

Southern Baptist Disaster Relief



Children's Response Team Training Manual

Disaster Relief Office, South Carolina Baptist Convention

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Adapted From NAMB SBC 2008 DR Operations Procedures Manual

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Chapter One: Disaster Relief Children’s Response Team Ministry and Organization

A Brief History of Disaster Relief Children’s Response Team (DRCRT)

In 1979, the Texas Baptist Men’s disaster relief unit set up a child care response ministry at Wichita Falls, Texas as a result of a devastating killer tornado. Karl Bozeman developed four teams of what was then called Disaster Relief Temporary Emergency Child Care across Texas and published a book describing how to build equipment and resource modules for several age groups; how to train volunteers in child care ministry; and how to build and equip the response trailer. Chris Shelby was the site coordinator of the first child care response team at Wichita Falls, and her diary laid the groundwork for future training of teams.

The multistate responses of DRTECC in 1994 during the Albany flood in Georgia and in 1997 during the Red River Valley flood in North Dakota/Minnesota led to the development of a Temporary Child Care Manual as part of the Southern Baptist Convention (SBC) *Disaster Relief Operational Procedures (DROP) Manual*. It was important to correlate child care with the other Baptist disaster relief ministries being performed at each disaster. It was also important to establish standards of procedures and care that would be practiced by child care units from all states. The manual was completed in 2000. The name was changed in 2013 to Children’s Response Teams.

South Carolina’s first child care unit was formed in the Greer Association under the leadership of Grace Watson after the 1994 North Dakota floods. It was deployed for Hurricane Fran in 1996. This unit was transferred to the Broad River Association in Gaffney in 2005, to the Waccamaw Association in Conway in 2013, and to Spring Valley Baptist Church, Columbia Metro Association in 2018.

By the time of the 1998 deployment for Hurricane Floyd, a second South Carolina unit had been formed. This unit is in the Aiken Association, now housed at Sweetwater Baptist, North Augusta.

South Carolina child care personnel responded in New York City after the 9-11 attacks in 2001, caring for children in the Salvation Army “Compassion Center” at Ground Zero for about six weeks. Other deployments include the Georgia crematorium situation in 2005, a six-week chemical situation in Greer, SC, in the mid-2000s, several different ice storms in Orangeburg, SC, as well as after the 2015 SC floods. The South Carolina DRCRT units have been used after numerous hurricanes: “the Florida Four” in 2004, Katrina in 2005, Gustav and Ike in 2008, Sandy in 2012 and Harvey in 2018.

The Ministry of DRCRT

Ministry Statement

Disaster Relief Children's Response Team is the caring for children in the aftermath of a disaster. It is a ministry where children and parents are shown the love of Jesus at a time when care and attention are vital needs in their lives.

Ministry Objectives

To provide for children -

- Love - Loving, caring workers help the child through a trying time
- Continuity - Bringing some order and continuity to children's lives when awareness of and attention to their needs is usually erratic
- Safety - A safe environment while parents attend to necessary activities
- Schedule - A normal routine of meals, rest, play, and attention
- Cleanliness - Provide and maintain a clean, sanitary environment
- Acceptance - Accepting children as they are and providing them with a feeling of well-being
- Calm atmosphere - Calm workers in a calm environment

To provide to families -

- Relief - Providing temporary child care so parents are free to deal with many circumstances needing attention, including disaster services assistance for the home (relocating/reconstruction) by FEMA, ARC, and other disaster agencies
- Understanding - Accepting others without judgment or criticism
- Compassion - Giving a friendly smile, a listening ear, and a sense of caring
- Love - Modeling the love of Jesus
- Referrals - Providing parents with information about the types of disaster assistance available
- Christian witness - Giving a verbal presentation of the gospel

To provide coordination of ministry -

- Cooperating with other relief ministries and organizations
- Communicating with NAMB, state conventions, associations, churches, and other agencies
- Adapting to the changing needs which occur in a disaster

To provide missions opportunities -

- Building a reputation of caring and ministry from which the local church and association can benefit
- Providing information to local churches and associations for follow-up and evangelism

Organization of DRCRT

General

In Southern Baptist Disaster Relief, the North American Mission Board and state Baptist conventions are responsible for the organization and administration of the disaster relief ministry within their jurisdiction. Disaster Relief Children's Response Team (DRCRT) is part of the program that individual states have chosen to develop and support as a part of their state Baptist convention ministry. State Baptist conventions are responsible for the recruitment and enlistment of their DRCRT volunteers. The credentials as well as background checks of the volunteers are the responsibility of the state Baptist convention disaster relief directors.

The updating and debriefing of DRCRT volunteers, as well as travel and maintenance costs, are negotiated between the state Baptist convention and their volunteers.

The DRCRT units are activated by the state Baptist conventions. The purchase of the units, equipment, and supplies is the responsibility of the state Baptist convention, association, or church that owns the unit. The cost of transportation, maintenance, insurance, and additional equipment is handled by the entity that owns the unit. The state Baptist convention will ensure that equipment, supplies, and training meet industry standards.

Disaster Relief Leadership

A. National Leadership

1. Disaster Operation Center (offsite coordination) - NAMB
2. Incident Command Team (onsite coordination) – near disaster site
3. State Area Coordinators – from state where disaster occurred

B. State Leadership

1. State Disaster Relief Director
2. Offsite Commander (Can be designated as Incident Commander)
3. Onsite Commander/White Hats
4. Unit Leader(s)/Blue Hats

Child Care Unit Organization

A. Onsite Commander (White Hats)

B. Unit Leader (Blue Hats)

C. Age Group Leaders/Assistants/Volunteers (Yellow Hats)

1. Always have a minimum of two trained workers for each age group.
2. Preferred ratio for multiple groups:
 - one adult to three children – two-years-olds and under
 - one adult to five children – three- to five-year-olds
 - one adult to eight – elementary school children
3. Include ethnic/bilingual team members whenever possible.

Children's Response Team Unit Description

Capability – Care and teaching of children age 6 weeks to 7 years, following guidelines specified above for adult/children ratios. Number of children that can be handled per unit depends upon the personnel and space available.

Operation Hours – 8-12 hours per day depending on incident request.

Time Frames:

- A. Full-Day Care – Eight or more hours of continuous child care operating inside a facility
- B. Short-Term Care – Several hours of child care operating inside a facility
- C. Feeding Site Care – Less than one hour of child care and is only recommended for fixed feeding lines

Operation Options:

- A. Service Center or American Red Cross Shelter
 - 1. Classroom Options
 - a. One room - all ages together
 - b. Multiple rooms with ages divided (note: siblings or relatives may not want to be separated after a trauma. Usual placement is to put them where the youngest child belongs, but assess each situation before making a decision.)
 - c. Open room with different age-groups in different sections of the room
 - 2. Operations
 - a. Children participate for a few minutes to several hours (usually 3-4 hrs.)
 - b. Snacks – about every 2 hours
 - c. Meals – prefer parents take care of meals – evaluate situation
 - d. Resource for snacks/meals – American Red Cross or other service organization, DR feeding unit, donations, or parents or relatives in the building
 - e. Service Center hours – usually 8 a.m. to 6 p.m.
- B. Child Care Center
 - 1. Classroom Options
 - a. One room with all ages together
 - b. Multiple rooms with ages divided (siblings or relatives may not want to be separated after a trauma)
 - c. Church setting, probably in preschool rooms or fellowship hall, with TCC equipment
 - 2. Operations
 - a. Children participate all day, perhaps for several days (8 a.m. to 6 p.m.)
 - b. Snacks (2) in mid-morning and mid-afternoon
 - c. Lunch—Emergency Response Vehicle, DR feeding unit, or if facilities available, prepare on site

Sample Daily Schedule

The schedule may change depending on the type of child care (Service Center or Child Care Center) and the needs of the community. The Site Director will determine the hours and basic routine.

