

Module three:

how we can change the world

What the Red Cross does and what you can do to help it

The Red Cross works with people and communities that have been hit by crises – such as earthquakes, floods or wars – and provides assistance that helps them survive the emergency.

To stop people's lives being lost or ruined by disasters like these, the Red Cross needs to be able to do several things. It needs to understand the country where the emergency has occurred. It needs skilled people and good equipment. It also needs help from its supporters in that country and around the world.

You can help change the world by using your own skills and abilities to make a difference where you are.

Do you know what is needed to prepare for a disaster and how to help if one strikes?



Introducing the Power of Humanity

The Power of Humanity programme forms part of the Girlguiding UK: Changing the World project. The British Red Cross is working together with Girlguiding UK to demonstrate how everyone can contribute to changing the world.

The objective of the Power of Humanity project is to mobilise people to become humanitarian citizens – people who are prepared to help others, able and willing to respond in an emergency. If everyone was a humanitarian citizen then we would be more able to cope when disasters strike. The Red Cross works alongside communities in the UK and across the world to help them prepare and recover from emergencies.

To take part in this project, all you have to do is download the four core learning modules and complete the activities; you can record your progress on your downloadable passport. When you have completed the core modules, you can celebrate with your very own award ceremony. You can then go on to choose from four further optional modules, which involve hands-on activities that enable you to act as a humanitarian citizen and show how you can do something practical to change the world.

By completing the first four modules and one optional module you will be eligible to register for one of our exciting regional events: a 'real life' emergency response workshop designed to help you demonstrate and explore your new-found humanitarianism with Red Cross employees and volunteers. Find out what they do and experience a day in their life!

See our website to register for the regional challenge events:
redcross.org.uk/powerofhumanity

Don't forget to tell Girlguiding UK that you are participating in the British Red Cross 'Power of Humanity' project by registering at www.girlguiding.org.uk/changingtheworld/tellus

When you have finished the project you will be a humanitarian citizen and you will be able to change the world every day by your actions, which could include:

- > saving lives through first aid
- > providing therapeutic care
- > fundraising
- > providing peer education.

Now it's time to find out how the British Red Cross helps people caught up in emergencies – and you can have a go at it too! Learn how to plan a refugee camp and pack a food parcel, and discover what it takes to be a Red Cross delegate. With these skills, you will be a step closer to being a humanitarian citizen and changing the world for someone in a crisis.



Activity one: as an individual

15 minutes

What do you need, what can you do?

You'll need a copy of the figure of a person on page 3. Imagine this is you. Use words and drawings to describe how you would feel in the following situations:

1. On the left-hand side of the figure: describe how you would feel if you were involved in an emergency or a disaster.

Imagine there is an emergency. You could have accidentally cut your hand at home, or been involved in a traffic accident, or even caught up in an earthquake on holiday abroad. You or your family could be hurt or in a dangerous situation. Write how you might feel, what you might have lost, what you might need and who you would want to help you – or who else might need your help.

2. On the right-hand side of the figure: describe what skills you would need to help someone who was feeling these things.

