2007

Teen Toolkit: Prepare Today - Lead Tomorrow

Camp Fire USA

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Teen Toolkit

Prepare Today—
LEAD TOMORROW

Camp Fire USA™
Today’s kids. Tomorrow’s leaders.
This is a draft version of Prepare Today—Lead Tomorrow Teen Toolkit, an official national publication of Camp Fire USA to support teen community preparedness service-learning experiences.

In 2007, Camp Fire USA began the process to develop a Teens In Action community preparedness curriculum and resources. Thank you to the eight councils and other individuals who helped develop and review the material. Special thanks to the following councils for their ongoing support and assistance:

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Federal Emergency Management Association, Ready Kids

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Prepare Today—Lead Tomorrow is a teen service-learning experience developed through a grant from Learn and Serve America by Camp Fire USA staff from councils across the country. The goals of this initiative are to:

- Engage teens in intensive community preparedness service-learning experiences.
- Create opportunities for youth to provide leadership roles in community preparedness efforts.
- Improve the level of preparedness in families, schools, and communities.

Introduction

Teens who participate in this initiative will:

- Learn about community preparedness.
- Complete community assessment exercises to determine the emergency and community preparedness resources in their communities.
- Select service-learning projects that will best help low-income youth and families in their communities become more prepared for natural or human-made disasters.

For example, a teen group may choose to present informational sessions to youth in elementary and middle school classrooms, hold a community fair to help educate and prepare families, or work with local businesses to develop emergency kits for schools or homes.

The success of this initiative depends on partnerships formed with local organizations, such as the American Red Cross, local emergency response organizations, community centers, and schools.
Reflection

- Give examples of natural or human-made emergencies you have heard about on television or other media.
- Describe when you've heard people be encouraged to “be prepared” for a future emergency.
- Describe any natural or human-made emergency you have experienced, or someone you know has experienced.

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Reflection
What is Community Preparedness?

The Prepare Today—Lead Tomorrow initiative depends on understanding community preparedness. The Federal Emergency Management Agency (FEMA) and the American Red Cross recommend that when an emergency occurs, every youth and adult be responsible for responding:
- First as an individual.
- Second, as a member of a family.
- Third, as a member of the neighborhood and community.

Individual Preparedness: Each person should be mentally and emotionally prepared to act promptly and have the knowledge and ability to take care of himself or herself in times of an emergency. People should know basic first aid and be able to use practical survival skills when needed.

Family Preparedness: Since family groups will be involved in most emergency situations, youth can help their families prepare for emergencies. Families should work together to learn basic emergency skills and how to react when faced with potential emergencies such as fires, floods, hurricanes, tornadoes, school violence, loss of power, and explosions.

Community Preparedness: Youth can serve their communities in age-appropriate ways. Through this initiative, youth will determine how they can help their communities become prepared. Youth can also help their communities by completing the age-appropriate first aid and emergency response courses or becoming members of a of a community response team, through courses like TeenCert.

Emergencies can strike quickly and without warning. These events can be frightening for adults, but they are traumatic for youth and children if they don’t know what to do. Feelings of fear are healthy and natural for adults, youth, and children. Participating in preparedness activities will help children and youth feel more in control. As teens work with educating youth, they should be aware that after a disaster or emergency, children are most afraid that:
- The event will happen again.
- Someone will be injured or killed.
- They will be separated from the family.
- They will be left alone.
Why Prepare? As teens begin learning about community preparedness, it’s important to understand why people need to be prepared. The benefits to being prepared include:

- Reducing the impact an emergency will have on you and your family.
- Reducing fear, anxiety, and losses that accompany emergencies.
- Knowing what to do and where to seek shelter.
- Knowing how to care for basic medical needs.

The need to prepare is real.
Following are key reasons for being prepared.

- Community emergencies, such as loss of water or electricity, occur on a regular basis.
- Emergencies disrupt hundreds of thousands of lives each year. Each emergency has a lasting effect on both people and property.
- If an emergency occurs, local government and disaster-relief organizations will try to help, but individuals need to be prepared as well.
- Individuals should know how to respond to severe weather or any natural or human-made emergency that could occur in their community.
- Individuals and families should be ready to be self-sufficient for at least three days. This may mean providing for shelter, first aid, food, water and sanitation.

Become Prepared!
Steps to becoming prepared include:

1. Collect and assemble an emergency supplies kit.
2. Learn what to do for specific emergencies.
3. Discover where to seek shelter from all types of hazards.
4. Get information about your community and school emergency plans. Develop an emergency plan for your family.
5. Get informed about hazards and emergencies that may affect your community.
6. Identify your community warning systems and evacuation routes.
7. Practice and maintain your plan.

Youth can act as advocates for persuading older family members to take the necessary steps to prepare the entire family in case of an emergency.
Service-Learning Experiences

Service-learning is a teaching method that engages young people in solving problems within their schools and communities as part of an intentional learning activity. Service-learning also helps young people develop service skills ranging from acts of kindness and caring to community stewardship to civic action. The service-learning philosophy is learning by doing through meaningful experiences. Service-learning is different from community service or a service project.