7:00 am	Breakfast (may be at Disaster Relief Feeding Unit) Devotions (am or pm) -Unit Leader or Team Members
7:45	On Child Care Site, prepare for children
8:00	Open: Registration Free play in learning centers Bathroom and hand-washing as needed throughout the day
10:00	Snack: Drink and crackers or cookie
10:15	Group Time: Games Activity songs (movement) Story Guided activities Free play in learning centers
12:00 noon	Lunch (from DR Feeding Unit or Emergency Response Vehicle)
12:30 pm	Rest and Quiet Activities Quiet music Books, puzzles, videos for older children
1:30	Free play in learning centers
2:30	Snack
3:00	Group Time: Games Activity songs (movement) Story Guided activities Free play in learning centers
6:00	Close Sanitize room and toys Complete paperwork
7:00	Supper (DR Feeding Unit or local restaurant)
8:00	Debriefing Devotions & Prayer Time
10:30	Lights Out

Unit Activation (Call-out) Procedures

The State Director of Baptist Disaster Relief is responsible for the call-out of state DR units. The call-out procedures are:

A. Alert

1. Can you go?
2. This stage is updated approximately every 12 hours
3. The State Disaster Relief Director notifies the local unit leaders (blue hats)

B. Standby

1. There is probable need for a response and teams will go as soon as called
2. Get all personnel and equipment ready to go. A unit on *standby* is assumed to be able to respond as soon as it is called
3. If there is a delay, this stage will be updated every six hours
4. If the unit or team cannot go within 24 hours, they will revert to *alert* or be taken off the potential response plan

C. Go/No Go

1. 'Go' means the response is definite
2. Unit will depart within six hours or less, or at scheduled time/day of departure
3. Vital information will be given (travel arrangements, circumstances, DR site, directions, contacts and data)
4. 'No Go' means the unit may revert to *standby*, *alert*, or be taken off the potential response plan

D. Closing

1. The final stage of response is **closing**
2. Mobile unit is no longer needed at that location and will be reassigned to another location or allowed to return home
3. The decision to close or reassign will be made in collaboration with the affected state's Disaster Relief Director, the Incident Command team, the American Red Cross/Salvation Army leadership, and Emergency Management representative
4. 72 hours advance notice is the goal of leadership for closing a mobile unit

Scheduling Considerations

- Prepare to stay up to seven days
- Plan for overlap of 24 hours for transition between teams

Chapter Two: The DRCRT Team

“Therefore be imitators of God, as beloved children,
And walk in love, as Christ loved us and gave himself up for us,
a fragrant offering and sacrifice to God.”
Ephesians 5:1-2 (RSV)

Training Requirements for DRCRT Volunteers

A. Required Training

1. *Introduction to Disaster Relief* class
2. DRCRT training class (2-part), including orientation to DRCRT Unit (trailer)

B. Additional Training (*optional*)

1. Infant and child First Aid and CPR
2. Volunteers may also participate in state Baptist convention, association, and local church training events that focus upon teaching and caring for preschoolers and children
3. American Red Cross courses: *Serving the Diverse Community*; *Introduction to Disaster Services*
4. Other disaster relief courses such as stress management through nationally recognized professional courses such as *Critical Incident Stress Management (CISM)* and *National Organization for Victim’s Assistance (NOVA)*; *Safety and Sanitation, Food Sanitation*, etc.
5. Workshops put on by regional child care resource and referral agencies (see yellow pages in phone book under child care)

C. Training Updates

1. Retraining will be required on a minimum of a three-year cycle.
2. A response to a disaster will be considered as a “hands-on” training update.

Qualities and Characteristics (Volunteers/Yellow Hats)

Age Group Leader

- A member of a Southern Baptist church or church of like faith
- Experience in lesson planning
- Experience in working with young children
- Able to receive and follow directions from the Unit Leader
- Flexible
- Able to quickly exercise common-sense judgment
- A caring, loving, nurturing, Christ-like manner
- 21 years old or older
- In good physical and emotional health
- National background check and updates

Age Group Assistant

- A member of a Southern Baptist church or church of like faith
- Experience in working with young children
- Able to receive and follow directions
- Flexible
- Able to quickly exercise common-sense judgment
- A caring, loving, nurturing, Christ-like manner
- 18 years old or older
- In good physical and emotional health
- National background check and updates

Unit Leader/Blue Hat Appointment

Unit Leader appointments are made and Unit Leader training provided by the South Carolina Disaster Relief Director following the guidelines and requirements set forth in the DRCRT National DROP manual. **These are not lifetime appointments.** Moreover, successful blue hat recipients are not always assigned a Unit Leader's position on each outing.

Responsibilities

Team Responsibilities (All Staff) – on arrival at site

- A. Clean floor space of the area to be used. This may mean sweeping and mopping to provide a safe, sanitary environment.
- B. Check work area for safety, including electrical outlets and furniture.
- C. Unpack all modules (rolling shelves) from the trailer. These shelves make excellent “room dividers” in large rooms, cutting down on “run” space and providing a safer environment.
- D. Sanitize equipment.
- E. Set out a few toys to make the environment cheerful and inviting.
- F. Locate and sanitize the rest room the children and/or staff will use.

Responsibilities of Age Group Leader and Age Group Assistants

- A. Classroom
 - 1. Meet immediate needs of the children.
 - 2. Provide a variety of age appropriate activities for children in your care.
 - 3. Provide a safe, loving, accepting atmosphere where children feel secure.
 - 4. Always stop for a blessing before meals and snacks and take advantage of every opportunity to bring Bible thoughts and Bible verses into activities.
 - 5. Be alert to needs of children and their families in DRCRT.
 - 6. Provide feeding, diapering, and napping information to parents.
 - 7. Encourage and allow children to express their feelings.
 - 8. Provide creative, open-ended activities to allow children to work through their feelings.
 - 9. Use only positive guidance with the children.
- B. Facility and Equipment
 - 1. Empty trash at the end of the day.
 - 2. Sweep, mop, and sanitize the floor at the end of each day.
 - 3. Sanitize all toys and returns toys and supplies to the appropriate bins on modules.
 - 4. Maintain a clean, orderly area for children.
 - 5. Supervise children to maintain a clean orderly bathroom, classroom, play and eating area. (With port-a-potties, do not let children lock doors.)
 - 6. Clean and sanitize bathroom(s) at least daily.

C. Team Relations

1. Contribute to the “family” atmosphere of the team.
2. Participate in daily devotional and evaluation sessions.
3. Be sensitive to the needs of other team members.
4. Maintain a clean, orderly meal and lodging area.
5. Honor or accept others’ unusual sleeping habits and schedules.

D. Closing

- a. Suggest to Unit Leader (Blue Hat) any materials or supplies that need to be restocked or added.
- b. Assist in re-packing the trailer at the end of the unit’s assignment.

Cautions to Observe for Smooth DRCRT Operations

Personal

- A. Technology/electronic devices for personal use should be used with caution, to prevent separating yourself too frequently from the team atmosphere.
- B. Wear appropriate clothing for play and activities. Only very modest/conservative shorts, or no shorts as requested by the state in which we are serving.
- C. Bringing valuable personal property (jewelry, electronics, etc.) is not advised on a disaster relief call-out.
- D. Avoid bringing pets and children to a disaster site.
- E. Be grateful for the opportunity to minister even when situations are less than ideal. Overly critiquing the site conditions in a negative manner is not recommended.
- F. Be sensitive to other volunteers and to their level of experience in disaster relief.

