



Patriotism *through* Preparedness

Helping Families Prepare for Disasters





Patriotism *through* **Preparedness** *Helping Families Prepare for Disasters*

**4-H Youth & Development Program Specialists
Texas Cooperative Extension
The Texas A&M University System**

Developed in cooperation with

Texas Department of State Health Services



Patriotism through Preparedness

Helping Families Prepare for Disasters

Thank you for participating in the Extension Disaster Education program to help Texas families prepare for disasters. You are playing a key role in helping make Texas families safer if a natural or human-caused disaster occurs in our state.

This curriculum contains six lessons that follow a “learn by doing” format to meet fourth-grade children at their developmental level. These lessons will allow your class to become a special part of Texas 4-H, the youth development program of Texas Cooperative Extension, a part of the Texas A&M University System.

Each lesson includes:

- Objectives
- Curriculum goals that conform to those outlined in Texas Essential Knowledge and Skills, 40 Developmental Assets (by the Search Institute) and the Targeting Life Skills Model
- Supply list
- Class instruction materials presented into a “Say/Do” format
- Important or difficult words that could be used as vocabulary or spelling words for the students. These words are italicized, and a definition is given in the right column.
- Classroom activities or work sheets
- A rap, cheer or yell for most of the lessons, to help reinforce the concepts taught. You may put these on an overhead transparency, write them on a poster board to display in your classroom or make individual copies for each student.
- Take-home letters and activity sheets explaining the steps that families need to take to prepare for disasters. Each day the students will have an assignment that will involve their families. They will bring those back to you on the next school day and you will need to collect them. You may assign a grade or just mark participation at this time. **Please keep the assignments until the end of the unit and then send them back to the families.** We want the families to have the information to keep in case of a real disaster. Also, these assignments may contain some confidential information such as phone numbers. Please do not share this information with others.

This curriculum was developed by the 4-H and Youth Development Program of Texas Cooperative Extension. Your county Extension agent can help you enlist special speakers, obtain completion certificates and learn more about disaster preparedness. To contact the county agent, check the telephone book under county agencies or visit the Web at texasextension.tamu.edu.

More information about disaster preparedness is available at texashelp.tamu.edu. This site has information about specific disasters, agriculture and natural resources responses to disasters, brochures for families and links to other sites specifically for children.

Again, thank you for being willing to help children and families in Texas be safer before, during and after a disaster.





Program Assessments

To help us evaluate the effectiveness of this curriculum and improve it in future years, please photocopy and complete the teacher and student assessments below. Then please return the forms to your local county Extension agent or curriculum coordinator.

Also, please complete a 4-H Group Enrollment Form (available on the Web at tx4-h.tamu.edu/publications/) each year that you participate in the program. Thank you!

Student assessment

Pre-test questions to ask your students (indicate number of yes and no answers)

- | | | |
|---|-----------|----------|
| 1. Has your family talked about what to do in case of an emergency? | Yes _____ | No _____ |
| 2. Does your family have a plan of what to do in an emergency? | Yes _____ | No _____ |
| 3. Does your family have a kit of supplies in case of an emergency? | Yes _____ | No _____ |

Post-test questions to ask your students (indicate number of yes and no answers)

- | | | |
|---|-----------|----------|
| 1. Did your family talk about what to do in case of a disaster? | Yes _____ | No _____ |
| 2. Did your family make a family disaster plan? | Yes _____ | No _____ |
| 3. Did your family make a disaster supply kit? | Yes _____ | No _____ |

Teacher assessment

	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1. The materials were easy to use.	5	4	3	2	1
2. The curriculum was age appropriate.	5	4	3	2	1
3. Families cooperated in completing take-home assignments	5	4	3	2	1
4. Student attitudes about disaster preparedness have improved.	5	4	3	2	1
5. This material is appropriate for my school.	5	4	3	2	1
6. The lesson plans are complete enough so that minimum preparation is required.	5	4	3	2	1
7. I would recommend this material to other volunteers/ teachers	5	4	3	2	1





What is a Disaster?

Objectives

The students will:

Determine what a disaster is.

Sort disasters by their causes.

Learn that they are a part of a statewide program to help keep our nation safe.

Developmental Assets

32. Planning and decision making; 5. Caring school climate

TEKS

Social Studies 7A

Life Skills Model

Responsible Citizenship; Personal Safety; Planning/Organizing

Supplies

Texas map

White board or chalk board

Markers

Tape (Transparent or masking)

Disaster Cards, photo copied from *Disaster Master* game

Computer with Internet access

Parent Letter #1, one copy for each child

Copy of *Preparation Yell* on transparency, poster board or individual copies for each child

Say

We like to say that everything is bigger and better in Texas. Even our disasters can sometimes occur on a much bigger scale than those of other states.

Because Texas is such a large and varied state, Texans must be prepared to handle a variety of risky situations. The Panhandle must be prepared for an influenza *epidemic*; the Hill Country faces floods; the Gulf Coast is at risk for *chemical spills*; and the Rio Grande Valley may be open to hurricanes.

Do

Show a map of Texas.

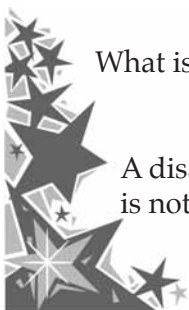
Epidemic: A sudden, rapidly spreading outbreak or growth of disease

Chemical spill: The fall or flowing out of a chemical substance by accident

Let the students answer.

What is a *disaster*?

A disaster is something that does not occur every day. A disaster is not normal. A disaster can cause harm to people or property.





Say

What kinds of harm could a disaster cause?

When a disaster occurs, people must respond. There may be plenty of warning before a disaster (a hurricane, for example) or no warning at all (such as a power failure).

A disaster can be natural, such a tornado or ice storm. A disaster can also be an accident, such as a chemical spill or train derailment.

A disaster can also be caused by people, in situations such as a bombing or other acts of *terrorism*. Have you heard of terrorism?

Who will help us in a disaster?

Our community leaders have planned for *crisis* situations to make sure that we have the *resources* available when we need them to respond to disasters.

The Texas Department of State Health Services, Texas Cooperative Extension and Texas 4-H have joined to help you and your family be safe. These governmental agencies reach every county in Texas. They are working together with local officials to help you prepare before a crisis occurs.

Do

Disaster: Something (as a flood or tornado) that happens suddenly and causes much suffering or loss

Write the students' answers on the board.
Discuss their responses. They may have fears and negative emotions. Don't discount those emotions, but help the students identify their feelings.

