

5-2012

Preparing for Storms in Louisiana: The Facilitator's Guide

Kim Mosby
University of New Orleans

Bayoji Akingbola
University of New Orleans

Maggie Olivier
University of New Orleans, mlolivi1@uno.edu

Hazel Parker
Literacy Alliance of Greater New Orleans

Pamela Jenkins
University of New Orleans

Follow this and additional works at: https://scholarworks.uno.edu/chart_pubs

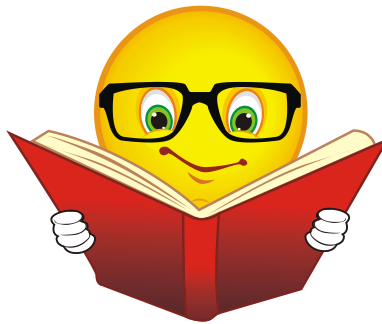
Recommended Citation

Mosby, Kim; Akingbola, Bayoji; Olivier, Maggie; Parker, Hazel; and Jenkins, Pamela, "Preparing for Storms in Louisiana: The Facilitator's Guide" (2012). *CHART Publications*. Paper 22.
https://scholarworks.uno.edu/chart_pubs/22

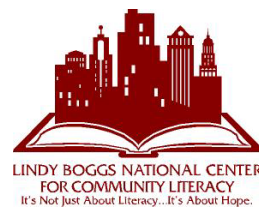
This General Information is brought to you for free and open access by the Center for Hazards Assessment, Response and Technology (CHART) at ScholarWorks@UNO. It has been accepted for inclusion in CHART Publications by an authorized administrator of ScholarWorks@UNO. For more information, please contact scholarworks@uno.edu.

Preparing for Storms in Louisiana

Facilitator's Guide



Created by UNO-CHART



This project is funded by FEMA through the Louisiana Governor's Office of Homeland Security & Emergency Preparedness (GOHSEP), Hazard Mitigation Community Education and Outreach (CEO) grant.

Introduction

Who 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. It was founded in 2001 and is comprised of a multi-disciplinary group of faculty, staff, and graduate research assistants representing various backgrounds including sociology, political science, public administration, planning, urban studies, engineering and geography. CHART's focus is to support Louisiana's community sustainability in light of natural, technological, environmental, and terrorist risks to which the region is vulnerable.

The Center undertakes applied social science research to understand ways in which Louisiana communities and the coastal region respond to these risks, assists in the development of best practices for reducing risks, and helps in implementing these practices to achieve comprehensive community sustainability.

Visit our website at www.chart.uno.edu for a closer look.

UNO-CHART's Risk Literacy Project

UNO-CHART's Risk Literacy project is dedicated to enhancing adult and children's literacy by teaching risk assessment and disaster preparedness to individuals and families.

In Louisiana and all along the Gulf Coast, the ways in which people access information varies greatly. Because of the historical inequities around education and the seasonal extractive industries that may interrupt schooling, many adults and some children may lack adequate literacy skills. Some individuals and families are simply more vulnerable and still have difficulty with evacuations as the response to disasters is dependent upon accessing information quickly.

The Risk Literacy project is funded by FEMA through the Louisiana Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP), Hazard Mitigation Community Education and Outreach (CEO) grant.

UNO-CHART's student manual Preparing for Storms in Louisiana

➤ Who created this manual?

UNO-CHART, in partnership with the Literacy Alliance of Greater New Orleans and Lindy Boggs National Center for Community Literacy at Loyola University, developed Preparing for Storms in Louisiana as a part of their concerted effort to promote disaster preparedness and literacy in communities across south Louisiana.

The manual teaches disaster preparedness and reading skills simultaneously. UNO-CHART designed the manual using national best practices while incorporating local knowledge from focus group participants. It teaches hurricane preparedness using language to reach ALL members of the community. The manual will teach people how to:

1. Be prepared before a hurricane.
2. Keep safe during a hurricane.
3. Return home safely after the hurricane.

There are four perforated pages at the back of the manual. The first one is a chart of the hurricane categories and what is to be expected from each category. The other three serve as a set of planning documents and checklists to keep important information in one spot. These sheets can be torn out and kept in or near an emergency to-go bag by those who anticipate having to evacuate.

➤ **Who should read this manual?**

Preparing for Storms in Louisiana was written for anyone interested in learning more about hurricane preparedness. It is written in Plain Language and is accessible to people of any reading level, including intermediate, beginning, or English Language Learners (ELL).

➤ **How can I get a copy of the manual?**

To review and/or print free copies of the manual, visit http://scholarworks.uno.edu/chart_pubs/3/.

If you would like a hard copy, please contact Maggie Olivier at UNO-CHART at (504) 280-6071 or mlolivi1@uno.edu.

About UNO-CHART Risk Literacy Facilitator's Guide

➤ **What is the facilitator's guide?**

Preparing for Storms in Louisiana: The Facilitator's Guide helps educators navigate through the risk literacy student manual, Preparing for Storms in Louisiana, and teach its contents to his or her class. Teachers, community leaders, or anyone who may have an interest in teaching this information on disaster and hurricane preparedness to their community may use the facilitator's guide and corresponding activities. While this document is meant to provide guidance, we do encourage educators to approach teaching the contents of the risk literacy student manual as it works best for them.

➤ **How is the facilitator's guide organized?**

There are three main sections in this guide:

1. The Introduction: about UNO-CHART's Preparing for Storms in Louisiana and about Preparing for Storms in Louisiana: The Facilitator's Guide that you are reading now.
2. The Vignette: designed to introduce students to the topic of hurricane preparedness.
3. The Lesson Plans: correspond to the sections in the Preparing for Storms in Louisiana student manual.

