The Pillowcase Project: Pilot Implementation Guide

Community Preparedness and Resilience Programs
American Red Cross
9/10/2013
Introduction and Using This Guide

Welcome to the Pillowcase Project and thank you for being a pilot chapter. Through the years, the American Red Cross and its chapters have designed and implemented many programs to educate youth and communities about emergency preparedness. With a generous donation from the Walt Disney Corporation, we are able to take the ideas and lessons learned from existing Pillowcase Projects and design and develop a nationwide program for all chapters to use.

This Chapter Implementation Guide for Pilot Chapters is designed to give you key information on the Pillowcase Project. It is intended as an easy reference guide to help you navigate the logistics and the “behind the scenes” activities that will help you have a successful training event.

It is designed to be used with the other materials that have been developed. You should refer to all the other materials as you plan your Implementation.

The guide contains 3 main sections, 3 appendices, and a Frequently Asked Questions section. These sections are:

- Presentation Structure and Set-Up & Presentation Outline: Page 3
- Key Steps to Implementation: Pages 6-8
- Other Components: Page 9
- Appendix A: About Your Audience (Page 10)
- Appendix B: Site Communication (Page 11)
- Appendix C: Evaluation and Reporting (Page 12)
- FAQ (pg 13)

Pillowcase Project Target Audience
The Pillowcase Project targets 3rd grade audiences (8-9 year olds) in both school and after-school programs, but can be adapted to all elementary school grades. Targeting it to 3rd graders is based on the experience of Red Cross chapters who created and previously implemented the Pillowcase Project, as well as on research into learning identities of different age groups.

Pillowcase Project Key Goals and Learning Principles
The curriculum is designed to:

- Teach the concept of preparedness using three steps: Learn, Practice, Share. These are woven throughout the Presenter’s Guide and also in the My Preparedness Workbook, a student activity book provided to each student who takes the training.
- Integrate learning hazard specific protective actions and coping skills. We have worked with subject matter experts in the field to identify and present to you activities that support the learning of these key preparedness components.
- Meet the new Next Generation Science Standards for 3rd grade and addresses several aspects of the new Common Core Curriculum for 3rd grade.
- Incorporate peer-to-peer learning, experiential and interactive, and real-life scenario style learning activities to better engage and educate students.
- Educate students about locally prominent hazards while increasing their curiosity about and sense of importance in learning more about other hazards happening around the country.
- Incorporate practical topics like emergency supplies kits and family preparedness planning.
Presentation Structure and Set-Up

- **Guiding Principles:** Using three key teaching steps to guide the curriculum delivery — Learn, Practice, Share — the Pillowcase Project educates students about personal and family preparedness, home fires, a local hazard of your choice, and coping skills. Learn: provide students with basic information about the emergency (home fires and local hazards) and instruct them in the key protective actions. Practice: lead students in a Practice Activity, which uses physical action to reinforce what students have learned. Share: engage students in a Sharing Activity, which encourages collaborative learning through small-group problem-solving and discussion.

- **Hazard Specific:** The program has also been designed to be geographically customizable so your chapter can choose to educate students about hazards that are specific to your area in addition to home fires, which is a required component of the program. The Hazard Specific Supplements are downloadable at [ymiclassroom.com/lesson-plans/the-pillowcase-project-supplements](http://ymiclassroom.com/lesson-plans/the-pillowcase-project-supplements).

- **Presentation Length:** The Presenter’s Guide gives instructions as to how to present the program in a 60 minute period. After the pilot phase is complete, we will adjust the program based on the feedback from the chapters, evaluations, and observations. We will also develop guidance for offering the program in large group settings. There is a lot of material to cover in 60 minutes. We encourage you to ask students to save stories and comments until the end.

- **School and After-School:** The Pillowcase Project is designed to work in both traditional school classroom settings and non-traditional settings, like after-school programs and summer camps. We will evaluate using this program in Red Cross shelters during disaster events.

- **Teacher Engagement:** Engaging the teachers before the training and requesting their support throughout the presentation is a great way to maintain control of the room and ensure you maximize the time you have with students. Their participation or presence in the room is key to reinforcing existing class rules in addition to their “silent signal”. We also want teacher feedback and have provided several tools to engage them in preparedness as part of their teaching curriculum. We have a Microsite available for teachers only at [ymiclassroom.com/science-of-safety](http://ymiclassroom.com/science-of-safety). This will give them the opportunity to provide additional comments on the curriculum “leave behind” tools.

