



# Student Tools for Emergency Planning Instructor's Guide

September 2010



**FEMA**

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# To the Instructor

Thank you for participating in the Student Tools for Emergency Planning ‘STEP’ program. The STEP program was designed by teachers like you and sponsored by your state’s Emergency Management Agency and the Federal Emergency Management Agency (FEMA). You will be providing your students and their families with concrete strategies to prepare for and deal with various emergencies; strategies that in a time of crisis, could save their lives.

The STEP program has three main learning objectives. At the end of the STEP base lesson, you students should be able to:

- 1. Describe emergencies common to their area and strategies for appropriately reacting to different emergency scenarios.**
- 2. Assemble emergency kits equipped with essential items such as food, water, blankets, and flashlights with their families.**
- 3. Create communication plans with their families to use in an emergency situation.**

The two staples of a prepared household are the existence of an emergency kit and a family communication plan that is common knowledge to all family members.

To fully realize the importance of having an emergency kit, take a moment to imagine what you would do if a police officer showed up at your door in the middle of the night to alert you of a tractor trailer tipping over down the road. If you needed to evacuate your home in only 5 minutes, would you know what items to bring with you and where to find them quickly? Spending a few minutes now to gather these things into an emergency kit will likely save you critical time.

A family communication plan, consisting of a series of agreements that result in extended family members being able to connect in the time of an emergency, is another very important emergency preparedness element. Even in the most common of situations, such as a child returning home from school to find their parents not yet home, it is important for children and parents to have a backup plan. Where should that child go if they are locked out of their home and who can they expect to meet them at that location later? These are important answers to find out before these events occur.

The STEP lesson materials were designed with *you*, the instructor, in mind and you should find that reaching these learning objectives with your students can be fun and easy. The 1-hour, ready-to-teach base lesson utilizes a student friendly movie “The Adventures of the Disaster Dudes” and can be reinforced with a number of supplemental lessons that include plans, games, and activities that align with 4<sup>th</sup> and 5<sup>th</sup> grade national learning standards.

Materials are available electronically at the FEMA Region II website at:  
[www.fema.gov/about/regions/regionii/natl\\_prep\\_step.shtm](http://www.fema.gov/about/regions/regionii/natl_prep_step.shtm)

Equipping families with the ability to assemble an emergency kit and develop a family-wide communication plan can ease disruption for the entire family and could even save lives. For children, gaining knowledge of what to do in these situations beforehand can also give them a feeling of confidence, control, and calmness in a time that could otherwise be quite traumatic. Thank you for your commitment to the goal of empowering your students to prepare themselves and their households!

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# Instructional Materials

The STEP program instructional materials are designed in alignment with national learning standards and were designed and developed with the help of teachers like you.

The STEP Program has two separate set of instructional materials that are age appropriate for 4<sup>th</sup> and 5<sup>th</sup> graders. The two lesson and lesson components are:

- Base Lesson (Required)
- Supplemental Lessons (Optional)

As part of the program, copies of all Base Lesson learning material handouts will be provided to you at no cost to you or your school district separately from this guide.

## Base Lesson Learning Materials

To participate in the STEP program each teacher must committ to teaching the base lesson. The base lesson is designed to delivered in about an hour. The base lesson learning materials include:

- **Family Letter:** This letter is used to communicate the program to partents or guidians. Please distribute the letter to all studentsprior to teaching the base lesson.
  - ✓ Tip: Consider inviting a local Emergency Manager or Responder to address family members at an upcoming school open house or PTO event.
- **Introduction Story:** This is a true story of a real hero named Tilly Smith. Tilly is a ten-year old girl who recognized the signs of an impeding tsunaim and warned a number of people while on vacation.
- **Activity and Discussion:** “The Adventures of the Diasater Dudes” DVD and associated discussions. This DVD is organized with a couple of stopping points so you can discuss the cotnent with the students and keep their attention.
- **Handout: What goes in an Emergency Kit:** Provides students with some guidance regarding what should go into an emergency kit.
  - ✓ Note: Copies of all handouts for your students are provided separately from this guide
- **Handout: Homework Assignment:** Answering questions specific to the types of disasters in the region and how to create a family communications plan.
- **Handout: Family Emergency Information Sheet:** Emergency contact information.
- **Handout: Family Communication Plan Cards:** How to communicate emergency information.
- **STEP Emergency Training Certificate of Achievement:** This certificate is located in the back of this guide.
  - ✓ **Note:** Please make sure that all students have assembled emergency supplies into an emergency kit and put togetehr a communication plan prior to handing out certificates.

# Supplemental Lessons Learning Material

The base lesson can be supplemented by a number of lessons aligned to specific learning centers. The supplemental lessons are designed for ease of instruction and to drop nicely into an existing lesson you are already planning to teach. The supplemental learning materials include:

- **Disaster Dude Game:** Located separately from this guide and is perfect for you to incorporate into an existing lesson or leave for a substitute to play with whole class.
- **Emergency Planning Poster:** A supplemental art lesson designed to get the students brainstorm different emergency planning strategies.
- **Emergency Role Playing Scenarios:** A performing arts lesson designed to have the students act out a disaster scenario and how being prepared will assist them.
- **Student Reading List:** A age appropriate reading list of emergency books.
- **STEP Language Arts Worksheet and Answer Key:** An emergency focused crossword puzzle with answer key.
- **STEP Mathematics Worksheet and Answer Key:** Age appropriate math worksheet with answer key.
- **Promoting Preparedness:** A writing and oral presentation lesson.
- **Open House and Graduation Event:** An outline to help teachers structure the STEP open house or graduation event.
- **Instructor Resources:** A listing of additional resources and websites.
  - **Additional Resources:** Includes state and local emergency management contacts, online games, and more.
  - **Best Practices:** From fellow instructors who already participated in the STEP program.
  - **STEP website:** A dedicated STEP URL where instructors can download all of the STEP materials electronically, as well as teacher and student testimonials, STEP videos, age appropriate games, and more. Please visit the STEP website at: [www.fema.gov/about/regions/regionii/natl\\_prep\\_step.shtm](http://www.fema.gov/about/regions/regionii/natl_prep_step.shtm)

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# Family Letter – Base Lesson

This Family Letter is part of the STEP Base lesson. Please provide this letter to partners and guardians prior to starting the STEP lesson. Copies of the family letter will be provided for you as part of the Instructor packet.

Dear Family,

As we all know, emergencies can strike quickly and without warning. While these events can be frightening for adults, they can be even more traumatic for children, particularly if they don't know what to do.

Therefore, we will be talking about emergencies common to this area through the Student Tools for Emergency Planning (STEP) program. Your students will learn how to implement some strategies to prepare for emergencies at home with you. Helping your children prepare for these untimely events can decrease the anxiety they may feel when hearing about worldly disasters or experiencing local emergencies and give them a feeling of power in a difficult situation or save their lives.

The STEP program, sponsored by the Federal Emergency Management Agency and our state Emergency Management Agency, is designed to be age appropriate and engaging to students. Your students will begin by watching a movie called "The Adventures of the Disaster Dudes" that talks about natural disasters in a fun and non-threatening way.

The goals of the lessons are for your student to:

1. Become familiar with the types of natural emergencies that can affect our area.
2. Work with you to assemble an emergency kit.
3. Work with you to form a family communications plan.

Parents and guardians that have already undergone the STEP program have given the feedback that equipping their household with an emergency kit and communication plan was an important activity that they otherwise would not have had the time to do themselves. Furthermore, they found that their students really enjoyed taking on the role of leading their family members in this process.

I hope we do not have to deal with the effects of an emergency or large scale disaster anytime soon. However, I'm pleased that we are providing our students with the proper tools to be ready in case of such an event.

Sincerely,

# Pre Evaluation For Households

Please fill out the following information based on your current situation, this information is intended not to assess you, but to assess the effectiveness of the program once implemented. Please return it to the teacher or to the email address provided.