Terrorism: Using the threat of illness or violence, especially as a way to achieve a goal

Let the students answer.

Crisis: An unstable or difficult time or state of affairs

Resources: A usable stock or supply (as of money, products, or energy)



Say

One way we can be ready for a disaster is to make a plan. When you make a plan to be able to handle a possible future disaster, you are taking a stand for your community and your country. Being ready for an emergency and knowing just what to do helps keep your family safe. It also helps you to prevent problems. And it can even help you help other people.

What can we Texans do to get ready for any kind of disaster?

In many cases, the best protection is to learn before the disaster occurs what to do during one. Having a plan of action and practicing beforehand will help you make good decisions when and if a disaster occurs.

Before a disaster, you will need to know a contact number to call so you can find all of your family.

During a disaster, you need to know emergency procedures and follow them:

- If an emergency arises, you or a family member may need to call the police, the fire department or an ambulance to help out. If these people are needed, they can be reached by dialing 9-1-1.
- You will also need to make sure that the right people know where you and your family are and whether anyone is injured.
- Sometimes before taking any other action, we will need to wait for instructions from the proper *authorities*.

What part can fourth graders and their families play in that preparation?

Do

Explore these groups with the students. Have they heard of these agencies?

Let the students brainstorm.

Authority: A person looked to as an expert, having powers of government

Help the students think of positive steps they can take. Children at this age are likely to think that they can't contribute or that they have little control over their future.



Say

By including your whole family in the preparation process, everyone will know exactly who must do what. Your parents will be better able to stay calm if they know that their children are secure.

Families can work with others in their community to help make sure that elderly people or people with special needs are safe also. Paul Revere, a hero of the American Revolution, is the symbol for these lessons because he made a plan, he took a stand, and he helped his neighbors to be ready for an emergency.

In these lessons, you will learn exactly what you need to do to be like Paul Revere. You will know how to be ready for an emergency, and you'll be able to spread the word to your family and friends, so they can be ready, too. You will be participating in a special 4-H program. So make a plan, and take a stand!

Now let's play a game called *Disaster Master*. In this game, we will learn about some of the causes of disasters.

At the end of most of the lessons, there will be a rap or cheer to help you remember what we learned that day. The first one is the *Preparation Yell*:

We are ready! (Raise arms upward, making muscles)

We are steady! (Place fists on hips, arms akimbo)

Gonna stock up! (Cross arms over chest)

Have to listen up (Cup hands behind ears)

And sit tight! (Crouch down)

Here is a letter I would like for you to take home to your families. It explains some of what we will be learning about preparing for emergencies.

Do

Follow the directions on the *Disaster Master* handout.

Show students a copy of the *Preparation Yell* on transparency, poster board or individual copies.

Distribute a copy of *Parent Letter #1* to each student.





Disaster Master

Materials

White board, tape, copies of Disaster Master Cards, computer with Internet access

Activity steps

1. Talk with the students about disasters and what might cause them.
2. Divide the students into several equal groups based on your class size.
3. Distribute the disaster cards.
4. Divide the white board into three categories. Title the categories, *Natural*, *Accidental* and *Caused by Humans*. (Some disasters, such as mud slides or car accidents, may have natural as well as human causes.) Let the groups discuss their cards and their causes.
5. Have the students tape the cards into the right categories.
6. Let each student choose one disaster to research on the Internet. Each student should look for the damage or harm caused by each disaster and find out whether it can be prevented. Let each student decide how he or she will share the information (For example, oral presentation, dramatic play, visual art or written paper).





Be Ready

Objectives	The students will: Learn the steps of making a plan. Understand why making a disaster plan will help keep them safe. Participate in creating a disaster plan.
Developmental Assets	32. Planning and decision making; 26. Caring; 8. Youth as resource
TEKS	115.6 Health 4E, 11E
Life Skills Model	Planning / Organizing; Communication; Keeping records; Responsible citizenship; Decision making
Supplies	<i>It's a Plan Step Cards</i> activity sheets (one copy for every four students) Scissors Sentence strip or card stock cut into long strips Tape, transparent or masking One for each student: A map or a photocopy of a map of your town or county Ruler Map scale for the local map <i>Disaster Word Find</i> activity sheet Pencil <i>Parent Letter #2</i> <i>Family Emergency Plan</i> activity sheet Wipe-off board or blackboard Wipe-off markers or chalk Copy of the <i>Be Ready Cheer</i> on transparency, poster board or individual copies for each student

Say

Today we will talk about making a *plan* in case of an emergency or a disaster, such as a tornado or flood or a train crash. A plan is a method of doing something or achieving a goal. When people make plans, they do some thinking beforehand and often that thinking results in something written down or pictured, such as a list of groceries to buy or a house plan that is drawn up before a builder starts working.

Now let's play a game called *It's a Plan* to figure out what steps we will need to take to make a plan and in what order we should take them.

Do

Plan: A method of doing something or achieving a goal

Follow the *It's a Plan* game instructions.





Say

People have been making plans for thousands of years. A very important plan in our nation's history was Paul Revere's plan to warn people in America if British troops invaded Massachusetts.

In 1775, Paul Revere arranged to have a friend watch for the British soldiers. The friend agreed to hang either one or two lanterns in a church tower when he saw the soldiers. One lantern would mean that the British were coming by land; two lanterns would mean that they were coming by sea. People several miles away would be able to see the lantern, just in case Paul Revere could not warn them all.

Each night, Paul Revere and his friend William Dawes looked up at the church tower to check for a warning. On the night of the British invasion, they saw two lanterns glowing in the tower. Knowing that the British were attacking by boat, they rode their horses from Boston through the countryside telling everyone that the British soldiers were coming. Their warning helped the people of Massachusetts to prepare for the attack.

What are some other situations today in which a plan is needed?

Having a plan can help everyone be safer and feel better. Everyone knows what the goal is and what is expected of everyone. If you decided to go camping without a plan, you might get there and have no food. Or if you tried to build a house without a plan, you might not include any windows, or you might forget to install a toilet.

A plan also can help you know what to do in an emergency. If a disaster happens in our community, you and your family will need to know where to go and what to do. When a disaster occurs, some people become upset and confused.

To help people in our area be safe, our local, state and United States governments have plans in case of an emergency. Your family can be a part of that effort by making a simple plan for yourselves.

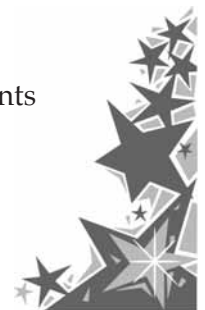
How many of you spend all day every day with your family? Tell me all of the different places your family goes during the day.

