



## Be Disaster Safe 6–8

### Disaster Cycle



Visit the American Red Cross Web site  
at [www.redcross.org/disaster/masters](http://www.redcross.org/disaster/masters)

## LESSON PLAN 3

# Respond

People are less fearful and worried in emergency situations if they learn what to do beforehand.

### Key Terms and Concepts

act	firefighter	safe place
ambulance	interpret	shelter
believe	9-1-1	verify
dispatcher	police officer	WARNING
emergency	receive	WATCH
evacuation	respond	

### Purpose

To help students understand how to respond during a WATCH, WARNING or emergency

### Objectives

The students will—

- Determine the meanings of the emergency terms WATCH and WARNING.
- Work together to develop scenarios that explain each of the steps of the Process of Warning—Receive, Interpret, Verify, Believe and Act.
- Write and perform radio skits that guide the public in the use of the the Process of Warning when they are in a location other than their home.
- Create a list of safe places for their families to use when a WARNING occurs. (Home Connection)
- Work in small research groups to discover the impact and importance of National Oceanic and Atmospheric Administration (NOAA) Weather Radio and how it can be used in schools. (Linking Across the Curriculum)
- Use a picture of a classroom after an earthquake to expand their focus from themselves to others nearby, and farther away as they check to see if everyone is okay and safe and what can be done for those who are not.
- Assess the safety of their own classroom and the school building and report their findings to the school administration.
- Use the *Expanding Circle Graph* at home to identify those in their families and community to include in their expanding circles. (Home Connection)
- Use *Call 9-1-1* to provide accurate information in case of an emergency.



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## LESSON PLAN 3 Respond

- Send *Call 9-1-1* home to help families know whom to call in case of an emergency. (Home Connection)
- Research and create a time line on the history of 9-1-1.
- Use *Taking Shelter* and Internet resources to learn about the management of shelter—both shelter-in-place and a public evacuation center.
- Choose a scenario from *Shelter Scenarios* and write diary entries to describe life and emotions in an emergency shelter based on specific scenarios. (Linking Across the Curriculum)
- Share their diary entries at home with their families and lead a discussion on preparations the family can make in the event that they need to take shelter either in place or at a public evacuation center.
- Research to learn about the term “quarantine” and write a short paper to help others understand the term and how people in quarantine can solve the problems of this situation. (Linking Across the Curriculum)

### Activities

“What Do I Do Now?”

“Who Is Okay?”

“Living in a Shelter”



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# Be Disaster Safe 6-8

## LESSON PLAN 3 Respond

### Materials

Chalkboard and chalk or chart paper and markers



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## "What Do I Do Now?"

SET UP 5 minutes CONDUCT 45-60 minutes

**Social Studies: Community; Science: Health; Language Arts: Communication**

1. Have students create a class list of potential disasters that could happen in their community. (Answers will vary, but may include—tornadoes, hurricanes, volcanic eruptions, earthquakes, tsunamis, wildland fires and biohazards)

2.  Write the words WATCH and WARNING on the chalkboard. Guide students to define the terms in general and then in relation to public safety.

### Answers

#### Generally speaking

**Watch:** (verb) to observe; to be attentive; to guard, to take care; (noun) a state of alert or attention; close observation


**Warning:** a bulletin to alert the public; an alarm or signal

#### Public safety

**WATCH:** Severe weather of some kind may be on the way. Be prepared and take steps to get to safety if conditions become worse.

**WARNING:** Severe weather is occurring right now. Get to safety immediately.

Have students state why knowing the general meanings of the words can help you remember what to do when a WATCH or a WARNING occurs.

2. Discuss how each of us receives information about potential disasters, for example, from the media, weather radio, teachers, friends, neighbors and parents. Why is it important to follow directions during a WATCH or a WARNING?
3.  Write the steps in the "Process of Warning" on the chalkboard. The steps are—receive, interpret, verify, believe and act.

Ask students to give practical examples for each of these steps as they relate to the Process of Warning. For example: A person at home watching television would receive the information that an official warning of a disaster has been issued.

Answers will vary. The general meaning of each step is given below.

**Receive:** You hear information about a warning or actually hear or see the warning.

**Interpret:** You consider the warning. What disaster is the subject of the warning? Does it apply to you? Do you need to react right away or do you have time to wait for a while before taking action?



