

7-1-2015

## Preparing for Storms Nonreader Facilitator's Guide

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### Recommended Citation

Parker, Hazel Spaulding; Lambeth, Tara; Jenkins, Pam; Farris, Monica; and Rinehart, Jeff, "Preparing for Storms Nonreader Facilitator's Guide" (2015). *CHART Publications*. Paper 45.  
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# Preparing for Storms in Louisiana

Facilitator's Guide

Nonreader Edition



**INCLUDES** FIVE LESSON PLANS WITH FLASHCARDS

**SUPPORTS** RISK LITERACY AND ENGLISH LITERACY

Preparing for Storms in Louisiana  
Nonreader Edition  
Facilitator's Guide

*Teaching storm preparedness and reading skills simultaneously*



University of New Orleans

Funded by FEMA through the LA Governor's Office of  
Homeland Security and Emergency Preparedness

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# **Introduction**

## **What is UNO-CHART?**

The Center for Hazards Assessment, Response and Technology (UNO-CHART) is an applied social science hazards research center at The University of New Orleans. Our focus is to support Louisiana's community sustainability in light of natural, technological, environmental, and terrorist risks to which the region is vulnerable.

## **UNO-CHART's Risk Literacy Project**

UNO-CHART's risk literacy project targets the adult populations of Louisiana that have low level literacy skills or are learning English as a second language. Through this project, we have created materials for adult literacy programs to use so that as people learn how to read, they also learn how to prepare for storms.

The materials for this project include:

1. A Student Manual
2. A Facilitator's Guide
3. Take Home Guides
4. Spanish/English Flashcards
5. Nonreader Brochures
2. A Nonreader Facilitator's Guide

UNO-CHART partnered with the Literacy Alliance of Greater New Orleans and the Lindy Boggs National Center for Community Literacy at Loyola University to develop these materials. We incorporated national best practices while using local knowledge from focus group participants.

We received funding for this project from FEMA through the Louisiana Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP).

## **Who should read the nonreader brochures?**

The nonreader brochures are for anyone interested in learning more about storm preparedness while they learn to read English.

## **Who should use the facilitator's guide?**

The facilitator's guide includes lesson plans to teach the material in the nonreader brochures. These lesson plans are accessible to instructors with a wide range of teaching experience, from novice to experienced instructors. Community leaders, literacy advocates, family members, and others interested in promoting risk literacy will also find these lesson plans straight forward and easy to implement.

**Facilitator’s Guide and Nonreader Brochures Connection**

Each lesson within the facilitator’s guide pairs with one of the nonreader brochures. Each brochure is color coded. For your reference, the chart below links the nonreader brochures with the corresponding lessons in the facilitator’s guide.

Lesson	Nonreader Brochure Topic
1	<b>Hurricanes: Hurricane Season, Things to Know</b>
2	<b>Preparation: Have a Family Meeting, When to Go, Who to Tell, Who to Bring, What to Take</b>
3	<b>Evacuation: Hurricane Watch vs. Warning, Contraflow, Shelter</b>
4	<b>Returning: When You Return, How to Get Help</b>
5	<b>Protection: Protect Life and Property, Mitigation</b>

## **Materials Needed**

For each lesson, **instructors** may need:

- A copy of the *Preparing for Storms in Louisiana* nonreader brochures
- Chalkboard or whiteboard
- Chalk or dry erase marker(s)
- Flashcards (provided after each lesson plan)

For each lesson, **each student** may need:

- A copy of the *Preparing for Storms in Louisiana* nonreader brochures
- A pencil or pen
- A notebook