**Service Project Example:**
Helping to clean up after a tornado.

**Service-Learning Project Example:**
After doing an assessment of their community, a group of teens determines that families need training in preparing for a tornado. The teens develop a training to teach elementary school children how their families can prepare for a tornado. The teens create and distribute information sheets to send home with the children in English, Spanish and other languages. The teens discover that some families do not understand the tornado warning system, so they go to the city council and convince members to help create posters and brochures explaining in many languages the tornado warning system. The teens distribute these posters and brochures in community buildings.

Community preparedness service-learning allows youth opportunities to make a difference in the safety of children and families in their communities.

**Service-learning projects typically follow several steps:**
1. Preparation
2. Action
3. Reflection
4. Celebration and Demonstration
5. Assessment and Evaluation

These steps generally follow a cycle.
Preparation
Form the service-learning group.
Understand service-learning.
Identify a “community of focus.”
Complete a Community Assessment.
Select the Need.
Identify the Project.
Reflect on Process.

Action
Create an Action Plan.
Define the Tasks.
Determine a Timeline.
Decide Roles.
Determine Resources Needed.
Recruit Community Partners.
Consider Budget and Public Relations.
Reflect on Process.
Complete the Service-learning Project.

Assessment and Evaluation
Assess what youth have learned.
Assess community impact of project.
Did youth have a meaningful role?
Impact on the community.
What did the project accomplish?
What else can be done?

Celebration and Demonstration
Culminating Activity.
Tied to the service-learning project.
Determined by the youth.
Recognizes all participants.
May lead to further efforts.

Formal Reflection
At each stage of service-learning.
Cements the learning process.
Youth help choose methods.
Involves everyone.
Uses a variety of techniques:
Write, Read, Tell, Do.
Includes both group and individual reflections.

SERVICE-LEARNING CYCLE
Reflection

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4 Phases of Emergency Management

Emergency planners discuss emergency management in terms of four phases. As reflected in the diagram, the phases create a cycle, beginning with Mitigation, moving through Preparedness and Response to Recovery, and cycling back to mitigation of the next potential emergency as part of the long-term recovery process. In community preparedness service-learning, youth should be aware of all four phases of emergency management.

Phase 1: Mitigation

As the costs of disasters continue to rise, it is necessary to take sustained action to reduce or eliminate long-term risk to people and property from hazards and their effects. These sustained actions are also known as mitigation.

Mitigation is the initial phase of emergency management and should be considered before a disaster or emergency occurs. Mitigation, however, should also be a continuing activity that is integrated with each of the other phases of emergency management to employ a long-range, community-based approach to mitigation.

The goals of mitigation activities are:

● Protect people and structures.
● Reduce the costs of response and recovery.

To be successful, mitigation measures must be developed into an overall mitigation strategy that considers ways to reduce hazard losses and overall risk.

Mitigation is accomplished in conjunction with a hazard analysis. A hazard analysis helps to identify:

● What events can occur in and around the community.
● The likelihood that an event will occur.
● The consequences of the event in terms of casualties, destruction, disruption to critical services, and costs of recovery.

Phase 2: Preparedness

Although it is not possible to mitigate completely against every hazard, preparedness measures can help reduce the impact of likely hazards by taking certain actions before an emergency event occurs. Preparedness includes plans or other preparations made to save lives, protect property, and facilitate response and recovery operations.

Preparedness measures can involve all of the players in the integrated emergency management system—local, state, and federal agencies and individuals—and, at the local level, may include activities such as:

● Developing an emergency operations plan that addresses identified hazards, risks, and response measures.
● Recruiting, assigning, and training staff who can assist in key areas of response operations.
● Identifying resources and supplies that may be required in an emergency.
● Designating facilities for emergency use.

Adapted from: FEMA, www.fema.gov
Phase 3: Response

Response begins when an emergency event is imminent, or immediately after an event occurs. Response includes actions taken to save lives and reduce damage from the event and includes:

- Providing emergency assistance to victims.
- Restoring critical infrastructure (e.g., utilities).
- Ensuring continuity of critical services (e.g., law enforcement, public works).

In other words, response involves putting preparedness plans into action. One of the first response tasks is to conduct a situation assessment. Local government is responsible for emergency response and for continued assessment of its ability to protect citizens and property within the community. To fulfill this responsibility, responders and local government officials must conduct an immediate rapid assessment of the local situation.

Rapid assessment includes all immediate response activities that are directly linked to determining initial lifesaving and life-sustaining needs and to identifying imminent hazards.

The ability of local governments to perform a rapid assessment within the first few hours after an event is crucial to providing an adequate response for life-threatening situations and imminent hazards. Coordinated and timely assessments enable local government to:

- Prioritize response activities.
- Allocate scarce resources.
- Request additional assistance from mutual aid partners, quickly and accurately.

