



Be Disaster Safe K-2

At Home



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

LESSON PLAN 9

Reduce Hazards and Communicate

Young children need support to help their families reduce hazards and follow an emergency contact plan.

Key Terms and Concepts

contacts
emergency

hazard
plan

prepare
unexpected

Purpose

To help the students and their families be safer by reducing hazards and creating and following an emergency contact plan

Objectives

The students will—

- Determine the meaning of “unexpected” and discuss possible reactions to the unexpected.
- Listen to *The Big Rain* by Françoise Seignobosc and explain why the story has a happy ending.
- Identify preparedness steps the school has taken to help reduce the hazards and protect students.
- Use *Help Reduce Hazards* to guide their families in beginning a family disaster plan. (Home Connection)
- Make a community map to show how many different places family members may be scattered during the day.
- Describe the need for family contact plans and create a class list of information to be included in the plans.
- Use *Family Contact Plan* and *My Yellow Pages* with their families to list important people and their contact information. (Home Connection)
- Work in teams to role-play using the telephone and leaving messages in case of emergency. (Linking Across the Curriculum)
- Use maps to measure distance and identify possible difficulties in gathering family members during an emergency or immediately following a disaster. (Linking Across the Curriculum)

Activities

“Reduce the Hazards”

“Stay in Contact”



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LESSON PLAN 9

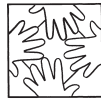
Reduce Hazards and Communicate

Materials

- Large book
- *The Big Rain* by Françoise Seignobosc (Omnibus Publication, 2003)
- Chalkboard and chalk or chart paper and markers
- *Help Reduce Hazards*, 1 copy per student (Home Connection)



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"Reduce the Hazards"

SET UP 5 minutes CONDUCT 30 minutes

Social Studies: Personal Responsibility; Science: Health; Language Arts: Reading

TEACHING NOTE *The Big Rain* is a classic story by Françoise Seignobosc, first published in 1961. It is the tale of Jeanne-Marie, who knows what to do when "It rains and it rains and it rains." She knows to help her grandmother up the stairs and the farm animals to the top of the hill. Only Madelon the duck loves so much rain.

1. Tell the students you are going to make a loud noise. Then, drop a large book onto the desk. Have the students discuss their reactions. Then, ask the class: How would you have reacted if I had not told you I was planning to make a loud noise? Why? (Answers will vary, but may include—I would have been frightened because I did not know where the noise had come from. I would have screamed because the noise surprised me.)



As the students discuss their possible reactions, write the word "unexpected" on the chalkboard. Discuss "unexpected" experiences they have had.

2. Read *The Big Rain* by Françoise Seignobosc to the class. Talk with the students about why this is a happy story, rather than a sad story about an unexpected event. (Jeanne-Marie knew that the bottom floor of the house could flood and she needed to get her grandmother upstairs. When the rain didn't stop, Jeanne-Marie was prepared to take the farm animals up the hill to high ground. Jeanne-Marie had a plan for when heavy rains made the river rise over its banks.)



Wrap-Up

Explain that planning for the unexpected helps decrease the possibility of a sad outcome. One way we can plan for the unexpected is by reducing the hazards.



Now, guide the students to discuss the preparedness steps you, the class and the school have taken. For example:

- They have participated in drills and evacuations.
- There are smoke alarms and sprinklers in the classroom.
- The bookshelves and cabinets are bolted to the wall.
- They keep the aisles clear.
- They know two ways to exit the classroom.
- There are no matches or candles in the classroom.

Guide them to see how much they can do to make sure they are prepared.



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LESSON PLAN 9 Reduce Hazards and Communicate



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TEACHING NOTE The depth of this discussion depends on the number of different *Masters of Disaster* or other preparedness activities in which students have participated. Use the Background to help guide the discussion and trigger ideas for the students.



Home Connection

Distribute *Help Reduce Hazards* to each student. Explain that in the same ways they are prepared for the unexpected at school, they are also prepared at home. Have the students and their families go through the checklist and save the information as part of their family disaster plans.



