

Girl Scout Council of the Nation's Capital

# Emergency Preparedness Patch Program



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## Welcome!

The Girl Scout Council of the Nation's Capital and FEMA's Citizen Corps partnered to develop the Emergency Preparedness Patch Program. The Emergency Preparedness Patch program prepares Girl Scouts to:

- Identify local risks and potential emergencies
- Connect with local community service agencies
- Understand hazards and appropriate protective actions
- Learn local alerts and warning systems
- Prepare themselves and their family
- Deal with emotional responses to an emergency
- Discover how to get trained and become involved in community emergency planning
- Explore additional resources

Encouraging girls to take preventative steps and actions toward being safe is not a new goal for the Girl Scouts. "Be Prepared" is our organization's motto, and as far back as the 1917 edition of the Handbook for Girl Scouts, girls were asked to write articles to share information about the spread of insect-borne diseases, learn how to use a fire alarm and be knowledgeable on other topics of public health and safety.

### **By completing this patch program Girl Scouts will:**

**Discover:** Girl Scouts will gain practical life skills and develop positive values as they discover information to prepare them for emergency situations.

**Connect:** Girl Scouts will feel connected to their communities, both locally and nationally, as they identify agencies that work to protect their communities.

**Take Action:** Girl Scouts will learn to identify community needs and will take action to support public safety and emergency preparedness in their communities.

### **Patch Requirements:**

**D** **Daisy** – Do Activity One in the first section and two other activities from this booklet (each activity should be from a different section).

**B** **Brownie** – Do both activities from the first section and three additional activities (each activity should be from a different section).

**J** **Junior** – Do one activity from each section (there are six sections total).

**C** **Cadette** – Do one activity from each section, plus one additional activity.

**S** **Senior** – Do one activity from each section, plus two additional activities.

**A** **Ambassador** – Do one activity from each section, plus two additional activities.



## What is an Emergency?



An emergency is a situation which poses an immediate risk to health, life, property or the environment. Most emergencies require urgent intervention to prevent the situation from getting worse. Being prepared and educated about disasters empowers all individuals, no matter their age, to make a huge difference in the outcome. In addition to physical effects of most emergencies, it is important to acknowledge an emotional response to the situation.

### Note to Leaders

- Some of the topics/issues brought up in this program may be sensitive issues for girls in your troop. Be flexible and in tune with the emotional and cognitive level of your girls when choosing activities.
- To learn more about how to work with girls on these potentially sensitive subjects, read the “Working With Girls” guide in **Appendix A**.
- Each section includes an “Important to Know” box, which offers factual information about the disasters and topics referenced in the activities. Be sure to review this information with your girls in conjunction with the activities.

### Activity One - Emergency 101

Ask the girls what they consider an emergency. Write responses down on sticky notes—this will help you categorize them later in the activity.

What emergencies might arise **in the home** (fire in the kitchen or basement), **involving transportation** (car crash, boating accident), because of the weather or nature (hurricane, flash flood) or **other situations** (gas leak, explosion in a public place)?

**\*Note to Leader:** Girls may begin by responding with individual emergencies like broken bones or asthma attacks, and find it difficult to come up with larger-scale emergencies like natural disasters and man-made disasters. Some helpful prompt questions may include:

- *Can you think of an emergency that affects a lot of people or a large geographical area at once?* Answers may include health scares like pandemic flu, terrorist attacks like 9/11, wildfires like in California, etc.
- *Can you think of an emergency that was due to weather or nature?* Answers may include a tornado, an earthquake, a hurricane, a tsunami, etc.
- *Can you think of an emergency that was caused by other people?* Answers may include terrorist attacks, bombings, contaminated food (e-coli), arson (intentionally starting a fire), etc. This topic may be the most challenging for girls to comprehend, depending on their background experience and knowledge, and their age.

\*In the kit, there are some news clippings of specific man-made hazards like the events of September 11, 2001, the Oklahoma City Bombing in 1995, and the 2001 Anthrax scare. It may be worthwhile to check out the kit and review these clippings (or your own online search) if girls need a frame of reference for this discussion.

Ask girls to group the emergencies they have identified into the categories of personal, community, national, and global (There will be some overlap. Emergencies affect us on different scales).

Brainstorm what emergencies are most likely to affect them and their community.

In addition to thinking about different scales of emergencies, encourage girls to think about how emergencies affect us. Ask them to consider what dangers each type of emergency could cause. Think about four types of impact: dangers to life, dangers to health, dangers to property and dangers to environment – NOTE: some emergencies will fit into more than one category.

### *Dangers to Life*

Many emergencies cause an immediate danger to the life of people involved. This ranges from emergencies affecting a single person, such as medical emergencies, which include heart attacks, strokes and trauma, to incidents affecting large numbers of people such as natural disasters including hurricanes, floods or mudslides. Most service agencies consider these to be the most important type of emergency, since there is nothing more important than human life.



### *Dangers to Health*

Some emergencies might seriously affect the health and well-being of a person or persons without threatening life. Health emergencies include injuries such as cuts and broken limbs that require immediate assistance, a disease outbreak and smoke inhalation.

### *Dangers to Property*

Property is anything that is made or built and includes buildings, homes, bridges, roads, and cars. An example of “Danger to Property” would be a fire. Even when people are not involved, the situation is treated as an emergency as the fire may spread to other buildings, or may cause sufficient damage to make the home or business unusable.



### *Dangers to Environment*

Some emergencies affect the natural environment and creatures living within it. These types of emergencies can have far reaching effects on animals and the long term condition of the land. Examples would include forest fires and marine oil spills.

Has anyone of your girls or their family/friends ever been affected by one of these emergencies?

\*Extension activity: Girls can create an emergency preparedness song. See the example created by youth in Oklahoma City, in honor of National Preparedness Month.

[www.ready.gov/kids/downloads/kids\\_song.pdf](http://www.ready.gov/kids/downloads/kids_song.pdf)

## **Activity Two - Name That Emergency!** J C S A B

Fill out the Emergency Preparedness crossword, which can be found in **Appendix B**. Review the answers. Areas that girls missed might help you choose which activities to complete to earn this patch.



## Know your Local Community Agencies

Communities want everyone to be safe during an emergency. To accomplish this, organizations work together to prepare for, assist during, and help recover after an emergency. In this section troops learn about the groups working to keep them safe.

### **Activity One – Stop, Drop and...Read!** **D B J**

Pick a children's book about firefighters, police, doctors, or any other public service field to read out loud at your meeting. Older girls can visit the local library to pick their own book to read at home. Discuss how that job helps the public. See **Appendix C** for a short bibliography of possible titles.

