



## Be Disaster Safe 6–8

### At Home



Visit the American Red Cross Web site  
at [www.redcross.org/disaster/masters](http://www.redcross.org/disaster/masters)

## LESSON PLAN 10

# Plan Ahead

Young people can support their families' efforts to plan and practice what they will do and gather what they will need in case of an emergency.

### Key Terms and Concepts

disaster plan	hygiene	prepare
disaster supplies kit	neighborhood	survival
first aid kit	perishable	

### Purpose

To help the students and their families write, practice and update a family disaster plan and build a disaster supplies kit

### Objectives

The students will—

- Conduct research to compile shopping lists of needed supplies for a family disaster supplies kit.
- Use *Family Disaster Supplies Kit* to guide their families in gathering and storing needed supplies. (Home Connection)
- Determine the best buys for items included in the family disaster supplies kit and calculate costs based on quantity and the place the items are purchased. (Linking Across the Curriculum)
- Create a healthful survival menu. (Linking Across the Curriculum)
- Prepare questions for a volunteer speaker, using the handout *Plan for Special Needs* as a guide, to learn how to help all family members stay safe and healthy during a disaster.
- Write journal entries to describe how their families supported those with special needs during an imaginary three-day emergency.
- Use *Plan for Special Needs* to learn about the special items and plans necessary to make all their family members safer during a disaster. (Home Connection)
- Participate in volunteer demonstrations to better understand special needs during an emergency situation. (Linking Across the Curriculum)
- Use *Plan for Your Pets* to learn about the special items and plans needed to keep pets safe and comfortable during a disaster. (Home Connection)
- Write scenarios to determine whether all the actions learned and the steps taken in the *Family Disaster Plan* will help them be ready for a disaster.



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## LESSON PLAN 10 Plan Ahead

- Use *Family Disaster Plan* to complete their families' preparedness plans. (Home Connection)
- Use *Neighborhood Plan* to develop and present a PTA presentation with the aim of describing, promoting and helping others create disaster-safe neighborhoods.

### Activities

- “Build the Family Disaster Supplies Kit”
- “Take Care of *All* the Family”
- “Plan and Practice”
- “Disaster-safe Neighborhoods”



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# Be Disaster Safe 6-8

## LESSON PLAN 10 Plan Ahead

### Materials

- Chalkboard and chalk or chart paper and markers
- Newspaper and magazine ads from drug, grocery and discount stores
- Calculators
- 5 pieces of chart paper and markers
- *Family Disaster Supplies Kit*, 1 copy per student (Home Connection)



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## "Build the Family Disaster Supplies Kit"

**SET UP** 5 minutes **CONDUCT** 55 minutes, plus time for research

**Social Studies: Personal Responsibility; Science: Health; Mathematics: Computation and Comparison**

1. Describe this scene to the class: The National Weather Service is predicting unusual storms for their area this season. Everyone must be prepared for the possibility of several days with no electricity, no running water and stores and roads that are closed. What do they need and how will they assemble it?
2. Write the following categories on the chalkboard:
  - Water and Food
  - Medical Supplies
  - Tools and General Supplies
  - Supplies for Hygiene
  - Special and Additional Supplies

Divide the class into small groups and distribute the newspaper and magazine ads. Each group is to prepare a shopping list for a disaster supplies kit that would accommodate a family that includes three adults, one of whom is older and needs special foods and medicine; one child their own age; two younger siblings, including an infant who is still in diapers; and one German shepherd and one hamster.

The groups must indicate where they can buy the items on their lists and estimate the number or amount needed and their costs.

**TEACHING NOTE** Explain to the students that some items are NOT recommended for family disaster supplies kits. Candles may cause fires. Foods that are too bulky will not fit in the supplies kit and foods that spoil cannot be stored. The American Red Cross does not recommend inclusion of guns, knives or other weapons.



### Wrap-Up

Place five sheets of chart paper in the front of the class. Write one of the five categories at the top of each. Ask the groups to share the items they have listed under each category, writing down their ideas.



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As the groups share, have the others support or refute the lists of items—their quantity, size and appropriateness. Guide the class to come to a consensus of what belongs in a complete family disaster supplies kit and approximately how much it will cost.

Discuss with the students why some of the emergency supplies they have included on their charts must be checked and replaced from time to time. For example:

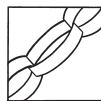
- Water, packaged foods and other items have expiration dates and should be kept current and used by the family.
- Batteries must be checked or they will stop working.
- Infants' needs will change as they grow.
- Medications must be up-to-date.



