Emergency Preparedness Challenge
As every Guiding member knows, it is important to always ‘Be Prepared’. Girls should know the risks of emergencies that could happen in their communities and prepare themselves accordingly.

As a result, Girl Guides of Canada, Ontario Council has partnered with Emergency Management Ontario to develop the Emergency Preparedness Challenge.

Through discussion, games, drama, visual art, and visits from emergency management professionals, girls will learn about emergency preparedness, natural emergencies, and skills that could help save lives.

The writers have made every effort to ensure that all the website pages listed in this booklet are accurate and active as of the date of publication. It is the nature of websites to frequently update and rearrange content. If you find a reference in this book that no longer works, please check the Girl Guides of Canada, Ontario Council website (www.guidesontario.org). The entire challenge will be posted there and the links will be checked and updated on a regular basis.
Emergency Management Ontario and the Girl Guides of Canada, Ontario Council wish to thank the following stakeholder organizations for their subject matter contributions and/or review of Challenge content related to their areas of expertise.

- Canadian Red Cross
  Croix-Rouge canadienne

- Environment Canada
  Environnement Canada

- Ontario SPCA
  Protecting animals since 1973

- OPP

- St. John Ambulance
  Saving lives at work, home and play
Instructions

The Emergency Preparedness Challenge is divided into sections for each branch. Each participating unit must choose one option under each of the following categories in order to complete the Challenge:

- Define an Emergency (Sparks, Brownies and Guides only)
- Family Emergency Plans
- Emergency Survival Kits
- Pet Emergency Survival Kits
- Define a Natural Emergency
- Natural Emergencies in Your Community
- Lifesaving Skills
- Basic First Aid
- Contacting Emergency Services
- Water Safety
- Fire Safety

There are two or more options for each category. More than one option may be completed and doing so will increase the girl’s level of preparedness.
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Emergency Preparedness refers to the actions taken prior to an emergency or disaster to ensure an effective response.

The following information is organized by category and will help you to become informed before you present the topics to your unit (Guiders), or complete Challenge options (Pathfinder and Senior Branches members).

All fire safety messages have been reviewed by and are consistent with the fire safety messages of the Ontario Office of the Fire Marshal.

Define an Emergency

An emergency is a situation that **poses an immediate threat to human life or serious damage to property.**

Some examples of emergencies are: train derailments, household fires, transportation emergencies, acts of terrorism, and major power outages.

Family Emergency Plans

It is important to “be prepared” for emergencies and one way to do this is to create a Family Emergency Plan. Some basic steps to establishing such a plan are:

1. Identify the risks. (what emergencies could happen in your community?)
2. Fill out a family emergency plan form. (contains emergency numbers, contacts, family information)
3. Assemble an emergency survival kit. (available at www.ontario.ca/emo)
4. Check the emergency plan at your children’s school or childcare centre.
5. Practise as a family once every year.

Detailed information about the development of a Family Emergency Plan can be found at www.emergencypreparednessweek.ca/pdfs/5steps.pdf.

In an emergency this plan will contain all the information you need to contact loved ones and will tell rescuers important information about your family (e.g., about any medications you are taking, names and ages of family members).

Every municipality in Ontario has a Community Emergency Management Coordinator (CEMC) in charge of developing an emergency program for the municipality as well as educating the public about emergency management.

Find out who your local CEMC is by contacting your local municipal office or calling 416-314-3723 or 1-877-314-3723. Your CEMC can help you to understand emergency management and help you find out about the risks present in your community. They may also be willing to help you with the Challenge.
Emergency Survival Kits

Emergencies and disasters can happen at any time. Utilities can be out of service, roads closed, and crucial supplies unavailable. Everyone should be prepared to take care of themselves and their families for up to three days in the event of an emergency or a disaster. For example, it could take that long to clear roads due to a severe winter storm.

Below is a checklist for items that should be in your Emergency Survival Kit.

- flashlight and batteries (in case the lights go out)
- radio and batteries or crank radio (so you can listen to news bulletins)
- spare batteries (for radio and flashlight)
- first-aid kit
- candles and matches or lighter
- extra car keys and cash (including coins or cards for a pay phone)
- important papers (identification for everyone, personal documents such as insurance papers)
- food and bottled water
- clothing and footwear (one change of clothes per person)
- blankets or sleeping bags (one blanket or sleeping bag per person)

- toilet paper and other personal supplies such as shampoo, hairbrush, tooth brush and toothpaste, soap, towel and face cloth (one for each person)
- medication
- backpack or duffel bag (or something else to carry the emergency survival kit in, in case you have to evacuate)
- whistle (in case you need to attract someone’s attention)
- playing cards, games

Pet Emergency Survival Kits

Pets are dependent on their owners to provide food, water, shelter, and love. Just as you should prepare an Emergency Survival Kit for your family, it is also a good idea to prepare one for your pet. You should never leave your pet behind in an emergency. At the same time, in an emergency situation (e.g., fire), a person should never risk their life for that of an animal, such as returning to a burning home to rescue an animal. Information about pets and emergencies can be found at the Emergency Management Ontario website at www.ontario.ca/emo.

Below is a list of items that should be included in a Pet Emergency Survival Kit.

- 6 servings of pet food
- 12 bottles of water
- water bowl
- food dish
- toys
- garbage bags
- paper towel
- blanket
- can opener (if needed)
- ID tag
- photo of animal
- name of veterinarian
- leash
- muzzle (if needed)
- vaccine certificate
- medication (if needed)

Some things to remember:
- It is a good idea to put your pet’s ID and vaccination certificate in a plastic baggie to keep it dry and intact.
- If you have a pit bull (or similar breed), have documentation that proves it is restricted and not prohibited.
- If you do not have a current vaccine certificate, your animal may be denied entrance to a shelter or evacuation station for the protection of others.

If you live in a rural area and have members who raise livestock, you may want to also talk about how to be prepared to care for them in an emergency. Additional information about farm animals and emergencies is available at www.redcross.org/services/disaster/beprepared/barnyard.html.

Define a Natural Emergency

A natural emergency is a situation caused by nature that poses an immediate threat to human life or serious damage to property. Some examples of natural emergencies are: hurricanes, floods, tornados, and flu pandemics.

Sparks and Brownie Guiders: The children’s books below are great for teaching young girls about natural emergencies. The ISBN (International Standard Book Number System) number should help you find these books at your local library or bookstore.

If you cannot find the books listed at your local library, ask your librarian to help you find similar ones. Look through the books first to make sure there aren’t any frightening images and that they are age appropriate.

Book List
The Flood that Came to Grandma’s House by Linda Stallone
ISBN 0912975024
City Storm by Mary Jessie Parker
ISBN 059042307X
Hurricane! by Corinne Demas
ISBN 0761450521
Come a Tide by George Ella Lyon
ISBN 0531070360
Storms by Simon Seymour
ISBN 0688117082
Tornadoes by Simon Seymour
ISBN 0688146465
Emergency! by Margaret Mayo
ISBN 1841212725
Snow and Ice by Nicole Mortillaro
Sun and Storms by Nicole Mortillaro
ISBN 0-439-95745-1 PBK
Natural Emergencies in Your Community

Many natural emergencies occur in various parts of Canada. Some of these include: earthquakes, floods, tornadoes, hail, landslides and snow avalanches, blizzards, storm surges, and forest fires. You can use the Natural Hazards of Canada map at www.psepc-sppcc.gc.ca/res/em/nh/index-en.asp or www.hazards.ca to help you identify which emergencies have affected your community in the last 150 years or speak to your local Community Emergency Management Coordinator (CEMC).

Environment Canada has an abundance of information about weather and natural emergencies such as the lightning safety and 30/30 rule.

**Lightning Safety and the 30-30 Rule**

30 Seconds:
- Count the seconds between seeing the lightning and hearing the thunder.
- If this time is 30 seconds or less, then the lightning is close enough to be a threat.
- Seek shelter immediately.

30 Minutes:
- After seeing the last lightning flash, wait 30 minutes before leaving shelter.
- More than half the lightning deaths occur after the thunderstorm has passed.
- Stay in a safe area until you are sure the threat has passed.

