

Introduction to the Pillowcase Project and emergencies

These activities introduce the British Red Cross and the Pillowcase Project, and give a general overview of what an emergency is and what type of weather emergencies can occur in the UK.

Activities can be worked through in order, or if you have limited time, you could just cover the following core activities:

1. Evaluation part one (Please note – you only need to fill out the evaluation forms if you have received Pillowcase Project materials in the post. However, you can still use the rest of the resources even if you have not received posted materials.)
and
2. Introduction to the Red Cross and the Pillowcase Project
and
3. That's what I call an emergency **or** Where do emergencies happen?

The 'Introduction to emergencies worksheets' are optional. These worksheets can be used as homework activities.

Further on in this document you will find a '[Warm-up activities](#)' section. These short activities can be used as starters at the beginning of sessions or as energisers during sessions.

Learning objectives

By the end of the 'Introduction to emergencies' module children will be able to:

- > Understand what the role of the Red Cross is in the UK and overseas.
- > Understand what the Pillowcase Project is.
- > Identify and explain what an emergency is.
- > Explore the weather emergencies that happen in the UK and identify some weather emergencies that happen outside of the UK.
- > Recognise why it is important to be prepared for an emergency.

Activity summary		
Time	Activity name	Supporting resources
5 minutes	Confidence tracker	Pen and paper/work books
10 minutes	Introduction to the Red Cross and the Pillowcase Project	'Introduction to the Red Cross and the Pillowcase Project' presentation
10 minutes	That's what I call an emergency	'That's what I call an emergency' presentation 'That's what I call an emergency' signs
10 minutes	Where do emergencies happen?	'Where do emergencies happen?' presentation 'Where do emergencies happen?' signs
10 minutes	Introduction to emergencies worksheets	'Emergency match' worksheet 'Emergency match' answers 'Emergency word search' worksheet 'Emergency word search' answers

1. Evaluation part one

Activity type



Evaluation

Suggested time



5 minutes

Suggested group size



Whole group

What you need

1. Pen and paper

Introduction

Use this confidence tracker as the baseline and summative assessment to see how confident learners feel about facing a weather emergency. We are dedicated to create education which builds confidence and willingness to act in an emergency.

Activity description

Ask learners to have a pen and paper and explain:

- > We are going to track how confident we all feel about dealing with real life weather events.
- > Ask yourself, how confident do I feel I about coping with a flood? Give yourself a number 1 to 10, 10 being very confident.
- > Ask yourself, how confident do I feel I about coping with a thunderstorm? Give yourself a number 1 to 10, 10 being very confident.
- > Ask yourself, how confident do I feel I about coping with a heatwave? Give yourself a number 1 to 10, 10 being very confident.
- > Ask yourself, how confident do I feel I about coping with winter weather? Give yourself a number 1 to 10, 10 being very confident.

2. Introduction to the Red Cross and the Pillowcase Project

Activity type	Suggested time	Suggested group size
 Learn	 10 minutes	 Whole group
What you need 1. 'Introduction to the Red Cross and the Pillowcase Project' presentation	Introduction This activity introduces the Red Cross and the Pillowcase Project through a presentation.	
	Activity description Before the activity: 1. Have the 'Introduction to the Red Cross and the Pillowcase Project' presentation ready to go through. 2. Print out the 'Introduction to the Red Cross and the Pillowcase Project' presentation with notes and follow the instructions below. Show slide two – the Red Cross and Red Crescent emblems. Ask the children: > Have you ever seen these symbols before? If so, where have you seen them? You might wish to capture pupils' comments on the board. > These are two of the emblems of the International Red Cross and Red Crescent Movement – a humanitarian movement that helps people in crisis, both in and outside of the UK. > We are going to look at some photos of the Red Cross in action. Can you describe how people are being helped in these photos? Move through slides three to six, gauging responses to the photos. The answers are provided in the notes section of the slides. Once you have worked through the slides, you could make a mind map on the board of what the Red Cross does. Slide seven shows a photo of Hurricane Katrina. Ask the children: > What weather emergency do you think the photo shows? > Where in the world do you think this emergency happened? Explain that: > This photo shows Hurricane Katrina, a very big circular storm with a lot of rain and very strong winds that happened in America in 2005. Many people had to leave their homes before the hurricane began so that they would be safe.	

