

Hazard Literacy Center

Emergency! Let’s get my safety backpack ready.



1. Program Overview

This experience-based disaster safety education program is designed for children aged 6?7. Through pictures and real objects, children learn about items they may need during a disaster and choose important items to pack in an emergency bag. For young children, disaster education should focus less on detailed explanations of the causes and impacts of disasters and more on helping them learn, through concrete experiences, what to prepare and how to act to protect themselves in an emergency. Accordingly, the program presents simple scenarios in which children may need to leave home temporarily or may not be able to use electricity or water because of an earthquake, flood, typhoon, or fire. Children then decide which items they need and put together an emergency bag.
The teacher presents a variety of items on picture cards. These include items that may be needed during a disaster, such as water, emergency food, a flashlight, a whistle, and a mask, as well as items that are less appropriate for an emergency bag, such as toys, glass cups, heavy books, and ice cream. Because the bag has limited space, children think about which items should be packed first and explain the reasons for their choices to their classmates.
Through these activities, children learn that they cannot take everything with them during a disaster and that they need to prioritize items that are essential for their safety and survival. They also develop confidence in preparing for and responding to disasters with their families and build habits for safe behavior.

Grade Level	Children Aged 5~6	Instructional Methods	Storytelling, Picture Card Sorting, Item Selection, Role-Play
Learning Environment	Kindergarten Classroom	Duration	One 40-minute Lesson
Required Materials	Emergency Bag or Small Backpack, Item Picture Cards, Real or Model Items, Activity Sheet, Stickers, Colored Pencils		

2. Learning Objectives (Hazard Literacy Framework)

① Students will be able to understand that during a disaster, access to electricity, water, and food may be limited.
② Students will be able to understand the importance of an emergency bag and identify basic items needed during a disaster.
③ Students will be able to prioritize items that are important for their safety and survival.
④ Students will be able to explain in simple words what the items in an emergency bag are used for and listen to their classmates’ ideas.
⑤ Students will develop confidence that they can prepare for disasters in advance with their families and respond safely.

Learning Objectives	Knowledge & Understanding		Reasoning & Skills					Values & Attitudes			Psychology & Emotion			Behavioral & Practical Engagement		
	A1	A2	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	E1	E2	E3
Objective ①	O															
Objective ②			O							O						
Objective ③							O									
Objective ④								O		O						
Objective ⑤											O	O		O	O	O

3. Key Concepts

- Disasters can happen suddenly.
- During a disaster, access to electricity or water may be limited.
- An emergency bag is used when evacuating temporarily from a dangerous situation.
- Items needed for safety and survival should be packed first in an emergency bag.
- If the bag is too heavy, it may be difficult to carry and move with it.
- During a disaster, children should not act alone and should follow the guidance of a parent, guardian, or teacher.
- Preparing in advance can help people respond more safely to disasters.

4. Program Sequence

	Activity Sequence
Introduction	<The Lights Suddenly Went Out> The teacher presents the disaster situation as a familiar, everyday story so that children do not feel frightened. <Situation Story> “It was raining very heavily, and the wind was blowing hard. Suddenly, the lights went out, and there was no running water. We need to move to a safe place for a while. But we can’t take everything with us. What should we put in our bag?” The teacher shows the children an empty bag and asks: “When might we need this bag?” “What would we need if the lights suddenly went out?” “What should we prepare if we can’t get drinking water?” “Can we put all our toys in the bag?” “What would happen if the bag were too heavy?” The teacher explains: “An emergency bag is a bag we take with us when we need to move to a safe place during a dangerous situation. We put the things we really need to stay safe in the bag first.”

