



Hurricanes 3–5

Hurricane Safety



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

LESSON PLAN 4

Response and Recovery

Introducing children to the complexities of the evacuation process will help them understand how the community works to protect its residents.

Key Terms and Concepts

aftermath	hazard	representative
agency	myth	response
emergency warning	reality	
evacuation	recovery	

Purposes

To acquaint the students and their families with the reasons that the community may need to evacuate during a hurricane
WARNING

To improve the community response to evacuation orders

To guide students and their families to understand the dangers present after a hurricane and to help them discover community agencies responsible for response and recovery

Objectives

The students will—

- Define the term “evacuation” and brainstorm the situations that they think would call for an evacuation.
- Read *Hurricane Evacuation—Myth Versus Reality*. Research to discover factual information to dispute the myths about emergency evacuation on the activity sheet.
- Take home *Hurricane Evacuation—Myth Versus Reality* to discuss with their families. (Home Connection)
- Create a comparative population time line to see why evacuation orders must be set earlier because of an increase in population over the past 50 years. (Linking Across the Curriculum)
- Create a class list of agencies that respond to community emergencies.
- Use *Help Is on the Way* to discuss each agency’s roles and responsibilities, especially in the aftermath of a hurricane; invite representatives from these agencies to participate in a roundtable discussion on community response.
- Create and distribute posters to help the people in the community know what to do after a hurricane.



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- Write and perform skits about the actions that both the community and individuals should take after a hurricane. (Linking Across the Curriculum)
- Videotape roundtable discussions and use them as the basis for a community action program for a local cable access channel. (Linking Across the Curriculum)
- Write thank-you notes that describe how the class has put the information from the roundtable discussion to work in the community. (Linking Across the Curriculum)

Activities

“Evacuation”

“Help Is on the Way”



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Materials

Hurricane Evacuation—Myth Versus Reality, 1 copy per student



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"Evacuation"

SET UP 10 minutes CONDUCT 35 minutes

Language Arts: Research; Fine Arts: Drama



1. Ask students to define the term "evacuation." What does it mean? From what situations might they be asked to evacuate or might they decide to evacuate? Explain.

Answers

To evacuate is to move from an unsafe location to safety.

You need to evacuate if—

- Your home or community is vulnerable to a storm surge, flood or wind damage.
- You live in a mobile home.
- You live on the coast or an island.

(Make sure students carefully consider each of the items above.)

2. Distribute *Hurricane Evacuation—Myth Versus Reality* (page 1). After the students have read the handout, ask them to discuss each myth.
3.  Give student groups time to research the aftermath of several historic hurricanes, such as Hurricanes Georges, Hugo, Katrina or Rita, to help them determine what is untrue in each statement.
4. Then, ask the student researchers to conduct a "reality check" for each myth and rewrite each as a true fact. Distribute *Hurricane Evacuation—Myth Versus Reality* (page 2) to compare and confirm the students' research.



Wrap-Up

In class, discuss—

- Why myths about hurricanes develop.
- The potential dangers of these and other myths.
- How students can dispel these myths among their friends and families.

Have groups enact short skits in which they answer the following statements, using information from their research and their "myth busting."

- "I've lived here all my life and I've weathered hurricanes before. I can do it again."
- "I can't stand the traffic jam that an evacuation order will create."
- "I can't afford to evacuate."
- "I'm afraid to leave my home unprotected. Someone might loot it."



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- “I think it would be fun to experience a hurricane. My friends and I are going to camp out in my apartment and have a hurricane party.”

TEACHING NOTE An evacuation order or advisory is a very real possibility during a hurricane WARNING. Use the information in “Family Disaster Plan” (in the *Be Disaster Safe* module) to help the students and their families be ready for an emergency.



Home Connection

Distribute copies of *Hurricane Evacuation—Myth Versus Reality*. Have the students share the myths and facts with their families.

Ask the students to interview family members on the topic of myths they have heard about hurricane evacuation or about the number, timing, severity or impact of hurricanes.

Social Studies: Geography

Due to the increasing population in coastal areas, evacuation is becoming more difficult and officials must issue evacuation orders earlier. Assign different coastal cities to groups of students and have each group find population figures for the past 50 years. As a class, create a comparative population time line of coastal cities.

Have the students use this information along with their study of myths and facts to develop editorial cartoons that support following evacuation instructions.



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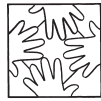
Response and Recovery

Materials

- *Help Is on the Way*, 1 copy per student
- Hurricane Safety (in the Background) (optional), 1 copy per group
- Poster board or construction paper
- Pens, markers or crayons



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"Help Is on the Way"

SET UP 20 minutes CONDUCT two 45-minute classes

Language Arts: Writing

TEACHING NOTE If students have not participated in activities that would help them recognize the specific problems a community faces in the aftermath of a hurricane, have them read and discuss the information in the Hurricane Safety section in the Background to this module.

