

TITLE: Being Prepared for an Emergency

ESTIMATED TIME: 2.75 hours

LESSON OBJECTIVES:

- Research information online and communicate findings with others.
- Use learned vocabulary to complete authentic online registration forms.
- Introduce and incorporate keyboard characters needed when completing online registrations.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> • required field • confirm password • username • character • @ at • - dash • _ underscore • * asterisk 	<ul style="list-style-type: none"> • Emergency Alerts in OC Slideshow • Alert OC - https://member.everbridge.net/index/453003085613900#/login • Online Forms Worksheet



WARM UP (15 minutes):

- Open Slide 2 of Emergency Alerts slideshow. The word ‘California’ will be scrambled. Tell students they have two minutes to guess what the word is.
- When the time is up, have students share their responses. Click on the slide and ‘California’ will appear unscrambled.
- Explain to students that they are about to do a brainstorming activity about California. Turn to Slide 3 of the slideshow to introduce/confirm what it means to ‘brainstorm’. Students will see an image of a brain and the image of a storm together. Based on the images, have students guess what they think brainstorming means. Explain/confirm that we use brainstorming to generate ideas. Turn to Slide 4 and go over the brainstorming rules with students.
Have students work with pairs or small groups and explain that they are going to have 2 minutes to brainstorm as many words as they can think of associated with California. After 2 minutes, have students share their answers and write them on the board. If needed, take a few minutes to review the meaning and pronunciation of the responses shared.
- It is likely that students will share both positive and negative aspects of the state. Confirm that there are many good and bad aspects to living in California. Natural disasters are one of the negatives. Explain that for today’s lesson, the students will be learning about a few ways they can be prepared.

Teacher Tip: A great way to incorporate digital technology into the lesson is to do the above activity using Mentimeter. Instead of students writing their answers on a paper, they would instead use their smartphones to brainstorm collaboratively as a class with the words they submit being displayed on the projection screen for all to see.



INTRODUCTION (20 Minutes):

- Ask students the following questions:
 - “What are examples of natural disasters that can happen in Southern California?”
 - “Because we live in a place with so many natural disasters, what should we do?”
 - “How can technology help us?”
- Write responses on the board and discuss.
- It’s research time. Tell students they will work in small groups to learn about a technology that can help prepare us for emergencies. Go to Slide 5. Students will see the instructions below.
 - What is Alert OC?
 - What does Alert OC notify users about?
 - Where do users receive messages from Alert OC?
- Go over directions with the students and have students form small groups.
- As students begin working, facilitate with each group briefly to encourage and provide support as needed.
- After ten minutes, have a student from each group come to the whiteboard to write one sentence they created.
- Discuss the sentences with the class. (At this point, don’t worry about minor grammar and spelling mistakes.)
- Spend a few minutes discuss why this technology may be useful.

***Teacher Tip:** Correcting grammar and spelling in the middle of an activity can sometimes ruin the flow of the lesson and make students feel uncomfortable. Another option is to recreate sentences with persistent grammar and spelling mistakes to be reviewed by students as a warm up activity the next day in class. You can project the sentences on the interactive screen using a word processing program and have students work together to fix the mistakes. It is super beneficial and students seem to really enjoy it 😊.*



PRESENTATION (25 Minutes):

- Explain to students that now they will be learning how to complete an online form. Open Slide 6 to see a screen shot of the ‘Alert OC’ online form.
- Review the form with students highlighting the following information:
 - Each box on a form that needs to be completed is called a field.
 - If a red asterisk (*) is next to a field, it means it is required.
 - To create a username or password on an online form, you must follow the instructions given. They vary from form to form.
 - Security questions are on a form to protect your privacy. By answering them, it makes it more difficult for someone else to login under your account illegally.
- Now, time to review the two hardest parts of filling out a form in more detail. Go to Slide 7. Students will see the following username requirements from the form:
 - ‘Usernames must be a minimum of 4 acceptable characters. Acceptable characters are: uppercase and lowercase letters, numbers, period, dash (-), underscore (_), and at symbol (@). No other characters or symbols are permitted at this time.’



