



Module 2

**Prepare your household:
Make a plan.**



Module 2



Suggested lesson time: **30 minutes**

Practice: **20 minutes**

The second module in the *Master of Disaster* series is designed to help instructors show students the steps their households should take to become prepared and to create strategies to talk to their families about getting prepared. The primary steps in this portion of the journey include preparing your home, making a plan and communicating risks. Use the PreparedBC website and the accompanying Master of Disaster concept sheets to refresh your knowledge of these topics before delivering this lesson. Encourage students to use this website to explore the household plan resource. Remember that if students complete all **three** learning modules they become a *Master of Disaster* and earn a certificate of completion that you can print off.

Before teaching this module, students should have taken home Letter 2 to complete with their families. The responses on this form will help them begin to create their household emergency plan.

This module is based on students achieving the listed learning outcomes. By the end of this module, students will be able to...

- » List components to include in an emergency plan.
- » Identify considerations to include in their plan that are unique to their own household.
- » Create a strategy to discuss with family and friends the importance of being prepared and what type of emergencies their community is vulnerable to.



Module 2

These learning resources align with Provincial Curriculum and Big Ideas as outlined in the following table:

Subject Area	Big Ideas	Curriculum Content	Competencies
Physical and Health Education	Healthy choices influence our physical, emotional, and mental well-being.	<ul style="list-style-type: none"> » Sources of health information » Basic principles for responding to emergencies » Strategies for promoting the health and well-being of the school and community 	Communication Thinking Personal Awareness and Responsibility
Career Exploration	Leadership represents good planning, goal-setting, and collaboration. Safe environments depend on everyone following safety rules.	<ul style="list-style-type: none"> » Personal identity » Leadership skills » Transferable skills » Community connections 	Social Responsibility
Science	Earth and its climate have changed over geological time. (Gr 7)	<ul style="list-style-type: none"> » Experience and interpret the local environment » Transfer and apply learning to new situations 	
Social Studies	Media sources can both positively and negatively affect our understanding of important events and issues.	<ul style="list-style-type: none"> » Media technologies and coverage of current events 	
English Language Arts	Texts are created for different purposes and audiences.	<ul style="list-style-type: none"> » Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability 	

Approaches to achieving the listed learning outcomes:

Create a discussion. Ask students to think back to the first module and have a brainstorming session about what components you collectively identified as necessary to an emergency plan. Then, have them take out the sheet that they took home to their parents/guardians to make their plan specific to their family. Ask students if anyone in their family has unique needs to consider in their plan. Try to encourage students to think of things such as: mobility issues (siblings or parents in a wheelchair, grandparents living in the home who may use a cane or walker), special medications (including chronic issues we deal with without thinking, like asthma), younger children who may need special assistance, attention or care. Then ask students to think of one thing that each member of their family needs to feel comfortable. Does mom or dad love reading or doing puzzles? Does a younger sibling have a favourite toy that calms him/her down when upset? Ask students to consider what they would want to have in both their plan and their kit to make them feel comfortable in a time when they may otherwise be upset and uncomfortable. Encourage students to write these ideas down to share with their family. Have students share these ideas in small groups.

To help students create a strategy for talking to their families, first ask them if they think being prepared is important and why. Have them share some ideas with the group and write down why they think being prepared is important and what they will share with their families to encourage them to prepare. Students will use these ideas and notes in the *draft your household plan* activity.



Module 2

Research, then discuss. Tell students that you will be discussing how to personalize a family emergency plan and creating a strategy to talk to their families about preparedness today and give them 15 to 20 minutes with a partner to do some preliminary research on the topic (using PreparedBC and other websites). After their research session, have them work with their partner to write down lists of emergency plan components, circling what is specific to their household or what traditional components may not work well in their household. Then have them discuss with a partner their strategy for how to talk with their family about getting prepared, float around and offer suggestions.

Lead the lesson your way! As their teacher, you are the expert on how your students learn best. Feel free to use the supporting resources to teach this lesson your way, combining methods or choosing your own style altogether. Just be sure your students leave the session having achieved the learning outcomes.

Suggested activities:

Create a surprise emergency event/drill. The day before this module, tell students that they will be simulating an actual emergency event – but don't tell them what it is going to be! When the lesson starts, use effects like lights out or visuals/sound clips from the media bank to set the stage for your emergency simulation. Then carry out a drill of the event with student interaction, asking them what the protocol would be for such an emergency. Have students work through logistical issues, considering the school as a whole and the community at large including what their plans should include for this type of emergency.

Draft your household plan. Using Letter 2, which students completed at home in Module 1, and the lessons learned in this module about personalizing their emergency plan and what to include in an emergency plan, students can begin to fill in their emergency plan using the household emergency plan template. They should include components such as: communication, safe meeting place, where the emergency kit and contact information is located, out-of-area contact, etc. They can take the plan home and share with their family for refinement and to start the discussion about preparedness.

Home hazard hunt. Using the household emergency plan template, students create a map of their house, identifying potential evacuation routes, location of known hazards, as well as location of areas where necessary emergency items may be. After class, students take the map home and see if the places they identified as hazardous on their map match up with what is in their house. They add to the map by identifying more hazards, and locating their emergency kit. This opens a dialogue with their parents about their kit: do they have one? If so, where is it? If not, why not? Using the information they know from module 1 about what goes in your kit, they can use their map to identify where in their house components of their kit already are. Then, they can present to their parents that they are already on their way to preparedness. They just have to organize their supplies in an easily-accessible location.

Resources and worksheets associated with this module:

- » Letter 2
- » Household emergency plan
- » Map within Household emergency plan (or print off separate map)