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LESSON PLAN 9

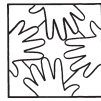
Reduce Hazards and Communicate

Materials

- Chalkboard and chalk or chart paper and markers
- *Family Contact Plan*, 1 per student (Home Connection)
- *My Yellow Pages*, 1 per student (Home Connection)



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"Stay In Contact"

SET UP 5 minutes CONDUCT 20 minutes

Language Arts: Communication; Science: Health; Social Studies: Personal Responsibility and Community

1. Make a community map by drawing your school building in the center of the chalkboard. Ask the students to name the different places their brothers, sisters, parents or guardians might be if an emergency situation occurred:
(Answers may include—My home on _____ Street, in the office downtown, at the high school or at the grocery store.)
2. As the students provide answers, draw small squares to depict the places family members may be and their approximate location in relation to the school. Draw telephone lines to connect the different places. What are some of the difficulties they see in staying in contact with all family members during the school day? (Answers may include—Everybody is far apart. Not everybody has a phone. Sometimes cell phones don't work.)



Wrap-Up

Ask the class, in case of an emergency—

- How can you be sure to get a message to your family members to tell them you are safe if they are all in different places?
- What can you do if the telephones are not working?
- Who will pick you up from school?
- How will everyone in the family know how to get together?
- What must every family do to keep in contact during an emergency?
- What happens if you cannot contact your family?

TEACHING NOTE If communication plans fail, families may not be able to contact each other. Make sure the students realize that since they are at school and since their family knows how to stay safe in an emergency, they can be confident that everyone will be okay and will eventually be in touch.



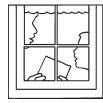
Based on the class discussion, guide the students to determine that every family must have a contact plan and the entire family must know how to follow it. Create a class list of the most important information to be included in the contact plan: contact names, phone numbers, cell phones and e-mail addresses.



Be Disaster Safe K-2

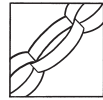
LESSON PLAN 9 Reduce Hazards and Communicate

TEACHING NOTE This contact plan is set up for family members to keep in touch with each other. Lesson Plan 3 in *Be Disaster Safe* can be used to help your students learn to call 9-1-1 in case of an emergency.



Home Connection

It is important to have accurate up-to-date information for the students to contact family in case of an emergency. Everyone in the family must know how to stay in touch. Distribute *Contact Plan* and *My Yellow Pages* to each student. Have them complete the activity sheets with their families as part of their family disaster plans.



Linking Across the Curriculum

Social Studies: Personal Responsibility

For this activity, you will need play telephones or disconnected telephones.

TEACHING NOTE When working with very young students, you may wish to invite older students to come into the class to work as teammates.

Help students practice using their families' contact plans. Pair up students for role play. Have them work together to practice—

- Dialing long distance, using “1” and the area code.
- Making collect calls, using “0” and the area code.
- Dialing “0” for operator.
- Leaving messages
“Hello, (contact name). This is (student name). I am at (location) and you can call me at (phone number). I am (student’s condition). Have you heard from anyone else in my family?”

Social Studies: Mapping; Science: Technology; Mathematics: Measurement

For this activity, you will need Internet access and a printer or local street maps.



Use an Internet mapping program or local street maps to help the students map routes throughout the community—

- From their homes to school
- From the school to their parents' workplaces
- From their siblings' schools to their school
- From the school to their family meeting place outside the neighborhood

Using these maps, talk with the students about the distances and the difficulties that might occur when family members try to meet during an emergency or after a disaster.



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Help Reduce Hazards

Page 1 of 2

Name _____

Making your home safer is a key part of any family disaster plan. During a disaster, objects in your home can cause injury or damage. Anything that can move, fall, break or cause a fire is a home hazard.

Consider these points as you walk around your home and reduce the hazards:

Secure items that can shift or fall.

