

What's happening in the news this week?



Let's have a look at this week's poster!

17th - 23rd June 2024



**Should we
always be
prepared for
an emergency?**

Eleanor McDonie



Rule of Law

Many rules and laws exist to guide us on how to behave and respond in emergency situations. We are all responsible for upholding these rules and laws to keep everyone safe.



Let's look at this week's story

The UK government has launched a new website, prepare.campaign.gov.uk, designed to help people plan for potential dangers and equip themselves with the necessary knowledge and resources to respond effectively. Households are encouraged to understand the hazards in their local area by checking their long-term flood risk and signing up for flood and weather warnings. Creating an emergency plan is another key aspect of being prepared, including deciding on escape routes and keeping important phone numbers to hand.



Learn more about this week's story [here](#).
Watch this week's useful video [here](#).
This week's Virtual Picture News [here](#).



How does it make me feel?



sad

despondent
disconsolate
dismal
doleful
downhearted
forlorn
gloomy
melancholic
miserable
woeful
wretched

angry

aggrieved
annoyed
discontented
disgruntled
distressed
exasperated
frustrated
indignant
offended
outraged
resentful
vexed

happy

beaming
buoyant
cheery
contented
delighted
enraptured
gleeful
glowing
joyful

confused

addled
baffled
bemused
bewildered
disorientated
indistinct
muddled
mystified
perplexed
puzzled

excited

animated
elevated
enlivened
enthusiastic
exhilarated
exuberant
thrilled

worried

agitated
anxious
apprehensive
concerned
disquieted
distraught
distressed
disturbed
fretful
perturbed
troubled
uneasy

overwhelmed

engulfed
inundated
overburdened
overloaded
saturated
submerged
swamped

afraid

alarmed
apprehensive
daunted
fearful
frantic
horrified
petrified
terrified

guilty

ashamed
compunctious
contrite
culpable
penitent
responsible
rueful

jealous

bitter
covetous
desirous
envious
envying
resentful
wary

thankful

appreciative
grateful
gratified
indebted
obliged
relieved

shocked

astonished
astounded
disconcerted
distressed
dumbfounded
horrified
staggered
startled
stunned
surprised

disgusted

affronted
appalled
horrified
repelled
repulsed
revolted
sickened

inspired

activated
encouraged
exhilarated
galvanised
influenced
motivated

embarrassed

ashamed
awkward
chagrined
demeaned
discomposd
humiliated
self-conscious
uncomfortable
uneasy
unsettled

interested

absorbed
captivated
curious
engaged
enthralled
fascinated
gripped
intrigued
riveted

This week's story looks at events related to ...





Read through the information found below, which explains more about the government's new advice on preparing for emergencies.

What are some of the items the government advises having, to be prepared for an emergency?

Battery or wind-up torch – torches are safer than candles.

Portable power bank for charging your mobile phone.

Battery or wind-up radio to get updates during a power cut.



Spare batteries.

First aid kit.

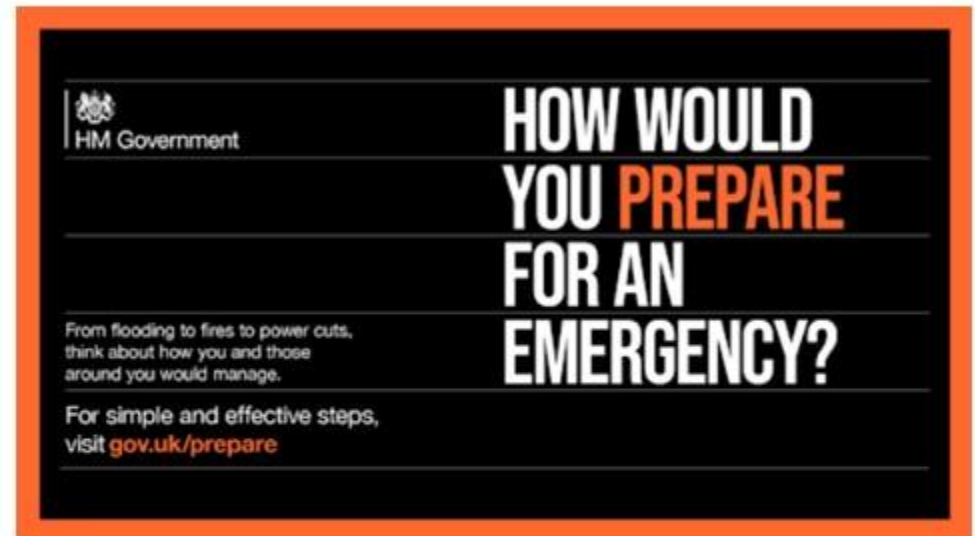


Hand sanitiser and wet wipes.

