



DISCOVER



**4-H EMERGENCY PREPAREDNESS CLUBS
SURVIVING A ZOMBIE APOCALYPSE**



EXTENSION
UtahStateUniversity



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Description

The Discover 4-H Clubs series guides new 4-H volunteer leaders through the process of starting a 4-H club or provides a guideline for seasoned volunteer leaders to try a new project area. Each guide outlines everything needed to organize a club and hold the first six club meetings related to a specific project area.

Purpose

The purpose is to create an environment for families to come together and participate in learning activities that can engage the whole family, while spending time together as a multi-family club. Members will experiment with new 4-H project areas.

What is 4-H?

4-H is one of the largest youth development organizations in the United States. 4-H is found in almost every county across the nation and enjoys a partnership between the U. S. Department of Agriculture (USDA), the state land-grant universities (e.g., Utah State University), and local county governments.

4-H is about youth and adults working together as partners in designing and implementing club and individual plans for activities and events. Positive youth development is the primary goal of 4-H. The project area serves as the vehicle for members to learn and master project-specific skills while developing basic life skills. All projects support the ultimate goal for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world.

Participation in 4-H has shown many positive outcomes for youth. Specifically, 4-H participants have higher participation in civic contribution, higher grades, increased healthy habits, and higher participation in science than other youth (Learner et al., 2005).





Utah 4-H

4-H is the youth development program of Utah State University Extension and has more than 90,000 youth participants and 8,600 adult volunteers. Each county (Daggett is covered by Uintah County) has a Utah State University Extension office that administers the 4-H program.

The 4-H Motto

"To Make the Best Better!"

The 4-H Pledge

I pledge: My HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service and My HEALTH to better living, For my Club, my Community, my Country, and my world.

4-H Clubs

What is a 4-H Club? The club is the basic unit and foundation of 4-H. An organized club meets regularly (once a month, twice a month, weekly, etc.) under the guidance of one or more volunteer leaders, elects its own officers, plans its own program, and participates in a variety of activities. Clubs may choose to meet during the school year, only for the summer, or both.

Club Enrollment

Enroll your club with your local Extension office. Each member will need to complete a Club/member Enrollment form, Medical History form, and a Code of Conduct/Photo Release form (print these from the www.utah4h.org website or get them from the county Extension office).

Elect Club Officers

Elect club officers during one of your first club meetings. Depending on how many youth you have in your club, you can decide how many officers you would like. Typical officers will include a president, vice president, pledge leader, and secretary. Other possible officers or committees are: song leader, activity facilitator, clean-up supervisor, recreation chair, scrapbook coordinator, contact committee (email, phone, etc.), field trip committee, club photographer, etc. Pairing older members with younger members as Sr. and Jr. officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both ages. Your club may decide the duration of officers—six months, one year, etc.



A Typical Club Meeting

Follow this outline for each club meeting:

- Call to order–President
- Pledge of Allegiance and 4-H Pledge–Pledge Leader (arranges for club members to give pledges)
- Song–Song Leader (leads or arranges for club member to lead)
- Roll call–Secretary (may use an icebreaker or get acquainted type of roll call to get the meeting started)
- Minutes of the last meeting–Secretary
- Business/Announcements–Vice President
- Club Activity–arranged by Activity Facilitator and includes project, lesson, service, etc. These are outlined by project area in the following pages.
- Refreshments–arranged by Refreshment Coordinator
- Clean Up–led by Clean-up Supervisor



Essential Elements of 4-H Youth Development

The essential elements are about healthy environments. Regardless of the project area, youth need to be in environments where the following elements are present in order to foster youth development.

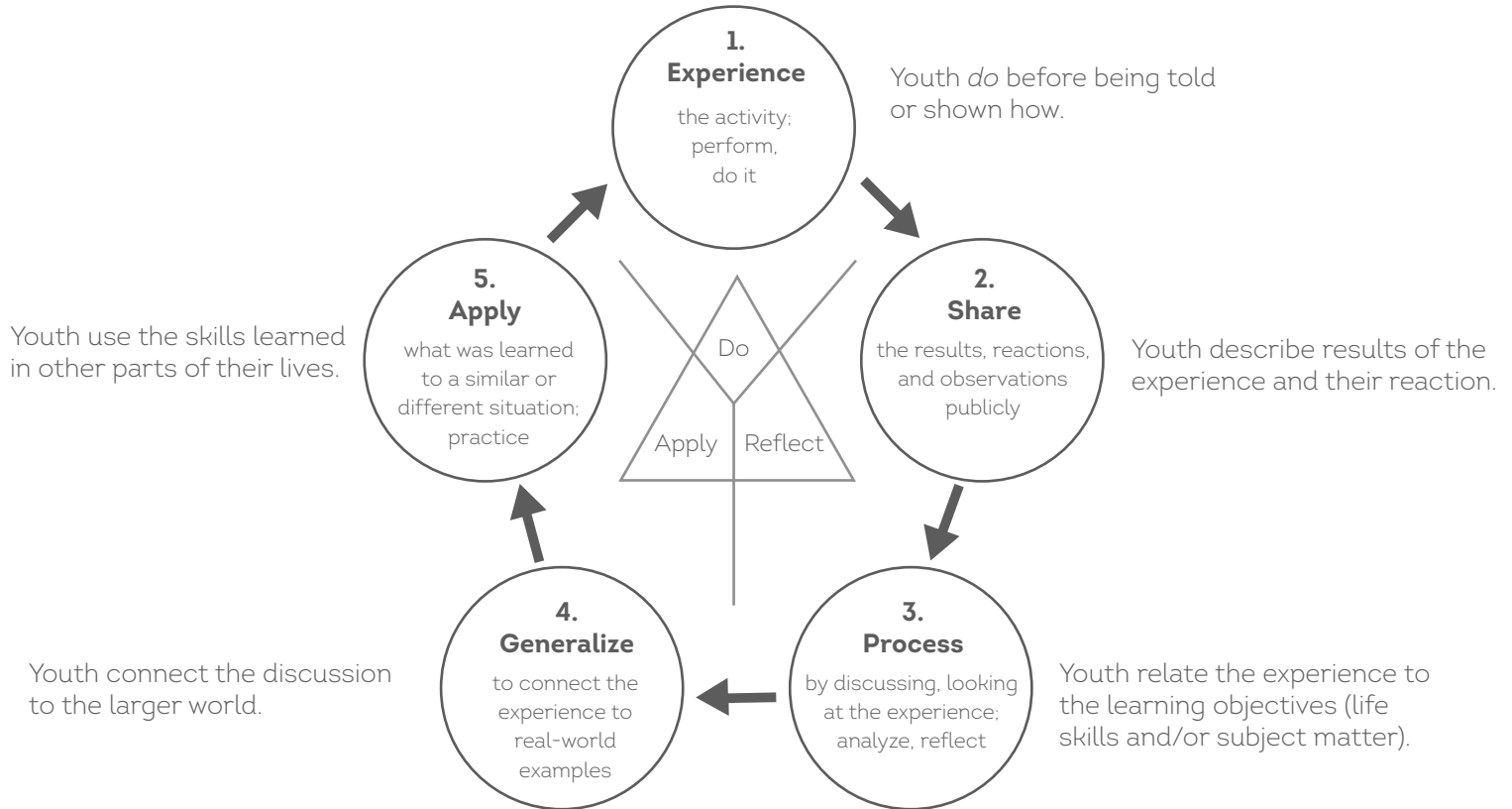
1. **Belonging:** a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery:** engagement in learning; opportunity for mastery.
3. **Independence:** opportunity to see oneself as an active participant in the future; opportunity to make choices.
4. **Generosity:** opportunity to value and practice service to others.

(Information retrieved from: <http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/>)



4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.



4-H Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission mandates, - citizenship, healthy living, and science. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities. (Information retrieved from: http://www.csrees.usda.gov/nea/family/res/pdfs/Mission_Mandates.pdf)

- Citizenship:** connecting youth to their community, community leaders, and their role in civic affairs. This may include: civic engagement, service, civic education, and leadership.
- Healthy Living:** promoting healthy living to youth and their families. This includes: nutrition, fitness, social-emotional health, injury prevention, and prevention of tobacco, alcohol, and other drug use.
- Science:** preparing youth for science, engineering, and technology education. The core areas include: animal science and agriculture, applied mathematics, consumer science, engineering, environmental science and natural resources, life science, and technology.

