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COMMON

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for Parents

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SELF-RELIANCE

WITHOUT
SCARING
THEM

THE PARENT FACTOR

DEVELOPING
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WELCOME TO PARENTS WITH
PREPAREDNESS, A RESOURCE
TO LEARN FROM, CONTRIBUTE
TO, AND SHARE WITH OTHERS.

WELCOME TO PARENTS WITH PREPAREDNESS MAGAZINE

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Welcome to *Parents With Preparedness Magazine* (A digital publication for *Preparedness Without Paranoia*® PWPORTG.ORG), a resource to learn from, contribute to, and share with others. Our work is designed to inform conversations about preparedness and resiliency at a family and community level with practical information and resources. These include communication; family wellness, remote learning and school safety, upon return.

It did not begin with the challenges which COVID 19 continues to present with schools closed and living rooms becoming classrooms, when all of our comfortable routines seem to be interrupted. Instead, the inspiration came from a prior career in law enforcement where I learned about the intersection of fear and fact, where too much of either often results in important decisions being delayed, or worse, not being made at all. Applying that learned experience during the pandemic is a way to change that.

Through our work, we listen to educators, parents, and kids, then capture their stories so we may retell them in ways that encourage active learning and participation. What we often hear is instructive, and more common than not, includes issues surrounding known threats, as well as those hidden in plain sight

For the very young kids, we use the character *Lucky*® the *Preparedness Dog*, who uses Superpowers to teach kids about the new hygiene protocols, explains the mystery of masks, and teaches them how to make their own social distancing measuring devices using their imagination, creativity and of course, a bit of math!

Our goal is simple and straightforward-it is to build and provide readily available resources with educational materials and interactive media in addition to becoming a repository of best practices that parents can learn from, and more importantly, share. Every issue will have a resource guide with national level resources for easy access and practical application.

One of my favorite quotes seems very applicable now: Ernest Hemingway said: "The world eventually breaks everyone. Afterward, many are strong at the broken places." We will all become strong at the broken places throughout these troubling times.

Dr. Kathleen Kiernan
Founder
PWPORTG.ORG

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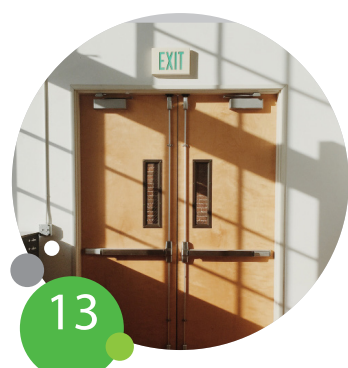
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THE ROAD TO TRUST

RESPONDING TO PERCEIVED SERIOUS SITUATIONS (PSS)

By Deanee' Johnson, Ph.D

HAVE YOU EVER BEEN IN A SITUATION ...

Have you ever been in a situation where your child has come to you with information where your initial thought was, "WHAT ON EARTH AM I GOING TO DO?!" You are not alone.

Every parent has been approached by their child, expecting guidance and support for something that causes anxiety and perplexes us when we are expected to respond. This is completely normal. However, it is imperative to understand that how we respond to these "perceived serious situations" can really influence the child's decision to come to us in the future for guidance, as these opportunities can either build or damage trust within the parent/child relationship.

So what is a perceived serious situation (PSS)? It has been said that perception is reality. Children have a very limited life experience to base their perceptions of reality. The same is true for how they are able to gauge what an adult would consider serious or not.

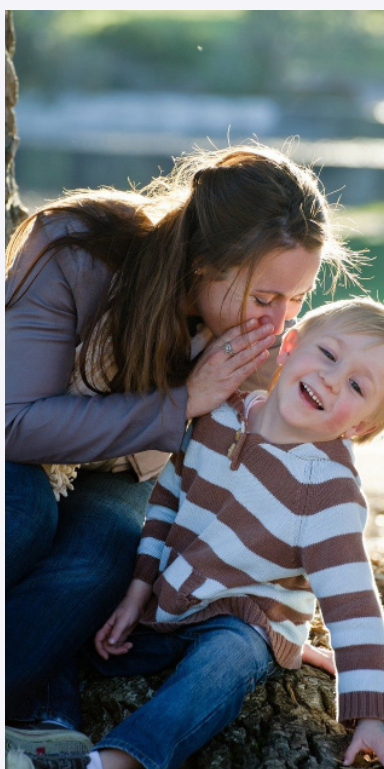
For example, think of a small child who drops their ice cream cone on the ground. Tears start flowing, and feet may stomp. Perhaps a scream of disapproval may be heard. This incident may seem devastating for some kids. I know, as an adult, it sounds ridiculous. But if you're a parent, I'm sure you get it.

Another example of a PSS is an adolescent's broken heart. Any parent of a teen who has experienced a breakup knows exactly what I'm talking about. The end of the world is near, and there will never be another mate in all of humanity. It's all together, tragic! To adults who have lived experiences and the ability to recognize that these perceived serious situations are

not the end of the world, the example responses may seem silly or even ridiculous. However, these responses are normal and developmentally right on target.

The previous examples are normal everyday PSSs that parents encounter routinely. When we do not have the tools or skills to respond to something as routine as an adolescent broken heart, it is no wonder that when we are faced with much more serious situations that we become anxious or even avoid the topic completely. As parents, we must prepare ourselves for those inevitable times where we will be approached by our children to discuss much more serious topics such as child abuse, addiction, bullying, mental health, etc.

Hopefully, the following suggestions will be helpful for you and your situation.



* Be okay with talking about uncomfortable conversations. Show a sense of maturity around topics such as sex and drugs. If you are uncomfortable talking about these things, your children will be too. Be prepared to talk about these topics with your child when they are young. Have these conversations often because if you're not answering their questions, they will be answered by your child's peers or, even worse, the dreaded Internet.



* When adolescents are concerned, it is important to realize that they value and seek out the input of their friends more than their parents. This is a completely normal part of their development and becoming independent. Approaching these topics as a friend can help minimize some of your child's fears; however, your guidance should always come from a place of supportive parenting.



* Have multiple conversations about sex, sexual body parts (using appropriate terminology), personal space, consent, and so on.



* Validate their feelings no matter how far off they are from your own. Meet them where they are and help them process the situation by listening with your heart. Listen to understand and not to respond. And most importantly, ask them what they need. They may not know how to articulate it at the moment, but they will recognize that you are willing to help them get to where they need to be.



As a trained child forensic interviewer, I was hell-bent on my child knowing about his personal space and appropriate touching. So, I began talking to him about his private parts as soon as he could speak. It was a normal part of his learning development. We typically went through each body part, such as the eyes, nose, fingers, toes, and threw in the penis as just another appendage. By the time he was five, he finally asked me if we could “stop talking about penises.” It was a very funny sound bite; however, it was also

a proud mommy moment because I knew that if anything ever happened to him, he understood that I was comfortable with the topic and a safe person to talk to about those things.

This empowered him to bring up other issues concerning him and that he needed help with. He is now 15, and we have had several PSS conversations, and with each one, we get closer and closer in our relationship.



About Dr. Johnson



Dr. Johnson is a key player in advancing the victim services field at the federal level, specifically with respect to the response to child victims of sexual exploitation and polyvictimization.

She has over 20 years of experience in the crime victim field, working directly with victims and survivors, partnering with multidisciplinary professionals and teams to meet the needs of child victims and their families. She started as a volunteer mentor for adolescent sexual assault survivors in 1999 in Huntsville, Texas. She has since worked as a Survivor Specialist, Child Forensic Interviewer, Director of a statewide sexual assault coalition, and Director of a Court Appointed Special Advocates program in Southern Maryland. Most recently, she has led the working group focused on the victim services component of the 2016 National Strategy for Child Exploitation Prevention and Interdiction out of the U.S. Department of Justice, Office of the Deputy Attorney General. She serves on the National Steering Committee for the Vision 21 Linking Systems of Care for Children and Youth, Office for Victims of Crime demonstration project. Dr. Johnson has advised large scale training and technical assistance efforts, policy and procedure implementation plans, organization management and has collaborated with a multitude of federal and state agencies serving child victims. She is a

certified facilitator with Stewards of Children, Darkness to Light, a sexual abuse prevention program.

Dr. Johnson has a bachelor's degree in criminal justice, a master's degree in counseling, and her Ph.D. in child development. As an OVC Fellow, she has assisted with collaboration with the DOJ ODAG to identify the range of child sexual exploitation programs available nationwide, illuminating best practices. She is currently the Chief Program Officer at the National Center for Victims of Crime.

INTRODUCING



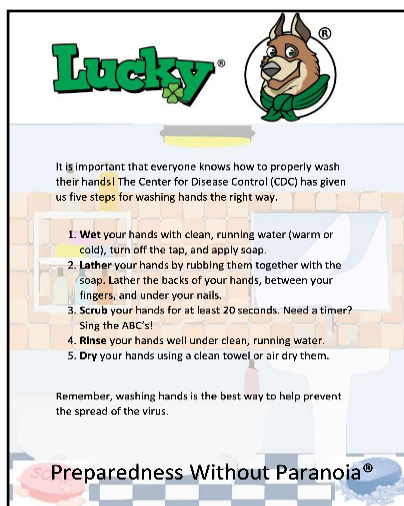
MEET LUCKY®

Lucky® the Preparedness Dog serves as Kiernan Group Holdings' mascot. When we found Lucky® in the animal shelter he didn't have a name. We were *lucky* to find him and now he has a new mission!

Lucky® enjoys working in his community and helping others. He serves. He protects. He teaches. Lucky® will help kids learn a variety of safety tips and teach you how to listen and be prepared for any situation.

PWP® has created a variety of educational programs centered around Lucky®. Security education begins at home. Lucky® will teach kids about Superpowers that they may need to activate when an ordinary day becomes extraordinary.

CLICK ON THE IMAGES BELOW TO CHECKOUT LUCKY'S HELPFUL RESOURCES



LUCKY'S LATEST BOOKS

LUCKY®

THE PREPAREDNESS DOG!



By: PWP® Organization Inc.



TIP: THERE ARE LOTS OF RESOURCES ON PWORG.ORG ON LUCKY'S WEBPAGE!

