



Families Preparing Together

Theme

Being prepared and communicating effectively to optimise family safety.

Key learning / Subject areas

- Studies of Society and Environment
- English
- Health and Physical Education

Detailed curriculum links are included at the end of this document. Tasmanian teachers please note – this lesson plan will assist students to develop skills in Thinking, Communicating, and Social Responsibility.

Duration

2 – 4 periods

Objectives

On completion of this activity students will be able to:

- describe the general principles of effective emergency preparation and
- recognise the diversity of considerations at play when families develop their own plans.

Students will develop their own family safety plan, evacuation diagram and checklist to help their family prepare for a possible emergency.

Introduction

What disasters are relevant to your area? Where would you go to for help? Would you know what to do?

This lesson plan focuses on being prepared. In these activities, students will brainstorm emergency situations and develop an understanding of important emergency and evacuation terminology. They will develop their own family plan, evacuation diagram, and checklist for what they need to do after they have evacuated the home.

Prior Learning

Students will need to have experience with the best ways of communicating important messages to target audiences (this can be achieved by completing the lesson plans *Me and My Community* and *Take the Communication Mission*).

Materials required

1. Worksheets. There are two worksheets: Worksheet 1 – *Being Prepared* and Worksheet 2 – *Make Your Home Safe*.
2. Access YouTube to view Living with Disaster digital stories: *A Plan to be Safe* ~ Carla Zekas and *When Fire Comes to You* ~ Lydia Romari
3. Evacuation Diagram resources

Students may use a blank A4 or A3 paper to develop their Evacuation Diagram. Textas, pencils and other media may also be useful.

How do I teach this activity?

Step 1 – Whole class activity: view suggested *Living with Disaster* digital stories and brainstorm

View *A Plan to be Safe* ~ Carla Zekas and/or *When Fire Comes to You* ~ Lydia Romari.

Lead a brainstorm around the topic of evacuation and relocation, identifying the key steps and considerations to be addressed.

Remember, a brainstorm is a good way to identify a wide range of ideas on a topic. Write everything volunteered by students onto the whiteboard.

Once you have generated a wide range of ideas, use Worksheet 1 to identify any steps not covered by the students. Discuss these and the reasons why they might not have been initially considered by the discussion.

Work with your students to review the brainstorm ideas on the board and reclassify these into the key steps necessary for a successful family evacuation plan.

Compile a consolidated list of:

- essential emergency and evacuation key words and terminology
- family characteristics that could affect family evacuation plans (including family size, location, religious and cultural beliefs, health, dietary requirements, disability, pets etc)
- how to present information in a range of ways, with or without words.

You could then consider dividing students into pairs and asking them to add more detailed information or ideas.

Step 2 - Individual activity: Evacuation Plan

Using *Worksheet 2 – Make Your Home Safe*, your students will develop a family evacuation plan, drawing on the important steps outlined in the whole class discussion and expanded upon in their pairs.

Encourage them to present their visual evacuation plan colourfully. They can use symbols, paints, textas, pencils, labels – whatever media they feel will more effectively communicate how to evacuate and what to do once they have left the home. They could use a computer illustrating program if they would prefer.

Step 3 – Whole Class activity: Sharing

Once everyone has completed *Worksheet 2*, display the different evacuation plans around the classroom and finish with a discussion about what everyone needs to consider.

Ask them what they intend doing now that their evacuation plan is complete. Encourage them to display it in a prominent place at home; making sure that every member of the household is aware of what to do in case of an emergency.

This sharing could also be expanded to include a report in the school newsletter.

Teacher Notes - What should I consider?

The activity will be more meaningful for students if they have to develop an evacuation plan for an emergency that is pertinent to their lives.

Language

- Prepare a glossary of key terms.
- Discuss the language structure and tone used to write plans and provide examples.
- Collect examples of graphic symbols used in emergencies. There are a number of websites with illustrations. Provide examples.

Culture

Students need to feel safe if they are to outline particular family characteristics especially those outside the 'norm'. If they feel they will be ridiculed they will not speak out and their family evacuation plan will not reflect their particular family situation.

