

Student Tools for Emergency Planning (STEP) Program

Instructor Guide

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FEMA



TABLE OF CONTENTS

BACKGROUND	5
Youth Preparedness Education	5
Student Tools for Emergency Planning (STEP) Overview	6
Get STEP Materials	6
Structure	6
Want to Know More About Disasters and Emergency Preparedness?	6
Safeguarding Students	7
Lessons Learned in Teaching STEP	7
STEP Combines National Content Standards	8
USING STEP	9
How STEP Works	9
STEP Icons	11
Integrating STEP Activity Book into Core Lessons	12
Building Your Own Lesson Plans	12
Involving Families and Communities in STEP	12
Sample Letter to Families	13
CORE LESSON 1: INTRODUCTION TO EMERGENCY PREPAREDNESS	14
Lesson 1: Introduction to Emergency Preparedness	15
Activity 1: Icebreaker Bingo	15
Activity 2: Discussion Questions	16
Activity 3: Disaster Dodgers Video	17
Activity 4: Disaster Case Study – Lost and Found in a Wildfire	17
Activity 5: Disaster Map Activity	19
Optional Homework or Individual In-Class Work	23
Crossword Puzzle	23
My Creative Writing Journal	23
Reading Activity – “In the Dark”	23
I Went Shopping for an Emergency Kit Memory Game	23
Emergency Preparedness Scavenger Hunt	23
Summary	23
CORE LESSON 2: CREATING AN EMERGENCY KIT	24
Lesson 2: Creating an Emergency Kit	25
Activity 1: Disaster Dodgers Video	25
Activity 2: Discussion Questions	25
Activity 3: Build Your Own Emergency Backpack	27
Activity 4: Build a Family Emergency Kit	28
Activity 5: Host an Emergency Kit Drive Brainstorm	28
Optional Homework or Individual In-Class Work	30
My Creative Writing Journal	30
Sketch, Draw, and Design Your Own Emergency Kit	31
Safety Treasure Hunt	31
Word Search	31
Role-Playing News Headlines	31
Host an Emergency Kit Drive	31
Summary	31

CORE LESSON 3: DESIGNING A FAMILY COMMUNICATION PLAN	32
Lesson 3: Designing a Family Communication Plan	33
Activity 1: Disaster Dodgers Video	33
Activity 2: Discussion Questions	34
Activity 3: Family Communication Plan.....	34
Activity 4: Store a Digital Photo of Your Family Communication Plan.....	36
Activity 5: Disaster Map Summary – Group Activity.....	36
Optional Homework or Individual In-Class Work	38
Crossword Puzzle	38
My Creative Writing Journal.....	38
STEAM Math Worksheet.....	38
Reading Activity – Family Communication Plan Skit	38
Fire Drill/Safety Week Exercises	38
Wallet-Size Family Emergency Communication Plan.....	38
Emergency Preparedness Display Table	39
Science and Innovation	39
Summary.....	39
REWARDS AND RECOGNITION.....	40
Badges	40
Certificates of Completion.....	41
EMERGENCY PREPAREDNESS RESOURCES FOR TEACHERS, PARENTS, CAREGIVERS, AND STUDENTS.....	42
Resources for Teachers and Schools	42
Other Emergency Preparedness Education Programs.....	42
State Emergency Management Agencies	42
Resources for Parents and Caregivers.....	42
Activities for Kids	43
Check it Out: Books for Students	43
Understanding Weather and Disasters	43
Becoming Emotionally Prepared.....	44
CUSTOMIZING LESSON PLANS FOR DIFFERENT SETTINGS	45
STEP APPENDIX	47
Lesson Handouts.....	48
STEP Rewards	65
STEP Activity Book Answer Keys.....	68

BACKGROUND

YOUTH PREPAREDNESS EDUCATION

According to 2019 census estimates, children under age 18 make up about 22 percent of the U.S. population.¹ Disaster researchers have identified children as one of several groups considered more prone to damage, loss, suffering, injury, and death in the event of a disaster.² Additionally, the impact of a disaster can be disproportionately greater for children living in poverty—who are approximately 21 percent of all children in the United States.³

We want children to feel safe and not worry about potential emergencies, but we also know that disasters can happen—often without warning—and we want children to know what steps to take to stay safe during and after an event. Because school attendance is mandatory for every U.S. child, the school setting is an ideal place to implement effective emergency preparedness programs.

Children and youth can play an important role in disaster readiness by being valuable messengers of preparedness information and advocates for action with their families. They can be capable actors in an emergency, too. These roles contribute to inclusivity, particularly with families where English is not the primary language, and/or when one or more family members has a disability or concerns with access and functional needs. Instructors should be aware of the diversity of backgrounds of their students to ensure what they learn can be put into practice.

With this in mind, FEMA Region 1 (which serves the New England area) subject matter experts and educators created a classroom-based curriculum called Student Tools for Emergency Planning (STEP), for fourth- and fifth-grade students, to teach kids how to prepare for emergencies and disasters, and to train them to become leaders in family preparedness.

Staff in FEMA Region I; the Rhode Island Emergency Management Agency; and educators in North Providence, RI, developed STEP. The program was piloted in February 2008. The program was piloted in February 2008 and then implemented in classrooms around the country. In 2020, STEP underwent a comprehensive revision, including a thorough updating of materials, as well as the addition of more digital activities and flexibility for teachers. Throughout this growth and expansion, FEMA has assembled working groups of subject matter experts in youth disaster preparedness to review and update the materials. To support the continued growth and national distribution of STEP, focus group sessions, cognitive testing, and regional review and feedback were used to validate preferred practices and user preferences of products/materials incorporated into the 2020 edition.

FEMA strongly supports a focused effort on youth preparedness education. Publications and resources for educators, youth, and families are available at [Ready.gov/kids](https://www.ready.gov/kids).

Your participation in teaching STEP can help children and families be better prepared and more resilient. Thank you for making time to discuss emergency preparedness with children in your community.

¹ United States Census Bureau. (2019). *Population estimates, July 1, 2019*. Retrieved June 2, 2020, from www.census.gov/quickfacts/fact/table/US/PST045219.

² Kousky, Carolyn. (2016). "Impacts of Natural Disasters on Children," *Future of Children*, Princeton University. Retrieved June 2, 2020 from <https://files.eric.ed.gov/fulltext/EJ1101425.pdf>.

³ National Center for Children in Poverty. (2020). *Child poverty*. Retrieved June 2, 2020, from www.nccp.org/topics/childpoverty.html.

STUDENT TOOLS FOR EMERGENCY PLANNING (STEP) OVERVIEW

Student Tools for Emergency Planning, or STEP, is a modular emergency preparedness curriculum that can be used in many different settings – school classrooms, technology education and STEM (Science, Technology, Engineering, and Math) classes, summer camps, afterschool programs, school safety programs, child care centers, and other community-based programs. While designed for students in the fourth and fifth grades, STEP can be adapted for older and younger students as well. STEP is designed in a simple format that anyone can use. Students can learn about disasters, emergencies, severe weather, hazards, and health using fun activities that help to build skills, such as how to create an Emergency Supply Kit and Family Emergency Communication Plan. The 2020 curriculum update provides more digital-friendly programming options, with new and expanded lessons and activities.

STEP materials include:

- STEP Instructor Guide with lesson plans and teaching tips
- STEP It Up with the Disaster Dodgers video series
- Fun, interactive, hands-on activities
- Sample Letter to Families explaining STEP
- Resources for Teachers, Parents, Caregivers, and Students
- STEP Activity Book for students
- Hazard-specific Digital Lessons
- Digital Badges
- Certificates of Completion

Get STEP Materials

The STEP curriculum is available digitally and can be downloaded at Ready.gov/student-tools-emergency-planning-step. Disaster Dodgers videos are located online on [FEMA's YouTube channel](https://www.youtube.com/channel/UCv8v8v8v8v8v8v8v8v8v8v8). The free STEP printed curriculum materials and videos are also available from the FEMA Publications Warehouse. For more information, email fema-prepare@fema.dhs.gov. Be ready to provide your contact information and how many copies of the materials you are requesting.

Structure

The STEP curriculum includes three Core Lessons, a STEP Activity Book, and Supplemental Digital Hazards Lessons. The Core Lessons are a general introduction to emergency preparedness. They include details on the importance of emergency kits and family communication plans, as well as instructions for creating each. The activities are ordered, but you can modify activities depending on the amount of time you have. The STEP Activity Book provides more fun activities that can be used in a variety of settings to build on the themes in the Core Lessons. The Digital Hazard Lessons can be downloaded for a more in-depth look at individual hazards touched on in the Core Lessons. Hazards are disasters stemming from natural causes, such as weather or volcanoes, or by humans, such as fires. Printable handouts and answer keys are provided at the end of this Instructor Guide in the Appendix.

Want to Know More About Disasters and Emergency Preparedness?

FEMA provides information on different types of disasters and emergencies; maps that identify the locations of historic disaster activity; and what to do before, during, and after an incident at Ready.gov.

SAFEGUARDING STUDENTS

Child Safeguarding refers to organizational protocols, policies, and procedures aimed at ensuring every child is protected from harm. Child Safeguarding is the responsibility to ensure that an organization's staff, operations, and programs do no harm to children, do not expose children to the risk of harm and abuse, and that any concerns about children's safety is reported to the appropriate authorities.

As you work through the lessons, you'll note there are safety tips on safeguarding practices for kids. Because discussions about disasters and their impact can be upsetting, it is important that instructors pay close attention to the emotional reactions of individual students during instruction. At the end of every lesson, there is a journaling section to provide kids with an opportunity to express their thoughts and provide you with useful feedback (both positive and negative) as they learn and work their way through the different lessons.

Students who have experienced a disaster in the past may react emotionally. Consider safe ways to find out about their experiences before you begin so students don't feel put on the spot. You may also want to use a less destructive, more common type of incident, such as a power outage, as the introduction to emergency preparedness. That way, as you add different content to the lesson, you can observe if any student expresses discomfort, anxiety, or other type of negative reaction to the subject matter.

While this situation may be a rare occurrence, you may want to have a backup plan or other activity that would allow you to change course to minimize a student's discomfort. Think about including the school counselor in your plans to introduce the course materials. You could also choose to reach out to the distressed student's parent or guardian after class to explain what happened. Creating a safe and comfortable learning environment is paramount.

Review and use the Teacher, Parent, Caregivers, and Student Resources provided on page 42.

LESSONS LEARNED IN TEACHING STEP

For continuous development and enrichment, FEMA has been collecting constructive feedback from both the instructors and the students who have participated in the program, while also conducting focus groups as the curriculum was updated. Below are some of their recommendations:



Be creative (and encourage students to be creative) about finding items to add to their emergency supply kits. Enlist members of your community, such as your parent-teacher organizations (PTOs) or local businesses, to help donate containers or supplies. Consider hosting an emergency preparedness kit drive for family emergency kits or sending students to a local grocery store or other retailers to ask store managers for donations and partnerships.



Include the families of students in as many ways as possible throughout the STEP program. The program encourages students to take the lead in building family emergency supply kits and plans. The more you involve parents in this goal up front, the more likely students will be able to reach it. There has also been an overwhelming amount of positive response from parents and guardians. Use the Sample Letter to Families to tell them about what their students will be learning.



Expand your audience. Focus group members note that STEP can be adapted to a broader audience than just fourth and fifth grade students. This might include teaching older or younger students or using it outside a classroom setting, such as scout programs or as part of community events.



Engage community members through the STEP Program. Many instructors reached out to local and state representatives to include these emergency experts in the STEP process. Consider bringing fire chiefs into classrooms as guest speakers or having a local emergency management director speak to your school's PTO.



Investigate procedures that your school and community have for handling an emergency so that you can make the connection between home and school preparedness. Many instructors found that the STEP curriculum helped them discuss with their students the need for emergency drills at school.



Easy to integrate into regular instruction with lessons that extend across subject areas. Art, geography, science, reading comprehension, and social studies activities have all been built into the STEP curriculum to give students hands-on, real world experiences they need to gain preparedness skills and competencies.

STEP COMBINES NATIONAL CONTENT STANDARDS

STEP can be integrated into nationally recognized learning standards by incorporating the curriculum into school Emergency Operations Plans, school-wide assemblies and drills, and science curriculums around weather.

STEP was developed with the guidance of the Common Core State Standards in mind. These standards were developed by the National Governors Association Center for Best Practices and the Council of Chief State School Officers Common Core State Standards. They were adopted in many states and territories, to ensure that all students in the U.S., regardless of where they live, graduate high school prepared for college and careers in today's global economy.

STEP uses competency-based skills learning strategies. In addition, Next Generation Science Standards were used as learning benchmarks.

STEP endeavors to use learning standards that are:

- Research and evidence based
- Clear, understandable, and consistent
- Based on rigorous content and the application of knowledge through higher-order thinking skills
- Built upon the strengths and lessons of current state standards
- Informed by other top-performing countries to prepare all students for success in our global economy and society

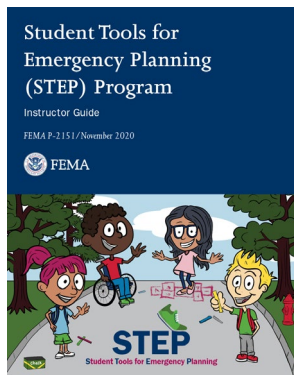


FEMA developed the STEP curriculum to align with national content standards for several subject areas. These learning connections help make it easier for you to include the STEP curriculum into your school's teaching requirements. FEMA supports inclusive products for its community of learners.

USING STEP

HOW STEP WORKS

STEP is an easy-to-use, ready-to-teach set of youth preparedness lessons that reinforce learning by doing. STEP materials include:







STEP Instructor Guide

The Instructor Guide contains three core lessons that include fundamental information on emergency preparedness. Each lesson covers an emergency preparedness theme that students can relate to. Lessons are divided into individual activities, allowing instructors to choose which lesson and activities work best for their students and circumstances. Where the time allotted is mentioned in the lessons, note that this assumes that instructors will not be doing every activity for every lesson.

Each lesson begins with a list of learning objectives. Next, there are lesson organizers that contain a snapshot of the contents, including Key Messages, Skills, Activities, and Materials. The Instructor Guide uses built-in instructor scripts, including questions and prompts to facilitate conversation and keep your students engaged. Additionally, sidebar notes and instructions help condense important points within each lesson.

Activities are available in print and digital formats. Print activities referenced in the instructor guide are available in the Appendix or can be printed from the STEP Activity Book. Digital activities can be downloaded at [Ready.gov/student-tools-emergency-planning-step](https://www.ready.gov/student-tools-emergency-planning-step).

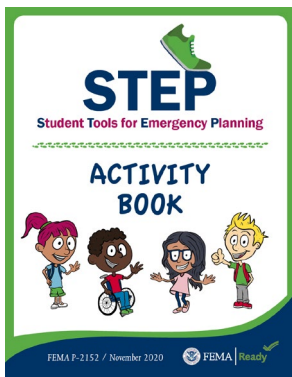
CORE LESSONS	CONTENT	TIME
Introduction to Emergency Preparedness 	<p>Activity 1: Icebreaker Bingo (15 min.)</p> <p>Activity 2: Discussion Questions (10 min.)</p> <p>Activity 3: Watch Disaster Dodgers Video for Lesson 1: Introduction to Emergency Planning (4:15 min.)</p> <p>Activity 4: Disaster Case Study – Lost and Found in a Wildfire (20 min.)</p> <p>Activity 5: Disaster Map Activity (15-30 min.)</p> <p>Corresponding Activity Book Exercises</p>	 30 minutes – 1 hour

CORE LESSONS	CONTENT	TIME
Creating an Emergency Kit 	<p>Activity 1: Watch Disaster Dodgers Video for Lesson 2: Family Communications Plan and Emergency Kit (5:27 min.)</p> <p>Activity 2: Discussion Questions (10 min.)</p> <p>Activity 3: Build Your Own Emergency Backpack Activity (15 min.)</p> <p>Activity 4: Build a Family Emergency Kit Activity (15 min.)</p> <p>Activity 5: Host an Emergency Kit Drive Brainstorming (15 min.)</p> <p>Corresponding Activity Book Exercises</p>	 30 minutes – 1 hour
Designing a Family Communication Plan 	<p>Activity 1: Watch Disaster Dodgers Video for Lesson 3: Family Communications Plan and Emergency Kit (5:27 min.)</p> <p>Activity 2: Discussion Questions (10 min.)</p> <p>Activity 3: Family Communication Plan (15 min.)</p> <p>Activity 4: Store a Digital Photo of your Family Communication Plan (15 min.)</p> <p>Activity 5: Disaster Map Summary – Group Activity (30-45 min.)</p> <p>Corresponding Activity Book Exercises</p>	 30 minutes – 1 hour



Disaster Dodger Videos

FEMA created a series of YouTube videos that go with every lesson called Disaster Dodgers. You will need internet access and AV equipment with audio and video capabilities. This is a series of five videos for kids starring kids.



