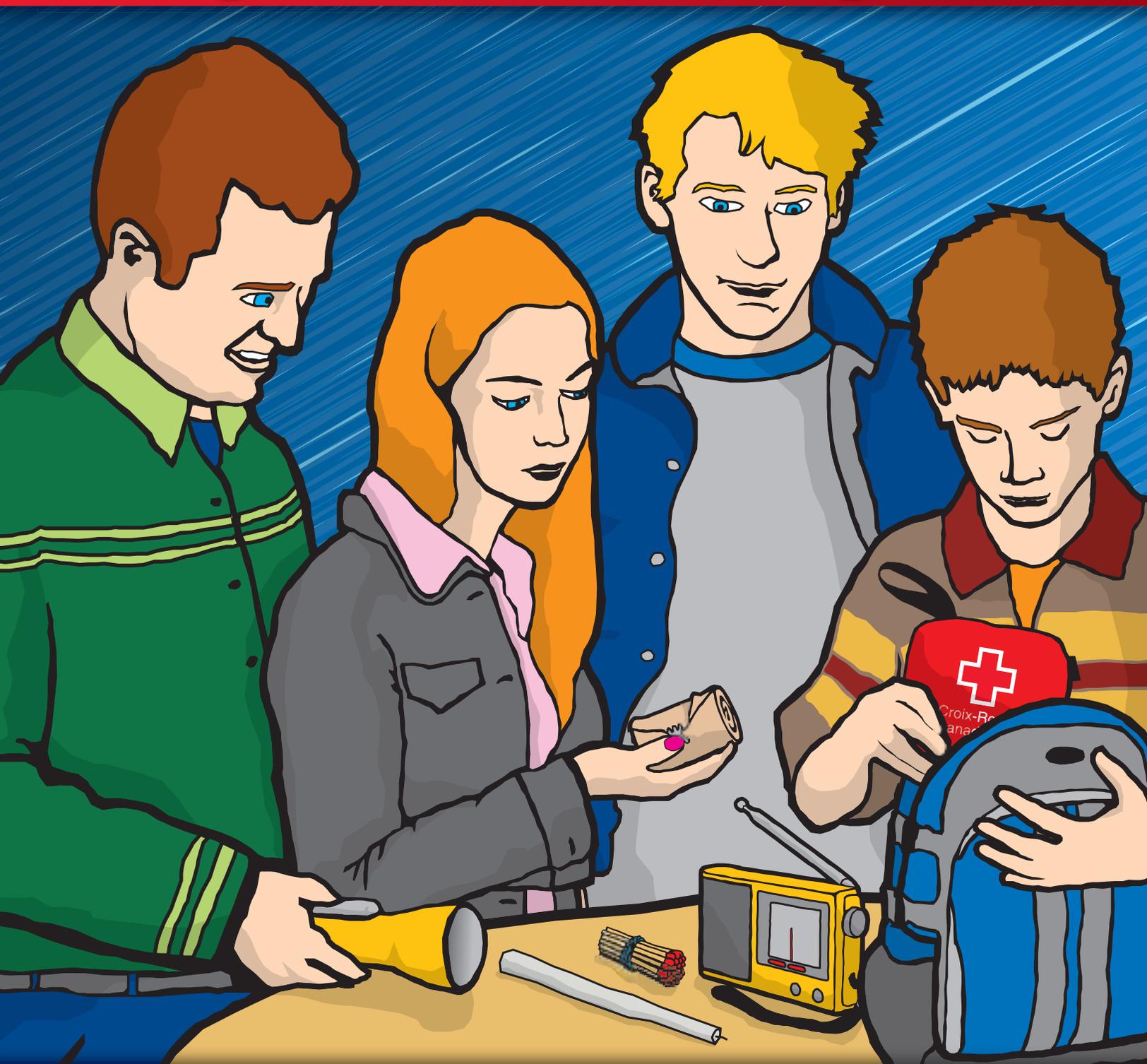


# Let's plan for the unexpected.





Canadian Red Cross

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In this document, the use of the masculine gender bears no sex discrimination and is used only to lighten the text.

Ce programme est également publié en français.

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# Let's plan for the unexpected.

**Notes and exercises to  
prepare for emergencies**

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This program continues to be offered through the media sponsorship of:



# Table of contents

Notes and activities to prepare for emergencies .....	4
Notes for families .....	5
The parents' role .....	5
Main types of natural disasters .....	6
Actions to take in case of natural disaster .....	8
Children and emergencies .....	10
Kits to prepare .....	11
Family activities for emergency preparedness .....	13
Preparing for emergencies .....	14
After the disaster .....	16
Activities at a glance .....	17
Activity sheets .....	18
Answer key .....	39
Annex .....	44
Certificate of participation .....	45
Glossary .....	46
Bibliography .....	47
The Canadian Red Cross: anywhere, anytime .....	48

# Notes and activities to prepare for emergencies

## **An emergency preparedness program**

The Canadian Red Cross plays an essential role during emergencies. It provides numerous services to people affected by disasters in order to meet their essential needs in shelter, clothing and food. It also provides personal services and first aid. During evacuations, it registers and provides information to evacuees about the different services available.

To prepare families to act safely during unexpected events, the Red Cross has developed this program to prepare for emergencies. The program is intended for primary and secondary school students, their parents, teachers and all facilitators who work with children 7 to 13 years of age.

The objective of this program is to allow families to become more knowledgeable and acquire skills and attitudes to react effectively in case of emergencies.

# Notes for families

In addition to the awareness provided at school, students must also have access to information at home. Discussions between parents and children are essential to make everyone responsible and to implement safety rules in case of emergencies. This dialogue is one of the first things to establish because once children know the nature of the problem, they can then react properly in emergencies. This brochure is an essential reference tool consisting of reminders to ensure that parents are also ready to take effective action in case of an emergency. In addition, it allows the children to apply the knowledge acquired in class.

## The parents' role

In 2003, an impact analysis was requested by the Red Cross to assess the Expect the Unexpected program's effectiveness. The following major findings were derived from this analysis:

- The impact of disasters on children are long-term.
- Children who were involved in hazards education programs clearly had an advantage over others in dealing with disasters.
- 51% of households that did some Expect the Unexpected home activities with their children were prompted to take emergency preparedness measures.
- 73% of the households that participated in the survey indicated that they would like to be more active in disaster prevention and preparedness.

Parents have the responsibility to constantly ensure the safety of their children. They must be ready not only to react effectively in order to ensure their survival and limit damage, but also to remain calm and controlled in an emergency. By reading this brochure and using the activity booklet, you will be better prepared to react quickly in emergencies, ensure the survival of your family and guide your children in developing safe behaviour.



# Main types of Natural Disasters

Many natural disasters can cause major damage when they occur close to residential areas. This section provides a summary of the disasters and briefly describes each of them. Information is provided on the nature of these disasters, their geographic distribution and some of the damage they can cause.

## Lightning storms and lightning bolts

Lightning storms consist of lightning flashes (light) and thunder (bang). Lightning can smash windows, start a fire, cause power failures or explosions if it comes into contact with fuel. It can be dangerous to humans by causing serious burns or electrocution.

## Earthquakes

Earthquakes or seismic activity are sudden movements of the Earth's crust. The tremors usually occur suddenly and leave very little time to react. It is impossible to prevent or forecast earthquakes. A tremor that registers less than 3.5 on the Richter scale usually goes unnoticed. Tremors that have a magnitude of 5.5 to 6 can cause moderate damage to neighbouring buildings. When the earthquake has a magnitude of 7 or more, it is considered a major earthquake that can cause large-scale damage.

## Floods

In Canada, floods are natural disasters that cause the most material damage. Floods are the overflow of rivers and lakes caused by an excessive rise of the water level. This rise can be caused by heavy precipitation, sudden thawing of snow, ice jams or ice breakups.

## Hail

Hail is precipitation consisting of ice particles that are formed during a storm and can impact the ground at speeds of 130 km/hour. Hailstones can sometimes measure more than 10 centimetres, the size of a grapefruit. Hail can cause severe damage to crops, houses and vehicles. It can also wound people and animals. It can fall in any region in Canada, but western Canada and south-western Ontario are the regions affected most often.

## Snowstorms

This natural phenomenon is characterized by abundant snowfall and strong winds. Visibility is thereby reduced and it becomes hard to walk or travel outside. It is therefore better to stay at home. Schools are usually closed and traffic on the highways is limited. During a snowstorm, the air temperature is usually higher because snowfalls are heavier when the temperature is slightly below 0 °C.

## Tornadoes

Tornadoes are whirlwinds shaped like a funnel pointing toward the ground. They can destroy everything in their path. This type of phenomenon can uproot trees, turn cars over and tear the roofs off houses. The most affected Canadian regions are the Prairie Provinces, south-western Ontario and occasionally southern Quebec. Hot, humid days in the summer are periods most conducive to tornadoes, especially at the end of the day.



### **Landslides**

Landslides are movements of clay type soil saturated with water. These ground movements occur very rapidly and leave people very little time to react. Risks associated with landslides come from the impact of rapidly moving debris or from the ground caving in.

### **Forest fires**

Most fires that destroy our forests are caused by human negligence (campfires that are not properly put out, a cigarette tossed by a hiker). However, fires that occur naturally, such as those caused by lightning bolts, are more devastating and burn over larger areas. Forest fires progress very rapidly, especially when it is windy and the weather is dry. In Canada, there are about 9,000 forest fires every year.