1. Tell the students that, after a hurricane, response and recovery agencies help the community start the long road to recovery. Work with them to list agencies involved in community response. (Make sure they include law enforcement, fire and emergency services, public works, utility companies, the health department and volunteer organizations.)
2. Distribute *Help Is on the Way*. After the students have read the information, lead a discussion of each agency's roles and responsibilities. After a hurricane, what tasks might each of these agencies undertake?
3. Divide the students into groups and assign an agency to each. Each group will write a letter to its assigned agency inviting a representative to participate in a roundtable discussion on response and recovery after a hurricane.
4. Have the groups prepare questions and points for discussion on, for example—
 - The dangers and problems facing a community after a hurricane.
 - The specific duties of the different agencies.
 - The way agencies work together.
 - The ways the students can support these response and recovery efforts.



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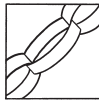
Wrap-Up

After the roundtable discussion, have the students convert the information they have gathered into posters that can be copied and posted around the community. Include post-hurricane safety tips on all posters:

- Stay away from fallen trees and power lines.
- Do not play near broken water lines or sewer lines.
- Be careful of insects, snakes and other animals driven to high ground by floodwaters.
- Do not drink water from the faucet until authorities tell you it is safe.
- Listen to the radio or television for advice and help.

Illustrate the responsibilities of the various community agencies and community volunteers on the posters.

Work with local businesses to copy and display the posters in stores and offices around the community.



Linking Across the Curriculum

Fine Arts: Drama

Challenge the students to write and perform skits for a PTA meeting that illustrate community action and personal responsibility after a hurricane.

Language Arts: Discussion

Have the students videotape the roundtable discussion and use it as the basis of a community action program for the local cable access channel. The students will need to write and tape introductions, transitions and conclusions for the program.

Have the students write group thank-you notes to the roundtable participants. The notes must include a summary of what they learned and an explanation of how the class is putting the information to use in the community.



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Hurricane Evacuation— Myth Versus Reality

Page 1 of 2

Name _____

Directions: Many myths about hurricanes and hurricane evacuation present misinformation. Research to find the facts to dispute each statement below.

Myth 1

It is safe to go outside during the “eye” of the storm.

Myth 2

Even if I am told to evacuate, I know I can ride out the storm.

Myth 3

I have been through a hurricane before and it is not that bad.

Myth 4

If I evacuate and the hurricane does not hit my area, it was a false alarm.

Myth 5

I live far enough away from the coast that I do not expect I will be told to evacuate, so hurricanes are not a problem for me.





Hurricane Evacuation— Myth Versus Reality

Page 2 of 2

Reality 1

Beware of the calm center of the storm, called the “eye.” It lasts only a short time, and the most intense part of the hurricane comes just before and just after the eye has passed through the area.

Reality 2

Ninety percent of deaths in a hurricane are caused by coastal flooding. Evacuation advice is given so people can leave the threatened area in time.

Reality 3

Many people may have experienced the fringes of a hurricane and believe they have “weathered” a storm. The severity of a hurricane is much greater toward its center, or eye. Listen to the advice of your local officials.

Reality 4

With so many people living along the coast, it takes a lot of time to evacuate. There may be very short notice that the hurricane is going to come ashore, or the storm may be erratic and it may be hard to pinpoint exactly where it will make landfall. Therefore, it is essential to listen to the advice of local officials and evacuate when you are advised to do so.

Reality 5

Even though you do not live along the coast, as a hurricane comes ashore it can bring high winds, heavy rains, tornadoes and inland flooding. Local officials will advise you of the best action to take. Listen to their advice.





Help Is on the Way

Page 1 of 1

Name _____

Directions: Read about the responsibilities of each of the community agencies below. Then, talk about what these agencies might do to help the community in the aftermath of a hurricane.

Armed forces:

assist where they are needed

Emergency management:

coordinates disaster response for the community; opens Emergency Operations Center

Fire department and emergency medical services (EMS):

respond to fires, hazardous material emergencies, search and rescue situations, medical emergencies

Health department:

evaluates the safety of the water supply; controls insects and vermin (rats)

Law enforcement:

ensures safety, crime prevention, traffic control

Public works:

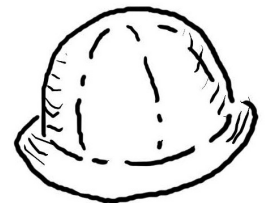
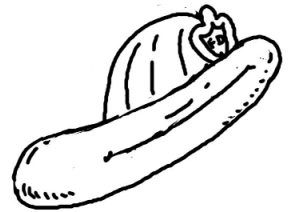
remove debris; clear roads

Utility companies (electricity, gas, water, telephone):

repair downed wires; get services back on line; fix breaks

Voluntary organizations (Red Cross, Salvation Army, religious groups, etc.):

provide shelter, food, clothing, and emergency assistance; assess damage; and help families deal with loss and emotions



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