Obtaining accurate information through rapid assessment is key to initiating response activities and needs to be collected in an organized fashion. Critical information includes information about:

- Lifesaving needs, such as evacuation and search and rescue.
- The status of critical infrastructure, such as transportation, utilities, communication systems, and fuel and water supplies.
- The status of critical facilities, such as police and fire stations, medical providers, water and sewage treatment facilities, and media outlets.
- The risk of damage to the community (i.e., dams, levees, facilities producing or storing hazardous materials) from imminent hazards.
- The number of individuals who have been displaced as a result of the event and the estimated extent of damage to structures.

Adapted from: FEMA, www.fema.gov
Phase 4: Recovery

The goal of recovery is to return the community’s systems and activities to normal. Recovery begins right after the emergency. Some recovery activities may be concurrent with response efforts.

Long-term recovery includes restoring economic activity and rebuilding community facilities and housing. Long term recovery (stabilizing all systems) can sometimes take years.

Recovery from disaster is unique to each community, depending on the amount and type of damage caused by the disaster and the resources that the community has ready or can get. In the short term, recovery is an extension of the response phase in which basic services and functions are restored. In the long term, recovery is a restoration of both the personal lives of individuals and the livelihood of the community.

After the short-term recovery when roads have been opened, debris removed, supplies and shelters secured, communication channels, water and power, life safety and other basic services restored, the community and its leadership must rebuild.

Once the early stage of recovery has brought the community back to a safe and operational level of functioning, the community can continue to build on those early-stage efforts. Long-term recovery may take several months or even extend into years because it is a complex process of revitalizing not just homes but also businesses, public infrastructure, and the community’s economy and quality of life.

There are many long-term leadership and planning considerations. Considerations include:

- Keeping individuals informed and preventing unrealistic expectations,
- Mitigation measures to ensure against future disaster damage,
- Donations,
- Partnerships with business and industry for resources,
- Competing interests of groups involved in the planning process,
- Environmental issues,
- Public health measures to take against the risks of diseases, contamination, and other cascading effects from a disaster, and
- The unmet needs of victims.

Adapted from: FEMA, www.fema.gov
Preparedness & Response

Disasters cannot always be prevented. Tragic events require a response from everyone. This is why it is important to learn preparedness, and response.

<table>
<thead>
<tr>
<th>What are advantages of being prepared for a disaster?</th>
<th>What are disadvantages of NOT being prepared for a disaster?</th>
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<tbody>
<tr>
<td>1.</td>
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There are three areas of preparedness where both youth and adult must be ready to respond in an emergency. These areas include: individual preparedness, family preparedness, and community preparedness.

Why is it important to respond first as an individual, second as a family, and third as a community?
Phases of a Disaster

There are three phases to a disaster that require different levels of attention.

Phase 1
The first phase is RESPONSE (R), activities that provide emergency survival during a crisis.

Phase 2
The second phase is SHORT-TERM RECOVERY (STR), restoration of vital services, and provision of temporary housing and food.

Phase 3
The third phase is LONG-TERM RECOVERY (LTR), rebuilding and economic recovery.

Based on the definitions stated above, mark an X to identify which of the three phases of the disaster is needed to answer an emergency. The following situations have occurred in the aftermath of a natural disaster.

<table>
<thead>
<tr>
<th>Situation</th>
<th>R</th>
<th>STR</th>
<th>LTR</th>
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<tbody>
<tr>
<td>1  One-hundred employees are trapped in the basement of a collapsed building.</td>
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<tr>
<td>2  Limited housing is available.</td>
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<tr>
<td>3  A freight train derailment has divided the city.</td>
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<td>4  Seventy percent of the population is without electricity.</td>
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<td>5  Food and water shortages are mounting.</td>
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<tr>
<td>6  Fifty vehicles with motorists are stranded outside the city.</td>
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<tr>
<td>7  There are downed utility lines throughout the city.</td>
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<tr>
<td>8  Crime is running rampant.</td>
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<tr>
<td>9  City sewer systems are backed up.</td>
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<td></td>
</tr>
<tr>
<td>10 The business district of the city is destroyed.</td>
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</tbody>
</table>
Hazards & Responses

Crossword Puzzle

Across
2. Necessity for disaster kit
4. A peril
6. Community alert systems
7. Stop, drop, and roll if it gets on you
8. Community resources for animals
10. The most violent natural disaster
12. Needs to be battery powered
13. Deep, rushing waters
14. Tremors following an earthquake
15. People in need of help in an emergency
16. Helps put out fires
17. Flash of light after an electric discharge
18. Extreme, violent tactics to generate fear
19. Collection of emergency items

Down
1. Technological threats
3. Length of time for water supply
5. Stay away from these power lines
9. Home warning device
11. Severe snowstorm
13. Number of categories to classify a hurricane
FAMILY COMMUNICATION PLAN

Communicate

Create a family communication plan so you can get in touch with family members. Give copies of contact information and meeting locations to everyone in your family.

Options are available: telephones, cell phones, and e-mail are all great ways to get in touch with family members.