- ☐ Look in every room to see what could tip over or fall during an earthquake or if a child climbs on it.
- ☐ Attach tall furniture like bookcases and cabinets to wall studs.
- ☐ Secure televisions, computers and other heavy items to shelves or walls.
- ☐ Hang heavy objects, such as large pictures or mirrors, away from beds and chairs.
- ☐ Make sure that the water heater is strapped to studs.
- ☐ Install secure latches or locking devices on all cabinet doors.

Check for fire hazards.

- ☐ Keep lighters, matches and candles out of the reach of children.
- ☐ Keep space heaters and candles away from curtains and furniture.
- ☐ Never leave a lighted candle unattended or with children.
- ☐ Make sure that flammable items are away from heat sources—fireplaces, stovetops or lamps.
- ☐ Store hazardous and flammable materials on low shelves in locked cupboards, away from heat sources and children.





Help Reduce Hazards

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General safety:

- ☐ Keep hallways and stairs clear of obstacles to prevent tripping and to ensure easy evacuation.
- ☐ Keep electric cords and other obstacles away from evacuation paths.
- ☐ Make sure that there are two clear and safe exits from every room in your home.
- ☐ Place and maintain smoke alarms on each level of your home, inside and outside each bedroom and right outside the kitchen.
- ☐ Identify and secure any areas in your home that should be off-limits to children.
- ☐ Identify any areas outside your home that should be off-limits to children because of the danger of flood, flash flood or other hazards.

Keep this sheet as part of your family disaster plan.





Family Contact Plan

Page 1 of 2

Name _____

Staying in contact is part of any good family disaster plan. Go through the checklist below to make sure your family has correct information. Then, fill in *My Yellow Pages* with the names and numbers your family needs.

I know and can tell you—

- ☐ My name, complete address and phone number and the nearest cross street to my home.
- ☐ The full name of my parent, guardian and/or caretaker.
- ☐ My family's meeting places:
Outside our home (by a tree or streetlight)

Outside our neighborhood (at friend's or relative's home)

- ☐ If there's an emergency, _____ will pick me up from school.
- ☐ Where I keep *My Yellow Pages*, all the important numbers I need to stay in contact. (in my backpack, school bag)





Family Contact Plan

Page 1 of 2

I understand—

- ☐ How to call 9-1-1 in an emergency. I know what a real emergency is. If there is a fire, I get out of the building **BEFORE** we call 9-1-1.
- ☐ Our family has a landline touch-tone phone that does not require electricity, in case the power is out.
- ☐ If there is an emergency while I'm at school, I will wait until I can be picked up. I know that could be quite a long time. The school will let me go only with adults my family lists on the school's emergency information sheet.
- ☐ If local phones don't work, our family will call our out-of-town emergency contact:

- ☐ If phones are not working, I can try to e-mail emergency contacts that are listed on *My Yellow Pages*.
- ☐ If the phones don't work, I need to be patient.
- ☐ My family and I must keep *My Yellow Pages* information up-to-date.

Keep this sheet as part of your family disaster plan.





My Yellow Pages

Page 1 of 2

Name _____

These are important phone numbers that all my family knows.

My emergency information:

Name: _____ Phone: _____

Address: _____

Nearest cross street to my home: _____

Local emergency number is 9-1-1 or _____

Family members' contacts when I'm at school:

Name: _____ Daytime Phone _____

Cell: _____ E-mail: _____

Name: _____ Daytime Phone: _____

Cell: _____ E-mail: _____

Name: _____ Daytime Phone: _____

Cell: _____ E-mail: _____





My Yellow Pages

Page 2 of 2

Neighbor's, friend's or relative's contact information:

Name: _____ Daytime Phone: _____

Cell: _____ E-mail: _____

Name: _____ Daytime Phone: _____

Cell: _____ E-mail: _____

Out-of-town contact's information:

Name: _____ Daytime Phone: _____

Cell: _____ E-mail: _____

