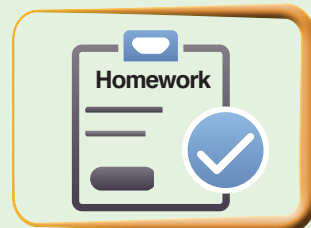
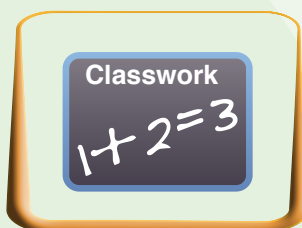
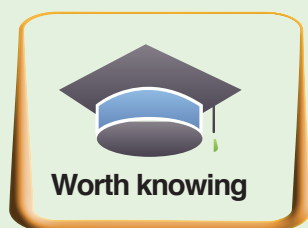


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These signs appear often in the workbook and will guide your work:





Hi, friends!

It's me... they call me Vance, because I'm always prepared in advance. Maybe some of you don't know me yet... I'm your new friend from Home Front Command. I helped with the "States of emergency" learning program in Grades 2 and 3, and I'll be helping you with this year's program for Grade 5, too.

So what did we learn before? Let's review a bit:

We learned what a state of emergency is: a situation where people's lives or property are in danger. When people prepare for a state of emergency, they can deal with it better. We also talked about various events that we can deal with by ourselves, as well as cases where we need an adult's help. We discovered together that there are risks outside, but sometimes... inside the house as well!

We also learned about various kinds of emergencies, such as fires, earthquakes and hazardous materials.

In this workbook, we will increase our knowledge of the subjects already studied and will learn about other states of emergency.

We have a lot of work ahead of us... so let's get started!

And hello to you, too, dear parents!

I'm Vance's dad. Like your children, Vance has already started Grade 5, too. Isn't it amazing how time flies...

I feel that I have a mature child, with whom I can discuss all kinds of things – even rather complicated things that life has in store for us.

There are some things that he can do all by himself. I see it in his day-to-day activities – for example, I enjoy watching him cross the street while obeying all the safety rules!

I have no doubt that, in various states of emergency as well, he can take on various roles and help the family prepare. For example, he'll be able to help choose the secure space, to help his little brother get into the secure space quickly when the alert sounds, to put on his own protective mask, and so forth...

Vance, like your child, studied the "I'm Always Prepared" program in class, and brought what he learned home to our family. It was a wonderful opportunity to talk with our family members about things we don't often get to talk about.

I hope that your child will also share this important content with you – and that you, dear parents, will show your interest, ask questions and discuss things, so that your family's preparedness will also improve.

Good luck!



States of emergency



States of emergency

Suddenly, an alert



Children in Southern Israel are playing in the park at a “fun day” organized by the city – blowing up balloons, jumping on mattresses, shaking a parachute... and having fun.



Suddenly the “Tzeva Adom” [a Hebrew alert code that means “Color Red”] alert sounds:

“Tzeva Adom, Tzeva Adom, Tzeva Adom.”



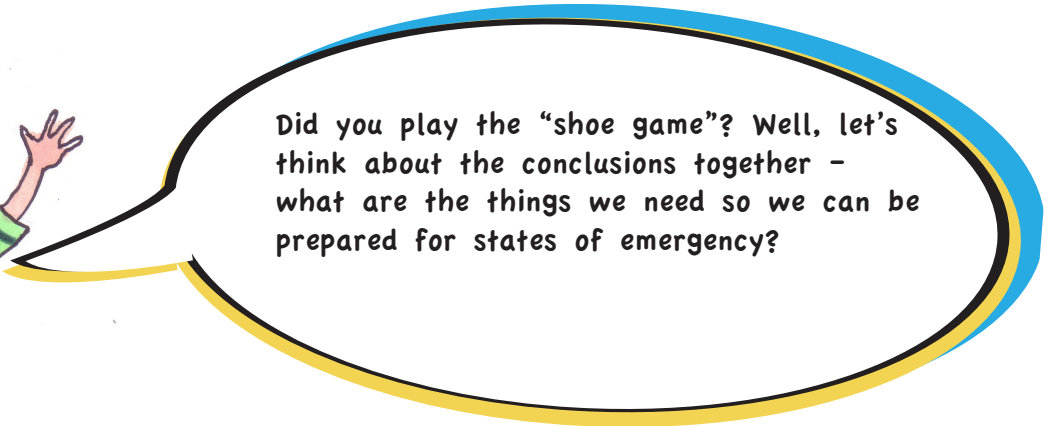
The children and adults at the site are panic-stricken. Despite the panic, the children start running, all in the same direction. They have only 15 seconds to find shelter...



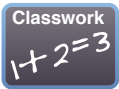
They all manage to get to the secure space in time. Now they're secure and protected. Seconds later, they hear a loud boom. They will wait in the shelter for 10 minutes until they're allowed to come out.

State of emergency – definition

A situation where people’s lives or property are **in danger**. People are in a state of uncertainty: they don’t always know **exactly what happened**, **what should be done** or **what the future will hold**. This situation arouses various feelings, such as **fear**, **pressure and confusion**. Study and practice during routine times help us deal with this situation.



Did you play the “shoe game”? Well, let’s think about the conclusions together – what are the things we need so we can be prepared for states of emergency?



:Fill in according to what you learned in class

P _____
L _____
A _____
N _____

A _____

Homework



I learned from the “shoe game” that: _____



If I prepare – I'll succeed!

We prepare in advance for many events in our day-to-day lives. We've learned that, if we make the required preparations, we'll deal with the emergency better. So let's do an exercise that shows the connection between the preparations that have to be made and the various events.

you are two columns. One column shows the event, and the other column shows the preparations required for a specific event.

Fill in the blanks: which preparations are required for the event?

The required preparations

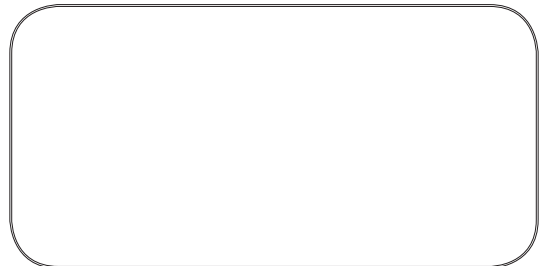
The event



Going out of the house on a cold, wet day



Buying food and beverages



Building a sukkah



A test



Preparing an emergency bag: essential equipment and supplies, money, canned food, important documents



Homework



Answer the following questions:

Write about a situation where you prepared in advance for an event and the outcome was successful:

Write about a situation where you did not prepare in advance and the outcome was not good:

Based on those cases, what is your conclusion about preparing in advance for various events?



I'm sure that, when you prepared in advance for an event, the outcome was better... We've all seen how important preparation during routine times is for us. Imagine, then, how important it is to be prepared in an emergency event, where lives need to be saved. Just so you can understand better what I'm talking about, let's read the stories about the children who saved lives thanks to advance preparation.

Why is it important for us to be prepared for states of emergency?

Here are some newspaper articles: read them attentively and answer the following questions.

11 years-old girl saved 100 people from a tsunami

Tillie Smith, 11, was on the beach in Phuket, Thailand, on the day when a tsunami hit the area. She identified the warning signs that it was coming because she had seen a film on the subject in a geography lesson two weeks before. She convinced dozens of people to leave the beach at once – and no one was killed on that beach. “I told them, ‘There’s certainly going to be a tsunami here.’”

Smith remembered the geography lesson she had attended two weeks before – the lesson when she learned about the dangers of tsunamis. The geography teacher showed the class a film about a tsunami in Hawaii, from which Smith learned about the warning signs for a tsunami.

“When we went down to the sea, it had a layer of foam on it, like beer. It was bubbling,” she recalled; “I said, ‘Seriously, there’s certainly going to be a tsunami here.’ My mom and I were on the beach, far from the hotel, and I was hysterical.

I was screaming, because I didn’t want to leave my mom in case the tsunami came,” Smith recalled the minutes before the terrible disaster; “we were just going further and further away from the hotel, and I told her I was going to leave her there, because I was sure there would be a tsunami – and that convinced her, and she took it seriously.”

Fast action by Tillie’s mother and the hotel staff led to the evacuation of Mai Khao Beach minutes before the wave hit.

This beach is one of the few beaches in Phuket where no one was killed.

Resuscitation by a 10-year-old boy saved his father

Yaakov, only 10 years old, saved his father’s life yesterday after he fell off the roof of their house and was severely injured trying to build a sukkah. The boy, who remained calm, remembered what his father, a volunteer for MDA [Israel’s first aid society, Magen David Adom], had taught him and began to resuscitate him.

When 10-year-old Yaakov’s father was severely injured after falling off the roof of their home while trying to put together a holiday sukkah, Yaakov did not hesitate for a moment and did not lose his head. He ran to the family car, took out the first aid kit and started performing resuscitation on his father,

Shimon Ben David.

“I saw him slip; he tried to grab the roof tiles, but he couldn’t,” the boy recalled the shocking moment; “he split his head open, he was bleeding from his head and mouth and nose.

It was scary, but I knew I mustn’t go into shock. I washed his wounds with

water and cleaned the blood from his nose and mouth so I could start resuscitating him, and I brought an oxygen cylinder. I’d just started resuscitating him, but MDA came quickly and took over from me.” Yaakov got his first aid awareness from his father, a medic and MDA volunteer for 20 years.

Classwork
1 + 2 = 3

Nine-year-old Naomi saved her family

Nine-year-old Naomi saved her family: she brought her grandmother and her brothers into the secure room – seconds before a Grad missile destroyed their house. “In school, they taught us that, the moment you hear ‘Tzeva Adom,’ you run to the secure room,” she recalled.

Only a few seconds – that’s all that kept a grandmother and her three grandchildren from a great tragedy. A Grad missile made a direct hit on their home in Ashkelon – right after the four entered the secure space – thus saving their lives. “If we’re still alive, God must be watching over us from above,” 66-year-old Larissa said excitedly yesterday evening, a few minutes after the direct hit on her home in Ashkelon. Her voice trembling,

she recalled: “We were in the kitchen with the grandchildren – 16-year-old Rosie, seven-year-old David and nine-year-old Naomi – and suddenly I heard ‘Tzeva Adom’.” Naomi shouted to everyone, ‘Get into the secure room right away.’ We had practiced going into the secure room several times the day before, and when she shouted, we went in right away and closed the door.” Nine-year-old Naomi, too, recalled the moments of fear: “We

were in the secure room and we heard a loud explosion. They told us at school that, the moment you hear ‘Tzeva Adom,’ you run to the secure room; Dad and Mom also explained to us that this isn’t a game and we have to listen to instructions. We stayed close to one of the walls and we crouched down; when we heard the boom, we were very scared and confused, but fortunately we weren’t hurt.”

Answer the following questions:

1. What helped the child in the article deal successfully with the emergency?

2. Do you think you could have dealt with it as well?

3. What would have helped you act the way the child did?



The front line and the home front

.Read the following two passages carefully and then think about the difference between them



...Front line... home front... it's a bit confusing

Let's try to sort things out, with the help of the next two stories

The first deals with Or's experience when he happened to find a letter that his father wrote to his mother **from the battlefield...**

The second tells of Shani's experiences in the shelter during an attack of **rocket fire on the home front.**

Israel's home front = the opposite of the front line; it primarily includes the civilian population of the fighting state, the population that does not participate in battles. Although the home front is not involved in battles, at times it provides a conspicuous target for enemy attacks.

The front line - the areas in which an army fights against enemy armies located near or beyond the borders of the state

The letter in the attic

"Or, I need your help," Dad called; "we've decided to tidy things up a bit at home. Go up to the attic; it needs to be tidied up a bit."

I went up to the attic, stood next to a big box and opened it. It had some old letters in it and a lot of pictures scattered about. In the pictures, yellow with age, I saw the smiling face of a young soldier, about years old. I understood at once – these were pictures of Dad from his Army days. He was standing 20 beside a big tank with an Israeli flag flying over it. Quickly I opened one of the letters in the box; it was



"Dear Eti",

I'm writing to you from the battlefield; I only have a few" minutes before they call me to go on guard duty again. A lot has ,changed here since I wrote my last letter, a few weeks ago when I had just arrived at the front. At first, I still felt as if I were 'in a game' - but now it looks serious, just like a real war. Meanwhile, I'm here, not far from the border, with all of my soldiers. Rumor has it that the enemy armies are already redeployed on the border. We fight all day with our tanks and guns and we don't have much time to rest, but I really believe .that we're strong and can defend our country

Five of my soldiers were wounded in the last week. Every so often, a burst of shots rings out; here and there, someone is heard calling for a medic. Nonetheless, we all do our best to keep .calm here, although the sights we see are not easy

I understand from the letter you sent me that you're somewhat frightened... Don't worry, we're guarding the border in the best possible way, and there's no fear that they'll reach Tel Aviv. It's hard to be far from home, from routine, but I know I have a .great responsibility - to defend the homeland

I hope this war will end as quickly as possible and I can come .home to see you

What's happening with you? Write and tell me what you're doing...

Are you still teaching in school? We have no radio here; I feel .totally cut off from what's going on in central Israel, with you

.I can't wait to get your letter

"Yours, Rafi

I finished reading and folded the letter carefully. Dad had told me about how many times he took part in a war, but I never imagined that he was in a real tank and that he had soldiers, and that he really fought on the front lines, facing the enemy forces. I think my father's really a hero...!



Hi, friends!

I'm sure you spend a lot of time on the Internet like I do, chatting with your friends, right? Listen to an interesting story about Lior, who moved to Ashkelon a short time before "Operation Cast Lead," a military campaign in 2008.

Lior made sure to stay in touch with her friends in Givatayim (where she had lived before), mostly by computer. She told them about the new friends she'd made, about the English teacher who always told funny jokes, and even sent pictures of the new house and the dog, Pazit, who had joined the family...

But then the whole mess began...

Let's read her correspondence with her friends from Central Israel

Suddenly it's like a war

chat

.September 27, 2010 9:17 a.m

Hi, guys. A few minutes ago there was a "Tzeva Adom"
!!!!!!alert... soooooooooo scaryyyy

Shani:

.September 27, 2010 9:17 a.m

Tali:

Wow, was anyone hurt?

.September 27, 2010 9:18 a.m

Roy:

My aunt and uncle are there too. My cousin
just said it fell near the seashore

.September 27, 2010 9:19 a.m

Noa:

Oh, no, sweetie... be strong!

.September 27, 2010 9:19 a.m

Noa:

You can always come stay with me. 😊

chat

.September 27, 2010 9:20 a.m

I heard two loud booms. But it sounded kind of far away... A minute ago I was playing on the computer, and a minute later, suddenly I'm in the ...midst of a war... you can't even imagine what I feel

.September 27, 2010 9:22 a.m

...I saw pictures on TV, I think I'll see you any minute

Shani:

Noa:

.September 27, 2010 9:30 a.m

I heard my dad say the ones who send the missiles are all kinds of terrorist organizations that act independently on their own. ...Shooting rockets and running away

Tali:

.September 27, 2010 9:32 a.m

(: At least you don't have school, we have a geography test tomorrow

Roy:

.September 27, 2010 9:40 a.m

They're firing on Ashkelon... School would be better than this! What did the kids do to deserve this? It's better to go to school .and not be afraid

Noa:


.September 27, 2010 1:20 p.m



Sending you a picture from the shelter. These are my neighbors... we've been here 3 hours already... My neighbor (his father's a big officer in the army) says we'll have to sleep here at night. Good thing I brought the computer... I'm just worried about my dog Pazit, she disappeared the moment she heard the alert and .we have't seen her since

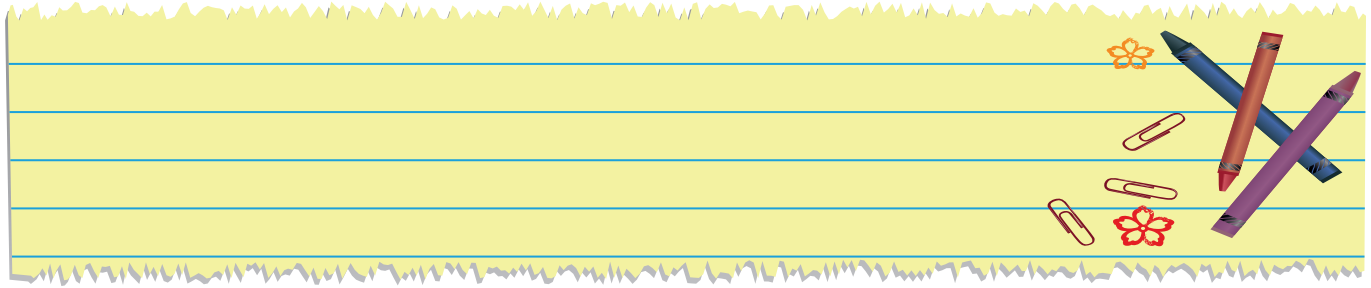
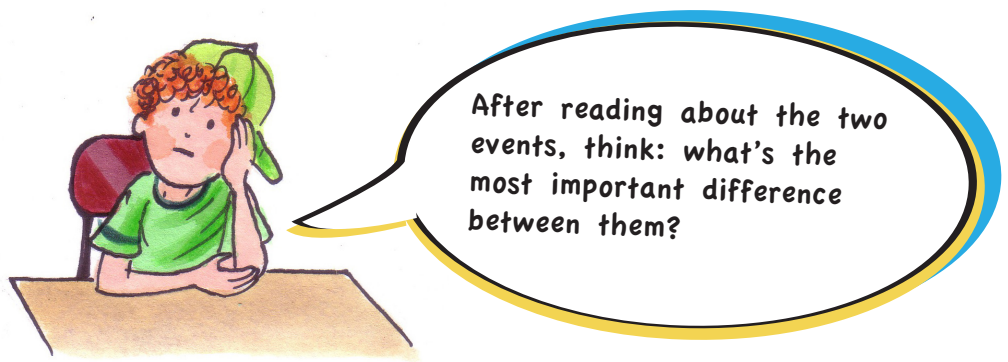
Shani:

.September 27, 2010 3:20 p.m



Hi, guys, that's it! It's over for now... I'm back ...home. And we found Pazit, too .Thanks for being with me through all this It was really one of the scariest experiences I've .had !Nothing like good, calm routine Pazit says hi

Shani:



There are two kinds of security events: terrorism and war

Let's learn the characteristics of each kind of fighting.

What is war?

A violent conflict between rival countries in which armies are involved. Wars usually take place on the borders of countries, on the front lines.

What is terrorism?

The violent use of a variety of means – in many cases, weapons – against individual persons (or a group of persons) or against property, generally inside the country, on the home front. The purpose of terrorism is to bring about political and social changes. Terrorism is illegal.

Interview one of your parents or another relative. Ask him/her to tell you about an emergency event he/she especially remembers. Ask him/her to talk about the place of the event and what happened there, how he/she felt during the event and what the outcome was.



Homework



Young reporter



An emergency event I especially remember

**Slogan contest:**

Wow! Being prepared is really important!
Let's invent some slogans about that.
I've got one:

**"Don't take a chance –
prepare in advance!"**

Do you have a slogan, too?

