

Mobile Child Care



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*Bringing Help,
Hope, and Healing*

2022

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Terminology

ARC	American Red Cross
Cambro	Hard, plastic container that keeps hot food hot and cold food cold for 24 hours or until the lid is opened.
Canteen	A mobile unit that delivers food and water to residents of a damaged area.
DRC	Disaster Relief Center
DROP	Disaster Relief Operations Procedures
DRMCC	Disaster Relief Mobile Child Care
EOC	Emergency Operations Center
ERV	Emergency Response Vehicle
ESF	Emergency Service Function
Family Processing Center	Location within the disaster area where agencies give assistance to disaster victims.
Mobile Feeding Unit	Temporary unit that prepares food.
FEMA	Federal Emergency Management Agency
ICS	Incident Command System
In-Kind Donations	Non-monetary donations
Licensing Agency	State agency responsible for giving permission for DRMCC to function onsite in the aftermath of disasters.
Mass Care	Refers to coordination of all emergency functions to meet the needs of disaster victims.
MOU	Memorandum of Understanding
NAMB	North American Mission Board
NGO	Non-Governmental Organization

NIMS	National Incident Management System
NVOAD	National Voluntary Organizations Active in Disaster
SBC	Southern Baptist Convention
SOP	Standard Operations Procedure
TPFDL (Tipfiddle)	Time Phased, Force and Deployment List
TSA	The Salvation Army
VOAD	Voluntary Organizations Active in Disaster

A Brief History of Disaster Relief Mobile Child Care (DRMCC)

In 1979, the Texas Baptist Men's disaster relief unit set up a DRMCC (formerly Temporary Emergency Mobile Child Care/TECC) response ministry at Wichita Falls, Texas as a result of a devastating killer tornado. Karl Bozeman developed four teams of DRMCC across Texas and published a book describing in the clearest details how to build equipment and resource modules for several age groups; how to train volunteers in Mobile Child Care ministry; and how to build and equip the response trailer. Chris Shelby was the site coordinator of the first DRMCC response team at Wichita Falls. Her diary is still used today to train people in DRMCC across the country.

The multistate responses of DRMCC 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 Mobile Child Care Manual as part of the Southern Baptist Convention (SBC) *Disaster Relief Operational Procedures (DRO) Manual*. It was important to correlate Mobile Child Care with the other Baptist disaster relief ministries being performed at each disaster. A meeting was called by Mickey Caison in November 1997 for the purpose of developing the first DRMCC manual, which was completed in 2000.

The DRMCC Manual continues to be revised as the needs of our society change.

April 2007
DRMCC Subcommittee
2007 Disaster Relief Roundtable

History of Kentucky DRMCC Unit

Kentucky once had a DRMCC unit, however, when damaged in a travel incident, it was never re-built. Coy Webb, the Disaster Relief Director of the Kentucky Baptist Convention, in conversation with Tom Westerfield, Disaster Relief Director of the Christian County Baptist Association approved and encouraged the development of a new Kentucky unit. Through the generosity of a couple who are members of First Baptist Church Hopkinsville, resources for the unit were provided in 2009. Numerous individuals took part in the development of the unit, under the leadership of Carolyn Self, the DRMCC team leader. It was completed for operations in the Fall of 2011. Training of volunteers began in 2010 and continues.

The CCBA DRMCC unit operates in conjunction with the Disaster Relief department of the Kentucky Baptist Convention and at the direction of the Kentucky Baptist Disaster Relief Director and the CCBA Director of Missions.

This manual is dedicated to:

**Thomas Watkins Westerfield
12/23/1939 - 9/11/2012**

Chapter One: Ministry of DRMCC

Ministry Statement

Disaster Relief Mobile Child Care 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

Providing for children – When providing for children during a disaster, they will need:

- 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.

Providing a ministry – We provide a ministry to families in the aftermath of a disaster through:

- Relief – Providing 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 – Accept others without judgment or criticism
- Compassion – A friendly smile, a listening ear, and a sense of caring
- Love – Modeling the love of Jesus
- Referrals – Help provide the parents with the information of the types of disaster assistance available
- Sharing the gospel - Giving a verbal presentation of the gospel

Providing coordination of ministry – DRMCC will coordinate with other relief organizations through cooperation with other Southern Baptist disaster relief ministries and partners. We will continue to communicate with NAMB, state Baptist conventions, Baptist associations, local church ministries, and other disaster relief agencies. We will be adaptable to the changing needs which occur in a disaster.

Providing information for mission opportunities – Mission opportunities for the local church and association include evangelism and follow-up ministry. DRMCC workers are “ambassadors for Christ” and as representatives of the local church and association can assist in the building of a caring atmosphere and reputation. We develop awareness for mission opportunities and provide information among the membership of local churches and associations for follow-up.

Chapter Two: Organization of DRMCC

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 Mobile Child Care (DRMCC) 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 solely responsible for the recruitment and enlistment of their DRMCC 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 DRMCC volunteers, as well as travel and maintenance costs, are negotiated between the state Baptist convention and their volunteers.

The DRMCC units are activated by the state Baptist conventions. The purchase of the units, equipment, and supplies is the sole 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.

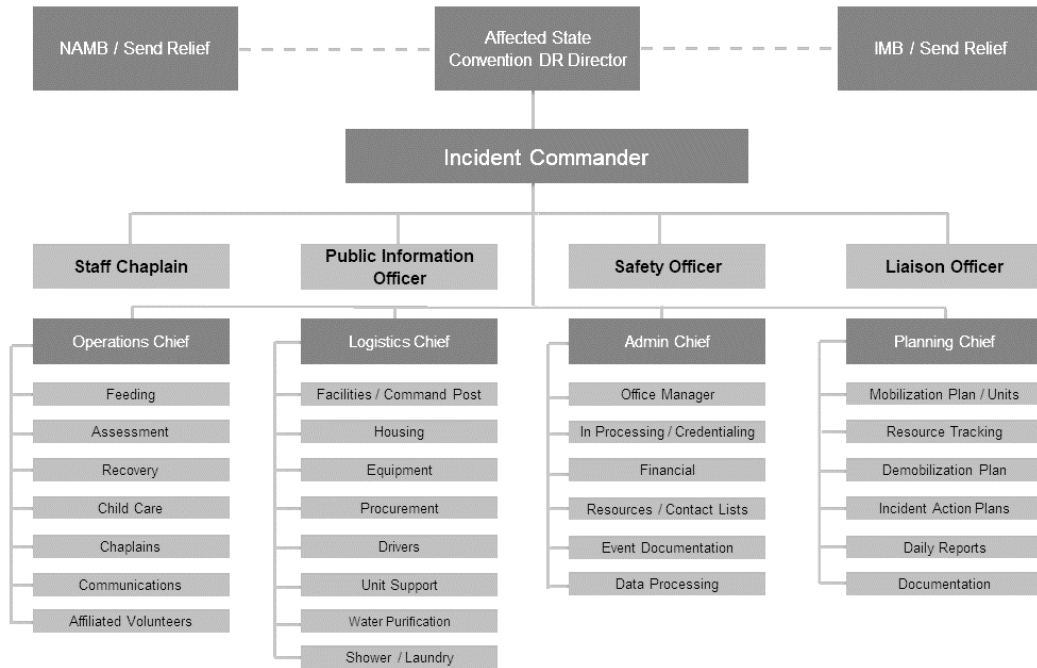
Chain of Command

A. National Leadership

1. Disaster Operation Center (DOC/offsite coordination)
2. Incident Command Team (IC/onsite coordination)
3. State area coordinators

B. State Leadership

1. State Disaster Relief Director
2. Incident Commander
3. Operations Chief
4. Unit Leader(s)



Mobile Child Care Unit Organization

A. Leaders

1. Incident Commander (White Hat)
2. Unit Leader (Blue Hat)

B. Staffing Personnel and Ratios

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. Ethnic/bilingual team members.

Multi-Unit Response

A. Chain of Command

1. White Hat - coordinates all Mobile Child Care units
2. Unit Leader (Blue Hat) - director of individual unit

B. Options Involving Interstate Relationships: Units and Staff (Teams)

1. Original onsite unit remains, to be staffed with trained DRMCC volunteers from other states.
2. Replacement unit(s) is moved in as necessary and available when previous unit(s) goes home. Certainly, overlap and coordination are expected.
3. Use of local facility with Mobile Child Care equipment in place. This is both a beginning stage and a long-range opportunity for continuing Mobile Child Care (after the DRMCC units have gone).

Protocol: Agreements and Call-Out

The Southern Baptist Convention has formal agreements with the American Red Cross (ARC), The Salvation Army (TSA), the Federal Emergency Management Agency (FEMA), and other disaster relief agencies. The ARC agreement with SBC states “Both organizations will work in cooperation to render maximum effective services to individuals in times of disaster.” (August 31, 1994, Elizabeth Dole, president, ARC)

Definition of a Multistate Call-out

Definition of a Single State Call-out

Explanation of Call-out Protocol

Single State Activation Considerations

State disaster relief units (DRMCC units, Mobile Feeding Units, clean-up units, et cetera) can be activated by:

A. Southern Baptist Disaster Relief

1. National disaster relief director
2. State disaster relief director
3. Another state disaster relief director

B. Chapter, Regional, State or National ARC or Other Civil Offices

1. The appropriate director(s) of missions will be contacted concerning the status of these requests.
2. The national disaster relief director will be given updates

C. Director of Missions

1. The regional or state American Red Cross Chapter and appropriate civic and VOAD agencies will be informed, including the Governor’s office.
2. The national disaster relief director will be given updates.

Church or Associational Activation Considerations

A. Activating the State Units

1. Only the state disaster relief director may activate the disaster relief units within the state system.
2. An association should first contact the state director in order to activate the state system.

B. Activating the Local or Church/Associational Units

1. Trained local or church/associational volunteer teams are encouraged to respond immediately to the rescue and cleanup and offer local Mobile Child Care on a small-scale basis.
2. The local director of missions should be included in the loop.
3. It is always a good idea to quickly coordinate any response with the state system, the local police, the ARC, the local emergency services officers, and the Salvation Army. These agencies can be helpful for securing food and supplies.
4. Trained volunteers are encouraged to cautiously display the disaster relief logo and the proper identification badges when serving in a local response.

SBC Disaster Relief Alert System

Southern Baptist Disaster Relief has three level of readiness. They are as follows:

Alert – There is a potential response for the unit. This is the lowest level of readiness. Contact is once a day.

Stand-By – There is a probable need that a unit will be needed to respond. Contact is maintained with unit twice a day.

Go/No Go – The unit is ready and available to respond. If it is activated, the unit will maintain contact every four hours with the Disaster Operations Center (DOC) during a multi-state disaster response. If not activated, the unit will be moved to another level or stood down.

If you are asked to respond you will be given information to assist you to fulfill your mission and ministry. The following acrostic will be helpful:

S – Situation: specific circumstances at the location.

E – Environment: location and how to get there or to the staging area.

M – Mission: specific assignment of services.

A – Administration: contact person, who to report to.

C – Communication: report to state director and national offsite coordinator every four hours en route. (DROP Pg. 2)

Scheduling Considerations

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

Chapter Three: The Team, Unit, and Equipment

While the strength of any state's DRMCC program, as well as any of the disaster relief ministries, does indeed depend on the strength of its team, it is important to have equipment and resources sufficient to perform the ministry that a DRMCC program promises.

The Team

Training Requirements

The training required of all Southern Baptist disaster relief volunteers is listed in the DROP Manual and is summarized here with possible pertinent additions to DRMCC ministries. These trained volunteers are in turn allowed to wear the official disaster relief logo and colors to any official disaster response or official function.

Gold Hat Training

Southern Baptists must have completed the following to be recognized as a trained volunteer for disaster relief ministries in DRMCC:

A. Required Training

1. *Involving Southern Baptists in Disaster Relief*
2. DRMCC training material
3. Introduction to DRMCC Unit
4. State required training – each state may set other requirements for DRMCC team members.

