

Presenter's Guide

This guide provides talking-points and directions for your presentation. Refer to the Presenter's Resources available at the Program Website, www.ymiclassroom.com/the-pillowcase-project, for presentation scripts that cover each point in detail and provide the model your presentation should follow.

1. OPENING

Timing: 5 minutes

Materials Needed:

- My Preparedness Workbook, page 6 (Fire Escape Plan)
- Smoke alarm (optional)
- Empty Pillowcase (for display)

A good time to point out the "Fab 5" Disney characters.

- Introduce yourself and your team.

The American Red Cross

- Ask students what they know about the American Red Cross.
- Give examples of the work of the Red Cross, across the U.S. and around the world.

Home Fire Safety

- Focus on the example of Red Cross volunteers helping people after home fires. Explain that home fires are the most frequent type of emergency (more than 1,000 per day), and that you want to be sure students know about home fire safety.
- Use prompting questions to review these key facts:
 - Have smoke alarms on every floor and in or near every bedroom.
 - Adults should test smoke alarms once every month. (Option: Demonstrate testing a smoke alarm.)
 - Make a fire escape plan showing two ways out of every room and an outside meeting place. (Show students the escape plan on page 6 of the Workbook.)
 - Practice your escape plan with a fire drill twice each year.
 - Crawl to safety during a fire, because smoke rises. (Message: "Stay low and go!")
 - Test doors for heat and smoke before you open them.
 - Get out as fast as you can – every second counts! Never go back inside for anything or anyone. Call 9-1-1 and wait for the firefighters. They will rescue anyone still inside, even your pets. (Message: "Get out, stay out, call 9-1-1!").
- Congratulate students for knowing so much about home fire safety.

The Pillowcase Project

- Tell students that you are visiting today because you want them to be part of The Pillowcase Project.
- Tell how The Pillowcase Project started in Louisiana and has expanded with support from The Walt Disney Company.
- Explain that The Pillowcase Project teaches students how to stay safe and calm during an emergency, and how to be prepared for when emergencies happen.
- Tell students that you will be teaching them about [name the emergency you are teaching].
- Tell students that they will each receive a Pillowcase at the end of the presentation. (Show students the Pillowcase to build excitement.)
- So let's get started!

2. LEARN, PRACTICE, SHARE FRAMEWORK

Timing: 5 minutes

Materials Needed:

- Be Prepared! poster

- Introduce the framework by talking about how students have acquired other skills.
 - How many of you play an instrument or play a sport?
 - Do you remember when you first learned how to play? Somebody explained what to do and how to do it.
 - Then you had to practice, remember? It takes lots of practice to learn new skills.
 - Now you are able to share your skills. You play at recitals or play on a team. Some of you might even show other kids how to play – that’s sharing. too.
- Tell students that it’s pretty much the same with emergency preparedness skills.
- Use the Be Prepared! poster to explain the three steps to being prepared for emergencies:
 - 1. LEARN** how the emergency happens and the best ways to stay safe.
 - 2. PRACTICE** what to do during the emergency, just like you practice your instrument or sport.
 - 3. SHARE** what you learn so that everyone in your household and community knows the best ways to stay safe when the emergency happens.
- Ask students if they are ready to Learn, Practice, and Share.
- Lead students in The Pillowcase Project Pledge:

**I pledge to be prepared for emergencies by
Learning how emergencies happen,
Practicing how to stay safe, and
Sharing what I’ve learned at home and with my friends.**

3. LOCAL HAZARD

Timing: 15 minutes

Materials Needed

- Local Hazard Guide
- Practice Activity
- Sharing Activity worksheet (optional)

INSERT HERE THE HAZARD GUIDE FOR THE LOCAL HAZARD YOU ARE PRESENTING.

4a. COPING SKILLS: BREATHING WITH COLOR (Note: Choose either 4a or 4b)

Timing: 10 minutes

Materials Needed

- Coping Skills poster
- My Preparedness Workbook, page 25

Transition from Local Hazard Sharing Activity.

LEARN: Coping Skills

- Point to the Coping Skills poster and ask students if they know what “coping skills” means.
- Explain that coping skills help people stay calm and feel safe during an emergency.
- Tell students that it’s normal to be worried or frightened when an emergency is happening. That’s why we need coping skills – to be prepared for those kinds of thoughts and feelings.

