



American
Red Cross

Youth Preparedness

Prepare with Pedro



Educational Standards Report

An overview of program components
that support curricular standards for grades K-2

Introduction

Vision

Prepare with Pedro provides an introduction to students in grades K–2 to the concept of emergency preparedness in a fun and educational way. Using story-telling and hands on activities, students will build muscle memory and basic coping skills. A take home Prepare with Pedro Storybook, which includes a family safety checklist, will allow families to learn and repeat preparedness actions together.

The Prepare with Pedro presentation is a 30–45 minute classroom-based presentation that teaches students to:

- Identify the best ways to stay safe during emergencies that can occur in their communities
- Identify the best ways to prevent and stay safe during a home fire
- Use coping skills to help manage stress during emergencies and in everyday situations
- Gain confidence in their abilities to be prepared for emergencies through hands-on activities
- Use their knowledge to act as advocates for emergency preparedness in their homes and communities
- Discuss the role science plays in emergency preparedness

Learning Objectives

Students will:

- Understand what it means to be prepared
- Be able to demonstrate the most essential protective actions for their age level for the emergency taught
- Be able to practice a basic coping skill and understand its use
- Be able to share what they learned with household members

Curriculum Components

Prepare with Pedro consists of:

- An introduction to the concept of emergency preparedness
- A short story covering basic preparedness and protective actions appropriate for students and their families
- Follow along activities for a locally prominent hazard
- Age-appropriate coping skills for handling emergencies and other stressful situations
- Tools for increasing household preparedness (checklist on the back cover of the book for families)

For additional resources please visit [redcross.org/youthprep](https://www.redcross.org/youthprep)



Students in Grades K–2

Several studies have been conducted to identify the best practices for successfully imparting knowledge to students across these ages, especially in preparedness education. The list of top approaches can be seen in this table. The Prepare with Pedro program incorporates each of these concepts.

Instructor clarity	When a teacher begins a new unit of study or project with students, she clarifies the purpose and learning goals, and provides explicit criteria on how students can be successful. It's ideal to also present models or examples to students so they can see what the end product looks like.
Feedback	Along with individual feedback (written or verbal), teachers need to provide whole-group feedback on patterns they see in the collective class' growth and areas of need. Students also need to be given opportunities to provide feedback to the teacher so that she can adjust the learning process, materials, and instruction accordingly.
Communicating actionable risk	Motivate action and build self-efficacy by describing specifically what can be done, why, and how.
Self-efficacy	Motivate actions by fostering children's beliefs that they can improve their own emergency preparedness.
Adaptive capacity	Provide opportunities for children to identify ways they can to improve their preparedness and resilience using the resources available to them.
Focus on local problems and capacities	Make education more relevant and engaging by focusing on local hazard risks and providing activities to generate solutions to local problems.
Meaningful and experiential learning	Improve children's problem-solving skills and application of knowledge to unknown situations by providing context for why we prepare and take certain protective measures. "Hands-on" activities provide context and improve engagement, comprehension and knowledge transfer.
Parent and guardian involvement	Involve parents and guardians to improve children's learning outcomes and knowledge transfer from children to parents and the community at large. Achieve a wider audience for messaging.
Affective learning approaches	Use positive messaging, teach preventative coping skills, and build awareness of community networks and helpers to improve both children's and teachers' self-efficacy and emotional resilience.



Prepare with Pedro: Standards Alignment

Below are descriptions of the educational components of Prepare with Pedro that support curricular standards for grades K–2 in language arts (LA), health (H) and science (S). A detailed standards alignment for these components is provided on the following pages.

	Grade	K	1	2
<p>Prepare with Pedro Presentation</p> <p>An interactive classroom/youth group presentation that prompts students to engage in discussion and draw on the information presented to build emergency preparedness knowledge and skills. Includes a segment focusing on the causes and characteristics of a natural hazard common to the students' geographic region.</p>		LA S	LA S	LA S
<p>Prepare with Pedro Storybooks</p> <p>Each hazard specific storybook is given to the students for review, practice, and sharing.</p>		LA S	LA S	LA S
<p>Sharing Activities (SA)</p> <p>Throughout each presentation, students will participate in activities that will reinforce their learning. We encourage the students to share what they have learned with family and friends.</p>		LA	LA	LA
<p>Coping Skill (CP)</p> <p>Each storyline teaches students a deep breathing coping skill to reduce the anxiety and fears that may encounter during an emergency.</p>		H	H	H
<p>Teachers Guide—Classroom Activities (TG)</p> <p>Each classroom teacher will receive additional K–2 lesson plans and separate activity sheets for each grade to help build on our presentation.</p>		LA S	LA S	LA S



