



Be Disaster Safe 3-5

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 in the community 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—

- Name and discuss a list of activities for which they have to prepare.
- Use the *Be Prepared Flowchart* to create step-by-step directions in a flowchart format.
- Write and illustrate step-by-step “how-to” books to share with others.
- Write and illustrate “what-if” scenarios for different disaster possibilities and challenge others to solve each potential problem.
- Share the scenarios with family members to identify ways they are prepared. (Home Connection)
- Write their “what-if” scenarios as fables for younger students that illustrate the lesson of “Be prepared.” (Linking Across the Curriculum)

Activities

“Be Prepared”

“What If...?”

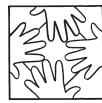


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at www.redcross.org/disaster/masters



Be Disaster Safe 3-5

LESSON PLAN 2 Prepare



"Be Prepared"

SET UP 5 minutes CONDUCT 45 minutes

Language Arts: Writing; Mathematics: Problem Solving

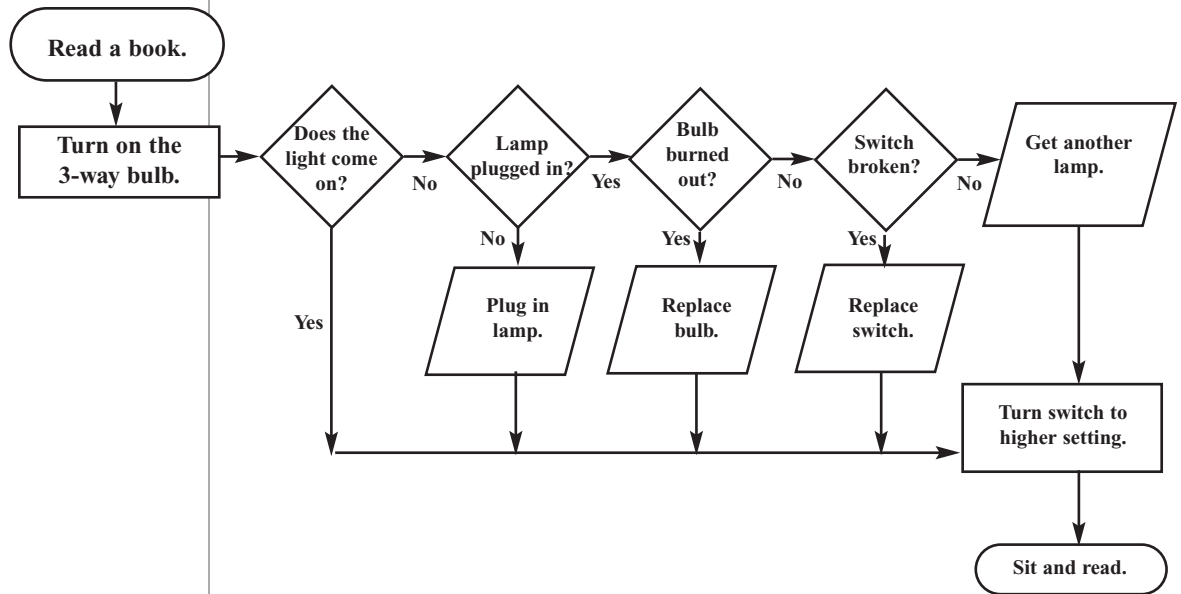
1. Have students talk about activities they prepare for each day. (Answers will vary, but may include—going to school, playing basketball, eating dinner, and using the Internet to research homework.) What do they need to have with them? What do they do first, second and third? What would happen if they weren't prepared? (Answers will vary, but may include—We could run out of gas and be late for school. I could arrive at a basketball game without my uniform. We might lack the right ingredients for our favorite recipe. I couldn't find the answers and would not earn a good grade.)
2. Distribute the *Be Prepared Flowchart* to teams of three or four.

TEACHING NOTE If students are unfamiliar with a flowchart or need a review, draw and discuss an example on the chalkboard, illustrating how the shapes from the activity sheet are used.