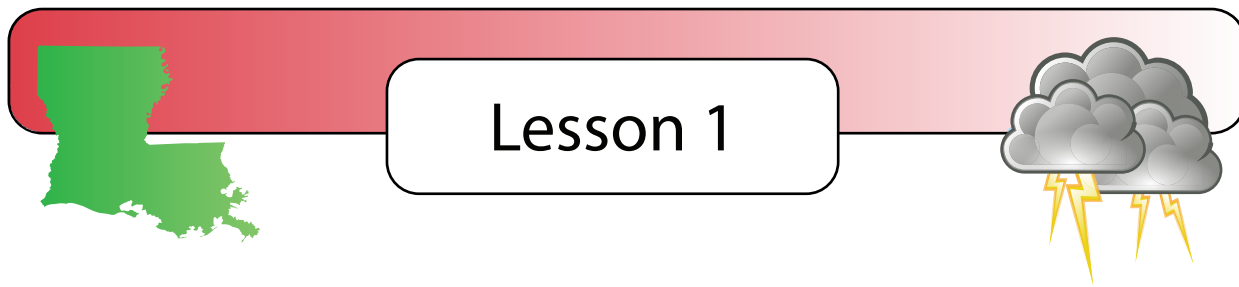
Consider this facilitator's guide as simply that---a guide. This document provides information on ways to conduct lessons on hurricane preparedness. If you have any suggestions on improving the brochures or this guide, or just want to share your ideas, please contact us.

To review and/or print free copies of the materials visit:

<http://www.uno.edu/chart/community-outreach.aspx>

If you would like hard copies, please contact UNO-CHART at (504) 280-5760 or [chart@uno.edu](mailto:chart@uno.edu).





## Lesson 1: Hurricanes

### Lesson steps:

- Turn to the first side of the red brochure: hurricanes.
- Discuss the images on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the class to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Ask the students if it is hurricane season right now.
- Turn to the second side of the red brochure: things to know.
- Discuss the images on the top of the page about wind.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.

## PREPARING FOR STORMS IN LOUISIANA **FACILITATOR'S GUIDE**

- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Explain that the faster the wind, the stronger the hurricane.
- Discuss the images on the bottom part of the page about storm surge.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Explain that storm surge is a large wave of water pushed on to land.
- Bonus activity: make use of the flashcards on the following page to help reinforce the words and phrases learned in the lesson.

**hurricane damage**

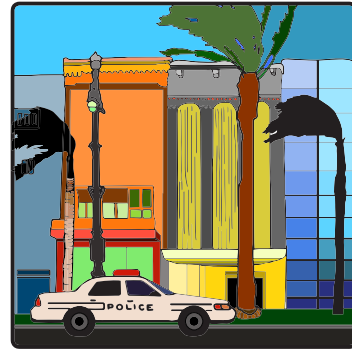


Hurricane Season:



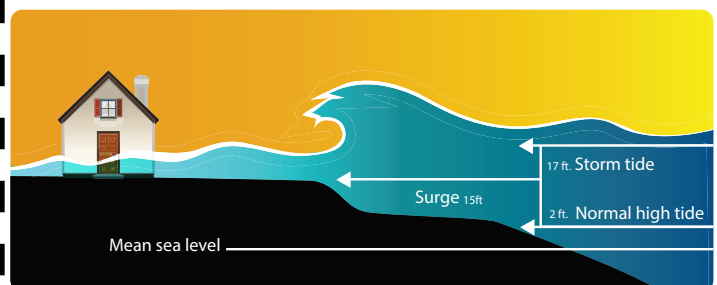
**hurricane season**

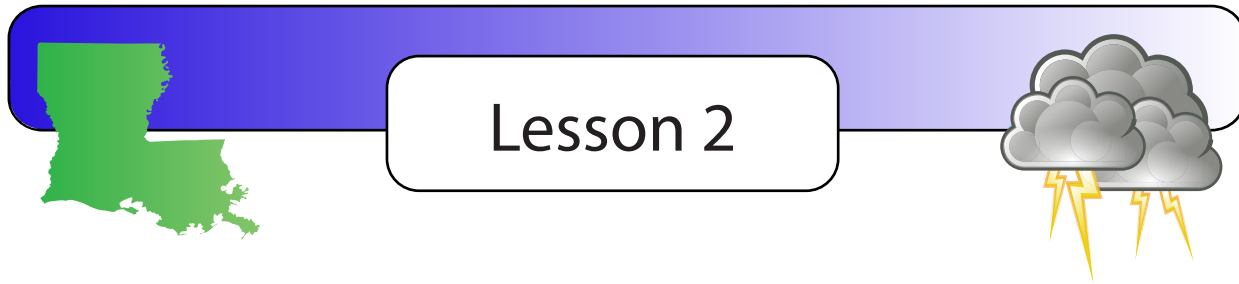
**less wind**



**more wind**

**storm surge**





## Lesson 2: Preparation

### Lesson steps:

- Turn to the first page of the blue brochure: preparation.
- Discuss the images on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Ask the students who they will invite to their family meeting.
- Turn to the next two pages of the blue brochure: when to go.
- Discuss the image on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean. Discuss the different categories of hurricanes.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.

## PREPARING FOR STORMS IN LOUISIANA FACILITATOR'S GUIDE

- Ask the class to share their evacuation plans. Point out that there are evacuation buses if they do not drive.
- Turn to the next two pages of the blue brochure: who to tell.
- Discuss the images on each page.
- Sound out the words on each page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words. Point out that if they are in the city of New Orleans, they can call 311 for help.
- Ask the class who they will tell when they evacuate.
- Turn to the next two pages of the blue brochure: who to bring.
- Discuss the images on each page.
- Sound out the words on each page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Ask the class who they will bring when they evacuate.
- Turn to the next two pages in the blue brochure: what to take.
- Discuss the images on each page.
- Sound out the words on each page as a class.

## PREPARING FOR STORMS IN LOUISIANA FACILITATOR'S GUIDE

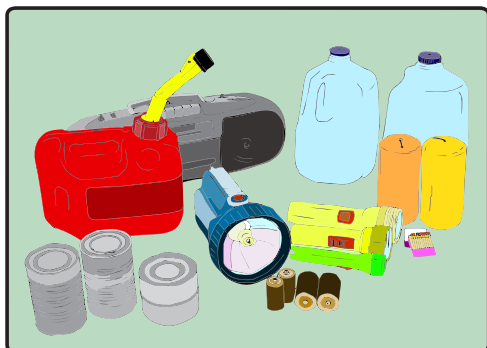
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Ask the class for examples of what they will take with them.
- Activity: Have real items available. Label the items with post-it notes. Ask the students to sort the items - those they would take and those they would not take. Use pictures of the items if you are unable to bring the actual items to class.
- Discuss saving money for gas, food and housing.
- Turn to the next two pages of the blue brochure: what to take.
- Discuss the images on each page.
- Sound out the words on each page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Ask the class what documents they will take with them.
- Bonus activity: make use of the flashcards on the following page to help reinforce the words and phrases learned in the lesson.

**have a family meeting**



**load the car**

**take the bus**

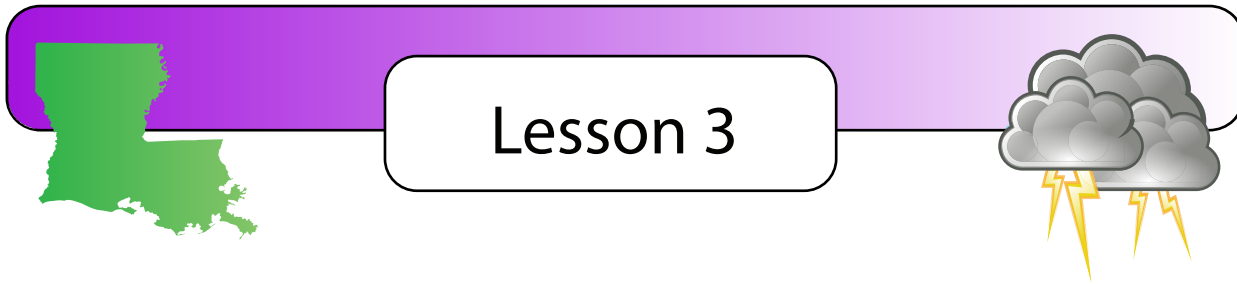


**emergency supplies**

**important documents**

Identification  
Documents





## Lesson 3: Evacuation

### Lesson steps:

- Look at the first page of the purple brochure: evacuation.
- Discuss the image on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Turn to the next page of the purple brochure: hurricane watch.
- Explain that a hurricane watch means dangerous weather could happen.
- Turn to the next page of the purple brochure: hurricane warning.
- Discuss the image on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.



