

Bug Out!

Expect
THE UNEXPECTED
+ Canadian Red Cross

Facilitator Booklet

For students aged 12–13
Grades 7 to 8



Get The Facts On Germs



Canadian Red Cross



Funded in part by the Government of Ontario

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Table of contents

Introduction	iv
Ontario Ministry of Education Curriculum links	vi
Let's stop bacteria and viruses from spreading!	1
Task description	1
Learning objectives	1
Activity 1: Assigning Research Topics and Presentation	2
<i>Answer key</i>	4





What you don't know may hurt you!	15
Task description	15
Learning objectives.....	15
Activity 2: Scenarios.....	16
<i>Answer key</i>	18



Introduction

The Canadian Red Cross plays an essential role in emergencies. It provides numerous services to people affected by disasters, including food, clothing and shelter. It also provides personal services such as care, comfort and first aid, and undertakes emergency preparedness public education and awareness.

Ontario's Ministry of Health and Long-Term Care has a long-standing relationship with the Canadian Red Cross Society in emergency management and preparedness. Working in partnership, the two organizations developed *Bug out! Get the Facts on Germs* educational resource program.

An important part of emergency management and preparedness is education and awareness. Since 1997, the Canadian Red Cross Society has taken a leadership role in educating children about all types of emergencies and disasters through programs such as *Expect the Unexpected™* and *Facing Fear™*. This new program, *Bug out! Get the Facts on Germs*,

builds on the Society's track record of awareness and education and reaffirms its commitment to strengthening community resilience and supporting the health and social well-being of children.

Bug out! Get the Facts on Germs is intended for children ages 6 to 13 and their parents, caregivers and educators. The program consists of a series of activities, and includes activity booklets and corresponding facilitator's guides as follows:

- Students aged 6–8 (Kindergarten, and grades 1, 2, & 3);
- Students aged 9–11 (grades 4, 5 & 6); and
- Students aged 12–13 (grades 7 & 8).

An activity booklet is also available for families to do at home. A certificate of completion, highlighting the participant's enhanced health hygiene skills, is available for facilitators and families to download.



Studies show that educating children and involving them in health preparedness and prevention helps them to understand and accept that health emergencies, illness and disease do happen – but that they can do something about it.

The activity booklet, facilitator's guide and family booklet are important educational resources designed to help children, parents, teachers and caregivers learn about the importance of illness prevention and control. It is a unique program that features age-appropriate

“in-class” and “at-home activities” on: how bacteria and viruses are spread; hand hygiene; cough and sneeze etiquette; when and why to stay home when you are sick; immunization; and influenza pandemic preparedness.

We hope that you find this resource of value and interest. Please take a moment to complete the online download form on the Canadian Red Cross Society's website at: <http://www.redcross.ca/bugout>. Or, download the resource through Ontario's Ministry of Health and Long-Term Care at: www.health.gov.on.ca/emergency.



Ontario Ministry of Education

Curriculum links

	Health and Physical Education curriculum connections	Science and Technology curriculum connections
Ages 6–8 Grades Kindergarten to 3	Kindergarten • Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being • Practice and discuss appropriate personal hygiene that promotes personal, family and community health (e.g., cover mouth when coughing or sneezing, use a tissue, wash hands, brush teeth) Grade 1 • Recognize safety risks and safe practices Grade 2 • Describe parts of the human body, the functions of these parts, and behaviours that contribute to good health	Grade 1 • Life Systems/Characteristics and Needs of Living Things: identify major parts of the human body and describe their functions (e.g., arms and legs for movement; lungs and nose for breathing) • Identify ways in which individuals can maintain a healthy environment for themselves and other living things (e.g., practice cleanliness to reduce the spread of germs)





