



MIREADY Girl Scout Preparedness Program

About The Program

This training will focus on four essential steps of Emergency Preparedness: Make a Plan, Build a kit, Be Informed, and Get Involved.

Make a Plan: Your family emergency plan should include contact numbers and other important information for household members so they will know how to communicate with each other and what to do in an emergency. Even the simple things, like coming home from school to find an empty or locked home, is an important reason to have a backup plan. Where should you go? Who will meet you there at a later time? For older children, where will you meet your family members if cell phones are not working? These are important questions to answer before something like this happens.

Build a Kit: Having a disaster supply kit on hand, complete with copies of important documents and emergency supply items, saves critical time if a family needs to evacuate their home. Items such as non-perishable food, water, and personal items should be included. The same is true if an emergency requires a family stay at home for a few days, especially if there is no power. Preparing ahead of time for emergencies contributes to the safety and resiliency of you, your family, and your community.

Be Informed: Know what disasters and hazards could affect your area, how to get emergency alerts, and where you would go if you and your family needed to evacuate.

Get Involved: There are many ways to get involved before an emergency or a disaster occurs. You can share emergency preparedness messages or games at your school or church. You could also take first aid, CPR, or other community training, and organize a preparedness kit drive.

By completing this patch program, Girl Scouts will:

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

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

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

Girl Scout Preparedness Day event – This event will bring scouts together to engage in preparedness activities while meeting with first responders and crisis response teams. With two events held annually, each will consist of preparedness presentations from the Michigan State Police, SWAP art activities, first responder displays, preparedness games, and more.

Visit www.michigan.gov/miready/girlscoutpreparedness for Girl Scout Preparedness Day information and graphics.



Patch Requirements

- ▶ **Daisy and Brownie** – Review and discuss the overviews for sections 1 through 4.
*Optional-Complete other fun activities from this packet.
- ▶ **Junior and Cadette** – Review and discuss the overviews for sections 1 through 4, complete 2 activities from the “Take Action” section.
* Optional-Complete other fun activities from this packet.
- ▶ **Senior and Ambassador** – Review and discuss the overviews for section 1 through 4, complete 3 activities from the “Take Action” section.
*Optional-Complete other fun activities from this packet.

After completing the requirements, patches can be ordered at www.michigan.gov/miready/girlscoutpreparedness and will be sent by mail.

Section 1

What is the Difference Between an Emergency and a Disaster?

Action: Make a Family Emergency Plan

An emergency is an event that requires emergency responders and cannot be handled just by one person, such as a home fire. It is not a large, catastrophic disaster, such as a wildfire, which threatens an entire community.

A disaster is a catastrophic emergency that involves many emergency responders and other professionals to handle it and involves longer-term recovery. An example is a hurricane that causes extensive damage to buildings, roads, and utilities, such as power and water.

Note to Leaders

Some of the topics/issues brought up in this program may be sensitive issues for girls in your troop. Be flexible and in tune with the emotional and cognitive level of your girls when choosing activities.

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

Activity 1.1 – Emergencies and Disasters 101

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

What emergencies might happen in the home (fire in the kitchen or basement); those involving transportation (car crash, boating accident); or weather related (tornado, flash flood); or other situations (gas leak, explosion in a public place)?

Note to Leaders

The girls may begin by responding with individual emergencies, like broken bones, bee stings, or asthma attacks, and may find it difficult to come up with larger-scale emergencies or disasters.

Some helpful prompt questions might include:

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

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

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

Dangers to Life

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

Dangers to Health

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

Dangers to Property

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

Dangers to Environment

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

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

Activity 1.2 – Family Communication Plan

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

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

Have the troop complete the age-appropriate Family Communication Plan presented in this packet. Visit www.michigan.gov/MIREADY to find more resources, including a Family Preparedness Guide and preparedness kit checklists.

Section

2

Know Your Local Community Agencies

Action: Building and Emergency Kit

Communities want everyone to be safe during an emergency or disaster. Organizations work together to prepare for, help during, and assist in recovery after an event. In this section, troops learn about the groups working to keep them safe.

Activity 2.1 - Who Ya Gonna Call?

Learn about the different government workers who help your community prepare for, respond to, and recover from emergencies. Troops are welcome to have girls research each position and find three things they do to help in emergencies. You can use the facts below to help.

