



**MATA**  
**MARTIAL ARTS**  
**TEACHERS' ASSOCIATION**

Martial Arts Teachers' Association  
Life Skills and Leadership Curriculum

# EMERGENCY PREPAREDNESS

*"There is enough in the world for everyone to live on happily  
and to be at peace with his neighbor."*

Harry S. Truman

Emergency Preparedness is this module of success  
in the Martial Arts Teachers' Association Curriculum.

Emergencies take many forms. They're caused by gale force winds, sudden floods, fire, even upheavals of the earth itself. When an emergency strikes, the best protection is knowing what to do. Preparedness is everyone's job. Not just government agencies but all sectors of society — service providers, businesses, civic and volunteer groups, industry associations and neighborhood associations, as well as every individual citizen — should plan ahead for disaster. During the first few hours or days following an emergency situation, essential services may not be available. People must be ready to act on their own. The following curriculum will help give your students the facts they need to be prepared and be able to respond when emergencies strike. Special Note: Because of the nature of the information provided in this module, the lessons, stories and drills are set up somewhat differently than usual. The importance of the information warrants this. What you need to keep in mind, is that younger students will have a natural fear of emergency situations. Stress to them that being prepared empowers them and will help them to face any emergency situations with knowledge, not fear.

- ☐ Emergency Preparedness Worksheets
- ☐ Emergency Preparedness Quotes
- ☐ Pre-Test Letter
- ☐ Post Test Letter

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## curriculum notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# the big picture

## **Week 1:**

- |            |  |
|------------|--|
| Lesson # 1 | What Is Emergency Preparedness?            |
| Lesson # 2 | Emergency Preparedness Information / Drill |

## **Week 2:**

- |            |   |
|------------|---|
| Lesson # 3 | Earthquakes                                 |
| Lesson # 4 | Earthquake Preparedness Information / Drill |

## **Week 3:**

- |            |                                       |
|------------|---------------------------------------|
| Lesson # 5 | Fire                                  |
| Lesson # 6 | Fire Preparedness Information / Drill |

## **Week 4:**

- |            |   |
|------------|---|
| Lesson # 7 | Flood & Flash Floods                                  |
| Lesson # 8 | Flood 7 Flash Floods Preparedness Information / Drill |

## **Week 5:**

- |             |  |
|-------------|--|
| Lesson # 9  | Tornado & Severe Storms                                  |
| Lesson # 10 | Tornado & Severe Storms Preparedness Information / Drill |

## **Week 6:**

- |             |                               |
|-------------|-------------------------------|
| Lesson # 11 | Emergency Preparedness Review |
| Lesson # 12 | Emergency Preparedness Review |

## **TEST**

**Recommended study for instructors teaching this course:**

**Disaster Preparedness Resources for Community-Based Organizations & Specific Populations by ABAG, Oakland, CA – 510-464-7900**

**Emergency Preparedness information for your area:  
FEMA, 16825 S. Seton Avenue, Emmitsburg, MD 21727; 800-238-3358**

## sample pre-test letter

Dear Mr./Mrs. (insert name),

(Insert name) has completed nearly all the requirements for (his/her) next rank and will be testing for (his/her) new belt shortly. In addition to having worked on (his/her) physical skills, (insert name) worked on (his/her) understanding of how emergency preparedness plays an important role in (his/her) life.

We feel that understanding why we must be aware and prepared for any emergency is a major factor in how they live their life. For the past few weeks your child has also been working at building (his/her) values, integrity and teamwork skills.

We have discussed that being prepared for any emergency is an important facet of how we live. We also learned the specific rules and signs that must be followed before, during and after an emergency. With this knowledge, your child is now better prepared to face the emergencies that affect (his/her) life.

We're excited that we could be part of sharing such valuable life skills with (insert name) and encourage you to help build and reinforce (his/her) understanding to prepare for emergencies for the rest of (his/her) life. In fact, we're hoping that your child's exposure to these lessons on emergency preparedness will allow (him/her) to positively respond to any emergency in (his/her) life.

Yours Sincerely,

The Staff at (YOUR SCHOOL)

P.S. Don't forget (insert name) graduation on (date). We look forward to seeing you there!

# sample post-test letter

Dear Mr. & Mrs. (insert name),

Congratulations!

(Insert name) has passed (his/her) examination and, effective immediately, holds the rank of (insert rank). Not only has (insert name)'s improved physically, (he/she) has learned that being prepared for any emergency is everyone's responsibility. To us, and we're sure you'll agree, emergency preparedness plays a big part in anyone's life. All of us at (YOUR SCHOOL) are proud to have played a part in helping (insert name) understand how emergency preparedness plays a large part of everything (he/she) does.

For the next six weeks our curriculum will focus on improving (insert name)'s preparedness as well as developing another equally important life skill, (insert Life Skill). Over the next few weeks we will work to help your child improve (insert Life Skill). Our lessons and drills will focus on how to improve in this very important area.

When these lessons have been completed, (insert name) will be well on the way toward learning how to apply (insert Life Skill) in (his/her) life. Look out for our special Poster and our Quotes of the Month when you stop by the school. Oh, and please remember to do your part at home by encouraging your child to talk about these lessons with you. One is never too young to learn how to enjoy life to its fullest!

Yours Sincerely

The Staff at (YOUR SCHOOL)

PS. As always, if you have any questions at all about our program or your child's progress, please don't hesitate to call us at (insert phone number).

## curriculum notes

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*“Be prepared.” — Boy Scout Motto*

week one  
**LESSON 1**

# What Is Emergency Preparedness?



- Students will learn the meaning of Emergency Preparedness.
- By the end of the lesson, students will understand what Emergency Preparedness

## ages 4-7

**S**ometimes it is scary to think about an emergency situation happening to you or to your family. Nobody likes to have to be where there is a bad storm, or an earthquake, or fire, or flood. But those kinds of things happen all of the time, and the best thing to do is be prepared for them, and to know what to do to keep you and your family as safe as possible.

In Martial Arts and in life, it is important to be as prepared as you can be for whatever comes your way. Emergency Preparedness means to know what to do in an emergency and to have the supplies that you need to take care of yourself.

### Ask your students:

- **What is Emergency Preparedness?**  
(Emergency Preparedness is knowing what to do, and having what you need, in an emergency situation.)
- **How does Emergency Preparedness make a difference?**  
(Emergency Preparedness can help you to help yourself and others in an emergency.)

**I**f a bad storm, or an earthquake, or fire, or flood were to affect your family today, would you know what to do? These kinds of things happen all of the time, and the best thing to do is be prepared for them, and to know what to do to keep you and your family as safe as possible.

In Martial Arts and in life, it is important to be as prepared as you can be for whatever comes your way. Emergency Preparedness means to know what to do in an emergency and to have the supplies that you need to take care of yourself.

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## adults

**E**mergencies take many forms. They're caused by gale force winds, sudden floods, fire, even upheavals of the earth itself. When an emergency strikes, the best protection is knowing what to do. Preparedness is everyone's job. Not just government agencies but all sectors of society — service providers, businesses, civic and volunteer groups, industry associations and neighborhood associations, as well as every individual citizen — should plan ahead for disaster. During the first few hours or days following an emergency situation, essential services may not be available. People must be ready to act on their own.

Emergency Preparedness is knowing what to do in an emergency, and having the tools and supplies that you need to effectively do the needed tasks and help yourself, your family and your community.