### **Activity Two – Emergency ForeSITE** **D B J C S A**

There are **six stages** of a large scale disaster:

1. **Planning** – Creating plans of what to do before, during and after an emergency
2. **Prevention** – Taking steps to stop emergencies from happening
3. **Mitigation** – Taking action in advance to reduce the impact if something does happen
4. **Preparedness** – Taking action in advance to be able to respond effectively
5. **Response** – Taking action during and immediately after an emergency to reduce impact
6. **Recovery** – Actions to rebuild a community after the crisis is over

An example of this that girls may relate to is taking a trip to get an ice cream cone or going camping:

<b>Stages</b>	<b>Ice cream trip</b>	<b>Camping trip</b>
<b>Planning</b>	<b>Before you go, discuss your plan:</b> <ul style="list-style-type: none"><li>• How are you getting there?</li><li>• Do you have money to pay for the ice cream?</li><li>• Are you inviting anyone else to come along?</li></ul>	<b>What is your plan for the trip?</b> <ul style="list-style-type: none"><li>• Where are you going?</li><li>• How are you getting there?</li><li>• Who is bringing the supplies?</li></ul>
<b>Prevention</b>	<b>While standing in line, you notice your shoe is untied. Tying your shoelace will prevent you from tripping over it.</b>	<b>What can you do to make sure you don't run out of gas on the way to the campsite? (check the mileage and make sure you have enough gas in the tank or stop for gas along the way.)</b>
<b>Mitigation</b>	<b>You don't want your ice cream to drip all over you:</b> <ul style="list-style-type: none"><li>• Sit in the shade</li><li>• Hold your cone with the napkins</li></ul>	<b>Bug bites are a known risk while outdoors. How can you lessen the chance of being affected by this and other risks? (bring bug spray, wear long pants and long-sleeved shirts)</b>
<b>Preparedness</b>	<b>Be prepared!</b> <ul style="list-style-type: none"><li>• Get napkins with your cone</li><li>• Have them ready before you eat</li></ul>	<b>Learn about specific hazards that might happen while camping, such as thunderstorms, and discuss what you can bring with you to help you react if it does rain. (packing rain</b>

**Response** Oh no! Some one bumped into you and knocks your ice cream cone on to your shirt. Use your napkin to clean up and then wash your hands.

**Recovery** Wash your shirt when you get home.

gear and activities to do inside your tent, bring food you don't have to cook over an outside fire.) It rains all weekend, But you still had a good time because you had rain gear, books and games, and food to eat!

After you get home, how can your troop get back to normal? (replenish bug spray, dry out tents and sleeping bags)

Ask girls to define these stages for other troop activities like selling Girl Scout cookies.



Now **visit** a local emergency management office, police station, firehouse, or public health facility. What types of emergencies do they respond to? How do they prepare for an emergency before it takes place? What happens when they respond to the emergency? What do they do after the emergency is over? Find out what you can do to help prepare ahead of time, during, and after an emergency.

**Activity Three – Who Ya Gonna Call?** J C S A

Learn about the different government workers who help your community prepare for, respond to, and recover from emergencies. Troops are welcome to have girls research more in-depth information for each or to come up with their own.

**Emergency Managers**

Fast Facts

- ❖ Prepare community emergency plans, coordinates response to a disaster, and provide ongoing recovery relief after an emergency.
- ❖ Work closely with other community leaders (school principal, mayor, doctor, etc.) to help keep people safe.
- ❖ Q1: What is the key to the success of your community's Emergency Manager?

**Firefighters**

Fast Facts

- ❖ Firefighters put out fires and rescue people from car accidents, collapsed and burning buildings, and other emergency situations.
- ❖ Firefighter gear can weigh from 60-70 pounds.
- ❖ Q2: At what age can kids start taking firefighting classes?



**Police**

Fast Facts

- ❖ Police Officers keep the peace by enforcing the law, protecting the people and property, and investigating crimes.
- ❖ They should always have their badge with them.
- ❖ Q3: How do you support police officers in your community?



**EMT**

Fast Facts

- ❖ EMT's are often the first health care official at the scene of an accident or other medical emergency.
- ❖ Are trained to assess a person's condition, perform emergency medical procedures, and transport patients to the hospital.
- ❖ Drive an ambulance.
- ❖ Q4: What does EMT stand for?



## Public Health

### Fast Facts



- ❖ Public Health workers try to prevent medical problems from happening through educational programs, services, and research.
- ❖ Focuses on helping communities locally and globally.
- ❖ Thanks to Public Health people now have a longer life expectancy.
- ❖ Q5: How do you help prevent the spread of flu?

## Public Works

### Fast Facts

- ❖ Public Works includes everything the government helps to provide for its people – electricity, water, road maintenance, , and more!
- ❖ Q6: How many homes in your neighborhood were left without power after the last storm?



Answers: (1) You! It is important to understand that Emergency Managers help coordinate first responders in an emergency. However, those first responders only make up less than 1% of the population. Individuals need to be prepared to be responsible for themselves and their loved ones should an emergency occur. (2) Firefighting classes start at age 16. (3) See Neighborhood Watch materials for answer. (4) EMT stands for Emergency Medical Technician. (5) Washing your hands is the simplest and best way to stay healthy and help keep your community healthy. New Public Health research shows that people should turn their heads into their shoulders when they cough/sneeze, rather than covering their mouths with their hands since people touch more things with their hands. (6) Discuss public works duties before and after an emergency like a storm. Contact your local utility for a specific answer.

**Ask each girl to choose one position to explore.** Contact a person with that job to learn more about their role in the community's emergency preparedness plan. Have the troop brainstorm interview questions. Find out what you can do help the community in an emergency situation.

**Girls should come up with a short presentation** about their person's role in emergency preparedness. They can also invite the individual to speak at their next meeting.

## ☐ Activity Four – Agents for Preparedness



Fire, thunderstorms and floods are natural hazards that could occur in most communities. Some communities face particular natural hazards as tornadoes, hurricanes, or earthquakes. Other communities are also more vulnerable to man-made hazards, like terrorist attacks and chemical contaminations. To help everyone prepare for these hazards, government representatives and community leaders have to work together in all six stages of an emergency. These government representatives and community leaders may work together on an important group that represents the community called a Citizen Corps Council. Review the six stages: planning, prevention, mitigation, preparedness, response, and recovery.

Review the government representatives who have a role in emergencies, such as emergency service providers, elected officials, and public school principals. Then ask girls to think about other community leaders or experts that should participate in the stages of emergency management.

This may include, but is not limited to:

- Mayor or City Administrator
- Emergency Manager
- Chief of Police and Fire Chief
- Superintendent of Schools
- Coordinator of Roads and Transportation



- Director of Public Health and Hospital Safety
- Superintendent of the Sewage Plant or Water Department
- Animal Control and Humane Organizations
- Electric Company Emergency Officer
- Businesses and employers
- Organizations that provide services to the community and work with volunteers (such as the Girl Scouts, Red Cross, Meals on Wheels, etc.)
- Representatives of faith organizations,
- Representatives of people who speak other languages, come from other cultures,
- Representatives of people who may need special help during disasters – people with disabilities, the very young and the elderly, people without access to cars, buses, trains, etc.

