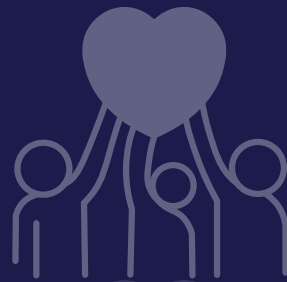


Ready Steady Help

Challenge Pack



Guides



Rangers





Contents:

Introduction Page 3

FAQs Page 4

Risk Page 5

- Activity 1 Today I...
- Activity 2 Safety Scavenger
- Activity 3 Flash Floods
- Activity 4 Be Prepared Bingo
- Activity 5 Create Your Own Hazard
- Activity 6 Flooding Mucky Dip!

Ready Page 14

- Activity 1 Grab bags!
- Activity 2 Snakes & Ladders
- Activity 3 Who're you gonna call?
- Activity 4 Shake it off!

Respond Page 15

- Activity 1 Help is on the way!
- Activity 2 What is a landslide?
- Activity 3 What's the plan, Ann?
- Activity 4 Stop...carry on!
- Activity 5 Fire Drill!

Recover Page 28

- Activity 1 Mindful times
- Activity 2 Don't worry jar
- Activity 3 This girl can!
- Activity 4 Petal Power

Risk Appendices	Page 32
Ready Appendices	Page 44
Respond Appendices	Page 57
Recover Appendices	Page 61



Introduction

Ready, Steady, Help

What do you think of when you think about emergencies and disasters?

Ready, Steady, Help is a challenge pack designed to make you think about both human-made and natural disasters and how we can be ready to respond, should we ever need to. Disasters can happen without warning and we all need to be ready to take action at any time!

This challenge pack covers topics from earthquakes to floods, positive decision making to how you can support your wider community.

We have worked with leading experts from the fire and rescue service, North West Ambulance Service, disaster recovery teams. Particular thanks to Beccy Barr who came up with the concept for this challenge pack!

These experts agree that we should think about disasters as events with a before, during and after – and so this is how we have developed this challenge pack, with activities to fit into the following themes;

1. **Risk** – How we understand the ideas of risk and hazards and what we can do to manage them.
2. **Ready** – How we prepare for emergencies and disasters, so we are ready to help ourselves, our friends and families and our communities.
3. **Respond** – What we can do when an emergency or disaster occurs?
4. **Recover** – How do we recover as individuals or as a community when things happen?

We'd really love to see what you get up to as part of the challenge.

Be sure to send your pictures to northwesthq@girlguidingnwe.org.uk or connect with us on social media:



We'd love your feedback about this challenge, so please spare a couple of minutes to complete a short survey: <https://forms.gle/vxkTpYRbUbbRYroD6>



FAQs

How to complete Ready, Steady, Help

We recommend that you complete a minimum of 2 activities per theme to complete the badge.

How to order badges

Badges are available to order from Girlguiding North West England's shop

<https://shop.girlguidingnwe.org.uk/>



How to prepare for this challenge

Trigger warnings: it is possible that some young members or volunteers may have been affected by some of the issues or events raised as part of this challenge. It is advisable, therefore, that prior to starting the pack, you communicate with your team and parents about the challenge and ask if there are any potential triggers for members/families. If any are identified, we would recommend that you don't complete the activity that features the identified trigger.

My unit has loved this challenge – what can we do next?

There are many exciting ways for your unit to learn more about emergencies and disaster recovery and we are delighted that this pack has generated a buzz that they want to continue! Here are a few ideas for additional activities:

- Invite emergency services to your unit meeting for them to learn more about a specific department OR arrange a visit to a local emergency service – Fire station etc
- Arrange a field trip to your local flood defences through Flood Action Group. You can find them at www.thefloodhub.co.uk/local-area/
- Have a fancy dress theme unit meeting! Challenge your unit to come dressed up in as many different helper costumes as possible!
- How about an emergency/disaster or extreme conditions movie night? Ideas include:
Twister, Volcano, The Day After Tomorrow, Perfect Storm, Ice Age (please make sure they are an appropriate rating for your unit.)
- Are there any parents/guardians who work in this field that could come to a unit meeting and give a presentation about the work they do?



Risk

Activity 1 Today I...

The purpose of this activity is that girls are able to identify everyday risks and think about how they can reduce or resolve them.

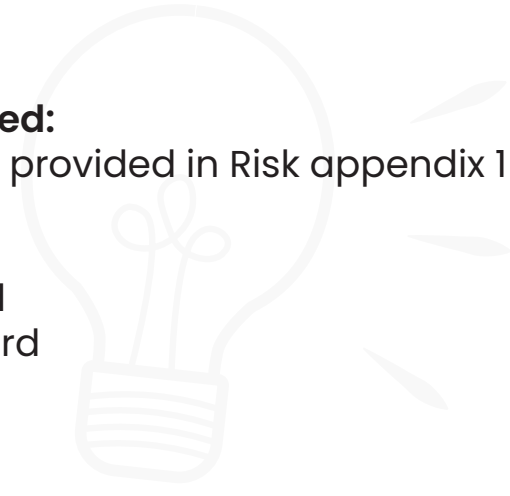
Time Required:

20 minutes

Equipment Needed:

The following are provided in Risk appendix 1 and 2

- script
- hazard card
- lightbulb card



Smoke alarms should be tested at least once a month to ensure it is functioning properly.

Method:

1. Ask everyone to sit in a circle.
2. In the middle of the circle place the hazard and lightbulb cards (Risk appendix 2).
3. Choose a leader/helper to read out the script about a disastrous day (Risk appendix 1).
4. In the circle, girls listen to the story and they have to listen out for potential hazards (things that could go wrong) and when they hear it, they have to race to be the first to raise the hazard sign in the middle of the circle and explain what hazard they have heard.
5. Next, the girls have to race to raise the lightbulb sign in the circle, when they think of an idea that would reduce or remove the identified hazard.
6. In patrols/smaller groups, girls can now write their own script based on a day in their life! Then get the unit back together to play a new version of the Today I...game!

Learning summary: Girls can understand what risks can present themselves in everyday life but that we can find a way to overcome them.



Risk

Activity 2 Safety Scavenger

The aim of this activity is to identify things around us that keep us safe and when we may need them.

Time Required:

35 minutes

Equipment Needed:

- paper and pens

Method:

1. Split the girls into smaller groups or 4/5.
2. Explain that sometimes we don't take notice of the everyday items we see around us.
3. In small groups, ask the girls to spend 15 minutes walking around your meeting place, taking it in turns to look inside and outside (with an adult outside). The girls are looking for things that keep us safe. On their paper they need to write down each of the items they identify.
N.B. Girls are looking for: emergency exits, fire doors, first aid kits, smoke alarms, hand wash, fire blankets, fire extinguishers, defibrillators, door locks, fire alarms, ventilation, evacuation plan, wet floor signs. You can even take girls outside to explore the local area to identify additional things within our communities that help to keep us safe: road crossings, warning signs etc.
4. Bring the groups back together. Which group has the most things? You can make this into a competition with prizes if you like! Award 5 points for each item found. If no other group found the item, award 10 points for the item.
5. As a unit, discuss what the items found are used for.



Learning summary: To be able to identify things around us that keep us safe or help us in times of an emergency.



Risk

Activity 3 Flash Floods

This activity explores several ways we can defend against one of the most common natural disasters in the UK.

Time Required:
40 minutes

Equipment Needed:

- tray (per patrol)
- house template Risk appendix 3 (per patrol)
- paper
- scissors
- glue
- a jug of water
- different materials to be used as flood defences (marshmallows, paper, twigs, sponges, bread, Lego bricks, stones, cardboard, beanbags, sand etc)

Method:

1. Split your unit into either patrols or small groups.
2. Using the house template (appendix 3), the girls will need to assemble a paper house for their group, or individually. They could look at alternative ways of making a house too, for example, out of straws, lolly sticks etc.
3. Place the house in the centre of the tray.
4. Warn the girls that there has been a flood forecasted for the house in the tray... the girls must now prepare their defences.
5. Using materials (paper, foil, twigs etc), ask the girls to choose which items they think are suitable as building materials.
6. Give the girls 15 minutes to build their defences around their house.





Activity 3 Flash Floods continued

7. Once the 15 minutes are up, you will now need to create the 'flood'. Start pouring water into the tray until the house is surrounded. If the paper house remains untouched by the water, the girls have successfully built a good flood defence.
8. As a discussion point - Are there any flood defences the girls have come across? Think about things you may see at the seaside! Is there a best flood defence? Are there positives and negatives to using different types of defences?

Learning summary: Girls will now know that there are ways we can defend ourselves from hazards, and that some methods are better than others!

Just six inches of fast moving floodwater is enough to knock you off your feet and two feet of water will easily sweep a car away.





Risk

Activity 4 Be Prepared Bingo!

This game is designed to help young members to remember some of the main topics raised in the Risk section of this challenge pack. A bingo card has been included at the back of this pack but you can ask members to create their own if you would prefer (just remember to make sure each person has the same number of squares on their card).

Time Required:

25 minutes

Equipment Needed:

- paper/ruler if making own bingo cards
- pens/pencils
- blank bingo card (Risk appendix 4) if using

Method:

1. Ask everyone to sit in a circle.
2. Ask them to shout words that they have learnt so far on emergencies and disasters and ask a helper/volunteer to write them down as they are shouted out. Here are some ideas but this is not exhaustive:
Flood, fire, power cut, prevention, hazard, first aid, help, storm, heat wave, pandemic, snow storm, drought, police, ambulance, ready, disaster, search and rescue, evacuation, earthquakes, volcanic activity, tsunamis, tropical storms, pandemics, landslides, emergency.
3. On their grids, ask each person to copy down the words that they have come up with so that each person playing has the same words on their grid.
4. Once all taking part have a full grid, it's time to get playing! Shout out each word in a random order.



Activity 4 Be Prepared Bingo continued

5. The winner is the first person to get a full line vertically or horizontally! Remind them to call out BINGO! When they think they have won! Don't forget you can award a prize or points to their patrol!

Learning summary: To recap key words relating to emergencies and disasters as well as some of the people who help us.

A stylized illustration of a forest fire. In the foreground, there are large, bright orange and yellow flames. Behind them, a line of trees is shown, with some trees having green foliage and others appearing as dark silhouettes. The background is a light blue sky with a few white clouds. A blue speech bubble with a white border is positioned in the upper right, containing text.

There is a Be Prepared interest badge for Guides and Rangers can create a risk assessment as part of their Event Planner badge.



Risk

Activity 5 Create Your Own Hazard

This activity has two parts and will give girls the chance to create two of their own hazards.

Time Required:

Part 1 - 30 minutes

Part 2 - 35 minutes

Equipment Needed:

Part 1

- jar
- food colouring
- glitter (optional)
- washing up liquid

Part 2

- modelling clay/playdoh/small bottle/paper cup
- baking soda
- food colouring
- white vinegar
- teaspoon
- tray



Method:

Part 1: DIY hurricanes

1. Fill your jar with water and add 1-2 drops of food colouring.
2. Add 3-4 drops of washing up liquid, and 3-4 drops of vinegar, before making sure the lid of the jar is tightly secured.
3. By holding the jar from top at the lid, rotate the jar clockwise in circular motions - you should now see a hurricane start to form.
4. As an extension - why not add glitter to the mixture? This can act as 'debris'. Watch how the glitter gets picked up into the hurricane, and how long it will take to settle at the bottom of the jar once the hurricane has finished.



