

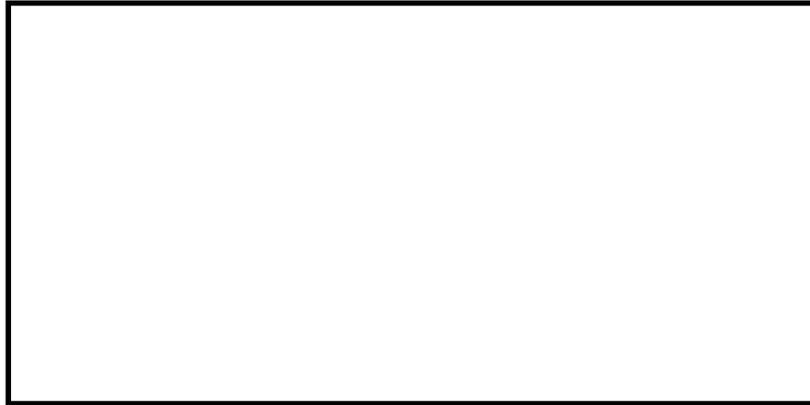


READY, SET, ACT!



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

**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

K-2

Chemical Stockpile Emergency Preparedness Program Coloring & Activity Book



Prepared for the Chemical Stockpile Emergency Preparedness Program, the U.S. Army and FEMA
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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 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.

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.



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.



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.



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.

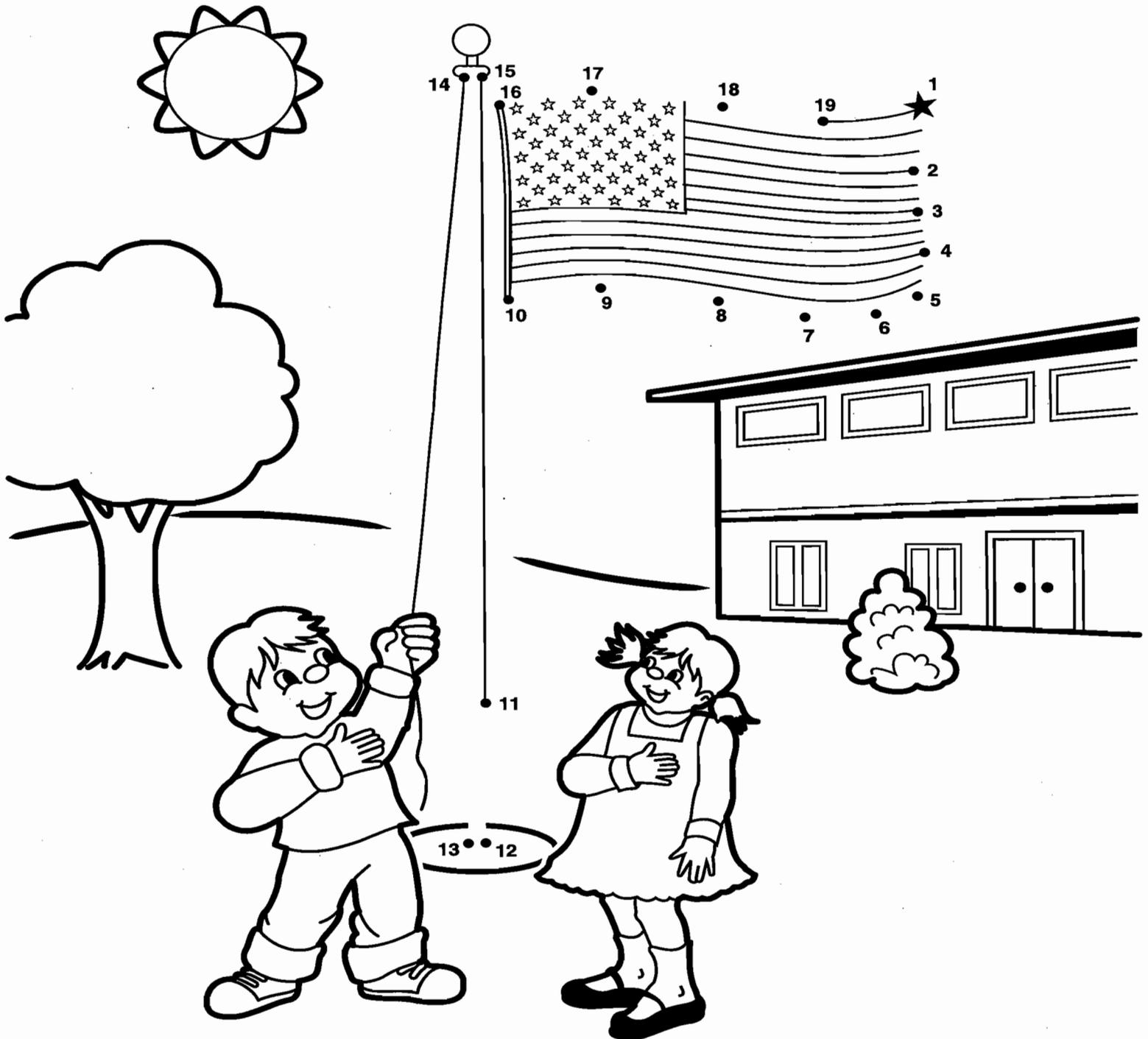
Why were we fighting?