With Children/Families

- A. Activities that take attention away from the children should be avoided.
- B. Be “ever present” while caring for children. Religious educators discuss the need to teach that God is ever present. Thus, Age Group Leaders and Assistants must be “ever present and not distant” when ministering to the children. The same reasoning holds for item A above.
- C. Display a courteous spirit at all times.
- D. Use appropriate language and mannerisms.
- E. Be kind to the children, parents, and co-workers.
- F. Realize the importance of each victim’s personal and current disaster experience. Often a compassionate listening ear is the best ministry you can provide.
- G. Recognize and accept your own limitations. Stay within your training.

Chapter Three: The DRCRT Unit and Equipment

Trailer

The typical Disaster Relief Children's Response Team unit is a trailer sufficient to transport equipment and supplies for temporary child care.

Equipment

General Equipment Suggested

- A. One or more directional hanging or yard signs on wood or metal stakes depicting the information of the DRCRT provided.
- B. At least one storage module on wheels per age group with covered plastic containers. The module should be equipped with resources sufficient to set up the initial DRCRT operation, including games, art supplies, paper, puzzles and activity resources.
- C. One generator with wattage to operate the equipment on the trailer and also emergency lighting; two extension cords with proper amperage (at least 50 feet long with power strip).
- D. An on-demand propane or electric water heater
- E. Two electric space heaters
- F. Portable electric lights
- G. One electric skillet
- H. Washer and dryer unit

Infant/Toddler Equipment

- A. Changing table
- B. At least two folding rocking chairs
- C. At least four Pack & Plays
- D. 2-4 high chairs or fold-up children's seats with tray
- E. One diaper container with lid and liner
- F. Trash containers with lids and liners
- G. Electrical outlet covers
- H. Pacifiers
- I. Potty chairs

Age Group Equipment

- A. Child-size tables and chairs
- B. One child-size rocker
- C. 2-3 CD players with activity CDs and rest time music

Other Basic Support Equipment

- A. Shop vacuum and carpet sweeper
- B. Hand-held communication equipment such as a set of 2 or 3 low-watt business band radios, and a cellular phone
- C. First-aid kit, child/adult
- D. Flashlights with plenty of batteries
- E. One 15-20 gallon cooler and 2 gallon water cooler with spigot
- F. Trash containers with lids and liners
- G. Laundry hampers (for dirty linen)
- H. Weather band radio
- I. Child-safe thermometer

Supplies

Refreshments for Children and Volunteers

- A. Formula for infants (several types), variety of baby food
- B. Eight gallons of distilled water
- C. Juice and other drinks (sugar free, decaffeinated, no red dye), water
- D. Serving utensils (disposable plates, cups, forks, spoons, and napkins)
- E. Baby bottles in a variety of sizes, several types of nipples
- F. Monitor foods/drinks for expiration dates

Sanitation and Hygiene Supplies

- A. Disposable diapers and pull-ups in sizes to fit preemies through toddlers (three to six dozen each size)
- B. Wet wipes
- C. Zip-lock bags of all sizes
- D. Paper towels
- E. Facial tissues (at least six boxes)
- F. Bathroom tissue (at least 12 rolls)
- G. Disposable gloves (non-latex and vinyl)
- H. Garbage bags in various sizes
- I. Anti-bacterial liquid hand soap and hand sanitizer
- J. Two gallons regular bleach (5.25% sodium hypochlorite) (has to be a 1/10 concentration) and non-chemical disinfectants
- K. Three dish pans, one with lid for sanitizing solution for toys, and dish drainer.
- L. Cleaning equipment and supplies sufficient to clean an area for the care and protection of children. (Mops, brooms, dustpans, buckets, dishpans, disinfectant solutions, disposable wipes, and spray bottles.)

Office Supplies

- A. 1-2 drawer-file cabinet and/or one file box for registration forms, etc.
- B. Pencil sharpener
- C. Pencils and pens
- D. Spiral notebooks or three ring binder notebooks to keep messages in order
- E. Staples, stapler
- F. Transparent tape
- G. Rubber bands
- H. ID wristbands
- I. Several sizes of masking tape
- J. One three-hole punch
- K. Paper clips: a box each of multiple sizes is suggested
- L. Post-It Notes: several packages each of multiple sizes
- M. Paper: Several tablets of lined paper for clerical work; also paper for the children to draw on and use for artwork.
- N. Scissors
- O. Clipboards

Teaching Supplies

- A. Art/craft supplies: Play-doh, crayons, markers, paper, tempera paint/brushes, etc. – provide items as suggested in the curriculum chosen for each call-out.
- B. Games: each module should contain age-appropriate items for games such as balls, bean bags or other tossing items, and board games suitable for the age group.
- C. Books: each module should contain age-appropriate books. Add books as suggested in chosen curriculum.
- D. Toys: each module should be supplied with age-appropriate toys (dolls, cars, blocks, play kitchen items, etc.). Add items as suggested in chosen curriculum.

Chapter Four: Teaching Preschoolers and Young Children

Tips for Teaching Preschoolers



1. Play is the young child's work—he learns through play; therefore, provide times for him to play.
2. Because the preschooler is active, provide plenty of space for activities and movement.
3. A child has a short attention span, so offer a variety of activities.
4. Teach the children as individuals and meet their personal needs.
5. A teacher's soft voice sets the noise level of the room and will help preschoolers keep quieter voices, too.
6. Positive teaching helps a child feel secure and prevents frustration for the child and the teacher.
7. Preschoolers understand definite, real things; therefore avoid using symbols and abstract concepts in teaching.
8. Learning comes through the senses, so provide experiences to involve as many of the senses as possible.
9. The young child's small muscles are not well-developed before age seven; therefore, provide activities that use large muscles and avoid work that requires fine, precise skills.
10. Songs should be simple and on the preschooler's level and range.
11. Short action words and simple stories should be used because of the young child's limited vocabulary.
12. The young child is dependent, yet he is growing toward independence, which should be encouraged by his teachers.
13. Because of the teacher's important role in teaching preschoolers, his entire time and attention should be given to the children.
14. An important aspect of teaching young children is to listen to them.
15. Expressive art activities should be provided. Using patterns or coloring sheets, or “touching up” the child's work stifles creativity and self-expression.

USING LEARNING CENTERS WITH PRESCHOOLERS

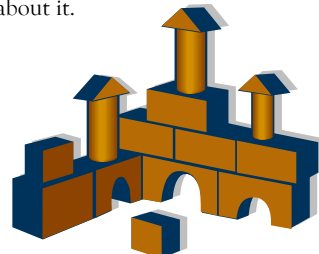
Homeliving

- Place this area so it is visible as children first come in.
- Set a few dishes on the table to be inviting.
- Homeliving items should stay in the Homeliving area while preschoolers are playing with them.
- Guide them to pretend to put the dishes in their mouth, and try to notice when they actually put them against their mouth or in it. As soon as they are finished with the item, pick it up and sanitize it before another child uses it.
- Homeliving is an area where children may reenact the disaster, but don't try to question them about it. Allow them the freedom to talk about it without prying.



Blocks

- Mark off an area where the blocks should remain (mats or tape).
- The same area can be the "story circle" for group time.
- Limit the number of children in the block area according to the space you have. Remember to ask them to take turns after a while.
- Make sure blocks are not thrown, and not stacked so tall that their collapse will be a hazard. Suggest they not stack them taller than their own shoulders.