How would your community cope in the event of a natural disaster? Make a list of possible emergency situations (both natural and not). Is everyone listed above needed for every situation? Why or why not?



## Understanding Local Hazards and Appropriate Protective Actions

The environment where we live, study, pray, and play can have a big impact on what emergency situations we might encounter. The activities in this section help girls identify potential local hazards and learn how to prevent and respond to a disease outbreak.

### Activity One – A History of Response D B J C S A

**Visit your local museum or library.** Have girls view documents and photos from before and after a local disaster. Did a lightning strike cause a fire that destroyed part of the town's historic district? Or did a sinkhole swallow businesses on Main Street?



How did people respond in those situations? Did they rebuild? Does the area look the same as it did before? What is different and what is the same?

If you cannot access information about your town, research a disaster in your state or a neighboring state by asking a local organization active in disasters or online.

Remind girls that it is important to understand and learn from the history of events in a community because it helps prepare for and build resiliency in case of future negative events.

\*If you have borrowed the Emergency Preparedness Patch kit, check out the news clippings folder to get a sense of emergencies that have happened in communities around the country and world.

**Additional Resources:** [www.fema.gov/news/disasters.fema](http://www.fema.gov/news/disasters.fema)

This site lists Presidentially Declared Disasters by state and year.



## **Activity Two – Preparedness Proofing** **D B J C S A**

Disasters can occur at any time so it is important to learn what emergencies are most common in the areas we live in and what we can do to prevent, mitigate, and prepare for these emergencies.



Take a walk around your house, school or troop meeting place. Think about the geography and terrain of the area. As you walk, write down some of the things you see that might lead to a problem. Do you have small toys or other objects laying around that a baby sibling might choke on? Do you have a smoke detector and a carbon monoxide monitor? Are cleaning products stored properly? Are there trees near your house or car that might fall down in a big thunderstorm? Do you live in or near mountains that may be prone to mud or rockslides? Has a nearby river ever flooded part of your neighborhood? Visit [www.homesafetycouncil.org](http://www.homesafetycouncil.org) or [www.weather.gov/stormready/](http://www.weather.gov/stormready/) online to help you identify other hazards in your home and storm risks in your community, respectively.

Take the **Emergency Preparedness Quiz**, which can be found in **Appendix D**. Go over the answers.

*Troop Leaders:* Turn this into a Jeopardy-style game with your troop!

## **Activity Three – J-E-L-L-O Germs...They're ALIVE!** **D B J C S A**



Germs are bacteria or viruses easily transferred from person to person. They can lead to something as harmless as the sniffles or something more serious such as a pandemic flu. It is important for everyone to understand that hand washing is important at all times, but especially during medical emergencies.

*Supplies:*

- small amount of vegetable oil
- Jello powder in a Ziploc bag (*may be helpful to have different colored jello to represent different germs*)
- Water and a tray (optional)

Sometimes emergency situations can come from things we cannot see. Ask the girls what they already know about germs. What do germs look like? What can happen if germs get inside your body? How do germs get from one person or object to another?

Choose two or three girls to start off with the Jello Germs. Rub vegetable oil on their hands. Have each girls stick their hand in a Ziploc bag of Jello powder. Girls can use different Jello powder colors to represent different germs.

For one minute, all of the girls should go around shaking hands with one another. Afterwards, give each girl a tray with about 1/2" of water. Have girls put their hands flat in their tray. If any colors show in the water they have "germs" on their hands. (If you don't have the supplies to hand out water, just have the girls reflect on how sticky their hands are. If their hands are sticky with jello, they have germs.) How many girls had germs? What does this mean about spreading germs? Are girls surprised at how easy it was to catch germs from their friends?



## \*Important to Know\*

A pandemic is a widespread disease outbreak. A flu pandemic occurs when a new influenza virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily person-to-person. It causes serious illness and can sweep across the country and around the world in very short time.

It is difficult to predict when the next influenza pandemic will occur or how severe it will be. Wherever and whenever a pandemic starts, everyone around the world is at risk. Countries might delay arrival of the virus (by closing borders and creating travel restrictions) but they cannot stop it.

To plan for a pandemic:

- Store a two week supply of water and food. During a pandemic if you are asked to stay home, or if stores are out of supplies, it will be important for you to have extra supplies on hand.
- Periodically check your regular prescription drugs to ensure a continuous supply in your home.
- Have any nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, fluids with electrolytes, and vitamins.
- Talk with family members about how they would be cared for if they got sick, or what will be needed to care for them in your home.
- Volunteer with local groups to prepare and assist with emergency response.
- Get involved in your community as it works to prepare for an influenza pandemic.

To limit the spread of germs and prevent infection:

- Teach children to wash hands frequently with soap and water.
- Teach children to cover coughs and sneezes with their arm or with tissues-
- Teach children to stay away from others as much as possible if they are sick. Stay home from work and school if sick.

After the activity, take the girls to wash their hands together. Hand washing is an easy and practical way to greatly cut down on the spread of germs that cause colds and other illnesses. Ask the girls why hand washing is important. When should you wash your hands? How long should you wash your hands for? (One great frame of reference for girls to use is to sing the Happy Birthday song or the refrain from their favorite song – this should last about 20 seconds, which is the suggested minimum length of time for hand washing).



Do any of the girls have techniques that seem to work better than others? Remind the girls that it is important to wash all of the surfaces of their hands - front, back, in between the fingers and under the nails. This makes sure they get rid of as many germs and bacteria as possible so they do not accidentally enter our bodies or spread to others.

Although pandemic flu is something we need to prepare for, many people die from the seasonal flu every year. It is important to take steps, such as hand washing, to protect against the spread of flu, pandemic or seasonal. Talk to the girls about the implications of flu. Additionally, make sure to highlight that good hygiene keeps us safe every day by helping to prevent the spread of bacteria and viruses.

### **Activity Four – Don't Delay! Decontamination Relay** B J C S A

It's important to know what to do if something harmful gets into the air or onto your skin. Examples of things that could cause damage include chemicals, poisons, or high doses of energy waves called radiation.

If something is in the air, cover you mouth and nose with a cloth to avoid breathing in the bad substance, don't eat or drink food or liquids that have been out in the open (food in sealed packages or cans should be safe, but wash the container first). And, of course, if it's in the air, it will be on your skin and clothes.

The best way to get a harmful substance off your skin is to take a shower. But remember, since the harmful substance will also be on your clothes, you will need to seal your clothes in a plastic bag and put the bag where others will not touch it. If you used a cloth to cover your mouth, you should put that in the bag too.

If something happens to cause widespread contamination, such as a chemical spill or a dirty bomb (an explosion that contains radioactive material), authorities may set up special decontamination areas, which include portable showers and bags to seal your clothes.

