



Hurricanes K-2

Hurricane Safety



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

LESSON PLAN 3

Get Ready, Get Set, Go!

Once a hurricane is possible or even imminent, children will be better able to cope with the disruption and stay safe if they are prepared and know how to avoid danger.

Key Terms and Concepts

ambulance driver	estimate	nurse
American Red Cross worker	firefighter	police officer
carpenter	hurricane WARNING	responsibility
comfort	hurricane WATCH	road worker
community helpers	Kid's Kit	utility worker
	need	want

Purposes

To introduce the students and their families to the proper responses in the event of a hurricane WATCH or a hurricane WARNING

To show the students the dangers that exist after a hurricane and how to avoid them

To ensure that students and their families know what to do before, during and after a hurricane

To guide students and their families to discover who helps the community after a hurricane

Objectives

The students will—

- Use *Hurricane Safety Rebus* to identify and match pictures and symbols with corresponding written words in a hurricane safety message; cut and paste the symbols and pictures to write a hurricane safety story.
- Share *Hurricane Safety Rebus* with their families. (Home Connection)
- Work together to present their hurricane safety messages in pantomime. (Linking Across the Curriculum)
- Share hurricane safety messages and stories with other classes or in a whole school setting. (Linking Across the Curriculum)
- Make choices for Kid's Kits, personal disaster supplies kits, based on needs and wants; demonstrate spatial awareness as they assemble their Kid's Kits.
- Use *Kid's Kit* to accept responsibility for being prepared. (Home Connection)



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- Write definitions for “needs” and “wants” and compare meanings. (Linking Across the Curriculum)
- Categorize items in their Kid’s Kits. (Linking Across the Curriculum)
- Suggest what items in the classroom would fit into a Kid’s Kit. (Linking Across the Curriculum)
- Identify community helpers and their roles.
- Use *Who Helps Us?* to create an annotated mural showing community helpers at work after a hurricane.
- Talk with families about how community helpers help them all year long. (Home Connection)
- Invite community helpers to visit the class and talk about the things they would do to help the community after a hurricane. (Linking Across the Curriculum)
- Create and enact skits to illustrate ways they can be community helpers after a disaster such as a hurricane. (Linking Across the Curriculum)

Activities

“Hurricane Safety Rebus”

“Kid’s Kit”

“Helping After a Hurricane”



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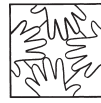
Get Ready, Get Set, Go!

Materials

- *Hurricane Safety Rebus*, 1 copy per student (Home Connection)
- Chalkboard and chalk, sentence strips or chart paper and markers
- Old magazines
- Scissors
- Glue




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“Hurricane Safety Rebus”

SET UP 20 minutes CONDUCT 35 minutes

Science: Health; Language Arts: Reading; Fine Arts: Visual Arts

1. Ask the students to share safety rules they know: “Always look both ways before crossing the street.” “Don’t play with matches.” “Don’t run with scissors.” Write the students’ responses on the board, substituting symbols and pictures for key words in the sentence. For example, “look” might be represented with the picture of an eye; “street” could be understood with a drawing of a crosswalk; and “matches” could be conveyed with an illustration of matchsticks and flames.
2. Have the students reread the sentences, identifying the unwritten words by their pictures or symbols.
3.  Discuss with the students possible safety problems they believe a hurricane might cause. Make sure they explain how the hurricane created these safety problems.
4. Write the following sentences on the chalkboard, on strips of sentence tag board or on chart paper:
 - In a hurricane **WATCH**, bring inside things that might blow in the **wind**. Check for **bicycles**, **toys** and your **pets**.
 - In a hurricane **WARNING**, **listen** to **radio** or **television** reports and follow directions.
 - **Lock** all **windows and doors** and protect your home from **wind and rain**.
 - After a hurricane, **you** and your **family** must watch out for **danger**.
 - Stay away from fallen **power lines**, **flooded areas** and **storm drains**.
5. Read the sentences with the students, circling the bold key words as you read.
6. Divide the safety sentences in Step 4 among five student teams. Distribute old magazines to the students and ask them to find pictures that could act as substitutes for the circled words. For example, for “**listen to radio or television reports**,” students might find pictures of an ear, a radio and a television.

TEACHING NOTE Rebus writing—substituting pictures for key words within a sentence—is an excellent tool for teaching context clues, image interpretation and word recognition.