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 fought with some other countries. The United States made chemical weapons 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

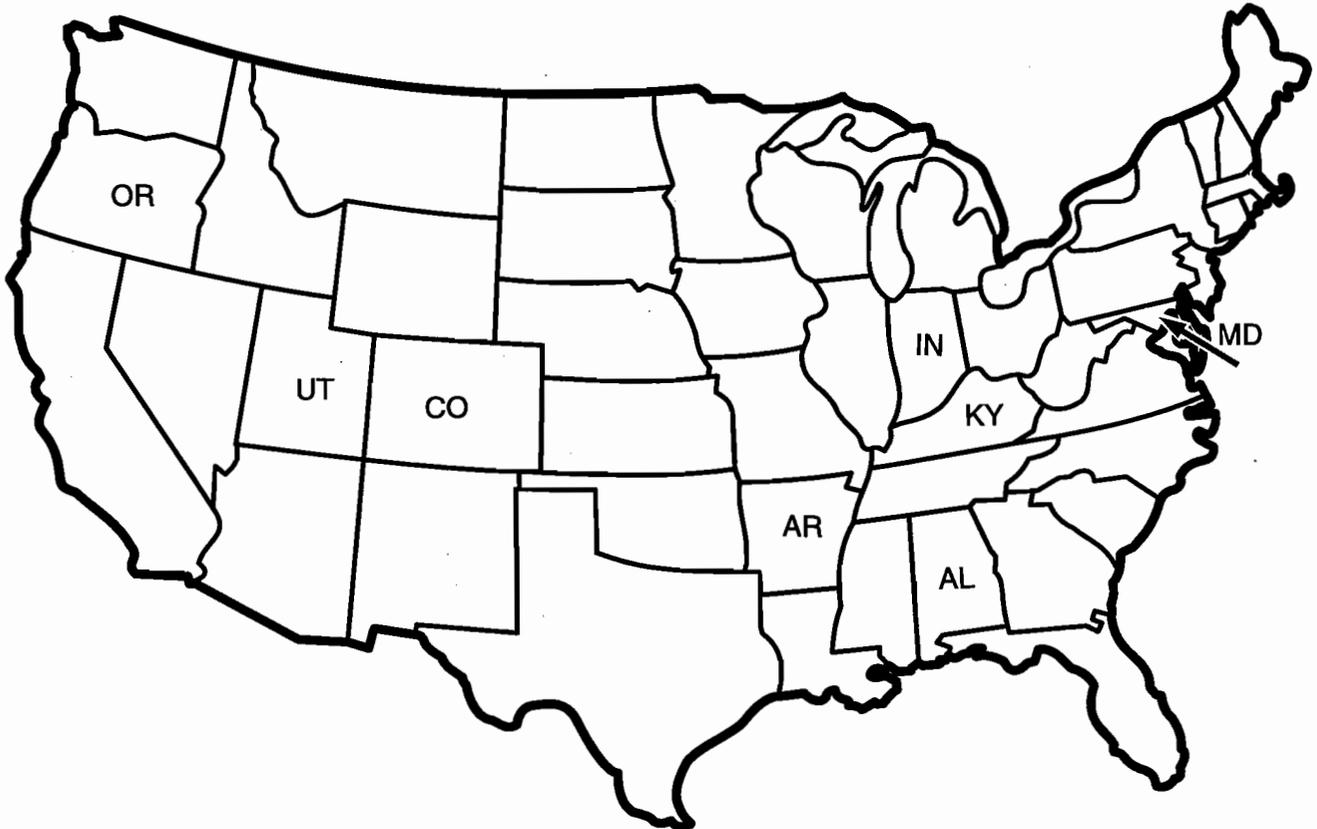
Oregon: Umatilla Chemical Depot

Utah: Deseret Chemical Depot

Postal abbreviations are used for the states on the map.



When the fighting ended, the United States put away the chemicals. They are kept in eight states.



*Color the states that have letters on them.
These are the states where we keep the chemicals.*

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

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



Students' Page 3

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

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.)

Curriculum Connection

Shapes. Have the students list things (other than an igloo) that are shaped like a dome or arch. Some answers might be: a Volkswagen Beetle/Bug, the McDonald's golden arches, a bridge, a computer mouse, some doorways, the arch of your foot.

Questions from Kids

Why is it called an igloo?

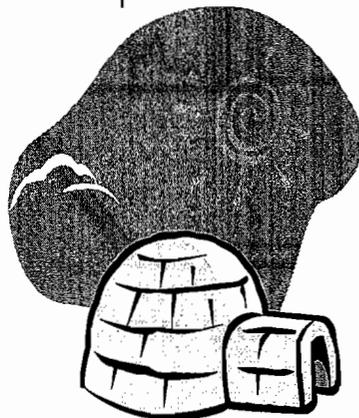
It's called an igloo because it's shaped like an igloo – where Eskimos live. The shape is called a dome. These igloos are made of concrete covered in dirt and sometimes grass.