Parent/Guardian Name: \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

	Question		Yes	No	In the process
	Do you have a disaster Supply Kit with emergency supplies like water, food, and medicine that is kept apart from everyday use?				
If Yes	What is in the Supply Kit?	Water			
		Food			
		Flashlight			
		Radio			
		Medicine			
		Clothes			
		Other			
	Do you have a formal family communication plan?				
	Have you exercised your communication plan?				
	Have you established a specific meeting place in the event you and your family cannot return home and or have to evacuate?				
	Have you ever exercised your meeting plan?				
	Have you designated a contact person outside of the area to be contacted in an event?				
	Have you ever exercised calling your designated contact?				

Thank you for your participation in this important program!

[FEMA-R2-STEP@dhs.gov](mailto:FEMA-R2-STEP@dhs.gov)

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# Introduction Story - Base Lesson

## Introduction

Today we're going to talk about emergencies. You have all heard stories or seen news reports about storms that make rivers rise and flood whole neighborhoods or towns, or hurricanes that are so fierce that people have to leave their homes to escape it, or huge wildfires that burn out of control and destroy any house that is in its way. It can be scary to think about these things. Have you ever wondered what it would be like, and what you would do, if you were faced with a life-threatening emergency? I'm going to tell you a true story, about a girl your age, who found herself in exactly that situation.

Imagine yourself on a wonderful vacation in a big hotel right on the beach. The white sand is warm under your feet and the ocean is sparkling with sunlight. Some people are looking for shells on the beach, others lie under the shade of umbrellas, and children splash in the waves. Suddenly, the water in the ocean looks different. It bubbles on the edge and foam sizzles just like it's in a frying pan. The water is coming up on the beach but it isn't going out again. It comes in... and in... and in.... closer to the hotel.

What is happening? In a few minutes, an enormously high, powerful wave- a tsunami – is going to cover the whole beach. There may be more huge waves after the first one. Anyone who is on the beach will be captured by the violent sea and they will probably drown. What a frightening thought!

In 2004, 10 year old Tilly Smith was on a holiday vacation with her family at a beach in Thailand, on the Indian Ocean. There were about 100 people on the beach that day, which happened to be the day after Christmas. Tilly noticed that the water began to look very strange.

Tilly's teacher, Mr. Kearney, at Danes Hill School in England, had talked about tsunamis in Geography class and had showed a video that showed the signs of an oncoming tsunami.

What Tilly had seen on the video was happening right in front of her, for real. She told her mother that a big dangerous tsunami wave was coming. Her mother didn't understand and Tilly began to get hysterical. Tilly, her father, mother, and little sister rushed back to the hotel and told the staff about the warning signs of a tsunami. The hotel workers ran to the beach and spread the word about the giant incoming wave, caused by an earthquake many miles away across the Indian Ocean.

Everyone left the beach and they were all safe- saved by 10-year-old Tilly. Tsunamis caused by the 2004 earthquake killed more than 150,000 people around the perimeter of the Indian Ocean. But no one died on the beach where Tilly was.

You can be a hero like Tilly Smith by learning about the kinds of emergencies that can happen here and what to do in those situations. We're going to learn how to prepare your homes. It will be up to you to be the emergency preparedness leader in your family and to make sure that your household is ready for events that might happen. When you have done this, you will earn a certificate of achievement and you will be ready to help others- even your parents- handle different types of emergency situations!

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# Activity & Discussion - Base Lesson

This lesson contains two sections:

- The Adventure of the Disaster Dudes
- Class Discussion

## The Adventures of the Disaster Dudes Activity

**Instruction to Students:** Now I'm going to show you a video called "The Adventures of the Disaster Dudes" starring three children who are about your age. We will watch part of the DVD then stop to discuss in more detail.

**PLAY PART I OF THE VIDEO. PAUSE/STOP VIDEO WHEN PROMPTED.**

**STOP #1:** Ask the following questions.

- 1. What is a real disaster?**
  - a. Blizzard, flood, fire, ice storm, hurricane, tornado
- 2. What is an emergency?**
  - a. Power going out, car breaking down, small ice storm
- 3. What is the difference between an emergency and a disaster?**
  - a. Disasters are large scale and affect a lot of people across a large area. Emergencies are any event that affects your family. The video uses the word 'disaster' a lot, but when we talk about disasters and emergencies, we will usually use the word 'emergency' to cover every event where we want to be prepared. That is why this program is called "Student Tools for Emergency Planning"
- 4. What are some of the ways disasters or emergencies affected the lives of the children in the video?**
  - a. Girl's home burned while she was at a gymnastics meet; boy's apartment was destroyed and laundry was found on the roof; half a house was blown away
- 5. What are other ways a disaster could affect someone?**
- 6. Has anyone in the class experienced a disaster or emergency? What was it like? Were you prepared for it?**
- 7. What kinds of disasters are possible in our state?**
  - a. Snowstorms, ice storms, fires, flooding, hurricanes, rainstorms, tornadoes
- 8. In the story I read before the video, Tilly Smith saved people's lives when she told others about something she learned in school. Is it possible for someone in this room to be a hero? What could you do that would help your family or friends in a time of trouble?**
  - a. Call 9-1-1 if you see a serious accident; tell someone if you see something dangerous such as fire, downed wire, broken glass, suspicious activity, lightning, etc; provide information that could help your family prepare.
- 9. The video says "Grownups and kids have to take action quickly." Why is it important to prepare for emergencies?**
  - a. There may not be time to think about it when things happen suddenly; planning ahead makes people feel more confident that they can handle a difficult situation; we all have to be responsible for ourselves and the safety of our own families.



Let's go back to the video now....

**RESUME VIDEO. PAUSE/STOP VIDEO WHEN PROMPTED.**

**STOP #2:**

1. **The quiz show talks about what you need if there is no electricity or if you had to evacuate your home. If the power went out in your home or if you had to leave suddenly, would there be time to gather everything you needed?**
  - a. Probably not; it can be hard to think clearly in an emergency
2. **Of the disasters we talked about- which are the most likely to happen here?**
  - a. Floods, blizzards, ice storms, maybe hurricanes, fires or overturned freight cars, heavy snow on roofs that may lead to the roof collapsing. Please access the STEP website at [www.fema.gov/about/regions/regionii/natl\\_prep\\_step.shtm](http://www.fema.gov/about/regions/regionii/natl_prep_step.shtm) for more information specific to your area.
3. **You don't want to be running around your house looking for these things at the last minute. How could you and your family be prepared in advance?**
  - a. Prepare an emergency kit and keep it handy.
4. **There are a lot of ways you can find information about family emergency kits. What do you think should go into an emergency kit? Here is a family supply list with some suggestions.**
  - a. Distribute handout. HANDOUT: WHAT GOES IN AN EMERGENCY KIT
5. **Take a quick look at this sheet. Do you have to go out and buy a lot of new things for your emergency kit?**
  - a. No, many of these items are already in your house.
6. **It is important to know that every family is different and therefore every family emergency kit should be different as well. Will every family need everything on this list?**
  - a. Some families with babies will need diapers, but most families will not need to put diapers in their kits.
7. **Most families will not put everything on this list in their emergency kit. The important thing is to pick the most important items and fill your emergency kit with what you can. What are some of the most important things for you?**
  - a. Whatever you put in your kit may be your only resource if you have to leave your home suddenly. Let's go back to the video and then you will have a chance to start planning what is important for your family's emergency kit.

**RESUME VIDEO UNTIL THE END.**

**CONCLUSION:**

1. **The video talks about an emergency supply kit. What were some of the items that Chris put into his duffle bag emergency kit?**
  - a. Flashlight, extra batteries, radio, canned food, water
2. **Do you ever need to change the items in your emergency kit?**
  - a. Yes, flashlights may need new batteries, food and water may expire, children may outgrow their spare clothes.
3. **The video talked about having a family meeting place near your house and another place outside of your neighborhood. Where might a good place to meet for your out-of-neighborhood meeting place and why?**
  - a. Library, community center, church, favorite store; because it is important to find a familiar place that is safe and has people around that you trust can help you if you need them to.

