

Track #2

Disaster Preparedness Lessons for Middle School Students



Program Objectives

The following objectives include the behaviors that are expected of each student as a result of their participation in this program as well as the learning that will take place in the classroom in order to ensure the expected behavior.

Behavioral Expectations

As a result of the lessons and resource materials, the middle school students will be better able to:

- Make a plan for emergency situations.
- Build an emergency kit that includes a “Go Bag” and a “Stay-at-Home Kit” for different types of disasters.
- Stay informed of all disaster-related emergencies.
- Make a neighborhood emergency plan.

Learning Expectations

At the end of the lessons, the students will be able to:

- Identify the different types of disasters.
- Identify emergency personnel and their contact information for each type of disaster.
- Describe the disaster preparedness process
 - Make a Plan
 - Build a Kit
 - Stay Informed
 - Know Your Neighborhood
- Recognize the components of a good disaster plan.
- Identify items that should be included in a “Go Bag” emergency kit and a “Stay-at-Home” emergency kit.
- Identify how to gain access to emergency information during a disaster.
- Describe how to adjust the disaster plan and emergency kit based on emergency information obtained.
- Recognize the importance of knowing your neighbors and having a neighborhood emergency plan.
- Identify the components of a good neighborhood emergency plan.
- Given a disaster preparedness topic, create a presentation to share with the large group.

Instructor Guide

Introduction

The Instructor Guide is designed to aid you in the delivery of your lesson. It is important that you take time to familiarize yourself with the layout and content of the instructor guide as well as the accompanying student worksheets.

Key to Instructor Guide Icons

Throughout the guide, you will notice small pictures, or icons, in the left margin of each page. These icons indicate the type of action to take at that point in the session. Following are illustrations and descriptions of the icons that appear in this guide.



Ask Icon

Provides suggestions for questions the instructor may ask to solicit learner participation and check understanding.



Computer Icon

Represents discussion or presentation using a laptop.



Activity Icon

Students are given an opportunity to take an active part in their learning in either individual or group settings.



Student Worksheets Icon

Students need to refer to or record information on their student worksheets.



Handout Icon

Informs instructor of a handout that should be distributed.

Track 2: Disaster Preparedness Survivor Game

Materials and Equipment Checklist

Before beginning the activity, make sure that you are prepared for a successful project. The following checklist is a compilation of all the equipment, materials and key pre-lesson issues you need to address.

- Instructor Guide
- Student Worksheets for each student
- Note to family explaining the program and that their interaction with the student will be critical to the success of the program.
- Handout
 - General Contact Numbers
- Online game available on computers for each small group of students
- Art supplies, magazines, etc. for creating Disaster Survivor presentations
- First place prize and participation prizes for the disaster presentation groups
- Pamphlets or articles on disaster preparedness (links available at ReadyHoustonTX.gov)

Section A: Introduction to Disaster Preparedness

Time: 20 minutes

Section Preparation

- Before the session begins, download the folder of images available on the Ready Houston website with this curriculum. The photos are of different disasters that show the damage that is caused to property and people by various disasters. It includes pictures of people being rescued and in shelters. Display them on your white board or Smart Board.

Tip: If you are unable to display pictures, print pictures and circulate them among the students as you discuss answers to the question below.



- Distribute Track 2 student worksheets and provide a brief introduction to its contents, including the appendices that contain a list of websites on disaster preparedness. Instruct students to turn to the Section A worksheets and begin the lesson.

