

It can happen,
be ready.



Facilitator's Guide
For students aged 7-8



It can happen,
be ready.

Section of the Emergency
Preparedness Program
for students aged 7-8

Facilitator's Guide



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From the Notre-Dame-du-Rosaire primary school in Jonquière (Quebec):

- Mr. Maurice Dufour, Principal
- Mrs. Henriette Lachance, Grade 2 teacher
- Mrs. Angèle Girard, Grade 2 teacher

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through the generous support of :**



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Introduction

The Canadian Red Cross plays an essential part in emergencies. It provides numerous services to people affected by disasters to fulfill part of their essential needs in shelter, clothing and food. It also provides personal services for moral support and first aid. During evacuations, it registers evacuees, reunites families and provides essential information services.

To teach people how to act safely in case of unexpected events, the Canadian Red Cross has developed a preparedness program called "Expect the Unexpected." . It is intended for 7-8, 10-11 and 12-13 year old students, for parents as well as for teachers and Red Cross facilitators. The objective is to convey the knowledge and develop the attitudes and skills that will allow them to react efficiently in emergencies.

This preparedness program consists of three sections, each intended for a specific group of students. Thus, the section "It can happen, be ready." is intended for 7-8 year old students. The section "Facing the unexpected, be prepared." is intended for 10-11 year old students. The section "Be ready, be safe." is intended for 12-13 year old students.

This facilitator's guide is intended for teachers and Red Cross facilitators who are called upon to give the course to 7-8 year old students. It is part of a set of teaching and communication tools produced for the preparedness program.

This guide is divided into four parts. The first part describes the overall preparedness program. The second part describes the content and preferred teaching approach. The third part presents the activities corresponding to the sheets from the student activity booklet, whereas the fourth part provides additional information that will be useful in implementing this program.

It can happen, be ready.

Program objectives

This section of the preparedness program intended for 7-8 year old students, is designed to provide them with what is required to face unexpected situations that could occur in their daily life.

More specifically, the students will:

- Discover the natural and human elements of their community;
- Become familiar with daily safety rules;
- Know what to do to be better prepared for unexpected situations such as a power failure, lightning storm, snowstorm or fire;
- Know what attitudes and behaviours to adopt during unexpected situations;
- Learn the school evacuation plan;
- Learn what emotions could be experienced in certain emergencies.

Links to the study programs

Teachers must teach several programs from the Ministry of Education and must take into consideration a great number of teaching objectives. This preparedness program is linked to the contents and objectives of some of these programs. It complements class teaching and learning activities. For instance, this first section of the preparedness program achieves some of the objectives of the Social Studies, Science and Technology and Health and Physical Education curriculums.

Tools

This section of the preparedness program includes five types of teaching and communication tools:

• Activity booklet

This booklet is intended for students to facilitate learning and the development of attitudes and skills by reading information, recording observations from research results, answering questions, playing games, etc. It is a reference tool for the students and allows parents to accompany their child in his or her learning experience.

It was designed as a set of activities from which the teacher or Red Cross facilitator can choose those that are best suited to their group of students. These activities can be carried out on theme days or half days or can also be integrated in the daily planning. They can be linked to other activities or be done independently.

• Complementary brochure

This brochure is intended for parents as a reference tool or reminder. It helps the students to consolidate what they have learned in class. It includes suggested activities for home.

- **Facilitator's Guide**

This guide is intended for teachers and Red Cross facilitators. It provides information to help students learn and properly use the various teaching and communication tools used in the preparedness program.

The guide includes activity sheet answers that allows the teacher or Red Cross facilitator to correct the students' answers. They can make transparencies from the activity sheets in the students booklet and review the answers with the class.

The Facilitator's Guide includes four transparencies that can be used as teaching tools for situations during certain activities presented in the activity booklet. They stimulate curiosity and interest, facilitate questions and group discussions.

- **Poster**

The poster can be placed on school walls. It will make the students aware of the need to get prepared for emergency situations. It can also be used as the attention grabber to introduce activities of the preparedness program.

- **Certificate of participation**

Teachers and Red Cross facilitators fill out this certificate and give one to each student when all activities of this section of the preparedness program are carried through,

Program evaluation

An evaluation form will be provided by the Red Cross in order to collect teachers' and facilitators' comments on the program. The students opinions could also be obtained by inviting them to write a group letter to the Red Cross.

General orientations

Content

Throughout the entire preparedness program, the content is studied progressively so as to suit the levels of the various student groups. Thus, the 7-8 and 10-11 year old students are faced with unexpected situations that are simple and of a local nature. The 12-13 year old students must deal with more complex and international situations.

For the 7-8 year old students, the activities cover the following topics:

Red Cross - natural and human elements - dangers and benefits - safety rules - preparation - emergency - lightning storm - snowstorm - power failure - fire - evacuation - evacuation plan - smoke detectors - emotion - attitude - behaviour.

Thus, on becoming more familiar with the natural and human elements of their environment, the students are taught to distinguish the benefits and dangers associated with some of these natural elements. The notion of a safety rule is discussed and linked to the natural elements. It is then discussed more generally in relation to unexpected events such as power failures, lightning storms and snowstorms. Then, the students learn the preparation required to be able to react efficiently in emergencies. They study the attitudes and behaviours to adopt in emergencies, as well as the emotions experienced after the event. Finally, emphasis is placed on fire prevention at school and at home.

Teaching approach

For each activity

Each activity linked to the first section of the preparedness program is designed according to the three steps of the teaching approach: situations, research and objectivation.

- **Situations**



In this first step, the students will become familiar with the content and teaching objectives linked to the activity. The teacher will make the content meaningful by linking it to their experience and prior knowledge.

- **Research**



In the second step, the students will learn the contents of the activity using diversified and adapted teaching strategies. They collect data, organize and record information.

- **Objectivation**





















In this last step, students recap the activity. They summarize what they have learned, compare it to their initial understanding and evaluate their degree of success.















In each section

Each section of the preparedness program features three types of activities that correspond to the three steps of the teaching approach, focusing on situations identified by a question mark, research identified by a magnifying glass and a summary identified by a puzzle.

Activities

Activity summary

Sheet	Type of activity	Objective	Means	Method	Intellectual and technical skills	Duration
1		Name Red Cross services.	Association activity.	Individual.	I identify and establish relationships.	
2		I identify the natural and human elements in one's environment.	Environment observation activity.	Group.	I identify.	
3		Distinguish the negative and positive aspects of some natural elements.	Happy/fad faces.	Individual.	I identify and establish relationships.	
4		Name the safety rules known for certain natural elements.	Association activity.	Individual.	I identify and establish relationships.	
5		Recognize the safety rules to follow during a storm.	Introductory transparency/statements to circle.	Individual.	I identify and establish relationships.	
6		Recognize the safety rules to follow during a snowstorm.	Introductory transparency/statements to circle.	Individual.	I identify and establish relationships.	
7		Name the attitudes to adopt in emergencies.	Fill in the blanks.	Individual.	I identify.	
8		I identify objects that may be useful in case of a power failure.	Introductory transparency/drawing to circle.	Individual.	I identify and establish relationships.	
9		Prepare a list of important telephone numbers.	Reminder to fill in.	With parents' help.	I identify.	

Sheet	Type of activity	Objective	Means	Method	Intellectual and technical skills	Duration
10		I identify on a house plan potential places where a fire could start.	Introductory transparency/ locating on a plan.	Individual.	I identify, locate and establish relationships.	
11		Prepare a home evacuation plan with the help of one's parents.	Introductory transparency/ draw an evacuation plan.	With parents' help.	I identify, locate and establish relationships.	
12		Be familiar with the smoke detector at home.	Investigation at home.	With parents' help.	I identify, locate and establish relationships.	
13		Know the school evacuation plan.	Locating a point on a plan.	Individual.	I identify, locate and establish relationships.	
14		Know the emotions experienced after an emergency.	Decoding activity.	Individual.	I identify, establish relationships and summarize.	
15		Draw a happy and a sad emotion after experiencing an emergency.	Drawing.	Individual.	I identify.	
16		Review the notions learned during the preparedness program.	Fill in the blanks.	Individual.	I identify and summarize.	

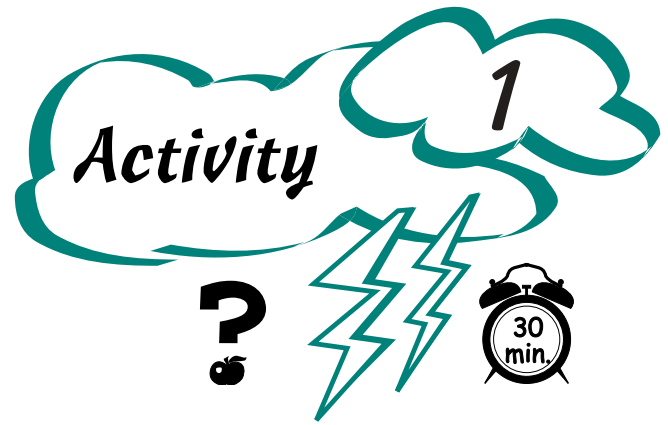
Objectives of the Provincial Ministry of Education study programs

	Prince Edward Island, Nova Scotia, New Brunswick, Newfoundland, Labrador	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	NWT
Activity 1 The Red Cross: anywhere, anytime.	H.P.E., Grades 1, 2 and 3, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Health and Well-Being M.E.: Interdependence, responsibility, cooperation	H.P.E., Grades 1, 2 and 3, Healthy Living	H.P.E., Safety, Grades 1, 2 and 3	S.S., Unit 1 – Identify your Guard H.P.E., Grade 1 - On your Guard H.P.E., Grade 2 - A Healthy Body	H.P.E., Grade 1 - Risks and safety practices	H.P.E., Personal Development, Safety and Injury Prevention, Grades K-3	H.P.S., Safety and First Aid, Grades 1, 2 and 3
Activity 2 What do I see around me?	S.S., Grade 3, People, Place, and Environment H.P.E., Grade 3, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Environmental Awareness G.H.C.E.: Natural/ Human Elements	S.S., Canada and World Connections, Grade 2	S.S., Grade 3, Communities Today S.T., Grade 2, Air and Water in the Environment H.P.E., Safety, Grades 1, 2 and 3	S.S., Unit 1 – Identify your Guard H.P.E., Grade 1 - On your Guard H.P.E., Grade 2 - A Healthy Body	S.S., Grade 1 – Environment	S.E., Grade 1 – Environment	
Activity 3 What are the benefits and dangers of the natural elements?	S.S., Grade 3, People, Place, and Environment H.P.E., Grade 3, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Health and Well-Being, Environmental Awareness G.H.C.E.: Natural/ Human Elements S.T.: Transformations	S.S., Canada and World Connections, Grade 2	H.P.E., Safety, Grade 1 H.P.E., Personal Management and Relationships, Grade 1	S.S., Unit 1 – Identify your Guard H.P.E., Grade 1 - On your Guard S. T., Grade 1 – Earth	S.S., Grade 2 – Topic C: People in the World H.P.E., Grade 2: Risks and safety practices (Weather and Seasons)	S.E., Grades 2 and 3 – Environment S.T., Grade 1, Earth and Space Science (Weather and Seasons)	H.P.S., Safety and First Aid, Grade 3
Activity 4 What are the safety rules that I know?	S.S., Grade 3, People, Place, and Environment H.P.E., Grade 3, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Health and Well-Being, Environmental Awareness G.H.C.E.: Natural/ Human Elements	S.T., Grade 1, Energy and Control S.T., Grade 2, Earth and Space Systems H.P.E., Grades 1, 2 and 3, Healthy Living	H.P.E., Safety, Grades 1, 2 and 3 H.P.E., Personal Management and Relationships, Grades 1 and 2	S.S., Unit 1 – Identify your Guard H.P.E., Grade 1 - On your Guard S. T., Grade 2 – Weather	S.T., Grade 2, Topic D: Hot and Cold Temperature H.P.E., Grades 1, 2 and 3- Risks and safety practices, home accident prevention	H.P.E., Personal Development, Safety and Injury Prevention Grades 1, 2 and 3	H.P.S., Safety and First Aid, Grades 1 and 3
Activity 5 How to behave in case of a lightning storm?	S.S., Grade 3, People, Place, and Environment H.P.E., Grade 3, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Health and Well-Being, Environmental Awareness G.H.C.E.: Natural/ Human Elements	S.T., Grade 1, Energy and Control S.T., Grade 2, Earth and Space Systems H.P.E., Grades 1, 2 and 3, Healthy Living	H.P.E., Safety, Grades 1, 2 and 3 H.P.E., Personal Management and Relationships, Grades 1 and 2	S.S., Unit 1 – Identify your Guard H.P.E., Grade 1 - On your Guard S. T., Grade 2 – Weather	H.P.E., Grades 1, 2 and 3- Risks and safety practices, home accident prevention	H.P.E., Personal Development, Safety and Injury Prevention Grades 1, 2 and 3	H.P.S., Safety and First Aid, Grade 1
Activity 6 How to behave in case of a snowstorm?	S.S., Grade 3, People, Place, and Environment H.P.E., Grade 3, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Health and Well-Being, Environmental Awareness G.H.C.E.: Natural/ Human Elements	S.T., Grade 1, Energy and Control S.T., Grade 2, Earth and Space Systems H.P.E., Grades 1, 2 and 3, Healthy Living	H.P.E., Safety, Grades 1, 2 and 3 H.P.E., Personal Management and Relationships, Grades 1 and 2	S.S., Unit 1 – Identify your Guard H.P.E., Grade 1 - On your Guard S. T., Grade 2 – Weather	H.P.E., Grades 1, 2 and 3- Risks and safety practices, home accident prevention	H.P.E., Personal Development, Safety and Injury Prevention Grades 1, 2 and 3	H.P.S., Safety and First Aid, Grade 1
Activity 7 How should I react in case of an emergency?	S.S., Grade 3, People, Place, and Environment H.P.E., Grade 3, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Health and Well-Being	H.P.E., Grades 1, 2 and 3, Healthy Living	H.P.E., Personal Management and Relationships, Grades 1 and 2	H.P.E., Grade 1 - On your Guard	H.P.E., Grades 1, 2 and 3- Risks and safety practices, home accident prevention	H.P.E., Personal Development, Safety and Injury Prevention Grades 1, 2 and 3	H.P.S., Safety and First Aid, Grades 1 and 2
Activity 8 What would be useful in case of a power failure?	S.S., Grade 1, Energy and Control H.P.E., Grades 1, 2 and 3, Healthy Living	C.C.C.: Communication-Related A.L.L.: Health and Well-Being	S.T., Grade 1, Energy and Control H.P.E., Grades 1, 2 and 3, Healthy Living	H.P.E., Safety, Grades 2 and 3 H.P.E., Personal Management and Relationships, Grades 1 and 2	H.P.E., Grade 1 - On your Guard	H.P.E., Grades 1, 2 and 3- Risks and safety practices, home accident prevention	H.P.E., Personal Development, Safety and Injury Prevention Grades 1, 2 and 3	S.S. Module 2, Our Community

Objectives of the Provincial Ministry of Education study programs

	Prince Edward Island, Nova Scotia, New Brunswick, Newfoundland, Labrador	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	NWT
Activity 9 Where to call for help?	H.P.E., Grade 2, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Health and Well-Being M.E.: Responsibility	H.P.E., Grades 1, 2 and 3, Healthy Living S.S., Grade 2, Canada and World Connection	H.P.E., Safety, Grade 1 H.P.E., Personal Management and Relationships, Grades 1 and 2	H.P.E., Grade 1 - On your Guard H.P.E., Grade 2 - A Healthy Body	H.P.E., Grades 1, 2 and 3 - Risks and safety practices, home accident prevention	H.P.E., Personal Development, Safety and Injury Prevention, Grades 1, 2 and 3	H.P.S., Safety and First Aid, Grade 1
Activity 10 Where can a fire start?	H.P.E., Grade 2, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Health and Well-Being M.E.: Responsibility	H.P.E., Grades 1, 2 and 3, Healthy Living	H.P.E., Safety, Grade 1 H.P.E., Personal Management and Relationships, Grade 1	H.P.E., Grade 1 - On your Guard	H.P.E., Grades 1, 2 and 3 - Risks and safety practices, home accident prevention	H.P.E., Personal Development, Safety and Injury Prevention, Grade 1	
Activity 11 How to exit your home.	H.P.E., Grade 3, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Health and Well-Being M.E.: Responsibility	H.P.E., Grades 1, 2 and 3, Healthy Living	H.P.E., Safety, Grades 1, 2 and 3 H.P.E., Personal Management and Relationships, Grade 1	H.P.E., Grade 1 - On your Guard	H.P.E., Grades 1, 2 and 3 - Risks and safety practices, home accident prevention	H.P.E., Personal Development, Safety and Injury Prevention, Grades 1, 2 and 3	H.P.S., Safety and First Aid, Grade 3
Activity 12 Where is the smoke detector located?	H.P.E., Grade 3, Injury Prevention and Safety	C.C.C.: Communication-Related A.L.L.: Health and Well-Being M.E.: Responsibility	H.P.E., Grades 1, 2 and 3, Healthy Living	H.P.E., Safety, Grades 1, 2 and 3 H.P.E., Personal Management and Relationships, Grade 1	H.P.E., Grade 1 - On your Guard	H.P.E., Grades 1, 2 and 3 - Risks and safety practices, home accident prevention	H.P.E., Personal Development, Safety and Injury Prevention, Grades 1, 2 and 3	
Activity 13 How to exit the school.		C.C.C.: Communication-Related A.L.L.: Health and Well-Being M.E.: Responsibility	H.P.E., Grades 1, 2 and 3, Healthy Living	H.P.E., Safety, Grades 1, 2 and 3 H.P.E., Personal Management and Relationships, Grades 1 and 2	H.P.E., Grade 1 - On your Guard	H.P.E., Grades 1, 2 and 3 - Risks and safety practices, home accident prevention	H.P.E., Personal Development, Safety and Injury Prevention, Grades 1, 2 and 3	H.P.S., Safety and First Aid, Grade 3
Activity 14 What are the emotions that I can recognize?		C.C.C.: Communication-Related, Personal and Social M.E.: Person		H.P.E., Personal Management and Relationships, Grades 2 and 3	H.P.E., Grade 1 - On your Guard H.P.E., Grade 2 - A Healthy Body	H.P.E., Grades 1 and 2 - Feelings Expression	H.P.E., Personal Development, Mental Well-Being, Grades 1, 2 and 3	H.P.S., Mental and Emotional Well-Being, Grades 2 and 3
Activity 15 What are Julie's and Andrew's emotions?		C.C.C.: Communication-Related, Personal and Social M.E.: Person		H.P.E., Personal Management and Relationships, Grades 2 and 3	H.P.E., Grade 1 - On your Guard H.P.E., Grade 2 - A Healthy Body	H.P.E., Grades 1 and 2 - Feelings Expression	H.P.E., Personal Development, Mental Well-Being, Grades 1, 2 and 3	H.P.S., Mental and Emotional Well-Being, Grade 2 and 3
Activity 16 Do I remember?	S.S., Grade 3, People, Place, and Environment H.P.E., Grades 1, 2 and 3, Injury Prevention and Safety	C.C.C.: Communication-Related, Personal and Social A.L.L.: Health and Well-Being, Environmental Awareness G.H.C.E.: Natural/Human Elements S.T.: Transformations M.E.: Responsibility, interdependence, person	S.T., Grade 1, Energy and Control S.T., Grade 2, Earth and Space Systems H.P.E., Grades 1, 2 and 3, Healthy Living S.S., Grade 2, Canada and World Connection	S.S., Grade 3, Communities Today S.T., Grade 2, Air and Water in the Environment H.P.E., Safety, Grades 1, 2 and 3 H.P.E., Personal Management and Relationships, Grades 1, 2 and 3	S.S., Unit 1 - Identity S.T., Grade 1 - Earth S.T., Grade 2, Weather H.P.E., Grade 1 - On your Guard H.P.E., Grade 2 - A Healthy Body	S.S., Grade 2 - Topic C: People in the World S.T., Grade 2, Topic D: Hot and Cold Temperature H.P.E., Grades 1, 2 and 3 - Risks and safety practices, home accident prevention, feelings expression	S.S., Grades 1, 2 and 3, Environment S.T., Grade 1, Earth and Space Science (Weather and Seasons) H.P.E., Personal Development, Safety and Injury Prevention Grades 1, 2 and 3 H.P.E., Personal Development, Mental Well-Being Grades 1, 2 and 3	H.P.S., Safety and First Aid, Grades 1, 2 and 3 H.P.S., Mental and Emotional Well-Being, Grades 2 and 3 S.S., Module 2, Our Community

The Red Cross: anywhere, anytime.



Task description

By matching pictures to statements, students learn about the services provided by the Red Cross.

Method suggested

1. Show a red cross to the students. Ask them if they have ever seen this symbol (on a building, shirt, truck, etc.).
2. Explain that the red cross is an emblem. If necessary, explain what an emblem is. Explain that it's the emblem of an organization called the Red Cross. Tell them about the history of the emblem and the Red Cross, with the help of Annex 1.
3. Ask them if they know what the organization does and how it serves the public. With the students, read the instructions on sheet 1 of the activity booklet and invite them to complete it on their own by associating the picture to the corresponding statement.
4. Review the answers together. Have them name the various activities of the Red Cross, covering both humanitarian services (relief for victims of disasters or conflict—medication, water, food, blankets, reunification of families—and prevention) and educational services (first aid, water safety and baby sitting courses). Mention to the students that this preparedness program was created by the Red Cross as part of its prevention activities.
5. Answer any questions the students may have.

Links to the study programs

(See pages 11 and 12)

Social Studies/M.E.
Health and Physical Education

Material required

- Sheet 1 of the activity booklet.
- Annex 1, Red Cross Story.

