

Unit plans and activities

Junior unit plan

Levels:	• 1–2	
Approximate duration:	• 4–10 weeks	
Values:	<ul style="list-style-type: none"> • Community and participation • Innovation, inquiry and curiosity 	
Key competencies:	<ul style="list-style-type: none"> • Managing self • Thinking • Participating and contributing • Relating to others • Using language, symbols and texts 	
Learning areas:	• Health and Physical Education	Personal Health and Physical Development: Safety Management Healthy Communities and Environments: Community Resources
	• Social Sciences	Conceptual strands: Identity, Culture and Organisation Continuity and Change Place and Environment
	• Science	Planet Earth and Beyond: Interacting Systems
	• English	Listening, Reading and Viewing Speaking, Writing, and Presenting
Resources provided:	<p>Template 1: <i>What if cards</i></p> <p>Template 2: <i>Letter to parents – introduction to the unit</i></p> <p>Template 3: <i>Home hazard map</i></p> <p>Template 4: <i>Survival items 'cut and stick' sheet</i></p> <p>Template 5: <i>Emergency survival items at home</i></p> <p>Template 6: <i>Letter to parents – household emergency plan</i></p> <p>Template 7: <i>Feelings pictures</i></p> <p>Template 8: <i>Self or peer assessment chart</i></p>	

Health and Physical Education			Junior unit
Achievement objectives	Learning intentions <i>Students will:</i>	Assessment criteria suggestions <i>Students will:</i>	Activities
<p>Identify and discuss obvious hazards in the home, school, and local environment and adopt simple safety practices.</p> <p><i>Healthy Communities and Environments: Community Resources (1D1)</i></p>	<p>Identify and explain what a hazard is.</p> <p>Demonstrate simple safety practices to keep themselves safe at school and at home.</p>	<p>Locate hazards on a map of the school and discuss.</p> <p>Say what they should do first and next if there is a disaster:</p> <ul style="list-style-type: none"> • at school • at home. 	<p>Hazard identification Section A: Activity 1</p> <p>Identify disasters Section A: Activity 2</p> <p>Earthquakes Section A: Activity 6</p> <p>Emergency response procedures Section B: Activity 1</p> <p>Emergency survival items Section B: Activity 2</p> <p>Homework: survival items Section B: Activity 2b</p> <p>Practise drills Section C: Activity 1</p> <p>Scenarios Section C: Activity 2</p>
<p>Identify risk and use safe practices in a range of contexts.</p> <p><i>Personal Health and Physical Development: Safety Management (2A3)</i></p>	<p>Explain how they can prepare for disasters at home and school.</p>	<p>Discuss an evacuation plan with their family.</p>	

Social Sciences			Junior unit
Achievement objectives	Learning intentions <i>Students will:</i>	Assessment criteria suggestions <i>Students will:</i>	Activities
<p>Understand how places influence people and people influence places.</p> <p><i>Place and Environment (Level 2)</i></p>	<p>Identify the most likely kinds of disaster to affect them.</p>	<p>Write or talk about a disaster that could affect them.</p>	<p>Identify regional disasters Section A: Activity 3</p>
<p>Understand how time and change affect people's lives.</p> <p><i>Continuity and Change (Level 2)</i></p>	<p>Explain how disasters affect people and communities now and in the past.</p>	<p>Respond to questions about historic disasters.</p>	<p>Historic disaster story Section A: Activity 4</p>
<p>Understand how people have different roles and responsibilities as part of their participation in groups.</p> <p><i>Identity, Culture and Organisation (Level 1)</i></p>	<p>Identify different groups who will respond to a disaster.</p> <p>Explore their roles.</p>	<p>Complete class chart:</p> <ul style="list-style-type: none"> • People who can help • What can they do? 	<p>Find out who can help Section A: Activity 5</p> <p>Feelings and emotions Section C: Activity 3</p> <p>Survival stories Section D: Activity 1</p> <p>What if cards Section D: Activity 2</p>

Science			Junior unit
Achievement objectives	Learning intentions <i>Students will:</i>	Assessment criteria suggestions <i>Students will:</i>	Activities
Describe how natural features are changed and resources affected by natural events and human actions. <i>Planet Earth and Beyond: Interacting Systems (Level 1/2)</i>	Investigate and describe the effects different kinds of disasters might have on the landscape.	Explain the cause and effect of a specific disaster on the landscape.	Identify disasters Section A: Activity 2 and/or Make a volcano in a sand tray to explore the effect of an eruption, see: www.sciencebob.com Develop a display to show how a flood erodes soil and affects objects in its path. Earthquakes Section A: Activity 6

English			Junior unit
Achievement objectives	Learning intentions <i>Students will:</i>	Assessment criteria suggestions <i>Students will:</i>	Activities
Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. <i>(Level 1)</i> Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. <i>(Level 2)</i>	Share their findings about disaster preparedness through oral, written, or visual presentation.	Discuss disaster preparedness at home with their family, and share their plans with others at school.	This resource provides numerous opportunities for speaking, writing, presenting, listening, reading and viewing activities. Identify disasters Section A: Activity 2