Types of Disasters

- Define disaster as a sudden event, such as a natural catastrophe, that causes great damage or loss of life.
- Discuss the problems that are caused by different disasters. Begin with a few examples. Invite students to add to your examples based on what they saw in the pictures or what they may have experienced.
 - Hurricane: high winds, fallen trees, flooding, lack of power, contaminated water, closed stores
 - Flood and Tornado: lack of power, contaminated water, impassable streets, closed stores and other services, ruined furniture and possessions
 - Fire: Smoke damage, uninhabitable home
- Ask: What can happen if you aren't prepared for a disaster?
 - Possible Answers: You get trapped or injured; you run out of supplies; you don't know who to call for help or where to go; you can't check on family.
- Invite students to talk about what their family did if they experienced a disaster in the past. Give them time to record answers on their worksheets.
- Ask: Who can you contact if you need help in a disaster?
 - Provide the general contact numbers below for students to record on their worksheets. If you have Internet access, show students how to find information online.
 - Dial 9-1-1 to report a life or death emergency that requires an immediate response from police, fire, or ambulance personnel. Be prepared to tell the dispatcher the address where the emergency is occurring and your phone number.



- Have your local law enforcement agency non-emergency number available. For locations within the city limits of Houston, dial 713-884-3131 to request non-emergency police service.
- Have the local fire/volunteer fire department number available. For emergency operations at the Houston Fire Department, dial 832-394-6766.
- Evacuation Assistance Registration: 2-1-1 in the region.

Disaster Preparedness Steps

- Introduce the four steps in the disaster preparedness process.
 - Make a Plan
 - Build a Kit
 - Stay Informed
 - Know Your Neighborhood



- Direct students to the Four Keys to Disaster Preparedness section of their worksheets.
- Have a volunteer read the “Make a Plan” step information.
- Ask: Why is “Make a Plan” an important step?
- Have a volunteer read the “Build a Kit” step information.
- Ask: Why is “Build a Kit” an important step?
- Have a volunteer read the “Stay Informed” step information.
- Ask: Why is “Stay Informed” an important step?
- Have a volunteer read the “Know Your Neighborhood” step information.
- Ask: Why is “Know Your Neighborhood” an important step?



Disaster Preparedness Survivor Game Project Introduction

- Instruct students that they will be working in small groups on a disaster preparedness project for the remainder of the sections.
- Divide large group into small ones of 4–6.
- Have each group select a disaster they want to focus on for their small group project.
- Explain that they will be a participant in the reality show “Survivor” and that they will have to go through the disaster preparedness process to survive their disaster.
- Inform class that the large group will vote on which small group is “most likely to survive” based on their presentation.

Disaster Introduction



- In their small groups, have each student complete Worksheet A3 with respect to their chosen disaster.

Section B: Make a Plan

Time: 20 minutes

Section Introduction

- Explain that one of the best ways to ensure your safety is to plan for a disaster in advance. A plan helps to reduce or prevent any confusion in the midst of an emergency. Your plan will help you and your family know what to do before, during and after a disaster.
- Ask: What types of things do you think should be in your disaster plan?
Record on white board.

Answers:

- Family member contact information
- Emergency contact information
- A common meeting place
- What to do about family members with access and functional needs
- What to do with pets



Family Emergency Plan

- Direct students to the Make a Plan worksheets (B1-3) and review the different sections of the Family Emergency Plan.
- Inform students that in their assigned groups, they will need to create a plan for their disaster and record it on their student worksheets.

Section C: Build a Kit

Time: 20 minutes

Section Preparation and Introduction

- Before the session begins, make sure that you have the online “Build a Kit” card game ready on your computer and that the game can be projected on the wall (www.ready.gov/kids/games).
- Explain that building a family emergency kit is crucial. This will help to ensure that during disasters, you are able to be self-reliant for a period of time.
- Point out that they may want to have two types of kits:
 - “Go Bag” emergency kit when you have to evacuate
 - “Stay-at-Home” emergency kit when you need to shelter-in-place
- Ask: What are some examples of when you would need a “Go Bag Kit?”
- Ask: What are some examples of when you would need a “Stay-at-Home Kit?”





Family Emergency Kit



- Introduce and facilitate the “Build a Kit” online game.
 - Lead the students through each level of the game.
- Review the items from each level in the kit.
- Ask: What other items should be in each kit? Record answers on white board.

