



## FLOOD DISASTER

### Time required

About 60-70 minutes

### About the lesson

Using role play, this lesson introduces students to the flood disaster in Pakistan and the needs of people affected by it. In groups, the students will conclude the lesson by creating a brief action plan with sustainable solutions to these needs.

### Resources

- Character cards for 5 students
- Information sheet
- Work sheet
- Character grid

### Learning objectives

- To learn some basic information about the 2010 flood disaster in Pakistan
- To use their own research skills to find out more information about how people are affected, and about how people can help.
- To reflect over sustainable, long-term solutions to natural disasters, using local resources with international support.

### Links to National Curriculum subjects

- Geography
- Citizenship

### Sources:

[www.soschildren.org](http://www.soschildren.org)  
[www.bbc.co.uk](http://www.bbc.co.uk)

## LESSON PLAN - KEY STAGES 3-4

*Before the start of the lesson, identify 5 students who you consider to be strong public speakers and who don't mind being centre of attention. Also place a chair at the front of the classroom, at which the interviewees will sit while being interviewed.*

### Introduction

Tell the students that today's lesson will consist of an interactive role play, in which they will be asked to produce a simple action plan which can be used to help those affected by the Pakistan floods.

Separate the above 5 students from the rest of the class, and ask them to sit to one side. Divide the rest of the class into groups of 3-4. Tell the class that these are the groups they will be working in during the lesson.

### Introduction to the Pakistan flood disaster

10 mins

Tell students that they will now receive an info sheet, giving them some more information about the floods, and one work sheet. Tell them to take turns to read out the paragraphs on the info sheet, and to use the information on it to answer questions 1-5 on the work sheet.

Special instructions to interviewees: In the mean time, hand out character cards to the 5 identified students, and ask them to read them individually and try to memorize the information. Tell them (separately, so that the rest of the class can't hear) that they will each be interviewed by the rest of the class and that they should act out the character given on their cards. If they are asked any questions the cards don't give answers to, they can improvise as long as they do so in a credible way. When these students are not being interviewed they can each join one of the other groups, but it's important that they keep their 'character' a secret to the other students.

### Answers:

1. How many homes have been destroyed by the floods?  
(722,000 – as if all houses in Leeds would be swept away).
2. How much money is needed to help all those affected by the floods?  
(£295,000,000. About one third of the cost of building the Millennium Dome in London)
3. How many people in total have been affected by the floods?  
(20 million - Like all the people in Scotland)
4. How much does a food parcel for a family cost, which means they will have food for 10 days?  
(£13)
5. How much money has been raised so far to help those affected by the floods?  
(£140,000,000 – less than Manchester City spent on players this year)



## FLOOD DISASTER (continued 2/3)

### Fact finding interviews

30 mins

Tell the class that to do an action plan it is important to make sure you have as much information as possible about the needs of people affected, as well as information about offers from people who are willing to help. They will now get the opportunity to interview a few useful (or perhaps not so useful) people. While they interview, they must complete the character information table on the worksheet. Give the students a few minutes to write down some questions to ask those they will interview (question 6 on the worksheet).

### Good starter questions include:

What's your name?

How were you affected by the floods?

How can we help?

To demonstrate, tell the students that you will play the first interviewee, Imran, and take a seat on the chair at the front of the class. If the class is slow to get started in asking questions, go round the classroom to make sure each group asks a question, no matter how insignificant.

When they have no more questions, give them a few more minutes to complete the part-completed section of the grid. You can here choose to go through the information they have entered to make sure they have understood the format.

Then call interviewee number 2, Hana (a mother of 3 and former teacher, struggling to support her family), and invite to another round of questions from the groups.

Call interviewee number 3, Mr Lawson (UK business man wanting to donate t-shirts.), and invite questions from the class.

Call interviewee number 4, Mr Khan (a local businessman who runs a department store which is near bankruptcy, threatening the welfare of his family), and invite questions from the class.

Call interviewee number 5, Amna (a worker at a local independent aid organisation with plenty of able staff but no money to buy supplies with), and invite questions from the class.

Call interviewee number 6, Mr Pates, (the CEO SOS Children UK which has money that they would like to spend to help those affected by the floods, but no staff in Pakistan to help distribute aid), and invite questions from the class.



## FLOOD DISASTER (continued 3/3)

When all the interviews are completed, give the students a few more minutes to complete the chart and discuss the information they have received if needed. Go through the information with them, and ensure that each group has put down roughly the same information in the 'needs' and 'offers' columns.

Now tell the groups that to start working on their action plans, they must try to match up the 'needs' with the 'offers'. If there are 'offers' that aren't needed, they can scribble those out straight away. If there are 'needs' that aren't met with offers, encourage them to think about who or what organisation/person could be approached to help meet those needs.

### Closing activity

Tell students to write out a brief action plan on the worksheet (question 7) for how to best proceed in helping those affected by the floods. Give them a few minutes for this, and then ask the groups to report back to the class. Encourage discussion if the groups have put down very different things, and emphasize especially the use of local resources (like the local teacher), and the importance of buying things needed locally to support the local economy. You might also want to encourage a discussion about Mr Lawson, quite a common character who wants to do something good for those in crisis but doesn't have the time or expertise to find out what is actually needed. Discuss suggestions on what Mr Lawson could do instead.

15-20  
mins