Unit overview: Junior

Section A: Reducing the risk – making ourselves aware	Section B: Let's get ready – and stay prepared	Section C: Time to practise – responding the right way	Section D: Be a survivor – recovery from disasters
<p>Activity 1: Hazard identification (Health and Physical Education) <i>Identify and explain what a hazard is.</i></p>	<p>Activity 1: Emergency response procedures (Health and Physical Education) <i>Demonstrate simple safety practices to keep safe at school.</i></p>	<p>Activity 1: Practise drills (Health and Physical Education) <i>Practise a range of emergency drills at school and at home.</i></p>	<p>Activity 1: Survival stories (Social Sciences) <i>Discuss what might happen after a disaster.</i></p>
<p>Activity 2: Identify disasters (Health and Physical Education, Science, English) <i>Identify what a disaster is and discuss how people might prepare for one.</i></p>	<p>Activity 2: Emergency survival items (Health and Physical Education) <i>Discuss emergency survival items required at school and at home.</i></p>	<p>Activity 2: Scenarios (Health and Physical Education) <i>Discuss and role play responses to a range of disaster scenarios.</i></p>	<p>Activity 2: What if cards (Social Sciences) <i>Explain how people respond and recover from a disaster.</i></p>
<p>Activity 3: Identify regional disasters (Social Sciences) <i>Identify types of disasters that could affect them.</i></p>		<p>Activity 3: Feelings and emotions (Social Sciences) <i>Explore ways people could cope with their feelings and emotions during a disaster.</i></p>	
<p>Activity 4: Historic disaster story (Social Sciences) <i>Explain how disasters affect people and communities now and in the past.</i></p>			
<p>Activity 5: Find out who can help (Social Sciences) <i>Identify different groups who will respond after a disaster and explore their roles.</i></p>			
<p>Activity 6: Earthquakes (Health and Physical Education, Science) <i>Discuss what earthquakes are and how to respond during one.</i></p>			

Section A: Reducing the risk – making ourselves aware

Activity 1: Hazard identification

Resources:




- Map of the classroom
- a) Discuss various hazards at different locations such as the beach, the park, at home or at school. Students could complete a map to show hazards on their way to school.
- b) Alternatively, draw a map of the classroom and ask students to draw pictures of potential hazards, glue them to the map, and write sentences describing the hazards and how to deal with them. For example, we push the chairs in to stay safe in the classroom.

Homework: Identify the hazards!

Ask students to observe hazards at home and discuss these with their families; then draw a picture to bring back to school that shows the hazards they identified.

Activity 2: Identify disasters

Resources:

- CD-Rom 
- Static or video images from a range of disasters
- a) Refer back to the previous activity on hazard identification. Discuss the difference between everyday hazards and potential hazards in a disaster.
- b) Collect a range of disaster pictures. The students could help collate these by looking through books, printing images from www.whatstheplanstan.govt.nz  or the CD-Rom  or using photo cards from resources already in your school.
- c) Discuss these images as a class. Use a piece of blank paper to cover parts of the pictures and disclose small pieces slowly. Ask questions such as:
 - What do you think might be happening?
 - Why do you think this happened?


- How do you think they are feeling?
- What could they have done to prepare for this disaster?
- What do you think they might do next?

You could also view video footage of disasters online.

- d) Students write about these static and video images, describing how the people might feel and what caused these effects. Publish the writing in different ways so that students can read what others have written.
- e) Use 3.8 *Disaster fact sheets* (pages 58-66) to provide information about what to do before, during and after each type of disaster. Use 3.7 *Disaster awareness activities* (pages 51-57) to choose learning activities that best suit the needs of your class. Homework tasks for each disaster will also help parents/caregivers and families to prepare.

Activity 3: Identify regional disasters

Resources:

- De Bono's thinking hats
- CD-Rom 
- Disaster chart
- Hoops
- a) List the different types of disasters. Ask students: Could it happen here? Make a graph or chart to show their responses: yes, no or maybe.
- b) Discuss the graph or chart and make comparisons or use De Bono's thinking hats:

Colour	Meaning
White hat	Neutral: What are the facts?
Yellow hat	Positive impacts: What are the good points?
Black hat	Negative impacts: What is wrong with this?
Green hat	Creative: What ideas do we have?
Red hat	Emotions and feelings: How was the character feeling?
Blue hat	Planning and reflection: What is the next step?

- c) Students work in pairs and use www.whatstheplanstan.govt.nz or the CD-Rom to find out about the various types of disasters that have happened or are likely to happen in their region.
- d) Use a grid to sort different types of disasters.
(Disaster chart bottom of page.)
- e) Place two hoops on the ground. Using the words that come from the disaster chart, create a Venn diagram comparing two different types of disasters.

Activity 4: Historic disaster story

Resources:

- *Isabel's Upside-Down Day* by Rosamond Rowe or other story (see 5.2 Other resources page 99)
- a) Read a story about a historic disaster such as *Isabel's Upside-Down Day* by Rosamond Rowe. Ask questions such as:
- How did the disaster affect the people in the story or community?
 - When did this disaster take place?
 - What do you think we would do differently or the same if it happened today?
 - What preparation did lessen, or could have lessened, the impact of the disaster?
- b) Ask the students to write and illustrate a story as if they were there. How would they have felt and what would they have done?

Activity 5: Find out who can help

Resources:

- Magazines
- Visitors
- Video camera

- a) Make a collage of people who might help during a disaster. Students could cut pictures from magazines or draw pictures of people; group them; then glue to a large piece of paper. Groups could include parents/caregivers, students, teachers, ambulance service, fire service, police, doctors, first aiders, civil defence, media and veterinarians.
- b) In small groups, students select one of these groups of people who might help during a disaster and discuss what they can do. Students role-play how they can help others, and share their actions with the class. Encourage the use of props such as a telephone or first-aid kit.
- c) Invite visitors from your community who help others (eg fire, ambulance, police or civil defence staff from the local council) to talk to the students, or organise a class visit to their workplace. Students prepare questions. Video these talks for other classes in the school to use.

Activity 6: Earthquakes

Resources:

- *Ana's Earthquake Story* from *What's the Plan Stan Stories*
 - *Is that an Earthquake?* by Alan Bagnall, Junior School Reader, Ready to Read, Orange
- a) Read *Ana's Earthquake Story* from *What's the Plan Stan Stories* or *Is that an Earthquake?* by Alan Bagnall.
- b) Make posters about earthquakes to:
- show what to do in an earthquake
 - remind teachers and parents to regularly practise earthquake drills
 - summarise what an earthquake is and how they happen.
- c) Display the posters at school or send them home as reminders to family/whānau.

