



Lesson 6: Family Preparedness- Get Ready! Making a Go Bag and Family Emergency Plan

Guiding Question: What can we do now to prepare for a wildfire close to home?

Goals:

- To set up students with information, resources, and encouragement to start conversations at home about wildfire preparedness.
- To empower students to take the steps of setting up a Family Emergency Plan and personal Go Bag.

Objectives

Students will be able to:

- 1) Explain the steps and contents of a Family Emergency Plan.
- 2) Describe the characteristics and items of a complete Go Bag.
- 3) Communicate to their families why making a Family Emergency Plan and Go Bag are important.

Materials and Preparation:

- Pre-print the student handouts for this lesson.

Family Communication Plan

https://www.ready.gov/sites/default/files/2020-03/ready_family-communications-plan_kids.pdf

Backpack Emergency Go Kit!

<https://www.nfpa.org/-/media/Files/Public-Education/Campaigns/TakeAction/TakeActionBackPackGoKit.ashx>

Optional Handouts for Assessment Activity:

Wildfire Preparedness for Household Pets (7 pages)

<https://www.nfpa.org/-/media/Files/Public-Education/Campaigns/TakeAction/TakeActionPetsChecklist.ashx>

Wildfire Preparedness for Horses (6 pages)

<https://www.nfpa.org/-/media/Files/Public-Education/Campaigns/TakeAction/TakeActionHorseChecklist.ashx>

- Prepare PowerPoint slideshow for *Lesson 6: Family Preparedness- Get Ready!*
- Students will need their wildfire journals in class.

Subjects: Listening and Speaking, Writing, Health

Duration: 45-60 minutes
(30 minutes presentation, 15-30 minutes activity planning time)

Setting: Classroom

Vocabulary: Go Bag, Family Emergency Plan (Communication Plan + Action Plan)

Standards:		
NGSS	Crosscutting Concepts	
	Science and Engineering Practices	
	Disciplinary Core Ideas	ESS3.B Natural Hazards
Environmental Principals and Concepts		Principle 3: Natural Systems Change in Ways that People Benefit From and Can Influence

Lesson Overview:

After the lesson about defensible space and home hardening, Lesson 6 continues to focus on wildfire preparedness at home. The two topics for this shorter lesson are the Family Emergency Plan and the Go Bag. Students are encouraged to think about how they can take a leadership role in wildfire preparedness at home. Two printed handouts from national fire preparedness programs are given to students to aid in making their Family Plans and Go Bags. Students also write their ideas in their journals and reflect on the wildfire preparedness actions their family has already taken. The presentation slides give visuals and discussion prompts to break down the two topics, step by step.

When people develop a Family Emergency Plan, there is less chance of panic during a wildfire. If they are separated from each other, family members have a way to communicate. If the family is evacuating from home together, they know where to meet, who to contact, how to rejoin as a family, and what task each person is responsible for. Since every fire is different, those who have planned have more options than those who are just reacting to the disaster. It also supports improved mental health and reduced anxiety for students living in a community with high wildfire risk because they know their family has a plan in place. We can't know exactly when the next fire will occur, but we can be ready! People across the country have Family Emergency Plans to respond to other disasters such as a hurricane, earthquake, or tornado. Much of this information is widely useful and not unique to wildfire preparedness.

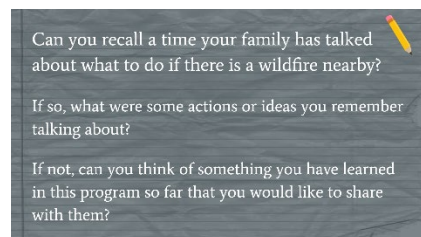
At the end of the lesson, students should be able to explain the components of each topic to their families and understand the supporting documents to use. Students should be given a few days to fill out their Family Emergency Plans, allowing for time to reflect and coordinate with family availability. You may want to require students to get a family sign-off and bringing a copy back to class to review in the next lesson.

The assessment activity gives you and the students choice of the topic and presentation method. The suggested activity is to have students work in small groups to make short how-to videos about one of the three main topics from the lesson. These videos can then be shared

back with students' families. It can also be shared with a wider audience to grow community awareness and preparedness.

