

DO THE PREP STEPS! Grades 3–5

FIVE 30-MINUTE EMERGENCY
PREPAREDNESS LESSONS



PREP RALLY

Emergency Preparedness Program



ABOUT SAVE THE CHILDREN

Save the Children invests in childhood—every day, in times of crisis and for our future. In the United States and around the world, we are dedicated to ensuring every child has the best chance for success. Our pioneering programs in 120 countries give children a healthy start, the opportunity to learn and protection from harm.

We've responded to humanitarian crises and disasters around the world for nearly 100 years. In the United States alone, we've helped more than 1 million children affected by disasters since Hurricane Katrina. We respond to every major disaster, facilitate long-term recovery and ensure children, families and communities are prepared.

Learn more at [SavetheChildren.org/GetReady](https://www.savethechildren.org/GetReady).

Prep Step Lessons for Grades 3–5

- Prep Step Introduction: Safety
- Prep Step 1: Knowing ICE Contacts
- Prep Step 2: Making a Plan
- Prep Step 3: Packing a Go-Bag
- Prep Step Review: What We Learned

Prep Step Lessons are also available for children in Preschool and for Grades K–2.

Save the Children. Prep Rally Guide: Prep Step Lessons Grades 3–5. Washington, DC: Author, 2016.

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WELCOME TO THE PREP RALLY!

The Prep Rally is Save the Children's emergency preparedness education program for children. Filled with games and activities, the Prep Rally makes preparedness doable and fun while teaching kids the basics they need to develop lifelong safety skills. Best of all, it can be shaped to fit the specific needs of your program.



Less than half of American families have an emergency plan, but research shows that families of school-aged children who bring home preparedness materials are 75 percent more likely to have a plan. Children are powerful change agents. By providing them safety skills now, we are securing our future.

Thank you for choosing the Prep Rally and being a champion for children in your community!

For additional resources, please visit:

Prep Rally Resource Page: www.savethechildren.org/PrepRally.

Get Ready Get Safe Website: www.savethechildren.org/GetReady.

PREP STEP LESSONS GRADES 3–5

These simple 30-minute lessons help bring core safety concepts to life through short turnkey sessions that correspond with the Prep Step Song and Dance (SavetheChildren.org/PrepStep).

Prep Step Introduction: Safety	Learn about the things that make us feel safe and the importance of making an emergency plan.
Prep Step 1: Knowing ICE Contacts	Identify who to call In Case of Emergency and make ICE Contact Cards.
Prep Step 2: Making a Plan	Talk about evacuation and shelter-in-place and what to do if there was an emergency at home.
Prep Step 3: Packing a Go-Bag	Discuss what to put in a Go-Bag that can be ready to use in an emergency.
Prep Step Review: What We Learned	Share what we learned and what to do during an emergency.

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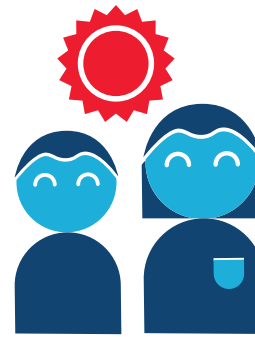
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GETTING STARTED: PREP RALLY CHECKLIST

- ✓ Register at [SavetheChildren.org/PrepStep](https://www.savethechildren.org/PrepStep)
- ✓ Identify audience, group size and age group
- ✓ Choose Prep Rally Guide and study lessons
- ✓ Set up time and location
 - If you're a volunteer, ask about volunteer policy and check-in protocol
 - Make sure you have enough space (indoor or outdoor) for each lesson's activities and games.
- ✓ Ensure you have the proper supplies (AV, internet, materials for activities, copies)
- ✓ Have a great event! (Don't forget to have fun!)
- ✓ Share your story through social media, newsletters and local media! (#PrepStep, #PrepRally, #GetReadyGetSafe)

PREP STEP INTRO: SAFETY





SESSION OBJECTIVES



The Prep Step Intro session will help children:

- Identify people, places and things that make them feel safe.
- Understand that it's okay to feel scared or afraid during an emergency.
- Identify risks and hazards that may affect our community.
- Understand that they can make a safety plan and take actions that can help keep them safe.

Time: 30 Minutes

<p>Discussion</p> 	<ul style="list-style-type: none">• Introduction• What Makes Us Feel Safe• Risks and Hazards
<p>Activities</p> 	<ul style="list-style-type: none">• Cheer• Disaster Map Game (Use Disaster Maps on pages 66–69)• Prep Step Dance
<p>Handouts</p> 	<ul style="list-style-type: none">• What Makes You Feel Safe Worksheet• Disaster Map Worksheet• Prep Step Song Lyrics
<p>Send Home</p> 	<ul style="list-style-type: none">• Family Disaster Checklist
<p>Materials</p>	<ul style="list-style-type: none">• AV and internet for video• Copies• Pencils/crayons for each child

Introduction

Today we're going to be talking a little bit about emergencies.

Do you know what an emergency is?

An **emergency** is something that may cause harm or damage. You may not know it was going to happen and you may need help to respond to it. Some emergencies can happen because of accidents, such as a fire or a fall. Other emergencies may happen because of weather or the movement of the earth's surface, such as storms or earthquakes.

We are going to talk about emergencies today because there are some things we can do to help stay safe and feel safe.



Cheer

First, I want to teach you a cheer that can help us remember what we are talking about today.

When I say "Get Ready!" you say "Get Safe!"

Let's practice.

Practice a few times, changing the pace and tones of your voice to keep it lively for children.

Great Job!



Getting Ready and What Makes Us Feel Safe Discussion

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

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

2. Why do we prepare for things?

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

3. 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.

Remember, that if we want to stay safe in emergencies we need to get ready or prepare for them as well. We need to have a plan, the right supplies and we need to practice that plan.

4. 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?

Sometimes, emergencies can be scary. That's okay. It's normal to feel scared when you don't know what's going on or the possible outcomes. But it can help to think about the things that make us feel safe.

5. What are the things (people, places, activities and objects) that help you feel safe?:

After children have shared, explain how during emergencies we can think of those things that comfort us to help feel safe. Reassure children that during an emergency caring adults will be working to keep them safe.



Risks and Hazards Discussion

Another thing that will help keep us safe, is knowing about the risks and hazards around us, so that we can make a plan and be prepared. Now we are going to talk about risks and hazards.

1. What is a hazard?

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

2. What is a risk?

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

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

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

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

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

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

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

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

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

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

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

ACTIVITY OPTION: Instead of the following Disaster Map Game and Activity, you can opt to lead children in a story reading activity using the [Reading to Ready Booklist](#) (pages 61–63). Lead children in a reading and discussion, asking questions about the characters actions and reactions, and emphasizing safe choices.



Disaster Map Game

Let's see how much we know about the types of natural hazards or storms that may affect us.

Display [Disaster Maps](#) (pages 65–69) so that all children can see and lead them through an exercise showing natural disaster risks in different regions.

- Look at a typical map of the U.S. with states and directional regions marked (Northeast, Southwest, etc.) and ask the following questions:
 - Where do we live?
 - What state
 - What city
 - What region?
 - What is the weather like in our region?
 - Is it hot most of the time?
 - Is it cold?
 - Do we get a lot of rain or snow?
 - Is it dry like a desert?
- Explain that the weather and climate of a place is a part of what types of disasters might happen there.
 - 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 might get wildfires

- Show the disaster maps: Map 1, Map 2 and Map 3 showing the risk map for three types of hazards
 - Ask children to guess which map represents hurricanes, tornadoes and earthquakes. Talk about the highlighted area and why that area may have a greater risk for that type of hazard.
 - **Answer:** Map 1: earthquake, Map 2: tornado, Map 3: hurricane
 - While reviewing each map. Have children try to define what each type disaster and what they would do to respond to each.
 - **Earthquake:** shaking, rolling or sudden shock of the earth’s surface.
Respond: Drop, Cover and Hold On! Until the shaking stops. Then evacuate. Be aware of aftershocks.
 - **Tornado:** a strong rotating tunnel of air that reaches from the sky to the ground.
Respond: Go to safe room or shelter until it’s safe to come out.
 - **Hurricane:** A strong storm that starts in the ocean where powerful winds and rains can cause damage when the storm approaches land.
Respond: Evacuate if you have time to safely do so. Prepare for flooding and winds.
- Show the all-disasters map, and re-identify where your community is.
 - What are they at risk for—floods, or forest fires? Winter storms?
 - What can happen anywhere? (house fire)
 - Remind children that just because a section of the map isn’t brightly colored, does not mean that that type of disaster can’t happen there. For example, earthquakes, tornadoes and flooding can happen most everywhere. That is why we need to be prepared for all types of disasters.



Do the Prep Step Dance

Now it’s time to get children up and moving, so make sure that children have a little space to move around.

Remind children of your earlier discussion about what made them feel safe.

Say:

Part of feeling safe is making a plan to stay safe. We are going to be talking about different things we can do (or “Prep Steps” we can take) to help keep us safe in emergencies or disasters.

We can know who to call in case of an emergency. We call those people ICE (In Case of Emergency) Contacts.

We can make a plan with our families so that we know how to get out of our house or where to shelter inside.

We can pack a Go-Bag with emergency supplies in case we need to leave our home.

Now we are going to learn a song and dance called “The Prep Step” that will help us learn and remember these key parts of being safe. It’s okay if you don’t learn all the moves right away. We will practice each day as we learn about the Prep Steps.

Pass out the [Prep Step Song Lyric Sheet](#) (page 59) and play the [Prep Step Instructional Dance video](#) (SavetheChildren.org/PrepStep). Help children follow along.

Collect [Prep Rally Song Lyric Sheet](#) to use during the next session.

Closing

Before ending the session, make sure to re-iterate key learning points.

KEY POINTS:

- An emergency is something that might cause harm or damage.
- It’s normal to feel scared during an emergency.
- We can be comforted by thinking of the things that make us feel safe.
- There are risks and hazards around our homes, schools and communities.
- Different areas have different risks for different types of natural disasters.
- We need to know the risks in our area so we know how to prepare.

Thank children for their attention and participation.

If there is time, have children complete their [What Makes You Feel Safe Worksheet](#) and/or the [Disaster Map Worksheet](#) using the sample maps as a guide. Send home the [Family Disaster Checklist](#) so that families can start talking about making an emergency plan.

