

# Track #4

## 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 4: Disaster Preparedness Video

## Materials and Equipment Checklist

Before beginning the session, 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 for each student
- Video equipment (Flip camera/video camera/phone with video option)
- Computer or other video playback equipment
- Alternate media sources (PowerPoint or still cameras if video is not available) for each student or student group.
- Web access for students
- Pamphlets or articles on disaster preparedness if web access is limited
- Storage space for video presentations. This could be a flash drive, hard drive space on a computer, or YouTube.
- Video production tool for each student or student group.
  - The most commonly used video production tools are iMovie for MAC computers or MovieMaker for PCs.
  - Sign up for the educators’ version of Animoto at <http://www.animoto.com>. (It can take up to two weeks for approval to use free advanced version.)
  - Prezi is another common video production tool.

**Note to instructors:** If this is your first time to produce a video, we recommend that you watch a video tutorial on the software production tool you will use. Search YouTube or the Internet for the appropriate tutorial.

*Free downloads are available for iMovie (<http://apple-imovie-11.en.softonic.com/mac>) if you use the Macintosh operating system or MovieMaker (<http://www.windows-movie-maker.org>) if you use PCs.*

*For tips on making classroom videos watch, [How To Make Flipped Classroom Videos](#) by Keith Hughes. This 24-minute video can be found at [www.freetech4teachers.com](http://www.freetech4teachers.com).*

# Section A: Introduction to Disaster Preparedness

*Time: 45 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 4 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.
- 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.



- Have students read aloud the four key steps to Disaster Preparedness in their student worksheets. Answer questions they may have about any step.

## Video Project Introduction

- Tell students that to help others understand how to prepare for a disaster you are asking them to create a video to explain one of the four key steps.
- Explain the expected results of the video:
  - 1 to 2 minutes maximum
  - Covers one step of the Disaster Preparedness process (Tell students whether you will assign the step or they can choose, and whether they will work alone or in a group.)
  - Will use classroom or school equipment
  - Will present the finished video to an audience. (Identify whether students will present to each other, other student groups, teachers or parents.)
  - The videos can be combined to create a single video showing all four steps.

## Creating a Video



- Have the students open their student worksheets and review the steps in creating a video.
  - Identify target audience
  - Research content
  - Brainstorm content and media
  - Create storyboards
  - Shoot video and prepare other content elements
  - Produce and save video



- Assign each student to a work group and identify the disaster preparedness step for which they are producing a video. Keep groups to a maximum of four students. You can assign a step to more than one group.
- Have students record the name of the work group you have assigned them to in their worksheets.

Tip: Students can also work alone on a step.

Tip: Students or invited guests can vote on the best video for each step.

Create a final video that includes the four steps that were identified as best.

## Section B: Research Content

*Time: 1 to 3 45-minute sessions*

### Purpose of Research



- Explain that research will help them determine what information to include in their video and provide them with pictures or graphics to use.
- Instruct students to use the websites in their appendices to gather information.
- Inform students that they will be answering the questions on their student worksheets as they are conducting their research.

### Prepare for Research



- Remind students of their Disaster Preparedness Step and who is in their work group. Be sure that you have at least one group for each of the four steps in preparing for a disaster: Make a Plan, Build a Kit, Stay Informed, Know Your Neighborhood.
- Explain how they can access web sites. Provide guidelines if they are sharing resources or if they have to use another room or area to access websites.
- Show a sample web site. Select one of the web sites in the appendix.
- Refer students to the worksheet titled Research Content (B1 and B2).
- ASK: What information would you capture on your worksheet from the web page I'm showing? What question can you answer with the information on the web page?

Tip: If you don't have access to computers, you can complete this section using brochures. Tell students if they are permitted to cut graphics or pictures from brochures.

### Prepare for Research



- Give students a time limit for research. This could be multiple periods. Students can work alone or in pairs to capture content that they can use in their video. They should use their worksheets to record their research findings. The questions on the worksheets are meant as a guide. They do not need to answer each question.
- Be available to answer questions and guide students.

## Section C: Brainstorm Content and Media

*Time: 45 minutes*

### Brainstorming Introduction



- Explain that the purpose of brainstorming is to decide which research content to include and which to exclude.
- Tell students that like a story, a video should have a beginning, middle and end.
- Show a copy of the sections of a general content outline.