Additional weather and natural emergency information is available from the following links:

**Hazards:** Read a description of hazards that can occur in Ontario by visiting www.hazards.ca. This website presents background material and map data for atmospheric hazards in Ontario. For additional weather info, visit www.weatheroffice.ec.gc.ca

**Weatheradio:** Access a dependable, round-the-clock source for weather information including weather warnings which are provided directly from Environment Canada’s storm prediction centres.
http://www.msc.ec.gc.ca/msb/weatheradio/fact_sheet_e.cfm

**Severe Weather Emergency Kit:** Find out how to prepare for any severe weather emergency and the tools you need for your kit.
http://www.msc.ec.gc.ca/msb/weatheradio/emergency_kit_e.cfm

**Tornadoes, Hail, and Lightning:** Learn about the different types of summer weather that can occur in Ontario in the Summer Severe Weather Fact Sheet.
http://www.on.ec.gc.ca/severe-weather/summerwx_factsheet_e.html
http://www.msc-smc.ec.gc.ca/cd/brochures/thunder_e.cfm

**Camping Safety:** Camping is a big part of being a Girl Guide. Visit the sites below to find out what to do when severe weather strikes over your campsite.
http://www.on.ec.gc.ca/severe-weather/camping_factsheet_e.html
http://www.on.ec.gc.ca/severe-weather/camping_single_e.html

Visit Environment Canada at www.hazards.ca for information about natural emergencies in Ontario and how to prepare for them.
Natural Emergencies in Your Community (cont’d)

**Snowstorms, Wind Chill, Freezing Rain:** A fun way to learn more about winter weather hazards and the different types of watches and warnings issued by Environment Canada.
http://www.on.ec.gc.ca/severe-weather/winterwx_factsheet_e.html
http://www.msc.ec.gc.ca/education/windchill/index_e.cfm
http://www.msc-smc.ec.gc.ca/cd/brochures/blizzard_e.cfm

**Great Lakes:** Do fun activities related to weather around the Great Lakes.
http://www.on.ec.gc.ca/greatlakes/For_Kids-WS4DB7BBAD-1_En.htm

**Skywatchers and Project Atmosphere:** There are lots of activities for teachers and students covering weather across Canada.
http://www.weatheroffice.pyr.ec.gc.ca/skywatchers/index_e.html
http://www.msc-smc.ec.gc.ca/education/teachers_guides/index_e.html

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**Lifesaving Skills**

**First Aid**

Basic First Aid skills and knowing how to contact authorities are important skills for girls of all ages to have in order to be prepared for the unexpected. Always call in professionals such as St. John Ambulance, the Canadian Red Cross, or a WSIB (Workplace Safety and Insurance Board) recognized training agency to teach the girls lifesaving First Aid skills. You can find a list of WSIB recognized training agencies at www.wsib.on.ca/wsib/wsibsite.nsf/public/FATrainers.

**Contacting Emergency Services**

Most communities in Ontario have access to the 9-1-1 service. However, for some depending on where they live, the medium to summon Emergency Services assistance could be 9-1-1, or the Ontario Provincial Police toll free telephone number 1-888-310-1122 (anywhere in Ontario) or another municipal service.

For those living in communities with access to 9-1-1, dialing 9-1-1 allows them to contact the local police, fire and ambulance. By calling the toll free Ontario Provincial Police telephone number 1-888-310-1122 (anywhere in Ontario), the caller is put in touch with an OPP communications center.

Find out if you have 9-1-1 service in your community, and if not, find the telephone numbers of your local police, fire and ambulance and have them posted near the telephones in your home, work, and meeting location.
Some facts and tips about 9-1-1

9-1-1 is an emergency reporting phone number provided and operated by communities, to contact local police, ambulance and fire services. Most communities in Ontario offer 9-1-1 service.

When to call 9-1-1

Call 9-1-1:
• In any emergency situation where there are people or property at risk
• Whenever police, fire or ambulance assistance is required immediately
• To save a life
• To stop a crime
• To report a fire
• If you are unsure if you have an emergency situation, the call taker will make the determination.

What happens when you call 9-1-1?

9-1-1 calls are routed to an emergency call taking centre and answered by trained emergency call takers.

Call takers will ask if you require police, ambulance or fire and to confirm the location of the emergency. Stay on the line if the call is transferred.

Try to remain calm, answer all the questions and listen to and follow directions from the call taker.

Unless your safety is at risk, don’t hang up until the emergency call taker tells you to do so. If the call was accidental advise the call taker before hanging up.

Call takers will ask these basic questions:

• Where is the location of the emergency? (If you are calling on behalf of someone else, try to give the address and phone number where the person who has the emergency is located.)
• What is happening now?
• When did this happen?
• Who is involved?
• What is your name and where are you?

Depending on the type of emergency, call takers may also ask:

• Did you see any weapons or any mention of weapons?
• What did the person involved look like? (male, female, age, height, description of clothing)
• Was there a vehicle involved? If yes, try to provide the following descriptive information about the vehicle (licence plate, colour, type, last direction of travel, etc.).
• Does the person involved in the emergency have any special medications?

Things to know about 9-1-1

When a call is placed from a wireline phone your name and address is displayed for the call taker. This means that if the connection is lost or the caller cannot speak, help can still be dispatched.

Cellular/wireless 9-1-1 calls may display the phone number but DO NOT display the location. It is up to the caller to describe the exact location of the emergency and to know the cellular number they are calling from.
Contacting Emergency Services (cont’d)

If you have a choice between a wireline and cellular phone to place a 9-1-1 call, use the wireline; it is more stable and provides an address to the emergency call taker.

All 9-1-1 calls are free including those placed from payphones and cellular phones.

Cellular 9-1-1 calls, placed from an area without 9-1-1 service, will be routed to a police agency.

Children should be taught the proper use of 9-1-1 and when calling 9-1-1 they should know:
• Their names, first and last
• Their home address and phone number
• Their parents'/guardians’ names, employer and work phone number
• How to properly hold the phone, so that they can speak clearly to the call taker
• It is against the law to call 9-1-1 as a prank

It is advisable for families to post the complete address of their residence on or near each phone in their home. Having this type of information handy can be a lifesaving tool, especially for a person visiting the home that needs to call for emergency help for someone in that home.

Most emergency call centres have access to language interpreters and a TTY/TDD (telecommunication device for the hearing impaired). For TTY access press the spacebar announcer key repeatedly until a response is received.

In the unlikely event of a 9-1-1 service disruption dial “0” for assistance, or call the alternate phone numbers for police, ambulance or fire found in your phonebook.

Don’t program 9-1-1 into any phone. It causes accidental dialing of 9-1-1, tying up the phone lines and resources. Ensure your cellular phone is resting in a safe place. That way accidental dialing will be eliminated.

Don’t make false 9-1-1 calls. It is unlawful and can cause a delay in responding to a real emergency. Remember, when call takers or responders are busy with prank calls, someone with a real emergency might not get the help that they need.

Make sure the numbers on the outside of your residence are clearly visible from the roadway, day or night, for emergency responders.

Water Safety

Whether at a pool, a beach, or in a bathtub, water safety skills will help keep Girl Guide members safe. It is important to know that a child can drown in as little as a few inches of water and that drowning can happen within minutes.

For more information on water safety go to www.redcross.ca and www.lifesaving.org.
Fire Safety

It is important that everyone knows what to do to safely escape if a fire occurs in their home. Follow these important fire safety steps:

Simple Steps for Home Fire Escape Planning

- Assess the needs of everyone in your home
  - Identify anyone who requires assistance to get out of the home safely, such as small children or older adults.

- Make sure that you have working smoke alarms on every storey of the home and outside all sleeping areas
  - Make sure everyone in the home knows the sound of the smoke alarms.

- Identify all possible exits (doors and windows) and make sure they work
  - Know two ways out of all areas, if possible.

- Everyone must know what to do when the smoke alarms sound
  - Assign someone to help those who need assistance.
  - Identify a safe meeting place outside.
  - Call the fire department from a neighbour’s home.

- Practise your home fire escape plan
  - Have everyone participate.
  - Make changes to your plan if necessary.

More information is available at the Office of the Fire Marshal website, www.ofm.gov.on.ca.

TIP!

Due to the sensitive nature of this topic, it is important to look for signs that girls are becoming scared or fearful throughout the Challenge. Make sure that there is lots of conversation and opportunities to ask questions and share feelings.

Throughout the Challenge, remind the girls that by learning about emergency preparedness they will be much safer and will know what to do in an emergency.

If someone does become upset, immediately comfort them and let their parents know about it. Also, gear your discussions to the age of the girls; Pathfinders and Senior Branches members can understand a lot more, while Sparks or Brownies are more apt to be fearful.