- Objectives: what the students should learn by the end of class
- Overview: a brief outline of the lesson
- Materials: what the facilitator should have prepared before class
- Lesson Plans: detailed breakdown of the lesson, with the following components:
 1. Opening Assignment introduces the main objective of the day's lesson to the students.
 2. Introduction to New Material provides students with new content and terminology of the lesson's objective.
 3. Guided Practice provides an opportunity for the students to practice what they have learned from the lesson's objectives in groups, with guidance from the facilitator.
 4. Independent Practice provides an opportunity for the students to practice what they have learned from the lesson's objectives on their own.
 5. Closing gives students the opportunity to reinforce the lesson's objectives by recapping what they learned.
 6. Activities are engaging worksheets that correspond to each lesson. These can be copied and distributed to students.

How long is the risk literacy course?

Each section fits a suggested traditional 90 minute block. Ten minutes may be given to the opening assignment. Then you may designate 20 minutes to the introduction of new material. The next 50 minutes could be used for group and individual practice. In the final 10 minutes of the class, students may engage in a closing activity to review the main points of the lesson.

What if I want to change the activities listed in the guide?

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 student manual or this guide, or just want to share your ideas, please contact us.

Table of Contents

Vignette	2
Section 1: Mitigation	4
Activity 1	6
Activity 2	7
Section 2: Hurricanes	8
Visual Aid and Group Project.....	10
Activity 1	12
Activity 2	13
Activity 3	14
Activity 4	15
Activity 5	16
Section 3: Preparation	17
Activity 1	19
Activity 2	20
Map of Popular Evacuation Cities.....	21
Section 4: Evacuation	22
Activity 1	25
Activity 2	26
Section 5: Returning	27
Activity 1	29
Answer Key	33

Vignette

The following sets the stage for the information found in the student manual. Please read aloud to the class.

“Board up your windows. Get gas for your generator. Make sure you have plenty of drinking water. Hurricane Jenny is a category 3 over the Gulf but will be a category 2 when it makes landfall tomorrow evening. It is headed straight for New Orleans, so please be prepared,” the news anchor said.

“Nana, what’s a hurricane?” little James asked his grandmother.

His grandmother turned off the TV and had him sit on the couch next to her. “A hurricane is a big storm that sucks up the waters of the gulf. The winds of a hurricane move faster than cars on the interstate. If the winds are strong enough, they can pluck trees out of the ground and take the roof off a house. The winds cause the water to come up on the land and flood the roads and houses near the shoreline. Other places might flood because of all the rain a hurricane brings.”

“Are we gonna be safe here at home, Nana?” James asked in a worried voice.

“We should be fine baby. Hurricanes come in different sizes just like people. Hurricane Jenny is only a category 2, which is pretty small. Families living in trailers or folks living on the coast might evacuate, but our house will keep us safe.”

“Evacuate?” questioned James.

“That’s what folks call it when you leave home because of a hurricane. Sometimes you only have to leave your house, like if you live in a trailer. Sometimes you have to leave the whole city. If Hurricane Jenny was any bigger, like a 3 or 4, we’d have to evacuate because Jenny might pick up our whole house. Houses aren’t meant to fly with folks in them,” Nana said.

“Nana, the news man said we had to get ready for Hurricane Jenny. What do we have to do to get ready?” James asked standing up.

“There’s a lot you have to do to be ready for a hurricane. You need batteries and flashlights if the power goes out. You need water to drink in case the faucets stop giving clean water. You need food to eat because the stores might be closed for a week or more. You need a little radio, so you can know what’s going on in the city. If the hurricane is a big one and we have to evacuate the city, we have to find a place to stay and a way to get there,” Nana replied.

“I hope we have enough time because the hurricane will be here tomorrow,” said James.

“Don’t worry. I’ve been getting ready for this hurricane since April,” his grandmother explained.

“But Nana, it’s almost September. How did you know Hurricane Jenny was coming way back in April? Why didn’t you tell me she was coming if you knew?” James asked.

Nana laughs. “Son, I didn’t know Hurricane Jenny was coming. In Louisiana, hurricanes can happen anytime. However, they are more likely to happen during the active hurricane season, which is from June 1st until November 30th, so I get ready in April just in case one comes. There’s a lot to do when a hurricane comes, so I start early.”

Group Discussion:

1. How do you learn a hurricane is coming? How do you decide if you stay or if you leave?
2. How do you prepare for a hurricane? Talk about where you might go, what you need to do, who you talk to, and when you make your hurricane plan.
3. Discuss how you learn when it is safe to return from an evacuation.

Section 1: Mitigation

Objectives

The student will learn to:

- Define hazard mitigation
- List and evaluate different means of retrofitting

Overview

In this section, students will learn different methods of protecting their home from potential hazards. They will define key phrases such as hazard mitigation and retrofitting. Students will also learn of some of the different retrofitting techniques.

Materials

- Students' personal notebook
- Student Manual (pgs. 3-6)
- Section 1 Activity Sheets (see pgs. 6-7 of this guide)

Lesson Plan for Section 1

Opening Assignment. Have students write their answers to the questions below in their personal notebooks. Encourage them to share their answers with the rest of the class, or you can use these questions to generate discussion for a small group:

1. What are some of your most valuable possessions that you keep in your house?
2. Why do you value them so much?

Introduction to New Material. There are three ways of teaching the material. You can either do one or a combination of the following strategies:

1. The facilitator reads the definitions aloud on pgs. 4-5 of the student manual (SM) while the students silently follow along.
2. Have students silently read the text.
3. The facilitator and students read the material aloud together.

Guided Practice.

- Have students work with a partner to discuss each of the definitions.
- Write the terms on the board and ask students to verbally tell the class what the word means and how it relates to retrofitting and mitigation.
- Have students create a new definition that is written in their own words.

Independent Practice. Students will do the following:

- Match the retrofitting practice to the correct example (see Activity 1).
- Explain why retrofitting is a form of hazard mitigation. Give examples of how one can go about retrofitting their house or building (see Activity 2).

Closing. Have students write an answer to the following question in their personal notebooks and encourage them to share their answers with the rest of the class:

1. How can retrofitting and hazard mitigation help protect the valuable things in my home?

Activity 1: Mitigation Independent Practice

Name: _____ Date: _____

Directions: Match the definition to the correct retrofitting practice.

