



## Be Disaster Safe 3–5

### 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

Children need support to help their families plan and practice what they will do and gather what they will need in case of an emergency.

### Key Terms and Concepts

batteries	first aid kit	prepare
disaster plan	hygiene	survival
disaster supplies 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—

- Play a game to determine what is needed for survival.
- Write class charts to complete categories of items needed for survival for three days.
- Use *Family Disaster Supplies Kit* to guide their families to gather and store needed supplies. (Home Connection)
- Use *Survival Math* to solve problems based on a disaster supplies kit. (Linking Across the Curriculum)
- Create a healthful survival menu. (Linking Across the Curriculum)
- Write and illustrate an alphabet picture book to help younger students recognize what is needed in a disaster supplies kit. (Linking Across the Curriculum)
- Create three-dimensional displays to help the school community become aware of what is needed in a disaster supplies kit. (Linking Across the Curriculum)
- Determine the best items to put in a personal kid's kit.
- Work with a volunteer to determine the special needs and actions to take 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* and *Plan for Your Pets* to determine special items and plans to make all their family safer during a disaster. (Home Connection)



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### LESSON PLAN 10 Plan Ahead

- Write “what-if” scenarios to determine if all the actions learned and the steps taken in the family disaster plan will help them be ready for a disaster.
- Design illustrative construction paper folders to store their family disaster plans.
- Use *Family Disaster Plan* to complete their families’ preparedness plans. (Home Connection)

#### Activities

- “Build the Family Disaster Supplies Kit”
- “Kid’s Kit”
- “Take Care of *All* the Family”
- “Plan and Practice”



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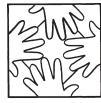
### LESSON PLAN 10 Plan Ahead

#### Materials

- 5 pieces of chart paper and 5 markers of different colors
- *Family Disaster Supplies Kit*, 1 copy per student (Home Connection)
- *Survival Math*, 1 copy per student (Linking Across the Curriculum)



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## "Build the Family Disaster Supplies Kit"

SET UP 5 minutes CONDUCT 55 minutes

**Social Studies: Personal Responsibility; Science: Health; Language Arts: Vocabulary**

1. Help the students understand the differences between needs and wants by telling them that they are going to an old cabin. There will be no power, no heat, no fresh or running water, no stores and no telephones. Even their cell phones won't work in the woods. They have limited space to carry needed items and must take only necessities for survival.
2. Now, begin packing. The first student says, "I'm going to a cabin in the woods and I'm going to take—" The student names one needed item, and the next student must repeat that item and add another. At any time during the game, a student can challenge the necessity of an item and the student who suggested it must defend it.

For example, if a student says "my computer," another student might say, "There's no electricity." The challenged student loses his or her turn and play continues. If a student says "bandages," and another student challenges the item because no one is hurt, the challenged student may explain that someone could get hurt and you need to be prepared. If the class agrees, the challenger loses his or her next turn and play continues.

3. Stop the game and have the students discuss the items they "packed."
  - Do they think they are prepared to survive in the cabin? Why or why not?
  - Could they weather an emergency?
  - Would the items be easy to assemble quickly?
  - Are the items easy to store for later use or are they perishable?
4. Write one of the following categories on the top of each piece of chart paper:
  - Water and Food
  - Medical Supplies
  - Tools and General Supplies
  - Supplies for Hygiene
  - Special and Additional Supplies



## Be Disaster Safe 3-5

### LESSON PLAN 10 Plan Ahead

Divide the class into five groups and assign to each group one category of disaster supplies and one color marker. Explain that the class is building a disaster supplies kit for a family that includes three adults, one of whom is older and needs special foods and medicine; two children, one of whom is an infant who is still in diapers; and one German shepherd and one hamster.

Allow about five minutes for each group to list needed items and their quantities underneath their chart paper category. Then have the groups change categories. Allow two minutes for the new group to add or question supplies already included by the first team. Continue until all groups have had at least two minutes to look at each category.

**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 all the chart paper lists in the front of the class.



Have the teams support or refute the lists of items in each category—their quantity, size and appropriateness.

Challenge the students to discuss why some of the emergency supplies they have included on their charts will need to be checked and replaced from time to time. For example:

- Water and packaged foods have expiration dates and should be kept current and used by the family.
- Batteries need to 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*. Explain that, now that they know about items that are needed in case of an emergency, 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 then save the information as part of their family disaster plan.



