

## SHAKEOUT CHALLENGE

AN EARTHQUAKE PREPAREDNESS CHALLENGE  
FROM THE BC PROGRAM COMMITTEE

---





## CONTENTS

Earning Your ShakeOut Challenge .....	3
Earthquake Drill.....	4
Disaster Supply Kits .....	5
Out of Area Contact Cards .....	7
Instant Meeting For Sparks .....	8
Instant Meeting For Brownies.....	11
Instant Meeting For Guides .....	14
Instant Meeting For Pathfinders .....	17
Rangers and Guiders Wishing to Earn the ShakeOut Challenge .....	20
Helpful Website References.....	21
Program Connections.....	22



## EARNING YOUR SHAKEOUT CHALLENGE

BC Girl Guides now has a new challenge and crest promoting Earthquake Preparedness. In co-operation with ShakeOut BC, BC Girl Guides will join their Girl Scout sisters in California and Oregon to complete this ShakeOut Challenge.

### Requirements for the Challenge

- Hold a ShakeOut meeting (instant meetings for each Guiding level are listed within) and Earthquake Drill with your Unit.
- Register your Unit under community groups for the Great BC ShakeOut [www.ShakeOutBC.ca](http://www.ShakeOutBC.ca).
- Encourage your girls to request that their families and classes participate in the ShakeOut each October.
- Check relevant date on website [www.ShakeOutBC.ca](http://www.ShakeOutBC.ca)

### Suggested Additional Activities

- Include a first aid meeting to enhance the girls' emergency preparedness.
- Include a S.T.E.M. connection on how earthquakes happen and how they are measured.
- Include an enhanced service project.
- Include an activity for the girls to write an article to Pipeline or local Guiding Newsletter about the challenge and include photos, if possible (make sure all Members included in the photos have signed their IR.1 forms!).

When you have fulfilled the requirements, complete the **BC Crests Order Form** found at <http://www.bc-girlguides.org/resources/challenge-crests/> on the BC Girl Guides website. Instructions on how to order the crests are provided on the form.



## EARTHQUAKE DRILL

Used with permission from <http://www.shakeoutbc.ca/howtoparticipate/index.html>.

### Simple Drop, Cover, and Hold On Drill

This drill uses simple steps to inform individuals how to perform Drop, Cover, and Hold On – a quake-safe action designed to protect people from falling furniture and flying objects that can become projectiles during ground shaking.

### BEFORE the Drill

Download realistic sound effects and safety information to play during your drill by downloading recordings from <http://www.shakeoutbc.ca/drill/broadcast/index.html>.

### DURING the Drill

1. Announce that the earthquake drill has begun or begin playing downloaded recording and direct participants to Drop, Cover, and Hold On.
2. Count seconds out loud for the duration of the quake (1-1000, 2-1000). This will help keep girls focused and calm and will help you identify how long the earthquake lasts. The longer it lasts, the more cautious everyone will need to be.
3. When the shaking stops (or when the “all clear” sounds), count to 60 to give things a chance to settle. Suggest that while under a sturdy desk or table they look around at what might fall on them in a real earthquake.
4. After at least one minute or once the sound effects recording has ended, announce that the shaking is over and that everyone can stand up again. Thank them for participating.

### AFTER the Drill

1. Encourage everyone to discuss their experiences with one another.
2. Ask for feedback on:
  - How the drill went?
  - How did they feel?
  - Did they notice any challenges or dangers?





## DISASTER SUPPLY KITS

See <http://www.earthquakecountry.info/roots/step3.html> for a sample kit list.

### Make a personal Grab and Go kit from a backpack or small carry-on bag.

- Prescription and non-prescription drugs - keep a seven day supply of essential medications. Copies of medical cards, doctor's name and contact information for everyone in family.
- Medical consent forms for dependents
- First aid kit and handbook and surgical gloves (non-latex)
- Roll of Duct Tape
- Dust mask
- Spare eyeglasses or contact lenses and cleaning solution
- Bottled water
- Whistle (to alert rescuers to your location -\* international signal for help is 3 short blasts)
- Sturdy shoes
- Emergency cash – bank machines will not be working
- Road maps
- List of emergency out-of-area contact phone numbers
- Snack foods: high in water and calories like peanut butter and crackers, raisins, granola bars, trail mix, hard candy, and instant cocoa.
- Working flashlight – either crank style or with extra batteries and light bulbs, or light sticks
- Swiss army knife
- Comfort items such as games, crayons, writing materials, teddy bears
- Personal hygiene supplies and special provisions you need for yourself and others in your family including elderly, disabled, small children, and animals.
- Copies of personal identification (driver's license, work ID card, birth certificate or passport etc.)
- Pencil and paper
- Candle and matches