Activity 5


Create Your Own Hazard continued

Part 2: DIY volcanoes

1. Using the modelling clay, make a volcanic cone shape of about 10 centimeters high, making sure there is a hole at least a few centimetres down the centre from the top of the volcano. Alternatively girls can cut a plastic bottle or use a paper cup and use this to form their volcanic shape.
2. Place the volcano on a tray and 3 teaspoons of baking soda, and 2-3 drops of food colouring, into the hole.
3. Slowly pour 3 teaspoons of vinegar into the hole, and watch the volcano erupt.

Learning summary: From these two experiments, girls should have an idea on how natural hazards can vary in scale, size and type. Points for discussion could include which type of hazard is the most dangerous.

Volcanoes are an active hazard in many parts of the world. Can the girls name any active volcanoes? Have they visited any?



Magma and lava are two different things! Magma is the name given to hot liquid rock inside a volcano. Once it leaves the volcano, it's known as lava.



Risk

Activity 6 Flooding Mucky Dip!

This game helps young members to learn about some of the risks associated with flooding and the actions they can take to help prepare for these risks..

Time Required:

30 minutes

Equipment Needed:

- Two large tubs containing sand and water (or water dyed brown with instant coffee), each containing a set of printed and laminated floodwater Risk cards (20 cards per tub) – Risk appendix 5
- Four towels for teams to dry hands after each round (and ask everyone to go wash their hands at the end of the game)
- Two sets of printed game Introduction & Questions/Answers – Risk appendix 5
- Two sets of printed Action cards (12 cards in each set) – Risk appendix 5
- Four printed Mucky Dip! game boards – Risk appendix 5

Method:

1. Prepare your tubs and place on two separate tables.
2. Split your unit into four teams. Assign two teams to each tub (one leader to each tub) and give each team a Mucky Dip! game board and a towel. Each leader should have a copy of the introduction & Questions/Answers and a set of Action cards.
3. Read out the introduction and instructions at the top of the game card. Each team then takes it in turns to dip into the floodwater and pull out a Risk card (they can dry off with the towel). Make sure everyone sees and understands what the risk is. Then ask the team a question which, if they answer correctly, allows them to swap the Risk card for an Action card that they place on their game board.
4. The winning team is the first to fill their game board with Action cards.

Learning summary: Young members will be able to tell others about some of the risks of flooding and identify steps they can take to be ready and respond to flood risk.



Ready

Activity 1 Grab Bags!

To help members understand what they may need in an emergency and what is not essential.

Time Required:

25 minutes

Equipment Needed:

- a blank copy of the grab bag and the items provided Ready appendix 1
- colouring pencils
- scissors
- glue/sticky tape

Method:

1. To begin this activity, explain that emergency grab bags are bags pre-packed with supplies that you'll grab if you need to evacuate in an emergency. That might be due to a major earthquake, severe storm, flood or fire. Grab bags should hold the essentials you need for up to three days away from home.
2. Give each person a bag template and ask them to cut it out and design their own unique bag.
3. Next, ask them to cut out each of the items that they **might** pack in their grab bag. You could even ask them to draw these items.
4. Then, ask them to think about what they would need in a grab bag and then stick on to their bags. There are some red herrings! So once everyone has finished, ask people to feedback what they would pack and see if anyone has been caught out by unnecessary items!
5. Next, in groups, ask girls to think about where in their community, they could go in an emergency? Where would they go for warmth, food?

Learning summary: Grab bags are important in certain situations and help us to be ready to go in an emergency.



Ready

Activity 2 Snakes and Ladders

To help members understand a common-sense approach to situations as they arise.

Time Required:
25 minutes

Equipment Needed:

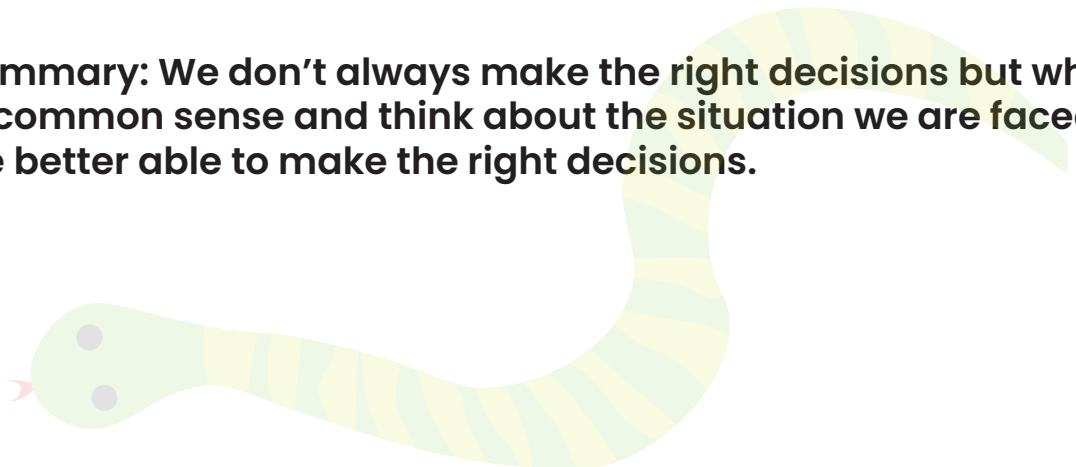
- copy of snakes and ladders board Ready appendix 2
- counters
- dice
- plain paper
- pens

A hurricane is a huge storm! It can be up to 600 miles across and have strong winds spiraling inward and upward at speeds of 75 to 200 mph.

Method:

1. Divide your unit into patrols or groups of 4.
2. Each group has a blank snakes and ladders board.
3. The aim of the activity is to design a game of snakes and ladders where a ladder is a good decision in an emergency and a snake is a poor decision.
4. Once the game has been written, swap with another patrol and play each other's version of snakes and ladders.
5. The winner is the first person to reach number 35 safely!

Learning summary: We don't always make the right decisions but when we use our common sense and think about the situation we are faced with, we are better able to make the right decisions.





Ready

Activity 3 Who're you gonna call?

Part of being ready is knowing who helps us in emergencies. This activity looks at the people that help us from emergency services, to power/water companies.

Time Required:
15 minutes

Equipment Needed:

- List of scenarios (below)
 - During a storm, from your bedroom window you can see that the wind is causing the trees to sway violently. You then notice some sparks flying from the electricity pylons.
 - Whilst out on a walk with your family, you notice that the river is fast flowing but seems to be stuck and is creeping up the river bank.
 - It's a very hot day and you are in a forest exploring in the shade. The ground is very dry. After a few minutes, you can smell what you think is smoke.
 - It's a glorious sunny day. Your unit is going on a hike. You all have plenty of water. As you reach the summit of your walk, fog starts to lower and you are struggling to see in front of you. Your unit leader can't see path back down and can't be sure of how to get back.
 - You are out in your garden and get stung by a bee. You've never been stung before but instantly start to feel unwell.
 - During a day out at the beach, you realise that you haven't seen your sibling for a while. The last you heard, they were going for a swim but no-one has seen them since.
 - It's late at night and very dark. You're coming home from a weekend away but your car breaks down and you have to pull over to safety. There is no mobile phone signal.
 - You are visiting a family member who lives alone. When you arrive you can smell gas outside of the house and the smell is even stronger inside.



Short, quick and clear messages are the key to effectively communicating in an emergency.



Activity 3

Who're you gonna call continued

- 8 numbers to call Ready appendix 3
- blue tac
- pens/pencils
- telephone templates Ready appendix 4

Method:

1. Stick up signs for the 8 contact numbers/names around the room.
2. Gather everyone into the middle of the room.
3. One at a time, read out the scenarios above. Players have 15 seconds to decide which of the 8 helpers around the room they would contact in the situation described, and need to move to which sign they think is correct.
4. Once you have been through all 8 scenarios, give each participant a telephone template and they can then write out the helper and their numbers onto their phone.

Learning summary: The people that can help in an emergency are not just the people at the end of the 999 call. There are a whole range of people who can help.

Maps represent the real world on a much smaller scale. They help you travel from one location to another. They help you organize information. They help you figure out where you are and how to get where you want to go.





Ready

Activity 4 Shake it off!

Countries which experience hazards more frequently can build their environment to be prepared for disaster. This activity challenges girls to be creative in how they would build in an earthquake prone city.

Time Required:

50 minutes

Equipment Needed:

For the shake table:

- 2 pieces of cardboard (each piece will need to be the same size, roughly 20x15cm, and large enough for your building to sit on top)
- tape
- 30cm ruler
- 2 large elastic bands
- 2 small balls (the same size)

For the building:

- paper, straws, plastic bottles, and other items you may find in your recycling

Method:

1. To assemble your shake table, place one piece of cardboard down, and put the two small balls on top of this at either end. Then place the second piece of cardboard on top, aligning it with the bottom piece.
2. Secure the shake table by wrapping an elastic band on either end of the cardboard, aligning the tennis balls with this.



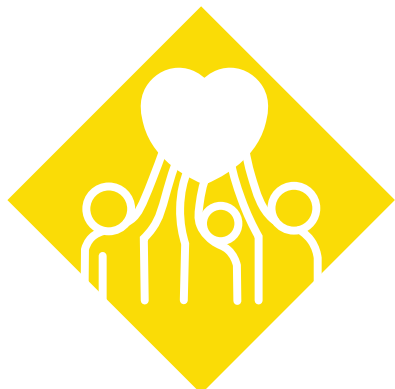


Activity 4 Shake it off! continued

3. Tape the ruler underneath the top piece of cardboard, ensuring that half of the ruler is visible outside of the shake table. This will be used to shake the table.
4. Now you can get creative and make your building! Remember the building will need to go on top of the shake table, so don't make it any larger than your shake table is.
5. Once the building is finished, place it on top of the shake table.
6. Leaders can then test how resistant the building would be to an earthquake through shaking the table by moving the ruler back and forth/side to side.
7. As an extension of this activity, girls may wish to re-do the activity by re-building their building and shake table to re-do the test. Can they make the building stronger?

Learning summary: Units will have explored that there are ways that we can prepare our environments and infrastructure to be more resilient during hazards. Certain designs may also be more suitable for certain hazards than others.





Respond

Activity 1 Help is on the way!

This is a 3-part activity. The first part of the activity is a quiz to help girls to understand how to make a 999 call and what information you will need.

The second activity is a role play activity. Girls can complete a role-play of an emergency they may encounter. One girl makes the 999 call and the other acts as the person taking the 999 call.

Finally, girls can create a newspaper article related to an incident from part 2 of this activity, describing what happened, who helped and how.

Time Required:

Part 1 - Emergency Knowledge Quiz - 10 minutes

Part 2 - Role play - 20 minutes

Part 3 - Newspaper article - 20 minutes

Equipment Needed:

Part 1

- a copy of the Emergency Knowledge Quiz Respond appendix 1
- paper
- pencils/pens

Method:

Part 1

1. Give each participant a piece of paper and a pen/pencil.
2. Read out each of the questions on the quiz.
3. Each participant writes their answers down on their paper.
4. For each question that they get correct they give themselves a point.
How many people score 8/8?

Equipment Needed:

Part 2

- scenarios listed in method



Activity 1

Help is on the way! continued

Method:

Part 2

1. In pairs, girls can choose one of the following scenarios where one makes the 999 call and the other is the call handler receiving the call. Remember the questions that were asked in the quiz!
 - a. You see a dog walker has been stranded by a river bursting its bank. The area is flooding quickly, and there is no safe way for the dog walker to leave.
 - b. At a Guide camp, you notice thick smoke coming out from the cooking tent.
 - c. You're with your friends at the park, and somebody falls unconscious.
 - d. Your neighbours are away and you notice somebody breaking into their house.
 - e. On a trip to the beach, a landslide occurs in the road. You're uninjured, but the car in front has been caught in the rubble.
2. Girls can then show their role play scenario to the rest of the unit.

Equipment Needed:

Part 3

- paper
- colouring pens

Method:

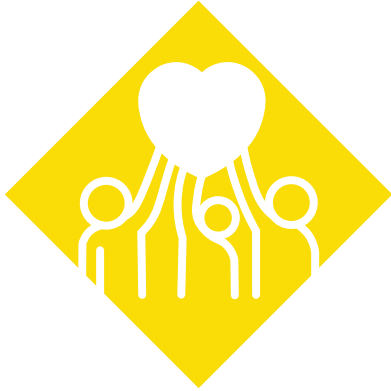
Part 3

1. Thinking about the scenarios from activity one, girls can choose one to write a newspaper article about.
2. Think about what the incident was, which services responded/helped in this situation, how did they help and what was the outcome?



An average of 35 million 999 calls are made each year.

Learning summary: Learning the important information that is required to make an emergency call and to think about some of the more unknown organisations and people that can help.



Respond

Activity 2 What is a landslide?

Landslides are caused by rain, earthquakes, or volcanic eruptions. Heavy rainfall makes the soil loose. Then, the sides become unstable and slide downward. Although people can't change the causes of landslides, there are still some ways that we can help prevent landslides from happening, or at least lessen their impact.

In this landslide science experiment, girls will complete a simulation of a landslide to design and test ways to help protect towns from landslides.

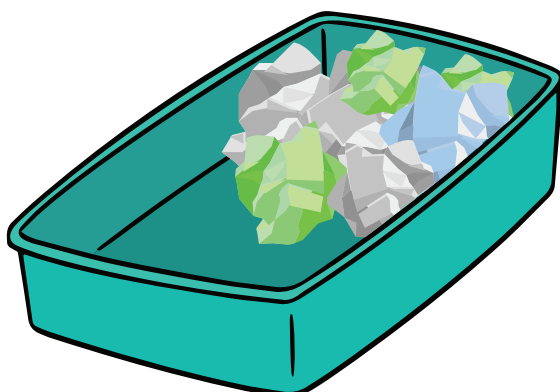
Time Required:
45 minutes

Equipment Needed:

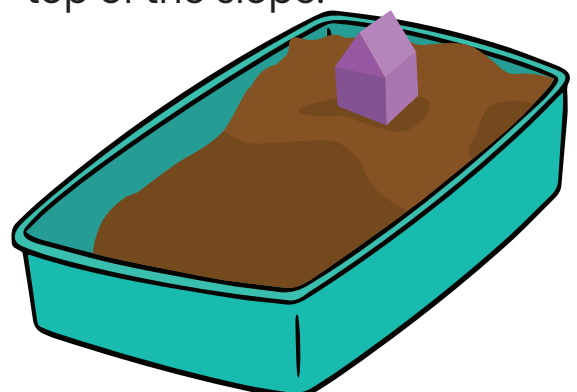
- potting soil or dirt
- 2 wide plastic boxes/trays per group
- jug or bottle of water
- newspaper rolled into small balls
- aquatic plants/plastic toy trees/small stones
- monopoly houses or houses made from paper

Method:

1. Make balls from crumpled newspaper and add to half of the tray to form a slope:



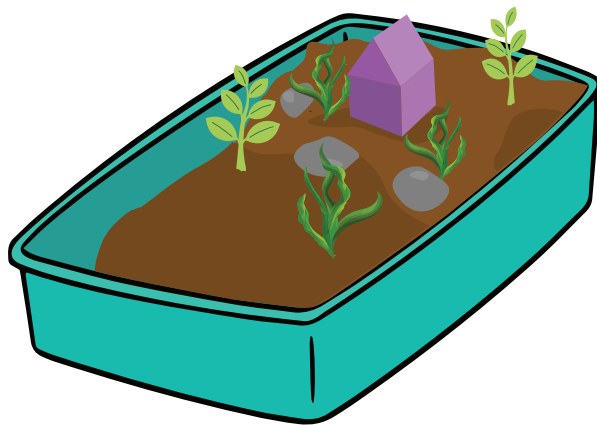
2. Cover the newspaper with dirt or soil. Press firmly to flatten the top area and form a slope. Then, place the house on the flat area at the top of the slope.



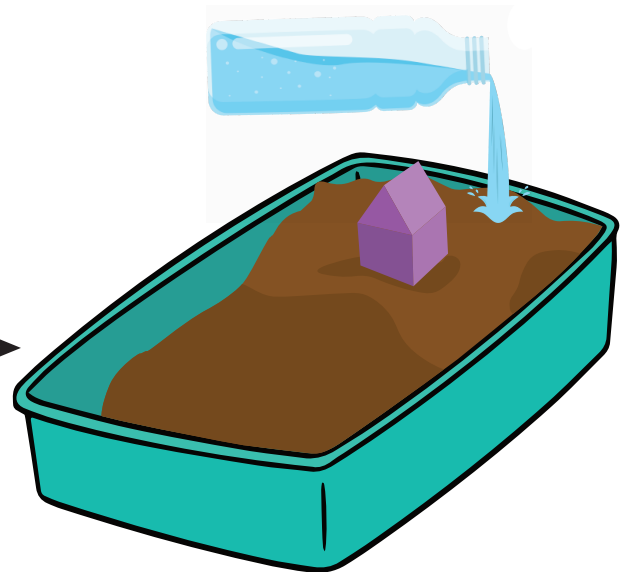


Activity 2 What is a landslide?

3. Repeat the previous steps in the second tray. This time, add plants and stones on the sloped area. You are testing both to see if plants slow or prevent a landslide.



4. Slowly, from behind each house, pour water all around the 2 trays to simulate heavy rain.



5. Observe the soil as the rain begins to wash it away.

6. After the land slides, girls can discuss their observations. How far did the houses move? What was the difference between the tray with plants in it? Did the houses move as far?

Learning summary: By the end of this experiment, girls should be able to see that plants can reduce the impact or prevent the occurrence of landslides. In the real world, plant roots can help to stabilize soil and plants absorb some of the water that can cause landslides.



Respond

Activity 3 What's the plan, Ann?

Sometimes, disasters can happen so quickly, it may be hard to prepare. The purpose of this activity is to practise a quick response in the event of an emergency.

Time Required:

25 minutes

Equipment Needed:

- a soft toy or unit mascot
- resources that can be used to bridge, i.e. rope, branches, wood, straws, lolly sticks, paper etc

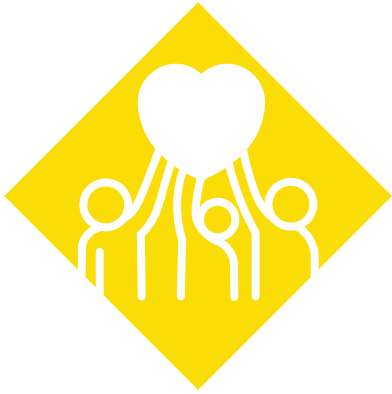
(This activity can either be done inside a unit meeting place, or outside See Respond appendix 2 for ideas)

Method:

1. Place the soft toy/unit mascot in the centre of the room, and ask the girls to line up around the edges of the room.
2. To set the scene: the soft toy/unit mascot had gone for a swim in a seemingly gentle river. Due to a flash flood, strong currents have now made the river a dangerous place, and the soft toy/mascot is unable to get out safely.
3. The middle of the room has now become a river with strong currents, and girls must not physically enter 'the river'.
4. Working together, your unit must find a way to rescue the soft toy/mascot, using any materials available (units may want to attempt to build a bridge or build a raft etc).

For an extra challenge, why not split the unit into groups, and see who can reach the soft toy/mascot the faster?

Learning summary: Girls will have learnt from this activity that sometimes disasters can occur suddenly, and require quick thinking solutions and teamwork to ensure everyone can remain safe.



Respond

Activity 4 Stop...carry on!

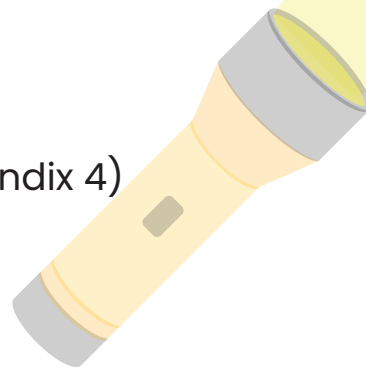
Sometimes when disaster strikes, we are limited in the ways we can communicate and respond. Morse code is used as the universal signal of distress, and on many occasions has been used to get out of tricky situations! This activity is a wide game.

Time Required:

1 hour

Equipment Needed:

- paper
- pens
- morse code sheets (Respond appendix 4)
- flashlight or whistle

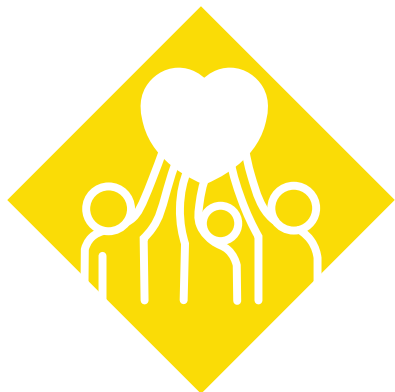


Method:

1. Before you begin, hide letters that make up a word around your unit building. This can be as easy or difficult as you think the girls can manage.
2. Split the unit into patrols and give them a clue in morse code, using a flashlight or whistle, for their first location.
3. Girls must decode this message, and find the location where they will receive a letter or clue. They can then come back to the leaders and get their next morse code clue for their next location and so on.
4. Once girls have been to all locations and collected all letters/clues, they can then unscramble these to make a phrase chosen by the leaders.

Extension: think about when we would need to use morse code in disasters? Is it still relevant to today?

Learning summary: In this activity girls will have explored morse code, and be more familiar with how to use it. They may also recognise when it can be useful in emergency situations.



Respond

Activity 4 Fire Drill!

This activity teaches two techniques. The first being what to do if your clothes were to catch fire:

- To STOP whatever you are doing
- DROP to the floor and cover your face
- ROLL three times each way until the flames are extinguished.

The second is that when faced with a fire, keeping as low to the ground as possible is essential, to avoid smoke inhalation.

Time Required:

10 minutes

Equipment Needed:

- 4 bowls
- tennis balls/beanbags
- bubbles/bubble machine

Emergency grab bags should hold the essentials you need for up to three days away from home.



Method:

1. Ask you unit if they know what to do should their clothes catch on fire? The answer is Stop, Drop and Roll. Explain that In a fire, smoke and poisonous air hurt more people than the actual flames do. You'll breathe less smoke if you stay close to the ground. Smoke naturally rises, so if there is smoke while you're using your escape route, staying low means you can crawl under most of it. You can drop to the floor and crawl on your hands and knees below the smoke.
2. Explain to your unit that this is an activity preparing them to be ready should they be faced with a fire. The bubbles in the room will represent the smoke and they have to try to avoid this throughout the game.
3. Divide the unit into two teams – this is a relay race!
4. Place 2 bowls full of tennis balls at one end of the room. Put the empty bowls at the opposite ends of the room. The aim is for each team to get as many of their balls to the other end of the room whilst crawling on the floor. Please be careful of scraped knees if you are playing on carpet.



Activity 4 Fire Drill! continued

5. Set off your bubble machine or start blowing bubbles as low to the ground as possible. Each team member takes it in turns to crawl with their ball underneath the bubbles.
6. The winning team is the first to move all balls from one side of the room to the other without standing up.

Learning summary: Units will learn that if they can see smoke when inside a building they should stay low to the ground and make their way to the exit.

The 999 emergency phone number was first introduced in London on June 30 1937 after five women were killed in a house fire in 1935. A neighbour tried to phone the fire brigade at the time but was held in a queue by the phone exchange, which delayed the emergency response but prompted a government inquiry.





Recover

Activity 1 Mindful Times

Being able to look after ourselves during or after an emergency or disaster is really important. Mindfulness activities can help to give members some ideas on how to look after their mental wellbeing.

Time Required:

25 minutes

Equipment Needed:

Part 1

- a copy of the Girlguiding mandala for each participant (Recover appendix 1)
- colouring pencils

Part 2

- outside space

Method:

Part 1

1. Give each participant a copy of the Girlguiding mandala – explain that sometimes quietly colouring is a good way of calming down and feeling relaxed. Allow 10 minutes for this activity.

Part 2

1. For the second part of this topic, take your unit outside. This could be outside your meeting place or a trip to a local park.
2. Everyone lies on the ground if possible. With their eyes closed, ask the group to tell you the following: What can they hear? What can they smell? What can they taste? What can they feel? Encourage them to take turns and not to talk over each other. Explain that this is called Grounding and that by connecting with the things around us, we can help ourselves to feel less worried and to calm ourselves down.

Mindfulness is simply... noticing what is happening right now.

Learning summary: things that happen in life can often leave us feeling unsettled. Taking time to give ourselves space and to connect with the world around us is an excellent and important way of helping to keep ourselves well and happy.



Recover

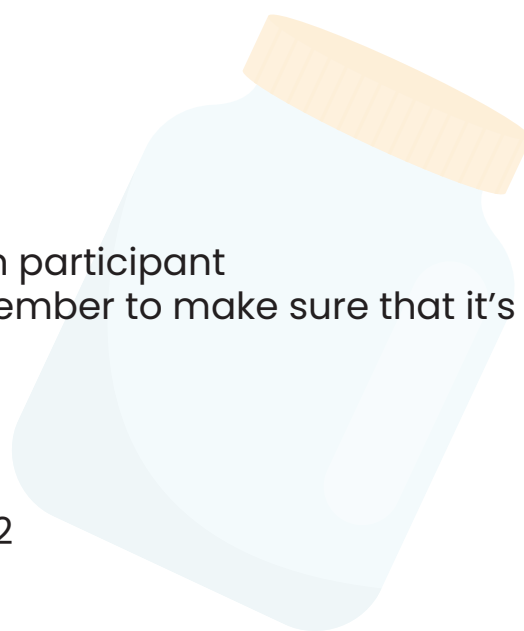
Activity 2 Don't worry jar

The aim of this activity is for each girl to create their own glitter jar. The jar represents all of the things that can make us feel worried or stressed in life but to demonstrate that even when these feelings arise, they calm down after a while.

Time Required:
20 minutes

Equipment Needed:

- an empty jar or small bottle for each participant
- different colour glitter/confetti (remember to make sure that it's sustainable)
- teaspoon
- blank labels
- coloured pens/pencils
- script for activity Recover appendix 2



Method:

1. Give all girls a jar or bottle and blank label.
2. Get them to design their own "Worry Jar" label and stick it to their bottle or jar.
3. Ask the group to talk about things that can cause them to feel worried or sad and for each thing that they list, get them to add a teaspoon of glitter or confetti to their jar.
4. Explain that when the glitter jar is unshaken, the glitter is settled peacefully at the bottom of the jar. You can see clearly through it. The glitter can represent thoughts/feelings. Show them that when we're feeling angry or upset (shake the jar or bottle), thoughts are swirling around so we aren't able to think clearly. Watch the glitter though, it always settles. And as you watch the glitter settle, notice the mind settling too. When the glitter returns to the bottom of the jar, you will feel more calm and can think more clearly.

Learning summary: How we feel can often stop us from seeing what comes next or how to recover – but in time we will settle and be able to see things more clearly again.



Recover

Activity 3 This girl can!

This activity is designed to get girls to think about the practical and supportive ways they can help members of their local community when emergencies or disasters occur. This could also include helping groups within our community that may need more support than others.

Time Required:
40 minutes

Equipment Needed:

- selection of local and national newspapers
- paper
- pens

Worry is a natural human emotion that everyone experiences. It is a normal part of life and something that we all go through.

Method:

1. In small groups, girls use newspapers to research local, national or international news stories linked to an emergency or disaster. This could be a natural or human-made disaster.
2. Ask them to write down:
What happened?
How do they feel?
What do they think those communities affected needed?
Who helped them?
3. Now ask the girls to think about groups in their local community that may need some support or help? For example, foodbanks, homelessness charity/shelter, women's refuge.
4. What can they do to support them and how can they put this into action?

Learning summary: Sometimes it's not always immediately obvious who might need help or how to help them. By working together, we can identify positive actions that we can take to help those around us.



Recover

Activity 4 Petal Power

Taking the time to think about what we are thankful for is very important. Using the petal template, each girl is tasked with building/colouring a flower and on each petal, writing or drawing something or someone that they are thankful for.

Time Required:
25 minutes

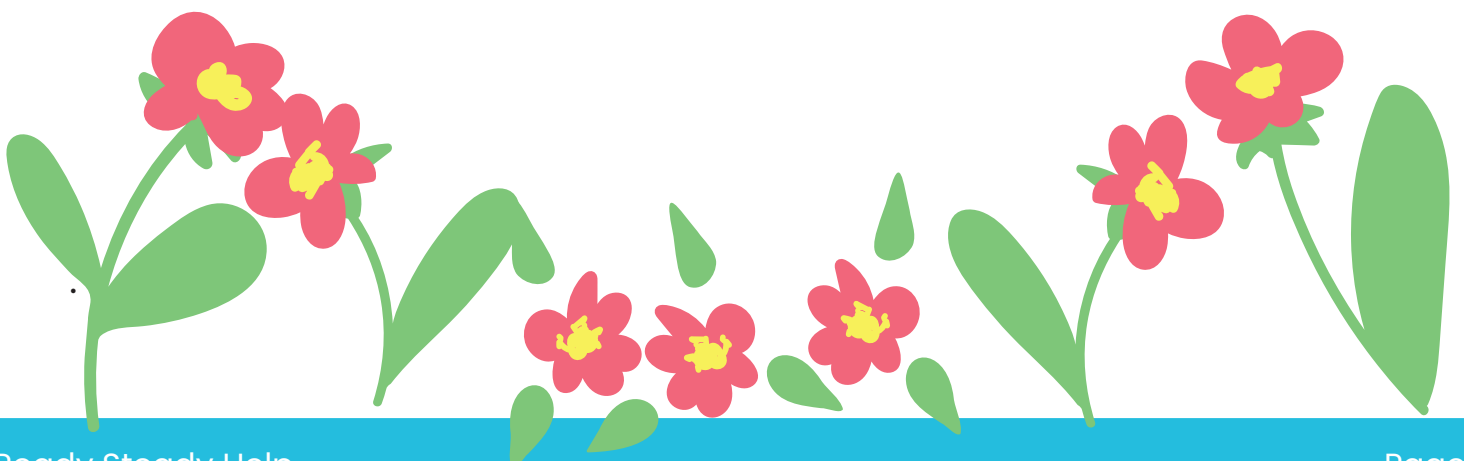
Equipment Needed:

- sheet of petals per participant (Recover appendix 3)
- scissors
- glue/sticky tape
- colouring pens/pencils

Method:

1. Give each participant a sheet of petals to cut out and colour in.
2. On each petal, they need to think about the things they are thankful for in their lives.
3. Once they have completed as many petals as they choose, use them to stick it all together to create a flower.

Learning summary: Being thankful for what we do have and not thinking about the things that we don't have is a really good for us! Not comparing ourselves to others and thinking about the good things in our lives is a good thing to practice or think about regularly.



Appendices
Risk - Appendix 1 Activity 1
Today I...

Script.

This morning, I woke up at 7am and headed downstairs to put the kettle on. The dog was at the top of the stairs so I jumped over.

After I had made a cup of tea, I put some bread in the toaster. It got a bit stuck so, using a knife, I managed to pull the toast back out of the toaster.

I was listening to the news and heard that because of the heavy rain, some of the roads near to my house were flooded. There has been a bit of rain recently but it hasn't been that bad. I live at the top of a big hill so it's nothing to worry about.

After I fed the dog, put the washing machine on and did a quick tidy up, I was running late for work.

I got in the car and set off. The traffic was quite bad so I took a bit of a detour to the office. I only need to go over a little bridge over the river and I am on the other side of town. Easy peasy.