PRESENTATION (25 Minutes):

- Talk about what this means with students. To confirm understanding, call on five students volunteers to come to the board and create a username that fits the requirements stated. To add a little fun, tell them they have to make a username for Justin Bieber (or any other famous person that will give students a laugh.) When finished, refer to Slide 7 and have students fix the examples of incorrect usernames provided. (The president of SAC, Dr. Linda Rose's name is used in the example☺).
- Go to Slide 8. They will see the following password requirements from the form:
 - "Password must be at least 8 characters long and contain at least one letter and one number. Special characters are limited to: ! @ # \$ % ^ & * ()."
- Review the definition with students. Similar to the above activity, have five students create a password for another famous person on the board following the password requirements. Refer to Slide 8. There will be examples of incorrect passwords. Again, have students work together to fix the mistakes.



GUIDED PRACTICE (25 Minutes):

- Distribute the 'Online Forms' worksheet to students. For the entirety of the worksheet, students will be working in pairs.
- Have students reference section A titled 'Character Match. For this activity, groups will have to match common key characters to their names. Tell students they have 5 minutes to complete the activity. As students are working, facilitate and provide support as needed.
- When five minutes are up, open Slide 8 to review answers. Make a point to confirm the pronunciation of each character. A fun activity to do this is Vocabulary Meditation. Directions on how to play are below.
- Have students reference Sections B (Useful Vocabulary) and C (Creating Usernames & Passwords) of the worksheet. Tell students that they are responsible for reading the directions and figuring out what is required. Students have 20 minutes to complete both sections.
- As students are working, facilitate with each group. Remind students that speaking about the topic at hand is just as important as writing down the correct answer☺.
- When time is up, review answers in section B by referencing Slide 9.
- To review Section C, students will peer edit other groups' answers. Have students form groups of four to discuss their answers. As students are working together, interact with each group to encourage conversation and assist as needed. Students have 10 minutes for the activity.
- When time is up, debrief with students to gauge understanding.

Pronunciation Mini lesson - Vocabulary Meditation:

- To play, choose two to four words you want students to practice pronouncing. Confirm the correct pronunciation of each word and then have students close their eyes to chant the words in a rhythmic pattern. For example, using the character vocabulary, students would chant, "dash, underscore, parentheses, asterisk", saying the same four words over again and again, each time a little louder for an entire minute with their eyes closed. Not only will this activity get students familiar with vocabulary, it will likely bring a few laughs as well☺.



COMMUNICATIVE PRACTICE (35 Minutes):

- It is time to talk! Students will continue to work in pairs for the following activity. Depending on class dynamic, now is a great time to have students work with new partners. For a bit of fun, you can pair students together in a fun way. Check out the ‘Teacher Tips’ page for ideas on how to do this.
- Have students refer to Section D (Security Questions) of the worksheet. Ask students why they think online application forms have these types of questions. Discuss answers.
- Read the directions together as a whole class and confirm understanding. Let students know that they have 15 minutes to complete Steps 1 - 3 of the activity.
- As students are working, confirm pronunciation of the questions. (By doing pronunciation practice in small groups, students can get a better look of how your mouth moves when you pronounce a word and you can better assess the issues individual students might be encountering.)
- When 15 minutes are up, discuss questions students might have. For Step 4, students will have to create three of their very own security questions. Provide students with 10 minutes for the activity. Continue to facilitate to support and guide students.
- When time is up, have each group share one security question they came up with and write the question on a word processing program that students can see on the projection screen. Discuss answers and then collect the worksheets to review for assessment.

**Check out the extension section at the end of the lesson for fun ideas of what you can do with the student-made questions.*



APPLICATION (20 Minutes):

Prior to this activity, provide students with a link to Alert OC. This can be done easily via remind.com or you can have your students google ‘Alert OC’ on their internet browser.

- Now it is time for students to use the knowledge they learned to fill out the Alert OC online application form. Have students access the Alert OC link via their smartphone or other electronic device. At the same time, open the Alert OC link on the projection screen. Take a moment to discuss the importance of security when completing an online form. Encourage students to choose passwords and answers to security questions that can’t be easily figured out by others. (This is topic is recommended as an expansion activity to the lesson.) Also remind students to respect each other’s privacy when creating passwords and security question answers.
- There are four main components that students will complete:
 - Account Sign Up; My Profile; My locations & My information:
- Put students in groups of mixed abilities. Explain that each student will be complete their own online application, but they are in groups to support each other.
- As students are completing the online applications, facilitate being careful not to do the activity for the students yet providing enough support so students don’t feel overwhelmed.
- When students have successfully created their online account, have them either physically show you their phones or they can show their partner their completed application.



