



Be Disaster Safe 3-5

Disaster Cycle



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

LESSON PLAN 3

Respond

Children are less fearful and worried in emergency situations when they learn what to do beforehand.

Key Terms and Concepts

ambulance	firefighter	safe place
dispatcher	9-1-1	shelter
emergency	police officer	WARNING
evacuation	respond	WATCH

Purpose

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

Objectives

The students will—

- Determine what to do during a WATCH or a WARNING.
- Write and perform radio scenarios that tell the public about a WATCH or a WARNING and help people respond.
- Create a list of safe places for their families to use when a WARNING occurs. (Home Connection)
- Determine how different animal habitats are “safe places.” (Linking Across the Curriculum)
- Follow specific sets of directions to determine why giving clear directions and paying attention is important. (Linking Across the Curriculum)
- Research to learn about NOAA Weather Radio, how it works and why NOAA Weather Radio broadcasts can help keep a family safe. (Linking Across the Curriculum)
- Use *Life in a Shelter* to address problems in living conditions after an evacuation.
- Write diary entries to describe life and emotions in an emergency shelter. (Linking Across the Curriculum)
- Use *Call 9-1-1* to provide accurate information in case of an emergency.
- Send home *Call 9-1-1* to help families know whom to call in case of an emergency. (Home Connection)



Be Disaster Safe 3-5

LESSON PLAN 3 Respond

Activities

“What Do I Do Now?”

“Evacuation”

“Call for Help”



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Be Disaster Safe 3-5

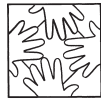
LESSON PLAN 3 Respond

Materials

Chalkboard and chalk or chart paper and markers



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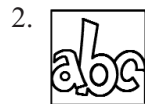


"What Do I Do Now?"

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 occur in their community. (Answers will vary, but may include—tornadoes, hurricanes, floods, 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.

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: Conditions are right for whatever emergency the WATCH has been issued, such as a tornado or flash flood. Be ready to take action.

WARNING: The emergency is occurring right now. Get to safety immediately.

Have students describe how knowing the general meanings of the words can help you remember what to do when a WATCH or a WARNING has been announced.

3. Is a WATCH or a WARNING possible for all the potential dangers in the class list? (Answers will vary, but may include—Earthquakes occur without warning; the potential for a tsunami can occur soon after a nearby earthquake, giving people a very brief time to react to a WARNING; hazardous chemicals could be released when a truck overturns on the highway—there is no alarm until after it happens; and shifts in winds and weather conditions can make wildland fire unpredictable.) Assign a potential community disaster to small groups of students. Have them create appropriate WATCH and WARNING statements and signals that could be communicated by radio to alert the community. Statements should include what is happening now and what the public should do.



Wrap-Up

As teams present their WATCHES and WARNINGS, listen for accurate information. Discuss how each of us gets information about potential disasters—media, weather radio, city officials, teachers and parents—and discuss what to do. Why is it important to follow directions during a WATCH or a WARNING?

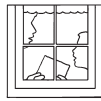


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Home Connection

Work as a class to create a list of safe places when a WATCH or a WARNING is announced or sounds in your community. For example:

- Tornado WARNING: Go to a basement or inner room with no windows and remain there until the WARNING ends.
- Hurricane WARNING: If told to evacuate, get to a main evacuation route immediately and go to a previously arranged safe place (friends or family further inland); or seek shelter at an inland motel or in specified community shelters.
- Wildland fires: If told to evacuate or if you are in danger from an approaching fire, evacuate immediately.
- Chemical spill: Follow specific directions for evacuation to a safe place or go indoors with windows and doors closed.



Linking Across the Curriculum

Science: Technology and Health

Assign a research team to use the Internet to search for information about weather radios. Have the team start with the National Oceanic and Atmospheric Administration (NOAA) and the National Weather Service at <http://www.weather.gov/nwr/> and instruct them to find and compare different weather radios and where they can be found in their community. Have the research team report to the class and discuss how weather radios can make a family safer.

Science: Life Science

Animals build their homes to stay safe from danger. Have student teams select an animal and create and label drawings to illustrate why its home is a safe place.

