CAC Criteria for October 2015 – Resource Night

Health and Safety

#1 - Program has a curriculum that promotes good health practices.

Why Is This Important: “Children can be taught to manage health practices independently, either by having staff show them how to complete the actual health practices properly, or by using educational materials about the health practices with the children.” (Cryer, D., Harms, T., & Riley, C. (2003). Chapter 13: Health practices. In All about the ecers-r (p. 130). Lewisville, NC, USA: Kaplan Early Learning Company.)

Career Ladder Training: Healthy Care, Topstar Endorsement, Child and Adult Care Food Program

#2 Program has a curriculum that promotes good safety practices.

Why Is This Important: “Children can be taught to manage health practices independently, either by having staff show them how to complete the actual health practices properly, or by using educational materials about the health practices with the children.” (Cryer, D., Harms, T., & Riley, C. (2003). Chapter 13: Health practices. In All about the ecers-r (p. 130). Lewisville, NC, USA: Kaplan Early Learning Company.)

Career Ladder Training: Healthy Care, Family Child Care Course 2

#11 Indoor Safety Checklist done daily.

Why Is This Important: “Young children are learning about the world by exploring and trying things out. Even if they have been told that something is dangerous, they can easily forget. It is up to responsible adults to protect the children in their care, to minimize hazards present in a child’s space, and to supervise carefully.” (Cryer, D., Harms, T., & Riley, C. (2005). Chapter 14: Safety practices. In All about the ecers-r (p. 135). Lewisville, NC, USA: Kaplan Early Learning Company.)

Career Ladder Training: Healthy Care

#12 Outdoor Safety Checklist done daily.

Why Is This Important: “Young children are learning about the world by exploring and trying things out. Even if they have been told that something is dangerous, they can easily forget. It is up to responsible adults to protect the children in their care, to minimize hazards present in a child’s space, and to supervise carefully.” (Cryer, D., Harms, T., & Riley, C. (2005). Chapter 14: Safety practices. In All about the ecers-r (pp. 135). Lewisville, NC, USA: Kaplan Early Learning Company.)

Career Ladder Training: Healthy Care

#13 Disaster drills are conducted at least quarterly.

Why Is This Important: “Maintaining calm and composed thinking can be difficult in emergency situations. When emergencies happen, it is important to have a well thought-out and practiced plan in writing that providers can refer to. Having such a practiced plan can prevent poor judgments made in the stress of an emergency situation. Practicing the plan also provides opportunities to identify and work out any problems that arise during practice, before actual emergencies occur.”[http://health.utah.gov/licensing/rules/Interpretation/family/Section%2013%20Parent%20Notification%20&%20Child%20Security.pdf [Family and RC Rule Interpretation Manual]. (2013.).

Career Ladder Training: Healthy Care, Is Your Program Ready? (Preparing for Emergencies)

#14 Caregiver keeps a log of accidents and incidents that happen at the program or at home to promote safety.

Why Is This Important: “The purpose of this rule is to ensure that parents are informed of every incident involving their child. This is important to protect both the provider and the child. Without an injury report, parents may not know to watch their child for possible harm that may turn out to be more serious than was immediately apparent. For example, a child may seem okay after a fall but have a concussion. Incident reports can also allow Licensees/Certificate Holders to recognize injury patterns and possible abuse to a child.”[http://health.utah.gov/licensing/rules/Interpretation/family/Section%2013%20Parent%20Notification%20&%20Child%20Security.pdf [Family and RC Rule Interpretation Manual]. (2013.).