	Health and Physical Education curriculum connections	Science and Technology curriculum connections
Ages 6–8 Grades Kindergarten to 3 (cont.)	Grade 2 (cont.) - Growth and Development – describe how germs are transmitted and how this relates to personal hygiene (e.g., using tissues, washing hands before eating) Grade 3 - List safety procedures and practices in the home, school and community	
Ages 9–11 Grades 4–6	Grade 4 - Use living skills to address personal safety and injury prevention Grade 5 - Apply strategies to deal with threats to personal safety and to prevent injury Grade 6 - Use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others - Personal Safety and Injury Prevention – identify and describe appropriate methods for preventing and treating ailments (e.g., sunburn, minor cuts)	Grade 5 - Life Systems/Human Organ Systems: demonstrate an understanding of factors that contribute to good health - Describe the components of the body's system of defence against infections (e.g., tears, skin, white blood cells) - Explain how the health of human beings is affected by environmental factors (e.g., smoking, smog, and pollen affect the respiratory system)



	Health and Physical Education curriculum connections	Science and Technology curriculum connections
Ages 9–11 Grades 4–6 <i>(cont.)</i>	Grade 6 (cont.) Personal Safety and Injury Prevention – identify the responsibilities associated with caring for themselves and others (e.g., while babysitting)	
Ages 12–13 Grades 7–8	Grade 8 - Identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being - Analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance - Apply living skills (e.g., decision-making, problem-solving and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits	Grade 7 - Life Systems/Interactions Within Ecosystems: identify micro-organisms as beneficial and/or harmful (e.g., bacteria or viruses that cause disease) Grade 8 - Life Systems/Cells, Tissues, Organs, and Systems: describe ways in which research about cells has brought about improvements in human health and nutrition (e.g., development of medicines, immunization procedures).





Let's stop bacteria and viruses from spreading!

Duration for the three activities:
2–3 hours of class time (including group presentations).

Material required

- Activity No. 1 and No. 2 in Activity Booklet
- Computer with Internet access

Task description

Through this activity, students will learn about the ways to prevent the spread of illness by researching infectious diseases and infection prevention and control.

One activity is suggested: Research (with group presentation)

Learning objectives:

Through this activity, students will improve their skills in:

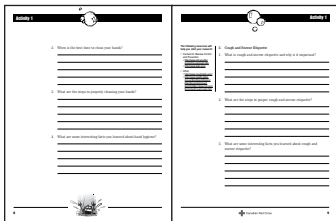
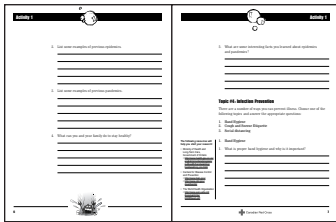
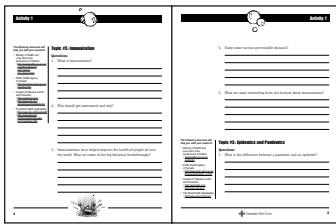
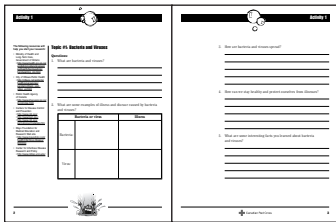
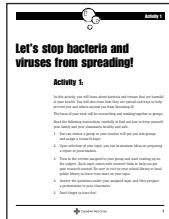
- Research;
- Communications through group discussion; and
- Project and team building.

Students will also learn and understand how illness and disease are spread and what techniques and measures can be used to stay healthy.



Duration:
1–1.5 hours

Activity 1: Assigning Research Topics and Presentation



1. Inform students that they will learn about bacteria and viruses that are harmful to their health, how they are spread and the ways to prevent and control infection.
2. Tell them that the focus of their work will be on researching a specific topic and that they will be working together in groups.
3. Assign students to groups of five students.
(Option: students can organize themselves into groups of five).
4. Assign one topic per group:
 - a) Bacteria and virus
 - b) Immunization
 - c) Pandemics and Epidemics
 - d) Infection prevention (hand hygiene, cough and sneeze etiquette or social distancing)
 - e) An infectious diseases outbreak of historical significance (the bubonic plague, the Spanish flu, or the New York typhoid outbreak at the turn of the 20th century “Typhoid Mary”)
5. Ask students to turn to the section assigned to their group in their Activity Booklet and refer to the questions on their assigned topic. These questions will help guide their research and will help inform the group presentation.





Duration:
1–1.5 hours

6. Inform students that each topic comes with Internet links so they can start their research.
7. Invite students to be creative and informative in their presentations.
8. Inform students of the due date (presentation date).
9. Answer any questions.

Presentation Day

1. Follow this sequence:
 - 1st Group: Bacteria and viruses
 - 2nd Group: Immunization
 - 3rd Group: Pandemics and Epidemics
 - 4th–6th Group: Infection prevention (e.g., hand hygiene/proper hand washing, cough and sneeze etiquette and social distancing)
 - 7th–9th Group: An infectious diseases outbreak of historical significance (the bubonic plague, the Spanish flu, New York typhoid outbreak at the turn of the 20th century “Typhoid Mary”)
2. Instruct students to pay attention to the presentations and to take notes in the appropriate place in their Activity Booklet.
3. Give feedback to each group on the content, and clarify any information.
4. Review and discuss key points and facts.
5. Answer any questions.





Answer key

Note: Answers may vary. The following is a guide to what may be presented.

Activity 1



The following resources will help you start your research:

- Ministry of Health and Long-Term Care, Government of Ontario
• http://www.health.gov.on.ca/english/providers/program/pubhealth/handwashing/handwashing_mn.html
- City of Ottawa Public Health
• http://ottawa.ca/residents/health/emergencies/pandemic/black_spot_video_en.html
- Public Health Agency of Canada
• <http://www.phac-aspc.gc.ca/id-mi/index.html>
- Centers for Disease Control and Prevention
• <http://www.cdc.gov/>
• <http://www.bam.gov/>
• <http://www.cdc.gov/germstopper/materials.htm>
- Mayo Foundation for Medical Education and Research Web site
• <http://www.mayoclinic.com/health/infectious-disease/ID00004>
- Center for Infectious Disease Research and Policy
• <http://www.cidrap.umn.edu/>

Topic #1: Bacteria and Viruses

Questions:

1. What are bacteria and viruses?

Bacteria and viruses are tiny organisms that are microscopic (too small to be seen by the human eye). Many bacteria and most viruses cause illness and disease.

2. What are some examples of illness and disease caused by bacteria and viruses?

Bacteria or virus		Illness
Bacteria:		Cavities, urinary tract infections, strep throat, E. coli, Salmonella, bacterial meningitis, whooping cough, tetanus
Virus:		Influenza (seasonal flu), meningitis, chicken pox, mumps, measles

3. How are bacteria and viruses spread?

Bacteria and viruses can be spread a number of ways, including through tiny droplets you release when you cough or sneeze.





Activity 1

- Through tiny droplets in the air (released when you cough and sneeze)
 - By close contact with another person (kissing, shaking hands and touching another person) or animal and then touching your nose, mouth or eyes
 - By touching objects contaminated with bacteria or viruses (touching toys, doorknobs, crayons, books, counter top, desks, keyboard, light switches) and then touching your nose, mouth or eyes
 - By touching pets
4. How can we stay healthy and protect ourselves from illnesses?
- Practice proper and frequent hand hygiene
 - Practice cough and sneeze etiquette
 - Get routine immunizations (or booster shots)
 - Stay home when you are sick
 - Stay away from crowds or public areas when there is an outbreak (social distancing)
 - Reduce the number of bacteria and viruses in your home by keeping surfaces that are frequently used or touched clean (toys, doorknobs, light switches, sink fixtures, and flushing handles on the toilets).
5. What are some interesting facts you learned about bacteria and viruses?
- answers will vary



* The information for Topic #2 is taken from sources made available by the Ministry of Health and Long-Term Care (Ontario) and the Centers for Disease Control in the United States.

Activity 1



The following resources will help you start your research:

- Ministry of Health and Long-Term Care, Government of Ontario
 - http://www.health.gov.on.ca/english/public/pub/pub_menus/pub_immun.html
- Public Health Agency of Canada
 - <http://www.phac-aspc.gc.ca/im/index.html>
- Centers for Disease Control and Prevention
 - <http://www.bam.gov/>
 - <http://www.cdc.gov/germstopper/materials.htm>
- The World Health Organization
 - <http://www.who.int/topics/en/#/>
 - <http://www.who.int/mediacentre/factsheets/fs211/en/index.html>

Topic #2: Immunization

Questions:

1. What is immunization?

Immunizations (also called *shots* or *needles*), help save lives, prevent serious illnesses and are recognized as one of the most effective ways to prevent illness and disease.