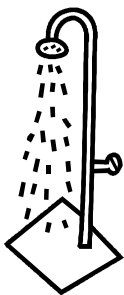
Play this relay race game to get an idea of how a wash station might work during a mass decontamination, and to think about how to take a really thorough shower at home. Although this game is fun and will move quickly, remember that if you are in a situation where decontamination is required, you should focus on thoroughness, not speed.

*Supplies:*

- four extra large button-up shirts
- four pieces of costume jewelry – necklace or bracelet recommended
- two stuffed animals
- two large trash bags, or trash cans with lids
- two hula hoops – to create a shower

Divide the girls into two equal teams, and assign each team a monitor who will be stationed at the Wash Down area. Have the two teams stand next to each other on the same side of the open area. Have one girl from each team put on one shirt (over her clothes) and jewelry. She will carry the stuffed animal with her. Across the open area from the teams, set a washcloth, second shirt, jewelry, a trash bag or can, and a hula hoop.

Tell the girls that there has been a chemical contamination and they need to quickly take off their contaminated clothing and wash their bodies. Yell “Contamination! Don’t delay!” to start the game. Girls wearing the “contaminated” clothing will run across the Contamination Zone (open area) to the Wash Down Area (area with hula hoop, shirt, jewelry and trash bag).



When they get to the Wash Down Area, they are to take off the “contaminated” clothing and jewelry. In a real decontamination situation, clothes would be cut off, but girls can simulate that by being careful not to touch their faces.

They should:

- throw the “dirty” items away in the trash container
- clean themselves and the stuffed animal pet in the shower (for at least 10-20 seconds)
- put on the clean items

Once they and their pets are clean and dressed in clean clothes, they should run back to her teammates. When a girl makes it back to the starting point she should remove her “clean” clothes and jewelry, handing them and the pet to the next girl in line who then runs to the Wash Down Area. This is done until every girl has practiced decontamination. The team who gets everyone decontaminated the quickest wins.

After the relay, ask the girls what they learned from the experience. Be sure to ask the following questions: Why is it important to get clean clothes and wash their skin if there is a chance of exposure to dangerous gas or contaminants? Why should you seal contaminated items in a garbage bag or container and keep it far away from where you



are? Encourage the girls to ask their local health department or fire department if they have decontamination strategies in place for their community. Where would decontamination shelters be located? If you find that your community does not have strategies or shelters, talk about alternative locations to remove contaminants and shelter.

\*One good frame of reference would be the chemical showers found in many high school chemistry classes. What are actions that might help prevent, mitigate or prepare for chemical spills?

### **\*Important to Know\***

"Temporary Sealed shelter from hazardous chemicals or radiation.

During a chemical or radiological emergency, where hazardous materials are released and in the air, you may be asked to create a temporary sealed shelter for immediate short-term protection to protect yourself from exposure until the contaminated air disperses. You should know what to do and prepare the materials you need in advance so that you are ready to create this shelter, such as duct tape, pre-cut plastic sheeting to cover doors and vents, radio, and water.

When you receive a warning about a chemical release: You may be asked by public safety officials to take action immediately to either evacuate or, if evacuation isn't safe, to create a sealed shelter and stay where you are. If ordered to do so:

- Be prepared to follow routes given and evacuate immediately OR
- Be prepared to create a sealed shelter immediately where you are to keep out the chemicals:
  - Shut off heating and cooling systems, and fans that draw in air from the outside. Close damper to fireplace.
  - Immediately take your family to the room you have chosen as a shelter. If girls are at school do not leave to get them. Going outside may expose you to hazardous chemicals. Schools will have their own emergency plans.
  - Shut and lock doors and windows. Cover windows with pre-cut plastic sheeting. Seal cracks around the door and windows with duct tape you have in your kit for this purpose.
- Turn on an emergency radio to a local station that broadcasts emergency information. Stay tuned until the "all clear" message is broadcast. When you hear the "all clear" message, you should:
  - Open doors and windows.
  - Turn on your heating/cooling system to ventilate the house.
  - Go outside

CDC Communicating in the First Hours: Radiation Emergencies: [www.bt.cdc.gov/firsthours/radiation.asp](http://www.bt.cdc.gov/firsthours/radiation.asp)

## **Activity Five – Modeling Disaster** **B J C S A**

Choose **one** of the following natural disaster scale model **activities**



### **Make a Tornado!**

Tornados are common in the Girl Scout Council of the Nation's Capital region. It is a rotating column of air extending from a thunderstorm to the ground. It can cause lots of damage and injuries. Tornados can move quickly, blowing objects at very high speeds, even if they are a distance away. Have girls research the effects of a tornado. Bring in before and after pictures of a site hit by a tornado [or look at the photos in the kit] and discuss the damage they caused.

*Supplies for the Tornado model:*

- Two empty plastic bottles of the same size (2-liter soda bottles work well)
- Water
- Duct tape
- Pen
- Glitter or small pieces of paper.

Fill one plastic bottle with water, sprinkling in glitter or paper. Cover the mouth securely with duct tape. Using the pen, poke a hole into the tape covering the bottle mouth. Turn the empty plastic bottle upside down and align the mouth of that bottle with the mouth of the duct taped bottle. Use another piece of tape to attach the bottles by wrapping both securely together. When the bottles are firmly in place, you are ready to create your tornado!

Holding the taped bottle necks, turn the tornado-maker so that the filled bottle is on top, and keeping it in a vertical direction, swirl the device so that a funnel is created.



The glitter and pieces of paper represent the debris that can get sucked up and carried by tornado winds. Think about what could happen in real-life when a tornado picks up objects such as tree branches, mailboxes, and even cars. Although your tornado model is quite small, actual tornados can get as large as a mile wide and have winds of over 300 mph. Explore what to do if you are in an area – inside and outside – when a tornado hits and practice the appropriate protective behavior. Learn the difference between a tornado watch and a tornado warning.

**\*Important to Know\***

During a tornado the safest place to be is underground, or as low to the ground as possible, and away from all windows. If you have a basement, make it your safe place. If you do not have a basement, consider an interior hallway or room on the lowest floor.

Putting as many walls as you can between you and the outside will provide additional protection. Less than 2 percent of all tornadoes are powerful enough to completely destroy a sturdy building. Make sure there are no windows or glass doors in your safe place and keep this place uncluttered.

**If there is no building nearby lie flat in a low spot. Use your arms and hands to protect your head.** Dangerous flying debris can be blown under highway overpasses and bridges, or weaker overpasses and bridges could be destroyed.

The American Red Cross now recommends that if a tornado warning is issued you should first try and take shelter in a basement or sturdy building. If you can not take shelter indoors, you should:

- Get into a vehicle, buckle your seat belt, and try to drive at right angles to the storm movement and out of the path of the tornado.

If strong winds and flying debris occur while you are driving, pull over and park, keeping seat belts on and the engine running. Crouch down below the windows, covering your head with your hands and a blanket if possible. The NWS recommends that if you are being overtaken in your car by a tornado, then you should get out of the car and into a nearby building or ditch.