If a disaster happened during the day, how would you get together again? What might keep you apart?
[Examples: No power, road closures, schools may be evacuated.]

Do

Allow the students to respond.

Let the students respond.



Say

Now let's play a game to figure out how our families might meet together if a disaster occurred in our community.

Families are most likely to be separated during the day, when the adults are at work and the students are in school. If a disaster occurs during the day, it's important to know what to do in case your family members are separated.

Now let's think of some places where you and your family could meet if a disaster occurs in our area. Each of you should choose two places where your family could meet. The first should be near your home in case of a sudden emergency, such as a fire. What would be a good place near your home?

The second place should be outside your neighborhood. What are some reasons that you would need another choice for a meeting place?

There are lots of reasons that you might not be able to meet at a place near your home. You might be at school or a sports practice, and the police might not allow you to return home. Or, the roads could be closed because of flooding.

If something happened and you could not get to your family's chosen meeting place, you would need another place to meet. What would be your next choice?

Let's talk about these second locations to meet. How close are they to where everyone is during the day? Would they be easy for everyone to reach? How safe would they be?

You and your family will also need to choose a person outside your immediate family to be a *contact* person. This contact person will be someone you can communicate with in an emergency and

Do

Conduct the *Where are You?* activity.

Write on the board some possible locations for families to meet near their homes.

Allow the students to answer.

Let the students answer.

Help the students evaluate proximity and safety of those locations.

Contact: A person with whom you establish communication, especially someone distant



Say

who lives outside our area. Choose a person whom everyone in your family can call. That person can keep track of where you all are and let the adults know whether everyone is safe.

A good person to be a contact would be a friend or relative who does not live in our town. Once you've decided who will be your contact person, you will need to learn this person's full name, address and phone number or write down the information and keep it with you if you can't remember it all.

It is also a good idea to have a second contact person, one who lives in another state, just in case our whole area is shut down. What do you think this person would need to know if your family were in a disaster?

If you are away from home during an emergency and can't reach your parents, you will need to tell your special contact where you are, how to reach you and what happened.

There are a few other things you and your family should think about. Which hospital would you go to if a family member were injured or ill? If the radio or health authorities asked you to stay in your home, what is the safest place to go in the house? Where would you go if the authorities told you to evacuate?

You'll also need to discuss what to do with your pets. Pets (other than service animals such as seeing-eye dogs) usually are not permitted in public shelters or other places where food is served.

And, you'll need to contact your local *emergency management agency* to find out about emergency animal shelters. You can call your county health clinic to locate your emergency management agency

Finally, it is important that you keep all of these emergency numbers by the telephone and keep them with you in your backpack or wallet.

By figuring out all of these answers now, your family will not waste time and energy during a time of crisis. Just as for a football play, each member of your family will know what action to take when an emergency occurs.

Do

Let the students discuss possible answers.

Emergency management agency:
A group chosen by the government to plan for and keep your community safe in a disaster



Say

Here is a word find that lists some disasters that people face in our world today. It's good to be aware of the different kinds of problems that we may have to deal with some day, so we can prepare for them and be ready if they occur.

Now let's chant the *Be Ready Cheer*:

**In a disaster, it's safety we're after.
If you're scared, then get prepared.
Keep it calm, and you will never go wrong.
Have everything you need, and you will succeed.
If you're left behind, your family you must find.
Sit tight and everything will be all right.**

Here is a letter I would like for you to take home to your parents or grandparents. It explains some of what we are learning about preparing for emergencies.

Also, please give them the copy of the *Family Emergency Plan* and ask them to fill it out with you. Tomorrow, please bring it back to class.

Do

Distribute the *Disaster Word Find*, and give the students time to work on them.

Show a copy of the *Be Ready Cheer* on transparency, poster board or individual copies for the students.

Distribute copies of *Parent Letter #2* and the *Family Emergency Plan*.





It's a Plan

Materials

It's a Plan Step Cards for each group of students, pair of scissors, sentence strip or card stock tape, tape

Before class

1. Make copies of the *It's a Plan Step Cards* sheet.
2. Cut the cards apart.
3. Attach each step to a sentence strip or piece of card stock that is long enough to reach around a student's head.
4. Use tape to secure the ends so that it fits like a crown on a student's forehead.

During class

1. Using the definition of plan given in the notes, ask the children to think of the steps for making a good plan. Let students brainstorm awhile.
2. Divide the students into equal groups of four or more.
3. Distribute a set of four *It's a Plan Step Cards* crowns to each group and ask the children to keep them behind their backs. Explain that one of the steps of a good plan is on each crown.
4. Ask the students to listen to all the directions and not to move until you say "Go." Then the students will need to:
 - a. Each put a crown on his or her own head.
 - b. Rely on their teammates to read what the strips say.
 - c. Line up in the order they think will make a good plan.
 - d. The first team to get in the right order will be the winners.
5. Announce "Go." If you notice that some members of a group have low communications or reading skills, give them help. The winning order is:
 - a. Know what the problem is.
 - b. Think of ideas on how the problem could be solved.
 - c. Think of the good and bad results of each idea.
 - d. Make a decision and do it!





Where Are You?

Materials for each student

Local map, map scale for the local map, ruler, pencil

Activity steps

1. Give to each student a pencil, ruler, a copy of the map of your area and the map scale.
2. Ask the students to mark on their maps where each of their family members would be at 10 o'clock on a typical weekday morning.
3. Ask them to use the ruler and the map scale to add up the total distance from each family member to the others.
4. Ask the students to estimate how long it would take for the whole family to meet each other.
5. Help the students find a central location that might be a good meeting spot for all their family members in case of an emergency.





