

Emergency Preparedness at Home

Define an Emergency

Introduction: Pose the question “What is an emergency?” Invite girls to contribute their definitions of an emergency. Encourage girls to share any experiences they may have had relating to emergencies.



Option #1 - Emergency? Yes or No

- Use the list of emergency and non-emergency situations below to test the girls' ability to identify an emergency.
- Tell them you are going to read a list of emergency and non-emergency situations. If they think it is an emergency they should give a thumbs-up signal.

If they do not think it is an emergency they should give a thumbs-down signal. Confirm whether each situation is an emergency or not.

1. I lost my bike.
2. There is a tornado moving toward my house.
3. My neighbour's house is on fire.
4. My television won't work.
5. A boy fell in the pool and he can't swim.
6. There is a forest fire in my neighbourhood.
7. My cat is lost.
8. The roads in my town are flooded.
9. There has been a car crash.
10. I have to go to school tomorrow.

Option #2 - What is an Emergency?

- Tell the girls that they are going to work in small groups to sort flashcards into two groups — emergencies and non-emergencies.
- Print enough flashcard sets of *What is an Emergency?* flashcards from the Emergency Management Ontario website at <http://www.ontario.ca/emo> so that groups of two to five girls can share a set.
- Provide each group with a set of flashcards and two hula hoops (optional). The hoops serve as a sorter in which the cards are kept.
- Challenge the groups to sort the flashcards.
- When all groups are finished talk about how the girls sorted the cards and why they made the choices that they did.

Option #3 - Is it an Emergency? Spinner Game

- Print a copy of *Is it an Emergency?* spinner game from the Emergency Management Ontario website at <http://www.ontario.ca/emo>.
- Follow the playing instructions provided.

EMERGENCY!!

Family Emergency Plan

Introduction: Talk to the girls about being prepared in general. Ask the girls to tell you why it is important to be prepared for emergencies. Allow the girls to share their ideas and experiences.

Option #1 - Visit from Community Emergency Management Coordinator or Red Cross

- Invite your local Community Emergency Management Coordinator (CEMC) or representative from the local branch of the Canadian Red Cross to teach the girls about Family Emergency Plans.
- The CEMC can be contacted through your local municipal office.
- If you choose this option you can ask the CEMC or Red Cross representative to also discuss Emergency Survival Kits. This would also accomplish the Survival Kit objective.

Option #2 - Family Emergency Plan Show and Share

- Send home the Family Emergency Plan form available at:
<http://www.emergencypreparednessweek.ca/pdfs/5steps.pdf>.
- Challenge girls to complete the plan at home with their families and to be prepared to show and share their plan with the unit.



Emergency Survival Kit

Introduction: Tell the girls that sometimes in an emergency we have to leave our homes for a period of time or we might have to stay inside to wait for help.

It is important to have an Emergency Survival Kit with supplies to keep a family safe and healthy for about three days. You may want to have a list of the items for each girl to take home and share with her family.



Option #1 - Emergency Survival Kit Memory Game

- Collect all items that should be in an Emergency Survival Kit and place them on the floor or in the centre of a table. Conceal the items with a towel or blanket.
- Invite the girls to sit in a circle around the items.
- Tell them that these items are essential for an Emergency Survival Kit and that they will be playing a memory game.
- Uncover the items and allow the girls to look at them carefully for 1-2 minutes. Tell them to try and remember as many objects as they can.
- After 1-2 minutes cover up the items. Ask the girls to try to tell you as many of the items as they can from memory. Make a list on chart paper or a chalkboard. As you make the list, briefly discuss why each item is important.
- When they can't think of any more items, uncover them once again and let the girls see which ones they missed.

Emergency Survival Kit (cont'd)

Option #2 - Make an Emergency Survival Kit

- Collect all items that should be in an Emergency Survival Kit as well as some things that should not (video games, jewellery, perishable foods..).
- Ask the girls to take turns choosing items that would help keep a family safe and healthy for about three days in an emergency.
- Talk about why the items would be useful during or after an emergency.
- Talk about why the other items would not be useful or necessary.

