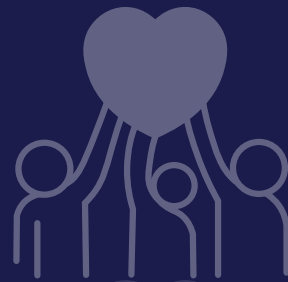


Ready Steady Help



Challenge Pack



Rainbows



Brownies





Contents:

Introduction Page 3

FAQs Page 4

Risk Page 5

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

Ready Page 13

- Activity 1 Grab bags!
- Activity 2 Snakes & Ladders
- Activity 3 Who're you gonna call?
- Activity 4 Map Attack!

Respond Page 18

- Activity 1 Help is on the way!
- Activity 2 Communication station
- Activity 3 What's the plan, Ann?
- Activity 4 Fire Drill!

Recover Page 24

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

Risk Appendices	Page 28
Ready Appendices	Page 32
Respond Appendices	Page 47
Recover Appendices	Page 51



Introduction

Ready, Steady, Help

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

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

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

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

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

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

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

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



GirlguidingNorthWestEngland



girlguiding_NWE



girlguidingnwe



girlguiding_nwe

We'd love your feedback about this challenge, so please spare a couple of minutes to complete a short survey: <https://forms.gle/zuv7wunAGZILAtk77>



FAQs

How to complete Ready, Steady, Help

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

How to order badges

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

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



How to prepare for this challenge

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

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

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

- Invite emergency services to your unit meeting for them to learn more about a specific department OR arrange a visit to a local emergency service – Fire station etc
- Arrange a field trip to your local flood defences through Flood Action Group. You can find them at www.thefloodhub.co.uk/local-area/
- Have a fancy dress theme unit meeting! Challenge your unit to come dressed up in as many different helper costumes as possible!
- How about an emergency/disaster or extreme conditions movie night? Ideas include:
Ice Age, Frozen, episodes of Fireman Sam, Fierce Earth on CBBC.
- Are there any parents/guardians who work in this field that could come to a unit meeting and give a presentation about the work they do?



Risk

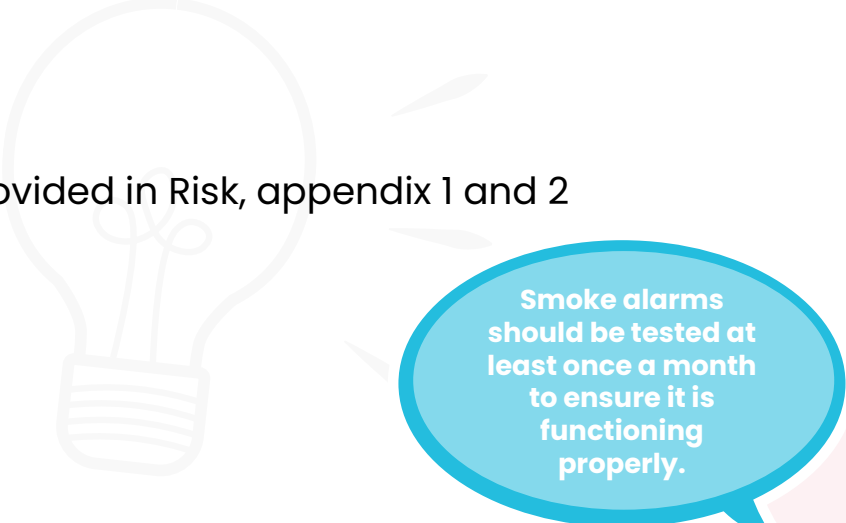
Activity 1 Today I...

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

Time Required:
20 minutes

Equipment Needed:
The following are provided in Risk, appendix 1 and 2

- script
- hazard card
- lightbulb card



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

Method:

1. Ask everyone to sit in a circle.
2. In the middle of the circle place the hazard and lightbulb cards (Risk appendix 2).
3. Choose a leader/helper to read out the script about a disastrous day (Risk appendix 1).
4. In the circle, girls listen to the story and they have to listen out for potential hazards (things that could go wrong) and when they hear it, they have to race to be the first to raise the hazard sign in the middle of the circle and explain what hazard they have heard.
5. Next, the girls have to race to raise the lightbulb sign in the circle, when they think of an idea that would reduce or remove the identified hazard.

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



Risk

Activity 2 Safety Scavenger

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

Time Required:

35 minutes

Equipment Needed:

- paper and pens

Method:

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

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





Risk

Activity 3 Flash Floods

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

Time Required:
40 minutes

Equipment Needed:

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

Method:

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



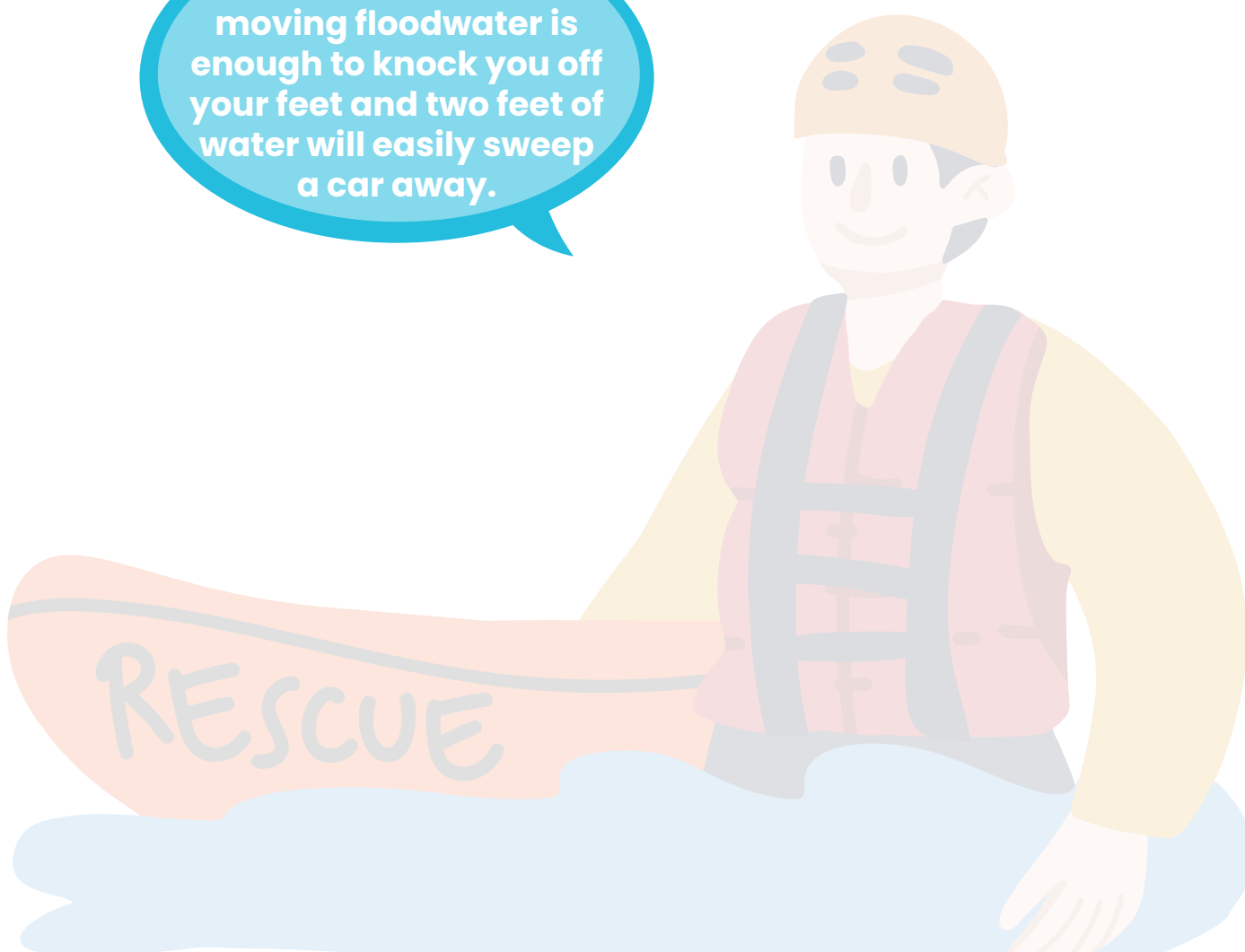


Activity 3 Flash Floods continued

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

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

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





Risk

Activity 4 Be Prepared Bingo!

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

Time Required:

20 minutes

Equipment Needed:

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

Method:

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




Activity 4

Be Prepared Bingo continued

5. The winner is the first person to get a full line vertically or horizontally! Remind them to call out BINGO! When they think they have won!

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



Natural disasters that occur because of the movement of Earth's plates cannot be prevented, but some others may be preventable. Protecting the environment, for example, may prevent disasters such as avalanches and landslides.



Risk

Activity 5 Create Your Own Hazard

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

Time Required:

Part 1 - 30 minutes

Part 2 - 35 minutes

Equipment Needed:

Part 1

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

Part 2

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



Method:

Part 1: DIY hurricanes

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



Activity 5


Create Your Own Hazard continued

Part 2: DIY volcanoes

1. Using the modelling clay, make a volcanic cone shape of about 10 centimeters high, making sure there is a hole at least a few centimetres down the centre from the top of the volcano. Alternatively girls can cut a plastic bottle or use a paper cup and use this to form their volcanic shape.
2. Place the volcano on a tray and 3 teaspoons of baking soda, and 2-3 drops of food colouring, into the hole.
3. Slowly pour 3 or 4 teaspoons of vinegar into the hole, and watch the volcano erupt.

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

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



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



Ready

Activity 1 Grab Bags!

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

Time Required:

25 minutes

Equipment Needed:

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

Method:

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

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



Ready

Activity 2 Snakes and Ladders

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

Time Required:

15 minutes

Equipment Needed:

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

Method:

1. Divide your unit into patrols or groups of 4.
2. Each participant needs to choose a counter to play with.
3. The person who rolls a 6 first starts and the game moves clockwise.
4. If you land on a ladder you move up and down a snake. When they land on either a snake or a ladder, ask them to read out the scenario. If it's a ladder (a good decision) ask if they can think of another thing that would have been good to do in that situation. If they land on a snake (poor decision), what would have been a good decision to make instead.
5. The winner is the first person to reach number 35 safely!

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

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





Ready

Activity 3 Who're you gonna call?

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

Time Required:
15 minutes

Equipment Needed:

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



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



Activity 3

Who're you gonna call continued

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

Method:

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

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

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





Ready

Activity 4 Map Attack!

This activity is to help girls develop an understanding and awareness of which places could help them and which places to avoid during certain incidents.

Time Required:

30 minutes

Equipment Needed:

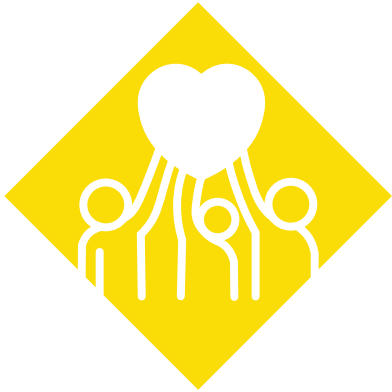
- map of your local area/copies for girls to work on
- pens/pencils/colours
- map symbols Ready appendix 5
- scissors
- glue

Method:

1. As a unit, look at the map of your local area.
2. Ask girls if they can name the places that people might need to visit or use in an emergency. Can they think of anywhere they might need to avoid?
3. Give each participant a copy of the map and map symbols.
4. On their maps, girls need to identify where these places are within their local area and draw the right symbol in the right place.
5. Bring the group together to talk about why they would or wouldn't visit these places in an emergency situation.

An extension of this activity is to ask girls to create their own map of their local area instead of using a printed one.

Learning summary: Knowing what is around our local area is important in terms of getting help and staying safe.



Respond

Activity 1 Help is on the way!

This is a 2-part activity. The first part of this activity is to identify some of the lesser-known helpers in an emergency situation.

The second activity is a quiz to help participants to understand how to make a 999 call and what information you will need..

Time Required:

Part 1 - 15 minutes

Part 2 - Emergency Knowledge Quiz - 10 minutes

Equipment Needed:

Part 1

- Respond appendix 1
- paper
- pencils/pens

Part 2

- a copy of the Emergency Knowledge Quiz (Respond appendix 2)
- paper
- pencils/pens

Method:

Part 1

1. Give each participant a piece of paper and a pen/pencil.
2. Read out each scenario from Respond appendix 1.
3. Ask girls to write down who they think would help in that situation?
Bonus points if girls know which number to call!

Part 2

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

Learning summary: Knowing who can help and what we need to tell them is really important in getting help to those who need it.



Respond

Activity 2 Communication Station

This activity is to help people understand that communication is important but that sometimes things can get in the way of it and that we have to work together to communicate effectively.

Time Required:

20 minutes

Equipment Needed:

- List of sentences provided here:
 - *A happy hippo hopped and hiccuped*
 - *She sells seashells by the seashore*
 - *It's raining cats and dogs*
 - *Rudolph the red nose reindeer had a very shiny nose*
 - *I promise that I will do my best to think about my beliefs and to be kind and helpful or I promise that I will do my best, to be true to myself and develop my beliefs, to serve the King and my community, to help other people and to keep the Brownie law*
 - *The dog ate my homework*
 - *Do you like spaghetti?*
 - *How much wood would a wood chopper chop, if a wood chopper would chop wood?*

- The following 8 ways to disrupt communication:
 - *Loud music with people dancing in the middle of the room*
 - *Jumping up and down waving your arms*
 - *Making loud raspberry noises*
 - *Turn pairs around so they are facing the opposite way*
 - *Act out the message – no words allowed*
 - *Girls can only mouth the sentence*
 - *Girls relay the message whilst jumping up and down or spinning around*
 - *Say every other word*





Activity 2

Communication Station continued

Method:

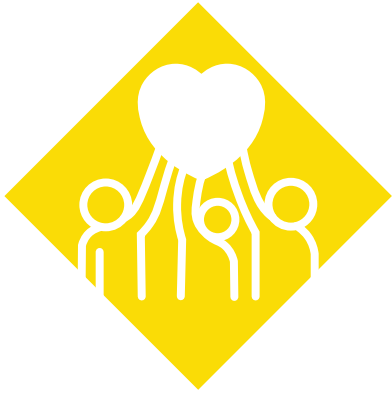
1. Split your unit into half, putting one half into pairs.
2. Stand the pairs at opposite sides of the room facing each other.
3. With a leader/helper at one side of the room, share with girls one sentence at a time. One side of the room will be trying to communicate this sentence to their partner at the other side of the room. The other half of the unit will work with leaders/helpers to disrupt the communication.
4. The participant who is trying to hear the message writes down what they think the message is.
5. Time to swap! The disruptors become the communicators and the 1st pair are now trying to disrupt the messages.
6. When all pairs have attempted all 8 sentences and the listeners have written them down, bring the group back together and read out the real sentences. How many got them all right? Discuss which disruption was the most difficult to overcome.