Edible Campfire Craft

A list of materials and instructions with photographs to help you make delicious “campfires” are available at http://dragon.sleepdeprived.ca/camping/camping_10.htm or http://www.scoutingweb.com/scoutingweb/SubPages/EdibleFire.htm (with photos)
Define an Emergency

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

Next, choose one of the above experiences and ask the girls if they know what they should do if that ever happens to them (get help from an adult, move away from an unsafe situation, stop, drop, and roll, call 9-1-1…).

**Option #1 - Draw a Picture**
- Provide crayons, markers, paint, or pastels, and large pieces of paper for each girl. Ask the girls to draw a picture of an emergency situation.

- Leaders should walk around and talk to the girls about their drawings. Have each girl tell you briefly about her picture, identifying the emergency.

- If possible, post the pictures where everyone can see them.

**Option #2 - Let’s Sing**
- Teach the girls some songs about what to do in an emergency (see Song Sheet). If you like, you can copy out the words on large chart paper to help them follow along.

- Sing the songs together and encourage the girls to make up actions to go with the words.

**Option #3 - Visit from Local Member of Emergency Services or CEMC**
- Invite a local member of the Emergency Services or your local Community Emergency Management Coordinator (CEMC) to speak to the girls about identifying emergency situations.

- The CEMC can be contacted through your local municipal office.

Family Emergency Plan

**Introduction:** Talk to the girls about being prepared in general. For example, what happens if you go to swimming lessons but forget your bathing suit or towel?

What happens if you start to make chocolate chip cookies, but you don’t have any chocolate chips? Talk about why it is important to be prepared and ready for everyday situations.

Tell the girls that in an emergency it is even more important to be prepared because one’s safety is at stake.

**Option #1 - Visit from Community Emergency Management Coordinator or Red Cross**
- Invite your local Community Emergency Management Coordinator (CEMC) or representative from the local branch of the Canadian Red Cross to teach the girls about Family Emergency Plans.

- The CEMC can be contacted through your local municipal office.

- If you choose this option, ask the CEMC or Red Cross representative to also discuss Emergency Survival Kits. This would also complete the Survival Kit objective.

**Option #2 - Parent/Daughter Emergency Planning**
- Invite one or both of the girl’s parents/guardians to attend a meeting and work on a Family Emergency Plan together.

- Send home copies of the Family Emergency Plan form and emergency wallet cards and encourage the girls to complete them with their parents/guardians.

- Provide each family with the family emergency plan form and emergency wallet cards available at www.emergencypreparednessweek.ca/pdfs/5steps.pdf. Encourage them to add details about each family member, where their parents/guardians work, where they go to school, and their emergency contact information.
Emergency Survival Kit

Introduction: Tell the girls that sometimes in an emergency we have to leave our homes for a period of time or we might have to stay inside to wait for help. It is important to have an Emergency Survival Kit with supplies to keep a family safe and healthy for about three days. Hand out a copy of the list of items for each girl to take home and to share with her family.

Option #1 - Make an Emergency Survival Kit
• As a group, assemble an Emergency Survival Kit. Ask the girls to sit in a circle on the floor or at a table. Have all the kit items listed by Emergency Management Ontario placed in the centre of the table or circle, including a large container or bag to put the items in. Ensure that everyone can see all the items.
• Allow the girls to take turns choosing one item at a time to place in the container, discussing briefly the importance of each item in case of an emergency. Whenever possible, allow the girls to tell you why each item is important.

Option #2 - Emergency Survival Kit Collage
• Collect flyers and catalogues from hardware, drug, and department stores with images of the Emergency Survival Kit items listed by Emergency Management Ontario at their website: www.ontario.ca/emo.
• Cut a large piece of mural paper and attach it to a wall, low enough so that Sparks will be able to glue items to it. Protect the floor with a drop cloth for easy clean up. On the mural paper, draw a large open bag or container to represent an empty Emergency Survival Kit.
• Have safety scissors and glue sticks or glue pots with brushes available.

Option #3 - What Belongs in an Emergency Survival Kit? Colouring Sheet
• Provide the girls with crayons or pencil crayons in a variety of colours.
• Show the girls an Emergency Survival Kit and talk briefly about its contents.
• Read the instructions to the girls and encourage them to colour only the items that they and their family would need if an emergency should occur.
• They should leave the other items blank and understand why they would not be good choices (too large, perishable, luxury item).
Introduction: Conduct an informal poll about who has pets, and what type of pets they have. Ask the girls what owners need to do for their pets (love them, feed them, give them water, take them to the vet, play with them, keep them warm).

Tell the girls that when there is an emergency it is important to remember our pets and to be prepared to take care of them as well as ourselves. Remind the girls of the Emergency Survival Kit for families. Tell them that it is also a good idea to have a kit prepared for their pets. Remind the girls that pets should never be left behind in an emergency. At the same time, in an emergency situation (e.g., fire), a person should never risk their life for that of an animal, such as returning to a burning home to rescue an animal.

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

Option #2 - Make a Pet Emergency Survival Kit
- Assemble a Pet Emergency Survival Kit together. Have the items listed below on hand as well as a large container or bag to put the items in:
  - 6 servings of pet food
  - 12 bottles of water
  - water bowl
  - food dish
  - toys
  - garbage bags
  - paper towel
  - blanket
  - can opener (if needed)
  - ID tag
  - photo of animal
  - name of veterinarian
  - leash
  - muzzle (if needed)
  - vaccine certificate
  - medication (if needed)
- Allow the girls to choose one item at a time to place in the container, discussing briefly the importance of each item for the survival of a pet. Whenever possible, allow the girls to tell you why each item is important.

Option #3 - Pet Emergency Survival Kit Cut and Paste
- Provide each girl with a pair of safety scissors and a glue stick (or shared glue pot with brushes or sticks).
- Read the instructions aloud.
- Encourage girls to cut out one picture at a time from the first page.
- Tell them to glue the picture in the bag on the second page only if it should go into a Pet Emergency Survival Kit.
- Repeat for each picture. Some pictures will be left over because they do not belong in the kit.
Define a Natural Emergency

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

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

Option #1 - Read About Natural Emergencies
- Using the book list provided, borrow books about natural emergencies from your local library. You can also include any related books from your own collection.
- Read a few fiction and non-fiction stories and talk about important things that characters did to prepare for, respond to, and recover from the emergencies.
- If time permits, allow the girls to browse through the books on their own or with a friend.

Option #2 - Move Like Wind, Earth, and Water
- Have a variety of instrumental music or nature sounds playing on a tape or CD player.
- Tell the girls that they are going to try moving their bodies like some of the natural emergencies they have learned about.
- Call out the name of a natural emergency (e.g., earthquake) and encourage the girls to move around the space like an earthquake (shaking, jumping, twisting).
- Repeat with other natural emergencies.
Natural Emergencies in Your Community

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

Option #1 - Survivor Visit
- If you know of any individual in your community who survived a natural emergency (e.g., ice storm of 1998 in eastern Ontario), invite them to come to a meeting and speak to the girls about their experience.
- If this is not possible, try inviting a Senior Branches member, Community Emergency Management Co-ordinator or a member of the local Emergency Services to come to a meeting in character and simulate a survivor of a major natural emergency in your area.

Option #2 - Draw a Picture of What to Do
- Provide the girls with paper and markers, crayons, or pastels.
- Encourage them to draw a picture of what to do in one of the two selected natural local emergencies.

Developing Related Emergency Preparedness Skills

Lifesaving Skills

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

Encourage the girls to volunteer ideas about what to do if someone has a small cut or scrape on their body. Establish that it is a good idea to wash the area and then apply a bandage.

Option #1 - Band-Aids (from Sparkling Ideas! program)
- Provide individuals or small groups with dolls or stuffed animals, cloths, soap, water, and band-aids.
- Have all the girls wash their hands with soap and water or hand sanitizer.
- Demonstrate how to wash a cut or scrape with soap and water, letting it dry.
- Demonstrate how to correctly apply a bandage.
- Invite the girls to practise cleaning and bandaging a cut or scrape on their toy.

Option #2 - Learn Basic Lifesaving Skills
- Invite a representative from St. John Ambulance, Canadian Red Cross or any other Workplace Safety and Insurance Board (WSIB) recognized training agency to demonstrate and teach basic lifesaving skills.
Developing Related Emergency Preparedness Skills (cont’d)

Water Safety

Introduction: Whether you’re at a pool, beach, or in a bathtub, knowing water safety skills will help keep Sparks safe. Talk with the girls about their favourite water activities (e.g., swimming, boating, riding an inner tube, fishing).