Language Arts: Communication

During an emergency, following directions is essential. Divide the class into teams of two or three. Give each student paper, colored markers, scissors, glue and other art materials. Have the teams sit on the floor, back-to-back so they can't see each other's artwork. Assign a leader and followers. The leader uses the art supplies to create a picture, giving specific step-by-step directions. Followers must listen carefully and complete each step. When the picture is complete, tell the teams to look at their artwork. How close were they? Did the leader give good directions? Did the followers pay careful attention? Were there problems? Why? How could they be solved? How does this apply to emergency situations?



Be Disaster Safe 3-5

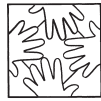
LESSON PLAN 3 Respond

Materials

- Sleeping bag or small cot, blankets, pillows, small suitcase, boxes
- Poster board sign: Emergency Shelter
- *Life in a Shelter*, 1 per student



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"Evacuation"

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

Science: Health; Language Arts: Writing

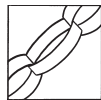
Before class: Move desks to clear only a small area in the classroom. Set up a small cot (or move a couple of desks together to create a bed). Place blankets and pillows on the bed and the suitcase and boxes around the cot. Put up a sign: Emergency Shelter.

1. As students come in, have them sit around the emergency shelter. Discuss the meaning of "evacuation." Where might students go if their neighborhood is evacuated? (Friends or family in other areas; motels along the evacuation route; and public emergency shelters.)
2. Distribute *Life in a Shelter* to student teams. Challenge each to write a disaster scenario and determine problems and solutions to living in a public shelter.



Wrap-Up

As students share their scenarios, be sure they understand when to go to an emergency shelter; what can be expected at a shelter; and how to try and live in close quarters with strangers. Discuss each group's stories and have the class add suggestions for making life better in a shelter.



Linking Across the Curriculum

Language Arts: Writing

Have students use their discussion and the information gathered about shelters to write diary entries for three days spent in a shelter. Make sure they include specific details about the day-to-day needs as well as descriptions of their emotions and those of others.



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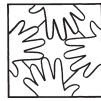
LESSON PLAN 3 Respond

Materials

- Local street maps
- *Call 9-1-1*, 1 copy per student



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"Call for Help"

SET UP 10 minutes CONDUCT 30 minutes

Language Arts: Communication; Science: Health

TEACHING NOTE If your community does not have 9-1-1 access, please use the correct number for emergency response.

1. Write 9-1-1 on the chalkboard and have students tell you what the numbers mean.

TEACHING NOTE Always use the dashes between the numbers so that students will read the number as nine-one-one, not nine-eleven. There is no 11 on the phone and people can be confused.

2. Distribute *Call 9-1-1* and work with students to answer the questions on page 1 of the activity sheet. Have students use maps to identify cross streets near their homes.

TEACHING NOTE Make sure to have copies of students' emergency records on hand in case students don't know the necessary information. If a child lives at more than one address, make sure he or she learns both addresses.

3. Call on volunteers to role-play as they follow the steps to make a 9-1-1 call. Students should set up the emergency, and act as the caller and the emergency dispatcher. For example:
 - There are flames coming from the window of my neighbor's home.
 - My friend fell from our tree house and can't move.
 - There's been an accident in front of my house.



Wrap-Up

As they role-play, be sure students speak clearly, give accurate information and follow directions.



Home Connection

Send home a copy of *Call 9-1-1* to place next to the home phone and for students to practice with their families.

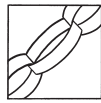


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Linking Across the Curriculum

Science: Health and Technology

Kids 9-1-1 at <http://www.maine911.com/kids/index.html> is a great site for learning about emergency calls. Have students click “Word Games,” then see if they can win a Junior 9-1-1 Officer Certificate at http://www.maine911.com/kids/junior_officer/index.html.

