**Medical Reserve Corps Lesson Plans**

**OBJECTIVES**

1. Students will gain knowledge of the Medical Reserve Corps through research, presentations and participation with a local MRC Unit.
2. Students will partner with local MRC Unit to plan and/or participate in a MRC activity.

**DAILY LESSON PLAN OUTLINES**

**Day One:**

Introduce MRC through a ten question pre-test to determine pre-existing student knowledge of MRC. Discuss the answers for the formative pre-test as a class. Introduce the MRC through MRC PowerPoint.

**Day Two:**

Show the MRC website to students. ([www.medicalreservecorps.gov](http://www.medicalreservecorps.gov)) View the following videos with students: MRC Overview, Forging Relationships-MRC and Public Health Services, and Fall 2008-Deployment Training Video. Discuss the impact of the MRC on communities. (<https://medicalreservecorps.gov/videoFldr/Videos#overview>)

**Day Three:**

MRC Scavenger Hunt-Students will locate all information utilizing the website.

**Day Four:**

Guest Speakers: Local MRC Unit Members

**Day Five-Six:**

Plan/Participate in activity with local MRC Unit. (See Youth Engagement Toolkit for ideas/resources)

**Day Seven-End of Project:**

Assign students a final project based on their research. Students should be given ample time to develop the final project.

**ASSESSMENT**

Formative: Feedback should be given consistently as students are researching, during class discussion and during preparation of final project.

Summative: Final project (essay or other assignment/activity)

**Medical Reserve Corps: Online Scavenger Hunt**

Using the MRC website ([www.medicalreservecorps.gov](http://www.medicalreservecorps.gov) ), answer each of the following questions.

1. What is the MRC?
2. Why was the MRC created?
3. How many MRC units are there nationwide?
4. How many volunteers comprise the MRC?
5. Describe five activities that MRC volunteers can participate in in their own communities.
6. Using the most recent *MRC IN FOCUS*, describe two events MRC units were involved in. What impact do you feel this had on the local community?
7. Locate the *News and Events* section. Read two of the articles in the latest news, and describe what occurred. Specifically look for any articles related to youth involvement in the MRC.
8. Where is the closest local unit to our school?
9. A local doctor has asked you why they should volunteer in the MRC. Explain how it is beneficial to not only the community, but to each volunteer also.
10. What do MRC volunteers do?
11. Who has the current volunteer spotlight? Why did he/she join?
12. Leadership is important in MRC Units. What four areas of leadership does MRC training focus on?
13. How can someone start a new MRC unit?
14. How do you join an already existing MRC?
15. How can you recruit for a local MRC unit?
16. The MRC and the American Red Cross partner together to reach common goals. What activities do they support each other with? Why is this important?
17. Who is the Regional Coordinator for our area?
18. Who is our State Coordinator?
19. Locate the people currently serving in each of the below roles. Give a brief description of their biographies.
	1. Director:
	2. Deputy Director:
	3. Deputy Director:
	4. Program Officer:
	5. Program Officer:
	6. Program Officer:

**Medical Reserve Corps Final Projects**

Project One: Persuasive Essay

Task:

Why should youth organizations become active members in their local Medical Reserve Corps Unit? After researching the resources located on the Medical Reserve Corps website and planning/participating in a local MRC activity, write a persuasive essay supporting your position with evidence from your experiences and research.

Project Two: Mock Disaster Drill

Task:

Partnering with your local MRC Unit and local emergency management teams, plan and participate in a mock disaster drill at your school.

Project Three: Community Health Fair

Task:

Partnering with your local MRC Unit and local health professionals, plan a local health fair for your community. Your research should show what health concerns are prevalent in your area. Based on findings, each group should plan a presentation and/or a poster presentation on that topic for the health fair. As a class, all aspects of health should be covered.

