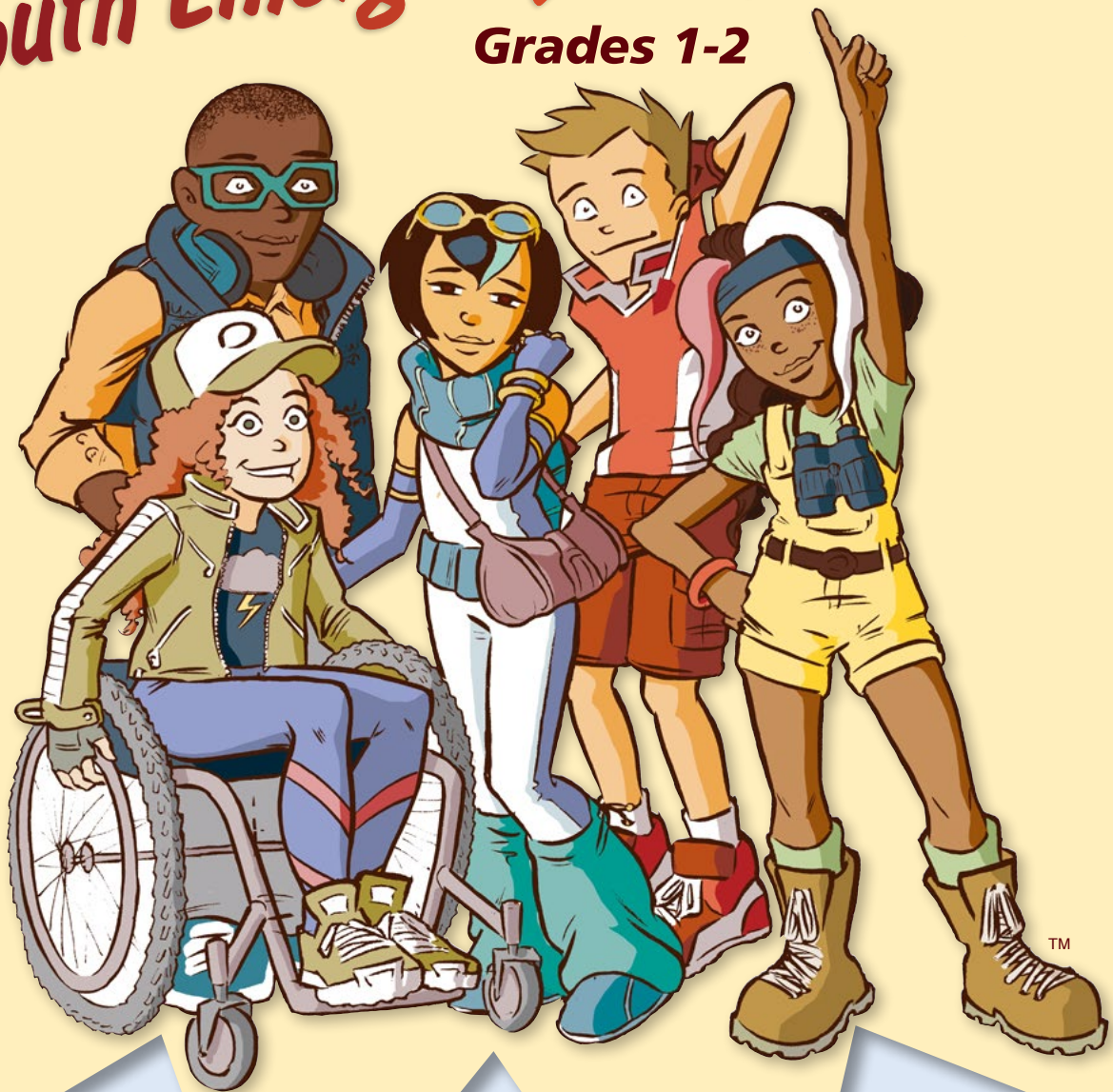


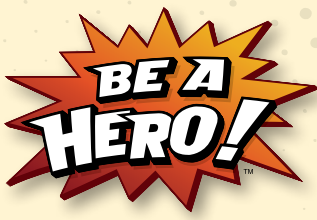


BE A HERO!

Youth Emergency Preparedness

Grades 1-2





Dear Educator,

Welcome to FEMA’s **Be a Hero** curriculum, an empowering educational journey into emergency preparedness! This standards-based, cross-curricular program is designed to provide students in grades 1 and 2 with the knowledge, awareness, and life-saving skills needed to prepare for a variety of emergencies and disasters.

By engaging in three inquiry-based lessons, students will gain a personal and meaningful understanding of disaster preparedness in the context of real-world hazards. All learning activities lead to important learning through collaborative fact-finding and sharing.

By the final lesson, students will become “heroes” as they develop their own **Ready Books** on emergency preparedness. Using communication skills and creativity, they will generate awareness of emergency preparedness among friends, families, and the school community.

Knowledge empowers! We hope this program will help you, your students, and their families feel prepared.

Sincerely,

Your Friends at FEMA



FEMA

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Essential Questions:
What is an emergency? What is a natural disaster? What are different kinds of emergencies that can impact me?

Learning Objectives:
Students will...

- Identify emergencies that could impact them and their communities
- Explain the causes (or risks) of various emergencies based on geography, climate, or season
- Identify the dangers to people in various emergencies

Student Handout:
Picture This! 15

Lesson 2:
Superheroes, Ready! 16

Essential Questions:
How can I/my family prepare for an emergency or disaster? Am I/is my family prepared?

Learning Objectives:
Students will...

- Identify what should go in an emergency kit
- Create a communications plan to share with their families
- Evaluate plans and kits, and identify ways to revise and improve them

Student Handout:
We Are Ready! 21

Lesson 3:
We Know What To Do! 22

Essential Questions:
What should I do in an emergency? What are safe actions in different emergency situations?

Learning Objectives:
Students will...

- Identify and demonstrate safe behaviors and steps for how to respond/what to do in an emergency situation (e.g., house fire, tornado, extreme weather)

Student Handout:
Let’s Be Safe! 25

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Additional Resources 26
Education Standards 27



Getting Started

FEMA's **Be a Hero** curriculum was designed with you, the 21st-century educator, in mind!

Flexible & Teacher-Vetted

Experienced teachers have developed and reviewed the curriculum to ensure that it is aligned to current standards and incorporates current education practices. Knowing each classroom is unique, lessons were designed to be flexible. You may want to adapt activities to your needs and student population, or collaborate with a colleague who teaches another subject.

21st-Century

Lessons are designed for students to develop and exercise important 21st-century skills such as: critical thinking, creativity, problem solving, communication and collaboration, independent thinking and research, information and media literacy, and leadership and responsibility.

Project-Based

Activities are student-centered and inquiry-led. The three lessons build upon one another, answering the following questions: *What is an emergency? What are different kinds of emergencies that can impact me? How can I/my family prepare for an emergency or disaster? What should I do in an emergency?* Students get to demonstrate their understanding of the material through various assessments and a unit-wide project.

Multidisciplinary & Cross-Curricular

Learning activities cover various topics and connect to several core subjects, including English language arts, science, geography, and health. (See page 27 in the Appendix for a full list of standards met by each lesson.)

