



# Disaster Pet Care Planning

Suggested Grade Level 6

<p><b>Objective</b></p>	<p>The students will learn about emergency evacuations and, if time permits, develop a pet disaster plan and pet emergency evacuation kit.</p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• AVMA poster</li> <li>• Internet access</li> </ul>

<p><b>Procedure</b></p> <p><b>National Standards:</b></p> <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• Research and data resources</li> <li>• Writing skills</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Natural hazards</li> <li>• Resources and environments</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher begins by talking about the concept of emergency evacuation. If the school is located where an area emergency evacuation has occurred, the teacher asks students to share their experience. If not, the teacher asks if the students have seen information about community evacuations on television. If so, what do they remember? Discuss why emergency evacuation may be necessary and why pets are sometimes left behind in an emergency situation. Tell students that they are going to explore this topic further.</li> <li>• Students work in pairs or individually as they access the following site: <a href="http://www.avma.org/disaster/saving_family_brochure.pdf">www.avma.org/disaster/saving_family_brochure.pdf</a>.</li> <li>• Students read through the AVMA brochure <b><i>Saving the Whole Family</i></b>. There are eight sections in the brochure:             <ul style="list-style-type: none"> <li>• Preparedness Before the Disaster</li> <li>• Identification</li> <li>• Transportation/Housing</li> <li>• Veterinary Records</li> <li>• Proof of Ownership</li> <li>• List of Important Emergency Contacts</li> <li>• Evaluation Essentials</li> <li>• NOW WHAT DO YOU DO?</li> </ul> </li> <li>• Pairs or teams of students are assigned different sections of the brochure and asked to write a paragraph about the most important information presented. Each team then presents what they learned to the class.</li> <li>• <u>Alternate activity</u>: If students have pets, ask them to develop an evacuation plan to protect their pets in an emergency and write a list of what they would include in a pet evacuation kit. If students do not have pets, have each one choose a pet that they would like to have and create a plan and evacuation kit list for their “pretend” pet.</li> </ul>
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<p><b>Ideas to extend this lesson</b></p>	<p>Have students research what happened to animals in a real-life evacuation like Katrina or the 2007 wildfires in Southern California. See articles on <a href="http://www.avma.org">www.avma.org</a> in the press section and use newspapers, magazines, or Internet news services as additional resources. Have students answer these questions: <i>What happened to animals? How did veterinarians help?</i></p>
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