- 4. Remember that it is important for everyone in the family to know where the meeting places are. What do you think are some good meeting places are?**
  - a. Answers will vary, but some good examples are someplace close to home such as a mailbox or a neighbor's house and someplace outside the neighborhood in case it is flooded or inaccessible like a library or grandmother's house.
- 5. For homework, you will work with your family to create a family communications plan that will include designating these meeting places.**
- 6. Why do you think the end of the video says "Kids, take charge!"**
  - a. Grownups may not have time to think about these things; they may be busy with working, cooking meals, etc
- 7. If you bring home information and talk about the importance of having an emergency kit and a communications plan, your parents will listen. Tilly Smith's parents listened when she told them the ocean looked like Tsunami was coming. The whole family needs to be involved in preparing for emergencies. What will you say to your family members tonight to explain why preparing is important?**
  - a. Answers will vary.

# Class Discussion

**Instructor Note:** You may conduct this discussion directly after the video, or at a later time. Please bring in your own emergency kit or pictures of the items as a visual aid and be prepared to explain where you keep it in your home. The goal is for every student to assemble some emergency supply items into a box, container, or bag with their family members and to maintain this emergency kit throughout the year. Please designate a system to track the progress of your class assembling the emergency kits and/or require your students to verify whether they have been completed by the end of the school year. This system may include students bringing in one item each month to build their kits or have parents sign a sheet once they have put together their emergency kits as an extended homework assignment. Please distribute **Handout: What Goes Into an Emergency Kit.**

**Student Instruction:** Please look at your handout called ‘What Goes in an Emergency Kit’. I want you to take a few minutes now to silently circle 5-10 items that are most important for *your* family’s emergency kit. If you finish before the time is up, write next to the circle if you have the item in your home and if so, where it is located now.

1. **What were the most important items to you for your emergency kit?**
2. **Why were the items you selected for the emergency kit important to you?**
  - a. Answers will vary, but some examples may include, it will help us in an emergency, my baby brother needs formula and diapers, or we will need food and water.
3. **Why do you think it is more important to put \_\_\_\_\_ in instead of \_\_\_\_\_?**
4. **Why is it important to think about the kind of food you put in your emergency kit?**
  - a. If your family members are allergic or don’t like a certain kind of food, they won’t eat it in an emergency.
5. **What if it is hard for you and your family to buy the items you want to include in your emergency kit? Can you think of some creative ways to find these items without having to spend a lot of money?**
  - a. Ask the dentist for an extra free toothbrush for your emergency kit when you get a cleaning; send a class letter to a PTO organization, local non profit, or grocery store asking for assistance and donations for everyone’s family emergency kits.
  - ✓ **Tip:** Consider resourcing a local Emergency Manager or your state Emergency Management Agency to help the families of your students fill their emergency kits. See the additional resources page or view the website for state and local contact information.
6. **What if you already have an emergency kit at home? Is there anything you can do now?**
  - a. Yes, check to make sure items have not expired; consider assembling an emergency kit for a neighbor, friend, or relative; possibly plan to give emergency supply items as gifts for an upcoming holiday or birthday.
7. **Let’s take a look at my family’s emergency kit...EXPLAIN ITEMS;PASS THEM AROUND. Put on your critical thinking hats on for a minute. What ways could I improve my family’s emergency kit? Are there items that I should consider adding or taking away? Why?**
8. **From the movie we watched, we learned that it is important to have an emergency kit and a family communication plan. Can you name some of the steps that Chris read about in the emergency book?**
  - a. Check smoke detectors; map two escape routes for every room in your home; post emergency numbers by the phone; designate a meeting place outside of your home;

designate an out-of-neighborhood meeting place; write down family contact information; practice your plans.

- 9. Excellent job. You got almost all the steps. HANDOUT HOMEWORK ASSIGNMENT. This homework assignment outlines all of these steps and will help you lead a discussion with your family that will result in your family communications plan. HANDOUT FAMILY COMMUNICATION PLAN CARDS, FAMILY EMERGENCY INFORMATION SHEET. These three different things will compose your family emergency kit. How do you think they will help?**
- a. Answers will vary.
- 10. Do you think I want your family to fill out these family emergency cards so that you can hand them into me and I will hold on to them?**
- a. No, each family member should carry the same card with contact information on it. If an emergency happens, it is important for our families, not the teacher, to have this information.
- 11. You are responsible for initiating these important activities at home. You will be the one who is preparing your home for emergencies! How can you make sure that every family member will remember your communications plan?**
- a. Practice the plan; suggest family members carry their cards and other important information in a wallet or purse that they carry with them often; post the emergency information sheet in a prominent location in the home.

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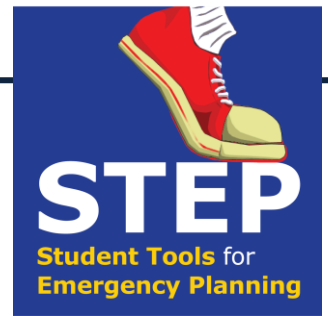
# Base and Supplemental Lesson Handouts

The next couple of pages are handouts to be used in the Base Lesson and Supplemental Lessons. Copies should also be provided in your instructor packet.

The handouts include:

- What Goes into an Emergency Kit
- Homework Assignment
- Family Emergency Information Sheet
- Create an Emergency Planning Poster
- Emergency Role Play Scenario
- Student Reading List
- STEP: Language Arts Worksheet
- STEP: Language Arts Worksheet Answer Sheet
- STEP: Math Worksheet
- STEP: Math Worksheet Answersheet
- Promoting Preparedness
- STEP Introduction and Open House Instructor's Outline
- Final Program & Graduation Event Instructor's Outline
- Additional Resources
- Internet Resources – For Kids
- STEP Best Practices
- Acknowledgements

# What Goes in an Emergency Kit?



Name: \_\_\_\_\_

Choose and circle 10 items you believe are the most important to include in a family emergency kit. Be prepared to explain why you picked those particular things. Later, use this list with your family to assemble your emergency kit. Put your kit in a place that is easy to get but is also in an area that won't be in the way of everyday activities.

- |                             |                               |
|-----------------------------|-------------------------------|
| Food                        | Water                         |
| Flashlight                  | Radio, extra batteries        |
| Bag/container for items     | Credit card or cash           |
| Coins                       | Clothes and shoes             |
| Plastic storage containers  | Car keys                      |
| Non-electric can opener     | Vitamins                      |
| Forks, spoons, plates, cups | Emergency preparedness book   |
| Fire extinguisher           | Compass                       |
| Tent                        | Map                           |
| Pliers and wrench           | Signal flare                  |
| Needle and thread           | Whistle                       |
| Plastic sheeting            | Toilet paper                  |
| Soap                        | Disinfectant                  |
| First aid kit               | Rain gear                     |
| Blankets or sleeping bag    | Gloves                        |
| Book, puzzle or game        | Family documents and records  |
| Prescription drugs          | Eyeglasses/contact lenses     |
| Pens and Paper              | Plastic garbage bags and ties |
| Toothbrush and toothpaste   | Deodorant                     |
| Favorite stuffed toy        | Pet supplies                  |

# What Goes in an Emergency Kit?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Follow the steps Chris took in the video to be completely prepared for a large disaster or smaller emergency:*

**STEP 1:** Find out what kind of disasters or emergencies are in your area. *Ask adults you know to tell you what they have experienced. Write 3 emergencies that are common in your area.*

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**STEP 2:** Create a Family Communications Plan. *Schedule a meeting that includes every member of your household. Write your communications plan here:*

What will your family do if a hurricane or blizzard hits your home?

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If there is a fire or other emergency in your home, you need a meeting place right outside your home. What is your **outside meeting place**?

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If a disaster, like a flood, affects the roads around your home and neighborhood, you need a meeting place outside of your neighborhood such as a library or aunt's home. Where is your **out-of-neighborhood meeting place**?

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A disaster or emergency may hit when family members are not all in the same place. You need a person you can all call to help you reconnect with each other who lives out-of-state . Who is your **out of state family's contact person**?