A Real-World Focus That Empowers

The education approach is based on the belief that students are motivated to learn, and understand more, when they can connect a topic to their lives. Lessons offer students an opportunity to gain awareness about the world around them – right down to their own neighborhood – and then impact their world in a positive and real way!

We want to hear from you!

Share your learning experiences and student work, and connect with other educators across the country by visiting <http://www.ready.gov/kids/educators> or contacting FEMA at Ready@fema.gov. You can also tweet us with your experiences, using the hashtag **#ReadyKids @Readygov!**



BE A HERO! Components

Be a Hero has developed several components to support your teaching, broaden your students' understanding, and inform parents and communities about emergency preparedness. Many of the following are already integrated into the lessons and can be found on FEMA's website (www.Ready.gov/kids). Explore and familiarize yourself with them before teaching the first lesson.

Map Locator Page

<http://www.ready.gov/kids/maps>

An interactive map of the U.S. that lets you learn more about recent events and what types of disasters each state is at risk for



Build a Kit

<http://www.ready.gov/kids/build-a-kit>

Information about why we need an emergency kit, and downloadable checklists for both kids and adults



Parent Pages

<http://www.ready.gov/kids/parents>

Tips and useful links for parents to involve kids in emergency preparation, and advice from child psychologists on how to help children cope during and after a disaster



Curriculum

<http://www.ready.gov/kids/educators>

In addition to lessons for elementary students, the program includes curricula for middle and high school students as well.



Know the Facts Disaster Factsheets

<http://www.ready.gov/kids/know-the-facts>

15 downloadable factsheets with information about what to do before, during, and after specific disasters



Make a Plan

<http://www.ready.gov/kids/make-a-plan>

Information on the importance of developing a family communications plan, and tips for kids and adults on how to develop one

Two Online Games*

<http://www.ready.gov/kids/games>

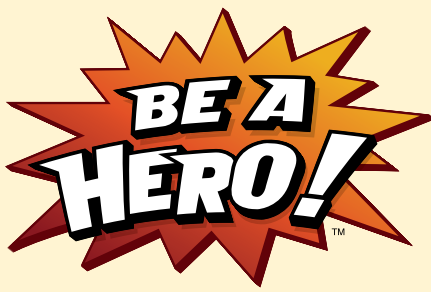
Test student know-how in a wide range of emergencies, and help teach how to build the perfect emergency kit!

*Designed for younger audiences, but still fun to play!



Partner Sites and Links

Additional resources and useful information can be found in the Appendix on page 26.



Lesson 1

For Grades 1-2

Super Mission: Find the Facts

Emergencies and Natural Disasters

Time Required:

Five 30- to 40-minute class periods*

- **First Class** – Introduction to Emergencies and Natural Disasters; Home Fire Facts of the Day Mission, *Ready Book* Entry
- **Second Class** – Blackout Facts of the Day Mission; *Ready Book* Entry
- **Third Class** – Thunder/Lightning Facts of the Day Mission; *Ready Book* Entry
- **Fourth Class** – Flooding Facts of the Day Mission; *Ready Book* Entry
- **Fifth Class** – Teacher’s Choice Disaster Facts of the Day Mission; *Ready Book* Entry

*Explore facts of one disaster per class.

Supplies/Preparation:

- Make copies of student handout
- Download and print copies of 15 *Disaster Factsheets* from <http://www.ready.gov/kids/know-the-facts>
- Chart paper, markers
- 10 pieces of hole-punched lined paper and 3 brads, per student
- Art supplies: markers, colored pencils, crayons, constructions paper
- Watering can and flat/short bucket
- Computer, projector/interactive whiteboard
- Access to Internet and computers

Student Handout:

- *Picture This!*



Lesson Overview:

Emergencies and natural disasters are scary concepts to children. But kids can find reassurance and empowerment when taught about these situations – what could happen, what they should do to prepare, and what they should do during such an event. This introductory lesson will first define emergencies and natural disasters. Focusing on several disasters that can impact them, young students will learn key facts and create books to share that knowledge with others.



Learning Objectives:

Students will...

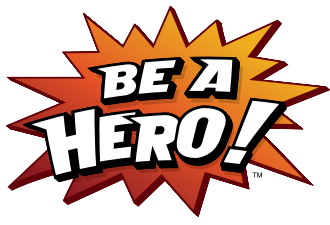
- Identify emergencies that could impact them and their local communities
- Explain the causes (or risks) of various emergencies based on geography, climate, or season
- Identify the dangers to people in various emergencies

Essential Questions:

What is an emergency? What is a natural disaster? What are different kinds of emergencies that can impact me?

21st-Century Learning Skills

- Creativity and Innovation
- Communication and Collaboration
- Information Literacy



Instruction Steps

1. Introduction Discussion

Emergencies:

Ask students: *What does the word "emergency" mean?* See how students respond to the question. Explain that an emergency is a time when something serious happens and immediate help is needed. Ask students: *What is a type of emergency?* Give students examples of situations and ask them if they are emergencies or not (for example, a home fire versus a sibling taking away a toy, falling off a bicycle versus a bike getting a flat tire). As students answer questions, have them stand in two different spots in the classroom – one designated for emergencies, the other for nonemergencies.



Create a word web on the board or on chart paper where you and students contribute words that relate to the word emergency, such as: "danger," "important," "risk," "scary." Ask students to draw pictures of and explain situations that they think of as emergencies. If they can, students may write down words that reflect what they think of as "important," "serious," "dangerous," "risky," etc. (while building vocabulary). For example, "hot stove," "stranger," "electricity," "busy road," "smoke," "wind."

WORDS TO KNOW

Emergency: a time when something serious happens and immediate help is needed

Disaster: an emergency that causes great harm to people or an area

Natural Disaster: something that happens in nature, sometimes caused by weather or climate, that can harm us or our surroundings

Natural Disasters:

Ask: *Have you ever heard of a natural disaster? Do you know what it means?* Help students to understand that a natural disaster is an emergency that happens in nature, sometimes caused by weather or climate, which can harm us or our surroundings. Ask students if they can name a type of natural disaster, and why they would consider it a disaster. Select examples from the sidebar and that ask students what they know about them. Choose ones that are relevant to your geographic area and that students may have heard of or experienced. Discuss several types of natural disasters.

Natural Disasters

- Blackouts
- Drought
- Earthquakes
- Extreme Heat
- Floods
- Home Fires
- Hurricanes
- Landslides/Debris Flows
- Space Weather
- Thunderstorms and Lightning
- Tornadoes
- Tsunamis
- Volcanoes
- Wildfires
- Winter Storms and Extreme Cold



Instruction Steps (cont'd)

Emergencies

Use this chart for your introductory discussion with students. Ask students:

- *What is an emergency?* (A time when something serious happens and immediate help is needed, such as a fire at school or home, or when a person is in need of medical help)
- *What is a natural disaster?* (Something that happens in nature, sometimes caused by weather or climate, that can harm us or our surroundings)
- *What do you think causes some of the natural disasters?* (Weather/climate, shifts in the earth's surface)

Resource Tip

Disaster Factsheets

Visit <http://www.ready.gov/kids/know-the-facts> to download all 15 **Disaster Factsheets**. Collect and share them all as your class discovers more information on various emergencies throughout this unit. Print the PDFs in color and put them in sheet protectors in a resource binder. Make copies or scan them for students to share with their families.