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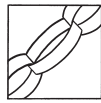


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#### Linking Across the Curriculum

##### Mathematics: Computation and Problem Solving

Have the students use *Survival Math* to decide costs and quantities for a disaster supplies kit.

##### Answers to *Survival Math*

1. Answer will depend on the number of family members.
2. 100.2 pounds; comparison answers will vary according to the weight of the students.
3. a. \$10.70   b. \$9.81

**Challenge:** It costs \$0.89 less to replace all the batteries if you buy them by the pack. However, because of the size of the packs, you spend \$17.92 and buy more batteries than you need. If you have to replace batteries often, the packs are the most economical way to purchase because you save money and can use the extra batteries. If not, you may want to consider buying single batteries.

Have each student write one more problem for *Survival Math* and challenge classmates to solve it. For example: If a baby brother wears diapers and has to be changed five times a day, how many diapers must he have for three days? If 12 diapers cost \$3.60, how much will all the diapers you will need cost?

##### 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 to 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?

##### Language Arts: Writing; Fine Arts: Visual Arts; Social Studies: Community and Volunteering

Turn the “I’m Going to a Cabin” activity into a class-illustrated, alphabet picture book that helps younger students understand what their family might need in a disaster supplies kit. Have the students share the book with students in kindergarten and first-grade classrooms and then donate it to the library or media center.

##### Fine Arts: Visual Arts; Social Studies: Community

Divide the class into five groups and assign each one of the categories from the disaster supplies kit. Have each group create three-dimensional displays with cutouts, empty cartons, clothing scraps, etc., in order to create an instructive exhibit for the media center.

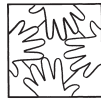


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## LESSON PLAN 10 Plan Ahead

### Materials

Grocery bags, 1 per student



### "Kid's Kit"

SET UP 5 minutes CONDUCT 15 minutes

Science: Health; Social Studies: Personal Responsibility

**TEACHING NOTE** The kid's kit differs from the family disaster supplies kit. It is a personal collection of items a student might want to have if his or her family evacuates because of an unexpected event.

1. Ask the students to talk about things they like to have with them or do when they're stressed or worried.
2. Distribute the grocery bags and discuss the kid's kit—a personal disaster supplies kit. Have the students—
  - Estimate the number of items that would fit in their kits.
  - Consider the largest item that would fit in their kits. If they put this item in the bag, would they have room for other items?



### Wrap-Up

Provide just a few minutes for the students to jot down the list of items they would most want to take with them if they had to leave their homes because of an emergency and could only pack items that fit in one grocery bag.



As the students discuss their lists, make sure they have considered the size and the number of items. Would all their items fit in the bag? What items do they "need" to take? What items do they "want" to take? If all the items wouldn't fit, what items would they leave behind?

Send the grocery bags and lists home with the students to have them build a kid's kit with their families.



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## Be Disaster Safe 3-5

### LESSON PLAN 10 Plan Ahead

#### Materials

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



## "Take Care of All the Family"

SET UP 10 minutes CONDUCT 50 minutes

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

1. Invite a parent or volunteer from the local chapter of the American Red Cross, a hospital or a convalescent home to share information about how to help people with special needs in emergency situations.
2. Ask the volunteer to discuss special needs and guide the students to consider ways to support them.
  - Someone with a hearing disability might not hear a warning siren or know that 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.
3. Work with the volunteer to use guided questioning to help the students talk about other special needs during an emergency. For example:
  - Someone who lives with you or near you cannot speak English.
  - A member of your household takes special medication every day.
  - There is a baby in the family.
  - Your home includes family pets.



#### Wrap-Up

Have the students create a list of actions they could take to make sure that all the special needs of neighbors and family, as well as pet members of their family, are met in case of 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.
- Plan for enough water and food for pets. If evacuation is necessary, make sure there is a motel or family ready to accommodate pets.



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## LESSON PLAN 10 Plan Ahead

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 opened. 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, someone who needed special medication and a family pet.



### Home Connection

Distribute *Plan for Special Needs* and *Plan for Your Pets* to each student. Have them take home the activity sheets to use with their families to help plan for everyone in their homes as well as for neighbors who might need special help. Remind students to save the information as part of their family disaster plans.