**Public Health Resources for the Classroom**

Department of Health and Human Services

* [www.hhs.gov](http://www.hhs.gov)

Office of the Surgeon General

* [www.surgeongeneral.gov/](http://www.surgeongeneral.gov/)
* Initiatives: [www.surgeongeneral.gov/initiatives/index.html](http://www.surgeongeneral.gov/initiatives/index.html)
* Reports and Publications: [www.surgeongeneral.gov/library/index.html](http://www.surgeongeneral.gov/library/index.html)

U.S. Public Health Commissioned Corps

* [www.usphs.gov](http://www.usphs.gov)

Medical Reserve Corps

* MRC: [www.medicalreservecorps.gov](http://www.medicalreservecorps.gov)

Public Health Emergency

* [www.phe.gov/preparedness/Pages](http://www.phe.gov/preparedness/Pages)

National Association for County and City Health Officials

* NACCHO: [www.naccho.org](http://www.naccho.org)

Disaster Health Information Resources

* Hazmat/CBRN Response
	+ WISER: [www.wiser.nlm.nih.gov](http://www.wiser.nlm.nih.gov) (Wireless Information System for EMS)
	+ CHEMM: [www.chemm.nlm.nih.gov](http://www.chemm.nlm.nih.gov) (Chemical Hazards Emergency Mgmt.)
	+ REMM: [www.remm.nlm.gov](http://www.remm.nlm.gov) (Radiation Emergency Medical Mgmt.)
* Disaster Health Literature
	+ [www.disasterlit.nlm.nih.gov](http://www.disasterlit.nlm.nih.gov) (Resources/Documents)
	+ [www.pubmed.gov](http://www.pubmed.gov) (Journal References)
	+ [www.eai.nlm.nih.gov](http://www.eai.nlm.nih.gov) (Free publications during disasters)
* Disaster Health Links
	+ [www.disaster.nlm.nih.gov/topics](http://www.disaster.nlm.nih.gov/topics)
	+ [www.medlineplus.gov](http://www.medlineplus.gov)
	+ [www.medlineplus.gov/spanish](http://www.medlineplus.gov/spanish)
* Disaster Health Apps
	+ [www.disaster.nlm.nih.gov/apps](http://www.disaster.nlm.nih.gov/apps)
* Public Health Emergency
	+ [www.phe.gov](http://www.phe.gov)

NIH Resources

* National Library of Medicine: [www.nlm.nih.gov](http://www.nlm.nih.gov)
* National Cancer Institute: [www.cancer.gov](http://www.cancer.gov)
* National Eye Institute: [www.nei.nhi.gov](http://www.nei.nhi.gov)
* National Heart, Lung and Blood Institute: [www.nhlbi.nih.gov](http://www.nhlbi.nih.gov)
* National Human Genome Research Institute: [www.genome.gov](http://www.genome.gov)
* National Institute on Aging: [www.nia.nih.gov](http://www.nia.nih.gov)
* National Institute of Biomedical Imaging and Bioengineering: [www.nibib.nih.gov](http://www.nibib.nih.gov)
* National Institute of Child Health and Human Development: [www.nichd.nih.gov](http://www.nichd.nih.gov)
* National Institute on Drug Abuse: [www.nida.nih.gov](http://www.nida.nih.gov)
* National Institute of General Medical Sciences: [www.nigms.nih.gov](http://www.nigms.nih.gov)
* National Institute of Nursing Research: [www.ninr.nih.gov](http://www.ninr.nih.gov)
* National Center for Complementary and Alternative Medicine: [www.nccam.nih.gov](http://www.nccam.nih.gov)
* National Institute for Senior Health: [www.nihseniorhealth.gov](http://www.nihseniorhealth.gov)

Partner to Heal

* [www.health.gov/hai/training.asp](http://www.health.gov/hai/training.asp)

U.S. Department of Agriculture and U.S. Department of Health and Human Services

* Dietary Guidelines
	+ [www.dietaryguidelines.gov](http://www.dietaryguidelines.gov)
	+ [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)
	+ [www.health.gov/dietaryguidelines](http://www.health.gov/dietaryguidelines)
	+ [www.healthfinder.gov](http://www.healthfinder.gov)
* Eat Healthy, Be Active Community Workshops Curriculum
	+ <http://www.health.gov/dietaryguidelines/workshops/DGA_Workshops_Complete.pdf>