### Home Connection

Distribute *Family Disaster Supplies Kit*. Now that they know about the items needed in case of an emergency, explain that they can help their families gather the right supplies. Ask the students and their families to go through the checklist, noting specific items or quantities that fit their own family configuration and save the information as part of their family disaster plan.

Have the students set up an inventory of their family kits, developing a calendar and schedule for updating supplies.



### Linking Across the Curriculum

#### Mathematics: Computation and Problem Solving; Social Studies: Economics



Over a period of a few weeks, have student teams go price-shopping for the needed items in their family disaster supplies kits—through store ads and online. Instruct them to track costs, look for sales and shop for items sold singly or in multiple packages to find the best buys. At the end of the time, have the students share their best buys. In what ways have they saved money—buying in bulk, watching for sales, shopping discount stores or shopping online? Recalculate the possible costs of a disaster supplies kit based on their best shopping methods.

#### Science: Health



It is important to eat a healthful diet no matter what the circumstances. Have small groups of students research to create a survival menu for emergency situations. Groups must be able explain why their menus are healthful and best for survival.

- Are certain foods especially good for you when your body is under stress?
- Which easily stored foods are the best sources of nutrition?
- How can you be sure that you are getting enough liquid in your diet when water is rationed?



## Be Disaster Safe 6–8

### LESSON PLAN 10 Plan Ahead

#### Materials

- *Plan for Special Needs*, 1 copy per student
- *Plan for Your Pets*, 1 copy per student (Home Connection)



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## "Take Care of All the Family"

SET UP 10 minutes CONDUCT 50 minutes

Science: Health; Social Studies: Personal Responsibility; Language Arts: Writing

**TEACHING NOTE** Invite a parent or volunteer from the local chapter of the American Red Cross, a hospital or a convalescent home to answer students' questions about how to help people with special needs in emergency situations.

1. Distribute *Plan for Special Needs* to the students. Have them use the activity sheet to consider the difficulties a person with disabilities or with difficulty communicating might have during an emergency. For example:
  - Someone with a hearing disability might not hear a warning siren or know that an evacuation has been ordered.
  - Someone in a wheelchair may need help getting to a safe place.
  - Someone who does not see well may need help maneuvering through debris after a storm.
  - Someone may need medication on a very regular basis.
  - Infants have many special needs, such as special foods, formula, diapers and medicine.
  - Someone who does not speak or understand English may need to be told of the situation and supported in learning what to do.
2. Have the students prepare questions for the volunteer speaker based on the information from the activity sheet and their own personal experience. For example, the students may want to know how to help an elderly person who lives with the family, a neighbor across the street who is deaf and lives alone or a close friend on dialysis.



#### Wrap-Up

Have the students work with the volunteer to devise a list of actions they could take to make sure that all the special needs of neighbors and family are met in case of a disaster.

Answers will vary, but may include—

- Investigate alternative emergency communication systems designed for the deaf and hearing impaired.
- Be sure there is a push broom to clear debris away for a wheelchair.
- Help someone whose first language is not English identify a radio station broadcasting in his or her language in order to receive emergency information.
- Keep extra supplies of medication or special food needs in the disaster supplies kit.

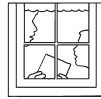


# Be Disaster Safe 6-8

## LESSON PLAN 10 Plan Ahead

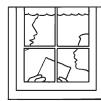
- Plan for enough water and food for pets. If evacuation is necessary, make sure there is a motel or family ready to accommodate pets.

Have the students write three journal entries. The entries begin when an unexpected event occurs in their community, cutting off electricity and water and closing stores and streets. The journal ends when the electricity is restored and the roads are reopened. The entries must include ways that they or other family members supported people with special needs and how their family disaster supplies kit was set up to take care of an infant or someone who needed special medication and the family pets.



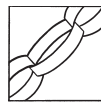
### Home Connection

Distribute *Plan for Special Needs* for students to take home and use with their families in planning for everyone in their home, as well as assisting neighbors who might need special help in their planning. Remind students to save the information as part of their family disaster plan.



### Home Connection

Have the class discuss the problems that might arise when pets and their needs are not included in a family disaster plan. Distribute *Plan for Your Pets* for students to take home and use with their families to help plan for their pets. Remind them to save the information as part of their family disaster plan.