Why do we lock up the weapons?

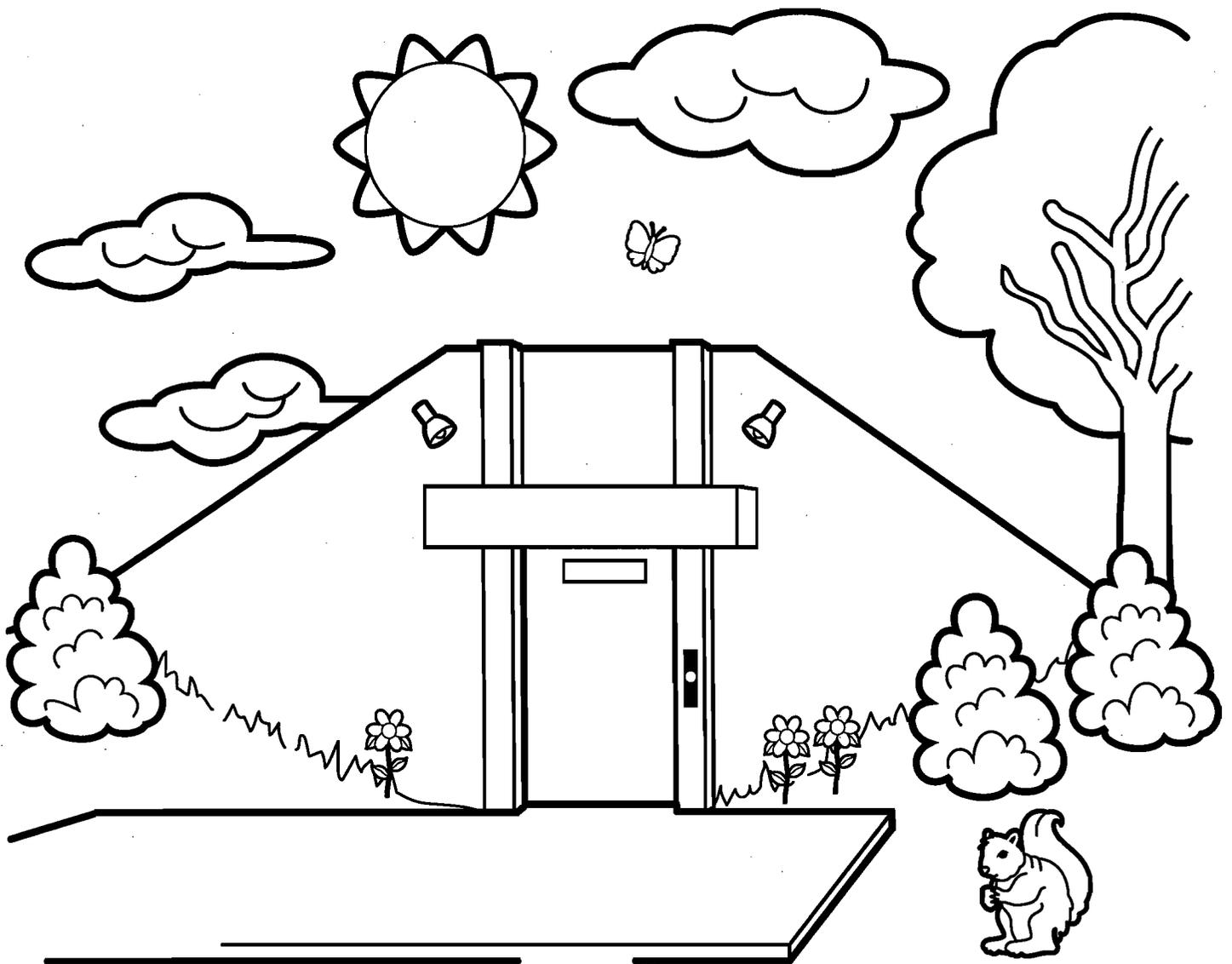
So no bad guys can get them, and so no one can go in there and get hurt. We want to keep everybody safe.

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.



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



Color the picture of the igloo.



Students' Page 4

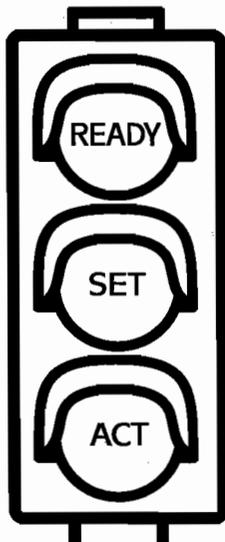


Teaching Points

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.