Materials

- *Be Prepared Flowchart*, 1 copy per team
- Construction paper, markers and glue

Task: Read a book while you sit in the chair by the lamp



3. Have students select a task and work together to cut out and place the shapes in the correct sequence. Have them write the needed information or questions within the shapes and draw arrows to indicate the flow.



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Wrap-Up

As the teams present their flowcharts, allow for class discussion. Were necessary details included? Were any steps left out? For example, if students are driven to school, did the driver check the gas gauge?

Discussion: Why are flowcharts effective tools for following the process of a task? (Answers will vary, but may include—Flowcharts break down a task into specific steps. Flowcharts help analyze a problem. Flowcharts help you communicate a process using pictures, and they are easy to follow.)



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 the books show what is needed for each task and the steps that must be taken.



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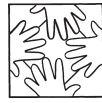
Prepare

Materials

Chalkboard and chalk or chart paper and markers



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“What If...?”

SET UP 5 minutes CONDUCT 30 minutes

Language Arts: 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 for the house no longer works? What will happen? (The house will become cold, and it will be hard 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 dry wood, you could light a fire and stay warm. If one of your friends or family still has heat and you can get there safely, you could go to their home for a while.)
2. As a class, create several “what-if” scenarios for which students and their families should be prepared. Answers will vary, but may include—
 - What if your family is snowed in?
 - What if the lights go out?
 - What if you are told to evacuate?
 - What if roads are closed due to flood?
3. Have student teams choose one or more of the scenarios and determine problems that might occur because of the “what-if” situation. Answers will vary, but may include—
 - There’s no hamster food.
 - The batteries for the flashlight are dead, and it’s dark outside.
 - The car has very little gas.
 - Your sister has no asthma medication.

Next, have the team think of ways the family could have been better prepared to prevent the problem. Can they solve the situation now?

- Always have an extra bag of pet food on hand, in case of an emergency. Know other types of things your pet can eat. For example, hamsters can eat bread, vegetables, cereal or even a dog biscuit.
- Always have extra batteries stored 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. If you are stuck in the dark, stay together with your family and tell stories or sing songs until it’s time for bed.
- It’s important to keep the gas tank at least a quarter to half full if

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



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you live in an area that could be evacuated. If there's not enough gas to reach the evacuation route, talk to friends and family and see if there's room for your family to join them. Listen to the radio to find out if there's a way to get gas for your car.

- Infants, older people and many others have special needs. Medicines, special foods or disposable diapers have to be included in the disaster supplies kit. Adults can work with the doctor, pharmacist or insurance company to have extra supplies of medication needed for life-threatening illnesses.



Wrap-Up

As students share their “what-if” scenarios and solutions to the problems that might occur, have the class discuss other, effective ways to make sure the problems do not occur.



Home Connection

Have students take home the class list of “what-if” scenarios to discuss with their families. Are they prepared for these emergencies and the problems that can occur? How can they improve?



Linking Across the Curriculum

Language Arts: Writing; Science: Health

Have students write their “what-if” scenarios as fables for younger students to impart the lesson of “Be prepared.” They can include illustrations and steps the animals should have taken to be better prepared. Share these fables either as books in the library or in storytelling sessions in the classrooms of younger students.



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Be Prepared Flowchart

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Name _____

Directions: Creating flowcharts is easy. All you need are the right symbols, some arrows and brief explanations. The hardest part is to make sure that you have thought through all the steps in your process.

1. Work with your team to select a task for which you want to prepare.

2. Write the steps in the space below. Include all important details.

3. Are there any points at which you must make a decision? Explain. For example, if you are making dinner, you will have to make sure there are enough ears of corn for everyone. If not, you'll have to buy more or decide to make a different meal.

4. Cut out the symbols on the next page. Use those you need to arrange a flowchart on a piece of construction paper. Before gluing the symbols in place, make sure you have included all steps needed to complete your task. Add arrows and "yes" and "no" points to help illustrate your process.





Be Prepared Flowchart

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Start or End of the Process

Steps in the Process

Decisions to Be Made

Actions

Note: If you need more symbols, draw them on a separate sheet of paper and cut and glue them into your flowchart.