Do you remember our cheer?

Get Ready! Get Safe!

Materials



LINKS: Prep Step Instructional Video: [SavetheChildren.org/PrepStep](https://www.savethechildren.org/PrepStep)

HAND OUT: What Makes You Feel Safe Worksheet
Disaster Map Worksheet
Prep Step Song Lyrics

SEND HOME: Family Disaster Checklist

WHAT MAKES YOU FEEL SAFE?

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



DRAW A PICTURE OF WHAT MAKES YOU FEEL SAFE.



DISASTER MAP WORKSHEET

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

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

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

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

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



ANSWER THE QUESTIONS BELOW:

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

DISASTER CHECKLIST

FOR PARENTS AND FAMILIES



Save the Children®

Get Ready. Get Safe.

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

MAKE A FAMILY PLAN

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

YOU AND YOUR FAMILY SHOULD DETERMINE:

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

TEACH YOUR KIDS

Your children may need to act in an emergency.

MAKE SURE THEY KNOW THE FOLLOWING:

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

HAVE A COMMUNICATION STRATEGY

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

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

CREATE A GO KIT

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

BE SURE TO INCLUDE:

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

STOCK UP AT HOME

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

NON-PERISHABLE FOOD

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

MEDICAL SUPPLIES

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

PERSONAL HYGIENE ITEMS

- Baby wipes
- Diapers
- Nursing pads
- Feminine products

CHECK WITH YOUR CHILD CARE FACILITY

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

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

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

PREP STEP 1: KNOWING ICE CONTACTS





SESSION OBJECTIVES



The Prep Step 1 session will help children:

- Identify people who they could call during an emergency.
- Learn, practice and memorize key phone numbers and contact information.
- Create an ICE Contact Card that they can use in case of an emergency.

Time: 30 Minutes

<p>Discussion</p> 	<ul style="list-style-type: none"> • Introduction • Emergency Communication
<p>Activities</p> 	<ul style="list-style-type: none"> • Cheer • Prep Step Dance • UnTelephone Game
<p>Handouts</p> 	<ul style="list-style-type: none"> • Prep Step Song Lyrics • ICE Card Template • Emergency Mad Lib Game
<p>Send Home</p> 	<ul style="list-style-type: none"> • ICE Card Template • Direct parents to SavetheChildren.org/ICE
<p>Materials</p>	<ul style="list-style-type: none"> • AV and internet for video • Copies • Pencils/crayons for each child

Introduction

Today we're going to be talking a little bit about emergencies and how we can make a plan to help stay safe.

IF NOT PREVIOUSLY COVERED/REMINDER:

Do you know what an emergency is?

An **emergency** is something that may cause harm or damage. You may not know it was going to happen and you may need help to respond to it. Some emergencies can happen because of accidents, such as a fire or a fall. Other emergencies may happen because of weather or the movement of the earth's surface, such as storms or earthquakes.

If we want to stay safe in emergencies, we need to get ready by making a plan and knowing who we can call In Case of Emergency. We can call these people our ICE Contacts (ICE stands for In Case of Emergency).



Cheer

First, let's do our cheer.

When I say "Get Ready!" you say "Get Safe!"

Let's practice.

Practice a few times, changing the pace and tones of your voice to keep it lively for children.

Great Job!



Do the Prep Step Dance

Do you remember the Prep Step Dance we learned last session? Do you remember what the Prep Steps were?

Review:

1. Knowing who to call in an emergency
2. Having a family plan
3. Making a Go-Bag

Let's do the dance again and see how we've improved.

Hand out the [Prep Step Song Lyric Sheet](#) (page 63) and play the [Prep Step Dance Video](#) (www.SavetheChildren.org/PrepStep). If needed, play the [Prep Step Dance Instructional](#)

Video another time to help children learn the dance moves. [Collect Prep Rally Song Lyric sheet](#) to use during the next session.

Today we are going to be talking about Prep Step 1: Knowing our ICE Contacts and we are going to play a game called the UnTelephone Game. Are you ready?!!



UnTelephone Game

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

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

Examples:

- There's a tornado coming. I'm going to the red shelter.
 - Don't forget the Disaster Supplies Kit in the hallway.
 - Mary's teacher called and said they went to Elephant Park.
4. Before the third round, pull two of the participants aside and quietly tell them that they have a new role. Instead of being part of the telephone chain, their job is to create the sounds and distractions of an emergency that will make it more difficult for the message to be passed on correctly. This could include making thunder or wind sounds, making siren noises or saying different words that could distract their peers. Make sure they understand they are not to scream in people's faces, get too close or touch their peers. *NOTE: as the leader, you could play the role of the distractor instead of the children.
 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 (e.g., people don't have all the information, it's loud and chaotic, phone lines may be down or overwhelmed) and this is why it is important that we make an emergency communications plan and know our ICE Contacts.



Emergency Communication Discussion

1. Is there a time when you meant to say one thing but the family member thought you meant something different?

- What was it?
- Why did it happen?

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

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

3. Who would you need to contact and why?

Answer: You need to contact emergency services if you need help. You need to contact your parents or guardians if they are not with you. You may need to call a friend or relative that can pick you up from school or activities if your parents or guardians cannot get there. During an emergency, if you are alone or hurt, call 9-1-1 or local emergency number.

If there was a storm we might have to call our parents to tell them where we are or that we are safe. Do you know your phone number? If you couldn't call your mom or dad, who else might you call?

Think of at least three different people you could call if you needed help. Try to memorize these people's phone numbers and emails.

1. **Your parents/ guardians;**
2. **A local friend or relative;**
3. **An out-of-town friend or relative.** If an emergency affects local communications you may be able to contact an out-of-town contact.
4. **Why might communication be difficult during an emergency?**

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

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

Example Answer: We can have a plan. We can know other ways to contact our family (e.g., texting, email) and we can know two other emergency contacts (like a friend or relative) who we can try to call in case of an emergency.

NOTE: Sometimes when local communications are overwhelmed during an emergency a text message may get through to contacts when phone calls do not. Learn how to send text messages in case of an emergency.

5. Do you have an ICE (In Case of Emergency) card?

- **What kind of information should an ICE Card have? Why?**

Answer: An ICE Card should have your identification information—name, birthday, height, eye color, hair color, address and phone number. It should also have your emergency contact information—including parents’ names and phone numbers and email addresses.

- **Why is having an ICE Card important during an emergency?**

Answer: Having an ICE 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.



Make ICE Contact Cards

Hand out **ICE Card** (In Case of Emergency) card to each child. Go over how to fill out the card with together. Answer any questions that the children have on how to fill out the card. **NOTE:** Children may not know all the information to complete the cards themselves. Encourage them to complete it with their families.

Share that singing the number to the song “Frère Jacques,” or another song, is a great way to learn it.

Reinforce the message at home. Send the **ICE Card** to parents to finish filling out, and highlight the online *ICE Card* creator at [SavetheChildren.org/ICE](https://www.savethechildren.org/ICE).

Have children locate a secure place to store their completed **ICE Cards**, such as a safe pocket of their backpacks, in a homework folder, or in a wallet. So that in an emergency, they know where to find it.

ACTIVITY OPTION: Emergency Mad Lib Game (page 23).

Closing

Before ending the session, make sure to re-iterate key learning points.

KEY POINTS:

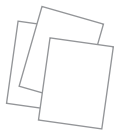
- Sometimes communication is more difficult during an emergency.
- Know and memorize contact information for at least three ICE Contacts.
- Having an ICE Card with us can help adults protect us.
- During an emergency, if you are alone or hurt, call 9-1-1 or local emergency number.

Do you remember our cheer?

Get Ready! Get Safe!

Thank children for their attention and participation. Encourage children to talk about emergency contacts and making an ICE Contact Card.

Materials



LINKS:	Prep Step Dance Video: SavetheChildren.org/PrepStep ICE Card Online Creator (for parents): SavetheChildren.org/ICE
HAND OUT:	ICE Card Template Emergency Mad Lib Game (Optional)
SEND HOME:	ICE Card Template

My ICE Card

(In Case of Emergency Contact Card)

Cut and paste a recent photo here.

DIRECTIONS: Please fill out the following information with your parent or guardian. Place this card in your book bag or wallet to keep with you at all times.

MY INFORMATION

First and Last Names: _____

Nickname: _____

Birthday: _____ / _____ / _____

Home Address: _____

Home Phone: (_____) _____

FOLD HERE

FOLD HERE

MY OUT-OF-TOWN CONTACT'S INFORMATION

(in case local contacts cannot be reached)

First and Last Names: _____

Home/Cell Phone: (_____) _____

Email: _____

Relation to me (friend/uncle): _____

MY DOCTOR'S INFORMATION

First and Last Names: _____

Work Phone: (_____) _____

Cell Phone: (_____) _____

FOLD HERE

MY PARENT/GUARDIAN'S INFORMATION

First and Last Names: _____

Work Address: _____

Work Phone: (_____) _____

Home/Cell Phone: (_____) _____

Email: _____

MY LOCAL CONTACT'S INFORMATION

(in case a parent/guardian cannot be reached)

First and Last Names: _____

Home/Cell Phone: (_____) _____

Email: _____

Relation to me (friend/uncle): _____

FOLD HERE

MEDICAL OR SPECIAL CARE INFORMATION

I have the following medical conditions and/or allergies: _____

I take the following prescription medications: _____

I need the following medical treatment or care: _____

EMERGENCY MAD LIB GAME

During emergencies, downed power lines, overloaded cell phone channels and loud weather or siren sounds may make communication difficult. Complete the following puzzle with a partner or group, then compare to the original story on the following page. Consider how misunderstanding or missing just one word could change the whole meaning of a message. Create a family emergency communications plan to help you successfully connect with loved ones during a disaster.