NEW STEP Activity Book

The STEP Activity Book is full of games and puzzles, as well as journaling and drawing activities geared for kids. All of the activities build on the lessons and videos. Activities are visually organized by lesson so students can easily find what they are looking for. The Activity Book materials are staged for students of different ages and abilities.

STEP Awards and Recognition

STEP digital badges are a way to award achievement and provide recognition to youth and educators who participate in the STEP Program. Badges can be used as a visual demonstration of a student's knowledge of emergency preparedness.

Badges are issued after STEP lessons and assigned activities are successfully completed. There is a separate "I Am Emergency Prepared!" badge for completing the entire program. Both digital badges and printable Certificates of Completion are available to provide to STEP students as part of individual classes, after-school programs, or end-of-year school awards programs. Teachers can decide which merit system works best or use both.



STEP Icons

This is a quick reference for the icons used throughout the Student Tools for Emergency Preparedness (STEP) materials.



Skills



Activity Book



Key Messages



Discussion Questions



Lesson



Digital Activity



Activities



Print Activity



Materials



Answer Key



Safety Tips

Integrating the STEP Activity Book into Core Lessons

STEP activities reinforce the core lessons and concepts, providing additional opportunities to learn and practice new skills. There are self-paced and group activities when there's extra time for students to explore the topics they are learning. Some of the activities can be taken home to be completed individually or with the whole family.

Building Your Own Lesson Plans

FEMA encourages you to use the STEP lessons and activities in your own lesson plans and school programs. We want instructors to have more input on what you teach, how you teach it, and when you teach it. Based on your teaching goals, time allowances, and the interests of your students, you can easily incorporate these lessons into a science series on weather hazards or use maps to build new geography activities. There are options for reading and writing and STEAM (Science, Technology, Engineering, Art, and Math) assignments, too. STEP can be used in a variety of different learning environments, both traditional educators and those who work with kids in different settings.

INVOLVING FAMILIES AND COMMUNITIES IN STEP

Experienced STEP instructors recommend engaging both families and the larger community to support the STEP program and delivery. Family involvement will help students achieve the goals of the program and will help ensure that families are receiving important emergency preparedness information. When the class is being taught virtually, parents and other family members can assist with digital navigation.

This guide includes a sample letter for teachers to send home to families. In addition, teachers can use email, social media, and other communication channels to keep them informed. Families can also be involved in homework assignments, including emergency supplies checklists and family emergency communication plans.

Emergency management and first-responder organizations have a significant stake in emergency preparedness for the community. Consider inviting one as a guest speaker for your class. Possible guests include representatives from:

- Your local emergency management agency
- Citizen Corps Council or Community Emergency Response Team (CERT) program. Find contact information for Citizen Corps Councils and CERT programs using the search function at: https://community.fema.gov/Register/Register_Search_Programs.
- Fire or police departments
- Public health agency

Also consider inviting someone who can provide guidance for people with disabilities and others with access and functional needs. The guest speaker may choose to bring flyers, handouts, or other materials to share with students.

Finally, you can include the community in an emergency kit drive, one of the activities included in the STEP Program. In this way, community members can get involved and help students build their emergency kits. One of the suggested activities in the program is holding an emergency kit drive so that community members can get involved in helping student build their emergency kits. Donations of items such as flashlights, batteries, small first aid kits, and other necessities can be collected as a one-day event at a store or sporting event or at designated drop-off boxes at various locations over several weeks.

Sample Letter to Families

Dear Family Members,

As we all know, emergencies can strike quickly and without warning. These events can be traumatic, especially for children. To help your child and your family be better prepared and to learn what to do to stay safe, we will be teaching the Student Tools for Emergency Planning (STEP) program.

As part of this program, students will learn what steps to take now to prepare and how to stay safe during and after the types of disasters that might occur in our area. They will also learn how to help their families prepare for emergencies. This knowledge can decrease the anxiety they may feel when hearing about disasters happening nearby and around the world and give them an understanding of what to do in a similar situation.

The STEP program, sponsored by the Federal Emergency Management Agency (FEMA), is designed to be age appropriate and engaging for fourth- and fifth-graders. The goals of STEP are for your child to do the following:

1. Become familiar with the types of natural disasters that can occur in our area;
2. Work with you to assemble items for a disaster supply kit to use, should your family need to evacuate or stay at home without power; and
3. Work with you to form a family emergency communication plan so that everyone knows what to do and how to contact each other during emergencies.

While we know some children might feel anxious thinking about a disaster impacting their community, the STEP program emphasizes positive, proactive steps they can take to feel safe. If your child does feel worried while learning the material, please contact me or the school counselor, who is trained to help with emotional concerns. We hope we do not have to deal with the effects of an emergency or large-scale disaster anytime soon. However, I'm pleased that we are providing our students with tools to help them and our community be ready in case of such an event. More emergency preparedness information for parents is available at [Ready.gov/kids/families](https://www.ready.gov/kids/families).

We are excited about the STEP program and hope you will discuss with your children about what they are learning. As they finish lessons, they will receive digital or sticker badges to mark their progress, and they may want to share their achievements with you.

FEMA offers many online resources on emergency preparedness for families. You can help reinforce the STEP program at home and learn more at [Ready.gov/kids](https://www.ready.gov/kids) because preparing for the future starts today.

Sincerely,

CORE LESSON 1:






INTRODUCTION TO EMERGENCY PREPAREDNESS



The Introduction to Emergency Preparedness lesson will help students:

- Identify examples of when preparedness had a positive outcome
- Differentiate between hazards, emergencies, and disasters
- Describe possible disasters where they live

Time: (30 minutes – 1 hour)

Key Messages 	<ul style="list-style-type: none"> • Being prepared for emergencies saves lives. • Disasters can hurt a lot of people; cause damage; and cut off electricity, phones, and water across a large area. • Emergencies happen to an individual or a small group of people, such as a home fire where you have to call 911 for help. • Hazards are events that may cause harm or danger. A storm is an example of a hazard. Rushing water across a road poses a flood hazard. • Disasters affect a lot of people and can cause many emergencies. • Disasters can happen anytime and anywhere. • Knowing about emergencies, disasters, and hazards that affect your community will help you be prepared.
Skills 	<ul style="list-style-type: none"> • Science • Technology • English • Writing • Preparedness • Observation • Identification • Arts/Literacy • Real World Problem Solving
Activities 	<ul style="list-style-type: none"> • Icebreaker Bingo (15 min.) • Watch Disaster Dodgers Video: Introduction to Emergency Planning (4:15 min.) • Discussion Questions (10 min.) • Disaster Case Study – Lost and Found in a Wildfire (20 min.) • Disaster Map Activity (15-30 min.)
Materials 	<ul style="list-style-type: none"> • AV and internet for video • Copies • Pencils • Colored Pencils and/or other art materials
STEP Activity Book 	<ul style="list-style-type: none"> • Crossword Puzzle • My Creative Writing Journal • Reading Activity – “In the Dark” • I Went Shopping for an Emergency Kit Memory Game • Emergency Preparedness Scavenger Hunt

LESSON 1: INTRODUCTION TO EMERGENCY PREPAREDNESS

This lesson lets students begin to explore what it means when we refer to emergencies, disasters, and hazards, and helps them understand the science behind emergencies. Through the activities and lessons that follow, students can learn and practice ways to prepare for unexpected events. Students will be presented with materials to help them begin to understand the foundations of emergency preparedness. They can then take what they learn and share the message with family and friends to help create a more prepared community.



Safety Tip: FEMA encourages you to have at least two adults for all interactions with children whether in person or virtual. It also allows for better programmatic facilitation and makes it easier for facilitators to notice participants' emotional needs.

Activity 1: Icebreaker Bingo

This is a print activity and is located in the STEP Appendix in the back of this guide on page 48.



Note: There are three different Icebreaker Bingo Cards. Simply print and copy a bingo card for each student. Be sure to mix the cards up prior to handing them out. Provide each student with one bingo card and pencil or pen. If your students are already well acquainted and you're short on time, you may want to consider skipping ahead to the next activity.

Icebreaker Bingo is a great game for kids because it's fun, easy to organize, and almost everyone knows how to play. In as little as 15 minutes, you can energize a group of students and help them to get to know each other better.

Instructor Script: *Today we are going to be learning about why it is important to prepare ourselves and our families for emergencies and disasters. We want you to be prepared, so when disasters happen you will have the confidence to know what to do. Some of you may have experienced a disaster at your homes or in your community and are familiar with what it takes to prepare. However, I'm sure many of you will hear these concepts for the first time, and so we are excited to share this experience with you and hopefully make today as fun as for you as it will be for us! Most importantly, you can gain the confidence in yourselves to take action and help prepare your and your loved ones for many things!*

Before we begin, let's go over the rules of the game.

Rules of the Game:

1. There are 25 squares on every card.
2. The middle square is a free space.
3. When I read out the description on one of the squares, find someone that matches the same description on the square I read. You will need to ask them first. If they say yes, ask them to initial the square with the matching description on your bingo card.
4. Students can only initial another person's bingo card one time. Meaning, you cannot have the same person initial twice on the same card.
5. Students must fill their bingo card to fill a full straight line with different initials before calling bingo.
6. The object of the game is for the player to fill a full line straight across a row, straight down a column, or

diagonally from corner to corner with initials. The first person to fill five boxes across or down the card wins the game. *(Present a bingo card and physically show students what you mean.)*

7. When this happens, the player yells out “BINGO!” to win the game.
8. If nobody gets bingo after 10 minutes, then the person with the most initials wins!
9. Have fun and enjoy!

Action: After the bingo game has ended, congratulate the winner. Prepare for a group discussion.



Activity 2: Discussion Questions

Instructor Script: *Let's talk about why it's important to be prepared.*

Action: Using some of these questions and prompts, begin a general group discussion on preparedness and when it had a positive outcome.

Note: These questions can also be discussed in small groups that can then report out to the class.



QUESTIONS	POTENTIAL ANSWERS
What kind of things do we prepare for and how do we prepare for them?	<ul style="list-style-type: none"> We prepare for each day in many different ways, by going to sleep early, being well-rested, eating a good breakfast, deciding what to wear, and using good hygiene by taking a shower or bath. We prepare by keeping our rooms and house clean and without clutter to make our home and family safe. We do our homework for school and read and study so we will be prepared to learn and know the answers to our lessons. We prepare for sports and music by practicing on a regular schedule. We prepare for birthdays and special holidays to celebrate our friends and family and those we care about. We save money to prepare for financial disruptions we don't expect.
Can you think of any examples of times you prepared for something?	<ul style="list-style-type: none"> Measuring ingredients before baking/cooking Creating a shopping list Practicing before a game or contest Studying for a quiz or test
Was it helpful to prepare?	<ul style="list-style-type: none"> Being prepared allows us to be organized and more confident. Knowing we have done everything we can to be prepared gives us extra assurance. When we know we have done everything we can we are more likely to have what it takes to keep ourselves and our family safe.

Action: After the group discussion is over, transition students to watch a video. Have the first Disaster Dodgers video (Introduction to Emergency Planning) queued up on your AV system with audio sound turned on and ready to play.

Activity 3: Disaster Dodgers Video

Go to the [FEMA YouTube Disaster Dodgers video channel](#), and play the **Introduction to Emergency Planning** video.



Safety Tip: Once the video is over, quickly monitor student reactions to assess if there are negative emotional impacts. For more information visit the [Safeguarding Students](#) section on page 7.

Action: Begin with asking a few open-ended probing questions to get student feedback.

Instructor Script: *What do you think about the video? Was there anything in particular that stood out as important to you? Did you like the video? The Disaster Dodgers want us to be informed about disasters, emergencies, and hazards.*

We heard that a disaster is something that can hurt a lot of people; cause damage; and cut off electricity, phones, and water. And that an emergency is something that could happen to you or a small group of people. We also learned that a hazard is a source of danger. That is a lot to think about, but we need to be prepared. If anyone today feels scared at any time, please let one of the adults know. It's okay to be scared. We want you to feel safe, so please ask us for help if you need it at any time today.

Action: After asking the closing question. Prepare to transition your students to the next activity that can be completed with students either sitting at their desks, or by letting everyone sit in a reading circle.

Activity 4: Disaster Case Study – Lost and Found in a Wildfire

Note: If you choose to do this activity as a handout, you can find a printable version in the handout section at the end of the Instructor Guide.



The story below is based on the Kincaid fire, a wildfire that burned more than 77,000 acres of land in Northern California in October 2019, forcing nearly 200,000 people to evacuate. The fire erupted in Sonoma County, moving dangerously fast, eventually destroying 347 buildings.

Action: Read the story out loud to your students or let them read it by themselves. Afterward, allow students time to share their thoughts. Explain that the purpose of the story is to illustrate that knowledge is power in responding to emergencies. Knowing what to do in different types of disasters can help students feel more confident while leading emergency planning efforts for their family and community. Stress that students and their families hopefully will never experience situations similar to the ones in the story.

Instructor Script: *Today, we're going to learn about how to prepare for and stay safe in a wildfire. Wildfires can spread very quickly, especially when it's hot and windy and when it hasn't rained for a long time. It's important to have your emergency kit ready and know about safe places to go to if a fire gets close to where you live.*

This story is about a fire in California that happened in 2019. It burned more than 77,000 acres, or an area about the size of the cities of Detroit, Michigan or Philadelphia, Pennsylvania. More than 200,000 people had to flee their homes, including many families, who might have had an experience like the one in this story.

LOST AND FOUND IN A WILDFIRE

My name is Mia, and I live with my parents and our dog, Jaxie, in a blue house at the edge of a golf course. I just turned 10 and had my birthday party last week.



We knew that fires had burned other areas of California, but we had never been affected. Still, we wanted to make sure we would be ready in case flames came close to our city of Santa Rosa. We put together an emergency kit with enough food and water for three days, along with first aid supplies, clothes and other things we would need to take if we had to leave home quickly. My parents stored it in the back of the car, so we could drive away as fast as possible.



One night, my mother smelled smoke and woke up my father and me. My cute little dog, a white miniature poodle, was sleeping in his bed in my room. Through my window, I could see that the night sky glowed red with flames in the distance. The police told everyone they needed to leave. We quickly got dressed in pants and shirts with long sleeves, as well as boots to keep us as safe as possible from the flames. We also took hats and bandanas to protect our heads and faces.



Mom grabbed some photo albums that had pictures of me as a baby and even her as a little kid. She also took a painting I made of our family in school last year that was on our refrigerator. Mom hurriedly put a leash on Jaxie, and he rushed out the door ahead of us.

As soon as we opened the door, we could feel hot wind on our faces. We quickly got into the car, but realized Jaxie wasn't with us. My father looked for him around the yard and golf course. But fire alarms were going off, the smoke was making it harder to breathe, and we had to leave Jaxie behind.

We cried all the way to my grandparents' house, which was a long drive from the fire, because we were so worried about Jaxie and what might happen to our home. By now it was morning, and my mom looked at some social media sites on her laptop to see if anyone reported finding Jaxie. I had my fingers crossed while we waited and was so excited when a family found him on the street.