- **Presenters:** The Project is designed to have chapter Red Cross involvement whenever it is taught. At this time, the program is not meant to be taught independently of Red Cross chapters by school teachers or other youth program personnel who are not affiliated with the Red Cross. Chapters are encouraged to involve paid staff as well as all Red Cross volunteers, such as Disaster Assistance Teams, Disaster Mental Health volunteers, Tiffany Circle members, and corporate and non-profit partner volunteers who are in the Red Cross Volunteer Connection database. The recommended ratio is two Red Cross staff/volunteers for every 30 students. In addition, we have provided you with a training PowerPoint that walks you through delivering the presentation and explains the tools listed below. In the future, we will create an entirely self-paced e-learning module for volunteer presenters to use to train for this program. The Power Point training is available on the Microsite at [ymiclassroom.com/lesson-plans/the-pillowcase-project](http://ymiclassroom.com/lesson-plans/the-pillowcase-project).

- **Curriculum Tool Kit:** We have shared with you numerous tools from the Curriculum Tool Kit. To summarize and help you organize yourself before, during and after the presentation, see the checklist on pages 6-8. The Presenter’s Guide gives you additional information on using the tools.
# Presentation Outline

This chart provides timing guidelines for each part of the presentation (based on a 60-minute total), notes on materials that you will use for each part, and a step-by-step summary to help you become familiar with the overall flow of the presentation.

## PART 1: OPENING

<table>
<thead>
<tr>
<th>5 min</th>
<th>Materials: Pillowcase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Introduce yourself (and your presentation team).</td>
</tr>
<tr>
<td></td>
<td>• Show students the pillowcase and tell the story of The Pillowcase Project.</td>
</tr>
<tr>
<td></td>
<td>• Explain that you will be teaching students about emergency preparedness.</td>
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<tr>
<td></td>
<td>• Describe the work of the American Red Cross.</td>
</tr>
</tbody>
</table>

## PART 2: PRE-ASSESSMENT

<table>
<thead>
<tr>
<th>5 min</th>
<th>Materials: Pre-Quiz sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Define the term &quot;emergencies&quot; by having students give their own examples.</td>
</tr>
<tr>
<td></td>
<td>• Have students complete the pre-quiz.</td>
</tr>
</tbody>
</table>

## PART 3: STEPS TO PREPAREDNESS – LEARN, PRACTICE, SHARE

<table>
<thead>
<tr>
<th>5 min</th>
<th>Materials: The Pillowcase Project Poster My Preparedness Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use the example of a school fire drill to demonstrate for students that they already have experience with emergency preparedness.</td>
</tr>
<tr>
<td></td>
<td>• Distribute the <em>My Preparedness Workbook</em> (MPW). Use page 3 and The Pillowcase Project poster to explain the program’s three-step framework:</td>
</tr>
<tr>
<td></td>
<td>• <strong>Learn</strong> about emergencies and how to stay safe when emergencies happen.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Practice</strong> what you have learned so you will be prepared for an emergency.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Share</strong> what you have learned at home and with friends so that you will all be prepared to help one another during an emergency.</td>
</tr>
</tbody>
</table>

## PART 4: HOME FIRE PREPAREDNESS

<table>
<thead>
<tr>
<th>15 min</th>
<th>Materials: My Preparedness Workbook Home Smoke Alarm Coping Skills Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Review the basics of home fire preparedness:</td>
</tr>
<tr>
<td></td>
<td>• Have smoke alarms in the home and test them every month.</td>
</tr>
<tr>
<td></td>
<td>• Create a home fire escape plan that shows two exits from every room and an outside meeting place (MPW, page 6).</td>
</tr>
<tr>
<td></td>
<td>• Practice your escape plan with a home fire drill twice a year (MPW, page 7).</td>
</tr>
<tr>
<td></td>
<td>• If a home fire occurs, get out and stay out. Do not stop for anything (not even your pillowcase). Never go back inside a building that is on fire.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Practice Activity</strong> (choose one): Smoke Alarm Testing; Crawling Race; Calling 9-1-1</td>
</tr>
<tr>
<td></td>
<td>• <strong>Sharing Activity: Coping Skills</strong> (required); Fire Prevention (if time permits)</td>
</tr>
</tbody>
</table>
## PART 5: COPING SKILLS