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Is it close enough for you to need to take some sort of action?  
What action would be best?

**Verify:** You investigate further. You might look out the window, or you could check the information using the computer, by calling someone you trust or by listening to another channel on the television or radio.

**Believe:** You have investigated and interpreted the warning. You have come to believe that the warning is genuine and you must take action.

**Act:** You take the best action possible to protect yourself.



### Wrap-Up

List the following locations on the chalkboard.

- Movie theater across town
- School
- Grandparents' home in another state
- Friend's house
- Away ballgame
- Shopping mall

Challenge students to choose one of the locations on the chalkboard and write a script for a radio or television reporter to give on the air following a WARNING to help people who are not at home to know what to do. How would they follow the steps in the Process of Warning when they are away from home?



Have volunteers present their scripts for a class critique. Listen for accurate interpretations of the five steps in the Process of Warning for the listeners who are not at home.



### Home Connection

As a class, work to create a list of safe places when a WATCH or WARNING is issued for your community. For example:

- Tornado WARNING: Go to a basement or inner room with no windows as the safe place and remain there until the WARNING ends.
- Hurricane WARNING: If told to evacuate, get to the main evacuation route immediately and go to the previously arranged safe place (at the home of friends or family further inland); or seek shelter at an inland motel or in specified community shelters.
- Wildland fires: If not told to evacuate, monitor the conditions and get ready to evacuate; if told to evacuate, or if you are in danger, evacuate immediately.
- Hazardous chemical release: Follow specific directions to evacuate to a safe place or go indoors with windows and doors closed (shelter-in-place).

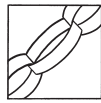


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### Linking Across the Curriculum

#### Science: Health and Technology

All Hazards NOAA Weather Radio is an excellent preparedness tool for classrooms, schools and homes. Divide the class into small research groups. Assign groups to find out about NOAA Weather Radio broadcasts and maps, background information on the service, alarms, alerts and tests, as well as the program for putting radios in all public schools. The sites below are excellent starting points for research.

- NOAA Weather Radio  
<http://www.weather.gov/nwr/geninfo.htm>
- Public Alert Radios for Public Schools  
<http://public-alert-radio.nws.noaa.gov/proginfo.htm>

Have the groups come together to share information and write a brochure to help other classrooms and families recognize the impact and importance of NOAA Weather Radios.



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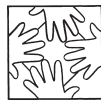
### Respond

#### Materials

- *Expanding Focus* and *Expanding Circle Graph*, 1 copy each per student
- Chalkboard and chalk or chart paper and markers
- *Call 9-1-1*, 1 copy per student (Linking Across the Curriculum)



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## "Who Is Okay?"

**SET UP** 5 minutes **CONDUCT** one 45-minute session, plus presentation time

**Science: Health; Language Arts: Writing**

**Before class:** Draw a large copy of the *Expanding Circle Graph* on the chalkboard or chart paper.

1. Ask students to describe what the classroom might look like if the school experienced a major disaster, such as a hurricane or earthquake. (Answers will describe a scene in which books and maybe bookcases have fallen over; part of the ceiling may be blown away or may have fallen through; the floor may be wet and windows may be broken.)
2. Distribute *Expanding Focus* to student groups. Explain that the picture shows a classroom that has just been hit by an earthquake. Most of the students are under their desks, but one unfortunate student was standing near the chalkboard and got hurt.
3. Explain that, in such a crisis, each person must focus first on himself or herself (Circle 1). The initial question is what is his or her situation in terms of injury and/or threat to safety. Is he or she injured? Does he or she require assistance or protection? Is there a fire or chemical spill or other immediate threat requiring prompt action?
4. Then, the student will expand his or her focus to include those nearby (Circle 2). Finally, the focus expands to include those farther away (Circle 3). In each case, they will check first to see if they or others are okay. Challenge groups to use the *Expanding Circle Graph* to answer the questions for the children in each of the expanding circles of the picture.
5. Next, ask the class to help you compile the answers to the questions on a copy of the expanding circle on the chalkboard or the chart paper. For each problem in the three circles that students have noted, ask what can be done. Remember that each student in the class will be going through the same process.