### **Volcanic eruptions**

Volcanoes can be understood as the Earth's "chimneys" that allow for magma to be released. It is easy to believe that there are no volcanoes in Canada but, in fact, there are many dormant volcanoes in Western Canada. Therefore, the possibility of a volcanic eruption still exists. Remember that volcanoes in this part of the country are part of the "ring of fire" that circles the Pacific Ocean.

### **Hurricanes**

Hurricanes are huge tropical storms that can cause major damage. They are also called "tropical cyclones" or "typhoons". They form in the ocean, usually near the equator, and are accompanied by very strong winds and heavy rain. Most hurricanes that approach Canadian coasts are in the process of diminishing in intensity. Canada's cold waters cause them to lose a great deal of their power.

### **Heat waves and intense cold**

Heat waves or intense cold are phenomena that occur with the arrival of a mass of hot or cold air that lowers or raises temperatures considerably. Extended heat waves can cause death, especially among the elderly and young children, who are more vulnerable. An intense cold snap can keep your family confined to the home for several days.

### **Extreme heat event**

The precise definition of an extreme heat event varies, but always refers to unusually hot temperature compared to the regional average.



# Actions to take in case of a natural disaster

In Canada, the natural disasters that are most likely to occur are lightning storms, earthquakes, floods and tornadoes. The following information gives the main instructions to follow and tells you how to react during these natural disasters. Do not forget that you should always remain calm and avoid using the telephone.

## Lightning storms

At home

- Stay in your house.
- Stay away from windows and metal objects.
- Disconnect electrical appliances (television, kitchen appliances, etc.).
- Avoid riding bicycles, motorcycles or tractors.

Away from home

- If you are close to your house, go inside and follow the previous instructions.
- If you are far from home, seek shelter inside a nearby building.
- If you are in an open area, crouch down and keep your head low.
- Stay away from power or telephone lines and metal objects.
- Never seek shelter under a tree.
- Avoid using your bicycle or motorcycle.

In the car

- Park your car far away from power or telephone lines and large trees.
- Turn off the engine and remain inside until the storm is over.

## Earthquakes

At home

- Stay at home.
- Stay away from windows and shelving.
- If you cannot seek shelter under furniture, set your back against a wall and protect your head.
- Seek shelter under a table or desk and move with the piece of furniture you are holding onto.
- Stay in the area where you found shelter until the tremors are over.
- Expect other tremors.

Away from home

- Find a clear spot away from buildings and trees or other structures that could collapse.
- Stay away from telephone or power lines.
- Drop to the ground and stay there until the shaking stops.

In the car

- Park the car in a safe area far from bridges, overpasses and other structures that could collapse.
- Turn off the engine and remain inside, with your seat belt fastened, until the tremors

are over.

## **Floods**

### At home

- Turn off power and gas lines, if necessary.
- Place your valuables on the upper floor of your house.
- Remain on the upper floor and wait for instructions from your local authorities.

### Away from home

- Stay away from flooded areas and go to elevated areas.
- Avoid crossing flooded areas because the strength of the water current could carry you away.
- Remain in an area where you are visible and safe.

### In the car

- Avoid remaining in your car, 60 cm of water can carry a car away.
- Go to an elevated area and park your car there.
- Turn off the engine, get out of your car and wait.

## **Tornadoes**

### At home

- Stay away from windows and floors.
- Seek shelter in the basement, under a staircase, under sturdy furniture or in a closet.
- Avoid seeking shelter in large rooms that could collapse.

### Away from home

- If there is no shelter, lie down in a ditch or hollow.
- Protect your head.

### In the car

- Stop the car and turn off the engine.
- Get out of the car, seek shelter and protect your head.



# Children and emergencies

For more activities on helping young people deal with emotions in the face of tragic events, please consult our *Facing Fear*<sup>™</sup> program on the Canadian Red Cross Web site at the following address: [www.redcross.ca/facingfear](http://www.redcross.ca/facingfear)

An emergency situation after a natural disaster can mark someone for a long time. Kids are especially vulnerable. Depending on their age, their reactions may be different. For example, kids between 7 and 12 years old may:

- Fear being injured or separated from their parents;
- Fear noise and darkness;
- Experience headaches or stomach aches and loss of appetite;
- Experience nightmares;
- Experience anger and irritability;
- Be nervous;
- Experience withdrawal.

Moreover, teenagers may:

- Feel strong emotions such as fear, worry and sorrow or even deny the importance of the events or its impacts;
- Have a tendency to isolate themselves or to constantly seek the company of friends;
- Experience sleeping problems: insomnia, nightmares and hypersomnia;
- Wish to forget the event by smoking, drinking alcohol or taking drugs;
- Have fits of anger;
- Experience physical problems: headaches, stomach aches or loss of appetite;
- Have concentration and absenteeism problems at school;
- Lose interest in previous regular activities or become nonchalant;
- Have suicidal tendencies.

These signs of distress that children experience are normal. To help your children overcome them:

- Get their trust and make them feel secure;
- Do not punish them, their reactions will only persist. Try rather to understand them and help them overcome their fears;
- Get closer to them and give them more affection;
- Explain to them what happened;
- Take their fears seriously;
- Listen to what they have to tell you and be patient with them;
- Do not force them to face their fears and worries;
- Congratulate them for good behaviour;
- Ask them to help with various household tasks;
- Give them tasks and responsibilities;
- Allow them to express what they feel, by drawing, by talking, etc.
- Get back to your family routine as soon as possible;
- Encourage them to exercise and to participate in games;
- Create a comforting atmosphere at bedtime;
- Get the whole family together, especially the first few days following the disaster.

# Kits to prepare

## A survival kit

The survival kit must include various basic items required for emergencies. It must meet the specific needs of the family, especially baby items and prescription medication. Typical items are listed below:

- Flashlight
- Portable radio
- Spare batteries
- Red Cross first aid kit
- Pocket knife
- Extra set of car keys
- Wallet with identification card
- Insurance policies
- Spare clothes for each family member
- Warm blankets (one per person)
- Bottled water
- Non-perishable food
- Personal care items

## Emergency provisions

Some disasters such as snowstorms, intense cold snaps, earthquakes or environmental or industrial accidents may force you to stay home for a few days.

Always have provisions ready for a 72-hour period. Make sure they are replaced once a year:

- One litre of drinking water per adult for each day
- Canned food
- Crackers, cereal and pasta
- Peanut butter, tea, coffee, sugar, juice, instant soup and herbal tea
- Dried fruits and vegetables



## **Car kit**

You may be in your car when an emergency occurs. Prepare your car accordingly to travel safely:

- Ice scraper and a snow brush
- Sandbag
- Shovel
- Flashlight and spare batteries
- Booster cables
- Spare clothes
- Liquid antifreeze
- Traction devices
- Maps
- Red Cross first aid kit
- Wool blankets

During winter, make sure your gas tank is always at least half full.



# Family activities for emergency preparedness

It's good to know what to do. Knowing how to do it is better. Home safety and prevention exercises ensure that your family members know what to do in an emergency.

## How does the activity booklet work?

The *Expect the Unexpected* program is intended for primary and secondary school students and their teachers. However, since several of the program activities can be done with parents, an activity booklet especially for families was created. It contains activities based on certain types of emergency situations that you can do with your children. These activities will help reinforce prevention attitudes in your family and plan for the unexpected.

The booklet is easy to use. With your children, complete the 15 suggested activities that will lead to the certificate of participation. Just follow these steps:

### Step 1

Alone or with your children, read the checklist at the front of the booklet. It contains everything you need to know before doing the activities. Do not hesitate to consult it if you have any doubts or to complete the information provided in the activity booklet.

### Step 2

Do the 15 activities with your children. You can complete them as presented or skip around. The answers or solutions to the activity questions are in the "Answer key" section. Do not do activities 14 and 15 before completing the previous activities; 14 and 15 are review activities.

### Step 3

Fill in the certificate at the back of the activity booklet once you have completed the 15 activities with your family. Have each of your children and all family members who took part in the activities sign it. Post the certificate in your home where everyone can see it.



# Preparing for emergencies

Nature's sudden mood swings can strike at any moment, without warning. Prevention and preparation for such events can help us react more adequately and may limit damage.

Have you ever seriously thought about emergency situations? Would you know what to do? Would you be able to remain calm? The basic rule is simple: Be prepared! Only a few precautions are necessary to ensure your safety and the safety of your loved ones. Follow these steps to plan for the unexpected:

## **Talk with your family:**

- Identify disaster risks in your area;
- Discuss behaviours to adopt;
- With your children, discuss emergencies that occur due to bad weather (snowstorms, power failures, etc.).

## **Prepare your home for disasters:**

- Move or fasten objects that might fall and cause injury;
- Carry out regular maintenance (chimney, heating system, etc.);
- Store toxic or flammable products away from heat sources and avoid storing them in the basement;
- Repair any cracks in the ceiling or walls;
- Prepare safety items in the event of a power failure (flashlight, spare batteries, warm blankets, non-perishable food, etc.);
- Place your valuables on the upper floor;
- Store matches where children will not find them and show teenagers where they are stored in case of a power failure;
- Take out insurance.



### **Make an action plan:**

- Plan for safety measures in the event of a power failure or other emergency;
- Create a list of important emergency phone numbers and place it where everyone in your family can see it;
- Plan ahead for places to meet if an evacuation occurs and make sure each member of your family knows the phone number of someone from out of town in the event that you are separated;
- Plan alternative living arrangements in case you must evacuate your home;
- Teach children to recognize emergency exits and smoke detectors at home and in public places and to never use the elevator in emergencies;
- Familiarize children with the sound of a smoke alarm and replace batteries twice a year, when you change your clocks.
- Prepare an evacuation plan for your home; carry out evacuation exercises regularly and practice techniques to remain sheltered;
- Turn off water and power only if family members have learned how to do so, have the time to do it and if recommended by authorities;
- Carry insurance.