Getting Started

1. Recruit one to three other families to form a club with you.
 - a. Send 4-H registration form and medical/photo release form to each family (available at utah4h.org)
 - b. Distribute the Discover 4-H Clubs curriculum to each family
 - c. Decide on a club name
 - d. Choose how often your club will meet (e.g., monthly, bi-monthly, etc.)
2. Enroll as a 4-H volunteer at the local county Extension office (invite other parents to do the same)
3. Enroll your club at the local county Extension office
 - a. Sign up to receive the county 4-H newsletter from your county Extension office to stay informed about 4-H-related opportunities.
4. Identify which family/adult leader will be in charge of the first club meeting.
 - a. Set a date for your first club meeting and invite the other participants.
5. Hold the first club meeting (if this is a newly formed club).
 - a. See *A Typical Club Meeting* section above for a general outline.
 - i. Your activity for this first club meeting will be to elect club officers and to schedule the six project area club meetings outlined in the remainder of this guide. You may also complete a-d under #1 above.
 - b. At the end of the first club meeting, make a calendar outlining the adult leader in charge (in partnership with the club president) of each club meeting along with the dates, locations, and times of the remaining club meetings.
6. Hold the six project-specific club meetings outlined in this guide.
7. Continue with the same project area with the 4-H curriculum of your choice (can be obtained from the County Extension Office) OR try another Discover 4-H Club project area.



Other Resources

Utah 4-H website: www.Utah4-h.org

National 4-H website: www.4-h.org

4-H volunteer training:

To set up login:

<http://utah4h.org/htm/volunteers/get-involved/new-volunteer-training>

To start modules: <http://4h.wsu.edu/volunteertraining/course.html>

(password = volunteer)

References

Information was taken from the Utah 4-H website (utah4h.org), the National 4-H Website (4h.org), the Utah Volunteer Handbook, or as otherwise noted.

Lerner, R., M. et al., (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>

4-H EMERGENCY PREPAREDNESS CLUB *Meetings*



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4-H *Club Meeting 1* Surviving without Electricity



INTRODUCTION

In this club, we will be exploring emergency preparedness techniques and safety rules in case there should ever be a zombie apocalypse or natural disaster.

Many natural disasters are accompanied with complete blackouts, and we are no longer provided with the luxury of electricity. Zombies can be attracted by light when the sun is down, so it is important to be prepared to function in the dark without much light to draw their attention.

Supplies

- Colored paper spots
- Tape (optional)
- White board or large paper and marker
- Pot for water
- Large metal can for melting wax
- Old spoon
- Marshmallows (optional)
- Roasting sticks (optional)

One of the following for each club member:

- 1 quart unused aluminum paint can, available for purchase at hardware stores
- Roll of toilet paper (single-roll is best to fit quart-sized can)
- 8 oz. of 70 to 91% isopropyl alcohol (rubbing alcohol)
- Copy of instructions for use for each youth to include with their canned heat, for future reference.
- Paraffin wax, old candles, crayons or other wax
- Dryer lint or sawdust
- Egg carton (pressed paper kind)

Claiming Common *Ground*



Begin the meeting by discovering how well the group is prepared for an emergency.

1. Create a circle on the ground out of colored paper or other spots and one in the middle of the circle. Prepare enough colored paper spots so that each child will have a spot to stand on. Because youth will be moving from spot to spot, it may be helpful to secure spots to the ground with strong tape, if possible.
2. Choose one player to stand on the middle spot and have all the other youth stand on a spot on the outside of the circle.
3. Ask the youth in the middle to "claim common ground" about an emergency, such as "I claim common ground with anyone who has a flashlight" (see additional examples below).
4. After the youth in the center makes the statement, all the youth that have the statement (i.e., flashlights) in common should move to another spot. Players may not move to a spot directly on their right or left side. The middle person will also try to take a spot on the outside ring of the circle. The last person that cannot find a spot in the outside of the circle will then move to the middle spot and will be the next one to "claim common ground."





5. If youth need ideas for “claims for common ground,” here are some suggestions:
- Anyone who would like to avoid meeting a zombie
 - Anyone who has ever had a flood in the house where he or she lives
 - Anyone who has a 72-hour kit
 - Anyone who has an emergency radio
 - Anyone who has a plan in place of how to meet up with his or her family in a disaster
 - Anyone who knows his or her family has water stored at home for emergencies
 - Anyone who has a first aid kit
 - Anyone who knows his or her family has food stored at home for emergencies
 - Anyone who has pets
 - Anyone who has emergency items stored for the pet
 - Anyone who has extra batteries in their house

Natural *Disasters*



- Natural disasters often cause the electricity to go out. Brainstorm as many types and causes of natural disasters as the youth can in 2 minutes. (Federal Emergency Management Agency, n.d.)
 - Blackouts
 - Droughts
 - Earthquakes
 - Extreme heat
 - Floods
 - Home fires
 - Hurricanes
 - Landslides/debris flows
 - Space weather
 - Thunderstorms and lightning
 - Tornadoes
 - Tsunamis
 - Volcanoes
 - Wildfires
 - Winter storms and extreme cold
- Discuss: Have any of you ever experienced the power going out? What was it like? Where were you? What did you do? How did you feel? Imagine the power is out. What if the power was out and you couldn't find your family? How would you get in touch? How will you stay warm/cool? How will you bathe, brush your teeth, etc? How/what will you eat? How will you keep from being bored?
- Turn off all the lights and discuss how important electricity is. For example, ask youth to consider if they could do their favorite activities in the dark (such as watching TV, playing cards or with action figures, reading, talking, making crafts, playing with animals, etc.).
- Turn the lights back on. Write some of the activities on a white board or large piece of paper and put a check mark next to activities that could be done in the dark. Draw a sun next to activities that are best done during the daytime. Help participants realize how much they actually rely on electricity. Discuss alternatives to electricity (72-hour candles, back-up generators, flashlights, solar-powered devices). What alternatives do you have available at your home that you can use in an emergency?

Cooking and Staying Warm Without *Electricity*



(iwillprepare.com, n.d.)

This next activity will help us find ways to cook or stay warm without electricity. Make one or both of the projects listed below. These items can be added to a family emergency supply, and are to be used with adult supervision.

CANNED HEAT

Canned heat can be used in an emergency to cook or as a heater or light for a small room.

Materials needed:

- 1-quart unused aluminum paint can (purchase from a hardware store)
 - Roll of toilet paper (single roll is best to fit the quart-sized can)
 - Approximately 8 oz. of 70 to 91% isopropyl alcohol (rubbing alcohol)
1. Remove the cardboard in the middle of the toilet paper roll and insert the roll of toilet paper into the can. (If it won't fit, you may have to remove some of the outer layers of toilet paper to make it fit.)
 2. Slowly pour the alcohol over the toilet paper until it is saturated (about ½ of a 16 oz. bottle).
 3. Cover with the lid until you are ready to use it.
 4. Make copies of the instructions below for youth to put with their canned heat for future reference.



Instructions For Use

Use a coin to open the lid.

Place on a heat-resistant surface (the can will get hot).

Light the alcohol with a match or lighter. The alcohol, not the paper, will burn so you can reuse your canned heat again and again by refilling the container with 70-91% isopropyl alcohol (rubbing alcohol).

Extinguish the flame by putting the lid on the can (you may want to use tongs to avoid burning your fingers).

For use as a stove, put the can inside an unused gallon-sized aluminum paint can with a few holes punched with a nail near the top (to allow air circulation).

You can also add a rack on top of the can for more pot stability. If using as a heater, additional quart-sized lids with various sized holes drilled in them will allow you to have some temperature control.

Note: Burning alcohol as a fuel does not emit toxic fumes, so it is safe to use indoors; however, it does consume available oxygen. So, only use in very large rooms or well-ventilated areas.



(www.iwillprepare.com, n.d.)



HOMEMADE FIRE STARTERS (Food Storage and Survival, 2014)

Fire starters can speed up the process and increase temperature when building a fire. Remember to use caution when lighting fires as light can attract zombies.

Materials needed:

- Paraffin wax, old candles, crayons, or other wax
- Dryer lint or sawdust
- Egg cartons (pressed paper kind)

Instructions

1. Fill each cup of the egg carton with dryer lint or sawdust.
2. Melt the wax in a double boiler. (Put your wax in a large, clean metal can and then put the can in a pot of water and heat the water. The wax will melt inside the can and when finished you can dispose of the can).
3. Put the egg carton on something that the wax cannot leak through (like waxed paper, foil, cardboard, etc.) because some of the wax will soak through the egg carton.
4. Pour the wax over the top of the lint and make sure it saturates all of the lint.
5. Allow the wax to cool and harden. Then, cut the egg carton to create 12 fire starters.

To use: place the fire starter in fireplace (or fire pit) with kindling and light.

*If you don't have an egg carton, you can use a muffin pan with muffin cup liners instead.



TIPS FOR FIRE SAFETY (Only You Can Prevent Wildfires, n.d.)

- Only use fire starters or canned heat with an adult present.
- When creating a fire, use an existing fire ring if possible; or if not, dig a pit for the fire at least 15 feet away from flammable objects such as trees and brush.
- Never leave fires unattended.
- Be sure to extinguish all fires with water until they are completely cold.
- See <http://www.smokeybear.com/campfire-safety.asp> for additional fire safety tips.



Mission Mandates

HEALTHY LIVING— Learning ways to cook and stay warm without electricity can help us to stay safe and healthy in emergency situations.

Roasting *Marshmallows*



OPTIONAL ACTIVITY

Demonstrate how to use the canned heat or fire starters and then roast marshmallows over the heat source.