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

**STEP 3:** Complete the following checklist. *Place a check mark next to each box after you and your family members have completed it.*



- Post emergency numbers by the phone (police, fire, poison control, family contact person)
- Install smoke detectors or check the batteries in ones you already have installed
- Find and map 2 escape routes for each room in your home
- Check and update your family emergency kit. Make sure you have items for pets or family members with special medicines or needs. Replace old food and water with

newer items if necessary. **STEP 4:** Practice your Plan. *Schedule time next month or next year to go over your family communications plan and practice your evacuation routes. Draw a picture below of your family responding to a disaster or emergency.*



# The \_\_\_\_\_ Family Emergency Information Sheet



Out-of-State Contact Name: \_\_\_\_\_ Telephone Number: \_\_\_\_\_  
Email: \_\_\_\_\_

## Family Member Profiles:

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Medical Information \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Medical Information \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Medical Information \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Medical Information \_\_\_\_\_  
\_\_\_\_\_

## Where Family Members May Be and Evacuation Meeting Places:

Home Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Meeting Place: \_\_\_\_\_

Work 1 Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Meeting Place: \_\_\_\_\_

Work 2 Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Meeting Place: \_\_\_\_\_

School 1 Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Meeting Place: \_\_\_\_\_

School 2 Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Meeting Place: \_\_\_\_\_

Other Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Meeting Place: \_\_\_\_\_

## Important Phone Numbers:

Local Police Department: \_\_\_\_\_

Local Fire Department: \_\_\_\_\_

Poison Control: \_\_\_\_\_

(Enter Other) \_\_\_\_\_:

Doctor \_\_\_\_\_'s Office: \_\_\_\_\_

Doctor \_\_\_\_\_'s Office: \_\_\_\_\_

Veterinarian's Office: \_\_\_\_\_

\_\_\_\_\_:

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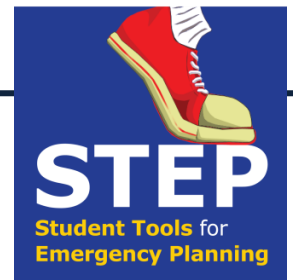
# Create an Emergency Planning Poster



Design a poster illustrating different emergency planning strategies. Use one of these examples or brainstorm your own!

- Making a family emergency kit
- Talking about a family communication plan
- Choosing a meeting place outside of the home
- Discussing an out-of-neighborhood meeting place
- Installing smoke detectors
- Installing carbon monoxide (CO) detectors
- Talking to a friend about why being prepared is important
- Helping a neighbor assemble an emergency kit
- Making a map of the best evacuation routes from your home
- Posting emergency numbers by each telephone in the home
- Talking to a local police officer or fire fighter about emergencies and hazards common to the area
- Taking a first aid course
- Calling your out-of-state contact to connect with family members in an emergency
- Practicing your family emergency plans
- Updating your family emergency kit with fresh food and water
- Evacuating your home in an emergency

# Emergency Role Play Scenarios



Plan how you could act out the following scenarios. Write an outline of a performance. Plan to demonstrate exactly what to do and possibly what not to do in each emergency situation. Practice and put on the performance skit for your classmates.

**#1: There is a soccer game in progress when thunder is heard in the distance. What do you do?**

(Roles may include: one to three soccer players, a coach, a parent)

Correct Response: *Crouch down on the balls of the feet to minimize contact with the ground; wrap arms around knees. Stay away from trees and metal objects and avoid laying down on the ground.*

**#2: A family is sleeping at 3 a.m. when the smoke detector goes off. What do you do?** (Roles may include parents, siblings, sleepover guests)

Correct Response: *Shout “Fire!” and leave the house immediately. Go to the family’s outside meeting place. Call 9-1-1 from outside the house to alert fire responders.*

**#3: It has been a stormy winter and big piles of snow are on the flat roof of an apartment building. A firefighter pounds on the door and says the building must be evacuated. What do you do?** (Roles may include parents, siblings, firefighter, neighbors)

Correct Response: *Grab your family emergency kit and your pets and leave immediately. If not all family members are home, call your out of state contact and tell them where you are.*

**#4: Freezing rain and ice caused tree limbs to fall and neighborhood electrical lines to break. The house has no power. What do you do?** (Roles may include parents, family members, neighbors)

Correct Response: *Get the flashlight out of your family emergency kit and turn on the battery-powered radio. Gather blankets and warm clothes. If it gets too cold in your house, you may have to go to a shelter or to the home of another family member or a friend – take your emergency kit and pets with you.*

**#5: The teacher is giving a history lesson when the room begins to shake. What do you do?** (Roles may include teacher, student teacher or aide, students)

Correct Response: *Drop, cover (get under a heavy piece of furniture or a desk) and hold on. Earthquakes are usually followed by smaller aftershocks.*

**#6: The radio says a big, dangerous hurricane is heading toward your part of the state. What do you do?** (Roles may include radio announcer, family members, and neighbors)

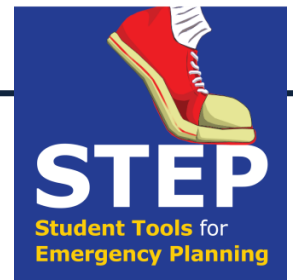
Correct Response: *Check your family emergency kit and add any extra supplies you think you will need. Listen to the radio or television to find out if you have to evacuate (take your emergency kit and pets with you). Make evacuation plans including putting gas in your car or looking up public transportation schedules. Bring outdoor furniture (and other things that might blow around and break your windows) inside the house or garage.*

**#7. It has been raining for days and there is water everywhere. The little stream near your neighborhood is now as big as a river. Water is running swiftly down the street two blocks from your home and a police officer tells you that you cannot go any closer. What do you do?** (Roles may include students, police officer, neighbors, family members)

Correct Response: *Do not step into fast-flowing water! Go to your out-of-neighborhood meeting place (library, post office, convenience store)]. If your family is not there, or if you can’t get to the meeting place, call the family contact that lives in another state to tell them you are safe and to decide what you should do.*

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# Student Reading List



1. Tornadoes by Seymour Simon. Ages 4 - 8. How and why tornadoes form, how they behave, how scientists predict and track them, and what to do to protect yourself.
2. The Big Flood by Wendy Pfeffer and Vanessa Lubach. Ages 4-8. How one community responded when the Mississippi River flooded in 1993.
3. Hurricane by David Wiesner. Ages 4 -8. A giant storm is experienced through the child's perspective. How two boys turn their hurricane-torn backyard into an adventure land.
4. The Magic School Bus Inside a Hurricane (Magic School Bus Series) by Joanna Cole and Bruce Degen. Ages 4 - 8. A tropical storm catches the Magic School Bus inside the eye of its hurricane, providing firsthand information on changes taking place in air, sea and land.
5. No Dragons for Tea: Fire Safety for Kids and Dragons by Jean Pendziwol and Martine Goubault. Ages 3 - 8. A low-key approach to fire safety for kids.
6. Boy and a Bear, The Children's Relaxation Book by Lori Lite. Introduces 3-to-9 year old children to a relaxation technique called circular breathing, an effective technique for helping children decrease anxiety levels and manage stress associated with traumatic incidents.
7. Blizzard: The Storm that Changed America by Jim Murphy. Ages 9 - 12. Historical account of the blizzard of 1888 that hit the East Coast and how people survived.
8. Forest Fires: Natural Disasters by Luke Thompson. Ages 9 - 12. Fact-filled book that explains how and why forest fires occur.
9. Floods (Restless Planet) by Emma Durham and Mark Maslin. Ages 9 -12.
10. I'll Know What to Do: A Kid's Guide to Natural Disasters by Bonnie S. Mark, Aviva Layton and Michael Chesworth. Ages 9 - 12.
11. Rescue (Dorling Kindersley Eyewitness Books) by Claire Watts. Ages 9 - 12. A reference book that teaches children about emergency rescues. Includes information on how to survive until help arrives.
12. Emergency Animal Rescue Stories: True Stories about People Dedicated to Saving Animals from Disasters by Terri Crisp. Unspecified Reading Level. A dedicated Emergency Animal Rescue Services (EARS) team saves animals from well-known natural and man-made disasters.
13. The Finches' Fabulous Furnace by Roger W. Drury. Ages 9 -12. Tells the story of a family whose home has a natural furnace—a volcano—that they must keep secret from their neighbors.
14. "Help!" Yelled Maxwell by James and Edwina Stevenson. Ages 9 -12. When a flood threatens the town, third-grader Maxwell finds help in an unlikely place and becomes a hero.

