

Emergency Preparedness: Seasonal Flu Prevention



Sharing the Power of Learning



City of Minneapolis
Health Department



BE HEALTHY. BE SAFE. BE READY.

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.

Emergency Preparedness: Week 1 of 2

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 4

- Define key words related to flu prevention
- Identifying symptoms of seasonal flu
- Seasonal flu prevention

Emergency Preparedness Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Define key words related to flu prevention</p> <p>Listening: Listen to a video in order to identify symptoms of the seasonal flu and list ways to prevent seasonal flu</p> <p>Literacy: Write information on a brochure about the flu, including a list of people who are at higher risk for flu complications</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: ECHO Video Handout: Preventing Seasonal Flu • Handout: Seasonal Flu Brochure • Handout: Emergency Preparedness Posttest <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Key Words about Seasonal Flu <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Laptop and projector or ELMO or overhead projector • ECHO Video excerpt: “Seasonal Flu Prevention” • Laptop and projector or DVD player

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 use dice to select from six questions that review the previous lesson and introduce this lesson on seasonal flu prevention

Materials/Prep: Write the six questions on the board, pass out dice to groups of students

Activity 1: Life Skill

Description: Ss will define key words related to flu prevention

Materials/Prep: make one copy of **Key Words about Seasonal Flu**; **laptop and projector** or **ELMO** or **overhead projector**

Activity 2: Listening

Description: Ss will watch an excerpt from ECHO video and answer questions about it

Materials/Prep: make multiple copies of **ECHO Video Handout: Preventing Seasonal Flu**; a **laptop and projector** OR **DVD player** with the **ECHO video excerpt “Seasonal Flu Prevention”**

Activity 3: Literacy

Description: Ss fill out a brochure about the seasonal flu

Materials/Prep: make multiple copies of the **Preventing Flu Brochure**

Activity 4: Wrap Up

Description: Ss will take a test

Materials/Prep: make multiple copies of **Emergency Preparedness Posttest**

Teacher Directions: Warm Up/Review of Previous Lesson Dice Questions

Step 1: Prep

Get some **dice**. Write the following six questions on the board:

1. What did you learn in class this week?
2. Where can you get information during an emergency?
3. What phone numbers do you need to find in an emergency?
4. Have you or your family had the flu before?
5. What are some things you try so that you don't get sick?
6. If you have a question about being sick, who do you ask?

If the class has less than 8 students, do this activity as a class. If there are more, divide students into groups of 4-5.

Step 2: Model the Instructions

Read all the questions aloud as a class. Ask Ss which questions are review. Tell students the other questions are about today's lesson: the flu.

Roll one of the dice and show Ss the number you rolled. Read the question you rolled aloud. Answer the question. Give the dice to a student and have that student roll and read the question aloud and answer it.

Step 3: Answering the Questions

Ss take turns rolling the dice and answer the questions. Allow time for each student to answer two or more questions. Observe students to be sure they are all taking turns. Listen to their answers to prepare for step 4.

Step 4: Follow Up (optional)

If the class worked in groups, call on a few students to answer question 1. Call on other students to answer the other questions.

Teacher Directions: Life Skill

Step 1: Prep

Make one copy of **Key Words about Seasonal Flu** handout. Set up a **laptop and projector or ELMO**. Show Ss one key word at a time. These words will prepare Ss to watch the video excerpt in the next activity.

Step 2:

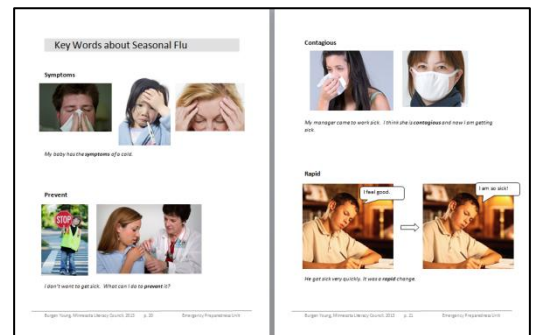
Read the sentence aloud. As Ss to tell what they think the word means. If necessary, offer clarification.

Symptom: a change in the body that shows someone is sick

Prevent: to stop something from happening

Contagious: having a sickness that can be given to another person

Rapid: fast



Teacher Directions: Listening

Step 1: Prep

Make multiple copies of *ECHO Video Handout: Preventing Seasonal Flu*. Set up a **laptop and projector or a DVD player** with the excerpt from the ECHO video, “*Seasonal Flu Prevention*”.