Immunizations help the body make its own protection (or antibodies) against certain diseases.

2. Who should get immunized and why?

It is important that immunization starts as early as possible. Infants and children are the primary focus of immunization, but youth and adults can update their immunizations with a “booster” shot – as needed.

Immunizations help the body make its own protection (or antibodies) against certain diseases. Immunization has helped eliminate a number of severe and deadly diseases such as small pox.

3. Immunizations have helped improve the health of people all over the world. What are some of the big historical breakthroughs?

Polio: Because of immunization, diseases like polio are very rare in Canada and other diseases; like small pox has been eradicated world-wide (the last naturally occurring case in the world was in Somalia in 1977).





Activity 1



Small pox: Smallpox outbreaks have occurred from time to time for thousands of years, but the disease is now eradicated after a successful worldwide vaccination program. The last case of smallpox in the United States was in 1949. The last naturally occurring case in the world was in Somalia in 1977.

4. Name some vaccine-preventable diseases?

a) measles e) whooping cough

b) mumps f) diphtheria

c) rubella g) polio

d) chicken pox h) seasonal influenza

5. What are some interesting facts you learned about immunization?
answers will vary

* The information for Topic #3 is taken from sources made available by the Ministry of Health and Long-Term Care (Ontario) and the Centers for Disease Control in the United States.

The following resources will help you start your research:

- Ministry of Health and Long-Term Care, Government of Ontario
• www.health.gov.on.ca/pandemic
- Public Health Agency of Canada
• http://www.phac-aspc.gc.ca/influenza/pandemic_e.html
- Centers for Disease Control and Prevention
• <http://www.bam.gov/>
• <http://www.cdc.gov/>
- The World Health Organization
• <http://www.who.int/csr/en/>

Topic #3: Epidemics and Pandemics

Questions:

1. What is the difference between a pandemic and an epidemic?

Epidemic usually refers to localized outbreaks of an infectious disease that is temporarily affecting a large number of people.

Pandemic refers to a world-wide outbreak of an infectious disease. The disease spreads easily and rapidly through many countries and regions of the world and affects a large percentage of the population where it spreads.



Activity 1



2. List some examples of previous epidemics.
 - a) **Malaria**
 - b) **Seasonal influenza (the flu)**
 - c) **Tuberculosis**
3. List some examples of previous pandemics.
 - a) **Bubonic plague**
 - b) **Spanish Influenza (1919)**
 - c) **Asian Flu (1957–58)**
4. What can you and your family do to stay healthy?
 - a) **Practice proper and frequent hand hygiene**
 - b) **Practice cough and sneeze etiquette**
 - c) **Get routine immunizations (or booster shots)**
 - d) **Stay home when you are sick**
 - e) **Stay away from crowds or public areas when there is an outbreak (social distancing)**
 - f) **Reduce the number of bacteria and viruses in your home by keeping surfaces that are frequently used or touched clean (toys, doorknobs, light switches, sink fixtures, and flushing handles on toilets).**
5. What are some interesting facts you learned about epidemics and pandemics?
answers will vary





Activity 1

The following resources will help you start your research:

- Ministry of Health and Long-Term Care, Government of Ontario
• http://www.health.gov.on.ca/english/providers/program/pubhealth/handwashing/handwashing_mn.html
- Centers for Disease Control and Prevention
• <http://www.bam.gov/>
• <http://www.cdc.gov/cleanhands/>
- The World Health Organization
• <http://www.euro.who.int/document/che/document/che/06DENweb.pdf>

Topic #4: Infection Prevention and Control (hand hygiene, cough and sneeze etiquette, social distancing)

There are a number of ways you can prevent illness. Choose one of the following topics and answer the appropriate questions:

1. Hand Hygiene
2. Cough and Sneeze Etiquette
3. Social distancing

1. Hand Hygiene

1. What is proper hand hygiene and why is it important?

Hand hygiene is the single most effective way to prevent the spread of germs that can cause illness.