When the police said it was safe to go back home, we made a stop first to pick up Jaxie from the family that found him. While we were driving home, we saw some houses that had been burned and trees that were scorched. I felt like we held our breath as we came to our street. But our house was fine, and I was never so happy to be home.



Action: After the case study has been read, lead into a discussion about what can cause hazards and how to prepare.

Use the questions below to generate a conversation:

- What do you think you could do to prepare for a wildfire?
- How did Mia's family prepare so they could leave quickly?
- What are some special things you would want to take with you that you might not be able to replace, like artwork you've made?
- What would you do to try not to lose a pet like Jaxie when you evacuate?
- What are some of the causes of wildfires?
- Are there many fires in your state?
- Some people might not want to leave their homes if a fire is nearby but not in their neighborhood yet. What are some reasons they should leave right away?

Action: Bring closure to the discussion and prepare to begin the Map Activity.

Activity 5: Disaster Map Activity



Knowing about disasters that affect your community will help you be prepared. The purpose of the Disaster Map Activity is to provide an overview of disasters in the United States and to allow students to practice identifying which disasters are more likely to happen in their communities and surrounding areas. The activity explores nine types of disasters: earthquakes, wildfires, hurricanes, floods, winter storms, volcanoes, tsunamis, severe weather, and pandemics.

The Disaster Map Activity is available in both print and digital versions. Consider making this a take-home activity for kids to do with their parents, or ask them to visit the [Ready.gov/kids/disaster-facts](https://www.ready.gov/kids/disaster-facts) with a parent as homework the night before you plan to do this activity. This is a great way for kids and parents to talk about their experiences and why being prepared is so important.

The digital activity is an interactive PDF that links to Disaster Facts on [Ready.gov](https://www.ready.gov). The map shows overlays of each type of disaster and the corresponding questions demonstrate the importance of preparing for multiple disasters.

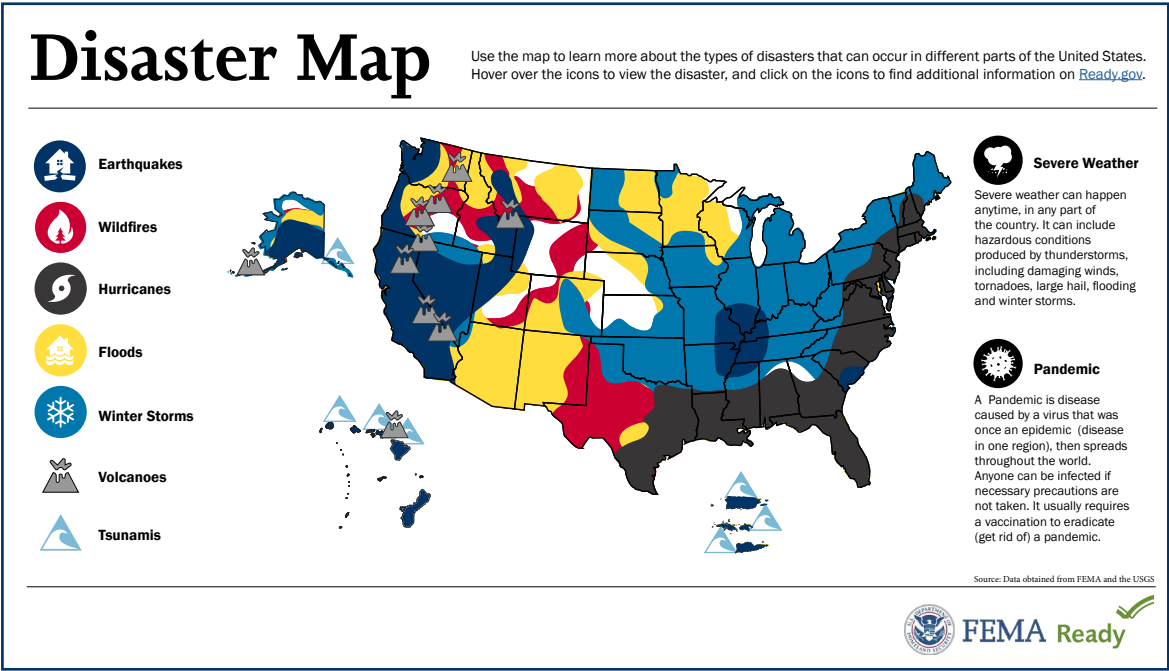
If you choose to do this activity as a handout, you can find a printable version in the Appendix at the end of the Instructor Guide. To help your students understand the layers be sure to use a color printer. Consider projecting the map to show them what the individual layers in the digital version look like.

Action: Decide which version of the activity will work best for your particular learning environment. If you are going to use the digital version, make sure your students have computer access with Adobe Reader installed on their systems. Depending on your preference, you could have the activity already pulled up on each student's screen in advance or walk them thru how to open up the activity.


Instructor Script: *To start this activity, you will need to go to [Ready.gov/student-tools-emergency-planning-step](https://www.ready.gov/student-tools-emergency-planning-step). Click on the digital resources folder and download the **Disaster Map Activity** for Lesson 1. This is an interactive and fillable PDF. Raise your hand if you need help getting the activity pulled up on your screen. Otherwise, once you have the activity downloaded, please wait until everyone is ready to receive additional instructions before beginning the activity.*





Once everyone has the Map Activity pulled up and is ready to begin, say: *We are going to learn about nine types of disasters that can occur in the United States.*





Provide instructions on how to hover over each disaster icon to view where that event occurs. For example: *Hover over earthquakes. When you hover over the icon, you will notice anywhere that earthquakes are known to happen is shaded in dark blue. Try this on your own with wildfires. Are you able to see the areas highlighted in red? Let me know if you need assistance. Then go to the Ready.gov links to read about each disaster to get more information on each one. Explore the website and take notes on what you find for each disaster. Type or write in your responses to the questions on page 2 depending if you are completing this assignment digitally or using a printed handout.*



Note: If you choose to do the print version you may want to visit [Ready.gov](#) and the [Ready.gov/kids/disaster-facts](#) to brush up on vocabulary associated with these disasters and the different ways kids can be prepared. The table below provides some basic talking points for this activity. Consider your geographic area and present on the hazards most likely to occur in your area. For example, hurricanes are not probable in Colorado or Wyoming but they are in Florida and Texas.

DISASTERS	TALKING POINTS
<div>Earthquakes</div> <div></div>	<ul style="list-style-type: none">• An earthquake is the sudden, quick shaking of the earth. It is caused by rock breaking and moving under the ground.• Additional earthquakes, known as aftershocks, can occur for hours, days, or even months after an earthquake. These are usually smaller than the first earthquake. However, they could cause more damage to structures weakened by the first earthquake.• If you are inside: DROP to the ground. COVER yourself under a sturdy table or other heavy furniture. If there is nothing to get under, cover your head and neck with your arms and crouch near an inside wall. HOLD ON until the shaking stops.• If you are using a wheelchair or a walker with a seat: LOCK your wheels. COVER your head and neck with your arms, a pillow, a book, or whatever is available. HOLD ON and maintain your position with your head and neck covered until the shaking stops.• If you are outside: Stay there. Move away from buildings, streetlights and wires until the shaking stops. Be very careful before re-entering your home or other buildings. Be sure a parent or adult is with you.

DISASTERS	TALKING POINTS
<p>Wildfires</p> 	<ul style="list-style-type: none"> • A wildfire is a fire that burns out of control in a natural area, like a forest, grassland, or prairie. • Wildfires can start from natural causes, such as lightning, but they are usually caused by humans, such as campers or hikers who did not put out their campfire properly. • Wildfires spread quickly, burning brush, trees, and homes in their path. They can also affect natural resources (such as soil, animals, forests), destroy homes, and put people's lives in danger. • Follow local emergency officials' orders. If they say to evacuate, do so immediately. • If you see a wildfire, call 911. You may be the first person to have spotted it! • Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
<p>Hurricanes</p> 	<ul style="list-style-type: none"> • Hurricanes are severe tropical storms that form in the southern Atlantic Ocean, Caribbean Sea, Gulf of Mexico, and in the eastern Pacific Ocean. • They collect heat and energy through contact with warm ocean waters and then move toward land. • Evaporation from the ocean water increases their power. • When hurricanes come onto land, their heavy rain, strong winds, and large waves can damage buildings, trees, and cars. • When a tropical cyclone has winds that are at least 74 miles per hour, it may be called a hurricane, typhoon, or tropical cyclone depending on where it is. We call tropical cyclones in the North Atlantic, central North Pacific, and eastern North Pacific "hurricanes" and tropical cyclones in the Northwest Pacific "typhoons." • Stay away from windows and glass doors. They could break and hurt you. • If you did not evacuate, stay inside a closet, hallway, or a room without windows. • Listen to your parents or safety authorities for important instructions.
<p>Floods</p> 	<ul style="list-style-type: none"> • Flooding is when a lot of water overflows onto land that is normally dry. • It is the most common natural-weather event. • Flooding can happen during heavy rains, when rivers overflow, when ocean waves come on the shore, when snow melts too fast, or when dams or levees break. • Flooding may be only a few inches of water, or it may cover a house to the rooftop. • Floods can cause power outages, disrupt transportation, damage buildings, and create landslides. • Do not walk, swim, or ride a car through flood waters. Even six inches of moving water can make you fall. Flood water may also be contaminated, meaning it has dangerous substances in it. • Stay off bridges over fast-moving water.
<p>Winter Storms</p> 	<ul style="list-style-type: none"> • A winter storm happens when there is heavy rain and the temperature is low enough that the rain turns to ice or forms as sleet or snow. • Winter storms can be freezing rain and ice, moderate snowfall over a few hours, or a blizzard that lasts for several days. • Sometimes, winter storms bring strong winds, ice, sleet, and freezing rain. This can make sidewalks very slippery. Be careful so that you don't fall and hurt yourself. • Winter weather can knock out heat, power, and communications. Sometimes, this can last for days or weeks. • If you can't feel your fingers, toes, ears, or nose, or they appear white or grayish-yellow, tell a grown-up immediately. Frostbite is dangerous and you may need to see a doctor. • Tell a grown up immediately if you can't stop shivering, have trouble remembering things, feel tired or talk funny. You may have hypothermia, which can be very dangerous.

DISASTERS	TALKING POINTS
<p>Volcanic Eruptions</p> 	<ul style="list-style-type: none"> • A volcano is an opening in the Earth's crust that allows molten rock, gases, and debris to escape to the surface. • A volcanic eruption may release acid, gases, rocks, and ash into the air. Lava and debris can flow at up to 100 miles per hour, destroying everything in their path. • About 11 percent of the world's active volcanoes are located in the U.S., which has approximately 170 volcanoes. These volcanoes are both active and dormant. • Earthquakes, flash floods, landslides, debris and mudflow (lahar), or acid rain may happen at the same time as a volcanic eruption. • Follow the evacuation order issued by authorities. Evacuate immediately from the volcano area. You may be asked to evacuate early to provide time to leave the area while routes are available.
<p>Tsunamis</p> 	<ul style="list-style-type: none"> • A tsunami is a series of waves caused by a large and sudden disturbance of the sea. • Tsunami waves move outward in all directions from where it started. They can move across entire oceans. • As the big waves approach shallow waters along the coast, they grow to a great height and smash into the shore. • They can be as high as 100 feet. They can cause a lot of damage on the shore. • Most tsunamis are caused by undersea earthquakes. However, they can also be caused by landslides, volcanic activity, and even meteorites. Not all earthquakes cause tsunamis. • Listen to evacuation orders and leave the area immediately if told to do so. • Stay away from the beach. Never go down to the water to watch a tsunami come in. If you can see the wave, you are too close to escape it.
<p>Severe Weather</p> 	<ul style="list-style-type: none"> • Severe weather can happen anytime, in any part of the country. Severe weather can include hazardous conditions produced by thunderstorms, including damaging winds, tornadoes, large hail, flooding and flash flooding, and winter storms associated with freezing rain, sleet, snow and strong winds. • When thunder roars, go indoors.
<p>Pandemic</p> 	<ul style="list-style-type: none"> • A pandemic is a disease outbreak that spans several countries and affects many people. Pandemics are most often caused by viruses, like Coronavirus Disease 2019 (COVID-19), which can easily spread from person to person. • A vaccine, testing, or treatment for the disease may not exist right away. It may take months or years for the majority of the world to become immune to the disease. • Stay at least six feet, or about two adult arm lengths, away from people who are not in your household. Remember: Don't go near crowds or groups. • When you are sick, keep your distance from others to protect them from getting sick too. • Cover your mouth and nose with a tissue when coughing or sneezing. It may prevent those around you from getting sick. • Cover your mouth and nose with a mask when in public. • Wash your hands often with soap and water for at least 20 seconds and try not to touch your eyes, nose, and mouth. • Practice other good health habits. Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.

OPTIONAL HOMEWORK OR INDIVIDUAL IN-CLASS WORK

If time allows, let students work on the following activities until the end of class and/or homework to promote more active learning opportunities. These activities are located in the STEP Activity Book and are created to increase vocabulary skills and strengthen memory.



Crossword Puzzle

The Crossword Puzzle is a fun way to wind down the lesson to boost general knowledge, improve vocabulary, and develop problem-solving skills. There is an answer key provided in the Appendix.

My Creative Writing Journal

Let kids spend some personal time journaling, reflecting on their thoughts and experiences on Lesson 1's activities, videos, and any ideas on the topics discussed so far. The goal is to let kids increase their creative confidence and understanding of ways they can empower themselves to be proactive about the importance of being prepared.

Instructor Script: *A preparedness journal is a fun way to keep track of your learning. Your journal is a place where you can experiment with new skills and get creative! Observe things closely, take notes on what you saw, heard, and learned in Lesson 1, and even practice your drawing skills. There is no right or wrong way to complete this activity. This is a way for you to record your thoughts and feelings and track what was memorable to you in each lesson.*

Reading Activity – “In the Dark”

“In the Dark” is a short fiction story that students can read about a family experiencing a storm and what they did to stay safe. There is a series of questions that checks for students’ understanding of several reading skills, including identifying adjectives. There is an answer key provided in the Appendix.

I Went Shopping for an Emergency Kit Memory Game

The I Went Shopping for an Emergency Kit Memory Game helps students remember what items can be used in their emergency kits. This is a simple, fun game to play between longer activities.

Emergency Preparedness Scavenger Hunt

This is a fun coloring game where the student is asked to find various emergency preparedness items and then color the matching sets. There is an answer key provided in the Appendix.

SUMMARY

Instructor Script: *Today we learned about the difference between emergencies, disasters, and hazards, and how they can affect all of us often without warning. We had fun playing bingo to get to know each other better. We read a story about a family who told us what it was like to survive a wildfire. We learned about different types of severe weather. We also used a map to explore where different disasters occur and details we should know about emergencies that can occur in our area. The class worked on a journal activity to write about your thoughts and ideas so far. In our next lesson we will continue learning more about emergency preparedness and cover how to create an emergency kit.*






CORE LESSON 2: CREATING AN EMERGENCY KIT



The Creating an Emergency Kit lesson will help students:

- Describe the need to have an emergency kit
- Identify the components of an emergency kit
- Be ready to build their own kits at home

Time: (30 minutes – 1 hour)

Key Messages 	<ul style="list-style-type: none"> • You can help your family be prepared for emergencies • It's important to have an emergency kit at home to have supplies if a disaster strikes. • You likely have many of the items for your emergency kit already and just need to gather them in one place. • Items in an emergency kit include water, food, flashlights, radio, hygiene items, medications, and more • Having a small kit in a backpack or bag with things you might need, including clothes, a book, water, and some food, is also important.
Skills 	<ul style="list-style-type: none"> • English • Writing • Technology • Preparedness • Observation • Identification • Real World Problem Solving • STEAM Design • Arts/Literacy
Activities 	<ul style="list-style-type: none"> • Watch Disaster Dodgers Video: Family Communications Plan and Emergency Kit (5:27 min.) • Discussion Questions (10 min.) • Build Your Own Emergency Backpack (15 min.) • Build a Family Emergency Kit (15 min.) • Host an Emergency Kit Drive Brainstorm (15 min.)
Materials 	<ul style="list-style-type: none"> • AV and internet for video • Copies • Pencils • Colored Pencils and/or other art materials • Rulers
STEP Activity Book 	<ul style="list-style-type: none"> • My Creative Writing Journal • Sketch, Draw, and Design Your Own Emergency Kit • Safety Treasure Hunt • Word Search • Role-Playing News Headlines • Host an Emergency Kit Drive

LESSON 2: CREATING AN EMERGENCY KIT

This lesson puts students in charge of helping create emergency kits at home. Having an emergency kit on hand—complete with copies of important documents and emergency supply items such as non-perishable food, water, and personal items—saves critical time if a family needs to evacuate their home. The same is true if an emergency requires that a family stay at home for a few days, especially if there is no power.