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Wrap-Up

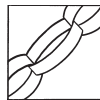
Instruct the students to reuse their pictures and find others to create rebus sentences or stories of their own about hurricanes and hurricane safety. Have the student teams challenge each other to read the hurricane stories and safety messages.

TEACHING NOTE Consider awarding each student a *Masters of Disaster* hurricane sticker at the end of the rebus activity.



Home Connection

Rather than completing *Hurricane Safety Rebus* with their groups in class, have the children work on the rebus sentences with their families, using magazine pictures or drawings. The students and their families will learn about hurricane safety as they work together.



Linking Across the Curriculum

Language Arts: Writing; Fine Arts: Drama and Visual Arts

Students can work together in groups to present their picture sentences as pantomime for other groups to interpret. Help younger students put together pantomimes for the picture words and then work as a class to present each sentence. For example, in “**listen to radio or television reports,**” students might cup a hand over an ear; pretend to push the buttons of a car radio or turn the dial as they listen; or frame themselves in a rectangle as others “watch” television.

Social Studies: Civics

Have the students share their safety messages with others in the school by presenting their pantomimes to other classes or an assembly or by creating school bulletin boards of large picture cutouts of the Hurricane Safety Rebus.



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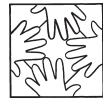
Get Ready, Get Set, Go!

Materials

- Grocery bags, 1 per student
- Chalkboard and chalk or chart paper and markers



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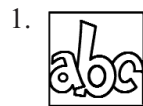


"Kid's Kit"

SET UP 15 minutes CONDUCT 25 minutes

Mathematics: Measurement and Estimation

TEACHING NOTE The Kid's Kit differs from the family disaster supplies kit described in the *Be Disaster Safe* lesson plans. The Kid's Kit is a personal collection of items a student might want to take if his or her family evacuates because of an approaching hurricane.



1. What do the students think the words "need" and "want" mean? How are they different? How are they the same? Ask them to use their discussion to help you write simple meanings for each word on the chalkboard.

TEACHING NOTE Students who are reading can use a dictionary to find formal definitions of "need" and "want." How do the dictionary meanings compare with the class meanings? Is there any part of these definitions they would like to add to the class meanings? Help them refine their definitions using the information or wording they found in the dictionary.

2. Ask the students to play "I'm-going-to-my-friend's-house-and-I'm-going-to-take...." As the students name each item, have the class decide whether it is something they need to take (for example, a toothbrush) or something they only want to take (for example, a bicycle). Write or draw the items on the board under the headings "Need" and "Want."

TEACHING NOTE Depending on the students' abilities, you could direct them to follow the alphabet: The first child names an item that begins with "A," the next repeats the first item and names an item that begins with "B," and so forth.

3. Distribute grocery bags and discuss the Kid's Kit—a personal disaster supplies kit for kids. The items for each student's Kid's Kit must fit in the grocery bag. The students will—
 - Estimate the number of items that would fit in their kits.
 - Consider the largest item that would fit in their kits. If they put this item in the bags, how would they fit other items?
4. As the students talk, write or draw on the board items they name. Discuss the size of the items and the size of the grocery bag and ask the students to consider which and how many items might fit. What items do they need to take? What items do they want to take?



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Wrap-Up

Have each student make a personal list of the items he or she would pack in a Kid's Kit. The students can name or draw the items. Ask them to categorize the items on their lists as needs or wants. Invite student volunteers to share their lists in a class discussion and explain how they decided what to take and what to leave behind.



Home Connection

TEACHING NOTE Use the Background in *Be Disaster Safe* to make sure students' families are prepared.

Distribute copies of *Kid's Kit* to your students to take home along with their grocery bags. Ask the adult family members to work with their student to pack a personal Kid's Kit at home.

At school the next day, ask students how they felt when they were packing the kit. Excited? Nervous? Scared? Use this time to address students' fears and to emphasize that preparation is the best protection against disasters.



Linking Across the Curriculum

Mathematics: Charts and Graphs

Have the students categorize the items in their Kid's Kits: things to play with, things to eat, things to read, things to share, things to wear, things for personal care. Help them create bar graphs to compare the number of items in each category. Ask them to use their graphs to rank the categories from the one with the most items to the one with the least.

Mathematics: Estimation

Gather items from around the room, including some too large to fit in the grocery bag. Ask the students to decide whether or not each item could fit in the bag. Ask them to estimate the greatest number of items they could fit in the bag. Have student teams pack the bags to check their estimations.