ALLIE'S ADVENTURE

It was just another _____ (1. **ADJECTIVE**) day for Allie, who loved to skip home from school in the _____ (2. **ADJECTIVE**) sunshine. After arriving home, she told her mother and baby brother _____ (3. **NAME**) all about her day. Allie had learned about snakes, played _____ (4. **NOUN**) at recess and aced her math quiz. Just as she was (5. **VERB-ENDING IN "ING"**) to do her homework, the weather began to _____ (6. **VERB**). The sky became cloudy and _____ (7. **ADJECTIVE**) and the wind began to blow. Allie's mother turned on the TV and saw that their area was under a tornado _____ (8. **NOUN**). The family followed their emergency plan. They got their _____ (9. **NOUN**) kit and went to a safe room to _____ (10. **VERB**). Allie's mom turned on the _____ (11. **NOUN**) and listened to weather reports. Allie was a little _____ (12. **ADJECTIVE**) but passed the time reading one of her favorite _____ (13. **PLURAL NOUN**) that she had put in the kit. It wasn't long until the _____ (14. **NOUN**) improved and the tornado warning _____ (15. **VERB-PAST TENSE**). Allie, her brother and their mom could leave the safe room continue the rest of their day. Although a tornado did not come near her house, Allie was _____ (16. **ADJECTIVE**) that her family had a(n) _____ (17. **NOUN**) plan and was safe.

EMERGENCY MAD LIB GAME

ALLIE'S ADVENTURE (ORIGINAL)

It was just another **Spring** day for Allie, who loved to skip home from school in the **warm** sunshine. After arriving home, she told her mother and baby brother **Alex** all about her day. Allie had learned about snakes, played **hopscotch** at recess and aced her math quiz. Just as she was **sitting down** to do her homework, the weather began to **change**. The sky became cloudy and **dark** and the wind began to blow. Allie's mother turned on the TV and saw that their area was under a tornado **warning**. The family followed their emergency plan. They got their **supplies** kit and went to a safe room to **shelter-in-place**. Allie's mom turned on the **radio** and listened to weather reports. Allie was a little **scared** but passed the time reading one of her favorite **books** that she had put in the kit. It wasn't long until the **weather** improved and the tornado warning **ended**. Allie, her brother and their mom could leave the safe room continue the rest of their day. Although a tornado did not come near her house, Allie was **happy** that her family had an **emergency** plan and was safe.

PREP STEP 2: MAKING A PLAN





SESSION OBJECTIVES



The Prep Step 2 session will help children:

- Understand key parts of a home emergency plan.
- Learn how to evacuate and shelter-in-place.
- Talk about making an emergency plan with their families.

Time: 30 Minutes

<p>Discussion</p> 	<ul style="list-style-type: none"> • Introduction • Emergency Plan Basics
<p>Activities</p> 	<ul style="list-style-type: none"> • Cheers • Prep Step Dance • Model Home Map • Pledge
<p>Handouts</p> 	<ul style="list-style-type: none"> • Model Home Map • Home Plan Worksheet • Pledge Card
<p>Send Home</p> 	<ul style="list-style-type: none"> • Family Plan Template
<p>Materials</p>	<ul style="list-style-type: none"> • Copies • Pencils/crayons for each child • AV and Internet for video • Way to Display Model Home Map

Introduction

Today we're going to be talking about how making a plan can help you and your family stay safe during an emergency.

IF NOT PREVIOUSLY COVERED/REMINDER:

Do you know what an emergency is?

An **emergency** is something that may cause harm or damage. You may not know it was going to happen and you may need help to respond to it. Some emergencies can happen because of accidents, such as a fire or a fall. Other emergencies may happen because of weather or the movement of the earth's surface, such as storms or earthquakes.

What is a plan? Have you ever had a plan? Maybe to visit your friend or make a craft or to get somewhere?

Give an example of a time you had a plan.

We make plans so that we know what to do when we need to do it and so that we can have success in doing it correctly. We need an emergency plan so that we know what to do to stay safe in emergencies.



Cheer

Let's practice our cheer.

When I say "Get Ready!" you say "Get Safe!"

Let's practice.

Practice a few times, changing the pace and tones of your voice to keep it lively for children.

Great Job!



Do the Prep Step Dance

Do you remember the Prep Step Dance? Do you remember what the Prep Steps were?

Review:

1. Knowing who to call in an emergency
2. Having a family plan
3. Making a Go-Bag

Let's do the dance again and see how we've improved.

Hand out the [Prep Step Song Lyric Sheet](#) (page 59) and play the [Prep Step Dance Video](#) (www.SavetheChildren.org/PrepStep). If needed, play the [Prep Step Dance Instructional Video](#) another time to help children learn the dance moves. Collect [Prep Rally Song Lyric sheet](#) to use during the next session.

Today we are going to be talking about Prep Step 2: Making an Emergency Plan. Are you ready?!!



Emergency Plan Basics

Explain that one of the best ways that we can get ready for and stay safe during emergencies is to have a home emergency plan that we discuss with our families. We are now going to talk about some key parts of that plan.

Explain that an emergency plan doesn't have to be complicated. The basics of an emergency plan are:

3. ICE Contacts: People who we might call In Case of Emergency (we talked about that at the last session). They might be our parents/guardians, a local friend or family member, and an out-of-town friend or family member.
2. Evacuation Routes
2. Meet-Up Spots
1. Safe Room

Have children repeat back to you : Three ICE Contacts, Two Exit Routes, Two Meet-Up Spots, One Safe Room.

1. What does the word evacuate mean?

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

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

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

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

4. In what types of situations would you evacuate?

Example Answer: When the hazard is in the building or place where you are, or is coming to where you are. For example, if there is a fire in the building. If a dangerous storm is coming, but you have warning or are in an unsafe or unsteady building and have time to evacuate safely. For example, a hurricane. If authorities say you need to evacuate. Because we don't know where the hazard will be, it's

important that we plan at least two different evacuation routes from places we may be (our room, our kitchen, our family room, away from our house, out and away from our school).

We need to know least two evacuation routes from our homes.

Have children imagine their homes and think about at least two different ways they could evacuate (front door, back door, window, basement etc.) Ask children to share their answers.

5. Where should you go when you evacuate?

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

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

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

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

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

We need to know at least one safe space in our homes.

Have children imagine their homes and think about where their safe place might be (e.g., a basement, shelter, closet, under the stairs, bathroom etc.) Have children share their answers.

SHELTER-IN-PLACE v. EVACUATION

Explain that we are going to practice what we just learned. Have children help fill in the blanks with the correct word (shelter-in-place or evacuate).

- If there is a blizzard outside, I should _____ . (Shelter-in-place)
- If there is a fire in the building, I should _____ . (Evacuate)
- If there is a tornado coming, I should _____ . (Shelter-in-place)
- If there are dinosaurs roaming outside, I should _____ . (Shelter-in-place)
- If there is a Hurricane warning, if I have time, I should _____ . (Evacuate)
- If there is a monster/zombie in the closet, I should _____ . (Evacuate)

8. Why is it important to have an emergency plan?

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

9. What do you do at school to be prepared?

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

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

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

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

Answer: 3 ICE Contacts, 2 Evacuation Routes, 2 Meet-up Spots, 1 Safe Space



Model Home Map Activity

Use the **Model Home Map** (page 31) to guide your discussion on making a home emergency plan. You can either display the map for all children to see and/or hand out worksheets so each child has his or her own copy.

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

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

Using the **Model Home Map**, identify the key parts of a home plan. Provide different scenarios to help children think through the situation. For example, say, “If there was a fire at the front door, how could you evacuate from the office?” Or based on this map, what would be the best safe room and why? (**Answer:** Bedroom because it has no outside windows and doors.)

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

For Example:

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

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

Closing

Before ending the session, make sure to re-iterate key learning points.

KEY POINTS:

- A plan will help us know what to do during an emergency.
- Different types of emergencies require different responses.
- It's important to update and practice the plan.

Hand out the [Making a Home Plan Worksheet](#) to help children identify key parts of their family emergency plan. Children draw a diagram of their own homes on the back of the page. Have them draw exit routes and label safe spaces. Encourage children to talk about making an emergency plan with their parents or guardians.

Pledge

We are going to end the session by saying a pledge together. Do you know what a pledge is? It's a promise. And we are going to make a pledge to talk about emergencies with our families.

Hold up or hand out [Pledge Cards](#) (page 33).

I, _____, pledge to work with my family and my community to make a plan and be ready for any disaster.

Thank children for their attention and participation.