• Introductory comments or title slide
• Why the step is important
• What they will learn in the video
• What actions are needed to complete the step
• Summary and closing slide



- Give guidelines for what you want on the title slide. This might be the name of the step and students in the group.
- Complete a large group discussion or guide small groups to brainstorm the content that best answers the bulleted questions on their student worksheets and follows the general outline.



- Show a sample of a completed brainstorming page.

Content	Media
• Title slide	PowerPoint Slide
• Three reasons why a kit is important	Video clip
• List of items in a "Go Bag Kit"	Photo
• List of items in a "Stay at Home Kit"	Photo
• Summary and closing slide	PowerPoint Slide



- Show a sample of a completed brainstorming page.

### Types of Media to Record Content

- Identify the type of media that can be used to display content:
  - PowerPoint slide
  - Drawing
  - Video of speaker
  - Music
  - Photos
  - Imported video clip
- Have students identify the media they will use to display each content element and record on their worksheets.



## Section D: Section 4: Create Storyboards

*Time: 1 to 2 45-minute sessions*

### Storyboard Introduction

- Explain that storyboards help you organize the graphics or images you will use in your video. Tell students to visualize the sequence in which they will record or display the graphics or images in their video. This includes the order in which any on-camera speakers will appear, what they will say and if they will use any props.
- Show a completed sample of a storyboard.

Show someone making a checklist of things to put in a kit.

Props:

- Paper and pencil
- Print the word "Checklist" on the top of the paper.

Audio:

- Jane says that the first thing I need to do is make a checklist of what I want in my kit.

**Note to instructor:** Multiple storyboard templates are available online. The easiest way to create a template is to make two columns on a sheet of paper or index card. On one side describe the action or content. On the other side describe needed actors, props, audio, music, drawing and artist or special effects.

### Storyboard Creation



- Distribute copies of the storyboard handout (D2). Tell students that they will need to create one storyboard for each content element. Explain that they can draw or use text to describe the action in each storyboard.
- Tell students how long they have to complete their storyboards. Be available to offer guidance and feedback or answer questions as students work.
- Based on available time, invite groups to share their work.

## Section E: Shoot Video and Prepare Other Content

*Time: 1 to 2 45-minute sessions*

### Preparation for Videotaping



- Make sure video editing software is available for student use.
- Watch video tutorial for the editing software you plan to use if this is your first time to create a video. Search the internet or YouTube for the editing tool you use. After students videotape and prepare other content elements, they will need a place to edit video clips and combine and store other graphic elements.

Tip: iMovie or Moviemaker are the most common editing tools used by students and allow for multi-media displays. Many schools have subscriptions to Animoto and Prezi.

Tip: Glogster is a free Google document tool for students and educators that enables you to store videos and other media on a single page. Visit [www.glogster.com](http://www.glogster.com) to sign up. Each student or student group can create their own glogster page.

- Identify an area or areas of the room where students can videotape without interruption and with limited background noise. Create a videotaping schedule if multiple groups need to use the same space or camera equipment.
- Set up video camera – If you have access to a tripod, attach the camera to the tripod for smoother taping. Each group should identify a camera person who is familiar with the camera that will be used.

Tip: Flip cams or cell phones can be used.

- Instruct students to gather needed props, visuals and on-camera speakers before taping.

### Content Element Production

- Guide students in producing the video using the storyboards and content elements from Section 4.
- Instruct student to assign the following jobs to a group member:
  - photographer and videographer to take pictures and video,
  - on-camera speaker,
  - artist (if drawings are needed),
  - title slide and closing slide creator,
  - audio technician to locate and embed music clips as needed, and
  - editor to combine the elements into a single 1–2 minute video.

These roles are listed in the student worksheets.



- Ask: How will your group work best, individually on your assigned storyboard or as a large group on one storyboard at a time? Let the group decide or assign them a method.
- Students create video clips and other images based on their assigned storyboard. Instruct students where to save their files. You can create project folders for each group on your classroom hard drive or you can have students save files to a flash drive.
- Remind students to save video clips, photos, music and PowerPoint slides for editing and final production. Tell them which file types your software can use.

