



Lesson 3: Get Set (Family Preparedness)

Guiding Question: What can we do now to prepare with our families?

Goals:

- To support students with information, resources, and encouragement to start conversations at home about wildfire preparedness.
- To empower students to take the steps to make a Family Communication Plan and Go Bag at home.

Subjects: Listening and Speaking, Writing, Health

Duration: 60 minutes

Setting: Classroom

Vocabulary: Go Bag, Family Communication Plan, Red Flag Warning

Objectives:

Students will be able to:

- 1) Describe the characteristics and contents of a complete Go Bag.
- 2) Explain the components of a Family Communication Plan.
- 3) Communicate why making a Go Bag and Family Communication Plan are important.

Materials and Preparation:

- Print the student handout for this lesson. (Last page of the lesson plan)
- Prepare PowerPoint for *Lesson 3: Get Set (Family Preparedness)*

Standards:		
NGSS	Crosscutting Concepts	
	Science and Engineering Practices	
	Disciplinary Core Ideas	ESS3.B Natural Hazards
Environmental Principles 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 3 continues to focus on wildfire preparedness at home. The three main topics for this lesson are the Family Communication Plan, Go Bags, and pet/animal preparedness. Students are encouraged to think about how they can take an active role in wildfire preparedness with their family. We can't know exactly when the next fire will occur, but we can be ready!

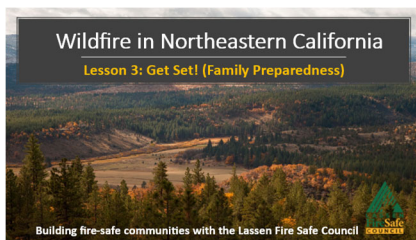
People across the world have created Family Communication Plans and prepared Go Bags to respond to other types of disasters, such as hurricanes, earthquakes, and tornados. This information is widely useful, and not unique to wildfire preparedness. When people develop a Family Communication Plan, there is less chance of panicking during an emergency. If the family is separated, family members have a planned meeting location and way to communicate. Since every wildfire is different, those who have planned have more options than those who are simply reacting to the situation.

At the end of the lesson, students should be able to explain the significance of each topic and understand how to fill out the Family Communication Plan. Students should be given a few days to fill out their Family Communication Plans, allowing for time to reflect and coordinate with family availability. Ideally, every member of the family is at the meeting, and they have involved the out-of-town emergency contact in the process. 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. Every family member should keep a copy of their Family Communication Plan in their Go Bag and it is a good idea to keep a copy in the car, in case you are not able to return home for Go Bags.

The suggested assessment activity is to have students work in small groups to make short how-to videos about one of the three main lesson topics. These videos can then be shared back with students' families or shared with a wider audience to grow community awareness.

Procedure:

Go through the PowerPoint presentation for *Lesson 3: Get Set (Family Preparedness)*



The Lassen Fire Safe Council has worked in Lassen County since 2002 in wildfire hazard education, mitigation, and recovery. We are non-profit organization based in Susanville, CA that serves communities across Lassen County. A key part of our community education is working and learning with students and teachers! Thank you for taking the time to participate in this program and bring this important topic into your classroom time. We would like to thank Butte County Fire Safe Council for allowing us to utilize their training material.

Guiding Question: What can we do now to prepare with our families?



The topics in today’s lesson are widely useful and are a good idea for every family to have planned for. Having a Go Bag, Family Communication Plan, and animal preparedness plan can be applicable in many emergency situations beyond a wildfire. These topics are the easiest way for sixth graders to make an impact in their family’s preparedness! Encourage students to take home all the resources from the lesson and share with their family!



Draw an outline of a backpack on the whiteboard. Have students brainstorm elements of a good Go Bag (not what goes inside it) and mind map around it. A Go Bag should be sturdy, spacious, easily carried, and may have additional helpful features like pockets, waterproofing, or expandable sections. Students might have more ideas. Every family member should have their own personal Go Bag. This includes pets, which will be discussed later in the lesson. Having a Go Bag ready will give you confidence that you have your most important items with you, and you don’t have to worry about leaving behind valuables during a rushed and stressful situation.



Optional activity: Go Bag Sort
 Spread out a wide variety of items across a table in the front of the room and have students sort the items into a Take and Don’t Take pile. Depending on the class size and time, students could physically move items or vote with thumbs up or down on items the presenter holds up. Have students share explanations to justify their decisions. Preview the worksheet to make sure there are examples of important items represented. You can have fun adding in items that may not be the best fit, or items that could be a good fit, but are in the wrong form. For example, would you really pack an entire roll of paper towels, or could you bring a small container of wet wipes? Would you bring a big chip bag filled with air space or packaged trail mix? This activity could take 10-15 minutes, depending on time availability, discussion, and level of interest.

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
- N-95 style face mask
- Toiletry bag (toothbrush, toothpaste, hand sanitizer, small liquid soap, wet wipes)

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

Communication and Information



- Cell phone and charger
- Battery or crank powered radio
- Copy of your Family Communication Plan
- Printed evacuation route map
- Small notebook and pen/pencil.

In a wildfire emergency, there may not be cell service and phones can run out of battery. It is important to have numbers physically written down. The radio can be used to listen to local emergency updates. Important phone numbers can be the numbers listed your communication plan, plus a contact person at your guardian’s workplace, relatives who live out of the area, close friends, and neighbors.

Comfort and Keepsakes



- Headphones
- Journaling, coloring, or art materials
- Book
- Blanket
- Valueable items
- Photographs and mementos
- Favorite toy, stuffed animal, or other comforting item

Students may not be able to fit everything on the list, but they should think about their most important items that would bring comfort or enjoyment during a difficult time.