Disaster Word Find – Answer Key

Z	O	L	J	E	E	P	I	D	E	M	I	C	B	N
T	X	Q	A	X	H	U	R	R	I	C	A	N	E	D
O	I	L	S	P	I	L	L	V	T	I	S	O	I	L
R	C	G	D	L	C	Y	K	T	H	N	U	T	S	F
N	B	I	M	O	F	A	E	D	G	C	B	X	V	K
A	M	P	V	S	I	R	W	T	M	I	D	G	E	B
D	V	U	O	I	R	Z	L	H	E	T	A	N	H	R
O	S	D	O	O	L	F	Q	G	J	F	H	I	C	C
J	I	K	R	N	H	U	R	U	K	S	P	B	N	O
Y	W	I	E	W	X	O	N	O	A	X	H	M	A	E
P	S	I	C	E	S	T	O	R	M	I	T	O	L	I
M	T	S	U	N	A	M	I	D	E	Z	L	B	A	N
M	D	T	O	B	U	T	U	L	W	S	M	X	V	J
G	H	W	S	O	E	K	A	U	Q	H	T	R	A	E
E	H	S	A	R	C	V	X	I	N	U	Q	G	K	T

Avalanche

Crash

Epidemic

Hurricane

Terrorism

Bombing

Drought

Explosion

Ice storm

Tornado

Civil unrest

Earthquake

Flood

Oil spill

Tsunami





Be Steady

Objectives	<p>The students will:</p> <ul style="list-style-type: none"> Understand results of stress. Learn relaxation techniques that would be appropriate during stressful situations.
Developmental Assets	32. Planning and decision making; 30. Responsibility; 33. Interpersonal competence; 37. Personal power
TEKS	Physical education 4F; Health 9E; Language arts 2A, 4A
Life Skills Model	Stress management; Responsible citizenship; Contributions to a group effort
Supplies	<p>For each student:</p> <ul style="list-style-type: none"> Six small slips of paper Pencil Balloon 4-H is...4 You brochure Community Diagram activity sheet Parent Letter #3 Feelings During a Disaster activity sheet <p>Poster board</p> <p>Copy of the <i>Be Steady Yell</i> on transparency, poster board, or individual copies for each student</p> <p>Tape (transparent or masking)</p> <p>CD or tape of soothing music</p> <p>CD or tape player</p>

Say

Paul Revere and other heroes of the American Revolution were not the only heroes in our country's history to have made a plan and taken a stand during a time of national crisis.

Throughout our history, ordinary Americans have taken a stand to keep the United States a strong, independent nation. For example, during World War II, U.S. soldiers fought bravely to capture Iwo Jima, an island south of Japan. In 2001, rescue workers at the World Trade Center risked and many gave their lives to help others escape from the buildings attacked by terrorists.

Do

Distribute two slips of paper to each child.





Say

But there are still other kinds of emergencies we need to be ready for. Think about a time when you might be scared. On one of your slips of paper, write down what your *physical* and *emotional* feelings might be during a frightening time.

[Examples: crying, breathing fast, heart rate increasing, stomach hurting, sweating, panicking, becoming agitated and wanting to run away.

If a disaster happened, how do you think you would feel? If you knew a dangerous hurricane was coming to your town, what would you think about?

It is very natural to be scared or worried during a disaster. You can't control such things as the direction of rain or the amount of damage from a hailstorm.

What you can control is how you act in response to that situation. The best way to handle a crisis is to stay *calm* and steady.

Knowing whom to call or where to go in an emergency can help you stay calm. What does *calm* mean to you?

On another slip of paper, write down some calm feelings, such as breathing slowly, relaxed muscles or a feeling of peace.

Compare the feeling of being calm to the feeling of being upset.

Your brain works better if it is not going a hundred miles an hour. The best way to stay calm is to have a plan and follow it. A plan will help you remember whom to call, where to go and whom to trust for information.

Do

*Physical: Of the body
Emotional: Mental
and bodily reaction (as
anger or fear) along
with strong feelings*

Allow the students to write down their feelings. Then gather the slips of paper and tape them on the board.

Let the students talk about their feelings.

*Calm: Free from
disturbance, even
when there is a reason
for excitement*

Let the students talk about the differences between the two emotions.



Say

Stress is the way we react to change. That reaction can be shown in our emotions and our physical body. Stress can be a reaction to a good event, such as going on vacation, or a scary event, such as a car accident. What types of reactions would you have to each of these examples?

Besides having and following your plan, another action you can take to help you stay calm is to breathe deeply. When our stress levels rise, our breathing gets faster and we don't take deep breaths. This is called shallow breathing.

We can relax if we think about our breathing, slow down and deepen each breath. *Abdominal* breathing is very deep breathing. It takes practice, but it can help you stay calm in a crisis.

Let's practice some abdominal breathing so we can be able to calm ourselves during a tense time.

You may also calm down by using muscle relaxation exercises. To do them, you focus on different muscle groups in your body and relax them on purpose.

Now let's demonstrate how our body reacts when we're in a tense situation.

Sometimes when you're young, you feel as if what you do doesn't count. But if you can stay calm and focused during a stressful situation, you will help others around you feel better also.

What does *community* mean to you? Community means those who are in a certain area who are working together toward the same goal.

Do

Stress: Bodily or mental tension or upset

Allow the students to describe possible reactions to these situations.

Abdominal: Related to the stomach area

Conduct the *Abdominal Breathing* activity. You may want to dim the lights, play soothing music and choose a calm time to conduct the activity.

Follow the directions to the *Blowing Up* activity.

Community: The people living in an area



Say

Let's think about all the people who can be part of our community.

Your school, church, clubs or neighborhood can each be a community. By working together, you can help keep your neighborhood safe in a disaster.

Some ways you may help your community include sharing information, sharing food and helping those who may be elderly disabled.

A group in our community that helps others is 4-H, an organization for kids.

Now let's do the *Be Steady Yell*:

Go fight, win—go, stress go!

Here is a letter I would like for you to take home to your parents or grandparents. It explains some of what we are learning about how to stay calm and be steady during an emergency.

This afternoon when you get home, think of an older person in your community who may have experienced a disaster or an extremely tense situation, such as a tornado, war, epidemic or flood. This person could be a family member, a caregiver, a neighbor or someone else in your community.

Ask that person if you may interview him or her about the disaster. Here are some questions to ask, and then record the answers. Please bring your completed sheets back to class tomorrow.

Do

Conduct the *Who Is In My Community?* activity.

Conduct the *4-H Helps* activity.

Show a copy of the *Be Steady Yell* on transparency, poster board or individual copies for the students.

Distribute a copy of *Parent Letter #3* and the *Feelings During a Disaster* activity sheet to each student.





Abdominal Breathing

Materials
Give the students
these instructions

None

1. Place one hand on your stomach so that your bellybutton is below the center of the palm of your hand. Now place the other hand on top of the first hand. Your diaphragm is a large band of muscle below your lungs.
2. Take a slow deep breath in and pretend the diaphragm is moving down as your lungs expand and cause your stomach to rise under your hands.
3. Breathe out slowly, and feel your diaphragm contract and your stomach fall. Don't force your breathing; just make it deeper and slower. Continue this until you feel as if your heart rate has slowed.