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

Option #1 - Visit to a Pool or Beach
• Arrange a trip to the local pool or beach to learn about water safety from a lifeguard. Find out if there is a Senior Branches member who is a lifeguard and invite her to instruct the girls. This activity could also be done at camp.

• Ask the lifeguard to focus on preparing for water activities and rules that should be followed to stay safe near the water.

Option #2 - Throw an Indoor Water Safety Party
• Invite the girls to attend a swimming pool with a bathing suit, bringing any safety gear (e.g., lifejackets, water wings, water shoes, etc.) that they may need or use when participating in water activities.

• Talk about the various safety gear and ensure the girls understand why it is important.

• You could ask a Pathfinder to demonstrate the correct way to wear a lifejacket.

Fire Safety

Introduction: Introduce this topic by reading a picture book about fire safety such as Arthur’s Fire Drill. Ask the girls what they should do if they encounter a fire at home or school. Discuss and correct any misconceptions they may have.

Option #1 - Visit from Local Fire Department
• Invite a firefighter or fire prevention officer from your local department to come to a meeting and talk to the girls about how to prevent fires and what to do if a fire occurs at home or school.

Option #2 - Fire Drill
• Plan and carry out a fire drill at your meeting location. Allow the girls to have as much input as possible, identifying the closest exits and a safe place to go to.

Designate specific girls to lead the group, while you take the rear and close doors. Practise the drill several times throughout the year.

Option #3 - Learn Fire Safety Skills at Camp
• At camp, invite a Senior Branches member to demonstrate fire safety skills and the correct way to start, manage, and extinguish a campfire.
**Song Sheet**

**Dial 9-1-1**  
*(tune of Twinkle, Twinkle)*

If you’re in trouble dial 9-1-1,  
Dial 9-1-1 and help will come.  
Police and fire, an ambulance too,  
They’ll all be so proud of you!  
If you’re in trouble dial 9-1-1,  
Dial 9-1-1 and help will come.

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**The Fire Song**  
*(tune of Frère Jacques)*

If there’s a fire,  
If there’s a fire,  
In your house,  
In your house,

What do you do,  
What do you do,  
YOU GET OUT!  
YOU GET OUT!

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**What do you do if there’s a fire?**  
*(tune of What Shall We Do with a Drunken Sailor?)*

What do you dial if there’s a fire,  
What do you dial if there’s a fire,  
What do you dial if there’s a fire,  
Dial 9-1-1!

What do you do to plan for a fire,  
What do you do to plan for a fire,  
What do you do to plan for a fire,  
Have a fire drill!

What do you do if you’re on fire,  
What do you do if you’re on fire,  
What do you do if you’re on fire,  
Stop, drop, and roll!

Who comes in a truck if there’s a fire,  
Comes in a truck if there’s a fire,  
Comes in a truck if there’s a fire,  
It’s the Firefighters!
Define an Emergency

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

Option #1 - Emergency? Yes or No
• Use the list of emergency and non-emergency situations below to test the girls’ ability to identify an emergency.

• Tell them you are going to read a list of emergency and non-emergency situations. If they think it is an emergency they should give a thumbs-up signal. If they do not think it is an emergency they should give a thumbs-down signal. Confirm whether each situation is an emergency or not.

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

Option #2 - What is an Emergency?
• Tell the girls that they are going to work in small groups to sort flashcards into two groups — emergencies and non-emergencies.

• Print enough flashcard sets of What is an Emergency? flashcards from the Emergency Management Ontario website at www.ontario.ca/emo so that groups of two to five girls can share a set.

• Provide each group with a set of flashcards and two hula hoops (optional). The hoops serve as a sorter in which the cards are kept.

• Challenge the groups to sort the flashcards.

• When all groups are finished talk about how the girls sorted the cards and why they made the choices that they did.

Option #3 - Is it an Emergency? Spinner Game

• Follow the playing instructions provided.
Family Emergency Plan

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

Option #1 - Visit from Community Emergency Management Coordinator or Red Cross
- Invite your local Community Emergency Management Coordinator (CEMC) or representative from the local branch of the Canadian Red Cross to teach the girls about Family Emergency Plans.
- The CEMC can be contacted through your local municipal office.
- If you choose this option you can ask the CEMC or Red Cross representative to also discuss Emergency Survival Kits. This would also accomplish the Survival Kit objective.

Option #2 - Family Emergency Plan Show and Share
- Send home the Family Emergency Plan form available at: www.emergencypreparednessweek.ca/pdfs/5steps.pdf.
- Challenge girls to complete the plan at home with their families and to be prepared to show and share their plan with the unit.

Emergency Survival Kit

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

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

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

Option #2 - Make an Emergency Survival Kit
- Collect all items that should be in an Emergency Survival Kit as well as some things that should not (video games, jewellery, perishable foods...).
- Ask the girls to take turns choosing items that would help keep a family safe and healthy for about three days in an emergency.
- Talk about why the items would be useful during or after an emergency.
- Talk about why the other items would not be useful or necessary.

Option #3 - Emergency Survival Kit Word Search
- Provide girls with pencil crayons or markers to circle the words.
- Encourage each girl to find the list words in the word search. They can use the pictures to help them if they cannot read the word, or you can pair strong readers with weaker ones.

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

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

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

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

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

Option #2 - Make a Pet Emergency Survival Kit
- Ask girls what types of things they think should be in a Pet Emergency Survival Kit. Share ideas about how pets would feel and what would make them more comfortable and less fearful in an emergency.
Pet Emergency Survival Kit (cont’d)

- Assemble a Pet Emergency Survival Kit. Have the items listed below on hand as well as a large container or bag to put the items in.
  - 6 servings of pet food
  - 12 bottles of water
  - water bowl
  - food dish
  - toys
  - garbage bags
  - paper towel
  - blanket
  - can opener (if needed)
  - ID tag
  - photo of animal
  - name of veterinarian
  - leash
  - muzzle (if needed)
  - vaccine certificate
  - medication (if needed)

- Allow girls to choose one item at a time to place in the container, discussing briefly the importance of each item for the survival of a pet. Whenever possible, allow them to tell you why it is important.

Option #3 - Pet Safety Sign

- Challenge the girls to use the template to make a sign to hang outside their home (apartment or house) that will tell rescuers that there are pets inside. Use the template available from the Emergency Management Ontario website at www.ontario.ca/emo.

- Tell the girls to fill in the number and type of animal(s) that they have and to draw a picture or glue a photograph of their pet in the space provided.

- Have the girls include the address of the local Ontario SPCA branch or affiliate closest to their home so their pets can be taken there during an emergency.

- Have the signs laminated so that they will be protected from damage.

Preparing for Natural Emergencies

Define Natural Emergencies

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

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

Option #1 - Read About Natural Emergencies

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

Book List
The Flood that Came to Grandma’s House by Linda Stallone
ISBN 0912975024

City Storm by Mary Jesse Parker
ISBN 059042307X

Hurricane! by Corinne Demas
ISBN 0761450521

Come a Tide by George Ella Lyon
ISBN 0531070360

Storms by Simon Seymour
ISBN 0688117082

Tornadoes by Simon Seymour
ISBN 0688146465

Emergency! by Margaret Mayo
ISBN 1841212725

Snow and Ice by Nicole Mortillaro

Sun and Storms by Nicole Mortillaro
ISBN 0-439-95745-1 PBK
• Encourage girls to read and/or browse fiction and non-fiction stories and talk about important things that characters did to prepare for, respond to, and recover from the emergencies. Give them small sticky notes to mark interesting pages.

• After some time, come together as a group and invite the girls to share interesting things they learned or saw in the books.

Option #2 - Act like a Natural Emergency
• Ask the girls, “What is a natural emergency?” Briefly talk about each one as it is suggested. Ensure that they understand how natural emergencies differ from other emergencies, like power failures or train derailments.

• Make up actions for several natural emergencies together. Some ideas for actions are listed below. Practise each action a few times by having them:

  - **Earthquake**
    Stand on the spot and shake
  - **Flood**
    Move their hands up in front of them
  - **Forest Fire**
    Pretend they have a hose and are spraying a forest fire
  - **Wind Storm**
    Wave their hands above their head
  - **Heavy Rain**
    Rapidly tap the floor with their fingers/nails
  - **Lightning Storm**
    Flash their hands open and shut in front of them quickly
  - **Tornado**
    Spin around on the spot

• Tell the girls to spread out and move away from any objects that they might bump into as they move.