Pet Disaster Supply Kit



- Ask: How many of you have pets at home? Explain that overlooking pets during a disaster can result in them being lost, injured or worse.
- Point out that if a family is going to evacuate, the family’s pets should be evacuated too.
- Stress that it is also important to have a pet disaster supply kit.
- Ask: What should the Pet Disaster Kit include?
 - Possible answers: medications, leashes, carriers, photos in case they get lost, food, water, bowls, toys



Build a Kit



- Direct students to the Build a Kit section of their worksheets (C1 and C2).
- Inform students that in their assigned groups, they will need to select the kit needed for their disaster and then list the items that will be included on the appropriate worksheet.

Section D: Stay Informed and Know Your Neighborhood

Time: 20 minutes

Before, During and After a Disaster



- Point out that In the Houston area we often have warning of upcoming weather emergencies. It is important to keep informed about weather emergencies, especially if you live in an area that is evacuated?

- Ask: What are some of the ways to obtain emergency information before a disaster? Record responses on the white board.

- Possible Answers: local television and radio stations, the weather channel, local emergency management office, local newspaper, internet (ReadyHoustonTX.gov, Houston TranStar, Texas Department of Public Safety, etc.)



- Stress that staying informed during an emergency situation may be challenging – how will you get new updates without electricity?

- Ask: What are some of the ways to obtain emergency information during a disaster? Record responses on the white board.

- Possible Answers: Battery-operated radio (740 AM or 88.7 FM are our designated Emergency Alert System for up to the minute information from public officials), cell phone (311 for non-emergencies, local electric company for power outage) or 911 for immediate danger or serious injury), tablet or laptop (apps and websites)



- Explain that immediately after the disaster, it is important to stay off of the roadways to allow emergency workers to reach the most urgent locations.

- Ask: What are some of the ways to obtain emergency information after a disaster has occurred? Record responses on the white board.

- Possible Answers: Emergency responders, city officials, reliable neighbors, contacts outside of the disaster area



- Point out that after you obtain information about the disaster, you may have to adjust your disaster plan and emergency kit based on the information you received. Provide examples and ask what might need to be updated as a result of the information (below are a few examples).

- Road closures due to flooding or blockage
- Inaccurate information was originally provided
- Key neighborhood emergency locations have been destroyed
- Transportation venues closed
- Mandatory evacuation orders
- Shelter-in-Place orders

Neighborhood Emergency Plan

- Explain that just like a family emergency plan helps us prepare for disasters, a neighborhood plan can help with neighborhood safety.
- Stress how knowing their neighbors and their neighborhood is essential when preparing for and recovering from a disaster. Working with neighbors can save lives and property



Staying Informed and Knowing Your Neighborhood

- Direct students to turn to the Stay Informed and Know Your Neighborhood section of their worksheets (D1 and D2).
- Inform students that in their assigned groups, they will need to answer the questions listed on their worksheets for their disaster as well as create a map of their neighborhood.

Section E: Disaster Preparedness Wrap Up

Time: 2 20-minute sessions

Completing Disaster Presentation



- Allow the small groups to finish working on their Survivor presentation.
- Encourage them to be as creative as they can to present their Disaster Preparedness solution for their disaster.
- Point out the appendix at the back of the worksheets and explain that it contains a list of websites and booklets on disaster preparedness.

Group Presentations



- Call on each group to present their “Survivor” information.
- After all groups have completed their presentations, inform the class they will now vote on which group is most likely to survive. Remind the class of the criteria for the presentations:
 - Creativity
 - Accuracy
 - Completeness
- Have the class vote on which group is most likely to survive based on their presentation.
 - Note to instructor:** You may want to distribute small pieces of paper for them to record the group disaster name on to ensure privacy of all students’ votes.
- Reward the winner with a first place prize. Give all groups a small reward for their participation.