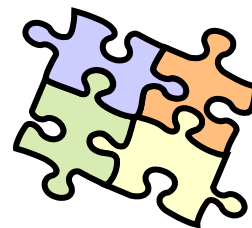
Art

- If making a paint area, place plastic on the floor under the easel. Use plastic on the walls where you will hang pictures to dry, in order to protect from drips.
- Place only a small amount of paint in sturdy paint cups and demonstrate how to wipe the excess paint from the brush, and how to clean up spills.
- Provide a small amount of water and a sponge for spills.
- For other art activities, have all supplies on hand before beginning.
- Avoid art activities that are complicated or that need to be done in a precise manner.
- Rather than saying "What is it you are drawing?" say, "Tell me about your picture."
- Make sure to use blunt-tip scissors for preschoolers. Keep teacher-scissors out of reach.



Puzzles/Manipulatives

- Provide an area of quieter play, possibly with a washable rug or mat.
- To encourage left-right reading skills, help a child remove puzzle pieces one by one and place them to the left of the puzzle. They can replace them by moving them to the right.
- Help older children look for border pieces first (in jigsaw puzzles). Guide them to match the colors and shapes.
- Manipulatives may be shape sorters and other matching items.
- If a child is interested, help him make his own puzzle by drawing a picture and cutting it into a few pieces. A good guide is to cut it into the same number of pieces as their age.



Books/Music

- Provide a quiet area for reading and listening.
- Occasionally allow preschoolers to make a book and leave it out for them to "read."
- Allow the children to handle the *Read to Me Bible*. Show them the pictures and tell the story if they are interested.
- Take time to read the books to the children when possible.
- Rotate the book selection when interested children have "read" them all.



Group-time

- Designate an area for group time, and use the same area each time.
- Situate the children so their backs are to the door where parents will be arriving.
- If a parent arrives during group time, one teacher should continue the group time while another greets the parents quietly and retrieves the child from the group.
- Sing, play games, tell the Bible story, and review what they have heard and done during the session.
- Take turns choosing Bible markers in the *Read to Me Bible* and let the chooser repeat the phrase to the other children. Older children can read the verses from the Bible for themselves.
- Remember their attention spans are short, so vary the activity.
- Be sensitive to children of other religions.

Positive Guidance

Negative

“Sh-sh-sh.”

“Don’t drip the paint.”

“Don’t leave the puzzle like this.”

“Don’t throw the blocks.”

“It’s time to clean up. Put the toys away.”

“The room looks messy.”

“Good boys and girls don’t act ...”

“Boys and girls, you must stop running.”

“You hit Jim. Now tell him you’re sorry.”

“Lisa, you’re talking too much.”

“Pay attention, children!”

Positive

“We use our soft voices indoors.”
(Teachers set the mood.)

“We press the brush inside the jar, like this.”

“We finish a puzzle before we go play with something else.”

“We build with blocks on the floor.”

“Let’s see how neatly we can stack the toys on the shelf.”

“I need helpers to straighten the room.”

“Are you forgetting to take turns?”

“I need your help. Can you help me clean the table?”

“I know you feel like hitting Jim, but it hurts when we use our hands the wrong way.”

“Lisa, I’m glad you want to tell us about your trip; but we need to take turns talking.”

“I need to see your eyes. I like the way Mary is listening (or sitting).”

- Tell the child what you want him to do, rather than focusing on the misbehavior.
- Be specific.
- Redirect – give the child something else to do.
- Give advance warning for activity changes.
- Give choices when possible.
- Be firm, but loving.
- Enforce rules consistently.
- Employ natural/logical consequences. Example: a child who misuses the blocks will not be allowed to play in the block area until after snack time.

Characteristics: Babies & One-Year-Olds

Physical

1. **He moves constantly.**
Allow him space and time to roll over, crawl, and toddle around.
2. **He loves to explore.**
Provide a safe area where he doesn't have to hear "no" all the time.
3. **He tires easily.**
Alternate activities with quietness.

Mental

1. **His vocabulary is limited.**
Use simple words and phrases.
2. **He uses trial and error in learning.**
Allow him to try to do things for himself.
3. **He learns through his senses.**
Provide opportunities to see, hear, touch, and smell.

Social/Emotional

1. **He is interested in other children.**
Talk to the baby about what he sees and hears. Encourage gentle interaction with others.
2. **He has some control over crying.**
Encourage him to use words instead of crying for things.
3. **He has feelings of insecurity.**
Provide structure while being flexible.

Spiritual

1. **He develops a sense of trust as needs are met consistently.**
Meet their needs as promptly and lovingly as possible.
2. **He begins to make simple choices.**
Provide opportunities to make choices.
3. **He senses attitudes and expressions of love.**
Display a loving attitude.



Characteristics: Ages 2-3 Years

Physical

1. **His large muscles are developing.**
Provide large materials and toys.
2. **He has plenty of energy.**
Allow him space and time to move around.
3. **He tires easily.**
Alternate activities with quietness.



Mental

1. **His attention span is limited.**
Provide a variety of activities.
2. **He is literal-minded.**
Avoid abstract ideas or symbolism.
3. **He learns through his senses.**
Provide opportunities to see, hear, touch, and smell.

Social/Emotional

1. **He is self-centered.**
Be understanding, but encourage sharing.
2. **He wants approval.**
Commend appropriate behavior.
3. **He may act out his anger.**
Be an example of self-control when the child is out of control of his emotions. Take the child away from his audience. Encourage him to use words to express his needs, and respond positively when he does. He may need someone to hold him to feel secure and loved.
4. **He may be possessive.**
Respect his belongings; label items with the child's name. Redirect attention to another item or toy when two children want the same classroom toy.

Spiritual

1. **His concept of God varies according to his culture and upbringing.**
Let him see God in you.
2. **He can understand that God, Jesus, and the Bible are special.**
Let your tone, words, and actions reflect a special respect and love for God, Jesus and the Bible.

Characteristics: Ages 4-5 Years

Physical

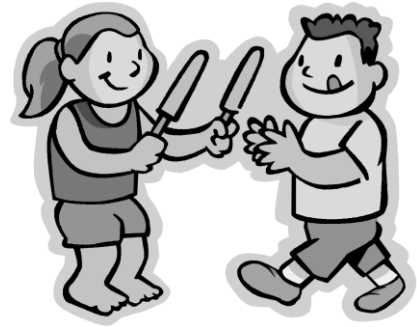
1. **He is active.**
Provide ample space and activities that allow him to move frequently.
2. **His large muscles are still developing.**
Provide large materials and toys.
3. **He can do only one thing at a time.**
Provide simple activities and instructions.

Mental

1. **He enjoys repetition.**
Select good games, stories, and activities. Repeat them as often as the child seems interested.
2. **He thinks in concrete terms.**
Avoid symbolism.
3. **He learns by doing.**
Let him do as much for himself as he is comfortable doing.

Social/Emotional

1. **He is learning to share and take turns.**
Encourage sharing and oversee taking turns if needed.
2. **He likes to please adults.**
Give positive guidance.
3. **He can accept responsibility.**
Give opportunities to be “helpers.”
4. **He has many fears and can be insecure.**
Be reassuring without being misleading. Identify with his fears without reinforcing them. Don't make up answers or reasons. Saying “I don't know” is OK.



Spiritual

1. **He can express love for God and Jesus.**
Give opportunities through songs, art, and use of Bible verses.
2. **He does not fully understand right and wrong.**
Praise him when he makes right choices.
3. **He “catches” his religion.**
Be aware of teachable moments.

Characteristics: Ages 6-7 Years

Physical

1. **His finer muscles are slowly developing.**
Provide work on his level.
2. **He likes active participation.**
Provide active games and projects.
3. **He tires easily.**
Alternate energetic and passive activities, including quiet time.