Career Ladder Training: Healthy Care, For more information, feel free to contact your local Care About Childcare Office.
<table>
<thead>
<tr>
<th>DAILY CONCEPTS (What would I like the children to learn from this lesson plan?)</th>
<th>FALL SEASON 2014-2015</th>
<th>WINTER SEASON 2014-2015 (December-February)</th>
<th>SPRING SEASON 2015 (March-May)</th>
<th>SUMMER SEASON 2015 (June-August)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: October 21, 2015</td>
<td>TOPIC: Fire Safety</td>
<td>TOPIC:</td>
<td>TOPIC:</td>
<td>TOPIC:</td>
</tr>
<tr>
<td>1. Fire can be dangerous.</td>
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<tr>
<td>2. If we see a fire, we can call 9-1-1.</td>
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<tr>
<td>3. If our clothes catch on fire, we should stop, drop, and roll.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Vocabulary Words: fire, smoke, firefighter, firetruck, dangerous, matches, ladder, hose, fire station</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITERACY</td>
<td>Book: “What Does a Firefighter Do?” by Ellen Catala</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH &amp; NUMBERS</td>
<td>Sequencing Activity: Steps to follow in a fire drill</td>
<td></td>
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</tr>
<tr>
<td>SCIENCE &amp; NATURE</td>
<td>Field Trip to the Fire Station and/or Studying smoke detectors</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ART (creative)</td>
<td>Painting and drawing with charcoal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SENSORY/SAND/WATER</td>
<td>Water, pipettes, cups, funnels, spray bottles, rubber tubing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC &amp; MOVEMENT</td>
<td>Song: “Hurry, Hurry, Drive the Firetruck”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVE PHYSICAL PLAY (large motor)</td>
<td>Do exercises like jumping jacks, knee bends, leg lifts, etc., to stay in shape like firefighters do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRAMATIC PLAY</td>
<td>Fire Station</td>
<td></td>
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</tr>
<tr>
<td>BLOCK PLAY</td>
<td>Blocks, small firetrucks, ambulances, police cars, and people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANIPULATIVES (fine motor)</td>
<td>Use sidewalk chalk to draw flames on a sidewalk. Children use spray bottles to “put out the fire.”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is a suggested template for the Health and Safety Seasonal Lesson Plans (HS 1 & HS 2). You can plan the lessons using any or all of the above learning and/or activity centers.
# QUARTERLY HEALTH LESSON PLANS 2014-2015

<table>
<thead>
<tr>
<th>DAILY CONCEPTS (What would I like the children to learn from this lesson plan?)</th>
<th>FALL SEASON 2014-2015</th>
<th>WINTER SEASON 2014-2015 (December-February)</th>
<th>SPRING SEASON 2015 (March-May)</th>
<th>SUMMER SEASON 2015 (June-August)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE: October 21, 2015 TOPIC: Germs / Hand Washing</td>
<td>1. Germs can make us sick. 2. We can spread germs to others, especially if we don’t wash our hands. 3. We should wash our hands several times each day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LANGUAGE</td>
<td>Vocabulary Words: germs, bacteria, clean, sanitary, illness, hygiene, healthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LITERACY</td>
<td>Book: “Germs Make Me Sick!” by Melvin Berger</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH &amp; NUMBERS</td>
<td>Practice counting to 20 while we wash our hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCIENCE &amp; NATURE</td>
<td>Look at our hands &amp; fingers with magnifying glasses</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>ART (creative)</td>
<td>Bubble Art and/or Finger Painting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SENSORY/SAND/WATER</td>
<td>Water and liquid hand soap in the sensory table</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUSIC &amp; MOVEMENT</td>
<td>Song: “Wash, Wash, Wash Your Hands”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACTIVE PHYSICAL PLAY (large motor)</td>
<td>Game: “Germ Tag”</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>DRAMATIC PLAY</td>
<td>Doctor’s Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BLOCK PLAY</td>
<td>Empty liquid soap bottles &amp; bar soap boxes and/or Hand washing steps on individual blocks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MANIPULATIVES (fine motor)</td>
<td>Memory Game: “When to Wash Our Hands”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is a suggested template for the Health and Safety Seasonal Lesson Plans (HS 1 & HS 2). You can plan the lessons using any or all of the above learning and/or activity centers.
# Quarterly Disaster Drill Log

## (January - March)

**Disaster Drill Log**

<table>
<thead>
<tr>
<th>Date &amp; Day of Week</th>
<th>Time</th>
<th># of Children Present</th>
<th>Length of Time to Evacuate (if necessary)</th>
<th>Problems or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day: _____________</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## (April - June)

