

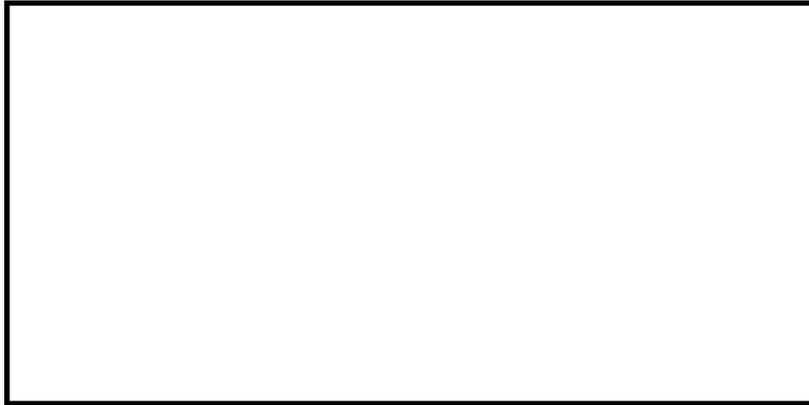


# READY, SET, ACT!



**TEACHING  
GUIDE**  
*Coloring &  
Activity Book*  
(Grades 2-5)

**CHEMICAL STOCKPILE  
EMERGENCY PREPAREDNESS PROGRAM (CSEPP)**



A ready public set  
to protect itself in  
an emergency

**R** Ready  
**S** Set  
**A** Act

**Know what to do.**  
**Get it together.**  
**Do it!**

The Chemical Stockpile Emergency Preparedness Program



Prepared for the Chemical Stockpile Emergency Preparedness Program, the U.S. Army and FEMA  
by Argonne National Laboratory.

# Teaching Guide

2-5

## Chemical Stockpile Emergency Preparedness Program Coloring & Activity Book



Prepared for the Chemical Stockpile Emergency Preparedness Program, the U.S. Army and FEMA  
by Argonne National Laboratory.



# INTRODUCTION

You've probably been hearing a lot about the Chemical Stockpile Emergency Preparedness Program, often referred to as CSEPP (pronounced See-sep), in your community. We know that children hear about it, too, and may have questions. This CSEPP Coloring & Activity Book is designed to help students learn how to be safe in a chemical stockpile emergency and to provide answers to their questions.

## CSEPP

CSEPP was created in 1988 to improve the emergency response capabilities of the eight communities where the chemical stockpile is stored. State and local emergency management officials work with the Army and FEMA (the Federal Emergency Management Agency) to protect people from a stockpile accident.

The United States developed chemical weapons long ago. In 1985, Congress decided that these chemicals and weapons will not be used and should be destroyed.

## THIS BOOK

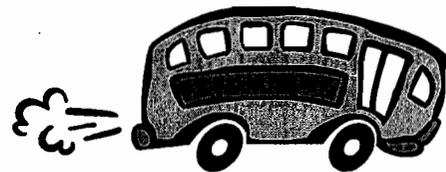
Students can always be counted on to ask questions. This Teaching Guide anticipates several of their questions and suggests answers. The questions are written from the student's perspective. This Teaching Guide attempts to provide language and phrases to use when discussing these complex issues with students. If additional information is needed, contact your community's emergency management agency.

The first three pages of the Coloring & Activity Book provide a historical overview – why the United States has the chemical agents and weapons, where and how they're stored. The rest of the book explains the emergency preparedness concept, Ready, Set, Act!

The majority of Ready, Set, Act! revolves around "protective actions." The three things that emergency officials may ask people to do during a chemical stockpile emergency are: shelter-in-place, evacuate or do nothing until emergency officials say you should. What you are asked to do will depend on where you are.

Shelter-in-place and evacuation keep people safe in other emergencies. For example, we essentially shelter-in-place during a tornado warning. We evacuate school in case of a fire. And, sometimes doing nothing is the safest thing. When a fire truck or police car comes racing up behind your car, you pull off the road to get out of the way. It's the same idea when you stay away from a potentially dangerous area. These concepts aren't new to students, but it may be the first time students hear the names of these concepts.

Emergencies can be scary subjects for children – especially in light of the events that began September 11, 2001. Learning the Ready, Set, Act! concept will help students understand what to do in a chemical stockpile emergency just as Stop, Drop and Roll tells them what to do in a fire emergency. Students also will feel safer if they understand that you, their teacher, know what to do in a chemical stockpile emergency and that their school has plans for their protection. Become familiar with the school's plan so that you can discuss it with students.



## THE READY, SET, ACT! CONCEPT

**Ready** means “know.” Students need to:

- 1 Know that dangers exist – an accident with the chemical stockpile, a fire in the school, a stranger on school property, etc.
- 2 Know how they will hear about an emergency. Sirens on police cars or fire trucks alert people to emergencies. In a chemical stockpile emergency, emergency officials use outdoor warning sirens, tone alert radios/indoor alert systems, radio and television. (Some communities also may use additional systems like electronic message boards on highways.)
- 3 Know what to do to be safe – shelter-in-place, evacuate or do nothing until emergency officials say you should.
- 4 Know your zone. Know if home, school and other familiar places (park, friend’s home, doctor/dentist’s office or a relative’s home) might be in the danger area if a chemical stockpile accident happens.

**Set** means “get it together.” Students need to help their family get:

- 1 A shelter-in-place kit.
- 2 An evacuation kit.
- 3 A telephone list.
- 4 A plan. Students and their families should talk about what they will do in different kinds of emergencies (fire, tornado, chemical stockpile, etc.)

**Act** means “do.” Students need to:

Do what emergency officials say (shelter-in-place, evacuate or nothing right now) if an emergency happens. Seconds matter. There isn’t time to pack bags or search for important information, etc. Children and adults need to be ready to “Act” immediately. A comparison can be made to the need to find a teacher or other adult if a stranger is on the playground. Emphasize that just as students practice fire drills at school, children and their families should practice shelter-in-place and evacuation at home.

## CURRICULUM CONNECTIONS

There is a lot of important information in this book, and it may best be communicated to students through a series of lessons to reinforce the concepts. Several teachers have found it useful to teach a portion of the material each day over the course of a week - or longer. Several suggestions for tying this material in with your everyday curriculum are made. For example, use art time to color the pictures. Students’ Page 12 has icons to color, cut out and paste (in the appropriate place) on a map on Page 13. This could fit into a geography lesson.

This Coloring & Activity Book presents some new words and concepts. Use the words in various class activities, for example as bonus spelling words (see page 6), to help make them familiar. Students already may know some of the words, but incorporating key words from the CSEPP Coloring & Activity Book in other parts of schoolwork can help reinforce the concepts.



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# Students' Page 1

The U.S. stopped making these kinds of chemicals and weapons more than 30 years ago. That's about as old as the parents of some students.

Some of the chemicals and weapons are more than 80 years old — older than many of their grandparents.



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## Curriculum Connection

Discuss the concept of freedom during a history lesson. The United States fought wars to defend freedom and protect the country. Americans celebrate freedom with a special holiday -- the Fourth of July. The efforts of soldiers and the nation are honored with fireworks, parades and other celebrations. The American Flag, the Statue of Liberty and the bald eagle are some symbols of American independence and freedom.

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## Questions from Kids

*Who were we fighting?*

Many countries fought in World War I and World War II. Some countries were friends (allies) in one war and enemies in the next. Some of the countries that fought in the wars are Germany, Russia, Japan, Austria, England and Italy.

