



Patriotism *through* Preparedness

Helping Families Prepare for Disasters

TEXAS A&M
AGRILIFE
EXTENSION





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) <i>Disaster Cards</i> , photo copied from <i>Disaster Master</i> game Computer with Internet access <i>Parent Letter #1</i> , one copy for each child Copy of <i>Preparation Yell</i> 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.

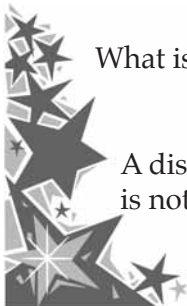
Do

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?

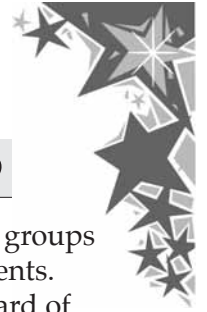
Do

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
Bombing
Civil unrest

Crash
Drought
Earthquake

Epidemic
Explosion
Flood

Hurricane
Ice storm
Oil spill

Terrorism
Tornado
Tsunami





Be Steady

Objectives	The students will: 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	For each student: Six small slips of paper Pencil Balloon <i>4-H is...4 You</i> brochure <i>Community Diagram</i> activity sheet <i>Parent Letter #3</i> <i>Feelings During a Disaster</i> activity sheet Poster board Copy of the <i>Be Steady Yell</i> on transparency, poster board, or individual copies for each student Tape (transparent or masking) CD or tape of soothing music CD or tape player

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

None

Give the students these instructions

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.

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.
Clean up tree limbs.	Tell the neighbors to evacuate.
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.
Clean up tree limbs.	Tell the neighbors to evacuate.
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.

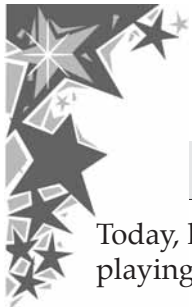




Stock Up

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</i> and <i>Reduce Stress</i></p> <p>Marker</p> <p>One for each student:</p> <ul style="list-style-type: none"> Copy of <i>4th Grade Survivor Scenario</i> 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)

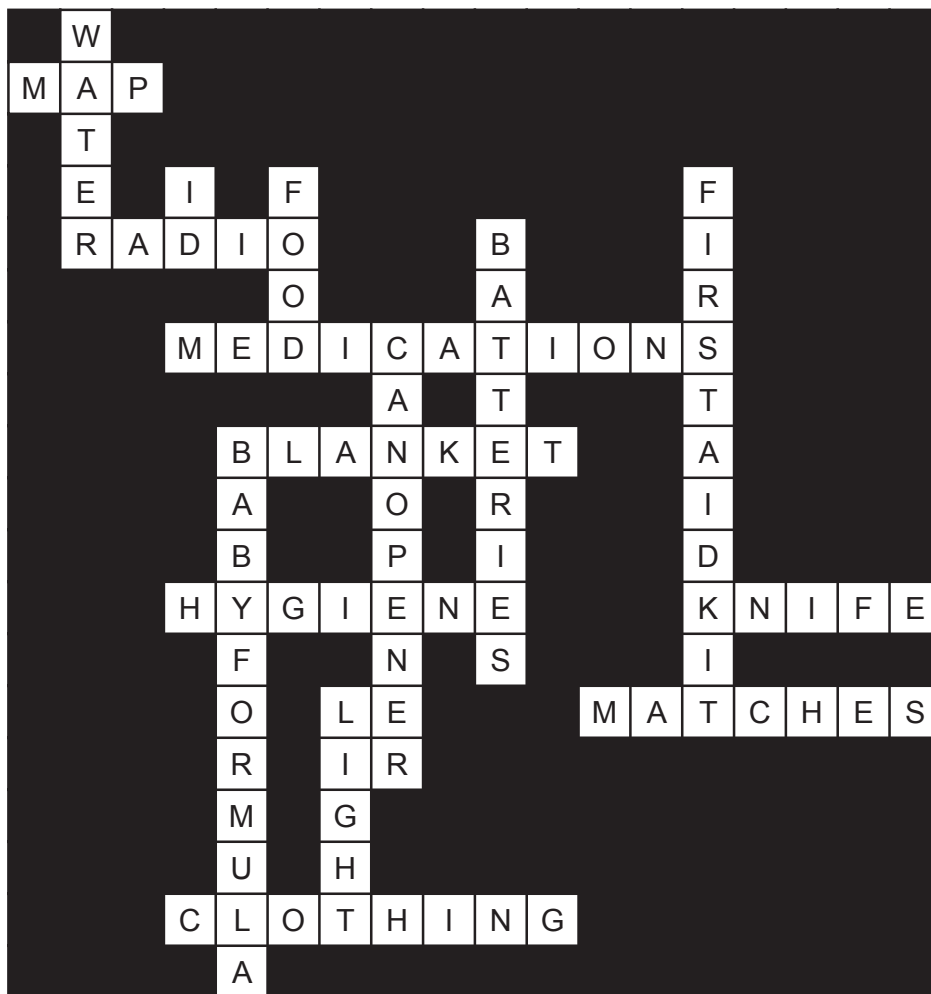
1. Today we will pretend that there has been a bad flood in our community. The authorities have asked that the people in our community to stay in our homes for the next 5 days.
2. Because you and your family must stay at home, your food supply is limited. Using the list all of the food and water your 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** For each group of students working on the *Fact versus Emotion* activity:
 Highlighters, one pink and one yellow
 Newspaper article that includes facts and accounts of emotions
 Wipe-off board
 Marker
 For each student:
 Pencil
 Paper
You are the Authority activity sheet
Parent Letter #5 Where Do I Turn for Information in a Disaster? activity sheet
 Computer with Internet access
Listen Up Rap on transparency, poster board or individual copies for each student
- 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