#### Answers

1. The person in the first circle will check himself or herself for injuries and safety. A Band-Aid will take care of the injury. The area immediately around his or her desk is safe. There seems to be no immediate further threat—other than aftershocks, which might cause further damage. So he will expand his focus to the next circle.
2. In the second circle, Student #1 observes that some students have cuts or scrapes, but no one is hurt badly. Part of the area in the circle is unsafe because a bookcase has fallen on one desk, trapping the child underneath, and there are books scattered all around, some leaning precariously on top of the desks. The chil-



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dren who are injured have only slight scrapes and together they can make the area safe for the children who are trapped under the bookcase or who have books balanced precariously on their desks.

3. In the third circle, Student #1 observes that everyone but one student is okay or has very minor injuries. However, the broken glass makes part of this area unsafe and must be swept up before some of the children can come out from under their desks to prevent additional injuries. The student who has collapsed under the chalkboard will require someone to call 9-1-1 for help.



### Wrap-Up

**Discuss**—When the class has completed its analysis of the damaged classroom, have the students suggest other problems that an earthquake might cause the building and its occupants. What about fires? Structural damage? Aftershocks? For each problem they name, ask them: What would I have to do if one of these problems occurred? How would I help make myself, and others, safe? What are my priorities?

**TEACHING NOTE** Remind the students that damaging earthquakes are followed by more earthquakes, called aftershocks. For every earthquake, they should follow the Drop, Cover and Hold On procedure. See lesson plans on Earthquakes on this *Masters of Disaster* CD.

**Extension:** Challenge the students to investigate their own classroom. Appoint safety committees to pay special attention to specific areas of the classroom. What can they do to make their room safer? What about the whole school building? If appropriate, invite safety committees to expand their focus outward to the other areas of the building. When they have completed their investigations, they can share their findings with the school's administration.



### Home Connection

Have students take the *Expanding Circles Graph* home to share with their families. In each circle have them list the people and buildings (e.g., neighbor's home) they would check as they expanded their focus from themselves to those nearby and those farther away.



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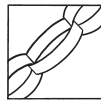


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### Linking Across the Curriculum

#### Science: Health; Technology

**For younger students:** Ask the students if they know how and when to make a 9-1-1 call. Distribute *Call 9-1-1* and help them answer the questions at the top of the activity sheet. Call on volunteers to role-play as they follow the steps to make a 9-1-1 call. Have the students set up the emergency and then act as the caller and the emergency dispatcher. For example:

- Flames are coming from the window of my neighbor's home.
- My friend fell from our tree house and can't move.
- There has been a car accident in front of my house.

#### Science: Health; Technology

*For this activity the following Web sites are very useful.*

- The History of 9-1-1, from the Emergency Communications Center of Albemarle, Virginia at <http://www.albemarle.org/departments.asp?department=ecc&relpage=5292>
- 9-1-1 History from the E-911 Administration of Brevard County at <http://www.brevardcounty.us/911/911history.cfm>
- The History of 9-1-1 from "Dispatch Monthly Magazine" at <http://www.911dispatch.com/911/history/>



**For older students:** Guide student research on the Internet to create a time line of the history of the 9-1-1 service. Briefly, discuss their timeline and the importance of this emergency service.



### Home Connection

Have students share the information on *Call 9-1-1* with their families in a family discussion about when and how to use this service.





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#### Materials

- “Federal Citizen Information Center: A Citizen Guide to Disaster Preparedness—Shelter” ([http://www.pueblo.gsa.gov/cic\\_text/family/disaster-guide/shelter.htm](http://www.pueblo.gsa.gov/cic_text/family/disaster-guide/shelter.htm)), 1 copy per team
- *Taking Shelter*, 1 copy per student
- *Shelter Scenarios*, 1 copy per student
- Blankets and pillows
- Several suitcases and boxes
- A few small cots (optional)



Visit the American Red Cross Web site at [www.redcross.org/disaster/masters](http://www.redcross.org/disaster/masters)



## “Living in a Shelter”

**Before class:** Move desks to clear a small area in the classroom.

Set up small cots (or move a couple of desks together to create a bed). Place blankets and pillows on the bed, and place the suitcase and boxes around the cot. Put up a sign: Emergency Shelter.

