

# Emergency Preparedness: Community Resilience



**The Minnesota Literacy Council created this curriculum with funding from ECHO (Emergency, Community, Health, and Outreach) and the City of Minneapolis Health Department. The goal of the curriculum is to educate students on the importance of being prepared for several types of emergencies that may occur in Minnesota. We invite you to adapt it for your own classrooms.**

*ECHO is a nonprofit organization located in St. Paul and serving the needs of Minnesota's immigrant and refugee populations. ECHO's mission is to collaborate with diverse communities to deliver programs and services that help people be healthy, contribute, and succeed. Learn more about ECHO video programs and ELL curriculums by visiting [echominnesota.org](http://echominnesota.org).*

**Intermediate Level (CASAS reading scores of 201-220)**

# Emergency Preparedness: Week 1 of 2

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## **Unit Overview**

This is a 2-week unit in which students share stories about resilience after an emergency, identify trustworthy sources of information during an emergency, fill out a family communications plan, and learn how to recognize and prevent the seasonal flu. During the second week students learn how to protect themselves during extremely cold weather and about tornado safety.

## **Focus of Day 1, 2 and 3**

- Telling stories of resilience after a crisis
- Identifying sources of trustworthy information during a crisis
- Filling out an Emergency Family Communications Plan

## Emergency Preparedness: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> List the types of emergencies that may happen in Minnesota.</p> <p><b>Listening:</b> Listen to a story about challenging experiences that taught resilience.</p> <p><b>Speaking:</b> Tell a story about an experience that taught them skills or attitudes that they can use during an emergency.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Emergency Preparedness Pretest</b></li> <li>• Handout: <b>Resilience Video</b></li> <li>• Handout: <b>Tell a Story about Resilience</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Emergency Situations Flashcards</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Laptop and projector, or ELMO, or overhead projector</li> <li>• Laptop and projector, or DVD player</li> <li>• ECHO video excerpt: “Resilience”</li> </ul>
<h3>Lesson Plan</h3>	
<p><b>Note to Teacher</b></p> <p>Please let Ss know that this is SOME information about what to do in an emergency. This is not ALL the information about what to do. In an emergency, you can get MORE and CURRENT information from places in the community that you trust.</p> <p><b>Warm up for today’s Lesson</b></p> <p><u>Description:</u> Ss will say the names of emergency situations that they see flashed in pictures; they will also take a pretest.</p> <p><u>Materials/Prep:</u> make one copy of <b>Emergency Situations flashcards; laptop and projector or ELMO or overhead projector</b>. Make multiple copies of the <b>Emergency Preparedness Pretest</b></p> <p><b>Activity 1: Listening</b></p> <p><u>Description:</u> Ss will watch an ECHO video in which a woman shares a story of resilience and they will answer questions about it</p> <p><u>Materials/Prep:</u> make multiple copies of <b>Resilience Video</b> handout; a <b>laptop and projector OR DVD player</b> with the <b>ECHO video excerpt “Resilience”</b></p> <p><b>Activity 2: Speaking</b></p> <p><u>Description:</u> Ss will tell a story about an experience that taught resilience with the aid of a handout</p> <p><u>Materials/Prep:</u> make multiple copies of <b>Tell a Story about Resilience</b> handout</p>	

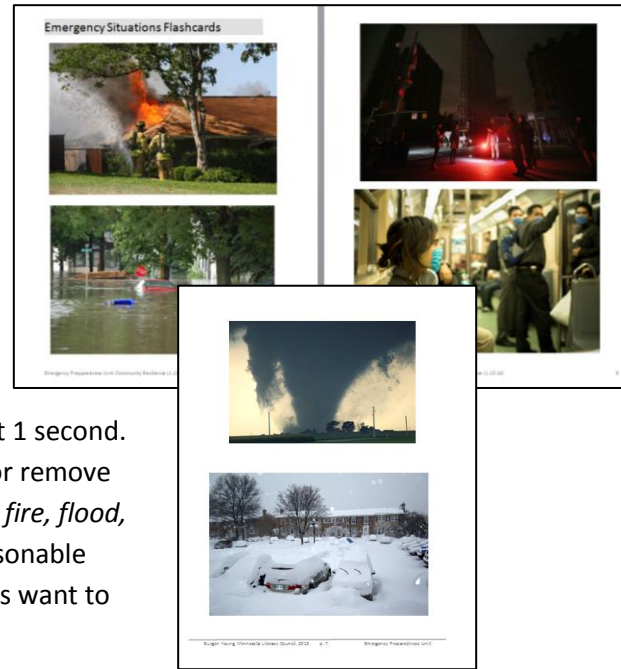
## Teacher Directions: Warm-Up

### Step 1: Prep

If possible, set up a laptop and projector to display the full color versions of the flash cards, one at a time. If not, print a set of the flash cards and use ELMO or an overhead projector.