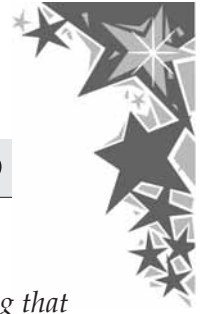
Fact: Something that actually exists or occurs

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.



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7.5M, New

Certificate
of
Completion

Make a
Plan
Take a
Stand



Presented to

For successfully completing the Patriotism through Preparedness project,
a part of the Texas 4-H program

**Be Ready
Be Steady
Stock Up
Listen Up
Sit Tight**

Awarded this _____ *day of* _____ 20 _____

Signature _____

Signature _____





Disaster Master Cards

Hurricane	Blizzard	Mud Slide	Tornado
Flu Epidemic	Nerve Gas	Bombing	Train Derailment
Anthrax	Gas Explosion	Small Pox	Drought
Ice Storm	Oil Spill	Fire	Multi-Car Accident
Flood	Power Outage	Avalanche	Hostage Situation





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)





It's a Plan Step Cards

Know what the problem is.

Think of ideas on how the problem could be solved.

Think of the good and bad results of each idea.

Make a decision and do it.





Disaster Word Find

Circle the words in the word find from the list at the bottom.

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





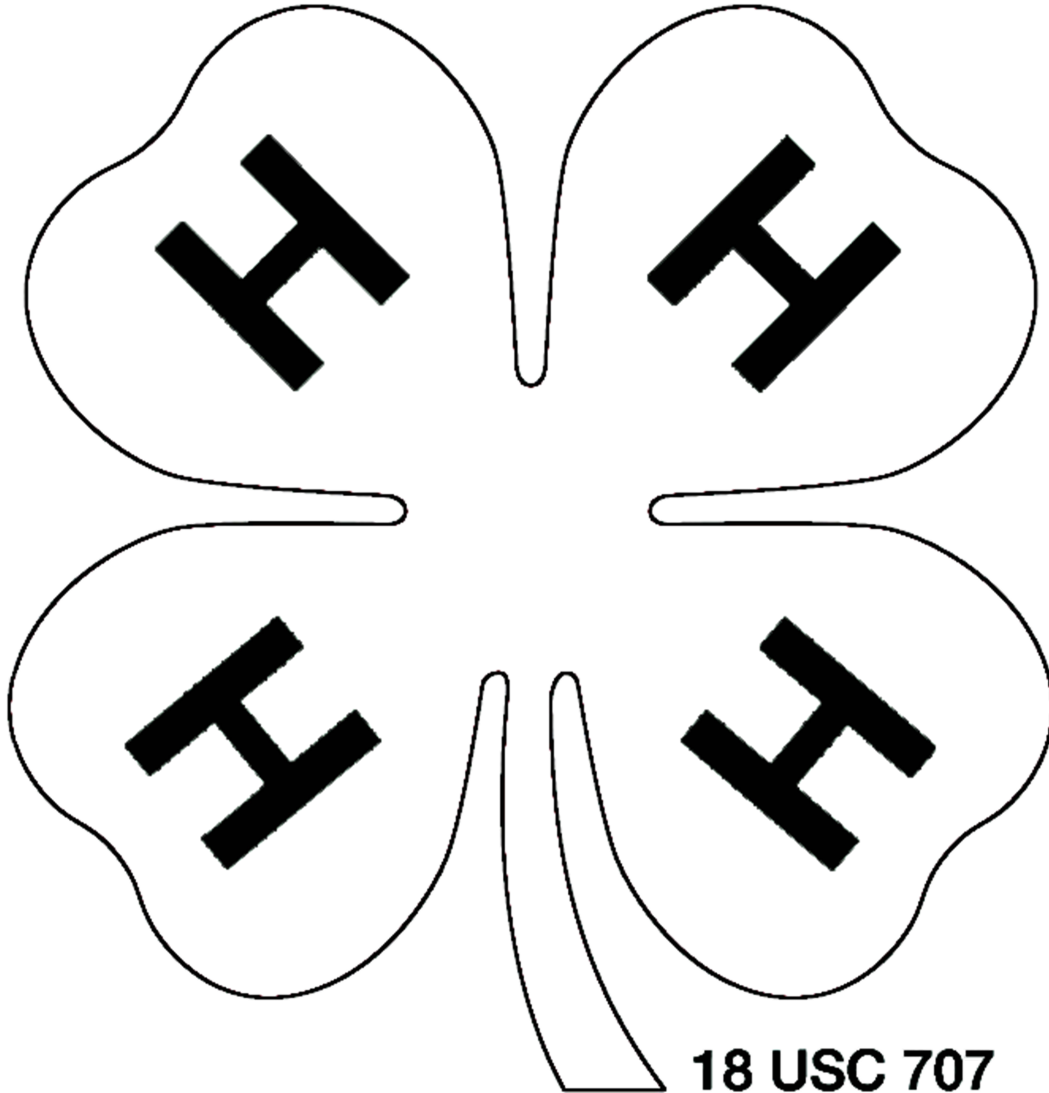
Community Diagram

Write your name and draw a picture of yourself inside the circle. Then list outside the circle the members of your community—including youth activity groups, church groups and community organizations.

A large, empty circle is centered on the page. It is surrounded by four horizontal lines: one above, one below, one to the left, and one to the right, creating a space for drawing and writing.



4-H is...4 You



4-H Motto:
To make the best better.

4-H Pledge:
I pledge my head to clearer thinking,
my heart to greater loyalty,
my hands to larger service,
and my health to better living
for my club, my community, my country and my world.





Be Steady Yell

Go fight, win —
Go, stress go!





4th Grade Survivor Scenario

Scenario: After a bad flood, the authorities have asked that the people in your community stay in your homes for the next 5 days. Because you and your family must stay at home, your food supply is limited. Below is a list all of the food and water your family will have for the next 5 days.

7.5 pounds of rice
20 protein bars
10 gallons of bottled water

7.5 pounds of canned fruit
20 cans of canned meat

Answer these questions:

1. What are the steps in figuring out how much food and water each family member will receive each day?

2. Water is needed to cook the rice. The food-water ratio to cook the rice is 1:2. If each family member eats 2 cups of rice each day, how much water would need to be subtracted from your drinking water supply?