1. As students come in, have them sit around the emergency shelter. Discuss the meaning of “evacuation.” Where might students go if there is an evacuation in their area? (To the homes of friends or family in other areas; to motels off the evacuation route; or to public emergency shelters.) What do they think it might be like to live only in this imaginary shelter space? Explain. (Answers could include—cramped, noisy and scary.)
2. Distribute copies of *Taking Shelter* to students and discuss the information in its first three paragraphs. What do students think life might be like taking shelter in their home or school? What would be the benefits and disadvantages? What would life be like at a public evacuation center that might be set up in an arrangement similar to the one you set up in the classroom? In which place might they feel safer? Why?
3. Distribute “FCIC: A Citizen Guide to Disaster Preparedness—Shelter” to student teams. Have each team divide sections of the handout among themselves. After each student has completed reading his or her section, ask them to work together to answer the questions on *Taking Shelter*, using the information from “A Citizen Guide to Disaster Preparedness.”



#### Wrap-Up

Now, distribute *Shelter Scenarios* to students and assign a scenario to each student. Give them time to think through the experience they might have if they were part of the scenario. Challenge them to write diary entries or letters to friends describing their lives during the shelter experience. Diaries or letters must include answers to the questions on the activity sheets and depict their shelter experiences as limited by the rules and guidelines described in “A Citizen Guide to Disaster Preparedness.”

Discuss—What could students do in preparation for potential disasters in which they must take shelter to make the experiences more fun and less stressful?



#### Home Connection

Have the students take home *Taking Shelter*, *Shelter Scenarios* and “A Citizen Guide to Disaster Preparedness” to share with their families. Ask them to guide their families in a discussion about taking shelter and what they can do ahead of time to prepare for taking shelter in place at home.



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### Linking Across the Curriculum

#### Language Arts: Health

Have the students conduct research on the Internet or in their local their local libraries to learn about the practice of quarantine. As an alternative, they could interview medical personnel about the subject. Can they imagine their daily routines if they or their families had to be quarantined at home? What supplies would they need? Would it be possible to resupply, if needed? How? Have them write short papers describing the reasons for quarantine in place, the supplies every family would need for a week of quarantine and suggestions for making the experience as comfortable as possible.



# Expanding Focus

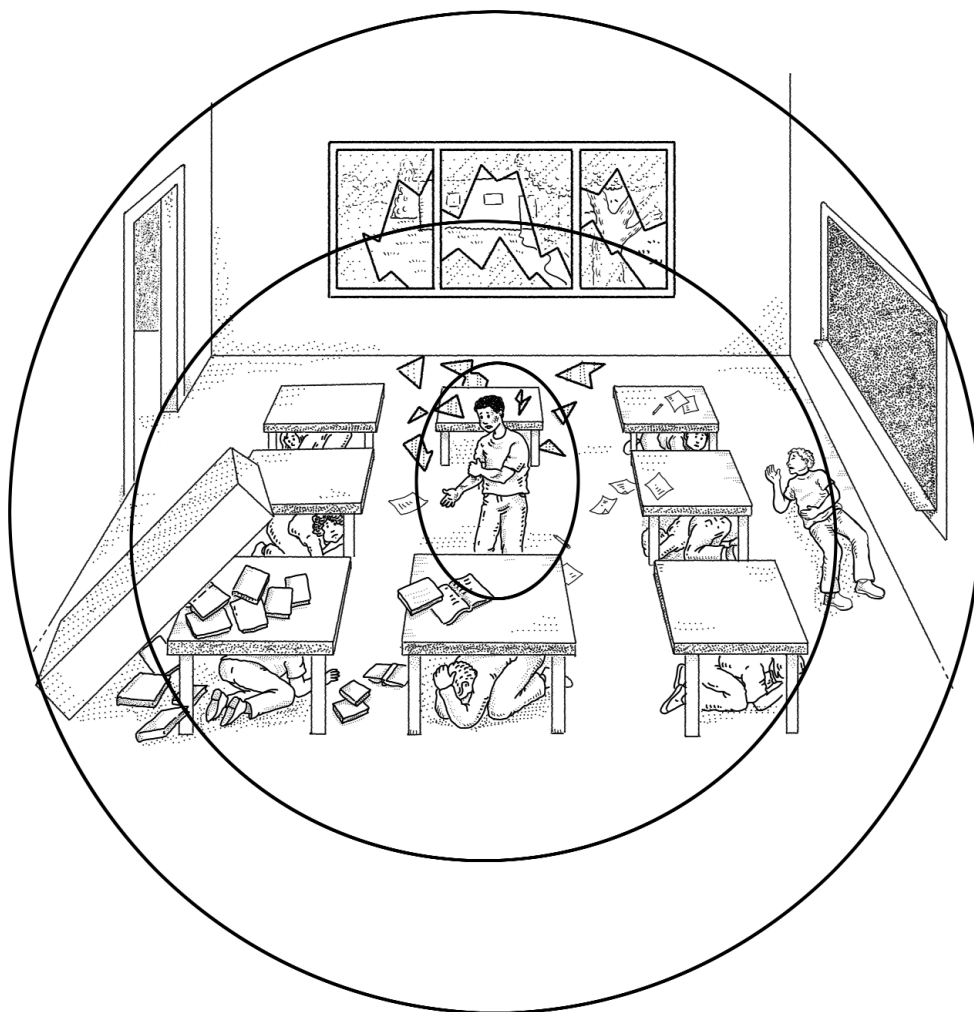
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Name \_\_\_\_\_

