



Be Disaster Safe K-2

Disaster Cycle

LESSON PLAN 2

Prepare

Children will be less confused and frightened about disasters if they understand that they and their families can be prepared, and they know that there are people to assist and support them.

Key Terms and Concepts

consequences emergency prepare
disaster needs

Purpose

To help students understand the importance of being prepared in case of an emergency

Objectives

The students will—

- Compile a list of activities for which they must prepare each day.
- Use *Be Prepared* to plan and perform skits that show ways to prepare for a task and the consequences of not preparing or missing a step.
- Create how-to books for everyday tasks. (Linking Across the Curriculum)
- Use *What If...?* to identify problems and solutions to help them be prepared in case of an emergency.
- Read *What If...?* with their families to identify ways they are prepared for emergency. (Home Connection)
- Read *Miss Bindergarten Gets Ready for Kindergarten* by Joseph Slate and Ashley Wolff and write their own rhymes about getting ready. (Linking Across the Curriculum)

Activities

“Prepare to Play”

“What If...?”



Visit the American Red Cross Web site
at www.redcross.org/disaster/masters

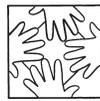


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LESSON PLAN 2 Prepare

Materials

Be Prepared, 1 copy per team



"Prepare to Play"

SET UP 5 minutes CONDUCT two or three sessions

Science: Health

1. Have students talk about activities they prepare for each day. (Answers will vary, but may include—get ready for school; get ready for bed; and get ready to make breakfast.) What do they need to have with them? What do they do first, second and third? What would happen if they weren't prepared? (Answers will vary, but may include—I would be late for school. There wouldn't be time for my Dad to read me a bedtime story. If we were out of milk, I wouldn't get to have my favorite cereal for breakfast.)
2. Distribute *Be Prepared* to teams of three or four students. Assign to each team a simple task or activity to act out for the class: make a peanut butter and jelly sandwich, go to a soccer game, change the sheets on the bed or take care of a pet. Have the teams use the activity sheet to help them plan and perform their skits.



Wrap-Up

After each skit, have the class talk about what might happen if they weren't prepared or if they didn't follow the right steps in the right order. Be sure students can describe the consequences of being unprepared.



Linking Across the Curriculum

Language Arts: Writing

Have student teams write or illustrate simple how-to books for others to follow. They can choose a variety of topics—lunch or snack items they can make, chores they do at home or school or games they play outdoors. Make sure books show what is needed for each task and the steps that must be taken.



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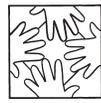
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LESSON PLAN 2

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Materials

- *What If...?*, 1 copy per student
- *Miss Bindergarten Gets Ready for Kindergarten* by Joseph Slate and illustrated by Ashley Wolff (Dutton Children's Books, 1996), 1 copy for class reading (Linking Across the Curriculum)

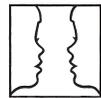


"What If...?"

SET UP 10 minutes CONDUCT 30 minutes

Language Arts: Vocabulary and Writing; Science: Health

1. Have students talk about ways to be prepared to solve the "what-ifs..." during an emergency. For example, what if a winter storm causes the electricity to go off and the heat in your home no longer works? What will happen? (Your home will get cold and it will be hard for the family to stay warm.) How could you be prepared for this emergency? (Answers will vary, but may include—If you have lots of warm blankets, you could dress warmly, including hats and gloves, and stay under the covers. If you have a fireplace and lots of wood, you could light a fire and stay warm. If one of your friends or family still has heat, you could stay with them for a while.)
2. Distribute *What If...?* and have students work in teams to identify the problems and talk about how to be better prepared.



Wrap-Up

As students discuss the activity sheet, begin a class list of ways to be prepared before an emergency occurs.

Answers to *What If...?*

1. Pets

Problem—The family is snowed in and their dog has no food.
Solution—Keep an extra bag of pet food on hand, in case of an emergency.

2. Emergency lighting

Problem—The storm has knocked out the electricity and there are no lights; the batteries for the flashlight are dead and there are no more in the box. It's dangerous to walk around in the dark, and you can't read either.

Solution—Put extra batteries in your disaster supplies kit. You'll need batteries for flashlights so you can walk safely and read. You also will need batteries for a portable radio so that you can hear reports on the storm.

