

Are You Ready For Disaster?



A four-week study on Biblical Disaster Preparedness for Youth



Disaster can strike at any time, and when it does, people look to their community and faith leaders for guidance. Studies on the impact of disasters, from 9/11 and Hurricane Katrina to local wildfires, describe community and faith-based organizations' critical role as sources of physical, social, and spiritual care. When disaster strikes, initial services may not come from the government but rather from community organizations, churches, synagogues, mosques, and other faith-based organizations.

Studies have shown that youth are disproportionately affected by disasters. They are considered a vulnerable group and more prone to damage, loss, suffering, injury and death in the event of a disaster. Educating youth on what to expect, how to prepare, and how to react in case of disaster can give them the confidence to respond appropriately, be of assistance to family and community, and be prepared to serve their community.

BRC designed the Ark of Safety Youth program to prepare organizations to respond and recover from major emergencies and disasters. Matthew 5:14-16 states:

You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

In order to be the light in our communities in times of disaster, the Church must first be prepared, including the youngest members. This study will equip youth to show God's love by serving the community in times of disaster through protecting lives and property by effectively preparing for, responding to, and recovering from emergencies.

Although these Ark of Safety Youth lessons are designed to be one-hour lessons over four consecutive weeks, feel free to reconfigure them into longer or shorter segments if that works better for your group.

God bless you,

Debra Williams, CEO, Building Resilient Communities

This Bible study was compiled by Laura Cole, Ark of Safety Youth Program Coordinator, Building Resilient Communities. Special thanks to Chloe Alexander, Corinne Alexander, Noah Coleman and Thomas Alexander, Jr. for video narration.

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WEEK ONE-ARE YOU READY? 1 hour

Estimated Time	Content Area	Methodology
10 min.	Introduction/housekeeping <ul style="list-style-type: none"> ● Opening Prayer ● Pre-test “What Do You Know About Emergency Preparedness 	Facilitator-led Pre-quiz
10 min.	Activity 1 <ul style="list-style-type: none"> ● View Parable of the Ten Bridesmaid video 	Facilitator-led
30 min.	Activity 2 <ul style="list-style-type: none"> ● Video “Disaster Dodgers Introduction To Emergency Planning” ● “Emergency, Hazard, or Disaster” PowerPoint ● Discussion 	Facilitator-led
10 min.	Activity 3 and Homework Assignment <ul style="list-style-type: none"> ● Video “Disaster Dodgers Family Communications Plan and Emergency Kit” ● Distribute homework assignment “Family Communication Plan” ● Closing prayer 	Facilitator-led

“In Quotation”: Facilitator reads/paraphrases

Bold Italicized: Facilitator Action Item

Red Bold: Activity Title and Estimated Time

WEEK TWO-ARE YOU READY? EMERGENCY KIT
1 hour

Estimated Time	Content Area	Methodology
10 min.	Introduction/housekeeping <ul style="list-style-type: none"> ● Opening Prayer 	Facilitator-led
20 min.	Activity 1 “Who Is My Neighbor?” <ul style="list-style-type: none"> ● Video “The Parable of the Good Samaritan” ● Activity “What’s In Your Kit?” 	Facilitator-led Group activity
20 min.	Activity 2 Go-bag <ul style="list-style-type: none"> ● Activity “What’s In Your Bag?” ● Discussion “Showing God’s love to our neighbor” 	Facilitator-led Group activity
10 min.	Activity 3 and Homework Assignment <ul style="list-style-type: none"> ● Video “Disaster Dodgers Family Communications Plan and Emergency Kit” ● Distribute homework assignment “Family Communication Plan” ● Closing prayer 	Facilitator-led

WEEK THREE: EARTHQUAKE SAFETY
1 hour

Estimated Time	Content Area	Methodology
10 min.	Introduction/housekeeping <ul style="list-style-type: none"> ● Opening Prayer 	Facilitator-led
15 min.	Activity 1 <ul style="list-style-type: none"> ● Video “Disaster Dodgers-Kids Earthquake Safety” ● Practice Drop, Cover, Hold On ● Video “Earthquake Safety: The What, Where, When, and How of Earthquakes” ● Discussion Questions 	Facilitator-led Group activity
30 min.	Activity 2 <ul style="list-style-type: none"> ● Earthquake emergency role play 	Facilitator-led Group activity
15 min.	Activity 3 <ul style="list-style-type: none"> ● Closing activity/homework assignment 	Facilitator-led