**Directions:** During a crisis, check the condition and safety of people in an expanding circle. First, check yourself, then others near you and, finally, others in buildings or areas nearby. Look at the picture.

- Pretend that you are the person in the first circle. Are you okay? Why or why not? Are you safe? Why or why not?
- Now, expand your focus to the people in the desks next to yours. Are they okay? Why or why not? Are they safe? Why or why not?
- Finally, look at the people in the third circle. Ask—Are they okay? Why or why not? Are they safe? Why or why not?

Answer these questions in the expanding circle graph on the next page.



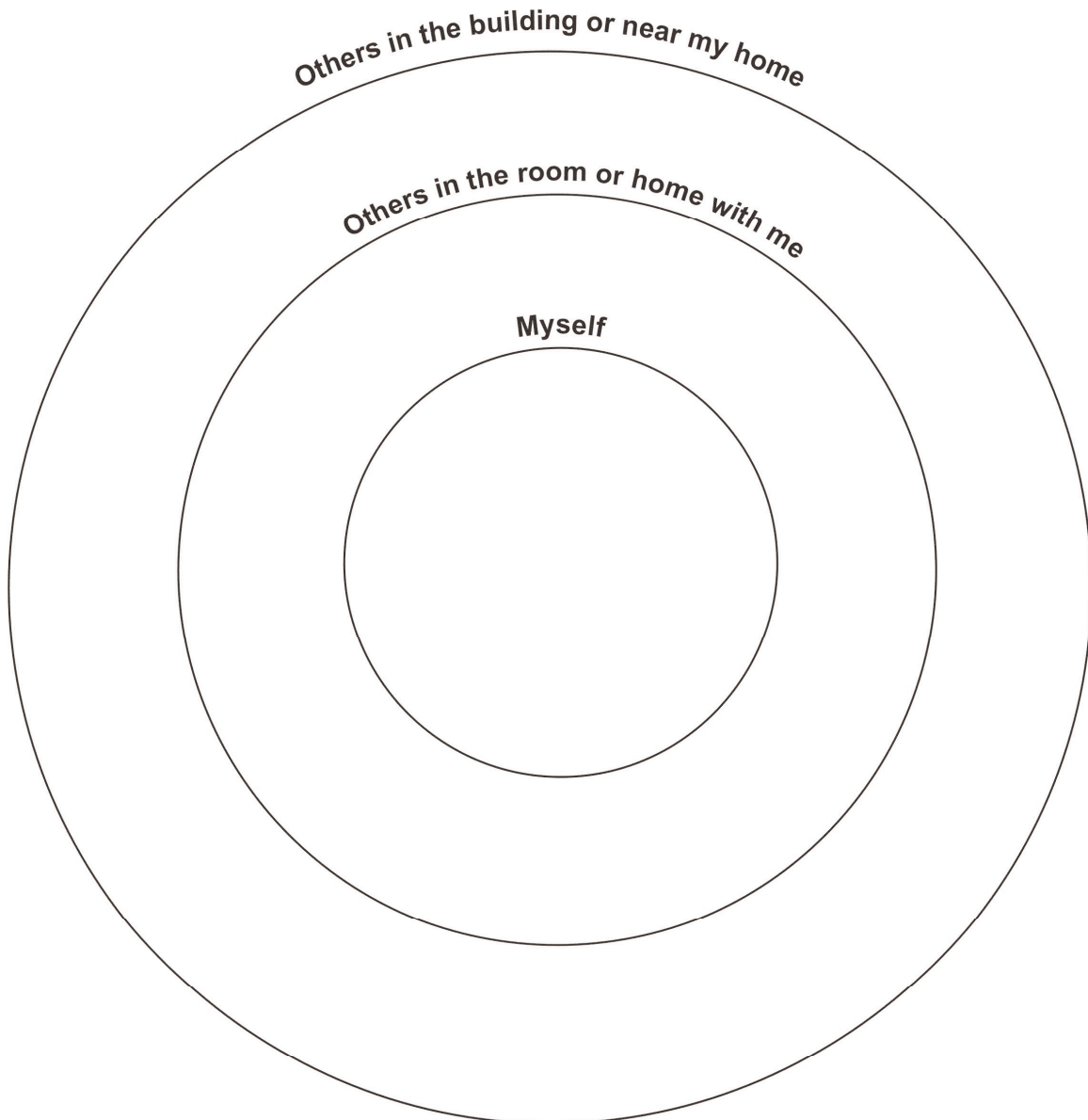


# Expanding Circle Graph

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Name \_\_\_\_\_

**Directions:** During a crisis, check the condition and safety of people in an expanding circle. Use this chart to list people or places you would go to check people in your home and neighborhood.





# Call 9-1-1

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Name \_\_\_\_\_