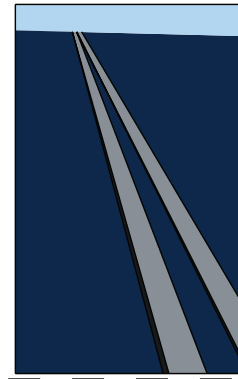
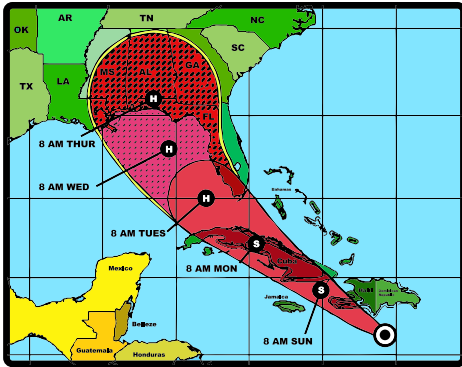
## PREPARING FOR STORMS IN LOUISIANA FACILITATOR'S GUIDE

- Explain that a hurricane warning means dangerous weather will happen.
- Turn to the next two pages of the purple brochure: contraflow.
- Discuss the images on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Explain that contraflow is when both sides of the interstate are used to evacuate an area.
- Activity: Ask the class to walk around the room in a normal traffic pattern. Then ask the students to walk in a contraflow traffic pattern.
- Turn to the next two pages of the purple brochure: shelter.
- Discuss the images on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Ask the class what items they would bring to a shelter.
- Turn to the next page of the purple brochure: shelter in place.
- Discuss the images on the page.

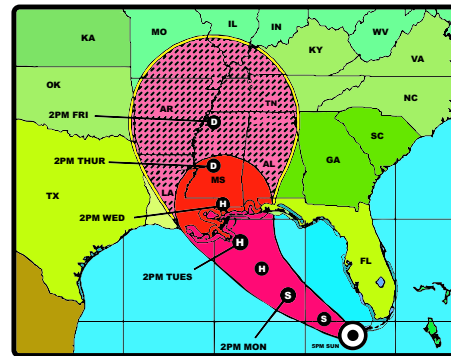
## PREPARING FOR STORMS IN LOUISIANA **FACILITATOR'S GUIDE**

- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Bonus activity: make use of the flashcards on the following page to help reinforce the words and phrases learned in the lesson.

