Your senses may help tell you whether an emergency exists. Below are some examples of emergency indicators that may be ascertained through the senses of hearing, smelling, seeing, and feeling.

**Unusual Sights**
- Stopped vehicle on the roadside
- Broken glass
- Overturned pot in the kitchen
- Spilled medicine container
- Downed electrical wires
- Sparks, smoke, or fire

**Unusual Appearances or Behaviors**
- Unconsciousness
- Confused or unusual behavior
- Trouble breathing
- Clutching chest or throat
- Slurred, confused, or hesitant speech
- Unexplainable confusion or drowsiness
- Sweating for no apparent reason
- Uncharacteristic skin color
- Inability to move a body part

**Unusual Odors**
- Odors that are stronger than usual
- Unrecognizable odors
- Inappropriate odors

**Unusual Noises**
- Screaming, yelling, moaning, or calling for help
- Breaking glass, crashing metal, or screeching tires
- Sudden, loud, or unidentifiable sounds
- Unusual silence

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From the *American Red Cross First Aid/CPR/AED for Schools and the Community Participants Manual* (copyright 2006).
| Garage door injuries (family child care) |
| Choking from toys and other hazards      |
| Falls from playground equipment          |
| Firearms, poisons, and bodies of water   |
| Burns from fires, scalding, or electric wires |
| Natural disasters such as floods, earthquakes, hurricanes, and tornadoes |
| Human-caused disasters such as hostage taking, bomb threats, terrorism, and random acts of violence |
Make sure all teachers have had basic training and certification for first aid for children, including how to offer help to a choking victim. One teacher on site in the early childhood education environment should be certified in basic CPR, and all other teachers should be trained in rescue breathing.

Have all emergency information forms and health records readily available for each child and teacher in the early childhood education environment. It would be helpful to have a second set in a box that is easy to carry in case of evacuation. A Rescue Registration form for everyone in the early childhood education environment should be filled out and turned in to the nearest fire rescue department.

Post emergency numbers next to each phone. In addition, post a list of vital information that the emergency operator will need.

Have a list of backup helpers in case the teacher must accompany a child to the hospital, away from the early childhood education environment.

Prepare an evacuation plan to use in case of fire, natural disaster, or other major human-caused emergency. Predetermine an evacuation place such as a local school or a place the American Red Cross has designated as a shelter-in-place for evacuations. If the designated spot is not available at the time of the evacuation, other shelters in the local area should be considered. The shelter should be considered accessible and safe under all conditions. Develop a transportation plan for this.

Prepare a survival mode or shelter-in-place plan to use in case of natural disaster, chemical spill, or other human-caused disaster.

Have available a first aid kit that is comprehensive enough for most emergencies.

Place copies of the emergency response plans throughout the early childhood education environment.

Designate one person to be a “team” leader for emergencies.

Check all emergency supplies on a monthly basis.

Have regular fire drills and other evacuation practices.

Post a map that includes emergency exit routes and locations of all utilities that might have to be turned off, such as water, electricity, gas, furnace, and control panels for the telephone and any alarm controls. Clearly label all emergency exits and utility shut-off areas.

Develop a code word or words for use in human-caused emergency situations. Make sure all teachers understand the meaning of the words so that if they are said, the person who hears the words will understand that an emergency exists.

Notify families of the evacuation procedures you have planned and prepare a list of family phone numbers, including cell phone numbers, so the families can be notified when a large-scale emergency exists. Keep these numbers current by checking them three or four times a year.
Emergency and contact numbers for all children and adults present
Cellular phone or change for pay phone if out of cellular range
Special items required for all children with disabilities, special needs, or allergies, such as an inhaler or Epipen with emergency instructions
Instant ice packs
Adhesive bandages of assorted sizes
Sterile gauze pads and a roll of sterile gauze
Butterfly bandages
Triangular bandages or something to use as a sling
Safety pins
1 roll of athletic or adhesive bandage tape
Ace bandages (2”, 3”, and 4”)
1 pair each scissors and tweezers
1 bottle of tincture of benzoin or antiseptic wound wipes
1 tube cortisone ointment
1 tube antibiotic ointment
1 micro shield for giving CPR
Charcoal suspension for poisoning, used only as advised
1 bee sting kit and insect bite relief medication stick
Hand sanitizer and antibacterial hand soap
Pads for eye injuries
Eye wash (saline wash)
Unbreakable thermometer
Bottled water
2 or 3 large black plastic trash bags
Duct tape
First aid guide and CPR instruction card
### TABLE 5-5
**Signs of Allergic Reaction to Insect Bites or Stings**

- Pain
- Itching
- Hives or red rash
- Swelling of the face, lips, or throat
- Flushing
- Abdominal cramps, nausea, and vomiting
- Wheezing or other difficulty breathing
- Dizziness or restlessness
- Partial loss of consciousness
<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abrasion</td>
<td>Scrape caused by contact with a hard surface such as pavement or carpet.</td>
</tr>
<tr>
<td>Incision</td>
<td>Sharp, even cut caused by glass, knives, and other sharp objects.</td>
</tr>
<tr>
<td>Laceration</td>
<td>Jagged or torn cut caused by objects with uneven edges or by force.</td>
</tr>
<tr>
<td>Puncture</td>
<td>Hole in the skin caused by sharp objects such as a nail, thorn, or splinter.</td>
</tr>
<tr>
<td>Bruise</td>
<td>Discolored area of the skin caused by contact with an object, usually by force.</td>
</tr>
</tbody>
</table>