Name _____

Period _____

Date _____

Section A: Introduction to Disaster Preparedness

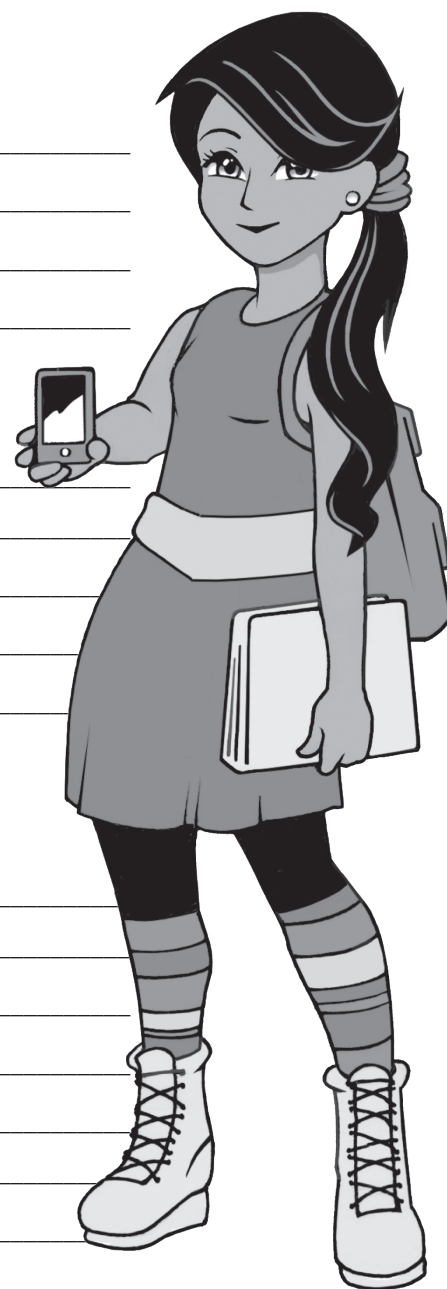
Disasters That Can Affect Your Neighborhood

Simply knowing what to anticipate once a disaster hits your home, school or neighborhood is the foundation for disaster planning. Let's identify what we mean by "disaster" and some disasters that could affect the area in which you live. Record the answers to each question in the space provided:

1. What is a disaster?

2. What are some different types of disaster?

3. Have you ever experienced one of these disasters?
If so, what did your family do?



The Four Keys to Disaster Preparedness



Make a Plan

Make sure your family has a plan in case of an emergency. Before an emergency happens, sit down together and decide:

- How will you stay in touch?
- Where you will you meet?
- What you will do about family members with access and functional needs, and pets?



Build a Kit

Building a family disaster kit is crucial. During emergencies, local officials and relief workers may not be able to reach everyone immediately. It could take several hours, days, or weeks before help arrives. In some cases, you and your family will be asked to leave the area with little or no notice. For this reason, your family will need two kinds of kits:

- A Go-Bag Kit – one that you would take with you if you are ordered to leave the area
- A Stay-at-Home Kit – one that you will need if you are asked to “shelter-in-place”



Stay Informed

Staying informed in an emergency situation may be challenging. You and your family need to determine how you will get news updates before, during and after the emergency. Remember, you may be without electricity.

- Before the emergency - stay up to date on the situation via local news, radio and internet sites.
- During the emergency—listen to KTRH 740 AM or KUHF 88.7 FM, our region’s designated Emergency Alert System for up to the minute information from your local officials.
- After the emergency — take inventory of the situation and report any serious injury or other situation that needs urgent attention to 911.



Know Your Neighborhood

Just as you did with your family emergency plan, it is equally important to have a neighborhood plan. Consider the same questions that you asked while making your family plan along with a few others:

- How will you stay in touch?
- Where you will you meet?
- What will you do about persons with access and functional needs and family pets?
- Where is the closest fire station to your home?
- What hospital or medical facility is closest to your home?
- What safe places or safe houses are located in your neighborhood?
- Where is the nearest police station?

Name _____

Period _____

Date _____

Disaster Name:

Disaster Description:

Visual Examples: Below are some visual examples of the disaster.

Name _____

Period _____

Date _____

Section B: Make a Plan

Advance planning can prevent or at least reduce the confusion in the midst of an emergency. Sit down with your family before the “storm” and decide what works best for you and your loved ones. Keep a copy of this plan in your emergency supply kit or another safe place where you can access it in the event of a disaster.