Emergency Managers

Fast Facts

- ▶ Emergency Managers build community emergency plans, coordinate response to a disaster, and provide ongoing recovery relief after an emergency.
- ▶ Emergency Managers work closely with other community leaders (school principal, mayor, doctor, fire department, law enforcement, etc.) to help keep people safe.

Firefighters

Fast Facts

- ▶ Firefighters put out fires and rescue people from car accidents, collapsed and burning buildings, and other emergency situations.
- ▶ Firefighter gear can weigh 60-70 pounds.

Police Officers

Fast Facts

- ▶ Police Officers keep the peace by enforcing the law, protecting people and property, and investigating crimes.
- ▶ Police Officers should always have their badge with them.

EMTs

Fast Facts

- ▶ EMTs are often the first health care officials at the scene of an accident or other medical emergency.
- ▶ EMTs are trained to assess a person's condition, perform emergency medical procedures, and transport patients to the hospital.
- ▶ EMTs drive an ambulance.

Public Health Officials

Fast Facts

- ▶ Public health officials try to prevent medical problems from happening through educational programs, services, and research.
- ▶ Public health officials focus on helping communities locally and globally.
- ▶ In an emergency, public health officials work to save lives and prevent unfavorable outcomes to vulnerable populations.

(Continued on next page)

Public Works Officials

Fast Facts

- ▶ Public Works includes everything the government helps to provide for its people – electricity, water, road maintenance, and more!
- ▶ In an emergency, public works officials work closely with first responders, such as police and firefighters, to assess damage.

Activity 2.2 - Outfit Your Kit, Lickety Split

Emergency kits are important in times when you may not have access to regular sources of supplies. Have the girls talk about what they think should be in an emergency kit.

- ▶ When will it be used?
- ▶ What is the difference between a “ready-to-stay” kit and a “ready-to-go” kit?
- ▶ Where should they keep supplies?
- ▶ Research what items you should include in a kit, where it should be stored, and how often it should be restocked.
- ▶ Families should have a two-week supply of food and water at home, a grab-and-go bag to last them three days, supplies in the car, and a kit at school or at work.

See sample kit list below. Suggest the girls work with their family to create a Family Emergency Kit.

Example items:

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

*Any special-needs items: allergies, glasses, medicines, etc.

Visit www.michigan.gov/MIREADY to download an Emergency Preparedness Checklist.

Section 3

Understand Local Hazards and Appropriate Protective Actions

Action: Be Informed

The environment where we live, study, pray, and play can have a big impact on what emergency situations we might encounter.

Activity 3.1 - Preparedness Proofing

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

Take a walk around your house, school, or troop meeting place. Think about the geography and terrain of the area. As you walk, write down some of the things you see that might lead to a problem. Do you have small toys or other objects laying around that a baby sibling might choke on? Do you have a smoke detector and a carbon monoxide monitor? Are cleaning products stored properly? Are there trees near your house or car that might fall down in a big thunderstorm? Do you live in or near mountains prone to mud or rockslides? Has a nearby river ever flooded part of your neighborhood?

Visit www.nsc.org or www.weather.gov/stormready/ online to help you identify other hazards in your home and storm risks in your community, respectively.

Activity 3.2 - Stop, Drop and...Read!

Pick a children's book about emergencies and disasters, emergency preparedness, etc. to read out loud at your meeting. Older girls can visit the local library to pick their own book to read at home. Have a book discussion.

MIREADY Prep & Parey Coloring Books:

[Prep & Parey Vol. 1 - How to Prepare for an Emergency](#)

[Prep & Parey Vol. 2 - Let's Get Pet Ready](#)

[Prep & Parey Vol. 3 - Become a Cyber Warrior](#)

[Prep & Parey Vol. 4 - Let's Stay Healthy Together](#)

For Spanish versions of each book and more preparedness information, visit www.michigan.gov/MIREADY.

Section 4

Help Others and Become Involved in Your Community

Action: Get Involved

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

Activity 4.1 - Preparedness Pass It On

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

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

You can also participate in “You are the Help Until Help Arrives” training or attend Girl Scout Preparedness Day.

Section 5

Take Action!