Activity 1: Disaster Dodgers Video

Instructor Script: *We are going to watch the next Disaster Dodgers video on family communication plans and emergency kits. Having an emergency kit helps you have everything you need in one place if you need to stay at home for a while because of a storm or other disaster, or if you need to go somewhere else to stay safe.*

Go to the [FEMA YouTube Disaster Dodgers video channel](#), and play the **Family Communications Plan and Emergency Kit** video.



Action: Begin by asking a few open-ended probing questions to get student feedback.

Instructor Script: *What do you think about the video? Was there anything in particular that stood out as important to you? Had you heard about emergency kits before?*

Activity 2: Discussion Questions

Instructor Script: *Let's talk more about why emergency kits are important and what we should include in them.*



Action: Begin a group discussion on emergency kits using some of these questions and prompts.

Note: These questions can also be discussed in small groups that can then report out to the class.



Safety Tip: *Think about members of your class before the lesson begins, and consider any challenges the lesson may present due to student backgrounds. If your students seem unsure or concerned about not having enough on hand for an emergency kit, here are some extra discussion questions and answers to help with those concerns:*

Question: Are there items you don't think you have at home for your kit?

Answer: Some families will have many of the items on the list already in their homes. Others may want to prioritize the most important things and then add others over time. Most families will not put everything on this list in their emergency kit. The important thing is to pick the most important items and fill your emergency kit with what you can.

Question: What if it is hard for your family to buy the items you want to include in their emergency kit? Can you think of some creative ways we all can find these items without having to spend a lot of money?

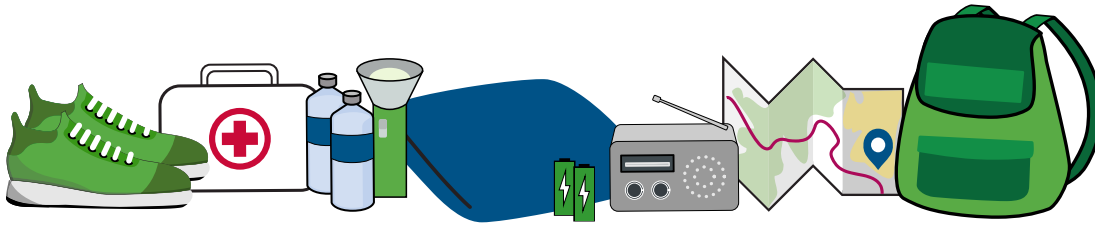
Answer: There are lots of ways to get items for your emergency kit. Here are some examples:

- Ask a dentist for an extra free toothbrush for your emergency kit, or speak with a school nurse, or doctor at a clinic about how you might obtain additional items.
- Hold an emergency kit drive with a local business or group, such as a parent-teacher organization, in which area residents can drop off items for the kits.
- See Activity 5 below for more details on organizing this event.

QUESTIONS	POTENTIAL ANSWERS
What are some items for an emergency kit that you think you already have at home?	<ul style="list-style-type: none"> • Water • Non-perishable food • Batteries • Flashlight • Extra clothes • Etc.
<p>It is important to know that every family is different and, therefore, every family emergency kit should be different as well.</p> <p>Will your family need everything on this list?</p>	<p>Some families with babies will need diapers, but some families will not need to put this item in their kits. Some households have family members with disabilities or access and functional needs and may need durable medical equipment, assistive technology, or prescription medicines. Some families have pets and need pet food and supplies in their kits.</p> <p>Whatever you put in your kit may be your only resource if you have to leave your home suddenly.</p>
Do you ever need to change the items in your emergency kit?	Yes, flashlights may need new batteries, food, and water may expire, and children may outgrow spare clothes.
Where should your family keep your emergency kit?	Your kit should be stored in a place that is easy for everyone to reach.
What if you already have an emergency kit at home? Is there anything you can do now?	Yes. Check to make sure items have not expired; consider assembling an emergency kit for a neighbor, friend, or relative; possibly plan to give disaster supply items as gifts for an upcoming holiday or birthday.
Why is it so important to store water? What are some activities that you might need water for?	In some cases, you may be unable to get water from the tap. Clean water is important for drinking, food preparation, and preventing the spread of illnesses or infections (for example, by washing your hands often).
Bringing this information home can help your family pay more attention to the need to have an emergency kit and a family emergency communication plan. The whole family needs to be involved in preparing for emergencies. What will you say to your family members tonight to explain why preparing for emergencies is important?	[Open-ended]

Action: Bring closure to the discussion and prepare to begin the Emergency Backpack Activity.

Activity 3: Build Your Own Emergency Backpack



Note: There are two types of STEP emergency kits: The Build Your Own Emergency Backpack and the Family Emergency Kit. This activity provides details on the Emergency Backpack for kids.

In addition to a larger emergency kit for the entire family, students should consider having their own small kit with personal items they can store in a backpack, tote bag, or small duffle bag. To help understand what is needed, this activity (which is available as a digital, fillable PDF or a printable handout) contains a list of items that should and should not go into the emergency backpack.

You can modify this activity to use a regular classroom bulletin board. Feel free to adapt the digital bulletin board activity to a physical bulletin board to display in your classroom to generate interest before the lesson begins. Display a picture of a backpack and then leave room around it empty. After students have completed the activity, and as you review the activities with students, let students take turns pasting or pinning up the items around the backpack.

Instructor Script: *You can start being prepared by making a personal emergency kit with things that you already have at home. In this activity you will begin by choosing items that are important to include in your kit, which can go in a backpack, tote bag, or small duffle bag. This is a kit just for you, so you will be using a small bag or backpack you can easily carry if you have to leave your home in a hurry. When you put this kit together, think about what will fit and what items might not store well for a long period of time.*

Click the checkbox or make a check mark in the box (if doing this with a pencil), next to the items that are most important to put into your kit. Three of the items on this list are not appropriate to go in it. You must decide which items are best.

Action: After the students complete the activity start a discussion about why some of the items should not go in the backpack:

- Banana — will spoil if left in a kit that needs to be packed and ready to go at any time.
- Soccer ball — will take up too much room in the kit. Small puzzles or a book will fit better.
- TV — won't fit into a backpack. The radio in the kit can be used to find news, weather, and important information about the emergency.

Action: Bring closure to the discussion and prepare to begin the Family Emergency Kit Activity.

Activity 4: Build a Family Emergency Kit



*** This is a **CORE** Activity to be completed at home.***

Building a family emergency kit is a core part of this lesson. In this activity, which should be completed at home, students will talk with their families about what they learned in this lesson.

Note: This activity is a checklist of 20 items that should be included in the Family Emergency Kit. There are also seven simplified steps to create the plan on the second page of the activity. This can be done as a fillable PDF or as a printed handout.

Instructor Script: *Some disasters strike without any warning. It's important for you and your family to prepare in advance for an emergency, making sure you have enough supplies to last for at least three days. Take this list home with you to share with your family about which items to keep in your emergency kit. Find a sturdy box or plastic bin for your emergency kit, and as you place the items in the box, check them off your list so you know which ones you will need to find elsewhere or buy.*

Action: Hand out or email the Family Emergency Kit Checklist and give students instructions on when the completed checklist is to be turned in, so the experience of putting their kits together at home can be discussed in class afterward. Bring closure to the discussion and prepare to begin the next activity.

Activity 5: Host an Emergency Kit Drive Brainstorm



Note: Sponsoring an emergency kit drive is a great way to get much needed kit supplies that are not readily available for everyone in your classroom. This activity can involve the larger community, including the parent-teacher association, businesses, nonprofit organizations, and others.

If you want to get more of the community involved, you may also think about hosting a drive that builds on an existing event such as a food drive, cooking class, farmers market, or online discussion forum.

Action: After you have your student's attention, prepare to begin a brainstorming session.

Instructor Script: *How can we collect items that we do not already have for our emergency kits? I have an idea that I want to talk to you about, which is a possible solution.*

Action: Have a group meeting. Begin a short, informal brainstorming session with your class to see how many students would be interested in volunteering in a collection drive for emergency supply kit items. If there is a group consensus, ask everyone what items are needed. Take notes and begin making a preliminary list of items on a chalkboard or other means of display for all to see. Allow everyone to weigh in on the pros and cons.



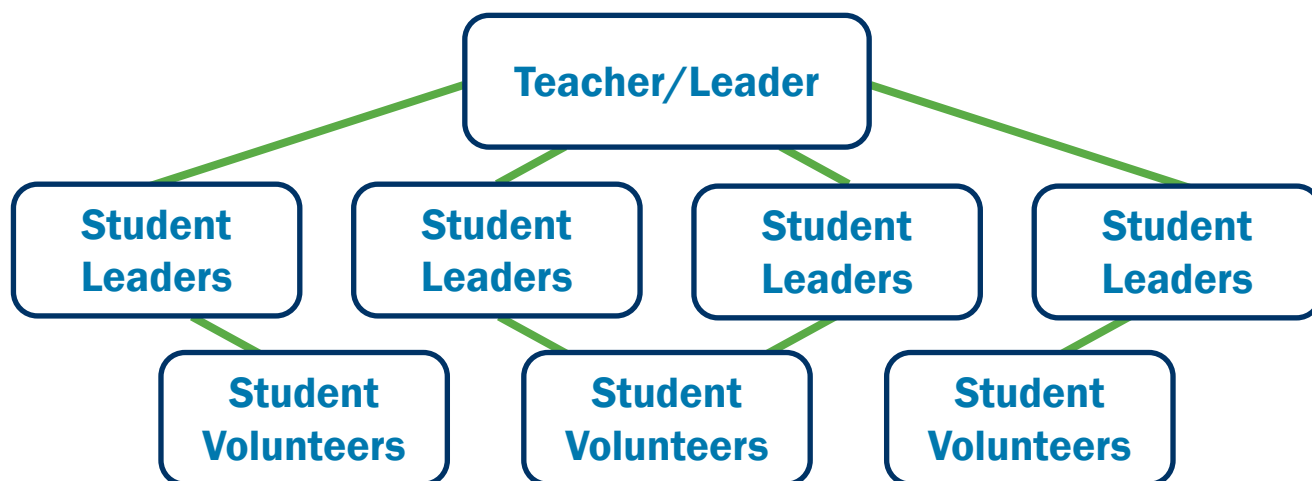
Safety Tip: *Please be aware of the socio-economic diversity of your students and include everyone to avoid making any students feel self-conscious about their family's ability to provide supplies for the kit.*

If you have time, let each student go up and write their own suggestion on the board.

Instructor Script: *Let me see a show of hands of everyone who would like to help host an emergency kit drive so we can try to get donations for the items that we do not already have to make our family emergency kits.*

Action: Decide on roles. The next order of business is to form a small planning committee that will assign tasks and help keep track of everything that is discussed during the meetings and as plans move forward.

Note: Classes can nominate/elect student leaders and volunteers. Usually the teacher/leader will be the head of the committee because an adult may be required to obtain permission by the school and to supervise other logistics.



Optional Suggestions: Determine the various student leader/volunteer duties and involve all students. Spread responsibilities around as liberally as possible, so everyone feels they have a part. Ask for student volunteers to help with things they would like to, and are able, to do. Make sure everyone is accounted for as either a student leader or student volunteer. Ask students to take their handout home for their parents to read. If parents or other community volunteers can help, enlist them as well. If students cannot come to the emergency drive itself, try to involve them with in-class duties, such as making flyers or writing thank you notes.

Suggested tasks for volunteers include:

- Make and distribute flyers/signs for the event
- Promote the event through mini flyers that can be given out to friends
- Staff the event (including set up and take down)
- Follow-up communication, including the results of the drive and student written thank you notes to the supporters

DECIDE ON COLLECTION LOCATION(S), DAY AND TIME OF EVENT, OR IF IT WILL BE A DROP-OFF LOCATION

Note: Once you decide on a location, work out logistics with your contact there:

- Where specifically the emergency kit drive can be held (e.g., at the entrance of the store or a section of the parking lot)
- The date and the allowed hours of operation for the drive
- Inclement weather backup plan
- Where the kit items will be stored before pick-up
- Report back to the class on whatever details are decided to keep them updated

FINAL ARRANGEMENTS

Touch base with the recipient organization, your team's student leaders, and your contact person at the drive location to confirm all details, including:

- Plans for drop-off prior to the drive and pick-up following the drive
- Kit item sorting instructions (if any)
- Who will supply tables, chairs and refreshments for the volunteers
- The staffing schedule for the day of the emergency kit drive
- Two- to three-hour shifts are best
- Create three or four large signs that your team can post within a block or two of the food drive on the day of the event

Relax, smile, and enjoy the wonderful event that is bringing together the community.

EVENT DAY

- Set up the emergency kit items collection site
- Post the Emergency Kit Drive signs in visible areas and have flyers available
- Welcome volunteers as they arrive and show them how things will work
- When the drive is over, clean up the area and take down the signs. Leave the area the same (if not cleaner) than when you arrived
- Thank the hosting organization and the volunteers

FOLLOW UP (within one week after the event)

Send out student-written thank you notes to volunteers (or call or email). Include how many items were donated and whether there are plans for emergency kit drives in the future. Call or write a thank you note to the hosting organization. Again, let them know how many items were donated and convey their important role in the success of the program and the difference they are making.

Action: Stay in touch with volunteers and local communities for further volunteer opportunities.

OPTIONAL HOMEWORK OR INDIVIDUAL IN-CLASS WORK

If time allows, let students work on the following activities until the end of class and/or use as homework assignments to promote more active learning opportunities. All of these activities are located in the STEP Activity Book and are created to increase vocabulary skills and strengthen memory.



My Creative Writing Journal

Have students spend some personal time journaling, reflecting on their thoughts and experiences on Lesson 2's activities, videos, and any ideas on the topics discussed so far. The goal is to let students increase their creative confidence and understanding of ways they can empower themselves to be proactive about the importance of being prepared.

Instructor Script: *Let's continue writing in our preparedness journals about what you've learned about making emergency kits. What was interesting about the lesson? Are there things that you found hard to understand or frustrating? What does your family think about putting together an emergency kit? Be sure to observe things closely, take notes on what you saw, heard, and learned in Lesson 2, and even practice your drawing skills.*

Sketch, Draw, and Design Your Own Emergency Kit

This is a STEAM design activity that allows students to problem solve by developing an emergency kit design using a materials list, design notes, sketching three prototypes, and completing a final emergency kit drawing before building a kit.

Safety Treasure Hunt

The Safety Treasure Hunt is a homework assignment where students can use clues to look around their homes and neighborhoods for ways to be prepared for emergencies through a series of short-answer questions, such as how many smoke detectors they have.

Word Search

The word search is a fun way to wind down the lesson to boost general knowledge, build vocabulary, and develop observation skills. There is an answer key provided in the Appendix.

Role-Playing News Headlines

This role-playing activity puts students in the news anchor seat or lets them play a reporter to write and/or act out a news piece about the need to prepare, a local storm, and more.

Host an Emergency Kit Drive

Before you begin telling students about how to host an emergency kit drive, review the student version of the activity in the STEP Activity Book. It is **Activity 11** and contains student suggestions and instructions for hosting an emergency kit drive. Let students review the instructions after you have introduced the idea of hosting a drive to learn about volunteer opportunities for the entire class.

