



PREP RALLY CAMP LEADER GUIDE

**Emergency Preparedness Program
for Grades K–5**

ABOUT SAVE THE CHILDREN

Save the Children invests in childhood—every day, in times of crisis and for our future. With nearly 100 years of emergency response experience, Save the Children is the national leader in protecting children before, during and after disasters. Since Hurricane Katrina, we have served more than 1 million children affected by U.S. emergencies. Save the Children’s Get Ready Get Safe initiative is designed to help U.S. communities prepare to protect and care for the most vulnerable among us in times of crisis—our children. We help generate child-focused emergency plans, provide emergency training and ensure emergency resources are in place before crisis strikes. We keep kids safe, securing the future we share.

For more information, visit www.savethechildren.org/GetReady.

WRITTEN BY SAVE THE CHILDREN

PREP RALLY CAMP LEADER GUIDE

Emergency Preparedness Program for Grades K–5

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Are You Ready?

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Welcome to Prep Rally Camp!

Are you ready? Ready to learn, ready to engage, ready to make a difference and ready for fun? How about ready for an emergency? The Prep Rally Camp aims to use your skills and passion for your community to help ensure that when disaster strikes, children will be safe and protected. Based on interactive discussion, games and activities, Prep Rally Camp brings emergency preparedness concepts to life, helping children develop critical safety skills and awareness from the start. Thank you for your leadership in securing our future! The following pages will help you become familiar with Prep Rally Camp concepts and prepare you to lead a successful program!

Role of Parks and Recreation in Protecting Children in Emergencies

This Prep Rally Camp Guide was created for parks and recreation agencies as they play a critical role in protecting children before, during and after emergencies. Parks and recreation agencies are at the heart of every U.S. community, and through their extensive reach of programs and services, are woven into the fabric of everyday life for millions of Americans. Of these agencies' many roles, none is more important than their commitment to safety—especially the safety of children whom are often the most vulnerable in dangerous situations. Parks and recreation professionals are on the front lines of ensuring children's safety every day, providing the structures and programs that help children learn, play and thrive in safe and familiar environments where they feel protected.

As community leaders for children's safety, parks and recreation agencies play a key role in supporting children and families as they plan and prepare for disasters. Less than half of American families have an emergency plan¹ even though the majority of parents are at least somewhat worried about how a disaster may affect their child.² Through communications, programs and special events, parks and recreation agencies can be a leader in educating families on emergency planning that best protects their children, and providing them the tools to do so.

Teaching children the basics of emergency preparedness from the start will equip them with the tools they need to stay safe and build upon their natural resilience so when a disaster strikes, they can bounce back more quickly. Engaging children in disaster education will also help them understand and appreciate that there are caring adults around who want to protect them, helping to relieve any anxiety that a child may have regarding the possibility of disaster. By committing to making preparedness a priority, parks and recreation can help the spark of a movement to raise a generation of prepared citizens.

¹ FEMA, 2013. Personal Preparedness: Findings from the 2012 FEMA National Survey.

² Save the Children, 2014. What Are You Waiting For? 2014 National Report Card on Protecting Children in Disasters.

In partnership with the Foundation for Sustainable Parks and Recreation, Save the Children has developed the Prep Rally Camp as a turnkey curriculum to help parks and recreation professionals successfully teach children grades K–5 the basics of emergency preparedness through engaging, interactive content and activities. The best part is that the Prep Rally can be adapted to fit the specific needs of your community and program schedule. So get ready to have some fun with Prep Rally Camp!

About Prep Rally Camp

AUDIENCE: Prep Rally Camp was created for children in grades K–5. Activities are sorted by age range can be altered to best fit your target age group. While the opening cheers, video, and starter activities can be done in a large group, the discussion, story reading, and practice and enrichment activities are often best done in small or medium group sizes (5–30 children).

TIME REQUIRED: Prep Rally Camp is divided into five sections of 1–3 hours of program content. You can adjust Camp Day time by adding or omitting activities to fit within your allotted program time. Time approximations are provided for each activity in the Camp Guide to help you plan accordingly.



Prep Rally Camp Overview

DAY 1: WARM UP – ARE YOU READY?

Introduction on why we prepare for emergencies.

Starter	Cookies Anyone?
Practice Activities	Introduce Keywords
	Cheer Up!
	What Makes You Feel Safe Worksheet
	Reading to Ready Day 1
Send Home	Why Preparedness Matters to You

DAY 2: PREP STEP 1 – RECOGNIZING RISKS

Identifying and prepping for disasters in your region.

Starter	Where Disasters Happen
Practice Activities	Hazard Hunt Game
	I Spy Game
	Disaster Map Worksheet
	Reading to Ready Day 2
	Disaster Flashcards
	Enrichment: Weather Forecast Video
Send Home	Preparedness Pledge

DAY 3: PREP STEP 2 – PLANNING AHEAD

Emergency communication and the parts of a family emergency plan.

Starter	Un-Telephone Game
Practice Activities	Making a Home Plan
	Child ID Cards
	Reading to Ready Day 3
	Enrichment: Model Building Emergency Planning
Send Home	Family Disaster Checklist

DAY 4: PREP STEP 3 – GATHERING WISE SUPPLIES

Making family and personal disaster supplies kits.

Starter	Disaster Supplies Relay Race
Practice Activities	Disaster Supplies Packing List
	Packing List Picture Game
	Reading to Ready Day 4
	Enrichment: Storybook Creation
Send Home	Disaster Supplies Checklist

DAY 5: PREP STEP 4 – DURING DISASTER/REVIEW

What to do and who to trust when disaster strikes.

Starter	Dance Party
Practice Activities	Who to Trust
	Prep Rally Quiz Game
	Share Circle
	Enrichment: Guest Speaker
Send Home	10 Tips to Help Children Cope with Disaster

SHARE DAY/ FAMILY NIGHT:

Consider hosting a share day where the children can present what they have learned and what they have created at Prep Rally Camp with their families and friends. Invite local first responders, meteorologists, or other safety experts to present. This is a great way to get the whole community involved in preparedness! For ideas see p. 84.

Learn the Plays

How the Prep Rally Camp Leader Guide Works

The Prep Rally Camp Leader Guide is broken down into five easily teachable days of content that outline all the basics of preparing for emergencies: 1) Recognizing Risks; 2) Planning Ahead; 3) Gathering Wise Supplies; and, 4) During Disaster. Each day contains the same components to help you navigate and share the content; they are:

- ABOUT THIS STEP:** A brief overview of the step's content and any special instructions about how you share this information with children.
- GOALS:** Outcomes that children should complete or be able to reiterate at the conclusion of each step.
- INTRODUCTION:** An introduction to the day's theme and a chance to review key points from the previous days.
- VIDEO:** Consider using the Prep Rally Video Series to kick off each Camp Day. These videos introduce key concepts in a fun way. The videos can be found at www.savethechildren.org/PrepRally.
- STARTER:** Attention-grabbing activities and demonstrations that help children understand key Prep Rally concepts.
- DISCUSSION:** Questions that get children thinking and talking about key concepts.
- KEY POINTS:** Important learning points that should be addressed either during or following the discussion. These are the points that children should be able to repeat at the end of Prep Rally Camp. Each point is supported by additional information to help leaders understand and explain the concepts.
- PRACTICE:** Activities, games and resources that reinforce the key learning points of the Prep Step. Choose the activities you want to fit your allotted time. Enrichment activities engage children in creative learning and application of preparedness concepts. These activities usually require a few more materials and take more time than the other practice activities so be sure to plan accordingly. Each day also includes Reading to Ready book selections as this activity fosters literacy skills, and children can learn to prepare and cope with emergencies in a non-threatening way through story characters. Use the Reading to Ready Booklist or pick your own selections.
- SEND HOME:** One resource that you can send home to parents to help families prepare for emergencies.
- LEADERS:** Blue boxes indicate key information or helpful hints for program delivery.
- KEYWORDS:** Green boxes offer a simple definition of words children may not recognize or understand.

Prep Rally Camp Checklist

Before the start of camp, make sure you have covered the basics so that you can have a successful program.

✓	Read the Curriculum	Review the Leader Guide to get a good understanding of the program and think about what activities would work best for your group size, group ages, and allotted program time.
✓	Make a Plan	Decide on the format of your Prep Rally Camp, choosing the best activities for your audience. Will you do the opening together and then break up into smaller groups for the activities? How will you break up groups? By age/grade? Who will be your lead staff? Decide how long your camp day will be and choose camp dates.
✓	Register	Be sure to register your Prep Rally Camp at www.savethechildren.org/PrepRally . This will help us help you and ensure you have the latest Prep Rally resources and access to upcoming trainings.
✓	Train Staff	Help your staff learn and understand the program by walking through the content together. Prep Rally Camp was designed as a turnkey curriculum and as such, no additional training is required. However, if more training is desired, sign-up for a free webinar at www.savethechildren.org/PrepRally , or email GetReady@savechildren.org
✓	Get Supplies	Based on the activities you select, ensure you have the right supplies, books, worksheets and take-home materials ready for each day. Some activities require extra space, so ensure you identify proper locations (inside or outside) beforehand.
✓	Promote Camp	Spread the word about Prep Rally Camp! Put up posters or give out flyers. Consider sending home a letter to parents (See Sample Letter, p. 90) or reaching out to local media (See Sample Press Release, p. 91).
✓	Camp it Up!	Host your camp. Follow the plan you created and remember to have fun!
✓	Share Your Camp	After Prep Rally Camp, share what you did! Share photos and stories with parents and the community through your website, newsletters and social media. Also share with Save the Children for a chance to be featured in the Get Ready Get Safe newsletter or blog. Tag us in social media using @Savethechildren and hashtags #GetReady or #PrepRally . You can also email stories to GetReady@savechildren.org .



Warm-Up – Are You Ready?

ABOUT THIS STEP

This section outlines what it means to prepare for emergencies and why it is important to helping us feel safe.

GOALS

- Understand why we need to prepare for emergencies.
- Identify people, places and items than help us feel safe.

Warm-Up (5 min)

INTRODUCTION: WELCOME TO PREP RALLY CAMP

Welcome to Prep Rally Camp! This week we'll be learning the basics of getting ready for emergencies. We'll also learn more about natural disasters and how we can prepare for them so we can stay safe. We'll talk about the hazards and risks in our area, how to make an emergency plan, what supplies we need, and what to do during an emergency.

ARE YOU READY!???

GROUP STRETCHES



LEADERS: Lead children in a series of stretches and warm-up activities like jogging in place and jumping jacks to get children up and moving. Have fun with it. For example, you can have children stretch their brains so they can fit in more Prep Rally Camp learning. Consider inviting a few children to help you lead the stretches.



ENERGY BOOST: Get your Prep Rally Camp started right by getting the kids excited to learn and have some fun. Use a call and response cheer at the start of each Prep Step to help children get out some of their chatter and to boost the energy of the room.



CHEER 1

LEADER: Get Ready!

CHILDREN: Get Safe!

OTHER EXAMPLE CHEERS

CHEER 1	TOGETHER	Let's Get Ready, let's not wait! Let's make a plan so we Get Safe!
CHEER 2	LEADER	Two, four, six eight!
	CHILDREN	Get Ready, Get Safe!
CHEER 3	LEADER	One, two;
	CHILDREN	We have work to do.
	LEADER	Three, four;
	CHILDREN	Need to plan before.
	LEADER	Five, six;
	CHILDREN	So when disaster hits.
	LEADER	Seven, eight;
	CHILDREN	We'll all be safe.

Prep Rally Video (5 min)

Watch Warm-Up – Are You Ready? www.savethechildren.org/PrepRally

Starter (10 min): Cookies Anyone?

STARTER PROPS

Use the props below or other easily accessible or transportable items that you can use to recreate the demonstration below in your own way.

- Soccer ball
- Water bottle
- Spoon
- Plate
- Sunglasses
- Sunscreen
- Cup
- Mixing bowl
- Sugar (container can be empty with a label for demonstration purposes)
- Flour (container can be empty with a label for demonstration purposes)
- Egg carton (empty)
- Flashlight
- Newspaper
- Batteries
- Helmet
- Pencil and paper
- T-shirt

1. Have items from the Starter Props list on a table or floor where the whole group can see them. If you don't have the items, use pictures of the items or project images of the items on a screen so everyone can see them.
2. Ask for one or two volunteers for help with an activity.
3. Explain to the group that you need its help to get ready for a very busy day tomorrow.
4. Ask the volunteers to help identify and pick up the things you would need for each activity from the prop pile.
5. Say, "What would I need for?"
 - Soccer practice?
Answer: Soccer ball and water bottle
 - A walk in the sun?
Answer: Sunglasses and sunscreen
 - Drawing lessons?
Answer: Pencil and paper
 - Dinner?
Answer: Spoon, plate, cup
 - Baking cookies?
Answer: Spoon, mixing bowl, flour, sugar, eggs
6. Explain that there are things we do to prepare every day that require specific supplies and actions to complete the task. For example, we wouldn't bring a spoon to soccer practice or a plate for a walk in the sun. It's the same when we think about emergencies. There are specific things we need during emergencies to stay safe.
7. Now ask the volunteers if they can bake the group a batch of cookies. Let them think about this for a few seconds. When they realize that they can't do it, ask them why not?
8. Explain the reasons why the volunteers can't bake cookies here. They don't have a recipe or a plan, they don't have all the right ingredients, they don't have an oven. Explain that it would be silly to try to bake the cookies now because they don't have a plan, they don't have what they need. The same goes for emergencies. We need to have a plan so that we know what to do during emergencies. We must practice it to stay safe. We also need the right ingredients to prepare for a disaster—a Disaster Supplies Kit.

Discussion (15 min): Preparing Every Day



LEADERS: Use the question guide below to help you facilitate discussion about safety and getting ready. After reading each question, give children a few moments to think of their answer before calling on them. Encourage everyone to participate and get several children to respond to each question before moving on to the next. Keep children on track by not straying far from the guide and offer your own examples if they have trouble answering.



KEYWORDS: **Prepare** (v.): To get ready for something.

Emergency (n.) An unexpected event that may cause damage or harm.

1. What is something you prepared for today and how did you do it?

Example Answers: I got ready for school by doing my homework. I prepared for the day by eating breakfast and getting dressed. I got ready for the game by going to soccer practice.

2. Why do we prepare for things?

Answer: It helps us do things correctly and improves the outcome or result.

3. Does anyone know what a helmet (can substitute another safety item) is used for?

Answer: Helmets are used to keep people's heads protected.

4. Explain that there are other things we do to stay safe.

5. What kinds of things do we do every day to stay safe?

Example Answers: Wearing a helmet, wearing a seat belt, looking both ways when they cross the street, fire and earthquake/tornado drills.

6. Think about a time when you felt afraid or scared and what you did to feel safe.

- Who helped you feel safe?
- Were you prepared/ready?
- Are you prepared now, if something were to happen again? At school? At home?



LEADER: If needed, give examples (e.g., the dark, storms, bugs, big animals). If children respond with answers about abuse or violence, acknowledge that those situations are very scary and bad and try to steer the conversation toward less graphic fears. Follow up with the child who mentioned the abuse after the program to determine if something needs to be reported to the authorities so the children will be safe.

7. Has your family prepared for emergencies or disasters? If so, how? What else do you think we could do?



KEYWORDS: **Natural Disaster** (n.) An emergency caused by the weather or the earth's movement.
Examples: tornado, earthquake.

At Prep Rally Camp, we're going to be talking more about what we can do to prepare for emergencies, so that we can be safe. We'll cover three main ways to get ready: 1) Recognizing Risks, 2) Planning Ahead, and 3) Gathering Wise Supplies.

Let's practice these points with a cheer. We'll be repeating this cheer every day so do your best to memorize it!

- LEADER:** One!
- CHILDREN:** Recognize Risks!
- LEADER:** Two!
- CHILDREN:** Plan Ahead!
- LEADER:** Three!
- CHILDREN:** Gather Wise Supplies!

Key Points (10 min): Are You Ready?



LEADERS: Get familiar with the key points and explanations before the Prep Rally. Read or summarize the points and explanations to the children during the program.



ENERGY BOOST: To help children stay engaged and remember the material, have them repeat the key points after you state them.

REMEMBER

KEY POINT 1: WE PREPARE FOR ACTIVITIES THAT ARE IMPORTANT TO US. WE NEED TO PREPARE TO STAY SAFE DURING EMERGENCIES.

We do things to prepare every day. We get dressed and brush our teeth to prepare for the day. We do our homework to prepare for school. We cook to prepare a meal to eat, we practice to prepare for the soccer game. There are things we do to stay safe like wearing seatbelts and bike helmets and having smoke detectors in our homes and schools. We also need to prepare for emergencies so that we know how to help keep ourselves, our families and our friends safe.

KEY POINT 2: IT'S OKAY TO FEEL SCARED OR AFRAID WHEN THINKING ABOUT EMERGENCIES.

Emergencies are scary because we don't always know what's going to happen. It is normal to feel afraid during emergencies or even when you think about emergencies. Emergencies can be scarier when we don't have a plan and don't know what to do. To feel less afraid we can prepare for emergencies and know what to do.

KEY POINT 3: GETTING READY FOR EMERGENCIES HELPS US FEEL SAFE BECAUSE WE KNOW WHAT TO DO.

We can make emergencies less scary by taking steps to prepare for them. This week we're going to discuss some ways that we can prepare, including knowing risks, making a plan and building a Disaster Supplies Kit.

PRACTICE

Choose the activities that best fit your age group and program time.

INTRODUCE KEYWORDS (GRADES K–5, 30 MIN–1 HR) P. 16

Help children learn important vocabulary words they will use throughout the week.

CHEER UP! (GRADES K–5, 30 MIN–1 HR) P. 17

Get children in the spirit by creating preparedness-themed cheers that can be used throughout the week.

WHAT MAKE US FEEL SAFE? (GRADES K–5, 20 MIN) P. 19

Disasters can be scary. Take some time to draw and discuss the things that help make us feel safe.

READING TO READY DAY 1 (GRADES K–5, 30 MIN) P. 18

Help children learn about disasters and preparedness by reading emergency-themed books.

SEND HOME: EMERGENCY PREPAREDNESS: WHY IT MATTERS TO YOU, PP. 20–21

Introduce Keywords (Grades K–5, 30 min)

Help children become familiar with keywords that they will hear throughout Prep Rally Camp. Ask children to help define each of the following terms (i.e., What does it mean to prepare?), then choose one of the activity options below to help them memorize these keywords.



KEYWORDS:

Prepare (v.): To get ready for something.

Emergency (n.): An unexpected event that may cause damage or harm.

Hazard (n.) Something that could be harmful.

Risk (n.) Being exposed to or near a hazard.

First Responder (n.) A professional who is trained to respond to emergencies and arrives at the site of an emergency quickly.

Natural Disaster (n.) An emergency caused by the weather or the earth's movement.
Examples: tornado, earthquake.

ICE Contact (n.) In Case of Emergency contact. Everyone should memorize at least 3 ICE contact phone numbers and program them in their phones.

Evacuate (v.) To leave a place or building during an emergency.

Shelter-in-Place (v.) To stay inside a building, in a safe room or shelter during an emergency.

Disaster Supplies Kit (n.) A group of materials that every family should have to be safe during an emergency, including food and water, safety supplies, medical supplies and identification documents.

ACTIVITY OPTION 1

Have children make keyword flashcards that they can keep and refer to throughout the week. Cards should include pictures, definitions and example sentences correctly using the word.

MATERIALS

- Paper, scissors, pens/pencils, markers/crayons

ACTIVITY OPTION 2

Play a Keyword Picture Game where children can practice drawing and guessing the keywords.