**Disaster Drill Log**

<table>
<thead>
<tr>
<th>Date &amp; Day of Week</th>
<th>Time</th>
<th># of Children Present</th>
<th>Length of Time to Evacuate (if necessary)</th>
<th>Problems or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day: _____________</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

## (July - September)

**Disaster Drill Log**

<table>
<thead>
<tr>
<th>Date &amp; Day of Week</th>
<th>Time</th>
<th># of Children Present</th>
<th>Length of Time to Evacuate (if necessary)</th>
<th>Problems or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day: _____________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## (October - December)

**Disaster Drill Log**

<table>
<thead>
<tr>
<th>Date &amp; Day of Week</th>
<th>Time</th>
<th># of Children Present</th>
<th>Length of Time to Evacuate (if necessary)</th>
<th>Problems or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day: _____________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initials</td>
<td>Time</td>
<td>Method</td>
<td>Required Treatment</td>
<td>Medical Notification</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>--------</td>
<td>--------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>

**ACCIDENT, INJURY, EMERGENCY, ILLNESS, INFECTION, AND ABSENCE LOG**

BUREAU OF CHILD CARE LICENSING

Arizona Department of Health Services
DAILY HAZARD IDENTIFICATION CHECKLIST
CBC5 Use Only
Reference: Centre Based Care Standards 2011: Standard 11.1 b), 14.1 b), 15.3

This checklist is to assist in conducting and recording daily inspections of all areas of a centre where foreseeable risks may have arisen overnight or where safety may have been affected since the last check.

(Proforma to be adapted to suit the service’s individual situation, including the age of the children)

1. Checklist to be conducted and signed off on a daily basis, e.g. tick if safe, cross if needing attention (centre to nominate person/s to be responsible for this task).
2. Centre to develop procedures to deal with maintenance matters.
3. Completed checklists to be saved.

INDOORS

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Maintenance Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Urgent</td>
</tr>
<tr>
<td>Toys and children’s equipment e.g. tables, high chairs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toys and equipment are in good repair.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>All accessible toys are suitable for that age group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broken / unsafe toys and equipment are stored out of children’s reach.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toys are stored safely.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Safety harnesses in high chairs clean, in good working order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heating and electrical</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Electrical outlets are capped with safety plugs.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Electrical cords are out of children’s reach.</td>
<td></td>
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<tr>
<td>All heaters within children’s reach are safely guarded.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Cots/Beds and Bedding</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Cots are free of transfers, and any string, ribbon, ties, beading and cot bumpers.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cots safely positioned.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cots are in good repair.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>There are no entrapment hazards on the cot or because of the way the cot is positioned.</td>
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</tr>
<tr>
<td>Bedding is stored appropriately.</td>
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<td></td>
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</tr>
<tr>
<td>Storage</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cleaning materials, detergents etc are stored out of children’s reach, in secured and labelled cupboards.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All chemicals are stored separately from food.</td>
<td></td>
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</tr>
<tr>
<td>Medicines stored out of children’s reach/in appropriate container, at the temperature stated on container.</td>
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<tr>
<td>First aid kit is labelled.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>In an under school age care setting, first aid kits are to locked, and/or inaccessible to children.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Items such as knives, plastic bags, matches etc kept out of children’s reach.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Safety latches on cupboards are in good working order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>General</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Entries and exits are clear and exit doors are able to be opened easily by adults.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Rubbish bins are empty and clean</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Floors are clean and maintained so likelihood of accidents is reduced.</td>
<td></td>
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</tr>
<tr>
<td>There are no cords within children’s reach e.g. curtain / blind cords.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Windows are not damaged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Windows, when open, do not create a hazard.</td>
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</tr>
</tbody>
</table>

*Excludes emergency medication, which is to be stored according to CBC Standards.
# DAILY HAZARD IDENTIFICATION CHECKLIST