- Put together a survival and an emergency kit for your vehicle with the help of the list found in the *Let's plan for the unexpected* publication.
- Prepare a 72-hour emergency supply with the help of the list found in the *Let's plan for the unexpected* publication.
- Take a Canadian Red Cross first aid course.



# After the disaster

## **Even after a disaster, an emergency situation still exists. Be prepared!**

- Give first aid to injured people;
- Prepare your survival kit;
- Listen to the local radio station in case you are asked to evacuate.

## **If asked to evacuate, you are ready!**

If asked to evacuate, avoid the impulse to stay at home; instead, leave immediately and remember to:

- Bring a survival kit;
- Wear appropriate clothing;
- Make sure your pets are safe;
- Leave a note on the table indicating the time you left the house and your destination;
- Lock all doors before leaving.

## **Cooperate**

- Listen carefully to the instructions given by authorities and rescuers;
- Always follow the route that has been laid out for you;
- Go to the meeting place designated by authorities;
- Observe what is around you and notify others about anything that may seem abnormal or dangerous.

## **Returning home**

Upon your return home, you must:

- Check the condition of the house to evaluate material damage;
- Use a flashlight to inspect the site: it may be hazardous to turn on the lights;
- Check the condition of your electrical appliances;
- Get in touch with specialists for any electrical, heating or gas problems;
- Drink bottled water until authorities confirm that the tap water is safe to drink;
- Check the food in your refrigerator and freezer, throw away any perishable food if in doubt about its freshness;
- Use the phone only for emergencies: emergency workers may still need the telephone circuits.

## **External resources**

Even if you have handled a disaster successfully, you may feel the need to speak to other people in your community. Various agencies in your area offer resources that can help you and your children. Don't be afraid to contact them. They are here for you and your family.



# Activities at a glance

Sheet	Objective	Method	Answer key page	Duration
1	Identify items that may be useful in a power failure.	Circle statements / prepare a survival kit.	 Page 39	 20 min. And preparing a survival kit
2	Prepare a list of important telephone numbers.	Checklist to complete.	 Page 39	 30 min.
3	Be able to make an emergency phone call.	Simulation.	 Page 39	 25 min.
4	Identify potential fire risks in a house plan.	Identify on a plan.	 Page 39	 30 min.
5	Prepare the evacuation plan of your home.	Draw an evacuation plan.	 Page 40	 30 min.
6	Become familiar with the sound of the smoke alarm.	Questionnaire.	 Page 40	 30 min.
7	Summarize the steps for proper emergency preparedness.	Watch a video on the Internet / answer questions about the video.	 Page 40	 25 min.
8	Prepare a list of crucial items in case of emergency.	Checklist to complete / prepare a survival kit and emergency provisions.	 Page 40	 25 min. And preparing the survival kit and emergency provisions
9	Describe the warning signs of an environmental or industrial accident and what you should do to be safe at home.	Answer questions.	 Page 41	 20 min.
10	Describe your involvement and role in an emergency.	Simulation.	 Page 41	 35 min.
11	Identify accident hazards in your home.	Checklist to complete.	 Page 41	 30 min.
12	Distinguish between myths and realities regarding behaviours to adopt in a natural disaster.	Association game.	 Page 41	 40 min.
13	Identify the responsibilities to be assumed in a home emergency.	Prepare a commitment plan.	 Page 42	 70 min.
14	Become familiar with the contents of a survival kit and first aid required.	Research questions / checklist.	 Page 42-43	 30 min.
15	Describe the behaviours and attitudes to adopt during and after a natural disaster	Simulations / chart to complete / true or false.	 Page 43	 60 min.

# Be prepared: Extended power failure



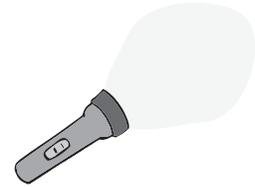
1. Ask your children to circle in green the items below that could be useful during an extended power failure.



Fireplace



Microwave oven



Flashlight



Batteries



Manual can opener



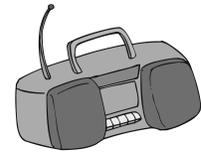
Matches



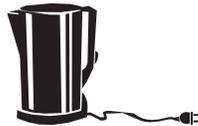
Warm clothes



Candles



Radio



Electric kettle



Television



Book

2. Ask them to circle in red the items that they must use with adult supervision.
3. Along with your children, check if you have these items in your home.
4. Together, prepare a survival kit so that you are prepared for an extended power failure.

### A survival kit for an extended power failure should contain the following essential items:

- bottled water;
- non-perishable food (preserved food and drink, energy food such as peanut butter, crackers, vitamins, dried fruits and vegetables, etc.);
- first aid items (bandages, thermometer, scissors, etc.);
- emergency tools or supplies (batteries, flashlight, radio, etc.);
- warm blankets;
- clothing and bedding;
- special supplies for infants and adults who take medication.

# Be prepared: Emergency telephone numbers



1. Ask your children who they would call in an emergency.
2. Help them to find the following telephone numbers in the phone book and complete the following chart. Place it in an easy-to-see location near the telephone.

**Household address and telephone number:** \_\_\_\_\_

a) Emergency 9-1-1 or \_\_\_\_\_

b) Fire station \_\_\_\_\_

c) Police station \_\_\_\_\_

d) Ambulance \_\_\_\_\_

e) Mother's work number \_\_\_\_\_

f) Father's work number \_\_\_\_\_

g) Another adult (relative, neighbour, babysitter) \_\_\_\_\_

h) Healthcare centre \_\_\_\_\_

i) Health information line \_\_\_\_\_

j) Family doctor \_\_\_\_\_

k) Poison centre \_\_\_\_\_




# Be prepared: Emergency phone call



1. With your children, write down the telephone number to use in case of emergency.

\_\_\_\_\_

2. Ask your children to complete the following sheet to find out what they must say when they make an emergency phone call. Simulate making an emergency phone call with them. Take turns playing the operator and the caller.

3. Keep it in a visible place.



Hello,

My name is \_\_\_\_\_.

My address is \_\_\_\_\_  
\_\_\_\_\_.

My telephone number is \_\_\_\_\_.

This is what just happened \_\_\_\_\_  
\_\_\_\_\_.

I need help to \_\_\_\_\_.

- Can you repeat the message?
- Do you need more information?

Hang up **after** the operator.

Remain calm.

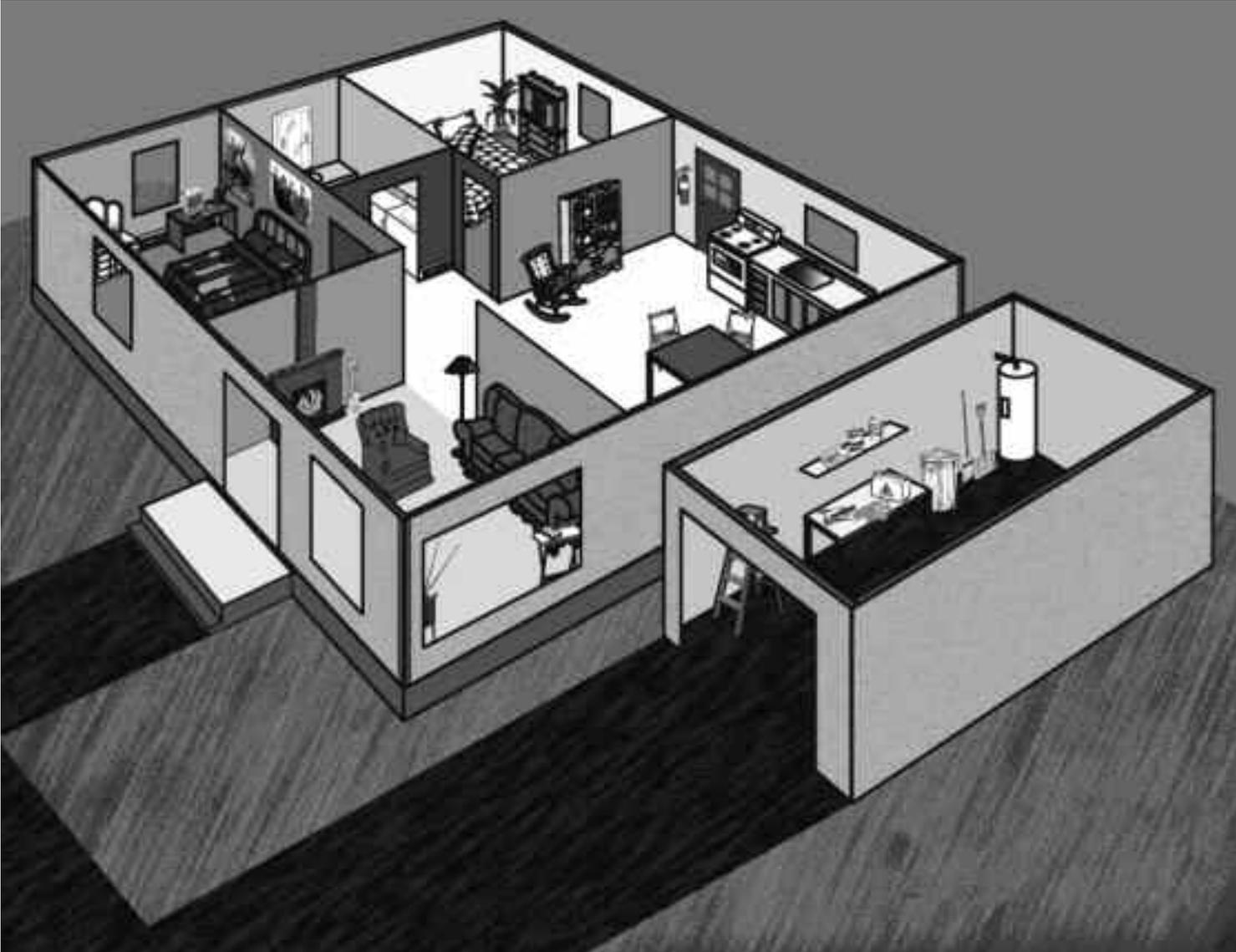
Follow the instructions.