Materials

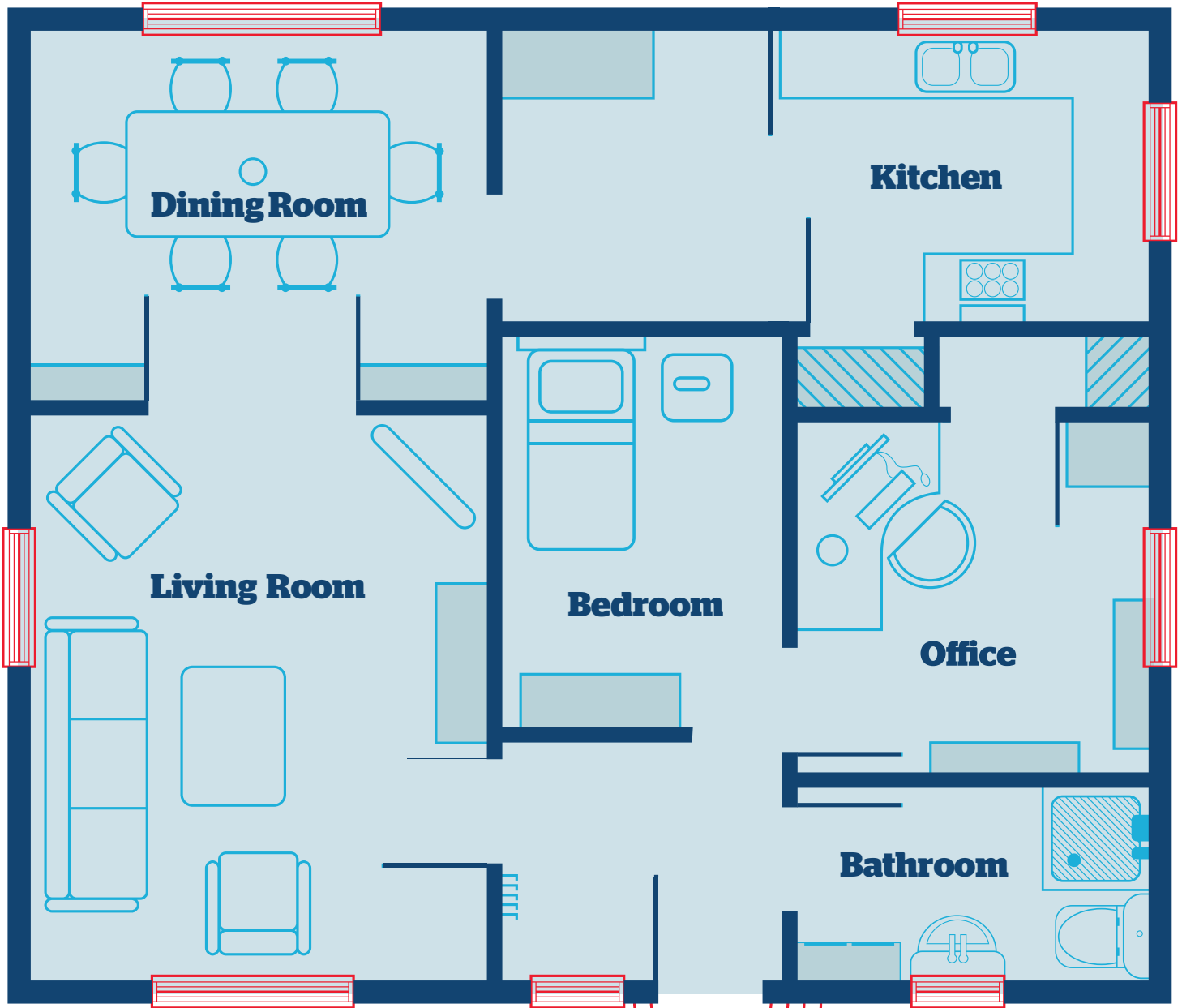


LINKS: Prep Step Dance Video: [SavetheChildren.org/PrepStep](https://www.savethechildren.org/PrepStep)

HAND OUT: Model Home Map
Making a Home Plan Worksheet
Pledge Card

SEND HOME: Family Plan Template

MODEL HOME MAP



DRAW AN EVACUATION PLAN.

Draw arrows to show two exit routes from the bedroom.

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

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

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

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

MAKING A HOME PLAN WORKSHEET

MAKE A FAMILY EMERGENCY PLAN.

1. Where will your family meet if you have to evacuate your home? List two meeting locations, one close to the house (like a bus stop), and the other further away (like a community center).

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

(Parent/Guardian) _____

(Parent or Friend) _____

(Out-of-Town family or friend) _____

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



I, _____,

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

DATE

SIGNATURE

Get Ready. Get Safe.



OUR FAMILY EMERGENCY PLAN



DIRECTIONS: Emergencies can be scary, but being prepared can keep your family safe. Fill out the information below with your children to create your Family Emergency Plan.

ICE (IN CASE OF EMERGENCY) CONTACTS

MY PARENT/GUARDIAN'S INFORMATION

First and Last Names: _____

First and Last Names: _____

Work Address: _____

Work Address: _____

Work Phone: (_____) _____

Work Phone: (_____) _____

Home/Cell Phone: (_____) _____

Home/Cell Phone: (_____) _____

Email: _____

Email: _____

LOCAL CONTACT'S INFORMATION (in case a parent/guardian cannot be reached)

First and Last Names: _____

Home/Cell Phone: (_____) _____

Email: _____

Relation to me (friend/uncle): _____

OUT-OF-TOWN CONTACT'S INFORMATION (in case local contacts cannot be reached)

First and Last Names: _____

Home/Cell Phone: (_____) _____

Email: _____

Relation to me (friend/uncle): _____



OUR FAMILY EMERGENCY PLAN

Meet-up Locations

Choose two locations to meet up in in case of an emergency if you're evacuating your home or if going home is not an option. One location should be nearby (such as a lamppost or a street corner) and the other farther away from the home (such as a relative's house or a community center).

Nearby Location: _____

Farther-Away Location: _____

Safe Room Location

In case of an emergency in which your family needs to shelter-in-place, choose a safe room—a room with no windows on the lowest level of your home.

Safe Room Location: _____

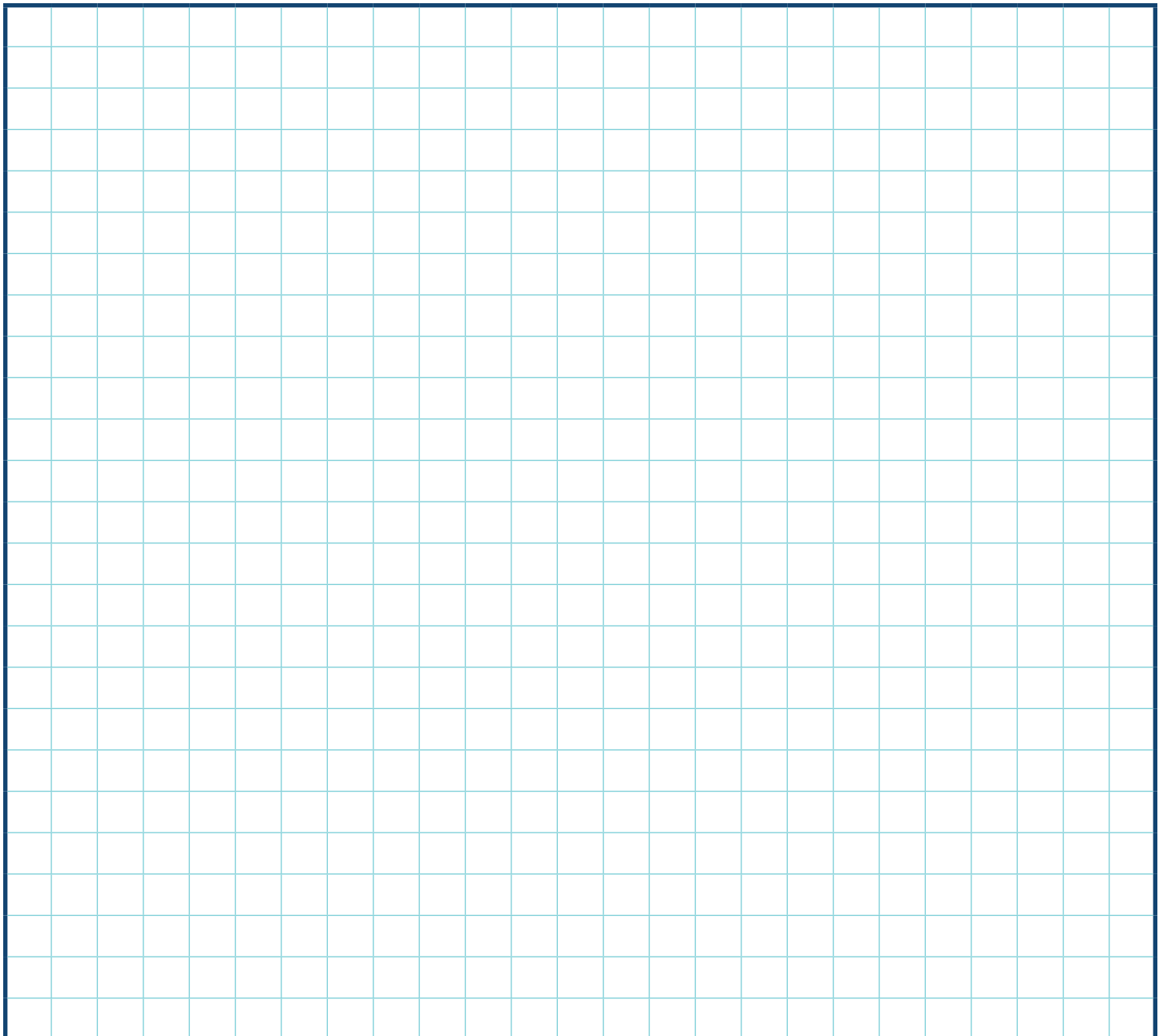
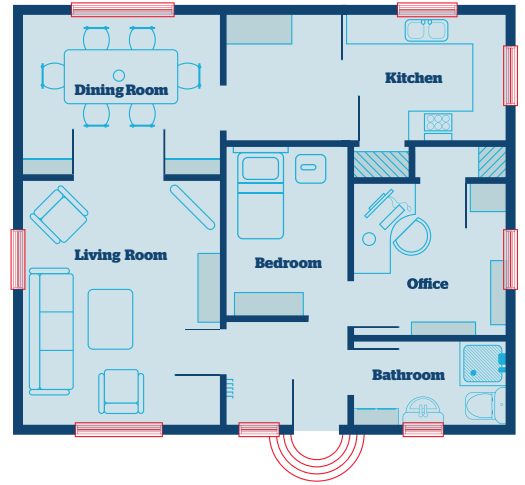
Create an Emergency Supply Kit

Include water, nonperishable food, flashlights with batteries, blankets, a radio, a first-aid kit, kid-friendly activities, comfort items, etc. Store the kit in an easily accessible area, update its contents regularly, and explain to children when and how the kit should be used.

Emergency Supply Kit Location: _____

OUR FAMILY EMERGENCY PLAN

Use the grid below to draw your home emergency map. Draw a blueprint of your home with exit routes for each floor. Highlight where the safe room and the supply kit are located.



PREP STEP 3: PACKING A GO-BAG





SESSION OBJECTIVES



The Prep Step 3 session will help children:

- Understand the importance of having supplies ready in case of an emergency.
- Know key supplies to put in their Go-Bags.
- Talk about emergency supplies with their families.

Time: 30 Minutes

<p>Discussion</p> 	<ul style="list-style-type: none"> • Introduction • Disaster Supplies Discussion
<p>Activities</p> 	<ul style="list-style-type: none"> • Cheers • Prep Step Dance • Disaster Supplies Relay Race
<p>Handouts</p> 	<ul style="list-style-type: none"> • Go-Bag Worksheet • Packing List Worksheet
<p>Send Home</p> 	<ul style="list-style-type: none"> • Disaster Supplies Checklist
<p>Materials</p>	<ul style="list-style-type: none"> • Copies • AV and internet for video • Pencils/crayons for each child • Relay Race Supplies <ul style="list-style-type: none"> 2 filled bags or backpacks (hygiene kit, comfort item, flashlight, notebook, crayons, ICE Card) <ul style="list-style-type: none"> – Whammies! (not emergency supplies—e.g., bowling ball, princess crown, electrical hair dryer, heavy books etc.)