SUMMARY

Instructor Script: *Today we learned about why we need emergency kits and important items to put in them. We learned about a small personal emergency kit that you can make just for yourself. You have a take-home assignment and are going to talk with your family about making a kit that has enough food and water in it for three days. You used a checklist to look around your home for items you might already have.*

We also did some other activities, including a class brainstorming session on hosting an emergency kit drive. Some of you may have chosen to work on the Sketch, Draw, and Design Your Own Emergency Kit project, a Safety Treasure Hunt, a Word Search, the Role-Playing News Headlines Activity. or to learn more about your home and surroundings. Please remember to take home your handout on Hosting an Emergency Kit Drive and to complete your creative writing journal assignment and don't forget to do the drawing section. In our next lesson, we will learn how to create a family communication plan so that all your family members can find each other if you're not home when there is an emergency.





CORE LESSON 3: DESIGNING A FAMILY COMMUNICATION PLAN



The Family Communication Plan lesson will help students:

- Describe the importance of having a communication plan
- Identify the different parts of a communication plan
- Practice the plan

Time: (30 minutes – 1 hour)

Key Messages 	<ul style="list-style-type: none"> • It's important to have a plan to communicate if your family is separated during an emergency. • Having a written list of family and other close contacts' phone numbers can help you communicate with them in case of a disaster. • Because phone lines may be tied up, texting may be the best way to communicate. • Identify a place near your house, such as a large tree or neighbor's house, to meet. If you are unable to access your neighborhood, identify another meeting place, such as a library or community center. • Identifying types of storms and other disasters that can occur in the region in which you live can help you prepare for them in advance and recover more quickly.
Skills 	<ul style="list-style-type: none"> • Science • Technology • English • Math • Reading • Writing • Leadership • Preparedness • Observation • Identification • Communication • Real World Problem Solving • STEAM Math • Arts/Literacy
Activities 	<ul style="list-style-type: none"> • Watch Disaster Dodgers Video: Family Communications Plan and Emergency Kit (5:27 min.) • Discussion Questions (10 min.) • Family Communication Plan PDF (15 min.) • Store a Digital Photo of Your Family Communication Plan (15 min.) • Disaster Map Activity (30-45 min.)
Materials 	<ul style="list-style-type: none"> • AV and internet for video • Copies • Pencils • Pens • Colored Pencils and/or other art materials • Rulers

STEP Activity Book



- Crossword Puzzle
- My Creative Writing Journal
- STEAM Math Worksheet
- Reading Activity – Family Communication Plan Skit
- Fire Drill/Safety Week Exercises
- Wallet-Size Family Emergency Communication Plan
- Emergency Preparedness Display Table
- Science and Innovation

LESSON 3: FAMILY COMMUNICATION PLAN

This lesson helps students understand how to prepare for disasters in their community and the reasons they need a Family Communication Plan since they may not all be at home or in the same place when a disaster happens. Students will share a print form with their parents that can be filled in with contacts for family members, neighbors, and friends and also learn how to store a digital version of the plan on their phone. The plan also includes information on where to meet, including one place near their home and another outside their neighborhood.

Activity 1: Disaster Dodgers Video

Action: If you have not already shown the Family Communications Plan and Emergency Kit Disaster Dodgers video in Lesson 2, go to the [FEMA YouTube Disaster Dodgers video channel](#), and play the **Family Communications Plan and Emergency Kit** video. If your class has already watched it in Lesson 2, but it's been a while since then, you might consider showing it again to refresh their memory.



Action: Have video queued with AV and audio sound turned on. Watch the video. After the video is over prepare for a group discussion.

Activity 2: Discussion Questions



Action: Begin a group discussion on what family communication plans are and why they are needed.

Instructor Script: *Let's talk about family communication plans and some of the ideas we learned from the Disaster Dodgers.*

Note: These questions can also be discussed in small groups that can then report out to the class.

QUESTIONS	POTENTIAL ANSWERS
The Disaster Dodgers suggested a list of questions that could help your family develop a family emergency communication plan. The first was, "What types of disasters happen where we live?" Why is this question important?	This question helps a family realize that a disaster could happen and that the family should be prepared.
The video talked about having a family meeting place near your home and another place outside of your neighborhood. Where might be a good meeting place outside of your neighborhood? Why?	Library, community center, house of worship, favorite store. Because it is important to choose a familiar place that is safe and close to people who you trust and who can help you if you need them to.
What would be a good way to make sure everyone knows where to meet near your home?	Have a drill! This could be a fire drill (where you test the smoke detector) to make sure everyone knows where to go. Remind the students that your school holds fire drills to practice what to do, and practicing at home is just as important. Also see the Fire Drill/Safety Week Exercises activity in the Activity Book.
If you become separated during an emergency, you will need to be able to contact other family members. What suggestions did the Disaster Dodgers give about contacting each other?	Suggestions were to contact a relative or other well-known person who lives out of the area. Text, don't call. Only use phone calls for emergencies. If your text doesn't go through, try using social media. Have a contact card with you at all times. This family communication plan can be stored on your phone. We will talk about how to do that later in the lesson.
What should you do if an emergency occurs while you're at school?	Stay calm and follow instructions from your teacher and the principal. Note to instructor: Point out that your school has an emergency plan in place so that children can remain safe. Explain to students how their families would be contacted.

Action: After the group discussion is over, prepare to begin the next activity.

Activity 3: Family Communication Plan

Instructor Script: *You will each start to work on a communication plan for your family. This is something that you will need to take home tonight and talk with your parents about. Tell them about what we learned today and ask them for the best people for your plan as well as their phone numbers and other contact information. You can post this on your refrigerator door or another place that you will be able to easily find it at home.*



Action: Pass the Family Communication Plan form(s) out to students or provide students and/or parents with fillable digital versions.

Note: There are two versions of this form. The primary Family Communication Plan is an 8 ½ by 11 inches handout or fillable pdf. There is also a pocket-sized version, which is helpful to have to carry in backpacks, wallets, etc. The wallet-size version is available as a digital download, in the appendix as a handout, or in the STEP Activity Book. Below are additional instructions if you will be including the small form in the activity.

Full-Size Version

Wallet-Size Version

FAMILY COMMUNICATION PLAN

BE READY!

Emergencies can happen at any time. Do you know how to get in touch with your family if you're not together? Follow these steps to make a communication plan and BE READY!

1 COLLECT INFORMATION

Know the Numbers:

PERSONAL INFO

My Name: _____
My Address: _____
My Phone Number: _____

FAMILY INFO

Parent Name(s): _____
Cell/Work Number: _____
Social Media Account: _____

Sibling Name(s): _____
Cell/Work Number: _____
Social Media Account: _____

Neighbor/Relative Name: _____
Cell/Work Number: _____

Neighbor/Relative Name: _____
Cell/Work Number: _____

Be sure to memorize your emergency contact numbers or put them in your phone!

Pick a Meeting Spot:

Where will you meet up with your family if you have to get out of your house quickly? Where will you meet if your neighborhood is being evacuated and you're not at home?

☐ Talk to everyone in your household and decide where your meeting spot will be.

☐ Make sure you know how to get there.

☐ Figure out the best route to evacuate your house if necessary.

MEETING PLACE

FEMA Ready

FAMILY COMMUNICATION PLAN

BE READY!

Text, don't talk!

Unless you are in immediate danger, send a text. Texts often have an instant time getting through during emergencies, and you don't want to tie up phone lines needed by emergency responders (911). It might also be easier to reach someone who's not at home. If you have a social media account, that's also a good way to communicate with your family and neighbors, especially if they're not at home.

2 SHARE THE INFORMATION

☐ Make copies of your Family Communication Plan for each member of the household to carry in their wallet, backpack, or purse.

☐ Post a copy in a central place at home.

☐ Double check that everyone has the correct information.

☐ Make sure your household and neighbor/relative contacts have your contact info, a mobile phone, and are able to text when needed.

3 REVIEW AND PRACTICE

☐ Practice calling and texting the group. Set up a group chat on everyone's phone if possible, and give it a name like Family Emergency Group.

☐ Discuss what key messages need to be sent if there is an emergency situation. For example, "I'm OK" or "I am at X location."

Go to Ready.gov/kids for more info on how to be prepared for disasters!

FEMA Ready

FAMILY COMMUNICATION PLAN

BE READY!

STEP Program

With your full name above

HOUSEHOLD INFORMATION

Name: _____
Address: _____
City: _____
State: _____
Zip: _____
Phone: _____
Email: _____
Other # or Social Media: _____
Important Medical or Other Information: _____
Name: _____
Address: _____
City: _____
State: _____
Zip: _____
Phone: _____
Email: _____
Other # or Social Media: _____
Important Medical or Other Information: _____

OFF-OF-TOWN CONTACT

Name: _____
Address: _____
City: _____
State: _____
Zip: _____
Phone: _____
Email: _____
Other # or Social Media: _____
Important Medical or Other Information: _____

EMERGENCY MEETING PLACE

Name: _____
Address: _____
City: _____
State: _____
Zip: _____
Phone: _____
Email: _____
Other # or Social Media: _____
Important Medical or Other Information: _____

IMPORTANT INFORMATION

Name: _____
Address: _____
City: _____
State: _____
Zip: _____
Phone: _____
Email: _____
Other # or Social Media: _____
Important Medical or Other Information: _____

Remember: Text don't talk!
Texts get through more easily during emergencies. Unless you are in immediate danger, send a text.

Go to Ready.gov/kids for more info on how to be prepared for disasters!

FEMA Ready

Instructor Script: *There are two versions of this form, and both are important to have. As you can see, one is the full size of a piece of paper and the other is a smaller, "wallet-size" version that you can fold up and easily carry in your backpack.*

Let's talk about this form for a little while before you put it in your folder/backpack to take home. Does anyone have any questions?

QUESTIONS	POTENTIAL ANSWERS
Should you return the forms to me for safekeeping?	No, these forms are for you and your family. If you are at school, the school has an emergency management plan. We have contact information for your parents or guardians already in our records.
Where would be a good place in your home to keep them?	Keep it on the refrigerator door, bulletin board, in the emergency kit, etc.
You are starting these important activities at home to encourage your family to prepare for emergencies. How can you make sure that every family member will remember your communication plan?	If also making the pocket-size plan: Suggest that family members put them in a wallet or purse that they carry with them often; store a photo of it on their phone; enter "in case of emergency" and other emergency contacts in their phone. Or suggest they make a digital photo version to keep stored on their cell phone.

Action: After the group discussion is over and all questions have been answered, prepare for the next activity.

Activity 4: Store a Digital Photo of Your Family Communication Plan



Action: Ask students to have their Family Communication Plan form(s) out and ready to use for this activity.

Note: Once the Family Communication Plans have been completed, take the time to help students store their plans on their cell phones or other digital devices.

This activity can be done the day following creating Family Communication Plans. But note that not all students may have phones or may not have them at school.

Instructor Script: *Now that you have completed your Family Communication Plan, let's take the time to take a photo of it on your phone (or other device) so you can always be able to quickly access your plan.*



Use Your Phone or Other Digital Device

- It's quick and easy
- You can feel safe knowing you are prepared
- Having emergency information on your phone can be a life-saving tool

Saving Your Family Communication Plan

- Make sure you fill in your personal info, family info, and have picked a meeting spot
- Take a photo of your family communication plan
- Save it on your phone, computer, or tablet

Action: Bring closure to the discussion and prepare to begin the Map Activity.

Activity 5: Disaster Map Summary – Group Activity



Disaster Map

Use the map to learn more about the types of disasters that can occur in different parts of the United States. Hover over the icons to view the disaster, and click on the icons to find additional information on [Ready.gov](https://www.ready.gov).

Earthquakes

Wildfires

Hurricanes

Floods

Winter Storms

Volcanoes

Tsunamis

Severe Weather

Severe weather can happen anytime, in any part of the country. It can include hazardous conditions produced by thunderstorms, including damaging winds, tornadoes, large hail, flooding and winter storms.

Pandemic

A Pandemic is disease caused by a virus that was once an epidemic (disease in one region), then spreads throughout the world. Anyone can be infected if necessary precautions are not taken. It usually requires a vaccination to eradicate (get rid of) a pandemic.

Source: Data obtained from FEMA and the USGS

The Disaster Map Group Activity takes the Lesson 1 map activity to the next level. Students will have the opportunity to work in a group setting to further synthesize the disaster terms that could impact them the most. Through this activity instructors will be able to gauge student comprehension of disaster preparedness and give students the chance to piece together everything they've learned so far.

Optional Recap of Lesson 1

Instructor Script: *In Lesson 1, we discussed that knowing about disasters that affect your community will help you be prepared. The purpose of the Disaster Map is to provide an overview of disasters in the United States and to allow you to practice identifying which disasters are more likely to happen where you live. We explored nine types of disasters: earthquakes, wildfires, hurricanes, floods, winter storms, volcanoes, tsunamis, severe weather, and pandemics.*

The digital activity is an interactive PDF that links to Disaster Facts on [Ready.gov](https://www.ready.gov). The map shows overlays of each type of disaster and the corresponding questions demonstrate the importance of preparing for multiple disasters.

If you choose to do this activity as a handout you can find a printable version in the Appendix at the end of the Instructor Guide. To help your students understand the layers be sure to use a color printer. Consider projecting the map to show them what the individual layers in the digital version look like.

Action: Decide which version of the activity will work best for your particular learning environment. If you are going to use the digital version, make sure your students have computer access with Adobe Reader installed on their systems.

Instructor Script: *To start this activity, you will need to go to [Ready.gov/student-tools-emergency-planning-step](https://www.ready.gov/student-tools-emergency-planning-step). Click on the digital resources folder and download the Disaster Map Group Activity for Lesson 3. This will be an interactive and fillable PDF. Raise your hand if you need help getting the activity pulled up on your screen, otherwise once you have the activity downloaded, please wait until everyone is ready to receive additional instructions before beginning the activity.*

Once everyone has the Map Activity pulled up and is ready to begin say: *We are going to break into groups (3-5 students) to expand our understanding of disasters that can occur where we live. Some of you may have already worked with this map before, but just in case you haven't let me explain how it works.*

You can hover over each disaster icon to view where that event occurs. For example, hover over earthquakes. When you hover over the icon, you will notice anywhere that earthquakes are known to happen is shaded in blue. Try this on your own with wildfires. Are you able to see the areas highlighted in red? Let me know if you need assistance.

Working with your group to use the map to answer a series of questions related to everything you have learned so far. Work together to find solutions. It doesn't require that all minds think alike; in fact, the more different ideas you come up with, the better your ideas will be.

Be sure to assign a note-taker and someone to present your group's ideas to the class.

Action: As students present their answers on the most important lessons they learned from the STEP program, consider writing them on the whiteboard to reinforce everything they have learned.

OPTIONAL HOMEWORK OR INDIVIDUAL IN-CLASS WORK

If time allows, let students work on the following activities until the end of class and/or homework to promote more active learning opportunities. These activities are located in the STEP Activity Book and are created to increase vocabulary skills and strengthen memory.



Crossword Puzzle

The Crossword Puzzle is a fun way to wind down the lesson to boost general knowledge, improve vocabulary, and develop problem-solving skills. There is an answer key provided in the Appendix.

My Creative Writing Journal

Let students spend some personal time journaling, reflecting on their thoughts and experiences on Lesson 3's activities, videos, and any ideas on the topics. This is a chance to write and reflect about everything learned to this point. The goal is to let kids increase their creative confidence and understanding of ways they can empower themselves to be proactive about the importance of being prepared.