Reflect

- What sources of light could you use during a blackout?
- Candles are a great asset to have on hand during any emergency, but they can also be hazardous. What can you do to prevent any dangers that candles present?
- What are some games you can think of that would be fun to play in the dark? (Hide and seek, pigs in a blanket, guess who's talking, etc.)
- What can you do to make sure you stay safe when making a fire?

Apply

- What can you do to be more prepared in a power outage?
- Heaters often run on electricity. What can you do to stay warm if the electricity goes out and it's cold outside?
- What other ways can you think of to cook if there is no electricity?



Belonging

Each member of the group has similarities and differences. Each member of the group is important and worthwhile, and it takes everyone's talents and abilities to be able to survive emergency situations.

Independence

Learning basic life skills can help youth be more independent, especially during times of crisis. In today's world, many do not learn simple tasks and skills, because we have the ability to purchase most things at our local grocery store. It is valuable to learn some of these basic skills in case we ever are deprived of our day-to-day luxuries and conveniences.

Generosity

Homemade fire starters or canned heat stoves are inexpensive, fun and easy projects that you could give as a gift to help others be more prepared in an emergency.

Citizenship

Every citizen is important, and everything we can do to be prepared for a natural disaster now will help others in the future because we can share our resources with others who are less prepared. When we share with those who are less fortunate in times of need, we are being good citizens.

References

- Federal Emergency Management Agency. (n.d.). Be a hero. Retrieved from <http://www.ready.gov/kids>
- Food Storage and Survival. (2014). Practically free egg carton dryer lint fire starters. Retrieved from <http://foodstorageandsurvival.com/practically-free-egg-carton-dryer-lint-firestarters/>
- www.iwillprepare.com, (n.d.). Alcohol stove in a paint can. Retrieved from http://www.iwillprepare.com/cooking_files/Alcohol_Stove_In_A_Paint_Can.htm
- Only You Can Prevent Wildfires. (n.d.). Campfire safety. Retrieved from <http://www.smokeybear.com/campfire-safety.asp>

Instructions For Use

Use a coin to open the lid.

Place on a heat resistant surface (the can will get hot).

Light the alcohol with a match or lighter. The alcohol, not the paper, will burn so you can reuse your canned heat again and again by refilling the container with 70-91% isopropyl alcohol (rubbing alcohol).

Extinguish the flame by putting the lid on the can (you may want to use tongs to avoid burning your fingers).

For use as a stove, put the can inside unused gallon sized aluminum paint can with a few holes punched with a nail near the top (to allow air circulation).

You can also add a rack on top of the can for more pot stability. If using as a heater, additional quart-sized lids with various sized holes drilled in them will allow you to have some temperature control.

Note: Burning alcohol as a fuel does not emit toxic fumes, so it is safe to use indoors; however, it does consume available oxygen. So, only use in very large rooms or well ventilated areas.

Instructions For Use

Use a coin to open the lid.

Place on a heat resistant surface (the can will get hot).

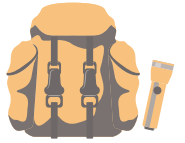
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Note: Burning alcohol as a fuel does not emit toxic fumes, so it is safe to use indoors; however, it does consume available oxygen. So, only use in very large rooms or well ventilated areas.



Preparing for Common Natural Disasters



Supplies

- Paracord
- Side release buckle
- Ruler
- Scissors
- Tape
- Lighter
- Additional supplies needed for optional activities

INTRODUCTION

Zombie attacks and natural disasters often happen when least expected. Today's lesson will teach about how to be better prepared. Prepared individuals are more calm and know what to do in case of an emergency or zombie apocalypse.

Flooding



ACTIVITY 1: Flood Watch or Warning Game

(American Red Cross, 2015; FEMA, n.d.; National Weather Service Forecast Office, 2012)

Floods are one of the most common hazards in the United States and can occur any time of year. While floods can help to wash away zombies, they can also be treacherous for humans who are not prepared.

Floods can be caused by severe weather, melting snow, high tides, broken dams and many other situations. Flooding is especially likely in low-lying areas.

When floods are likely or happening, a flood watch or flood warning is issued. This activity will teach the difference between a watch and a warning and what to do to be prepared.

Directions:

1. Prepare two word strips for each participant as written below, or use optional word strips created at the end of the lesson.

On the front of the word strip: Flood/Flash Flood WATCH

On back of the word strip: Flooding is possible; tune into a weather channel or radio for updates.

On the front of the word strip: Flood/Flash Flood WARNING

On back of the word strip: Flooding is occurring. Be prepared to evacuate and move to higher ground. Tune into a weather channel or radio for updates.

2. Copy and cut out game card pieces (see back of lesson).
3. Using the answer key below, discuss briefly the difference between what to do if it was a flood watch vs. a flood warning.



Flood/Flash Flood WATCH

- If you live in a flood plain.
- Move valuable things to a higher place.
- Heavy or steady rain for several hours.
- Keep vehicle full of fuel.
- Rising water along streams or low-lying areas.
- Flood is possible.
- Ensure that 72-hour emergency kit is available.
- Stay tuned to weather channel or NOAA radio.

Flood/ Flash Flood WARNING

- Evacuate home or area.
- Have 72-hour emergency kit available.
- Sandbags are necessary.
- Flooding is occurring and will soon be in your area.
- Dam or levee near you has broken.
- River banks are overflowing.
- Take pets with you.
- Do not play in flood water.
- Roll up rugs, turn off gas and power.
- Riverways near you are flowing with crashing boulders and debris.

4. Review by having each participant take a turn to draw a card and all participants hold up a word strip if it is a warning or a watch situation.
5. Review what to do if you need to evacuate because of a flood warning and precautions to take when it is safe to return.

Evacuation:

- Move to higher ground
- Bring the essentials.
- Shut off electrical power.
- Do not walk through moving water.
- Do not drive into flooded areas. If flood waters rise around your car, abandon the car for higher ground.
**1 foot of water will float vehicles; 2 feet will carry vehicles away.
- Use caution because floodwaters may be contaminated.

Reentering flood area:

- Use caution when entering buildings.
- Return home only when it has been indicated to be safe.
- Clean and disinfect everything that got wet. Dry things out to avoid mildew.
- Service damaged water and sewage systems as soon as possible.

River Crossing



OPTIONAL ACTIVITY 1

Objective: Entire team travels to opposite side of the room using pieces of paper to step on.

1. Provide two less paper stepping stones than there are participants to the players. (i.e. provide eight stepping stones for ten participants.)
2. Instruct players that the river (ground) is dangerous and deep. Only by stepping on the paper can they find safe passage to the other side.
3. Participants work together to place pieces of paper on the ground creating a pathway across the river. They may jump from paper to paper; but if any part of the person's foot/body touches the ground, the group will have to start over.
4. Here's the catch: Zombies are in the flood waters waiting to take away the "stepping stones." If you are not paying attention, the zombie (the leader or designated youth) may take away paper stepping stones that are not occupied.



- Once youth have crossed the flood waters successfully, time the youth to see how quickly they can get across the river and take away a couple more of the stepping stones to make it more challenging.

Note: In a real situation, attempting to cross deep waters is not advised.

Sinking Raft

OPTIONAL ACTIVITY 2

Objective: All players standing on raft, despite the shrinking size.

- Provide a large tarp for the group.
- Flood levels are rising and the zombies are coming. In order to survive, all players must be on the raft at the same time. No one is left out.
- Count 1, 2, 3- everyone on the raft. (Everyone should fit standing on the tarp comfortably.)
- Good job! Everyone survived. You can now get off the raft.
- We've hit some debris, which broke the raft into a smaller size. (Fold the tarp in half.)
- Count 1, 2, 3- everyone on the raft. (Team members balance and work together in order for everyone to be on the raft simultaneously.)
- Continue to fold the tarp into smaller portions and challenge the group to fit everyone on the raft.

Survival Bracelets

(ParaVival, 2015; Survival Pax, 2013)

ACTIVITY 2

Survival bracelets are an excellent addition to any emergency kit. Survival bracelets are made out of paracord (parachute cord). Besides being used in parachutes and making fun bracelets, the seven inner strands have many other uses in emergencies or a zombie apocalypse. For example, the cord or inner strands can be used for marking trails, as a clothes line, a tourniquet, to secure or repair items, or as a fishing line. It can also be used to set up traps for zombies to trip over, start a fire to scare off zombies, make a net to catch the zombies, or to secure emergency kits away from zombies. It can be used as thread to repair clothes if a zombie gets too close and tears your clothing.

How to start:

- Three yards will be enough for most people but if you are uncertain, you may use this formula: $(12 \text{ inches} \times \text{wrist diameter length}) + \text{wrist diameter length}$.
- Melt both edges of cord to prevent fraying.
- Fold the cord in half, and thread the folded edge into the bottom section of buckle with the prongs. When the folded loop has been threaded through the buckle, pull the two loose ends up and through the loop and pull tight.
- Thread the two loose ends through the open section of the buckle with the clasp.
- The distance from buckle to buckle is your wrist length PLUS TWO INCHES.