Use the following Take Action activities to complete patch requirements.

- ▶ **Daisy and Brownie** – No activities from this section are required.
- ▶ **Junior and Cadette** – Two activities from this section are required.
- ▶ **Senior and Ambassador** – Three activities from this section are required.

Take Action #1

Create an emergency preparedness song and perform it for an audience.

Take Action #2

Don't forget about your pets! Explore what should be in a pet emergency kit. Visit a shelter to learn about their emergency plan. Help them create or restock kits to distribute when pets leave the shelter with their adoptive families. Download and print a Pet Emergency Preparedness Checklist at www.michigan.gov/MIREADY.

Take Action #3

Visit a local senior center and learn about their emergency needs. Help them create or restock their emergency kits.

Take Action #4

Explore the kid's Emergency Preparedness section on www.ready.gov to help them learn more about emergency preparedness. Play one of the fun and informative games!

Take Action #5

Ask each girl to choose one position to explore from section 2.1. Contact a person with that job to learn more about their role in the community's emergency preparedness plan. Have the troop brainstorm interview questions. Find out what you can do help the community in an emergency situation.

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

Section
6

Additional Activities

1. Emergency Crossword Activity

Girls complete the Emergency Preparedness crossword on the next page.

Emergency Preparedness Crossword

Skills

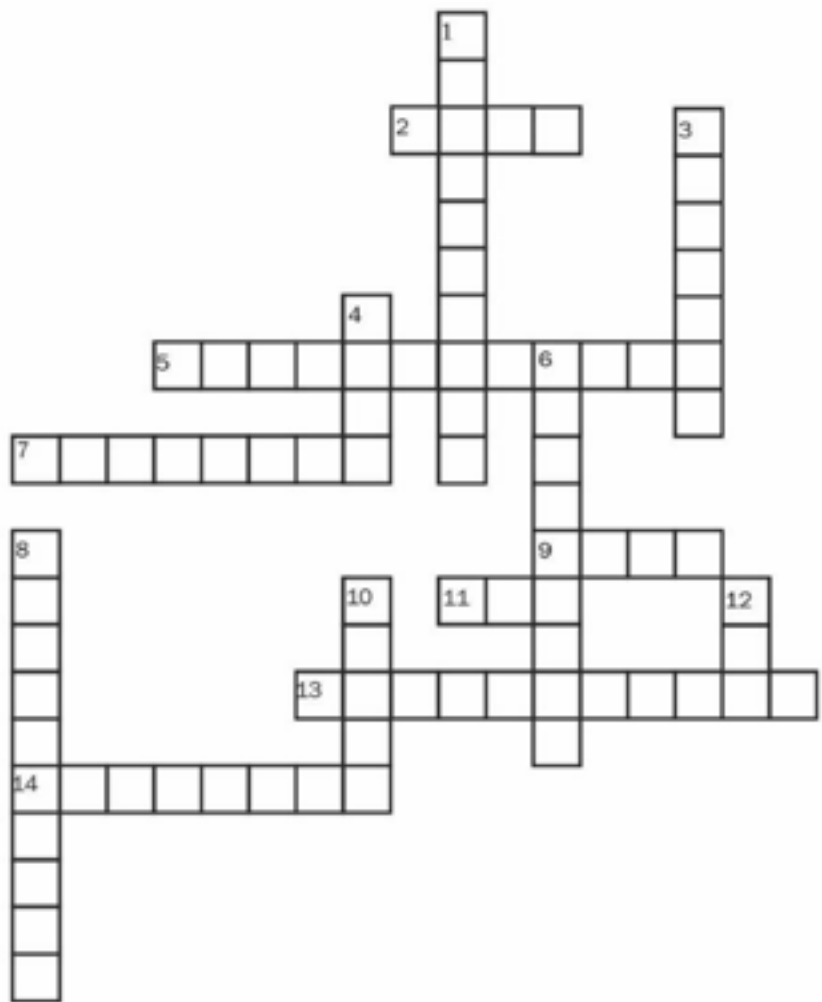
English
Preparedness

Materials

Pencil

Solve the Puzzle

Use the clues below to fill in the preparedness word answers.



