

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

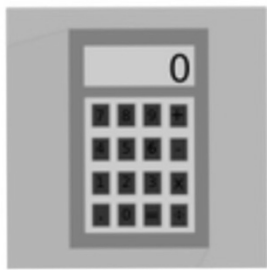
Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Caryn G. Jones** in collaboration with Lauren Gatti and Alexa Yunes.

7th – 8th grade • English Level 3

Learning PACKET #2



Theme: Disasters #3

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.

This packet is the second in a unit about Disasters where we will talk about how to survive disasters. Your student will practice using high-level English language while learning about a high-interest topic. The lessons will include working with language used in science, math, and social studies, as well as reading and writing.

Day 1 - Your student will consider what we really need to survive, compare and contrast safety and survival, and learn about the Rule of Threes.

Day 2 - Your student will read a short survival story for two disasters and record their thinking about how each situation would affect their ability to breathe, stay warm/cool, find clean drinking water, and locate food.

Day 3 - Your student will understand the idea of situational awareness as a way to identify possible hazards, find the supplies they need and find help.

Day 4 - Your student will analyze the characteristics necessary for someone to be a successful leader in an emergency situation. They will use what they learn to explain their reasons for picking a potential leader.

Day 5 - Your student will create an information card that could be shared with new residents or visitors to an area where a specific type of disaster might take place. The card will explain what to do before, during, or after the disaster in order to stay safe.

We have included answers for activities in the packet so your or your student can check their work, as well as some graphic organizers that can help students as they work through specific activities.

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Caryn G. Jones** in collaboration with Lauren Gatti and Alexa Yunes.

Safety vs. Survival ANSWERS

Safety - the condition of being protected from danger, risk, or injury

- Avoiding risk
- Staying away from danger
-

Compare =
what's the same
Contrast =
what's different

Both safety and survival
- Keep you alive and protected from harm

- Taking action to get to safety
- Prioritizing needs to get out of a dangerous situation

Survival – the state of continuing to live or exist, typically in spite of an accident, ordeal, or dangerous circumstances.

Survival requires you to have SKAARS:

- ❖ Skills
- ❖ Knowledge
- ❖ Attitude
- ❖ Assistance
- ❖ Resources
- ❖ Strength

Write it out: what makes disasters and emergencies alike and different?

The goal of both safety and survival is to keep us alive and unharmed. While safety means avoiding dangerous situations, survival requires us to take step-by-step actions to get out of a dangerous situation.

What do you see? What does it mean? Example.




For instance, if you were in this area, and you know that the fire danger is high, what potential dangers should you be considering?



You want to protect the house itself from catching fire.

How could you make it less likely that the house would burn down?
Look for ways fire could get close to the house.

Identify 2-4S problems you see

| Perception (I see) | Comprehension (I know) | Projection (I predict/plan) |
|---|--|--|
|  |  |  |
| 1 Plants and leaves all the way up to the house in front. | If a spark lands there, it will have a lot of fuel to help it grow into flames. | Taking those plants out would make it harder for fire to find a way to grow there. |
| 2 Trees overhanging the house. | Wind could blow sparks and flames between treetops. If either of those trees catches fire, the roof will surely catch too. | If we trimmed back those tree branches, it would be easier to protect the house from fire. |
| 3 Smaller tree growing right up next to the house. | That tree would be a problem if it caught a spark or a flame. | Transplanting that tree would help protect the house. |
| 4 A wooden staircase that wraps around a tree. | A wooden staircase would be a poor choice of exits in a fire situation and that it could lead fire to the other parts of the house if it were to catch fire. | Replacing it with stone or something else that won't burn would provide a safer exit. |

Log the information ANSWERS

After reading about the types of disasters, list the name of the disaster in the columns of the need that it endangers, with a short explanation. See my tsunami example.



| Air | Shelter | Water | Food |
|---|---|---|--|
| Tsunami – When the enormous wave comes in, you might be trapped under water unable to breathe. | Tsunamis wash as far inland as possible which may separate victims from shelter against extreme heat, cold, etc. | In the short term, the drinking water supply may be contaminated so the tsunami victims may get sick from drinking it. | Because Tsunamis are relatively localized, food usually reaches victims relatively quickly. |
| Avalanche If you are trapped in the snow, you will only have the air in a pocket you create around your head, or if you can punch a hole through to the surface. | People trapped in the snow and ice can die of exposure even though they're out of the weather and wind. The cold ice and snow will lower their body temperatures. | Snow is frozen water, so you could drink that if you had to, but drinking it would lower your body temperature even more. | Food usually isn't a problem for avalanche victims. They would die of lack of air or freeze to death before they would starve. |
| Hurricane/Typhoon Lack of air isn't usually an issue in a hurricane or typhoon. | Without shelter, not only would you be cold and wet during a hurricane/typhoon, but you would be injured by objects being blown by the high winds. | After a hurricane or typhoon, water supplies are often contaminated and can be dangerous to drink or use for washing. | Not only do hurricane victims need to have enough food to survive for a few days without going to the store, but the food has to be prepared and eaten without power if the utilities are out. |

A success story ANSWERS



Where we found the synonyms for **hallucinate**:

At one point her shoulders were so painful that she reached back and found that they were so sunburned that they were blistered and bleeding. A wound on her arm was infested by maggots. She began imagining things like houses and chickens. When she finally saw a boat and a hut along the river, she wasn't sure it was real. Her brain wasn't playing tricks on her. She fell into an exhausted sleep in the hut and woke up to the sound of men's voices. She had not heard another human speak for more than 10 days. She explained who she was and what had happened. They helped clean up some of her wounds, fed her, and the next day, took her down the river where she was taken to a hospital and reunited with her father. Of the 92 people who boarded the plane, she was the only one to survive.

Questions:

1. Which part of Juliane's survival was pure luck (she didn't do or know anything that helped her)?
Juliane didn't do anything to help save herself when she fell from the plane. She was just lucky she survived!
2. How did Juliane know about the rainforest environment?
Julianne had lived in the rainforest with her parents for a long time and her father taught her survival tips.
3. To **hallucinate** means to see or sense something or someone that is not really there. This article uses three phrases that are synonyms (they mean the same thing). What are the three phrases?
The three ways they say hallucinate are: "imagining things," "wasn't sure it was real," and "Her brain wasn't playing tricks on her."

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

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En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante aprenda palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- Este paquete es el segundo de una unidad sobre Desastres donde hablaremos sobre cómo sobrevivir a los desastres. Su estudiante practicará el uso del idioma inglés de alto nivel mientras aprende sobre un tema de alto interés. Las lecciones incluirán trabajar con el lenguaje utilizado en ciencias, matemáticas y estudios sociales, así como también lectura y escritura.
- **Día 1:** Su estudiante considerará lo que realmente necesitamos para sobrevivir, comparará y contrastará la seguridad y la supervivencia; y aprenderá sobre la Regla de los Tres.
- **Día 2:** Su estudiante leerá una breve historia de supervivencia en dos desastres y registrará sus ideas y pensamiento sobre cómo cada situación afectaría su capacidad de respirar, mantenerse caliente / fresco, encontrar agua potable y localizar alimentos.
- **Día 3:** Su estudiante comprenderá la idea de la conciencia de la situación como una forma de identificar posibles peligros, encontrar los suministros que necesitan y buscar ayuda.
- **Día 4:** Su estudiante analizará las características necesarias para que alguien sea un líder exitoso en una situación de emergencia. Usarán lo que aprendan para explicar sus razones por las que elegirían un líder.
- **Día 5:** Su estudiante creará una tarjeta de información que se podría ser compartida con residentes nuevos o visitantes a un área donde podría ocurrir un tipo específico de desastre. La tarjeta le explicará qué hacer antes, durante o después del desastre para mantenerse a salvo.
- Hemos incluido respuestas para actividades en el paquete para que usted o su estudiante puedan verificar su trabajo, así como algunos organizadores gráficos que pueden ayudar a los estudiantes a medida que trabajan en actividades específicas.