**Use a tote or large bag and keep it near an outside door in a secure and easily accessible area of your home.**

- Water (minimum one gallon a day for each person)
- Wrenches to turn off gas and water supplies
- Work gloves and protective goggles
- Heavy duty plastic bags for waste, and to serve as tarps, rain ponchos, and other uses
- Portable radio with extra batteries (or hand crank for charging)
- Hand cranked or solar powered or battery operated flashlights, with extra batteries
- Canned and packaged foods, juices, dried fruit and dehydrated food are good choices.
- Charcoal or gas grill for outdoor cooking and matches if needed
- Cooking utensils, including a manual can opener
- Pet food and pet restraints
- Comfortable, warm clothing including extra socks
- Blankets or sleeping bags, tarp and perhaps even a tent
- Rope, hammer and nails
- Copies of all vital documents such as insurance policies, banking information, birth certificate or passport credit card numbers.

**For Emergency Supply checklist information and lists visit these websites**

- <http://www.getprepared.gc.ca/cnt/rsrscs/pblctns/rthqks-wtd/index-eng.aspx>
- <http://www.coquitlam.ca/public-safety/emergency-preparedness/public-education/Earthquake-Preparedness.aspx>
- <http://www.GetPrepared.gc.ca>



# OUT OF AREA CONTACT CARDS

## Emergency Contact Information Card

Out-of-area contact: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Also, decide on a safe and clear location outside of your home that everyone in your family can meet after the shaking stops. Be ready for aftershocks.

Safe Meeting Location:

\_\_\_\_\_

*Complete this step at home with your family*

## Emergency Contact Information Card

Out-of-area contact: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Also, decide on a safe and clear location outside of your home that everyone in your family can meet after the shaking stops. Be ready for aftershocks.

Safe Meeting Location:

\_\_\_\_\_

*Complete this step at home with your family*

## Emergency Contact Information Card

Out-of-area contact: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Also, decide on a safe and clear location outside of your home that everyone in your family can meet after the shaking stops. Be ready for aftershocks.

Safe Meeting Location:

\_\_\_\_\_

*Complete this step at home with your family*

## Emergency Contact Information Card

Out-of-area contact: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Also, decide on a safe and clear location outside of your home that everyone in your family can meet after the shaking stops. Be ready for aftershocks.

Safe Meeting Location:

\_\_\_\_\_

*Complete this step at home with your family*

## Emergency Contact Information Card

Out-of-area contact: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Also, decide on a safe and clear location outside of your home that everyone in your family can meet after the shaking stops. Be ready for aftershocks.

Safe Meeting Location:

\_\_\_\_\_

*Complete this step at home with your family*

## Emergency Contact Information Card

Out-of-area contact: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Also, decide on a safe and clear location outside of your home that everyone in your family can meet after the shaking stops. Be ready for aftershocks.

Safe Meeting Location:

\_\_\_\_\_

*Complete this step at home with your family*



# INSTANT MEETING FOR SPARKS

## Before the meeting

1. Print a copy of the worksheets and activity sheets for each girl.
2. Download the earthquake sounds from the ShakeOut website.
3. Print ShakeOut posters for each girl to take and place in a public space (fall meetings).

## Opening (5 -10min)

1. Introduce the girls to the day's meeting.
2. Read an Earthquake Legend aloud to the Sparks such as:  
<http://www.scsk12.org/Earthquake/Education%20and%20Outreach/cerimyths.pdf> or a picture book such as "We Shake In A Quake" by Hannah Gelman Givon from your local library.
3. Explain about the ShakeOut drill in October and let the Sparks know the purpose of preparing now for future earthquakes.
4. Let the Sparks know that if they complete all the requirements they can earn the **"BC Girl Guide ShakeOut Earthquake Preparedness Challenge"** crest.
5. Explain to the girls that at some point during the meeting you will call out **"EARTHQUAKE!"** and they should do what they would do if it were actually an earthquake.