### Topics for Discussion

- What kinds of emergencies have you faced in the past that you were ill-prepared for?
- Right now, are you ready for any

*"I must create a system or be enslaved by another man's; I will not reason and compare: my business is to create." -*  
— William Blake

week one  
**LESSON 2**

# What Is Emergency Preparedness?



- Students will learn the meaning of Emergency Preparedness.
- By the end of the lesson, by discussing emergency preparedness information, students will understand what Emergency Preparedness is.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is Emergency Preparedness?  
(Emergency Preparedness is knowing what to do, and having what you need, in an emergency situation.)
2. How does Emergency Preparedness make a difference?  
(Emergency Preparedness can help you to help yourself and others in an emergency.)

# Children's Emergency Preparedness Information:

Each person in your household has a responsibility to the other members of the family to know what to do in an emergency situation. During an emergency, you can help yourself, and the people you live with if you take the time to plan and prepare.

Here are 4 important things you can go over with your family that will help you get started:

1. Have a family meeting and talk with your family about what kinds of disasters or more likely to happen in your area.
2. Talk about the steps you will take to be ready when disaster happens in your neighborhood or community.
3. Every family member can be responsible for helping to be prepared. Assign everyone a job like, posting emergency numbers, checking smoke alarms, or taking first aid classes.
4. Practice your plan. Make sure everyone knows their job.

## Ask your students:

- What kinds of disasters might happen in our area?  
(Answers will vary.)
- How many of you already have emergency action plans for your home?  
(Have the students share.)

# Adult's Emergency Preparedness Information:

Part of being an adult is taking responsibility for yourself. You are demonstrating that by your involvement in the Martial Arts. In the event of an emergency, your responsibility lies in your ability to cover yourself and your family with a safety plan that will help to ease the enormity of whatever happens.

The following are 4 steps people can take to prepare for any type of disaster.

## Step 1.

Find out what types of disasters are most likely to occur in your community and how to prepare for them. Contacting your local emergency management office or American Red Cross chapter for information and guidelines is a good way to get started.

## Step 2.

Hold a family meeting. Families should get together to talk about the steps they'll take to be ready when disaster happens in their community.

## Step 3.

Take action.

Each family member, regardless of age, can be responsible for helping the family be prepared. Activities can include posting emergency telephone numbers, installing smoke detectors, determining escape routes, assembling disaster supply kits and taking first aid or CPR courses.

## Step 4.

Practice and maintain the plan.

The final step emphasizes the need to practice the plan on a regular basis so family members will remember what to do when disaster strikes.

## Topics for Discussion:

- Have the students share what

## DRILL

### Emergency Prevention Checklist

Go over the following checklist with all students to ensure their understanding of the importance of Emergency Preparedness.

- ☐ Post emergency telephone numbers in easy view near each telephone.
- ☐ Install smoke alarms on each floor of your house and in all sleeping areas.
- ☐ Test smoke alarms frequently to be certain that they are in good working order.
- ☐ Replace smoke alarm batteries regularly.
- ☐ Check all electrical outlets for smoke or scorch marks, evidence of a faulty connection and possible short.
- ☐ Replace wires and wall sockets as needed.
- ☐ Put covers on electrical outlets that are not in use.
- ☐ Quickly replace all burned-out light bulbs.
- ☐ Remove and replace frayed electrical appliance cords.
- ☐ Cover stove burners and control knobs with protective shields.
- ☐ Keep toilet seats and lids down. Install seat locks if necessary.
- ☐ Store medicines, household cleansers, and other caustic and/or potentially poisonous substances beyond the reach of small children.
- ☐ Install sturdy railings beside all stairs and check regularly to be sure that they provide reliable support.
- ☐ Use safety gates to block access to stairwell entrances.
- ☐ Repair or replace hall and area rugs that slip and slide.



*"You can no more win a war than you can win an earthquake."*  
— Jeannette Rankin

week two  
**LESSON 3**

# Earthquakes



- Students will learn how to be prepared for an earthquake and its aftermath.
- By the end of the lesson, the student will know Emergency Earthquake Preparedness.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is Emergency Preparedness?  
(Emergency Preparedness is knowing what to do, and having what you need, in an emergency situation.)
2. How does Emergency Preparedness make a difference?  
(Emergency Preparedness can help you to help yourself and others in an emergency.)

## ages 4-7

**S**cientists can't tell us yet when earthquakes are going to happen. That makes it a little harder to prepare for them. The most important thing you can do to take care of yourself during an earthquake is to stay calm. If you stay calm, and follow a few earthquake preparedness tips, you will be able to help yourself when the earth starts shaking!

Once you realize that you are experiencing an earthquake, remember these 3 tips:

1. To avoid being hit by broken glass and falling objects, stay away from windows, bookcases, and shelves.
2. Get under a sturdy desk or table, or stand in a doorway.
3. Make sure you put on shoes before walking around after a quake, so that you don't hurt yourself on broken objects.

## Ask your students:

- **Why is Earthquake Preparedness important?**  
(Earthquake Preparedness is important so you will be able to help yourself and others in case of an earthquake.)
- **What can Earthquake Preparedness do for you?**  
(It can give you confidence to respond during and after an earthquake.)

**S**cientists can't tell us yet when earthquakes are going to happen. That makes it a little harder to prepare for them. The most important thing you can do to take care of yourself during an earthquake is to stay calm. If you stay calm, and follow a few earthquake preparedness tips, you will be able to help yourself when the earth starts shaking!

Once you realize that you are experiencing an earthquake, remember these 7 tips:

1. To avoid being hit by broken glass and falling objects, stay away from windows, bookcases, and shelves.
2. Get under a sturdy desk or table, or stand in a doorway.
3. After the shaking stops, turn on your radio or television set and listen for news broadcasts.
4. When you check for damage, wear shoes to protect your feet from broken glass and open closet and cabinet doors carefully.
5. Do not use the telephone except to call your parents or to call for help.
6. Brace yourself for aftershocks.
7. Talk to your parents or guardians about how to turn off the gas, water, and electricity if necessary.

## Ask your students:

- **Why is Earthquake Preparedness important?**  
(Earthquake Preparedness is important so you will be able to help yourself and others in case of an earthquake.)
- **What can Earthquake Preparedness do for you?**  
(It can give you confidence to respond during and after an earthquake.)

## adults

**T**he hardest part of dealing with an earthquake is that there is absolutely no warning, so that they happen when you least expect them to. This means that preparedness is even more important.

In order to save yourself and your family from potential harm in your home, you must spend some time taking the necessary precautions to minimize the affects of an earthquake.

Make sure all major furniture pieces and water heaters are bolted to the wall and that cabinet doors are secure with locks to keep their contents inside during a tremor. Secure all wall hangings and large decorative items with earthquake putty, available at most hardware stores.

You must realize that if you are away from you home when a substantial earthquake hits, it could take you some time to get home because of downed power lines or overpasses. Make sure your family members have a plan for contacting an out of area relative or friend so that everyone is in your family accounted for.

Most importantly, if you have children in your home, the best way to conquer their fears is to stress preparedness so that you foster a feeling of control, not panic.

## Topics for Discussion

- Have students relate earthquake

*“Californians are good at planning for the earthquake, while simultaneously denying it will happen.”*  
— Sheila Ballantyne

week two  
**LESSON 4**

# Earthquakes



- Students will learn how to be prepared for an earthquake and its aftermath.
- By the end of the lesson, the student will know Earthquake Preparedness.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is Emergency Preparedness?  
(Emergency Preparedness is knowing what to do, and having what you need, in an emergency situation.)
2. How does Emergency Preparedness make a difference?  
(Emergency Preparedness can help you to help yourself and others in an emergency.)
3. Why is Earthquake Preparedness important?  
(Earthquake Preparedness is important so you will be able to help yourself and others in case of an earthquake.)
4. What can Earthquake Preparedness do for you?  
(It can give you confidence to respond during and after an earthquake.)