### Step 2: Flash the Flash Cards

Tell Ss they will see a picture very quickly. They will guess what it is. Display one of the flash cards for all students to see for about 1 second. (Note: do not turn a projector on and off. Instead, cover the lens or remove the flash card.) Ss guess what they saw. The intended answers are *fire, flood, power loss, flu outbreak, tornado, and snow storm*. Accept all reasonable answers. Display the card again, for longer if necessary, to see if Ss want to revise their guess. Repeat with other flashcards.



### Step 3: Reinforce the Vocabulary

Display the flash cards one at a time and ask Ss to tell you which ones are new to them. Be sure to check in with all students.

### Step 4: Introduce the Emergency Preparedness Unit:

Write the word “prepare” on the board and ask Ss what it means. If students struggle, tell them that *prepare* means that you are ready before an emergency. You have the things you might need and you know how to get help. You know how to stay safe. Tell Ss that for the next two weeks they will learn about preparing for different kinds of emergencies.

### Step 5: Take the Pretest

Pass out the Pretest. Make sure each student writes his/her name on the test. Explain that they will take this test on Monday and again on Thursday.

Give the tests to your coordinator after class.

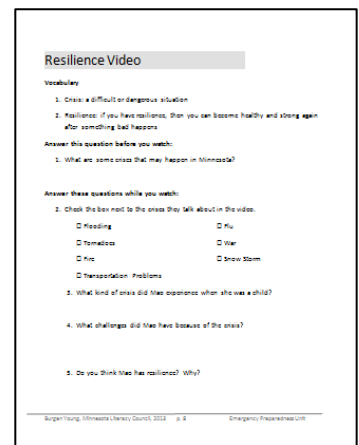
## Teacher Directions: Activity 1: Listening

### Step 1: Prep

Set up the **ECHO video excerpt, “Resilience,”** and make multiple copies of the **Resilience Video** handout.

### Step 2: Preview the Video and Handout

Emergency Preparedness Unit: Community Resilience



Tell Ss they will watch a video about experiencing an emergency. Ask Ss to read the handout (you may need to ask Ss to put their pencils down) and then ask them to turn and talk to a neighbor: What do you think you will see in the video? Check for understanding of the vocabulary words. Ask Ss “What is an example of a crisis?” “What does a person do if she has resilience?”

Ss answer question 1. Invite students to write their answers on the board and then discuss the answers as a class. Do they all agree that they all may happen in Minnesota? Is there anything they want to add? (Note: It is not necessary to add anything beyond the ones that are on the flashcards)

### Step 3: Watch the Video and Answer the Questions

Ss watch the video and answer the questions. Ask the Ss which questions they still need to answer. What do they want to watch for when you play it again? Play the video again so that Ss can add to and check their answers.

**Note:** Students may not understand all of the video. Focus on listening for answers to the questions.

### Step 4: Check Answers

Pair Ss up and ask them to check their answers together. Circulate and check in with students. Review answers to any questions that Ss are uncertain of.

## **Teacher Directions: Activity 2: Speaking**

### Step 1: Prep

Make multiple copies of ***Tell a Story about Resilience*** handout; ***ELMO*** or ***overhead projector***

Read through the questions and think about a brief story of your own that you can share with students. For example, *when I lost power last summer I learned it is important to talk to my neighbors. We can help each other. My neighbor gave me some ice. I gave her a flashlight.*

### Step 2: Set the Context

Tell the Ss that a crisis can teach us things we can use when a challenge happens to us later. Use ELMO to show a copy of the ***Tell a Story of Resilience*** handout. Write brief answers about your own experience. Talk about your answers as you write them.

Place another copy of the handout on the projector. Invite a student to share answers to the questions. Write the student’s answers.

### Step 3: Complete the Worksheet

Give Ss copies of the ***Tell a Story of Resilience*** handout. Give them time to write their answers. Circulate to help students with spelling as necessary. Encourage Ss who finish quickly to add details to their answers.

**Tell a Story about Resilience**

A crisis or difficult situation can teach us important skills that we can use later. After a fire a family may talk about how grateful they are that no one was hurt. After a snow storm a man may talk about how easy it was to use the food he had in his apartment.

Think about a crisis or difficult situation that you experienced. Choose one that you can talk about with other students.

1. What was the crisis or difficult situation?
2. What did you do to help the situation?
3. Who helped you? What did they do?
4. What did you learn from the situation?