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Materials

- *Who Helps Us?*, 1 copy per student
- Art materials
- Bulletin board paper for a mural




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"Helping After a Hurricane"

SET UP 10 minutes CONDUCT 35 minutes

Language Arts: Reading; Fine Arts: Drawing; Social Studies: Civics

1. Distribute copies of *Who Helps Us?* Ask the students what community helper is represented by each symbol. Help them match the label from the bottom of the worksheet to the correct symbol. If appropriate, have them create a class list of people who will help your community after a hurricane hits: police officers, firefighters, paramedics, nurses, American Red Cross workers, utility workers, road workers and carpenters.
2.  Help students access the Miami Science Museum's site on Hurricane Isabel (http://www.miamisci.org/hurricane/shelton_park.html) to find and read the experiences of several 11-year-olds at Shelton Park Elementary, Virginia Beach, Virginia. If your students are beginning readers, you may want to read these stories to the class.
3. Discuss the images of the hurricane in the community of Virginia Beach. If the students were going to draw pictures to illustrate these stories, what community helpers would they expect to find after the hurricane has passed by? What would they be doing? (For example, the power company workers would be busy fixing broken power lines. Red Cross volunteers would be offering care and shelter to people whose homes were destroyed.)
4. If appropriate, ask them to help you create symbols for other helpers from the class list created in Step 1. Briefly, outline the things each of these helpers would be doing after a hurricane hits. (For example, police people might be helping to direct the traffic of citizens returning to their homes; American Red Cross workers would be passing out food or helping to direct people to temporary shelters.) Give them time to add a fourth symbol to each page of their handout.



Wrap-Up

Divide students into small teams to create a mural of a hurricane showing a town after a hurricane's landfall. Divide the list of community helpers among the teams. Each team will have a specific section of the mural devoted to their assigned community helpers—police officers, firefighters, paramedics, nurses, American Red Cross workers, utility repair crews, road workers and carpenters. Have students use ideas and images from the stories written by Shelton Park Elementary School students. If appropriate, help them write captions for the pictures of the community helpers that describe what the helpers are doing.



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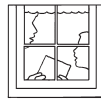
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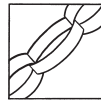


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Home Connection

Community helpers are busy all during the year. Have the students talk with their families to share stories about ways they have been helped by community workers.



Linking Across the Curriculum

Social Studies: Civics

Invite community helpers to the class to talk about their roles in helping families recover from hurricanes.

Social Studies: Civics; Fine Arts: Drama

Guide students to create and enact skits to illustrate ways they can be community helpers after a hurricane. For example:

- By following directions
- By playing with younger siblings to keep them out of the way while adults work
- By helping a neighbor



Hurricane Safety Rebus

Page 1 of 3

Name _____

Directions: Search old magazines to find pictures, or draw your own pictures, to use in place of the underlined words in the sentences below.

During a Hurricane **WATCH**

1. In a hurricane WATCH, bring inside things that might blow in the wind.

2. Check for bicycles, toys, and your pets.





Hurricane Safety Rebus

Page 2 of 3

During a Hurricane WARNING

3. In a hurricane Warning, listen to radio or television reports and follow directions.

4. Lock all windows and doors and protect your home from wind and rain.





Hurricane Safety Rebus

Page 3 of 3

After a Hurricane

5. After a hurricane, you and your family must watch out for danger.

6. Stay away from fallen power lines, flooded areas and storm drains.





Kid's Kit

Page 1 of 1

Name _____

Dear Parent or Guardian,

Packing a personal disaster supplies kit helps children have the special items they need if they are forced to seek shelter from an approaching hurricane.

Talk about the words **need** and **want**. Then, consider things from home that children would need to take with them and what they would want to take with them, if a hurricane forced you to evacuate your home. Remember, these must be small enough to fit inside a grocery bag.

Work together to gather and pack a Kid's Kit. Decide where to keep the kit—hanging from a doorknob or bedpost, for example. How did it feel to pack the kit? Was it exciting or scary? How does it feel to have the Kid's Kit ready? Discuss why preparation is the best protection against disasters.



