



Disaster Preparation

This guide is designed to help Child Care Resource & Referral agencies (CCR&Rs) and others offer training to help family child care providers prepare for different types of disasters (natural disasters, technological disasters, and attacks). It includes activities for training individuals who care for children in their homes on topics related to disaster preparation. It should be used with *Is Child Care Ready?*, a publication of the National Association of Child Care Resource & Referral Agencies (NACCRRRA). To order copies of the publication visit the NACCRRRA website: <http://www.naccrra.org>.

At the end of the training the participants will be able to:

- Explain why every family child care home should have a disaster plan
- List the types of disasters most likely to occur in their area
- Develop an emergency plan for their family child care home
- Make and practice an evacuation plan for their family child care home
- Perform other tasks related to preparing for a disaster

General Outline	
5 minutes	Welcome and Introductions
10 minutes	Warm-up Activity on Types of Disasters
5 minutes	Why Family Child Care Homes Should Have a Disaster Plan
10 minutes	Different Types of Disasters That May Occur
15 minutes	Preparing an Emergency Plan for Your Family Child Care Home
10 minutes	Break
30 minutes	Preparing an Emergency Plan for Your Family Child Care Home, continued
If more time is available	<ul style="list-style-type: none"> • Your Insurance Coverage • Involving Your Family in Being Prepared • Protecting Pets During Disasters
5 minutes	Summary

Table of Contents

- 1. **Part 1: Welcome and Introductions**1
- 2. **Part II: Why Family Child Care Homes Should Prepare for Disasters**5
- 3. **Part III: Learning About Disasters That May Occur in Our Area**7
- 4. **Part IV: Preparing an Emergency Plan for Your Family Child Care Home**9
 - A. Communicating with Parents, Part I. 10
 - B. Communicating with Parents, Part II 11
 - C. Making and Practicing an Evacuation Plan 12
 - D. Shelter-in-Place. 12
 - E. Back-Up Supplies and Equipment 13
 - F. Emergency Contacts 14
 - G. Protecting Important Records and Documents 15
- 5. **Part V: Activities for Additional Time**17
 - A. Insurance 18
 - B. Involving Family Members and Assistants in Preparing for Disasters 18
 - C. Protecting Pets during a Disaster. 19
- 6. **Part VI: Summary** 21
- 7. **Appendix** 23
 - Handout #1: Types of Disasters 24
 - Handout #2: Why Family Child Care Programs Should Prepare for Disasters. 27
 - Handout #3: Why Family Child Care Homes are Vulnerable to Disasters 28
 - Handout #4: Preparing for Different Types of Disasters. 29
 - Handout #5: Steps in Preparing a Family Child Care Home for a Disaster. 30
 - Handout #6: Communicating with Parents, Part I 31
 - Handout #7: Communicating with Parents, Part II. 32
 - Handout #8: Important Records 33

Part I. Welcome and Introductions



Part I. Welcome and Introductions

Advance Preparation

- ◆ Go to <http://www.fema.gov/>. On the website, you can click on each type of disaster, then click on photos. There are many photos available on most of the different types of disasters, except for chemical and nuclear. (Note that you can select some that include children by typing “child” in the search function.) Print at least one copy of each photo, or two, if you want to use them for the activity listed under Other Warm-Up Activities. Mount one set of the photos by gluing them on cardboard slightly larger than the photos. Display them around the training room. If time allows, use a labeler or your computer to also post the name of the type of disaster shown in each photo.
- ◆ Make one copy of Handout #1 for each participant.
- ◆ Collect or buy enough red, yellow, and green makers or crayons so you have one of each for each pair of participants.
- ◆ If a whiteboard is not available, post several large sheets of paper in the room.

- Have each person share their name and where their family child care home is located. Also have them share any experience they have had with a natural disaster, such as a flood, hurricane, tornado, or snowstorm, or a technological disaster, such as a power outage.

Warm-up Activities: What Types of Disasters Could Occur in Our Area?

- Divide the group into pairs. Give each pair a list of the different types of disasters that can occur (Handout #1) and three colored markers (red, yellow, green). Have them use red to circle the types of disasters most likely to occur where they live. Have them use yellow to circle the types of disasters that could occur in their area but are less likely. Have them use green to circle the types of disasters that are unlikely to occur in their area.
- Bring the group back together. Use a whiteboard or large sheet of paper to agree on the type of disasters family child care providers in your area may experience.

