PREP RALLY PLAYBOOK

Preparing Children and Families for Emergencies

Save the Children®
Get Ready. Get Safe.

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ABOUT SAVE THE CHILDREN

Save the Children is the leading independent organization for children in need, with programs in 120 countries, including the United States. We aim to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives by improving their health, education and economic opportunities. In times of acute crisis, we mobilize rapid assistance to help children recover from the effects of war, conflict and natural disasters.

For more information, visit www.savethechildren.org.

ABOUT GET READY. GET SAFE.

Get Ready Get Safe is a pioneering Save the Children initiative designed to help US 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.

Get ready to learn more at www.savethechildren.org/GetReady.

Save the Children. Prep Rally Playbook. Washington, D.C.: 2014.
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Save the Children
2000 L St. NW, Suite 500
Washington, DC, 20037

Created By Save the Children Staff

Sarah Thompson, MA, Associate Director, Marketing and Communications
Ali Hochreiter, MPH, Associate Director, Learning and Knowledge Management
Paul Myers, Ph.D., Director, Emergency Preparedness
Marnie Suss, MPP, Program Manager, Community Preparedness

Inspired by Get Ready Workshop, written by Tara Powell, Harpreet Samra and Kathleen Whalen,
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Reviewed By:
Kate Dischino, CEM, Emergency Response Manager, AmeriCares
Centers for Disease Control's Office of Public Health Preparedness and Response

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INTRODUCTION

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 Get Ready Get Safe Prep Rally aims to harness your enthusiasm, skills and compassion for your community to help ensure that when disaster strikes, children will be safe and protected.

Thank you for your leadership in making children a priority and cultivating a generation of prepared citizens in the U.S. Let's start with the basics. The following pages will help you become familiar with the Prep Rally and will answer any questions you may have while preparing to lead one of your own.

WHAT IS A PREP RALLY?

Prep Rally [prep ral-ee] noun --

1) An event or gathering that educates children and families about emergency preparedness and provides them with the resources they need to get ready and to be safety advocates.

2) An engaging, energetic experience that gets children excited to prepare for emergencies.

3) The spark of a movement that builds a generation of Americans who are prepared for disaster.

WHO LEADS A PREP RALLY?

Using the Prep Rally Playbook and resources provided on the Get Ready Get Safe website (www.savethechildren.org/GetReady), anyone can lead a Prep Rally! Parents, guardians, school staff, local government and corporations can all access the easy-to-use Prep Rally Playbook to help the children and families in their community get ready for disaster. Prep Rallies can be large formal events, or small informal gatherings. In either case, connect with other friends or groups to help organize your Prep Rally and maximize the effectiveness of the event.

Helpful Hint 1: It's okay to start small. Focus on one or two Prep Steps for a smaller group size like your church group, homeschool co-op, Girl Scout troop or afterschool club.

Helpful Hint 2: If you're interested in hosting a larger community event, contact your school, local organizations and businesses, firehouse or police station to see if they would be interested in hosting a community Prep Rally.

WHY LEAD A PREP RALLY?

Together, we can do more to protect our children during emergencies.

- Children and families have unique needs during emergencies, and these needs are often unaccounted for in emergency plans.
- Each day in the U.S., 68 million children are in school or child care, separated from their families should an emergency strike.
- A Prep Rally can teach children what to do in a disaster and help families prepare to protect their children.

A Prep Rally can help you engage and energize your community.

- The flexibility of the Prep Rally Playbook allows the content to be molded to the needs of the audience age, size and location.

You can make a difference that helps save children's lives.

- You don't have to be an expert to be prepared, but you can be a leader in protecting children in emergencies.

What is in the Prep Rally Kit?

The Prep Rally Kit is made up of several components that you can use together or in parts to meet the specific needs of your audience and presentation format. For example, you may want to cover each Prep Step in separate sessions with an afterschool group, or maybe you want to focus on a single Prep Step during a community event. No matter how you decide to teach the content, the Prep Rally Kit makes it easy to find, share and present the material.

COMPONENTS:

Prep Rally Playbook

Divided into four Prep Steps (or sections), the Playbook is a comprehensive emergency preparation curriculum covering key learning points that serve as the educational foundation for the Prep Rally. The Playbook breaks down each step into easy-to-understand chunks, so that anyone can be a Prep Rally Leader.

Child Guide

To help your Prep Rally come to life, the Prep Rally Kit includes children's activity guides, worksheets and templates that correspond to each of the four Prep Steps covered in the Playbook. The Child Guide provides a variety of resources meeting the needs of various age groups and group sizes. Pick and choose the activities you need then simply download and print them.

Family Guide

Find all the family resources covered in the Playbook in the Family Guide where items are conveniently sorted by Prep Step and available to download and print as needed.

Prep Rally Quick Guides

These Guides breakdown the Playbook into shorter formats with easy-to-use layouts that help Leaders deliver group/assembly presentations or host a booth at community events.

Promotional Materials

The Prep Rally Kit also includes Prep Rally promotional materials to help you spread the word about your event. In this section, you will find poster and flyer templates that you can fill in with your event details, print and post to promote your Prep Rally.

Share Your Story

We want to hear about your Prep Rally and celebrate your success. Where and how did you use the Playbook and resources? How did your audience respond? Connect with us through Facebook and Twitter, use #PrepRally and tag us @SavetheChildren. You can also email your story to us at GetReady@savechildren.org.

DESIGNING YOUR PREP RALLY

The Prep Rally Kit is designed so that you can select the content and activities that best serve your group. The curriculum provides an assortment of tools and activities that account for varying age groups and group sizes. The curriculum is also divided into bite-size chunks called Prep Steps that allow the content to be broken down into modules. A Prep Rally does not have to cover all the Prep Steps at once, it could focus on just one or two aspects that you feel are most critical to your audience. Or, if in a smaller group setting (e.g., afterschool club), cover one Prep Step at a time until you've completed the whole Prep Rally Playbook.

