

# Completely Soaked – Module on the Topic of Floods and Landslides

Methodological and  
didactic comments



Yaps  
Raising  
young people's  
awareness on  
preparedness and  
self protection



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# Completely Soaked – Module on the Topic of Floods and Landslides



## General Information

<p><b>What subjects is this module suitable for?</b></p>	<ul style="list-style-type: none"> <li>• English</li> <li>• General Knowledge</li> <li>• Arts</li> <li>• Cross-Disciplinary</li> <li>• Subjects</li> </ul>
<p><b>What age group is this module suitable for?</b></p>	<p>for the age group 8-11</p>
<p><b>What general skills are taught using this learning module?</b></p>	<ul style="list-style-type: none"> <li>• Developing communication, writing and reading skills</li> <li>• Analysing and evaluating information, facts and situations</li> <li>• Working with texts and reading comprehension</li> <li>• Creatively implementing ideas</li> <li>• Stimulating motor skills and creativity</li> <li>• Training speech and active listening</li> <li>• Comprehensibly describing processes and experiences to others</li> <li>• Training focusing skills</li> </ul>
<p><b>What thematic skills are taught using this learning module?</b></p>	<ul style="list-style-type: none"> <li>• Knowing when, where and why floods and landslides occur</li> <li>• Understanding how experts predict a flood or high water levels</li> <li>• Knowing the most important preparations for floods</li> <li>• Distinguishing between what is right and wrong in case of floods and landslides and explaining why</li> </ul>

## Context

Floods and landslides can occur anywhere, anytime of the year. They are usually triggered by heavy and/or long lasting rain events. Snow melting in the spring also frequently leads to floods and landslides. Flood events are increasing in frequency and intensity. Depending on where they are living, pupils might have already experienced floods or landslides themselves. Even if they don't live in vulnerable areas, they have probably seen television reports or pictures in the newspaper.

This teaching unit can be used to introduce pupils in the age group 8-11 to the topic of floods and landslides. Pupils learn how landslides and floods occurs, how experts predict high water levels and how they can prepare for a flood or high water levels. Pupils are asked to think about right and wrong ways of behaving in case of floods and landslides, and to exchange ideas in the classroom.

Focusing on the world we live in, on taking action, the variety of methods and learning by discovery are the main didactic principles used. Thus, pupils deal independently and actively with the topic of floods and landslides by solving the tasks, reading the stories, looking at the images and playing the games. They acquire specialized knowledge, as well as social skills, decision making and methodical skills. Moreover, the drawings stimulate the imagination and creativity of pupils, as well as their motor skills through colouring and cutting out.

## Methodological and didactic comments

The learning module consists of various tasks that deal with the topic of floods and landslides from different perspectives. Depending on the pupils' level of knowledge and on the time at hand, tasks can be solved both independently and collectively.

### Wordslide – can you fill in the blanks?

#### General competences conveyed

- Analysing and assessing information, facts and situations
- Working with texts and reading comprehension
- Training writing and reading skills

Based on the opening story in which Max is confronted with the topic of landslides based on a television report, pupils learn when, why and where landslides can occur. They learn about the causes of landslides and find out where and what damages they can cause.

Depending on the pupils' level of knowledge and writing skills, the task can be solved individually or in pairs, comparing the results in class.

## How to prepare yourself for a flood



### General competences conveyed

- Working with texts and understanding them
- Analysing and assessing information, facts and situations
- Creatively implementing ideas
- Stimulating motor skills and creativity

In this task, pupils are asked to cut out the cards, to match the texts with the right images and to glue the card pairs onto a piece of paper. Moreover, pupils are asked to bring in their own ideas in form of drawing and descriptive text. In this way, pupils get an overview and a visual representation of the most important rules for preparation in the event of imminent flooding or high water levels.

The task aims at deepening and consolidating pupils' knowledge regarding proper preparation in case of high waters/floods. Cutting out and matching cards trains motor skills and stimulates creative skills. The task can be solved individually, in pairs, or in small groups.

#### Tip:

Alternatively, the teacher can increase the size of the individual cards accordingly. These are then matched and glued together by the pupils. You can hang up the poster in the classroom or in the school building.

## How do you act in case of a flood or a landslide?



### General competences conveyed

- Analysing and assessing information, facts and situations
- Training speech and active listening
- Comprehensibly describing processes and experiences to others
- Stimulating motor skills

In this task, pupils think about how they can contribute to being safe in case of a flood or a landslide. They reflect upon what they need to pay attention to so that they don't put themselves or others in danger. Pupils are asked to colour the speaking bubbles, which they think are right, in green. False statements are coloured in red.

In this task, pupils learn about right and wrong ways of behaving in case of floods and landslides. Further on, the pupils discuss about how they would behave in case of a flood or a landslide, and explain their decision.

#### Tip:

In addition, pupils can present their own ideas in the classroom regarding proper behaviour, draw and write them down in the empty thought bubbles.

## Answers for teachers:

- Statement 1: "A flood or landslide is thrilling. That's why I watch closely. I get as close as possible to see it well."  
 WRONG: Areas which are subject to floods or landslides should be avoided as far as possible. The work of relief and rescue teams should not be impeded in any way by bystanders.
- Statement 2: "I don't play on flooded or damaged streets. I could fall into something, get hurt or become ill."  
 CORRECT: There are numerous hazards underneath the water surface or on damaged roads, e.g. sharp-edged objects, open sewers or water contaminated with harmful chemicals.
- Statement 3: "I'm not allowed to eat food like fruit and vegetables from flooded areas. Otherwise I will get sick."  
 CORRECT: Food can become contaminated, and contain germs.
- Statement 4: "I always keep calm, even in dangerous situations."  
 CORRECT: You can act carefully and thoughtfully only if you can manage to remain calm.
- Statement 5: "No matter how dangerous it is for me: I always help other people and animals".  
 WRONG: Personal safety always comes first. You should help other people or animals only if you don't put yourself at risk.
- Statement 6: "I won't jump over the barriers and I will mind the directions given by the rescue team".  
 RIGHT: Relief and rescue workers are experts in matters of disaster control. Their instructions must be obeyed at all times.
- Statement 7: "In the event of a flood, I go on a boat ride with my friends. It's funny".  
 WRONG: Floods bear numerous risks, e.g. dangerous undercurrents.

## Flocke's safety memory

This is a fixed module to be found in some teaching units. Twelve cards are available for this task. Pupils visualise once again important rules of behaviour for each topic discussed. What's more, the exercise allows students to reflect while playing and strengthen their knowledge on the Topic of Floods and Landslides. The ability to focus and memorise is also stimulated.

The safety memory game can be played at school or with the family, which encourages talks about the topic at home, as well.



## Auxiliary learning modules

The following teaching units offer more in-depth thematic knowledge:

- Fire – Module on Fire Safety Education
- Bless you! – Module on the Topic of Influenza and Viruses
- Knife, Fork, Scissors, Light – Module on Household Risks
- Helpfulness – module on the correct behavior in an emergency
- Safety First – Module on the Topic of Safe Ways to School
- Fast as Lightning – Module on Storms
- Completely Soaked – Module on the Topic of Floods and Landslides
- Highly Dangerous – Module on Drought and Forest Fires
- Quaking – Module on the Topic of Earthquakes
- Supportive – Social Engagement in a Community
- A Matter of Honour – Module on Volunteering