Prepare with Pedro Storybooks

National Health Education Standards | Health: Grades K–2

To help create a safe and comfortable learning environment for the children, each of the Prepare with Pedro Storybooks addresses the feelings that sometimes arise when learning how to be prepared for emergencies. An age appropriate breathing activity is included in each storybook and students will practice this activity together at the end of the presentation.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Indicators

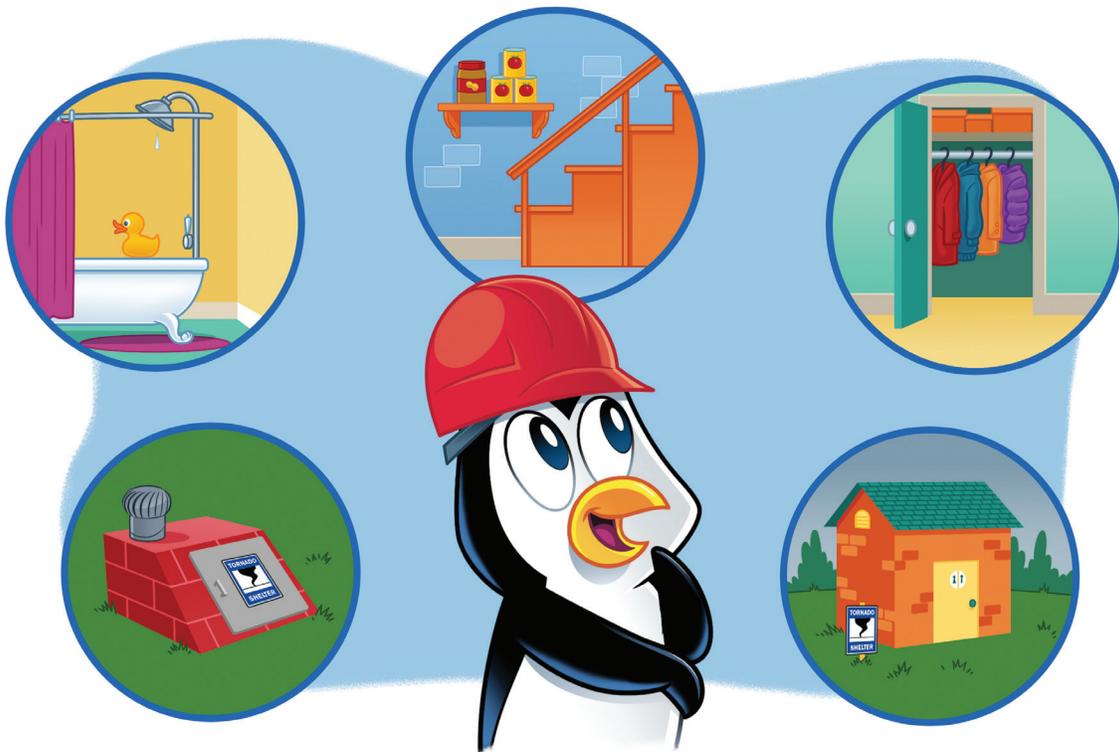
- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 4.2.2 Demonstrate listening skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Performance Indicators

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

Standards numbers are taken from the *Joint Committee on National Health Education Standards (2007)*.



Prepare with Pedro Storybooks

Common Core State Standards for English Language Arts Language Arts: Grades K–2

Primary literacy for children is developed over a period of years. Many of the standards are repetitive each year in grades K–2 with incremental skills appropriate for reading/writing and listening development. The Performance Expectations are Reading Standards for Literature, Informational Text, Speaking and Listening, and Language.

The Prepare with Pedro Program is literacy based, including Storybooks and activities. It meets all language arts standards for grades K–2. The curriculum is presented to students through a read-aloud storybook, common to all grades. The program also includes worksheets for students and follow-up resources for teachers and households. All the Prepare with Pedro Storybook hazards include the essential standards listed below and apply to students in each grade level.