1. Write each keyword on a separate small piece of paper. Fold each paper in half, hiding the word. Place all the word sheets in a basket, hat or another container.
2. Have one child pick one paper from the container and, without showing anyone else the card, draw the keyword on a white board or large piece of paper while the rest of the group tries to guess the keyword.
3. After the word has been correctly identified, the child who guessed the correct answer becomes the drawer for the next round.
4. Repeat until all keywords have been used.

MATERIALS

- White board or large paper pad, markers, paper, pen, hat, basket, or container

Cheer Up! (Grades K–5, 30 min–1 hr)

Get pumped up for Prep Rally Camp by creating safety-themed cheers to use throughout the Camp.

MATERIALS

- Paper or poster board for each team
- Makers/pens
- Scissors
- Glue/tape
- Assorted craft supplies (e.g., glitter, pipe cleaners, construction paper etc.)

DIRECTIONS

1. Divide children into teams of 5–10.
2. Have teams introduce themselves, sharing their names and something they do regularly to stay safe.
3. Instruct each team to come up with a team name and make a poster with the team name.
4. After deciding on a name, create one or two safety-themed cheers to use throughout the week.
 - Encourage children to be creative, using rhyming and motions or dance moves.
 - Cheers should include the team name and poster they created.
 - Have teams use keywords in their cheers including emergency, plan, safe, ready, or disaster.
 - For older children, consider making additional parameters for their cheers such as cheer length (8–12 lines) or encouraging them to rhyme.
5. Instruct children to make signs, pom poms, megaphones or other props to boost the performance.
6. After creating and practicing the cheers, have each team perform its cheer for the whole group.

Reading to Ready (Grades K–5, 30 min–1 hr)

Use our Reading to Ready Booklist (pp. 87–89) to select and read one or two age-appropriate story selections. Below are a few recommended for Day 1: Warm Up.

Ask questions throughout the reading about keywords as well as character’s actions and emotions. Reinforce what the characters did and did not do with respect to safety and planning.

Option: Have children re-create their favorite part of the story through drawing or acting. Have them explain why it was their favorite part and how the character was being safe or not. Have them explain what they would have done in the same situation.

EMOTIONAL RESILIENCE			
<i>Scaredy Squirrel</i>	by Melanie Watt	Scaredy Squirrel does not want to leave his tree for fear of killer bees, germs, and other disasters, but takes the leap and learns he can glide.	Grades K–3
<i>What to Do When You're Scared and Worried</i>	by James J. Crist	Kids have worries just like grown-ups. This book helps explain where worries and anxiety come from and gives kids tips to handle their worries.	Grades 3–5
PREPARING FOR EMERGENCIES			
<i>Ready, Set ... Wait! What Animals Do Before a Hurricane</i>	by Patti R. Zelch, illustrated by Connie McLennan	A look at how people as well as animals prepare for a hurricane.	Grades K–3
<i>Be Careful and Stay Safe</i>	by Cheri J. Meiners	This book helps kids stay safe in everyday situations and prepare for emergencies too. Also included are discussion questions, activities, and games for practice. (From the Learning to Get Along series.)	Grades K–3
<i>Terrorists, Tornadoes, and Tsunamis: How to Prepare for Life's Danger Zones</i>	by John Christian Orndorff	A list of tools and advice for prepping for and surviving a variety of disasters.	Grades 3–5

Compiled by ALSC Quicklists Committee, 2015

WHAT MAKES YOU FEEL SAFE?

Thinking about people, places or things that make us feel safe and protected can help comfort us during an emergency. We can prepare for emergencies by planning with people we care about and putting comfort items in our disaster supplies kits.

DRAW A PICTURE OF WHAT MAKES YOU FEEL SAFE.

EMERGENCY PREPAREDNESS: WHY IT MATTERS TO YOU

We spend hours of every day preparing: for the day, the big presentation or a family meal. But when was the last time you took steps to prepare you family for a disaster? With nearly 100 years of emergency response experience, Save the Children knows that children are most vulnerable in disasters, with unique needs that require specific and purposeful planning to keep them from harm. Taking simple steps, like making a family plan, gathering disaster supplies and keeping informed will help protect your children.

Don't let these assumptions stand in the way of making emergency preparedness a priority for your family and community.

IT'S SCARY

It may seem scary to talk to your children about emergencies, or maybe it just never seems like the right time. That's normal. But thinking and talking through worst-case scenarios can help prevent them from becoming worst-case realities. **It took seven months for the last child to be reunited with her family following Hurricane Katrina** and we can't let that happen again. Protect your family by having a disaster plan and being informed. If needed, spread out conversations about different types of emergencies so it doesn't feel so overwhelming. Ultimately, children will feel safer knowing what to do and understanding that adults are equipped to protect them.



IT WON'T HAPPEN HERE

Many of us like to think we live in safe neighborhoods, but the reality is that disasters pose a threat to everyone. **Ninety percent of children in the United States live in areas at risk for natural disaster and manmade disasters can strike anywhere at any time.** While emergency plans cannot prevent an emergency from happening, they can mitigate the effects of an emergency, especially its harm to children who are dependent on caregivers for their safety.

EMERGENCY PREPAREDNESS: WHY IT MATTERS TO YOU

MY KIDS ARE SAFE WITH ME

What about all those times your kids aren't with you? Each work day, 69 million children are in child care or school, separated from their families, yet Save the Children's National Disaster Report Card found that **many states and the District of Columbia lack basic safety standards for protecting kids in these facilities.** Even if your school has a great emergency plan, the one down the street may not, leaving thousands of children vulnerable and at risk. Be familiar with your school's plan and take action by urging local, state and national leaders to make kids' needs a priority.

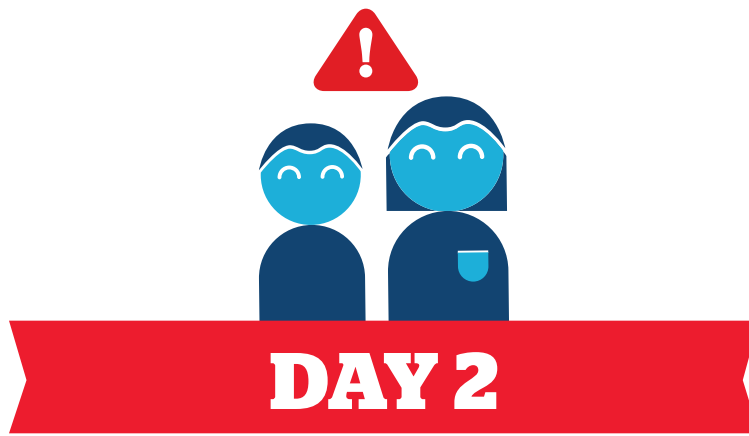
“It isn't about waiting until the storm is upon you to ask yourselves if you are ready. It isn't the time when you are waiting in a room full of worried parents wondering if your child is seriously injured or worse ... Now is the time for all of us to act. It is time to be prepared.”

--Alissa Parker,

Mother of 6-year-old Sandy Hook Elementary victim

WE'VE ALREADY PREPARED

Being prepared is more than having a plan and making a kit, it's part of a safe lifestyle that **requires regular practice and maintenance.** Practice emergency drills with the family. Provide the school with updated medical and contact information and make sure all caregivers are familiar with your emergency plan.



Prep Step 1 – Recognizing Risks

ABOUT THIS STEP

We need to know what types of emergencies to prepare for so that we have the right plan and supplies. This section covers what risks and hazards are and how to identify and monitor different types of weather risks in our area.

GOALS

- Know how to identify risks.
- Identify what disasters threaten your community and how to respond to each type.
- Know how to monitor weather risks.

Warm-Up (5 min)

REVIEW

What did we learn during Day 1 of Prep Rally Camp?

- We prepare for activities that are important to us. We need to prepare to stay safe during emergencies.
- It's okay to feel scared or afraid when thinking about emergencies.
- Getting ready for emergencies helps us feel safe because we know what to do.

INTRODUCTION

Part of getting ready for disasters is knowing what types of disasters may affect us so that we can have the right plan and supplies. Today we will be learning about types of natural disasters and how to identify and monitor weather risks.

ARE YOU READY!???

GROUP STRETCHES



LEADERS: Lead children in a series of stretches and warm-up activities like jogging in place and jumping jacks to get children up and moving. Have fun with it. For example, you can have children stretch their brains so they can fit in more Prep Rally Camp learning. Consider inviting a few children volunteers to help you lead the stretches.



CHEER 1

- LEADER:** Get Ready!
CHILDREN: Get Safe
LEADER: One!
CHILDREN: Recognize Risks!
LEADER: Two!
CHILDREN: Plan Ahead!
LEADER: Three!
CHILDREN: Gather Wise Supplies

LEADER NOTES

Repeat any other large group cheers taught during Day 1.

Consider having one team perform their cheers they created on Day 1 for the rest of the group.

Today we are going to be talking about Prep Step 1: Recognizing Risks!

Prep Rally Video (5 min)

Watch Prep Step 1 – Recognizing Risks: www.savethechildren.org/PrepRally

Starter (10 min):Where Disasters Happen

DIRECTIONS

Use the Disaster Map Images (pp. 90–94) for this activity. You will also need a map of the United States.

This activity can be used in small or large groups. If presenting to small groups, print out the maps and the names of the disaster and have the groups match the names to the map. If presenting to a large group, consider using a slide show presentation on a projector screen so everyone can see.

Note that while the questions in Part 1 can be used for children in Grades K–5, Part 2 should only be used for children in Grades 3–5.

PART 1

1) Look at a typical map of the United States with states and directional regions (Northeast, Southwest, etc.) marked and ask the following questions:

- Where do we live?
- What state?
- What city?
- What region?
- What is weather like in our region? Is it hot most of the time?

Is it cold?

Do we have all four seasons?

2) Explain that the weather and climate of a place is a part of what types of disasters might happen.

- For instance, in places by the ocean, we might get more hurricanes, because hurricanes are storms that form over the water.
- In places that are cold, we might get bad winter storms.
- Some places that are very hot and dry in the summer and may have wildfires.

PART 2

(This part of the activity should be used with children in Grades 3–5).

Choose either large group or small group setting.

1) In one large group (More than 10 children):

1. Hold up each risk map individually.
2. Ask, “What do you think this part of the country is most at risk for? Is it hurricanes? Earthquakes? Or Tornadoes? Why?”
3. Go through all the maps, noting the region and the climate. Move on to the next map when the children have the correct answer.
4. Hold up the national map showing all the ‘at risk’ areas and ask “Where are we on this map? Are we at risk for any of the natural hazards we talked about?” “What else is around us that we might want to be aware of? Do we have a river that might flood? And winter storms or blizzards that we might want to prepare for?”

2) In small groups (Fewer than 10 children):

1. Show children all disaster risk maps.
2. Tell them to decide as a group which type of hazard each map might represent.
3. Talk through the questions outlined above (see numbers 2 and 4 in the large group section).

Discussion (10 min): Risks and Hazards



LEADERS: Use the question guide below to help you facilitate discussion about risks and hazards. After reading each question, give children a few moments to think of their answer before calling on them. Encourage everyone to participate and get several children to respond to each question before moving on to the next. Keep children on track by not straying far from the guide and offer your own examples if they have trouble answering.



KEYWORDS:

Hazard (n.) A hazard is something that could be harmful. Example: Electricity wires sticking out of the wall.

Risk (n.) A risk is being exposed to or near a hazard. Example: Being near an electric wire that is sticking out of the wall may put you at risk of being shocked.

First Responder (n.) A professional who is trained to respond to emergencies and arrives at the site of an emergency quickly

Natural Disaster (n.) An emergency cause by the weather or the earth's movement. Examples: tornado, earthquake, hurricane.

1) What is a hazard?

Answer:

- A hazard is something that could be harmful. Example: Electricity wires sticking out of the wall.

2) What is a risk?

Answer:

- A risk is being exposed to or near a hazard. Example: Being near an electric wire that is sticking out of the wall may put you at risk of being shocked.

3) What are some hazards that you see every day?

Example Answer: A busy street. A puddle in the hallway that makes it slippery.

4) What are some risks that you see every day?

Example Answer: Walking across a busy street. Walking in a slippery hallway.

5) What are some examples of weather hazards? What might affect our weather risks?

Answer: Weather hazards include storms like thunderstorms, hurricanes, tornadoes, winter storms as well as earthquakes, landslides, tsunamis and flooding. Where we live (geography) may affect the weather risks in our area. For example, hurricanes affect people who live on the coast. Seasons or the time of year may also affect weather risks. For example, hurricanes are most likely to happen in the summer and fall months (June–November).

6) Why is it important to know about risks and hazards?

Answer: Thinking about all the hazards you might find can be scary. But it's important to be aware of hazards to prevent them and prepare for them. For example, you wear a bike helmet to help prevent you from hurting your head, should you fall off your bike. You may not fall off your bike, but you want to be safe just in case. It's the same for weather risks. If we are expecting a lot of rain from a thunderstorm we may want to prepare our homes for flooding.

7) What should you do if you see a hazard?

Answer: Stay away from the hazard so you don't get hurt. If the hazard is simple and you know how to remove it (e.g., a stick in a path that may cause you or others to trip), remove the hazard to protect others. In other situations, tell an adult about the hazard. It is the adult's responsibility to remove the hazard.

8) What are some ways that we can monitor weather risks?

Answer: We can listen to the news or weather forecasts on TV, the radio or the internet. Using a hand-crank or battery-operated radio can be one of the best ways to monitor the weather, because they can be used even if a disaster makes the electricity go out. We can also encourage our parents to sign up for text weather alerts that send weather information to their phones.

9) When talking about severe weather, what does a WATCH mean (e.g., a thunderstorm watch)?

Answer: A watch means that the conditions are right for severe weather to occur and/or severe weather has been spotted in a nearby area.

10) What should you do if there is a severe weather watch?

Answer: You should keep watching the weather and monitoring the situation. Weather can change very quickly and we want to be able to take action when we need to do so.

11) When talking about severe weather, what does a WARNING mean (e.g., thunderstorm warning)?

Answer: A warning means that severe weather is in the area or will be very soon.

12) What should you do if there is a severe weather warning?

Answer: You should take action by following your emergency plan so you can stay safe (we will talk more about parts of our emergency plan including evacuation and shelter-in-place in Prep Step 2: Planning Ahead).

Key Points (10 min): Recognizing Risks



LEADERS: Get familiar with the key points and explanations before the Prep Rally. Read or summarize the points and explanations to the children during the program.



ENERGY BOOST: To help children stay engaged and remember the material, have them repeat the key points after you state them.

REMEMBER

KEY POINT 1: THERE ARE HAZARDS AND RISKS AROUND OUR HOMES AND COMMUNITIES.

Every day, we encounter risks and hazards in our homes and communities. Hazards are things that might cause harm, such as a poisonous chemicals. A risk is being near or exposed to a hazard, such as being near a chemical spill. We don't have to be afraid of or constantly worry about these hazards if we take steps to prevent them and prepare for them. Some of the hazards we see every day are easy to prepare for. For example, bike helmets prevent us from injuring our heads should we fall off a bike. We pick up toys from the floor so that no one will trip on them or hurt their feet. It's important that we are able to recognize the hazards around us to help keep us safe.

KEY POINT 2: FIRST RESPONDERS AND OTHER ADULTS CAN HELP IDENTIFY AND REMOVE RISKS AND HAZARDS.

First responders, like police officers and firefighters, can help us identify hazards and know how to prepare for them. Parents, teachers and coaches also help us know when we are at risk and need to take action. When children identify a hazard that makes their environment unsafe, they should tell an adult immediately. For example, if you see broken glass on the floor, tell an adult immediately so that they can clean it up.

KEY POINT 3: EACH COMMUNITY HAS ITS OWN RISKS FOR NATURAL DISASTERS.

We need to be familiar with the risks that may affect our community. Not every place has the same disasters. People who live on the coast by the ocean may need to prepare for hurricanes, whereas, people who live in the middle of the United States should prepare for tornadoes. Everyone should prepare for fires, earthquakes and floods, because they can happen anywhere.

KEY POINT 4: KNOWING HOW TO MONITOR THE WEATHER CAN HELP KEEP US SAFE.

Once we learn what weather risks may happen in our area, we need to know how to prepare for them and when to take action. We can know when to take action by monitoring the weather through news and weather reports on TV, on the radio or on the internet. When there is a severe weather watch we need to keep watching the weather and get ready to take action. When there is a severe weather warning we need to act and follow our adult leaders and emergency plan.

PRACTICE

Choose the activities that best fit your age group and program time.

HAZARD HUNT GAME (GRADES K–5, 30 MIN) P. 29

Help children learn how to identify hazards in their environment. In this game, the leader takes children on a tour of the room, building, and other facilities as children look for potential hazards.

I SPY GAME (GRADES K–2, 10 MIN) P. 30

Teach how to identify risks and hazards with the I Spy Game a series of pictures that kids can spy hazards and/or safety supplies.

DISASTER MAP WORKSHEET (GRADES 3–5, 20 MIN) P. 32

Using what they've learned and the provided disaster maps, have children color in their own Disaster Map Worksheet using a different color for each type of disaster.

READING TO READY DAY 2 (GRADES K–5, 30 MIN) P. 33

Read emergency-themed books followed by discussion.

DISASTER FLASHCARDS (GRADES 2–5, 20 MIN–1 HR) P. 34

Use the Disaster Flashcards to play a series of games that help children become familiar with different types of disasters.

ENRICHMENT: WEATHER FORECAST VIDEO (GRADES 3–5, 1–1.5 HRS) P. 36

Help children become familiar with different types of disasters and related weather terminology by creating their own weather forecast.

TAKE HOME: PREPAREDNESS PLEDGE, P. 37

Hazard Hunt Game (Grades K–5, 30 min)

Help children learn how to identify hazards in their environment. In this game, the leader takes children on a tour of the room, building, and other facilities as children look for potential hazards.

MATERIALS

- Paper and pen or pencil for each child

DIRECTIONS

1. Explain to children that a hazard is something that is dangerous and might cause harm. Talk with children about some examples of hazards that they might find in their communities (e.g., a busy road, a slippery hallway, electrical outlets etc.).
2. Tell children that they are going to practice spotting hazards around playing a hazard hunt game in which they will go to different locations and try to spot things that might be dangerous.
3. Instruct children that they are to write down or draw hazards they see on their paper as they visit each area.
4. Lead the children as you walk around the room (or first location). Give children 3-5 minutes to identify hazards. Before moving to the next area, have children share what they found with the group. Help children identify any hazards they might have missed.
5. If it is an older age group (Grades 4–5), discuss what actions would be risky involving the hazards they just named.

Example:

Ask the children: *What is something I could do that would put me at risk with the sharp pair of scissors?*

Example answer: I could carry them the wrong way, I could run holding the scissors, I could cut in the dark or when I can't see clearly, etc.

6. Repeat the activity with the same group of kids in different areas such as a hallway, outside space, or alternate room. Make sure to go over their list of hazards at the end of each new space and to include weather as a potential hazard if in an outdoor area.
7. After going to 3–4 different locations, ask the children questions about the difference between each place.

Example:

Ask children: *What do you notice about the number of hazards in each place? Does each place have the same amount or same kind of hazards?*

8. Explain that it is always important to be careful, especially in areas you don't know well or in areas where there might be more hazards that could put you at risk.
9. **Option:** Have children pick one of the areas you visited and create a hazard map, highlighting all the hazards you identified as a group.

ISPY GAME

CIRCLE THE ITEMS YOU MAY NEED IN A DISASTER AND CROSS OUT THE HAZARDS.