Mental

1. **He is curious and imaginative.**
Answer questions as they arise.
2. **He likes both facts and fantasies.**
Use both, but help him to distinguish between them.
3. **He likes to use the skills he learns in school (e.g. reading, writing, math).**
Provide age-appropriate activities that include these skills.

Social/Emotional

1. **He likes to talk.**
Value his ideas and suggestions. Provide opportunities for him to talk.
2. **He respects authority.**
Live worthy of his respect.
3. **He is easily excited.**
Speak softly and calmly.
4. **He has many fears.**
Help him feel secure; be consistent.



Spiritual

1. **He may have questions about God and spiritual matters.**
Give simple explanations in language he can understand.
2. **He has a beginning knowledge of right and wrong.**
Affirm him when he makes right choices.
3. **He can believe that God loves and cares for him.**
Show God's love and care through your actions and words.

Chapter Five: Protection of Children – Safety, Security, & Hygiene

On-site Security

- People entering the child care area must be cleared by the Unit Leader and escorted through the area.
- Parents must stop at the check-in area to enroll children.
- Security procedures for registration and dismissal will be stringently followed.
- Children will not be allowed to leave the child care area unaccompanied.
- No photos of children should be taken unless permission is given at registration. Even when photo permission is granted, no photos showing children's faces should be posted on social media.

Abuse Prevention

- Background checks are required for all DRCRT volunteers.
- At registration, the registrar should ask the admitting adult about any abrasions or bruises on the child. These must be recorded on the registration form.
- Staff should never be isolated where they cannot be observed by other staff, including when changing diapers or helping children with toileting needs.
- Staff may never hit, shake or verbally abuse a child.

Playground Security

- Recommended teacher/child ratios (see p. 6) are to be maintained on playground outings and when using indoor areas for recreation.
- A minimum of two staff members should be on the playground at all times when children are present.
- The playground must be on the same facility and free of safety risks, in an enclosed area or isolated from traffic and other hazards.
- Playground equipment should be firmly anchored and will be checked on arrival at site.
- Walks, hikes, games and sports must be confined to the playground.
- Bathroom breaks and hand washing should follow playground activities.

Behavior and Discipline

- Guidance and discipline will always be administered in a firm, positive manner with a Christ-like spirit.
- Children will not be allowed to behave in a manner that could cause injury to anyone.
- In the event that a child cannot be controlled, it may be necessary to remove the child from the CRT program. This is at the discretion of the Unit Leader. Documentation is required.

General Safety Guidelines

- Know fire drill procedures and the location of fire extinguishers.
- Set up furniture, activities, and equipment so that doorways and exit pathways are kept clear and unblocked.
- Wipe up spills quickly and thoroughly.
- Cover electrical outlets with plastic caps. Tape down extension cords.
- Keep cleaning solutions and other hazardous materials in a safe location out of the reach of children.
- Be familiar with the location of phones and have emergency numbers posted nearby.
- Check toys and equipment daily for breakage, loose parts, etc. Repair or discard broken toys.
- No ribbons, string, cord, or yarn are to be attached to pacifiers.
- Avoid choking hazards: very small objects, balloons. Avoid Styrofoam cups and brittle plastic forks (small pieces can easily break off when these objects are chewed).
- When diapering an infant, do not leave child unattended.
- Be aware of poisonous plants, shrubs and trees on playgrounds and in buildings, and alert children to any danger.
- All DRCRT Unit Leaders (Blue Hats) must be trained in pediatric CPR and first aid.
- Any accidents must be reported on the appropriate incident/injury form provided by Unit Leader.
- Be constantly vigilant around the children. A mother or a caregiver can do something else while her child plays because she knows the child well. She knows what sounds and movements might mean trouble. But here we do not know the child and so must watch constantly to prevent accidents or injuries.

Registration/Dismissal Process

Sign In

- A. Parents are greeted at the door or registration table. Two staff people are designated to work registration – greeting the families, assisting parents in the paperwork, keeping the children calm, and escorting the children to the proper care area. The “registration person” should not vacate the desk.
- B. Parents complete forms:
 - 1. Family Registration
 - 2. Individual Information
 - 3. Allergy Alert
- C. Child’s ID number is assigned and marked:
 - 1. On the top of the registration form
 - 2. On nametag
 - 3. On tape strips
- D. Nametag with name and ID number is placed on the child’s back shoulder; tape strips with name and ID number are placed on all possessions and tote or diaper bag.
- E. Pick-up Slip is completed and given to parents; the pick-up procedure is explained.
- F. Parent signs the Sign-in sheet (back page of Individual Information Form).
- G. Child is taken to class. Parent does not go past the registration desk.

Sign Out

- A. Parent shows pick-up slip when he/she returns.
 - 1. If slip is lost, they must produce a picture ID. It must be noted on the sign-in form that the pick-up slip was lost. Only the Unit Leader/Blue Cap may approve this.
 - 2. If parent has designated another person to pick up their child, that person must show a picture ID.
- B. Child and personal items are brought to parent.
- C. Parent signs out with their name and time of day.

Health Precautions

Health and Disease Control

Children with these symptoms should not be admitted to child care:

- Fever – temperature of 100°F or higher taken under the arm, 101°F taken orally, or 102°F taken rectally.
- Diarrhea or vomiting (two or more times in a 24-hour period).
- Sore throat with fever and swollen glands or body rash with fever.
- Severe coughing – child gets red or blue in the face or makes high-pitched whooping sound after cough.
- Eye discharge – thick mucus or pus draining from the eye; pink eye; yellowish skin or eyes.
- Child is irritable, continuously crying, or requires more attention than you can provide without compromising the health and safety of other children in your care.
- Other symptoms to watch for: head lice, discolored nasal discharge, exposure to chicken pox, began taking an antibiotic less than 24 hours prior.

Safe Food Handling Practices

- Food must be served and stored at appropriate temperatures. Keep hot foods hot and cold foods cold.
- Use disposable dishes and serving ware—plates, cups, eating utensils, napkins.
- Use serving gloves.
- Wash hands before food preparation and serving.
- When drying hands use paper towel only or air dry.
- Team members are encouraged to take Southern Baptist Disaster Relief food preparation and sanitation courses.
- Throw any uneaten food away.
- Partially consumed bottles can be refrigerated and used within two hours. Reheat only 1 time. After 2 hours throw contents out and rinse bottle and nipple.

Use of Disposable Gloves

- For diaper changing
- For handling of any body fluids
- For treating wounds or any contact with blood
- Gloves must be disposed of after each usage

Hand Washing

- Upon arrival at the DRCRT site (children and staff)
- Before handling food
- After using the toilet (or helping children with toileting needs)
- After handling shared toys
- After coming in from outdoors
- During illness, after sneezing, touching eyes, nose or mouth
- After nose wiping

Sanitation

Caring for preschoolers and children includes providing a clean environment where the child can explore, create, learn and play. This means procedures must be followed for cleaning and sanitizing toys, teaching materials, equipment, floors and even walls to ensure a safe and clean environment for the child.

Sanitizing the Modules

(This is done upon arrival, as a part of set-up to open the unit – see p. 12)

- A. Pull all items from the shelf onto the floor.
- B. Empty three (3) plastic tubs and set them on top of the module or on a convenient table. Put soapy water in one tub, clear water in the second, and bleach water (1/4 cup bleach per 1 gallon of water) in the third. (Alternative: If you have running water easily accessible, toys may be rinsed under running water instead of placed in the second tub).
- C. Using a different disposable sponge or cloth for each tub, wipe out all of the shelves with each of the waters.
- D. Begin washing toys and tubs, dipping them in the rinse water, and placing in the bleach water. Each toy should be in the bleach water for at least 15 seconds for thorough sanitizing.
- E. Leave items to dry on a white towel. Air-drying is more sanitary than towel-drying.
- F. If an item cannot be submerged (there is a hole and water would be trapped inside, or it is made in a way that it would be harmed, such as a book), wipe it off with each of the damp sponges.
- G. Change the water as needed when the soapy water is dirty or the clear water becomes soapy. All waters should be discarded after use. Do not hold bleach water over to use another day.
- H. As toys and tubs dry, replace them on the shelves.