Step 2: Preview the Handout and Video

Tell Ss they will watch a video about preventing the flu. Ask Ss to read the worksheet (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 understand of the vocabulary words. Ask Ss “What is an example of a symptom?” “What can a person do to prevent the flu?” “What are some things that are contagious?”

The worksheet is titled "ECHO Video Handout: Preventing Seasonal Flu" and includes five numbered questions with multiple-choice options. The questions are: 1. Check the boxes next to the symptoms of the flu that they talk about in the video. 2. Some people get the flu and it is mild. They get better in two days. 3. Some people get the flu and it is severe. They need to go to the hospital. 4. If you have the flu you will not make other people sick. It is not contagious. 5. Check the boxes next to the ways to prevent the flu.

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.

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. **Note:** the video excerpt does not discuss the flu shot as flu prevention, but the rest of the video that the Ss didn’t watch is about this topic. Clarify for Ss that this is a way to prevent the flu.

Teacher Directions: Literacy

Step 1: Prep

Make multiple copies of *Flu Prevention Brochure*. **Note About Copying:** use the copier to create double sided copies of the brochure and put one page into the copier upside down so that Ss will be able to trifold the brochures. Set up **ELMO or overhead projector**.



Step 2: Model the Instructions

Ask Ss to put away the of *ECHO Video Handout: Preventing Seasonal Flu*. Tell Ss that now that they know some things about preventing the flu, they can show other people what they learned. Use the projector to show students how to make a folded copy of the brochure. Write your name on the back page of the brochure. Ask Ss what they think they will write in the blanks on the inside pages. Invite a different student to write an example answer on each inside page of the brochure.

Show students the page titled “Who is at risk for complications from the flu?” Tell them not to write on this page.

Step 3: Check for Understanding of the Instructions

Ask Ss, to tell you again what they should write on each page. They should tell you that they don’t write on the “Who is at risk?” page.

Step 4: Fill Out the Brochures

Ss fill out their own copies of the brochures. If any Ss struggle, allow them to refer to the answers on ***ECHO Video Handout: Preventing Seasonal Flu***.

Note: It is important to finish steps 6-7 before students take the posttest today. It will help them answer one of the test questions. If necessary, move to this step before all Ss have finished filling out the brochures.

Step 5: Feedback

As Ss finish, pair them up so that they can compare their brochures. Ask them to look at what is the same and what is different.

Step 6: Dictation Prep

Ask Ss to turn to the “Who is at risk for complications from the flu?” page of the brochure. Write the word *complications* on the board. Explain that a complication is a problem that makes a sick person sicker. It can be dangerous. Write the words *at risk* on the board. Explain that at risk means maybe something bad will happen. Read the first phrase on this page aloud, “People with a medical problem such as asthma, heart disease, or cancer.” Ask Ss if they know what these problems are. Ask Ss to look at the pictures. Who else do they think is at risk for complications from the flu?

Step 7: Dictation

Tell Ss that you will say the answers for this page. They need to listen and write them, without worrying about spelling. Say each of the following phrases two or three times. The first time say it at a normal rate, slow down a little the second time, and the third time say it at a normal pace:

- Adults age 65 and older
- Pregnant women
- Children under age 5, but especially children under age 2

Step 8: Checking Dictation Answers

Ask for three Ss to come up the board and each write one answer. Read the answers together and ask Ss if they want to make any changes. Make changes as needed.

Step 8: Wrap Up

Encourage Ss to take the brochure home and show their families what they did in class today.

Teacher Directions: Wrap Up

Step 1: Prep

Make multiple copies of ***Emergency Preparedness Posttest***

Step 2: Give Instructions

Remind Ss that they took a test on Monday. This is the same test. They can show what they learned this week.

Step 3: Give the Test

Be sure Ss write their names on the test. Please turn the tests into the coordinator after class.

Key Words about Seasonal Flu

Symptoms



*My baby has the **symptoms** of a cold.*

Prevent



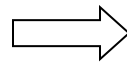
*I don't want to get sick. What can I do to **prevent** it?*

Contagious



*My manager came to work sick. I think she is **contagious** and now I am getting sick.*

Rapid



*He got sick very quickly. It was a **rapid** change.*

Preventing Seasonal Flu

Watch the video and answer the questions.