B. Additional Training

1. Infant and child first aid and CPR
2. Volunteers should also participate in state Baptist convention, association, and local training events that focus upon teaching and caring for preschoolers and children.
3. ARC 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 Mobile Child Care resource and referral agencies (see yellow pages in phone book under Mobile Child Care)

C. Training Updates

1. Retraining will be required on a minimum of a three-year cycle.
2. A response to a disaster can be considered as a "hands-on training" update as determined by each state's policy.

Unit Leader (Blue Hat) Training

A. Required Training

1. The Unit Leader (Blue Hat) director must have completed the Gold Hat minimum training.
2. Participation in a DRMCC disaster response
3. The SBC Unit Leader (Blue Hat) training course
 - a. Taught by the state or national disaster relief director or representative
 - b. Use SBC Unit Leader (Blue Hat) training material
 - c. The trainees attend by invitation only
4. Infant and child first aid and CPR
5. Additional requirements set by each state convention

B. Elective SBC or Other Disaster Relief Courses

1. Stress management: CISM or NOVA courses
2. Serving a Diverse Community and Introduction to Disaster Services
3. Advanced Mobile Child Care Teaching Skills
4. Food Sanitation and Safety

C. Apprentice Training

Unit Leaders should have several hours of Unit Leader (Blue Hat) apprentice training at a real or simulated disaster. States in their premiere staffing are encouraged to participate with an experienced state DRMCC unit for onsite “hands-on experience.” This is especially important for potential Unit Leader (Blue Hat) directors who would be responsible for the leadership of the state’s maiden response.

D. Unit Leader (Blue Hat) Appointments

A Unit Leader (Blue Hat) appointment is not automatic nor is it guaranteed upon the completion of any or all of the above training. The state disaster relief director reserves the right to review all potential Unit Leader (Blue Hat) appointments. **These are not lifetime appointments.** Moreover, successful Unit Leader (Blue Hat) recipients are not always assigned a director’s position on each outing.

The Unit—Suggestions for Trailer, Equipment, and Supplies

The Trailer

The typical disaster relief DRMCC unit is a trailer or truck with a loading ramp sufficient to transport equipment and supplies for Mobile Child Care. (Suggested trailer size is 8 feet wide by 16 feet long, tandem axle.) Some states have 6 feet wide by 12 feet long single axle trailers. The interstate towing regulations are significantly different for each category. A camper type pickup towing vehicle can provide extra space for equipment and supplies.

The unit towing vehicle(s) should have:

1. A logbook of the maintenance and safety equipment records
2. The log of trip and accumulative miles for each response and miles to date.
3. A safety check list of the trailer and tow vehicle including tire pressure, tire inspections, electrical checks, hook-up safety chains, and proper ball and locking pin. (See page 23: Trailer Pre-Flight Check).

The unit trailer should have:

1. A spare tire, tire gauge, flares, and spare electrical parts such as fuses, bulbs and flashlights
2. A toolbox, lug wrench, hydraulic jacks, and safety blocks

The Equipment

General Equipment

1. One or more directional hanging or yard signs on wood or metal stakes depicting the information of the DRMCC provided.
2. At least one module on wheels per age group with covered plastic containers similar to the unit described by Karl Bozeman. The module should be equipped with resources sufficient to set up the initial DRMCC operation, including games, art supplies, paper, puzzles and activity resources.
3. One generator with wattage to operate equipment on trailer and emergency lighting and include one gas container; two extension cords with proper amperage (at least 50 feet long with power strip.)*
4. An on-demand propane or electric water heater*
5. Two electric space heaters (1500 watts)*
6. Portable electric lights*
7. One electric skillet*
8. Washer/Dryer units*
9. Microwave Oven

*Each state may have regulations governing some of these suggested items because of liability concerns.

Infant/Toddler Equipment

1. Changing table
2. (2) Folding rocking chairs

3. At least four Pack & Plays
4. (2-4) Highchairs or fold-up children's seats with tray
5. (1) Diaper container with lid and liner
6. (2) Trash containers, one labeled for bio-waste material
7. Electrical outlet covers
8. Pacifiers w/ lanyards
9. Potty chairs
10. (1) Mobile
11. Baby bottles, nipples
12. Bibs
13. Burp Cloths
14. Wax Paper
15. Sippy Cups

Age-Appropriate Equipment

1. Child-size tables and chairs
2. One child-size rocker
3. 2-3 CD/cassette players with activity tapes/CDs and rest time music
4. Flat screen TV
5. DVD Player
6. Drawing easel

Other Basic Support Equipment*

1. Shop vacuum and carpet sweeper
2. Hand-held communication equipment such as a set of 2 or 3 low-watt business band radios (for 151.625 & GMRS frequencies), and a cellular phone
3. First-Aid Kit, Child/Adult (A&D Ointment, Baby Powder)
4. Flashlights with spare batteries
5. (1) 15–20-gallon cooler
6. (1) 2-gallon water cooler with spigot
7. Trash containers with lids and liners
8. Laundry hampers (for dirty linen)
9. Weather band radio with battery
10. Child safe thermometer
11. Digital Camera
12. Laptop Computer
13. Computer Printer
14. File boxes

*Other resources are available on the field for necessary items. Check with VOAD, ARC, The Salvation Army, in-kind donations, warehousing, and local churches.

The Supplies*

Sanitation and Hygiene Supplies

1. Disposable diapers (3 dozen each)
 1. Newborn
 2. 8-15 lbs. (Size 1-2)

3. 16-28 lbs. (Size 3)
 4. 22-37 lbs. (Size 4)
 5. 27+ lbs. (Size 5)
 6. Over 35 lbs. (Size 6)
2. Wet wipes
 3. Zip-lock bags of all sizes
 4. Paper towels (2 dozen)
 5. Facial tissues (6 boxes)
 6. Bathroom tissue (2 dozen rolls)
 7. Disposable gloves (non-latex and vinyl) (4 boxes of each in Med/Large)
 8. Garbage bags in various sizes (at least 1 case of 30 gal. bags)
 9. Anti-bacterial liquid hand soap and hand sanitizer (4 dispensers)
 10. Two gallons regular bleach (5.25% sodium hypochlorite) (has to be a 1/10 concentration).
 11. Non-chemical disinfectants (2 pts)
 12. Three dish pans and dish drainer, one with lid for sanitizing solution for toys
 13. Cleaning equipment and supplies sufficient to clean an area for the care and protection of children. (Mops, brooms, dustpans, buckets, dishpans, disinfectant solutions disposable cloths, and spray bottles.)
 14. Handi-wipes (4 boxes)

Kitchen/Food Service Supplies

1. Plastic dish pans (3 each)
2. Dish drainer (1 each)
3. Deep plastic dish pan for sanitizing toys (1 each)
4. Wet mop (1 each)
5. Ringer bucket
6. Plastic buckets- 10 quart (3 each)
7. Dustpan
8. Disposable cloths (1 pkg.)
9. Trigger spray bottles (3 each)
10. Large cleaning sponges (6 each)
11. Toilet brush and holder
12. Eating utensils (disposable plates, cups, forks, spoons, & napkins) (6 dozen each)
 1. non-Styrofoam plates
 2. non-Styrofoam cups (8 oz)
 3. Knife, Fork, Spoon sets
 4. Packs napkins
13. Serving spoons

Office Supplies

1. 1-2 drawer-file cabinet and/or one letter size file box for registration forms, etc.
2. Pencil sharpener (manual)
3. Pencils (#2) and Pens (ballpoint)
4. Spiral notebooks or three ring binder notebooks to keep messages in order
5. Staples & Stapler
6. Transparent tape
7. Rubber bands

8. ID wristbands
9. Several sizes of masking tape (1 inch, 2 inch)
10. (1) Three-hole punch
11. Paper clips: a box each of multiple sizes is suggested (small, medium, large)
12. Post-It Notes: 3x3 & 3x6
13. Tablets of lined paper for clerical work; also, paper for children to draw on and use for artwork.
14. Paper: Several tablets of lined paper for clerical work; also, paper for the children to draw on and use for artwork.
15. Child scissors
16. Clipboards
17. Printer ink, black
18. Printer ink, color
19. Printer paper
20. 4x6 Photo paper
21. Photo printer ink

Children's Supplies

1. Art Supplies
 - a) Scissors
 - b) Glue
 - c) Construction paper, several colors
 - d) Play dough
 - e) Newsprint
 - f) Tempra paint
 - g) Watercolors and brushes
2. Games
 - a) Twister
 - b) Trouble
 - c) Monopoly
 - d) Candy Land
 - e) Chutes & Ladders
 - f) Sorry
 - g) UNO
 - h) Dominos
 - i) Hopscotch Carpet
3. Books
 - a. Max Lucado
 - b. Dr. Seuss
 - a) The Body, Maps, Stay Healthy, Reptiles
 - c. Disney Board Books (12)
 - d. Wilder: Little House on the Prairie
 - a) Farmer Boy in Big Woods
 - b) On Banks of Pearl Creek
 - c) By Shores of Silver Lake
 - d) The Long Winter
 - e) Little Town on Paradise
 - f) The Happy Golden Years
 - g) The First Four Years

4. Toys/Activities

- a) Hand Puppets
- b) Pipe cleaners
- c) Parachute
- d) Dolls (ethnic)
- e) Kitchen utensils
- f) Bowling balls
- g) Lego blocks (small and large)
- h) Rhythm Band
- i) Animal figures (jungle)
- j) Puzzles (various sizes)
- k) Puzzles (small child foam)
- l) Foam rubber stack blocks
- m) Vinyl clad cubes (6 inches)
- n) Jump ropes
- o) Pound-a-peg
- p) Play purse
- q) Wooden wheel toys
- r) Matchbox cars

5. DVD Videos/CD's

- a) Veggie Tales (Viking-Sharing, Bible Heroes, Star of Christmas, Sing Alongs (2), Jonah, Sock Drawer)
- b) Praise Baby (My Father's World, God of Wonders, Colors & Shapes, and I Won't Be Afraid)

*Other resources are available on the field for necessary items. Check with VOAD, ARC, The Salvation Army, in-kind donations, warehousing, and local churches.

FOOD SUPPLIES:

Refreshments for Children and Volunteers

1. Formula for infants (several types), variety of baby food
2. Eight gallons of distilled water
3. Juice and other drinks (sugar free, decaffeinated, no red dye), water
4. Serving utensils (disposable plates, cups, forks, spoons, and napkins)
5. Monitor foods/drinks for expiration dates

Food Supplies (Buy the day "GO" status is achieved)

1. Bottled water (8 oz)
2. Snacks from list (printed below)

Healthy Snacks:

Snacks are an important part of children's daily nutrition in childcare as well as at home. Be aware that a young child may eat a little one day and a lot on the next. In planning healthy snacks, consider food safety and known allergies as well as "snack appeal".

Serve snacks from a variety of food groups:

Grains & Carbohydrates: Young children will enjoy these snacks as a part of the 3-4 cups needed each day: crackers with cheese spread, ready-to-eat cereal, mini rice cakes, and graham crackers.

Vegetables: Snacks can be a good way to work 2 cups of these foods into a child's daily diet. Try vegetable strips, such as cucumber or squash, cherry tomatoes cut into small pieces, steamed broccoli or carrots, green beans, or sugar peas. Offer a low-fat dressing or hummus for dipping.

Fruit: Sections of fruit (apples, tangerines, bananas, or pineapples), canned fruits, and juices are good choices. A child needs 1-1 ½ cups of fruit each day but be careful not to overdo the juice. A serving for 4–6-year-olds is ¾ cup.

Milk Products: Some good choices include smoothies made with fruit, cheese slices or string cheese, and mini yogurt cups. One-half cup of milk or 1 ounce of cheese makes up 1 of the 4-5 servings young children should have each day.

Meat and Protein: Children may enjoy hard-cooked eggs, peanut butter spread thinly on crackers, fruit, or vegetables, or bean dip spread thinly on crackers. Two of 3 ounces of meat, 1 egg, or 2 tablespoons of peanut butter count as 1 of the 2-3 recommended daily servings of meat or protein recommended for children ages 2 to 6.

Sweet & High-fat Foods: Everyone enjoys an occasional treat, and a child's daily diet should include 2-3 teaspoons of oil or fat in his/her food. Try to limit the number of these foods. Eating them may keep a child from eating the foods he needs and can lead to overeating.