Sanitizing Other Items

Use the same process of wiping with soapy water, rinse water, and bleach water to sanitize chairs, tables, and other surfaces, including door handles and light switches.

Pre-moistened cleaning wipes may be used, followed by sanitation with bleach water. The bleach solution may be placed in a spray bottle, misted on surfaces, and allowed to dry. Surface sanitation should be done regularly (such as the end of each day) in all rooms.

Sanitizing Solution

¼ cup bleach per gallon of water

or 1 Tablespoon bleach per quart of water (for smaller quantities)

Hygiene Practices for All Volunteers

Hand Washing Procedures

- A. Use mild liquid antibacterial soap and warm water.
- B. Scrub hands vigorously for 10-15 seconds (sing “Happy Birthday” to yourself).
- C. Dip hands in diluted bleach solution (1 tablespoon bleach to 1 gallon water).
- D. Rinse hands thoroughly and dry with disposable paper towels.
- E. If a water source is not available in the room, use a spray bottle or pan of soapy bleach solution and a spray bottle or pan of clear rinse water for washing hands. Change water frequently in pans (at least twice during a three-hour period).

When to Wash Hands

- A. After changing a diaper and removing disposable gloves
- B. After assisting a child with toileting
- C. After wiping a child's nose or mouth
- D. Before feeding a baby or serving snacks
- E. Before and after attending to a cut or other injury. When blood is present, use disposable gloves and wash hands after removing gloves.

Wearing Disposable Gloves

- A. When changing a diaper or helping with toileting needs. A new pair of disposable gloves must be used with each child, and hands washed after gloves are removed.
- B. When treating wounds or in any contact with blood.
- C. For handling of any body fluids: For teachers of infants and one-year-olds, wearing disposable gloves for tears, wiping noses and drooled saliva may not be practical, so the worker should use tissues for this purpose, washing hands immediately thereafter.

Hygiene Practices for Teachers of Infants and One-Year Olds

Changing a Diaper

- A. Collect a sheet of waxed paper, moist disposable towelettes, a clean diaper and disposable gloves. Put on gloves.
- B. Place the waxed paper on top of an opened, clean diaper and slide both under the child on the changing table or mat.
- C. Remove the child's clothing, unfasten the soiled diaper, and clean the child's bottom with moist towelettes.
- D. Wrap soiled diaper and towelettes in the waxed paper and place it out of the child's reach.
- E. Fasten the clean diaper securely, redress the child, and move child to a safe place.
- F. Tie up the soiled diaper in a plastic bag and place it in a trash container lined with a plastic trash bag. Remove and dispose of gloves.
- G. Wipe vinyl mat with sanitizing solution (1 tablespoon bleach to one quart water) and allow to air dry. Wash and sanitize hands.

Cleaning a Crib

- A. Remove teaching materials and bedding.
- B. Wipe with warm soapy water and clear rinse water, and then spray with sanitizing solution (1 tablespoon bleach to one quart water), to clean crib rails and all sides of the mattress. Wipe chrome crib rails dry with disposable towels to prevent rails from rusting.
- C. Let mattress air dry.

Washing Teaching Materials

- A. Fill three basins with: warm soapy water, clear rinse water, and sanitizing solution (1 tablespoon bleach to 1 quart water, mixed fresh).
- B. Wash and sanitize each toy, teaching picture and so forth, after use by a child during the session as needed. Change basins of water frequently as needed.
- C. After the session, wash and sanitize all toys and teaching materials and set them aside on towels or in a dish drainer to air dry.

Hygiene Practices for Teachers of Two-Year-Olds through Second Graders

Sanitizing Teaching Materials

- A. Clean teaching materials according to the frequency of use.
- B. Wipe teaching materials with a cloth and sanitizing solution (1 tablespoon bleach to 1 quart water):
 - 1. Teaching pictures
 - 2. Books
 - 3. Puzzles
 - 4. Blocks and block accessories (wooden figures, trucks, and so forth)
 - 5. Shelves
 - 6. Art easel and handles of art brushes
 - 7. Toys
 - 8. Any hard plastic item
- C. Wash any homeliving tablecloth or other cloth items regularly. Wipe home living table after each session with sanitizing solution (1 tablespoon bleach to 1 quart water).
- D. To sanitize toys with a spray bottle, place toys on white towels and spray with solution (1 tablespoon bleach to 1 quart water). Allow toys to air dry or wipe with clean towels.

Assisting Children in Developing Hygiene Habits

- A. Provide antibacterial liquid soap for preschoolers and children to use after toileting, (for twos still wearing a diaper, encourage hand washing after diapering).
- B. Provide for hand washing before snacks and food tasting experiences, and after outside activities.
- C. Encourage preschoolers and children to wash hands after blowing their noses or sneezing.

Chapter Six: Ministering to Child Victims in a Disaster

How Children Are Impacted by Disaster

Profound Loss and Confusion

- There is a profound sense of loss and confusion that leads to insecurities and fears.
- These losses and confusions impact children generally in the same ways as other traumatic experiences such as when families separate or divorce, a death in the family, the child going to the hospital, etc.
- Regular routines are broken. Adults begin responding differently to the children.
- The physical surroundings are changed. They are replaced by strange activities and unfamiliar items. The familiar items of security may be gone (e.g., personal clothes, play items, landmarks, etc.).
- In addition to physical property, losses may include:
 - Loss of feeling safe
 - Loss of identity/future
 - Loss of feeling in control over one's life
 - Loss of trust in others
 - Loss of hope
 - Loss of personal power
 - Loss of routine

Fear

- Take a child's fears seriously.
- He is afraid of being separated from his family.
- He is afraid of being left alone.
- Fears stem from his imagination, fantasies, or the real event.
- A child who is dependent on adults for love, care, security, and food fears most of all the loss of his parents (and family) and being left alone.

Anxiety

- Fantasized danger can be as real and threatening as real danger.
- A child who is usually competent and unafraid may react with fear and considerable anxiety to events which threaten the family (adults).
- Adults react with normal emotions and natural fear, whereas the child becomes terrified.

How Children React to a Disaster

Emotional

- Flashbacks
- Separation anxiety
- Emotional detachment
- Regressive behavior
- Fixation on the event
- Grief
- Apathy
- Confusion

Physical

- Sickness without known cause
- Sleep disturbances
- Hyperactivity or aggressiveness
- Grief

Leading Children to Cope with Disasters

Emotional Calming

- Caring, common sense workers
- Love, a hug, understanding
- Being touched and sometimes held
- Patience from the workers
- A sense of security

Physical Calming

- A clean, uncluttered environment
- A time for expression through play
 - homeliving center
 - block/building center
 - books and puzzles
 - creative art activities
- Warm clothes, nutritious food and snacks
- A time to rest

Social, Family and Spiritual Calming

- An opportunity to talk and express feelings
- Identification with the group
- Continuity of workers
- Prayer, songs, Bible verses
- Curriculum directed toward non-church or non-Christian children
- Information to help parents deal with the needs of their children

Ministry to Children in Disasters

We may not be able to change a child's situation, and we are not qualified to deal with deep psychological issues; however, there are steps we can take to help children deal with the stress of a disaster and its aftermath.