Blowing Up

**Materials
for each student**

**Give the students
these instructions**

Four small slips of paper, pencil, balloon

1. On each piece of paper, write something that scares you about disasters.
2. Fold up the slips and place them inside your balloon.
3. Blow up the balloon part way and then pinch the neck shut.
4. Remember that stress can build up inside you just as the air builds up in the balloon.
5. Now blow up the balloon until it is very full. What will happen if you keep blowing up the balloon?
6. It's important to find someone to talk with about your fears and stresses. Who are some possibilities?
[Examples: parents, teachers, caregivers, ministers and coaches]
7. Now let a small amount of air out of the balloon.
8. Talking about stress can help you release some it, just as letting out some air allows the balloon to become less stretched
9. Volunteers: Tell about some of your fears and discuss how each fear could be handled.





Who is in My Community?

Materials for each student

Copy of the *Community Diagram* activity sheet, pencil

Activity steps

1. Give each student a copy of the *Community Diagram*. Have each student write his or her name and draw a self-portrait inside the circle.
2. Tell the students that we are all a part of a community. Help them define their community. It could be the school, neighborhood or the city where they live.
3. Let the children list all the members of their community around the circle. Remind them that they may include youth activity groups, church groups and community organizations.





4-H Helps

Materials

Tape, poster board cut into three pieces. For each student: copy of *4-H is...4 You* brochure

Activity steps

1. Give each student a copy of *4-H is...4 You*.
2. Read the 4-H Pledge and ask students about what they think that means.
3. Ask the students how they could work with other students to prepare for a disaster at the different levels—club, community, nation and world.
4. Write *Before*, *During* and *After* on the pieces of poster board.
5. Tape the *Before* sheet on the left wall of the room. Tape the *During* sheet to the floor in the middle of the room and put the *After* sheet on the right wall of the room.
6. Explain to the students that there are many ways 4-H and other youth organizations can help before, during and after a disaster. Tell them that you will call out community service ideas, and the students should go stand in a location based on when they think that help should occur. Explain that some service projects may fit into several categories.
7. Read out the community service ideas listed below.

Conduct a canned food drive.	Cook meals in a shelter.
Read to young children.	Conduct a pet food drive.
Help set up a pet shelter.	Distribute bottled water.
Drive elderly people to a shelter.	Test the water in a river.
Teach others how to make an emergency survival kit.	Visit a sheriff's office to learn the local emergency management plan.
	Tell the neighbors to evacuate.
Clean up tree limbs.	
8. Optional: You may want to ask your local county Extension agent to have 4-H members come to talk to your class about the community service projects they do in their local clubs.





Stock Up

Objectives	Students will be able to identify the supplies necessary for survival during a disaster.
Developmental Assets	32. Planning and decision making; 1. Family support; 6. Parent involvement in schooling; 37. Personal power
TEKS	Health 4E
Life Skills Model	Personal safety; Planning / Organizing; Problem solving
Supplies	<p>Large sheet of paper divided into three columns labeled with the headers, <i>Survival, Helpful and Reduce Stress</i></p> <p>Marker</p> <p>One for each student:</p> <ul style="list-style-type: none"> Copy of 4th Grade Survivor Scenario Pencil Calculator (optional) <i>Emergency Supply Crossword</i> <i>Parent Letter #4</i> <i>Family Emergency Scavenger Hunt</i> activity sheet <p>Timer</p> <p>Bottled water</p> <p>Nonperishable food items</p> <p>Special-needs items, such as diapers</p> <p>First aid kit with gloves, germ-free dressings, cleansing agent, antibiotic cream and burn cream</p> <p>Emergency equipment, such as a battery-powered radio, flashlights, batteries and a whistle</p> <p>Clothes and shoes</p> <p>Sleeping bag or blanket</p> <p>Entertainment items for young children, such as books, toys or a special stuffed animal</p> <p>A set of keys</p> <p>Identification card</p> <p>Matches</p> <p>Items that would be unnecessary in a disaster, such as fresh fruit or other perishable food items, pillows, pajamas, DVDs, cellular phone and jewelry</p>





Say

Today, let's start out our lesson on preparing for disasters by playing the *10 Minutes to Survive* game.

When we are ready for a crisis as Paul Revere was, we make our community and our nation stronger because we stay healthier during the disaster and we will be able to go to work or school sooner afterward. Preparing will help life to get back to normal faster.

Also, we need less help from police, rescue workers, hospitals and charities. This allows those emergency professionals to do their jobs better and to focus on the people who need their help the most.

What does *survival* mean? What do all humans need to survive? What items would be helpful to your family members if they could not leave the house? What items would make that time more pleasant and less worrying?

Most of the time after a disaster, life will return to normal in a community within about 3 days. But in the meantime, your family would need to be able to survive during those 3 days. One thing that can help your family cope more easily in a disaster is to assemble and keep on hand a disaster supply kit.

A disaster supply kit is a collection of basic items that may be needed in a disaster.

If a disaster happens, your family might not be able to leave your home. The power and water might be shut off. Your family might have to *evacuate* to an emergency shelter. There, you would have no way to get to a store to buy what you need to live.

Packaging these items together will save you time if a disaster occurs. Having them all together in one spot will make them easy to take with you if you have to evacuate.

These are the items you need in your disaster supply kit:

- Water: 1 gallon per day per person
- Food: a 3-day supply of nonperishable food
- Special-needs items, such as diapers for babies or other supplies for senior citizens, disabled people or anyone with serious allergies
- A first aid kit with gloves, germ-free dressings, cleansing agent, antibiotic cream and burn cream

Do

Conduct the *10 Minutes to Survive* game.

Survival: Remaining alive

Allow the students to brainstorm answers to the questions.

Evacuate: To remove people from a place of danger

Show each item as you talk about it.



Say

- Emergency equipment such as a battery-powered radio, flashlights, batteries and a whistle
- Baby wipes, *hygiene* products such as garbage bags for discarded materials, map and toilet paper
- Clothes and shoes for each person
- Blankets or a sleeping bag for each person
- Entertainment items for young children, such as books, toys or a special stuffed animal
- An extra set of keys and identification
- Matches in a waterproof container

You'll need to pack items in containers that are easy to carry. Label the containers and store them where you can get to them quickly. Duffle bags and plastic totes with lids make great storage containers. You can take them with you whether you are sheltering at your home or evacuating to a safe location.

Now let's play a game that will give us practice in figuring out how much food we might need during a 3-day disaster period.

This crossword puzzle lists some of the items that people include in their disaster supply kits.

Here is a letter I would like for you to take home to your parents or grandparents. It explains some of what we are learning about how to stock up for an emergency.

This afternoon when you get home, I'd like for you to go on a scavenger hunt with your family. Try to find all of the items that would go in a disaster supply kit. Time yourself to see how long it takes you to find them all.