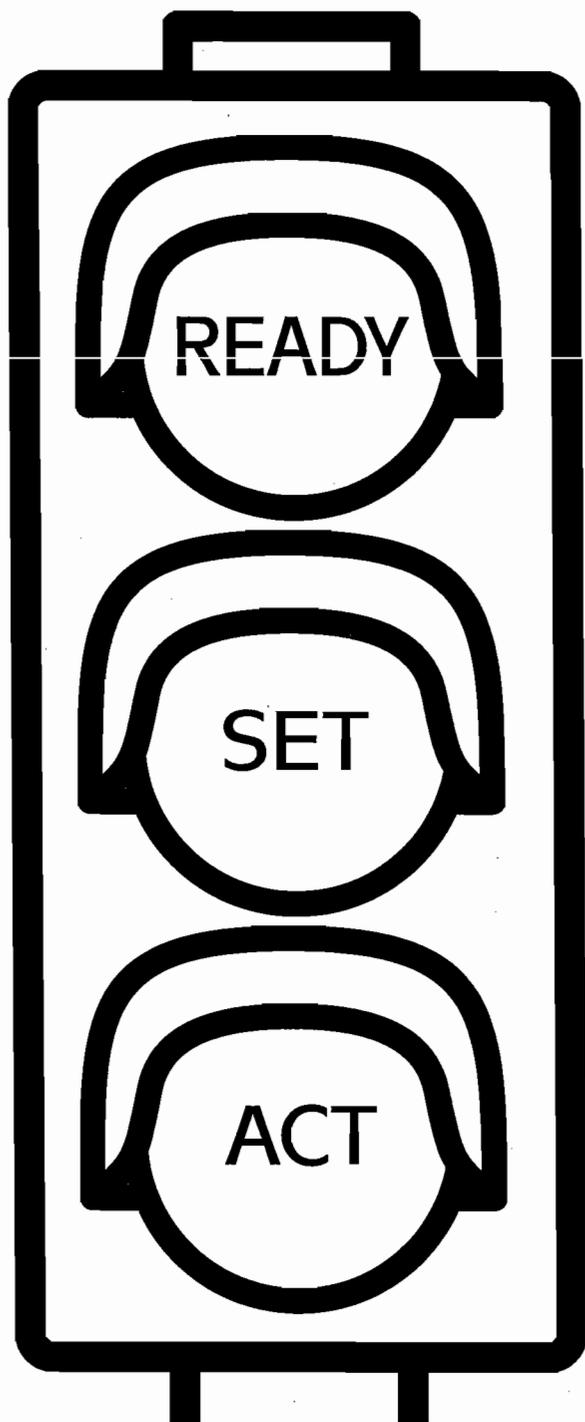
Set means “get it together.” Students need to help their family get:

- 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 how to be safe. But you can do some things now.



READY means "know."



SET means "get."



ACT means "do."



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."

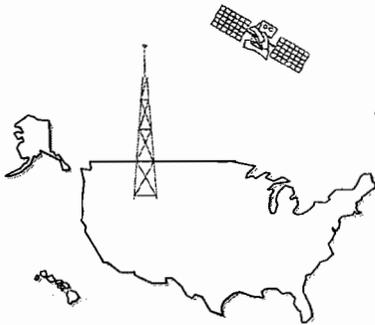
When there's bad weather (like a tornado watch) or another kind of emergency, those beeps will be followed by information on how to stay safe. The beeps tell people to pay attention to the Emergency Alert System (EAS). The test message you hear makes sure EAS works. EAS would tell you about a chemical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

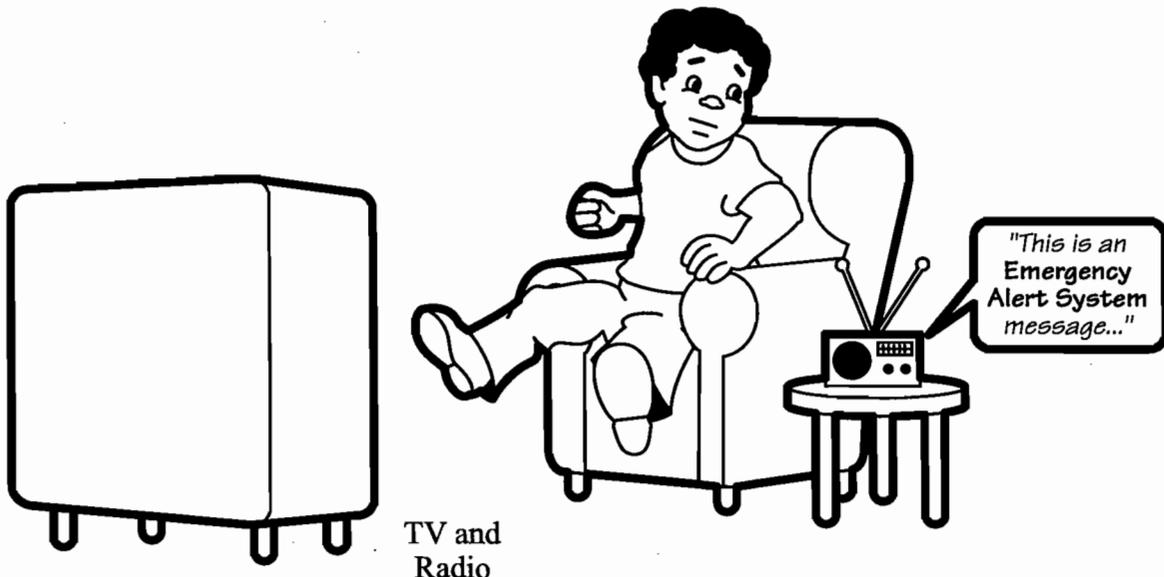
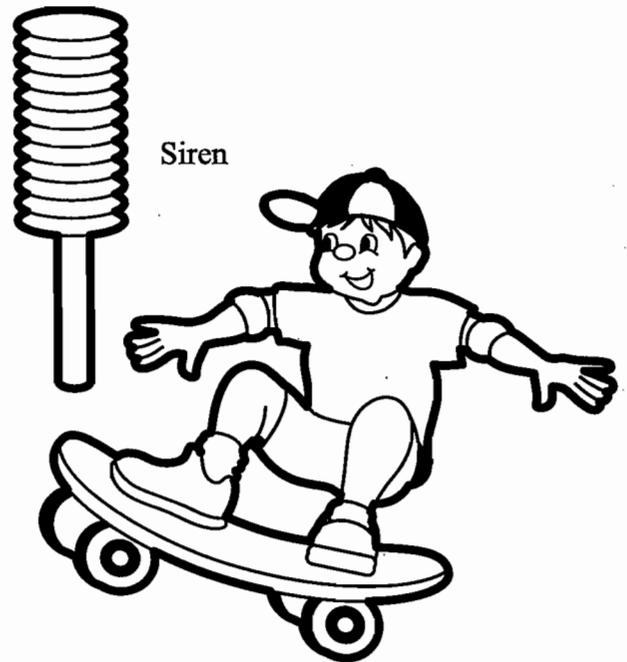