Bottled water.



Food items that don't need cooking, such as tinned meat, fruit or vegetables. Don't forget food for pets.



Pictured: The new poster from the UK government's preparing for an emergency campaign.
Source: Gov.uk.

'If there was a national power outage, how many of us have torches and batteries? If the water went off, how many of us have a few bottles stored away? And if there was a cyber attack, how many of us have the means to listen to the radio without mains power or Wi-Fi?'

Deputy Prime Minister, Oliver Dowden,
explaining reasons for the new advice.

**Share your response to the advice.
Is it something you are already thinking about at home or school?**



Look at the resource below, which shares some emergency and non-emergency situations.



**What do you think is happening in each image?
Is each situation an emergency? Why?**



Look at the resource below, which shares some examples of how other countries prepare for emergencies.

Japan

Some countries in the world are more prone to earthquakes. In Japan, earthquakes can be frequent, with some reaching strong intensity levels. Japan has advanced monitoring systems so they can send out warnings to people. This is through television broadcasts, loudspeakers in towns and cities, and radios, distributed by the government, for those in rural areas.

Children practise earthquake drills in school and adults are told where their nearest evacuation centre is.

People are encouraged to stock up on food, water and other essentials and secure items, such as furniture and shelving, in their homes.

Downloading the PREP early warning app means people living in or visiting Japan can receive warnings straight to their phone.

Pictured: Tokyo Tower is an observation and communications tower.



France



In case of an emergency or breakdown in France, each person travelling in a vehicle must have a high-visibility, reflective vest. They need to be easy to access, so should be stored in places such as glove compartments or on the back seat. The vest must be put on before leaving the vehicle in an emergency or breakdown. It is also a legal requirement to carry a warning triangle.



Australia



In Sydney, Australia, the beaches are popular places to visit. In the summer, some beaches can have up to 50,000 people on them!

These beaches are often patrolled by lifeguards, who use whistles, sirens, loudspeaker announcements, hand signals and verbal directions to help keep people safe.

A red and yellow flag signals where it is safest to swim, and black and white chequered flags signal the surfing area. Beaches may also be closed as the water is considered too dangerous. This could be because of rip tides or sightings of sharks, jellyfish etc.

In schools, children are taught beach safety, including how to prepare for a beach day, how to check the water and learning about rip tides.



For each example, discuss the potential emergency and how it is prepared for.



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Reflection



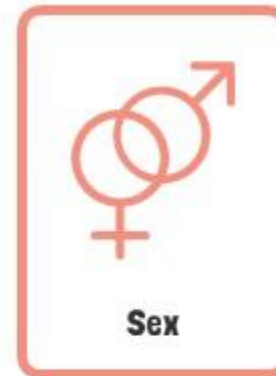
Whilst we may not be able to plan or know when to expect them, we can prepare for possible emergencies. Thinking about what we may need and the best way to respond to unexpected events could keep ourselves and others safe.



Protected Characteristics



When planning for an emergency, it may be necessary to consider a variety of measures that take all needs into account so everyone can be safe.





UN Rights of the Child



Governments must make sure all children survive and develop in the best way possible. This includes supporting families to prepare for and respond to emergency situations.



Useful vocabulary



Equip (oneself)

To gather the necessary things for a specific situation.

The UK government has launched a new website ... designed to help people ... **equip** themselves with the necessary knowledge and resources to respond effectively.

Hazard

A source of danger or harm.

The UK government has launched a new website, prepare.campaign.gov.uk, designed to help people plan for potential **hazards**.

Mains power

The electricity that is supplied to people's homes.

How many of us have the means to listen to the radio without **mains power** or Wi-Fi?

Means

A way of doing or achieving something.

How many of us have the **means** to listen to the radio without mains power or Wi-Fi?

Outage

A period when a service, such as electricity, is not available.

If there was a national power **outage**, how many of us have torches and batteries?

Portable

Easily moved or carried by hand.

Portable power bank for charging your mobile phone.

Can you use them in your writing this week?



Should we always be prepared for an emergency?

The UK government has launched a new website, prepare.campaign.gov.uk, designed to help people plan for potential dangers and equip themselves with the necessary knowledge and resources to respond effectively. Households are encouraged to understand the hazards in their local area by checking their long-term flood risk and signing up for flood and weather warnings. Creating an emergency plan is another key aspect of being prepared, including deciding on escape routes and keeping important phone numbers to hand.



