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ABSTRACT

Thirty-four classroom games are listed in this self-contained guide for the purpose of teaching civil defense concepts and protective content as an integral part of the K-12 social studies curriculum. Objectives of the games in this book are: to develop an awareness of civil defense; to learn vocabulary used in civil defense functions; and, to provide experience in planning for survival in time of disaster. The book is arranged in two chapters. Chapter I, introductory in nature, defines the purpose of the book, the role of social studies in today's schools, the importance of civil defense content as part of the social studies curriculum, and discusses objectives of the games. Chapter II, presents games in a sequential manner progressing from the simple to the more complex. Preliminary information, directions, and explanations precede each game with content guides included for some. A bibliography enumerates books and publications of the government and other organizations. (Author/SJM)

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GAMES THAT TEACH

**Classroom Activities on Individual and Community
Disaster Preparedness
for
Elementary and Secondary Schools**

MP-59, Oct. 1971

FOREWORD

It is hoped that this book will help to provide students with the information needed to acquire knowledge to enable them to plan thoughtfully. The book is written for teachers or leaders of youth groups. The games in the book are intended to teach Civil Defense and protective content. The games should motivate and interest students so that they will have fun while learning important concepts.

Every effort has been made to make this book self-contained. The activities and games included in it, require only the equipment and supplies normally found in classrooms and schools. Games 17, 21, and 25 require the use of a die or spinner to make them go. This minor equipment should be secured by the teacher using the book.

These activities and games were designed and tested by Dorothy A. Moore, Ed.D., Assistant Professor of Education, George Washington University and Senior Associate, Leadership Resources, Inc. Dr. Moore also prepared the text for this work.

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CHAPTER I

CIVIL DEFENSE IN THE SOCIAL STUDIES CURRICULUM

Statement of Purpose

The purpose of this book is to illustrate how Civil Defense concepts can be taught as an integral part of the social studies curriculum at all grade levels through the use of games.

This book provides games suitable for use in the classroom as enrichment aids, which teachers should find applicable in teaching basic civil defense awareness and concepts. Used as supplemental experiences to the regular social studies program, these enrichment aids should help stimulate interest, reinforce learning, spur initiative, and allow the student to attain a curiosity and satisfaction in the learning of civil defense concepts.

Organization of the Book

Chapter I of this book is introductory in nature. The purpose of the book is defined. The role of social studies in today's school is discussed and the importance of civil defense content as part of the social studies curriculum is defined. Games that teach are discussed and the objectives of the civil defense games in this book are explained.

The second chapter consists of a presentation of games that teach. There are numerous games that can be used by the teacher as part of the social studies program to teach civil defense concepts. The games are written for grades 1-12. The teacher should choose the games that best suit his class and that correspond best with his social studies units. Although suggested grade levels are given for each game, the teacher should not limit the use of a given game to the suggested grade level if he thinks the game might be suitable for his classroom.

Preceding each game there is a Guide Sheet giving the teaching objectives, suggested number of players, suggested grade level, materials needed, time required and methodology. Following the Guide Sheet the reader will find detailed directions and explanations for the game. Content Guides are included for the convenience of the teacher in games where needed.

The content guides included with some of the games outline the basic information needed for the game. If the teacher needs more content information it is suggested that he refer to the books listed in the bibliography. Three references of particular importance that the teacher might refer to for further information are: 1) *Government in Emergency*, 2) *Personal and Family Survival*, and 3) *In Time of Emergency*. All three of the previously mentioned references are published by the Department of Defense, Office of Civil Defense.

Many of the games require the use of a game board or game cards. All of these materials are provided in the book and the pages are arranged so that these materials may be cut out to use in playing the game. If the reader wishes to keep the book intact it is suggested that the game materials for the games chosen for classroom use be Xeroxed and the Xeroxed copy be used. It is also suggested that game materials be pasted on cardboard, which will make them more durable.

The appendix also includes two charts which illustrate in graphic form the organization of the Office of Civil Defense from the national to the local level.

The content of the games is developmental in sequence. The games at the beginning of the chapter are intended to develop basic understanding of Civil Defense concepts and related vocabulary. The games increase in difficulty and require application of basic understandings as the reader proceeds from

game one to game thirty-five. Because of the developmental sequence of the games, the teacher of higher grades may wish to use one of the games intended for lower grades such as "Thought Definitions" to teach basic information before proceeding to the more difficult games suggested for higher grades.

Social Studies in Today's School

A major objective of education is the development of the thinking citizen who is aware of his responsibility in societal obligations, yet at the same time fulfilling his needs as an individual. Social studies has a very special role in this development. Social studies might be considered as that area in the elementary curriculum concerned with man's relationship to his physical and social environments and his interaction with other men and their ideas in the past, the present, and the constantly changing world shaping the future.

The physical setting of the social studies classroom is changing. The classroom is regarded as being a laboratory for learning where work centers for small group, individual projects, and class projects are all provided for. The role of the teacher becomes that of a director of learning, a diagnostician of learning disabilities, rather than a lecturer. The teacher sets the atmosphere and conditions for learning and leads the students to explore, question, discover, and take an active part in learning.

The social studies program is not simply a combination of geography, history, and civics, as was once the case. Nor is it a series of lessons in reading comprehension. Such an idea of social studies was part of the school of yesteryear.

Social studies is a study of the accumulation of man's experiences with man in the past with the intent of utilizing this knowledge to solve the problems of the present. It is also more than that: it means providing the opportunity for children to learn and practice the necessary knowledge and skills needed for students to take their place as effective and worthy individuals in their society.

The problems of the Space Age are new to the world and cannot always be solved in terms of the experiences of the past. The social studies program must assume the responsibility of developing creative thinkers and citizens who can meet inevitable change with the ability to solve creatively the problems introduced by that change.

In spite of man's progress there are certain factors that man cannot fully control; they are: 1) natural disasters, and 2) the constant threat of a nuclear disaster. Students must learn to face these conditions as part of their world and they must learn how to protect themselves and how to act wisely if such did occur.

The teaching of social studies in the Space Age must incorporate the concept of social living. Students must learn to work together to face and solve the numerous problems that they must face in this fast-moving and ever-changing world.

The skills of social living are not learned from a textbook alone. Textbook teaching never has fulfilled the destiny of the social studies program and in the future it will be even less effective. Knowledge is now accumulating so fast that many textbooks are outdated before they leave the press. It is now necessary to supplement the textbook with numerous resource materials which will include other textbooks, journals, newspapers, and publications of the government, learned societies, and other organizations as well as pamphlets, films, slides, television and other audio-visual media.

Social Studies in Today's Elementary School has been defined by a group of teachers as stated in the following paragraphs.

The Social Studies include:

1. the study of knowledge passed between cultures, both existing and past
2. the study of all people, past, present, and future—both as individuals and groups
3. the study of people's relationships as they live—how, where, and when
4. the study of the interrelationships between peoples which are necessary for world progress
5. the basic social relationships between the child's growth and experience
6. the relationship of the individual to Society
7. the disciplines of history, geography, political science, economics, and anthropology
8. the goal of producing informed and responsible citizens

9. the goal of developing the child's adaptability to world change
10. the goal of developing awareness to hazards within our society and the ability to protect oneself against them.

Social studies is the area of the curriculum that enables the student to understand his society and the values that shape it, his role in that society for assuming responsibility in his environment, and gaining an awareness and respect for world cultures.

Social studies encompasses academic disciplines: skills of research, critical thinking, and interpretation; and values or attitudes. It is the study and development of an understanding of man's culture, environment, interactions, and adjustments to himself and others, and how he will make the transfer for future living.

Civil Defense in the Social Studies Curriculum

Learning civil defense concepts and how to react sensibly does not just happen with the act of growing up. We have come to realize more and more that training is needed to develop in people those qualities and skills essential to successful life in a democratic society. Children must practice the act of sharing ideas without acting emotionally; they must practice critical and creative thinking; they must learn to listen to other people's viewpoints; they must learn to use democratic processes and group dynamics; they must develop empathy and understanding of people who are different from them; they must understand that all people have basic needs among which are security, protection, and survival.

The basic goal of civil defense, most simply stated, is the survival of the American population in the event of a nuclear attack on the United States. Basically, civil defense in the United States is civil government—

Federal, State, local—prepared for effective action to limit damage and speed recovery in the event of a major disaster. It is people working together to help when a disaster occurs.

Specifically, civil defense is defined as all activities and measures designed or undertaken (1) to minimize the effects upon the civilian population caused or which would be caused by an attack upon the United States, (2) to deal with the immediate emergency conditions which would be created by any such attack, and (3) to effectuate emergency repairs to, or the emergency restoration of, vital utilities and facilities destroyed or damaged by any such attack.

Resources provided by the Federal Government to meet the effects of enemy attack are frequently used by States and local governments in natural disasters.

Games That Teach

Students at every age and grade level are curious and eager to apply their minds and experiences to the challenge of classroom games and activities. They are anxious to try new ideas, solve problems, become involved, and tackle different learning games.

In the classroom of today, the teaching process must be one of personal interaction, between the teacher and the student, and between the student and his classmates. Instructional ideas which are creative and challenging will provide the student a means for interaction, as well as providing an opportunity for involvement in the learning experience.

Challenge, interaction, involvement—this is the role of games and enrichment activities in the curriculum. Children can be motivated by teaching aids that are fascinating and challenging in structure. Simulation games, puzzles, brain teasers, problem-solving games, and other learning activities play a definite role in the process of learning.

Games as defined by Webster are: 1) amusement, diversion; 2) a procedure for gaining an end; 3) a field of gainful activity; and 4) a physical or mental competition conducted according to rules with the participants in direct opposition to each other.

Simulation games may be defined as games that include the following factors: 1) decision-making; 2) interaction; 3) involvement; 4) critical thinking; and 5) role playing. Real life situations are simulated. People working together to solve problems are simulated in simulation games.

Games capitalize upon children's universal inclination to play. The games in this book include teaching games and activities as well as simulation games.

Games provide the student the opportunity to develop his intellectual powers through use of:

1. originality
2. critical judgment
3. abstract thinking
4. reasoning
5. insight into problems
6. self-direction
7. ability to plan, organize, analyze
8. ability to make generalizations, foresee results, draw conclusions
9. ability to evaluate one's own activities
10. enjoyment in working with real problems
11. eagerness to learn
12. pertinent questions.

Games can bring situations within the cognitive structure of students as well as involve them emotionally. Through games the student is introduced to a problem and moves to the enactment of tentative solutions. The student can discuss the problem and begin to react to possible solutions.

The objectives of the games in this book are:

1. To develop an awareness of civil defense.
2. To impart a basic understanding of the civil defense functions;
3. To develop basic vocabulary related to civil defense;
4. To develop vocabulary to understand terms one hears in everyday life and on the news media;
5. To provide experience in planning for individual, family, and community survival in time of disaster;
6. To learn how to be better prepared to react wisely during a disaster.

Each game is written for the purpose of teaching one or more concepts regarding Civil Defense so that students will learn and enjoy learning.

The Civil Defense content covered in the games in this book includes the following:

1. Basic civil defense vocabulary;
2. Recognition of important signals and symbols related to civil defense;
3. Safety rules for entering a building after a disaster;
4. The role of community helpers as part of civil defense in case of a disaster;
5. Safety rules for natural disasters;
6. Recognition of "letter names" of civil defense and related operations;
7. Dealing with a disaster—community involvement and emergency duties and decisions;
8. The usual mass movement toward a disaster area that occurs after a disaster;
9. Home shelters, community shelters and how to stock them;
10. Simulation of disasters and encouraging problem-solving techniques and decision-making;
11. Emergency preparedness;
12. Basic safety precautions for natural disasters.

CHAPTER II

GAMES THAT TEACH

On the following pages the reader will find 34 games written to center attention on environmental hazards and to motivate the necessary individual and community involvement to meet them.

The sequence of games is such that it

progresses from simple to more complex. The games at the beginning of the chapter, although written for lower grades, may be used for the upper grades to teach basic understandings that will prepare the student to play the more complex games.

GUIDE SHEET

Name: Number Puzzle.

Suggested Grades: Primary Grades.

Learning Objectives: To learn to recognize the Civil Defense symbol.
To learn the meaning of civil defense.

Time Required: 30 minutes.

Number of Players: 1 to 25.

Materials Required: Copy of number puzzle for each player and a pencil.

Methodology: Follow the directions as given in the explanation of the game. Allow for follow-up discussion. Ask the students "What does Civil Defense mean to you?"

NUMBER PUZZLE

Directions for playing Number Puzzle:

Each student is given a copy of the puzzle on the next page.

Have students work each arithmetic problem stated on the puzzle.

For each problem that has an answer of ten, color in the area bounding the problem, black.

After the students have worked the problems and colored in the appropriate areas the student will discover that the Civil Defense Symbol appears on the page.

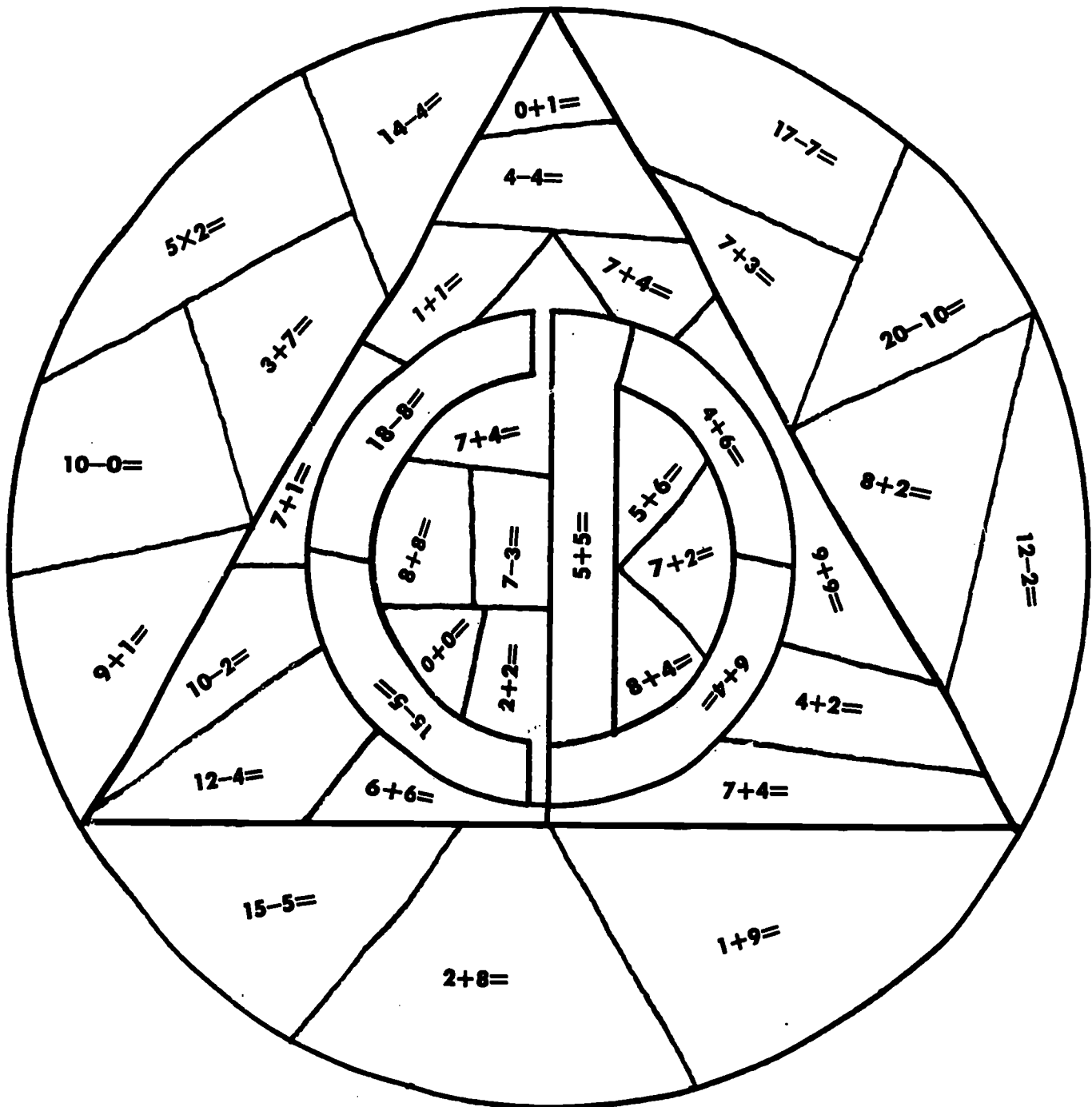
Students should be taught to recognize the symbol and understand the meaning of Civil Defense.

Content Guide:

Basically, civil defense in the United States is civil government—Federal, State, local—prepared for effective action to limit damage and speed recovery in the event of a major disaster (natural or nuclear).

For the elementary student, Civil Defense may be defined as follows: community helpers, families, and yourself working together to help each other in case anything bad happens.

Number Puzzle



What is it called when community helpers,
families and yourself work together to help
when something bad happens?

Work the problems — find the clue.

GUIDE SHEET

Name: Who Are The Disaster Helpers?

Suggested Grades: Grades 3-6.

Learning Objectives: To learn the names of community helpers who assist in a disaster. To learn the names of organizations that help in a disaster. To learn what media will assist the community by providing information. To develop an awareness of all citizens working together in a disaster.

Time Required: 20 minutes.

Number of Players: 8 to 25 players.

Materials Required: One ball.

Methodology: Follow directions as given in the game explanation. Prior to playing the game students should have a basic knowledge of the subject matter.

WHO ARE THE DISASTER HELPERS?

Participants sit in a circle.

Leader tosses ball to a player. Player has ten seconds to name a person, organization, or medium that will assist the community in case of a disaster.

If the player is able to name the proper response he gives his answer then tosses the ball to another player in the circle who in turn must give a response.

A player who is not able to offer a correct response is out of the game. If he takes more than 10 seconds he is also out of the game.

The player to remain in the game the longest is the winner.

GUIDE SHEET

Name: Thought Definitions.

Suggested Grades: Grades 4-6 as well as Jr. High School.
Grades 1-3 could use pictures instead of written phrases.

Learning Objectives: To provide the opportunity to think about and define terms related to survival. To help the student overcome, to a degree, the fear that some of these terms may evoke. To provide the opportunity for the student to express, share, and discuss his thoughts concerning the words given.

Time Required: 15 minutes for writing the definitions, 30 minutes for class discussion.

Number of Players: A small group of 4 or a whole class of students.

Materials Required: Paper and pencil. A chart with the "Thought Definitions" words on it.

Methodology: Complete directions are given in the explanation of the game.

This activity may be used as a teaching center for individualized instruction or as a thought provoking game for the whole class. The teacher should allow time for class discussion following the written phase of the activity.

THOUGHT DEFINITIONS

Have students write a word or phrase to describe what each statement on the "Thought Definitions" chart means to them.

For motivation the teacher might wish to read the Snoopy book "Happiness Is?" to the class before doing this activity.

After the students have filled in the answers, the class compiles a class answer for each statement which would include a list of each individual's statement.

With younger students the child may

draw a picture to illustrate the answer and the class can compile a picture story book.

Since each student will give his own interpretation of what each word means to him, creative expression should be encouraged. After the students have had time to express their interpretations the teacher can use the "Content Guide for Thought Definitions" to teach the definitions of the words according to the Office of Civil Defense publications and Webster's Dictionary.

THOUGHT DEFINITIONS

DISASTER IS _____

EMERGENCY IS _____

CIVIL DEFENSE IS _____

SURVIVAL IS _____

A SHELTER IS _____

MISERY IS _____

HAPPINESS IS _____

CONTENT GUIDE FOR "THOUGHT DEFINITIONS"

DISASTER is an occurrence of such nature as to involve the health and/or safety of a community or large area, or the health and safety of any group of individuals in an isolated area to whom no normal means of communication is available, and includes, but is not limited to, floods, earthquakes, hurricanes, explosions, aircraft or train wrecks, and consequences of attack.

EMERGENCY is an unforeseen combination of circumstances or the resulting state that calls for immediate action.

CIVIL DEFENSE by law is all activities and measures designed or undertaken:

(1) to minimize the effects upon the civilian population and Government caused, or which would be caused by an attack upon the United States; (2) to deal with the immediate emergency conditions which would be created by any such attack; and (3) to effectuate emergency repairs to, or the emergency restoration of vital utilities and facilities

destroyed or damaged by any such attack; (4) to deal with disaster conditions resulting from natural or nuclear causes.