Take safety precautions in serving food.

Watch out for foods that may cause choking, including hot dogs, meat chunks, chips, nuts and seeds, popcorn, raisins, grapes, cherries, marshmallows, pretzels, large chunks of fruit or raw vegetables, peanut butter (when eaten by the spoonful), and round or hard candy. Some of these foods (like grapes and cherries) can be served if they are cut into small pieces. Peanut butter can be spread thinly on crackers or bread. Children love finger foods!

MENU SUGGESTIONS:

Infants & Toddlers:

- Formula
- Baby Cereal & Baby Juice
- Baby food in the appropriate stage
- Gerber Finger Foods- wagon wheels, biter biscuits, veggie puffs, fruit puffs
- Gerber Graduates- Pasta pickups, microwaveable meals, mini fruits & veggies
- Gerber Lil' Food Entrees

Pre-Schoolers:

Frozen Foods:

Kids Cuisine frozen meals from Con-Agra Foods

(The meals are individual servings, pre-packaged, and many of them include a vegetable, main course, and dessert. They must be kept frozen until ready to microwave and serve).

Some suggested choices are:

1. All Star Chicken Breast Nuggets, Corn, Mac'n'Cheese, and Chocolate Pudding
2. Deep Sea Adventure Fish Sticks, Corn, Mac'n'Cheese, and Gummy Sharks
3. All American Fried Chicken (dark meat drumsticks), Corn, and Chocolate Pudding

****A visit to their website offers a host of choices available at most Krogers, Wal-Marts, and Aldi Food stores****

Microwave Meals:

Hormel Kids Kitchen

(The meals do not require refrigerator or freezer space. They can be stored in the unit. The meals are individual bowls that microwave for 90 seconds).

Some suggested choices are:

1. Beefy Mac
2. Cheezy Mac'n'Beef
3. Mini Beef Ravioli
4. Spaghetti & Mini Meatballs

****All of these products can be bought online. Additionally, they are desirable because of their storage and preparation requirements.****

Refrigerated Meals-Ready to Eat:

Oscar Meyer Lunchables

(These single serving, pre-packaged meals must be refrigerated until use.)

Some suggested choices are:

1. Lunchables Cracker Stackers- Ham & Swiss, Turkey & Cheddar, Ham & Cheddar
2. Lunchables Subs & Bagel Sandwiches- Turkey & Cheddar Bagel, Fat-free Chocolate Pudding
3. Lunchables Fun Fuel Wraps & Bagels

Older Children:

In most instances, childcare unit deployment will be in association with some other disaster service units. Older children will be well served by being provided meals from a Southern Baptist, Salvation Army and/or Red Cross kitchen. If the unit is not at the site of the kitchen, food shall be brought to the childcare unit in Cambros so it may be maintained at appropriate temperatures.

Children's food should be dispensed in individual disposable plates, trays, etc. by childcare workers wearing serving gloves and using sanitized utensils.

DRMCC “GO” SHOPPING LIST

SNACK FOOD ITEMS:

Baby Formula.....	2 cases
Milk (whole).....Refrigerate.....	2 gallons
Apples.....	2 dozen
Oranges.....	1 dozen
Bananas (as green as possible).....	5 lbs.
American Cheese Squares.....	2 lbs.
Peanut Butter (plain).....	2 lbs.
Saltine Crackers.....	1 lb.
Gerber.....	20 each
Baby Cereal	
Baby Juice	
Sitter	
Crawler	
Toddler	
Kids Cuisine Con-Agra (FROZEN-ICE REQUIRED)(20 servings ea.)	
Macaroni & Cheese	
Chicken Breast	
Ravioli	
Spaghetti & Meatballs	
Kids Meals Hormel (DRY STORAGE ONLY) (20 servings ea.)	
Beans & Wieners	
Cheezy Mac'n'Cheese	
Mini Beef Ravioli	
Noodle Rings & Chicken Spaghetti & Mini-Meatballs	
Snack Stuff.....	5 packages
Fig Newton	
Goldfish	
Chocolate Pudding	

OTHER CONSUMABLES:

Bottled Water.....	3 cases
Bleach.....	1 gallon
Generator Fuel.....	5 gallons
Propane.....	40 lbs.
Batteries.....D Cells.....	8 pack
Batteries.....AA Cells.....	8 pack

Trailer Travel Inspection- Temporary Child Care

Date: _____ Destination: _____

Hookup:

1. Stabilizer jacks in up position.
2. Hitch securely on the ball. Make sure the catch lever is properly positioned.
3. Catch lever secured—all the way forward.
4. Safety pin in the latch—this guarantees that the latch is in proper position and prevents latch from coming open on the road.
5. Safety Chains attached—crisscross them.
6. Attach electric cable for lights.
7. Trailer jack raised to highest position.

Other Checks

1. Check and verify all lights work.
 - Left and right brake light
 - Left and right turn signal
 - Taillights
 - License plate light
 - Front and rear clearance lights
2. Tire pressure—use gauge
 - Right
 - Left
 - Spare
3. All doors closed and locked—Carry one or more keys.
 - Side door
 - Ramp
4. Presence and condition of:
 - Fire extinguisher
 - Safety Triangle
 - Wheel Chocks
 - Trailer Registration
 - Tool Kit
 - Jack

Chapter 4: DRMCC Team Members

“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)

Qualities and Characteristics

DRMCC Unit Leader (Blue Hat)

- A member of a Southern Baptist Church
- Unit Leader (Blue Hat) training
- An experienced Mobile Child Care program director/volunteer
- Supervisory skills
- A decisive individual
- Able to accept and give constructive criticism
- Receptive to diverse cultural communities
- Aware of medication guidelines and limitations
- Able to maintain a safe and secure environment
- Flexible, yet make sound quality decisions
- An understanding of developmental characteristics of preschoolers and children
- Knowledge and implementation of universal hygiene procedures
- Knowledge of organizational structure of disaster team and locations
- Knowledge of how to deal with donations
- The ability/knowledge of handling media, parents, government, and other disaster relief organizations in a Christ-like manner
- Good physical and emotional health
- Able to quickly exercise common-sense judgment
- Current certification in adult/pediatric CPR and first aid
- Background check and updates (must include National Background Check for out of state response)
- 21 years or older

Age Group Leader

- A member of a Southern Baptist church
- Gold Hat training
- 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 or older
- In good physical and emotional health
- Background check and updates (must include National for out of state response)

Age Group Assistant

- A member of a Southern Baptist church
- Gold Hat training
- 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
- 18 years or older
- In good physical and emotional health
- Background check and updates (must include National for out of state response)

Responsibilities of Directors

Onsite Coordinator and DRMCC Unit Leader – Pre-opening

1. Administrative Duties
 - a. Makes sure that the agreements are in place for scheduling and supplying all foodstuffs.
 - b. Secure a list of important phone numbers whom they may need to contact associated with the disaster.
 - c. Maintains continuous correlation with the ICS.
 - d. Conducts daily correlation with the State Unit Off-Site Coordinator or State Director.
 - e. Completes facility agreement form.
2. Public Relations
 - a. Put up signs, fliers, brochures, and advertisements announcing the free DRMCC ministry, including all the appropriate data.
 - b. Deals with any news media that may appear at the DRMCC site and is aware of guidelines for photographing children.

DRMCC Unit Leader – Operational Stage

1. Administration
 - a. Responsible for registering children or supervising if another staff member is in charge.
 - b. Will assign tentative age groups to each group leader. It may be necessary to change these ages or have multi-age groupings as the children begin to arrive.
 - c. Is aware of appropriate ratios and moves workers or children as necessary to maintain those ratios.
2. Team
 - a. Gives supervision to the team on location.
 - b. Checks with age group leaders regularly to assess needs of staff and children.
 - c. Coordinates healthy snacks and lunch preparation each day.
 - d. Makes sure food sanitation and other sanitation procedures are followed.
 - e. Gives encouragement and builds a “family” atmosphere with the team.

- f. Provides a schedule for a morning and afternoon break.
 - g. Leads an evaluation session each evening with staff.
 - h. Plans “time away,” such as an evening meal, for staff.
 - i. Leads or asks a team member to lead in a devotional each day.
 - j. Sees that everyone gets adequate rest.
 - k. Keeps a logbook on staff arrival and departure times.
3. Parents
 - a. Is available to give guidance and encouragement to parents including referrals.
 - b. Is knowledgeable of where parents can go for different kinds of aid and is able to direct parents to the proper agencies, locations, and phone numbers.
 - c. Is cautious not to make promises. Stays within actual knowledge.
 - d. Listens to parents and takes advantage of any opportunity to share the gospel.
 4. Team Closing -- Unit Stays
 - a. In the case of multi-state responses, duplicate paperwork should be provided to the new team.
 - b. State may require a representative to participate with their unit that remains on site.
 5. Closing the Site
 - a. Is responsible for repacking the trailer.
 - b. Makes appropriate person aware of needed repairs and supplies that need to be replenished.
 - c. Provides a list of families served to the local church so they can follow up after the team has left if applicable.
 - d. Sends a “thank you” to host(s), local volunteers, and team members who helped with the children.
 - e. Send paperwork pertinent to each state unit to the state office and a copy to NAMB.

Team

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

Age Group Leader and Age Group Assistants

1. Classroom:
 - a. Meets immediate needs of the children
 - b. Provides a variety of age-appropriate activities for children in their care.
 - c. Provides a loving, accepting atmosphere where children feel secure.

- d. Always stops for a blessing before meals and snacks and takes advantage of every opportunity to bring Bible thoughts and Bible verses into activities.
 - e. Is alert to needs of children and their families in their DRMCC.
 - f. Provides feeding, diapering, and napping information to parents.
 - g. Encourages and allows children to express their feelings.
 - h. Provides creative, open-ended activities to allow children to work through their feelings.
 - i. Uses only positive guidance with the children.
2. Facility and Equipment
 - a. Empties trash at the end of the day.
 - b. Sweeps, mops, sanitize the floor at the end of each day.
 - c. Sanitize all toys and returns toys and supplies to the appropriate bins on modules.
 - d. Maintains a clean, orderly area for children.
 - e. Supervises children to maintain a clean orderly bathroom, classroom, play and eating area. (With port-a-potties, do not let children lock doors.)
 - f. Sanitizes and cleans bathroom(s) at least daily.
 3. Team Family
 - a. Contributes to the “family” atmosphere of the team.
 - b. Participates in daily devotional and evaluation sessions.
 - c. Sensitive to the needs of other team members.
 - d. Maintains a clean, orderly meal and lodging area.
 - e. Honors or accepts others unusual sleeping habits and schedules.
 4. Improvements and Closing
 - a. Assists site Director by suggesting materials and supplies that need to be stocked for future disasters or when currently getting low on site.
 - b. Assists site Director in re-packing the trailer at the end of the disaster.

Be alert to the following items and practices that may hinder performing positive DRMCC.

Personal

1. Radios, CD players, laptop computers, etc., for personal use are not recommended.
2. 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.
3. Realize the importance of each victim’s personal and current disaster experience.
4. Wear appropriate clothing for play and activities.
5. Valuable personal properties are not advised on a disaster site, including travel to and from disaster site, staging, lodging, and areas of rest.
6. Avoid bringing pets and children to a disaster site.

With Children

1. Activities that take attention away from the children should be avoided.
2. Be “ever present” while caring for children. Mahand and Brink 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 argument holds for item (1) above.
3. Display a courteous spirit at all times.
4. Use appropriate languages and mannerisms.
5. Be kind to the children, parent and co-workers.

For any therapeutic-type interactions with victims or parents, see Chapter 6 and 7. Recognize and accept your own limitations. Stay within your training.