Adapted from American Red Cross.
### TABLE 5-7
Symptoms of Serious Head Injury

<table>
<thead>
<tr>
<th>Left Column</th>
<th>Right Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vomiting</td>
<td>Change in pulse rate</td>
</tr>
<tr>
<td>Shock</td>
<td>Cold, clammy skin</td>
</tr>
<tr>
<td>Confused behavior</td>
<td>Loss of consciousness</td>
</tr>
<tr>
<td>Unevenly dilated pupils</td>
<td>Bleeding or clear fluid coming from nose, ear, or mouth</td>
</tr>
<tr>
<td>Seizure</td>
<td>Weakness or paralysis</td>
</tr>
<tr>
<td>Dizziness</td>
<td></td>
</tr>
<tr>
<td>Change in breathing rate</td>
<td></td>
</tr>
<tr>
<td>Ingested</td>
<td>• Nausea and/or vomiting</td>
</tr>
<tr>
<td></td>
<td>• Diarrhea</td>
</tr>
<tr>
<td>Inhaled</td>
<td>• Headache</td>
</tr>
<tr>
<td></td>
<td>• Dizziness</td>
</tr>
<tr>
<td>Absorbed</td>
<td>• Irregular breathing</td>
</tr>
<tr>
<td></td>
<td>• Headache</td>
</tr>
<tr>
<td>TABLE 5-9</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Proactive Strategies for Evacuation</td>
<td></td>
</tr>
</tbody>
</table>

- Plan two exit routes from the building. Post these throughout the building.
- Test smoke detectors and fire alarms once a month.
- Plan a fire drill once per month.
- Plan exit strategies for removing infants and toddlers, perhaps by using a wagon, crib, or some such conveyance that can carry several children at a time and will go through a door.
- Be familiar with and post information concerning the shut-off switches for gas, water, electricity, and other utilities that may pose a safety risk.
- Know how and when to use a fire extinguisher.
- Prepare children to handle emergencies by drills, discussion, and use of diagram.
- Teach children “Stop, Drop, Roll, Cool, and Call” techniques and practice with them.
- Keep a fireproof, portable file with emergency and health information for special needs of children in care.
- Choose a safe emergency shelter spot and prearrange for its use during an emergency.
adapted from “Helping Children and Staff Cope with Earthquakes,” by D. Certo, Child Care Information Exchange, March 1995.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 A.M.</td>
<td>Pretend quake. Children get under tables. Staff supervises, then gets in doorways. Staff then simulates damage and blocks off some areas. Staff tries to keep children calm and quiet.</td>
</tr>
<tr>
<td>8:35 A.M.</td>
<td>Gather emergency survival kit (see Table 5-11) and emergency information. Pretend cleanup, with children helping with smaller items.</td>
</tr>
<tr>
<td>8:45 A.M.</td>
<td>Try to resume normalcy by having children play in small groups away from windows. Simulate aftershock. Children go under tables, staff into doorways. Try to calm and quiet children again.</td>
</tr>
<tr>
<td>9:00 A.M.</td>
<td>Children wash up (simulate, using very little water). Have snack bar from emergency survival kit. Drink juice. Talk about quake and plans for further survival mode.</td>
</tr>
<tr>
<td>9:15 A.M.</td>
<td>End of drill.</td>
</tr>
</tbody>
</table>
TABLE 5-11
Emergency Survival Supplies Checklist

☑ Fire extinguisher
☑ First aid kit
☑ Flashlights and extra batteries
☑ Crescent or pipe wrench to turn off gas/water, if needed
☑ Shovel, screwdriver, 20-foot length of rope
☑ 1 gallon of water per child, 2 gallons per adult, and iodine tablets
☑ Duct tape and one package plastic sheeting
☑ Portable radio and batteries for emergency broadcasts
☑ Three- to four-day supply of dry or canned food per person, hand (nonelectric) can opener; include energy bars and juice boxes. Also include some comforting foods for all, such as tinned cookies, candies, and tea and/or coffee for the staff.
☑ Paper plates, plastic utensils, paper cups, and paper towels
☑ Alternate cooking source, matches
☑ Blankets and extra clothing (Most early childhood education sites already keep extra clothing for children.)
☑ Extra newspapers to wrap waste and trash
☑ Large plastic trash bags for trash and waste
☑ Three- to four-day supply of toilet paper
☑ Infant supplies—diapers, formula, food—for three to four days
☑ Three- to four-day supply of food and water for any pets present
☑ Essential medications required for children with special needs (e.g., inhaler for asthmatic)
☑ Safe alternate heat source (nonelectric) and fuel for it; this might be wood for a fireplace or kerosene for a room heater
☑ Copies of class lists, medical records, and release form for children
☑ Maps with evacuation exit routes if needed later, and shut-off sites for utilities, and so forth
☑ Large plastic bucket with lid, a child’s potty chair, and toilet paper
☑ One gallon of bleach and a bottle of liquid soap
☑ Several bottles of antibacterial hand wash
☑ Work gloves
☑ Personal hygiene items
☑ Whistle to signal for help if needed