## Children Earthquake Preparedness Information:

Scientists believe that the earth is made up of a patchwork of huge pieces of land that float in slow motion on top of it's hot core. These are called plates. The plates move about 1cm to 10cm each year. That's about as fast as your fingernails grow!

Where the plates meet are called fault lines. Sometimes the plates will jolt or bump against each other. When that happens, you feel an earthquake. That is why most earthquakes are felt around the coastal areas of countries.

A fault that you might recognize is the San Andreas Fault. That is the fault that runs the length of the Western United States. The earthquakes in San Francisco and Los Angeles are a result of the San Andreas and smaller faults that connect to it.

Other things that happen along fault lines where the plates meet are volcanoes and tidal waves, or tsunamis. These are also caused by the plates sliding and moving on the earth.

The earth's surface is always changing and growing. Earthquakes are one way we feel that growth.

## Points for Discussion:

- That earthquakes are a natural occurrence that have given us our beautiful mountain ranges and valleys.
- That even though we can predict when an earthquake will happen, we can be prepared for what they do when they do.
- Circling the Pacific Basin, on the bottom of the sea bed, lie a dramatic series of volcanic arcs and oceanic trenches. This zone – the 'Ring of Fire' – is notorious for frequent earthquakes and volcanic eruptions, and coincides with the

## Adult's Earthquake Preparedness Information:

In the past 25 years, scientists developed a theory called plate tectonics explaining the locations of volcanoes and other large-scale geologic features. According to tectonic theory, the surface of the Earth is made up of a patchwork of massive rigid plates, about 80km thick, which float in slow motion on top of the Earth's hot, pliable interior. The plates change size and position over time, moving at speeds of between 1cm and 10cm every year – about the speed at which fingernails grow.

New sea bed is constantly being created in the middles of the oceans – flowing out as hot lava, and rapidly cooling on contact with cold deep sea water. To make room for the continual addition of new ocean crust, all the earth's plates move. And as they move, intense geologic activity occurs at the plate edges.

At the plate edges, one of three things may occur.

1. Parts of the plate boundary that slide past one another in opposite directions - such as the San Andreas Fault - cause minor earthquakes.
2. The faults may also create cliffs or scarps thousands of feet high on the ocean bed.
3. The movements of the plates usually allow little warning for those at risk in coastal areas.

The frequency of Pacific quakes and seismic activity is not coincidence.

### Topics for Discussion:

- What makes earthquakes difficult emergencies?  
(The fact that they are unpredictable and strike without warning.)
- How does the information provide above help in preparing for an earthquake?  
(By understanding the cause of earthquakes, there is less fear involved and

# DRILL

## Build An Emergency Preparedness Supply

As part of the on-going theme to be “aware and prepared,” during the course of these lessons, assign each student in your classes to bring in an item to put into a locker, storage area or box that will serve as the school’s emergency supplies. As the supplies are gathered, note what has been added on a sheet of paper or poster board located close to the supplies. Remind the students that these are for emergency only. Use the list below as a guide:

- ☐ Batteries
- ☐ Blankets
- ☐ Candles
- ☐ Can Opener (mechanical)
- ☐ Food (canned or dehydrated, enough to last for several days)
- ☐ A-B-C Fire Extinguisher
- ☐ First Aid Supplies
- ☐ Flashlight
- ☐ Gloves (heavy)
- ☐ Knife (pocket)
- ☐ Lantern (propane, with extra tanks)
- ☐ Wooden Matches (waterproofed with wax)
- ☐ Radio (battery operated)
- ☐ Tools (broom, hammer, screwdriver, and shovel)
- ☐ Watch or Clock (Battery or wind-up)
- ☐ Water (bottled)
- ☐ Wrench (crescent, to turn off gas)



*"Only you can prevent forest fires!"*  
— *Smokey the Bear*

## week three

# LESSON 5

# Fire



- Students will learn ways to prevent fires and what to do if they are involved in one.
- By the end of the lesson, the student will know ways to keep themselves and their families safe in preventing and dealing with fire.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Emergency Preparedness?  
(Emergency Preparedness is knowing what to do, and having what you need, in an emergency situation.)
2. How does Emergency Preparedness make a difference?  
(Emergency Preparedness can help you to help yourself and others in an emergency.)
3. Why is Earthquake Preparedness important?  
(Earthquake Preparedness is important so you will be able to help yourself and others in case of an earthquake.)
4. What can Earthquake Preparedness do for you? (It can give you confidence to respond during and after an earthquake.)

## ages 4-7

**T**he best way to prevent a fire is to never think that playing with matches or cigarette lighters, or any other kind of fire, is okay. It is never okay to be near or have anything to do with fire, unless you have an adult with you.

If a fire should happen at your home, it is important to know what to do. Have a meeting with your parents to decide the best way for you to safely leave your home during a fire, and make sure you have a designated meeting place outside of your home. Never hide or take time to gather up toys or other belongings.

### Ask your students:

- Firefighters say that during a fire, you should crawl out of your home. Do you know why?  
(Smoke rises and you will have clearer air down by the floor.)
- What should you do if you find matches or a lighter?  
(Immediately tell an adult.)
- In your home do possible fire problems exist? What can you do to make sure that you and your family are less likely to be harmed by fire?

**F**ires are scary and very dangerous. They are loud and hot, and the smoke makes it very dark. Fires hurt and destroy things in your home. You and your family can help make your home safer from fire.

Here's how:

1. Don't cook alone or without asking an adult.
2. Remind your parents to turn pot handles toward the center of the stove. They should never hang over the edge where someone could bump into them and knock them off the stove.
3. Never put anything over a lamp, like clothes or a blanket, not even when playing.
4. Don't touch radiators or heaters. Ask an adult to turn a heater on or off for you.
5. Don't stand too close to the fireplace or a wood stove. You could get burned or your clothes could catch fire.
6. Never touch matches, lighters, or candles. If you see matches or lighters in a room, tell an adult right away.
7. Remind grown-ups to change smoke alarm batteries at least once a year.
8. Don't play with electrical cords.
9. Never stick anything into an electrical socket.
10. Turn off lights, stereos, TVs and other electrical equipment when you are finished using them.

## Ask your students:

- Name at least three things you learned about in this lesson that you did not know before today.  
(Answers will vary)

## adults

**H**ave you considered the number of fire hazards that might be present in your home right now?

Let's look at just some of the things you should consider:

- ☐ Frayed cords on electrical appliances.
- ☐ Electrical cords run underneath carpets or furniture.
- ☐ Matches and lighters placed where kids can reach them.
- ☐ Fireplaces without mesh screens.
- ☐ Paper, fabric, trash, or other combustible materials left too close to heat sources such as furnaces, hot water heaters, fireplaces, wood stoves, etc.
- ☐ Material draped over lamps.
- ☐ Curtains located too close to the bulbs in torch-style halogen lamps.
- ☐ Pot holders or kitchen towels stored too close to stoves.
- ☐ Electrical equipment left on with no one is in the room.
- ☐ Smoking in bed.

All of the above have the potential to create a major blaze. Why is it important to identify and correct fire hazards in the home? Some hazards may not seem dangerous, such as overloaded extension cords, but they could cause a fire when you least expect it. Fire hazards are especially dangerous at night, when no one is awake to notice that a fire has started.