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Coping Skills Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 min</strong></td>
<td></td>
</tr>
</tbody>
</table>
- Reinforce that coping skills help us be prepared for the thoughts and feelings that may come up during an emergency and for any stressful situation.  
- Teach students a relaxation technique by leading a “breathing with color” activity.  
- Introduce the concept of inner strength as our personal power to get through tough times (coping) and to bounce back afterwards (resilience).  
- Lead students in a resilience-building activity that provides a mental image they can draw on for inner strength during an emergency. |

## PART 6: LARGE-SCALE EMERGENCIES

| Materials: | My Preparedness Workbook  
| --- | --- |
| **10 min** | Hazards Map Poster  
Local Hazard Supplement  
Sharing Activity Worksheet |
|  | For this part, choose a large-scale emergency that is common in your region.  
- Use the Hazards Map poster and MPW (page 14) to make students aware of the variety of large-scale emergencies.  
- Show that your chosen large-scale emergency can happen in your region.  
- Teach students how to stay safe during this kind of emergency using the appropriate Local Hazard Supplement.  
- **Practice Activity:** Choose one from those provided in the Supplement.  
- **Sharing Activity:** Use the required coping skills activity in the Supplement. |

## PART 7: PREPAREDNESS PLANNING

| Materials: | My Preparedness Workbook  
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>10 min</strong></td>
<td>Packed pillowcase with a comfort item drawn on the front</td>
</tr>
</tbody>
</table>
|  | Use the MPW to review the basics of Emergency Preparedness Planning:  
- The need for and how to create an Emergency Communications Plan (page 8).  
- The need for and how to fill out an Emergency Contact Card (pages 9-10).  
- The need for and how to make an Emergency Supplies Kit (page 11).  
- Show students the supplies you have packed in your Pillowcase Kit.  
- Discuss the “special” comfort item you have drawn on your pillowcase.  
- Invite students to describe the comfort item they might draw on their pillowcases (MPW, page 12).  
- Remind students that they can always think about or picture this item for comfort in an emergency even if they don’t have their pillowcase. |

## PART 8: POST-ASSESSMENT AND CONCLUSION

| Materials: | Post-Quiz sheets  
Pillowcases, markers, and Pledge Certificate |
<table>
<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td><strong>5 min</strong></td>
<td></td>
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</tbody>
</table>
- Have students complete the post-assessment quiz.  
- As they hand in their quiz sheets, give each student a pillowcase, a set of markers, and The Pillowcase Project pledge certificate.  
- If time permits, you may wish to lead students in The Pillowcase Project pledge.  
- Allow students time to color their pillowcases. |

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*Follow the timing guidelines to present this program in 60 minutes. To shorten the program, eliminate Part 6. Where more time is available, lengthen the program by selecting more than one Practice and/or Sharing activity for Parts 4 and 6.*
Key Steps

Please refer to the Presenter’s Guide, pages 2-6 for a detailed explanation of the Pillowcase Project and use of the curriculum tools.

As pilot chapters, you have already:

- Familiarized yourself with the Presenter’s Guide and all the other teaching materials.
- Identified a chapter lead to manage the project from A-Z.
- Ensured that your chapter leadership is on board.
- Coordinated your pilot dates, materials, etc. with NHQ.
- Secured your site(s).
  - Worked with school administrators, teachers, or other site staff to get the required permissions for the 3rd grade classes you will visit.
  - Confirmed the 60 minute plus timeframe, discussed the survey needs.
  - Confirmed any special security requirements for entering the school (names of all RC visitors to the school).
  - Confirmed parking restrictions, check-in/sign-in protocols, etc.
- Made considerations to include AmeriCorps evaluation requirements if using AmeriCorps members
- Discussed with teacher/staff or made plans to have presenters discuss with teacher/staff:
  - The format of the pilot and the 60 minute requirement.
  - Teacher follow-up with website and possible 10-15 minute debrief after the presentation to get teachers/parents/school officials first impressions.
  - Teacher involvement (in class to monitor, etc.).
  - How early you can arrive to set up the day of the event.
  - A “silent signal” familiar to students.
  - Group dynamics and special considerations (ESL, special needs, etc.).
  - Past disaster knowledge/experience and discussed the teaching of fire safety, coping skills, PLUS one specific hazard.
  - School drills - meeting place and evacuation routes.
  - Classroom follow up – Pillowcase Poster Pledge.
  - Evaluators and other observers attending (as notified by NHQ).
  - Parent/guardian involvement; other issues.
  - Taking photos and video (if appropriate/doable).
  - Provided them with the Take Home Flyer and photo release forms.
- Identified and trained at least two presenters (staff, volunteers, and Red Cross partners) per 25-30 students on the curriculum tools.
  - Presenters are comfortable with the materials and have practiced the coping skills exercises.
  - Presenters have prepared “their kit” to show to the students.
  - Presenters have completed the training survey (on the PPT, training videos, etc).
- Identified chapter photographer who can attend training and is familiar with the NHQ guidelines for photos.
- Worked with chapter staff/school on media publicity (if applicable).
- Worked with chapter staff on any “in-kind” preparedness materials for the pillowcase (if applicable).
- Gathered all materials, reviewed presentation guidelines.
- Reconfirmed everything with the site(s).
- Made copies (for each student) of the: Home Fire Preparedness Reproducible Master; the reproducible master of the specific hazard supplement; and the appropriate Pre and Post Assessments. (All available at ymiclassroom.com/the-pillowcase-project.)

Materials: Pilot Implementation Guide Volunteer Training PowerPoint (ymiclassroom.com/lesson-plans/the-pillowcase-project);
Curriculum Materials (shipped to you, emailed to you, and at ymiclassroom.com/lesson-plans/the-pillowcase-project)
Day of the Presentation:

- Arrive as early as the school/teacher will allow to set up as needed.
- Introduce the Red Cross team and finalize any last minute changes, etc.
- Ask teacher or staff to remain in the classroom during the presentation and hand out teacher/staff surveys.
- Conduct presentation.
- Thank site host, volunteers and students.
- Organize any clean up and packing up of materials you will need to take back to the chapter.
- Conduct a 10-15 minute debrief with school participants (teacher(s), administrators, presenters, evaluators, parents/guardians, etc.) after the event if possible and briefly discuss presentation if possible.
- Collect student pre/post quizzes to return to chapter.
- Leave all leave-behind materials with site staff after presentation (posters, Science of Safety, Student Thank You templates, and some markers).
- Complete one Presenter Survey per presenter or helper and submit online at ymiclassroom.com/the-pillowcase-project.
- Complete chapter spreadsheet (numbers), etc.

Note: There is a lot of material to cover in the 60 minutes. This is a pilot so we are trying to determine what will work and what will need adjusting. Be sure you:

- Know the classroom rules including the “silent signal” and have the teacher reinforce them before you start.
- If necessary, ask students to save their personal stories until the end.
- Have pre-quizzes and pencils on the table or desk and ready to go.
- After the pre quiz, ask students to put the quiz and pencil underneath the table or desk so that it won’t be a distraction.
- For Part 7: Preparedness Planning, “invite students to describe their comfort item”. If you are running out of time, be ready with “Plan B”: have a list of 3-5 items that they could draw on their pillowcase as a comfort item and ask for a show of hands for each item. Then briefly ask for other items.

Materials: Presenter’s Guide, specific hazard supplement; My Preparedness Workbook (1 per student); Pre & Post Quiz (1 per student); Disney pillowcases (1 per student); Crayola Fabric Markers (4 per student); 3 posters, Teacher Supplement (The Science of Safety) and Core Curriculum Standards; Photo Release forms and Student Thank You templates.

A Reminder about Photo Releases:

- Always bring photo release forms with you in case you snap an adorable picture of your students, or someone is there to take high-quality photos that can be used later.
- Guidelines for the photo quality requirements can be found at http://media.redcross.org. Remember iPhones and cell phone photos may work for your local chapter purposes, but the quality of these photos will not be sufficient to place them in the Red Cross photo library or for us to use on any national or printed materials. Photos need to be at least 300dpi or 2400 pixels.
- Chapters MUST have a release form to use photos in ANY materials after the presentation!
- If you plan to take photos, you should ask the teacher or counselor to help by handing the releases out to students and assigning them to be signed and returned prior to the presentation.
- If you can take a video, please contact NHQ for directions on sending it to us.