Share it with the class, and

... at the end of the week, we'll choose a class slogan that will be sent to the Home Front

Command at www.oref.org.il

My slogan:

Security threats



Security threats

The rocket caught 12-year-old Shir at home alone

Shir Kidron of Gedera was at home alone when the Grad fell near her house; she was saved because she had gone down to the shelter, the way she learned in school. "The whole room was wrecked; I didn't know what to do."

The Home Front Command's instructions save lives – this is the lesson learned today by the family of 12-year-old Shir Kidron of Gedera, who was at home alone when a Grad rocket fell near her house and caused great damage to the furniture. Young Shir woke up when the alert went off in the town and ran straight for the shelter. When she left the shelter, she was stunned to find that the family dog, Tzili, had not survived the hit. "It's a real miracle; I'm very proud of my daughter," said the father, Avital Kidron. "Since the war started, we've been afraid that, if there was an alert, the kids wouldn't have

time to get to the shelter. She did what we told her, and her life was saved."

Shir recalled the moment she heard the alert: "I heard an alert, and I ran right to the shelter."

We learned about this subject at school; the teacher explained to us that, the moment the alert sounds, we have to run to the shelter, and my parents practiced with us in the last few days, so we'd run directly to the shelter the moment the alert sounded. I heard the boom and I called Dad. I told him my whole room was wrecked and the house was damaged. I didn't know what to do."

Class discussion What helped Shir cope successfully with the emergency?



How did she know how she was supposed to act?

What kind of weapon was fired toward Shir's house?

Did you ever hear a real alert? I don't mean a Memorial Day siren, but a wailing alert that goes up and down, warning us of danger and telling us to defend ourselves. Alerts can surprise us and it's important for us to know the kinds of events for which they sound and especially what we have to do when we hear the alert. So let's sort things out a bit: alerts sound when missiles are being fired toward the place where we are. An alert will not sound for emergency events such as fires, earthquakes or major accidents on a nearby road. In such cases, it's important for us to listen to the media and know what to do. An alert will sound like a wailing siren that goes up and down; in the Sderot area and the settlements surrounding the Gaza Strip, the slogan "Tzeva Adom" will be heard.





Sometimes the Home Front Command holds exercises during which an alert is heard. This is done for civilians to be able to recognize the alert sounds and learn to act according to instructions. When a rocket or missile attack is imminent, each area has a defined time interval after the alert sounds, during which people must reach a secure space. Go to the Home Front Command website at www.oref.org.il and check, according to your place of residence, how much time you have to protect yourself after the alert sounds.

The rocket threat

.A rocket is a kind of bomb, which is launched from far away

Qassam rockets: these are rockets that are made of improvised materials, such as pipes of various thicknesses, and are not manufactured in a sophisticated laboratory. They have a limited range of fire, a low accuracy level and a small quantity of explosives. Most of the rockets that have been fired from the Gaza Strip in recent years are of this type; they have mostly been fired at the city of Sderot, the Israeli settlements surrounding the Gaza Strip and the Western Negev.



Long-range rockets: there are more sophisticated rockets (Grad, Fajr 5, M75, etc.) that go much farther and can strike most parts of Israel; their accuracy level is higher and they contain larger amounts of explosives. To the north of Israel as well, there are threatening entities such as Hezbollah in Lebanon, which have similar rockets (Katyusha rockets, for example) that can also reach long ranges – so, in effect, the entire country is exposed to the threat of rocket fire.

“Iron Dome”: this is a technological means of intercepting rockets, which was developed in Israel and protects it; therefore, the damage done by rockets has been very much reduced.



The difference between a missile and a rocket

The missile is even more sophisticated, its strike is far more accurate and it can reach longer ranges.

Shockwave: a hugely powerful flow of air that blows strongly toward us and may knock us down, toss us into the air and endanger us.

Shrapnel: small metal fragments that comprise the rocket and are located inside it, which scatter in all directions when the rocket explodes. The shrapnel scatter in the air in a mushroom-shaped cloud.



So what do we do when a rocket falls?

Not only residents of Northern and Southern Israel are exposed to danger. The State of Israel is a small country, and therefore every area in Israel is exposed to danger.

It's important for all of us to know the threats that face it.

Rules of behavior when the alarm sounds

In a building



In a building with no shelter and no residential secure space, go into an internal secure room inside the house or into the stairwell, and stay there for 10 minutes.

(For criteria for selecting an internal secure space, see the lesson entitled "The secure space")



In a building with a residential secure space or a shelter:

go into the residential secure space or the shelter, keep away from the windows, and stay in the secure space for 10 minutes.

Outside a building



Go into a nearby building, according to the amount of time available to us.

If there is no building nearby or if you are in an open area, lie on the ground and protect your head with your hands.

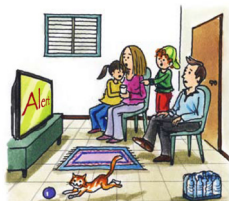
In a vehicle



If you are riding in a vehicle, stop the vehicle at the side of the road.

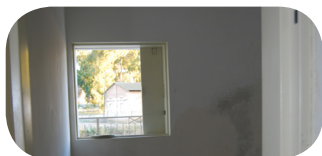
If you can get to a building, go into it. If there is no building nearby, get out of the car, move away from it, lie on your stomach and protect your head with your hands.

On public transportation or a school bus, duck down below the window line and lie on the floor of the bus/train.



In any event – listen to the instructions broadcast over the media and act according to them

.Now let's learn about the kinds of secure spaces



Residential secure space

called “mamad” in Hebrew: this is a secure room inside the house or apartment and serves its residents. The entire shell of the room (ceiling and walls) is made of especially thick concrete walls. In addition, there is a steel door to seal the room. Residential secure spaces are built one on top of the other, up the entire height of the building.



Floor secure space

called “mamak” in Hebrew. Its construction is identical to the residential secure space, but it serves everyone who lives on that floor. The floor secure spaces in the building are also built one on top of the other, with a ladder running between them.

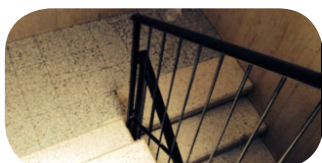


Shelter

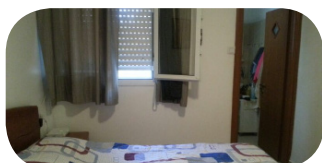
located in the basement of the building and serves all of the building's residents, or located outside the building and serves everyone living in the neighborhood. The shelter walls are made of concrete and are resistant to explosions. The entrance door and the door that blocks the window opening are made of steel.

Internal secure space

If we are in a building with no apartment/floor secure space and no shelter nearby, we will have to choose an internal secure space. There are two possibilities: an internal stairwell, or an internal secure room within the apartment.



The stairwell is like the backbone of the building. It is made of strong concrete resembling the construction of a residential secure space. The stairwell must be surrounded by apartments, so that it is as internal as possible.



An internal secure room is one of the rooms in the house, carefully chosen according to certain criteria – for example, a room with as few openings as possible (doors, windows).

We'll learn about additional criteria later.

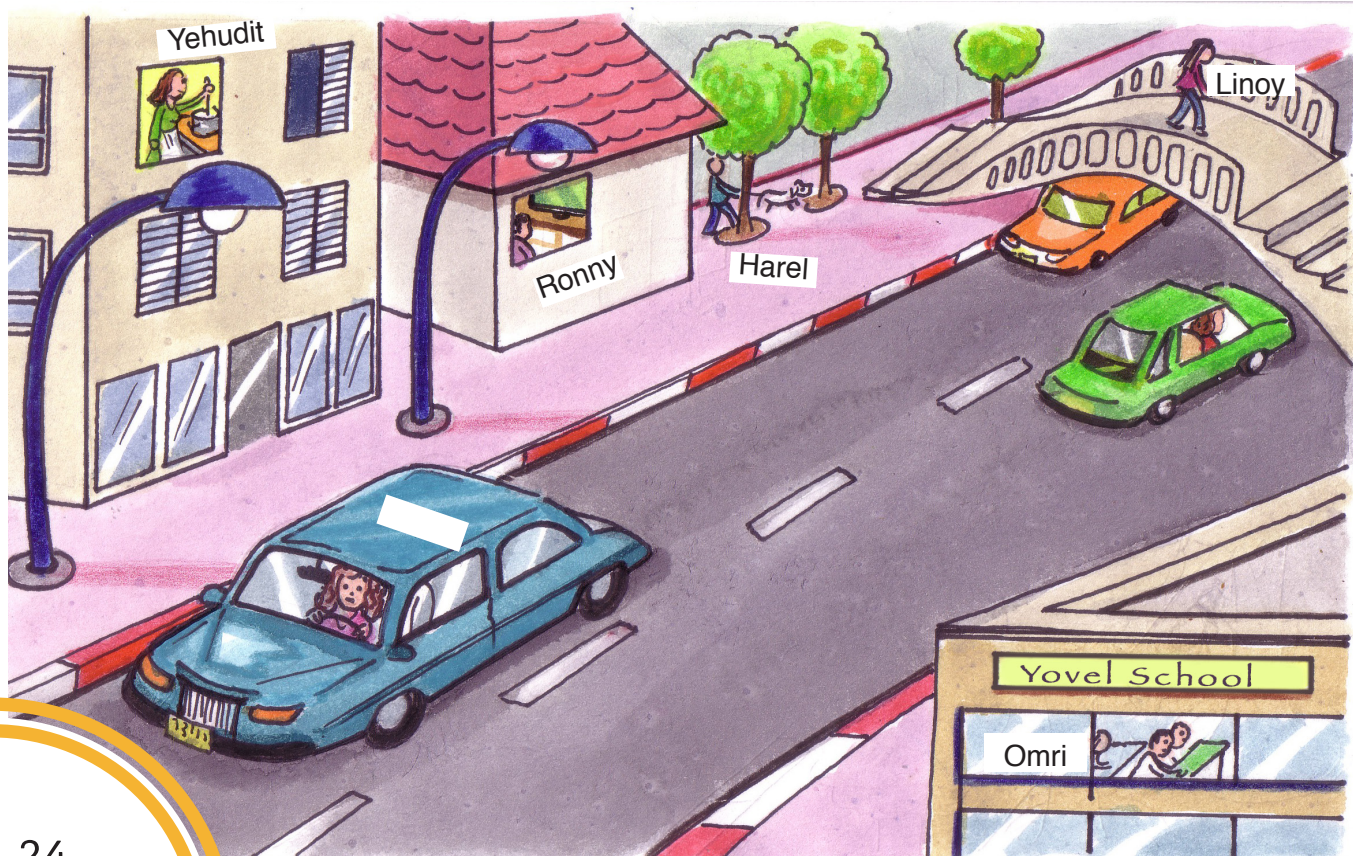
In 1992, a law was passed, stating that there had to be a residential secure space or a floor secure space in every new building.



Choosing a safe place

The time is 10:00 a.m. Suddenly an alert is heard throughout the city. Think: according to the instructions you've learned, how should each of the characters in the story defend himself or herself according to his or her location.

Name	Location of each character	What is the safe place according to the instructions?
Yehudit	At home, on the second floor, making lunch for her children. There is a residential secure space in her house.	
Linoy	Walking across the bridge on the way to her friend's house.	
Hanna the teacher	Driving home after a day at school.	
Ronny	At home, watching TV; there is no residential secure space in his house.	
Harel	Walking along the sidewalk with his dog, Picky.	
Omri	Still in school, in his classroom on the third floor, in the middle of a Bible lesson; there is a secure space on the first floor. There is a floor secure space on his floor.	





The following articles describe events in which different people prevented a terrorist attack that could have ended in disaster. Let's read and find out how they did it...

Facing a terrorist alone

Tuesday evening, a young man in a green coat, with a sweaty face, came to the café and wanted to come in. "He looked very nervous," said the security guard. "I used the metal detector and it beeped. I moved his coat aside and saw that he was wearing an explosive belt around his body and his hand was in his pocket; I grabbed his hand and pulled it out of his pocket and shoved him outside."

The terrorist, who understood that he had been exposed, started to run towards the Tel Aviv Beach Promenade. I shouted, as loudly as I could, "He's a terrorist!" and ran after him. After he was caught, it turned out that the explosive charge was extremely powerful; if the terrorist had succeeded in entering the café, we would have had to deal with a horrible attack, with many casualties."

An encounter of the fatal kind

Buses are a sensitive and preferred target for suicide bombers. An Egged bus driver from Jerusalem prevented a suicide bombing in August 2001: "The man was standing at the bus stop by himself; I stopped the bus a short distance before him, so I could look at him in the mirror and view his behavior."

He was examining the bus. I noticed he was holding a bag. I saw him looking at his watch, shifting his body tensely and glancing all around. I asked where he was going. The man didn't answer. He looked as if he were daydreaming. I asked again; he stayed silent and climbed the first step of the bus. I wanted

to be ready to jump on him and push him out. I asked him: 'What do you have in your bag?', 'Where are you going?', 'Who sent you?' I stood up and moved toward him. He didn't answer any of my questions, but slowly put the bag down on the floor of the bus. And then I noticed the electrical switch connected to the inside of the bag. I immediately grabbed his hands so that he couldn't detonate the explosive charge. Only at that moment did I realize I was dealing with a suicide bomber. I dragged him outside, far from the bus and the bag. I struggled with him until the police came and took the man away."

Miracle in Afula:

Soldiers found a bag with an explosive charge in a gas station

The tank under the pump near which the charge was placed held 30 thousand liters of fuel. The station owner: "Such an explosion would have caused extremely severe damage to the surrounding buildings, including homes."

The resourcefulness of three Golani Brigade soldiers, who found a pipe bomb placed inside a woman's bag, prevented a major terrorist attack in a gas station in Afula yesterday – an attack that could have caused the loss of many human lives. The incident took place yesterday, at about 2:00 a.m.

The soldiers, in a Toyota military vehicle, came into the Paz gas station at the exit from Afula in the direction of Bet Shean. The gas station, which is in the industrial zone, was empty; during the night hours, it operates automatically by means of unmanned fuel pumps. As they entered the station, the soldiers noticed a pickup truck leaving the area. They stopped near the pumps, where they saw a bag that aroused

their suspicion. "We saw a woman's black bag with a shoulder strap that looked suspicious," said one of the soldiers, 20-year-old Eldar Ira from Netanya, who found the explosive charge. "I looked inside and I saw wires and metal parts. We moved the bag to the edge of the gas station, near the fence, and called the police. I know I took a risk by moving the bag, but it was important for me to get it away from the fuel pumps," the soldier said.

Many members of the Afula police, commanded by Chief Superintendent Menahem Hever, and fire and rescue forces rushed to the scene of the incident, and the area was closed to traffic for two hours. Police sappers from the Haamakim station moved the bag to a nearby open field, where the police robot blew it up by means of a controlled explosion. It transpired that the bag contained a pipe bomb and several kilograms of explosives. The persons suspected of planting the bomb have been arrested.

Class discussion



1. Who prevented the terrorist attack in each case?
2. What caused the person who prevented the attack to suspect that something unusual was happening?



Worth knowing

Suspicious people, suspicious objects and suspicious vehicles

It's a good idea to clarify a few important terms before we go on. Read with me the characteristics of a suspicious object, a suspicious person and a suspicious vehicle.



Security threats

All around us, people and vehicles go by and various objects are located. Some of them may make us suspect that someone has evil intentions; someone may have the intention of harming us, or we may be wrong.

But we mustn't take the risk, because if we're right – we can prevent a major disaster. That's why we have to take precautions, which we'll learn about later.

Suspicion: an unsubstantiated general impression that a person has negative intentions or an object is meant to cause damage.

Suspicious: a person or object that arouses a suspicion that the person (or the one who placed the object) has negative intentions.

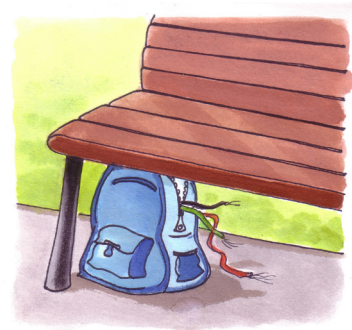
Certain: sure, clear, obvious, beyond all doubt.

What are the characteristics of a suspicious object?

The object has no owner.

The object is not in its natural place.

There are wires and bits of metal sticking out of it.



What are the characteristics of a suspicious person?

- A person who looks pressured and nervous.
- A person who studies his surroundings too much.
- A person who does not respond to questions.
- A person whose clothing is inappropriate for the season (for example, wearing a coat on a hot day in order to hide something).

What are the characteristics of a suspicious vehicle?

- Parked in suspicious circumstances
- Wires sticking out of the vehicle
- The license plates are different
- The wheels are flattened by heavy weight – the vehicle slopes backward



Homework



What do we do if we find something suspicious?

If you encounter a suspicious person, object or vehicle, remember the three “gets”:

Get away from the area.

Get others away, too.

Get help.

Get away

Get others away

Get help

It's not enough to notice what's going on around us – we have to tell an adult, too.

At school, tell a teacher or a security guard quickly.

On the bus, tell the bus driver.

It's important to remember: never touch a suspicious object!

Young reporter



Write about an event when you or one of your family members encountered a suspicious person, object or vehicle.

the safe space

the safe
space



The safe space

When an emergency event happens, we are generally required to do one of two things:

shelter in place or
be evacuated.

When is it better to shelter in place and when is it better to be evacuated?

In most cases, the security and rescue forces will tell you how to act. Sometimes, though, the event happens suddenly and you have to decide on your own and to act immediately.

First, let's talk about sheltering in place.



Sheltering in place

Remaining in a closed structure that protects the people inside it during an emergency event.

For example: a shelter or a secure space.

“Sheltering in place” means getting to a secure inside space and staying there.

Unlike evacuation, which means leaving the house or the entire area, when we shelter in place, the house or another building protects us.

Sheltering in place is a way of protecting ourselves in various states of emergency, such as war, rocket fire or an event involving hazardous materials that endanger many people.

Here are some examples of events that took place in Israel, in which people were forced to shelter in place:



In 1991, during the Gulf War, when missiles were fired from Iraq toward the State of Israel, all residents of Israel were asked to go into the sealed rooms as soon as they heard the missile alert and to stay inside them.

the safe
space

In 2006, during the Second Lebanon War, when missiles were fired from Lebanon toward the State of Israel, residents of Northern Israel, down to the Haifa area, were forced to stay inside the secure spaces. The war lasted for 34 days.



In 2006, during “Operation Pillar of Defense,” attacks were launched on targets in the Gaza Strip; at the same time, hundreds of rockets were fired toward Southern Israel.

For the first time, cities in Central Israel, including Rishon Le-Zion, were fired on. Residents had to go into the secure spaces as soon as the alert sounded. The campaign continued for seven days.





the safe space

Hi, friends – this is a diagram of my house. Come help me choose the secure space for an event of missile and rocket fire. On the next page, we'll all write down the rules we used to finalize our choice – so you'll be able to choose a secure space in your house, too.



Name of the room	Disadvantages	Advantages
Room #1		
Room #2		
Room #3		
Room #4		
Corridor		
Walk-in closet		

Decision

?How do we choose a secure space

1. The location of the room - a room with as many internal walls as possible

2. _____

3. _____

4. _____

5. _____

Trial explosion

Once every few years, the Home Front command performs an experiment to test the strength of the residential secure spaces. During the experiment, they set off a bomb very close to a building with a tower of residential secure spaces.

The picture shows how the residential secure spaces remain undamaged although the rest of the building is destroyed.



