

Emergency Preparedness: Tornado Safety



The Minnesota Literacy Council created this curriculum with funding from ECHO (Emergency, Community, Health, and Outreach) and the City of Minneapolis Health Department. The goal of the curriculum is to educate students on the importance of being prepared for several types of emergencies that may occur in Minnesota. We invite you to adapt it for your own classrooms.

ECHO is a nonprofit organization located in St. Paul and serving the needs of Minnesota's immigrant and refugee populations. ECHO's mission is to collaborate with diverse communities to deliver programs and services that help people be healthy, contribute, and succeed. Learn more about ECHO video programs and ELL curriculums by visiting echominnesota.org.

Intermediate Level (CASAS reading scores of 201-220)

Emergency Preparedness: Week 2 of 2

Unit Overview

This is a 2-week unit in which students share stories about resilience after an emergency, identify trustworthy sources of information during an emergency, fill out a family communications plan, and learn how to recognize and prevent the seasonal flu. During the second week students learn how to protect themselves during extremely cold weather and about tornado safety.

Focus of Day 5 and 6

- Know when tornados are likely to occur
- Understand difference between tornado watch and warning
- Identify where to go during tornado warning in different types of buildings

Emergency Preparedness: Week 2, Monday

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| Objectives <i>Learners will be able to...</i> | Materials |
| <p>Life skill: describe what a tornado is</p> <p>Life skill: describe when tornadoes are likely to happen in Minnesota</p> <p>Critical Thinking: explain the difference between a tornado watch and a tornado warning</p> | <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Weather Preparedness Pretest <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 59 • Walking Dictation pages |

Lesson Plan

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| <p>Note to Teacher</p> <p>Please let Ss know that this is SOME information about what to do in an emergency. This is not ALL the information about what to do. In an emergency, you can get MORE and CURRENT information from places in the community that you trust.</p> <p>Warm up for today’s Lesson</p> <p><u>Description:</u> Ss will brainstorm around the word tornado and they will take a pre-test</p> <p><u>Materials/Prep:</u> Write the word <i>tornado</i> on the board with a circle around it; Make multiple copies of Weather Preparedness Pretest</p> <p>Activity 1: Life Skill</p> <p><u>Description:</u> Ss will vote with their feet to show when they think tornadoes are likely to happen in Minnesota</p> <p><u>Materials/Prep:</u> Draw a horizontal line across the board with the words <i>winter, spring, summer</i> and <i>fall</i> under it</p> <p>Activity 2: Listening/speaking, Literacy</p> <p><u>Description:</u> Ss will do a walking dictation activity to practice reading about tornado watches and warnings on TV</p> <p><u>Materials/Prep:</u> make one copy of Walking Dictation pages and post them in the hall or the back of the room; refer to the Volunteer Tutor Manual page 59 for activity instructions</p> <p>Activity 3: Critical Thinking</p> <p><u>Description:</u> Ss will do a think/pair/share to discuss the different between a tornado watch and a tornado warning</p> <p><u>Materials/Prep:</u> Write these questions on the board: <i>What is shelter? What is the difference between a tornado watch and a tornado warning?</i></p> |
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Teacher Directions: Warm Up

Brainstorm around a Word

Step 1: Prep

Write the word *tornado* in the center of the board with a circle around it.

Step 2: Students Share Ideas

Ask Ss what a tornado is. Clarify if necessary. Ask Ss what they know about tornados. Write what they say in circles branching out from the central circle. If they say very little, ask Ss what questions they have about tornados.

Step 4: Introduce Week 2 of the Emergency Preparedness Unit:

Ask Ss what topic they studied last week (preparing for an emergency). Tell Ss that for the next week they will learn about preparing for tornadoes and very cold weather.

Step 5: Take the Pretest

Pass out the Pretest. Make sure each student writes his/her name on the test. Explain that they will take this test on Monday and again on Thursday.

Give the tests to your coordinator after class.

Teacher Directions: Activity 2: Life Skill

Vote with Your Feet

Step 1: Prep

Erase the board and draw a horizontal line in the middle, going all the way across the board. Write the following under the line:

Winter

Spring

Summer

Fall

Step 2: Model the Instructions

Ask Ss what time of year they think tornadoes are likely to happen in Minnesota. Show students how to stand in front of the board to show an answer choice.

Step 3: Vote with Your Feet

Invite all Ss to come up and show their answer choice. If more space is needed, students can spread out beyond the area of board, as long as it is clear what they are voting for.

Step 4: Explain Your Vote

Ss each turn to a neighbor and explain why they chose their answers. Call on a few Ss to explain their answers.

Step 5: Reveal the Answer

After Ss return to their seats, tell them that tornadoes are mostly likely to happen during spring and summer.

Teacher Directions: Activity 2: Listening/Speaking

Walking Dictation

Step 1: Prep

Make one copy of the **Walking Dictation** pages.

Post the pages in the hall outside the classroom or in the back of the room. If posting in the back of the room, tape a blank coversheet over each page.

Step 2: Set the Context

Ask Ss how they know if there is a tornado. Where do they get this information? Has anyone seen information about a tornado on TV? Did you notice the sound the TV makes when there is some bad weather and information about it is on the bottom of the TV?



Step 3: Model the Instructions

See the **Volunteer Tutor manual, 2012**, page 59 for instructions for this activity.

Step 4: Follow Up

When going over the answers, ask Ss which words are the most important (tornado warning, tornado watch, the time it will finish and the counties.) Ask Ss what counties they live in.

Teacher Directions: Activity 3: Critical Thinking

Think/Pair/Share

Step 1: Prep

Write these questions on the board: *What is shelter? What is the difference between a tornado watch and a tornado warning?*

Step 2: Think

Instruct Ss not to say the answers, just think about them for about 30 seconds.

Step 3: Pair

Ss discuss the answer with their walking dictation partners.

Step 4: Share

Invite a few Ss to share their ideas with the class.

Step 5: Reveal the Answer

Explain that *shelter* is a safe place. Explain to Ss that a tornado watch means there might be a tornado. They should pay attention to the weather. A tornado warning means there is a tornado. Someone saw one. They should move to a safe place.

Note: Tomorrow's lesson will be about the steps to follow if there is a tornado.



A tornado warning has been issued until 6:35pm for Hennepin County. Take shelter immediately.







Weather Preparedness Pretest

Name _____ Date _____

Answer the questions without help from other students.

1. What is a tornado?
 - a. a very dangerous storm with a lot of thunder and lightning
 - b. a big storm that is sometimes dangerous
 - c. a very dangerous, powerful storm with strong winds
 - d. it is the same thing as a hurricane

2. When are tornados likely to happen in Minnesota?
 - a. spring
 - b. summer
 - c. summer and fall
 - d. summer and spring

3. What is the difference between a tornado watch and a tornado warning?
 - a. A tornado warning means there is a tornado right now, and a tornado watch means there might be a tornado soon.

 - b. A tornado watch means there is a tornado right now, and a tornado warning means there might be a tornado soon.

 - c. There is no difference. They are the same.

4. Match the place with the instructions for what to do if there is a tornado.

_____ a house with a basement

_____ a house without a basement

_____ an apartment with three floors

_____ a very tall apartment

- a. Go to the middle of the house in a place away from windows and cover yourself with a mattress, blanket, etc.
- b. Go to the middle of the building in the hall or stairwell and stay away from windows. Don't use elevators.
- c. Go to the lowest floor of the building, such as the parking garage or a neighbor's first floor apartment. Stay away from windows.
- d. Go to the basement and go under a table or a heavy blanket.

5. Write a list of as many clothes as you can that people should wear in winter when it is very cold outside. Write at least five things.

6. What is frostbite?
 - a. Frostbite is when the wind makes the weather feel very cold.
 - b. Frostbite is when you feel a little cold in the winter.
 - c. Frostbite is when some frost bites your fingers, toes, ears or nose.
 - d. Frostbite is when your fingers, toes, ears, nose or other part of your body starts to freeze.

7. What should you do if you think you have frostbite?
 - a. Stay outside.
 - b. Go inside and warm up very slowly, using warm water.
 - c. Go inside and stand in front of a very hot heater.
 - d. Call 911.

8. What should someone keep in his or her car during winter? Write at least four things.

9. Why is it important to know where the lakes and rivers are near you home during early and late winter?
 - a. Children like to play near them, but the water might flood.
 - b. Children like to play near them, but the ice may be thin and they could fall into the very cold water.
 - c. Children like to play near them, but there is a law that they cannot.
 - d. Children like to play near them, and you can show the children where the water is so that they can go play.

Weather Preparedness Pretest

Answer Key—For Teacher Reference Only

Answer the questions without help from other students.

2. What is a tornado?
 - a. a very dangerous storm with a lot of thunder and lightning
 - b. a big storm that is sometimes dangerous
 - c. a very dangerous, powerful storm with strong winds**
 - d. it is the same thing as a hurricane

3. When are tornados likely to happen in Minnesota?
 - a. spring
 - b. summer
 - c. summer and fall
 - d. summer and spring**

4. What is the difference between a tornado watch and a tornado warning?
 - a. A tornado warning means there is a tornado right now, and a tornado watch means there might be a tornado soon.**
 - b. A tornado watch means there is a tornado right now, and a tornado warning means there might be a tornado soon.
 - c. There is no difference. They are the same.

5. Match the place with the instructions for what to do if there is a tornado.

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|---|---|
| <p><u> d </u> a house with a basement</p> <p><u> a </u> a house without a basement</p> <p><u> c </u> an apartment with three floors</p> <p><u> b </u> a very tall apartment</p> | <ol style="list-style-type: none">a. Go to the middle of the house in a place away from windows and cover yourself with a mattress, blanket, etc.b. Go to the middle of the building in the hall or stairwell and stay away from windows. Don't use elevators.c. Go to the lowest floor of the building, such as the parking garage or a neighbor's first floor apartment. Stay away from windows.d. Go to the basement and go under a table or a heavy blanket. |
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6. Write a list of as many clothes as you can that people should wear in winter when it is very cold outside. Write at least five things.

Hat, scarf, mittens, gloves, boots, jacket, extra socks, sweater, extra pants, extra shirt, long underwear

7. What is frostbite?

- a. Frostbite is when the wind makes the weather feel very cold.
- b. Frostbite is when you feel a little cold in the winter.
- c. Frostbite is when some frost bites your fingers, toes, ears or nose.

d. Frostbite is when your fingers, toes, ears, nose or other part of your body starts to freeze.

8. What should you do if you think you have frostbite?

- a. Stay outside.
- b. Go inside and warm up very slowly, using warm water.**
- c. Go inside and stand in front of a very hot heater.
- d. Call 911.

9. What should someone keep in his or her car during winter? Write at least four things.

Food, water, flashlight with extra batteries, sand or cat litter, jumper cables, small shovel, extra clothes, candle and matches, a red bandana or cloth, first aid kit, cell phone charger

10. Why is it important to know where the lakes and rivers are near you home during early and late winter?

- a. Children like to play near them, but the water might flood.

b. Children like to play near them, but the ice may be thin and they could fall into the very cold water.

- c. Children like to play near them, but there is a law that they cannot.

Children like to play near them, and you can show the children where the water is so that they can go play.

Emergency Preparedness: Week 2, Tuesday

| Objectives <i>Learners will be able to...</i> | Materials |
|--|--|
| <p>Listening: listen for when tornadoes are likely to happen in Minnesota and what a tornado warning is</p> <p>Critical Thinking: match the steps to follow when there is a tornado warning and they are in different types of buildings</p> <p>Speaking and Listening: Describe their plans for where to go in case of a tornado</p> | <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Tornado Video • Handout: Take Shelter Matching Activity • Handout: Mingle Grid <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 85 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Tornado Safety ECHO video • Laptop and projector or DVD player • Scissors • ELMO or overhead projector |

Lesson Plan

Warm up for today's Lesson

Description: Ss will say three things that they know about tornadoes

Materials/Prep: Write *What do you know about tornadoes?* on the board.

Activity 1: Listening

Description: Ss will watch a **Tornado Safety** video and answer questions about it

Materials/Prep: make multiple copies of the **Tornado Safety** handout; set up the **Tornado Safety ECHO Video** with a laptop and projector or a DVD player

Activity 2: Critical Thinking

Description: Ss will do a matching activity in which they match building types with how to take shelter in case of a tornado

Materials/Prep: get at least enough scissors for half of the class; make multiple copies of **Take Shelter Matching Activity**; set up **ELMO** or **overhead projector**

Activity 3: Speaking/Listening

Description: Ss will do a mingle grid activity in which they ask each other about plans for how to take shelter in case of a tornado

Materials/Prep: make multiple copies of **Mingle Grid**; set up **ELMO** or **overhead projector**; refer to **ESL Volunteer Tutor Manual**, 2012, p. 85 for activity instructions

Teacher Directions: Warm Up/Review of Previous Lesson

Step 1: Set the Context

Ask Ss what they studied yesterday (tornado safety). What do they remember? Write *What do you know about tornadoes?* on the board.

Step 2: Say 3 Things

Ss turn to a neighbor and say at least three things that they know about tornadoes. Ask a few Ss to share their ideas with the class.

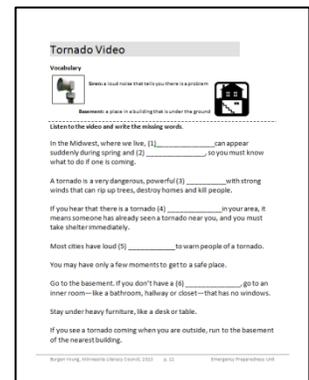
Teacher Directions: Activity 1: Listening

Step 1: Prep

Make multiple copies of the **Tornado Video** handout. Set up a laptop and projector or a DVD player with the **Tornado Safety** video.

Step 2: Preview the Video and Handout

Tell Ss they will watch a video about tornado safety. Ask Ss to read the handout (you may need to ask Ss to put their pencils down) and then ask them to turn and talk to a neighbor: What do you think you will see in the video? Check for understanding of the vocabulary words. Ask Ss “Did you ever hear a siren? When?” “Does this school building have a basement?”



Tell Ss that sometimes they may hear a siren and there is no tornado. It is a test to make sure the siren works. This usually happens the first Wednesday of the month at 1:00.

Step 3: Watch the Video and Fill in the Blanks

Ss watch the video and fill in the missing words. Ask the Ss which questions they still need to answer. What do they want to watch for when you play it again? Play the video again so that Ss can add to and check their answers.

Step 4: Check Answers

Pair Ss up and ask them to check their answers together. Circulate and check in with students. Review answers to any questions that Ss are uncertain about.

Step 5: Check Comprehension

Ask Ss to turn their papers over. Then ask them to turn to a neighbor and say three important things they heard in the video. Ask a few Ss to share their answers with the class. If necessary, ask Ss when tornadoes happen, how we know that one is happening, and where we should go if there is one.

Note: The last line of the video says that if you are outside you should lie down in a ditch. This is controversial as there other experts who say you should get in your car and drive away. Since it is controversial, it is not included on the handout. If Ss do not ask about, don't discuss it. If they do ask about it, tell them that people have different ideas about what is best to do.

Tornado Video

Vocabulary



Siren: a loud noise that tells you there is a problem



Basement: a place in a building that is under the ground

Listen to the video and write the missing words.

In the Midwest, where we live, (1) _____ can appear suddenly during spring and (2) _____, so you must know what to do if one is coming.

A tornado is a very dangerous, powerful (3) _____ with strong winds that can rip up trees, destroy homes and kill people.

If you hear that there is a tornado (4) _____ in your area, it means someone has already seen a tornado near you, and you must take shelter immediately.

Most cities have loud (5) _____ to warn people of a tornado.

You may have only a few moments to get to a safe place.

Go to the basement. If you don't have a (6) _____, go to an inner room—like a bathroom, hallway or closet—that has no windows.

Stay under heavy furniture, like a desk or table.

If you see a tornado coming when you are outside, run to the basement of the nearest building.

Take Shelter Matching Activity

In a House with A Basement

Stay away from windows. Go in the basement and under some furniture like a table, or cover yourself with a mattress.

In A House with No Basement

Stay away from windows. Go to the first floor in the middle of the house. Go in a place with no windows like a bathroom, closet, or hallway. Sit as low as you can to the floor, facing down; and cover your head with your hands. You can sit down low in a bathtub. You can cover yourself with a mattress or blankets.

In an Apartment

Go to the lowest floor of the building that you can. This could be an underground parking garage or a neighbor's first floor apartment. Then move to the middle of the building, if you can. Stay away from windows.

If you live in very tall apartment building, you may not have time to get to a lower level. Go from your apartment to a place in the middle of your building such as a hall or stairwell. If you can't do that then go to a closet, bathroom or hall without windows in your apartment. Power loss during a tornado is common, so don't use elevators and keep a flashlight with you.

In An Office Building, Hospital or Store

Follow instructions from managers. Go to a place without windows in the middle of the building on the lowest floor possible. Then, sit down and cover your head. Stairwells are usually good places to go. Power loss during a tornado is common, so don't use elevators.

Mingle Grid

| Student Name | 1. What kind of place do you live in? A house? An apartment? | 2. Do you have a basement? | 3. What room will you go to if there is a tornado? | 4. What will you cover yourself with? Your hands? A blanket? A table? |
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