Pray. Pray with them, and pray for them. Invite them to pray also.

Listen. Give children opportunities to talk about the disaster and the stressful events or situations in their lives. Show respect for the concern or fears of the child. Ask open-ended questions to help the child express his concerns. Ask the child, "What have you heard about this?" or "What do you think about that?" Let the child know you are there to listen.

Encourage children to express their feelings. Give preschoolers paper and crayons to let them express themselves. Provide simple props (dolls, toy cars, dress-up clothes, etc.) to let youngsters re-enact feelings or events. A school-age child may also draw pictures or write a poem or story. Encourage an older child to keep a journal.

Acknowledge their feelings. "That makes you sad" or "You are angry." Allow them to feel the way they do – it only makes things worse to hear "Don't cry" or "You shouldn't feel that way." Express your concern – "I'm so sorry that happened."

Provide stability. Children need predictability in times of uncertainty. Maintain consistent schedules and routines, giving advance notice of any changes to occur. Set firm limits on behavior. Help the child to know they can trust you.

Provide calm, soothing surroundings. Too much busyness increases stress. Children need some quiet time. Don't overload activities or responsibilities. Play calming music at times. If you are working in a classroom, keep it free of clutter and too much visual stimulation.

Show you care. Use appropriate touches to show affection, but also be sensitive to giving children "space," so they don't always have to talk about what's bothering them. Be supportive. Love the child, even if he is not well-behaved. Misbehavior is often a plea for attention.

Communicate with family. If stress seems overwhelming, be ready to encourage parents or family members to seek the help of a counselor or doctor on behalf of the child.

Ease their sense of helplessness. Empower a child to take some action, no matter how small. Even adults feel powerless in the wake of a disaster, so imagine how the children feel! Is there a small area nearby that the children's group can help to clean up? Perhaps they can sort or bundle supplies. Find some way that the children can contribute to making life in the disaster area better. Guide them to find ways to help their family, or point out to them how they are already helping (playing with baby sister while mom gets supper ready, etc.). Even small actions can help a child feel that they have some control over what is happening in their world and that they can make a difference.

Offer hope. Our hope comes through Christ, and we need to express this to children. Tell them that God loves and cares for them. Use Bible verses that give reassurance of God's presence and care. You may be the instrument for showing children that our peace and hope are in Christ.

*This section compiled by Joye Smith, Preschool Consultant, Woman's Missionary Union, Birmingham, AL
and Sue Harmon, formerly Children's Consultant, South Carolina Baptist Convention*

Suggested Methods to Use with Children Following a Disaster

Sequence – Focus on the disastrous event in this sequence:

- General events – For example, when a flood has occurred, talk/draw about floods in general (“Floods happen when....”).
- Specific events – Talk/draw about the local flood they just experienced (“Here in _____ the flood ...”). Allow them to tell what they know. You may clarify misinformation about specific facts if needed.
- Personal experience – Talk/draw about the child’s personal experience in the flood. Acknowledge their feelings without asking probing questions.
- Conclude with quiet, reflective time.

Talking Method – possible activities to help children verbalize their experiences and feelings.

- Have an open discussion in a group time – ask for volunteers to begin with; follow the “general-specific-personal” sequence outlined above.
- Child tells a story individually – allow metaphors.
- Puppets tell or act out a story.
- Use photos, drawings, etc., to facilitate discussion.
- Create a skit, play or do role playing (provide dress up clothes, including uniforms to represent emergency workers, etc.).
- Have “show and tell” related to disaster.
- Inform the children about the disaster to make it less threatening to talk or act out.

Cautions When Using the Talking Method

- Remember to keep yourself in a guiding role; not in a role of control or counseling.
- Reassure the children by verbally acknowledging and normalizing their experience.
- For some children, the talking method is not helpful:
 - In some cultures, talking openly isn’t comfortable, appropriate, or polite.
 - In some families, talking out one’s feelings isn’t possible or supported.
 - Some children prefer not to discuss their feelings openly due to personality type, privacy concerns or lack of trust.
 - All these reasons should be respected as valid.

Drawing Method – Drawing is a means of expression used by many; others might use singing, dancing, or talking. Drawing is an option for expression; not a required activity.

- Draw aspects of the event (people, places, activities). Make suggestions that allow for the child to choose what they draw: rather than saying, “Draw a fireman helping someone,” say “Draw a person you saw doing something helpful.”
- Draw or write a book together about the disaster event.
- Write journals with pictures (older children).
- Do a collective drawing – a mural. Murals tell a collective story, develop and support teamwork and some children may feel safer as opposed to individual art.
 - Adult should do very little drawing.
 - Give the mural a place of honor in the classroom.
 - Make it accessible everyday for viewing, additions, etc.
 - Fill it in on an on-going basis.
 - Celebrate it. Use it to demonstrate getting through something tough. Facilitate discussion.
 - Take photos when completed.
- Allow a full range of expression. Respect all varieties.
- Allow children to discard their artwork.
- Emphasize that their work will not be judged, graded, or necessarily shown to others. (Don’t exhibit artwork if a child does not want it shared.)
- Reassure them that there is no right way to draw.
- Use various mediums (crayons, pencils, markers, paint).
- Exercise as little control as possible over the artwork.
- A key element to the drawing method is the discussion of the activities afterward. This can help to bring closure to the experience. Encourage children to talk about their drawings if they want to. Use open-ended questions (who, what, why, how).

Methods section compiled from “How to Help Children after a Disaster,” a guidebook for teachers. FEMA 219/Nov. 1991, Alameda County Mental Health Services

Appendix

The following are samples of forms used in
Disaster Relief Children's Response Team.

Actual forms will be provided by the Unit Leader (Blue Hat)
when a unit is activated.

Personal/Medical Information—Children’s Response Team Volunteers

Date: _____

Name: _____ Birth Date: _____

Address: _____

City: _____ State: _____ ZIP: _____

Phones: Cell (____) _____ Home (____) _____ Work (____) _____

Email (please print clearly!) _____

Spouse’s Name: _____ Phone: (____) _____

Member of _____ Baptist Church, in (town) _____

Pastor’s Name: _____ Church Phone: (____) _____

Association: _____

Emergency Contact (non-spouse):

Name: _____ Relationship: _____

Address: _____

City: _____ State: _____ ZIP: _____

Phone #1: (____) _____ Phone #2: (____) _____

Please provide medical information for your protection in case of incident while on active call-out:

Medical Conditions: _____

Physical Handicaps: _____

Restrictions: (lifting, driving, standing, etc.) _____

Year of Tetanus Booster (need new one every 10 yrs.): _____

Personal/Medical Information, continued

Allergies (Food): _____

Symptoms/Reactions: _____ Antidote: _____

Allergies (Other): _____

Symptoms/Reactions: _____ Antidote: _____

Medications:

Name: _____ Dosage _____

Frequency _____

Side Effects: _____

Name: _____ Dosage _____

Frequency _____

Side Effects: _____

Name: _____ Dosage _____

Frequency _____

Side Effects: _____

Name: _____ Dosage _____

Frequency _____

Side Effects: _____

Person responsible for reminding you: _____

FAMILY REGISTRATION FORM

Child(ren)	Age/Grade	Birth Date	Child's ID #
			101
			102
			103
			104
			105

Name of Parents/Guardian _____

Address _____ City _____ Zip _____

Home Phone _____ Cell Phone(s) _____

Email _____

Person to contact if parent is not reachable _____

Phone _____

In case of emergency, if a parent cannot be reached, I give my permission
to provide emergency medical treatment for my child(ren). _____ Please Initial

I authorize that my child(ren) may be photographed for disaster relief training and other publicity
purposes (Children's names and location will not be used with the photographs.)
YES _____ NO _____ _____ Please Initial

Other person authorized to pick up child(ren):

Name _____

Relationship to child _____

Parent/Guardian Signature _____ Date _____

(Forms will be provided by Unit Leader (blue hat) on site. Forms are also available in Spanish.)