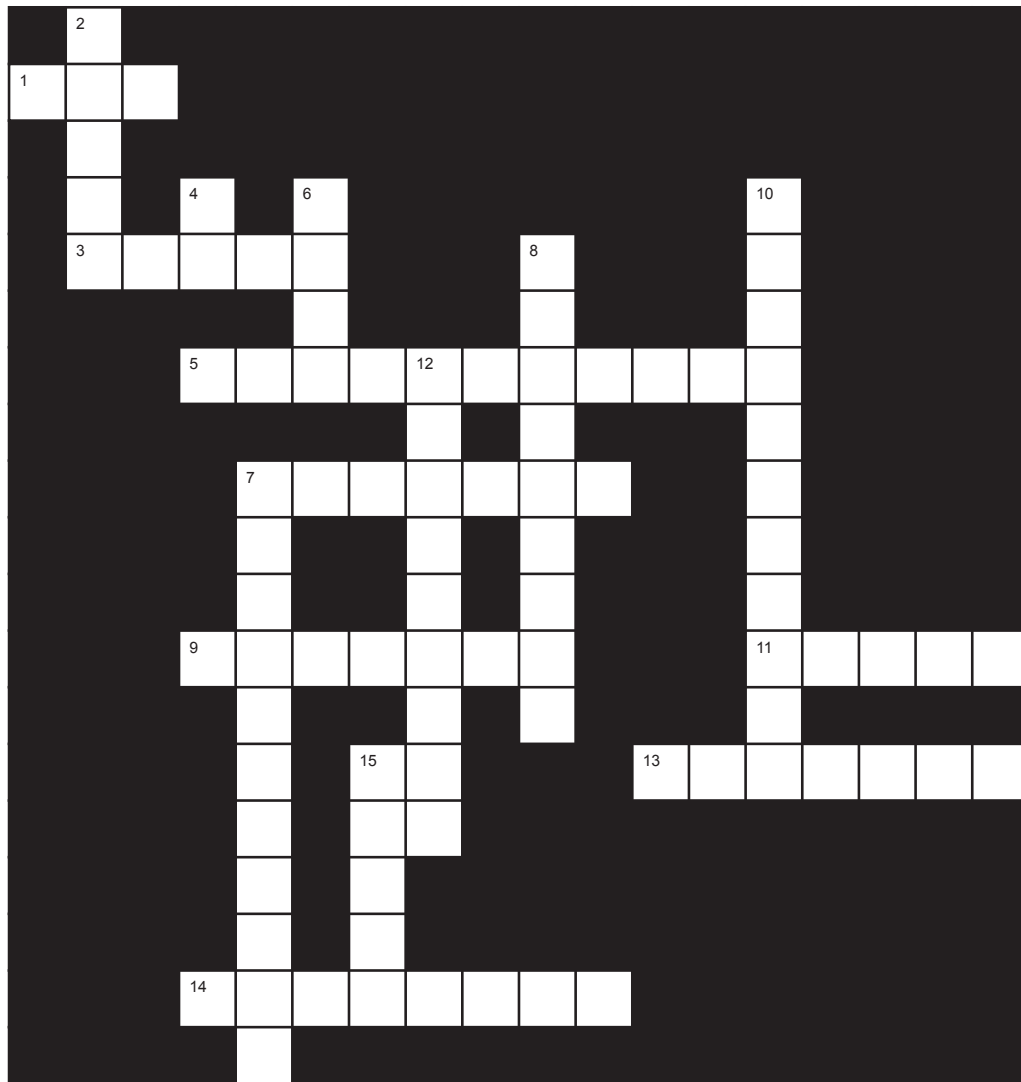
3. What will be the daily allowance of food and water for your family?

Item	Amount per person per day
Rice	_____
Protein bars	_____
Canned fruit	_____
Canned meat	_____
Bottled water	_____





Disaster Supply Crossword



Across

- 1. Tells you where you are
- 3. Listen to your tunes on this
- 5. Help you stay well
- 7. Keeps you warm at night
- 9. Type of product that keeps you clean
- 11. Sharp object
- 13. Fire sticks
- 14. Covers your body

Down

- 2. More than 70% of the earth
- 4. Short for identification
- 6. Necessary to survive
- 7. Substitute for milk
- 8. Starts things up
- 10. Band-Aids and more
- 12. May be needed to open 6 Down
- 15. Flash _____

Word bank

- | | | | |
|--------------|---------------|---------|------------|
| baby formula | batteries | blanket | can opener |
| clothing | first aid kit | food | hygiene |
| ID | knife | light | matches |
| map | medications | radio | water |





You Are the Authority – Information Sheet

Write a news release for local health authorities based on the information below.

