



HEALTHCARE SCIENCE

COURSE: 25.562 Emergency and Disaster Preparedness

UNIT: 6.1 Home, School, Workplace, and Community Disaster Preparedness



INTRODUCTION

Annotation:

This unit will cover ways by which homes, schools, workplaces, and communities can prepare for unexpected events such as natural and manmade disasters. An emphasis will be placed on assessing and improving strategies currently being used.

Grade(s):

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

Time:

Ten 50 minute periods

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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. 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.
- b. Analyze the potential effect of extreme emergencies and disasters on infrastructures, including but not limited to transportation, electrical service, telephone communication, fuel, food, water, shelter, and emergency services.
- c. Identify potentially hazardous conditions in the various types of structures and their contents during a disaster.
- d. Evaluate the steps to reduce the risk of damage from hazards that threaten your area.
- e. Demonstrate preparing the home, school, workplace, and community in advance to minimize disaster repercussions, including but not limited to assembling a disaster supply kit, developing a disaster plan, and designating a safe room.
- f. Understand the difference between evacuating versus sheltering in place.
- g. Understand the laws that protect disaster workers from liability.

GPS Academic Standards:

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA11SLV1. The student participates in student-to-teacher, student-to-student, and group verbal interaction.

ELAALRC3. The student acquires new vocabulary in each content area and uses it correctly.

ELAALRC4. The student establishes a context for information acquired by reading across subject areas.

ELA11W2. The student demonstrates competence in a variety of genres.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand methods to assess the home, school, workforce, and community-at-large for preparedness for unexpected events such as weather emergencies, manmade disasters, communicable illnesses, and other unexpected events. Additionally, students will understand ways to make improvements within the home, school, workforce, or community as needed.

Essential Questions:

- What strategies can be used to prepare the home, school, workforce, and community-at-large for an unexpected event?
- How can I assess and improve upon strategies currently being used?

Knowledge from this Unit:

- Student knows the similarities and differences of preparing a variety of sites including home, school, workforce, and community for unexpected events.
- Student knows the essential items to have on hand for emergency preparedness in a variety of situations.

Skills from this Unit:

- Student can assess a site's current readiness and make suggestions for improvement.
- Student can implement improvement measures to increase a site's readiness for unexpected events.
- Student can craft a business letter.



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
- ☐ ___ Quizzes/Tests
- ☐ ___ Unit test
- ☒ X 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
- ☒ X Peer-assessment
- ☐ ___ X_ Peer editing & commentary of products/projects/presentations using rubrics
- ☐ ___ Peer editing and/or critiquing
- ☒ X Dialogue and Discussion
- ☐ ___ Student/teacher conferences
- ☒ X_ Partner and small group discussions
- ☒ X_ Whole group discussions
- ☐ ___ Interaction with/feedback from community members/speakers and business partners
- ☒ X Constructed Responses
- ☐ ___ Chart good reading/writing/listening/speaking habits
- ☒ X_ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

- Business Letter.
- Workplace Emergency Preparedness Brochure.
- Group Oral Presentation
- Vocabulary quiz-Teacher to choose day

Assessment(s) Description/Directions:

- Rubric for the Business Letter: distribute rubric at beginning of assignment so that expectations are clear.
- Workplace Emergency Preparedness Brochure: distribute rubric at beginning of assignment so that expectations are clear.
- Group Oral Presentation: distribute rubric at beginning of assignment so that expectations are clear.
- Use defined vocabulary to give students a quiz at the beginning of one lesson

Attachments for Assessment(s):

- Rubric for the Business Letter.
- Workplace Emergency Preparedness Brochure Rubric.
- Group Oral Presentation Rubric.
- Vocabulary definitions included in instruction section



LEARNING EXPERIENCES

Sequence of Instruction

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

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

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA11SLV1. The student participates in student-to-teacher, student-to-student, and group verbal interaction.

ELAALRC3. The student acquires new vocabulary in each content area and uses it correctly.

ELAALRC4. The student establishes a context for information acquired by reading across subject areas.

ELA11W2. The student demonstrates competence in a variety of genres.

2. Review Essential Questions.

- What strategies can be used to prepare the home, school, workforce, and community at large for an unexpected event?
- How can I assess and improve upon strategies currently being used?

3. Identify and review the unit vocabulary.

Note: Select a day to give students a vocabulary quiz.

- Access-means of entering or approaching a place
- Assess-judge something
- Climate-environment, situation, typical weather in a region
- Egress-an exit, act of coming or going out of a place
- Evaluate-examine and judge something
- Good Faith-the observance of honorable intent in business relations and the avoidance of any attempts to deceive in assuming and performing contractual obligations
- Hazard-potential danger
- Inspect-look at something critically
- Mitigate-partly excuse or lessen something
- Risk-hazard, chance of something going wrong

LESSON ONE

1. Have students think about the layout of the school. What areas are the safest in any given situation (tornado, school shooting, etc).
2. Use notes at http://www.ncef.org/pubs/mitigating_hazards.pdf to provide lecture on how to assess a school for safety/hazards. Use lecture to review vocabulary and discuss specific school facility.
3. Hand out copy of school maps. Have students draw notes of any areas they think are unsafe or could use improvement. Discuss.

