

# Emergencies, Resilience and Young people

Workshop 1: *Severe Weather*



**Safer  
Scotland**  
Scottish  
Government

**YouthLink**  
Scotland  
The national agency for youth work

# Workshop 1: Severe Weather

## Workshop Purpose

Using severe weather events as a theme, the workshop will introduce key concepts such as emergencies and resilience and explore the steps that young people can take to be more resilient individually and within their families and home environment.



## Workshop outcomes

Through the workshop young people will:

### Think

- Understand what an emergency is and the types of emergencies they may face in their communities
- Understand the concept of resilience and why it is important both at an individual and community level
- Understand the impact that severe weather can have in their community
- Be knowledgeable about where they can go for more information

### Feel

Be more confident about their ability to cope with and recover from an emergency situation

### Do

Review their own personal and family resilience

# Workshop 1: Severe Weather

This workshop will take approximately three hours to deliver – this can be done all at once in a half day session or split into smaller sections and delivered over a number of sessions with young people.



# Workshop 1: Severe Weather

Activity	Time/Materials
Set up	30 mins
<b>Ice-breaker/energiser</b> Young people/facilitator's choice.	5-10 mins
<b>Introduction</b> Ask young people what they want to get out of this session and note these on a flip chart.  Outline the outcomes of the session	10 mins  Flip chart and pens
<b>What is an emergency?</b>	30 mins
<b>What is resilience?</b> <b>Why is it important?</b>	30 mins
<b>Break</b>	15 mins
<b>How might an emergency affect you and your community?</b>	30 mins
<b>What can I do to be better prepared?</b>	30 mins
<b>Wrap up</b>	10 mins

30  
mins

# What is an emergency?

### Materials

Emergencies images –  
1 set between every  
two participants.

We are now going to look at what is an emergency.

Ask young people to work in pairs. Give each pair the emergencies images. Ask each pair to sort the pictures into three piles:

- Emergency
- Not an emergency
- Not sure

Ask each pair to look at the images that they decided were emergencies and discuss what it is about these situations that make them emergencies.

Each pair should list what they come up with on post-it notes (characteristics of an emergency).

*Tip: Use the questions below to prompt if necessary.*

- Does an emergency always happen suddenly?
- Does it matter how many people are affected?
- Does an emergency always involve loss of life?
- Does it matter how often it happens?
- Does it matter whom it happens to?
- Does it matter who knows about it?
- Does it matter what causes it?

Ask each pair to join with another pair, share their post-it notes and come up with a sentence (or two) to explain what an emergency is.

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Ask each group to share their definition and discuss any key similarities and differences.

- It is important in this discussion to talk about the difference between an individual emergency such as a medical emergency that affects them or a member of their family and events that threaten a part of or a whole community.
- **What we are interested in here are emergencies that threaten a part of or a whole community.**

**Put their definitions up around the room**

**Facilitator note (you can choose whether you share this with young people)**

The Scottish Government defines an emergency as:

- *An event or situation which threatens serious damage to human welfare.*
- *An event or situation which threatens serious environmental damage.*

**Scottish Government definition on flipchart/post-it note.**

Explain that the types of events or situations include:

- Severe weather – storms, snow etc.
- Flooding
- Utilities failure (*disruption of the gas, electricity and/or water supply*)
- Online – threats to your online security
- Pandemics (infectious diseases that have spread rapidly amongst populations on multiple continents or worldwide)
- Animal disease outbreaks (e.g. foot and mouth, avian flu)

Ask young people which of these types of events are most likely to affect them and their communities and why?

✘. <http://www.gov.scot/Publications/2007/06/12094636/9>

# What is resilience? Why is it important?

Ask young people 'What do you think resilience is?'  
(Note their answers on a flip chart.)

Explain that resilience is 'bounceback-ability'. It is the ability to cope and bounce back after negative events or difficult situations and return to almost the same levels of well being. Young people who encounter difficult or challenging situations can learn from them and become stronger.

## Vulnerability and Resilience

Ask young people to get into small groups of 4-6 people.

- Give each group 2 flip charts and pens.
- Ask the group to draw the outline of a person on each of the flip charts. They can draw around someone or free draw.



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Explain that one of their drawn people is vulnerable in an emergency and the other is resilient in an emergency.

- Ask each group to think about what makes someone vulnerable and what makes someone resilient in an emergency situation.
- Write words inside the body to describe what kind of characteristics they would have and what kind of actions they would take.
  - In their groups ask young people to look at the characteristics of a resilient person in an emergency and discuss how we can help young people to develop these characteristics?
  - Write your ideas around the outside of the resilient person you have drawn.

Group feedback – ask each group to suggest two characteristics of resilient young people and one way in which we can help young people develop resilience.

## Facilitator note

**It is important here to emphasise that young people can develop resilience, that it is not ‘being strong’ all the time and that facing difficult and negative situations is part of developing resilience.**

**It is also important to draw out that being better prepared before an emergency happens helps to build resilience.**

## Break

Break for 15 mins following this activity before you start  
How might an emergency affect you and your community?

# How might an emergency affect you and your community?

### Materials

#### Emergency Scenario Cards

You can use the emergency scenarios provided or you can develop your own based on emergencies that might affect your local area

Flip chart

Pens



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Split young people into groups of between 4 and 6 people. Each group can choose an emergency to work on.

Ask the group to read the emergency scenario card

Each group to draw a map of their community and how the emergency would affect their community

Then ask each group to think about how the emergency might affect young people specifically and write or draw their thoughts on the map

Feedback – you can ask each group to feed back their top three impacts on the community and top three impacts on young people

Ask young people where they would go for information on severe weather?

Places young people can go for information and updates on severe weather include:

- **SEPA Floodline**

<http://www.floodlinescotland.org.uk>

- **Met Office Severe weather warnings (UK)**

[http://www.metoffice.gov.uk/weather/uk/uk\\_forecast\\_warnings](http://www.metoffice.gov.uk/weather/uk/uk_forecast_warnings).

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# What can I do to be better prepared?

### Materials

**Copies of emergency plan from:**

<http://www.readyscotland.org/at-home/create-an-emergency-plan/>

**Emergency kit list or cards from:**

<http://www.readyscotland.org/at-home/emergency-kit-checklist/>

**Flip chart**

Explain to young people that the best time to think about being prepared for an emergency is before any emergency has happened. Planning what you will do in an emergency before it happens builds your resilience and makes you better able to cope when an emergency happens.

This section of the workshop will support young people to understand the things they can practically do to be better prepared both themselves and in their family.



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## Being prepared at home

The Scottish Government advises that you should have an emergency plan and kit ready if an emergency strikes.

Explain what an emergency plan and kit is (without explaining the details of what goes in there).

As a group discuss and list on the flip chart

- a) What information would you put into an emergency plan?
- b) What would you include in your emergency kit?

Now compare with the emergency plan template and kit list on the [www.readyscotland.org](http://www.readyscotland.org)

As a whole group ask young people:

- Did you miss anything?
- Did you identify anything that is not on the list?
- Why did you include it?

## Wrap up



Ask young people to work with a partner and tell them one thing you have learnt from this session and one thing you will do as a result of this session.

Pop these on post it notes and put up on the flip charts. Revisit what participants identified they wanted to get out of the session and check whether the session met those aims.

Where they have not been met, discuss how this might happen within the group.



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