Learning summary: Being able to talk/communicate is really important. Finding ways to get your message to the right people when things get in the way is often hard but you can find a way!.



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





Respond

Activity 3 What's the plan, Ann?

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

Time Required:

30 minutes

Equipment Needed:

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

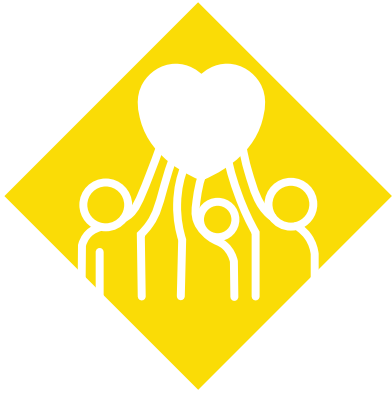
(This activity can either be done inside a unit meeting place, or outside See Respond appendix 3 for ideas)

Method:

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

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

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



Respond

Activity 4 Fire Drill!

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

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

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

Time Required:

10 minutes

Equipment Needed:

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

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



Method:

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



Activity 4 Fire Drill! continued

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

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

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





Recover

Activity 1 Mindful Times

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

Time Required:

25 minutes

Equipment Needed:

Part 1

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

Part 2

- outside space

Method:

Part 1

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

Part 2

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

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

Learning summary: Taking time out for ourselves after we have experienced something sad or difficult is a really positive way to look after ourselves.



Recover

Activity 2 Don't worry jar

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

Time Required:
20 minutes

Equipment Needed:

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



Method:

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

Learning summary: Things that worry us and certain problems come and go, we just need to be patient and still and wait for things to settle down. And if they don't we need to talk to an adult that we trust about how we are feeling.



Recover

Activity 3 This girl can!

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

Time Required:
30 minutes

Equipment Needed:

- large rolls of paper/old wall paper
- colouring pens and pencils

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

Method:

1. On large pieces of paper, get girls to draw around each other (this can be individually or in small groups).
2. Ask the girls to think about how difficult situations or emergencies might result in people they know or in their neighbourhood needing help. What could they do to help?
3. Try to think about the different body parts and get them to label an associated activity:

For example, on their mouth they could write

"I could ask if they are ok"

"I could send them a nice message"

"I could ask if they need anything"

On hands they could write

"I could take them some shopping"

"I could make them a card"

On feet it could be

"I could go and see them"

"I could do a fundraising walk"



Learning summary: Sometimes how we can help isn't always obvious but we need to think about what we can do and say.



Recover

Activity 4 Petal Power

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

Time Required:
30 minutes

Equipment Needed:

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

Method:

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

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



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

Script.

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

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

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

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

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

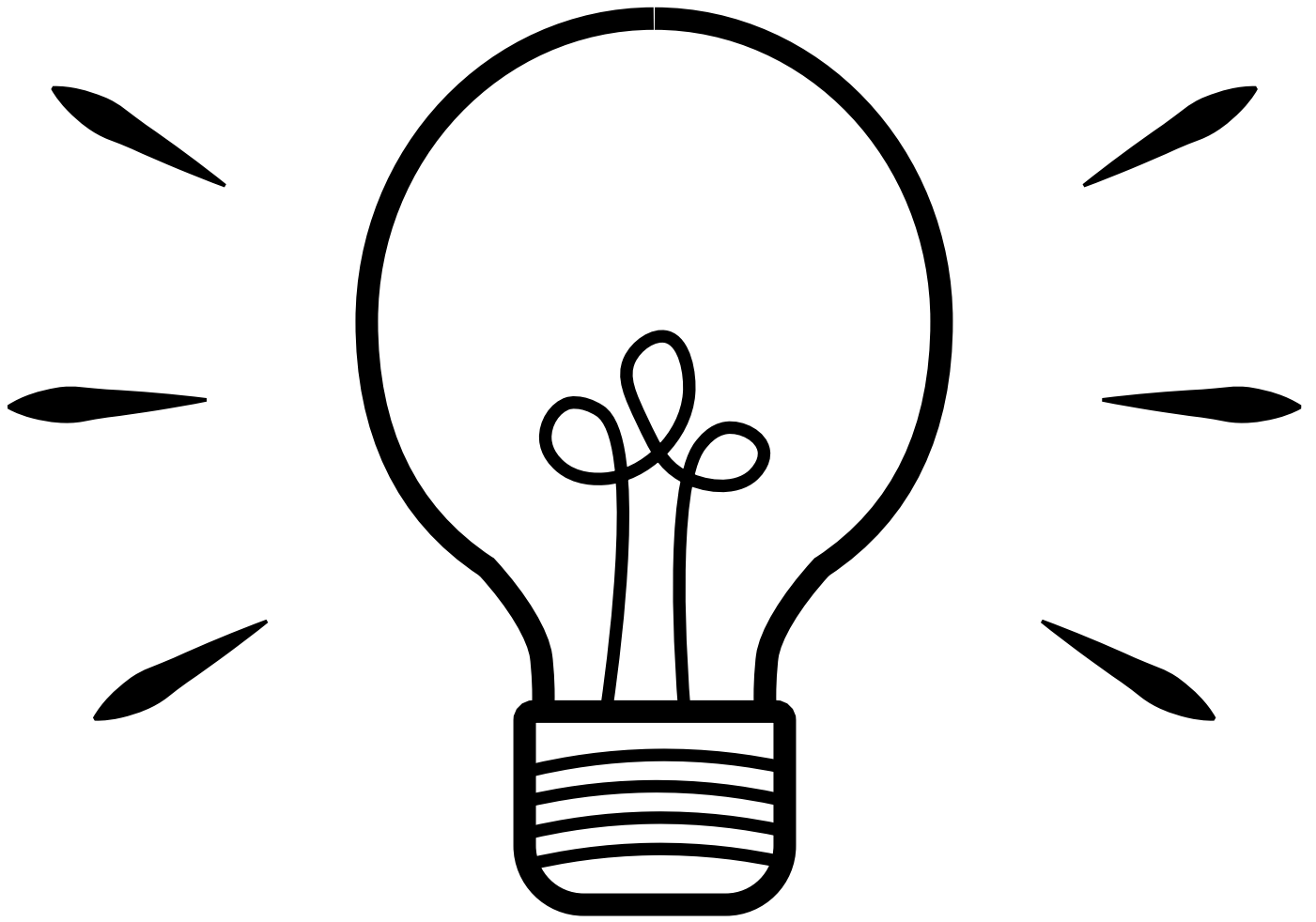
As I came towards the bridge I could see that the road had a bit of a puddle in front of it. It didn't look too bad so I carried on. My car was suddenly surrounded by water and started to make some funny noises. After I got out of the puddle, I was really late for work so I drove a little quicker than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