### Linking Across the Curriculum

#### Social Studies: Community; Language Arts: Writing

There are many ways to help students better understand people with special needs. With the help of your school counselor, plan some empathy activities. For example:

- Blindfold student volunteers and guide them through school hallways or a classroom maze.
- Have student volunteers spend at least two hours of the school day in a wheelchair.
- Have the students try to communicate directions without speaking.

After each of these experiences, ask the students to share their feelings and the difficulties encountered in each situation. Have them write a journal entry discussing how these difficulties might affect the safety of people in an emergency situation.



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## LESSON PLAN 10 Plan Ahead



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### Social Studies: Community



The American Red Cross has created a complete special needs disaster plan, “Preparing for Disaster for People with Disabilities or Special Needs,” which you and your students can access online at <http://www.redcross.org/images/pdfs/preparedness/A4497.pdf>. Work with your local chapter of the American Red Cross, hospital, convalescent home or community center to provide opportunities for student volunteers to help seniors or others complete the worksheets in the booklet in order to be better prepared for disaster.



# Be Disaster Safe 6-8

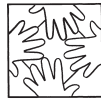
## LESSON PLAN 10 Plan Ahead

### Materials

- Chalkboard and chalk or chart paper and markers
- *Family Disaster Plan*, 1 copy per student
- Construction paper and markers



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## "Plan and Practice"

SET UP 5 minutes CONDUCT 45 minutes

Science: Health; Social Studies: Personal Responsibility; Language Arts: Reading

**TEACHING NOTE** This is the culmination of all of the activities completed in Lesson Plans 10 and 11—Be Disaster Safe: At Home.

1. Make a class list of all the special things you have discussed to help families stay safe at home:
  - Reduce hazards
  - Make a family contact plan
  - Build a family disaster supplies kit
  - Plan for special needs
  - Plan for pets
2. Distribute *Family Disaster Plan* to the students and review it.
3. Discuss—How will each of these actions help make your family safer?



### Wrap-Up

Have the class list the disasters or emergency situations most likely to strike their area. Then, assign small groups to write "what-if" scenarios for each. The scenarios must include—

- The type of disaster
- The effects on homes and the community
- The length of time the emergency lasts
- One or two secondary events, such as water contamination or a chemical spill

Have the groups present their scenarios to the class.



Based on all the points they have considered in their disaster preparedness planning, would their families be ready for these possible events? Why or why not? What else might they need to do either to reduce the hazards, update their contact plans or add to their disaster supplies kits or safety drills?

Distribute construction paper and markers to the students. Ask them to design a folder to keep all their family disaster plan information together. Their designs must depict the steps of family preparedness for their family.



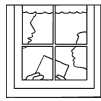


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### Home Connection

Have the students take home *Family Disaster Plan* inside their specially designed preparedness folders to use with their families. This will complete the family plans of action for preparing and staying safe during and after a disaster. Have them save all of their planning sheets inside the folder.



## Be Disaster Safe 6-8

### LESSON PLAN 10 Plan Ahead

#### Materials

- *Neighborhood Plan*, 1 copy per student
- Chalkboard and chalk or chart paper and markers
- Computer presentation software, such as PowerPoint, and an LCD projector; or transparencies and an overhead projector



Visit the American Red Cross Web site  
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## "Disaster-safe Neighborhoods"

SET UP 5 minutes CONDUCT 2 or 3 sessions, plus presentation time

### Social Studies: Personal Responsibility and Community; Language Arts: Presentation

1. Explain to the students that they can be proactive in making their neighborhoods disaster-safe. Distribute *Neighborhood Plan* to the students and give them five minutes to jot down ideas and questions to share with the class.
2. Begin a class brainstorm to expand on the information that must be included in a neighborhood plan and ways to present the information at a parents' meeting.
3. Once the ideas take shape, assign tasks and teams to implement them. For example:
  - Set the agenda; clear time with and enlist the support of school authorities or PTA leaders and publicize the meeting.
  - Design slides with bulleted information and graphics.
  - Write notes that need to be presented to elaborate on the information on the slides.
  - Practice presenting the information—make it lively and interactive.
  - Create and copy needed handouts for both family and neighborhood disaster planning.



#### Wrap-Up

Have the class make their presentation at the parents' meeting.



Their meeting is a success if the parents have questions and can see the need for disaster planning. Have the students share follow-up from their own neighborhood groups.