**Directions:** Practice making emergency calls and giving the correct information with play phones or disconnected phones. Keep this information to use in case of an emergency.

In most places, if you need a police officer, a firefighter or an ambulance, you need to call just one phone number: 9-1-1. If your community does not have 9-1-1 access, please use the correct number for emergency response:

\_\_\_\_\_.

Tell the emergency dispatcher three things:

**Your name:** \_\_\_\_\_

**Your address:** \_\_\_\_\_

(Or, describe where you are if you're not at home.)

Cross streets near your address:

\_\_\_\_\_  
\_\_\_\_\_





# Call 9-1-1

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## **The emergency:**

Now, use a play phone or a phone that is disconnected to practice making the call with a friend or family member:

- Dial 9-1-1
- When the dispatcher answers, say your name and address clearly. Give cross street information, if necessary.
- Describe the emergency.
- Listen for instructions.
- Do not hang up the line until the dispatcher tells you to.

Be sure you know how to dial 9-1-1 from any phone in your home, including cell phones.

## **Important Information:**

If the electricity is out, portable phones will NOT work. It is important to have one “plug-in” phone in case of emergency.





# Taking Shelter

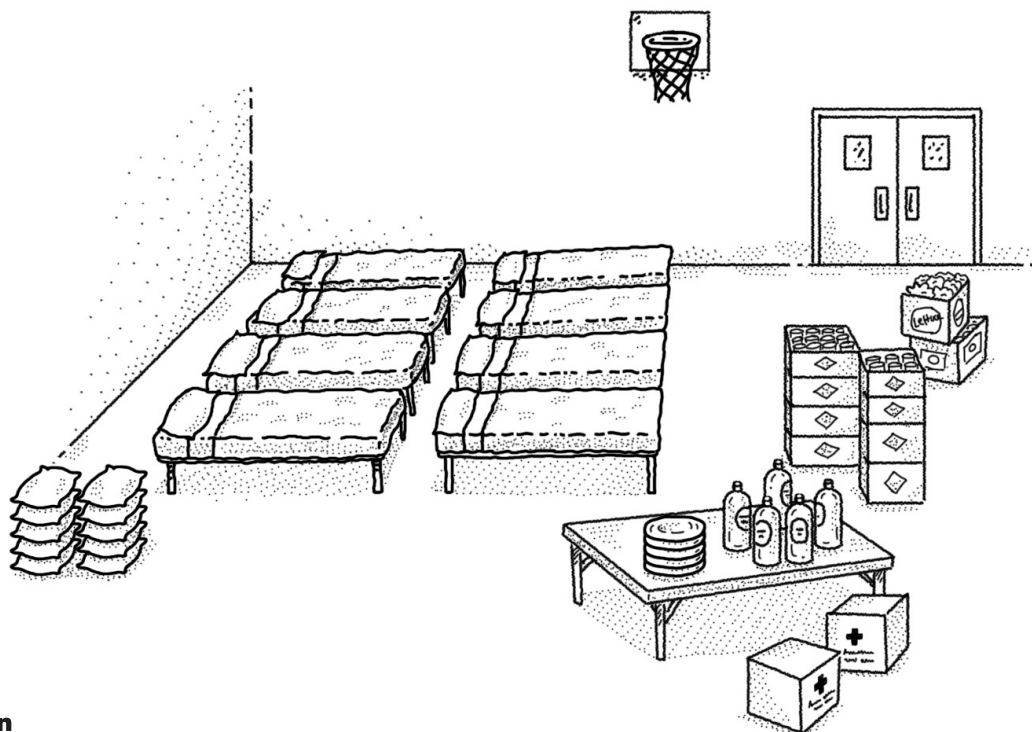
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Name \_\_\_\_\_

In a disaster, people are often told to take shelter. Taking shelter can occur in your own home, at school, at a workplace or in a community building that has been opened to the public. Taking shelter in the place where you are when the disaster occurs is called in-place sheltering or sheltering-in-place.

Sheltering-in-place can be short- or long-term. For example, in the case of a tornado, you may take shelter in your basement, a storm shelter or a closet until the tornado has passed. In the case of a winter storm that has knocked out power and made travel impossible, in-place sheltering happens at your location—home, school or business—over a period of days while you wait for power to come back on or the roads to be cleared. In the event of a hazardous materials spill in the neighborhood, you may be asked to shelter-in-place in the closest building by moving indoors, closing windows and doors and turning off air conditioning or heat while the hazardous cloud moves over your location and dissipates.

Taking shelter can also involve evacuating to a public facility considered to be a safe haven during whatever disaster has occurred.





# Taking Shelter

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**Directions:** Read about the management of shelters—in your home, at school or at a public evacuation center—at the following Web site: Federal Citizen Information Center: A Citizen Guide to Disaster Preparedness—Shelter at [http://www.pueblo.gsa.gov/cic\\_text/family/disaster-guide/shelter.htm](http://www.pueblo.gsa.gov/cic_text/family/disaster-guide/shelter.htm). Then, answer the following questions.

What must you do to ensure that everyone who is taking shelter in a particular place is cared for properly?

How will life be different for the duration of the time you are taking shelter?

What will you have to give up?

What might you gain?

After you have read the information online, you will be given a shelter scenario. Assume that everything that is needed in the shelter has been provided. Write diary entries or a letter to a friend describing your life during the shelter experience. In your diary, include answers to the questions above and describe your experience of the sheltering as limited by the rules and guidelines described on the Web site.







# Shelter Scenarios

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Name \_\_\_\_\_

## **Scenario 1—Sheltering-in-Place**

The previous night, a winter storm closed in on your town. When you woke up, the snowdrifts were almost as high as your front door and the car in the driveway was completely buried. The electricity is out, but your home has a fireplace in the living room. You and your family are prisoners of the winter snow.

## **Scenario 2—Sheltering-in-Place**

Although the day has been sunny and bright, ominous-looking clouds are darkening the sky in the west. A National Weather Service WARNING runs across the bottom of the TV screen: tornadoes have been sighted near your home. As the wind picks up, you decide to take the cat and stay in the basement until the storm has passed.

## **Scenario 3—Sheltering-in-Place**

You live in a desert community. All week the weather in the nearby mountains has been warm and rainy. You are spending the night at your friends' home when the weather radio warns of a flash flood. Their home is not threatened directly and you go to sleep with no worries. In the morning, you find you are without electricity and the roads that could have taken you home are washed out.

## **Scenario 4—Sheltering-in-Place**

You are at school when the tornado siren goes off. Your teacher hustles the class into the hallway, where you crouch down, your head, and wait. Soon the sound of hail hitting the windows and walls of the school signals the tornado's approach.





# Shelter Scenarios

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## **Scenario 5—Sheltering**

A serious heat wave has hit your region. Demands on the available electricity increase dramatically as the heat rises and people use fans and air conditioners to keep cool. Rolling blackouts create dangerous conditions for families with no way to cool off. The city opens some public facilities as shelters against the heat. You and your family are among the first evacuees.

## **Scenario 6—Sheltering**

You live on the West Coast. Unusual rainfall has softened the ground on which your house stands. While at school you hear about mudslides near your neighborhood. Your mother arrives to take you home and tells you that your home has been destroyed by the sliding mud. You and your family will join others at a local church to await developments.