After



Before

the safe
space

Homework



Tour your house and decide with your parents which room to select as an internal secure space in the event of rocket fire. Write down the considerations for your choice: _____



Exercise... Exercise... Exercise...

Imagine they announce on the radio that missiles are likely to be fired near your place of residence, and therefore you are required to shelter in place in the secure space. Go into the room you chose as a secure space in your home. Sit down and stay put in the same place for 10-15 minutes.

At the end of that time, answer the following questions:

- Was the time you spent there similar to time spent in that room on an ordinary day, or did you feel different? Different / No different
- What did you think about while you stayed in the room? _____
- What emotions did staying in the room make you feel? _____
- If you had any difficulty, write about it here: _____

- What helped you cope with the difficulties that arose? _____

- Now think about having to spend a longer period of time in the room, several hours and maybe even days. What will help you cope better with staying in the room? _____

In the secure space

A. Read Yaniv's story, which contains a description of the preparations made in his building for a possible attack on Israel.

B. After reading, turn to the next page and write down which equipment and supplies should be prepared for the secure space.

Hi, I'm Yaniv and I'm in Grade 5; how are you?
I want to tell you a true story that happened to me - so please pay attention:

It all started a week ago, when I heard Mom telling Dad that we had to organize the "mamak" (floor secure space) urgently for an emergency, because the situation in Israel and all over the world was very tense and no one knew what was going to happen next. Dad took the newspaper, cut out the notice asking people to start preparing, and posted it in the elevator, so that everyone who lives in the building could read it. I don't think any of the tenants took the notice seriously...

After school on Monday, my two best friends, Inbal and Elad, came over to visit me. The three of us live in the same building and even on the same floor. We came back from school, ate chicken cutlets and fries with lots of ketchup, and watched TV.

Suddenly, in the middle of our favorite program, an alert sounded, and an announcer appeared on the TV screen, sounding serious and a bit worried, and said "Emergency! All residents must immediately enter the secure space that was prepared in advance."

We immediately went into the floor secure space. I wondered how I would feel if I had to stay there for a long time. I thought to myself, "It's a good thing my friends are with me, because it's a lot less scary that way." Because this happened in the afternoon, most of the parents were still at work, so the only ones who came to the floor secure space were Inbal, Elad and Daphna, my neighbor, who came with her baby girl. Daphna's baby started to cry, almost 10 minutes went by, and suddenly we heard a loud boom. We thought we could leave the secure space, but another alert went off immediately. We understood that this was a barrage of rockets. Inbal started complaining that, in addition to missing her favorite TV show, she also really had to go to the bathroom. But there was nowhere for her to do that, because we weren't allowed to leave the secure space for at least another 10 minutes. "Oof! I'm

thirsty," Elad said. Inbal looked around and said what we already knew: "There's nothing to drink." And then Daphna, who always has an answer for everything, said that it was just so irresponsible that almost nothing had been organized here. I asked her if she had read the notice that Dad put up in the elevator... but she didn't answer. Suddenly the power went off and the radio stopped working, too. I really wanted to talk with Dad and Mom, so they could calm me down a bit. Daphna's baby started crying again, and Daphna explained that she was afraid of the dark. Inbal suggested playing a game. There was a bit



of light and, fortunately, we had put a Hebrew Scrabble game into the secure space the day before – so we passed the time playing and it was really fun, and even Daphna joined the game and the baby stopped crying. Suddenly Elad started feeling sick, he was having an asthma attack and he didn't have his inhaler with him. The power went

back on; almost half an hour had gone by since we entered the secure space, but there hadn't been any alerts in the last 15 minutes. "Finally we're allowed to leave the secure space!"

"Guys," I said, "I learned something important today: we have to prepare the secure space during routine times, with all of the necessary equipment and supplies."

Now that you've read Yaniv's story, write down in the table which equipment they had in the floor secure space and which equipment was missing.



the safe
space

Which other essential equipment was missing in the floor secure space?

Necessary equipment in the secure space

Which essential equipment was in the floor secure space?



Which other essential equipment should there be in the secure space ?

For additional information on essential equipment and supplies in the secure space, go to the Home Front Command website at www.oref.org.il and fill in the blanks:



Young reporter



Hi, young reporters! Please prepare an article for the school paper about sheltering in place! Ask your parents if they remember an event when they were forced to shelter in place. Ask them to tell you about it.

Reason for sheltering in place:

Year of the event:

Location where they sheltered in place:

Time of the event:

The hardest thing about sheltering in place was:

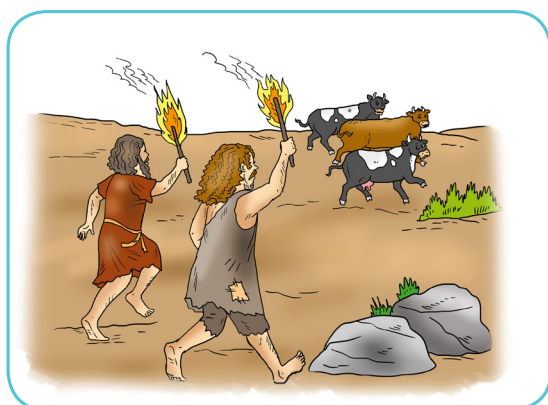
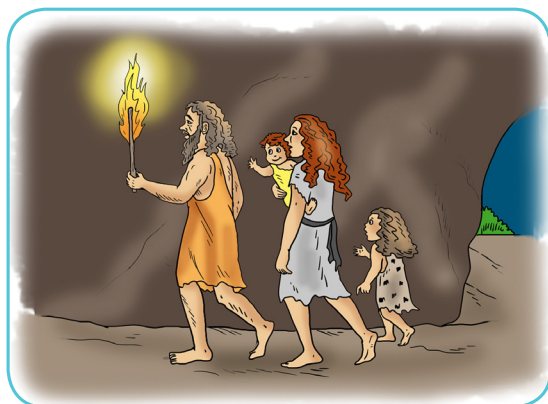
What helped them cope with the event:

Fire



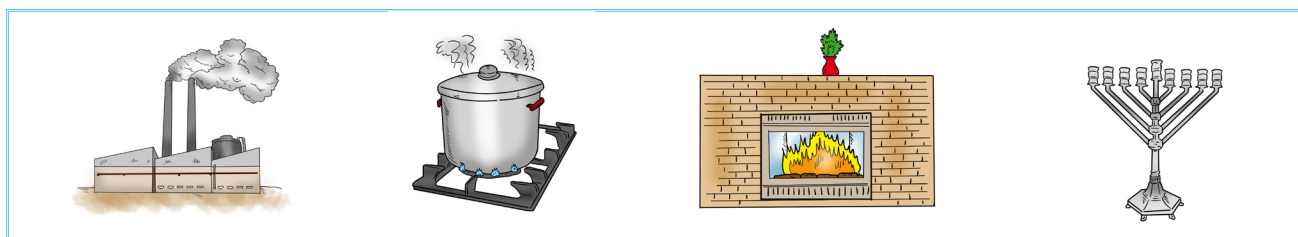
Primitive humans and fire

Fire was first discovered by primitive humans; over the years, they learned to light fires themselves. Among the earliest ways of lighting fires were rubbing a wooden stick in a groove carved out of a tree stump or striking two stones together. In the course of time, systems were developed for keeping fires burning for longer periods of time in order to serve humankind – for heating, cooking, light during the nighttime hours, communication between distant groups of persons through the use of signal fires or smoke, and even protection against predatory animals and preparation of weapons. The discovery of fire led to the transition from the Stone Age, in which tools were made exclusively of stone, to the Bronze and Iron Ages. Flame was a factor in the development of various technologies for the production of new materials and tools. One of them led to the development of the railroad train, which was propelled by steam. The steam came from water that was heated by burning coal. It may be said that the discovery of fire led to the most significant change in human life.



The use of fire today

Like primitive humans, and despite the developments in the field of technology (such as the invention of electricity), we use fire in almost all areas of day-to-day life – such as cooking, lighting, heating, various processes in industry, and even ritual ceremonies and holidays. Important though it may be, fire can also be dangerous.



What is a fire?

A fire is a flame that goes out of control.

A fire can be caused by:

1

Human error – for example, an accident, or leaving a flame to burn unsupervised

3

Technical malfunctions – for example, an electric kettle with a worn power cable that causes a short-circuit.

2

Deliberate activity – for example, arson (as a crime or a terrorist act), throwing incendiary bombs..

4

Forces of nature – for example, lightning, volcano, the sun's rays

Fire

On Wednesday, June 25, 2014, a forest fire – one of the biggest fires in recent history – broke out in the En Kerem neighborhood of Jerusalem. The precise reason why the fire broke out is unclear; forces present on the scene believe the



Picture of the fire in Jerusalem

fire was caused by the intense heat. For several hours, security forces – including 50 firefighting teams and eight firefighting aircraft – made efforts to gain control of the fire and put it out. In the evening hours, the firefighters gained control of the fire and it was extinguished.



Classwork

$1+2=3$

Do you know of any additional factors that can cause a fire?

If you do, write them down.

1.

2.

3.

4.

5.

Fire components

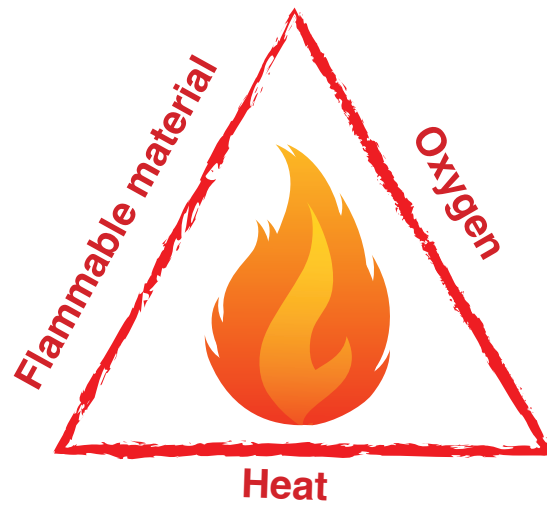
A fire will break out when all three fire components are present at the same time.

Flammable material all materials are flammable, but some materials are much more flammable than others

(for example: fuel, paper, cloth and so forth).

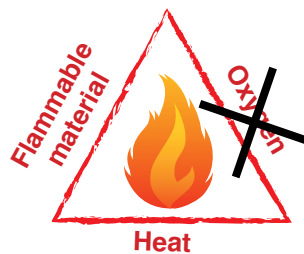
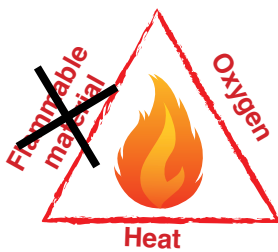
Heat a high temperature that is necessary so that the material can start to burn.

Oxygen a colorless, tasteless and odorless gas that is present in the air.



The principle of fire prevention

In order to prevent fires, the fire components must be kept separate from each other. For example: a curtain, which is a flammable material, should not be hung near the stove.



Three events are described below. Write down how the fire broke out in each of these events and what its components were.

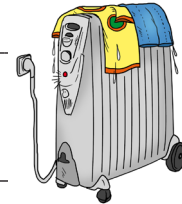
It was a winter day and it was raining hard. Tomer came home wet from head to foot; his clothes were soaked. He put his clothes on the heater in his room to dry them out and went to his parents' room to take a nap. When he awoke, he realized his room had started to go up in flames.

Components of the fire : flammable material _____

1

Heat _____

Oxygen is always in the air



The members of the Israeli Family were watching "Survival," a TV series, in their living room, when suddenly the pressure cooker on the stove exploded; fire broke out and immediately ignited the curtain of the window above them.

Components of the fire : flammable material _____

2

Heat _____

Oxygen is always in the air

As always, we lit the holiday candles on Hanukkah. Mom left the box of matches on the table and took our dog, Picky, for a walk. My little brother, who is only four years old, unthinkingly picked up the matches, started playing with them on the carpet in the living room, and accidentally lit one. He panicked, threw the lit match onto the carpet and ran out of the room; the carpet caught fire and started to go up in flames. A few minutes later, Mom came home and managed to put out the fire.

Components of the fire : flammable material _____

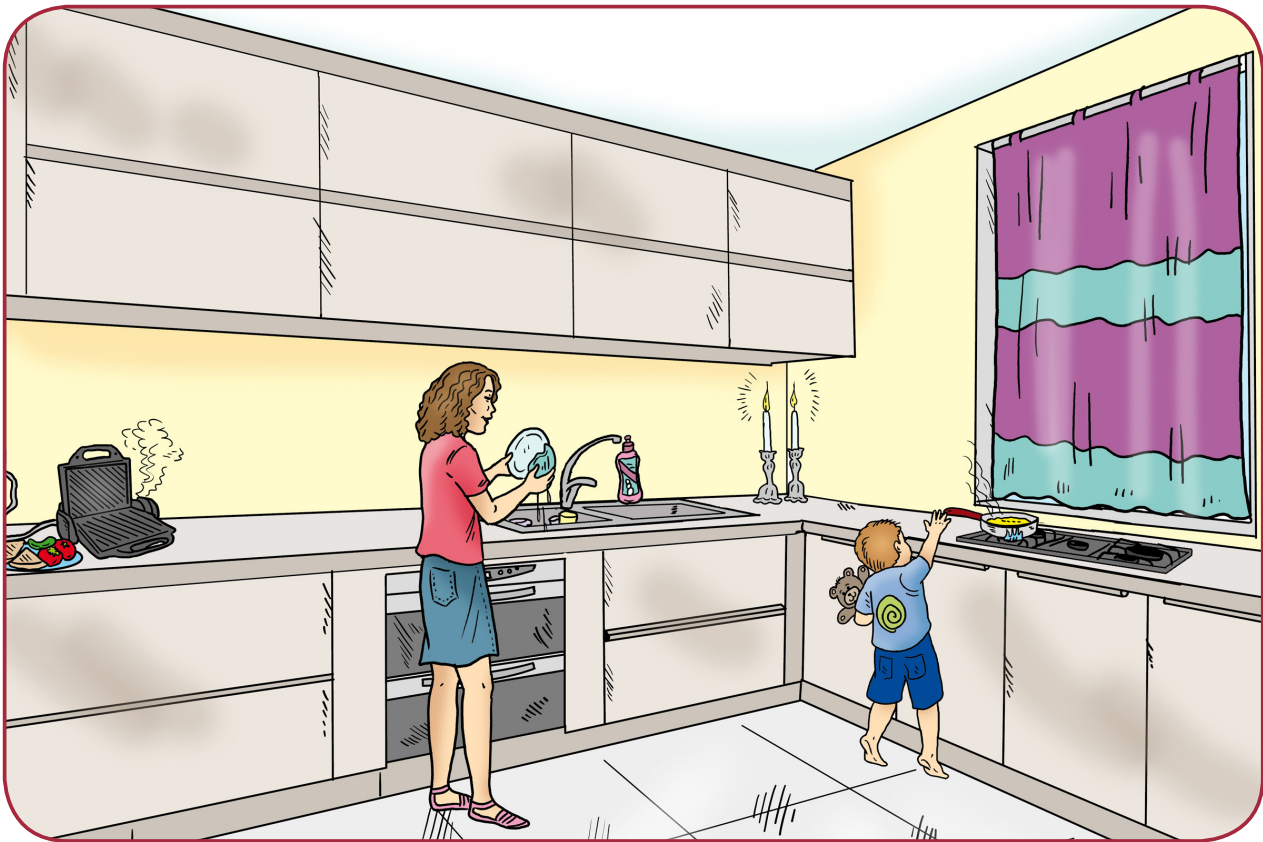
3

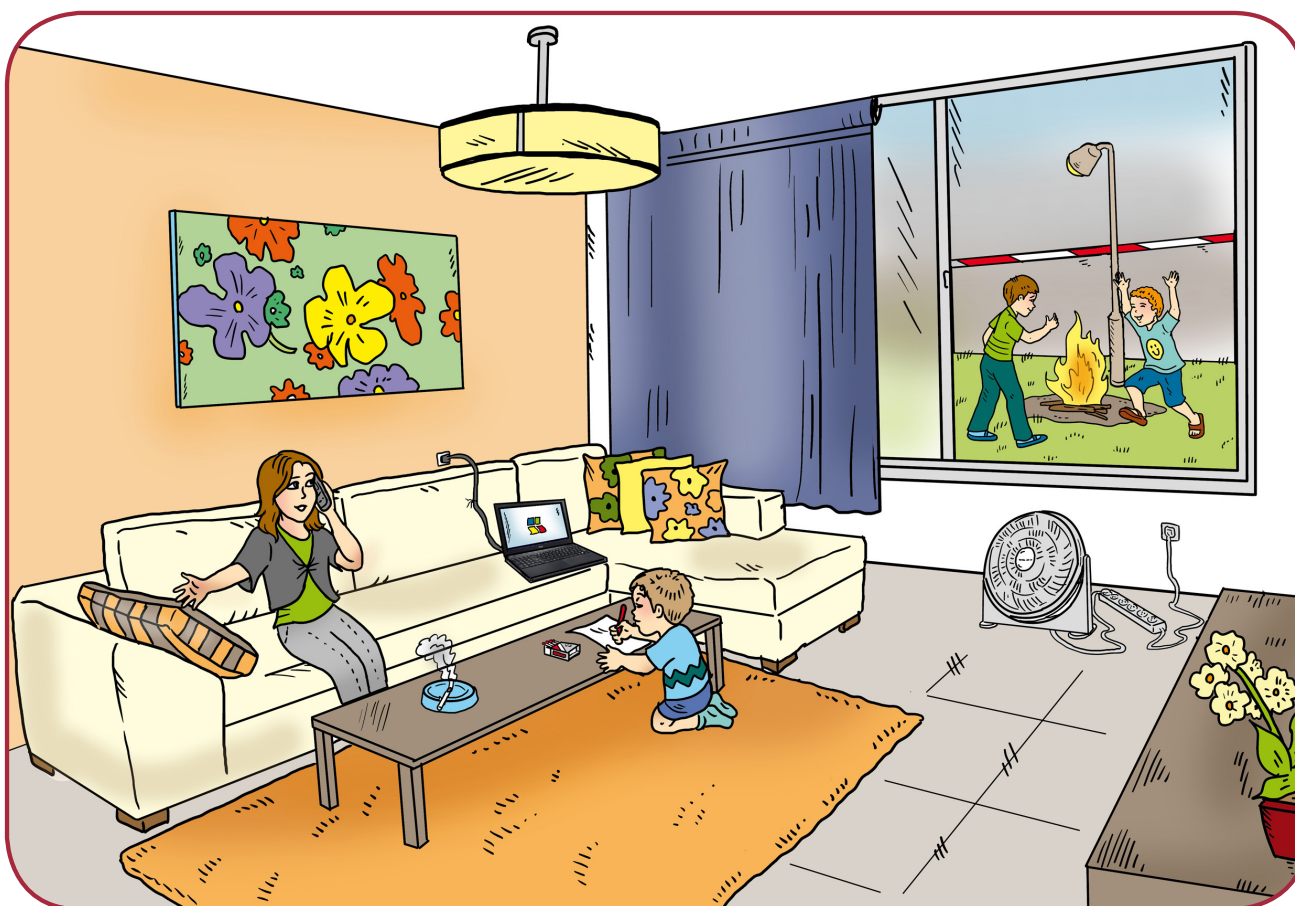
Heat _____

Oxygen is always in the air

Mapping risks

Here are pictures of three different rooms; in each room are four or five items which, when placed close together, are likely to cause a fire. Look at the pictures and circle the items that present possible risks.