## Topics for Discussion

- How many of you have important papers or mementos (baby pictures or books) located in one spot for easy evacuation?
- Although this might seem obvious, remind the students never to go back into a burning building to

*“When you play with fire, you’re gonna get burned.” — Anon*

## week three

# LESSON 6

## Fire



- Students will learn ways to prevent fires and what to do if they are involved in one.
- By the end of the lesson, the student will know ways to keep themselves and their

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Emergency Preparedness?  
(Emergency Preparedness is knowing what to do, and having what you need, in an emergency situation.)
2. How does Emergency Preparedness make a difference?  
(Emergency Preparedness can help you to help yourself and others in an emergency.)
3. Why is Earthquake Preparedness important?  
(Earthquake Preparedness is important so you will be able to help yourself and others in case of an earthquake.)
4. What can Earthquake Preparedness do for you?  
(It can give you confidence to respond during and after an earthquake.)
5. During a fire, why should you crawl out of your home.  
(Smoke rises and you will have clearer air down by the floor.)
6. What should you do if you find matches or a lighter?  
(Immediately tell an adult.)

# Children's Fire Preparedness Information:

## House Fire

Here are 2 different sceneries and what you should do if they happen to you...

**A. During the night, you wake up coughing. Your eyes burn. You smell smoke. You call out, but no one answers. Everyone else is asleep. What should you do?**

1. Shout loudly to wake up others.
2. If your bedroom door is closed, feel it with your hand. If it is hot, do not open it.
3. If your bedroom door is open, and you can feel heat or see flames, do not walk toward the fire. Instead, close the door.
4. If you are on the ground floor, exit through a window.
5. If you are not on the ground floor, stay in your room and wait for help.
6. Place sheets, towels, or clothes along the bottom of the door to keep smoke from coming in.

7. If there is a phone in your room, dial 911 or call the operator or the fire department.
8. Stay by the window so fire fighters can find you quickly.
9. If your door does not feel hot and you do not see flames, leave.
10. If there is a lot of smoke, tie a handkerchief, scarf, or T-shirt, over your nose and mouth. Then crawl to the nearest exit.
11. Once you are safely outside, go to your family's designated meeting spot. Send someone to call 911 or the fire department.

**B. You are home alone. You hear popping sounds and smell smoke. Curious, you look out your bedroom window to see what is happening. You discover that smoke and flames are pouring from the house next door.**

1. Dial 9-1-1 or call the operator or fire department and report the fire.
2. Be sure to give the address of the house that is burning. If you aren't sure what is burning, give your own address. Once the fire fighters are on the right street and in the right block, they will be able to see which house the flames are coming from.
3. Alert your neighbors by phone if you know their telephone number.
4. Once the fire fighters arrive, tell them what you know about how many family members there are, who works when, who sleeps where, and whether or not people or pets might be trapped inside.

## Ask your students:

- Name at least 3 things that you should do if a fire starts in your home?  
(answers will vary.)
- Name at least 3 things that you should do if a fire starts next door or close to your home?  
(answers will vary.)

# Adult's Fire Preparedness Information:

## House Fire

More than 5,000 Americans die each year in fires and more than 25,000 are injured. An overwhelming number of fires occur in the home. There are time-tested ways to prevent and survive a fire. It's not a question of luck. It's a matter of planning ahead...

### 1. Every Home Should Have at Least One Working Smoke Alarm.

Buy a smoke alarm at any hardware or discount store. It's inexpensive protection for you and your family. Install a smoke alarm on every level of your home. A working smoke alarm can double your chances of survival. Test it monthly, keep it free of dust and replace the battery at least once a year. Smoke alarms themselves should be replaced after ten years of service, or as recommended by the manufacturer.

### 2. Prevent Electrical Fires

Never overload circuits or extension cords. Do not place cords and wires under rugs, over nails or in high traffic areas. Immediately shut off and unplug appliances that sputter, spark or emit an unusual smell. Have them professionally repaired or replaced.

### 3. Use Appliances Wisely

When using appliances follow the manufacturer's safety precautions. Overheating, unusual smells, shorts and sparks are all warning signs that appliances need to be shut off, then replaced or repaired. Unplug appliances when not in use. Use safety caps to cover all unused outlets, especially if there are small children in the home.

### 4. Alternate Heaters

Portable heaters need their space. Keep anything combustible at least three feet away. Keep fire in the fireplace. Use fire screens and have your chimney cleaned annually. The creosote buildup can ignite a chimney fire that could easily spread. Kerosene heaters should be used only where approved by

authorities. Never use gasoline or camp-stove fuel. Refuel outside and only after the heater has cooled.

**5. Affordable Home Fire Safety Sprinklers**  
When home fire sprinklers are used with working smoke alarms, your chances of surviving a fire are greatly increased. Sprinklers are affordable – they can increase property value and lower insurance rates.

### 6. Plan Your Escape

Practice an escape plan from every room in the house. Caution everyone to stay low to the floor when escaping from fire and never to open doors that are hot. Select a location where everyone can meet after escaping the house. Get out then call for help.

### 7. Caring for Children

Children under five are naturally curious about fire. Many play with matches and lighters. Tragically, children set over 25,000 house fires every year. Take the mystery out of fire play by teaching your children that fire is a tool, not a toy.

### 8. Caring for Older People

Every year over 1,000 senior citizens die in fires. Many of these fire deaths could have been prevented. Seniors are especially vulnerable because many live alone and

## Topics for Discussion

- Ask students for general discussion ideas drawn from the previously given fire preparedness

# DRILL

## Fire Safety Drills

Here are some Fire Safety Drills that you can practice with all students:

1. 'Stop, Drop, and Roll'
2. Crawl on the floor to avoid heat and smoke.
3. Crawl to a door and remind them to feel it to check for heat before opening.
4. Set up a 'room' at your school that has fire hazards for the students to identify.
5. Develop an escape plan for your school and practice it.

## Fire Safety Quiz (Children)

Use this quiz to test your students understanding of Fire Preparedness.

1. Everyone should practice fire escape plans at home.  
a.True\* b.False
2. You should plan to have \_\_\_\_\_ escape routes from each room in your home.  
a.zero b.one c.two\*
3. Never go back into a burning home for anything.  
a.True\* b.False
4. Fire escape plans do not need to be practiced with grown-ups.  
a.True b.False\*
5. Pick a \_\_\_\_\_ place outside the home to meet your family after you get out.  
a.safe and easy to remember\* b.far away c.difficult to find

\* answers



# Flood & Flash Floods



- Students will learn some Emergency Preparedness tips for Flood & Flash Flood situations.
- By the end of the lesson, the students will know the benefits of Emergency Preparedness in regards to Floods.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Emergency Preparedness  
(Emergency Preparedness is knowing what to do, and having what you need, in an emergency situation.)
2. How does Emergency Preparedness make a difference?  
(Emergency Preparedness can help you to help yourself and others in an emergency.)
3. Why is Earthquake Preparedness important?  
(Earthquake Preparedness is important so you will be able to help yourself and others in case of an earthquake.)
4. What can Earthquake Preparedness do for you?  
(It can give you confidence to respond during and after an earthquake.)
5. During a fire, why should you crawl out of your home.  
(Smoke rises and you will have clearer air down by the floor.)
6. What should you do if you find matches or a lighter?  
(Immediately tell an adult.)

## ages 4-7

**A** flood isn't just water that is deep. Flooding can happen when there is only a few inches of water where it is not supposed to be. Even a few inches of water can be an emergency, though. Below is a list of some important rules to remember if you encounter a flood.