Other Warm-Up Activities

- If access to the Internet is available, go to the http://www.fema.gov/news/disaster_totals

[annual.fema](http://www.fema.gov/) website and find out how many disasters have been declared in your state in the last 20 years and what types of disasters they were. Compare the FEMA list to the list the group has made. If you don't have access to the Internet within the training room, print the list out in advance and make enough copies for all the participants. Have the participants compare the number of declared disasters in their state with those in other states. Put your state's “disaster” rank on the whiteboard.

- If access to the Internet is available in your training room, go to <http://www.fema.gov/>. Click on the type of disaster that occurs in your area. If this feature is available for the type of disaster, put in the address and zip code of one of the family child care programs represented (with their permission). This will allow you to find out if there is a risk for that type of disaster where the home is located. Encourage the participants to use their home computers to do this for their own home.
- Using Handout #1, Types of Disasters, make enlarged copies, one for every two people at the training. Cut out each type of disaster and the three main headings on each sheet and place the pieces in an envelope. Make one set of these pieces for every two people. During

the training have the participants “sort” the types of disasters into the three categories (natural, technological, attacks). Give a prize to the pair that finishes first. If time allows, have the participants glue their pieces onto a large white sheet of paper. Display these small posters in the room.

- Play Disaster Scramble. As each person comes into the room give each a card with one of the types of disasters written on it. Have each of the three categories of disasters (natural, technological, and attacks) written on a large sheet of paper and posted in different corners of the room. Direct the participants to “scramble” as quickly as possible to the sign for the category under which their type of disaster falls. Have the participants introduce themselves to the others with disasters in their category. Have each category group share their examples of disasters in that category with the whole group (while standing near their sign).

- Using the other set of photos you printed (see **Advance Preparation** above), give each pair of participants two or more photos. Have them identify which type of disaster resulted in the destruction they see in the photos. Have the pairs group themselves into the three major categories of disasters (natural, technological, and attacks). If you are going to do this activity try to print about an equal number of photos for each category of disaster. Provide each group with glue sticks and a large sheet of easel paper or something similar. Have them do a collage with their photos; encourage them to come up with a title or label for their collage for the category of disaster they are depicting.
- If your area has a high risk of earthquakes and you have access to the Internet in your training room, go to <http://earthquake.usgs.gov/regional/states.php> and read about the earthquake history of your state.





Part II: Why Family Child Care Homes Should Prepare for Disasters



Part II: Why Family Child Care Homes Should Prepare for Disasters

Advance Preparation

- ◆ If a whiteboard and marker are not available, post sheets of large paper in the room.
- ◆ Other Activities: Make copies of Handout #2 and a transparency to use on an overhead projector.

- Encourage the participants to help you list the reasons family child care homes should prepare for disasters on the whiteboard or paper. Examples to prompt could include:
 - Save children’s lives
 - Save family members’ lives
 - Save assistants’ lives
 - Protect your home, property, supplies, etc.
 - Be able to start providing family child care again after a disaster
 - Provide child care for first responders
 - Provide child care for parents returning to work
 - Support employees and employers
 - Be able to continue operating your small business
 - Continue to provide income for family

Other Activities:

- Use Handout #2 in the Appendix to discuss the reasons family child care homes should prepare for disasters. Use the handout to make a transparency or make individual copies for the participants.
- Have participants imagine what it would be like if there was no family child care in a community because of a disaster.
- Discuss whether the state licensing regulations for family child care require a disaster plan.
- Discuss why family child care homes are more vulnerable to disasters than other types of small businesses. Use Handout #3: Why Family Child Care Homes are Vulnerable to Disasters.



Part III: Learning About Disasters That May Occur in Our Area



Part III: Learning About Disasters That May Occur in Our Area

Advance Preparation

- ▶ Print and make copies of the handouts on the most common types of disasters in your area from the American Academy of Pediatrics Family Readiness Kit (<http://www.aap.org/family/frk/frkit.htm>). Make enough copies of each handout so you can set up small groups using these handouts. For example, if there are five types of disasters that are likely to occur in your area and you are going to have 20 people attend the training, make four copies of each handout ($20/5=4$). If your resources allow, make a copy of each handout for each participant for their resource file.
- ▶ Make two copies of the form in the Appendix (Handout #4) for each participant.