	Activity Sequence
Activity 1	<Let's Learn About the Items in an Emergency Bag> The teacher shows the children, one at a time, pictures or real examples of items needed in an emergency bag. Before explaining what each item is used for, the teacher encourages the children to guess. "What do you think this is?" "When would we use it?" "What would we need if the lights went out?" "What could we use if we needed help but couldn't call out loudly?" "What kind of card would we need if we got separated from our family?" After the children respond, the teacher briefly explains the name of each item and what it is used for.
Activity 2	<Let's Sort the Items We Need and Don't Need> The teacher places about 16–20 item picture cards on the floor or a table. The activity board is divided into two sections. <We Need These> <We Don't Put These in the Bag> <Items That Help Keep Us Safe> <Items That Are Too Big, Heavy, or Dangerous> Children take turns choosing a picture card and placing it in the appropriate section. The teacher then asks: • "Does this item help keep us safe?" • "Can we use it when there is no electricity?" • "Is it light enough to carry in the bag?" • "Could it break or hurt someone?" • "Is there something more important than this item?"
Activity 3	<Choose the Six Most Important Items> The teacher presents the following situation: "The bag is small, so we can only put six items in it. What should our group put in the bag?" Each group is given the same picture cards and a small bag or a bag-shaped activity board. Children discuss their ideas with their group members and choose the six most important items. -Recommended Basic Items: Water, Emergency Food, Flashlight, Whistle, First-Aid Supplies, Mask, Family Contact Card Depending on the size of the bag or the conditions of the activity, the following items may be added. -Blanket, Wet Wipes, Extra Clothes, Small Comfort Toy Each group explains the reasons for their choices and introduces one or two of the items they selected. • "We chose water because the water supply might not be available." • "We chose a flashlight because it can help us see when it is dark at night." • "We chose a whistle because we can use it to make a sound when we need help." • "We chose a family contact card because it can help us find our mom and dad." <Comparison Activity> If the groups choose different items, the teacher asks: • "Which items did the two groups choose differently?" • "Why did you choose this item?" • "Would the items we need be different depending on the type of disaster?" • "What else would we put in the bag if the weather were very cold?" • "What would we need if we were going with a younger brother or sister?"

	Activity Sequence
Activity 4	<Put on Your Emergency Bag and Move Safely> Children participate in a simple role-play activity using the emergency bags they have prepared. Role-Play Situation "Listen to your teacher and move to a safe evacuation area." Activity Steps 1. Put on your emergency bag. 2. Protect your head with your hands. 3. Move in order without pushing your friends. 4. Listen to your teacher's instructions. 5. Gather at the designated safe area. 6. Check your name and family contact card. <Safety Phrases> "Stop and listen." "Move together with an adult." "Don't push your friends." "Take your emergency bag with you."
Wrap-Up	The teacher shows the children a picture of an emergency bag and reviews the key points with them. ● "When do we use an emergency bag?" ● "What items should we make sure to put in an emergency bag?" ● "Why shouldn't we make the bag too heavy?" ● "Should we go outside alone when a disaster happens?" ● "What can we prepare in advance with our family?" <Safety Promises for Children> First, when a disaster happens, listen carefully to an adult. Second, do not go anywhere alone. Third, put only the things you really need in your emergency bag. Fourth, prepare in advance with your family. Fifth, if you need help, call out loudly or use a whistle.

5. Theoretical Background and Activity Design for Disaster Education

This program is designed to help young children understand disasters not simply as frightening and uncertain events, but as situations in which risks can be reduced through preparation and appropriate actions.

First, the program helps children understand disasters in relation to changes in everyday life. During a disaster, electricity and water supplies may be disrupted, or people may need to leave their homes and move to a safe place. For children aged 6–7, it is more appropriate to explain disasters through concrete everyday situations, such as "the lights go out," "the water stops running," and "we need to move to a safe place,"rather than through complex explanations of how disasters occur. Accordingly, the program helps children connect difficulties they may experience during a disaster with the items they may need.

Second, the program emphasizes prioritizing what is needed for disaster preparedness. Because people cannot take everything with them during a disaster, they need to prioritize items necessary for survival, physical protection, calling for help, and checking on family members. Through picture card sorting and activities in which they select a limited number of items, children learn that water, food, sources of light, protective items, and means of communication should be prioritized over toys or items used mainly for convenience. These activities are designed to develop critical thinking and decision-making skills appropriate for young children.