You may need to spend time doing some trust building work in the lead up to this activity. Be sensitive to the traumatic experiences some families might have experienced.

Prepare the class by emphasising the learning objectives of this activity. You will have explained that this exercise is to help everyone learn about the general principles of effective emergency preparation, and the diversity of considerations at play when individual families develop their evacuation plans.

A key objective is to validate the many approaches to emergency management amongst the students in the classroom. A successful outcome would be for students to have a better understanding of the many ways that people prepare for emergencies.

Remember the different world views about what constitutes a family; gender roles; power differences; the role of experts etc.

Worksheet 1 – Being Prepared

Many natural or man-made disasters require people to consider relocation or evacuation.

The [Preparing for the Unexpected](#) brochure provides clear advice and practical actions to prepare for and deal with these situations. It says:

What are the most important steps you can take?

Think about what might happen.

In thinking about what you and your family or household might do in an emergency, bear in mind that you may be in a situation where:

- you may be separated from each other, for example children at school and parents at work
- normal communications might be difficult or impossible
- power supplies may be cut
- you may be injured, and others may be injured or deceased
- there may be fire or other dangerous elements present
- information about the emergency may be limited in the early stages of the event.

A checklist for your [emergency survival kit](#): A visual representation

 Battery-operated radio (with spare batteries)	 Torch (with spare batteries), candles and waterproof matches	 First aid kit and manual	 Medications, tissues, toiletry and sanitary supplies
 Special needs for infants, the aged and people with disabilities	 Spare clothes including strong shoes, broad brimmed hat, leather gloves and sunscreen for each household member	 Sleeping equipment	 A mobile phone, spare battery and charger
 Strong plastic bags (for clothing, valuables, documents and photographs)	 Extra car and house keys	 Copies of important family documents (birth certificates, passports and licences)	 Contact details for your agreed out-of-town contact
 Books, playing cards or games	 Credit cards, key cards and money	 Emergency food and water supplies	 A copy of this booklet

Worksheet 2 - Make Your Home Safe

Now that you have brainstormed emergency situations and you know what to include in your Emergency Survival Kit, it's time to create an evacuation plan for your family.

Part 1 – An Evacuation Diagram

Start by drawing, from a bird's eye view, a plan of your house. (If you have two storeys, do a plan for each level). Here is an example of an evacuation plan from a bird's eye view. You have probably seen them around your school. They are usually placed prominently so it's easy for people to know where they are and where they need to go to be safe in case of an emergency. Imagine viewing your house from above, from a rooftop perspective. Think about where the front door, lounge, bedrooms, laundry and bathrooms are. In the space provided below, draw up your own Evacuation Diagram. If you need more space, draw up your plan on a blank A4 or A3 sheet of paper.



Key/Legend:

1. Label each room.
2. Show all exits.
3. Identify who sleeps in which bedroom.
4. Show where you have (use a symbol to identify each one and include a *Key/Legend* describing what each symbol means):
 - smoke alarms
 - fire extinguishers, and
 - telephone.
5. Show the emergency number to call.
6. Identify where everyone should meet once you have evacuated the house.

(You may need to include information in your family’s first language and use symbols and images as much as possible to ensure that everyone can understand what to do and where to go.)

Part 2 – What to do after you leave the house

Fill in the information below.

AFTER YOU LEAVE THE HOUSE	
Where will you meet once you evacuate your home?	
Who will be in charge?	
What will you do if you and your family members get separated?	
How will you establish contact if you and your family members are separated?	

<p>What will you do with your pets (if you have any)?</p>	
<p>What do you need to include in your emergency kit?</p> <p>Refer to Worksheet 1 and think of answers to the questions below:</p> <p>Are there any health, religious or cultural issues to be considered?</p>	
<p>WHEN YOU GET TO A SAFE AREA OR AN EVACUATION CENTRE, WHAT WILL YOUR FAMILY NEED?</p>	
<p>Food</p> <p>Are there any health, religious or cultural issues here?</p>	
<p>Accommodation arrangements</p> <p>Are there any health, religious or cultural issues here?</p>	
<p>Communication</p> <p>Who will be the central point of contact for your family?</p>	

Part 3 – Display your evacuation plan at home

Everyone should have an evacuation plan. To help keep your family safe, display this plan at home and make sure everyone who lives in your house understands what is expected of them and what to do in case of an emergency.