Answer key

The Red Cross: anywhere, anytime. **Activity 1**

1. Associate the pictures to the matching statements.

1. Paul knows what to do in an emergency. He took a first aid course offered by the Red Cross.	7
2. The armed conflict has ended. The Red Cross has given medication, water, food and blankets to Bozena's family.	3
3. On Sunday mornings, Anny goes to the pool for swimming and water safety lessons offered by the Red Cross.	1
4. After the earthquake, Karim took refuge in one of the tents set up by the Red Cross to provide emergency shelter for victims.	6
5. Peter and his family have found temporary shelter in the town's community hall. There, the Red Cross provides camp beds, blankets, basic hygiene supplies and meals until they can return home.	2
6. Sebastian is overjoyed about a letter from the Red Cross telling him that he will soon be reunited with his wife and young daughter.	4
7. Helen is a responsible baby-sitter. She took the Red Cross baby-sitter training course.	5

Canadian Red Cross

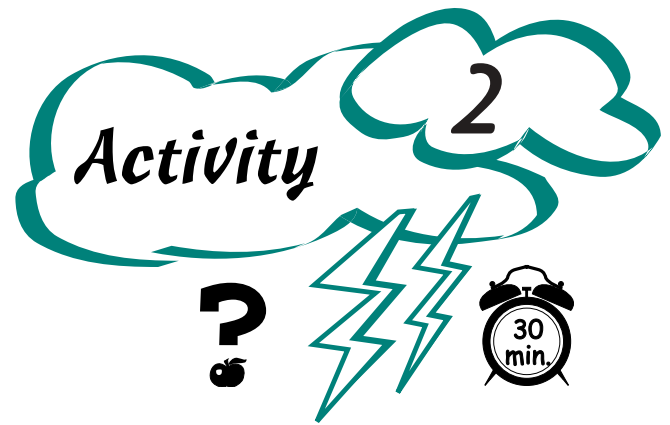
What do I see around me?

Task description

By looking out the windows in the classroom or during a walk around the school, the students can see the immediate environment and identify the natural and human elements.

Method suggested

1. Ask students to go to the windows in the classroom or to take a walk around the school. Ask them to observe carefully and to name what they see. To facilitate observation, ask the following questions:
 - What is the ground covered with?
 - What is the landscape like?
 - Are there animals, vegetation?
 - Are there stretches of water?
 - Are there buildings and roads?
 - Can these elements be dangerous?
 - Other.
2. Write on the board the main elements observed by the students. Ask them to find a way of classifying these elements. To help them, ask which of these elements are natural and which are man-made. Then, ask students to sort them in the proper category.
3. Ask students to write on sheet 2 certain natural and human elements found on the board. Check their understanding of each of these concepts by asking them to name what they have written.
4. Answer any questions the students may have.



Links to the study programs

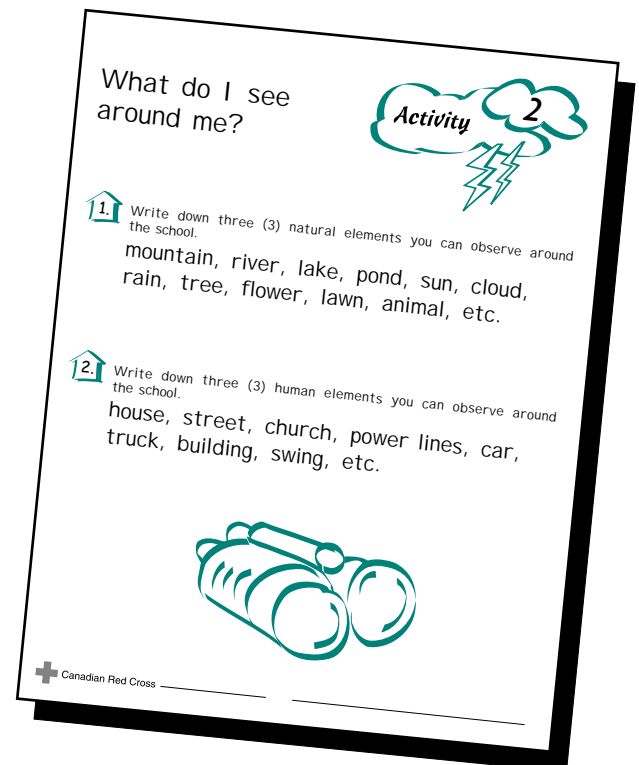
(See pages 11 and 12)

Social Studies/G.H.C.E.
Health and Physical Education

Material required

- Sheet 2 of the activity booklet.
- Binoculars (optional).

Answer key



What are the benefits and dangers of the natural elements?

Task description

Using a happy or sad face, the students distinguish the benefits (positive aspects) and the dangers (negative aspects) of the natural elements.

Method suggested

1. Ask students how the natural elements identified in their previous activity can be sources of benefits (positive aspects) and dangers (negative aspects) in their life.
2. Read the instructions on sheet 3 with them. Ask them to fill in the sheet individually by distinguishing the benefits and dangers of the natural elements in their life. They identify them by drawing happy faces (benefits) or sad faces (dangers).
3. Once the sheets are filled out, review them together to check the students' answers. Have them reflect on the fact that natural elements can be both sources of benefits and dangers. Make them aware that these two aspects are essential to life on earth.
4. Answer any questions the students may have.



Links to the study programs

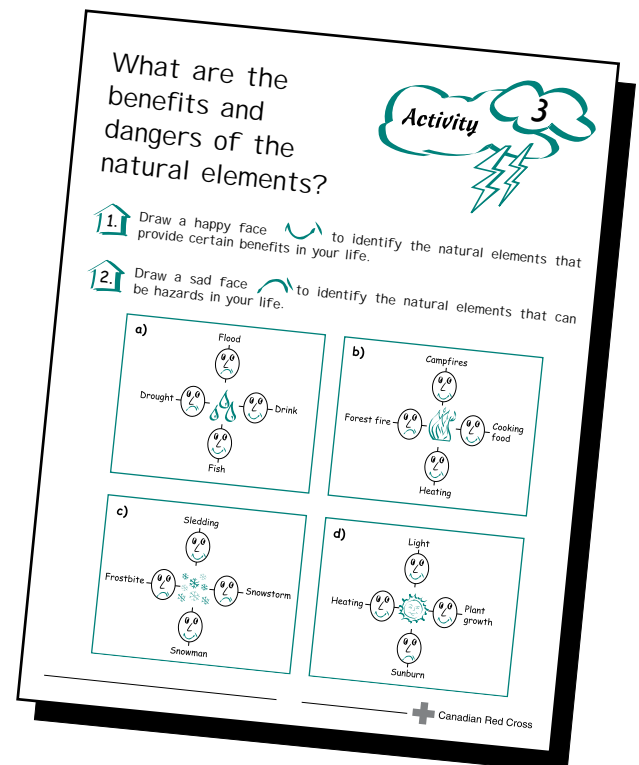
(See pages 11 and 12)

Social Studies/G.H.C.E.
Science and Technology
Health and Physical Education

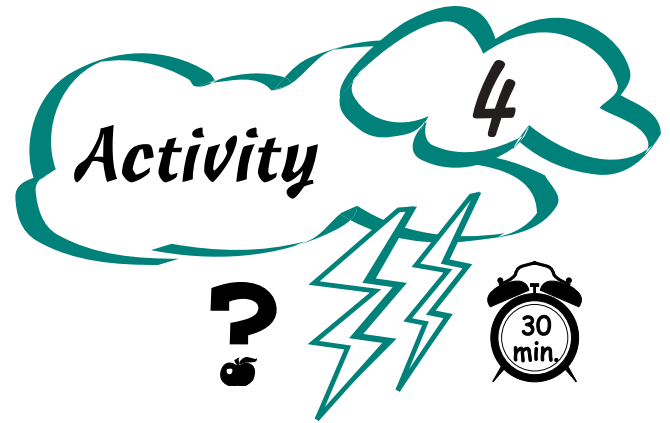
Material required

- Sheet 3 of the activity booklet.

Answer key



What are the safety rules that I know?



Task description

Based on their past experience, the students identify the safety rules for certain natural elements.

Method suggested

1. Ask students if they know the safety rules for the natural elements identified during the first activity.
2. Read the instructions on sheet 4 with them and ask them to fill out the sheet individually by linking the natural elements to the safety rules.
3. Once the sheets are filled out, review the students' answers together. Have them reflect on the meaning of these rules and the necessity to follow them to ensure their safety.
4. Answer any questions the students may have.

Links to the study programs

(See pages 11 and 12)

Social Studies/G.H.C.E.
Science and Technology
Health and Physical Education

Material required

- Sheet 4 of the activity booklet.

Answer key

A worksheet titled 'What are the safety rules that I know?' with a teal cloud icon containing 'Activity 4' and a lightning bolt. The worksheet contains two instructions: 1. Choose four (4) crayons of different colours. 2. Link each one of the natural elements to the corresponding safety rules. Below the instructions are four natural elements (a) fire, (b) water, (c) sun, and (d) snow, each with a list of safety rules. Lines connect the elements to the rules: fire to 'Swimming with an adult.', 'Wearing a cap.', 'Wearing a tuque, mittens and a scarf.', 'Putting out a campfire.', 'Applying sunscreen.', 'Walking on the sidewalk.', 'Avoid playing with matches.', 'Wearing a life jacket.', 'Installing a smoke detector.', 'Not sliding next to the street.', 'Drinking a lot of water.', 'Checking weather conditions before setting off on a boat trip.'; water to 'Swimming with an adult.'; sun to 'Wearing a cap.', 'Wearing a tuque, mittens and a scarf.', 'Putting out a campfire.', 'Applying sunscreen.', 'Walking on the sidewalk.', 'Avoid playing with matches.', 'Wearing a life jacket.', 'Installing a smoke detector.', 'Not sliding next to the street.', 'Drinking a lot of water.', 'Checking weather conditions before setting off on a boat trip.'; snow to 'Swimming with an adult.', 'Wearing a cap.', 'Wearing a tuque, mittens and a scarf.', 'Putting out a campfire.', 'Applying sunscreen.', 'Walking on the sidewalk.', 'Avoid playing with matches.', 'Wearing a life jacket.', 'Installing a smoke detector.', 'Not sliding next to the street.', 'Drinking a lot of water.', 'Checking weather conditions before setting off on a boat trip.' The Canadian Red Cross logo is at the bottom left.

How to behave in case of a lightning storm?



Task description

In a group discussion, the students distinguish which safety rules to follow during a lightning storm.

Method suggested

- Project the transparency and ask students to look carefully at the illustration. Ask the following questions:
 - What does the illustration represent?
 - What elements indicate that this is a lightning storm?
 - What are the characteristics of this natural phenomenon?
 - Have you ever experienced a lightning storm?
 - Were you inside or outside?
 - Did you do anything specific during the storm, such as closing windows and doors, disconnecting electrical appliances, etc.?
 - What are the dangers of a lightning storm?
 - What are the safety rules to follow during a lightning storm?
 - Other.
- Read the instructions on sheet 5 with them. Ask them to fill out the sheet individually by stating the rules to follow during a lightning storm and what behaviours to avoid.
- Once the sheets are filled out, review the answers together. To check the students' answers, ask them to state the safety rules to follow and justify their choice. Have them reflect on the reason why these rules should be respected.
- Answer any questions the students may have.

Links to the study programs

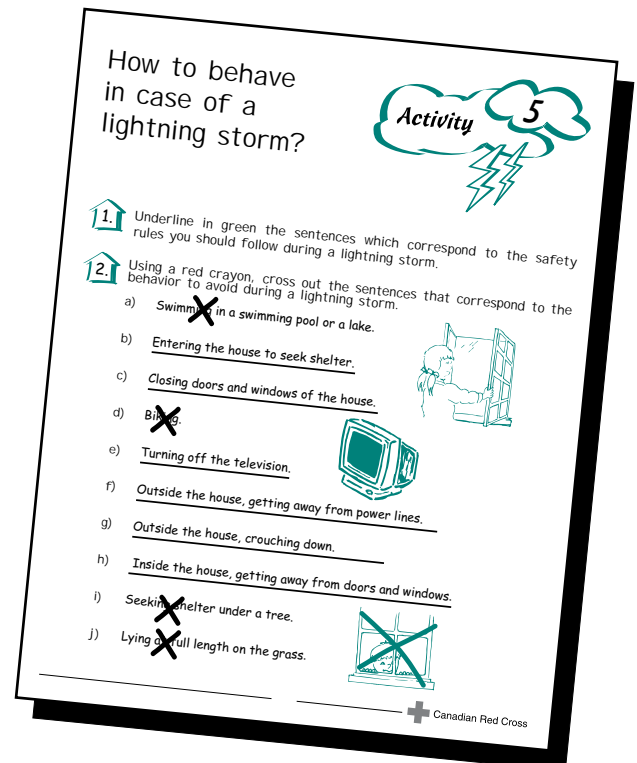
(See pages 11 and 12)

Social Studies/G.H.C.E.
Science and Technology
Health and Physical Education

Material required

- Sheet 5 of the activity booklet.
- Transparency 1.

Answer key



How to behave in case of a snowstorm?



Task description

In a group discussion, the students learn the safety rules to follow during a snowstorm.

Method suggested

1. Project the transparency and ask students to look carefully at the illustration. Ask the following questions :
 - What does the illustration represent?
 - What elements indicate that this is a snowstorm?
 - What are the characteristics of this natural phenomenon?
 - Have you ever experienced a snowstorm?
 - Were you inside or outside?
 - What did you observe during the snowstorm?
 - Did you do anything in particular?
 - What are the dangers of a snowstorm?
 - What are the safety rules to follow during a snowstorm?
 - Other.
2. Read the instructions on sheet 6 with the students. Ask them to fill out the sheet individually by stating the safety rules to follow during a snowstorm and what behaviours to avoid.
3. Once the sheets are filled out, review them together. To check the students' answers, ask them to state the safety rules to follow and justify their choice. Have them reflect on the reason why these rules should be respected.
4. Answer any questions the students may have.

Links to the study programs

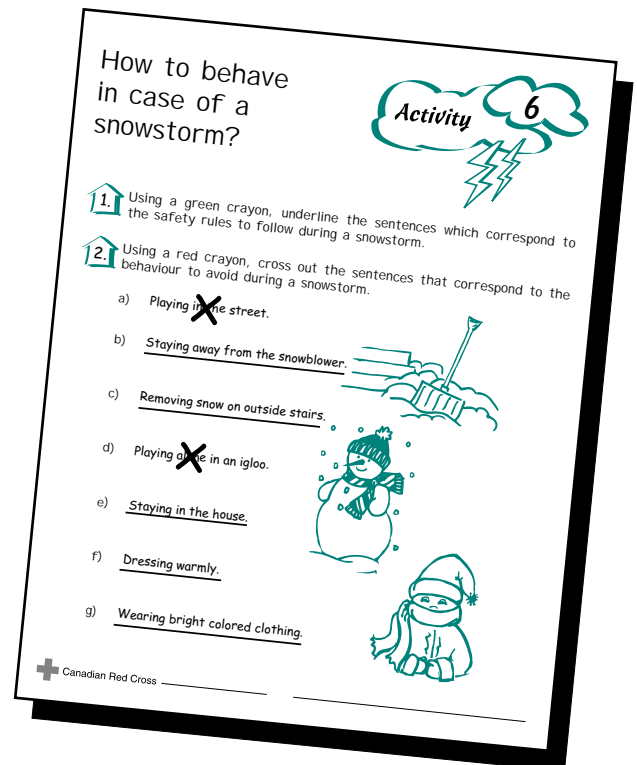
(See pages 11 and 12)

Social Studies/G.H.C.E.
Science and Technology
Health and Physical Education

Material required

- Sheet 6 of the activity booklet.
- Transparency 2.

Answer key



How should I react in case of an emergency?



Task description

After having read the statements provided, the students identify the attitudes to adopt during an emergency.

Method suggested

1. Ask students to describe how they could feel during a lightning storm or a snowstorm. Write their answers on the board.
2. Read the instructions on sheet 7 with them. Explain the meaning of the words if necessary. Ask them to fill in the blanks on the sheet individually.
3. Once the sheets are filled in, review them together. To check the students' answers, ask them to read the sentences out loud. Ask them if they have ever adopted these attitudes in the past.
4. Answer any questions the students may have.

Links to the study programs

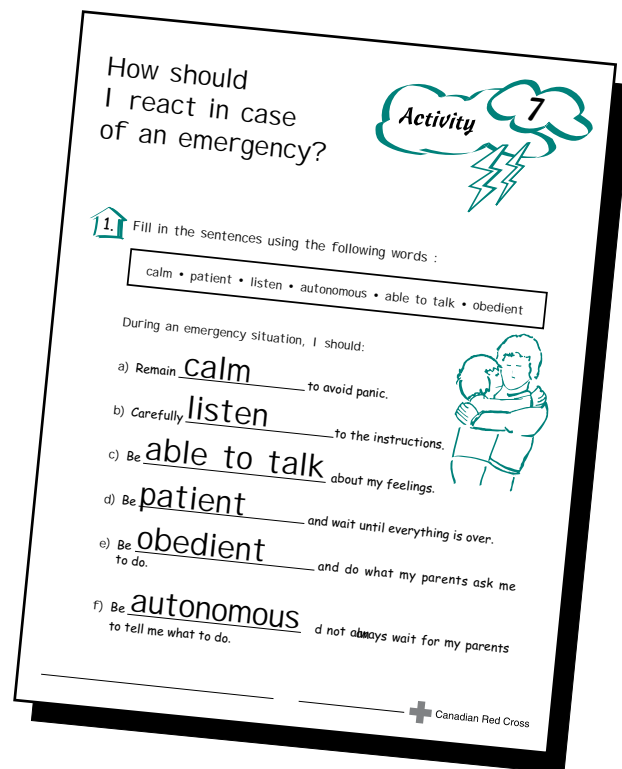
(See pages 11 and 12)

Health and Physical Education

Material required

- Sheet 7 of the activity booklet.

Answer key



What would be useful in case of a power failure?



Task description

Using objects brought into the classroom by the teacher, the students determine which ones could be useful during a power failure.

Method suggested

1. Project the transparency and ask students to look carefully at the two sides of the illustration. Ask the following questions :
 - What is happening outside the house?
 - What is happening inside the house?
 - What are the people doing inside the house?
 - What usual activities are changed when there is a power failure?
 - What can be done to live in your home during a power failure?
2. Bring various objects into the classroom: a manual can- opener, a flashlight, a videotape, a book, etc. Place these objects on a table, then ask the students to identify and describe them. To elaborate on the students' description, ask them :
 - Do you have any of these objects at home?
 - What are these objects used for?
 - Which ones could be useful during a power failure and why?
 - Which ones would be useless and why?
 - Are there other objects that could be useful during a power failure?
 - Other.
3. Read the instructions on sheet 8 with the students. Ask them to fill out the sheet individually and to circle with a green pen the objects that could be useful during a power failure.
4. Once the sheets are filled out, review the students' answers by asking them to name the objects circled in green. Ask them to circle in red the objects that should be used only with an adult.
5. Ask the students to check if all these essential objects are available at home and easy to reach.
6. Answer any questions the students may have.

Links to the study programs

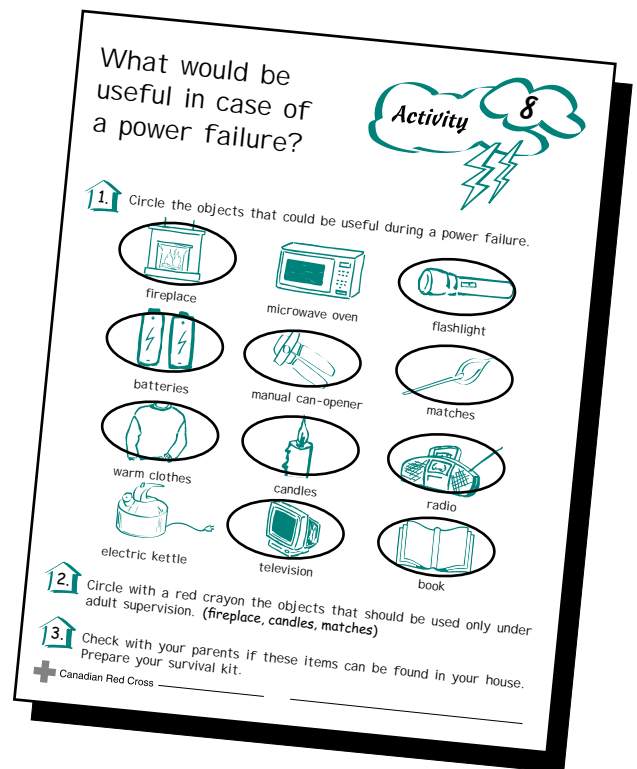
(See pages 11 and 12)

Science and Technology
Health and Physical Education

Material required

- Sheet 8 of the activity booklet.
- Transparency 3.

Answer key



Where to call for help?



Task description

With the help of their parents, the students prepare a list of emergency telephone numbers.

Method suggested

1. Ask students if they have ever had to make an emergency call. Ask them if they would know where to call if there was:
 - A fire;
 - A sick person;
 - A car accident;
 - Someone who was poisoned;
 - Other.
2. Make them aware that specialists can help them in case of an emergency. It is simply a matter of having their telephone number on hand and calling them for help.
3. Ask them to name the specialists whose telephone numbers are important to know in case of an emergency. Write down the answers on the board. Analyze the answers with them and circle the ones that would be most important.
4. Suggest that they prepare their own list of emergency telephone numbers. Read sheet 9 with them. Ask them to fill it out at home with their parents. Suggest that they decorate the telephone number sheet, cut it out and post it close to the telephone at home.
5. Answer any questions the students may have.

Links to the study programs

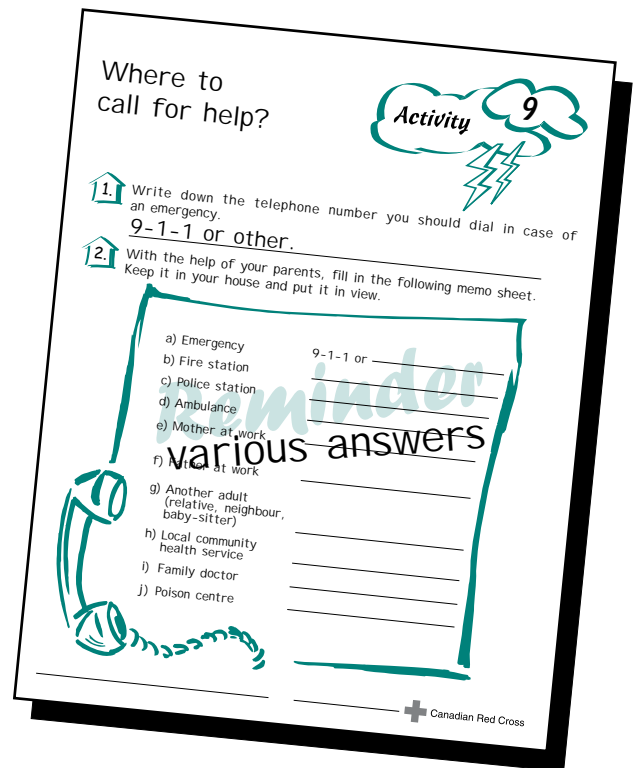
(See pages 11 and 12)

Social Studies/M.E.
Health and Physical Education

Material required

- Sheet 9 of the activity booklet.

Answer key



Where can a fire start?



Task description

On a house plan, students locate the potential places where a fire could start.

Method suggested

1. Ask students to name the potential places where a fire could start in a house. Write down their answers on the board. By grouping these answers, make them aware that there can be many fire hazards within one room.
2. Project the transparency and ask students to look carefully at the illustration. Ask the following questions:
 - Can you identify all the rooms in the house?
 - Is it like your house?
 - How is this house like yours and how is it different?
3. Read the instructions on sheet 10 with them. Ask them to fill out the sheet individually by marking with a red dot the places where a fire could start in the house.
4. Once the sheets are filled out, review the answers together. By using transparency 4, ask students to identify the points located on the house plan and to justify their answers. There should be a dot in following rooms: bathroom (washer and dryer), bedroom (bed, electric radiator), hallway (electric radiator), kitchen (stove and refrigerator), living room (lamp, fireplace, armchairs), garage (gasoline, water heater).
5. Ask students to name objects they should have in their home to prevent a fire or put out a small fire (smoke detector and fire extinguisher).
6. Answer any questions the students may have.

Links to the study programs

(See pages 11 and 12)

Health and Physical Education
M.E.

Material required

- Sheet 10 of the activity booklet.
- Transparency 4.

Answer key



How to exit your home.



Task description

With the help of their parents, the students prepare an evacuation plan for their home.

Method suggested

1. Project the transparency and ask the students to answer the following questions:
 - Which exits should you use to leave the house in case of a fire?
 - What escape route should you use to leave safely if the fire starts in the bedroom, living room, kitchen, etc.? Which is the longest, the shortest, the easiest and the most difficult escape route?
2. Ask students if they would know what to do if a fire broke out in their home. Do they know which exit to use to leave their home in case of a fire? Do they know which routes to take to get out of their home safely from different rooms? Do they know where to meet their family outside the home after escaping from a fire?
3. Read the instructions on sheet 11 with them. Suggest that they fill out the sheet at home with their parents. The parents could draw a plan of the house and help determine at least two evacuation routes in case of a fire, depending on whether their child is in the bedroom, kitchen, living room or bathroom.
4. Ask students to return their sheets filled out to review them together in class. Using Annex 2, remind them of the safety rules and what to do in case of a fire. Discuss the two meeting places and the telephone number the entire family must know.
5. Answer any questions the students may have.

Links to the study programs

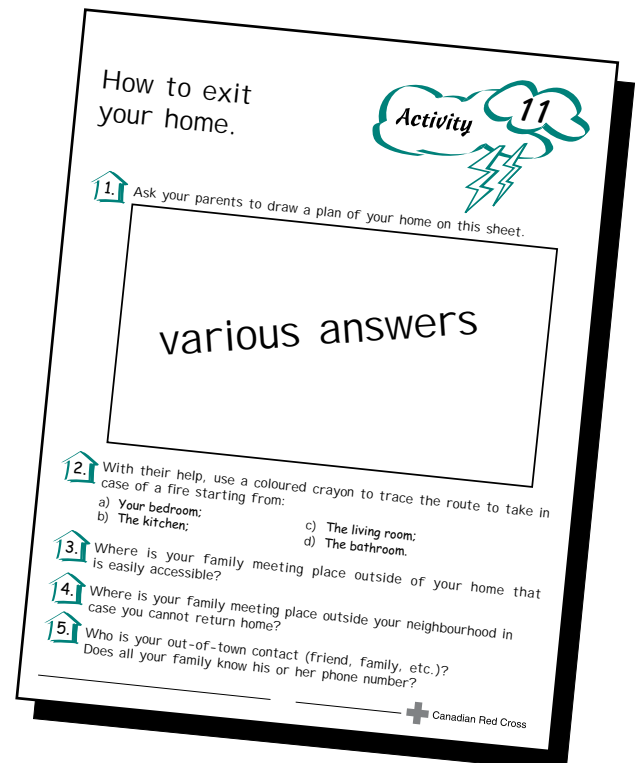
(See pages 11 and 12)

Health and Physical Education
M.E.

Material required

- Sheet 11 of the activity booklet.
- Transparency 4.
- Annex 2, complementary information.

Answer key



Where is the smoke detector located?



Task description

The students must become familiar with the smoke detector in the house.

Method suggested

1. Bring a smoke detector in the classroom and show it to the students. Ask them if they know that particular object and what it is used for. Ask them how it works: smoke sets off an alarm that warns you in case of a fire. If possible, let them hear the alarm. Let them see the small red light which lights up when the smoke detector is in good working condition.
2. Ask students if they have ever seen that object in their house. Read the instructions on sheet 11 with them. Suggest that they fill out the sheet with their parents.
3. Once the sheets are filled out, ask the students to bring them back to class to check their answers. Ask them how many smoke detectors there are in their house and their location. Remind them how important this object is for the safety of everyone at home. Remind them that it is compulsory to have one in the house. Also remind them that the batteries must be replaced twice a year. So as not to forget, mention that they can change the batteries in the fall and in the spring when they set the time changes. Tell them that it is important to check the working condition every month. Consult page 33 for more information.
4. Answer any questions the students may have.

Links to the study programs

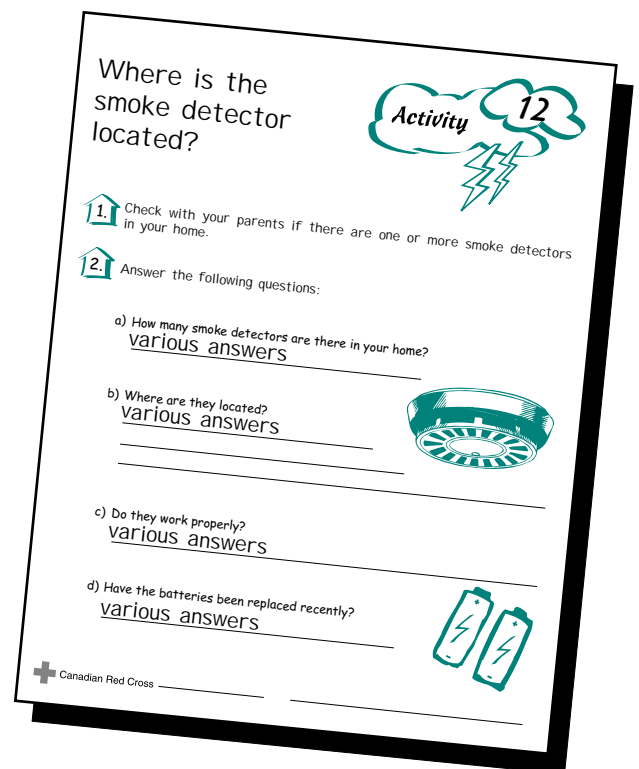
(See pages 11 and 12)

Health and Physical Education
M.E.

Material required

- Sheet 12 of the activity booklet.
- Smoke detector.

Answer key



How to exit the school.



Task description

Using a plan of the school, the students learn the instructions to follow and the routes to take to exit the school in case of an emergency.

Method suggested

1. Ask students to state under what circumstances they should leave their classroom and the school quickly (natural disasters or other situations such as hazardous materials release, floods, bomb scare, violent act, etc.). Note their answers on the board .
2. Pass out a photocopy of the school plan to each student. Ask them to identify the exits which could be used in case of an emergency: main entrance, school yard door, side door, etc. Using different starting points, ask them to determine various routes to follow to exit the school. Ask them to trace with a coloured pencil three different routes to take using the classroom, gymnasium and library as starting points.
3. Read the instructions on sheet 13 with them. Ask them to fill out the sheet individually and to write the instructions to follow in case of an emergency, as well as the meeting place for the class outside the school.
4. Once the sheets are filled out, review the subject together and check their answers. Using Annex 2, remind the students of the safety rules and what to do in case of a fire.
5. Practice a school evacuation and a meeting at the designated place. Comment on the activity and give feedback to the students.
6. Answer any questions the students may have.

Links to the study programs

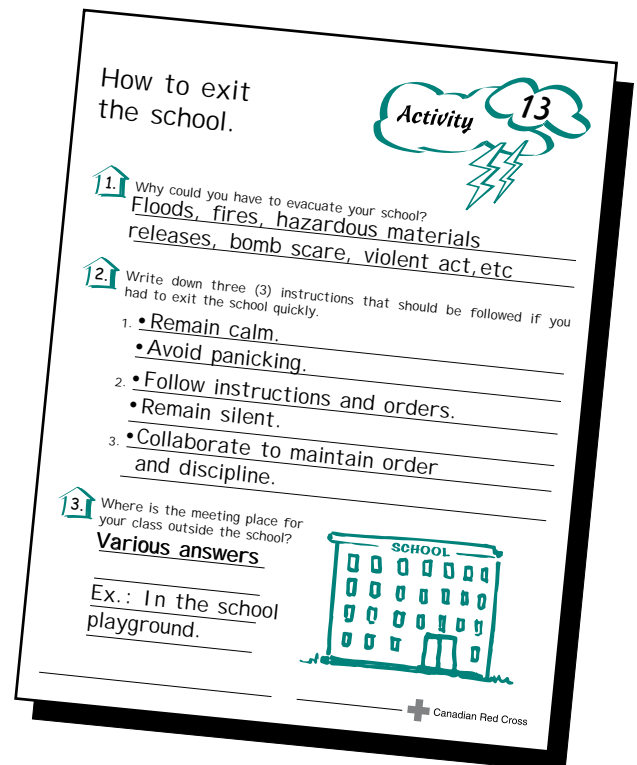
(See pages 11 and 12)

Health and Physical Education
M.E.

Material required

- Sheet 13 of the activity booklet.
- A photocopy of the school plan for each student.
- Annex 2, complementary information.

Answer key



What are the emotions that I can recognize?



Task description

After having read the letter in class, the students distinguish different emotions felt after an emergency.

Method suggested

- Mention that the teacher received a letter from a former student who has moved to Manitoba. Locate this province on a map. Read the letter out loud.
- Ask them to summarize the content of this letter. Specify the meaning of the word "emotion" by comparing it with the words "mood", "feelings" and "way of being". Ask the students to state the emotions that are revealed in the letter. Write them on the board and keep them for the following activity.
- Read the instructions on sheet 14 with them. Ask them to fill out the sheet individually by using the secret code to thereby discover which emotions were experienced by Julie and Andrew.
- Once the sheets are filled out, review the subject together. Ask students to state the emotions they found. Tell them that it is normal to have these emotions after having gone through such an ordeal. Ask them if they have ever felt similar emotions before and if so, let them express what they had experienced.
- Answer any questions the students may have.

Links to the study programs

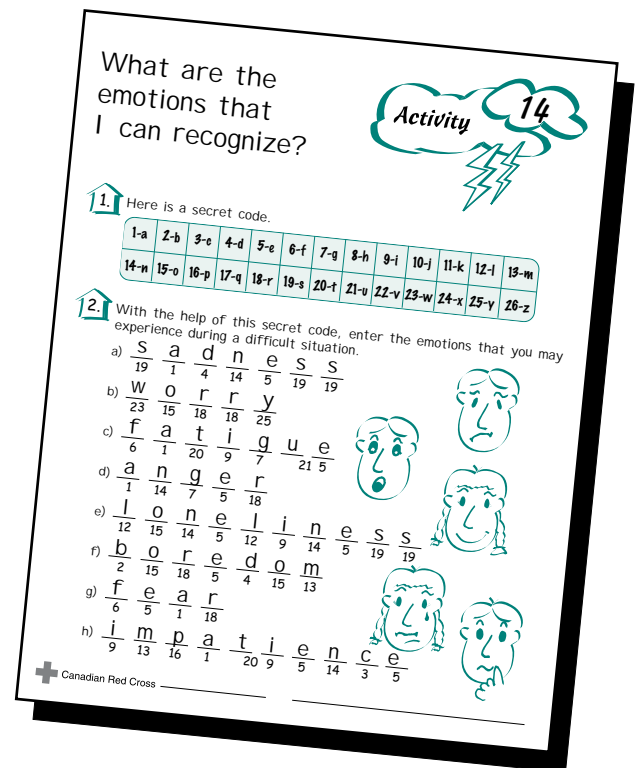
(See pages 11 and 12)

Health and Physical Education
M.E.

Material required

- Sheet 14 of the student brochure.
- Letter in Annex 3.

Answer key



What are Julie's and Andrew's emotions?



Task description

After having read the letter received in class, the students draw a happy or an unhappy emotion felt after an ordeal.

Method suggested

1. Ask students to review the content of the letter read in the previous activity. By referring to the emotions written on the board, ask them to group the answers as happy or unhappy.
2. Read the instructions on sheet 15 with them. Ask them to fill out the sheet individually by drawing a happy or an unhappy feeling.
3. Once the sheets are filled out, review the answers together. Allow them a few minutes to show their drawing and to post it in the classroom or on the school bulletin board.
4. Answer any questions the students may have.

Links to the study programs

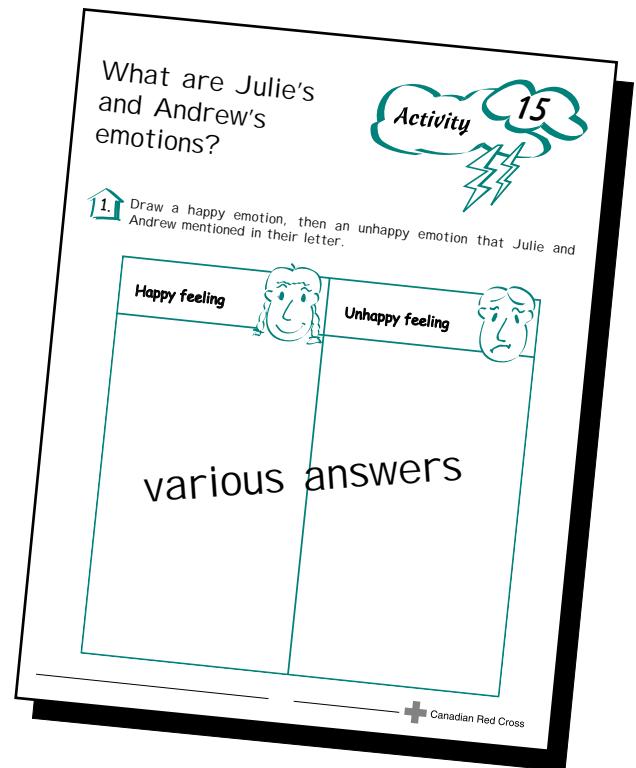
(See pages 11 and 12)

Health and Physical Education
M.E.

Material required

- Sheet 15 of the activity booklet.

Answer key



Do I remember?



Task description

Following a class discussion, the students can remember certain elements of the preparedness program.

Method suggested

1. Review the ideas covered during the various activities by asking students to state what they remember from the preparedness program. Stimulate the discussion by asking the following questions :
 - What are the positive and negative aspects of a natural element?
 - What are the safety rules related to the natural elements?
 - What are the safety rules to follow during a lightning storm or a snowstorm?
 - What are the useful objects to have on hand during a power failure?
 - What are the routes to follow to exit the classroom or the house in case of an emergency?
 - Why is it essential to have a smoke detector at home?
 - What are the emotions experienced after a disaster?
2. Read the instructions on sheet 16 with the students. Ask them to fill in the blanks in the sentences individually .
3. Once the sheets are filled out, review the answers together. Ask the students to read out loud the sentences that were filled in.
4. Answer any questions the students may have.

Links to the study programs

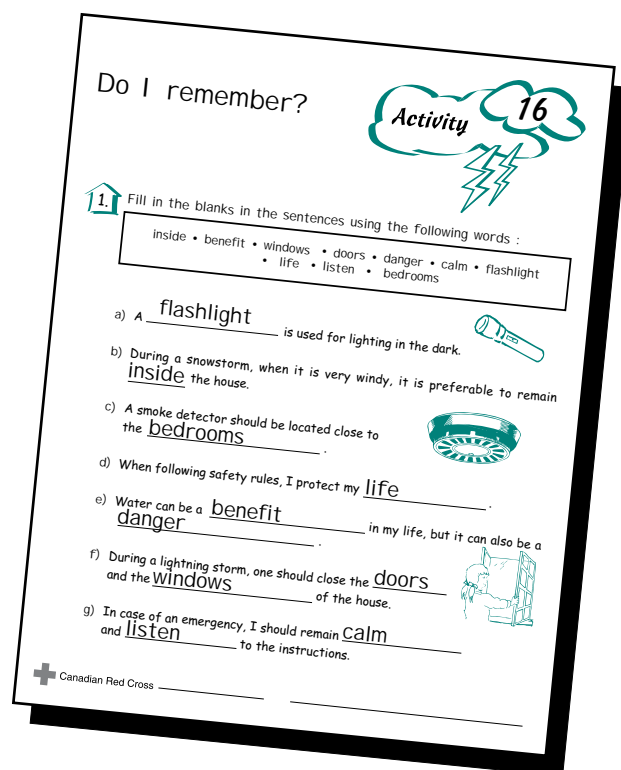
(See pages 11 and 12)

Social Studies/M.E./G.H.C.E.
Science and Technology
Health and Physical Education

Material required

- Sheet 16 of the activity booklet.

Answer key



More activities

- **Create a miniature water cycle**
 - Materials: an electric kettle filled with water, an aluminum pie plate, ice cubes
 - Procedure:
 - Heat the water in the kettle until it begins to evaporate.
 - Place the ice cubes in the aluminum plate.
 - Place the plate with the ice cubes over the jet of steam.
 - Observe the formation of water drops under the plate.
 - Compare this miniature water cycle with the natural water cycle.
 - Discuss the path water takes to fall to the ground.
- **Create a tornado**
 - Materials: a 2 litre plastic soda bottle with cap, water, dishwashing liquid, marbles or other small objects
 - Procedure:
 - Fill the plastic soda bottle with water.
 - Put three drops of dishwashing liquid into the bottle along with a few marbles or other small objects.
 - Cap the bottle tightly. Hold the bottle on its side by each end. Move the bottle using a circular motion to swirl the liquid. Keep the liquid swirling as you turn the bottle upside down. Be sure to keep the cap end of the bottle steady while you continue to swirl the liquid in the large end.
 - A swirl will form representing the funnel.
- **Create wind**
 - Materials: a round piece of paper cut in a spiral, string, a heat source (electric light bulb)
 - Procedure:
 - Attach the string to the center of the paper spiral.
 - Hold the spiral by the string and place it over the electric light bulb.
 - Move the spiral next to the source of heat.
 - Discuss observations. When air is heated, warm air rises and cold air descends, creating movement in the air. This movement of air is the wind.
- **Make a mountain**
 - Materials: a large pan, sand, water
 - Procedure:
 - Place the sand in the pan and shape it into a mountain.
 - Pour water on top of the mountain and let it run along the sides.
 - Observe the various formations.
 - Compare this phenomenon with the effects of rain on the ground and discuss the link between floods and landslides.
- **Identify potential earthquake hazards in the classroom based on the following questions:**
 - Are tables and desks placed in such a way that they cannot slide and block exits?
 - Are all filing cabinets and cupboard doors securely latched?
 - Are all computers securely fastened to their workstations?
 - Are all shelves, filing cabinets and cupboards bolted to the wall?
 - Are all overhead lamps securely fastened to the ceiling?
 - Are potentially hazardous chemical products safely stored?
 - Are chemical products stored in ventilated areas located far from exits?
 - Are books and materials stored on shelves in such a way that they cannot fall from them?
 - Are all decorations on the wall securely fastened?
- **Study the myths and facts about natural disasters such as tornadoes, hurricanes and electrical storms.**
- **Ask students to find newspaper articles describing natural disasters that have occurred in the world and organize them according to the criteria of their choice (severity, location, natural elements involved, time of year).**
- **Organize a campaign in your school or community to raise awareness and provide information about natural disasters.**
- **Invite a guest speaker to talk about local or overseas disaster intervention.**
- **Game: prepare an emergency survival kit using coloured stickers on which students write what they think should be included.**
- **Association game with various coloured cards: disasters, definitions and appropriate behaviours.**
- **Timed simulation of an earthquake: two minutes to prepare, group simulation and discussion.**
- **Observe and learn to distinguish the different types of clouds.**

For more information

In this fourth section of the facilitator's guide, there is information on the main natural disasters that could occur in your province or in other parts of Canada, the measures to take to be well prepared for emergencies and the observable reactions students have in case of an emergency.

A disaster is an accident that seriously disrupts the community's everyday activities by causing deaths, injuries and material damage. An event becomes a disaster when:

- It involves an extreme phenomenon.
- This phenomenon occurs in a location where many people live. As a result of the disaster, people find themselves helpless and in dire need. They have no food, clothes or shelter and no access to medical or nursing assistance, are deprived of all basic necessities and are without protection against the adverse factors and conditions of their environment.
- This phenomenon takes people by surprise because it happens suddenly and unexpectedly.

Types of disasters

There are two types of disasters: those caused accidentally by human beings and natural disasters.

The type of disasters caused by human beings are:

- industrial accidents: construction faults (dams, tunnels, buildings, mines, etc.), explosions, fires, collisions, shipwrecks, railway catastrophes, toxic substance leaks into drinking water systems, etc.
- socio-economic catastrophes: massive unemployment, pollution, overuse of resources, limited access to healthcare and education.
- socio-political catastrophes: failure to respect human rights.

A natural disaster is caused by natural elements, like wind, rain, extreme temperatures or seismic activity which become catastrophic by causing deaths, injuries and material damage.

Types of natural disasters

There are three types of natural disasters:

- Weather related disasters: storms (hurricanes, tornadoes, cyclones, snowstorms), heat or cold waves, droughts, etc.
- Topographical disasters: floods, avalanches, landslides, etc.
- Geophysical disasters : earthquakes, volcanic eruptions, tidal waves, etc.

A few natural disasters

Many natural disasters can lead to major damage when they occur close to residential areas. This section of the teaching guide provides a short list of these disasters.

Lightning storms and lightning bolts

Lightning storms consist of lightning flashes (light) and thunder (bang). Thunder can smash windows, start a fire, cause power failures or explosions if it comes into contact with fuel. It can be dangerous to humans by inducing serious burns or electrocution. This natural phenomenon occurs mostly in the summer, late in the afternoon.

Vertical air currents that carry humidity, water and ice in the clouds create electrical charges. Clouds then develop positive and negative charges. When these charges are too high, there is an electrical discharge. Discharges occur either between clouds to produce heat lightning or on touching the ground to produce a lightning bolt that may strike the same place several times. Astonishingly, lightning can also occur during a snowstorm.

A lightning bolt produces a tremendous amount of energy. It can reach temperatures up to five times that at the surface of the sun. If it strikes a tree, the electrical current reaches the water in the wood and changes it into steam which shatters the tree. This discharge usually occurs at only one point in the lightning bolt.

During a storm, you first see the flash of lightning and then hear the thunder. This can be explained by the fact that light travels one million times faster than sound.

You can measure the distance of a storm by counting the number of seconds between the time you see the flash of lightning and the time you hear the thunder. You then divide the time by 3 and you get the distance of the storm in kilometers.

Power failures

Here are possible causes of power failures:

- Natural:** Lightning bolts, freezing rain, frozen electrical wires, storms and trees that fall on power lines.
- Technical:** Electrical power failure or breakdown.
- Human:** Overloads, short-circuits, power cut-offs, person who brings an aluminum ladder or a metal antenna close to electrical wires, excavation work.

What must we do in case of a power failure?

In case of a power failure, you should first determine how extensive it is (a few houses, one entire street, a neighbourhood) and notify your electricity company to help them locate the failure. With their computers, they usually can quickly find the failures in a network because of the sudden lowered electricity demand.

If the power failure lasts, you should:

1. Listen to the radio station to know more about the failure;
2. Lower the thermostat so as not to overload the network when the power comes back on;
3. Disconnect electrical appliances which were in operation before the power failure, except for the refrigerator and freezer;
4. Leave a few lights on to know when the power comes back on;
5. Avoid opening the refrigerator and freezer: food can be kept for 24 to 48 hours. In winter, some food can be kept outside or along the windows;
6. Close water valves and open water faucets when you leave your home.

When the power comes back on, you must gradually reconnect your electrical appliances and turn on the heating progressively to avoid overloading the circuit and causing other failures.

Changing your habits temporarily

It is important to remember that people's habits completely change during a power failure. Everyday life changes altogether. It becomes more difficult to cook, heat the house, provide lighting and carry out activities.

Rain

Clouds are a collection of very small water droplets. Carried by the wind, they stick together and form larger droplets. When their size is greater than 0.1 mm, they fall as rain. Remember that nothing large remains suspended in the air. Water droplets may reach up to 5 mm in size when they fall on the ground. They become larger by merging together when they fall.

There are different types of rain. Here are a few:

- Drizzle: precipitation consisting of many droplets falling lightly (less than 0,5 mm).
- Shower: strong and sudden precipitation of a short length.

Earthquakes

Earthquakes are sudden movements of the earth's crust. The tremors usually occur suddenly and leave very little time to react. Major earthquakes are often preceded by other weaker tremors.

Floods

Floods are the overflow of rivers and lakes caused by an excessive rise of the water level. This rise can be caused by heavy precipitation, sudden thawing of snow, ice jams or ice break-ups.

Snowstorms

This natural phenomenon is characterized by abundant snowfall and strong winds. Visibility is thereby reduced and it becomes hard to walk or travel outside. Thus, it is better to stay at home. Schools are usually closed and traffic on the highways is limited. During a snowstorm, the air temperature is usually higher because snowfalls are more abundant when the temperature is slightly below 0 °C.

Snowstorms are most common in December, January, February and March. It does not snow everywhere in the world. In some countries, the snow falls only at the top of high mountains. In other countries, there is never any snow. At the North Pole and the South Pole, the snow never melts.

Snow

Snow consists of water that crystallizes into ice when the atmosphere gets cold.

The clouds filled with water droplets form a mass of ice when the air is cooler. The ice expands and forms crystals which merge together to form snowflakes. It takes millions of ice crystals to make a single snowflake. When they are large and heavy, they fall out from the clouds. Snowflakes are rarely identical. Their shape varies according to the temperature and how they move to join together. The larger ones branch out and form stars. Their size varies from the size of a coat button to that of a pencil tip.

Temperature	Snowflakes shapes
0 °C to -8 °C	Needles
-8 °C to -15 °C	Goblets or saucers
-15 °C to -20 °C	Stars
-20 °C and colder	Columns

Wind

The wind carries the snow in the air and makes a snowstorm more violent. It reduces visibility and hinders walking or travelling. The wind also moves snow along the ground to form burrows or patterns which can be seen in the fields. When snow is carried by the wind, its structure is modified and it becomes more compact.

Hail

Hail is precipitation consisting of ice particles that are formed during a storm.

Tornadoes

Tornadoes are whirlwinds shaped like a funnel that points towards the ground. They can destroy everything on their path. This type of phenomenon can uproot trees, turn cars over and tear the roofs off houses.

Forest fires

Most fires that destroy our forests are caused by human negligence such as campfires that are not properly put out or lit during dry periods. However, fires that occur naturally such as those caused by lightning bolts, are more devastating and burn over larger areas.

Landslides

Landslides are movements of clay type soil saturated with water. These ground movements occur very rapidly and leave the population very little time to react.

Volcanoes

Volcanoes are mountains which expel molten material (volcanic eruption).

Tidal waves

Tidal waves or tsunamis are huge sea waves that are caused by earthquakes, earth movements or underwater volcanic eruptions. These waves can reach up to 30 meters high and cause major damage to houses along the shores.

Fire

It is important to be aware that a fire can start anywhere in the house. However, bedrooms, kitchens or living rooms are more subject to fire. It can also start in the basement.

The causes for fires are varied. They can be caused by human errors or mechanical failures. Most fires start in the kitchen, usually when cooking oil is overheated. Other causes are : heating devices, negligent smokers, children playing with matches, fires lit voluntarily, electrical fires and clothes dryer fires.

Firefighters are constantly carrying out prevention work and suggest being careful to avoid fires. Over the last few years, it has been highly recommended and in some cases compulsory to have smoke detectors in each home. This prevention device is essential to warn the occupants that there is smoke in the house.

To make sure the smoke detector is in good working condition:

- Check it each month to make sure it works properly;
- Replace the batteries (with new ones) twice a year, at fall and spring time changes;
- Be more careful when the smoke detector is connected to the home power supply, especially when there is a power failure;
- Install the smoke detector close to the bedrooms;
- Install one smoke detector on each floor.

It is essential to know how to react in case of a fire or simply when you evacuate your home. You must:

- Remain calm;
- Avoid panicking ;
- Yell out to alert your neighbours;
- Leave your home quickly;
- Not get dressed or take your toys along;
- Not try to put out the fire;
- Crawl on the hands and knees to escape if there is smoke;
- Avoid touching any doors;
- Close the doors to avoid any drafts;
- Call emergency services;
- Get help from your neighbours;
- Go to the designated meeting place;
- Avoid returning into the house.

Remind children they must not hide (under the bed or the covers, in the closet, in the clothes dryer, in the bathtub) when they detect a fire at home, because they will not be safe there. The best reaction is to alert other people in the home then go outside to be visible, breathe fresh air and yell for help.

A few words about hazardous materials releases

Hazardous materials releases are incidents that involve an accidental spill or leak of hazardous chemical products that are dangerous to humans and the environment.

These hazardous products can contaminate the soil or water or can spread in the air. If they become airborne, they may or may not be visible as a toxic cloud. Sometimes, you can be able to smell or taste the hazardous product. Inhaling toxic fumes or drinking contaminated water can be hazardous to your health. The risk depends on the toxicity of the substance in question, its concentration and how long you're exposed to it.

In case of a hazardous materials release, the authorities may ask that you remain inside your home and use Shelter-In-Place techniques :

- Go inside your home and remain there;
- Close all windows and doors;
- Turn off all ventilation systems;
- Listen to the radio or watch television to be aware of the authorities' instructions.

To get prepared for emergencies

Nature's sudden mood swings can strike at any moment without warning. Prevention and preparation for such events can help us to better react and to limit the damage. The following steps are required to plan for the unexpected.

- Analyze and study the risks of disasters in your area and learn what to do should they surcome.
- Prepare your home for disasters.
- Make an action plan:
 - Plan for safety measures in case of power failures or other emergency;
 - Keep your list of emergency phone numbers at hand;
 - Plan on two meeting places ahead of time in case an evacuation is necessary : one, close by, outside your home and easy to get to in case of a sudden emergency like a fire; another outside your neighbourhood in case you cannot go back home;
 - Have each member of your family know the phone number of someone who lives out of town in case you get separated;
 - Let the children find out what a smoke detector sounds like; replace the batteries (with new ones) twice a year (when you set the time changes);
 - Practice the evacuation plan at home and the techniques to remain sheltered in your home in case of a hazardous materials release;
 - Turn off water and power if all family members know how to, have time to do it and it is recommended by the authorities;
 - Never use the elevator in case of an emergency;
 - Teach the children to recognize emergency exits and smoke detectors at home, in school and in public places;
 - Plan alternative living quarters.
- Prepare a survival kit, a first aid kit and a car emergency kit.
- Prepare food supplies to last 72 hours in case of an emergency.
- Take a Red Cross first aid course.

After the disaster

Even after the disaster, there is still an emergency. You must:

- Give first aid to injured people;
- Be sure to have your survival kit with you;
- Listen to the local radio station in case you are asked to evacuate.

If asked to evacuate, I am ready!

If the authorities give orders to evacuate, do not insist on staying in the house, but instead leave immediately while taking care to:

- Bring along an emergency kit and a first aid kit;
- Wear proper clothing;
- Make sure your pets are safe;
- Leave a note on the table indicating the time of departure and the destination;
- Lock all the doors while leaving.

Cooperate

- Listen carefully to the instructions given by the authorities and rescuers;
- Always follow the route which has been laid out for you;
- Go to the meeting place designated by the authorities;
- Observe what is around you and notify the authorities and people about anything that may seem abnormal or dangerous.

Returning home

When you return home, you must:

- Check the condition of the house to evaluate the damage;
- Use a flashlight to inspect the site : it may be hazardous to turn on the lights;
- Check the condition of your electrical appliances;
- Get in touch with specialists for any electrical, heating or gas problems;
- Drink bottled water until the authorities confirm that the tap water is safe to drink;
- Check the food in your refrigerator and freezer, throw out all spoiled food or other;
- Use the phone only for emergencies: the work teams may still need the telephone circuits for a while.

Children and emergencies

Experiencing an emergency can affect someone for quite a long time. Kids are especially vulnerable. After an emergency, their reactions can be different according to their age. To help them better cope, make them feel confident and secure, help them to understand and perceive what is happening.

Their reactions are normal

After an emergency, kids may have certain reactions: they may cry, worry, be confused, withdraw or be aggressive. This expression of their anguish is only normal and temporary. It is better not to punish them because their reaction may persist. You should try rather to understand them and help them to get rid of their fears.

You can help them

After an emergency, you can help the kids get back to normal life by explaining to them what happened, taking their fears seriously, listening to what they have to say, being patient with them and encouraging them to express their feelings.

Other sources of information

For more information on the subjects in this guide, here is a list of references:

- Canadian Red Cross;
- Local community health service;
- Local police and fire departments;
- Local, provincial and federal public security;
- Armed forces;
- Weather forecasting services;
- Community organizations;
- Etc.

Web sites :

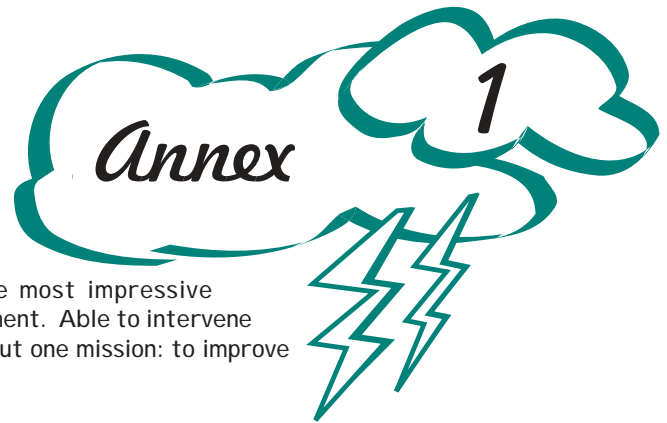
- www.angelfire.com/on/predictions/
- www.colorado.edu/hazards
- www.disasterRelief.org/
- www.disasterwarning.com/
- www.ec.gc.ca/climate/index.html
- www.ec.gc.ca/water/
- www.eventbasedscience.com
- www.fema.gov/
- www.ifrc.org
- www.icic.org
- www.msp.gouv.qc.ca/jeunesse
- www.ncdc.noaa.gov/
- www.ns.ec.gc.ca/weather/hurricane/hurricanes_f.html
- www.nssl.noaa.gov/
- www.uwex.edu/ces/news/handbook.html
- www.prevention2000.org

Other :

Video « Shelter-In-Place », staying safe during a hazardous materials release, Town of Brandon (Manitoba)

Email : b.kayes@city.brandon.mb.ca

History of the Red Cross



The Movement

More than 130 years ago, Henry Dunant's dream resulted in the most impressive humanitarian organization we know: the international Red Cross movement. Able to intervene anywhere in the world to help out in any emergency situation, it has but one mission: to improve the condition of the most vulnerable in society.

History

You cannot discuss the Red Cross and its history without mentioning its founder Henry Dunant, a Swiss citizen born in Geneva in 1828.

In 1859, his business brought him to northern Italy. Dunant found himself at Solferino, on a battlefield where nearly 40,000 lay dead or wounded before him. He was disturbed to see this disaster and even more upset at how little relief was being given to the wounded. He immediately organized a first-aid team and, from that moment on, his career as a businessman was transformed.

Once back in Geneva, he wrote "A Memory of Solferino." This book explained his ideas and proposals on volunteer societies that would aid those injured in war. His book aroused much interest and in 1863, a committee of five supporting Dunant's ideas was formed.

This committee, on which Dunant played a role, organized an international conference in Geneva in which representatives of sixteen different countries participated. The International Committee of the Red Cross was born!

As a tribute to the home country of the founder and its neutrality, the organization adopted a red cross on a white background as its distinctive and common sign. The red cross became the universal symbol for aiding victims of armed conflicts and natural disasters. In 1876, the Committee adopted the name of International Committee of the Red Cross (ICRC) and approved a second emblem, the red crescent, for use in Moslem countries. The first milestones were passed. The Red Cross Movement now covered the globe. The dream of Henry Dunant was a reality.

Henry Dunant: a peacemaker

As his work with the Red Cross took up more and more of his time, Henry Dunant neglected his business and soon he was bankrupt. He was forced to resign from the ICRC. Over the next few years, Henry Dunant wandered about like a vagrant, devoting himself to humanitarian works. He spent the last eighteen years of his life in hospital.

In 1895, a journalist tracked him down and wrote an article that created a sensation. People thought that the man who had founded the Red Cross had died long ago. Overnight, he became a celebrity. The public was touched by his poverty, the Pope and kings wrote to him and a number of national Red Cross Societies made him a member or honorary president.

In 1901, the Norwegian Parliament awarded him and French pacifist Frédéric Passy the first Nobel Peace Prize.

On October 30, 1910, Henry Dunant died peacefully in his sleep. His thoughts and actions had inspired numerous humanitarian reforms. His story proves that a courageous and visionary man can change the world.

Over time, the Red Cross has been able to adapt to its environment and the international social and economic context. Today, it seeks not only to help the victims of armed conflicts but also to offer relief to those involved in natural disasters and other humanitarian tragedies, providing medical aid, material assistance and emergency social services.

Depending on the needs of the countries where it is established, its field of action includes combating famine, epidemics, childhood disease and environmental imbalances and organizing sanitary services, first aid, help to victims of road accidents and lifesaving services in forests, mountains and at sea. Throughout the world, the Red Cross prepares people to prevent and overcome crises by teaching them ways to save lives and protect health.

The movement

The International Committee of the Red Cross	The International Federation of Red Cross and Red Crescent Societies	National Societies
<ul style="list-style-type: none"> Intervenes mainly in times of war. Is a neutral intermediary during armed conflicts, internal problems or tensions on behalf of the injured, the ill and political and civil prisoners. 	<ul style="list-style-type: none"> Coordinates the humanitarian activities of the national Societies when a natural, technological or environmental disaster strikes a country. Aids and comforts the victims of disasters. 	<ul style="list-style-type: none"> There are 176 national societies throughout the world. Primary goal: improve the condition of the most vulnerable. Provide emergency relief, social and public health services, water safety and first aid courses, training nursing personnel, services for senior citizens and youth programs. The Canadian Red Cross Society is one of the 176 societies.

Reminder



General safety rules and instructions.

1. A few safety rules

- Remain calm.
- Avoid panicking.
- Follow instructions.
- Remain silent.
- Cooperate in maintaining order and discipline.

2. A few useful hints

- Know where the emergency exits and fire extinguishers are.
- Know how to set off a fire alarm.
- Use staircases instead of elevators.
- Follow the safety instructions.

3. Some safety measures

- Locate and check the condition of the fire extinguishers and smoke detectors.
- Check the alarm system.
- Make sure the lightning system works.
- Inform everyone of the instructions to follow in case of an emergency.
- Have flashlights available.
- Practice an evacuation each year.
- Make sure the fire exits are never locked or blocked or obstructed.
- The fire exits must be easy to open.
- Always keep the fireproof doors closed.
- Post the instructions and evacuation plan on each floor of the building.

4. What to do in case of a fire

It is always essential to act quickly to avoid being surrounded by flames, smoke or heat.

When you discover a fire:

- Set off the fire alarm.
- Get everyone out of the building.
- Remain calm.
- Notify the persons in charge and tell them where the fire is located.
- Evacuate the school.
- Call the fire department from a safe place.
- Do not open the doors if you believe there is a fire. Touch the doorknob before opening the door. If it is hot, use another route to escape. Always know the route to take for each room. If you are surrounded by flames, go to another room where there is a window, close the doors behind you and call for help.
- Close all doors and windows in each room.
- Do not waste time trying to put out the fire.
- Do not go back into a room on fire.
- Crawl on your hands and knees to escape if there is smoke.
- Avoid yelling out " Fire! "
- Know where the smoke detectors and fire extinguishers are located and how they work.
- Exit the school immediately when the fire alarm goes off.
- Evacuate using the closest emergency exit.
- Leave your personal belongings where they are.
- Avoid talking unnecessarily.
- Avoid running during the evacuation.
- Go to the designated meeting place.
- Make a roll call of the students by their first name.

Adapted from : Quebec Ministry of Education (N.D.).
Guide to Prepare Evacuation Plans and Rescue Plans. Quebec Ministry of Education.

Letter from Julie and Andrew.



Hello, _____
(teacher's name)

We are writing you this letter to let you know what is new. We have moved to Morris, which is close to Winnipeg in Manitoba.

Our parents had bought a nice house in a wooded part of the town. There was a playground nearby. We had made new friends.

Unfortunately, we were not able to go to our house this summer because the flood destroyed it and it had to be demolished. The flood water also carried away our swimming pool. We lost everything we had. We were very sad.

Fortunately, our parents bought us new toys. We feel a little bit lonely but we made new friends in another part of town. They are very kind.

Sometimes we cry or have nightmares. We miss our parents who are working on rebuilding our house and are anxious to see everything back to normal.

See you soon.

Write back to let us know how you are doing.

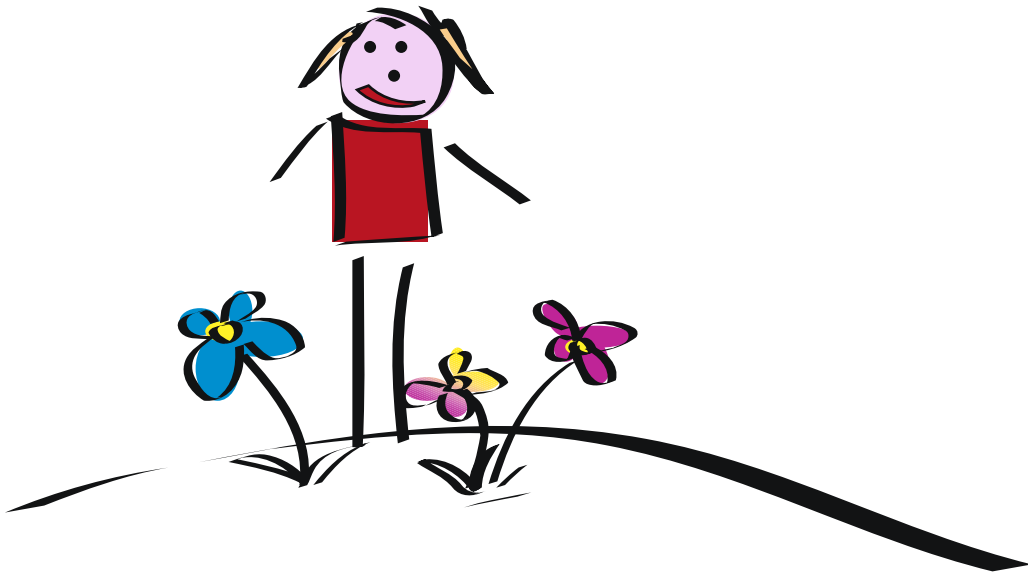
Julie and Andrew

Glossary

Action plan:	Set of measures taken to plan something, an action or behaviour.
Alert:	Set of actions taken to inform the authorities, the assistance personnel and the population of an actual or possible danger.
Assistance:	Set of measures taken to protect persons (evacuation, shelter, material help, etc.) and safeguard their belongings and assets.
Authority:	Person or group of persons one can refer to for help.
Cataclysm:	Disruption on the earth.
Catastrophe:	Sudden event that can cause disruption and may lead to damage and death; a widespread disaster.
Crisis:	Emergency of a political nature, or an emergency disaster or catastrophe which was managed in such way as to lead to other problems of a greater nature.
Demobilization:	Assistance, persons or organizations returning in an orderly fashion to regular daily activities.
Disaster:	Catastrophic event that can lead to human and material losses.
Distress:	Critical and dangerous situation.
Emergency:	Event which may bring physical or psychological harm to one or more persons or which can cause material damage and may require rapid assistance that a first aid organization can provide.
Emergency kit:	Kit that contains essential objects.
Emergency situation:	Situation that requires immediate assistance.
Essential objects:	Objects that are necessary or absolutely needed.
Essential needs:	Need for food, clothing and shelter.
First aid worker:	Member of a first aid organization that will bring help to the victims of an accident or disaster.
Human element:	That which is made by human beings (e.g. a building).
Mobilization:	Set of actions taken to activate the assistance resources.
Natural element:	That which is made by nature (e.g. a tree).
Potential danger:	Threat, risk that could materialize if the conditions were present.
Prevention:	A set of measures taken to prevent danger, risk or harm from occurring.
Recovery:	Return to a normal situation by reintegrating people who were evacuated and implementing programs that will allow people to get back to normal activities (getting public services back into operation, rebuilding equipment, production, etc.).
Ring of fire:	Volcanoes on the edge of the Pacific Ocean.
Safety rules:	Conduct principles.
Survival kit:	Kit that contains objects essential for human beings.
Trauma:	Event which can cause emotional or physical problems.

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