# Family Disaster Supplies Kit

Page 1 of 2

One important step in any family disaster plan is to have needed supplies ready. It's a good idea to prepare to be on your own, without power or running water, for three days or more. Any extra supplies will help, so do the best you can.

Complete this list as a family. Put a check mark by those items you already have and leave the check box blank by those items you plan to get.

- ☐ Water (1 gallon [4 liters] per person per day for drinking and washing)
- ☐ We need \_\_\_\_\_ gallons (liters) for \_\_\_\_\_ people.
- ☐ Food (packaged, canned or dried foods that will not spoil, plus serving utensils and a nonelectric can opener)
- ☐ We have enough food for \_\_\_\_\_ days.
- ☐ We have food for special diets (babies, elderly or infirm).
- ☐ We have utensils.

## Medical Needs

- ☐ Extra supplies of essential medications and a list of medicines, including dosage
- ☐ First aid kit and handbook
- ☐ Extra eyeglasses
- ☐ Other needs, such as hearing aid batteries \_\_\_\_\_

## Tools

- ☐ Battery-powered radio or weather radio with extra batteries
- ☐ Flashlights with extra batteries
- ☐ Tool kit
- ☐ Duct tape and heavy plastic sheeting to cover windows and doors





# Family Disaster Supplies Kit

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## Sanitation Supplies

- ☐ Soap or hand cleaner and cleaning supplies
- ☐ Plastic bags
- ☐ Bleach
- ☐ Toilet paper and other essential paper goods

## Special Supplies

- ☐ For baby or other family members \_\_\_\_\_
- ☐ Emergency kit in the car (water, food, first aid supplies and walking shoes.)
- ☐ Pet supplies (food, carrier or leash, and extra water for a large animal)

Check your family disaster supplies kit regularly to replace items that become out-of-date, replace batteries or update special needs. For a more detailed list, check the American Red Cross at [http://www.redcross.org/images/pdfs/code/disaster\\_supplies\\_kit.pdf](http://www.redcross.org/images/pdfs/code/disaster_supplies_kit.pdf)

**Keep this sheet as part of your family disaster plan.**





# Plan for Special Needs

Page 1 of 3

Name \_\_\_\_\_

Emergency situations are difficult for all of us, but people with special needs may need to plan differently.

**Directions:** Describe the specific steps that need to be taken to prepare for an emergency situation involving each person listed below. Then describe the steps that need to be taken during and after an emergency.

**A person who needs special medication or medical supplies**

Before an emergency situation occurs

During an emergency

After an emergency

**A person who cannot hear**

Before an emergency situation occurs

During an emergency

After an emergency





# Plan for Special Needs

Page 2 of 3

## **A person who cannot see**

Before an emergency situation occurs

During an emergency

After an emergency

## **A person in a wheelchair**

Before an emergency situation occurs

During an emergency

After an emergency





# Plan for Special Needs

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**A person who cannot speak or understand English**  
Before an emergency situation occurs

During an emergency

After an emergency

**An infant**  
Before an emergency situation occurs

During an emergency

After an emergency





# Plan for Your Pets

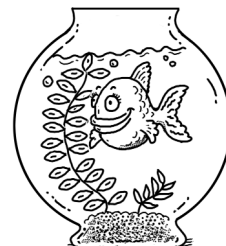
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Name \_\_\_\_\_

Every disaster plan must include planning and supplies for pets. Talk about your pet(s). What will each animal need in an emergency?

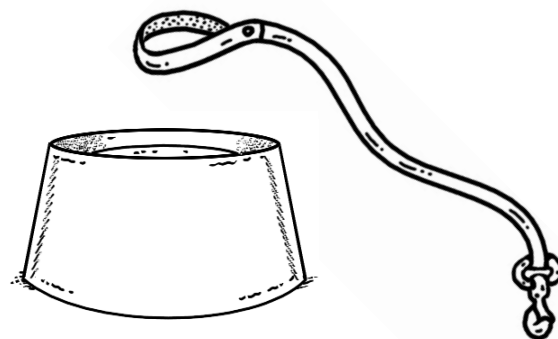
Name(s):

Type(s) of Animal:



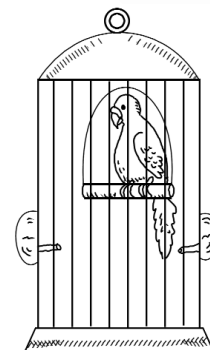
Living Space(s) and Transportation Needs:

Food and Water:



Special Needs:

ID Tags and Vaccination Information:



Telephone Numbers:

Veterinarian \_\_\_\_\_

Kennel \_\_\_\_\_

Animal-loving Friend \_\_\_\_\_

**Keep this sheet as part of your family disaster plan.**







# Family Disaster Plan

Page 1 of 2

Name \_\_\_\_\_

Your family disaster plan includes ways to reduce hazards, a family contact list and a supplies kit to meet the needs of everyone in case of a disaster or emergency situation. Here are some final points to consider, including plans to get to safety and stay safe.

It is most important to discuss all the steps in your disaster plan and to practice safe actions for different types of emergency. Planning and practicing will keep your family safe.

## **Be familiar with the school's plan—**

- ☐ Students and parents know the school's emergency plan.
- ☐ If an emergency happens while children are at school, they must follow the direction of the teachers, principal or emergency teams.
- ☐ Students know to stay at school or with school personnel in the event of a disaster.

## **Neighbors helping neighbors**

- ☐ Meet with your neighbors to plan how the neighborhood could work together after a disaster.
- ☐ Agree to check on each other in the event of an emergency. Form a "tree" where everyone checks on one or two other neighbors.
- ☐ Determine where children might go for help in the neighborhood.

## **If a disaster happens, we plan to—**

- ☐ Drop, Cover and Hold On if there is an earthquake or explosion.
- ☐ Move to a safe place, in the basement or away from windows, and Drop, Cover and Hold On if there is a tornado.
- ☐ Get out and get help if there is a fire.
- ☐ Get to higher ground if there is danger of a flood.
- ☐ Stay inside if there is danger outside.
- ☐ Follow our family contact list.





# Family Disaster Plan

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## **After the emergency passes—**

- ☐ Check everyone around you; give first aid when possible and get help for seriously injured people.
- ☐ Wear protective clothing and sturdy shoes to avoid injury from debris.
- ☐ If the building is unsafe for any reason, get everyone outside quickly.
- ☐ Sniff for gas leaks. If you smell gas or suspect a leak, get everyone outside quickly, and turn off the main gas valve.

## **Next steps to take—**

- ☐ Listen to radio and television reports for instructions. Follow the directions of local emergency officials.
- ☐ Carefully confine or secure your pets with a carrier or leash. Remember, they may be frightened and might bite or scratch.
- ☐ Check on your neighbors.
- ☐ Stay away from fallen power lines.
- ☐ Following an earthquake, expect aftershocks that might cause more damage. Stay where nothing can fall or cause injury.

For more detailed information about a family disaster plan, check the American Red Cross Web site at [http://www.redcross.org/images/pdfs/code/family\\_disaster\\_plan.pdf](http://www.redcross.org/images/pdfs/code/family_disaster_plan.pdf).

**Keep this sheet as part of your family disaster plan.**





# Neighborhood Plan

Page 1 of 2

Name \_\_\_\_\_

Every neighborhood can be disaster-safe if neighbors work together to plan and support each other.

You and your classmates are going to plan and present a PTA presentation to let the school community know how to develop and use a neighborhood disaster plan. Your presentation will include computer slides and handouts for the participants. You will need to cover these major points:

- Set up a neighborhood organizational meeting to gather and exchange names, phone numbers and other important information, such as special needs, pets and the elderly who live alone.
- Distribute family disaster planning information so that everyone's home is prepared.
- Present the reasons for implementing a neighborhood disaster plan.
- Map your block, cluster of homes, apartment building or condominium complex.
- Agree to check on one another using a telephone tree or plan to check on each other if the phones are out, for example, visiting the neighbor on your right first, then the neighbor on the left, then directly across the way, and so on.
- Set up a neighborhood meeting place to report, compare notes and determine whether further action is needed.





# Neighborhood Plan

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- Make sure that the plan is custom-designed, deciding on how much or how little information to share and allowing neighbors to participate or to decline.
- Make the plan easy to maintain, following up with regular get-togethers to invite new neighbors in and to update information.
- Provide information on training provided by the local fire department and the American Red Cross—first aid and disaster preparedness.

Take time now to jot down your ideas for presenting the information above or other ideas to be included in the presentation. Be ready to share ideas and questions with classmates as we begin planning.