## Discussion (5 min)

**Topic:** What you can do to prepare for an earthquake?

- Have the Sparks brainstorm their own ideas before going into any instruction.

## Earthquake Drill (5 min)

*(instructions for the drill can be found on page 4)*

1. Call out "EARTHQUAKE" and turn on the earthquake sounds.
2. Drop, cover, and hold on with your Unit (observe what the girls do).
3. After about 20 seconds, bring the Unit together to discuss what they did right and what was potentially dangerous.
4. Have the Sparks point out items in the meeting room that might have fallen.





## Divide into small groups and rotate through two stations (2 x 10 min)

**Station 1:** During an earthquake everyone should immediately “Drop, Cover, and Hold On” under a sturdy table or desk.

- You should identify a safe area in each room so that you and your family know where to protect yourselves during earthquakes.
- If a room does not have a safe area to hide under, drop to the floor next to an interior wall and protect your head and neck with your hands.
- You should avoid exterior walls, windows, mirrors, hanging objects, large appliances and tall furniture.
- Use colouring activity sheets to have the girls mark off safe places in a room when an earthquake happens, or choose a colouring sheet with how the girls should duck and cover.
- This document has great colouring sheets and diagrams (p10-11):  
[http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes\\_Level\\_1.pdf](http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes_Level_1.pdf)
- More colouring sheets are here: <http://quake.ualr.edu/schools/coloring/color.pdf>

**Station 2:** Make a **Disaster Supplies Kit** (to be done at home with families – see pages 5-6 of this challenge).

- Talk to the Sparks about the importance of a disaster supply kit.
- Show the girls an example from one of the Leader’s homes.
- Create a simple list for the Sparks.
- The colouring sheet on page 24 of the following PDF is a good tool for Spark-aged girls. <http://www.fema.gov/pdf/library/color.pdf>
- Sparks can prepare a small personal emergency kit to go in their backpack for school and for Spark Unit hikes and walks. It is important for Sparks to feel that they have some level of control regarding safety. Create a small kit for each girl to put in Band-Aids, safety pins, gloves, moist towelettes, small pad of paper and pencil. Pick up small snack size containers from the dollar store with waterproof lids.

## Play an active game (or two) (10 min)

1. **Play a variation of “What time is it Mr. Wolf”** where the girls are slowly walking across the room (toe to heel or baby steps). Instead of a “Mr. Wolf” have a “Miss Earthquake” as “it”. When “Miss Earthquake” (one of the Sparks) rumbles loudly, all the girls need to duck and cover- any girls caught not ducking down need to go back to the start line.



2. **How long is a minute?** Get some simple timers and some noise makers such as maracas, tambourines, bells, shakers and so on.
  - The “Earthquake” Sparks take a noise maker, face the wall and they start making their noise simultaneously for one minute.
  - The Sparks guess how long a minute is, and then stop making their noise when they think a minute is up.
  - The time keeper writes down how long passed. Continue until the last girl stops making noise- which Sparks came the closest to one minute?
3. **Earthquake Tag** - One Spark is “Earthquake” and she tries to catch the other Sparks. The Sparks cannot run (except the earthquake). They can prevent getting caught by duck and cover and counting down from 60. Any girl caught joins the Earthquake in catching others.

### Conclude with a discussion and sing/play an Emergency Song (5 min)

Song found at <http://www.fusionpresents.com/EP.html>

- Review topics covered, and what the Sparks need to take home to discuss with their families.
- What are the Sparks’ reactions and thoughts about earthquake preparedness?
- Be creative and have fun!



### Spark Program Connections

**Being Healthy Keeper:** Safe Play / Additional Activity

**In My Community Keeper:** “Be Prepared” Kit / Additional Activity



To order crests: complete the **BC Crests Order Form** found at <http://www.bc-girlguides.org/resources/challenge-crests/> on the BC Girl Guides website. Instructions on how to order the crests are provided on the form.



# INSTANT MEETING FOR BROWNIES

## Before the meeting

1. Print a copy of the worksheets and activity sheets for each girl.
2. Download the earthquake sounds from the ShakeOut website.
3. Print Shake Out posters for each girl to take and place in a public space (fall meetings).