DOWN

1. Instead of candles, which could be dangerous, add this item to your disaster supply kit.
3. This item is important in your disaster supply kit because you may need something to keep you warm in case the heat goes out.
4. In this emergency, you should immediately get outside when you smell smoke or hear an alarm.
6. This accompanies thunder in a large rainstorm.
8. When visiting the dentist, ask for an extra one of these for your disaster supply kit.
10. This emergency is caused by too much snow melting or too much rain falling for the rivers and ground to hold.
12. Every family should gather water, food, batteries, and other supplies for their disaster supply _____.

ACROSS

2. Family members can write contact numbers on a family emergency communication plan _____ to carry around with them in a pocket or wallet.
5. Each family should designate a _____ outside the home in case of an emergency. (2 words)
7. If you have a pet at home, you should put pet food, extra water, a picture of you and your pet, and any pet _____ they may need in your disaster supply kit.
9. During a lightning storm, the worst place to stand is under a tall object, such as a _____.
11. To prevent spoiling in your disaster supply kit, look for food found in this.
13. It is important for family members to be able to _____ during an emergency.
14. This is a very strong and often long-lasting winter storm with snow, wind, and ice.

2. J-E-L-L-O Germs...They're Alive!

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

Supplies:

- ▶ small amount of vegetable oil
- ▶ Jello powder in a Ziploc bag (may be helpful to have different colored Jello to represent different germs)
- ▶ water and a tray for each girl (optional)

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

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

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

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

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

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

3. Emergency ForeSITE

There are six stages of a large-scale disaster:

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

Examples of this that the girls may relate to are taking a trip to get ice cream or going camping, outlined on the next page. Ask the girls to define these stages for other troop activities, such as selling Girl Scout cookies.

	<i>Sample Event</i>	<i>Sample Event</i>
Stages	Ice Cream Trip	Camping Trip
Planning	Before you go, discuss your plan: <ul style="list-style-type: none"> • How are you getting there? • Do you have money to for the ice cream? • Are you inviting anyone else to come along? 	What is your plan for the trip? <ul style="list-style-type: none"> • Where are you going? • How are you getting there? • Who is bringing the supplies?
Prevention	While standing in line, you notice your shoe is untied. Tying your shoelace will prevent you from tripping over it.	What can you do to make sure you don't run out of gas on the way to the campsite? (check the mileage and make sure you have enough gas in the tank or stop for gas along the way.)
Mitigation	You don't want ice cream to drip all over you: <ul style="list-style-type: none"> • Sit in the shade. • Hold your cone with the napkins. 	Bug bites are a known risk while outdoors. How can you lessen the chance of being affected by this and other risks? (bring bug spray, wear long pants and long-sleeved shirts)
Preparedness	Be prepared! <ul style="list-style-type: none"> • Get napkins with your cone. • Have them ready before you eat. 	Learn about specific hazards that might happen while camping, such as thunderstorms, and discuss what you can bring with you to help you react if it does rain. (pack rain gear and have activities to do inside your tent; bring food you don't have to cook over an outside fire.)
Response	Oh no! Someone bumps into you and your ice cream gets on your shirt. Use your napkin to clean up and then wash your hands.	It rains all weekend but you still had a good time because you had rain gear, books and games, and food to eat!
Recovery	Wash your shirt when you get home.	After you get home, how can your troop get back to normal? (replenish bug spray, dry out tents and sleeping bags)

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

4. Agents for Preparedness

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

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

This may include, but is not limited to:

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

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

5. What Did You Say?

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

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

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

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

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

6. Modeling Disaster – Make a Tornado!

Tornados are common in Michigan. A tornado is a rotating column of air extending from a thunderstorm to the ground. It can cause lots of damage and injuries. Tornados can move quickly, blowing objects at very high speeds, even if they are a distance away. Have girls research the effects of a tornado. Bring in before and after pictures of a site hit by a tornado and discuss the damage they caused. Supplies for the tornado model:

- ▶ two empty plastic bottles of the same size (2-liter soda bottles work well)
- ▶ water
- ▶ duct tape
- ▶ pen
- ▶ glitter or small pieces of paper

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

Holding the taped bottle necks, turn the tornado-maker so that the filled bottle is on top. Keeping it in a vertical direction, swirl the device so that a funnel is created. The glitter and pieces of paper represent the debris that can get sucked up and carried by tornado winds. Think about what could happen in real-life when a tornado picks up objects such as tree branches, mailboxes, and even cars. Although your tornado model is quite small, actual tornados can get as large as a mile wide and have winds of more than 300 mph. Explore what to do if you are in an area – inside and outside – when a tornado hits and practice the appropriate protective behavior. Learn the difference between a tornado watch and a tornado warning.