**CBCS Use Only**

## OUTDOORS

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Maintenance Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Urgent</td>
</tr>
<tr>
<td>Outdoor area is free of hazards e.g. broken equipment, rubbish, water collections, garden tools, trip hazards etc (also being aware of possible vandalism).</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Gates are locked/closed as applicable and latches are in working order.</td>
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<td></td>
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</tr>
<tr>
<td>There is nothing near any fence/gate that would assist children to climb over.</td>
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<td></td>
</tr>
<tr>
<td>The effective height of all fences/gates is maintained.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The sandpit is clear of rubbish (raked as appropriate).</td>
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<td></td>
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</tr>
<tr>
<td>Softfall is clear of rubbish (e.g. syringes, broken glass, rocks) and other objects that may be a hazard if children fell.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The softfall under/around equipment is the required depth (raked as appropriate).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rubbish bins for children’s use are clean and empty.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rubbish awaiting collection is inaccessible to children and is stored appropriately until collection.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Firefighter Song (Tune I’m A Little Teapot)</td>
<td>10 Little Firefighters</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------------------</td>
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</tr>
<tr>
<td>I’m a little firefighter on the go. (Point to self) Here is my helmet. (point to head) Here is my hose. (Outstretch arm with finger pointed) When I see a fire. Hear me shout: “Turn on the water And put the fire out!” Shhhhhhhhhhh! (Outstretch arm with finger pointed.)</td>
<td>Ten little firefighters Sleeping in their beds. “Ding!” went the bell, And down the pole they slid. They raced to the fire And put out all the flames. Then the 10 little firefighters Went back to bed again.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dalmatian Dog, Dalmatian Dog</td>
<td><strong>Five Brave Firefighters</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dalmatian dog, Dalmatian dog, Wag your tail. Dalmatian dog, Dalmatian dog, Let out a wail. Dalmatian dog, Dalmatian dog, Jump for a bone. Dalmatian dog, Dalmatian dog, Run n home</td>
<td>Five brave firefighters, sleeping so, The fire bell rings, down the pole they go. Jump in the truck, hurry down the street. Climb the ladder, feel the fire’s heat. Five brave firefighters put the fire out, Hip, Hip, Hooray! All the people shout.</td>
<td></td>
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Teacher Aide Fire Station Dalmatian Dog

eye cut 2
nose
tongue cut one out of red paper, felt, or foam
ear cut 2
Before and after we eat

When we arrive at child care

After we use the restroom

After we cough, sneeze, or wipe our noses
After playing with animals

When we come in from outside

Before and after we play in the sensory table
RULES TO FOLLOW

IF YOU HAVE FIREARMS IN YOUR HOME

• Store guns safely and securely when not in use.
• As appropriate for your situation, store ammunition in a separate securely locked container.
• Keep the keys where children and others cannot find them.

The storage method chosen must provide an adequate level of protection to prevent unauthorized persons from accessing the firearms. Different types of locking mechanisms offer varying degrees of security and accessibility. Some storage methods include keyed locks, combination locks, lock boxes, firearm safes, etc.

You should consider securing your firearms, even if you don’t have children, due to the possibility of theft. Firearms are a favorite target of burglars, and professional thieves know all the hiding places that you may think of.

Basic Firearm Safety Rules
1. Treat all firearms as if they are loaded.
2. Always keep your finger off the trigger until your sights are on target and you have made the decision to fire.
3. Never point a firearm at anything you are not willing to shoot/destroy.
4. Know your target, your target’s environment, and any other safety hazard before you fire.

Other Safety Rules / Range Safety Rules
• Know how to use the firearm safely.
• Ensure the firearm is safe to operate.
• Use the correct ammunition for your firearm.
• Wear eye and ear protection appropriately.
• Never use alcohol or drugs before or while shooting. Alcohol and any other controlled substances will impair normal mental or physical bodily functions.
• Never handle a firearm in an emotional state such as anger or depression.

The Definition of Firearm Safety
A collection of rules and recommendations that can be applied when possessing, storing, or handling firearms. The purpose of firearm safety is to eliminate or minimize the risk of unintentional death, injury, or damage caused by improper possession, storage, or handling of firearms.
FIREARM OWNERSHIP

From the moment you decide to own a firearm, you are not just exercising your right, but taking the responsibility to use that firearm in a legal manner, rationally, intelligently, and safely at all times, without exception.