Type of disaster	What it looks like	What it sounds like	Could it affect our school?	What might happen to our school?	What might happen to our home/city?
Earthquake					
Flood					
Storm					
Volcano					
Tsunami					

Section B: Let's get ready – and stay prepared

Activity 1: Emergency response procedures

Resources:

- School's emergency evacuation plans
 - Art materials
 - Template 2: *Letter to parents – introduction to the unit* (page 80)
 - Template 3: *Home hazard map* (page 81)
- a) As a class, review the school's emergency evacuation plans and response procedures. Discuss the plans and ensure that everyone knows what to do in a disaster.
 - b) As a whole class, or in small groups with an adult's help, go through exactly what to do in response to each disaster.
Here is an example:
Volcanic eruption and ash-fall:
 - Close windows and doors.
 - Stay inside as much as possible.
 - Students listen to the teacher and prepare to evacuate if required.
 - Discuss what to use for a facemask if they need to go outside.
 - c) Draw, paint or make a collage or map showing where to assemble during or after a disaster at school.

Homework: Home emergency plan

Students create a home hazards map with their families/whānau. Together they brainstorm situations when they may need to leave their house and when it may be safer to stay indoors. For example, it might be safer to stay indoors during a big storm but what about during a flood? Send a letter to parents/caregivers with suggestions for discussion and a template for the map.

Useful templates

Template 2: *Letter to parents – introduction to the unit*

Template 3: *Home hazards map*

Check out your school's emergency procedures. There are different plans for different disasters and for inside and outside the classroom.

Activity 2: Emergency survival items

Resources:

- Template 4: *Survival items 'cut and stick' sheet* (page 82)
 - Template 5: *Emergency survival items at home* (page 83)
- a) As a class, discuss the possibility of having to stay at home without help for up to three days or more in a disaster. Brainstorm a list of the emergency items you might need. Show the students these items (from your class or school emergency survival kit) and give them the opportunity to explore and discuss them. Ask questions like:
 - What is this?
 - What's it for?
 - How do you use it?
 - Why is it there?
 - What are other special things you might need?
 - b) Students complete Template 4: *Survival items 'cut and stick' sheet*, to show items that would be useful in a disaster.

Homework: Survival items

Students take the 'Survival items 'cut and stick' sheet' home and tick the items they have and can easily find at home. Send a letter to parents or caregivers with discussion points and a checklist of emergency survival items.

Useful templates

Template 4: *Survival items 'cut and stick' sheet*

Template 5: *Emergency survival items at home*

Section C: Time to practise – responding the right way

Activity 1: Practise drills

Resources:

- Template 6: *Letter to parents – household emergency plan* (page 84)
- a) Practise a range of emergency drills as a class or whole school. Discuss scenarios such as what to do:
 - at lunchtime or during breaks
 - if travelling to and from school
 - if the teacher isn't at school and there is a reliever.
- b) As a class, make a book about different disasters and what to do in each situation. Students could work individually to write parts or it could be written as a whole class activity. Alternatively, students could design emergency procedure cards and display these in the classroom.

Homework: Evacuation and emergency practice

Students practise their emergency evacuation and emergency response procedures at home. Send an activity sheet with discussion guidelines to their parents or caregivers.

Useful template

Template 4: *Letter to parents – household emergency plan*

Activity 2: Scenarios

Resources:

- Template 1: *What if cards* (pages 75-79)
- a) Read some of the *What if* scenarios and discuss what students could do in the different situations. The www.whatstheplanstan.govt.nz website and CD-Rom contain a list of discussion points to consider when using these cards. Students could act out scenarios in small groups.
- b) Other classes may want to come and share their scenarios and vice versa.

Activity 3: Feelings and emotions

Resources:

- *What's the Plan Stan Stories*
- *Flood* by Sonny Mulheron in School Journal Part 2, Number 2, 2004
- Template 7: *Feelings pictures* (enlarged) (page 86)
- a) Read a story from *What's the Plan Stan Stories* or from the School Journal (eg *Flood* in School Journal Part 2, Number 2, 2004).
- b) Discuss how the characters were feeling. Ask questions like:
 - How was the girl in the story feeling? How do you know?
 - What did she do to express her feelings?
 - If a flood happened around your house, how do you think you would feel?
 - What might you do to help yourself feel better?
- c) Explore things students could do to help themselves cope with their feelings if a disaster happened, for example:
 - Go to their parents/caregivers or other adults for help.
 - Ask questions such as: What is happening? When will I go back home or back to school?
 - Help others. For example, clean the house, feed the pets, or look after other children.
 - Write or draw about their experiences – describe what happened and how they feel.

- Remind them that crying is a way to express feelings and that it's okay to cry.
- d) Play Corner Feelings to encourage students to think of times when they might have been feeling scared, sad, disappointed, frightened or lonely.

Corner feelings

Enlarge the pictures of the feelings provided in Template 7: *Feelings pictures*. Put a different feelings picture in each corner of the room. One student spins a drink bottle in the middle of the circle. When it stops, ask them to describe the feeling that it points to:

- What is the feeling?
- When have you felt like that?
- How would you express this feeling?

Useful template

Template 7: *Feelings pictures*

- e) Students choose a feeling; then paint a picture of themselves with that feeling, and write a caption describing the feeling. For example:
- If...happened I would feel....
 - I felt...when...happened.
 - Crying helps me when I feel sad.
 - Talking to someone helps me when I feel scared.

These paintings could be made into a book, taken home or displayed in the classroom.

Section D: Be a survivor – recovery from disasters

Activity 1: Survival stories

Resources:

- Select a disaster story or article from 5.2 *Other resources* (page 99)
- a) Share a story or article about what might happen after a disaster.
- b) The students use the co-operative learning technique 'think, pair, share' to discuss what might happen after a disaster. Questions to ask could be:
- Who might look after you?
 - What might be some of the problems? For example, water and food, injuries or problems getting home.
 - What could you do to help?
- c) Alternatively, invite a family or community member to come and share their story. Students could prepare questions.

Talking about disasters with students can reduce the trauma they experience in the event of a disaster and lessens their feelings of uncertainty. Discussing feelings and incorporating a mental health component in the school's emergency plan are also good ways to help lessen potential trauma.