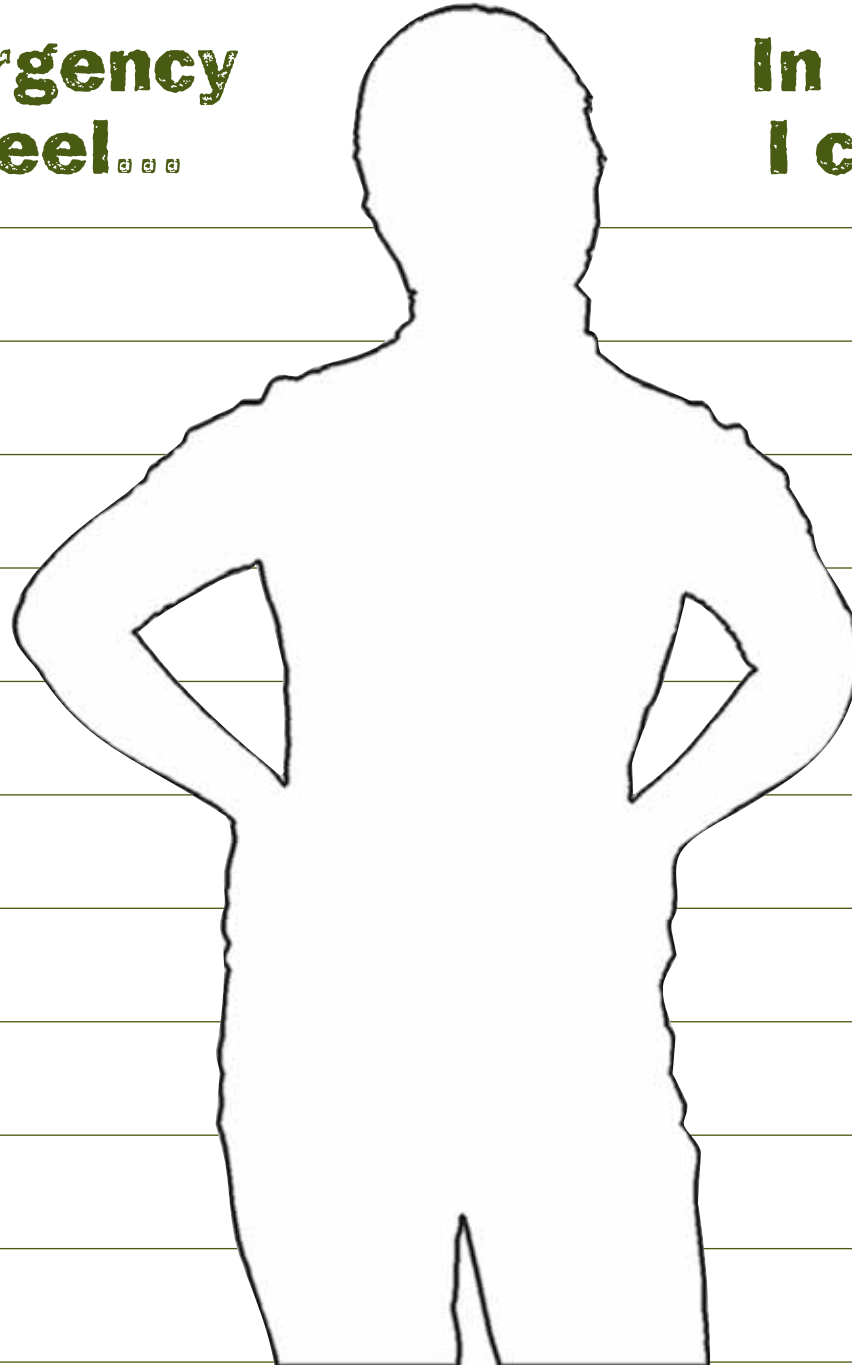
Look back at the left-hand side and think what you could do about each of the problems you have noted. What practical help could you give? What personal qualities would you need to assist people? What guidance or skills could you offer to ease people's distress? What could you do to help – listen, hug, give first aid?

Leaders' notes

- > Pin up the completed diagram sheets (see page 3) and look at all the skills and abilities you and your unit have that could help in a crisis – you might want to read them out to each other.
- > How could you share your skills and learn from each other, so that you are all 'humanitarian citizens' – people who are willing to help others?
- > Discuss what other skills you would like to have so you could be better prepared to help in an emergency.
- > How could you get these skills?
- > Alternatively, the girls could draw themselves instead of the diagram on page 3.

**In an emergency
I would feel...**

**In an emergency
I can help with...**



Activity two: pairs and groups

20 minutes

In a refugee camp

When disasters such as storms, floods, earthquakes or wars happen, people often lose their homes, their families and everything they need to survive. The Red Cross eases their problems by helping restore these things during and after the crisis. But doing this often means solving some difficult problems. See if you can help change the world by coming up with solutions to some of the problems on page 5.

Leaders' discussion notes

Ask for feedback and share what has been achieved. Ask the girls/young women to show each other their work and explain how they went about doing what they did. What problems did they encounter, how did they overcome them and what problems do they think the Red Cross might face when planning for these emergencies?

Leaders' notes

The four activities can take about 20 minutes each. Why not continue the activity over two weeks or run these at camp?



Planning a refugee camp

1

The Red Cross plans, builds and equips camps to help people who have lost their homes in a crisis.

- > On a large sheet of paper, plan out a refugee camp that can house 200 people.
- > Draw up the list of equipment you would need to keep those 200 people alive for a month.
- > How many tents, kitchens and children's play areas will you need?
- > How many people will each tent hold? Would you separate men and women?
- > What can you use as toilets, showers and cleaning areas? (You won't have time to build anything.)
- > How will you get clean water?
- > Think about lighting and how much space everyone can have. Will they each have a patch of grass, or will the camp need one communal recreation area?
- > How would you protect your camp from bad weather?

Designing meal packs

2

The Red Cross sends food parcels to people who have lost their crops, shops or their household food.

- > List what you would put in a meal pack for a family of four to get them through a week.
- > Remember you cannot refrigerate anything, so all goods must be able to last a week without being kept cool.
- > Remember also that people in disaster areas may not be able to heat any food and that water supplies may be contaminated.
- > Think about the special requirements of young children and babies.
- > Draw your meal parcel with the items you have chosen.
- > Use the family meal plan on page 6 to help you plan.