Introduction

Today we're going to be talking a little bit about what you might need to stay safe and comforted during an emergency.

IF NOT PREVIOUSLY COVERED/REMINDER:

Do you know what an emergency is?

An **emergency** is something that may cause harm or damage. You may not know it was going to happen and you may need help to respond to it. Some emergencies can happen because of accidents, such as a fire or a fall. Other emergencies may happen because of weather or the movement of the earth's surface, such as storms or earthquakes.



Cheer

First, let's practice our cheer.

When I say "Get Ready!" you say "Get Safe!"

Let's practice.

Practice a few times, changing the pace and tones of your voice to keep it lively for children.

Great Job!



Do the Prep Step Dance

Do you remember the Prep Step Dance? Do you remember what the Prep Steps were?

Review:

1. Knowing ICE Contacts
2. Having a family plan
3. Making a Go-Bag

Let's do the dance again and see how we've improved.

Hand out the **Prep Step Song Lyric Sheet** (page 61) and play the **Prep Step Dance Video** (www.SavetheChildren.org/PrepStep). If needed, play the **Prep Step Dance Instructional Video** another time to help children learn the dance moves. Collect **Prep Rally Song Lyric sheet** to use during the next session.

Today we are going to be talking about Prep Step 3: Packing a Go-Bag. Are you ready?!!



Go-Bag Supplies Discussion

We may not know when an emergency is going to happen. That's why it's important that we have all the things we may need ready to go beforehand. We can each make our own Go-Bag filled with important supplies and kept in a safe place so that we can grab it whenever we may need it.

1. Have you evacuated before (remember that evacuate means to leave a place or building to stay safe during an emergency)?
2. What did you take with you if you have evacuated before?
3. Did you forget anything that you wished you had taken with you?
4. What would you take with you if you were evacuated tomorrow?
5. What are some things you might need during an emergency?
 - To keep warm? Extra clothes, jacket, blanket
 - To keep safe? ICE Card (In Case of Emergency Card), whistle
 - To keep healthy? Prepackaged snacks and water
 - To keep busy? Games, books, activities
 - To feel safe? Stuffed animal, blanket,
 - To stay clean? Soap, washcloth, comb, toothbrush, toothpaste
 - If the lights go out? Flashlight, batteries
 - To know what's going on? Radio



We need to have these things packed and ready to go in case an emergency happens. We need to pack supplies that aren't too heavy because we'll have to carry them; Supplies that can last for a while because we don't know how long we'll need to use it; And supplies that don't require electricity because the power may go out.

Where might you keep your Go-Bag?

Remember, if you need to evacuate quickly, you may not have time to get your Go-Bag if it's not nearby. Never go back into an unsafe place just to get your Go-Bag.



Disaster Supplies Relay Race

Now we are going to play a game to practice what we have learned.

Set-up:

1. This is a relay game so there needs to be a start line and turnaround line (mark lines and/or cones or similar).

2. Divide participants (children and adults) into two teams. 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) with a few whammies included.

Directions:

1. Explain to children that they are going to pack team Go-bags. And when it's their turn, they should try to pick an item that they might need in their bag in case of an emergency.
2. When you say "Get Ready, Get Safe, Go!" the first child on each team will run down to the corresponding pile, pick up an item that and bring it back to the line where he or she will put the item in a team backpack and tag the next player to run.
3. Each player will run once.
4. When all the teams are done, the program leader goes through each supply item and asks the whole group if they need it in their kit and why it is important to include it their kit.
5. Congratulate both teams for a job well done.

EMERGENCY SUPPLIES*

**This list is not comprehensive*

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

WHAMMIES (examples)

- Princess crown
- Heavy Textbook
- Salad scooper
- Bowling ball
- Pom poms
- Hair dryer with electric cord

Packing Your Go-Bag

Hand out the [What Goes in a Go-Bag Worksheet](#) that helps children decide what should go into a Go-Bag. Also hand out the [Packing List Worksheet](#), so that children can begin to write down the supplies they would like to put in their own Go-Bag.

Ask children to talk about making an emergency supplies kit with their families and encourage them to put together their own Go-Bag.

Closing

Before ending the session, make sure to re-iterate key learning points.

KEY POINTS:

- One way we can be safe during emergencies is by having the right supplies.
- We can make our own Go-Bags that are ready to use in an emergency.
- Keep kits in a safe place that is easy to get to.

Thank children for their attention and participation.

Do you remember our cheer?

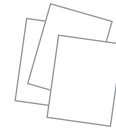
Get Ready! Get Safe!

Materials

LINKS: [Prep Step Dance Video: SavetheChildren.org/PrepStep](https://www.savethechildren.org/PrepStep)

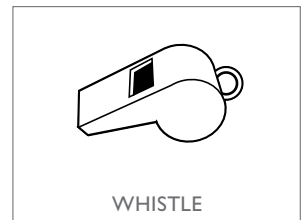
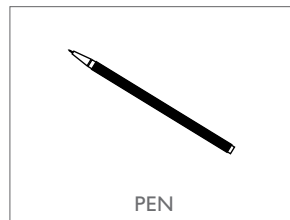
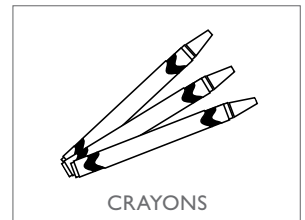
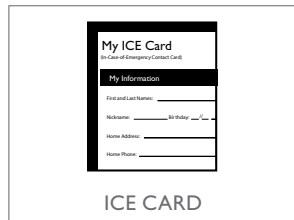
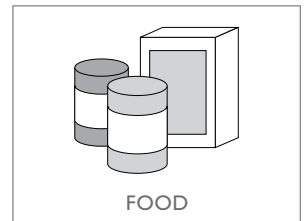
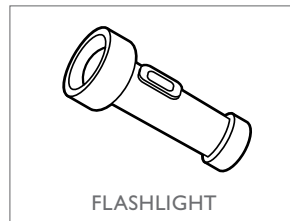
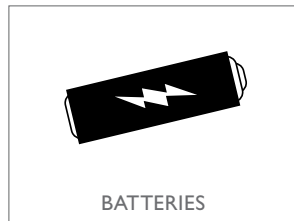
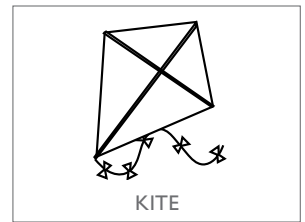
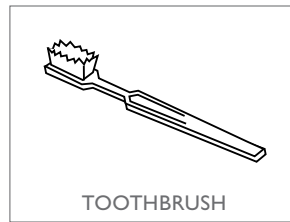
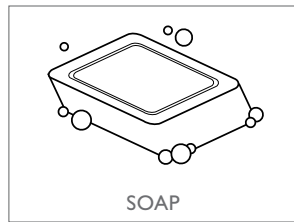
HAND OUT: [What Goes in a Go-Bag Worksheet](#)
[Packing List Worksheet](#)

SEND HOME: [Disaster Supplies Checklist](#)



WHAT GOES IN A GO-BAG?

Practice packing an emergency Go-Bag.
Circle the supplies you may need in case of an emergency.
Place an X on the items you would not need.



Pick five items that you circled and write a sentence about why you chose each supply. (Example: You need soap to be clean.)

PACKING LIST WORKSHEET



PACKING LIST WORKSHEET

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

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DISASTER SUPPLIES CHECKLIST

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

DISASTER SUPPLIES KIT

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

MEDICAL SUPPLIES

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

HYGIENE ITEMS

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



DISASTER SUPPLIES CHECKLIST

INFORMATION

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

COMFORT ITEMS

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

CHILD-FRIENDLY FOOD SUPPLIES

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

CHILDREN'S GO-BAG

Having children create their own Go-Bag can help them feel part of the family emergency plan and teach them personal responsibility. Bags should be stored at home in an easily accessible area and updated as children grow and their interests changes.

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

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

PREP STEP REVIEW: WHAT WE LEARNED

SESSION OBJECTIVES



The Prep Step Review session will help children:

- Remember the Prep Steps: Knowing ICE Contacts; Making and Emergency Plan; and Packing a Go-Bag.
- Understand the importance of talking about and practicing an emergency plan with their families.
- Understand that during emergencies caring adults will be working to keep them safe.

Time: 30 Minutes

<p>Discussion</p> 	<ul style="list-style-type: none"> • Introduction • What We've Learned During Disasters
<p>Activities</p> 	<ul style="list-style-type: none"> • Cheers • Prep Step Dance • Dance Party Game
<p>Handouts</p> 	<ul style="list-style-type: none"> • Prep Rally Certificate • Prep Step Song Lyric Sheet
<p>Send Home</p> 	<ul style="list-style-type: none"> • 10 Tips for Coping with Disasters
<p>Materials</p>	<ul style="list-style-type: none"> • Copies • Pencils/crayons for each child • Music and music player with speakers • Internet for video

Introduction

Today we're going to be talking about what we've learned during our Prep Step Sessions and how making a plan can help you and your family stay safe during an emergency.

IF NOT PREVIOUSLY COVERED/REMINDER:

Do you know what an emergency is?

An **emergency** is something that may cause harm or damage. You may not know it was going to happen and you may need help to respond to it. Some emergencies can happen because of accidents, such as a fire or a fall. Other emergencies may happen because of weather or the movement of the earth's surface, such as storms or earthquakes.



Cheer

Let's start with our cheer.

When I say "Get Ready!" you say "Get Safe!"

Great Job!



Do the Prep Step Dance

By now, hopefully you remember the Prep Step Dance. What are the Prep Steps?

Review:

1. Knowing ICE Contacts
2. Making a family plan
3. Packing a Go-Bag

Let's do the dance one last time.

Hand out the **Prep Step Song Lyric Sheet** (page 59) and play the **Prep Step Dance Video** (www.SavetheChildren.org/PrepStep). Take photos and consider sharing on social media with #PrepStep (ensure you have permission from parents before posting). Send home **Prep Step Song Lyric Sheet** with children.



What We've Learned Discussion

Today we are going to review what we've learned during our Prep Step sessions.