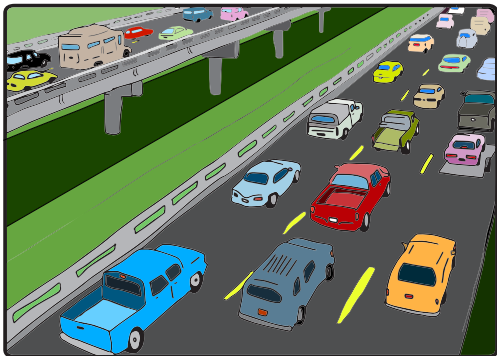
**hurricane evacuation route**



**hurricane watch**



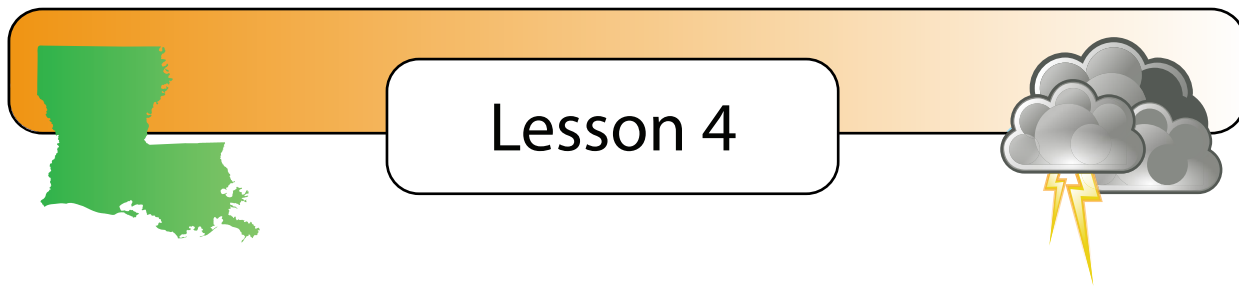
**hurricane warning**



**contraflow**

**shelter**





## Lesson 4: Returning

### Lesson steps:

- Turn to the first page of the orange brochure: returning.
- Discuss the image on the page.
- Sound out the words on the page as a class.
- Read the statement on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Ask the students how they will be safe when they return.
- Turn to the next page of the orange brochure: be informed.
- Discuss the images on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Turn to the next page of the brochure: be cautious

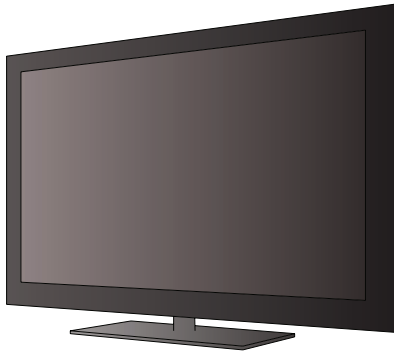
## PREPARING FOR STORMS IN LOUISIANA FACILITATOR'S GUIDE

- Discuss the image on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
  
- Turn to the next two pages of the orange brochure: how to get help.
- Discuss the image on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
  
- Show the class the website [www.disasterassistance.gov](http://www.disasterassistance.gov).
- Turn to the next page of the brochure: get help from.
- Discuss the images on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.

## PREPARING FOR STORMS IN LOUISIANA FACILITATOR'S GUIDE

- Turn to the next page of the brochure: be careful.
- Discuss the images on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Point out that boiling water makes it safe to use. Mention that the students can watch the news or listen to the radio to find out if there is a boil water advisory.
- Bonus activity: make use of the flashcards on the following page to help reinforce the words and phrases learned in the lesson.

**listen to the radio**



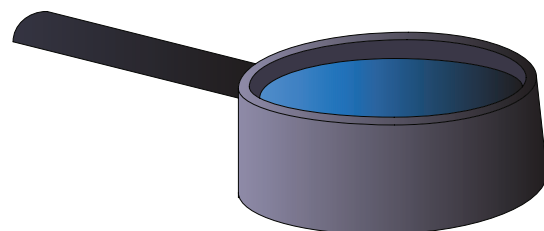
**watch tv**

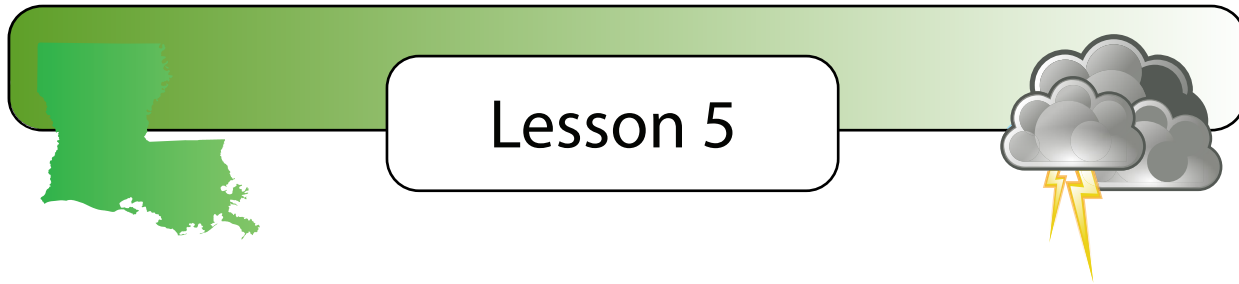
**watch for damaged electrical lines**



**if you smell gas, call the fire department**

**boil water**





## Lesson 5: Protection

### Lesson steps:

- Turn to the green brochure: protection.
- Discuss the images on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Ask the class for examples of how they will protect their homes.
- Turn to the next page of the green brochure: mitigation.
- Discuss the image on the page.
- Sound out the words on the page as a class.
- Read the statements on the page and ask the students to repeat after you.
- Discuss what the words mean.
- Write key words on the chalkboard or dry erase board. Talk about the meanings of the words.
- Talk about the importance of having homeowner's or renter's insurance.