- | | |
|--------------------------|---|
| 1. Levees and Floodwalls | a. During a flood, water can enter below the raised living areas and not cause damage to the structure. |
| 2. Wet Floodproofing | b. Sealing your building to keep flood water out. |
| 3. Elevation | c. Building a barrier around your house that keeps water away. |
| 4. Relocation | d. Raising your house so that the lowest floor of your building is above the flood level. |
| 5. Dry Floodproofing | e. Moving to a safer spot. |

**Activity 2: Mitigation
Written Response**

Name: _____ Date: _____

**Why is retrofitting a form of hazard mitigation?
Give examples.**



How can I go about retrofitting my house or building?

Section 2: Hurricanes

Objectives

The student will learn to:

- Define hurricane and hurricane season
- Define each hurricane category
- Identify the dangers that people face from hurricanes
- Evaluate the appropriate time to evacuate from a storm

Overview

In this section, students will learn about hurricanes, the different hurricane categories and potential dangers they pose, and definitions of hurricane, hurricane season, hurricane categories, and evacuation. After learning these key terms, students will practice how to determine when to evacuate.

Materials

- Students' personal notebook
- Student Manual (pgs. 7-10)
- Section 2 Activity Sheets (see pgs. 12-16 of this guide)

Lesson Plan for Section 2

Opening Assignment. Have students write their answers to these questions in their personal notebooks. Encourage them to share their answers with the rest of the class, or you can use these questions to generate discussion for a small group:

1. Why are hurricanes so dangerous?
2. What risks do hurricanes pose to people? To buildings?
3. What does it mean to have a mandatory evacuation?

Introduction to New Material. There are three ways of teaching the material. You can either do one or a combination of the following strategies:

1. Read the definition of hurricanes, tropical storms, storm surges, hurricane season, and evacuation as students follow along (pgs. 8-9, SM). You may want to show the visual aid on p. 10 of this guide to explain storm surge.

2. Have students quietly read the definitions to themselves.
3. Have students read aloud the definitions with you.

After students have reviewed the terms:

1. Review the hurricane wind scale with the students (p. 9, SM).
2. Have students re-create the hurricane wind scale (p. 9, SM).
3. Have the class read Know When to Evacuate and Fast Fact (p. 9, SM).

Guided Practice. Students should do all of the following:

- Hand out copies of the blank hurricane chart along with scrambled snippets of the hurricane information in a zip lock bag. Match and sort out the information correctly in the blank chart in groups of 2 to 4 (see Group Project on pgs. 10 & 11 of this guide).
- Read vignettes of weather reports in groups of two, and discuss whether the reports can be classified as a hurricane, tropical storm, or storm surge (see Activity 1).
- Hand out a yearly calendar and have the students shade in the months and days of the calendar that correspond with hurricane season (see Activity 2).
- Interview each other in groups of 2 to 4, asking each other when they would have to evacuate and why in the given scenarios (see Activity 3).

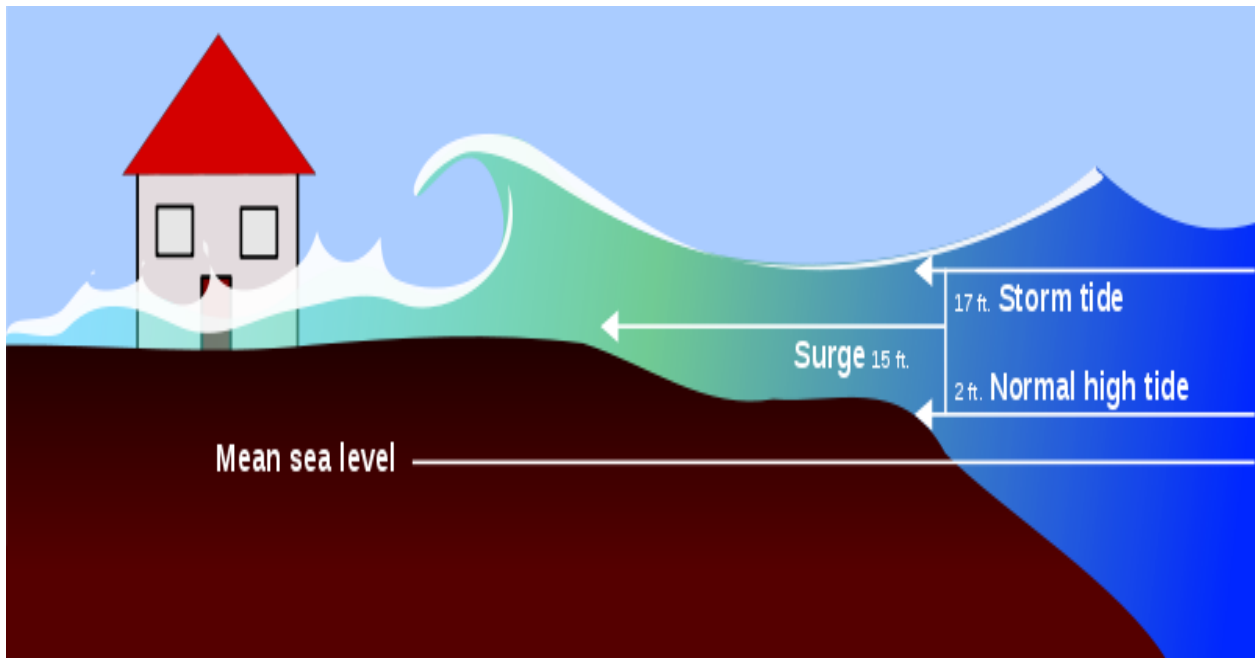
Independent Practice. Students will do the following:

- Match the correct definition to the following terms: hurricane season, storm surge, tropical storm, hurricane, mandatory evacuation, and hurricane wind scale (see Activity 4).
- Read vignettes of newsflashes describing a particular category of hurricane. Using their personal hurricane chart, they must correctly identify the storm's category type (see Activity 5).