WEEK FOUR: FIRE SAFETY
1 hour 20 minutes

Estimated Time	Content Area	Methodology
10 min.	Introduction/housekeeping <ul style="list-style-type: none"> ● Opening Prayer ● Review of homework assignment 	Facilitator-led
10 min.	Activity 1 <ul style="list-style-type: none"> ● Video-“David Fights A Giant” 	Facilitator-led Group activity
40 min.	Activity 2 <ul style="list-style-type: none"> ● Video-“Blazing Furnace” ● Practice What You Know “Calling 911” ● Practice What You Know “Stop, Drop, Roll” ● Practice What You Know “Get Low and Go” ● Video “When The Fire Starts” (wildfires) 	Facilitator-led Group activity
20 min.	Activity 3 <ul style="list-style-type: none"> ● Take post-test ● Discussion: What one thing will you remember? ● Closing prayer 	Facilitator-led

LESSON PLANS

WEEK ONE

DISASTER PREPAREDNESS MONTH LESSONS

Week One: Are You Ready?

1 hour duration

Before the beginning of the lessons, make sure to do the following:

- Print out enough copies of the Pre-Test (Pg. 3 in handouts) for each participant.***
- Print out enough copies of the Family Communications Plan handout (Pg. 5 in handouts) for each participant.***
- Have the “Emergency, Hazard, Disaster Activity” PowerPoint open and ready to present. (Pg.23-32 of handouts)***
- Have the following videos open on YouTube and ready to play:***
 - Parable of the Bridesmaids: <https://youtu.be/P7HXvcTHVdE>***
 - Disaster Dodgers Introduction To Emergency Planning: <https://www.youtube.com/watch?v=TbzvomQ&t=9s>***
 - Disaster Dodgers Family Communications Plan and Emergency Kit: <https://www.youtube.com/watch?v=LviZ4pZrqu8>***

Introduction and Housekeeping: (10 minutes)

Facilitator introduces him/herself, and asks each member to introduce themselves.

Sample Opening Prayer (*facilitator reads aloud*):

“Dear God, thank You for bringing us together to find out how to be prepared in a disaster. Please show us from Your Word how to respond to, prepare for, and recover from disasters without fear, and to be an example and servant for our friends and neighbors. Amen.”

Facilitator reads/paraphrases:

“We are going to take a short quiz to see how much you think you know about being prepared. We will take a post-test when we get to the last session to see how much you’ve learned.”

Pre-test: “What Do You Know About Emergency Preparedness?”

Facilitator hands out a copy of the pretest to every participant with writing utensils (included with handouts). Give participants a few minutes to complete the pre-test, as long as they need. After the test, review the answers. Remind participants that it is ok if they don’t know the answers, they’ll learn all of the answers during this course.

What Do You Know About Emergency Preparedness? (Answer Sheet)

T	F	<p>An emergency kit should have enough supplies for ten days or more.</p> <p>Explanation: FEMA's new recommendation is 14 days of supplies. It may take longer for help to come.</p>
T	F	<p>An earthquake is a natural disaster.</p> <p>Explanation: Disasters are large scale events and affect a lot of people in a large area.</p>
T	F	<p>You should have a whistle in your emergency kit.</p> <p>Explanation: Using a whistle means you can easily be heard and won't take as much effort as yelling.</p>
T	F	<p>Every type of disaster is predictable.</p> <p>Explanation: Earthquakes and pandemics are examples of unpredictable disasters.</p>
T	F	<p>Every family should have an emergency plan.</p> <p>Explanation: Creating an emergency plan helps you be less afraid and teaches you how to help others.</p>
T	F	<p>There should be one candle for each family member in the emergency kit.</p> <p>Explanation: Flashlights and emergency lights are more reliable and won't cause fires.</p>
T	F	<p>There should be one gallon of water per day for each person in the emergency kit.</p> <p>Explanation: One gallon per day can be used for hygiene as well as cooking. Don't forget to have water for your pets.</p>
T	F	<p>Calling is the best way to reach your family members to let them know you are okay after an emergency.</p> <p>Explanation: Phone lines may be down or can be tied up by emergency personnel. You will most likely be able to still text.</p>

Activity 1 (10 minutes)

Facilitator reads/paraphrases:

“Now that we’ve taken the pre-test, let’s talk about why it is important to be prepared. Here is a story from the Bible that talks about being prepared and having a plan.”

Show video: “The Parable Of The Ten Bridesmaids

<https://youtu.be/P7HXvcTHVdE>

Facilitator reads/paraphrases:

“Jesus concluded this parable by saying, ‘Keep watch, because you do not know the day or hour’. We do not know when a disaster may happen, just like the bridesmaids did not know when the bridegroom was coming. It was important that all ten bridesmaids were prepared with extra oil for their lamps. The five who did not have oil were left outside in the dark, which was potentially very dangerous for them. If we are not prepared for disasters, it could also be very dangerous for us.”

Activity 2 (30 minutes)

Facilitator reads/paraphrases:

“Before we can plan for emergencies, we should have some idea of what they are. Let’s watch a video that talks about Disasters, Emergencies, and Hazards, and what to do about them.”