Family Health and Contact Information

1.

Family Member's Whole Name

Relationship (Mother, Father, Legal Guardian, Son, Daughter, etc.)

Address

Daytime Phone

Cell Phone

E-mail

Date of Birth

Medications

Allergies/Important Health Information

2.

Family Member's Whole Name

Relationship (Mother, Father, Legal Guardian, Son, Daughter, etc.)

Address

Daytime Phone

Cell Phone

E-mail

Date of Birth

Medications

Allergies/Important Health Information

3.

Family Member's Whole Name

Relationship (Mother, Father, Legal Guardian, Son, Daughter, etc.)

Address

Daytime Phone

Cell Phone

E-mail

Date of Birth

Medications

Allergies/Important Health Information

4.

Family Member's Whole Name

Relationship (Mother, Father, Legal Guardian, Son, Daughter, etc.)

Address

Daytime Phone

Cell Phone

E-mail

Date of Birth

Medications

Allergies/Important Health Information

Emergency Contacts

1. Out-of-Town Emergency Contact

Name _____

Address _____

E-mail _____

Home Phone _____

Cell Phone _____

Work Phone _____

2. Local Emergency Contact

Name _____

Address _____

E-mail _____

Home Phone _____

Cell Phone _____

Work Phone _____

Emergency Meeting Place

Meet here if you can't get home. Young children should not go to this place alone; they should stay with a caregiver and wait for their parent/guardian to arrive.

Name of Location _____

Type of Establishment (Grocery Store, Bookstore, etc.) _____

Address _____

Phone Number _____

Work Phone _____

Schools or Workplaces

Child's Whole Name _____

School/Child-Care Program _____

School/Child-Care Program Address _____

Teacher's/Child-Care Provider's Whole Name _____

Phone _____

Evacuation Location
(in the event of an emergency, the child will go here with the teacher/child-care provider while waiting for a parent/guardian to arrive.)

Child's Whole Name _____

School/Child-Care Program _____

School/Child-Care Program Address _____

Teacher's/Child-Care Provider's Whole Name _____

Phone _____

Evacuation Location
(in the event of an emergency, the child will go here with the teacher/child-care provider while waiting for a parent/guardian to arrive.)

Child's Whole Name _____

School/Child-Care Program _____

School/Child-Care Program Address _____

Teacher's/Child-Care Provider's Whole Name _____

Phone _____

Evacuation Location
(in the event of an emergency, the child will go here with the teacher/child-care provider while waiting for a parent/guardian to arrive.)

Trusted Adult

Whole Name _____

Relationship to Child (Aunt, Friend, Neighbor, etc.) _____

Address _____

E-mail _____

Home Phone _____

Cell Phone _____

Work Phone _____

Doctor/Insurance Information

Primary Care Physician _____

Primary Care Physician's Phone Number _____

Family Health Insurance Provider _____

Health Insurance Provider's Phone Number _____

Policy Number _____

Pet Information

Pet Name and Type _____

Veterinarian _____

Veterinarian Phone Number _____

Tag Number, Identifying Marks _____

Evacuation Location (where to take your pet) _____

Name _____

Period _____

Date _____

Your Disaster Plan

On this page, brainstorm ideas about the plan for the disaster that your group selected.

Name _____

Period _____

Date _____

Section C: Build a Kit

Building a family emergency kit is crucial. This will help to ensure that during emergencies, you are able to be self-reliant for a period of time.

Your Emergency Kits

Go Bag Checklist	Stay-at-Home Checklist
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>

Name _____

Period _____

Date _____

Pet Emergency Kit

Overlooking pets during a disaster can result in them being lost, injured or worse. If a family is evacuating, the family's pets should too.

What should you include in your pet's disaster emergency kit?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Your Disaster Kit

In the space below, brainstorm additional items to include in the kit for the specific disaster that your group selected.