- Divide the participants into small working groups. Give each group the information from the Family Readiness Kit on one or two of the types of disasters that could occur in your area. Have them fill in the form (Handout #4) including:

- Describe the disaster.
- Why it is important to prepare for the disaster?
- How will the provider know this type of disaster is about to occur?
- What should the provider do during the disaster to save lives and protect property?
- What should the provider do immediately after the disaster?

Note: How to prepare for each type of disaster will be discussed in the next section.

- Have each pair share their chart with the total group.



Part IV. Preparing an Emergency Plan for Your Family Child Care Home



Part IV. Preparing an Emergency Plan for Your Family Child Care Home

Advance Preparation:

- ◆ Print and make copies of Handout #5: Steps in Preparing a Family Child Care Home for a Disaster for each participant.
- ◆ Make a transparency of Handout #5. Use an overhead projector to reference this handout throughout the remaining training.
- ◆ Print and make copies of the Child Care Program Emergency Plan from *Is Child Care Ready?* for each participant.
- ◆ Make a transparency of the Child Care Program Emergency Plan from *Is Child Care Ready?*. Use an overhead projector to reference this handout.
- ◆ Have participants identify the tasks listed on Handout #5 that have already been discussed in the training session and those that will be covered during the remainder of the session.
- ◆ Distribute the Child Care Program Emergency Plan. Have the participants review the sections of the Plan and discuss how this information is provider specific and must be completed by individual programs.

A. Communicating with Parents, Part I.

Advance Preparation:

- ◆ Make copies of Handout #6 Communications Scenario or write the scenario on the whiteboard, on a large sheet of paper, or on a transparency (if an overhead projector is available).

- Ask a volunteer to read the communications scenario.
- Discuss what information the family child care provider needed to get in contact with the families using her program after the disaster
 - Children’s family members’ cell phone numbers
 - Number of an out-of-area contact for each family
 - Children’s family members’ work numbers
 - Children’s family members’ e-mail addresses
- Discuss what could have been done in advance so the children’s parents would have been able to get in touch with the family child care provider after the disaster
 - Provider’s cell phone number
 - Telephone tree for parents
 - Contact number for provider out of the area
 - Remote answering machine on provider’s home phone with a message for parents
 - Call forwarding on the provider’s home phone
 - Cards for parents to carry with several numbers
- Discuss what the provider can do now so the parents are informed
 - Use local media

B. Communicating with Parents, Part II.

Advance Preparation:

- ◆ Make copies of Handout #7, or write the scenario on the whiteboard, on a large sheet of paper, or on a transparency. Make copies of the questions below or post them on a large sheet of paper. Make copies of the Parent Emergency Evacuation Information Form and the Child Identification Card form in *Is Child Care Ready?*

- Divide the participants into small groups. Have them appoint a recorder and someone to give the group report. Have the group address these questions:
 - How could you let the parents know where their children are?
 - What information would have helped the provider respond to this emergency?
 - How can the provider avoid another situation where the records she needs are left behind during an evacuation?
 - How are parents likely to respond to this situation?
- Bring the group back together. Have groups share their answers to the questions.

Other Activities

- Handout copies of the Parent Emergency Evacuation Information Form from *Is Child Care Ready?* Discuss why it would have been helpful for parents to have had a copy of this form in this situation.
- Discuss the information needed to contact parents in an emergency.
- Review the Child Identification Card Form; discuss how having this card pinned on each child's clothing could have helped during this situation.
- Discuss whether it is a good idea to have children wear identification bracelets like hospitals use.



C. Making and Practicing an Evacuation Plan

Advance Preparation:

- ◆ Make three copies of the Evacuation Requirements Form from *Is Child Care Ready?* for each provider and one copy of the Parent Emergency Evacuation Information Form. For Other Activities: Make more copies of Handout #7. Make copies of the Evacuation section of Child Care Program Emergency Plan from *Is Child Care Ready?*

- Have each provider say where he or she would evacuate the children and their family members to if a disaster occurred where their home is located.
- Discuss why providers should prepare to evacuate to a nearby location, a location some distance away from their home, and a site far from the area.
- Have each participant fill in a projected “host facility” for each of the three locations (nearby, immediate area, distant) on the Evacuation Requirements forms.
- Discuss how the provider would get the children and his or her family members to the evacuation sites – program van, personal cars, public transportation, neighbors, etc.