Uvalde, Texas	Strongly believe	Laboratory worker	7 cases confirmed	Infected	Effort to learn how exposed
People fleeing in fear	Name not released	Anthrax	Swollen lymph glands	Scared to drink water	Might be found in some candy
Hospitalized	Next door neighbor fears for life	Treated with antibiotics		Angry with authorities	
Contracted in November	Forgot to call CDC authorities	Inflamed lesions	Friends say “Don’t open mail”	March 13, 2002	





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!**





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!**



Be Ready

Name _____

Family Emergency Plan

Your family will be safer during an emergency if you decide what to do in case of an emergency before it happens!

Emergency meeting locations

	Address	Phone
Outside your house	_____	_____
Outside your neighborhood	_____	_____

Family contact information

	Address	Phone
Father (at work)	_____	_____
Mother (at work)	_____	_____
Grandparent or other guardian	_____	_____
Schools	_____	_____
Care provider	_____	_____
Other important numbers	_____	_____

During an emergency, power and communication lines may not work. For those times, it is best for your family to have a contact who lives out of the area. That contact person can let each of you know where the others are and whether everyone is safe

Out-of-area contacts

Name	Address
_____	_____
Daytime phone	Nighttime phone
_____	_____

Nearest relative

Name	Address
_____	_____
Daytime phone	Nighttime phone
_____	_____

Emergency Services phone numbers

Police	Fire	Ambulance
_____	_____	_____
	Name	Phone
Hospital	_____	_____
Pharmacy	_____	_____
Family doctor	_____	_____
Pediatrician	_____	_____

Be sure to give every family member a copy of the plan, and store a copy in your family disaster kit. Also, please let your out-of-area contact and nearest relative know that they are listed as your contacts in case of an emergency.



Name _____

Feelings During a Disaster

Interview an older person in your community who has experienced a disaster or an extremely tense situation, such as a tornado, war, epidemic or flood. Ask him or her these questions and record the answers.

Name _____ Age _____

1. What type of disaster did you experience? _____

2. Did you have any warning that this disaster was going to occur? _____

3. How did you feel before the disaster occurred? _____

4. Did you have any physical reactions to the stress of the experience? _____

5. What feelings did you have after the disaster? _____

6. Is there anything you wish you had done differently to react to the disaster? _____



Remember to thank the person you are interviewing for his or her time and willingness to help you.

Name _____



Disaster Supply Kit Scavenger Hunt

Creating a family emergency kit will help your family be comfortable and safe during a disaster. Find the items on the suggested list as fast as you can. Work together to assemble a complete kit in the future.

- | | |
|---|--|
| <input type="checkbox"/> Portable, battery-operated radio | <input type="checkbox"/> First aid kit |
| <input type="checkbox"/> Water (3 gallons per person) | <input type="checkbox"/> Small tent, compass and shovel |
| <input type="checkbox"/> Food (3-day supply for each person) | <input type="checkbox"/> Matches |
| <input type="checkbox"/> Infant supplies (formula, diapers, bottles)
(if needed in your family) | <input type="checkbox"/> Copies of medical prescriptions |
| <input type="checkbox"/> Extra set of keys and identification | <input type="checkbox"/> Can opener, utensils, cups and plates |
| <input type="checkbox"/> Map of the area | <input type="checkbox"/> Blankets |
| <input type="checkbox"/> Flashlight, fresh batteries | <input type="checkbox"/> Clothing and footwear for each person |
| <input type="checkbox"/> Blankets or sleeping bag | <input type="checkbox"/> Sanitation and hygiene items |
| <input type="checkbox"/> Entertainment | <input type="checkbox"/> Paper and pencil |
| <input type="checkbox"/> Medications and medical supplies for each family member needing them | |
| <input type="checkbox"/> Items for elderly or disabled people in the family or those with serious allergies | |

How long did it take you to find all the items? _____



If these items were stored in one place, you could grab them quickly in a real emergency. Keep the list on your parent letter to build your own disaster supply kit.

