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## **UNIT 2: GETTING READY FOR THE NEXT EMERGENCY**

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### **2. GETTING READY FOR THE NEXT EMERGENCY**

**TOTAL UNIT: 45 minutes**

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#### **OBJECTIVE**

At the end of this unit, the students should be able to describe their personal goal(s) for the workshop that will make them better prepared to make decisions in future emergencies.

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#### **SCOPE**

The scope of this unit includes:

- Φ Unit Overview.
  - Φ Small-Group Exercise: Establishing Goals.
  - Φ Summary and Transition.
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#### **METHODOLOGY**

In this unit, the students will work in their small groups, discussing some of the emergencies in which they have participated in the past, the decisions that were made during the emergencies, and the consequences of these decisions. Then, the students will develop:

- Φ At least one goal that will help them make better decisions during the next emergency.
- Φ A group list of points that they have learned about making decisions as a result of their experiences.

At the end of the activity, the instructor will facilitate a class discussion about the students' goals and their underlying rationales, linking the goals to the workshop objectives.



**Instructor's Note:** It is recommended that the instructor record the goals on an easel pad for easy reference throughout the workshop.

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#### **MATERIALS REQUIRED**

The materials required to conduct Unit 2 include:

- Φ This Instructor Guide.
  - Φ The Student Manual.
  - Φ Visual 2.1 (or the workshop PowerPoint disk).
  - Φ An easel pad and markers.
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### ***EQUIPMENT REQUIRED***

The equipment required to conduct Unit 2 includes:

- Φ Overhead projector (or computer with display unit).
- Φ One easel pad and markers for each table group.

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### ***TIME PLAN***

The suggested time plan for this unit is shown below. Note, however, that adjustment may be necessary based on class size.

<i>Topic</i>	<i>Time</i>
Unit Overview	5 minutes
Small-Group Exercise: Establishing Goals	35 minutes
Summary and Transition	5 minutes
<b><i>Total Time:</i></b>	<b><i>45 minutes</i></b>

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**TOTAL UNIT: 45 minutes**

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**TOTAL TOPIC:**  
**5 minutes**

#### **UNIT OVERVIEW**

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Introduce this unit by describing one of your own experiences in an emergency, including a decision made during the crisis (good or bad, and not necessarily your decision) and its outcome.

Transition to the exercise by telling the students that, in this activity, they will be discussing emergencies and decisions that they have experienced.

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**TOTAL EXERCISE:**  
35 minutes

### SMALL-GROUP EXERCISE: ESTABLISHING GOALS

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Visual  
2.1



#### *Objective*

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Describe your personal goal(s) for the workshop that will make you better prepared to make decisions in future emergencies.

Visual 2.1

Introduce this exercise by explaining that its objective is to have the students reflect on what they have learned through their experiences about making decisions in a crisis and to develop their personal goal(s) for the workshop that will make them better prepared to make decisions in future emergencies.

**Instructions:** Follow these steps to conduct this exercise.



Page 2-1

1. Assign the students to groups of five or six. **Note:** Consider mixing the seating to make groups more diverse so that you can maximize participation and avoid regular workplace hierarchies.
2. Ask the groups to turn to page 2-1 in their Student Manuals.
3. Explain that group members should spend 15 minutes discussing some of the emergencies in which they have participated in the past, the decisions that were made during those emergencies, and the consequences of those decisions.
4. Explain that each table group should develop a list of what they have learned from their experiences. (Note: The students' lists may include positive and negative points.) Then, each student should spend 5 minutes developing at least one goal that will help him or her make better decisions during the next emergency. Tell the students that they should be ready to share their goals with the class at the end of the 5-minute period.

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### ***SMALL-GROUP EXERCISE: ESTABLISHING GOALS***

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5. Ask each group to select a spokesperson to present their groups' lessons learned to the class. Then, briefly review the individual workshop goals.
  6. When all groups have finished, facilitate a class discussion about what the students learned through their experiences and their goals for the workshop. Link the goals to the workshop objectives.
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***TOTAL TOPIC:***  
***5 minutes***

### ***SUMMARY AND TRANSITION***

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Summarize the unit by reviewing the groups' feedback and general components of the students' goals that make for better decision making.

Transition to Unit 3 by explaining that it will present a problem-solving model for use in crisis decision-making.

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