A simple definition of Civil Defense for the elementary student is as follows: Community helpers, families and yourself, working together to help each other in case anything bad happens.

SURVIVAL is to continue to exist or live after a time, event or disaster.

A SHELTER is a structure or space used to protect its occupants during a natural disaster or from effects of enemy attack.

MISERY is a circumstance, thing, or place that causes suffering or discomfort or a state of great unhappiness and emotional distress.

HAPPINESS is a state of well-being and contentment; joy; satisfaction.

GUIDE SHEET

Name: Escape the Disaster.

Suggested Grades: Grades 1 and 2.

Learning Objectives: To learn the names of natural disasters. To learn that it is important to act quickly to escape a bad natural disaster.

Time Required: 20 to 30 minutes.

Number of Players: 10 to 30.

Materials Required: Score pad, blindfolds for the "disaster" team.

Methodology: Each member of the class is assigned to be a member of one of two teams. Active involvement of the whole class is necessary. There will be movement of players around the room, therefore, desks should be cleared from the center of the room to allow for play area, if the game is played in the classroom. Directions for playing the game are given on the following page.

ESCAPE THE DISASTER

Divide the class into two equal teams. One team is to portray the citizens escaping in time of an emergency and the second team is to represent a disaster.

The "disaster" team should first determine the type of disaster they wish to role-play. They may choose to be a blizzard, a hurricane, a tornado, an earthquake, a flood, a fire, or a nuclear disaster.

The "disaster" group, blindfolded or with eyes shut, sit either on the floor or on chairs widely spaced over the room.

The first team, representing the citizens escaping, are called the "escapers". They are to start at one side of the room and try to tiptoe to the other side where a boundary has been set for the safe zone. They try to cross the room without being detected by the "disaster" team.

If a "disaster" player thinks that he hears an "escaper", he points to the "escaper" and if he is right the "escaper" is eliminated from the game. If he is wrong, one member of the citizens' escaping team is allowed to reach safety and scores a point for the citizens' escaping team.

After three to five minutes, change over and allow each team to have a turn at escaping. The "escapers" would then become the "disaster" and the disaster team would become the "escapers".

The team with the greatest number reaching safety is the winning team.

GUIDE SHEET

Name: Guess the Name of the Helpers.

Suggested Grades: Grades 2-4.

Learning Objectives: To develop an awareness of the people in the community who will assist in a disaster. To teach the names of community helpers who are also Civil Defense helpers.

Time Required: 30 minutes.

Number of Players: A small group of 4 or a whole class of 25.

Materials Required: Pencil and paper.

Methodology: This game may be used as a follow-up to a lesson on community helpers. It may be played by a small group of students or by the whole class. Follow the directions as given in the description of the game.

GUESS THE NAME OF THE HELPERS

The player who is "it" thinks of the name of a person who can help him in a nuclear attack or a natural disaster. The players try to guess the title of the helper by finding out what letters are contained in the word.

The person "it" writes the word he is thinking of on a piece of paper and numbers the letters as follows:

F I R E M A N

1 2 3 4 5 6 7

The person "it" tells the players that his word contains 7 letters, the players write 1 to 7 on their papers. Player #1 asks, "Are there any a's in the word?" "It" answers, "Yes, number 6." Player #2 asks, "Are there any g's?" "No" would be the reply. This process continues until someone guesses the word.

Everytime a player asks about a letter that is not used, the player "it" scores a point. Everytime a player asks about a letter that is used, the players score a point.

If player "it" gets most of the points he is the winner. If the players get the most points they win.

If player "it" wins he gets another turn. If players win a new "it" is chosen.

Word list will correspond to the community helpers' units studied in primary grade social studies curriculum.

A suggested list of words to use for "Guess the Name of the Helpers":

Police	Civil Defense Director
Fireman	Doctor
Rescue Squad	Nurse
Teacher	Utility Men
Principal	Red Cross
Parents	

GUIDE SHEET

Name: Role Playing.

Suggested Grades: Grades 1-6.

Learning Objectives: To inform students of the similiarity of normal duties and emergency duties that are performed by certain community workers.

Time Required: Depends upon number of players. For average size class—30 to 40 minutes for upper grades and 20 minutes for lower grades.

Number of Players: 10 to 20 players.

Materials Required: Slips of paper with statement of "role" on each paper.

Methodology: Student is asked to act out the role stated on his paper and the other students are asked to identify the role. The teacher may wish to add other categories of community workers gearing it to the needs of the individual community. A variation of this game may be for the students to draw a picture of the role given and have other students identify the picture.

ROLE-PLAYING

Each student is given a card. On each card is stated one of the following:

1. Police—normal duties
2. Police—in time of emergency
3. Fireman—normal duties
4. Fireman—in time of emergency
5. Civil Defense Director—normal duties
6. Civil Defense Director—in time of emergency
7. Mayor—normal duties
8. Mayor—in time of emergency
9. Rescue Squad—normal duties
10. Rescue Squad—in time of emergency

Player #1 goes before the group and acts out the role stated on his card. The first person to guess who Player #1 is portraying is the next Player to go before the group and the sequence starts over. This is repeated until each child has had a turn acting out the role on his card.

GUIDE SHEET

Name: Safe-Check Board Game.

Suggested Grades: Grades 2-4.

Learning Objectives: To teach students the names of natural disasters they will hear about or experience in everyday life. To familiarize student with the CD shelter symbol.

Time Required: Twenty to thirty minutes.

Number of Players: Two to four.

Materials Required: Game board from text. Four markers for each player.

Methodology: Before using game, it is suggested that the teacher teach the meaning of the terms pictured on the game board. Discussion would include sharing experiences and information regarding natural disasters. The students should also find out in what part of the country each type of natural disaster occurs most frequently. The game can be played by a small group of students to reinforce learning.

SAFE-CHECK BOARD GAME

Each player is given 4 "men" and he lines them up between the disaster squares on the margin row of game board, facing him.

Player moves one man one square, one turn at a time. Player may move his man horizontally, vertically and diagonally on the board.

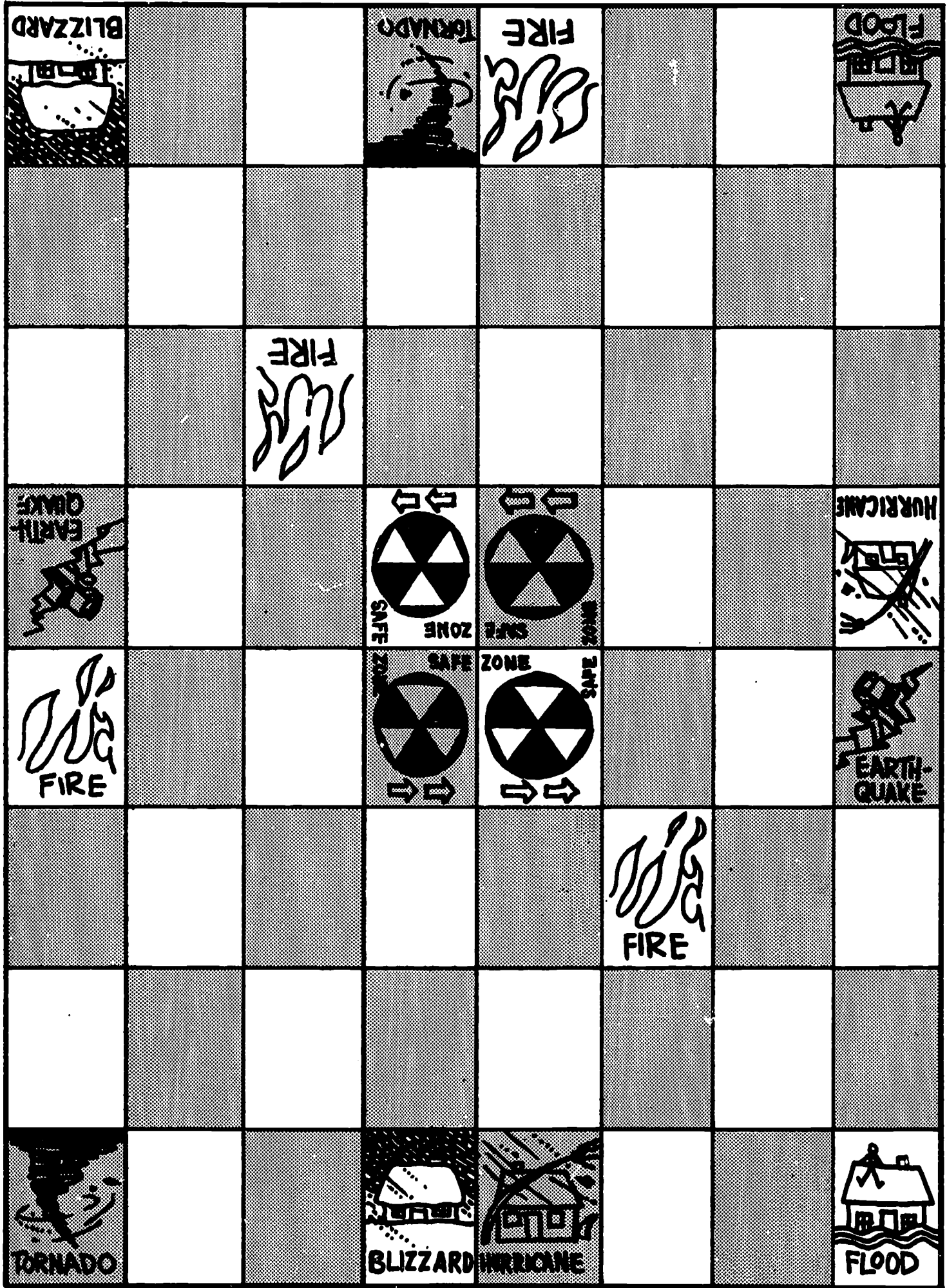
If player is forced to move a man to a disaster square he loses the man.

If opponent's man is in adjacent square, player may jump over the square and take the other player's man.

Object of game is to win by:

1. getting all four men into "Safe" zone, or
2. jumping all other men and thus being the only man left on safe-check board.

When play is down to two players with each having one man left on the board, in order to win, the player must have moved to each of the four "Safe" squares. When he is in the "Safe" zone and play is one man to one man it is permissible to jump opponent in the "Safe" zone. This may mean to move to all four "Safe" squares it will be necessary to move man in and out of "Safe" zone until all four squares are played.



GUIDE SHEET

Name: Time To Speak.

Suggested Grades: Grades 2-4.

Learning Objectives: To develop basic vocabulary and comprehension of terms related to civil defense. To develop vocabulary to understand terms that are heard in everyday life and on the news media.

Time Required: 30 minutes.

Number of Players: 10 to 28 players or 4 players.

Materials Required: Game board in this book. Paper and pencil for keeping score.

Methodology: Follow the directions as given in the explanation of the game. Allow time for each student to express his thoughts on the topic he receives.

TIME TO SPEAK

Each student selects his topic by tossing a thumb tack, paper slip, or small piece of chalk at the target. The player will speak about the word the object lands on. If the object lands on the blank in the center of the circle, the player gets to "pass" until it is his turn again.

The player, in speaking about his topic, may choose one of the following in relation to the topic:

1. Define the word.
2. Tell of a personal experience related to the topic.
3. Tell where he has seen or heard the word used.

Players are divided into two teams. One point is given for each correct answer and one point is subtracted for each incorrect answer. For inability to answer two points are subtracted.

Variation of game for 4 players.

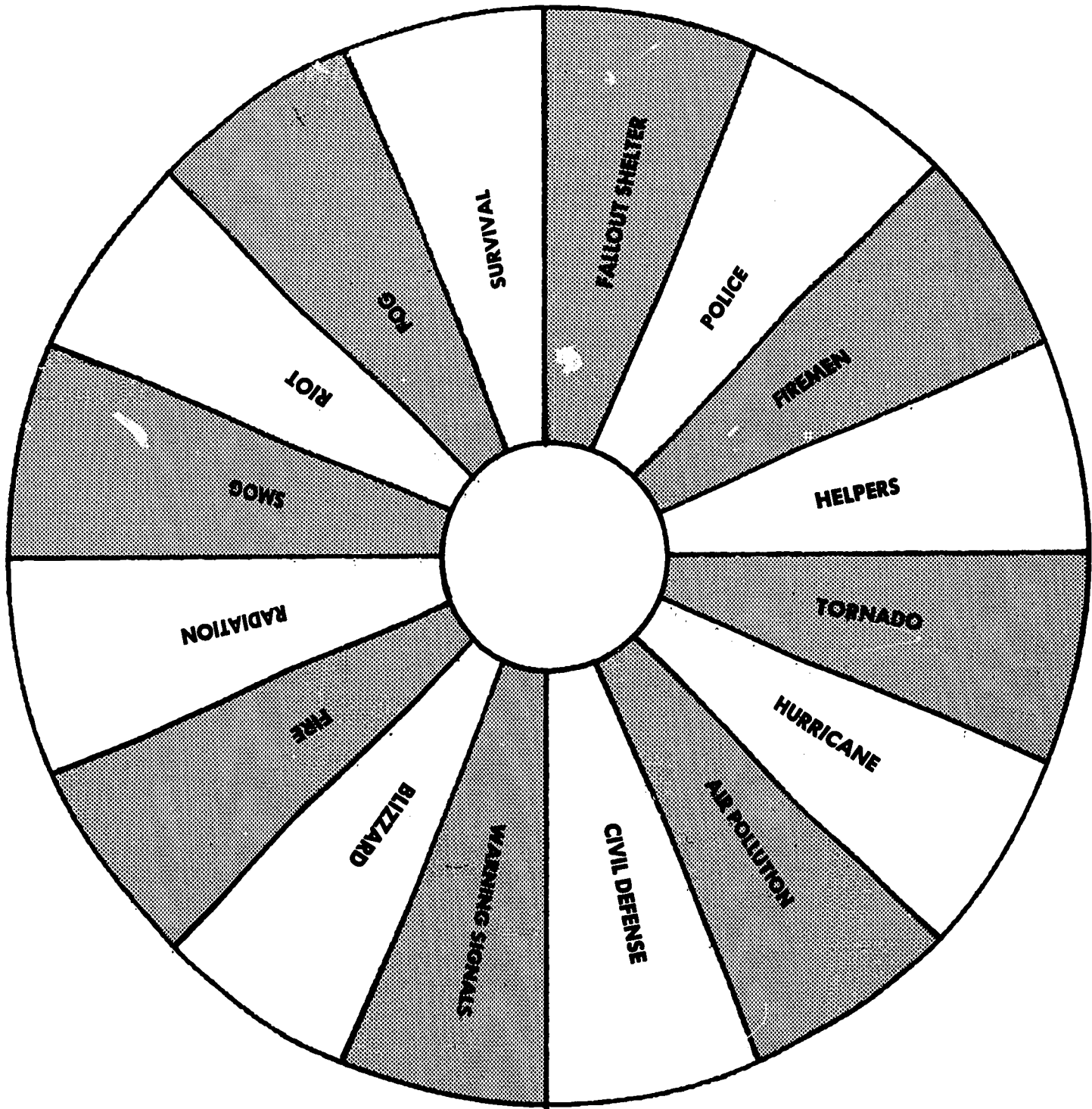
Use die instead of arrow. Start on block labeled "Civil Defense"

Each player in turn proceeds around the circle, speaking about each word he lands on.

If a player does not respond in 10 seconds or if a player does not respond correctly, or repeats what has been said before he is out of the game.

The winner is the last one left in the game.

TIME TO SPEAK



GUIDE SHEET

Name: Scrambled Words.

Suggested Grades: Grades 4-12.

Learning Objectives: To teach recognition of certain words that are related to civil defense. To re-inforce learning of these words. To teach spelling of these words.

Time Required: 20 minutes.

Number of Players: An individual, a small group or a whole class.

Materials Required: Copy of Scrambled Words list. Pencil and paper.

Methodology: Before playing this game it is suggested that the teacher check to find out if the words in the game are in the student's reading vocabulary. Once this has been determined the game may be played according to the rules given in the explanation of the game.

SCRAMBLED WORDS

On the following page is a list of civil defense related words. Each word has been printed in a scrambled arrangement.

The player is told that all of the words are related to civil defense and is asked to re-arrange the letters in each grouping to discover the word that is hidden in the scramble.

The player who finishes first and has all the words correct is the winner.

This game may be played with individual players competing against each other or the players may be grouped and each list will represent group effort. In the latter case the group finishing first with all correct answers would be the winner.

SCRAMBLED WORDS

1. LOUL AFT
2. AINS GL
3. ILCIV NDEEF
4. GWIANNR
5. LETERHS
6. YFEAST
7. TRESSSDIA
8. RIFE
9. ZLARBDIZ
10. ULARENCKAATT
11. THEQUAEKRA
12. DOORTAN
13. RANECIUHR
14. DOLOF
15. IISSRC

**ANSWER KEY
TO
SCRAMBLED WORDS**

1. FALLOUT
2. SIGNAL
3. CIVIL DEFENSE
4. WARNING
5. SHELTER
6. SAFETY
7. DISASTERS
8. FIRE
9. BLIZZARD
10. NUCLEAR ATTACK
11. EARTHQUAKE
12. TORNADO
13. HURRICANE
14. FLOOD
15. CRISIS

GUIDE SHEET

Name: Emergency Decisions #1.

Suggested Grades: Grades 3-6.

Grades 1 and 2 might play the game orally.

Learning Objectives: To provide an opportunity for the student to think what to do if he were in a disaster and had to make emergency decisions. To develop an awareness of possible disasters.

Time Required: 30 minutes.

Number of Players: This game can be used with an individual student, a small group, or a whole class.

Materials Required: Game board "Emergency Decisions". Paper and pencil.

Methodology: Complete directions are given in the explanation of the game. It is suggested that the teacher provide an opportunity for students to share stories written by students. In this way there should be some discussion of each disaster category.

EMERGENCY DECISIONS GAME #1

Used as an individual learning activity or group game for primary grades.

To assemble game board use the page with a picture of a dog as the center panel and place the pages illustrating disasters on either side of center panel.

