



Be Disaster Safe K-2

In the Community



Visit the American Red Cross Web site
at www.redcross.org/disaster/masters

LESSON PLAN 5

Emergency Management

Learning that there is a system in place to take care of the community's needs during emergencies and disasters comforts and empowers children.

Key Terms and Concepts

American Red Cross worker	firefighter Humane Society worker	road worker utility worker
community helper Emergency Medical Technician	police officer reporter	WATCHES and WARNINGS weather forecaster

Purpose

To introduce students to people and agencies that are ready to help the community

Objectives

The students will—

- Create a class list of people who help the community.
- Use *Who Helps Us?* to create puppet shows that tell how these helpers work in the community.
- Talk with their families to share stories about ways community helpers have helped them, with the handout *Who Helps Us?* as a guide. (Home Connection)
- Create a class bulletin board to use as the backdrop for Community Helper role play. (Linking Across the Curriculum)
- Practice with lights and sirens to identify ways community helpers warn us.
- Use *Emergency WATCHES and WARNINGS* to discuss the difference between a WATCH and a WARNING.
- Read *Emergency WATCHES and WARNINGS* to help families listen for emergency information concerning their community. (Home Connection)
- Use maps to identify major landmarks and jurisdictions to listen for in case of emergency. (Linking Across the Curriculum)

Activities

“Who Helps Us?”

“WATCHES and WARNINGS”



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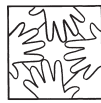
LESSON PLAN 5 Emergency Management

Materials

- *Who Helps Us?*, 1 copy per student
- Crayons or markers
- Scissors
- Glue
- Craft sticks
- Bed sheet or blanket
- Table or box to create a puppet theater



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"Who Helps Us?"

SET UP 10 minutes **CONDUCT** 20–30 minutes, plus presentation

Social Studies: Civics; Language Arts: Storytelling

1. Guide students in creating a class list of people who help your community during an emergency. (Answers will vary, but may include—police officers, firefighters, paramedics (emergency medical technicians), utility or telephone workers, road workers, reporters, Humane Society workers, weather forecasters and American Red Cross workers.)

As students add names to the list, have them talk about where they have seen these people in the community and what they were doing. (Answers will vary, but may include—on the road in police cars redirecting traffic; at the park on horses watching out for children; at the firehouse waiting for a fire call; on television reporting the weather or news; in ambulances rushing people to the hospital; and on telephone poles fixing wires.)

2. Distribute *Who Helps Us?* and art supplies to small groups of students. Have them work together to color, cut out and create Community Helper Puppets to be used in class puppet shows.



Wrap-Up

Set up the puppet theater. Invite groups to present short plays as they use their puppets to act out scenarios you present. For example:

- There is an accident on the highway and someone might be hurt.
- There is a fire in the empty building across the street from the school.
- A tornado has struck and people need help—wires are down and roads are blocked.
- There is a crack in the bridge and traffic is about to cross. What needs to happen?



As student teams act out their scenarios, make sure they use the correct puppets and can explain what each community helper does and why he or she is needed.



Home Connection

Have students take home copies of *Who Helps Us?* to use with their families as they talk about ways many community helpers have helped them throughout the year.

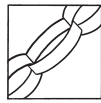


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Linking Across the Curriculum

Fine Arts: Visual Arts and Drama; Social Studies: Civics

Have students create a large bulletin-board display of their community: streets, stores, parks, schools and buildings. Have them use this as a backdrop for Community Helper skits that they write as a whole group or in small groups.



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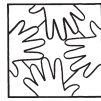
LESSON PLAN 5 Emergency Management

Materials

- Lamps with bulbs of different colors: blue, yellow or amber, red and white
- Sirens or noisemakers
- *Emergency WATCHES and WARNINGS*, 1 copy per student



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"WATCHES and WARNINGS"

SET UP 10 minutes CONDUCT 20-30 minutes

Science: Health; Social Studies: Civics

TEACHING NOTE The colors of emergency lights are regulated by each state. Check to find out which colors are used in your community.

1. Have students talk about times they have heard sirens or have seen colored lights blinking on a road. (Answers will vary, but may include—blue flashing lights on police cars chasing a speeder; red and white flashing lights on fire trucks and ambulances with loud sirens; yellow flashing lights on tow trucks and school buses; and bright flashing lights where people are working on the road.)

What are the sounds and lights for? (To warn cars that an emergency vehicle needs to pass by; to keep cars and people away from an area where community helpers are working.)

