

Prepare to Lead:

Natural Disaster Awareness Program Patch & Charm Series

Be prepared. Be calm. Be a leader.



Created by the 2025/2026 Girl Advisory Board

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We've lived through fires, floods, earthquakes, and storms.
Sometimes adults don't realize how much girls notice – or
how much we want to help.

This program isn't about being scared.

It's about being prepared, staying calm, and knowing what
to do. We helped design this patch-and-charms program so
girls can learn, lead, and support their families and
communities – before, during, and after disasters.

We're proud to launch Prepared to Lead for
Girl Scouts not only along the California Coast, but across
the nation!

GSCCC 2025-2026 Girl Advisory Board

GET STARTED NOW



Flooding & King Tides Charm



Wildfire Charm



Tornado & Extreme Wind Charm



Earthquake Charm

PREPARE TO LEAD

Natural Disaster Awareness Program

1-HOUR PRINT & RUN STAFF FACILITATOR PACKET

BE PREPARED. BE CALM. BE A LEADER.

Created to support the 2025/2026 Girl Advisory Board Natural Disaster Awareness Program Patch & Charm Series. Designed for Daisy through Ambassador | 60 minutes | Minimal supplies

Program Length

60 minutes

Recommended Staffing

1 facilitator; 2 for larger groups

Program Format

Four hazard mini-lessons + scenario challenge + reflection

Take-Home

Family Preparedness Challenge

STAFF QUICK START

This packet is designed so staff can print it, gather basic supplies, and run the program without creating additional activities or purchasing program materials.

Before Girls Arrive

- Print one Family Preparedness Challenge per girl.
- Print and cut the Scenario Cards in this packet.
- Place four hazard signs around the room: FLOOD, WILDFIRE, EXTREME WIND/TORNADO, and EARTHQUAKE.
- Make sure at least one sturdy table is available for earthquake practice.
- Have patches and four charms ready for presentation at the end.
- Review the 60-minute run of show on the next page.

Supply Checklist

- This facilitator packet
- Natural Disaster Awareness Program guide (printed or digital)
- Printer/scrap paper
- Pencils, crayons, or markers
- Printed hazard signs and scenario cards
- One sturdy table
- Patches + four charms
- Optional: TV/projector, local map, flashlight, first-aid kit, helmet, or other existing emergency-supply examples

Facilitator Notes

- Keep the tone calm and empowering. The program is about preparedness, not fear.
- Do not ask girls to share personal disaster experiences.
- Adjust vocabulary and discussion depth for the ages in your group.
- Do not simulate smoke, fire, flood water, shaking furniture, or other unsafe conditions.
- If a girl asks a question, you are unsure about, tell her you will help her find a trusted emergency- management source rather than guessing.

60-MINUTE RUN OF SHOW

TIME	SECTION	FOCUS
0:00-0:05	Welcome	Preparedness = prepare, stay calm, listen
0:05-0:15	Flooding & King Tides	Flood-water safety + safe/unsafe scenarios
0:15-0:25	Wildfire	Smoke/evacuation safety + verbal go-bag activity
0:25-0:35	Extreme Wind/Tornado	Safe shelter + watch/warning for Brownie+
0:35-0:45	Earthquake	Drop, Cover, Hold On drill
0:45-0:53	Disaster Challenge	Scenario cards and group responses
0:53-0:57	Take-Home Challenge	Family preparedness activity
0:57-1:00	Reflect + Recognize	Reflection and patch/charm presentation

CORE MESSAGE

PREPARE ➡ STAY CALM ➡ LISTEN

WELCOME | 0:00-0:05

SAY: "Today we're going to learn about four natural disasters: flooding, wildfire, extreme winds or tornadoes, and earthquakes. This isn't about being scared. It's about knowing what to do so we can stay calm, listen, and make safe decisions."

ASK: "When you hear the word emergency, what does being prepared mean to you?"

Take 3-4 responses. Introduce the three words girls will use all hour: PREPARE - STAYCALM - LISTEN.

FLOODING & KING TIDES | 0:05-0:15

TEACH: Flooding can happen from heavy rain, creeks, and waterways, or coastal events such as King Tides. The most important rule is to stay away from flood water. Never walk or drive through it.

ASK: "What is one thing you should never do when you see flood water?"

QUICK ACTIVITY - SAFE OR UNSAFE:

1. Water covers the sidewalk, but it looks shallow. UNSAFE - stay away.
2. Your family receives an evacuation notice and a trusted adult says it is time to leave. SAFE - follow directions calmly.
3. Water is moving quickly across a road. UNSAFE - do not cross.