Health Crisis Lines, Minnesota Health Council, 2012 p. 9 Beginning Community Life

**Note:** Many adult refugee and immigrant students have experienced trauma. This exercise may remind them of this trauma. If they wish, students can make the choice to talk about a challenge in their current lives that isn't necessarily an emergency. Students may also make the choice to talk about stories that are difficult to listen to. Be prepared to hear (or not hear) some difficult stories.

Step 4: Share Stories

Write the four questions from the ***Tell a Story of Resilience*** handout on the board, or project them using ELMO. Assign Ss to sit in groups of 3-4. Instruct them to share their stories without looking at their papers. They can look at the board to remember the questions (this encourages students to talk to each other instead of reading to each other).

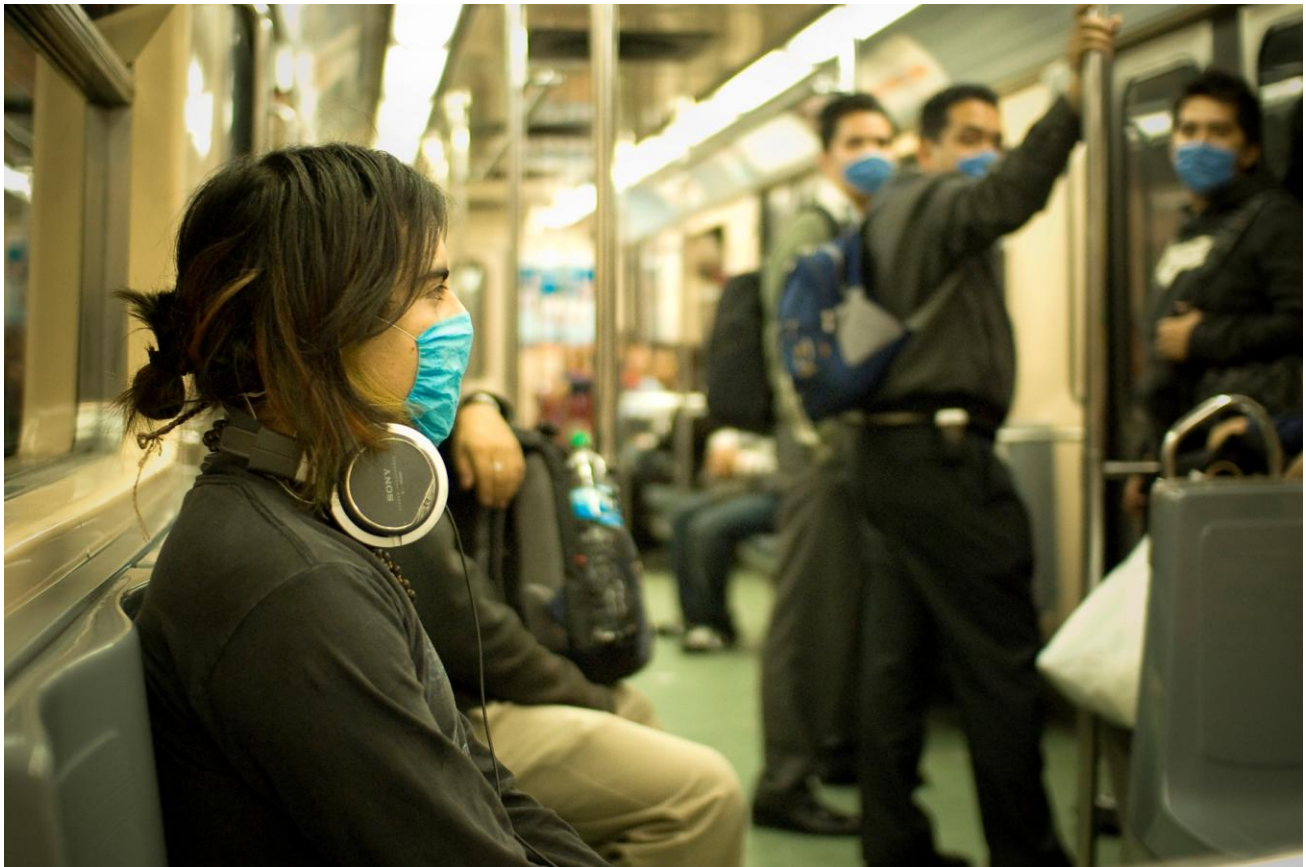
Step 5: Share What You Learned (time permitting)

If there is time, ask each group to write something they learned from the challenging experiences on the board. Read the answers as a class. Foster a class discussion by inviting students to ask each other questions about what they learned: *Juan, can you ask Ali a question about XX?*

# Emergency Situations Flashcards



Em







Er

# Emergency Preparedness Pretest

Name \_\_\_\_\_ Date \_\_\_\_\_

Answer the questions without help from other students. It is ok if you don't know all the answers.