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Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

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Instructions Key



- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy


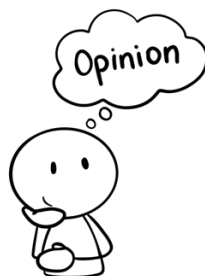

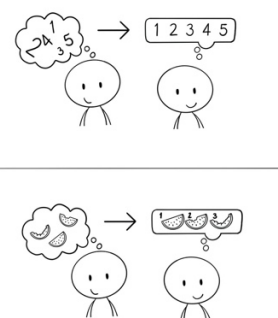



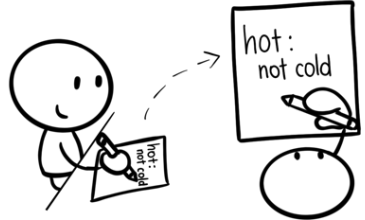
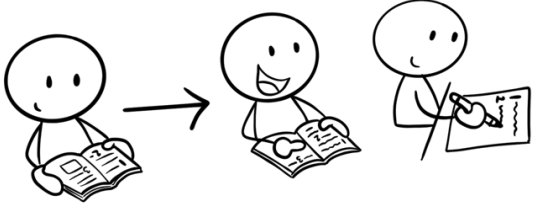

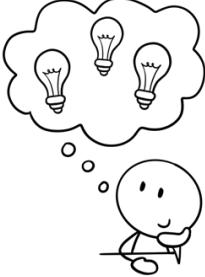
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ






- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Thinking Skills Glossary – Level 3 English

| Word | Definition | Picture |
|---|--|---|
| Fact 事实 Hecho | something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar |  |
| Opinion 意见 Opinión | something we think or believe 我们认为或相信的事情 Algo que pensamos |  |
| Compare 相比 Comparar | think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas |  |
| Sequence 序列 Secuencia | to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último |  |
| Classify Sort Categorize 分类 Clasificar Organizar | to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen |  |

| Word | Definition | Picture |
|--|---|---|
| Define 限定 Definir | Write the meaning 写出意思 Escribir el significado | Define "hot"  |
| Retell 复述 Recontar | To tell again, in your own words 再说一遍，用你自己的话 Volver a contar en tus propias palabras |  |
| Think Imagine Reflect 认为 想像 反映 Piensa Imagina reflexiona | Talk to yourself in your mind 畅所欲言 Hablar contigo mismo |  |
| Brainstorm 头脑风暴 Lluvia de ideas | think of many ideas about one question 想出关于一个问题的许多想法 Pensar en varias ideas sobre la misma pregunta |  |

| Word | Definition | Picture |
|-----------------------------------|--|--|
| Predict 预测 Predecir | Think about what will happen next 想想接下来会发生什么 Pensar y adivinar lo que va a pasar |  |
| Main idea 大意 Idea principal | One big idea about the story 关于这个故事的一个大想法 Una idea mas importante de la historia |  |
| Find Locate 找 Encontrar | Look for something 寻找东西 Buscar algo |  |
| | | |

iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

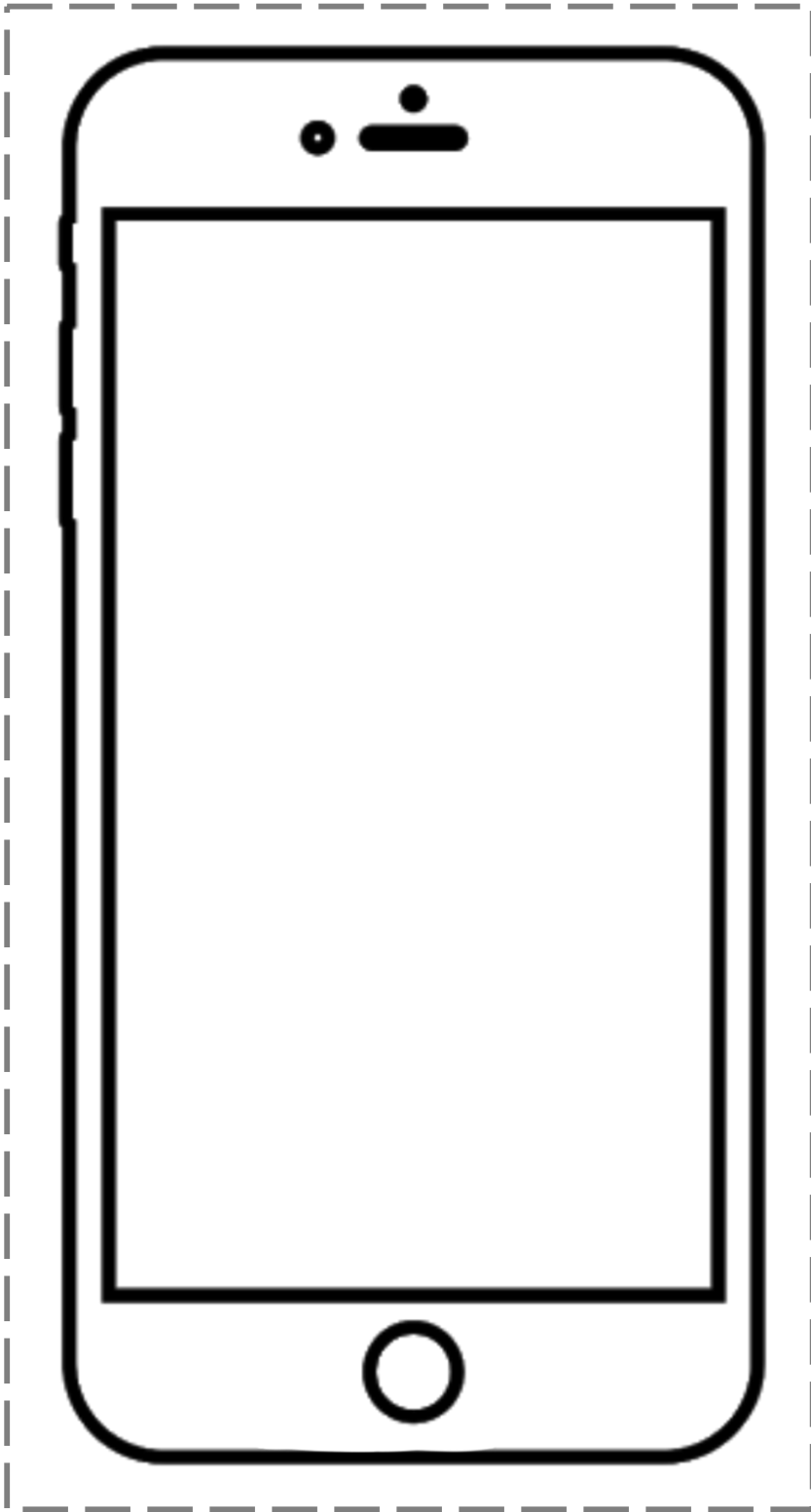


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada





Survival School

Grades 7-8

When disaster strikes

Knowing the hazards of a location and the signs that a disaster might be brewing is one thing. It doesn't mean much if you don't know what to do to stay safe before, during, and after a calamity occurs.

Language matters

In addition to learning about this topic, we are practicing how we use the English language to communicate.



This week we will use high-level academic language to:

- explain a series of actions within an event
- describe the actions of people and nature
- explain cause and effect relationships for feelings, actions, and physical conditions
- write a short survival guide for a specific type of disaster.

Building academic language

Our goal, every day, in every lesson, is to use the English language to communicate in any situation, particularly in school or work. To do that, we are building:

Cohesion (adjective) *unified, well-structured*

- Does the way I organized my ideas help my readers understand?
- Have I used transitions to help my sentences fit together?
- Did I write enough to fully explain my thinking without repeating?

Flexibility (adjective) *able to be changed/adapted to make it better*

- How can I say or write this in a higher-level way?
- Have I used the right structures to help my readers understand?
- Did I use different types of sentences for different purposes?

Precision (adjective) *exact, exactly right*

- Did I use the right words/vocabulary to explain my thinking?
- How can I say this accurately or correctly?
- Has my language painted the picture I want readers to see?

Transfer (verb) *to move from one place to another*

- How can I use this language in my social studies/science class?
- Can I use this language in my math class?
- Is there a way to use this language outside school?

I already speak English

I know you do! You have so much experience with the English language, but we have to keep building. Even native English speakers have to learn more vocabulary and language structures. The more proficient you are in using high-level academic language, the more opportunities you will have. We use language differently with our friends and families than we do to explain our thinking in school or at jobs. Sometimes we call this code-switching. It takes a lot of practice to code-switch effectively.

Welcome to Survival School

Over the next few weeks we will explore the disasters that impact our world, how they happen, what damage they can cause, and how we can be prepared to survive and overcome them.