# Language Arts Worksheet

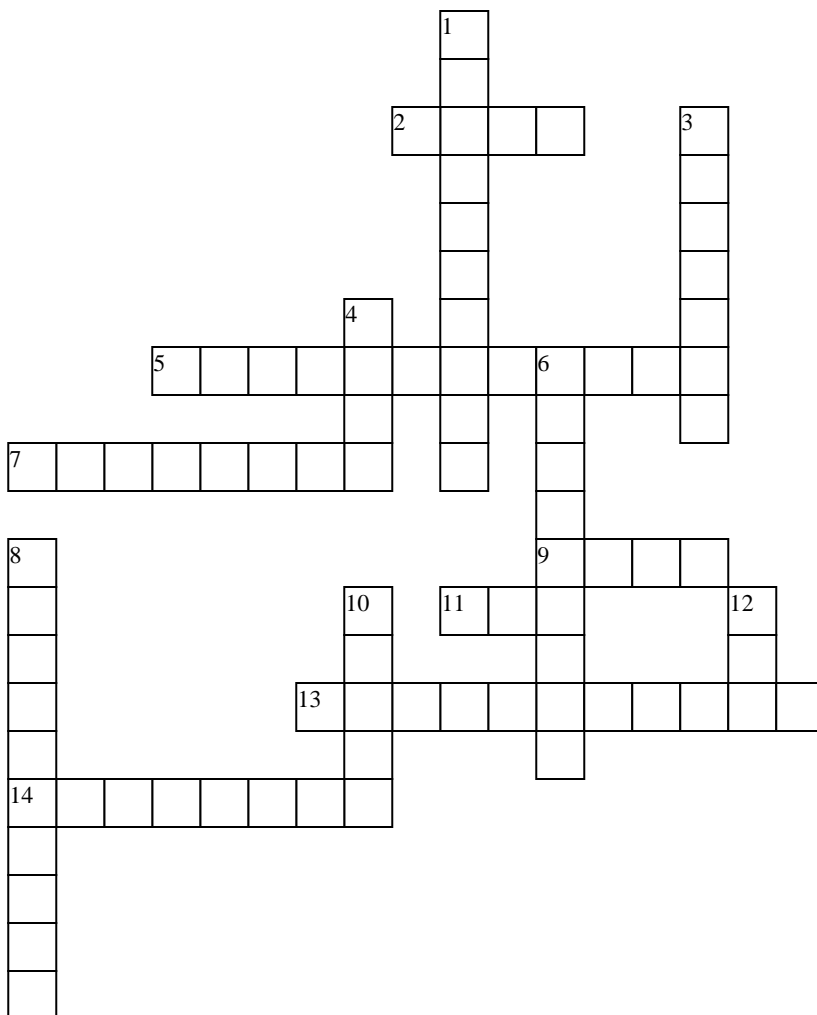


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Down:

1. Instead of candles that could be dangerous, add this item to your emergency kit
3. This item is important in your emergency kit because you may need something to keep you warm in the event that the heat goes out.
4. In this emergency, you should immediately get outside when you smell smoke or hear an alarm.
6. This accompanies thunder in a large rain storm.
8. When visiting the dentist, Sandy asked for an extra one of these for her emergency kit.
10. The most common disaster in your area, this emergency is caused by too much snow melting or too much rain falling for the rivers and ground to hold.
12. Every family should gather water, food, batteries, and other supplies for their emergency \_\_\_\_\_.



## Across:

2. Family members can write contact numbers on a communication \_\_\_\_\_ to carry around with them in a pocket or wallet.
5. Each family should designate a \_\_\_\_\_ outside the home in case of an emergency. (2 words)
7. If you have a pet at home, you should put pet food, extra water, a picture of you and your pet, and any pet \_\_\_\_\_ they may need in your emergency kit.
9. During a lightning storm, the worst place to stand is under a tall object, such as a \_\_\_\_\_.
11. To prevent spoiling in your emergency kit, look for food found in this.
13. It is important for family members to be able to \_\_\_\_\_ during an emergency.
14. A very strong and often long lasting winter storm with snow, wind, and ice.

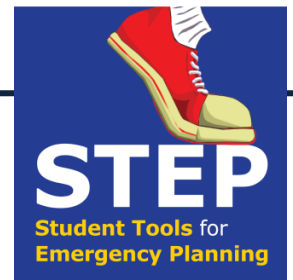
## On the back, rewrite each sentence using the correct punctuation.

1. The boy put gauze band-aids and tweezers in his first aid kit
2. Lizzy wrote down the phone numbers of her doctor fire department and school

## Circle the correct word to complete each sentence.

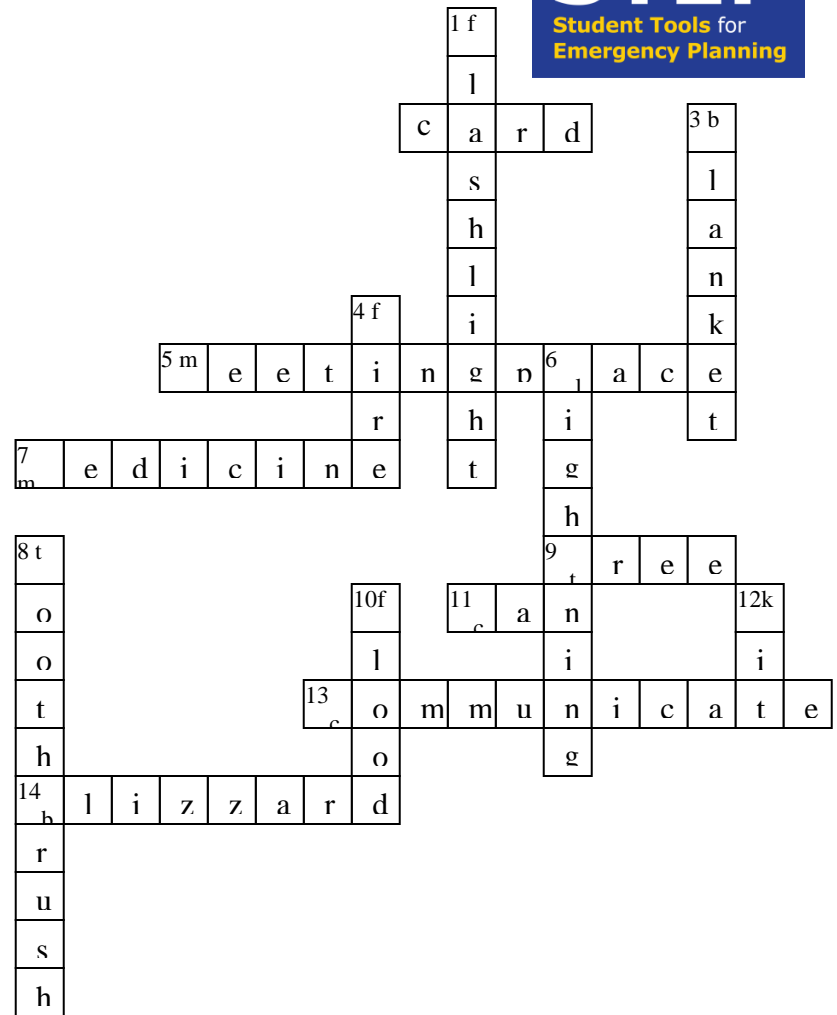
1. The teacher let (**we, us**) bring in pictures of our emergency kits.
2. Mom told us about the big storm and asked (**we, us**) to update our emergency kit.
3. It is not (**good, well**) to panic when an emergency occurs.
4. The batteries (**can, may**) run out. We should pack some extras in case they do.
5. The family's out of neighborhood meeting place was at the (**peak, peek**) of the hill.