List of Leave Behinds for the Teacher: (one for each teacher/program leader)

- Three posters: Pillowcase Project; Coping Skills; Hazards Map
- Teacher Supplement (The Science of Safety)
- Core Curriculum Standards
- Two 10-count boxes of markers (20 total)
- Extra Photo Release Forms
- Student Thank You templates
After the Presentation:

- Send all completed student Pre/Post Assessments, Presenter Training Feedback Forms, Presenter Feedback Forms, and Observation Feedback Forms to YMI at:
  90 Crown St
  New Haven, CT 06510
  (203)-389-7283
- Complete the online Chapter Staff survey
- Schedule debrief with volunteer team to cover lessons learned:
  - Content, comprehension, engagement, overall experience, lessons learned, improvements/changes for next training
- Schedule debrief with NHQ
- Send Thank You follow up to site host and remind them to complete the online Teacher or Counselor Survey
- Save the date: NHQ, December 11-12, 2013: Pillowcase Project Pilot Conference
- Start thinking about your next Pillowcase Presentations for 2014!

Materials: Presenter, Observation, and Chapter Staff surveys; Student Pre/Post Assessments; markers to return to chapters; Photo Releases to return to chapters
Other Key Components

**Funding the Program**

For the pilot and throughout the period of the Disney grant, NHQ will be purchasing the pillowcases, markers, and printing the workbooks, teacher supplement, posters, certificates, etc.

We are asking the pilot chapters to cover the costs for printing of the hazard supplement(s) that will be used in the presentation(s), the pre-post assessments and the evaluation forms. We recommend downloading these from the Microsite and using in house copiers. We are also asking pilot chapters to pay for the postage on sending back these materials and pay for volunteer travel costs. We are estimating that these costs will not exceed $250.00 per pilot chapter. Note: we will work with the chapters to try to defray shipping costs of the evaluation materials if returning the evaluation materials becomes an issue.

Chapters that are piloting the materials are invited and encouraged to continue the training. They are eligible to receive the curriculum materials as well as the pillowcases and markers at no cost.

Chapters may have local sponsors who would like to donate preparedness supplies for the pillowcases. NHQ will work with the chapters on a case by case basis since we are in the process of working out in-kind donations parameters.

We are working on developing the process for chapter offerings of the 2014 Pillowcase Project.

**Accessing Materials**

- For the pilot chapters, we have set up a Microsite thorough YMiclassroom our contractors who developed the materials. The materials can be accessed as follows:
  - ymiclassroom.com/lesson-plans/the-pillowcase-project
  - ymiclassroom.com/lesson-plans/the-pillowcase-project-supplements
  - ymiclassroom.com/lesson-plans/science-of-safety

You will be able to find downloadable versions of all materials, including the Volunteer Training PowerPoint. Eventually, we will have a site available on the Red Cross Exchange with appropriate links to Brand Central for chapter customization, but for the pilot phase you will use the standard materials. We will also email each chapter POC a package of finalized downloadable materials in addition to shipping physical materials to you.

**Volunteer Training PowerPoint**

This PowerPoint takes you from the program’s background through the entire curriculum and includes information about this age group, tips for presenting, and other valuable information. It is meant to be used in an in-classroom training structure. It is important to also include shadowing or teach-backs to ensure presenters’ comfort and ability to lead the presentation in front of students. This training will eventually be turned into a self-paced e-learning module.

**Evaluation and Follow-up**

We are working with Chapter Operations and others to ensure that in 2014 and beyond, chapter reporting will be integrated into the existing chapter reporting channels.

For the pilots, we are asking for significant documentation. This will help guide the revisions and the implementation of the national rollout in 2014.