1. What is something that you learned about getting ready for emergencies?

2. What was your favorite part of the sessions?

3. What are ICE Contacts? Why is important to know ICE Contacts?

Answer: ICE Contacts are In Case of Emergency Contacts, meaning they are people we can call if we need help in an emergency. We need to know three ICE Contacts: a parent/guardian, a friend or relative nearby, and an out-of-town contact. It's important to memorize ICE Contact phone numbers or write them on an ICE Contact Card so that we have a way to reach the people we love during an emergency.

4. What does it mean to evacuate? What are two exit routes out of your home?

Answer: Evacuate means to get out or exit. We need know at least two different ways out of our home in case there is an emergency, like a fire, inside. Some exit routes out of a home may be front door, back door, window, basement, etc.

5. We might need to shelter-in-place in our home when the weather is bad outside. What space or room in our home might be a safe place?

Answer: A safe space in a home is in a room or space that doesn't have outside doors or windows. It is on the lowest floor or underground and near the center of the home. Some examples of a safe room may be a basement, a shelter, a closet, a bathroom or a space under the stairs.

6. What are some of the supplies that we need to put in our Go-Bags?

Answer: Supplies that we can put in our Go-Bags include: washcloth, soap, toothbrush, toothpaste, extra clothes, blanket, snacks, water, notebook, pen, crayons, comfort item (like a teddy bear or favorite toy), games, whistle, ICE Card.

7. What is something you learned that you can share with others (friends and family)?

8. How can we share what we learned with others?



Dance Party Game

We've learned the basics of an emergency plan. Now we are going to make a different type of plan—a dance plan!

DIRECTIONS:

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

14. At the conclusion, ask the kids: Were you ever confused or frustrated during the activity? If so, why? What did you do when you were confused? Why?

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

Closing

Before ending the session, make sure to re-iterate key learning points.

KEY POINTS:

- Do the Prep Steps with your family
 - Knowing ICE Contacts and make ICE Cards
 - Make a home emergency plan
 - Gather emergency supplies and pack Go-Bags.
- Talk about your emergency plan and practice it with your family.
- During an emergency try to stay calm and quiet and follow the instructions of parents or leader.
- Caring adults will be working to keep us safe during an emergency.

Thank children for their attention and participation. Hand out **Prep Rally Certificates** (page 55) to congratulate them on completing the sessions.

Do you remember our cheer?

Get Ready! Get Safe!

Materials

LINKS: [Prep Step Dance Video: SavetheChildren.org/PrepStep](https://www.savethechildren.org/PrepStep)

HAND OUT: Prep Rally Certificate
 Prep Step Song Lyrics

SEND HOME: 10 Tips for Helping Children Cope with Crises





CONGRATULATIONS,

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

DATE

SIGNATURE



HOW TO HELP CHILDREN COPE WITH DISASTERS

Many parents, teachers, grandparents and caregivers are concerned about how dramatic images of disasters can affect the emotional well-being of their children and are looking for advice. To help provide guidance, Save the Children has prepared the following 10 tips. They can be used by adults to support children through any disaster. These tips are based on Save the Children's years of national and international experience in supporting children in disasters.

10 Tips from Save the Children

Save the Children recommends parents, teachers, grandparents and caregivers:

- 1. Limit television time.** While it can be important for adults to stay informed about the disaster, television images and reports may be confusing and frightening for children. Watching too many television reports of the disaster can overwhelm children and even adults. So, limit the number of television reports about the disaster you and your children watch.
- 2. Listen to your children carefully.** Try to find out what your child knows and understands about the disaster before responding to their questions. Children can experience stress when they do not understand dangerous experiences. Find out what your child knows about the disaster. Then, talk to your child to help him or her understand the situation and ease their concerns.
- 3. Give children reassurance.** Tell children that adults are doing everything they can to protect and help children who have been affected by the disaster. Also, let them know that if an emergency happens, your main concern would be their safety. Make sure they know they are being protected.
- 4. Be alert for significant changes in behavior.** Caregivers should be alert to any significant changes in children's sleeping patterns, eating habits, and concentration levels. Also watch for wide emotional swings or frequent physical complaints. If any of these actions do happen, they will likely lessen within a short time. If they continue, however, you should seek professional help and counseling for the child.
- 5. Understand children's unique needs.** Not every child will experience a disaster in the same way. As children develop, their intellectual, physical and emotional abilities change. Younger children will depend largely on their parents to interpret events; older children and adolescents will get information from various sources, such as friends and the media. Remember that children of any age can be affected by a disaster. Provide them all with love, understanding and support.
- 6. Give your children extra time and attention.** Children need close, personal attention to know they are safe. Talk, play and, most importantly, listen to them. Find time to engage in special activities with children of all ages.
- 7. Be a model for your children.** Your children will learn how to deal with these events by seeing how you respond. The amount you tell children about how you're feeling should depend on the age and maturity of the child. You may be able to disclose more to older or more mature children but remember to do so calmly.
- 8. Watch your own behavior.** Make a point of being sensitive to those impacted by the disaster. This is an opportunity to teach your children that we all need to help each other.
- 9. Help your children return to a normal routine.** Children usually benefit from routine activities such as set eating times, bed time, and playing with others. Parents should make sure their children's school is also returning to normal patterns and not spending a lot of time discussing the disaster.
- 10. Encourage your children to do volunteer work.** Helping others can give children a sense of control and security and promote helping behavior. During a disaster, children and adolescents can bring about positive change by supporting those in need.

Save the Children urges adults to seek out and follow the guidance of Emergency Management and Public Health Officials to help ensure the safety of their children.



THE PREP STEP

Music and Lyrics by Save the Children - [SavetheChildren.org/PrepStep](https://www.savethechildren.org/PrepStep)

Chorus



Do the Prep Step
Do-oooh the Prep Step
Do the Prep Step
Get Ready!
Get Safe!



Verse 1

In case of emergency
I know who to call
My ICE Contacts, near and far
We can try them all

CHORUS

Verse 2

In case of emergency
I know what to do
My family will have a plan
And practice it, too

CHORUS

Verse 3

In case of emergency
Supplies should last a while
I'll have my own Go-Bag
With things that make me smile

CHORUS

Verse 4

Ahhhhh!
Bring it down low
Now put it up high
Do your own steps
Now reach for the sky!

CHORUS

Interlude

Now stop!
Stay calm!
And do the Prep Step

CHORUS x 2

Reading to Ready Booklist

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

BUILDING EMOTIONAL RESILIENCE – LEARNING TO OVERCOME FEARS			
<i>Alfie Is Not Afraid</i>	by Patricia Carlin	With the help of his trusty dog, a little boy survives his first camp out.	Grades Pre-K–1
<i>Babies in the Bayou</i>	by Jim Arnosky	Demonstrates how parents and caregivers will protect children from harm.	Grades K–1
<i>The Dark</i>	by Lemony Snicket, illustrated by Jon Klassen	Dark becomes a character and teaches a young boy how to stop being afraid.	Grades K–1
<i>First Snow</i>	by Peter McCarty	Pedro isn’t sure he likes the cold and snow, but his family and friends encourage him.	Grades Pre-K–1
<i>Go Away, Big Green Monster!</i>	by Ed Emberley	Helps young children learn how to cope with and control their fears.	Grades Pre-K–1
<i>I’ll Know What to Do, A Kid’s Guide to Natural Disasters</i>	by Bonnie S. Mark and Aviva Layton	Helps children understand the facts, their feelings and how to cope with natural disasters.	Grades 2–5
<i>I’m Not Scared Book</i>	by Todd Parr	Bright, bold illustrations and simple text show children conquering a wide variety of fears.	Grades Pre-K–1
<i>Scaredy Squirrel</i>	by Melanie Watt	Scaredy Squirrel does not want to leave his tree for fear of killer bees, germs, and other disasters, but takes the leap and learns he can glide.	Grades K–3
<i>Stormy Night</i>	by Salina Yoon	Bear finds several ways to ease his fear when a storm wakes him up at night.	Grades Pre-K–K
<i>The Big Bad Blackout</i>	by Megan McDonald	When a hurricane knocks out the power, Judy, Stink, and their family find a way to pass the time.	Grades 2–4
<i>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</i>	by Kirby Larson	This amazing, true story recounts how best friends Bob Cat and Bobbi, a cat and a dog, survive Hurricane Katrina by sticking together.	Grades K–3
<i>What To Do When You’re Scared and Worried</i>	by James J. Crist	Kids have worries just like grown-ups. This book helps explain where worries and anxiety come from and gives kids tips to handle their worries.	Grades 3–5
<i>Who Feels Scared?</i>	by Sue Graves	Jack, Ravi, and Kevin talk about scary things and how to deal with them during their sleepover in this story that includes a special section for adults on how to talk to children about dealing with fears. (From the Our Emotions and Behaviors series.)	Grades K–3