PRACTICE: Breathing with Color

- Explain that one good coping skill is learning to relax by breathing slowly. People naturally breathe faster when they are worried or scared. Breathing slowly will help make those feelings go away.
- Tell students that you are going to show them a special way to breathe slowly that’s called “Breathing with Color.”
 1. Choose a color for your good, relaxed feelings – maybe blue for a clear blue sky, or yellow for the warm golden sun.
 2. Choose a different color for the uncomfortable feelings you want to get rid of – like gray, the color of a rainy day.
 3. Close your eyes and take a long, slow breath in through your nose. Imagine that the air you are breathing in is your good color and say to yourself, “In with the [color] air.”
 4. Hold the good air inside for a few seconds and let it fill you with good feelings.
 5. Now slowly blow the air out through your mouth, as if you were blowing out a candle in slow-motion. Imagine that the air coming out of your mouth is gray and that you are slowly blowing those uncomfortable feelings away.
- Lead students in practicing Breathing with Color:
 - In with the [color] air...out with the gray air...very, very slowly. Feel your arms and legs start to relax...
 - In with the [color] air...out with the gray air. Now your stomach and shoulders are feeling relaxed...
 - In with the [color] air...out with the gray air. Feel yourself filling up with the good [color] air...
 - Now open your eyes and keep those good, relaxing feelings inside you.
 - Tell students that they can use this coping skill any time they feel worried or frightened, not just during emergencies.

SHARE: Breathing with Color

- Remind students to PRACTICE this coping skill on their own and to SHARE it with their friends and everyone in their household by showing them how to Breathe with Color.
- Show students pages 25 of the Workbook where they can record their feel-good colors.

4b. COPING SKILLS: SYMBOL OF STRENGTH (Note: Choose either 4a or 4b)

Timing: 5 minutes

Materials Needed:

- Coping Skills poster
- My Preparedness Workbook, page 25

Transition from Local Hazard Sharing Activity.

LEARN: Coping Skills

- Point to the Coping Skills poster and ask students if they know what “coping skills” means.
- Explain that coping skills help people stay calm and feel safe during an emergency.
- Tell students that it’s normal to be worried or frightened when an emergency is happening. That’s why we need coping skills – to be prepared for those kinds of thoughts and feelings.

PRACTICE: Symbol of Strength

- Explain that one good coping skill is to think about your own inner strength. We all have a power inside us that we use to get through tough situations and bounce back afterwards. You can turn on that power if you have a mental picture of your inner strength – what makes you feel confident and strong.
- Tell students that you are going to teach them how to always have a mental picture of their inner strength.
 1. Think about something that you do really well, something that makes you feel strong and confident. You might be a super speller or a terrific ball player or a fantastic dancer. Whatever it is, picture yourself being strong in your special way.
 2. Now imagine that you are holding a shield. You’re going to take a pretend picture of yourself being strong and put it on your shield.
 3. Ready? Hold your shield on one arm. Hold your pretend camera up. Picture yourself being really strong. 1...2...3...Click! Got the picture? Then put it on your shield.
 4. Now you have a shield that’s your Symbol of Strength. It shows you being strong in your own special way. So whenever you feel worried or sad or even scared, you can pull out your shield to remind you of your inner strength, and that will help you feel confident and strong.
- Tell students that they can use their Symbol of Strength to feel strong during an emergency or anytime they want to make worries and nervous feelings go away.

SHARE: Symbol of Strength

- Remind students to PRACTICE visualizing their Symbol of Strength and to SHARE this coping skill with their friends and everyone in their household.
- Show students pages 25 of the Workbook where they can write about their Symbol of Strength.

5. EMERGENCY PLANNING

Timing: 10 minutes

Materials Needed:

- My Preparedness Workbook, pages 7-11 (filled out)
- Emphasize that these tools should be worked on with grownups at home

If this is not the teacher's plan, ask students to sign the poster at the end of your presentation to signify pledging to share this information with friends or family.

- Tell students that it takes more than skills to be really prepared for emergencies. You also need preparedness tools.
- Show students the emergency planning pages in the front of the Workbook. Explain that these are preparedness tools to share with the grownups in their household.

Emergency Communications Plan (Workbook, page 8)

- This tool helps everyone in your household stay in contact with each other during an emergency.
- Decide where you will meet up if you are separated during an emergency. Pick a place near where you live and another place outside your neighborhood.
- Decide on someone out-of-state whom you can contact if you can't reach any of the people in your household – someone like a relative or friend.
- Fill out this page with the adults in your household. Then clip out the page and keep it someplace where everyone in your household can find it fast in an emergency.
- Check your emergency communications plan at least once each year to be sure that all the information is still up to date.
- Use the calendar on page 7 of the Workbook to set a date for updating your emergency communications plan each year.

Emergency Contact Card (Workbook, pages 9-10)

- This tool helps everyone stay in contact no matter where they are when an emergency happens. It's like a portable version of your Communications Plan.
- One side has the information you need to get help in an emergency. The other side has the information you need to stay in contact with everyone in your household.
- Clip out the cards, fill one out for each person in your household, fold it, and ask everyone to keep their card with them, in their wallet, purse, or backpack.
- Note: If the teacher/group leader has approved, ask students to bring in their own Emergency Contact Cards after they have filled them out, to show that they are all 100% ready for an emergency.