# Language Arts Answersheet



## Down:

1. Instead of candles that could be dangerous, add this item to your emergency kit
3. This item is important in your emergency kit because you may need something to keep you warm in the event that the heat goes out.
4. In this emergency, you should immediately get outside when you smell smoke or hear an alarm.
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8. When visiting the dentist, Sandy asked for an extra one of these for her emergency kit.
10. The most common disaster in your area, this emergency is caused by too much snow melting or too much rain falling for the rivers and ground to hold.
12. Every family should gather water, food, batteries, and other supplies for their emergency \_\_\_\_\_.



## Across:

2. Family members can write contact numbers on a communication \_\_\_\_\_ to carry around with them in a pocket or wallet.
5. Each family should designate a \_\_\_\_\_ outside the home in case of an emergency. (2 words)
7. If you have a pet at home, you should put pet food, extra water, a picture of you and your pet, and any pet \_\_\_\_\_ they may need in your emergency kit.
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11. To prevent spoiling in your emergency kit, look for food found in this.
13. It is important for family members to be able to \_\_\_\_\_ during an emergency.
14. A very strong and often long lasting winter storm with snow, wind, and ice.

## On the back, rewrite each sentence using the correct punctuation.

1. The boy put gauze, band-aids, and tweezers in his first aid kit
2. Lizzy wrote down the phone numbers of her doctor, fire department, and school

## Circle the correct word to complete each sentence.

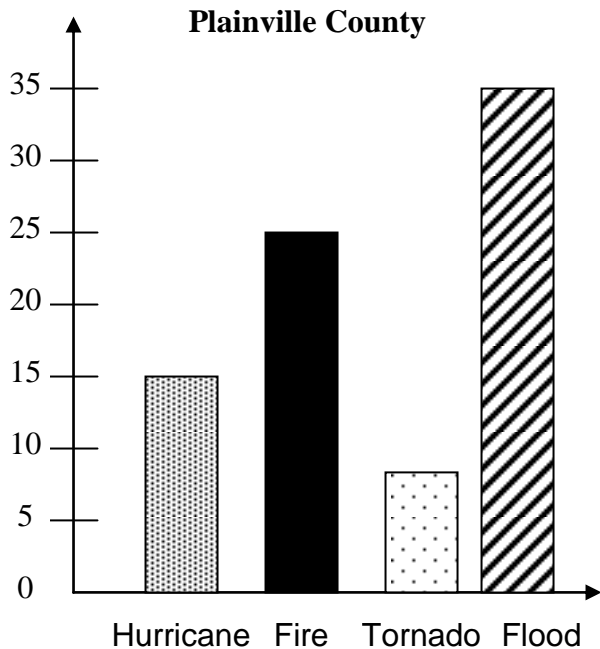
1. The teacher let (**we, us**) bring in pictures of our emergency kits.
2. Mom told us about the big storm and asked (**we, us**) to update our emergency kit.
3. It is not (**good, well**) to panic when an emergency occurs.
4. The batteries (**can, may**) run out. We should pack some extras in case they do.
5. The family's out of neighborhood meeting place was at the (**peak, peek**) of the hill.

# Mathematics Worksheet



Name: \_\_\_\_\_

Date: \_\_\_\_\_



The bar graph to the left shows the number of natural disasters that affected Plainville County over the last 20 years. Use this chart to answer the questions below.

1. What is the most common disaster for Plainville County?
2. How many hurricanes hit Plainville County?
3. How many tornados?
4. How many more fires than hurricanes hit Plainville County?

5. If you lived in Plainville County, what are some things you would want to do to prepare you and your family?

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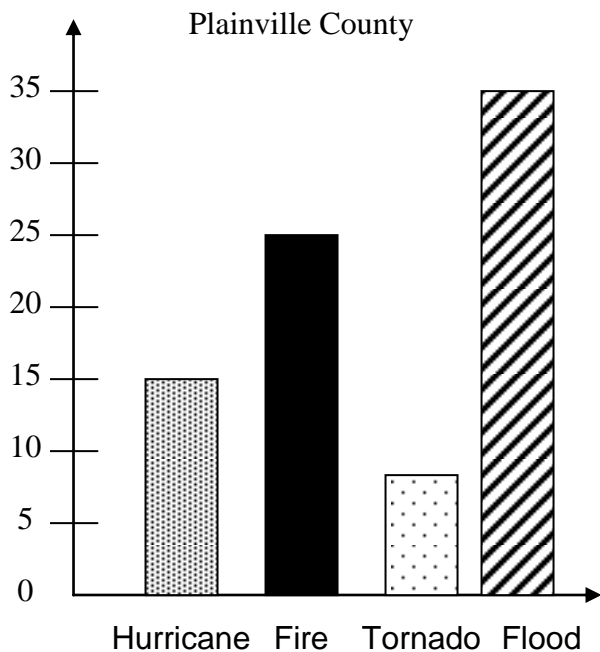
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## Word Problems *use the back of this sheet to work out these problems*

1. The superintendent of the school district decided that it was important to order an emergency planning booklet for all of her students. She found out that the elementary school had 1,356 students. The middle school had 2,543 students and the high school had 4,320 students. How many emergency planning booklets should the superintendent order?
2. The chief of police met with the town officials to determine if the river would flood the town when the snow melted this spring.  
"The river is currently in normal range, measuring 32 inches," said the director of public works.  
"For the river to flood, it will have to measure 38 inches or more"  
"By my estimation, we have about 25.4 centimeters of snow that will melt directly into the river," said the meteorologist.  
If 1 inch = 2.54 centimeters, will the river overflow? If yes, how many inches will flood into the town?

# Mathematics Answersheet



The bar graph to the left shows the number of natural disasters that affected Plainville County over the last 20 years. Use this chart to answer the questions below.

- What is the most common disaster for Plainville County?  
flood
- How many hurricanes hit Plainville County? 15
- How many tornados? 8
- How many more fires than hurricanes hit Plainville County?  
10

6. If you lived in Plainville County, what are some things you would want to do to prepare you and your family? Make sure you have an emergency kit with up to date food and water. Find out your town's

evacuation routes. Move valuables and electronics away from the ground or basement level of your home.

Establish a meeting place outside of the neighborhood in the case that your street is flooded.

## Word Problems

- The superintendent of the school district decided that it was important to order an emergency planning booklet for all of her students. She found out that the elementary school had 1,356 students. The middle school had 2,543 students and the high school had 4,320 students. How many emergency planning booklets should the superintendent order?

8,219 students

- The chief of police met with the town officials to determine if the river would flood the town when the snow melted this spring.  
"The river is currently in normal range, measuring 32 inches," said the director of public works.  
"For the river to flood, it will have to measure 38 inches or more"  
"By my estimation, we have about 25.4 centimeters of snow that will melt directly into the river," said the meteorologist.  
If 1 inch = 2.54 centimeters, will the river overflow? If yes, how many inches will flood into the town?

Yes, the river will overflow by 4 inches.



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# Promoting Preparedness Lesson

## Learning Objectives

Students will brainstorm and outline ideas in a structured format.

Students will write 1-page persuasive speeches

Students will be able to orally communicate a thesis and supporting details to large and small groups of people.

## Preparation:

Instructor chooses topic(s) from introduction to use in this lesson.

Instructor chooses appropriate forum and population for students to present their speeches to (ie- local senior citizen apartment complex, other classrooms in school, town hall meeting)

Instructor may want to do background research on the chosen topic to have web site resources, books and other tools available for students.