## Section F: Produce Video and Follow-Up

*Time: 1 to 2 45-minute sessions*

### Preparation for Video Presentations

- Make logistical arrangements for audience to view completed videos.
  - Set up area for student presenters and audience.
  - Test equipment in advance and have it ready for use and videos easily accessible. Equipment may include projector, speakers, computer and viewing surface.
  - If audience is going to select the best video for each step, prepare a rating form to complete and return to you.
- Send invitations to parents or other classes in advance of viewing.

### Video Editing and Production

- Based on the editing software you use, create a project file for each group or have students do so.
- If this is your first time to create a video, download the software to the computer(s). Keep in mind that your IT department may require a tech staff to download the software for you. Allow time for downloading.
- Instruct students in use of the editing software as needed or have them watch one of the free online tutorials.
- Provide instructions to editors about where to store completed video. You can set up a YouTube account or store videos on a flash drive. Follow your school policy.



### Video Presentations

- Tell students that they should plan to introduce their video to a viewing audience. One member of the group should introduce all members and the step that their video addresses.
- Play video for audience.
- Distribute and collect rating forms.



### Follow-up

- Determine how students can make a personal copy of their video to share with parents and siblings.
- Submit videos to [www.readyhouston.tx.gov/schoolready](http://www.readyhouston.tx.gov/schoolready) website for possible inclusion in the middle school section.
- If you have multiple groups working on the same disaster step, select the best one for each step and produce a final video for the class.

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?

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

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

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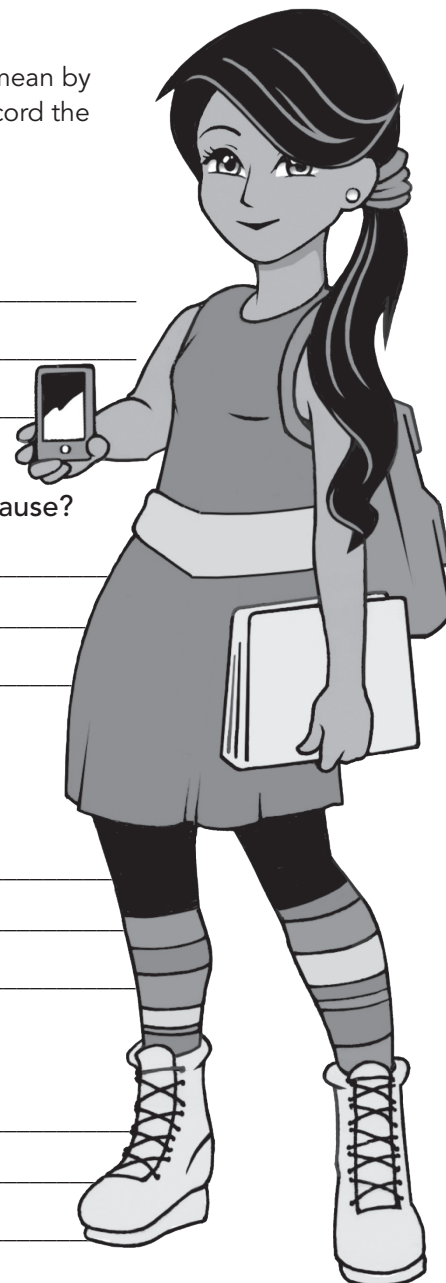
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4. Who should you contact in case of an emergency?

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## 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 \_\_\_\_\_

## Making a Video

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

1. Identify your audience
2. Research your content
3. Brainstorm which content you will use and the media for each content element
4. Create storyboards
5. Shoot the video and create content elements
6. Produce and save video

My audience:

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My disaster preparedness step:

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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 \_\_\_\_\_

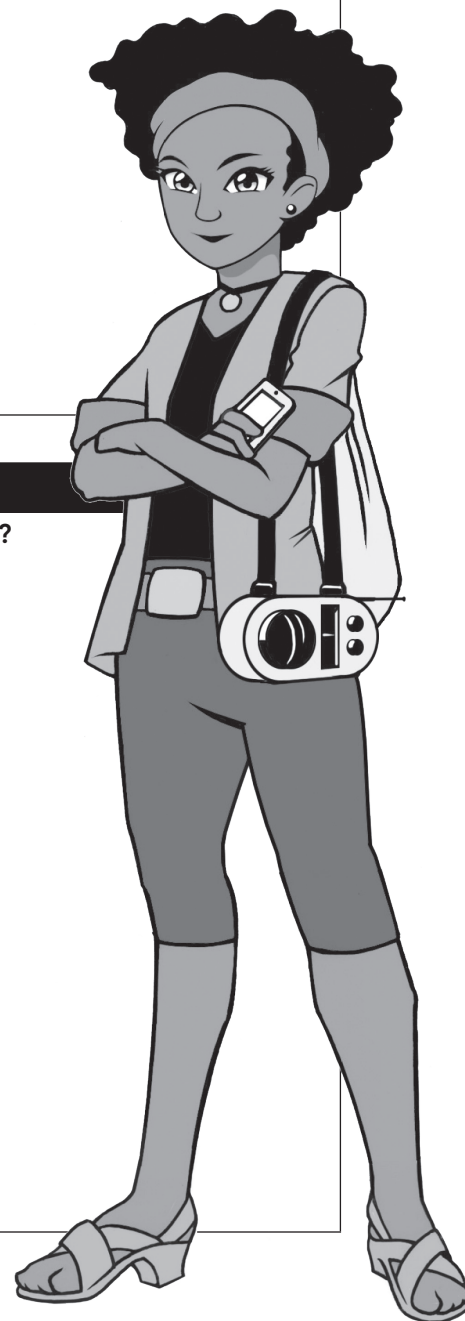
Date \_\_\_\_\_

### 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 D: Create Storyboards

- Storyboards help you plan your story. Imagine the sequence in which you will record or display the graphics in your video. Identify everything that is needed to display the content. This includes: who will appear, what they will say and if they will use any props; what photo you need and where you will find it; who will draw a needed picture.
- Make one storyboard for each content element you identified on the previous page. Use the handout provided by your teacher. In one column describe the action or content. In the other column describe needed actors, props, audio, music or special effects.

Sample storyboard

Show someone making a checklist of things to put in a kit.	Props: <ul style="list-style-type: none"><li>• Paper and pencil</li><li>• Print the word "Checklist" on the top of the paper.</li></ul> Audio: <ul style="list-style-type: none"><li>• Jane says that the first thing I need to do is make a checklist of what I want in my kit.</li></ul>
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After you create your storyboards, check your sequence. Have one person read the content on each storyboard. Rearrange the storyboards if you think it will tell the story better.

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

# Disaster Preparedness Storyboard

<p><b>Describe action or visuals you will use.</b></p>	<p><b>Props List</b></p> <p><b>Describe the audio. This includes music or script of what the actor says:</b></p>
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Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## Section E: Shoot Video and Create Other Content Elements

- Now it's time to create the elements that make up your video. Follow your storyboards to produce each element. Before you start, know the editing software you will use to combine your elements into a single video and the type of files that the software can use. When you save a file make sure that it's in a format your editing tool can use.
- Assign the following jobs to a group member:
  - photographer and videographer to take pictures and video \_\_\_\_\_
  - on-camera speaker who gives important information often with the use of props \_\_\_\_\_
  - artist who can draw any needed pictures \_\_\_\_\_
  - title slide and closing slide creator \_\_\_\_\_
  - audio technician to locate and embed music clips as needed \_\_\_\_\_
  - editor to combine the elements into a single 1-2 minute video \_\_\_\_\_
  - other \_\_\_\_\_
- Decide if your group will work individually on their assigned storyboard or as a large group on one storyboard at a time.
- When you have created the content for your storyboard, save it in a file format that can be used by the editing software. Some examples are wmv, ppt, jpg. Ask your editor or teacher if you aren't sure of the best format before you save a file. Your teacher will tell you where to save your file.

## Section F: Produce Video and Wrap-Up

If you are the editor and producer for your group, your job is to combine the content elements that other group members created into a smooth flowing video. You will use the editing software identified by your teacher. While you can do minor editing of the content created by other members of your group, you don't want to delete or redo their work. You may find that you need to add transitions to connect the different content elements. Transitions could be photos, music or text. Ask other group members to help as needed.

Now it's time to show off your work. Your teacher will have arranged for an audience. Tell them who you are, what step of disaster preparedness your video presents and why it's important to be prepared.

# Appendix

## Content Web Sites

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

## Emergency Preparation Sites

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