The EAS (Emergency Alert System) is designed to alert and instruct people about how to stay safe in emergencies.

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 the TV and radio.

You need to be **READY**. **READY** means you know how you'll hear about a chemical accident. You could hear about it on a tone alert radio, sirens, TV or the radio.



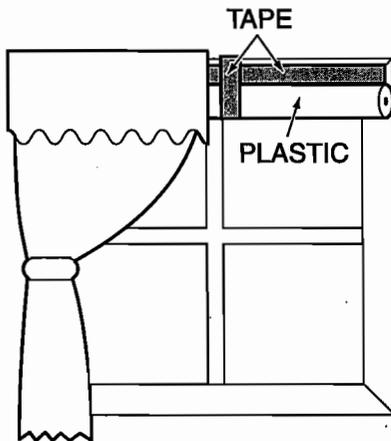
Circle the tone alert radio, the siren, the radio and the TV. Color the pictures.



Students' Page 6



Questions from Kids



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.

Shelter-in-Place

Why should we shelter-in-place?

Emergency officials tell people to shelter-in-place to protect them from harmful chemicals in the air. Chemicals might get into the air from a train wreck or some other kind of problem - not just from an accident at the Army post.

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.

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.

Evacuation

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.

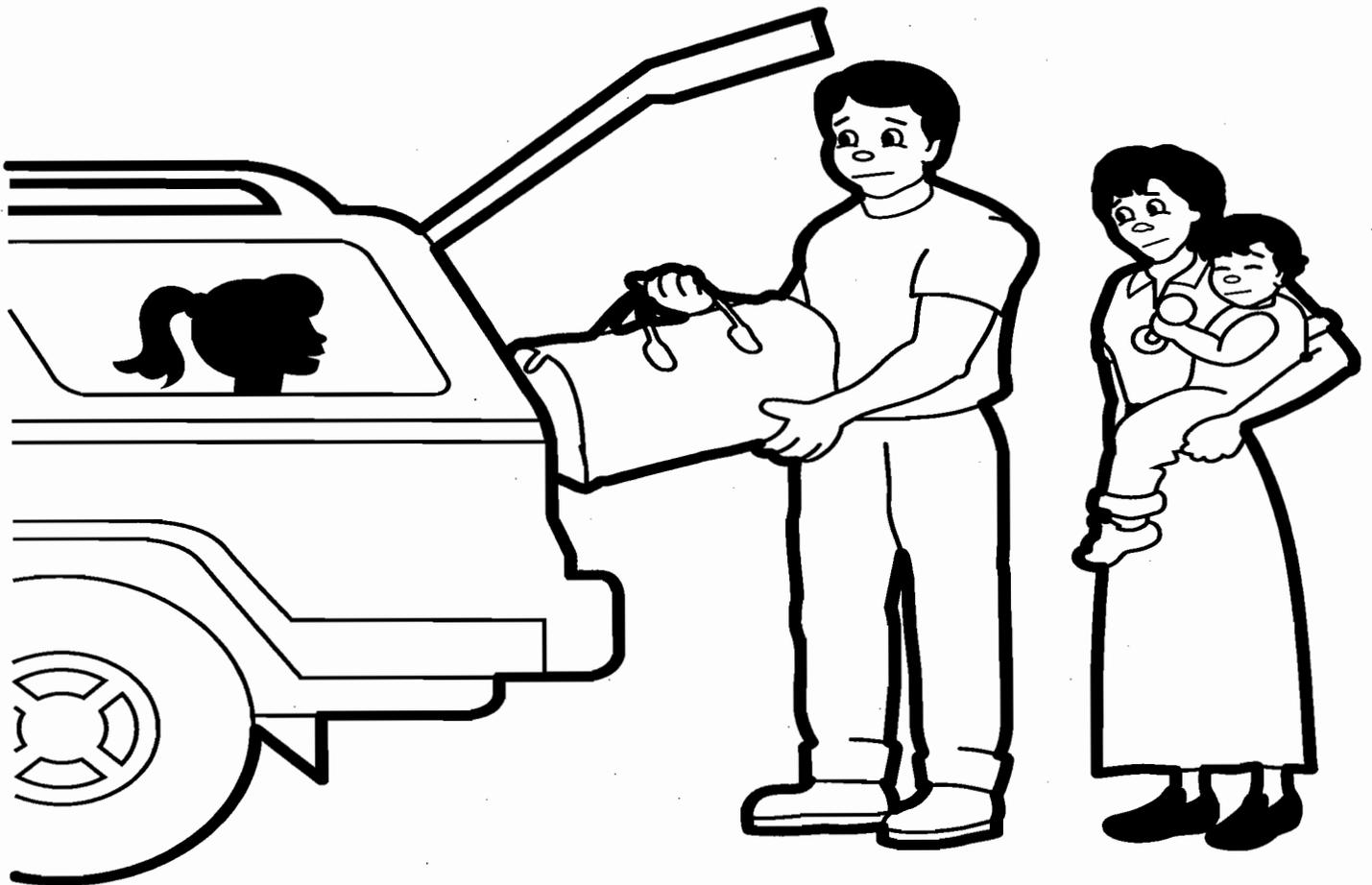
READY means your family knows what to do.