DISASTER MAP WORKSHEET

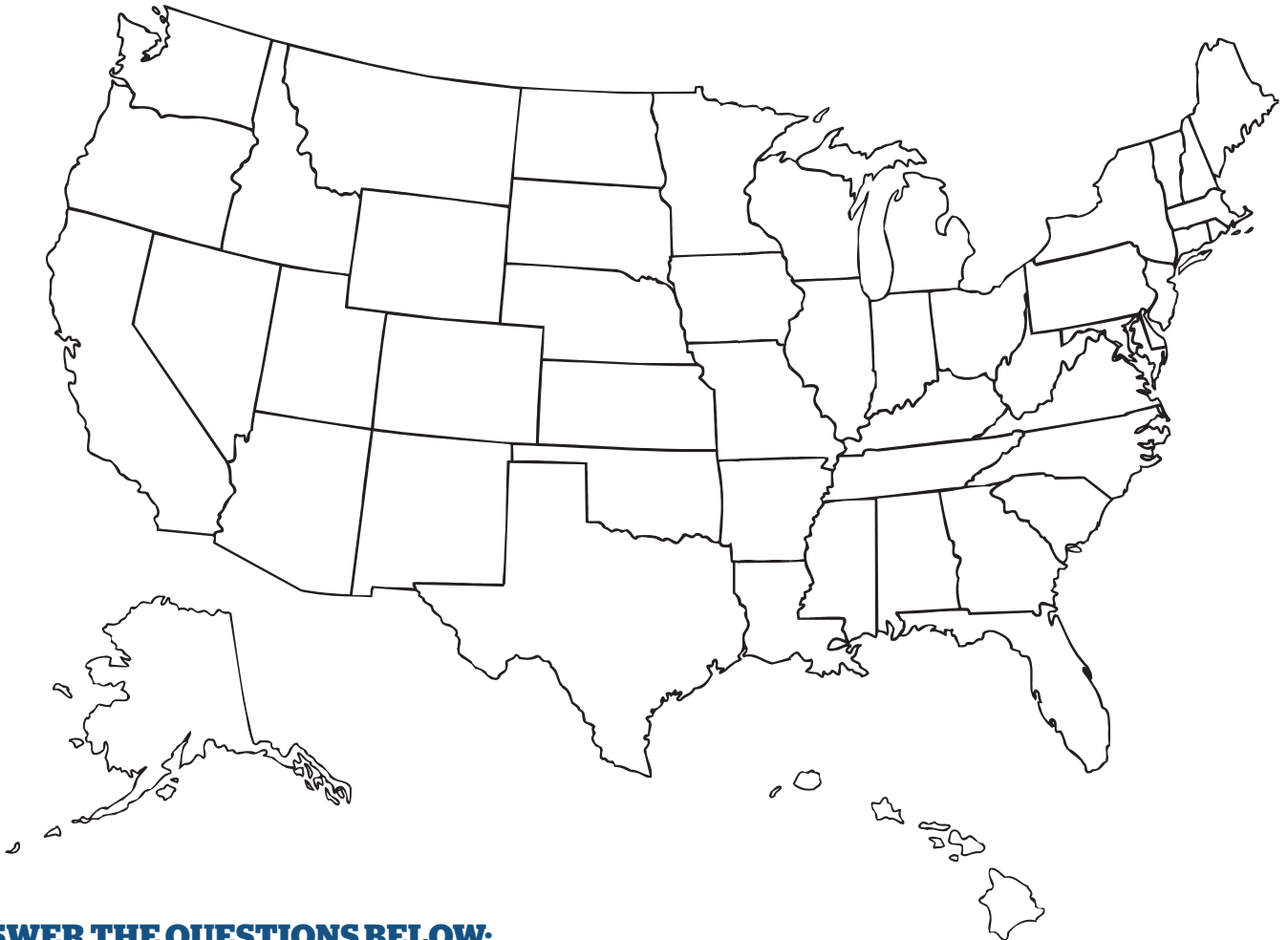
Find your state and write the state name in or near the correct space.

Where are tornadoes likely to happen? Color the areas at risk of **tornadoes in red.**

Where are hurricanes likely to happen? Color the areas at risk of **hurricanes in blue.**

Where are earthquakes likely to happen? Color the areas at risk of **earthquakes in yellow.**

Where is flooding likely to happen? Color the areas at risk of **flooding in orange.**



ANSWER THE QUESTIONS BELOW:

1. What types of disasters are likely to happen in your state?
2. How can you prepare for the disasters that may happen in your state?

Reading to Ready (Grades K–5, 30 min)

Use our Reading to Ready Booklist (pp. 87–89) to select and read one or two age-appropriate story selections. Below are a few recommended for Day 2: Recognizing Risks.

Ask questions throughout the reading about keywords as well as character’s actions and emotions. Reinforce what the characters did and did not do with respect to safety and planning.

Option: Have children re-create their favorite part of the story through drawing or acting. Have them explain why it was their favorite part and how the character was being safe or not. Have them explain what they would have done in the same situation.

<i>No Dragons for Tea</i>	by Jean Pendziwol	When a tea date with a dragon is interrupted by fire, a safety-conscious girl shows what to do to extinguish the flame.	Grades Pre-K–2
<i>Ready, Set . . . Wait! What Animals Do Before a Hurricane</i>	by Patti R. Zelch, illustrated by Connie McLennan	A look at how people as well as animals prepare for a hurricane.	Grades K–3
<i>Earthquakes!</i>	by Renee Gray- Wilburn	A graphic novel approach to earthquakes and safety.	Grades 2–3
<i>Extreme Weather: Surviving Tornadoes, Sandstorms, Hailstorms, Blizzards, Hurricanes, and More!</i>	by Thomas M. Kostigen	Includes tips on what to do before, during, and after extreme weather.	Grades 3–5
<i>Flood</i>	by Alvaro F.Villa	A wordless picture book showing the preparations for—and recovery from—a major flood.	Grades K–3
<i>Hurricane & Tornado</i>	by Jack Challoner	Describes dangerous and destructive weather conditions around the world.	Grades 3–5
<i>Kenta and the Big Wave</i>	by Ruth Ohi	Kenta and his family must evacuate their home in a small Japanese village as a tsunami approaches. Inspired by true events.	Grades K–3
<i>National Geographic Kids Everything Weather: Facts, Photos, and Fun that Will Blow You Away</i>	by Kathy Furgang	Packed with weather-related information ranging from weather extremes such as heat and storms, to weather prediction and preparedness.	Grades 3–6
<i>Surviving a Fire</i>	by Heather Adamson	Learn what to do when faced with a disaster. (From the Be Prepared series)	Grades 2–4
<i>Tornadoes: Be Aware and Prepare</i>	by Martha Rustad	Describes what each disaster is and what to do in case you are caught in one. (From A Plus Books: Weather Aware series)	Grades K–2
<i>Twisters and Other Terrible Storms: A Nonfiction Companion to Twister on Tuesday</i>	by Will Osborne and Mary Pope Osborne	Describes how meteorologists predict and study storms.	Grades 1–4

Compiled by ALSC Quicklists Committee, 2015

Disaster Flashcards

For the following activities, reference the Disaster Flashcards (pp. 95–103). Choose one or more of the options below to help children learn about different types of disasters.

Before completing any of the activities, spend 5–10 minutes as a group introducing each card to the group, defining the term, showing the picture and discussing the how to prepare and respond to the disaster.

OPTION 1: MATCHING GAME (GRADES K–5, 20 MIN)

MATERIALS

- 1 set of Disaster Flashcards for each team
- Scissors for each team

DIRECTIONS

1. Divide children into teams of 4–6 children per team. Provide each team with a set of the disaster flashcards. Have the children review the flashcards, taking turns reading each one (if working with younger children, have an adult leader help with the reading).
2. After reading the cards, have one child cut the sheets in half so each flashcard has two pieces 1) The Front—the term and a picture, and 2) The Back—the definition and how to prepare and respond.
3. Put all the half sheets face down on the floor or a table and mix up the order.
4. Have children take turns selecting two of the cards. The goal is to find the matching set of the Front half and the Back half of the card. If it is not a match, the child should read the definition on the back of card and identify the type of disaster it is, or, if it is the Front of the card, he should try to say a brief definition of what the disaster is.
5. If children get a match, they should read the “Respond” section on the Back half of the card and keep the matching pair.
6. Play the game until all of the cards have been matched. The child with the most matches at the end of the game, wins.

OPTION 2: GUESS WHO? (GRADES 3–5, 10 MIN)

MATERIALS

- 1 set of disaster flashcards

DIRECTIONS

1. Get nine volunteers to help with this activity. Give each volunteer one of the flashcards, instructing them not to tell anyone or show anyone the disaster card she has been given.
2. Give the volunteers 1–2 minutes to review their cards.
3. Instruct the rest of the group that their job is to ask yes or no questions to each of the volunteers to help determine which type of disaster each volunteer represents. They are to raise their hands if they have a question or to guess which disaster the volunteers represent.
4. Ask questions of one volunteer at a time. That is, starting with Volunteer 1, have the group ask yes or no questions of Volunteer 1 one until the group has correctly identified the disaster he or she represents. Then move on to Volunteer 2 and repeat the process. If the volunteer does not know the answer to the question, he or she can say “I don’t know” or the leader can step in and answer on his or her behalf.
5. When the disaster is correctly identified, have the volunteer read the definition, how to prepare and how to respond to the rest of the group.

Disaster Flashcards

OPTION 3: DISASTER PICTURE GAME (GRADES 3–5, 10 MIN) MATERIALS

- Word cards with the 1 disaster word on each – *1 set per team*
- Container to hold the cards – *1 per team*
- Large paper pad and markers or dry erase board and markers – *1 per team*

DIRECTIONS

1. Use disaster terms from the Disaster Flashcards and write each term on a separate small sheet of paper. Fold the word cards so the words aren't visible and place them in a container.
2. Divide the group into two or more equal teams. Each team gets a container of word cards and large pad of paper and marker (or dry-erase board and marker).
3. Provide these game instructions to the teams:
 - One volunteer drawer selects a word card from the container and looks at it without letting any teammates see it.
 - The drawer draws the word on the paper pad/dry erase board so that his teammates can guess the word. The drawer cannot talk or write numbers or letters.
 - Teammates keep guessing until they correctly guess the word or decide to skip the word because they can't figure it out.
4. The teammate who correctly guessed the word is the next drawer and so on until all the disaster terms have been guessed.
 - Each team puts all their correctly guessed words in a pile.
 - The first team to correctly guess all the terms, wins.

OPTION 4: DEEP DIVE (GRADES 3–5, 1–1.5 HR)

MATERIALS

- Internet access
- Disaster-themed books
- Paper
- Pens, markers, crayons
- Scissors
- Glue, tape
- Poster board/paper for each team

DIRECTIONS

1. Divide children to equal teams of 4–6.
2. Assign each group a disaster that it will be responsible for researching and presenting to the large group. To research its assigned disaster, each team will need access to books and online resources. Have each team learn basic information about its disaster, including:
 - How does it form, or what is happening in the weather or earth's surface when the disaster happens?
 - Where is it most likely to happen? What areas or regions?
 - Are there warning signs? If so, what are they?
 - What happens during the disaster? What might someone see or hear during the disaster?
 - How can a family prepare for this type of disaster? How should you respond during the disaster (i.e., what actions should you take?)
3. After researching, have each team create a poster with some of the key facts that it learned. Have each group present its findings to the rest of the group in a 3–5 minute presentation. The presentation should cover the information in the questions above and a demonstration (or acting out) of the proper response actions.

Enrichment: Weather Forecast Video (Grades 3–5, 1–1.5 hr)

The Weather Forecast Activity helps children become familiar with different types of disasters and related weather terminology. Note that if you don't have access to a video recorder, forecasts can be performed live.

SET-UP

- Divide children into teams (ideally 5–7 per team)
- Space for video shoot

MATERIALS

- Video Camera
- Large U.S. Map for each group (or materials to make one)
- Extra pens and paper
- Markers or crayons
- Scissors
- Glue and/or tape
- Various other craft supplies

DIRECTIONS

1. Assign each team a type of natural disaster (e.g., tornado, hurricane, flood, earthquake etc.). Have each team research their natural disaster, learning what it is, where the risk for the disaster is highest, and how to prepare for and respond to that disaster. Use Prep Rally Camp Resources, such as the Disaster Flashcards and the Disaster Maps to find information as well as additional resources like www.savethechildren.org/GetReady, www.fema.gov, and www.redcross.org.
2. Instruct each team to use what it learned to plan out a short weather forecast video (3–5 minutes) telling the public about an upcoming storm. Teams can use maps, props, pictures, sound effects and costumes to help them convey key information about their assigned disasters. Encourage teams to be creative, but all videos should address key information including:
 - a. What is the disaster? What is happening in the weather or earth's movement to make these disasters happen? Where is the disaster likely to happen?
 - b. Where is this disaster likely to occur? Teams should pick a city or state to focus their forecast on based on what they learned about disaster risk.
 - c. Is there a severe weather watch or warning? If so, what should people do?
 - d. What can people do to prepare for the disaster?
 - e. What can people expect to happen when the disaster happens? (i.e., when there is a tornado, the sky may turn green and there are loud train-like noises).
 - f. When the disaster happens, how should people immediately respond? (i.e., evacuate, shelter-in-place etc.)
3. Have teams practice their forecasts before recording them on video. Encourage each member of the group to say something about the disaster in front of the camera so that every member participates.
4. Record the forecast on video in one shot.
5. Once the videos are completed, have all the teams come together to watch the different videos and learn about each disaster.



I, _____,

**PLEDGE TO WORK WITH
MY FAMILY AND MY COMMUNITY
TO MAKE A PLAN AND BE READY
FOR ANY DISASTER.**

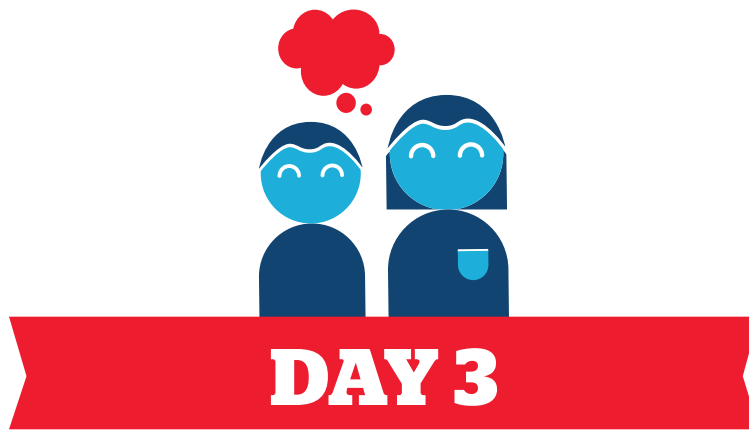
DATE

SIGNATURE

Get Ready. Get Safe.



Save the Children®



Prep Step 2 – Planning Ahead

ABOUT THIS STEP

Making an emergency plan helps us prepare for and respond to emergencies quickly and effectively. This section provides the basics in creating an emergency plan that can be used in various types of emergencies.

GOALS

- Understand the importance of creating, practicing and updating an emergency plan.
- Know emergency contacts and the best ways to communicate during an emergency.
- Identify evacuation routes and safe rooms for sheltering-in-place.
- Identify family meet-up locations where family members can reunify following an evacuation.

Warm-Up (10 min)

REVIEW

What did we learn at Day 2 of Prep Rally Camp?

Recognizing Risks

- There are hazards and risks around our homes and communities.
- Each community has its own risks for natural disasters.
- Knowing how to monitor the weather can help keep us safe.

INTRODUCTION: Today, we'll be learning how to make an emergency plan that can help us respond to emergencies safely. We'll talk about how we can make sure we can contact our families and what actions to take when faced with different types of disasters.

ARE YOU READY!???

GROUP STRETCHES



LEADERS: Lead children in a series of stretches and warm-up activities like jogging in place and jumping jacks to get children up and moving. Have fun with it. For example, you can have children stretch their brains so they can fit in more Prep Rally Camp learning. Consider inviting a few child volunteers to help you lead the stretches.



CHEER 1

LEADER: Get Ready!
CHILDREN: Get Safe!
LEADER: One!
CHILDREN: Recognize Risks!
LEADER: Two!
CHILDREN: Plan Ahead!
LEADER: Three!
CHILDREN: Gather Wise Supplies

LEADER NOTES

Repeat any other large group cheers taught during Day 1.

Consider having one team perform their cheers they created on Day 1 for the rest of the group.

Today, we'll be focusing on Prep Step 2: Planning Ahead.

Prep Rally Video (5 min)

Prep Step 2 – Planning Ahead: www.savethechildren.org/PrepRally

INTRODUCTION: EMERGENCY COMMUNICATION

When a disaster strikes, it's important that we know how to communicate with parents and emergency contacts. Knowing identification information can help you and your teachers, coaches and other caregivers contact parents and guardians during an emergency. We also need a communication plan that identifies different ways we can connect with our families in an emergency.

Starter (10 min): Un-Telephone Game

This activity is set up like the classic telephone game where an initial prompt is given to one child then the child whispers it to the next person and so on until the message gets to the last person who has to verbally share what they heard. The last person's interpretation of the message is then compared with the original message.

1. In a small or medium group, all children can participate. In a larger group, select 7–10 children to participate in front of the group. Have the volunteers introduce themselves to the group.
2. For the first two rounds, play the telephone game as it is traditionally played. Explain to the children that it's important that the message is delivered accurately so to do their best.
3. Choose emergency-related prompts that are 8–10 words long (for younger children, use shorter sentences with simple words).

Examples:

- There's a tornado coming. I'm going to the red shelter.
 - Don't forget the Disaster Supplies Kit in the hallway.
 - Mary's teacher called and said they went to Elephant Park.
4. Before the third round, pull two of the participants aside and quietly tell them that they have a new role. Instead of being part of the telephone chain, their job is to create the sounds and distractions of an emergency that will make it more difficult for the message to be passed on correctly. This could include making thunder or wind sounds, making siren noises or saying different words that could distract their peers. Make sure they understand they are not to scream in people's faces, get too close or touch their peers.
 5. Also before the third round begins, explain to the remaining players that they now only have one chance to relay the message and cannot repeat it.
 6. Give the lead person the next prompt and let the distracting players get close to the person with the message as it goes down the line.
 7. Before the message gets to the last person, you [LEADER] should step in and intercept it, saying that electricity and cell phone towers are down so the game is over.
 8. Have the last person who received the message share it with the group and compare it with the original message.
 9. Ask the participants: Was the last round harder? If so, why? Did you know that was going to happen? Were you frustrated? Why?
 10. Explain that often during emergencies, communicating with family and friends is more difficult for many reasons and this is why it is important that we make an emergency communications plan.

Discussion (10 min): Communication and Identification



LEADERS: Use the question guide below to help you facilitate discussion about emergency communication. After reading each question, give children a few moments to think of their answer before calling on them. Encourage everyone to participate and get several children to respond to each question before moving on to the next. Keep children on track by not straying far from the guide and offer your own examples if they have trouble answering.

1) Think of a time when there was a miscommunication with your family member. Is there a time when you meant to say one thing but the family member thought you meant something different?

- What was it?
- Why did it happen?

2) Why is communication (or talking with other people) important during an emergency?

Answer: You need to know about the emergency (e.g., What happened, where, and could it still be harmful?). You need to know where your family members are and how to find them. You need to know what to do. You may need help.

3) Who would you need to contact and why?