[CLICK HERE](#)

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LUCKY'S® SUPERPOWER STORY:
LEARNING NEW SKILLS
TO ADAPT TO COVID-19



» GET IT ON AMAZON
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02

LUCKY'S® SUPERPOWER STORY:
SUPER LEARNING DURING THE PANDEMIC



» GET IT ON AMAZON
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03

LUCKY'S® SUPERPOWER STORY:
NEW ADVENTURES,
SAME RULES



» GET IT ON AMZON
COMING SOON AS A PHYSICAL BOOK AND ON KINDLE!



When the terrorist attacks on the U.S. happened on 9/11, I was working as Director of a clinic specializing in psychological trauma. That evening, after a very very long day at work, I returned home to my wife and two sons. My boys were 11 and 4 at that time. As my wife and I, along with the rest of the world, came to grips with the uncertainty and stress we were feeling, we also needed to help our children understand and cope with what happened early that morning.

In my 30 years as a clinical psychologist there is no better example of a time when I needed to translate fear, love, clinical knowledge, parenting skills, and more into clear, honest, and reassuring messages for the two most important people in my life.

As parents, we are faced with the challenges of helping our children understand and cope with frightening and stressful situations on a regular basis. Thankfully, very few of those situations are on the scope of a massive terrorist attack. However, how we assist our children during times of stress, can either further exacerbate a simple everyday emergency or help de-escalate something as complicated as a global threat like 9/11.

There are two primary keys to helping children cope with a wide range of stressful and potentially overwhelming events-- including everything from fears of a new situation, to imminent threats posed by natural disasters. Understanding these key principles will help parents help their children cope and be resilient when facing adversity.

First, understand your child's developmental level. Obviously, a preschooler has different skills and cognitive abilities than a pre-teen. However sometimes, during stressful periods, we as parents can allow our own fears or stress to interfere with our otherwise good parenting skills and insight. It's important to not allow your own worries or anxieties to distract you from your ability to interact with your child in a way that aligns with their developmental level.

For my 4-year-old, on 9/11, this meant sitting him on my lap and explaining that what had happened that morning (which was being talked about everywhere) was over. It happened in the morning, the threat had passed, and he and his family were safe. The result... he was reassured and went about the business of being a 4-year-old.

My 11-year-old needed something else. He knew that my work might somehow bring me closer to the event, but with no real understanding of how that might happen. Helping him involved more of a discussion. He had questions and I provided answers. I explained what was known about the attack, assured him that our city was not being targeted, and that I was in no direct danger as I planned to head off to work the next morning.



PARENTING THROUGH A CRISIS
THEN AND NOW
BY DR. KEVIN BECKER

The differences are clear. Basic reassurance accompanied by a hug, or cuddle vs. the need for cognitive understanding and reasoning. These are simple developmental differences that guided my approach.

A second key idea for parents to remember is three principles; safety, predictability, and control. These three things are often at the center of our fears and traumas. Situations we perceive as threatening often undermine our sense of security in one of these three domains. Your child's developmental level will determine how you re-establish a sense of security and resilience for them when one of these three areas is threatened.

In my 9/11 encounter with my kids, immediate safety was my 4-year-old's only concern. But in order for my 11-year-old to feel safe, he needed to hear details of the event, my rationale about future threats, and the logic behind my self-care plans. His level of cognitive development required more information in order to help him feel more in control of the situation and see a path to a more predictable life once again.

One of the most powerful things parents can do when their children are faced with crises or highly stressful situations is to maintain their child's routines. The predictability of life is, by definition, the antithesis of crisis. As much as people might complain about a *boring routine*, it's the first thing we long for when that routine is turned upside down by a crisis. This is even more significant when talking about children. Our routines provide a sense of control, reduce anxiety, and offer a form of psychological security that can help reduce stress, especially during times of crisis. The lack of verbal skills, particularly for young children, means they aren't able to verbalize their concerns or ask questions in order to gain mastery of a situation.

Rather they will look to the familiarity and security of their routines to calm their anxieties. Re-establishing routine and predictability can go a long way toward stabilization and resilience for children and adults when faced with a crisis.

So, while stress, crisis, and even traumas are not unavoidable, as parents, we can rely on good parenting skills and simple psychological principles to help guide us through our children's most challenging times.

ABOUT DR. BECKER

Dr. Kevin Becker is a licensed clinical psychologist who has specialized in trauma and crisis for nearly 30 years. He is currently a Senior Partner at Organizational Resilience International, a global crisis consulting firm. He served for ten years as Director of the Trauma Center in Boston, the nation's first comprehensive research, treatment, and training facility for psychological trauma. He has worked extensively with governments, organizations, and communities following major disasters such as 9/11; the 2004 Tsunami; Hurricane Katrina, the Kashmir earthquake in 2005, the Amish school shooting, the Sandy Hook/Newtown shootings, the Marshall County High School shootings, and the Boston Marathon bombings.

He has authored globally-distributed manuals on caring for children and adults following disaster and tragedy and is a frequent speaker and trainer on issues of psychological trauma and crisis. His preferred methods of self-care are running and glassblowing. (See image below)

He can be reached at kevin@oriconsulting.com

DR. KEVIN BECKER



6 Fun and Easy Steps

FOR FAMILIES TO BUILD COMPASSION, CONNECTION AND CALM

BY CINDY JOHANNESSEN



Often our most cherished moments are the ones where we are fully present in the experience of living. Those moments where we are connecting in a compassionate and genuine way with our loved ones, our families, and ourselves. COVID-19 seems to have made those moments feel a bit elusive. What can we do to experience those special moments more often?