2. Use the lights and noisemakers for students to call out the type of community helper who is on the way. Discuss with them why these warnings are important.

TEACHING NOTE If your community has a severe weather warning system, check to find out the siren sounds and testing times. If there are sirens or other signals to notify residents of specific hazards in your community, such as tsunami or volcano warnings or a refinery leak, take this opportunity to describe the warning system and review the expected actions. Add this to the activity above.

3. Have students talk about other ways they receive warnings. (Reports and bulletins on television, radio and the Internet; emergency radio sirens and announcements.)



Wrap-Up

Distribute *Emergency WATCHES and WARNINGS*. Discuss the difference between a WATCH and a WARNING. (A WATCH: Severe weather of some kind may be on the way. Be prepared and take steps to get to safety if conditions worsen. A WARNING: Severe weather is occurring right now. Get to safety immediately.) Are the sirens and lights on emergency vehicles “watches” or “warnings”? Why? (The vehicles are warning others about an emergency. The vehicles are on their way to or have arrived at an emergency situation that has already occurred.)

Guide students to complete the student handout to describe where your community is located and the types of emergencies for which you should prepare.



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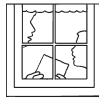
Emergency Management



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Listen for student understanding that community response agencies issue WATCHES and WARNINGS to help us stay safe in an emergency, and that individuals need to respond appropriately.



Home Connection

Have students take home *Emergency WATCHES and WARNINGS* to share with family members.



Linking Across the Curriculum

Social Studies: Geography

For older students: When we see or hear emergency bulletins, information is given according to county, city, roads or landmarks. Use a large map of your community to have students indicate where a WATCH or WARNING is indicated. For example: There is a tornado WATCH in North Central Georgia for Cobb County and for Fulton County, north of the Chattahoochee River. Does this WARNING affect them? Why or why not?

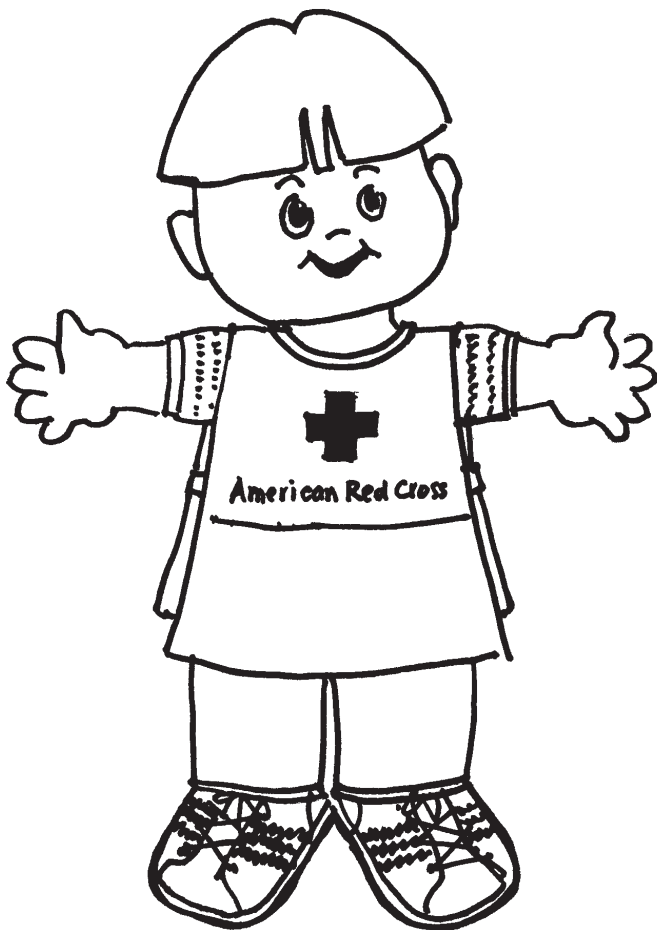


Who Helps Us?