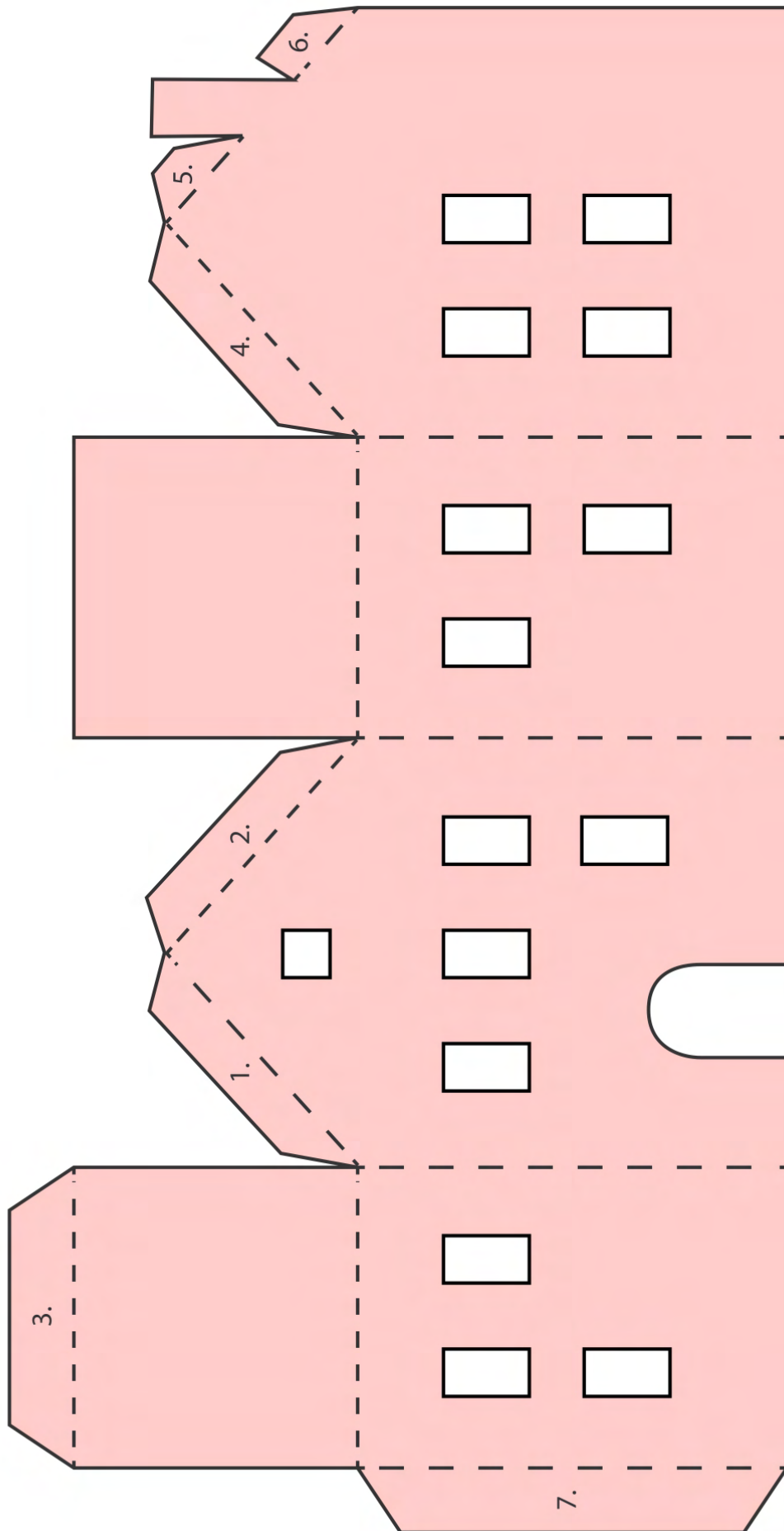
Things at work were pretty busy so the day went really quickly, which is great because it's my Girlguiding night and I LOVE it.