UNDERSTANDING HOW TO PREPARE FOR EMERGENCIES

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

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

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

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

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

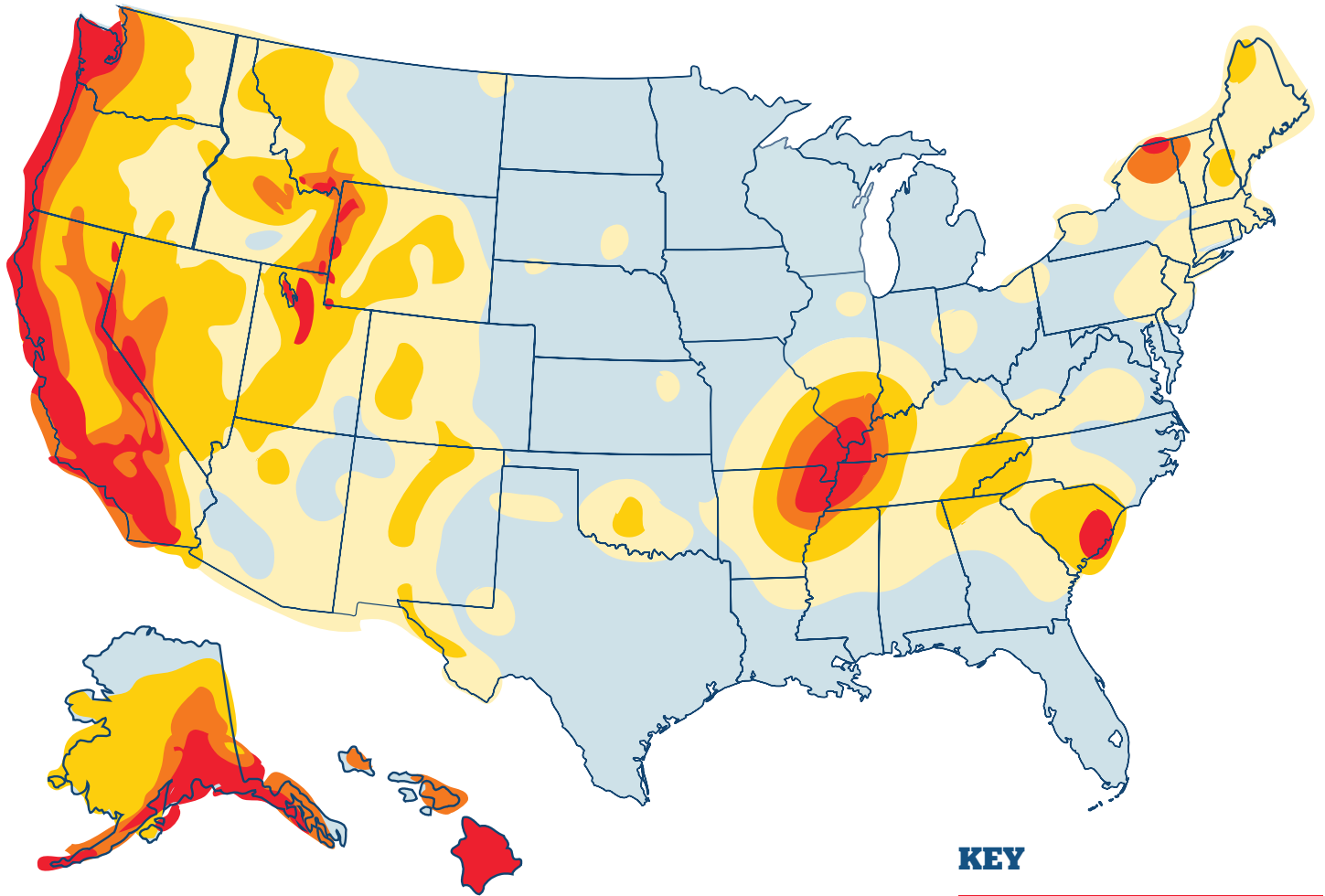
This list was created by the Quicklists Consulting Committee of the Association for Library Service to Children, a division of the American Library Association.

Compiled by ALSC Quicklists

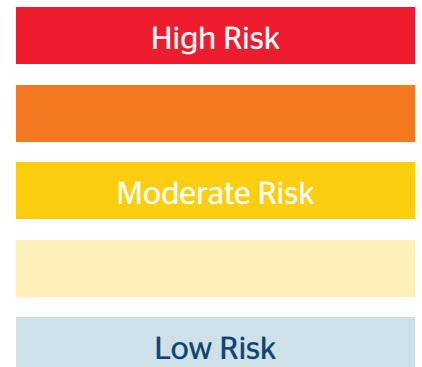
Committee Co-chairs: Krista Britton & Mary R. Voors

DISASTER MAPS

Map #1



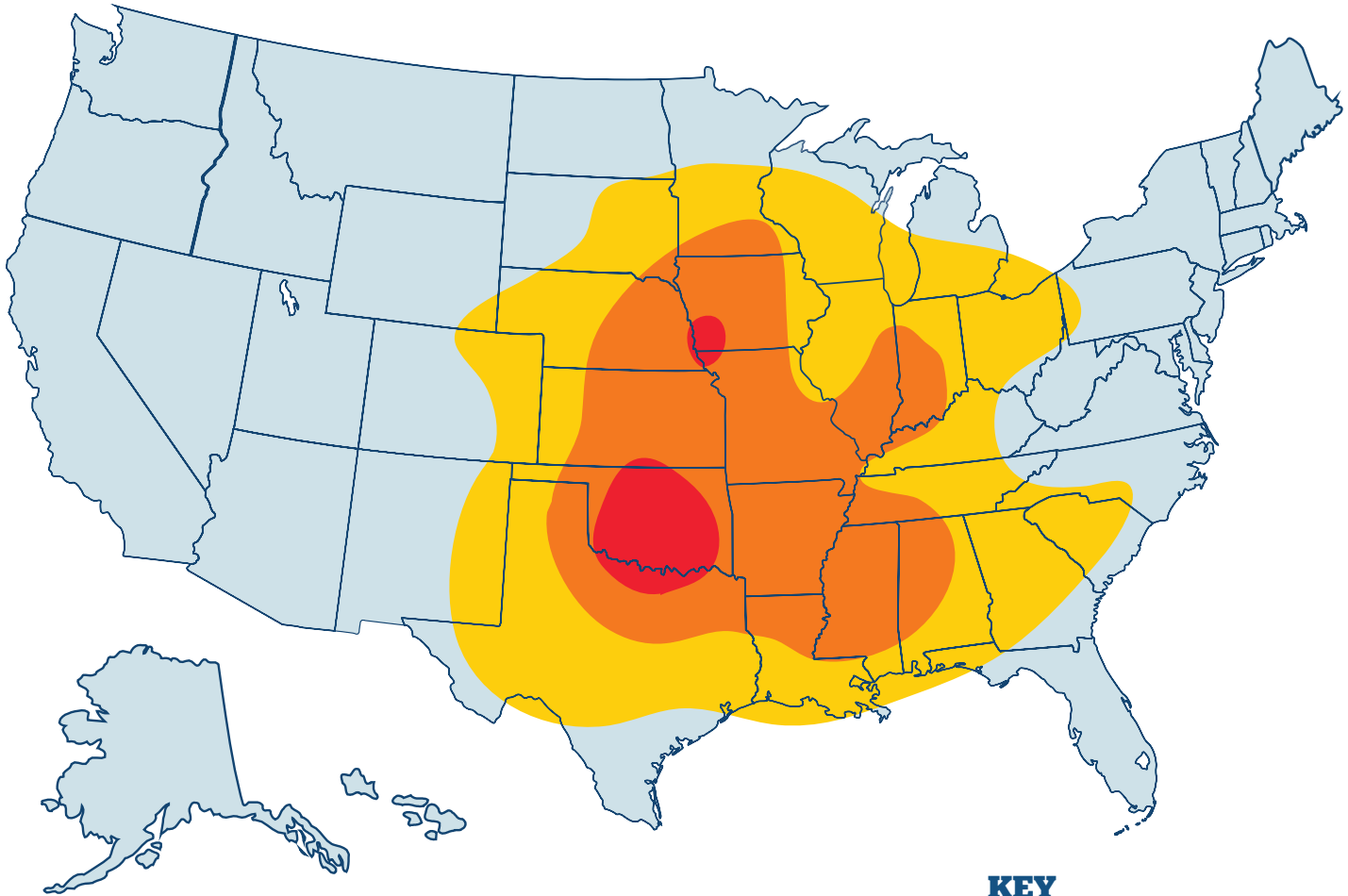
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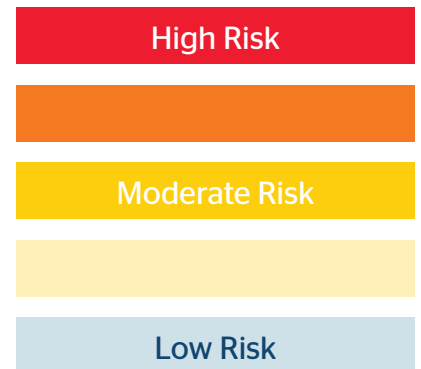
*Based on US Geological Survey data.
Source: NOAA

DISASTER MAPS

Map #2



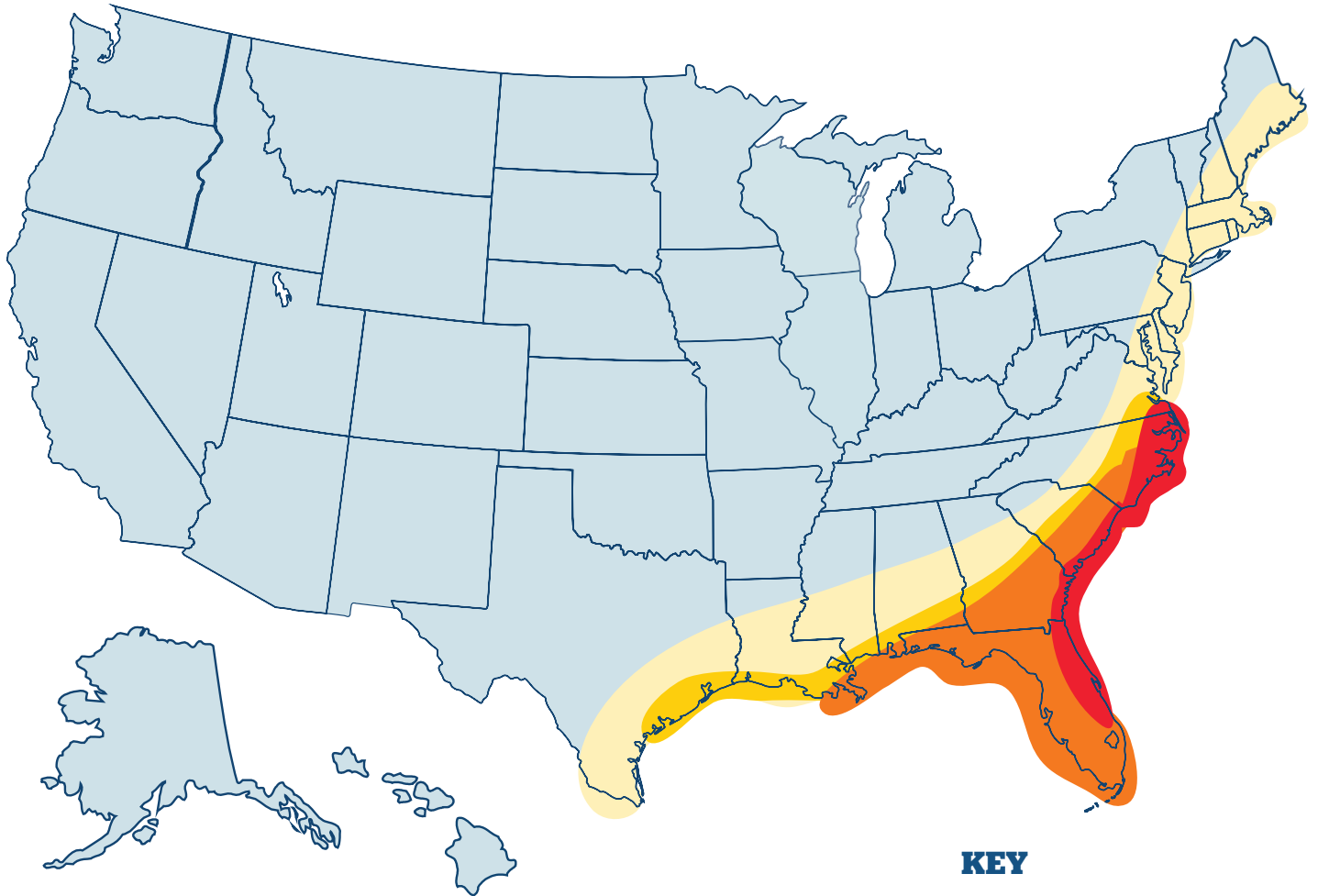
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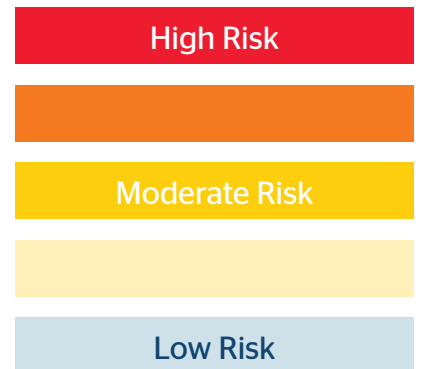
*Based on data provided by the National Oceanic and Atmospheric Administration. Source: NOAA