Techniques for Teaching Preschoolers

1. Because the preschooler is active, we provide a teaching-learning environment that allows for activity.
2. Play is the young child's work--he learns through play; therefore, we provide an environment and opportunities for play experiences.
3. The short attention span of a preschool child dictates the type of activities and length of stories that should be used.
4. Consideration of teaching the "individual" leads to meeting personal needs.
5. A soft voice (of the teacher) sets the stage for the noise level of the room and will motivate the preschoolers to follow the teacher's example.
6. The positive approach to teaching helps to provide security and eliminates frustration with the child and the teacher.
7. The preschooler understands the concrete, real things; therefore, we should avoid symbolism in any form.
8. All learning comes through the use of the senses, so we provide most opportunities for experiences that will involve the use of more than one of the senses.
9. The young child's small muscles or eyes are not completely developed until about age seven; therefore, we provide activities that promote the use of large muscles and avoid close work requiring small muscles.
10. Songs should be on the preschooler's level and range since his vocal muscles are not completely developed.
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 nurtured by his teachers.
13. Because of the teacher's important role in teaching preschoolers, his entire time and attention should be devoted to the children.
14. An important aspect of teaching young children is "the art of listening."
15. Creative art activities should be provided and do not include patterns, pictures to be colored, or "touching up" the child's work.
16. Learning begins where the individual is (with knowledge and understanding); therefore, the preschool teacher must know the individual child and his needs as well as general characteristics for the specific age group.

Communication

Negative

“Sh-sh-sh.”

“What did you paint?”

“Don’t drip the paint.”

“Don’t leave the puzzle like this.”

“You must finish your puzzle.”

“Don’t throw the blocks.”

“It’s time to clean up. Stack the blocks on the shelf.”

“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.”

turns

“Let’s sit straight with our feet on the floor.”

“Let’s get ready to go home.”

Positive

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

“I like the color you used.”

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

“We finish a puzzle before we put it away.”

“If you need help, maybe Mary can help you put it together.”

“We build with blocks on the floor.”

“Let’s see how neatly we can stack the blocks.”

“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 talking.”

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

“Let’s play a game.”

80 Words of Encouragement for Children

Children need encouragement. They crave it. They work hard to deserve it. When you give it to them, it fills their hearts with joy and widens their faces with smiles. It also builds their self-esteem, self-confidence, and their drive to achieve.

So that you'll never run short of appropriate words to encourage your child, the following suggestions are made:

1. You're on the right track now!
2. You're doing a good job!
3. Now you've figured it out!
4. That's RIGHT!!!
5. Now you have the hang of it!
6. That's the way!
7. You're doing fine.
8. Now you have it!
9. That's coming along nicely!
10. That's great
11. You did it that time!
12. GREAT!
13. FANTASTIC!
14. TERRIFIC!
15. TREMENDOUS!
16. How did you do that?
17. That's better.
18. EXCELLENT!
19. That's a good (boy/girl).
20. That's the best you've ever done.
21. Keep it up!
22. That's really nice.
23. WOW!
24. Keep up the good work.
25. Much better!
26. Good for you!
27. Good thinking!
28. Exactly right!
29. SUPER!
30. Nice going.
31. You make it look easy.
32. Way to go!
33. You're doing much better today.
34. I've never seen anyone do it better.
35. SUPERB!
36. You're getting better every day.
37. WONDERFUL!
38. I knew you could do it.
39. Keep working at it, you're getting better.
40. You're doing beautifully.
41. That's the way to do it!
42. You're the best!
43. Keep on trying!
44. Nothing can stop you now!
45. You've got it made.
46. You're very good at that.
47. You certainly did well today.
48. I'm very proud of you.
49. You're learning fast.
50. You've just about got it.
51. That's good!
52. I'm happy to see you working like that.
53. That's the right way to do it.
54. You're really learning a lot.
55. That's better than ever.
56. That's quite an improvement.
57. Now you've figured it out.
58. PERFECT!
59. FINE!
60. That's it!
61. You figured it out fast.
62. You remembered!
63. You're really improving.
64. I think you've got it now.
65. Well, look at you go!
66. You've got that down pat.
67. Good work!
68. OUTSTANDING!
69. I like that.
70. Couldn't have done it better myself.
71. Now that's what I call a fine job.
72. You did that very well.
73. CONGRATULATIONS!
74. SENSATIONAL!
75. That's the best ever.
76. You haven't missed a thing.
77. You've just about mastered that!
78. One more time, and you'll have it.
79. You must have been practicing!
80. You should be very proud of yourself.

Chapter Five: Protection of Children on Response

Security

Before the Disaster

- The DRMCC Director and State Director will follow guidelines to perform national security checks on team members.
- The DRMCC Director has the responsibility to review the security clearance and will not validate people without security checks.

On-site Security

- People entering the Mobile 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.
- The check-in area should be separate from the working area.
- Children on their own will not be allowed to leave the designated MCC area.
- Children going to the bathroom or being changed should be accompanied by two staff persons.
- No photos of children should be taken unless permission is given at registration.

Playground Security

- Follow recommended ratios and guidelines on playground outings (see page 6).
- 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. The playground equipment must be in good condition & appropriate. Otherwise, do not use it! Do not take any chances on liability.
- Walks, hikes, games and sports must be confined to the playground.
- Interior facilities used for extra classroom activities and recreation must follow the same ratio guidelines and playground rules.
- Bathroom breaks and hand washing should follow playground activities.

Guidelines for MCC Safety

- Know fire drill procedures and the location of fire extinguishers. Keep exit pathways free of furniture and other objects.
- Wipe up spills quickly and thoroughly.
- Cover all electrical outlets with plastic Hats. Check extension cords for frayed wiring. Tape down extension cords that may cause someone to trip and fall. If you are in a situation where space heaters are used, be aware that they may cause air pollution that leads to respiratory disease.
- Lock poisonous substances such as cleaning solutions in cabinets. Also, keep solutions in the original containers for safety. Medications are kept in the first aid kit. The coordinator/director will keep the keys.

- Be familiar with the location of phones and have emergency information and numbers listed nearby.
- Toys and equipment are checked daily and maintained. Broken toys are repaired or discarded because they present a hazard. No ribbons, string, cord, or yarn are to be attached to pacifiers. Observe toys for broken pieces, sharp corners and loose parts.
- Styrofoam cups and brittle plastic forks are choking hazards because small pieces can easily break off when these objects are chewed.
- Set up furniture, activities and equipment so that doorways and pathways are kept clear.
- Playground equipment should be firmly anchored. This safety measure will be checked initially when we open the Mobile Child Care unit. More than 70 percent of injuries on the playground are the result of falls - children pushing and shoving each other, dare devil behavior and inattention by children.
- When diapering an infant, do not leave child unattended. Keep pins and other small objects out of her/his reach. Do not leave a child unattended in a crib with the sides down.
- Be aware of poisonous plants, shrubs and trees on the playground and building areas. Warn children that the plants will make them VERY SICK.
- Pediatric CPR and first aid are emergency skills in which all the DRMCC Unit Leaders are trained.
- Incident/Injury forms need to be completed in the event of an accident.

Registration and Dismissal of Children

Forms

- Use designated forms.
- All information given by the parent must be kept in strictest confidence unless permission is given.
- Keep on-going log that records the children's name and identification number.
- At time of registration, the registration form must be filled out completely on each child.
- Keep a logbook of staff arrival and departure times.

Registration Procedures

- Two or more staff people should be at the registration station especially at the peak time-for greeting the families, assisting the parent in the proper paperwork, keeping the children calm, and escorting the children to the proper care area. The "registration" person should not vacate the desk without a replacement.
- Record the child's check-in time on the back of the registration form.
- Establish clearly and effectively at the time of registration that it is necessary to present "the pickup slip" in order to pick up the child(ren).
- Each child will be assigned an identification number which is effective for the duration of the DRMCC event. The number is recorded by the Unit Leader on the log and the registration form.
- Children are identified by the use of wrist bands or masking tape on the back of the child's shirt. Write the number and the child's name on the wrist band or masking tape.

- All personal items brought by the child must be labeled. Label items with wide tape (1 1/2 inch is ideal) and large, legible lettering including the child's name and identification number.
- The identification numbers will be assigned accordingly, beginning with 001 and continuing through the central list until the response is over. At any given site one central identification assignment sheet will be used. As a number is assigned to a child, the number will be marked through (i.e., 202). This will reduce the chances of duplication.

Dismissing (Picking Up) the Child

- The person picking up the child is required to return the pick-up slip and show a picture ID for verification. No child will be released to anyone other than the parent or persons listed on the registration form.
- The staff person at the registration station is responsible again to greet the parent or responsible person, check the credentials (the pick-up slip) and begin the dismissing procedure.
- A staff person will locate the child by name and number and their personal belongings and return them to the check-out station.
- Record child's check-out time on the back of registration form and remove ID bracelet. Have parent sign the form.

Sanitation

Health and Disease Control

- Hale and Polder, using data from the Department of Health and Human Services of the United States Public Health Service's Center for Disease Control and Prevention, suggest that these symptoms should be followed for exclusion of sick children or children with communicable situations:
- Fever--is defined as having a temperature of 100°F or higher taken under the arm, 101°F taken orally, or 102°F taken rectally.
- Diarrhea--runny, watery, or bloody stools
- Vomiting--two or more times in a 24-hour period
- Sore throat with fever and swollen glands
- 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, or pink eye
- Yellowish skin or eyes
- Child is irritable, continuously crying, or requires more attention than you can provide without hurting the health and safety of other children in your care.
- Other symptoms to watch for (not covered by Hale and Polder): head lice, discolored nasal discharge, exposure to chicken pox, began taking an antibiotic less than 24 hours prior.
- Toys/furniture should be sanitized with a bleach solution (1 tablespoon bleach to 1 quart water). This must be mixed daily and not carried over for later use.

Safe Food Handling and Sanitation Practices

- Food must be served and stored at the appropriate temperatures.
- The danger temperature for food is between 40°F and 140°F.
- Use all 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.
- See booklet: *Keeping Kids Safe - A Guide for Safe Food Handling and Sanitation and The ABC's of Safe and Healthy Mobile Child Care.*
- 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.

Diapers

- Disposable gloves must be worn for diaper changing. Gloves must be disposed of after each usage.
- Hands must be washed with soap and water or cleaning solution after each diaper changing.
- Only disposable towels are to be used for hand drying.
- Diaper changing surfaces must be sanitized after each use. Use 1/4 cup bleach to a gallon of water.
- Crib sheets, burp cloths, bibs and aprons must be laundered after each use.

Use of Disposable Gloves

- For diaper changing
- For handling of body fluids
- For treating open wounds
- Gloves must be disposed of after each usage

Hand Washing

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

Health Concerns

Abuse Prevention

- At time of arrival, the registrar should ask the admitting adult about any abrasions or bruises. These must be recorded on the registration form.
- Staff should never be isolated where they cannot be observed by other staff.
- Staff may never hit, shake or verbally abuse a child. Doing so will result in immediate removal from the MCC unit and team. Documentation is required.

Accidents and Injuries

- In the event that a child is injured, contact the Unit Leader immediately to determine first aid needs.
- Any injury occurring to a child while in MCC must be reported on an accident form.
- In the event of serious injury, call 911. Staff should administer appropriate treatment until 911 arrives.

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 MCC program. This is at the discretion of the Unit Leader. Documentation is required.

Sanitizing the Modules

- Pull all items from the shelf onto the floor.
- 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 tablespoon per 1 quart 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).
- Using a different disposable sponge or cloth for each tub, wipe out all of the shelves with each of the waters.
- Begin washing toys and tubs and leaving them to dry on a White towel. Each toy should be in the bleach water for at least 15 seconds for thorough sanitizing.
- If a toy cannot be submerged, (if 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), use the damp sponge to wipe it off.
- Change the water as needed, when the soapy water is dirty, or the bleach or clear waters become soapy.
- As toys and tubs dry, replace them on the shelves.

Hygiene Practices

- Caring for preschoolers and children includes providing a clean environment where the child can explore, create, learn and play. That means toys, teaching materials, equipment, walls and floors need practices to ensure a safe and clean environment for the child.

Teachers of Infants and One-Year Olds

Changing a Diaper

- Collect a sheet of waxed paper, moist disposable towelette, a clean diaper and disposable gloves approved for medical use.
- Place the waxed paper on top of a clean diaper and slide both under the child on the changing table.
- Roll the soiled or wet diaper in waxed paper. Fasten the clean diaper securely.
- Place any wet clothing in a plastic bag before placing in diaper bag.
- Put a wet or soiled disposable diaper in a plastic bag and place it in a trash container lined with a disposable plastic bag which can be securely closed at the top when trash is emptied.
- Wipe vinyl mat with disinfectant solution (1 tablespoon bleach to one quart water), rinse in clear water and dry with disposable paper towel.