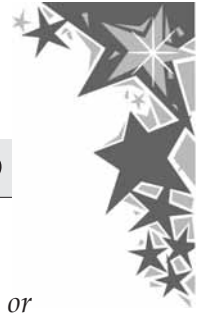
Do

Hygiene: Items or practices that help keep a person healthy

Follow the instructions for the *4th Grade Survivor Game*.

Distribute copies of the *Emergency Supply Crossword*.

Distribute a copy of *Parent Letter #4* and the *Disaster Supply Kit Scavenger Hunt* activity sheet to each student.





10 Minutes to Survive

Materials

Timer, nonperishable foods, special needs items, first aid kit, emergency equipment, clothing and footwear, sleeping bag, matches and unnecessary items such as fresh fruit, pillows, pajamas, DVDs, cellular phone and jewelry

Activity steps

1. Before the students arrive, place around the room all the items—necessary and unnecessary—listed above. Try to have multiples of the necessary items.
2. Divide the students into teams. Explain that the class will pretend that a tornado will hit the school in 10 minutes. The students will have 10 minutes to prepare a disaster supply kit.
3. Set the timer. Have the students choose the items they would pack into a disaster supply kit.
4. At the end of the 10 minutes, let the student teams explain why they chose certain items.





4th Grade Survivor Game

**Materials
for each student**

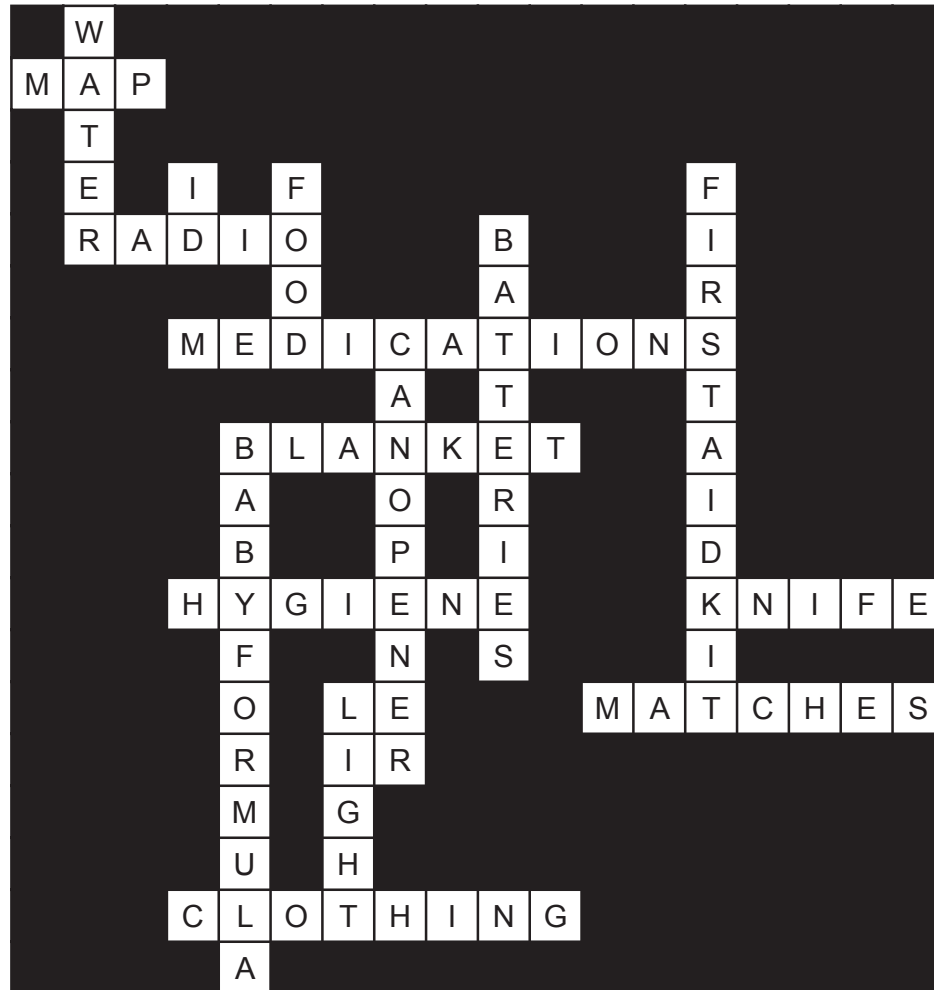
**Give the students
these instructions**

Copy of *4th Grade Survivor Scenario*, pencil, calculator (optional)

1. Today we will pretend that there has been a bad flood in our community. The authorities have asked that the people in our community to stay in our homes for the next 5 days.
2. Because you and your family must stay at home, your food supply is limited. Using the list all of the food and water your family will have for the next 5 days, figure out the answers to the questions in the scenario.



Disaster Supply Crossword Answer Key





Listen Up

Objectives	The students will identify a local source of information to help them stay safe during a disaster.
Developmental Assets	32. Planning and decision making; 2. Positive family communication; 9. Service to others; 40. Positive view of personal future
TEKS	Social studies 24A, 18D
Life Skills Model	Communication; Critical thinking; Personal safety
Supplies	<p>For each group of students working on the <i>Fact versus Emotion</i> activity:</p> <p>Highlighters, one pink and one yellow</p> <p>Newspaper article that includes facts and accounts of emotions</p> <p>Wipe-off board</p> <p>Marker</p> <p>For each student:</p> <p>Pencil</p> <p>Paper</p> <p><i>You are the Authority</i> activity sheet</p> <p><i>Parent Letter #5 Where Do I Turn for Information in a Disaster?</i> activity sheet</p> <p>Computer with Internet access</p> <p><i>Listen Up Rap</i> on transparency, poster board or individual copies for each student</p>
Optional	You may want to invite a speaker from the local health authority to speak with the class about your community's plan for a disaster.

Say

Today let's play the *Gossip Game*.

During an emergency, it's important for everyone to listen to a reliable source of information so that we all can be safe.

In 1775, Paul Revere went from town to town, warning people that the British soldiers were coming to attack. Why did the townspeople believe him? They had talked with him before and knew he would tell them the truth and he would help them stay safe.

When you or your parents need to know how to stay safe in your community, where do you go for news?

Do

Follow the directions for the *Gossip Game*.

Write on the board the sources of information or news that the students or their parents use.





Say

When a disaster occurs, we sometimes react with our emotions, such as fear, upset and panic. By staying calm we can make good decisions. We need to get the right information from *authorities* to make those decisions to keep our community safe.