Week 2: Survival School

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--|---|----------------------------------|------------------------------------|--|
| What do we really need? Safety vs. Survival | Getting safe | Situational awareness | Alone or in a group, what changes? | Review your work this week. |
| What hazards threaten us? | Read all about it | Getting shelter, food, and water | Leadership Qualities | Write instructions for surviving a disaster. |
| Rule of Threes | Analyze priorities and classify dangers | Finding help | Choose a leader | |

What will you do in this packet?

- Learn/refine (make better) your understanding of vocabulary and sentence structure
- Analyze the safety/survival needs of hazardous situations
- Generalize where and how to find resources based on evidence
- Compare/contrast personality attributes of potential leaders
- Reflect on your learning and how you can use it in the real world

At the end of each lesson, you will enter the vocabulary you learned in your personal dictionary and write to tell your colleague what you've learned.



Check in with your colleague

You will continue to communicate with the colleague you “worked” with while learning about disasters. Remember, now they have moved to the location you wrote about, warning them of potential hazards in their new home.

Updates about my colleague

Name _____

Age _____ Where do they currently live? _____

Remember the vocabulary we practiced before

| Word/Phrase | Emerging (Good) | Developing (Better) | Expanding (Best) |
|---|---|---|---|
| Ways to refer to disasters (Nouns) | Thing, stuff, problem One thing you should look for... | Threat, risk, challenge, trouble, emergency, | Danger, hazard, disaster, crisis, tragedy |
| Ways to say “look for” (verbs) | Look for, see, watch for | Consider, keep an eye out for, notice, pay attention to | Observe, recognize, contemplate |
| Ways to say “stay away from” | Stay away from | Escape | Avoid, avert, evade, |
| Ways to say something is dangerous (adjectives) | Bad, hard, unsafe | Dangerous, deadly, risky, serious, | Threatening, fatal, perilous |
| Ways to name a place (Nouns) | Place, house, area | Location, town, spot | Environment, locale*, region |
| Sentences | One thing you should look for are unsafe stuff in your new place. | Consider keeping an eye out for serious threats in your new town. | If you learn to recognize hazards in your new region, you could avoid a crisis. |

You can and should continue to use this language when it is useful, adding in the new language in Survival School lessons.



Noun – a word for a person, place or thing
Verb – a word that names an action/state of being
Adjective – a word that describes a noun or pronoun (he/she/it/they, etc.)
Adverb – a word that describes a verb, an adjective, or another adverb

Lesson 1 – Survive or Die!



Safety vs. Survival

Sentence Structures to try out:

| Word/Phrase | Emerging (Good) | Developing (Better) | Expanding (Best) |
|--------------------------|---|--|---|
| Ways to compare/contrast | * ___ and ___ are the same because ____. * ___ and ___ are the different because ____. | * ___ is _____ in the same way as _____. * _____ is _____, however, _____ is _____. | * ___ is ___ similarly/likewise, ___ is _____. * ___ is ___ on the other hand/on the contrary _____ is ____. |

Safety - the condition of being protected from danger, risk, or injury

- _____
- _____

Compare =
what's the same
Contrast =
what's different

Both safety and survival

- _____
- _____
- _____

Survival – the state of continuing to live or exist, typically in spite of an accident, ordeal, or dangerous circumstances.

- _____
- _____
- _____
- _____

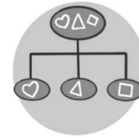
Survival requires you to have SKAARS:

- ❖ Skills
- ❖ Knowledge
- ❖ Attitude
- ❖ Assistance
- ❖ Resources
- ❖ Strength

Write it out: what makes safety and survival alike and different?

What humans need

We might **feel** like we **need** ice cream, chips, soda, or other junk food, but there are really very few things humans **actually** need in order to survive.







Brainstorm what is necessary for human survival:

Essential needs for humans to survive hazardous conditions

The Rule of Threes

One easy way to remember what humans need in a survival situation, is to remember **the Rule of Threes**. Some experts say that this might not be a scientifically-based idea, but it's a very good place to start.

Humans can live:

| | | | |
|---|---|--|---|
| 3 MINUTES without AIR | 3 HOURS without SHELTER | 3 DAYS without WATER | 3 WEEKS without FOOD |
|  |  |  |  |
| Air to breathe | Warm and dry | Water to drink | Food for energy |
| Otherwise we might/will die of*: | | | *these are adjectives |
| Suffocation | Exposure | Dehydration | Starvation |

Getting safe

Let's look at what needs might be compromised (put in danger) in various disaster situations. Read through some of these sensory descriptions of disaster situations. Explain how those experiences might/would affect your safety.

Victim – (noun) a person harmed, injured, or killed as a result of an accident, or other event or action

Avalanche!

There are three main hazards that kill avalanche victims:



1. Physical trauma caused by being thrown around and being bounced off of trees, rocks, etc. Physical trauma can lead to broken bones, internal injuries, and brain damage. Some people have started to wear a device much like a car's airbag. It appears to help you stay above the snow while you are "swimming" and can cushion your neck and head while you are being thrown around.
2. Suffocation/Asphyxiation is the most common risk. More than 2/3 of avalanche fatalities are caused because the **victim** runs out of available oxygen. In order to help rescuers find them more quickly, many people wear an avalanche beacon or other emergency communication device that will help pinpoint their location in the debris.
3. If the victim is uninjured and has enough air, the next danger is **hypothermia** (hypo = low, therm = temperature, ia = referring to, so danger relating to low body temperature), in other words, freezing to death.

Survive it!

As I was walking toward the lodge at the base of the mountain I heard a WHUMP that sounded like an enormous mattress being dropped from the top of a house. I looked up, shading my eyes against the bright sun. Against the sharp blue of the sky, I saw the white field of snow at the top of the mountain. My breath caught as I saw chunks of snow rolling from a crest of snow toward the peak. The WHUMP was my warning signal, and seeing the loose snow cascading I knew I was in danger.

I looked around quickly, where would I be most safe? I started running for the lodge, but knew almost immediately that I wasn't going to make it. A sound like thunder got louder as the snow came barreling down the mountain toward me. I turned back almost immediately and ran toward the side of the slope to get out of the main chute the snow was roaring down. I knew that my survival would require me to pay close attention to the timing of the avalanche and my actions. As the snow reached me I started to "swim" to stay on top of the snow as much as possible. As I felt the snow slowing down I wrapped one arm around my face to create breathing space and thrust the other arm straight up, hoping that at least part of me might stay above the surface of the snow.

As soon as the snow stopped moving, I used my elbow to push more snow away from my face to create a pocket of air. I wiggled the arm that was sticking up to try to see if it was completely buried. Thankfully, my hand and wrist were above the snow. Carefully protecting the air pocket around my face, I worked my other arm back and forth to create a larger hole so I could get fresh air.

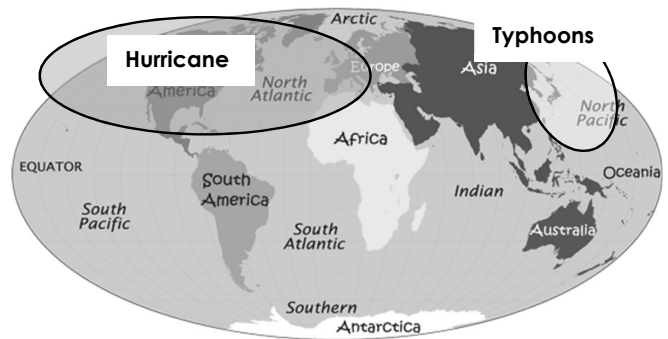
I wanted to scream for help, but I knew that I needed to save my strength. I waited as patiently as I could. I had my avalanche beacon, my boss knew that I had been on my way to the lodge, and while my arm was getting tired, my bright red ski glove would help rescuers find me.