In the busy lives of today's kids and parents, we often find ourselves wrapped up deep within our own thoughts. How often have you been mid-conversation with someone you love, only to realize you are stuck within your own head not paying attention to the conversation? >>>



During the overload of too many of life's to-do's, we often find ourselves shifting from productive life management to more anxiety-filled reactions often based on fight or flight. Our breath becomes shallow, concentration is scattered, our heart rate becomes elevated, and we are easily agitated.

CONTINUED

The fight or flight anxiety reaction is happening because we are overloaded, overworked, and overwhelmed. The more time we spend in this state, the less we are genuinely present within our precious lives. We are essentially practicing how to be stressed and anxious. And because of this, we may also be teaching our kids to practice the same thing. More importantly, the body gets better and better at whatever it does over and over. Essentially, the body is getting good at being reactive.

Fight or flight is beneficial when confronted with an actual life-threatening event. But regularly existing in the intensity of this state can be destructive to our health, and the health of our relationships. But what if I were to tell you that you can practice being present and focused by learning to relax - and the more you practice the better you'll get at it? >>>

FIGHT OR FLIGHT IS BENEFICIAL
WHEN CONFRONTED WITH AN
ACTUAL LIFE-THREATENING EVENT



One powerful technique is to practice being calm, focused, and connected by learning to spend time paying attention to your breath and how your body is feeling within the moment. This can help pull the body and mind out from a moment of anxiety, and replace that anxiety with a sense of calm.

As an added bonus, not only will your focus become greater during those times you wish to be fully present, but your overall health can also improve as you learn to engage the world with a deeper sense of compassion and love. On the following page are 6 easy steps to practicing calm that you and your family can do together. Keep the practice light and easy, focusing more on how it feels within the body, other than what thoughts are pushing to distract your mind.

6 EASY STEPS TO PRACTICING CALM

THE STEPS

1. Establish a time to spend at least 5-20 minutes together.
2. Have everyone lie down and get comfortable.
3. With a slow soft voice bring awareness to the following – leave a few moments for pondering:
 - What thoughts are you having?
 - How do you feel physically? Emotionally?
 - Can you let those thoughts fade away, and just hear your breath?
4. Bring awareness to the breath and how it feels.
 - Feel the air at the tip of your nose, in your throat.
 - Feel the chest expand, feel the chest release. How does the inhale make your body feel? The exhale?
 - Can you make each breath a little longer and softer?

5. Bring awareness to each part of the body. Questions you might ask:

- How does your back feel against the floor? What is the pressure, temperature?
- How do your arms, hands, feet etc. feel? Provide a few seconds after each question for them to process and feel their body.

6. Bring them out of the relaxation.

- Encourage a deeper inhale and exhale, then to move the body in any way that feels good. Eventually, coming back up into a seated position.



Taking a few moments to slow down like in the steps above, you are building your own skill to focus and connect. Additionally, you are helping your kids learn how to choose calm instead of anxiety in the face of life's stressors by listening to, and learning, to trust their own mind and body.

ABOUT CINDY JOHANNESSEN



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Cindy Johannessen (200 RYT. MBA. MEd.) is a registered yoga teacher and yoga studio owner with 19 years' experience teaching yoga. She has had the opportunity to train with Tiffany Cruikshank of Yoga Medicine, Ray Long of Bhanda Yoga and Shiva Rhea of Prana Vinyasa Yoga among others.

Cindy has a deep love of the transformative power of mindful meditation and yoga movement. Her teaching focuses on developing body wisdom and understanding of the physiological and psychological principles that create functional fitness and mental well-being.



Teaching Children TO USE THEIR SUPERHERO SKILLS



BY BATTALION CHIEF/PARAMEDIC STACY GERLICH, LAFD

So, I have been thinking! As a professional Firefighter/Paramedic, I have witnessed all too many times how children react during traumatic situations. Growing up, most children think that being a firefighter would be nothing but fun. Who wouldn't want to dress up in those cool turnouts, climb a 100' extension ladder into the sky, and rescue someone from a burning building?

Teaching children and adults about the inherent dangers of firefighting can save their life one day. There is a great deal of discussion about fire extinguishers, smoke alarms, and emergency drills in the home (EDITH.) Taking the time to sit down as a family and draw your exit plan on paper has many advantages:

- It reinforces in everyone's mind how to get out of the house should it catch fire
- It clearly defines where the family would meet outside the home in a safe area
- Gives children a feeling of inclusion and safety by including them in the discussion
- It takes the fear out of not knowing what to do >>>

Continued

All of the things mentioned are valid and proven to save lives, but it isn't a one-time exercise. Like with most skills acquired by all of us, practice makes perfect. Scheduling annual drills with the family is as important as changing the clocks for daylight savings. It also reinforces the idea that security sense is common sense, and EVERYBODY has a role and responsibility.