Other Activities

- Discuss the benefits of training and practicing for evacuations.
- Review the Parent Emergency Evacuation Information Form; ask if any of the participants use a similar form.
- Using Handout #7, discuss what factors probably resulted in the provider being able to carry out a successful evacuation.
- Review the Evacuation Plan sections of the Child Care Program Emergency Plan. Explain how to complete each section.

D. Shelter-in-Place

Advance Preparation

- ◆ Make one copy of Handout #7 for each participant. Make copies of the page in *Is Child Care Ready?* on which the fourth and fifth paragraphs under Shelter-in-Place are located



- Using Handout #7, discuss what the provider would have needed to do if he or she had been directed to take “shelter-in-place.”
- Discuss how a provider would know if residents have been directed to take shelter-in-place (television, radio, telephone, etc.). Discuss why it is important to have a radio that doesn’t need electrical power during an emergency.
- Handout the two paragraphs on taking shelter-in-place from *Is Child Care Ready?* Have the participants read the two paragraphs. Have the participants discuss with someone sitting near them whether they are prepared to take “shelter-in-place.”

E. Back-Up Supplies and Equipment

Advance Preparation:

- ▶ Make copies of List of Items for a Child Care Program Disaster Kit and Evacuation Kits for Child Care Programs from *Is Child Care Ready?* If possible, assemble a kit and give it away as a door prize to one of the providers attending the training.

- Ask the providers to close their eyes and imagine there has been a tornado in their area. Fortunately, their home was not damaged but there has been extensive damage to parts of the city near their home. City officials have told all residents and businesses to stay in place because there are downed electrical wires, trees, etc. and it isn't safe for parents to come get their children or for the provider to take children to their parents or to another site. There is no electricity and the power company expects it will be several days before electricity will be restored in the area where the family child care home is located. It is possible the water supply has been polluted and the water may not be safe to drink.
- Have the providers open their eyes, divide into groups of four, and make a list of the supplies and equipment they need to keep the children in their home until they can be returned to their parents. Plan to keep the children in the home for at least 48 hours. After about 5 minutes, have the groups share their lists.
- Give the providers copies of the kit lists for staying in place and evacuating.

Other Activities

- Using the lists from *Is Child Care Ready?* have each provider check off what they currently have available in their home.
- In pairs, have the participants compare the list of supplies needed for a provider to keep the children in his or her home for several hours or days with the list needed to evacuate to another location. Discuss how the two lists differ.
- Discuss how the loss of electricity, water, gas, or other utilities impacts what supplies and equipment are needed during a disaster.
- Discuss what is necessary to feed the children if no one is able to leave the home.
- Read *Keeping Food and Water Safe After a Disaster or Power Outage* in *Is Child Care Ready?*
- Discuss how the outside weather impacts what supplies and equipment are needed by a family child care provider during a disaster.
- Discuss how the **type of disaster** impacts what supplies and equipment are needed by a family child care provider.



F. Emergency Contacts

Advance Preparation

- ◆ Make two copies of the Child Care Program Emergency Contact List from *Is Child Care Ready?* for each participant (one for them to work on and one for them to take with them). If possible, collect copies of local phone books so the participants will be able to look up phone numbers needed.

- Ask the providers who they might need to contact during or after a disaster. Write this list on a whiteboard or large piece of paper.
 - Ask how many of them already have an emergency contact list for their family child care home.
 - Give out the copies of the Child Care Program Emergency Contact List from the guide.
 - Have the providers place a small check to the left of each of the names and phone numbers or e-mails they already have on their emergency contact list.
- Using the markers they received before, have each person highlight the names and numbers they need to get and put on their list.

Other Activities

- Using the telephone books, have the participants fill in as much information as they can for their emergency contact list.
- Discuss who should have copies of the emergency contact list and where copies should be kept.
- Discuss how often the emergency contact list should be updated.



G. Protecting Important Records and Documents

Advance Preparation

- ◆ Make enough copies of Handout #8 and the Checklist for Important Records and Documents from *Is Child Care Ready?* for each of the participants.