## Opening (5 min)

1. Introduce the Unit to the day's meeting.
2. Read an Earthquake Legend to the girls such as <http://www.scsk12.org/Earthquake/Education%20and%20Outreach/cerimyths.pdf>.
3. Explain about the ShakeOut drill in October and let the Brownies know the purpose of preparing now for future earthquakes.
4. Let the Brownies know that if they complete all the requirements they can earn the **"BC Girl Guide ShakeOut Emergency Preparedness Challenge"** crest.
5. Explain to the girls that at some point during the meeting you will call out **"EARTHQUAKE!"** and they should do what they would do if it were actually an earthquake. Don't tell them what to do at this point.

## Discussion (5 min)

**Topic:** What you can do to prepare for an earthquake?

- Have the Brownies brainstorm their own ideas before going into any instruction.

## Earthquake Drill (10 min)

*(instructions for the drill can be found on page 4)*

1. Call out **"EARTHQUAKE"** and turn on the earthquake sounds.
2. Drop, cover, and hold on with your Unit (observe what girls do).
3. After about 20 seconds, bring the unit together to discuss what they did right and what was potentially dangerous.
4. Have the Brownies point out items in the meeting room that might have fallen.



## Divide into small groups and rotate through three stations (3x 10min)

**Station 1:** During an earthquake everyone should immediately “Drop, Cover, and Hold On” under a sturdy table or desk.

- You should identify a safe area in each room so that you and your family know where to protect yourselves during earthquakes. If a room does not have a safe area to hide under, drop to the floor next to an interior wall and protect your head and neck with your hands.
- You should avoid exterior walls, windows, mirrors, hanging objects, large appliances, and tall furniture. Use colouring activity sheets to have the girls mark off safe places in a room when an earthquake happens, or choose a colouring sheet with how the girls should duck and cover.
- This document has great colouring sheets and diagrams (p10-11)  
[http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes\\_Level\\_1.pdf](http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes_Level_1.pdf)
- More colouring sheets are here: <http://quake.ualr.edu/schools/coloring/color.pdf>

**Station 2:** Secure objects in your home that might hurt you if they were to fall or be thrown across the room during an earthquake. Identify hazardous objects in each room in the home.

- Use an activity sheet with the Brownies for this task. These sheets are good, but you may want to modify them:  
<http://www.abag.ca.gov/bayarea/eqmaps/fixit/quiz/nonstructquiz.html> or  
[http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes\\_Level\\_1.pdf](http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes_Level_1.pdf)

**Station 3:** Talk to the Brownies about the importance of a disaster supply kit.

- Suggested items are items are on pages 5-6 of this challenge.
- Show the girls an example from one of the Leader’s homes.
- Create a simple list for the Brownies.
- The colouring sheet on page 24 of this PDF is a good tool for Brownie age girls.  
<http://www.fema.gov/pdf/library/color.pdf>.
- Send a sample list home with Brownies for their families to use.
- Brownies can prepare a small personal emergency kit to go on their backpacks for school and for Brownie Unit hikes and camps if your Unit has not already done this for the Key to I Can.
- It is important for Brownies to feel that they have some level of control regarding safety. Create a small kit for each girl to put in items such as band aids, safety pins, gloves, hand wipes, small pad of paper and pencil. Pick up small snack sized containers from the dollar store with waterproof lids.



## Play an active game (15 min)

1. **Play a variation of “What time is it Mr. Wolf”** where the girls are slowly walking across the room (toe to heel or baby steps). Instead of a “Mr. Wolf” have a “Miss Earthquake” as “it”. When “Miss Earthquake” (one of the Brownies) rumbles loudly, all the girls need to duck and cover- any girls caught not ducking down need to go back to the start line.
2. **How long is a minute?** Get some simple timers and some noise makers such as maracas, tambourines, bells, shakers and so on.
  - The “Earthquake” Brownies take a noise maker, face the wall and they start making their noise simultaneously for one minute.
  - The Brownies guess how long a minute is, and then stop making their noise when they think a minute is up.
  - The time keeper writes down how long passed. Continue until the last girl stops making noise - which Brownie came the closest to one minute?
3. **Earthquake Tag** - One Brownie is “Earthquake” and she tries to catch the other Brownies. The Brownies cannot run (except the Earthquake). They can prevent getting caught by duck and cover and counting down from 60. Any girl caught joins the Earthquake in catching others.



## Conclude with a discussion and sing/play an Emergency Song (5 min)

Song found at <http://www.fusionpresents.com/EP.html>

- Review topics covered, and what the Brownies need to take home to discuss with their families.
- What are the Brownies’ reactions and thoughts about earthquake preparedness?
- Be creative and have fun!