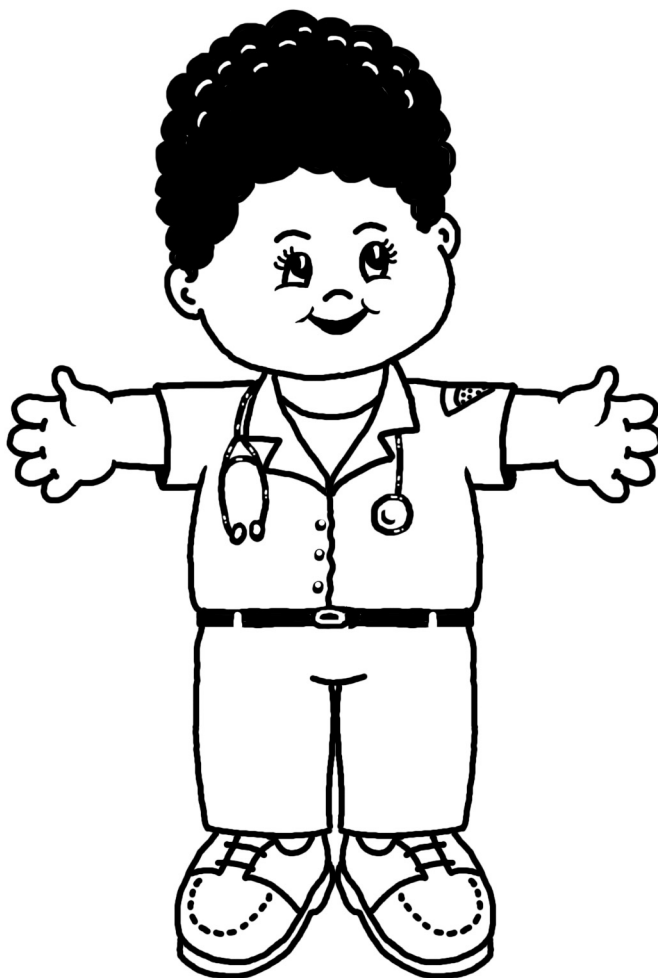
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Name _____

Directions: Color and cut out each community helper. Glue each puppet to a craft stick. Now, use the puppets to show how people in our community help all of us.



Red Cross Disaster Relief Volunteer



EMT



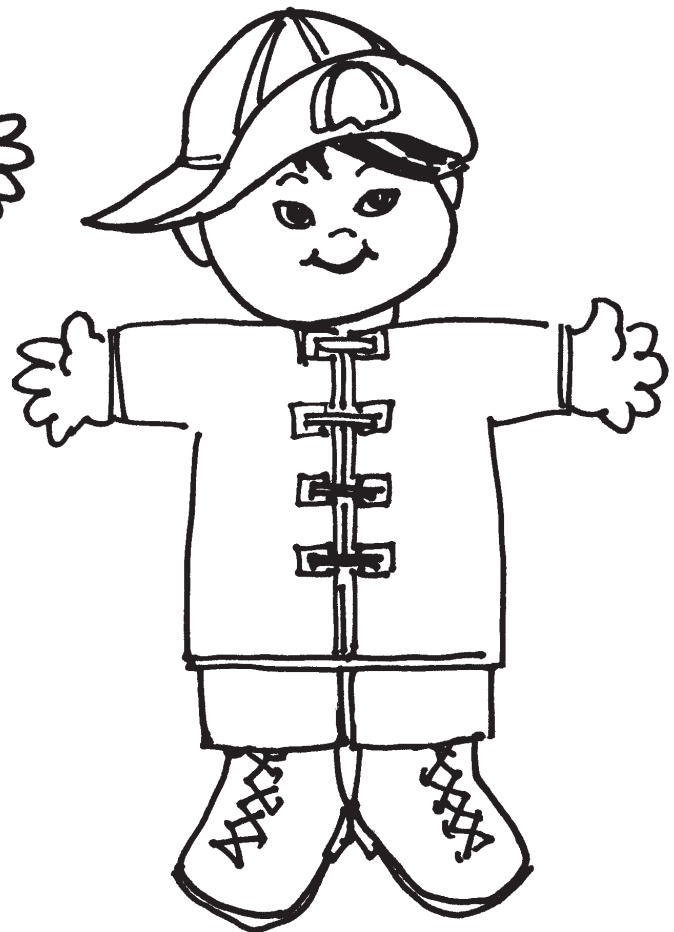


Who Helps Us?

