



I MAKE MY SURVIVAL
BAG!

Geography | Geology | Mother Language

NATURAL HAZARDS



PEDAGOGIC CONTENT:

- Natural disaster
- Prevention
- First aid
- Individual initiative
- Group interaction

PRE-REQUISITES:

- Knowledge of the types of possible natural disasters in the region

This activity could be introduced or concluded by a visit to a rescue center or a fire brigade center.

NEW COMPETENCIES TARGETED/LEARNING OUTCOMES:

STUDENTS WILL BE ABLE TO:

- Identify and verbalise the consequences of a natural disaster
- Learn how to prepare an emergency kit
- Act under stress
- Define priorities
- Discuss in a group under "stress"



This "fun" format, which makes the participant verbalise, allows a better acquisition of the message.






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DESCRIPTION:


PREPARATION

-  **#1:** Choose a large number of eclectic objects in addition to the objects that are really useful in a survival bag (see below), it is recommended to offer a large number of various objects, more or less excluding subjects, including objects strange or ridiculous (plastic frog, pool buoys, fins or masks etc.). It may be interesting to integrate objects which may be useful in appearance but turn out to be useless in 2nd analysis (for example, a can without a can opener etc.)
-  **#2:** Organise the space: the objects are hung on grids or hung on the wall - Otherwise, they are distributed on a large table.

IMPLEMENTATION

-  **#1:** Remind the context of a possible evacuation according to the most appropriate and obvious type of risk on the territory (flood, earthquake etc.) or present the natural disasters if not done in previous lessons. Students should be able to identify the possible consequences of a natural hazard on their territory, by stimulating their reactivity rather than their feelings of anxiety.
-  **#2:** Designate a group of students (8 to 12). Everyone will have to fill their bag in turn.
-  **#3:** Give the following instructions:
 1. Fill your bag only with the necessary elements for an evacuation
 2. The duration to fill the bag (depending on the number of objects proposed) is established between 45 seconds and 1'30 minute. The time can be reduced if it is a second pass and the pupil has already seen his/her comrade pass.
 3. Once the time has elapsed, student will have to remove the objects one by one from the bag, and justify the choice.
 4. The volume is limited: modest bag size, to facilitate evacuation. Everything cannot be taken!
 5. Remember to replace the objects after each pass.

A variant consists in passing a group of 2/3 students and asking the others to help them to choose the objects or to make a complete bag with two bags with some lacks.

-  **#4:** Once the time has elapsed (we can count down to add "tension") for the passage of all the designated students, launch a group discussion on the choices taken (why, what uses, what duration) and also on those that are not taken, if important elements have not been chosen. Possibly approach the notions of "survival kit".


Each "valid" object evokes prevention and rescue instructions in the face of "major risks" and the indirect effects of a disaster.


As a reminder - Composition of a basic "survival kit": A whistle, a torch, a "SOS" fabric or panel, fluorescent vests, a survival blanket, a radio with batteries, common drugs (dressings, paracetamol, disinfectant etc.), water, energy food, a multifunction knife, photocopying of personal papers, duplicate house and car keys, cash etc.


Type of activity  Game

Target audience  From 12 years old

Place  Classroom

Material needed  • 8 m of table
• 6 m of grids for hanging objects
• chairs for 30 people
• a timer (alarm clock, telephone, or other format) and a bell if the timer does not ring. You can choose a comic ringtone that "dramatizes" the result (a large bell, a roaring or rooster sound etc.)
• Objects (see list in attachment). Some objects are important, others less. There is no standard suitcase. It is necessary to mix some "ridiculous" objects with those more necessary. The issue being the exchange during the debriefing.

Duration of activity  Preparation: 30 to 45 min
Implementation: 45 minutes to 1 hour
15 to 20 minutes are essential for the realization of a "bag filling" animation with 8 to 12 students. You must add the setpoint (5') and context recall (5') times. The duration can be easily extended depending on the time allocated, by further developing the debriefing, or by having students pass several times which is generally very much appreciated.


Authorship  Authorship: IFFO-RME
No authorization required

Links  <http://www.risques-majeurs.info/fiche/atelier-je-fais-ma-valise> (French only)
<https://www.wikihow.com/Make-a-Survival-Kit>



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Notes by author  The purpose of this activity is to help the students to determine what are the priority objects in a natural disaster situation, and therefore to CHOOSE: in a limited time, they will not necessarily choose the objects recommended for a survival bag (cf. above), but they will have to explain their choices together and possibly reconsider them to redefine their priorities.

Example of objects that can be gathered for the activity (not exhaustive).

It is not necessary to collect ALL of the objects mentioned, but provide at least the basics of the survival kit.

- a small backpack (important, everything must fit in the bag!)
- flash light
- on-site helmet
- rain jacket (for flooding)
- simple first aid kit
- battery radio
- mobile phone with charger
- copy identity card
- copy card
- family notebook copy
- copy health book
- copy driver's license
- copy home insurance contract
- copy of auto insurance contract
- "bank card" (or game model)
- copy banknotes
- copy medical prescription




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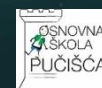
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- Notes by author  Example of objects that can be gathered for the activity (not exhaustive).
- car keys
 - house keys
 - toothbrush
 - toothpaste
 - towel
 - small package of baby diapers
 - sweater
 - pair of sports shoes
 - 2 or 3 coat racks
 - blanket
 - empty medicine boxes on the medical prescription
 - empty aspirin or paracetamol box
 - empty box or empty Ventoline spray (for asthmatics)
 - box of peas opening with a can opener (but there will be no can opener)
 - tin can of a prepared dish to be heated which can be opened without a can opener
 - boxes of sardines (can be opened without a can opener) - nutritious bars
 - tuna can that can only be opened with a can opener that will be absent
 - rice package
 - couscous package
 - packet of mashed flakes
 - breakfast cereal package
 - 3 or 4 disposable plastic plates
 - 3 or 4 disposable cups
 - 3 or 4 disposable plastic cups
 - small pots
 - candy
 - emergency glasses
 - Sunglasses
 - animal feed (kibble)
 - windbreaker
 - Lighter
 - Fins



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Notes by author  Example of objects that can be gathered for the activity (not exhaustive).

- 3 or 4 disposable cutlery
- big bottle of mineral water (5 liters)
- pack of 6 bottles of 1 liter
- thermos bottle
- package of paper towels
- dishwashing gloves
- big empty laundry bottle
- freezer bags
- piggy bank
- card game
- games box
- children's buoy (even with duck!)
- small plush toy
- bulky plush type big teddy bear
- PlayStation out of use
- summer hat umbrella
- binoculars
- camera
- tool kit
- extinguisher
- candlestick with candle
- box of battery matches
- 3 or 4 children's books for 7-10 year olds
- school notebook
- ballpoint pens
- pencils

This game can also be developed through an online game as with Quizziz application:

<https://quizizz.com/join/quiz/6022c5549f325d001b347ffb/start?studentShare=true>



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