Answer: You need to contact emergency services if you need help. You need to contact your parents or guardians if they are not with you. You may need to call a friend or relative that can pick you up from school or activities if your parents or guardians cannot get there. You should know and memorize contact information (phone numbers and emails) for at least three different emergency contacts: 1) Your parents/ guardians; 2) A local friend or relative; 3) An out-of-town friend or relative. If an emergency affects local communications you may be able to contact an out-of-town contact.

4) Why might communication be difficult during an emergency?

Answer: Power may go out. Phones may not work. The internet might not work.

- What are some ways that we could get around those problems?

Example Answer: We can have a plan. We can know other ways to contact our family (e.g., texting, email) and we can know two other emergency contacts (like a friend or relative) who we can try to call in case of an emergency. NOTE: Sometimes when local communications are overwhelmed during an emergency a text message may get through to contacts when phone calls do not. Learn how to send text messages in case of an emergency.

5) Do you have an ID (identification) card?

- If yes, what kind of information does it have?
- Why is having an ID card important during an emergency?

Answer: Having an ID card can help first responders and other adults help you during an emergency. It can help you be reunited with your family. If you are hurt, the ID card can help you get the right treatment.

6) What kind of information should it have? Why?

Answer: An ID card should have your name, birthday, height, eye color, hair color, address and phone number. It may also have your parents' names and contact information like phone numbers and email addresses.



KEYWORDS: ICE Contact (n.)—In Case of Emergency contact

Everyone should memorize at least three ICE contact phone numbers—parents/guardians, a local contact, and an out-of-town contact.

Note: ICE after the contact's name. First responders will often look for an emergency contact name

Key Points (10 min): Emergency Communication



LEADERS: Get familiar with the key points and explanations before the Prep Rally. Read or summarize the points and explanations to the children during the program.



ENERGY BOOST: To help children stay engaged and remember the material, have them repeat the key points after you state them.

REMEMBER

KEY POINT 1: KNOWING OUR IDENTIFICATION INFORMATION CAN HELP ADULTS PROTECT US DURING EMERGENCIES.

Having an identification card can help adults reunite you with your family following an emergency and help you if you are hurt. These cards should include information such as your name, age, address, home address, phone number, medical needs, and an emergency contact.

It should also include a current photo. You can keep the card in a wallet or a backpack that you carry with you most days. Make sure your parents/guardians update the ID card information every year or when it changes.

KEY POINT 2: DURING AN EMERGENCY, PHONES OR ELECTRICITY MAY NOT WORK, MAKING IT DIFFICULT TO CONTACT OTHERS.

When disaster hits, power may go out so you cannot use computers, internet or home phones.

Cell phone lines may be busy or not working. These effects can make it difficult to call your family. Learn different ways you can reach a parent or emergency contact.

Some ways to communicate may be texting, emailing or calling an out-of-town contact (e.g., grandparent or other relative) whose phone lines may not be disrupted by the emergency.

KEY POINT 3: CREATING A FAMILY PLAN WILL HELP US KNOW WHO TO CONTACT, HOW AND WHEN.

Make sure everyone in your family knows the best way to contact each other in case of an emergency and that emergency contact phone numbers and emails are in an easy-to-find place (e.g., Disaster Supplies Kit, backpack, contact cards at school). Memorize contact information for at least three emergency contacts, including:

1) Parents/guardians, 2) A local friend or relative, and 3) An out-of-town friend or relative. An out-of-town contact may be reachable if local communications are down. Help your parents/guardians complete and update child identification cards for you and your brothers and sisters.

KEY POINT 4: IT'S IMPORTANT THAT OUR TEACHERS, COACHES AND CAREGIVERS HAVE OUR EMERGENCY CONTACT INFORMATION.

Help your teachers and caregivers by giving them your emergency contact information.

Remind your parents or guardians to update these cards when contact information changes.

KEY POINT 5: DURING AN EMERGENCY, IF YOU ARE ALONE OR SOMEONE IS HURT, CALL 9-1-1.

When you are with adults, the adults should be responsible for contacting emergency services.

If you are separated from your family or teachers, or if someone is hurt, call 9-1-1 or your local emergency number to contact local first responders who can provide help quickly.

Discussion (10 min): Evacuation and Shelter-in-Place

In addition to communication information, an emergency plan should identify evacuation routes, meet-up locations and safe rooms where you could shelter-in-place. Knowing where to go and what to do during various types of emergencies will help keep you safe.



KEYWORDS:

Evacuate (v.)- To leave a place or building during an emergency.

Shelter-in-Place (v.)- To stay inside a building in a safe room or shelter during an emergency.

1) What does the word evacuate mean?

Answer: To evacuate means to leave a place or building during an emergency. For example, you may evacuate your school if the fire alarm rings.

2) What does it mean to shelter-in-place?

Answer: Shelter-in-place means to stay inside a safe location in the building where you are. For example, if there are storms outside, you'll want to stay in a safe room away from the windows.

3) How many of you have ever had to evacuate or shelter-in-place? If you did, why? Where did you go? For how long?

4) In what types of situations would you evacuate?

Example Answer: When the hazard is in the building or place where you are, or is coming to where you are. For example, if there is a fire in the building. If you are not in a sturdy building and a storm is coming it may be unsafe to stay there. If authorities say you need to evacuate. Because we don't know where the hazard will be, it's important that we plan at least 2 different evacuation routes from places we may be (our room, our kitchen, our family room, away from our house, out and away from our school).

5) Where should you go when you evacuate?

Answer: You should go to a designated meet-up location. For example, during a fire drill at school you may meet outside on the football field. In our home emergency plans we need to have two meet up locations that we pick with our families. One should be nearby, like a bus stop or street corner. The other should be further away, like a community center in case the disaster affects a larger area.

6) In what types of situations would you shelter-in-place?

Example Answers: When the hazard is outside and it is not safe to leave. Tornado warning, earthquake, winter storm.

7) Where should you go when you shelter-in place?

Answer: You should go to a safe room or shelter. A safe room is on the lowest floor of a building and has no window or doors to the outside. In many homes, it may be a bathroom or closet, but not always.

Why is it important to have an emergency plan?

Example Answer: A plan helps us know what to do so we can stay safe during an emergency and how to reunite with our family after an emergency.

8) What do you do at school to be prepared?

Example Answer: Fire or earthquake drills. Identify evacuation routes and meet-up locations.

9) Do you have an emergency plan at home? Have you talked about it with your family/caregiver?

Explain that a good emergency plan has several different parts to make sure it covers various types of emergency situations.

10) Based on our discussion of emergency communication, evacuation and shelter-in-place, what are key parts of a family emergency plan?

Answer: 3 Emergency Contacts, 2 Evacuation Routes, 2 Meet-up Locations, 1 Safe Room or Shelter

Key Points (5 min): Making an Emergency Plan



LEADERS: 4 Get familiar with the key points and explanations before the Prep Rally. Read or summarize the points and explanations to the children during the program.



ENERGY BOOST: To help children stay engaged and remember the material, have them repeat the key points after you state them.

KEY POINT 1: A PLAN WILL HELP US KNOW WHAT TO DO DURING AN EMERGENCY.

Although we may not know when a disaster will happen, if we have a plan, we will know what to do during different types of emergency situations. By identifying evacuation routes, meetup locations and safe rooms, we can respond quickly and safely to an emergency.

KEY POINT 2: DIFFERENT TYPES OF EMERGENCIES REQUIRE DIFFERENT RESPONSES.

Different disasters require us to take different actions to stay safe. Two common types of disaster responses are evacuation and shelter-in-place. It's important to evacuate from a building if the threat is contained within a building (like a fire) or if your current location is not safe from an approaching threat (e.g., hurricanes, wildfires) or when you're told to evacuate. It's important to shelter-in-place when the hazard is outside the building and it's not safe to leave (e.g., winter storms, tornado warning).

KEY POINT 3: IT'S IMPORTANT TO UPDATE AND PRACTICE THE PLAN.

Just as your muscles will get weak if you don't use them, your ability to respond to an emergency may decline if you do not regularly practice your emergency plan. Practice different types of emergency responses with the whole family to make sure that everyone will know what to do and will be safe. Make sure each family member knows where to go and when. Update the plan each year or when information changes such as a family move or changes to meet-up locations.

PRACTICE

Choose the activities that best fit your age group and program time.

MAKING A HOME PLAN (GRADES K–5, 30 MIN) P. 46

Encourage children to make a family emergency plan using the Making a Home Plan Worksheet which instructs children to draw a map of their home and identify evacuation routes, safe rooms and disaster supplies kits.

CHILD ID CARDS (GRADES 3–5, 20 MIN) P. 50

Have children complete ID cards with important identification, medical and contact information.

READING TO READY DAY 3 (GRADES K–5, 30 MIN) P. 51

Help children learn about disasters through reading emergency-themed books.

ENRICHMENT: MODEL BUILDING EMERGENCY PLANNING (GRADES 3–5, 1.5–2 HR) P. 52

Make emergency planning 3D with this activity, in which children create a model buildings and emergency plans for their structures before disasters hit.

SEND HOME: FAMILY DISASTER CHECKLIST, P. 54

Making a Home Plan (Grades K–5, 30 min)

MATERIALS

- Model Home Map (p. 47)
- Home Plan Worksheet (pp. 48–49)
- pencils, pens



LEADERS: Explain that you would like the group to make a plan for home so that they can be prepared. Hand out the Model Home Map to each child or show it to the group (via projector or poster depending on the size of the group).

Discuss what needs to be included in a good home emergency plan. Key parts of a home plan include:

- Two evacuation routes to get out of your home.
- Two meeting spots for your family outside of the house in a safe place. One location should close to the house (e.g., at the street corner) and one should be further away in case the emergency affects the nearby location (e.g., the playground or community center).
- One safe room. A safe room should be in the middle of the home without windows or doors to the outside. Pick rooms in the basement or lowest level floor. If you have a storm shelter, use it to shelter-in-place.
- Location of Disaster Supplies Kits (For more on Disaster Supplies Kits, see Day 4).

Using the Model Home Map, identify the key parts of a home plan. Provide different scenarios to help children think through the situation.

For example, say, “If there was a fire at the front door, how could you evacuate from the office?” Or based on this map, what would be the best safe room and why? (Answer: Bedroom because it has no outside windows and doors.)

After the group exercise, instruct children to use the Home Plan Worksheet to draw a map of their home and to identify these key parts using different designations. Older children should draw blueprints of each floor of their home.

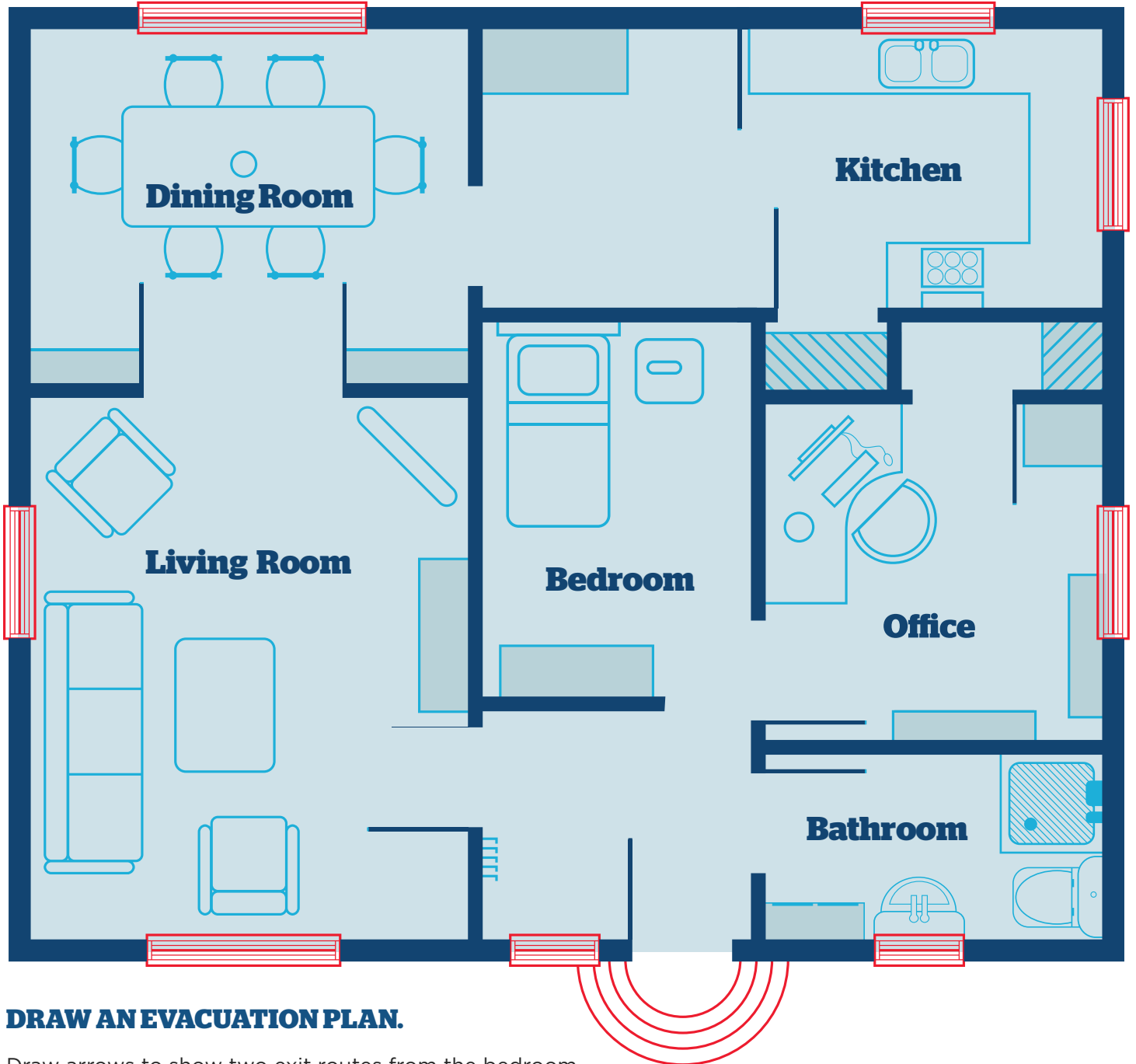
For example:

- Draw arrows to show two evacuation routes from your favorite room or place.
- Make meeting spots outside with X’s and label them (e.g., bus stop, community pool).
- Mark safe rooms inside for sheltering-in-place with circles.
- Write a “K” to mark where your Disaster Supplies Kits are or could be stored.

When children are done with their plan, have a few volunteers share their plan with the group, identifying the key parts.

Encourage children to take their plans home and share with their families.

MODEL HOME MAP



DRAW AN EVACUATION PLAN.

Draw arrows to show two exit routes from the bedroom.

Draw arrows to show two exit routes from the kitchen and living room.

Draw arrows to show the best evacuation route from the office if there is a fire by the front door.

Mark safe rooms inside for sheltering-in-place with circles.

Use a “K” to mark where a Disaster Supplies Kit could be stored and easily found by the family.

MAKING A HOME PLAN WORKSHEET

MAKE A FAMILY EMERGENCY PLAN.

1. Where will your family meet if you have to evacuate your home?

List two meeting locations, one close to the house (like a bus stop), and the other further away (like a community center).

2. Who are your emergency contacts? Write their names, phone numbers, and email addresses here.

(Parent) _____

(Parent or Friend) _____

(Out-of-Town family or friend) _____

3. Where will you shelter-in-place? Write down your safe room here: _____

MAKING A HOME PLAN WORKSHEET

Draw a map of your home that shows where the walls, doors and windows are. Identify two evacuation routes and a safe room (where you could shelter-in-place). Draw lines showing evacuation routes from your room and mark the safe room with a circle.

CHILD ID CARD TEMPLATE

CHILD ID CARD

PLACE CHILD'S
PHOTO HERE

Name: _____
Birth Date: _____
Eye Color: _____
Hair Color: _____
Height: _____ Weight: _____

Home Address: _____
Home Phone: _____
Medical Conditions/Allergies: _____

Parent/Guardian Information

Name: _____
Cell Phone: _____
Work Phone: _____
E-mail: _____

Other Emergency Contact

Name: _____
Relationship to Child: _____
Cell Phone: _____
Work Phone: _____
E-mail: _____



Save the Children®
Get Ready. Get Safe.

For more information visit:
www.savethechildren.org/GetReady

CHILD ID CARD

PLACE CHILD'S
PHOTO HERE

Name: _____
Birth Date: _____
Eye Color: _____
Hair Color: _____
Height: _____ Weight: _____

Home Address: _____
Home Phone: _____
Medical Conditions/Allergies: _____

Parent/Guardian Information

Name: _____
Cell Phone: _____
Work Phone: _____
E-mail: _____

Other Emergency Contact

Name: _____
Relationship to Child: _____
Cell Phone: _____
Work Phone: _____
E-mail: _____



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Reading to Ready (Grades K–5, 30 min)

Use our Reading to Ready Booklist (pp. 87–89) to select and read one or two age-appropriate story selections. Below are a few recommended for Day 3: Planning Ahead.

Ask questions throughout the reading about keywords as well as character’s actions and emotions. Reinforce what the characters did and did not do with respect to safety and planning.

Option: Have children re-create their favorite part of the story through drawing or acting. Have them explain why it was their favorite part and how the character was being safe or not. Have them explain what they would have done in the same situation.

<i>I'll Know What to Do, A Kid's Guide to Natural Disasters</i>	by Bonnie S. Mark and Aviva Layton	Helps children understand the facts, their feelings and how to cope with natural disasters.	Grades 2–5
<i>Clifford the Firehouse Dog</i>	by Norman Bridwell	Focuses on being prepared and evacuating in a fire emergency.	Grades K–3
<i>Franklin and the Thunderstorm</i>	by Paulette Bourgeois	Explains how knowing the facts about something can help ease fears.	Grades K–2
<i>Twister</i>	by Darleen Bailey Beard	Focuses on tornadoes, how to prepare and how to respond.	Grades K–3
<i>Tornadoes</i>	by Gail Gibbons	Teaches all about tornadoes: formation, classification and how to respond.	Grades 3–6
<i>Clifford and the Big Storm</i>	by Norman Bridwell	A story of evacuation and returning home.	Grades K–3
<i>Louie the Buoy: A Hurricane Story</i>	by Allain C. Andry, III	A survival story about a buoy during Hurricane Camille.	Grades 3–6
<i>I Survived Hurricane Katrina, 2005</i>	by Lauren Tarshis	A chapter book about a boy who overcomes his fears during Hurricane Katrina.	Grades 3–6

Compiled by ALSC Quicklists Committee, 2015

Enrichment: Model Building Emergency Planning

Help children understand emergency planning by instructing them to construct a building out of recycled materials and then create the emergency plan for it. Then see how the building would be affected by disasters by using water and wind and other effects to test the structure.

MATERIALS

- Large amount of recycled supplies such as shoeboxes, cardboard, paper, toilet paper rolls, paper towel rolls, tissue boxes, paper cups or plates, plastic water bottles, etc.
- Markers, pens, crayons
- Scissors
- Glue, Tape
- Electric Fan
- Spray bottle with water
- Bucket with water
- Large plastic container (optional)

INSTRUCTIONS

CONSTRUCT A BUILDING (30 min)

1. Create teams of 4–6 children.
2. Divide recycled materials into piles for each team. Each pile should include glue, tape, scissors, and markers. Each team should be assigned a pile of supplies.
3. Instruct teams to work together to create 3D model building. The building could be a real place (e.g., a school, office building or home) or it could be imaginary (e.g., team 1's vacation home, a hot dog restaurant, a play place in space etc.,).
4. Before building, the team should work together to make a blueprint of their building that identifies different rooms, floors and features of the building (i.e., where are the bathrooms and the furniture?)
5. After completing the blueprint, give teams 30 minutes to build their model with the recycled materials and craft supplies.