Food parcel for UK

Design a Red Cross food parcel for an emergency within the UK such as flooding, when people are evacuated.

Making food

3

The Red Cross tries to ensure that the most vulnerable people are provided for in an emergency by getting high-protein food to children.

- > In an emergency, children need food immediately.
- > Create a recipe for a biscuit that is high in nutrition (nuts and seeds are good sources of protein).
- > They should have simple ingredients, be easy to make and be able to be easily packaged and posted.
- > Make and try out your biscuits on each other – but avoid giving them to anyone with a nut allergy.
- > Be safe – practise good hygiene and take care in the kitchen or ask an adult for help and supervision.

Interview delegates

4

The Red Cross can call on volunteer doctors, nurses, engineers, truck drivers and pilots to help it in an emergency.

- > Imagine you are working for the Red Cross, deciding who to send to another country in an emergency.
- > Write down ten questions you would ask each of these people in an interview and then, in pairs, role-play the interview.
- > You can write down the description of the ideal person you would want for the task, or use the cut-out figure to 'design' your perfect Red Cross worker for the task. Which qualities, experience or qualifications would you want them to have?
- > Use the interview form on page 7.

Job description

Create a job description for someone heading to an emergency zone. Include the overall purpose (what the job is for) and roles and responsibilities (what they will be doing).

Interview form

Job title (the name you are giving to the person's job):						
Rate them in an interview...		1	2	3	4	5
Education/training What qualifications do you want them to have – subjects, grades etc?						
Experience What do you want them to have done in the past? Are there any jobs you would like them to have already done?						
Knowledge/technical skills What would you like them to be able to do?						
Behaviours What personal qualities would you like them to have?						

Activity three: whole group

15 minutes

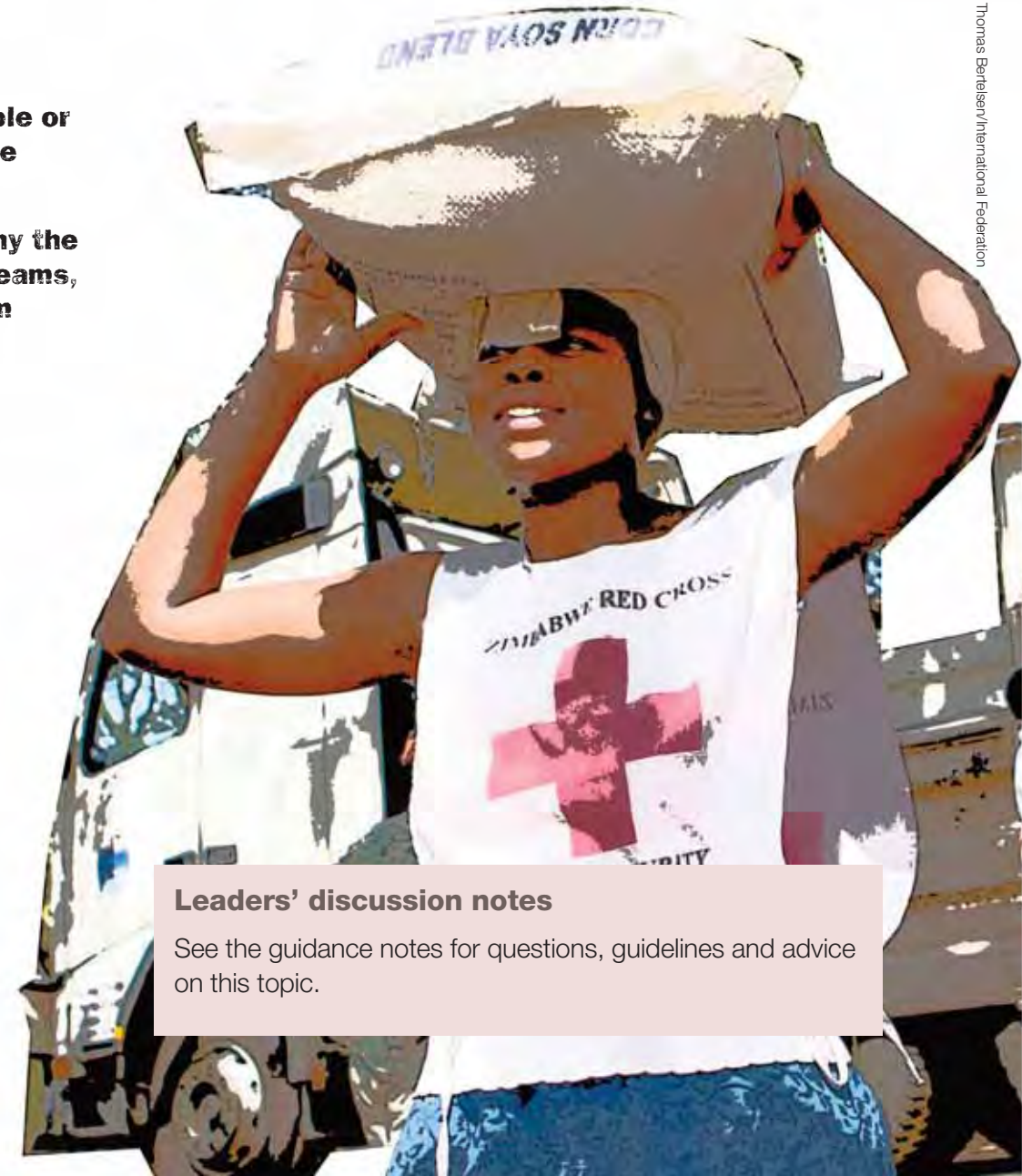
Supplies or money?