Appendix C on page 16 provides a summary of the evaluation process and the forms required.
Appendix A: About Your Audience

Key Findings about 3rd Graders:
8-9 Year Olds begin to grasp abstract concepts and make rational judgments about concrete or observable phenomena and learn by asking questions and mentally manipulating information. Today’s 3rd graders are part of “Generation Z,” characterized as:

- being comfortable with, and in many cases dependent on technology
- valuing being socially responsible
- constantly multi-tasking using sophisticated electronics that are designed to be both simple and interactive
- always connected with other individuals through social networking channels, including instant messaging, mobile phones, and websites like Facebook

Tips for Presenting to 3rd Graders
Experienced third grade teachers who have reviewed The Pillowcase Project offer these suggestions for a successful presentation:

- Establish from the start that you will be calling on students individually rather than opening the floor to general comments and questions. Third graders can have lots of questions and lots of stories they want to share. To avoid getting sidetracked, develop a knack for deflecting these kinds of contributions by saying, for example, “We'll be getting to that” or “Remind me to talk about that later” or “I'd like to hear about that later.”
  - Remember to review the established classroom rules like the “silent signal,” raising your hand, etc.

- Some of the concepts and vocabulary used in the coping skills parts of the program will be unfamiliar to third graders. We have worked with Red Cross experts in this area and with teachers to help you introduce these concepts in a way that third graders can grasp, and we have deliberately repeated certain vocabulary words — coping skills, inner strength, and resilience — to help students become familiar with them through use. Still, you should be aware that some students, particularly those for whom English is a second language, may need extra time to feel comfortable with these terms and concepts.

- Several of the Practice Activities included in the program involve considerable physical activity, and teachers advise that these activities might cause students to become unmanageable. On the other hand, Red Cross volunteers who have pioneered The Pillowcase Project have used these kinds of physical activities very successfully. As a compromise, instead of having the whole group participate in these activities, you can choose a few students whom you designate as representing teams whose other members remain in their seats to cheer on their champions.

- Note that throughout the program we have deliberately avoided the word “family” where you might have expected to see it. For example, the usual “family meeting place” is called “an outside meeting place” and the usual “family fire drill” is called a “home fire drill.” The intention is to recognize that not all students live in a family situation and to make the program more inclusive with these minor verbal adjustments.

A Special Note
Red Cross experts in disaster mental health advise that this curriculum has the potential to bring about reactions from children who have been impacted by trauma in their lives. This trauma may be emergency event-related or it may relate to something more personal that happened. It is not appropriate to ask children to share their personal feelings about past or future emergencies or traumas during this group activity. If a child brings up personal feelings, validate their feelings and then quickly redirect them back to the curriculum discussion or activity. In addition, you should ask teachers to do an individual “check in” afterward with any child who appears to have had a reaction during the presentation. Such reactions can include sadness, excessive quietness or withdrawal, acting out, or any other behavior that is not typical of the child.

Did you know that 70% of households where children brought preparedness materials home from school have an emergency plan that has been discussed? More than twice as many of these households have actually participated in an evacuation drill. (FEMA, 2013)
Appendix B: Site Communication

This appendix describes materials you need to facilitate your discussion with school officials prior to scheduling events. All these materials can be found online at ymiclassroom.com/the-pillowcase-project

At-A-Glance

• Can be found at ymiclassroom.com/the-pillowcase-project

• Can be used for outreach to sites, volunteers, and other community members wishing to understand more about the program

• Can be used to reference when speaking with the media

• Should not be used to approach any donors or funders interested in sponsoring the program (materials for fundraising will be forthcoming)

Take Home Flyer with Photo Release

• Can be found at ymiclassroom.com/the-pillowcase-project

• Can be customized and printed to include your chapter information

• Should be used to give to sites prior to presentation, if at all possible, so parents and guardians can read and return the signed photo release on the back

Education Standards Guide

• Can be found at ymiclassroom.com/the-pillowcase-project

• Can be used to outreach to schools or other sites

• Can be used to recruit volunteers or speak with parents and media

• Can be used to train or further educate volunteers

• Should not be used to approach any donors or funders interested in sponsoring the program (materials for fundraising will be forthcoming)
Appendix C: Evaluation and Reporting

As pilot chapters, there will be significant evaluation and reporting. Please carefully review these requirements and the materials found online to ensure you fill out all necessary forms to return to NHQ.