Emergency Supplies Kit (Workbook, page 11)

- This tool helps everyone be prepared in case you have to leave the place where you live and go to a safer place during an emergency.
- It lists the things you should have with you while you are staying in that safer place.
- To be prepared for emergencies, you should gather all these things together now and keep them in a container so that you can grab them fast if an emergency happens.
- Check your emergency supplies kit twice a year. Put in fresh water, fresh batteries for your flashlight and radio, and make sure that all your emergency clothes still fit.
- Use the calendar on page 7 of the Workbook to set the dates for checking your emergency supplies kit twice each year.

6. THE PILLOWCASE KIT

Timing: 5 minutes

Materials Needed:

- Pillowcase Kit decorated and filled with items
- My Preparedness Workbook, page 12

- Tell students that the Pillowcase they will receive is another preparedness tool. When they get home, they can use it to make a personal emergency supplies kit.

Pillowcase Kit Demonstration

- Show students the list of items on the Pillowcase.
- Show students some of the items in your Pillowcase Kit.
- As you hold up each item, ask if it is something you would need in an emergency (e.g., water, flashlight, toothbrush and toothpaste) or something you would want to have with you while you are away from home (e.g., toy, paper and pen, pictures).

The Special Item

- Point out “Special Item” on the list of items on the Pillowcase. Explain that a special item is something that will help you feel safe and happy while you are away from home.
- Show students your special item and explain how it would comfort you if you had to leave home in an emergency.

Drawing a Special Item

- Tell students that a special item doesn’t have to be something you put into your Pillowcase. It could be something that you draw on the Pillowcase, like a picture of a special place or the words from a special song.
- Ask students to name some special items they could draw on their Pillowcases. Have each student explain how the item would comfort them.
- Show students where they can practice drawing their special item on page 12 of the Workbook.
- Tell students that once they have drawn of their special item, they can always remember it, even if they don’t have their Pillowcase Kit with them. Just picture that item in your mind whenever you need something to comfort you!

“Act Fast” Emergencies

- Tell students they will use that mental picture of their special item in emergency situations where they have to act fast and leave their Pillowcase Kit behind.
- Ask students for an example of an “act fast” emergency. Remind them that you have to act fast to escape a home fire. Every second counts, so there is no time to look for your Pillowcase Kit. You have to leave it behind.
- Ask students to name some other “act fast” emergencies – earthquakes, tornadoes, tsunamis. When “act fast” emergencies happen, you have to leave your Pillowcase Kit behind.
- Ask students to name emergencies where they would have their Pillowcase Kit with them – floods, hurricanes, wildfire. Those are situations where you can get ready before you have to go.
- But in an “act fast” emergency, like a home fire, always leave your Pillowcase Kit behind.

You might use the hazard activities in the Workbook (pages 15-23) or the Hazard Map poster to illustrate these different emergency situations.

7. ASSESSMENT

Timing: 5 minutes

Materials Needed:

- Hazard-specific quiz sheets for all students
- One copy of the quiz sheet that you will use to read the questions to the students
- Pencils for all students (if needed)

Note: You must use the quiz sheet specific to the local hazard you are teaching. There are versions of the quiz sheet for each hazard covered in The Pillowcase Project, all available at the Program Website.

- Tell students that you want to find out if you've done a good job teaching them about emergency preparedness.
- Pass out the quiz sheets. Tell students that they should know the answers to all these questions if you've done a good job.
- Emphasize that you are the one being graded on this quiz, so you want the students to answer every question the best they can.
- Read each question aloud to keep students on track and to keep this part of the presentation on schedule (5 minutes or less).
- When students have finished the quiz, collect all the quiz sheets.

8. WRAP-UP

Timing: 5 minutes

Materials Needed:

- Pledge Certificates for all students, already signed and dated by you or your chapter director
- Pillowcases for all students
- Markers for all students; divide the boxes of markers into smaller sets for each student or group of students
- Teacher Packet for each teacher/group leader
- Student Thank You Note template

- Distribute the Pledge Certificates, the Pillowcases, and markers. (Remember to distribute and collect markers as determined by your program managers.)
- Have students stand and read the pledge on the Pledge Certificate aloud.
- Congratulate the students and thank them for being such a great audience.
- Ask if they have any questions.
- Tell students they can start coloring and decorating their Pillowcases (or tell them to color and decorate their Pillowcases at home, if that's what the teacher/group leader prefers).
- Encourage students to finish decorating their Pillowcases after class and bring in their finished Pillowcase Kits to show each other how they are prepared for emergencies. (Note: Check with teacher/group leader before suggesting this show-and-tell.)
- Thank the teacher/group leader and give them their Teacher Packet. Explain what is inside and show them the Thank You Note template. Encourage them to have their students fill out copies of the template and return them to your chapter.
- Discuss any additional next steps with the teacher/group leader – for example, organizing a show-and-tell preparedness event for students and their families, or returning for another presentation at a later date, etc.