SHELTER-IN-PLACE

You may need to shelter-in-place. That means go to a room with few  windows. Put plastic over the  windows and the  door. Seal with  duct tape. Don't use the  phone.

EVACUATE

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



Color the picture.



Students' Page 7

People who have evacuated will be allowed to return home after emergency officials say the area is safe.



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?



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.



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.

At school, teachers are **READY** to keep you safe. Be sure to listen to your teachers.



Color the picture.



Students' Page 8



Note to Teachers

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.



Curriculum Connection

Students need to know their telephone number and address. This information is important if they need to call 9-1-1 or if they are lost. This activity will help them learn their address, phone number and the zones for school and home.

Get an emergency planning map. If your local emergency management agency produces a calendar, use the map in it. Otherwise, get a map from them. An area map will help students determine in which zone(s) their home and school are located.



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 most often.

READY means you know your zone.
Emergency officials tell you what to do by
zone. Learn the zones for  school and
 home.



I go
to school
in Zone _____.

I live in
Zone _____.



My address is _____.

My phone number is _____.



Students' Page 9



Teaching Points

- ◆ Review what makes a good shelter room – no (or few) windows. Close all doors and windows; seal and tape doors, windows and vents. 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 wall. In other words, if a hole was cut in the wall to install something, tape around it. This could include: light fixtures, medicine cabinets, plumbing, 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 to things in their homes.
- ◆ Discuss “last-minute items” that families may need to gather. Last-minute items are things that you don’t have duplicates of to keep in your Shelter-in-Place Kit but you will need. For example, any medicine they might need. Emphasize to students that seconds matter - if you can’t find it quickly, don’t spend time looking for it.

Listen to the radio for what to do next. Emergency officials will give information over the radio.



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>

SET means your family gets together kits, lists and plans. Your family can make a Shelter-in-Place Kit now: Put these things in a box:

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

Store the kit in your shelter-in-place room.



Color the stars that have pictures of things to put in your Shelter-in-Place Kit.



Students' Page 10



Teaching Points

Put together two (or more) Evacuation Kits.

Place the objects around the room.

Divide the class into teams and have them work together to get everything into their Evacuation Kit. (This can also be done for the Shelter-in-Place Kit!)

Help 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, identification, important papers.

- ◆ 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 the Evacuation Kit.
- ◆ 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.
- ◆ 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 children 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. Encourage the children to discuss plans with their families and practice those plans.
- ◆ Give students the school telephone number now so they can start filling in the chart. Encourage the students to post this list near the main telephone at home.
- ◆ 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. Stay off the phone so emergency officials can use them.

Your family can make an Evacuation Kit now.
Keep it where your parents can find it.

Pack in a bag:

Quiet toys or  books

A change of  clothes for each person

 Diapers and  baby food

Make a  phone list. Keep it near the  phone.

 Cut along dotted line

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



Students' Pages 11 & 12



Teaching Point

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.

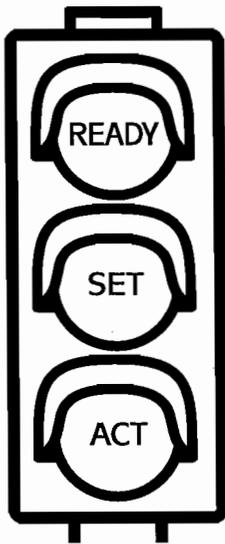
Ask: Why would you evacuate? To get out of the way of the chemicals in the air and because emergency officials say we should.