An ideal opportunity to discuss feelings could be directly after fire or earthquake drills as some students, particularly younger ones, can feel uncertain or scared about what has happened.

The Curriculum in Action series, particularly *Change, Loss, and Grief* (Years 1–8) and *Kotahitanga Getting on Together* (Years 1–3) also provide useful activities for exploring feelings.

Activity 2: What if cards

Resources:

- Scenarios developed in Section C: Activity 2
 - Template 1: *What if cards* (pages 75-79)
- a) Repeat the Scenarios activity. Work in groups and use the *What if cards* to role-play disaster situations from start to the conclusion of the event. The www.whatstheplanstan.govt.nz website and CD-Rom contain a list of discussion points to consider when using these cards.
- b) Write shared stories with the class about situations that could be based on the role-plays.
- Students write independent stories.
 - Focus on the correct response and successful outcome.
 - Publish the stories on the computer and make them into a book.

Assessment

Students' success criteria can be used as a form of formative and summative assessment. Students could self or peer assess against the set criteria. This can be done verbally, with charts as shown in the examples below, or by using Template 8: *Self or peer assessment chart* on page 87.

Learning area: Health and Physical Education (Levels 1/2)

Healthy Communities and Environments (1D1)

Learning intention: *Students will identify and explain what a hazard is and demonstrate simple safety practices to keep themselves safe at school and at home.*

Personal Health and Physical Development (2A3)

Learning intention: *Students will explain how they can prepare for disasters at home and school.*

Success criteria	Smiley face
I can list or talk about some types of hazards.	
I can name and talk about some disasters that could affect me.	
I can say what I should do if there is a disaster: <ul style="list-style-type: none"> • at school • at home. 	
I have talked about an emergency plan with my family.	

Learning area: Social Sciences (Levels 1/2)

Identity, Culture and Organisation (Level 1)

Learning intention: *Students will identify how different groups will respond to a disaster and explore their roles.*

Fill in a summary chart like the one below. Students write or draw pictures to show the different groups and how they might respond to a disaster.

People who can help	What can they do?
e.g. Fire service	<ul style="list-style-type: none"> • Put out fires • Rescue people with ladders • Supply water • Pump out flooded areas • Cover leaking roofs

Learning area: Science (Level 2)

Planet Earth and Beyond: Interacting Systems
(Levels 1 and 2)

Learning intention: *Students will investigate and describe the effects different kinds of disasters might have on the landscape.*

The suggested science activities will contribute to students' deeper understanding of how disasters can happen. Design assessment criteria to fit selected achievement objectives and learning intentions.

Learning area: English (Levels 1/2)

Learning intention: *Students will share their findings about disasters through oral, written, or visual presentation.*

Section A: Activity 2 – *Identify disasters* could be assessed in terms of how well the students shared their findings through oral, written or visual presentation.

Observe the students carefully while they complete this work, and record your observations.

Ideas for follow up

- Regularly practise emergency procedures so that students are familiar with what to do in a disaster.
- Arrange for a representative from the emergency management office at your local council to visit your school and talk about disaster awareness.
- Invite parents/caregivers and families to class so that students can share what they have learnt.

This unit focuses on Health and Physical Education, Social Studies, Science and English. You could also focus on other areas of the curriculum such as Technology, Science or Art by using 3.7 Disaster awareness activities on pages 51-57.

5.1 Templates

This section contains all the templates referred to throughout this guide. You can also download these templates from the [CD-Rom](#) or www.whatstheplanstan.govt.nz.

Template 1: *What if* cards

The *What if* cards need to be perforated and placed in the plastic sleeves supplied.

This template allows you to make further copies of the cards if required.

Suggested discussion points for the *What if* cards are included on www.whatstheplanstan.govt.nz and on the [CD-Rom](#).

You could use the *What if* cards as follows:

- Discuss each one in a group.
- Make a flowchart.
- Mime or act out in a group.
- Circle whisper, and ask for the outcome at end.
- Read out and jot down three main points.
- Speech → impromptu.
- Mime and guess the scenario.
- Write your own *What if* situations.
- Make a game such as Snakes and Ladders.

Earthquakes

Scenario Card 1

At home with electricity still available

You and your family are asleep when you are woken up by the noise of furniture falling over and pictures dropping off the walls. It is an earthquake! What will you do?

Scenario Card 2

At home without electricity

You and your family are asleep when you are woken up by the noise of furniture falling over and pictures dropping off the walls. It is an earthquake! You try to turn on the bedside lamp but the power is off and it is completely dark.

Scenario Card 3

At school in the classroom

You are sitting at your desk during silent reading time when the classroom begins to shake violently. Windows rattle and the computer monitor crashes to the floor.

Scenario Card 4

At school outside the classroom

You are enjoying your lunch with your classmates at the picnic table in the shaded area about ten metres from your classroom. Suddenly the ground begins to shake and younger children begin to scream.

Volcanoes

Scenario Card 1

On holiday

You are camping in a volcanic area. You notice smoke rising from a volcano in the distance.

Scenario Card 2

At home

You are listening to the radio when you hear that your community has to get ready to be evacuated within the next two hours.

Scenario Card 3*At school*

You are told by your teacher that very shortly buses will arrive to collect everyone to be taken to a safer place due to sudden volcanic activity.

Scenario Card 4*On holiday*

You are on a ski holiday with your family. You are skiing with some friends when you hear sirens sounding across the slopes. You look up, and there is a plume of smoke rising from the top of the mountain.

Tsunami**Scenario Card 1***At home*

You are listening to the radio when the song is interrupted by a loud siren noise followed by a special message regarding a tsunami.

Scenario Card 2*On holiday at the beach*

You are on holiday and spending a day at the beach when you feel a strong earthquake. You notice the sea suddenly receding.

Scenario Card 3*At school*

Your teacher tells your class that you have to meet at the school assembly area because of a tsunami warning.

