

Activity Booklet

For students aged 7-8



It can happen,
be ready.



Expect
THE UNEXPECTED





Canadian Red Cross

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Ce programme est également publié en français.



It can happen, be ready.

The Canadian Red Cross plays an essential role in emergencies. It provides numerous services to people affected by disasters in order to fulfill their essential needs in shelter, clothing and food. It also provides personal services for moral support and first aid. During evacuations, it is often responsible for registering and providing information to evacuees.

To be prepared to act safely in emergencies, the Red Cross suggests you carry out the activities in this brochure with your teacher. Remember that activities identified by this symbol , can be completed with your family. They are combined in a special booklet intended for parents, which is available on the Red Cross Web site at: www.redcross.ca/expecttheunexpected. Come visit us with your family!

Enjoy the activities!

This activity booklet belongs to:



Expect
THE UNEXPECTED

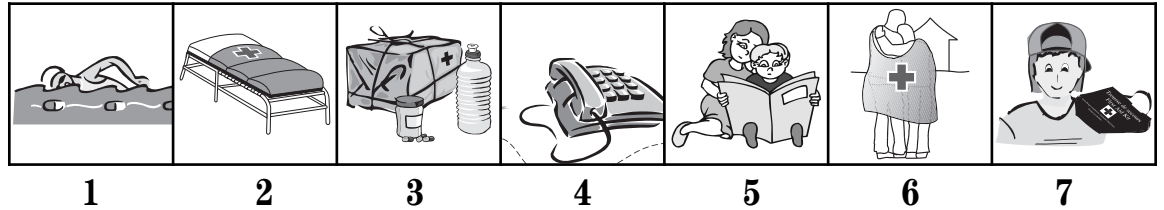
 Canadian Red Cross





+ The Red Cross: anywhere, anytime.

1. Associate the pictures to the matching statements.



1. Paul knows what to do in an emergency. He took a first aid course offered by the Red Cross.

2. Because of a possible epidemic, Karim and his mother were stuck at home for several days. The Red Cross brought them medication, water and food while they waited for everything to get back to normal.

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

4. Martha and her family had to evacuate their home. The Green River had flooded their house. They will sleep in the school gymnasium tonight. That is where the Red Cross has set up beds and shelter for them.

5. Robert's family lost everything in the fire. Fortunately, the Red Cross was there to help and comfort them!

6. Ricardo will soon be reunited with his mother and little sister. They talked on the phone this morning. They were separated after the earthquake but the Red Cross helped them get in touch with each other.

7. Anita is a responsible babysitter. She took the Red Cross babysitter training course.





What do I see around me?

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

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





What are the benefits and dangers of the natural elements?

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



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



a)

Flood

Drought

Beverage

Fish

b)

Camp fires

Forest fires

Heating

Cooking food

c)

Sledding

Snowstorm

Frostbite

Snowman

d)

Light

Heating

Sunburn

Plant growth





What safety rules do I know?

1. Choose four (4) crayons of different colour.
2. Link each one of the natural elements to the corresponding safety rules.

a)



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

b)



- Putting out a campfire.
- Applying sunscreen.

c)



- Walking on the sidewalk.
- Avoid playing with matches.
- Wearing a life jacket.

d)



- Installing a smoke detector.
- Not sliding next to the street.
- Drinking a lot of water.
- Checking weather conditions before setting off on a boat trip.





How to behave in case of a lightning storm

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

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



a) Swimming in a swimming pool or a lake.

b) Entering the house to seek shelter.

c) Closing doors and windows of the house.

d) Biking.



e) Turning off the television.

f) Outside the house, getting away from power lines.

g) Outside the house, crouching down.



h) Inside the house, getting away from doors and windows.

i) Seeking shelter under a tree.

j) Lying at full length on the grass.