Set - Get together plans and kits .

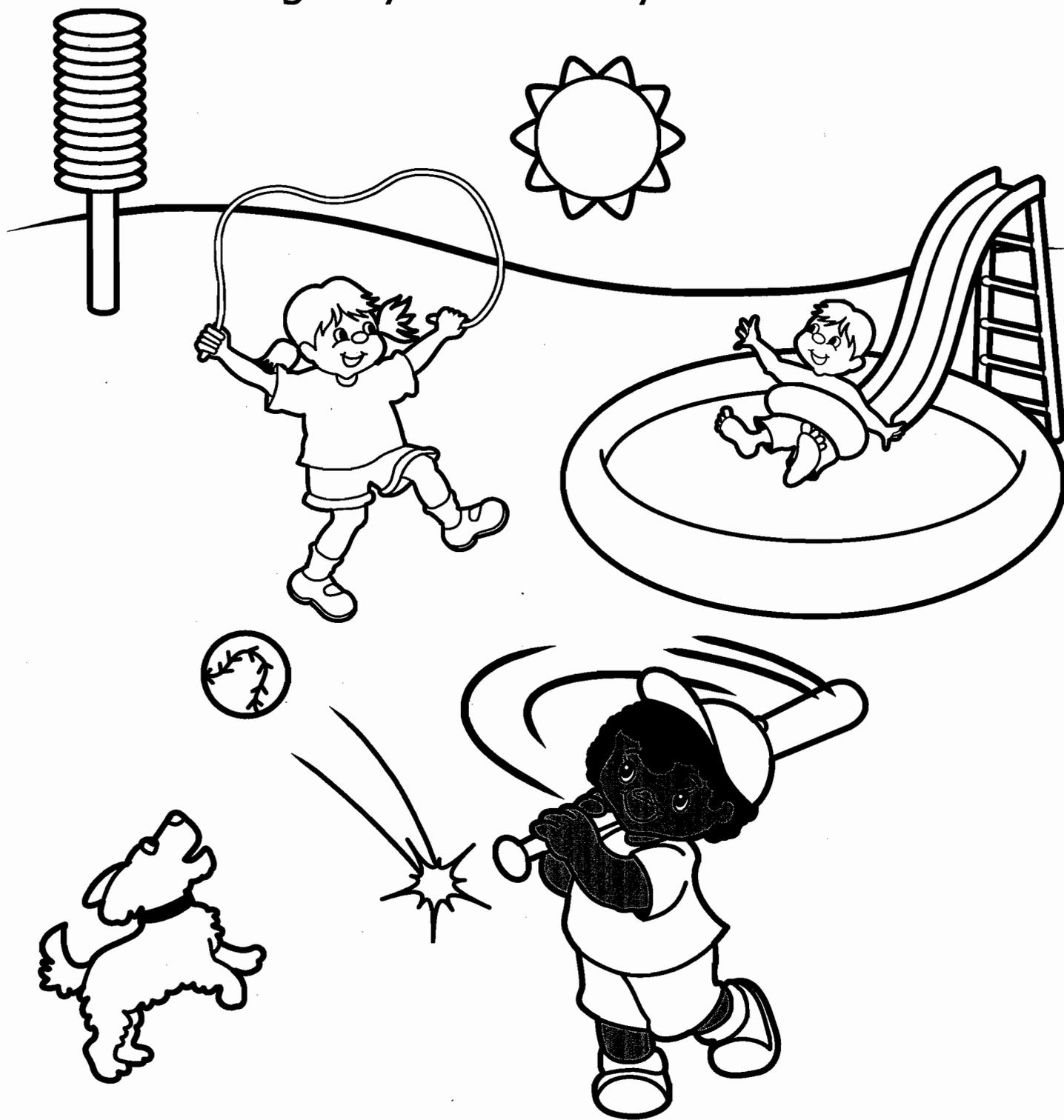
Ask: What kinds of things do you need to do when you get home? Help the family make a plan, a Shelter-in-Place Kit and an Evacuation Kit. Fill out and post the phone list.