- Have the providers read Handout #8.
- Divide the group into pairs. Have them make a list of the records that Mary needs:
 - In the immediate aftermath of the disaster
 - To relocate her family child care home temporarily to her aunt's
- After the pairs have had a few minutes to make their list, have them share their list with another pair and add to their list; keep the pairs moving until they have added ideas from several other pairs.
- Hand out the Checklist for Important Records and Documents from the guide. Have the participants check to see if they missed any important items.
- Brainstorm which agencies (for example, the CCR&R or Child and Adult Care Food Program) could help them restore their records after an emergency.
- Discuss who, besides the provider, should have a copy of his or her business records.

Other Activities

- Have participants share what they have experienced when they have lost important personal or business records – such as their driver's license.
- Discuss what the provider will have to do to restore his or her business records if all of them are lost in a disaster (fire, flood, tornado, etc.).
- Discuss why having copies of records is important. Discuss where copies of records should be kept. Think about how to store important records so that the damage to them during a disaster would be lessened.
- Talk about why a second set of records should be kept at a distant location. Have the providers share where they could keep a set of records.
- Have the participants discuss how they will protect their computer records if there is a disaster.





Part V. Activities for Additional Time



Part V. Activities for Additional Time

A. Insurance

Advance Preparation

- ◆ Make a copy of the Insurance Discussion Form from *Is Child Care Ready?* for each participant.
- ◆ Collect brochures from at least three insurance companies in the area. Note: Avoid advertising any one company. If possible, get brochures from all major carriers in the area.

- Invite a panel of representatives from local insurance agencies to discuss the different kinds of insurance needed by small businesses in your area. Note: Avoid inviting only one insurance representative.
- Have the participants fill in a copy of the Insurance Discussion Form from *Is Child Care Ready?*
- Discuss where copies of the insurance form should be kept and who should keep a copy of it.



- Discuss how to balance the cost of insurance against the probable risk of a disaster occurring in your area.

B. Involving Family Members and Assistants in Preparing for Disasters

Advance Preparation

- ◆ Using the Internet make copies of *Get a Kit, Make a Plan, Be Informed* (http://www.ready.gov/america/get_a_kit.html) or *Preparing Makes Sense* (http://www.ready.gov/america/downloads/Ready_Brochure_Screen_EN_20040129.pdf) or the *Family Readiness Kit: Preparing to Handle Disasters* (<http://www.aap.org/family/frk/frkit.htm>).
- ◆ Print copies of Family Communications Plan from http://www.fema.gov/pdf/areyouready/appendix_c.pdf.

- Discuss why it is important for the provider's family members and assistants to be prepared for disasters. Discuss what impact their preparation could have on the provider's ability to carry out his or her business disaster plan - before, during, and after a disaster.
- Hand out copies of one of the items listed under Advance Preparation. Encourage the participants to make copies for each of their assistants if they have any and to review the information with their family members.
- Have the providers plan a family meeting on disaster preparation using one of the selections as a resource.
- Discuss how the providers would get in touch with family members who are not in the home when a disaster strikes. Hand out copies of Family Communications Plan and encourage each participant to use the form with their own family.

C. Protecting Pets during a Disaster

Advance Preparation

◆ Make a copy of “Animal Safety. Pets and Disasters: Be Prepared” from <http://www.redcross.org/services/disaster/beprepared/animalsafety.html>.

- Ask how many of the providers have pets. Ask what they would do with the pet or pets if they had to evacuate the children to a shelter (for example, the scenario on Handout #7).
- Have the participants add the phone number of a kennel to their Emergency Contact list or the number of a friend that would take their pet.
- Have the providers add any items they would need for their pets to the disaster kit lists from the Appendix of *Is Child Care Ready?*





Part VI. Summary



Part VI. Summary

- Have each of the providers share one point they learned about preparing their family child care business for a disaster.
- Thank each of the participants for attending; encourage them to put what they learned about preparing for disasters into practice.

Other Activities

- Give each of the participants a sheet of paper with the question, “Is my family child care program ready?” across the top. Give them a few minutes to answer the question. If time allows, have them share their answers with everyone.
- Have each of the providers make a list of the first three actions they are going to take to prepare their family child care program for a disaster. If time allows, have them share their list with the whole group or the people sitting in their area.