# Be prepared: Fire areas



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



2. With your children, walk around the house to locate places where a fire might break out.





# Be prepared: Smoke detectors



Check your smoke detectors every month and replace the batteries twice a year, when you change your clocks. Smoke detectors must be placed on each floor of the house and near bedrooms.

1. With your children, check if there are one or more smoke detectors in your house.

2. Answer the following questions together:

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

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b) Where are they located?

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c) Do they work properly?

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d) Have the batteries been replaced recently?

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# Be prepared: At home



1. Visit the Canadian Red Cross Web site at: [www.redcross.ca/article.asp?id=009874&tid=028](http://www.redcross.ca/article.asp?id=009874&tid=028). In the Teaching Materials section for educators, choose the video *Teddy Bear Boudou Saved from the Waters*.

2. Watch the video with your children and talk about it together. Then answer the following questions:

a) Summarize the video in your own words.

---

b) What should your first reaction be when an evacuation is announced?

---

c) What should you do to react more quickly in an emergency situation?

---

d) What role can each family member play in an emergency situation?

---

e) What must your family prepare in case of an evacuation?

---

f) If you are asked to evacuate, can you stay at home and wait for everything to return to normal? Explain your answer.

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# Be prepared: The survival kit and emergency provisions



And preparing  
the survival kit and  
emergency provisions

1. After talking with your children, list together the essential items for each category in case of an emergency. Ask your children to circle in red the items that can easily be carried in a backpack if you have to leave your house.

a) Clothing:

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b) Food:

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c) Hygiene:

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d) Safety equipment:

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2. Check with your children if you have these items in your house.

**3.** Together, prepare emergency provisions for 72 hours for your house and a survival kit for the entire family in case of evacuation.

To prepare your survival kit and your emergency provisions, you can use the list below:

**Clothing:** warm sweater, T-shirt, pants, socks, jacket, raincoat, underwear, hat/toque, gloves/mittens, spare clothes, etc.

**Food:** water, non-perishable food (canned soup, dried fruits and vegetables, etc.), crackers and cookies, salt, sugar, instant beverages, etc.

**Hygiene:** soap, shampoo, toothbrush and toothpaste, toilet paper, towel, face cloth, medication, etc.

**Safety equipment:** blanket, utensils, glass, plate, can opener, bottle opener, stove and fuel, flashlight and batteries, portable radio, backpack, whistle, etc.

**Survival kit items to take with you (backpack):** spare clothes, water, soap, shampoo, toothbrush and toothpaste, toilet paper, towel, face cloth, medicine, flashlight and batteries, portable radio, whistle.

**Items for the car kit:** ice scraper and snow brush, sandbag, shovel, flashlight and spare batteries, booster cables, spare clothes, liquid antifreeze, traction devices, maps, Red Cross first aid kit, wool blankets.



Have your children help you create the survival kit. Start by choosing a good backpack to store your items. Place the recommended items together on the kitchen table and ask your children to contribute some items as well. Ask them if they would store any other items in the backpack. Together, choose a safe and accessible place to store your kit.

# Be prepared: Seeking shelter at home



1. Ask your children to describe how each of the following can warn you of an environmental or industrial accident (toxic substance leaks, hazardous materials releases, industrial fires, etc.)

a) Radio  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) Nose  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) Cloud  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d) Emergency vehicle  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. After discussing it with your children, write down the four (4) steps to take to seek shelter in your home in the event of a toxic substance leak.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



# Be prepared: How to react in an emergency situation



p. 41



35 min.

1. Read the following scenarios. Ask your children to describe their reactions and their role in these emergency situations. After discussing the best attitudes to adopt, write down their answers on the sheet and keep it in a familiar place.

- a) On a Saturday afternoon, the whole family is in the house playing a board game. Suddenly, the earth shakes. What do you do?

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- b) It's evening, and you are babysitting your brother. It's raining and a lightning storm starts. Suddenly, the power goes out. What do you do?

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- c) During the spring thaw, the river floods onto your property. You and your family have to leave the house for safety. What do you do?

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## Protect yourself in an earthquake:

Conduct an earthquake preparedness exercise with your children.

- Identify household furniture under which you can hide (kitchen table, coffee table, bed, etc.).
- Locate household walls that have no hanging objects.
- Practice the two ways you can protect yourself during an earthquake: hide under furniture or lean against a wall with no hanging objects and protect your head.

## Protect yourself in a tornado:

Conduct a tornado preparedness exercise with your children.

- Identify spots far away from windows, doors and heavy objects in the home.
- Identify large rooms in the house that should be avoided.
- Go to the basement and identify a safe place to take refuge.
- Locate household walls that have no hanging objects.
- Practice the two ways you can protect yourself during a tornado: hide under furniture or lean against a wall with no hanging objects and protect your head.

# Be prepared: Risk analysis



1. Are you safe in your home? To ensure that you are, use the following list to identify potential hazards. Take the steps necessary to make each room safe and encourage your children to identify potential hazards in their bedroom.

- a) No frames are hung over the bed.
- b) Curtains and drapery are not in contact with the heaters.
- c) No object is in contact with any heating elements.
- d) Rugs are secured to prevent falls.
- e) Shoes are stored in the closet to ensure that they do not block the door if you have to get out quickly.
- f) No objects are near the door that could impede evacuation.
- g) Each family member knows which pieces of furniture to hide under in the case of an earthquake or tornado.
- h) Each family member knows which walls have no objects so that they can use these to lean against in the case of an earthquake or tornado.
- i) Furniture is placed in such a way that it can't slide and block the door.
- j) Cupboard doors are securely latched.
- k) The computer is securely fastened to the workstation.
- l) Shelving, wardrobes and other wall units are bolted to the wall.
- m) If you have an aquarium, it is protected from falling over or sliding.
- n) Overhead lighting is securely attached to the ceiling.
- o) Books and objects are placed in bookcases in such a way that they can't fall from the shelves.
- p) Wall decorations are securely fastened to the wall.

# Be prepared: Myths and facts



1. Read the following statements with your children. Draw a line from each myth in the column on the left to the corresponding reality in the column on the right.

## MYTH

- a) If I'm in a car during a storm, I'm safe.
- b) When lightning strikes people, it always kills.
- c) People struck by lightning carry an electrical charge. Helping them can put you at risk.
- d) If I'm in a shelter during an electrical storm, I'm protected from lightning.
- e) Heat and temperature are the same thing.
- f) Lightning only strikes during strong downpours.
- g) During a storm, it is safe to use the phone or take a bath.
- h) Carrying an umbrella does not increase my risk of being struck by lightning.
- i) If a tornado strikes, open all windows so that the building you're in doesn't explode.
- j) A car is a safe place to be during a tornado.
- k) It only feels humid after it rains, because the water evaporates into the air.
- l) Tornadoes occur only in springtime.
- m) Tornadoes never strike in cities.
- n) It is safe to step out of the house into the "eye" of a hurricane.
- o) Radiant heat is the heat coming solely directly from the sun.

## FACT

1. The "eye" of a hurricane is a moment of calm between two more intense events. It is important to remain sheltered during this time.
2. Although tornadoes primarily occur in wide-open, flat spaces, they can also hit cities.
3. Opening windows during a tornado allows strong winds to enter the house and may increase the risk of damage.
4. A tornado can overturn cars and other objects in its path. If you are in a car during a tornado, get out and find shelter in a ditch or ravine, protecting your head with your arms.
5. Although tornadoes mainly occur from March to August, they can develop at any time during the year.
6. Lightning can strike even if there is no rain.
7. If a person is struck by lightning, give first aid as soon as possible. The person does not carry an electrical charge and can be attended to safely.
8. During a storm, you should not use the phone or take a bath. Both conduct electricity and can cause electrocution.
9. Lightning can injure or kill people by electrocuting them or by causing severe burns.
10. During a storm, a closed building provides shelter from lightning.
11. Avoid using an umbrella during a storm, as it may conduct electricity.
12. A car can provide shelter during an electrical storm as long as the windows are shut and you don't touch any metal surfaces.
13. The four (4) variables of heat are: temperature, radiant heat, humidity and wind speed.
14. Radiant heat comes directly from the sun and can be reflected from different types of surfaces on the ground.
15. It may feel humid when it rains and when it is sunny. Humidity is the amount of water that the air contains no matter if it is a sunny or rainy day.



# Be prepared: My commitment in an emergency



p. 42



70 min.

## Part one

1. Give each family member a sheet of paper. Ask each person to list the responsibilities he or she could take on in an emergency situation. After discussing the answers, copy them onto the following table. Then ask each family member to complete and sign the commitment plan.

