

Flooding-rafts and Stretchers

Outdoor Learning Plan

<p>Session Leader:</p>	<p>No. of children: 15-60</p>	<p>Age range: Foundation - KS4</p>
<p>Location: E.g. School Grounds, Park, Woodland, Beach</p> <p>N.B - If attempting to build larger rafts and use them on water, please ensure you assess the risks, adapt the activity accordingly and have enough adults to supervise water based activity.</p>	<p>Resources: This will depend on which option you run and the age of participants. String / rope (Toy animals / people)</p> <p>OR</p> <p>Raft / stretcher building materials including hazel rods, rope, scissors, tarpaulin, tyres, planks etc.</p>	<p>Success criteria: Everyone will take part in a practical building activity</p> <p>Foundation - KS1 Will build mini-rafts</p> <p>KS2-4 Will build stretchers or rafts</p> <p>Everyone will consider what it is like to be caught in a flood and how people can work together to survive this problem which could be caused by climate change.</p>
<p>Subject: Raft Building</p>	<p>Learning Objective (Rationale): To work together to overcome a problem – needing a raft. To develop understanding of the impact of flooding.</p>	<p>Considerable related discussion could occur in the classroom before or after or during the activity, especially for older students, including making a link to sustainable building materials.</p>
<p>Time: 90 mins - 2 hours</p>		

		<p>Aim and link to Climate Change learning: Extreme weather events such as floods threaten communities as the climate grows warmer. Learning about ways people can adapt and keep afloat encourages problem solving and resilience.</p>	
5 mins	Circle	<p>Boundaries & safety briefing.</p>	Define boundaries of the session, any dead trees, no-go areas.
5 mins		<p>Warm up game</p>	<p>Thunderstorm soundscape – build this up round the circle. An easy way to do this is to ask everyone round the circle to copy the person next to them but only that person. This way you can pass the sound around the circle and build it up. You start this with tapping one forefinger on the other forefinger. The person on your left copies you, then the next person, then the next. Each of you continues tapping until you get all the way round the circle and back to the start. Next change to 2 fingers tapping, copying round the circle... 3 fingers, 4 finger clapping, full hand clapping, both hands on knees, add stamping, then build it back down the same way. If you want to add in lightning</p>

			and thunder, crashing noises with percussion instruments or voices you can.
15 mins	Circle	Discuss Learning Objective and pool knowledge	Tell a flood story – preferably remember a local flood and how people pulled together to help each other, could also mention some floods in other countries in the last few years. OR you could use Noah’s Ark bible story OR The Flood story in Georgiana Keable ‘The natural Storyteller’ & other places.
10 mins	Pairs, small groups	Activity to develop / consolidate knowledge, e.g. finding hidden items, collecting or spotting something in area	If doing mini-rafts - make stone people – choose a stone, pebble or shell to represent you! You could draw on it using felt tips. This will be used as a person for the mini-rafts to see if they can float and carry someone. OR Obstacle course – create or find an obstacle.
5 mins or longer depending on discussion	Circle	Share findings briefly Introduce creative activity	Try out the obstacles – who fell off?– could someone help you at the tricky parts? You could discuss whether raft building is in response to a brief flood, a flash flood or a large long-term flood. Consider (if you have time) what would you bring with you (do you include the dog?), where do you sleep, what would you do about food in the short and longer term? What difference could flooding make, depending on where you live in

			<p>the world?</p> <p>What would it be like to live on a floating house? What if there were no roads only rivers? What if you had to grow food on a raft like the floating gardens of Bangladesh?</p> <p>The practical raft building activity could lead on from a deeper discussion of these issues in the classroom.</p> <p>See end of this resource for further ideas on this as mentioned below.</p>
15 - 30 mins	Circle	Information sharing to support learning of older groups.	<p>Flooding is one of the outcomes of deforestation & climate change. Discuss here the role of forests in stabilising the climate, therefore protecting us from flooding. Again much of this could be done in the classroom before or after (and just referred to while outside).</p> <p>See further useful information at the end of this resource.</p>
15 mins	Circle / individual	Learn some knots to use on your raft.	<p>Optional for older groups or if you have more time: -</p> <p>Teach half hitch, shoelace knot, clove hitch & square lash</p>
25 mins or longer+	Groups	Creative activity	<p>Raft building - Several ways of doing this:</p> <p>1: Mini-version raft is more manageable and takes the least amount of time – Using sticks, leaves</p>

			<p>and a limited amount of string, create a raft that will be able to float and carry a stone person or toy animal.</p> <p>2: Full size raft on land – using hazel or similar rods and rope, create a stretcher that can be used to carry one person or all your bags.</p> <p>3: Using tyres, planks, rods and rope – create a raft to carry your group across the water</p> <p>If attempting to build larger rafts and use them on water, please ensure you assess the risks, adapt the activity accordingly and have enough adults to supervise water based activity.</p>
10 mins	As 1 or 2 groups	Feedback from Creative activity - presentation by children	<p>1: Test the rafts – do they float? Can they take any weight? How much?</p> <p>2: Use the stretcher to carry something / someone a short distance. Would it work on water? Why or why not? How could we adapt?</p> <p>3: Test the rafts with supervision – you will need a shallow, slow moving river or beach on a calm day.</p>
5 mins	As 1 group	Game - to suit the mood / group	<p>Free play using our rafts and obstacles OR Please Mr Crocodile, May I cross the water?</p>

			Only if you are wearing blue / your name starts with R / You like eating apples etc
10 mins	Circle	Review learning, reflect on experience	Thunderstorm soundscape again with a child leading it. OR packing up and carry gear back OR Round the circle – reflect on a challenge or solution from today.

Further useful information and ideas

SoW runs a project in Zimbabwe with Kariba REDD+ with the Tonga people who 'Traditionally... cultivate gardens in the fertile banks of the river, and many lost their land along the shores of the Zambezi River when Lake Kariba flooded...' Discuss how people pull together in an emergency, but that there are long term solutions are too.

Links can be made to Uganda, the Bukalasi landslide of 2018 and the devastation it caused. Deforestation led to destabilisation of the land so when the floods came, the trees were not there to hold the wet earth back and stop it from collapsing.

An eye witness said that 'The mountain just fell'. Everything in its path went. It was hard to believe the scenes because, while I was looking at flood plains, people were telling me just a few hours before shops, schools and homes once stood there.

At this point groups or pairs can discuss and then feedback on what long-term solutions there could be in places where deforestation & land destabilisation has taken place. Lots of ways this discussion could go such as including

- Discussion of examples of flooding they or people they know have been involved with,
- Discussion of flooding and existing and possible solutions in Wales and in Rainforest areas,

Size Of Wales

Foundation Phase To Key Stage Four



- Discuss sustainable use of forests. This could lead into sustainable building materials discussion and how to ensure materials are sustainably sourced.
- Role of charities such as SoW in supporting communities to re-build and develop long-term solutions.
- Discuss ways in which we can & may need to adapt due to the demands of climate change, both in Wales and in Rainforest areas where SoW works.

Could also lead into looking at some of the other activities and SoW resources such as looking at the SoW Rainforest Projects and how they relate to the sustainable development goals.

There are also resources relating to flooding in Wales for schools available from NRW.

<https://naturalresources.wales/guidance-and-advice/business-sectors/education-learning-and-skills/looking-for-learning-resources/?lang=en>