



HEALTHCARE SCIENCE

COURSE: 25.564 Emergency and Disaster Preparedness

UNIT: 3.1 Disaster Response Workforce



INTRODUCTION

Annotation:

This unit will help the students define a disaster and who makes up the response workforce.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: Five 50 minute class periods

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Additional Author(s):

- Michael Higgins, Language Arts
- Teresa L. Lass, M.Ed., Special Education

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-EDP-4: DISASTER PREPAREDNESS. Students will identify the types of hazards most likely to affect his/her home and community and describe steps to prepare for emergencies.

- a. Define a disaster and who makes up the response workforce.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

CERT Objective:

- Describe the functions of CERTs and their role in the immediate response to a disaster.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- In an emergency or disaster, help is needed from many sources to manage victims. Rescuers who respond to emergency situations will help make up the emergency personnel. Students will understand the different roles and components of teams that respond to a disaster.

Essential Questions:

- What circumstances can impact emergency response in a disaster?
- How does the type of disaster affect the role of the CERT or rescuer?
- How does the damage to infrastructure affect the disaster workforce?

Knowledge from this Unit:

- The functions of CERTs
- The challenges that EMS and CERTs face in disasters

Skills from this Unit:

- Identify the roles of CERT and other emergency personnel



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Disaster Scenario Response

Assessment(s) Description/Directions:

The students will respond to a detailed disaster scenario and discuss the possible problems that the disaster workforce may encounter and how best to troubleshoot

Attachments for Assessment(s):

- Disaster Scenario Response Rubrics
- Disaster Response Student Instructions



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-EDP-4: DISASTER PREPAREDNESS. Students will identify the types of hazards most likely to affect his/her home and community and describe steps to prepare for emergencies.

2. Review Essential Questions.

- What circumstances can impact emergency response in a disaster?
- How does the type of disaster affect the role of the CERT or rescuer?
- How does the damage to infrastructure affect the disaster workforce?

3. Identify and review the unit vocabulary.

- Natural Disaster
- Manmade disaster
- Technological disaster
- Response workforce
- Infrastructure

4. Assessment Activity.

Lesson 1

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
4. Present multimedia presentation and; may provide a note copy of the presentation for students.

Lesson 2

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
4. Review multimedia presentation highlights and discuss the importance of the members of the response team being flexible and team players.

5. Divide the students into groups of 5
6. Follow the instructions for Build a Tower exercise
7. After the completion of the exercise discuss student response to the questions that accompany the activity.

Lesson 3

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
4. It is important to discuss that the impact to the infrastructure will have a direct effect on the response workforce.
5. Distribute Infrastructure cause and effect graphic organizer
6. Allow students to work in groups to facilitate discussion

Lesson 4

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
4. Have each student write a detailed description of a disaster and include all of the damage to the infrastructure. Once all of the students have completed the description they must swap papers with a classmate. Each student must then write a response to the disaster scenario detailing the effects that the damage to the infrastructure will have on the disaster workforce response and how best to troubleshoot the problems. The two papers should be stapled together and turned in by the student writing the response. See attached student instructions.

Attachments for Learning Experiences:

- Multimedia Presentation
- Infrastructure Cause and Effect
- Building a Tower
- Disaster Response Activity
- Disaster Response Rubric

Notes & Reflections:



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

- Disaster Response Paper

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

- The students will respond to a detailed disaster scenario and discuss the possible problems that the disaster workforce may encounter and how best to troubleshoot

Attachments for Culminating Performance Task: Please list.

- Disaster Scenario Response Rubrics
- Disaster Response Student Instructions



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

- Computer
- LCD projector

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		