



Teacher Newsletter of The American Society for the Prevention of Cruelty to Animals

Emergency Preparedness

We don't expect to have a fire in our home, but we still install smoke detectors. We don't expect to have a car accident, but we still purchase car insurance and are required to use seatbelts. We buckle our children into car seats and securely fasten their helmets when they ride bikes or go skating. That's risk reduction—being prepared to minimize the potential harm to those we love during dangerous situations. Disaster preparedness may not be at the top of our already crowded to-do list, but it should be.

How does one plan for the unexpected? Sometimes an uncontrollable situation may arise; hurricanes in Florida, floods in the Midwest, broken levees in the South, or terrorism in New York City. As scary as these situations are, and as vulnerable as one may feel, preparation can be the key to staying in control.



Evacuation can be a frightening event—especially for children. However, with preparation, the stress of temporarily leaving one's home can be lessened.

During last year's devastating hurricanes and floods in Louisiana, Mississippi and Texas, one lesson was made abundantly clear: many families did not have evacuation plans. There are some easy steps families can take to ease the stress and anxiety of leaving their home, and including family pets in that plan is imperative.

Disaster planning for families can be incorporated into daily classroom curriculum, creating learning opportunities such as data collection, fact checking, information gathering, group work, writing and listening, as well as social studies and civics lessons.

Creating a plan should be a family affair. Planning can start in the classroom by including lessons on disaster preparedness. Children can encourage their families to create a plan, and practice their role in it.

A great first step for a child is knowing his or her own

address and phone number, and also the address and phone number of a close relative or friend outside of the immediate area. Families should have a prearranged meeting place in case of emergency. Evacuation drills, such as fire drills, can be part of a family's routine. Family disaster plans include all household members, and that includes the family pets. Remember, if it's not safe for people, it is not safe for pets.

Some other important ways your students can plan is to include carrying a recent picture of themselves with their pet in a wallet or purse, with the pet's name, address and phone number written on the back. Being pictured with their pet will help in retrieving a missing pet. Does the pet have any distinguishing characteristics? Sometimes, remembering that Fluffy has one white toe and nine black toes can be the difference between finding her or not. Asking friends or relatives before a disaster strikes about their willingness to take in family members, including pets, is an important step in creating a disaster plan. As a backup, if family and friends are unable to provide shelter, research pet-friendly motels and hotels, boarding kennels and animal shelters outside of the immediate area. Get familiar with them now, before disaster strikes. Have their phone numbers handy, so reservations can be made at the first sign of disaster. A family evacuation plan must include where to take or leave pets in case of emergency.

Have students create *Evac-Packs* for their pets. A sturdy, waterproof backpack makes an excellent *Evac-Pack*. Students who don't have pets in their family can help another student who has several pets create additional packs. Some important items to include in the pet's pack are extra leashes, at least three days' worth of dry or canned food, bottled water, a clean bowl, blanket, chew toys, any medicine your pet takes and instructions for use, and most importantly, identification, medical history and a recent picture of your pet. Dry pet food should be replaced every three to four months. Your pet's *Evac-Pack* can be stored in a closet at home, ready to grab if you are forced to evacuate. It is recommended to have two kits. Keep one kit for extended stays at home in a large plastic box with a lid, and have one that is easy to grab and carry in case of sudden evacuation.

Many of the above activities can be incorporated into classroom lessons. Writing letters to extended family and friends asking about their willingness to host pets in an emergency, researching and compiling lists of pet-friendly shelters and distributing these within the community, and designing family pet *Evac-Packs* are a few ways to include family disaster preparedness into lessons in language arts, science, mathematics and civics.

The classroom should also have an evacuation plan! All students should know where to go and what to do in case of emergency during school hours. Classroom pets need to be part of the classroom evacuation plan, too. Students can plan what goes into the classroom pet's *Evac-Pack*. Remember to stress that the school evacuates because it's not safe for students and teachers, it is not safe for classroom

pets. A checklist posted near the classroom door and rotating classroom monitors may help all the students remember the steps to take during an evacuation.

