



Be Disaster Safe K-2

In the Community

LESSON PLAN 6

Getting Prepared: Assess the Risk

Children hear scary words such as tornado, earthquake, hurricane and flood, but adults rarely talk about them. Discussing these potentially frightening events calmly will help young people understand that being prepared and knowing what to do will keep them safe. When children have accurate information about what can happen and the knowledge that families and communities are prepared, they will feel more secure.

Key Terms and Concepts

disaster	hurricane	risk
earthquake	lightning	tornado
fire	prepare	tsunami
flood	responsibility	

Purpose

To guide students in identifying the risks for which the people in their community must prepare

Objectives

The students will—

- Read *The Little Red Hen* to discuss preparedness and responsibility.
- Count, sequence and pantomime steps for preparing bread and other multistep activities.
- Read books to talk about disasters and find out about those that can occur in their area.
- Use *Danger Signs* to sort disasters by frequency and intensity to assess the risk of each in their community.
- Use *Danger Signs* at home to talk about the types of disaster their families have experienced. (Home Connection)
- Create a map to illustrate the disasters that can occur in their area. (Linking Across the Curriculum)
- Go on an icon search to find pictures they interpret each day and create a class bulletin board. (Linking Across the Curriculum)

Activities

“Getting Prepared”

“Assess the Risk”



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



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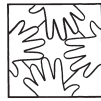
Getting Prepared: Assess the Risk

Materials

The Little Red Hen, 1 copy per student



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"Getting Prepared"

SET UP 10 minutes CONDUCT 30 minutes

**Language Arts: Reading; Mathematics: Counting and Sequencing;
Social Studies: Personal Responsibility**

1. Distribute *The Little Red Hen* and read it aloud to the class. Encourage students to join in during the repetitive sections. Use the following questions to discuss responsibility and preparedness.
 - Who prepared to take on a job and finish it? (the Little Red Hen)
 - How many steps did it take to prepare to bake the bread? (Four steps: planting the wheat; harvesting the wheat; taking the wheat to the mill to be ground into flour; and using the flour to bake the bread.)
 - Which animals did not share responsibility? (the Little Black Dog, the Big Orange Cat and the Tiny Yellow Duck) Why? (They were too busy playing.)
 - What problems did that make for the Little Red Hen? (She had to prepare the bread all by herself.)
 - What problems did that make for her friends? (When the bread was baked, they ate none.)
2. Discuss with the class what it takes to be prepared to bake bread. What other things do students prepare for that take many steps? Create a class list and identify each of the steps. For example:
 - Three steps to prepare a peanut butter sandwich: (1) gather the ingredients and tools—peanut butter, bread, plate and knife; (2) put the sandwich together—spread the peanut butter on one slice of bread and put the other slice on top of it; and (3) cut the sandwich and put it on the plate.
 - Four steps to get ready for bed: (1) wash face and hands; (2) brush teeth; (3) put on pajamas; and (4) read a bedtime story.
 - Five steps to get ready to go home from school: (1) put away books or toys; (2) pack up backpack; (3) get in line; (4) walk to dismissal area; and (5) listen for bus number.



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Wrap-Up

Have students pantomime the steps it takes to be prepared. Have them act out what might happen if they skip a step or if they don't take the responsibility for being prepared. For example: If they don't spread the peanut butter, they'll have a bread sandwich; if they don't brush their teeth, they could get cavities; and if they don't go to the dismissal area, they could miss the bus.



As students discuss their pantomimes, listen to make sure students use the terms "prepare" and "responsibility." Ask the students to discuss the steps that are necessary to be prepared for the unexpected, such as stormy weather. (Answers will vary, but may include—check the weather report; make sure there are batteries in the flashlight; know where to go if the storm becomes a tornado or if a flood occurs; and have emergency supplies ready.)