Make sure you know the emergency plan at your school.

Make a decision about where you will meet in case you can’t get home during an emergency.

Understand that it may take time to get through to everyone. Try to be patient.

Needs of your pets should be kept in mind. Keep a pet carrier for easy transport.

Inform yourself. Watch news broadcasts, read online news updates, or listen to a battery-operated radio for official guidance during an emergency, but also prepare in advance.

Copies of your emergency plan should be in your emergency supply kit in case you need to leave in a hurry.

Ask everyone in the family to discuss their concerns and feelings. Does everyone understand the family plan?

Take everyone to visit the ‘meeting spots’ so that all are familiar and feel comfortable finding them on their own if necessary.

Emergencies take many forms. Categorize different types of emergencies and discuss the level of concern related to each and how that is reflected in your family plan.

www.ready.gov

Prepare Today – LEAD TOMORROW
Family Supply List

Emergency Supplies

Water, food, and clean air are important things to have if an emergency happens. Each family or individual’s kit should be customized to meet specific needs, such as medications and infant formula. It should also be customized to include important family documents. Put a checkmark in the box next to the emergency supplies you have collected for your family.

Recommended Supplies to Include in a Basic Kit:

- Water, one gallon of water per person per day, for drinking and sanitation
- Food, at least a three-day supply of non-perishable food
- Battery-powered radio and a NOAA Weather Radio with tone alert; extra batteries for both
- Flashlight and extra batteries
- First Aid kit
- Whistle to signal for help
- Infant formula and diapers, if you have an infant
- Moist towelettes, garbage bags and plastic ties for personal sanitation
- Dust mask or cotton t-shirt, to help filter the air
- Plastic sheeting and duct tape to shelter-in-place
- Wrench or pliers to turn off utilities
- Can opener for food (if kit contains canned food)

Clothing and Bedding:

If you live in a cold weather climate, you must think about warmth. It is possible that the power will be out and you will not have heat. Rethink your clothing and bedding supplies to account for growing children and other family changes. One complete change of warm clothing and shoes per person, including:

- A jacket or coat
- Long pants
- A long sleeve shirt
- Sturdy shoes
- A hat and gloves
- A sleeping bag or warm blanket for each person
Family Supply List 2

Other Items

Below are some other items for your family to consider adding to its supply kit. Some of these items, especially those marked with an * can be dangerous, so please be careful in collecting these supplies.

- Emergency reference material such as a first aid book or a print out of the information on www.ready.gov
- Rain gear
- Mess kits, paper cups, plates and plastic utensils
- Cash or traveler’s checks, change
- Paper towels
- Fire Extinguisher
- Tent
- Compass
- Matches in a waterproof container *
- Signal flare *
- Paper, pencil
- Personal hygiene items including feminine supplies
- Disinfectant *
- Household chlorine bleach.* You can use bleach as a disinfectant (diluted nine parts water to 1 part bleach), or in an emergency you can also use it to treat water. Use 16 drops of regular household liquid bleach per gallon of water. Do not use scented, color safe, or bleaches with added cleaners.
- Medicine dropper
- Important family documents such as copies of insurance policies, identification and bank account records in a waterproof, portable container
Just in Case Family Plan

Your family may not be together in an emergency, so plan how you will contact one another and review what you will do in different situations.

Out-of-State Contact: ______________________________
Telephone: ___________________________________________
Email: ________________________________________________

Fill out the following information for each family member and keep it up to date.

Name: ___________________________ Name: ___________________________
Date of Birth: ___________________________ Date of Birth: ___________________________
Important Medical Info: ___________________________ Important Medical Info: ___________________________

Name: ___________________________ Name: ___________________________
Date of Birth: ___________________________ Date of Birth: ___________________________
Important Medical Info: ___________________________ Important Medical Info: ___________________________

Where to go in an emergency. Write down where your family spends the most time: work, school and other places you frequent. Schools, daycare providers, workplaces and apartment building should all have site-specific emergency plans.

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<tr>
<th>Home</th>
<th>Work</th>
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<td>Address: ___________________________</td>
<td>Address: ___________________________</td>
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<tr>
<td>Phone: ___________________________</td>
<td>Phone: ___________________________</td>
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<tr>
<td>Evacuation Location: ___________________________</td>
<td>Evacuation Location: ___________________________</td>
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<table>
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<tr>
<th>Home</th>
<th>Work</th>
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<td>Evacuation Location: ___________________________</td>
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<tr>
<th>Important Information</th>
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<td>Veterinarian Kennel</td>
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<tr>
<td>Other</td>
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Just in Case Family Plan Cards

Every family member should carry a copy of this important information.