Flash flood safety rules:

### INSIDE –

If ordered to evacuate or if rising water is threatening, leave immediately and get to higher ground!

### OUTDOORS –

Go to higher ground immediately! Avoid small rivers or streams, low spots, canyons, dry riverbeds, etc.

Do not try to walk through flowing water more than ankle deep!

Do not play around streams, drainage ditches or viaducts, storm drains, or other flooded areas!

## Ask your students:

- Does your family have an out-of-state relative or friend to serve as the 'family contact'?  
(After a disaster, it's often easier to call long distance. Make sure you know the name, address, and phone number of the contact person.)

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## adults

**F**lash floods and floods are the #1 weather - related killer with around 140 deaths recorded in the U.S each year. Find out if you live in a flood-prone area from your local emergency management office or Red Cross chapter.

Flash flood safety rules:

### INSIDE –

If ordered to evacuate or if rising water is threatening, leave immediately and get to higher ground!

### OUTDOORS –

Go to higher ground immediately! Avoid small rivers or streams, low spots, canyons, dry riverbeds, etc.

Do not try to walk through flowing water more than ankle deep!

Do not allow children to play around streams, drainage ditches or viaducts, storm drains, or other flooded areas!

### IN A VEHICLE –

#### DO NOT DRIVE THROUGH FLOODED AREAS!

Even if it looks shallow enough to cross. The large majority of deaths due to flash flooding are due to people driving through flooded areas. Water only one foot deep can displace 1500 lbs! Two feet of water can EASILY carry most automobiles! Roadways concealed by floodwaters may not be intact.

Does your family have an out-of-state relative or friend to serve as the 'family contact.' After a disaster, it's often easier to call long distance. Make sure everyone in the family knows the name, address, and phone number of the contact person.

## Topics for discussion

- Ask the students if they know anyone, or were personally affected by flooding. Relate stories and advice.

OR

- Bring articles regarding flooding to class and have the students take turns reading about the flooding

week four  
**LESSON 8**

*"I have sown beside all waters in my day. / I  
planted deep, within my heart the fear / That  
wind or flood would take the grain away. / I  
planted safe against this stark, lean year." —*

## Floods and Flash Floods



- Students will learn some Emergency Preparedness tips for Flood and Flash Flood situations.
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1. What is Emergency Preparedness?  
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(Immediately tell an adult.)
7. Does your family have an out-of-state relative or friend to serve as the 'family contact'?  
(After a disaster, it's often easier to call long distance. Make sure you know the name, address, and phone number of the contact person.)

# Flood Preparedness Information:

## Flood Checklist

If you live in a frequently flooded area, stockpile emergency building materials.

These should include:

- ☐ Plywood
- ☐ Plastic Sheeting
- ☐ Lumber, Nails, Hammer and Saw
- ☐ Pry Bar
- ☐ Shovels
- ☐ Sandbags.

Have check valves installed in building sewer traps to prevent flood waters from backing up in sewer drains. As a last resort, use large corks or stoppers to plug showers, tubs, or basins.

☐ Plan and practice an evacuation route.

☐ Contact the local emergency management office or local American Red Cross chapter for a copy of the community flood evacuation plan. This plan should include information on the safest routes to shelters. Individuals living in flash flood areas should have several alternative routes.

- ☐ Have disaster supplies on hand:
- ☐ Flashlights and extra batteries
  - ☐ Portable, battery-operated radio and extra batteries
  - ☐ First aid kit and manual
  - ☐ Emergency food and water
  - ☐ Nonelectric can opener
  - ☐ Essential medicines
  - ☐ Cash and credit cards
  - ☐ Sturdy shoes

- ☐ Develop an emergency communication plan:
- ☐ In case family members are separated from one another during floods or flash floods (a real possibility during the day when adults are at work and children are at school), have a plan for getting back together.
  - ☐ Ask an out-of-state relative or friend to serve as the "family contact."
  - ☐ Make sure that all family members know how to respond after a flood or flash flood.
  - ☐ Teach all family members how and when to turn off gas, electricity, and water.
  - ☐ Teach children how and when to call 9-1-1, police, fire department, and which radio station to tune to for emergency information.

- ☐ Learn about the National Flood Insurance Program.
- ☐ Ask your insurance agent about flood insurance. Homeowners policies do not cover flood damage.

### During A Flood Watch

## Flood Preparedness Information:

- ☐ Listen to a batter-operated radio for the latest storm information.
- ☐ Fill bathtubs, sinks, and jugs with clean water in case water becomes contaminated.
- ☐ Bring outdoor belongings, such as patio furniture, indoors.
- ☐ Move valuable household possessions to the upper floors or to safe ground, if time permits.
- ☐ If you are instructed to do so by local authorities, turn off all utilities at the main switch and close the main gas valve.
- ☐ Be prepared to evacuate.

### During A Flood

#### If Indoors:

- ☐ Turn on battery-operated radio or television to get the latest emergency information.
- ☐ Get your pre-assembled emergency supplies.
- ☐ If instructed by authorities to leave, do so immediately.

#### If Outdoors:

- ☐ Climb to high ground and stay there.
- ☐ Avoid walking through any floodwaters. If it is moving swiftly, even water 6 inches deep can sweep you off your feet.

#### If In A Car:

- ☐ If you come to a flooded area, turn around and go another way.
- ☐ If your car stalls, abandon it immediately and climb to higher ground. Many deaths have resulted from attempts to move stalled vehicles.

#### During An Evacuation

- ☐ If advised to evacuate by authorities, do so immediately.
- ☐ Evacuation is much simpler and safer before flood waters become too deep for ordinary vehicles to drive through.
- ☐ Listen to a batter-operated radio for evacuation instructions.
- ☐ Follow recommended evacuation routes—shortcuts may be blocked.
- ☐ Leave early enough to avoid being marooned by flooded roads.

#### After The Flood

- ☐ Flood dangers do not end when the water begins to recede:
- ☐ Listen to a radio or television and don't return home until authorities indicate it is safe to do so.
- ☐ Remember to help your neighbors who may require

*continued...*

# Flood Preparedness Information:

(continued)

- special assistance—infants, elderly people, and people with disabilities.
- ☐ Inspect foundations for cracks or other damage.
- ☐ Stay out of buildings if flood waters remain around the building. When entering buildings, use extreme caution.
- ☐ Wear sturdy shoes and use battery-powered lanterns or flashlights when examining buildings.
- ☐ Examine walls, floors, doors, and windows to make sure that the building is not in danger of collapsing.
- ☐ Watch out for animals, especially poisonous snakes, that may have come into your home with the flood waters. Use a stick to poke through debris.
- ☐ Watch for loose plaster and ceilings that could fall.
- ☐ Take pictures of the damage—both to the house and its contents for insurance claims.
- ☐ Look for fire hazards:
- ☐ Broken or leaking gas lines.
- ☐ Flooded electrical circuits.
- ☐ Submerged furnaces or electrical appliances.
- ☐ Flammable or explosive materials coming from upstream.
- ☐ Throw away food—including

canned goods—that has come in contact with flood waters.

- ☐ Pump out flooded basements gradually (about one-third of the water per day) to avoid structural damage.
- ☐ Service damaged septic tanks, cesspools, pits, and leaching systems as soon as possible. Damaged sewage systems are health hazards.

