

Original Course:

The *Community Preparedness* course offers 16 different activities/lessons that can be mixed and matched at the discretion of the agency/organization delivering the instruction and based on the needs of the target audience or time available.

Original Course Developer: Federal Emergency Management Agency (FEMA)

Example of One Original Face-to-Face Lesson:

Preparedness on a Shoestring – Creating a no-cost or low-cost disaster kit

Approximate Time: 30 – 60 minutes

The purpose of this activity is to educate families on how to create a no-cost or low-cost disaster kit.

Original Objectives:

- List the critical items to include in a disaster kit.
- Identify how to create a disaster kit from items available in the home.

Type of Online Course: Face-to-Face

Interactivity: Learner – Instructor

Synopsis of Original Lesson:

Start by asking the participants the following discussion question: *If a major disaster happened, how long should they plan to be able to take care of themselves or their families until help can arrive?* Follow up by acknowledging the answers and then present several key points. Distribute and review the Family Disaster Kit handout, and explain why each item is important to include in the disaster kit.

Online Course:

The *Online Community Preparedness* course offers seven different modules. The student chooses which module they want to complete.

Course Developer: Re-engineered by Bob Leahy, Palatine Emergency Management Agency (PEMA) Training Coordinator with input from local subject matter experts (SME)

Online Module 1:

Preparedness on a Shoestring – Creating a no-cost or low-cost disaster kit

Approximate Time: Self-paced

The purpose of this activity is to educate families on how to create a no-cost or low-cost disaster kit.

Objectives:

- Identify possible disasters in your location

- List the critical items to include in a disaster kit.
- Determine where to locate disaster kit items.

Type of Online Course: Tutorial

Interactivity: Learner – Content

Lesson: After a study of the types of disasters, critical items to include in a disaster kit, and monitoring, rotating and using items prior to their expiration dates, the students create a list of disaster kit items specific to their needs (or family needs) and possible disasters in their location. Finally the students conduct a scavenger hunt within their own home building their disaster kit and determining what items must be purchased or acquired elsewhere.

Students *evaluate* the information of disasters and critical disaster kit items. They will gather this information from a variety of provided sources and then determine the validity, usefulness, and significance of the information (Lehmann and Chamberlin, p. 73).

Students *analyze* (examine) the information from the variety of sources provided (e.g., FEMA, American Red Cross), determine the most relevant items, and produce a disaster kit item list.

Preparing the disaster kit is an example of synthesis because they are to create a kit by performing a scavenger hunt within their home and locate the items on their list. They will also need to determine what is missing from their kit and where they will purchase or obtain those missing items.

Changes Between the two Courses/Lessons

Face-to-Face	Online	Reason
16 lessons (possible)	7 modules	Chose the 7 most relevant subjects for the target audience and those that would convert to an online format.
2 lesson objectives	3 lesson objectives	Identified an additional objective within the lesson and clarified all objectives.
Lecture w/slideshow	Tutorial	PEMA does not have the capability or funding for a facilitated online course. This is not a full-time training institution.

Interactivity: Learner –
Instructor

Interactivity: Learner –
Content

Inability to host or staff a
facilitated course.

Lehmann, K. J., & Chamberlin, L. (2009). Making the move to eLearning: Putting your course online. Lanham, Md: Rowman & Littlefield Education.