DISASTER MAPS

Map #3



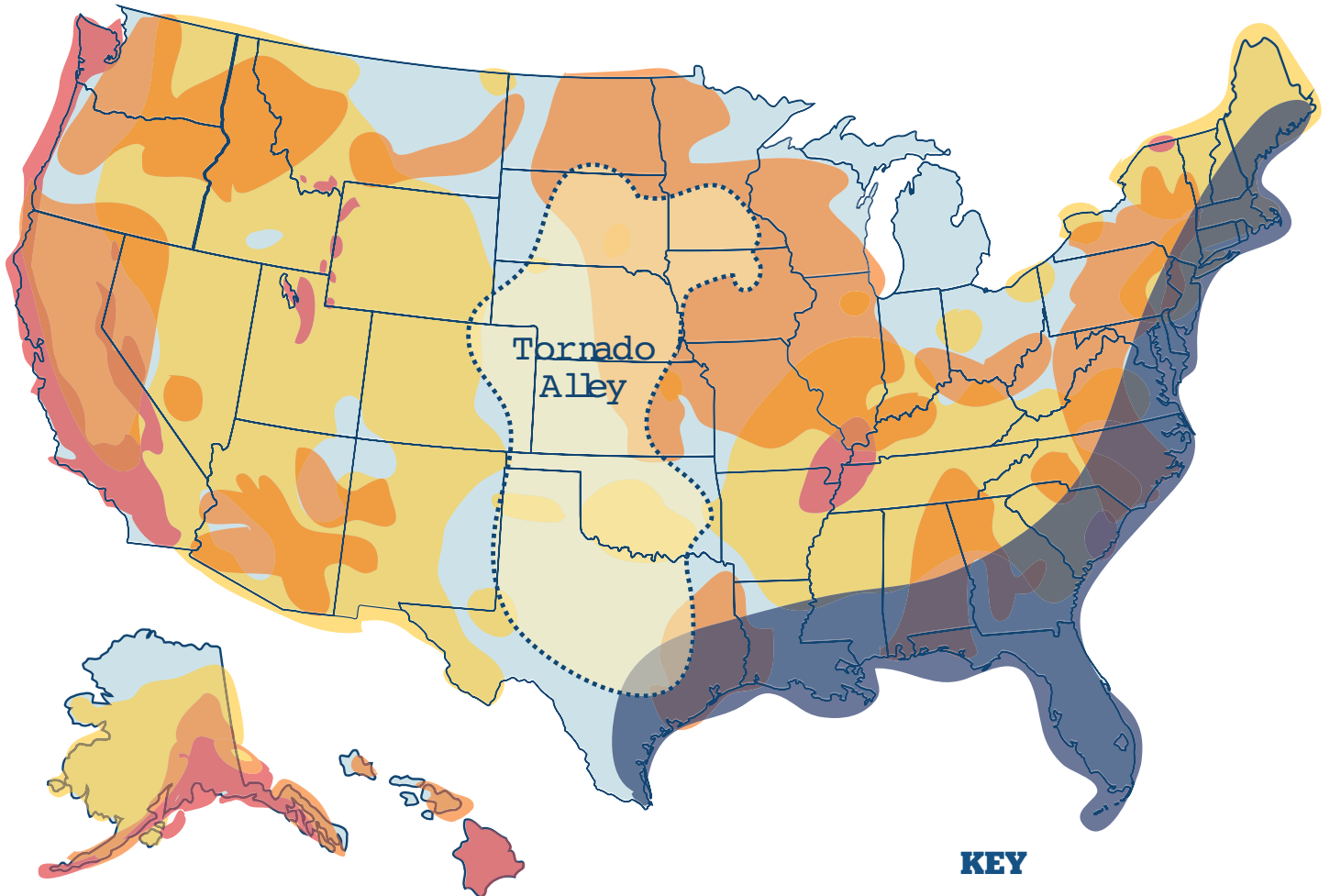
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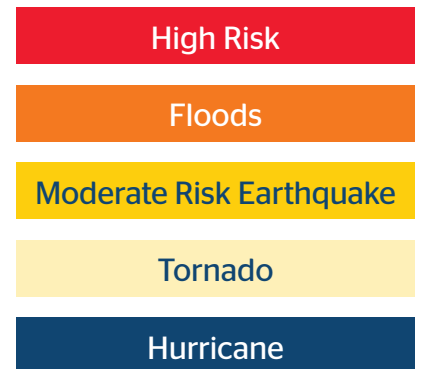
*Based on data provided by University of Miami
Source: NOAA

DISASTER MAPS

All Disaster Types



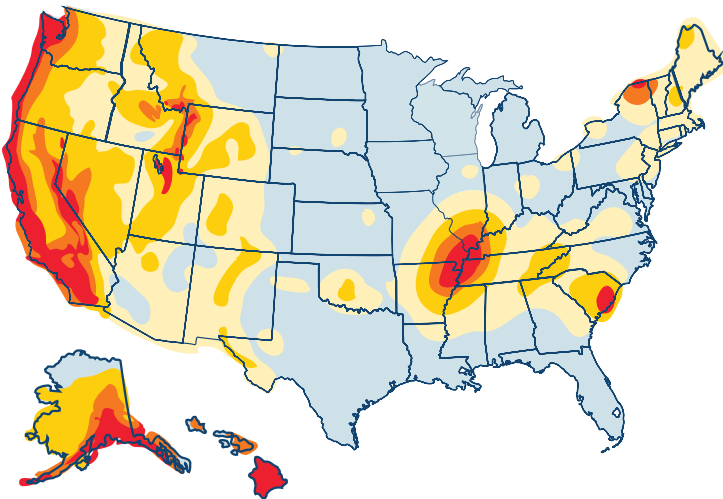
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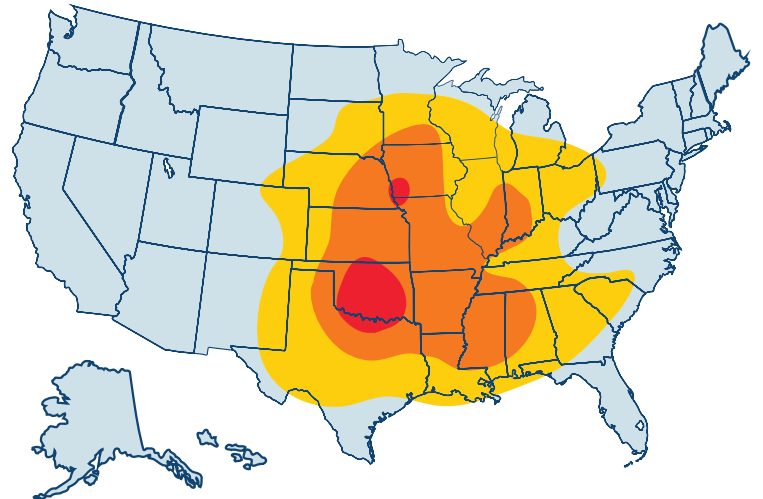
Source: NOAA

DISASTER MAPS: ANSWER KEY

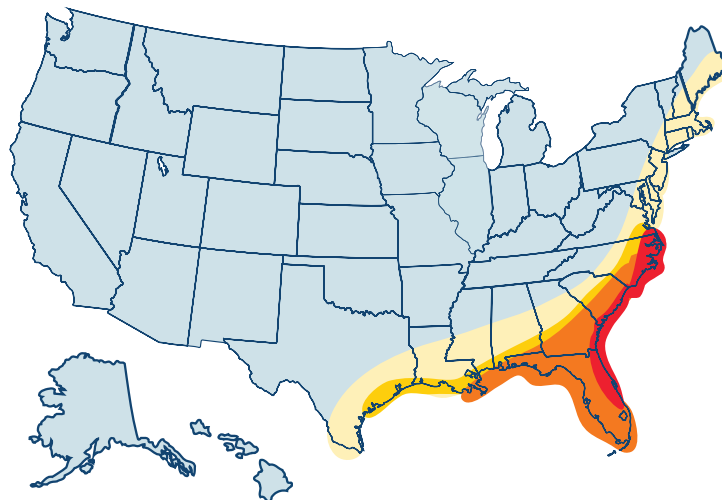
Map 1: Earthquake



Map 2: Tornado



Map 3: Hurricane



Notes



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