Cleaning a Crib

- Remove the towel and all teaching materials.
- Spray entire bed with disinfectant spray, including mattress, sides and top edges.
- If wooden cribs are available, use warm soapy water, clear rinse water and a disinfecting 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.
- Let mattress air dry.

Washing Hands

- After changing a diaper and removing disposable gloves
- After assisting a child with toileting
- After wiping a child's nose or mouth
- Before feeding a baby or serving snacks
- Before and after attending to a cut or other injury. When blood is present, use disposable gloves. Clean hands and surface with one part bleach to ten parts water.

Hand Washing Procedures

- Use mild liquid antibacterial soap and warm water.
- Scrub hand vigorously for 10-15 seconds.
- Dip hands in diluted bleach solution (1 tablespoon bleach to 1 gallon water).
- Rinse hands thoroughly and dry with disposable paper towels.
- If a water source is not available in the room, use a spray bottle or pan filled with soapy bleach solution, a spray bottle (or pan) filled with clear rinse water and a dishpan for washing hands. If pans of water are used, change water frequently (at least twice during a three-hour period).

Washing Teaching Materials

- In a baby/one-year-old class, fill three basins with: warm soapy water, disinfectant solution, (1 tablespoon bleach to 1 quart water, mixed fresh), and clear rinse water.
- Wash each toy, teaching picture and so forth, after use by a child during the sessions as needed. Change basins of water frequently as needed.
- After the session, wash all toys and teaching materials and set them aside on towels or in a dish drainer to air dry.

Wearing Disposable Gloves

- When teachers come into contact with blood, they must use single-use, disposable gloves.
- The teacher or worker must wear a new pair of disposable gloves every time a diaper is changed.
- Wearing disposable gloves for tears, wiping noses and drooled saliva is not practical, so the worker should use tissues for this purpose, washing hands immediately thereafter.

Teachers of Two-Year-Olds through Second Graders

Washing Hands

- Wash hands after assisting a child with toileting and wiping a child's nose or mouth.
- Wash hands before and after attending to a cut or other injury. When blood is present, use disposable gloves. Clean hands and any soiled surfaces with a solution of 1 part bleach to 10 parts water.
- Use a mild liquid antibacterial soap and warm water.
- Scrub hands vigorously for 10-15 seconds.
- Dip hands in a mild diluted bleach solution (1 tablespoon bleach to 1 quart water) or fill a spray bottle with a mild diluted bleach solution (1 tablespoon bleach to 1 quart water). Keep mixture in a quart container to replenish during the session if needed.
- Rinse hands thoroughly and dry with disposable paper towels.

Washing Teaching Materials

- Clean teaching materials according to the frequency of use.
- Wash the following teaching materials with a cloth and mild bleach solution (1 tablespoon bleach to 1 quart water):
 - Teaching pictures
 - Books
 - Puzzles
 - Blocks and block accessories (wooden figures, trucks, and so forth)
 - Tables and Chairs
 - Chairs
 - Shelves (books, blocks, puzzles, nature, music, and so forth)
 - Art easel and art brushes
 - Toy telephone
 - Any hard plastic item

- Wash any home living, tablecloth, or cloth items regularly. Wipe home living table after each session with a mild bleach solution of 1 tablespoon bleach to 1 quart water.
- To clean toys with a spray bottle, place toys on White towels and spray with a solution of 1 tablespoon bleach to 1 quart water. Allow toys to air dry or wipe with clean towels.

Cleaning the Walls and Floors

- Clean door/knobs regularly with a mild bleach solution of 1 tablespoon bleach to 1 quart water.
- Clean walls and floors as needed with the mild bleach solution.

Assisting Children in Developing Hygiene Habits

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

Food Preparation Area

- Store containers of food a minimum of 6 inches off the floor.
- To provide sanitary work areas, food contact surfaces are washed, rinsed and sanitized after each use with a mild bleach solution (1 tablespoon bleach to 1 quart water). Prepare new solution daily to maintain disinfecting strength.
- When washing dishes and kitchenware, use hot water. Instead of using dish towels for drying, air-dry dishes and kitchenware on rack and drain board, as this method is more sanitary.
- Formula is stored no longer than 48 hours after opening. Other foods are used within 36 hours after opening or must be discarded. Check expiration dates of foods before opening.
- Potentially hazardous food is refrigerated **at no more than 45 degrees F** or heated to **no less than 140 degrees F**. Store food in original containers.

First Aid Instructions

- Observe the child before touching him/her. You can find out much information before you actually touch the child. Look for signals that indicate changes in consciousness, any breathing difficulty and any apparent injuries or conditions. All may change as soon as you touch the child because he or she may become anxious or upset.
- Caring for ill or injured children can be very stressful. Staying calm will show confidence and help keep the child calm.
- Explain what you are going to do before you do it. Be sure to use terms and language the child will understand. Check a conscious child from the feet to the head rather than head to toe. The child is more likely to accept you first touching the feet and progressing to the head.

Skin injuries

Abrasions

- Wash under running water to loosen dirt
- Cleanse gently with soap and water
- Dress with clean gauze and cloth

Lacerations

- May require sutures
- Control bleeding
- Cleanse with water, mild soap or peroxide and clean cloth
- Dress with antibiotic ointment and gauze

Burns

- Stop the burning. Put out flames or remove the victim from the source of the burn.
- Cool the burn. Use large amounts of cool water, (not ice or ice water). You can apply soaked towels, sheets, or other wet clothes to a burned face or other areas that cannot be immersed.
- Cover the burn. Use dry, sterile dressings or a clean cloth. Loosely bandage them in place. Covering burns helps keep out air and reduces pain. It also prevents infection.

Bone Injuries

- Treat possible fractures as such until proven otherwise.
- Simple objects may be used as splints: magazines, tongue blades, pillows.

Insect Stings

- Do not leave the child unattended. Watch for possible allergic reaction.
- Place a cool compress on sight of sting.

Poisonings

- Prevention is the best way to avoid accidents. Keep potential poisons away from or locked up when children are present.
- Save container!

Things to Remember

- PREVENTION is the best defense against accidents, but we must know how to respond quickly and appropriately to emergency situations as they arise.
- Remain calm and offer reassurance and comfort.
- Treat most serious injuries first.
- Try to get an account of what happened from child or bystanders.
- If injury seems serious, send for medical help.

A good practical resource is available from the American Red Cross called, *Till Help Arrives*.

Chapter Six: Characteristics of Children and Appropriate Responses

Birth to Three Years Old

Trauma is an emotional shock that can intensify characteristics such as fear, anger and jealousy. Following are general characteristics of children. Be sensitive to how they are intensified during disasters. A crisis produces stress, fear, anxiety and can result in childhood trauma.

Physical

1. His large muscles are still developing. Provide materials and activities on his level.
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 vocabulary is limited. Talk on his level.
2. His attention span is limited. Provide a variety of activities.
3. He has limited ideas of time and space. Avoid specific concepts of time.
4. He is imaginative. Provide opportunities to "play like."
5. He is curious. Give him simple, direct answers.
6. He is literal-minded. Avoid abstract ideas or symbolism.
7. He learns by imitation. Be a good example.
8. He responds by suggestion. Avoid commands.
9. He learns through his senses. Provide opportunities to see, touch, hear, and smell.

Social

1. He is self-centered. Be understanding but encourage sharing.
2. He wants approval. Commend appropriate behavior.

Emotional

1. He has strong emotions. Control your own emotions; provide a quiet atmosphere.
2. He has feelings of insecurity. Provide structure while being flexible.
3. He has some control over crying. Encourage him to ask for things rather than cry for them.
4. He may act out his anger. Do not let tantrums be successful. Take them away from their audience. Encourage them to use words to express their needs and respond positively when they do. They may just need someone to hold them to feel secure and loved.
5. He may become jealous for the attention of his caregiver. Avoid favoritism.
6. He may be possessive. Respect his belongings. You may need to put them out of reach of other children, but within sight of the owner. Label special toys with the child's name.

Spiritual

1. His concept of God varies according to his culture and upbringing. Letting him see God in you will be more important than any words you can say.
2. His first evidence of God may be you. Make sure you represent Christ with love and compassion.

Four to Five Years Old

Physical

1. He is active. Provide ample space and activities that allow him to move frequently.
2. His large muscles are developing. Provide large materials and toys.
3. He can do only one thing at a time. Provide simple, one-at-a-time activities.
4. He is susceptible to disease. Keep play and sleep areas clean; sanitize toys.

Mental

1. He has a limited vocabulary. Choose simple stories; use short, action words.
2. He enjoys repetition. Select good games, stories, and activities. Repeat them as often as the child seems interested.
3. His memory may be undependable. Send notes to parents. Do not expect him to remember from one day to the next.
4. He usually believes what he hears. Tell him the truth. If you do not have an answer, say so.
5. He thinks in concrete terms. Avoid symbolism.
6. His sense of time is limited. Use terms such as "a long time ago" or "after we eat lunch" as time references.
7. He learns by doing. Let him do as much for himself as he is comfortable doing.

Social

1. He is dependent. Give assistance only when he requests it. Praise him for completing work himself.
2. He may be shy. Respect his shyness. Help him choose activities with which he is comfortable. Provide a variety of activities so he can choose.
3. He is self-centered. Be understanding but encourage sharing.
4. He likes to play alone. Provide individual play experiences.
5. He has imaginary playmates. Don't encourage him to give them up.
6. He needs attention. Give attention within limits.

Emotional

1. He is easily excitable. Avoid confusion. Speak in a calm, quiet tone. Distract the child, or, if necessary, remove him from a difficult situation.
2. He is afraid of the unfamiliar. Provide as much stability as possible.
3. 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 create fantastical reasons. Saying "I don't know" or "I don't understand" is OK.

Spiritual

1. He "catches" his religion. Be aware of teachable moments.
2. He is beginning to see the difference between right and wrong. Praise him when he makes right choices.

Six to Seven Years Old

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. Let him act out stories and situations.
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.

Social

1. He likes to talk. Value his ideas and suggestions. Provide opportunities for him to talk. Use guided conversation.
2. He likes both competitive and noncompetitive activities. Provide both.
3. He respects authority. Live worthy of his respect.

Emotional

1. He is easily excited. Speak softly and calmly.
2. He has many fears. Help him feel secure; be consistent.
3. He may withdraw because of shyness. Respect his shyness. Help him choose activities that he is comfortable with. Provide a variety of activities so he can choose.

Spiritual

1. He may have questions about God and is ready for some spiritual teaching. Provide spiritual experiences on his level, and give simple explanations when questions arise.
2. Some may be ready to make a decision for Christ. Be aware and ready to talk with the child about spiritual matters. However, do not force any child to make a decision.

Chapter Seven: 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, et cetera.
- 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 (i.e., personal clothes, play items, landmarks, etc.).

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).
- The 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 of 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
- To be touched and sometimes held
- Patience from the workers
- A sense of security

Physical Calming

- A clean environment
- A time for expression through play
 - housekeeping area
 - block/building center
 - books and puzzles
 - creative art
- An opportunity to talk and express feelings
- Warm clothes, nutritious food and snacks
- A time to rest

Social, Family and Spiritual Calming

- Identification with the group
- Continuity of workers
- Prayer
- Curriculum directed toward non-church or non-Christian children
- Brochures directed toward helping parents deal with the needs of their children during this time of disaster

Suggested Methods and Techniques to Use with Children Following a Disaster

Focus on the disastrous event in this sequence

- General events – If a flood – Talk/draw about the flood in general. Floods happen when....Then....
- Specific events – Talk/draw about the local flood you just experienced. Then....
- Personal experience – Talk/draw about each person's personal experience in the flood. Then....
- Conclude with quiet, reflective time.

Talking Method – CAUTION - 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.

Why?

- 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 have been raised in situations other than with family where talking openly was practiced.