Additional Links: FEMA Fact Sheet on tornadoes [www.fema.gov/hazard/tornado/index.shtm](http://www.fema.gov/hazard/tornado/index.shtm)  
Ready America Tornadoes information [www.ready.gov/america/beinformed/tornadoes.html](http://www.ready.gov/america/beinformed/tornadoes.html)  
Ready Classroom activities  
[http://readyclassroom.discoveryeducation.com/media/pdfs/FINAL\\_Weather\\_Types\\_1\\_k-2\\_2.pdf](http://readyclassroom.discoveryeducation.com/media/pdfs/FINAL_Weather_Types_1_k-2_2.pdf)  
<http://www.redcross.org/www-files/Documents/pdf/Preparedness/checklists/Tornado.pdf>

**OR**

### **Make a Human Seismometer!**

Though we do not always feel them, earthquakes occur everyday. They can be caused by the shifting of underground tectonic plates. A seismograph is a tool scientists use to monitor and record earth movement. A pen is used to mark lines on a piece of paper; the calmer the earth's movements, the smoother the lines. Have girls research the effect of earthquakes. Bring in before and after pictures of a site hit by an earthquake [or look at photos in the kit].

*Supplies for the Seismometer model:*

- rocking chair
- pen or marker
- roll of paper on a dowel



Have one girl sit in the rocking chair with the pen. She should extend her arm out forward and hold the pen in a fist with the point facing down.

A second girl should stand next to the girl in the chair (she will be facing sideways) and hold the paper with a fist on either side of the dowel. A third girl will hold the loose end of the paper. The paper should be perpendicular from the girl in the chair. Have the girl in the chair press the pen lightly on the paper's surface.

A fourth girl should push or pull the back of the rocking chair. The rocking motion will simulate an earthquake. As the girl in the chair moves, have the girl holding the free end of the paper begin to walk backward at a steady pace, pulling the sheet of paper underneath the pen.

Once the girl in the chair stops moving, have the girls come back together and look at what was recorded on the paper. This is called a seismogram, the graph output of a seismometer, an instrument that measure and record motions of the ground. Today, practically all seismograms are recorded digitally to make analysis by computer easier.

The lines on the paper indicate the strength of the earthquake. The taller the peaks and the lower the valleys are, the more the earth moved, or in this case, the more the rocking chair moved.

### **\*Important to Know\***

Some earthquakes are actually foreshocks, which means a larger earthquake might occur sometime afterward. Minimize your movements to a few steps to a nearby safe place. People should **DROP** to the ground, take **COVER** by getting under a sturdy piece of furniture or in a doorway, and **HOLD ON** until the shaking stops.

Stay away from glass and hanging objects, and bookcases, china cabinets, or other large furniture that could fall. Watch for falling objects, such as bricks from fireplaces and chimneys, light fixtures, wall hangings, high shelves, and cabinets with doors that could swing open.

Stay inside until shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.

Additional Links: FEMA FactSheet on earthquakes [www.fema.gov/hazard/earthquake/index.shtm](http://www.fema.gov/hazard/earthquake/index.shtm)



## Local Alerts and Warning Systems

Knowing and understanding local alerts and warning systems for communities, school systems, and other places where people might need to be warned of an emergency, will help girls to be more prepared and have better response time if there is an emergency. It will also help them to be proactive and hopefully avoid harmful situations.

### **Activity One - Watches & Warnings & Alerts, Oh My!**

We face different weather conditions everyday. What weather types are in your area? Have the troop discuss what Weather Alerts and Warnings they have seen or heard. Learn about the difference between a Weather Watch and a Weather Warning. Refer to the Emergency Preparedness Quiz in Section 3 for more weather information.

The purpose of this experiment is to watch lightning and hear thunder to give you clues about how far away you are from a storm. This is not an exact science, but a good rule of thumb to estimate how far away a storm is. During the thunderstorm, have girls watch the local news to see what weather alerts are announced. What do they mean?



#### *Supplies:*

- 1 Thunderstorm\*
- 1 stopwatch

\*Troop leaders: this is hard to predict. It might be useful to keep this as a spur of the moment activity or as an ongoing assignment for girls to do with their parents at home.

First, learn about lightning safety and make sure you are in a safe place.

[\(http://www.lightningsafety.noaa.gov/\)](http://www.lightningsafety.noaa.gov/) After seeing a flash of lightning, count the number of seconds until you hear the thunder. You can do this by using the stopwatch or by counting "One Mississippi, Two Mississippi, Three Mississippi," etc. Divide the number of seconds you count by five to get the number of miles. For every 5 seconds, the storm is one mile away. But you should always remember, if you are outside and thunder roars, go indoors!

What travels more quickly, light or sound? If you said light travels faster than sound, you're right! The lightning and thunder are happening at the same time, but light reaches you instantly, while sound takes longer. Do you ever see lightning without hearing thunder? Some call that "heat lightning," but it is really lightning that is more than 15 miles away and too far away for you to hear the thunder.

A lightning storm may not always occur when you are safe inside your house. Learn what to do if you are outside or in a vehicle when a lightning storm arises.

## \*Important to Know\*

What to do indoors during a thunderstorm:

- Stay away from windows.
- No not use electrical equipment. Unplug appliances and computers.
- Avoid taking a shower or bath. Because water conducts electricity, if lightning strikes your house it may send a current of electricity through the water in the pipes.

While driving:

- Reduce your speed and turn on your emergency flashers.
- Pull off to the shoulder of the road. Stay away from tall objects, such as trees, which could fall due to wind or lightning.
- Remain in the car until the storm passes

While outdoors (always try to find shelter in a building if possible):

- Stay low.
- Keep away from trees, tall objects, metal objects and water
- If you begin to feel your hair stand on end, this indicates lightning is about to strike. Drop to your knees and bend forward placing your hands on your knees and crouch down. Do not lie flat on the ground. This will only make you a larger target.

### **Activity Two – What Did You Say?** **D B J C S A**

How do you learn important information during a disaster? Television, radio, internet? What happens if the power goes out? No matter how you find out your information, it is important to stay calm and listen carefully. Battery operated or crank powered radios are essential for finding out necessary information during an emergency.

Play the game “Telephone.” Girls should sit in a circle. Come up with emergency phrases. Examples: “If the fire alarm goes off, meet in the playground area to the left of the school.” Or, “If there is a chemical spill quickly decontaminate by finding a location to remove dirty clothing and shower.” Think of other statements that might apply to your group.



Whisper the emergency statement to the first girl. She should then whisper the message she heard to the girl next to her and so on. Do not repeat the phrase if someone could not hear. The last girl says the message aloud.

Was the final message similar or different to what was originally said? What does this show? Why is it important to listen carefully when being told directions in case of an emergency?