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

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

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

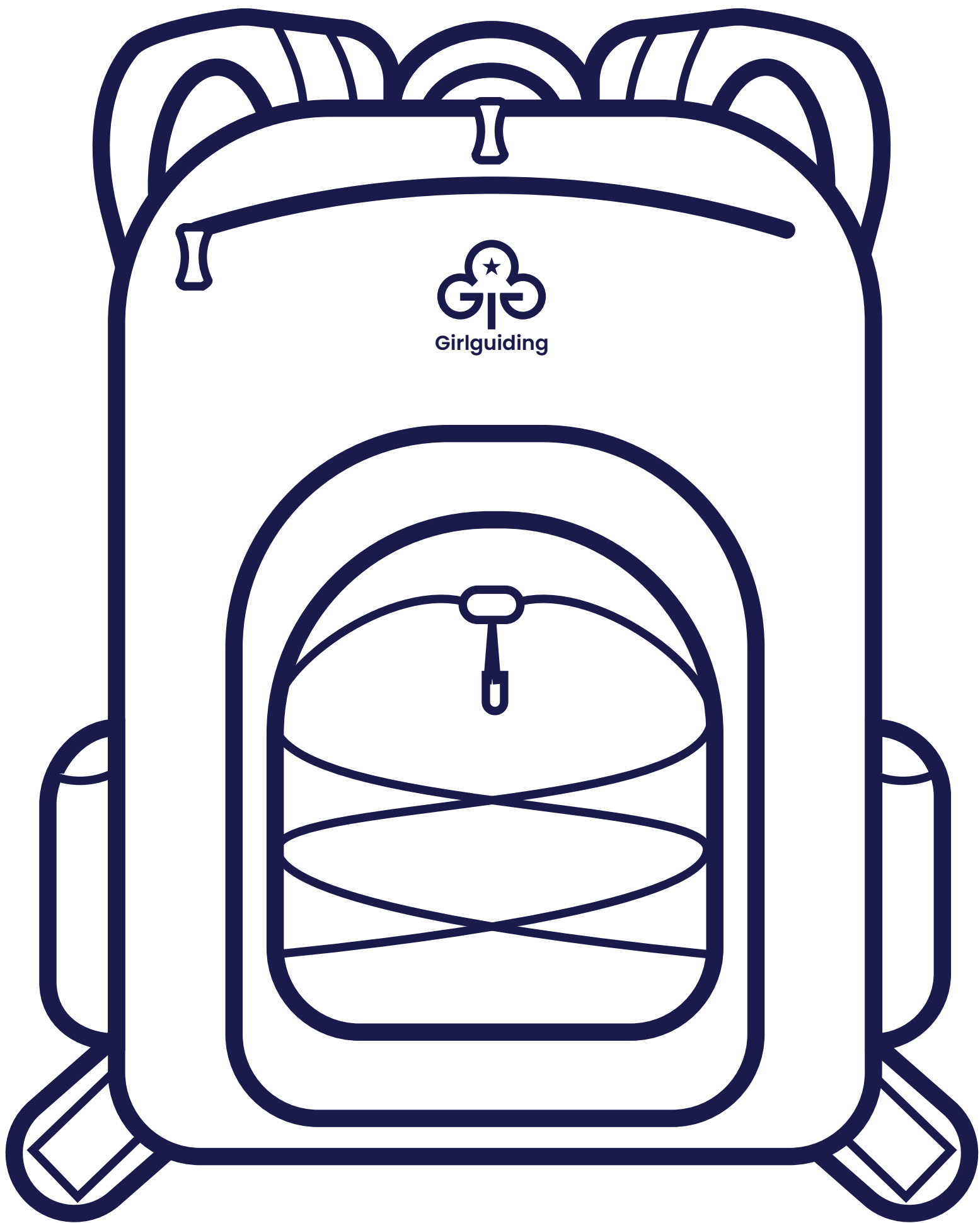


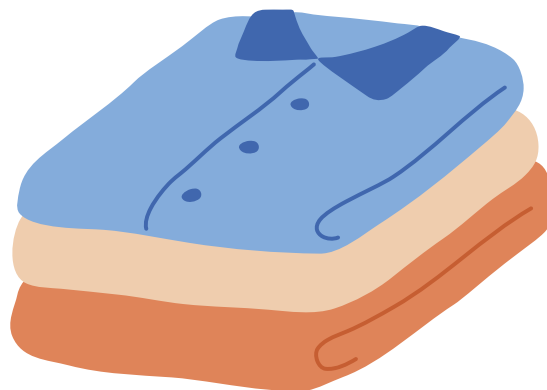
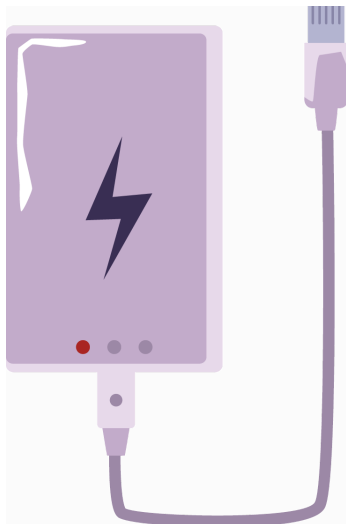
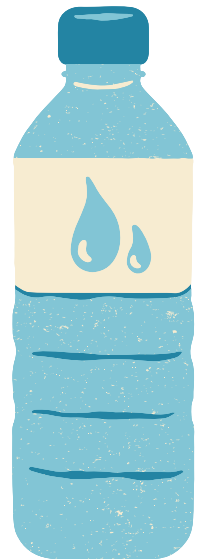


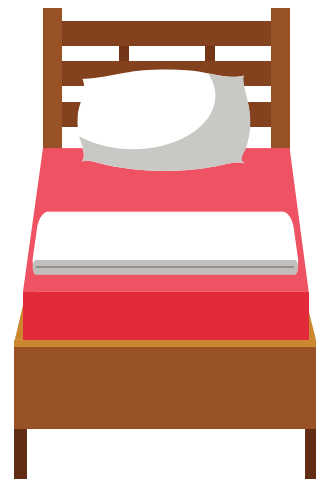
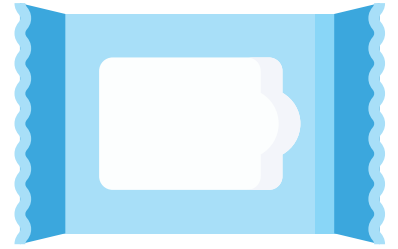
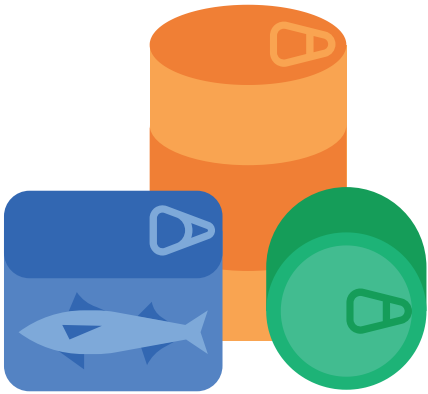
Fold dotted lines - - - - -

Cut solid lines 

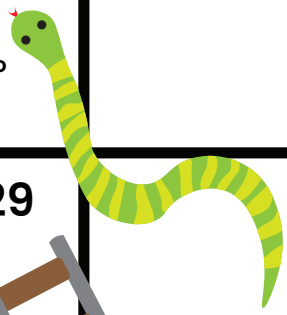
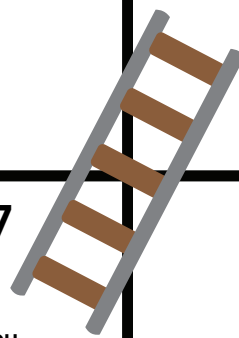
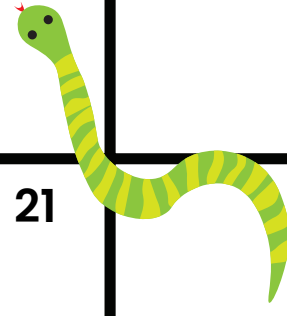
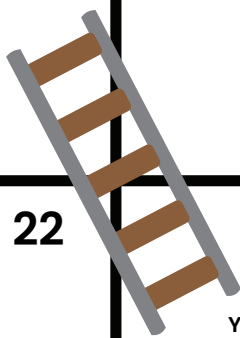
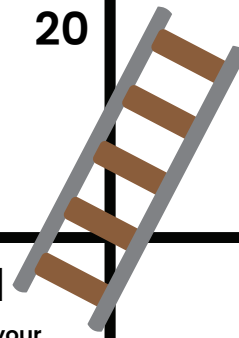
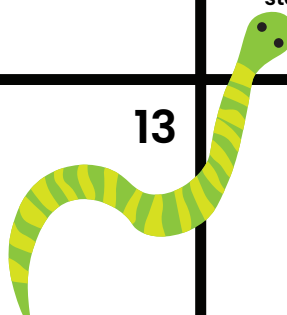
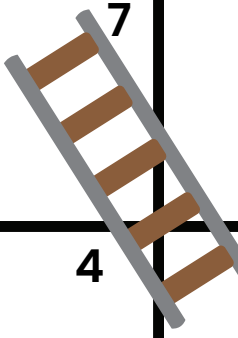
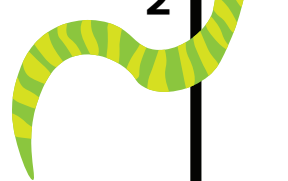
Be Prepared Bingo Card				