****Record the hazards of avalanches in the table below with a short explanation.**

Hurricane/Typhoon

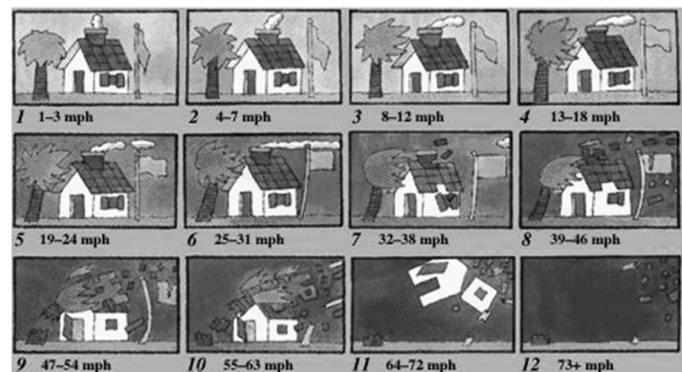
Some facts about hurricanes/typhoons:

1. We call it a hurricane if it happens in the North Atlantic and western and central North Pacific, on the other hand, we call it a typhoon if it happens in the eastern North Pacific.
2. There are usually 2-3 days to prepare for a hurricane, either by evacuating or sheltering-in-place.
3. Hurricanes are classified by the Saffir-Simpson scale from Category 1 (very little wind or damage) through Category 12 (complete demolition of any structures in the area).



Survive it!

The radio continued to give updates and warnings. The weather service had upgraded the Hurricane Warning to Category 6. The city had recommended that everyone **evacuate** and most of the hospital's staff and patients were getting ready to head north, away from the coast. I would be staying at the hospital with the patients we could not move.



Hospital staff and volunteers covered the windows throughout the hospital. We moved all of the patients who weren't being evacuated to rooms in the center of the hospital, rooms without windows. We knew that once the hurricane hit land we would likely lose power and water would probably be contaminated, so we tested our emergency **generators** and moved our emergency water supplies into the safe areas we were setting up.

Just as the storm came on land it was upgraded to a Category 7. We took turns leaving our safe interior rooms to peek through the boards over the windows. We could see rain slashing sideways in the heavy wind and debris flying by as well. It was really dangerous out there. While I was checking on the storm, I saw a man struggling toward the hospital's front door. He was about 50 feet from the building when a wooden patio chair sailed through the air and hit him, knocking him down. I yelled for a couple of coworkers and we struggled out the door. Within seconds we were soaking wet and freezing cold. We reached the man, who was **unconscious**, and got him on a back board. It took us several minutes to get him in the hospital doors. Two coworkers wrestled the doors closed again and got the boards back in place.



****Record the hazards of hurricanes/typhoons with a short explanation.**

Log the information

After reading about the types of disasters, list the name of the disaster in the columns of the need that it endangers, with a short explanation. See my tsunami example.



| Air | Shelter | Water | Food |
|--|--|--|---|
| Tsunami – When the enormous wave comes in, you might be trapped under water unable to breathe. | Tsunamis wash as far inland as possible which may separate victims from shelter against extreme heat, cold, etc. | In the short term, the drinking water supply may be contaminated so the tsunami victims may get sick from drinking it. | Because Tsunamis are relatively localized , food usually reaches victims relatively quickly. |
| Avalanche | | | |
| Hurricane/Typhoon | | | |
| <i>Pick another disaster described in the Disaster Happens packet</i> | | | |

Lesson 1 Reflections

Word-Wise

Open your Personal Dictionary at the back of the packet. You should enter the word:

safety **survival/survive** **essential/necessary** **suffocation** **exposure**
starvation **hypothermia** **evacuate** **dehydration**

You may add other words you want to remember, of course!

Talk it through



At the back of the packet* you will also find a place for your lesson reflections.

Reflect on what you learned and did today. What do you need to tell your colleague so that they can understand? This can be about survival, or it could be about the skills and language you practiced. Here's a list of ideas of what you might talk about. You do NOT have to write about all of them or any of them if you have something else to say. You should write 3-5 sentences.

- Which type of disaster (tsunami, hurricane, or avalanche) would you rather face?
- What would YOUR plan be if you faced a tsunami, hurricane, or avalanche?
- Were you surprised by what a human needs to survive?
- How comfortable are you with the higher levels of GBB (Good/Better/Best) Language?

You should start your writing off with a greeting or introduction to your colleague. Here are some ways you can do that:

- Dear _____
- _____, I have some important information for you.
- I worked on something challenging today. Let me tell you about it.
- You'll never guess what I learned today.

Looking Ahead



Considering what you learned today, make some notes on other ideas that you want/need to know about surviving disasters.

Lesson 2 - Situational awareness

One of the keys to surviving disasters is the ability to recognize what is going on around you and how it might affect you, then use that information to plan your actions. There are three parts of situational awareness are:

- perception – the ability to see key details in the world around you
- comprehension – the ability to understand how the key details might affect you
- projection – the ability to predict what might happen next and how you might react

Sometimes, the dangers are obvious:

But sometimes we need to be looking for details.

YIKES, SHARK!!!

Flooding is very hazardous.



For instance, if I were in this area, I should be considering a few potential dangers.

| | Perception (I see) | Comprehension (I know) | Projection (I predict/plan) |
|---|--------------------|---|---|
| 1 | Broken windows | There is broken glass under the water. | I should wear shoes with thick soles (bottoms) and/or shuffle my feet while walking to keep broken glass from slicing through and cutting me. |
| 2 | Downed power lines | Live power lines can still shock you, especially if the lines have fallen in the water. | I should stay at least 10 feet away from downed power lines so that I don't get electrocuted. |

Check your surroundings

Imagine you have a crawling baby or a grandparent who has trouble seeing and uses a cane to walk. Look around you. List 3-5 hazards that might be dangerous for them.

What do you see? What does it mean?

For instance, if you were in this area, and you know that the fire danger is high, what potential dangers should you be considering?



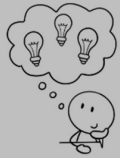


You want to protect the house itself from catching fire.

How could you make it less likely that the house would burn down?

Look for ways fire could get close to the house.

Identify 2-3 problems you see

| | Perception (I see)  | Comprehension (I know)  | Projection (I predict/plan)  |
|---|---|---|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |

A success story:



In December 1971, 17-year-old Juliane Koepcke graduated from high school then boarded a plane with her mother, returning to where her father was working in the Amazon Rainforest.

Suddenly, the plane was surrounded by a terrible storm. Lightning flashed all around them before striking the motor and the plane began broke into pieces.

In an instant, Juliane realized that she was out in open air. The screams and crashes as the plane came apart were replaced by the sound of wind rushing by her. Juliane lost consciousness during the 10,000 foot drop to the rain forest below. She suffered a concussion, a broken collar bone, and a deep cut on her leg. When she finally awoke, she was alone. She began searching for her mother.

Realizing that she was alone, Juliane had to rely on her experiences in the rain forest. Her parents were both zoologists at a research station. In the years they had lived in the rainforest together, she had learned enough to be comfortable on her own with the strange sounds and sights in the rainforest. When she got thirsty, she found and drank water condensed on the huge leaves of the plants around her. Exploring the area, she found a bag of candy that would help keep her alive.

She heard an airplane, but knew that the forest was too dense for anyone to see. After it had passed, however, she heard a sound she had not noticed before, the trickle of a small stream. Her father had taught her that if she found a stream, she could follow it to a larger stream and eventually to people. She was wearing only a short dress, and one sandal. She had lost her glasses and could not see very well, but she knew that she had to find her way out of the rainforest.

She followed the stream, deciding to walk/swim in the water because it is safer since she could not see snakes camouflaged on the forest floor. Sticking to the middle of the river where the water was moving was important. She knew that stingrays stay in shallow water and piranhas stay in still water. Eventually she lost track of days. She was exhausted, and hungry once she finished the candy.

At one point her shoulders were so painful that she reached back and found that they were so sunburned that they were blistered and bleeding. A wound on her arm was infested by maggots. She began imagining things like houses and chickens. When she finally saw a boat and a hut along the river, she wasn't sure it was real.

Her brain wasn't playing tricks on her. She fell into an exhausted sleep in the hut and woke up to the sound of men's voices. She had not heard another human speak for more than 10 days. She explained who she was and what had happened. They helped clean up some of her wounds, fed her, and the next day, took her down the river where she was taken to a hospital and reunited with her father. Of the 92 people who boarded the plane, she was the only one to survive.

Questions:

1. Which part of Juliane's survival was pure luck (she didn't do or know anything that helped her)?

2. How did Juliane know about the rainforest environment?

3. To **hallucinate** means *to see or sense something or someone that is not really there*. This article uses three phrases that are synonyms (they mean the same thing). What are the three phrases?

Lesson 2 Reflections

Word-Wise

Now you are going to turn to your Personal Dictionary at the back of the packet*. You should enter the word: **situational awareness** **perception** **comprehension** **projection**

hallucinate

You may add other words you want to remember, of course! Look back at the sample for the word **disaster** if you need to remember how to complete the dictionary entry.