Have the girls make posters or flyers detailing their community alert and warning system to help inform others what to do in case of an emergency. Check if your community has a Web site, TV or radio station that they use to update emergency information.



*Girl Scout Cadettes, Seniors and Ambassadors:*

Find out more about how your local community organizations communicate important information during an emergency. What are their backup plans if electricity is out? Find out what you can do to help spread the word. Are there ways you can help at a senior center or residence for people with special needs? How many different sources for alerts and warnings can girls name? (NOAA Alert Radios



in schools or home, subscriptions to local text alerts for cell phones and computers, NOAA text alerts, TV and Radio captioning, Internet “weather bugs”, sirens or outdoor speaker systems, etc.)

Some communities and some school systems send out emergency messages via email or text. Find out if your school does this and if so, register to receive those alerts. Between 2005 and 2008, the Federal government distributed NOAA Public Alert Radios (NOAA stands for the National Oceanic and Atmospheric Administration) to every school in America. These radios provide alerts for a wide range of emergencies--from an approaching tornado, a telephone outage disrupting 9-1-1 emergency services, local roads overrun by flash floods, a derailed train posing a hazardous material threat or the urgent need to be on the lookout for an abducted child.

Check with your school to see if they have a Public Alert Radio and check to see if it is programmed currently. You can contact your local emergency manager or a volunteer with the American Radio Relay League to come to your school and check the radio.

You could even consider using your cookie sale proceeds to buy NOAA Public Alert Radios for organizations or families within your community. (These radios cost around \$45 each and can be purchased at Radio Shack and other retailers.)



## Preparing Your Family and Yourself

Planning ahead is the first step to a calmer and more assured disaster response. Making a plan, understanding it, and practicing it will help you feel prepared and safe!

### **Activity One - Family Communication** **D B J C S A**



Families may not be together when disaster strikes. Plan how girls will contact their family and review what they should do in different situations.

Discuss the information they need to include and why. Every family should have a designated meeting place just outside the home, in case you have to evacuate the house quickly, it will be important to make sure everyone is out safely and accounted for. You should also pick a place to meet that is outside of your neighborhood in case something happens when you are outside of you home, like at school, and you can't get home. This should be someplace easy to get too, like a store or a community building.

Have the troop make a sample family plan. What information should be included? Where should they go? What should they do?

Each girl should get a lined 3x5 index card. Decorate the blank side. On the side with lines, each girl should print their emergency contact information. Is there anything else they think is important to include? Doctor information, allergies, etc? If possible, laminate the cards. See sample card on next page.

The girls should make a Family Communication Card for every member of their family and an extra one to put by the home phone. Each girl should keep her card in her wallet or school bag. (Girls who have cell phones should enter their emergency contact number as ICE (in case of emergency) in their cell phones. ICE is a recognized listing

and anyone can call that number if something happens.) Remind girls that even with cell phones, it is important to have numbers written down in case the cell phone battery runs out.

*Sample Card (adapted from the Ready Family Emergency Plan found at [www.ready.gov](http://www.ready.gov)):*

<p style="text-align: center;"><b>Family Communication Card</b></p> <p><b>Family Meeting Place</b> - Outside of home: <b>Family Meeting Place</b> – Outside neighborhood:</p> <hr/> <p><b>Emergency Contact and Phone #:</b> _____</p> <p><b>Out of Town Contact and Phone #:</b> _____</p> <p><b>Other Important Information:</b> _____</p> <p style="text-align: center;"><b>DIAL 911 FOR EMERGENCIES</b> <b>POISON CONTROL:</b></p>
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## **Activity Two – Map That Evacuation!**

In case of an emergency it is important that girls know how to get out of a building. This is important wherever you are, even at Girl Scout meetings! Remind girls that it is important to locate exits when they go to public places, like shopping malls and movie theatres. There are two types of evacuation routes, the primary (first choice) and the secondary (second choice), in case you cannot use the primary route.

*Supplies:*

- Smoke Detector or loud buzzer of some kind



Have girls work together to create a large map of the meeting location. Girls should plan the primary route. Discuss the positives and negatives for this route.

“What Ifs” To Consider

- Fire or smoke is blocking the primary route?
- There is a hot door between you and your route?
- Rubble/debris is blocking the route?
- Others?

Have the girls create a secondary route based on what they have discussed.

As girls finish their discussion, simulate an emergency by having the smoke detector go off or by sounding a loud buzzer. Act as if this is a real emergency. Have girls lead the way to evacuate. If possible, set artificial barricades to block their way so they need to rethink their route or blindfold them to simulate a power outage. Afterwards, discuss what went well and what was difficult.

In addition to evacuating a building, sometimes people are instructed to evacuate a whole neighborhood or even a whole city. Encourage the girls to contact a local office of

emergency management to find out if it publishes community evacuation plans and routes. If they are available to the public, girls can request a copy and review it at the next meeting. And just as they planned two different routes to leave the room, explain that they should plan two different routes to leave the city.

And for girls who live in or near big cities, let them know that sometimes asking the whole city to leave is not the best response to the situation. Sometimes people will be asked just to stay where they are.

### **\*Important to Know\***

Time is crucial when trying to evacuate. Even just a few seconds can make a big difference. Have girls brainstorm ideas to help lengthen the time available when escaping. Example: make sure the door is closed and place something along the crack at the bottom of the door (towel, blanket, etc).

If you cannot evacuate a building by foot, another option is going through a window. This can be very dangerous if you are more than just a few feet off the ground. If it is a true emergency, do NOT jump. Instead, HANG (from the window sill) and DROP (to the ground).

Escape ladders may be used. Discuss how they are useful, but must be practiced from a first floor window in order to learn how to properly and safely use them. If an escape ladder is available, have girls practice using it from a low window, close to the ground. Make sure to have proper adult supervision for this activity.

### **Activity Three – Outfit Your Kit, Lickety Split**

Emergency kits are important in times when you may not have access to regular sources of supplies. Have the girls talk about what they think should be in an Emergency Kit. When will it be used? What is the difference between a “ready to stay” kit and “ready to go” kit? Where should they keep supplies? Research what items you should include in a kit and be sure to learn where they should be stored and how often they should restocked. Families should have a two week supply of food and water at home, a grab and go bag to last them three days, supplies in the car, and a kit at school or at work.

See sample kit list below (the websites listed in the References section also offer good kit suggestions). Suggest that the girls work with their family to create a family Emergency Kit.

Example items:

- Flashlight and extra batteries
- Radio – battery operated
- Whistle
- Dust mask (or clean cotton shirt to filter air)
- Pocket knife
- Emergency cash in small denominations and quarters for phone calls
- Sturdy shoes, a change of clothes, and a warm hat
- Local map
- Water and nonperishable food to last 72 hours
- Permanent marker, paper and duct tape
- Photos of family members and pets for re-identification purposes
- List of emergency point-of-contact phone numbers
- Copy of health insurance and identification cards
- Prescription medications and first aid supplies
- Extra keys to your house and vehicle
- Any special-needs items: allergies, glasses, medicines, etc



## TAKE ACTION!

*Girl Scout Daises, Brownies and Juniors*

Don't forget about your pets! Explore what should be in pet emergency kits. Visit a shelter to learn about their emergency plan. Help them create or restock their kits.