For those parents who grew up during the times of getting under their school desk during the air raid siren test or taking cover under a solid object during an earthquake drill, it is our responsibility to teach our children why those acts are important. Depending on where we live, there are different types of disasters that require different safety actions:

- HURRICANES
- TORNADOES
- WILDFIRE
- EARTHQUAKE
- TERRORISM
- CYBER ATTACKS

Imagine how confusing this can be to children, let alone adults. Should we Stop, Drop, and Roll; Duck, Cover, and Hold On; Pull, Aim, Squeeze, Sweep; run to the basement and wait out the storm? Through the pandemic, when do we wear a mask, how do we social distance, and how long do we need to do that? Explaining these actions to our children helps them understand the reasons why we take these actions, and it builds muscle memory towards preparedness, which will become a lifelong skill.

During the COVID-19 pandemic, we have a great opportunity to practice many of the aforementioned skills and exercises. Engaging the entire family in your preparedness plan is essential to ensuring that everyone has the needed information to survive a catastrophic situation. Make plans to gather around the table and discuss these major points:

- MAKE A PLAN
- BUILD A KIT
- STAY INFORMED
- DISCUSS WITH FAMILY REGULARLY

You do not need to spend a lot of money to build a "Go Bag."



CONSIDER

building a bag for each member of the family. Some of the items to include for Adults might be:

- Flashlight
- Whistle
- Batteries
- Glasses
- Medication
- Hearing aid batteries
- Small denominations of cash (\$30-\$50)
- First Aid supplies
- Extra clothes, shoes, jacket, etc.
- Phone charger
- Important documents (deeds, passports, etc.)



Similar items work great for our children with the addition of toys, books, games, etc., and don't forget about the pets! They need food, water, medications, toys, leash, collar, carrier and blankets.

Following the 6 "P's" of preparedness can quite possibly make the difference between Life and Death!!

Proper preparedness planning prevents poor performance.

Captin (Battalion Chief Select) Paramedic Stacy Gerlich, LAFD



About Stacy

Stacy is a 35-year veteran of the Los Angeles City Fire Department and currently assigned as the Operations Valley Bureau, EMS/Resilience Officer. Chief Gerlich was part of a 23-member team that responded to the World Trade Center Attack on 9/11/2001. Chief Gerlich is most known for her position as the Community Emergency Response Training (CERT) Commander. During her time in that position, she was instrumental in the delivery of the CERT program to over 40,000 community members. Chief Gerlich is also a FEMA certified CERT Instructor and Program Manager Instructor. Stacy earned two Master's degrees; Organizational Management and her most recent Master's from the Naval Post Graduate School in Homeland Security Studies. In 2013, Chief Gerlich received the White

House Champion of Change Award for her work in preparedness and education. Stacy is a professional woman who is driven by a holistic approach to increasing resiliency and awareness as it relates to disaster preparedness. She enjoys interacting with people from all walks of life and all professions. As a career emergency responder, she is most thankful for the opportunities of serving the public.

On her days off, Stacy enjoys spending time with family at her mountain home as well as creating projects in her woodshop.

THINKING THROUGH School Safety

BY JASON STODDARD



2020 has been a year of evolution. The learning curve has been sharp and seemingly relentless. We have been inundated with information, often conflicting, almost to the point of exhaustion in terms of what decisions need to be made when and by whom. I have spent my life in the business of crisis management and safety, as both a law enforcement officer and now as a Director of School Safety. Along the way I have learned some critical lessons that apply now and will apply through *and after* the pandemic. The great news is that most of this information is not entirely new at all. In fact, most of us already have learned the fundamentals of safety. Whether related to Covid-19, at school, or on the playground, the basic principles still apply; master the fundamentals, and success will follow. For those who work in the school safety arena, there are always pressures to invest in new technology designed to add additional levels of safety and security.

If only it were that easy, we would have solved all of these issues long ago. Truth be told, it doesn't take a lot of money, training, gadgets, or equipment to help our kids stay safe. While the list of safety fundamentals is long, there are three foundational principles that all others grow from.

- 1) Teach your children to have a safety plan.
- 2) Teach them to pay attention to their surroundings.
- 3) Empower them to get an adult involved when necessary.

Having a plan and paying attention to your surroundings go hand in hand. Whenever we get on a plane, the flight crew goes over the safety procedures so that passengers both understand there is a plan, and also for each to think through what their responsibilities are if that plan has to be used. Remember the line, *"There are four exits on the plane, two in the front and two over the wings. The closest exit may be behind you."*

This is the crew telling us to find the nearest exit and subliminally instructing each of us to count the number of seat backs between our seat and the door. The airlines have mastered the ability to communicate important information without creating anxiety and hypervigilance. Parents and schools need to be doing the same thing for our children. Our children need to know how to identify interior and exterior exits (including windows), what signs mean (even before they can read), and where to go if they get lost or separated from their group. These are necessary skills that once learned and practiced, will stay with them for a lifetime.

Having tough conversations without instilling fear or anxiety can be difficult. However, this is where a little creative thinking can be helpful.

Make a game of finding exits when you are in the mall or big box store. Next time your child says they need to use the restroom, have them look for the signs then lead the way. This reinforces visual clues and scanning, along with self-sufficiency.

Check out www.ready.gov for children's preparedness games. Show your children how parking lots are labeled and what clues they can use to find the car if you get separated.



*“Teach
your children
to have a safety plan.”*

Have them take a picture of your vehicle and background, so they have a reference point to navigate back to where you parked. Having a *Plan-B* could literally become a lifesaver. During a time of crisis or a critical incident, cell phone service may not work because of the building's construction or overloaded circuits.

The art of teaching a child when to involve another adult, in any situation, is a tremendously difficult task for many parents, especially for those raised in a generation of “stranger-danger.” Maintaining an open and honest dialogue with our children is one of the most critical tasks parents will ever do. There is much debate over how these tough conversations should go, but children must know they are loved and cared for. They must understand some secrets are unacceptable, and they also must also know we will not judge, over- or under-react.

Out of the three safety fundamentals, this one is the most difficult for parents, but is arguably the most important. The likelihood that our child will be exposed to a serious crisis themselves is low. However, it is more likely that they will see something, or hear something, which may cause harm to either themselves, or someone else, during their childhood. If, for no other reason than that, we must figure out a way to keep our kids talking to trusted adults who can respond appropriately.

The world is a complicated and complex place. Understanding how to navigate through it can be made easier with the application of safety fundamentals and ongoing conversations, actually talking and listening to our kids, not speaking around them.



ABOUT JASON STODDARD

Jason Stoddard is the Director of School Safety and Security for the Charles County Public Schools (MD). He is responsible for sustaining a safe learning and work environment for over 27,000 students and nearly 4,000 staff members. Since coming to the public schools in July of 2018, he has created the Office of School Safety and Security, been awarded over 2 million dollars in grant money, implemented major evolutions such as revolving backgrounds for all employees, options-based active shooter response training, the “I love u guys” Foundation Standard Response Protocols, a state of art radio communication system, and implemented a model family reunification process. Prior to joining the schools, he retired as a Lieutenant with the Charles County Sheriff’s Office in Southern Maryland. During his twenty-plus years with the Sheriff’s Office, he has served as a patrol officer, community policing officer, school resource officer, counter-terrorism officer, and crime prevention officer. His executive command assignments include tours within the Patrol Division and the Special Operations Section. His final assignment was as the Commander the Homeland Security and Intelligence Section, where he created and built a real-time crime center, the first in Southern Maryland. Mr. Stoddard has a Master’s degree in Organizational Leadership and a Bachelor’s Degree in Criminal Justice. He is a graduate of Northwestern University, School of Police Staff and Command, and the FBI Law Enforcement Executive Development Program. Mr. Stoddard is an adjunct professor at three universities; teaches executive-level leadership for the Maryland Police Training Commission, has authored several articles for magazines on topics ranging from school safety to organizational leadership, and serves as a consultant for the Department of Justice and National Institutes of Justice.

THINKING LIKE A ROCKET SCIENTIST

NANCY PRICE - PWPORG ADVISORY BOARD MEMBER



Are you struggling with a decision or direction to take to solve a problem or overcome a challenge? Has anyone tried to move you forward by saying, "It's not rocket science"? Perhaps our reply should be "Maybe it's time it is."

I don't know about you, but many people, myself included, were thrown a bit off balance by all that has occurred this year. Like you, perhaps, I started looking for something that gave me a glimmer of hope, of finding, and helping others find new ways of looking at issues with a goal of seeing new solutions and opportunities. That's when serendipity entered the picture in the way of a friend's LinkedIn post, that brought one such opportunity to my desk in the form of a podcast.

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Not just any podcast, though I'm sure there are many great ones, but a podcast interview with a rocket scientist detailing strategies to help me do just that, see new solutions and help oneself and others along the way.

That rocket scientist's name is Ozan Varol. Ozan grew up in a non-English speaking family and developed a passion for space as a child. His passion led him to learn English, apply to attend a university in the United States, and write to a professor working on a project, at that same university, for NASA. Leaving home at seventeen for the university, he was invited to interview with the professor, for an opportunity to work on the Mars Exploration Rovers project. The rest, you might say, is history. *But not so fast.*

Yes, Ozan worked on the Mars Exploration Rovers project and was part of the hugely creative team. He then pursued a law degree and practiced successfully for years. His passion to impact lives and explore the unknown led him to academia. The earlier success of his legal career became the foundation for an award-winning time as a tenured law professor.

His time with his law students launched a desire to impact more lives than a classroom would allow, so he started his work on podcasts, speaking engagements and books. All the time the nine simple strategies he cultivated during his time as a rocket scientist, propelled him forward. >>>



Rocket scientists are always considering new solutions, new frameworks for solutions, and looking beyond “what is/was” to “what could be” in order to make complex decisions. Ozan Varol, a rocket scientist, lawyer, college professor and author explains these nine simple strategies we can use to be our own “rocket scientist” in our daily lives. Ozan’s new book, *Think Like a Rocket Scientist: Simple Strategies You Can Use to Make Giant Leaps in Work and Life*, launched with the pandemic and the timing couldn’t have been more serendipitous.



Ozan writes from the perspective of someone who knows what it is to see the unseen, imagine the unimaginable, and be courageous in leaping into the unknown. His work on the Mars Exploration Rovers project certainly propelled him into a world where much was unknown.

For Ozan, the pandemic became a time of reflection, as with many of our readers. His reflection led him to make a major life-changing decision which he discusses in his interview with Adam King. ([CLICK HERE TO LISTEN](#))

We asked Ozan if he could share some of his experience and strategies with you, understanding that you and your children are experiencing phenomenal change and stress in your daily lives, with the goal of inspiring and supporting you. We are fortunate that he agreed.

Ozan, you will find, should you read his book, join his “Inner Circle,” or listen to his podcasts, will always be a humble, self-effacing individual. He’ll tell you he’s not one of a kind. Frankly, though I might disagree with his opinion, I secretly hope he’s right.



ABOUT NANCY PRICE
PWPOG ADVISORY BOARD MEMBER



Nancy continues to travel the path of continuous learning and community service. She understands in a very real way the need to pay it forward by helping others, and understands that the pathway is always paved with education. Developing resources to help children learn and navigate the uncertainties of the world is in her DNA. The belief that it is her responsibility to try and make the world a better place led her to accept leadership roles in hospital administration, corporate communications, magazine publishing, volunteer service, higher education (UVA Darden and the Batten Institute) and economic development.

Nancy currently serves as a business investment manager with the Commonwealth of Virginia’s economic development partnership (VEDP). She works with businesses and local governments to provide opportunities for growth and economic resilience, a critical role, especially now for small businesses. Curious by nature, Nancy is currently pursuing Kanban certification and a mini-MBA executive education program at the University of Richmond.



RESOURCE GUIDE

PARENTS WITH PREPAREDNESS

Helpful
RESOURCES

ON AWARENESS
AND PREPAREDNESS

**SPECIALLY
CURATED**

For Parents

BY PARENTS

PWPORG.ORG



Parents With Preparedness Resource Guide

INTRODUCTION

The following resource guide has been specially curated for you and your family. It is full of useful links to help you stay informed, safe, and prepared.

Pandemic Precautions

Keeping Children Healthy: Ways to Promote Children's Wellbeing

[LEARN MORE HERE](#)

Coronavirus (COVID-19) parenting tips

[LEARN MORE HERE](#)

Coping in Hard Times: Fact Sheet for Parents

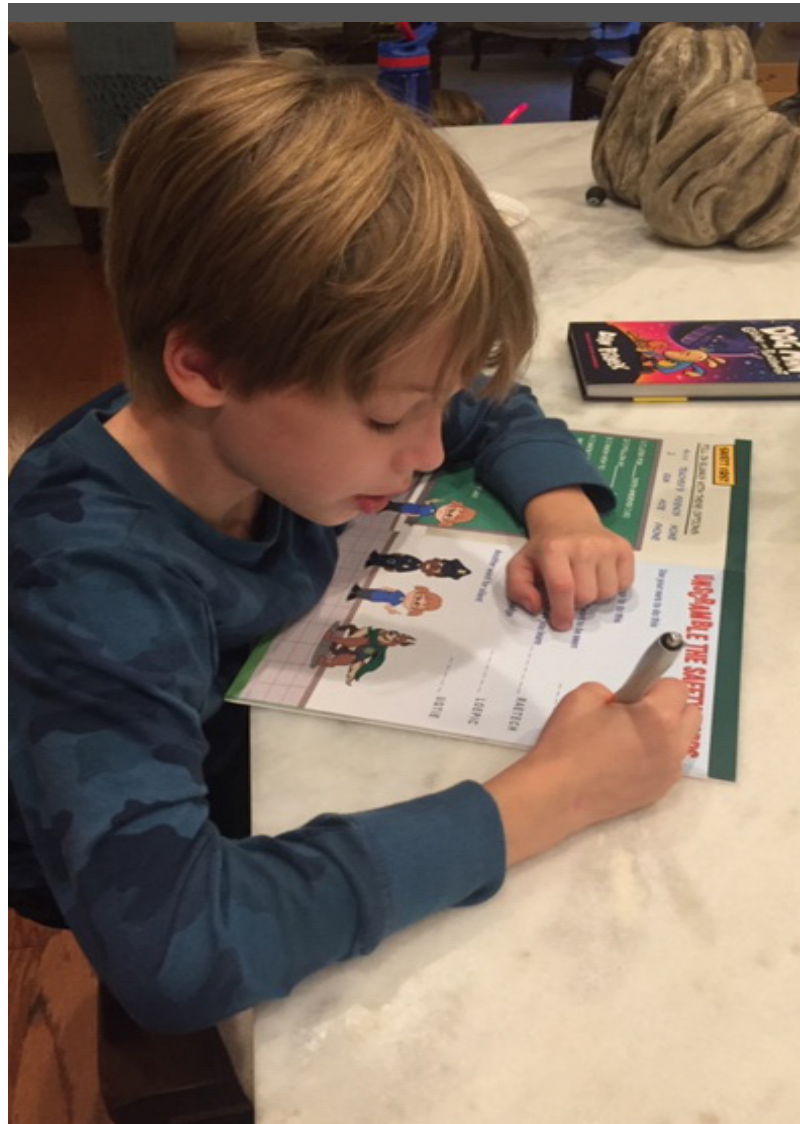
[LEARN MORE HERE](#)