Survival Bracelet Supplies:

- 3 yards of paracord
- Side release buckle
- Ruler
- Scissors
- Tape
- Lighter or matches



6. Turn the bracelet vertical and place one loose thread on each side of the doubled cord with the buckle.

Completing your first cobra braid (left loop):

1. Take left thread and place it sideways under the doubled cord with the buckle.
2. Take the right thread and place it under the sideways thread.
3. Lift the end of the right thread over the doubled cord with the buckle and up through the open loop.
4. Pull both ends of the loose thread tight.



Completing your second cobra braid (right loop):

Repeat the same steps, but on the opposite side.

1. Take the right thread and place it sideways under the doubled cord with the buckle.
2. Take the left thread and place it under the sideways thread.
3. Lift the end of the left thread over the doubled cord with the buckle and up through the open loop.
4. Pull both ends of the loose thread tight.



Continue alternating left and right loops of the cobra braid. Stop when the base of the bottom buckle is reached.

Finishing your paracord survival bracelet

1. Leaving about ¼ inch, cut the remaining cord off the ends of the thread.
2. Using a lighter, melt the ends of the thread to prevent fraying.

For more information see:

<https://www.youtube.com/watch?v=A4g9E7Pmstk>

<http://www.paravival.com/how-to-make-a-paracord-bracelet-with-buckle/>



Other Common *Natural Disasters*



Note to leaders: Choose from these activities and teaching materials that best fit your meeting time frame and the most common natural disasters in your area.



Mission Mandates

SCIENCE— Science plays a large role in understanding and being prepared for natural disasters.

Earthquakes



(Centers for Disease Control and Prevention, 2014; Ready.gov, 2015)

Earth's tectonic plates are constantly moving and sliding around. When tension between plates is released, energy goes out in waves called earthquakes. These seismic waves can knock you down and prevent you from running away from zombies.

- **DROP** to your hands and knees to prevent injury from falling. Crawl to seek cover.
- **COVER** yourself with a sturdy table for shelter or move near an interior wall and cover your head with your hands.
- **HOLD ON** to the table (or your head and neck) until the shaking stops.

Precautions:

Most death and injuries during an earthquake are caused by falling objects and materials. Be aware of potential hazards!

- Beware of windows and mirrors that can shatter.
- Bookcases, heaters, kitchen appliances, cabinets and other furniture might fall over.
- Chimneys and fireplaces may shift.
- Doorways and hallways may be blocked by falling materials.
- Light fixtures and wall hangings can easily fall.

For more information about earthquakes see:

<http://emergency.cdc.gov/disasters/earthquakes/index.asp>

<http://www.ready.gov/earthquakes>

OPTIONAL ACTIVITY 3: ENGINEERING FOR EARTHQUAKES

(PBS Kids, 2010)

Engineers have learned how to design buildings so that they are more likely to withstand earthquakes (and zombie attacks). Build the tallest tower out of marshmallows and spaghetti noodles and see whose tower can remain standing the longest, or withstand the weight of a golf ball.

For directions see: <http://pbskids.org/zoom/activities/sci/tallsturdybuilding.html>

Hurricanes and *Tornadoes*



Both of these severe weather patterns are caused by low air pressure and can cause serious damage to you and your home. See below for more information and fun, hands-on learning activities.

OPTIONAL ACTIVITY 4: TORNADO IN A BOTTLE

(PBS Kids, 2010)

Make your own mini tornado! Fill a jar with water. Add 2 tablespoons of dish soap. Tighten lid and shake the jar. A funnel will form and the centripetal force will keep the inside water flowing faster than outside the funnel.

OPTIONAL ACTIVITY 5: HOMEMADE BAROMETER

(Weather Wiz Kids, 2015a)

Make a homemade barometer using a tin can, balloon, and straw.

For directions see: <http://kidsahead.com/external/activity/553>

OPTIONAL ACTIVITY 6: LOW PRESSURE TRICK

(Weather Wiz Kids, 2015b)

Squeeze a hardboiled egg into a glass bottle using low pressure.

For directions see: <http://www.weatherwizkids.com/experiments-egg-bottle.htm>

For more information about hurricanes or tornadoes see:

<http://emergency.cdc.gov/disasters/hurricanes/index.asp>

<http://www.ready.gov/hurricanes>

<http://emergency.cdc.gov/disasters/tornadoes/>

<http://www.ready.gov/tornadoes>



Reflect

- What can you use your survival bracelets for?
- Government agencies make an effort to let people know when there are emergency situations. How do they usually broadcast this information?
- What can we do right now to prepare for emergencies or a zombie invasion?

Apply

- Why is it important to work together in an emergency?
How can we help our loved ones in a time of crisis or emergency?
- What other accessories can you make to prepare yourself for emergencies?



Belonging

Encourage the youth to work together crossing the river to foster friendships and a sense of belonging. Relationships with others are very important during times of crisis.

Generosity

Survival bracelets are a fun, easy craft that you could give as a gift to friends and family.

Healthy Living

Youth can learn the value in preparing to provide for themselves physically. Thinking ahead and planning for the worst is a key component to emergency preparedness.



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Flood/Flash Flood
Watch



Flood/Flash Flood
Warning



Flooding is possible.
Tune in to a weather
channel or radio for updates.

Flooding is possible. Be prepared to
evacuate and move to higher ground.
Tune in to a weather channel or radio
for updates.

If you live in a flood plain.



Move valuable things to higher place.



Heavy or steady rain for several hours.



Keep vehicle full of fuel.



Rising water along streams or low-lying areas.



Flooding is possible.



Ensure that 72-hour emergency kit is available.



Stay tuned to weather channel or NOAA radio.



Evacuate home or area.



Have 72-hour emergency kit available.



Sandbags are necessary.



Flooding is occurring and will soon be in your area.



Dam or levee near you has broken.



River banks are overflowing.



Take your pets with you.



Do not play in flood water.



Roll up rugs, turn off gas and power.



Riverways near you are flowing with crashing boulders and debris.





4-H Club Meeting 3

Basic First Aid



INTRODUCTION

This meeting focuses on learning about first aid and how to wrap and treat wounds, especially for infectious zombie bites, scratches, and cuts.

Supplies

- 16 oz. bottle corn syrup
- 2 tsp. (200 drops) red food coloring
- 16 drops blue food coloring
- 16 drops yellow food coloring
- 1 large easy-pour bowl or container
- Funnel, optional
- 1 stirring spoon
- Moist wet wipes
- Sanitary bandages or wraps
- Anti-bacterial ointment
- Clean water
- Soap
- Clean washcloth
- Supplies to create a mini first-aid kit (optional)

Reviewing *First Aid*

(Mayo Clinic, 2014b)



ACTIVITY 1

This activity reviews first aid techniques for dressing a wound. Brainstorm and discuss various types of injuries that may require first aid. Some of these may include:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Allergic reactions • Bites • Blisters • Bruises • Burns • Choking • Scratches and cuts • Foreign objects in body • Head wounds | <ul style="list-style-type: none"> • Nosebleeds • Hypothermia • Bug stings • Sunburn • Sprains and breaks (bones) • Shock • Severe bleeding • Spinal injuries • Toothaches/mouth injuries |
|--|--|



Mission Mandates

HEALTHY LIVING – Youth can learn the necessity of taking gentle, cautious care of any sort of injury, as well as the importance of sanitary treatment of wounds. Teaching these skills will help prevent infection or further injury in minor and major accidents.



Creating *Fake Wounds*

(Rich, 2007)



ACTIVITY 2

This activity focuses on the most common types of injuries that may need first aid: scratches, cuts, and bleeding. To learn how to dress a scratch or deep cut, it might be helpful to practice on fake wounds. Making fake wounds is fun and easy.

1. As a group, follow this recipe to make the perfect fake blood concoction:
 - In a large bowl, combine 2 cups (16 oz.) corn syrup, 2 tsp of red food coloring, 16 drops blue food coloring, and 16 drops yellow food coloring.
 - Mix well and place into an easy-pour bowl, or pour using a funnel.
 - Apply generously to “wounded” areas, but keep off of clothes, as the food coloring will stain.
2. Pair up youth and create wounds. Youth can either create their own, or have their partner help them.



Administering *First Aid*

(Mayo Clinic, 2014a)



ACTIVITY 3

Review the first aid instructions for cuts and scrapes listed below, and have pairs of youth follow along with the steps as they perform first aid on their partner’s fake wound.

Basic First Aid Instructions for Cuts and Scrapes:

1. Get the wound to stop bleeding. Smaller scrapes and cuts will usually clot on their own, but if they don’t, apply a small amount of pressure with a clean cloth covering the wound. If necessary, elevate the wounded area. Do not touch the wound to ensure it has clotted; touching the wound could damage or delay clot formation and cause the wound to bleed more.
2. If clean water is available, rinse wound immediately. Attempt to keep any soap out of the wound, as this can irritate the open skin. If any dirt particles remain in the cut after cleansing, use sanitized tweezers to remove the debris. Use soap and a soft washcloth to clean around the open skin.
3. Apply a mild antibiotic after you clean the wound. An anti-bacterial ointment such as Neosporin® or Polysporin® works well to help prevent infection.
4. Protect the wound with a sanitary bandage or clean wrap of some sort. Covering will keep the wound clean and keep infectious bacteria away from the broken skin.
5. After the cut or scrape has healed enough to mostly keep infection out, remove the cover to allow oxygen to reach the wound to help speed up the healing process.



