

TIES 2003

Teachers in Industry for Educational Support

Masters of Disaster: The American Red Cross



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Curriculum Unit Overview

Masters of Disaster: The American Red Cross

Summary

This unit will increase student support of the Dayton Area Chapter (DAC) of the American Red Cross through awareness of services and programs it provides. Students meeting criteria established by the American Red Cross receive certification in Babysitting and Babysitting. The unit will culminate in a fundraising activity

Students will develop skills in social studies, science and health, and family life. The program targets 7th and 8th grade students although it could be adapted for students of any age. (High school students are encouraged to enroll in courses to obtain certification in First Aid and CPR to increase their employability). The duration of the unit is 3 to 4 weeks.

Big Picture

Students will peruse newspapers and the Internet for articles and photographs of recent weather-related disasters in the Miami Valley. Students will view a video entitled Family to Family, Neighbor to Neighbor obtained from the DAC of the Red Cross. A speaker from the Red Cross will give an overview of the American Red Cross' history and services and provide training in Babysitting and Babysitting. Each student requires graph paper, pencils, a ruler,

Preparation for the Unit

1. Obtain video from the DAC of the Red Cross.
2. Schedule a speaker to present to the class.
3. Gather pamphlets

Overview

Educational materials are used by permission from the Dayton Area Chapter of the American Red Cross.

Curriculum Unit Summary

Masters of Disaster: The American Red Cross

History/ Geography	Science/Health	Life Skills
<p>ALT 1 - History of the American Red Cross Using the website: www.redcross.org, students will learn about the history of the Red Cross. Students will complete a crossword puzzle.</p>	<p>ALT 1 – Climate and Calamity Students will examine the relationship between climate changes and the occurrence of specific natural disasters. Students will use the internet.</p>	<p>ALT 1– Careers Students will discover what kinds of careers require Red Cross certifications. Students will use the program OCIS to research careers.</p>
<p>ALT 2 – Back In Time Students will create a timeline illustrating the chronology of the American Red Cross and important milestones in national and local history, including current events. Students will use the internet as a resource.</p>	<p>ALT 2 –First Aid Training A Red Cross instructor will provide 4 hours of training in Basic First Aid. Students meeting eligibility criteria will be certified. Students will create a First Aid Kit in a Can.</p>	<p>ALT 2 – Babysitting A Red Cross instructor will provide 4 hours of training in Babysitting. Students meeting eligibility criteria will be certified.</p>
<p>ALT 3 – Geography of Disaster Students will chart the types of natural disaster by state using graphs and a US map. Students will use the Internet and Microsoft Excel.</p>	<p>ALT 3 - Miami Valley Weather Students will identify the causes, characteristics, and risks of thunderstorms, tornadoes, and winter storms. Students will use the Internet and read Red Cross pamphlets</p>	<p>ALT 3 – Mastering Disaster Students will create individualized disaster plans including an escape route, consideration of pets, and elderly or disabled family members. Visit www.ready.gov/first_aid_kit.html Students will complete activities on the American Red Cross CD.</p>
<p>Transfer or Culminating Activity</p> <p>Students will plan a fundraising event for the Dayton Area Chapter of the Red Cross. Students will set up stations where they will demonstrate skills learned in First Aid and Babysitting courses, explain the history and mission of the American Red Cross, and collect donations.</p>		

Section One: History / Geography
ALT One: History of the American Red Cross

Summary

Students will learn about the history of the American Red Cross by visiting: www.redcross.org.

Competencies

1. Students will explain the roles of Clara Barton and Henry Dunant in the development in the American Red Cross.
2. Students will explain the significance of the Geneva Convention.
3. Students will state the mission of the American Red Cross and give examples from historical and current events.

Time

This activity will take about two hours to complete.

Materials

- Computer with the Internet
- Crossword Puzzle Handout
- Map

Instructions

1. Preview vocabulary and concepts included in the attached crossword puzzle.
2. Use the Internet, go to www.Redcross.org/museum and click on related links.
3. Use the Internet to locate additional information about Clara Barton and Henry Dunant.
4. Discuss information with class.
5. Students volunteering to play the roles of Clara Barton, Henry Dumas, or other figures in Red Cross history may earn extra credit.