Show video: “Disaster Dodgers Introduction To Emergency Planning” (4 min. - 14 sec.): <https://www.youtube.com/watch?v=TbzvomQ&t=9s>

Facilitator reads/paraphrases:

“Based on the information from the Disaster Dodgers video, we are going to do an activity to help us reinforce what we learned about emergencies, hazards, and disasters.”

Procedure: Class Discussion

Use the “*Emergency, Hazard, Disaster Activity*” PowerPoint for this activity.

Question	Possible Answers
What is a hazard?	Hazards are the events that may lead to emergencies and disasters. A hazard is a source of danger. Flood water over a road poses a hazard.
What is an emergency?	An emergency is something that requires emergency responders and cannot be handled by just one person, such as a house fire. It is not a large catastrophic disaster that threatens an entire community.
What is the difference between an emergency and a disaster	Disasters are large scale events and affect a lot of people in a large area. Emergencies are events that affect your family.
What are some ways a disaster could affect someone?	Open-ended answers
What kinds of disasters should we be prepared for in our area?	Open-ended answers
What is a family emergency communication plan?	It describes what a family can do in case of an emergency. It lists ways that everyone can get in touch with one another if they are separated.

Closing Activity and Assignment (10 minutes)

Facilitator reads/paraphrases:

“At the end of the Disaster Dodgers video, they talked about three things to do before a disaster:

“Be informed, Have a plan, Get prepared”.

We have talked about disaster information during this first session. This week, your assignment is to talk with your parents about your family communication plan. Let’s watch the Disaster Dodgers again as they talk about the Family Communications Plan.”

Show video: Disaster Dodgers Family Communications Plan and Emergency Kit (5 min. 26 sec.):

<https://www.youtube.com/watch?v=LviZ4pZrqu8>

Distribute Family Communications Plan Handout.

Facilitator reads/paraphrases:

“With your family, fill out the Family Communications Plan handout.”

If possible, offer an incentive to students who show their plans at the next session. Incentives could be small items that could go into their emergency kit or go-bag, like a flashlight, toothbrushes and toothpaste with age-appropriate characters on them, or coloring books and crayons.

Closing Prayer (facilitator reads aloud):

“Dear God, thank You for this lesson today that shows us why we should prepare for emergency situations. Teach us this week how to plan with our families, and give us the confidence to know that you are with us, and because of that we can ‘do all things through Him who gives us strength’. Amen”

WEEK TWO

DISASTER PREPAREDNESS MONTH LESSONS

Week Two: Are You Ready? Emergency Kit

1 hour duration

Before the beginning of the lessons, make sure to do the following:

- Print out enough copies of the “What’s In Your Kit?” activity page (Pg. 7 in handouts) for each participant.***
- Print out enough copies of FEMA Emergency Checklist handout (Pg. 8 in handouts) for each participant:***
- Print out enough copies of the “What’s In Your Go-Bag?” activity page (Pg. 9 in handouts) for each participant.***
- Print out enough copies of the Assignment for Week Two (Pg. 10 in handouts) for each participant.***
- If applicable, have any incentives for finishing the assignment from Week One ready to hand out.***
- Have the following videos open on YouTube and ready to play:***
 - Parable of the Good Samaritan: <https://youtu.be/BTA0LYi4j0A>***

Introduction and Housekeeping: (10 minutes)

Sample opening prayer: (facilitator reads aloud)

“Dear God, thank You for this session where we will learn more about being prepared for disasters. Help us as we learn what we need to know to be confident that we are capable of handling anything, because You are with us. Amen.”

Check the assignment from the previous session, and if available, award incentive prizes to students who completed it.

Facilitator reads/paraphrases:

“In last week’s lesson we talked about why we should prepare for disasters, and why we need a family communications plan. This week we will talk about how we can be prepared with an emergency kit and a go-bag. We will also talk about showing God’s love to our neighbors.”

Activity 1 (20 minutes)

Facilitator reads/paraphrases:

WHO IS MY NEIGHBOR?

“Our first question is, “Who is my neighbor?” Is it just the people who live next door or down the street, or does it mean much more? Let’s see what Jesus had to say about neighbors.”

Show PowerPoint video: The Parable of the Good Samaritan (2 min 56 sec):

<https://youtu.be/BTA0LYi4j0A>

Facilitator reads/paraphrases:

“In the story, the man who was beaten and robbed was passed over by his fellow Israelites. These men were leaders in their community, and should have known the commandment Jesus was talking about.

For centuries, the Jews and Samaritans were enemies. They would not associate with each other, and the Jews considered the Samaritans to be ‘unclean’. In this story, only the Samaritan stopped to help the Jewish man who had been beaten and robbed. The point of Jesus’ story was that anyone who we come in contact with is our “neighbor”, and we should treat them as well as we would treat ourselves.