Emergency	What is it? What does it do?
Home Fire	Fire is fast, hot, and dark. Most home fires can be prevented.
Winter Storm/ Extreme Cold	Range from a normal snow over a few hours to a blizzard that lasts for several days; can bring low temperatures, and sometimes, strong winds, icing, sleet, and freezing rain
Drought	Occurs when there has not been enough rainfall and the water levels get low
Blackout	Is a loss of power to an area; affects the electricity we get in our homes, as well as the transportation systems – from traffic lights to airplanes
Earthquake	Is the shaking, rolling, or sudden shock of the earth's surface
Extreme Heat	Makes the body work extra hard to maintain a normal temperature and keep the body comfortable
Wildfire	A fire that rages out of control. Wildfires can happen in the wilderness, small towns, or large cities
Landslide/Debris Flows	Are masses of rock, earth, or debris (rubble or trash) moving down a slope
Hurricane	Is a severe tropical storm; when it comes onto land, its heavy rain, strong winds, and large waves can damage buildings, trees, and cars
Space Weather	Refers to the changing conditions of the sun and space that can affect the technology we use on earth; can affect satellites (which control phones, Internet, and TV); and can affect the electric grid, leading to blackouts
Tornado	Nature's most violent storm; appears as a funnel or cone-shaped cloud with very strong winds
Thunderstorm/ Lightning	Storms with thunder and lightning; can lead to flash floods; usually occur in the summer when it's warm and humid; lightning is very dangerous – it can electrocute you!
Flood	Happens during heavy rains, when rivers overflow, when ocean waves come onshore, when snow melts too fast, or when dams or levees break
Volcano	A mountain that opens downward to a pool of molten, or melted, rock below the surface of the earth and explodes, spewing the melted rock out into the air
Tsunami	(Pronounced <i>tsoo-nah-mee</i> .) A series of giant waves that happen after underwater movement

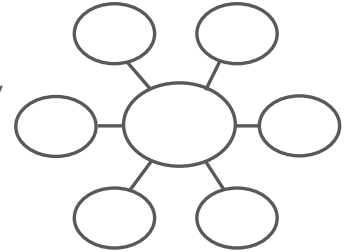


Instruction Steps (cont'd)

2. Facts of the Day Mission

To allow students to explore and learn about several emergencies, introduce them to one natural disaster each day for one week. Use the following information and activity ideas to explore the topics in more depth as a class. See the Appendix on page 26 for helpful resources to gather helpful facts. Project Web resources (photos, stories, videos, etc.) on a screen or using an interactive whiteboard.

Each day, draw a quick word web (as pictured) on the board, with the name of the emergency you are covering written in the center. As you and your students discover and learn more facts, add them to the word web.



Have students put on short skits, acting out what they have learned. Assign some students to be elements of a storm, other students to be people affected, and others to be the rescue workers. Choose different facts for students to act out.

Suggested Day-by-Day Outline

You may choose to study one emergency per week, and touch upon the topic a little bit each day.

DAY 1



Home Fires

Most home fires can be prevented. It's important for kids to know fire prevention tips and what to do if they have a fire in their home. This topic will also be addressed in Lesson 2.

- Engage!** While children are working, play an audio clip of a fire alarm (or test a smoke alarm) for them to react to, and ask them to identify the sound.
- Inquiry Questions:** Use these questions to get a discussion started.
 - What do you know about home fires?
 - Can a fire happen in your home or at school?
 - Can home fires be prevented? (most can)
- Factsheet:** Read and review the **Home Fire Disaster Factsheet** at <http://www.ready.gov/kids/know-the-facts> together as a class. Have students write out the following phrases, then add drawings, pictures, and vocabulary to each as they learn more about home fires. Display the drawings in the hallway outside your classroom to help share this message with others:
— Fire is fast! — Fire is hot! — Fire is dark! — Fire is deadly!



Instruction Steps (cont'd)

- 4. Fact Check:** Play a little trivia game with students to find out how much they know.
- What is a smoke alarm and how does it work? (A: It's a tool that senses smoke in the air. When it senses smoke, it makes a very loud beeping noise to warn you that a fire has started.)
 - True or False? Cooking fires are the leading cause of home fires. (A: *True*)
 - What should you do if you find matches or a lighter? (A: *b. Tell an adult*)
 - A.** Try to see if you can light them!
 - B.** Tell a grown-up right away.
 - C.** Give them to a friend.
 - D.** Hide them.
 - You should have at least ___ escape routes from each room. (A: *c. Two*)
 - A.** Zero
 - B.** One
 - C.** Two
- 5. Additional Online Resources:** Visit the following websites (or the Appendix on page 26) for more useful information.
- For fire prevention and safety resources for public fire safety educators and schools, visit the U.S. Fire Administration's site at <http://www.usfa.fema.gov>.
 - Look at the fire safety tips in this coloring book as a class. You may want to print it out for students: <http://www.usfa.fema.gov/kids/downloads/coloringbook.pdf>.
 - <http://www.sparky.org/>
- 6. Reflect:** Wrap up your study of home fires with these reflections.
- Ask your students to share what they learned about home fires. Keep track of their answers.
 - Have students create the first two pages in their **Ready Books** (see *Assessment & Reflection* on next page). They may write down something new they learned about fire safety, or about an experience they or someone they know had with a home fire or home fire prevention.



Start a bulletin board display for each emergency you study. Add pictures, student drawings, key vocabulary words, reflections, news stories, and more to feature important facts you are learning with your students.

Disaster Master

Have students play the **Disaster Master** game at <http://www.ready.gov/kids/games/disaster-master> as a class, using a projector (prompting class responses at each question), or encourage students to play it in pairs, or individually at home. In the game, students collect comic book chapters along the way to reinforce the facts they've learned.



Assessment & Reflection

Ready Book

Throughout this unit, students will create and maintain their own personal **Ready Book** to document all that they have learned, and to keep valuable information in one place. As a reflection and summary of each day's lesson on emergencies, have students write in their own words two pages summarizing what they have learned (they may also use illustrations). Provide students with two pages of lined paper each, and allow them to use markers, colored pencils, crayons, pens, and pencils to complete the assignment.

Ask students to write or draw about the emergency they have just studied on the two pages. Use the specific prompts listed each day, or have students do one of the following:

- Define key vocabulary related to the disaster
- Draw pictures to illustrate key vocabulary
- Write and illustrate two to four facts
- Write three questions and answers about the emergency
- Summarize the emergency and how they feel about it
- Create a collage about the emergency
- Draw a picture with speech bubbles where people are talking about the emergency

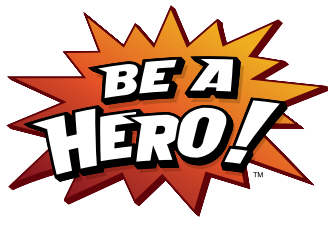
By the end of the week, students will have 10 pages of information that they have created (two for each of the five emergencies they are learning about).

They will continue to add pages to this book over the next two lessons. Ultimately, the book can be shared with other students, or kept at home as a reminder of important emergency preparedness information.