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<tr>
<td><strong>Telephone:</strong></td>
<td><strong>Telephone:</strong></td>
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<tr>
<td><strong>Out-of-State Contact Name:</strong></td>
<td><strong>Out-of-State Contact Name:</strong></td>
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<tr>
<td><strong>Telephone:</strong></td>
<td><strong>Telephone:</strong></td>
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<td><strong>Neighborhood Meeting Place:</strong></td>
<td><strong>Neighborhood Meeting Place:</strong></td>
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<tr>
<td><strong>Meeting Place Telephone:</strong></td>
<td><strong>Meeting Place Telephone:</strong></td>
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<tr>
<td><strong>Dial 9-1-1 for Emergencies!</strong></td>
<td><strong>Dial 9-1-1 for Emergencies!</strong></td>
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Just in Case Family Plan Cards

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Just in Case Family Plan Cards

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Prepare & Practice

By taking a few simple steps ahead of time—creating an emergency supply kit, making a family emergency plan, and learning about different kinds of disasters—families can be better prepared for emergencies.

**To make an emergency plan that meets the needs of your family, discuss the following scenarios as a family. Make notes in the boxes.**

**Scenario 1:** Imagine that your family needs to evacuate your home on foot (such as in the case of fire).

<table>
<thead>
<tr>
<th>Where would you go? How long would it take to get there?</th>
<th>How would you get there?</th>
</tr>
</thead>
</table>

**Scenario 2:** Imagine that your family needs to leave your neighborhood, town, or city quickly, (such as in the case of a weather emergency).

<table>
<thead>
<tr>
<th>Where would you go? How long would it take to get there?</th>
<th>What transportation would you use?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What items should you have on hand to make your trip easier (map with marked route, change of clothes, extra fuel, food, and water?)</td>
<td>Where is an alternate place you could go, if necessary?</td>
</tr>
</tbody>
</table>

**Scenario 3:** Imagine that an emergency happens in the middle of the school day.

<table>
<thead>
<tr>
<th>Where does each family member carry a list of emergency contact phone numbers (book bag, briefcase, PDA?)</th>
<th>What is your family’s plan for getting in touch with each other and/or meeting each other?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What items should you have on hand to make your trip easier (map with marked route, change of clothes, extra fuel, food, and water?)</td>
<td>What is the plan at your siblings’ schools?</td>
</tr>
</tbody>
</table>

www.ready.gov
**Special Needs Disaster Plan**

People with special needs have special considerations during disasters. How would you help a person with these special needs:

<table>
<thead>
<tr>
<th></th>
<th>Before an emergency</th>
<th>During an emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person who needs medications or medical supplies (are their meds in the emergency supply kit?)</td>
<td></td>
<td></td>
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<tr>
<td>A person who cannot hear (and may not hear a warning siren)</td>
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<tr>
<td>A person in a wheelchair (is there an accessible way to safety?)</td>
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<tr>
<td>A person who cannot see (may need help maneuvering through debris after a storm)</td>
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<tr>
<td>A person who cannot speak or understand English (how can you communicate what to do?)</td>
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<tr>
<td>An infant (is there enough special foods, diapers, etc?)</td>
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Are there any special needs in your family? Write what they are.

Do you have a neighbor who might need extra help if a disaster strikes? Write how you and your family could help.

This page is adapted from the American National Red Cross Masters of Disaster® curriculum. Used with permission.
Planning for Pets

Each family should have a disaster plan for their pets to assure their care and safety during an emergency situation. Pets need an emergency kit with food, water, and medical/vaccination information just as people do. They also may need special requirements for living space. In case you and your family need to evacuate your home, it is important to take your pet with you, but pets may not be able to go to shelters or hotels or relative’s homes. A shelter or a pet buddy system, where you and your friend agree to watch each other’s pets, should be considered.

**Are you prepared for your pet to be safe during a disaster? Answer these questions to consider what type of help your and other pets will need.**

<table>
<thead>
<tr>
<th>What type of pets do you have?</th>
<th>What type of pets do the people in your neighborhood have?</th>
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<table>
<thead>
<tr>
<th>What items should be in your pet’s emergency kit?</th>
<th>What living space would your pet need in a disaster situation?</th>
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<table>
<thead>
<tr>
<th>What is your pet’s identification number (tags) and when were they last vaccinated?</th>
<th>Do you have a pet care buddy system with someone (they care for your pet and you care for theirs when either has an emergency)?</th>
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</table>

<table>
<thead>
<tr>
<th>What is your veterinarian’s name, address, and phone number?</th>
<th>What is your community’s animal control plan during times of emergency? Do they pick up lost and unidentified pets? Do they have return lost pets after an disaster? What is their name and phone number?</th>
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This page is adapted from the American National Red Cross Masters of Disaster® curriculum. Used with permission.
Reflection
Community Preparedness Assessment

**Preparing for Emergencies:** Emergencies can happen quickly and without warning. They can confine you to your home or force you to evacuate your neighborhood. Do you have plans to follow if basic services like water, gas, electricity, or telephone were cut off? Local officials and community workers will arrive on the scene after a disaster, but they cannot reach everyone right away. We all need to prepare. First we need to do assessments of our communities.