Consider the fact that the Samaritan was prepared for emergencies. He had the oil and wine necessary to treat the injured man’s wounds, and the bandages necessary to bind his injuries. He also had the funds to pay for the man to stay at the inn while he healed. As we learn how to prepare for emergencies, we should also keep our neighbors in mind, no matter what they look like, or where they live.”

Procedure:

Divide students into small groups (3-4) and distribute the “What’s In Your Kit?” activity page. Have students brainstorm items that should go into an emergency kit. More than ten items are acceptable.

Distribute the checklist from FEMA. Look for items on the FEMA checklist that were not on the students’ lists. Ask if they can see why those items are important?

Activity 2 (20 minutes)

Facilitator reads/paraphrases:

“During an emergency you may have to “shelter in place” at home. That means to find and stay in a safe indoor location until you are given an “all clear” notice, or you are told to evacuate. If you have to evacuate, you probably won’t be able to take your family emergency kit with you, so each family member should have a “go-bag” that you can take with you. What kinds of items should you put in your “go-bag”? Remember, you may be away from home for a few days, it may not be possible to drive anywhere, power may be off, and you may not be able to charge your cell phone.”

Distribute the “What’s In Your Go-Bag? handout.

Facilitator reads/paraphrases:

“Use the picture of the back pack to write or draw items that you should put in your go-bag. Think of items that you would put into your go-bag that may not be in your emergency kit.”

Sample list of items for an emergency kit/go-bag:

- Non-perishable food items (peanut butter, granola bars, canned goods)
- Can opener, eating utensils, garbage bags
- Toilet paper
- Flashlight
- Water
- Flashlight (preferably a hand crank light that does not require batteries)
- Emergency radio (preferably hand crank)
- Extra clothing
- Blankets
- Walking shoes
- First aid kit

- Prescription and OTC medication
- Toiletries (soap, toothbrush and toothpaste, facecloth,
- Emergency contact list
- CASH (if power is out, ATMs will not be working)
- Whistle to call for help

Question	Possible Answers
How can we help/show God’s love to our neighbors with this information?	<ul style="list-style-type: none"> ● Share this information with them ● Have extra supplies on hand if neighbors do not have them

Closing Activity and Assignment (10 minutes)

Distribute the Assignment for Week Two

Facilitator reads/paraphrases:

“Your assignment for next week is to estimate how many supplies you will need to place in your emergency kit. First, use the math equation to figure out how much water you would need for a fourteen-day emergency. The second question is to decide what items should go into your emergency kit. If you feel that there are items that do not belong in an emergency kit, explain why. In the third question, think of three items you would place in your emergency kit or go-bag that would help you feel more comfortable. Remember, you may not want to pack perishable food items, or battery powered games or toys.”

Sample Closing Prayer (facilitator reads):

“Dear God, thank you for this session on how to prepare for an emergency. Teach us to be good neighbors, share what we have learned, to prepare ourselves for any disaster, and to be fearless, knowing that You are with us. Amen.”

WEEK THREE

DISASTER PREPAREDNESS MONTH LESSONS

Week Three: Earthquake Safety

1 hour duration

Before the beginning of the lessons, make sure to do the following:

- Print out one copy of the Week 3 Role-Play activity page (Pg. 12-13 in handouts) for each group. You may want to print a few extra copies as backup or for the facilitator.*
- Print out enough copies of the Assignment for Week 3 (Pg. 14 in handouts) for each participant.*
- If applicable, have any incentives for finishing the assignment from Week Two ready to hand out.*
- Have the following videos open on YouTube and ready to play:*
 - Kids Earthquake Safety-The Disaster Dodgers:**
<https://www.youtube.com/watch?v=d08QUmxzdKU&t=48s>
 - Earthquake Drill from Shakeout.org:**
https://www.youtube.com/watch?v=NRtLf5UQ_dM
 - Earthquake Safety- BRC:** <https://youtu.be/eNYz6-cjnBg>

Introduction and Housekeeping: (10 minutes)

Opening Prayer (*facilitator reads aloud*):

“Heavenly Father, thank You for our class this week, and an opportunity to learn about earthquakes. We thank You that we can be fearless in any disaster, because You are with us, and You have sent us teachers to show us what to do. Amen.”

Check the assignment from the previous session, and if available, award incentive prizes to students who completed it.

Facilitator reads/paraphrases:

“Last week we talked about who our neighbors are, and discovered that neighbors can be anyone we happen to meet. The Samaritan was a good neighbor to his sworn enemy, the injured Jewish man, as we should be to everyone. This week we are going to talk about one type of disaster. During the lesson, think of ways you can be a help to your neighbor if you are ever in this type of disaster.”