- Some children prefer not to discuss their feelings openly due to personality type, privacy concerns or lack of trust in the process.
- All these reasons should be respected as valid.

Talking Method:

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

Drawing Method – Introduce drawing as another way of talking, but silently. 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.

Activities – (use questions below to help as themes for drawing).

- Draw or write a book together.
- Write journals with pictures.
- 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 every day for viewing, additions, etc.
 - Fill it in on an ongoing basis.
 - Celebrate it. Use it to demonstrate getting through something tough. Facilitate discussion.
 - Take photos when completed.
- Draw aspects of the event (people, places, activities). Suggest rather than say draw a fireman helping someone – say draw a person you saw doing something helpful.
- Create a collage. This is the safest form of drawing. The child feels they are losing less of self.
 - A collage can be extremely powerful.
 - They provide boundaries. (They can draw what they can't find in magazines.)
- You can also look at pictures, drawings, paintings, and talk about what they communicate.
- 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. Allow those who want to, to talk about their drawings. Use open-ended questions.

Leading Questions – These are some leading questions and suggested themes you can use to help children express themselves in either method.

1. Where were you when it happened?
2. What were you doing?
3. Where were your friends?
4. Where was your family?
5. What was your first thought when it happened?
6. What were you thinking during it? (Allow for silence for some with low language skills, shyness, discomfort, etc. Especially encourage peer support for these children).
7. What did you see?
8. What moved, what fell?
9. What changed? (Lifestyle, living conditions)
10. What changed after the disaster?
11. What did you hear?
12. What sound did it make?
13. What did you smell?
14. What did you do after that?
15. What did you lose?
16. How did you feel?
17. What did other people around you do?
18. What was the silliest thing you did?
19. Were you or anyone else you know injured?
20. What happened to the animals around you?
21. What dreams did you have after it? (related or unrelated – either is fine to discuss).
22. What reminds you of it? When do you think about it?
23. What do you do differently since the disaster?
24. How do you feel now?
25. What makes you feel better?
26. Was anyone you know killed in the disaster? (Your goal is to help the child feel better.)
27. How have you gotten through rough times before?
28. What would you do differently if it happened again?
29. How did you help others? How would you help next time?

You might think of other leading questions, but make sure that the questions are open-ended. This means they can't be answered by a yes or no only. Open-ended questions facilitate verbal expression. Any of the above questions would be helpful at any time after a disaster—the next day, the next week, or later. These questions can be used as the basis for the talking or drawing methods of activities.

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

Room Arrangements

Service Center or American Red Cross Shelter

A. Room Options

1. One room - all ages together
2. Multiple rooms with ages divided (siblings or relatives may not want to be separated after a trauma)
3. Open room with children in sections of the room

B. Operations

1. Children participate for a few minutes to several hours (usually 3 - 4 hrs.)
2. Snacks—about every 2 hours
3. Meals—prefer parents take care of meal—evaluate situation
4. Resources for snacks and meals—American Red Cross or other servicing organization, disaster relief Mobile Feeding Unit, donations, parents or relatives in the building
5. Service center hours usually 8 a.m. to 6 p.m.

Mobile Child Care Center

A. Room Options

1. One room with all ages together
2. Multiple rooms with ages divided (siblings or relatives may not want to be separated after a trauma)
3. Church setting, probably in preschool rooms or fellowship hall, with MCC equipment

B. Operations

1. Children participate all day, perhaps for several days (8 a.m. to 6 p.m.)
2. Snacks (2) in mid-morning and mid-afternoon
3. Lunch—ERV, SBC Mobile Feeding Unit, or if facilities available, fix on site

Suggested Schedule for Centers

Service Center

8:00	Open center Register children Wash hands Free play - children may choose what they would like to do Bathroom and hand washing -- as needed during the day
10:00	Snack: drink and cookie, crackers, raisins, et cetera
12:00	Lunch or snack
1:00	Quiet time
2:00	Snack
4:00	Snack
6:00	Close: clean up, sanitize, get room and paperwork ready for next day.

Day Care Center

8:00	Open Register children
8:30	Snack
9:00	Free play till more children arrive
10:00	Game to acquaint children and staff Activity songs -- movement Free play
11:10	Story / wind down time Bathroom -- at least try and then wash hands
11:30	Lunch
12:15	Bathroom and wash hands
12:30	Rest time -- rub backs, if child agrees Quiet music Be flexible -- depends on how well children are resting. Some children may need to lay quietly with a book if not sleepy and disturbing others. Older children up earlier -- watch video, books, quiet activities
2:30	Up, shoes on
3:00	Snack, bathroom, wash
3:30	Free play till parents arrive
6:00	Close: clean up, sanitize, get room and paperwork ready for next day

Sample Daily Schedule for Staff

- 6:00 a.m. Arise and shine for thy light has come!!
Devotional time – a.m. or p.m.- Unit Leader leads or delegates
- 7:00 Breakfast at disaster relief Mobile Feeding Unit
- 7:45 Arrive at Mobile Child Care site
- 8:00 Open facility
Begin registration
- Set up a printed schedule for:
Breaks: One 15-minute break in the morning and afternoon
Lunch: All together or rotate
Registration table: rotate staff for a change of pace
It is helpful to use a bulletin board or chalkboard to list schedules.
- 6:00 p.m. Close
Clean up
Sanitize room—chairs, tables, toys, etc.
Get paperwork and room ready for next day
- 7:00 Dinner
- 8:00 Debriefing
Devotional
Prayer time
- 10:00 Lights out!!

Staff Personal Information—Mobile Child Care

Date: _____

Name: _____ Birth Date: _____

Address: _____

City: _____ State: _____ ZIP: _____

Phones: Cell _____ Home _____ Work _____

Email _____ Spouse's Name: _____ Phone: _____

Emergency Contact (non-spouse):

1st Person: _____ Relationship: _____

Address: _____

City: _____ State: _____ ZIP: _____

Phone #1: _____ Phone #2: _____

2nd Person: _____ Relationship: _____

Address: _____

City: _____ State: _____ ZIP: _____

Phone #1: _____ Phone #2: _____

Profession _____

How much notice do you need? _____

Do you have any physical limitations? _____

Do you have special talents? _____

Member of what Southern Baptist church? _____

Pastor's Name: _____ Church Phone: _____

Association: _____ Alternate Phone _____

Preschool/Children's
Experience: _____

Staff Medical Information—Mobile Child Care

Date: _____

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ ZIP: _____

Spouse Name: _____ Phone: _____

Emergency Contact (Other):

Name: _____ Relationship: _____

Phone: _____

Church: _____ Association: _____

Medical Problems: _____

Physical Handicaps: _____

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

Allergies (Food): _____

Symptoms/Reactions: _____ Antidote: _____

Allergies (Other): _____

Symptoms/Reactions: _____ Antidote: _____

Medications: Name: _____ Dosage _____ Frequency _____

Side Effects: _____

Medications: Name: _____ Dosage _____ Frequency _____

Side Effects: _____

Person responsible for reminding you: _____

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

Information Required for All Workers with Children and Youth

Name _____
(First) (Middle) (Last)
Maiden Name _____ Other Last Names Used _____

Address _____

City _____ State: _____ ZIP _____

Social Security # _____ Date of Birth _____

Current Driver's License _____ State: _____

List Previous Address (10-year history) _____

Have you ever been convicted of or pleaded guilty to a crime? Yes No

If yes, please explain. (attach a separate page, if necessary) _____

Personal References (Need three including church staff member, not former employers or relatives):

Name _____ Email: _____

Address: _____ Phone: _____

City _____ State _____ ZIP _____

Name _____ Email: _____

Address: _____ Phone: _____

City _____ State _____ ZIP _____

Name _____ Email: _____

Address: _____ Phone: _____

City _____ State _____ ZIP _____

RELEASE

The above information contained herein is correct to the best of my knowledge. I authorize any and all individuals, churches, charities, employers and references you may contact to give any information (including opinions) that they may have regarding my character and fitness for ministry. I hereby release any individual, church, charity, employer, reference or any other person or organization, including record custodians, both collectively and individually, from any and all liability for damages of whatever kind or nature which may at any time result to me, my heirs or family, on account of compliance or any attempts to comply, with this authorization. I waive any right that I may have to inspect any information provided about me by any person or organization.

I further state that I **have carefully read the foregoing release and know the contents thereof, and I sign this release as my own free act.** This is a legally binding agreement which I have read and understand.

Signature _____ Date _____

Southern Baptist Disaster Relief Mobile Child Care Reference Form

_____ has applied for service in Disaster Relief Temporary Mobile Child Care. We consider it important to have your appraisal of this applicant's ability, conduct, personality and character. Your cooperation in answering these questions will be greatly appreciated. YOUR REPLY WILL BE CONFIDENTIAL.

What is your relationship to the applicant? _____

Give any information you can concerning home conditions and family background which bears on the applicant's suitability for this service. _____

Is there anything in the applicant's background that would hinder cooperation with our (state) Baptist program? _____

If yes, explain. _____

Does applicant have any objectionable habits? If yes, explain. _____

Does applicant have motivation and energy to be a good staffer? _____

Is applicant active in church and/or among the young people of the community? _____

What places of leadership has applicant held? _____

Taking these and other factors into full consideration about the applicant, I (check one):

_____ Wholeheartedly recommend
_____ With reservations recommend
_____ Do not recommend

We welcome additional facts or comments concerning the applicant. _____

(If additional space is necessary, please attach another sheet of paper.)

Signed: _____ Date: _____

Position: _____

Please return this form as quickly as possible.

Pick-Up Slip (Mobile Child Care)

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

I.D. Number: _____ Date: _____

Child's Name: _____

Team Leader's Signature: _____

Phone Number of Center: _____



Pick-Up Slip (Mobile Child Care)

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

I.D. Number: _____ Date: _____

Child's Name: _____

Team Leader's Signature: _____

Phone Number of Center: _____



Pick-Up Slip (Mobile Child Care)

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

I.D. Number: _____ Date: _____

Child's Name: _____

Team Leader's Signature: _____

Phone Number of Center: _____

Child Registration Form—Mobile Child Care (Front Page)

ID # _____ Date: _____

Name of Child: _____ Age: _____ M _____ F _____ Birth Date: _____

Contact Information:

Name of Parent/Guardian: _____

Address: _____ Home Phone: _____

Work Phone: _____ Cell Phone: _____ Email: _____

Person to contact if parent is not available: _____ Phone: _____

Name of child's physician: _____

Address: _____ Phone: _____

In the event a parent or other contact cannot be reached by telephone or email, consider this permission to treat my child.

Parent/Guardian Signature: _____ Date: _____

Print Name: _____

I authorize MCC to photograph my child for future disaster relief training or promotional purposes: ___ Yes ___ No

I give permission for my family contact information to be given to this church for follow up: ___ Yes ___ No

Parent/Guardian Signature for photo/contact release: _____ Date: _____

Things to Know About My Child

Medications: _____

Child's special needs and restrictions: _____

Allergies: _____ Effects: _____ Antidote: _____

Allergies: _____ Effects: _____ Antidote: _____

Feeding instructions: _____

Other: _____

Have you noticed any changes in your child since the disaster? If so, what? _____

Infants, Creepers, Toddlers Information

Child's Name: _____

Food: (circle) Solid Strained Table Formula Type: _____ How Much? _____ How Often: _____

Nap Time(s): _____ Special needs (blanket, pacifier, etc.) _____

Current Medications: _____ Times to be given: _____

The following people have permission to pick my child up in my absence with a pick-up slip and picture identification:

Child Registration Form—Mobile Child Care (Back Page)

	DATE	TIME	AGE GROUP LEADER	SIGNATURE OF PERSON 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

Temporary Emergency Mobile Child Care (Front Page) Guardería Durante Emergencia Temporal

Name of Child _____ Birthdate _____
Nombre de Niño _____ Fecha de Nacimiento _____

Name of Parents _____
Nombre de Padres _____

Address _____ Home Phone _____
Domicilio _____ Teléfono _____

Mother _____ Business Phone _____
Madre _____ Teléfono del Empleo _____

Father _____ Business Phone _____
Padre _____ Teléfono del Empleo _____

Where parent can be located if needed.
Dónde se puede localizar a los padres si se necesitan? _____

Address _____
Dirección _____

Person to contact if parent not reachable.
Persona a quién avisar si los padres no se pueden localizar. _____

Name of child's physician _____
Nombre del doctor de su niño _____

Address _____ Phone _____
Dirección _____ Teléfono _____

In event of emergency and parent cannot be reached, by phone at the above numbers, consider this permission to treat my child.
En caso de una emergencia y que no se pueda localizar a los padres por teléfono a los numeros ya mencionados, considere este permiso para tratar a mi niño.