RECOMMENDED FORMATS FOR A PREP RALLY

School	After School	Community
School Assembly Led annually by teachers or administrators with assistance from local heroes like firefighters, government officials or sports mascots.	**Child Care** Enhance care programs with regular safety education or a special event for children and families.	**Local Government** Partner with emergency management (i.e., those who help develop emergency plans and manage emergency responses) to include Prep Rally elements in your next community event.
Enhanced Curriculum Add Prep Steps to individual classroom instruction and cover them during a special safety week or month.	**Afterschool Club** (ages 6-12 years) Help children learn and engage in emergency preparedness activities in a small group setting to inspire them to become leaders in their schools and communities.	**Business/Corporation** Help prepare your community to protect children during disasters. Host a staff Prep Rally to educate and engage employees around emergency preparedness. Or host a community Prep Rally, inviting children and families to enjoy different activities and resources provided by the Prep Rally Kit and other local organizations.
Family Engagement Involve parents and families in an out-of-school time presentation or event that invites them to participate.	**Afterschool Club** (ages 13-18 years) Become advocates for children's safety by organizing a Prep Rally for your school or community. Represent emergency preparedness in community events by using activities and resources from the Prep Rally Kit to engage audiences.	**Recreation Organization** Host a Prep Rally during an open-house weekend and ensure all your coaches, parents and children learn what to do in case of an emergency.

LET'S GET STARTED!

There are 10 Steps you can take to help you plan and lead a great Prep Rally in your community. Use the tips below to guide you from start to finish.

- [ ] **1. TAKE THE PLEDGE**
  Commit to making children's safety a priority in your community. Sign the pledge on Save the Children's Get Ready Get Safe website: www.savethechildren.org/GetReady.

- [ ] **2. DOWNLOAD THE PREP RALLY PLAYBOOK**
  Familiarize yourself with the Prep Steps, activities and resources provided. (www.savethechildren.org/GetReady)

- [ ] **3. IDENTIFY YOUR AUDIENCE**
  Sort Prep Rally materials by age group and group size, and see what is best for them.

- [ ] **4. DESIGN YOUR PREP RALLY**
  Will you be leading a program for a large group, leading a small group or hosting a booth/table at a local event?

- [ ] **5. CONNECT WITHIN YOUR COMMUNITY**
  Ask if community groups (schools, government, first responders, local corporations or non-profits) would be interested in helping lead or participate in your Prep Rally and for any additional guidance or resources they would want to include.

- [ ] **6. CHOOSE A PLACE AND TIME**
  Ensure that any special guests or speakers agree on the event details.

- [ ] **7. PROMOTE EVENT**
  Use the promotion materials and templates available in the Prep Rally Kit to help spread the word about your Prep Rally.

- [ ] **8. HOST THE EVENT**
  Use the activities and tools in the Prep Rally Kit to help your event come to life.

- [ ] **9. SHARE YOUR EVENT**
  Use Twitter or Facebook hashtags #PrepRally or #GetReadyGetSafe to share your Prep Rally event and encourage others to take a stand to protect kids in emergencies. Tag @SavetheChildren or email us at GetReady@savechildren.org.

- [ ] **10. HAVE FUN**
  You are already making a difference. Don't forget to have fun every step of the way!

REMEMBER

As you review the Playbook and begin planning your Prep Rally, remember to commit, connect and share.

COMMIT

If you haven't already, take our preparedness pledge and commit to take steps in your community that will help keep children safe during emergencies.

CONNECT

Reach out to others. You don't have to do it alone. Connect with, schools, community government and other organizations to help make lasting change for children in your community.

SHARE

Share your Prep Rally experiences with us! We want to celebrate your success and inspire others to take action in their own communities.

LEARN THE PLAYS: HOW THE PREP RALLY PLAYBOOK WORKS

Now that you have taken the pledge and committed to making a difference in the lives of children, let's get started! First, let's walk through how to use the Playbook and the tools and resources in the Kit.

After a brief introduction for leaders and families, the Playbook is broken down into four easily teachable, understandable Prep Steps that outline all the basics of preparing for emergencies. Each Prep Step 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 your audience.

Goals: Outcomes that audience should complete or be able to reiterate at the conclusion of each step.

Starter: Suggestions for attention-grabbing activities and demonstrations that help children and adults understand key Prep Rally concepts. Starter need not be completed for every Prep Step if there are tight time constraints, although they generally boost children's retention of the material.

Discussion: Questions that get children and adults 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 and adults should be able to reiterate at the conclusion of the Prep Rally. 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 one or all of the activities; the choice is up to you.

LEADERS: Blue boxes indicate key information or helpful hints for adults or teen leaders to help them understand the content.

FAMILIES: Gray boxes offer advice when presenting information to families (i.e., parents and children) either in a presentation format or at an event booth.

KEYWORDS: Green boxes offer a simple definition of words children may not recognize or understand.

PRE-GAME

This section covers why preparing to protect children during emergencies is so critical to our families and communities. It outlines the unique needs of children and identifies potential gaps in emergency planning and policies that leave children vulnerable during disasters. The resources at the end of the section provide ways leaders, parents and caregivers can advocate and take action for children.

GOAL

Raise awareness about the need to protect children in emergencies.

AUDIENCE
Leaders, Parents/Guardians

TIME REQUIRED
At your own pace

ACTIVITIES
Unique Needs of Children Q&A
★ FAMILY GUIDE: PG. 4-6

RESOURCES
Unique Needs of Children in Emergencies
★ FAMILY GUIDE: PG. 7-8

Emergency Preparedness: Why it Matters to You
★ FAMILY GUIDE: PG. 9-10

School & Child Care Checklist
★ FAMILY GUIDE: PG. 11-12

U.S. Preparedness Map (www.savethechildren.org/getready)

Get Ready. Get Safe Video (www.savethechildren.org/GetReady)

21ST CENTURY LEARNING SKILLS: Health Literacy, Learning and Innovation Skills, Critical Thinking and Problem Solving

LEADERS: This section is for adults to help them understand the importance of preparing to protect children during emergencies. It should be used during the preparation stage before leading a Prep Rally and only used during a Prep Rally if your primary audience is adults.