LESSON TWO

1. Assign students into pairs. Assign each student an area of the school from the lists located at http://www.ncef.org/pubs/pubs_html.cfm?abstract=mitigating2 and have them brainstorm everything they think they would need to assess for preparedness.
2. Give each pair a checklist printed from http://www.ncef.org/pubs/pubs_html.cfm?abstract=mitigating2 (choose a variety of lists that are appropriate to specific school location). Have students read through the checklists (they will be surprised by all of the things they didn't consider originally).
3. Allow students to take checklists to specified area of school to complete evaluation.

4. Wrap-up activity: have students go through their findings and determine what recommendations for change they would make (being realistic).

LESSON THREE

1. Warm-up Activity: ask students what they think the procedure would be for making changes from previous day's lesson (getting permission, budgetary considerations, etc).
2. Tell students they must present their findings to a "Board of Directors" (the rest of the class), discuss the findings of the evaluation completed in the previous class, and make recommendations for needed changes. Board of Directors will make decisions about prioritizing the potential changes. Allow each group to present. After each group, write down possible changes that can be immediately implemented. Note: Invite school resource office and administrator to be on the Board of Directors.
3. Wrap-up Activity: Narrow down ideas on the board to three or four things that students can work toward actually implementing in the school (such as putting an evacuation map on every teacher's wall if not already there).

LESSON FOUR/FIVE

1. Divide students into groups. Assign each group one of the changes decided upon during the previous class. Give groups time to discuss how they will implement this change. Remind students to make a complete to-do list.
2. Have students create letter to the administration to get permission for changes (distribute rubric at beginning of assignment).
3. Have groups exchange letters for peer editing.
4. Groups make changes based on peer review and create final copy.
5. After teacher review, deliver letters to administration.

LESSON SIX/SEVEN

1. Warm-up Activity: Ask students to consider what factors would be different in a workplace setting as opposed to a school (bring up unusual factors such as a loading dock, paint store, etc).
2. In small groups, have students research workplace emergency preparedness and create tri-fold brochures that could be distributed to help businesses better prepare themselves. Distribute rubric (attached) at the beginning of the assignment.
3. At end of lesson six, assign homework: Workplace Emergency Preparedness Interview (attached). This assignment will be due at the beginning of lesson ten.
4. At end of lesson seven, have students present brochures in front of class.

LESSON EIGHT/NINE

1. Have students read brochure "What Teens Can Do Against Terrorism"

(<http://www.ncpc.org/resources/files/pdf/disaster-preparedness/what-teens-can-do-against-terrorism.pdf>).

Discuss what students are currently doing and what else they could consider doing.

2. Brainstorm current issues that make the community/school less safe (bullying, hate crimes, etc). In small groups, have students research their assigned topic and prepare a 4-5 minute oral report to present to the class.
3. Students present reports to class.

LESSON TEN

1. Have students present interviews from homework assignment in front of class. Discuss different workplace scenarios.
2. Give students time to begin implementation of changes that have been approved by administration from letters sent in lesson five. Note: may need to schedule out-of-class HOSA time for this activity depending on scope of project.
3. Wrap-up: discuss what impact the changes could have. Note that the impact may never be known (if a tragedy is averted, who would know?)

Attachments for Learning Experiences:

Notes & Reflections:

- Home readiness is covered so thoroughly during the units on potential disasters and potential extreme emergencies that it is not reviewed here; however, this lesson plan can easily be altered to cover homes.
- Students with disabilities may need to use another format for their projects. For example, rather than writing a letter a student may be able to use persuasive speaking in order to relay information to the administration regarding school preparedness. Also, the same could be said regarding the workplace interview. Some students with disabilities may not be able to interview and write down answers. They may be allowed to tape record their interview to share with the class.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated

Attachments for Culminating Performance Task



UNIT RESOURCES

Web Resources:

www.nhtsa.gov

<http://www.ncpc.org/>

www.citizencorps.gov/cert/

http://www.ncef.org/pubs/pubs_html.cfm?abstract=mitigating2

<http://www.prepare.org/basic/businessprep.htm>

http://www.homesafetycouncil.org/programs/pr_freddie_p006.pdf

<http://www.ncpc.org/resources/files/pdf/disaster-preparedness/what-teens-can-do-against-terrorism.pdf>

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

- Computers for student research
- Copies of school map
- Materials to create tri-fold brochures

What 21st Century Technology was used in this unit:

<input 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 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 checked="" type="checkbox"/>	Website		