Responsibilities for:

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**Part two**  
**My commitment in case of an emergency.**

I, \_\_\_\_\_,  
 agree to assume the following responsibilities in an emergency:

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Signed on \_\_\_\_\_ in \_\_\_\_\_  
 Date Location

By \_\_\_\_\_ and \_\_\_\_\_  
 Parent Child



The purpose of this activity is to encourage responsibility in your children and have them play an active role in an emergency. However, you must ensure that your responsibilities as parents are not given to your children. This activity must be seen as an exercise aimed at limiting oversights and panic. Blame must not be placed on children when implementing a commitment plan.

# Be prepared: Being ready in an emergency (review)



Disasters often occur unexpectedly. To ensure your safety, it is essential for you and your family to be prepared.

## Part one

1. The survival kit is an important part of emergency preparedness. Ask your children to check any items from the following list that should be in your kit.

### Personal care

- Shampoo
- Face cloth and towel
- Hair dye
- Hair brush
- Makeup
- Deodorant
- Medication
- Toothbrush
- Toothpaste
- Hairspray
- Body soap
- Hand and body cream
- Perfume
- Personal hygiene products

### Clothing

- Socks (cotton, wool)
- Hat
- Underwear
- Pants/ Dress or Skirt
- Shoes
- Sweaters (wool, heavy cotton)
- Jackets (raincoat, coat)
- Sneakers/runners
- Jewellery
- Gloves, mittens

### Foods

- Canned food (vegetables, fruit, stews, beans, etc.)
- Bread
- Soft drinks
- Dry fruits and vegetables
- Bottled water
- Condiments (ketchup, mayonnaise, etc.)
- Cake
- Jam, honey, peanut butter, etc.
- Milk products (cheese, milk, etc.)
- Pudding
- Crackers and Melba toast
- Cereal
- Vegetable oil
- Seasoning (pepper, salt, spices, etc.)
- Meat and fish
- Fruit juice
- Pasta
- Hot drinks (coffee, tea, etc.)
- Chips
- Nutrition bars

### Miscellaneous

- Keys (house, car)
- Flashlight and spare batteries
- Glasses
- Dishes
- Music CDs
- Money
- Camp stove with fuel
- Whistle
- Portable radio
- Manual can opener and bottle opener
- Books
- Red Cross first aid kit
- Backpack
- Important documents (identification and personal documents, copy of insurance policy)
- Games
- Heavy blanket



**Part two**

2. Answer the following questions with your family and assess your ability to administer first aid.

	<b>TRUE</b>	<b>FALSE</b>
1. 90 % of accidents can be avoided with a minimum of prevention.	<input type="checkbox"/>	<input type="checkbox"/>
2. The first step to follow on the site of an accident is to ensure my own safety.	<input type="checkbox"/>	<input type="checkbox"/>
3. If I am witness to an accident, it is my civic duty to stop and help.	<input type="checkbox"/>	<input type="checkbox"/>
4. To ease the pain, I can apply butter or petroleum jelly to a burn.	<input type="checkbox"/>	<input type="checkbox"/>
5. In case of poisoning, I must ask the victim to drink milk.	<input type="checkbox"/>	<input type="checkbox"/>
6. To stop a nose bleed, I must tilt the head back.	<input type="checkbox"/>	<input type="checkbox"/>
7. In case of a fracture, I must reposition the limb in its natural position.	<input type="checkbox"/>	<input type="checkbox"/>
8. I must remove shards of glass lodged in a wound.	<input type="checkbox"/>	<input type="checkbox"/>
9. It is important to find cotton swabs, peroxide and Mercurochrome in a first aid kit.	<input type="checkbox"/>	<input type="checkbox"/>
10. The majority of deaths after a heart attack occur in the two hours following the appearance of the first symptoms.	<input type="checkbox"/>	<input type="checkbox"/>
11. I must burst a blister to ease the pain.	<input type="checkbox"/>	<input type="checkbox"/>
12. One would have to place a hard object in the mouth of an epilepsy patient to prevent him or her from swallowing his or her tongue.	<input type="checkbox"/>	<input type="checkbox"/>

1) You obtained nine to twelve good answers. Bravo! Any injured person would be in good hands with you. But for added confidence, why not follow a first aid course?

2) You obtained five to eight good answers. You demonstrate a certain ability to help. But enrolling in a first aid course could be beneficial.

3) You obtained one to four good answers. Emergency 911! You should immediately enrol in a first aid course.



Do you have a first aid kit at home? Do you know how to use the material it contains? To get a Red Cross first aid kit or to register for a first aid course, contact Client Services at your local branch of the Red Cross.

A Red Cross first aid kit allows you to provide first aid in emergencies. It contains at least the following objects:

- Sterile gauze of various sizes
- Adhesive tape
- Gauze roll
- Triangular bandage
- Adhesive bandages of various sizes
- Pressure bandages
- Scissors
- Disposable non-latex gloves
- Antiseptic wipes
- Protective barrier device for rescue breathing
- Emergency blanket

You could add the following objects:

- Red Cross first aid manual
- Emergency telephone numbers
- Soap
- Paper and pencil
- Coins
- Ice pack
- Flashlight with spare batteries stored separately
- Tweezers
- Thermometer
- Pocket resuscitation mask

**Part three**

**3.** Your children know which telephone numbers to use to seek help in an emergency, but can they remember the important information to provide to the operator? Check their answers using the answer key for this activity.

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# Be prepared: Behaviours and attitudes to adopt in an emergency (review)



One dictionary definition of a natural disaster is: “Sudden event that causes disruption and which can lead to destruction and death: a great mishap, a disaster.” People must be prepared to handle disasters because they are sudden, unexpected events. How? By knowing what to do!

## Part one

1. Read the following case studies with your children. Fill out the chart on the following page to identify the attitudes and behaviours to adopt and to avoid in case of an emergency.

a) It's September, the Smith family is getting ready for dinner. Suddenly, an earthquake tremor is felt. The dinnerware on the table is shaking and a few plates fall on the floor. Mary starts to yell: “It's shaking everywhere, everything is falling down,” and she starts running around the table. Mark hides under the table. Mary runs out of the house.

b) During summer holidays in Western Canada, the Williams family is travelling on the highway. Everyone is astounded when they notice on the horizon a whirlwind of dust and earth rising in the sky. It is moving very quickly in their direction. They decide to stop the car on the highway shoulder, lock the doors and hang on to the seats while waiting for the air current to go by.

c) On a lovely summer afternoon, the sky gets clouded over and thunder is heard far away. The Jones family goes inside the house to seek shelter from the rain. The kids decide to turn on the computer and to use the Internet while the parents close the windows and the doors and disconnect the electrical appliances.

d) The spring is very warm. The snow is thawing quickly and ice jams are forming on the river. The water level is rising and the land next to the river is flooded. The residents are moving their belongings to the upper floor of their house and are staying there until things return to normal.

e) Gregory plays soccer every Saturday afternoon with his friends. Today, Gregory and his friend Manuel, who are both 10 years old, are playing in the town's annual weekend youth soccer tournament, which is held in July and is typically the hottest time of the year. The weather forecast for the weekend is going to be hot and humid. On the first day of the tournament, the outdoor temperature is 35°C. The humidity level is very high and there is no wind. All of a sudden, during a game, Manuel falls on the ground and starts to cry. He says that he has pain in his left leg. Gregory notices that Manuel has not been drinking water during the game and that he did not take rest periods. Gregory knows that Manuel has heat cramps. He runs to get help from the coach.

f) It is the August long weekend and the Jones family decides to go to the beach on the Saturday afternoon. The sky is blue, the sun is shining and the weather forecast calls for a high of 34°C. The level of humidity is high in the city. When they arrive at the beach, they realize that it still feels humid and they have forgotten their beach umbrella at home. They don't really mind since there is a light, warm wind and they enjoy laying in the sun. As the afternoon goes on, they sit on the beach and don't drink water. They also haven't been swimming much.



Natural disaster or emergency	What to do	What not to do
a)		
b)		
c)		
d)		
e)		
f)		

In these situations, which one presents only the proper things to do in case of a natural disaster?



\_\_\_\_\_

Remember that it is always better to remain \_\_\_\_\_ and to avoid using the \_\_\_\_\_.

**Part two**

2. To know what you should do after a disaster, decide with your children which of the following statements are true or false. Circle either T or F.