Parent's signature _____ Date _____
Firma del padre _____

This portion must be presented when you come for your child.
Presente esta porción cuando venga por su niño.

Team supervisor's signature/Firma del Supervisor del Grupo _____

Phone number of center/Teléfono de la Guardería _____

Sponsored by/Patrocinado por: _____

Address: _____ Phone _____

Child's Name/Nombre del Niño _____

Child Registration Form—Mobile Child Care (Back Page)

	DATE	TIME	AGE GROUP LEADER	SIGNATURE OF PERSON 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

Injury Report—Mobile Child Care

Name of Center: _____ Date: _____

Name of Child: _____ Home Address: _____

Location of Accident: _____ Time: _____

BRIEF DESCRIPTION OF SITUATION:

What was child doing? _____

How did the accident happen? _____

Equipment or materials involved: _____

Hazardous conditions present: _____

Describe the injury _____

ADULTS IN CHARGE:

Name of adult(s) in charge _____

Present at site of accident? Yes _____ No _____ Was parent notified? Yes _____ No _____

How was parent or guardian notified? (phone or other) _____

Name of person who notified parent: _____

PROCEDURE:

First aid administered? Yes _____ No _____ By whom? _____

What was the procedure of treatment? _____

Referred to physician? _____ Nurse? _____ Clinic? _____ Hospital? _____

By whom? _____ Time: _____ Parent refused treatment? Yes _____ No _____

Explain: _____

Other information _____

List other adults present: _____

Adult witnesses: _____

Child witnesses: _____

Signature of Age Group Leader/Program Nurse

Date: _____

Signature of Unit Leader

Date: _____

Incident Report—Mobile Child Care

Date _____ Time _____

Location of Incident: _____

Unit Leader (Unit Leader (Blue Hat)): _____

Person(s) Involved: _____

Injuries: _____

Emergency Notification Made By: _____

Property Damage: _____

Owner of Property: _____

Address: _____

Home Phone: _____ Work Phone: _____

Narrative _____

Unit Leader Signature _____

Onsite Coordinator Signature _____

State Disaster Relief Director Signature _____

Date Reviewed: _____

Decision: _____

Press Release—Mobile Child Care

Free Mobile Child Care facilities will be provided by _____

Baptist Disaster Relief Mobile Child Care at

_____ for children, including infants through _____ (grade).

The Mobile Child Care program will be available for those affected by the recent disaster.

Care will be available _____ days a week, _____ through

_____, from _____ a.m. until _____ p.m.

The Unit Leader of the Mobile Child Care Unit, _____,

reported that volunteers who serve at the site have been trained in disaster services.

Southern Baptists began the Mobile Child Care program to aid those affected by disasters

and who need someone to care for their children while they attend to disaster relief needs.

Site Information Sheet—Mobile Child Care

Date: _____

Mobile Child Care Center: _____

Disaster Relief Center: _____

Red Cross Center Coordinator: _____

Sleeping Center: _____

Mobile Feeding Unit:
(Call early to report number of meals needed and confirm pickup time.)

Area Director of Missions: _____

Secretary: _____

Local Contacts: _____

Other Local Information: _____

Mobile Child Care Coordinator: _____

Registration Desk: _____

Room	Lead Teacher	Assistant Teacher
Room #1		
Room #2		
Room #3		

Floater: _____

Laundry Location: _____

Snacks and Meals Location: _____

Notes: _____

Be sure to update the date sign and check the ice in the ice chest.

Allergy Alert—Mobile Child Care

Child's Name: _____

Allergy	Effects	Antidote

Parent's Signature: _____

Date: _____

Allergy Alert—Mobile Child Care

Child's Name: _____

Allergy	Effects	Antidote

Parent's Signature: _____

Date: _____

Building Survey—Mobile Child Care

Building Name: _____

Address: _____

Phone: _____

Building Contact: _____ Phone: _____

Type of Building: _____

Amount of Space to be Used: _____

Physical Survey of Rooms/Areas to be Used

1. Room #/Location: _____ Survey: _____

2. Room #/Location: _____ Survey: _____

3. Room #/Location: _____ Survey: _____

4. Room #/Location: _____ Survey: _____

5. Room #/Location: _____ Survey: _____

List more rooms on reverse side.

MCC Unit Leader _____ Date: _____

Building Contact Signature _____ - _____ Date: _____

Daily Attendance Record—Mobile Child Care

Date: _____

Workers Today: _____

ID #	Child's Name	Age	Time In	Time Out	Parent's Signature

Playground Safety Checklist—Mobile Child Care

Date: _____

1. _____ Fence is in good repair.
2. _____ Playground sign is posted.
3. _____ Gates are secure and lockable and have a safety latch.
4. _____ Sight lines are unhampered.
5. _____ Playground equipment is six feet away from fences and building.
6. _____ Playground equipment is anchored in ground.
7. _____ Sharp edges are covered.
8. _____ Bolts and screws are secure.
9. _____ Shock & water absorbent materials are under equipment.
10. _____ Playground is free of poisonous plants, litter, insect nest etc.
11. _____ Play toys are in good condition.
12. _____ Area is free of electrical hazards.
13. _____ Moving parts are free of defects.
14. _____ All openings other than crawl-thru and slides are less than 8 inches.
15. _____ Electrical outlets have safety covers.
16. _____ Harmful supplies are out of reach of preschoolers.
17. _____ No protruding parts are present.

Other Comments:

Room Safety and Sanitation Checklist—Mobile Child Care

Date: _____

1. _____ Locate nearest restroom to Mobile Child Care location.
2. _____ Scan room for electrical outlets and protect with safety covers.
3. _____ Observe windows for broken glass and make sure they are locked.
4. _____ Determine an emergency exit.
5. _____ Ensure proper lighting.
6. _____ Remove any broken furniture.
7. _____ Remove or cover sharp objects.
8. _____ Cover any hazards in carpet or flooring.
9. _____ Sanitize floors, walls, shelving, cabinets, etc. using $\frac{1}{4}$ cup bleach to one gallon water.
10. _____ Vacuum carpets.
11. _____ Place harmful supplies out of reach of children.
12. _____ Sanitize restrooms.

Other Comments:

Identification Numbers—Mobile Child Care

001	051	101	201	301	401	501	601
002	052	102	202	302	402	502	602
003	053	103	203	303	403	503	603
004	054	104	204	304	404	504	604
005	055	105	205	305	405	505	605
006	056	106	206	306	406	506	606
007	057	107	207	307	407	507	607
008	058	108	208	308	408	508	608
009	059	109	209	309	409	509	609
010	060	110	210	310	410	510	610
011	061	111	211	311	411	511	611
012	062	112	212	312	412	512	612
013	063	113	213	313	413	513	613
014	064	114	214	314	414	514	614
015	065	115	215	315	415	515	615
016	066	116	216	316	416	516	616
017	067	117	217	317	417	517	617
018	068	118	218	318	418	518	618
019	069	119	219	319	419	519	619
020	070	120	220	320	420	520	620
021	071	121	221	321	421	521	621
022	072	122	222	322	422	522	622
023	073	123	223	323	423	523	623
024	074	124	224	324	424	524	624
025	075	125	225	325	425	525	625
026	076	126	226	326	426	526	626
027	077	127	227	327	427	527	627
028	078	128	228	328	428	528	628
029	079	129	229	329	429	529	629
030	080	130	230	330	430	530	630
031	081	131	231	331	431	531	631
032	082	132	232	332	432	532	632
033	083	133	233	333	433	533	633
034	084	134	234	334	434	534	634
035	085	135	235	335	435	535	635
036	086	136	236	336	436	536	636
037	087	137	237	337	437	537	637
038	088	138	238	338	438	538	638
039	089	139	239	339	439	539	639
040	090	140	240	340	440	540	640
041	091	141	241	341	441	541	641
042	092	142	242	342	442	542	642
043	093	143	243	343	443	543	643
044	094	144	244	344	444	544	644
045	095	145	245	345	445	545	645
046	096	146	246	346	446	546	646
047	097	147	247	347	447	547	647
048	098	148	248	348	448	548	648
049	099	149	249	349	449	549	649
050	100	150	250	350	450	550	650

Parachute Games



Acquiring a parachute is well worth the effort. With little effort, you can play great games with the entire group. The best thing about a parachute is that up to 25-30 kids can be kept busy and there are no actual winners and losers in the games. New forms of the games and figures are often created during the games or new variations of movements. A parachute may also be hired (kindergarten, schools, mobile play schemes, youth work, etc.). Old (heavy) parachutes from the army are not quite as suitable. The shape of the parachutes is not ideal and some of the games are restricted.

1. Ocean Waves

Players hold the parachute all around the edge securely. Small and big waves are made.

2. Air Bubbles

Players kneel and hold the parachute on the ground. At the signal, they all stand up and hold the parachute over their heads. As the parachute falls down to the ground, the players bring their arms down so that the parachute sinks all the way down on the ground.

Variation: as the parachute sinks, players take 1-2 steps forwards.

Variation: as the arms are brought behind the players backs and brought down as the players sit down.

Variation: as the parachute sinks, the players place their heads on the ground in the direction of the parachute middle.

3. Circles under the parachute

As the mushroom (parachute balloons out) is made, all the players take one step forwards and by sinking of the parachute, they take one step backwards at the same time.

Variation: a few players run under the parachute to the other side.

4. Cat and Mouse

Make waves. A hunter (cat) on the parachute tries to catch a (mouse) who is under the parachute. Players must crawl.

5. **Roundabout**
Players try to “pass” the parachute around in one direction without crossing their hands.
6. **Take a break**
Players hold the parachute tight and all lean backwards.
7. **Exchange game**
Players hold the parachute tight as they sit on the ground. The players on one side lean backwards to make the players on the other side rise.
8. **Carousel**
Players hold the parachute tight and walk, run, or hop on one leg backwards or forwards, or do somersaults in a circular direction.
9. **Tides**
A wave is sent from one side to the other.
10. **Lift**
Lift ‘em High: One player lays in the middle of the parachute and is carefully held up and put back down. The players holding the parachute must really “reel in” the parachute or else it will rip.
11. **Goal**
A ball is laid on the parachute and players try to “shoot” it off the opposing side.
12. **Parachute golf**
If the parachute has a hole in it, you can have the players “putt” a table tennis ball or a tennis ball through the hole.
13. **The hare and the fox**
2 different balls are laid on the parachute. One team tries to catch the other team’s ball.
14. **Rollerball**
A ball is laid on the parachute and players try to get the ball to roll in a circle.
15. **Release ball**
One player is under the parachute and must shoot a ball out from under the parachute. The player standing where the ball comes out is next to go under the parachute.
16. **Place change**
The parachute is swung upwards and a few or all players must exchange places.
17. **Direction change**
Players run with the parachute in a circle- at the signal, the direction is changed.
18. **Catch the player underneath**
One player crawls under the parachute. A second player is on top of the parachute and must try to catch the player underneath. Players holding the parachute make waves, flutter it and hold it so that the player under the parachute is made invisible.
19. **The crocodile snaps**
Everyone sits on the ground and holds the parachute on the edge. The feet are stretched out underneath the parachute. Players holding the parachute make waves, flutter it and hold it so that the player under the parachute is made invisible.