Language Arts: Grade K

Reading Standards for Literature	
Reading	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters settings and major events in a story.
Craft and Structure	
RL.K.4	Ask and answer questions about unknown words in a text.
Integration of Knowledge and Ideas	
RL.K.7	With prompting and support, ask and answer the relationship between illustrations and the story in which they appear. (e.g., what moment in the story an illustration depicts).
Reading Standards for Informational Text	
Key Ideas and Details	
RI.K.1	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Integration of Knowledge and Ideas	
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)



Reading Standards for Speaking and Listening

Comprehension and Collaboration

- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.B** Continue a conversation through multiple exchanges.
- SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification of something is not understood.
- SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.K.4** Describe familiar people, places, things, and events with prompting and support, and with support, provide additional detail.
- SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

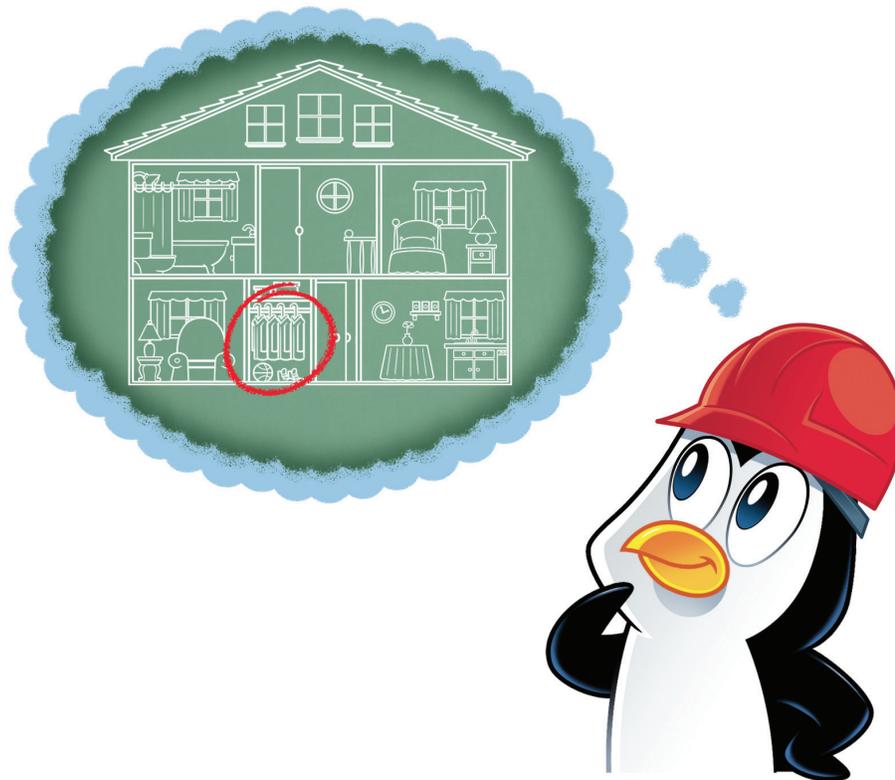
Reading Standards for Language

Conventions of Standard English

- L.K.1.D** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- L.K.1.E** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- L.K.1.F** Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

- L.K.5.C** Identify real-life connections between words and their use (e.g., note places at school that are colorful).



Language Arts: Grade 1

Reading Standards for Literature

Key Ideas and Details

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Reading Standards for Informational Text

Key Ideas and Details

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

Reading Standards for Speaking and Listening

Comprehension and Collaboration

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

- SL.1.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Reading Standards for Language

Vocabulary Acquisition and Use

- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).



Language Arts: Grade 2

Reading Standards for Literature	
Key Ideas and Details	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Integration of Knowledge and Ideas	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Reading Standards for Informational Text	
Key Ideas and Details	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
Craft and Structure	
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Reading Standards for Speaking and Listening	
Comprehension and Collaboration	
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas	
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Reading Standards for Language	
Vocabulary Acquisition and Use	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.

Standards numbers are taken from *Common Core State Standards for English Language Arts (2020)*.