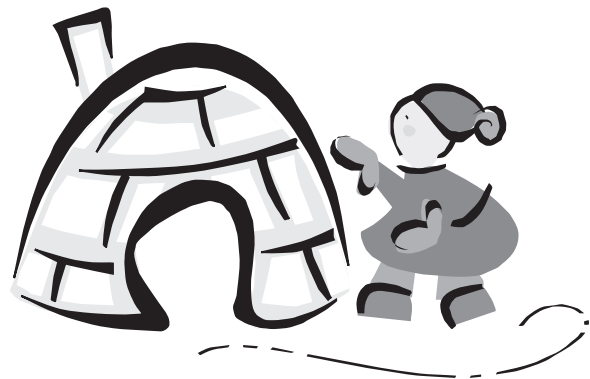


How to behave in case of a snowstorm

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

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

- a) Playing in the street.
- b) Staying away from the snow blower.
- c) Removing snow on outside stairs.
- d) Playing alone in an igloo.
- e) Staying in the house.
- f) Dressing warmly.
- g) Wearing bright coloured clothing.





What does heat mean to you?

1. Draw what heat means to you. Look around you and think about what heat is and where it comes from. Use those ideas, and talk to your classmates about them. Try to come up with ideas as a group. Use as many colours as you like to make your drawing as colourful as possible.

A large, empty rectangular box with a thin black border, intended for a student to draw their interpretation of heat.



2. Answer the following questions with help from your family. Be prepared to share your answers with your classmates.

a) Can you remember a time when it was very hot?

b) Where were you?

c) What were you doing?

d) How did you feel?

e) What did you do to cool down?





What is heat?

This activity will be led by your teacher, who will provide all materials.





What is heat?

1. Choose four (4) crayons of different colour.
2. Draw a line from each picture to the sentences that correctly describe it.

a) Temperature



- Heat coming directly from the sun or hot objects.
- Tells you the temperature outside.

b) Radiant heat



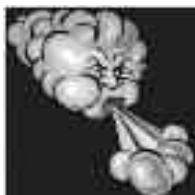
- The movement of the air.
- It is measured in degrees Celsius or Fahrenheit.

c) Humidity



- The amount of water vapour in the air.
- Light bulb and hot water can demonstrate this element.

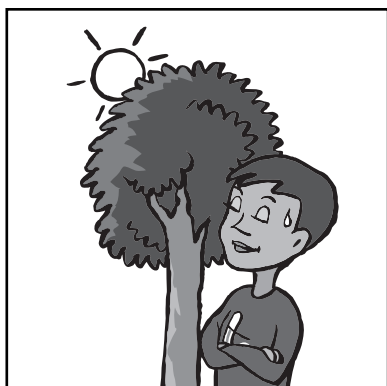
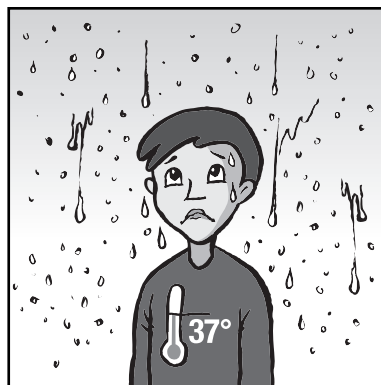
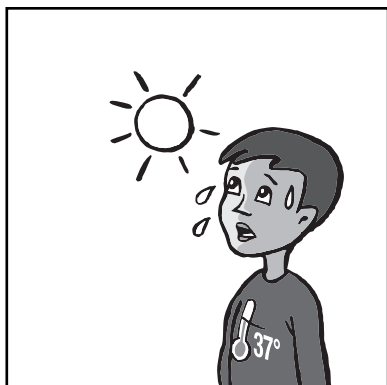
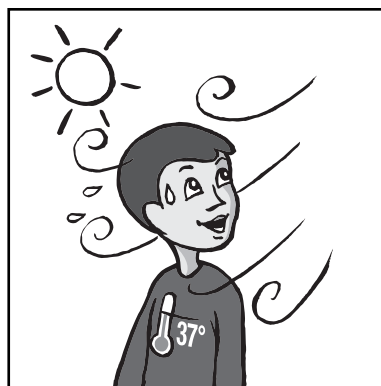
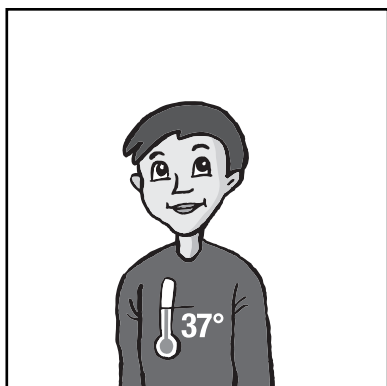
d) Wind