1. What are four types of emergencies that may happen in Minnesota?
  - a. hurricanes, tornadoes, winter storms and house fires
  - b. floods, tornadoes, winter storms, and house fires
  - c. tsunamis, hurricanes, winter storms and power losses
  - d. earthquakes, tornadoes, winter storms and power losses
  
2. What does *resilience* mean?
  - a. getting healthy and strong again after a crisis
  - b. being tired and unhealthy after a crisis
  - c. moving to a new city after a crisis
  - d. experiencing a crisis
  
3. Check all the best places to get trustworthy information during an emergency:

<input type="checkbox"/> Friends	<input type="checkbox"/> Firefighters
<input type="checkbox"/> Coworkers	<input type="checkbox"/> Radio
<input type="checkbox"/> TV news	<input type="checkbox"/> Police
<input type="checkbox"/> Family	
  
4. What are three types of phone numbers you should be able to find in an emergency?
  
  
  
  
  
  
  
  
  
  
5. Check all the symptoms of the flu.

<input type="checkbox"/> Fever	<input type="checkbox"/> Starts rapidly
<input type="checkbox"/> Headache	
<input type="checkbox"/> Coughing	
<input type="checkbox"/> Body aches	
<input type="checkbox"/> Tiredness	

6. Check all the ways to prevent the flu.

- leave your windows open for fresh air
- wash hands with soap and water
- drink something hot
- get a flu shot
- cover your mouth when you cough

7. Check all the people who are at risk for complications from the flu.

- people who are generally healthy
- pregnant women
- people over age 65
- children under age 5
- teenagers
- people with serious health problems such as cancer

# Emergency Preparedness Pretest

## Answer Key—For Teacher Reference Only

Answer the questions without help from other students. It is ok if you don't know all the answers.

1. What are four types of emergencies that may happen in Minnesota?
  - a. hurricanes, tornadoes, winter storms and house fires
  - b. floods, tornadoes, winter storms, and house fires**
  - c. tsunamis, hurricanes, winter storms and power losses
  - d. earthquakes, tornadoes, winter storms and power losses
  
2. What does *resilience* mean?
  - a. getting healthy and strong again after a crisis**
  - b. being tired and unhealthy after a crisis
  - c. moving to a new city after a crisis
  - d. experiencing a crisis
  
3. Check all the best places to get trustworthy information during an emergency:

<input type="checkbox"/> Friends	<input checked="" type="checkbox"/> Firefighters
<input type="checkbox"/> Coworkers	<input checked="" type="checkbox"/> Radio
<input checked="" type="checkbox"/> TV news	<input checked="" type="checkbox"/> Police
<input type="checkbox"/> Family	
  
4. What are three types of phone numbers you should be able to find in an emergency?
  - **Everyone you live with—cell phones, work phones, school phones**
  - **Friends or family--cell phones, work phones, school phones, home**
  - **Someone out of town-- cell phones, work phones, school phones, home**
  
5. Check all the symptoms of the flu.
  - Fever
  - Headache
  - Coughing
  - Body aches
  - Tiredness
  - Starts rapidly

6. Check all the ways to prevent the flu.

- leave your windows open for fresh air
- wash hands with soap and water
- drink something hot
- get a flu shot
- cover your mouth when you cough

7. Check all the people who are at risk for complications from the flu.

- people who are generally healthy
- pregnant women
- people over age 65
- children under age 5
- teenagers
- people with serious health problems such as cancer

# Resilience Video

## Vocabulary

1. Crisis: a difficult or dangerous situation
2. Resilience: if you have resilience, then you can become healthy and strong again after something bad happens

## Answer this question before you watch:

1. What are some crises that may happen in Minnesota?

## Answer these questions while you watch:

2. Check the box next to the crises they talk about in the video.

Flooding

Flu

Tornadoes

War

Fire

Snow Storm

Transportation Problems

3. What kind of crisis did Mao experience when she was a child?

4. What challenges did Mao have because of the crisis?

5. Do you think Mao has resilience? Why?

# Tell a Story about Resilience

A crisis or difficult situation can teach us important skills that we can use later. After a fire a family may talk about how grateful they are that no one was hurt. After a snow storm a man may talk about new ways to use the food he had in his apartment.

Think about a crisis or difficult situation that you experienced. Choose one that you can talk about with other students.

1. What was the crisis or difficult situation?
2. What did you do to help the situation?
3. Who helped you? What did they do?
4. What did you learn from the situation?

