respond as if the scenario were really happening.
- A **drill** is an exercise used to test a single specific operation or function. Drills are often used to test new policies or equipment or practice current skills. Drills can test how well your site responds to simulated emergencies including intruders, fire, or severe weather.
- A **functional exercise** is the simulation of an emergency event that involves site and emergency management personnel “acting out” their actual roles.
- A **full-scale exercise** is a multiagency, multijurisdictional, multidiscipline operations-based exercise involving functional and “boots on the ground” response (e.g., firefighters decontaminating mock victims).

PRACTICING

Visual 4.9

Activity

Instructions: Working in small groups . . .

1. Develop a set of simple instructions for your assigned drill.
2. Be prepared to share your results in 10 minutes.

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Instructor Notes: Conduct the following activity.

For this activity, you may assign each group an evacuation drill, a drop, cover, and hold drill, or a shelter-in-place drill.

Purpose: This activity will give the participants the opportunity to practice writing and conducting drills.

Estimated Time: 20 minutes (10 minutes for teams to work; 10 minutes to report out)

Instructions: Working in teams:

1. Develop a set of simple instructions for your assigned drill.
2. Be prepared to share your results in 10 minutes.

Debrief: Ask for a volunteer to direct the class in their assigned drill. If time permits, ask a second group to direct the class in their assigned drill.

Provide feedback as appropriate to the groups on their instructions, and provide the following example procedures for drills:

PRACTICING

Visual 4.9, continued

Evacuation Drill

1. Take the emergency kit on the way out.
2. Take the closest and safest way out.
3. Do not stop for personal belongings.
4. Go to the designated area and wait for instructions.
5. Check for injuries.
6. Take attendance.

Drop, Cover, and Hold Drill

1. **Drop:** Take cover under a nearby desk or table, and face away from the window.
2. **Cover:** Cover your eyes by leaning your face against your arms.
3. **Hold:** Hold onto the table or desk legs.

Shelter-in-Place Drill

1. Clear the hallways immediately.
2. Close and tape all windows and doors, and seal the gap between the bottom of the door and the floor (simulate).
3. Take attendance. Report missing children.
4. Do not allow anyone to leave the shelter location. Allow emergency bathroom use only, using the buddy system.
5. Stay away from all doors and windows.
6. Permit use of telephones in emergencies only.
7. Wait for further instructions.

PRACTICING

Visual 4.10

Scheduling



Prepare a schedule that identifies dates for training and practical exercises.

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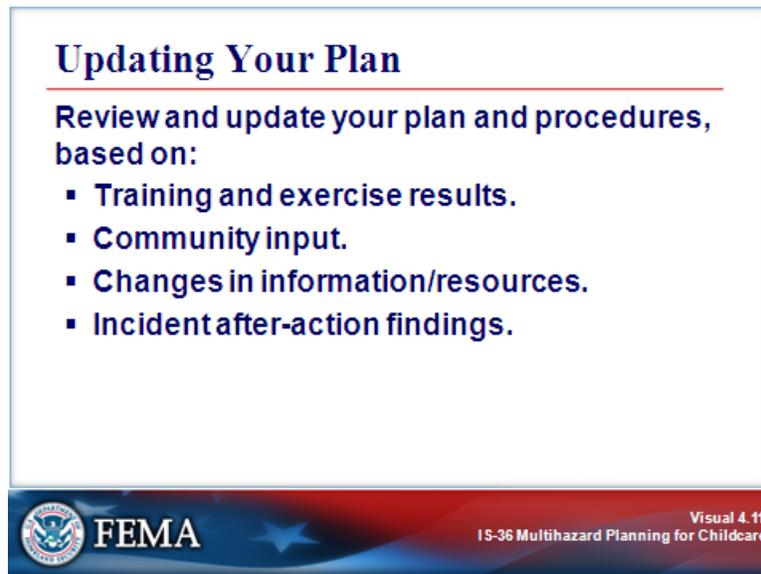
Visual 4.10
IS-36 Multihazard Planning for Childcare

Instructor Notes: Present the following key points.

Once you have identified the training needs for each audience (staff, children, parents) and how to practice the procedures, the next step is to prepare a schedule that identifies dates for training and practical exercises.

UPDATING YOUR PLAN

Visual 4.11



Instructor Notes: Present the following key points.

Another important part of emergency planning is knowing how you will keep your plan and procedures up-to-date.