Home Fire

Next Generation Science Standards | Science: Grades K–2

Disciplinary Core Idea	Prepare with Pedro Components
K-2-ETS1 Engineering Design	
<p>K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>ETS1.B: Designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.</p>	Home Fire Escape Plan (TG)



Hurricane

Next Generation Science Standards | Science: Grades K–2

Disciplinary Core Idea	Prepare with Pedro Components
K-ESS2 Earth's Systems	
<p>ESS2.D: Weather and Climate</p> <p>K-ESS2-1: Weather is the combination of sunlight, wind, snow or rain, and temperature in a region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.</p>	<p>Hurricane Storybook (PP 1,5)</p> <p>Practice Activity (Option 2)</p>
K-ESS3 Earth and Human Activity	
<p>K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>ESS3.B: Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-3)</p>	<p>Hurricane Storybook (Inside Cover; PP 2,3,4,5,6,7,8)</p> <p>Practice Activity (Option 1)</p>
2-ESS1 Earth's Place in the Universe	
<p>2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>ESS1.C: The History of Planet Earth</p> <p>2-ESS1-1: Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.</p>	<p>Hurricane Storybook (PG 4)</p>
2- ESS2 Earth's Systems	
<p>2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p> <p>ESS2.A: Earth Materials and Systems</p> <p>2-ESS2-1: Wind and water can change the shape of the land.</p>	<p>Hurricane Storybook (PP 1,5,8)</p>



Tornado

Next Generation Science Standards | Science: Grades K–2

Disciplinary Core Idea	Prepare with Pedro Components
K-ESS2 Earth's Systems	
<p>K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.</p>	<p>Tornado Storybook (PG 2)</p>
ESS2.D: Weather and Climate	
<p>K-ESS2-1: Weather is the combination of sunlight, wind, snow or rain, and temperature in a region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.</p>	<p>Tornado Storybook (PP 1, 2, 3, 4, 5)</p>
K-ESS3 Earth and Human Activity	
<p>K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p>	<p>Tornado Storybook (Inside Cover; PP 1, 2, 3, 4, 5, 6, 7)</p>
<p>ESS3.B: Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-3)</p>	<p>Practice Activity- Simon Says Watch and Warning! (Option 1)</p>
2-ESS1 Earth's Place in the Universe	
<p>2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>	<p>Tornado Storybook (PG 2)</p>
ESS1.C: The History of Planet Earth	
<p>2-ESS1-1: Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.</p>	
2- ESS2 Earth's Systems	
<p>2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p>	<p>Tornado Storybook (PG 2)</p>
ESS2.A: Earth Materials and Systems	
<p>2-ESS2-1: Wind and water can change the shape of the land.</p>	
K-2-ETS1 Engineering Design	
<p>K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>Tornado Storybook (PG 7)</p>
<p>ETS1.B: Designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem's solution to other people.</p>	



Tsunami

Next Generation Science Standards | Science: Grades K–2

Disciplinary Core Idea	Prepare with Pedro Components
K-ESS3 Earth and Human Activity	
<p>K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>ESS3.B: Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-3)</p>	<p>Tsunami Storybook (Inside Cover; PP 3, 4, 5, 6, 7)</p>
2-ESS1 Earth’s Place in the Universe	
<p>2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>ESS1.C: The History of Planet Earth 2-ESS1-1: Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.</p>	<p>Tsunami Storybook (PG 2)</p>
2- ESS2 Earth’s Systems	
<p>2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p> <p>ESS2.A: Earth Materials and Systems 2-ESS2-1: Wind and water can change the shape of the land.</p>	<p>Tsunami Storybook (PG 2)</p>
K-2-ETS1 Engineering Design	
<p>K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>ETS1.B: Designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</p>	<p>Tsunami Storybook (PP 1, 5)</p>



Earthquake

Next Generation Science Standards | Science: Grades K–2

Disciplinary Core Idea	Prepare with Pedro Components
K-ESS3 Earth and Human Activity	
<p>K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>ESS3.B: Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-3)</p>	<p>Earthquake Storybook (Inside Cover; PP 2, 3, 4, 5, 6)</p> <p>Practice Activity—Earthquake Hazard Hunt (Option 1)</p> <p>Practice Activity—We Will Rock You Activity (Option 2)</p>
2-ESS1 Earth’s Place in the Universe	
<p>2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>ESS1.C: The History of Planet Earth 2-ESS1-1: Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.</p>	<p>Earthquake Storybook (PP 2, 6)</p>
K-2-ETS1 Engineering Design	
<p>K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>ETS1.B: Designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</p>	<p>Practice Activity—Earthquake Hazard Hunt (Option 1)</p>

Standards numbers are taken from Next Generation Science Standards (2013).





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