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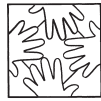
## LESSON PLAN 10 Plan Ahead

### 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

1. Make a class list of all the special things you have discussed to help families stay safe at home:

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

- Reduce hazards
  - Make a family contact plan
  - Build a family disaster supplies kit
  - Prepare a kid's kit
  - Plan for special needs
  - Plan for pets
2. Distribute *Family Disaster Plan* to the students. Discuss the final steps to add to the class list of information.
    - Know the school's plan
    - Begin working with your neighbors
    - Know the safety procedures—Drop, Cover and Hold On; evacuate; call 9-1-1; move indoors; get to higher ground
    - Know what to do after a disaster
  3. Discuss with the class: 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
- How long 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



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## LESSON PLAN 10 Plan Ahead



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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.



### 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 their planning sheets inside the folders.



# Family Disaster Supplies Kit

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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.**





# Survival Math

Page 1 of 2

Name \_\_\_\_\_

**Directions:** To prepare in case of a disaster, your family needs a disaster supplies kit. Answer the questions to figure out how much you need and to consider how to store or buy the items. Show your work and write your answers in the space provided.

1. The American Red Cross recommends 1 gallon of water per person per day. How many gallons of water will your family need for a minimum of 3 days?
2. A gallon of water weighs about 8.35 pounds. What is the weight of the water necessary for a family of four for 3 days?

Express this figure in terms of greater than ( $>$ ) or less than ( $<$ ) your weight.





# Survival Math

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3. Your portable radio uses four C batteries; your flashlight uses two D batteries; your game machine takes four AA batteries; and your sister's robot car takes one 9-volt battery. Based on the prices below, how much will it to buy replacement batteries for all of these things:

a. Single batteries?

b. Packs of batteries? (Round up to the nearest penny.)

Batteries	Prices for Single Batteries	Prices for Packs of Batteries
C:	\$ .75	8 for \$5.98
D:	\$ .60	4 for \$2.98
AA:	\$ 1.00	6 for \$4.98
9-volt	\$ 2.50	2 for \$3.98

**Challenge:** Are singles or packs more economical? Show your work.



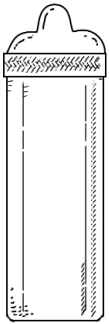


# Plan for Special Needs

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Name \_\_\_\_\_

Every disaster plan must include planning and supplies for people who might have special needs. Some family members might need special medication; infants need special food and diapers; someone with reduced vision may need help reaching safety. What are some of the special needs of the people in your home?



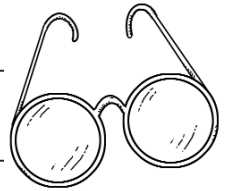
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Now, think about your neighbors. Is there someone in your neighborhood who might need extra help in an emergency? How can your family help?

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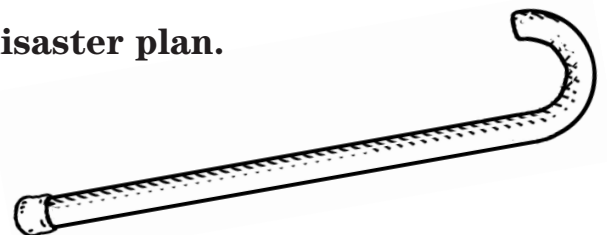
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# Plan for Your Pets

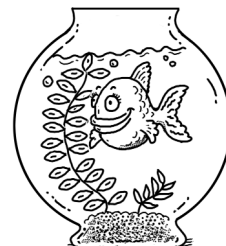
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Name \_\_\_\_\_

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

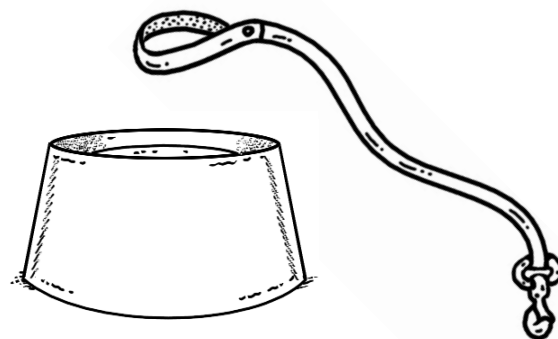
Name(s):

Type(s) of Animal:



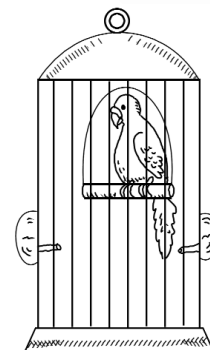
Living Space(s) and Transportation Needs:

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).

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