Evaluation/Assessment of Student's Competency

Students will be evaluated/assessed by their answers on their completed worksheets and classroom participation. Role-players will be evaluated with the attached presentation rubric.

Closure

As a group we will summarize this activity by reviewing the answers to the crossword puzzle. Emphasize and sequence significant dates and events associated with the development of the American Red Cross.

Handout:

History of the American Red Cross Crossword Puzzle

Section One: History / Geography

ALT Two: Back In Time

Summary

Students will create a timeline illustrating important milestones in American Red Cross, national and local history.

Competencies

1. Students will be able to use a computer with the Internet.
2. Students will identify and sequence significant events in national and local history.
3. Students will present information to class.

Time

This activity will take about two hours to complete.

Materials

- Computer with the Internet. Students may use software program called “Timeliner” to create their timeline, if available. - OR:
- Wide-tipped felt markers in three colors, ruler and scissors
- Tag board strips, construction paper in three colors,

Instructions

1. Divide students into groups of 3 or 4. Assign each group of students a decade to research.
2. Direct students to the Red Cross website. Other helpful websites:
<http://historytimeline.com/Norm/normindex.htm>,
<http://www.geocities.com/Athens/Atrium/1977/>, and
<http://www.kidport.com/RefLib/UsaHistory/UsaHistoryIndex.htm>
3. Students will cut the construction paper into strips of uniform size and color-code dates and events Red Cross, National and Local milestones.
4. When students are finished, put the timeline on the wall and connect the years.

Evaluation/Assessment of Student’s Competency

Students will be evaluated with the attached rubric.

Closure

Students will stand up and explain their section of the timeline. Students will use the attached rubric to evaluate their own and other groups' work.

Handout:

Back In Time Rubric

Appendix One: (Timeline Rubric)

Section One: History / Geography

ALT Three: Geography of Disaster

Summary

Students will chart the types of natural disaster by each of the 50 states.

Competencies

1. Students will be able to use a computer with the Internet
2. Students will be able to use a search engine to do research.
3. Students will be able to use Excel.

Time

This activity will take about two hours to complete.

Materials

- Computer with the Internet
- Map of the United States

Instructions

1. Divide students into four groups and assign each a region of the United States.
2. Have students research the Internet for information.
3. Students will indicate natural disasters by type in their regions.
4. Have student make an Excel spreadsheet to create a variety of graphs.
5. Class discussion regarding which states are at greatest risk. Use data to determine which risks are greatest in the Miami Valley.

Evaluation/Assessment of Student's Competency

Student maps, charts, and graphs will be evaluated/assessed with the attached rubric

Closure

Students will stand up and show/explain their maps, charts and graphs.

Handout:

Geography of Disaster: United States Map divided into four regions.
Appendix Two: (Map Rubric)

Section Two: Health/Science

ALT One: Climate and Calamity

Summary

Students will examine the relationship between climate changes and the occurrence of floods, fires, severe winter weather, and heat waves.

Competencies

1. Students will be able to use a computer with the Internet.
2. Students will be able to use a search engine to do research.
3. Students will explain the causes and effects of global warming, El Nino, and La Nina.

Time

This activity will take about three hours to complete.

Materials

A computer with Internet access.

Possible websites include but not limited to <http://school.discovery.com/schooladventures/globalwarming/>

Instructions

1. Preview vocabulary and terms
2. Use a computer with the Internet to research the cause and effects of global warming, El Nino and La Nina. Cite examples of how the conditions affect the Miami Valley.

Evaluation/Assessment of Student's Competency

Students will be evaluated/assessed by their list and the attached rubric.

Closure

Class discussion of climate conditions affecting the Miami Valley.

Handout:

Appendix Five: (Class Participation Rubric)

Summary

Students will demonstrate basic first aid skills. Students meeting eligibility criteria will be certified by the DAC of the Red Cross.

Competencies

1. Students will explain how to recognize and handle an emergency.
2. Students will explain basic precautions to reduce the risk of disease transmission,
3. Students will describe how to give first aid for different types of wounds including burns and bleeding.
4. Students who demonstrate competency in all skill areas and pass the written (oral) Red Cross examination with a score of at least 80% meet the requirement for certification.
5. Students will make a First Aid Kit in a Can.

Time

This activity will take four - six hours to complete.

