Commonwealth of Kentucky

EDUCATIONAL BULLETIN

THE PARENT-TEACHER ASSOCIATION IN CIVIL DEFENSE

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Superintendent of Public Instruction
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FOREWORD

Survival of our youth in time of disaster is the responsibility of the school, the parent, and the community. What each child should know and do in school is one part of Civil Defense—and only one part; what parents should do in the home and in support of the school is another part—and equally important.

This bulletin is published as a "How To Do It" guide for both Parent Teacher Association members and school personnel to aid in designing a Civil Defense Plan for their school and community. It is not expected that all of this bulletin and the suggested plans will apply to all communities, but rather it is recommended that each Parent Teacher Association and each school decide upon the parts of the guide especially suited to their situation and proceed to plan accordingly for the protection of their pupils.

I have written a letter to Superintendents and Principals stating my interest in Civil Defense programs and urging them to develop programs for the schools under their jurisdiction. I am sure they will welcome an opportunity to work with the Parent Teacher Association in a combined effort to achieve a sound Civil Defense Plan for the schools of the community. A copy of this letter is on the following page.

ROBERT R. MARTIN
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
FRANKFORT

Dear Superintendents and Principals:

It is essential that our educational institutions assume their share of the responsibility for safeguarding the students under their care in the event of a wide-spread disaster, whether man-made or natural. The recent floods in Southeastern Kentucky emphasize the need for preparation to deal with such emergencies.

To assist school authorities in meeting this responsibility, the Federal Civil Defense Administration has sponsored two new and important publications: "Education for National Survival," issued by the Civil Defense Project, Office of Education, U. S. Department of Health, Education and Welfare; and "Civil Defense Education thru Elementary and Secondary Schools," produced by the Commission on Safety Education of the National Education Association. The first publication has been distributed to educators throughout Kentucky, and the second will be available within a short time through the Kentucky Division of Civil Defense, Box 656, Cherokee Station, Louisville 5, Kentucky.

These publications provide a framework and guide-lines for school officials and teachers in preparing emergency plans and programs to minimize the effect of disaster and afford the maximum safety of our students. In general, the publications outline methods of organizing the school for Civil Defense protection, including techniques to provide for the physical safety of pupils through shelter or evacuation; procedures for the incorporation of Civil Defense information into the school curriculum as a normal extension of current studies rather than as a separate subject; and ways for the school to perform community service through use of the school as a disaster facility, where required, or as a source of information to parents and other adults about survival techniques.

I endorse in principle the concepts contained in these publications. However, I recognize that each school's program must be

flexible and adapted to the local community situation and emergency planning. School officials should coordinate and cooperate with local civil defense officials, Parent-Teacher groups, and other appropriate organizations in devising their specific program. Technical information and assistance will be provided through Civil Defense and educational channels, such as the U. S. Department of Health, Education and Welfare, the National Education Association and others.

I urge each school Administrator to take expeditious action to develop a sound, workable civil defense program for the schools under his jurisdiction.

Cordially yours,

ROBERT R. MARTIN

Superintendent of Public Instruction

PREFACE

The Kentucky Congress of Parents and Teachers in cooperation with the National Congress of Parents and Teachers has included Civil Defense as one of its specific fields of service. They will be glad to work with local units in developing programs of Civil Defense. The development of this bulletin has been a joint project with the Kentucky Congress of Parents and Teachers and the Department of Education.

Appreciation is expressed to the Office of Civil Defense of the Government of the District of Columbia for permission to use the material in their publication, "The Parent Teacher Association in Civil Defense." The flier sheet and the sample forms may be reproduced without permission.

Your attention is especially called to three publications and the bibliographies to be found in them. These publications will provide adequate information on Civil Defense in their content or from material found in their bibliographies. These publications are:

1. CIVIL DEFENSE PROGRAM FOR KENTUCKY SCHOOLS, State Department of Education Bulletin, February, 1953. This may be obtained by writing the State Department of Education at Frankfort.
2. CIVIL DEFENSE EDUCATION THROUGH ELEMENTARY AND SECONDARY SCHOOLS, Commission on Safety Education, National Education Association. Copies of this publication may be obtained by writing the National Education Association, 1201—16th Street, N. W., Washington 6, D. C.
3. EDUCATION FOR NATIONAL SURVIVAL, U. S. Department of Health, Education, and Welfare, Office of Education. This publication may be obtained by writing the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 65 cents.

Richard Lee Gentry
Civil Defense Chairman
Department of Education

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Parents and Teachers

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INTRODUCTION

Since 1945 we have come into a new age—the Nuclear Age. We know that its peaceful possibilities are limitless. It has another side with which we must also live whether we like it or not, which consists of nuclear weapons of incredible devastation, attack warning systems, shelter from both bomb damage and radioactive fallout, evacuation of cities, care of evacuees, and rehabilitation of wrecked areas and government.

Your City and County government has vested in its office of Civil Defense the responsibility for developing a civil defense plan for your community. This planning includes coordination with adjacent counties and the state Civil Defense Division.

Nuclear weapons cause such tremendous destruction that evacuation of critical target areas is planned throughout the country. If sufficient warning time can be provided by the Air Defense Command when an enemy attack is expected on any area, the population of many large cities will be advised to leave. Engineering studies have been made by highway experts, and certain streets and roads will be designated as evacuation routes leading to reception areas in the surrounding counties. If foresight is used, and plans carefully made, mass traffic movement is entirely possible under strictest discipline. This planning and self-discipline is a responsibility for each neighborhood concentration of population. It cannot be done by anyone else except those people directly involved.

Should warning time before an attack be judged too short to move from the target area, refuge must be utilized. Directly under a bomb hit, no shelter is safe. Whenever a missile hits, however, there will be a surrounding area where refuge will protect and save.

It is of equal importance that together with an evacuation plan, a refuge area for each school and each family be clearly designated.

The school has final responsibility for the children under its care. Civil Defense planning is a joint endeavor by the school and the parents of the children.

The parent-teacher association, being composed mainly of neighborhood residents combined for the education and welfare of their children, is in the position of natural leadership for civil defense in the neighborhood.

I.

YOUR CIVIL DEFENSE COMMITTEE

A strong, work-willing Civil Defense Committee will produce a Civil Defense Plan for your school and neighborhood.

In all phases of planning, the **SCHOOL PRINCIPAL** is the responsible person at the local school. Work closely with him and be sure that he is always thoroughly informed on your progress, and that his advice and suggestions are followed.

For best results your Committee, when established, should include members (or available consultants) who should be assigned specific tasks to develop and report on:

a. Someone familiar with construction.

b. Someone who understands transportation and traffic planning. (Your Police could help you with this)

c. Members who can help you set up meetings and training courses.

d. Clerical workers.

e. Telephone assistants (these could be Home Room Mothers).

A canvass of PTA membership usually turns up members qualified in many different fields, all useful in civil defense planning. Personal contact and persuasion will add the workers that you need.

With the completion of a Civil Defense Plan by the PTA for its school, as outlined in succeeding pages, the community will have developed its defense resources sufficiently to be ready for the next steps in its civil defense preparations as a neighborhood.

ALERT TODAY—ALIVE TOMORROW

II.

CIVIL DEFENSE FLIER FOR PARENTS

Sample

The School Civil Defense Committee appointed by the Superintendent and/or principal of the school is developing lesson plans in civil defense survival measures to be included in the regular school curriculum. By so doing, responsibility is placed squarely on the parents to see that they and their homes are equipped to support the school's training.

For instance, if the air raid warning signal sounded ten (10) minutes from now to evacuate the city, where would your child go—how would he get there—and how would the other members of your family know what happened to each other? By the same token, if the air raid signal sounded to get to shelter without delay—that enemy attack might hit us at any moment—would your child be in the safest area possible—would you? Would you be prepared to stay inside shelter for several days without emerging? Had you considered the devastation of such enormous areas that food and water might be impossible to obtain through normal sources for many days? What do you and your family know about the deadly radioactive fallout from H-bombs—and how you can protect yourselves against it?

These are new dimensions added to our lives and face them we must. Our children do—without the reluctance and disbelief that affects many adults. If you and your family will take the simple actions outlined in "Home Protection Exercises" and any suggested by your school authorities, you will be doing your share in supporting the school's actions for your child's safety—and that of your family.

Cooperate with your Civil Defense Chairman in holding a CD meeting where the items in the school plan will be developed.

III.

HOW TO ARRANGE YOUR CIVIL DEFENSE MEETING

It is desirable to have a meeting of all PTA members devoted solely to civil defense. Your Civil Defense Committee may of course meet as often as needed. For your general civil defense meeting, the following steps are suggested:

1. Determine how many parents are in your group and request from CD Headquarters, Kentucky Division of Civil Defense, Box 656, Cherokee Station, Louisville 5, Kentucky, literature for distribution.
   A projector should also be procured from your school or from some other community source.
   (In communities near the State Office at Bowman Field, a projector and screen may be borrowed.)
   (List of films and what they are about are available from the State Office, address given above.)
2. Send out an attractive notice of your meeting.
   Make an all-out drive to get as many of your parents at the meeting as it is possible to have—stress the importance of this meeting.
3. A request for volunteer members of your CD Committee may be made at this time — if you decide this is the time and way to do this.
4. Use your meeting to acquaint your parents with CD planning for your school area.
5. Stress importance of development of a Civil Defense Plan for the school.
6. Stress importance of preparing the home.
7. Briefly, a CD Plan for the area includes: evacuation and shelter plan for the school and home, and drills to perfect instant operation; familiarity with warning signals; development of a warden service for each neighborhood; training in various civil defense skills—rescue work, mass care and feeding, first aid, home nursing, fire-fighting, radiological monitoring, decontamination, etc.
8. Your general meeting should stress the immediacy of accomplishing a shelter and evacuation plan for the school as its initial move.

REFERENCES: National Education for Survival—a Handbook on CD for Schools
Home Protection Exercises
This is Civil Defense
Emergency Sanitation
What you Should Know About Radioactive Fallout

SUGGESTED FILMS:
Target You
Time of Disaster
Warning Red
Let's Face It

VISUAL AIDS:
7-Day Food Supply
(Tabletop Exhibit)

NATURAL DISASTER POSTER

IV.

RECOGNIZING AIR WARNING SIGNALS AND TAKING PROPER ACTION

SCHOOL

1. Provide means of receiving warning (if the outdoor public warning system signals are not heard)—preferably through installation in the school building of a Bell and Light System.
2. Designate safest shelter area for students.
3. Organize school personnel and senior pupils to assist in movement to shelter or to cars in evacuation.
4. Teach fundamentals of civil defense protective measures to pupils commensurate with level of learning.
5. Teach first aid and home nursing to older pupils.
6. Teach rudiments of elementary firefighting and light rescue to older pupils.
7. Conduct frequent safety drills.

ALERT SIGNAL
(Evacuation)

A 5-minute steady blast on sirens and horns.

TAKE COVER SIGNAL

A 3-minute wailing of sirens and short blasts on horns.

HOME

1. Designate best shelter area in home.
2. Stock shelter with food and water.
3. Provide survival kit for home and car.
4. Study evacuation route map and know always exactly how to move out of city with evacuee traffic wherever you might be when signal sounds.
5. Organize with school parents or other sources of transportation within your evacuation route area to provide sufficient transportation for school children (or your own family) for evacuation.
6. Arrange for a point of contact as far as possible outside city for family to reunite if separated in evacuating.
7. Study and practice basic fundamentals of home protection con-

cerning gas and electric appliances, firefighting and rescue of person trapped in debris.

8. Provide an Identification Tag for all members of family, particularly children.
9. Equip one person in household with First Aid training.
10. Equip one person, preferably many more—in each block—with rescue training, mass feeding training, firefighting techniques, radiological monitoring training.
11. Provide Warden service (to be organized in near future) for each block by making block warden surveys, listing usable facilities, and individuals who could give aid or would need aid—in disaster.

V.

HOW TO SET UP YOUR EMERGENCY TRANSPORTATION PLAN

If your school is located in a target area, such as the city of Louisville, area surrounding the city of Cincinnati, on the Kentucky side of the Ohio River, and/or many other probable target areas in Kentucky, it is absolutely necessary that your school make plans for the movement of the school population as a protection against nuclear attack. Evacuation routes will be selected by experts, based on traffic capacity and direction, to lead outward to surrounding reception areas. Your home and school being in the same general area, your planning will benefit both at the same time. To begin your transportation planning you need not wait to hold a general civil defense meeting for your PTA, but can send out immediately the Emergency Transportation Forms (Sample in Section VI) and work out your state of readiness from the answers you receive. In addition to the steps enumerated on the Emergency Transportation Form the following will aid you in your work:

1. When the Transportation Forms come back, tabulate the number of cars available to help evacuate school children.
2. Determine from school enrollment whether the number of cars available will transport the school personnel, using 6 children per car as a basis, and including all teachers and others at the school in the total.
3. If you need additional cars, make an inventory of the locality by canvassing:
    a. Private transportation sources.
    b. Car dealers and parking lots.
    c. Large agencies or offices.
4. Provide yourself and your transportation committee members with a map of your area large enough to work with.
5. Mark your school's location on the map, and mark your CD evacuation routes for your school area on it and your available car locations. Information on evacuation routes in your area may be obtained from your local CD Director.
6. Work with your principal and the Police Department to de-

termine loading points at your school to be established where pupils will be picked up by cars.

7. As the loading points are determined, work on specifying in-bound streets leading to these loading points, and out-bound streets to the evacuation route to be used. Remember that cars enroute to the school may not be able to cross evacuation routes.
8. See that all car drivers have exact information on how to proceed to their assigned loading point in case of emergency necessitating instant action.
9. The school will disperse the pupils from the school rooms according to loading points, using as a general guide 25-30 cars per loading point, 6 pupils per car, or approximately 150 pupils at each loading point.
10. Find out how much police help you can get from traffic control—how much outside help you may need from neighborhood people or near-by parents. In elementary schools, boy patrols may be helpful in loading cars quickly.
11. Impress parents with the necessity of keeping a Survival Kit of foods and other supplies in their car.
12. At any interval you wish, contact the Civil Defense Office for information or guidance. When your evacuation plan is completed, or developed as far as your school and PTA can utilize neighborhood resources, inform CD Headquarters to that effect.

ALL CIVIL DEFENSE PLANS SHOULD BE COORDINATED WITH YOUR CITY OR COUNTY CIVIL DEFENSE OFFICE.

REFERENCES: 4 Wheels to Survival
Between You and Disaster
Facts About the H-Bomb

FILMS SUGGESTED: Escape Routes
Operation Welcome
Operation Scat

VI.

SAMPLE EMERGENCY TRANSPORTATION FORM

_____

School

_____

Address

(This is a preliminary survey to determine the number of cars available in the neighborhood for transportation of school children in event of emergency necessitating evacuating the city. Please fill out and return to your Civil Defense Chairman)

1. Name _____ Date _____

   Address _____ Telephone No._____

2. Type of car_____(Coupe—sedan—station wagon—truck—etc.)

3. Do you usually have a car available during school hours? Yes____ No____

4. Could you drive to school on short notice to help evacuate school children? Yes____ No____

5. Can you get to school from usual location of car without crossing evacuation routes? (Consult Evacuation maps, when available) Yes____ No____

6. How many children will you be able to accommodate? _____

YOUR COOPERATION WILL HELP INSURE THAT ALL OUR CHILDREN WILL BE SAFELY EVACUATED IN CASE OF NECESSITY.

* * * * *

Steps in Emergency Transportation Planning:

A. After these forms are returned by all parents, tabulation should be made to see if cars available are sufficient to transport total school population.

B. If analysis indicates such transportation is not sufficient, a canvass should be made of bus barns, car dealers, laundries, and all other business firms in neighborhood for transportation normally available from those sources. This form should be completed for each vehicle available.

C. The next step in preparing a School Evacuation Plan will be the designation of Loading Points at the school, which should be developed by cooperation of the school, the PTA, and the City or County Police. No more than 25-30 cars should be assigned to one loading point, with approximately 6 pupils per car, which indicates about 150 pupils at each Loading Point.

D. When completed, the School Evacuation Plan should contain instructions concerning:

(1) Loading Points near the school

(2) Routes leading to each Loading Point

(3) Route from the school to evacuation route, and any pertinent information the school considers desirable. It might also include rendezvous points to which the children shall be taken.

VII.

HOW TO SET UP YOUR SHELTER PLAN

Refuge will save many lives in case warning time is not sufficient to move from city to safer areas. Arranging a shelter area will differ with each school. Refer to the pamphlet "Home Protection Exercises" for exact procedures to follow for shelter for the family at home.

Shelter planning for the school may begin as follows:

1. Find out if your school has a basement which is 80% underground.
2. Get the help of someone familiar with construction to tell you how strong it is and how many people it will hold. **This will be in cooperation with your school principal.**
3. Be sure that someone in the school is responsible for turning off utilities quickly, or that teachers know, in the event of emergency need.
4. Arrange for first aid materials to be put in a portable box to be taken to shelter when needed.
5. Have a battery operated radio for use in the shelter area.
6. If your school has no basement, canvass the immediate neighborhood for a suitable alternative. The basement of a well-constructed store, apartment house, or office building will suffice if it is underground and large enough. Owner's permission must be obtained, of course, and the school authorities must approve both the area and the children leaving the school premises.
7. Run a test to see how long it takes to get the children to the shelter area. Remember that each second counts tremendously. Drills are under direction of school authorities.

REFERENCES: What You Should Know About Radioactive Fallout
Facts About Fallout

FILMS:

Target You	New Look at the H Bomb
Let's Face It	House in the Middle

VIII.

NEIGHBORHOOD CIVIL DEFENSE

An outgrowth of the preceding work will be the development of capable Civil Defense workers qualified to aid the Civil Defense Warden Service (when it is finally established by your local CD office in your area). This Service is the "grass roots" of Civil Defense, constructed to build the neighborhoods as a fully prepared civil defense unit. It channels information to the neighbors, helps each resident learn the simple techniques of survival against nuclear attack, and helps the neighbors work with each other for their mutual survival.

There should be a Civil Defense Warden in each block—to know who would need help—who could give help—and to arrange for the training in civil defense skills that will benefit them all against nuclear threats.

A basic premise of survival after nuclear attack is that the survivors be equipped to help themselves and others around them at the point where they find themselves when the attack is over. Before there could be any organized assistance to the people in a disaster area, the survival of many would depend on the effective assistance of those nearest to them operating on a strictly improvised and impromptu basis.

Civil Defense provides all training completely free. There is training for the executives who must plan for the continuity of big industries, expert training in the fields of rescue of people trapped in bomb-damaged buildings, in firefighting, in mass feeding and care, auxiliary policing, emergency sanitation measures, in radiological monitoring and decontamination. There are instructional courses for nurses, doctors, clergymen, youth leaders, school administrators, and welfare workers. Each neighborhood should have a quota of men, women and young adults trained in the specialized skills, and each home should have one member graduated in first aid, and one member trained in home nursing.

When the School Civil Defense Plan is completed, it is essential

to continue the neighborhood survival program. Civil Defense Headquarters in your local community should be able to help you with your plans and to work closely with each neighborhood in its development as a fully prepared civil defense unit.

CAN YOU SURVIVE ENEMY ATTACK?

IX.

PROGRESS STEPS FOR PARENT TEACHER ASSOCIATION CHAIRMAN

It is suggested that all of the PTA groups in a county band together for a Civil Defense Workshop, the purpose of which would be to guide the planning of each group. The County CD Director should be requested to furnish speakers and informational material covering the effects of nuclear weapons, radioactive fallout, shelter, evacuation and other protective steps. These workshops might be held in each school or if the school district is not too large in one central location for a number of schools.

I Distribute the following selected CD literature to to all members of PTA:

1. Home Protection booklet
2. Emergency Sanitation
3. Emergency Action to Save Lives
4. First Aid List
5. Transportation Form

II Set date for Civil Defense meeting for your PTA

1. Plan to have the Fundamentals of Home Protection covered by someone qualified to give same, such as representative of CD office in either County or State.
2. Study of evacuation map and census of transportation available.

III Follow-up to see that each member of household has:

1. Best possible shelter area in home
2. Shelter area stocked with food and water
3. Survival Kit prepared for home and car
4. Transportation arranged
5. One member trained in First Aid
6. Identification tags for family members
7. Family arrangements made for reuniting if separated

IV Neighborhood responsibility

1. Objective of at least one person (preferably many more)

in each block in school area trained in one of the following:

a. Light Rescue—Heavy Rescue—Advanced Rescue (using heavy equipment)
b. Elementary firefighting
c. Mass feeding
d. Radiological Monitoring

2. Survey of each block to be made on forms provided by County CD Director listing facilities available and residents who would give aid or would need help of neighbors in disaster.

X.

SAMPLE PROGRAM FOR CD WORKSHOP

FOR PTA GROUPS

WELCOME AND INTRODUCTIONS	Representative of County CD Office (If meeting is a County-wide one) CD Chairman of PTA (if meeting is just one School)
CIVIL DEFENSE AND HOW THE SCHOOLS FIT INTO THE PLANNING	County CD Director or his representative
SHELTER—in the Home—in the School	Construction Engineer or Builder
RADIOACTIVE FALLOUT	Representative of County CD office or some other qualified person

Break

FILM—"LET'S FACE IT"

EVACUATION INSTRUCTION HOW TO DEVELOP AN EVACUATION PLAN FOR YOUR SCHOOL INCLUDING ROUTES	One of the following: Representative of State CD Office Representative of County CD Office State Police Dept. of Highways Representative
HOW TO DRAFT A CIVIL DEFENSE PLAN FOR YOUR PTA	County Civil Defense Representative

APPENDIX

Sample Instructional Lesson Plans

Civil Defense Education should be a part of the experience of every school age person. Instruction in Civil Defense cannot be a packaged program. It is not something to be taught for a few days or weeks and then laid aside. Rather, it must be appropriately included at many points in the total curriculum where its application and utilization are compatible with ongoing classroom activities.

The following materials are examples of lesson plans that can be worked up by local teachers for use in the classroom. These are not complete and are only given as an example of one means of teaching Civil Defense. This sample material is included so P.T.A. members will be able to see how home defense preparations are a necessary and important part of the entire program.

LESSON I

THE WHY, WHO AND WHAT OF CIVIL DEFENSE

Objectives:

I To acquaint students with the purposes of a civil defense organization:

1. To save lives
2. To protect property
3. To prevent panic
4. To be prepared to live without ordinary comforts
5. To restore life to normalcy through cooperative efforts

II To inform students of the necessity for preparation for the protection of themselves and others during and following a disaster

III To give pupils an overview of what is to be included in the six lessons of this civil defense education project.

Content:

I Reason for civil defense lessons
See "foreword"

II Types of emergencies

Naturally the words "civil defense" call to mind wartime crises. But emergencies of other kinds at times reach the stage of disaster. It is good for us to learn what to do and how to act under such conditions, whatever the cause—hurricane, tornado, blizzard, fire, or flood.

While we think of the military service taking charge in a time of enemy attack, we should realize that those of us in civilian life must participate in defense and disaster relief also. Civil defense calls upon the cooperative efforts of all individuals and all organizations during and following a disaster.

III Present-day plans for protection

Circumstances today bring up wholly new problems in self-protection for all of us, young and old, in aid to others and in organizing to take care of ourselves in serious emergencies.

States and cities, all communities in fact, must build civil defense organizations and operate them with guidance from the Federal Government. We are all responsible for our part in civil defense

plans. The federal and local laws will not work if we do not cooperate fully.

Our national government authorized the civil defense program through an act of Congress in 1951. This law, as amended, established the Federal Civil Defense Administration and placed civil defense mainly under local units of government.

Congress also provided by law for a civil defense organization in the District of Columbia. In the Office of Civil Defense for the District, plans are made for all aspects of the civil defense problem including agreements with nearby states. The Director of Civil Defense develops plans for medical service, wardens, fire-fighting, communications, warnings, welfare activities, and school activities.

IV The school is important

It is the place where we are supposed to learn. Schools have cafeterias, health rooms, gymnasiums, and auditoriums, all of which may be put to good use in emergencies.

Here at school we shall learn:

1. About warning signals; what to do when they are heard.
2. How to care for those injured as a result of disasters.
3. Effective sanitation and how important it is.
4. About the water and food supplies in emergencies.

Suggested Activities:

1. Have pupils talk with adults of their acquaintance who are serving in some civil defense capacity to learn their duties.
2. Have students find out who, among their friends, have had first-aid training.
3. Have students discuss at home whether any preparation has been made to help in a time of disaster.
4. Have students collect materials connected with civil defense for blackboard display.

References:

1. Federal Civil Defense Administration. **Basic Course for Civil Defense,** Washington, D.C.: Superintendent of Documents, 1955. 44 pp. 30 cents.
2. **General Aspects of Civil Defense.** Report of the Committee on Civil Defense of the Life Insurance Association of America. New York 22: Life Insurance Association of America (488 Madison Avenue), December 6, 1954.
3. Heinig, Christine M. **Civil Defense Needs and Positive Values,** American Association of University Women J44:pp. 75-77, January, 1951)
4. Lehman, Milton. **Making Sense of Civil Defense,** Nation's Business XXXIX (February, 1951), pp. 43-44.

LESSON II

COMMUNICATIONS

Objectives:

I To realize the importance of recognizing all signals of communication

II To realize the importance of individual and group cooperation and responsibility in following instructions

III To understand the need for an universal communication system

IV To memorize
1. Air raid signals
2. Radio dial settings in time of disaster

Content:

I **Local air raid signals**

Memorizing the air raid signals and acting quickly in accordance with instruction can mean your survival in an enemy attack.

Information for safety also may be obtained from the local office of Civil Defense, 4820 Howard Street, N.W., Washington 16, D.C. Telephone—EMerson 2-9710.

When you hear a steady blast of 5 minutes, evacuation will be in effect. Follow local instructions which will be given as soon as available. When you hear a rising and falling wail, **take shelter at once.**

II **Meaning of radio system known as Conelrad**

To avoid confusion over the Nation it is necessary to have an official and uniform system for broadcasting information to all of us.

This system is officially entitled "Plan for **Con**trol of **El**ectromagnetic **Rad**iation." **Conelrad** for short.

Following any signal, tune in **640** or **1240** on your AM radio dial for instructions from Civil Defense Headquarters. All instructions will be received over the special Conelrad program.

Under the **Conelrad** emergency Broadcasting System you will be able to receive radio programs from three different sources —local, State, and National. Every effort will be made to tell

you long in advance which AM frequency (640 or 1240) will be used in your community. In most large cities both frequencies will be used. Mark your frequency on your radio dial.

III **Use of radio and TV sets**

If you are listening to any kind of radio or television program when the alert sounds you will hear a message like this:

"We interrupt our normal program to cooperate in security and Civil Defense measures as requested by the United States Government. This is **Conelrad Radio Alert.** Listen carefully: This station is now leaving the air. During the Conelrad Radio Alert there will be no FM or TV Programs. The only programs on the air will be on your standard radio at 640 or 1240 kilocycles, starting in a few minutes. Tune your standard radio receiver to 640 or 1240 for official instruction, news, and official information."

Do not be alarmed if you receive no information for a brief period after the radio alert has been announced. It will take a little time to switch from regular broadcasting to special **Conelrad.** Wait a few minutes and then try again.

As long as the flow of electricity is uninterrupted your regular AM standard radio will do the job. However, a battery operated or portable radio is your best insurance that you will continue to receive official Civil Defense news and instructions even if your local power fails. Your automobile radio will be useful as an auxiliary set.

IV **Official attack warning**

The Air Defense Command, U. S. Air Force, will order the attack warning which will activate the **Conelrad System.** AM (standard) radio stations will switch in a matter of minutes to the emergency broadcasting system on one of the two officially designated Civil Defense frequencies—640 or 1240 kilocycles marked as 64 or 124 on some dials.

Suggested Activities:

1. Have pupils write down air raid signals to be memorized.
2. Have pupils check with parents on Civil Defense cards which were left at every house during the summer of 1955.
3. Have students relate any steps which the family took in regard to instructions on this card.
4. Have students write and pronounce **Conelrad** so that it will be recognized over the radio as an official signal of distress.
5. Have students discuss the radio stations with parents and mark the proper dial on home radio.

LESSON III

CARE OF THE INJURED

Objectives:

The two lessons which follow have been planned to instruct pupils about caring for the injured in emergency situations at school and elsewhere which might result from fire, explosion, hurricane, bombing and similar major disasters. While the injuries discussed are those which are most common in disaster situations, they are also frequent occurrences in the everyday lives of our pupils and their families.

Briefly stated, the purpose of these lessons is to teach pupils what to do and what **not** to do in case of certain selected accidents when these accidents are so numerous that they cannot be taken care of by competently trained first aiders and when medical care may not be available for several hours. If disaster should strike a large area of the city, injuries might happen in large numbers. Injured persons might not have attention of any kind, unless there would be, among the survivors who are uninjured, others who know something about first aid. Our primary purpose in these lessons is, therefore, to have within each school, a pupil who can properly assist others who will be injured if disaster strikes. Our secondary purpose, of course, is to prepare pupils to act intelligently, without fear or panic, when the kinds of accidents discussed in this course occur.

Content:

I **The accident problem**

Last year accidents of all kinds were the leading cause of death in the United States for persons from 1 year to 25 years of age.

In the District of Columbia during 1954 there were 6694 persons hospitalized because of accidents and injuries occurring in the home. 1575 persons were hospitalized because of motor vehicle accidents. It is estimated that there were 25,000 industrial accidents in the District in 1955.

For the United States in 1954 there were 9,050,000 accidental injuries.

II **Injuries resulting from a disaster**

If a school or an area of the city suffered a major disaster, care of the injured would become a major problem. Lives

could be saved and suffering reduced if many persons were prepared to render first aid. The most frequent injuries would probably be: shock, cuts, bleeding, burns and fractures.

III Definition of First Aid

First aid is the immediate and temporary care given to an injured person until the services of a physician can be obtained. First aid means the steps taken to prevent further injury and to make the patient as comfortable as possible until the doctor reaches the patient or the patient reaches the doctor. Emphasis is on the word "First." First aid tells what to do until the doctor comes.

IV General directions for the First Aider

a. Send for a physician or an ambulance. Remember that first aid is only temporary. It is what is done until the doctor comes to the injured person or until the injured person is taken to the doctor or hospital. In requesting the services of the physician or ambulance, exact information should be given as to the location.

b. Keep the injured person lying in a comfortable position, his head level with his body, until you know whether the injury is serious. This is a prevention against fainting and helps to prevent the condition called "shock" which is discussed later. Do not permit the patient to sit up or stand up. If there are broken bones, this might result in further injury from the sharp ends of the bones. You may raise the patient's head if his face is flushed.

c. Do not move an injured person **unless** he is in danger of further injury if left where he is. Movement of the patient may cause an injury to become more serious. For example, a broken rib may puncture the lung if the patient is abruptly and carelessly lifted. Of course, if the injured person is in danger of losing his life from fire, gas falling timbers, flood, etc., before first aid can be given, then he should be moved to a safe place before first aid is given.

d. Look for wounds, bleeding, stoppage of breathing, burns, fractures and dislocation. Be sure to find all injuries, particularly bleeding and then decide whether **speedy** first aid is needed. The two "hurry cases" with which you should be concerned are severe bleeding and stopping of breath where artificial respiration is needed.

e. Keep the injured person warm but do not cause him to perspire.

f. Keep calm.

g. Keep onlookers away from the injured. They frequently interfere with treatment.

h. In all serious injuries, treat for shock.

V Treatment for Shock

a. Causes of Shock

The word "shock", as used in first aid, usually has nothing to do with electricity. The kind of shock we are most concerned about is caused by injury. It may be caused by the sight of injury to another. In shock cases, the blood flow in the body is disturbed. The brain does not get enough blood. All body processes are at a low level. Shock may range in severity from slight weakness to loss of consciousness. It is always present in some degree when there is an injury and usually the more severe the injury the greater the amount of shock.

b. Signs of Shock

The person in shock feels exceedingly weak and may even faint. The face is pale. The skin feels cool and may be moist, especially on the forehead or chin or above the mouth. The pulse usually is rapid (over 100 per minute). Sometimes the victim feels like vomiting or actually does vomit. Severe shock brings unconsciousness.

c. First Aid for Shock

Remember that whenever first aid is given to a seriously injured person always try to prevent shock.

Act immediately as follows:

(a) If the victim is not prone, make him lie down at once.

(b) The head should be level with or lower than the body. However, if there is a head injury or if the face is flushed, the head should be slightly raised. In case of chest injury where breathing is difficult, the head and shoulders should be slightly raised.

(c) The victim should be kept covered properly so that the body is kept warm. Use blanket, coat, drapery, rug, etc. He should not be caused to perspire.

VI Treatment for Cuts and Bleeding

1. Significance of cuts

In case of a disaster such as an explosion, hurricane or bombing, the probability is that there would be many cases of cuts resulting from flying glass.

The fact that the skin is broken, whether with or without bleeding, means that germs causing infection may enter the wound. The job of the first aider is to prevent more germs from entering the wound.

2. **First Aid for cuts in which bleeding is not severe**

   a. Do not touch the wound or the skin near it with your fingers, with clothing or with any other object which is not sterile. Care should be taken in removing clothing to determine the extent of the injury. If the injury is to the arm, leg, or body, it is usually best to rip or cut the clothing from the injured part. Rip the seams if possible.

   b. There is some difference of opinion about the use of an antiseptic solution by an unskilled person. Of course, every wound even though it is the smallest scratch should be cared for as a dangerous infection may develop. All wounds should be treated by a trained person and all severe cuts should be treated by a doctor.

      For use as a disaster or emergency care, where medical treatment is to follow within a reasonable time, the proper first aid is to apply over the wound a gauze dressing that is sterile, free from germs. Such dressings are available wrapped in paper. Sometimes sterile dressings are not at hand. In that case a **clean** cloth may be used. Many of the germs on a cloth can be killed by ironing it. When a cloth is applied to the wound it should be folded to make several layers.

References:

First Aid Text for Juniors, American Red Cross

First Aid Textbook, American Red Cross

LESSON IV

CARE OF THE INJURED (con't)

Objectives:

To acquaint students with the best First Aid treatment for burns, fractures, and suffocation.

Content:

I **Fires**

1. The biggest fires are usually started from little fires because there are two other elements present — fuel and air. Carelessness is responsible for most fires. Extreme care is necessary when working with fire. In homes many persons are burned because of carelessness in smoking—especially smoking in bed. Many persons are burned by throwing a liquid fuel on a fire that is burning in a stove or fireplace. Rags, piles of clothes, if greasy, can start a fire spontaneously; the larger the pile, the greater the danger. Such things should never be left around a building.

   There may be fire hazards in houses and these hazards can be easily removed. Such hazards are:

   cleaning fluids
   kerosene or gasoline
   cloths saturated with such liquids
   piles of old newspapers or magazines
   paints and varnish
   loose matches
   waxes

   The fuse box is another danger spot in a home. Fuses must be able to protect the house against too strong a current of electricity. The use of a penny to substitute for a fuse results in many a disastrous fire. When the penny melts and breaks the circuit, the wires in the house have long since ceased to exist. Electrical fires may be caused by faulty wiring or worn cords. However, if the fuse is the right strength for the house, it will blow and keep the house from catching fire.

2. Types of Fires

   There are three distinct kinds of fires, as:

   a. Fires fueled by wood, paper, textiles and similar solids

b. Fires fueled by oils
c. Fires involving electricity

Each of these fires requires a special method of control. As it requires three things, fuel, air and heat, to produce a fire, a fire is put out if any one of these three things is removed. All three of these methods are in common use, depending on the kind of fire.

3. Putting Out Fires

When a Class A fire is burning, wood, paper, textiles, etc., are involved. In putting out such a fire, the heat is removed by lowering the temperature as is done when water is used.

When a Class B fire is burning, and oil is involved; such a fire spreads widely and rapidly. As oil comes up on top of water when the two are mixed, water only spreads such a fire. The flaming oil rides over the wet area. Such a fire must be controlled by removing the air. Sand or earth can be thrown on the fire. In the case of a very small fire, a wool blanket or wool clothing can be placed over the fire to smother it. Foam and carbon dioxide can be used to exclude the air and control a fire resulting from oil or grease.

A Class C fire is electrical in origin. Water would be dangerous as it is a conductor and might cause the current to reach a wider area. The most effective thing is to break the circuit. If this cannot be done, the fire must be smothered. This can be accomplished with sand, or earth or carbon dioxide. Foam is not effective.

There is a vital spot in any fire where it is vulnerable. It is in this spot the greatest heat is centered. In applying the material used to control the fire, it is on this spot that the material should be aimed and concentrated.

II **Burns**

1. Causes of Burns

In terms of disaster, first aid burns are injuries caused by contact with dry or moist heat, electricity or chemicals. Burns due to moist heat—steam or hot liquids—are called scalds. Chemicals cause a special kind of burn called a chemical burn.

2. Danger of Burns

Burns are among the worst of all injuries. The pain is great and shock may occur; the burn may become infected; disfiguring or crippling may follow.

Burns range in severity from mild burns where the skin becomes red, to more severe burns where blisters appear, to most severe burns where the skin is destroyed.

Mild burns may be more painful than deeper burns but the danger of infection is not so great. The larger the area involved the greater the danger.

3. First Aid for Burns

   a. In case of burns, remember three important points (1) control pain, (2) prevent infection, and (3) give first aid for shock.

   b. Lay the burned victim down and keep him quiet.

   c. Do not remove any more clothing than necessary. If clothing sticks to the burn cut around it—do not pull it off.

   d. No attempt should be made to clean the burn. Blisters should not be opened.

   e. Pain may be largely controlled by excluding air, hence every part of the burned area should be covered with a clean dry compress or pad of cloth. This compress should be sterile and should consist of enough layers to exclude the air. If no sterile dressings of the prepared type are available, compresses can be made of **clean** sheets, shirts, towels, pillow cases, etc.

   f. This thick, sterile pad should be held snugly in place with a bandage. This bandage should not be applied tightly but it should be snug enough so air will have difficulty getting under it. Make the bandage thick and leave it until a physician can treat the burned person.

   g. There seems to be more "don'ts" than "do's" as reminders in taking care of burns. Here is another important "don't": Don't use ointments, grease, oil, water or anything else as part of the **first** aid treatment for a bad burn. This complicates the problem of treatment by the physician who may have to remove what you have applied. Further, you may be applying germs from your finger or the applicator upon the burned area.

   h. If medical care is likely to be long delayed, sterile compresses wet with baking soda solution (3 tablespoonfuls to a quart of warm water) may be applied. Wrap dry towels outside the compresses.

4. Chemical Burns

   In case a chemical is spilled on the skin, the area should be thoroughly washed at once in clean water. Tap water or drinking fountain spray should be used. Treat then as any other burn.

III Fractures

1. Signs of a Fracture

It is often possible to tell that an arm or leg is broken because of the fact that it is bent or turned in an unnatural position. Just as often, however, there is no **outward** sign of a broken bone until you move the patient. In such cases, the following signs are sometimes found when a fracture is present:

a. The injured person cannot move the limb.

b. If he moves the injured part, he usually has pain.

c. There may be tenderness and swelling at the point of break.

d. A rough edge of the bone can be felt with the fingers.

e. The body part that is injured may seem deformed, that is, out of shape.

f. Sometimes the skin overlying the fracture becomes red or purple.

g. In a compound fracture, the end of broken bones penetrate the skin.

2. First Aid for Fractures

a. A broken bone, in itself, is not usually a great threat to the patient's life. It can become so if he is not properly cared for. One bad result of broken bones comes from shock caused by the injury. So the first step is to treat for shock as described in a previous lesson.

b. Do not permit motion of the broken ends or of the joints near the injury. If the broken ends of bones move in the flesh, they damage the flesh, blood vessels and nerves. If there is motion at the nearby joints, the broken bone ends move also. **Unless the first aider is well trained, he should neither splint nor transport a person with a serious fracture. He should wait for medical help or the help of an experienced first aider.**

c. The victim should lie down. If the injury is in a lower limb he should not try to stand or walk.

d. He should be properly covered with a blanket beneath him. There should be no attempt to place anything under the victim if there seems to be a fracture of the back or leg.

e. Exercise care in attempting to locate the fracture since it is possible to do additional harm in removing clothing from the injured area.

f. Do not try to set the broken bone.

g. Do not attempt to push back pieces of the bone which may be sticking out of the skin. Sometimes in the case of a

compound fracture, there is bleeding. In either case, with or without bleeding, a sterile compress should be placed on the wound and bandaged in place. If bleeding is serious use pressure as explained in lesson on control of bleeding.

3. Use of Splints.

Unless the victim lies in a place where there is extreme immediate danger to his life, as might be the case in an explosion followed by fire, his fracture should always be protected by splints or in other ways before he is moved even a short distance.

While the general rule of not moving a person with a serious fracture should be observed, the injury might occur when help is far away or cannot be brought to the victim. **If it is absolutely necessary to move a victim with a broken bone, there is an emergency action which the first aider can take.** This action consists of putting on a splint.

A splint is any object which can be applied to the victim so that the broken bone ends cannot move. It is usually a board or a piece of light wood of the right length and width but in an emergency it can be a thick bundle of folded newspapers, a pillow, a folded blanket, or a broom handle. Splints should be long enough to reach beyond the joints above and below the break. Where possible, the splint should be padded, particularly under the ties.

The best way to apply a splint is to lay it along the broken arm or leg, then tie it snugly in place above and below the break, but not immediately over the break. It should be tied in enough places that the broken bone cannot move. Splints should not be tied too tightly since to do so might cut off the supply of blood.

Broken bones in the hand, arm, shoulder or collar bone require support in addition to splinting. Such support can be provided with an emergency sling made from a triangular bandage, scarf, towel, diaper, or strip torn from a sheet. Lacking these materials or others like them, the victim's forearm can be placed across his chest and his sleeve pinned to his coat.

A person with suspected broken neck or back should not be moved unless he is in danger of losing his life. In such a case he should be moved as gently as possible on a board or stretcher.

IV Suffocation

1. Signs of Suffocation

The usual signs of suffocation are coughing and sputtering or other difficulty in breathing. Then breathing stops. The

victim's face may turn purple and his lips and finger nails may become blue. Unconsciousness and death will follow unless there is quick action, usually but not always, in the form of artificial respiration.

2. The First Emergency Action

The first emergency action to take when a person is suffocating is to **get them away from the cause of their condition.**

a. If the victim is suffocating under wreckage, remove from wreckage and give artificial respiration if necessary.

b. Before attempting to rescue a person from a room filled with gas or smoke, first ventilate the room by opening doors and windows. Windows may have to be broken. Stay outside the room while it ventilates. This takes some time but it is the only safe procedure. Remove victim, lay him on his face and turn his head to one side. Remove objects, if any, from his mouth. Apply artificial respiration if not breathing.

c. If the victim is in contact with a live wire, do not touch him without first protecting yourself. Shut off the current if you can. If you cannot do so, stand on dry wood or paper and protect your hands with dry gloves or cloth before touching him. Try to pull or push the wire away from him with a dry stick or rope. Have a trained First Aider give artificial respiration if not breathing, and have a doctor give attention to the victim **as soon as possible.**

References:

First Aid Text for Juniors, American Red Cross

First Aid Textbook, American Red Cross

LESSON V

PROTECTIVE MEASURES

Objectives:

I To understand the importance of sanitary measures at all times.

II To recognize the need of greater precautions in times of disaster because of curtailment of standard facilities.

III To develop a willingness to observe all safety measures.

IV To realize the need for precautionary and preventive measures.

Content:

I **Safe Drinking Water**

You have learned from your science studies, your home economics classes, and from your parents how necessary it is to have high standards of cleanliness for the protection of individual and community health. Yet, you probably take for granted that public services will always be available to guard your family against infections of all kinds.

In case of disaster it would be likely that many public services would be temporarily knocked out. If your local water utility were damaged your household water supply would be cut off until repairs could be made. (Possibly you would have to leave your home entirely.)

There are a few simple steps you should know to assure you and your family of safe water. Do **not** use water directly from the tap after any local disaster. There are two simple methods of purifying water for drinking purposes.

1. Boiling—most water can be purified for drinking purposes in 1 to 5 minutes. This will destroy the germs.
2. **Chlorination**—if it is impossible to boil water, (or if it is not advisable to boil because of fuel leaks) it can be purified by a few drops of chlorine solution.

   Add 10 drops of household bleach to each gallon of water, stir, and allow to stand for 30 minutes.

   The water should have a definite chlorine smell or taste. The smell or taste of chlorine is assumed as a sign of safety.

Do not drink or use for cooking purposes any water other than that from your faucet, or other recommended emergency source at home or from special stations.

Conserve water or liquids wherever possible. Rules to be remembered about **using water:**

1. Use only safe water
2. Don't waste water
3. Protect the source.

Be alert for instructions regarding water usage from Civil Defense or public health officials. Their instructions will be relayed by radio, mobile loud speakers, newspapers, and your own block warden.

II Source of Liquids

There are many emergency sources of liquids. Water packed fruits and vegetables are a good source of liquids for drinking purposes—provided the containers are clean and undamaged. Fresh fruit should be peeled.

Other sources would be:

Ice cubes from refrigerator

Stored juices

Water from storage tank of water heater (especially for washing)

However, you should not wait for disaster to strike. Have cans of fruit and fruit juices on hand as well as water stored in containers.

III Safe Food

It is well to wipe or wash any can, bottle, or other containers before using. This is a safe rule to follow at all times.

After a bomb blast it is safe to use any can or food packages that have not been broken. The general rule of washing should be followed in order to remove tiny particles of "bomb ash" or dust.

You should not hoard large quantities of food under any circumstances. However, your family should keep on hand a normal 3-7-days' supply. The food supply should consist of foods that normally fit the food habits of your family. For example, all ages of your family need milk and other foods that are easily digested. Larger supplies of canned fruits and vegetables should be substituted for fresh foods.

A general rule to follow would be to decide on those foods which do not need refrigeration, and which can be eaten without cooking if necessary. If your refrigerator were not working, it would be hard to keep perishable foods and if your stove were out of order, it would be hard to prepare hot meals.

Paper cups and plates are handy things to have at all times. If the water supply is cut off, paper plates and cups can be burned. Paper towels and napkins are good to have on hand. Many are used in our daily living to save time and energy. A supply should be kept wrapped and stored at all times.

IV General Protective Sanitary Measures

1. Purify all drinking water
2. Wash or wipe off all food containers
3. Keep a 3 days' supply of food on hand—using and replacing so that foods will not become stale (**Remember** all ages of the family group).
4. Keep food supply and stored water where it will be safe from contamination—in any type of disaster.
5. Avoid using foods or liquids that have been exposed in any way during a disaster.
6. Use covered garbage can at all times.
7. Provide for disposal of human waste in covered containers in case flush toilets are not working.
8. Learn how to make soil bags for emergency use.

Activities:

Have students demonstrate the purification of one gallon of water.

Have students pour liquid from a #2 can of fruit or vegetables to show how much liquid is available.

Have students list ways of saving water.

Have pupils list precautions and protective sanitary measures for home and community.

References:

What to Do Now About Emergency Sanitation at Home
Federal Civil Defense Administration

Home Protection Exercises
U. S. Government Printing Office

LESSON VI

FAMILY WELFARE

Objective:

I To understand the importance of maintaining a 3-7 days' food supply at all times

II To be able to list the necessary food for your family composition

III To be able to choose foods which can be kept without refrigeration

IV To be willing to accept responsibility for younger members of the family

V To recognize individual responsibility in regards to protective measures, family duties, family recreation

Content:

I **Family Food Supply**

The family food supply should consist of foods that normally fit the food habits of your family. Since families differ in composition as to ages and sex, no fixed supply list can be recommended.

However, a well-balanced 3-days' supply of food should contain:

1. Fruit—either water packed or light syrup
   Suggested: peaches, pineapple, grapefruit
2. Juices—fruit and tomato
3. Canned soup, meats, fish
4. Powdered milk
5. Instant coffee, postum, cocoa, tea bags
6. Prepared cereals, dried foods
7. Raisins, chocolate
8. Baby foods
9. Two gallons of water per person

Some packaged foods become rancid and lose flavor when they stand for long periods. Therefore, you should use and replace foods from your reserve stock rather than keep them separate from your daily supplies.

When buying cans or packages of food for reserve supply, get them in sizes which will meet the needs of your family for one

meal only. In an emergency this would cut down on left-overs, which would be hard to preserve for later use without refrigeration. Canned milk will remain sweet for several hours after it has been opened, even without refrigeration.

Remember any special diets which must be followed for any family member. A 7-days' supply should be allowed for emergency. (Ex. Baby's formula)

II Emergency Cooking

If public utilities are not available, it may be necessary to improvise equipment for heating water and for cooking and serving meals.

1. Canned-heat burners can be used indoors

2. Pot or pan directly over a bed of wood or coal, charcoal grill It should always be remembered that a large fire is unnecessary. Actually, you need not be an expert to know how to cook out-of-doors. A little practice and some ingenuity will produce results. When selecting an outdoor cooking site, remove all flammable materials surrounding the site. Do not select a place near a broken gas pipe.

Many of you have had experience in camping. Just remember all the "do's" and "don'ts" of your camping days.

Be sure all garbage is drained before being placed in storage containers. After draining, wrap the garbage in several thicknesses of old newspaper before putting it into the container.

All stored garbage should be buried if collection service is not available. Dry waste may be burned in open areas. All cans should be flattened to reduce their bulk.

III Family Recreation

Recreation for all members is very essential. It is imperative to keep up morale during a disaster of any type. Small children who do not understand must be kept occupied.

Emergency supplies should contain cards for various games and equipment for games in which groups can participate, i.e. horse shoes, soft ball, baseball. There should be a story book or two for small children.

IV Summary—How to Take Care of Yourself and Your Family

1. Know your signals.
2. Remember the do's and don'ts of First Aid.
3. Sanitary conditions should prevail at all times. Disease can result from unsanitary conditions, whether or not a disaster strikes.

4. Drink only water you know is safe.
5. Eat only safe food.
6. Prepare a 3-7 days' food supply now.
7. Emergency feeding and sanitation measures can keep your family on its feet no matter what happens to your community.
8. Have proper sewage disposal.
    a. Covered container for bathroom
    b. Use soil bags
    c. Use insecticide and deodorants
    d. Adequate supply of newspaper and toilet tissue
9. Proper disposal of garbage and rubbish
    a. Drain all garbage
    b. Covered containers for garbage
    c. Bury or burn all waste
10. Plan for recreation for children and other family members.
11. Needed supplies other than food:
    a. Wool blanket for each family member
    b. Flash light
    c. Portable radio
    d. Water container for each member
    e. Emergency first aid kit
    f. Games and materials for recreation

Activities:

1. Have each student list a normal 3-days' food supply for his family.
2. Have students write down ways of proper disposal of waste matter.
3. Have students list precautions for open fires.
4. Have pupils list recommended supplies other than food.
5. Have students tell of home activities in caring for young children.

References:

What to Do Now About Emergency Sanitation at Home
Federal Civil Defense Administration

Home Protection Exercises
U. S. Government Printing Office

Boy Scouts of America
A Family "Be Prepared Plan"
New York: Boy Scouts of America, 1951