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Police Officer



Firefighter



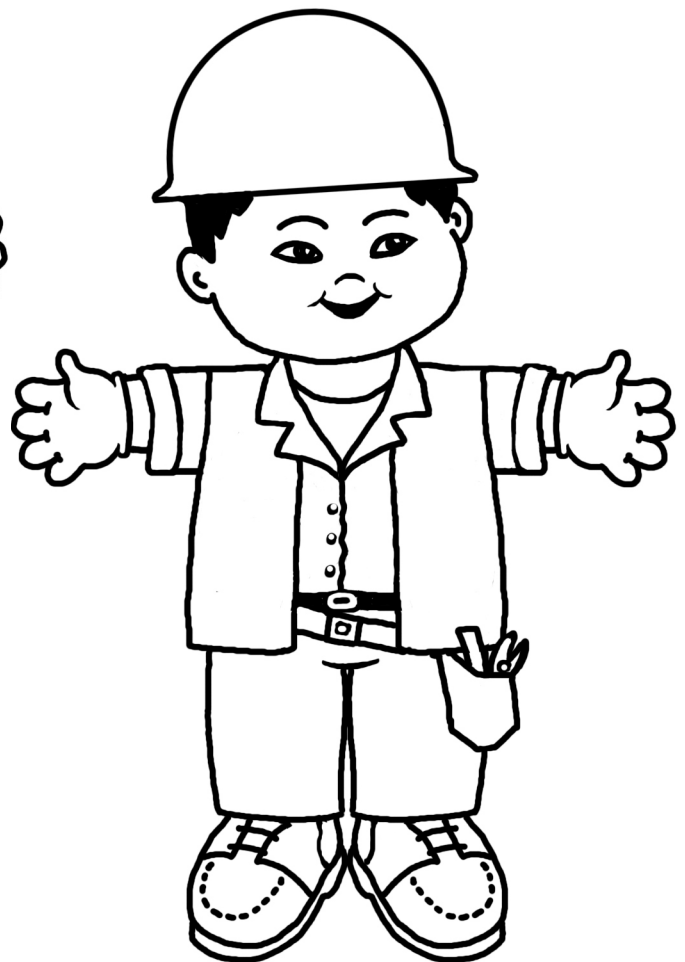


Who Helps Us?