Closing. Have students write an answer to the following question in their personal notebooks and encourage them to share their answers with the class:

1. What conditions would make it necessary for you to evacuate your home from a hurricane? Explain your answer.

Visual Aid: Use this image to help explain what a storm surge is to your class during “Introduction to New Material.”



[Image courtesy of: <http://www.chathamemergency.org/preparedness/2009-chatham-county-storm-surg.php>]

Group Project: Understanding the Hurricane Wind Scale. The facilitator should:

Step 1: Make copies of the Hurricane Fact Sheet (pg. 39, SM).

Step 2: Cut out all the facts of the chart and place them in a zip lock bag. Each group will have this bag.

Step 3: Make copies of the blank Hurricane Fact Sheet with only the column and row titles visible (found on next page).

Step 4: Give each group a zip lock bag, a blank hurricane fact sheet, and tape. Instruct them to put the Hurricane Fact Sheet back together in the correct order.

Hurricane Fact Sheet

Wind Speed

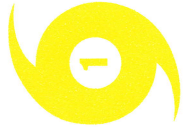
Example

Storm Surge

Damage

Flooding

Evacuate



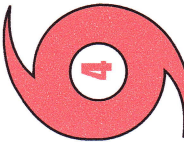
Category 1



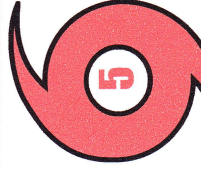
Category 2



Category 3



Category 4



Category 5

Activity 1: Hurricanes Group Work

Name: _____ Date: _____

Directions: Read the weather reports. What is the news report about? Are they talking about a hurricane, tropical storm, or storm surge? Explain why you picked your answer.

1. We are reporting live from the Gulf Coast. All residents must evacuate immediately. Sea levels will be very high, enough to cover homes built along the coast.

2. We are reporting live from St. Tammany Parish. Weather reports show that the storm will be approaching wind speeds that are as high as 50mph. Although these speeds aren't that swift, we are warning residents to be careful of potential flooding in the area and to protect their homes against potential wind damage.

3. We are reporting live from New Orleans. Weather reports show that the storm will make landfall by tomorrow. By that time, winds speeds will be as high as 100mph. Please board your windows. If your house isn't raised and you live in a neighborhood that floods easily, we are encouraging you to evacuate because we are expecting some major flooding.

Activity 2: Hurricanes
Charting Hurricane Season

Name: _____ Date: _____

Directions: When is hurricane season? Using a 2012 calendar, shade in all dates that fall within hurricane season.

2012

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Customize this calendar and get more templates at www.asensoft.com

[Calendar courtesy of: <http://www.customcalendarmaker.com/wp-content/uploads/2010/08/2012-yearly-calendar.jpg>]

Activity 3: Hurricanes Interview

Name: _____ Date: _____

Directions: Read the scenarios below. For each scenario, ask the member(s) in your group if/when they would have to evacuate and why. Use the section Know When to Evacuate (p. 9, SM) to answer the questions.

1. You live 40 miles inland, and a Category 2 hurricane is expected to hit your town. What should you do?

2. A Category 5 hurricane is set to make landfall. There's been an announcement for a mandatory evacuation. What do you do?

3. The strong winds from the anticipated Category 2 hurricane rattle the windows of your mobile home. The hurricane is set to hit tomorrow. What do you do?

4. A Category 3 hurricane has been detected in the Gulf and will make landfall in two days. You and your family live in a house on the coast. What do you do?



Activity 4: Hurricanes Independent Practice

Name: _____ Date: _____

Directions: Match the definition to the correct key word.

- | | |
|-------------------------|--|
| 1. Hurricane Season | a. Storms that have wind speeds of 30 to 73 mph with heavy rain. |
| 2. Storm Surge | b. Uses wind speeds to place hurricanes in categories. |
| 3. Tropical Storm | c. Storms that have wind speeds over 74 mph with high winds that create storm surges and heavy rain. |
| 4. Hurricane | d. The time hurricanes are most likely to happen. |
| 5. Mandatory Evacuation | e. Large dome of water pushed on land by a hurricane. |
| 6. Hurricane Wind Scale | f. A government announcement that you must leave the area. |

Activity 5: Hurricanes Independent Practice

Name: _____ Date: _____

Directions: Read the weather reports. What category hurricane are they talking about? Explain your answer.

1. I'm here on the Northshore where wind speeds are being reported to be as high as 135 mph. As you can see, water levels here are as high as 15 feet due to the storm surge. Many buildings have taken some damage due to the high winds. We hope all residents took the mayor's warning and evacuated.

2. We are reporting live from New Orleans. Weather reports show that the storm will make landfall by tomorrow. By that time, winds speeds will be as high as 100mph. Please board your windows. If your house isn't raised and you live in a neighborhood that floods easily, we are encouraging you to evacuate because we are expecting some major flooding to reach as high as 7ft in some areas.

3. This is a small hurricane. People with mobile homes should still be warned that even wind speeds as high 80 mph can damage their homes. If you plan on staying home, please be aware that in some areas there could be up to 4 or 5 feet of flooding, so seek higher ground.

4. I have never seen a hurricane this size. Scientists think that the hurricane will have wind speeds over 165 mph with storm surges that can reach over 18 feet. Towns in the path of this hurricane should expect some major damage. If you are in the path of the storm get out while you still can!

5. I'm here live in Chalmette. The winds from the hurricane are reaching as high as 120mph! Reports show that in some parts of the city flood waters are reaching as high as 10 feet. Some of the smaller buildings in the town have received some major damage from the high winds and water. The mayor issued an evacuation notice yesterday, so it's a ghost town right now.