<table>
<thead>
<tr>
<th>Survey Instrument</th>
<th>How Used</th>
</tr>
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<tbody>
<tr>
<td>Presenter Training Feedback</td>
<td>Volunteers complete survey after participating in the training and chapter staff return survey results to NHQ.</td>
</tr>
<tr>
<td>Student Pre/Post Assessments</td>
<td>Chapters select the appropriate pre-post test from those posted at the YMI Microsite: There are 3 universal questions and 1 geared toward the specific hazard your presenter has pre-selected to teach. Chapters print enough quizzes for each student with Pre on front and Post on back of same sheet. Chapters distribute at the beginning and collect at the end of the class. Chapters mail quizzes back to YMI at 90 Crown St New Haven, CT 06510</td>
</tr>
<tr>
<td>Teacher Feedback</td>
<td>Teachers can complete a survey online at ymiclassroom.com/science-of-safety or speak with you via phone</td>
</tr>
<tr>
<td>Presenter Feedback</td>
<td>Presenters complete to provide feedback on the materials and the presentations after each presentation and return to YMI along with Student Pre/Posts, the Observer Feedback Form, and the Presenter Training Feedback form</td>
</tr>
<tr>
<td>Chapter Feedback</td>
<td>Chapters complete online at ymiclassroom.com/the-pillowcase-project to track the numbers and provide feedback on the overall project</td>
</tr>
<tr>
<td>Observer Feedback</td>
<td>Each pilot will have an observer from the NHQ team to assess the training and the document areas for improvement as well as successes. This individual will complete a specific survey to return to NHQ after each presentation they observe.</td>
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Tips for Evaluation Procedures

✔ Print all feedback forms and Pre/Post Assessments double-sided
✔ Return all printed feedback forms to YMI at one time (mail to 90 Crown St, New Haven, CT 06510)
✔ Complete the Chapter Feedback form online after all implementation is completed
✔ Direct teachers or counselors to ymiclassroom.com/science-of-safety to gather their feedback
Frequently Asked Questions

Q: What materials are needed?

A: There are several lists throughout this guide, an overall list is:

- Pilot Implementation Guide (this document)
- Volunteer Training PowerPoint
- At-A-Glance and Take Home Flyer
- Pillowcases
- Crayola Fabric Markers
- Presenter’s Guide
- Hazard Supplement
- Student Pre/Post Assessment
- Home Fire Preparedness Supplement
- Home Fire Preparedness Worksheet
- My Preparedness Workbook (Student workbook)
- Student Completion Certificates
- Student Thank You Templates
- Presenter Training Feedback Form
- Presenter Presentation Feedback Form
- Observer Feedback Form
- Chapter Staff Feedback Form (online)
- Science of Safety Leave-behind
- 3 Classroom Posters: Hazard Map, Coping Skills, Be Prepared!

Q: Where are the materials?

A: For the pilots, YMiclassroom our contractor, has created a Microsite to make it easy for the chapters to find and download the materials.

- ymiclassroom.com/lesson-plans/the-pillowcase-project
- ymiclassroom.com/lesson-plans/the-pillowcase-project-supplements
- ymiclassroom.com/lesson-plans/science-of-safety

Q: Where do I find the assessment tools?

A: ymiclassroom.com/lesson-plans/the-pillowcase-project

Q: How do I order specific supplies

A: For the pilots, NHQ is doing all the ordering of the materials. There are a few items that the chapters will need to download from the Microsite and print. These are the hazard supplement the chapter will teach, the pre-post assessments that are geared to each hazard, the stakeholder feedback forms, and the Student Thank You templates

Q: How would I condense this program into an elevator speech?

A: The American Red Cross is launching the Pillowcase Project, an in-school and after-school program geared to teach 3rd graders and their families how to prepare for disasters. The Pillowcase Project curriculum follows three essential teaching steps: Learn, Practice and Share. Students will learn how to prepare for emergencies, enhance coping skills, practice what they have learned and share their knowledge with friends and family. The program emphasizes the importance of developing an emergency communications plan, fire evacuation plan and emergency contact cards.

The program also teaches students how to create their own emergency supplies kits by packing essential items in a pillowcase—a common household item—for easy transport during an emergency. Students will have the opportunity to decorate and personalize their pillowcases.

We are one of 19 pilot chapters and the program will launch nationwide in January 2014. The Red Cross, with the generous support of Disney, the founding sponsor of the program, is expanding on the program originally created by our New Orleans chapter during the aftermath of Hurricane Katrina.