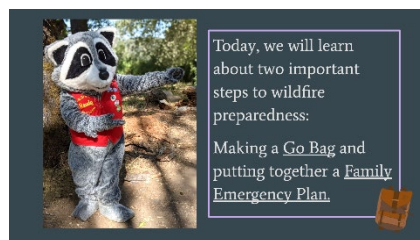
Procedure:

Go through presentation slides for *Lesson 6: Family Preparedness- Get Ready!*



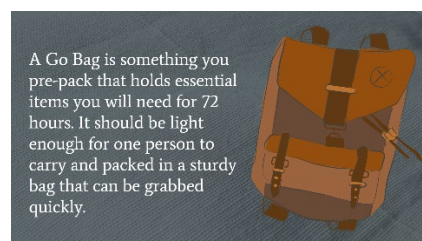
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Two-minute journal write.



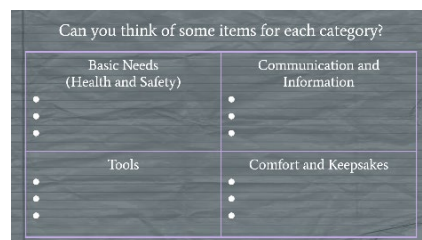
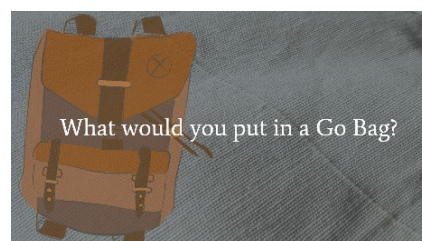
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These actions are important for wildlife preparedness and are also useful to be prepared for other types of emergency situations. This lesson focuses on task-based, achievable things that students can do for themselves and their families. Appropriate discussion and idea sharing is encouraged as you go through the steps and components of each topic.



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Every family member should have their own Go Bag. If students do not have a spare backpack, the Go Bag could be put in a duffel/gym bag, suitcase, or carried in a laundry basket or box. Having a Go Bag ready will give you confidence that you have your most important items with you, and you do not have to worry about leaving behind valuables during a rushed and stressful decision. It is especially important to have a Go Bag packed during fire season (June-November) and ready to go during Red Flag warning periods. If possible, have a Go Bag ready year-round, as wildfire season becomes longer and more unpredictable.



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Using a chart may help students think of important items. If students are feeling overwhelmed or stuck, move on to go through each category as a class and share ideas.

Basic Needs






- Water bottle
- Nutritious packaged snacks (trail mix or energy bars keep well)
- Change of clothes
- Sturdy shoes and a jacket
- Glasses/contacts if you use them

- Prescription medication you regularly take
- Toiletry bag (toothbrush, toothpaste, hand sanitizer, small liquid soap, wet wipes)

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Add a N95 face mask and goggles for smoke protection, if possible.
A puffy jacket is warm, lightweight, and packs down small.
Would you add anything to this list?

Tools









- Flashlight/headlamp with extra batteries
- Whistle
- Money
- Sunglasses
- Waterproof zip bag

- Small First Aid Kit (Band-aids, Q-tips, elastic bandage, gloves, small scissors, bandana)
- Plastic poncho

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Would you add anything to this list?

Communication and Information





- Cell phone and charger
- Battery or crank powered radio
- Copy of your Family Emergency Plan
- Printed evacuation route map

- Fill a small notebook with important phone numbers.

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In a wildfire emergency, there may not be cell service because of damage to power lines or a public safety power shut off. Cell phones can also run out of battery. It is important to have numbers physically written down. Important phone numbers can be the numbers listed on the Family Communication Plan plus a contact person at your families' workplace, relatives who live out of the area, close friends, and neighbors. The radio can be used to listen to local emergency updates.

Comfort and Keepsakes


- Headphones
- Writing or drawing materials for your notebook
- Book
- Blanket

- Photographs and mementos
- Favorite toy, stuffed animal, or other comforting item

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Listed are some suggestions of comforting and special items. There may not be room for all these items in the Go Bag. Students may not feel comfortable sharing out loud these items, but they can write them down in their journal. Would you add anything to this list?


Your Go Bag should be kept in a visible place where it can be grabbed quickly, like near the front door. Check your Go Bag periodically for expired items and make sure you replace anything you use.



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The Go Bag should be saved for emergencies and not taken as an overnight bag for recreational trips. If students need to use the backpack, Go Bag items can be stored together in a box and re-packed into the backpack during fire season.

Now that you know what goes inside a Go Bag, your next task is to make one.



Do you know friends or family members who have Go Bags? If not, what would you tell them about what you learned?

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Pass out the student handout from the National Fire Protection Association, *Backpack Emergency Go Kit!* If students have items listed in their journals that are not included on the page, they can write or draw them in. Now that each family member has a Go Bag, the next step is to make a Family Emergency Plan.