## Emergency Preparedness: Week 1, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Critical Thinking:</b> Ss will determine sources for accurate information during an emergency in a small group discussion.</p> <p><b>Speaking:</b> Ss will tell each other their plans for getting accurate information during an emergency</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Trustworthy Information</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Tell a Story about Resilience</b></li> </ul>

### Lesson Plan

#### Note to Teacher

Please let Ss know that this is SOME information about what to do in an emergency. This is not ALL the information about what to do. In an emergency, you can get MORE and CURRENT information from places in the community that you trust.

#### Warm Up/Review of Previous Lessons

Description: Ss will retell personal stories from yesterday’s lesson and talk about who they ask for help during an emergency

Materials/Prep: Make one copy of the **Tell a Story about Resilience handout**—for teacher reference only

#### Activity 1: Critical Thinking

Description: Ss will work in small groups and discuss a scenario in which there are two different kinds of information during an emergency and Ss decide which information is trustworthy.

Materials/Prep: Make a few copies of the **Trustworthy Information** handout, one for each small group of students. Fold them on the dotted line.

#### Activity 3: Critical Thinking

Description: Ss will do a Thumb Scan activity in which they show their opinion on how trustworthy different sources of information are during an emergency.

Materials/Prep: Write this list on the board: family, neighbors, TV news, radio news, firefighters, police, the Internet, children’s school

#### Activity 5: Checking for Understanding

Description: Ss will mingle and complete the following sentence starter: I plan to get information from XXXX because XXXX.

Materials/Prep: Write the sentence starter on the board.



## Teacher Directions: Warm Up/Review of Previous Lesson

### Step 1: Prep

Make one copy of the ***Tell a Story about Resilience*** handout—for teacher reference only. Yesterday the students wrote answers to these questions and shared the answers in small groups.

### Step 2: Set the Context

If there were absent Ss yesterday, ask a student to share the topic for the next two weeks (preparing for emergencies). Ask for a few Ss to share what crisis or challenging situation they talked about yesterday. What was the challenge?

### Step 3: Discuss Where to Get Help

Ask Ss to share who they asked for help during the crisis. Ask the class “Where else can you get help during an emergency? Where can you get information in an emergency?” If Ss struggle to answer, move on to the next activity in which they will think about some options.

**Tell a Story about Resilience**

A crisis or difficult situation can teach us important skills that we can use later. After a fire a family may talk about how grateful they are that no one was hurt. After a snow storm a man may talk about how easy it was to use the food he had in his basement.

Think about a crisis or difficult situation that you experienced. Choose one that you can talk about with other students.

1. What was the crisis or difficult situation?
2. What did you do to help the situation?
3. Who helped you? What did they do?
4. What did you learn from the situation?

Julia Gonzalez, Minnesota Library Council, 2012 p. 9 Beginning Community Unit

## Teacher Directions: Activity 1: Critical Thinking

### Step 1: Prep

Make a few copies of the ***Trustworthy Information*** handout, one for each small group of students. Fold them on the dotted line.

### Step 2: Pre-teach Vocabulary

Write the word *rumor* on the board. Ask Ss if they know what it means. Tell them that a rumor is information that many people tell each other, but it may not be true. During an emergency there are rumors. Sometimes they are not true. Write the word *trustworthy* on the board. Ask Ss if they know what it means. Tell them that if information is trustworthy, you have good reasons to believe that it is true. A rumor is not trustworthy. For example, you may hear a rumor at work that you will get a new manager. Maybe that isn't true. Then your manager tells you that she is leaving because she got a new job. Your manager is trustworthy.

Write the words *storm*, *power loss*, and *flood* on the board. These are from Monday's lesson. Ask Ss to explain these words.

### Step 3: Listen to the Situations


Assign students to work in small groups. Assign each group situation A or situation B. Do not pass out the handout yet. Hold up the ***Trustworthy Information*** handout, folded in half. Read situation A aloud while Ss listen (Note: Do not read the questions aloud). Ask them to turn to a neighbor and tell two things they remember and then raise their hands. Call on a couple Ss to say what they remember. Repeat with situation B. Read the two questions aloud. Tell Ss that they will talk about the answers to these questions in their groups.