Listen Up

Name _____



Where Do I Turn for Information in a Disaster?

When disaster strikes, it's important to know where to look for reliable information. Please complete these statements, giving information about who we should turn to for information in an emergency.

The local radio or television station that broadcasts emergency information for my community is _____.

The local radio station that my radio is should be tuned to during a disaster is _____.

My local health authority phone number is _____.

I know where a battery-powered radio is. Circle one: Yes No



Name _____



Building a Shelter-In-Place

In some disaster situations, hazardous materials may have been released into the atmosphere, and the authorities may ask you to build a shelter-in-place. You and your family will be much safer during such a disaster if you have learned how to build a safe place properly and you have taken steps to gather the materials ahead of time. The air around you in your safe place will be clean and not harmful.

Below are the materials to gather and steps to take to help keep yourself and your family safe when the authorities request that you shelter-in-place.

Materials needed: Plastic bags or sheeting, duct tape, disaster supply kit

Steps to take:

1. Choose a room with as few windows and doors as possible. A good choice would be a large room with a water source. It is best to choose the room ahead of time, before a disaster occurs. Taking steps to be prepared is always the best plan of action.
2. Turn off the ventilation, air conditioning and heating systems connecting to that room. That way your air will stay safe.
3. Take your disaster supplies kit with you to the shelter area.
4. Bring your children and pets indoors to the chosen room. 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. However, don't use the phone except in an emergency. This will keep the lines open for emergency responders.
6. Stay where you are until the authorities announce that it is safe to leave. When the emergency is over, you will be allowed to open the windows and doors.
7. Follow any more instructions given by authorities to avoid contaminants outdoors.

I have read and discussed with my child the steps for making a shelter-in-place in case it is needed in a disaster.

Parent signature _____ Date _____





Dear Family,

Our school is committed to keeping your children safe while preparing them for the future. Next week, we will be teaching your child about preparing for a disaster. We will be using materials developed by the Texas Department of State Health Services and Texas 4-H, the youth development section of Texas Cooperative Extension, a part of the Texas A&M University System. This series of lessons is called *Patriotism through Preparedness*, and the materials use the story of Paul Revere as an example of good planning.

Each day next week, your child will bring home an assignment to help your family prepare for disasters that may take place locally. We ask that you help your child complete the assignment each day and return it the next school day. This information will be kept confidential. Your assignments will be given back at the end of the unit for you to keep. The information can help you and your family can be safer and feel more secure if a disaster occurs in our community.

Being prepared is the best way your family and our nation can deal with a disaster. The time you spend with your child on this project will help her or him feel safe and know you are committed to your child for the future. Children know that scary things happen in our world, such as terrorism or tsunamis. They may have questions, and the Texas Department of State Health Services and Texas Cooperative Extension would like to help you answer their questions.

We appreciate your help in making your child, your family, our community and our nation safer by taking steps now to handle whatever emergency that may arise in the future. If you would like more help on preparing your family for disasters, you are welcome to contact your local county Extension agent or log on to texashelp.tamu.edu.

Sincerely,



*Adapted from materials by Judith A. Myers-Walls, Extension Specialist,
Department of Child Development and Family Studies,
Purdue University Cooperative Extension Service*

TEXAS A&M
AGRI LIFE
EXTENSION



Dear Family,

Disasters can be scary for children. One way to help your child be safer and feel more secure in an emergency is to map out a Family Emergency Plan before the need arises. Our focus in class today was for everyone to “Be Ready” in case an emergency occurs.

Today we would like you to work with your fourth-grader to create a family emergency plan. Please fill out the attached *Family Emergency Plan* sheet together with your child. When you’re finished, please send it back to school with your child tomorrow morning. You will get all of your assignments back at the end of the unit to keep with your disaster supply kit. All information will be kept confidential. If a disaster does occur, you will be able to cope better if you know that your children are secure. And if you include your children in the planning process, they will feel safer by knowing they will be cared for.