Section 3: Preparation

Objectives

The student will learn to:

- Use various strategies in preparing for the hurricane season
- Understand the importance of having a family meeting about evacuation planning
- Conduct a family meeting
- Evaluate the cost of evacuation
- Determine what is important to bring during an evacuation
- Communicate during evacuations
- Include family members in facilities in their evacuation plan

Overview

In this section students will learn how to develop an evacuation plan; when to make it, what to include in their plans, and how to include the entire family in the evacuation plan. Students will also discuss how to evacuate mobile homes and pets, how to determine how much money they will need to evacuate, and how to communicate with loved ones during an evacuation.

Materials

- Students' personal notebook
- Student Manual (pgs. 11-23)
- Section 3 Activity Sheets (see pgs. 19-20 of this guide)

Opening Assignment. Have students write their answers to these questions in their personal notebooks. Encourage them to share their answers with the rest of the class, or you can use these questions to generate a small group discussion:

1. Why do you think it's important to have a plan before a hurricane actually comes?
2. Have you ever been through a natural disaster? Discuss your experience.

Introduction to New Material. There are three ways of teaching the material. You can either do one or a combination of the following strategies:

1. Have students follow along as you read the following sections: Things to Know (p.12, SM), Have a Family Meeting (p.13, SM), and Communication (p. 21, SM).
2. Have students read the assigned readings silently to themselves.
3. Read the text along with the entire class. In between each section, give time to explain how to use these practices to help further the students' understanding.

Guided Practice. Students will do the following:

- Break into six separate groups.
- Assign a reader, recorder, and reporter in each group.
- Decide which group will take on the following six topics in this section: You May Need to Evacuate Twice (p. 14, SM, title in top left circle), Pet Evacuation (p. 15, SM), The Cost of Evacuation/ Cost of Food (pgs. 16-18, SM), Disaster Supply Kit (p.19, SM), Important Documents (p.20, SM), and Family in Facilities (p.22, SM).
- Work together in their groups to identify the main ideas of their section after the group leader reads his section aloud to his or her group.

The facilitator should look for the following:

- The group presenting on Important Documents (p. 20, SM) should be able to define documents and share the definition with the class.
- The group presenting on Family in Facilities (p. 22, SM) should be able to define facility and share the definition with the class.

Independent Practice. Students will do the following:

- Fill out the Family Meeting Discussion Guide (p. 41, SM) and Contact Sheet (p. 46, SM) to the best of their ability.
- Circle which documents should be packed in your emergency to-go bag and fill in the blank with the missing word (see Activity 1).
- Answer word problems that reinforce their learning on the cost of evacuation (see Activity 2).

Closing. Have students write an answer to the following question in their personal notebooks and encourage them to share their answers with the rest of the class:

1. How might a family with an evacuation plan be better off than a family without one?

**Activity 1: Preparation
Independent Practice**

Name: _____ Date: _____

Directions: Circle the documents that you would pack in your emergency to-go bag.



- | | | |
|---------------------|-------------------|----------------------|
| Birth Certificate | Movie Ticket Stub | Last Report Card |
| Wall Poster | Passport | Housing Lease |
| Cooking Recipe | Meeting Agenda | Former Textbooks |
| Last Bank Statement | Car Title | Immunization Records |

Directions: Fill in the blank with a word from the box below.

branches	pets	traffic	documents	communication	family
----------	------	---------	-----------	---------------	--------

1. Have a _____ meeting to discuss your evacuation plans.
2. Create a disaster supply kit and gather important _____ and phone numbers.
3. Your disaster plan should include your _____, family members, and the elderly.
4. Stay in _____ during a disaster with those in your plan.
5. Avoiding _____ by leaving early can cut gas costs in half.
6. Prepare your home by trimming tree _____ and bushes away from the roof and windows.