## Inspecting Utilities In A Flood-Damaged Home

- ☐ Check for gas leaks: If you smell gas or hear blowing or hissing noise, open a window and quickly leave the building. Turn off the gas at the outside main valve if you can and call the gas company from a neighbor's home. If you turn off the gas for any reason, it must be turned back on by a professional.
- ☐ Look for electrical system damage: If you see sparks or broken or frayed wires, or if you smell hot insulation, turn off the electricity at the main fuse box or circuit breaker. If you have to step in water to get to the fuse box or circuit breaker, call an electrician for advice.
- ☐ Check for sewage and water lines damage: If you suspect sewage lines are damaged avoid using the toilets and call a plumber. If water pipes are damaged, contact the water company



## **Keeping Your Head Above Water**

and avoid the water from the tank.

Obtain safe water by melting ice cubes.

To emphasize the dangers of flooding, contact your local chapter of the Red Cross or emergency management office at your local government and obtain a map showing the flood plain of your area. After posting it, have everyone locate where they live. Now, discuss with the students, using the information from the previous lessons and flood preparedness information, the steps they would need to take to “keep their heads above water” and safe.

During the course of this week, review the procedures and ask the students if they can come up with alternative preparedness plans.

**Instructor’s Note:** If you live in an area that has been subjected to regular flooding, have the students relate their personal experiences, and how they coped with the emergency.

Remember, it is through education and information that you will empower your students to survive and be part of the solution rather than becoming a victim.

## curriculum notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

*"Toto, I don't think we're in Kansas anymore."*  
— Dorothy Gail

week five  
**LESSON 9**

# Tornados & Severe Storms



- Students will learn more about being prepared for a Tornado or Severe Storm
- By the end of the lesson, the students will know what to do during a Severe Storm or Tornado.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Emergency Preparedness?  
(Emergency Preparedness is knowing what to do, and having what you need, in an emergency situation.)
2. How does Emergency Preparedness make a difference?  
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6. What should you do if you find matches or a lighter?  
(Immediately tell an adult.)
7. Does your family have an out-of-state relative or friend to serve as the 'family contact'?  
(After a disaster, it's often easier to call long distance. Make sure you know the name, address, and phone number of the contact person.)

## ages 4-7

**I**nstructor's Note: If you live in an area prone to tornadoes, use the information provided in the Adult section of this lesson. Tailor the lesson based on the age of the students.

You have probably heard on the news about hurricane and tornados. Or, maybe you live in an area that was affected by a big storm. One hurricane can cause a tremendous amount of damage. Tornadoes and other types of severe storms are emergencies that it pays to be prepared for.

Like any emergency situation we have discussed so far, the best thing you can do is be prepared. Take the time to go over an emergency response plan for tornadoes, hurricanes, and severe storms with your family. Not everyone lives in an area where there are tornadoes and hurricanes. Just

like not everyone lives where there is the chance of an earthquake. But there is the potential for a severe storm anywhere you live.

The best way to be prepared is to be aware of the potential dangers in your area and learn as much as you can about them. Then take the time to discuss it with your family and make a plan.

### Ask your students:

- If a storm hits, what is the best thing you can do?  
(Be prepared!)
- What are some of the things you remember from our lessons so far that would help you to be prepared during a severe storm?  
(Flashlights, sturdy shoes, food, water, etc.)

**Instructor's Note:** If you live in an area prone to tornadoes, use the information provided in the Adult section of this lesson. Tailor the lesson based on the age of the students.

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(Flashlights, sturdy shoes, food, water, etc.)

## adults

# Tornados

### Tornados

When a tornado is coming, you have only a short amount of time to make life-or-death decisions. Advance planning and quick response are the keys to surviving a tornado.

#### Before

- ☐ Conduct tornado drills each tornado season.
- ☐ Designate an area in the home as a shelter, and practice having everyone in the family go there in response to a tornado threat.
- ☐ Discuss with family members the difference between a “tornado watch” and a “tornado warning.”
- ☐ Contact your local emergency management office or American Red Cross chapter for more information on tornadoes.
- ☐ Have disaster supplies on hand:
  - ☐ Flashlight with extra batteries
  - ☐ Portable, battery-operated radio and extra batteries
  - ☐ First aid kit and manual
  - ☐ Emergency food and water
  - ☐ Mechanical can opener
  - ☐ Essential medicines
  - ☐ Cash and credit cards
  - ☐ Sturdy shoes

- ☐ Develop an emergency communication plan: In case family members are separated from one another during a tornado (a real possibility during the day when adults are at work and children are at school), have a plan for getting back together.

- ☐ Ask an out-of-state relative or friend to serve as the “family contact.” After a disaster, it’s often easier to call long distance. Make sure everyone in the family knows the name, address, and phone number of the contact person.

### Tornado Watches and Warnings

A tornado watch is issued by the National Weather Service when tornadoes are possible in your area. Remain alert for approaching storms. This is time to remind family members where the safest places within your home are located, and listen to the radio or television for further developments. A tornado warning is issued when a tornado has been sighted or indicated by weather radar.

### Mobile Homes

Mobile homes are particularly vulnerable. A mobile home can overturn very easily even if precautions have been taken to tie down the unit. When a tornado warning is issued, take shelter in a building with a strong foundation. If shelter is not available, lie in ditch or low-lying area a safe distance away from the unit.

## Tornado Danger Signs

Learn these tornado danger signs:

- ☐ An approaching cloud of debris can mark the location of a tornado even if a funnel is not visible.
- ☐ Before a tornado hits, the wind may die down and the air may become very still.
- ☐ Tornadoes generally occur near the trailing edge of a thunderstorm. It is not uncommon to see clear, sunlit skies behind a tornado.

During

☐ If at home:

- ☐ Go at once to the basement, storm cellar, or lowest level of the building.
- ☐ If there is no basement, go to an inner hallway or a smaller inner room without windows, such as a bathroom or closet.
- ☐ Go to the center of the room. Stay away from corners because they tend to attract debris.

- ☐ Get under a piece of sturdy furniture such as a workbench or heavy table or desk and hold on to it.
- ☐ Use your arms to protect head and neck.

☐ If in a mobile home:

- ☐ Get out and find shelter elsewhere.

☐ If at work or school:

- ☐ Go to the basement or to an inside hallway at the lowest level.

- ☐ Avoid places with wide-span roofs such as auditoriums, cafeterias, large hallways, or shopping malls.

- ☐ Get under a piece of sturdy furniture such as a workbench or heavy table or desk and hold on to it.

- ☐ Use your arms to protect head and neck.

☐ If outdoors:

- ☐ If possible, get inside a building.
- ☐ If shelter is not available or there is no time to get indoors, lie face-down in a ditch or low-lying area or crouch near a strong building.

- ☐ Be aware of the potential for flying debris and flooding.

- ☐ Use your arms to protect head and neck.

☐ If in a car:

- ☐ Never try to out-drive a tornado in a car or truck. Tornadoes can change direction quickly and can lift up a car or truck and toss it through the air.

- ☐ Get out of the car immediately and take shelter in a nearby building.

- ☐ If there is no time to get indoors, get out

of the car and lie facedown in a ditch or low-lying area away from the vehicle. Be aware of the potential or flying debris and flooding.

After

- ☐ Help injured or trapped persons

*continued...*

- ☐ Give first aid when appropriate. Don't try to move the seriously injured unless they are in immediate danger of further injury. Call for help.
- ☐ Turn on radio or television to get the latest emergency information.
- ☐ Stay out of damaged buildings. Return home only when authorities say it is safe.
- ☐ Use the telephone only for emergency calls.
- ☐ Clean up spilled medicines, bleaches, or gasoline or other flammable liquids immediately. Leave the building if you smell gas or chemical fumes.
- ☐ Take pictures of the damage – both to the house and its contents – for insurance purposes.
- ☐ Remember to help your neighbors who may require special assistance—infants, the elderly, and people with disabilities.