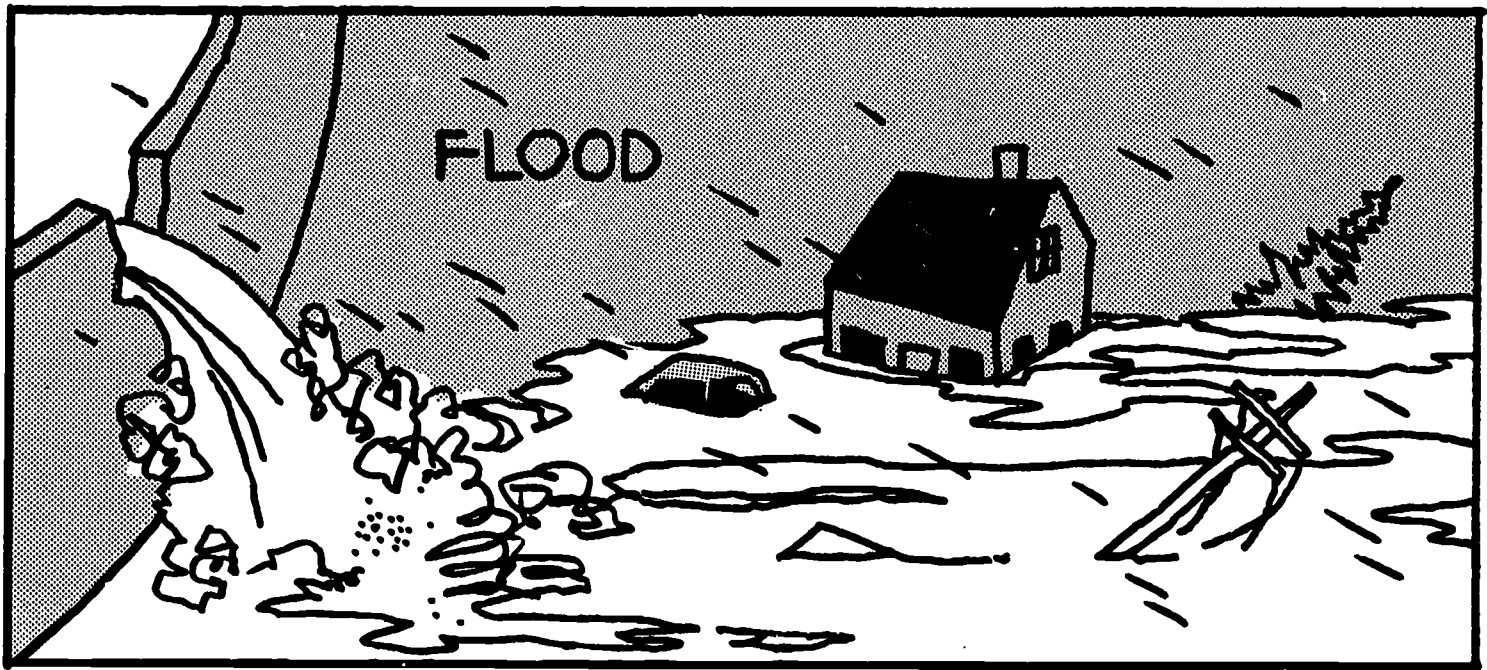
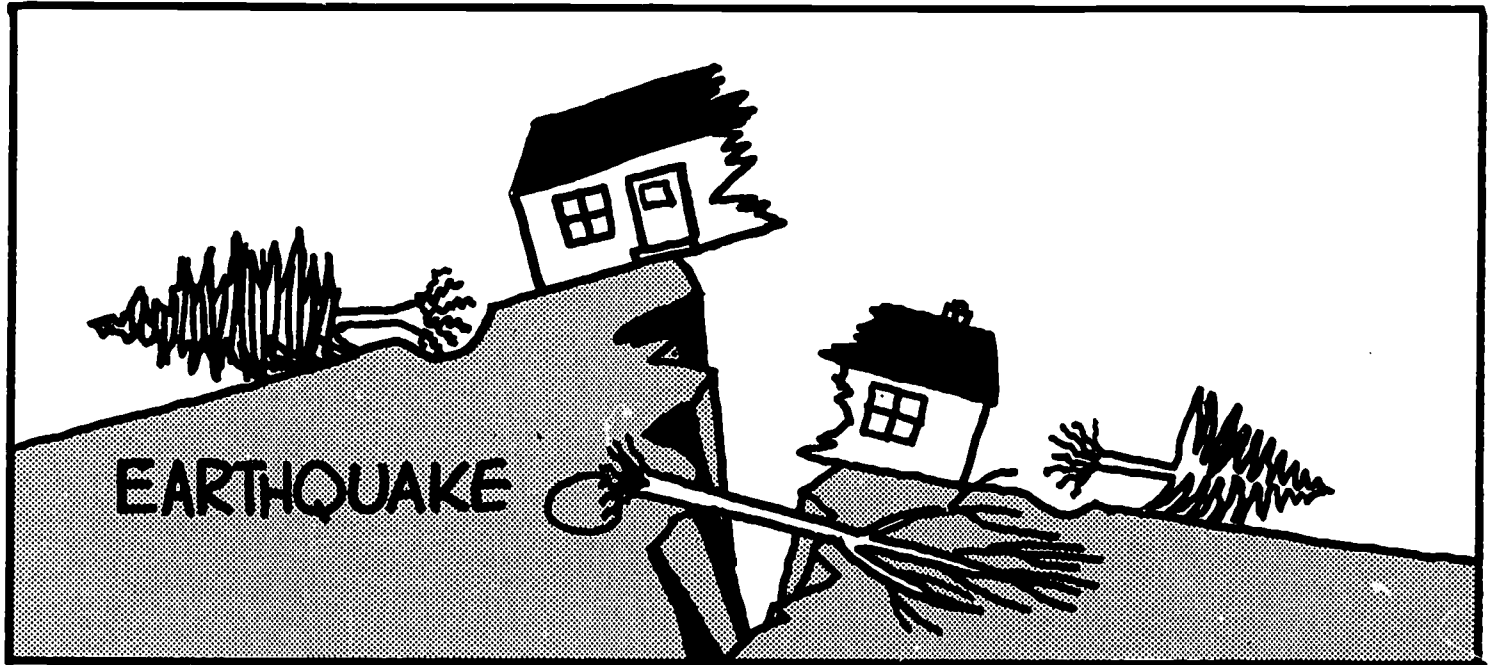
Study each picture carefully. If you suddenly found yourself in the middle of one of the above emergencies what would you do? Would you know how to protect yourself and your family? What decisions would you have to make?

Choose one of the above situations and write a story telling what you would do if faced with such an emergency or draw a pic-

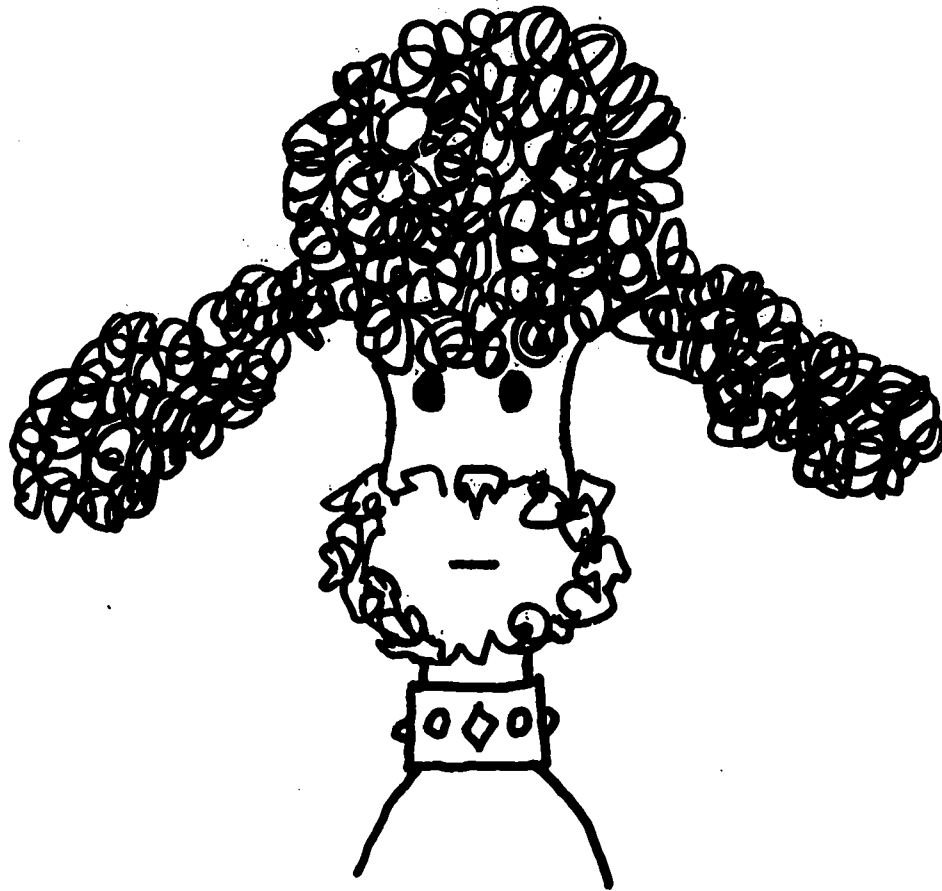
ture to illustrate what you would do.

Class stories should be shared, compared and discussed with class group and teacher. In discussion concepts will be reinforced and information can be added and/or corrected.

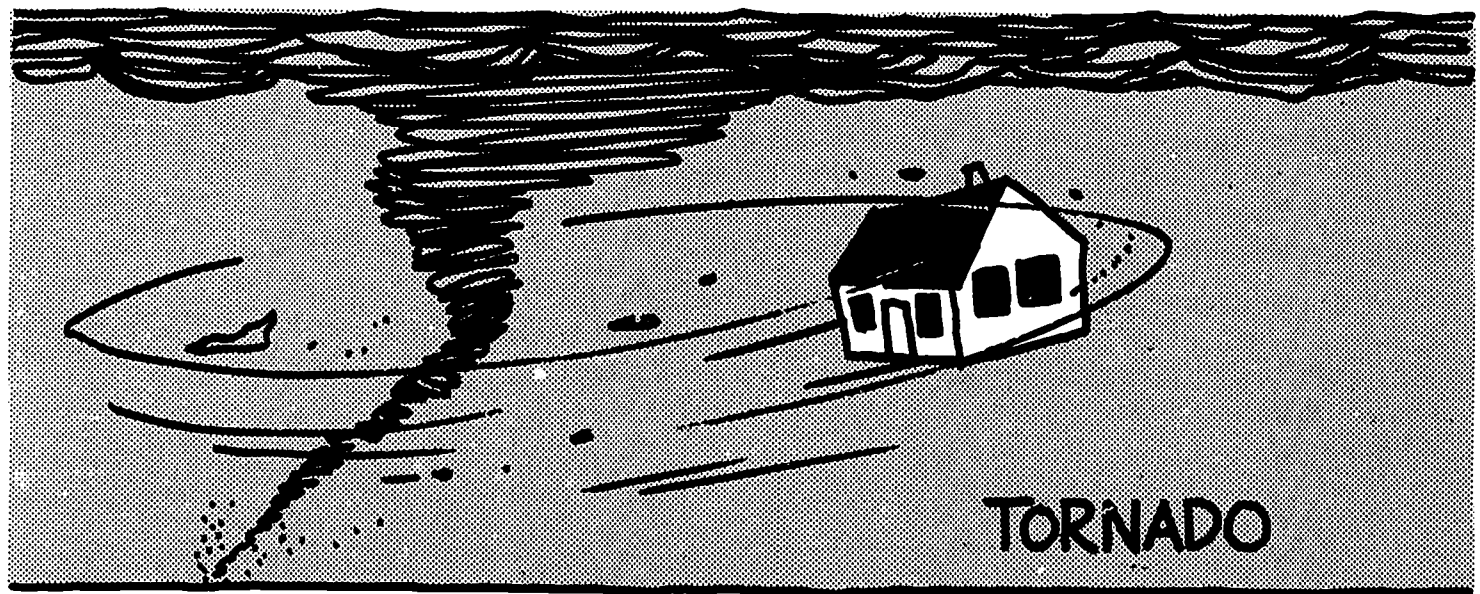
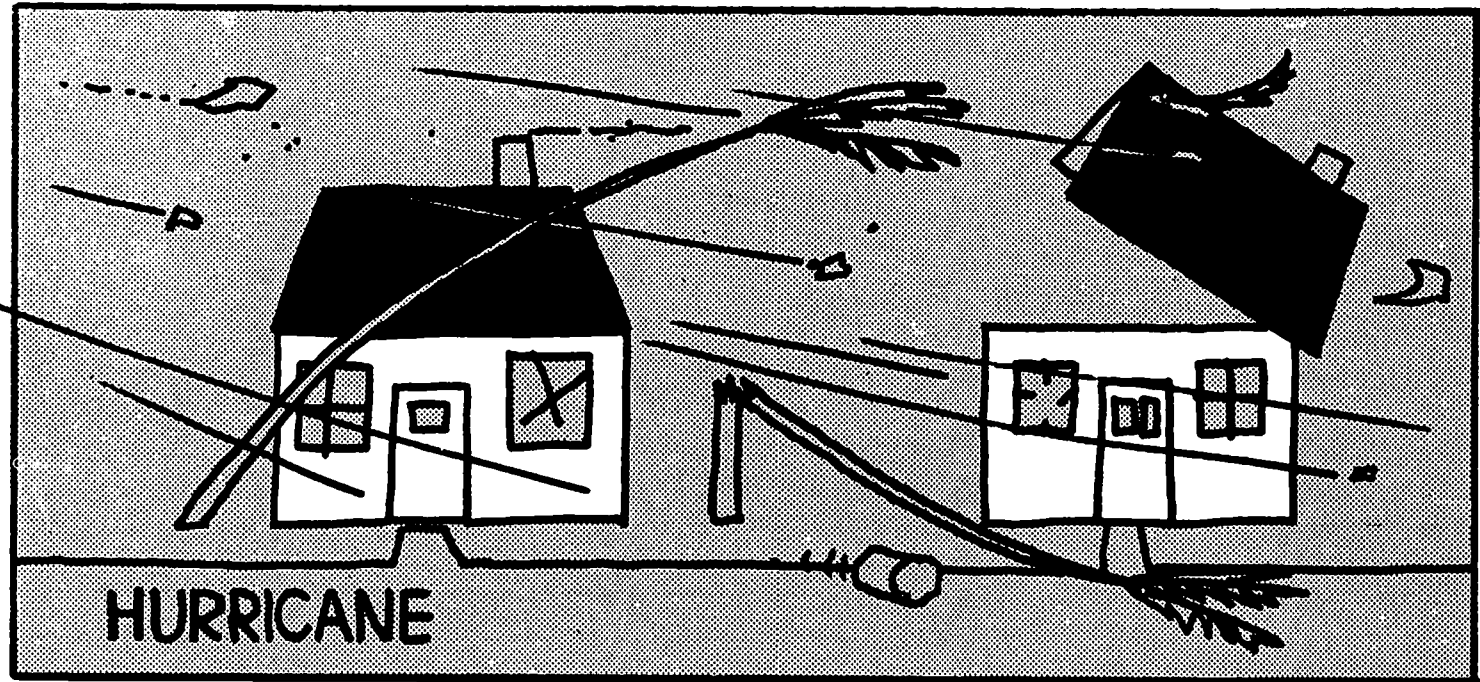
If this game is played with a large group of children, divide children into groups of six and have each group decide what decisions they would make. After each group has had ample time to decide upon necessary decisions time should be allowed to share decisions. A group of students acting as judges should determine which team made the wisest decisions.



Emergency



Decisions



GUIDE SHEET

Name: Emergency Decisions #2.

Suggested Grades: Grades 4-6.

Learning Objectives: To teach students basic safety precautions, so that they will know what to do in case of a 1) flood, 2) tornado, 3) blizzard, 4) hurricane, 5) fire, and 6) earthquake.

Time Required: 15 minutes.

Number of Players: 2 to 4 players.

Materials Required: Copy of safety rules from this book. Game board "Emergency Decisions" from this book.

Methodology: Complete directions for use of the game are given with the game description. It is suggested that the teacher copy the safety suggestions given on cards and keep the text as an answer key. Tear out game board or Xerox a copy from text.

This game may be used for a learning center for individual students, by using the game board idea as a large chart and having the student place the cards in proper envelopes by each disaster. Student then records his answers and checks his answers with the answer key.

EMERGENCY DECISIONS GAME #2

(for 2 to 4 players using a game board as follows:)

Teacher will list safety rules for each of the six emergencies that appear on "Emergency Decisions" game board.

Place each rule on a separate piece of paper

Place papers in center of game board.

Each player plays one paper or card at a time by:

- (1) reading the safety rule;
- (2) placing it on the game board over the picture representing the corresponding disaster.

The player who places all of his cards correctly wins. There may be more than one winner once students learn the safety rules.

Safety rules for each disaster may be found on the following pages. Teacher may copy these rules on cards and use list given here as an answer guide sheet.

Each disaster may have only five cards.

Cards should be numbered from 1 to 5 and no disaster should have two of any one number.

Check answers against answer key.

LIST OF SAFETY RULES

and

ANSWER KEY

FIRE

1. Do not linger ; leave building immediately.
2. If room is filled with smoke, crawl, do not walk, to exit.
3. If time allows close doors and windows to stop smoke from spreading.
4. Be familiar with emergency exits.
5. Call the fire department.

EARTHQUAKE

1. Keep away from glass windows.
2. Be careful of falling objects from shelves.
3. At the first shock try to determine if the vibrations are from side to side or up and down.
4. If shock waves are up and down evacuate the immediate area since that indicates most likely area for earth to open.
5. Seek shelter and remain in place if waves are sideways.

HURRICANE

1. Put outside possessions inside or put them down flat next to the house.
2. Keep your radio tuned in for emergency instructions.
3. Stay in a safe place during the temporary lull of a few minutes to half an hour in the storm.
4. Evacuate low-lying areas such as beaches that are likely to be swept by high tides.
5. Remain indoors.

TORNADO

1. Take refuge in your storm cellar or basement fallout shelter (south-west basement corner offers greatest safety).
2. Open the doors and windows on the side of your house away from the
3. If in the open country and no time to escape, lie flat in nearest depression of road, field or street.
4. Stay away from windows.
5. Shut off electricity and fuel lines if time permits.

BLIZZARD

1. Keep a supply of heating and cooking equipment.
2. Keep a supply of emergency food on hand. Include some that does not require cooking.
3. Have a battery powered radio in useable condition.
4. Keep posted on weather conditions via TV or radio.
5. Obey snow warning conditions regarding use of roads.

FLOOD

1. If time allows board up your windows.
2. Follow the instructions of your local government for evacuation and follow recommended routes.
3. Move possessions to upper floor if time allows.
4. Lock house doors. Turn off main electric switch.
5. If in a car and car stalls because of rising waters, leave car immediately and wade to high ground.

GUIDE SHEET

Name: The Day of the Disaster.

Suggested Grades: Grades 4-6.

Learning Objectives: To develop an awareness of what specifically happens in different kinds of emergencies. To understand how a disaster affects the community. To understand how a disaster affects the individual citizen. To understand the danger a disaster proposes.

Time Required: One hour.

Number of Players: A whole class.

Materials Required: Simple stage props, if desired.

Methodology: The whole class should be involved in the playing of this game. Students should be divided into groups of four. Each group should be given a disaster to role play and one additional group of four or five should be appointed as judges. Complete directions for playing the game are given on the following page.

THE DAY OF THE DISASTER

A group of four students is to act out or role play an emergency. Each group of four may choose one of the following emergencies:

Tornado	Fire
Blizzard	Electrical failure
Flood	Earthquake
Hurricane	

After committees of four are chosen and after each has selected a specific emergency, time must be allowed for research to enable the student to fully understand the meaning of and the possible effects of the disaster he is to portray.

The committee should then meet and as a group decide upon and make a list of the following:

1. They decide how big they are;
2. They decide the kind of destruction they will produce and to what extent;
3. They decide on their path or direction;
4. They decide on their effect upon the community.

When considering the effects on the community, the following community conditions should be considered:

1. Effect upon an eight-story high-rise apartment;
2. Effect upon traffic on major streets
3. Effect on slum area of the town;
4. Effect on communications;
5. Effect on business operations;

6. Effect on schools;
7. Effect on public transportation;
8. Effect on food stores;
9. Effect on the average citizen;
10. Effect on a large shopping center with glass storefronts;
11. Other.

When acting out the emergency the committee may use one or more of the following ideas:

1. Make use of simple stage props;
2. Use the chalkboard to draw a representation of the town (possibly a matrix) and to show the destruction step-by-step;
3. Arrange the classroom to represent a town, placing labels on desks to represent an apartment, a shopping center, etc.;
4. Make paper models out of cardboard boxes of a town and arrange in the center of the room. Use the models as a stage set for the disaster.

JUDGING

A committee of four or five students (the teacher may serve as an ex-officio member of the committee) should serve as a board of judges.

After each committee has acted out its emergency, the jury of students is to determine which committee has portrayed its emergency most realistically.

GUIDE SHEET

Name: Tornado Warning Simulation.

Suggested Grades: Grades 5-12.

Learning Objectives: To teach students what a tornado is and what to do to protect themselves in case of a tornado. To simulate a disaster and learn what to do in such an emergency.

Time Required: 30 minutes including follow-up discussion.

Number of Players: A small group or total class.

Materials Required: Copy of the Tornado Warning Simulation Game Sheet for each player.

Methodology: Complete directions are given in the explanation of the game. The teacher will need to allow time for discussion to discuss the defense of each statement.

TORNADO WARNING SIMULATION

The game leader, before playing the game, should make certain that the students have a clear understanding of a tornado. The information provided with the game will assist in defining a tornado.

The players should be divided into two or more teams. A leader should be chosen for each team.

The game sheet should be read carefully, then each statement should be discussed by the group before a "yes" or "no" answer is

written. The group must be able to defend or state why for every answer.

The leader records group responses and presents a report to the total group. Team answers are then compared with the answer key.

ANSWER KEY:

1. Yes; 2. No; 3. Yes; 4. Yes; 5. No; 6. Yes; 7. No; 8. No; 9. (open-end).

TORNADO WARNING SIMULATION

GAME SHEET

The local Civil Defense Director has just announced on the radio that a tornado has been spotted on the radar screen. The funnel-shaped clouds are heading in the direction of your city at a rate of 40 miles per hour. You are at home alone. What would you do to protect yourself during this emergency?

Read the statements below and write "yes" by the ones that you would do and "no" by the ones that you would not do. Defend each answer, using the line under each statement to write your defense.

1. _____ Take shelter immediately in your basement, if house has a basement.

2. _____ Take your camera with you.

3. _____ Take cover under a sturdy workbench or table.

4. _____ Open windows on the sides of your house away from the tornado to help reduce damage to the building.

5. _____ Break down and cry.

6. _____ Take shelter in the center part of your house away from glass windows if there is no basement in the house.

7. _____ Feed the dog.

8. _____ Use the phone to get information or advice.

9. _____ Are there any other things you would do to protect yourself during this emergency?

TORNADO WARNING SIMULATION

A tornado is the most violent weather phenomenon known to man. A tornado is also called a "twister" and sometimes incorrectly called a "cyclone". It is a small storm that usually appears as a funnel-shaped cloud ro-

tating rapidly and tapering toward the ground within which wind velocities have been estimated to speeds of 500 miles per hour. Its path usually covers only a small area and lasts only a short time but is capable of doing severe damage.

GUIDE SHEET

Name: Design for Action

Suggested Grades: Grades 4-6.

Learning Objectives: To understand the function of city or county organizations as part of the total civil defense program. To understand how such organizations should function in time of an emergency.

Time Required: Approximately one hour.

Number of Players: A total class of 20-30.

Materials Required: Paper and pencil. Planning Sheet as illustrated in game directions.

Methodology: Have each member of the class choose one of the eight categories suggested in the game. There should be two or more students working on each category and four or five students serving as a team of judges. Complete directions are given in the explanation of the game.

JUDGING

A committee of five students should serve as a board of judges. The model of each group should be judged according to the following scale:

Realism	20 points
Positive Action	20 points
Logical Thinking	20 points
Relation to Total Design	20 points
Ability to work as a Committee	20 points

The committee that receives the highest point score from the board of judges is the winning committee.

DESIGN FOR ACTION

The group of students is asked to design a plan for action for a specific emergency. The following categories are to be considered:

1. Mayor's Office
2. Police Department
3. Red Cross
4. Public Works Department
5. County Hospital
6. Local Civil Defense Office
7. Telephone Company
8. Electric Power Company.

The student should decide what steps will be taken at the initial warning stage of the disaster; the first day and during the disaster and at the end of the disaster.

Each student should choose one of the eight categories listed and work together in committees to form a plan of action. A model such as follows should be used to set up the design.

DESIGN FOR ACTION FOR A _____ EMERGENCY

	WARNING STAGE	DURING THE DISASTER	END OF THE DISASTER
<p>CATEGORY</p> <p>example: POLICE DEPARTMENT</p>			

GUIDE SHEET

Name: Stock the Fallout Shelter

Suggested Grades: Grades 3-6 ; Jr. High School.

Learning Objectives: To learn the items used for stocking a home fallout shelter.

Time Required: 40 minutes.

Number of Players: 2-4 players.

Materials Required: Game board from this book. Marker for each player. Set of shelter supply pictures from this book for each player.

Methodology: Follow directions as given in the game. It is suggested that a lesson, defining what a shelter is and why shelters are important, precede playing the game.

STOCK THE FALLOUT SHELTER

Each player is given a copy of the page of pictures illustrating shelter supplies. (Copies of the page will need to be Xeroxed so that each player will have a copy). Have players cut out each supply pictured on the page.

Place each group of supplies in front of player but off the game board. The "supply closets" on game board are used to collect items as the game proceeds.

The first player uses one "die" or a spinner and proceeds the number of squares indicated. Each square has on it a number that indicates the number of supplies player will add or subtract from his supply closet.

After first player has completed his move the next player takes his turn. It is wise to

use a different colored marker for each player to indicate which square player is on.

If player lands on a square with a ☆ he is to collect one supply from each player and put it in the center shelter on the board. In order to get the supplies back, the player must land on a ☆ square. He can then reclaim his stolen supplies and then collect one supply item from each player. Each time a player passes "start" he collects two supplies.

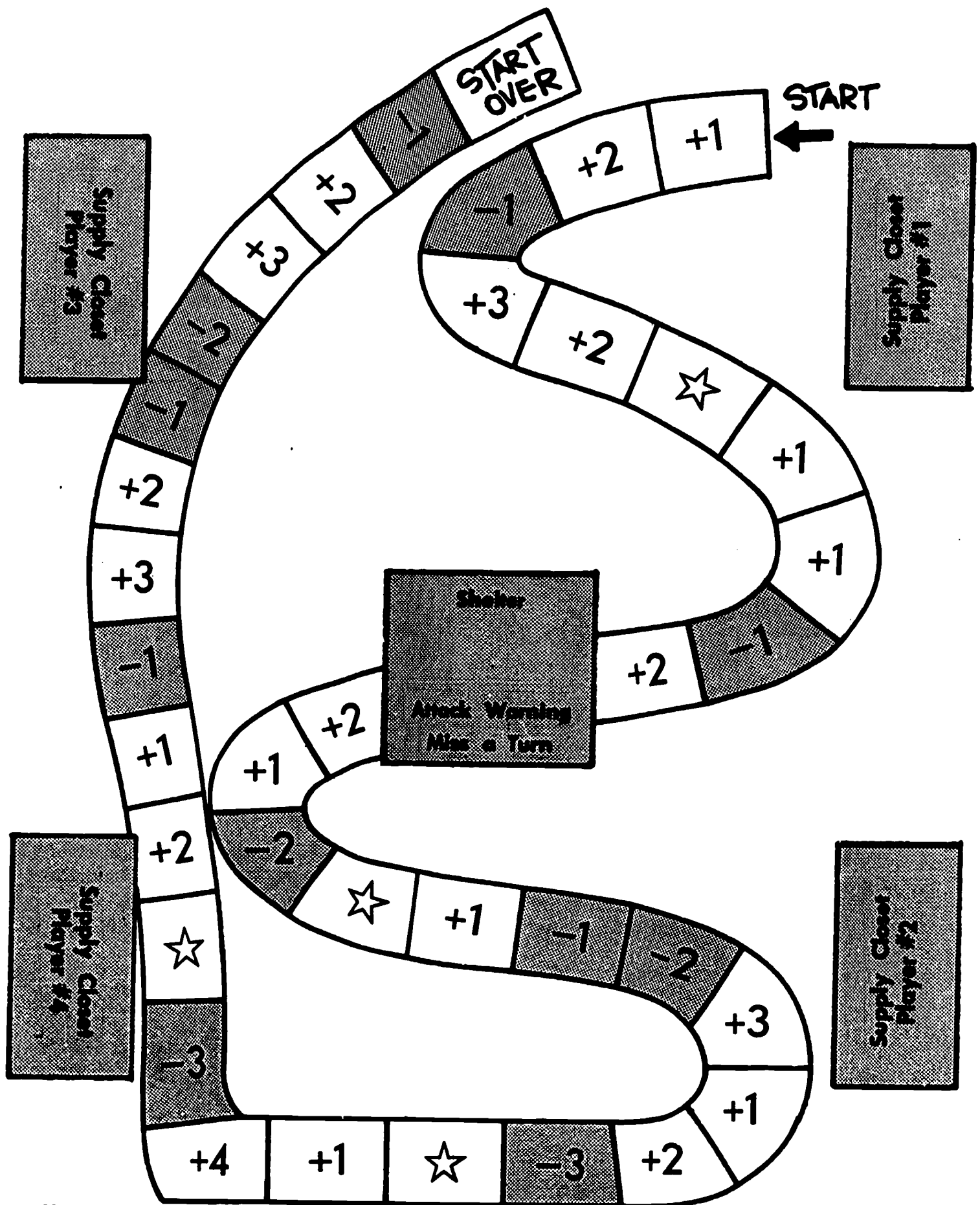
The first player to acquire all supplies to fill a shelter puts his stack of supplies in the shelter in the center of the board and he is declared the winner. This means that any supplies in the middle must be reclaimed before the player can win the game.

Variation to Stock the Fallout Shelter

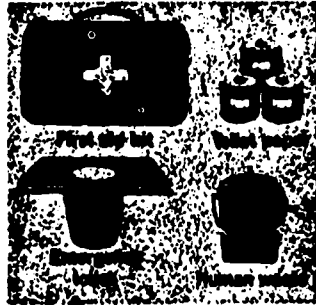
Two players may play this game using only one complete set of supply pictures. The player who stocks the shelter first by acquiring all of the supplies is the winner.

When two players are using one set of supplies and all supplies are out, then players are to use each other's supplies. For example, if a player lands on a +3 square he takes three supplies from his opponent.

Stock The Fallout Shelter



SANITATION AND MEDICAL SUPPLIES



Disinfectant



Garbage can



Plastic and paper bags



News Papers

CLOTHING AND BEDDING



Paper towels



Sanitary napkins



Sleeping bags

EATING UTENSILS AND FOOD



Eating utensils



Eating utensils



Measuring cup



Paper plates



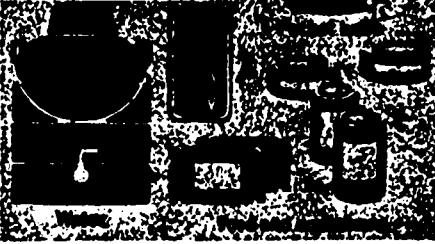
Pan



Cups



Napkins



Water



Extra clothing



Sewing kit



Blankets

INFANT-CARE SUPPLIES



Diapers



Rubber sheeting



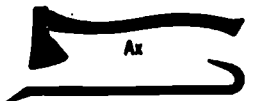
Wrench



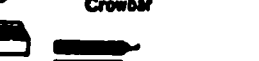
Shovel



Broom



Ax



Crowbar



Saw



Hammer



Pliers



Screwdriver



Nails and screws



Matches



Candles



Calendar



Clock



Rope

Hose

Shelter supplies.

GUIDE SHEET

Name: Preparing A Shelter-Alphabet Game.

Suggested Grades: Grades 3-12.

Learning Objectives: To teach students what items should go into a home fallout shelter.

Time Required: Thirty minutes.

Number of Players: A small group of five or a total class group.

Materials Required: The teacher will need a copy of the "Possible Choices for Each Letter" given in this book.

Methodology: Complete directions are given with the explanation of the game. It is suggested that a lesson regarding home fallout shelters precede the game so that the students will have the background information to enable them to play the game. The teacher should use the suggested list of possible choices to help students who have difficulty thinking of an item.

Directions for PREPARING A SHELTER-ALPHABET GAME

1. Have players sit in a circle.
2. The leader begins the game by saying the sentence: "I am preparing a shelter in my house and I will put in it _____."
3. The leader completes the sentence with a word that begins with "A". It must be something that would be an important item in a real shelter.
4. The person on the right repeats the sentence with item "A" as stated by the leader and adds to it item "B".
e.g., "I am planning a shelter in my house and I will put in it aspirins, and blankets."
5. The next person in the circle repeats the whole sentence and adds a "C" item.
6. This procedure continues through the alphabet through the letter "W".
7. If a student misses he goes into the middle of the circle. He can rejoin the circle by being able to name an item starting with a given letter of the alphabet after a fellow player has missed stating an answer for the given letter.

e.g., A student cannot think of an item that begins with "N". He moves to the middle of the circle and a student in the middle has a chance to join the circle by naming a shelter item that begins with "N".

This game may be played with a large group by dividing the group into teams of approximately ten and have the teams compete. The team that finishes first is the winning team.

PREPARING A SHELTER-ALPHABET GAME

I am preparing a shelter in my house and I will put in it:—

Possible Choices for Each Letter:

- A— aspirins, adhesive tape roll
- B— beds, blankets, batteries, bandages, boots, books
- C— cots, clothing, chairs, clock, cotton, candles, canned foods
- D— disinfectant, deodorizers, dishes
- E— extinguisher
- F— first-aid kit, flashlight, fruit juice
- G— garbage can, games
- H— household supplies, hammer
- I— infant supplies, iodine
- J— jam
- K— knives
- L— lanterns
- M— medicines, matches
- N— natural disasters handbook, needles, nails
- O— opener
- P— pliers, pins, paper, plastic bags, pans
- Q— quilt
- R— radio
- S— soap, saw, scissors, safety pins, soft drinks, salt
- T— thermometer, towels
- U— utensils
- V— vaseline
- W— water, wrench

GUIDE SHEET

Name: Think—School Safety.

Suggested Grades: Grades 4-6.

Learning Objectives: To develop an awareness of school safety. To develop an understanding of the need for safety rules and procedures. To develop an awareness of actions and plans necessary to provide for the safety of students.

Time Required: 30 to 40 minutes.

Number of Players: 2 to 6 players or 2 small groups.

Materials Required: Game board in this book. Marker for each player.

"Think" cards from this book. Spinner or a die.

Methodology: Follow the directions as given in the explanation of the game. Allow time for each player to express his thoughts concerning the safety questions he receives.

THINK—SCHOOL SAFETY

The materials needed for the game are included on the following pages. The teacher should cut out the game board and the "think cards."

Place the game board on a flat surface and stack the "think cards" next to the game board and the game is ready to begin.

Before playing the game, the teacher should read the description of the school pictured on the game board to the players.

The players start by placing a marker on the square marked "start."

The first player spins the spinner and proceeds the given number of spaces on the game board.

If the player lands on a space with a number on it, he adds or subtracts that amount to or from his score.

If a player lands on a space that has a question mark on it, he takes a "think" card from the top of the card stack and answers the question. A correct answer will earn three points for the player. If the player cannot answer or answers incorrectly, he receives a score of minus three points.

When answering the "think" card questions, which are concerned with school safety factors, the player may direct his response to the school pictured or to his own school unless the card specifies.

The players proceed around the board, each taking a turn, until all players have reached the school. The player with the highest total point score upon reaching the school is the winner.

Brief description of the school pictured on the THINK—SCHOOL SAFETY game board

The students playing the game might have a better mental image of the school pictured if a brief description is given. The following paragraphs describe certain safety features of the school that are not clearly illustrated in the picture.

The school pictured is a small, modern elementary school. There are eight sides to the building. The outside walls are constructed of brick veneer over 6-inch cinderblock and glass (brick one third of the wall height and glass windows two thirds of the wall height).

Each classroom of the school has its own entrance to the outside.

The walls of the main hallway are brick over cinderblock with the brick facing the hall and the cinderblock facing the classrooms.

The school is surrounded by brick planters filled with plants which enhance the beauty of the building and give added protection to the building.

Under the all-purpose room there is a large basement room. There are no windows in the room and the walls are cinderblock.

The cinderblocks used in the building are filled with sand for added protection in case of a disaster.

<p>Locate the exits in this school that could be used in case of emergency.</p>	<p>How would you prepare the students of this school to be aware of safety?</p>	<p>Is this a good plan for a safe school? Why? Why not?</p>
<p>What safety features do you have at your school?</p>	<p>Why are "crossing guards" important helpers to students?</p>	<p>What has been done at your school to prepare the students in the event of disaster?</p>
<p>What are school shelters used for?</p>	<p>Where are the exits in your school and how could they best be used in case of a fire emergency?</p>	<p>Do the planters and plants around this school help protect the building? Explain how.</p>
<p>As a school patrol on school bus duty how would you help the students become safe bus passengers?</p>	<p>In a drill to prepare for an emergency, how are students accounted for at your school?</p>	<p>Tell three of the safety rules for your school.</p>

Tell where the students in the school pictured could go for safety if a hurricane hit their area.

Where would the students in the school pictured go if a tornado warning was signaled?

Where could the students in this school go if there was an earthquake?

What safety rules would you have for this school if you were the principal?

Do you think that this is a safe school? Tell why.

How can the school serve the community during a disaster?

How can the teachers in this school prepare the students to act wisely in case of a disaster?

What natural disasters are common to the area in which you live?

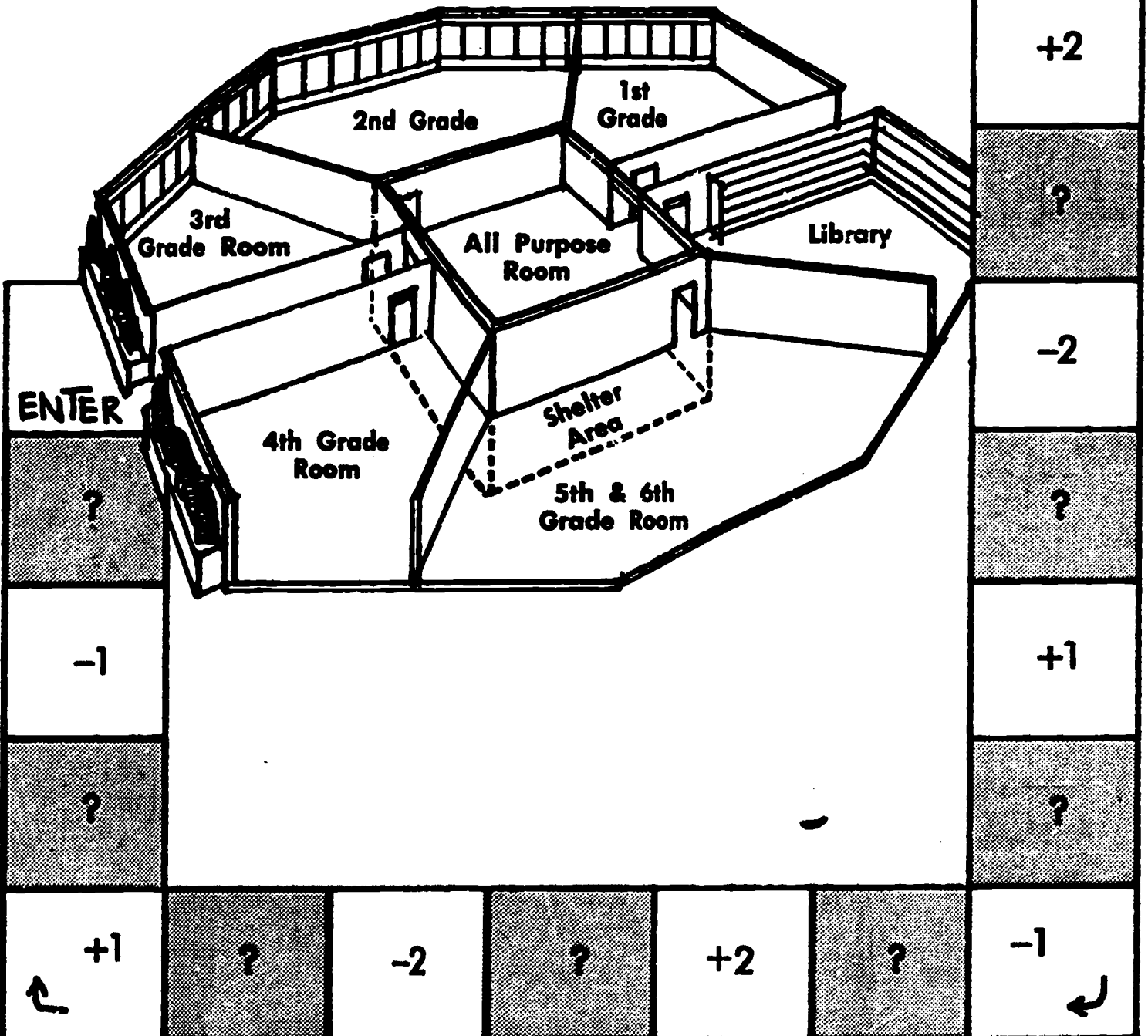
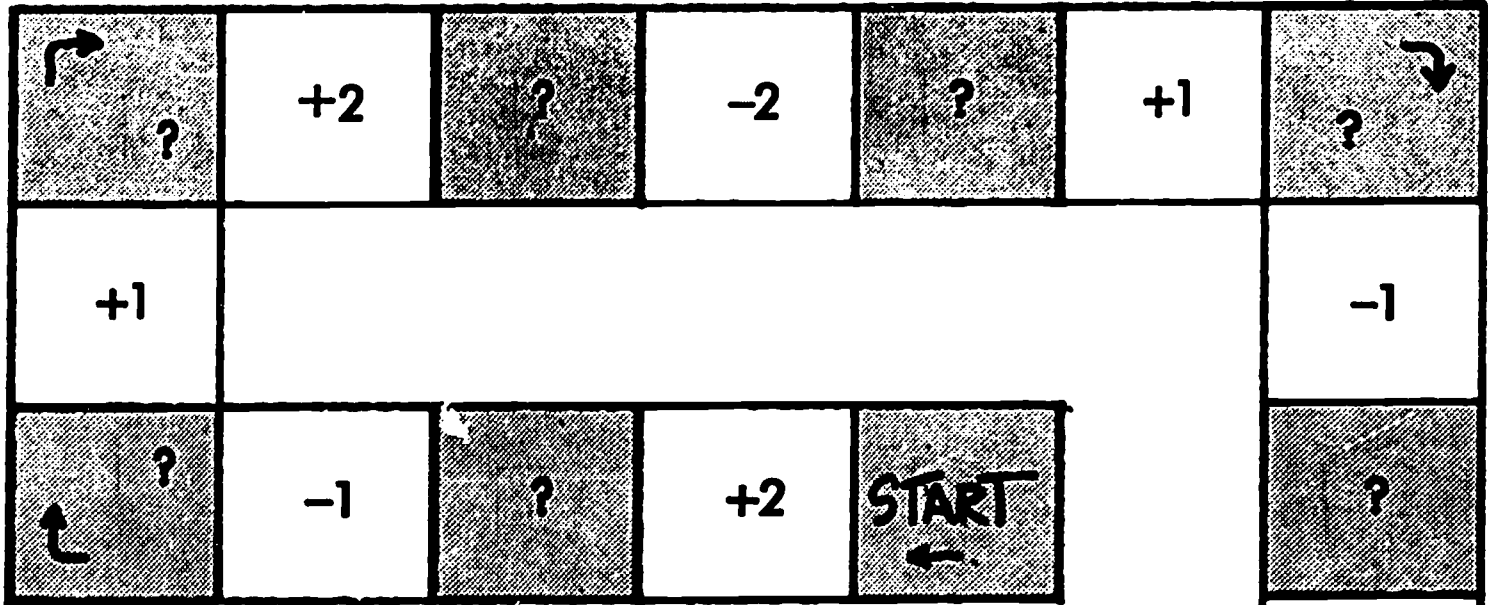
Who plans for the care and safety of the students in your school?

When was the last time your school had a fire drill?

Where is the shelter area in your school?

What are "snow days" and why are they important?

<p>How can teachers help in time of a disaster?</p>	<p>Tell why the area under the all-purpose room in the school was chosen as the shelter area for the school.</p>	<p>What rules would you make for this school to eliminate fire hazards?</p>
<p>Tell why one should learn about community preparedness.</p>	<p>The hollow wall blocks surrounding the shelter area in the school pictured are filled with sand. Tell why.</p>	<p>What supplies in your school could be used in a school shelter in time of emergency?</p>
<p>Map out a fire drill route for one of the classrooms on the gameboard.</p>	<p>Where is the school shelter located in your school?</p>	<p>Who is responsible for the shelter program at your school?</p>
<p>Tell how the School Safety Patrols help the students and the teachers.</p>	<p>What signal system is used to alert students in the event of an emergency at your school?</p>	<p>How does the school nurse help students in an emergency?</p>



GUIDE SHEET

Name: Sign Language Card Game.

Suggested Grades: Grades 4-12.

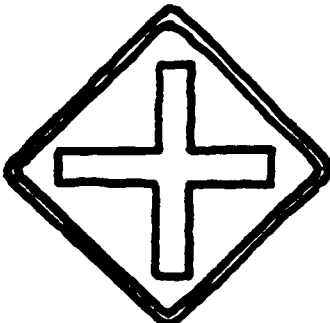
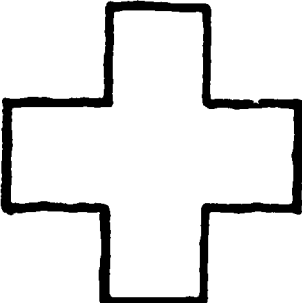
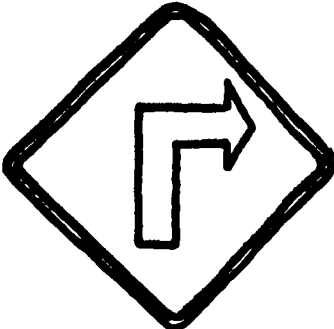

Learning Objectives: To develop an awareness of organizations related to Civil Defense. To teach basic weather symbols. To teach students to know and recognize important symbols and to know their meaning and significance.

Time Required: Thirty minutes.

Number of Players: Two to six.

Materials Required: Paper and pencil to keep score. Deck of Sign Language Playing Cards from this text.

Methodology: Complete directions are given in the explanation of the game. This game may be used as a follow-up activity following a lesson on important signs and symbols or it may be used as a teaching activity. The student may discover the meaning of the symbols by checking the numbers on the cards.

<p>Road Sign A Main Road Crossing A Main Road</p> <p>1.</p>	 <p>1.</p>	 <p>2.</p>	<p>The American National Red Cross</p> <p>2.</p>
<p>Road Sign A Sharp Turn to the Right Permitting No Passing</p> <p>3.</p>	 <p>3.</p>	 <p>4.</p>	<p>International Road Sign Stop at Intersection</p> <p>4.</p>

SIGN LANGUAGE CARD GAME

Cut out the symbols and definitions on the following pages. This will make up a deck of fifty-two cards with which to play the Sign Language Card Game.

Shuffle cards and deal seven cards to each player.

Put remaining cards face down in a pack in the middle of the table. Take top card and place it face up next to the pack.

The object of the game is to match definition cards with corresponding symbol cards. Matching numbers are placed in the bottom right hand corner to assist in matching correctly in case the player does not know the symbols and definitions.

As player matches cards he places matched sets down on table in front of him.

Each player in turn picks up one card and discards one card. Player may pick up card that is right-side-up, next to deck, if he can use it immediately in a set. Player may also pick up pack or part of pack providing he plays the last card picked up immediately by using it to form a set.

Score As Follows:—

First player to go out = 10 points.

Each symbol and definition set = 1 point.

All six sets of weather symbols (cards #9, 10, 11, 12, 14 & 16) = 3 additional points.

All 4 sets of road symbols (cards #1, 3, 4 & 25) = 3 additional points.

All CD symbols (cards #17, 18, 19, 20 & 21) = 10 additional points.

CD symbol (#18) and definition = 5 points.

First player to get an accumulated score of 50 points wins the game.

Directions for adding necessary color to symbol cards:—


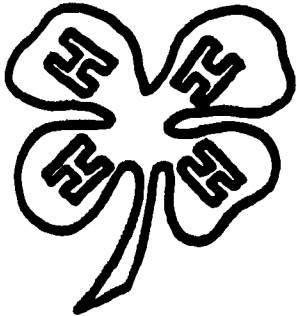
Color cross symbol for American Red Cross—red (card #2)


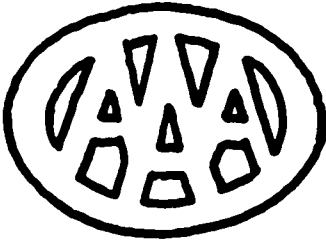
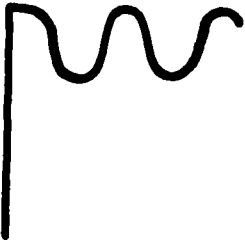

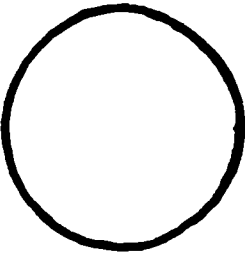
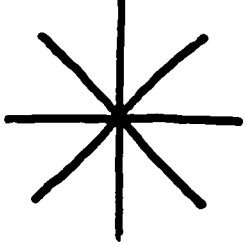



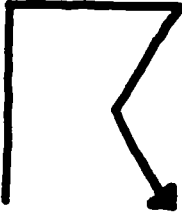
Color circle and triangle for International stop sign—red (card #4)


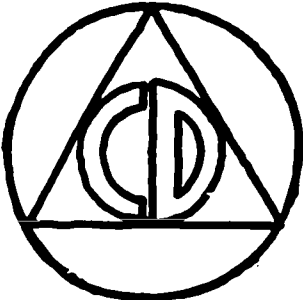

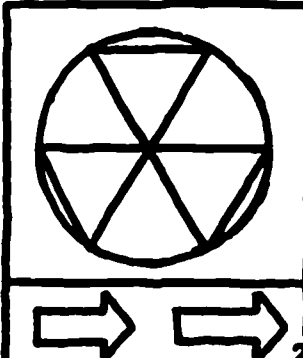

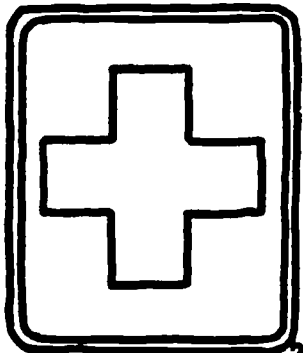
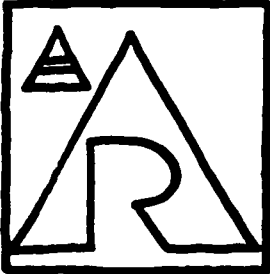

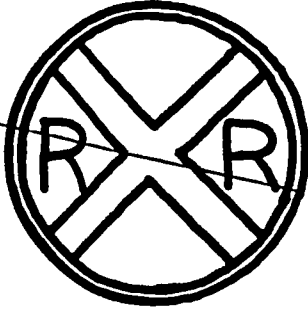
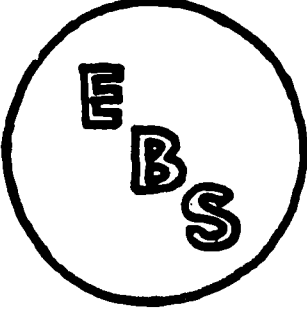
Color cross and margin around cross for "Rescue Squad" symbol—green (card #22)

Color background of road signs (cards #1, 2 and 25)—yellow.

Color flag red, white, and blue (card #24).

<p>Civil Air Patrol Auxiliary U.S. Air Force</p>			<p>4-H Club</p>
5.	5.	6.	6.

<p>Department of Health, Education and Welfare</p> <p>7.</p>	 <p>7.</p>	 <p>8.</p>	<p>American Automobile Association</p>
<p>Basic Weather Symbol Smoke</p> <p>9.</p>	 <p>9.</p>	 <p>10.</p>	<p>Basic Weather Symbol Fog</p> <p>10.</p>
<p>Basic Weather Symbol Rain</p> <p>11.</p>	 <p>11.</p>	 <p>12.</p>	<p>Basic Weather Symbol Snow</p> <p>12.</p>
<p>Boy Scout Symbol</p> <p>13.</p>	 <p>13.</p>	 <p>14.</p>	<p>Basic Weather Symbol Haze</p> <p>14.</p>
<p>Girl Scout Symbol</p> <p>15.</p>	 <p>15.</p>	 <p>16.</p>	<p>Basic Weather Symbol Thunderstorm</p> <p>16.</p>

<p>Attack Warning Signal 3 to 5 minute Wavering Sound to Signal Actual Enemy Attack</p> <p>17.</p>	 <p>17.</p>	 <p>18.</p>	<p>National Civil Defense</p> <p>18.</p>
<p>Attention or Alert Signal 3-5 minute steady blast or sirens to Signal threatened natural disaster or peacetime emergency</p> <p>19.</p>	 <p>19.</p>	 <p>20.</p>	<p>Symbol for Fallout Shelter Area</p> <p>20.</p>
<p>Attack Warning Signal 3-5 minute short blasts to signal Actual Enemy Attack</p> <p>21.</p>	 <p>21.</p>	 <p>22.</p>	<p>Rescue Squad Symbol</p> <p>22.</p>
<p>Association of American Railroads</p> <p>23.</p>	 <p>23.</p>	 <p>24.</p>	<p>Flag of the U.S.A.</p> <p>24.</p>
<p>Road Sign A Railroad Track</p> <p>25.</p>	 <p>25.</p>	 <p>26.</p>	<p>Emergency Broadcasting System</p> <p>26.</p>

GUIDE SHEET

Name: Signs.

Suggested Grades: Grades 5-12.

Learning Objectives: To learn the importance of signs and symbols in our every day life. To learn to recognize civil defense symbols and signals. To learn symbols related to civil defense.

Time Required: 20 minutes.

Number of Players: 2 to 25 or more.

Materials Required: Copy of game grid for each player and a pencil. Students can draw their own grids or the copy from this book may be xeroxed.

Methodology: Follow the directions as given in the game. Allow time to share ideas of signs and symbols recorded on grids.

SIGNS

Each student is asked to draw a grid on a sheet of paper like the one illustrated on the next page or the teacher may xerox copies of the grid page for each student.

Signs can give a great deal of information through the use of a familiar symbol or set of initials. Informative signs may be visual symbols or auditory signals such as Civil Defense warning signals, fire alarms, and police sirens.

After students have a clear understanding of the meaning of signs, as referred to in this game, they are asked to list or sketch

roughly as many signs as they can think of in each category of the grid.

One point is given for each correct answer and one point is subtracted for each incorrect answer.

The player with the highest score is the winner.

If played with a group of students, divide group into teams and have each team work on the game together recording their ideas. The team with the highest score is the winning team.

S

**WEATHER
SYMBOLS**

I

**CIVIL DEFENSE
SYMBOLS**

G

**ROAD
SIGNS**

N

**AUDIO
SIGNALS**

S

**ORGANIZATION
SYMBOLS**

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GUIDE SHEET

Name: ALERT-O

Suggested Grades: Grades 5-12.

Learning Objectives: To teach the student to recognize symbols related to Civil Defense. To teach the student to recognize "letter names" of Civil Defense related operations. To enrich the student's vocabulary.

Time Required: 40 minutes (this will allow time to play the game several times).

Number of Players: Four to twenty-five. The game can be used with a small group or with the whole class.

Materials Required: Copies of ALERT-O Game board that appears in this text. Copy of statements defining each square on the ALERT-O card to be used by the teacher. Markers to cover symbols that have been called.

Methodology: Complete directions are given in the explanation of the game. This game may be used to challenge the student to learn new vocabulary related to Civil Defense operations. After the game is played for the first time the students will probably have questions related to the terms used in the game. This could lead to further research on topics of interest. A student or committee may be assigned a research report on NORAD or NAWAS and asked to report the findings to the class.

ALERT-O

The teacher, using the page of statements on the game sheet found in this text, calls off one statement at a time in any order he wishes.

The student must find the corresponding symbol, initials, or answer on the ALERT-O card. He covers each correct answer. The first player to cover four squares in any direction or four corners is the winner. While students are learning the content, numbers may be used with the statements. These numbers are found in the right-hand corner of the

picture square.



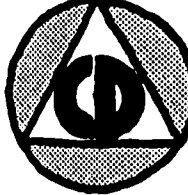
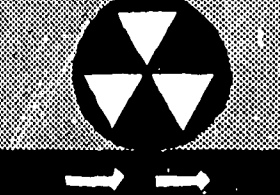
It is suggested that the teacher Xerox copies of the ALERT-O Card from this text so that each student may have a copy. As long as he has four symbols down and four across, the student may cut out the sixteen squares and re-arrange them in any order he wishes. This will enable the students to have different card arrangements to eliminate the possibility of the whole class winning the game at the same time.

ALERT-O

Statements to read to game players:

1. The best place to be during a disaster.
2. Firemen are experts in this.
3. When disaster warnings are broadcast on the TV, you should call the station for instructions on what to do.
4. When disaster occurs, parents should not go to the schools to bring their children home.
5. The government's coordinator of emergency action after attack.
6. The Emergency Broadcasting System on radio and television.
7. Civil Defense Warning System.
8. The Federal portion of the CDWS which is known as the National Warning System.
9. The North American Air Defense Command which initially provides warning information.
10. The Civil Defense Telephone and Teletype System.
11. The Civil Defense Radio System.
12. Do not use this to obtain further information and advice about an emergency.
13. The Attention or Alert Signal.
14. The Attack Warning Signal.
15. The Ballistic Missile Early Warning System.
16. Intercontinental ballistic missiles.

ALERT-O

A STEADY BLAST OR TONE FOR 3-5 MINS.	BMEWS	ICBMs	CDWS
	 RESCUE	NO (FALSE)	NORAD
NAVAS			NACOM 1
EBS	YES (TRUE)	NACOM 2	A WAILING TONE OR SHORT BLASTS FOR 3-5 MINS.

GUIDE SHEET

Name: Proceed to the Disaster Area.

Suggested Grades: Grades 4-6.

Learning Objectives: To become aware of the mass movement toward a disaster area that occurs after a disaster. To learn of people's different reasons for going to a disaster area. To learn that some people such as the curious and the exploiters stand in the way of relief efforts.

Time Required: 30 minutes.

Number of Players: 2 to 6 players.

Materials Required: Game board from this book. Marker for each player. One "die" or spinner.

Methodology: Before playing the game it is suggested that the teacher use the Content Guide for the game to teach the students the basic information needed in order to learn the most from the game. After a review of the content the game may be played according to the directions given.

Basic Content for Proceed to the Disaster Area Game.

In a disaster there are certain things the public should do and certain things that they should avoid doing. A knowledgeable person will try to avoid doing those things that hinder or stand in the way of making progress getting to a disaster area.

Following any disaster, one of the problems one must cope with is the mass movement of people, messages, and supplies going to the disaster area. This mass movement complicates rescue and aid measures and retards organized relief efforts. Some people have valid reason for being in the area and others do not. These people may be grouped in five categories according to their motivation for going to the scene of the disaster. The groups are defined as follows:

1. **The Helpers** — the formal relief and control agencies and many volunteers who move into the disaster area to assist local authorities.
2. **The Returnees** — those persons who had to evacuate the area or were absent at the time of the disaster.
3. **The Anxious** — those persons who are concerned about friends or relatives in the disaster area.
4. **The Curious** — the sightseers or spectators who converge on a disaster area.
5. **The Exploiters** — the people who move into a disaster area solely for the purposes of private gain from looting, profiteering, and other anti-social behavior for the sole purpose of private gains.

Proceed To The Disaster Area

To start, a player must have an "all clear sign" which is represented by a 6 on the die or spinner. Until a player throws a 6 on the die he may not start the game. This means each player will start at a different time.

The player proceeds around the game board from the start square until he reaches the disaster area. When he lands on a square with a letter on it he follows the following game rules:

- H = Helpers — player gets an extra turn
- C = Curious — player must go back to where he was before play
- E = Exploiters — stay on E but miss a turn
- R = Returnees — go ahead to next lettered square
- A = Anxious — go back to last square with arrow pictured in it.

If a player lands on the same square as another player he can send that player back to the nearest letter square.

The first player to arrive at the disaster area is the winner. He must have the same number on the die or spinner as the number of squares to the disaster area to win.

GUIDE SHEET

Name: CD Baseball Bee (CD for Civil Defense)

Suggested Grades: Grades 4-6.

Learning Objectives: To encourage interest in Civil Defense. To reinforce learning of Civil Defense content.

Time Required: Approximately one hour.

Number of Players: Total class.

Materials Required: Paper and pencil. Score board (blackboard and chalk).

Methodology: Complete directions are given with the game explanation. This game is suggested as a follow-up activity to evaluate understanding of subject matter.

CD BASEBALL BEE

Students each write 3 questions on three separate pieces of paper dealing with CD, safety, emergency communications or disasters.

Teacher collects questions and puts them in a box.

Students are divided into two teams.

Classroom is sectioned off as a baseball diamond (this can be done around the desks so that furniture will not have to be moved).

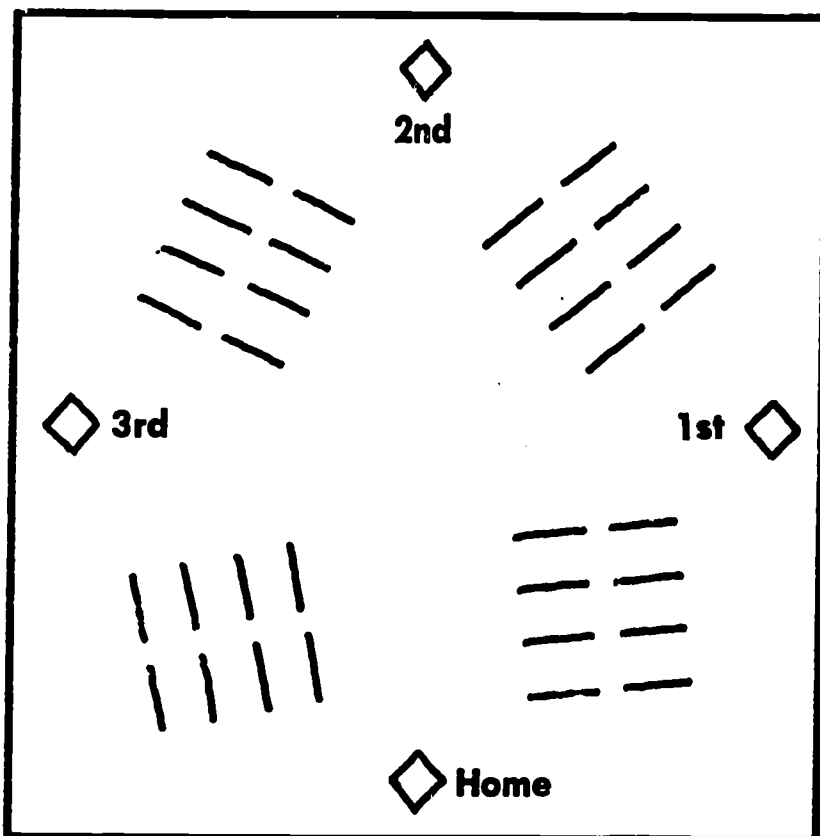
Students on team #1 line up to "bat" their answer to questions.

"Pitcher" chooses a question from box and person guarding "home plate" reads question to student up to "bat".

If student answers correctly he proceeds to first base and player #2 goes to bat. If player #2 answers next question he goes to first base and player #1 goes to second base, etc.

When the team misses three questions the next team is up to bat.

The team with the most "run" wins.



GUIDE SHEET

Name: Developing an Exhibit.

Suggested Grades: 5 through 12.

Learning Objectives: To teach students which materials must be included in a home shelter to ensure the health and welfare of the family in an emergency situation.

Time Required: One hour for the primary exercise, and such other time as the teacher finds necessary to facilitate the learning.

Number of Players: This activity can be conducted with individual students or with competing teams.

Materials Required: Paper and pencil.

Methodology: This activity may be turned into a game by the inclusion of the competitive element through the use of teams. The game may be used as a type of examination after the students have studied preparation of a home fallout shelter. Or, it may be used to raise questions in the students' minds about what supplies and materials are required in a home shelter.

A Content Guide is provided for the teacher. The guide will give a suggested list. The students may come up with other ideas that are equally correct.

DEVELOPING AN EXHIBIT

Divide class into groups of six and give them the directions on this page. The teacher may wish to describe the family that the fallout shelter is being stocked for since age of children, health problems, and number of persons will influence the supplies needed.

Directions:

Your group is going to develop an exhibit to demonstrate the supplies and equipment which should be stocked in home fallout shelters. Your immediate task is to develop a list

of items to be included in the exhibit, and be prepared to defend your reason for including each item.

You will receive 1 point for each reasonable item you include in your list, but you will be *penalized* 5 points for each *necessary* item you forget to include. (For example, a first aid kit is 1 point; if you neglect to list it, you will be penalized 5 points.)

The group with the highest score is the winning group.

Content guide for DEVELOPING AN EXHIBIT

Below is a suggested list of supplies and equipment which might be stocked in home fallout shelters:

Food

- Staples: crackers, cookies, pretzels
- Candy: chocolate bars, hard candies
- Sugar
- Salt
- Beverages: instant coffee or tea, soft drinks
- Milk: dry, evaporated
- Juices: orange, tomato, grapefruit
- Fruits: peaches, pears, prunes
- Vegetables: peas, corn, lima beans
- Soups: vegetable, pea, noodle, beef, clam chowder
- Meats and substitutes: canned beef stew, salmon, tuna, spaghetti and meatballs, baked beans and frankfurters
- Other foods: cheese, peanut butter, jam
- Cereals

Water—in containers (1 or 2 gallon plastic containers are recommended)

Sanitary supplies

- Soap and detergents
- Small basin and a sponge
- "Dry" washcloths
- Grooming aids
- Toilet tissue
- Paper napkins and towels
- Plastic and paper bags
- Clean rags
- Disinfectants and insecticides
- Waterproof gloves
- Pail with plastic bags for liners

Garbage and Rubbish Disposal Equipment

- Large can with a cover

Special Supplies

- Special medicines
- Infant supplies
- Family records

Battery-Operated Radio

Radiation Meters

Clothing and Bedding

- A change of clothing for each person
- Heavy outer clothing

Blankets

Rescue Tools

- Shovel
- Coil of rope at least 25 feet long
- Crowbar
- A broom
- A bucket
- Large pocket knife
- An axe
- A wrench
- Screwdriver
- Hammer
- Pair of pliers

First Aid and Medical Supplies

- First-aid kit
- First-aid booklet
- Medical supplies according to family needs
- Antiseptic solution
- Aspirin
- Baking soda
- Adhesive tape
- Bandages
- Cotton
- Petroleum jelly
- Rubbing alcohol
- Smelling salts
- Safety pins
- Scissors
- Thermometer
- Water purification materials
- Tweezers

Flashlight

- Extra batteries

Camp Stove

Eating Utensils

- Paper plates
- Can opener
- Bottle opener
- Knives, forks and spoons

Many of the items suggested are not vital to survival. The one very essential item is water.

GUIDE SHEET

Name: Debate Challenge.

Suggested Grades: Grades 6-8.

Learning Objectives: To learn about home shelters and community shelters.

To know the importance of both the home shelter and the community shelters.

To learn the necessity of cooperation during a disaster. To learn how to conduct a knowledgeable debate.

Time Required: 45 minutes.

Number of Players: 5 to 9 players.

Materials Required: Although no actual game materials are required, the student will need notes from his research on the subject and an outline of the debate format given in this book.

Methodology: Follow the directions given with the explanation of the game. Prior to playing the game it will be necessary to teach about shelters and have students do some research on the topic. The books listed in the bibliography in this book will provide sources of information for the teacher and student.

DEBATE CHALLENGE

Topic for Debate:

- 1) Debate the merits of building home shelters vs. community shelters and try to resolve which is best for your community;
- or
- 2) Debate the necessity of people working together in case of a disaster vs. the individual trying to survive a disaster crisis on his own.

Format for Debate Challenge

I. Opening Statement.

- A. Moderator: State topic for debate and introduce speakers.
- B. Pro Captain: State general position of the Pro team and what the team hopes to prove.
- C. Con Captain: State position of team and what the team hopes to prove.

II. Statement of Position.

- A. Each member of Pro team makes his statement while Con team members take notes.
- B. Each member of Con team makes his statement while Pro team members take notes.

III. Rebuttal and Argument.

- A. Members of both teams may use their notes to disagree with a statement made by someone on the opposing team.
- B. Moderator will recognize speakers from alternate teams.

IV. Closing Statement.

- A. Captain uses facts and suggestions from team members to compile and present closing argument for his team.
- B. Each of the two captains presents a closing statement.

Directions for Scoring.

The evaluator will use the following criteria for scoring. Scoring may be done by a group of students or by the teacher; the former is preferable.

One point is given the player for each of the following:

1. Facts are used to back up what is said;
2. Logical arguments made;
3. No repetition of statements;
4. Good rebuttal presented to a point made by a member of the opposite team;
5. Speaker makes points loudly and clearly and does not read from paper;
6. Opening and closing statements are clear, concise, and complete.

Each member of the team is scored according to the above criteria. The team with the highest total score is the winning team.

GUIDE SHEET

Name: Condition/Re-action Simulation.

Suggested Grades: Grades 4-12.

Learning Objectives: To teach what safety rules should be followed when one goes into a building after a disaster. To develop an awareness of conditions that can result from a disaster. To develop informed citizens who will be able to react wisely in a disaster. Through use of story, imagination, and statements, simulate a disaster situation and learn how to react and solve related problems.

Time Required: 30-45 minutes.

Number of Players: 2 to 6 players.

Materials Required: Condition Re-action Gameboard. Marker for each player. Simulation story from this text. One "die" or a game spinner.

Methodology: Complete directions are given in the explanation of the game. This game may be used with a small group of students as a teaching/learning experience. Direct teaching of the basic concept material may take place before or after students play the game. Elementary students may need to learn the content material before playing the game. Older students find it more of a challenge to play the game then compare their answers with the content guide. While game is being played the student should be given ample time to think out a logical reaction. Time must also be given for the group to discuss any "disagree" votes following a play.

**Basic Content to be Studied Before or After
Playing Condition/Reaction Simulation Game.**

After a Natural Disaster one should observe the following guidelines:

1. Use extreme caution in entering or working in buildings that have been damaged.
2. Do not bring lanterns, torches, or lighted cigarettes into buildings that have been damaged.
3. Stay away from fallen or damaged electric wires.
4. Check for leaking gas pipes. Do this by smell only but not with matches or candles.
5. If you smell gas do the following:
 - a. Open all windows and doors;
 - b. Turn off the main gas valve at the meter;
 - c. Leave the house immediately;
 - d. Notify the gas company, police, or fire department;
 - e. Do not re-enter building until you are told it is safe to do so.
6. If any electrical appliances are wet, first turn off the main power switch, then unplug the wet appliance, dry it out, reconnect it, then turn on the main power switch.
7. If fuses blow when electric power is restored, turn off the main power switch and inspect for short circuits in wiring, appliances and equipment.
8. Check food and water supplies before using them:
 - a. Foods requiring refrigeration may be spoiled;
 - b. Do not use food that has come in contact with flood waters;
 - c. Follow instructions of local authorities concerning the use of food and water supplies.
9. If needed get food, clothing, medical care and shelter at Red Cross stations or from local government authorities.
10. Sightseers should stay away from disaster area.
11. Write or telegraph your relatives after a disaster. Use the telephone only in extreme emergency as the wires will be overloaded.
12. Do not pass on rumors.
13. Follow the advice and instructions of your local government.
14. Keep informed via radio.
15. Three basic rules for putting out a fire:
 - a. Take away its fuel;
 - b. Take away its air by smothering it;
 - c. Cool it with water or fire-extinguisher chemicals.

SIMULATION STORY

Imagine that a natural disaster has occurred and has caused extensive damage to your immediate area.

You were warned by local government authorities to leave the area before the disaster struck. You, your family and your dog went to a friend's house in the next town.

An announcement has been made over the (Emergency Broadcasting System) announcing that the disaster is over. Citizens are asked to proceed with caution in returning to their homes. Many of the buildings have been badly damaged.

You return to your home and find many dangerous conditions as a result of the disaster.

What re-action will you have and how will you solve each condition that you face as you go through your house after the disaster? Answer these questions as you play the game.

Game Directions:

To start, place a marker for each player in the block that reads "Start Here". The first player throws a "die" or spins a spinner, and proceeds the number of blocks indicated on the "die" or spinner.

Each block has printed in it a condition found in the building after a disaster, or a question related to the aftermath of a disaster. Using logical thinking and/or the information acquired from the Basic Content Guidelines preceding the game, each player in turn is to tell how he would re-act or how he would solve each condition stated on the gameboard.

When the player moves his marker to the designated block, he reads the condition statement and gives his re-action. The other players vote (1) agree or (2) disagree. If the vote is "agree" the player remains on that block and the next player takes a turn.

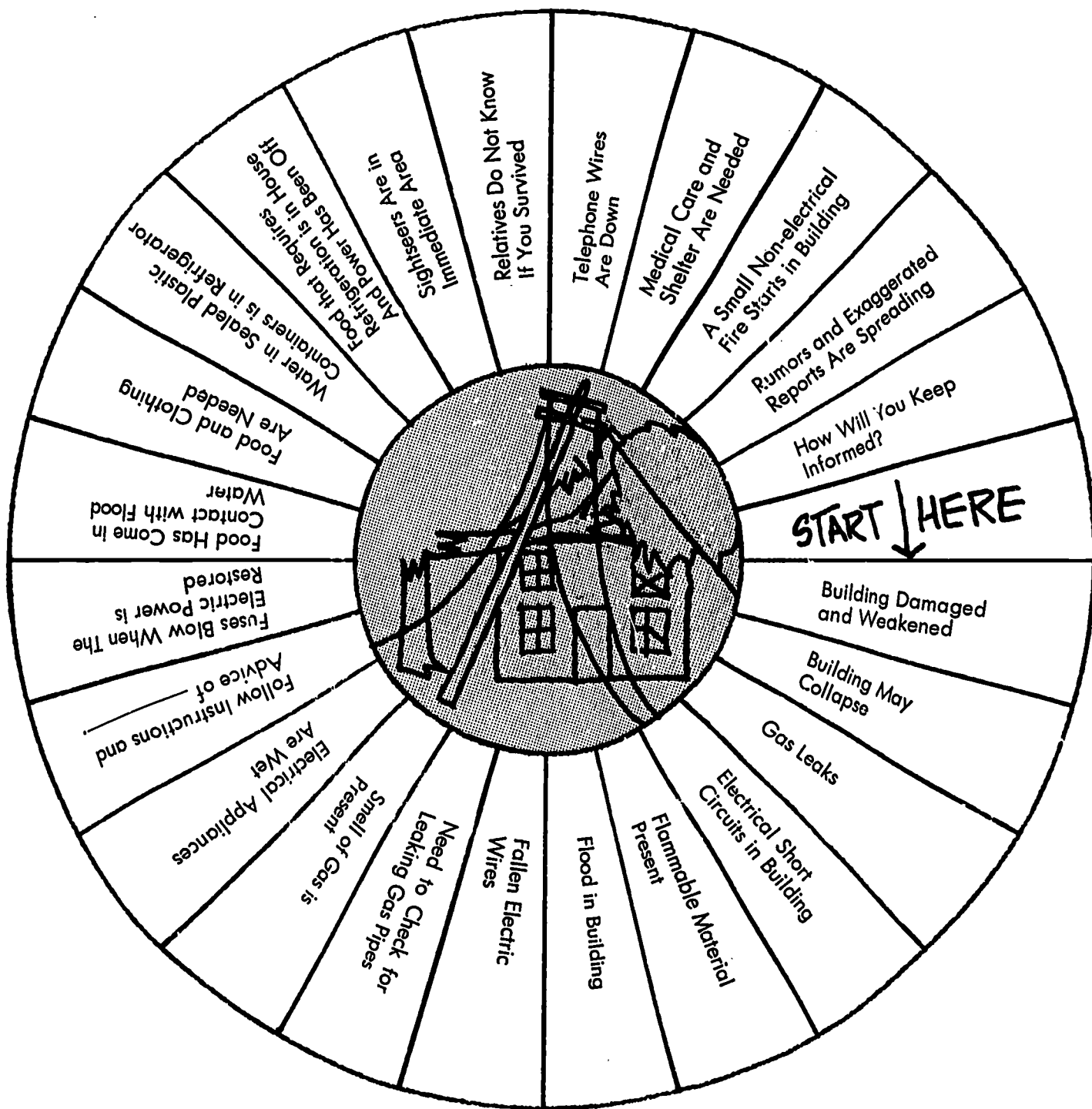
If the vote is "disagree", the reason for disagreeing is given and the player must return to "start" and for his next turn start again.

As player proceeds around the board, if he lands on a block that another player is on he must go back a space until he lands on a block that is free of any other player's marker.

Each player must go around the game board twice.

The player who solves each condition he lands on as he proceeds around the board and returns to "start" first is the winner.

Condition Reaction Simulation Gameboard



APRÈS A NATURAL DISASTER

GUIDE SHEET

Name: Community Participation.

Suggested Grades: Grades 6-12.

Learning Objectives: To develop an awareness of the effect a disaster can have on different individuals in the community. To learn that in an emergency one is faced with important decisions that require immediate actions. To develop an awareness of the need for the community to work together in emergency situations.

Time Required: One hour.

Number of Players: A whole class (a smaller number may play the game by using only part of the "roles").

Materials Required: Pencil and paper.

Methodology: The game requires the involvement of the whole class. Students may act individually in solving problems or they may work with other class members. Complete details for playing the game are given in the game directions.

COMMUNITY PARTICIPATION

During and after any disaster that occurs there are many citizens and groups of workers that must work together to try to keep the community functioning.

To play the game the students should pretend that a disaster has just occurred in their community. The class will need to decide: 1) the type of disaster; 2) the time of occurrence—month, day of week, and hour of day. For example, the class may pretend that it is two o'clock on a Wednesday afternoon in September and a severe hurricane has hit the area.

Students should think about: 1) what each person can do to help in the disaster; 2) what he, himself should do; 3) what decisions he will need to make; 4) what actions can he take on his own; and 5) what other members of the community will he need to work with.

Each student should choose one of the following roles to portray:

1. Mayor's assistant
2. A police officer
3. Owner of a large hotel
4. Director of the County Medical Center
5. Civil Defense Director
6. Assistant to the Fire Chief
7. Director of the local Red Cross
8. Physical education teacher at the local high school
9. School principal of the local elementary school
10. Head of the local electric power company
11. Director of the local gas company
12. Owner of a food store
13. President of a local bank
14. Owner of a gas station
15. Member of the rescue squad
16. News reporter for the local newspaper
17. A medical doctor

18. A registered nurse
19. A 14-year old girl who is baby sitting with a neighbor's three children, ages 6 months, 2 years and 5 years
20. A heart patient, age 65, living on the border line of the disaster area
21. A widow with two young children, one an infant who has developed a high fever and the second a 3 year old
22. A housewife with two housepets—a cat and a small poodle
23. A first grade teacher with a class of twenty-five first graders
24. A building contractor who has access to trucks and heavy equipment.

After each student has chosen a role, he is told that during the pretended emergency period he can do three things:

1. Make one telephone call
2. Issue one order
3. Take one action.

The student should be given time to think what decisions he will make. He can act alone or with other workers. The actions may be taken in any order.

After the decisions have been made the student is to list his decisions on a card. Each student will state his actions to assist in the emergency and give his reason for each action.

Judging

A group of five students will serve as an evaluation team to evaluate and judge answers given.

When judging answers, the following should be taken into consideration: 1) importance of action; 2) logical reasoning; and 3) wiseness of action taken.

The judges are to determine which player or players acted most wisely in decision making. The player who acted most wisely and made the most logical decisions based on sound reasoning is the winner. Judges should guard against choosing their friends and make a concerted effort to base their choice on wise decision making.

GUIDE SHEET

Name: Evacuation.

Suggested Grades: Grades 5-12.

Learning Objectives: To make value judgments concerning possessions in an emergency situation; to establish priorities.

Time Required: 15 minutes to an hour.

Number of Players: This exercise can be used by groups (competing teams) or as individual exercises.

Materials Required: A mimeographed game sheet.

Methodology: This game can be tailored to local disaster situations. Individual students, or teams of students, are given the exercise sheet and told to write the 15 most important items. There are 24 elements and teachers may choose to add other items or delete from the list as they see fit.

Students should further be instructed to be prepared to defend their rationale for ranking items. No "correct answer" is provided for this exercise; however, guidance on the subject of emergency supplies is provided in a number of Civil Defense publications (see bibliography for list of publications).

EVACUATION

This game may be used as an individual learning experience or as a game with a group of students.

The game leader should define the disaster and describe the family. The type of disaster can be that most common to the particular area. To stimulate thinking, the family should include a baby and a pet dog or cat.
To use with a large group:

1. have teams compete
2. each team works together to rank items
3. captain of team records answers
4. share answers at end of session
5. total points received

6. group with greatest number of points wins game.

Scoring:

Review all ranking sheets.

For any item that appears on another team's sheet at same rank—1 point is given. If there are several teams, points are given for every item that appears in same rank on more than one team sheet. A point is given for each time an article appears more than once in same rank. For example, if there are four teams playing the game and "flashlight" appears as number 4 on three of the lists, each team that listed it as fourth receives three points and any other ranking of the word receives no points.

EVACUATION

A Hurricane/Tornado/Blizzard/Flood warning has been announced. Local government has determined that your community/neighborhood must be evacuated. You and your family have just arrived home, and you have 15 minutes to get those things you need and to report to the shelter which has been set up in a local school. Listed below are some things you might think about taking with you to the shelter. Please rank the 15 most important in the order of their importance: 1 for most important, 2 for the second most important, and so on through 15, the least important.

- | | |
|---|----------------------------|
| Special medicines | Blankets |
| Diet food (low calorie food) | Soap, wash cloths & towels |
| Important family documents
& jewelry | Games and books |
| Family pets | First Aid kit |
| Diapers for the baby | Electric razor |
| Transistor radio | Flashlight |
| Baby food | Hair curlers |
| Change of clothing | Disinfectant spray |
| Toothbrushes | Cosmetics |
| Coats—protective clothing | Tool kit |
| Portable TV set | Cooking utensils |
| Pet food | Camp stove |

GUIDE SHEET

Name: Simulation TV Coverage of Hurricane Zeta.

Suggested Grades: Grades 5 and 6, Jr. High School, or Senior High.

Learning Objectives: To teach through simulation how to deal with a disaster using a hurricane disaster as an example. To change fear to knowledge in order that students will be able to overcome a degree of the fear which is related to disasters that occur often in many areas of the country.

Time Required: 45 minutes.

Number of Players: 16-22.

Materials Required: Props such as a play microphone and props for a TV news set such as maps are suggested but are not absolutely necessary. Copy of the Simulation Story to be read by the teacher or leader. Card with a role for each player to play.

Methodology: Active involvement of the whole class is needed to play the game. Follow the directions as given in the explanation of the game.

Directions for SIMULATION TV COVERAGE GAME

Read the simulation story included with this game to the class. Ask the class to pretend that they are at the location of the disaster and are involved in the disaster according to the role given to each student to role-play.

Each student should be given a role to play from the list provided with this game. The students are to pretend that they are appearing on a news telecast. Some of the actors should be at the pretend studio while others should be broadcasting from the site of the disaster.

Students are to include information from the simulation story, elaboration and descriptions of pretend events related to the story, and details of the progression of the disaster.

The telecast should progress as follows:

Stage 1—Warning of the storm approaching;

Stage 2—The storm in all of its rage; the lull of the storm;

Stage 3—The aftermath of the storm; how the community can work together to restore the damage caused by the disaster.

After the game allow time for discussion and have students evaluate their actions during the game. Ask such questions as the following:

1. Was there evidence that the community worked together cooperatively and constructively?
2. Did actors play their role based on wise thinking?
3. If a real disaster such as portrayed did occur, do you think you are now better prepared to cope with such a situation? Why?

SIMULATION TV COVERAGE OF HURRICANE ZETA

SIMULATION STORY

Hurricane Zeta has been moving north from the Florida Coast for several days. Zeta has hit hard at each area along the way. It was thought at one point that Zeta would blow out to sea off the North Carolina Coast but wind directions changed and Zeta picked up speed and is now proceeding toward your city of Richmond, Virginia, with full force.

The Hurricane is being watched by weather stations and the citizens are being informed of its progress and what possible effects it will have on the area. They are also advised what precautions to take and how to prepare for the disaster.

The Hurricane has reached Richmond. You have taken all precautions recommended but the storm is even worse than anticipated. Some areas will have to be evacuated. During the storm the following conditions occur:

1. Extreme rain causes flooded basements ;
2. Power failure throughout the area ;
3. Telephone wires are down ;
4. Extreme flooding in certain areas—some houses have one story flooded with water ;
5. Cars traveling on the main road meet heavy floods and are unable to turn around because the road behind them is also flooded and water is rising swiftly ;
6. Strong winds blow in many large glass showroom windows ;
7. Trees are blown down, some fall on telephone wires and some on roofs of houses ;
8. Parts of roofs have been blown off by high wind ;
9. House fires are caused from falling wires ;
10. Numerous auto accidents occur because some drivers, although warned to stay off the roads, could not see with heavy rains and they found roads were extremely slippery ;
11. Items outside of the house (trash cans and lawn furniture) were blown or washed away ;
12. Injuries resulted from broken glass windows, and trees falling on houses ;
13. The river was flooded and moving rapidly, overflowing its banks.

The following roles will be needed for the Emergency Broadcast Simulation. After each role there are phrases giving ideas that should be used in the role-playing.

Radio Announcer — 1. Emergency announcements;
2. MC and coordinator of program.

Mayor — 1. Gives locations of community shelters;
2. Warns areas that will need to be evacuated;
3. Tells where emergency housing is available;
4. Tells routes to take to shelters;
5. Gives precautions.

Director of Public Works (reporting from the scene) — 1. Describes disaster;
2. Warns about precautions;
3. Talks to the people;
4. Tries to keep the public calm.

School Superintendent — 1. School dismissal;
2. Supplies and shelters available.

Local News Reporter (from scene of disaster) — 1. Describing the effects of the storm on the area;
2. Editorial comments.

Fire Chief — 1. Report of number of fires;
2. Announces precautions the public can take to avoid house fires.

Telephone Company Representative — 1. Announces where wires are down;
2. Announces when service will be restored;
3. Gives directions for use of telephones during the emergency period.

Electric Company Representative — 1. Tells where wires are down;
2. Dangers related to downed wires;
3. Precautions to take;
4. When power will be restored.

Gas Company Representative — 1. How to check for gas leaks ;
2. Precautions to take ;
3. Repairs in process.

Police Chief — 1. Accident report ;
2. Precautions to take to avoid accidents ;
3. Report of roads that are closed.

Helicopter Pilot — 1. Rescue missions ;
2. Search of area after disaster ;
3. Report of conditions as seen from air.

County Nurse — 1. Where medical supplies and assistance can
be acquired ;
2. Information regarding germs and unsanitary con-
ditions due to flooding.

Weather Reporter — 1. Status of storm as sighted on radar ;
2. Progression of storm.

Red Cross Representative — 1. Emergency stations available ;
2. Emergency help and assistance ;
3. Emergency communications.

Local Citizens (several) — 1. Describe disaster ;
2. Comments and impressions of disaster.

GUIDE SHEET

Name: Function-Action Sequence Game.

Suggested Grades: Grades 7-12.

Learning Objectives: To develop an awareness of some of the main organizations that will assist in case of a disaster. To teach some of the main duties of certain groups during an emergency or a disaster. To develop an awareness of the need for citizens to work together during an emergency. To develop an awareness of how groups should coordinate programs for civil defense at all stages from preparation to action.

Time Required: Thirty minutes.

Number of Players: 2-4.

Materials Required: Gameboard from this text. Cards with an "action", from the list provided, written on each card. A marker for each player (e.g., a button).

Methodology: Complete directions are given in the explanation of the game. It is suggested that this game be used as a teaching activity with a small group. Students will learn the content through playing the game and checking the answer sheet.

FUNCTION-ACTION SEQUENCE GAME

On the following pages the reader will find groups that will *function* during an emergency with a list of *actions* the group is expected to perform. Each action has a number by it for scoring purposes. The number does not indicate priority in the sequence of importance; it indicates only point value.

To play this game the teacher will need to copy each *action* statement and its corresponding number on a separate paper or card. The list in this text can then serve as an answer key.

After the "action" statements have been recorded on separate cards the action cards are evenly distributed to the players.

The leader starts the game by putting a marker on one of the function squares on the gameboard. Players must each put down an action card that describes the duties of the designated function.

After each player has put down a card, the player who put down the card with the

highest number on it takes the pack and he starts the next round of function-action card sequence.

Each player must put down the highest numbered card in his hand that belongs in the function box in play. If he does not have a card that corresponds to the function in play he must discard the card in his hand that has the highest number on it. He is not eligible to win the pack unless he discards an action card that corresponds to the function in play.

There are two Civil Defense symbol cards. These are high cards. A player who uses a Civil Defense card wins the pack regardless of what function sequence is in play.

Each card counts one point. The player who has the most cards at the end of the game is the winner of that round. The player with the highest score after all the cards have been played is the winner.

Function Group A—Civil Defense Official

Actions:

- A — 1: Is delegated authority in emergency by the mayor
- A — 2: Decides when people can leave shelters after emergencies
- A — 3: Determines when areas are to be evacuated
- A — 4: Supervises decontamination procedures
- A — 5: Plans and researches problems related to protection
- A — 6: Informs of the locations of shelters
- A — 7: Develops provisions for warning signal systems
- A — 8: Expedites total resources, facilities, and manpower for the city in an emergency
- A — 9: Coordinator of government's emergency actions during a major disaster.
- A — 10: Provides citizens with Civil Defense educational materials for community preparedness
- A — 11: Civil Defense Symbol
- A — 12: Civil Defense Symbol

Function Group B—Red Cross

Actions:

- B — 1: Operates a blood bank
- B — 2: Publishes information on first-aid
- B — 3: Administers first-aid
- B — 4: Sets up emergency supply post
- B — 5: Sets up emergency food post

- B — 6: Provides emergency housing
- B — 7: Assists persons without insurance
- B — 8: Provides financial assistance when needed
- B — 9: Works with Civil Defense Director and with the Governor of the State
- B — 10: Works with the weather bureau
- B — 11: Extensive rehabilitation program to help restore persons to same condition as before disaster
- B — 12: Supplies emergency clothing

Function Group C—Department of Public Works

Actions:

- C — 1: Cleans area after disaster
- C — 2: Removes broken and fallen trees from streets
- C — 3: Cooperates with power company
- C — 4: Blocks off streets where power lines are down
- C — 5: Assists in rebuilding area
- C — 6: Access to trucks and heavy equipment for emergency use

Function Group D—Department of Public Welfare

Actions:

- D — 1: Coordinates with Red Cross
- D — 2: Expedites relief and assistance payments
- D — 3: Determines impact of disaster on its clients.
- D — 4: Arranges for longer range relief measures such as low-cost housing for victims.

Function Group E—Mayor or City Manager

Actions:

- E — 1: Chief executive of the city**
- E — 2: Legally responsible for emergency planning and organization**
- E — 3: Keeps the citizens informed via radio and television**
- E — 4: Clarifies fact from rumor**
- E — 5: Works closely with Civil Defense Director**

Function Group F—Superintendent of Schools

Actions:

- F — 1: Coordinates School Emergency Action Program with the Office of Civil Defense**
- F — 2: Appoints or coordinates with Office of Civil Defense Shelter Manager**
- F — 3: Directs school Civil Defense drills**
- F — 4: Maintains school shelters**
- F — 5: Helps Civil Defense Director to coordinate Civil Defense education and training for public**
- F — 6: Encourages Civil Defense Education in the curriculum**
- F — 7: Encourages students to prepare for disasters through education.**

Function Group G—Medical Health Officers

Actions:

- G — 1: Prevents communicable diseases**

- G — 2: Responsible for environmental sanitation
- G — 3: Records vital statistics concerning population
- G — 4: Cares for the injured
- G — 5: Issues health danger warnings
- G — 6: Operates clinics

Function Group H—Police

Actions:

- H — 1: Protects public property
- H — 2: Directs traffic and prevents congestion
- H — 3: Maintains law and order
- H — 4: Investigates crime
- H — 5: Organizes patrol forces
- H — 6: Blocks off streets where live wires are down

Function Group I—Firemen

Actions:

- I — 1: Operates ambulance service during emergencies
- I — 2: Experts at rescue functions
- I — 3: Responsible for radiation composition count
- I — 4: Responsible for radiation monitoring
- I — 5: Firefighting duties
- I — 6: Maintains firefighting equipment

FUNCTION—ACTION SEQUENCE GAMEBOARD

POLICE

**SUPERIN-
TENDENT
OF
SCHOOLS**

**MAYOR
CITY MANAGER**

FIREMAN

**CIVIL
DEFENSE
OFFICIAL**

**DEPT. OF
PUBLIC
WELFARE**

**HEALTH
OFFICERS**

**DEPT. OF
PUBLIC
WORKS**

**RED
CROSS**

GUIDE SHEET

Name: Commemoration Day.

Suggested Grades: Grades 6-12.

Learning Objectives: To develop an awareness and an appreciation of civil defense, community preparedness and civil emergencies and to think of possible ways of sharing this attitude with the community.

Time Required: One hour (this game could be used as a class project if models developed while playing the game proved worthy of further study and action).

Number of Players: 4 to 24.

Materials Required: Paper and pencil.

Methodology: The class should be divided into groups of four to six. Each group will be given the task of developing a model plan for a special day of commemoration.

COMMEMORATION DAY

During the year many days or weeks are set aside to commemorate special events, people, organizations, or things that are important in our society. For example, Arbor Day is a day set aside to honor and show appreciation for the beauty of trees; Earth Day was a day set aside to develop environmental awareness; George Washington's Birthday is a day set aside to honor the "Father of Our Country". Days such as mentioned serve to develop an appreciation of and an awareness of the person or thing being commemorated.

The game players are to pretend that they have been selected to serve on a special citizens' committee appointed by the city council. This special committee has been given the task of setting up plans and procedures to establish a new day commemorating civil emergencies, civil defense, and/or community preparedness. The committee should keep in mind the need to develop interest and awareness of one or all of the above in the community.

The class should be divided into teams of approximately four to six. Each team should pretend that they are a special committee and compete with the other team or teams to see who can develop the best model for a day of commemoration.

Each team is to develop a model that includes the following:

1. Decide on the month and day;
2. Set a purpose;
3. Give the day a name;
4. Plan a program for the community;
5. Define what the team would hope to accomplish through such a day.

After the players have developed a model, the teams may compare plans and decide which is the best model. The following questions may be used to judge models:

1. Does the purpose seem meaningful?
2. Does the name chosen explain the meaning intended?
3. Is the program suggested one that would appeal to the average citizen?
4. Does the model seem realistic?
5. Is the model logical?

The committee with the best model for a day of commemoration may wish to implement their plan by planning a program for the school or, if it proves worthy, by planning a program for the community.

GUIDE SHEET

Name: Community Emergency Crossword Puzzle #1 and Community Emergency Crossword Puzzle #2.

Suggested Grades: Grades 7-12.

Learning Objectives: To teach vocabulary and definitions of words that are related to Civil Defense.

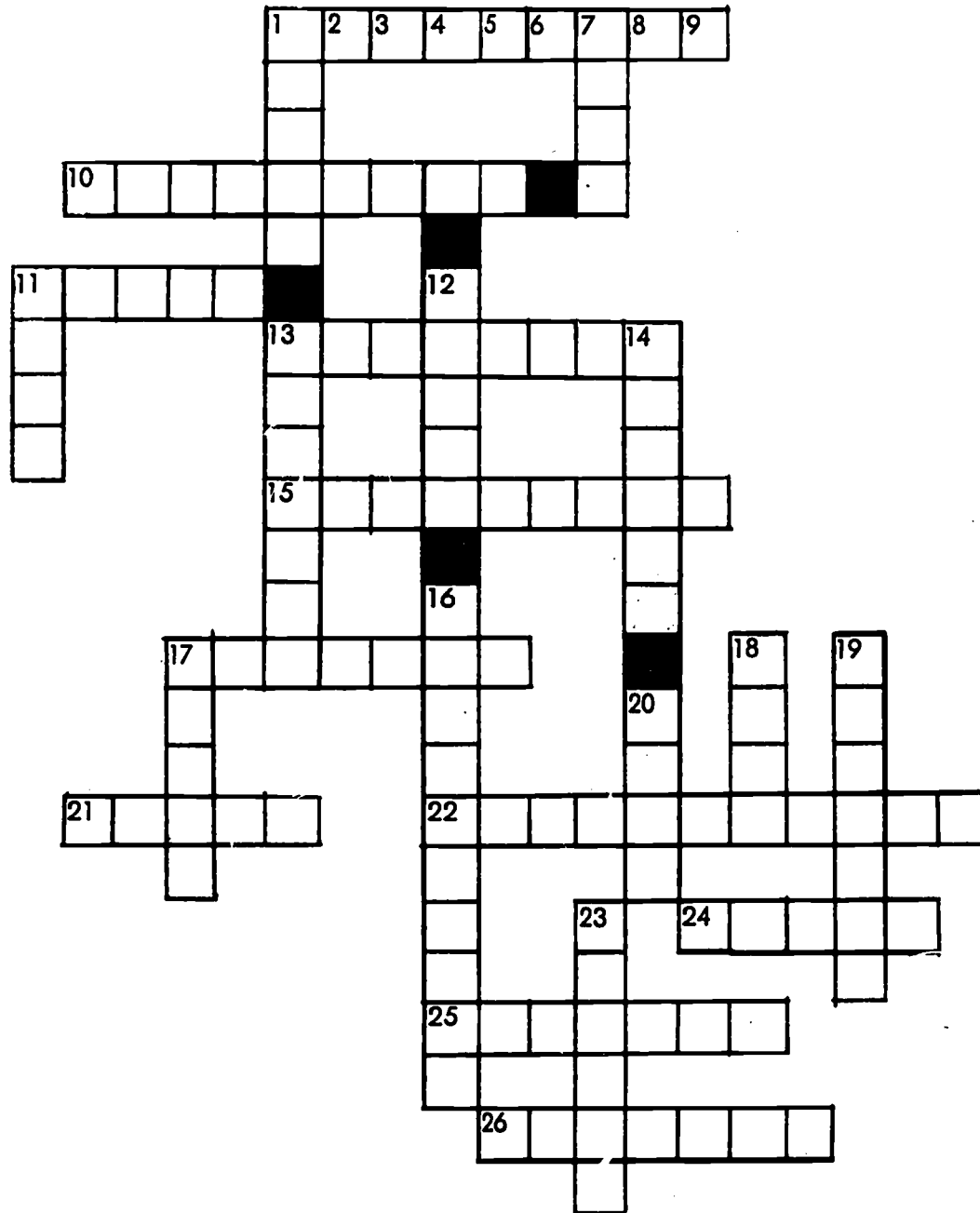
Time Required: 30-40 minutes.

Number of Players: One, a small group, or a whole class.

Materials Required: Copy of the crossword puzzle. Copy of the answer key.

Methodology: Students are given a copy of the crossword puzzle and told to fill in the correct word for each definition given for "Across" and "Down". Students may work in groups to decide answers. After all answers have been written students check the answer key. The student or group with all correct answers wins. A discussion may follow this activity by having the students explain the importance of each definition as it relates to civil defense.

COMMUNITY EMERGENCY CROSSWORD PUZZLE #1



ACROSS

1. Society at large.
10. Tropical cyclone.
11. An overwhelming quantity of water.
13. Occurrence bringing widespread distress.
15. Pressing need.
17. Cover or place of protection.
21. One trained in caring for the sick.
22. Surroundings.
24. A small organized Civil Defense group.
25. Branch of science related to No. 22 Across.
26. Related to atomic energy.

DOWN

- 1&13. Government acting to meet the needs of immediate emergency conditions.
7. A formulated thought or opinion.
11. Subsistence.
12. H²O.
14. Save.
16. Scout Motto.
17. _____ warning/or rage.
18. Design a way to do something.
19. A relief pitcher in baseball.
20. Alert to danger.
23. Responsible for protection and order.

COMMUNITY EMERGENCY CROSSWORD PUZZLE #1

ANSWER KEY

ACROSS

1. Community
10. Hurricane
11. Flood
13. Disaster
15. Emergency
17. Shelter
21. Nurse
22. Environment
24. Squad
25. Ecology
26. Nuclear

DOWN

- 1&13. Civil Defense
7. Idea
11. Flood
12. Water
14. Rescue
16. Be Prepared
17. Storm
18. Plan
19. Fireman
20. Warn
23. Police

COMMUNITY EMERGENCY CROSSWORD PUZZLE #2

ANSWER KEY

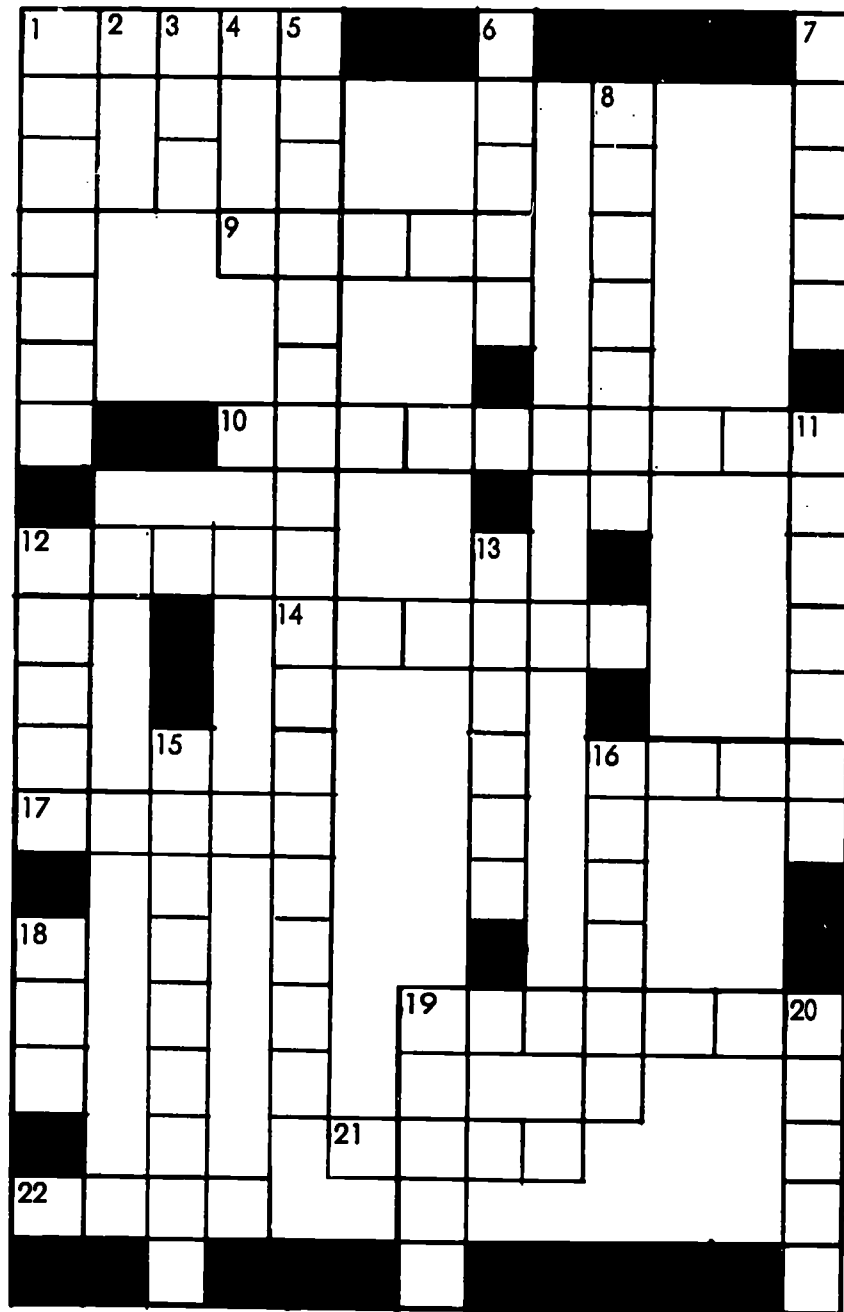
ACROSS

1. Flood
9. Water
10. Be Prepared
12. Fate
14. Police
16. Fans
17. Train
19. Shelter
21. Bomb
22. Food

DOWN

1. Fireman
3. Out
5. Disaster
6. Storm
- 7&11. Civil Defense
8. Nuclear
- 12&18. First Aid
13. Signal
14. Planning
15. Radiation
16. Family
19. Shock
20. Radio

COMMUNITY EMERGENCY CROSSWORD PUZZLE #2



ACROSS

1. An extreme amount of water causing an overflow.
9. H²O.
10. Scout Motto.
12. Whatever is destined or decreed.
14. Responsible for protection and order.
16. For air circulation in a shelter.
17. To teach so as to be qualified.
19. Cover or place for protection.
21. An explosive device.
22. Subsistence.

DOWN

1. Member of an organized group to fight fires.

3. Fallback to earth of radioactive particles is fall_____.
5. Occurrence bringing widespread distress.
6. A disturbance of the atmosphere.
- 7&11. Government acting to meet needs of immediate emergency conditions.
8. Related to atomic energy.
- 12&18. Emergency treatment of injuries.
13. A sound or gesture made to give warning or command.
14. Devising a way to do something.
15. Emission from fallout.
16. A group of people living together in a household.
19. A violent shake or jar.
20. Wireless means for broadcast of communications.

GUIDE SHEET

Name: Blue-Green Community Simulation. (Note: This game should not be attempted until the group has played Games #21.)

Suggested Grades: Grades 10-12.

Learning Objectives: To understand the limitations of competition. To understand that competition is appropriate at times but that cooperation is necessary at times in order to solve many complex problems such as one might encounter during a disaster.

Time Required: One hour.

Number of Players: 12, 18, 24, or 30.

Materials Required: 49 small pieces of paper, 6 pencils, and a scorepad.

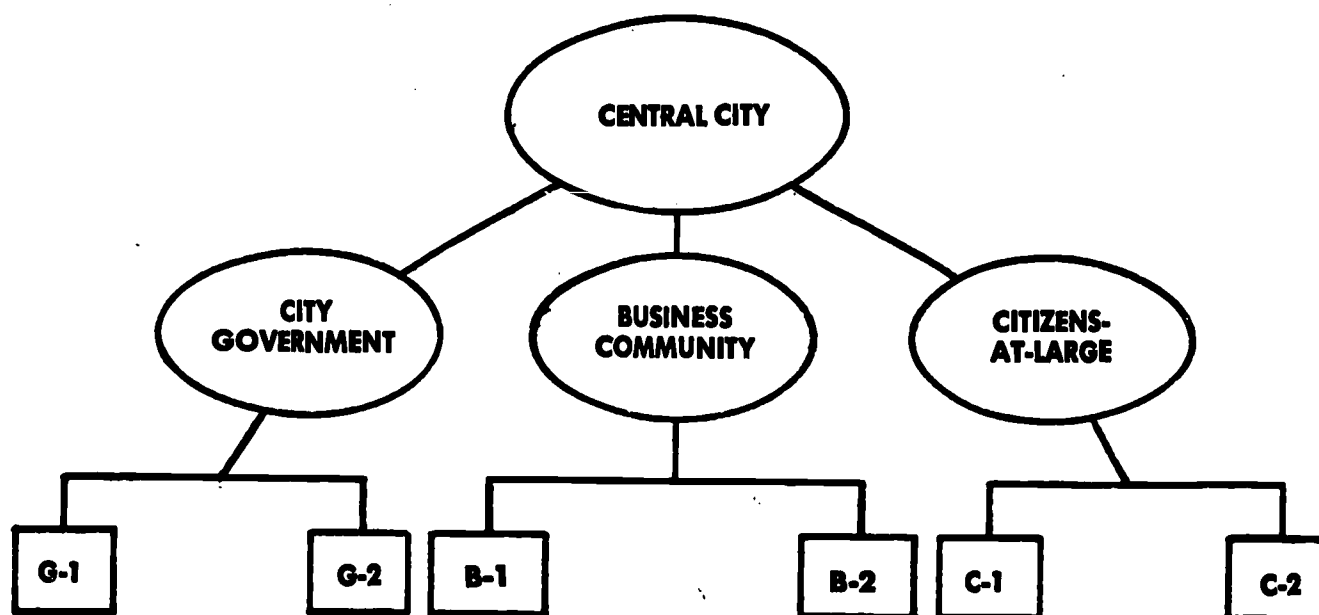
Methodology: The class should be divided into six groups. The teacher will need to coordinate and direct the game. Complete directions for playing the game are given in the explanation of the game on the following pages. In preparation the teacher should re-read the section titled "Civil Defense in the Social Studies Curriculum" beginning on page 1.

BLUE-GREEN COMMUNITY SIMULATION

The class is to simulate the organization of a city. The teacher should act as the mayor and lead the game. The class should be divided into six groups. Two of these groups will represent the City Government, two will represent the Business Community, and two will represent the Citizens-at-Large. The City

Government groups will be labeled G-1 and G-2; the Business Community groups will be labeled B-1 and B-2; and the Citizens-at-Large groups will be labeled C-1 and C-2.

The organizational pattern of the groups will be as illustrated below.



Players accumulate points by passing slips of paper on which they are to write the word *Blue* or *Green*. Groups may not talk between groups except at a conference.

When playing the game, it is recommended that the teacher draw a copy of the above organizational pattern on the board. This visual will enable the players to better understand the place of each group in relation to the whole organization.

There is a set pattern for passing the papers. The pattern is as follows:

G-1 may pass to B-1 and C-1

G-2 may pass to B-2 and C-2

B-1 may pass to G-1 and C-1

B-2 may pass to C-2 and G-2

C-1 may pass to B-1 and G-1

C-2 may pass to B-2 and G-2.

Scoring of points should be on the following basis of team transactions of passing blue or green written on a piece of paper. (Players should not be told the score combinations until after the game).

Receives Blue, Passes Green = +10

Receives Blue, Passes Blue = +5

Receives Green, Passes Green = -5

Receives Green, Passes Blue = -10.

Each play of passing papers is called a city transaction. There are 7 transactions per team in the whole game.

The pattern and scoring of points for each transaction should be as follows:

Transaction Scoring
Number

1 Score as stated

2 Score as stated

3 Score as stated

After transaction #3 each group may have a conference with *one* other group, providing the other group agrees to have a conference. No group may be forced to have a conference if the group does not wish.

4 Score as stated then double score.

5 Score as stated then double score.

6 Score as stated then double score.

7 Score as stated then square score.

When scoring transactions #4 - #7, two minus scores when doubled or squared still yield a minus score.

The group receiving the highest plus score is the winning group.

After the seven transactions, the scores of all six groups are totaled. The total score will indicate how cooperatively the city organizations worked together. The higher the score the higher the degree of cooperation. A low score indicates a high degree of competition outweighing cooperation.

GUIDE SHEET

Name: Literary Emergencies.

Suggested Grades: Grades 9-12.

Learning Objectives: To become aware of different types of emergencies and disasters and to relate how these disasters are reflected in literary works. To show the relevance of disasters found in literature as they relate to the present day.

Time Required: 40 minutes.

Number of Players: 4 to 30 or more.

Materials Required: Copy of game grid. Pencils.

Methodology: Divide the group into teams of 4 to 6 players. Follow the directions as given in the game. Allow time to share responses following the game.

LITERARY EMERGENCIES

Twentieth Century man has made giant steps in the field of science and technology. He has landed a man on the moon, he has discovered remedies for once incurable diseases; however, in spite of the great progress made, man still faces unpredictable and uncontrollable disasters during his life span. These disasters, both natural and man-made are reflected in literature.

To play this game, the player is asked to recall the title and author of a book for each disaster or emergency cited.

Divide players into teams and give each team a copy of the grid illustrated on the following page or copy the grid on the blackboard and have each team make up their own copy.

Teams should compete to see which team can fill in all of the answers first. The winning team is the team that has the most correct answers after a given period of time.

LITERARY EMERGENCIES GAME GRID

TYPE OF DISASTER	TITLE OF BOOK	AUTHOR
1. Tidal Wave 2. Flood 3. Fire 4. Explosion 5. Landslide 6. A Major Snowfall 7. An Avalanche 8. Hurricane 9. Typhoon 10. Tornado 11. Battle in a City 12. Radiation Contamination 13. Siege 14. Explosion 15. Storm at Sea 16. Stranded 17. Epidemic 18. Civil Disturbance 19. War		

**LITERARY EMERGENCIES
SUGGESTED ANSWER KEY**

TYPE OF DISASTER	TITLE OF BOOK	AUTHOR
1. Tidal Wave	The Big Wave	Pearl Buck
2. Flood	The Bible	
3. Fire	Is Paris Burning?	L. Collins and D. Lapierre
4. Explosion	PT-109 Airport	Robert J. Donovan Arthur Hailey
5. Landslide	For Whom the Bell Tolls	Ernest Hemingway
6. A Major Snowfall	Call of the Wild	Jack London
7. An Avalanche	The Avalanche	Kay Boyle
8. Hurricane	Captains Courageous	Rudyard Kipling
9. Typhoon	The Typhoon That Stopped A War	Edwin P. Hoyt
10. Tornado	Wizard of Oz	L. F. Baum
11. Battle In A City	War and Peace	Leo Tolstoy
12. Radiation Contamination	On the Beach	Nevil Shute
13. Siege	Taras Bulba	Nikolai V. Gogol
14. Explosion	War of the Worlds	Herbert G. Wells
15. Storms at Sea	Moby Dick	Herman Melville
16. Stranded	Robinson Crusoe Lord of the Flies	Daniel Defoe William G. Golding
17. Epidemic	The Plague	Albert Camus
18. Civil Disturbance	Tale of Two Cities	Charles Dickens
19. War	Diary of Anne Frank Gone With the Wind	Anne Frank Margaret Mitchell

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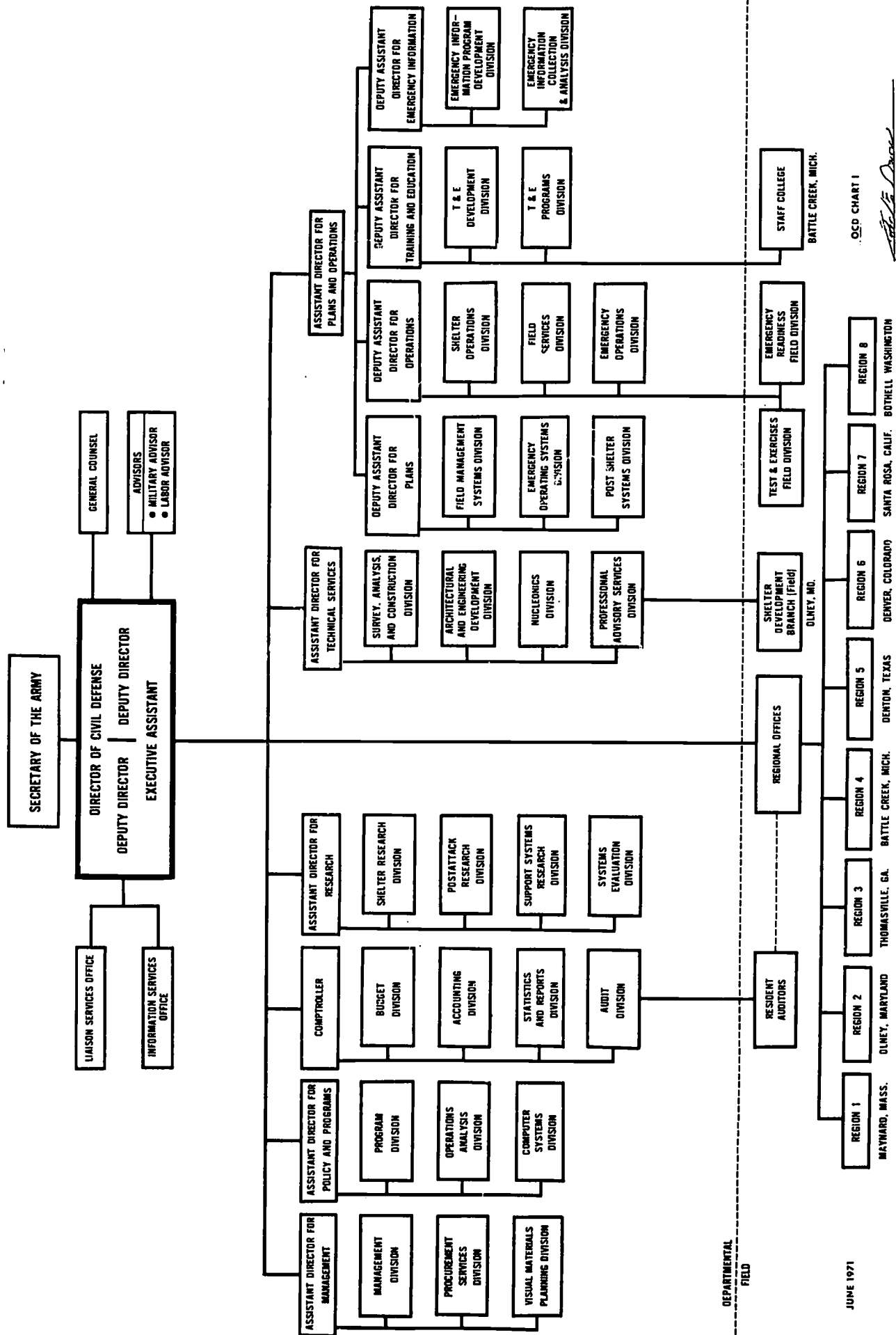
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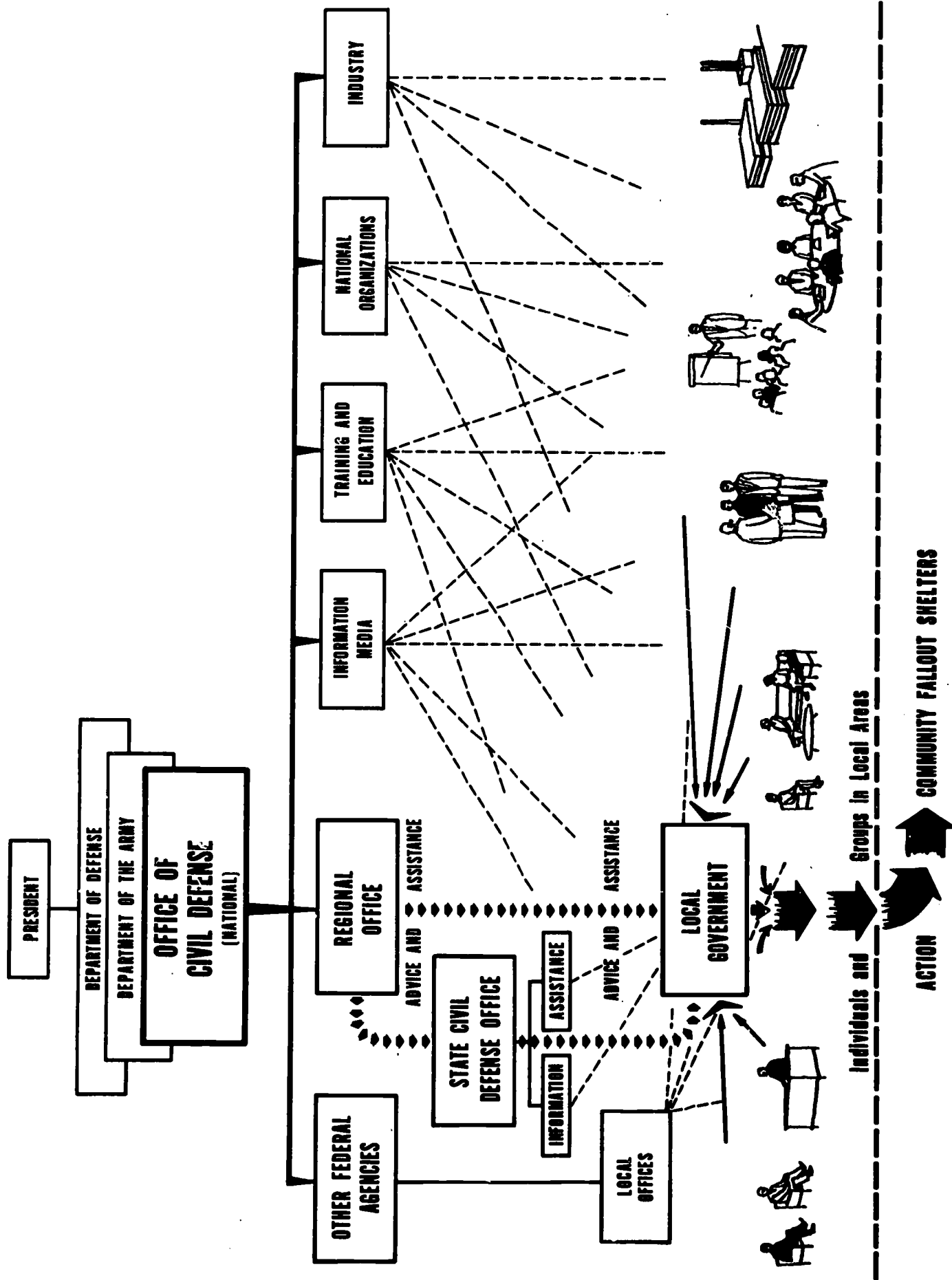
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Robert D. Jones
DIRECTOR OF CIVIL DEFENSE

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