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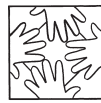
Getting Prepared: Assess the Risk

Materials

- *Nora's Ark* by Natalie Kinsey-Warnock, illustrated by Emily Arnold McCully (Harper-Collins, 2005)
- Chart paper
- Markers and tape
- *Danger Signs*, 1 copy per student



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"Assess the Risk"

SET UP 15 minutes CONDUCT 30 minutes

Language Arts: Reading; Science: Earth Science; Mathematics:
Classification

TEACHING NOTE *Nora's Ark* is about the Vermont Flood of 1927. It illustrates preparedness and family and community support during a disaster. You may want to choose a disaster tale that has greater application to your area, such as *Alligator Sue* by Sharon Arms Doucet, illustrated by Anne Wilsdorf (Farrar, Straus & Giroux, 2003) for a tale about hurricanes, or *Earthquake* by Milly Lee, illustrated by Yansook Choi (Farrar, Straus & Giroux, 2001)

Before beginning, enlarge and cut out one set of the icons from *Danger Signs* to use in the classroom demonstration. Divide the chart paper into four sections:

Assess the Risk	
Happens Often Little damage to the whole community	Happens Often Much damage to the whole community
Does NOT Happen Often Little damage to the whole community	Does NOT Happen Often Much damage to the whole community

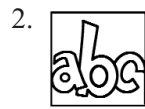
1. Read *Nora's Ark* by Natalie Kinsey-Warnock or another book about natural disasters or fire to help students begin to talk about disasters, especially those that could occur in their own community.



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Getting Prepared: Assess the Risk



2. Hold up one of the symbols for disaster. Guide students to name the disaster. Does it happen often? Does it cause great damage to the whole community? Guide students to tape the symbol to the chart in the correct section. For example:

Assess the Risk	
Happens Often Little damage to the whole community Home fires Lightning Small earthquake	Happens Often Much damage to the whole community Large floods
Does NOT Happen Often Little damage to the whole Community Large earthquake	Does NOT Happen Often Much damage to the whole Community Tornadoes



Wrap-Up

Make sure students are realistic as they assess the risk for their community: If your community is not on the coast, tsunamis are not a threat; earthquakes happen in many states other than California.

Finally, have students talk once again about the book you've read and the steps to prepare, as discussed in "Getting Prepared" above.



As you lead a class discussion about preparedness, listen to make sure students are able to identify why being prepared greatly reduces the risk of even the greatest dangers.



Home Connection

Have students take home *Danger Signs* to share with family members, discussing both risk and preparedness.



Linking Across the Curriculum

Social Studies: Geography

On a large map of the community, guide students to draw disaster symbols that illustrate the amount of risk to their community: the larger the symbol, the greater the risk.



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Language Arts: Reading and Vocabulary



Now that students can interpret the symbols that represent different types of disaster, help them recognize the many other icons they see each day: restaurants, stores, highway signs and international symbols on bathroom doors and in malls. Have students bring in or draw the symbols and create a class bulletin board called "Picture Vocabulary."



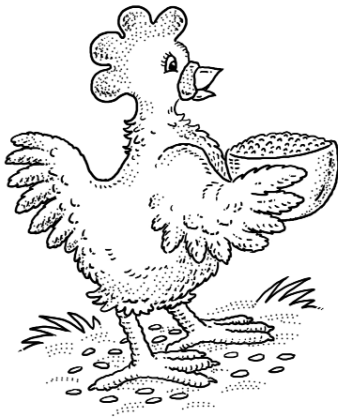
The Little Red Hen

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Name _____

The Little Red Hen lived on a farm. She had many friends—the Little Black Dog, the Big Orange Cat and the Tiny Yellow Duck.

One day, while scratching for her food, the Little Red Hen found some grains of wheat. “I can make bread for my friends and me,” thought the Little Red Hen.

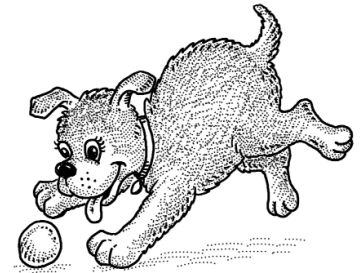


So, she asked, “Who will help me plant the wheat?”

“Not I,” said the the Little Black Dog. “I’m busy playing.”

