

## Grab your grab bag

### Introduction

Get young people thinking about what they'd need in an emergency such as a prolonged bad weather situation resulting in loss of power supplies. How can they support themselves, their families, neighbours and the wider local community to be more resilient and stay safe?

### Outcomes

- Be a citizen
- Problem solve

### You will need

If you don't have the items on the list you could print off a labelled picture of the item, or make hand-written picture cards.

Per group:

- Emergency checklist
- Gloves
- Fleece blanket/survival blanket
- Torch – wind up or rechargeable
- Wind up or Portable solar chargers for phone or torch
- Useful phone numbers
- Glow sticks
- First aid kit
- High-vis and warm jacket
- Mobile phone
- Toiletries
- Batteries
- Something to represent money
- A map of the local area
- Bag for all items

Plus:

- A mixture of additional items that won't be selected for the grab bag – for example, a tent, matches, a plug-in phone charger, phone power bank, a football, kitchen utensils, a pack of cards, tablet, electric kettle, trainers.
- For some members of your local community they may also need a Priority Service Register Box. This is for those who are eligible for the [Priority Service Register](#). In this box there is information about the Priority Service Register, an emergency home light and a home thermometer.

### Badge Links

- Scout Local Knowledge Activity Badge
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## Before you begin

- Set the scene for the activity. Tell your young people they need to imagine their local community has experienced a large storm and the power will be affected for a prolonged period of time. This activity will encourage them to think about:
  - their families and communities, specifically vulnerable people such as the elderly or those who are pregnant,
  - know what to do and who to contact if they see damaged overhead lines or wooden poles during a storm,
  - how and where they can keep warm and safe.

## Run the activity

1. The first part of the activity encourages the young people to think about how they could prepare for such an incident before it happens. It's important for every household to have a grab bag that's easily accessible ready at all times. This bag will contain key items that'll help to keep them safe during a prolonged power cut.
2. Lay out all the items listed above plus a variety of your additional items at the far end of the room. Split the young people into groups, dependent on how many of the items you have available. It should be set up so that each group can get one of each of the recommended items for their grab bag.
3. One by one the young people can take turns to run to the other end of the room and pick out an item that they think would be important to have in their grab bag. Continue this until each group has chosen their 15 items.
4. Pause the game so the groups can discuss the items they've chosen and why they think they're needed. Does everyone else agree? If not, why not? They'll have five minutes to discuss all the items they've collected.
5. Resume the game and allow the young people to exchange their items if they wish.
6. Once the group is happy they have everything they need for their bag they should think about what they'd need to do to support their community if there was a prolonged power cut. Using a map of their local area, they should identify places in their local community, such as shopping centres, hospitals and schools, as well as key transport links. These places may be affected by a power cut so will be important for the young people to identify.
7. As a group discuss the following questions:
  - Where could the community safely gather?
  - Is there anyone in their community who's particularly vulnerable?  
For example, someone who has a visual or hearing impairment, has mental health difficulties or is living with Dementia (this could be a group rather than an individual, eg people living in a local care home or support centre).
  - How might they support these people?  
The [Priority Service Register \(PSR\)](#) is a free service provided by suppliers and network operators to support vulnerable people during a power cut. It's important to make sure that anyone who's eligible for the service is signed up before a power cut occurs.
  - How would they report if they saw damage to overhead lines?

In an emergency situation and to report a power cut you can call 105 (0800 31 63 105). This can be added to the emergency contact sheet in the grab bag and added into mobile phone contacts.

### **Reflection**

This activity helps to build the resilience of young people and their local communities through forward planning and understanding their own and other's needs. Understanding their local communities can help them to be active citizens and stay safe.

### **Change the level of challenge**

To make this activity harder add additional items so the young people have more to choose from. You can also select items that are similar to each other, but one is better for a grab bag than another, for example a solar-powered phone charger is far more useful than a plug-in phone charger.

Similarly, to make this activity easier remove some of the additional items so there's less choice.

### **Make it accessible**

- Split the young people into two groups. Reveal one item from the grab bag at a time. Each group needs to vote whether they'd keep the item for their bag or not. Each team gets a point for a correct answer. If there's a difference of opinion in the group, initiate a debate where each team gets 30 seconds to justify their decision. The person running the game can decide what the more convincing argument was. Continue this until all items are in the grab bag. The young people should discuss the following questions:
  - Why would this item be helpful/unhelpful in an emergency situation?
  - When would they use the item?
  - Who else in the community would find the item useful?

### **Safety**

- All activities must be safely managed. Do a [risk assessment](#) and take appropriate steps to reduce risk. Always get approval for the activity and have suitable [supervision](#) and an [InTouch](#) process.
- The game area should be free of hazards. Explain the rules of the game clearly, and have a clear way to communicate that the game must stop when needed.

### **Take it further**

To develop your understanding of your local community and how it might be affected in a scenario such as this, try the [photo mapping activities](#) created in partnership with UK Power Networks.

### **Youth shaped**

Encourage your young people to facilitate their own conversations around which items are important for a grab bag and how to support their local community.