But how do we decide what information is the best? How do we evaluate information to make sure that it's true and that it applies to us?

There are many sources of information we might use. Some of them include the newspaper, radio, television, our neighbors and the Internet. Which of these sources is *local* could provide you with local information?

If a report is from a *national* source it may not even relate to your local area. You need to know what the local authorities want you to do to stay safe.

Who would be the health authority in your area to keep you safe?

Health authorities will use the local radio or television stations to alert you to evacuate or stay where you are to be safe. Many of them also include alerts on their Web sites.

If someone from your community came to you and gave you information about a disaster, should you believe it?

To make sure we get accurate information about a disaster, it is important to go straight to the local health department for confirmation. Sometimes we get things confused when we let our *emotions* cloud our thinking.

Reporters for radio, television and newspaper sometimes use emotional words to make us keep listening, watching or reading. They may talk to people about what they saw, feel or think will happen.

Do

Authority: A person whom others view as an expert, or one who has the powers of government

Let the students suggest criteria for accuracy and relevance.

Local: Relating to a specific place

National: Relating to a whole nation

Let the students respond.

Emotion: A strong feeling (as of anger, joy, hate, or fear) that causes a mental or physical effect



Say

The health department source will tell you only what you need to know to stay safe. When we listen to the news, we need to figure out what are the *facts* and what are the words that might make us feel an emotion. Facts are often the information that can be answered by the questions, "Who?" What?" When?" Where?" and Why?"

Let's read some newspaper articles and look for facts as well as descriptions of emotions.

Do you know what television and radio channels broadcast local alerts?

The Emergency Alert System is the national system for helping communities stay safe. Have you heard the alarm on radio or television?

When you hear the *alert*, it will be followed by either the message that this is a practice to make sure the system is working or information that can help keep you safe in a disaster.

Another source is the National Weather Service Web site. Let's look at what information is on that site.

Many times during a disaster, the power to your home may go out. What sources of information in your home depend on electricity to work? It is a good idea to for each household to have a battery-powered radio to listen to in a crisis situation. You can make sure that the batteries are always fresh by replacing them every time the daylight savings time changes, just like your smoke detectors.

Do

Fact: Something that actually exists or occurs

Distribute the newspaper articles and highlighters and follow the instructions for the *Fact versus Emotion* activity.

Remind the students of the sound made when there is a practice Emergency Alert alarm.

Alert: A signal of danger

Look up the National Weather Service Web site:
<http://www.nws.noaa.gov/>.



Say

If your family has a laptop computer or another battery-powered electronic device with wireless Internet service, you could also use it to check the Internet for emergency information.

Next we will use some information to write a story that could be used by the health department. We will want to include in our stories only the facts, and leave out any emotional remarks.

Now let's say the *Listen Up Rap*:

**Listen up to the news.
Find out what's affecting you.
Speak up and share the word.
Let them know what you heard.
Gotta know how to get out!
Gotta know when to run!**

Please take these letters home to your family to let them know what we've been studying. Also complete this activity sheet and bring it back tomorrow.

Do

Distribute copies of the *You Are the Authority – Information Sheet* and help the students complete the activity.

Lead the students in the *Listen Up Rap*. Show them a transparency, poster board or individual copies for each student.

Distribute copies of *Parent Letter #5* and the *Where Do I Turn for Information in a Disaster?* activity sheet.





Gossip Game

Materials

None

Activity steps

1. Have the students arrange their chairs in a circle.
2. Whisper this message into the ear of the first child “Aliens are attacking our home at dawn during the earthquake.”
3. Let each child whisper the message to the next child.
4. Have the last child say the message out loud.
5. Discuss with the students: Why did the message get confused? If all the students had listened to the teacher say the message out loud, would the message have stayed the same? Having the whole community listen to the correct source will help everyone know what to do to stay safe.





Fact versus Emotion

Materials for each group of students

Activity steps

A newspaper article, pink and yellow highlighters

1. Divide the students into groups.
2. Give a newspaper article, a pink highlighter and yellow highlighter to each group.
3. Ask each group to mark the facts in the newspaper article with the yellow highlighter.
4. Help the students highlight in pink the words describing or evoking emotions in the articles.
5. Ask the students: How much smaller would the articles be if all the emotion had been left out? Would it be very exciting to read?
6. Have one group read the fact words from its article.
7. Have another group read the emotion words from its article.
8. Remind the students that in a disaster, it is more important to keep safe than to be entertained.





You Are the Authority

Materials for each student

Pencil, paper, *You Are the Authority – Information Sheet*

Activity steps

1. Distribute the copies of the *You Are the Authority – Information Sheet*.
2. Have the students write their own news release for local health authorities based on the information on the sheet.
3. Remind the students that a health authority would give only the facts and not include any emotional remarks.
4. Ask the students what information they would like to be given to make informed decisions about their health if they were in this community.
5. Students may trade their news releases and ask for opinions or turn them in to the teacher.





Sit Tight

Objectives	The students will: Understand the meaning of <i>shelter-in-place</i> . Demonstrate how to build a shelter-in-place to protect themselves.
Developmental Assets	32. Planning and decision making; 7. Youth as resources
TEKS	Science 3C; Health 11E
Life Skills Model	Personal safety; Disease prevention; Healthy lifestyle choices
Supplies	Shallow plate Colored glitter Plastic bags or sheeting Duct tape Disaster supply kit <i>Disaster Master</i> cards (same as in the Overview lesson) Copy of <i>Sit Tight Cheer</i> , on transparency, poster board or individual copies for each student

Say

Paul Revere and the colonists were able to defeat the British because they had a plan and carried it out. How could you protect your family if someone or something was harming your community?

Sometimes the threat to a community is an illness that spreads quickly. Can anyone in the class describe germs?

Germs cause illness. How do germs travel? How do they get inside our bodies?

Let's play the *Germ Game* to see how easily germs can spread from person to person.

Having played the *Germ Game*, we have an idea of how germs can spread. If something harmful were in the air, how quickly do you think it would spread through your community? Germs can spread through the air or by touching.

One way to protect yourself from germs and other harmful things in the air is to *shelter-in-place*. Shelter-in-place means to sit tight and be safe where you are when a disaster occurs-at home, work, school or traveling.

Do

Allow the students to answer.

Help the students play the *Germ Game*.

Allow the students to answer.

Shelter-in-place:
Selecting a small, interior room, with no or few windows, and taking refuge there





Say

The authorities may ask you to stay in a safe place for several reasons. Can you think why?

- Roadways will be jammed.
- There may be *contaminants* in the environment.
- You may move to a spot that isn't safe.