Instructor Script: *This is your final My Creative Writing Journal Activity. As in the previous journaling practices, take 10 to 15 minutes to continue to write about what you've learned and how your learning has grown over time. Be creative! Observe things closely, take notes on what you saw, heard, and learned in Lesson 3, and even practice your drawing skills. There is no right or wrong way to complete this activity. Some ideas to think about: Write a few paragraphs about what happened when you and your family worked on your communication plan. How did that go? Was it fun? Hard? Did everyone participate? Draw pictures of some of the people in your plan and label them.*

STEAM Math Worksheet

This math activity is a fun way to learn how to use line and bar graphs to show relationships between numbers and look at how often U.S. disasters occur over a period of time. There are two problems. The first problem provides an example of a line graph and plots U.S. disasters from 2015 to 2020. There are five short answer questions and a final problem to create a bar graph with five data points on graph paper that is provided in the activity. Ask students to use a pencil and ruler to graph the points and then label the x-axis and y-axis, and title, and then color the bar graph. There is an answer key provided in the Appendix.

Reading Activity – Family Communication Plan Skit

This skit depicts a family discussing the importance of having a communication plan, followed by several discussion questions. Students can read it to themselves or you can have students take turns acting out the parts of the five characters.

Fire Drill/Safety Week Exercises

Take your class on a safety walk to learn about ways to prepare and stay safe at school in case of an emergency. Draw and color a map of important exits, safety equipment, and rooms you should be aware of in the school building. Practice "Cover, Stop, Drop, and Roll" and "Stay Low and Go" role playing exercises with your classmates.

Wallet-Size Family Emergency Communication Plan

Along with the Safety Week Exercises is a smaller wallet-size version of the Family Communication Plan that can be filled out and stored in your wallet or backpack. There is also a copy in the Appendix.

Emergency Preparedness Display Table

This activity explains ways to share your emergency preparedness knowledge with others by organizing a STEP display table, which may help get others interested in participating in STEP. This is a great opportunity to show off your emergency kits and practice leadership and teamwork skills.

Science and Innovation

If you need new ideas for the Science Fair this year, look no further. This activity provides fresh ideas and resources to use science to explain severe weather and details on how to design an eco-friendly house science fair poster.

SUMMARY

Instructor Script: *Today we learned about why it's important to have a plan so that family members can communicate and find each other if a disaster happens. You worked on completing large and small versions of the plan with your family and learned how to store it on your phone so you can see it quickly. We also worked on a Disaster Map activity to learn more about the different kinds of disasters that can occur around the country and the ones most likely to take place where we live.*

You may have also worked on a crossword puzzle, a family skit, read over how to create a STEP Emergency Preparedness Display Table to show off your projects. The Science and Innovation Activity gives you some fresh ideas for science fair posters. If you have not already taken the time, review the Fire Drill/Safety Week Exercises. There is a second option to create a smaller wallet-size Family Emergency Plan to store in your wallet or backpack.

Concluding Script: *Has everyone learned a lot and enjoyed themselves? FEMA would like to personally thank you for your interest and enthusiasm in taking part in STEP. Thank you for your time and dedication!*

It's not over yet! Consider supplementing the STEP curriculum with additional digital hazard lessons. Additional Instructor Guides and activities are available at [Ready.gov/student-tools-emergency-planning-step](https://www.ready.gov/student-tools-emergency-planning-step).

REWARDS AND RECOGNITION

Rewards and recognition allow both students and instructors to:

- Feel proud of completing each lesson in the STEP program or the whole curriculum
- Have a visual symbol of their knowledge about emergency preparedness.
- Let others know that they have learned about emergency preparedness

Both badges and Certificates of Completion are available to provide to STEP students as part of individual classes, after-school programs, or end-of-year school awards programs. Instructors can decide which merit system works best, or use both. They are available digitally or in the STEP Appendix.

BADGES

STEP badges are a way to reward achievement and provide recognition to youth and educators who participate in the STEP Program. Badges can be used as a visual demonstration of their knowledge about emergency preparedness. The badges are available in both digital and printable formats using adhesive label paper so students can use them as stickers. Sticker badges can also be ordered free of charge. For more information, Email fema-prepare@fema.dhs.gov.

Students can use the badges in:

- Email signatures
- Personal web pages
- Blogs
- Facebook or other social media accounts
- Notebooks, folders, or other materials

Badges are issued after STEP lessons and assigned activities are successfully completed. There is a separate “I am Emergency Prepared!” badge for completing the entire program and a similar one for instructors as well that reads “Emergency Preparedness Educator.”

The digital badges for the STEP Curriculum are:

Core Lessons



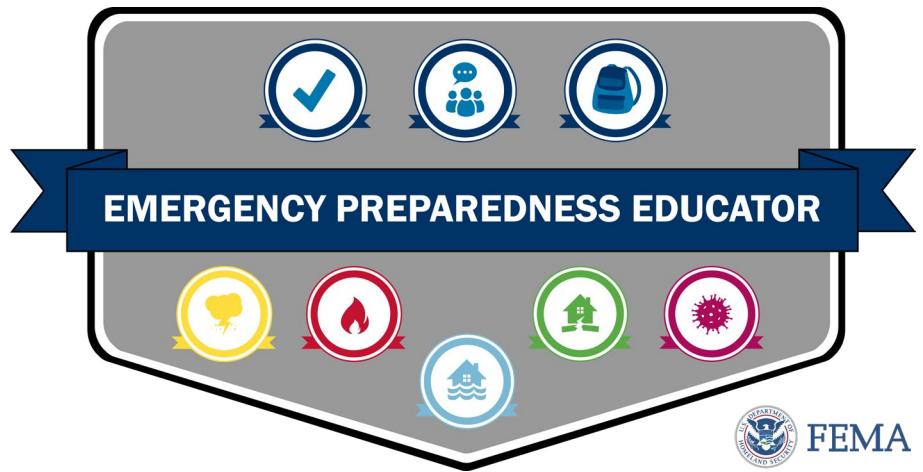
Supplemental Hazards



Student Badge



Instructor Badge



Note: Choose if you would like your students to receive digital or sticker badges or both.

Instructor Script: *Now that you have completed this lesson, you have earned a reward. As a way to give you credit for and show others the work you've put into learning about _____ (whichever lesson/hazard was covered), you are entitled to receive a STEP Emergency Preparedness digital badge, that I am going to email to both you and your parents.*

I'm also going to pass out stickers of the badge for you to stick to your notebook, folder, or STEP worksheet. Remember, don't stick them to books!

Note: If you plan to complete all the lessons and hazards, tell the students about the combined badge.

Instructor Script: *You have now completed the entire STEP program. Give yourselves a round of applause for all the hard work you have put into learning about emergency preparedness. In addition to the round badges for each lesson you finished, you will get a larger badge that shows all the smaller badges and says, "I Am Emergency Prepared!"*

Action: Distribute badges to students or create a checklist of who you will need to email digital badges to.

CERTIFICATES OF COMPLETION

In addition to, or instead of badges, you may want to provide STEP certificates of completion when you have finished either all three base lessons or the entire curriculum, including hazard lessons. The certificates can be customized with the students' names.

You can consider holding a short ceremony in which you present the certificates. You might want to invite a local emergency management representative or first responder to briefly reiterate the importance of preparedness and hand out the certificates.

Action: Make copies of the certificate for each member of the class, fill in their name and date and sign the certificate ahead of the presentation. You can also download digital versions in which you can type their name and then print.

Instructor Script: *Congratulations on completing the STEP program. You've really learned a lot about emergency preparedness, including how to make emergency kits and a family communication plan. I'm going to hand out special certificates awards that certify you have finished the program. When I call out your name, please come to the front of the room to get yours.*

EMERGENCY PREPAREDNESS RESOURCES FOR TEACHERS, PARENTS, CAREGIVERS, AND STUDENTS

The lists below include selected emergency preparedness resources from the federal government and other organizations.

RESOURCES FOR TEACHERS AND SCHOOLS

Teachers and schools can use the resources in this section to find more information on some of the preparedness topics in the STEP program. There are also several resources that can be shared with students to supplement activities.

- FEMA and the American Red Cross, Helping Children Cope with Disaster: [Ready.gov/sites/default/files/2019-07/helping_children_cope.pdf](https://www.ready.gov/sites/default/files/2019-07/helping_children_cope.pdf)
- FEMA, Ready.gov:
 - » Youth Preparedness: [Ready.gov/kids](https://www.ready.gov/kids)
 - » Build a Kit: [Ready.gov/kit](https://www.ready.gov/kit)
 - » Make a Plan: [Ready.gov/plan](https://www.ready.gov/plan)
 - » For educators and organizations: [Ready.gov/kids/educators-organizations](https://www.ready.gov/kids/educators-organizations)
- American Red Cross, School Disaster Preparedness: www.redcross.org/get-help/how-to-prepare-for-emergencies/emergency-preparedness-for-kids/school-disaster-preparedness.html

OTHER EMERGENCY PREPAREDNESS EDUCATION PROGRAMS

- American Red Cross, the Pillowcase Project: www.redcross.org/get-help/how-to-prepare-for-emergencies/emergency-preparedness-for-kids/disaster-preparedness-for-teachers.html
- Home Fire Sprinkler Coalition, Educational Resources for Fire Service: <https://homefiresprinkler.org/fire-department-sprinkler-education>
- Save the Children, Prep Rally: www.savethechildren.org/us/what-we-do/us-programs/disaster-relief-in-america/family-emergency-preparedness-plan/making-disaster-preparedness-fun
- Sesame Street, Getting Ready: www.sesamestreet.org/toolkits/ready
- U.S. Fire Administration: www.usfa.fema.gov/prevention

STATE EMERGENCY MANAGEMENT AGENCIES

- For help finding contact information for your state emergency management agency, please go to www.fema.gov/emergency-management-agencies.

RESOURCES FOR PARENTS AND CAREGIVERS

Parents and caregivers can learn more about the topics covered in the STEP program by checking out these resources.

- FEMA and the American Red Cross, Helping Children Cope with Disaster: [Ready.gov/sites/default/files/2019-07/helping_children_cope.pdf](https://www.ready.gov/sites/default/files/2019-07/helping_children_cope.pdf)
- FEMA, [Ready.gov](https://www.ready.gov)
- FEMA, Ready.gov for Parents: [Ready.gov/kids/families](https://www.ready.gov/kids/families)

- FEMA, IS-36 Preparedness for Child Care Providers: <https://training.fema.gov/is/courseoverview.aspx?code=IS-36>
- American Academy of Pediatrics, Family Readiness Kit: www.aap.org/en-us/Documents/disasters_family_readiness_kit.pdf
- American Red Cross, How to Prepare for Emergencies: www.redcross.org/get-help/how-to-prepare-for-emergencies.html
- Centers for Disease Control, Protect Yourself and Your Loved Ones: <https://emergency.cdc.gov/protect.asp>
- DisasterAssistance.gov: www.disasterassistance.gov
- The Weather Channel Family Emergency Plan: www.connectwithweather.com/create-your-plan

ACTIVITIES FOR KIDS

Additional activities that students can do at school or home are offered by FEMA, the Centers for Disease Control (CDC), and nonprofit organizations.

- American College of Emergency Physicians, Disaster Hero: www.disasterhero.com
- CDC, Ready Wrigley: www.cdc.gov/cpr/readywrigley
- FEMA Ready Kids: Ready.gov/kids
- FEMA and American Red Cross Prepare with Pedro: Ready.gov/kids/prepare-with-pedro
- National Fire Protection Agency, Sparky.Org: www.sparky.org

CHECK IT OUT: BOOKS FOR STUDENTS

The list below includes books related to disasters and emergency planning, as well as building emotional resiliency. They are listed in alphabetical order by title. Age levels vary from 3 to 14 to ensure that books are available to students of varying reading abilities. Some of these books may already be in your school or public library. Feel free to choose from this list or add your own books. Including book assignments is especially important for students who have minimal access to computers at home.

After students read the books, they can design posters or give brief presentations about their choice of book. Ask the librarian to create a special section in the library featuring some of these books. Share this list with parents and guardians when you announce the STEP program. And be sure to check out other ideas for encouraging reading in the Activity Book.

Understanding Weather and Disasters

Can You Survive an Earthquake? By Rachael Hanel. Ages 8-12. Part of the “You Choose: Survival” series, the book offers numerous choices for readers to pick that show different scenarios about what happens during an earthquake.

Disasters. By David Burnie. Ages 10-14. Part of the Scholastic Discover More series, *Disasters* shows how natural disasters occur and the destruction they can cause, and includes stories from eyewitnesses.

Extreme Weather: Surviving Tornadoes, Sandstorms, Hailstorms, Blizzards, Hurricanes, and More! By Thomas M. Kostigen. Ages 8-12. From record heat to record storms, this National Geographic Kids book looks at a variety of severe weather events.

Flood Warning. By Jaqueline Pearce. Ages 8-12. This fictional chapter book is based on a real event, in which a boy works to save his family’s herd of cows from a flooding river.

Hurricanes! By Gail Gibbons. Ages 3-8. This picture book introduces children to the science of hurricanes and includes safety tips.

Inside a Hurricane. By Joanna Cole. Ages 7-10. In this Magic School Bus book, Ms. Frizzle takes her students on a thrilling ride into a hurricane.

I Survived The California Wildfires, 2018. By Lauren Tarshis. Ages 8-12. Part of a series of 20 fiction books called “I Survived,” this chapter book tells the story of how two children how endured a wildfire.

Prepare with Pedro. Ages 5-8. A joint product of FEMA and the American Red Cross, this activity teaches children and their families about how to stay safe during disasters and emergencies. The book follows Pedro around the United States and offers safety advice through crosswords, coloring pages, matching games, and more. The Disaster Preparedness Activity Book is available for download in 6 languages at [Ready.gov/kids/prepare-with-pedro](https://www.ready.gov/kids/prepare-with-pedro).

Ready, Set . . . WAIT!: What Animals Do Before a Hurricane. By Patti R. Zelch. Ages 5-8. Using research and observation, the book shows how nine animals sense, react, and prepare for a storm.

Surviving a Fire. By Heather Adamson. Ages 7-9. The dangers of house fires, how to prepare an escape plan, and safely getting out during a fire are discussed.

The Day the Lines Changed: An Inspiring Story about a Line, a Pandemic, and How Change Shapes Us All. By Kelley Donner. Ages 3-6. The picture book uses shapes and lines to illustrate how to stay safe during a pandemic.

Tornadoes: Be Aware and Prepare. Ages 4-8. By Martha Elizabeth Hillman Rustad. This illustrated book helps children learn what to do if a chance of tornadoes is in the forecast. Part of A+ Books Weather Aware Series.

Twister Trouble. By Anne Schreiber and John Speirs. Ages 7-10. In this Magic School Bus book, Ms. Frizzle and her class fly directly into the heart of a powerful tornado.

Becoming Emotionally Prepared

Look for the Helpers. Ages 4-8. By Alexandra Cassell and Jason Fruchter. Daniel the tiger gets scared when a storm hits the neighborhood and learns how to find people to keep him safe.

The Big Blackout. Ages 6-10. By Meghan McDonald and Peter H. Reynolds. Judy Moody and her family wait out a big storm after their electricity goes out, turning a scary situation into a happy memory as they play games and make s'mores.

What to Do When Fear Interferes. By Claire A. B. Freeland and Jacqueline B. Toner. Ages 6-12. The book offers advice on keeping fear from overshadowing everyday activities.

What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety. By Dawn Huebner. Ages 6-12. The book uses humorous illustrations and metaphors to guide children through worrisome situations.

CUSTOMIZING LESSON PLANS FOR DIFFERENT SETTINGS

The STEP curriculum is designed to be modular, allowing instructors to mix and match activities and lessons to fit their needs. Recognizing the diverse backgrounds of STEP instructors and that delivery of the material extends beyond the classroom, the Instructor Guide now includes suggested activities for different demographics, settings, and circumstances including:

- **Family Preparedness:** Community and faith-based organizations often reach families with preparedness messaging. Below are activities focused on making preparedness a family affair.
- **Camp/After School:** Here you will find suggestions for more play-based activities that are fitting for extra-curricular activities.
- **Disaster Preparedness Assemblies/School Presentations:** Considering that many emergency preparedness officials are asked to present to students of different ages, we have provided suggested visuals, talking points, and activities for those looking for brief presentations.
- **Distance Learning/E-Learning:** Recognizing that many classrooms have online formats, we have grouped together activities that can be done independently online or if classes are being taught via distance learning.
- **Beyond 4th and 5th Grade:** While STEP was originally envisioned for 4th and 5th grade students, the basics of emergency preparedness are fundamental for students of all ages. To help instructors target older students, FEMA has identified specific activities that provide opportunities to engage older or more advanced students.