According to federal statistics, there are firearms in approximately half of all U.S. households. Even if you do not have a firearm in your home, chances are that someone you know does.

It is important firearm owners follow safety precautions while handling and storing their firearms, not just for their own safety, but for the safety of their families and the general public.

Understanding Your Firearm

Before handling a new firearm you should know how to properly load, unload and clear a malfunction from your firearm. Not all firearms are mechanically the same. Never assume that what applies to one make or model exactly applies to another.

The mechanical safety device of a firearm is never foolproof. The safety device can never replace safe firearm handling. Before cleaning your firearm, make absolutely sure it is unloaded. The action should be open during the cleaning process and no ammunition should be present in the cleaning area.

Seek Proper Instruction

To obtain instruction regarding the operation of your firearm you should do the following before attempting to use a firearm:

- Speak to a reputable firearms dealer.
- Speak to the manufacturer directly.
- Read and understand the owner’s manual.
- Attend a reputable firearms safety handling course.

Prohibited Persons

Federal law prohibits the purchase and possession of firearms by people who fall within certain categories; such as convicted felons, domestic abusers, and people with specific kinds of mental health histories.


KEEPING CHILDREN SAFE

Children should be taught what to do if they come across a firearm without an adult present. To counter the natural impulse to touch a firearm, it is imperative that you impress these safety steps to your children.

Steps For Children

- STOP
- DON’T TOUCH
- LEAVE THE AREA
- TELL A RESPONSIBLE ADULT

Steps For Parents

- Relate firearm safety rules to children.
- Emphasize that a firearm should never be used without adult supervision.
- Practice firearm safety with your children.
- Emphasize to children that firearms aren’t toys.
- Teach the difference between real guns and toy guns.
- Teach children how to properly identify a firearm and avoid unsafe situations.

It’s essential that you instill a mindset of safety and responsibility to ALL members of the household. Families that own firearms for recreational purposes or for hunting should explain the proper use of a firearm and hunting related firearm safety.

UTAH SUICIDE FACTS

- Suicide is the 6th leading cause of death in Utah
- Utah ranks 7th in the nation for suicides
- Utah ranks 5th in the nation for youth suicide deaths
- It's the 2nd leading cause of death for ages 10-17
- In an average classroom size of 30…
  - 8 will report feeling sad and hopeless
  - 4 will have seriously considered suicide
  - 4 will have made a suicide plan
  - 2 will have attempted suicide one or more times
  - 1 will have had medical treatment for a suicide attempt

PREVENTING SUICIDE

Suicide Warning Signs

Listed below are signs that someone may be at risk for suicide. Risk is greater if a behavior is new or has increased.

- Talking about wanting to die or kill oneself.
- Looking for a way to kill oneself, such as searching online or buying a gun.
- Talking about feeling hopeless, having no reason to live, being trapped, in unbearable pain, or about being a burden to others.
- Increasing the use of alcohol or drugs.
- Acting anxious or agitated; behaving recklessly.
- Sleeping too little or too much.
- Withdrawing or feeling isolated.
- Showing rage or talking about seeking revenge.
- Displaying extreme mood swings.
- Experiencing relational, social, work, or financial loss.

What To Do

- Take any threat of suicide seriously.
- Do not leave the person alone.
- Listen to and don't judge anyone you think may be in trouble.
- Take action.

Suicidal crises are often time limited. Taking safety precautions can help save a life.

FIREARMS—Lock, Limit, Remove

- Store guns safely and securely when not in use.
- Consider temporary off-site storage, if a family member may be suicidal. Friends along with some gun shops or police departments may be willing to store them for you temporarily.

MEDICATIONS—Lock, Limit, Remove

- Never keep lethal doses on hand. A pharmacist can advise you on safe quantities of medications.
- Lock up medications. Properly dispose of medications when no longer needed.
- Remove medications from the home when a family member may be suicidal.

SUPPORT—Listen and Ask

- Be aware of the warning signs of suicide, which are not always obvious.
- Pay attention to the moods and behavior of your family and friends.
- Ask family and friends if they’re thinking about suicide and get them help, if you notice significant changes in moods and behavior.
Understanding Child Traumatic Stress: A GUIDE FOR PARENTS

What is Child Traumatic Stress?