Talk it through

It's time to report to your colleague. What do you want to share about today's learning? You do NOT have to write about all of them or any of them if you have something else to say. You should write 3-5 sentences.



- Think about your home or your school. How might you be safe there in different disaster situations? For instance, are there rooms without windows if there's a tornado or hurricane? Are there upper levels in case of flooding? Does it meet the criteria to be safer if a wildfire breaks out?
- How are you doing getting SKAARS (skills, knowledge, attitude, assistance, resources, and strength) that will help you survive in a disaster situation? What have you got so far? What else do you need? Think about what you've learned and practiced so far.
- How do Juliane's SKAARS help her survive and find her way out of the rainforest?

You should start your writing off with a greeting or introduction to your colleague. Here are some ways you can do that:

- Dear _____
- _____, I have some important information for you.
- I worked on something challenging today. Let me tell you about it.
- You'll never guess what I learned today.

Looking Ahead

Considering what you learned today, make some notes on other ideas that you want/need to know about surviving disasters.



Lesson 3 – Getting what you need

Where will you be?

Disasters can strike anytime and anywhere. You can be prepared to survive anywhere you go. Here are some situations that you might need to consider:

- Shelter-in-place – Be prepared to survive whatever comes at home or at school or at work.
- Evacuation – Take what you need to survive in a safer environment away from home.
- Out-and-about – Be prepared when traveling or spending time outdoors (hiking, skiing, camping)

Shelter-in-place

Sometimes the safest plan of action is just to stay where you are. We've lived that example during the COVID19 Pandemic. The best thing we could do to keep ourselves and others safe was to stay at home and take precautions when we had to go out (masks, staying 6+ feet away from people outside our household, wash hands, etc.). For the first few weeks that we were "locked down" it was a little scary because the stores were out of many items we needed like toilet paper and many types of food. That is why the experts recommend that everyone makes sure that they keep some emergency supplies at home and to have a plan for disasters we might face where we live.

Shelter

Most disasters that we might face at home are not going to jeopardize our breathing. We DO however, need to figure out where the safest place in our homes would be for disasters. For flooding and hurricanes, we'll probably want to be as high up as we can get in our homes, some even end up having to go up to their roof to stay above the water. For tornadoes, we want to be away from windows, and as low as we can get, a basement of a house, the stairwell of an apartment building, etc.

Water, food, and other necessities

Many times, the actual disaster isn't what we truly need supplies for. Once the hurricane has moved on, the tornado has subsided, etc. it may take several days before you can safely leave your home. Add to that, the **utilities** we rely on might not be working. It may take days or even weeks before the electricity comes back on. The water might not be safe to drink for even longer.

If the power is out, that means no phone charging, no wifi, no refrigerator, no stove or oven, no lights, no heat or air conditioning. It's a whole different ballgame when the electricity goes out. Food needs to be safe to eat without having been refrigerated and/or without cooking it. Here are some of the items experts suggest we have on hand, in case we face this type of situation:

Each household should plan on being on your own without help for three days. That includes having:

- Canned/packaged food (with a manual can opener) to feed your household for 3+ days, possibly without electricity.
- One gallon of drinking water per day, per person in your household, plus a gallon each for washing, etc.
- Flashlights/lanterns, an AM/FM radio, and extra batteries
- A first-aid kit, any medications or items each person needs (diapers and formula for babies, etc.)
- Pre-charged portable phone chargers

Evacuation

If it would be dangerous for you to stay at home and there is enough warning, as with most hurricanes and wildfires, you will be told to evacuate. Anyone who can evacuate should do so.

Shelter

Sometimes you will have to leave home without a plan as to where you are going, but many times the Red Cross or FEMA (Federal Emergency Management Agency) will set up shelters outside the danger zone, usually in schools, where people can go to be safe.

They will provide somewhere to sleep (usually just cots set up in a gym), meals served by staff or volunteers, clean water, access to restrooms and places to wash up. In these cases your basic needs as far as shelter are taken care of.

Water, food, and other necessities

With food and water provided by disaster relief personnel, you can focus on the other things you'll need to have available. You should pack:

- A map to the shelter you're heading for
- Copies of important documents (birth certificates, visas, identification, insurance cards, etc.) in a waterproof container or bag
- An extra set of car and house keys
- Credit and ATM cards and cash. It is recommended that you keep \$50-100 available in \$10 and \$20 dollar bills.
- Enough medications your household would need for at least a week
- Chargers for cell phones and other electronics
- Diapers and other personal hygiene items needed by people in your household
- Bring weather-appropriate clothing, bedding, and toiletries (what you need to keep clean: toothbrushes/toothpaste, shampoo, soap, deoderant, etc.
- Any important comfort objects for each person in your household
- A flashlight, lantern, or book light in case you need to move around in the dark

NOTE: alcoholic beverages, firearms, and illegal substances are not allowed in emergency shelters.



Out-and-About

Shelter

Within the first few moments of a disaster or emergency, you will have figured out how to get air to breathe. The next thing to tackle is whether your surroundings are suitable or if you need to find shelter. The goal of shelter is to keep your body temperature as close to the normal range as possible.

Clothing could be considered a short-term form of shelter. If you're cold and you have another layer or two, those will help warm you up. If you encountered water and are wet your best bet is to get dry as soon as possible. If you have access to dry clothes, change immediately. If you're somewhere hot and sunny, use what clothing you have to shade/cover your skin and head. Clothing is great at keeping you warm or cool depending on how you use it. But it's only temporary in most situations.

After that, you want a shelter that will:

- Block the wind
- Keep you dry
- **Insulate** (keeps warm air in and cold air out OR cool air in and hot air out)



Water, food, and other necessities

Perhaps the most important time to think ahead is when you are away from home, whether you are traveling far from home or taking a day trip. Part of surviving a disaster is knowing the risks ahead of time and making sure that you have what you need. Sometimes that is easy to do based on where you are going and why. If you know that you will be skiing, hiking, climbing in the snowy mountains, you know that there is a danger of avalanches and want to make sure that you have the equipment you need in order for people to find you if you're buried in the snow, or to dig out a friend or colleague if they are buried.

If you are planning to spend time outdoors or are traveling, it's wise to bring some simple emergency supplies in your pack. First of all, you should dress appropriately for where you are going. In addition, you should carry:

- A few bottles of water for each person in your group
- Food like energy bars or trail mix
- A basic first aid kit
- A jacket and/or raincoat and a blanket or tarp
- A whistle and something shiny, like a mirror, to alert search and rescuers
- A flashlight or lantern
- A map of the area you are planning to visit (if possible)
- Any specialized safety equipment for the area where you plan to be

If you have all of those items, it will give you some time to make a plan to try to find safety, or at least water and food. Remember, you can live without water for three days and without food for three weeks. It won't be nice. It will be terrible, but you can survive it.

Think it through

This is your chance to do some planning for you and your family. Use these tables to make a list of what you might need to shelter-in-place, evacuate, or to survive out in the wilderness. For each item you might need, mark the columns with a X if your family has that item, an O if you would need that item, or an – if you wouldn't need that item in that situation.

For example, I would mark it like this to show that I have canned/package food, a case of bottled water, but NOT gallons of water to shelter-in-place. I won't need the food or water to wash if I evacuate to a shelter or if I'm outside.

| | | | |
|---|---|----|----|
| Canned/package foods that don't have to be cooked | X | -- | -- |
| Drinking water (the right amount for the situation) | O | X | X |
| Water to wash, etc. | O | -- | -- |

| Item | Shelter-in-place | Evacuate | Survive in the wild |
|---|------------------|----------|---------------------|
| Canned/package foods that don't have to be cooked | X | -- | -- |
| Drinking water (the right amount for the situation) | O | X | X |
| Water to wash, etc. | O | -- | -- |
| Flashlights/lanterns | X | X | X |
| Battery-powered AM/FM radio | | | |
| Batteries (sizes for flashlights, lanterns, and radios) | | | |
| Pre-charged cell phone chargers | | | |
| First aid kit | | | |
| Medications for everyone in the family | | | |
| Diapers, feminine hygiene products, etc. as needed | | | |
| Copies of important documents in a sealed bag | | | |
| Extra set of keys | | | |
| Credit card, ATM card, checkbook, and/or cash | | | |
| Weather-appropriate clothing for each person | | | |
| Bedding | | | |
| Toiletries (shampoo, soap, toothbrush/paste, etc.) | | | |
| Snacks/energy bars/etc. | | | |
| Jacket/raincoat | | | |
| Tarp or blanket | | | |
| Whistle | | | |
| Something shiny/reflective | | | |
| A map of the area | | | |
| Safety equipment | | | |
| | | | |

Lesson 3 Reflections

Word-Wise

Now you are going to turn to your Personal Dictionary at the back of the packet*. You should enter the word: **shelter-in-place** **evacuation** **utilities** **insulate**

You may add other words you want to remember, of course! Look back at the sample for the word **disaster** if you need to remember how to complete the dictionary entry.