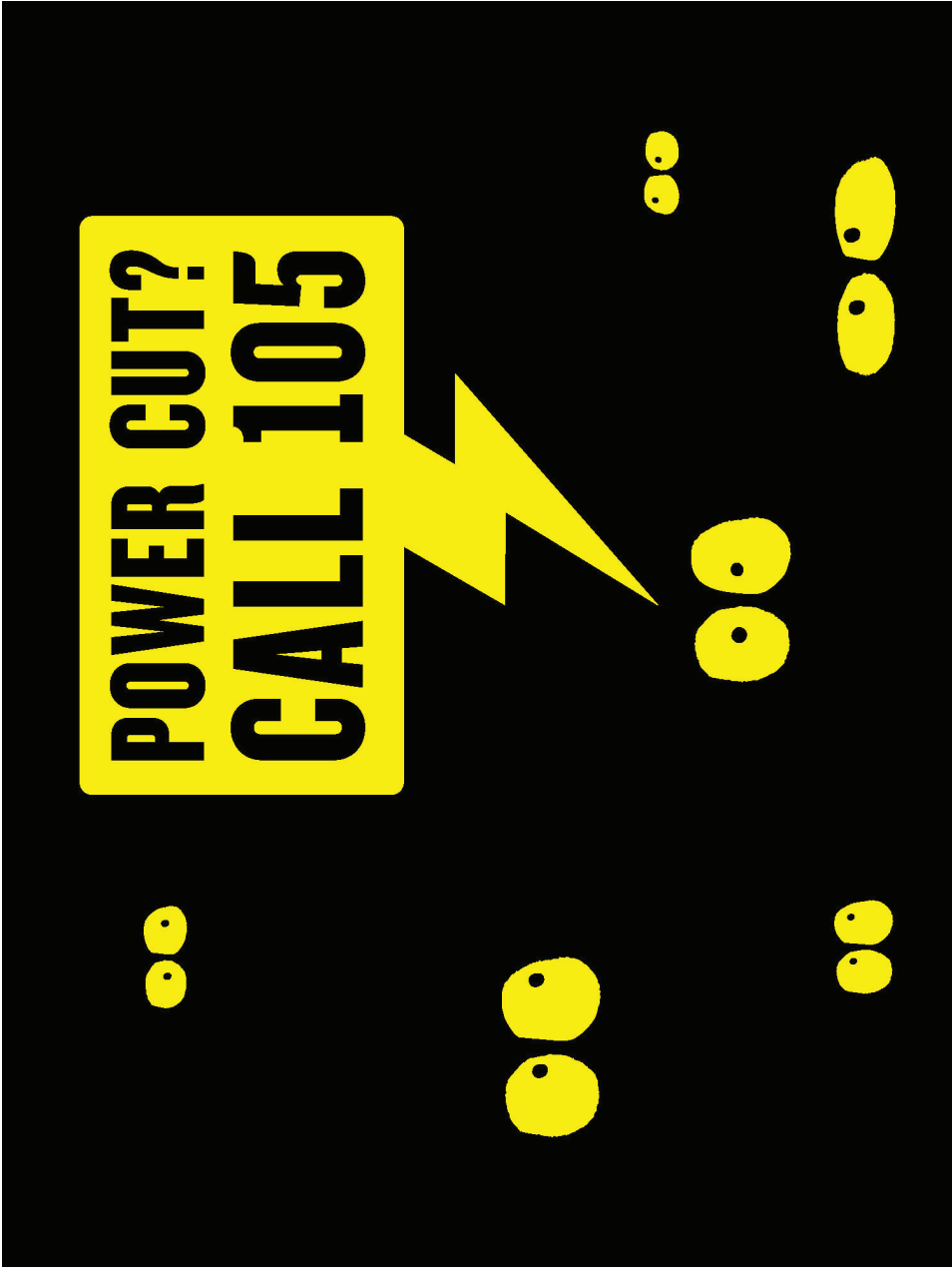


Snakes and Ladders

31	32	33	34	35
	Oh no! It's an earthquake! You go outside to take a closer look			
30	29	28	27	26
You ignore the smoke alarm going off at your unit meeting			You hear news reports that a wild fire is spreading so you get your grab-bag ready	
21	22	23	24	25
		You see a sheep stuck in a fence and call the RSPCA		
20	19	18	17	16
			There is flooding outside your house but you and your family stay even after being advised to leave	
11	12	13	14	15
During a storm your home loses its power. Your adult reports this to the local electricity board				
10	9	8	7	6
		You smell gas in your kitchen but keep cooking anyway		
1	2	3	4	5
				You are at a camp with your unit and your friend burns their hand, you tell your leader who calls 999