- |   |          |          |
|---|----------|----------|
| 1. After a flood, turn on the heating system immediately.                                       | <b>T</b> | <b>F</b> |
| 2. Listen to the radio station.   | <b>T</b> | <b>F</b> |
| 3. Keep all food in the refrigerator to avoid waste.  | <b>T</b> | <b>F</b> |
| 4. Use the telephone to let someone know your condition.  | <b>T</b> | <b>F</b> |
| 5. Turn lights on immediately.  | <b>T</b> | <b>F</b> |
| 6. Check for possible fire hazards.   | <b>T</b> | <b>F</b> |
| 7. Help injured people, even if you yourself are injured.                                       | <b>T</b> | <b>F</b> |
| 8. After an earthquake, immediately re-enter your house.  | <b>T</b> | <b>F</b> |
| 9. Take the elevator.   | <b>T</b> | <b>F</b> |
| 10. Remain where you are and protect yourself during aftershocks.                               | <b>T</b> | <b>F</b> |
| 11. After an earthquake, use water from the water heater or from the toilet tank, if necessary. | <b>T</b> | <b>F</b> |
| 12. After a flood, drink tap water.   | <b>T</b> | <b>F</b> |
| 13. After a flood, wash and sterilize dishes.   | <b>T</b> | <b>F</b> |
| 14. Stay close to power lines.  | <b>T</b> | <b>F</b> |
| 15. When you evacuate, leave a note of your destination point on the table.                     | <b>T</b> | <b>F</b> |
| 16. Take your time leaving the house.   | <b>T</b> | <b>F</b> |
| 17. Lock the doors to your home before leaving.   | <b>T</b> | <b>F</b> |
| 18. Take short cuts to get to the destination indicated by authorities.                         | <b>T</b> | <b>F</b> |
| 19. Leave your emergency kit at home to have it when you return.                                | <b>T</b> | <b>F</b> |





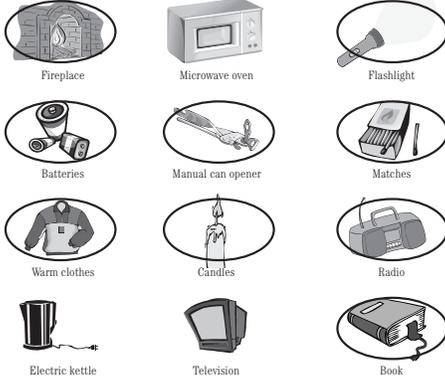
# Answer key

### Activity 1

## Be prepared: extended power failure



1. Ask your children to circle in green the items below that could be useful during an extended power failure.



2. Ask them to circle in red the items that they must use with adult supervision.
3. Along with your children, check if you have these items in your home.
4. Together, prepare a survival kit so that you are prepared for an extended power failure.

**A survival kit for an extended power failure should contain the following essential items:**

- bottled water;
- non-perishable food (preserved food and drink, energy food such as peanut butter, crackers, vitamins, dried fruits and vegetables, etc.);
- first aid items (bandages, thermometer, scissors, etc.);
- emergency tools or supplies (batteries, flashlight, radio, etc.);
- warm blankets;
- clothing and bedding;
- special supplies for infants and adults who take medication.

The fireplace, candles and matches must be used under adult supervision.

### Activity 2

## Be prepared: Emergency telephone numbers



1. Ask your children who they would call in an emergency.
2. Help them to find the following telephone numbers in the phone book and complete the following chart. Place it in an easy-to-see location near the telephone.

Household address and telephone number: \_\_\_\_\_

a) Emergency 9-1-1 or \_\_\_\_\_

b) Fire station \_\_\_\_\_

c) Police station \_\_\_\_\_

d) Ambulance \_\_\_\_\_

e) Mother's work number \_\_\_\_\_

f) Father's work number \_\_\_\_\_

g) Another adult (relative, neighbour, babysitter) \_\_\_\_\_

h) Healthcare centre \_\_\_\_\_

i) Health information line \_\_\_\_\_

j) Family doctor \_\_\_\_\_

k) Poison centre \_\_\_\_\_

**Answers will vary**

Canadian Red Cross

### Activity 3

## Be prepared: Emergency phone call



1. With your children, write down the telephone number to use in case of emergency.  
\_\_\_\_\_
2. Ask your children to complete the following sheet to find out what they must say when they make an emergency phone call. Simulate making an emergency phone call with them. Take turns playing the operator and the caller.
3. Keep it in a visible place.

Hello, \_\_\_\_\_

My name is \_\_\_\_\_

My address is \_\_\_\_\_

My telephone number is \_\_\_\_\_

This is why I am calling \_\_\_\_\_

I need help to \_\_\_\_\_

- Can you repeat the message?
- Do you need more information?

Hang up **after** the operator.  
Remain calm.  
Follow the instructions.

**Answers will vary**



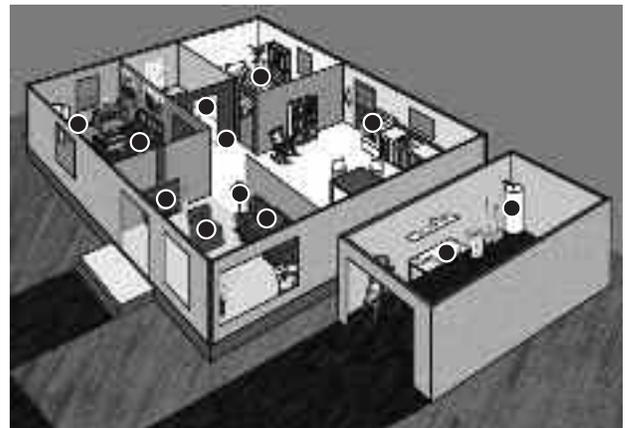
Canadian Red Cross

### Activity 4

## Be prepared: Fire areas



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



2. With your children, walk around the house to locate places where a fire might break out.

- The main fire areas in a house are:**
1. In the bathroom: washer and dryer
  2. In the bedroom: bed, baseboard heater
  3. In the hallway: baseboard heater
  4. In the kitchen: stove, refrigerator
  5. In the living room: lighting, fireplace and chairs
  6. In the garage: gas, water heater, etc.



Canadian Red Cross

Activity 5

### Be prepared: Exiting your house safely



1. Draw a plan of your home with your children on the graph paper. Carefully identify all the rooms, including the basement.

**Answers will vary**

Remind your children that they must not hide (under the covers, under the bed, in the closet, in the dryer or in the bath) if they know that a fire has started in your house. Instead, tell them to warn other people in the house and to go outside following the evacuation plan.

2. Ask your children to use a coloured crayon to trace the route they would take if a fire started in:
- a) a bedroom
  - b) the kitchen
  - c) the living room
  - d) the bathroom
  - e) the basement
- Post this plan in an easy-to-see place and make sure that all exit doors are used for evacuation.
3. Choose an easily accessible family meeting place outside the house.
4. Choose a meeting place outside the neighbourhood in case you cannot return home.
5. Choose an out-of-town contact (friend, relative, etc.) and ensure that all family members know that person's telephone number.
6. Practise the house evacuation plan with your children.



Activity 6

### Be prepared: Smoke detectors



Check your smoke detectors every month and replace the batteries twice a year, when you change your clocks. Smoke detectors must be placed on each floor of the house and near bedrooms.

1. With your children, check if there are one or more smoke detectors in your house.

2. Answer the following questions together:

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

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b) Where are they located?

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c) Do they work properly?

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d) Have the batteries been replaced recently?

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**Answers will vary**



Activity 7

### Be prepared: At home



1. Visit the Canadian Red Cross Web site at: [www.redcross.ca/article.asp?id=009874&tid=028](http://www.redcross.ca/article.asp?id=009874&tid=028). In the Teaching Materials section for educators, choose the video *Teddy Bear Boudou Saved from the Waters*.

2. Watch the video with your children and talk about it together. Then, answer the following questions:

a) Summarize the video in your own words.  
**The video shows how being well prepared allows you to react appropriately in an emergency.**

b) What should your first reaction be when an evacuation is announced?  
**Remain calm.**

c) What should you do to react more quickly in an emergency situation?  
**Be well prepared.**

d) What role can each family member play in an emergency situation?  
**Answers will vary.**

e) What must your family prepare in case of an evacuation?  
**A survival kit and emergency provisions.**

f) If you are asked to evacuate, can you stay at home and wait for everything to return to normal? Explain your answer.  
**No. You must leave the house immediately and follow instructions.**



Activity 8

### Be prepared: The survival kit and emergency provisions



1. After talking with your children, list together the essential items for each category in case of an emergency. Ask your children to circle in red the items that can easily be carried in a backpack if you have to leave your house.

a) Clothing:  
**warm sweater, T-shirt, pants, socks, jacket, raincoat, underwear, hat/toque, gloves/mittens, spare clothes, etc.**

b) Food:  
**water, non-perishable food (canned soup, dried fruits and vegetables, etc.), crackers and cookies, salt, sugar, instant beverages, etc.**

c) Hygiene:  
**soap, shampoo, toothbrush and toothpaste, toilet paper, towel, face cloth, medicine, etc.**

d) Safety equipment:  
**blanket, utensils, glass, plate, can opener, bottle opener, stove and fuel, flashlight and batteries, portable radio, backpack, whistle, etc.**

2. Check with your children if you have these items in your house.



## Be prepared: Seeking shelter at home



1. Ask your children to describe how each of the following can warn you of an environmental or industrial accident (toxic substance leaks, hazardous materials releases, industrial fires, etc.)

a) Radio \_\_\_\_\_

b) Nose \_\_\_\_\_

c) Cloud \_\_\_\_\_

d) Emergency vehicle \_\_\_\_\_

2. After discussing it with your children, write down the four (4) steps to take to seek shelter in your home in the event of a toxic substance leak.

1. **Go inside.** \_\_\_\_\_

2. **Close the windows and outside doors.** \_\_\_\_\_

3. **Turn off ventilation and heating systems.** \_\_\_\_\_

4. **Turn on the radio and television.** \_\_\_\_\_



Canadian Red Cross

Answers will vary

## Be prepared: How to react in an emergency situation



1. Read the following scenarios. Ask your children to describe their reactions and their role in these emergency situations. After discussing the best attitudes to adopt, write down their answers on the sheet and keep it in a familiar place.

a) On a Saturday afternoon, the whole family is in the house playing a board game. Suddenly, the earth shakes. What do you do?

**I remain calm. I stay inside. I stay away from windows and shelves. I hide under a table or desk. I prepare myself for other jolts.**

b) It's evening, and you are babysitting your brother. It's raining and a lightning storm starts. Suddenly, the power goes out. What do you do?

**I remain calm and reassure my little brother. We stay away from windows and metal objects. I look for a flashlight. I wait for the storm to end. I call a relative or neighbour.**

c) During the spring thaw, the river floods onto your property. You and your family have to leave the house for safety. What do you do?