\*An extension activity could include having girls make pet emergency kits for a shelter to distribute when pets leave with their adoptive families. This could also fulfill the Activate Your Community activity in the next section.

*Girl Scout Cadettes, Seniors and Ambassadors*

Visit a local senior center and learn about their emergency needs. Help them create or restock their emergency kits. Talk to your neighbors about getting their families prepared.

\*If you want to make this activity into a game, you can complete the Family Scavenger Hunt. Details here:

[www.fema.gov/kidsApps/quiz\\_multiset\\_questions.do?quiz=quiz\\_disasterkit&action=init](http://www.fema.gov/kidsApps/quiz_multiset_questions.do?quiz=quiz_disasterkit&action=init)

Girls can also explore the kid's Emergency Preparedness section on [www.ready.gov](http://www.ready.gov) to help them learn more about emergency preparedness. Play one of the fun and informative games!

## Activity Four – Thinking Outside the Box

It's important to think outside the box to be fully prepared in the case of an emergency. To be able to help others in an emergency situation, this includes thinking about people with disabilities and what kinds of extra help they might need in an emergency.

Explain to the girls that it is always a good practice to ask a person with a disability – or anyone - to tell you what help they need – if any – and to ask how to help rather than make assumptions about what they need or to help without asking. An example of extra help that someone might need in an emergency is a person in a wheelchair who needs to evacuate a high-rise building when the elevators are not in use. And think about how disaster preparedness education materials or first aid classes would need to be done differently to accommodate different types of disabilities. (An accommodation would be providing educational materials in Braille for people who are blind or in large print for people that have visual impairments.) Explore other adaptations you could make for people with disabilities in emergency situations and answer the questions below.

What are some emergency preparedness adaptations that are used by people who are deaf or hard of hearing and what are examples of how you could help with preparedness or response? Have the girls think about alerts and warnings for different disabilities.

What if someone uses a service animal? What are the steps that should be taken with that animal during an emergency?

In the event of an emergency, such as a fire or earthquake, you should never use an elevator. What are some evacuation options for someone who uses a wheelchair?

Choose at least one of these adaptations (or another one that you have come up with), and role play the situation, similar to the evacuation simulation from the Map That Evacuation! activity. Simulate an emergency by having the smoke detector go off or by sounding a loud buzzer. Act as if this is a real emergency. Have girls lead the way to evacuate, making the necessary adaptations for a



hearing/visual/physical disability. Afterwards, discuss what went well and what was difficult. Potential supplies include: ear plugs, blind fold, crutches, wheelchair, etc.

*\*If you have a girl with a disability in your troop, make sure that you include emergency preparedness adaptations that support her disability. It might also be good to discuss this activity with her ahead of time to make sure that she is comfortable.*

Suggested resources to use:

[www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=213](http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=213)

[www.dhhs.gov/od/documents/disabilityAmericanRedCross.pdf](http://www.dhhs.gov/od/documents/disabilityAmericanRedCross.pdf)

[www.lacity.org/DOD/handbook.pdf](http://www.lacity.org/DOD/handbook.pdf)

## **Activity Five – Trouble Under The Rubble**

Some of the most valuable emergency equipment you can buy costs less than a box of Girl Scout Cookies. There are two very important items which can save your life – a whistle and a flashlight.

Supplies:

- Whistle
- Flashlight

A flashlight can help you find your way in the dark and can also be used to signal for help. Use this simple disaster code to communicate:

- 1 flash for “Yes”
- 2 flashes for “No”
- 3 flashes for “SOS”

Flashlights are a very effective tool that can be used to get someone’s attention or to direct traffic. Use flashlights to see and to be seen. Ask the girls to practice flashing the flashlights and test the disaster code (above) by asking each other "yes" and "no" questions.

A whistle can also be used to communicate using the disaster code.

- 1 whistle for “Yes”
- 2 whistles for “No”
- 3 whistles for “SOS”

A whistle’s sound will carry much further than your voice, and it will last longer. Use a whistle as a warning signal. Ask the girls to practice the whistling code by asking each other "yes" and "no" questions.

Ask the girls to select either a whistle or a flashlight (preferably do this in a dark location). Then, have the girls hide individually in random locations. Select two people to serve as “rescuers” and find the missing people by shouting “yes” and “no” questions to the hidden girls. The girls who are hiding can respond to the questions with the disaster codes using their whistles and flashlights. Each “rescuer” should have a flashlight (to highlight the importance of using flashlights during search and rescue operations). The winner is the “rescuer” who rescues the most girls.

Based on the rescuers experience, ask the girls how the flashlights and whistles helped them find one another.



## Help Others and Become Involved in Your Community



Now that you have learned some basic preparedness skills, discuss the phrase “Get a Kit, Make a Plan, Be Informed, Get Involved.” Why is this phrase important? What does it mean and what can it help teach others?



### **Activity One – Preparedness Pass It On** **D B J C S A**

Work with your local Citizen Corps Council or with an Emergency Manager to create a presentation about emergency preparedness. This will help empower others to be prepared in case of an emergency. Your presentation can be given to fellow Girl Scouts or to a younger Girl Scout troop. Think about your audience. What information about emergency preparedness is most important for those that will be listening? Find creative ways to incorporate the phrase “Get a Kit, Make a Plan, Be Informed, Get Involved” into your presentation.

Schedule a troop visit to a school, house of worship, community center, or hospital with an administrator who can talk to the girls about their Emergency Procedures and what alerts and warnings they use in their building. Your local Citizen Corps Council may be able to help you identify places to visit.

### **Required Activity – Play Your Part** **D B J C S A**

Everyone has a responsibility to help their community be safer and more prepared. What are some ways you can help? Think about making sure that your family is ready, taking a first aid class, or volunteering to help your community’s emergency responders.

Girl Scout Daisies, Brownies and Juniors may not be old enough to attend classes, but they can take action by showing their appreciation for emergency service agencies such as firefighters or law enforcement officers by baking cookies or making cards. Younger girls can also make a promise to talk to three other people about what they have learned or make posters about the preparedness actions to put up at school or other locations.

Girl Scout Cadettes, Seniors and Ambassadors may want to check in with groups in your communities to see how you can help at the local level and put your knowledge to work. Below is a list of groups that may be able to assist you. Feel free to work with other organizations in your community not listed here!



#### ***The American Red Cross***

The Red Cross has provided aid in the aftermath of disasters such as Hurricane Katrina. It is mostly made up of volunteers and offers training courses, disaster preparedness information, and informational materials.