**What Could Happen in Your Community?**

1. **List the types of emergencies most likely to occur in your community.**

   - **Weather-related** (such as thunderstorms and lightning, extreme heat, hurricanes, tornadoes, blizzards, winter storms, extreme cold)

   - **Natural Hazards** (such as earthquakes, fires, floods, volcanoes, wildfires)

   - **Technological Hazards** (such as household chemicals, industrial chemicals)

   - **Terrorism Hazards** (such as school, business, community, national, international)

   - **Other Hazards**

2. **List your community’s warning systems.**

3. **List your community’s emergency response agencies/organizations** (such as police, fire, rescue squad, Red Cross).
4. List people you could interview to find out more about your community’s preparedness.

5. List community resources that are available to help the elderly or persons with disabilities after a disaster.

6. List community resources that could help with animal care after a disaster.

7. List specific places that have disaster plans (such as schools, day cares, workplaces, recreation areas).

8. What needs to be done in your community to help families become prepared for an emergency?

9. Brainstorm community preparedness service-learning projects that your group could carry out to help your community.

10. Which community members or organizations (community partners) could help you do your community preparedness service-learning experience?

11. What other resources will your group need in completing this community preparedness service-learning experience?
Reflection
Community Preparedness Service-Learning Experience

Proposal Sheet
Directions: After completing your community assessment, work through this proposal sheet to determine your proposed group service-learning experience. You will want to work in small groups to complete this information.

1. Describe positive things about your community’s preparedness plans.

2. Describe challenges people in your community face in preparing for emergencies.

3. Describe the top three community preparedness challenges of interest to your group.

4. As a group, decide which community preparedness challenge your members feel they can best address in a service-learning experience.

5. List general objectives to your proposed community preparedness service-learning experience. (What do you plan to accomplish?)

6. Describe proposed activities for your group to complete your community preparedness service-learning experience.

7. List possible community partners that could help you with your service-learning project.
8. **State ideas for elements of service-learning for your proposed experience.**

Preparation:

Action:

Reflection:

Celebration:

Demonstration:

9. **What is the timeline for your service-learning experience? Start with your beginning and ending dates, and decide when each part of the project needs to be completed.**
Emergency Preparedness Theme Planning

Write your ideas and projects in the circles. Put your proposed goal in the center circle (such as Teaching Fire Safety). Use the other circles to record your ideas of how you can accomplish your goal. Identify any partnerships you may utilize such as Red Cross, police, and/or fire departments on the lines.
Service-Learning Project
Action Plan

Create an action plan for your service-learning project.

- **Preparation**: Is there specific information or training needed prior to selecting the project?
- **Defining the Tasks**: Planning backwards from the scheduled completion date, identify the order of the tasks. What needs to be done to complete the tasks?
- **Timeline**: When do tasks need to be accomplished to complete the project? Work back from when the project needs to be completed. Be realistic and remember each deadline affects many others.
- **Roles**: Who is responsible for each activity on the timeline? Defining roles and responsibilities is the key to success. Depending on the group, youth positions could include the following:
  - Overall coordinator
  - Fundraising chair
  - Project logistics chair
  - Photo/video chair
  - Public Relations chair
  - Recruitment chair
  - Service-learning coordinator
  - Food chair
- **Resources Needed**: What resources such as materials, funds, or additional volunteers are needed?
- **Partnerships**: What community partners can meet the needs of the project? How can those partnerships be formed?
- **Budget**: What parts of the project need to be funded? Where can community partners help with those resources? In what other ways can you fund your project? Great things can be accomplished with very little money, but do not underestimate costs.
- **Public Relations**: What steps and strategies will be used to notify others in the community about the project and its potential impact? Who will be contacted, when, and by whom?

Completing the service-learning project:
Work through the service-learning plans, adjusting the activities and process as necessary. This is a fun part of the process!

Be sure to consider:
- Making the arrangements necessary for the project.
- Signed permission and photo permission forms.
- Supplies or equipment.
- Water, snacks, and food.
- Risk management plan and first aid kit.
- Orientation for team leaders and volunteers before the service project.
Reflection

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Prepare Today—LEAD TOMORROW
Ideas for Service-Learning

Reflection:

The following ideas are different types of reflection.

- **Writing:** Personal journals, group journals, stories, poems, essays, letters to the editor, informational brochures, newspaper articles, music lyrics. For example, create a special journal with guided reflection questions.

- **Reading:** Articles about community preparedness, books related to the project, information from FEMA or other sources on the Internet or in books, local statistics related to your community preparedness topic.

- **Telling:** Group discussions, debates, song presentations, or skits related to your community preparedness topic.

- **Creating:** Collages, posters, photo essays, bulletin board with updated project information, videos/DVD's, sculptures, scrapbooks, interviews, murals, cartoons, mobiles.

Celebration Ideas

Celebrating success is also an important part of the service-learning cycle. Brainstorm with your group how you would like to celebrate those involved in your community preparedness project; demonstrate what the project has meant to the participants and to the community; and share ways in which the project has changed the community.