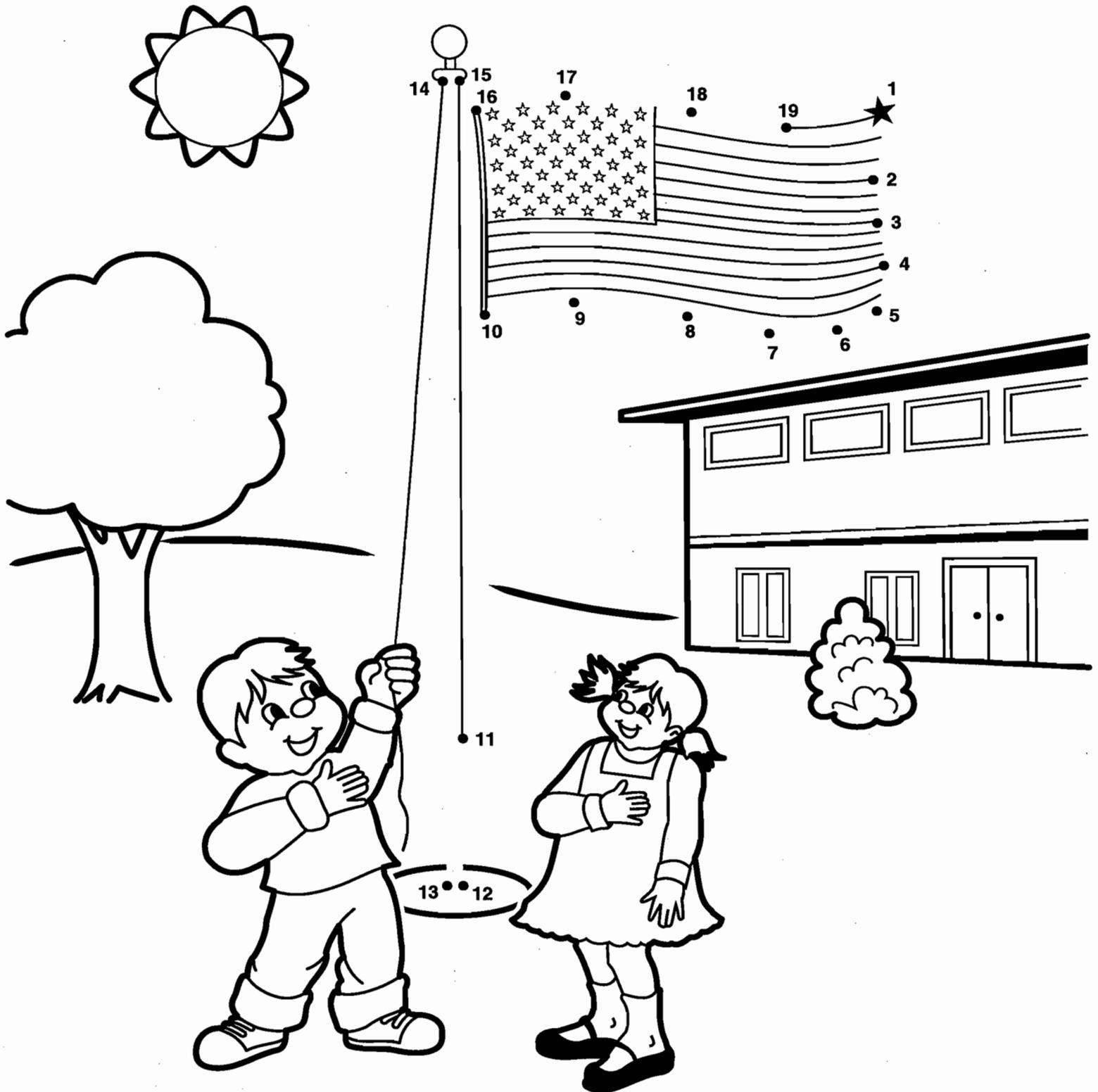
*Why were we fighting?*

Wars are fought for different reasons — sometimes it's over land, sometimes a bad guy (like Hitler) tries to make everyone do what he wants. Sometimes one country will help another. Many countries decided to help the United States fight terrorism after terrorists (some bad guys) flew planes into the World Trade Center in New York City and the Pentagon in Washington, D.C., on September 11, 2001.

*Will the Army use these weapons to attack someone?*

No. The United States is getting rid of these chemicals and weapons. The United States signed a treaty saying it will not use these weapons and chemicals, will destroy them and will not make any more.

A long, long time ago, the United States was fighting with some other countries. The United States made chemical weapons to use to defend freedom.





## Students' Page 2



### Curriculum Connections

- ◆ Using an area map, have students calculate how far the school and their homes are from the Army post (where the chemical agent and weapons are stored.)
- ◆ The following words can be used as bonus spelling words throughout the year.

ready	sirens	chemical
set	igloo	emergency
act	shelter-in-place	accident
zone	duct tape	important
tone	freedom	plastic sheeting
alert	barrels	evacuate/evacuation
stockpile	weapons	

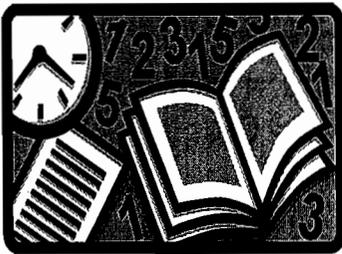


### Note to Teachers

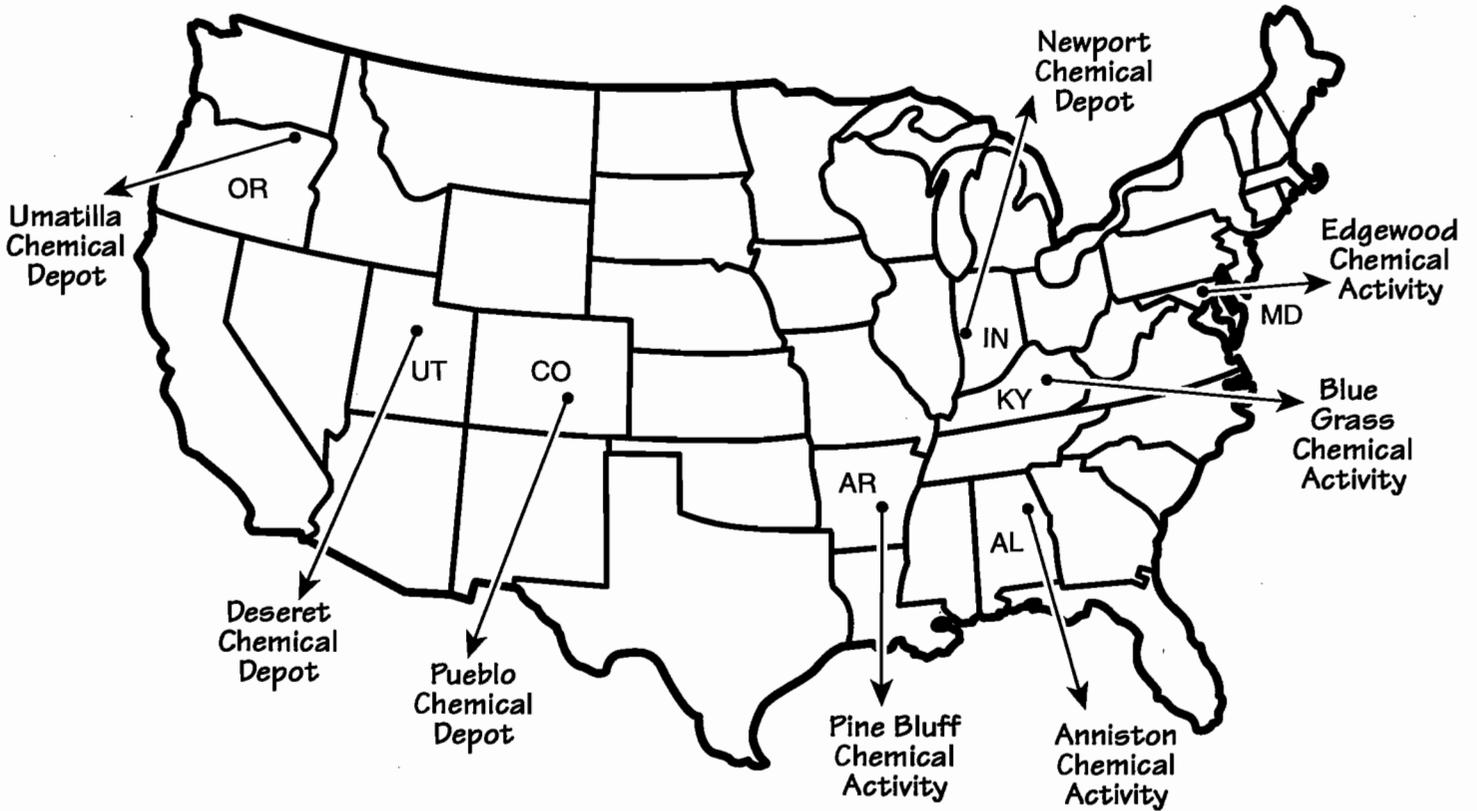
The Army posts are:

Alabama: Anniston Chemical Activity  
Arkansas: Pine Bluff Chemical Activity  
Colorado: Pueblo Chemical Depot  
Indiana: Newport Chemical Depot  
Kentucky: Blue Grass Chemical Activity  
Maryland: Edgewood Chemical Activity  
Oregon: Umatilla Chemical Depot  
Utah: Deseret Chemical Depot

Postal abbreviations are used for the states on the map.



When the fighting ended, the weapons and chemicals were put away. They've been safely stored ever since. They are stored in eight states across the country.



*Color the states that store chemicals. Circle your state.*

Alabama = AL  
Arkansas = AR  
Colorado = CO  
Indiana = IN

Kentucky = KY  
Maryland = MD  
Oregon = OR  
Utah = UT



## Students' Page 3



### Teaching Point

In some states, igloos can be seen from the roads near the Army post. However, the chemical weapons are kept in igloos far from the road. But all igloos look the same. If you have noticed the igloos in your area, ask the children if they've seen them. (You may not have seen them from the angle of the picture on Students' Page 3. From the side or back, igloos look like mounds of dirt that may be covered with grass.)



### Questions from Kids

*Why is it called an igloo?*

It's called an igloo because it's shaped like an igloo – like a dome. These igloos are made of very thick concrete covered in dirt and sometimes grass.

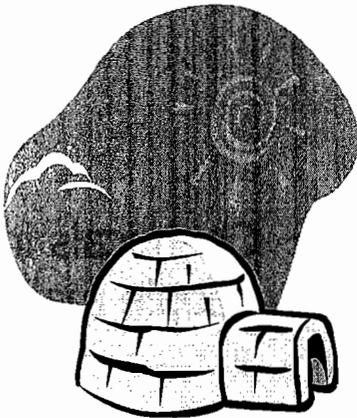
*Why do we lock up the weapons?*

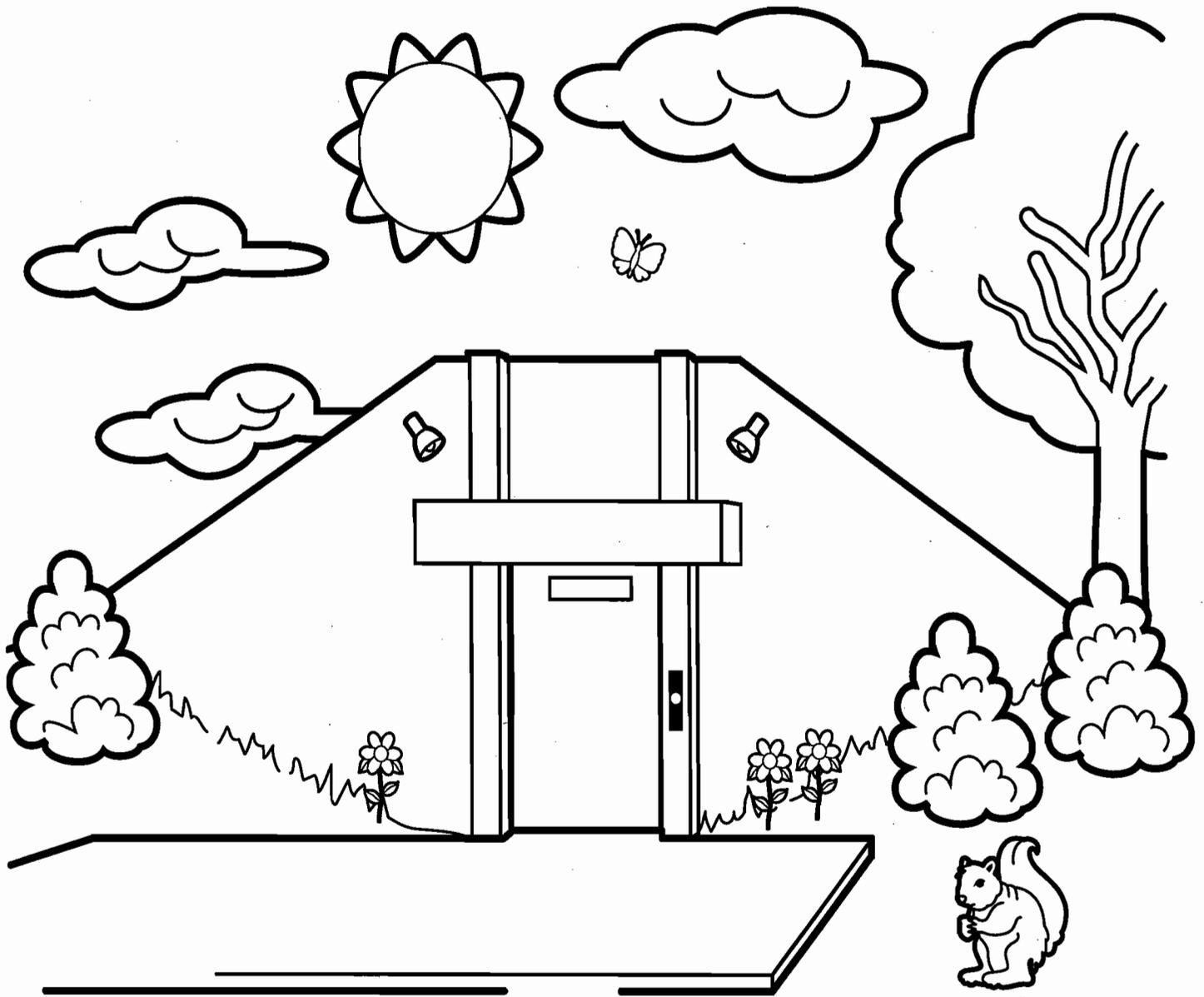
So no bad guys can get them, and so no one can go in there and get hurt. We want to keep everybody safe.

*What happens if the containers or weapons leak?*

The Army sends in people who know how to fix the leaks. They wear special clothes and masks so that they are safe. They clean up spills and stop leaks. If a weapon is leaking chemicals, they put it inside a special, air-tight container.

An igloo is a reinforced concrete building that is partially covered with dirt. It has special security and air-filter systems.





*Color the picture of the igloo.*

Some chemicals are kept in really big barrels. Chemicals in weapons are locked in buildings called igloos. People make sure the chemicals aren't leaking.



## Students' Page 4



### Teaching Points

The “Ready, Set, Act!” concept unfolds over the next few pages.

**Ready** means “know.” Students need to:

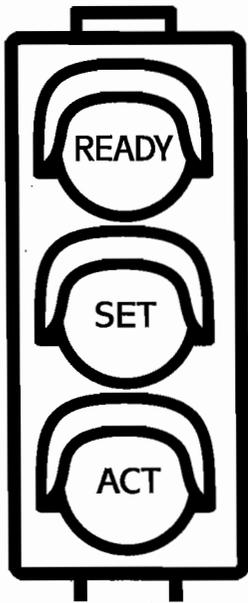
- 1 Know that dangers exist – an accident with the chemical stockpile, a fire in the school, a stranger on school property, etc.
- 2 Know how to hear about an emergency. Sirens on a police car or a fire truck alert people to emergencies. In a chemical stockpile emergency, emergency officials use outdoor warning sirens, tone alert radios/ indoor alert systems, radio and television. (Some sites also may use additional systems like electronic message boards on highways.)
- 3 Know what to do to be safe – shelter-in-place, evacuate or do nothing until emergency officials say you should.
- 4 Know your zone.

**Set** means “get it together.” Students need to help their family get:

- 1 A shelter-in-place kit.
- 2 An evacuation kit.
- 3 A telephone list.
- 4 A plan. Students and their families should talk about what they will do in different kinds of emergencies (fire, tornado, chemical stockpile, etc.)

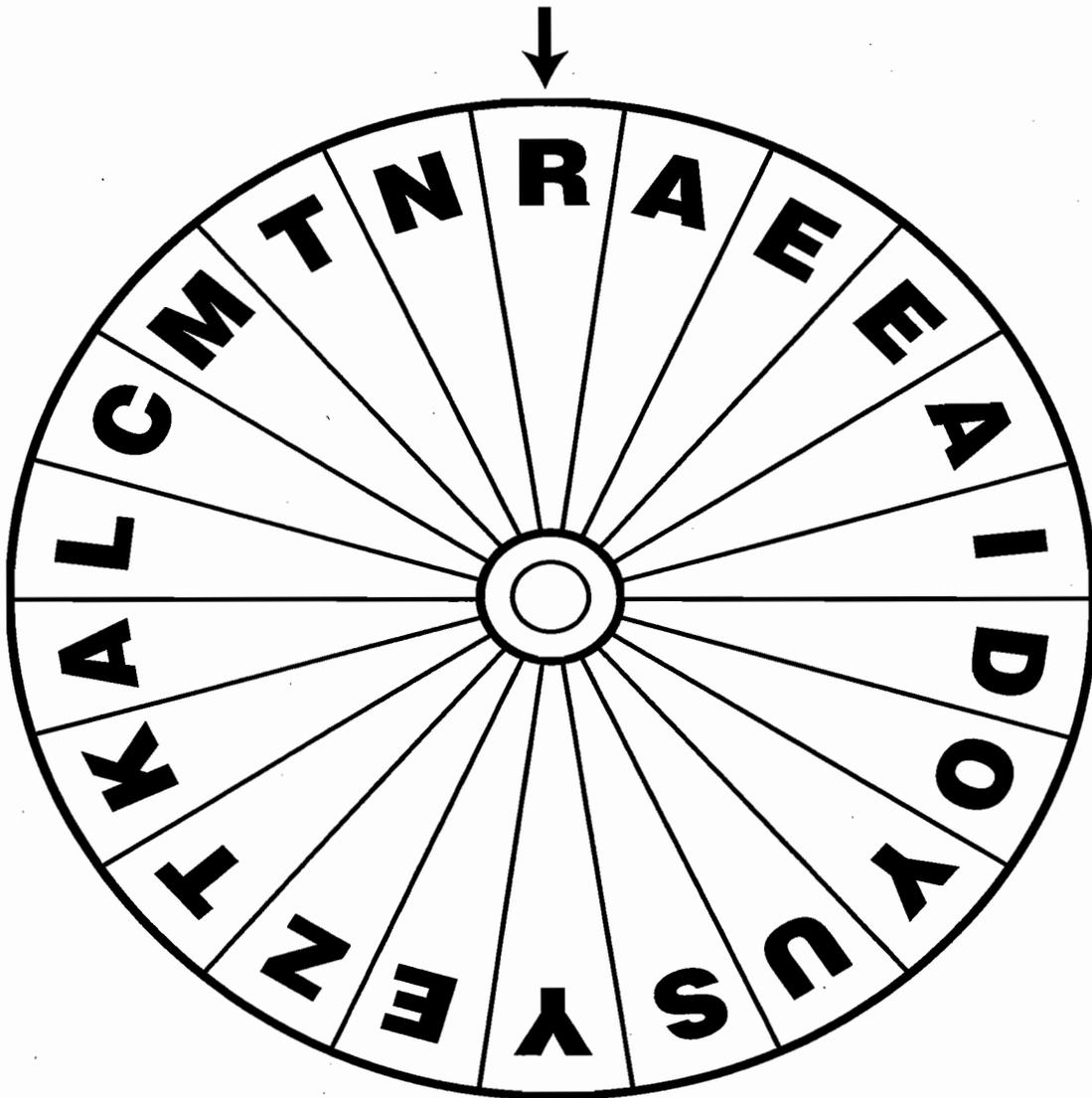
**Act** means “do.” Students need to:

Do what emergency officials say (shelter-in-place, evacuate or do nothing for now) if an emergency happens. Seconds matter. There isn't time to pack bags or search for important information, etc. Children and adults need to be ready to “Act” immediately. A comparison can be made to the need to find a teacher or other adult if a stranger is on the playground. Emphasize that just as students practice fire drills at school, children and their families should



If there is a chemical accident, you will be told what to do to be safe. But there are some things you can do now.

*Pick every other letter and fill in the blanks.  
Start at the arrow and go to the right. The "R" is filled in for you.*



R \_ \_ \_ / \_ \_ \_ / \_ \_ \_ !



## Students' Page 5



### Questions from Kids

*I only hear tests on the radio and TV. You know, I hear the beeps and then some man says, "This is a test. This is only a test."*

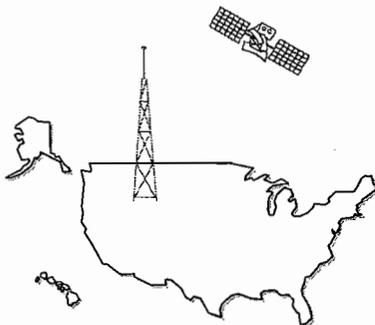
When there's bad weather (like a tornado watch) or another kind of emergency, those beeps will be followed by information on how to stay safe. The beeps tell people to pay attention to the Emergency Alert System (EAS). The test message you hear makes sure EAS works. EAS would tell you about a chemical accident.

*When the sirens go off, I can't understand what they say.*

If you hear the sirens, go inside and listen to the radio and/or TV. Don't stand outside trying to understand what the sirens say. Go inside right away. Turn on the TV or radio. Pick a station your parents watch for news and weather because this is probably an EAS station.

*Why don't I have a tone alert radio/indoor warning system at my house?*

Only people who live very close to the chemical stockpile have these. That's because they have less time to Act (do what emergency officials say) than people who live farther away.

