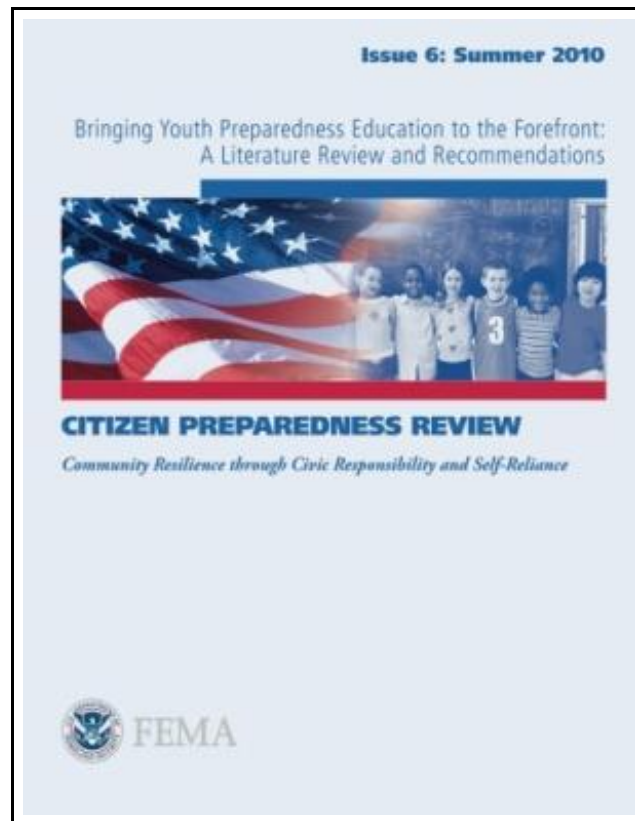


## Bringing Youth Preparedness Education to the Forefront: A Literature Review and Recommendations



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## BRINGING YOUTH PREPAREDNESS EDUCATION TO THE FOREFRONT: A LITERATURE REVIEW AND RECOMMENDATIONS




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Createspace. Paperback. Book Condition: New. This item is printed on demand. Paperback. 24 pages. Dimensions: 11.0in. x 8.5in. x 0.1in. This document summarizes research and evaluations in the field of youth disaster preparedness and education. Findings based on this literature review are presented in three principal categories: individual youth preparedness education, school programs and curricula, and community engagement for youth preparedness. The report then concludes with recommended practices for youth disaster education and research to help achieve greater levels of preparedness activities among children and their families. In 2006, 73.7 million children were under the age of 18 in the United States, and it is projected that this number will grow to 74.4 million children by the year 2010, constituting more than a quarter of the entire U. S. population (National Commission on Children and Disasters, 2009b; U. S. Census Bureau, 2004). Additionally, 14.1 million children live in poverty, which constitutes 35 percent of the poor population, causing them to be disproportionately affected by disasters (U. S. Department of Commerce, 2009). At the end of the 20th century, an estimated 66.5 million children each year were affected by a disaster (Penrose and Takaki, 2006), and this number will most likely increase, owing to shifts within society and large climate changes. Despite this vulnerability, however, scant attention has been given to this particular population regarding emergency preparedness and planning. Both researchers and practitioners have traditionally overlooked children's needs and experiences in a disaster, along with their role in disaster preparedness education and training. Scholars and professionals have also failed to explore further the importance of youth disaster education programs and their particular impact and effectiveness on shaping children's perceptions of what to do in a disaster event. According to Anderson (2005), disaster research on children has been severely lacking...

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