**Trustworthy Information**

**A.** Nina and Mario live in Minneapolis. It is summertime and there was a big storm. A lot of trees fell down. Nina and Mario's neighborhood lost power. They want to know when the power will come back. Mario talked to his brother. He said that he heard the power will come back in a few hours. Nina watched the news on TV. The news said the power will come back in four days. Nina wants to go buy ice to keep their food cold. Mario says they can wait. What information is trustworthy? Why? We think \_\_\_\_\_ is more trustworthy because \_\_\_\_\_

**B.** Argina lives with her sister's family in Minnesota. They live near a river. There is a lot of rain this month. They are worried that there will be a flood. Argina talks to people at work about the flood. Some people say that there won't be one. They say that the rain will stop. Argina's brother-in-law goes to look at the river. There are many people there putting up sandbags. Some of the people are firefighters. He calls to the firefighters. They say it will not flood today, but it may flood in a few days. The family should make a plan in case they need to leave. What information is trustworthy? Why? We think \_\_\_\_\_ is more trustworthy because \_\_\_\_\_

Buget Young, Minnesota Library Council, 2013 p. 13 Emergency Preparedness Unit



Ss in each group will have roles. Ask each group which student will read the paper. Ask each group which student will write the group's answers. Ask the group which student will tell the class the group's answers. Give each group one copy of the **Trustworthy Information** handout, folded in half, showing the side that they will work on.

#### Step 4: Read and Discuss the Situations

Students work in groups: the reader reads the situation aloud again, then the group discusses answers to the questions, and the writer writes their answers. Check in with groups to see if they are following the instructions.

#### Step 5: Share Answers with the Class

Ask each group presenter to talk about their group's answers to the class. If necessary, remind other Ss that they should listen to the answers and think about if they agree with them.

### **Teacher Directions: Activity 2: Critical Thinking**

Thumb Scan

#### Step 1: Prep

Write the following list on the board: family, neighbors, TV news, radio news, firefighters, police, the Internet, children's school

#### Step 2: Demonstrate the instructions

Ask Ss if they think that family is a trustworthy source of information during an emergency. Show them how do a thumbs up for *yes*, a thumbs down for *no* and to wave their hand back and forth for *sometimes*.

#### Step 3: Thumb Scan

Ask Ss if they think neighbors are a trustworthy source of information during an emergency and all students show their opinion with their thumbs. Ask a few Ss to explain why they chose their answers. Repeat with the other information sources on the list.

Note: in some countries the news media and police are not a reliable source of information. The news media may be controlled by the government. The police may be corrupt. In these places, neighbors and family are more trustworthy. It may be necessary to explain to students that TV and radio are trustworthy in the U.S. because the government does not tell them what to say and the police are not going to charge you money or hurt you. Offer these explanations only if Ss say that news, police, etc. are not trustworthy.

Another note: Ss may not think about their children's school as a trustworthy place to get information, but often in an emergency it is a good place to learn information, especially if the emergency effects school attendance.

## Teacher Directions: Checking for Understanding

Mingle

### Step 1: Prep

Write the following on the board: In an emergency I plan to get information from \_\_\_\_\_ because \_\_\_\_\_.

### Step 2: Model the Instructions

Read the sentence starter aloud. Then give an example: *In an emergency I plan to get information from the radio because I can listen even if there is a power loss.* Ask Ss to think about an answer. Walk to a student and say the sentence starter to the student. Then say, "And you?"

### Step 3: Mingle

Ask all Ss to stand up and push in their chairs. Tell them to talk to at least two other students and say the sentence.

# Trustworthy Information

**A.** Nina and Mario live in Minneapolis. It is summer time and there was a big storm. A lot of trees fell down. Nina and Mario's neighborhood lost power. They want to know when the power will come back.

Mario talked to his brother. He said that he heard the power will come back in a few hours. Nina watched the news on TV. The news said the power will come back in four days.

Nina wants to go buy ice to keep their food cold. Mario says they can wait.

What information is trustworthy? Why?

We think \_\_\_\_\_ is more trustworthy because

\_\_\_\_\_.

**B.** Armina lives with her sister's family in Minnesota. They live near a river. There is a lot of rain this month. They are worried that there will be a flood. Armina talks to people at work about the flood. Some people say that there won't be one. They say that the rain will stop. Armina's brother-in-law goes to look at the river. There are many people there putting up sandbags. Some of the people are firefighters. He talks to the firefighters. They say it will not flood today, but it may flood in a few days. The family should make a plan in case they need to leave.



What information is trustworthy? Why?

We think \_\_\_\_\_ is more trustworthy because

\_\_\_\_\_.

## Emergency Preparedness Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Literacy:</b> write a plan for how to find family emergency contact information</p> <p><b>Life Skill:</b> brainstorm places to meet family members in an emergency</p> <p><b>Literacy:</b> fill out a family emergency communications plan</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Are You Ready to Call Your Family and Friends if There is an Emergency?</b></li> <li>• Handout: <b>Family Emergency Communications Plan</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Ball Toss: Volunteer Tutor Manual, 2012, page 46</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Laptop and projector or ELMO or overhead projector</li> <li>• A ball</li> </ul>

### Lesson Plan

#### Note to Teacher

Please let Ss know that this is SOME information about what to do in an emergency. This is not ALL the information about what to do. In an emergency, you can get MORE and CURRENT information from places in the community that you trust.