## Topic for Discussion

- Tornadoes, while predictable, can be incredibly devastating. How can you prepare yourself emotionally as well as physically for the aftermath?



*“A great wind is blowing, and that gives you either  
imagination or a headache.”*  
— Catherine the Great

**week five**  
**LESSON 10**

# Tornados & Severe Storms



- Students will learn more about being prepared for a Tornado or Severe Storm
- By the end of the lesson, the students will know what to do during a Severe Storm or Tornado.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Emergency Preparedness?  
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(Smoke rises and you will have clearer air down by the floor.)
6. What should you do if you find matches or a lighter?  
(Immediately tell an adult.)
7. Does your family have an out-of-state relative or friend to serve as the ‘family contact’?  
(After a disaster, it’s often easier to call long distance. Make sure you know the name, address, and phone number of the contact person.)

# Children's Tornado & Severe Storm Preparedness Informa-

Here are two examples of what a storm or hurricane might be like. Think about what it would be like, and what you would do in these situations.

## Thunderstorm

One Saturday morning, you decide to meet a friend in the park to play ball while you are waiting for your friend to arrive, the sky grows dark and is pierced by jagged bolts of lightning. Rain begins to fall. Loud claps of thunder echo all around.

- ☐ Lightning is a powerful discharge of electricity and can be very dangerous. A lightning bolt usually moves from one cloud to another or from a cloud to the ground. It often strikes the highest thing in its path.
- ☐ Do not stand under a large tree or take refuge in a metal shed. You will be safer if you remain out in the open, away from things that are tall or are made of metal.
- ☐ Keep away from electrical poles and overhead wires because these also can conduct electricity.
- ☐ If you are at home during a

thunderstorm, stay away

from electrical appliances, especially your television set. A television antenna that has not been grounded properly can lead lightning into your set.

## Hurricane

You and your family have been warned that a hurricane is expected to hit your community within a few hours.

- ☐ If you live in a low, exposed coastal area, have an adult shut off your gas, pull your main electrical switch, and leave for a safer place.
- ☐ If you plan to stay in your home, be prepared. Collect and put away all loose outside objects, such as trash cans and patio furniture.
- ☐ Close and latch shutters. Nail sheets of plywood over exposed windows.
- ☐ Check and replenish your food, first aid, and emergency supplies. Fill containers with fresh water. Have flashlights and batteries or candles and matches handy if the electricity goes out.
- ☐ Listen to a radio for weather updates.
- ☐ In a hurricane, the wind and rain stop as the eye, or center, of the storm passes over. Don't be deceived by this temporary calm. Stay inside and away from windows until official word is given that the storm is over.

After the storm:

- ☐ Listen to your radio for weather updates.
- ☐ When you go outside, watch for weakened trees and structures that might fall, and do not

## Ask your students:

- If you live in an area that does not have tornadoes or severe storms, what can you still learn from this lesson?  
(Storms can happen anywhere, even if they are rare in certain areas. You need to know the facts and be prepared, no matter where you live.)

## Adult's Tornado & Severe Storm Preparedness Information:

One of the many dangers of a severe storm is lightning. The following are some tips to avoid injury during a lightning storm:

- ☐ Lightning is a powerful discharge of electricity and can be very dangerous. A lightning bolt usually moves from one cloud to another or from a cloud to the ground. It often strikes the highest thing in its path.
- ☐ Do not stand under a large tree or take refuge in a metal shed. You will be safer if you remain out in the open, away from things that are tall or are made of metal.
- ☐ Keep away from electrical poles and overhead wires because these also can conduct electricity.
- ☐ If you are at home during a thunderstorm, stay away from electrical appliances, especially your television set. A television antenna that has not been grounded properly can lead lightning into your set.
- ☐ Check and replenish your food, first aid, and emergency supplies. Fill containers with fresh water. Have flashlights and batteries or candles and matches handy if the electricity goes out.
- ☐ Listen to a radio for weather updates.
- ☐ In a hurricane, the wind and rain stop as the eye, or center, of the storm passes over. Don't be deceived by this temporary calm. Stay inside and away from windows until official word is given that the storm is over.

After the storm:

- ☐ Listen to your radio for weather updates.

A hurricane can be a very destructive force. The following information will help you to protect yourself during a hurricane:

- ☐ If you live in a low, exposed coastal area, have an adult shut off your gas, pull your main electrical switch, and leave for a safer place.
- ☐ If you plan to stay in your home, be prepared. Collect and put away all loose outside objects, such as trash cans and patio furniture.
- ☐ Close and latch shutters. Nail sheets of plywood over exposed windows.

### Ask your students:

- What are some items that you hadn't realized were important for emergency flood preparedness? (answers will vary)
- Have students discuss ways in which to store their emergency supplies?

## Making Plans

**Materials:** Poster board, markers, colored pencils, or crayons. First, divide the students into three groups. Give each group an emergency situation – Hurricane, Tornado, or Thunder/Lighting Storm. Using the poster board, have the each group come up with an emergency plan for use in the home that they can share with the class.

**Recommendations:** For the younger students, give them a specific description of what emergency has 'happened.' This way they will be best able to create a plan.

*“Not everything that is faced can be changed,  
but nothing can be changed until it is faced.”*  
— James Baldwin

week six  
**LESSON 11**

# Emergency Preparedness Review



- Students will review the lessons of Emergency Preparedness.
- The students will review the information they have learned about Emergency Preparedness.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Emergency Preparedness?  
(Emergency Preparedness is knowing what to do, and having what you need, in an emergency situation.)
2. How does Emergency Preparedness make a difference?  
(Emergency Preparedness can help you to help yourself and others in an emergency.)
3. Why is Earthquake Preparedness important?  
(Earthquake Preparedness is important so you will be able to help yourself and others in case of an earthquake.)
4. What can Earthquake Preparedness do for you?  
(It can give you confidence to respond during and after an earthquake.)
5. During a fire, why should you crawl out of your home.  
(Smoke rises and you will have clearer air down by the floor.)
6. What should you do if you find matches or a lighter?  
(Immediately tell an adult.)
7. Does your family have an out-of-state relative or friend to serve as the ‘family contact’?  
(After a disaster, it’s often easier to call long distance. Make sure you know the name, address, and phone number of the contact person.)
8. If you live in an area that does not have tornadoes or severe storms, what can you still learn from this lesson?  
(Storms can happen anywhere, even if they are rare in certain areas. You need to know the facts and be prepared, no matter where you live.)

## ages 4-7

**A**fter an emergency situation, things may be hectic for quite some time.

If there has been a lot of damage to property or possessions, your family or friends might be very sad, or may even act mad, for awhile. When people have something traumatic happen, it is common for them not to act like their usual selves. The best way to get things back to normal is to work together.

If you experience an emergency situation, talk to your family and friends about how you feel, and work together to plan ways to help each other and the people in your community to rebuild. Remember that the more prepared you are for a crisis, the better you will be when it's over. Review all that you have learned from these lessons and practice with your family.

### Ask your students:

- **Why is Emergency Preparedness important?**  
(Emergency Preparedness is important you will be able to help yourself and others in case of an emergency. The more prepared you are, the better you will be.)
- **What is the best way to overcome your fears or sadness after an emergency?**  
(By talking with your parents and friends and working as a team.)