Important To Know

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

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

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

The American Red Cross now recommends if a tornado warning is issued, you should first try and take shelter in a basement or sturdy building. If you cannot take shelter indoors but have access to a vehicle, you should get into the vehicle, buckle your seat belt, and try to drive to the closest sturdy shelter.

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

Additional Links: FEMA Fact Sheet on Tornados: <https://www.ready.gov/sites/default/files/2020-03/tornado-information-sheet.pdf>

Ready.gov Tornado Information: <https://www.ready.gov/tornadoes>

Red Cross Tornado Information: <https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/tornado.html>

MIREADY Tornado Information: <https://www.michigan.gov/miready/be-informed/tornadoes>

7. Thinking Outside the Box

Life-threatening emergencies can happen fast and emergency responders aren't always nearby. You may be able to save a life by taking simple actions immediately. *You Are the Help Until Help Arrives*. Complete the You Are the Help Until Help Arrives web-based training to learn how you can provide first care to potentially save a life.

https://community.fema.gov/PreparednessCommunity/s/until-help-arrives?language=en_US

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

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

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

What if someone uses a service animal? What steps could be taken with their animal during an emergency?

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

Choose at least one of these adaptations (or another one you come up with) and role play the situation, similar to the evacuation simulation from the Map That Evacuation! activity. Simulate an emergency by having the smoke detector go off or by sounding a loud buzzer. Act as if this is a real emergency. Have the girls lead the way to evacuate, making the necessary adaptations for a hearing/visual/physical disability. Afterwards, discuss what went well and what was difficult. Potential supplies include ear plugs, blindfold, crutches, wheelchair, etc.

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

8. Girl Scout Cadettes, Seniors, and Ambassadors Activity

Find out more about how your local community organizations communicate important information during an emergency. What are their backup plans if electricity is out? Find out what you can do to help spread the word. Are there ways you can help at a senior center or residence for people with special needs?

FEMA's Youth Preparedness Council is a great way for to get young people involved in preparedness activities in their community. Visit <https://www.ready.gov/kids/youth-preparedness-council> for more information.

How many different sources for alerts and warnings can the girls name? (National Oceanic and Atmospheric Administration (NOAA) Public Alert Radios in schools or homes, subscriptions to local text alerts for cell phones and computers, NOAA text alerts, television and radio captioning, Internet "weather bugs," sirens, or outdoor speaker systems, etc.).

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

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

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



Family Communication Plan

Make sure your family has a plan in case of an emergency. **Before** an emergency happens, sit down together and decide how you will get in contact with each other, where you will go and what you will do. Keep a copy of this plan in your emergency preparedness kit or another safe place where you can access it easily.

Evacuation Location:

Out-of-Town Contact:

Name: _____
Home: _____
Cell: _____
Email: _____
Facebook: _____
Twitter: _____

Neighborhood Meeting Place:

Regional Meeting Place:

FAMILY MEMBER CONTACT INFORMATION

Fill out the following information for each family member and keep it up to date.

Name: _____ Date of Birth: _____
Social Security Number: _____
Important Medical Information: _____

Name: _____ Date of Birth: _____
Social Security Number: _____
Important Medical Information: _____

Name: _____ Date of Birth: _____
Social Security Number: _____
Important Medical Information: _____

Name: _____ Date of Birth: _____
Social Security Number: _____
Important Medical Information: _____

Name: _____ Date of Birth: _____
Social Security Number: _____
Important Medical Information: _____

Name: _____ Date of Birth: _____
Social Security Number: _____
Important Medical Information: _____



Family Communication Plan

WORKPLACE AND SCHOOL INFORMATION

Write down where your family spends the most time: work, school, and other places you frequent. Schools, daycare providers, workplaces, and apartment buildings should all have site-specific emergency plans that you and your family need to know about.