The Pre-Game section offers valuable information for parents and caregivers. The following key points provide important talking points to share with your audience and community. Please consider addressing this information and/or resources to share with families who may be attending your event or as supplementary resources for children to bring home to parents or guardians.

KEY POINT 1: THERE ARE GAPS IN PROTECTING CHILDREN DURING EMERGENCIES.

1) Children have unique needs in emergencies.

Children are not just little adults. Because they have not yet developed the mental, emotional and physical capacities to care for themselves, children must rely on a caregiver during emergencies. The youngest children, including infants and toddlers cannot walk and need assistance to evacuate. Should they be separated from their caregiver, they may not be able to identify themselves. Children require specific supplies like diapers, children's strength medications, fitted clothing and child-friendly snacks.

In classrooms, children usually outnumber their caregivers. But when disaster strikes, children look to adults for reassurance and rely on the comfort of items like blankets, stuffed animals or toys to help them cope. Children with disabilities or functional and access needs may require special equipment or extra assistance during an emergency, requiring purposeful planning and practice.

If evacuated to a shelter, children can be overwhelmed by their strange surroundings, and be scared of living in close quarters with strangers. In these temporary living situations, there is often little space for children to play and few toys or materials that allow kids to just be kids during a very intense situation.

2) Many states lack standards to protect children in child care and schools.

Each day in the U.S., 68 million children are in school or child care, separated from their families when disaster strikes. Still more than half of states lack basic safety standards for protecting children in these facilities. Save the Children's National Report Card on Protecting Children in Disasters assesses if states require all regulated child care centers to have 1) an evacuation plan, 2) a family reunification plan and 3) a plan for children with disabilities or access and functional needs; and if states require 4) all schools to have disaster plans that account for multiple types of hazards. Without these safeguards in place, millions of children are vulnerable to the harmful effects of an emergency.

3) Many local emergency plans do not sufficiently account for children's needs.

Many local emergency plans do not specifically address children's unique needs, but rather address them as part of the whole population. This assumption is dangerous. Without addressing the needs of children child-specific emergency supplies will not be sufficiently stocked, reunification plans will not be developed and proper safeguards will not be established for shelters and evacuation centers.

4) There are gaps in family emergency preparedness.

Although the reported number of disasters has increased over the last decade, fewer than half of American families have a family emergency plan. As parents and guardians know their children's specific needs the best (e.g., medical and physical needs), it is critical that they create family plans that meet these needs and help inform caregiver plans.

KEY POINT 2: THERE ARE THINGS WE CAN DO TO PROTECT CHILDREN IN OUR FAMILIES AND COMMUNITIES.

We can help our families and communities Get Ready Get Safe by taking actions that help ensure that children will be protected during emergencies. These steps include:

- Being an advocate for children's safety
- Learning how to recognize and prepare for the risks in your area
- Planning ahead by creating or updating emergency contacts and communication plans
- Making an emergency plan for your family or workplace
- Gathering wise supplies for your Disaster Supplies Kit

Committing to take these simple steps can make a world of difference to a child facing an emergency situation.

PRACTICE

Activities and resources referenced the Practice section can be found in the Family and Child Guides. They are also in the Prep Rally Kit on (www.savethechildren.org/GetReady).

FAMILIES: If your Prep Rally takes place as a booth or part of a larger community event, be sure to print out some of these resources for parents and guardians (e.g. Did You Know?; Why it Matters to You; etc.). Make Save the Children's National Report Card and U.S. Disaster Preparedness Map available (through a computer station or print-outs) so that parents can see how their state ranks in protecting kids in emergencies.

LEARN:

- The unique needs of children in emergencies by reviewing the *Children's Unique Needs in Emergencies sheet*.
- How preparedness for children affects your life and community by reading the *Why it Matters to You* sheet.

ADVOCATE:

- See how your state ranks among four basic standards for protecting children in child care facilities and K-12 schools using Save the Children's U.S. Disaster Preparedness Map (www.savethechildren.org/GetReady).
- Sign-up for the Get Ready Get Safe newsletter to stay engaged throughout the year and learn about other ways you can take action for children (www.savethechildren.org/GetReady).

ACTIVITY:

- Ask your child care facility or school about their emergency plan. Use the Questions for Caregivers help guide you. Ensure child care facility and schools have your most up-to-date emergency contact information.
- Use our Unique Needs of Children in Emergencies Q&A to help you understand how to better protect them when disaster strikes.
- Share stories of children's and parents' experiences during emergencies. Watch the Get Ready Get Safe video (available at www.savethechildren.org/GetReady).

WARM UP

ARE YOU READY?

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

GOALS

Understand why we should prepare for emergencies.

Identify people, places and items that help us feel safe.

Commit to preparing for emergencies.

KEYWORDS: Prepare, Emergency

AUDIENCE
Children Grades K-5, Families

TIME REQUIRED
20 Minutes--Starter/Discussion
10 Minutes--Key Points
5-30 Minutes--Practice

ACTIVITIES
STARTER: Cookies Anyone?
Story Sharing
FAMILY GUIDE : PG. 13-15 CHILD GUIDE : PG. 4-6
What Makes You Feel Safe Worksheet
CHILD GUIDE : PG. 7

RESOURCES
Pledge Card
FAMILY GUIDE : PG. 16 CHILD GUIDE : PG. 8

ENERGY BOOST: Get your Prep Rally 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. You can use the suggested cheers below or split children into groups and have them make up their own cheer.

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.*

STARTER: COOKIES ANYONE?

1. Have props on a table or floor where the rest of the group 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.

STARTER PROPS

Use the props below or other easily accessible or transportable items that you can use to recreate the demonstration 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

FAMILIES: Have families perform the Starter Activity together with both adults and children giving answers and examples.

DISCUSSION: PREPARING EVERY DAY (15 Minutes)

LEADERS: Use the question guide below to help you facilitate discussion about safety and getting ready or prepared. 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 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.

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?

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

QUESTION 6 LEADER TIP:

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 - like storms, the dark, bugs, animals, the unknown, etc. Follow up with the child who mentioned the abuse in a private setting to determine if something needs to be reported to the authorities so the child will be safe.

KEY POINTS (5-10 Minutes)

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 back after you state them.