CREATE AN EMERGENCY PLAN (15 min)

6. After completing the model, team members should use the blueprint they created to identify key parts of an emergency plan.
 - a. Identify emergency exits by writing "Exit" in red on your blueprint.
 - b. Identify evacuation routes from key rooms by drawing dotted arrows from the rooms to the exits.
 - c. Identify safe rooms or spaces by drawing a circle.

PRESENT THE MODEL AND PLAN

7. Call each group up one by one to present its model and their emergency plan.
8. Ask follow-up questions about the plan, such as:
 - How did you decide where the safe room was?
 - How many people do you think would be in the building at a time? Are there enough emergency exits? Are there enough safe rooms?
 - Are the emergency supplies located in a place where they could be easily retrieved in an emergency?
 - How could you help tell people who use the building about the emergency plan?

Answers: Information meeting, drills, evacuation map signs etc.

9. After every group has presented, ask questions about specific emergencies.

Example: Who can show me what they would do in their model if there was a tornado?

Example: Who can explain what they would do if there was an earthquake?

EXPOSE THE MODELS TO DISASTERS (30 min)

10. Test each team's model by exposing them to elements that imitate disaster situations. Before you do so, ask children what they think will happen when you:
 - a. Spray water on the building with a spray bottle to model a thunderstorm?
 - b. Blow high winds on the building to with a fan to model a tornado or hurricane?
 - c. Shake the building to model an earthquake?
 - d. Pour water on the building from a bucket to model flooding or a tsunami (for this test put models in a large plastic container or do it in an outdoors space)?
11. Put each building through the tests above. Afterwards, ask children:
 - How do you think your model handled the elements?
 - If you had more resources and more time, what might you do differently to improve the building's ability to withstand the elements?
 - Is there anything you would change about your emergency plan now that you have seen what may happen to your building in a disaster?

DISASTER CHECKLIST

FOR PARENTS AND FAMILIES



Save the Children®

Get Ready. Get Safe.

Do you have a plan in place to help ensure your children are safe and secure if a disaster strikes? If the worst happens, your children will look to you to know how to react and respond. Use this checklist to help prepare and keep your children safe in a disaster.

MAKE A FAMILY PLAN

Before a disaster strikes, make sure you and your family all know these details to help stay safe.

YOU AND YOUR FAMILY SHOULD DETERMINE:

- Which facilities will be used as shelters in your community in case of emergency
- A designated meet-up location if your family is separated
- A family contact outside of your area who would not be affected by a local disaster

TEACH YOUR KIDS

Your children may need to act in an emergency.

MAKE SURE THEY KNOW THE FOLLOWING:

- Basic personal information to identify themselves if separated from you
- Home phone number
- How to dial 911
- Family's meet-up locations
- How to reach the family's out-of-town contact

HAVE A COMMUNICATION STRATEGY

Communication systems are often unreliable during emergencies. Be sure to have a back-up plan.

- All family cell phones should have "ICE" (In Case of Emergency) programmed into their phone's contact list with all family phone numbers plus out-of-area contacts.
- Remind family members that text messages often get through in an emergency, even when a phone can't.

CREATE A GO KIT

Prepare a backpack or portable bag for each family member with essential hygiene items and contact information in case you need to leave home.

BE SURE TO INCLUDE:

- Each child's contact and medical information
- Recent photos of each child
- Comfort food and treats
- Activity items like books, puzzles and games
- Comfort items like a stuffed animal or blanket

STOCK UP AT HOME

In addition to basic survival items like water, flashlights, a battery-powered radio and extra batteries, have these kid-friendly supplies on hand.

NON-PERISHABLE FOOD

- Nursing supplies
- Formula
- Pre-packaged baby food
- Ready-to-eat canned foods and opener
- Juice pouches
- Non-perishable pasteurized milk
- Dry cereals, protein bars, fruit snacks
- Nuts and nut butters
- Vitamins

MEDICAL SUPPLIES

- Fever reducer
- Antibacterial ointment
- Rash ointment
- Each child's medications

PERSONAL HYGIENE ITEMS

- Baby wipes
- Diapers
- Nursing pads
- Feminine products

CHECK WITH YOUR CHILD CARE FACILITY

Since your children may be at a child care facility when disaster hits, make sure all caregivers have each child's most recent contact info.

Remember to ask the staff about their emergency plans. If they do not have a plan, you may want to ask them to create one.

For more information and support, visit:
www.savethechildren.org/getready



Prep Step 3 – Gathering Wise Supplies

ABOUT THIS STEP

This step covers why and how we put together Disaster Supplies Kits that can help us during an emergency. Families should put together a Disaster Supplies Kit that can be used should a disaster require they evacuate or shelter-in-place. Additionally, we can make a personal Disaster Supplies Backpack that we can pack and update.

GOALS

- Know why making a Disaster Supplies Kit is an important part of an emergency plan.
- Know the essential items that should go in a Disaster Supplies Kit.
- Build a Disaster Supplies Kit.

Warm-Up (10 min):

REVIEW

What did we learn at Day 3 of Prep Rally Camp?

Prep Step 2: Planning Ahead

- During an emergency, phones or electricity may not work, making it difficult to contact others. Creating a family plan will help us know who to contact, how and when.
- Different types of emergencies require different responses.
- Key parts of a Family Emergency Plan are
 - 3 emergency contacts
 - 2 evacuation routes
 - 2 meet-up locations
 - 1 safe room
- It's important practice the plan with your family.

INTRODUCTION

In addition to having a plan, we need to have the right supplies during an emergency. Having the right materials will help us stay safe, healthy and comforted during an emergency. Today we'll talk about building a disaster supplies kit.

ARE YOU READY!???

GROUP STRETCHES



LEADERS: Lead children in a series of stretches and warm-up activities like jogging in place and jumping jacks to get children up and moving. Have fun with it. For example, have children stretch their brains so they can fit in more Prep Rally Camp learning. Consider inviting a few child volunteers to help you lead stretches.



CHEER 1

- LEADER:** Get Ready!
CHILDREN: Get Safe!
LEADER: One!
CHILDREN: Recognize Risks!
LEADER: Two!
CHILDREN: Plan Ahead!
LEADER: Three!
CHILDREN: Gather Wise Supplies

LEADER NOTES

Repeat any other large group cheers taught during Day 1.

Consider having one team perform their cheers they created on Day 1 for the rest of the group.

Today, we'll be talking about Prep Step 3: Gathering Wise Supplies.

Prep Rally Video (5 min)

Prep Step 3 – Gathering Wise Supplies: www.savethechildren.org/PrepRally

Discussion (10 min): Wise Supplies



LEADERS: Use the question guide below to help you facilitate discussion about making a Disaster Supplies Kit. You can read the questions directly to your group. After reading each question, give children a few moments to think of their answer before calling on them. Encourage everyone to participate and get several children to respond to each question before moving on to the next. Keep children on track by not straying far from the guide and offer your own examples if they have trouble answering.

- 1) Have you evacuated before (remember that evacuate means to leave a place or building to stay safe during an emergency)? What did you take with you if you have evacuated before?
- 2) Did you forget anything that you wished you had taken with you?
- 3) What would you take with you if you were evacuated tomorrow?
- 4) What would you need to feel safe and stay busy and entertained?

Example Answers: Games, coloring supplies, books, blanket, stuffed animal etc. Remember the items should not require electric power as electricity may go out during an emergency.

- 5) What would you need to stay healthy?

Example Answers: Food, Water, medicine, first aid kit

- 6) What would you need if the power went out?

Example Answers: Radio (battery-operated or hand crank), Flashlights



KEYWORDS:

Disaster Supplies Kit (n.) Items that every family should have to be safe during an emergency, including food and water, safety supplies, medical supplies and identification information.

Disaster Supplies Backpack Kit (n.) A backpack or portable bag filled with personal disaster supplies that can be used during an emergency.

Discussion (10 min): Making a Family Disaster Supplies Kit



LEADERS: Next, introduce the concept of the Family Disaster Supplies Kit. Explain that there are some things that they mentioned that everyone in their family will need during an emergency.

- 1) Disaster Supplies Kits are supplies that that we store in our homes that we can use during an emergency. Everyone in the family should know where the Disaster Supplies Kit is stored and when and how to use it.
- 2) What do you think should go into a Family Disaster Supplies kit?
Answer: A Disaster Supplies Kit should include non-perishable foods (i.e., foods that won't spoil like canned or packaged foods), water (1 gallon per person, per day for 7 days), radio (battery operated or hand crank), flashlights, batteries, blankets, tent or tarps and ropes, extra clothes, first aid kit, medicine, toiletries (soap, comb, tissues, toothpaste, toothbrush), lighter or waterproof matches (for use by adults), important documents (copies of passports, birth certificates, social security cards, drivers' licenses, photos), money and pet supplies.
- 3) How can supplies kits help you stay safe and be more comfortable in an emergency?
- 4) Remember, we need to keep our Disaster Supplies Kits intact (all together) and in a safe place so that you and your parents can find the kit when you need it. If you forget your kit at home do not go back for it. It may be unsafe to return to the house and your safety comes first.
- 5) Make a list of items you use each day that you'll want to remember to add to your Disaster Supplies Kit. Ask your parents or guardians where your Family Disaster Supplies Kit is stored.

Making a Disaster Supplies Backpack Kit (10 min)

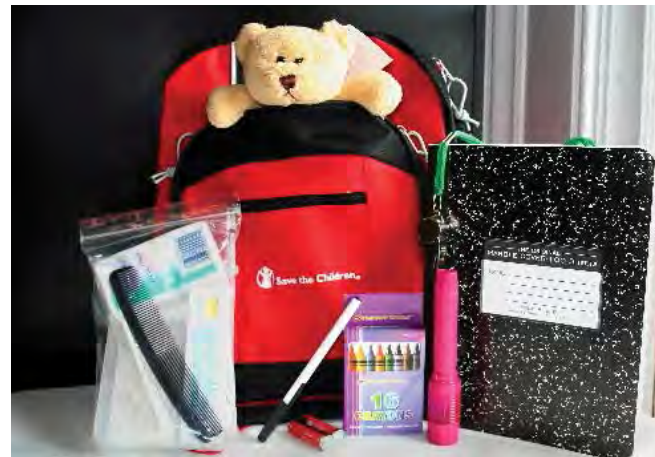
Covering the “Making a Disaster Supplies Backpack Kit” section is optional. This section helps children understand how they can play a role in preparing for disasters and take responsibility for their kit. However, a Backpack Kit is only the start of creating a complete Disaster Supplies Kit for a whole family.



LEADERS: Next, introduce the contents that should go in a personal Disaster Supplies Backpack Kit. Explain that making a backpack kit is a first step in gathering all the supplies that their family would need during an emergency. Help children understand that they are responsible for maintaining their own Disaster Supplies Backpack Kit.

1. Disaster Supplies Backpack Kits are personal bags in which we store important supplies that we can use if we evacuate or shelter-in-place during an emergency. Store in an easy-to-get-to place and leave it packed (i.e., don't use its contents when it's not an emergency) so it will be ready to use when you need it.
2. Put these items in a backpack or portable bag to have in case you need to evacuate or shelter-in-place:
 - A teddy bear (for safety and comfort)
 - Crayons and pen (to keep ourselves busy)
 - Soap and soap box (to clean ourselves)
 - Toothbrush and toothpaste (to clean our teeth every day)
 - Comb (to comb our hair)
 - Hand towel (to clean ourselves or keep cool)
 - An ID card or wristband (to identify who we are and parent contact information)
 - A flashlight with batteries (to help us when there is no power)
 - A notebook (to record important information and/or keep busy)
 - A whistle (to use if you need help or get lost)
3. What else do you wish to have with you during an emergency that is important to you?

Example Answer: favorite books, pictures, toys, extra clothes, etc. Remember, do not pack things that need electricity or weigh a lot.



Starter (10 min): Disaster Supplies Relay Race

LOCATION

gymnasium, multi-purpose room, or outdoors

SET-UP

1. This is a relay game so there needs to be a start line and turn-around line about 10 yards apart (mark lines and/ or cones or similar).
2. Divide children up into teams of about 5–8; the number of relay teams will depend on the number of participants. Each team should have an empty backpack or container to put retrieved items in.
3. Each team lines up behind the start line; in front of each team, just behind the turn-around line, there should be one pile that contains both disaster and non-disaster supplies (see Supplies box).

DIRECTIONS

1. Instruct children that they will be participating in a relay race and they are to each retrieve one item from her assigned pile that she think they need to have in their disaster supplies kit.
2. Star the race by saying “Get Ready, Get Safe, Go!” and the first person on each team will run to the turnaround line, pick up one item in his team’s disaster supplies pile (that he thinks is a disaster supply), run back to the starting line and place the item in the backpack/bag. Once the item goes into the backpack/bag or box/container, the next person in line can go and the runner sits down.
2. The second person on the team does the same thing, then the third person, etc.
3. When each person has run once, the game is over.
4. When all the teams are done, the event leader goes through each supply item that the teams selected and asks the whole group whether it is or is not a disaster supply and why or why not. Once that is determined, each team gives themselves a point for each item they put in the right place (backpack/bag or box/container). This continues until all items are discussed.
5. The event leader thanks everyone for playing and congratulates them on a job well done.

DISASTER SUPPLIES*

- Flashlight
- Soap
- Teddy bear
- Radio
- Can of food
- Toothbrush
- Water bottle
- Hand Towel
- Blanket
- First aid kit (or materials like bandages)
- Notebook
- ID Card
- Pencils
- Whistle

NOT DISASTER SUPPLIES

- Fish bowl
- Bowling or medicine ball
- Heavy books
- Perishable foods
- Flip flops
- Electric alarm clock (with a cord)
- Glass cup or ceramic dinner plate.

**This list is not comprehensive*

Key Points (10 min): Gathering Wise Supplies



LEADERS: Get familiar with the key points and explanations before the Prep Rally. Read or summarize the points and explanations to the children during the program.



ENERGY BOOST: To help children stay engaged and remember the material, have them repeat the key points after you state them

REMEMBER

KEY POINT 1: FAMILIES NEED A DISASTER SUPPLIES KIT TO BE READY FOR DIFFERENT TYPES OF EMERGENCIES.

Family Disaster Supplies Kits can be big or small, but should include some basic necessities like food, water, supplies for light (e.g., flashlights or candles), medical supplies (e.g., first aid kit and medicines), identification information (e.g., copies of birth certificates and IDs), and supplies for warmth (e.g., extra clothing and blankets). Everyone in the family should know where the kit is located. Talk to your family about the purpose of each item, and who is allowed to use it and when.

KEY POINT 2: WE CAN HELP PREPARE FOR EMERGENCIES BY PACKING OUR OWN DISASTER SUPPLIES BACKPACK KIT.

Disaster Supplies Backpack Kits should include activities, comfort items, identification information, safety items (e.g., flashlight with batteries) and hygiene items (e.g., toothbrush, comb and soap). The kit should be stored in a memorable and accessible place so you can get to it when you need it. Do not put heavy items in the Disaster Supplies Backpack Kit, as you may have to carry it for a while.

KEY POINT 3: UPDATE THE CONTENTS OF DISASTER SUPPLIES BACKPACK KITS.

You're not always going to love the book or game you put in your Disaster Supplies Backpack Kit. As you grow up, your interests change. Be sure to update your kit each year. Also, update your Family Disaster Kits as clothing sizes change, new batteries may be needed or food may have expired.

PRACTICE

Choose the activities that best fit your age group and program time.

DISASTER SUPPLIES PACKING LIST (GRADES K–5, 20 MIN) P. 64

Have children start their own disaster supplies packing list. Younger children can draw items.

PACKING LIST PICTURE GAME (GRADES 2–5, 20 MIN) P. 66

Help children get familiar with key items in a Disaster Supplies Kit in this drawing game.

READING TO READY DAY 4 (GRADES K–5, 30 MIN) P. 67

Help children learn about disasters through reading emergency-themed books.

ENRICHMENT: STORYBOOK CREATION (GRADES 2–5, 1–1.5 HR) P. 68

Help students demonstrate their Prep Rally Camp learning by creating a disaster-themed storybook.

SEND HOME: DISASTER SUPPLIES CHECKLIST, P. 69



DISASTER SUPPLIES PACKING LIST WORKSHEET

DISASTER SUPPLIES PACKING LIST

Make a list of the supplies you should put in your disaster supplies kit. Be sure to include items that will help you stay safe, healthy, clean, warm, busy and comforted. Write down as many items as you can think of, remembering that you should only pack what you need. After completing your list, share with others in your group to decide if there's anything you missed or something should remove.

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PACKING LIST PICTURE GAME

Following similar rules as the Pictionary game, the Packing List Picture Game has teams drawing and guessing key emergency preparedness terms.

MATERIALS

- Word cards (next page) - 1 set per team
- Container to hold the cards - 1 per team
- Large paper pad and markers or dry erase board and markers - 1 per team
- Timer

DIRECTIONS

- 1. Use keywords from Prep Step 3: Gather Wise Supplies (use word cards on next page). Fold the word cards so the words aren't visible and place them in a container.**
- 2. Divide the group into teams. The number of teams depends on the total number of participants. Each team gets a container of word cards and large pad of paper and marker (or dry-erase board and marker).**
- 3. Provide these game instructions to the teams:**
 - Each team will have 10 minutes to draw and guess as many emergency preparedness terms as possible (up to 14 words).
 - Every person on a team needs to draw before anyone gets to draw a second time.
 - The drawer selects a word card from the container and looks at it without letting any teammates see it.
 - The drawer draws the word on the paper pad/dry erase board so that his teammates can guess the word. The drawer cannot talk or write numbers or letters.
 - Teammates keep guessing until they correctly guess the word or decide to skip the word because they can't figure it out.
 - Each team puts all their correctly guessed words in a pile. When the leader calls "time's up" (after 10 minutes), each team counts how many points they earned.
- 4. The leader starts the game, monitors the time (10 minutes) and calls "time's up."**

Stuffed Animal

**Family Disaster
Supplies Kit**

Water Bottle

Canned Food

Blanket

Notebook

Game

First Aid Kit

Reading to Ready (Grades K–5, 30 min)

Use our Reading to Ready Booklist (pp. 87–89) to select and read on or two age-appropriate story selections. Below are a few recommended for Day 4: Gathering Wise Supplies.

Ask questions throughout the reading about keywords as well as character’s actions and emotions. Reinforce what the characters did and did not do with respect to safety and planning.

Option: Have children re-create their favorite part of the story through drawing or acting. Have them explain why it was their favorite part and how the character was being safe or not. Have them explain what they would have done in the same situation.

<i>Be Careful and Stay Safe</i>	by Cheri J. Meiners	This book helps kids stay safe in everyday situations and prepare for emergencies too. Also included are discussion questions, activities, and games for practice. (From the Learning to Get Along series.)	Grades K–3
<i>How Do Dinosaurs Stay Safe?</i>	by Jane Yolen	Dinosaurs demonstrate what and what not to do to avoid getting harmed.	Grades Pre-K–K
<i>Blizzard</i>	by Joyce Markovics	Learn how to stay safe from winter’s icy blast. (From the It’s A Disaster series)	Grades K–3
<i>Terrorists, Tornados, and Tsunamis: How to Prepare for Life’s Danger Zones</i>	by John Christian Orndorff	A list of tools and advice for prepping for and surviving a variety of disasters.	Grades 3–5
<i>Extreme Weather: Surviving Tornadoes, Sandstorms, Hailstorms, Blizzards, Hurricanes, and More!</i>	by Thomas M. Kostigen	Includes tips on what to do before, during, and after extreme weather.	Grades 3–5

Compiled by ALSC Quicklists Committee, 2015

Enrichment: Storybook Creation (Grades 2–5, 1–1.5 hr)

After reading different emergency related storybooks at Prep Rally Camp, have the children brainstorm and come up with their own idea for a story. The children should use writing and illustrations to demonstrate what they learned throughout the week about preparing for disasters and handling scary situations.