You will know if you need to shelter-in-place because authorities will let you know by several methods. The authorities will need you to stay in one place so you won't contact or spread the contaminants.

You will be helping your country by listening to and following those directions. The Emergency Alert System will broadcast on the radio or television. There may be outdoor sirens or horns and the National Weather Service's radio alerts.

Bioterrorism occurs when someone releases germs or other toxic or poisonous substances on purpose that can make people sick and even die. Have you ever heard of bioterrorism?

One such type of germ that terrorists use to scare people is anthrax. Have you ever heard about anthrax? How do you feel about the people who release these substances?

If these substances were released, you and your family would need to know how to protect yourselves. You would need to know how to build a safe place, or shelter-in-place.

In your safe place, the air around you would be clean and not harmful. There are steps you can take to keep yourself safe when authorities request that you shelter-in-place. You will need to know and follow their directions. Here are the steps for the sheltering-in-place:

Do

Contaminant:
Something that infects by contact

Bioterrorism: The use of the threat of illness, especially as a way to force others to do what one wishes

Allow the students to discuss their feelings about terrorism.

If you would like your class to explore this further, visit the American Red Cross Web site at <http://www.redcross.org/prepare/makeaplan.html>





Say

1. Choose a room with as few windows and doors as possible. If you have a large room with a water source, that is a good choice. It's best to choose that room ahead of time. Being prepared is always the best plan of action.
2. Turn off the ventilation, air conditioning and heating systems. That way your air will stay safe.
3. When you go to your shelter-in-place, take your disaster supplies kit with you.
4. If the authorities tell you to seal the room, use duct tape and plastic sheeting to cover all windows, doors and vents.
5. Keep a phone and the radio from your disaster supplies kit with you. Don't use the phone unless there is an emergency. This will help keep the lines open for emergency responders.
6. Stay where you are until instructed. When the emergency is over, you can open windows and doors. Follow any more instructions given by authorities to avoid contaminants outdoors.

Today we will practice making a shelter-in-place here at school.

Now let's do the *Sit Tight Cheer*:

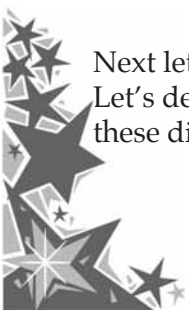
**Make it a priority to listen to your authority.
If you want to save your face, do shelter-in-place.
Find your water source and you will be on the right course.
If you go outside, be aware—there could be something bad in the air.
Sit tight, don't fight, and it will be all right!**

Do

Following the directions given, make a pretend shelter in the classroom or in another room in the school building.

Show the class the *Sit Tight Cheer* on a transparency, poster board or individual copies for each student.

Next let's look at the Disaster Cards that we used earlier this week. Let's decide whether we would need to shelter-in-place if any of these disasters occurred in our community.





Say

Please take this letter home to your parents to let them know about sheltering-in-place. Also complete this *Building a Shelter-in-Place* activity sheet at home and bring it back to school tomorrow.

Do

Conduct the *Should I Stay or Should I Go?* activity.

Distribute copies of *Parent Letter #6* and the *Building a Shelter-in-Place* activity sheet to the students.





Germ Game

Materials

Copy of the *Community Diagram* activity sheet, pencil

Activity steps

1. Put a small amount of glitter in the plate. Have four students press their hands into the glitter. Then play *Mingle, Shake*. Discuss how germs spread every day.
2. Tell the students that when you say, “Mingle,” all of them should walk around greeting each other by name. Then, when you say, “Shake,” they will shake hands with those around them.
3. Continue saying “Mingle” and “Shake” until it appears that most of them have glitter on their hands.
4. Have the students look at their hands. Each one should have glitter on their hands. Say to the students, “Pretend that the glitter is germs. How many have some of the “germs” on your hands? How did the germs get on your hands?”
5. Tell the students that germs spread quickly when people have a lot of contact with each other. Washing your hands can help you get rid of germs, especially before eating and after using the restroom. This is especially dangerous when terrorists introduce a new germ such as anthrax on purpose.





Building a Shelter-in-Place

Materials for each group of students

Plastic bags or sheeting, duct tape, disaster supply kit

Note

Before class, choose a room with as few windows and doors as possible. A good choice would be a large room with a water source.

Activity steps

1. Ask the students to take the disaster supplies kit, the duct tape and the plastic bags or sheeting with them to the shelter area.
2. Tell the students they will need to keep with them a phone and the radio from your disaster supplies kit. However, they should not use the phone unless there is an emergency. This will help the lines be available for emergency responders.
3. Take the students to the area where you will build the shelter-in-place. Tell them that during an actual emergency, someone would need to turn off the ventilation, air conditioning and heating systems connected to that room. Explain that this will help keep the air safe in the shelter
4. Show the students how to seal the room using the duct tape and plastic sheeting to cover all windows, doors and vents
5. Tell the students that in a real disaster, they would need to stay in the safe room until instructed to leave by the authorities. When the emergency was over, they would be allowed to open the windows and doors. The students would then need to follow any more instructions given by authorities to avoid any contaminants outdoors.



Should I Stay or Should I Go?



Materials for each student

Disaster Master cards from Overview

Note

This is an active game. You may want to play it outside or in an open area such as a gym.

Activity steps

1. Invite the students to talk about how they would decide whether to leave or stay in a disaster.
2. After allowing them to offer their ideas, make sure that these steps are included in the discussion:
 - a. The local emergency management agency will decide if your family is in danger where you are, such as a flood or fire.
 - b. If there are germs or chemicals in the area, it would be safer for your family to stay in one place..
3. Give each student a *Disaster Master* card.
4. Take a look at your card and decide whether you should stay or go based on the situation:
 - a. If you think it would be best to stay, then squat down, hugging your knees.
 - b. If you think the best choice is to leave, then jog in place.
5. Let the students give reasons for their choices after each situation.
6. After you have gone through all the cards, then repeat the situations but go much faster. The students will have to really pay attention in order to know whether to be squatting or jogging.



Produced by Agricultural Communications, The Texas A&M University System
Extension publications can be found on the Web at: <http://tcebookstore.org>

Visit Texas Cooperative Extension at <http://texasextension.tamu.edu>

Educational programs conducted by Texas Cooperative Extension serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.

Issued in furtherance of Cooperative Extension Work in Agriculture and Home Economics, Acts of Congress of May 8, 1914, as amended, and June 30, 1914, in cooperation with the United States Department of Agriculture. Edward G. Smith, Director, Texas Cooperative Extension, The Texas A&M University System.
7.5M, New