## Introduction:

Instructor introduces topic of preparedness (instructor chooses from one of the following):

- ICE- In Case of Emergency- located in cell phones, this ICE contact can be found by first responders, coworkers, or good Samaritans in the event of a medical emergency. If everyone had ICE in their phone or in their wallet during a health emergency, loved ones could be alerted immediately with important information and have the opportunity to provide potentially life saving medical information. Most people do not know what ICE is. There is a great need to spread the word about why it is important and how to enter ICE in your phone.
- Flash Floods- Flash floods are rapid flooding of low-lying areas such as washes, rivers and streams. Flash floods are usually caused by heavy rain from a storm or collapse of dam or human structure. The hazard of flash floods is that they are severely sudden and often aren't perceived as a hazard. In reality, as little as 2 feet of water can carry away most SUV-sized vehicles. In the US, more people die in floods than by lightning, tornadoes or hurricanes. If everyone followed the advice "Turn Around, Don't Drown", then people would not put themselves in the harmful way of flashfloods.
- Don't be Scared, Be Prepared- Building emergency kits and plans are important elements of being ready for any kind of emergency. It is not only important to equip your own household with these things, but to motivate family, friends, and neighbors to assemble their own kits and plans as well. Many people know that they should put together an emergency kit, but they don't have the time or think it is important enough. What information have we learned that we could convince our community members that they have to put together an emergency kit?

Instructor conducts brief class discussion to gather overall ideas and thoughts from students, emphasizing importance of their role in informing others about the chosen topic.

Instructor breaks class into teams and assigns topics to entire group or different topics to different teams.

## Procedures:

Students brainstorm, plan, and write their group speeches, being encouraged by instructor to be compelling and use supporting details such as statistics and case stories. Students work on their speeches over a period of multiple class periods, possibly practicing their speeches for each other before finally presenting to target audience in a format arranged by instructor.

## Closing and Evaluation:

Teacher grades written speeches and oral delivery of speeches. Students check in with their target audience 2 weeks after they presented speeches to see if appropriate action was taken.

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# Instructor's Outline

## *STEP Introduction and Open House*

**Purpose:** Let parents know that their children will get a project that involves the whole family. Engage family interest at the beginning of the year so they can be thinking about the concept before the lessons are taught.

### **Participants and Key Messages:**

- **Option 1 – Principal, Teachers, Emergency Management representative:** The principal announces the STEP program at a school Open House near the beginning of the academic year. A local Emergency Management Agency representative or first responder may be asked to speak briefly about the need for all families to make plans to protect themselves in case of an emergency (flooding, blizzard, fire, etc.) and may provide handouts with local contacts. He/she will include the fact that students in the STEP program will be learning more about what items to have ready if they need to leave their homes suddenly, and how to stay in contact with family members if they are separated. Teachers can reinforce this message in their individual classrooms.
- **Option 2 – Teachers, Emergency Management representative:** In the classrooms, the local Emergency Management representative speaks briefly about the need for families to make plans to protect themselves, etc. (see above). The teacher reinforces this message.
- **Option 3 – Teachers:** Teachers deliver the message (above). This message may be augmented by poster displays that relate to the theme.

### **Preparation:**

- Tell the students about the upcoming unit on STEP –they will talk about emergencies and become agents to help their families plan what to do if there is a sudden flood, or blizzard or hurricane.
- Send home the ‘Dear Family’ letter that begins “As we all know, disasters can strike quickly and without warning” (in conjunction with the Open House flyer, if applicable).
- Contact your local emergency management agency representative, local first responders or the state emergency management agency (see additional resources) to ask if someone will attend the Open House and speak for 5 – 10 minutes about the importance of family planning (to an assembly at the beginning of the Open House or in the classroom). The rep may want to bring flyers or handouts about family emergency planning.
- If desired, have students produce artwork related to Nature and its sudden changes (hurricanes, floods, tsunami, tornadoes, volcanoes, blizzards, fires, etc) to ‘set the scene’ in the classroom.
- Students may also create folders for the materials they will use during the preparedness lesson plans.

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# Instructor's Outline

## *Final Program & Graduation Event*

**Purpose:** To recognize, reinforce and share the lessons learned by students and to include other family members as partners in the effort to be prepared for emergencies and disasters.

**Participants:** School principal or vice principal, instructor or classroom teachers, students and their families, local Emergency Management representatives.

**Key Messages:** Who needs to be prepared for an emergency? EVERYBODY! Here's how to do it: assemble an emergency kit and agree on a family communications plan. If you aren't able to gather all the items that are on the emergency kit list, at least collect a few important items and have those ready to take with you if you must leave your home. Being prepared can save lives!

### **Preparation:**

- Letter home to families a week or two before the event ("Dear Family, As you know, our class has been learning how to prepare for...").
- Send home the flyer ("Attention Families") a few days before the event
- Sign a certificate of completion for each student.
- Help students gather props for Disaster Dudes game (red & yellow game cards, blackboard or paper for tallying the score, scorekeeper) and/or role-playing skits (role-players, 'emergency kit', umbrella, warm hats & scarves, soccer ball, pajamas, etc.)
- If you have it, post artwork that relates to the lessons ("Create an Emergency Preparedness Poster").
- Rehearse game & skits.
- Decide how certificates will be handed out.

### **Options:**

- Invite your local emergency management representative or local first responder to briefly reiterate the importance of preparedness. Perhaps he/she might hand out the certificates of completion to the students
- Choose whether to use Disaster Role Play Scenarios or Adventures of the Disaster Dudes Game, or both.
- Assign students to work on the role play and/or Dudes game. Role plays might include a narrator who starts each 'skit' by reading the description of the scenario. You also might want to use someone to provide sound effects such as thunder, smoke detector, pet noises, etc.

### **Agenda: Final Program & Graduation Event**

I.	Welcome	Principal and/or teacher(s)
II.	Explanation of Program	Teacher or student
III.	Introduction of Speaker (if applicable)	Teacher or student
IV.	Speaker (if applicable)	Emergency Management representative (or other; less than 10 minutes)
V.	What Do You Do? Emergency Skits	Students
VI.	Disaster Dudes Game	Students
VII.	Graduation	Teacher or Speaker and students
VII.	Closing Remarks	Principal, Teacher or Speaker

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# Family Letter – Special Event

Dear Family,

As you know, our class has been learning how to prepare for emergency situations. Students have talked about the kinds of sudden events that may occur in our area and have worked closely with you to build a family emergency kit and communications plan. Thank you for your support of these important projects!

In recognition of the hard work our students have done, our class invites you to a STEP Family Event and Graduation. Each student will receive a certificate of completion for the program and many students will participate in our presentations. We may also have a guest speaker from the emergency management community.

As the family members who are committed to supporting your student's activities, you should find this event both enjoyable and informative. We hope you will be able to attend.

The graduation event will be held on:

**ENTER DATE, DAY, TIME, LOCATION**

Please let me know if you have any questions. I look forward to seeing you all there!

Sincerely,

# Post Evaluation For Households

Please fill out the following information based on your current situation, this information is intended not to assess you, but to assess the effectiveness of the program once implemented.

Parent/Guardian Name: \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

	Question		Yes	No	In the process
	Do you now have a disaster Supply Kit with emergency supplies like water, food, and medicine that is kept apart from everyday use?				
If Yes	What is in the Supply Kit?	Water			
		Food			
		Flashlight			
		Radio			
		Medicine			
		Clothes			
		Other			
	Have you prepared a formal family communication plan?				
	Have you exercised your communication plan?				
	Have you established a specific meeting place in the event you and your family cannot return home and or have to evacuate?				
	Have you ever exercised your meeting plan?				
	Have you designated a contact person outside of the area to be contacted in an event?				
	Have you ever exercised calling your designated contact?				

Thank you for your participation in this important program!

[FEMA-R2-STEP@dhs.gov](mailto:FEMA-R2-STEP@dhs.gov)

**ATTENTION FAMILIES:**  
**STEP: Student Tools for**  
**Emergency Planning**  
**Graduation**

(Enter DAY, DATE, TIME,  
LOCATION)

Hear more about how to prepare your family for  
emergencies!

See your student recognized for their hard work  
in emergency preparedness training!

Enjoy student performances!



# CERTIFICATE OF COMPLETION

*Issued to*

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*For successful Emergency Preparedness Training*

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*Classroom Emergency Preparedness Instructor*



FEMA





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# Additional Resources

## FEMA Region II

- FEMA Region II - [http://www.fema.gov/about/regions/regionii/natl\\_prep\\_step.shtm](http://www.fema.gov/about/regions/regionii/natl_prep_step.shtm)
- Puerto Rico Emergency Management Agency (PREMA) – [www.gobierno.pr/AEMEAD/Inicio](http://www.gobierno.pr/AEMEAD/Inicio)
- FEMA Region II Caribbean Area Office - <http://www.fema.gov/about/regions/regionii/caribbean.shtm>
- United State Virgin Islands – <http://ltg.gov.vi/>

## NEW YORK

- New York State Office of Emergency Management - <http://www.semo.state.ny.us>
- New York State Education Department - <http://www.nysed.gov/>
- New York State Aware Prepare - <http://www.nyprepare.gov/>
- NYS 211 - <http://www.211ny.org/>
- New York State Emergency Management Office contact: [postmaster@semo.state.ny.us](mailto:postmaster@semo.state.ny.us)

## NEW JERSEY

- New Jersey Office of Emergency Management - [www.state.nj.us](http://www.state.nj.us)
- New Jersey Department of Education - <http://www.state.nj.us/nj/education/>
- New Jersey School Security - <http://www.nj.gov/education/schools/security/>
- NJ 211 - <http://www.nj211.org/>
- Children & Disasters from the American Academy of Pediatrics <http://www.aap.org/disasters/index.cfm>
- American Red Cross of Central Jersey - <http://www.njredcross.org/>
- Ready Classroom: Emergency Preparedness for Teachers, Students and Families  
[http://readyclassroom.discoveryeducation.com/tt\\_35.cfm](http://readyclassroom.discoveryeducation.com/tt_35.cfm)

## Internet Resources- For Kids

FEMA for Kids – Federal Emergency Management Agency site [www.fema.gov/kids/index.htm](http://www.fema.gov/kids/index.htm)

- Online games (math, puzzles, stories, etc) - [www.fema.gov/kids/games1.htm](http://www.fema.gov/kids/games1.htm)
- Kids to Kids (artwork, 1<sup>st</sup> person stories) - [www.fema.gov/kids/k2k\\_sch1.htm](http://www.fema.gov/kids/k2k_sch1.htm)
- Disaster Supply Kit (click on items for info) - [www.fema.gov/kids/dizkit.htm](http://www.fema.gov/kids/dizkit.htm)
- Family Disaster Plan - [www.fema.gov/kids/dzplan.htm](http://www.fema.gov/kids/dzplan.htm)
- Plan for Your Pets - [www.fema.gov/kids/pets.htm](http://www.fema.gov/kids/pets.htm)

Ready Kids – Department of Homeland Security site - [www.ready.gov/kids/](http://www.ready.gov/kids/)

- Family Supply Kit - [www.ready.gov/kids/downloads/familylist.pdf](http://www.ready.gov/kids/downloads/familylist.pdf)
- Family Communications Plan - [www.ready.gov/kids/step2/talkitout.html](http://www.ready.gov/kids/step2/talkitout.html)
- Word Search Game - [www.ready.gov/kids/step2/wordsearch.html](http://www.ready.gov/kids/step2/wordsearch.html)
- Types of Emergencies/Disasters - [www.ready.gov/kids/step3/index.html](http://www.ready.gov/kids/step3/index.html)
- Crossword Puzzle - [www.ready.gov/kids/step3/quiz.html](http://www.ready.gov/kids/step3/quiz.html)
- Online Matching Game - [www.ready.gov/kids/step1/packitup.html](http://www.ready.gov/kids/step1/packitup.html)

## **Internet Resources- For Kids**

[Get Ready with Freddie- Home Safety Council Site – www.homesafety.council.org](http://www.homesafety.council.org)

[Sprinkler Smarts- Home Fire Sprinkler Coalition www.sprinklersmarts.org](http://www.sprinklersmarts.org)

[Sparky- National Fire Protection Agency www.sparky.org](http://www.sparky.org)

[Save a Life Foundation- SALF www.salf.org/programs/childrens\\_programs.aspx](http://www.salf.org/programs/childrens_programs.aspx)

More information about Tilly's true story: <http://www.uswaternews.com/archives/arcglobal/5tsunhero11.html>  
[http://en.wikipedia.org/wiki/Tilly\\_Smith](http://en.wikipedia.org/wiki/Tilly_Smith) [http://news.bbc.co.uk/2/hi/uk\\_news/4405336.stm](http://news.bbc.co.uk/2/hi/uk_news/4405336.stm)

## **Internet Resources- For Adults**

[Ready.Gov - www.ready.gov/america/index.html](http://www.ready.gov/america/index.html)

[Emergency Kit - www.ready.gov/america/getakit/index.html](http://www.ready.gov/america/getakit/index.html)

[Make a Plan - www.ready.gov/america/makeaplan/index.html](http://www.ready.gov/america/makeaplan/index.html)[Flu.gov – www.flu.gov](http://www.flu.gov)

[School resources- http://flu.gov/professional/school/index.html](http://flu.gov/professional/school/index.html)

[American Academy of Pediatrics \(Family plan and Emergency Kit\) www.aap.org/family/frk/FOurstepsFRK.pdf](http://www.aap.org/family/frk/FOurstepsFRK.pdf)

[The Weather Channel - www.weather.com/ready/emergencyplan.html](http://www.weather.com/ready/emergencyplan.html)

[Supply kit - www.weather.com/ready/supplykit.html](http://www.weather.com/ready/supplykit.html)

## **Other Emergency Preparedness Education Programs**

[American Red Cross' Master of Disaster Program www.redcross.org/disaster/masters/introMOD.html](http://www.redcross.org/disaster/masters/introMOD.html)

[National Fire Protection Association \(NFPA\) Risk Watch www.nfpa.org/riskwatch/about.html](http://www.nfpa.org/riskwatch/about.html)

[Home Safety Council- The Great Adventure www.homesafetycouncil.org/programs/pr\\_gsa\\_w001.aspx](http://www.homesafetycouncil.org/programs/pr_gsa_w001.aspx)

[National Association for Search and Rescue- Hug a Tree and Survive Program www.nasar.org/nasar/hug\\_a\\_tree\\_program.php](http://www.nasar.org/nasar/hug_a_tree_program.php)

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# STEP Best Practices

STEP was implemented in 2009 and 2010 for over 24,000 students, taught by classroom teachers, guidance counselors, health teachers, safety officers, and local emergency preparedness personnel. These instructors shared their tips and best practices on implementing the STEP program.

1. The number one piece of advice given by teachers in each state was to include families of your students in as many ways as possible throughout the STEP program

*“The success of the program rests in students successfully moving their family toward action-in the form of building emergency kits and plans. The more you as a teacher can invest parents in this goal up front, the more likely students will be able to reach this goal. Incorporating STEP into the parent night we hold at the beginning of the year was one way we felt we were setting our students up for success in this program” – Ms. Coutre, 4<sup>th</sup> grade classroom teacher*

We found an overwhelming amount of positive responses from parents in all of our pilot schools. In fact, the one criticism parents had about the STEP program was that we weren't educating students at other age levels. Parents were not nervous or fearful about their children learning about disasters-especially when the instructors were confident about the importance of the materials. Including family members of your students can also be a source of support in making the program as effective as possible for your students.

2. Many instructors reached out to local and state resources to include these emergency experts in the STEP process. Consider bringing fire chiefs into classrooms to guest speak to students, having an emergency management director speak to your schools parent teacher organization, or bringing your students on a field trip to your state's emergency management operations center.
3. Be creative (and encourage your students to be creative) about finding items to add to the emergency kits. Enlist members of your community such as your parent teacher organizations or local businesses to help donate containers or supplies. Consider sending your students to a local grocery or general store as part of a presentation lesson to ask store managers for any donations of food and water.

*“I had to think about where I could get free things so that it wouldn't be so expensive to make my family's kit. When I went to the dentist and when he gave me my free tooth brush, I asked him for an extra one for my emergency kit” - Elissa, 5<sup>th</sup> grade student*

4. Take the time to look at the procedures your school and city have for handling an emergency situation so that you can make the connection between home and school preparedness. Many instructors found that the STEP program helped them have hard conversations with their students about emergency drills at their schools.
5. Take some time to see what state standards these lessons cover. Science, comprehension, and social studies units have all been tied into the STEP curriculum.