MATERIALS

- Blank loose-leaf paper
- Colored Pencils, markers, crayons
- Pens and pencils
- Stapler (or something else to bind the book)
- Disaster-themed storybooks (to use as examples)

INSTRUCTIONS

1. Create teams of 3–5 children and give each group its own set of materials. **Note:** This activity can also be completed individually if enough supplies are available.
2. Instruct each group to brainstorm a disaster-themed idea that would make a good storybook. Encourage them to make a story board or outline of their concept before make their storybook. If they are struggling to think of an idea, suggest they look back at some of the storybooks that they read throughout the week.
3. Tell children that that their story must:
 - a. Have a beginning, middle, and an end.
 - b. Have main characters that face at least one type of disaster that they have learned Prep Rally Camp.
 - c. Include important information about the disaster (i.e., what it is, what happened, and what was the result).
 - d. Include information about how the main character(s) prepared for and responded to that disaster.

Have children think about: Did the characters have a plan? Did they know how to communicate with emergency contacts? Did they have the right supplies? Who helped them in during the disaster?

4. Encourage students to be creative when making up their stories and characters. For example, their characters may be animals or aliens, or the disaster might be a tornado of ice cream cones, or the disaster might happen on Mars.
5. Have children write out and illustrate their story, making sure that each team member has a job to do.
6. In addition to creating the book, each group (of older children, Grades 3–5) should come up with 3–5 questions about its story that will test the audience on the disaster preparedness information presented in the story. For example, “What did John do when he heard the tornado warning? Was that the right thing to do?” or “What happened to the weather when the hurricane was approaching?”
7. After each group finishes their story, have each group read their story to the group.
8. The leader can ask disaster preparedness related questions to all the groups after the reading of each story. Ask the Children: How did this group’s character prepare for the disaster?

Was there anything else this character could have done to prepare more or to be safer?
9. After the group presentation, if applicable, match older groups of children (Grades 4–5) with younger groups of children (Grades K–2) to share their disaster-themed stories.

DISASTER SUPPLIES CHECKLIST

Every family needs a disaster supplies kit filled with items needed to help keep all family members safe and healthy during an emergency. Store enough of each item to last at least seven days. Be sure all family members know where the kit is located and when and how it should be used. Update your disaster supplies kit regularly to replace expired food or medicine or outgrown clothing items. Get children involved in putting together the disaster supplies so they can learn the importance of being prepared.

FAMILY DISASTER SUPPLIES KIT

- Flashlights and extra batteries
- Radio (battery-powered or hand crank)
- Non-perishable food items
- Water (one gallon/person/day)
- One complete change of clothing for each person, including jackets/coats
- Blankets
- Cash and coins
- Map of the area marked with places you could go
- Toolset
- Extra set of car keys and house keys
- Roll of duct tape
- Plastic sheeting pre-cut to fit shelter-in-place room openings
- Pet supplies
- Small fire extinguisher
- Matches in a waterproof container
- Special items such as denture needs, contact lenses
- Items for seniors or people with disabilities

MEDICAL SUPPLIES

- Prescription and non-prescription medicine, including for children
- First Aid Kit
- Fever reducer
- Antibacterial ointment
- Rash ointment

HYGIENE ITEMS

- Baby wipes
- Diapers
- Nursing pads
- Sanitary pads
- Toilet paper
- Soap
- Bleach

DISASTER SUPPLIES CHECKLIST

INFORMATION

- Medical information, including copies of medical prescriptions
- Copies of passports and birth certificates
- Copies of personal identification, such as a drivers' license
- Recent photos of each child

CHILD-FRIENDLY FOOD SUPPLIES

- Nursing supplies
- Formula
- Pre-packaged baby food
- Juice pouches
- Powdered milk

COMFORT ITEMS

- Comfort food and treats
- Activity items like books, puzzles and games
- Stuffed animal or blanket for children

DISASTER SUPPLIES BACKPACK KIT

Having children create their own disaster supplies backpack kit can help them feel part of the family emergency plan and teach them personal responsibility. Bags should be stored at home in an easily accessible area and updated as children grow and their interests change

Put these items in a backpack or portable bag to use during an emergency:

- A teddy bear or favorite stuffed toy (for safety and comfort)
- Crayons and pen (to keep ourselves busy)
- Soap and soap box (to clean ourselves)
- Toothbrush and toothpaste (to clean our teeth every day)
- Comb (to comb our hair)
- Hand towel (to clean ourselves or keep cool)
- An ID card or wristband (to identify who we are and parent contact information)
- A flashlight with batteries (to help us when there is no power)
- A notebook (to record important information and/or keep busy)
- A whistle (to use if you need help or get lost)
- Ask children what else they wish to remember that is important to them (i.e. favorite books, pictures, toys, extra clothes, etc.)



Prep Step 4 – During a Disaster

ABOUT THIS STEP

This section outlines steps you should take during a disaster to help protect your family, friends, classmates and yourself. During a disaster, it's important that you follow your emergency plan and to listen to the instructions of trusted adults to help keep you safe.

GOALS

- Learn to follow the emergency plan during a disaster.
- Listen closely to hear instructions so that you can help your family, friends and classmates.

Warm-Up (5 min)

INTRODUCTION

During Prep Rally Camp we've covered how to identify risks in our area and the key parts of an emergency plan, including have the right supplies ready to go. Today, we'll talk about what we can do during disasters to stay safe. We'll also review everything we've learned so we can share it with our families.

ARE YOU READY!???

GROUP STRETCHES



LEADERS: Lead children in a series of stretches and warm-up activities like jogging in place and jumping jacks to get children up and moving. Have fun with it. For example, have children stretch their brains so they can fit in more Prep Rally Camp learning. Consider inviting a few children to help you lead stretches.



- LEADER:** Get Ready!
- CHILDREN:** Get Safe!
- LEADER:** One!
- CHILDREN:** Recognize Risks!
- LEADER:** Two!
- CHILDREN:** Plan Ahead!
- LEADER:** Three!
- CHILDREN:** Gather Wise Supplies

Today we're going to talk about what do during a disaster.

LEADER NOTES

Repeat any other large group cheers taught during Day 1.

Consider having one team perform their cheers they created on Day 1 for the rest of the group.

Prep Rally Video (5 mins)

Prep Step 4 – During Disaster: www.savethechildren.org/PrepRally

Starter (10 min): Dance Party

MATERIALS

- Music player (e.g., stereo, CD, iPod, computer speakers)
- Upbeat song

DIRECTIONS

1. Get three volunteers to join you [LEADER] at the front of the room.
2. Explain to the whole group that you will be playing a dance party game and you need help from the volunteers to come up with the moves.
3. Have Volunteer 1 demonstrate a simple dance move that she would like to use in the game (this could be anything like disco pointing, or a hop or skip). Tell children, that when you call out, “Number 1,” during the game, they are to perform Volunteer 1’s dance move.
4. Have Volunteer 2, demonstrate a simple dance move that he would like to use in the game. Tell children, that when you call out, “Number 2,” during the game, they are to perform Volunteer 2’s dance move.
5. Have Volunteer 3, demonstrate a simple dance move that she would like to use in the game. Tell children, that when you call out, “Number 3,” during the game, they are to perform Volunteer 3’s dance move.
6. Tell children that now that you have a dance plan, they are to pay attention as you may call numbers quickly or out of order and they need to keep up.
6. Start playing music in the background with an upbeat tempo.
7. Guide the group through the different dance moves by calling out number 1 for 15 seconds, then number 2 for 15 seconds and then number 3 for 15 seconds.
8. After they have the hang of it, start going from number to number at your own pace. For example, number 2 for 5 seconds, to number 1 for 20 seconds, to number 2 for 5 seconds, then number 3 and so on.
9. Eventually, say a number for which you didn’t give instructions (e.g., 5), and do a completely different dance move than was assigned at the beginning of the game. See if the kids continue to follow what you say and do.
10. Again use numbers 1, 2 and 3 in any random pattern.
11. Add in a few more numbers for which they do not have instructions. See how long it takes them to catch on.
12. Play the game for as long as you want.
13. At the conclusion, ask the kids: Were you ever confused or frustrated during the activity? If so, why? What did you do when you were confused? Why?

Explain that, during emergencies, things don’t always go according to plan and when things don’t go as expected it’s important to look to and follow their adult leader (e.g., parent, teacher, coach). Talk about the dancing activity and how it was important to be calm, quiet and focused on the leader when they weren’t sure what to do. In an emergency they need to be calm, quiet and focused.

Discussion (5 min): Follow the Plan



LEADERS: Use the question guide below to help you facilitate discussion about following plans. You can read the questions directly to your group. After reading each question, give children a few moments to think of their answer before calling on them. Encourage everyone to participate and get several children to respond to each question before moving on to the next. Keep children on track by not straying far from the guide and offer your own examples if they have trouble answering.

- 1) What is an example of a plan you've had.
 - What was it for? (e.g., sports team practice or plays, schedule for doing homework, plan to have a party or meet a friend)?
 - Did you follow it, why?
 - If you did not follow it, why?
- 2) Have you ever had to change a plan?
 - If so, why?
 - How did the change in plan affect the result?
- 3) Did changing the plan make you worry? If so, why?
- 4) What can you do when the plan changes during an emergency?
- 5) Who are some people we can trust during an emergency?

Example Answers: Firefighters, Police Officers, Emergency Medical Services, school or program staff members

Key Points (10 min): During Disaster



LEADERS: Get familiar with the key points and explanations before the Prep Rally. Read or summarize the points and explanations to the children during the program.



ENERGY BOOST: To help children stay engaged and remember the material, have them repeat the key points after you state them.

REMEMBER

KEY POINT 1: DURING AN EMERGENCY, USE YOUR EMERGENCY PLAN.

Loud noises, uncertainty and possibly the loss of electricity can make an emergency situation hectic and overwhelming. It's important to rely on your emergency plan to help guide you through the situation and keep everyone safe.

REMEMBER

- Take your Disaster Supplies Kits and find a safe place—ideally the one identified in your plan.
- If you need to evacuate, go to your meeting place in an immediate or distant safe location. If you need to shelter-in-place, go to your safe room.
- If you can't find your parent/guardian or teacher, let someone know where you are. Call emergency contact numbers you have memorized or that are on your emergency card.
- If phones are not working, talk to an adult (especially a police officer, fireman or teacher) who can help you stay safe.

KEY POINT 2: TRY TO BE CALM AND QUIET SO YOU CAN HEAR ADULT LEADERS' INSTRUCTIONS.

It's important to follow an adult's instructions as they may have more information about the situation than you. No two emergencies are the same, and sometimes the plan needs to be altered or changed to help keep you safe.

Staying calm and quiet can help ensure that everyone respond quickly and appropriately.

KEY POINT 3: LEARN TO IDENTIFY PEOPLE YOU CAN TRUST SUCH AS LOCAL FIREFIGHTERS AND POLICE OFFICERS AND SCHOOL and PROGRAM STAFF.

It's possible that you may become separated from your group, teacher or family during an emergency. Know how to identify adults you can trust, including firefighters, police officers, school staff, and neighbors. These adults can help reunite you with your family while keeping you safe.

WRAP UP

REMEMBER TO GET READY

- Recognize Risks. Know the hazards in your area and how to prepare for them.
- Plan Ahead. Make a plan for different types of emergency and know how to communicate with family and friends.
- Gather Wise Supplies. Make a Disaster Supplies Kit with the items you may need in an emergency.

WHEN A DISASTER HAPPENS

- Listen to instructions and don't panic.
- Take your Disaster Supplies Kits and find a safe place—ideally the one identified in your plan.
- If evacuating-go to your meeting place in an immediate or distant safe location.
- If sheltering-in-place- go to your safe room.
- If you can't find a parent, teacher or caregiver, let someone know where you are. Call one of the emergency contact numbers you have memorized or that is listed on your contact card.
- If you are alone, hurt or need help, call 9-1-1 or your local emergency contact number.
- If phones do not work, talk to an adult (especially a police officer, fireman, or teacher) who can help you stay safe.

PRACTICE

Choose the activities that best fit your age group and program time.

ENRICHMENT: GUEST SPEAKER (GRADES K–5, 30 MIN–1 HR) P. 78

Invite a local first responder or emergency manager to teach children about their role during emergencies, emphasizing their role in keeping children safe.

WHO TO TRUST (GRADES 3–5, 30 MIN) P. 78

Teach children who they can trust in emergency situations by helping them research key roles during an emergency response.

PREP RALLY QUIZ GAME (GRADES K–5, 20 MIN) P. 79

Help reinforce what children have learned at Prep Rally Camp by playing this review game.

SHARE CIRCLE (GRADES K–5, 30 MIN) P. 82

Have children share what they have learned and their favorite parts of Prep Rally Camp.

TAKE HOME: PREP RALLY CERTIFICATE, P. 83

Enrichment: Guest Speaker (Grades K–5, 30 min–1 hr)

Invite a local first responder to be a guest speaker on your final day of Prep Rally camp. Have him or her talk about the job and his or her role during emergencies including:

- Stories from previous emergencies (limiting use of graphic language)
- Uniforms, symbols and signs associated with the profession
- Tools and equipment that he or she uses.
- How he or she got into that particular professional field.
- How children can go into that professional field. Allow time for children to ask questions.

Who to Trust (Grades 2–5; 30 min–1 hr)

MATERIALS

- Internet access (for research)
- Books for research
- Long sheets of craft paper or poster board (1 for each team)
- Markers and pens

DIRECTIONS

1. Divide children in to groups of 4–6.
2. Assign each group one of the professions below to research their role in emergencies.
 - Emergency Medical Services Personnel
 - Emergency Managers
 - Firefighters
 - Police Officers
3. Teams should use internet and book resources to find and write down the following information.
 - What is their job during emergencies?
 - What is their job when there is not an emergency?
 - What do they wear? What do their uniforms look like?
 - What symbols or signs are associated with the job? (e.g., a red cross is associated with medical services).
 - What equipment and tools do they use in an emergency?
 - How does someone go into that job? What kind of classes, school, jobs and volunteer experience does someone need?
 - What is one other interesting fact about what they do?
4. After completing the research, instruct teams to draw a person who has the job they were assigned. Teams should write the name of the profession on the top of the paper. If large enough paper is available, teams can trace one team member lying down to make a life-size drawing.
5. On the drawing of the person, teams should draw the proper uniform, symbols, tools and equipment they learned from their research.
6. When each team has completed their drawing, have the teams take turns presenting their drawings and the key facts that they found in their research.

Prep Rally Quiz Game (Grades K–5, 20 min)

Prep Rally Camp covered a lot of important safety information. Use this quiz game to help children review key points from the week.

MATERIALS

- Paper and pens for each team

DIRECTIONS

1. Divide children into equal teams of 4–6 children.
2. Assign an adult leader or child volunteer to help keep score.
3. Have each team come up with a disaster-themed team name and write that name on a sheet of paper that they will use to hold up when they know the answer.
4. Have each team designate a spokesperson, who will give all of the team's answers.
5. Instruct teams that you, as the leader, will read a series of questions. If the team know the answer it is to quietly raise its team sign. The team that raises its sign first will have the opportunity to answer first. In some cases there is more than one correct answer. In those situations, allow the first team to raise its sign to answer first, then give the second team a chance and so on.
6. The team with the most points at the end of the game wins. Be sure to congratulate all teams for their participation and for all that they have learned at Prep Rally Camp.

ROUND 1

1. True or False: It's okay to feel scared during emergencies:
Answer (1 point): True. It's normal to feel scared. But having an emergency plan can help us feel less scared.
2. What is a hazard?
Answer (1 point): A hazard is something that could cause harm or damage.
3. True or False: All communities have the same risk for natural disasters
Answer (1 point): False. Different regions have different risks for different types of disasters.
4. What are some ways we can monitor the weather?
Answer (1 point per answer): TV, internet, cellphone, radio
5. What should we do if a severe weather WATCH is issued?
Answer (1 point): Keep watching the weather and monitoring the situation.
6. What does a severe weather WARNING mean?
Answer (1 point): Severe weather is coming soon or has already occurred in a nearby area. When a warning is issued, we should take action immediately and follow our emergency plan.
7. **ALL TEAMS:** Write down as many disaster names as you can that we talked about at Prep Rally Camp. Each disaster counts as one point. You have one minute.
Answer (1 point per answer): Tornado, Hurricane, Extreme Heat, Extreme Cold, Tsunami, Wildfire, Earthquake, Landslide, Thunderstorm, Flooding

ROUND 2

8. Why might communication be difficult during an emergency?

Answer (1 point per answer): Phone lines may be overwhelmed or down. Electricity may be down. People may not have all the information. The situation may be chaotic.

9. Why do we need an out-of-town emergency contact?

Answer (1 point): Local communication systems may be overwhelmed. An out-of-town contact is less likely to be affected by the emergency and may be able to help.

10. What does it mean to evacuate?

Answer (1 point): Evacuate means to get out.

11. In what types of situations might you shelter-in-place?

Answer (1 point per answer): You might shelter-in-place in thunderstorms, tornadoes, winter storms, or whenever the authorities tell you to do so. You take shelter when the hazard or disaster is outside.

12. What are the key parts of a Family Emergency Plan?

Answer (1 point per answer):

- 3 emergency contacts
- 2 evacuation routes
- 2 meet-up locations
- 1 safe room

ROUND 3

13. **ALL TEAMS:** Write down as many items as you can that need to go into your Disaster Supplies Kit. You have one minute.

Answer (1 point per answer):

- Food
- Water
- Flashlight
- Radio
- Medical supplies (e.g., first aid kit and medicines),
- Identification information (e.g., IDs)
- Supplies for warmth (e.g., extra clothing and blankets).
- Activities (e.g., games, activity books)
- Notebook, pens
- Comfort items (e.g., teddy bear, favorite toy)
- Hygiene items (e.g., a toothbrush, washcloth comb and soap)
- Whistle
- Maps
- Extra set of clothes
- Blankets

14. True or False: Things always go according to plan during an emergency.

Answer (1 point): False. Often times things do not go exactly according to plan. That's why it is important to remain calm and follow the instructions of your adult leader.

15. What are examples of professionals you can trust in an emergency?

Answer (1 point per answer):

- Emergency Medical Services
- Police Officers
- Firefighters
- Emergency Manager
- School Staff
- Program Staff

16. True or False: During an emergency you are responsible for saving yourself and your classmates.

Answer (1 point): False: It's your job to stay calm and follow instructions, but in an emergency there are caring and capable adults who will be working to keep you and your peers safe.

17. If you are in danger, hurt or lost, who should you call?

Answer (1 point): Call 9-1-1 or your local emergency services number.

18. What are the Prep Steps we covered this week?

Answer (1 point per answer)

1. Recognizing Risks
2. Planning Ahead
3. Gathering Wise Supplies
4. During Disaster

Tally up points and announce the winning team. Congratulate all the children on completing Prep Rally Camp!

Share Circle (Grades K–5, 30 min–1 hr)

Take some time to reflect on Prep Rally Camp.