- Look at this week's poster and share what could be happening in this week's story. Read through the story, it is all about preparing for emergencies. How important do you think it is to be prepared at different times?
- Read through the information found on the assembly resource, which explains more about the government's new advice on preparing for emergencies. Share your response to the advice. Is it something you are already thinking about at home or school?
- Watch this week's useful video, which shares the items the government has advised people store in their homes. Can you think of any other items you may need to prepare for different emergencies e.g., clothes, food, shelter?
- Have you ever experienced a time of emergency? Were you prepared for it? If not, can you imagine how you might respond to an emergency? How might you feel differently being prepared for an emergency, in comparison to facing one unprepared?

Reflection

Whilst we may not be able to plan or know when to expect them, we can prepare for possible emergencies. Thinking about what we may need and the best way to respond to unexpected events could keep ourselves and others safe.



KS1 focus

What are some examples of emergencies that we may encounter?



- By law, schools must carry out fire drills. Can you remember what to do when you hear the fire alarm? Why do you think schools have to have fire drills regularly?
- Can you think of any other emergency situations? How might you prepare for these situations? How might you try to respond in the moment?
- Look at the images on resource 1, discuss each image and decide whether it is an emergency or not. What makes some of these situations an emergency? How are they serious? E.g., threat to life, need specialist assistance.
- For the non-emergency pictures, what might turn these situations into an emergency? E.g., getting into difficulty in the water, falling on the bouncy castle.
- As a class, use the discussions you have had so far to write a joint definition of what an emergency is.
- Pick one of the images from resource 1 and work as a group to discuss how you might prepare for and respond to that situation e.g., stay calm, call for help, keep yourself safe.
- Share ideas with the class. Are there any common themes? Record some top tips for keeping safe or responding in an emergency to display in the classroom.

Reflection

We can be mindful of potential risks and dangers and learn how to handle them, in case of an emergency. It is important to keep ourselves and others safe.



KS2 focus

What do other countries around the world do to prepare for emergencies?



- An emergency can be defined as a serious, unexpected and potentially dangerous situation, which requires immediate action. Do you agree with this definition? Can you think of any examples of emergencies?
- Look at resource 2, which shares some examples of how other countries prepare for emergencies. For each example, discuss the potential emergency and how it is prepared for.
- Japan lies across several tectonic plates, making it one of the world's most earthquake-prone countries. Different places in the world can be affected by different natural disasters, which can impact how emergencies are prepared for. What natural disasters do you think could potentially affect you? Are you aware of any emergency procedures you need to follow to help keep you safe?
- It is against the law not to carry high-visibility, reflective jackets and a warning triangle when in a vehicle in France. Can you think of anything else people could carry in their vehicles to prepare for emergencies?
- As well as preparing for emergencies, we can also try and prevent them. How do you think emergencies could be prevented at school and home?
- Immediate action is often required when responding to emergencies. Do you think some people are better at this than others? How can being prepared affect our ability to act immediately?

Reflection

Different parts of the world can be affected by different emergency situations. Learning more about the potential dangers we may face and how we can respond to them can help us act quickly and keep safe.



KS2 follow-up ideas

Option 1

Creating an emergency plan is one way of being prepared.

- Do you have any emergency plans at school or home?
- Do you know how to respond to fire alarms, someone hurting themselves in the playground or heavy snowfall?
- Do you know where the nearest phone or first aid kit is located?

If possible, look at some examples of emergency plans. You could then create your own emergency plan for your school or home.

Option 2

Read and research to find out more about a natural disaster. Think about:

- Which natural disaster will you research? Tsunami, volcano, wildfires, blizzard, cyclone?
- Where in the world is affected by the natural disaster?
- How does the natural disaster occur?
- Can it be predicted? How?
- Is it measured? How?
- How do people prepare for it?

You could organise your information as a fact file, non-chronological report, poster or presentation to share with others.



KS1 follow-up ideas

Option 1

999 is the number to call in the UK if you find yourself in an emergency. Use the guide below to help you practise making a 999 call with a friend.

1. Make sure you are safe, then dial 999.
2. You will be asked which service you require out of police, ambulance, fire and rescue or coastguard.
3. You will be asked for your name, address, and phone number.
4. You may be asked to stay on the phone until help arrives.

Do you know where to access a phone at home and school? It is also useful for you to know your home address and phone number. If you don't know it, you could use your school address for this activity – but make sure to ask someone when you go home!

You should only ever call 999 in the case of a real emergency.

Option 2

Which of the emergency services would you like to know more about? What would you like to know? Write a letter to your local service asking some questions. You could even ask if they would come and do a talk at your school!



