

Track #3

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 3: Disaster Preparedness Web Pages

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
- Handouts
 - General Contact Numbers
 - Storyboard template
 - Disaster Preparedness Steps
- Pamphlets or articles on disaster preparedness (links available at ReadyHoustonTX.gov)
- Web developer to create Disaster Preparedness website based on the web page storyboards

Note to instructor: If actual web pages are to be produced, this will require the support of the school's or organization's web developer.

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 3 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 Section A of the 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.



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 their Disaster Preparedness 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 Web page 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 four small ones.
- Assign one of the four steps to each group.
- Inform them that they will be designing a web page about their step during the upcoming sessions.

Note to instructor: A web page may be built using a storyboard template and a disaster preparedness website may be created on the school’s or organization’s intranet.

Section B: Make a Plan, Build a Kit, Stay Informed and Know Your Neighborhood

Time: 2 20-minute sessions

Section Preparation

Before the session begins, you will need to make arrangements for students to access the internet. This may require the use of the library or other room that has internet access for their research.

Conduct Research



- Inform students that they will be conducting research for their assigned disaster step web page.
- Direct students to their Disaster Preparedness worksheets that relate to their step.



- Have the students conduct research on their assigned web page and record their responses on the page that corresponds to their assigned step.
 - What should be in your plan?
 - What should be in your kit?
 - How will you stay informed?
 - What should be in your neighborhood plan?



Share Research

- Ask each group to share their findings with the large group. Each group should take notes on the page that corresponds to other groups' presentations.
- At the conclusion of all of the presentations, distribute handouts for each step of the process.

Section C: Disaster Preparedness Storyboard

Time: 20 – 40 minutes

Storyboard Introduction



- Explain that storyboards help you organize the graphics and content you will use on your web page. Tell students to visualize the layout of the graphics and content on their web page.
- Distribute copies of the storyboard handout. Tell students that they will need to create one storyboard for their main web page. If there are subsequent pages that are linked to the main page, explain that they will also have to create a storyboard for each link/content element.
- Explain that this is an example of a storyboard to give them an idea of what a storyboard looks like – if they prefer another way of sectioning off their web pages, they can use one that they create as a group.

Storyboard Creation

- Tell students how long they have to complete their storyboards. Be available to offer guidance and feedback or answer questions as students work.

Storyboard Presentation



- Invite groups to share their web page with the large group.
- Compile web pages into one package.
- Provide students with copies of all web pages. Encourage the students to share them with their parents and siblings.

Follow-up

- Present web page package to web developer for Disaster Preparedness website development.

Note to instructor: As soon as the developer completes the website, show the website to the students. Provide them with the web address so that they can review it with others.

Disaster Preparedness Process – 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 you will get in contact with each other, where you will go and what you will do in an emergency. 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.

How Will We Stay In Touch?

- Keep a list of contacts by the phone and in your emergency kit.
- Make sure you have a phone in your home that has a cord and does not require electricity.

Where Will We Meet?

- Decide on a meeting place inside your home and outside your home.

What About the Family Pets?

- Make a plan about what you will do if you need to evacuate and cannot bring your pets with you.
- 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.

Disaster Preparedness Process – Build a Kit

Go Bag Checklist

In case you need to evacuate, a Go Bag keeps your supplies together and ready to go. Go Bags should be easily portable like a backpack or a suitcase on wheels. Store it somewhere accessible.

- Copies of your important papers in a waterproof bag
- Extra set of car and house keys
- Extra mobile phone charger
- Copies of credit and ATM cards and cash
- Bottled water and snacks such as energy or granola bars
- First-aid kit, flashlight, and whistle
- Radio with batteries
- Extra batteries
- A list of medications each member of your family needs and at least a two-week supply of such medication
- Toothpaste, toothbrushes, wet cleaning wipes, etc.
- Important family documents – insurance policies, identification and bank account records – in a waterproof container
- Contact and meeting place information for your family and a small map of your local area
- Books, coloring books, hand-held video games and other toys to keep the kids occupied
- Rain ponchos

Stay-at-Home Kit

You will use this kit when you need to shelter-in-place. Recommended supplies to include in a basic kit are:

- Water – one gallon per person per day for drinking and sanitation
- Non-perishable food – 5 to 7 day supply
- Battery-powered or hand crank radio
- Weather radio with tone alerts
- Extra batteries
- Flashlight
- First Aid Kit
- Whistle to signal for help
- Filter mask or cotton t-shirt to help filter the air
- Moist towelettes, garbage bags and plastic ties for personal sanitation
- Wrench or pliers to turn off utilities
- Manual can opener for canned food