0800 80 70 60
Environment Agency



105
Power/Electricity



999

Police - Mountain Rescue



999

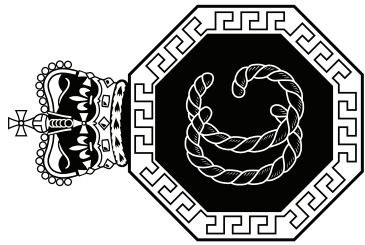
Fire and Rescue Service



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

111

NHS



HM Coastguard

999

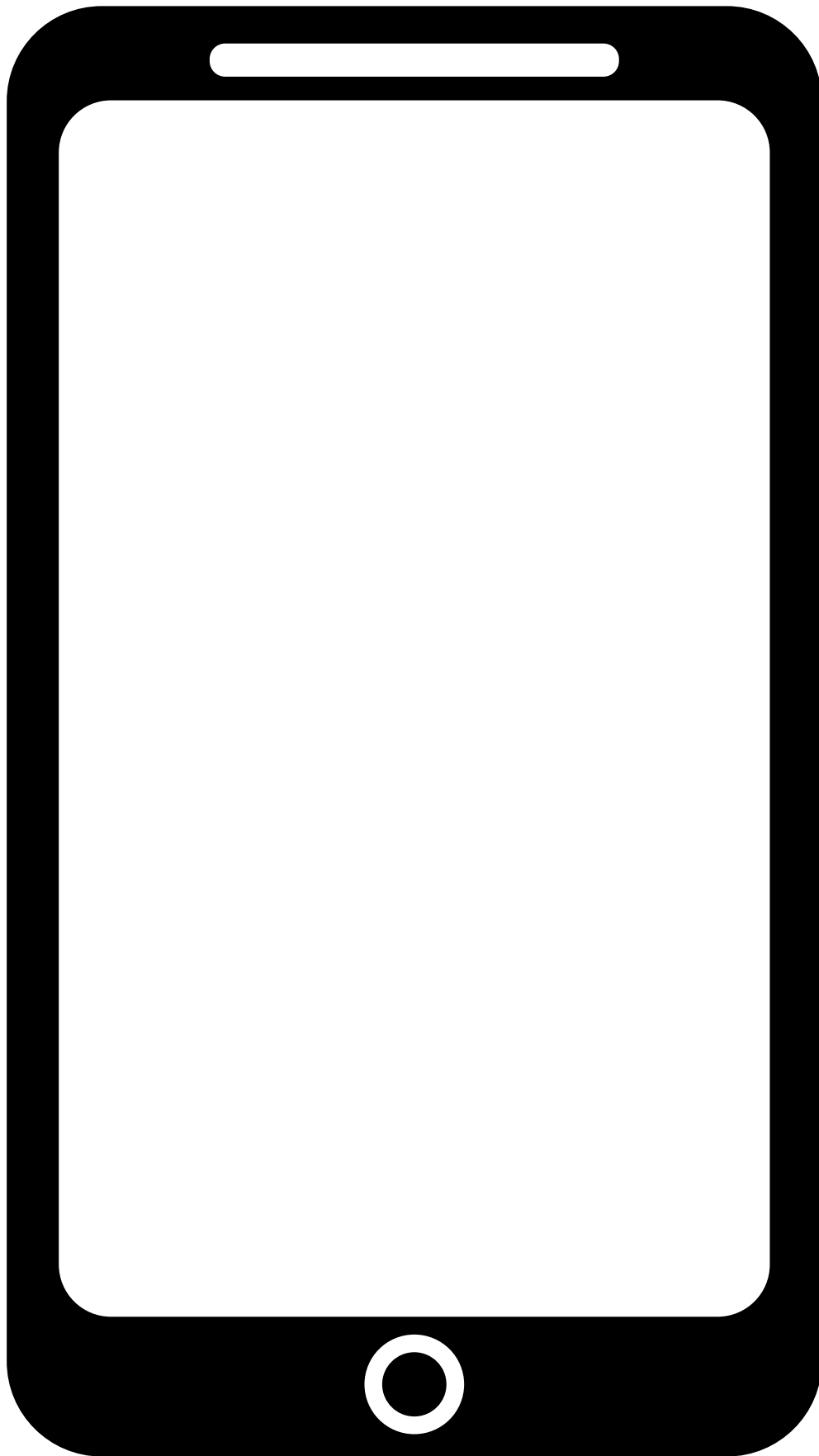
Coastguard



Motorway SOS Phone

nationalgrid

0800 111 999
National Grid





OS Explorer /
1:25 000 Scale Colour Raster

Customer Information

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Communications

ROADS AND PATHS Not necessarily rights of way

- Service area
- Junction number
- M1 or A6(M) Motorway
- A35 Dual carriageway
- A30 Main road
- B3074 Secondary road
- Narrow road with passing places
- Road under construction
- Road generally more than 4 m wide
- Road generally less than 4 m wide
- Other road, drive or track, fenced and unfenced
- Gradient: steeper than 20% (1 in 5); 14% (1 in 7) to 20% (1 in 5)
- Ferry; Ferry P - passenger only
- Path

RAILWAYS

- Multiple track } standard gauge
- Single track } standard gauge
- Narrow gauge or Light rapid transit system (LRTS) and station
- Road over; road under; level crossing
- Cutting; tunnel; embankment
- Station, open to passengers; siding

PUBLIC RIGHTS OF WAY (Rights of way are not shown on maps of Scotland)

- Footpath
- Bridleway
- Byway open to all traffic
- Restricted byway (not for use by mechanically propelled vehicles)

Public rights of way shown on this map have been taken from local authority definitive maps and later amendments. Rights of way are liable to change and may not be clearly defined on the ground. Please check with the relevant local authority for the latest information

The representation on this map of any other road, track or path is no evidence of the existence of a right of way

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OTHER PUBLIC ACCESS

- Other route with public access (not normally shown in urban areas)
 - The exact nature of the rights on these routes and the existence of any restrictions may be checked with the local highway authority. Alignments are based on the best information available
 - National Trail / Scotland's Great Trails
 - Recreational Route
 - Alternative Route (England Coast Path only)
 - Traffic-free cycle route
 - National cycle network route number - traffic free
 - National cycle network route number - on road
 - Permissive footpath
 - Permissive bridleway
- Footpaths and bridleways along which landowners have permitted public use but which are not rights of way. The agreement may be withdrawn

Scotland

In Scotland, everyone has access rights in law* over most land and inland water, provided access is exercised responsibly. **This includes walking, cycling, horse-riding and water access, for recreational and educational purposes, and for crossing land or water.** Access rights do not apply to motorised activities, hunting, shooting or fishing, nor if your dog is not under proper control. The **Scottish Outdoor Access Code** is the reference point for responsible behaviour, and can be obtained at www.outdooraccess-scotland.com or by phoning your local Scottish Natural Heritage office. * Land Reform (Scotland) Act 2003



National Trust for Scotland, always open / limited opening - observe local signs
Forestry Commission Land normally open - observe local signs / Woodland Trust Land

England & Scotland



Firing and test ranges in the area. Danger! Observe warning notices
Champs de tir et d'essai. Danger! Se conformer aux avertissements
Schuess und Erprobungsgelände. Gefahr! Warnschilder beachten
Visit www.access.mod.uk for information

ACCESS LAND AND COASTAL MARGIN

England

Access land portrayed on this map is intended as a guide to land normally available for access on foot, for example access land created under the Countryside and Rights of Way Act 2000, and land managed by National Trust, Forestry Commission and Woodland Trust. Some restrictions will apply; some land shown as access land may not have open access rights; always refer to local signage.

- Access land
- Access information point
- Access land in woodland area
- Coastal margin

All land within the 'coastal margin' (where it already exists) is associated with the England Coast Path and is by default access land, but in some areas it contains land not subject to access rights - for example cropped land, buildings and their curtilage, gardens and land subject to local restrictions. Furthermore the coastal margin is often steep, unstable and not readily accessible. Please do not assume all the area shaded is accessible and take careful note of conditions and local signage on the ground.

For more information on coastal access check with the local authority or visit: <http://www.nationaltrail.co.uk/england-coast-path>

The depiction of rights of access does not imply or express any warranty as to its accuracy or completeness. Observe local signs and follow the Countryside Code. Visit www.naturalengland.org.uk/ourwork/enjoying/countrysidecode



Access permitted within managed controls, for example, local byelaws
Visit www.access.mod.uk for information

General Information

VEGETATION Limits of vegetation are defined by positioning of symbols

	Coniferous trees		Scrub		Orchard
	Non-coniferous trees		Bracken, heath or rough grassland		
	Coppice		Marsh, reeds or saltings		

GENERAL FEATURES

	Place of worship		Gravel pit		Sand pit
	Current or former place of worship		Other pit or quarry		Landfill site or slag/spoil heap
	Building; important building		BP/BS Boundary post/stone		
	Glasshouse		CG Cattle grid		
	Youth hostel		CH Clubhouse		
	Bunkhouse/camping barn/other hostel		FB Footbridge		
	Bus or coach station		MP; MS Milepost; milestone		
	Lighthouse; disused lighthouse; beacon		Mon Monument		
	Triangulation pillar; mast		PO Post office		
	Windmill, with or without sails		Pol Sta Police station		
	Wind pump; wind turbine		Sch School		
	Electricity transmission line		TH Town hall		
	Slopes		NTL Normal tidal limit		
			•W; Spr Well; spring		

BOUNDARIES

	National
	County (England)
	Unitary Authority (UA), Metropolitan District (Met Dist), London Borough (LB) or District (Scotland & Wales are solely Unitary Authorities)
	Civil Parish (CP) (England) or Community (C) (Wales)
	National Park boundary

HEIGHTS AND NATURAL FEATURES

52 · Ground survey height
284 · Air survey height

Surface heights are to the nearest metre above mean sea level. Where two heights are shown, the first is the height of the natural ground in the location of the triangulation pillar, and the second (in brackets) to a separate point which is the highest natural summit.

