



Prepare with Pedro!

HURRICANES

Dear Educator:

Thank you again for inviting us to share our *Prepare with Pedro* emergency preparedness program with your students. To help build on our presentation we have developed these K-2 lesson plans, with separate activity sheets for two age levels.

Pedro will guide you, your students and their households through engaging, standards-based activities that teach science and health concepts, while building language arts and critical-thinking skills. The lessons follow a Before-During-After approach to navigating hurricanes that will empower students to be preparedness advocates at home.

We hope that you will use these resources to further enrich your students' learning experience and help them prepare for emergencies.

Sincerely,

Your Friends at the
American Red Cross

Activity 1

Follow the Map!

Objectives

- Create awareness among students and households about hurricanes, including the points along a hurricane's path and key hurricane vocabulary
- Engage students in critical-thinking activities to help build their language and literacy skills
- Encourage students to become preparedness advocates for their households
- Promote parent/caregiver involvement through at-home activities

Grades K-1

Begin by asking students what they already know about hurricanes. Then **say**: A hurricane is a big storm with lots of **wind** and **rain** that spins in a circle. The wind and rain can become very strong and dangerous. If there is a lot of wind, it can cause something called a **storm surge**, which is when the sea rises and causes **flooding**. Flooding means there is water where there shouldn't be!

Ask: Has your household ever experienced a hurricane? What was it like? What did you do during it? How could you prepare for a hurricane?





Say: It's important to learn about hurricanes and how to prepare for them to help our households stay safe.

Distribute copies of the activity sheet and explain that students are going to help Pedro the Penguin and his friend Martin learn more about hurricanes and what might happen if a hurricane came to their area. Read the directions to **Part 1** and explain that hurricanes *travel*, which means they move from place to place. **Ask:** Can anyone tell me what country this is a map of? It's the United States, where we live, and some of the islands and water around it. Point to the number 4 and tell students that this is where Pedro and Martin are.

Say: Let's trace the path of the hurricane by connecting the dots. Find the number 1. These are the Caribbean islands, where a big storm turned into a hurricane. The hurricane has built up a lot of strength, so it's about to start traveling faster. Now the hurricane is moving across the Caribbean Sea, where the number 2 is. Draw a line to connect the dots from 1 to 2. **Ask:** Where do you think the hurricane will go next?

Say: It looks like it's moving towards the Gulf of Mexico, where you see the number 3. Draw a line to connect the dots from 2 to 3. It's getting pretty close to the United States.

Say: Martin's mom just heard on the radio that there is a **hurricane watch** in their area. What do you think that means? What does it mean to watch something? **Say:** A hurricane watch is when weather scientists look at how a hurricane is moving so they can warn people about where they think it will go next. Pedro and Martin hear a hurricane watch, which means a hurricane might be coming to their area and they will need to get ready. Connect the dots from 3 to 4, where Pedro and Martin are. Uh oh! Martin's mom saw on the news that they now have a **hurricane warning**. A hurricane warning means the hurricane is headed toward their area and they need to take action.

Direct students' attention to the pictures next to the map. Review what the symbols represent: rain, snow, wind, sun, lightning and storm surge. **Say:** Based on what you've learned, circle the weather pictures that show what Pedro and Martin might see during the hurricane, and cross out those that would probably not happen during a hurricane.

Answers: Circle – wind, rain, lightning, storm surge; Cross out – sun and snow

Say: The hurricane brought a lot of rain and wind, but Pedro and Martin were prepared, and they stayed safe. Soon, you will learn how to help your household be safe in a hurricane, too! But first, let's finish tracking our hurricane. Connect the dots from the number 4 all the way up across the United States and then back out to the Atlantic Ocean, stopping on the number 5. (If the path crosses your state, be sure to point this out.) The hurricane has passed and gone back out to sea. Great job!