#### Warm up for today's Lesson

Description: Ss will do a ball toss activity and share who they regularly talk to on the phone

Materials/Prep: a ball

#### Activity 1: Life Skill

Description: Ss will answer questions about their ability to find emergency contact information for family and friends

Materials/Prep: make multiple copies of ***Are You Ready to Call Your Friends and Family If There is an Emergency?***; ***ELMO*** or ***overhead projector***

#### Activity 2: Literacy

Description: Ss will use sentence starters to write plans to find missing emergency contact information

Materials/Prep: write the sentence starters on the board

#### Activity 3:

Description: Ss will brainstorm places to meet family members in an emergency

Materials/Prep: write brainstorming categories on the board

#### Activity 4: Literacy

Description: Ss will fill out a family emergency communications plan, using the phone numbers and meeting places that they thought about earlier in class

Materials/Prep: make multiple copies of ***Family Emergency Communications Plan***; ***ELMO*** or ***overhead projector***.

## Teacher Directions: Warm Up

## Ball Toss

### Step 1: Prep

Find a ball or other object suitable for throwing around the room. Write the following on the board: / talk to \_\_\_\_\_ on the phone all the time.

### Step 2:

Refer to the Volunteer Tutor Manual, 2012, page 46 for activity instructions.

## Teacher Directions: Life Skill

### Step 1: Prep

Make multiple copies of the ***Are You Ready to Call Your Family and Friends if There is an Emergency?*** handout. Set up **ELMO** or **overhead projector**.

### Step 2: Set the Context

Elicit from Ss the types of emergencies they have talked about this week (house fire, flood, tornado, power loss, winter storm, flu outbreak). Choose one of the emergencies as an example of a time when you would need to call family. For example: *How many people have children in school? If there is a tornado while children are in school, you would need to call to see if the school is ok. Maybe your children would need to go home early. Do you know the phone number for your children's school?* Elicit from Ss a couple more types of phone numbers they would need in an emergency.

### Step 3: Model the Instructions

Use a projector to show students the handout. Ask them to read the title. Read the first question aloud and then read all the answer choices aloud. Do a think aloud: tell Ss your thinking as you choose an answer for yourself and check the correct box. Repeat with questions 2 and 3.

Ask a student to come up to the projector and answer question 4. Ask the student to explain his/her answer choice. Ask another student to come up and answer question 5 and explain his/her answer choice. Repeat with the rest of the questions. Clarify the meaning of questions that Ss find confusing.

### Step 4: Students Select their Answers

Give each student a copy of the handout and have them check boxes to answer all the questions. Circulate and provide assistance as necessary.

Are You Ready to Call Your Family and Friends if there is an Emergency?					
	Yes, I can do it right now.	Yes, I can do it within 5 to 10 minutes.	Maybe I can find out where to find it.	I don't know where to find it.	I don't have this.
1. Can you find the phone number for your house?					
2. Can you find your cell phone number?					
3. Can you find the cell phone numbers for all the people you live with?					
4. Can you find your work phone number?					
5. Can you find the work phone numbers for the people that you live with?					
6. Can you find the school phone numbers for all of your children?					
7. Can you find the cell phone numbers for important friends and family that you don't live with?					
8. Can you find your health insurance phone number?					
9. Can you find your doctor or dentist's phone number?					
10. Can you find your building manager or landlord's phone number?					
11. Can you find your building manager or landlord's phone number?					
12. Can you find your car insurance phone number?					

## Teacher Directions: Literacy

## Sentence Starters

### Step 1: Prep

Write the following on the board several times.

*I need to find the phone number for \_\_\_\_\_*

*I plan to find it by \_\_\_\_\_*

### Step 2: Model the Instructions

Read the two statements on the board aloud. Write a personal example of how to fill in the blanks on the board. For example: *I need to find the phone number for where my brother works. I plan to find it by calling him and asking for it.* Ask the Ss for more ideas about ways to find different types of phone numbers.

Invite a student to come to the board and fill in another sentence starter. Repeat with another student.

### Step 3: Students Write their Plans

Tell Ss to copy the sentence starters in their notebooks and write their answers. They should copy the sentence starters several times, writing plans to find at least three missing phone numbers. Circulate and provide suggestions about how to find missing numbers as needed.