Following a disaster or emergency, the Red Cross has to make an important decision – whether to send money to the affected people or whether practical items such as blankets, food and tents would be better.

Help us make this decision by coming up with a list of reasons why the Red Cross should or shouldn't send cash. You can split into two teams, with one looking at the benefits of sending money, the other team considering the advantages of sending practical items.

Taking it further

- > Watch the news and look out for anything you think the Red Cross might be doing to help people in disasters.
- > Look up newspaper articles on recent disasters to discover how the Red Cross responded to the crises.
- > Think about all the things you use in day-to-day life to help you survive, such as a fridge, cooker, telephone, shops and hospitals, and what you would do if you didn't have them any more.
- > Discuss whether you would want to receive food parcels from another country if you were caught up in a disaster, or whether you would prefer to have the equipment to make your own.
- > Think which foods you could not send to certain countries because of religious or cultural restrictions.



Leaders' discussion notes

See the guidance notes for questions, guidelines and advice on this topic.

Extension activity one

Research project

Choose a recent disaster that has been in the news (e.g. Cyclone Nargis in Myanmar in May 2008, Cyclone Sidr in Bangladesh in November 2007 or a more recent event) and gather information, pictures, articles or news reports.

Put together a presentation, poster or information leaflet telling people about the effects of disasters, how people respond and how we can help. Present your project to younger people or share your presentations with one another.

Good sources are:

news.bbc.co.uk

redcross.org.uk

Leaders' notes

Remember to be safe when online.

Check the Brownie Web Safe Code at:

www.girlguiding.org.uk/brownies/websafe

Check your Member's area.



Extension activity two

What happened?

Either in two groups or individually, first look at the photos on page 11 and 12 separately.

Discussion

- > Discuss where you think the photos might have been taken and who could have taken them?
- > What do you think has happened? What are the people doing? what would they be thinking?
- > Why might the red cross have been involved? What could the red cross do?

AND after looking at both pictures:

What are the similarities and differences?

Leaders' notes



Photo © Reuters/Asim Tanveer
courtesy www.alternet.org

Photo one – villagers cry for help after tropical storm and torrential rains damaged their houses in north-east of Karachi, June 2007. Rescuers struggled to reach communities cut off by floods affecting 900,000 people.



Photo © Martin Hookway/BRC

Photo two – two people during flooding in Doncaster, Yorkshire, July 2007

Photo one – how the Red Cross could respond:

- > Hand out shelter materials
- > Give out water containers and purification tablets
- > Distribute food and give out kitchen sets so people can prepare their own
- > Provide mosquito nets, candles or soap
- > Help rebuild homes
- > Give cash grants so people can restart businesses
- > Provide seeds and tools to replant crops
- > Give fishing nets and repair boats
- > Help remove and identify bodies
- > Reunite separated family members

Photo two – how the Red Cross could respond:

- > Provide emotional support at rest centres
- > Distribute food, water, hygiene kits and toiletries to flood victims
- > Provide first aid to those who need it
- > Send ambulances and volunteers to support emergency services
- > Use boats to rescue people cut off by floods
- > Run a telephone hotline to give out vital information
- > Issue wheelchairs to evacuate elderly people
- > Launch a national appeal to raise funds to help people recover.

Photo one - what happened?



Photo © Reuters/Asim Tanveer, courtesy www.alenhet.org

Photo two - what happened?



completed!

Module three: who responds to an emergency?

**Now you know how the Red Cross
is changing the world.**

You can be part of this process by becoming a humanitarian citizen someone who wants to help those in crisis. Just one more module and you can officially call yourself a humanitarian citizen – and will be able to download your very own certificate – so go ahead and start working on module four!