- I am measured using a thermometer.
- The more water in the air, the more of me you get.
- I can provide relief when it is very hot outside.



How does the body maintain its core temperature?





Being prepared for the heat

Complete the following crossword puzzle.

Water – Fruit juice – Hat – Bath – Sun glasses – Splash – Cold – Basement – Sunscreen – Shaded – Fruits – Shower – Vegetables – Air conditioned – Drink – Pool

Horizontally

- Drink plenty of (1) _____ and natural (2) _____.
- (3) _____ are very useful to protect your eyes from the sun.
- (4) _____ your face with (5) _____ water if you feel hot.
- When you play outdoors, make sure you wear (6) _____.
- Locate a (7) _____ place where you can cool off.
- Take a cool (8) _____ or (9) _____ when you get home until you feel refreshed.

Vertically

- Wear a (10) _____ with wide brim and loose-fitting, light-coloured clothes, made from breathable fabric.
- Eat (11) _____ and (12) _____ that have high water content.
- Move your activities to an (13) _____ place if it is too hot outside.
- (14) _____ before and after every physical activity.
- Go to the (15) _____ during the day and refresh yourself by swimming.
- If you don't have air conditioning in your house, play in the (16) _____ for a while (if you have one).





6.

4.

10.

11.

2.

13.

14.

12.

16.

8.

7.

15.

9.

1.

5.

3.