The table below provides a basic guide that instructors can use to tailor STEP for their needs.

INSTRUCTOR GUIDE ACTIVITY	FAMILY PREPAREDNESS	CAMP/ AFTERSCHOOL	ASSEMBLIES/ PRESENTATIONS	DISTANCE LEARNING/ E-LEARNING	BEYOND 4TH AND 5TH GRADE
Core Lesson 1: Introduction to Emergency Preparedness					
Icebreaker Bingo		X			X
Disaster Dodgers Video	X	X	X	X	
Disaster Case Study – Lost and Found in a Wildfire				X	X
Disaster Map (Digital)			X	X	X
Disaster Map (Print)					X
Core Lesson 2: Creating an Emergency Kit					
Disaster Dodgers Video	X	X	X	X	
Build Your Own Emergency Backpack	X	X		X	
How to Build a Family Emergency Kit	X			X	X
Host an Emergency Kit Drive		X	X		X
Core Lesson 3: Designing a Family Communication Plan					
Disaster Dodgers Video	X	X	X	X	
Family Communication Plan	X			X	X
Store a Digital Photo of your Family Communication Plan	X			X	X
Disaster Map Summary – Group Activity		X	X	X	X

STEP ACTIVITY BOOK	FAMILY PREPAREDNESS	CAMP/ AFTERSCHOOL	ASSEMBLIES/ PRESENTATIONS	DISTANCE LEARNING/ E-LEARNING	BEYOND 4TH AND 5TH GRADE
Lesson 1 Activities					
Crossword Puzzle		X		X	X
My Creative Writing Journal		X		X	X
Reading Activity – “In the Dark”		X		X	X
I Went Shopping for an Emergency Kit Memory Game	X	X			X
Emergency Preparedness Scavenger Hunt		X		X	
Lesson 2 Activities					
My Creative Writing Journal		X		X	X
Sketch, Draw, and Design Your Own Emergency Kit		X		X	X
Safety Treasure Hunt	X	X		X	X
Word Search		X		X	
Role-Playing News Headlines	X	X			X
Host an Emergency Kit Drive		X			X
Lesson 3 Activities					
Crossword Puzzle		X		X	X
My Creative Writing Journal		X		X	X
STEAM Math Worksheet				X	X
Reading Activity – Family Communication Plan Skit		X		X	X
Fire Drill/Safety Week Exercises	X				X
Emergency Preparedness Display Table		X			X
Science and Innovation		X			X

STEP APPENDIX

In the Appendix you will find printable handouts for the activities in the STEP Instructor Guide along with answer keys for handouts and activities in the STEP Activity Book. For digital versions of the handouts please visit [Ready.gov/student-tools-emergency-planning-step](https://ready.gov/student-tools-emergency-planning-step).

TABLE OF CONTENTS

Lesson 1

Icebreaker Bingo Cards	48-50
Icebreaker Bingo Answer Key.....	51
Disaster Case Study – Lost and Found in a Wildfire.....	52
Disaster Map Activity	53-55

Lesson 2

Build Your Own Emergency Backpack	56
How to Build a Family Emergency Kit	57-58

Lesson 3

Family Communication Plan.....	59-60
Wallet-Size Family Communication Plan	61
Disaster Map Summary – Group Activity.....	62-64

STEP Rewards

Printable Badges.....	65-66
Printable Certificate of Completion.....	67

STEP Activity Book Answer Keys

Activity 1: Crossword Puzzle Answer Key.....	68
Activity 3: Reading Activity – “In the Dark” Answer Key	69
Activity 5: Emergency Preparedness Scavenger Hunt Answer Key.....	70
Activity 9: Word Search Answer Key.....	71
Activity 12: Crossword Puzzle Answer Key.....	72
Activity 13: STEAM Math Worksheet Answer Key	73
Activity 15: Reading Activity – Family Communication Plan Skit Answer Key.....	74

BINGO

Can do a cartwheel	Likes to read	Has made a snowman	Has a dog	Loves jelly beans
Has brown eyes	Owens a can opener	Eats salad for lunch	Traveled outside the U.S.	Can read a map
Has a younger sister	Loves math	FREE SPACE	Was born in a different state	Has a first aid kit
Plays soccer	Has been in a thunderstorm	Has a cat	Likes to ride a bike	Likes to draw
Has swum in the ocean	Has been to a desert	Owens a flashlight	Owens a fire extinguisher	Owens a whistle

BINGO

Owens a flashlight	Has a first aid kit	Was born in a different state	Loves math	Can read a map
Has a dog	Traveled outside the U.S.	Eats salad for lunch	Has a younger sister	Plays soccer
Has brown eyes	Likes to ride a bike	FREE SPACE	Has been to a desert	Likes to wear blue jeans
Has been in a thunderstorm	Can do a cartwheel	Owens a can opener	Likes to read	Has swum in the ocean
Has a cat	Likes to draw	Has made a snowman	Owens a fire extinguisher	Owens a whistle

BINGO

Has a cat	Has been to a desert	Has been in a thunderstorm	Has a younger sister	Has swum in the ocean
Owns a fire extinguisher	Likes to draw	Likes to ride a bike	Eats salad for lunch	Can do a cartwheel
Was born in a different state	Likes to read	FREE SPACE	Owns a flashlight	Has a dog
Loves math	Likes to wear blue jeans	Has brown eyes	Has a first aid kit	Owns a can opener
Can read a map	Plays soccer	Loves jelly beans	Traveled outside the U.S.	Owns a whistle

LESSON 1

Activity 1: Icebreaker Bingo Answer Key



Note: There are three different Icebreaker Bingo Cards. Simply print and copy a bingo card for each student. Be sure to mix the cards up prior to handing them out. Provide each student with one bingo card and pencil or pen. This is a walk around activity.

Instructions:

1. There are 25 squares on every card.
2. The middle square is a free space.
3. When I read out the description on one of the squares, find someone that matches the same description on the square I read. You will need to ask them first. If they say yes, ask them to initial the square with the matching description on your bingo card.
4. Students can only initial another person's bingo card one time. Meaning, you cannot have the same person initial twice on the same card.
5. Students must fill their bingo card to fill a full straight line with different initials before calling bingo.
6. The object of the game is for the player to fill a full line straight across a row, straight down a column, or diagonally from corner to corner with initials. The first person to fill five boxes across or down the card wins the game. *(Present a bingo card and physically show students what you mean.)*
7. When this happens, the player yells out "BINGO!" to win the game.
8. If nobody gets bingo after 10 minutes, then the person with the most initials wins!
9. Have fun and enjoy!

Answers:

- | | |
|------------------------------|-----------------------------------|
| 1. Owns a whistle | 14. Has a dog |
| 2. Has a younger sister | 15. Has been in a thunderstorm |
| 3. Owns a flashlight | 16. Has a first aid kit |
| 4. Has made a snowman | 17. Has been to a desert |
| 5. Loves jelly beans | 18. Has brown eyes |
| 6. Likes to wear blue jeans | 19. Likes to ride a bike |
| 7. Can do a cartwheel | 20. Traveled outside the U.S. |
| 8. Has swum in the ocean | 21. Plays soccer |
| 9. Has a cat | 22. Was born in a different state |
| 10. Owns a fire extinguisher | 23. Likes to read |
| 11. Can read a map | 24. Loves math |
| 12. Owns a can opener | 25. Eats salad for lunch |
| 13. Likes to draw | |

LESSON 1

Activity 4: Disaster Case Study

LOST AND FOUND IN A WILDFIRE

My name is Mia, and I live with my parents and our dog, Jaxie, in a blue house at the edge of a golf course. I just turned 10 and had my birthday party last week.



We knew that fires had burned other areas of California, but we had never been affected. Still, we wanted to make sure we would be ready in case flames came close to our city of Santa Rosa. We put together an emergency kit with enough food and water for three days, along with first aid supplies, clothes and other things we would need to take if we had to leave home quickly. My parents stored it in the back of the car, so we could drive away as fast as possible.

One night, my mother smelled smoke and woke up my father and me. My cute little dog, a white miniature poodle, was sleeping in his bed in my room. Through my window, I could see that the night sky glowed red with flames in the distance. The police told everyone they needed to leave. We quickly got dressed in pants and shirts with long sleeves, as well as boots to keep us as safe as possible from the flames. We also took hats and bandanas to protect our heads and faces.



Mom grabbed some photo albums that had pictures of me as a baby and even her as a little kid. She also took a painting I made of our family in school last year that was on our refrigerator. Mom hurriedly put a leash on Jaxie, and he rushed out the door ahead of us.

As soon as we opened the door, we could feel hot wind on our faces. We quickly got into the car, but realized Jaxie wasn't with us. My father looked for him around the yard and golf course. But fire alarms were going off, the smoke was making it harder to breathe, and we had to leave Jaxie behind.

We cried all the way to my grandparents' house, which was a long drive from the fire, because we were so worried about Jaxie and what might happen to our home. By now it was morning, and my mom looked at some social media sites on her laptop to see if anyone reported finding Jaxie. I had my fingers crossed while we waited and was so excited when a family found him on the street.

When the police said it was safe to go back home, we made a stop first to pick up Jaxie from the family that found him. While we were driving home, we saw some houses that had been burned and trees that were scorched. I felt like we held our breath as we came to our street. But our house was fine, and I was never so happy to be home.



Disaster Map

Use the map to learn more about the types of disasters that can occur in different parts of the United States. Hover over the icons to view the disaster, and click on the icons to find additional information on [Ready.gov](https://www.ready.gov).

Earthquakes

Wildfires

Hurricanes

Floods

Winter Storms

Volcanoes

Tsunamis

Severe Weather

Severe weather can happen anytime, in any part of the country. It can include hazardous conditions produced by thunderstorms, including damaging winds, tornadoes, large hail, flooding and winter storms.

Pandemic

A Pandemic is disease caused by a virus that was once an epidemic (disease in one region), then spreads throughout the world. Anyone can be infected if necessary precautions are not taken. It usually requires a vaccination to eradicate (get rid of) a pandemic.

Source: Data obtained from FEMA and the USGS



U.S. DISASTER MAP

LESSON 1

After you’ve had a chance to explore the map and the links on [Ready.gov](#), answer the questions below.

1. Identify where you live on the U.S. map. Which state(s) border your state?

2. By hovering your mouse over the disaster icons, list the disasters you should consider preparing for based on where you live.

3. What disasters are not likely to happen where you live? List the least likely disasters.

U.S. DISASTER MAP

LESSON 1

4. Are the disasters that are likely to happen in the state(s) that border yours the same as the state you live in? Check Box for Yes and No. If not, which ones are different?

Yes ☐ No ☐

_____	_____	_____
_____	_____	_____

5. What disasters could happen anywhere? Explain why.

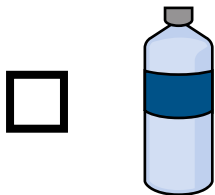
Once you've completed the questions, save your work and share it with your family and your teacher!

Build Your Own Emergency Backpack!

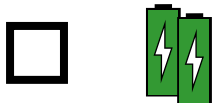
Only 8 items can fit into your backpack emergency kit. Check off the most important ones to keep in a kit that you can grab and go in a hurry.



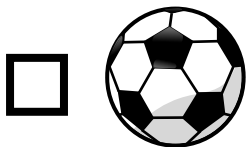
Change of Clothes



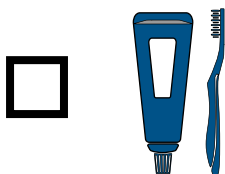
Bottle of Water



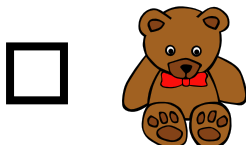
Extra Batteries



Soccer Ball



Toothbrush & Toothpaste



Small Toy or Stuffed Animal



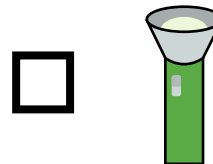
Banana



Book or Puzzle



Energy Bars



Flashlight



TV



FEMA

Ready



HOW TO BUILD A FAMILY EMERGENCY KIT

Plan Ahead – Build a Do-It-Yourself Emergency Preparedness Kit

Some disasters strike without any warning. Have you thought about the supplies you'll need the most? It is important for you and your family to prepare in advance for an emergency. Make sure you have enough supplies to last for at least **three** days.

1

Put your kit together to be ready for an emergency.

2

Use a sturdy container to place your items in. A book bag, waterproof storage bin, or sealable container works best.

3

Make sure it is easy to access and transport.

4

Keep your kit up to date. Food, water, batteries, medications, and other items may expire.

5

Store your kit and supplies in a place where they can be easily located.

6

Don't forget to think about babies, elderly, pets, or any family members with special needs!

7

Add items for the climate you live in, and store extra supplies in your car too.



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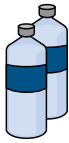


HOW TO BUILD A FAMILY EMERGENCY KIT



COMPLETE THIS CHECKLIST AS YOU BUILD YOUR EMERGENCY KIT:

☐ Water



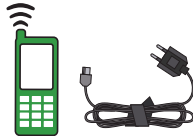
☐ Extra cash



☐ Medications



☐ Mobile phone & charger



☐ Non-perishable food



☐ Can opener



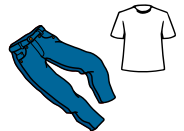
☐ Paper plates, cups, utensils



☐ Sleeping bag



☐ Change of clothes



☐ Sturdy shoes



☐ Emergency blanket



☐ Toothbrush & toothpaste



☐ Pet supplies, including extra water



☐ Rain gear



☐ Extra set of car keys



☐ Whistle



☐ First aid kit



☐ Pliers or wrench to turn off utilities



☐ Map(s) of the area



☐ Battery powered or hand-crank radio



☐ Dust mask



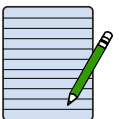
☐ Matches



☐ Flashlight



☐ Paper & pencil



☐ Sunscreen



☐ Extra batteries



☐ Fire extinguisher



☐ Insect repellant



FEMA

Ready



FAMILY COMMUNICATION PLAN

**BE
READY!**

Emergencies can happen at any time. Do you know how to get in touch with your family if you're not together? Follow these steps to make a communication plan and **BE READY!**

1 COLLECT INFORMATION



Know the Numbers:

PERSONAL INFO

My Name: _____

My Address: _____

My Phone Number: _____

FAMILY INFO

Parent Name(s): _____

Cell/Work Number: _____

Social Media Account: _____

Sibling Name(s): _____

Cell/Work Number: _____

Social Media Account: _____

Neighbor/Relative Name: _____

Cell/Work Number: _____

Neighbor/Relative Name: _____

Cell/Work Number: _____

Be sure to memorize your emergency contact numbers or put them in your phone!



Pick a Meeting Spot:

Where will you meet up with your family if you have to get out of your house quickly? Where will you meet if your neighborhood is being evacuated and you're not at home?

- ☐ Talk to everyone in your household and decide where your meeting spot will be.
- ☐ Make sure you know how to get there.
- ☐ Figure out the best route to evacuate your house if necessary.

MEETING PLACE



FEMA

Ready



FAMILY COMMUNICATION PLAN

**BE
READY!**



Text, don't talk!

Unless you are in immediate danger, send a text. Texts often have an easier time getting through during emergencies, and you don't want to tie up phone lines needed by emergency responders (like 911). It might also be easier to reach someone who's out of town. If you have a social media account, that's also a good way to communicate with your family and neighbors, especially if they're out of town.

2

SHARE THE INFORMATION

- ☐ Make copies of your Family Communication Plan for each member of the household to carry in their wallet, backpack, or purse.
- ☐ Post a copy in a central place at home.
- ☐ Double check that everyone has the correct information.
- ☐ Make sure your household and neighbor/relative contacts have your contact info, a mobile phone, and are able to text when needed.