Your plan and procedures need to be reviewed and updated regularly to reflect new information and lessons learned, based on:

- **Training and exercise results:** Identify improvements based on the results of training and exercises.
- **Community input:** Ask community members for input based on areas of expertise.
- **Changes in information/resources:** Make updates based on changes in contact information for parents/guardians, emergency management, first responders, and others in your community.
- **Incident after-action findings:** If an emergency happens, review your procedures immediately after to determine what worked, what did not work, and what to change.

Use the Job Aids on the following pages to evaluate your exercise results when conducting drills.

Job Aid: Sample Shelter-in-Place Drill Checklist

Procedure	Good (✓)	Needs Improvement (Specify)
Parents were informed about the drill, in advance.		
Staff knew shelter location.		
911 called (simulate during drill).		
Shelter notification clear.		
Children brought inside and to shelter location.		
Attendance taken.		
Emergency kits brought to shelter location.		
First aid kits brought to shelter location.		
Radios set up and monitored.		
Procedures for students needing medication during shelter-in-place practiced.		
If drill is for contaminated air: <ul style="list-style-type: none"> • Tape up any vents that can't be closed. (Simulate during drill.) • Place wet towels across the bottom of doors to the outside. (Simulate during drill.) • Tape around windows if air is leaking in. (Simulate during drill.) • Close drapes and curtains. 		

Job Aid: Sample Fire Drill Checklist

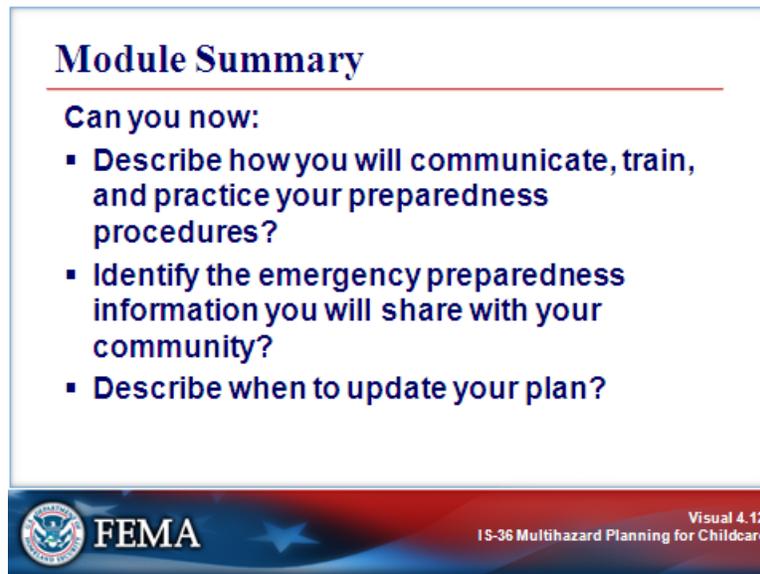
Procedure	Good (✓)	Needs Improvement (Specify)
Parents and staff were informed about the drill, in advance.		
Evacuation routes and exits posted.		
Staff knew where to exit.		
Evacuation notification clear.		
911 called (simulate during drill).		
Process to ensure everyone evacuated.		
Staff knew where to gather.		
Children brought to evacuation site.		
Attendance taken before evacuation and at site.		

Job Aid: Sample Evacuation Drill Checklist

Procedure	Good (✓)	Needs Improvement (Specify)
Parents were informed about the drill, in advance.		
Evacuation routes and exits posted.		
Evacuation site communicated to staff.		
Evacuation notification clearly communicated.		
911 called (simulate during drill).		
Emergency kits taken.		
Attendance list taken.		
Staff accounted for children: <ul style="list-style-type: none">• Before leaving facility.• In an initial safe location.• At evacuation site.		

MODULE SUMMARY

Visual 4.12



Module Summary

Can you now:

- 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?

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Visual 4.12
IS-36 Multihazard Planning for Childcare

Instructor Notes: Present the following key points.

To help you as you prepare to communicate your emergency plan, and to train and practice it at your facility, check out the following resources:

- Resources for communicating with children:
 - Ready Kids: www.ready.gov
 - Sesame Street: Let's Get Ready!: www.sesamestreet.org
 - U.S. Fire Administration for kids: www.usfa.dhs.gov
- Resources for staff and parent training:
 - FEMA independent study courses: www.training.fema.gov/is
 - CERT training: www.citizencorps.gov/cert
- The American Red Cross for first aid training: www.redcross.org
- Resources for family preparedness plans: www.ready.gov