Scenario Card 4*On holiday overseas*

You are on holiday with your family at a beach resort in another country. You feel the ground shake and then see people running and screaming and pointing to the ocean. You cannot understand what they are saying.

Floods

Scenario Card 1

At home

It has been raining heavily all night and all day – a flood is threatening your area.

Scenario Card 2

At school

The school is closing early due to bad weather and a fast rising river close by. You know your parent or caregiver who usually picks you up is still at work. Who else could you contact to come and collect you?

Scenario Card 3

At school

One of the local rivers has flooded suddenly. The principal has decided that it is not safe to release you at normal closing time. Your parents cannot get to the school to collect you, so your teacher says you will need to stay at school till midnight when the water levels will fall. The flooding causes the lights to go off.

Scenario Card 4

On holiday

Your family and another two families have gone tramping for three days and nights. It has rained heavily overnight and now you discover the river you have to cross to get back to your cars is flooded.

Storms

Scenario Card 1

At school

You are in the classroom during bad weather. The wind is getting really strong, and suddenly a window shatters.

Scenario Card 2

Outside

You are on your way home from a friend's house after a major storm and notice a broken power line across the footpath in front of you.

Scenario Card 3*At school*

You are outside during the school lunch break when the wind suddenly gets stronger and objects start to blow about.

Scenario Card 4*At home*

You and your family are having dinner when you hear on the radio a cyclone, tornado or snowstorm warning for your area.

Non-natural disasters**Scenario Card 1***At the movies*

You are in a movie theatre enjoying a movie when suddenly everything goes black. People around you start to scream.

Scenario Card 2*At home*

You are playing in the backyard with your sister when you see a lot of smoke rising from the hills behind your house.

Scenario Card 3*At school*

The school bell rings at the end of the day but your teacher tells you that you cannot go home because it is too dangerous out on the roads. It could be because of heavy snow, a storm, damage to roads, or even a chemical spill near the school. How would you feel?

Scenario Card 4*At school*

You are all enjoying lunch outside on a warm summer day, when suddenly the school bell rings and keeps on ringing. Do you know what this is about? What are you supposed to do?

Template 2: Letter to parents – introduction to the unit

Dear Parent/Caregiver

Your child is working on a unit called What's the Plan Stan over the next few weeks. It is about understanding the disasters that can happen in New Zealand and how to be better prepared for them.

By the end of the unit, it is intended that all students will be able to:

[insert list of achievement objectives from your unit plan]

Your contribution and involvement over this time will help your child to learn as we progress through the unit. Please encourage them to talk to you about what they have learnt at school.

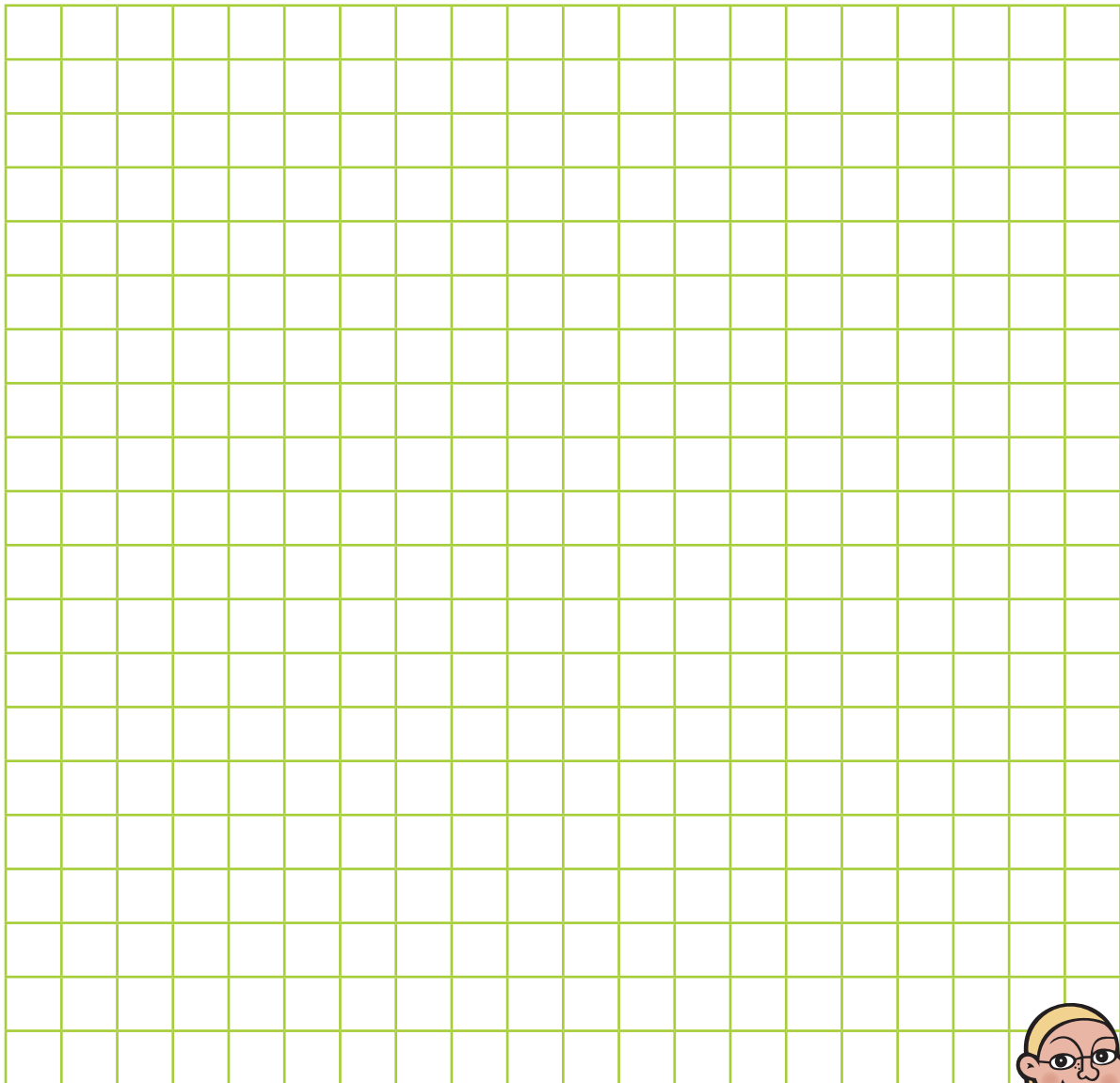
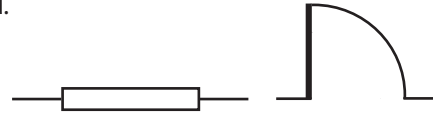
There will be some activities your child will need to complete at home that will require your involvement. For example, we'll be asking students to talk to their families about the ways in which they can prepare and practise for disasters at home.