2. When is the best time to clean your hands?

- **Whenever hands look dirty**
- **Before preparing or eating food; following meal time and snack time!**
- **After playing games or sports (inside or outside)**
- **After coughing or sneezing**
- **After blowing your nose**
- **After using the bathroom**
- **After changing a diaper (for those babysitting)**
- **After touching a pet**
- **After handling the garbage**
- **Before and after touching a sick person**



Activity 1



3. What are the steps to properly cleaning your hands?

With soap and water:

- Wet your hands with warm, running water and apply soap.
Lather well.
- Rub your hands vigorously together for at least 15 seconds –
away from the running water.
- Scrub all surfaces, including the backs of your hands, wrists,
between your fingers and under your fingernails.
- Rinse well for 10 seconds.
- Pat hands dry with a clean or disposable towel (or use a
hand dryer).
- Use a towel to turn off the faucet (if possible).

With an alcohol-based hand rub:

- Apply ½ a teaspoon (or two pumps) of hand rub to palm on one
hand (the hand rub must be 60–90% alcohol-based to be effective).
- Rub palms together, palm to palm.
- Rub in between and around fingers, fingertips, back of each
hand and wrists.
- Rub hands together for 15 seconds or until they are dry.

4. What are some interesting facts you learned about hand hygiene?
answers will vary





Activity 1

The following resources will help you start your research:

- Centers for Disease Control and Prevention
 - <http://www.cdc.gov/flu/protect/covercough.htm>
 - <http://www.bam.gov/>
- Other
 - <http://www.coughsafe.com/>
 - <http://www.health.state.mn.us/divs/idepc/dtopics/infectioncontrol/coverfaq.html><http://www.cdc.gov/flu/protect/covercough.htm>

2. Cough and Sneeze Etiquette

1. What is cough and sneeze etiquette and why is it important?

Cough and sneeze etiquette is an important way to prevent germs from spreading.

2. What are the steps to proper cough and sneeze etiquette?

- Turn away from the people around you**
- Cough or sneeze into a disposable paper tissue or in your shirt sleeve**
- Throw the tissue away in a garbage can**
- Properly clean your hands using soap and warm water or an alcohol-based hand rub (60–90% alcohol) as soon as possible**
- Avoid touching or handling any objects with either hand until you have washed your hands**

3. What are some interesting facts you learned about cough and sneeze etiquette?

answers will vary



Activity 1



The following resources will help you start your research:

- Canadian Centre for Occupational Health and Safety
 - http://www.ccohs.ca/oshanswers/diseases/good_hygiene.html
- Centers for Disease Control and Prevention
 - <http://www.cdc.gov/flu/protect/covercough.htm>
 - <http://www.bam.gov/>
- Other
 - <http://www.globalsecurity.org/security/ops/hsc-scen-3-flu-pandemic-distancing.htm>

3. Social Distancing

1. What is social distancing?

Social distancing is a strategy where you try to avoid crowded places, large gatherings of people or close contact with a group of people. In these situations, viruses can easily spread from person to person.

In general, a distance of one metre (3 feet) will slow the spread of a disease, but more distance is more effective.

2. What are some of the ways to practice social distancing when you or when others around you are sick?

- **Learn to stay at a reasonable distance from people when they are sick. Keep your distance by at least one meter (three feet) from the others.**
- **Use the telephone to talk to your friends when you are sick (or when they are sick) instead of meeting your friends face-to-face**
- **Avoid crowded places when you are sick**

3. What are some interesting facts you learned about social distancing? answers will vary





* The information for Topic #5 is taken from sources made available by the Ministry of Health and Long-Term Care (Ontario) and the Centers for Disease Control in the United States.