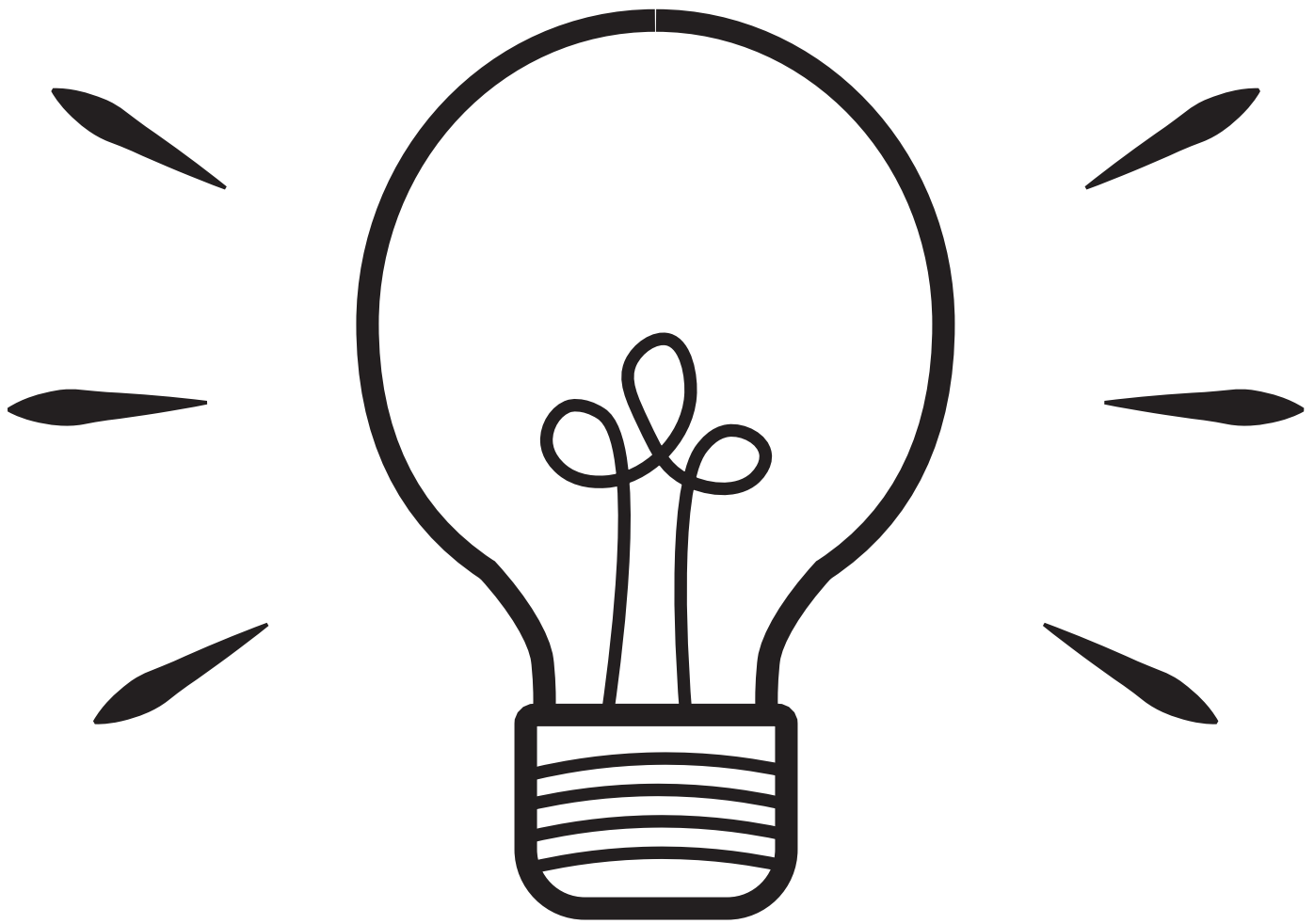
As I came towards the bridge I could see that the road had a bit of a puddle in front of it. It didn't look too bad so I carried on. My car was suddenly surrounded by water and started to make some funny noises. After I got out of the puddle, I was really late for work so I drove a little quicker than usual.

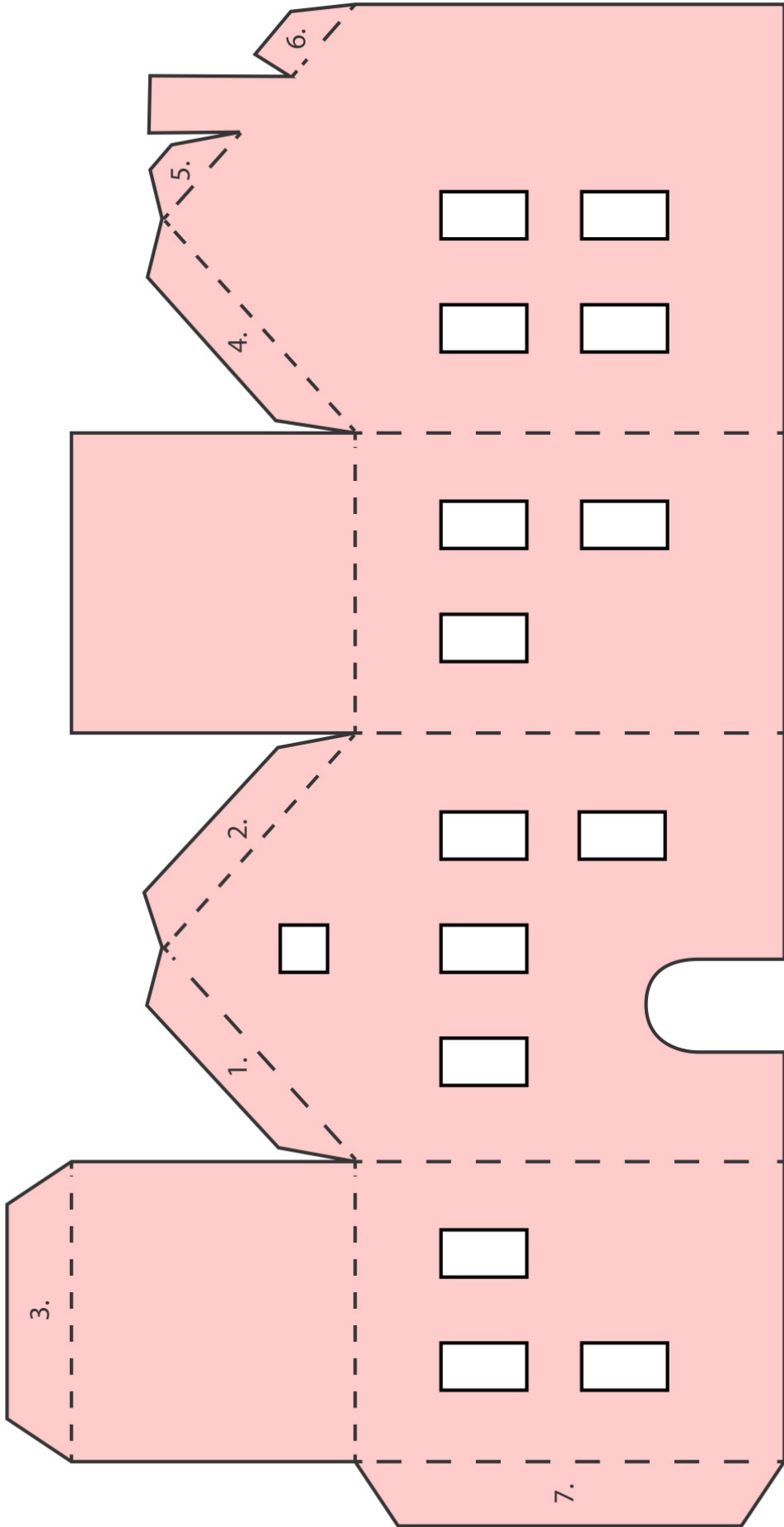
Things at work were pretty busy so the day went really quickly, which is great because it's my Girlguiding night and I LOVE it.

On my way to the unit meeting, I passed a lady who looked like she had had a fall. I could see her phone had fallen out of her bag so I knew she had a way of phoning for help, so I just left her there.

When I got to the meeting hall, the gate was locked and I realised I didn't have my key so I climbed onto the wheely bin and use that to climb over the fence and jump down on the other side.

The girls had been promised a camp fire but it was a bit cold so I think we will do it inside...





Fold dotted lines - - - - -

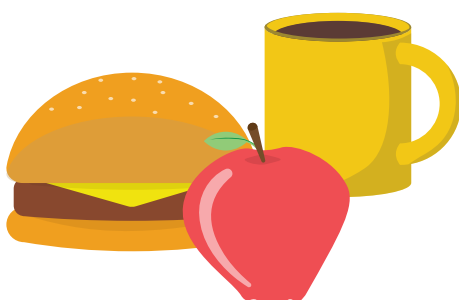
Cut solid lines 

Be Prepared Bingo Card				

ACTION CARDS (cut these up and organise into sets)



Flood plan



Food and drink



Waterproofs



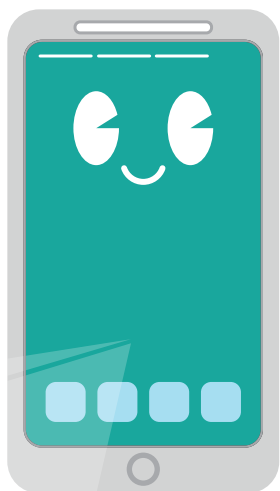
First aid kit



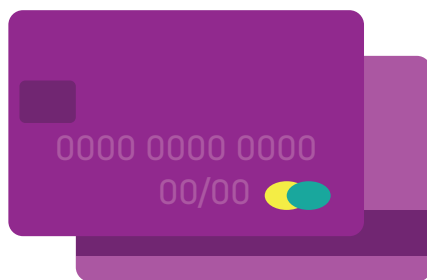
Torch



Teddy or toy



Mobile phone and charger



Bank cards or money



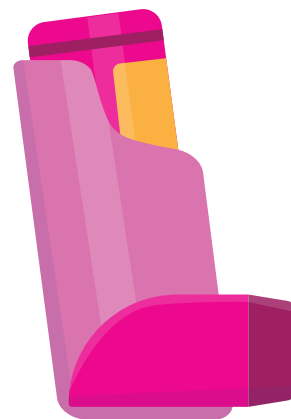
Passport



Family pets



Useful phone numbers



Medicines

Introduction to Flooding Mucky Dip!

In sediment-infested floodwater what will you find...?

This game will help you learn about some of the **Risks** connected with flooding. You will also think about ways you can be **Ready** for, **Respond** to and **Recover** from flooding.

Each team member will take a turn at reaching into the murky flood waters. BE CAREFUL as there are dangerous things lurking underneath...

But fear not!! Once you have picked a hazardous **Risk** object from the floodwater you have the chance to swap it for a more useful **Action** object by correctly answering a question. These useful objects can help you to take action if flooding happens.

The winning team is the one that collects the greatest number of Action objects on their board by the end of the game.

Questions & Answers

1. How much of the earth's surface is covered by water?

Answer: 71% (margin of error at leader's discretion!)

2. Can you name the longest river in the world?

Answer: River Nile (6,650km)

3. Can you name a river in your local area?

Answers depend on locality.

4. Can you name a cause of flooding?

Possible answers and further info: heavy rain – can cause 'surface water' or 'flash' flooding when ground is too wet or dry to soak up; heavy rain can also lead to river flooding when rivers break their banks and water spills over; sea water can be thrown on land by a storm; a burst pipe in a building; water coming up from below the surface like a spring can cause 'groundwater' flooding; high tides at sea can cause 'tidal' flooding in coastal areas – also linked to sea level rises caused by climate change.

5. Name something you can do if you know your house or school might be at risk of flooding in the future?

Possible answers and further info: encourage home or school to have a flood plan; make sure that everyone is aware of what to do; sign up to flood warnings; get an emergency flood kit ready in case of need to evacuate; take photos of your possessions; know your local area; share advice; tell a responsible adult and ask them to take action...

6. What do you think is a benefit of signing up to receive flood warnings on your phone?

Possible answers: so you are alerted when a flood might happen and can take action; so you can learn more about flooding and what to do...

7. Give one example of something you can do to stay safe in a flood.

Possible answers: stay away from flood water; move precious items, pets and people away from water; tell adults not to drive through flood water; move to higher ground...

8. What action can you take if your house starts to get flooded?

Possible answers: turn off electricity; get out your emergency flood kit; help elderly and vulnerable neighbours out of danger; switch off gas and water supplies; put flood protection equipment in place; move items either upstairs or to a high place; move pets to safety...