1. Check the boxes next to the symptoms of the flu that they talk about in the video.

Symptoms

start rapidly

Fever

Cough

Sore throat

Runny or
stuffy nose

Body aches

Headache

Tiredness

(you don't want
to do anything)

2. Some people get the flu and it is mild. They get better in two days.

True

False

3. Some people get the flu and it is severe. They need to go to the hospital. It is dangerous.

True

False

4. If you have the flu you will not make other people sick. It is not contagious.

True

False

5. Check the boxes next to the ways to prevent the flu:

Get a flu shot

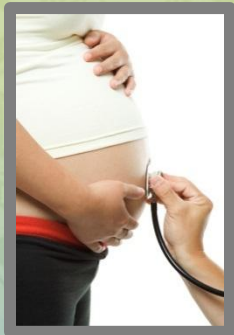
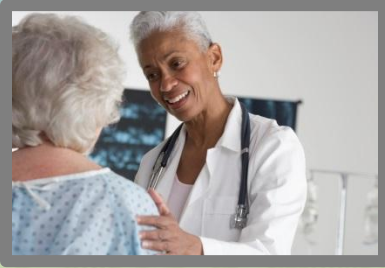
Cover your mouth when you cough

Open your windows to let in fresh air

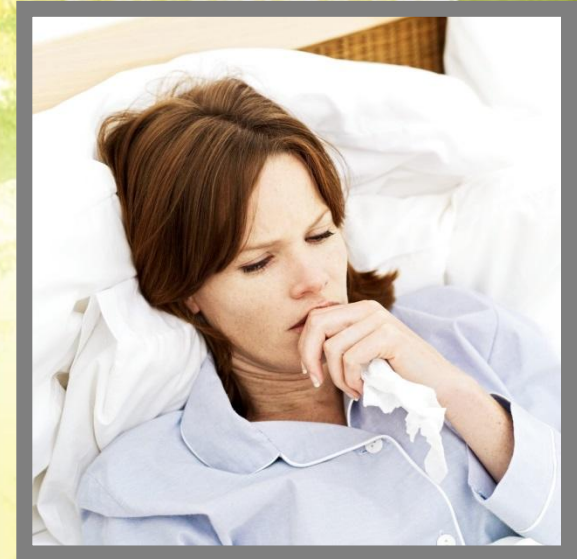
Wash your hands with soap and water

Who is at risk for complications from the flu?

People with a medical problem such as asthma, heart disease or cancer



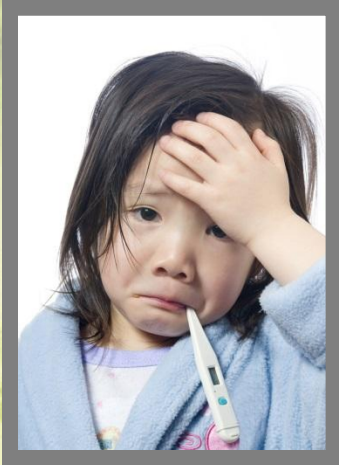
Written by _____



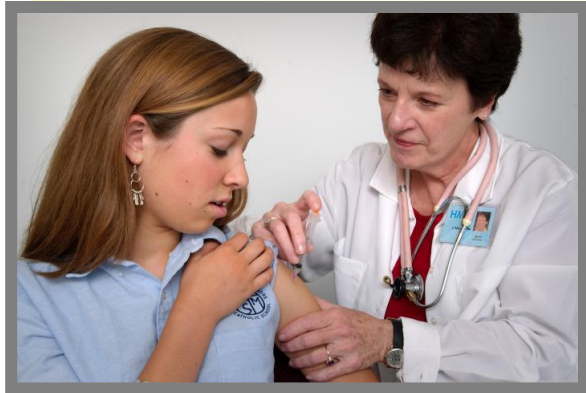
Preventing Flu

Do I have the flu?

Flu Symptoms



How can I prevent the flu?



Talk to your healthcare provider to learn who should get a flu shot.

Is the flu dangerous?



Most people _____

But, some people _____

Emergency Preparedness Posttest

Name _____ Date _____

Answer the questions without help from other students.

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:
- 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

Emergency Preparedness Posttest

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
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- people with serious health problems such as cancer