Sometimes families must evacuate to an emergency shelter. Due to various states' health regulations, the American Red Cross will only allow service animals in their shelters, not pets. As a result of the lessons learned during the last hurricane season, many communities are working on co-location agreements for pets during evacuations. Communities across the country are working with local American Red Cross chapters and local animal shelters to set up emergency pet reception centers next door to Red Cross shelters for people.

During Hurricane Katrina, some people would not evacuate their homes, homes which were literally under water, because they didn't want to leave their pets behind. Thousands of pets were displaced and separated from their families. The joy when owners and pets were reunited touched the hearts and souls of so many volunteers.

One very clear lesson we learned from last years' hurricanes and floods in Louisiana, Mississippi and Texas is that there is an incredible bond between people and their pets and that knowing their pets were out of harm's way was incredibly comforting to those devastated by the disasters. A potential service learning project might entail students researching, preparing and presenting a disaster plan for community animals to local animal shelters, Red Cross chapters and government agencies. This will help kids to get involved and make a difference in their community.

No one wants to think about disasters and evacuation. These are frightening issues for adults, and are especially scary for children. Advance planning, including preparing for animals can minimize some of the fright and stress of evacuation. Here is a check list:

- *Create an Evac-Pack for pets with a supply of food, water, leashes, medicine and identification.*
- *Create a family evacuation plan and practice, practice, practice!*
- *Don't leave pets behind! Plan now for a safe place for them in case of emergency.*
- *Work with local animal control agencies, police & emergency agencies and American Red Cross chapters to develop an evacuation plan for your community.*
- *Create a classroom evacuation plan and include classroom pets!*
- *Teachers are responsible for the classroom pets' evacuation.*
- *Remember the lessons the entire country learned last September in the South. When told to evacuate, evacuate! And don't leave pets behind – bring them along.*
- *Don't wait until the last minute to leave home. Be prepared now for the unexpected.*
- *Being prepared for evacuations and emergencies can reduce the risk of harm to those we love—our families including our pets!*

Teacher's Instructions



Activity Sheet 1: Grades 3-5

Discuss the importance of being prepared for emergency situations with your students. This activity helps remind students of the responsibility that comes with pet ownership. Our animals can't speak and tell people their names and addresses, so it is up to us to be their voice—especially during an emergency. Using colorful card stock, students can use the classroom computer or other art materials to design unique and colorful identification cards to keep in their

pet's *Evac-Packs*. Students who do not have pets can make ID cards for the pets of family members or friends. The cards should be laminated to prevent wear and water damage. Pet information should be clearly printed, so it can be easily read by many different people.

Standard:

NCTE English Language Arts 4 (K-12): students adjust their use of written and visual language to communicate effectively with a variety of audiences for different purposes.

Activity Sheet 2: Grades 3-8

Students will have fun creating custom *Evac-Packs* for their pets. Kids who don't have pets can create an *Evac-Pack* for friends or family members with pets. Encourage your students to be creative! Colorful, brightly decorated *Evac-Packs* will not only be fun to create, but will also stand out and easy to grab-and-go in case of emergency. Instruct your students to compile lists of what is needed in their packs. Students will put the information presented in Activity Sheet 3 to good use in determining how much food and water they will need to pack for each of their pets.

As a service learning activity, your class may research community organizations which provide services to elderly or disabled citizens in your community presented in Activity Sheet 6.

Standard:

NCTM Math 2 (3-5): Understanding measurable attributes of objects and the units, systems and processes of measurement.

NCTM 1 (6-8): Apply appropriate techniques, tools and formulas to determine measurements.

Activity Sheet 3: Grades 3-8

This quiz provides real life applications of mathematics and measurement. Working with the chart, answers as follows:

Bailey needs 28.8 oz. food and 115.2 oz. water per day.

Samantha needs 4.8 oz. food and 19.20 oz. water per day.

Moshe needs 5.76 oz. food and 23.04 oz. water per day.

Alex needs 3.84 oz food and 15.36 oz. water per day.

Zachary needs 4.16 oz food and 16.64 oz. water per day.

