

Home Emergency Kit Project (60 pts)

The history of natural hazards suggests that although many people may be injured during a disaster, it is the aftermath that is often the most stressful and potentially harmful time. For example, power and utilities may be out for a week or more, loved ones may be out of contact, pets may be missing, homes may be damaged, transportation routes may be unusable, and food and water may be hard to come by.

Therefore, one of the best things that individuals, families and organizations can do to prepare for a natural hazard is to put together a disaster preparedness kit to help get through the days following a hazard event. Although this does not take a lot of time or expense, many of us do not make a kit.

Your last major task for this class is to design a disaster emergency kit – in particular, one that would apply to this part of the country (i.e., one that would get you through an earthquake, a flood, a wind, rain, or snow storm, or isolation by a landslide or mudflow). And would get the user(s) through at least 3 days on their own with no power or water. We will be dividing into teams and designing kits for each of the following:

- (1) An emergency “kit” (really a large stash) for Student Programs at Bellevue College. This kit should have everything needed to support 200 people in the event that they are trapped on campus after a disaster.
- (2) An emergency “kit” for a typical office on campus – everything needed to support 20 people in the event that they are trapped on campus after a disaster.
- (3) An emergency kit that could be sold or given to students on campus that they could keep in their car in the event of an emergency. This kit should support 2 people and should also be some that is easily to carry in the event someone has to leave their car.
- (4) An emergency kit that could be given to low-income families living in Bellevue area (think of the Hopelink lecture) that cannot afford to make a kit for themselves. This kit should include enough materials for a family of 4.

Here is the cool part – all of the information you gather as part of this project is real. The first two are projects that the campus is working on right now which they need input on. The third project is something that the Director of Student Programs would like to be able to sell to students at a discount so that everyone can be prepared. The fourth kit is part of a grant I am working on to purchase materials to make kits for low-income families the next time I teach this class in the fall. So please take this project seriously. *The data you collect will be used and it may help to save someone’s life in the future!*

The assignment:

- (1) Sign up for one of the four types of kits. Each of the four areas will be broken up into 2 sub teams of about 5 people each (so that the teams are not too large).
- (2) Research and write up a summary of your kit (individually)
 - ◆ Make a list of all the **essential** items you should include in the emergency kit (items that must be in it for it to be usable). As described above, this list should include items you would need for the types of hazards we have in this region. At a minimum this list should include 10-20 items. (The completeness and accuracy of your list is important – it should be reasonable, don’t leave any major items off, but also don’t go crazy and list everything.)

- ◆ Make a list of all the **additional** items you would like to include in the emergency kit (items that would be great to have if the budget allows). At a minimum this list should include 5-10 additional items. (These items should be different from what you have listed above.) Be sure to clearly distinguish between what is essential and what is additional.
- ◆ Explain what the purpose of each item is (on both lists) – use 1-2 (full) sentences to describe why each item should be in the kit. I realize that you will be mainly using other sources to make the list, but the description of the items should be in your own words.
- ◆ After the list describe in 2-3 sentences how and where this kit would be stored (think in the context of the type of kit it is). The idea is to think about what areas will be most accessible in the event of a disaster.
- ◆ Include a list of references you used to make your list – **you should use at least 3 different sources** – don't just copy a list from one place. References need to include the title of the source, date published, and author and/or organization who wrote the information. If it is a website, include the URL. If it is a newspaper or magazine article, be sure to also include the name of the paper/magazine it came from, too.

(3) Work with your team to come with a final draft for your team of the above information (see below).

Due Dates:

Thursday, June 3 - Bring in 2 copies of your assignment (single-spaced). You will turn one in at the beginning of class. You will then meet with your team and work on meshing all the individual research into 1 final draft for your team. Part of your grade will be based on the individual assignment you turn in on this day (20 pts) and participating in the group work (10 pts).

Tuesday, June 8 – Bring in a draft of the team project. Each team will give a brief summary (a few minutes) of the kit and receive some feedback (I will also invite the Director of Student Programs, too.) Afterward time will be given in class to work on revisions of the team project. (10 pts)

Thursday, June 10 – Turn in a final draft of the team project and participate in a summary discussion of the project (20pts).

Each person on the team need to participate – some logical team tasks include:

Team Leader:

Team Note Taker (1-2 people – one each for the 3rd and 8th):

Responsible for Writing up Team Draft (1-2 people – one each for the 8th and 10th):

Responsible for Presenting Summary on June 8: