

# Track #1

## Disaster Preparedness Lessons for Middle School Students



# Program Objectives

The following objectives include the behaviors that are expected of each student as a result of their participation in this program as well as the learning that will take place in the classroom in order to ensure the expected behavior.

## Behavioral Expectations

As a result of the lessons and resource materials, the middle school students will be better able to:

- Make a plan for emergency situations.
- Build an emergency kit that includes a “Go Bag” and a “Stay-at-Home Kit” for different types of disasters.
- Stay informed of all disaster-related emergencies.
- Make a neighborhood emergency plan.

## Learning Expectations

At the end of the lessons, the students will be able to:

- Identify the different types of disasters.
- Identify emergency personnel and their contact information for each type of disaster.
- Describe the disaster preparedness process
  - Make a Plan
  - Build a Kit
  - Stay Informed
  - Know Your Neighborhood
- Recognize the components of a good disaster plan.
- Identify items that should be included in a “Go Bag” emergency kit and a “Stay-at-Home” emergency kit.
- Identify how to gain access to emergency information during a disaster.
- Describe how to adjust the disaster plan and emergency kit based on emergency information obtained.
- Recognize the importance of knowing your neighbors and having a neighborhood emergency plan.
- Identify the components of a good neighborhood emergency plan.
- Given a disaster preparedness topic, create a presentation to share with the large group.

# Instructor Guide

## Introduction

The Instructor Guide is designed to aid you in the delivery of your lesson. It is important that you take time to familiarize yourself with the layout and content of the instructor guide as well as the accompanying student worksheets.

## Key to Instructor Guide Icons

Throughout the guide, you will notice small pictures, or icons, in the left margin of each page. These icons indicate the type of action to take at that point in the session. Following are illustrations and descriptions of the icons that appear in this guide.



### Ask Icon

Provides suggestions for questions the instructor may ask to solicit learner participation and check understanding.



### Computer Icon

Represents discussion or presentation using a laptop.



### Activity Icon

Students are given an opportunity to take an active part in their learning in either individual or group settings.



### Student Worksheets Icon

Students need to refer to or record information on their student worksheets.



### Handout Icon

Informs instructor of a handout that should be distributed.

# Track 1: Disaster Preparedness Worksheets

## Materials and Equipment Checklist

Before beginning the activity, make sure that you are prepared for a successful project. The following checklist is a compilation of all the equipment, materials and key pre-lesson issues you need to address.

- Instructor Guide
- Student Worksheets for each student
- Note to family explaining the program and that their interaction with the student will be critical to the success of the program.
- Handouts for each student
  - General Contact Numbers
  - Key made out of cardboard, construction paper, or other material (key template in Handout section)
- Art supplies for decorating the keys (crayons, markers, colored paper, letter stencils, etc.)
- Magazines that contain pictures to be used for decorating the keys
- “Building A Kit” Activity Supplies:
  - Online card game available on computers for each small group of students.
  - Alternative: A basket or box that represents a “Go Bag” Kit, a “Stay at Home” Kit and two sets of note cards for kit contents.
- “Stay Informed” Activity:
  - White board divided into three sections labeled “Before,” “During,” and “After.”
- “Wrap Up” Activity:
  - Completed Student Worksheets (students to share)
  - Alternative: Poster board and art supplies for creating a Disaster Preparedness billboard
- Pamphlets or articles on disaster preparedness (links available at ReadyHoustonTX.gov)

## Section A: Introduction to Disaster Preparedness

*Time: 20 minutes*

### Section Preparation

- Before the session begins, download the folder of images available on the Ready Houston website with this curriculum. The photos are of different disasters that show the damage that is caused to property and people by various disasters. It includes pictures of people being rescued and in shelters. Display them on your white board or Smart Board.

Tip: If you are unable to display pictures, print pictures and circulate them among the students as you discuss answers to the question below.



- Distribute Track 1 student worksheets and provide a brief introduction to its contents, including the appendices that contain a list of websites on disaster preparedness. Instruct students to turn to Section A of the worksheets and begin the lesson.

### Types of Disasters

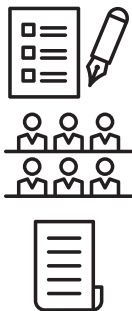
- Define disaster as a sudden event, such as a natural catastrophe, that causes great damage or loss of life.
- Discuss the problems that are caused by different disasters. Begin with a few examples. Invite students to add to your examples based on what they saw in the pictures or what they may have experienced.
  - Hurricane: high winds, fallen trees, flooding, lack of power, contaminated water, closed stores
  - Flood and Tornado: lack of power, contaminated water, impassable streets, closed stores and other services, ruined furniture and possessions
  - Fire: Smoke damage, uninhabitable home
- Ask: What can happen if you aren't prepared for a disaster?
  - Possible Answers: You get trapped or injured; you run out of supplies; you don't know who to call for help or where to go; you can't check on family.
- Invite students to talk about what their family did if they experienced a disaster in the past. Give them time to record answers on their worksheets.
- Ask: Who can you contact if you need help in a disaster?
  - Provide the general contact numbers below for students to record on their worksheets. If you have Internet access, show students how to find information online.
    - Dial 9-1-1 to report a life or death emergency that requires an immediate response from police, fire, or ambulance personnel. Be prepared to tell the dispatcher the address where the emergency is occurring and your phone number.



- Have your local law enforcement agency non-emergency number available. For locations within the city limits of Houston, dial 713-884-3131 to request non-emergency police service.
- Have the local fire/volunteer fire department number available. For emergency operations at the Houston Fire Department, dial 832-394-6766.
- Evacuation Assistance Registration: 2-1-1 in the region.

## Four Keys to Disaster Preparedness

- Introduce the four steps in the disaster preparedness process.
  - Make a Plan
  - Build a Kit
  - Stay Informed
  - Know Your Neighborhood
- Direct students to the Four Keys to Disaster Preparedness section of their worksheets and follow along as you discuss each step.
- Distribute a set of four keys to each student (using cardboard, construction paper or available material). See Track 1 Handouts for a key template.
  - On the front of each key, have the students write the name of one of the disaster preparedness steps and decorate using art supplies or magazines located at the front of each class.
  - On the back of each key, have the students write why they think that particular step is important in preparing for a disaster.
- If time allows, have them share their keys with the rest of the class.



## Section B: Make a Plan

*Time: 20 minutes*

### Section Introduction

- Explain that one of the best ways to ensure your safety is to plan for a disaster in advance. A plan helps to reduce or prevent any confusion in the midst of an emergency. Your plan will help you and your family know what to do before, during and after a disaster.
- Ask: What types of things do you think should be in your disaster plan?
 

Answers:

  - Family member contact information
  - Emergency contact information
  - A common meeting place
  - What to do about family members with access and functional needs
  - What to do with pets



## Family Emergency Plan



- Direct students to turn to the Make a Plan section of their worksheets and review the different sections of the Family Emergency Plan.
- Inform students what they will need to complete their plan. Explain that it may be helpful to talk to their family and get key information to place in the plan to ensure that everything has been covered.

## Updating the Plan



- Tell students to pretend that they have completed their plan with their family.
- Ask: Do you think you will ever have to make changes to the plan? Why or why not?
  - Answer: Yes, because things may change in your life.
- In small groups and using the sections of the Family Emergency Plan in their worksheets:
  - Have each group identify a few situations that would cause them to change the contents in their family plan.
  - Have them identify what they would have to adjust for each situation.
  - Debrief as large group.
- Stress the importance of updating the plan with their family when changes occur.

## Conclusion

- Point out that once they have completed the Family Emergency Plan, they will need to share it with all the members of their family.
- Stress the importance of practicing the Family Emergency Plan at least once a year to make sure the family is ready for a disaster. Point out that it is like practicing fire drills at school so that you automatically know what to do if there is an actual fire.
- Explain that they will need to keep a copy of this plan in a safe place where they can access it in the event of a disaster. Make sure everyone knows where the plan is kept.

**Note to instructor:** Encourage students to complete the plan as soon as possible. Allow them to bring a completed copy of their Family Emergency Plan to class to share with their classmates.

## Section C: Build a Kit

*Time: 20 minutes*

### Section Preparation

- Before the session begins, decide which game format you will use:
  - Online “Build a Kit” Game ([www.ready.gov/kids/games](http://www.ready.gov/kids/games))
  - Printed Note Cards and boxes
- If you are using the online card game, each small group of students will need to have access to a computer that has access to the internet.
- If you are using the printed note cards and boxes, make sure that you have two complete decks of cards, a Go Bag box and a Stay-at-Home kit box for each small group.

### Section Introduction



- Explain that building a family emergency kit is crucial. This will help to ensure that during disasters, you are able to be self-reliant for a period of time.
- Ask: If your home was without power for one week, what are the five most important things your family should have to survive?
  - Note to instructor:** You can have the students work individually or in small groups to answer the question.
- Debrief their responses as a large group.

### Family Emergency Kits



- Point out that they may want to have two types of kits:
  - “Go Bag” emergency kit when you have to evacuate
  - “Stay-at-Home” emergency kit when you need to shelter-in-place
- Ask: What are some examples of when you would need a “Go Bag Kit?”
- Ask: What are some examples of when you would need a “Stay-at-Home Kit?”
- Introduce and facilitate the “What Would You Put In Your Kit?” activity.
  - Show notecard with the name of an item on it.
  - Have students decide if the item belongs in one or both kits.
- If you are playing the online card game, have the students click the item(s) into the kit.
- If you are using notecards and boxes, have the students place the card in the appropriate kit. If the item belongs in both, have them find the notecard in the second deck of cards and place the card in each box.
  - Once all items have been placed in the kits, debrief as a group.

## Pet Disaster Supply Kit



- Ask: How many of you have pets at home? Explain that overlooking pets during a disaster can result in them being lost, injured or worse.
- Point out that if a family is going to evacuate, the family's pets should be evacuated too.
- Stress that it is also important to have a pet disaster supply kit.



- Ask: What should the Pet Disaster Kit include?
  - Possible answers: medications, leashes, carriers, photos in case they get lost, food, water, bowls, toys

## Conclusion



- Direct students to turn to the Build a Kit section of their worksheets.
- Inform students that they will need to build emergency kits for their family. Explain that it may be helpful to build the kits as a family to ensure that everything has been included in each kit.
- Point out that just as disaster plans can become out-of-date and in need of updating, so do disaster kits. Outdated plans and kits may prove to be inadequate when a disaster actually occurs.

## Section D: Stay Informed

*Time: 20 minutes*

### Section Preparation

- Before the session begins, prepare for the large group discussion by having three sections of the white board labeled "Before," "During" and "After."

### Obtaining Disaster Information



- Direct students to turn to the Stay Informed section of their worksheets.
- Point out that in the Houston area we often have warning of upcoming weather emergencies. It is important to keep informed about weather emergencies, especially if you live in an area that is to be evacuated?



- Ask: What are some of the ways to obtain emergency information before a disaster? Record responses in the "Before" section of the white board.
  - Possible Answers: local television and radio stations, the weather channel, local emergency management office, local newspaper, internet (ReadyHoustonTX.gov, Houston TranStar, Texas Department of Public Safety, etc.)
- Stress that staying informed during an emergency situation may be challenging – how will you get new updates without electricity?

- Ask: What are some of the ways to obtain emergency information during a disaster? Record responses in the “During” section of the white board.
  - Possible Answers: Battery-operated radio (740 AM or 88.7 FM are our designated Emergency Alert System for up-to-the-minute information from public officials), cell phone (311 for non-emergencies, local electric company for power outage) or 911 for immediate danger or serious injury), tablet or laptop (apps and websites)
- Explain that immediately after the disaster, it is important to stay off of the roadways to allow emergency workers to reach the most urgent locations.
- Ask: What are some of the ways to obtain emergency information after a disaster has occurred? Record responses in the “After” section of the white board.
  - Possible Answers: Emergency responders, city officials, reliable neighbors, contacts outside of the disaster area
- Point out that after you obtain information about the disaster, you may have to adjust your disaster plan and emergency kit based on the information you received. Provide examples and ask what might need to be updated as a result of the information (below are a few examples).
  - Road closures due to flooding or blockage
  - Inaccurate information was originally provided
  - Key neighborhood emergency locations have been destroyed
  - Transportation services not operating
  - Mandatory evacuation orders
  - Shelter-in-Place orders



## Conclusion



- Inform students that they will need to complete the Stay Informed section of their worksheets using the information discussed today as well as obtaining information from their family members to ensure that every possible source of information is included.
- Refer the students to the Emergency Preparedness websites in the appendix of their worksheets.
- Once your “Stay Informed – Where to Get Information in an Emergency” page is completed, be sure to share with all family members.

## Section E: Know Your Neighborhood

*Time: 20 minutes*

### Section Introduction



- Explain that just like a family emergency plan helps us prepare for disasters, a neighborhood plan can help with neighborhood safety.
- Ask: How many of you have been through flooding, a tropical storm or hurricane?
- Instruct students to think back to the days immediately following one of those disasters.
- Ask: Did your neighbors help each other until help could arrive? How?
  - Possible answers: making minor repairs, helping clean up, sharing food, checking on each other

### Getting to Know Your Neighbors



- Stress how knowing their neighbors and their neighborhood is essential when preparing for and recovering from a disaster. Working with neighbors can save lives and property.
- Point out that one of the first things you and your family will need to do is meet your neighbors to find out any special skills, equipment, supplies, etc. they have that could be of great help to the neighborhood in the event of an emergency.
- Stress that you will also need to consider how you and your family can help neighbors.
- Ask: What are three things that you and your family can do to make the neighborhood safer in the event of an emergency?
  - Note to instructor:** You can have the students work individually or in small groups to answer the question.
- Debrief their responses as a large group.

### Getting to Know Your Neighborhood



- Explain that there may be times when a Shelter-in-Place order is communicated. What if you and your family are not at your house? When this happens you will have to identify places in or near your neighborhood where you would feel safe.
- Ask: Where are some places in or near your neighborhood where you could go?
  - Note to instructor:** You can have the students work individually or in small groups to answer the question.
- Debrief their responses as a large group.

## Neighborhood Emergency Plan



- Direct students to turn to the Know Your Neighborhood section of their worksheets.
- Inform students that they will need to complete a Neighborhood Emergency Plan by:
  - answering the key questions and recording the pertinent information in the appropriate space, and
  - creating a map of their neighborhood that points out key points of interest and listing why each is important in an emergency plan.
- Explain that they should talk to their family and neighbors to ensure that everything has been thought through and planned for.

## Section F: Disaster Preparedness Wrap Up

*Time: 20 minutes*

### Section Preparation

- Before the session begins, determine if you want to have students share their worksheets with the class or create a Disaster Preparedness display board.
- Determine if any students have completed their worksheets and if they would like to share their worksheets with the class or have poster boards and art supplies available for each student to create a display board.

### Sharing Disaster Preparedness Worksheets



- Explain that some of the students in the class have completed their Disaster Preparedness worksheets. Invite them to the front of the class to share their worksheets.

### Disaster Preparedness Display Board



- Have the students imagine that they have been contacted by their local government to design a Disaster Preparedness Display Board.
- Break the students into small groups. Have the small groups discuss what they think they would like to have on their board. After they have decided what they want on the board, have them collect supplies to create it.
- Have each group share their display board with the rest of the class.

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## Section A: Introduction to Disaster Preparedness

### Disasters That Can Affect Your Neighborhood

Simply knowing what to anticipate once a disaster hits your home, school or neighborhood is the foundation for disaster planning. Let's identify what we mean by "disaster" and some disasters that could affect the area in which you live. Record the answers to each question in the space provided:

1. What is a disaster?

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2. What are some different types of disaster?

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3. Have you ever experienced one of these disasters?  
If so, what did your family do?

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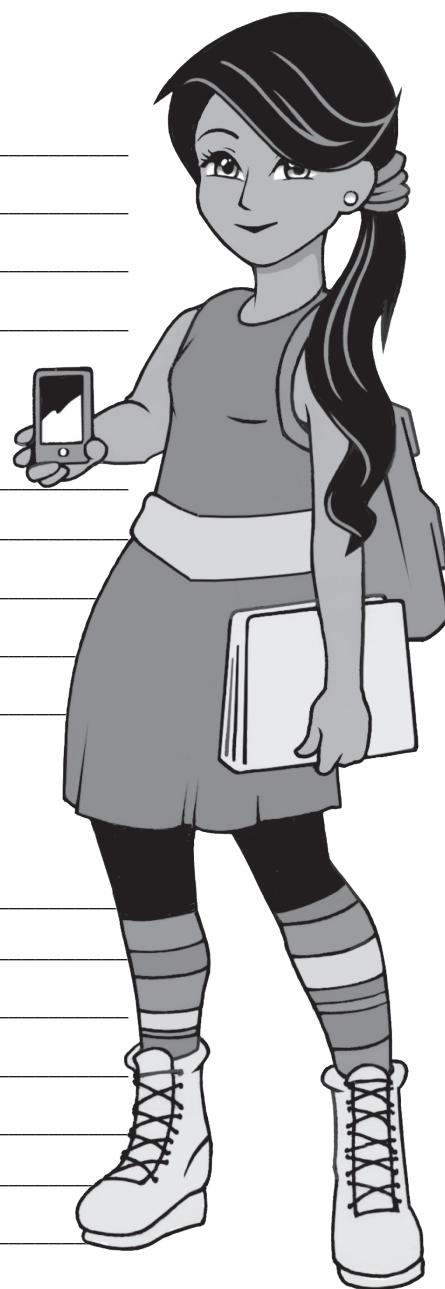
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## The Four Keys to Disaster Preparedness



### Make a Plan

Make sure your family has a plan in case of a disaster. Before a disaster happens, sit down together and decide:

- How will you stay in touch?
- Where you will you meet?
- What you will do about family members with access and functional needs, and pets?



### Build a Kit

Building a family disaster kit is crucial. During emergencies, local officials and relief workers may not be able to reach everyone immediately. It could take several hours, days, or weeks before help arrives. In some cases, you and your family will be asked to leave the area with little or no notice. For this reason, your family will need two kinds of kits:

- A Go-Bag Kit — one that you would take with you if you are ordered to leave the area
- A Stay-at-Home Kit — one that you will need if you are asked to “shelter-in-place”



### Stay Informed

Staying informed in an emergency situation may be challenging. You and your family need to determine how you will get news updates before, during and after the emergency. Remember, you may be without electricity.

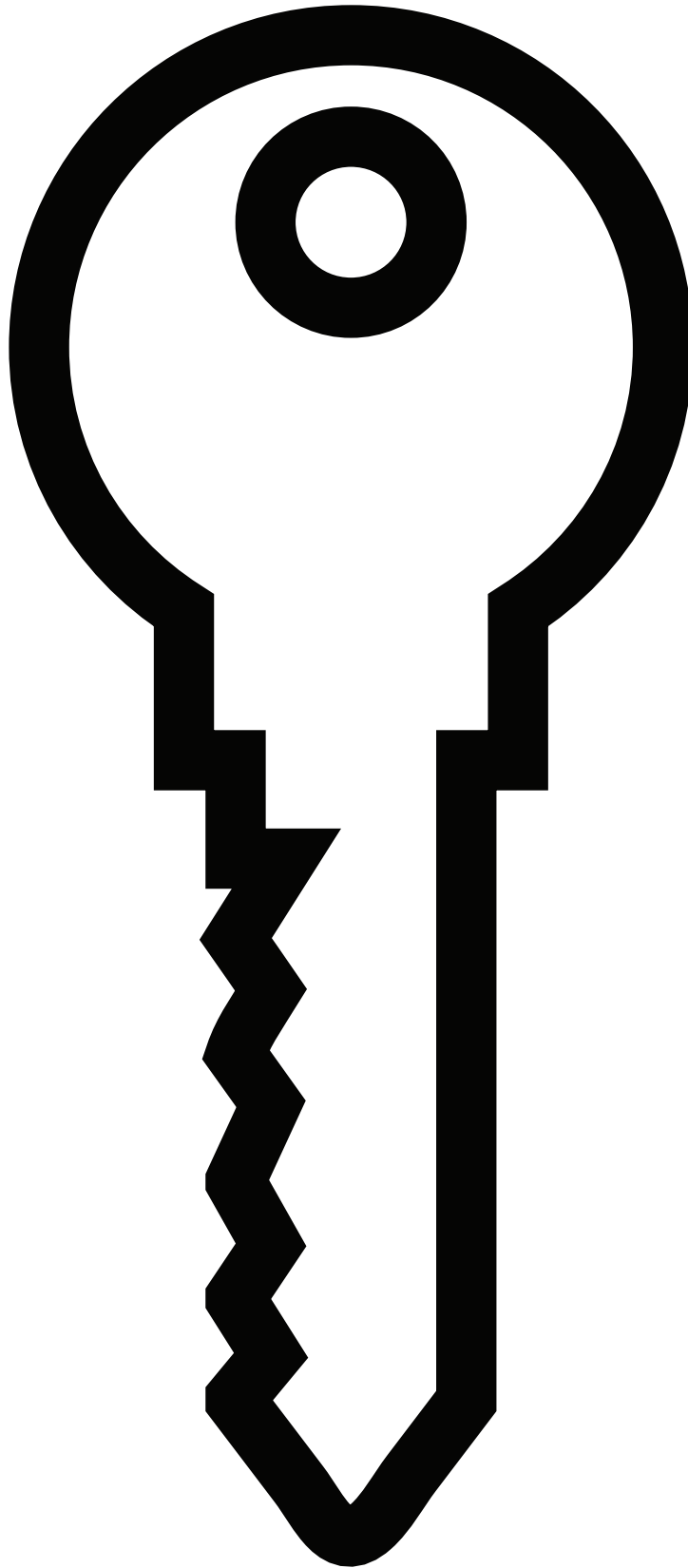
- Before the emergency — stay up-to-date on the situation via local news, radio and Internet sites.
- During the emergency — listen to KTRH 740 AM or KUHF 88.7 FM, our region’s designated Emergency Alert System for up to the minute information from your local officials.
- After the emergency — take inventory of the situation and report any serious injury or other situation that needs urgent attention to 911.



### Know Your Neighborhood

Just as you did with your family emergency plan, it is equally important to have a neighborhood plan. Consider the same questions that you asked while making your family plan along with a few others:

- How will you stay in touch?
- Where you will you meet?
- What will you do about persons with access and functional needs and family pets?
- Where is the closest fire station to your home?
- What hospital or medical facility is closest to your home?
- What safe places or safe houses are located in your neighborhood?
- Where is the nearest police station?



Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## Section B: Make a Plan

Advance planning can prevent or at least reduce the confusion in the midst of an emergency. Sit down with your family before the disaster and decide what works best for you and your loved ones. Keep a copy of this plan in your emergency supply kit or another safe place where you can access it in the event of a disaster.

### Family Health and Contact Information

1.

**Family Member's Whole Name**

Relationship (Mother, Father, Legal Guardian, Son, Daughter, etc.)

Address

Daytime Phone

Cell Phone

E-mail

Date of Birth

Medications

Allergies/Important Health Information

2.

**Family Member's Whole Name**

Relationship (Mother, Father, Legal Guardian, Son, Daughter, etc.)

Address

Daytime Phone

Cell Phone

E-mail

Date of Birth

Medications

Allergies/Important Health Information

3.

**Family Member's Whole Name**

Relationship (Mother, Father, Legal Guardian, Son, Daughter, etc.)

Address

Daytime Phone

Cell Phone

E-mail

Date of Birth

Medications

Allergies/Important Health Information

4.

**Family Member's Whole Name**

Relationship (Mother, Father, Legal Guardian, Son, Daughter, etc.)

Address

Daytime Phone

Cell Phone

E-mail

Date of Birth

Medications

Allergies/Important Health Information

## Emergency Contacts

### 1. Out-of-Town Emergency Contact

Name

Address

E-mail

Home Phone

Cell Phone

Work Phone

### 2. Local Emergency Contact

Name

Address

E-mail

Home Phone

Cell Phone

Work Phone

## Emergency Meeting Place

Meet here if you can't get home. Young children should not go to this place alone; they should stay with a caregiver and wait for their parent/guardian to arrive.

**Name of Location**

Type of Establishment (Grocery Store, Bookstore, etc.)

Address

Phone Number

Work Phone

## Schools or Workplaces

**Child's Whole Name**

**School/Child-Care Program**

School/Child-Care Program Address

Teacher's/Child-Care Provider's Whole Name

Phone

Evacuation Location  
(in the event of an emergency, the child will go here with the teacher/child-care provider while waiting for a parent/guardian to arrive.)

**Child's Whole Name**

**School/Child-Care Program**

School/Child-Care Program Address

Teacher's/Child-Care Provider's Whole Name

Phone

Evacuation Location  
(in the event of an emergency, the child will go here with the teacher/child-care provider while waiting for a parent/guardian to arrive.)

**Child's Whole Name**

**School/Child-Care Program**

School/Child-Care Program Address

Teacher's/Child-Care Provider's Whole Name

Phone

Evacuation Location  
(in the event of an emergency, the child will go here with the teacher/child-care provider while waiting for a parent/guardian to arrive.)

## Trusted Adult

**Whole Name**

Relationship to Child (Aunt, Friend, Neighbor, etc.)

Address

E-mail

Home Phone

Cell Phone

Work Phone

## Doctor/Insurance Information

**Primary Care Physician**

Primary Care Physician's Phone Number

**Family Health Insurance Provider**

Health Insurance Provider's Phone Number

**Policy Number**

## Pet Information

**Pet Name and Type**

**Veterinarian**

Veterinarian Phone Number

Tag Number, Identifying Marks

Evacuation Location (where to take your pet)

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## Section C: Build a Kit

Building a family emergency kit is crucial. This will help to ensure that during emergencies, you are able to be self-reliant for a period of time.

### What Would You Need:

If your home was without power for one week, what are the five most important things a family should have to survive?

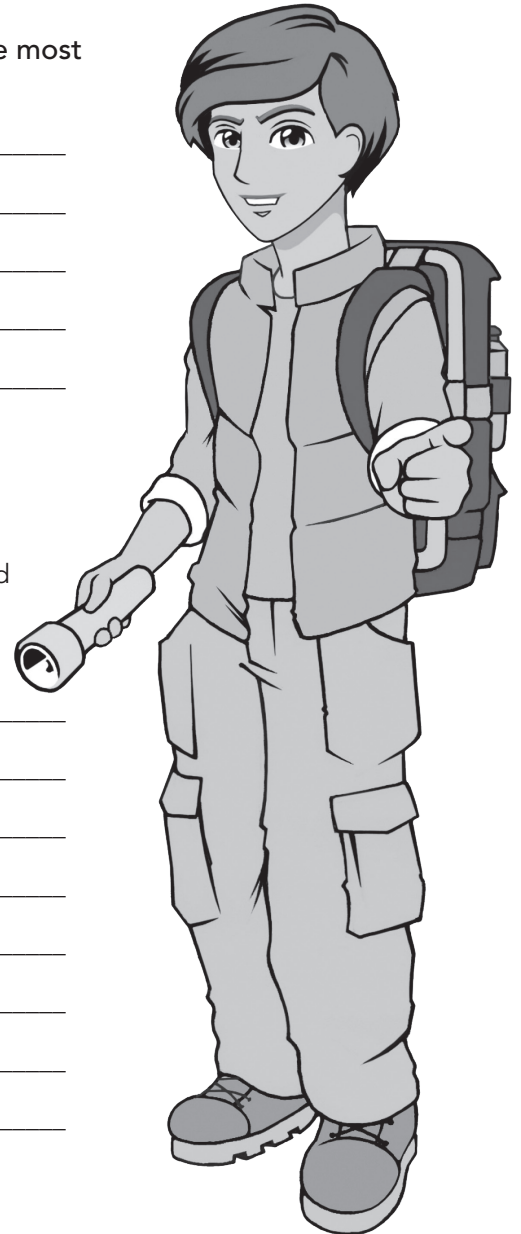
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Pet Emergency Kit:

Overlooking pets during a disaster can result in them being lost, injured or worse. If a family is evacuating, the family's pets should too.

What should you include in your pet's disaster emergency kit?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## Your Emergency Kits:

In case you need to evacuate, a Go Bag keeps your supplies together and ready to go. Go Bags should be easily portable like a backpack or a suitcase on wheels. Store it somewhere easily accessible. Prepare a Stay-At-Home Kit when you need to shelter-in-place. Be sure to stock enough supplies to last 5-7 days.

Go Bag Checklist	Stay-at-Home Checklist
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## Section D: Stay Informed

### Before the Disaster

In the Houston area we often have warning of upcoming weather emergencies. It is important to keep informed about weather emergencies, especially if you live in an area that is evacuated.

What are some of the ways to obtain emergency information *before* a disaster?

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### During the Disaster

Staying informed during an emergency situation may be challenging — how will you get new updates without electricity?

What are some of the ways to obtain emergency information *during* a disaster?

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### After the Disaster

Immediately after the disaster it is important to stay off of the roadways to allow emergency workers to reach the most urgent locations.

What are some of the ways to obtain emergency information *after* a disaster has occurred?

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**IMPORTANT TIP:** Disaster plans and kits can become dated if you go for long periods of time without experiencing disasters. Periodically review your plans and update your kits.

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## Section E: Know Your Neighborhood

Just like a family emergency plan helps us prepare for disasters, a neighborhood plan can help with neighborhood safety. Knowing your neighbors and your neighborhood is essential when preparing for and recovering from a disaster. Working with neighbors can save lives and property.

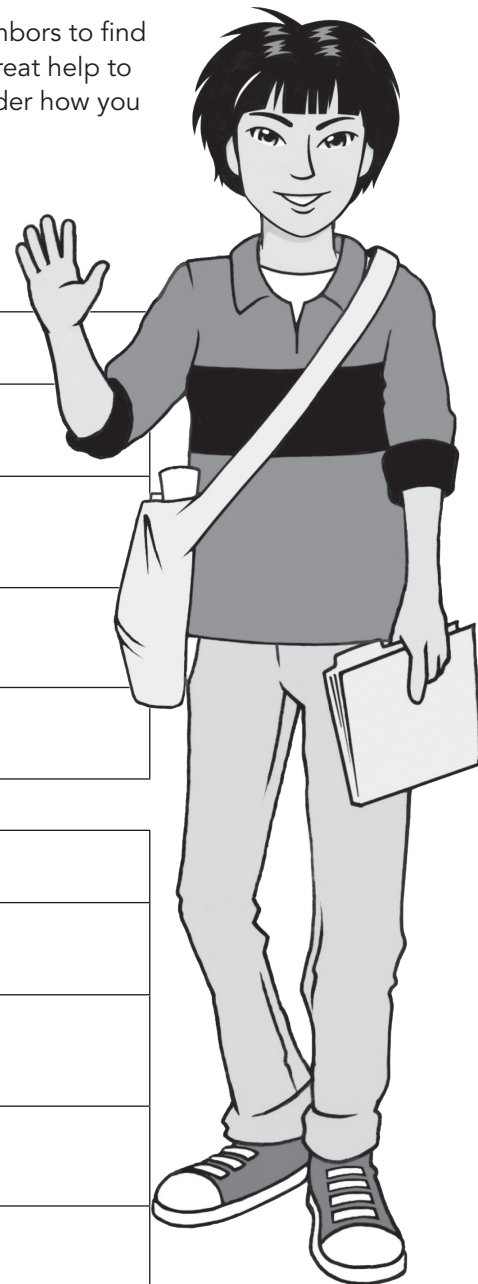
One of the first things you and your family will need to do is meet your neighbors to find out any special skills, equipment, supplies, etc. they have that could be of great help to the neighborhood in the event of an emergency. You will also need to consider how you and your family can help neighbors.

### A. Neighborhood Contacts:

(List in order to be contacted.)

Name:	
Special Skills, Equipment, Supplies:	
Home Address:	Work Address:
Home/Cell Phone Number(s):	Work Number:
Home Email:	Work Email:

Name:	
Special Skills, Equipment, Supplies:	
Home Address:	Work Address:
Home/Cell Phone Number(s):	Work Number:
Home Email:	Work Email:



Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

Name:	
Special Skills, Equipment, Supplies:	
Home Address:	Work Address:
Home/Cell Phone Number(s):	Work Number:
Home Email:	Work Email:

What are three things that you and your family can do to make the neighborhood safer in the event of an emergency?

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### B. Shelter-in-Place Meeting Place:

If you hear a "Shelter-in-Place" order, identify specific locations where you would feel safe:

Within your home:	
Within your neighborhood:	
Within the Houston area:	

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

### C. Map of the Neighborhood:

In the space below, create a map of your neighborhood.

Identify the location of:

1. Your home
2. Neighbors' homes
3. Safe meeting places
4. Nearest fire station
5. Nearest hospital or medical facility
6. Police department



# Appendix

## Content Web Sites

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| 1. Ready Houston - Are You Ready?          | <a href="http://www.readyhoustontx.gov">www.readyhoustontx.gov</a>                                 |
| 2. CDC Emergency Preparedness and You      | <a href="http://www.emergency.cdc.gov/preparedness">www.emergency.cdc.gov/preparedness</a>         |
| 3. Disaster Preparedness Checklist         | <a href="http://www.disasterpreparedness-checklist.com">www.disasterpreparedness-checklist.com</a> |
| 4. Texas Prepares                          | <a href="http://www.texasprepares.org">www.texasprepares.org</a>                                   |
| 5. Texas Department of Public Safety 2-1-1 | <a href="http://www.txdps.state.tx.us/dem/211texas.htm">www.txdps.state.tx.us/dem/211texas.htm</a> |
| 6. Ready.gov                               | <a href="http://www.ready.gov">www.ready.gov</a>   |

## Emergency Preparation Sites

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| 1. National Weather Service            | <a href="http://www.nws.noaa.gov">www.nws.noaa.gov</a>                             |
| 2. KPRC Channel 2                      | <a href="http://www.click2houston.com">www.click2houston.com</a>                   |
| 3. KHOU Channel 11                     | <a href="http://www.khou.com">www.khou.com</a>                                     |
| 4. KTRK Channel 13                     | <a href="http://abc13.com">http://abc13.com</a>                                    |
| 5. KRIV Channel 26                     | <a href="http://www.myfoxhouston.com">www.myfoxhouston.com</a>                     |
| 6. THE CW 39                           | <a href="http://www.39online.com">www.39online.com</a>                             |
| 7. Weather Channel                     | <a href="http://www.weather.com">www.weather.com</a>                               |
| 8. KTRH 740 AM Emergency Alert System  | <a href="http://www.ktrh.com">www.ktrh.com</a>                                     |
| 9. KUHF 88.7 FM Emergency Alert System | <a href="http://www.kuhf.com">www.kuhf.com</a>                                     |
| 10. Houston Chronicle                  | <a href="http://www.chron.com">www.chron.com</a>                                   |
| 11. Telemundo Houston                  | <a href="http://www.telemundohouston.com">www.telemundohouston.com</a>             |
| 12. Univision45                        | <a href="http://www.univision.com/houston/kxln">www.univision.com/houston/kxln</a> |