



The Emergency Kit Guide

Objectives:

- Get to know which items to take with you in an emergency

- Assemble a shared kit
- Stimulate creativity

STEP BY STEP

Before starting

The teacher introduces the activity by asking the class to list the top three things that everyone thinks they should take in the event of having to leave their home after an **earthquake**.

Are the items within reach? Is it safe to pick them up during an earthquake tremor?

The emergency backpack

After dividing the class into groups, the teacher introduces the concept of an **emergency backpack** , using the definition in the glossary, and has each group create their own.

Each group will have a poster board (on which the group will draw their emergency backpack), tape, pens or markers, and a list of items that can be placed in their backpack.

The teacher shares a List of Items with the class (see attached "The Emergency Kit Guide - Items List" below) and explains the meaning of the numbers associated with each item. The number represents the footprint of each object, that is, the space that object occupies inside the backpack.

At this point, the teacher asks each group to draw their backpack on the board and fill it by choosing the objects from the list that they want to put in the backpack and drawing them on the backpack board. The maximum size allowed is 100, so the objects chosen should be selected so as not to exceed that limit.

For a more dynamic approach to the activity, the teacher may also decide to print and cut out the Items Cards (see attached "The Emergency Kit Guide -Items Cards" below).

At this stage it is essential that the teacher provide a maximum time by which the backpack must be ready (it is suggested not to exceed 10 minutes) and time the groups by giving the stop at the end of the set time.

Doing this is helpful in making the class aware of the need to have their backpack ready to be used in an emergency.

Comparing backpacks

When time runs out, the contents of the backpack and the choices made by the group are analyzed. Based on the items that were not included, some food for thought on their usefulness can be given.

Here are some examples for the teacher:

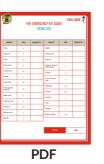
 The children take the flashlight, but not the batteries to use it with. They reflect on long-term thinking (e.g., being away from home for more than 24h/48h).

- Boys do not include the stuffed animal because they feel it is a useless item, but maybe if there are young children and in emergency having a toy ready with which to calm them down can be helpful.
- The importance of always having a photocopy of documents (including pets) available in case they are lost and/or need specific care
- The children don't take the little radio because they assume they always have their cell phones, but in emergencies the signal and connection may not work and it is good to stay updated with official news from reliable sources.

Concluding thoughts

The teacher can suggest that the class build a real emergency backpack with their family, to be kept ready at all times in case of an emergency. The prepared backpacks can be photographed and then shared in class. It can also be interesting for the teacher to reflect on the time factor in emergencies and the need to prepare one's backpack well in advance to always have it ready in case of an emergency.

ATTACHMENTS



The Emergency Kit Guide - Items List



The Emergency Kit Guide - Items Cards