Maxine needs 3.20 oz food and 12.80 oz. water per day.

Challenge the students further by asking them to convert ounces to cups and gallons. The following are the answers to the conversion questions:

- 1) 10. 8 cups
- 2) 8.16 cups
- 3) 4.74 gallons
- 4) Dog food: 18 cups; Cat food: 13.60 cups and 7.9 gallons of water
- 5) Dog food: 25.2 cups; Cat food: 19.04 cups and 11.06 gallons of water.

Older students can also try their hand at converting these amounts to metric measurements.

Standard:

NCTM Math 2 (3-5): Understanding measurable attributes of objects and the units, systems and processes of measurement.

NCTM 1 (6-8) Apply appropriate techniques, tools and formulas to determine measurements.

Activity Sheet 4: Grades 3-8

This activity provides a wonderful opportunity for service learning. Your students will learn that their actions can influence public policy decisions. Help the class choose an animal welfare issue of importance to them. Students may research their chosen issue via Internet and their school and local library. Community disaster planning, and including family pets, is an example to explore. Encourage your class to compose letters to their local government officials expressing their concerns. The beauty of this service learning project is that it doesn't have to end there! Follow up, by extending an invitation to your local officials to speak to your school about the issue your students have chosen. You may invite the

rest of the school to attend and get involved. Students will learn how their letters made a difference by following the progress of their issue—from an idea, to a bill, to a full fledged law.

Standard:

NCSS Social Studies (K-8): Civic Ideals and Practices. Locate, access, organize and apply information about an issue of public concern from multiple points of view and explain actions citizens can take to influence public policy decisions.

NCTE English 12 (K-12): Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Activity Sheet 5: Grades 3-8

Different parts of the country experience different weather situations. While students in your area may be forced to evacuate their homes due to flooding, students in other parts of the country may have to leave home due to mud slides or forest fires. While some students might live in a tornado prone area, chemical spills caused by train derailments are a real threat to some communities. Whatever the possible crisis, being prepared is the key to a calm, orderly evacuation, with care taken to provide for

the family pets. Students will work together to create custom preparation plans for their families and pets, and for their classroom pets as well. Researching, organizing, compiling and prioritizing are some of the skills your students will utilize with this activity.

Standard:

ISTE Technology 6: Technology Problem Solving & Decision Making—students employ technology in the development of strategies for solving problems in the real world.

Activity Sheet 6: Grades 3-8

Here are some great ideas for service learning projects in which your class can participate. Service learning differs from community service in that your students choose an issue that's important to them, research and learn all about that issue, put forth an action plan to make change and reflect on their project. Encourage your class to follow through to see how their participation and actions affects the outcome of their issue.

Standard:

NCTE English 4, 5, 7, 8 & 12 (K-12): Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences

and for different purposes. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

NCSS Social Studies 10 (K-8): Civic Ideals and Practices. Locate, access, analyze, organize and apply information about selected public issues—recognizing and explaining multiple points of view.

Activity Sheet 7: Grades 3-8

Have students compile a resource list of local organizations, to complement the provided list of national groups which can provide assistance during disaster situations. Your class can use the Internet to research local groups in your area that may provide disaster relief services, and add them

to their lists. Information can be printed on heavy stock paper, laminated and distributed to members of the community, friends and family.

Standard:

NCTE English Language Arts 8: Developing research skills, using a variety of resources to gather information and communicate knowledge.

Activity Sheet 1: Grades 3-5

PET SAFETY ID



In case of an emergency, it is important to always be prepared and have identification for your family and your pets in case you need to evacuate or get separated. The ID should be large enough to be placed on your pet's carrier. To prevent your pet ID from damage, it should be placed in a plastic covering.

You can create a Pet ID card like the one below. Use the computer to design a colorful, eye-catching ID. Make sure to include: pet's name, age, size, breed (type of dog or cat), gender, your contact information, medical history and/or any medication your pet is currently on, veterinarian's contact information, emergency contact person and a picture of your pet.