We'll provide you with information about these activities as they occur so that you can help. In the meantime, we look forward to your support over the coming weeks as we learn about disasters and how we can all prepare for them.

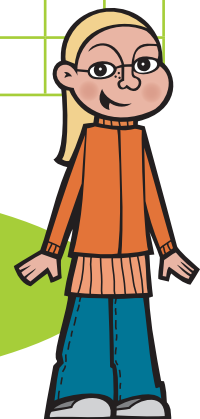
Many thanks

Template 3: Home hazard map

1. Draw a floor plan of your home that shows all the exits like doors and windows.
2. Use symbols to help draw your plan (see examples for window and door).
3. Show safe places to take shelter during an earthquake.
4. Show where water, electricity, and/or gas mains are located.



“Remember not to turn the gas off during a practice, as you’ll need the gas company to come out to reconnect it.”



Template 4: Survival items 'cut and stick' sheet

Cut out the items:



Pet food



Food



Cooking equipment



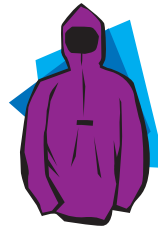
Children's things



Sleeping bags



Water



Warm clothes



Rubbish bags



Spare batteries



Medicine



Can opener



Torches



Reading glasses



Sun hat



First aid kit



Radio

Glue the items you will need to survive here:

Template 5: Emergency survival items at home

Dear Parents/Caregivers

We've asked your child to use this emergency survival items checklist to see which items they can find at home.

Please discuss this checklist with your child and encourage them to tick the items that they can find in the house. You might be able to help them to locate any items they can't find themselves.

You can download this checklist from www.getthru.govt.nz

HOUSEHOLD EMERGENCY CHECKLIST

WHAT YOU WILL NEED TO GET THRU

YOUR HOUSEHOLD

ADDRESS: _____

NAMES AND PHONE NUMBERS (INCL MOBILES):

IMPORTANT PHONE NUMBERS

POLICE, FIRE, AMBULANCE: DIAL 111

CIVIL DEFENCE: _____

OTHER: _____

YOUR GETAWAY KIT

Everyone in your house should have a small bag for a Getaway Kit, ready for evacuation. In addition to essential emergency items, this kit should include:

FAMILY DOCUMENTS

- Birth and marriage certificates
- Drivers' licences and passports
- Insurance policies
- Family photos

PERSONAL ITEMS

- Towels, soap, toothbrush and sanitary items
- A change of clothes

EMERGENCY SURVIVAL ITEMS

If you prefer to keep your Emergency Survival Items in the house for everyday use, make sure you know where to find them when a disaster occurs.

FOOD AND WATER – ENOUGH FOR 3 DAYS OR MORE

- Bottled drinking water (at least three litres per person per day)
- Water for washing and cooking
- Non-perishable food (canned or dried)
- Can opener
- A primus or gas barbecue to cook on

OTHER EMERGENCY ITEMS

- Waterproof torches spare batteries
- AM/FM radio
- Spare batteries (check all batteries every three months)
- First aid kit and essential medicines
- Toilet paper and large rubbish bags for an emergency toilet
- Face and dust masks
- Pet supplies
- Blankets or sleeping bags
- Wind and rain proof clothing
- Strong shoes for outdoors
- Sun hats and sunscreen

SUPPLIES FOR BABIES AND SMALL CHILDREN

- Food, formula and drink
- Change of clothing and nappies
- Favourite toy or activity

OTHER SUPPLIES

- Hearing and sight aids, batteries
- Mobility aids
- Asthma and respiratory aids
- Special food needs

FOR MORE INFORMATION VISIT

www.getthru.govt.nz

PRODUCED BY THE MINISTRY OF CIVIL DEFENCE AND EMERGENCY MANAGEMENT



Template 6: Letter to parents – household emergency plan

Dear Parents/Caregivers

As part of the What's the Plan Stan unit we are doing at school, we are talking to students about how to get ready for disasters at home as well as at school.

Please encourage your child to tell you more about the emergency evacuation and response procedures we've been practising at school recently. We would like students to find out what emergency procedures they have at home. It's a great opportunity for your family to get prepared!

Here's an activity sheet you could use as a guide to emergency procedures, which you might like to display in a place that everyone in your family can see. We look forward to hearing more about your family's household emergency plan.

Many thanks

HOUSEHOLD EMERGENCY PLAN

COMPLETE THIS PLAN WITH ALL MEMBERS OF YOUR HOUSEHOLD

<p>1. If we can't get home or contact each other we will meet or leave a message at: _____ _____</p> <p>2. The person responsible for collecting the children from school is: Name: _____ Contact details: _____ Name (back-up): _____ Contact details: _____</p> <p>3. The person responsible for checking the emergency survival items is: _____</p> <p>4. The radio station (incl AM/FM frequency) we will tune in to for civil defence information: _____</p> <p>5. In an emergency we will remain in our home unless advised otherwise. We will need to be prepared to look after ourselves for up to 3 days or more. In a disaster we will:</p> <p><input type="checkbox"/> Stop, think and respond</p> <p><input type="checkbox"/> Get our Emergency Survival Items</p> <p><input type="checkbox"/> Listen to the radio for advice and information</p>	<p>6. If we have to evacuate our home we will:</p> <p><input type="checkbox"/> Take our Getaway Kit, and the essential emergency items</p> <p><input type="checkbox"/> Turn off water, electricity and gas (always seek professional advice before reconnecting the gas supply)</p> <p>7. Neighbours that may need our help or can help us:</p> <p>Name: _____ Address: _____ Phone: _____</p> <p>Name: _____ Address: _____ Phone: _____</p> <p>Name: _____ Address: _____ Phone: _____</p> <p>8. A plan of our house showing places to shelter e.g. in an earthquake, exits, assembly areas and where to turn off water, electricity and gas:</p>
<div style="border: 2px solid blue; border-radius: 15px; min-height: 200px; width: 100%;"></div> <p style="color: blue; font-weight: bold; margin-top: 5px;">PLAN OF OUR HOUSE</p>	