Say: Now, you will get to draw your own hurricane. On the back of your paper, draw what you think a hurricane would look like if you were in space looking down at it. What would you see? How would it be moving? And did you know that all hurricanes have names, just like people? After you draw your hurricane, give it a name and write it under your picture. To wrap up the activity, have students share their drawings with the group or with a partner.

Conclude by reading the directions at the bottom of the activity sheet, which encourage households to learn about the risk of hurricanes in their communities and states. Emphasize to students that they should ask a grown-up about any safety questions. **Say:** Remember, you should share this information with the grown-ups in your home and help them prepare. Ask your grown-ups any safety questions you have.

Extension

Hurricane in a Jar

Materials: a clear plastic jar with a tight lid, opaque liquid soap, water and food coloring or glitter (optional).

Steps: 1. Fill up the jar 1/4 to 1/3 of the way with liquid soap. 2. Add water to fill the rest of the space, keeping the water running until the bubbles overflow and are gone. 3. Add food coloring and glitter if you wish. 4. Screw the cap on tightly and SHAKE. What does your hurricane look like? How does it move? Experiment with other colors if you like.

Grades 1-2

For **Part 1**, complete the same exercises as in the Grades K-1 activity.

For **Part 2**, read the directions and have students complete the True/False activity alone or in pairs. Depending on your students' reading levels, you may wish to read each statement aloud and discuss the answers as a class.

Answers: 1. True; 2. False; 3. True

Activity 2

Hurricane Dos and Don'ts

Objectives

- Teach students and households about how to prepare for hurricanes to help stay safe and healthy
- Engage students in critical-thinking activities to help build their language and literacy skills
- Encourage students to become preparedness advocates for their households
- Promote parent/caregiver involvement through at-home activities

Grades K-1

This activity teaches students about the steps households can take to prepare for and stay safe during a hurricane, including things they should *not* do if a hurricane is coming. Tell students that Pedro and Martin just heard about a hurricane watch in their area. Read the statements below aloud. For each one, ask students to give a thumbs up if they think it is something Pedro and Martin *should* do to prepare for the hurricane, and a thumbs down if the action will *not* help Pedro and Martin stay safe. For each tip, call on students to explain why they chose thumbs up or thumbs down, and then share the information in parentheses.

1. Martin and Pedro watch cartoons while the hurricane is approaching. (**Thumbs down.** It's important to stay focused on helping grown-ups make sure your household is ready for the hurricane. Martin's parents may also need the TV to watch the news for updates about the hurricane.)
2. Martin's household puts supplies like flashlights, batteries, medicines, food, water, phone chargers and a portable radio in a box in a safe room. (**Thumbs up.** Keep these items together in one place so that you have what you need and don't have to leave your home until the hurricane passes. Or keep these emergency kit items together so that you can take them with you if your household has to leave home to go somewhere safe before the hurricane comes.)
3. Martin and Pedro stand by the window so they can watch the hurricane when it comes. (**Thumbs down.** Hurricanes can have really strong winds and heavy rain that can break windows or knock down heavy things like trees and power lines. To stay safe, Martin and Pedro should stay far away from any windows.)
4. Martin's parents put wooden boards up over the windows. (**Thumbs up.** To help keep their windows from breaking in case the hurricane is really strong, Martin's parents nail boards over the windows on the outside of their house. It's kind of like a shield of armor for their home!)

5. Martin brings his dog outside to stay in his doghouse during the hurricane. (**Thumbs down.** Being outside during a hurricane is dangerous—for people AND pets. Martin should bring his dog inside, and they should also bring other things inside that might blow away in the wind, like lawn furniture, bikes and toys. These can blow away and cause damage. **Ask:** What are some other items outside that your household might need to bring indoors or put in a garage?)
6. Pedro helps Martin and his parents pack the car in case they have to evacuate. (**Thumbs up.** Sometimes, staying at home during a hurricane is not safe and households need to **evacuate**, which means go somewhere safer until the hurricane is over. Packing the car ahead of time is smart in case they need to leave quickly.)