Appendix



Handout #1 Types of Disasters

(Cut into pieces for puzzle activity.)

Natural

Severe weather

Snow and ice storms

Tornadoes

Hurricanes

Earthquakes

Floods

Wildfires and forest fires

High winds

Volcanic eruptions

Landslides

Tsunamis and tidal waves

Handout #1 Types of Disasters (con't)

(Cut into pieces for puzzle activity.)

Technological

Electrical outages

Loss of water

Flooding from broken pipes

Gas outages

Fires

Exposure to hazardous materials

Aviation accidents

Oil spills

Dam failure

Handout #1 Types of Disasters (con't)

(Cut into pieces for puzzle activity.)

Attacks

Bomb threats

Biological

Chemical

Explosive

Nuclear

Radiological

Handout #2

Why Family Child Care Programs Should Prepare for Disasters

- Save children's, family members', and assistants' lives
- Protect home, equipment, and supplies
- Enable providers to offer care after a disaster
 - Provide child care for first responders
 - Provide child care for parents returning to work
 - Support employees and employers
 - Ensure family income

Handout #3

Why Family Child Care Homes are Vulnerable to Disasters

- Young age of children in care
- Most providers work alone
- Many providers have family members in home who must also be protected
- Most have limited income and may not be able to afford needed insurance
- Emergency services may not be aware children are in the home
- Provider's place of business is also his or her home

Handout #4 Preparing for Different Types of Disasters

<p>Write the name of a disaster in the block to the right. Using the materials provided, fill in the information for each of the types (example, hurricane).</p>		
<p>Describe the disaster.</p>		
<p>Why is it important to prepare for this type of disaster?</p>		
<p>How will the family child care provider know when this type of disaster is going to occur?</p>		
<p>What should a family child care provider do to protect lives and property during this type of disaster?</p>		
<p>What should a family child care provider do after this type of disaster?</p>		

Handout #5

Steps in Preparing a Family Child Care Home for a Disaster

- Determine the types of disaster most likely to occur in your area
- Learn about the types of disasters
- Involve family members in planning for disasters
- Gather the information needed on any assistants
- Gather the information needed on children and families
- Decide how pets will be taken care of during a disaster
- Set up emergency kits for staying in the home and evacuating
- Develop an emergency contacts list
- Decide how vital business records and resources will be protected
- Develop and practice an evacuation plan
- Develop a shelter-in-place strategy
- Develop a communications plan
- Complete a written Family Child Care Program Emergency Plan

Handout #6

Communicating with Parents, Part I.

Scenario

The Caring Arms Family Child Care Home is in a small town. Over the weekend, the dam near the town broke, flooding the area, including the area where the provider's home is located. The provider was out of town at one of her children's soccer tournaments; she heard the news on the television. She and her husband learned that their home is flooded and they and their children have moved in with her sister. She wants to get in contact with the parents using her program to let them know she won't be able to take care of their children on Monday but she doesn't have their phone numbers. According to the TV, some other homes were also flooded and some people have left the area and taken up temporary residence in a nearby town. Parents are trying to get in touch with the provider but when they call her home they get a busy signal.

Handout #7

Communicating with Parents, Part II.

Scenario

Mrs. Mobley's family child care home is in a downtown neighborhood of a large city near a major highway. An 18-wheeler loaded with a yet-to-be identified substance has gone over the side of an overpass and the contents have spilled on the roadside. Everyone within two miles of the accident has been ordered to evacuate the area. Mrs. Mobley has successfully evacuated the children to a church outside the area of danger. None of the parents know where their children are. In the rush to leave the building, no records were brought along.

Handout #8

Important Records

Scenario

Last night a tornado hit a small town in a rural area. It took a mile-wide swath through part of the community leveling homes and churches. Mary Snodgrass has operated a family child care home in the community for many years. Several nurses depend of her for child care. It is several days before Mary can return to her home. When she does, she finds everything destroyed either by the tornado, the wind, or the rain that followed. None of her business records can be found. The parents who were using her program are calling on her cell phone pleading for her to take their children. They are being asked to work extra shifts so they can care for people injured in the tornado. Her aunt offers to let Mary use her home to provide care until she and her husband can decide what to do about their house.

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