9. Name something that could go in your emergency flood kit that you could take with you if you need to leave your home quickly in a flood.

Possible answers: waterproofs; food and drink; sentimental item; important documents; warm clothing; first aid kit; torch and batteries; bank card/money; mobile phone charger...

10. Which items in your house would want to keep away from flood water?

Possible answers: anything! Individual choice, just to get them thinking about what is important to them.

11. Why do you think it might be dangerous to walk through floodwater?

Possible answers: hazards you can't see – standing water and mud can obscure holes and sharp objects; fast flowing water may sweep you off your feet – never try to swim through floodwater; large waves crashing on shore may contain rocks and rubbish which can cause injury; large waves crashing against piers and seawalls during flood events may sweep you off your feet – stay well clear; floodwater contains sewage, chemicals and rotting food – wash your hands thoroughly if you touch it.

12. Why do you think it might be dangerous to try and drive through floodwater?

Possible answers: you can't see how deep it is; your car could get swept along by a current; cars moving through floodwater can sweep more water in people's houses; flood water lifts off manhole covers and grids which you can may get stuck in.

13. What damage do you think floodwater can do to people's homes?

Possible answers: damage furniture and belongings; ruin personal belongings; contaminate items so they have to be cleaned or thrown out; sweep items away in the water; make the house itself very wet (walls, doors etc) leading to mould etc...

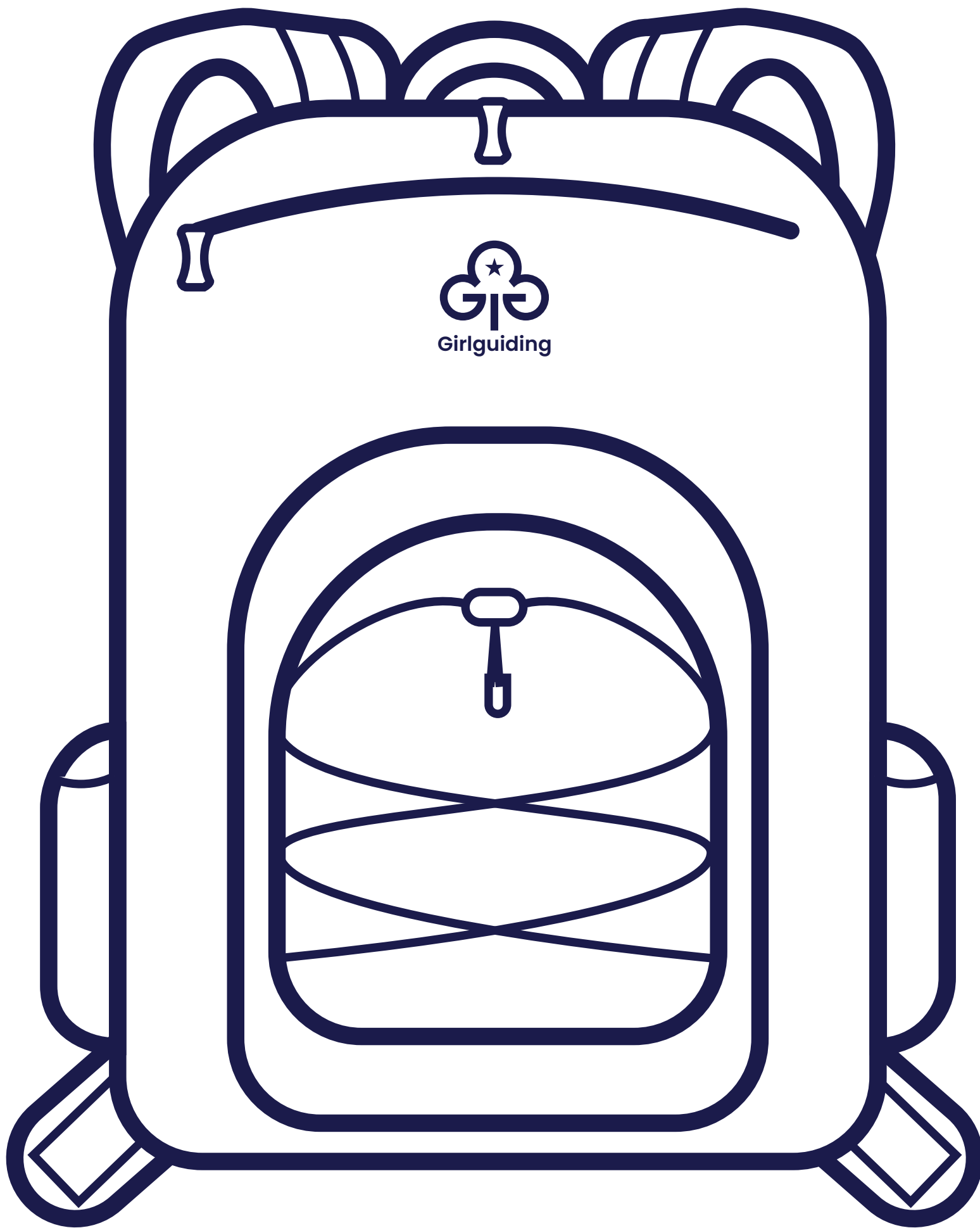
14. Name something you could you do to help a friend or family member whose home has been flooded.

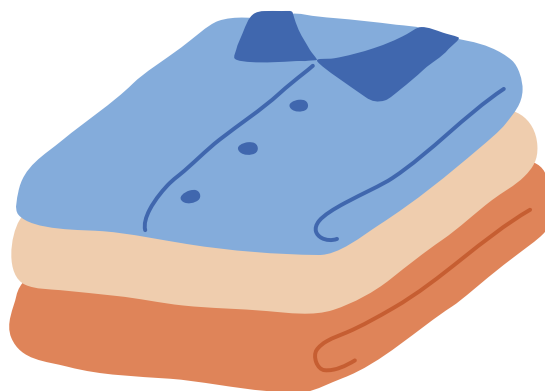
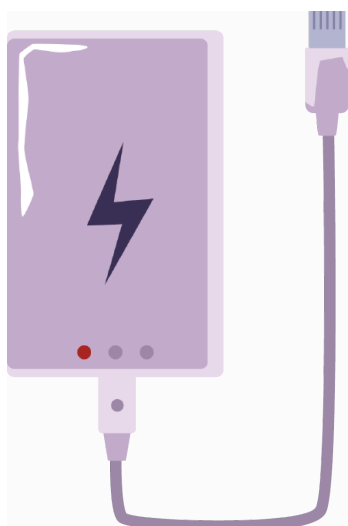
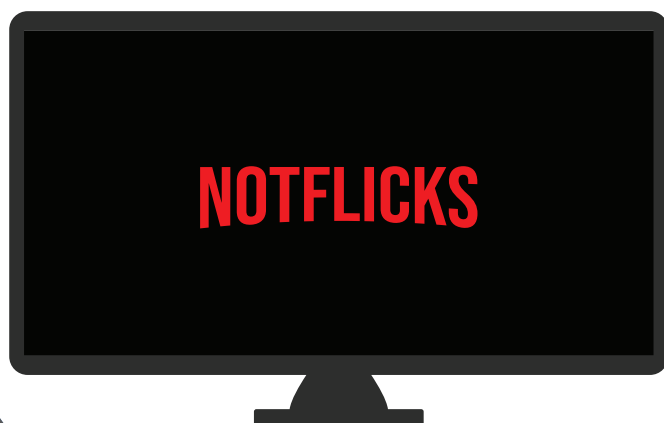
Possible answers: help them by donating supplies; give them a hug; listen to them; make them a meal...

15. Are all floods a bad thing? Give a reason for your answer.

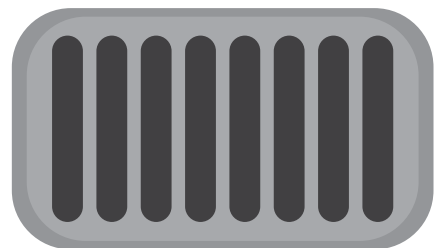
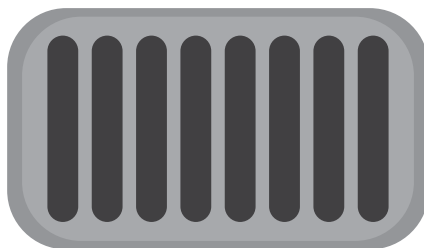
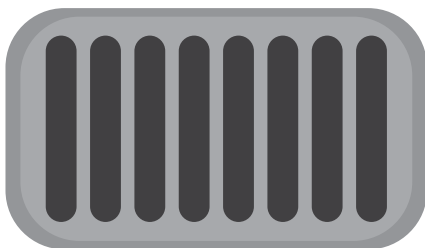
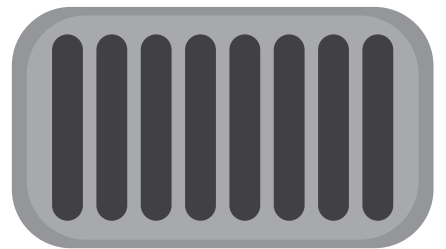
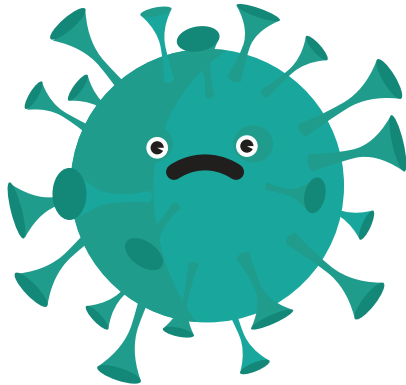
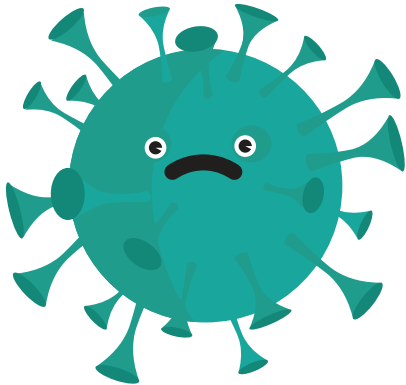
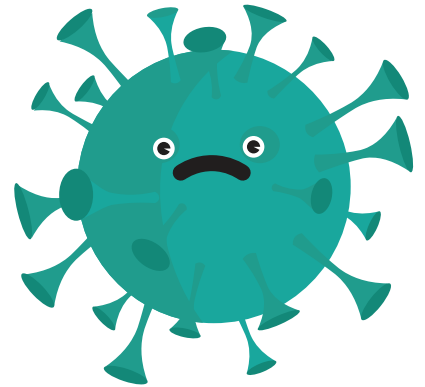
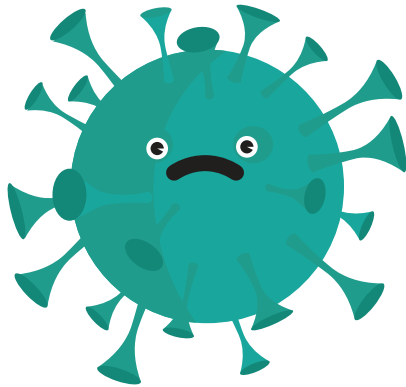
Opportunity here to discuss positive as well as negative aspects of flooding. Examples of the benefits of flooding include: flooding of fields can help to improve soil fertility and bring benefits to farming, plants and animals; some crops like rice are specifically grown in flooded fields...