20. **The catapult**
A ball lying on a parachute is catapulted as high as possible.
21. **The flying parachute**
The parachute is swung upwards and let go. Try to keep the parachute floating as long as possible.
22. **Who is that?**
Everyone except 1 or 2 persons sit underneath the parachute. The 1-2 people must find out who is who by feeling their way around.
23. **What (who) is looking out?**
Everyone except 1 or 2 persons lie underneath the parachute and only stretch out their feet. Can the volunteers guess whose feet are whose?
24. **Rolling the parachute**
The players are split into 2 groups. The parachute is rolled up from two opposite sides. Which group will be the first to roll up the most?
25. **Sleep well, teddy**
A box (teddy's bed) and a small soft toy (the teddy) are placed on the parachute. Waves are made to try and put teddy into bed. (By Roxy from Austria).
26. **Changing the colors**
If the parachute is divided into lots of colored triangles, a place change game can be organized by calling out the colors. Each player holds the edge of the parachute at a certain color. The parachute is pulled taut outwards. The game leader calls out: red! All players who are holding the parachute on a red edge change places under the parachute. Several colors can also be called out at once. It becomes very amusing when all the colors are called out at once because the parachute is let go and sinks on top of all players. (By Roman B from Luxembourg).
27. **Sea storms**
One player lies in the middle of the cloth. The other players make a light wind which gathers into a storm and slowly goes away. Then, it is the next players turn. (By Michaela H.)
28. **Calm & storm**
As above but no one lies on the parachute; everyone holds the parachute very still so that it doesn't move. The wind then slowly turns into a storm and then into a hurricane.
29. **Fruit salad**
Each player is given the name of a fruit (apple, cherry, pear, or strawberry). When the game leader calls out the name of a fruit, everyone with this fruit must swap places by running under the parachute. When fruit salad is called out, everyone must swap places with the players on the other side. (Contribution from the UK).
30. **Acquaintance game**
Everyone swings the cloth up and down. The group leader now says that everyone wearing a red t-shirt has to swap places. All of the children with a red t-shirt now run beneath the parachute and look for a new place. Instead of a t-shirt: everyone who is born in August, is between 140cm-150cm tall or whose name begins with an A. Obviously, you can simply call out two names who have to swap places.

31. **Fleas**
Several small balls (plastic balls, tennis balls, table tennis balls) are placed on a parachute and the players try to get the fleas to jump higher and higher. The fleas are gotten rid of at the end of the game and land outside of the parachute.
32. **Championship Fever- The Mexican Wave**
The Mexican wave is started off by the players lifting and sinking their hands under the parachute.
33. **Folding the parachute**
At the end of the parachute games, the parachute has to be folded up again. One half of the group starts and folds the parachute in half by running through the other side. This part of the parachute is taken over from the players waiting on the other side. Then it is the other player's turn until the whole parachute has been folded up. The respective "runners" are out of the game after each run.
34. **Rolling the parachute**
The smaller the diameter of the parachute is, the higher objects can be catapulted into the air but the more difficult it is to catch them again. This can be made into a game. A ball is placed in the middle and is catapulted up into the air to be caught with the parachute again. After each round, the parachute is rolled up a little by each player (gathered). How far can the parachute be gathered up, how high can the ball be catapulted and still be caught? So many questions- just try it out. Option: it is even more difficult when the parachute is gathered up while the object is in the air and there are no breaks.
35. **Come and run with the cloth**
Apart from one child, all of the other children hold the cloth in their hands. There is one or more objects (e.g., a ball) on the cloth. The children must swing the cloth so that none of the objects fall off (e.g., roll it from one person to the next). In order to make everything even more difficult, the well-known game "tag" can be played as well. (An entry from Andrea Stephan).
36. **Bucket ball**
A light plastic bucket and a ball are placed in the middle of the cloth, and everyone tries to get the ball into the bucket. Options: select different size/weight balls or try to get a tennis ball into a yogurt pot. (An entry from Axel B.)
37. **Hairdresser**
The children hold onto the parachute and one child sits beneath it. On the signal, the children pull back and forth on the parachute (we are washing our hair). The child's hair beneath the parachute becomes statically charged due to the rubbing. On the signal, we swing the parachute up so his/her hair flies up and stays up due to the static charge. The more often the hair is "washed", the more beautiful the head of hair becomes. (An entry from Gabi Steidl, Salzburg).
38. **Snake nest**
Many skipping ropes are placed on the parachute like snakes. By swinging the sheet, the snakes jump and wriggle. Be careful that no one is bitten! Any snakes that fall off the sheet have to be thrown back on again. (Sent in by Mararete Thorner).

- 39. Para-swap**
Number the children around the circle, say one to six. Lift the chute and on the third go, shout a number, these children then have to swap places under the canopy before it falls to earth. They need to be told to head for gaps, keep their eyes open and try to avoid bumping one another. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard.
- 40. Para-shuffle**
Simply passing the chute round in a circle rather like hauling a rope. This can be quite a feat for small hands, watch out for friction burns.
- 41. Para-ball**
Place a light-weight football on the chute surface and experiment with moving it. What happens when you shake the parachute, can you flip the ball off over people's head? Can you develop a wave technique that will cause the ball to move in a circle? Using a small ball (tennis ball) can you drop the ball through the hole in the middle, can you stop the ball disappearing? These demand fairly sophisticated co-ordination skills, but in short spells can be fun.
- 42. Para-peek**
One volunteer on top, one beneath, with the idea of the top one catching the other, a bit like cat and mouse only in a different dimension. This can be surprisingly difficult.
- 43. Para-sight**
After lofting the chute several times, everyone steps inside, bringing the fabric taut behind their body, either to shoulder height or to ground level with each person sitting on the edge of the chute, thus creating a sort of tent with everybody under the canopy. Once practiced, this is a useful technique for getting everyone's attention, storytelling, instruction giving, etc.
- 44. Para-circle**
Simply an adaption of any circle game, fishes in the sea, 1 sent a letter, etc. using the chute to maintain the circle form. These sorts of games consist of one or more people racing around the circle and back to their space, or any free space.
- 45. Para-ble**
(It could be worse!) Using the parachute as an aid to storytelling. You have the attention of all because they are holding the chute, commence the story using the parachute as an aid.

“One day, Jesus and his friends went out in a boat on the sea of Galilee, little waves lapped at the shore (up minute ripples in the taut chute). They all climbed into the boat and set out into deeper water, the sea was like glass, not a wave anywhere (chute held taut and motionless). The disciples, used to boats, soon settled down, but then a gentle wind began to blow ruffling the smooth water (chute gently moves). Slowly, the waves got a bit bigger, just a little tiny bit around on a rough sea (suit actions to story). Jesus struggled to his feet, the boat was pitching up and down. He looked at the boisterous waves and told them to be still, he commanded the wind to stop, and suddenly all was calm (chute held

taut). The disciples were amazed, they had been frightened of the storm, but now they felt frightened of Jesus as they realized just how powerful their friend was.”

You will find that the children soon get the idea of following the story and they will almost automatically stop the storm actions at the appropriate time. You can add details, like hauling on ropes or rowing with appropriate actions. You can illustrate Peter’s faith by a person walking on the chute surface.

Jonah’s story- listening to parachute instructions- listening to God; obeying instructions- Jonah didn’t; a storm at sea, as above; man overboard, under chute; Jonah inside fish, para-sight; out to Ninevah (shade of the week, etc.).

It is possible to twist all sorts of stories to use the parachute, however a good idea soon pales if it is used continuously, and we need to be wary of using a parachute rather than telling the story, so it is very much a case of first find your story and then see if it is appropriate.

46. Shoe shuffle

Number around the circle 1 or 6 as before. All of one number remove a shoe and throw it under the canopy. On a count of 3, the canopy is lifted, mushroomed up on the third lift and all those missing a shoe go into the middle, retrieve their shoe and get back to their place.

47. Round the plughole

If your canopy has a hole in the center place 3 or 4 light small balls (tennis balls) on the surface and keep them moving around the canopy avoiding dropping them through the holes.

48. Bouncing balls

The canopy is held taut at chest height with 2 or 3 foam footballs on the surface. 3 or 4 children underneath the canopy have to try to knock the balls off whilst those around the canopy try to keep them on.

49. Jaws aka “SHARK!!”

Everyone sits on the ground with their legs stretched out under the canopy (canopy is held at chest height). One person crawls around under the canopy and is the ‘shark’. He/She quietly grabs the legs of anyone around the perimeter (With many blood-curdling screams) pulls them under the canopy. They, too, then become the shark (this is quite a scare game and should be avoided for those who have a nervous disposition).

50. Cat and Mouse

Stand holding the canopy at shoulder height making sure there is a space between each child around the perimeter. Place an empty can (the cheese) in the center of the circle under the canopy. Choose one child to be the cat and one to be the mouse. The cat starts off under the canopy guarding the cheese- the mouse starts off outside the canopy and has to get to the cheese running in between the children holding the canopy. If you have already numbered the children 1 or 6 around the canopy, then choose a cat of one number and a mouse of another. The mouse has 20 seconds to get the cheese, the cat has 20 second to catch the mouse. Once the game starts, count to 20 (everyone else

counts) score one point to the cat if the mouse is caught or one point to the mouse if the cheese is eaten. Score no points if 20 is reached before either the cheese is eaten, or the mouse is caught.

51. Football

This works best if the canopy is marked in segments or halves; i.e., 2,4, or 6 teams. Stand around the canopy holding the canopy in both hands at waist level. It can be rippled up and down whilst holding it. Roll a football around the canopy. The canopy must be held tight at all times and the ball kicked under the canopy; a goal being scored when it comes out on any side.

52. Lucky Seven

This is an adaption of a country dance but works well with the canopy. Number off round the canopy A, B, A, B, etc. Use a lively "jig" tune which repeats AA BB AA BB etc. When the music starts: A Hold the parachute with both hands, circle 8 paces clockwise; B's turn to face anti-clockwise. A's let go of parachute and to the music go under the arms of the B facing them. They do this seven times until they arrive facing the eighth "B". B Holding the parachute with both hands all go into the middle twice mushrooming it each time. When you are tired on a count of 3 life the canopy as high as possible, mushroom it and bring it down behind you and sit down. In this way, you can make a rather hot airless tent supported on the heads.

53. And to finish....

When you have finished, quickly grasp the canopy at the center, twist slightly into a rope, wind it round your arm and stow it in a bag. This can be done very quickly and very cleanly, even on damp ground. Or... (Indoors), tell everyone that on 3 they are to let the canopy go and STAND STILL. Mushroom it to a count of three, let go when it is fullest so that it soars to the ceiling. You should be able to step into the middle, catch the center and deftly stow it before anyone moves.

Disaster Relief Mobile Child Care Resources

Involving Southern Baptists in Disaster Relief available as download at www.namb.net/dr.

Hope in Crisis (tract) available through NAMB store at www.nambstore.com or toll-free 866-407-NAMB.

Successful Mission Teams: A Guide for Volunteers, Martha VanCise, (WMU #N044122) available through Woman's Missionary Union or LifeWay stores.

Teams Work! A No-Nonsense Approach to Team Building, Joyce Mitchell, (WMU #W033104) available through Woman's Missionary Union or LifeWay stores.

Missions Moments: Foundational Messages and Activities for Children, Mitzi Eaker, (WMU #W057113) available through Woman's Missionary Union or LifeWay stores.

The "200+ " Series (Teaching and Activities for Preschoolers) available through Woman's Missionary Union or LifeWay stores.

The "First Steps in Missions" available through Woman's Missionary Union or LifeWay stores.

The Hurt That They Feel: Helping Preschoolers Deal with Tough Issues, compiled by Rhonda R Reeves with contributions by Mr. Rogers and others, (WMU #N044120) available through Woman's Missionary Union or LifeWay stores.

Adventures of the Disaster Dudes, Presenters Guide, video, a children's preparedness program available through American Red Cross/FEMA.

Jason and Robin's Awesome Hurricane Adventure! Hurricane Awareness Program for children.

When Disaster Strikes by Marge Heegaard, taken from *When Something Terrible Happens*, Woodland Press, Minneapolis, MN 952-926-2665

Agencies which offer excellent children's resources:

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

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

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

Websites:

Your state Baptist convention www.kybaptist.org/dr

North American Mission Board, www.namb.net/dr

Woman's Missionary Union, www.wmu.com

LifeWay Christian Resources, www.lifeway.com

American Bible Society, www.americanbible.org