DIRECTIONS

- In a classroom size group (up to 30 children) sit children in a circle.
- One by one, have each child share something he learned and his or favorite part of Prep Rally Camp (this could be a key fact, favorite game or activity).
- Although it's likely the same activities will be repeated, encourage children to think of something unique to share.
- After everyone has shared, ask children if there is something they want to continue learning about more in depth or if they have any more questions about something that they learned this week.
- Before you break the share circle, ask children about what they can do to stay safe now that Prep Rally Camp is over.

Some next steps are:

- Going home and talking about an emergency plan with their family.
- Making an emergency plan and practicing it.
- Continuing to learn about disasters and emergency preparedness.



CONGRATULATIONS,

on successfully completing the **Get Ready Get Safe** Prep Rally
and preparing your family for disasters.

DATE

SIGNATURE



Save the Children®
Get Ready. Get Safe.

Family Engagement Ideas

Keep the Prep Rally Camp learning going by having a family engagement day!

Here are a couple ways that Prep Rally Camp can ensure that families are involved.

- Invite families to the last day of camp where children can present their cheers, projects and key facts they have learned throughout the week.
- Host a special Family Night after camp one day, where children can teach their families how to create an emergency plan, using the skills and knowledge they've gained throughout the week. Different groups or grades could be responsible for different Prep Steps.

MAKE IT MORE FUN!

Invite local safety professionals and first responders to contribute to the program, either as a presenter or by setting up a station where families can learn more about their profession.

Invite local businesses to sponsor the event and provide food and fun. Consider asking a donor to give backpacks or drawstring bags to children that they can use to start their disaster supplies kits.

Invite other programs or schools to join the event so that the whole community can learn how to keep children safe in emergencies.

Sample Parent Letter

Dear Parent,

Next week your child will participate in a Prep Rally Camp hosted by the Woodbridge Community Center.

Prep Rally Camp is emergency preparedness program for children that teaches them the basics of getting ready for disasters including 1) Recognizing Risks, 2) Planning Ahead, 3) Gathering Wise Supplies and 4) During Disaster.

The program is based on the idea that although we cannot prevent emergencies from happening, there are simple things that we can do with our families to prepare and stay safe.

The Prep Rally is full of cheers, games and activities that got your child thinking about what makes them feel safe and protected. At the end of the program, we hope that your child knows that although disasters and storms can be scary, by talking with our families and making a plan we can know what to do and know that there are adults working to protect them.

But the learning doesn't end with the Prep Rally. We hope that you will follow up with your child and ask him what he learned at the Prep Rally. Talk about your family emergency plan, including emergency contacts, evacuation routes and meet-up locations.

Don't wait until it's too late. Talking about emergencies before they happen can help your child feel more secure and empowered when the next disaster strikes and she needs to act quickly.

For more information about protecting children in disasters, including a family disaster checklist, you can visit Save the Children's Get Ready Get Safe website at: www.savethechildren.org/GetReady.

Thanks for your help in keeping kids safe!

Sample Press Release Template

Media Contact Name
Phone Number
Email

Parks and Recreation Agency Leads Charge to Protect Kids HOSTS PREP RALLY PROGRAM TO HELP CHILDREN AND FAMILIES BE READY FOR DISASTERS

CITY, STATE (DAY, MONTH)—**PARKS AND RECREATION AGENCY** is taking a stand for kids in **CITY**, to help ensure that when the next disaster strikes, families will be ready and children will be safe. This week, it hosted Prep Rally Camp to give children in its **SUMMER PROGRAM** the tools they need to recognize risks, plan ahead, and make disaster supplies kits.

“We know that children are the particularly vulnerable during disasters,” said **AGENCY REPRESENTATIVE**. “By teaching them about emergency preparedness, we can build their resiliency so they can feel safe and healthily cope with crises.”

Each day, 69 million children are in school or child care away from their parents if a disaster were to happen. Yet, according to a recent FEMA study, less than half of American families have an emergency plan and may not know how to reunite during or following an emergency. These startling statistics reveal a huge gap in our nation’s ability to protect children during disasters. That’s why **PARKS AND RECREATION AGENCY** has stepped up to make preparedness a priority here in **CITY**.

Add specific Prep Rally info here.

(EXAMPLE) Children in the **SUMMER PROGRAM** learned how they can help their families prepare for emergencies through Save the Children’s Prep Rally Camp. Each day, leaders covered 1 of 4 Prep Steps: 1) Recognizing Risks, 2) Planning Ahead, 3) Gathering Wise Supplies, and 4) During Disaster. Practical lessons and discussions were paired with fun and engaging activities such as the Disaster Supplies Relay Race, Untelephone Game and Packing List Picture Game. Kids filled out ID cards and disaster checklists were sent home to families to help them start to make emergency planning part of their regular routine. The week was filled with lots of cheers, smiles and a whole lot of energy or “Prep Pep” about being safe.

“The Prep Rally program makes disasters less scary by giving children the tools they need to prepare and be ready,” said **AGENCY REPRESENTATIVE**. “Through fun activities and discussions, it helped children feel less afraid and more empowered to take actions that can help protect themselves and their families.”

REPRESENTATIVE added, “By teaching kids about emergencies now, we have the opportunity to raise a generation of prepared citizens in the **CITY** community. This is a commitment that will last and shape the future of our **CITY**. We’ve taken a stand for kids and we hope that others will too. By protecting our children, we’re protecting our future.”

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About **PARKS AND RECREATION AGENCY**

Brief description of who you are and what you do.

ABOUT SAVE THE CHILDREN’S GET READY GET SAFE INITIATIVE

GET READY GET SAFE is a pioneering Save the Children initiative designed to help U.S. communities prepare to protect and care for the most vulnerable among us in times of crisis—our children. We help generate child-focused emergency plans, provide emergency training and ensure emergency resources are in place before crisis strikes. Learn more at www.savethechildren.org/GetReady.

Reading to Ready Booklist

Help children learn about and prepare for disasters through reading. Choosing books about disasters that may affect your area can help build children’s resilience and ability to cope with crisis. Select one or more of the disaster books below to read together. While reading ask questions about the characters, settings and their reactions. Afterwards, have a discussion about what the book taught the children about preparing for and responding to disasters.

BUILDING EMOTIONAL RESILIENCE – LEARNING TO OVERCOME FEARS			
<i>Alfie Is Not Afraid</i>	by Patricia Carlin	With the help of his trusty dog, a little boy survives his first camp out.	Grades Pre-K–I
<i>Babies in the Bayou</i>	by Jim Arnosky	Demonstrates how parents and caregivers will protect children from harm.	Grades K–I
<i>The Dark</i>	by Lemony Snicket, illustrated by Jon Klassen	Dark becomes a character and teaches a young boy how to stop being afraid.	Grades K–I
<i>First Snow</i>	by Peter McCarty	Pedro isn’t sure he likes the cold and snow, but his family and friends encourage him.	Grades Pre-K–I
<i>Go Away, Big Green Monster!</i>	by Ed Emberley	Helps young children learn how to cope with and control their fears.	Grades Pre-K–I
<i>I’ll Know What to Do, A Kid’s Guide to Natural Disasters</i>	by Bonnie S. Mark and Aviva Layton	Helps children understand the facts, their feelings and how to cope with natural disasters.	Grades 2–5
<i>I’m Not Scared Book</i>	by Todd Parr	Bright, bold illustrations and simple text show children conquering a wide variety of fears.	Grades Pre-K–I
<i>Scaredy Squirrel</i>	by Melanie Watt	Scaredy Squirrel does not want to leave his tree for fear of killer bees, germs, and other disasters, but takes the leap and learns he can glide.	Grades K–3
<i>Stormy Night</i>	by Salina Yoon	Bear finds several ways to ease his fear when a storm wakes him up at night.	Grades Pre-K–K
<i>The Big Bad Blackout</i>	by Megan McDonald	When a hurricane knocks out the power, Judy, Stink, and their family find a way to pass the time.	Grades 2–4
<i>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</i>	by Kirby Larson	This amazing, true story recounts how best friends Bob Cat and Bobbi, a cat and a dog, survive Hurricane Katrina by sticking together.	Grades K–3
<i>What To Do When You’re Scared and Worried</i>	by James J. Crist	Kids have worries just like grown-ups. This book helps explain where worries and anxiety come from and gives kids tips to handle their worries.	Grades 3–5
<i>Who Feels Scared?</i>	by Sue Graves	Jack, Ravi, and Kevin talk about scary things and how to deal with them during their sleepover in this story that includes a special section for adults on how to talk to children about dealing with fears. (From the Our Emotions and Behaviors series.)	Grades K–3

UNDERSTANDING HOW TO PREPARE FOR EMERGENCIES

<i>Back-to-School Safety</i>	by Lisa M. Herrington	A simple book to help kids start learning and building their basic safety awareness in a variety of situations.	Grades K–2
<i>Be Careful and Stay Safe</i>	by Cheri J. Meiners	This book helps kids stay safe in everyday situations and prepare for emergencies too. Also included are discussion questions, activities, and games for practice. (From the Learning to Get Along series.)	Grades K–3
<i>Blizzard</i>	by Joyce Markovics	Learn how to stay safe from winter’s icy blast. (From the It’s A Disaster series)	Grades K–3
<i>Fireboy to the Rescue: a Fire Safety Book</i>	by Edward Miller	Superhero Fireboy explains what to do in case of a house fire.	Grades 2–4
<i>How Do Dinosaurs Stay Safe?</i>	by Jane Yolen	Dinosaurs demonstrate what and what not to do to avoid getting harmed.	Grades Pre-K–K
<i>No Dragons For Tea</i>	by Jean Pendziwol	When a tea date with a dragon is interrupted by fire, a safety-conscious girl shows what to do to extinguish the flame.	Grades Pre-K–2
<i>Ready, Set ... Wait! What Animals Do Before a Hurricane</i>	by Patti R. Zelch, illustrated by Connie McLennan	A look at how people as well as animals prepare for a hurricane.	Grades K–3
<i>Terrorists, Tornadoes, and Tsunamis: How to Prepare for Life’s Danger Zones</i>	by John Christian Orndorff	A list of tools and advice for prepping for and surviving a variety of disasters.	Grades 3–5
<i>Watch Out! Around Town</i>	by Claire Llewellyn	Kids are given advice on how to stay safe out of the home and around town. (From the Watch Out! series)	Grades Pre-K–2
<i>What If You Need to Call 911?</i>	by Anara Guard, illustrated by Mike Laughead	Short stories help readers learn when and how to call 911.	Grades Pre-K–2

LEARNING ABOUT MONITORING THE WEATHER AND SPECIFIC TYPES OF DISASTERS, INCLUDING HOW TO RESPOND

<i>Clifford and the Big Storm</i>	by Norman Bridwell	A story of evacuation and returning home.	Grades K–3
<i>Clifford the Firehouse Dog</i>	by Norman Bridwell	Focuses on being prepared and evacuating in a fire emergency.	Grades K–3
<i>Earthquakes!</i>	by Renee Gray- Wilburn	A graphic novel approach to earthquakes and safety.	Grades 2–3
<i>Extreme Weather: Surviving Tornadoes, Sandstorms, Hailstorms, Blizzards, Hurricanes, and More!</i>	by Thomas M. Kostigen	Includes tips on what to do before, during, and after extreme weather.	Grades 3–5
<i>Flood</i>	by Alvaro F. Villa	A wordless picture book showing the preparations for—and recovery from—a major flood.	Grades K–3

<i>Franklin and the Thunderstorm</i>	by Paulette Bourgeois	Explains how knowing the facts about something can help ease fears.	Grades K–2
<i>Hurricane & Tornado</i>	by Jack Challoner	Describes dangerous and destructive weather conditions around the world.	Grades 3–5
<i>I Survived Hurricane Katrina, 2005</i>	by Lauren Tarshis	A chapter book about a boy who overcomes his fears during Hurricane Katrina.	Grades 3–6
<i>Kenta and the Big Wave</i>	by Ruth Ohi	Kenta and his family must evacuate their home in a small Japanese village as a tsunami approaches. Inspired by true events.	Grades K–3
<i>Louie the Buoy: A Hurricane Story</i>	by Allain C. Andry, III	A survival story about a buoy during Hurricane Camille.	Grades 3–6
<i>National Geographic Kids Everything Weather: Facts, Photos, and Fun that Will Blow You Away</i>	by Kathy Furgang	Packed with weather-related information ranging from weather extremes such as heat and storms, to weather prediction and preparedness.	Grades 3–6
<i>Surviving a Fire</i>	by Heather Adamson	Learn what to do when faced with a disaster. (From the Be Prepared series)	Grades 2–4
<i>Tornadoes</i>	by Gail Gibbons	Teaches all about tornadoes: formation, classification and how to respond.	Grades 3–6
<i>Tornadoes: Be Aware and Prepare</i>	by Martha Rustad	Describes what each disaster is and what to do in case you are caught in one. (From A Plus Books: Weather Aware series)	Grades K–2

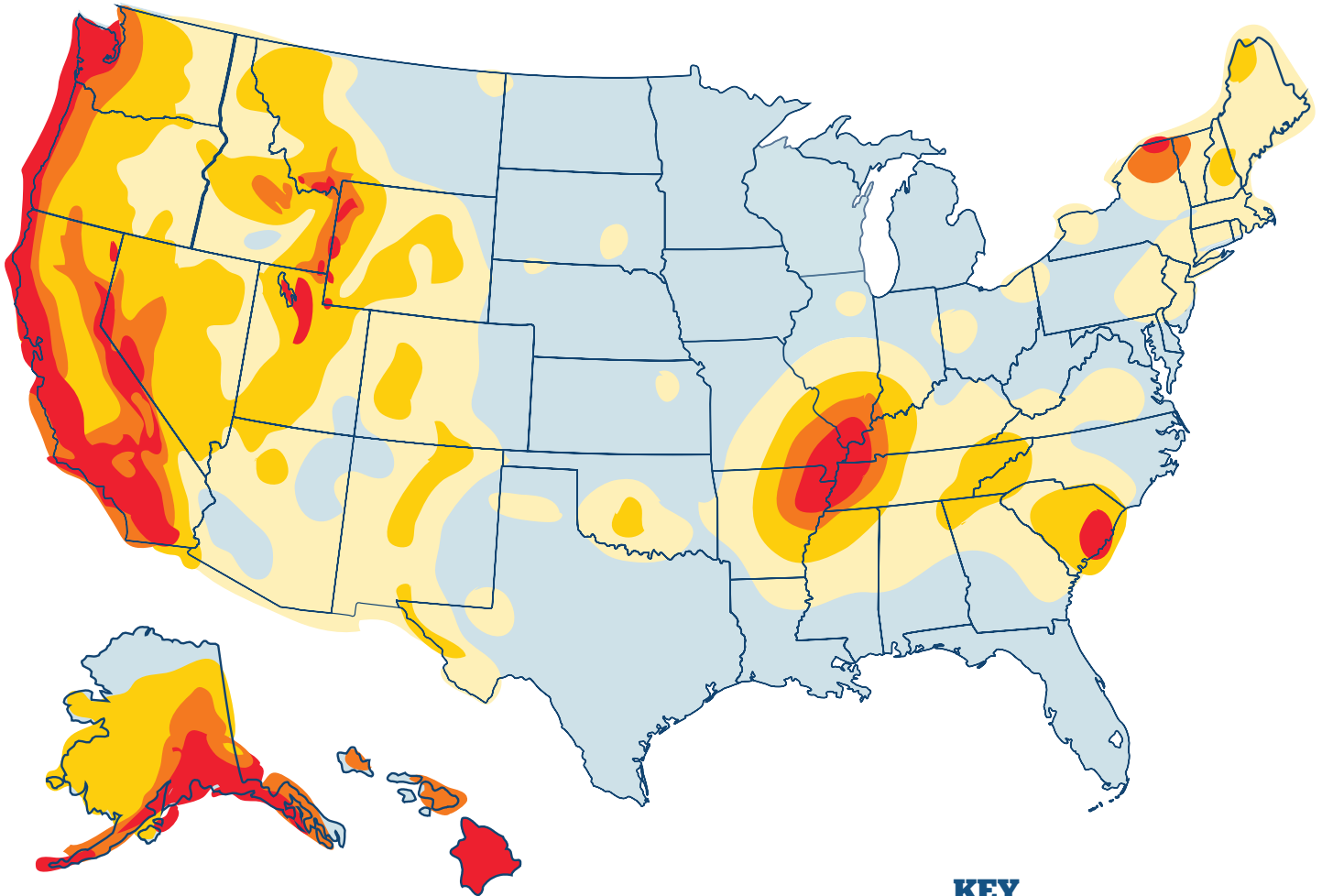
This list was created by the Quicklists Consulting Committee of the Association for Library Service to Children, a division of the American Library Association.