3

REVIEW AND PRACTICE

- ☐ Practice calling and texting the group. Set up a group chat on everyone's phone if possible, and give it a name like Family Emergency Group.
- ☐ Discuss what key messages need to be sent if there is an emergency situation. For example, "I'm OK" or "I am at X location."

Go to [Ready.gov/kids](https://www.ready.gov/kids) for more info on how to be prepared for disasters!



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Ready



FAMILY COMMUNICATION PLAN

**BE
READY!**

STEP Program

FEMA Individual and Community
Preparedness Division

.....
Write your full name above

HOUSEHOLD INFORMATION

Home #: _____

Address: _____

Name: _____ Mobile #: _____

Other # or Social Media: _____ Email: _____

Important Medical or Other Information: _____

Name: _____ Mobile #: _____

Other # or Social Media: _____ Email: _____

Important Medical or Other Information: _____

Name: _____ Mobile #: _____

Other # or Social Media: _____ Email: _____

Important Medical or Other Information: _____

Name: _____ Mobile #: _____

Other # or Social Media: _____ Email: _____

Important Medical or Other Information: _____

Name: _____ Mobile #: _____

Other # or Social Media: _____ Email: _____

Important Medical or Other information: _____

Name: _____ Mobile #: _____

Other # or Social Media: _____ Email: _____

Important Medical or Other information: _____



Remember: Text don't talk!

Texts get through more easily
during emergencies. Unless you are
in immediate danger, send a text.

EMERGENCY CONTACTS

Name: _____ Mobile #: _____

Home #: _____ Email: _____

Address: _____

OUT-OF-TOWN CONTACT

Name: _____ Mobile #: _____

Home #: _____ Email: _____

Address: _____

EMERGENCY MEETING PLACE

Indoor: _____

Instructions: _____

Neighborhood: _____

Instructions: _____

Out-of-Town Neighborhood: _____

Address: _____

Instructions: _____

Out-of-Town Neighborhood: _____

Address: _____

Instructions: _____

IMPORTANT NUMBERS/INFORMATION

Police: _____

Fire: _____

Doctor: _____

Dentist: _____

Medical Insurance: _____

Policy Number: _____

Hospital/Clinic: _____

Go to [Ready.gov/kids](https://www.ready.gov/kids) for more info
on how to be prepared for disasters!



FEMA Ready



Disaster Map

Use the map to learn more about the types of disasters that can occur in different parts of the United States. Hover over the icons to view the disaster, and click on the icons to find additional information on [Ready.gov](https://www.ready.gov).

Earthquakes

Wildfires

Hurricanes

Floods

Winter Storms

Volcanoes

Tsunamis

Severe Weather

Severe weather can happen anytime, in any part of the country. It can include hazardous conditions produced by thunderstorms, including damaging winds, tornadoes, large hail, flooding and winter storms.

Pandemic

A Pandemic is disease caused by a virus that was once an epidemic (disease in one region), then spreads throughout the world. Anyone can be infected if necessary precautions are not taken. It usually requires a vaccination to eradicate (get rid of) a pandemic.

Source: Data obtained from FEMA and the USGS



U.S. DISASTER MAP

LESSON 3

On the STEP Disaster Map, you can see which disasters are more likely to happen where you live and that there is a possibility that more than one disaster could happen at a time. For example, it is possible you could experience a thunderstorm, flooding, and a hurricane at the same time.

Work together to summarize what you've learned!

- Review the information in the STEP Disaster Map
- Let one person serve as a note taker
- Give each person in your group a chance to provide their ideas and opinions
- Write down everyone's answers, and then assign one person to report back to the whole class on your group's responses.

You've studied the different types of disasters and their characteristics. Looking at the map pick three disasters that may affect you where you live. In your own words describe each term and what stands out most to you about each one.

1. _____
2. _____
3. _____

List the items in your emergency kit that could be helpful in the three disasters you described above.

- | 1. | 2. | 3. |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

U.S. DISASTER MAP

LESSON 3

List some steps you can take to be prepared for the different types of disaster that could happen where you live.

What have you done in class that could help prepare you for any disaster?

What are the most important lessons you have learned from the STEP Program that will help you be prepared for a disaster in the future?

STEP REWARDS
Badges







FEMA

This Certificate of Achievement has been awarded to

this _____ day of _____, 20____

For Learning About Emergency Planning and Helping Our Community,
Family, and Friends Become Better Prepared by Completing the
Student Tools for Emergency Planning Program

Classroom Emergency Planning Instructor

STEP ACTIVITY BOOK ANSWER KEYS

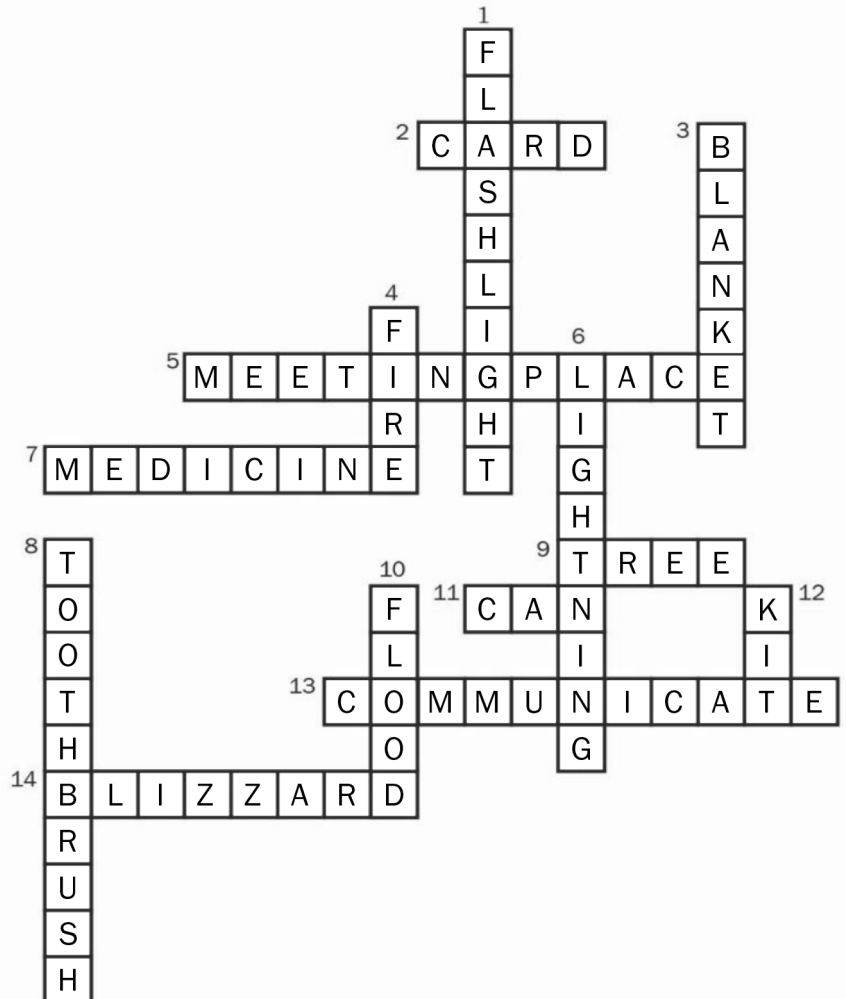
If you haven't already downloaded or ordered the Activity Book, go to [Ready.gov/student-tools-emergency-planning-step](https://www.ready.gov/student-tools-emergency-planning-step) or email fema-prepare@fema.dhs.gov for print copies.



Activity 1: Crossword Puzzle Answer Key

SOLVE THE PUZZLE

Use the clues below to fill in the preparedness word answers.



DOWN

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

ACROSS

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

STEP ACTIVITY BOOK ANSWER KEYS

Activity 3: Reading Activity – “In the Dark” Answer Key



1. What did Mateo do to stay safe when the thunderstorm started? Underline that part of his report.

I told my friends we should all go home.

2. Circle the things did Mateo’s family had at home to help them when the power went out?

Radio

Peanut butter and jelly

Peaches

Flashlights

3. Use another color to circle adjectives that you see in the story. Adjectives describe nouns. One example in the story is “bright,” which describes the sun.

Big gray clouds

Weird pinging sound

Little ice balls

Big tree branch

Big crashing sound

Little individual containers

4. Use another color to circle words that describe sounds.

Thunder **boomed**

Lighting **crackled**

Thunder **roars**

Pinging sound

Super loud

Big crashing sound

Boom

Knock on the door

5. List three things you need to get ready in your house in case there is a storm.

a. **Have non-perishable food to eat.**

b. **Have a way to listen to weather warnings and news, such as a crank radio.**

c. **Have a flashlight.**

STEP ACTIVITY BOOK ANSWER KEYS

Activity 5: Emergency Preparedness Scavenger Hunt Answer Key



FIND AND COLOR

Find the following items and color them in! What else can you find? **First Aid Kits, Radios, and Batteries**

- | | | |
|-------------------|------------------|------------------------------|
| 4 Lightning Bolts | 4 Scorching Suns | 3 Extreme Colds |
| 4 Water Bottles | 4 Fire Hazards | 3 Flood Hazards |
| 3 Home Fires | 2 Games | 4 Ocean Waves |
| 2 Storms | 3 Flashlights | 3 Family Emergency Kits |
| 3 Tornadoes | 4 Earthquakes | 3 Family Communication Plans |
| 3 Whistles | 4 Hiking Shoes | 3 Check on Neighbors |



STEP ACTIVITY BOOK ANSWER KEYS

Activity 9: Word Search Answer Key



FIND THE PREPAREDNESS WORDS BELOW!

Communication Plan
Disaster
Text
Emergency Kit
Water

Batteries
Radio
Flashlight
First Aid Kit
Map

Prepare
Phone
Food
Toothbrush



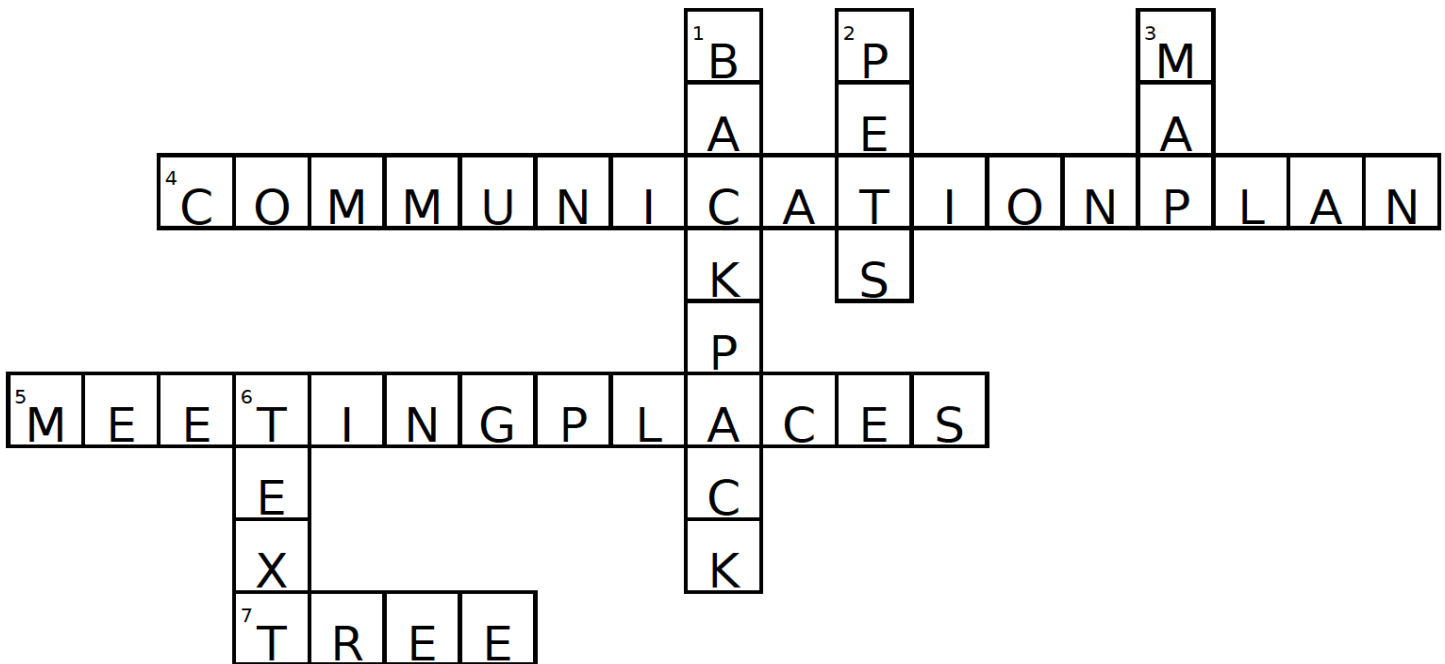
STEP ACTIVITY BOOK ANSWER KEYS

Activity 12: Crossword Puzzle Answer Key



SOLVE THE PUZZLE

Use the clues below to fill in the preparedness word answers.



DOWN

1. Since you take your things to school in this every day, add your family communication plan as well.
2. Make sure you include your dog, cat, and other _____ in emergency plans.
3. If you get lost, looking at one of these can help.
6. Rather than using your phone to call during an emergency, _____ instead.

ACROSS

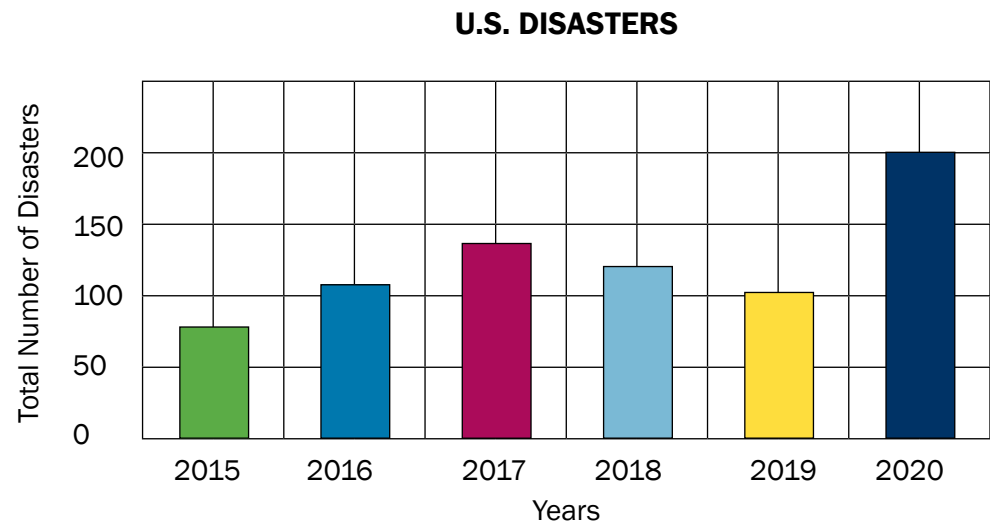
4. One of these will help your family find each other after an emergency.
5. Have two of these, one near your home and the other outside your neighborhood at a building like a library or community center.
7. A big one of these with lots of branches outside your house could be a good meeting place.

STEP ACTIVITY BOOK ANSWER KEYS

Activity 13: STEAM Math Worksheet Answer Key



1. **B**
2. **A**
3. **124 Disasters**
4. **2020**
5. **2015**
6. The draw a Bar Graph should look like this, with x- and y-axis titles written in for years and total number of disasters:



STEP ACTIVITY BOOK ANSWER KEYS

Activity 15: Reading Activity – Family Communication Plan Skit Answer Key



1. What are some places different members of your family might be when an emergency happens?

School, work, playground, friend's house, relative's house, store

2. Do you know how to contact them?

Yes or no

3. What if you can't go to your neighborhood? Where are some places that you might be able to meet your family?

You can meet at a library or community center. Other options might include a nearby relative's house, house of worship (church, temple, mosque), or school.