Third, the program aims to develop both disaster preparedness behaviors and confidence in preparing for and responding to disasters. Overemphasizing danger and damage in disaster education may increase anxiety among young children. Therefore, rather than presenting frightening disaster scenes or images of damage, the program focuses on preparing an emergency bag with family members and moving safely by following the teacher's instructions. The experience of choosing items and packing them into an emergency bag can help children develop the confidence that "I can prepare for a disaster, too."
Fourth, preparing an emergency bag is designed not only as an activity for individual preparedness but also as one that considers family and community members. Children explore how additional items may be needed depending on the needs of different family members, such as younger children, older adults, people with disabilities, and pets. Through this process, children can learn to understand the difficulties and needs of others and develop a sense of shared responsibility for preparing for safety together.

6. Instructional Considerations

1) Avoid causing excessive fear or anxiety about disasters.
● Do not use images of actual disaster victims or videos showing severe disaster damage.
● Avoid frightening expressions such as "Something terrible will happen" or "You could die."
● Focus on the message that "Preparing in advance can help us stay safer."
2) Prepare the emergency bag together with a parent or guardian.
● Do not make children feel that they are responsible for preparing or managing an emergency bag on their own.
● Items such as medicines, batteries, and multipurpose tools should always be managed by adults.
● Do not instruct children to leave home alone during a disaster.
3) Do not treat the selection of items as having only one correct answer.
● The contents of an emergency bag may vary depending on the type of disaster, season and weather, family members, evacuation time, the child's health needs, and characteristics of the area where they live. Therefore, items that may be useful depending on the situation, such as a small toy, extra clothes, or a raincoat, should be accepted if children can appropriately explain why they chose them.
4) Consider how much weight children can actually carry.
5) Present potentially dangerous items only as pictures.
6) Protect personal information on family contact cards.
7) Consider children's language level. Explain terms such as "emergency food," "evacuation," and "disaster" in simple, child-friendly language.

7. References

- Blue Dot Center for Public Interest Research. (2025). Waste Atlas: Data-driven monitoring and civic action for waste justice. Blue Dot Center for Public Interest Research.
- OECD. (2024). Environmental justice: Context, challenges and national approaches. OECD Publishing.
- Pellow, D. N. (2000). Environmental inequality formation: Toward a theory of environmental injustice. American Behavioral Scientist, 43(4), 581?601.
- Schlosberg, D. (2007). Defining environmental justice: Theories, movements, and nature. Oxford University Press.

Emergency! Let's get my safety backpack ready.

Topic	Preparing a Safety Backpack for Emergencies
What will we learn?	①Learn through hands-on experiences what to prepare and how to act to stay safe during a disaster. ②Understand that not everything can be taken during a disaster and that items needed for safety and survival should be chosen first.

1 Let's Learn About the Items in an Emergency Bag

Item	What It Is Used For
Water	To drink when you are thirsty
Emergency Food	To eat when you cannot prepare a meal
Flashlight	To see when it is dark
Whistle	To call for help in an emergency
Mask	To protect your nose and mouth from smoke and dust
First Aid Kit	To treat minor injuries
Blanket	To keep your body warm
Family Contact Card	To get help if you are separated from your family

2 Let's Sort the Items

<Activity Board>

[I really need it.]	[It keeps me safe.]	[I don't need to put it in my bag.]	[It is too big or too heavy.]



3 Choose the 6 Most Important Items

Which six items did our group choose? Why did we choose them?

4 Our Family's Emergency Backpack Checklist

Checklist	Check
We checked where our emergency backpack is kept at home.	☐
We checked the water and emergency food.	☐
We checked that the flashlight works.	☐
We checked that we have a whistle.	☐
We checked the family contact card.	☐
Our family chose a meeting place.	☐
We put our names on the emergency backpack.	☐
We checked for extra clothes and a blanket for the season.	☐

Where will our family meet in an emergency?

Where do we keep our emergency backpack?

Essential Item Cards



Water



Emergency Food



Flashlight



Whistle



Mask



First Aid Kit



Blanket



Family Contact Card

Optional Item Cards



Tissues/Wet Wipes



Small Radio



Extra Socks



Small Towel



Small Toy

Distractor Item Cards



Large Toy



Glass Cup



Ice Cream



Soccer Ball



Heavy Book