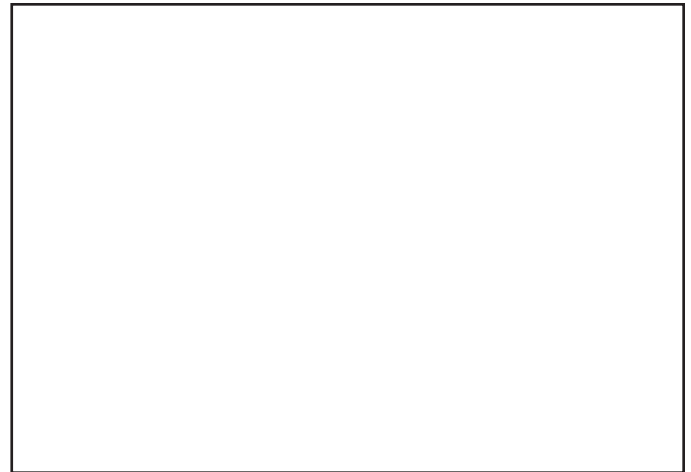
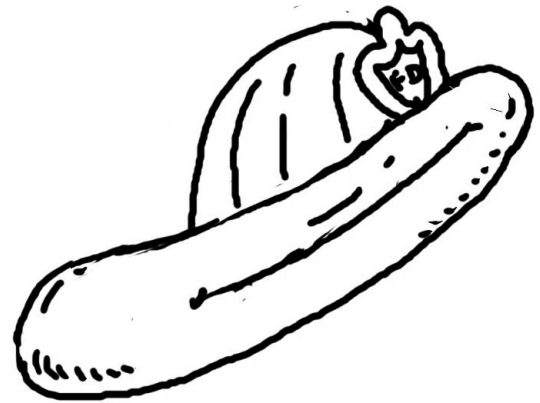


Who Helps Us?

Page 1 of 2

Name _____

Directions: Look at the pictures. Each one is a symbol of a community helper. Color the symbols. Read the three community helper labels at the bottom of the worksheet. Talk about what they stand for. Then, draw a line from each label to its symbol. If you can, write a sentence that tells what each community helper might do for his or her community after a hurricane.



Draw another symbol. Then, write the label here: _____

ambulance driver police officer firefighter



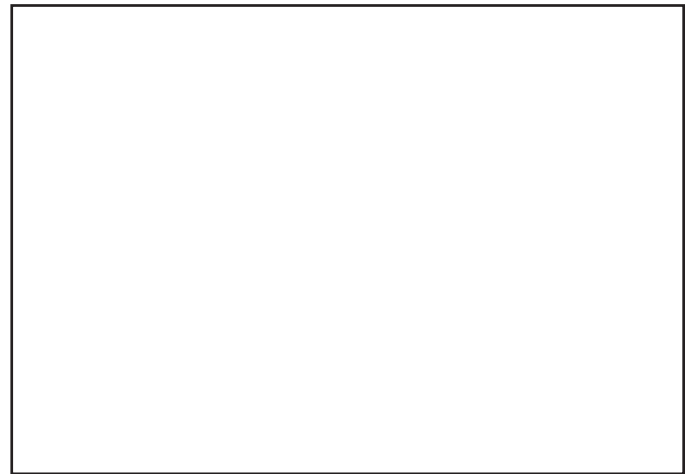
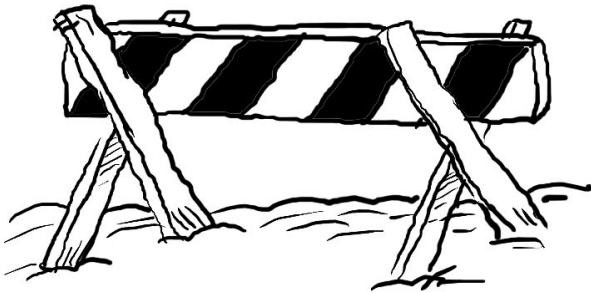
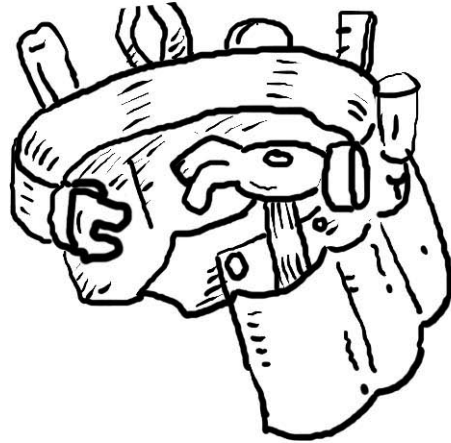


Who Helps Us?

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**American
Red Cross**



**Draw another symbol. Then, write
the label here: _____**

road worker

Red Cross volunteer

construction worker