- > Many children and young people had to evacuate their homes along with their families and only had time to fill a pillowcase with things they would need before they left.

Go on to slide eight, which shows another photo of the impact of Hurricane Katrina.

- > This photo shows one of the impacts of Hurricane Katrina – many areas were covered by water, including lots of homes. This family is sitting on the roof of their house.
- > Could learning about emergencies help people be better prepared?
- > Do you think it is important for children to learn about emergencies like this one?
- > How might they prepare?

Show slide nine – the Pillowcase Project.

- > As a result of Hurricane Katrina, the American Red Cross created the Pillowcase Project for the USA to help children and their families learn about, prepare for and respond to weather emergencies that might happen.

Show slide ten – the Pillowcase Project around the world.

- > Once the Pillowcase Project had been piloted in America, several other Red Cross National Societies adapted it for their own countries. The Pillowcase Project is being delivered in the USA, the UK, Australia, Peru, Mexico, Hong Kong and Vietnam.
- > Our group is going to participate in the Pillowcase Project to learn about the emergencies that happen in the UK, and how to prepare, stay safe and respond to them if they do happen.

If your class received pillowcases as part of the project, you can explain that your group will be decorating these at the end of session(s) to use as an emergency grab bag. If you did not receive the project pillowcases, you could explain that your group will be doing one of the alternative 'share' activities.

Show slide eleven – Learn. Practise. Share.

- > The Pillowcase Project follows a 'learn, practise, share' method which helps when we learn new skills. For example, when you learn an instrument, you first learn how to play it, then you have to practise it to improve, and then you often share your musical skills by performing in a concert.
- > In this project we will:
 - **LEARN** how weather emergencies happen and the best ways to stay safe.
 - **PRACTISE** what to do during the emergency and develop coping skills.
 - **SHARE** what you learn so that everyone in your household and community knows the best ways to stay safe if an emergency happens.

3. That's what I call an emergency

Activity type	Suggested time	Suggested group size
 Learn	 10 minutes	 Whole group
What you need 1. 'That's what I call an emergency' presentation 2. 'That's what I call an emergency' signs	Introduction This activity helps children identify what is and what isn't an emergency. Activity description Before the activity: 1. Print the 'That's what I call an emergency' signs and put them up on opposite sides of the room. 2. Print the presentation with notes and follow the instructions below. Work through the presentation of photos. On each slide ask the pupils if this is an emergency or not. As a class, the pupils have to decide and move to the sign on either side of the room: 'This is an emergency' or 'This is not an emergency'. If they are not sure, they can stand in between the signs. After everyone has moved in response to a slide, invite a few comments and discuss the pupils' ideas, then give the answer as to whether the photo features an emergency or not. The answers are in the notes section of the presentation. Suggested prompt questions for the emergency slides: > Why is this an emergency? > Does anyone know what type of emergency this photo shows? > Where do you think this has happened? > What could you do to ensure you are prepared for this situation? Suggested prompt questions for the non-emergency slides: > How could this become an emergency? > What might you need to do to ensure you are prepared if this became an emergency? (Encourage pupils to think about what they might take or have with them.) Further suggested prompt questions can be found in the presentation notes. Once you have worked through all the photos, write the word 'emergencies' in the centre of the board and invite children's ideas of what an emergency is, and the different types of emergencies. You could write these two categories in different colour pens.	

4. Where do emergencies happen?

Activity type



Learn

Suggested time



10 minutes

Suggested group size



Small groups

What you need

1. 'Where do emergencies happen' presentation
2. ['Where do emergencies happen?' signs](#)

Introduction

This activity helps children learn where weather emergencies might happen in the world.

Activity description

Before the activity:

1. Print the 'In the UK', 'Outside of the UK' and 'Both' signs. You will need one set of signs for each group.

Organise the class into small groups and hand out a set of three signs to each group. Explain that:

- > Some emergencies can happen in many parts of the world, while others only happen in specific places.
- > We are going to look at photos of different emergencies and decide whether they might happen in the UK, outside of the UK, or both in the UK and outside of the UK.
- > After each photo slide, discuss as a group where you think the emergency happens. Once you have decided, hold up the sign you think is correct.

Work through each of the slides, inviting the groups to hold up their signs. The answers are in the notes section of the presentation slides.

On the board, draw a table with three columns: in the UK, outside of the UK, and both. Write the answers in as you progress through the slides.

- > It is important to be prepared and learn how to stay safe if a weather emergency happens. These sessions/this session will help you learn the skills to prepare.

5. Introduction to emergencies worksheets

Activity type	Suggested time	Suggested group size
 Learn	 10 minutes	 Individual
What you need 1. ‘Emergency match’ worksheet 2. ‘Emergency match’ answers 3. ‘Emergency word search’ worksheet 4. ‘Emergency word search’ answers	Introduction This activity helps children consolidate their learning about emergencies and reinforce their language around this topic. Activity description Before the activity: 1. Print out one or both of the worksheets. You will need one copy for each pupil. 2. Print out a copy of the teacher answers sheet for each worksheet. The following worksheets can be used in class or as follow-up homework activities: > Emergency match > Emergency word search.	

**This is an
emergency**

**This is not an
emergency**

In the UK

**Outside of
the UK**

**In the UK and
outside of the
UK**

Emergency match

Match the emergency to the photo by drawing a line between the description and the photo.



Flood



Heatwave



Earthquake



Thunderstorm



Snowstorm

These emergencies happen when it is hotter than normal for several days and nights in a row.

These emergencies happen when there is lots of snow blown around by strong winds, making it difficult to see very far in front of you.

These emergencies happen when there is too much water on land that is normally dry.

These emergencies happen when the earth's surface shakes, which can cause buildings to collapse.

In these emergencies there is lightning, which can be dangerous.

Emergency match answers

Match the emergency to the photo by drawing a line between the description and the photo.



Flood



Heatwave



Earthquake



Thunderstorm



Snowstorm

These emergencies happen when it is hotter than normal for several days and nights in a row.

These emergencies happen when there is lots of snow blown around by strong winds, making it difficult to see very far in front of you.

These emergencies happen when there is too much water on land that is normally dry.

These emergencies happen when the earth's surface shakes, which can cause buildings to collapse.

In these emergencies there is lightning, which can be dangerous.

Emergency word search

Find the following words in the word search.

flood
hurricane
volcano
snow

storm
heatwave
tornado
emergency

E	O	M	S	A	M	O	F	H	E
P	M	H	T	N	X	I	H	U	A
V	G	E	O	Z	O	H	W	T	T
O	N	A	R	K	F	W	L	N	F
L	O	T	M	G	G	U	I	G	L
C	Q	W	P	F	E	S	P	U	O
A	H	A	T	O	R	N	A	D	O
N	J	V	A	N	D	O	C	H	D
O	B	E	I	T	A	D	U	Y	L
H	U	R	R	I	C	A	N	E	S

Emergency word search answers

Find the following words in the word search.

flood
hurricane
volcano
snow

storm
heatwave
tornado
emergency

E	O	M	S	A	M	O	F	H	E
P	M	H	T	N	X	I	H	U	A
V	G	E	O	Z	O	H	W	T	T
O	N	A	R	K	F	W	L	N	F
L	O	T	M	G	G	U	I	G	L
C	Q	W	P	F	E	S	P	U	O
A	H	A	T	O	R	N	A	D	O
N	J	V	A	N	D	O	C	H	D
O	B	E	I	T	A	D	U	Y	L
H	U	R	R	I	C	A	N	E	S

Warm-up activities

These short warm-up activities are designed to be used as starters at the beginning of sessions or energisers during sessions.