Supporting Children During Coronavirus (COVID19)

[LEARN MORE HERE](#)

Select NCTSN Resources Related to the COVID-19 Pandemic

[LEARN MORE HERE](#)



Remote Teaching and Learning

Checklists for Going Back to School

[LEARN MORE HERE](#)

Getting Children Ready to Learn: Tips for Educators and Families

[LEARN MORE HERE](#)

Remote Learning Resources

[LEARN MORE HERE](#)

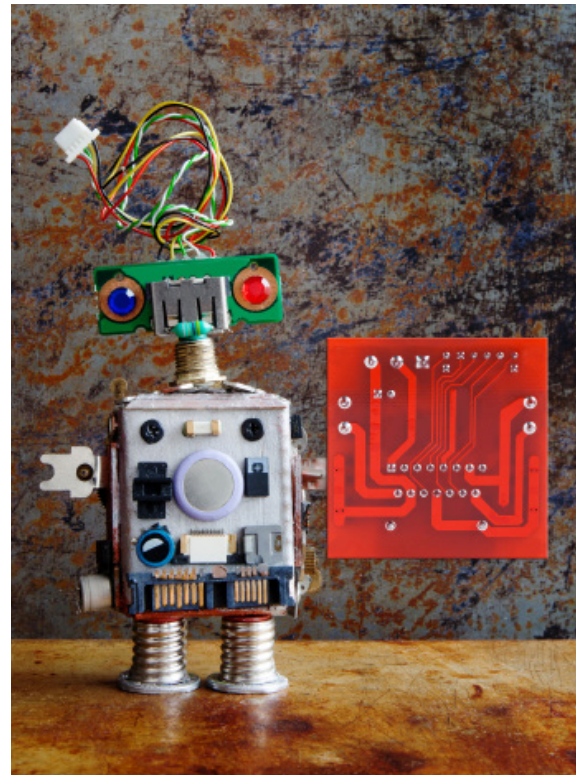
Remote Teaching and Learning Resources

[LEARN MORE HERE](#)

PBS Learning Collection

[LEARN MORE HERE](#)





CYBER SAFETY

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center – Cyber Safety Quick Links for Protecting Youth

[LEARN MORE HERE](#)

STOP.THINK.CONNECT. Student Resources

[LEARN MORE HERE](#)

STOP.THINK.CONNECT. Parent and Educator Resources

[LEARN MORE HERE](#)

Internet Safety for Kids – Resources

[LEARN MORE HERE](#)

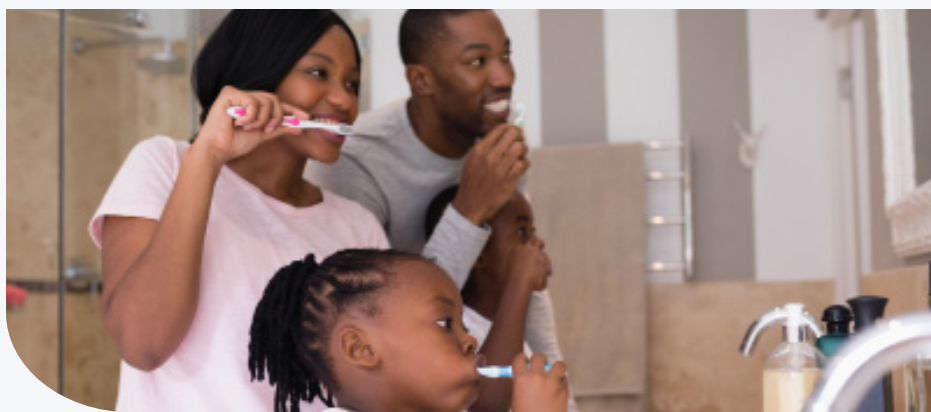
NetSmartz - Internet Safety Resources for children, teens, and parents

[LEARN MORE HERE](#)

Internet Safety for Kids – Resources

[LEARN MORE HERE](#)





Hygiene HOW-TOS

Everything you need to know about washing your hands to protect against coronavirus (COVID-19)

[LEARN MORE HERE](#)

Personal Hygiene for Children

[LEARN MORE HERE](#)

Hand-washing and Coronavirus Prevention for Children: Infographic

[LEARN MORE HERE](#)

Coronavirus disease (COVID-19) advice for the public

[LEARN MORE HERE](#)



STOP THE SPREAD OF GERMS
[DOWNLOAD HERE](#)

HANDWASHING IS YOUR
 SUPERPOWER
[DOWNLOAD HERE](#)

STOP THE SPREAD OF
 GERMS
[DOWNLOAD HERE](#)



A photograph of three people—two women and one man—collaborating in a professional setting. They are gathered around a table, looking at a laptop. The woman on the left is Black with her hair in a high ponytail, wearing a light-colored blazer. The woman in the center is white with blonde hair, wearing a tan blazer over a black top. The man on the right is white with a beard, wearing a blue button-down shirt. In the background, there are white shelves with various books and documents. The overall atmosphere is one of focused teamwork.

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And Make
a Difference

PARENTS WITH PREPAREDNESS

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