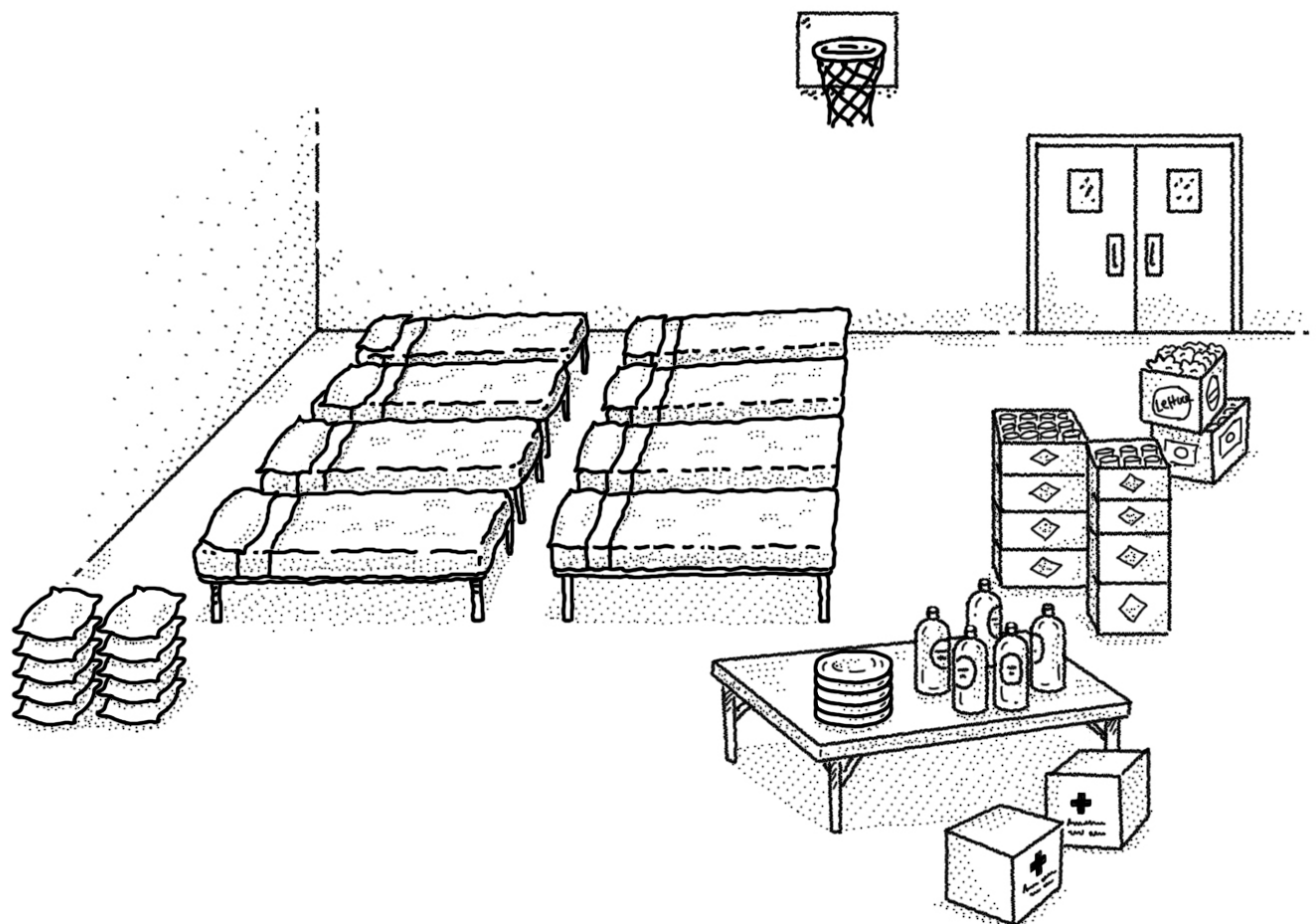


Life in a Shelter

Page 1 of 2

Name _____

Temporary emergency shelters may provide a person with a space large enough for a twin bed, including space to walk around the bed, plus bathroom facilities. Some shelters do not supply cots or sleeping bags, blankets, sheets, pillows, etc. People are expected to bring those with them, as well as their own disaster supplies.





Life in a Shelter

Page 2 of 2

Directions: With your team, follow the steps below to write a disaster scenario.

What has happened? (Describe the emergency situation and why so many people are at the shelter.)

What are the good things about the shelter?

What are potential problems?

How can you make the shelter a better place to be?





Call 9-1-1

Page 1 of 2

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:

The emergency:





Call 9-1-1

Page 2 of 2

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.