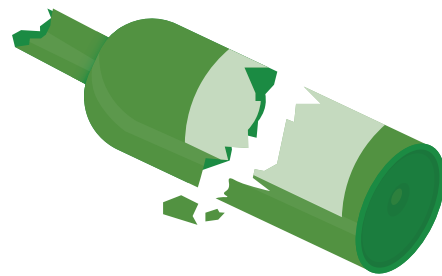
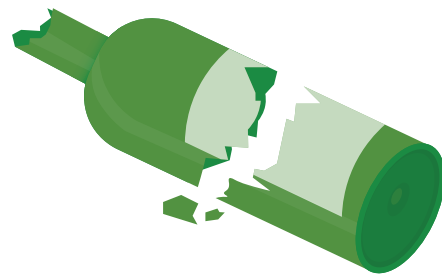
Flooding Mucky Dip! Gameboard

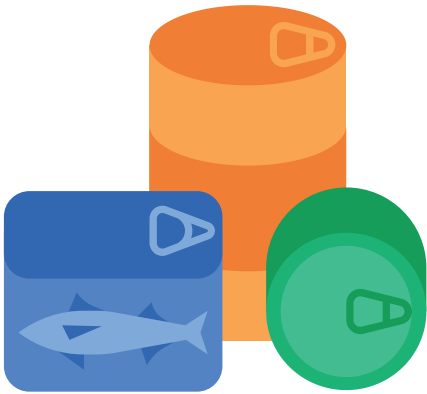
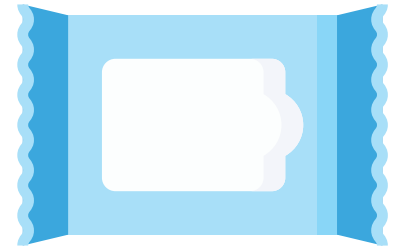




Appendix 5
RISK CARDS (cut these up and laminate)







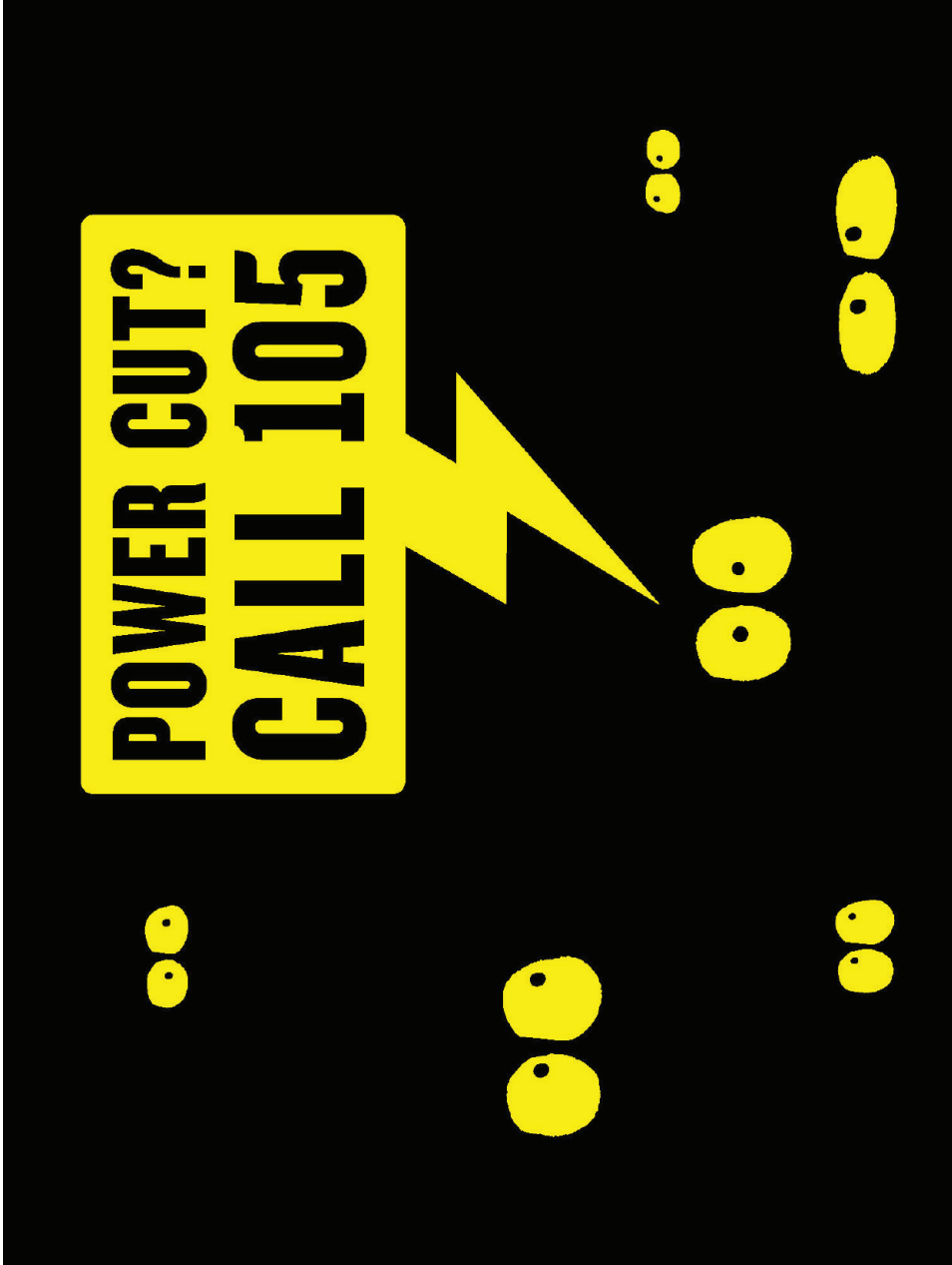
Snakes and Ladders

31	32	33	34	35
30	29	28	27	26
21	22	23	24	25
20	19	18	17	16
11	12	13	14	15
10	9	8	7	6
1	2	3	4	5





0800 80 70 60
Environment Agency



105
Power/Electricity



999

Police - Mountain Rescue



999

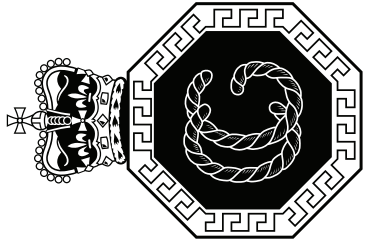
Fire and Rescue Service



**when it's less
urgent than 999**

111

NHS



HM Coastguard

999

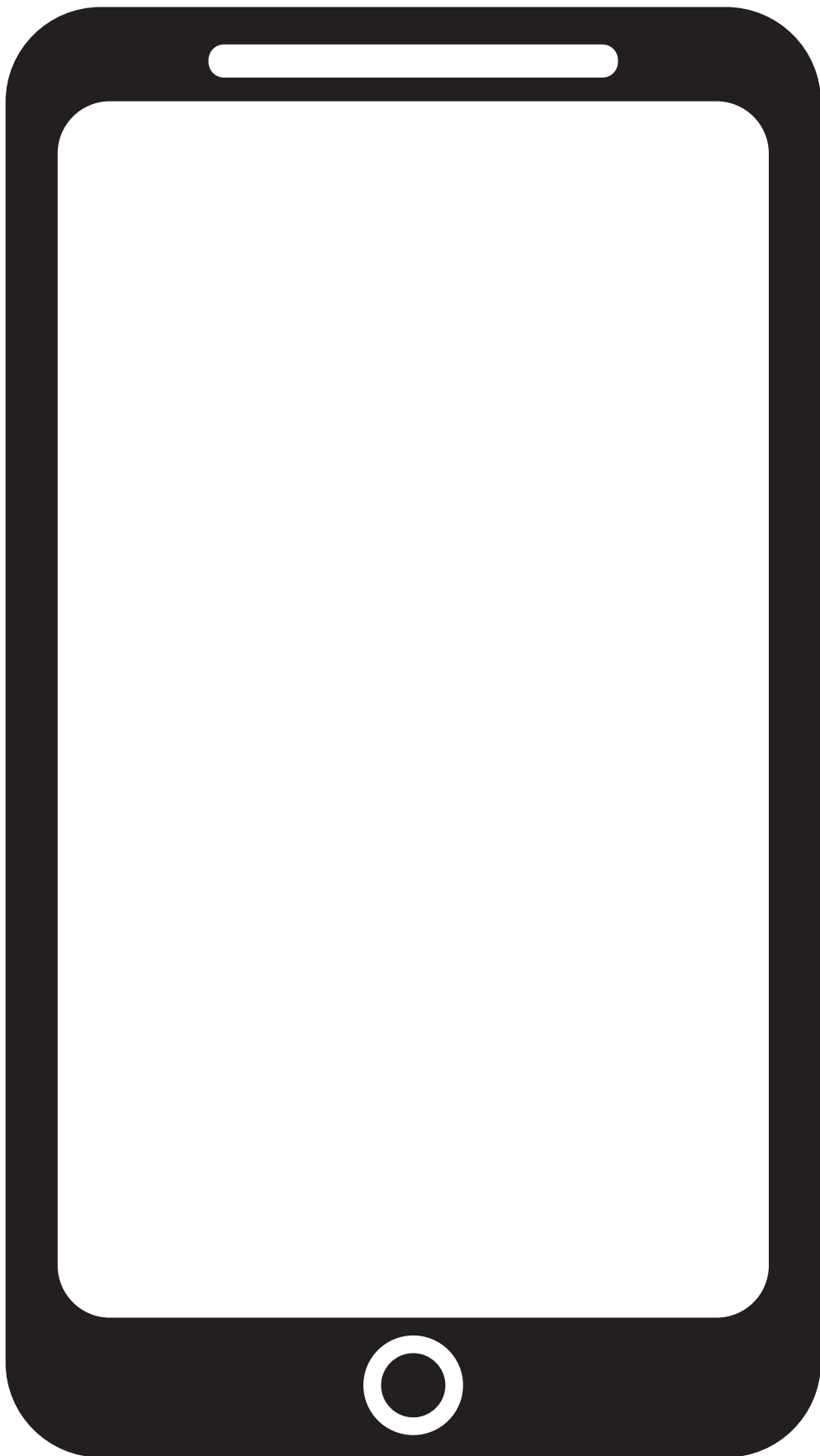
Coastguard



Motorway SOS Phone

nationalgrid

0800 404090
National Grid



Test your emergency knowledge

Question 1

What number should you call in an emergency?

- A - 321
- B - 999
- C - a memorable phone number



Question 2

When you call 999 what do you first get asked?

- A - Fire, police or ambulance?
- B - What is your name?
- C - Where are you?

Question 3

When you are asked **the address of the emergency**, what should you say?

- A - Your home address
- B - The address of the emergency
- C - School address



Question 4

When you are asked **what phone number you are calling from**, what should you say?