School Information

School: _____
Address: _____
Phone: _____
Facebook: _____
Twitter: _____
Evacuation Location: _____

School: _____
Address: _____
Phone: _____
Facebook: _____
Twitter: _____
Evacuation Location: _____

Work Information

Workplace: _____
Address: _____
Phone: _____
Facebook: _____
Twitter: _____
Evacuation Location: _____

Workplace: _____
Address: _____
Phone: _____
Facebook: _____
Twitter: _____
Evacuation Location: _____

OTHER IMPORTANT INFORMATION

Medical Contacts

Doctor: _____
Address: _____
Phone: _____
Doctor: _____
Address: _____
Phone: _____

Pharmacist: _____
Address: _____
Phone: _____

Veterinarian/Kennel: _____
Address: _____
Phone: _____

Insurance Information

Medical Insurance: _____
Phone: _____
Policy Number: _____

Homeowners/Rental Insurance: _____
Phone: _____
Policy Number: _____



Family Communication Plan

PUBLIC EMERGENCY SERVICES AND CONTRACTORS

Fire Department

Name: _____

Emergency Phone: _____

Business Phone: _____

Emergency Medical Services

Name: _____

Emergency Phone: _____

Business Phone: _____

Hospital

Name: _____

Emergency Phone: _____

Business Phone: _____

Public Health Dept.

Name: _____

Emergency Phone: _____

Business Phone: _____

State Environmental Auth.

Name: _____

Emergency Phone: _____

Business Phone: _____

National Response Center (EPA)

Name: _____

Emergency Phone: _____

Business Phone: _____

Electrician

Name: _____

Emergency Phone: _____

Business Phone: _____

Plumber

Name: _____

Emergency Phone: _____

Business Phone: _____

Fire Protection Contractor

Name: _____

Emergency Phone: _____

Business Phone: _____

Elevator Service

Name: _____

Emergency Phone: _____

Business Phone: _____

Hazardous Material Cleanup

Name: _____

Emergency Phone: _____

Business Phone: _____

Cleanup/Disaster Restoration

Name: _____

Emergency Phone: _____

Business Phone: _____

Cut this out and keep it somewhere safe like your backpack, school notebook, or wallet.
And/or input these numbers into your cell phone.

ADDITIONAL IMPORTANT PHONE NUMBERS AND INFORMATION

ADDITIONAL IMPORTANT PHONE NUMBERS AND INFORMATION

FOLD
HERE

Family Emergency Plan

Family Emergency Plan

Emergency Contact Name: _____

Telephone: _____

Out-of-Town Contact Name: _____

Telephone: _____

Neighborhood Meeting Place: _____

Telephone: _____

Other Important Information: _____

Emergency Contact Name: _____

Telephone: _____

Out-of-Town Contact Name: _____

Telephone: _____

Neighborhood Meeting Place: _____

Telephone: _____

Other Important Information: _____

Dial 911 for Emergencies

Dial 911 for Emergencies

Family Communication Plan For Kids

Home: _____

Parent: _____

Cell: _____

Work: _____

Neighbor: _____

Home: _____

Cell: _____

Parent: _____

Cell: _____

Work: _____

Neighbor: _____

Home: _____

Cell: _____

My Cell: _____

Neighbor: _____

Home: _____

Cell: _____

Sibling: _____

Cell: _____

Out-of-State Friend/Relative: _____

Sibling: _____

Cell: _____

Home: _____

Cell: _____





Family Communication Plan

1. Get a Kit of Pet Emergency Supplies

Just as you do with your family's emergency supply kit, think first about the basics for survival, particularly food and water.