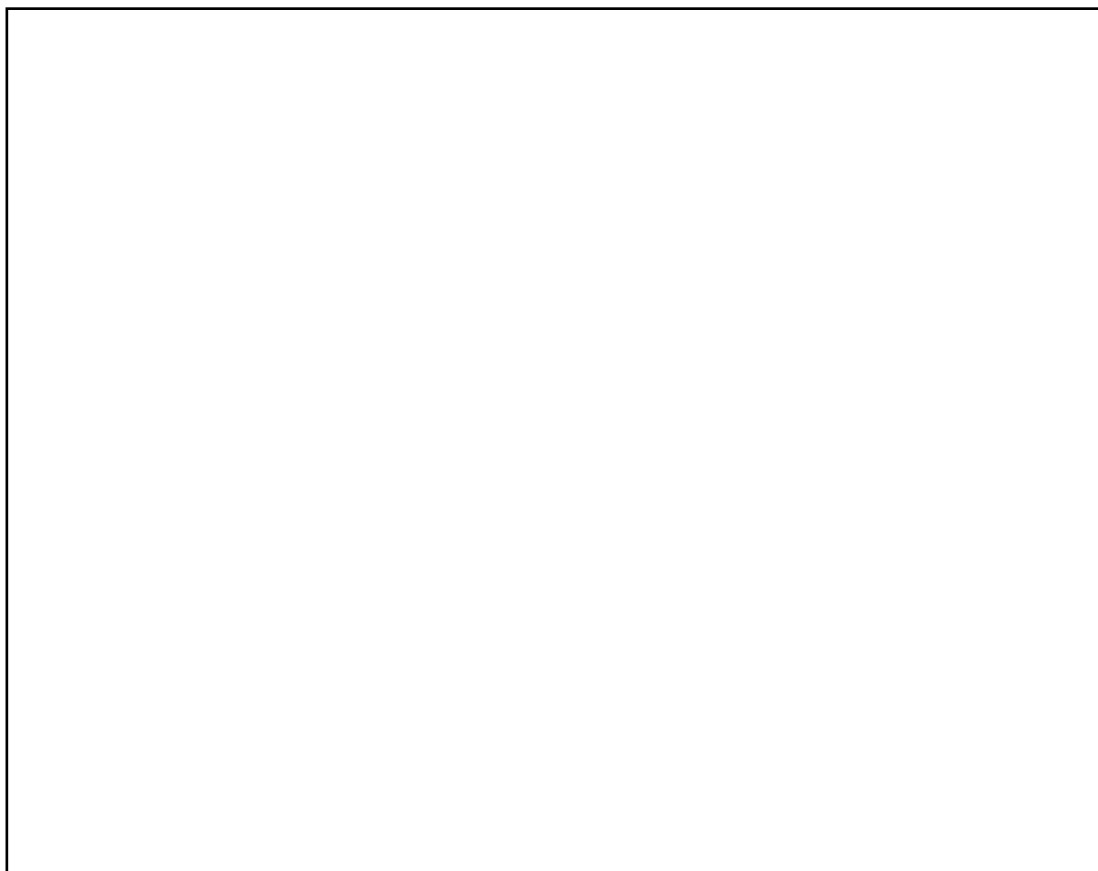


Being prepared for the heat – preparing an extreme heat kit

Help get yourself and your family ready for fun activities on those wonderful summer days by putting together an extreme heat preparedness kit.

1. Your teacher will provide you with an extreme heat theme to work on. There are four different themes.
2. With the help of your family, put together a kit that will help you stay safe and stay cool during hot weather.
3. To complete the activity, ask your family members to refer to Annex 4, which your teacher will give you. You will find some ideas to help you prepare your kit.
4. Be creative and imaginative in your answers. You can write, draw, and do crafts. You can also bring objects from home to illustrate your answers.
5. You will have to present your kit to your classmates.

I am going to _____ on a hot summer day. Here is what I will put in my kit to enjoy the day / or here is what I will do to prepare:





What to do in case of an extreme heat or cold wave

1. Carefully read the following statements. Choose the two statements that best match the behaviours to adopt during a heat or cold wave.

During a heat wave, I can:

- Go to the pool or in a place that has air conditioning to freshen up.
- Ride my bicycle in the sun.
- Stay in front of my computer screen wearing warm clothes.
- Drink a lot of water and relax.

During a cold wave, I can:

- Go outside without a scarf or muffler.
- Stay in the house near the fireplace.
- Take off my mittens or my cap for only a few minutes.
- Listen to weather forecasts to know when the intense cold will end.





What should I do in case of an emergency?

1. Fill in the sentences using the following words :

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

During an emergency situation, I should:

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



What would be useful in case of a prolonged power failure?

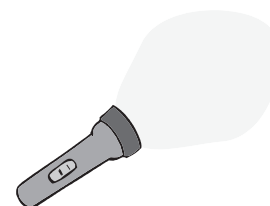
1. Circle the objects that could be useful during a power failure:



Fireplace



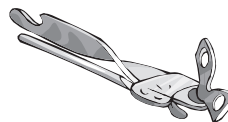
microwave oven



flashlight



batteries



manual can-opener



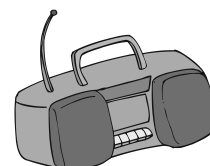
matches



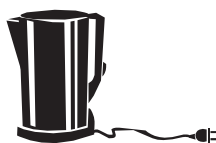
warm clothes



candles



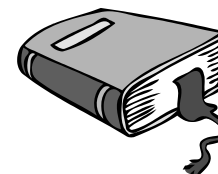
radio



electric kettle



television



book

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

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





Where to call for help

1. Write down the telephone number you should dial in case of an emergency.
2. With the help of your parents, fill in the following memo sheet. Keep it in your house and put it in view.