Activity 1



The following resources will help you start your research:

- Public Health Agency of Canada
 - <http://www.phac-aspc.gc.ca/id-mi/index.html>
- Centers for Disease Control and Prevention
 - <http://www.cdc.gov/ncidod/dvbid/plague/index.htm>
 - <http://www.cdc.gov/ncidod/EID/vol12no01/05-0979.htm>
- World Health Organization
 - <http://www.who.int/mediacentre/factsheets/fs267/en/>
- Other
 - http://meme.essortment.com/spanishflu_reiz.htm
 - http://en.wikipedia.org/wiki/Mary_Mallon
 - <http://history1900s.about.com/od/1900s/a/typhoidmary.htm>

Topic #5: Infectious Disease of Historical Significance

There are a number of infectious disease outbreaks that have had historical significance. Choose one of the following topics to research and answer the following questions:

1. The bubonic plague
2. The Spanish Flu
3. The New York Typhoid Outbreak (turn of the 20th Century):
The story of "Typhoid Mary"

Questions:

1. How was the disease spread?

answers will vary

2. What caused the disease?

answers will vary



Activity 1



3. What do we know today that could have helped prevent the severity of the illness or spread of the disease?
- a) hand washing and basic hygiene**
 - b) cough and sneeze etiquette**
 - c) cleaning surfaces**
 - d) social distancing**
 - c) eating healthy**
4. Why is the disease of historical importance? What prevention measures were learned by health officials at the time?
- This/these outbreak(s) demonstrate:**
- a) how quickly disease can spread**
 - b) the severity of infectious diseases**
 - c) Lack of immunity when a new disease develops and spreads**
 - d) The number of people affected with long-term chronic illnesses or disabilities**
 - e) The high number of deaths**
5. What are some interesting facts you learned about the disease?
- answers will vary**





What you don't know may hurt you!

Duration for the three activities:
30–40 minutes (approx.)

Note: Another way to review the scenarios is to divide the class in two groups and assign scenario 1 to one half of the class; and scenario 2 to the other half.

Material required

- Activity 2 in Activity Booklet

Task description

In this activity, students will learn by analyzing two scenarios, and answer questions based on what they have learned in Activity 1.

One activity is suggested: Scenario analysis followed by class discussion.

Learning objectives:

Upon completion of this activity, students will be able to:

- Understand how illnesses are spread; and
- Identify actions that could be put in place to prevent the spread of diseases



Duration:
15–20 minutes

Activity 2: Scenarios

Scenario 1: Severe Flood

1. Inform students that they will learn about ways to prevent the spread of diseases by analyzing two scenarios.

(Option: have the students create their own scenarios based on the assigned research topics in Activity 1)
2. Have the students organize themselves into groups of three or four.
3. Allow the students time to read the scenario, to discuss each question and write the answers.
4. Review and discuss the questions and answers as a class.
5. Answer any questions.

Activity 2

Activity 2: What you don't know may hurt you!

In this activity, you will learn about the ways you can prevent the spread of illness and disease by reviewing and analyzing a scenario.

Read the following instructions to find out how to proceed.

1. Choose a group or get into groups as assigned by your teacher.
2. Together, read the first scenario.
3. Review the questions and discuss the possible answers with your group.
4. As a group, agree on the answers and write them down in your Student Activity Booklet.
5. Prepare to share your answers with the rest of the class.

The answers to the questions can be found through your research topics or the presentations made by your classmates during Activity 1.

Activity 2

Scenario 1: Severe Flood

It is five o'clock in the afternoon and an emergency management worker knocks on your door to inform your family that there is a severe flood warning issued for your region. Your family must evacuate to a designated shelter in a neighbouring community.

Since you are prepared, having taken Canadian Red Cross emergency preparedness education, you immediately start making preparations for your emergency evacuation by grabbing your portable emergency evacuation kit and having a note on the kitchen table stating your names and where you are being evacuated to.

As it is the fall, your region is in peak flu season, and there has been an increase of sick people within your community.

While at the shelter, you are provided with emergency sleeping arrangements, food, water as well as other personal services. After a day, you notice an elderly person staying at the shelter is getting ill, and three others (two children and one adult from the same family) need to be transported to the local hospital.

Questions:

1. What actions should the shelter take to prevent the further spread of illness amongst families staying at the shelter?