Template 7: Feelings pictures



Template 8: Self or peer assessment chart



Achieved well



Ok



Could have done better

Complete this assessment chart with your relevant assessment criteria. Students can use the visual symbols or continuum to reflect how well they think they have achieved the set criteria.

Success criteria	Smiley face

Template 9: What might happen?

The people in our group are:

The disaster we are finding out about is:

How can this disaster happen?

What dangerous things or damage might happen at school?

What dangerous things or damage might happen between school and home?

What dangerous thing or damage might happen at home?

What might happen to us or our families?

Template 10: Disaster similarities and differences

Disaster type and cause	Similarities	Differences
<p>For example:</p> <p><i>Tsunami – are caused by disturbances on the ocean floor.</i></p>	<p>For example:</p> <p><i>You need to stay calm, the same as in other disasters.</i></p> <p><i>You need to move to high ground (or safety inland), the same as in a flood.</i></p> <p><i>There may not be time to issue a warning if it happens, the same as an earthquake.</i></p>	<p>For example:</p> <p><i>The tide may go out very quickly, unlike other disasters.</i></p>

Template 11: Report checklist

Use this checklist to help your students write a report on a disaster.

Structure

The opening statement classifies the subject of the report.	
The opening statement is followed by sentences (usually factual) that describe things such as appearance, behaviour and other aspects of the disaster or those affected by it.	
The writing has paragraphs, each focusing on a different aspect of the disaster.	
A general statement about the topic usually rounds off the report.	
Diagrams, illustrations or photographs are often used.	

Language

Present tense verbs are used.	
Verbs for describing and classifying (is, are, has, have, belongs to) are used.	
Active verbs are used to describe behaviours (evacuate, drop).	
Personal reports focus on the individual (my survival items).	
Scientific or technical reports focus on classes of things (earthquakes).	
Descriptive language that is factual rather than imaginative (volcanoes have craters) is used.	
Nouns and noun phrases are used rather than personal pronouns.	

This checklist is adapted from the Ministry of Education, found on the TKI website at www.tki.org.nz.

Template 12: Historic disasters

Summarise the events of an historic disaster:

What can you learn from these historic disasters and experiences?

What would you do differently?

What would you do the same?

Template 13: Writing about hazards

Paste a picture of a hazard here:

What is the hazard?

Where is this hazard?

How can we become aware or deal with this hazard?

Template 14: Health rules after disasters

Listen to your radio for advice and information on ways to help yourself and others recover from the disaster. If it has been a major event a number of everyday services such as water, sewage and rubbish collection may no longer be functioning. To avoid a health hazard follow these simple instructions.

Water supply

Until you are told otherwise, regard all water as contaminated and do not use it until it has been boiled for several minutes.

Use bottled water. Turn off the power and water to your hot water cylinder and use water sparingly.

Bottles and cans of drink are a good source of drinking fluids and will leave more water for cooking and hygiene.

You may be able to collect rainwater from the roof if it rains. Don't collect the initial water coming off the roof as it may contain foreign matter.

Sewage disposal

If the radio announcements say the sewage system is not working don't use the toilet. It may end up in someone else's home!

Until the system is fixed, dig a deep hole in the garden for a temporary toilet. Find something for a flyproof cover to go over it and you will probably want to make a privacy screen around it. An alternative is a caravan toilet or covered bucket in the garden or shed. You will still need the hole with the flyproof cover to empty these into.

Have disinfectant and water handy for washing hands. Remember to use the water sparingly though.

Rubbish collection

It may be some time before regular rubbish collection resumes. Bury biodegradable rubbish in the garden, or store it in well sealed bags in a place where animals can't get at them. Rubbish collection sites might be arranged – listen to your radio.

Food

If the electricity has failed, food stored in refrigerators and freezers will eventually spoil. You can make the most of your food supplies by using them in the correct order:

- Fresh foods and food from the refrigerator should be used first but open the fridge as few times as possible.
- Food from a cabinet freezer. Cook food as soon as it starts defrosting as cooked food lasts longer than uncooked food.
- Food from a chest freezer – putting blankets over this type of freezer can help keep food colder for longer.
- Canned and packet foods should be kept until last.

Hygiene becomes very important when preparing food after an emergency. Remember to ensure that water used in preparing and cooking food has been boiled for several minutes to make it safe. Always wash your hands before preparing food – if water is in short supply keep some in a bowl with disinfectant.