Activity 1 (15 minutes)

Facilitator reads/paraphrases:

“This week we are going to talk about one specific type of disaster: earthquakes. Let’s begin with a video from the Disaster Dodgers.”

Show video: Kids Earthquake Safety-The Disaster Dodgers:

<https://www.youtube.com/watch?v=d08QUmxzdKU&t=48s>

After the video, discuss “Drop, Cover and Hold On”

Facilitator reads/paraphrases:

“When you feel the room start to shake, here is the procedure you should follow:

1. **DROP** to the ground, and get onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to nearby shelter.
2. **COVER** your head and neck with one hand. If a sturdy desk or table is nearby, crawl under it for shelter. If there is no table nearby, crawl next to an interior (inside) wall of the structure, away from windows (have students identify interior walls in the room you are in). You should curl up, making your body as small as possible to protect your vital organs.
3. **HOLD ON** to the table or desk with one hand. Be prepared to move with your table or desk. If you are next to the interior wall, hold onto your head and neck with both hands.”

Conduct a Drop, Cover, Hold drill with students. Inform students that at certain times during the class, there will be a surprise drill. The video from [shakeout.org](https://www.youtube.com/watch?v=NRtLf5UQ_dM) can help with timing for the drill

(https://www.youtube.com/watch?v=NRtLf5UQ_dM).

Conduct at least one unannounced drill during the class period.

Facilitator reads/paraphrases:

“Here is another video that talks about earthquake safety. Pay close attention, because you may need this information for the next activity.”

Show video: Earthquake Safety: The What, Where, When, and How of Earthquakes: <https://youtu.be/eNYz6-cjnBg>

After the video is over, conduct the following discussion:

QUESTIONS	POSSIBLE ANSWERS
What should you do if you are in a car during an earthquake?	<ul style="list-style-type: none">● Driver should pull off the road● Stay in the car● Hold on until the quaking stops
What should you do if you are outside during a quake?	<ul style="list-style-type: none">● Go to an open area● Get down on the ground and cover your head and neck with your hands
If you are indoors, should you run outside during a quake?	<ul style="list-style-type: none">● No
When the quaking stops, what should you do?	<ul style="list-style-type: none">● Only go outside if it is safe to do so● Go to an open space away from damaged structures
What is an aftershock?	<ul style="list-style-type: none">● A second earthquake● It is usually smaller than the original quake
What should you do if you are trapped inside?	<ul style="list-style-type: none">● Don't move around● Use a whistle or some other object to make noise
Why should you avoid yelling if you are trapped?	<ul style="list-style-type: none">● You could inhale dangerous particles● You need to remain calm
When is the earthquake season?	<ul style="list-style-type: none">● There is no season● Earthquakes can happen at any time

Activity 2 (30 minutes)

Facilitator reads/paraphrases:

“Now that we have seen the videos, we are going to write and act out two emergency role play scenarios. In your group, write an outline of your performance, showing us what to do in each situation. Remember to include how you can show God’s love to your family and neighbors as well. Your group will have 20 minutes to write your script, and 5 minutes to present it to the class.”

Procedure:

Divide class into two groups. Distribute student handouts with the following scenarios. Assign one group Skit #1, and the other Skit #2.

Skit #1

You are in your classroom taking a math test, when the room begins to shake, and the light begins to sway. What do you do?

Skit #2

You are at the mall with your family. You and your brother go to the movies, and you will meet your parents at 4:00 in the food court. At the end of the movie, you feel the room shake violently. What do you do?

Have students present skits for the class. Praise students for remembering safety procedures discussed in the Disaster Dodgers video, and talk about any procedures they may have omitted.

Closing Activity and Assignment (10 minutes)

Distribute the Classroom Hazard Hunt homework assignment

Facilitator reads/paraphrases:

“In this class we learned about earthquake safety. We did a Drop, Cover, Hold On drill (conduct one last unannounced drill before class ends, if time permits). You performed skits about earthquake safety in school and at the mall.

Your assignment for this week is to take the handout with a picture of a fourth-grade classroom, and find things in the room that could become hazards during an earthquake. Look for objects that may fall off shelves and from the ceiling. Look for objects that could roll across the room and crash into other items. (Example: things that could fall and break). Circle items that you find, and we will discuss them in our next session. Remember, being prepared helps us show God’s love to our neighbors, because we can be of help to them, before, during, and after a disaster happens.”

Closing prayer (facilitator reads aloud):

“Dear God, thank you again for this lesson on earthquakes. Thank You that You have shown us how to be prepared before, during, and after any disaster, and how to be a help to our family and neighbors. Be with us as we leave the class tonight, and remind us of Your great love for us, and of the things we have learned. Amen.”

