
INSTRUCTOR'S GUIDE

Emergency Preparedness



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California Childcare Health Program
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This *Instructor's Guide* is a supplement for trainers of the California Training Institute's curriculum for Child Care Health Advocates.

INTRODUCTION TO THE EMERGENCY PREPAREDNESS MODULE

This *Instructor's Guide* provides trainers with an outline for the teaching of the *Emergency Preparedness* module. Participants will learn about the many types of emergencies that may arise and the different approaches to preparing for them. In addition, participants will become familiar with both legal and professional requirements regarding emergency preparation. They will conduct a self-assessment to alert them to the ways in which they are already prepared for emergencies and to identify areas for improvement. This module describes the ways that Child Care Health Advocates (CCHAs) play a crucial leadership role in promoting best practices for emergency preparation in early care and education (ECE) programs.

Learning Objectives:

1. To identify emergency situations and prevention measures relevant to ECE programs.
2. To describe three ways a CCHA can assist ECE programs in meeting their emergency preparedness needs.
3. To identify the emergency preparedness resources to assist and support ECE providers and families.

Primary Messages:

1. Responses to emergencies cannot be planned, but good preparation will minimize trauma.
2. Regulations require the careful planning, performance and documentation of drills.
3. Disasters can be natural, medical, accidental or intentional.
4. Young children are especially vulnerable when disaster strikes. Protecting them from injury and trauma requires careful planning and the frequent practice of evacuation and other emergency procedures.

Materials and Equipment Needed:

1. Copy of module: *Emergency Preparedness*
2. Copy of *Instructor's Guide: Emergency Preparedness*
3. Flip chart/whiteboard and markers, or chalkboard and chalk
4. Masking tape for posting flip chart paper
5. LCD projector or overhead projector
6. Computer for PowerPoint slides
7. CDs of slides or transparencies
8. Handouts:
 - a. Handouts in the *Emergency Preparedness* module
 - i. Handouts from California Childcare Health Program (CCHP), Oakland, CA

Handout Title	Page Number in Module
<i>Health and Safety Notes: Young Children and Disasters</i>	17
<i>Outline of Emergency Procedures</i>	19

- ii. Handouts from Community Care Licensing Division, California Department of Social Services, Sacramento, CA

Handout Title	Page Number in Module
<i>Child Care Centers Self-Assessment Guide: How to Make Your Child Care Center a Safer Place for Children</i>	21
<i>Disaster Planning: Self-Assessment Guide for Child Care Centers and Family Child Care Homes</i>	29
<i>Earthquake Preparedness Checklist</i>	37
<i>Form LIC610 – Emergency Disaster Plan for Child Care Centers</i>	38
<i>Form LIC610A – Emergency Disaster Plan for Family Child Care Homes</i>	39

- iii. Handouts from other sources

Handout Title	Page Number in Module
<i>Situations That Require Medical Attention Right Away</i>	41
<i>Tips for Preparing Children</i>	43

- b. Handouts in the *Instructor's Guide*

Appendix Title	Appendix Number
<i>Using the Emergency Preparedness Module</i>	17A

SUGGESTED TRAINING OUTLINE

Outline	Method	Time (Minutes)
I. Introduction to the Emergency Preparedness Module	—	5
A. Assessment of Group Knowledge	Questioning	2
B. Introduction/Rationale to Emergency Preparedness	Lecture	3
II. The Role of the CCHA in Emergency Preparedness	—	45
A. Types of Emergencies	Large Group Discussion	5
B. Ways a CCHA Can Help Prepare for Emergencies in the ECE Setting	Large Group Discussion	20
C. Helping Children and Adults Cope with Emergencies and Possible Trauma	Large Group Discussion	10
D. Resources for Emergency Preparedness	Lecture and Handout Review	10
III. Summary and Closure	—	10–20
<i>A. Optional: Using the Emergency Preparedness Module</i>	<i>Small Group Activity</i>	<i>10</i>
B. Next Steps for the CCHA	Large Group Discussion	5
C. Summary and Closure	Brief Closing Activity	5