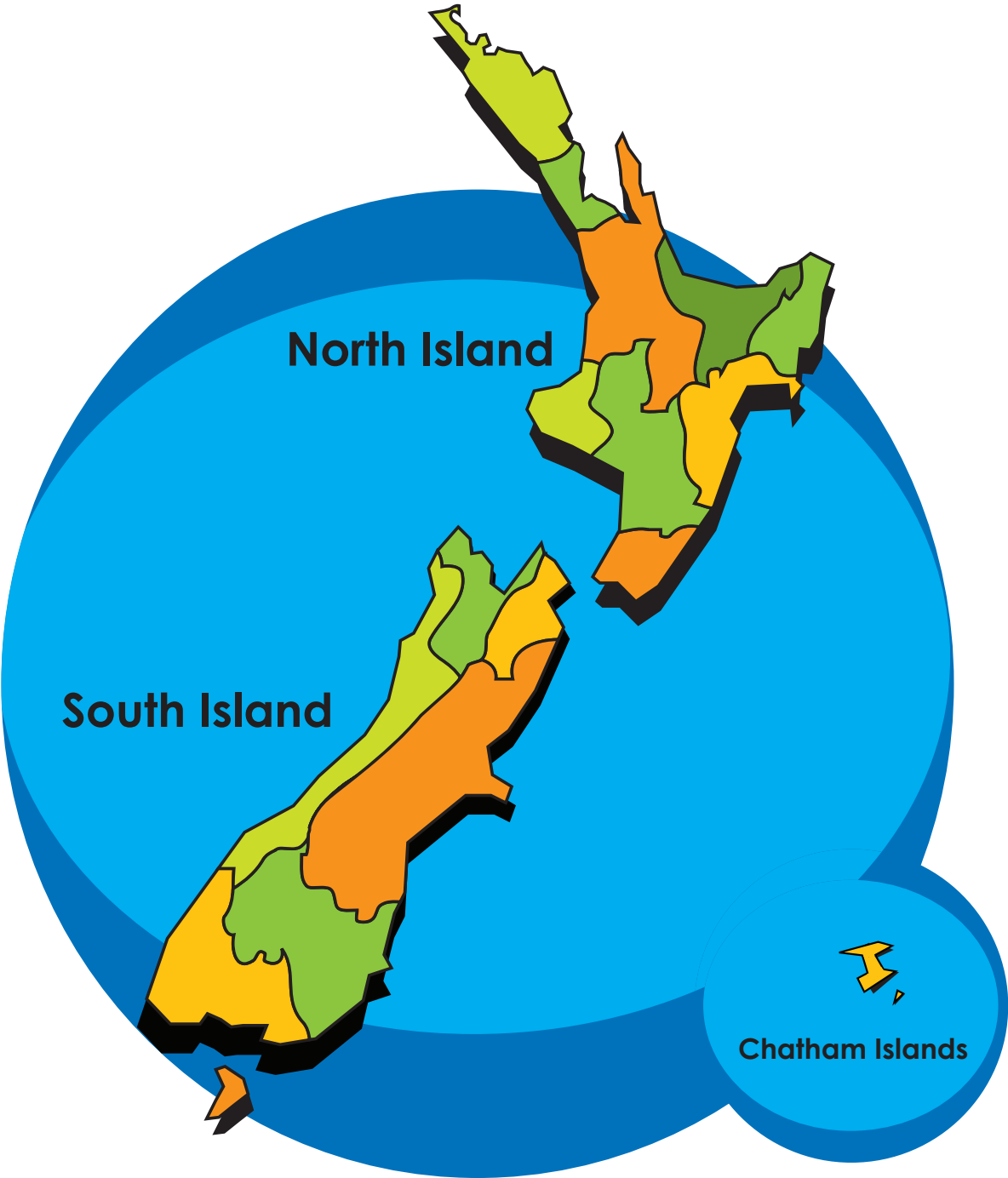
If using a barbeque or camping stove to cook food, use it outside to avoid harmful fumes in the house or accidental fire – the ambulance and fire services may be unable to respond if you have an accident.

As soon as possible after an emergency, check on the state of your garden chemicals, fuel and cleaning products in the house, garage and shed. Some of these can be dangerous to your health if spilled and mixed. If there has been a spill, use rubber gloves to handle containers and dispose of them into separate plastic bags. If fumes are present it may be best to seek help to deal with the situation.



"You can get more information about this from your local council. Links can be found at www.getthru.govt.nz"

Template 15: Map of New Zealand



Template 16: Plus, minus or interesting (PMI) chart

Students could use this chart to help compare their thinking from their first map to the information they found through research.

Plus	Minus	Interesting
<p>For example:</p> <p><i>I knew where the fault lines in New Zealand were located.</i></p>	<p>For example:</p> <p><i>I didn't know there had been any serious floods in New Zealand where people had to leave their homes.</i></p>	<p>For example:</p> <p><i>One of the fault lines goes through Wellington where I live.</i></p>

Template 17: Identifying the effects of a disaster

The people in our group are:

The disaster we are responding to is:

How can this disaster happen?

What dangerous things or damage might happen at school or home?

What could we do to help our families?

Who else could we help and in what way?

Template 18: Hazard hunt

List potential hazards at school, on the way home and at home.

Potential hazards at school	How could they affect you?	Action points

Potential hazards on the way home	How could they affect you?	Action points

Potential hazards at home	How could they affect you?	Action points

Template 19: Evaluation of evacuation exercise

Dear Parents/Caregivers

Our school recently held an exercise to test our procedures in the event of a disaster.

This exercise was also an opportunity for you to test your own household emergency plan, particularly with regard to collecting your children from school after a disaster. We would appreciate your feedback on the exercise.

Could you please answer the questions below and return this form to the school.

Many thanks

Parents/Caregivers feedback

Name _____

Tick your response

	1. Fully	2. Mostly	3. Slightly	4. Not at all
Our children's evacuation during the school exercise went smoothly. <i>[If it went slightly or not at all smoothly, please explain on the back of this page what went wrong, so that we can improve our school evacuation procedures.]</i>				
Our family has a procedure if our children have to be picked up in an emergency.				
If we have someone else who is allowed to pick up our children in an emergency:				
• the school knows who that person is				
• our children know who that person is				
• we have planned with that person what to do in an emergency.				
If the above arrangements change, our children know how to contact us in an emergency.				
We have a household emergency plan.				
We have talked about or practised the plan with our children.				
We have enough food and water at home to last for at least three days.				
We are aware of:				
• the type of hazards that could affect our home				
• how to reduce their impact.				
We are aware of:				
• the civil defence organisation and its structure in our area				
• where to go to get civil defence information				
• where the nearest civil defence welfare centre/ reporting centre is located.				