Individual Child Information

ID # _____

Name of Child _____ Age _____ Birth Date _____

Has the child been injured in any way during the past week? _____ If yes, how? _____

Child's special needs: _____

Food Allergies: _____ None Known: _____

Symptoms _____

Treatment _____

Other Allergies: _____

Symptoms _____

Treatment _____

Is there anything you would like us to know about this child? _____

Please answer the following for children younger than two years, or if applicable:

Food: (mark all that apply and add anything you would like us to know):

Breast feeding _____

Formula Type: _____

How Much? _____ How Often? _____

Snacks are okay Prohibited snacks _____

Strained foods only _____

Solid foods are okay _____

Table foods are okay _____

Fruit juice is okay _____

Bottled water is okay _____

Naps: Time(s) _____

Special Needs? (Blanket, Pacifier, etc.) _____

Toileting needs:

Diapers _____

Ointment _____

Potty Training _____

Words used for toileting: _____

Child: _____

Individual Child Information (Back Page) -

Sign In/Out

	DATE	TIME	AGE GROUP LEADER	SIGNATURE OF PERSON BRINGING/ PICKING UP CHILD
IN				
OUT				X
IN				
OUT				X
IN				
OUT				X
IN				
OUT				X
IN				
OUT				X
IN				
OUT				X
IN				
OUT				X
IN				
OUT				X
IN				
OUT				X
IN				
OUT				X

Pick-Up Slip (Child Care)

This identification form must be presented when you come for your child.

I.D. Number: _____ Date: _____

Child's Name: _____

Parent's Name: _____

Phone Number of Center: _____ Unit Leader's Name _____

.....

Pick-Up Slip (Child Care)

This identification form must be presented when you come for your child.

I.D. Number: _____ Date: _____

Child's Name: _____

Parent's Name: _____

Phone Number of Center: _____ Unit Leader's Name _____

.....

Pick-Up Slip (Child Care)

This identification form must be presented when you come for your child.

I.D. Number: _____ Date: _____

Child's Name: _____

Parent's Name: _____

Phone Number of Center: _____ Unit Leader's Name _____

Allergy Alert—Child Care

Child's Name: _____

Allergy	Effects	Antidote

Parent's Signature: _____

Date: _____

Allergy Alert—Child Care

Child's Name: _____

Allergy	Effects	Antidote

Parent's Signature: _____

Date: _____

Daily Report for Parents—Child Care

Child's Name: _____ ID # _____

Date: _____

I ate: _____ (All) _____ (Most) _____ (Some) _____ (None) _____ of my food.

I _____ (Slept) _____ (Rested) _____

Diaper Changes	Staff Initials	Time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments: _____

Checklist: What to Take

Devotional Materials:

_____ Bible _____ Devotional book _____ Witnessing tracts

Identification & Paperwork:

_____ Disaster Relief ID & lanyard or clip _____ Driver's license
_____ Updated personal info form _____ Vehicle registration (if driving personal vehicle)
_____ Medical info form
_____ Insurance info: company, policy number, phone number for making claims

Health: _____

Auto (if driving personal vehicle): _____

Clothing: (four to seven day's supply)

_____ Disaster Relief caps/shirts/jackets
_____ Jeans or work pants _____ Bandannas & handkerchiefs
_____ Shirts (both for warm & cool weather) _____ Work gloves
_____ Undergarments _____ Coats and/or jackets (waterproof)
_____ Socks (2 pairs per day) _____ Raincoat or poncho
_____ Sneakers and/or work shoes _____ Waterproof footwear
_____ Sleepwear (Because of group living arrangements, select sleepwear for modesty and comfort.)

Other Items:

_____ Cash or traveler's checks (\$50 - \$200) _____ Suitcase or duffel bag
_____ Disaster Relief Manual _____ Notebook and pens or pencils

Continued on other side...

Health, Safety, & Hygiene:

- _____ Prescription medicine (Include a written list of all of your prescription medications)
- _____ New prescription orders (if your physician approves and will write new prescriptions)
- _____ Non-prescription medicines
- _____ Bath soap
- _____ Deodorant
- _____ Toothbrush & toothpaste
- _____ Mouthwash/dental floss
- _____ Shampoo
- _____ Comb/brush
- _____ Hairspray
- _____ Razor & shaving cream
- _____ Hand/body lotion
- _____ Feminine products
- _____ Waterless hand sanitizer
- _____ Any additional personal items needed
- _____ Lip balm
- _____ Sunscreen (SPF 15+)
- _____ Insect spray
- _____ Antibiotic ointment
- _____ Epi-pen (if allergic to bee stings, etc.)
- _____ Antacids
- _____ Laxatives
- _____ Anti-fungal ointment/spray
- _____ Diarrhea cure
- _____ Towels, washcloths
- _____ Laundry bag
- _____ Laundry detergent

Food:

- _____ Special dietary needs
- _____ Snacks
- _____ Drinking water

Supplies and Equipment:

- _____ Flashlight or lantern; extra batteries
- _____ Canteen or refillable water bottle
- _____ Sheets, blanket
- _____ Air mattress or cot
- _____ Watch or clock
- _____ Ear plugs
- _____ Pillow
- _____ Tent (optional, inquire first)

WHAT NOT TO TAKE:

- Valuable personal property (jewelry, electronics, etc.)
- Children
- Pets

Disaster Relief Children's Response Team Resources

Helping Children Rebound: Strategies for Teachers after the 2005 Hurricanes, by Jenna Bilmes and Cate Heroman – available for download at www.TeachingStrategies.com/relief.

Equipped for Adventure: A Practical Guide to Short-Term Mission Trips, Scott Kirby, available through Woman's Missionary Union (800-968-7301 or www.wmustore.com) or at LifeWay.com.

"First Steps in Missions" curriculum available through Woman's Missionary Union or at LifeWay.com.

200+ Games and Fun Activities for Teaching Preschoolers, by Kathryn Kizer – available through WMU or at LifeWay.com.

Super Duper Fun & Exciting Absolutely Thought-Igniting Bible Activities for Kids, compiled by Jeff Land – there are two books by this title, a preschool edition and a grade-school edition. Available at LifeWay.com.

Sing to the Tune, by Rhonda Robbins-Reeves and Joye Smith – uses familiar tunes such as “Mary Had a Little Lamb” and “The Farmer in the Dell” with new words to teach Christian concepts. Available through WMU or at LifeWay.com.

Fun Around the World for Preschoolers, compiled by Rhonda Reeves – activities to help preschoolers enjoy the customs and cultures of children in more than 20 countries. Available through WMU or at LifeWay.com.

Websites:

South Carolina Baptist Convention, www.scbaptist.org/dr

Send Relief (compassion ministries of the North American Mission Board), <https://www.sendrelief.org/focus-areas/respond-to-crisis/>

American Red Cross (ARC), www.redcross.org

Federal Emergency Management Agency (FEMA), www.fema.gov

Center for Disease Control (CDC), www.cdc.gov

Woman's Missionary Union, www.wmu.com

LifeWay Christian Resources, www.lifeway.com

American Bible Society, www.americanbible.org



**SOUTH CAROLINA
BAPTIST CONVENTION**

Disaster Relief Office

190 Stoneridge Drive • Columbia, SC 29210

800.723.7242 or 803.227.6149

www.scbaptist.org/dr

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