- Plastic sheeting and duct tape
- Daily prescription medications
- Infant formula and diapers
- Rain gear
- Mess kits, paper cups, plates and plastic utensils
- Cash, traveler's checks, change
- Paper towels
- Fire extinguisher
- Matches or lighter in a waterproof container
- Disinfectant and bandages
- Important family documents – insurance policies, identification and bank account records – in a waterproof container
- Books, coloring books, hand-held video games and other toys to keep the kids occupied

Pet Disaster Supply Kit

Consider boarding facilities or veterinarians who shelter pets during emergencies. Also, designate a pet buddy, a friend or neighbor that can take care of your pet if you are unable to get to your house. It is also important to have a pet disaster supply kit, which would include:

- Pet medications
- First aid kit
- Strong leashes and collar/harness
- Carriers to transport pet
- Current photos of pets in case they get lost
- Pet food
- Drinking water
- Bowls
- Litter/pan
- Muzzle
- Can opener
- Toys

Disaster Preparedness Process – Know Your Neighborhood

A community working together during an emergency makes sense. Just as you did with your family emergency plan, it is equally important to have a neighborhood plan as well. Consider the following:

How will we stay in touch?

Keep a list of neighborhood contacts by the phone and in your emergency kit. Include the following contact information for each:

- Names of all family members
- Address
- Phone numbers
- Email
- Special skills, equipment or needs

Where will we meet?

Decide on a group meeting place if access to the neighborhood is blocked.

What are some specific locations that would be good for a Shelter-in-Place order?

- Within your home
- Within your neighborhood
- Within the Houston area

Name _____

Period _____

Date _____

Section A: Introduction to Disaster Preparedness

Disasters That Can Affect Your Neighborhood

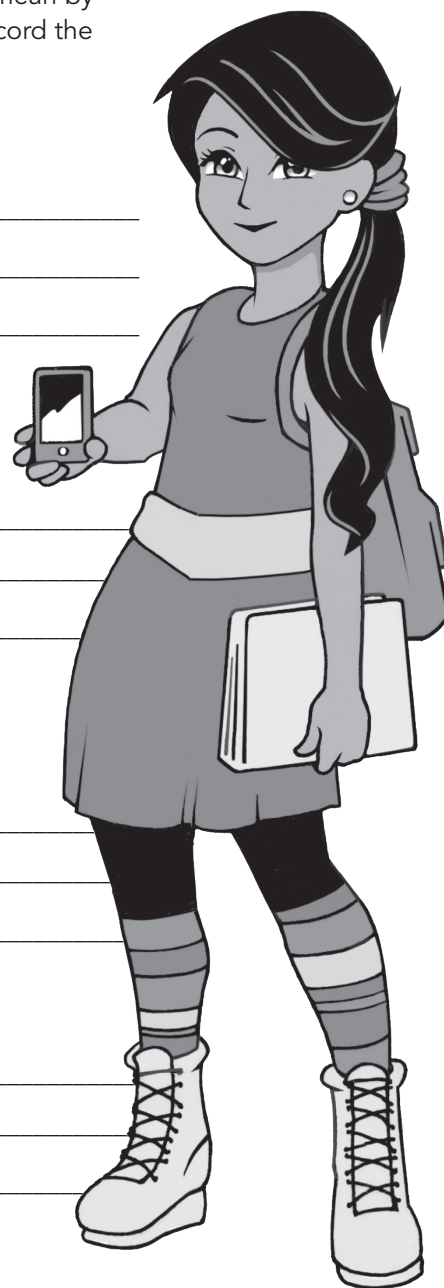
Simply knowing what to anticipate once a disaster hits your home, school or neighborhood is the foundation for disaster planning. Let's identify what we mean by "disaster" and some disasters that could affect the area in which you live. Record the answers to each question in the space provided:

1. What is a disaster?

2. What are some different types of disaster and the problems they cause?

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

4. Who should you contact in case of an emergency?



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 functional and access 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 _____

Creating a Web page

Creating a web page is a fun way to help you and others learn. To create a web page that is interesting, fun and helps your audience learn, follow these steps:

1. Research your content
2. Brainstorm which content you will use and the media for each content element
3. Create storyboards
4. Produce and save web page

My Disaster Preparedness step:

My work group:

Name _____

Period _____

Date _____

Section B: Research Content

As you read information on different web sites make a note of the information that relates to your step. Below are questions that may guide your research. Questions will differ with the step. You will find a list of web sites for your research on the appendix page.

Make a Plan

1. Why should you make a plan?

2. What information should you include in your plan?



Build a Kit

1. What items should be included in:

- 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”

2. Where can you get items for your kits?

Name _____

Period _____

Date _____

Build a Kit (Continued)

3. Where can you keep your kit?

4. How many days should the kit last?

5. Do you have to update your kit? How often?



Stay Informed

What are the different ways to stay informed in an emergency situation?

What are my sources of information?