• Explain to the girls that when you call out a type of emergency they should do the correct action. You may want to have a whistle to get their attention each time.

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**Natural Emergencies in Your Community**

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

**Option #1 - Survivor Visit**
• If you know of any individual in your community who experienced a natural emergency (e.g., ice storm of 1998 in eastern Ontario), invite them to come to a meeting and speak to the girls about their experience.

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

**Option #2 - Before, During, and After Booklet**
• After talking about what to do before, during, and after natural emergencies that could occur in your community, have the girls show what they learned by making a simple booklet.

  - Provide each girl with one piece of 8½ x11” paper, scissors, and crayons.
  - Demonstrate how to fold the paper in half lengthwise and hold it like a card (opening to the right).
  - Show the girls how to make two cuts to the fold in **only the front half**. One cut should be about a third of the way down from the top, and the other cut about two thirds of the way down from the top.
Natural Emergencies in Your Community (con-)

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

- On the front of the booklet the girls should label the flaps: before, during, and after. At the top of the first flap they should print the name of the natural emergency they are focusing on.

- On the inside of the booklet they can draw three pictures corresponding to the flap on the front. They will be showing what you do before, during, and after that particular natural emergency.

Developing Related Emergency Preparedness Skills

Lifesaving Skills

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

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

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

Option #1 - Learn Basic Lifesaving Skills
- Invite a representative from St. John Ambulance, Canadian Red Cross or any other Workplace Safety and Insurance Board (WSIB) recognized training agency to demonstrate and teach basic lifesaving skills.

Option #2 - Visit from Local Member of Emergency Services
- Invite a member of your local Emergency Services to speak to the girls about 9-1-1, including when to call, and what to say.

Option #3 - Practise calling 9-1-1
- Ensure that all girls know that it is wrong to call 9-1-1 unless there is an emergency.

- Have one or more toy phones (or disconnected phones) on hand.

- Establish the key things you need to say when calling 9-1-1 or your local Emergency Services (your name, parents'/guardians’ names, your telephone number, location, what happened)

- Give the girls a basic emergency situation (e.g., fire, injury...). Pretend to be a 9-1-1 operator and have the girls practise calling you.
Developing Related Emergency Preparedness Skills (cont’d)

Lifesaving Skills (cont’d)

- Remind the girls at the end of the activity that they should never call 9-1-1 unless there is a true emergency.

- Some larger communities have a 9-1-1 call simulator that you may be able to try.

Water Safety

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

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

Option #1 - Visit to a Pool or Beach

- Arrange for a trip to the local pool or beach to learn about water safety from a lifeguard. This activity could also be done at camp.

- Ask the lifeguard to focus on preparing for water activities and rules to stay safe near the water.

Option #2 - Lifejacket Instruction

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

Option #3 - Water Safety Activity Booklet


- Print a copy for each girl and go through the booklet together. Have them begin to complete it. The booklet can later be finished at home.

Fire Safety

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

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

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

Option #1 - Visit from Firefighters

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

Option #2 - Home Escape Plan Colouring Pages

- Go to http://www.firesafetycouncil.com/teachers/extraactivity.htm and download the two colouring pages provided.

- Photocopy the colouring pages, back-to-back.

- Ask the girls to look at each page and discuss what each picture is showing. Read the caption together.

- Have the girls colour the pictures and then take them home. They can then share what they have learned with their family.
Invite a Senior Branches member to lead the girls in making an Edible Campfire.

**Edible Campfire Craft**
A list of materials and instructions with photographs to help you make delicious “campfires” are available at http://dragon.sleepdeprived.ca/camping/camping_10.htm or http://www.scoutingweb.com/scoutingweb/SubPages/EdibleFire.htm (with photos)
Emergency Preparedness at Home

Family Emergency Plan

**Introduction:** Brainstorm different types of emergencies and how they can be dangerous. Talk with the girls about Family Emergency Plans. Discuss why it is important to be prepared for an emergency and share any experiences you or the girls may have had.

**Option #1 - Write a Letter**
- After reviewing a Family Emergency Plan, have the girls write a short letter to a friend or family member describing some of the aspects of a Family Emergency Plan and why it is important to have one.

**Option #2 - Visit from Community Emergency Management Coordinator or Red Cross**
- Invite your local Community Emergency Management Coordinator (CEMC) or representative from the local branch of the Canadian Red Cross to teach the girls about Family Emergency Plans.
  - The CEMC can be contacted through your local municipal office.
  - If you choose this option you can ask the CEMC or Red Cross representative to also discuss Emergency Survival Kits. This would also accomplish the Survival Kit objective.

**Option #3 - Make a Guides Emergency Plan**
- As a large group make an emergency plan for your Guide meetings so that if an emergency did occur during a meeting, you would be prepared.
  - Follow the guidelines available at www.emergencypreparednessweek.ca/pdfs/5steps.pdf.
  - Be aware of at least two exits from your meeting location, the contact names and numbers for all members, a meeting place if you have to evacuate...

Emergency Survival Kit

**Introduction:** Tell the girls that in some emergencies families may have to evacuate their homes or may be stranded in their homes for days at a time.

Tell them that in those cases it is important to have a kit with items that can keep a family safe and healthy for about three days. Ask the girls what they think should be included in such a kit.

Write all their ideas on chart paper or a chalkboard. Bring out a prepared Emergency Survival Kit. Go through the items in the kit and see how many of the items the girls came up with on their own.

**Option #1 - Design a Poster or Brochure**
- Challenge the girls to design a poster or brochure advertising Emergency Survival Kits. You could have your local CEMC judge the products and award first, second, and third place ribbons.

**Option #2 - Emergency Survival Kit Relay**
- Find an open space where the girls can safely run and have a relay race.
  - Divide girls into two teams.
  - For each item, place all the items that should be in the Family Emergency Kit at the starting point.
Emergency Survival Kit (cont’d)

• At the “finish” end for each team have a duffel bag or container for a Family Emergency Kit.

• Have teams race to fill up their kit the fastest.

Option #3 – Emergency Survival Kit Card Game

• The object of the game is to collect the most pairs of cards. Each card has the picture of an item that belongs in an Emergency Survival Kit or Pet Emergency Survival Kit.

• For each group of two to six players, print two copies of the Emergency Survival Kit cards from the Emergency Management Ontario website at www.ontario.ca/emo.

• Cut on the dotted lines and shuffle the deck.

• Follow the game instructions.

Pet Emergency Survival Kit

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

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

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

Option #1 – Pets and Emergencies Crossword Puzzle

• Ask the girls to complete the Pets and Emergencies Crossword Puzzle from the Emergency Management Ontario website at www.ontario.ca/emo. Tell them that each word is something that should be included in a Pet Emergency Kit.

Option #2 – Visit from Ontario SPCA

• Contact the Ontario Society for the Prevention of Cruelty to Animals (OSPCA) at 1-888-668-7722 or info@ospca.on.ca to arrange for a representative to come to a meeting and talk to the girls about preparing to care for pets in an emergency.

• You may want to make a collection of money and/or supplies to donate when they visit, and explain the role of the Ontario SPCA in caring for animals in our communities.
Preparing for Natural Emergencies

Define Natural Emergencies

**Introduction:** Tell the girls that some emergencies have natural causes. Ask the girls if they can think of any emergencies that would be caused by nature. Briefly talk about severe weather, tornadoes, hurricanes, earthquakes, etc.

**Option #1 - Identifying Natural Emergencies - What is it?**
- Have girls read the definitions and fill in the blanks with the given words. If some girls have difficulty reading, read it together in a small group.

**Option #2 - Sorting Natural Emergencies**
- Ask the girls to make a list of as many natural emergencies as they can think of.
- Challenge them to sort the emergencies under the following headings: water, land, and air. Tell them that some will fit into more than one category.
- Encourage them to discuss their thoughts about the sorting process.

Natural Emergencies in Your Community

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

**Option #1 - Natural Emergency Drills**
- Using information from sources listed above, plan drills for two natural emergencies that could happen in your community.
- Practise these drills at your meeting place.
- Encourage them to adapt the drills to be used at home.

**Option #2 - Write and Perform a Newscast**
- Tell girls that in an emergency it is important that people know how to respond.
- Using what they have learned about one natural emergency, have them write and perform a pretend newscast to inform the public of what to do.
Natural Emergencies in Your Community (cont’d)

• Videotape the newscasts and play them back if possible so the girls can see themselves perform. You could also invite Brownies or Sparks to watch the video.

Option #3 - What to Do in a Natural Emergency
• Ask the girls, “What should you do in a natural emergency?” Briefly talk about each one as it is suggested.

• Demonstrate the following actions that can save one’s life in each natural emergency. Practise each action a few times.

Lightning Storm
Crouch into a leap frog position and protect your head.

Tornado
Lie flat (pretend you are in a ditch so you do not get hurt by flying debris).

Flash Flood
Pretend to climb up a hill (get to higher ground immediately when rivers and streams swell due to heavy rain).

Heat Wave
Fan yourself with your hand and pretend to drink water.

Wind Storm
Grab a partner so that one stands still like a shield and the other girl crouches down sheltered by her partner.

• Tell the girls to spread out and move away from any objects that they might bump into as they move.

• Explain that when you call out an emergency they should do the correct action.

• You may want to blow a whistle to get their attention each time you call out a different emergency.

Developing Related Emergency Preparedness Skills

Lifesaving Skills

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

Also talk about calling 9-1-1, why it is only for emergencies and what to say if you ever have to report an emergency. It is a good idea to try to complete an activity for both First Aid and 9-1-1.

Option #1 - Learn Basic Lifesaving Skills
• Invite a representative from St. John Ambulance, Canadian Red Cross or any other Workplace Safety and Insurance Board (WSIB) recognized training agency to demonstrate and teach basic lifesaving skills.

Option #2 - What Must I Say on the Telephone?

• Have the girls work together to complete this form so they know what to say when they call 9-1-1 or their local Emergency Services. Encourage them to keep this worksheet by the telephone at home for easy access.
Developing Related Emergency Preparedness Skills (cont’d)

Water Safety

Introduction: Whether at a pool, water-park, or a beach, water safety skills will help keep Guides safe. Talk with the girls about their favourite water activities (e.g., swimming, boating, riding an inner tube, fishing).

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

Option #1 - Visit to a Pool or Beach
- Arrange for a trip to the local pool or beach to learn about water safety from a lifeguard. This could also be done at camp.
- Ask the lifeguard to focus on preparing for water activities and rules to stay safe near the water.

Option #2 - Water Safety Quiz
- Have the girls complete on their own or with a buddy, the Water Safety Quiz developed with help of Canadian Red Cross, available from the Emergency Management Ontario website (www.ontario.ca/emo). Take up the answers and discuss.

Fire Safety

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

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

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

Option #1 - Visit from Firefighters
- Invite a local firefighter or fire prevention officer to teach the girls about home fire safety, home fire escape planning and campfire safety.

Option #2 - Camp Fire
- Build a campfire as a unit. Emphasize safety and rules.
- When finished, properly extinguish fire and discuss.

Game Idea

For a fun way to learn about all aspects of planning, prevention, and preparedness, order PX3 The Emergency Strategy and Preparedness Game from the City of Brampton at www.brampton.ca/emergency_measures/px3.tml.

For a reasonable cost you can purchase this board game to be played year after year by Guides, Pathfinders, and Senior Branches members.

Craft Idea

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

A list of materials and instructions with photographs to help you make delicious “campfires” are available at: http://dragon.sleepdeprived.ca/camping/camping_10.htm or http://www.scoutingweb.com/scoutingweb/SubPages/EdibleFire.htm (with photos)
Emergency Preparedness at Home

Family Emergency Plan

Discuss the following questions in a small group or with the entire unit. Does your family have emergency numbers posted near the phone? Do you know your parents’ work telephone number? Do any of your family members require medication on a daily basis?

Option #1 - Make a Family Emergency Plan
• Print the Family Emergency Plan form available at www.emergencypreparednessweek.ca/pdfs/5steps.pdf.
• With the help of your family complete the Family Emergency Plan.

Option #2 - Write an Article
• Write a short article for a fictional newspaper about the importance of a Family Emergency Plan and how to create one.

Option #3 - Visit from Community Emergency Management Coordinator or Red Cross
• Invite your local Community Emergency Management Coordinator (CEMC) or representative from the local branch of the Canadian Red Cross to teach your unit about Family Emergency Plans.

• The CEMC can be contacted through your local municipal office.

• If you choose this option you can ask the CEMC or Red Cross representative to also discuss Emergency Survival Kits. This would also accomplish the Emergency Survival kit objective.

Option #4 - Family Emergency Plan Game
• Divide the girls into groups of 2-6.
• For each group playing the game, print one copy of the Family Emergency Plan Game, available from the Emergency Management Ontario website at www.ontario.ca/emo.
• You will need one die and coins or other small objects for game pieces.
• Player 1 rolls the die and moves the corresponding number of spaces. Follow the instructions on each space you land upon. If you land on an Emergency Management Ontario logo, you are safe until your next turn.
• The first player to reach the finish space wins the game!
Emergency Survival Kit

Introduction: In some emergencies families may have to evacuate their homes or may be stranded in their homes for days at a time.

In those cases it is important to have a kit with items that can keep a family safe and healthy for about three days. What do you think should be included in such a kit? Write your ideas down on paper.

Option #1 - Make an Emergency Survival Kit
- Organize members of your unit and bring in the items needed for an Emergency Survival Kit.
- Assemble the kit together and keep it at your meeting place for use in an emergency.

Option #2 - Help a Senior Citizen make an Emergency Survival Kit
- On your own or with fellow Pathfinders, help a grandparent, elderly neighbour or friend make an Emergency Survival Kit. A fact sheet about seniors and emergencies is available from the Emergency Management Ontario website at www.ontario.ca/emo.

Option #3 - Emergency Survival Kit Scavenger Hunt
- Type a list of the items and print one for each member or team of members in your unit.
- Ask a Guider to hide the items around your meeting area and write down the location of each item.
- Give each member or team of members a list and try to find all the items, writing down the locations.
- The team that finds the most items in the shortest time wins!

Option #4 - To Be Ready for an Emergency
- Complete all pages of the activity and share and compare with another member when finished.
Preparation for Natural Emergencies

Define a Natural Emergency

Introduction: Some emergencies are caused by nature. They are different from other emergencies caused by humans such as power failures and train derailments.

You can gain more information on natural emergencies (disasters) by borrowing materials from your local library. Some basic information about natural emergencies can be found at http://www.riskwatch.org/RWND/index.html.

Option #1 - Feelings about Natural Emergencies

• Imagine what it would be like to be involved in a natural emergency.

• Write down the feelings you suspect you would have, or discuss it with another member or your unit.

Option #2 - Venn Diagram

• A Venn diagram is a graphic organizer used to compare two things. It usually consists of two overlapping circles. On each side you write about what is different about each subject and in the centre where they overlap, you write about what is the same.

• Create a Venn diagram to compare a natural emergency and other emergencies.

• Include a minimum of four points in each section.

Pet Emergency Survival Kit

Introduction: Whether you have a pet or not, you know that they are completely dependent on their owners for their daily needs. In an emergency pets need to be cared for as well.

It is a good idea to have an Emergency Survival Kit prepared for pets, as well as humans, in your home. Talk with your unit about pets and what types of things they would need to survive for about three days.

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

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

Option #1 - Make a Pet Emergency Survival Kit

• If you do not have a pet, find a member who does. Pair up with them and make a Pet Emergency Survival Kit for their pet.

or

• Make a Pet Emergency Survival Kit for a family member, friend, or neighbour who has a pet.

Option #2 - Draw and label a Diagram

• Draw and label a diagram of a Pet Emergency Survival Kit.
Natural Emergencies in Your Community

Introduction: Choose two natural emergencies that have occurred in the past in your community. Learn the basics about each emergency.

Information about what to do before, during, and after these emergencies is available at www.riskwatch.org/RWND/index.html.

Option #1 - Survivor Visit
- If you know of any individual in your community who experienced a natural emergency (e.g., ice storm of 1998 in eastern Ontario), invite them to come to a meeting and speak to your unit about their experience.
- Prepare questions you might like to ask in advance.

Option #2 - Diorama
- Create a diorama (a three-dimensional replica of a scene or event) representing one of the natural emergencies that could happen in your community.
- Use a shoebox (or other similar sized box), paint, plasticene, sand, rocks, gravel, water, cotton balls, sticks, small toy people, animals, and buildings...to create a life-like model of a community during or after a natural emergency.

Developing Related Emergency Preparedness Skills

Lifesaving Skills

Introduction: Sometimes in an emergency people can become injured and it is important to know how to help.

With your unit, share your knowledge and experiences relating to First Aid and CPR. Talk about whether anyone in your unit has had to call 9-1-1. Discuss and share ideas.

Option #1 - Write and Perform a Skit
- In a small group, write and perform a skit that shows how to place a call to 9-1-1 and care for an injured person.
- You can choose any type of emergency but must show that you know basic First Aid as well as what to say to a 9-1-1 operator.

Option #2 - Obtain or Update your First Aid and CPR Training
- Arrange to become certified or recertified in First Aid and CPR through St. John Ambulance, Canadian Red Cross, or any other WSIB (Workplace Safety and Insurance Board) recognized training agency.

Option #3 - Complete “What Every Babysitter Should Know” Course
- Arrange to take and complete the What Every Babysitter Should Know course from St. John Ambulance.
Developing Related Emergency Preparedness Skills (cont’d)

Water Safety

Introduction: Whether at a pool, water park, or a beach, water safety skills will help to keep you safe.

Talk with members in your unit about their favourite water activities (e.g., swimming, boating, riding an inner tube, fishing…).

Also talk about ways to stay safe while participating in those activities (e.g., wearing lifejackets properly, staying with a buddy, sitting down in a boat…).

Option #1 - Lifejackets vs. Personal Flotation Devices (PFDs)

• Learn about the differences between lifejackets and PFDs. (Try http://www.redcross.ca/article.asp?id=015198&tid=024 for information.)

• Display your comparison in some way (e.g., poster, diagram, webpage…).

Option #2 - Visit a Local Pool or Beach

• Arrange for a lifeguard at a local pool or beach to teach you and your unit about water safety skills and appropriate precautions to take when you are participating in water activities.

Game Idea

For a fun way to learn about all aspects of planning, prevention, and preparedness, order PX3 The Emergency Strategy and Preparedness Game from the City of Brampton at www.brampton.ca/emergency_measures/px3.tml.

For a reasonable cost you can purchase this board game to be played year after year by Guides, Pathfinders, and Senior Branches members.

Fire Safety

Introduction: Fires can start and quickly become dangerous both indoors and out. It is important to prevent fires in the home and to be prepared if one does occur. It is also important to be prepared if a campfire gets out of control.

Talk with your unit about both positive and negative experiences with fire. Would you change how you handled the situation? How and why?

Option #1 - Camp Fire

• At camp, demonstrate fire safety skills by properly building a campfire and making sure the fire is completely extinguished before leaving.

Option #2 - Home Fire Escape Plan

• Task the girls with developing and practicing a home fire escape plan with their families. They can use the worksheet and corresponding instructions available on the Fire Marshal’s Public Fire Safety Council’s website at www.firesafetycouncil.com/english/home_escape_plan.pdf.

• Draw a floor plan of each floor of your home. Label the floor plan with two exits in each room, if possible (e.g., bedroom window and door).

• If you live in a high-rise building, find out from your building manager what to do in the event of a fire. Every high-rise building is required to have an approved fire safety plan.

• Arrange a meeting place for your family to gather after escaping the home.

• Share your escape plan with someone in your unit.
Family Emergency Plan

Introduction: Poll the members in your unit, friends, and family to see if anyone you know has a Family Emergency Plan in place.

If so, ask them about what they included, where they keep it, and who developed it. If not, tell them what you know and encourage them to make one.

Option #1 - Interview your local Community Emergency Management Coordinator

• Through your municipal office, contact your local Community Emergency Management Coordinator (CEMC) and interview him or her about Family Emergency Plans. You could also ask about Emergency Survival Kits.

• Prepare questions ahead of time and use a tape recorder if possible to record the interview.

• Type the interview and share it with a family or unit member.

Option #2 - Create a Family Emergency Plan

• Download the Family Emergency Plan form from www.emergencypreparednessweek.ca/pdfs/5steps.pdf and create a plan for your family.

• You could also help a grandparent prepare a plan as well.

Emergency Survival Kit

Introduction: Become familiar with what should be in an Emergency Survival Kit.

Option #1 - Lead Sparks or Brownies in Making an Emergency Survival Kit

Sparks

• As a group assemble an Emergency Survival Kit. Ask the girls to sit in a circle on the floor or at a table.

• Place all the kit items listed by Emergency Management Ontario in the centre of the table or circle, as well as a large container or bag to put them in. Ensure that everyone can see what’s being displayed.

• Allow the girls to take turns choosing one item at a time to place in the container, discussing briefly the importance of each item in the case of an emergency. Have the girls tell you why each item is important. If they don’t know, explain it to them.
Emergency Survival Kit (cont’d)

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

Option #2 - Make an Emergency Survival Kit
- Make an Emergency Survival Kit specific to your family, including medications and paperwork with information about your family members.
- Plan a three-day menu of non-perishable foods and include it in the kit.

Option #3 - Help a Senior Citizen make an Emergency Survival Kit
- On your own or with fellow Senior Branches members, help a grandparent, elderly neighbour or friend make an Emergency Survival Kit. Information about seniors and emergencies is available from the Emergency Management Ontario website at www.ontario.ca/emo.

Pet Emergency Survival Kit

Introduction: Become familiar with what should be included in a Pet Emergency Survival Kit.

Option #1 - Visit Local Ontario SPCA Branch/Affiliate
- Arrange to visit/volunteer at your local Ontario Society for the Prevention of Cruelty to Animals (OSPCA) branch/affiliate or animal shelter. Call 1-888-668-7722 or e-mail info@ospca.on.ca to arrange.
- Find out about the way the shelter prepares to care for their animals in the event of an emergency.
- Share your findings with another Senior Branches member.

Option #2 - Lead Sparks or Brownies in Making a Pet Emergency Survival Kit

Sparks
- Assemble a Pet Emergency Survival Kit. Have the items listed below on hand as well as a large container or bag to put them in:
  - 6 servings of pet food
  - 12 bottles of water
  - water bowl
  - food dish
  - toys
  - garbage bags
  - paper towel
  - blanket
  - can opener (if needed)
  - ID tag
  - photo of animal
  - name of veterinarian
  - leash
  - muzzle (if needed)
  - vaccine certificate
  - medication (if needed)
Pet Emergency Survival Kit (con-)

- Allow the girls to choose one item at a time to place in the container, discussing briefly the importance of each item for the survival of a pet. Have the girls tell you why each item is important. If they don’t know, explain it to them.

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

- As a group, assemble a Pet Emergency Survival Kit. Have the items listed below on hand as well as a large container or bag to put them in:
  - 6 servings of pet food
  - 12 bottles of water
  - water bowl
  - food dish
  - toys
  - garbage bags
  - paper towel
  - blanket
  - can opener (if needed)
  - ID tag
  - photo of animal
  - name of veterinarian
  - leash
  - muzzle (if needed)
  - vaccine certificate
  - medication (if needed)

- Allow the girls to choose one item at a time to place in the container, discussing briefly the importance of each item for the survival of a pet. Have the girls tell you why it is important and if they don’t know, explain it to them.

Option #3 - Make a Pet Emergency Survival Kit
- Make a Pet Emergency Survival Kit for your pet(s), or the pet(s) or that of a friend or family member.

Preventing for Natural Emergencies

Define Natural Emergency

Introduction: Learn about the differences between natural emergencies and other emergencies. Have you ever experienced one? Talk about them with members of your unit.

Option #1 - Lead Guides in Sorting Natural Emergencies
- Ask the girls to make a list of as many natural emergencies as they can think of.
- Challenge them to identify under which heading each type of emergency falls: water, land, and air. Explain that some will fit into more than one category.
- Encourage the girls to discuss their thoughts and feelings about the different types of emergencies.

Option #2 - Read to Sparks
- Using the book list provided on the next page, borrow books about natural emergencies from your local library.

You can also include any related books from your own collection.
- Read a few fiction and non-fiction stories and talk about important steps that characters took to prepare, respond to and recover from the emergencies.
- If time permits, allow the girls to browse through the books on their own or with a friend.
Define Natural Emergency (cont’d)

Book List
The Flood that Came to Grandma’s House by Linda Stallone
ISBN 0912975024
City Storm by Mary Jessie Parker
ISBN 059042307X
Hurricane! by Corinne Demas
ISBN 0761450521
Come a Tide by George Ella Lyon
ISBN 0531070360
storms by Simon Seymour
ISBN 0688117082
Tornadoes by Simon Seymour
ISBN 0688146465
Emergency! by Margaret Mayo
ISBN 1841212725
Snow and Ice by Nicole Mortillaro
Sun and Storms by Nicole Mortillaro
ISBN 0-439-95745-1 PBK

Option #3 - Design a Webpage About a Natural Emergency
- Using simple web development software, design and create a simple webpage to inform others about a natural emergency (or emergencies).
- Try to use colours, layouts, and visuals that make it appealing to the eye as well as informative.
- You could have Guides or Pathfinders browse your webpage as a learning tool.

Option #4 - Read about Natural Emergencies
- Using online resources (see information) or books from your local library, read about three natural emergencies.

Introduction: Find out what types of natural emergencies that have happened or could happen in your community. Make one of those natural emergencies the focus for the options below.

Option #1 - Survivor Role Play
- Learn as much as you can about one particular natural emergency that has happened in your community (or surrounding area).
- Imagine what a survivor of that natural emergency would have experienced.
- Visit a Sparks or Brownies meeting and pretend you are a survivor. Dress the part, bring props, tell stories, and answer questions as if you really lived through the emergency.
- Be dramatic and stay in character.

Option #2 - Newspaper Scavenger Hunt
- Using online newspaper article archives, or accessing microform articles from most Canadian newspapers at the National Library of Canada in Ottawa, look for articles about specific natural emergencies.
- Find and read four or five articles. Share your findings with another Guiding member, friends, or family.

Option #3 - Interview a Survivor or CEMC
- Arrange to interview a survivor of a natural emergency in your community or your local Community Emergency Management Coordinator (CEMC) about a natural emergency that has occurred in your area.
- Type your interview and share it with another Guiding member.
Developing Related Emergency Preparedness Skills

Lifesaving Skills

Introduction: Find out where and how you can become trained in First Aid and CPR in your community.

Option #1 - Obtain or Update your First Aid and CPR training.
• Arrange to become certified or recertified in First Aid, CPR and possibly AED (automated external defibrillation) through St. John Ambulance, Canadian Red Cross, or any other Workplace Safety and Insurance Board (WSIB) recognized training agency.

Option #2 - Complete the “What Every Babysitter Should Know” course
• Arrange to take and complete the What Every Babysitter Should Know course from St. John Ambulance.

Option #3 - Lead Brownies in Practising Emergency Calls
• Ensure that all girls know that it is dangerous (and against the law) to call 9-1-1 or other emergency numbers unless there is a real emergency.
• Have one or more toy phones (or disconnected phones) on hand.
• Establish the key information you need to give when calling 9-1-1 (e.g., your name, parents’/guardians’ names, telephone number, location, what happened)
• Present the girls with a hypothetical basic emergency situation (e.g., fire, injury). Pretend to be a 9-1-1 operator and have the girls practise calling you.
• At the end of the activity, remind the girls that they should never call 9-1-1 or local Emergency Services unless there is a true emergency.

Game Idea

For a fun way to learn about all aspects of planning, prevention, and preparedness, order PX3 The Emergency Strategy and Preparedness Game from the City of Brampton at www.brampton.ca/emergency_measures/px3.html.

For a reasonable cost you can purchase this board game to be played year after year by Guides, Pathfinders, and Senior Branches members.
Developing Related Emergency Preparedness Skills (cont’d)

Water Safety

**Introduction:** Become aware of basic water safety rules. Talk to other Senior Branches members who may be lifeguards.

**Option #1 - Water Safety Instruction**
- If you are a lifeguard, arrange to teach a unit of Sparks, Brownies, or Guides water safety rules. This training can be done at a local pool, beach, or at camp.

**Option #2 - Throw an Indoor Water Safety**
- Invite the girls to attend a swimming pool with a bathing suit, bringing any safety gear (e.g., lifejackets, water wings, water shoes, etc.) that they may need or use when participating in water activities.
- Talk about the various safety gear and ensure that the girls understand why it is important.
- You could ask a Pathfinder to demonstrate the correct way to wear a lifejacket.

**Option #3 - Increase your Water Safety Skills**
- Take swimming lessons and/or work toward becoming a lifeguard.

**Option #4 - Research Drowning in Canada**
- Look at the report and find out: who is most at risk, how often alcohol is a factor, when and where Canadians are drowning, and how to prevent drowning.
- Present your findings in some way (e.g., chart, poster, brochure, article).

Fire Safety

**Introduction:** Learn about Home Fire Escape Plans as well as the correct way to start, manage, and extinguish a campfire.

**Option #1 - Camp Fire**
- At camp, demonstrate fire safety skills and the correct way to start, manage, and extinguish a campfire for Sparks, Brownies, or Guides.

**Option #2 - Home Fire Escape Plan**
- Task the girls with developing and practicing a home fire escape plan with their families. They can use the worksheet and corresponding instructions available on the Fire Marshal’s Public Fire Safety Council’s website at www.firesafetycouncil.com/english/home_escape_plan.pdf
- Follow the instructions to complete your Home Fire Escape Plan.
- If you live in a high-rise building, find out from your building manager what to do in the event of a fire. Every high-rise building is required to have an approved fire safety plan.
Developing Related Emergency Preparedness Skills (cont’d)

Fire Safety (cont’d)

• Arrange a meeting place for your family to gather after escaping the home.

Option #3 - Make a Picture Book

• Use information gathered from the Office of the Fire Marshal website www.ofm.gov.on.ca and resources from your local library to write a short picture book about fire safety for young children.

• Be creative! You could design an alphabet book, a pop-up book, or a rhyming book.

• You may draw the illustrations and print the text by hand or use clip art and a computer word processing program.

• When finished, donate the book to a Sparks or Brownies unit or a local school. Make sure you use kid-friendly language and that the images and text are appropriate for young children.
Emergency Preparedness Resources

**Emergency Management Ontario**
www.ontario.ca/emo
Check website for information on family emergency preparedness and emergency management in Ontario.
Phone: (416) 314-3723
Toll free: 1-877-314-3723

**Canadian Red Cross**
www.redcross.ca
National office: (613) 740-1900
Ontario zone: (905) 890-1000

**Environment Canada**
www.hazards.ca
National office: 1-800-668-6767
Ontario office: (416) 739-4809

**Ontario Provincial Police (OPP)**
www.opp.ca
Toll free: 1-888-310-1122 (anywhere in the province)
Calling the toll free number will put the caller in touch with an OPP communications centre.

Check website or local telephone listings for local contact information.

**The Office of the Fire Marshal (OFM)**
www.ofm.gov.on.ca
Head office: (416) 325-3100

**Ontario Society for the Prevention of Cruelty to Animals**
www.ospca.on.ca
1-888-ONT-SPCA (1-888-668-7722)

**St. John Ambulance Canada**
www.sja.ca
National office: (613) 236-7461
Ontario office: 1-800-268-7581
(Check website or local telephone listings for local branch contact information.)
## Spark Program Cross-Reference for Emergency Preparedness Challenge

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<td>Family Emergency Plan 1, 2, 3 and 4</td>
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<td>On My Own - Prepare for the Unexpected #4</td>
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<td>Emergency Survival Kit 2</td>
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<td>Potential Service Project</td>
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<td>Pet Emergency Survival Kit 1</td>
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<td>40-41</td>
<td>Natural Emergencies in Your Community 1 and 2</td>
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<td>40</td>
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<td>On My Own - First Aid #2</td>
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<td>Survival Girl - Prepare for the Outdoors #8</td>
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### Senior Branches Program Cross-Reference for Emergency Preparedness Challenge

#### Junior Leaders & Cadets
All options that ask you to lead Spark and/or Brownie activities satisfy the following requirements:
- Pg. 19 #11
- Pg. 27 #14 (if you consider this to be a service project)
- Pg. 26 #10
- Pg. 30 #10

#### Rangers
All options that ask you to lead Spark and/or Brownie activities satisfy the following requirements:
Any leadership activity, pg. 39 “Leadership”

<table>
<thead>
<tr>
<th>Page #</th>
<th>Option #</th>
<th>Bullet #</th>
<th>Program Cross Reference</th>
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<tbody>
<tr>
<td>43-44</td>
<td>Emergency Survival Kit #1 (for Sparks &amp; Brownie options)</td>
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<td>Pg. 25 # 5 Pg. 29 #5</td>
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<td>47</td>
<td>Lifesaving Skills #1</td>
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Emergency Preparedness Challenge