Vertical face/cliff

Contours may be at 5 or 10 metres vertical interval

Loose rock Boulders Outcrop Scree

Water Mud Sand; sand & shingle

ARCHAEOLOGICAL AND HISTORICAL INFORMATION

	Site of antiquity		VILLA Roman
	Site of battle (with date)		Castle Non-Roman
	Visible earthwork		

Information provided by English Heritage for England and the Royal Commissions on the Ancient and Historical Monuments for Scotland and Wales

Selected Tourist and Leisure Information

RENSEIGNEMENTS TOURISME ET LOISIRS SÉLECTIONNÉS AUSGEWAHLTE INFORMATIONEN ZU TOURISTIK UND FREIZEITGESTALTUNG

	Parking / Park & Ride, all year/seasonal Parking / Parking et navette, ouvert toute l'année/en saison Parkplatz / Park & Ride, ganzjährig/saisonal		Walks/trails Promenades Wanderwege		Nature reserve Réserve naturelle Naturschutzgebiet
	Information centre, all year/seasonal Office de tourisme, ouvert toute l'année/en saison Informationsbüro, ganzjährig/saisonal		Cycle trail Piste cyclable Radfahrweg		Fishing Pêche Angeln
	Visitor centre Centre pour visiteurs Besucherzentrum		Mountain bike trail Chemin pour VTT Mountainbike-Strecke		Other tourist feature Autre site intéressant Sonstige Sehenswürdigkeit
	Forestry Commission visitor centre Commission Forestière: Centre de visiteurs Staatsforst Besucherzentrum		Cycle hire Location de vélos Fahrradverleih		Cathedral/Abbey Cathédrale/Abbaye Kathedrale/Abtei
	Public convenience Toilettes Öffentliche Toilette		Horse riding Equitation Reitstall		Museum Musée Museum
	Telephone, public/roadside assistance/emergency Téléphone, public/borne d'appel d'urgence/urgence Telefon, öffentlich/Notrufsäule/Notruf		Viewpoint Point de vue Aussichtspunkt		Castle/fort Château/Fortification Burg/Festung
	Camp site/caravan site Terrain de camping/Terrain pour caravanes Campingplatz/Wohnwagenplatz		Picnic site Emplacement de pique-nique Picknickplatz		Building of historic interest Bâtiment d'intérêt historique Historisches Gebäude
	Recreation/leisure/sports centre Centre de détente/loisirs/sports Erholungs-/Freizeit-/Sportzentrum		Country park Parc naturel Landschaftspark		Heritage centre Centre d'héritage Heimatmuseum
	Golf course or links Terrain de golf Golfplatz		Garden/arboretum Jardin/Arboretum Garten/Baumgarten		National Trust
	Theme/pleasure park Parc à thèmes/Parc d'agrément Vergnügungs-/Freizeitpark		Water activities Jeux aquatiques Wassersport		English Heritage
	Preserved railway Chemin de fer touristique Museumseisenbahn		Slipway Cale Helling		Historic Scotland
	Public house/s Pub/s Gaststätte/n		Boat trips Croisières en bateau Bootsfahrten		
	Craft centre Centre artisanal Zentrum für Kunsthandwerk		Boat hire Location de bateau Bootsverleih		

Scenarios

- The power in your house has gone out, as far as you can see, this is also affecting other houses down the street. Who do you call? - **105** power outage
- You need to buy a couple of things from the shop, so lock your bike up outside. When you come back, it has gone missing. Who do you call? - **101**
- You are at the park and find a rabbit trapped in a fence, who do you call? - **RSPCA**
- At a guide camp, some outdoor cooking has quickly gotten out of control and the fire is now spreading throughout the camp, who do you call? - **999** Fire and Rescue Service
- You are on a train and spot a passenger holding a weapon. You need to contact help discreetly Who do you call? - British Transport Police text **61016**

Test your emergency knowledge

Question 1

What number could you call in an emergency?

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



Question 2

When you call 999 what do you first get asked?

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

Question 3

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

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



Question 4

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

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

Question 5

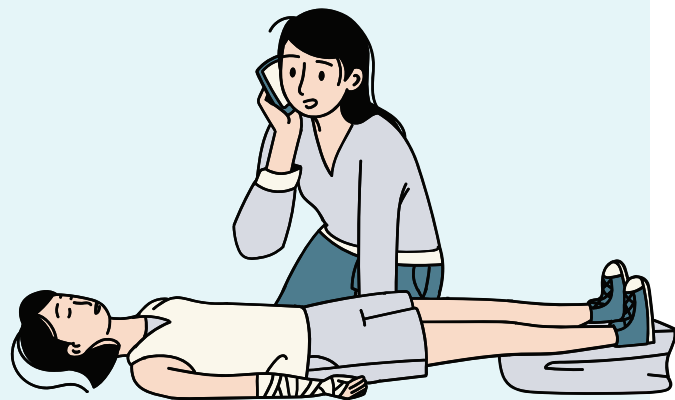
How do you know if a person is conscious?

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

Question 6

how can you check if someone is breathing?

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



Test your emergency knowledge continued



Question 7

Which answer is true?

- A - After you tell the person on the phone where you are, put the phone down
- B - Never put the phone down until the ambulance arrives
- C - It doesn't matter when you put the phone down

Question 8

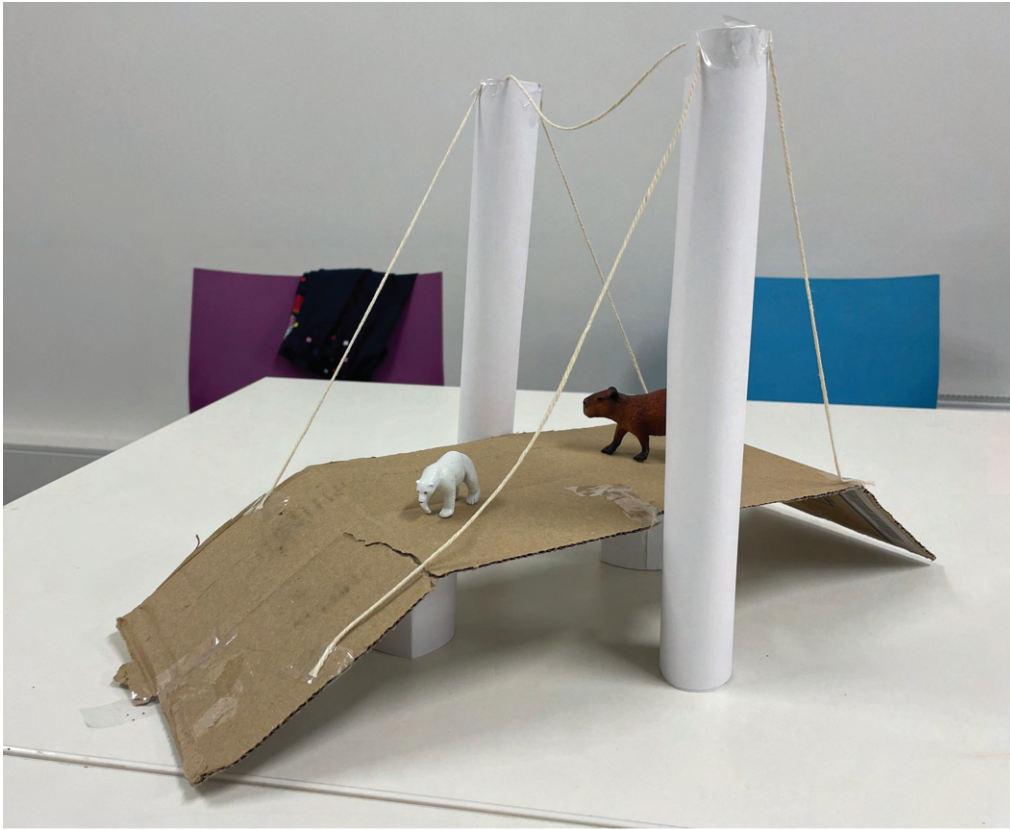
Should you call an ambulance for a broken toe nail?

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

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



Bridge examples





**Readdy
Steady
Help**

Your script can go something like this:

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