Talk it through

It's time to report to your colleague. What do you want to share about today's learning? You do NOT have to write about all of them or any of them if you have something else to say. You should write 3-5 sentences.



- What should you and your household take with you if you have to evacuate?
- Think of somewhere your family likes to go on day trips or to travel. What should you have on hand, just in case

You should start your writing off with a greeting or introduction to your colleague. Here are some ways you can do that:

- Dear _____
- _____, I have some important information for you.
- I worked on something challenging today. Let me tell you about it.
- You'll never guess what I learned today.

Looking Ahead

Considering what you learned today, make some notes on other ideas that you want/need to know about surviving disasters.



Lesson 4 – Group Dynamics

When you're not alone

A lot of times we think about disasters and emergencies as something we face alone or with our own family. This changes survival **tactics** and **factors**. When you are with a group, you have to take into account:

Who are the weakest members of your group (small children, elderly, people with disabilities, illnesses, or injuries)

- How you will distribute resources and **divvy up** tasks so that everyone is accounted for
- How will you make decisions, for instance
 - Will everyone **pool** their resources or is everyone responsible for their own supplies
 - What course of action is best to get to safety
 - What if someone behaves badly or disagrees with group decisions
- Most importantly, who will lead the group



In the lead

In our household we already know who will likely be “in charge” of something. You know who to ask if you need new shoes. Or need help with your math homework. Or when something electronic isn’t working (that might be **you**, right?). Other times, disasters require multiple families or groups to work together to get through. So, who gets to be the leader? That’s always an interesting question. Sometimes it seems like there are natural leaders in emergency situations (someone who is in the military, in law enforcement, etc.). But those individuals are *not* always the right ones to lead, although it may be hard to convince them of that.

So what makes a good leader in a crisis? The number one skill would be the ability to recognize a threat or danger and deal with them. In addition, they should be excellent at:

- Communication – they must be able to give clear instructions and explanations
- Quick-thinking – be able to prioritize the group needs and act rapidly
- Active listening – the ability to listen to what people say and understanding their needs
- Adaptation – be able to change their thinking quickly
- Creativity – capable of coming up with novel (new) solutions

It is also important to consider whether they might have:

- Other priorities that would distract from taking the lead (a child or injured family member)
- Specialized skills that could distract them from leading (medical training, navigation skills, etc.)

Analyze and choose



Here's the situation: You are in the Gulf States area of the US. A hurricane came through and caused major damage, leaving your area flooded for 10-15 miles inland. Unfortunately, the hurricane also damaged an oil rig off the coast and it is now leaking. Downed power lines near the shoreline set some of the oil on fire and the flames are spreading. The highways are all blocked with people trying to flee the flooding and fire. You are with a group of about 25 people who had sought shelter at a high school about 10 miles inland, but close to a river that leads to the shore. Together, you decide that you need to get farther inland to escape the fire's spread.

There are three good candidates to lead your group. Read their profiles and then compare their strengths and weaknesses as a potential leader. **You will write your answer to your colleague as your reflection for today's lesson.**

Joseph Jones Age: 65

JJ has just retired. He and his wife. Recently moved to the Gulf shores from Wisconsin. He was a well-respected lawyer with his own small law firm. His wife and college-aged son are with him. JJ was a Boy Scout leader for 10 years and knows the Boy Scout Manual almost by heart. He is a *by-the-book* kind of guy.

JJ is in pretty good shape. He goes to the gym a few times a week and hikes several days a week as well. He is well-spoken and easy to understand. He speaks with authority, just like he always has in the courtroom. His wife just had a hip-replacement surgery and their son is worried about her.

Michelle Johnson Age: 47

Michelle is a registered nurse. She, her husband Russ, and their daughter, Tania, age 12, have lived in the area for about 10 years, but Russ is in the Army and is deployed right now. On the weekends, they like to explore the various parks and hiking trails. She and Tania have recently run a few half-marathons.

Michelle has spent a lot of her career as an emergency room nurse and has worked with area search-and-rescue teams. She has a very calm *demeanor* that seems to help others relax. She has been able to comfort and provide first aid to several individuals in the group. She and Tania each have a well-equipped backpack filled with supplies.

Alejandro Rodriguez Age: 28

Alejandro is a hardworking individual. He and his two younger brothers (who are with him) have their own landscaping company with 15 employees, two of whom are part of your group. They work outside almost every day and are physically very strong. He prefers to listen, not talk, but when he does talk, people listen because he is thoughtful. Some people struggle to understand him because of his accented English.

Alejandro grew up in a mountainous area of Guatemala where his father and uncles taught him to hunt, fish, and stay safe in nature. Getting to the United States, he watched over his younger brothers. They survived the dangers of riding on top of the trains through Mexico and then crossing the desert into the US.

Breaking it down:

| | Communication | Fast and Flexible | Knowledge and Skills | Roles/Relationships |
|---------------------|---|---|--|---|
| Joseph Jones | Strong speaker, but doesn't always listen as well | Tends to think there's one right way to do things | A lot of survival knowledge and skills | His wife just had surgery, but their son can help her |
| Michelle Johnson | She is a clear, calm communicator used to working in groups | Working as an ER nurse she had to be quick-thinking and adaptable | Medical and outdoor skills Prepared with supplies | Her daughter is with her, but is a skilled outdoorswoman If someone needs medical attention she needs to focus on that |
| Alejandro Rodriguez | Active listener; clear, thoughtful speaker Accent might be a problem | Service providers often have to be adaptable/creative | Outdoors skills and previous survival experience | There are five people in the group for whom he is already considered the leader |

Good, better, best: The rules of superlatives

Superlatives are adjectives or adverbs that tells how much more or less something is when we're comparing. There are four ways we make superlatives:

For short words (one syllable), it's easy, we just add -er or -est.

small → smaller → smallest big → bigger → biggest

For two-syllable words that end in -y, we take away the y and add -ier or -iest.

lucky → luckier → luckiest easy → easier → easiest

For longer words (two syllables or more) we add more/most or less/least before the word.

expensive → more expensive → most expensive OR less expensive → least expensive

nervous → more nervous → most nervous OR less nervous → least nervous

There are some adjectives that have irregular superlatives.

good → better → best far → further → furthest bad → worse → worst

little → less → least

Language to Compare Personal Traits

| | Emerging (good) | Developing (better) | Expanding (best) |
|-----------------------|------------------|---|---|
| Positive Superlatives | good/better/best | strong/stronger/strongest experienced/more experienced/most experienced smart/smarter/smarter | capable/more capable/most capable accomplished/more accomplished/most accomplished qualified/more qualified/most qualified wise/wiser/wisest |
| Negative Superlatives | bad/worse/worst | weak/weaker/weakest | incapable/less capable/least capable less accomplished/least accomplished less qualified/least qualified |

Use this space to take notes

Who do you think would be the best person, of these three, to lead the group?

Lesson 4 Reflections

Word-Wise

Now you are going to turn to your Personal Dictionary at the back of the packet*. You should enter the word: **tactics** **factors** **divvy up** **pool (as a verb)** **superlative**

You may add other words you want to remember, of course! Look back at the sample for the word **disaster** if you need to remember how to complete the dictionary entry.

Talk it through

It's time to report to your colleague. **This time, you have something specific to communicate to them. Write to explain who you think would be the BEST person to lead your group. Be sure to include details from their backgrounds AND to use superlatives to compare the three possible leaders.**



You should start your writing off with a greeting or introduction to your colleague. Here are some ways you can do that:

- Dear _____
- _____, I have some important information for you.
- I worked on something challenging today. Let me tell you about it.
- You'll never guess what I learned today.

