



Be Disaster Safe K-2

Disaster Cycle

LESSON PLAN 4

Recover

The concept of recovery shows children that there is hope and a future after a disaster, even though it might require hard work and time.

Key Terms and Concepts

cleanup
debris

emotions
hazardous

recover
resilient

Purpose

To acquaint students with the ways that people and their communities recover after a disaster and become stronger and better prepared

Objectives

The students will—

- Organize, implement, time and discuss a classroom cleanup after a staged disaster has occurred.
- Suggest what would need to be cleaned up if the community had to recover from a disaster and the amount of time it might take for such a cleanup.
- Play with springs of different sizes to determine the meaning of resiliency. (Linking Across the Curriculum)
- Read *A Chair for Mama* by Vera B. Williams to discover how emotions change and people recover from loss.
- Name the emotions they might feel after a disaster and write stories of recovery.
- Work with their families to create a Help List of things to do together after a disaster. (Home Connection)

Activities

“Recovery Takes Time”

“Feelings”



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at www.redcross.org/disaster/masters



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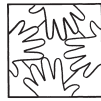
LESSON PLAN 4 Recover

Materials

- Ping-Pong balls (about 10–12) and confetti (or paper scraps), enough to make the classroom a mess
- Plastic bags, 1 per small group
- Brush or broom and dustpan, 1 set per small group
- Rubber or plastic gloves, 1 pair for each student designated as a Dangerous Debris Bagger (2–4 students)
- Kitchen timer or clock with a second hand



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"Recovery Takes Time"

SET UP 10 minutes **CONDUCT** 30- 45 minutes (depending on the time it takes to clean up)

Science: Health; Social Studies: Civics

TEACHING NOTE While the students are out of the classroom, stage a disaster. Throw the confetti around the room, in corners, on and under tables and behind desks. Scatter the Ping-Pong balls around the room as well. Turn over chairs or desks. Remove some books from bookcases. Leave a clear area at the front of the room for students to gather to plan their cleanup. (How much "debris" you create depends on the time available and the age and focus of your students.)

1. Meet the students in the hallway before they come into the classroom. Make sure that no clocks are visible and that students have removed and pocketed their watches. Explain that an imaginary or practice disaster has occurred in their classroom and they cannot go back to their desks yet. They are safe in the hall and must stay in the safe place, sitting on the floor, until they hear the All-Clear signal. Set the timer for one minute and start it.
2. Ask the students to stand up when they believe a minute is up. When the timer rings, see how many students are already standing. Explain that the All-Clear signal still hasn't sounded, and the class will need to wait two more minutes. Set the timer and, once again, ask the students to stand when they believe one minute has passed.

Announce when there is just one more minute left to wait. Are there fewer students standing this time? Now, time the final minute. The timer will sound the All Clear.

3. As a class, discuss how difficult it is to just sit quietly and wait. (Time passes slowly. You can't do anything fun. You don't know what has happened to your room and you're worried.) Explain that sitting and waiting is part of what happens after a disaster. People must wait until it is safe to go back to their homes to start the cleanup. The wait can be hours, days or even weeks, not just minutes.
4. Guide the students into the classroom and have them sit at the front of the room, away from their desks. Now, it is time to start the cleanup. Tell the class that the confetti represents debris—dirt, trash, broken things or parts of buildings. The Ping-Pong balls are also debris, but they are hazardous or dangerous and the students must not pick them up. Instead, they will make a note of where each Ping-Pong ball can be found so that the special crew can clear it away.



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5. Divide the class into cleanup crews. Assign each crew a different part of the classroom. Designate one team as “Dangerous Debris Baggers” who must wear rubber gloves and use heavy plastic bags to gather the Ping-Pong balls. Tell them to be sure no one other than a Dangerous Debris Bagger touches the Ping-Pong balls, even accidentally. Distribute the cleanup tools: plastic or sanitized gloves, plastic bags, brooms and dustpans. Remind the students that, after a disaster, all debris has to be cleared but safety is most important. They must use the gloves, brooms and dustpans to pick up the trash and dispose of it safely in the plastic bags. They must be careful as they put the chairs, tables and books back in place. Start the timer to see how long the cleanup takes.