Name _____

Period _____

Date _____

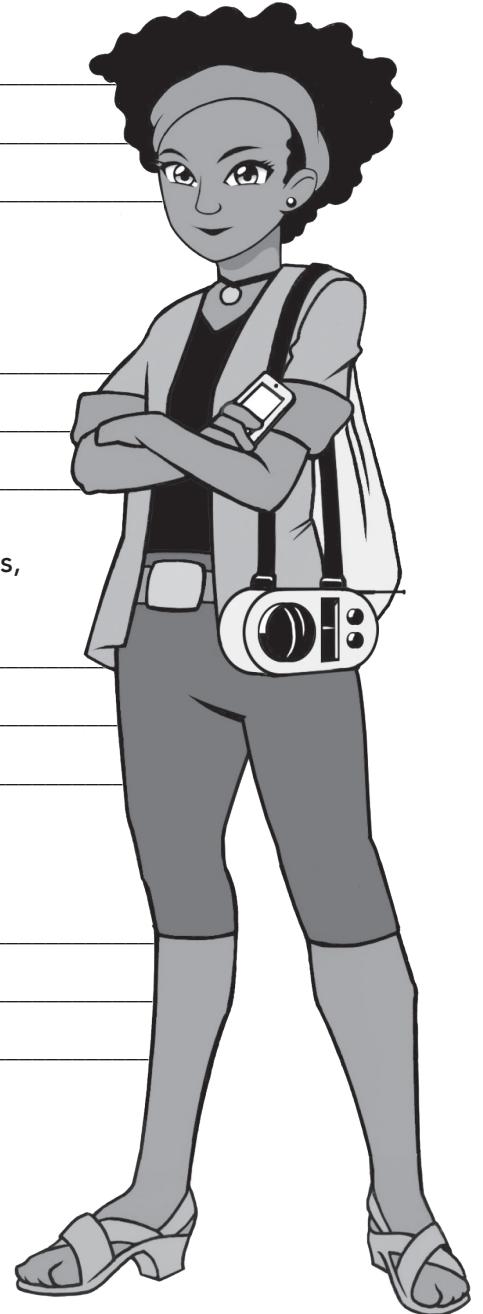
Section D: Survivor Plan for Staying Informed and Knowing Your Neighborhood

How will you get emergency information before, during and after your disaster that will help you survive?

Who can you contact to help you survive?

Are there other people you need to help to survive (think neighbors, siblings, police, firemen, etc.)?

Where can you go to survive if you can't stay at home?