Here is a sample paragraph using different people with different experiences and situations:

Dear Alfredo:

Based on the information I have, I think that Moo Klah would be the best leader for our group. She has been a lifeguard and has worked as a counselor for outdoor education camps in the summers. That means that she has more direct experience than Susan. Susan is more used to working outside every day, but she is also shy so that makes her a little less qualified. Plus, Susan has her two young kids with her, so she will need to pay attention to them. Edgar will probably want to be the leader, because he is older and has leadership experience from owning his company. He also has experience leading his daughter's Girl Scout Troop and has taught them survival skills. However, he hasn't really used his outdoor skills out in nature like Moo Klah has. In addition, she is a more capable communicator because she seems to listen more to the others in the group and pay attention to their feelings than Edgar does. Also, Edgar's wife is injured so he and his daughter will need to help her. Moo Klah is the strongest communicator and the most qualified in survival skills so I would choose her to lead our group.

I hope that everyone else feels the same.

Sincerely, Caryn Jones

Use your knowledge: Teach survival

Use what you have learned to plan and write an instruction card to educate people how to act safely before, during and immediately after a natural disaster. See the example on the next page.

Circle the disaster you will write about:

Earthquake

Tsunami

Avalanche

Flooding

Hurricane

Tornado

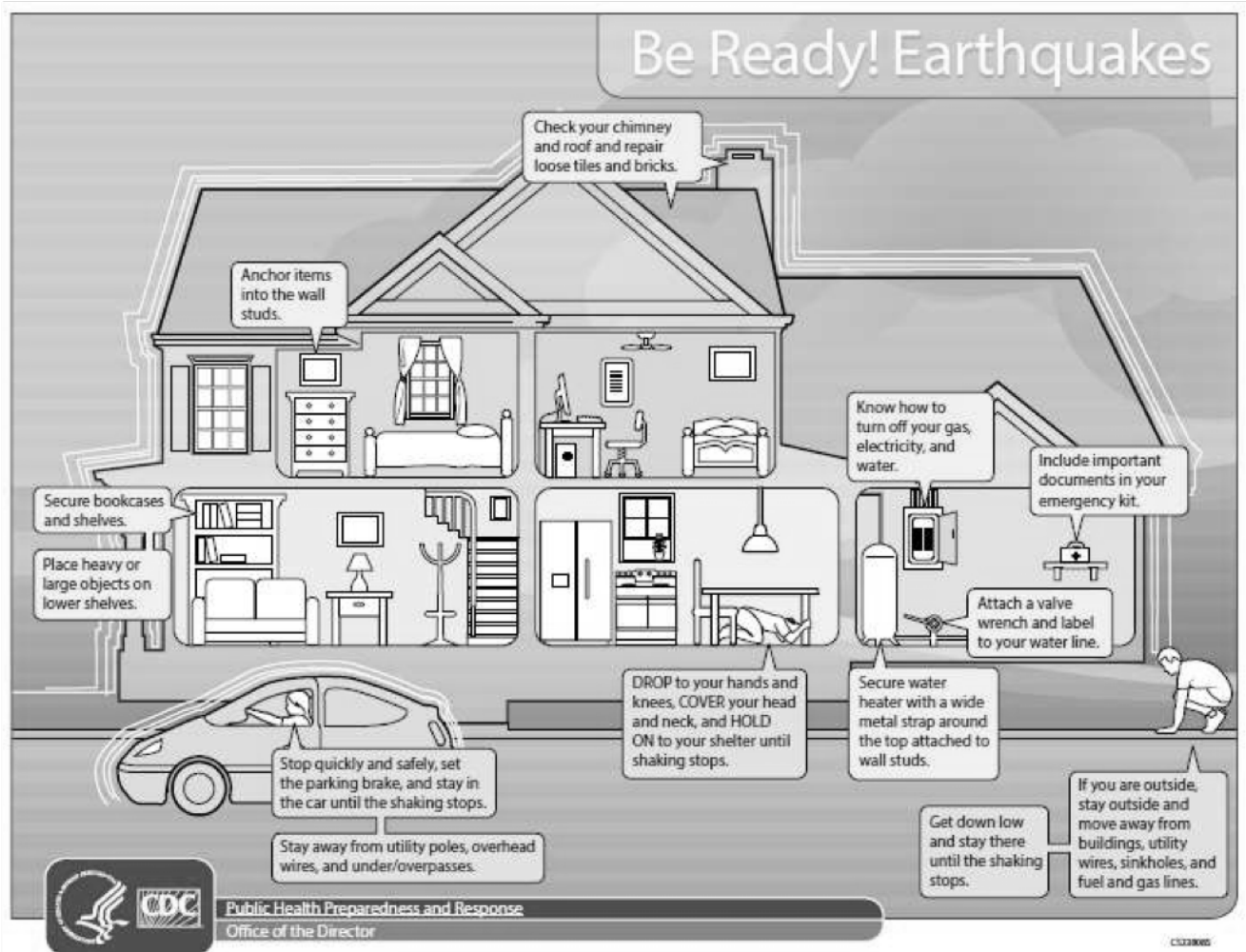
Plan your guide:

| Introduction | Before | During | After |
|--------------|--------|--------|-------|
| | | | |
| Visuals | | | |

Create your information card, a step-by-step guide to help someone plan for, prepare for, and survive the disaster:

Teach survival example

I'm writing about earthquakes. Here is my source document:




I'll use it to plan. Since we're writing for hotel guests, any of the ways to prepare your home won't be useful.

Plan your guide:

| Introduction | Before | During | After |
|---|--|--|--|
| Welcome to [make up a name for your hotel] Area prone to quakes Define earthquake | Locate exits from where you are Locate safe places outside Keep important items together | Goal: avoid falling debris Stay wherever you are Get low, hopefully under a table or desk cover your head, and hold on! | Goal: get to an open space Exit the building Do NOT use elevators Stop and shelter if another shake comes |
| Visuals Graphic of quake | Map, picture of wallet, phone, keys | someone sheltering correctly | People gathering in open space |

Take a look at these two versions of the text for my instruction card and highlight the differences. The changes I made are not large changes. Most of them include changing language from **good** to **better** or **best** on our GBB chart. See how the changes usually provide a little bit more information, making the instructions more precise? That's our goal, right?

| Version 1 Good | Version 2 Better  |
|---|--|
| <p>Welcome to SleepWell Hotel in sunny California! We want our guests to be safe. California has earthquakes, but we will don't know when they will happen or how bad they will be. Please read this card to be prepared, just in case. Earthquakes are natural phenomenon where two plates of land move against each other. Sometimes they cause a rolling or jolting movement that can be felt by people and can damage buildings, roads, etc. The biggest dangers in an earthquake are:</p> <ol style="list-style-type: none"> 1. Being hurt by stuff falling 2. Trying to move during the shaking 3. Being trapped under pieces of the building 4. Burns from fires <p>How to be prepared:</p> <ul style="list-style-type: none"> • Know where the exits are • Look around outside the hotel for a clearing away from buildings, power lines, and trees • Keep important items close (phone, wallet, keys, glasses, and shoes) <p>If we experience an earthquake:</p> <ul style="list-style-type: none"> • Stay calm • Do NOT try to leave the building, stay where you are • Find a space near the inside wall, under a table or in a bathtub • Get low, cover protect your head and neck and hold on <p>When the shaking stops:</p> <ul style="list-style-type: none"> • Put shoes on and get your important items • Exit the building, do NOT use the elevators • Avoid stuff falling • Stay where you are if there are additional quakes or aftershocks • Get to an open space with no buildings, power lines, or trees <p>If you are trapped in the rubble:</p> <ul style="list-style-type: none"> • Do not try to dig yourself out (you could shift the junk and be crushed) • Don't move • Protect your eyes, nose, and mouth from dust • Do NOT light a match or lighter (there may be gas leaks that would explode if you try) • Bang on a pipe or wall to help people find you. Do not shout or yell (you may not have much air) | <p>Welcome to SleepWell Hotel in sunny California! We are dedicated to the safety of our guests. California experiences a handful of earthquakes each year, but we cannot predict when they will happen or how much damage they will do. Please read this card to be prepared, just in case. Earthquakes are natural phenomenon where two plates of land move against each other. Sometimes they cause a rolling or jolting movement that can be felt by people and can damage buildings, roads, etc. The biggest dangers in an earthquake are:</p> <ol style="list-style-type: none"> 1. Being hurt by falling debris 2. Attempting to change locations 3. Being trapped under rubble 4. Burns from fires caused by damage <p>How to be prepared:</p> <ul style="list-style-type: none"> • Locate exits from your room and floor • Determine a place outside the hotel away from buildings, power lines, and trees • Keep important items handy (phone, wallet, keys, glasses, and shoes) <p>If we experience an earthquake:</p> <ul style="list-style-type: none"> • Stay calm • Do NOT try to leave the building, remain where you are • Find a space near the inside wall, under a table or in a bathtub • Get low, protect your head and neck and hold on <p>When the shaking stops:</p> <ul style="list-style-type: none"> • Put shoes on and get your important items • Exit the building, AVOID the elevators • Protect yourself from falling debris • Shelter where you are if there are additional quakes or aftershocks • Get to an open space with no buildings, power lines, or trees <p>If you are trapped in the rubble:</p> <ul style="list-style-type: none"> • Hang on instead of trying to dig yourself out (you could shift the rubble and be crushed) • Move as little as possible. • Protect your eyes, nose, and mouth from dust • Do NOT light a match or lighter (there may be gas leaks that would explode if you try) • Bang on a pipe or wall to help rescuers locate you. Do not shout or yell (you may have a limited supply of oxygen) |