Bind 10 pages of hole-punched paper, using brads, before giving them to your students. Have them create a cover with their name and the title "**My Ready Book.**"

END DAY 1



DAY 2



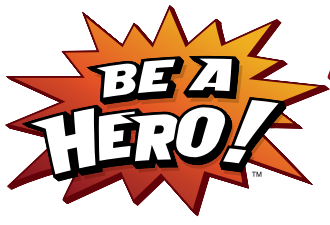
Blackouts

Blackouts can happen anywhere. Evaluate how many students have ever experienced a blackout. Discuss how they felt, how long the power outage lasted, what the weather was like during that time, etc.

- 1. Engage!** Turn off the lights in the classroom and draw the shades. Tell students there is no electricity – they are experiencing a blackout.
- 2. Inquiry Questions:** Use these questions to get a discussion started.
 - *Have you ever experienced a blackout?*
 - *If yes, what was it like? Where were you? What did you do? How did you feel?*
 - *If not, can a blackout happen where you live? What do you think it would be like?*
- 3. Factsheet:** Read and review the ***Blackout Disaster Factsheet*** at http://www.fema.gov/media-library-data/436290d0fa2c5896ed91d54186d45017/FEMA_FS_blackouts_508.pdf together as a class. Have students act out what can be done before, during, and after a blackout.

Power Play: Ask students to name things they do at home on the weekend, and can do without electricity (e.g., read a book, play with toys, sleep, play charades or cards, talk). Record their answers on the board or chart paper. Next, have students select which of those actions could be done during a blackout (i.e., without electricity). Have students put a check mark next to them. Draw a smiley face next to ones that are best done during the daytime. Help students to realize how much they rely on electricity.
- 4. Additional Online Resources:** Visit the following website (or the Appendix on page 26) for more useful information: <http://www.eia.gov/kids/>.
- 5. Reflect:** Wrap up your study of blackouts with these reflections.
 - Have students create two pages in their ***Ready Books*** about blackouts. If they've experienced a blackout before, encourage them to draw pictures and write about what they did and how they felt. If they haven't experienced one, ask them to write about what they've learned or what they think a blackout would be like.

END DAY 2



DAY 3



Thunder & Lightning

Thunder and lightning storms can happen in every state, and may frighten students. Learn the facts, and ways to stay safe.

1. Engage! Tell students that thunder and lightning form a pattern. You see lightning, and then you hear thunder. After you see lightning, you can count to see how long it takes to hear thunder. The longer you can count, the farther away the storm is. Play a memory game to get students to see the pattern: lightning, 1, 2, 3, boom. Have the class stand in a circle with you. Every person says one word/number in the pattern (lightning, 1, 2, 3, boom). When a person says "boom," he or she has to sit down. Keep repeating the pattern with every person standing until there is only one student left. That student can win a special privilege or sticker.

2. Inquiry Questions: Use these questions to get a discussion started.

- Have you ever experienced thunder and lightning?
- If so, how does it make you feel?
- If not, what do you think it would be like?
- Can a thunder and lightning storm happen where you live?

3. Factsheet: Read and review the *Thunder and Lightning Disaster Factsheet* at http://www.fema.gov/media-library-data/2607c3fe71a68fe165a53ec189fba37e/FEMA_FS_thunderstorm_508.pdf together as a class. Similar to the game in step 1, have students count off to 30 to show just how long it takes. Review the 30/30 rule again: Go indoors if you see lightning and can't count to 30 before hearing thunder. Stay inside for 30 minutes after hearing the last clap of thunder.

4. Weather Books: On your next trip to the school library, ask students to find books about thunder and lightning storms, or other weather-related topics, to extend their knowledge.

5. Additional Online Resources: Visit the following websites (or the Appendix on page 26) for more useful information:

- Find lightning safety information from NOAA here: <http://www.lightningsafety.noaa.gov/>
- Learn more with this factsheet: <http://www.nws.noaa.gov/om/lightning/resources/lightning-safety.pdf>.

6. Reflect: Wrap up your study of thunder and lightning with these reflections. In students' *Ready Books*, ask them to write new facts they've learned about thunder and lightning. They can also draw pictures to show what the storm looks like or what they should do when a storm occurs, or they can write a poem using descriptive vocabulary to describe what they have learned/observed about thunder and lightning. For example:

Sounds: clap, boom

Sights: flash, white, zigzag

Feelings: scared, shudder, shake

END DAY 3



DAY 4

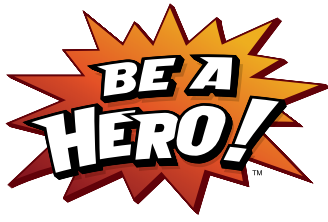


Flooding

Floods can happen in every state. Flooding happens during heavy rains, when rivers overflow, when ocean waves come onshore, when snow melts too fast, or when dams or levees break. This is the most common natural weather event. Flooding may be only a few inches of water, or it may cover a house to the rooftop.

- 1. Engage!** Have students pretend they are raindrops. When just a few students stand in one area, everything's fine. Add more by sending more students to that one area – now you have a puddle. Add more students, and you have a flood!
- 2. Inquiry Questions:** Use these questions to get a discussion started.
 - *Have you ever experienced flooding?*
 - *If yes, what was it like? How did you feel?*
 - *What did you and your family do during and after the flooding?*
 - *Can flooding happen where you live?*
 - *What do you think causes flooding?*
- 3. Factsheet:** Read and review the **Floods Disaster Factsheet** at http://www.fema.gov/media-library-data/79a92f5fc479dde04d507673ae7772e1/FEMA_FS_flood_508_8-15-13.pdf together as a class. Talk about what it means to move themselves and their things to higher ground. Have kids sit on the floor next to their chairs. Tell them to imagine there is a flood and water starts to cover the floor. *What do they think they should do?* Now, have them get up and sit in their chairs. *Will the water at the same level reach them now?* Explain that moving upstairs in a house or apartment building is the safe thing to do when there is a flash flood.
- 4. Rain to Flood:** Get a short bucket (6 to 8 inches tall). You can place items in the bottom, if you'd like, such as rocks that will sink and small toy cars or boats that will float. Tell students to imagine that there is a small town inside the bucket, as if you're looking at a 3D map. Fill a small watering can with water. Demonstrate slowly pouring water into the bucket. Explain that if rain falls slowly like the water, it drains into the street drains or ground and goes away. But, when water has nowhere to go, or if the rain falls too quickly and too heavily, it floods. Pour the water quicker and heavier to show the effect.
- 5. Additional Online Resources:** Visit the following websites (or the Appendix on page 26) for more useful information:
 - Learn about the different causes of flooding at http://www.floodsmart.gov/floodsmart/pages/flooding_flood_risks/what_causes_flooding.jsp.
- 6. Reflect:** Wrap up your study of floods by having students write two facts in their **Ready Books** about flooding that they learned, and draw accompanying pictures.

END DAY 4



DAY 5

Teacher's Choice

On this last day, focus on an emergency that relates closely to your school's geographic location. Use the **Map Locator Page** found at <http://www.ready.gov/kids/maps> and select your own state to learn about specific emergencies to which your area is prone to. Choose a relevant emergency, and review the **Disaster Factsheet**.



END DAY 5

3. Student Handout: *Picture This!*

The student handout features images of several emergencies or related situations. Students will have to match the correct caption to the image. As a reference, you may want to print the **Disaster Factsheets** from <http://www.ready.gov/kids/know-the-facts> or make them available if students already have copies.