Child traumatic stress is when children and adolescents are exposed to traumatic events or traumatic situations, and when this exposure overwhelms their ability to cope.

When children have been exposed to situations where they feared for their lives, believed they could have been injured, witnessed violence, or tragically lost a loved one, they may show signs of traumatic stress. The impact on any given child depends partly on the objective danger, partly on his or her subjective reaction to the events, and partly on his or her age and developmental level.

If your child is experiencing traumatic stress you might notice the following signs:

- Difficulty sleeping and nightmares
- Refusing to go to school
- Lack of appetite
- Bed-wetting or other regression in behavior
- Interference with developmental milestones
- Anger
- Getting into fights at school or fighting more with siblings
- Difficulty paying attention to teachers at school and to parents at home
- Avoidance of scary situations
- Withdrawal from friends or activities
- Nervousness or jumpiness
- Intrusive memories of what happened
- Play that includes recreating the event

What is the best way to treat child traumatic stress?

There are effective ways to treat child traumatic stress.

Many treatments include cognitive behavioral principles:

- Education about the impact of trauma
- Helping children and their parents establish or re-establish a sense of safety
- Techniques for dealing with overwhelming emotional reactions
- An opportunity to talk about the traumatic experience in a safe, accepting environment
- Involvement, when possible, of primary caregivers in the healing process

For more information see the NCTSN website: www.nctsn.org.

What can I do for my child at home?

Parents never want their child to go through trauma or suffer its after effects.

Having someone you can talk to about your own feelings will help you to better help your child.
Follow these steps to help your child at home:

1. Learn about the common reactions that children have to traumatic events.
2. Consult a qualified mental health professional if your child’s distress continues for several weeks. Ask your child’s school for an appropriate referral.
3. Assure your child of his or her safety at home and at school. Talk with him or her about what you’ve done to make him or her safe at home and what the school is doing to keep students safe.
4. Reassure your child that he or she is not responsible. Children may blame themselves for events, even those completely out of their control.
5. Allow your child to express his or her fears and fantasies verbally or through play. That is a normal part of the recovery process.
6. Maintain regular home and school routines to support the process of recovery, but make sure your child continues going to school and stays in school.
7. Be patient. There is no correct timetable for healing. Some children will recover quickly. Other children recover more slowly. Try not to push him or her to “just get over it,” and let him or her know that he or she should not feel guilty or bad about any of his or her feelings.

How can I make sure my child receives help at school?

If your child is staying home from school, depressed, angry, acting out in class, having difficulty concentrating, not completing homework, or failing tests, there are several ways to get help at school. Talk with your child’s school counselor, social worker, or psychologist. Usually, these professionals understand child traumatic stress and should be able to assist you to obtain help.

Ask at school about services through Federal legislation including:

1. Special Education—the Individuals with Disabilities Education Act (IDEA) which, in some schools, includes trauma services; and
2. Section 504—which protects people from discrimination based on disabilities and may include provisions for services that will help your child in the classroom.

Check with your school’s psychologist, school counselor, principal, or special education director for information about whether your child might be eligible for help with trauma under IDEA.

The good news is that there are services that can help your child get better. Knowing who to ask and where to look is the first step.
Child care professionals are often the first line of response for children in their care. You need to know how to respond quickly and calmly in an emergency. Use this checklist to plan ahead in case of disaster.

MAKE A PLAN

Help ensure that all staff, parents and guardians are informed and know how to respond to various types of emergencies.

PLANS SHOULD INCLUDE:

☐ How to evacuate and move kids to a safe location
☐ How to notify parents and/or guardians
☐ How to reunite kids with parents and/or guardians
☐ How to assist infants and kids with special needs in emergencies

HAVE A COMMUNICATION STRATEGY

Electricity may be lost when disaster strikes. You may not have access to phone, internet or important information. Plan ahead on how you’ll communicate with staff, parents and guardians.