Sample Pet Safety ID





Mushy
PET NAME

Domestic shorthaired cat
BREED

8 years old **Male**
AGE GENDER

Medium
SIZE

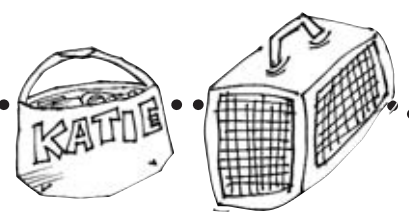
John Doe
PET OWNER

100 Main St., Somewhere, USA 00000 **555-555-555**
ADDRESS TELEPHONE

Dr. Smith
VETERINARIAN

Mushy is a diabetic. He requires a shot two times a day with 3 cc's of insulin.
MEDICAL HISTORY

Mary Doe **555-555-555**
EMERGENCY CONTACT TELEPHONE



Create an Evac-Pack

In the event of an emergency, it is important to keep your pets safe, and to have an emergency backpack or *Evac-Pack* with supplies for your pets ready in case you need to evacuate. Your *Evac-Pack* should be water resistant, easy to carry and kept close to the exit.

Find a tote bag or backpack of your choice. Be creative and use a bag that is bright or colorful. Begin by labeling the pet pack in bold letters with the name of your pet. Then you can add other decorations that interest you. Place carriers for each of your pets in an easy-to-reach place to ensure that you transport your pet safely and your pet can not escape if frightened during an emergency. Your pets may be in the carrier for a long time, so make sure they can move around comfortably. Next, include the items on the list below in your *Evac-Pack*.

Harness and Leashes

Harnesses and leashes are important for safety and security reasons. If you have cats do not forget to store litter and portable litterbox.

Medications and Medical Records

Place a copy of medical records in the *Evac-Pack*, along with instructions for any medications your pet is currently taking. Also include the name and address of your pet's veterinarian in a plastic, airtight, water-resistant bag or container.

Current Photo and ID

Include a current photograph of each of your pets, a second photograph of your pet and you together, and a full description in case you and your pets become separated. Keep items in a plastic, airtight, water-resistant bag or container. Always have your pets wear collar and ID tags.

Food and Water

Have enough food and water for each pet for at least three days. Also have portable water bowls. Keep dry pet food in plastic, airtight, water-resistant bag or container. If your pet eats canned food, make sure they're pop top cans.

Feeding Schedule

Write feeding instructions, and keep them stored in a plastic, airtight, water resistant bag. It is a good idea to include any other important instructions or behavioral information about your pet.

Pet Beds and Toys

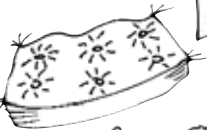
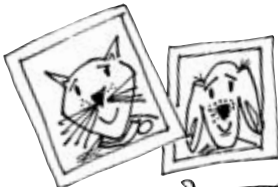
Pack your pet's favorite toy, treats and bed. These items will make your pet comfortable and help reduce stress.

First Aid Kit

You can buy a pre-made kit, available at a pet store or shelter, or make one of your own. Just ask your veterinarian what should be included in a first-aid kit.

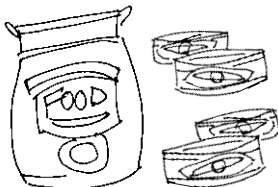
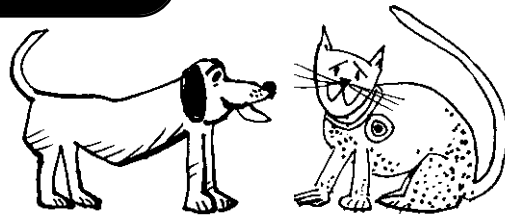
Other useful items

You should include a roll of paper towels, soap, disinfectant and garbage bags for clean-up.

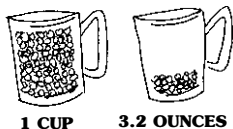


Activity Sheet 3: Grades 3-8

How Much Do I Need?



To prepare for an emergency you will need to pack at least **THREE DAYS' WORTH OF FOOD AND WATER** for your family and this of course includes your pets. The amount of food you will need to pack for each of your pets will vary depending on the type and size of the animal.