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

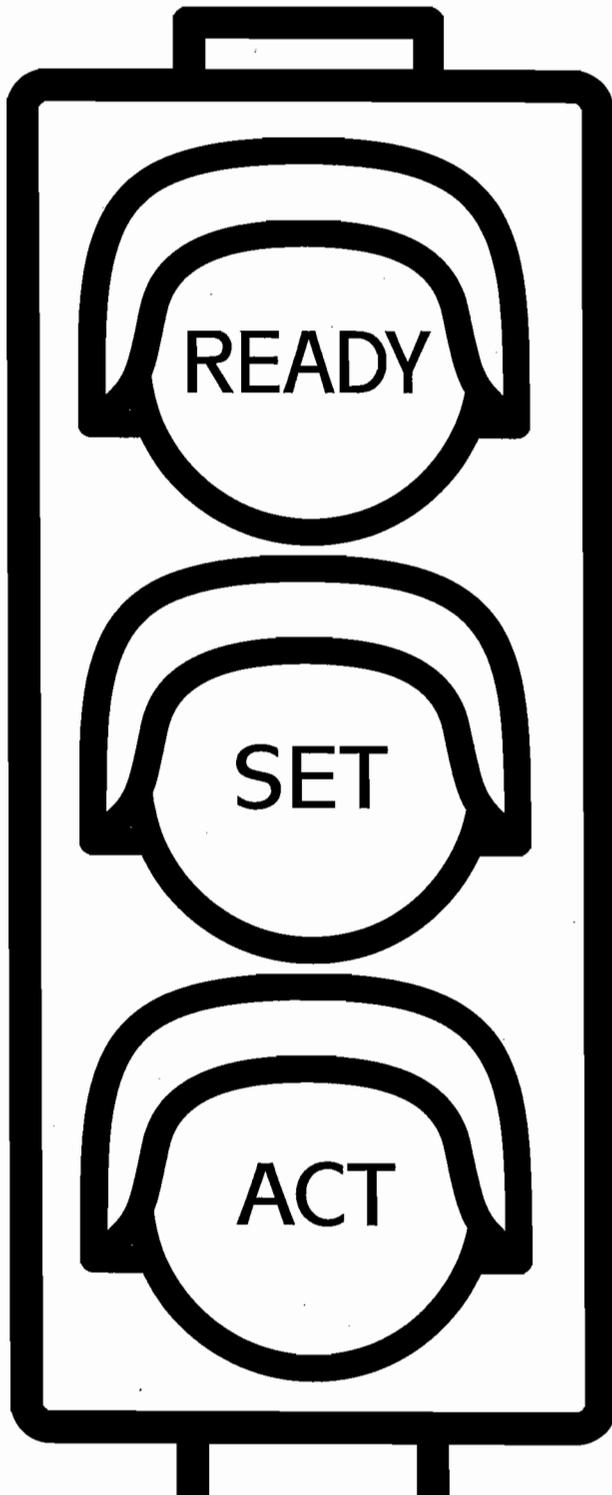
Practice shelter-in-place and evacuation at home. Seconds matter.



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.

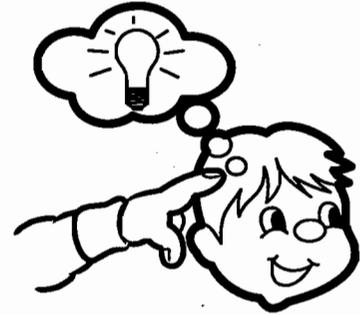


Color the picture.



ACT = Do

Do what emergency officials tell you to do!



READY = Know

- ◆ How you'll hear about an emergency.
- ◆ How to shelter-in-place and evacuate.
- ◆ Your zone.



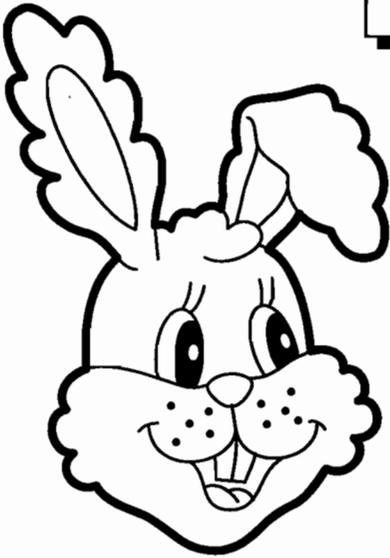
SET = Get

Help your parents get:

- ◆ A Shelter-in-place Kit.
- ◆ An Evacuation Kit.
- ◆ A telephone list.
- ◆ A plan.

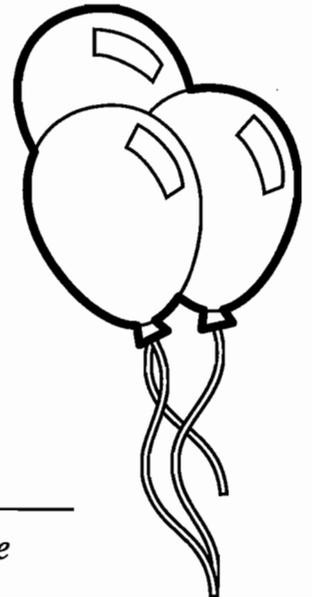
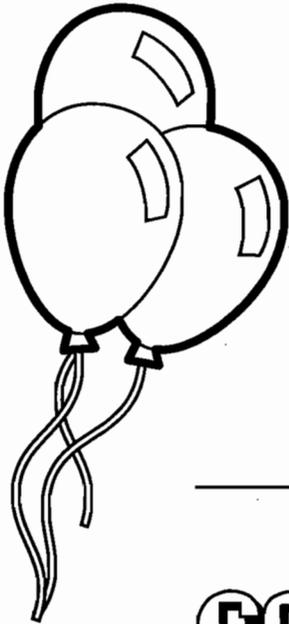


READY, SET, ACT! Award



Presented to:

for being **READY** (*know*),
SET (*get*), and able to **ACT** (*do*)!



Signature

Date

CONGRATULATIONS!

from the
Chemical Stockpile Emergency Preparedness Program
(CSEPP)