A Family Emergency Plan is a written document that prepares each family member to know their role and stay connected during an emergency. The plan should include what to do if you are all home together or separated.

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Having a Family Emergency Plan will set up students and their families to stay safer and calmer in the event of an emergency or evacuation. This document should be kept in a place that is easy to access, such as on the refrigerator or in an envelope with other emergency related documents such as printed local maps, copies of important documents, and area-specific emergency information.

Step 1: Hold a family meeting.

Step 2: Fill in the front side of the Family Communication Plan together.

Step 3: Flip over the paper and add points for a Family Action Plan. This action plan outlines a task that each family member is responsible for, if leaving the house together.

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Pass out a printed Family Communication Plan sheet to each student and give them a chance to look it over. The next slides walk through the important pieces of the Family Emergency Plan including collecting important contact information, a plan to safely exit the house, where to meet, and the Action Plan.

Important Information
Fill in this information and keep it close to you. Write down a place where you can go, your office, and your classroom. Be sure to look it over every year and keep it up to date.

Out-of-Town Contact Name: _____ Home: _____ Cell: _____ Email: _____ Facebook: _____ Twitter: _____	Neighborhood Meeting Place: _____ Regional Meeting Place: _____
Work Information Workplace: _____ Address: _____ Phone: _____ Facebook: _____ Twitter: _____ Evacuation Location: _____	School Information School: _____ Address: _____ Phone: _____ Facebook: _____ Twitter: _____ Evacuation Location: _____

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A closer look at what is on the Family Communication Plan from FEMA's Ready program. Start off by filling in the school's information together. Leave the rest of the spaces blank for students to fill in during the family meeting. If the family is split up, each family member should use the out-of-town contact as their designated check-in person.



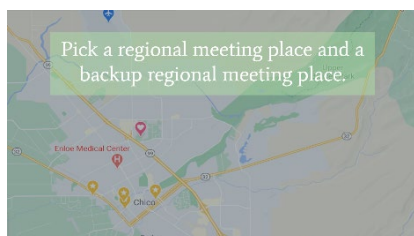
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This is important in the event of a house-fire or if a typical exit point is unsafe to use.



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Perhaps this place is a street corner, trusted neighbor's house, or somewhere with a clear landmark. This will be added to the front side of the plan during the family meeting, but students can share ideas in class about areas in their neighborhood they would suggest and why it is a good place to meet.



If the family is spread out, it may not be possible to all meet back home. Depending on the fire's progress, road closures, or evacuation orders, a backup meeting place should be designated. This place should be somewhere easy to access with people around who could help you, such as a school, public library, store, or police station. If you are not able to get home or to either meeting location, stay with friends, teachers, or a trusted adult and evacuate with them. Begin your Family Communication Plan by checking in with your designated contact person to let them know who you are with and where you are going.

Action Plan

Pre-write the names of each family member to fill in during your family meeting.

Examples of tasks to split up:

- ☐ Pack food and water.
- ☐ Get pets and their essential supplies ready.
- ☐ Gather everyone's Go Bags.
- ☐ Get the car ready and load supplies.
- ☐ Check in with a neighbor or family contact.

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The Action Plan lists a task each person is responsible for before leaving the house together.

Potential questions for student discussion:

Why is it a good idea to have each family member responsible for a task? Is there anything you can think of now that you feel the most comfortable doing? What could you do to help younger siblings or pets? What tasks do you think are better left to an adult?



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2-minute video from the TakeAction program.

Students are often concerned about the wellbeing of their pets and animals. Finish the lesson about preparedness by talking about how to plan and make a Go Bag for the fuzzy members of their family.

Students can add the phone number for the North Valley Animal Disaster Group Hotline (530) 895-0000 to their Family Communication Plans. More detailed information about pet preparedness can be found in the NFPA's packet in the lesson's materials and preparation section.

Make a 3-5 minute how-to video about one of the following topics:

- Making a Go Bag.
- Making a Family Communication Plan.
- Making a plan for pets and animals.



Assessment:

Students work in a small group to make a three to five-minute how-to video about one of the key topics from the lesson. Topic options include how to make a Go Bag, the steps and importance of a Family Communication Plan, or how to make a pet/livestock preparedness plan and Go Bag. It is recommended to have students film the videos at school. This activity could be spread over several days, depending on how much time you can apply to this and what students can accomplish outside of class time.