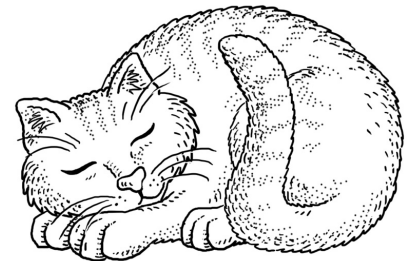
“Not I,” said the Big Orange Cat. “I’m busy sleeping.”

“Not I,” said the Tiny Yellow Duck. “I’m busy swimming.”



“Then, I’ll do it myself,” said the Little Red Hen. And she did, without any help at all.

When the wheat grew tall and yellow, the Little Red Hen asked, “Who will help me harvest the wheat?”



“Not I,” said the Little Black Dog. “I’m busy chasing the squirrels.”

“Not I,” said the Big Orange Cat. “I’m busy eating the grass.”

“Not I,” said the Tiny Yellow Duck. “I’m busy watching the swans.”

“Then, I’ll do it myself,” said the Little Red Hen. And she did, without any help at all.

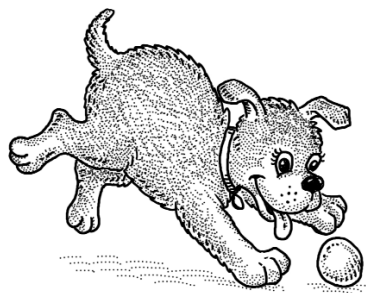




The Little Red Hen

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After harvesting all the wheat, the Little Red Hen asked, “Who will help me take the wheat to the mill and grind it into flour?”



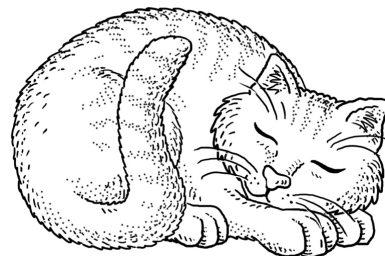
“Not I,” said the Little Black Dog. “I’m busy wagging my tail.”

“Not I,” said the Big Orange Cat. “I’m busy twitching my ears.”

“Not I,” said the Tiny Yellow Duck. “I’m busy flapping my wings.”

“Then, I’ll do it myself,” said the tired Little Red Hen. And she did, without any help at all.

Coming back from the mill with her big bag of flour, the Little Red Hen asked, “Who will help me make this flour into bread?”



“Not I,” said the Little Black Dog. “I’m busy keeping watch.”

“Not I,” said the Big Orange Cat. “I’m busy counting butterflies.”

“Not I,” said the Tiny Yellow Duck. “I’m busy preening my feathers.”

“Then, I’ll do it myself,” said the very tired Little Red Hen. And she did, without any help at all.





The Little Red Hen

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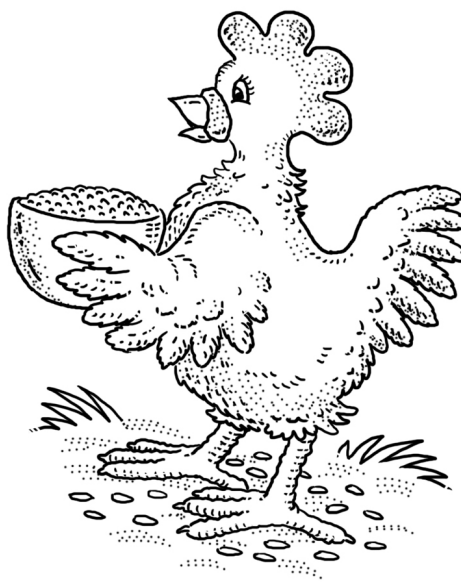
When the bread finished baking and the wonderful smell floated over the farmyard, the Little Red Hen asked, “Who will help me eat this bread?”

“I will!” said the Little Black Dog.

“I will!” said the Big Orange Cat.

“I will!” said the Tiny Yellow Duck.

“No, no!” said the Little Red Hen. “I will do that without any help at all.”





Danger Signs

Page 1 of 1

Name _____

Directions: There are many dangers that can affect our community. Look at each of these symbols to talk about the following questions:

- What is it?
- Does it happen here?
- Do we know what to do?