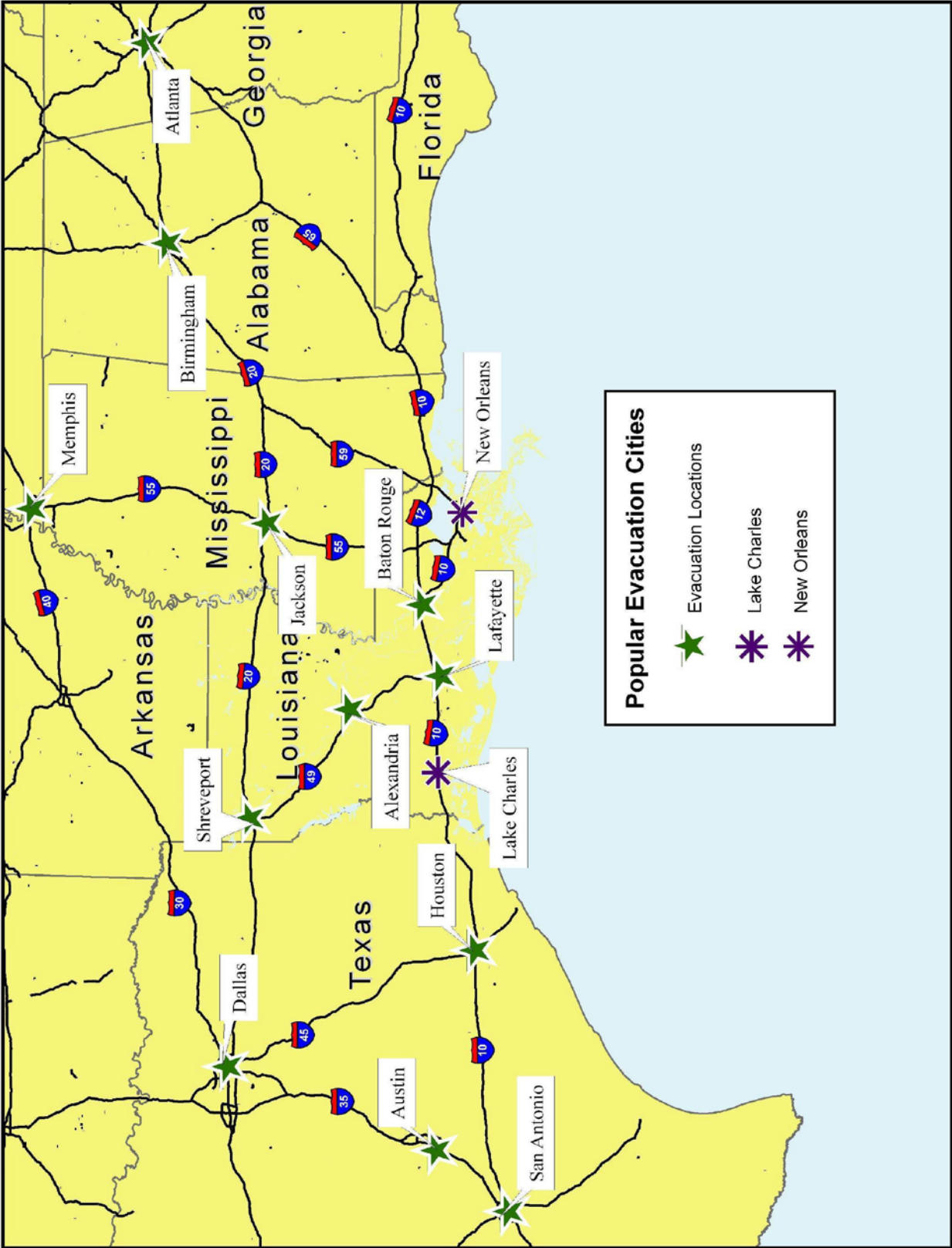
Activity 2: Preparation Word Problems

Name: _____ Date: _____

Directions: Answer the following questions. Answers will vary. (See p. 17 in SM for time and price estimates. Remember, estimates are based on round trip. See map on next page for a visual of the location of some popular evacuation cities.)

1. Randy and his mom have to evacuate for Hurricane Katrina. They plan on leaving New Orleans for Alexandria, where they will stay for two days. Counting the cost of gas roundtrip, hotel cost, and cost of meals (3x a day), how much should Randy and his mom save?
2. Jill, her mom, dad, and two sisters evacuate New Orleans for Hurricane Irene. They plan on staying with relatives in Jackson, Mississippi for a week. Jill and her family only plan to pay for two meals during the trip to Mississippi because their relatives agreed to take care of their meals once they arrive. They also plan to pay for only one meal on the trip back home since the trip should be much shorter. Counting the cost of gas roundtrip, and the cost of the three meals, how much should Jill's family save?
3. Diana and her two sons must evacuate for Hurricane Gustav. She plans on leaving her home in New Orleans and heading to Shreveport, staying one night in a hotel. Counting the cost of gas roundtrip, hotel cost, and cost of meals (3x a day), how much should Diana save?
4. Wendell evacuates for Hurricane Rita. He plans on going to Houston, Texas from New Orleans for three days. He will rent a hotel while staying in Houston. Counting the cost of gas roundtrip, hotel cost, and cost of meals (3x a day), how much should Wendell save?
5. Jeff, his wife, and two children evacuate for Hurricane Tammy. They plan on leaving their home in Lake Charles to go stay with family in Dallas, Texas. His family agreed to take care of meals for the three days they will be there. Jeff also plans to pack meals for the trip there and back so he won't have to spend any money on food or hotels. Counting the cost of gas roundtrip, how much should Jeff save?

Map of Popular Evacuation Cities



Section 4: Evacuation

Objectives

The student will learn to:

- Understand the difference between hurricane warning and hurricane watch
- Know what to do in the event of a hurricane warning or a hurricane watch
- Understand how the contraflow system works
- Understand the use of parish assistance for evacuation
- Know what to bring to a shelter
- Understand his or her rights as a displaced person
- Stay safe at their house

Overview

In this section students will learn in more detail the essentials of a successful evacuation; when to evacuate by learning the difference between a hurricane watch and a hurricane evacuation; the contraflow system used during an evacuation; and the proper way to reach out if they or their family are incapable of providing their own means of transportation to evacuate. Since some evacuations involve going to a shelter, students will learn what is important to bring to a shelter. Students will also understand what their rights are as a displaced person. Finally, in the event that a student and his/her family choose to stay and shelter in place, students will familiarize themselves with how to shelter in place safely.

Materials

- Students' personal notebook
- Student Manual (pgs. 24-33)
- Section 4 Activity Sheets (see pgs. 25-26 of this guide)

Lesson Plan for Section 4

Opening Assignment. Have students write an answer to this question in their personal notebooks. Encourage them to share their answer with the rest of the class:

1. Why do people evacuate?

Introduction to New Material. There are three ways of teaching the material. You can either do one or a combination of the following strategies:

1. Have students follow along as you read the following sections: Things to Know (p. 25, SM), Hurricane Warning (p. 26, SM), and Contraflow System (p. 27, SM).
2. Have students familiarize themselves with the text by reading it silently.
3. Read the text along with the entire class and draw a chart that visually demonstrates the difference between a hurricane watch and a hurricane warning (see Activity 1).
4. Visually demonstrate contraflow by having your students walk around the room in the same direction without detouring for anything to emphasize how strict the contraflow rules can become. A helpful visual to further explain the contraflow routes can be found in the “Louisiana Citizen Awareness & Disaster Evacuation Guide” located in the back pocket of the SM or online at <http://www.ohsep.louisiana.gov/evacinfo/SEHurriGuide.pdf>. Other resources are the interactive Google maps at <http://www.contraflowmaps.com/help.html>.

Guided Practice. Students will do the following:

- Break up into five groups.
- Assign a reader, recorder, and reporter in each group.
- Decide which group will take on the following five topics in this section: Parish Assistance for Evacuation (p. 28, SM), What to Bring to a Shelter (p. 29, SM), Know Your Rights (p. 30, SM), If you Stay (p. 31, SM), and If People Stay with You (p. 32, SM).
- Pull out the important parts of their section within their group.
- Have the spokesperson of their group share the group’s answers with the class while the rest of the class takes notes.