If students are covering pet/animal preparedness, they may want to take video footage of their animals, since they are not allowed to be brought to school. While the format and rules are up to you, students could show animals in other creative ways, such as using a stuffed animal or editing in already filmed videos of animals. Students may want to bring in non-living things from home for demonstrations and video props. If you opt not to do the how-to video, students could make a comic strip or a video storyboard describing the steps instead.

1. Decide if students will make a how-to video or a comic strip/storyboard.
2. Split the class into small groups, explain the project, and set guidelines and the timeline.
3. Pass out a printed packet to groups covering pet and livestock preparedness or access online. (Links in Materials and Preparedness section.)
4. If you select making how-to videos, explain how you want videos to be captured and edited. Clarify what equipment your class has available and what personal equipment may be used.
5. Give groups time to develop their topic, brainstorm how they want to present it, and make an outline.
6. Oversee video filming, editing, and project process.
7. When finished, share the final products! This can be as a movie premiere in class, shared with lower grades at your school, sent to students' families digitally, or shared back with the Butte County Fire Safe Council. The more that students see their work and ideas being recognized by other people the better, and the more wildfire preparedness reaches outside the classroom walls.

Evaluation:

Assessment Activity	Good	Fair	Poor
How-to activity - Go Bag - Family Emergency Plan - Pet/animal preparedness	Students' video or comic strip demonstrates a strong understanding of the topic and communicates all the steps involved.	Students' video or comic strip demonstrates a fair understanding of the topic and communicates most of the steps involved.	Students' video or comic does not demonstrate an understanding of the topic and misses many of the important components.
If the activity was a group project: Group Project Cooperation	Students collaborate positively in their small groups and contribute to the success of the project. Each student can explain what their role was.	Students collaborate in their small groups and are mostly positive. Some, but not all, students can explain what their role was and how they contributed.	Students did not collaborate positively. Not every student participated or there was a breakdown in group communication.

Lesson Extension Recommendations:

Lead a peer review and facilitate students in giving positive feedback and observations about each other's videos.

Students imagine their videos will be posted on the Butte County Fire Safe Council's YouTube page to share with the community (Possible with guardian permission). Students write a title and one-paragraph description of their video that would appear with the post.



Family Communication Plan

Emergencies can happen at any time. Does your family know how to get in touch with each other if you are not all together?

Before an emergency happens, have a family discussion to determine who would be your out-of-state point of contact, and where you would meet away from your home — both in the neighborhood and within your town.

*Let them know
you're OK!*

Pick the same person for each family member to contact. It might be easier to reach someone who's out of town.

Important Information

Fill in this information and keep a copy in a safe place, such as your purse or briefcase, your car, your office, and your disaster kit. Be sure to look it over every year and keep it up to date.

Out-of-Town Contact

Name: _____
Home: _____
Cell: _____
Email: _____
Facebook: _____
Twitter: _____

Neighborhood Meeting Place:

Regional Meeting Place:

Work Information

Workplace: _____
Address: _____
Phone: _____
Facebook: _____
Twitter: _____
Evacuation Location: _____

Workplace: _____
Address: _____
Phone: _____
Facebook: _____
Twitter: _____
Evacuation Location: _____

School Information

School: _____
Address: _____
Phone: _____
Facebook: _____
Twitter: _____
Evacuation Location: _____

School: _____
Address: _____
Phone: _____
Facebook: _____
Twitter: _____
Evacuation Location: _____

School: _____
Address: _____
Phone: _____
Facebook: _____
Twitter: _____
Evacuation Location: _____



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

BACKPACK EMERGENCY *Go Kit!*

Continued



Suggested items and actions to take to complete your Go Kit (you can probably think of a few more!)

IMPORTANT CONTACTS

- » Fill a small notebook with information about your important contacts. Ask your parents or guardians to help get this information for you:
 - Work and cell phone numbers for your parent(s) or guardian(s), as well as their work address and an alternate contact at their work in case they are away from their phone.
- » Phone numbers of relative(s) who live out of state, in case local cell towers don't work.
- » Addresses and phone numbers of your closest friends.
- » Names/addresses of three safe locations to meet in case you are away from home and school, such as the local library, a friend or neighbor's home, local police station, hospital, or community center.
- » Information about any medical condition you have or medication that you are on and the name and phone number of your doctor.
- » If you wear glasses, the prescription information for them.
- » Phone numbers for neighbors. They may be able to check on your home or pets.



NATIONAL FIRE PROTECTION ASSOCIATION
The leading information and knowledge resource on fire, electrical and related hazards



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