Mission Mandates

SCIENCE – First aid is an important aspect of health science. Youth can apply science to their new-found knowledge of preventing infection to any type of injury.



Creating Your Own Miniature *First Aid Kit*



OPTIONAL ACTIVITY

Have youth create a simple first-aid kit that can be used in an emergency.

1. Give a small plastic resealable bag to each youth.
2. Add items to the bag that can be used for first aid such as band-aids, gauze, cotton balls, cotton swabs, and sample of anti-bacterial ointment.
3. Seal and label the bag.



Reflect

- What do you think is the hardest step to perform in this first aid lesson?
- Have you ever performed first aid on someone before?
- Are there any steps that you think will be hard to remember?

Apply

- First aid skills will come in handy eventually, no matter who you are or where you live. Being prepared for accidents is very smart. What other first aid skills do you think would be useful to know?
- If there were ever a natural disaster, which first aid skills do you think would be most necessary?



Independence

Allow the youth to go through each of the first aid steps by themselves as much as they can, but offer help if there are any important concepts they are missing or forgetting about. These first aid skills are very important for youth to be aware of and practice so they can be prepared for accidents and disasters in the future.

Generosity

Knowing and applying first aid knowledge is a service to others during times of distress. Encourage youth to practice using this knowledge to help each other and others they know.

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4-H Club Meeting 4

Sheltering in Place & Sanitation



Supplies

- Preparedness bingo cards for each youth
- Small candies
- Large plastic sheet
- Scissors
- Duct tape
- Towels
- 99% rubbing alcohol (isopropyl alcohol) or ethanol (Must be at least 60% alcohol to be effective)
- Plain aloe vera gel (the less additives, the better) or vegetable glycerin
- Essential oils (optional)
- Bowl
- Spatula
- Funnel
- Plastic bottle for each youth
- (Optional) Copy of Family Communication Plan for Kids for each youth (see link below)

INTRODUCTION

Sometimes because of a natural disaster or zombie invasion, sheltering in place is the best way to be safe. Emergency situations can also create sanitation difficulties that can create illness or infection. The skills learned today will help us to keep safe and clean in emergencies.

Preparedness *Bingo*



ACTIVITY ONE

To help become familiar with some items that may be helpful in a zombie attack or natural disaster pay attention to the words in Preparedness Bingo.

1. Hand out a Preparedness Bingo card and candies for each of the youth (enough to cover the board if you will be playing black out). There are ten different versions of the card to ensure not all of the youth will get bingo at the same time. (See end of lesson.)
2. Call out the squares on the bingo cards from the list at the end of the lesson and discuss briefly how the square relates to emergency preparedness before calling the next square.
3. The first person to get five squares in a row or all squares covered (black out) is the winner. In order to have time for other activities, it is suggested that leaders only play Bingo a couple of times.



ACTIVITY TWO

In the event of a disaster or zombie attack, it may be necessary to take immediate shelter where you are to be protected from contaminants in the air or other hazardous material in the environment.

1. Discuss how to shelter in place.
 - If outside when alert is given, get indoors immediately.
 - If outside when the alert was given, contamination is likely, so remove clothes, shower and wash with soap and water. (Showering can remove 90 percent of many contaminants.)
 - Find a safe location in the building (center room with few outside entries).
 - Turn off heat/air fans.
 - Seal doors and windows.
 - Dampen towels and place over the cracks under doors.
 - Check the radio for emergency broadcasts. (Know your community alert systems and be prepared to shelter until given information that it is safe to come out.)
 - While waiting to come out, do something relaxing such as reading a book, playing a board game, cards, etc.

It is recommended to allow at least 10 square feet of floor space for each person in the room. Those in the room should maintain a low level of activity so breathing rates remain slow and constant to conserve oxygen. In a sealed room, most people can safely remain inside for 3 to 5 hours.

2. Discuss supplies needed when sheltering in place (below). Where possible, using appropriate supplies, practice sheltering in place. (If you don't want youth to actually stick tape to the walls, they could hold up the plastic next to the window or something similar. See also the alternative activity below.)

Sheltering in Place Kit

- Duct tape
- Scissors
- Plastic sheeting
- Towels (for door sealing)
- Flashlight
- Phone batteries
- Emergency water, food, and medications
- First aid kit
- Plastic bags (waste collection)
- Towels/bedding
- Toiletries
- Wet wipes
- Radio for emergency alerts
- Books, games, cards or other activities

Alternative activity

Create a "room" out of large cardboard boxes and duct tape. Have youth practice sheltering in place techniques on "windows" and "doors" cut out of the cardboard. (Because youth are creating a room out of boxes, this option may require additional time. Consider adjusting other activities accordingly.) To add a fun zombie aspect to this activity, have a couple of youth pretend to be zombies and try to get in the shelter.

Discuss:

In what situations do you think you might need to shelter in place? How would it feel to have to stay in one place for several hours? What can you do to better prepare for an emergency when you would have to shelter in place?



Mission Mandates

HEALTHY LIVING – Youth can learn to more fully appreciate their current living situation, and they can learn how to prepare for emergencies where healthy, comfortable living temporarily may be compromised.

STAYING HEALTHY IN A DISASTER

After a disaster, water and plumbing may be unavailable. Unless there are emergency sanitation supplies such as a portable toilets and disinfectants, people can get very sick and wounds can get infected. Not only is this dangerous to our health, but it may make us more likely to be susceptible to zombie attacks.

Brainstorm:

What are some supplies that you might need to make sure you could stay clean and healthy if you didn't have running water or a usable bathroom?

Possible sanitation kit supplies:

- 5-gallon bucket (use as a container to hold supplies)
- Light-weight toilet seat
- Garbage bags (heavy weight) to line toilet bowls
- Paper towels
- Toilet paper
- Bleach
- Household disinfectants
- Soap
- Hand sanitizer
- Fresh wipes
- Feminine and baby hygiene supplies
- Collapsible or portable toilet
- Some type of lid for toilet
- Cat litter, an absorbent material that absorbs liquids and smells in a portable toilet
- Shovel (In case it is not possible to use a toilet or if you need to dispose of waste. Be sure to dig a hole 12 to 18 inches deep and very far away from any water supply.)

Homemade *Hand Sanitizer*



ACTIVITY THREE

Using antibacterial wipes and hand sanitizer can help you keep clean when water is limited. It is also rumored that zombie flesh can be burned by hand sanitizer so this could be a good self-defense against zombies.

Make recipe for hand sanitizer gel for youth to add to their emergency kit.



Homemade Hand Sanitizer Gel

- 2/3 cup 99% rubbing alcohol (isopropyl alcohol) or ethanol (Must be at least 60% alcohol to be effective.)
- 1/3 cup plain aloe vera gel (the less additives, the better) or vegetable glycerin
- 8-10 drops essential oil, optional (Consider ones that have additional antiseptic properties (i.e., lavender, thyme, clove, cinnamon leaf, peppermint, etc.) Combine with soothing oils (i.e., chamomile) for a more balanced recipe

Combine all ingredients in a bowl with a spatula. Stir in essential oils, if desired (those with sensitive skin may want to avoid oils). With a funnel, pour into small plastic storage bottles. Makes 1 cup, which is enough for one to three youth depending on the size of storage bottle.



Make A *Plan*

(Federal Emergency Management Agency, 2013)



TAKE HOME ACTIVITY

Creating a family evacuation plan will help you feel more calm and safe in an emergency.

Do you know the answers to these questions?

1. Can you think of two exits out of each room in your home? How would you get out of your home if you couldn't use the door where you usually enter/exit your home?
2. Where will you meet up with your family if you have to get out of your house quickly? Where will you meet up with your family if your neighborhood is being evacuated and you aren't at home?
3. Do you have the emergency numbers for your family members or friends that you would contact if there was an emergency? (If you don't have them memorized, you may want to put them in your backpack or in your phone.)
4. Encourage youth to discuss the answers to these questions with their families when they get home. If helpful, provide a worksheet to compile this information such as the one created by the Federal Emergency Management Agency (2013) found at <http://www.fema.gov/media-library/assets/documents/34330>.

Helping Those In *Need*



OPTIONAL ACTIVITY

We are very fortunate to have homes to protect and shelter us every day. Discuss the challenges of homeless individuals and brainstorm ideas with the youth about how we can help those less fortunate in our day-to-day lives, as well as during a natural disaster.

Collect and deliver food, blankets, or warm clothing to a homeless shelter.



Reflect

- What types of natural disasters could hurt or destroy a home?
- What do you think would be the most challenging part about sheltering in place?
- Where else could you seek shelter if your home were destroyed?
- What weather elements would you need to prepare for if your home was ever unavailable?
- Why is it important to have sanitation supplies in an emergency?