For young students, this may be done as more of a group activity. You will need to read the captions out loud. You may ask older or more advanced students to write an additional caption for each picture. These images and captions can be cut out and added to each student's **Ready Books**.

Answer Key: 1. C, 2. F, 3. A, 4. E, 5. D, 6. B

Name: _____ Date: _____

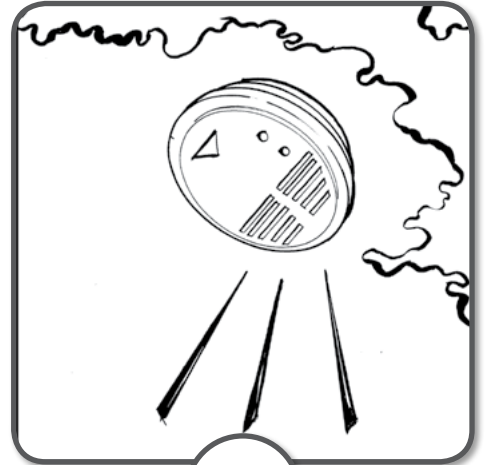
Picture This!

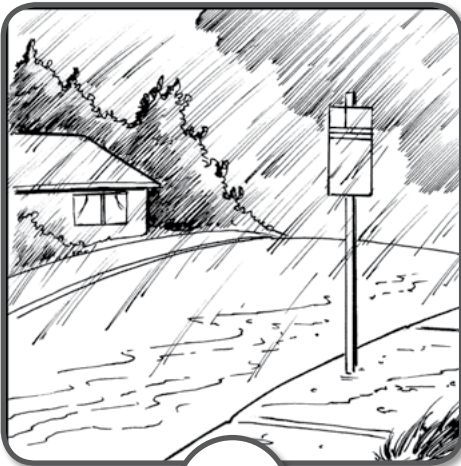
Look at the pictures below. Choose a caption that describes each picture. Write its letter next to the picture.

- A. If you hear a smoke alarm, get out fast!
- B. Stay inside when it is thundering and lightning. Stay away from windows and doors.
- C. Use a flashlight during a blackout to find your way around.
- D. Do not hide from firefighters during a fire. They are there to help you.
- E. A storm with heavy rains can cause flooding.
- F. Stay away from tall trees when it is lightning.

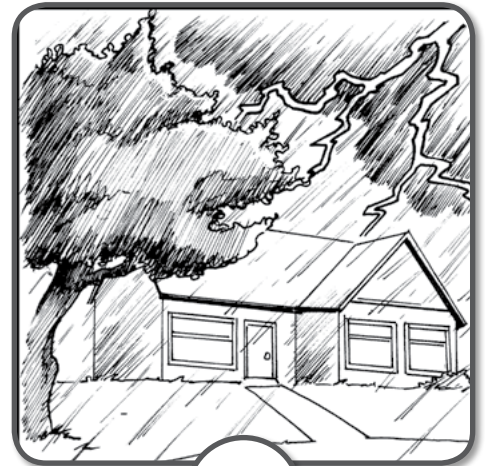
















Lesson 2

For Grades 1-2

Superheroes, Ready!

Knowing How to Prepare for an Emergency

Time Required:

Three 25- to 35-minute class periods

- **First Class** –Introduction to Getting Ready for Emergencies; Family Communications Plan and Disaster Supplies Kit
- **Second Class** – Fire Safety at Home Discussion
- **Third Class** – *Ready Book* Entry

Student Handout:

- *We Are Ready!*



Supplies/Preparation:

- Make copies of student handout
- Chart paper, markers
- Computer, projector/interactive whiteboard
- Download and print copies of *Youth Emergency Kit Checklist* and *Youth Family Emergency Plan* pages from <http://www.fema.gov/media-library/assets/documents/34326> and <http://www.fema.gov/media-library/assets/documents/34330>
- Download and print copies of the 15 *Disaster Factsheets* from <http://www.ready.gov/kids/know-the-facts>
- Draw floor plan of classroom (walls only) and make copies for students
- 2 pieces of lined paper per student
- Art supplies: markers, colored pencils, crayons, rulers, scrap paper
- Access to Internet and computers

Lesson Overview:

This lesson will help students feel empowered by teaching them that there are steps we can take to prepare for an emergency so that we can stay safe during and after. They will learn about building an emergency kit (ahead of time), using a home fire safety plan, and other ways we can prepare for emergencies.

21st-Century Learning Skills

- Creativity and Innovation
- Communication and Collaboration
- Information Literacy



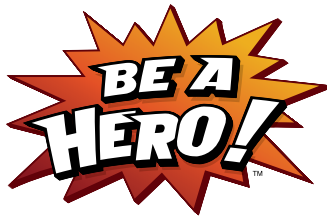
Learning Objectives:

Students will...

- Identify what should go in an emergency kit
- Create a family communications plan to share with their families
- Evaluate plans and kits, and identify ways to revise and improve them

Essential Questions:

How can I/my family prepare for an emergency or disaster? Am I/is my family prepared?



Instruction Steps

1. Introduction Discussion

Several days prior to this lesson, ask students to bring in something that makes them feel “safe.” Then, open the lesson with a show-and-tell (or share and discuss, if you’d rather not have the students bring in items). Have students explain why the item makes them feel safe, and try to describe what that feels like. Students may also draw a picture of what makes them feel safe, and add these to their **Ready Books**.

Next, discuss how students feel during emergencies. Tell students that they are going to learn that there are steps that everyone can take to prepare for such events that help us worry less and help us to stay safe.

2. Family Communications Plan and Emergency Kit

Invite students to give their ideas and answers to the following question: *How can we prepare for an emergency?* After letting students share their answers, tell them that the most important way we can be prepared for many emergencies is by making a **Family Communications Plan**, and having an **Emergency Kit** packed ahead of time.

Make a Plan

Visit <http://www.fema.gov/media-library/assets/documents/34330> and project the **Youth Family Communications Plan** handout onto the whiteboard or screen. Look at the page together and discuss why it is important to have a family communications plan and pick a safe meeting place. Invite students to brainstorm and share ideas of a safe meeting place that’s near their homes. Ask students: *What if you’re at a friend’s and need to reach your family to let them know you’re okay?* Tell students that by having an emergency plan with their parents and families, they can always be prepared and stay safe.

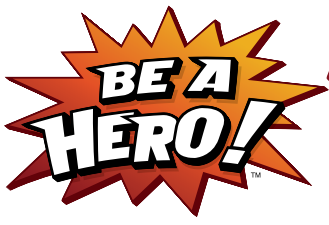
To demonstrate just how important communication is, divide students into groups of four or five and play a quick game.

- First, show what it would be like if students did not have a communications plan. Tell students to move around the classroom, away from other members of their group, and find a task to occupy themselves with, or another friend to talk to. After a few minutes, ring a bell or call for their attention and tell them to get together with the other members of their group. Note how many seconds it takes for everyone to find his or her group.
- Next, tell groups to choose a meeting spot in the classroom ahead of time. Then ask groups to scatter around the classroom again for a few minutes before calling their attention. Time how many seconds it takes for students to assemble with their groups at their designated meeting spots.

Ask students to compare what it was like to gather both times as a group. Which time was easier, less chaotic, and quieter?