Materials

- Certified Red Cross instructor.
- Instructional materials provided by the Red Cross.
- Materials to make a First Aid Kit in a Can (sterile gloves, sterile dressing, anti-biotic towelettes, antibiotic ointment, adhesive bandages, and scissors)

Instructions

Arrange for the presentation through the local school district.

Evaluation/Assessment of Student's Competency

Students will be evaluated/assessed through a written or oral exam and demonstration of specific skills and the attached rubric.

Closure

The teacher will lead a class discussion about the benefit of knowing first aid. Students will make their own First Aid Kits.

Handout:

Appendix Five: (Class Participation Rubric)

Section Two: Science/Health ALT Three: Miami Valley Weather

Summary

Students will identify the causes, characteristics, and risks of thunderstorms, tornadoes, heat wave, and winter storms.

Competencies

Students will explain the causes, characteristics and risks associated with each of the four extreme weather conditions being studied.

Time

This activity will take 2 hours to complete.

Materials

- Instructional materials provided by the Red Cross. See Appendix Six.
- Poster board or flip chart

Instructions

1. Divide class into 4 groups. Assign each group a disaster (thunderstorm, tornado, heat wave, winter weather).
2. Each group will make a flip chart depicting the following:
Description Risks & Hazards Warning / Indicators
3. Each group will make a presentation.

Evaluation/Assessment of Student's Competency

Students will be evaluated/assessed with the attached rubrics.

Closure

Self and peer evaluation of presentations.

Handout:

Appendix Five: (Class Participation Rubric)

Section Three: Life Skills

ALT One: Employability and Career Training

Summary

Students will understand the advantages of holding Red Cross certification to job seekers and employers. They will list careers which require such certification. Students will learn basic job hunting strategies including deciphering classified ads in the newspaper.

Competencies

1. Students will be able to use a computer with the Internet.
2. Students will investigate the OCIS.
3. Students will use the Help Wanted section of the local newspaper to look for jobs.
4. Students will use the Internet to look for jobs.
5. Students will list 5 jobs that require Red Cross certification (EMS, law enforcement, firefighters, security guards, medical personnel, lifeguards, coaches, fitness trainers, health club personnel, residential care providers, child care workers, etc.)

Time

This activity will take two hours to complete.

Materials

- Computer with Internet
- Local newspapers
- Employment Weekly

Instructions

1. Discuss the advantages of holding Red Cross certification to employers and job seekers.
2. Use the Internet to research the OCIS website.
3. Introduce students to national and local job-search websites. Demonstrate how to check a corporation's website to look for employment.

Evaluation/Assessment of Student's Competency

Students will be evaluated/assessed through participation in class discussions.

Closure

The teacher will lead a class discussion about the benefit of holding a Red Cross certificate.

Handout:

Appendix Five: (Class Participation Rubric)

Section Three: Life Skills ALT Two: Babysitting Training

Summary

Students will demonstrate babysitting skills. Students meeting eligibility criteria will be certified by the DAC of the Red Cross.

Competencies

1. Students will explain how to recognize and handle an emergency.
2. Students will explain diapering and feeding techniques.
3. Students will explain how to handle bedtime issues.
4. Students will create a resume.

Time

This activity will take four - six hours to complete.

Materials

- Certified Red Cross instructor.
- Instructional materials provided by the Red Cross.

Instructions

Arrange for the presentation through the local school district.

Evaluation/Assessment of Student's Competency

Students will be evaluated/assessed through a written or oral exam and demonstration of specific skills and the attached rubric.

Closure

The teacher will lead a class discussion about the benefits of formal babysitter training.

Handout:

Appendix Five: (Class Participation Rubric)

Section Three: Life Skills

ALT Three: Mastering Disaster

Summary

Students will create individualized disaster plans including an escape route with considerations for pets and elderly or disabled family members.

Competencies

1. Students will list at least 4 weather conditions which could pose a threat to safety.
2. Students will explain the characteristics and risks associated with each condition.
3. Students will explain the importance of and process for creating a family disaster plan.

Time

This activity will take four - six hours to complete.

Materials

- Certified Red Cross instructor.
- Instructional materials provided by the Red Cross. See Appendix Six.
- Poster board or flip chart

Instructions

1. Divide class into 4 groups. Assign each group a disaster (thunderstorm, tornado, heat wave, winter weather).
2. Each group will make a flip chart depicting the following:

Description	Risks & Hazards	Warning / Indicators	Readiness
-------------	-----------------	----------------------	-----------
3. Each group will make a presentation.
4. Each student will select one situation draft a family disaster plan to address is. The plan will include an escape plan.

Evaluation/Assessment of Student's Competency

Students will be evaluated/assessed with the attached rubrics.

Closure

The teacher will lead a class discussion about the importance of being prepared. Self and peer evaluation of presentations.

Handout:

Appendix Five: (Class Participation Rubric)

Transfer Activity Fundraiser for the Red Cross

Summary

Students will plan a fundraising event for the Dayton Area Chapter of the Red Cross. The event will be staged as an information fair. The students will set up stations where they will explain the history and mission of the American Red Cross, demonstrate skills learned in First Aid and Babysitting courses, explain why and how families should prepare for severe weather, and collect donations.

Competencies

1. Students will develop a plan for organizing information and activities.
2. Students will demonstrate or summarize skills learned in this Module.

Time

This activity will take four - six hours to complete.

Materials

- Red Cross instructional and promotional material.
- Student-made US maps, charts, and graphs from ALT Three: Geography of Disaster
- Student-made flip charts from ALT Three: Mastering Disaster
- Period costumes and props for students playing historical figures.
- Food, beverage, utensils, and paper goods
- Cashbox

Instructions

1. Arrange for the fundraiser through the local school district.
2. Plan program and rehearse.
3. Invite guests; charge a small admission fee.
4. Set up concession stand.

Evaluation/Assessment of Student's Competency

Students will be evaluated/assessed with the attached rubrics.

Closure

The fundraiser.

Handout:

Appendix Four: (Group Project: Fundraiser Rubric)

Appendix Five: (Class Participation Rubric)

Appendix One: (Timeline Rubric)

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.
Spelling and Capitalization	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct .	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.
Preparation	The student had notes about all the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had notes about almost all the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had notes about most (~75%) of the events and dates s/he wished to include on the timeline before beginning to design the timeline.	The student had not prepared adequate notes before beginning to design the timeline.

Appendix Two: (Map Rubric)

CATEGORY	4	3	2	1
Labels & Features - Neatness	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.
Neatness of Color and Lines	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.	All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Many lines, corrections of errors, and/or features are not neatly done.
Spelling/Capitalization	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and/or capitalized correctly.
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.

Appendix Three: (Presentation Rubric)

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Attire	Business attire, very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed somewhat wrinkled.	General attire not appropriate for audience (jeans, t-shirt, shorts).
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Appendix Four: (Group Project: Fundraiser Rubric)

CATEGORY	4	3	2	1
Plan for Organizing Information	Students have developed a clear plan for organizing the information as it is gathered and in the final product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.
Group Timeline	Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g.,planning, research, first draft, final draft) will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline.	Group needs adult help to develop a timeline AND/OR several students in the group cannot independently describe the high points of the timeline.
Delegation of Responsibility	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.

Appendix Five: (Class Participation Rubric)

Points					
	4	3	2	1	
Attendance / Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends classes.	Student is late to class more than once a week and/or has poor attendance of classes.	—
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	—
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	—
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	—

Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	—
				Total---->	—

Teacher Comments:

Appendix Six: (Red Cross Materials)

- Are You Ready for a Fire (pamphlet)
- Are You Ready for a Flood or Flash Flood (pamphlet)
- Are You Ready for a Heat Wave (pamphlet)
- Are You Ready for a Thunderstorm (pamphlet)
- Preparing for Emergencies: A Checklist for People with Mobility Problems, FEMA L-154(M) ARC 4497
- Pets and Disasters; Get Prepared, Stock No.321355
- Terrorism: Preparing for the Unexpected, A1366
- Thunderstorms and Lightning - The Underrated Killers! NOAA/PA 92053 ARC 5001
- Tornadoes: Nature's Most Violent Storms, NOAA/PA 92052 ARC 5002
- Winter Storms - The Deceptive Killers, NOAA/PA 91002 ARC 4467
- Your Family Disaster Supplies Kit (brochure), FEMA L 189 ARC 4463