Activity 2



- What actions can you and your family take to prevent getting ill while staying at the shelter?

Scenario 2: Local Outbreak

The nurse has been told members of your community regarding an outbreak of the mumps among a small number of school-age children.

The public health nurse comes to your school to investigate the outbreak and through the interview process, the nurse notes that you have been in contact with an infected classmate.

After all interviews have been completed, the school issues a note to all families about the outbreak and the importance of immunization.

- Questions:**

 - What are the actions you and your family should take to prevent getting the mumps?

Duration: 15–20 minutes

1. Have the students organize themselves into groups of three or four.
2. Read the second scenario and the instructions with them.
3. Allow the students time read the scenario, to discuss each question and write the answers.
4. Review and discuss the questions and answers as a class.
5. Answer any questions.

[illegible]



Answer key

Activity 2



Scenario 1: Severe Flood

It is five o'clock in the afternoon and an emergency management worker knocks on your door to inform your family that there is a severe flood warning issued for your region. Your family must evacuate to a designated shelter in a neighbouring community.

Since you are prepared, having taken Canadian Red Cross emergency preparedness education, you immediately start making preparations for your emergency evacuation by grabbing your portable emergency evacuation kit and leaving a note on the kitchen table stating your names and where you are being evacuated to.

As it is the fall, your region is in peak flu season, and there has been an increase of sick people within your community.

While at the shelter, you are provided with emergency sleeping arrangements, food, water as well as other personal services. After a day, you notice an elderly person staying at the shelter is getting ill, and three others (two children and one adult from the same family) need to be transported to the local hospital.

Questions:

1. What actions should the shelter take to prevent the further spread of illness amongst families staying at the shelter?

The shelter could:

- Ensure they are adhering to and promoting proper infection control practices such as: proper and frequent hand hygiene, proper cough and sneeze etiquette and social distancing.
- Ensure supplies are available for hand hygiene such as alcohol-based hand rub.

Link with the health department for screening and proper follow-up.





Activity 2



2. What actions can you and your family take to prevent getting ill while staying at the shelter?
 - Practice proper and frequent hand hygiene
 - Practice proper cough and sneeze etiquette
 - Stay away from people who may be sick or have symptoms of illness (social distancing)
 - Monitor your health for signs and symptoms of illness and report these to the local health provider or shelter manager
 - Get your flu shot every year!

Scenario 2: Local Outbreak

The notice has been issued to members of your community regarding an outbreak of the mumps amongst a small number of school-aged children.

The public health nurse comes to your school to investigate the outbreak and through the interview process, the nurse notes that you have been in contact with an infected classmate.

After all interviews have been conducted, the school issues a note to all families about the outbreak and the importance of immunization.

Questions:

1. What are the actions you and your family should take to prevent getting the mumps?
 1. Make sure your immunizations are up to date. If not, talk to your family physician or healthcare provider.
 2. Practice social distancing and stay home if you are sick.
 3. Practice proper and frequent hand hygiene.
 4. Eat healthy and get plenty of exercise.



Canadian Red Cross

15





Activity 2



2. Even if you're immunized, what can you and your family do to protect other people in your community?

1. Make sure the family's immunization is up to date.

2. If older sibling or parent need a "booster" shot, they should talk with their family doctor.

3. Avoid large crowds or gatherings (theatre, parks, and community centers) and practice social distancing

4. Practice proper and frequent hand hygiene.

5. Talk with family doctor or healthcare provider

6. Practice proper cough and sneeze etiquette.



Red Cross Fundamental Principles

In 1965, the seven Fundamental Principles were adopted by the 20th International Conference. They were developed to link together the International Committee, Federation and National Societies.

Our network is vast, but our approach is simple. All Red Cross programs and activities are guided by the Fundamental Principles of Humanity, Impartiality, Neutrality, Independence, Voluntary Service, Unity and Universality. These principles allow us to provide help immediately to whomever needs it, wherever they are, whatever their race, political beliefs, religion, social status, or culture.

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, co-operation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary Service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can only be one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is world-wide.



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