AGE ADJUSTMENT:

Younger girls: Name a safe adult you would listen to.

Older girls: Explain the difference between evacuating and sheltering in place.

CLOSE: "Flood water can be deeper or faster than it looks. Stay away and listen to official instructions."

WILDFIRE | 0:15-0:25

TEACH: Wind and dry plants can increase wild fire risk. Smoke can also be dangerous even if you cannot see flames. During an emergency, listen to trusted adults and official instructions.

ASK: "What can make a wildfire spread faster?"

VERBAL GO-BAG ACTIVITY:

Tell girls you are NOT packing a bag today. You will name items and they decide whether each could be useful in a family emergency kit:

- | | |
|---|--|
| - Flashlight - YES | - Shoes - YES |
| - Water - YES | - Phone charger - YES |
| - Important medication - YES, with adult help | - Ten stuffed animals - probably not |
| - Comfort item - YES | - A huge stack of books - probably not |

ASK: "What is one thing you would want your family to have ready?"

CLOSE: Their take-home challenge asks them to look at what emergency supplies their family already has.

EXTREME WIND / TORNADO | 0:25-0:35

TEACH: During extreme wind or a tornado, move indoors to a safe shelter location and stay away from windows.

BROWNIE+: WATCH means conditions are possible. WARNING means danger is occurring or imminent and it is time to take action.

ACTIVITY - FIND THE SAFEST SPOT:

Ask girls to look around the room and choose where they think the safest shelter location would be. Discuss: - Are we indoors?

- Are we away from windows?
- Can we move there calmly?
- Are we listening to the adult leading us?

Have the group practice calmly moving to the selected location.

SCENARIO: "You hear a loud storm and feel scared. What do you do first?"

Reinforce: Stay calm -> Find/listen to a safe adult -> Follow instructions -> Move to the safe location.

EARTHQUAKE | 0:35-0:45

ASK: "Who knows the three things we do during an earthquake?"

TEACH: DROP - COVER - HOLD ON.

DRILL:

1. Have girls spread out near sturdy tables.
2. Call "EARTHQUAKE!"
3. DROP to hands and knees.
4. COVER head and neck and get under a sturdy table when available.
5. HOLD ON until the shaking stops.
6. Reset and repeat once, focusing on a calm response.

ASK: "Is the emergency automatically over when the shaking stops?"

Introduce aftershocks.

OLDER GIRLS: Briefly discuss that damaged gas, water, or electrical systems can be hazards after an earthquake and should be handled by appropriate adults/professionals.

DISASTER CHALLENGE | 0:45-0:53

Use the printable scenario cards. Read a card aloud or let a girl draw one.

For each scenario, ask:

1. What disaster is happening?
2. What should you do?
3. What should you NOT do?
4. Who should you listen to?

The goal is not speed. Praise calm thinking, safe choices, and listening to trusted adults/official instructions.

TAKE-HOME CHALLENGE | 0:53-0:57

Give each girl the Family Preparedness Challenge.

SAY: "We aren't building emergency bags here today. Preparedness works best when families talk about it together. Take this sheet home and use it to start that conversation."

Review a few items on the sheet so girls understand the assignment.

REFLECT + RECOGNIZE | 0:57-1:00

Ask each girl to complete ONE statement:

- "One thing I know now that I didn't know before is..."
- "One way I can help my family be prepared is..."
- Older girls may also answer: "Preparedness is leadership because..."

CLOSE: "Being prepared doesn't mean we have to be afraid. It means we know what to do, who to listen to, and how we can help ourselves and others stay safe."

Present the Natural Disaster Awareness Program Patch and four hazard charms.

PRINTABLE SCENARIO CARDS

Print this page and cut along the card boundaries. Use during the 0:45-0:53 Disaster Challenge.

FLOOD

Heavy rain has been falling all day. Water is moving across the road in front of you.

FACILITATOR ANSWER: Stay away from the water. Do not cross. Tell/listen to a trusted adult.

EXTREME WIND

Strong winds are hitting the building, and you are standing near a large window.

FACILITATOR ANSWER: Move away from windows and go calmly to the designated safe area.

FLOOD

You see a puddle covering part of a road. You cannot tell how deep it is.

FACILITATOR ANSWER: Do not enter or cross the water.

EXTREME WIND

A warning is issued while you are indoors.

FACILITATOR ANSWER: Move to the safe shelter area, away from windows, and follow instructions.

WILDFIRE

Your family receives an evacuation notice because of a nearby wildfire.