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Road Worker



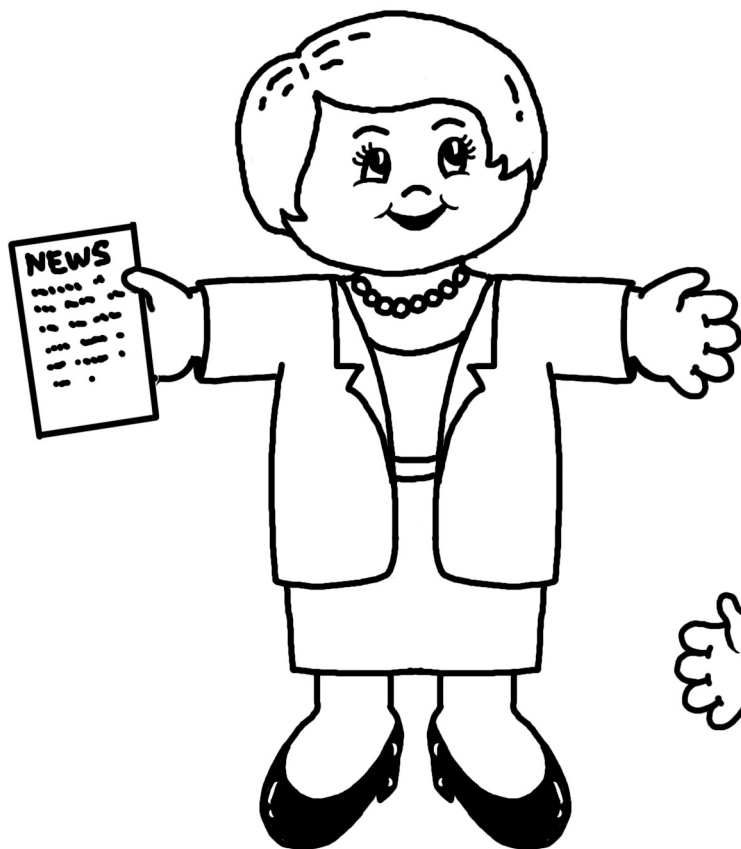
Utility Worker



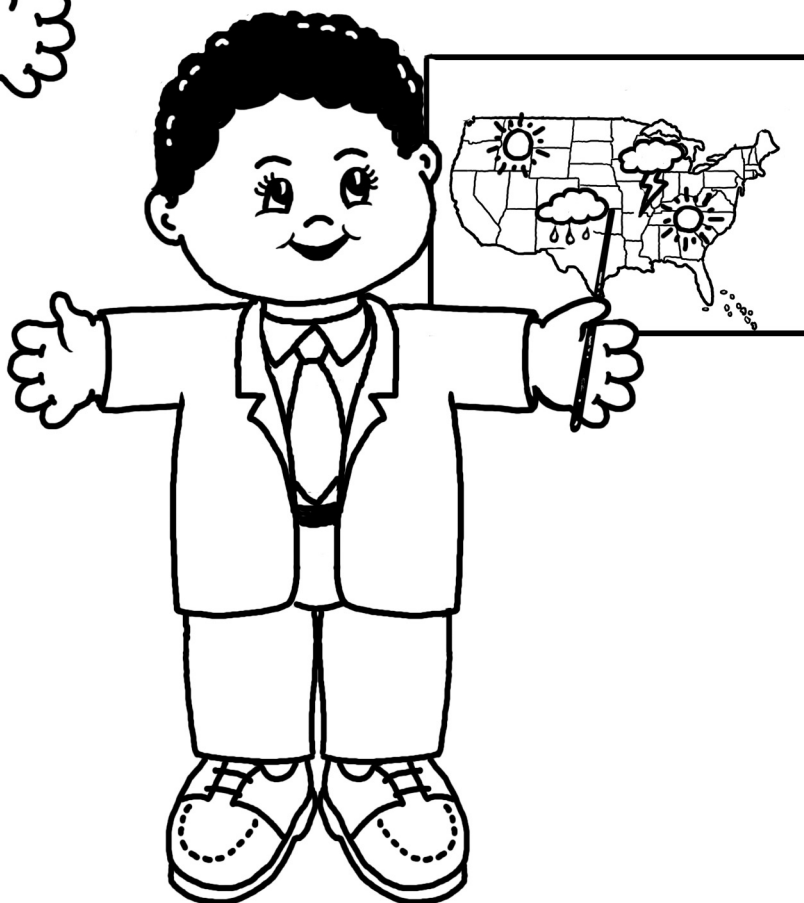


Who Helps Us?

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TV News Reporter



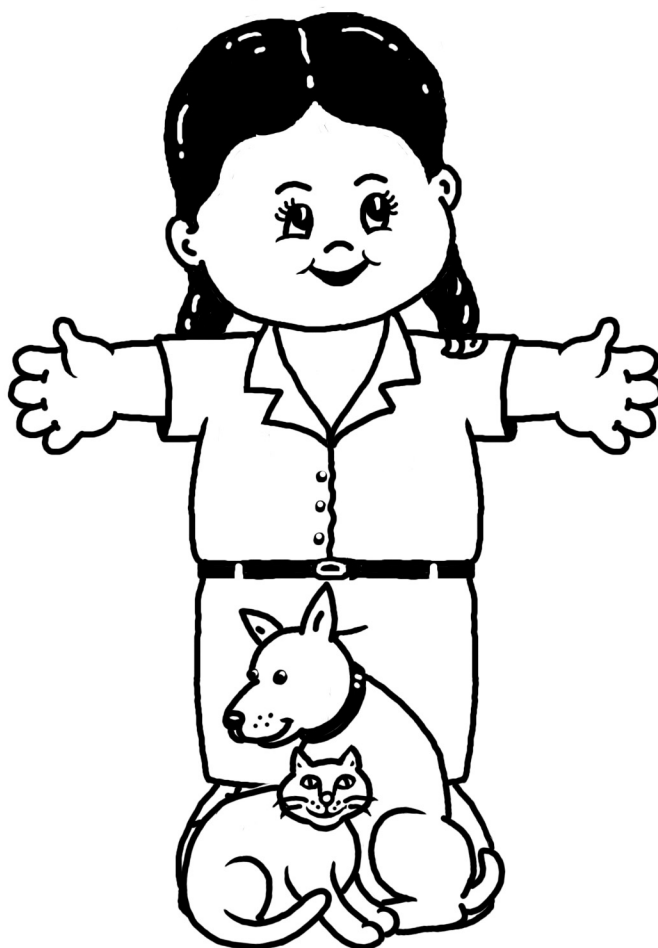
Weather Forecaster





Who Helps Us?

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Humane Society Worker





Emergency WATCHES and WARNINGS

Page 1 of 1

Name _____

It is important to understand the meanings of emergency bulletins on radio and television and whether or not they apply to you.

WATCH

A severe weather WATCH means—

Severe weather may be on the way. Be ready to take steps to get to safety if conditions worsen.

WARNING

A severe weather WARNING means—

Severe weather is happening right now. Get to safety right away.

What kinds of severe weather or other emergencies might you experience near your home?

Where do you live?

City or Town: _____

County: _____

State: _____

Area in the State:

North

South

Central

East

West