- Before the emergency

- During the emergency—What are the designated Emergency Alert System channels?

- After the emergency

Name _____

Period _____

Date _____

Know Your Neighborhood

What information should you include in your neighborhood plan?

Consider:

- How will you stay in touch with family and neighbors?
- Are there community gathering places nearby? Where are they located?
- What you will do about persons with functional and access needs and family pets?



Name _____

Period _____

Date _____

Section C: Share Research and Plan Your Web page

Each person in your group may have different information to include on your web page. Because you have a limited time, you need to decide what information will tell your story the best. Read your research to one another and record below what you will use.

When your plan is complete, decide how you will present the content. Will you type it into a Word document or a PowerPoint slide, handwrite and draw or cut and paste pictures, insert a photo, etc.?

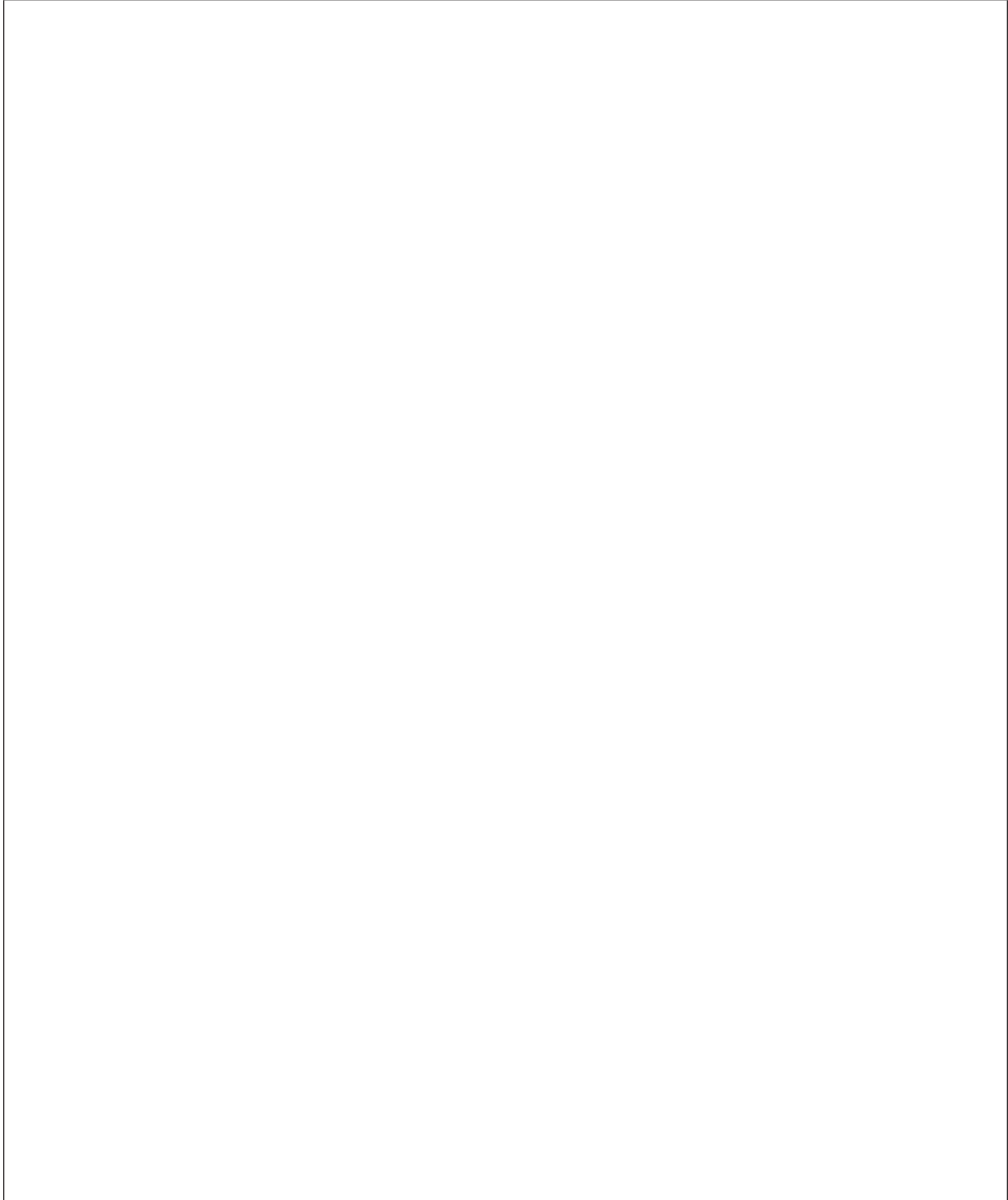
Name _____

Period _____

Date _____

Disaster Preparedness Storyboard

Map out your web page below



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 |