

# PREPARING FOR A DISASTER

Alexis Hall, Student Assistant, Tennessee 4-H Youth Development  
Jennifer Richards, Curriculum Specialist, Tennessee 4-H Youth Development



# Tennessee 4-H Youth Development

## *Preparing for a Disaster*

---

### **Skill Level**

Beginner, 4<sup>th</sup> and 5<sup>th</sup> Grade

### **Learner Outcomes**

*The learner will be able to:*

- Identify the contents of an emergency kit
- Explain the purposes for each item in an emergency kit
- Create a model emergency kit

### **Educational Standard(s) Supported**

Tennessee Health, Grades 3-5

Standard 10

Tennessee English/Language Arts

4.W.PDW.4

5.W.PDW.4

### **Success Indicator**

*Learners will be successful if they:*

- Apply their understanding of emergency kits to create a model

### **Time Needed**

30 Minutes

### **Materials List**

- Computer & Projector
- Activity Page – Emergency Kit

### **Introduction to Content**

Emergencies and disasters can be frightening, but preparation can empower students to stay safe during and after. Students will learn about preparing an emergency kit, create a communication plan with their families and describe ways to prepare for emergencies and disasters.

### **Introduction to Methodology**

Students will learn about emergencies and natural disasters before completing an activity to understand the purposes for items in an emergency kit. They will read and interpret a story about a family using an emergency kit and then create a model.

### **Authors**

Hall, Alexis N. Student Assistant,  
Tennessee 4-H Youth Development.

Richards, Jennifer. Curriculum Specialist,  
Tennessee 4-H Youth Development.



## Terms and Concepts Introduction

**Emergency-** a time when something serious happens and immediate help is needed

**Disaster-** an emergency that causes great harm to people or an area

**Natural Disaster-** something that happens in nature, sometimes caused by weather or climate that can harm our surroundings

## Setting the Stage and Opening Questions

Ask students the following questions:

- **What is an emergency?**
- **What is a natural disaster?**
- **What are some examples of emergencies or natural disasters that happened recently?**

Tell students that we can prepare for emergencies and natural disasters in order to keep ourselves and our families safe.

Say, **“Today, we will identify what should go in an emergency kit, understand why each item is in an emergency kit and create a model emergency kit using an online game.”**

## Experience

Go to slide two of the PowerPoint to display the Emergency Supplies List.

Briefly review each item and explain that these are critical items for being ready for an emergency or disaster.

Tell students, **“I am going to give you a slip of paper that has either an emergency kit item or an activity you would do at home listed. Find the person whose item or activity goes with yours. For example, if my slip of paper said, “Using a Cell Phone,” then I would look for the person who has “Cell Phone and Charger.”**

### Tips for Engagement

Before the lesson, cut apart each row on the *Activity Page–Emergency Kit*.

There are 14 pairs, which is enough for 28 students. If there are less than 28 students in the classroom, modify accordingly.

Make sure to keep the pairs together.

Print copies of the slides if technology is unavailable.

## Share

Go to slide three of the PowerPoint and ask four students to act as Mom, Dad, Boy, and Girl to read the story aloud.

## Process

Ask students to answer the following questions:

- Why can't they cook?

*If the power has gone out, you can't use the stove or microwave. You should keep the refrigerator door closed so that food can last up to 24 hours.*

- Why is it important to have an emergency kit ready before a disaster happens?

*You may not have time to gather the supplies you need at a moment's notice if a disaster occurs. You may also need to evacuate at a moment's notice.*

- Name three things that might be in the emergency kit.

*Answers could include: flashlight, batteries, canned food, bottled water, blankets, a board game, a first-aid kit, a battery-operated or hand-cranked radio, garbage bags, a map, and a change of clothes.*

## Generalize

Ask students to answer the following questions:

- Does your family have an emergency kit and communications plan ready?
- How would it make you feel to have an emergency kit and communications plan ready?

## Apply

**Say to students, "We are now going to practice creating an emergency kit."**

Go to [tiny.utk.edu/buildakit](http://tiny.utk.edu/buildakit) to play the emergency kit building game. You can play this game together as a class, or students can play individually if they have computer access.

Ask students to create their own emergency scenario and list three items that would be useful.

### Life Skills from TIPPs for 4-H

#### 4<sup>th</sup> Grade

- Participate in 4-H club meetings by saying pledges, completing activities, and being engaged. (Head)
- Actively listen to what others are saying; be able to restate or summarize what has been said. (Heart)
- Follow instructions. (Heart)
- Communicate information effectively about a given topic. (Hands)

#### 5<sup>th</sup> Grade

- Participate in 4-H club meetings by saying pledges, completing activities, and being engaged. (Head)
- When reading, consider ideas, thoughts, information, or messages that have been written. (Heart)
- Speak clearly and effectively in group settings. (Hands)

# ***Supplemental Information***

## ***Educational Standards Met***

---

### **Standards**

#### Health

Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

10.3 demonstrate and explain appropriate choices related to reducing unintentional injuries.

- analyze procedures to follow in case of natural or man-made disasters.
- prepare a plan to be used at home for natural disasters (e.g. fire, tornado, earthquake).

#### English & Language Arts

4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Sources**

<http://www.ready.gov/kids>

## Emergency Kit Activity

<b>Emergency Kit Item</b>	<b>Activity</b>
Flashlight	Seeing at Night
Paper Towels	Cleaning Up a Mess
Clothes	Getting Dressed
Canned food	Eating
Book	Reading
Board game	Playing Games
Blanket	Sleeping
Bottled water	Drinking
Pet Supplies	Feeding the Dog
First Aid Kit	Helping an Injury
Toothbrush and Toothpaste	Brushing Teeth
Baby Supplies	Changing the Baby's Diaper
Local Map	Finding Safe Places
Whistle	Signaling for Help