WEEK FOUR

DISASTER PREPAREDNESS MONTH LESSONS

Week Four: Fire Safety

1 hour 20 minutes

Before the beginning of the lessons, make sure to do the following:

- Print out enough copies of the 911 Emergency Call Exercise handout (Pg. 16 in handouts) for each participant.*
- Print out enough copies of the 911 Call Script (Pg. 17 in handouts) for each participant.*
- Print out enough copies of the Post-Test handout (Pg. 18-19 in handouts) for each participant.*
- If applicable, have any incentives for finishing the assignment from Week Three ready to hand out.*
- Have the following videos open on YouTube and ready to play:*
 - David Fights a Giant: <https://youtu.be/bpknjCT8er8>
 - The Blazing Furnace: <https://youtu.be/uMchkgZ3C6c>
 - Stop, Drop, & Roll: <https://www.youtube.com/watch?v=DUmdP9LtFgk>
 - Get Low & Go: <https://www.youtube.com/watch?v=9aeuHTGNQIU>
 - When the Fire Starts: <https://www.youtube.com/watch?v=tWhTdfHQQqs>

Introduction and Housekeeping: (10 minutes)

Sample Opening Prayer (*facilitator reads aloud*):

“Dear God, thank You for this session. Thank You for giving us the skills we need to be courageous in any emergency situation, and teaching us what to do to help ourselves, our families, and our neighbors. Amen.”

Facilitator reads/paraphrase

“Last session we took home an assignment where we found places in a classroom that may create a hazard during an earthquake. Let’s talk about some of the hazards you found.”

Take about ten minutes to discuss places in the classroom that could become hazardous during a quake. Talk about items that could be moved, or how the room could be rearranged to make it safer.

Activity 1 (10 minutes)

Facilitator reads/paraphrase

“The first video we are going to watch is about a boy who was not much older than you who was able to save an entire nation. He was courageous because he trusted that God was with him and would protect him. You can have that same confidence, because God is with you, so you can help your family and our neighbors in times of disaster.”

Show video: David Fights A Giant: <https://youtu.be/bpknjCT8er8>

Activity 2 (40 minutes)

Facilitator reads/paraphrases:

“For our last session, we are going to talk about a disaster that is not a natural one, like earthquakes and tornados, but could be caused by natural disasters. This type of emergency could happen to anyone in any part of the country, and at any time. This lesson is about what to do in case of a house fire. A fire in your home can be devastating for a family, but there are ways to prepare for, prevent, and protect yourselves in case of a house fire.

We are going to watch a short video about some people from the Bible who found themselves in a dangerous situation, but trusted God to help them. We will then talk about what you should do in case of a fire in your home.”

Show video: The Blazing Furnace: <https://youtu.be/uMchkgZ3C6c>

“In the story of Shadrach, Meshach, and Abednego, they were obedient to the God of Israel. Because they were obedient, God protected them from the fire, and they were also able to influence the king and the entire country of Babylon to stop worshiping an idol god. Our being prepared and unafraid can be the cause of our neighbors and friends seeing God’s love in action.”

Procedure: Class Discussion

Questions	Possible Answers
Flames in a fire are dangerous. What are some other things that could be dangerous in a fire?	<ul style="list-style-type: none"> ● Fear ● Panic ● Heat ● Smoke
Why is smoke so dangerous?	<ul style="list-style-type: none"> ● Various answers, but should include that smoke makes it hard to breathe or see.
What should you not do if there is a fire in your home?	<ul style="list-style-type: none"> ● Hide in the closet or cabinet ● Hide under the bed
What should you attempt to do first if there is a fire?	<ul style="list-style-type: none"> ● Get out of the house quickly
Once you get out, what should you do next?	<ul style="list-style-type: none"> ● Go to the family meeting place ● Call 911 ● Stay outside—do not attempt to go back into the house for any reason
What should you and your family do before a fire occurs?	<ul style="list-style-type: none"> ● Create a family escape plan ● Practice your escape plan twice a year ● Test smoke alarms and change batteries twice a year
Why should you go low and go?	<ul style="list-style-type: none"> ● Because smoke and heat rise ● So that you can safely escape from the house
Why should you touch a closed door with the back of your hand?	<ul style="list-style-type: none"> ● There may be fire on the other side of the door. If the door is hot, do not open it
Why should you cover your nose and mouth with a towel or a piece of clothing?	<ul style="list-style-type: none"> ● To protect from the heat ● To keep from inhaling particles and smoke

Practice What You Know:

Calling 911

Give students the script and exercise handout with fictional names, addresses and phone numbers. Have students role play calling 911 to report a house fire. Model a 911 call for students using the provided script. Allow a few students to practice making the call, remembering to speak clearly, and give all the correct information.