The recommended amount of food to pack is **ONE CUP PER 25 POUNDS**. So, for example, if you have a 100-pound dog, you will need to pack four cups of food per day, for a 10-pound cat, you will need 3.2 ounces.



The recommended amount of water to pack per pet per day is **ONE-HALF GALLON FOR EVERY 50 POUNDS**. For example, you will need to pack a gallon of water per day for a 100 pound dog.

LET'S SAY YOU HAVE BOTH CATS AND DOGS. HOW MUCH FOOD WILL YOU NEED TO PREPARE FOR YOUR EVAC-PACK? FILL IN THE CHART AND ANSWER THE QUESTIONS BELOW.

NAME	SPECIES	WEIGHT	AMOUNT OF FOOD/DAY	AMOUNT OF WATER/DAY
Bailey	Dog	90		
Samantha	Cat	15		
Moshe	Cat	18		
Alex	Cat	12		
Zachary	Cat	13		
Maxine	Cat	10		

- How many ounces of dog food will you need to pack for three days? _____
- How many ounces of cat food will you need to pack for three days? _____
- How many gallons of water will you need to pack for all of your pets for three days?

- What will you need to pack for five days? _____
- For one week? _____

Activity Sheet 4: Grades 3-8

Service Learning: Letter Writing Campaign for Animals



CITY, LOCAL, STATE AND NATIONAL GOVERNMENT LEGISLATORS AND OFFICIALS WANT TO KNOW WHAT IS IMPORTANT TO YOU. BY WRITING LETTERS VIA SNAIL MAIL AND/OR EMAIL, YOU CAN LET YOUR FEELINGS BE KNOWN AND HELP TO PASS NEW LAWS OR CHANGE EXISTING LAWS TO HELP ANIMALS.

Getting Started

As a class, write a letter to a government official about the importance of including animals in your community's disaster planning. Do some research first to find out if there are any laws, bills or similar plans that already address this issue. If so, write a letter in support of these initiatives. You can check city, local, state and national laws on government websites. The ASPCA also lists some existing state animal-welfare laws at ASPCA.org/lobby.

Support An Animal Issue

Write a letter in your own words and writing style. It is important to show you know about the issue and can convey your point of view in an intelligent, thoughtful manner.

For information about writing letters, existing laws and bills and tools to help identify your legislators, visit ASPCA.org/lobby.

What Else Can I Do?

The ASPCA has an online Advocacy Center, where you can learn about proposed state and federal legislation for animals, and how you can help get these bills passed into law. Some of these letters are already written for you, but we encourage you to add your own thoughts, so officials know why it is important to you. You can become an Advocacy Brigade member at ASPCA.org/lobby.

Remember, our legislators and officials have to listen to the majority. So get your family and friends involved, and the animals will thank you!

Emergency Preparedness Tips

It is important to plan ahead with your family to keep yourself and your pets safe during a disaster. Prepare before, during and after a disaster strikes. Share this information with your family and friends.

Before

- ✓ *Make sure vaccinations and ID tags are up-to-date. Keep a collar with ID tags on your pet.*
- ✓ *Check with neighbors, friends and relatives about providing shelter for your pet if necessary.*
- ✓ *Have your Evac-Pack prepared and stored in an easy-to-reach place.*
- ✓ *Find out which local animal shelters and veterinarian's offices provide shelter for animals during emergencies. Keep all emergency numbers posted for everyone to see.*
- ✓ *Make a list of pet-friendly hotels and keep it handy. If you need to evacuate, make sure to make reservations ahead of time.*
- ✓ *Place emergency "Pets Inside" stickers on your front and back doors and windows.*

During

- ✓ *Confirm your emergency evacuation plans for you and your pets.*
- ✓ *Grab your Evac-Pack along, with other emergency supplies, ready to go.*
- ✓ *Bring pets into the home well in advance of a storm. Confining them to one area of your home will make it easier to leave with them quickly in case you have to evacuate.*