Apply

- Have a meeting with your family to discuss what your family plan would be in an emergency. Where would you go?
- How would you communicate with each other to know that you were all safe?
- Storing water can help us to be sure we have clean water to drink, cook and help us keep clean in an emergency. (Each person needs about 1 gallon of water every day.)
- What can you do to be more prepared for an emergency?



Independence

As youth learn emergency preparedness skills, they can play a large role in helping their family to be prepared in an emergency.

Generosity

Provide the option to the youth to make a plan to collect or deliver donated food, blankets, warm clothes, etc. to a homeless shelter.

Belonging

Encouraging youth to be kind and inclusive as they do the activities will help to establish a sense of belonging and acceptance in the group.



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Preparedness Bingo



Bingo Call List

- Zombie Free Space
- Escape Route
- FEMA (Federal Emergency Management Agency)
- Earthquake
- Emergency Cash
- Emergency Contact Information
- Whistle
- Family Plan
- Teddy Bear
- Floods
- First Aid Kit
- Emergency Food
- CERT-Community Emergency Response Team
- Shelter in Place
- Extra clothes, coat, socks
- Flashlight
- Terrorism
- Personal Hygiene Items
- Space Blanket
- Wildfires
- Chemical Hazards
- Poncho
- 72-Hour Kit
- Water Bottle
- American Red Cross
- Emergency Volunteers
- Books and Games
- Hurricanes
- Pet Preparedness Kit
- Natural Hazards
- Alert System
- Family Communication Plan
- Backpack
- Food Storage
- Pocket Knife

Preparedness Bingo

Card One

| | | | | |
|--|--|---|--|--|
|  <p>Escape Route</p> |  <p>Federal Emergency Management Agency</p> |  <p>Earthquake</p> |  <p>Emergency Cash</p> |  <p>Emergency Contact Information</p> |
|  <p>Whistle</p> |  <p>Family Plan</p> |  <p>Teddy Bear</p> |  <p>Floods</p> |  <p>First Aid Kit</p> |
|  <p>Emergency Food</p> | <p>CERT</p> <p>Community Emergency Response Team</p> |  <p>Zombie Free Space</p> |  <p>Shelter in Place</p> |  <p>Extra clothes, coat, socks</p> |
|  <p>Flashlight</p> |  <p>Terrorism</p> |  <p>Personal Hygiene Items</p> |  <p>Space Blanket</p> |  <p>Wildfires</p> |
|  <p>Chemical Hazards</p> |  <p>Poncho</p> |  <p>72 Hour Kit</p> |  <p>Bottled Water</p> |  <p>American Red Cross</p> |

Preparedness Bingo

Card Two

| | | | | |
|--|--|---|---|--|
|  <p>Escape Route</p> |  <p>Federal Emergency Management Agency</p> |  <p>Earthquake</p> |  <p>Hurricanes</p> |  <p>Emergency Contact Information</p> |
|  <p>Emergency Volunteers</p> |  <p>Family Plan</p> |  <p>Whistle</p> |  <p>Teddy Bear</p> |  <p>First Aid Kit</p> |
|  <p>Emergency Food</p> | <p>CERT</p> <p>Community Emergency Response Team</p> |  <p>Zombie Free Space</p> |  <p>Shelter in Place</p> |  <p>Extra clothes, coat, socks</p> |
|  <p>Flashlight</p> |  <p>Terrorism</p> |  <p>Personal Hygiene Items</p> |  <p>Space Blanket</p> |  <p>Emergency Cash</p> |
|  <p>Books & Games</p> |  <p>Poncho</p> |  <p>72 Hour Kit</p> |  <p>Bottled Water</p> |  <p>American Red Cross</p> |

Preparedness Bingo

Card Three

| | | | | |
|---|--|---|--|--|
|  <p>Pet Preparedness Kit</p> |  <p>Federal Emergency Management Agency</p> |  <p>Natural Hazards</p> |  <p>Bottled Water</p> |  <p>Emergency Contact Information</p> |
|  <p>Emergency Volunteers</p> |  <p>Family Plan</p> |  <p>Emergency Cash</p> |  <p>Teddy Bear</p> |  <p>Whistle</p> |
|  <p>Emergency Food</p> |  <p>Community Emergency Response Team</p> |  <p>Zombie Free Space</p> |  <p>Shelter in Place</p> |  <p>Extra clothes, coat, socks</p> |
|  <p>Flashlight</p> |  <p>Terrorism</p> |  <p>Personal Hygiene Items</p> |  <p>Space Blanket</p> |  <p>Family Communication Plan</p> |
|  <p>First Aid Kit</p> |  <p>Poncho</p> |  <p>Backpack</p> |  <p>Alert Systems</p> |  <p>American Red Cross</p> |

Preparedness Bingo

Card Four

| | | | | |
|---|--|---|--|--|
|  <p>Escape Route</p> |  <p>Federal Emergency Management Agency</p> |  <p>Food Storage</p> |  <p>Hurricanes</p> |  <p>Emergency Contact Information</p> |
|  <p>72 Hour Kit</p> |  <p>Family Plan</p> |  <p>Whistle</p> |  <p>Teddy Bear</p> |  <p>First Aid Kit</p> |
|  <p>Emergency Food</p> |  <p>Pocket Knife</p> |  <p>Zombie Free Space</p> |  <p>Shelter in Place</p> |  <p>Extra clothes, coat, socks</p> |
|  <p>Flashlight</p> |  <p>Terrorism</p> |  <p>Personal Hygiene Items</p> |  <p>Space Blanket</p> |  <p>Emergency Cash</p> |
|  <p>Books & Games</p> |  <p>Poncho</p> |  <p>Backpack</p> |  <p>Bottled Water</p> |  <p>American Red Cross</p> |

Preparedness Bingo

Card Five

| | | | | |
|---|---|--|---|---|
|  <p>Extra clothes, coat, socks</p> |  <p>Books & Games</p> |  <p>Terrorism</p> |  <p>72 Hour Kit</p> |  <p>Pocket Knife</p> |
|  <p>Poncho</p> |  <p>Family Plan</p> |  <p>Hurricanes</p> |  <p>Emergency Food</p> |  <p>Space Blanket</p> |
|  <p>Wildfires</p> |  <p>First Aid Kit</p> |  <p>Zombie Free Space</p> |  <p>Chemical Hazards</p> |  <p>Alert Systems</p> |
|  <p>Pet Preparedness Kit</p> |  <p>Personal Hygiene Items</p> |  <p>Federal Emergency Management Agency</p> |  <p>Food Storage</p> |  <p>Shelter in Place</p> |
|  <p>Bottled Water</p> |  <p>Emergency Cash</p> |  <p>Emergency Volunteers</p> |  <p>Escape Route</p> |  <p>Whistle</p> |

Preparedness Bingo

Card Six

| | | | | |
|--|---|--|--|---|
|  <p>Pocket Knife</p> |  <p>Backpack</p> |  <p>Alert Systems</p> |  <p>Natural Hazards</p> |  <p>Hurricanes</p> |
|  <p>Emergency Volunteers</p> |  <p>Bottled Water</p> |  <p>Poncho</p> |  <p>Wildfires</p> |  <p>Personal Hygiene Items</p> |
|  <p>Flashlight</p> |  <p>Shelter in Place</p> |  <p>Zombie Free Space</p> |  <p>First Aid Kit</p> |  <p>Teddy Bear</p> |
|  <p>American Red Cross</p> |  <p>Earthquake</p> |  <p>Community Emergency Response Team</p> |  <p>Escape Route</p> |  <p>Food Storage</p> |
|  <p>Family Communication Plan</p> |  <p>Pet Preparedness Kit</p> |  <p>Books & Games</p> |  <p>Emergency Contact Information</p> |  <p>72 Hour Kit</p> |

Preparedness Bingo

Card Seven

| | | | | |
|---|---|--|--|--|
|  <p>Escape Route</p> |  <p>Earthquake</p> |  <p>Emergency Contact Information</p> |  <p>Family Plan</p> |  <p>Floods</p> |
|  <p>Emergency Food</p> |  <p>Shelter in Place</p> |  <p>Flashlight</p> |  <p>Personal Hygiene Items</p> |  <p>Space Blanket</p> |
|  <p>Chemical Hazards</p> |  <p>72 Hour Kit</p> |  <p>Zombie Free Space</p> |  <p>American Red Cross</p> |  <p>Books & Games</p> |
|  <p>Pet Preparedness Kit</p> |  <p>Alert Systems</p> |  <p>Food Storage</p> |  <p>Pocket Knife</p> |  <p>Family Communication Plan</p> |
|  <p>Natural Hazards</p> |  <p>Hurricanes</p> |  <p>Emergency Volunteers</p> |  <p>Bottled Water</p> |  <p>Poncho</p> |