**We remain calm. My parents shut off the electricity and gas. We place our valuables on an upper floor. We stay upstairs and wait for instructions from the authorities.**

### Protect yourself in an earthquake:

Conduct an earthquake preparedness exercise with your children.

- Identify household furniture under which you can hide (kitchen table, coffee table, bed, etc.).
- Locate household walls that have no hanging objects.
- Practice the two ways you can protect yourself during an earthquake: hide under furniture or lean against a wall with no hanging objects and protect your head.

### Protect yourself in a tornado:

Conduct a tornado preparedness exercise with your children.

- Identify spots far away from windows, doors and heavy objects in the home.
- Identify large rooms in the house that should be avoided.
- Go to the basement and identify a safe place to take refuge.
- Locate household walls that have no hanging objects.
- Practice the two ways you can protect yourself during a tornado: hide under furniture or lean against a wall with no hanging objects and protect your head.

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## Be prepared: Risk analysis



1. Are you safe in your home? To ensure that you are, use the following list to identify potential hazards. Take the steps necessary to make each room safe and encourage your children to identify potential hazards in their bedroom.

- a) No frames are hung over the bed.
- b) Curtains and drapery are not in contact with the heaters.
- c) No object is in contact with any heating elements.
- d) Rugs are secured to prevent falls.
- e) Shoes are stored in the closet to ensure that they do not block the door if you have to get out quickly.
- f) No objects are near the door that could impede evacuation.
- g) Each family member knows which pieces of furniture to move in the case of an earthquake or tornado.
- h) Everyone in the house knows which walls have no objects so that they can use these to lean against in the case of an earthquake or tornado.
- i) Furniture is placed in such a way that it can't slide and block the door.
- j) Cupboard doors are securely latched.
- k) The computer is securely fastened to the workstation.
- l) Shelving, wardrobes and other wall units are bolted to the wall.
- m) If you have an aquarium, it is protected from falling over or sliding.
- n) Overhead lighting is securely attached to the ceiling.
- o) Books and objects are placed in bookcases in such a way that they can't fall from the shelves.
- p) Wall decorations are securely fastened to the wall.

Canadian Red Cross

Answers will vary

## Be prepared: Myths and facts



1. Read the following statements with your children. Draw a line from each myth in the column on the left to the corresponding reality in the column on the right.

### MYTH

- (12) a) If I'm in a car during a storm, I'm safe.
- (9) b) When lightning strikes people, it always kills.
- (7) c) People struck by lightning carry an electrical charge. Helping them can put you at risk.
- (10) d) If I'm in a shelter during an electrical storm, I'm protected from lightning.
- (13) e) Heat and temperature are the same thing.
- (6) f) Lightning only strikes during strong downpours.
- (8) g) During a storm, it is safe to use the phone or take a bath.
- (11) h) Carrying an umbrella does not increase my risk of being struck by lightning.
- (3) i) If a tornado strikes, open all windows so that the building you're in doesn't explode.
- (4) j) A car is a safe place to be during a tornado.
- (15) k) It only feels humid after it rains, because the water evaporates into the air.
- (5) l) Tornadoes occur only in springtime.
- (2) m) Tornadoes never strike in cities.
- (1) n) It is safe to step out of the house into the "eye" of a hurricane.
- (14) o) Radiant heat is the heat coming solely directly from the sun.

### FACT

- 1. The "eye" of a hurricane is a moment of calm between two more intense events. It is important to remain sheltered during this time.
- 2. Although tornadoes primarily occur in wide-open, flat spaces, they can also hit cities.
- 3. Opening windows during a tornado allows strong winds to enter the house and may increase the risk of damage.
- 4. A tornado can overturn cars and other objects in its path. If you are in a car during a tornado, get out and find shelter in a ditch or ravine, protecting your head with your arms.
- 5. Although tornadoes mainly occur from March to August, they can develop at any time during the year.
- 6. Lightning can strike even if there is no rain.
- 7. If a person is struck by lightning, give first aid as soon as possible. The person does not carry an electrical charge and can be attended to safely.
- 8. During a storm, you should not use the phone or take a bath. Both conduct electricity and can cause electrocution.
- 9. Lightning can injure or kill people by electrocuting them or by causing severe burns.
- 10. During a storm, a closed building provides shelter from lightning.
- 11. Avoid using an umbrella during a storm, as it may conduct electricity.
- 12. A car can provide shelter during an electrical storm as long as the windows are shut and you don't touch any metal surfaces.
- 13. The four (4) variables of heat are: temperature, radiant heat, humidity and wind speed.
- 14. Radiant heat comes directly from the sun and can be reflected from different types of surfaces on the ground.
- 15. It may feel humid when it rains and when it is sunny. Humidity is the amount of water that the air contains no matter if it is a sunny or rainy day.



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## Be prepared: My commitment in an emergency



**Part one**

1. Give each family member a sheet of paper. Ask each person to list the responsibilities he or she could take on in an emergency situation. After discussing the answers, copy them onto the following table. Then ask each family member to complete and sign the commitment plan.

Responsibilities for:

Answers will vary



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**Part two**  
My commitment in case of an emergency.

I, \_\_\_\_\_  
agree to assume the following responsibilities in an emergency:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Answers will vary

Signed on \_\_\_\_\_ in \_\_\_\_\_  
Date Location

By \_\_\_\_\_ and \_\_\_\_\_  
Parent Child



The purpose of this activity is to encourage responsibility in your children and have them play an active role in an emergency. However, you must ensure that your responsibilities as parents are not given to your children. This activity must be seen as an exercise aimed at limiting oversights and panic. Blame must not be placed on children when implementing a commitment plan.

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## Be prepared: Being ready in an emergency (review)



Disasters often occur unexpectedly. To ensure your safety, it is essential for you and your family to be prepared.

**Part one**

1. The survival kit is an important part of emergency preparedness. Ask your children to check any items from the following list that should be in your kit.

**Personal care**

- Shampoo
- Face cloth and towel
- Hair dye
- Hair brush
- Makeup
- Deodorant
- Medication
- Toothbrush
- Toothpaste
- Hairspray
- Body soap
- Hand and body cream
- Perfume
- Personal hygiene products

**Clothing**

- Socks (cotton, wool)
- Hat
- Underwear
- Pants/ Dress or Skirt
- Shoes
- Sweaters (wool, heavy cotton)
- Jackets (raincoat, coat)
- Sneakers/runners
- Jewellery
- Gloves, mittens

**Foods**

- Canned food (vegetables, fruit, stews, beans, etc.)
- Bread
- Soft drinks
- Dry fruits and vegetables
- Bottled water
- Condiments (ketchup, mayonnaise, etc.)
- Cake
- Jam, honey, peanut butter, etc.
- Milk products (cheese, milk, etc.)
- Pudding
- Crackers and Melba toast
- Cereal
- Seasoning (pepper, salt, spices, etc.)
- Meat and fish
- Fruit juice
- Pasta
- Hot drinks (coffee, tea, etc.)
- Chips
- Nutrition bars

**Miscellaneous**

- Keys (house, car)
- Flashlight and spare batteries
- Glasses
- Dishes
- Music CDs
- Money
- Camp stove with fuel
- Whistle
- Portable radio
- Manual can opener and bottle opener
- Books
- Red Cross first aid kit
- Backpack
- Important documents (identification and personal documents, copy of insurance policy)
- Games
- Heavy blanket



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**Part two**

2. Answer the following questions with your family and assess your ability to administer first aid.

- |  | TRUE                                | FALSE                               |
|--|-------------------------------------|-------------------------------------|
| 1. 90 % of accidents can be avoided with a minimum of prevention.  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2. The first step to follow on the site of an accident is to ensure my own safety.   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3. If I am witness to an accident, it is my civic duty to stop and help.   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4. To ease the pain, I can apply butter or petroleum jelly to a burn.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5. In case of poisoning, I must ask the victim to drink milk.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6. To stop a nose bleed, I must tilt the head back.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7. In case of a fracture, I must reposition the limb in its natural position.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8. I must remove shards of glass lodged in a wound.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9. It is important to find cotton swabs, peroxide and Mercurochrome in a first aid kit.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10. The majority of deaths after a heart attack occur in the two hours following the appearance of the first symptoms.                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 11. I must burst a blister to ease the pain.   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 12. One would have to place a hard object in the mouth of an epilepsy patient to prevent him or her from swallowing his or her tongue. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

- 1) You obtained nine to twelve good answers. Bravo! Any injured person would be in good hands with you. But for added confidence, why not follow a first aid course?
- 2) You obtained five to eight good answers. You demonstrate a certain ability to help. But enrolling in a first aid course could be beneficial.
- 3) You obtained one to four good answers. Emergency 911! You should immediately enroll in a first aid course.



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**Activity 14**

Do you have a first aid kit at home? Do you know how to use the material it contains? To get a Red Cross first aid kit or to register for a first aid course, contact Client Services at your local branch of the Red Cross.

A Red Cross first aid kit allows you to provide first aid in emergencies. It contains at least the following objects:

- Sterile gauze of various sizes
- Adhesive tape
- Gauze roll
- Triangular bandage
- Adhesive bandages of various sizes
- Pressure bandages
- Scissors
- Disposable non-latex gloves
- Antiseptic wipes
- Protective barrier device for rescue breathing
- Emergency blanket

You could add the following objects:

- Red Cross first aid manual
- Emergency telephone numbers
- Soap
- Paper and pencil
- Coins
- Ice pack
- Flashlight with spare batteries stored separately
- Tweezers
- Thermometer
- Pocket resuscitation mask

**Part three**

3. Your children know which telephone numbers to use to seek help in an emergency, but can they remember the important information to provide to the operator? Check their answers using the answer key for this activity.