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## adults

**P**art of emergency preparedness is being ready to handle the aftermath of an emergency situation. It could take days or even weeks for state and federal assistance to victims to become available. It is just as important to plan for what you will do after an emergency as during the time of crisis.

When disaster strikes, people everywhere want to help those in need. To ensure that this compassion and generosity are put to good use, the media can highlight these facts:

Financial aid is an immediate need of disaster victims. Financial contributions should be made through a recognized voluntary organization to help ensure that contributions are put to their intended

use.

Before donating food or clothing, wait for instructions from local officials. Immediately after a disaster, relief workers usually don't have time or facilities to setup distribution channels, and too often these items go to waste.

Volunteers should go through a recognized voluntary agency such as the American Red Cross or Salvation Army. They know what is needed and are prepared to deal with the need. Local emergency services officials also coordinate volunteer efforts for helping in disasters.

Organizations and community groups wishing to donate items should first contact local officials, the American Red Cross, or Salvation Army to find out what is needed and where to send it. Be prepared to deliver the items to one place, tell officials when you'll be there, and provide for transportation, driver, and unloading.

## Topic for Discussion

- Think of local agencies that would best benefit financial support in your area. (Red Cross, Local Churches or Synagogues, etc.) Perhaps plan a way your students can become involved in a community emergency action plan.



*"There are no passengers on Spaceship Earth.  
We are all crew."  
— Marshall McLuhan*

week six  
**LESSON 12**

# Emergency Preparedness Review



- Students will review the lessons of Emergency Preparedness.
- The students will review the information they have learned about Emergency Preparedness.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Emergency Preparedness?  
(Emergency Preparedness is knowing what to do, and having what you need, in an emergency situation.)
2. How does Emergency Preparedness make a difference?  
(Emergency Preparedness can help you to help yourself and others in an emergency.)
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(Immediately tell an adult.)
7. Does your family have an out-of-state relative or friend to serve as the 'family contact'?  
(After a disaster, it's often easier to call long distance. Make sure you know the name, address, and phone number of the contact person.)
8. If you live in an area that does not have tornadoes or severe storms, what can you still learn from this lesson?  
(Storms can happen anywhere, even if they are rare in certain areas. You need to know the facts and be prepared, no matter where you live.)

## children's story

### Watch Out!

Master Woo faced the class of Martial Arts students and suddenly threw a small pillow into the group. A couple of students reacted by ducking and the pillow missed them. One student put his arms out and deflected the pillow. Another student, who was talking to a friend with his back to Master Woo, did not see the pillow coming and it hit him in the back. The student turned around, surprised, and looked at Master Woo in confusion.

Master Woo asked the class to sit down. When they did, he explained what the flying pillow had meant.

“Students, we have been learning a lot about being prepared for an emergency. What you have learned amounts to this lesson with the pillow. You can be prepared for an emergency by being aware and looking out for dangers. You can be prepared by knowing how to deflect harm once you see it coming. Or, in the case of our pillow victim, you can choose to ignore possible dangers and get hit.”

### Ask your students:

- When disaster strikes, will you be the student that is prepared, or the one who gets hit?

## adult's story

We have covered quite a bit of information about Emergency Preparedness. It might even seem overwhelming, and chances are, because of that, many people put off doing the necessary preparation for emergency situations.

Don't be one of those people!

Take the time to review the lessons of the last few weeks and re-familiarize yourself with the proper steps to take to ensure the safety of yourself, your family and your community. Share what you have learned with others so that as many people as possible will be part of the solution when an emergency arrives, not part of the problem.

It might take some time to gather the supplies that you need and train the members of your family, but once the initial setup is achieved, you will only have to review the steps on a regular basis and periodically replenish supplies.

You will never be sorry if you take emergency preparedness seriously.

### Topic for Discussion

- Discuss storage options of emergency supplies.
- Have students share how they have applied what they have learned about emergency preparedness in their own homes.

# DRILL

## My Checklist of Emergency Equipment & Supplies

These supplies should be gathered and located in the home where they can be easily accessed during any emergency:

- ☐ Batteries
- ☐ Blankets
- ☐ Candles
- ☐ Can Opener (mechanical)
- ☐ A-B-C Fire Extinguisher
- ☐ First Aid Supplies
- ☐ Flashlight
- ☐ Food (canned or dehydrated)
- ☐ Gloves (heavy)
- ☐ Knife (multipurpose)
- ☐ Lantern (propane, with extra tanks)
- ☐ Wooden Matches (waterproofed with wax)
- ☐ Radio (battery operated)
- ☐ Tools (ax, broom, hammer, screwdriver, and shovel)
- ☐ Rope
- ☐ Watch or Clock (Battery or wind-up)
- ☐ Crescent Wrench (to turn off gas)
- ☐ Warm Clothes (shirts, pants, sweaters, underwear, socks)
- ☐ Sturdy Shoes or Boots
- ☐ Pet Food (if necessary)
- ☐ Eating Utensils (cutlery, plates, napkins and cups)
- ☐ Paper & Cloth Towels
- ☐ Toilet Paper (very important)
- ☐ Plastic Bags (small for storage, large for garbage)
- ☐ Plastic Pails
- ☐ Cash and/or Credit Cards
- ☐ Drinking Water (one gallon, per person, per day)
- ☐ Baby Items (if necessary)
- ☐ Paperback Books
- ☐ Reading Glasses (if necessary)

Instructor's Note: Give students a copy of the above list to take home.  
Review it with them to make sure they understand it.

# CREATIVITY QUOTES



**“Be Prepared.”**

**Boy Scout Motto**



**“A stitch in time, saves nine.”**

**Ben Franklin**



**“You can no more win a war than you can win an earthquake.”**

**Jeannette Rankin**



**“Californians are good at planning for the earthquake, while simultaneously denying it will happen.”**

**Sheila Ballantyne**

**“Only you can prevent forest fires.”**

**Smokey the Bear**



**“When you play with fire, you’re gonna get burned.”**

**Anon**



**“Keep Your head above water.”**

**Anon**



**“I have sown beside all waters in my day/I planted  
deep, within my heart the fear/That wind or flood  
would take the grain away./I planted safe against this  
stark, lean year.”**

**Anna Bontemps**



**“Totò, I don’t think we’re in Kansas anymore.”**

**Dorothy Gail**

**“A great wind is blowing, and that gives you either imagination or a headache.”**

**Catherine the Great**



**“Not everything that is faced can be changed, but nothing can be changed until it is faced.”**

**James Baldwin**



**There are no passengers on Spaceship Earth. We are all crew.”**

**Marshall McLuhan**

**“Fear is that little darkroom where negatives are developed.”**

**Michael Pritchard**



**“Official: Only rain will cure drought”**

**The Herald-News,  
Westpost, Massachusetts**

**“Fear is an emotion indispensable for survival.”**

**Hannah Arendt**



**“Courage is a special kind of knowledge: the knowledge of how to fear what ought to be feared and how not to fear what ought not to be feared.”**

**David Ben-Gurion**



**“The only thing we have to fear is fear itself.”**

**Franklin D. Roosevelt**



**“Birds sing after a storm; why shouldn't people feel as free to delight in whatever remains to them?”**



Rose Kennedy

**“Life can be wildly tragic at times, and I’ve had my share. But whatever happens to you, you have to keep a slightly comic attitude. In the final analysis, you have got not to forget to laugh.”**

Katharine Hepburn



**“If you banish fear, nothing terribly bad can happen to you.”**

Margaret Bourke-White



**“People who fight fire with fire usually end up with ashes.”**

Abigail Van Buren