Preparedness Bingo

Card Eight

| | | | | |
|---|---|--|---|---|
|  <p>Teddy Bear</p> |  <p>First Aid Kit</p> |  <p>Floods</p> |  <p>Emergency Food</p> |  <p>Shelter in Place</p> |
| <p>CERT</p> <p>Community Emergency Response Team</p> |  <p>Flashlight</p> |  <p>Terrorism</p> |  <p>Extra clothes, coat, socks</p> |  <p>Space Blanket</p> |
|  <p>Personal Hygiene Items</p> |  <p>Wildfires</p> |  <p>Zombie Free Space</p> |  <p>Chemical Hazards</p> |  <p>72 Hour Kit</p> |
|  <p>Bottled Water</p> |  <p>Emergency Volunteers</p> |  <p>American Red Cross</p> |  <p>Books & Games</p> |  <p>Pet Preparedness Kit</p> |
|  <p>Hurricanes</p> |  <p>Natural Hazards</p> |  <p>Family Communication Plan</p> |  <p>Alert Systems</p> |  <p>Food Storage</p> |

Preparedness Bingo

Card Nine

| | | | | |
|---|---|---|--|--|
|  <p>Personal Hygiene Items</p> |  <p>Space Blanket</p> |  <p>Wildfires</p> |  <p>Chemical Hazards</p> |  <p>Poncho</p> |
|  <p>72 Hour Kit</p> |  <p>Bottled Water</p> |  <p>American Red Cross</p> |  <p>Emergency Volunteers</p> |  <p>Books & Games</p> |
|  <p>Hurricanes</p> |  <p>Pet Preparedness Kit</p> |  <p>Zombie Free Space</p> |  <p>Natural Hazards</p> |  <p>Alert Systems</p> |
|  <p>Family Communication Plan</p> |  <p>Backpack</p> |  <p>Food Storage</p> |  <p>Pocket Knife</p> |  <p>Whistle</p> |
|  <p>Family Plan</p> |  <p>Teddy Bear</p> |  <p>Floods</p> |  <p>First Aid Kit</p> |  <p>Emergency Food</p> |

Preparedness Bingo

Card Ten

| | | | | |
|---|--|---|---|---|
|  <p>Terrorism</p> |  <p>Flashlight</p> |  <p>Extra clothes, coat, socks</p> |  <p>Shelter in Place</p> | <p>CERT</p> <p>Community Emergency Response Team</p> |
|  <p>Emergency Food</p> |  <p>First Aid Kit</p> |  <p>Floods</p> |  <p>Teddy Bear</p> |  <p>Family Plan</p> |
|  <p>Whistle</p> |  <p>Emergency Contact Information</p> |  <p>Zombie Free Space</p> |  <p>Emergency Cash</p> |  <p>Earthquake</p> |
|  <p>Federal Emergency Management Agency</p> |  <p>Escape Route</p> |  <p>Pocket Knife</p> |  <p>Alert Systems</p> |  <p>Pet Preparedness Kit</p> |
|  <p>Books & Games</p> |  <p>American Red Cross</p> |  <p>Bottled Water</p> |  <p>Space Blanket</p> |  <p>Wildfires</p> |



4-H Club Meeting 5 Building an Emergency Kit



INTRODUCTION

During a zombie apocalypse or natural disaster, it may not be possible to leave the house or get help from others for a couple of days. It is wise to be prepared with a 72-hour kit that has all the necessities to survive, and keep it in a bag that can be easily carried in case it's not safe to stay at home.

Supplies

- 72-hour kit supplies
- Large tray
- Large towel
- Paper
- Pen, pencil, or marker for each team
- Homemade Survival Bar Ingredients (See Lesson)
- Chocolate Chia Survival Bars Ingredients (See Lesson)
- Taste Test Items (See Lesson)
- Blindfolds
- Paper plates or bowls for taste test or zombie items
- Mixing bowl
- Spoon
- Hand mixer
- Sauce pan
- 9x13 pan
- Cutting board
- Cookie sheet

72-Hour Emergency Kit



ACTIVITY 1

1. Place about 15 common items used in an emergency kit on a large tray and cover with a towel. Suggestions for items include: (water, food such as an energy bar or MRE, flashlight, batteries, first aid kit, whistle, money, change of clothes, emergency contact numbers, emergency blanket, book or other activity, soap, personal hygiene supplies such as a toothbrush and toothpaste (Federal Emergency Management Agency, 2013).
2. Break the group into two teams (or activity can be done individually, if desired).
3. Provide each group with a piece of paper and pencil, pen, or marker.
4. Uncover the tray and let youth look at the items on the tray for 30 seconds.
5. Cover the tray and have youth write down as many items as they can remember from the tray. The youth will receive a point for each item they remember. The one with the most points wins.
6. Discuss the items on the tray and how each item would be important in an emergency. What other items may be important in an emergency?
7. If youth have pets, discuss what might be necessary to take care of a pet (pet food, medicines, leash, veterinary records, pet carrier, etc.) See www.ready.gov/caring-animals for more information about taking care of a pet in an emergency situation. (Ready.gov, 2014).

Homemade Survival *Bars*



ACTIVITY 2

Emergency food bars can be a great addition to an emergency kit. Homemade bars store well for several years because they do not have any fat and most of the water is removed through baking. Both recipes make yummy bars. Choose one or make both of the recipes below.

Homemade Fruity Survival Bars

(DIY Ready Master Contributor, 2014, used with permission)

Ingredients:

- 2 cups oats (quick or regular)
- 2 1/2 cups powdered milk
- 1 cup sugar
- One 3 oz. package flavored gelatin (strawberry, cherry, orange, or lemon work well)
- 3 Tablespoons water
- 3 Tablespoons honey

1. Mix oats, powdered milk, and sugar in large bowl.
2. Add gelatin, water, and honey to a saucepan and bring to a boil.
3. Add gelatin mixture to the dry ingredients and mix together with a hand mixer. If the dough is too dry, add a small amount of water (1-5 teaspoons) a teaspoon at a time. Dough is the right consistency when it sticks together when pressed.
4. Press into a 9x13-inch pan lined with parchment paper.
5. Using a pizza cutter or a knife, cut into squares or rectangles. Be sure to cut all the way through, or they are likely to crumble when trying to get them apart.
6. Bake in oven for 1 1/2 hours at 200 degrees.
7. After bars have cooled, break them apart and wrap in plastic wrap, plastic storage bags and/or aluminum foil.
8. Makes one 9x13 pan.
9. Note: Because survival bars take so long to bake, it might be helpful to have a pre-made batch that youth can sample and take home.



Homemade Fruity Survival Bars

(DIY Ready Master Contributor, 2014, used with permission)

Ingredients:

- 2 1/2 cups powdered dry milk
- 2 cups oats (quick or regular)
- 1/2 cup chia seeds (health food stores carry these)
- 1/4 cup cocoa powder
- 3/4 cup sugar
- 1/2 teaspoon salt (optional)
- 2 Tablespoons protein powder (optional)
- 1 package plain, unflavored gelatin
- 3 Tablespoons honey
- 1/2 cup water





1. Mix dry ingredients, except gelatin, in a large bowl.
2. Heat gelatin, honey, and water in a saucepan until boiling and then add to dry ingredients.
3. Mix with mixer (this can be done by hand, but it can be hard). Add 1 tablespoon of water at a time until you can create a ball.
4. Use a 1/4 cup scoop to loosely measure the bar size. Then, pack in the measuring cup to help to start forming the cookie, turn it over onto a cutting board, and shape into a flattened circle with your hand.
5. Transfer to a cookie sheet to bake.
6. Bake 2 hours at 200 degrees.
7. To store, wrap in aluminum foil and then place in a resealable plastic bag.
8. Makes approximately 16 bars.
9. Note: Because survival bars take so long to bake, it might be helpful to have a pre-made batch that youth can sample and take home.



Discuss:

What other foods store well for emergencies? (Jerky, dried fruit, canned foods, energy bars, dehydrated food pouches, etc.) Besides an emergency situation, when might survival foods be helpful to have? (Camping, boating, hiking, etc.)

Zombie Survival Fear Factor *Challenge*



ACTIVITY 3

Predicting when emergency food might be needed is impossible so it is important to store foods that individuals like to eat or would be willing to eat in an emergency.

In this activity, include sampling different items that might be available in an emergency and also explore some foods that zombies might eat.

1. Before the meeting, select and prepare a couple of healthy foods with a long shelf life that youth might eat in an emergency situation (i.e., canned stew or chili, canned peaches, dehydrated meals, etc.).
2. Using a blindfold or other method of keeping youth from seeing the foods, have youth taste the items and see if they can guess what they are eating. (If desired, have youth divide into groups and give each youth a point for trying a food and another point for being able to guess what it is. The team with the most points at the end is the winner.)
3. To add a little zombie fun to the activity, prepare a couple of foods that youth could touch or taste that might seem zombie-ish such as spaghetti with red food dye, peeled grapes, cottage cheese, mashed bananas with red food coloring, etc. Without telling the youth, give the items a zombie-related description such as brains, eyeballs, intestines, etc. Without looking, have the youth put their hand in the bowl with the item and see if they can guess what they are feeling. (If desired, give points to teams for guessing the correct description.)



