



FLOOD DISASTER

Time required

About 40 minutes

About the lesson

Encourages pupils to understand the 2010 flooding disaster in Pakistan, and gives them an opportunity to try to relate to what children in the country might experience at the time.

Resources

- Copies of the two sets of flashcards for each group of 3-4 pupils.
- Whiteboard
- Optional: world map/ Pakistan map

Learning objectives

- To learn some numbers and stats about the scope of the Pakistan floods in 2010
- To try to imagine a small part of what the children in Pakistan might experience during the floods
- To reflect over how to help others.

Links to National

Curriculum subjects

- Geography
- Citizenship

Sources:

www.soschildren.org
www.bbc.co.uk

LESSON PLAN - KEY STAGES 1-2

NB: This lesson contains information which might be upsetting for some children. Teachers should consider the suitability of this lesson, especially if there are children in the class who have suffered recent loss of a family member or who have had to flee natural disaster.

Starter

Tell Ss that they have to close their eyes and listen quietly to what they are about to hear, while using their imagination.

10 mins

Read out:

Imagine that you wake up one morning, in your bedroom at home. As you move the duvet to one side and get out of bed and walk through the house to the kitchen you realize something strange: all the chairs and sofas have disappeared over night! There is nothing anywhere to sit on! When you get into the kitchen you have to eat your breakfast standing up by the kitchen table. It's a bit weird, but also quite funny!

You get ready to get to school as normal. On your way to school, you notice that all the park benches and the benches at all the bus stops are gone too. When you arrive at the school gates, you see lots of children and parents standing around, speaking in upset voices. They are all talking about how all the furniture to sit on is gone from their houses and around where they live too.

When you get inside the school, your day becomes even stranger. All the chairs AND the tables from everywhere in the school is gone too! The school receptionist is very upset as all her important papers are scattered everywhere on the floor of her office, and she has nowhere to sit to sort it out. In the classroom, your teacher tells you to take a seat on the floor as there are no chairs or desks. It was funny at first but now it's a bit unsettling. Your legs start to ache after the first lesson, and many children are finding it hard to concentrate in lessons.

In the lunch break, you overhear some teachers talking about how there are suddenly no cars on the roads outside anymore. You ask your teacher about it in lesson, and she says that it is true. All the cars have suddenly disappeared from your town. It isn't a problem for those children who walk to and from school, but some parents who normally drive have to leave their jobs early to walk a really long way to pick their children up. When your mum meets you after school she is worried about what you are going to eat for dinner. She was planning to drive to the supermarket to pick something up.

You are in luck today though. The cupboards at home still have some food in them, and you and your family have some plain pasta for dinner, while sitting on the floor.



FLOOD DISASTER (continued 2/3)

You find it hard to go to sleep that night, worrying about what will happen tomorrow.

Now tell the Ss to open their eyes, and discuss with them the following question:

1. How did it make you feel to not have any chairs or tables? (suggested answers to elicit include confused, tired, worried, inconvenienced.)

Then tell the Ss to imagine the situation getting even worse: what if the next day you wake up all of your clothes except the pjs you're wearing is gone? The phone lines and internet down? The heating is no longer working, or there's no water in the tap, shower and toilet?

Point out that all of these things and more is true for many, many children who have been affected by the floods in Pakistan. Because of very heavy monsoon rains, many rivers have bursts their dams and flooded cities, towns and villages. The floods have swept away or ruined everything people have: they have no tables or chairs, no cars they can be taken to safety with, no clothes to wear and very little or no food and clean water. For many of them it is even worse: their parents are gone or can't be found too.

Main activity

20 mins

Tell Ss that they are now going on a fact finding mission to learn more about the floods in Pakistan. Divide Ss into small groups of 3-4. Explain that each group will be given 2 packs of cards, and that their job as a group is to match up the cards from the different packs. Point out that it is important that they work together as a group: if they disagree on anything they have to discuss it properly and maybe take a vote on what to go for. Hand out the cards.

When they are finished, ask students to report back to the class and agree on the correct answers:

20 million people	People affected by the Pakistan floods in some way. That is like all the people of Scotland!
6 million people	People urgently in need of food because of the floods. This is like half the people of London.
722,000	Number of homes that have been destroyed. That is as if all the people of Leeds would have lost their homes.
£140,000,000	Amount of money raised so far to help those affected by the floods



FLOOD DISASTER (continued 3/3)

£13

The cost of a food package to give one family enough to eat for 10 days. That is less money than it costs to buy a Build-a-Bear!

£295,000,000

Amount of money needed to help those affected by the earthquake. It may seem like a lot, but it is only a quarter of the amount that a large international fast food chain makes in profit each year.

Closing activity

10 mins

End the session by asking the children to think back to the story at the beginning of the lesson, and to think about the following question:

If you were suddenly without furniture, food and maybe a home, what is the first thing you would do?

Steer the conversation towards answers around seeking support from friends, family and neighbours, and explain that this is exactly what is going on in Pakistan right now. The first people to help the Pakistanis after the floods are of course other Pakistanis, who were more lucky in the floods and are able to help others.

But in addition to this, people all over the world can do a lot to help by raising money. The money can then be used to buy the things people need near the affected areas, which also supports local businesses so that people don't lose their jobs.

Optional

Explore with the children different ways in which to fundraise to allow aid organisations to help those affected by the floods. The £13 food packages SOS Children is raising money for should make an easily attainable target for a small class or group.