Option #3 - Emergency Survival Kit Word Search

- Print out a copy of the *Emergency Survival Kit Word Search* for each girl, available from the Emergency Management Ontario website at www.ontario.ca/emo.
- Provide girls with pencil crayons or markers to circle the words.
- Encourage each girl to find the list words in the word search. They can use the pictures to help them if they cannot read the word, or you can pair strong readers with weaker ones.



Pet Emergency Survival Kit



Introduction: Conduct an informal poll about who has pets, and what type of pets they have. Ask the girls what kinds of things owners need to do for their pets (love them, feed them, give them water, take them to the vet, play with them, keep them warm).

Tell the girls that when there is an emergency it is important to remember our pets and to be prepared to take care of them as well as ourselves. Remind the girls of the Emergency Survival Kit for families.

Tell them that it is also a good idea to have a kit prepared for their pets. Remind the girls that pets should never be left behind in an emergency.

At the same time, in an emergency situation (e.g., fire), a person should never risk their life for that of an animal, such as returning to a burning home to rescue an animal.

Option #1 - Visit from Ontario SPCA

- Contact the Ontario Society for the Prevention of Cruelty to Animals (OSPCA) at 1-888-668-7722 or info@ospca.on.ca to arrange for a representative to come to a meeting and talk to the girls about preparing to care for pets in an emergency.
- You may want to make a collection of money and/or supplies to donate when they visit, and explain the role of the Ontario SPCA in caring for animals in our communities.

Option #2 - Make a Pet Emergency Survival Kit

- Ask girls what types of things they think should be in a *Pet Emergency Survival Kit*. Share ideas about how pets would feel and what would make them more comfortable and less fearful in an emergency.

Pet Emergency Survival Kit (cont'd)

- Assemble a *Pet Emergency Survival Kit*. Have the items listed below on hand as well as a large container or bag to put the items in.
 - 6 servings of pet food
 - 12 bottles of water
 - water bowl
 - food dish
 - toys
 - garbage bags
 - paper towel
 - blanket
 - can opener (if needed)
 - ID tag
 - photo of animal
 - name of veterinarian
 - leash
 - muzzle (if needed)
 - vaccine certificate
 - medication (if needed)
- Allow girls to choose one item at a time to place in the container, discussing briefly the importance of each item for the survival of a pet. Whenever possible, allow them to tell you why it is important.

Option #3 - Pet Safety Sign

- Challenge the girls to use the template to make a sign to hang outside their home (apartment or house) that will tell rescuers that there are pets inside. Use the template available from the Emergency Management Ontario website at <http://www.ontario.ca/emo>.
- Tell the girls to fill in the number and type of animal(s) that they have and to draw a picture or glue a photograph of their pet in the space provided.
- Have the girls include the address of the local Ontario SPCA branch or affiliate closest to their home so their pets can be taken there during an emergency.
- Have the signs laminated so that they will be protected from damage.

Preparing for Natural Emergencies

Define Natural Emergencies

Introduction: A natural emergency is a situation caused by nature that poses an immediate threat to human life or serious damage to property. Ask the girls if they can think of any emergencies that would be caused by nature.

Briefly talk about severe weather, tornadoes, hurricanes, earthquakes. Point out that these situations are more severe than a simple rain-storm and that we should be prepared to deal with natural emergencies that could happen in our communities.

Option #1 - Read About Natural Emergencies

- Borrow books about natural emergencies from your local library. You can also include any related books from your own collection or ask the librarian for other books on the topic.