After

- ✓ *Do not allow pets to roam freely. Walk pets on a leash. Familiar scents and landmarks may be gone and pets may become easily confused.*
- ✓ *If your pet is lost after a disaster, contact your local animal shelter to find out where lost animals can be recovered. Bring an up-to-date photo of your pet with you when you visit the shelter.*
- ✓ *Be patient with your pet after a disaster. Pets may become disoriented, so you should try to get them back to their regular routine. If your pet appears sick or his behavior gets worse, speak to your veterinarian about what to do.*

Activity Sheet 6: Grades 6-8

Service-Learning Projects

Project 1: *Evac-Pack*



As an extension activity to Create an *Evac-Pack*, you and your classmates can research community organizations that provide services to elderly or disabled citizens in your community. Contact a local senior center or a local department on aging to find people to help with their project.

You and your classmates can write a letter offering to make *Evac-Packs* for the elderly in your community. You can invite a representative to accept the *Evac-Packs* at a ceremony at your school, or a class trip to visit your local senior center and distribute the *Evac-Packs*.

Project 2: Pet ID

This is an opportunity to teach others what you have learned about preparing for a disaster. Contact a local elementary school about your project and arrange to meet with a class or two.



Based on the information in Activity #5, you can teach the local elementary school kids the importance of how to prepare for an emergency and what can be done during and after an emergency to keep animals safe. Then using Activity #1, you can help each student create an emergency Pet ID for their pets or for their family and friends.

Project 3: Public Information Campaign



Get the word out! Create your own public information campaign. You have lifesaving information in your hands...how can you spread the word?

Think of the different groups of people within your community that would benefit from information about how to prepare for a disaster, and target your message to them.

Using information from Activities #1-#6 and from the resources listed, put together a fact sheet to distribute at community events, write an article or editorial for a local newspaper, or seek out air time on a local radio station.

Activity Sheet 7: Grades K-8

List of Resources

The following organizations offer resources for planning how to make sure your pets are safe before, during and after an emergency. You can make copies and share this information with your friends and family.

American Veterinary Medical Association (AVMA)

www.avma.org

AVMA offers educational materials for pet owners and veterinarians on how to prepare your pets in the event of a disaster.

Animal Shelters

You can find your local shelter at www.asPCA.org/findashelter.

Animal shelters may offer advice or information on how to protect your animals in the event of evacuation.

Emergency Animal Rescue Service (EARS)

www.uan.org/ears

EARS deploys trained volunteers to rescue and take care of animals during a disaster. The website offers tips on protecting animals during a disaster.

Federal Emergency Management Agency (FEMA)

www.fema.gov/kids

This federal agency manages all response and recovery efforts during a national emergency. The site has kid-friendly information on keeping your animals safe in an emergency.

Food and Drug Administration (FDA)

www.fda.gov/cvm/default.html

The FDA Center for Veterinary Medicine offers a downloadable fact sheet on handling animals before and after a disaster.

Government Agencies

www.firstgov.gov/Agencies/Local.shtml

This federal agency manages all response and recovery efforts during a national emergency. The site has kid-friendly information on keeping your animals safe in an emergency.

Animal Poison Control Center

www.asPCA.org/apcc

During an emergency, many pets could be exposed to harmful chemicals and products. The APCC can provide information on how to protect your pet and what to do in case your pet is exposed to danger.

U.S. Department of Homeland Security (DHS)

www.ready.gov/kids/home.html

The site offers facts sheets, tips and other resources on keeping safe during an emergency.

Pet Travel and Accommodations

Most emergency shelters do not allow pets. Before an emergency, plan where you will take your pets if you need to evacuate your home. The following websites offer a list of hotels that accept pets:

www.dogfriendly.com

www.pettravel.com

www.travelpets.com

Pet Emergency First Aid



In order to assist pet owners with their emergency preparedness planning, we are currently offering two pet emergency videos—one for cats and one for dogs—and a pet first-aid kit. The videos provide step-by-step instructions on how to take proper action before veterinary care is available. The ASPCA Pet First Aid Kit can be used for medical emergencies prior to receiving veterinary care.

To order, visit our online store at aspc.org/catalog or email us at education@aspc.org to receive a catalog in the mail.

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