Wrap-Up

When the room is cleaned up, stop the timer and have the students come back to the front of the class. Discuss how long the cleanup took. Guide the students in a discussion of the process. What was the most difficult task? Did the cleanup take longer than expected? Why or why not? What would have happened if only half the class had been involved in the cleanup? Why is it important to have lots of volunteers after a disaster? Do the students think that the cleanup is completely finished? Could there still be some confetti around or Ping-Pong balls behind bookshelves?



Ask each student to write or dictate one statement that describes how it felt to work together to put their room back in order and recover from the simulated disaster. Listen carefully to see whether students can see how the needs and difficulties of cleaning up their room reflect what happens after a real disaster. Share the statements with the class.

Now, as a class, talk about what types of things would have to be cleaned up if the community had to recover from a real disaster. Answers will vary, but may include—

- Trees, tree limbs, dirt and leaves scattered over the streets
- Fallen power lines
- Flooded areas
- Some homes without roofs, water or power
- Dangerous chemicals that have spilled
- Stray animals wandering the streets
- Broken windows and shattered glass



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Talk with the students about how long they believe the community cleanup would take. Why? Answers will vary, but may include—

- The town is very big and there would be lots of debris to be hauled away.
- If parts of houses and buildings were also in the street, then special equipment would be needed, and there might not be enough equipment to take care of everything at the same time.
- Water pipes, roads and bridges take time to fix and there might not be enough equipment or new parts to fix them right away.
- Floodwaters take time to recede and, until that happens, people can't even begin to clean up.

How did the classroom cleanup crews illustrate the best way to get the job done? (Cleanup crews cooperated, shared equipment, were assigned to specific jobs or areas and helped each other.)



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Materials

A Chair for My Mother by Vera B. Williams (HarperCollins 1982)



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"Feelings"

SET UP 5 minutes CONDUCT 45 minutes

Science: Health

1. Read aloud *A Chair for My Mother* by Vera B. Williams. Create a class list of the many emotions Rosa felt. (Answers will vary, but may include—sad, mad, frustrated, happy, loved and excited.) Discuss how her emotions changed from the time immediately after the fire destroyed her home to the end of the story when her mother gets her new chair.

TEACHING NOTE For younger children, you may want to stop at each page to have them discuss the emotions portrayed, rather than read the entire book and then ask them to recall the emotions depicted.

Have students talk about times they have recovered: When they got well after a long sickness; when they found a lost pet; or when they made new friends at a new school. What feelings could they add to the class list?



Wrap-Up

For younger students: Work together to use the words from the class list of feelings to write a success story, a series of sentences that describe changing emotions after a sad time. For example:

- I felt so sad when I lost my dog, but I was excited when we found her.
- I hated it when we moved and I had to change schools, but now I love my new school and all my new friends.
- When my Mama was sick and in the hospital, I was mad because she wasn't with me; but now she's home and I'm happy all the time.

For older students: Guide students as they write their own success stories. Have them use at least six to eight words that describe emotions. As they share their stories with the class, have them explain why their emotions changed.

Going Further: Invite volunteers from your local chapter of the American Red Cross to come and share recovery success stories with your class. Have students listen and ask questions about the emotions of those who experienced the disaster and those who helped them.



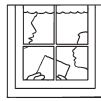
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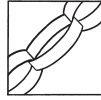


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Home Connection

Have the students work with their families to create a Help List of things to do after a disaster. The list should include ways they can help each other as well as ways they could help other friends and families.



Linking Across the Curriculum

**Science: Physical Science; Mathematics: Classification;
Language Arts: Vocabulary**

For this activity, you will need one set of springs of various sizes and resiliencies for each student team. These are available from the hardware store or from a science supply store.



Write the word “resilient” on the board and tell students they are going to define the word with some experimentation. Have student teams pull and stretch their springs to place them in order from those that are easily bent out of shape to those that spring back into shape most easily. After all the teams have settled on their classifications, make the statement: It is important to be resilient in order to recover from disaster. Now, have students use what they have learned from the spring experiment to define “resilient.” (Able to return to its normal shape after being stretched or pulled; able to spring back from disaster or difficult situations.)