Book List

The Flood that Came to Grandma's House by Linda Stallone
ISBN 0912975024

City Storm by Mary Jessie Parker
ISBN 059042307X

Hurricane! by Corinne Demas
ISBN 0761450521

Come a Tide by George Ella Lyon
ISBN 0531070360

Storms by Simon Seymour
ISBN 0688117082

Tornadoes by Simon Seymour
ISBN 0688146465

Emergency! by Margaret Mayo
ISBN 1841212725

Snow and Ice by Nicole Mortillaro
ISBN 0-439-95746-X PBK

Sun and Storms by Nicole Mortillaro
ISBN 0-439-95745-1 PBK

Brownies

- Encourage girls to read and/or browse fiction and non-fiction stories and talk about important things that characters did to prepare for, respond to, and recover from the emergencies. Give them small sticky notes to mark interesting pages.
- After some time, come together as a group and invite the girls to share interesting things they learned or saw in the books.

Option #2 - Act like a Natural Emergency

- Ask the girls, "What is a natural emergency?" Briefly talk about each one as it is suggested. Ensure that they understand how natural emergencies differ from other emergencies, like power failures or train derailments.
- Make up actions for several natural emergencies together. Some ideas for actions are listed below. Practise each action a few times by having them:

Earthquake

Stand on the spot and shake

Flood

Move their hands up in front of them

Forest Fire

Pretend they have a hose and are spraying a forest fire

Wind Storm

Wave their hands above their head

Heavy Rain

Rapidly tap the floor with their fingers/nails

Lightning Storm

Flash their hands open and shut in front of them quickly

Tornado

Spin around on the spot

- Tell the girls to spread out and move away from any objects that they might bump into as they move.
- Explain to the girls that when you call out a type of emergency they should do the correct action. You may want to have a whistle to get their attention each time.

Natural Emergencies in Your Community

Introduction: Choose two natural emergencies that have occurred in the past in your community. Talk to the girls about how to stay safe in these particular emergencies (e.g., go to the basement in a tornado) and have drills to practise those behaviours.

Option #1 - Survivor Visit



- If you know of any individual in your community who experienced a natural emergency (e.g., ice storm of 1998 in eastern Ontario), invite them to come to a meeting and speak to the girls about their experience.

- If this is not possible, invite a Senior Branches member or a member of the local Emergency Services to come to a meeting in character and simulate a survivor of a major natural emergency in your area.

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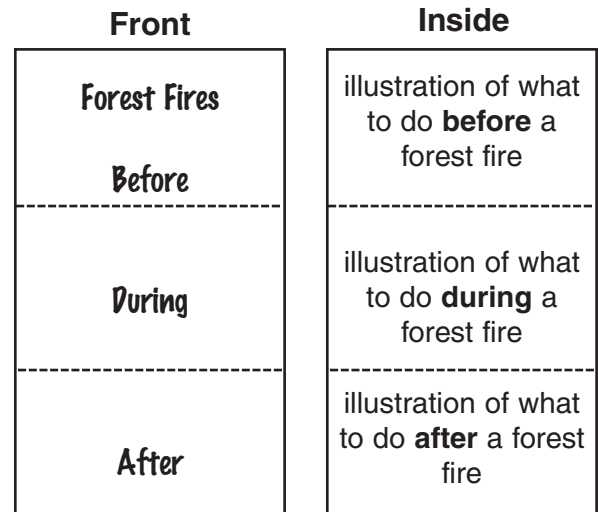
Option #2 - Before, During, and After Booklet

- After talking about what to do before, during, and after natural emergencies that could occur in your community, have the girls show what they learned by making a simple booklet.
- Provide each girl with one piece of 8½ x11" paper, scissors, and crayons.
- Demonstrate how to fold the paper in half lengthwise and hold it like a card (opening to the right).
- Show the girls how to make two cuts to the fold in **only the front half**. One cut should be about a third of the way down from the top, and the other cut about two thirds of the way down from the top.

Natural Emergencies in Your Community (con-

The front of the booklet should be divided into three parts and the inside should be uncut. (See diagram on the right.)

- On the front of the booklet the girls should label the flaps: before, during, and after. At the top of the first flap they should print the name of the natural emergency they are focusing on.
- On the inside of the booklet they can draw three pictures corresponding to the flap on the front. They will be showing what you do before, during, and after that particular natural emergency.