- A - Your name
- B - Your house telephone number
- C - The phone number where you are

Question 5

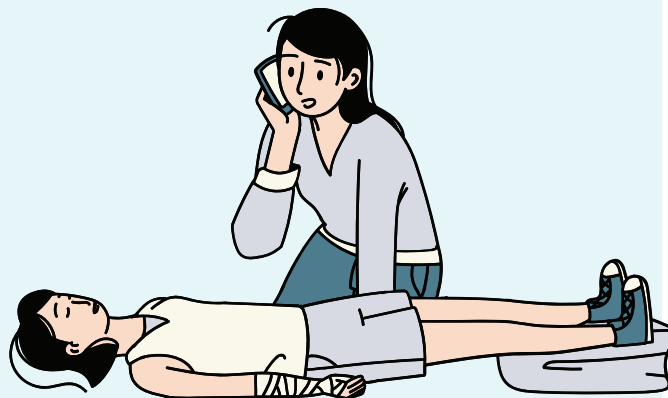
How do you know if a person is conscious?

- A - They are hurt
- B - They are awake
- C - They are not moving

Question 6

how can you check if someone is breathing?

- A - Try to move them
- B - Look and see if their eyes are open
- C - Look to see if their chest is moving up and down



Test your emergency knowledge continued



Question 7

Which answer is true?

- A - After you tell the person on the phone where you are, put the phone down
- B - Wait for the call handler to let you know when it is okay to hang up
- C - It doesn't matter when you put the phone down

Question 8

Should you call an ambulance for a broken toe nail?

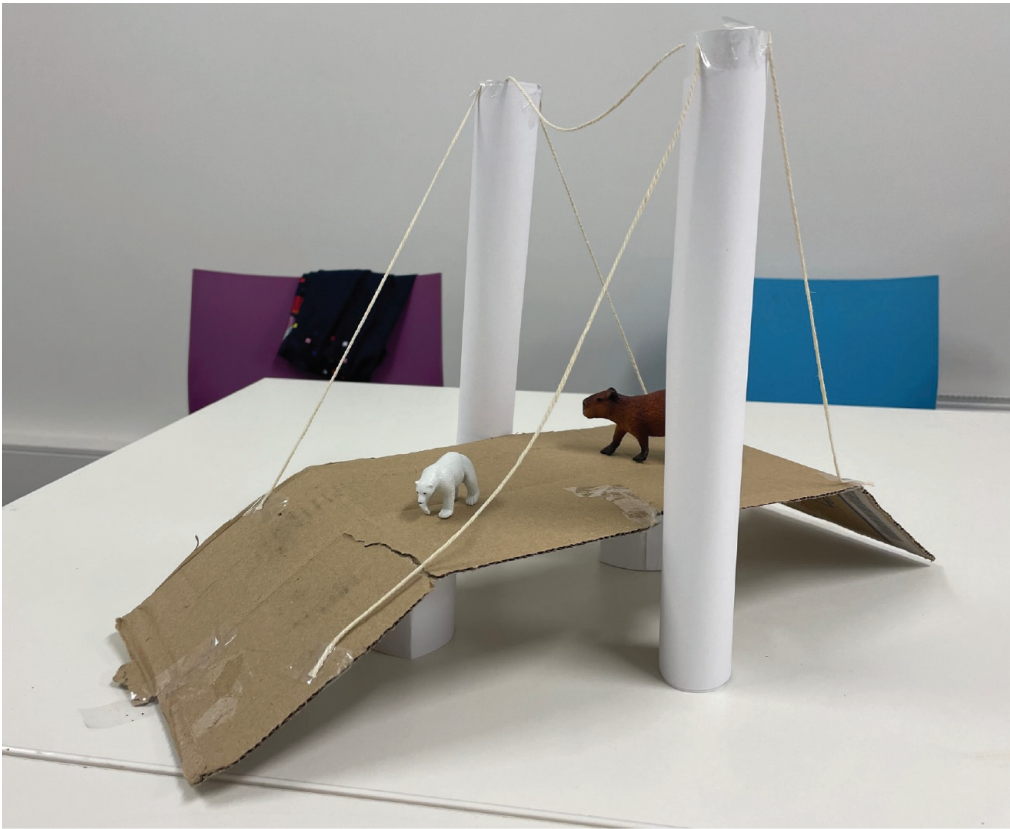
- A - Yes
- B - No
- C - Not sure

Answers

Q1 - B
 Q2 - A
 Q3 - B
 Q4 - C
 Q5 - B
 Q6 - C
 Q7 - B
 Q8 - B



Bridge examples

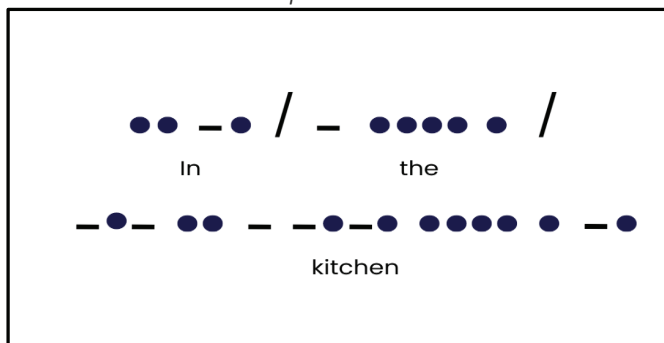


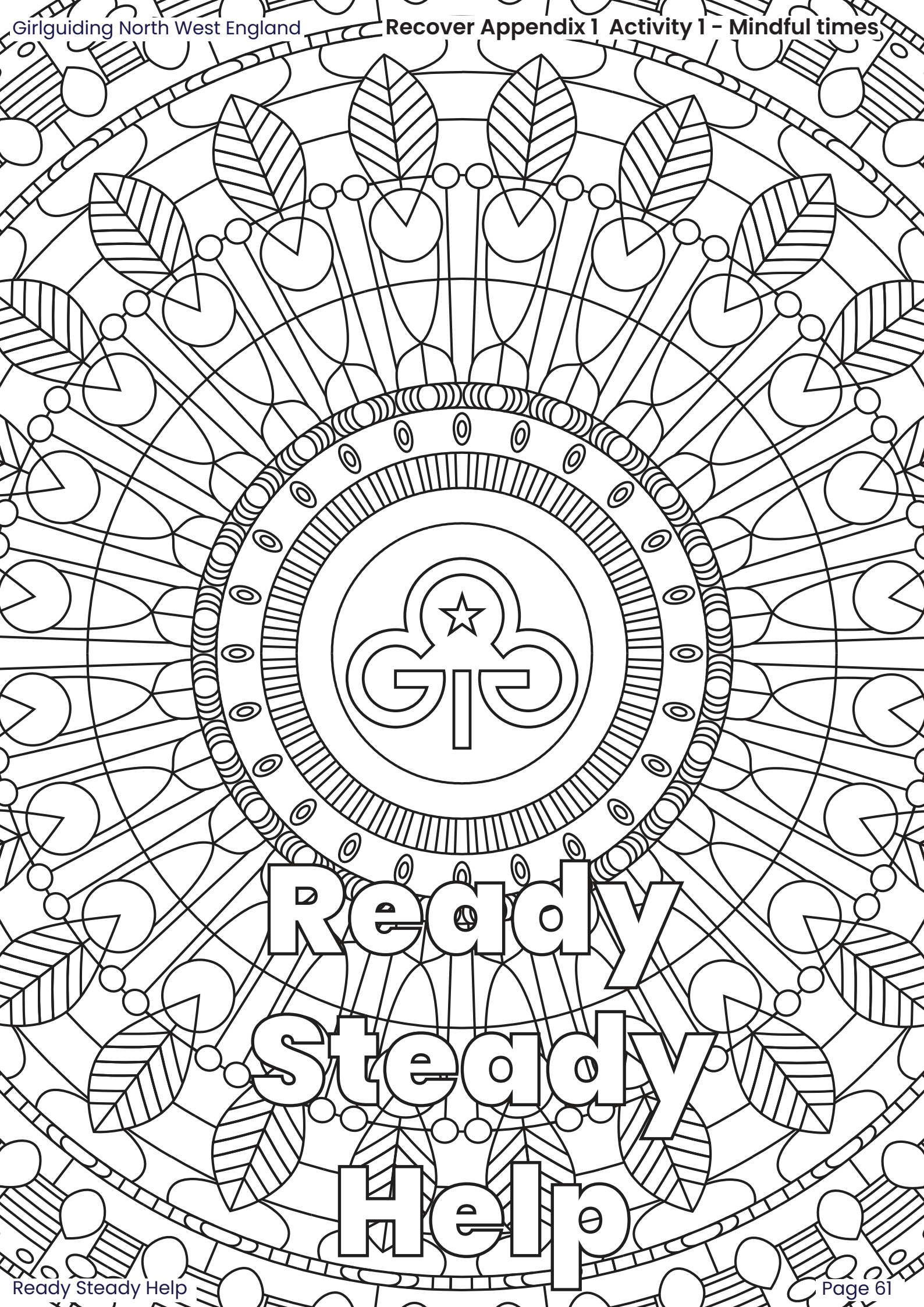
Decoding by flashlight

- The space between a dot or a dash in a word is followed by a short silence, equal to the dot duration.
- Space between letters of a word are separated by a space equal to three dots (one dash).
- Space between words: are separated by a space equal to seven dots.

A	• —	U	• • —
B	— • • •	V	• • • —
C	— • — •	W	• — —
D	— • •	X	— • • —
E	•	Y	— • — —
F	• • — •	Z	— — • •
G	— — •		
H	• • • •		
I	• •		
J	• — — —		
K	— • —	1	• — — — —
L	• — • •	2	• • — — —
M	— —	3	• • • — —
N	— •	4	• • • • —
O	— — —	5	• • • • •
P	• — — •	6	— • • • •
Q	— — • —	7	— — • • •
R	• — •	8	— — — • •
S	• • •	9	— — — — •
T	—	0	— — — — —

Morse code clue example:





**Ready
Steady
Help**

Your script can go something like this:

- The jar is like our mind, and each colour of glitter represents something different in our mind.
- Let's put in red for thoughts, gold for feelings, and silver for urges to do things. (Pour in a little bit of glitter with each comment.)
- Now we seal up the jar. (Put the lid on the jar and seal it.) Then we start our day.
- We wake up, and things are pretty settled. We can see that clearly. (Show how all the glitter has settled on the bottom of the jar.)
- But pretty soon, things start swirling around. Maybe we are running late (swirl the jar). Our big sister eats the last pancake for breakfast, and it leads to a fight (shake the jar). We hear scary things on the news in the car ride to school (swirl the jar). We get to school and find out we aced the test (shake the jar).
- Now it's only a few minutes into the school day, and we can't see clearly because all of our thoughts and feelings and urges are getting in the way.
- So what is the one thing we can do to get the glitter to settle and see clearly again?
- Be still! And what happens when we are still? We can see clearly again.
- There is also no way to rush being still. We can't push all the glitter down to the bottom. We just have to watch and wait. No amount of effort will make it settle sooner.
- When things become clear, we'll know the wise next thing to do. In fact, that's one definition of wisdom: seeing things as they are and choosing how to act.
- While we wait, does the glitter go away? No, it stays at the bottom. Our thoughts and feelings and urges are still in our minds, but they are no longer in our way, clouding our vision.