Independent Practice. Students will do the following:

- Review the disaster and document checklists (pgs. 43 - 45) and write an explanation about why the items need to be included.
- Answer questions about evacuation procedures in their parish and list the characteristics of a hurricane watch and a hurricane warning in the correct column of the comparison chart (see Activity 1).

- Complete a worksheet that asks them to answer true or false on tips for sheltering in place. If the answer is false, they must write the correct tip (see Activity 2).

Closing. Have students write their answers to these questions in their personal notebooks. Encourage them to share their answers with the class or have a small group discussion:

1. Did you ever have to evacuate? (If yes, continue to #2. If no, go to #5.)
2. If so, what did you or your family do during the evacuation?
3. What were good tips that your family used in the evacuation?
4. What could you have done better or differently?
5. If you evacuate for the next hurricane, do you plan to go to a family or friend's house, a hotel, or a shelter?
6. Do you have your to-go bag ready with your disaster supplies and important documents?
7. Do you have a plan for your pets, children, and/or elderly relatives?
8. Have you been able to save money for your evacuation?
9. If you stay for a hurricane, where is the safest place to be in your home?

**Activity 1: Evacuation
Group Work**

Name: _____ Date: _____

Directions: Answer the following short answer questions (use pgs. 24-33, SM).

1. What is the number for your parish's Office of Homeland Security?
2. Who else can you call to learn more about government assistance for evacuation?
3. Why shouldn't you wait until a storm to register for government evacuation assistance?
4. Who should you call to find a shelter for your pets?
5. Why might calling a radio station be a good idea for finding information on evacuation and shelter?
6. What do the six Internally Displaced Person (IDP) rights mean to you?

List the differences between a hurricane watch and a hurricane warning. What actions should you take for both? See pgs. 25-26, SM.

Hurricane Watch	Hurricane Warning

Activity 2: Evacuation
True or False

Name: _____ Date: _____

Answer true or false for the following statements about sheltering at home. If the statement is wrong, write the correct statement. Refer to the section If You Stay (pg. 31, SM).

1. Turn on propane tanks. T or F
2. To keep food fresh, turn the refrigerator to the coldest setting and only open it if you have to. T or F
3. If winds become strong, open all doors inside. T or F
4. Keep an axe in your attic. T or F
5. Unplug small appliances. T or F
6. Stay in a large room on the edge of the building with windows such as a living room. T or F
7. Lie under a table or a sturdy object if the winds become strong. T or F
8. If winds become strong, close, lock, and brace all doors that lead outside. T or F
9. Leave all utilities on. T or F
10. If winds become strong, stay on the second floor. T or F
11. Do not fill bathtubs and large containers with water. T or F
12. If winds become strong, stay away from all windows, doors, and glass. T or F

Section 5: Returning

Objectives

The student will learn to:

- Identify safe ways to return home from an evacuation
- Define the following terms: debris, electrical lines, life-threatening, moving water, standing water

Overview

In this lesson students will learn what to do when they return home from an evacuation. They will first learn some key terms and then learn a handful of safety tips for coming back home after an evacuation.

Materials

- Students' personal notebook
- Student Manual (pgs. 34-37)
- Section 5 Activity Sheet (see p. 29 of this guide)

Lesson Plan for Section 5

Opening Assignment. Have students write an answer to this question in their personal notebooks. Encourage them to share their answers with the rest of the class, or you can have a small group discussion:

1. What are the most important things you think you must do after returning home from an evacuation?

Introduction to New Material. First students will:

1. Write down the definitions of the following terms in their notebook: debris, electrical lines, life-threatening, moving water, standing water.

Then you can either do one or any combination of the following three strategies:

1. Have students follow along silently as you read the following sections: Things to Know (p. 35, SM) and When you Return (p. 36, SM).
2. Have students read the text for themselves.

3. Read the text along with the entire class.

Guided Practice. Have students do the following:

- Break students up in pairs.
- Think about why each tip from Things to Know (p. 35, SW) is important, discuss it between them, write their answers down, and share it with the rest of the class.
- Create definitions in their own words for this section's key words.

Independent Practice. Students will do the following (see Activity 1):

- Match the section's terms to the correct definitions.
- Answer true or false statements on how to safely return home after an evacuation. If the statement is false, students must provide the correct statement.

Closing. Have students write their answers to these questions in their personal notebooks. Encourage them to share their answers with the class:

1. What did you and your family do when you came home after evacuating?
2. What tips listed in the student manual did you and your family use?
3. What could you and your family have done differently?

**Activity 1: Returning
Independent Practice**

Name: _____ Date: _____

Directions: Draw a line and match the definition to the correct word.

- | | |
|---------------------|---|
| 1. Debris | a. Water that does not flow or have a current. |
| 2. Electrical Lines | b. Water that flows or has a current. |
| 3. Life-threatening | c. The remains of anything broken or destroyed. |
| 4. Moving Water | d. Something that puts your life in danger. |
| 5. Standing Water | e. Wires that carry electricity. |

Answer true or false for the following statements about sheltering at home. If the statement is wrong, write the correct statement.



- | | |
|--|--------|
| 1. Be careful of downed electrical lines. | T or F |
| 2. Use candles to check for damage. | T or F |
| 3. Stay on soft ground. | T or F |
| 4. Be careful using a chainsaw to cut trees. | T or F |
| 5. Keep driving on a road even if it is closed or flooded. | T or F |
| 6. Call your contact person to let them know you are safe. | T or F |
| 7. Only use the phone to report life-threatening emergencies. | T or F |
| 8. Go near standing or moving water. | T or F |
| 9. Boil tap water until your local government says it is safe. | T or F |
| 10. Check appliances, gas, water, and electrical lines for damage. | T or F |

ANSWER KEY

Mitigation: Activity 1

1.c 2.a 3.d 4.e 5.b

Mitigation: Activity 2

Subjective answer should follow the idea that retrofitting practices such as adding storm-resistant shutters to your windows or hurricane straps to your roof can protect your home or building from hazards. This is part of hazard mitigation.

Hurricanes: Activity 1

1. storm surge 2. tropical storm 3. hurricane

Hurricanes: Activity 2

June 1st through November 30th.

Hurricanes: Activity 3

Answer is subjective, but should follow these general guidelines:

1. Prepare to shelter at home. Evacuating is not necessary.
2. Put your plan into action and evacuate because a mandatory evacuation was called.
3. Evacuate because your mobile home is not safe in a hurricane.
4. Evacuate because you live on the coast. Any hurricane that is a Cat 2 or above is not safe.

Hurricanes: Activity 4

1.d 2.e 3.a 4.c 5.f 6.b

Hurricanes: Activity 5

1. Category 4 2. Category 2 3. Category 1
4. Category 5 5. Category 3

Preparation: Activity 1

Circled words should be: Birth Certificate, Last Report Card, Passport, Housing Lease, Last Bank Statement, Car Title, Immunization Records

1. family 2. documents 3. pets 4. communication 5. traffic 6. branches

Preparation: Activity 2

1. Answers will vary, depending on estimates. Gas during evacuation = **\$205**. Staying two days means one night at the hotel. If estimating the higher end of the spectrum, cost approximately **\$120** per night. Average for food is approximately \$15 per person per meal. The meals a day per person = $\$15 \times 3 = \45 for one person for one day. Three meals a day for two people for two days = $\$45 \times 2 = \$90 \times 2 = \mathbf{\$180}$. Gas + hotel + food = approximately $\$205 + \$120 + \$180 = \mathbf{\$505}$.

2. Answers will vary. Gas during evacuation = **\$190**. One meal for five people at approximately \$15 per meal = $\$15 \times 5 = \75 . Three meals for five people = $\$75 \times 3 = \225 . Gas + food = approximately $\$190 + \$225 = \$415$.

3. Answers will vary. Gas during evacuation = **\$320**. If estimating the higher end of the spectrum, the hotel will cost approximately **\$120** per night. One meal for three people at approximately \$15 per meal = $\$15 \times 3 = \45 . Three meals a day for three people for two days = $\$45 \times 3 = \$135 \times 2 = \$270$. Gas + hotel + food = approximately $\$320 + \$120 + \$270 = \710 .

4. Answers will vary. Gas during evacuation = **\$325**. Staying three days means two nights at the hotel. If estimating the higher end of the spectrum, the hotel will cost approximately \$120 per night = $\$120 \times 2 = \240 . Three meals for one person at approximately \$15 per meal = $\$15 \times 3 = \45 . Three meals a day for three days = $\$45 \times 3 = \135 . Gas + hotel + food = approximately $\$325 + \$240 + \$135 = \700 .

5. Answers will vary. Gas during evacuation (from Lake Charles) = **\$335**.

Evacuation: Activity 1

1. Varies per parish. Refer to pg. 40 in the Student Manual.
2. Your local Sheriff's Office.
3. Answers may vary. You need to be on the list prior to an emergency declaration because once the declaration is announced, the activation step begins immediately using the list in place.
4. The Humane Society of LA
5. Radio stations announce hotline numbers with shelter locations and which shelters allow pets.
6. Answers will vary. The IDP rights mean that I will be protected at a shelter.

Hurricane Watch vs. Hurricane Warning Chart

Hurricane watch = Hurricane **could** strike within **36 hours**. Listen to radio or watch TV for updates; fill car with gas; check mobile home tie downs; prepare to cover windows; check batteries; have canned food, first aid kit, drinking water, and medicines on hand; bring light-weight objects inside; have extra money on hand if possible.

Hurricane warning = Hurricane **will** strike within **24 hours**. Listen to radio or watch TV for storm's progress; cover windows and doors with plywood; bring light-weight objects inside; evacuate mobile homes; follow instructions from local government.

Evacuation: Activity 2

1.F 2.T 3.F 4.T 5.T 6.F 7.T 8.T 9.F 10.F 11.F 12.T

Returning: Activity 1

Matching: 1.c 2.e 3.d 4.b 5.a
True or False: 1.T 2.F 3.F 4.T 5.F 6.T 7.T 8.F 9.T 10.T

Things to Consider

Once the class has completed the Preparing for Storms in Louisiana manual, you may plan to have:

- Your parish's Homeland Security and Emergency Preparedness Office conduct a presentation on evacuation procedures.
- An insurance agent speak to the class about renter's, homeowner's, and flood insurance.

UNO-CHART Contact Information

If you need assistance on teaching disaster preparedness or have suggestions on ways to enhance the manual, please reach out to us at any of the following contacts:

Monica Teets Farris, Ph.D
Director/Associate Professor-Research
UNO-CHART
2000 Lakeshore Drive, MH 100
New Orleans, LA 70148
504-280-4016
mateets@uno.edu

Pamela Jenkins, Ph.D
Professor-Sociology
UNO-CHART
2000 Lakeshore Drive, MH 176
New Orleans, LA 70148
504-280-3312
pjenkins@uno.edu

Maggie Olivier
Research Associate
UNO-CHART
2000 Lakeshore, MH 106
New Orleans, LA 70148
504-280-6071
mlolivi1@uno.edu

Acknowledgements

Contributing authors to this guide include Kim Mosby, Bayoji Akingbola, Maggie Olivier, Hazel Parker, and Pamela Jenkins. The Map of Popular Evacuation Cities was created by Carrie Beth Lasley.

UNO-CHART would like to thank Norma Donaldson with the Bayou Cane Adult Education Center in Terrebonne Parish and the Literacy AmeriCorps members of Orleans and Jefferson Parishes for their insightful feedback. We would also like to give credit to the National Center for the Study of Adult Learning and Literacy (NCSALL)'s Seminar Guide: Establishing an Evidence-based Adult Education System, which helped guide the format of this document (<http://www.ncsall.net>).