Warm-up activity summary		
Time	Activity name	Supporting resources
5 minutes	Whoosh, boom, crack	
5 minutes	Weather game	
5 minutes	Action	
5 minutes	Think–pair–share	

1. Whoosh, boom, crack

Activity type



Warm-up

Suggested time



5 minutes

Suggested group size



Whole group

What you need

1. Open space for children to stand in a circle

Activity description

Ask children to stand in a circle and follow the instructions below.

- > Imagine the sounds of a storm. The wind whooshes, the lightning cracks and thunder booms.
- > Repeat the words 'whoosh, boom, crack' a few times all together.
- > Imagine the energy from a storm is being passed around the circle. Use different words and gestures to show how this happens:
 - Saying 'whoosh' while clapping sideways to one of the people on either side passes the energy to that person. They can then pass it onto the next person saying 'whoosh' and clapping to the side and so on.
 - Saying 'boom' while pointing with both arms to a person who is not on either side passes the energy across the circle.
- > Go around the circle practising these sounds and gestures. Encourage the children to be quick.
- > Introduce the last gesture:
 - Saying 'crack' while raising both arms up to the sky.

Explain that if someone passes the energy to someone else with either a 'whoosh' or a 'boom' but the receiving person does the 'crack' action and sound, then the energy bounces back to the person who sent it over. This person cannot send the energy back to the person who did the 'crack' action and sound.

Go around the circle again to practise using all three sounds and gestures.

Once everyone has understood the game, you can make it into a competition by saying that if someone hesitates or passes the energy on with the wrong gesture, they have to sit down. The last two children standing win the game.

2. Weather game

Activity type



Warm-up

Suggested time



5 minutes

Suggested group size



Whole group

What you need

1. Space for children to move

Activity description

Ask children to act out the actions below depicting different types of weather:

- > For rain, pretend to put up an umbrella and huddle under it.
- > For ice, freeze in place.
- > For snow, pretend to catch snowflakes on your tongue.
- > For a thunderstorm, stamp your feet and use a pointed finger to draw zigzags through the air.
- > For high winds, whoosh your arms in the air above your head and spin around.

Practise each action, then call out the actions one at a time, changing the order and picking up speed.

End the game by saying 'ice' and ask children to return to their seats.

3. Action

Activity type



Warm-up

Suggested time



5 minutes

Suggested group size



Whole group

What you need

1. Space for children to move

Activity description

Ask children to walk around the space.

Explain that when they hear the name of an emergency, they need to do an action related to that emergency. For example, for a snowstorm they might fold their arms and chatter their teeth as if they are cold, or for a heatwave they might fan themselves as if they are too hot.

Explain what the different types of emergency are before starting the game:

- > **Flood** – when there is too much water on normally dry land.
- > **Thunderstorm** – a storm with thunder, lightning, strong winds and sometimes lots of rain.
- > **Heatwave** – when it is hotter than normal for several days and nights.
- > **Snowstorm** – a storm with lots of snow and strong winds.
- > **Earthquake** – when the ground shakes.
- > **Hurricane** – a large rotating storm with very strong winds that form over warm ocean water.
- > **Tsunami** – a large wave that can be caused by an earthquake.

Once you have explained what the different types of emergencies are, call out the emergencies one at a time and wait for everyone to do an action.

Once everyone has practised the actions, you can call out the emergencies again, this time changing the order. If you want to make it a bit harder, you can call out both the name of an emergency and a number. The children get together into groups of that number and mime a short scene that relates to that emergency. For example, for heatwave they might be on a beach each doing something that implies it is hot, like eating an ice cream, fanning themselves or putting on sunscreen.

4. Think–pair–share**Activity type**

Warm-up

Suggested time

5 minutes

Suggested group size

Pairs

What you need**Activity description**

If you are delivering the resources over a series of sessions, you could use this activity at the start of each session to remind children what they learnt previously.

Ask children to:

- > Think about and write down three things they learnt in the last session.
- > Find a partner and talk in pairs about the things they have written down.

Then ask them to find a new partner and share what they have learnt, including what they learnt from their previous partner. The group can do this a few times, changing partners each time to develop their learning.

After a couple of minutes ask the whole class to share things they learnt in the last session.