The principle of fire extinguishing

A description of six events in which fires broke out appears below. Think how you would extinguish each of the fires.

Event	How would you extinguish it?	Method of extinguishing
Eitan saw that a towel that had been left near the charcoal grill had caught fire		
Smoke started coming out of the computer in the room.		
The students in Grade 8 finished the Lag b'Omer bonfire celebration and were debating how to put the bonfire out.		
The apron caught fire and started to burn because it had been left near the burning fireplace.		
The students in Grade 6 held a "team spirit" evening, in the course of which they lit a bonfire. Ron, one of the students, went too close to the fire and his shirt started burning.		
Noa made a birthday greeting card for her girlfriend and tried to decorate the card by burning the edges of the paper. Within seconds, the entire card began to burn and ignited an entire pile of paper.		

The principle of fire extinguishing

A small fire is a fire that can be extinguished with things that we have at hand; if there is a big fire, we have to call the fire department and leave the scene quickly. Every big fire starts with a small fire. Many large fires were prevented because there was someone who could put them out while they were small. Because a fire will only break out when all three fire components – flammable material, heat and oxygen – are present at the same time, in order to extinguish a fire, at least one of the components must be removed.

Three methods of extinguishing a fire:

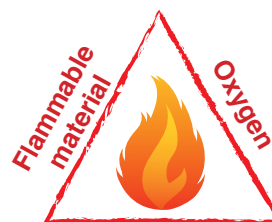
Isolation – removing the flammable material component.

For example: moving a newspaper away from a heater.



Cooling – removing the heat component.

For example: pouring water on a napkin that has caught fire



Smothering – removing the oxygen component.

For example: putting out a bonfire by pouring sand over the bonfire and covering the burning logs



Did
you
know?

A fire extinguisher is a primary means of putting out a fire in its initial stages. Fire extinguishers are likely to contain powder or halon gas. Both of these are suitable for fires with burning solids or liquids or fires involving electric current.

**When you use a fire extinguisher, remember
the three P's:**

- P**ull out the pin
- P**oint the extinguisher toward the fire
- P**ress the operating handle



Rules of behavior



How will we act if a small fire breaks out?

A small fire is a fire that can be put out quickly – for example, a piece of newspaper or a teddy bear's foot that caught fire. These fires can probably be extinguished by pouring half a pot of water over them. An electrical appliance that starts emitting smoke must be immediately disconnected from the power source by pulling the plug out of the socket. If a frying pan catches fire, turning off the gas will cause the flames in the pan to die out.

If we do these things quickly, we will prevent the fire from spreading. Do not panic; try to show self-control; **make sure you are not endangering yourself**; perform the required action; quickly determine whether the action succeeded and decide what should be done next.

Fire

How will we act if a big fire breaks out?

If you didn't succeed in putting out the fire by means of a simple, rapid action, or if you understood in advance that you can't put it out without help, do these things in the following order:

Leave the room quickly.

Get all of your family members together in a safe place near the exit, and if the way out is open, go outside at once.

It's important to go outside as quickly as possible, holding each other's hands on the way out, so no one is left behind.

When you leave a burning room, close the door to the room behind you, to keep the fire from spreading to the other rooms.

If you can't leave the house, but you can get to a source of clean air (a window or balcony), go there immediately. If there is no possibility of doing that, stay where you are. If the fire is outside your apartment, keep smoke from coming into the apartment by sealing off the cracks with wet towels.

How will we act if our clothes catch fire?

If our clothes catch fire, we must stay where we are, lie down carefully on our stomach and roll from side to side, in order to smother the fire and put it out.

Fire near an electrical power source

If a fire occurs near an electrical power source or if electrical power is involved in the fire, first disconnect the electrical appliance from the power source. Do not pour water on it, because that may cause a short-circuit. A fire extinguisher may be used.

Articles

Two articles appear below. Read them and discuss them with your instructor.

11 years-old girl burned by taboon during scouts hike (in 2002)

A Scouts activity almost ended in disaster: during an activity in the youth movement troop in central Israel, Nofar, a Grade 6 student, sustained burns on the lower part of her body because she came too close to a taboon (primitive oven for baking pita bread on an open fire) that had caught fire. As part of a hike organized by the Scouts movement, a field activity took place that included a number of stations, at each of which a different activity was to be performed. At one of the stations, the young Scouts were given a lump of dough and told to bake pita bread on the taboon. Her fellow Scouts began to pour sand over her left leg. Nofar recalled: "I really didn't want to eat pita that someone else had made, so I got as close to the taboon as I could, so I could

watch my pita. It was nice standing next to the taboon and I felt the heat radiating from it. Suddenly I heard a scream, and everything happened very quickly. In a split second, I found myself with my khaki uniform pants on fire in the area of my left calf. Apparently the wind had brought the fire too close to me. The troop leader ordered me to lie on the ground and immediately threw sand on the burning area. All of my fellow team members joined in the effort to put out the flames." Once the fire was out, Nofar was immediately rushed to the hospital in good condition, where she received medical treatment for the burns on her left leg. If her friends had not acted as they did, the disaster could have been much worse.

Haifa: Candle in bathroom causes fire, 4 children rescued

A candle left burning on top of the toilet tank in the bathroom caused a fire. The fire broke out after 7:00 a.m. in a third-floor apartment in a building on Joseph Wiener Street, in the Halisa neighborhood of Haifa.

Four children aged 5-10, who had been left alone at home, were trapped in the flames that came out of the bathroom. The firefighters said the children were instructed by the oldest brother to stay close to the windows.

They were evacuated in very good condition, suffering from mild levels of smoke inhalation. Neighbors who noticed the smoke rising from the apartment called the fire department, and three firefighting teams arrived on the scene. An initial investigation

revealed that members of the household had lit a candle on top of the plastic toilet tank in the bathroom, because there was no lighting there. "The candle melted, the plastic caught fire, and the flames spread quickly. The whole apartment is black with soot and seriously damaged." "As soon as we got to the building, we discovered the children, who were standing close to the windows from which the smoke was rising." Avi Oz, an officer on duty, described the situation.

"We began by extending a ladder up to them; at the same time, the firefighters broke through the door to the apartment, which was full of smoke; the children were rapidly rescued through the windows and the front door, thus preventing greater harm."



Fire Department

While performing the actions in case of fire that you learned about, you must also call the Fire Department; their telephone number is 102.



Earthquake



Earthquake

Earthquake



Hi, friends -- I've never experienced an earthquake; I've only heard stories and seen pictures from other places. For example, the moving story of Shiran Franco, an Israeli girl who was on vacation with her family in Turkey when a strong earthquake suddenly occurred in the middle of the night. Some 40,000 people were killed in that earthquake, and hundreds of thousands were injured and left homeless, with no shelter and no property. Let's read her story together.

Shiran Franco's rescue



Prof. Ashkenazi of the Home Front Command administering first aid to Shiran, seconds after her rescue from the rubble.

"I want to drink cola," said little Shiran, a few minutes after being rescued from the rubble. She then asked more specifically: "Do you have cola in a can?"

It was an amazing miracle. For 98 hours, little Shiran Franco – only 9 1/2 years old – lay under the rubble. Alone, in the dark, with no food and unable to move.

All of our hearts skipped a beat when she was pulled out of the ruins. All of us shed a tear when we learned, a few hours later, that almost all of her family had been killed in the event, including her grandfather, her grandmother, her twin brother and her father.

Hi, kids -

As I said, we primarily learn about earthquakes from things that happen in other places. I always ask myself whether it can happen here, too. I've learned the answer is unequivocally yes. In Israel, severe earthquakes have happened in the past, and we know that, wherever severe earthquakes have happened in the past - severe earthquakes will happen in the future as well. That's why it's very important for us to learn how to prepare and especially what to do when an earthquake happens and how to protect ourselves. So let's begin...



What is an earthquake?

An earthquake (its scientific name is “seismic activity”) is a natural phenomenon, during which the earth trembles for a short period of time (from a few seconds up to a minute). The tremors cause the earth to move, along with everything on it: houses, roads, bridges and so forth. Earthquakes of this kind happen every day in many places around the world; most of them are too weak for us to notice them. But when an especially strong earthquake happens, in places where people live, it causes great damage to buildings and, as a result, is likely to cause many casualties (as happened in recent years in Haiti, Turkey, Chile and many other places).

Earthquake



Pictures of houses that were destroyed as a result of the earthquake that took place in Haiti in 2010 at a magnitude of 7.0 on the Richter scale

The structure of the Earth

In order to understand how an earthquake occurs, we must first understand the structure of the Earth. People have always wondered what is inside the Earth. The ancient Greeks thought that inside the earth was the “Kingdom of Hades,” a mysterious underground kingdom where people who committed many sins during their lives were sent after death. Others believed that caves extending for thousands of kilometers and housing mysterious cities were located in the depths beneath our feet.

It's really fascinating - just how is it possible to determine what's inside the Earth we live on? After all, the distance between the Earth's surface and its center is about 6,400 km! And if the deepest anyone has ever drilled is only 15 km...



What really happens inside the?

Earth

Because humans have never been able to climb or drill down to a depth greater than 15 km, we have had to look for other methods of learning what happens inside the Earth. Researchers have analyzed the materials ejected from the depths of the Earth during volcanic eruptions and have learned about the types of rocks and the conditions beneath the Earth's crust. Seismologists (researchers who study earthquakes) have installed instruments for measuring the strength of earthquakes in various places across the globe. Analyzing the differences between the measurements obtained from the various instruments has been very helpful to our understanding of the Earth's internal structure.

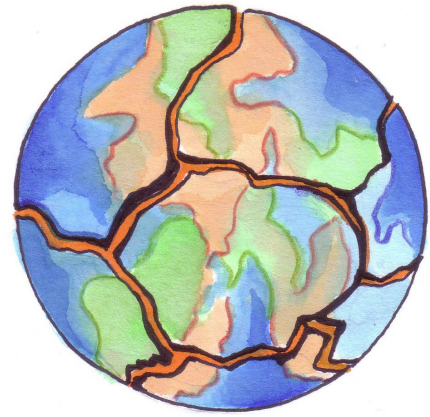
It turned out that the Earth is composed of three principal parts: the core, the mantle and the crust



The innermost layer is the core: the core is the “heart” of the Earth and is located at its center. The core is principally composed of metals and is also the source of the Earth's vast gravity.

The middle layer is the mantle: the mantle is thousands of kilometers thick and surrounds the core. The mantle is made out of magma – a viscous and very hot material made of rocks that melted due to the high temperature and pressure deep inside the Earth (the temperature of magma is as high as 1,400 degrees!). Deep inside the earth, the magma is constantly bubbling, like oatmeal cooking in a pot.

The top layer is the crust (the outer shell of the Earth): above the molten, viscous mantle is another layer – a hard, solid layer of rock known as the Earth’s crust. This is a relatively thin layer, several kilometers thick, on which the familiar features of the Earth – continents, oceans, mountains, valleys – are located, as well as everything that we humans have constructed: houses, roads and so forth. **The Earth’s crust** is not whole; it is broken into huge plates (called tectonic plates). Each tectonic plate can contain several countries or even an entire continent. The plates of the Earth’s crust are separated by huge cracks or rifts, which geologists call “**faults.**”

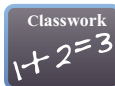


How an earthquake comes to pass

Two important forces act on each of the tectonic plates on the Earth’s crust, on which we live: the first force is exerted by the flow of molten magma under them, which bubbles ceaselessly under the plates, with a motion like that of soup boiling in a pot. This force constantly pushes the plates and moves them over the surface of the hot, viscous magma. The second force is the Earth’s gravity, which originates in the core at the center of the Earth. This force has an effect that opposes the first force: it pulls the plates toward the center of the Earth, thereby causing the plates to adhere to each other along the faults between them, and generally prevents them from moving.

Even when the relative movement between the plates stops, the magma beneath them continues to move. In time, this movement causes great pressure to build up along the fault (crack or rift), on the contact line between the tectonic plates. When the force accumulating under the plates exceeds the force of friction between them, a sudden shift takes place – a kind of “skipping” or “slipping” of one plate over the other, along the fault between them. This immediately releases the vast energy that accumulated in a certain portion of the crack between the tectonic plates; the energy spreads outward in the form of tremor waves inside the Earth and on the plates of the Earth’s crust. This is how an earthquake comes to pass.

The focus of the earthquake is the geographical point at which the relative movement between the tectonic plates – that is, the earthquake – began.



Use the information that we learned in the lesson and arrange the following sentences in the proper order, to represent the process by which an earthquake comes to pass

➔

➔

1. Rapid release of energy that accumulated between the plates – resulting in an earthquake.
2. The tectonic plates adhere to each other and the magma flows move under them.
3. The pressure exerted by the magma exceeds the adherent force of the plates.

The Land of Israel and its surroundings – satellite photograph

The Syro-African Rift

Look at the satellite photograph and answer the following questions:

1. Between which two tectonic plates is the Land of Israel located?

2. What can we learn from this about the possibility that an earthquake will occur in Israel? Explain.



Could this happen in Israel, too?

Expert earthquake researchers have warned that, in the near future, a severe earthquake is likely to occur in Israel! In Israel, there is a major fault that threatens the entire area.

The Syro-African Rift is a huge fault that stretches from Mount Hermon along the Jordan River, passes through the Dead Sea and down to Eilat. Look at the map above and find the rift. We are in possession of considerable historical evidence of many earthquakes that occurred in the last few thousand years along the Syro-African Rift.

We cannot know exactly when or where an earthquake will take place, but we do know that, because earthquakes happen in many places where there are faults in the Earth's crust, in any place where severe earthquakes have happened in the past – severe earthquakes will happen in the future as well.

The last serious earthquake in the Land of Israel, which caused extremely grave damage, happened in 1927, more than 80 years ago. The principal damage done by the earthquake affected the cities of Jericho, Lod and Jerusalem.



Destroyed houses in Jerusalem, 1927

Another famous earthquake took place on January 18, 749 in the Jordan Valley. The city of Bet Shean (then known by the Greek name of Scythopolis), which was one of the greatest and most magnificent cities in the Land of Israel, was entirely destroyed: vast columns collapsed, temples fell like houses of cards, and the city market caved in, killing many people. Those of you who visit the archaeological park in Bet Shean will be able to see the ruins of the city, preserved from the days of the earthquake to this day.

The strength of the earthquake was 6.2 on the Richter scale.



Remains of the city of Bet Shean, which was destroyed in the earthquake, as they appear today

Measuring the strength of an earthquake

An earthquake causes tremor waves. These waves move within the Earth and on its surface and cause everything on the ground surface to vibrate.

Have you ever thrown a stone into a lake?

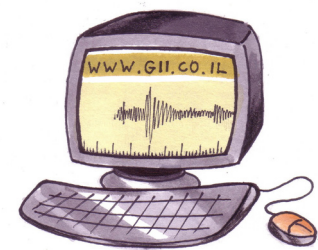
Imagine that you're throwing a stone into a lake. Circular ripples (waves) are created where the stone falls and spread outward from the focus of the fall



This is what happens around the focus of an earthquake, too: the tremor waves spread outward in circles from the point where they began (the focus of the earthquake) toward more remote areas. The tremors will be felt and are likely to cause great damage in the areas closest to the center; they become weaker as they move away from it. A strong earthquake, however, is likely to cause damage even in areas that are tens of kilometers away from its focus. That's why it's important for us to be prepared for an earthquake, wherever we live.

How do we measure the strength of the earthquake?

For that purpose, an instrument known as a seismometer was invented. The instrument is installed underground and is capable of measuring vibrations in the ground, even those that are too weak for humans to feel. In Israel, the Geophysical Institute in Lod operates a network of seismometers, located in various places throughout the country, from Mount Hermon to Eilat.



The principle of operation of the instrument is simple: a seismometer consists of a weight hanging from a spring. The earthquake shakes the instrument, which is attached to the ground, and causes the weight to swing back and forth. The movement of the weight creates an electric current, the strength of which reflects the strength of the earthquake vibrations. In the past, the strength of the earthquake was recorded on a paper cylinder; today, it is recorded in a computer memory. These data are transferred by satellite to the Geophysical Institute, where they are recorded in the form of a curve (graph).

By using several seismometers at the same time, it is possible to determine the strength of the earthquake and to locate the place where it began (the focus of the earthquake).

4

Seismograph



Translates the ground movement data into a curve (graph)

3

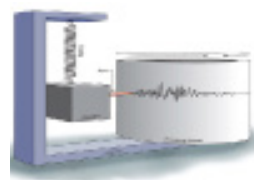
Satellite



Transfers the data from the seismometer to the seismograph

2

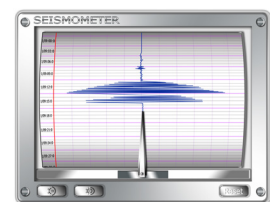
Seismogram



A graphic diagram that describes the ground vibrations

1

Seismometer



The weight moves according to the ground movement



Hmmm... I don't understand the seismogram; what is the magnitude?

The Richter scale is a method of measuring the strength of an earthquake

The strength of an earthquake, which is measured on the seismometers, is expressed in terms of a scale that ranks its strength. The scale expresses the quantity of energy released at the time of the earthquake. Charles F. Richter, a seismologist from California, in the United States, was the first one to propose, in 1935, a method for evaluating the magnitudes (levels of strength) of an earthquake; the scale he proposed – the Richter scale – is named after him. Richter determined that each magnitude represents a quantity of energy 30 times greater than that released by an earthquake, the strength of which is one magnitude less. For example: the level of energy released in an earthquake with a magnitude of 5 is 30 times greater than the energy released in an earthquake with a magnitude of 4. Earthquakes with a magnitude of less than 3.5 on the Richter scale are generally not felt by humans. An earthquake with a magnitude of 5, if it occurs near a city or town, is likely to cause minor damage, principally cracks in the walls of buildings, falling objects and tremors that are perceptible to humans. Earthquakes with a magnitude of 6 or more have caused the loss of lives and grave damage to property, in the Land of Israel and other places throughout the world.

The strongest earthquake measured anywhere in the world to date occurred in Chile, on May 22, 1960, and had a magnitude of 9.5. The strongest earthquake measured in Israel, which had a magnitude of 7.1, took place in the Gulf of Eilat in the year 5755 [1995]. One hotel was damaged and several people were killed in the Sinai Peninsula, Egypt and Saudi Arabia.

Ongoing information about earthquakes in Israel may be obtained from the Geophysical Institute website: www.gii.co.il

Homework



Go to the Geophysical Institute website: www.gii.co.il, look for information on the most recent earthquake in Israel, and comment on the following questions:

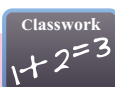
A. Where was the focus of the earthquake? _____

B. What was the magnitude of the earthquake? _____

Damage caused as the result of an earthquake

When the earth trembles, everything on the ground surface moves; this is why earthquakes can cause buildings to collapse and can damage roads, bridges, and so forth. Some earthquakes do not cause damage; others cause great destruction.

The extent of the damage caused by an earthquake varies; it depends on other factors, which we will learn about later.



Factors that affect the extent of the damage during an earthquake

The table below describes the outcomes and the damage of two earthquakes of similar magnitudes.

	Place and time	Strength of the earthquake	Damage
1	Haiti (2010)	7.0	Over 230,000 dead, some 250,000 injured, 1,200,000 homeless
2	New Zealand (2010)	6.3	180 dead

1. Look at the table and try to think what the reasons could be for the differences in the extent of the damage between the two earthquakes, despite their similar magnitudes.

2. Explain the sentence: "There are no dangerous earthquakes – there are only dangerous buildings! "

How is this sentence related to the behavior required of us during an earthquake?

What do we do when an earthquake happens?

Up to now, we've talked about the reasons why earthquakes occur and whether they might happen in Israel, too. Now that we understand that the risk exists, the question is: What do we do when it happens and how should we act in order to protect ourselves? When an earthquake happens, you should go to a safe place, according to your location when you feel the earthquake.



If you are in a building



If you can leave the building within a few seconds, leave the building and go to open ground.

If you can't leave the building within a few seconds, go into the residential secure space ("mamad"), or go into the stairwell and keep walking downstairs toward the exit.

If you can't go outside or into the secure space, take shelter under a heavy table or in the inside corner of the room.



If you are in school



Walk quickly and carefully outside via the **escape route to open ground**, and keep away from buildings, supporting walls, trees, electrical cables and any other hazardous object.

Secure space:

- Students who are in a standard secure space, no higher than the **second floor**, will be instructed to walk rapidly and carefully outside via the escape route to open ground and to keep away from buildings, supporting walls, trees, electrical cables and any other hazardous object.

- Students who are in a standard secure space on the **third floor** or higher will stay in it until the end of the initial earthquake.



If you are outside



Stay in open ground, as far as possible from buildings.
Open ground – the safest place around!

Be careful of objects that could fall, such as stone wall coverings, air conditioner compressors, pieces of glass panes, broken electric wires and trees.



If you are in a vehicle



Stop at once and wait inside the vehicle until the shaking stops – the car protects you. Do not stop under a bridge, in an interchange, near buildings or under a steep downslope, for fear that they will collapse. Drive away or move away on foot.



If you are on the beach



Go to a distance of 1 km from the beach and do not come back to it for 12 hours. If you cannot get away, go up to a high place nearby, at least as high as a four-storey building, for fear that there will be a tsunami.



“After-Shock” (secondary tremors)

After an earthquake, a phenomenon known as “after-shock” occurs. After-shocks are secondary tremors, and they can occur minutes, days or months after the initial earthquake. They occur when the tectonic plates move back to their former position and can cause damage or even collapse buildings that were weakened in the initial quake.

How should we act after the earthquake?

- Leave the building and stay on open ground, far away from buildings.
- Don't go into damaged buildings without permission from a structural engineer (except for rescue operations).
- Listen to the radio (for example, the car radio) for information and instructions.
- Don't light a fire or operate an electrical switch of any kind (including a cellular phone) for fear of an explosion caused by a gas leak

An earthquake may last from a few seconds up to about a minute. We cannot prevent earthquakes, but we can save ourselves when a quake happens. If you feel that an earthquake has started, don't wait where you are until it's over – act at once! Go to a safe place according to the instructions.



Dogs and earthquakes

Worth knowing

When an earthquake occurs, the Home Front Command rescue forces will also be assisted by special dogs trained for this task. The conspicuous advantage of the rescue dogs lies in their well-developed sense of smell, which enables them to locate live persons in the rubble. In various rescue events, in Israel and worldwide, dogs have proved their effectiveness and their ability to locate people who are trapped – and thereby actually to save lives!



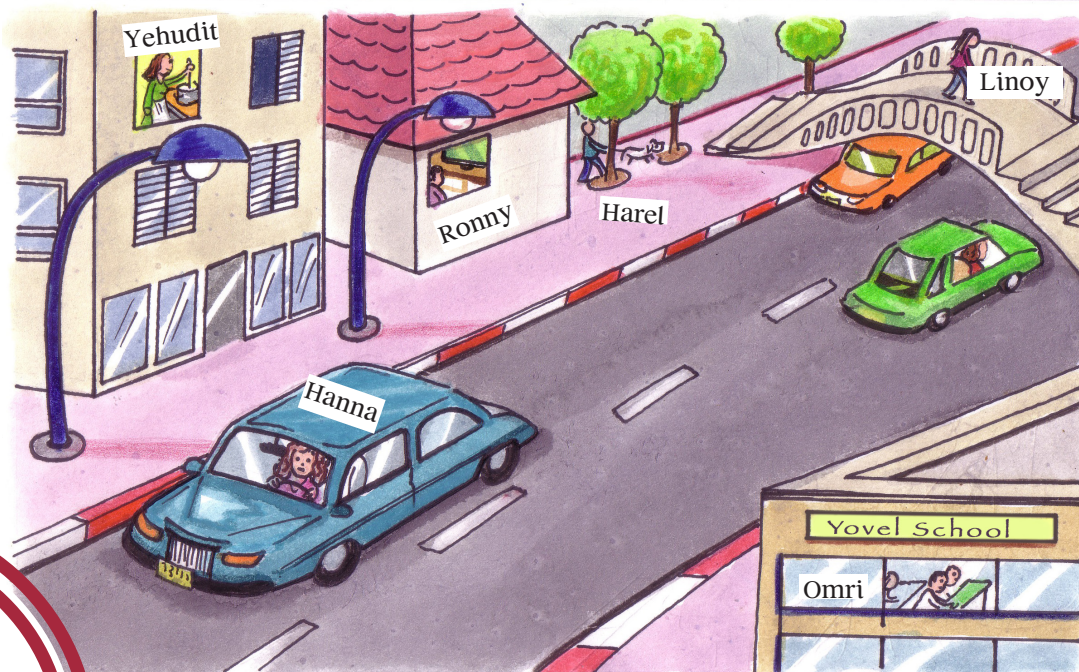
Classwork

$$1+2=3$$

Choosing a safe place

It's 2:00 p.m., and children are returning home from school. Suddenly an earthquake occurs. Remember the instructions you learned and think what everyone has to do in order to protect himself or herself according to the place where he or she is located

Name	Place	What is the safe place according to the instructions?
Yehudit	At home, on the second floor, making lunch for her children; there is a residential secure space in her house	
Linoy	Walking across the bridge on the way to her friend's house.	
Hanna the teacher	Driving home after a day at school.	
Ronny	At home, watching TV; there is no residential secure space in his house.	
Harel	Walking along the sidewalk with his dog, Picky.	
Omri	Still in school, in his classroom on the third floor, in the middle of a Bible lesson; there is a secure space on the first floor	



Homework



How will we know that an earthquake has begun?

Fill in the missing words (use the vocabulary list)

10-year-old Lior and her 8-year-old sister Roni were sitting in their third-floor apartment, doing their homework. Suddenly Roni felt that the table was

At first, she thought she was a bit dizzy, because she hadn't eaten lunch yet, but suddenly the elephant bank where she saved her small change, which was standing on the shelf, on the floor and broke.

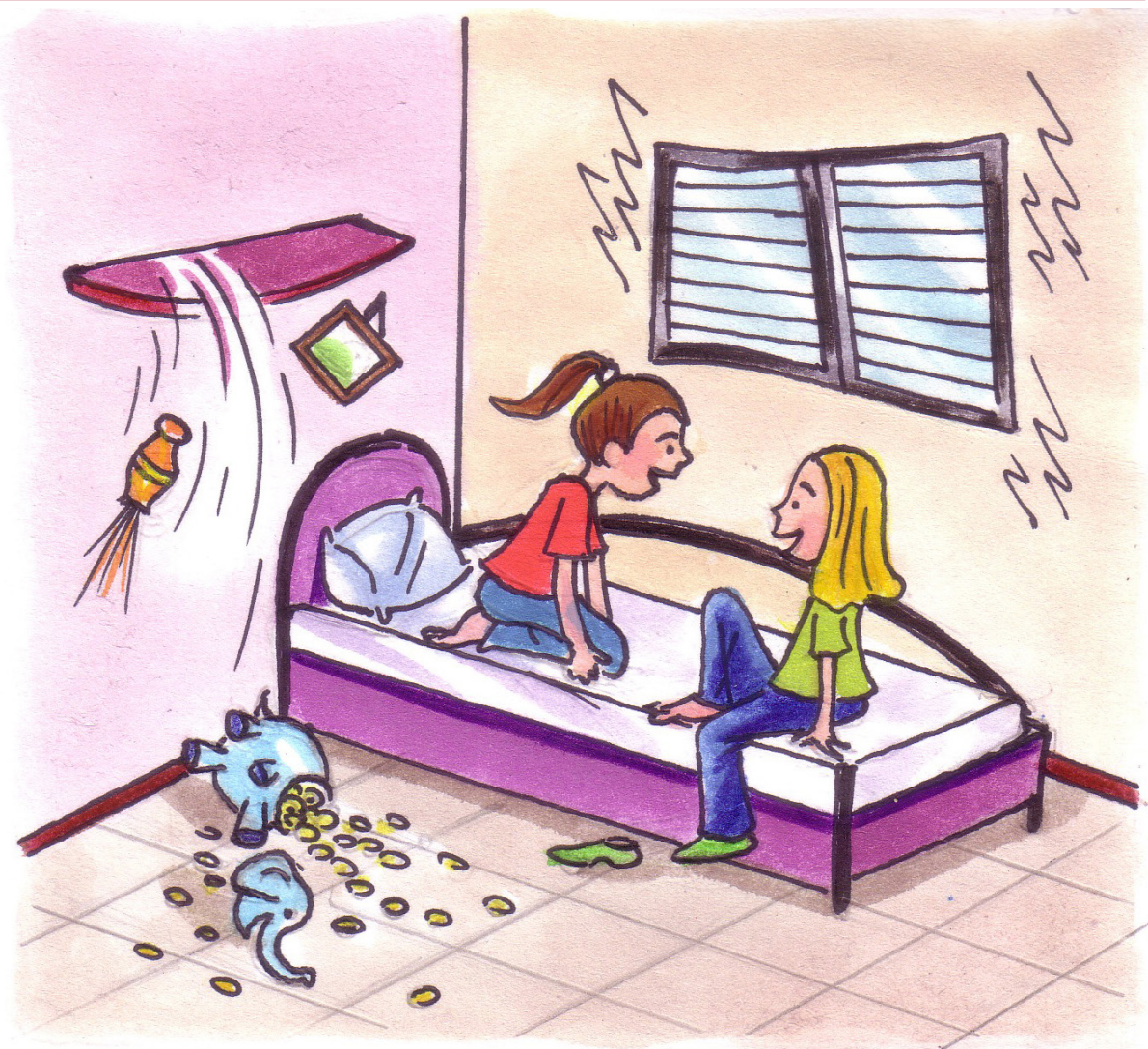
When the window panes started to and rattle, Lior understood that this was an

"Let's get into the quickly," Lior shouted. When they got inside, Roni said she was a bit scared.

"Don't worry," Lior reassured her; "earthquakes only last a few", Roni replied.

Even before she finished the sentence, the earthquake stopped. "What should we do now?" Roni asked, and Lior looked toward the living room. She saw that a window pane had and there were fragments all over the floor. Lior answered, "Let's onto open ground and keep away from buildings."

Vocabulary list: earthquake, moving, fell, broken, secure space, seconds, go outside, shake



Earthquake



How the Israeli Family prepares for an earthquake

The descriptions and pictures below show the actions performed by the Israeli Family, as part of its preparations for an earthquake.

Make a check mark ✓ in the circle at the bottom right of each box, if you and your family have already performed the activity in question.

If you have not yet performed the task, make an X and plan the date by when you intend to do it, in the next month.

1

The Israeli Family reads the instructions for behavior during earthquakes on the Home Front Command website.



To be done by



2

The Israeli Family chooses the safe place inside the house, where the family members will go when the earthquake happens.



To be done by



3

The Israeli Family prepares equipment and supplies in case of an earthquake: water, a flashlight, a first aid kit, a supply of food, a radio and emergency lighting.



To be done by



4

The Israeli Family photocopies important documents (identity cards, vaccination booklets, passports, bank statements, and so forth), so they have copies if they need them in time of emergency.



To be done by



5

The Israeli Family reinforces the shelves at home and locks the wheels of furniture and heavy electrical appliances.



To be done by

6

The Israeli Family sets up a meeting place outside the house in case of an earthquake.



To be done by

Earthquake

7

The Israeli Family practices going into the safe place in case of an earthquake.



To be done by



Is your family prepared for an earthquake, too?

Tsunami

“Tsunami” is a Japanese word meaning a wave that hits a port (“tsu” = wave, “nami” = port). A tsunami usually happens as a result of a strong earthquake that takes place at sea. An earthquake that occurs under the sea causes the seabed to drop or rise suddenly, creating sudden fluctuations in the water column above it. These waves move quickly, at a speed of 700-900 km/h – faster than a jet plane – and can spread out over thousands of kilometers from the focus of the earthquake. When tsunami waves come close to dry land, they slow down and the surplus energy raises a huge wave that can be 20-30 m high or even more. The tsunami wave (or series of tsunami waves) hit the shore with great strength and wash over the coastal strip and everything on it: houses, cars, people and everything else.



Did you know!?

Worth knowing

An earthquake that occurred in Japan on March 11, 2011 had a magnitude of 8.9 on the Richter scale – the strongest earthquake ever measured in Japan. As a result of the earthquake, the coast was pounded by tsunami waves 10 m high.



Soil liquefaction

Soil liquefaction is a geological phenomenon, in which loose soil saturated with water behaves like a viscous liquid. The process takes place when groundwater infiltrates the soil as a result of the earthquake vibrations. The water fills the gaps between the soil grains and loosens their hold on each other, thus causing the soil to behave like a liquid. This phenomenon is observed after nearly every strong earthquake. For example, in the city of Niigata, Japan, and in Alaska, soil liquefaction caused buildings to lean over and sink into the ground.



Liquefaction damage

Buildings leaning over and falling down as a result of soil liquefaction in the earthquake in Niigata, Japan. Please note: **as a result of the earthquake, the buildings remained almost undamaged, but sank deep into the liquefied soil.**

Can an earthquake be predicted?

The severe damage caused by earthquakes could be reduced if we could predict the earthquakes before they happen, provide information to residents and instruct them to leave their homes at once. Admittedly, the areas susceptible to earthquakes are known; unfortunately, it is impossible to predict the precise date of a future earthquake!

Seismologists throughout the world are trying to discover and understand the preliminary signs of earthquakes, in order to be able to give warning of their occurrence in advance and to help people prepare for them. There is still no guaranteed way of doing this – but perhaps the answer will come from an unexpected source...

Reports of animals behaving strangely, hours and sometimes even days before an earthquake, have come in from various places throughout the world. Perhaps they will be able to give us advance warning before earthquakes happen?...

Homework



Do animals know an earthquake is about to happen when we human beings don't know yet?

Earthquakes, animals and the relationship between them






For hundreds of years, people have noticed exceptional behavior and unusual responses by animals to natural disasters such as earthquakes. Various countries have invested great efforts in learning what the animal world can tell us of impending disasters. In Tokyo, for example, researchers spent years observing catfish and trying to ascertain whether they behave strangely before an earthquake takes place, but did not succeed in reaching an unequivocal conclusion. Did they just choose the wrong animal?

In 2009, scientists from a university in Britain, who were studying toads in Italy, suddenly noted a sharp decrease in the number of male toads. A few days later, an earthquake with a magnitude of 6.3 on the Richter scale struck the area, causing the death of hundreds of human beings. The scientists, who were puzzled by the disappearance of the males in the midst of the mating season, located them during the days before the earthquake and found that 96% of them had fled to a distance of 74 km from the earthquake focus. Three days before the earthquake, not a single toad remained in the area. The day after the earthquake, the toads that had fled began to return. Farmers in Turkey reported that their flocks also behaved strangely hours before an earthquake. The sheep pricked up their ears, turned their eyes forward and tried with all their might to get out of their pens. The dogs began to bark more loudly than usual. In another place, people noticed that snakes had come out of their dens in midwinter, notwithstanding the risk of freezing to death in the snow, and cats had climbed to the top of electric poles.

In a tsunami that hit the coasts of Thailand in 2004, there were reports of elephants that climbed hills and were saved before the wave washed over the shorelines. One of the interesting stories about animals' ability to predict earthquakes has to do with mice that were studied under laboratory conditions: in 1995, a severe earthquake destroyed the city of Kobe, Japan. In a laboratory some 50 km from Kobe, researchers were studying lab mice and writing down the exact period of time they spent running on a wheel each day. The analysis showed that, before the quake, a very great deviation in their behavior took place

. Let us recall that these mice were under laboratory conditions – a fixed environment, a fixed diet and a constant daily average of exercise – and therefore the results were very significant

After reading the passage, write which exceptional behavior was observed in each of the animals before the earthquake took place.

Snakes	Sheep	Dogs	Mice	Toads	Elephants
					



Everything we read in the article is based on various observations, and not yet on scientific research studies. Until one of you proves otherwise, it is impossible to predict earthquakes, and it is important for us to always be prepared.

My family's preparedness for emergency

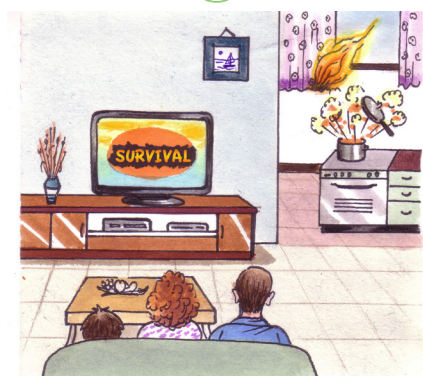


My family's preparedness for emergency

Classwork
1+2=3

The Israeli Family copes with a fire

1



The members of the Israeli Family were watching "Survival," a TV series, in their living room, when suddenly the pressure cooker on the stove exploded; fire broke out and immediately ignited the curtain of the window above them.

How could this have been avoided?

2



The father, Amit, ran to get the fire extinguisher. He tried to operate it, but he had forgotten how to do it. While he read the operating instructions, the fire spread toward the kitchen cabinets.

How could this have been avoided?

3



While the fire spread, Alona, the oldest daughter, called the Fire Department – but, by mistake, she dialed 100 (the police number) and 101 (the MDA number), and precious time was lost...

How could this have been avoided?

4



Miri, the mother, wanted to close the main gas tap, but she didn't know where it was. She went from room to room, looking next to the main electrical circuit breaker and the main water tap, but she did not find it. While she was looking, she inhaled smoke, which cost the family additional time in evacuating their home.

How could this have been avoided?

5



When the family members realized they had to get out quickly, because there was a risk of smoke inhalation, they thought quickly about what to take with them... They prepared a bag, but when they left the house, they found they had forgotten the two most important things – the wallet with the identity cards and money, and Amit's medications.

How could this have been avoided?

Snow story

"Just a few hours ago, the power went back on. For several days before that, the village had no electrical power, the stores were closed, and we were running out of food at home. We had no hot water, the TV and the phone didn't work because of the power failure, and we had no way of finding out what was happening outside, whether the hazards were really being taken care of, or how long the situation was expected to go on." This is what we were told by Yossi, the father of the family.

It all started a week ago, when a snowstorm hit the area. The snow never stopped falling, and huge quantities of snow piled up in the village. The roads were blocked and no one could get into or out of the village. The entire area was under siege! Daniel, the oldest son in the Lavi family, told us that some of the village residents were evacuated to the guest house, for fear that there would be flooding and roofs would collapse due to the heavy snow. A place was found for everyone who needed one. Daniel's little sister, Sivan, was sick that week and there was no way to heat the house. When evening came, the whole house was totally dark; the batteries in the emergency lighting were dead, there were no candles, and the snow never let up for a moment.

Large quantities of snow piled up on the roof of the Lavi family's home. The mother, Orit, noticed it and said that the piled snow was dangerous because the roof might fall in. Yossi, the father, said it would be very easy to remove the snow - except that he didn't have a ladder to get to the roof.

Sivan asked for something to eat, but there was barely any food left in the house, and none of the things she was used to eating. Her mother suggested that someone could go to the nearby grocery store to buy food, although it was obvious that there would be no fresh food (milk, bread and so forth) in the village, because the roads were blocked. Another problem arose in the family home when large quantities of snow blocked the front gate and no one could get out or in. The piles of snow had to be cleared away, but there were no tools (spades, shovels and so forth) in the house to do so.

On the last day, a neighbor said he had once heard that, if you scatter large amounts of salt on the roads and sidewalks, the snow melts faster.

"Now it's all behind us, and I'm very happy. But I also learned something important: emergencies can surprise us at any moment, with no warning, and it's important for us to make preparations during routine times," said Daniel.

Classwork
 $1+2=3$

Answer the following questions:

What were the Lavi Family's principal difficulties in coping with the snowstorm? _____

Which actions could the Lavi Family have performed during routine times, in order to cope better with having to shelter in place because of the snowstorm? _____

Is your family prepared for similar situations? Do you know what to do? _____

Do you have the required equipment and supplies at home that can help you, in your opinion, with various kinds of emergencies? Which equipment and supplies do you have?

The Israeli Family copes with an alert



The time was 7:00 p.m.; all of the members of the Israeli Family were at home. The father, Amit, was reading a newspaper in the living room. The mother, Miri, was baking a cake. Gal was playing basketball in the yard and Alona was on her way up to her room on the second floor.



Suddenly, an alert sounded, warning that rockets were falling. Gal panicked and ran into the house at once. The mother, Miri, stopped mixing the cake; Alona stopped on her way upstairs and listened. And Amit, the father, stood up.



Amit, the father, told everyone to get into the secure space and reminded them that they had 30 seconds to do so.



The entire family ran to the secure space. Gal made sure to pick up Bully, the dog, and brought him into the secure space. Miri, the mother, closed the door of the secure space and checked that everyone was inside.



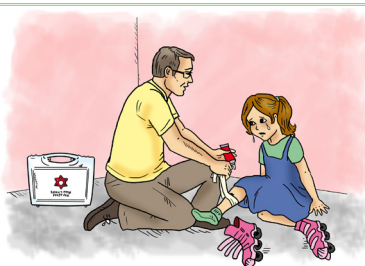
Gal switched on the radio and Alona turned on the TV. At that moment, a news flash about the security situation was broadcast.



Suddenly a loud boom was heard. The door and the window of the residential secure space moved slightly due to the shockwave.



Miri reminded Gal, who was stressed, how to breathe correctly in order to calm down and which breathing exercises they always did when Gal got stressed about something.



While running toward the secure space, Alona got a scratch on her leg; Amit, the father, took the first aid kit that was in the secure space and bandaged Alona's leg.



Bully, the dog, was panting with his mouth open – a sign that he was thirsty. Gal gave him water to drink from the water bottle designated for the dog.

Answer the following questions:

What helped the Israeli Family cope with the emergency?

Write down at least four things that helped the family:

A _____

B _____

C _____

D _____

E _____

What was each family member's role?

Father _____

Mother _____

Alona _____

Gal _____

My family's
preparations for
emergencies



You did a great job working with your family at home on preparing the family emergency plan. In our house, Vance brought the booklet home and demanded that we work on it and finish it all. Thanks to Vance's determination, we finished the "Family Emergency Plan" booklet, and my family is well prepared for the various emergencies that could happen in our home. I have a feeling that, thanks to you, your families are more prepared, too.

It's important to remember that each of us has different ways of coping with stressful situations. Sometimes, the different way chosen by one person might make it a bit more difficult for another person to cope. For example: one person may want to be alone, whereas another will prefer to be with other people. In any event, we have to recognize and respect the difference, and to allow it wherever possible.



Evacuation



Evacuation

Evacuation – leaving a home or a certain area due to mortal danger that prevails in them and going to a safe place. Evacuation can be a life-saving solution in various kinds of emergencies, such as an earthquake, a flood, a destructive storm, an incident involving hazardous materials or a war. Evacuation is likely to save lives at various times: before, during or after the event

Independent evacuation



People decide to move independently, with no guidance or instructions to do so. People leave their homes according to their own best judgment.

Evacuation according to instructions



Evacuation is decided upon by the authorities and the security forces. People are evacuated according to the instructions and under the responsibility of these organizations.

In Israel, there were several events in which an evacuation plan was implemented:

- In 5755 [1995], there was a very large-scale evacuation, in which seven settlements near Jerusalem were evacuated because of a huge fire – the largest fire in the history of the State up to that time.
- In 5756 [1996], there was a very large-scale evacuation from Kiryat Shmona due to Katyusha rocket fire. Most of the city's residents were evacuated to Central Israel.
- In 5760 [2000] and 5762 [2002], about 1,000 residents of the Hatikva neighborhood and other neighborhoods in Tel Aviv were evacuated due to flooding in the area.
- In 2010, a huge fire broke out in the Carmel Forest area; during the fire, the residents were evacuated from their homes, in order to save their lives and extinguish the fire.

Examples of large-scale evacuations in other countries:

- In 5763 [2003], a big fire broke out in California and thousands were forced to leave their homes.
- In 5764 [2004], 150,000 people were evacuated from the city of Chongqing in southeast China, due to a gas _ leak from a local factory.
- In 2011, an earthquake in Japan caused a tsunami and leakage of hazardous materials from nuclear reactors. As a result, hundreds of thousands of people were forced to leave their homes.

Read the article below. The article discusses the fire in the Carmel hills; the pictures and the article describe the biggest fire in the history of the State of Israel.

The Carmel fire

A hurricane of fire moved toward the fields. The fire broke out at 11 a.m.

The wind bore the flames onward, over fields, forests and woodlands. Hundreds of rescue forces, helicopters and tanks were called up to fight the fire, but it kept on raging. Not until evening did the firefighters gain control of the foci of the conflagration.

The fire broke out to the west of Usfiya. At first, it was a small brush fire, but the strong winds carried the flames quickly.

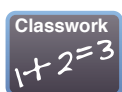
Within minutes, the flames spread over the Carmel forests and a huge, dense cloud of smoke covered the area. The fire soon reached houses, too. Toward evening of the first day, it was decided to evacuate the settlements of Nir Etzion, En Hod,

the Yemin Orde Youth Village, Ein Khud, Megadim, Hahotrim, some of the Denya neighborhood of Haifa and Tirat Hacarmel, which were close to the burning woodlands. Highway 4 was also closed to traffic in the area of the fire, and the next day, December 3, the northern part of Highway 2 was also briefly closed. As early as the first evening of the fire, it was reported that the supply of firefighting aircraft and materials would not be enough, and the Government of Israel approached the international community with requests for assistance. Indeed, on the third day of the conflagration, delegations from various countries arrived and helped to extinguish the fire.



Evacuation

Pictures from the fire: vast areas burning and stifling smoke filling the air in the largest fire in the history of the State.



Below is a passage from Tal's diary, in which he writes about the experience of evacuation at the time of the Carmel fire in 2010 – the largest fire in the history of the State.

Read the passage and answer the questions that follow it.

Dear Diary,

Thursday, December 2, 2010 was one of the coldest days in the last month. I closed all the windows in the house, turned the heater on and sat down to watch TV. Suddenly, they interrupted the program and the TV announcer said that a huge fire was raging on the Carmel, and that forces on the ground were trying to extinguish it. I said to myself, "Dad's upstairs; I'll go up to him and tell him what they said on TV." He immediately said it was good I had told him, and we went back to the TV together to watch the news. Dad looked worried. He said the fire was spreading terribly fast and coming closer and closer to us. On TV, a special news broadcast started, and they announced that all residents of the area (including us) had to go and pack a bag with all of the most important things, because we would have to leave home until the danger passed. Dad asked me to pack a small bag with a few important things and ran to the bedroom to wake Mom, who was sleeping at the time, so she could hurry and start packing, too – because the rescue forces were expected to arrive any minute and take us to a safe place. I thought about what to pack. There were so many precious and important things! How would I take everything?! My eyes started to fill with tears. I knew I'd have to leave most of my things behind. But I wasn't prepared to give you up, Dear Diary. Mom looked around with a sad expression on her face. I could understand why: leaving the house, my room, was painful for me, too. I was scared. I didn't know what would happen to my home when we left, where we would go or for how long... and especially what would be left of it when we came back. Mom promised that it would be all right, although it was clear that she was afraid, too. When the rescue forces came, we had to leave quickly. They took us to a guest house outside the danger zone. All of my neighbors were there! It was fun. They organized games and cartoon films for us, and for a moment, I even forgot why I was there. A week later, they told us the fire had been put out and that we were allowed to go home. When we got there, we couldn't believe our eyes! The walls had changed color to black, and when we went inside, we found burned furniture. My room was mostly OK, but some of my things were burned in the fire. It was so hard for me to see the house in such a state – the house where I was born and had spent my entire life. The things that were burned in my room were very dear to me. I was most disappointed to find that my "Outstanding Athlete" certificates, which I had worked so hard to earn, were burned to ashes, and so was my card collection that I had liked so much. Now I would have to start collecting all over again... I'm a bit sad, but we're all safe and no one was hurt, and that's the most important thing!

1. If you were in a similar situation and had to leave your house quickly, what things would you take with you?

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Class discussion



Tal left many things in his room that were dear to him, and some of them were ruined in the fire. Of the things you would be forced to leave behind, which ones would be hardest for you to say goodbye to?

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

In case of evacuation

Because we never know when an emergency will occur, and we may have to be evacuated quickly, it's a good idea to prepare an emergency bag during routine times, and to put the following things into it:

- A flashlight.
- A battery-operated radio.
- Spare batteries.
- A cellphone battery.
- A supply of water.
- Several days' worth of canned food (that doesn't need to be cooked).
- A first aid kit, with at least the following things in it: antibiotic ointment, pain pills, bandages, disinfectant solution and additional medications in regular use by members of your family.
- Personal documents and medical documents.
- Clothing and personal hygiene items.
- Money.



Worth knowing

Evacuating the population is an efficient way of defending it. The security forces are aware of how hard it is for people to leave their homes, and therefore they will take this measure only if it turns out to be the only way of saving lives! The security and rescue forces are skilled and practiced in evacuating civilians. That's why, if a decision to evacuate the population is made, they will do so in the best possible way.



Below are two passages, each of which describes an incident that made it necessary to evacuate people from their homes: the “Canada incident” and the “India incident.”
Read the two passages and answer the questions that follow them.

Homework



Homework

The “Canada incident”

In 5739 [1979], in Canada, a train carrying large quantities of hazardous materials was derailed. As a result, the hazardous materials leaked out of the railroad cars and caused one of them to explode. As a result of the leak, a huge fire broke out, with smoke towering to a height of about 1,500 m. The material that was feared most was chlorine gas, an especially toxic gas that was one of the materials carried on the train.

Upon receipt of the report on the incident, large teams of firefighters, police and other emergency service personnel rushed to the scene of the incident and went into action. Within a short time, the government made a decision to evacuate some 220 thousand residents and began notifying the population immediately. In Mississauga, the town where the disaster occurred, businesses, factories, schools and stores closed down

. Emergency shelters, churches and schools were opened to take in the evacuees. The people did not panic when they were instructed to evacuate, but followed the instructions. Most of the residents left in their own cars.

Thanks to proper planning, rapid organization by all of the forces involved and cooperation by the residents, the evacuation was accomplished efficiently and successfully, with minimal risk and no serious problems.

No one was killed or gravely hurt in the incident, except for eight firefighters who inhaled chlorine gas. They were given medical treatment and their condition stabilized.

The handling of the incident was defined as a great success and described as the most orderly and best-organized evacuation in the history of North America.

The “India incident”

In 5744 [1984], a major disaster occurred in Bhopal, one of India’s major cities. In the city, which had a population of more than one million, was a large pesticide factory, which maintained large quantities of hazardous materials.

Toward morning on the day of the incident, a strong odor was noticed in the air, due to the leakage of very toxic material from the plant following a malfunction of one of the machines. Because no media announcement was made after the incident, some 250,000 citizens did not wait for instructions, but gathered their families and began to flee. Due to a lack of authorized information, the masses did not know the exact location of the leak or the wind directions in the area; instead of distancing themselves from the contaminated area, they ran directly into it. Due to hysteria among the thousands of fleeing residents, some of them were killed in road accidents.

The residents quickly began to flood the hospitals and clinics in the area. Unclear instructions, a lack of planning and poor organization led some of the security forces to pack their things and leave, too, instead of helping and maintaining order. The handling of the incident began too late. Only seven hours after the leak began did the rescue forces initiate orderly activity and block off the contaminated area. A committee of inquiry, which was established after the incident, found that thousands of persons would have been saved from death, and many tens of thousands would not have needed medical treatment, if only a media announcement had been made to the effect that a toxic substance was dispersing in the air and people should shelter in place inside their houses or leave the area. The shocking outcome of the incident included 5,000 deaths and 200,000 people who required medical treatment, 60,000 of whom were in serious condition.

The question	“The “Canada incident	“The “India incident
1. What was the principal damage caused by the leakage of hazardous materials in each of the incidents?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. How did people behave in each of the incidents?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. How did the security and rescue forces function in each of the incidents?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Following are four descriptions of specific kinds of emergencies.

Read them and decide which action you would take in each case: evacuation or sheltering in place. Circle the correct answer.

- ① A news announcement stated that people should be prepared for a missile attack on Israel by enemy countries.

You are at home, playing on the computer.

Suddenly, you hear a wailing alert that goes up and down – what will you do?

Shelter in place / Evacuate Why? _____

- ② In the middle of a math lesson at school, your classroom was flooded with water due to a major rainstorm in your area. What will you do?

Shelter in place / Evacuate Why? _____

- ③ A big fire is raging in your apartment building. You are in your sixth-floor apartment, when suddenly you notice thick smoke coming from the direction of the stairwell

. What will you do?

Shelter in place / Evacuate Why? _____

- ④ A strong earthquake occurred and it is feared that buildings will collapse near where you live. What will you do?

Shelter in place / Evacuate

Why? _____



I can, too



I can, too



I have a recurring dream that I - just like Samson in the Bible - succeed in overcoming a big lion. In my dream, I'm standing, facing the lion; I'm completely confident, and I fight him with a real intention of winning. When I told Mom about the dream, she said that, while admittedly there are no real lions, there are a lot of "lions" like the one I overcome each day. For example, when I present a paper in front of the whole class, when I have the courage to go on the scariest ride at the amusement park... and when an alert sounds. Do you know that feeling that suddenly you find strength within you that you didn't even know existed? She's right. At those moments, I find that I have strength and that I can cope. Does that happen to you, too?

Daniel and his friends during an alert

"On Monday, when all my pals and I were on our way to school, an alert suddenly sounded. In the area where I live, we hear alerts every so often; they aren't so exceptional. But after a long period of time without one, this alert surprised us a lot. At first, we were all frightened - but we knew we had 60 seconds to take shelter, and we started running toward the nearest building.

Michael, Adi's little brother, immediately started crying and said he was afraid of alerts. Adi hugged him and told him, "Michael, don't worry; we'll get into a safe place right away," took his hand and started running after us.

A few seconds later, we entered the building and climbed the inside stairs. We were all panting.

Lior saw that we were all frightened. She felt a need to make us laugh and said, "Guys, think positive - there won't be a math lesson today." She's always like that when things are difficult. We laughed and, for a moment, we did feel a bit more positive.

I immediately called my mother and told her that I was inside an apartment building and everything was OK. I advised my friends to do the same thing.

Yaniv said, "C'mon, guys, we've been in here long enough, let's get out of here," and started walking toward the exit. Michael, who had calmed down a bit in the meantime, reminded him that we hadn't heard the "boom" yet - and just at that moment, there was such a loud "boom" that Yaniv was thrown backward. The glass panes of the entrance door shattered. My heart was pounding and my thoughts scattered inside my head. I asked if anyone was hurt and was glad to hear the answer: "No." Yaniv said he was grateful to be with friends at such a time. It would have been much harder for him alone, he said.

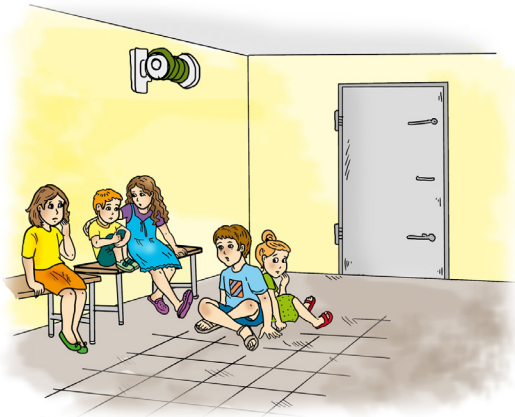
Adi, who was busy calming Michael down, made efforts to keep from crying. She put one hand on her stomach and reminded everyone to breathe deeply, which would calm them. I also breathed deeply and felt my body calm down a bit.

We all understood that the rocket had fallen quite nearby. I tried to call my parents again, but I couldn't, because there was no reception.

I, Daniel, told everyone that the danger had passed and suggested that we imagine how it would be tomorrow, at the swimming pool, and how much fun we'd all have. I always like to imagine what will come next; it gives me strength.

Lior, as always, kept giggling: "Now, we haven't just missed the math lesson - we've missed the whole day of school..."

Michael said, still in a frightened voice, that we'd better wait inside the building for at least 10 minutes, the way Home Front Command says to do; he knows all the instructions by heart. He always says, "Knowledge is power."



A few minutes later, the police came to the building where we were, and our frightened parents were with them. Everyone went home with his or her parents, and I felt proud of myself. We'd coped with the event alone and we'd taken care of ourselves. Each one of us reacted differently, but we all coped with the situation - and the most important thing was that no one got hurt!"

Classwork
 $1+2=3$

Class discussion

Answer the following questions:

1. Which of the characters in the story did the best job of coping, in your opinion? Why?

2. Which character in the story reminds you of yourself? In what way? Which character would you want to be like? Why?

3. What helped each of the characters find the strength to cope successfully with the emergency?

Yaniv _____

Adi _____

Michael _____

Daniel _____

Lior _____

4. Imagine yourself in a similar situation: how would you react? How do you find strength in difficult situations?

I can, too

Noa's Rescue

On Saturday afternoon, some of the kids in Rishon Le-Zion's Narkis neighborhood decided to take a trip to "the big puddle." That's what the neighborhood kids call the shallow lake, surrounded by tall trees, that comes back each winter. It fills up with water for a long period of time each year, until it seems to have become an integral part of the neighborhood sights.

Sapir, Noa, Ophir, Omer and Yonatan set out on their bikes for the lake; as they rode, they made guesses as to how high the water had gotten this winter.

Yonatan recalls:

"At 1:30 p.m., we all met next to Omer's house and set out in the direction of the 'big puddle' at the edge of town.

As soon as we got to the lake, the girls went to see how big it was this winter. Last winter, it had been really big and deep. I took a big stick that I found at the side of the road and jabbed it into the lake bottom. When I pulled it out, we understood that the lake was less than a meter deep.

Noa was the first one to approach the water; suddenly, she bumped into a rock, tripped and fell into the water. The other two girls, Sapir and Ophir, who were really close to her, tried to grab her hand at once, but they couldn't.

Sapir understood that we had to help Noa get out of the water quickly. She called the boys, who had started riding around the lake on their bikes, and told us all that we had to act quickly and, most importantly, that we shouldn't 'get rattled.' Ophir, who had won a medal in capoeira two months before, actually was quite rattled. Sapir calmed her down and sent her to the nearby neighborhood to find an adult who could help with the rescue.

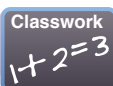
Noa had already been in the water for five minutes. She tried to walk on the lake bottom toward dry land, but she felt that she was just slipping and not moving forward. Sapir and the boys yelled to her not to move from where she was, and that people would help her get out soon.

Sapir also sent Omer and me to the abandoned house near the lake, to try to find a rope, a bar or something else that could help get Noa out of the water. At that moment, I was sorry we'd thrown the stick we used to measure the depth of the lake into the water.

Everyone acted according to Sapir's instructions. We all felt she knew exactly what had to be done. While Omer and I were running toward the abandoned house, we kept looking back to make eye contact with Sapir and Noa, and we noticed that Sapir was constantly trying to calm Noa down.

Several minutes later, we came back from the abandoned house with a long board and a piece of rope that they found there. Omer had learned in the youth movement to tie a special knot that's used to connect a bar to a rope, and that was perfect right then! He tied the rope to the board and we threw the board toward Noa so she could grab it; then we started pulling strongly on the rope until Noa came out of the water.

At precisely the moment when Noa's rescue from the water was complete, Ophir came back, and Yossi, Omer's neighbor, was with her. He praised us for the way we rescued Noa and said that we had done it in a smart way and without losing our heads, and that we'd taken responsibility, showed resourcefulness and acted immediately."



Class discussion



Read the following questions and think about your opinion:

1. Sapir is the principal character of the story “Noa’s Rescue.” What actions did Sapir perform that made the rescue successful?
2. Imagine that you and several of your classmates go for a bike trip and encounter a situation similar to the one in the story.

What kinds of difficulties and problems could come up?

How would you function in such a case?

How would your friends function?

Would you manage to cope?

Sapir, in the story, became a “manager for a moment.” If someone around you became a “manager for a moment,” like Sapir, would you listen to him or he Would your friends listen to him or her?

Which suggestions would you give him or her in order to act properly?

I can, too

Information in an emergency



In the picture, the Home Front Command emblem appears several times.
How many times does the emblem appear?



Hi, kids! In emergency situations, questions arise, such as: What happened? What should we do? And feelings arise in us, too – such as fear, pressure and confusion. One of the things that can help us in such situations is information. You know – information that reaches us, among other ways, from the TV, the radio, people who are competent to provide it, and so forth.

Going to a Swearing-In March

Two Scout troops, the Eitan Troop and the Arbel Troop, were about to go on a long march leading to their swearing-in ceremony. Each troop was given its instructions differently. Let's try to understand which troop was given more correct instructions.

Instructions for Group A - Eitan Troop



"Attention, Scouts! In two hours, we will set out for the ceremonial march. We will wait for nightfall and then leave. Please bring water and hiking boots with you. We will come back home very late. It is important to follow the safety rules."



Instructions for Group B - Arbel Troop

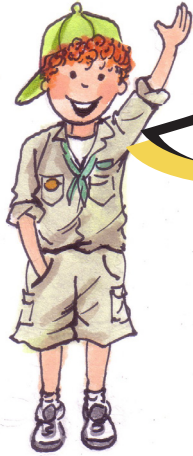


"In about two hours, we will set out for the ceremonial march. The march will be on foot and will last for almost three hours. It will not be easy, and might even be a bit difficult for some of you. It includes walking on dirt paths and one steep uphill portion, about 2 km long. We expect you to help each other. A large part of the march will pass between thornbushes, so wear hiking boots. We will also cross a brook with very cold running water. The walk will be at night and can be quite unpleasant and even frightening for some of you. When we get to our camping location, we will hold a swearing-in ceremony with "burning letters".

We will sleep in tents. Because there are lots of mosquitoes, please bring an anti-mosquito repellent spray, long pants and long sleeves.

I want to remind you of the behavior and safety rules for the ceremonial march:

- A. Do not go off the road.
- B. Listen to your teachers' and Scout leaders' instructions.
- C. Do not leave the group without permission
- D. Take 3 liters of water per person with you.
- E. Do not come close to the fire.



Attention!

At ease... I really love the Scouts! The scouting exercise is interesting, isn't it? Well, just so you know - it's not just an exercise. This exercise is based on a real study of soldiers in the Israel Defense Forces. The study indicates that, the more the soldiers know about what kind of a march they're going on and what is waiting for them on the way (even if the information is not pleasant...!) the better they cope with the mission. Kids, think about the fact that, in the Home Front Command program this week, we've learned about some unpleasant subjects - earthquakes, fires, and wars - before they happened.

The question is: if the information is likely to frighten us, why is it still important to give it to us? Because - as we learned from the study - people who know what to expect will be more prepared and will cope better when an emergency occurs!

Radio exercise

Let's see what happens in a real emergency.

Imagine that you are residents of the Savyonei Nof neighborhood in Haifa.

It's 3:00 p.m.; you're sitting at home, and suddenly you smell something really strange. You don't know where the smell is coming from, but you understand that something out of the ordinary is happening.

As you sit there, trying to understand what's happening, a news flash comes over the radio. Some of you are listening to Galei Tzahal [the Israel Defense Forces radio station] and others to Reshet Dalet ["Channel 4", a civilian radio station].



"This is Galei Tzahal, it's 3:00 and here in the studio is Shlomi Averbuch with the news: a few minutes ago, residents of Haifa's Savyonei Nof neighborhood felt ill after smelling a very pungent odor in the air. Environmental Affairs and Home Front Command forces, assisted by the police, blocked off the area, and an initial investigation to determine the circumstances of the event is now under way. Our correspondent reports that two residents fainted and were taken to the hospital for medical treatment."

Information in
an emergency

“This is Reshet Dalet.

An hour ago, hazardous materials leaked from a factory in the industrial zone of Haifa’s Savyonei Nof neighborhood. An error by an employee who was mixing the materials caused an explosion, which allowed the hazardous materials to leak out.

As a result of the incident, two employees on the site required medical treatment and 30 persons were evacuated from the adjoining neighborhood. Residents of the area are directed to stay in their homes, close the windows and doors, and continue listening to the media. Staying inside a closed room will ensure that the residents remain healthy and safe.

Please note that, at this moment, the rescue forces are on site and taking measures to contain the leakage; professional entities estimate that the danger will pass in about two hours’ time. If you need medical assistance, dial 101 for MDA. It was also reported that the city call center, whose phone number is 106, is experiencing an overload of callers. If you are interested in volunteering to answer the call center phone lines, please go to 26 Weizmann Street, Haifa. On another subject...”

1. What is the difference between the information that the Galei Tzahal listeners received and the information that the Reshet Dalet listeners received?
2. How did the Galei Tzahal listeners feel, compared to the Reshet Dalet listeners?

?How does information help us in times of emergency

The five essential components of the content of information given in an emergency are:

1. **What happened** – details on the event, what happened and where, how many victims?
2. **Instructions on how to behave** – what to do?
3. **Help** – whom should we call/telephone in order to get help?
4. **Encouragement and hope** – details of information that can calm the residents.
5. **Guidance for volunteering** – details of information that tell us: how can we help?



The full radio report on the emergency incident in Savyonei Nof appears below.

Mark in **yellow** the passage that describes the details of the event, what happened.

Mark in **green** the passage that guides the listeners on what to do.

Mark in **blue** the passage that gives information on whom to contact in order to get help.

Mark in **pink** the passage that provides encouragement and hope.

Mark in **gray** the passage that provides guidance for volunteering.

Where there's smoke... is there always fire?

Danny, the firefighting instructor, was teaching the fifth-graders at Gordon School a lesson. He explained to them in detail what they should do during a fire. "Before the summer vacation, when the days are very hot," Danny said, "it's very important to know what to do when a fire breaks out." "It was so hot today, the whole class had a water fight at recess..."

"Sounds like fun!" Danny said, and went on: "Today we'll learn about fire extinguishers." He went to his equipment box to demonstrate how the extinguisher worked... and realized that he'd forgotten to bring it.

"Who volunteers to bring me the school fire extinguisher?" he asked. Itai and Moran jumped to their feet and stood next to the door. "OK, the two of you can go. It's in the..."

But Itai and Moran didn't hear the end of the sentence, because they'd already started running. They knew their classmates were waiting just for them and wanted to get there quickly.

"Let's split up!" Itai said; "you go to the teachers' room and I'll go down the hall to the secretary's office. The first one who finds it will shout "Extinguisher" down the hall."

Moran arrived at the teachers' room, puffing and panting, and met Tzlil, the music teacher. "Have you - puff, pant - have you seen - pant, gasp - the, the, the extinguisher?" she stammered, hardly breathing. "The fire extinguisher?" Tzlil repeated, frowning in amazement. "No, I haven't seen it. Why? What happened?" But Moran, who didn't want to waste precious time, didn't answer; instead, she went into the school kitchen, where she met Alberto, the gym teacher, who found her moving chairs around, very stressed, determined to find something... "What happened?" he asked. "What are you looking for?" "The fire extinguisher!" Moran answered, and immediately ran out of the kitchen, because she thought she heard Itai shouting in the hall.

Itai met Rachel, the secretary, and told her, panting excitedly, "I need the fire extinguisher, now!" "Why?" Rachel asked. "Because I need it... The guy from... the firefighters... to show us... you know... to put out a fire." He could barely get the words out, because he had run so fast he could hardly breathe. When he realized Rachel was asking too many questions that could delay him, he continued toward the teachers' room, to see if Moran had perhaps found something there...

Rachel, the school secretary, remained in her office, confused. Why did he run to her and ask for a fire extinguisher? He looked panic-stricken to her... Could something have happened?

Aharon, the history teacher, came furiously into her office: "What's all this carrying-on today? All the kids running around, throwing water... Do you have any idea what's going on?"

Suddenly Tzlil, the music teacher, came in: "I understand there was a fire in the school building, right?"

"A fire?" Alberto shouted from the other side of the room; "oh, so that's why Moran was looking for a fire extinguisher..."

"Yes, I saw a fireman come into the building," added Ruthie, the Bible teacher; Aharon answered, "And I thought they were just playing," and began running toward the drinking fountains.

Rachel didn't wait another moment; she pressed the emergency alarm button.

Within minutes, students from every classroom went outside to the sports field and lined up in columns, just as they'd practiced in emergency drills.

Suddenly a fire engine stopped in front of the school. It turned out that one of the students had called his father, who had immediately called the Fire Department.

Everyone was looking for the smoke... but there wasn't any...

Aviva, the school principal, investigated the incident, and when she discovered that it was all based on a rumor... she laughed out loud and announced over the PA system, "Children, today we learned two important things.

The first thing is that emergencies can happen at any moment, even in the middle of a school day, and it's important for us to practice the rules of behavior for every event - and, of course, for us to know in advance where our helpful equipment is, such as the fire extinguisher.

And the second thing is that, in times of emergency, rumors can get started really easily..."

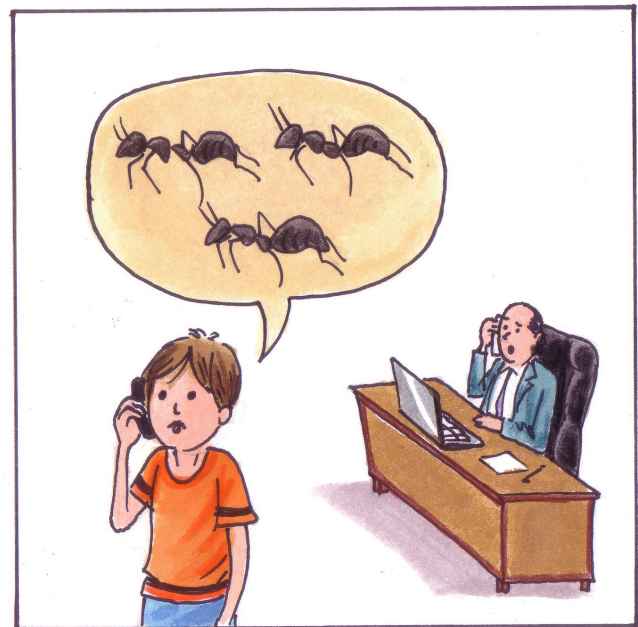


Phases of a rumor



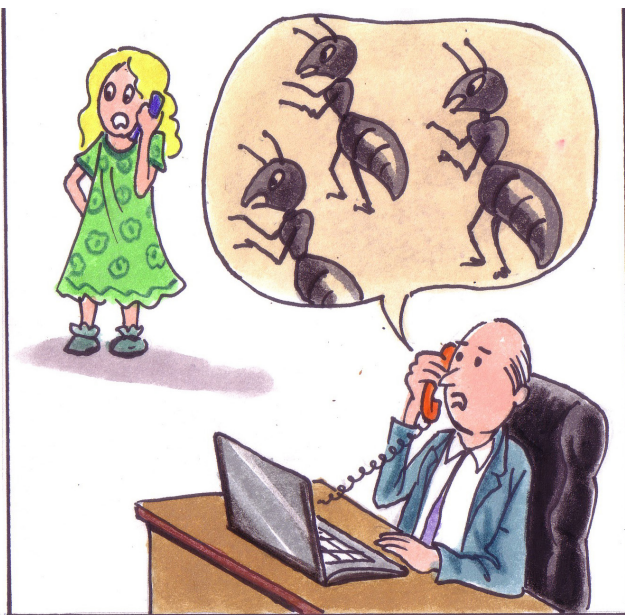
Stage 1:

"My neighbor says the enemy's tanks crawl like ants."



Stage 2:

"The enemy's tanks are like ants."



Stage 3:

"The enemy uses a secret weapon, ants instead of tanks."



Stage 4:

"Ants the size of tanks are attacking us now!"

What is a rumor?

A rumor is a way of spreading information that has not been checked or confirmed and that may therefore not be correct. Generally speaking, rumors are spread by "hearsay." Sometimes a rumor begins with incomplete, incorrect information that someone heard; that person passed the information on to others, who also spread it. People who hear the rumor are convinced that it's correct, because "everybody's saying that." Well, yes, "everybody's saying that" - because everybody heard it! But nobody checked the reliability of the source that started the rumor.



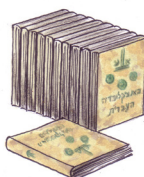
Sources of information

Read the descriptions of the situations below and write down which source of information should be consulted for each one. Please note:

There are events for which more than one source of information can be consulted.

- ① I want to go to the movies and I have a specific movie in mind, but I'd really like to know what people think of that film. Where will I get the information I want? _____
- ② A teacher gave us an assignment to write a paper on David Ben Gurion for tomorrow. The paper is supposed to be about his personal life. Where will I get that information? _____
- ③ Today is my good friend's birthday and I want to bake him a chocolate cake that's quick to make] and tasty. Where will I get the recipe? _____
- ④ A father and son went for a nature hike; suddenly a snake slithered out and bit the boy; his father has to help him quickly but doesn't know what to do Where will he get the information he needs? _____
- ⑤ The Kokhav Family is going to a play and they're a bit late. They have to choose the fastest and least crowded route that will get them to where the play is Where will they get the information they want? _____

- 6 My parents want to look for an activity at a reduced price for my brother and me. Where will they look? _____
- 7 One morning, in the summer vacation, my little brother and I were watching TV when our parents were still at work. Suddenly we felt the earth move under us, we understood that an earthquake was taking place and we went into the secure space. When the earthquake was over, we wanted to find out the details of the event. What exactly happened? Was the earthquake felt in other places? And was anyone hurt? Where will we get the information? _____
- 8 Now it's evening; tomorrow, my class and I are supposed to go on a hike, but they just announced on the news that it will be rainy tomorrow and not good hiking weather; I don't know whether the hike will be postponed or whether we'll go anyway; how can I find out? _____



Class discussion



Questions for discussion:

1. How does a rumor start?
2. What are the dangers involved in rumors?
3. Write about a rumor you heard and what happened as a result.
4. How can we take care to avoid rumors?

In summary

We've learned that the information given in times of emergency is very important. The information is important to us before, during and after the emergency event. The information comes from different sources, authorized and unauthorized. In times of emergency, there is more fear of getting incorrect information. That's why it's important for us to make sure that the information comes from authorized sources and to act according to it.

Test yourself

- ① **It's important to prepare for emergency situations during routine times, because:**
 - A. Emergency situations can happen suddenly, with no advance notice.
 - B. That's how we'll know the rules of behavior and act accordingly.
 - C. In times of emergency, there's not enough time to make preparations.
 - D. All of the above.
- ② **I'll know that an earthquake is taking place when:**
 - A. The radio announcer says an earthquake is happening.
 - B. A tsunami wave suddenly appears.
 - C. The windows in the house start to shake and rattle and everything around me starts to move.
 - D. I'm walking down the street and see a huge hole in the ground.
- ③ **When an earthquake occurs and I'm inside a building, I'll act as follows:**
 - A. I'll run and put a helmet on to protect my head.
 - B. I'll call my parents and let them know I'm OK.
 - C. I'll go to the seashore because there's open ground there.
 - D. I'll go out into open ground and keep away from buildings.
- ④ **When I see a suspicious object near a large crowd of people, I'll act as follows:**
 - A. I'll come closer and try to see if it is really suspicious.
 - B. I'll move away from the site, shout to the people to get away, and get help.
 - C. I'll call the police and not move away from the object so I can keep an eye on it.
 - D. None of the above.
- ⑤ **If I hear an alert or an explosion that comes from a falling rocket:**
 - A. I'll run to see where it fell and if anyone needs help.
 - B. I'll go into the secure space according to the time interval available to me.
 - C. I'll look for a place with as many outside walls as possible.
 - D. I'll wait for an explicit instruction from the media, and only then will I go into the secure space.

Before we conclude our work together, let's check and see what we've learned this week.



6

“Evacuation” is a way of protecting ourselves, when:

- A. It's too dangerous to stay home.
- B. There is no residential secure space at home.
- C. Only in case of a fire.
- D. Only in case of an earthquake.

7

If a fire breaks out, when the escape route is blocked, what should we do?

- A. We should go to an air opening, such as a balcony or window, through which we can breathe clean air.
- B. We should look for another escape route in the house.
- C. We should take wet cloths and cover our noses and mouths.
- D. Answers A and C are correct.

8

Information in times of emergency is important because:

- A. It guides people on how to behave.
- B. We can use information to find out which film to see at the movies.
- C. It helps prevent rumors.
- D. Answers A and C are correct.

Do you want to learn more about emergency situations?

If you have any more questions, you can go to the Home Front Command website, at www.oref.co.il

or call the Home Front Command telephone information center at **104**.

Additional websites worth checking on the subject appear at the end of the workbook.

Instructions for the “Emergency and Rescue” game

Number of players:

2 players and up

Age:

any age

Tools: as many playing pieces (“men”) as there are players; 2 dice; the attached game board, the attached game cards

Do you know the game “Snakes and Ladders”? This game is based on the same idea. But this time, winning depends on you! On your knowledge, and not just on luck.



Goal:

The goal of the game is to get to a “safe place” – to the last square. Throw the dice and advance along the squares according to the total of the numbers they show. The one who reaches the last square first is the winner.

How to play:

Each of the players advances in turn according to the sum of the numbers that the two dice show.

When a player reaches a square with a picture of a life preserver, he or she takes a card from the deck of cards with life preservers on them and one of the players asks him or her a question. If the player’s answer is correct, he or she moves up the arrow to the square at the head of the arrow.

If the player’s answer is wrong, he or she does not advance.

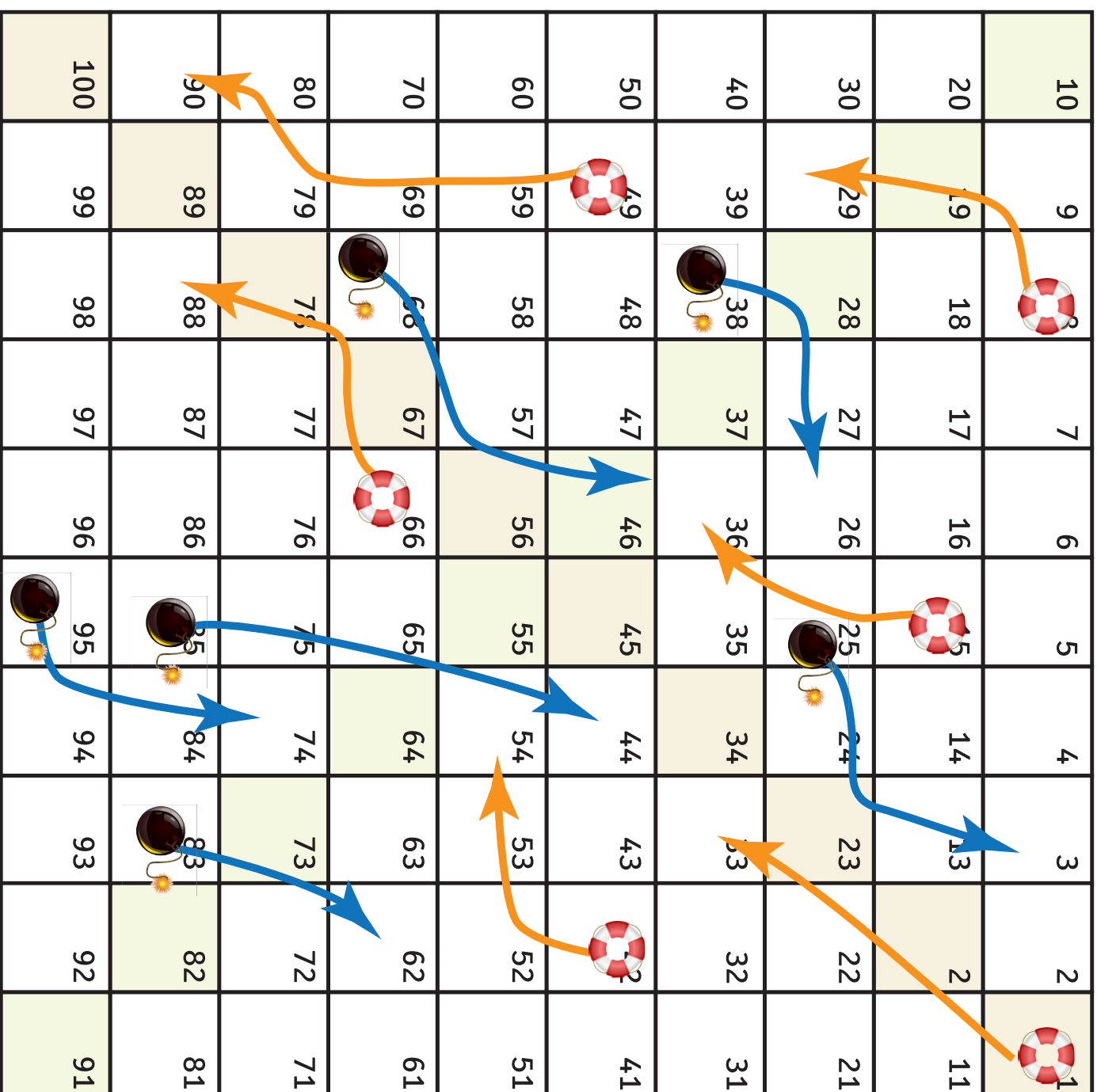
If the player reaches a square with a picture of a bomb, he or she takes a card from the deck of cards with bombs on them and one of the players asks him or her a question. If the player’s answer is correct, he or she is saved from falling down to the bottom square and stays put. If the player’s answer is wrong, he or she moves down the arrow to the square at the head of the arrow.

The person who reaches the last square exactly is the winner.

If the dice show a larger number than required to reach the last square, the player goes backward.

For example: if a player who is on the 97th square rolls the dice and gets a count of 5, he or she has to go back two spaces from the last square.

Good luck!







Your friend lives in a house with no residential secure space and no shelter; how will you help him select the most secure room in the house? List at least three characteristics for such a room

Answer:

- 8 As few openings – windows and doors – as possible
- A room with media in it.
- As internal a room as possible
- with as many internal walls as possible
- a room with as little hazardous equipment as possible
- 9 A room with as much living space as possible, large enough to hold all the members of the family



How can we extinguish a fire?
List three ways and discuss in detail

Answer:

- Isolation
- removing the flammable material component
- Cooling – removing the heat component
- Smothering – removing the oxygen component



List 4 items that an emergency bag should include.

Answer:

- A flashlight.
- A battery-operated radio.
- Spare batteries.
- A cellphone battery.
- A supply of water.
- Several days' worth of canned food (that doesn't need to be cooked)
- A first aid kit, with at least the following things in it: antibiotic ointment, pain pills, bandages, disinfectant solution and additional medications in regular use by members of your family
- Personal documents and medical documents.
- Clothing and personal hygiene items.
- Money.

About 3 minutes ago, while you were playing on the computer, an earthquake occurred. You stayed in the residential secure space to protect yourself. The earthquake is over; what should you do now?

- A. Stay in the secure space until instructions to leave it are given via the media.**
- B. Go outside to find a safer place and keep listening to the media.**
- C. Call your relatives on your cellphone and ask how they are.**
- D. You don't have to do anything special; the danger has passed.**

Answer: B

What are the components of fire?
Explain each component.

Answer:

- Heat** – a high temperature that is necessary so that the material can start to burn
- Oxygen** – a gas that is present in the air
- Flammable material** – a material of any kind, in various states solid, liquid or gas.

List three signs for the identification of a suspicious person.

Answer:

Strange behavior, clothing inappropriate for the season, nervousness, studying the surroundings, does not respond and does not answer questions.

An alert sounds, indicating that a rocket is going to fall in your area. You are in the playground; what should you do?

Answer:

Go into a nearby sheltered place, such as a stairwell, or hide behind a building, lie on the floor and protect your head with your hands. Stay lying down for at least 10 minutes.

They just announced on the media that all of the residents of your neighborhood must leave their homes, and you must, too. List 7 items that you will take with you for the duration of the evacuation (essential and emotionally precious)

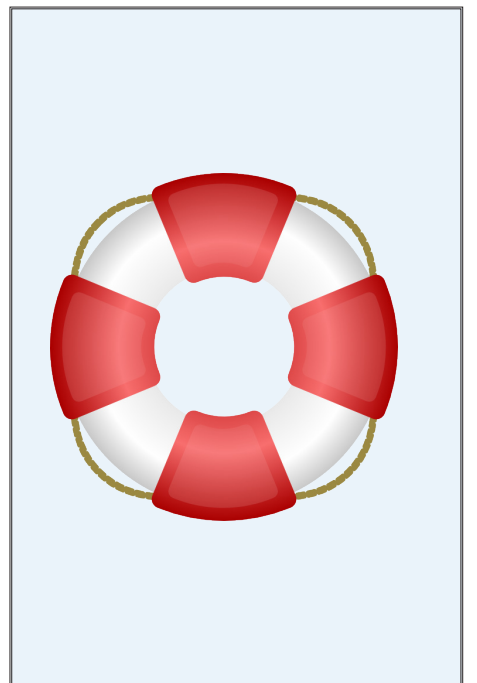
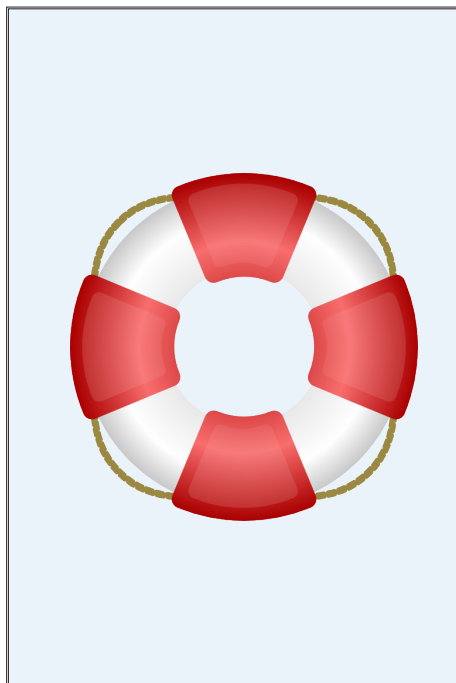
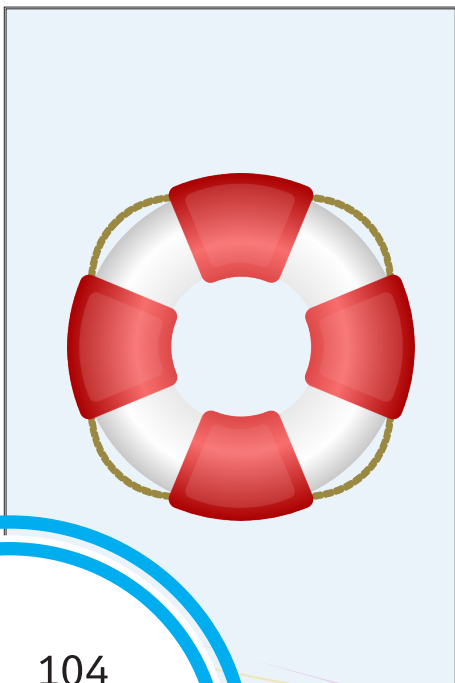
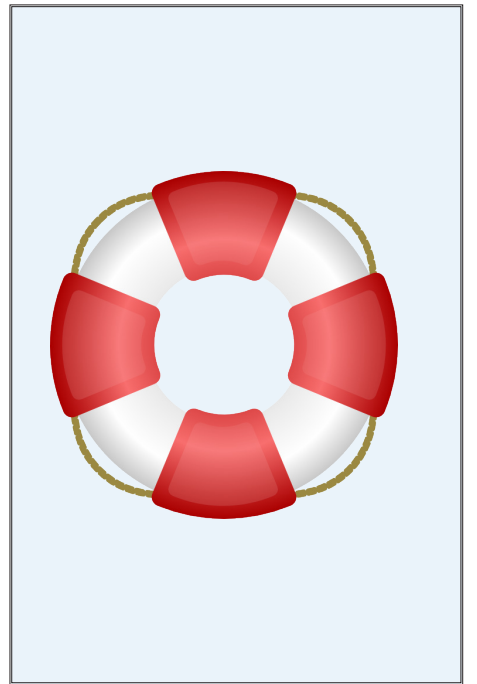
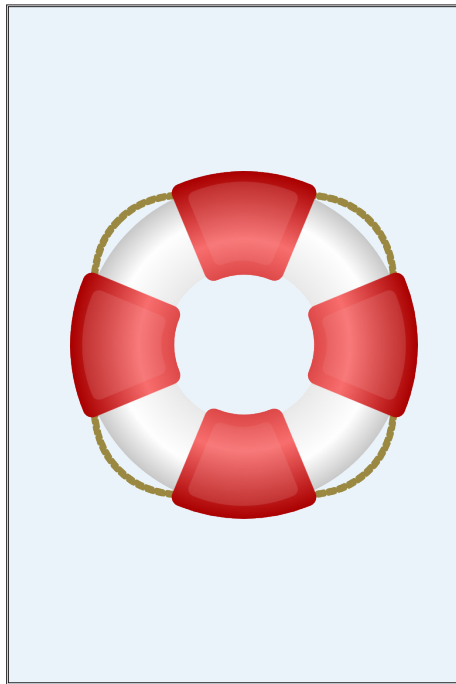
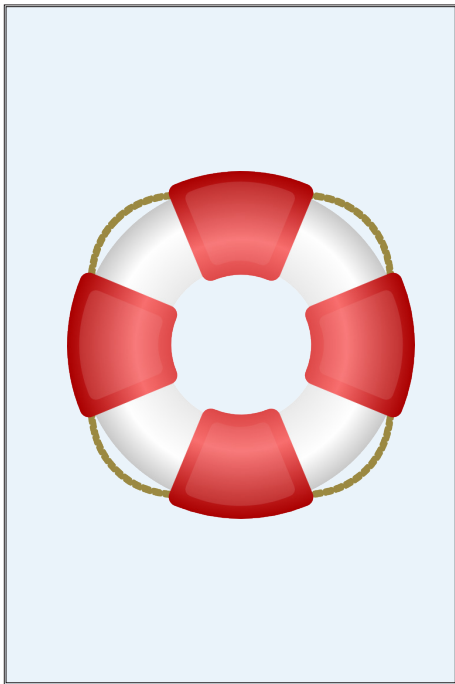
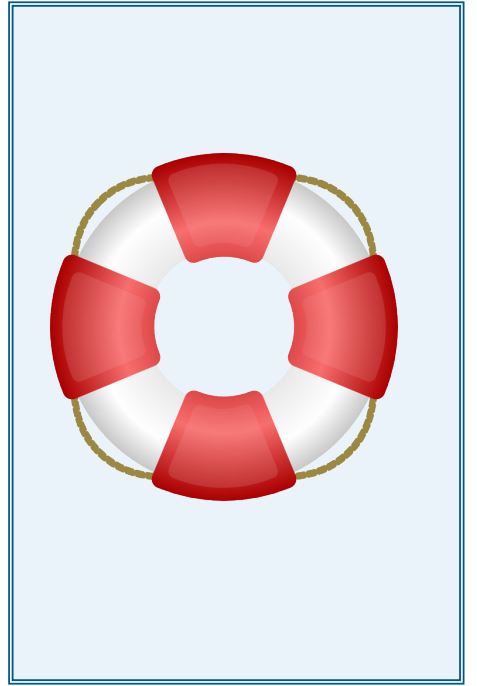
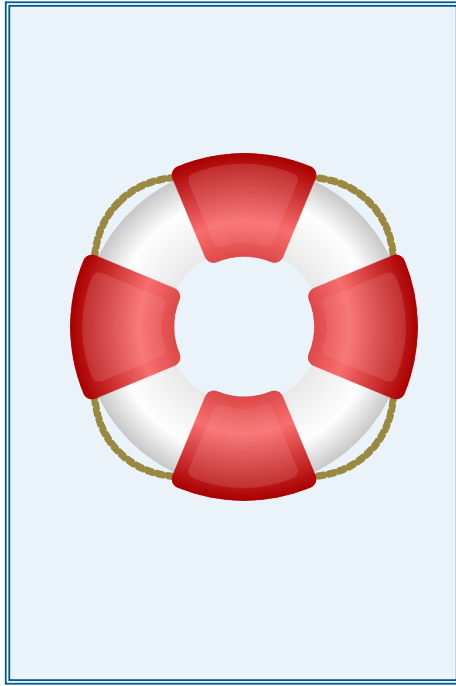
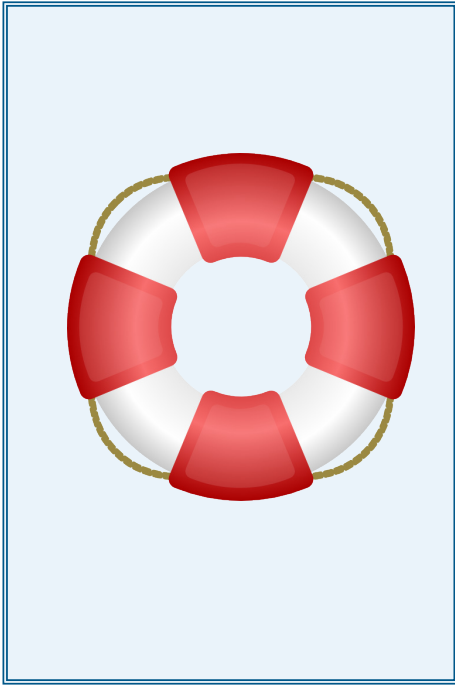
Answer:

Examples: a laptop, clothes, a photo album, important documents, the dog, personal hygiene items

An earthquake occurs and you are in a vehicle. What should you do?

- A. Keep going at high speed.**
- B. Stop and remain in the vehicle.**
- C. Stop, get out of the vehicle and lie down on the ground.**
- D. Keep going at low speed.**

Answer: B



After an earthquake, it is important to find better shelter – why?

Answer:

The phenomenon of “after-shock” – a secondary tremor that can surprise you after the principal earthquake. Even if the intensity of the tremor is low, it is still dangerous and can escalate the situation created by the initial earthquake.

List three signs for the identification of a suspicious person.

Answer:

Strange behavior, clothing inappropriate for the season, nervousness, studying the surroundings, does not respond and does not answer questions.

List three signs for the identification of a suspicious vehicle.

Answer:

- Different license plates
- No license plates
- Parked in a strange way
- Signs of having been broken into
- Wheels flattened

Describe:

Two events in which you will have to shelter in place, and two events in which you will have to evacuate.

Explain the principle of fire extinguishing

Answer:

The principle of fire extinguishing is the removal of one of the fire components (heat/oxygen/flammable material)

What are the three “gets” that you should remember when you encounter a suspicious person, object or vehicle?

Answer:

- Get** away.
Get others out.
Get help.

We’re in the middle of a lesson at school when suddenly an earthquake occurs; our classroom is on the second floor; what should we do?

- A. Hide under a desk
- B. Stand under the doorframe
- C. Get out as quickly as possible
- D. Shout “Help!”

Answer: C

Dad bought a new shelf and wants to install it in your bedroom. Where in the room is it not really safe to install the shelf?

Answer

- A. Next to the window
- B. Over the TV
- C. Over your bed
- D. He can install it anywhere

An earthquake occurs and you are on the beach. What should you do?

- A. Stay on the beach and get a tan; there’s nothing to fear.
- B. Get into the water.
- C. Get as far as possible away from the beach.
- D. Stay near the lifeguard’s cabin.

Answer: C