Curriculum links

Tasmanian teachers please note – this lesson plan will assist students to develop skills in Thinking, Communicating, and Social Responsibility.

Curriculum Links - Studies of society and environment:

ACT	NSW	QLD	SA	VIC	WA	NT
Investigation, communication and participation Level 6 comes to an informed personal decision through discussing and considering viewpoints and evidence presented by others	Geography Stage 5 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information	Place and space Human – environment links Level 6 management of a place	Place, space and environment Standard 5 5.4 Analyses and justifies personal views about similarities and differences between regions, in Australia and globally, identifying factors which shape dominant natural, socio-cultural, political, economic and environmental contexts.	Geography Level 6 formulate and evaluate comprehensive policies, including those for sustainable use and management of resources	Place and Space Level 6 understand features, processes and spatial patterns about natural and built environments and how their interrelationships have changed over time. They can generalise, draw conclusions and evaluate complex issues and problems about people and environments in both familiar and unfamiliar contexts	Social systems and Structures Band 5 Soc 5.3 Civics, Governance and Social Justice critically evaluate a range of political and legal systems, their policies, and how these impact on citizens; analyse the moral/ethical codes of organisations that promote and protect human rights

Curriculum Links – Health and physical education:

ACT	NSW	QLD	SA	VIC	WA	NT
<p>Health of individuals and the community Level 6</p> <p>plans programs to meet the different needs of individuals and groups.</p> <p>Safety Level 6</p> <p>evaluates programs and services within the community that promote safety</p> <p>predicts some of the likely effects that a range of writing styles may have on particular audiences</p>	<p>Individuals and community health Stage 5</p> <p>5.7 analyses influences on health decision-making and develops strategies to promote health and safe behaviours</p> <p>Communicating Stage 5</p> <p>5.11 Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.</p>	<p>Promoting the health of individuals and communities Level 6</p> <p>6.3 Students devise personal and community strategies to respond to potentially unsafe situations and behaviours.</p>	<p>Health of Individuals and Communities Standard 5</p> <p>5.6 Critically analyses the immediate, short- and long-term consequences and the inter-relationships of behaviours that affect the health of communities.</p>	<p>Health knowledge and promotion Level 6</p> <p>examine perceptions of challenge, risk and safety in a variety of settings</p>	<p>Self management skills Level 6</p> <p>apply the self-management skills of self-understanding, decision-making, goal-setting, stress-management and personal physical activity development to help them cope with personally challenging situations. They also assess how these situations are affecting others and collaborate to develop and provide a support plan.</p>	<p>Promoting Individual and Community Health Band 5</p> <p>HP 5.1 Individual and Community Health and Safety</p> <p>develop and act on a personal health and safety plan and evaluate community initiatives to promote health and safety</p>

Curriculum Links - English:

ACT	NSW	QLD	SA	VIC	WA	NT	
<p>Writing Level 6</p> <p>writes in a variety of ways to explore complex issues for specific and general audiences</p>	<p>Stage 5</p> <p>4. A student selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.</p>		<p>No current framework</p>	<p>Texts Standard 5</p> <p>5.4 Composes a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjusts the text to produce an intended effect upon the audience.</p>	<p>Writing Level 6</p> <p>compose a range of other texts, such as feature articles, web pages and workplace texts</p>	<p>Writing Level 6</p> <p>write a wide variety of text types, exploring different perspectives on complex and challenging issues, both personal and public</p>	<p>Writing Band 5</p> <p>W 5.1 Texts and Contexts</p> <p>plan and compose a range of texts characterised by appropriate register and complexity of purpose and Writing Band 5</p> <p>W 5.1 Texts and Contexts</p> <p>plan and compose a range of texts characterised by appropriate register and complexity of purpose and subject matter subject matter</p>