

Beat the Flood

Activity Overview

The two-part activity focuses on emergency preparedness and flood awareness. In the first part, participants will be tasked with assembling an emergency kit in a relay style fashion. The items required for the kit are spread out on a towel, with a bucket placed beside. Each participant, one by one, will run to the area, pick up an item from the towel, drop it into the bucket, and run back. A volunteer will be standing by at each station, observing and approving each item chosen. If a participant selects an incorrect item, they must return it to the towel and repeat the process until they assemble the correct emergency kit. Participants start at one end in a single file line and run straight towards the kit assembling station.

Part two is a similar relay style, however the activity transitions into a Q&A session focused on flood-related knowledge. Students will line up on one side and run to the middle to meet the host, where they will be asked a flood-related question. A correct answer allows them to proceed to the other side identifying them as “completed”, while an incorrect answer requires them to return to the starting side and wait for their next turn.

Objectives

- Raise awareness on flood preparedness among students (e.g. what to include in an emergency kit)
- Test their knowledge and learn to recognize what to look out for during a flood, and how to react to stay safe.

Materials

- 3 volunteers minimum
- 3 chairs for volunteers/host (not necessary but just in case)

Setup

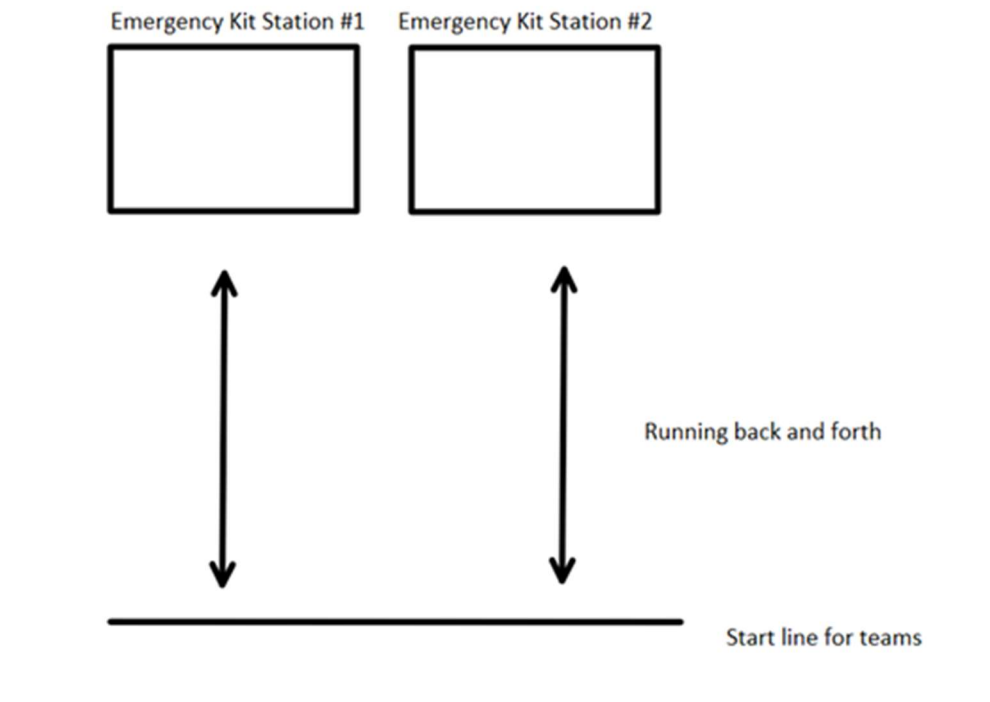
We will be dropping off materials on Tuesday May 21st for the activity. This will include:

- Two plastic bins used as “Emergency Kits”
- Two blankets/tarps to place Emergency Kit items on
- Orange cones to help guide students.
- 30 items used for Emergency Kit Assembling activity. This will include 20 relevant Emerg. Kit materials (flashlight, first aid kit, etc.), and 10 decoy items (rubber duck, etc.).

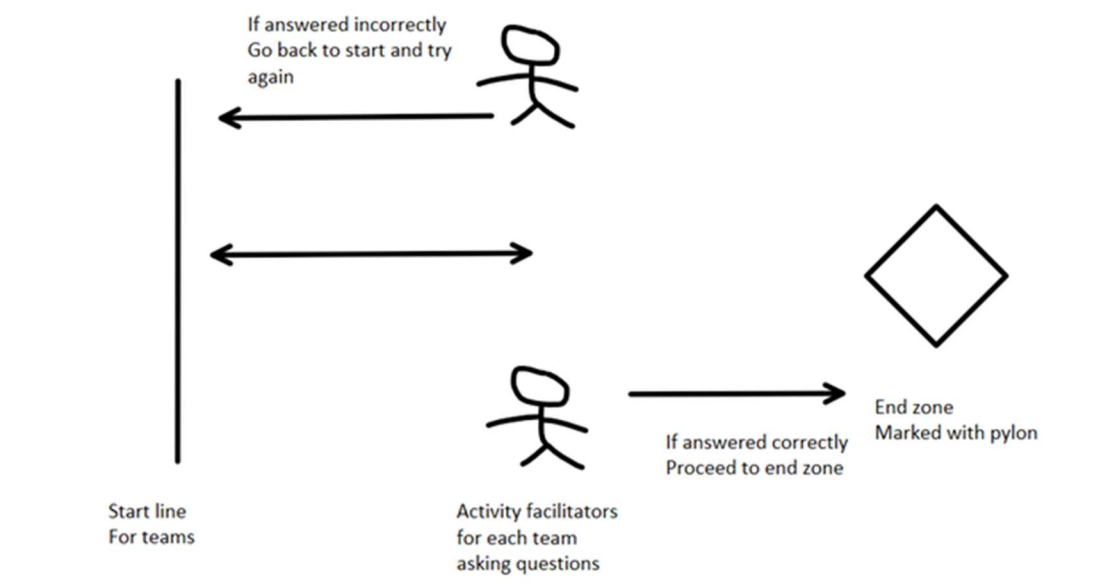
Activity Part 1: Two blankets can be placed near each other, with the 30 items equally sprawled across both. Place plastic bin next to it. Place two cones on opposite side to signify the start where students will line up behind single file before running to the blankets.

Activity Part 2: Place three cones – one will be at the start where students will line up single file; the second will be with the host in the middle; and the third will be on the opposite end to signify they have answered the question correctly.

FLOOR PLAN – ACTIVITY 1



FLOOR PLAN – ACTIVITY 2



Takedown

All items can be placed in the bins used as “Emergency Kits” in the activity.

Specific Reminders for Volunteers:

- The activity will be completely run by volunteers for the first few days.
- We will have Emergency Management Specialists on Tuesday May 28th and Wednesday May 29th
- If amendments need to be made to accommodate children or schools (for example, wheelchair accessibility), please do so as see fit to make it inclusive for everyone.

Script:

Introduction:

The volunteers will have all students together welcoming them and to explain the activity; explaining that there are two parts of the activity.

“Hi everyone! Welcome to “Flood Relay”. This activity is by Emergency Management, and we want you to be prepared if a flood happens in your community! Raise your hand if you know what a flood is.”

****if students raise hands, ask one to explain what they think a flood is. If no one raises hand, explain a flood****

“Exactly! A flood is when an overflow of water starts to cover land that is usually dry. The water comes from a river, a stream, or any nearby body of water – and the water levels can get higher and higher, so high that it starts covering grass, streets, homes, schools!”

“Today’s activity will be divided into two parts – both are relay style!”

“The first activity, you will be racing the opposite team to see who can build an Emergency Kit first! An Emergency Kit is a collection of items and supplies that can help you and your family when an emergency happens, like a flood.”

“We’ll divide you into two teams, and when we (blow the whistle, yell go, etc. – volunteers can decide how to signal), each person on your team, one by one, must run to the station and hold up ONE item they think goes into an Emergency Kit. If the volunteer approves it, you can run back to your team and keep taking turns until all items are approved. If the volunteer does not approve your item, that means it does not belong in an Emergency Kit, and you must run back to the start line and wait your turn to try again. First team to complete their kit, wins!” ****There will be a volunteer at both Emergency Kit Station and when all items have been correctly placed in the kit, they can signal their team won****

****Volunteers can explain the second activity more in depth after the first activity is completed, so they don’t confuse the students****

“The second part of the activity requires answering questions relating to floods. ****Can stop here for the introduction. Volunteers can explain the second activity more in depth after the first activity is***

completed, so they don't confuse the students* This would be a good time to remember what your teachers have taught you about floods and being prepared. You will stay in your same teams and start at the same start line, but this time you'll run to meet a volunteer in the middle and answer a question. If your answer is CORRECT, you can run to the next pilon and cheer on your teammates. If your answer is INCORRECT, you must run back to the start and wait your turn to try again. The first team to make it to the end zone indicating they answered all their questions correctly, wins!"

The volunteers will break students into two equal teams and have them line up behind each team cone in a single file. Volunteers will begin.

For Part 2:

Volunteers can choose which questions they'd like to ask, in whatever order, and how many they'd like. They do not need to ask all 10 questions. They can choose which questions as they see fit. Their teammates won't hear the question or answer loudly enough, so feel free to repeat questions here and there. Keep in mind children's ages and difficulty levels for some – make some judgement calls.

As well, if a student has gone twice and got both answers incorrect, you can hint them towards the right answer the second time, so they do not need to run back for a third time.

Below are the questions:

GRADE 2 & 3:

Q1: Name some places where water is found on earth?

A: Rivers, lakes, oceans, glaciers, under the ground, clouds are also a possible answer.

Q2: The area next to a river where the river overflows on to the land when there is a flood is called?

- A. Flood Plain**
- B. Flood Bowl
- C. Flood Bed

Q3: When water falls from the sky in the form of rain, snow, hail or sleet this is called? Choose correct answer.

- A. Evaporation
- B. Precipitation**
- C. Condensation

Q4: Floods can happen in areas where we don't want them too like on a road or in our homes, but in nature some animals rely on flooded areas for their habitat. What kind of habitat is naturally wet and is a home to many plants and animals?

A: Wetlands

Q5: When rain fall hits the ground and flows down into a lake or river this is what part of the water cycle?

A: Collection (also known as runoff)

Q6: Which animal is very important for creating wet areas that are important for many other plans and animals to live?

- A. Moose
- B. Beaver – beavers create wetlands, but can also cause flooding problems if they build a beaver dam near homes, bridges or roads**
- C. Rabbit

Q7: If you see someone fall into a river during a storm, what should you do? You have three choices.

- A. Tell an adult to call 911**
- B. Swim out to save them
- C. Find a raft and try to paddle out to them

Q8: The weather is forecasting a lot of rain and there is a warning to stay away from streams and rivers because the ground beside the river can become soft and slippery. Which of the following should you do?

- A. Go looking for frogs with your friend by the river?
- B. Stay away from rivers and streams**
- C. Go by the river to check out how high the river is flowing

Q9: An emergency is a situation requiring immediate attention. If you see an emergency you should tell an adult. If you can't find an adult and need to call 911, what should you tell the person answering the call?

- A. Your name
- B. Where you are
- C. What's happening
- D. **All of the above**

Q10: When rain water falls it flows towards lower ground. If there is a warning of a flood is it better to be on top of the hill or at the bottom?

A: At the top

GRADES 4 & 5:

Q1: The land around a river where all the water that falls on that land drains into the river is called?

- A. A Watershed**
- B. A waterbed
- C. A water tent

Q2: Wet areas on the land or wetlands are important because they help soak up water on the land and release it during drying weather. Wetlands help reducing floods and drought. What are some examples of wetlands?

Possible answers: Marsh, Swamp, bogs, fens.

Hint: Where Shrek lives

Q3: Before flooding happens, we use skilled people to build certain man-made structures to help stop too much flood damage from happening. Choose an example of a man-made structure.

- A. Concrete Riverbanks**
- B. Beaver Bridges
- C. Palm Trees on the Beach

Q4: It's important to maintain plants along the edges of a stream this is called a buffer. During a flood, plants protect the streambank from what?

- A. Erosion**
- B. Weathering
- C. The Thanos Snap

Q5: What is a Watercourse?

- A. A course about water
- B. A moving body of water such as a stream, river, brook or creek**
- C. A movie title

Q6: What is something that humans are doing that are making the effects of floods worse and so causing more damage?

A: Deforestation (cutting down trees or equivalent answer), any answer that relates to climate change so (burning gas, driving cars, using plastic etc.), answers relating to building more buildings and less parks. Another answer can be causing increased global temperatures.

Q7: What are the 4 stages to the water cycle.

A: Evaporation, precipitation, condensation and collection.

Can be listed out of order

Q8: Natural disasters can cause damage to man-made structures like buildings that we use every day. All structures around us are built to withstand live loads but sometimes, if the force is too strong or they are not engineered well, these powerful external forces of Mother Nature can create a disaster. Choose an example of external forces.

- A. Wind and Water**
- B. Noise

C. Planes flying on top of buildings

After the Activity:

Once both teams have finished, announce the winning team. Award everyone with prize – both teams!

We have colouring books to give away as the prize.