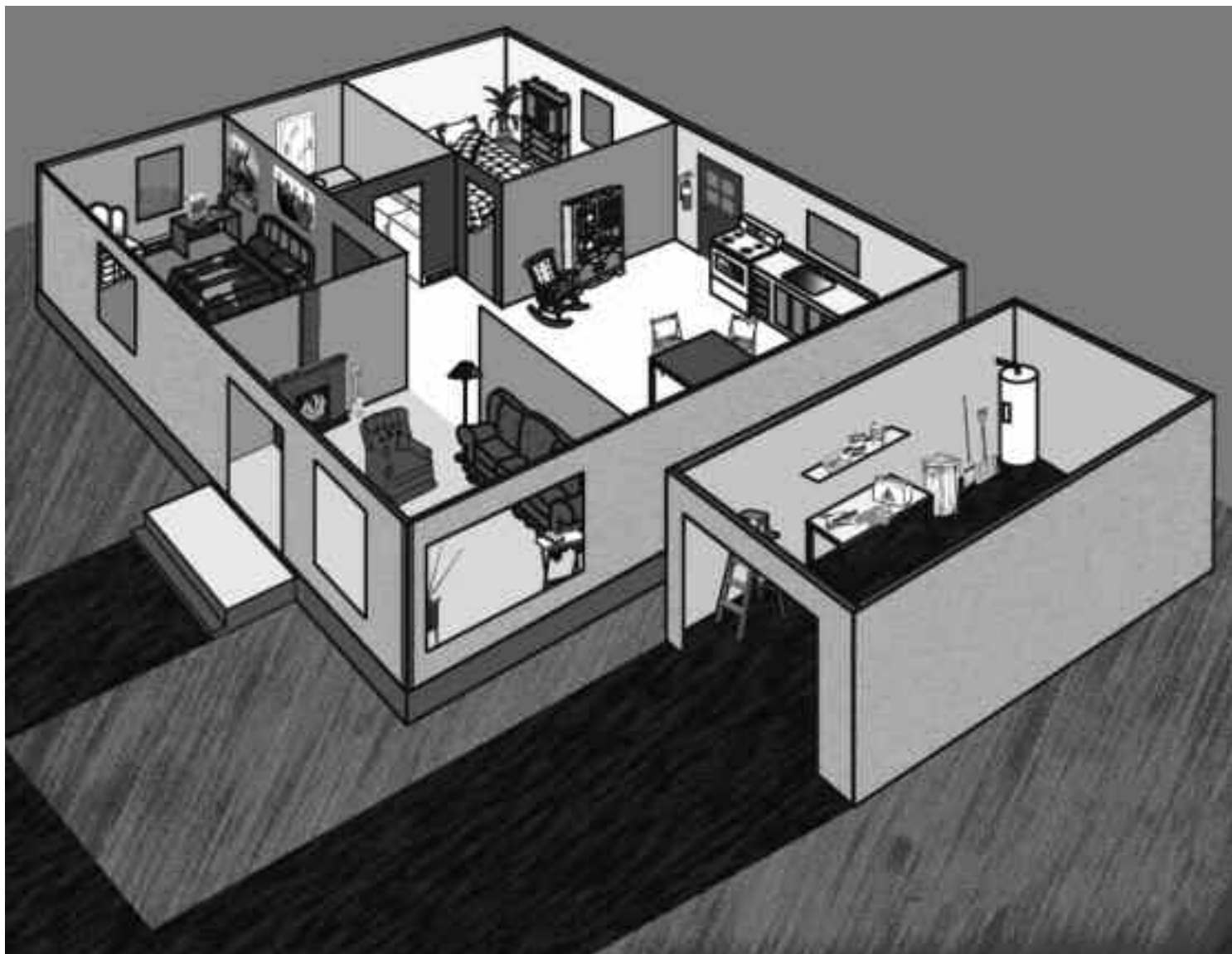
- | | |
|---|----------------|
| a) Emergency | 9-1-1 or _____ |
| b) Fire station | _____ |
| c) Police station | _____ |
| d) Ambulance | _____ |
| e) Mother at work | _____ |
| f) Father at work | _____ |
| g) Another adult (relative,
neighbour, babysitter) | _____ |
| h) Local community
health centre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





Where can a fire start?