Reflect

- What are some items you would want to have in your emergency preparedness kit?
- What items do you think you need to survive?
- What things do you think you could survive without, but that you would miss?
- What kinds of foods do you think would last the longest in food storage?
- What foods do you think zombies would be most likely to eat first?

Apply

- It is smart to have a spare emergency preparedness kit in your car in case the zombies attack while you're away from home.
- Because we do not know how long we may need to hide from zombies or how long it will take to get items restocked in stores when there is an emergency, in addition to the 72-hour kit, it is a good idea to have a 3-month supply of food at your house that you would regularly eat and enough water for 2 weeks (1 gallon per person per day).
- Encourage youth to create their own 72-hour kit at home.



Independence

Learning basic life skills can help you be more independent, especially during times of crisis. A 72-hour kit will help you sustain yourself and others during emergencies.

Generosity

Being prepared for emergencies with 72-hour kits and food storage will come in handy for you personally, as well as your loved ones and those who are less prepared. If you can prepare a little more than you will need for your family, then you will have enough to share with those less fortunate.

Healthy Living

72-hour kits and food storage provide all the necessities to maintain a healthy state of living during a natural disaster.

Citizenship

Every citizen is important, and everything we can do to be prepared for a natural disaster now will help others in the future because we can share our resources with others who are less prepared. Part of being a good citizen is sharing with those who are less fortunate in times of need.



References

- DIY Ready Master Contributor. (2014, January 25). Homemade survival bars: Recipe and instructions. Retrieved from: <http://diyready.com/homemade-survival-bars/>
- DIY Ready Master Contributor. (2014 February 11) Chocolate chia survival bars. Retrieved from: <http://diyready.com/survival-bar-recipe-instructions-chocolate-chia-survival-food/>
- Federal Emergency Management Agency. (2013). Emergency supply checklists for parents and kids-Ready kids (English). Retrieved from: <http://www.fema.gov/media-library/assets/documents/34326>
- Ready.gov. (2014). Caring for animals. Retrieved from: <http://www.ready.gov/caring-animals>



Supplies

- Face paint crayons/pencils
- Red, washable face paint
- Black, washable face paint
- Old, ratted and torn clothes (optional)
- Nerf ball or other soft ball
- Objects to create an obstacle course
- Blindfolds (optional)

INTRODUCTION

In this meeting we will be learning about the importance of fitness in being prepared for any type of emergency or natural disaster. It is especially important to stay fit to outrun zombies, in case there should ever be a zombie apocalypse. We will be playing multiple games to increase our heart rates to prepare for a zombie outbreak. It is also important to remember teamwork when working through an emergency or disaster, and these games help reinforce the value of teams and working together as a group.

Getting “Zombified”



ACTIVITY 1

1. Instruct the youth to pair up.
2. Allow youth a short time to do a quick zombie make-over with their partners to get ready for the zombie games. This may include putting on old, torn clothing, applying face paint, etc.



Mission Mandates

HEALTHY LIVING– In addition to being physically fit to be prepared for emergencies, youth can learn the importance of staying healthy and fit by exercising every single day. Encourage youth to participate in at least 30 minutes of an activity that will boost their heart rate every single day.



Zombies vs. Humans



ACTIVITY 2

The rules of this game are very similar to tag, with a zombie twist.

1. In this game of tag, we will start out with two zombie victims and the rest of the youth will be “humans.”
2. Zombies must walk around with their arms out straight, letting out groans and growls to communicate to other zombies.
3. If a “human” youth is touched by a zombie, then he or she also turns into a zombie, and must walk around like a zombie. Even if a youth is a zombie and he/she tags a human, he or she remains a zombie.
4. While zombies cannot die, the humans (team human) can use a Nerf® ball or other soft ball to hit the zombies to temporarily freeze them for 5 seconds.
5. If desired, pause the game briefly once in awhile to allow the teams (team human or team zombie) to discuss strategies to help each other (i.e., the humans can discuss how to work together to stay alive and the zombies can discuss their strategy to get as many people turned to zombies as possible).

Zombie *Marco Polo*



ACTIVITY 3

1. This game is best played on a large, open grass field.
2. Just like the classic game of Marco Polo played in a swimming pool, this game requires one participant to close his or her eyes while the rest of the players give the blind player hints as to where they are located.
3. Choose one person to be “it.”
4. Have the person who is “it” close his or her eyes and let out a loud, long zombie groan.
5. Have the rest of the participants let out a zombie groan in response, in order to give the person who is “it” a hint as to where they are standing.
6. The person who is “it” will then try to touch another participant.
7. When the person who is “it” touches another player, that person becomes “it” and they then swap places and begin the game again.

Zombie *Obstacle Course*



ACTIVITY 4

1. This activity can be designed and altered to fit the size of the group, as well as the age of youth.
2. Design a fun and semi-challenging obstacle course for the youth to run through. This might include items to jump over, go around or through, etc.
3. Instruct youth to do the obstacle course while moving and moaning/groaning like a zombie.
4. Optional: Humans may not see in the dark as well as zombies. In order to learn how to better navigate in the dark (and build teamwork), pair up youth and have one of the youth guide the other through the obstacle course with a blindfold. To make this more challenging, youth should not touch their partner but only provide verbal instructions.



Reflect

- Which activity got your heart rate up the most?
- Which activity was the most physically challenging? Why?
- Do you feel like doing this every day would make you stronger?
- If you did the optional blindfold activity: How did your experience differ from doing the obstacle course when you could see?

Apply

- Why is it important to stay physically fit to be prepared for emergencies?
- What ways can you stay physically fit in your every-day life?
- Doing just 20-30 minutes of exercise a day will make you healthier and more prepared for any sort of emergency that arises.
- What specific types of emergencies do you need to be physically prepared for?



Independence

Encourage youth to set their own fitness goals. Provide the youth with ideas of how to get their heart rate elevated, but also encourage them to think of original and fun activities that interest them that will also provide opportunities for individual growth and physical fitness.

Belonging

Each of these games creates an environment that encourages youth to work together as a team and put their strengths together to help one another. Encourage youth to include every member of their team and to be kind and inclusive during each game.





More to *Discover*

Congratulations on completing your Discover 4-H club meetings! Continue with additional curriculum in your current project area, or discover other 4-H project areas. Check out the following links for additional 4-H curriculum.

1. <http://utah4h.org/htm/discover4hclubs>
2. <http://www.4-h.org/resource-library/curriculum/>
3. <http://utah4h.org/htm/resource-library/view-all-curriculum>

Become a 4-H Member or Volunteer

To **register** your Utah club or individuals in your club visit:

<http://www.utah-4.org/htm/staff-resources/4-h-online-support>

<http://utah4h.org/htm/about-4-h/newto4h/>

Non-Utah residents please contact your local 4-H office:

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



Stay *Connected*

Visit Your County Extension Office

Stay connected with 4-H activities and news through your county Extension office. Ask about volunteer opportunities and don't forget to register for your county newsletter. Find contact information for counties in Utah here:

<http://extension.usu.edu/htm/counties>

Enjoy the Fair!

Enter your project or create a new project for the county fair. Learn about your county fair and fair judging here:

<http://utah4h.org/htm/events-registration/county-fairs>



Participate in Local or State 4-H Activities, Programs, Contests or Camps

For Utah state events and programs visit:

<http://utah4h.org/events/index>

<http://www.utah4h.org/projects/>

For local Utah 4-H events and programs, visit your county Extension office.

<http://extension.usu.edu/htm/counties>

Non-Utah residents, please contact your local 4-H office.

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



Discover *Service*

Become a 4-H Volunteer!

 <http://www.youtube.com/watch?v=UBemO5VSyK0>

 <http://www.youtube.com/watch?v=U8n4o9gHvAA>

To become a 4-H volunteer in Utah, visit us at:

<http://utah4h.org/htm/about-4-h/newto4h/>

Serve Together as a 4-H Club or as an Individual 4-H Member

Use your skills, passions, and 4-H to better your community and world. You are needed! Look for opportunities to help in your area or participate in service programs that reach places throughout the world (religious groups, Red Cross, etc.).

Hold a Club Service Project

USU Collegiate 4-H Club hosted "The Gift of Giving" as a club activity. Club members assembled Christmas stockings filled with needed items for CAPSA (Community Abuse Prevention Services Agency).

<http://tinyurl.com/lu5n2nc>



Donate 4-H Projects

Look for hospitals, nursing homes, or other nonprofit organizations that will benefit from 4-H projects. Such projects include making quilts for CAPSA or Primary Children's Hospital, or making beanies for newborns. During Utah 4-H State Contests, 40 "smile bags" were sewn and donated to Operation Smile.

Partner with Local Businesses

92,000 pounds of processed lamb, beef, and pork were donated to the Utah Food Bank in 2013 by multiple companies.

<http://tinyurl.com/pu7lxyw>

Donate Money

Clubs or individuals can donate money gained from a 4-H project to a worthy cause. A nine-year-old 4-H member from Davis County donated her project money to help a three-year-old battle cancer.

<http://tinyurl.com/mqtfwxo>



Give Us Your *Feedback*

Help us improve Discover 4-H curriculum. We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>