FACILITATOR ANSWER: Stay calm, get ready to leave, and follow adult/official instructions.

EART HQUAKE

The room suddenly begins shaking.

FACILITATOR ANSWER: Drop, Cover, Hold On.

WILDFIRE

You smell smoke outside, but you cannot see flames.

FACILITATOR ANSWER: Tell a trusted adult and follow official instructions; smoke can be dangerous.

EARTHQUAKE

The shaking has stopped, but a few minutes later you feel shaking again.

FACILITATOR ANSWER: Treat it as an aftershock and use Drop, Cover, Hold On again.

ROOM SIGNS

Print and post these four signs around the room before girls arrive.

FLOODING & KING TIDES

WILDFIRE

EXTREME WIND / TORNADO

EARTHQUAKE

STAFF COMPLETION CHECKLIST

Use this page as a quick program check. The packet condenses the full GAB program into a one-hour staff-led experience.

DONE	PROGRAM ELEMENT	STAFF CHECK
☐	Welcome	Girls heard that the goal is preparedness, calm decision- making, and leadership.
☐	Flooding & King Tides	Girls learned to stay away from flood water and practiced safe/unsafe decision-making.
☐	Wildfire	Girls learned about smoke/evacuation safety and discussed useful emergency supplies.
☐	Extreme Wind/Tornado	Girls identified a safe shelter location and practiced moving there calmly.
☐	Earthquake	Girls practiced Drop, Cover, Hold On and learned about aftershocks. Girls applied what they learned to at least four scenarios.
☐	Disaster Challenge	Girls applied what they learned to at least four scenarios.
☐	Take-Home	Girls received the Family Preparedness Challenge.
☐	Reflection	Girls completed a verbal or written reflection.
☐	Recognition	Girls received the program patch and four charms.

Facilitator: _____

Date: _____

Program Location: _____

Number of Girls: _____

Be prepared. Be calm. Be a leader.

Purpose:

This council-owned program empowers Girl Scouts to prepare for natural disasters common in our region while building confidence, calm decision-making, and leadership skills. Girls from Daisy to Ambassador can participate in this program.

How It Works:

One Natural Disaster Preparedness Program Patch
Four hazard-specific charms

Girls will earn the entire patch and charms upon completion of these learnings.



Flooding & King Tides



Wildfire



Tornado & Extreme Wind



Earthquake

GSUSA BADGE & SAFETY ALIGNMENT

This program supplements these GSUSA badges.

CHARM	GSUSA BADGE ALIGNMENT
Flooding	Eco Learner, Citizen Scientist, First Aid
Wildfire	Outdoor Art Maker, Eco Camper, First Aid
High Winds & Tornado	Home Scientist, First Aid
Earthquake	First Aid, STEM Career Exploration



LEARNING OUTCOME

Girls understand why flooding happens, how to prepare, how to stay safe, and how to lead after flooding, with special attention to coastal King Tides and inland waterways.

SECTION 1 - BEFORE A FLOOD (DISCOVER)

Daisy

- Learn what flooding is using pictures or water play
- Identify one safe adult and one safe place
- Practice saying: “I stay away from flood water.”

Brownie

- Learn the difference between:
 - Rain flooding
 - Creek flooding
 - King Tides
- Identify flood warning signs (water over roads, fast flow)
- Help pack a mini flood kit (shoes, socks, flashlight)

Junior

- Locate nearby flood risks (coast, creek, low street)
- Learn what King Tides are and why they happen
- Discuss evacuate vs. shelter-in-place

Cadette / Senior / Ambassador

- Research a local flooding or King Tide event
- Identify evacuation routes and warning systems
- Create a family flood communication plan
- How local emergency management systems work (city/county)
- Climate patterns affecting disasters in California

SECTION 2 - DURING A FLOOD (CONNECT)

All Levels (Age-Appropriate)

Learn and practice:

- Never walk or drive through flood water
- Why water depth is deceptive
- Learn who gives instructions (city, county, emergency alerts)

Juniors+

- Discuss why first responders may be delayed
- Practice calm decision-making scenarios

SECTION 3 - AFTER A FLOOD (RECOVER)

Daisy / Brownie

- Talk about feelings after storms
- Draw or tell how helpers help communities

Junior

- Identify unsafe conditions after floods (mud, wires, water)
- Learn why cleanup is for trained adults

Cadette / Senior / Ambassador

- Identify post-flood community needs
- Plan a safe, educational support action

SECTION 4 - TAKE ACTION (REQUIRED)

Choose ONE of the following:

- Create a Flood & King Tide Safety flyer to share with families.
- Teach a younger Girl Scout troop the message “Turn Around, Don’t Drown.”
- Create a short video, poster, or presentation about flood preparedness.
- Share flood readiness tips with families, schools, or community groups.