## Brownie Program Connections

**Key To I Can:** Staying Safe and First Aid



To order crests: complete the **BC Crests Order Form** found at <http://www.bc-girlguides.org/resources/challenge-crests/> on the BC Girl Guides website. Instructions on how to order the crests are provided on the form.



## INSTANT MEETING FOR GUIDES

### Before the meeting

1. Print a copy of the worksheets for each girl.
2. Download the earthquake sounds from the ShakeOut website.



### Opening (5 min)

1. Introduce the Unit to the day's meeting. Explain about the **ShakeOut** drill in October and let the Guides know the purpose of preparing now for future earthquakes.
2. Explain that if they complete all the requirements they can earn the "**BC Girl Guide ShakeOut Emergency Preparedness Challenge**" crest.
3. Explain to the girls that at some point during the meeting you will call out "**EARTHQUAKE!**" and they should do what they would do if it were actually an earthquake. Don't tell them what to do at this point.

### Discussion (5 min)

**Topic:** What you can do to prepare for an earthquake?

- Have the Guides brainstorm their own ideas before going into any instruction.

### Earthquake Drill (10 min)

1. Call out "**EARTHQUAKE**" and turn on the earthquake sounds.
2. Drop, cover, and hold on with your Unit (observe what girls do).
3. After about 20 seconds, bring the Unit together to discuss what they did right and what was potentially dangerous.
4. Have the Guides point out items in the meeting room that might have fallen.

### Divide into patrols or small groups and rotate through four stations (4x10 min)

**Station 1:** Create an earthquake safety plan for your home.

- During an earthquake everyone should immediately "**Drop, Cover and Hold On**" under a sturdy table or desk.
- You should identify a safe area in each room so that you and your family know where to protect yourselves during earthquakes. If a room does not have a safe area to hide under, drop to the floor next to an interior wall and protect your head and neck with your hands.



- You should avoid exterior walls, windows, mirrors, hanging objects, large appliances and tall furniture.
- This document has great colouring sheets and diagrams (see pages 10 -11)  
[http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes\\_Level\\_1.pdf](http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes_Level_1.pdf)

**Station 2:** Secure objects in your home that might hurt you if they were to fall or be thrown across the room during an earthquake. Identify hazardous objects in your home.

- After identifying hazardous items, Guides and their families are encouraged to secure them with earthquake straps or earthquake putty, available at any home improvement store.  
<http://www.abag.ca.gov/bayarea/eqmaps/fixit/quiz/nonstructquiz.html> or  
[http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes\\_Level\\_1.pdf](http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes_Level_1.pdf)

**Station 3:** Develop a family communications plan (girls take cards home to discuss with their families). Set up an out-of-area contact for everyone to call in the event of an earthquake to relay information when local phone lines will not work.

- Create out-of-area contact cards using the template on page 7 or using another template found online:  
[http://www.pep.bc.ca/hazard\\_preparedness/Emergency\\_Contact\\_Card.pdf](http://www.pep.bc.ca/hazard_preparedness/Emergency_Contact_Card.pdf).

**Station 4:** Make a Disaster Supply Kit (to be done at home with families)

- Discuss list – see suggested items in the supply suggestions on pages 5-6 and compare with a kit from a leader's home.
- Have the girls think about where they keep their disaster kit and challenge them to go over the kits with their parents during the week.
- Make personal survival kits if the Guides haven't already made one for camp or first aid badge.

### Service (15 min)

1. Create a song, game or simple storybook about an Earthquake Legend or Earthquake Safety tips for Sparks or Brownies. Work in small groups.
2. Share your work if time permits. Take these creations to a local Unit and share in a future meeting, either in person or by making a tape or video or physical book for younger girls.



## Play an active game (15 min)

1. **Play a variation of “What time is it Mr. Wolf”** where the girls are slowly walking across the room (toe to heel or baby steps). Instead of a “Mr. Wolf” have a “Miss Earthquake” as “it”. When “Miss Earthquake” (one of the Guides) rumbles loudly, all the girls need to duck and cover- any girls caught not ducking down need to go back to the start line.
2. **How long is a minute?** Get some simple timers and some noise makers such as maracas, tambourines, bells, shakers and so on.
  - The “Earthquake” Guides take a noise maker, face the wall and they start making their noise simultaneously for one minute.
  - The Guides guess how long a minute is, and then stop making their noise when they think a minute is up.
  - Their time keeper writes down how long passed, continue until the last girl stops making noise- which Guide came the closest to one minute?
3. **Earthquake Tag** - One Guide is “Earthquake” and she tries to catch the other Brownies. The Guides cannot run (except the Earthquake). They can prevent getting caught by duck and cover and counting down from 60. Any girl caught joins the Earthquake in catching others.