APPLICATION (20 Minutes):

Special Notes:

1. Some students may not be comfortable creating an online account. If that is the case, you can provide them with a paper copy of the form to complete.
2. Anticipate this activity to get messy! This may be a very new experience for students and they will get confused. Stay positive and set realistic expectations for your students.



EVALUATION:

- Completion of Alert OC application
- Assessment of the Emergency Preparation Worksheet
- Group work observation
- Assessment of Class participation



EXTENSION (Approximate Time):

- Create a supplemental lesson on creating secure usernames and passwords along with how to safely save this information.
- Create a Google Forms Quiz of the Student-made questions. Students can take the quiz and the whole class can discuss responses.
- Have students download and sign up for 'Live Safe' the alert system used at Santa Ana College.
- Have students research various emergency alert apps and share results in presentations to the class.
- Have students complete a family emergency form found at [Ready OC](http://www.readyoc.org/resources/pdf/FamilyEmergencyPlane_EngSpan.pdf) (http://www.readyoc.org/resources/pdf/FamilyEmergencyPlane_EngSpan.pdf)
- Use the wide range of great [materials](#) provided at (<http://www.readyoc.org/index.html>)
- For further review of the security words, play speed talking with students. For this activity students work in pairs for two minutes, answering as many questions as possible. When the two minutes are up, students switch partners and the activity continues.

CORE LESSON COMPONENTS:
BASIC COMMUNICATION: <ul style="list-style-type: none">• Students to interview each other asking questions about past events.
COLLEGE/WORKFORCE PREP: <ul style="list-style-type: none">• Students will work with others to complete an activity. Students will complete an online application form.
DIGITAL PREP: <ul style="list-style-type: none">• Students will become familiar with keyboard characters and learn how to create online usernames and passwords.
21ST CENTURY SKILLS <ul style="list-style-type: none">• Critical Thinking Skills• Collaboration & Leadership• Agility & adaptability• Initiative & entrepreneurship• Oral communication• Written Communication• Access & analyze information• Have & use curiosity & imagination• Play, passion & purpose beyond the classroom
ONLINE RESOURCES: <ul style="list-style-type: none">• Alert OC (https://member.everbridge.net/index/453003085613900#/login)• Materials (http://www.readyoc.org/index.html)

ADAPTATIONS (Approximate Time):

Warm Up:

- Multilevel: For Lower level students, model the brainstorming activity first before asking students to do it on their own.
- High Tech: Have students complete the brainstorming activity using Mentimeter or Padlet.
- No Tech: The slideshow could be printed out for students to see.

Introduction:

- Multilevel: Don't require lower level students to write sentences. Instead they can just write short expressions. Higher level students could be required to source the information they have found.
- No Tech: The online information about Alert OC could be printed out and shared with student groups in classes with no internet connection.
- High Tech: Students could post their sentences a collaborative technology such as Padlet, Mentimeter or in the comments sections of the class website.

Presentation:

- Multilevel: For lower level students, additional review could be provided specifically around the new vocabulary being introduced. In addition, you could create a worksheet or online quiz that students could review after class.
- No Tech: For classrooms with no technology, the online form could be printed out for students to access.
- High Tech: n/a

Guided Practice:

- Multilevel: Students could be grouped by level. Lower level groups could be provided more support whereas higher level students could be encouraged to work in the activity independently and when finished focus on pronunciation of each new vocabulary term.
- No Tech: n/a
- High tech: n/a

Communicative Practice:

- Multilevel: Lower level students could focus on only 4 or five questions rather than all 11 and be required to write on 1 or 2 questions rather than 3. Higher level students could be required to write 5 additional security questions instead of 3.
- No Tech: n/a
- High Tech: Questions could be shared via an online collaborative technology such as Padlet, Mentimeter or the class website.

Application:

- Multilevel: Lower level students could be required to only fill out the 'sign up' portion of the online application. Higher level students could be required to find an emergency alert app to download and register for.
- No Tech: An online application could be printed out for students to complete.
- Hi Tech: n/a