TEACHING NOTE If students suggest using candles instead of the flashlight, start a discussion about safety during a storm. Candle flames are dangerous and are actually fire.



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3. Emergency evacuation

Problem—The family was told to evacuate before a hurricane, but when they reach the evacuation route, their car is out of gas.
Solution—It is important to keep between a quarter and a half tank of gas in your vehicle if you live in an area that could be evacuated or in case of winter storms.

4. Seeking shelter at home

Problem—The family is seeking shelter from a storm and has a disaster supplies kit. They forgot to bring plenty of disposable diapers of the right size for the baby.
Solution—Infants, older people and people who are sick have needs in disasters that need to be remembered. Medicines, special foods or disposable diapers have to be included in their disaster supplies kits.

5. Heavy winds and rain

Problem—Summer toys and furniture will be lost or ruined or could do harm to others in a big wind and rainstorm. However, it's too late to run out and put things away now.
Solution—Always put away light furniture and toys that can blow in the wind before a storm comes.



Home Connection

Send home a copy of *What If...?* Have students place a check mark next to each scenario for which their family is prepared.



Linking Across the Curriculum

Language Arts: Reading and Writing

Read *Miss Bindergarten Gets Ready for Kindergarten* by Joseph Slate and illustrated by Ashley Wolff (Dutton Children's Books, 1996) to the class. Have students talk about all the steps the students and their teacher take to get ready to begin school. Work as a class to make rhyming statements that use students' names and the idea of being prepared. For example:

*Getting ready for the rain was simple for Pat.
She always carried her bright yellow rain hat.*

OR

*Tomás remembers his ABCs
And knows how to get ready...1, 2, 3.*



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Be Prepared

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Name _____

Directions: Each of us must prepare to complete any job. Work with your team to show how to prepare for a special task like making a sandwich, getting ready for bed or cleaning your room.

Decide on the task.

What are all the things you need to have with you to complete the task?

What are the steps you need to take? Make sure the steps are in the correct order.



Now, practice acting out your task for the class.





What If...?

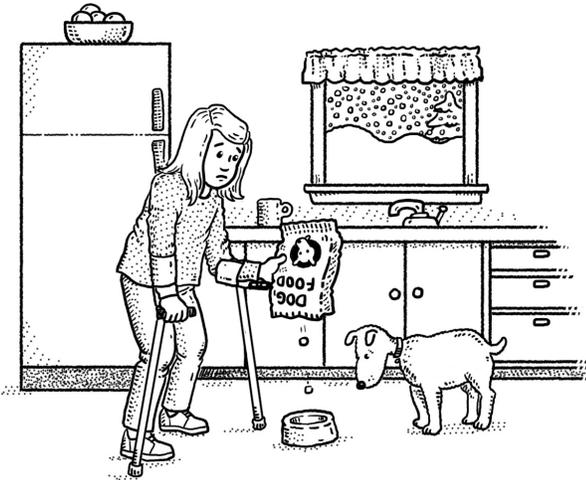
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Name _____

Directions: Look at each picture to answer the questions.

What is the problem?

How can you be prepared?



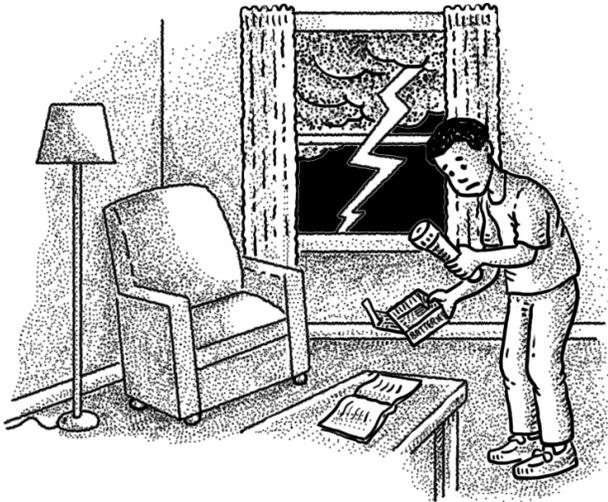


What If...?

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What is the problem?

How can you be prepared?



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What If...?

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What is the problem?

How can you be prepared?