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





Where is the smoke detector located?

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

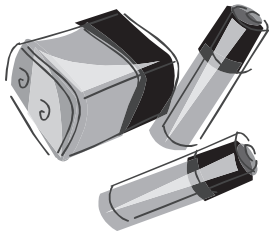
2. Answer the following questions:

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



b) Where are they located?

c) Do they work properly?



d) Have the batteries been replaced recently?





How to exit the school

1. Why would you have to evacuate your school?

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

1.

2.

3.

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

4. Where is the meeting place where your parents would pick you up if you had to leave the school property?



What emotions do I recognize?

1. Here is a secret code:

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

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



a) _____
19, 1, 4, 14, 5, 19, 19

b) _____
23, 15, 18, 18, 25



c) _____
6, 1, 20, 9, 7, 21, 5

d) _____
1, 14, 7, 5, 18



e) _____
12, 15, 14, 5, 12, 9, 14, 5, 19, 19



f) _____
2, 15, 18, 5, 4, 15, 13

g) _____
6, 5, 1, 18



h) _____
9, 13, 16, 1, 20, 9, 5, 14, 3, 5



What are Alex's emotions?

1. Draw a happy emotion, then an unhappy emotion that Alex mentioned in his letter.

Happy feeling



Unhappy feeling



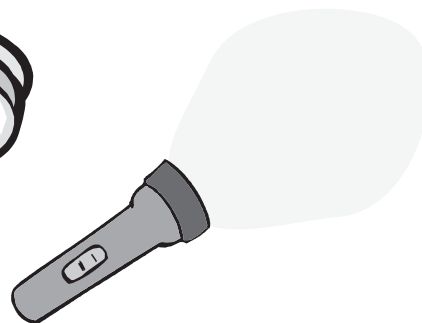


Do I remember?

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

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

- a) A _____ is used for lighting in the dark.
- b) During a snowstorm, when it is very windy, it is preferable to remain _____ the house.
- c) A smoke detector should be located close to the _____.
- d) When following safety rules, I protect my _____.
- e) Water can be a _____ in my life, but it can also be a _____.
- f) During a lightning storm, one should close the _____ and the _____ of the house.
- g) In case of an emergency, I should remain _____ and _____ to the instructions.
- h) When it is really hot outside, I must drink a lot of _____ and stay in the shade. When it is too cold outside, I must wear _____ clothes and play inside.





Prepare for emergencies with your family

Since Nature's sudden mood swings can strike us at any moment without warning, here are some ideas that can help you and your family prepare to react better and to limit the damage. For more help, you can visit the Canadian Red Cross Web site in the section for the *Expect the Unexpected* program, where you will find an activity booklet that can be completed with your family. You can look at the document in the section intended for parents at: www.redcross.ca/expecttheunexpected.

- Discuss the risk of disasters that could occur in your area.
- Learn about attitudes to adopt in case of an emergency.
- Prepare your home for disasters.
- Prepare a survival kit, a first aid kit and a car emergency kit with your family.
- Make sure you have enough food and water to last you and your family at least 72 hours in case of an emergency.
- Make an action plan with your parents and the rest of your family:
 - Make a list of all emergency and telephone numbers, and keep it close at hand;
 - Plan on two meeting places ahead of time in case an evacuation is necessary (one that is close to your house in case of a sudden emergency like a fire; another one outside your neighbourhood in case you cannot return home right away);
 - Make sure each family member knows the phone number of someone who lives out of town in case you get separated;
 - Arrange for other places where you and your family could stay temporarily (with other family or friends for example);
 - Practice your evacuation plan at home and techniques to remain sheltered in your home in case there are hazardous materials released.
- Learn to recognize emergency exits and smoke detectors at home, in school and public places.
- Never use the elevator in case of an emergency.
- Take a Red Cross first aid course.





