

WORLD SCOUT ENVIRONMENT BADGE
PROGRAMME ACTIVITY RESOURCE



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Prepare for Disaster!

Aim 5

Scouts are working towards a world where people are prepared to respond to environmental hazards and natural disasters.

Educational objectives

Be able to recognise different types of environmental hazards and natural disasters and explain why they occur.

Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area.

Age range

11 to 14

Summary

An activity to create an emergency response plan and kit in preparation for natural disasters.

Aim

To understand why it is important to prepare for natural disasters.

Equipment

Paper, pens, emergency response kit items (optional), WOSM movie 'Natural Disasters: Will You Be Prepared?' (optional)

Preparation

Study the emergency equipment list provided

Duration

Thirty minutes

Setting

Scout meeting place

Background

Natural disasters occur all around the world and can have a devastating effect on the natural environment and on human beings. There are lots of different types of natural disaster, for example, hurricane, tropical cyclone, typhoon, tornado, drought, flood, volcano, landslide, tsunami, heat wave, wildfire, insect plague, famine, health epidemic, avalanche and earthquake.

It is very important that we have an understanding of natural disasters. The effect of a natural disaster can sometimes be minimised with careful preparation, awareness of warning signs (if appropriate) and knowledge of what to do once the disaster occurs. We need to be prepared to respond to them when they happen to us and to be able to provide support when they happen to others.

Step by step guide to activity:

1. Introduce the subject of natural disasters and find out how much the Scouts know about the subject. What natural disasters have affected their community or their country? What natural disasters have they heard about in other countries? What natural disasters could affect them in the future?
2. A short movie is available from the World Scouting website (www.scout.org) to introduce how various natural disasters affect Scouts around the world, or have information from recent natural disasters to share with the Scouts.
3. Choose a suitable natural disaster. This could be one that is relevant to the local area or one that is best understood by the Scouts. Gather the Scouts in a group and describe the natural disaster to them.
4. Split the Scouts into small groups and ask each group to think about how their lives would be affected by the natural disaster. Give them five minutes to discuss this and then ask for their thoughts.
5. Ask the Scouts how their survival would be affected if they were prepared for the disaster. Write down their ideas.

6. One way to increase your potential for survival during a natural disaster is to have an emergency response kit. This kit will be kept in a box or a bag that is transportable, in an accessible and known location and will contain items that have a clear survival purpose. Give each group a list of items that might go into an emergency response kit. Use the list provided and add extra items or adjust to suit available local resources as relevant to the type of natural disaster being discussed. An alternative option is to also put in some items that are not suitable. Ask each group to choose the most relevant items from the list. You can ask them to choose a certain number of items or you can ask them to list them in order of importance. When each group has finished ask the Scouts to present their lists to the whole group and explain their choices.

7. As a group, decide on the contents for your emergency response kit. If you have any of these items with you hand them out to the Scouts to look at.

8. Using all the ideas generated so far, create an Emergency Response Plan. This could incorporate ideas for assessing the severity of a natural disaster (if appropriate) before it happens, the emergency response kit, actions to take to respond in the immediate instance to the disaster and actions to take in the event of the situation lasting a certain length of time. An example plan is provided. This focuses on how to maintain communication throughout a natural disaster.

Evaluation

1. Ask the Scouts if they have ever thought about how they would cope in a natural disaster before. Do any of the Scouts have an emergency response kit or plan at home already? Will any of the Scouts go home and help their family to create a kit or plan?
2. Note to Leaders: Natural disasters can be devastating experiences and impact on the environment, infrastructure and people long after the initial event. It is important to provide ongoing support for young people to assist their recovery following a natural disaster.

Further activities

1. Having a knowledge of first aid is very important when placed in an emergency situation. Organise a first aid course for the Scouts.
2. Visit a local emergency services facility, for example, the Fire Brigade or the Police Station. Find out about their procedures for dealing with emergency situations and if they have had to deal with a natural disaster.

Example Family Emergency Response Kit

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Water – 9 Litres per person (3 Litres per person for 3 days) for drinking and cleaning.

Food – Non perishable, for a minimum of 3 days. Can opener if food is in a can.

Blankets and warm clothing. Tent or other shelter if required.

Communications – Radio (and batteries) to listen for updates on disaster, mobile telephone (Note: mobile phones may not always work after a disaster situation).

Notepad and pen or pencil to record important information.

Light – Torch with spare batteries. Candles and matches in a waterproof container can be helpful but should not be used if there is a risk of gas leaks.

1st Aid Kit and any medications that are required by family members.

Toilet – Bucket, garbage bags, disinfectant, trowel.

Entertainment (especially with children) – pack of cards, crosswords, special toy or games.

Water purification method – a cooker to boil water and/or water purification treatment tablets.

Protection - Gloves, face mask, long trousers and long sleeve shirt, hat, waterproof jacket.

Whistle.

Rope.

Map of town/city and compass.

Wrench or pliers in case gas or water mains need to be switched off.

Family Emergency Response Plan

ICE – In Case of Emergency number programmed into mobile phone and carried on a card in your wallet or school bag.

Family meeting point – somewhere clear of the home, that the entire family can re-unite at. A local park or other open area is a good location. At least two known routes to get there, in case one is cut off.

Out of Town Family Contact – a grandparent, aunt, uncle or family friend who lives in a different city to act as the central communication point. All family members check in with this person after the disaster, and this person (away from the disaster zone) can co-ordinate if all family members are accounted for, and be the liaison with Red Cross or other relief organisations. This person is also notified in the case of an imminent disaster, to be informed that all of the family is together, what equipment they have with them, where they are evacuating to and how long they expect to be out of contact for.

Local Evacuation Centre – find out where the evacuation centre in your town is situated. School? Sports Ground? Town Hall?

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