Too LOOOONG

Okay, you don't hear this very often, but there are too many words!! No one will read through all of that when they just want to get to the beach. So, let's make it short and sweet.

| Version 2 Better | Version 3 Best |
|--|--|
| <p>Welcome to SleepWell Hotel in sunny California! We are dedicated to the safety of our guests. California experiences a handful of earthquakes each year, but we cannot predict when they will happen or how much damage they will do. Please read this card to be prepared, just in case.</p> <p>Earthquakes are natural phenomenon where two plates of land move against each other. Sometimes they cause a rolling or jolting movement that can be felt by people and can damage buildings, roads, etc.</p> <p>The biggest dangers in an earthquake are:</p> <ol style="list-style-type: none"> 5. Being hurt by falling debris 6. Attempting to change locations 7. Being trapped under rubble 8. Burns from fires caused by damage <p>How to be prepared:</p> <ul style="list-style-type: none"> • Locate exits from your room and floor • Determine a place outside the hotel away from buildings, power lines, and trees • Keep important items handy (phone, wallet, keys, glasses, and shoes) <p>If we experience an earthquake:</p> <ul style="list-style-type: none"> • Stay calm • Do NOT try to leave the building, remain where you are • Find a space near the inside wall, under a table or in a bathtub • Get low, protect your head and neck and hold on <p>When the shaking stops:</p> <ul style="list-style-type: none"> • Put shoes on and get your important items • Exit the building, AVOID the elevators • Protect yourself from falling debris • Shelter where you are if there are additional quakes or aftershocks • Get to an open space with no buildings, power lines, or trees <p>If you are trapped in the rubble:</p> <ul style="list-style-type: none"> • Hang on instead of trying to dig yourself out (you could shift the rubble and be crushed) • Move as little as possible. • Protect your eyes, nose, and mouth from dust • Do NOT light a match or lighter (there may be gas leaks that would explode if you try) • Bang on a pipe or wall to help rescuers locate you. Do not shout or yell (you may have a limited supply of oxygen) | <p>Welcome to SleepWell Hotel in sunny California! Your safety is important to us. We get earthquakes around here, so be prepared.</p> <p>Earthquakes feel like a rolling or jolting movement. It can be scary if you aren't used to it.</p> <p>How people get injured in earthquakes:</p> <ol style="list-style-type: none"> 1. Hit by falling debris 2. Falling while trying to change locations 3. Being trapped under rubble 4. Burned by fires caused by damage <p>Be prepared:</p> <ul style="list-style-type: none"> • Locate exits from your room and floor (no elevators) • Find a safe place outside the hotel (away from trees, buildings and power lines) • Keep important items handy (shoes, phone, wallet, keys, glasses) <p>If there is an earthquake:</p> <ul style="list-style-type: none"> • Keep calm • Stay where you are • Find a safe space (near an inside wall, under a table or desk, or in a bathtub) • Get low, protect your head and neck, and hold on <p>When the shaking stops:</p> <ul style="list-style-type: none"> • Exit the building avoiding elevators • Protect yourself from falling debris • If it shakes again, stay where you are • Get to an open space <p>If you get trapped:</p> <ul style="list-style-type: none"> • Stay still and wait for someone to help you (digging could shift the rubble over you) • Protect your eyes, nose, and mouth from dust • Do NOT light a match or lighter (there could be broken gas pipes) • Bang on a pipe or wall instead of yelling for help, it will conserve your strength and save oxygen <div data-bbox="906 1507 1365 1860" style="border: 2px solid black; padding: 10px; text-align: center; margin-top: 20px;"> <p><i>That's a dozen fewer lines of text. And STILL clear and precise.</i></p> <p>BAM!</p> </div> |

Here's my card:

Welcome to Sleepwell Hotel in sunny California!

★ Your safety ★ is important to us!

We get earthquakes around here, so be prepared.

Earthquakes feel like rolling or jolting. It can be scary if you aren't used to it.

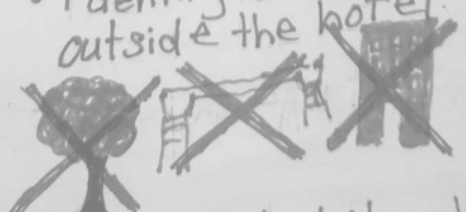
Top earthquake dangers:

1. Falling debris
2. Trapped under rubble
3. Burned by secondary fire.


What should you do?

Be prepared!

- Locate exits from your room and floor
- Identify a safe place outside the hotel

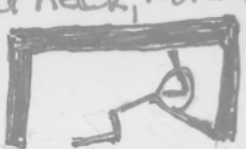


- Keep important items handy



If there is an earthquake:

- Keep calm
- Stay where you are
- Find a safe place
 - Near an inside wall, away from windows
- Get low, protect your head and neck, hold on



When the shaking stops:

- Exit the building
- Avoid elevators
- Protect yourself from falling debris
- If it shakes again, **STOP!** Shelter where you are
- Get to an open space

If you get trapped:

- Stay still and wait for someone to help you
 - digging could shift the rubble
- Protect your eyes, nose and mouth from dust
- Bang on a pipe or wall instead of yelling for help
 - That will conserve strength and oxygen

Looking Back



What information/skill/practice was most interesting to you this week?

Looking Ahead

Considering what you've learned about disasters and survival. What else do you want to know?

Picture it

Draw what you envision your home would look like after a disaster.

My Personal Dictionary

Word/Term: _____

Definition:

Draw a picture or write a personal connection:

Noun form: _____

Verb form: _____

Adject. Form: _____

Adv. Form: _____

* * *

Word/Term: _____

Definition:

Draw a picture or write a personal connection:

Noun form: _____

Verb form: _____

Adject. Form: _____

Adv. Form: _____

Word/Term: _____

Definition:

Draw a picture or write a personal connection:

Noun form: _____

Verb form: _____

Adject. Form: _____

Adv. Form: _____

* * *

Word/Term: _____

Definition:

Draw a picture or write a personal connection:

Noun form: _____

Verb form: _____

Adject. Form: _____

Adv. Form: _____

Page _____



Reference Sheet

| LENGTH | |
|-------------------------------|---------------------|
| Metric | Customary |
| 1 kilometer = 1000 meters | 1 mile = 1760 yards |
| 1 meter = 100 centimeters | 1 mile = 5280 feet |
| 1 centimeter = 10 millimeters | 1 yard = 3 feet |
| | 1 foot = 12 inches |

| CAPACITY AND VOLUME | |
|----------------------------|-----------------------|
| Metric | Customary |
| 1 liter = 1000 milliliters | 1 gallon = 4 quarts |
| | 1 gallon = 128 ounces |
| | 1 quart = 2 pints |
| | 1 pint = 2 cups |
| | 1 cup = 8 ounces |

| MASS AND WEIGHT | |
|--------------------------|---------------------|
| Metric | Customary |
| 1 kilogram = 1000 grams | 1 ton = 2000 pounds |
| 1 gram = 1000 milligrams | 1 pound = 16 ounces |

| TIME | |
|-----------------------|--|
| 1 year = 365 days | |
| 1 year = 12 months | |
| 1 year = 52 weeks | |
| 1 week = 7 days | |
| 1 day = 24 hours | |
| 1 hour = 60 minutes | |
| 1 minute = 60 seconds | |



ICMEE is housed within:

