



PROGRAMME 9: FLOOD

AIM

The aim of this topic is for children to be able to prepare and use an emergency household plan and survival kit, identify public emergency flood warnings and describe what the appropriate action to take would be.

LEARNING OBJECTIVES

Children will:

- identify the items required in an emergency kit
 - describe what they would and would not do in the event of a flood
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SKILLS

- Communication
 - Information sharing
 - Problem solving
 - Self-management
 - Sociability and co-operation
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MATERIALS

- DVD 1 episode 'Flood'
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VIRTUES

- Consideration
- Courage
- Obedience
- Orderliness
- Patience
- Preparedness
- Purposefulness
- Reliability
- Responsibility

LESSONS (*Adapt for Juniors*)

View episode 'Flood' on DVD 1 before the lesson. See CD Rom for printable worksheets.

1. Discuss what can happen in a flood. What could happen to power, water, phones, roads? How would that impact on you?
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2. Emphasise that people may need to look after themselves for some time until they can be reached by emergency staff. If you were packing your emergency kit, what would you put in it? List all children's ideas, then compare them with the list included on the Bryan & Bobby website www.bryanandbobby.co.nz or in the front of the telephone book.
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3. Prepare a flood memory game, out of sight of the children, using items from an emergency kit. For example: water bottle, torch, batteries, tinned food, toilet paper, plastic bags, warm clothing, first aid kit, baby food, pet supplies, sunblock, important papers.

Cover the game with material. Give each child paper and pencil and explain the game. Juniors have one minute, seniors 30 seconds to look at the items in the game. They then have one minute or 30 seconds to write down as many items as they can remember.

Note down everyone's score then play the game several more times over the course of a week. Collect the scores and note if there is any improvement for any of the children

4. Write or draw your emergency kit. Take this home to share with the other people who live in your house.
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5. Discuss with the class what they would do if the rain kept falling and they thought that there might be going to be a flood. As a class, create a poster about what to do if this were to happen.
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6. Using the phone book and internet for inspiration, create an emergency phone list that you could use in case of an emergency like if a flood hit your home. You can then stick it on your fridge at home or by the phone.
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7. Pet plan

When you have pets or own animals like sheep/cattle/horses, you need to have an emergency plan for what to do with and for them in times of emergency, like floods.

As a class, brainstorm or mind map possible plans for an indoor pet (e.g. a mouse or a cat) an outdoor pet (e.g. a dog or guinea pigs) and a farm animal (e.g. cattle or a goat)

Also brainstorm what an emergency kit should contain for each pet (food, water, can opener, medications, leashes/harnesses/carry cages etc).

FLOOD MEMORY

Name:

Date:

Photocopy the Flood Memory sheet onto card or paper, enlarging if necessary, and cut the cards out. With a partner, shuffle the cards and turn upside down, then take turns to see if you can make pairs. The person who has the most pairs at the end of the game wins.

TORCH	TORCH	BATTERIES	BATTERIES
FIRST AID KIT	FIRST AID KIT	FOOD (Enough for 3 Days)	FOOD (Enough for 3 Days)
WATER (Enough for 3 Days)	WATER (Enough for 3 Days)	CAN OPENER	CAN OPENER
PET FOOD	PET FOOD	SLEEPING BAG	SLEEPING BAG
WET WEATHER CLOTHES	WET WEATHER CLOTHES	TOILET PAPER (and Plastic Bags)	TOILET PAPER (and Plastic Bags)

SUPPLEMENTARY ACTIVITIES

Social Studies

Research large floods that have hit New Zealand over the years. Look for accounts of what people did and felt during the floods, and the damage they caused afterwards.

Topic

Identify areas of high ground around/near your school and home. Plan a route to get there. What would you do if you were unable to use a vehicle? How long would you estimate it would take to get there, carrying the things you need (e.g. emergency kit)?

Invite a local flood survivor to share their experience – highlighting the importance of preparation and of keeping away from flooded areas.

Visual Language

Design a poster telling other people what to do in the event of a flood.

Divide the class into three groups, then have the children devise a short skit depicting an aspect of a flood; prior/during/after. Give them several minutes to discuss and practise their depiction then have each group perform it to the rest of the class. As a class, discuss the success of each depiction and what, if any thing, was missed.

Written Language

Write a story about a flood in your community. Don't forget to include what you will do and what you will need to take.

Take a well known song like a traditional nursery rhyme and change the words to list items from your emergency kit.
