



Be Disaster Safe 3–5

In the Community



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

LESSON PLAN 5

Emergency Management

Learning that there is a system in place and that agencies cooperate to take care of the community's needs during emergencies and disasters reassures and supports students.

Key Terms and Concepts

community response	Humane Society	utility companies
emergency medical services	government agencies	volunteer organizations
health department	law enforcement	
	public works	

Purpose

To introduce the students to the people and agencies that are ready to help the community

Objectives

The students will—

- Read *Help Is on the Way* to discuss and then select an agency to learn and report on its role in community disasters.
- Set up emergency scenarios and invite representatives from emergency management to discuss which agencies would work together during such an emergency. (Linking Across the Curriculum)
- Use *Emergency WATCHES and WARNINGS* and local maps to discover specific geographical descriptions that identify where they live and whether a WATCH or WARNING applies to them.
- Take home *Emergency WATCHES and WARNINGS* to help families understand emergency information for their community. (Home Connection)

Activities

“Who Helps Us?”

“Where’s the Emergency?”



Be Disaster Safe 3-5

LESSON PLAN 5

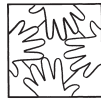
Emergency Management

Materials

- *Help Is on the Way*, 1 copy per student
- Newspapers and magazines or Internet news stories



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"Who Helps Us?"

SET UP 10 minutes **CONDUCT** 20–30 minutes, plus research and presentation

Social Studies: Civics; Language Arts: Research and Media Literacy

1. In an emergency, whether it is a natural disaster or a human-caused event, a variety of response and recovery agencies work together to assist the community. Guide students to create a class list of agencies that help the community during an emergency. (Answers will vary, but may include—the fire department, emergency medical services, the health department, law enforcement, public works, utility companies, volunteer organizations, the armed services and the Humane Society.)
2. Distribute *Help Is on the Way*. Discuss each of the groups highlighted on the activity sheet. Have students seen these groups at work in their community? Explain.
3.  Divide the class into teams. Assign to each team a group or agency from the activity sheet. Have teams search through newspaper, magazine and Internet news stories to find examples of ways these groups support the community before, during or after an emergency situation.



Wrap-Up

As student teams present their findings, make sure they explain the importance of the agency they researched and why it is needed before, during and after an emergency.



Linking Across the Curriculum

Social Studies: Civics; Language Arts: Writing

Have students work together to write emergency scenarios—severe weather, residential fire, wildland fire, broken dams or bridges, and a hazardous chemical spill. Invite representatives from community emergency management to discuss which agencies would work together during such an emergency and how they would coordinate their efforts.



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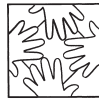
LESSON PLAN 5 Emergency Management

Materials

- *Emergency WATCHES and WARNINGS*, 1 copy per student
- Local maps showing roads, counties, towns and landmarks



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"Where's the Emergency?"

SET UP 10 minutes CONDUCT 20-30 minutes

Social Studies: Civics and Geography

1. Have students discuss ways they become aware of possible danger from severe weather. (Emergency sirens, radio announcements, television and radio bulletins, and maps.) How do they know if the warnings apply to them?

TEACHING NOTE If your community has a severe weather warning system, check to find out the testing times and the sound of the siren. If there are sirens or other signals to notify residents of specific hazards in your community, such as a tsunami, a volcano or a refinery leak, take this opportunity to describe the warning system and review the expected actions. Add this to the step above.

2. Distribute *Emergency WATCHES and WARNINGS* and local maps to small groups of students. Discuss the difference between a WATCH and a WARNING. Then, have the students complete the bottom half of the activity sheet to describe where your community is located.

TEACHING NOTE See Lesson Plan 3: "What Do I Do Now?" for definitions, a discussion and an activity on WATCHES and WARNINGS.



Wrap-Up

Use student handouts and your own questions about the community's location to determine if students are able to pinpoint their community on a map and understand location descriptions in WATCHES and WARNINGS.

Sample Questions:

- You hear a tornado WARNING for Putnam County. Should you be concerned?
- A flood from a hurricane will have a great impact 75 miles west of the coast. Should you be concerned?
- The Chattahoochee River northwest of the city is almost at flood stage. Should you be concerned?



Home Connection

Have students take home *Emergency WATCHES and WARNINGS* to share with family members to help them understand WATCHES and WARNINGS during an emergency.



Help Is on the Way

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Name _____

National Guard:

assist where they are needed

Emergency manager:

coordinates disaster response for the community;
opens Emergency Operations Center

Fire department and emergency medical services (EMS) system:

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

Health department:

evaluates the safety of the water supply; controls insects and
vermin (rats); reaches out to the public for disease prevention

Humane Society:

Finds and shelters stray animals during an emergency

Law enforcement:

ensures safety, crime prevention, traffic control

Public works:

remove debris; clear roads

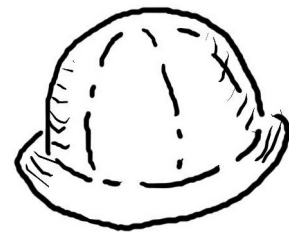
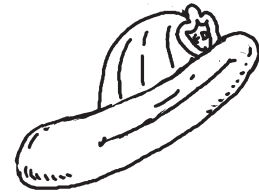
**Utility companies (electric, gas,
water, telephone):**

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



American Red Cross





Emergency WATCHES and WARNINGS

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Name _____

It is important to understand what emergency bulletins on radio and television mean and whether or not they apply to you.

WATCH

A severe weather WATCH means severe weather may be on the way. Be ready to take steps to get to safety if conditions become worse.

WARNING

A severe weather WARNING means severe weather is happening right now. Get to safety right away.

What kinds of severe weather or emergencies might you experience near your home?

Where do you live?

City or Town: _____

County or Parish: _____

State, Province or Territory: _____

Area within the state, province, or territory: (Circle any that apply.)

North South Central East West

Area within the county or parish: (Circle any that apply.)

North South Central East West

Nearest and most notable geographic feature, such as a river, mountain or lake:

