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Ce programme est aussi disponible en français.

It can happen, be ready.

The Canadian Red Cross plays an essential role in emergencies. It provides numerous services to people affected by disasters in order to fulfill 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 be prepared to act safely in emergencies, the Red Cross suggests you carry out the activities in this brochure with your teacher and your parents.

Enjoy the exercise!

This activity
booklet belongs to : _____

**Expect
THE UNEXPECTED**



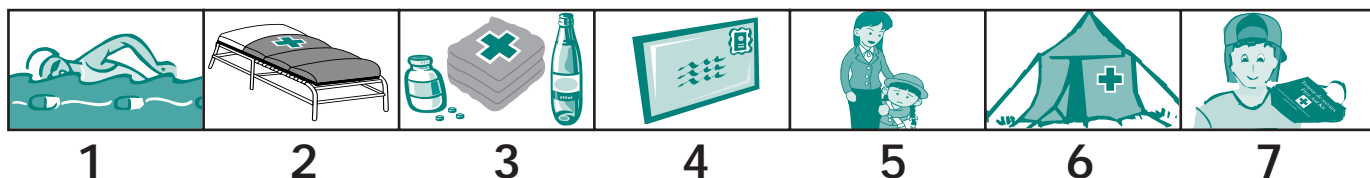
Canadian Red Cross



The Red Cross: anywhere, anytime.



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.

2. The armed conflict has ended. The Red Cross has given medication, water, food and blankets to Bozena's family.

3. On Sunday mornings, Anny goes to the pool for swimming and water safety lessons offered by the Red Cross.

4. After the earthquake, Karim took refuge in one of the tents set up by the Red Cross to provide emergency shelter for victims.

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.

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.

7. Helen is a responsible baby-sitter. She took the Red Cross baby-sitter training course.

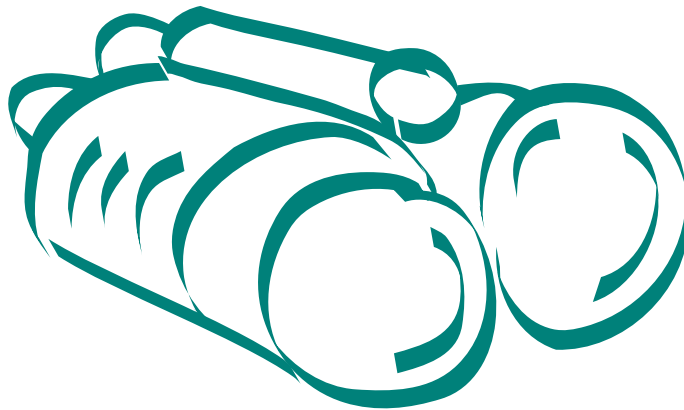
What do I see around me?



1. Write down three (3) natural elements you can observe around the school.





2. Write down three (3) human elements you can observe around the school.

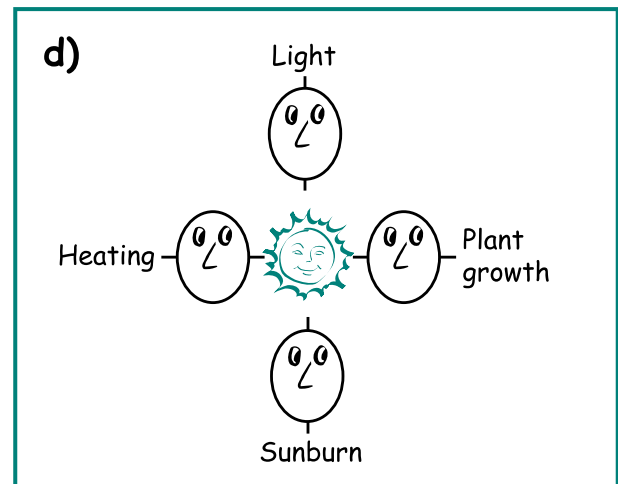
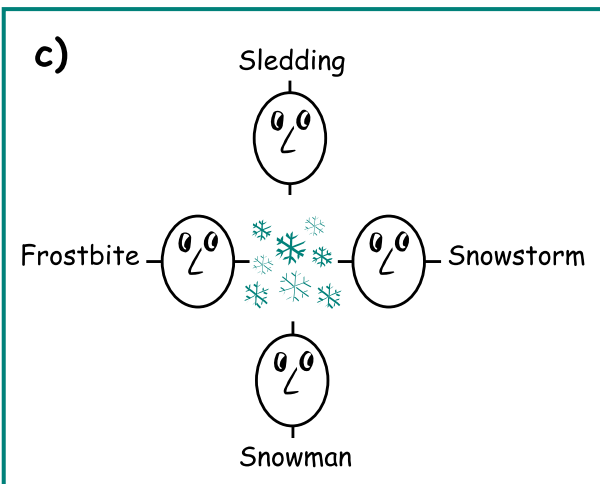
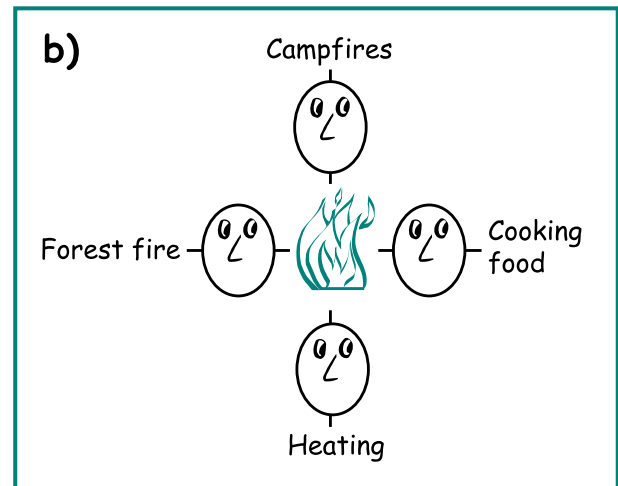
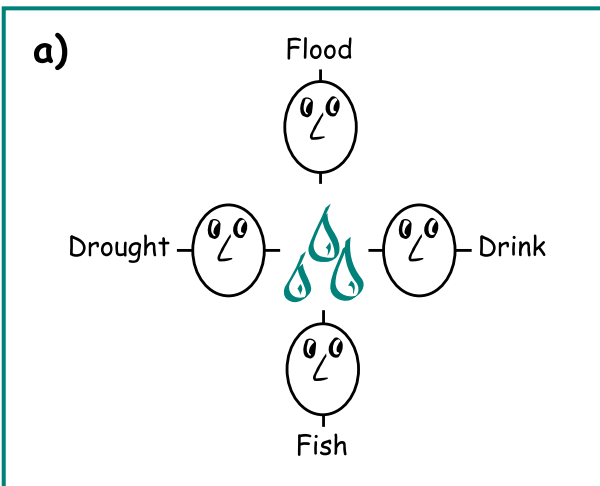


What are the benefits and dangers of the natural elements?



1. Draw a happy face  to identify the natural elements that provide certain benefits in your life.

2. Draw a sad face  to identify the natural elements that can be hazards in your life.



What are the safety rules that I know?



1. Choose four (4) crayons of different colours.

2. Link each one of the natural elements to the corresponding safety rules.

a)



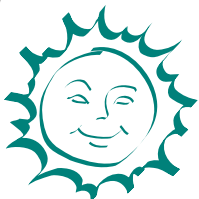
- Swimming with an adult.
- Wearing a cap.
- Wearing a tuque, mittens and a scarf.

b)



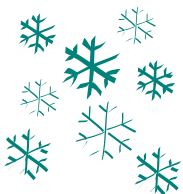
- Putting out a campfire.
- Applying sunscreen.
- Walking on the sidewalk.
- Avoid playing with matches.

c)



- Wearing a life jacket.
- Installing a smoke detector.
- Not sliding next to the street.

d)



- Drinking a lot of water.
- Checking weather conditions before setting off on a boat trip.

How to behave in case of a lightning storm?

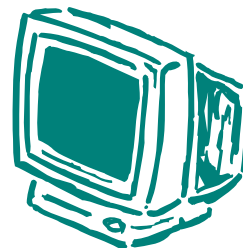
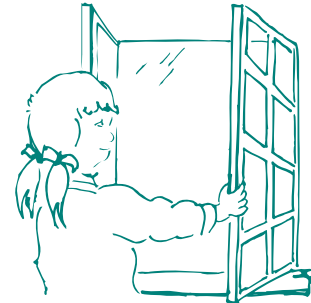


Underline in green the sentences which correspond to the safety rules you should follow during a lightning storm.



Using a red crayon, cross out the sentences that correspond to the behavior to avoid during a lightning storm.

- a) Swimming in a swimming pool or a lake.
- b) Entering the house to seek shelter.
- c) Closing doors and windows of the house.
- d) Biking.
- e) Turning off the television.
- f) Outside the house, getting away from power lines.
- g) Outside the house, crouching down.
- h) Inside the house, getting away from doors and windows.
- i) Seeking shelter under a tree.
- j) Lying at full length on the grass.



How to behave in case of a snowstorm?



1. Using a green crayon, underline the sentences which correspond to the safety rules to follow during a snowstorm.

2. Using a red crayon, cross out the sentences that correspond to the behaviour to avoid during a snowstorm.

a) Playing in the street.

b) Staying away from the snowblower.

c) Removing snow on outside stairs.

d) Playing alone in an igloo.

e) Staying in the house.

f) Dressing warmly.

g) Wearing bright colored clothing.



How should I react in case of an emergency?



1. Fill in the sentences using the following words :

calm • patient • listen • autonomous • able to talk • obedient

During an emergency situation, I should:

- a) Remain _____ to avoid panic.
- b) Carefully _____ to the instructions.
- c) Be _____ about my feelings.
- d) Be _____ and wait until everything is over.
- e) Be _____ and do what my parents ask me to do.
- f) Be _____ and not always wait for my parents to tell me what to do.



What would be useful in case of a power failure?



1. Circle the objects that could be useful during a power failure.



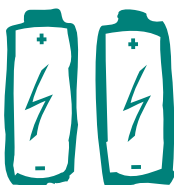
fireplace



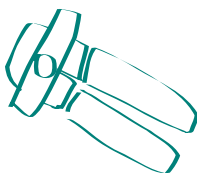
microwave oven



flashlight



batteries



manual can-opener



matches



warm clothes



candles



radio



electric kettle



television



book

2. Circle with a red crayon the objects that should be used only under adult supervision.

3. Check with your parents if these items can be found in your house. Prepare your survival kit.

Where to call for help?

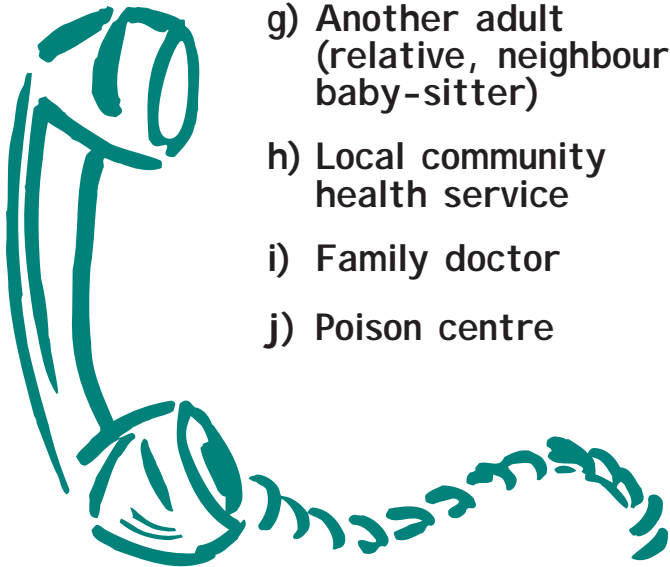


1. Write down the telephone number you should dial in case of an emergency.



2. With the help of your parents, fill in the following memo sheet. Keep it in your house and put it in view.

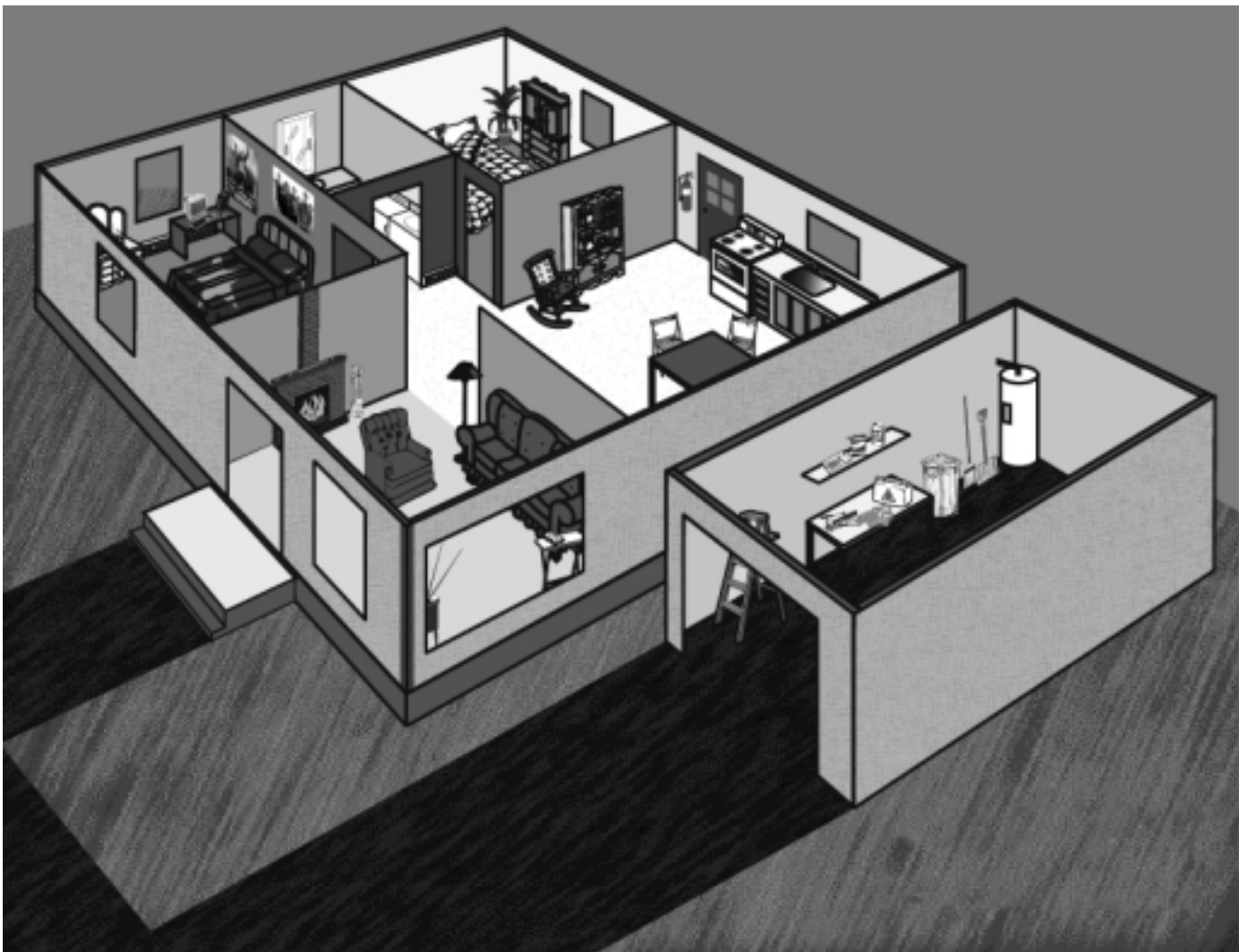
- a) Emergency 9-1-1 or _____
- b) Fire station _____
- c) Police station _____
- d) Ambulance _____
- e) Mother at work _____
- f) Father at work _____
- g) Another adult (relative, neighbour, baby-sitter) _____
- h) Local community health service _____
- i) Family doctor _____
- j) Poison centre _____



Where can a fire start?



1. On this house plan, mark with a red dot the places where a fire could start.



How to exit your home.



1. Ask your parents to draw a plan of your home on this sheet.

A large, empty rectangular box with a black border, intended for drawing a plan of the home.

2. With their help, use a coloured crayon to trace the route to take in case of a fire starting from:

- a) Your bedroom;
- b) The kitchen;
- c) The living room;
- d) The bathroom.



3. Where is your family meeting place outside of your home that is easily accessible?



4. Where is your family meeting place outside your neighbourhood in case you cannot return home?



5. Who is your out-of-town contact (friend, family, etc.)? Does all your family know his or her phone number?

Where is the smoke detector located?



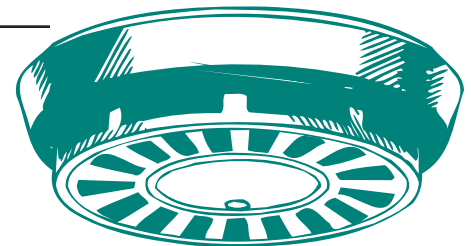
Check with your parents if there are one or more smoke detectors in your home.



Answer the following questions:

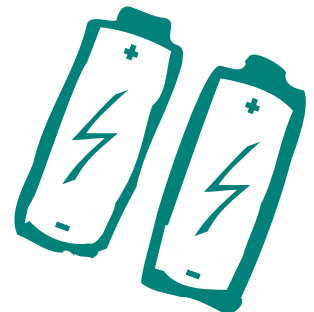
a) How many smoke detectors are there in your home?

b) Where are they located?



c) Do they work properly?

d) Have the batteries been replaced recently?



How to exit the school.



1. Why could you have to evacuate your school?

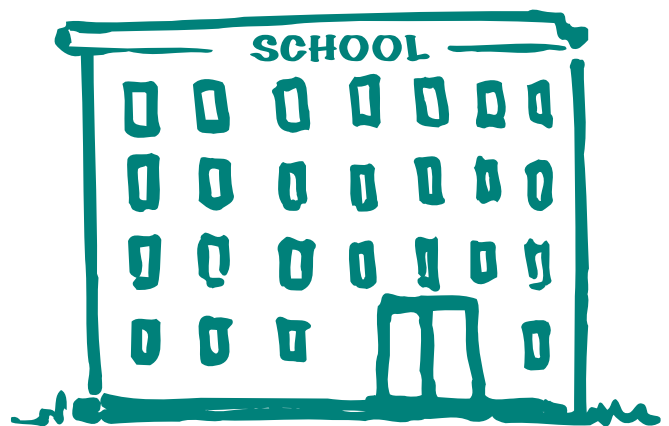
2. Write down three (3) instructions that should be followed if you had to exit the school quickly.

1. _____

2. _____

3. _____

3. Where is the meeting place for your class outside the school?



What are the emotions that I can recognize?



1. Here is a secret code.

1-a	2-b	3-c	4-d	5-e	6-f	7-g	8-h	9-i	10-j	11-k	12-l	13-m
14-n	15-o	16-p	17-q	18-r	19-s	20-t	21-u	22-v	23-w	24-x	25-y	26-z

2. With the help of this secret code, enter the emotions that you may experience during a difficult situation.

a) $\frac{\quad}{19}$ $\frac{\quad}{1}$ $\frac{\quad}{4}$ $\frac{\quad}{14}$ $\frac{\quad}{5}$ $\frac{\quad}{19}$ $\frac{\quad}{19}$

b) $\frac{\quad}{23}$ $\frac{\quad}{15}$ $\frac{\quad}{18}$ $\frac{\quad}{18}$ $\frac{\quad}{25}$

c) $\frac{\quad}{6}$ $\frac{\quad}{1}$ $\frac{\quad}{20}$ $\frac{\quad}{9}$ $\frac{\quad}{7}$ $\frac{\quad}{21}$ $\frac{\quad}{5}$

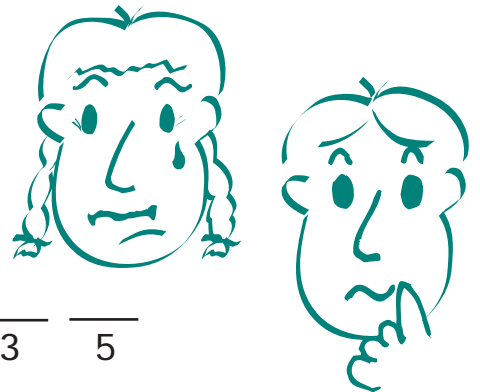
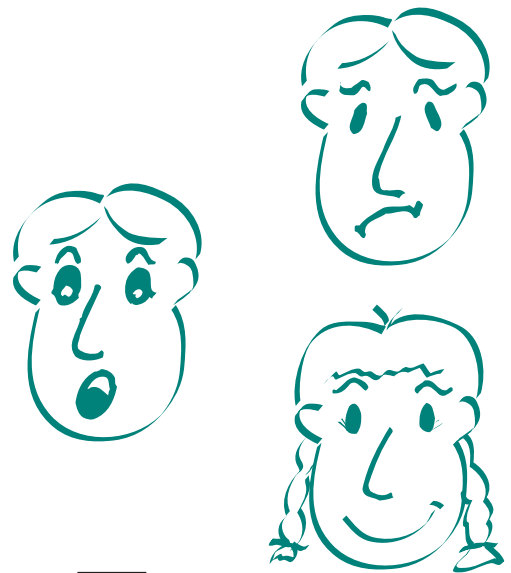
d) $\frac{\quad}{1}$ $\frac{\quad}{14}$ $\frac{\quad}{7}$ $\frac{\quad}{5}$ $\frac{\quad}{18}$

e) $\frac{\quad}{12}$ $\frac{\quad}{15}$ $\frac{\quad}{14}$ $\frac{\quad}{5}$ $\frac{\quad}{12}$ $\frac{\quad}{9}$ $\frac{\quad}{14}$ $\frac{\quad}{5}$ $\frac{\quad}{19}$ $\frac{\quad}{19}$

f) $\frac{\quad}{2}$ $\frac{\quad}{15}$ $\frac{\quad}{18}$ $\frac{\quad}{5}$ $\frac{\quad}{4}$ $\frac{\quad}{15}$ $\frac{\quad}{13}$

g) $\frac{\quad}{6}$ $\frac{\quad}{5}$ $\frac{\quad}{1}$ $\frac{\quad}{18}$



h) $\frac{\quad}{9}$ $\frac{\quad}{13}$ $\frac{\quad}{16}$ $\frac{\quad}{1}$ $\frac{\quad}{20}$ $\frac{\quad}{9}$ $\frac{\quad}{5}$ $\frac{\quad}{14}$ $\frac{\quad}{3}$ $\frac{\quad}{5}$



What are Julie's and Andrew's emotions?



Draw a happy emotion, then an unhappy emotion that Julie and Andrew mentioned in their letter.

Happy feeling 	Unhappy feeling 

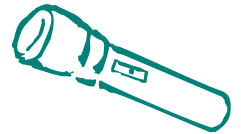
Do I remember?



Fill in the blanks in the sentences using the following words :

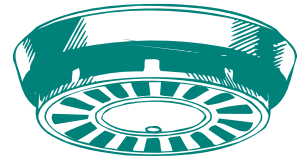
inside • benefit • windows • doors • danger • calm •
flashlight • life • listen • bedrooms

a) A _____ is used for lighting in the dark.



b) During a snowstorm, when it is very windy, it is preferable to remain _____ the house.

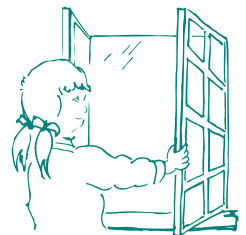
c) A smoke detector should be located close to the _____ .



d) When following safety rules, I protect my _____ .

e) Water can be a _____ in my life, but it can also be a _____ .

f) During a lightning storm, one should close the _____ and the _____ of the house.



g) In case of an emergency, I should remain _____ and _____ to the instructions.

To get prepared for emergencies with your family

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

- Discuss the risk of disasters that could occur in your area.
- Learn about attitudes to adopt in case of an emergency.
- Prepare your home for disasters.
- Make an action plan with your parents:
 - Plan for safety measures in case of power failures or any other emergency;
 - Write down all emergency telephone numbers and keep this list close 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 one 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;
 - Learn to recognize the sound of a smoke detector;
 - Practice the evacuation plan at home and the techniques to remain sheltered in your home in case of a hazardous materials release;
 - Learn to recognize emergency exits and smoke detectors at home, in school and in public places;
 - Never use the elevator in case of an emergency;
 - Plan other living quarters where you and your family could stay temporarily (friend, family, etc.).
- Prepare a survival kit, a first aid kit and a car emergency kit with your parents.
- Prepare food supplies to last 72 hours in case of an emergency.
- Take a Red Cross first aid course.

The Red Cross: anywhere, anytime.

The Red Cross was founded in 1863 by Henry Dunant, a Swiss businessman who came to the aid of soldiers wounded at the Battle of Solferino in Italy. The emblem of the international organization, a red cross or crescent on a white background, was created to ensure protection for Red Cross workers, who maintain a neutral position on battlefields during armed conflict.

The international movement led to the creation of 176 national societies, including the Canadian Red Cross in 1896. The Canadian Red Cross is a non-profit humanitarian organization dedicated to serving Canadians and victims of conflicts and disasters worldwide. Its mission is to help people deal with situations that threaten: their survival and safety; their security and well-being; their human dignity in Canada and around the world. The Red Cross offers a broad range of international, emergency, first aid and water safety programs and services to millions of Canadians. Some of its programs are preventative, while others focus on health and emergency relief. All are offered through the volunteer participation and financial support of Canadians.

The Fundamental Principles of the International Federation of Red Cross and Red Crescent Societies.

Humanity

Emerging from its concern to provide first aid to the wounded on the battlefield without any discrimination, the International Federation of Red Cross and Red Crescent Societies, with its international and national facets, endeavours to prevent and reduce human suffering in all circumstances. It aims to protect the life and health of humans and to ensure their respect. It favours mutual understanding, friendship, co-operation and long-lasting peace between all nations.

Impartiality

It makes no distinction for nationality, race, religion, social status or political opinion. It is devoted solely to providing first aid that will measure up to the suffering of the people and to meet, by priority, the needs of the most urgent distress.

Neutrality

To acquire everyone's trust, the Federation does not take part in any of the hostilities, nor in any political, racial, religious or ideological controversy.

Independence

The Federation is independent, auxiliary to the authorities in their humanitarian activities and subject to the laws which govern their respective countries. The national societies must nevertheless keep their autonomy which always allows them to act according to the principles of the Federation.

Voluntary service

It is a voluntary care movement with no self-interest.

Unity

There may be only one Red Cross or Red Crescent Society in a same country. It must be open to everyone and extend its humanitarian action over the entire territory.

Universality

The International Federation of Red Cross and Red Crescent Societies, in which all the Societies have equal rights and the duty to help each other, is universal.

This text is adapted from fundamental principles proclaimed by the Red Cross XX International Conference in Vienna in 1965. This revised text is found in the Statutes of the International Federation of Red Cross and Red Crescent Societies, adopted by the Red Cross XXV International Conference in Geneva in 1986.

In compliance with the law, use of the emblem and name of the Red Cross in Canada is reserved exclusively for the Canadian Red Cross Society and to the health care services of the armed forces (Law on the Geneva Conventions. L.R.C., 1985. chap. G-3).