Total time: 60–70 minutes

OUTLINE AND INSTRUCTIONS

Emergency Preparedness

I. Introduction to the Emergency Preparedness Module

A. **Topic:** Assessment of Group Knowledge

Method: Questioning

Instructions:

1. Ask participants several of the following questions, choosing questions most appropriate for your participants. Ask them to raise their hand if they:
 - Have had to deal with an emergency.
 - Have received training in emergency preparedness.
 - Routinely perform emergency drills and practices.
 - Have emergency procedures and supplies in place.
2. Ask participants what emergencies they have had to deal with in their ECE programs.

B. **Topic:** Introduction/Rationale to Emergency Preparedness

Method: Lecture

Instructions:

1. Give participants the following information:
 - a. Emergencies can happen anytime and anywhere, despite our best efforts to reduce risks. Natural disasters, accidents, medical emergencies or even intentional acts of violence can all happen during the hours that ECE programs are providing care to groups of children.
 - b. Young children are especially vulnerable during emergencies. For these reasons, licensed ECE programs are required by law to have policies, procedures and plans in place to minimize confusion and trauma if and when an emergency occurs. The CCHA can help develop these policies and procedures.
 - c. The difference between coping well and not coping well during an emergency depends on how prepared the ECE program is and whether necessary supplies are available. ECE programs may not make preparedness a priority due to lack of time, lack of money for training and supplies, or the belief that “it won’t happen here.”
 - d. The CCHA can help ECE providers understand the importance of emergency preparedness and help them prepare for a potential emergency.
2. Ask participants how prepared they feel for emergencies.

II. The Role of the CCHA in Emergency Preparedness

A. **Topic:** Types of Emergencies

Method: Large Group Discussion

Instructions:

1. Begin the discussion by asking participants what types of emergencies ECE professionals must be prepared for. If necessary, prompt participants’ responses by using the following categories: natural disasters (e.g., fires, earthquakes, floods), accidents (e.g., car or bus accidents), medical emergencies, security issues and intentional acts of violence. Write responses on chart pad or overhead transparency.

2. Ask participants which of these types of emergencies they have dealt with and which of these they have prepared for in their ECE program.

B. Topic: Ways a CCHA Can Help Prepare for Emergencies in the ECE Setting

Method: Large Group Discussion

Instructions:

1. State that emergency preparedness in the ECE setting takes many forms. It is the role of the CCHA to:
 - a. Know and follow the legal requirements.
 - b. Learn about and educate staff about best practices in emergency preparation.
 - c. Conduct emergency preparedness drills.
 - d. Review policies and procedures.
 - e. Educate children and families about emergency routines.
 - f. Maintain up-to-date emergency supplies.
 - g. Provide adequate security measures.
 - h. Help children and adults cope with trauma.
2. Go through each category, asking participants to give information about the requirements for each category. Supply additional information not stated by participants. Refer to the module for information about each category. More resources will be discussed in the next section.
3. Divide participants into small groups. Direct them to the *Activity* on the CCHA's role in emergency preparedness (page 9 in module) and have them discuss each emergency and what kind of response is required. Ask each group to designate a reporter to report back to the group.

C. Topic: Helping Children and Adults Cope with Emergencies and Possible Trauma

Method: Large Group Discussion

Instructions:

1. State that children are especially vulnerable to the negative consequences of trauma because they are so dependent on others. Therefore, emergency preparedness is a way to help minimize the potential negative consequences of trauma on children.
2. Ask participants how they themselves react to emergencies. Discuss the feelings that come up and what is helpful for them. Ask them to think for a moment about how they can take care of themselves emotionally during an emergency, so that they will be able to attend to the emotional and physical needs of the children in their care.
3. Ask participants to describe what children need from adults during emergencies. Refer to the *Ways to Help* subsection on page 5 of the module. Note similarities and differences between what adults and children need.