## Conclude with a discussion and sing/play Emergency Song (10 min)

Song found at <http://www.fusionpresents.com/EP.html>

- Review topics covered and what the Guides need to take home to discuss with their families.
- What are the Guides’ reactions and thoughts about earthquake preparedness?
- Be creative and have fun!

## Guide Program Connections

**You and Others:** Learn about Safety - items 3, 4 and/or 6



To order crests: complete the **BC Crests Order Form** found at <http://www.bc-girlguides.org/resources/challenge-crests/> on the BC Girl Guides website. Instructions on how to order the crests are provided on the form.





# INSTANT MEETING FOR PATHFINDERS

## Before the meeting

1. Print a copy of the worksheets for each girl.
2. Download the earthquake sounds from the ShakeOut website.



## Opening (5 min)

1. Introduce the Unit to the day's meeting. Explain about the **ShakeOut** drill in October and let the Pathfinders know the purpose of preparing now for future earthquakes.
2. Let the Pathfinders know that if they complete all the requirements they can earn the "**BC Girl Guide ShakeOut Emergency Preparedness Challenge**" crest.
3. Explain to the girls that at some point during the meeting you will call out "**EARTHQUAKE!**" and they should do what they would do if it were actually an earthquake. Don't tell them what to do at this point.

## Discussion (5 min)

**Topic:** What you can do to prepare for an earthquake?

- Have the Pathfinders brainstorm their own ideas before going into any instruction.

## Earthquake Drill (10 min)

1. Call out "**EARTHQUAKE**" and turn on the earthquake sounds.
2. Drop, cover, and hold on with your Unit (observe what girls do).
3. After about 20 seconds, bring the Unit together to discuss what they did right and what was potentially dangerous.
4. Have Pathfinders point out items in the meeting room that might have fallen.

## Divide into patrols or small groups and rotate through four stations (4 x 10 min)

**Station1:** During an earthquake everyone should immediately "**Drop, Cover, and Hold On**" under a sturdy table or desk.

- You should identify a safe area in each room so that you and your family know where to protect yourselves during earthquakes. If a room does not have a safe area to hide under, drop to the floor next to an interior wall and protect your head and neck with your hands.



- You should avoid exterior walls, windows, mirrors, hanging objects, large appliances, and tall furniture.
- This document has great colouring sheets and diagrams (p10-11)  
[http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes\\_Level\\_1.pdf](http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes_Level_1.pdf)

**Station 2:** Secure objects in your home that might hurt you if they were to fall or be thrown across the room during an earthquake.

- Identify hazardous objects in the home.
- After identifying hazardous items, Pathfinders and their families are encouraged to secure them with earthquake straps or earthquake putty, available at any home improvement store.  
<http://www.abag.ca.gov/bayarea/eqmaps/fixit/quiz/nonstructquiz.html> or  
[http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes\\_Level\\_1.pdf](http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes_Level_1.pdf)

**Station 3:** Develop a family communications plan (girls take cards home to discuss with their families). Set up an out-of-area contact for everyone to call in the event of an earthquake to relay information when local phone lines will not work.

- Create out-of-area contact cards using the template on page 7 or using another template found online:  
[http://www.pep.bc.ca/hazard\\_preparedness/Emergency\\_Contact\\_Card.pdf](http://www.pep.bc.ca/hazard_preparedness/Emergency_Contact_Card.pdf).

**Station 4:** Make a Disaster Supply Kit (to be done at home with family)

- Discuss list – see suggested items in supply kit file and compare with a kit from a Leader's home.
- Have the girls think about where they keep their disaster kit and challenge them to go over the kits with their parents during the week.

