



Disaster Preparedness-Mini Lesson

Lesson Title: Disaster Preparedness-Mini Lesson

Grade Level: 2-5

Purpose: Teach age appropriate skills for fire and life safety while teaching to statewide learning standards.

Standards:

Next Generation Science Standards

Science

ESS2.D: Weather and Climate

Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.

ESS2.C: The Roles of Water in Earth's Surface Processes

The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.

ESS3.B: Natural Hazards

A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1)

ESS2.D: Weather and Climate

Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1)

Washington State Health Standards

Health

H1.Sa1.2c Describe emergency, fire, and safety plans at home and at school.

H1.Sa2.4a Describe how to prepare for an emergency.

Safety:

- Disaster Preparedness
- Family Communications Plan
- Emergency Preparedness Kits

Objectives: The students will demonstrate understanding of:

- Disasters
- Family Communications Plan
- Emergency Kits

Vocabulary:

- **Disaster-** Something that could hurt a lot of people, cause damage, or cut off the electricity, phones, or water across a large area
- **Hazard-** A source of danger
- **Emergency-** Something that happens to an individual or a small group of people

Time: 30-35 minutes for presentation and demonstration.





Instructional Content:

Use this bulleted list to guide you and keep you on track and meeting all objectives for lesson. Everyone has their own style for teaching, the most important thing is the make it fun and engaging for the kids.

• Warm up Activities:

- **Mini KWL:**
 - Ask students to individually make a mini KWL chart about what they know about Disasters, Emergencies, Hazards, and Preparedness.
 - **K**-What do you already **know** about Disasters, Emergencies, Hazards, and Preparedness?
 - **W**-What do I **want** to know about Disasters, Emergencies, Hazards, and Preparedness?
- **Bell Ringer:**
 - Disaster Preparedness Bell Ringer:
 - Have students complete the Disaster Preparedness Bell Ringer.
- **Entrance Ticket:**
 - Ask students to try to define: Disaster, Emergency, and Hazard.

• Video:

- Follow the link:
 - http://www.snofire7.org/preparedness_education/home_education_lessons/index.cfm
- Watch Video:
 - Run time: 25:17
- Have students fill out the worksheet as they watch.

• Closure Activities:

- **Disaster Preparedness Bell Ringer:**
 - Have students look at their responses on the bell ringer. Have them correct and add to their responses now that they have watched the video.
- **Exit Ticket:**
 - Have students respond to questions on the Disaster Preparedness Exit Ticket.
- **Vocabulary Exit Ticket:**
 - Ask students to use what they learned to add more detail to the definitions they wrote at the beginning of class for the following terms: Disaster, Hazard, and Emergency.
- **Mini KWL:**
 - Ask students to finish the last column for the KWL chart. **L**-What did you learn?

Homework and Enrichment Activities:

- Disaster Preparedness Worksheets
- Disaster Preparedness with Pedro Activity Book

Handouts:

- Disaster Preparedness Bell Ringer and Exit Ticket
- KWL Chart



MINI KWL CHART



NAME OF STUDENT:

SUBJECT:

LESSON:

**WHAT I
KNOW:**

**WHAT I
WANT TO
KNOW:**

**WHAT I
LEARNED:**



Name: _____

Disaster Preparedness

Bell Ringer and Exit Ticket

Disasters

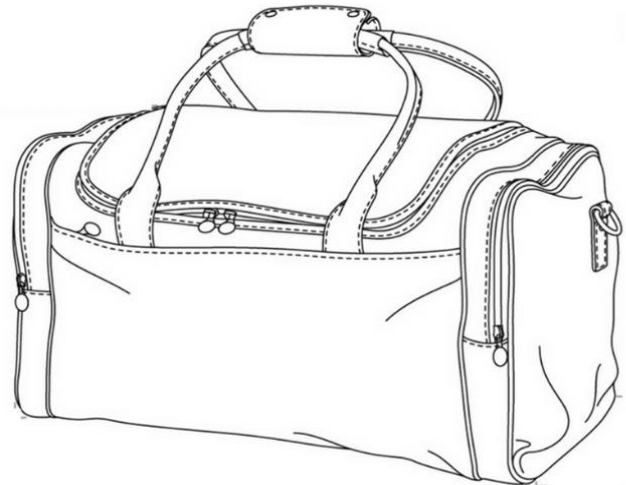
Directions: Circle the pictures that represent disasters. Put a triangle around the pictures that represent emergencies, and a square around the pictures that can be seen as hazards.
Hint: when you are finished, some pictures may have more than one shape around them.



Emergency Kits:

Directions: In the spaces provided, write three things you think you might need in case of an emergency or disaster. Draw these items in the bag.

1. _____
2. _____
3. _____



Exit Ticket: On the activity at the top of the page, see if you correctly identified the disasters, hazards, and emergencies. If not, add to or correct your answers. Correct your answers with a different color! Also, add three more items to your disaster kit bag.