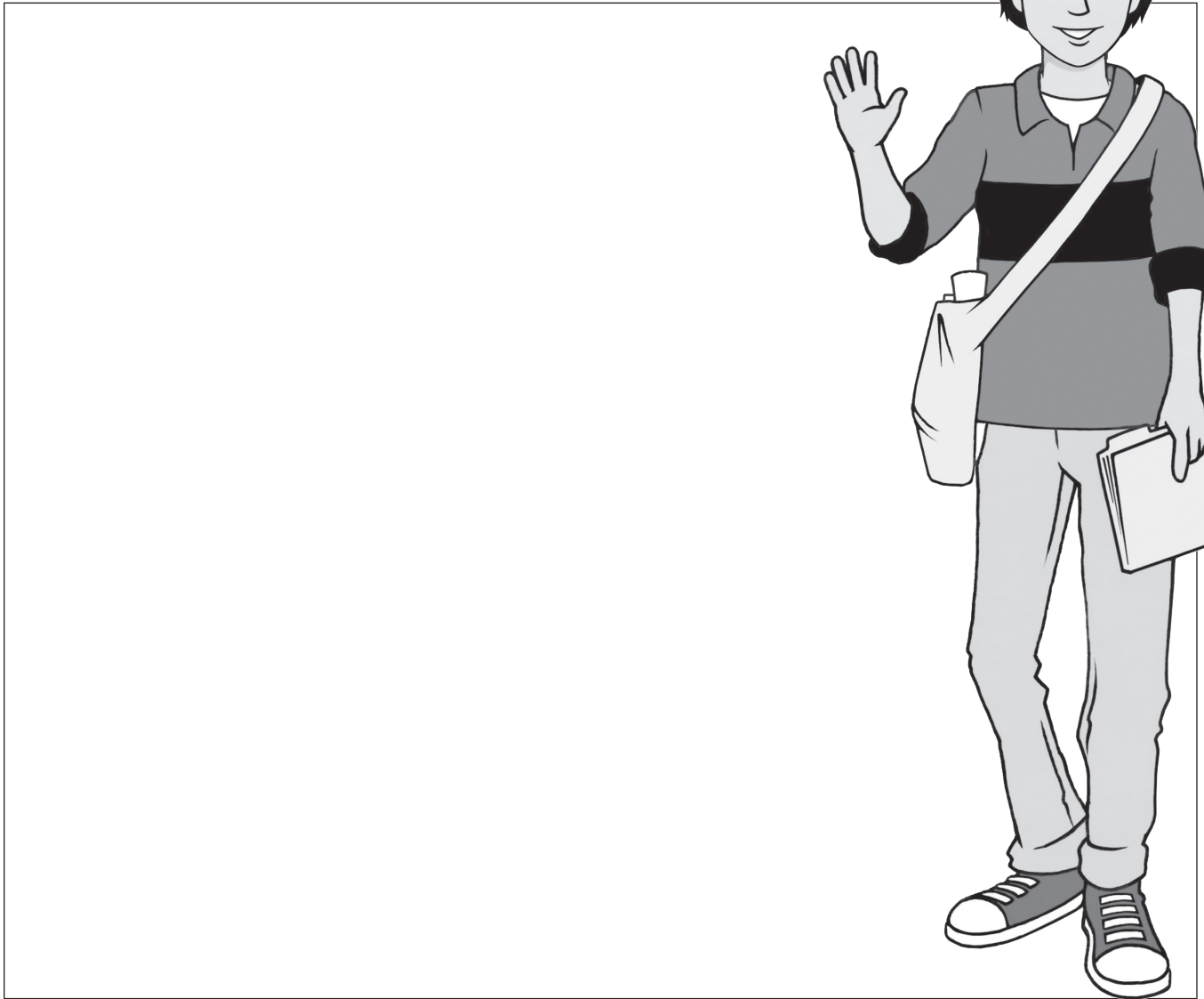


Map of the Neighborhood:

In the space below, create a map of your neighborhood.

Identify the location of:

1. Your home
2. Neighbors' homes
3. Safe meeting places
4. Nearest fire station
5. Nearest hospital or medical facility
6. Police department



Appendix

Content Web Sites

- | | |
|--|--|
| 1. Ready Houston - Are You Ready? | www.readyhoustontx.gov |
| 2. CDC Emergency Preparedness and You | www.emergency.cdc.gov/preparedness |
| 3. Disaster Preparedness Checklist | www.disasterpreparedness-checklist.com |
| 4. Texas Prepares | www.texasprepares.org |
| 5. Texas Department of Public Safety 2-1-1 | www.txdps.state.tx.us/dem/211texas.htm |
| 6. Ready.gov | www.ready.gov |

Emergency Preparation Sites

- | | |
|--|--|
| 1. National Weather Service | www.nws.noaa.gov |
| 2. KPRC Channel 2 | www.click2houston.com |
| 3. KHOU Channel 11 | www.khou.com |
| 4. KTRK Channel 13 | http://abc13.com |
| 5. KRIV Channel 26 | www.myfoxhouston.com |
| 6. THE CW 39 | www.39online.com |
| 7. Weather Channel | www.weather.com |
| 8. KTRH 740 AM Emergency Alert System | www.ktrh.com |
| 9. KUHF 88.7 FM Emergency Alert System | www.kuhf.com |
| 10. Houston Chronicle | www.chron.com |
| 11. Telemundo Houston | www.telemundohouston.com |
| 12. Univision45 | www.univision.com/houston/kxln |