My name is \_\_\_\_\_  
 My address is \_\_\_\_\_  
 My telephone number is \_\_\_\_\_  
 This is what just happened \_\_\_\_\_  
 I need help to \_\_\_\_\_  
 Can you repeat the message? \_\_\_\_\_  
 Do you need more information? \_\_\_\_\_



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**Activity 15**

Natural disaster or emergency	What to do	What not to do
a) <b>Earthquake</b>	• Seek shelter under a table	• Run in the house • Run outside of the house
b) <b>Tornado</b>	• Stop the car	• Lock the car's doors • Hang on to the car seat
c) <b>Lightning storm</b>	• Go into the house for shelter • Close doors and windows • Disconnect electrical appliances	• Turn on the computer
d) <b>Flood</b>	• Move valuables to the upper floor of the house • Remain on the upper floor until everything is back to normal	
e) <b>Extreme heat events Heat cramps</b>	• Get the help of an adult (the coach)	• Not drinking when it is hot and when practising a sport • Stay in the sun • Not taking longer breaks
f) <b>Extreme heat events</b>	• Drink plenty of water • Eat fruits and vegetables that have high water content • Wear a hat with wide brim • Wear sunscreen • Bring a sun umbrella to reduce exposure to heat • Swim	• Forget their beach umbrella • Lay in the sun • Not drinking water • Not swimming to cool off



In these situations, which one presents only the proper things to do in case of a natural disaster? **D**

Remember that it is always better to remain **calm** and to avoid using the **telephone**.

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**Activity 15**

**Part two**

2. To know what you should do after a disaster, decide with your children which of the following statements are true or false. Circle either T or F.

1. After a flood, turn on the heating system immediately.      T  F
2. Listen to the radio station.      T  F
3. Keep all food in the refrigerator to avoid waste.      T  F
4. Use the telephone to let someone know your condition.      T  F
5. Turn lights on immediately.      T  F
6. Check for possible fire hazards.      T  F
7. Help injured people, even if you yourself are injured.      T  F
8. After an earthquake, immediately re-enter your house.      T  F
9. Take the elevator.      T  F
10. Remain where you are and protect yourself during aftershocks.      T  F
11. After an earthquake, use water from the water heater or from the toilet tank, if necessary.      T  F
12. After a flood, drink tap water.      T  F
13. After a flood, wash and sterilize dishes.      T  F
14. Stay close to power lines.      T  F
15. When you evacuate, leave a note of your destination point on the table.      T  F
16. Take your time leaving the house.      T  F
17. Lock the doors to your home before leaving.      T  F
18. Take short cuts to get to the destination indicated by authorities.      T  F
19. Leave your emergency kit at home to have it when you return.      T  F



Canadian Red Cross

# Being prepared for the heat

Since the meteorological conditions that can lead to heat stress can be forecasted and communicated to the public, heat-related illnesses are largely preventable through knowledge, education and adaptive behavioural actions.

As a teacher, you are in an excellent position to help your students adopt safe behaviour by promoting adequate preparation for extreme heat events. Educating the students regarding effective prevention of heat-related illness can help them avoid more serious health problems when exposed to extreme heat.

Here are a few ideas to promote amongst the students:

## Heat and sports safety; heat and outdoor safety

- Drink plenty of water or natural fruit juice mixed with water. Don't wait to feel thirsty. Find a reusable bottle that is fun to drink from and use it as a reminder to drink water regularly. Be eco-friendly and think about the environment.
- Eat fruits and vegetables that have high water content.
- Wear a hat (with wide brim) and loose-fitting, light-coloured clothes made from breathable fabric. Sunglasses are very useful to protect your eyes from UV rays.
- Splash your face with cold water if you feel hot.
- When necessary, wear sunscreen and bug repellent.
- Locate a shaded place where you can cool off or bring a sun umbrella to reduce your exposure to radiant heat from the sun.
- When exercising or playing sports, remember to take extra water breaks, move into the shade and remove gear such as helmets or equipment to let your body cool off.

- Talk to your parents if you feel it is too hot to practise a sport or outdoor activities. See if it is possible to move the activity to an air conditioned environment. That way you will be able to stay cool and maintain your activity level even when it is very hot outside. You could ask to reschedule the activity if necessary. Mornings or nights are better times for sports on hot summer days.
- Drink before and after every physical activity and cool off after the activity in a cool place.
- When you get home, take a cool bath or shower until you feel refreshed.
- Choose activities that are not too tiring or go to the pool during the day.
- Go to the air conditioned library or the mall for a couple of hours.
- If you do not have an air conditioner in your home, play in a cool place, such as the basement; for awhile.

## Heat and school

- Bring a reusable bottle of water that can be refilled at the water fountain. Be eco-friendly. Think about the environment.
- Wear breathable, loose-fitting, light-coloured clothes. Bring a hat with wide brim for recess.
- Splash your face with cold water when you go to the washroom.
- Ask the teacher if it is possible to move to a cooler place or to a part of the school where there could be air conditioning, such as the library or the gym.
- Ask mom or dad to put fruits and vegetables in your lunchbox.
- When you go out for recess, stay in the shade and choose activities that are not too tiring.



# CERTIFICATE

OF PARTICIPATION



**This certificate testifies that the**

\_\_\_\_\_ Family name

**has successfully completed the activities in the  
Let's plan for the unexpected section of the  
Expect the Unexpected™ program.**

**In** \_\_\_\_\_ **On** \_\_\_\_\_  
Location Date

\_\_\_\_\_  
Signature of the parent

\_\_\_\_\_  
Signature of the daughter/son

\_\_\_\_\_  
Signature of the parent

\_\_\_\_\_  
Signature of the daughter/son

\_\_\_\_\_  
Signature of the daughter/son

# Glossary

Action plan:	Set of measures taken to plan something, an action or behaviour.	Emergency supplies:	Clothing, non-perishable food, hygiene items and safety equipment that can be used in case of mandatory confinement during a disaster.
Alert:	Set of actions taken to inform the authorities, the assistance personnel and the population of an actual or possible danger.	Essential objects:	Objects that are necessary.
Assistance:	Set of measures taken to protect persons (evacuation, shelter, material help, etc.) and safeguard their belongings and assets.	Essential needs:	Need for food, clothing and shelter.
Authority:	Person or group of persons one can refer to for help.	Evacuation plan:	Organized actions that describe how to evacuate one's home or a public place when it is necessary to leave quickly because of an emergency situation.
Cataclysm:	Disruption on the Earth.	First aid worker:	Member of a first aid organization that will bring help to the victims of an accident or disaster.
Catastrophe:	A widespread disaster; sudden event that can cause disruption and may lead to serious damage and death.	Human element:	That which is made by human beings (e.g. a building).
Crisis:	Emergency of a political nature, or an emergency disaster or catastrophe that was managed in such a way as to lead to other problems of a greater nature.	Mobilization:	Set of actions taken to activate the assistance resources.
Demobilization:	Persons, organizations or assistance returning home to regular daily activities in an orderly fashion after a disaster.	Mitigation:	Series of measures taken in order to lessen the devastating effects of a disaster and to limit its impact on the well-being of populations and on their property.
Disaster:	Unexpected catastrophic event that can lead to human and material losses.	Natural element:	That which is made by nature (e.g. a tree).
Disaster caused by human activity:	Disasters for which human beings may be involuntary agents (industrial accidents such as explosions, fires or release of hazardous materials; socio-economic disasters such as pollution; socio-political disasters such as disrespect for human rights).	Potential danger:	Threat, risk that could materialize if the conditions were present.
Distress:	Critical and dangerous situation.	Prevention:	A set of measures taken to prevent danger, risk or harm from occurring.
Emergency:	Event that may bring physical or psychological harm to one or more persons or which can cause material damage and may require rapid assistance that a first aid organization can provide.	Recovery:	Return to a regular life by reintegrating people who were evacuated and implementing programs that will allow people to get back to normal daily activities (getting public services back into operation, rebuilding equipment, production, etc.).
Emergency kit:	Bag that is kept in the house and/or in the car that contains essential objects to assist in an emergency situation.	Ring of fire:	Volcanoes on the edge of the Pacific Ocean.
Emergency situation:	Situation that requires immediate attention.	Safety rules:	Conduct principles.
		Survival kit:	Case, package or bag containing objects and supplies that will last for three days and that can be useful in case of an evacuation.
		Trauma:	Event that can cause emotional or physical problems.

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# The Canadian Red Cross: anywhere, anytime

The Canadian Red Cross<sup>1</sup> is one of the 187 national Societies which, along with the International Committee of the Red Cross (ICRC) and the International Federation of Red Cross and Red Crescent Societies (the Federation), form the International Red Cross and Red Crescent Movement. Its mission is to improve the lives of vulnerable people by mobilizing the power of humanity in Canada and around the world.

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

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

Humanitarian and relief services are provided according to the Fundamental Principles<sup>2</sup> of the International Red Cross and Red Crescent Movement. Canadian Red Cross programs are made possible by virtue of thousands of volunteers acting on its behalf and by Canadians' generous financial assistance.



## The Fundamental Principles of the Red Cross

### Humanity

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

### Impartiality

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

### Neutrality

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

### Independence

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

### Voluntary service

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

### Unity

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

### Universality

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

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

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





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