### **Service Discussion (20 min)**

Discuss service project and start the outline of planned project. Some Ideas:

- Distribute or create ShakeOut flyers/posters in neighbourhood (fall project).
- Create Earthquake Preparedness activity sheets or colouring pages for Sparks and Brownie Units.
- Create a game, song or skipping rhymes to teach Sparks and Brownies.
- Plan a meeting/Earthquake Safety Party for Sparks and Brownies.
- Collect hygiene supplies and package them for Red Cross to send to International areas that are suffering from a natural disaster.



## Conclude with a discussion and sing/play Emergency Song (10 min)

Song found at <http://www.fusionpresents.com/EP.html>

- Review topics covered and what the Pathfinders need to take home to discuss with their families.
- What are the Pathfinders' reactions and thoughts about earthquake preparedness?
- Be creative and have fun!

## Pathfinder Program Connections

**On My Own:** Prepare for the Unexpected - item 4



To order crests: complete the **BC Crests Order Form** found at <http://www.bc-girlguides.org/resources/challenge-crests/> on the BC Girl Guides website. Instructions on how to order the crests are provided on the form.



## RANGERS AND GUIDERS WISHING TO EARN THE SHAKEOUT CHALLENGE

Rangers and Guiders wishing to earn the BC Girl Guides ShakeOut Challenge must prepare and lead a Unit of younger girls through one of the instant meetings listed in this challenge booklet.



### Ranger Program Connections

**Community Connections:** Be Prepared

**Leadership and Management:** Leading Children & Meeting Themes

To order crests: complete the **BC Crests Order Form** found at <http://www.bc-girlguides.org/resources/challenge-crests/> on the BC Girl Guides website. Instructions on how to order the crests are provided on the form.



## HELPFUL WEBSITE REFERENCES

Earthquake Safety Activities for Children and Teachers from the US Federal Emergency Management Agency (FEMA):

<http://www.fema.gov/library/viewRecord.do?id=1665>

Disaster Preparedness Colouring book from FEMA:

<http://www.fema.gov/pdf/library/color.pdf> or

<http://www.fema.gov/library/viewRecord.do?id=1640>

Earthquake hazards colouring pages from the US Geological Survey (USGS):

<http://earthquake.usgs.gov/learn/kids/coloring/>

Earthquake hazards puzzles and games from the USGS:

<http://earthquake.usgs.gov/learn/kids/games.php>

Master of Disaster Earthquake activity sheets from the American Red Cross:

[http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes\\_Level\\_1.pdf](http://www.azpbs.org/mastersofdisaster/pdf/Earthquakes/Earthquakes_Level_1.pdf)

Let's Learn to Prevent Disasters from the United Nations International Strategy for Disaster Reduction (UNISDR) and the United Nations Children's Fund (UNICEF):

<http://www.unisdr.org/2004/campaign/booklet-eng/Booklet-english.pdf>

Earthquakes: What to do? From Public Safety Canada:

<http://www.getprepared.gc.ca/cnt/rsrscs/pblctns/rthqks-wtd/index-eng.aspx>

Emergency info in BC: <http://www.pep.bc.ca>





## PROGRAM CONNECTIONS

Below is a list of potential program connections for each Guiding level. See how the activities that you choose apply to the suggested connections below. This is not a comprehensive list, feel free to apply your activities to other parts of the program as you see fit. Remember that each activity you complete can accomplish multiple parts of the program.

<b>Sparks</b>	<ul style="list-style-type: none"> <li>• <b>Being Healthy Keeper:</b> Safe Play / Additional Activity</li> <li>• <b>In My Community Keeper:</b> “Be Prepared” Kit / Additional Activity</li> </ul>
<b>Brownies</b>	<ul style="list-style-type: none"> <li>• <b>Key to I Can:</b> Staying Safe &amp; First Aid</li> </ul>
<b>Guides</b>	<ul style="list-style-type: none"> <li>• <b>You and Others:</b> Learn about Safety - items 3, 4 and/or 6</li> </ul>
<b>Pathfinders</b>	<ul style="list-style-type: none"> <li>• <b>On My Own:</b> Prepare for the Unexpected - item 4</li> </ul>
<b>Rangers</b>	<ul style="list-style-type: none"> <li>• <b>Community Connections:</b> Be Prepared</li> <li>• <b>Leadership and Management:</b> Leading Children &amp; Meeting Themes</li> </ul>

To order crests: complete the **BC Crests Order Form** found at <http://www.bc-girlguides.org/resources/challenge-crests/> on the BC Girl Guides website. Instructions on how to order the crests are provided on the form.