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.

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

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. Today we're going to discuss some ways that we can prepare, including knowing risks, making a plan and building a Disaster Supplies Kit.

PRACTICE (5-30 Minutes)

Activities and resources referenced the Practice section can be found in the Family and Child Guides. They are also in the Prep Rally Kit on (www.savethechildren.org/GetReady).

LEADERS: Choose one or more of the following activities to do with your group to help reinforce key points covered in this section. The time it takes to complete each activity will vary based on the task difficulty and group size.

COMMIT

(Grades K-5; Families; Group Size-All; 5 minutes): Now that we know that getting ready for emergencies can help keep us safe, we need to commit (or make a promise) that we will do our best to prepare ourselves and our families. Together we can Get Ready Get Safe! Sign your ***Pledge Card*** and keep in with you to remember our promise to be prepared!

CHILDREN'S PLEDGE

I, _____, PLEDGE TO WORK WITH MY PARENTS OR GUARDIANS AND MY COMMUNITY TO MAKE A PLAN AND BE READY FOR ANY DISASTER.

ENERGY BOOST: Have children say the pledge aloud together.

FAMILIES: Ensure both adults and children receive Pledge Cards so they can help remind each other of their commitment and prepare together. You can also direct parents and guardians to the Get Ready Get Safe website to sign the pledge electronically.

ACTIVITY (GRADES K-2; GROUP SIZE-5-25 CHILDREN; 20-30 MINUTES):

Use the ***Story Sharing Book List*** to identify a book that you can read together to start thinking about what emergencies are and how they make you feel.

FAMILIES: Give parents/guardians the ***Story Sharing Book List*** either directly, or through the child, so they continue the discussion at home.

ACTIVITY (GRADES K-5, GROUP SIZE-ALL; 15-20 MINUTES):

Thinking of things that keep us safe can help comfort us during an emergency. Draw things that make you feel safe on the ***What Makes You Feel Safe Worksheet*** and discuss with peers, leaders and families.

PREP STEP 1

RECOGNIZING RISKS

This section covers what risks are, how to identify the risks and specific guidance for most common types of emergencies in your region. Concentrate on the most critical hazard or emergency that relates to your audience. Pick common hazards and severe weather risks to highlight during this section and, if needed, print out other information to hand out as a reference. For more information about each hazard, please refer to the Family Guide.

GOALS

Know how to identify risks.

Learn who can help identify and remove hazards in your home and school.

Identify what disasters threaten your community and how to respond to each type.

KEYWORDS: Hazard, Risk, First Responder, Natural Disaster, Earthquake, Extreme Cold, Extreme Heat, Flood, Hurricane, Landslide, Thunderstorm, Tornado, Tsunami, Wildfire

AUDIENCE

Children Grades K-5, Families

TIME REQUIRED

25 Minutes--Starter, Discussion
10-20 Minutes--Key Points
10-30 Minutes--Practice

ACTIVITIES

STARTER: Where Disasters Happen

Disaster Map Worksheet

★ CHILD GUIDE : PG. 9

I Spy Game

★ CHILD GUIDE : PG. 10-11

RESOURCES

Disaster Maps

★ CHILD GUIDE : PG. 12-15

Disaster Flash Cards

★ FAMILY GUIDE : PG. 17-25 ★ CHILD GUIDE : PG. 17-25

Disaster Resource Library

★ FAMILY GUIDE : PG. 26-34

"10 Tips" for Disaster TipSheets

★ FAMILY GUIDE : PG. 35-57

21ST CENTURY LEARNING SKILLS: Information, Media and Technology Skills, Information Literacy

STARTER: WHERE DISASTERS HAPPEN (Grades K-5, Families; 15 Minutes)

LEADERS: Please use the *Disaster Map Images* in the Child Guide for this activity. You will also need a state 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 disasters and have the groups match the disaster to the map. If presenting to a large group, consider using a slide show presentation on a projector screen so everyone can see and call on individuals who raise their hands to answer.

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

1) Choose either large group or small group setting.

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?"

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: RISKS AND HAZARDS (10 Minutes)

LEADERS: Use the question guide below to help you facilitate discussion about identifying risks and hazards. 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 a risk or hazard?

Answer:

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

KEYWORD: Hazard (n.) Something that could be harmful.

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

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

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

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

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

4) 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 of your bike, but you want to be safe just in case.

5) 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.

KEY POINTS (20-30 Minutes, depending on how many specific disasters you want to include in your presentation)

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 back after you state them.

KEY POINT 1: THERE ARE HAZARDS OR RISKS AROUND OUR HOMES AND SCHOOLS.
Every day, we encounter risks and hazards in our homes and schools. Hazards are thing 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.

LEADERS: What may not be hazardous to adults may be hazardous to children. Children can also be affected sooner than adults based on their size (e.g., chemical exposure, illness, wind speed, etc.).

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

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 and teachers 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, because they can happen anywhere.

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

KEYWORDS:

Earthquake (n.)- Shaking, rolling or sudden shock of the earth's surface.

Extreme Cold (n.)- 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.

Extreme Heat (n.)- Dangerously high temperatures sometimes accompanied by high humidity which cause the body to work extra hard to maintain its normal temperature.

Flood (n.)- Standing waters caused by heavy rains, overflowing rivers, ocean waves coming onshore, snow melting rapidly, or when dams or levees break. Flooding is the most common natural disaster.

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

Landslide (n.)- The movement of masses of rock, earth or debris down a slope. Landsides occur when the ground builds up water quickly such as during heavy rainfall or rapid snow melt.

Thunderstorm (n.)- A storm producing lightening that is often accompanied by heavy rains or hail.

Tornado (n.)-A strong rotating tunnel of air that reaches from the sky to the ground. Tornados usually happen during thunderstorms and can cause a lot of damage.

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

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

LEADERS: Choose one or two of the risks that affect your community to cover in more detail, teaching the best ways to prepare and what to do during the event. Use the Disaster Resource Library in the Prep Rally Playbook to find basic guidance and additional resources.