-
- Print out enough copies of **Youth Family Communications Plan** and **Youth Emergency Kit** handouts for students to keep one and take a second copy home to give to their parents.
 - Ask students to think about and share ideas of other times that benefit from “making a plan.” Do they have plans for other things with their families? How do they make those plans?
-



Instruction Steps (cont'd)

Build a Kit Checklist

To help explain the need for an emergency kit, give students scrap paper and have them write down or draw one thing they like to do at home and one food they like to eat. Meanwhile, on chart paper, draw a "T-chart" with a "yes" and "no" column. Tell students to pretend that they've lost power in a hurricane or storm. Review the actions and foods students have written and allow them to tape them under the "yes" column if it's something that can be done or eaten in a blackout, or under the "no" column if it cannot. Students may see that many things we do cannot be enjoyed during a blackout. Ask students to think of what they would need to do the things they enjoy, or what could replace an item. For example:

- If they like to drink juice, or eat a ham and cheese sandwich but they can't open the refrigerator, what can they drink or eat instead? (*bottled water or peanut butter sandwich and fruit*)
- If they need to go to their bedroom for something, and it's dark, what would they need to get there? (*a flashlight*)

Now, project the **Youth Emergency Kit Checklist** from the website onto the whiteboard, and provide copies for each student to take home. Discuss what items should go in an emergency kit. Students can either color the page or draw what they would put in their own kit, then bring it home and share it with parents.

Build a Kit, Virtually!

To practice what they have learned, have students go to the **Build a Kit** online game. First, play the game as a class to understand what needs to go into a kit for use in a variety of emergencies, from blackouts to hurricanes. Then make the game available for students to play when they have time on the class computers.

Finally, ask students to reflect further about what they would put in their emergency kits, by asking them: What would you want to keep you entertained if you didn't have power? What can you do without electricity? (*Play with toys, games, charades, playing cards, sing, read books, etc.*)

3. Fire Safety at Home

It is important to have a home fire escape plan, and to check for safety precautions and hazards in the home. Discuss this with students and explain that you will all practice drawing a map and escape routes in school. They will then go home and draw their bedroom map with their parents. Explain that a map of a room should show doorways, windows, and other exits.

Preparation:

Pre-draw a basic floor plan of your classroom (walls only), and make copies for students to use. Leave out windows, doors, and furniture.

Pass out rulers and copies of the class floor plan to each student. Using a ruler, demonstrate how to draw a floor plan of the classroom on the board or chart paper, and have students follow along. Show students how to mark doors, windows, and furniture. Then identify at least two safe exits out of the room through windows and doors. Ask students to look for fire safety precautions: working smoke alarms, clear steps, doorways, and paths to exits. Ask: *Do any paths need to be cleared for exits to be accessible? Are windows easy to open?* Have students take the floor plans home and use them as reference to draw a home fire escape plan with their families.



Instruction Steps (cont'd)

Have students review and explore fire safety tips (see sidebar) further through one of the following activities:

- Break class into three to five groups, with each group focusing on one phase of a home fire. (Assign more students to “before” and “during,” since there is more to cover in those phases.) Have each group present the important tips to the other teams in a creative way. They can write a song, rap or rhyme, or acronym; make posters; or draw an illustrated tip list.
- Make a large visual chart with three columns of “before,” “during,” and “after.” Ask students to write and draw pictures of what to do in each phase.
- Teach children to get low under poisonous smoke. Explain that smoke rises to the ceiling, leaving cleaner air near the floor. If the room is dark because of smoke, do not stand up to get out. Get down low to the ground where the air is cleaner and you may be able to see better. Practice this with children by having students crawl on the floor from their area of the classroom to the doorway.
- Have students choose one of the following important phrases and write a page with illustrations for their *Ready Book*:
 - **Don't hide!**
 - **Get out fast!**
 - **Get out, stay out!**
 - **Get low and go!**
 - **Stop, drop, and roll!**



Help students understand that practicing fire drills and what to do in an emergency will help them stay safe. Practice makes perfect! Just like we practice letter sounds and counting by 10s, we practice safety so we can be just as good at it!

Home Fire Safety Tips

Before (prevention tips and escape routes):

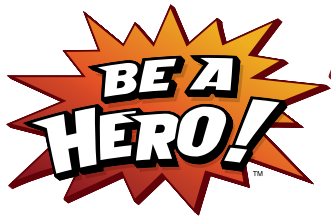
- **Fire escape plan:** Create a fire escape plan and practice it twice a year. Mark your family's calendar to remind everyone.
- **Two ways out:** Have two ways to get out of each room. A window might be a second way if the door is blocked by fire or smoke.
- **Feel your way out:** Practice feeling your way out of the house in the dark or with your eyes closed.
- **Don't hide!:** Don't hide from firefighters! They may look scary with all of their equipment, but they are there to help you.
- **Know the smoke alarm:** A smoke alarm is a tool that senses if there is smoke in the air. When it senses smoke, it makes a very loud beeping noise to warn you that a fire has started.
- **Tell an adult:** If you find matches or a lighter, tell an adult. Do not touch them.

During (doing drills with family/students to practice):

- **Get low and go!:** Crawl under smoke to an exit. Heavy smoke and deadly gases collect along the ceiling.
- **Get out fast!:** If you hear a smoke alarm, get out fast! You may have only a few seconds to escape.
- **Feel first!:** Feel the doorknob and door before opening it. If either is hot, leave the door closed and use the second way out.
- **Stop, drop, and roll!:** If you have fire on your clothes, stop, drop, and roll! Stop where you are: If you run, the fire may spread. Drop to the ground and cover your face with your hands. Then roll over and over, or back and forth, until the fire is out.

After (where to go after you exit – a safe meeting spot):

- **Get to your meeting spot:** If you are the first one out of a burning building, wait at the emergency meeting spot you and your family decided on and call 911.
- **Get out, stay out!:** Don't go back into any building unless a firefighter says it is safe.



Instruction Steps (cont'd)

4. Fire Safety at Home

Invite students to each share something new they learned today. Remind them to come up with something different than what students have shared before them.

5. Student Handout: *We Are Ready!*

The handout features a short story about a family preparing for future emergencies by building their family emergency kit: buying water and gathering flashlights, batteries, blankets, books, and games. Students will be asked comprehension questions about what they see in the pictures: about the family, what they are doing, what they would want in their own emergency kit, and how they would feel as they prepared for an emergency.

Read the story out loud together, then have students work in pairs or independently to complete it, or send it home for students to complete with families. Remind students that emergency kits are for emergencies that have not happened yet. You make them so that you are prepared for an emergency that could happen in the future. If there is a fire at home, you must get out quickly and not stop to take anything with you. You do not need your emergency kit.

Answer Key:

1. What is the family doing? *The family is preparing an emergency kit.*
2. Name three things that are going in the emergency kit. *Answers could include: flashlight, batteries, canned food, bottled water, blankets, games, books, snacks, a first-aid kit, a radio, garbage bags, a map, and a cell phone and charger.*
3. What else do they need? *See items above.*
4. How would you feel getting an emergency kit ready? *Answers will vary.*
5. What would you put in it? *Answer will vary.*

Extensions

Ready Book

As further assessment, have students write and illustrate how to prevent and prepare for an emergency. They may add pictures they have cut out from magazines of what to include in their emergency kit.

