



Be Disaster Safe K-2

Disaster Cycle

LESSON PLAN 1

The Cycle

Young children will be less confused and frightened about disasters when they learn about the disaster cycle and how they can prepare for, respond to, and recover from a disaster and learn to make the next disaster less destructive.

Key Terms and Concepts

cycle	plan	recover
danger	prepare	respond
disaster	ready	safe

Purpose

To introduce the disaster cycle and define its cyclical steps

Objectives

The students will—

- Identify the cyclical steps of being prepared.
- Use *Be Prepared Cycle* to set up and illustrate a cycle.
- Play a weather game on the Internet to see the ways to be prepared for the weather. (Linking Across the Curriculum)
- Define and connect the vocabulary of the disaster cycle to write stories about being better prepared.
- Take home *Talk About Safety* to help their families begin to “speak safety.” (Home Connection)
- Create a Safety Thesaurus. (Linking Across the Curriculum)

Activities

“Cycles”

“Speak Safety”



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



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LESSON PLAN 1

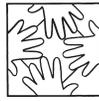
The Cycle

Materials

- Chalkboard and chalk or chart paper and markers
- *Be Prepared Cycle*
- Scissors, glue, markers and construction paper



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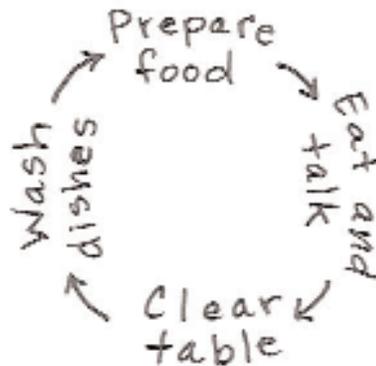


"Cycles"

SET UP 10 minutes CONDUCT 30 minutes

Language Arts: Vocabulary; Science: Health

1. Introduce the concept of a cycle with a simple example, such as daily meals. Write the steps—prepare food, eat and talk, clear the table and wash the dishes—scattered across the chalkboard in no particular order.
2. Ask the class: Does it matter in which order we follow these steps to have a family meal? Why or why not? (Answers will vary, but will include—You can't eat before you prepare the food. You can't clear the table until after you have eaten.) Invite students to act out the steps in the correct order. As students pantomime each step in the cycle, write the words on the board in a circle:



Discussion:

- What happens next in the kitchen? (Answer: You prepare food for another meal and the circle goes on.)
- Why does a circle never end? Does preparing and eating meals ever end?
- Write the word CYCLE on the chalkboard and explain that a cycle is a circle that never ends, too. Ask students to say words they know that end in cycle: bicycle, tricycle and unicycle.
- How are these “cycles” like the cycle of preparing and eating meals? (Answers will vary, but may include—The wheels go around and around in a cycle that never ends, just like the work in the kitchen.)

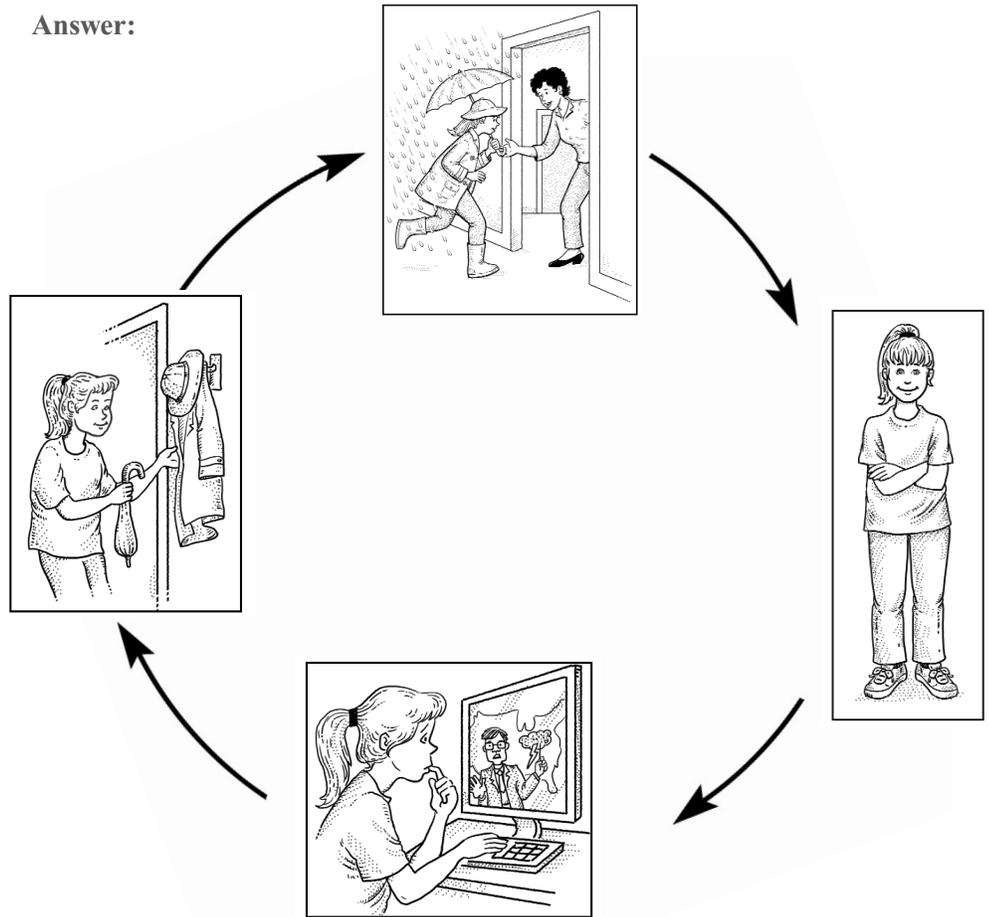


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LESSON PLAN 1 The Cycle

3. Distribute *Be Prepared Cycle*. Have students cut out the pictures, words and arrows. Instruct them to work individually, in teams or as a whole class to place the cutouts on a large piece of construction paper to illustrate the cycle of being prepared.

Answer:



Wrap-Up

As students share their cycle pictures, write the words **PREPARE**, **RESPOND**, **RECOVER** and **PREPARE BETTER** on the chalkboard in any order. Have students match the word with the proper picture to illustrate and discuss the meaning of each. Have them label the drawings and title them “The Disaster Cycle.”

Discuss—

- Was the girl really prepared in the first picture? Why or why not? (No, the girl did not have a raincoat or an umbrella.)
- Who responded when the girl needed help? (a teacher or other adult)
- Could there have been some things that the girl was carrying that might not have “recovered”? Explain. (books and homework papers)



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The Cycle

- What did the girl do to make sure to prepare better for the next time? (The girl watched the weather report in the morning.) How will this help? Will the girl ever need response or recovery? Why or why not? (The raincoat and umbrella will help keep the girl dry. If it rains really hard or if the wind blows, the girl may still get wet. If the girl doesn't wear boots, she might step in puddles and get wet. There may still need to be some response and recovery.)
- How did the picture of the girl change after she prepared for rain? (She was wearing a raincoat and boots and using an umbrella. Her hair wasn't all wet. Her clothes looked dry.)
- Why is this a cycle? (The girl goes to school every day, and it can rain at any time.)



Linking Across the Curriculum

Science: Health and Weather

Play "The Great Weather Race" on Building Blocks for a Healthy Future at <http://www.bblocks.samhsa.gov/Children/Games/flash/weatherrace.aspx>. Talk with students about why it's important to be prepared for the weather when they dress each day. Challenge students to use cutouts from department store ads and magazines to create collages on the topic of weather preparedness.



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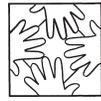
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LESSON PLAN 1

The Cycle

Materials

- Chalkboard or bulletin board
- Sentence strips or construction paper and markers
- Tape
- Chalk or a marker



“Speak Safety”

SET UP 10 minutes CONDUCT 30 minutes

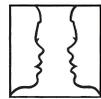
Language Arts: Vocabulary and Writing; Science: Health

Before beginning, write each of the following words on a sentence strip or a piece of construction paper and tape them randomly across a bulletin board or chalkboard.

better	plan	recover
careful	prepare	respond
danger	protect	risky
disaster	react	safe
harmful	ready	unsafe

1.  Read and point to one word after another. As you read, have students raise their hands to describe how some of the words belong together. For example: prepare, ready, plan; safe, protect, careful; and danger, unsafe, risky.
2. When students describe a connection, move the words together. Continue until students have made as many connections as they can.

TEACHING NOTE Sometimes words will be moved in many directions. Use chalk or marker to show multiple connections.



Wrap-Up

Ask students to describe how each of the words is connected to the Disaster Cycle.



Write a class story about being safe, using the sentence-strip words. Have students explain their ideas, using as many of the words as possible. Make sure students use the words correctly.



Home Connection

Send home a copy of *Talk About Safety*. Have students talk about the Disaster Cycle words with their families. Then, challenge families to use the words often, placing a check next to the word anytime a family member uses one of the words appropriately. As a class, discuss whether talking about safety can make a difference in actually being safe. Why or why not?



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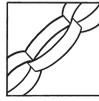
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Linking Across the Curriculum

Language Arts: Vocabulary; Science: Health

For older students: Have students create a Safety Thesaurus. If needed, describe and discuss what a thesaurus is and have students define the terms “synonyms” and “antonyms.” Student teams will categorize words on a page within a construction paper booklet, adding new synonyms and antonyms as they find them. The teams can share their words, discussing how they are related.

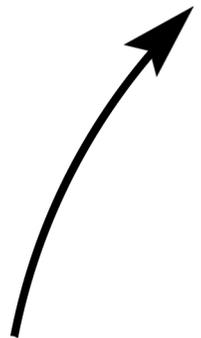
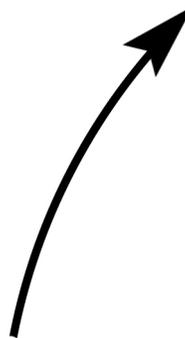
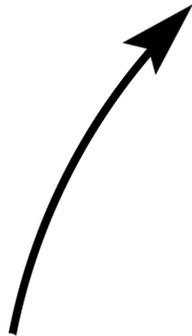
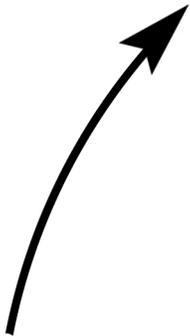


Be Prepared Cycle

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Name _____

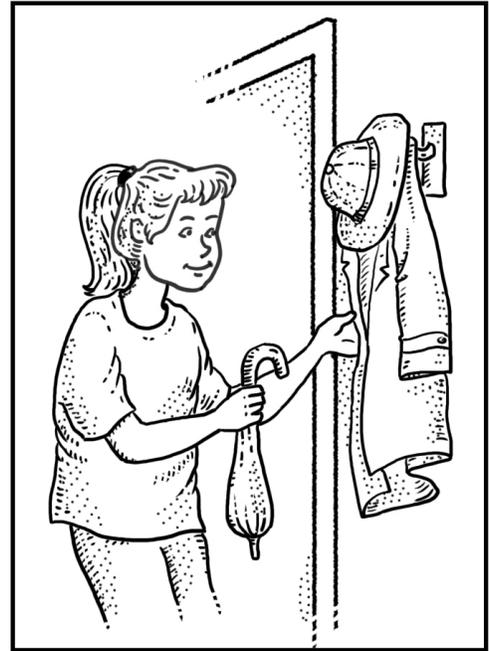
Directions: Below is a picture of a girl who got caught in the rain on the way to school. Cut out the pictures from the second page. Place them in a circle between the arrows to show how the girl did one thing after another to prepare for rain on her way to school. When you have your “Be Prepared Cycle” in place, glue the cutouts to the page.





Be Prepared Cycle

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Talk About Safety

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Name _____

Dear Parent or Guardian,

Talk about safety with your family now to help everyone learn to prepare and be safe during a disaster.

Here are some words you can use. Talk with one another about what the words mean and how they are connected to disaster safety. Put a check next to the word every time you hear someone in the family use it correctly.

It's good to talk together. It's the first step in taking action.

Thank you.

safe
recover
protect
harmful
prepare
danger
careful
prepare

respond
disaster
ready
unsafe
better
plan
risky
react