Sample 911 Call Script

911 Operator: 911, what is your emergency?

You: We have a fire at our house

911 Operator: What is your name?

You: Michael Banks

911 Operator: What are your parent's names?

You: George and Winifred Banks

911 Operator: What is your address?

You: 17 Cherry Tree Lane

911 Operator: What city are you in?

You: Londondale, California

911 Operator: Is this the location of the emergency?

You: Yes

911 Operator: What is the number of the phone you are calling from?

You: (999) 555-1212

911 Operator: Stay on the phone, help is on the way.

Stop, Drop, Roll

Review the procedure: if a piece of your clothing catches fire, stop moving, drop to the floor or ground, cover your face with your hands and roll back and forth until the fire is out. Have volunteers practice the technique.

If time permits, show the video:

<https://www.youtube.com/watch?v=DUmdP9LtFgk>

Get Low and Go

Review the procedure. Practice getting down and crawling to the exit underneath the smoke and heat. Include a scenario where they come to a closed door, and they should check for heat. Remind students that they may have to cover their nose and mouth with a cloth or a mask, or that they may want to keep a flashlight near their bed in case the fire occurs at night. Have volunteers practice the technique.

If time permits, show the video:

<https://www.youtube.com/watch?v=9aeuHTGNQIU>

Facilitator reads/paraphrases:

“In the video about house fires, the narrator mentioned fires that happen out of doors. They are called wildfires, and can be just as dangerous. Here is a video from the Federal Emergency Management Administration that shows us what to do in case of a wildfire.”

Show video: When the Fire Starts:

<https://www.youtube.com/watch?v=tWhTdfHQQgs>

Closing Activity and Assignment (20 minutes)

Facilitator reads/paraphrases:

Pass out the Post-Test to each participant and give them enough to fill it out. Once everyone is done, use the Post-Test Answer answer key at the end of the facilitator guide to review answers.

Ask students about the most important things they will remember from the four classes. Remind them that they have been introduced to the concepts of disaster preparedness, and should practice what they have learned.

God is with them, and they should pray and be prepared to help themselves and their neighbors. All men are their neighbors!

Closing Prayer (facilitator reads aloud):

“Dear Father, thank You that as we come to the end of our series on disaster preparedness, we can have confidence that You are with us no matter what comes. Thank You that we can be as courageous as David and the young Hebrew men, and that we can help our family, friends, and neighbors prepare, survive, and recover from any disaster. Amen.”

DISASTER PREPAREDNESS POST-TEST

ANSWERS

T	F	<p>An emergency is an event that affects a few people.</p> <p>Explanation: Emergencies affect fewer people than a disaster does.</p>
T	F	<p>If there is a fire in your house, you should hide under your bed.</p> <p>Explanation: Hiding under your bed during a fire can trap you inside your house. Instead, quickly get out of your house and stay outside.</p>
T	F	<p>Scientists can predict when and where any type of disaster will happen.</p> <p>Explanation: Disasters are all different and often predictable. This is why it's so important to prepare for a variety of situations.</p>
T	F	<p>You should include some cash in your emergency kit.</p> <p>Explanation: If the power goes out during a disaster, you likely won't be able to use credit cards or ATMs.</p>

1. Which item is **not** a part of a family emergency plan?
 - a. A meeting place away from your home
 - b. Relatives you can contact to let them know you are okay
 - c. **The location of the family car keys**
 - d. Phone numbers of each family member

Explanation: Knowing where the family car keys are is not as important as having a meeting place, knowing who to contact, and knowing their phone numbers.

2. Which one of these items **does not** belong in an emergency kit?
 - a. Can opener
 - b. **Whole milk**
 - c. First aid kit
 - d. Prescription medications for family members

Explanation: Whole milk can go bad quickly, food in an emergency kit should be non-perishable, like canned or dried food.

3. How much water should you put into your emergency kit?
 - a. **One gallon per person per day**
 - b. As much as each person can drink
 - c. Do not put water in the kit. You can get it from the sink.

Explanation: One gallon per day can be used for hygiene as well as cooking. Don't forget to have water for your pets.

4. Stop, Cover, and Hold On is a technique you should use in a:
- a. Fire
 - b. Flood
 - c. Windstorm
 - d. **Earthquake**

Explanation: This method can help prevent falling or being hit by falling objects during an earthquake.

5. According to Jesus, my neighbor is:
- a. My best friend at school
 - b. The people who live in the apartment next to mine
 - c. **Anyone I happen to meet**
 - d. My family

Explanation: Being prepared means that we can help all people around us in case of a disaster or emergency.

6. Stop, Drop, and Roll is a technique to use in case of:
- a. An earthquake
 - b. **A fire**
 - c. An electrical power outage

Explanation: This method can be used during a fire if any piece of your clothing catches fire and you need to put it out.