Another way to help your children is to teach them:

- What is dangerous, such as downed power lines or high water
- Where to go during a disaster
- How to use the phone to call emergency help or to contact an out-of area friend or relative if the child cannot reach you

It will also help your family be prepared if you learn the emergency plans at your child’s day-care or school. Where would your child be sent in an evacuation? Another step is to make sure your babysitter has a plan for emergencies. Also, help your children know that your government will work to keep them safe.

Just as a sports team must practice to perform well, practicing your disaster response plan with your children can help them remember what to do if an emergency occurs. Pretend that a disaster such as a fire or tornado is occurring in your neighborhood. Practice where you will go, whom you will call and how everyone will know it is safe to return to normal activities again.

Remember that talking about potential disasters may frighten some children. Recognize their fears and don’t brush them off, such as by saying, “Oh, you will be okay—this wouldn’t really happen.” Help them understand that one of the best ways to deal with disasters is to be prepared for them.

For more information on helping your child “Be Ready,” call your local county Extension agent or log on to texashelp.tamu.edu.

Thank you very much for helping your family and your child be safer by preparing for a disaster. Although we hope never to have to use these plans, our neighborhood will be much better able to handle an emergency successfully if we all work together.

Sincerely,



*Adapted from materials by Judith A. Myers-Walls, Extension Specialist,
Department of Child Development and Family Studies,
Purdue University Cooperative Extension Service*

TEXAS A&M
AGRI LIFE
EXTENSION



Dear Family,

Thank you very much for helping your child learn this week about being prepared for disasters. Today we discussed how to stay calm and be steady during an emergency.

As part of our lesson, we are asking that each student interview an adult who has experienced a disaster. Please help your child find an adult to interview. The student should ask that adult the questions listed on the attached *Feelings During a Disaster* activity sheet. Please send the completed sheet back to school with your child tomorrow.

The children in our class are learning that staying calm during a disaster can help them make good decisions about staying safe. You will help them in an emergency if you remain calm also. If the adults are calm, the children will be better able to stay calm also.

There are other ways you can help your child before and during a disaster. Encourage your children to talk about their feelings, and help them put words their own feelings, such as being afraid, angry or frustrated.

Also, talk about how you are feeling. Children may not know that adults can also have these feelings. Remind them it is okay to have these feelings. Together, you can decide how to deal with those feelings.

In addition to helping your child and your family during a disaster, you can help your community by comforting others around you. When we are scared, we sometimes make decisions based on fear rather than facts. If the authorities tell you what to do to stay safe, tell your neighbors and other family members. Share your family emergency plan with others and help get them in a safe place also.

If you would like to learn other ways to help your family “be steady” during a disaster, please contact your county Extension agent or log on to texashelp.tamu.edu.

Sincerely,



*Adapted from materials by Judith A. Myers-Walls, Extension Specialist,
Department of Child Development and Family Studies,
Purdue University Cooperative Extension Service*



Dear Family,

Your child is being a great Texan by learning how to be prepared for a disaster. Today we learned about making a Disaster Supply Kit. Please help your child complete the *Disaster Supply Kit Scavenger Hunt* activity and send the sheet back to school with your child tomorrow.

During a disaster, you might need to stay at your home or you might be asked by your local health authority to evacuate the area or go to an emergency shelter. It is possible that you may be unable to go to the store, the power may be shut off or the water may be contaminated.

Your family can do its part to prepare for a possible emergency by having supplies ready to go at any time. Assembling a kit can help your family stay healthy as well as help others.

A disaster supply kit should contain:

- Water: 3 gallons per day per person who would use the kit plus four gallons per pet
- Food: 3-day supply of nonperishable (canned or bottled) food in the kit
- Special-needs items for infants, seniors, disabled people or anyone with serious allergies
- First aid kit with gloves, sterile dressings, cleansing agent, antibiotic cream and burn cream
- Emergency equipment and supplies, such as a battery-powered radio, flashlights, batteries, whistle, baby wipes, garbage bags and ties for personal sanitation, medium-sized bucket with a tight lid, disinfectant, household chlorine bleach, plastic sheeting, duct tape, compass, shovel
- Personal, health and hygiene items such as toilet paper, soap, lip balm, feminine supplies, medications used regularly, and contact lenses and supplies
- Clothes and shoes for each person, including sturdy shoes or boots, rain gear and other items according to the season, hats, gloves and dust masks
- Blankets or a sleeping bag for each person
- Entertainment items for small children, such as games, books and stuffed animals
- Map of the area marked with places you could go, such as shelters or hospitals. Include a list of their telephone numbers.
- An extra set of keys and identification cards
- Cash and coins
- Copies of medical prescriptions
- Matches in a waterproof container