This week's useful websites

This week's news story

<https://uk.news.yahoo.com/uk-households-told-prepared-emergency-123240559.html>

This week's useful video

How to prepare for emergencies
www.youtube.com/watch?v=H-MrYsQlyXA

This week's Virtual Picture News

www.picture-news.co.uk/discuss

This week's vocabulary

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1, 2, 3, Caw!

Recent research has revealed that crows may be able to count up to four! The birds are known for their intelligence and their cheeky ways, but this new discovery has amazed scientists. The study involved showing a quantity of objects to the crows, who then responded with a number of cries to match. The crows were right more times than not, and they were rewarded for a



Pictured: A carrion crow. **Source:** Canva.

correct response with a tasty treat! Interestingly, human toddlers go through this stage of development, making a number of sounds to match a number of objects, when learning to count. Scientists believe that crows have developed this counting ability because it helps them with practical tasks in their day-to-day lives, including checking all their eggs are safe, choosing food-rich areas to forage and staying in large groups to avoid predators. For some scientists, the most important finding from the study is that the crows paused before answering correctly, taking longer pauses before counting higher quantities. The pauses indicate that the birds are thinking and planning their responses carefully. Clever crows!

Orange in Alaska

Rivers in Alaska's arctic region have been turning orange in recent years. Some of the discoloured rivers can even be seen from space! Scientists have discovered the rusty orange colour could be a result of minerals entering the water due to melting permafrost. Permafrost – permanent frost – is soil or underwater sediment that remains frozen for two years or more. The oldest known permafrost is nearly 700,000 years old! As this frozen layer of soil thaws, metals such as zinc, copper and iron that were previously trapped are released into streams and rivers. This is a

problem for communities that use the rivers for drinking water as well as for fishing. Researchers are currently in the middle of a three-year project which is aimed at understanding the problem better and finding the right solution.



Pictured: Kutuk River, Alaska.
Source: @007Antriksh on X.

Can remembering difficult times help shape a better future?



I think if something horrible has happened before, we should know not to let it happen again. Trish, 8

D-Day Commemorations

Chris Williams, Headteacher at West Dean CE Primary School, has been in touch to share with us that children from the school's Year 5 and 6 recognised the location show on one of our posters immediately. They had recently visited the British Normandy Memorial at Ver-sur-Mer. Chestnut Class at the West Sussex school were quick to recognise the exact spot as one they had been to during their four-day residential trip to Normandy, France. Staff and learners took with them a commemorative flag (pictured right) that was later flown in their village for the D-Day anniversary. Mr Williams said, 'It is our Year 5 and 6 class (Chestnut Class) pictured. We



Pictured: Pictures from the children's visit to the British Normandy Memorial at Ver-sur-Mer.
Source: Chris Williams, Headteacher at West Dean CE Primary School.

took them on a four-day residential trip to Normandy the week before the half term break. During our trip we visited the British Memorial at Ver-sur-Mer and took some time to remember the fallen whilst viewing the incredible 1400 strong silhouette installation. As a symbolic gesture, we took the D-Day flag from our village (West Dean, near Chichester) across the Channel and back again. On Thursday we'll be flying the flag on our school flagpole, for all of the village to see.'



Valuable Vintage Toy

A Star Wars Boba Fett action figure has been sold by Heritage Auctions for £411,000! The 1970's hand-painted, missile-firing Boba Fett toy is now the world's most valuable vintage toy. Created in 1979, it was never released to the public as it was deemed a choking hazard. Only two of this super rare model of the bounty hunter are still in existence. 'The rocket-firing Boba Fett action figure long ago became such a mythic icon that people worldwide know about it even if they don't collect anything at all,' said Joe Maddalena from Heritage Auctions. 'We knew this one had a chance to enter the record books, and it was thrilling to see it become the most valuable toy in the world.' The previous title holder was a one-of-a-kind Barbie wearing a one-carat diamond, which sold for £236,000 in 2010.



Pictured: The hand-painted, missile-firing Boba Fett vintage toy.
Source: Heritage Auctions Facebook page.

What do you think makes this model worth so much money?
Do you think any of your toys could become valuable vintage items in the future?

Can remembering difficult times help shape a better future?



It's important to look to the past to learn from what has happened. It also means we can remember and respect the people who died in wars. Tilly

Let us know what you think about this week's news



picture-news.co.uk/discuss



help@picture-news.co.uk



[@HelpPicture](https://twitter.com/HelpPicture)

TAKEHOME

17th - 23rd
June



Should we always be prepared for an emergency?

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Things to talk about at home ...

- > Do you have any plans in case of emergencies in your household? Is it something that you prioritise?
- > Have you, or anyone at home, ever experienced an emergency? Were you prepared for it? If so, if it happened again, is there anything you would do differently?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss

