

Lesson 1: Katrina Strikes

Lesson Description

During ordinary times, people with financial knowledge and skills contribute to a stable economy by consuming wisely, saving, and investing. In the face of a natural disaster such as a hurricane, tornado, or earthquake, or in the face of a personal crisis or tragedy, the financially prepared are generally able to recover more quickly, which helps the economy remain stable. This lesson is an introduction that sets the groundwork for developing the skills to create a plan for emergency and financial preparedness.

The lesson is designed for personal finance-related classrooms and is presented in two formats: 1) SMART Board–based lesson and 2) PowerPoint–based lesson. Following the main lesson, additional activities have been identified to allow educators in other disciplines to use the video and core lesson concepts in their classrooms.

The video component of the lesson sets the scene by depicting the storm striking, showing some of the devastation during and immediately after the storm, and introducing three families whose stories and lessons learned are followed throughout the curriculum.

Time Required

One or two 45-minute class periods

Concepts

Decision making	Natural disaster
Emergency fund	Needs
Emergency preparedness	Opportunity cost
Financial preparedness	Planning
Goals	Scarcity
Managing risk	Wants

Objectives

The students will be able to:

- Define natural disaster.
- Develop an emergency plan for their family.
- Differentiate between needs and wants.
- Identify and develop short-, intermediate-, and long-term goals.
- Recognize the need for financial preparedness in the face of a disaster.

Materials

- **Presentation:** *Katrina's Classroom* Lesson 1 — SMART Notebook file* or PowerPoint presentation
- **“Katrina Strikes” video:** DVD, flash drive or online (www.youtube.com/watch?v=sxCibT1T65A)
- **Handout 1:** Ready.gov Family Communication Plan for each student

*SMART Notebook files for all lessons can be found at www.frbatlanta.org/edresources/classroomeconomist/.

National Curriculum Standards

COMMON CORE STANDARDS

Grades 6–8 students	Grades 9–10 students	Grades 11–12 students
College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
Reading Standards for Literacy in History/Social Studies 6–12 Key Ideas and Details		
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media.
Writing Standards for Literacy in History/Social Studies 6–12 Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

National Curriculum Standards (continued)

JUMP\$TART NATIONAL PERSONAL FINANCE STANDARDS

8th Grade Students Additional Expectations	12th Grade Students Additional Expectations
Financial Responsibility and Decision Making	
Standard 1: Take responsibility for personal financial decisions.	
Identify ways to be a financially responsible young adult. Give examples of the benefits of financial responsibility and the costs of financial responsibility.	Explain how individuals demonstrate responsibility for financial well-being over a lifetime.
Standard 2: Find and evaluate financial information from a variety of sources.	
	Given a scenario, identify relevant financial information needed to make a decision.
Standard 4: Make financial decisions by systematically considering alternatives and consequences.	
Set measurable short-and medium-term financial goals. Prioritize personal financial goals. Apply systematic decision making to a medium-term goal.	Set measurable short-and medium-term financial goals. Apply systematic decision making to a long-term goal. Give examples of how decisions made today can affect future opportunities.
Planning and Money Management	
Standard 2: Develop a system for keeping and using financial records.	
	Develop a filing system for keeping financial records, both paper and electronic.
Risk Management and Insurance	
Standard 1: Identify common types of risks and basic risk management methods.	
	Give examples of how people manage risk through avoidance, reduction, retention, and transfer.

Lesson Procedures

Specific instructions for SMART Board and PowerPoint are highlighted with a dotted border.

SLIDE 1. KATRINA STRIKES (TITLE PAGE)

During ordinary times, people with financial knowledge and skills contribute to a stable economy by consuming wisely, saving, and investing. In the face of a natural disaster—such as Hurricane Katrina, tornados, or earthquakes—or a personal tragedy, the financially prepared are generally able to recover more quickly, which helps the economy remain stable.

SLIDE 2. LESSON OBJECTIVES

This lesson will cover natural disasters, needs and wants, goals, and financial preparedness.

SLIDE 3. NATURAL DISASTER

According to the U.S. Department of Health and Human Services, natural disasters are defined as naturally occurring events that can cause severe threats to the public health.

SMART Board Instructions

Pull the tab from the left of the presentation to reveal additional information.

Natural disasters occur all around the world and range in impact.

Tornadoes, hurricanes, volcanoes, and earthquakes each have classification systems that gauge the intensity of an event by assessing a number of set factors. These classification methods help researchers study disasters' patterns and help educate the public so they can plan and prepare for potential disasters.

Click the picture to take you to the National Oceanic and Atmospheric Administration's webpage on Historical Hurricane Tracks. To display data for Hurricane Katrina, search under "Storm Name/Year" for Hurricane Katrina 2005.

www.csc.noaa.gov/hurricanes/index.html?years=default&sel=selected&cats=default&scale=18489298&press=default%2Cdefault&storms=2005236N23285&qType=ids&mos=default&ll=%2D82%2E350000%2C31%2E992304#app=3d30&3e3d-selectedIndex=1

ASK THE STUDENTS

Why is the path of Hurricane Katrina shown in different colors?

Answer: The different colors indicate a change in intensity of the storm.

Scroll over the colored key at the top of the page to reveal classification and wind speed information.

What were the highest maximum sustained winds reported?

Answer: 150 kts (This can be found in the bottom left hand corner. The left side of the graph indicates in red that winds peaked on August 28, 2005, over the Gulf of Mexico.)

What does “kts” stand for?

Answer: Knots (A knot is a unit of speed equal to one nautical mile, which is approximately 1.151 miles per hour.)

If the wind speed was 150 knots, what is the equivalent in miles per hour? How did you calculate this?

Answer: 172.65 miles per hour. Calculated by multiplying 150 knots by 1.151 ($150 \times 1.151 = 172.65$).

SLIDE 4. FINANCIAL AND EMERGENCY PREPAREDNESS

During Hurricane Katrina and in other recent natural disasters, we have learned valuable lessons about the importance of planning.

ASK THE STUDENTS

Why is it important to prepare for life events or activities in which you want to be successful? Take for example, the skydiver, track athlete, or mountain biker.

Possible responses: to be prepared, to be successful, to avoid injury

Are there sports or activities that you have to prepare for before you can participate? How do you prepare?

Possible responses: 1) equipment preparation for sports like soccer, baseball, or football; 2) most athletes need to warm up or stretch to help prevent injury; 3) even in an activity like band, there may be the risk of not performing well if you do not practice an instrument and if you haven't coordinated with others about which song to perform; 4) cheerleading requires many hours of practice to avoid injuries while performing routines.

The common threads among these activities are 1) they all involve risk, and 2) the participants took steps to prepare for what they were trying to accomplish.

SLIDE 5. RISK MANAGEMENT

Risk is the uncertainty about the outcome of a situation or event. To manage risk, you must identify the sources of risk and estimate potential losses. We take risks every day. The risk from natural disasters, while it cannot be completely eliminated, can in some cases be minimized with adequate planning and preparation.

With advanced planning, you can help reduce the risk associated with natural disasters. Click the picture and it will take you to FEMA's Ready.gov website for risk planning. www.ready.gov/plan-for-your-risks

ASK THE STUDENTS

Consider the scenario of living in a coastal area that has frequent hurricanes. What are some ways that you can manage the risk of property damage from natural disasters?

Possible responses: board up windows, have insurance, move vehicles away from the coast

To manage risk, you must choose to accept, avoid, reduce, or transfer the risk. You accept the risk by choosing to live in this region. You could avoid the risk by deciding to move from the region. You can reduce the risk by settling further inland. Or you can transfer the risk by purchasing property insurance.

Distribute a copy of Handout 1 - Ready.gov Family Communication Plan to each student (this document is also available at www.fema.gov/media-library/assets/documents/34330). Have students work in groups to discuss and create an emergency plan for their individual families. Students should discuss the plans with their families and fill in any hard-to-find information. Ask students not to include the social security information on the form since they should keep that information confidential and in a safe place. Students will need to write down any terms they do not understand and look up the definitions. Review and discuss the important components and terms associated with an emergency plan.

SLIDE 6. PLANNING

Planning helps people make decisions to accomplish their goals. Planning involves managing decisions related to education, earning income, spending, and saving in order to achieve goals. Planning also includes keeping yourself safe in an emergency situation. One of the first important decisions you will need to make is whether to stay where you are or evacuate to a safer location. You should understand and plan for both possibilities.

Have one student from each group volunteer to report on his or her family's plan. Each student should be given a time limit of two to three minutes to condense what he or she developed into a brief verbal report.

SLIDE 7. PLANNING AHEAD FOR AN EMERGENCY

ASK THE STUDENTS

Why it is important to plan ahead for an emergency?

Possible responses: safety, knowing how to react and where to meet, may not have power or telephone reception so a plan is necessary

SMART Board Instructions

Use your finger to move the blue question box. Double-click to reveal the text.

Natural disasters give little advance warning. There are many types of natural disasters that can affect you.

By touching each picture, you will be taken to video clips on YouTube that explain how each of these disasters occurs.

- How a Tornado Forms - www.youtube.com/watch?v=2GWtfb5l8iA
- How a Hurricane Is Born - www.youtube.com/watch?v=4f45jA5UxB0
- Earthquake Fault Lines in America - www.youtube.com/watch?v=o0tVbjrbkp8

Many natural disasters happen without warning. Now, consider why it might be important to plan ahead and be prepared for an emergency. When we consider the previous sports examples, athletes' success is similar to what you will want to achieve with your disaster preparations. That is, take steps that allow you to mitigate risk, be at the top of your game, and be ready to react when the situation arises.

SLIDE 8. EMERGENCY AND FINANCIAL PREPAREDNESS

Part of being financially prepared for an emergency is having enough savings to tide you over until life goes back to normal.

Click on the picture of the money jar for an article and news clip about how much Americans are saving for an emergency. money.msn.com/saving-money-tips/post.aspx?post=97699cb9-c562-4b20-9577-97a0a205212e

ASK THE STUDENTS

How much do you think you will need to save for an emergency?

Possible answers: specific dollar amounts, enough money to pay for expenses while we are displaced, enough money to pay for repairs to property

An emergency fund can be vital not only for dealing with natural disasters, but also for dealing with unexpected life situations such as a job loss. Most people should have an emergency fund equal to three to six months of their living expenses.

Envision yourself living on your own after high school or college. If your monthly living expenses are \$1,000 per month, how much do you need in an emergency fund?

Answer: Students will need to have \$3,000 to \$6,000 (three to six months of living expenses) in a savings account to tide them over if there is a disruption in income due to an emergency. That may seem like a lot of money to save, but you can reach your savings targets by setting financial goals.

SLIDE 9. GOALS

Goals are a way to help keep us on track related to spending and saving. Goals are end results that we want to achieve. Setting goals can be an important part of reaching the desired outcome. In its report, “Making the Case for Financial Literacy,” the National Jump\$tart Coalition notes that teens who reported they had learned a great deal about goal setting were significantly more likely to also report that they had saved money for something they wanted and then purchased it than those who said they had learned little or nothing about goal setting.

Goals are generally classified into three categories: short-, intermediate-, and long-term goals. **Short-term goals** are those that you want to achieve in the near future, generally less than one year. Short-term goals may include creating an emergency financial plan, developing a résumé and work portfolio, or taking a class on a specific topic. **Intermediate-term goals** are achieved in one to five years. An example of an intermediate-term goal may be to save enough money to pay for the first year of college or to volunteer a certain number of hours to gain experience in a particular field. **Long-term goals** are often our more meaningful and important goals. The time frame on long-term goals is generally five years or more. An example of a long-term goal may be to graduate college or to start a business. Defining goals is important because it helps to keep us on track.

SLIDE 10. SET GOALS

Goals are generally either personal or financial. Personal goals might include living on your own, buying a car, taking a vacation, or getting an education. Financial goals describe how you will pay for your personal goals.

Spending and saving goals very often fall in the short-, intermediate-, and long-term categories. Defining these goals can be an important part of your overall goal-setting plan.

Goals should be **SMART** – that is, Specific, Measurable, Attainable, Realistic, and Time-bound.

- **Specific** – The goal should be clear, unambiguous, and tell exactly what, why, and who.

- **Measurable** – The goal should provide concrete criteria for determining whether it has been accomplished.
- **Attainable** – The goal should be achievable, though it may be a stretch, but it should not be so extreme that it cannot be achieved.
- **Realistic** – The goal should be one that you are willing and able to work toward achieving and that is achievable. For example, a short-term goal of losing 30 pounds in one month, training for a marathon in one month, or saving to buy a new car in one month is not realistic because it is typically not achievable.
- **Time-bound** – The goal should be grounded in a time frame—by what date will you accomplish your goal?

ASK THE STUDENTS

Evaluate the following goal to determine if it is a good SMART goal or how it could be improved: “I want to save money.”

- Is it specific? No. The goal seems too vague.
- Is it measurable? No. It could be made better by including definite numbers and values.
- Is it attainable? Perhaps, but we will only be able to determine that after the other components are made stronger.
- Is it realistic? Perhaps, but again more information could make the goal stronger.
- Is it time-bound? No. A time frame for attaining the goal should be added.

Have students rewrite the example as a SMART goal. To make it a SMART goal, it could be changed from “I want to save money” to “I want to save \$50 per month for the next year to purchase a new laptop computer.” Making these changes turns this into a SMART goal.

Have students write two or three SMART goals for themselves. Ask for volunteers to share their SMART goals. Have the class evaluate if the goal is a SMART goal or if it needs to be adjusted so that it's stronger.

Goals are not meant to be rigid and inflexible. As you implement your plan, review the plan as necessary to be sure it is working. Revise the plan as needed to accommodate the current situation. Repeat the process: implement the new plan, review, revise, and repeat. Don't be afraid to change a goal. For example, if your goal is to save \$50 per month for the next year to purchase a new laptop, but you find that saving the \$50 is too much of a burden, change the amount and the time frame to something that works so that you can stay on track. It is better to reduce the monthly saving amount and the target end date than to skip saving steps along the way.

SLIDE 11. WANTS AND NEEDS

In differentiating between wants and needs, we commonly say that needs are the things one must have in order to live and that wants are things we would like or desire. Financially speaking, basic needs include money or the financial capacity to acquire what we need. Our **basic needs** include air, food, water, shelter, and clothing. **Wants** vary by individuals but may include items such as video games, cell phones, and tablets. It is important to note that needs and wants are relative. A need to one person may be a want to another depending upon each person's situation.

Additionally, when considering needs, it may be necessary to evaluate whether specific items that fall under this heading are actually needs or if they are crossing over into wants.

Ask students to consider this example from the food category. Someone may argue that steak is a need since it is food. What do you think? Are there substitutes for steak? What are the costs and benefits of the alternatives? Perhaps one alternative is less expensive, but the taste is less desirable to the individual. Similar considerations may need to be made for housing—a smaller square footage home versus a luxury mansion—and clothing—name brand versus lower-cost alternatives. Remember, all of these considerations involve economic reasoning.

SLIDE 12. DETERMINING WANTS AND NEEDS

Students will apply their knowledge of wants and needs in an activity that presents 12 statements and students must determine if the statement is a want or need.

SMART Board Instructions

Have students volunteer to come to the board and sort the cards in the proper categories. They will need to use their finger to drag and drop the card into the appropriate categories. After all cards have been placed, touch the gold star with the green check mark to check the answers (links to slide 20), then press the blue arrow on the answer screen to return to the sorting activity and continue the lesson.

PowerPoint Instructions

Press **Enter** and a statement will appear. Ask students if this is a want or need. Press **Enter** again and the statement will appear in the category in which it belongs. Press **Enter** again and the next statement will appear. Continue for all 12 statements.

SLIDE 13. SCARCITY AND DECISION MAKING

As we consider our wants and needs, we must also take into account scarcity and decision making. **Scarcity** occurs because human wants are greater than the capacity of available resources to provide for those wants. To put it simply, we have unlimited wants and limited resources. As a result, we must prioritize and make decisions. With every decision, something must be given up. **Opportunity cost** is the highest-valued alternative that is given up when a decision is made.

When people make personal, business, or societal decisions, they incur opportunity costs. For example, when you graduate from high school, you may make the decision to get a job. In that case, your opportunity cost may be not going to college. The opportunity cost is the highest-valued alternative that you gave up. For one individual the opportunity cost of getting a job may be not going to college while for another individual the opportunity cost could be not relaxing on the couch at home. Or consider that if you go to the beach for spring break, your opportunity cost may be the books for your first semester course in college.

ASK THE STUDENTS

What examples of opportunity cost do you have?

Possible responses: if I go to the movies, then the opportunity cost is hanging out at the mall (time related); if I buy a pizza, the opportunity cost is buying a book (financial).

Consider the concept of opportunity cost from business and government perspectives—first, the business side. When a business, such as a bakery, decides to use its resources to produce chocolate muffins, it gives up using those same resources to produce pastries. When society through government decides to produce more health care, it must give up producing something else—roads and bridges or education, for example, whatever the highest-valued alternative is—and that is the opportunity cost.

SLIDE 14. DECISION MAKING

People make decisions by weighing the costs and benefits of various alternatives. The **costs** are the negative outcomes and the **benefits** are the positive outcomes of the decision as identified by the decision maker. The costs and benefits may vary by individual. Costs and benefits can be monetary or nonmonetary. People generally make decisions by selecting the alternative for which they perceive the most benefits relative to the costs.

ASK THE STUDENTS

What are the costs and benefits of attending school?

Possible costs: not working and earning an income, not being able to stay at home and play video games

Possible benefits: gaining knowledge and skills, being with friends, getting to be a student in your class

Faced with a set of alternatives, people weigh costs and benefits differently and, as a result, make different choices. For a young person who contributes to his or her family's income, the cost of giving up income earned to attend college would be weighted much more heavily than it might be for a young person whose income isn't needed by his or her family.

The consequences of the decisions people make lie in the future, and may be positive or negative.

Consequences may be short-, intermediate- or long-term. Suppose you were to choose not to seek further training or education after high school and, instead, find a job and begin working. What might the consequences be? The long-term consequences might include earning less income over your lifetime than individuals who pursue further education. A positive intermediate-term consequences might include accumulating things that those attending school must postpone until they have graduated and have jobs—for example, cars, furniture, and so on. However, a negative intermediate-term consequence may be the inability to move up the career ladder since additional education may be needed for higher-level positions. The short-term positive consequences might include earning income and saving right away compared to delaying earning and saving by those who go to college and aren't working.

SLIDE 15. LEARNING THROUGH REAL-LIFE EXPERIENCES

Explain that during Hurricane Katrina many people along the Gulf Coast lost their homes and everything they owned. Some families evacuated and stayed in other towns for weeks and even months. Others remained near the coast, living in crowded shelters, trailers, or their homes. Living conditions were extremely difficult. Families who were financially prepared were able to get their lives back on track more quickly after the storm. Inform students that they will watch a short video called “Katrina Strikes” that provides an overview of the hurricane as well as challenges faced by three students and their families who lived through this natural disaster.

SLIDE 16. “KATRINA STRIKES” VIDEO

As the students watch the video, have them identify the needs, wants, and goals mentioned.

Click on the picture to take you to the video clip “Katrina Strikes,” which is approximately four minutes in length.

It is available at www.youtube.com/watch?v=sxCibT1T65A.

ASK THE STUDENTS

What are your impressions of what the people in these stories went through?

Possible responses: difficult situations, dealt with scarcity (food, gas, and money), some became homeless

If you were in a similar situation, what would you take with you?

Possible responses: clothes, money, pets, pictures, valuables

Based on what you saw, what were some of the people’s wants, needs, and goals? Can you predict what their future wants, needs, and goals might be?

Possible responses: Needs: Food, water, gas, shelter, cash; Wants: comfortable place to stay, to be with friends; Goals: getting financially stable, returning home, going to school, earning extra income, completing college

Why would being financially prepared help a family survive a disaster?

Possible responses: the family could find a place to live, buy food, leave the area more easily

What would be some good ways to be financially prepared?

Possible responses: a bank account, an emergency fund, financial records at hand, managing important documents

The young people in these stories all learned the differences between needs and wants. As they try to rebuild their lives, they are also discovering personal goals. Some of these goals will require good financial practices. Making wise financial decisions requires an awareness of what we want and need as well as the goals we wish to achieve.

The three additional videos and lessons of *Katrina's Classroom* provide more detailed information about the students and their families as well as the challenges they faced and the lessons they learned. Students will learn more about how the families focused on stabilizing their lives after Hurricane Katrina.

SLIDE 17. VOCABULARY REVIEW

Students will review the vocabulary used in the lesson.

SMART Board Instructions

Have students volunteer to come to the board and sort the vocabulary words mentioned in the lesson with their definitions. Students should touch the term and drag it to the left column next to the matching definition. After all cards have been placed, touch the gold star with the green check mark to check the answers (links to slide 21), then press the blue arrow on the answer screen to return to the sorting activity and continue the lesson.

PowerPoint Instructions

A word bank appears at the top of the slide. Start with the first definition and have students identify the matching vocabulary word. Press **Enter** and the correct answer will appear.

Answers

- **Natural disaster:** Naturally occurring event that can cause severe threats to the public health
- **Emergency preparedness:** A plan of action that has been put in place prior to a natural disaster or unforeseen event
- **Emergency fund:** A reserve of cash kept available to meet the costs of any unexpected financial emergency
- **Goals:** Things we would like to achieve or purchase in the future
- **Want:** Something that you desire or would like
- **Basic need:** A necessity for survival
- **Risk:** The uncertainty about the outcome of a situation or event
- **Scarcity:** The concept that we have unlimited wants and needs in a world of limited resources

SLIDE 18. IN SUMMARY

In this lesson, we learned that:

- Natural disasters are naturally occurring events that can cause severe threats to the public health.
- A want is something that you desire or would like.
- A basic need is something you must have to survive.
- Goals should be specific, measurable, attainable, realistic, and time bound.
- Part of being financially prepared for an emergency is having enough savings to tide you over until life goes back to normal.

The closing assessment for this lesson challenges students to reflect on the lesson and the information learned to write a narrative about steps they will take to better prepare themselves and their families for an emergency situation.

Tell students to take a moment to reflect on the lesson and the information learned about natural disasters, financial preparedness, planning, needs, wants, and goals.

CLOSING ACTIVITY

Write a five-paragraph narrative about steps you will take to better prepare yourself and your family for an emergency situation. The narrative should include the following:

- The first paragraph should introduce the topic.
- Three body paragraphs should include each of the following topics:
 - Natural disasters you may face in the area where you live, compared and contrasted with Hurricane Katrina.
 - Financial preparedness and planning.
 - Needs, wants, and goals.
- The fifth paragraph should offer concluding thoughts.

Beyond Personal Finance: Using *Katrina's Classroom* Videos across Disciplines

While the lesson plans of *Katrina's Classroom: Financial Lessons from a Hurricane* deal with personal finance and emergency preparedness, the videos from the curriculum can be used for much more. They can serve as conversation starters or to give context to lesson plans on a variety of topics or activities. Some of these topics could include social issues, goal setting, family dynamics, friendships, weather patterns, urban planning, government relief spending, rebuilding communities, rebuilding costs, population shifts, employment shifts, and more.

The concepts can also provide a backdrop for activities in math, statistics, creative writing, debate, fine art, science, geography, family consumer science, and current events—to name a few.

The FEMA disasters website (www.fema.gov/disasters) provides a wealth of information for similar activities. It has searchable, downloadable data and narrative reports of all federally declared states of emergency.

Data can be pulled for every state on 26 different types of disasters (including weather, terrorism, chemical, viral, fire, flood, and industrial) and four disaster declaration types (major, emergency, fire management, and fire suppression). While Hurricane Katrina was a significant event in 2005 that continues to have implications today, disasters of one type or another happen everywhere and all the time. A suggestion for developing a lesson based on similar situations in your state or region follows.

Beyond Personal Finance: Activity Suggestions

FEMA data (www.fema.gov/disasters) show that the states of the Sixth Federal Reserve District—Alabama, Florida, Georgia, Louisiana, Mississippi, and Tennessee —have had 55 major disaster declarations *since* Hurricane Katrina. The chart breaks the numbers of “Major Disaster Declarations” out by state.

	LA	MS	AL	GA	TN	FL
Flooding	1	1	0	0	0	0
Hurricane	3	1	1	0	0	2
Severe Storms and Tornadoes	1	1	1	2	1	1
Severe Storms and Flooding	1	1	2	2	2	0
Severe Storms, Tornadoes, Winds, Flooding	1	4	6	2	10	3
Severe Winter Storms and Flooding	0	0	0	0	1	0
Tropical Storm	1	0	1	0	0	2
TOTAL	8	8	11	6	14	8

Use the data in the chart above (or similar data for your state or region) and have your students do the following tasks.

- Map, chart, or graph the disaster declarations by type, state, and year (not shown here but available on the FEMA site).
 - Common Core Connection: English Language Arts in History/Social Studies, Science, and Technical Subjects – Writing Standards 6-12: Text Types and Purposes; Reading Standards 6-12: Integration of Knowledge and Ideas
- Calculate ratios of incidence of disasters between states or between disaster types.
 - Common Core Connection: High School Mathematics – Number and Quantity
- Research historical weather trends and make a prediction about weather activity in each state for the next year. Describe how you arrived at your prediction.

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- Common Core Connection: High School Mathematics – Statistics and Probability
4. Research and identify the agricultural industries in each state. Discuss or write about the economic impact of the weather disasters of the last seven years (or in any selected year) on these industries.
- Common Core Connection: English Language Arts in History/Social Studies, Science, and Technical Subjects – Writing Standards 6-12: Research to Build and Present Knowledge
 - Common Core Connection: English Language Arts in History/Social Studies, Science, and Technical Subjects – Writing Standards 6-12: Research to Build and Present Knowledge

This chart activity is just one example of how you can use the videos of *Katrina's Classroom* to frame the study of topics in subjects beyond personal finance.

Katrina's Classroom was developed by a team of senior economic and financial education specialists at the Federal Reserve Bank of Atlanta.

Claire Loup, New Orleans Branch • Julie Kornegay, Birmingham Branch • Jackie Morgan, Nashville Branch

For additional classroom resources and professional development opportunities, please visit [www. frbatlanta.org/edresources](http://www.frbatlanta.org/edresources)