Make the content more engaging by asking questions. For example, ask children things like "What does the sky look like before a tornado?" "What does a tornado sound like?" Ask them what steps their families have already taken to prepare for the disaster.

PRACTICE (5-20 Minutes)

LEADERS: Choose one or more of the following activities to do with your group to help reinforce key points covered in this section. The time it takes to complete each activity will vary based on the task difficulty and group size.

Activities and resources referenced the Practice section can be found in the Parent and Child Guides. They are also in the Prep Rally Kit on (www.savethechildren.org/GetReady).

ACTIVITY (Children Grades K-5, Families; Time-Varies):
Invite emergency management officials and first responders to speak about their role in the community and share tips for identifying hazards, or how to respond to specific types of emergencies.

LEARN (Children Grades K-5, Families; Time-Varies):
Learn how to respond to the disaster that are common in your region using our ***Disaster Resource Library***, offering specific, in-depth guidance for each type of emergency.

LEARN (Children Grades 3-5, Families; Time-Varies):
Use the ***Disaster Flash Cards*** to learn definitions of and proper responses to different types of disasters. To reinforce the material, create a written or verbal quiz.

ACTIVITY (Children Grades 3-5, Families, 15-20 Minutes):
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.

ACTIVITY (Children Grades K-5, Families; 5-10 Minutes):
Learn how to identify risks and hazards with the ***I Spy Game***, a series of pictures that kids can spy hazards and/or safety supplies.

PREP STEP 2

PLANNING AHEAD

Having a plan is critical to preparing for and responding quickly and effectively to an emergency situation. This section provides the basics in creating an emergency plan that can be used in various types of emergencies. If necessary this Prep Step can be divided into two parts: A) Identify and Communicate, and B) Evacuate and Shelter-in-Place.

GOALS

Understand the importance of creating, practicing and updating an emergency plan.

Talk about emergency plans with your family.

Create an emergency plan with your family.

FAMILIES: Parents and guardians should include children in creating their family plan and practice the plan together.

KEYWORDS: ICE Contact, Evacuate, Shelter-in-place

PART A
IDENTIFY & COMMUNICATE

When a disaster strikes, you may not be with your family. It's important that you know how to communicate with parents or guardians. This section covers how knowing identification information can help you and your teachers, coaches and other caregivers contact parents and guardians during an emergency. It also outlines the parts of a family communication plan and different ways we can connect with our families in an emergency.

GOALS

Know how to identify yourself in case of an emergency.

FAMILIES: Create or update child identification cards to help caregivers prepare for emergencies.

Know the best ways to communicate during an emergency.

Help your family develop an emergency communications plan.

AUDIENCE
Children Grades K-5, Families

TIME REQUIRED
20 Minutes--Starter/ Discussion
10 Minutes--Key Points
10-20 Minutes --Practice

ACTIVITIES
STARTER: Un-Telephone Game
Emergency Mad Lib Game
FAMILY GUIDE: PG. 58-59 CHILD GUIDE: PG. 26-27
Emergency Contact Worksheet
CHILD GUIDE: PG. 28

RESOURCES
Child ID Card Template
FAMILY GUIDE : PG. 60 CHILD GUIDE : PG. 29
Emergency Contact Form
FAMILY GUIDE : PG. 61-64
Family Disaster Checklist
FAMILY GUIDE : PG. 65-66

21ST CENTURY LEARNING SKILLS: Critical Thinking and Problem Solving, Communication and Collaboration

STARTER: UN-TELEPHONE GAME (Children Grades 3-5; Families, 10 Minutes)

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.

STARTER OPTION:
The Emergency Mad Lib Game listed in the Practice section of this step could also be used as a Starter for Prep Step 2: Planning Ahead-Identify and Communicate.

1) In a small or medium group, all children can participate. In a larger group, select 10-12 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 adding 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: COMMUNICATING IN EMERGENCIES (10-15 Minutes)

LEADERS: Use the question guide below to help you facilitate discussion about communicating during an emergency. 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) 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.

- 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.

3) 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.

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

- **If yes,** what kind of information does it have?

- Why is having an ID card important during and 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.

- What kind of information should it have? Why?
  - **Answer:** And 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.

KEY POINTS (10 Minutes)

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 back after you state them.

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.

LEADERS: Children, especially young children, may not know how to identify themselves should they be separated from their family or caregivers during an emergency.

Children should practice saying or writing basic information like first and last name, age, parent/guardians names, home address and/or phone number that can facilitate family reunification. Also, help them understand who are adults they can trust: firefighters, police officers, teachers, etc.

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 and 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). Be sure in case of emergency (ICE) contacts are entered into each family member's phone. Also pick an out-of-town contact in case local phone lines are not working. Help your parents/guardians complete and update child identification cards for you and your brothers and sisters.

KEYWORD:

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

Everyone should memorize at least two ICE contact phone numbers- one local number and one out-of-town.

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

KEY POINT 4: IT'S IMPORTANT THAT OUR TEACHERS 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.

PRACTICE: (10-20 Minutes)

LEADERS: Choose one or more of the following activities to do with your group to help reinforce key points covered in this section. The time it takes to complete each activity will vary based on the task difficulty and group size.

Activities and resources referenced the Practice section can be found in the Family and Child Guides. They are also in the Prep Rally Kit on (www.savethechildren.org/GetReady).

ACTIVITY (Children Grades 2-5; Families; Group Size-All; 10-15 minutes):
Complete the ***Emergency Contact Worksheet*** by listing out 3 emergency contacts and one out-of-town contact.

ACTIVITY (Children Grades K-1; Families; Group Size 5-25; 10 minutes):
Practice Identifying Yourself, saying or writing your name, age parents or guardians' names and home address and/or phone number.

ACTIVITY (Children Grades 2-5; Families; 5-10 minutes):
Demonstrate how communications may be difficult during emergencies by completing the ***Emergency Mad Lib Game*** in pairs, small group or class.

ACTIVITY (Families; Group Size All; 15-20 minutes):
Have parents and guardians fill out ***Emergency Contact Form*** for each child and share with caregivers. This sheet can be sent home with children to their parents or guardians.