There are several local chapters in the region. Visit [www.redcross.org](http://www.redcross.org) online and use your zip code to locate your local Red Cross. If possible, sign up for a First Aid course or other training that could help others during an emergency.



### ***FEMA's Citizen Corps***

Many communities have a coordinated group of community leaders working together to help make communities safer. Administered nationally by FEMA, state and local Citizen Corps Councils bring together first responders, local officials, and volunteers. They work on emergency planning for the community, conduct public education and training, organize exercises and drills, and work with volunteers. Some Citizen Corps Councils even have a youth representative on their Council.

Use your zip code to find a local Citizen Corps Council at [www.citizencorps.gov](http://www.citizencorps.gov) online and then contact the council to find out how your troop can get involved.



### ***Community Emergency Response Team (CERT)***

CERT trains volunteers in basic disaster response. These volunteers work as additional support for first responders in emergency situations. CERT provides 20-hours of hands-on training in disaster preparedness; fire safety; triage and treating life threatening injuries training; basic disaster medical operations; light search and rescue; terrorism; the psychological effects of disasters; and how to organize a neighborhood CERT team to be a part of the first responders resources. Some communities have Teen CERT programs for high school students.

Visit [www.citizencorps.gov/cert/](http://www.citizencorps.gov/cert/) online and use your zip code to locate your local CERT. Even if you can't be trained, see if you make arrangements with the team to arrange for your troop to watch a training session or if team members can do a presentation at an upcoming meeting.



### ***SkyWarn***

If you have an interest in weather and alerting others to potentially dangerous weather conditions, consider becoming a SkyWarn storm spotter. Trained spotters volunteer to report information on weather patterns in their communities, which includes submitting data such as the amount of rainfall or cloud formations. Volunteers also help give information from the National Weather Service to their communities.

Learn more about the SkyWarn program and find out if your local area has a SkyWarn class by visiting [www.skywarn.org](http://www.skywarn.org) online.



## Additional Resources



The Web sites listed below can help your troop learn more about emergency preparedness. Feel free to utilize their resources.

**72 Hours** [www.72hours.org](http://www.72hours.org)

Though this website is specifically designed for the San Francisco area, it offers a great overview when learning about Emergency Preparedness.

**American Red Cross** [www.redcross.org](http://www.redcross.org)

Provides educational materials and information about how to serve your community.

**Citizen Corps** [www.citizencorps.gov](http://www.citizencorps.gov)

Learn about what volunteers in your community are doing to safeguard one another. The Citizen Corps website also links to other sites that might be of interest to kids: <http://www.citizencorps.gov/ready/kids.shtm>

**Code Red Rover** [www.codredrover.org](http://www.codredrover.org)

Kid-friendly safety site with games and resources for parents and teachers.

**Department of Health and Human Services** [www.hhs.gov](http://www.hhs.gov)

Learn what the government is doing to help keep us healthy and happy. And the HHS Centers for Disease Control and Prevention has a website for kids to learn about disease and how to stop them from spreading:  
[www.bam.gov/sub\\_diseases/index.html](http://www.bam.gov/sub_diseases/index.html)

**Ready Kids** [www.ready.gov/kids](http://www.ready.gov/kids)

Use this site to help create plans for different emergency situations.

**Home Safety Council** [www.homesafetycouncil.org](http://www.homesafetycouncil.org)

Learn how to prepare yourself and your home to prevent home-related injuries.

**Federal Emergency Management Agency** [www.fema.gov/kids](http://www.fema.gov/kids)

This site teaches you how to be prepared for disasters and prevent disaster damage.

**Metropolitan Washington Council of Governments** [www.mwcog.org](http://www.mwcog.org)

Explore how local governments work together to respond to citizen needs.

**National Fire Protection Agency** [www.nfpa.org](http://www.nfpa.org)

Help reduce the threat of fire by increasing your knowledge about fire prevention.

**National Oceanic and Atmospheric Administration** [www.noaa.gov](http://www.noaa.gov)

Learn what measures exist to inform citizens about the changing environment.

**US Department of Education** [www.ed.gov](http://www.ed.gov)

Find guides to help your school plan for and recover from emergencies.

**What Is Public Health?** [www.whatispublichealth.org](http://www.whatispublichealth.org)

Visit this site to gain a better understanding about the roles professionals play to each day to ensure a healthy public.



## Girl Scout Resources



Girl Scouts around the country are faced with natural and man-made threats and have developed patch programs, earned insignia and other programs to help girls feel empowered before, after and during emergencies. You may want to look at what some other councils do to help you with your own preparation.

**Girl Scouts of Louisiana East – Emergency Preparedness patch program**  
[www.gsle.org/resources/documents/EmergencyAwareness\\_000.pdf](http://www.gsle.org/resources/documents/EmergencyAwareness_000.pdf)

**Girl Scouts of Louisiana East – Rebuilding Our Community patch program**  
[www.gsle.org/resources/documents/RebuildingOurCommunity\\_000.pdf](http://www.gsle.org/resources/documents/RebuildingOurCommunity_000.pdf)

**Girl Scouts of Virginia Skyline Council – Disaster Preparedness Try-It**  
[www.gsvsc.org/pdf/ourowncouncil/ooc\\_tryit\\_disasterpreparedness.pdf](http://www.gsvsc.org/pdf/ourowncouncil/ooc_tryit_disasterpreparedness.pdf)

**GSUSA – Emergency Preparedness Interest Project patch**  
Cadette/Senior/Ambassador IPP book (p. 154)

**Girl Scouts of North Carolina Coastal Pines – Hurricane Awareness patch program**  
[www.nccoastalpines.org/BPWC/Documents/PG942%20Hurricane%20Awareness%20Patch%20Program.pdf](http://www.nccoastalpines.org/BPWC/Documents/PG942%20Hurricane%20Awareness%20Patch%20Program.pdf)

**Girl Scouts of Orange County – Quake Safe Try-It**  
[www.gscoc.org/gsonlinedata/files/docs/program/council'sOwn/Try-It\\_Booklet.pdf](http://www.gscoc.org/gsonlinedata/files/docs/program/council'sOwn/Try-It_Booklet.pdf) (page 3)

**Girl Scouts of Orange County – Quake Safe badge**  
[www.gscoc.org/gsonlinedata/files/docs/program/council'sOwn/Junior%2520Badge%2520Booklet.pdf](http://www.gscoc.org/gsonlinedata/files/docs/program/council'sOwn/Junior%2520Badge%2520Booklet.pdf) (page 11)

**Girl Scouts of Orange County – Quake Safe Interest Project patch**  
[www.gscoc.org/gsonlinedata/files/docs/program/council'sOwn/Interest\\_Project\\_Booklet.pdf](http://www.gscoc.org/gsonlinedata/files/docs/program/council'sOwn/Interest_Project_Booklet.pdf) (page 9)

**Do some research on your own and see what you can find!**