WHEN DEVELOPING YOUR COMMUNICATIONS PLAN:

☐ Find a way to store and access vital records in case power is lost
☐ Know two ways to contact a parent and/or guardian
☐ Have a contact outside of your area for each child
☐ Provide parents with a way to contact your facility during and after a disaster
☐ Ensure local emergency agencies know your location
☐ Plan how to get reopening information to parents post-disaster

EACH CHILD IS UNIQUE

MAKE SURE YOU KNOW THE SPECIAL AND/OR MEDICAL NEEDS OF ALL THE CHILDREN IN YOUR CARE
**PRACTICE EMERGENCY DRILLS**
Different types of emergencies require different responses. Be sure to practice each type of drill to help familiarize children and staff with the actions and surroundings:

- Evacuation drills
- Shelter-in-place drills
- Lock-down drills

**CREATE A DISASTER KIT**
A classroom disaster kit should contain all contact and safety information, food and medical supplies, as well as essential items that will help children cope with emergencies.

- Contact info and photos of all children
- List of special needs (diet, medications)
- List of emergency procedures
- Whistle and hat for leader
- First aid supplies
- First aid instruction manual
- Medical supplies
- Non-perishable foods and kid-friendly snacks
- Water
- Battery-powered flashlight
- Batteries
- Battery-powered radio
- Towelettes and toilet paper
- Games and puzzles to occupy children
- Comfort items like stuffed animals

**FOR INFANTS**
- Pre-packaged baby food
- Formula
- Baby wipes
- Diapers
- Nursing supplies

**GIVE COPIES OF YOUR PLAN TO:**
- Staff
- Parents and guardians
- Relevant caregivers
- Emergency responders

For more information and support, visit: www.savethechildren.org/getready
Do you have a plan in place to help ensure your children are safe and secure if a disaster strikes? If the worst happens, your children will look to you to know how to react and respond. Use this checklist to help prepare and keep your children safe in a disaster.

MAKE A FAMILY PLAN
Before a disaster strikes, make sure you and your family all know these details to help stay safe.

YOU AND YOUR FAMILY SHOULD DETERMINE:
- Which facilities will be used as shelters in your community in case of emergency
- A designated meet-up location if your family is separated
- A family contact outside of your area who would not be affected by a local disaster

TEACH YOUR KIDS
Your children may need to act in an emergency.

MAKE SURE THEY KNOW THE FOLLOWING:
- Basic personal information to identify themselves if separated from you
- Home phone number
- How to dial 911
- Family’s meet-up locations
- How to reach the family’s out-of-town contact

HAVE A COMMUNICATION STRATEGY
Communication systems are often unreliable during emergencies. Be sure to have a back-up plan.

- All family cell phones should have “ICE” (In Case of Emergency) programmed into their phone’s contact list with all family phone numbers plus out-of-area contacts.
- Remind family members that text messages often get through in an emergency, even when a phone can’t.
CREATE A GO KIT
Prepare a backpack or portable bag for each family member with essential hygiene items and contact information in case you need to leave home.

BE SURE TO INCLUDE:
- Each child’s contact and medical information
- Recent photos of each child
- Comfort food and treats
- Activity items like books, puzzles and games
- Comfort items like a stuffed animal or blanket

STOCK UP AT HOME
In addition to basic survival items like water, flashlights, a battery-powered radio and extra batteries, have these kid-friendly supplies on hand.

NON-PERISHABLE FOOD
- Nursing supplies
- Formula
- Pre-packaged baby food
- Ready-to-eat canned foods and opener
- Juice pouches
- Non-perishable pasteurized milk
- Dry cereals, protein bars, fruit snacks
- Nuts and nut butters
- Vitamins

PERSONAL HYGIENE ITEMS
- Baby wipes
- Diapers
- Nursing pads
- Feminine products

MEDICAL SUPPLIES
- Fever reducer
- Antibacterial ointment
- Rash ointment
- Each child’s medications

CHECK WITH YOUR CHILD CARE FACILITY
Since your children may be at a child care facility when disaster hits, make sure all caregivers have each child’s most recent contact info.

Remember to ask the staff about their emergency plans. If they do not have a plan, you may want to ask them to create one.

For more information and support, visit: www.savethechildren.org/getready