Build a Kit Game

Have students practice what they have learned by playing the game at <http://www.ready.gov/kids/games/build-a-kit>. Tell them they are on a mission and must find what they need for their family's emergency kit. They will need to choose correct items in each location.

Be Our Guest

Invite a local emergency responder, like a firefighter, to come in and speak to the class. Have them explain what they do and how their gear works, and reemphasize important steps to take in an emergency.

We Are Ready!

Read the story below. Then answer the questions in a notebook or on another sheet of paper.



Paul sees his mother working on something. "What are you doing?" he asks. She tells him that she is preparing an emergency kit. "Is something happening?" Paul asks. His mother answers, "No, but it is always good to be prepared for a storm or emergency." She puts flashlights into the bag. She puts a blanket and water into the bag. "Will you help me?" she asks Paul and his sister Sarah. "Choose a game and some books, Paul," his mother says. "Sarah, please find some snacks in the cabinet." Now they are ready!

1. What is the family doing?
2. Name three things that are going in the emergency kit.
3. What else do they need?
4. How would you feel getting an emergency kit ready?
5. What would you put in it?





Lesson 3 For Grades 1-2

We Know What To Do!

How to Respond in an
Emergency Situation

Time Required:

Three 35-minute class periods

- **First Class** – Introduction to What To Do in an Emergency
- **Second Class** – Emergency Memory Cards; *Ready Book* Entry
- **Third Class** – Spread the Word

Student Handout:

- *Let's Be Safe!*



Supplies/Preparation:

- Make copies of student handout
- Computer, projector/interactive whiteboard
- Download and print 15 *Disaster Factsheets* from <http://www.ready.gov/kids/know-the-facts>
- 2 pieces of lined paper per student
- Art supplies: markers, colored pencils, crayons, rulers
- Access to Internet and computers

Lesson Overview:

Now that students know how to be prepared for emergencies, they will learn what to do when an emergency strikes, and how to recover from one. Young students will learn that it is important to: "Be prepared. Listen. Stay Calm." – to stay as calm as possible and to listen to a trusted adult in an emergency, like a family member or teacher. But, most important, they will learn that there are different "do's" and "don'ts" in every emergency.

21st-Century Learning Skills

- Creativity and Innovation
- Communication and Collaboration
- Information Literacy



Learning Objectives:

Students will...

- Identify and demonstrate safe behaviors and steps for how to respond in an emergency situation (e.g., house fire, tornado, extreme weather)

Essential Questions:

*What should I do in an emergency?
What are safe actions in different
emergency situations?*



Instruction Steps

1. Introduction/Discussion

Begin by asking students how they may feel if there was an emergency. Explain that it's normal to feel scared. One way we can feel better when an emergency happens is to know what to do. Just like you practice fire drills at school, being prepared by knowing and practicing what to do in an emergency can make you feel better.

Review some of the specific emergencies below, what actions students can take in those situations, and why they are important. For actions that should be taken during other emergencies, refer to the *Disaster Factsheets* at <http://www.ready.gov/kids/know-the-facts>. In your discussion, pay special attention to emergencies that could occur in your geographic area, or anywhere (like house fires, blackouts, or extreme heat).

Explain to students that the most important thing to do in an emergency is to "listen and stay calm." Tell them to always listen to a trusted adult (including teachers, family members, police officers, firefighters, and other helpers) during an emergency. If they stay calm and listen to what the adults say, they will stay safe.



Who is a trusted adult?

Have a discussion with students about which adults they feel they can trust. Make a list discussing whom they trust at school, at home, in their neighborhood. Although students are taught to be wary of strangers, tell them they should not be afraid of emergency personnel. Invite firefighters and police officers to come in and speak to the class (see extensions).

2. Spread the Word!

Have students work in groups of four to five, and create one of the following projects to communicate important emergency preparedness information. They can then be shared with other classes, the rest of the school, or with the community (via radio, at the library, community center, etc.).

- A skit depicting different scenarios to role-play and model safe actions
- A chant, rhyme, or song to sing
- A **Fact Check** game using the facts they've learned about different emergencies, or one particular emergency
- A poster to hang in the hallways or another classroom depicting what you should do before, during, and after an emergency, or one promoting a specific fact (such as Get Low and Go!), or creating an **Emergency Kit**
- A presentation about one emergency and the important tips to remember

3. Disaster Master

Have students play the **Disaster Master** game at <http://www.ready.gov/kids/games/disaster-master> as a class, using a projector (prompting class responses at each question), or encourage students to play it in pairs, or individually at home. The game puts students in the heart of the action as they help the FEMA heroes get through disasters safely. When students successfully complete a level, they get to print out a chapter of a graphic novel depicting their adventures.



Instruction Steps (cont'd)

4. Emergency Memory Flash Cards

Have pairs of students use the facts they've learned about what to do in emergency to create flash cards of different emergencies. The front of each should include the emergency name and a hand-drawn picture; the back of each card should include tips on what to do in that given emergency. Students can use these cards to "quiz" their friends and family members, or play a game of "go fish."

5. Reflection/Assessment – Ready Books

To complete their **Ready Books**, have students add a page about how to act in an emergency. To guide students, you may have them complete the sentence starter: "I know what to do when _____." They can complete the sentence and add details and a picture about any emergency or fact they've learned about in the unit.

Also, have students create a page where they pick one of the characters from the **Disaster Master** game. They can draw a picture of that character or of themselves as that character's **Super Helper**, and describe how they have the power to be safe in any emergency. After illustrating a cover for their books, send the completed books home so students can share them with families and keep them.

6. Student Handout: *Let's Be Safe!*

This handout asks students to choose the safe response for three emergency situations. After students complete the activity individually, discuss their responses as a class. Afterward, ask students to draw their own safe response solution scenario about an emergency of their choice.

Answer Key:

1. A: *In a blackout, you should not open the door of the refrigerator. It will let the cold air out and food can spoil.*
2. B: *When it is thundering and lightning, you should stay away from open areas or tall trees. You should get inside and stay away from windows and doors.*
3. A: *If a smoke alarm sounds, get out fast! Do not hide, and do not gather toys. Crawl low under smoke and get out of your home quickly.*

Extension

Take a Visit

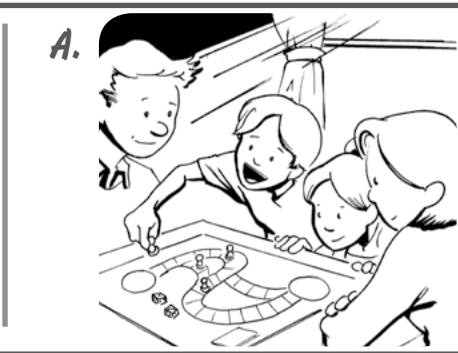
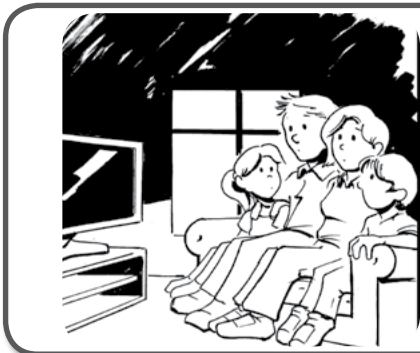
Arrange a class visit to local emergency facilities where students can interview and talk to emergency responders like firefighters, doctors, coast guard, police, etc.



Name: _____ Date: _____

Let's Be Safe!

Look at the first picture. What should happen next? Color or draw a circle around the safe way to act. Then write about why you chose your answer.



Why did you choose your answer? _____

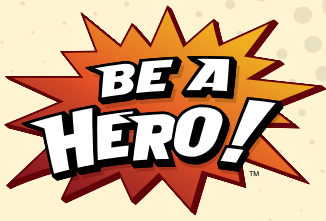


Why did you choose your answer? _____



Why did you choose your answer? _____





Additional Resources

Check out the following links for additional information about each organization, additional disasters, and emergencies.

FEMA

- www.ready.gov
- <http://www.fema.gov/>

Citizen Corps

- <http://www.ready.gov/citizen-corps>

Teen Community Emergency Response Team (CERT)

- <http://www.fema.gov/community-emergency-response-teams/teen-community-emergency-response-team>

Youth Preparedness Council

- <http://www.ready.gov/youth-preparedness-council>

More Information on Natural Disasters & Emergencies:

Blackouts

- <http://www.ready.gov/blackouts>
- <http://www.bt.cdc.gov/disasters/poweroutage/needtoknow.asp>

Drought

- <http://www.ready.gov/drought>
- http://waterwatch.usgs.gov/index.php?id=ww_drought

Earthquakes

- <http://www.fema.gov/earthquake>
- <http://earthquake.usgs.gov/learn/topics/>
- <http://pubs.usgs.gov/gip/2006/21/>
- <http://emergency.cdc.gov/disasters/earthquakes/index.asp>

Extreme Heat

- <http://www.ready.gov/heat>
- <http://emergency.cdc.gov/disasters/extremeheat/>
- <http://www.noaawatch.gov/themes/heat.php>

Floods

- <http://www.ready.gov/floods>
- <http://www.osha.gov/SLTC/emergencypreparedness/guides/floods.html>
- <http://emergency.cdc.gov/disasters/floods/>
- http://waterwatch.usgs.gov/index.php?id=ww_flood

Home Fires

- <http://www.usfa.fema.gov/>
- <http://www.cdc.gov/features/fireprevention/>

Hurricanes

- <http://www.ready.gov/hurricanes>
- <http://www.nhc.noaa.gov/prepare/ready.php>
- <http://emergency.cdc.gov/disasters/hurricanes/>
- <http://www.osha.gov/SLTC/emergencypreparedness/guides/hurricane.html>

<http://www.ready.gov/kids>

Landslides/Debris Flows

- <http://www.ready.gov/landslides-debris-flow>
- <http://emergency.cdc.gov/disasters/landslides.asp>
- <http://landslides.usgs.gov/>

Space Weather

- <http://www.ready.gov/space-weather>
- <http://www.noaawatch.gov/themes/space.php>
- http://www.nasa.gov/mission_pages/sunearth/spaceweather/index.html
- <http://geomag.usgs.gov/>

Thunderstorms and Lightning

- <http://www.ready.gov/thunderstorms-lightning>
- <http://fema.gov/thunderstorms-lightning>

Tornadoes

- <http://www.ready.gov/tornadoes>
- <http://emergency.cdc.gov/disasters/tornadoes/index.asp>

Tsunamis

- <http://www.ready.gov/tsunamis>
- <http://www.tsunami.noaa.gov/>
- http://www.stormready.noaa.gov/tsunamiready/resources/Tsmi_Brochure10.pdf
- <http://emergency.cdc.gov/disasters/tsunamis/index.asp>
- <http://wcatwc.arh.noaa.gov/?page=tsunamiFAQ>
- <http://walrus.wr.usgs.gov/tsunami/CIHH.html>

Volcanoes

- <http://www.ready.gov/volcanoes>
- <http://volcanoes.usgs.gov/>
- <http://emergency.cdc.gov/disasters/volcanoes/index.asp>

Wildfires

- <http://www.ready.gov/wildfires>
- <http://www.usfa.fema.gov/>
- <http://www.fws.gov/fire/>
- <http://www.smokeybear.com/>
- <http://www.fs.fed.us/>
- <http://www.stateforesters.org/>
- <http://www.nifc.gov/>
- <http://firewise.org>

Winter Storms and Extreme Cold

- <http://www.ready.gov/winter-weather>
- <http://emergency.cdc.gov/disasters/winter/index.asp>



BE A HERO! Standards

Common Core English Language Arts Standards:	Lesson 1	Lesson 2	Lesson 3
Reading: Informational Text			
RI.1.1 Ask and answer questions about key details in a text.	X	X	X
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X	X	X
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X	X
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	X	X	X
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	X		
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	X	X	X
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	X		
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	X	X	X
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X	X	X
Writing			
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	X	X	X
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	X	X	X
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	X	X	X
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	X	X	X
W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	X	X	X
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	X	X	X
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	X	X
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	X	X	X

Standards (cont'd)

Common Core English Language Arts Standards (cont'd):	Lesson 1	Lesson 2	Lesson 3
Speaking & Listening			
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	X	X	X
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	X	X	X
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X	X	X
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	X	X	X
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	X	X	X
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	X	X	X
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	X	X	X
SL.1.6 Produce complete sentences when appropriate to task and situation.	X	X	X
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X	X	X

National Curriculum Standards for Social Studies:	Lesson 1	Lesson 2	Lesson 3
2.I.1. Knows the location of school, home, neighborhood, community, state, and country	X		
3.I.1. Identifies physical and human features in terms of the four spatial elements (e.g., locations [point], transportation and communication routes [line], regions [area], lakes filled with water [volume])	X		
3.I.2. Knows the absolute and relative location of a community and places within it (e.g., parks, stores, landmarks)	X		
4.I.1. Knows the physical and human characteristics of the local community (e.g., neighborhoods, schools, parks, creeks, shopping areas, airports, museums, sports stadiums, hospitals)	X		
4.I.2. Knows that places can be defined in terms of their predominant human and physical characteristics (e.g., rural, urban, forest, desert) or by types of land forms, vegetation, water bodies, climate	X		
5.I.1. Knows areas that can be classified as regions according to physical criteria (e.g., land form regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (e.g., political regions, population regions, economic regions, language regions)	X		

Standards (cont'd)

National Association of Science Standards:	Lesson 1	Lesson 2	Lesson 3
Earth and Space Sciences			
1.1.1. Knows that short-term weather conditions (e.g., temperature, rain, snow) can change daily, and weather patterns change over the seasons	X		
Life Sciences			
6.1.1. Knows that plants and animals need certain resources for energy and growth (e.g., food, water, light, air)		X	
Physical Sciences			
9.1.3. Knows that electricity in circuits can produce light, heat, sound, and magnetic effects	X	X	
Nature of Science			
12.1.2. Knows that tools (e.g., thermometers, magnifiers, rulers, balances) can be used to gather information and extend the senses		X	

National Health Standards:	Lesson 1	Lesson 2	Lesson 3
5.1.3. Knows how to recognize emergencies and respond appropriately (e.g., uses a telephone appropriately to obtain help; identifies and obtains help from police officers, firefighters, and medical personnel; treats simple injuries such as scratches, cuts, bruises, and first-degree burns)	X	X	X