- ✓ **Food:** Keep at least three days of food in an airtight, waterproof container.
- ✓ **Water:** Store at least three days of water specifically for your pets, in addition to water you need for yourself and your family.
- ✓ **Medicines and Medical Records:** Keep an extra supply of medicines your pet takes on a regular basis in a waterproof container.
- ✓ **First Aid Kit:** Talk to your veterinarian about what is most appropriate for your pet's emergency medical needs. Most kits should include cotton bandage rolls, bandage tape and scissors, antibiotic ointment, flea and tick prevention, latex gloves, isopropyl alcohol and saline solution. Include a pet first aid reference book.
- ✓ **Collar with ID Tag, Harness and Leash:** Your pet should wear a collar with its rabies tag and identification at all times. Include a backup leash, collar, and ID tag in your pet's emergency supply kit.
- ✓ **Important Documents:** Place copies of your pet's registration information, adoption papers, vaccination documents and medical records in a clean plastic bag or waterproof container and also add them to your kit.
- ✓ **Crate or Other Pet Carrier:** If you need to evacuate in an emergency situation take your pets and animals with you, provided that it is practical to do so.
- ✓ **Sanitation:** Include pet litter and litter box if appropriate, newspapers, paper towels, plastic trash bags and household chlorine bleach to provide for your pet's sanitation needs. You can use bleach as a disinfectant (dilute nine parts water to one part bleach), or in an emergency you can also use it to purify water. Use 8 drops of regular household liquid bleach per gallon of water, stir well and let it stand for 30 minutes before use. Do NOT use scented or color safe bleaches or those with added cleaners.
- ✓ **A Picture of You and Your Pet Together:** If you become separated from your pet during an emergency, a picture will help you in identifying your pet. Include detailed information about species, breed, age, sex, color, and distinguishing characteristics.
- ✓ **Familiar Items:** Put favorite toys, treats or bedding in your kit. Familiar items can help reduce stress for your pet.

Consider Two Kits: In one, put everything your pets will need to stay where you are and make it on your own. The other should be a lightweight, smaller version you can take with you if you and your pets have to get away.

2. Make a Plan for What You Will Do in an Emergency

Plan in advance what you will do in an emergency. Be prepared to assess the situation. Use common sense and whatever you have on hand to take care of yourself and ensure your pet's safety during an emergency.

Evacuate: Plan how you will assemble your pets and anticipate where you will go. If you must evacuate, take your pets with you, if practical. If you go to a public shelter, keep in mind your pets may not be allowed inside. Secure appropriate lodging in advance depending on the number and type of animals in your care. Consider family or friends outside your immediate area who would be willing to take in you and your pets in an emergency. Other options may include: a hotel or motel that takes pets or some sort of boarding facility, such as a kennel or veterinary hospital that is near an evacuation facility or your family's meeting place. Find out before an emergency happens if any of these facilities in your area might be viable options for you and your pets.

Develop a Buddy System: Plan with neighbors, friends or relatives to make sure that someone is available to care for or evacuate your pets if you are unable to do so. Talk with your pet care buddy about your evacuation plans and show them where you keep your pet's emergency supply kit. Also designate specific locations, one in your immediate neighborhood and another farther away, where you will meet in an emergency.

Talk to Your Pet's Veterinarian About Emergency Planning: Discuss the types of things you should include in your pet's emergency first aid kit. Get the names of vets or veterinary hospitals in other cities where you might need to seek temporary shelter. Also talk with your veterinarian about microchipping. If you and your pet are separated, this permanent implant for your pet and corresponding enrollment in a recovery database can help a veterinarian or shelter identify your animal. If your pet is microchipped, keeping your emergency contact information up to date and listed with a reliable recovery database is essential to you and your pet being reunited.

Gather Contact Information for Emergency Animal Treatment: Make a list of contact information and addresses of area animal control agencies including the Humane Society or ASPCA and emergency veterinary hospitals. Keep one copy of these phone numbers with you, and one in your pet's emergency supply kit. Obtain "Pets Inside" stickers and place them on your doors or windows, including information on the number and types of pets in your home to alert firefighters and rescue workers. Consider putting a phone number on the sticker where you could be reached in an emergency. And, if time permits, remember to write the words "Evacuated with Pets" across the stickers, should you evacuate your home with your pets.

3. Be Prepared for What Might Happen

Some of the things you can do to prepare for the unexpected, such as assembling an emergency supply kit for yourself, your family and your pets, is the same regardless of the type of emergency. However, it's important to stay informed about what might happen and know what types of emergencies are likely to affect your region.

Be prepared to adapt this information to your personal circumstances and make every effort to follow instructions received from authorities on the scene. With these simple preparations, you can be ready for the unexpected. Those who take the time to prepare themselves and their pets will likely encounter less difficulty, stress and worry. Take the time now to get yourself and your pet ready.