SECTION 5 - REFLECT (REQUIRED)

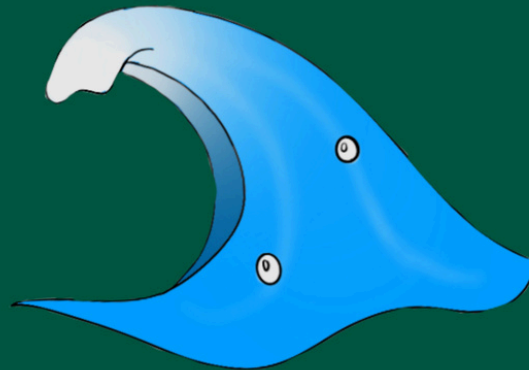
Complete one reflection:

- “One thing I know now about flooding that I didn’t before is...”
- “One way I can help my family stay safe during flooding is...”

Cadette/Senior/Ambassador:

- “Leadership during a flood looks like...”

YOU HAVE EARNED THE Flooding & King Tides Charm



The charm may be affixed to the
Natural Disaster Awareness Program patch.

CHARM 2: WILDFIRE

LEARNING OUTCOME

Girls understand wildfire risk, evacuation readiness, smoke safety, and leadership during recovery in wildfire-prone communities.

SECTION 1 - BEFORE A WILDFIRE (DISCOVER)

Daisy

- Learn what a wildfire is and how it spreads
- Practice identifying a safe adult and listening for instructions
- Learn the phrase: “I stay away from fire and smoke.”

Brownie

- Learn how wind and dry plants increase fire risk
- Identify two things families do to stay safe (clearing brush, go-bags)
- Help gather comfort items for a family evacuation kit

Junior

- Learn what defensible space means
- Identify smoke vs. fire danger
- Learn evacuation vs. shelter-in-place decisions

Cadette / Senior / Ambassador

- Research a local wildfire event
- Identify evacuation routes and warning systems
- Create a family wildfire communication plan

SECTION 2 - DURING A WILDFIRE (CONNECT)

All Levels (Age-Appropriate)

Learn and practice:

- Learn why smoke is dangerous
- Practice calm responses to evacuation orders
- Learn who gives instructions (fire, sheriff, emergency alerts)

Juniors+

- Learn when not to evacuate
- Learn why emergency services may be overwhelmed

SECTION 3 - AFTER A WILDFIRE (RECOVER)

Daisy / Brownie

- Talk about feelings after evacuations
- Learn how helpers help communities recover

Junior

- Learn why burned areas are unsafe
- Identify safe ways to help (no cleanup)

Cadette / Senior / Ambassador

- Identify community recovery needs
- Plan a safe education-based support action
- How local emergency management systems work (city/county)
- Climate patterns affecting disasters in California

SECTION 4 - TAKE ACTION (REQUIRED)

Choose ONE of the following:

- Create a wildfire safety flyer for families
- Teach a younger troop smoke safety
- Create a short wildfire readiness video/poster
- Share evacuation readiness tips with families

SECTION 5 - REFLECT (REQUIRED)

Complete one reflection:

- “One way I can help my family be wildfire-ready...”
- “Leadership during evacuation looks like...”

YOU HAVE EARNED THE Wildfire Charm



The charm may be affixed to the
Natural Disaster Awareness Program patch.

CHARM 3: EXTREME WIND OR TORNADO



LEARNING OUTCOME

Girls understand tornado warnings, safe sheltering, and leadership during sudden severe weather.

SECTION 1 - BEFORE A TORNADO (DISCOVER)

Daisy

- Learn what strong wind is
- Practice going to a safe place indoors

Brownie

- Learn the difference between watch vs. warning
- Identify safe shelter locations

Junior

- Learn where not to shelter
- Learn why windows are dangerous

Cadette / Senior / Ambassador

- Research tornado risk in California
- Create a family severe weather plan

SECTION 2 - DURING A TORNADO (CONNECT)

All Levels (Age-Appropriate)

Learn and practice:

- Practice moving to shelter quickly and calmly
- Learn why helmets, shoes, and positioning matter

Juniors+

- Learn when not to evacuate
- Learn why emergency services may be overwhelmed

SECTION 3 - AFTER A TORNADO (RECOVER)

Daisy / Brownie

- Talk about emotions after loud storms

Older Levels

- Identify reminder hazards (downed lines, debris)
- Learn why cleanup is for trained adults

SECTION 4 - TAKE ACTION (REQUIRED)

Choose ONE of the following:

- Create a tornado safety poster
- Teach safe sheltering to a younger troop
- Create a family emergency checklist

SECTION 5 - REFLECT (REQUIRED)

Complete one reflection:

- “One thing I would do differently next time...”
- “Calm leadership under pressure means...”