- Take juice and bagels to your community partners to thank them for their help with your service-learning project. Talk with them about how their involvement furthered your project and discuss ideas about how your efforts could be continued.

- Make cards or a CD for those who helped with your project. Cards may be drawn, computer-generated or gigantic. CDs can be made for an individual or for a group. Have teams of teens deliver the cards or CDs. Discuss how their involvement furthered your service-learning project. Brainstorm ideas about how your efforts might be continued.

- Bring together all of the people involved in your service-learning to view a PowerPoint presentation celebrating the success of your project. Talk with them about the impact of the project and how their involvement furthered your service-learning project. Discuss ideas about how your efforts might be continued.

- Host a free concert featuring performing groups from local high schools, colleges or other community groups. Have your community preparedness theme be the focus of the concert. Youth involved in the service-learning could present their own ideas, poems, or feelings about their project. Youth could create their own song about their service-learning to present at the concert.
Demonstration Ideas

Service-learning is most powerful when celebration is combined with demonstration. Demonstration is a way of showing what you have learned or what impact you have made on your community. Following are suggested demonstration ideas.

- Write a letter to the editor of your newspaper or to a local leader describing how your service-learning project impacts the community and suggesting next steps you feel are needed to further your community preparedness efforts.

- Organize an issue forum at your school or community place about becoming prepared and the impact it can have on your community. Present suggested next steps, and ask for help from others in moving your project forward.

- Hold a community fair for the public, with key community partners sharing information. Set aside a time during the fair for people to speak about the issues around your community preparedness project and gain support for continuing the efforts. Invite important citizens, such as the mayor, city council, school board members or others who might help to impact your project. Elected officials enjoy positive press experiences. Food always helps in getting people to attend!

- Put on a presentation or performance such as a song, skit, or rap, at your school to make others aware of your community preparedness issues. Then discuss with the audience how they can become involved in helping families in the community become prepared.
For More Information:
Community Preparedness Web Sites

www.fema.gov
Federal Emergency Management Agency (FEMA). This information is extensive and includes hazard maps, general preparedness and prevention information, and facts on hazards.

www.fema.gov/kids
FEMA Youth Site. This site has interactive activities for youth and resources for presenting information to youth.

www.usfa.fema.gov/kids
United States Fire Administration. This site includes information and activities related to fire safety.

www.redcross.org/home
American Red Cross. There is a wealth of information on this site on preparation for all types of disasters.

www.usgs.gov
United States Geological Survey. Includes information on earthquakes, landslides, volcanoes, hurricanes, and other natural hazards.

www.noaa.gov
National Oceanic & Atmospheric Administration. Information about weather, including maps, and preparing for bad weather.

www.nws.noaa.gov
National Weather Service. This site includes booklets, brochures, games, and charts.

www.lightningsafety.noaa.gov
National Oceanic & Atmospheric Administration information on lightning safety. Activities for kids and resources for teachers.

www.citizencorps.gov
Citizen Corps. Information about being personally prepared, and volunteering as a part of a community response team.

www.teencert.gov
TeenCert. The Teen Citizen Emergency Response Team program educates high school students about disaster preparedness for hazards.

www.petsamerica.org
Pets America. Educational materials to help pet owners learn pet first aid skills and create a personal disaster plan for family pets.

www.smokeybear.com
Smokey Bear Kids, Only You Can Prevent Forest Fires. Wildfire safety information.

www.cdc.gov
Centers for Disease Control and Prevention. Resources for preparedness and response for outbreaks, bioterrorism, chemical and radiation emergencies, severe weather and more.

www.epa.gov
Environmental Protection Agency. Resources on environmental concerns and projects.
For More Information: 
Service-Learning and Volunteer Web Sites

www.learnandserve.org
Learn and Serve America. This site lists ideas and resources for service-learning projects.

www.campfireusa.org
Camp Fire USA. Explore this site for information about other programs and resources.

www.servicelearning.org/resources/kids_teens/index.php
Youth site for National Service-Learning Clearinghouse, highlighting resources for kids and teens.

www.ysa.org
Youth Service America (YSA) web site. YSA is a resource center for youth service-learning information.

www.takingitglobal.org
Web site for global volunteer projects. “The world’s most popular online community for young people interested in making a difference.”

www.dosomething.org
Do Something Web site. A youth site to give youth ideas for volunteer projects, causes, fundraising resources and virtual volunteering.

www.youthnoise.com
YouthNoise invites youths to write, to learn, to think, and to act. Across the globe, youths everywhere are making a difference.
Preparing for Group Presentations

Creating a Good Learning Environment
Getting people to participate and work in small groups is a great way to create a good learning environment. Try these ideas to get people to participate in discussions and activities.

- Ask open-ended questions, such as “What has been your experience?” “How do you feel about it?”
- Keep the group on track. This can be very difficult if one person takes the discussion in a different direction. You can say, “This is interesting, but now we need to get back to the question.” Write key words on chart paper or board to keep participants focused.
- If a number of participants are not involved in a discussion, try asking, “How many of you…?” questions.
- Help people listen and respond to each other. Encourage participants to speak to the whole group rather than just to the trainer. Try saying, “That was a good idea, but I don’t think they could hear you over there. Will you repeat what you said?” This is also a good way to quiet the group when more than one person is talking at the same time.