## PREPARING FOR STORMS IN LOUISIANA **FACILITATOR'S GUIDE**



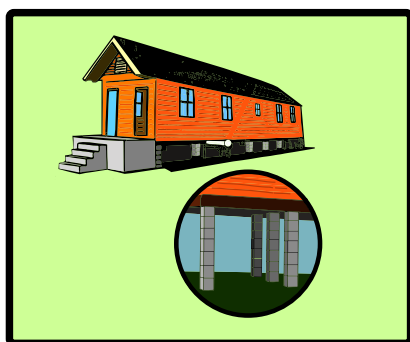
Bonus activity: make use of the flashcards on the following page to help reinforce the words and phrases learned in the lesson.

**protection**



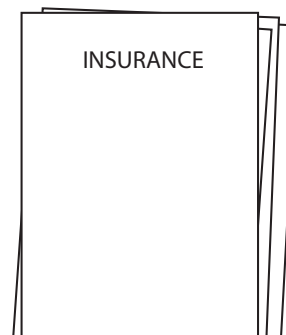
**retrofit your home**

**protect your home**



**mitigation**

**buy insurance**



# **Additional Resources**

## **Educational resources for storm preparedness:**

American Red Cross  
The Masters of Disaster® Family Kit and Educator's Kit  
<http://www.redcross.org/prepare/location/school/preparedness-education>

FEMA  
<http://www.ready.gov/hurricanes>

Miami Science Museum  
Hurricanes  
<http://www.miamisci.org/hurricane/teachers.html>

National Education Association  
Hurricane Season, Grades 6-8  
<http://www.nea.org/tools/lessons/hurricane-season-grades-6-8.html#lp>

No Person Left Behind  
Oxygen Users Disaster Evacuation Planning Guide  
<http://oxygen.nopersonleftbehind.org/index.htm>

State of Louisiana  
Governor's Office of Homeland Security and Emergency Preparedness  
Hurricane & Tropical Weather Index  
<http://gohsep.la.gov/hurricane.aspx>

## **Educational resources for reading comprehension:**

PBS Learning Media  
Reading Instructional Strategies: Resources for Adult Educators  
<http://www.pbslearningmedia.org/collection/ristrat/>

Reading Rockets  
Reading Comprehension Strategies  
<http://www.readingrockets.org/strategies/>

System for Adult Basic Education Support  
<http://sabes.org/curriculum/instruction/#lessonplan>

## References:

Almasi, J. F. (2003). Teaching strategic processes in reading. New York : Guilford Press.

Betts, E. A. (1961). Reading is thinking. *Reading Teacher*, 15, 179-184.

Pearson, P., Barr, R., & Kamil, M. L. (2000). *Handbook of reading research*. Mahwah, N.J.: L. Erlbaum Assoc.

Vaughn, S., Roberts, G., Klingner, J. K., Swanson, E. A., Boardman, A., Stillman-Spisak, S. J., & Leroux, A. J. (2013). Collaborative Strategic Reading: Findings from experienced implementers. *Journal of research on educational effectiveness*, 6(2), 137-163.

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Race Hodges, Joshua Muller

For more information regarding the *Preparing for Storms in Louisiana* curriculum, please contact UNO-CHART at (504) 280-5760.

A stylized map of California is shown, filled with a light green color. The map is set against a background that is a gradient of grey at the top, transitioning to a dark blue on the right side, and a lighter blue at the bottom. The map's outline is white, and it includes major geographical features like the coastline and the Central Valley.

*Funded by FEMA through the LA Governor's Office of Homeland Security and Emergency Preparedness*