ACTIVITY (Children Grades 3-5, Group Size-All; Families; 15 minutes):
Have children and families fill out ***ID cards***, with important identification, medical and contact information. As children may not know all of the contact information, have them take home the cards to complete with their parents. The children can keep their card in a wallets, backpacks, lunch boxes or Disaster Supplies Kits.

PART B
EVACUATE & SHETLER-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.

GOALS

Identify evacuation routes and safe rooms for sheltering-in-place.

Identify family meet-up locations where family members can reunify following an evacuation.

AUDIENCE
Children Grades K-5, Families

TIME REQUIRED
10 Minutes--Discussion
20-30 Minutes--Activity
10 Minutes--Key Points
10-30 Minutes--Practice

ACTIVITIES
Make A Plan Picture Game
FAMILY GUIDE : PG. 67-69 CHILD GUIDE : PG. 30-32

Making A Home Plan Worksheet
CHILD GUIDE : PG. 33-34

Leader Says Game
FAMILY GUIDE : PG. 70 CHILD GUIDE : PG. 35

RESOURCES
Home Plan Worksheet
CHILD GUIDE : PG. 35

Model Home Map
CHILD GUIDE : PG. 36

21ST CENTURY LEARNING SKILLS: Critical Thinking and Problem Solving, Communication and Collaboration

DISCUSSION

LEADERS: Use the question guide below to help you facilitate discussion about communicating during an emergency. 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 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.

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

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.

KEYWORD: Shelter-in-place (v.) — To stay inside a building, in a safe room, during an emergency.

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 Answers: 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.

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

Example Answers: Tornado warning, earthquake, winter storm.

6) Why is it important to have a 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.

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

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

8) Do you have a plan at home? Have you talked about it with your family/caregiver?

ACTIVITY: MAKING A HOME PLAN (20-30 Minutes)

LEADERS: Explain that you would like the group to make a plan for home so that they can be prepared. Hand out the ***Home Plan Worksheet*** to each child or show the ***Model Home Map*** to the group (via projector or poster depending on the size of the group). Discuss what they need to include in a good home emergency plan.

After discussing the key parts of the plan listed below...

- If individuals have Home Plan Worksheets, allow the children to draw a map of their home and label or list the key parts, then have them talk about it with you or with a partner.
- If groups are using the Model Home Map, work together to identify and list out the key parts of the emergency plan. Reiterate why the decisions were made.

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

Key parts of a home emergency plan include:

- Two exit 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 (e.g., the pool or playground).
- Safe rooms for sheltering-in-place (i.e. rooms with a door and no windows).
- Location of Disaster Supplies Kits (For more on Disaster Supplies Kits, see Prep Step 3).

Ask the children to draw a map of their home or use the model map to identify these key parts using different designations.

For example:

- Draw arrows to show two exit routes from your favorite room or place.
- Mark meeting spots outside with X's and label them (e.g., pool).
- Mark safe rooms inside for sheltering-in-place with circles.
- Write a "K" to mark where your Disaster Supplies Kits are stored.

LEADERS: Reinforce the importance of these plans in keeping children and their families safe in the event of a natural disaster. Ask the children to complete home plans and share with their families.

KEY POINTS (5-10 Minutes)

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 back 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, meet-up locations and safe rooms, we can respond quickly and safely to an emergency.

FAMILIES: Develop and talk about the emergency plan with children, answering questions honestly, but age-appropriately.

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.

FAMILIES: Practice the plan together during a regular weeknight or family night so that the drill will be realistic. Would the kids be in their rooms? At a friend's house? Where are the disaster supplies kits? Practicing in these real-life circumstances will help you identify where the gaps in your plans exist.

FAMILIES: Practice the plan together during a regular weeknight or family night so that the drill will be realistic. Would the kids be in their rooms? At a friend's house? Where are the disaster supplies kits? Practicing in these real-life circumstances will help you identify where the gaps in your plans exist.

PRACTICE (10-30 Minutes)

Activities and resources referenced the Practice section can be found in the Family and Child Guides. They are also in the Prep Rally Kit on (www.savethechildren.org/GetReady).

LEADERS: Choose one or more of the following activities to do with your group to help reinforce key points covered in this section. The time it takes to complete each activity will vary based on the task difficulty and group size.

ACTIVITY (Children Grades 3-5; Families; Group Size-All; 20-30 Minutes):

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

GAME (Children Grades 3-5; Families; Group Size- 6-25; 15-20 Minutes):

Play ***Make A Plan Picture Game***, to help children learn and remember key terms from Prep Step 2.

GAME (Children Grades K-5, Families; Group Size-All; 10 Minutes):

Help children understand different types of emergency responses by playing our ***Leader Says Game*** in which the leader calls out different emergency responses and the children must complete the action associated with that response-- but only when teacher says!

RESOURCE (Families):

Share the ***Family Disaster Checklist*** with parents and guardians to help them create a solid emergency plan for their families.

PREP STEP 3

GATHERING WISE SUPPLIES

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, children can create personal a Disaster Supplies Backpack they can take responsibility for filling and updating while developing a sense of responsibility in their role during disasters.

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 Kits.

Build a Disaster Supplies Kit.

KEYWORDS: Disaster Supplies Backpack Kit, Family Disaster Supplies Kit

AUDIENCE

Children Grades K-5, Families

TIME REQUIRED

25 Minutes -Starter/ Discussion
10 Minutes-- Key Points
10-15 Minutes--Practice

ACTIVITIES

STARTER: Does it Go?

Packing a Supplies Kit Memory Game

FAMILY GUIDE : PG. 71-72 CHILD GUIDE : PG. 37-38

Making a Plan Picture Game

FAMILY GUIDE : PG. 73-74 CHILD GUIDE : PG. 37-38

Making a Disaster Supplies Kit Worksheet

CHILD GUIDE : PG. 42

RESOURCES

Disaster Supplies Checklist

FAMILY GUIDE : PG. 75-76

21ST CENTURY LEARNING SKILLS: Critical Thinking and Problem Solving
LIFE & CAREER SKILLS: Leadership and Responsibility

STARTER: DOES IT GO? GAME (10 Minutes)

VERSION 1: DISASTER SUPPLIES RELAY
(Children Grades K-5, Families)

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 (mark lines and/or cones or similar)
2. Divide participants (children and adults) up into teams of about 10 people; the number of relay teams will depend on the number of participants. Each team should have a backpack or container to place retrieved items.
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 of disaster supplies (see Supplies box)

Directions:

1. When you [LEADER] say "Get, Ready, Get Safe, Go!" the first child will run down to the pile pick up an item and bring it back to the line where he or she will tag the next player to run and put his or her item in a team backpack.
2. Players will continue to go until all the items have been retrieved and put in the backpack.
3. When all the teams are done, the event leader goes through each supply items and asks the whole group whether it is important to include in a Disaster Supplies Kit.
4. Congratulate both teams for a job well done.

DISASTER SUPPLIES*

*This list is not comprehensive

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

VERSION 2: DOES IT GO? GAME (Children Grades 3-5, Families)

Location: gymnasium, multi-purpose room, or outdoors

1. Make a pile of items listed in the Materials box (both Disaster Supplies and Not Disaster Supplies sections) on a table or surface where the group can see them.
2. Ask a couple of volunteers to pick items one by one, that they think they would need in case of an emergency, explaining that they may not need to bring all the items in the pile.
3. After the volunteers have collected all the items they think they need, ask children why they think each item is important to have.
4. Talk through their choices one by one, explaining which items are correct and incorrect and why.
5. Thank volunteers for a job well done.

VERSION 3: DOES IT GO? RELAY (For Children Grades 3-5, Families)

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 (mark lines and/or cones or similar)
2. Divide participants (children and adults) up into teams of about 10 people; the number of relay teams will depend on the number of participants
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. Event leader says "Get Ready, Get Safe, Go!" and the first person on each team runs to the turn-around line, picks up one item in their team's disaster supplies pile, runs back to the starting line and places the item in the backpack/bag (if they think it's a disaster supply) or box/container (if they think it's not a disaster supply). Once the item goes into the backpack/bag or box/container, it cannot be moved.
2. The second person on the team does the same thing, then the third person, etc.
3. When a team has picked up all items from their supply pile, and the person carrying the last item has put it in the backpack/bag or box/container, the entire team sits down to show the event leader they are done.
4. When all the teams are done, the event leader goes through each supply item and asks the whole group whether it is or is not a disaster supply. 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.

DISCUSSION: WISE SUPPLIES (15 Minutes)

LEADERS: Use the question guide below to help you facilitate discussion about communicating during an emergency. 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 take that is irreplaceable to you?

Example Answers: A special gift from a family member, a photograph, a pet, etc.

MAKING A FAMILY DISASTER SUPPLIES KIT

LEADERS: Next, introduce the concept of the Family Disaster Supplies Kits: Explain that there are some things that they mentioned that everyone in their family will need during an emergency. Use the *Disaster Supplies Checklist* in the Family Guide as a resource.

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 Background Kit is stored and when and how to use it.

2) What do you think should go into a Family Disaster Supplies kit?

Answer: This should include: non-perishable foods for everyone, water (e.g., 1 gallon per person per day), lighter and/or waterproof matches, flashlights, batteries, blankets, tent or tarps and ropes, extra clothes, first aid kit, medicine, toiletries, documents (copies of passports, birth certificates, social security cards, drivers' licenses for identification, photos), money and pet documents.

KEYWORD:

Disaster Supplies Backpack 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

3) How can having these kits help you stay safe and be more comfortable during 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

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.

KEYWORD: Disaster Supplies Backpack Kit—A backpack or portable bag filled with personal disaster supplies that can be used during an emergency.

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)

OPTION: Have families or local businesses provide backpacks or portable bags that children can use to start their own Disaster Supplies Backpack Kits.

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.

KEY POINTS (10 Minutes)

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 back after you state them.

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

Family Disaster Supplies Backpack Kits can be big or small, but should include some basic necessities like food, water, supplies for light (e.g., like 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 (like a flashlight with batteries) and hygiene items (like a 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.

FAMILIES: Be sure to include kid-friendly items in the kits, including snacks, child-strength medications, activities, games and comfort items. See the *Family Disaster Checklist* in the Family Guide for a complete list.

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 Background Kit. As you grow up, your interests change. Be sure to update your kit accordingly. Also, update your family disaster kit as clothing sizes change, new batteries may be needed or food may have expired.

PRACTICE (5-15 Minutes)

LEADERS: Choose one or more of the following activities to do with your group to help reinforce key points covered in this section. The time it takes to complete each activity will vary based on the task difficulty and group size.

Activities and resources referenced the Practice section can be found in the Family and Child Guides. They are also in the Prep Rally Kit on (www.savethechildren.org/GetReady).

ACTIVITY (Children Grades K-3, Families, Group Size- 5-25; 5-10 Minutes):

Try the ***Packin' a Supplies Kit Memory Game*** (Similar to "I'm goin' on a bear hunt" game). Have children keep the beat by taping their knees and clapping their hands while sharing items they could put in a Disaster Supplies Kit.

GAME (Children Grades 3-5, Families, Group Size-6-25; 10-15 Minutes):

Play ***Packing List Picture Game*** using the key items in a Disaster Supplies Kit as the drawing prompts.

RESOURCE (Children Grades K-5, Families):

Check out the ***Disaster Supplies Checklist*** for a complete list items you'll want to include in your kits.

ACTIVITY (Children Grades K-2, Families, 10-15 Minutes):

Help children identify items they should add to a Disaster Supplies Kit by helping them complete the ***Disaster Supplies Worksheet***.

PREP STEP 4

DURING A DISASTER

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.

AUDIENCE

Children Grades K-5, Families

TIME REQUIRED

15 Minutes-- Starter/ Discussion
10 Minutes-- Key Points
15 Minutes--Practice

ACTIVITIES

STARTER: Dance Party

Prep Steps Quiz

CHILD GUIDE : PG. 43-47

Prep Steps Quiz Answer Key

FAMILY GUIDE : PG. 77-85

RESOURCES

Tips for Protecting Children in Emergencies

FAMILY GUIDE : P. 86-87

Make a Plan You Can Count On

FAMILY GUIDE : PG. 88

21ST CENTURY LEARNING: Critical Thinking and Problem Solving
LIFE & CAREER SKILLS: Flexibility and Adaptability

STARTER: DANCE PARTY (10 Minutes)

WHAT YOU NEED:

• Music player (e.g., stereo, cd, ipod, computer speakers)

DIRECTIONS:

1. Get five volunteers to join you in front of the group. If it is a small or medium size group, everyone can participate.
2. Explain to them that you're going to give them instructions about a dance. It is important that they listen closely to the instructions so that they can follow them.
3. Tell them that when you [LEADER] say and hold up number 1, they are to do a certain dance move (this could be anything like disco pointing, or a hop or skip), and they are to do it as long as they see that number being held up. Do the dance moves with the children as a guide.
4. Tell them that when you say number 2, they are to do a different dance move.
5. Tell them that when you say number 3, they are supposed to freeze.
6. Start playing music in the background with an upbeat tempo.
7. Guide the group through the different dance moves by calling out and holding up number1 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, hold up a number for which you didn't give instructions (e.g., 5), but calling out the name of a number that you do have instructions for (e.g., 3). 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. Eventually hold up a number for which you don't have a dance move and say the name of that number (e.g., 10), but act out a new dance move that the kids can imitate. 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 often during emergencies, things happen that we don't expect, but it's important to follow the plan and when things don't go as expected, to follow their leader (e.g., parent, teacher, caregiver). 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: FOLLOW THE PLAN (5 Minutes)

LEADERS: Use the question guide below to help you facilitate discussion about what to do during an emergency. 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 affect the result?

KEY POINTS (10 Minutes)

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

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 back after you state them.

Loud noises, uncertainty and possibly the loss of electricity can make and emergency situation the 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 A PARENT/GUARDIAN OR TEACHER'S 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 STAFF.

It's possible that you may become separated from your class, 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.

NOTES FOR CAREGIVERS:

- When disaster strikes all little eyes will be on their caregivers so it's important to remain calm and follow the plan.
- Monitor the situation so that you can track any developments and do not put children at any additional risk
- Learn from emergencies so that you can update your plan to better respond to the next one.

PRACTICE (15 Minutes)

LEADERS: Choose one or more of the following activities to do with your group to help reinforce key points covered in this section. The time it takes to complete each activity will vary based on the task difficulty and group size.

Covering the "Making Disaster Supplies Backpack Kits" 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.

Activities and resources referenced the Practice section can be found in the Family and Child Guides. They are also in the Prep Rally Kit on (www.savethechildren.org/GetReady).

QUIZ (Children Grades K-5, Families, Group Size- All; 15 Minutes):

Take our ***Prep Steps Quiz*** to see if know your stuff.

CERTIFICATE (Children Grades K-5):

Fill out our ***Get Ready Get Safe Certificate template*** and give to children who have completed all four Prep Steps of the Prep Rally Playbook.

RESOURCE (Children Grades K-5, Families):

Make a Plan You Can Count On with this sheet that reviews four things that every plan needs to protect your family in emergencies.

RESOURCE (Families, Caregivers):

Use our ***Tips for Caregivers During a Disaster*** to know learn how to best protect children in an emergency situation.

RESOURCE (Families, Caregivers):

Use our ***Ten Tips to Help Children Cope During Disasters***, to comfort children following a crisis.

WRAP UP

Celebrate learning something new about preparing for emergencies! Have the kids give themselves a big round of applause for everything they know and have learned today.

TO GET READY:

- Identify hazards.
- Make a plan, practice it and update it.
- Know your emergency contact numbers and parents/caregivers full names.
- Prepare a Disaster Supplies Kit.

LEADERS OPTION: Print out personalized Prep Rally certificates for each child who completed the program.

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.
- Go to your meeting place in an immediate or distant safe location.
- 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.

REMEMBER:

COMMIT

If you haven't already, take our preparedness pledge and commit to take steps in your community that will help keep children safe during emergencies.

SHARE

Share with us your Prep Rally experiences. We want to celebrate your success and inspire others to take action in their own communities. Send photos or stories through social media, using hashtag #PrepRally and tagging @SavetheChildren. Or email us at GetReady@savechildren.org.

NEXT STEPS: STAYING PREPPED

Congratulations on completing the Prep Rally! Now you have the tools you need to help your family and community prepare for emergencies.

LEADERS: Share what your Prep Rally with us through social media and email. Use #PrepRally and tag @SavetheChildren or email GetReady@savechildren.org.

STAY INVOLVED

- **Sign-up for the Get Ready Get Safe E-Newsletter.**
  Visit the Get Ready Get Safe website (www.savethechildren.org/GetReady) and click on the "Sign up" button in the Take Action box on the homepage. The Get Ready Get Safe e-newsletter provides regular updates, featuring news, tools and resources for protecting children in emergencies and highlighting communities who are putting children first.

- **Be part of the conversation.**
  Follow us on Twitter (@Savethechildren) and Facebook (Save the Children) and engage using #PrepRally or #GetReadyGetSafe.

- **Learn how to expand your Prep Rally and make it an annual event.**
  Visit our community resource page on the Get Ready Get Safe website (www.savethechildren.org/GetReady) for suggestions on growing your Prep Rally. Here you can also see how other communities are using the Prep Rally Kit.

- **Organize other leaders to discuss other ways you can help prepare your community.**
  Have you found a group of parents and caregivers who are passionate about protecting children in emergencies? Join forces to discuss how you can make lasting change in your community. Consider what role you can play in influencing local emergency plans or creating a working group that focuses on children's needs. Also think about how to share Prep Rally tools through different channels and programs (e.g., afterschool clubs, places of worship, community events, etc.).

- **Develop skills and build your resume with emergency trainings.**
  Find free Save the Children trainings for caregivers on the Get Ready Get Safe Training Hub (www.savethechildren.org/GetReady).

- **Send us your ideas for ways to help make protecting children a priority in communities across the nation.** Email us at GetReady@savechildren.org.

LEADER NOTES

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