Developing Related Emergency Preparedness Skills

Lifesaving Skills



Introduction: Tell the girls that sometimes in an emergency people can get hurt and it is important to know how to care for minor injuries.

Also talk about calling 9-1-1, why it is reserved only for emergencies and what to say if one ever has to report an emergency.

Try to complete an activity for both First Aid and 9-1-1. If your community does not have 9-1-1 service, talk about the phone numbers for local police, fire, and ambulance.

Option #1 - Learn Basic Lifesaving Skills

- Invite a representative from St. John Ambulance, Canadian Red Cross or any other Workplace Safety and Insurance Board (WSIB) recognized training agency to demonstrate and teach basic lifesaving skills.

Option #2 - Visit from Local Member of Emergency Services

- Invite a member of your local Emergency Services to speak to the girls about 9-1-1, including when to call, and what to say.

Option #3 - Practise calling 9-1-1

- Ensure that all girls know that it is wrong to call 9-1-1 unless there is an emergency.
- Have one or more toy phones (or disconnected phones) on hand.
- Establish the key things you need to say when calling 9-1-1 or your local Emergency Services (your name, parents'/guardians' names, your telephone number, location, what happened)
- Give the girls a basic emergency situation (e.g., fire, injury...). Pretend to be a 9-1-1 operator and have the girls practise calling you.

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Developing Related Emergency Preparedness Skills (cont'd)

Lifesaving Skills (cont'd)

- Remind the girls at the end of the activity that they should never call 9-1-1 unless there is a true emergency.
- Some larger communities have a 9-1-1 call simulator that you may be able to try.

Water Safety

Introduction: Talk with the girls about their favourite water activities (e.g., swimming, boating, riding an inner tube, fishing...).

Ask them to tell you the things they do to stay safe while participating in those activities (e.g., wearing lifejackets, staying with a buddy, sitting down in a boat...).

Option #1 - Visit to a Pool or Beach

- Arrange for a trip to the local pool or beach to learn about water safety from a lifeguard. This activity could also be done at camp.
- Ask the lifeguard to focus on preparing for water activities and rules to stay safe near the water.

Option #2 - Lifejacket Instruction

- Invite a Pathfinder to learn about the safety features of lifejackets and then come to a meeting and demonstrate the correct way to use one.

Option #3 - Water Safety Activity Booklet

- Download the *Stay on Top of It* water safety activity booklet from http://drowning-prevention.org/pdf/kids_water_safety_activity_booklet.pdf
- Print a copy for each girl and go through the booklet together. Have them begin to complete it. The booklet can later be finished at home.

Fire Safety

Introduction: Talk to the girls about fires both in the home and in Canada's forests. Brainstorm ideas on what can be done to prevent fires (e.g., not to play with matches, safe use of candles, safe cooking practices, make sure campfires are completely out before leaving...).

Then talk about what we can do to prepare for an unexpected fire in our home or at camp. Allow the girls to express their ideas and share any experiences they have had related to this topic.

For more information about the safe use of candles, safe cooking practices, other ways to prevent home fires, and campfire safety visit <http://www.ofm.gov.on.ca>

Option #1 - Visit from Firefighters

- Invite a local firefighter or fire prevention officer to teach the girls about home fire safety, home fire escape planning and campfire safety.

Option #2 - Home Escape Plan Colouring Pages

- Go to <http://www.firesafetycouncil.com/teachers/extraactivity.htm> and download the two colouring pages provided.
- Photocopy the colouring pages, back-to-back.
- Ask the girls to look at each page and discuss what each picture is showing. Read the caption together.
- Have the girls colour the pictures and then take them home. They can then share what they have learned with their family.

Craft Idea **SB**

Invite a Senior Branches member to lead the girls in making an Edible Campfire.

Edible Campfire Craft

A list of materials and instructions with photographs to help you make delicious "campfires" are available at http://dragon.sleepdeprived.ca/camping/camping_10.htm

or

<http://www.scoutingweb.com/scoutingweb/SubPages/EdibleFire.htm> (with photos)