Compiled by ALSC Quicklists

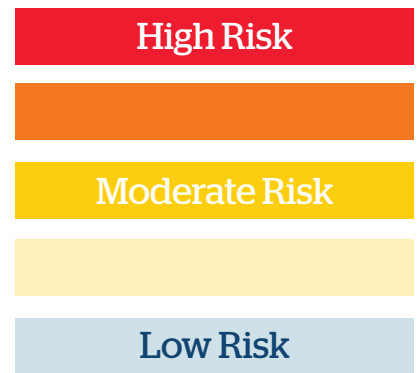
Committee Co-chairs: Krista Britton & Mary R. Voors

DISASTER MAPS

Map #1



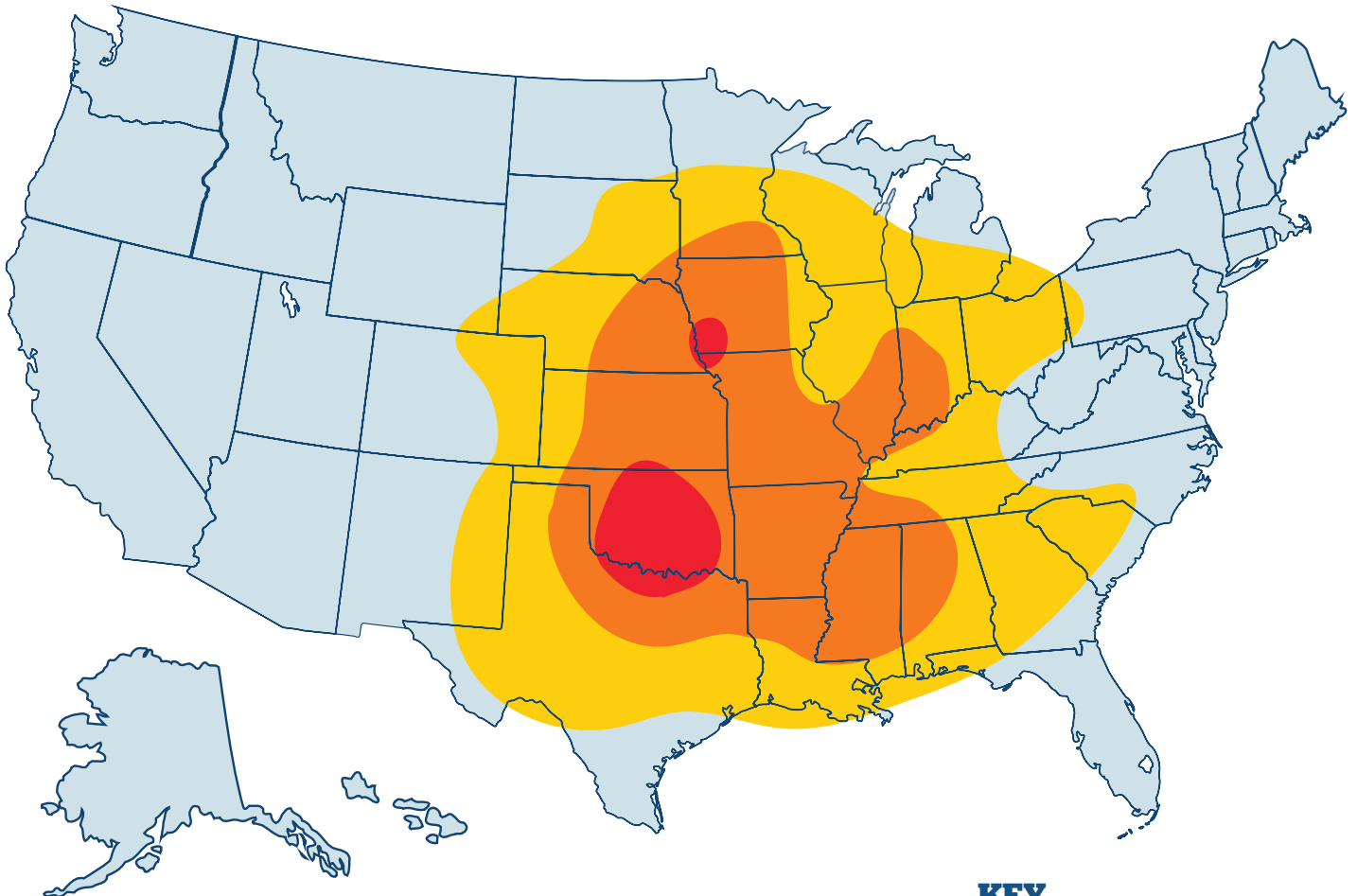
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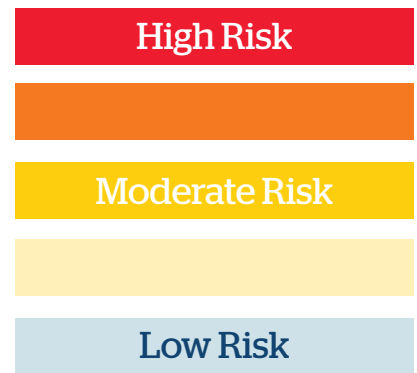
*Based on US Geological Survey data.
Source: NOAA

DISASTER MAPS

Map #2



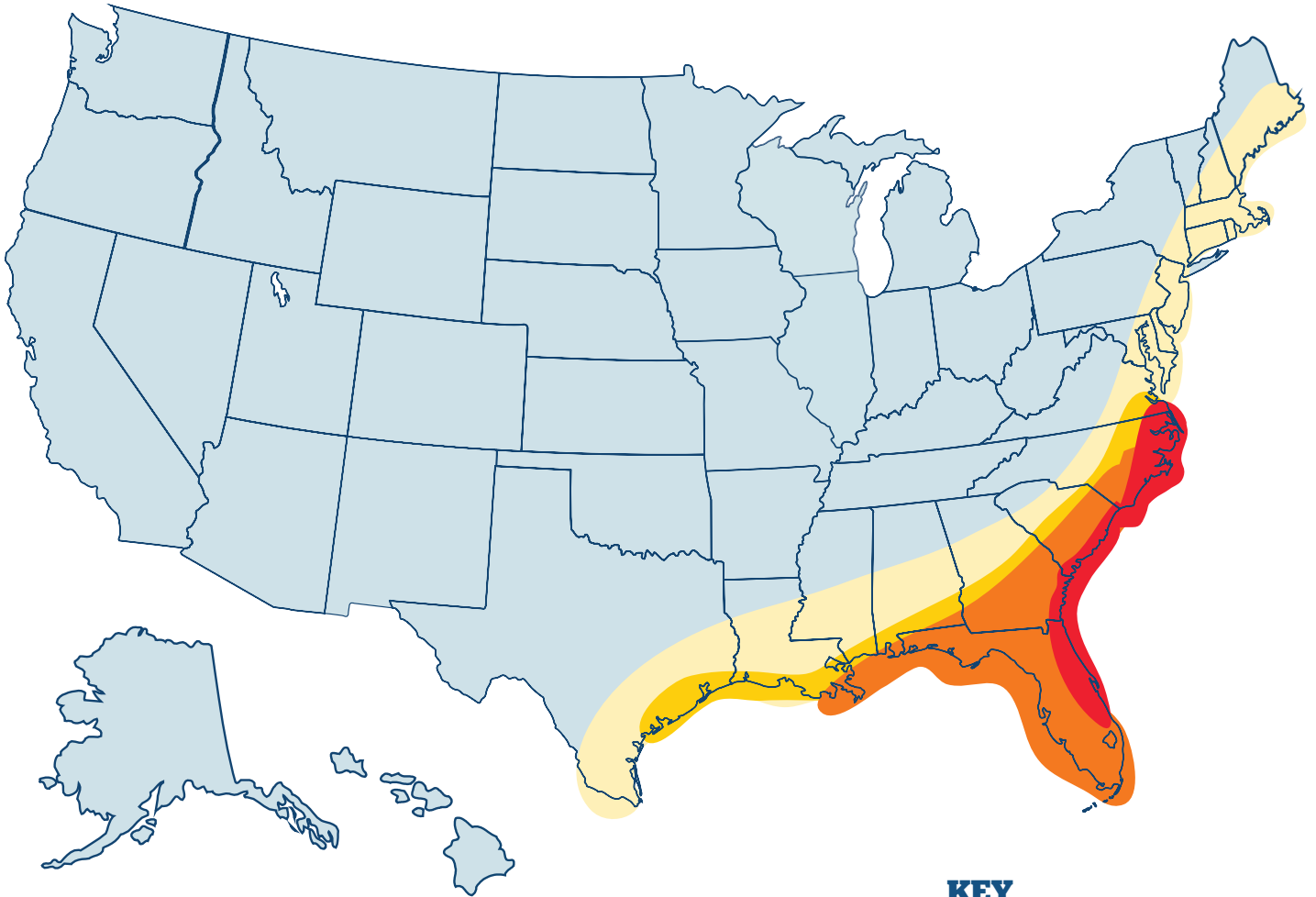
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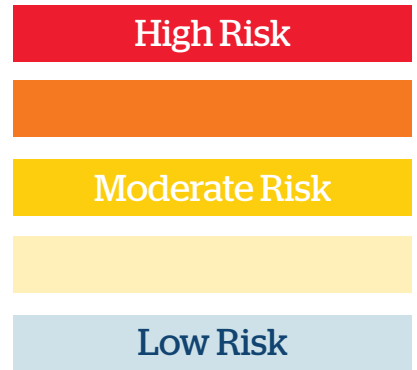
*Based on data provided by by the National Oceanic and Atmospheric Administration. Source: NOAA

DISASTER MAPS

Map #3



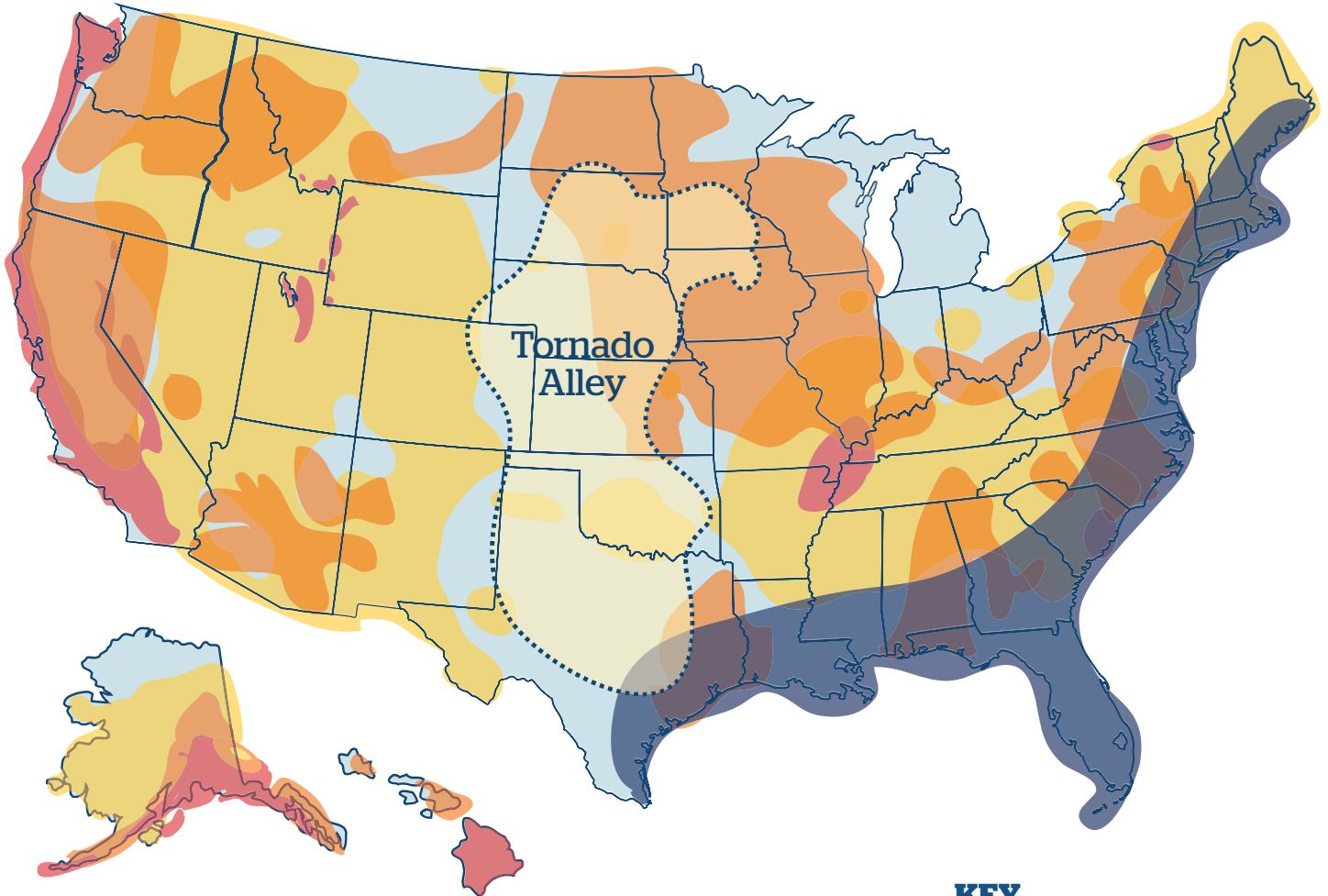
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*Based on data provided by University of Miami
Source: NOAA

DISASTER MAPS

All Disaster Types



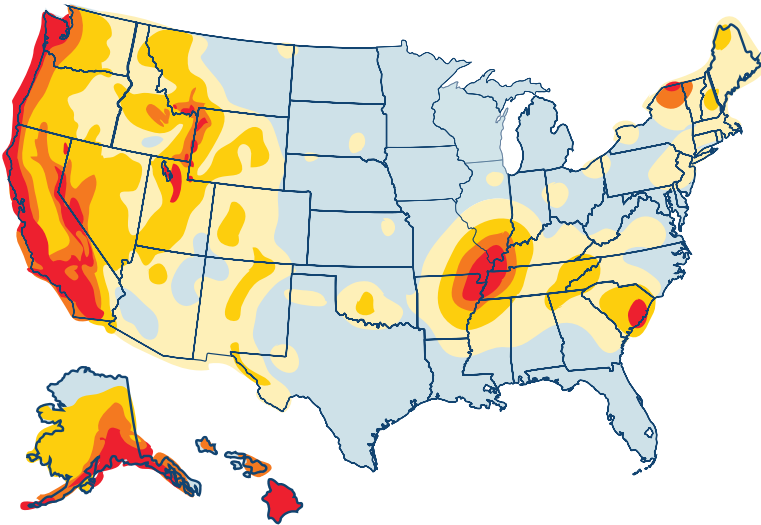
KEY

- High Risk Earthquake
- Floods
- Moderate Risk Earthquake
- Tornado
- Hurricane

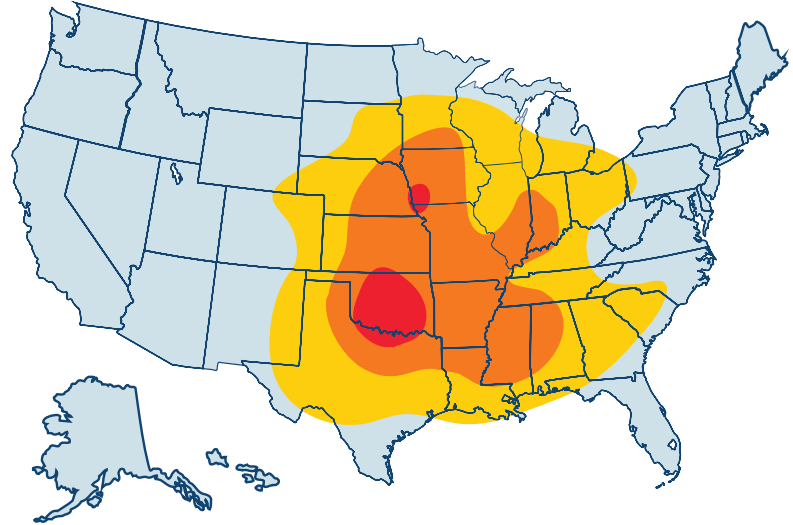
Source: NOAA

DISASTER MAPS: ANSWER KEY

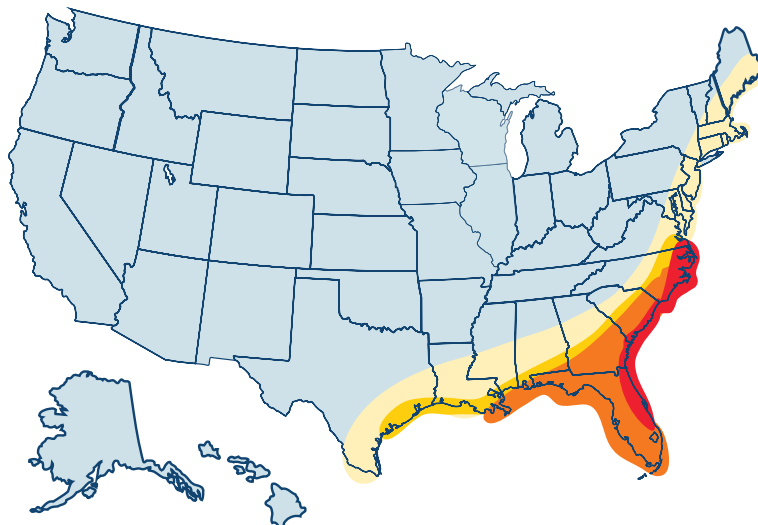
Map #1: Earthquake



Map #2: Tornado



Map #3: Hurricane



A strong rotating tunnel of air that reaches from the sky to the ground. Tornadoes usually happen during thunderstorms and can cause a lot of damage.

Prepare

- Identify and prepare a “wind safe” room, or shelter (basement/cellar or an interior room on the lowest floor).
- Know your community’s warning system (e.g., tornado sirens).

Respond

- Monitor weather reports.
- Shelter-in-place in a safe room or shelter.
- Get under a sturdy piece of furniture. Hold on to it with one hand. Use your other arm and hand to protect your neck.

Tornado



Hurricane



A strong storm that starts in the ocean, where powerful winds and rains can cause damage when the storm approaches land.

Prepare

- Make an evacuation plan.
- Cover windows with plywood or shutters.

Respond

- Monitor weather reports.
- Evacuate if instructed to do so.

Dangerously high temperatures sometimes accompany high humidity, which cause the body to work extra hard to maintain its normal temperature.

Prepare

- Wear loose-fitting, light-colored clothes.
- Plan how to get relief from and avoid excessive heat (e.g., going to a library with air conditioning).
- Discuss with your family members what they should do to stay safe in excessive heat.

Respond

- Stay inside, where air-conditioning is available.
- Drink lots of water and eat lightly.



Extreme Heat

Dangerously low temperatures, sometimes accompanied by strong winds, icing, snow, sleet, and freezing rain. Winter weather can knock out heat, power, and communication and make traveling dangerous.

Prepare

- Add warm clothing and blankets to your disaster supplies kit.
- Install and maintain smoke and carbon monoxide alarms.

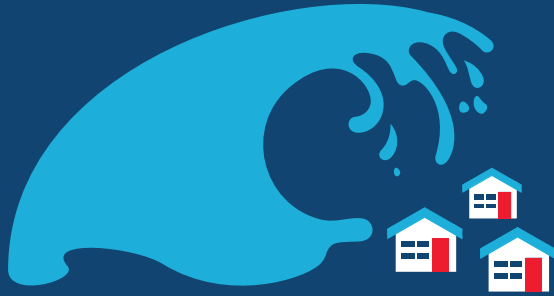
Respond

- Dress warmly, in layers.
- Stay inside.
- If you can't feel your fingers or toes or you can't stop shivering, tell an adult.

Extreme Cold



Tsunami



A series of very big waves that crash into the shore caused by an underwater earthquake, a landslide, volcano eruption or meteorite.

Prepare

- Identify and practice evacuation routes.
- Become familiar with the sound of a tsunami alert siren.

Respond

- Stay informed.
- Evacuate if instructed to do so.
- Move inland, away from the ocean.
- Seek higher ground.

Wildfire



An uncontrolled fire often occurring in open areas like forests or parks. Wildfires often begin unnoticed, but they spread quickly igniting plants and trees.

Prepare

- Plan evacuation routes.
- Install smoke alarms on every level of your home, especially near bedrooms.

Respond

- Monitor news about nearby fires.
- Evacuate if instructed to do so.
- Make your home easy to find and access (e.g., leave lights on in your home).

- Respond**
- Drop to the floor, take cover under something sturdy such as a table and hold on to it with one hand. With your other arm and hand protect your head and neck.
 - Stay inside until the shaking stops.
 - If outside, find a clear spot and drop to the ground.

- Prepare**
- Learn and practice Drop, Cover and Hold On method.
 - Pick "safe places" in each room.
 - Understand that aftershocks follow the first quake.
 - Secure your home's indoor and outdoor objects.

Shaking, rolling or sudden shock of the earth's surface.

Earthquake



Landslide



The movement of masses of rock, earth or debris down a slope. Landslides occur when the ground builds up water quickly such as during heavy rainfall or rapid snow melt. They can strike quickly with little or no warning.

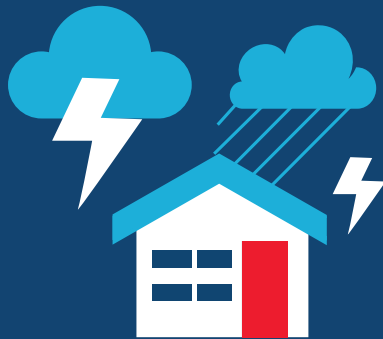
Prepare

- Plan evacuation routes.

Respond

- If you hear unusual sounds like boulders falling or trees cracking, tell an adult.
- Move away from the path of a landslide.
- If you can't evacuate, crouch down, covering your head with your arms.

Thunderstorm



A storm producing lightning that is often accompanied by heavy rains or hail.

Prepare

- Monitor weather reports.
- Prepare a safe room or shelter without windows or outside doors.

Respond

- Keep informed.
- Go inside if you see lightning.
- Don't use items that plug into electrical outlets, including computers.
- Avoid lightning targets--Stay away from metal objects outside, open fields, hills or beaches.
- Close windows and doors.
- Don't take a bath or shower as faucets conduct electricity.



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