Part 1: Distribute the activity sheets and read the directions.

Say: In Part 1, circle the things that Pedro and Martin's household should gather before the hurricane. Cross out the things they would not need. Then draw a picture in the blank space showing another item you think they should have during a hurricane. Encourage students to consider food, toys, clothes, cell phone or tablet and charger, first aid kit, etc. Talk about which items would be especially important if Martin's household has to evacuate.

Say: In Part 2, circle the pictures that show Pedro and Martin's household doing things that are safe to do when there's a hurricane watch. Cross out pictures that are not safe.

Answers: Part 1: Circle – water, flashlight; Cross out – skis and shovel. **Part 2:** Circle cell phone charging; Cross out – bike (no bike riding; the bike should not be left outdoors); chair left outdoors

Conclude by reading the message at the bottom of the activity sheet, which encourages households to sign up for alerts to stay informed about potential hurricanes in their communities.

Emphasize to children that they should not do these safety protection actions on their own. **Say:** Remember, you should share this information with the grown-ups in your home and help them prepare. Your grown-ups will be in charge of making the plan. You're the helper. Do not do this on your own.

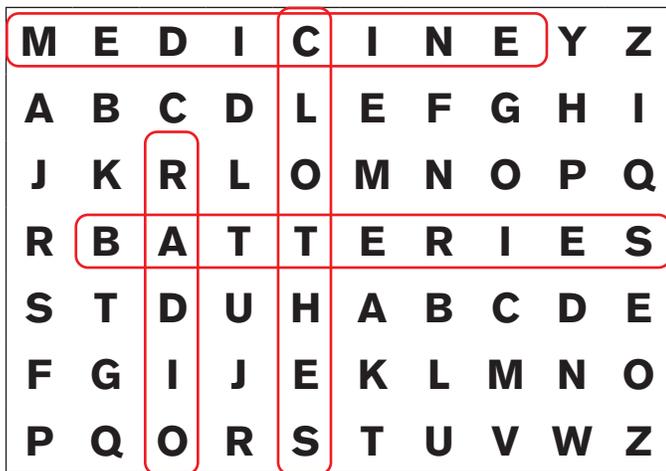


Grades 1-2

For **Parts 1 and 2**, complete the same exercises as in the Grades K-1 activity.

For **Part 3**, students identify additional items their household should have on hand and could take with them if they had to evacuate from an approaching hurricane. Direct students' attention to the word-search puzzle at the bottom of the page and instruct them to find and circle the items in the word bank.

Answers:



Take-Home Activity

Make a Household Preparedness Plan

All Grades

This activity provides hurricane preparedness tips to parents and caregivers, such as securing windows and doors, storing outdoor items, creating an emergency kit, avoiding dangers like floodwater and power lines, choosing a "safe room" in their home and deciding upon an evacuation plan if it becomes necessary. The activity also includes tips on how to ease children's anxieties or fears about hurricanes by talking together as a household and practicing simple coping skills.

Say: For this activity, you will get to teach your household all about the hurricane safety tips you have learned, so your grown-ups can lead you in creating a hurricane safety plan. Remember, your grown-ups will be in charge of making the plan. You're the helper.

As a class, review Activities 1 and 2, discussing all the tips the students have learned. Have students take home the activity sheets so they can refer to them when sharing what they have learned with their household. Distribute copies of the take-home activity and tell students there's information for grown-ups to read on this sheet, and together they will make a plan to be prepared for hurricanes, stay safe during a hurricane and know what to do after the hurricane passes. Congratulate students on a job well done learning about hurricane safety!

Resources

- American Red Cross: [redcross.org/hurricane](https://www.redcross.org/hurricane)
- Ready.gov: [ready.gov/hurricane](https://www.ready.gov/hurricane)
- National Weather Service: [weather.gov/safety/hurricane-ww](https://www.weather.gov/safety/hurricane-ww)