Pass out the student handout. Have students write in and/or draw additional desired items for their Go Bags that are not on the handout. Keep in mind size, weight, and personal importance when selecting additional items.



The Go Bag should be saved for emergencies and not taken as an overnight bag for recreational trips. While it is recommended to have a Go Bag year-round, it should be readily accessible during red flag warnings and fire weather watches.



Red Flag Warnings signal an increased risk of wildfire danger as temperatures increase, winds whip up and humidity drops.

From CAL FIRE: “A Red Flag Warning is issued for weather events which may result in extreme fire behavior that will occur within 24 hours. A Fire Weather Watch is issued when weather conditions could exist in the next 12-72 hours. A Red Flag Warning is the highest alert. A Fire Weather Watch is one level below a warning, but fire danger is still high.”

Check CAL FIRE’s [Red Flag Warning & Fire Weather Watches](#) webpage, look for fire stations with the flag out, check official social media sources, and listen for announcements on the news and radio for warnings.



A **Family Communication Plan** is a written document that prepares each family member to know what to do and how to stay in contact during an emergency.

Having a Family Communication 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. Keep a copy in your Go Bag. The plan should include what to do if you are all home together or separated. It is also a good idea to take a picture and upload a digital copy.

Photo: [Be Ready Butte](#)

Important Information
Fill in this information and keep it handy. Put this information in your Go Bag, your car, your office, and your disaster kit. Be sure to look it over every year and keep it up to date.

<p>Out-of-Town Contact</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Cell: _____</p> <p>Address: _____</p> <p>Facebook: _____</p> <p>Twitter: _____</p>	<p>Neighborhood Meeting Place:</p> <p>_____</p> <p>Regional Meeting Place:</p> <p>_____</p>
<p>Work Information</p> <p>Workshop: _____</p> <p>Address: _____</p> <p>Phone: _____</p> <p>Facebook: _____</p> <p>Twitter: _____</p> <p>Evacuation Location: _____</p>	<p>School Information</p> <p>School: _____</p> <p>Address: _____</p> <p>Phone: _____</p> <p>Facebook: _____</p> <p>Twitter: _____</p> <p>Evacuation Location: _____</p>

Family Communication Plan

Start by filling in the school's information together. Write your school's address, phone number, and Facebook name (if applicable) on the whiteboard to be copied by students. Leave the rest of the spaces blank for students to fill in during the family meeting. Discuss the school's on and off-campus evacuation location. Discuss the importance of having an out-of-town contact and what role that person could play in an emergency.

Identify two safe exit points from inside your home.



This is important in the event of a house fire or if a typical exit point is unsafe to use. Students can volunteer examples of exit point options from their homes.



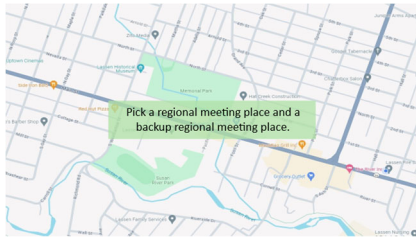
Try all your escape routes (with adult supervision) out of your home in advance so you are ready in an emergency.

Make sure you practice with your family periodically, so you remember what to do in a moment of stress. The first time you try something shouldn't be during an emergency. Make sure you check with an adult before trying any new escape routes, especially out windows.



Pick a neighborhood meeting place.

Perhaps this place is a street corner, trusted neighbor's house, or somewhere with a clear identifying feature. It should be no more than a two-minute walk from home. Share ideas about areas students would suggest and why it could be a good place to meet. If students live in a wildfire recovery or remote area, there may not be a lot around them, and the safest meeting place is just outside their home.



It may not be possible for the whole family to meet up at home. The fire's progress, road closures, or evacuation orders could affect where family members are able to get to. Set a regional meet up place and a backup meeting place. This place should be somewhere easy to access with people around who could help you, such as a school, public library, store, police/fire station, or official public assembly point. 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 family's out-of-town contact person to tell them who you are with and where you are going. In an emergency, texts can go through easier than phone calls and it is easier to make calls going out of the affected area than to someone else inside the emergency zone.



Call out a handful of categories of pets/animals and have students raise their hand if their family has them. All types of pets should be part of the family emergency plan and depending on the type of pet, they will need very different care and planning. A horse vs. a fish vs. a parrot all need special items and care.



Video length: 1:48
Pet preparedness [Video](#) from TakeAction teen program.



Label and add **(530) 257-4555** to the Family Communication Plan. Even if you don't have a pet now, you might later. You may also be in a situation where your family is helping another person who has an animal.

People who create a Family Emergency Plan and have **practiced it** have more options during an emergency. They can react more quickly and calmly during a stressful situation.

Homework: Hold a family meeting and fill out the rest of the Family Communication Plan. If you already have a written plan, review it together and make a copy for your Go Bag or to turn in for credit.

Control what is within your ability to control. Make sure your whole family knows about the importance of having Go Bags, creating a Family Communication Plan, and planning for your pets or animals. If students already have a Family Communication Plan, they can review it, make sure everything is up-to-date, and make a copy of it, rather than making a new plan.

(OPTIONAL) Assessment Activity (multi-day):

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. 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. 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.
4. Give groups time to develop their topic, brainstorm how they want to present it, and make an outline. Oversee video filming, editing, and project process.
5. When finished, share the final products! This can be as a movie premiere in class, shared with other 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 to the community.

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.
Group Project Cooperation	Students collaborate positively in their small groups and contribute to the success of the project.	Students collaborate semi-positively in their small groups and contribute.	Students did not collaborate positively or not everyone contributed.

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. Students write a title, one-paragraph video description, and create a thumbnail graphic that would appear with their video.