Pack the items in containers that are easy to carry. You may want to make a backpack for each family member and divide the items among the backpacks. 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 use them whether you shelter at your home or evacuate to a safe location.

If you would like more information on how to stock up for an emergency, please contact your county Extension agent or log on to texashelp.tamu.edu.

Thanks for helping Texas be ready, be steady and stock up!

Sincerely,



TEXAS A&M
AGRI LIFE
EXTENSION



Dear Family,

When a disaster occurs, you will want to know how to keep your family safe. Please help your child find a local radio or television station that will broadcast emergency information from your local health department. That is the best place to go for emergency information. National television and other national media will not be able to give you local, up-to-the-minute information that will help keep you safe.

Your child will need to complete the enclosed activity sheet, *Where Do I Turn for Information in a Disaster?* Please send the complete sheet back to school tomorrow with your child.

If a disaster occurs in our community, it is vital that your family members do **exactly** what the local authorities tell you to do. These authorities will make decisions about evacuating, curfews and precautions that your family will need to take to stay safe.

It's also important that you follow their instructions completely. For example, during an epidemic, you may be told to take an antibiotic for 5 days. Please don't stop after 3 days. Follow the authorities' directions for how long and when to take their precautions.

During the disaster, power to your community may be shut off. To be able to stay informed if the power fails, keep a battery-powered radio in your disaster supply kit. You'll need to change out the batteries every 6 months. You might want to change them when Daylight Saving Time changes, just as many people do for their smoke alarm batteries.

One way to help children prepare for a disaster is to get them involved with others in our community. This can help reduce their stress and help them feel less fear. Becoming involved in a community organization such as the 4-H program will help our children work to make a difference and feel hope. They will feel safer and have a positive outlook on the future.

If you have any questions about the 4-H program or your local health authority, please contact your local county Extension agent or log on to texashelp.tamu.edu.

Sincerely,



*Adapted from materials by Judith A. Myers-Walls, Extension Specialist,
Department of Child Development and Family Studies,
Purdue University Cooperative Extension Service.*



Dear Family,

If a disaster occurs in our community, many decisions will need to be made. You may be asked to evacuate or, in the case of a bioterrorism threat, the authorities may want you to make an emergency shelter right where you are. This is called 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.

One situation that calls for sheltering-in-place is after an act of bioterrorism. Bioterrorism is the deliberate release of germs or other toxic or poisonous substances that can make people sick and even die. In such cases, the authorities would need you to stay in one place so you can avoid touching or breathing the poison or germs.

You will know if you need to shelter-in-place because authorities will let you know by several methods. The Emergency Alert System will broadcast the warning via radio and television. There also may be outdoor sirens, horns and the National Weather Service's radio alerts.

If you know how to build a safe place properly, the air around you there will be clean and not harmful. The directions for building a shelter-in-place are on the attached form. Today your child's assignment is for your family to choose a place in your home that would be a good choice for shelter-in-place. Please sign the form after you have chosen a place and return the form to your child's teacher on the next school day.

Your child has now completed the "Patriotism through Preparation" 4-H project. If your child enjoyed the project and would like to know about what they can learn and do through the 4-H program, please contact your county Extension agent or visit Extension 4-H agents on line at texas4-h.tamu.edu. Your child will be receiving a completion certificate and all of the assignments you completed together for you to keep with your disaster supply kit. Please also make sure that plastic bags or sheeting and duct tape are included in your disaster supply kit.

Thank you very much for taking steps to help your family and our community stay safe during a disaster. If you have any questions about how to make a shelter-in-place or how to "Sit Tight," please contact your county Extension agent or log on to texashelp.tamu.edu.

Sincerely,