## Teacher Directions: Life Skill

### Step 1: Prep

Write the following on the board:

*Near home*

*In our city*

*Out of town*

### Step 2: Set the Context

Tell Ss an example of a family that needs a place to meet due to an emergency. For example: *If a family has a house fire, they need to get out of the house fast. They need a place for everyone in the house to go. They could choose the place before an emergency. They could choose to meet at the neighbor's house across the street.* Write the place from your example on the board under the correct category.

### Step 3: Brainstorm Ideas

Elicit another idea from Ss about a place near home where a family could meet. Then elicit a few ideas about places in the learning center's city (e.g. Minneapolis) where a family could meet and then elicit a few ideas for places where a family could meet out of town.

Tell Ss that it is important to talk to your family about where they will meet so that everyone will be ready if there is an emergency.

## Teacher Directions: Literacy

### Step 1: Prep

Make multiple copies of the **Family Emergency Communications Plan** handout. Set up **ELMO** or **an overhead projector**. Write the following fictional contact information on the board:

(wife) Rosa Hernandez

work: 651-645-5559

cell: 952-826-6556

(brother) Jose Lopez

cell: 952-826-7894

The handout form is titled "Family Emergency Communications Plan". It includes a section for "Our phone number:" with a line for the number. Below this is a table with three columns: "Name", "Work or school number", and "Cell phone number". There are five rows for entries. A second identical table follows. Below the tables are sections for "Where will you meet your family if there is an emergency?" with lines for "near home", "in our city", and "out of town". At the bottom, there is a section for "Other important phone numbers" with a table for "Police", "Fire", "Doctor or clinic", "Insurance manager or landlord", and "Local businesses". A "Call 911 for emergencies" section is also present. The footer contains the text "Super Young Minnesota Literacy Council, 2012 © 2012 Preparedness Unit".

### Step 2: Model the Instructions

Tell Ss to read the **Are You Ready to Talk to Your Family and Friends if There is an Emergency?** handout and look for “yes” answers. Use the projector to show Ss a copy of the handout **Family Emergency Communications Plan**. Ask a student to write Rosa’s information on the plan. Ask another student to write Jose’s information on the plan.

### Step 3: Students Fill Out the Plan

Students fill in the plan with the information that they currently know. Encourage them to look up numbers in their cell phones and wallets.

### Step 4: Wrap Up

Tell Ss that they should keep the plan in a safe place so that they can get it in an emergency. Ask Ss to turn to a neighbor and say where they will put the plan.

### Need a Challenge?

Ask Ss to brainstorm other ways they can be prepared for an emergency. For example, what types of supplies should they buy before there is an emergency? They can brainstorm as a class or in small groups.



## Are You Ready to Call Your Family and Friends if There is an Emergency?

	Yes, I can say it right now. OR Yes, I can say all of them right now.	Yes, I can tell you where it is written down. OR Yes, I can tell where they are written down.	Maybe I can find where it is written down. OR Maybe I can find where they are written down.	I don't know where to find it. OR I don't know where to find them.	I don't have this. OR They don't have this.
<b>1. Can you find the phone number for your home?</b>					
<b>2. Can you find your cell phone number?</b>					
<b>3. Can you find the cell phone numbers for all the people you live with?</b>					
<b>4. Can you find your work phone number?</b>					
<b>5. Can you find the work phone numbers for the people that you live with?</b>					
<b>6. Can you find the school phone numbers for all of your children?</b>					



	Yes, I can say it right now. OR Yes, I can say all of them right now.	Yes, I can tell you where it is written down. OR Yes, I can tell where they are written down.	Maybe I can find where it is written down. OR Maybe I can find where they are written down.	I don't know where to find it. OR I don't know where to find them.	I don't have this. OR They don't have this.
<b>7. Can you find the cell phone numbers for important friends and family that you don't live with?</b>					
<b>8. Can you find the work phone numbers for important friends and family that you don't live with?</b>					
<b>9. Can you find your health insurance phone number?</b>					
<b>10. Can you find your doctor or clinic's phone number?</b>					
<b>11. Can you find your building manager or landlord's phone number?</b>					
<b>12. Can you find your car insurance phone number?</b>					

# Family Emergency Communications Plan





**Our phone number:** \_\_\_\_\_

*Write the names and phone numbers for all the people who live with you.*

Name	Work or school number 	Cell phone number 

*Write the names and phone numbers for other family members, friends and neighbors you might call in an emergency.*

Name	Work number 	Cell phone number 

**Where will you meet your family if there is an emergency?**

Near home: \_\_\_\_\_

In our city: \_\_\_\_\_

Out of town: \_\_\_\_\_

**Other Important Phone Numbers**

Health Insurance	
Doctor or Clinic	
Building Manager or Landlord	
Car Insurance	

**Call 911 for Emergencies**