EMERGENCY, DISASTER, HAZARD

WHAT DO YOU REMEMBER?

Based on the Disaster Dodgers video, determine whether the following scenarios are a:

- Disaster
- Emergency
- Hazard

A PILE OF WOOD NEXT TO A FULL CAN OF GASOLINE



HAZARD

Blowing dust caused by extremely dry weather



HAZARD

DOWNED POWER LINES



EMERGENCY

A SUDDEN THUNDERSTORM WITH FLOODING



DISASTER

Are You Ready For Disaster?

(Student Handouts)



A four-week study on Biblical Disaster Preparedness for Youth

WEEK ONE

Pre-Test: What Do You Know About Emergency Preparedness?

T	F	An emergency kit should have enough supplies for ten days or more.
T	F	An earthquake is a natural disaster.
T	F	You should have a whistle in your emergency kit.
T	F	Every type of disaster is predictable.
T	F	Every family should have an emergency plan.
T	F	There should be one candle for each family member in the emergency kit.
T	F	There should be one gallon of water per day for each person in the emergency kit.
T	F	Calling is the best way to reach your family members to let them know you are okay after an emergency.
T	F	Emergency plans and kits should be updated every five years.
T	F	Your family should have a meeting place if they get separated during an emergency.

WEEK ONE ASSIGNMENT

FAMILY EMERGENCY PLAN

Who will we contact?

- Pick the same person for each family member to contact. Pick someone out of town—they may be easier to reach in a disaster.

Text, don't talk. In an emergency, the phone lines may be tied up. It may be easier to text, and leave phone lines open for emergency workers.

- You do not need to include phone numbers for this assignment.

NAME	RELATION

MEETING PLACES

Where will we meet?

- Decide on safe, accessible places where you and your family can go for protection or to reunite.
- If you have pets or service animals, think about animal-friendly locations.
- Consider places in your house, in your neighborhood, or outside the city or town so you are prepared for any situation.

You can access complete fillable PDF Emergency Plans at:

Parents:

https://www.ready.gov/sites/default/files/2019-06/family_communications_plan_parents.pdf

Kids:

https://www.ready.gov/sites/default/files/2019-06/family_communications_plan_kids.pdf

WEEK TWO



WHAT'S IN YOUR KIT?

List ten items you think should go into your emergency supply:

WHAT'S IN YOUR GO-BAG?



ASSIGNMENT FOR WEEK TWO

How much water would you need for your family for a fourteen-day emergency? Remember, you need one gallon per person, per day for drinking, bathing, and cooking.

Number of family members X Number of days (14) = Gallons of water needed

_____ = _____

Here is a list of items. Write YES on the line by items that should go into an emergency kit, and NO for those that should not. If you answer NO, give a reason why they should not go into your kit.

Milk for breakfast _____

Paper plates _____

Plastic knives, forks, spoons _____

Fresh fruit _____

Plastic garbage bags _____

Flip flops _____

Blanket and pillow _____

Nintendo Switch _____

Face masks _____

List three small items you could put into your emergency kit that would help you feel safe or more comfortable in an emergency. This could include a favorite non-perishable snack, a stuffed animal, or book.

WEEK THREE

WEEK 3 ACTIVITY-ROLE PLAY

Skit #1

You are in your classroom taking a math test, when the room begins to shake, and the lights begin to sway. What do you do?

WEEK 3 ACTIVITY-ROLE PLAY

Skit #2

You are at the mall with your family. You and your brother go to the movies, and you will meet your parents at 4:00 in the food court. At the end of the movie, you feel the room shake violently. What do you do?

WEEK FOUR

911 Emergency Call Exercise

Your name is:

Michael Banks

Your parents' names are:

George and Winifred Banks

Your address is:

17 Cherry Tree Lane, Londondale, CA

Your phone number is:

909 555-1212

Your emergency is:

A house fire

911 Call Script

911 Operator: 911, what is your emergency?

You: We have a fire at our house

911 Operator: What is your name?

You: Michael Banks

911 Operator: What are your parent's names?

You: George and Winifred Banks

911 Operator: What is your address?

You: 17 Cherry Tree Lane

911 Operator: What city are you in?

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T	F	Scientists can predict when and where any type of disaster will happen.
T	F	You should include some cash in your emergency kit.

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 - c. The location of the family car keys
 - d. Phone numbers of each family member

2. Which one of these items **does not** belong in an emergency kit?
 - a. Can opener
 - b. Whole milk
 - c. First aid kit
 - d. Prescription medications for family members

3. How much water should you put into your emergency kit?
 - a. One gallon per person per day
 - b. As much as each person can drink
 - c. Do not put water in the kit. You can get it from the sink.

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