D. Topic: Resources for Emergency Preparedness

Method: Lecture and Handout Review

Instructions:

1. State that in California, Community Care Licensing's Child Care Advocate Program gives out self-assessment guides on a variety of topics. Two of these are included in the module:

- a. *Child Care Centers Self-Assessment Guide: How to Make Your Child Care Center a Safer Place for Children* and *Disaster Planning: Self-Assessment Guide for Child Care Centers and Family Child Care Homes* (pages 21 and 29 in module).
 - b. Ask participants to go through the lists in these guides and circle the areas that they need to work on in their program.
2. State that *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, Second Edition* (CFOC) describes best child care practices for emergencies and disasters, including guidelines for recognizing and responding to emergency situations and for establishing appropriate ways of recording plans and drills. The part of the National standards that is specifically relevant to emergencies and disasters has been put into a smaller document, *Emergency/Disaster Preparedness in Child Care Programs, Applicable Standards from Caring for Our Children, Second Edition*, which can be located at: <http://nrc.uchsc.edu/SPINOFF/EMERGENCY/Emergency.htm>.
 3. State that in addition to these two resources, the California Childcare Health Program (CCHP) offers a publication called *Prevention of Injuries: A Curriculum for the Training of Child Care Providers* (CCHP, 2001). This curriculum can be used by CCHAs to help train ECE providers. The curriculum content includes preventive strategies, emergency preparation, response examples and additional resources. The curriculum also offers information about how children's developmental stages influence their ability to understand and cope with stressful situations, as well as tips for how to describe threats and necessary actions to children and their families. The curriculum is available in print or on a CD, in English and Spanish.
 4. Ask participants if they have additional resources they would like to share.

If you have experienced CCHAs in the room, do one or more of the following:

1. Ask them to discuss the ways they teach and involve children in emergency preparedness.
2. Ask them to describe policies they have in place regarding emergency preparedness.
3. Ask them to describe how they communicate with parents about policies and procedures.
4. Ask them to describe what emergencies they have already handled and what they have learned from them.
5. Pair them up with nonexperienced participants and instruct the nonexperienced to ask questions of the experienced CCHAs about what steps they have taken to prepare for emergencies.

III. Summary and Closure

A. **Optional Topic:** *Using the Emergency Preparedness Module*

Method: *Small Group Activity*

Instructions:

1. *Explain to the participants that the curriculum is a rich resource for them and encourage them to become familiar with it. Towards this end, spend a few minutes looking through it together. Explain that participants will work in pairs to go through the module to find the answers to these questions.*
2. *Hand out Appendix 17A. Tell the participants they have 5 to 10 minutes to locate the answers.*

3. *Note to Trainer: Participants may feel that this is “busy work.” Let them know that our goal is to use our time today to give them new tools and resources, and the curriculum is one such resource. Explain that becoming familiar with the curriculum is one way to help them determine how they will improve quality in their setting.*

B. Topic: Next Steps for the CCHA

Method: Large Group Discussion

Instructions:

1. Ask participants to think of the ways they can improve emergency preparedness in their setting. Direct them to think for a moment before asking them for answers.
2. If possible, group participants together with colleagues who work from the same ECE program. Ask them to go over the ways that they can improve emergency preparedness in their programs, and then to prioritize these ways.

C. Topic: Summary and Closure

Method: Brief Closing Activity

Instructions:

1. Summarize the key points shared by participants. Review that the key role for the CCHA is to help staff and ECE programs prepare for all types of emergencies by reviewing policies, procedures and supplies, and by providing training and education to staff, children and families.
2. Next Steps: Direct participants to write down one next step for improving emergency preparedness in their own ECE setting. Ask participants to share these with the group.

APPENDIX 17A

Using the Emergency Preparedness Module

Topic: Using the Emergency Preparedness Module

Method: Small Group Activity

Instructions: Review the module and find the answers to the following questions.

According to the module:

1. What are some potential earthquake hazards in classrooms?
2. What are the seven parts of a disaster preparedness plan?
3. What situations require immediate medical attention?
4. What are the recommended steps of a fire drill?