Learning Methods
Learning is best achieved with a wide variety of methods and techniques that stimulate interest and help participants learn. People usually retain 75 percent of what they see; 13 percent of what they hear; and 12 percent of what they smell, taste, or touch. Because learning is what happens within us, rather than to us, people learn by getting involved with information and ideas. If you are planning a group presentation, try to use several different learning methods.

- **Mini-Lecture.** This is a “telling” method. This method is helpful when there are new facts or information to be shared. This should be short and limited to five to ten minutes.
- **Discussion.** A discussion stimulates interaction between the presenter and the participants and among participants.
- **Question and Answer.** Questions can indicate to the presenter how well the participants understand the material.
- **Brainstorm.** This is used to generate ideas or answers to specific questions or problems. Be sure to set up rules for brainstorming, such as the following:
  - Any idea is allowed.
  - Don’t put down any ideas during the brainstorming.
  - The more ideas the better the choices for decision making.
- **Role-Play.** Participants bring situations to life by becoming players in the experience. Limit the length of the role-play. Be sure participants feel comfortable in their roles.
Preparation Skills

People want to hear well-prepared, to-the-point presentations. Personal readiness, successful transitions, communication techniques and endings with impact make this possible.

Personal Readiness

Everyone gets nervous about talking before a group. A positive attitude and confidence that you have information others want to know build the foundation for being a good trainer. Be familiar with your material, but do not memorize. Speakers who memorize may be so concerned about where they are in a speech that they do not interact with the audience.

Preparation is important. Read through the material. Know what you need to say, as well as the key messages. Following are some hints to help you with a presentation:

- Have water available, and drink slowly when you need to relax.
- Speak in your own words and in a conversational tone, as you would talk to friends.
- Establish eye contact with the audience.
- Practice smiling; it has a way of relaxing you.
- Breathe deeply before your presentation. It has a calming effect.
- Use clear language; avoid words that are not understood by participants.
- Pay attention to the reaction of your audience. Do they understand what is being said? Do you need to change the presentation to keep their attention?

Transitions

Transitions help the group move from one activity to another.

- Announce that it is time to move into the next topic area.
- Pause long enough for the group to feel the ending of one topic and the beginning of another.
- Have the group change locations or stand and stretch.
- Use a new group technique, such as changing from mini-lecture to role-play.
- Ask questions to close one topic and introduce a new topic.
Preparing for Group Presentations continued

Communication Skills
A good presentation keeps the participant’s interests at heart. It is good to allow plenty of time for discussion and encourage sharing personal examples as time allows. Keeping on track can be a challenge, but listening to the group and speaking toward their interests is important.

Endings with Impact
When giving a speech, begin by telling the audience what you will be talking about and follow the speech with a summary of what you told them. The same principle applies with a presentation. Start by telling the participants what you will cover, and end with a summary of the important content. This might be done using the following:

- Create handouts for them to take home, highlighting information you want them to remember.
- Tell a story or show a short video that summarizes the content.
- Have each participant share with the group one thing they learned.
- Have each participant draw or write one thing they learned, and post their responses on the board.
Tips For Classroom Management

When you are preparing to go into a school classroom, after-school program, or youth group, consider these tips for working with children in such a setting.

**Children will be excited about a new person in their classroom and may want to:**
- Know who you are.
- Be on their best behavior to impress you.
- Test your limits and authority.

**Establish your authority right away.**
- Insist on their attention before you present information.
- Do not ever attempt to talk over their noise except to get their attention.
- Be patient – tell them, show them, show them again.

**Treat the children with respect.**
- Listen attentively to what they have to say.
- Take their ideas seriously and respond to them.
- Insist that they treat each other respectfully.
- Don’t ever put them down or make fun of them.
- Respect the feelings, ideas, and identity of a child.

**Have a consistent technique to call the class to attention.**
- Find out what the classroom teacher uses and use the same method.
- Use a phrase, such as, “I need your attention.” Use a signal, such as clapping hands in rhythm or raising two fingers.

**Deal with disruptive children or ask an adult to help.**
- If two or more children continue to talk, separate them.
- Have a disruptive child bring a chair up front and sit near you.
- If children repeatedly do not behave appropriately, ask the adult to help.

**Do not lecture to children.**
- Keep activities short and participatory.
- When possible, ask them for information rather than presenting it to them.

**Encourage class participation.**
- When calling on children, try to include each one, not just those who always have their hands up.
- Give positive feedback to all genuine responses.

**Make sure everyone can hear what is being said.**
- When a child speaks too softly, ask him or her to repeat the statement in a louder voice.
- If a child can’t speak loudly enough to be heard, repeat what they said.

**Be patient and enthusiastic!**