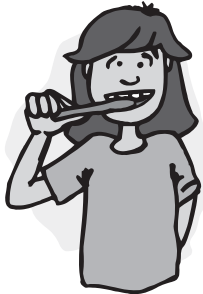
Climate change: What can you do?

1. A cool suggestion!

Lower the temperature of thermostats overnight and when your family leaves for work or school. An easy way to save on heating energy!

2. You can do it!

Do not let water run while you are brushing your teeth or when you are washing the dishes.

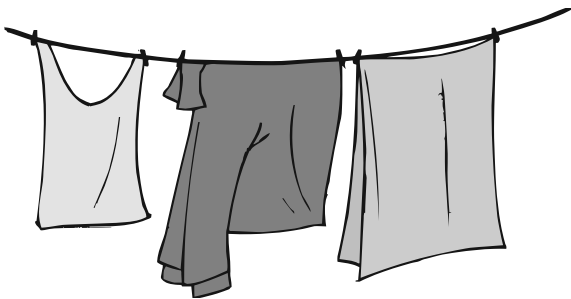


3. You can do it now!

Take a shower instead of a bath and install a low flow showerhead with your parents.

4. Friendly winds!

As frequently as possible, use the clothesline or a drying rack instead of the dryer. Clothes last longer too!



5. Turn off to better turn on!

Turn off lights and household appliances when they are not in use.



6. A brilliant idea!

With your family, use energy-efficient light bulbs and install timers to control exterior lighting.

7. Air can dry!

The dishwasher wastes a lot of energy. Leave dishes to dry on the countertop.

8. Moving along... without polluting!

When possible, use your bicycle or your in-line skates instead of asking your parents to use the car.



9. Don't idle around!

Ask your parents not to leave the car motor running needlessly.

10. The art of recycling and composting!

Recycle and learn how to prepare compost with your family. The less garbage that goes into the landfill, the less energy used!





The Red Cross: anywhere, anytime

The Canadian Red Cross¹ is one of the 187 national Societies which, along with the International Committee of the Red Cross (ICRC) and the International Federation of Red Cross/Red Crescent Societies (the Federation), form the International Red Cross and Red Crescent Movement. Its mission is to improve the lives of vulnerable people by mobilizing the power of humanity in Canada and around the world.

The Canadian Red Cross Society is a volunteer organization that provides the public with humanitarian services and emergency relief:

- In the area of prevention against disasters or conflicts or when they occur in Canada and around the world.
- Through community outreach in the fields of health and social services.

Humanitarian and relief services are provided according to the Fundamental Principles² of the International Red Cross and Red Crescent Movement. Canadian Red Cross programs are made possible by virtue of thousands of volunteers acting on its behalf and by Canadians' generous financial assistance.



The Fundamental Principles of the Red Cross

Humanity

Work to prevent and alleviate human suffering. Promote friendship and lasting peace amongst all peoples.

Impartiality

Provide help based on the level of suffering and show no preference as to nationality, race, religious beliefs or social conditions.

Neutrality

In order to continue to enjoy the confidence of all, take no sides in hostilities nor engage at any time in controversies.

Independence

Act freely, in accordance with the seven principles.

Voluntary service

To invest one's time and energy to help others, not prompted in any manner by desire for gain.

Unity

Unite all efforts of a country under one Red Cross, open to all.

Universality

Be mindful of human suffering all over the world.

¹ In conformity with the law, use of the Red Cross emblem or name in Canada is exclusively reserved to the Canadian Red Cross and to military medical units (Geneva Conventions Act, R.S. 1985, c. G-3).

² This text is adapted from the fundamental principles proclaimed by the 20th International Red Cross Conference held in Vienna in 1965. Please note that the original text was revised and included as part of the Statutes of the International Red Cross and Red Crescent Movement, which were adopted at the 25th International Red Cross Conference, held in Geneva in 1986.



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