YOU HAVE EARNED THE High Winds & Tornado Charm



The charm may be affixed to the
Natural Disaster Awareness Program patch.

CHARM 4: EARTHQUAKE

LEARNING OUTCOME

Girls practice earthquake safety, aftershock readiness, and community leadership following seismic events.

SECTION 1 - BEFORE AN EARTHQUAKE (DISCOVER)

Daisy

- Learn “Drop, Cover, Hold On”
- Practice under a table

Brownie

- Learn why things fall during earthquakes
- Identify safe vs. unsafe rooms

Junior

- Learn aftershocks
- Identify emergency supplies

Cadette / Senior / Ambassador

- Research local fault lines or earthquakes
- Create a family earthquake plan

SECTION 2 - DURING AN EARTHQUAKE (CONNECT)

All Levels (Age-Appropriate)

Learn and practice:

- Practice Drop–Cover–Hold
- Learn what to do indoors, outdoors, and in a car

SECTION 3 - AFTER AN EARTHQUAKE (RECOVER)

Younger Levels

- Talk about feelings and reassurance

Older Levels

- Learn gas, water, and electrical safety
- Learn why phones should be limited

SECTION 4 - TAKE ACTION (REQUIRED)

Choose ONE of the following:

- Lead an earthquake drill
- Create a preparedness flyer
- Teach Drop-Cover-Hold to younger girls

SECTION 5 - REFLECT (REQUIRED)

Complete one reflection:

- “One thing I feel more confident about...”
- “Preparedness is leadership because...”

YOU HAVE EARNED THE Earthquake Charm



The charm may be affixed to the
Natural Disaster Awareness Program patch.

Preparedness Pledge

I Am Prepared to Lead

Because I completed this program, I promise to:

- ✓ Stay calm during emergencies.
- ✓ Listen to trusted adults and emergency responders.
- ✓ Help my family prepare before disasters happen.
- ✓ Use what I've learned to help my community.
- ✓ Be a leader when others need support.

My Preparedness Pledge

"I will be prepared, stay calm, and help others whenever I can."

Girl Name

Troop

Date Completed

Leader Signature

Congratulations!

You have completed the

**Prepared to Lead:
Natural Disaster Awareness Program**

BUILD YOUR EMERGENCY GO-BAG

Be Ready *Before* An Emergency Happens

Every family should have an emergency kit that can last *at least* **72 hours**.

Essentials:

- | | |
|--|--|
| ☐ Water (1 gallon per person per day) | ☐ Whistle |
| ☐ Non-perishable food | ☐ Blanket |
| ☐ Flashlight | ☐ Personal hygiene supplies |
| ☐ Extra batteries | ☐ Prescription medications |
| ☐ First Aid Kit | ☐ Pet supplies |
| ☐ Phone chargers/power bank | |



Comfort Items:

Pick 3 or choose your own

- | | |
|--|--|
| ☐ Favorite stuffed animal | ☐ Coloring book |
| ☐ Book or journal | ☐ Family photo |
| ☐ Deck of cards | |

Be Prepared:

Discuss these questions with your family

- | | |
|---|--|
| <ul style="list-style-type: none">• Who do we call?• Where do we meet? | <ul style="list-style-type: none">• Who picks up pets?• Who checks on grandparents/relatives? |
|---|--|



A Final Note From the Girl Advisory Board



Dear Girl Scouts and Girl Guides,

We wanted to express our gratitude to everyone who completes the Natural Disaster Patch program. We worked hard to create this program because we wanted to help spread knowledge to our fellow Girl Scouts on being prepared for anything that may come their way. As Girl Scouts from California, we have experienced first-hand the impact of forest fires and floods on our communities. We wanted to share ways for girls to be prepared for any natural disaster that they may face. From earthquakes to tornadoes, we hope you were able to feel accomplished through this program. Just through participating in this Natural Disaster Program you have not only grown your knowledge, but practiced being prepared. We hope you enjoy this program as much as we do.

Thank you to everyone who participated in this program,

-Girl Advisory Board (GAB) of 2025-2026