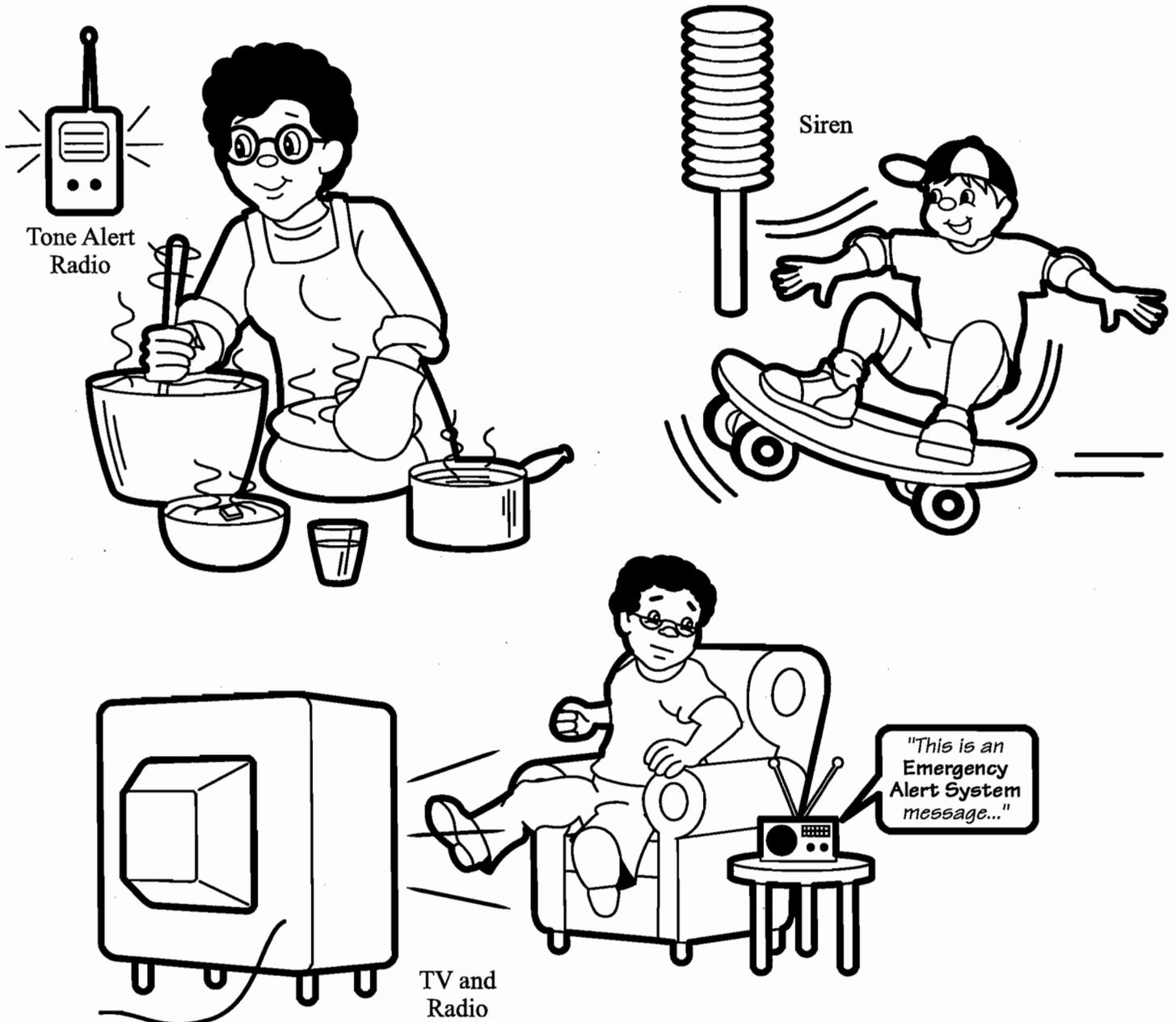


The EAS (Emergency Alert System) is designed to alert and instruct people about how to stay safe in emergencies.

Your community's emergency management agency can tell you which TV and radio stations in your area are EAS stations.

Tell your students where to find those EAS stations on their TV and radio.

You need to be Ready. You need to know how you would hear about a chemical accident. If you are outside, you might hear sirens. If you are inside, you might hear about it on the radio or TV. If you live close to the chemicals, you could hear about an accident on your tone alert radio.



*Circle the ways you might hear about a chemical accident. Color the pictures.*



# Students' Page 6



## Questions from Kids

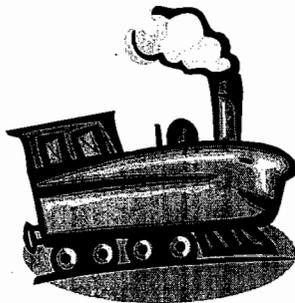
*Why should we shelter-in-place?*

Emergency officials tell people to shelter-in-place when they believe this is the best protection from harmful chemicals in the air. Chemicals that can hurt you might get into the air from a train wreck, a traffic accident or some other kind of problem – not just from an accident at the Army post.

## Answers to Word Search:

P	L	A	S	T	I	C	S	H	E	E	T	I	N	G	
+	+	+	+	+	+	+	+	+	+	+	+	+	R	+	
+	+	+	+	+	+	D	+	+	+	+	+	+	A	+	
+	+	+	+	+	+	U	+	+	+	+	+	+	D	+	
+	+	+	+	+	+	S	C	I	S	S	O	R	S	I	+
W	A	T	E	R	+	T	+	+	N	+	+	+	O	+	
+	+	+	+	+	+	T	+	+	A	+	+	+	+	+	
+	+	+	+	+	+	A	+	+	C	+	+	+	+	+	
+	+	+	+	+	+	P	+	+	K	+	+	+	+	+	
+	+	+	+	+	+	E	+	+	S	+	+	+	+	+	

- DUCT TAPE (7 across, 3 down)
- PLASTIC SHEETING (1 across, 1 down)
- RADIO (14 across, 2 down)
- SCISSORS (6 across, 5 down)
- SNACKS (10 across, 5 down)
- WATER (1 across, 6 down)

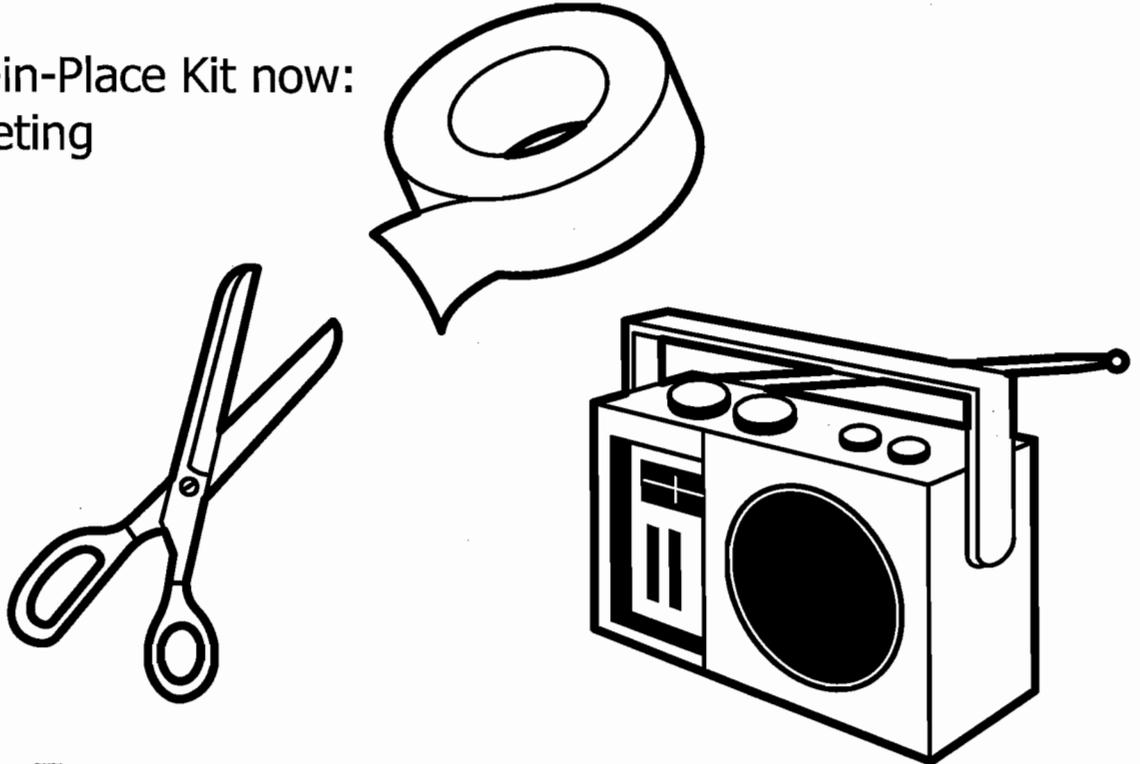


Do you know what to do when you hear the sirens? Your town has made plans. Now your family should get Set.

