

S.O.S, high water!

Objectives:

- Understand the potential hydrogeological risks.
- Learn the appropriate behaviors to adopt in case of danger.

STEP BY STEP

Before starting

The teacher begins the session by explaining the importance of knowing one's territory. They encourage students to reflect on how the places they frequent may be affected by natural events, such as floods or landslides.

Students are invited to think not only about the places they visit daily but also those that evoke memories, joy, or significant activities.

One by one, each student shares a location that is important to them, explaining its significance. This could include:


- **Schools:** Where their educational activities take place.
- **Parks and green spaces:** Areas for recreation and socialization.
- **Sports centers:** Where they engage in physical and social activities.
- **Supermarkets and shops:** Landmarks in their daily lives.

- **Libraries and cultural centers:** Spaces for learning and culture.

The teacher records each suggestion on the interactive whiteboard or Google Maps, creating a shared list or map. This visual representation helps students connect their personal experiences with the broader context of their environment.

Territorial Risks

The teacher asks the class if they are aware of the risks in their area. After a brief round of responses, the teacher highlights the most common risks in their city or region, focusing particularly on hydrogeological risks and areas prone to flooding.

In this activity, the teacher can use the Nasa Landslide Viewer ([link](#)) to identify real at-  zones.

After pinpointing the most vulnerable areas in their territory, the teacher engages the class by testing their knowledge of appropriate behaviors to adopt in case of flooding danger. The following questions guide the discussion:

- *Are you familiar with all these risks?*
- *Has there ever been heavy rainfall that caused flooding?*
- *If such an event were to occur, do you know what the correct actions to take would be?*
- *What are the emergency numbers to contact in case of danger?*

This discussion not only raises awareness of local risks but also empowers students with practical knowledge to respond effectively in emergencies.

Roleplay game

The teacher begins the activity by dividing the class into 3-4 groups, depending on the number of students. Each group is assigned a specific scenario to stimulate their creativity and problem-solving skills:

Scenario 1: Sports field during a practice session, where the students must face the danger of an approaching **thunderstorm**.

Scenario 2: A house with friends during a party, where there is a **risk** of sudden flooding.

Scenario 3: Supermarket in full swing during heavy rain, with emergency alerts on their phones.

Scenario 4: Library while a storm rages outside, where the students must find a safe exit.

Each group must assign specific roles to its members, promoting collaboration and leadership. The roles include:

- **Leader:** Coordinates discussions, guides the group, and presents solutions to the rest of the class.
- **Safety Officer:** Responsible for identifying appropriate behaviors to adopt in case of an emergency.
- **Communicator:** Prepares to contact emergency numbers and communicate crucial information to the rest of the group.
- **Observer:** Takes note of group dynamics and provides feedback after the simulation, helping to reflect on the experience.

Each group has 15 minutes to discuss and plan how to handle the emergency situation of their assigned scenario. During this time, they must consider:

- **Risk Identification:** What signs may indicate that a flood or dangerous event is approaching?
- **Actions to Take:** What immediate steps must they take to ensure everyone's safety? Where can they seek refuge? How can they contact emergency services?
- **Communication:** How can they explain the situation to a stranger or an adult clearly and concisely?

Each group presents their simulation in 5-7 minutes, demonstrating how they would react in an emergency.

Some prompts for the simulation include:

- **Scenario 1 (Sports Field):** The students begin to hear thunder and see lightning. How do they move to a safe place? Who do they contact for help?
- **Scenario 2 (House Party):** Water starts to rise. What measures do they take to protect themselves and their belongings? How do they communicate with each other?
- **Scenario 3 (Supermarket):** Customers receive alerts on their phones. How do they react, and who do they seek help from?
- **Scenario 4 (Library):** They need to find a safe exit. How do they manage the situation, especially with vulnerable people around?

Concluding thoughts

In the final plenary session, the teacher explains that every territory has institutions dedicated to the **safety** of its citizens. The importance of knowing emergency plans and how to access them is highlighted, for example, by visiting the official website of their municipality. Here, students can find information on **civil protection** plans and the procedures to follow in case of emergencies.

To deepen their understanding, the teacher may recommend useful resources:

- **Municipality Website:** Often, municipalities website have specific sections dedicated to civil protection, with specific local resources and useful contacts.
- **Safety Education:** *Io Non Rischio (I don't risk)* - An Italian online portal dedicated to training and information on safety in schools, available in English ([link](#)).

After the research is completed, a shared list of entities involved in emergency response will be compiled, mapping their locations to provide a comprehensive view of available resources.