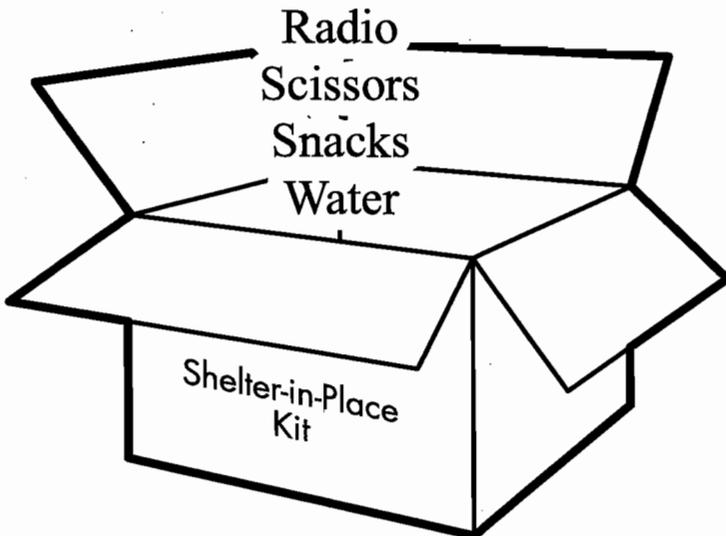
You may need to shelter-in-place. That means go inside and shut the windows and doors. Lock them. Then go into a room with no (or few) windows. Store a Shelter-in-Place Kit in this room.

Make a Shelter-in-Place Kit now:

- Plastic sheeting
- Scissors
- Duct tape
- Radio
- Water
- Snacks



Duct Tape  
Plastic Sheeting



Word Search

Find the words of things you would put in your Shelter-in-Place Kit. Circle them.

P	L	A	S	T	I	C	S	H	E	E	T	I	N	G
T	E	Z	J	R	J	S	P	G	G	M	M	W	R	G
V	R	R	E	F	N	D	B	J	J	F	T	W	A	D
W	I	T	A	A	N	U	L	F	F	P	Q	D	D	L
A	A	Y	C	T	S	C	I	S	S	O	R	S	I	Z
W	A	T	E	R	T	T	M	Y	N	L	J	Q	O	Y
A	S	L	E	C	M	T	N	Q	A	Y	Y	H	N	P
O	U	A	D	B	P	A	U	B	C	O	M	T	R	W
O	C	D	A	Q	E	P	N	D	K	K	X	H	Q	N
S	N	D	O	C	A	E	C	Y	S	U	S	Z	A	L



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## Students' Page 7



### Teaching Point

The purpose of sealing a room is to make it airtight. In order to do that, tape around anything that has been added to the room through the walls, ceiling or floor. In other words, if a hole was cut in the wall to install something, tape around it. This could include: medicine cabinets, plumbing, light fixtures, light switches, electrical outlets, etc. You can help students understand this concept by looking around the classroom. Help students compare things in the classroom that have been added through the walls, ceiling or floor to similar things in their homes.



### Questions from Kids

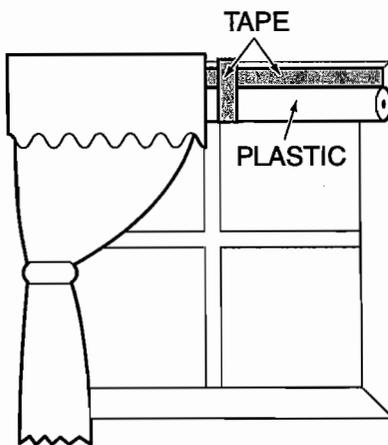
*Why do we need to put up plastic and seal it with tape?*

You want to keep air from coming into the room where you will stay until it's safe to come out. That's because the air outside may be bad. But, there will be enough clean air to breathe fine (inside the room you seal up before the bad air comes). Cut the plastic for large openings now and label it so you know where it goes (which window, door or vent). That will save time if there's an accident.

You could even tape the top of the plastic to the top of the window and roll the rest of the plastic up to the top. Hold it in place with a piece of tape and hide it all under the curtain. That way, when it's needed, just unroll it and tape three sides – not four. If there are older people in your neighborhood (or grandparents), it would be nice to help them do this.

*Why can't we use the phone?*

If too many people try to use the phones at the same time, the phones won't work for anybody. Emergency officials need phones to take care of the emergency. So don't use the phone unless someone is sick and needs help.



Cover windows, doors and vents with plastic sheeting, and seal the sheeting with duct tape. Tape around things like lights, plugs and switches. Practice this at home now. Listen to the radio for what to do next. Stay off the phone.



*Help the bat get to his cave. He will shelter-in-place there. Color the things to put in the Shelter-in-Place Kit.*

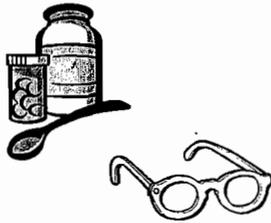


## Students' Page 8



### Teaching Points

- ◆ Families should keep clothes that are right for the season in the Evacuation Kit. For example, keep shorts in the bag during summer and jackets during winter.
- ◆ Families also could add non-perishable food and water to your Evacuation Kit.
- ◆ Have students write a checklist of last-minute items their family will want to take during an evacuation (or have in their shelter room). Encourage students to share the list with their parents and add to it. Some items that might be included are: medicine, eyeglasses, checkbook, credit cards and/or identification.



Discuss "last-minute items" that families may need to gather. Last-minute items are things that most people don't have duplicates of to keep in their Evacuation Kit but will need. Eyeglasses or medicine are good examples. Emphasize to students that seconds matter - find it quickly or leave it.



### Questions from Kids

#### *Why should we leave?*

Emergency officials will tell people to evacuate if there is enough time to leave the area ahead of the chemicals in the air. Emergency officials want to get people out of an area that may not be safe. They want people to go to an area that they know will be safe.

#### *Where should we go?*

Emergency officials will tell parents or school officials where to go so that everyone will be safe. Families should check in where emergency officials say so that a list can be made to know that everyone is safe. Families may decide to stay with relatives or friends outside of the evacuated area. Also, the American Red Cross may set up shelters for people.

You may need to evacuate. That means leave where you are and go to a safe place.



Help your parents make a list of things to take when you evacuate. Put what you can in a bag (your Evacuation Kit) now. Keep your Evacuation Kit where you can find it quickly.

**Take:**

- A change of clothes for each person
- Diapers and baby food (if your family has a baby)
- Quiet toys or books
- Last-Minute Items: telephone list (see page 9), medicine and eyeglasses (if you need them)



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## Students' Page 9



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### Teaching Points

- ◆ Give students the school telephone number now so they can start filling in the chart. Encourage students to post this list near the main telephone at home.
- ◆ Discuss what students should do if they are at home alone and need to evacuate or shelter-in-place. They should talk with their parents now about what to do if no adult is home and they need to evacuate or shelter-in-place. Parents should make arrangements for adult help now. Encourage parents to talk to family members, carpool groups and/or neighbors.
- ◆ Sometimes, the best thing you can do is to stay right where you are. You shouldn't try to go near the danger area because, just like there's lots of traffic after a football game, there will be lots of traffic around the emergency area. People may be evacuating and the roads need to be clear so they can leave quickly. Emergency officials also need to be able to get in and out of the area.
- ◆ If you are not in a danger area, you need to listen to the radio and/or TV in case you need to do something soon. You should stay off the phone so emergency officials can use the phones.
- ◆ People who have evacuated will be allowed to return home after emergency officials say the area is safe.



It's smart to keep a list of important telephone numbers near the telephone. Take this list with you if you evacuate. Choose an out-of-town relative to call to say you are safe. This is important if your family is not together during an emergency.

 Cut along dotted line

<b>EMERGENCY PHONE NUMBERS</b>	
<i>Who/Where?</i>	<i>Phone Number</i>
 <b>SCHOOL</b>	_____ _____
 <b>MOM AT WORK</b>	_____ _____
 <b>DAD AT WORK</b>	_____ _____
 <b>MY DOCTOR</b>	_____ _____
 <b>OUT-OF-TOWN RELATIVE</b>	_____ _____



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## Students' Page 10



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### Teaching Point

Encourage students to discuss plans with their families and to practice those plans.



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### Note to Teacher

Different terms may be used in your community such as “disaster kit” or “emergency kit.” Your local emergency officials encourage every family to gather supplies *now* that can be used during an emergency. It doesn’t matter what the kits are called; it matters that they are put together before an emergency happens and that they have the things needed to keep people safe. Some lists may include food and water for an evacuation kit. That’s fine — as long as people don’t spend time gathering these items when they should be leaving.



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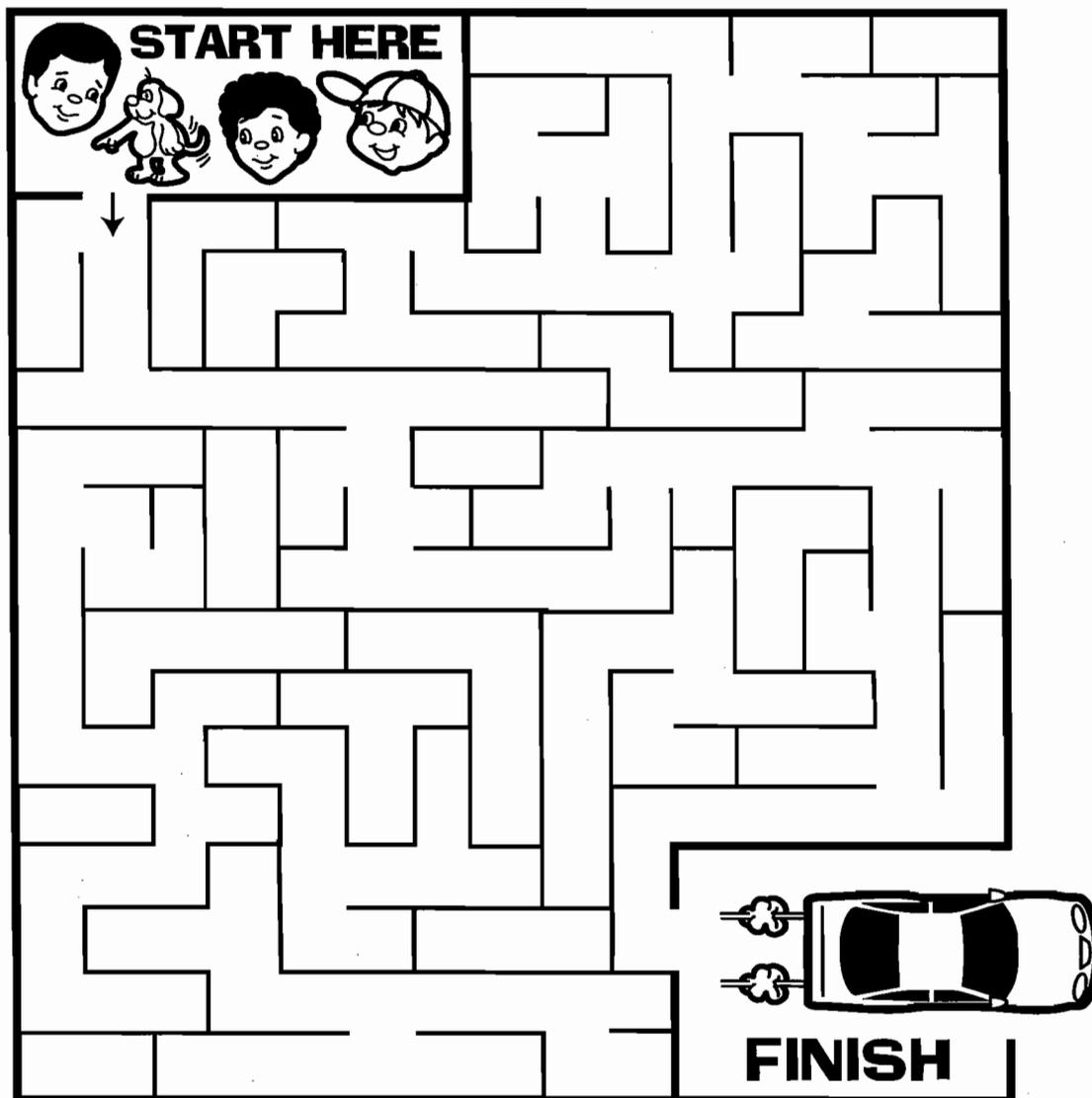
### Pets

We know students may be concerned about pets. If they can find their pets quickly, take them into the shelter room.

Check with the local Emergency Management Agency to see what is recommend for pets during evacuation.

American Red Cross shelters do not allow pets. Some communities have made arrangements with local veterinarians or animal aid organizations to take care of pets during emergencies.

Information on emergency pet care is available from FEMA. The web address is: <http://www.fema.gov/fema/diztips.htm>



### **The Evacuation Game**

Everyone at your house can play the Evacuation Game! You'll need a watch to see how long it takes.

1. Someone says, "Emergency. We need to evacuate."  
Start keeping time.

2. Get your Evacuation Kit and last-minute items.

3. Your parents need to shut off the oven, iron or anything else that could hurt your home.

4. Then, get everyone in the car. Stop keeping time.

How long did it take for your family to get ready to evacuate? Try it next week and see if you get faster.



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## Students' Page 11

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### Teaching Point

This is a good place to discuss with the class what the school's emergency plans are. Knowing the school's emergency plans can help calm the fears of students. Find out from the principal where the school will go in an evacuation. If the school's emergency plans include overpressurization, discuss with the students how this works. Will they stay in their classroom or go to a designated location like a cafeteria or gym?

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### Curriculum Connection

Hold a chemical drill instead of a fire drill this week. Discuss with the children beforehand what they should do and then let them practice it. Follow-up afterwards with questions and concerns. Contact the local emergency management agency if you would like help.



If you are at school, teachers will tell you what to do. Some schools have machines to keep the air inside safe. You may go to the gym or the cafeteria during an emergency. If you take medicine at school, the nurse will bring it to you. Be sure to listen to your teachers.



*Color the picture.*



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## Students' Pages 12 & 13



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### Curriculum Connection

This activity will teach your students about reading a map and using a telephone directory. *Materials needed:* crayons, scissors, glue, an area map and a telephone book(s).

It's likely that children won't know the address for their soccer field, doctor, etc. The students can use telephone book(s) to look up the street address. Because every street is not marked on the map on page 13, you will need to help them determine locations on the zone map by using a county or town map.

Discuss other places where students might be often. They can add these locations to the list on page 13.



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### Questions from Kids

#### *What's a zone?*

Emergency officials divide the county or town into zones. A zone is a specific area of land. It's a way of organizing things. At school, the cafeteria is in one place and the music room is in another. We could call each of these different areas "zones." You may live in one zone and go to school in another zone.

Because emergency officials may tell people what to do by zones, learn the zones where you are the most often.

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Emergency officials may be firefighters, police, local and state emergency management staff, hospital workers, emergency medical crews, school personnel, etc. All of these people work together to protect people and property during emergencies.

# ***Know Your Zone***

You may not be at home during an emergency. Emergency officials tell you what to do by zone. Learn the zones where you are a lot.

*Color the pictures on this page, cut them out and have an adult help you find the right zone on the next page.*



**Doctor**



**School**



**Shopping**



**Sports**



**Home**



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## Students' Pages 12 & 13



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### Curriculum Connection

This activity will teach your students about reading a map and using a telephone directory. *Materials needed:* crayons, scissors, glue, an area map and a telephone book(s).

It's likely that children won't know the address for their soccer field, doctor, etc. The students can use telephone book(s) to look up the street address. Because every street is not marked on the map on page 13, you will need to help them determine locations on the zone map by using a county or town map.

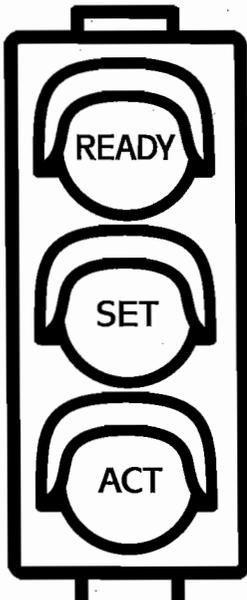
Discuss other places where students might be often. They can add these locations to the list on page 13.

XXXXX CSEPP Zones

Home:	Zone ___	Grocery Store:	Zone ___	Dad's work:	Zone ___
Sports:	Zone ___	Doctor:	Zone ___	Mom's work:	Zone ___
School:	Zone ___	_____:	Zone ___	Friend's house:	Zone ___
		_____:	Zone ___	Relative's house:	Zone ___



## Students' Page 14



### Teaching Points

Review Ready, Set, Act!

**Ready** – Know what kinds of emergencies could happen.

Ask: What kinds of accidents could affect our community? One answer should be a chemical stockpile accident.

Ask: How would you hear about an emergency?  
Answers should include sirens, tone alert radios/indoor warning systems, radio and TV.

Ask: How do you shelter-in-place? Go inside, close doors and windows, go to an inside room. Use plastic sheeting and duct tape to cover large openings like windows, doors and vents. Tape around outlets, lights, etc.

Ask: Why would you evacuate? To get out of the way of the chemicals in the air and because emergency officials say we should.

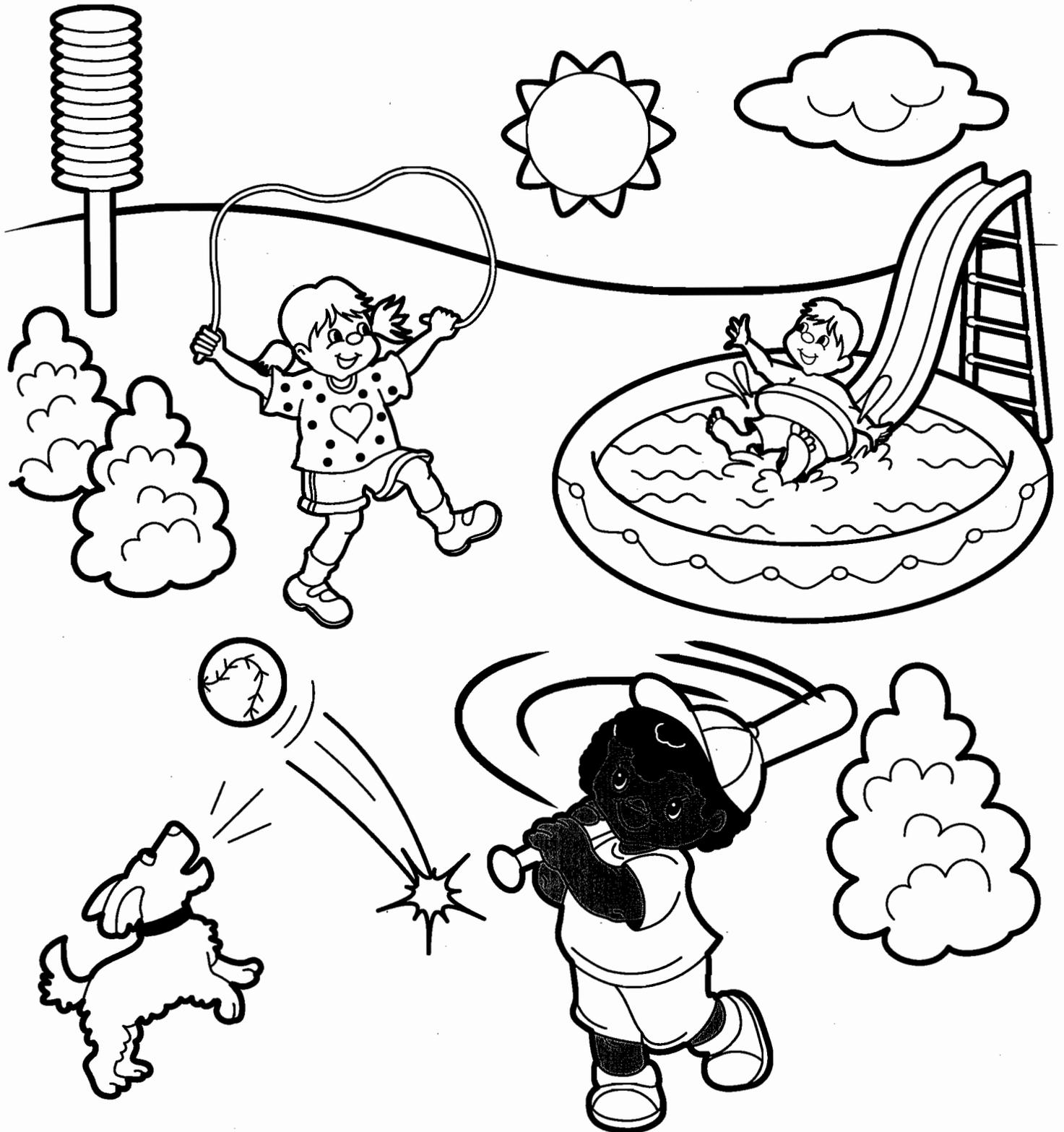
**Set** - Get together plans and kits.

Ask: What kinds of things do you need to do when you get home? Help the family make a plan, a Shelter-in-Place Kit and an Evacuation Kit. Fill out and post the phone list.

**Act** – If an accident happens, put your plans into action. Do what emergency officials say -- shelter-in-place, evacuate or do nothing for now.

Practice shelter-in-place and evacuation at home.  
Seconds matter.

Now you are Ready and Set! You are now safer at school and home because you know how to Act in a chemical accident – do what emergency officials say to do.



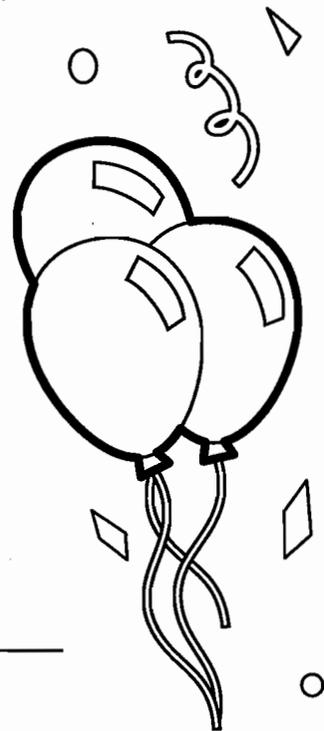


**READY, SET,  
ACT!  
Award**

*Presented to:*

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for being **READY** (*knowing about emergencies*),  
**SET** (*helping your family get kits and lists*),  
and being ready to  
**ACT** (*do what emergency officials say*)!



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*Signature*

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*Date*

**CONGRATULATIONS!**

from the  
*Chemical Stockpile Emergency Preparedness Program - (CSEPP)*

