**OL 345 Lesson Plan A6 - Introducing Flood Evacuation to Community Members. A consciousness raising overview of evacuation.**

**Online Learning: OL 345 Community Based DRR Training. Center for Sustainable Development.** <https://csd-i.org/disaster-risk-reduction-online-drr-training/>

**7 hours plus lunch (can be completed in two, 3 1/2-hour workshops)**

**PURPOSE:** What workshop participants will be able to do as a result of the lesson.

**Objective 1:** Participants will understand the importance of having a flood evacuation plan.

**Objective 2:** Floods, risks associated with them, community vulnerability and capacity will be clearly spelled out.

**Objective 3:** Community members will understand the nature of floods, what causes them and how frequently they occur.

**Objective 4:** Important elements for the plan and a framework for developing the plan will be carefully spelled out.

**Objective 5:** Flood evacuation teams will be defined and team coordinators elected.

**Evacuation training.** If people need to evacuate, they need to know when to evacuate, they need to know what to do with their valuable possessions and assets, they need to know where to go where it's safe, they need to know what to take with them, and they need to know what to do when they get to shelter. Capacity building workshops led by the evacuation team can train community members in each of these—and most importantly—can lead them in practice drills.

**PREPARATION**

* A Community Based DRR committee has been formed.
* A participatory capacity and vulnerability assessment has recently been completed.

**MATERIALS**

* Artist’s drawings/posters; the scenes and people they contain should appear familiar to workshop participants.
* Large sheets of newsprint and tape. Colored markers.

**BEGINNING OF LESSON:**

**Activity 1. One Hour. Introduction to the benefits of having a flood evacuation plan**

**Purpose:** Committee members will understand the benefits of having a flood evacuation plan.

**What to do**

1. Introduction to workshop: Tell the participants what they’ll be able to do as a result of the lesson.
2. Participants will learn that community members are frequently unaware of how and why floods originate.
3. They will learn that community members aren't always aware of what to do before, during, and after a flood.
4. They will learn that there are techniques for reducing the risk caused by floods through proper preparation and evacuation.
5. They will learn that a plan can be developed to help community members reduce risk during a flood.
6. Flood evacuation teams need to be developed and will be assigned to key individuals (coordinators) for formation.
7. Let them know that a DRR professional will accompany them on the journey of developing the plan
8. Assign one DRR committee member to be responsible for the overall production of the flood evacuation plan.
9. Discuss how the plan may take several months to develop.

**Workshop Participants:**

Have participants talk about what they do and don’t understand, what they do and don’t like.

**Activity 2. One hour. Prioritizing the flood related results of the participatory capacity and vulnerability assessment**

**Purpose:** To review, prioritize, and clearly state the results of the recently completed PCVA.

**What to do**

1. Clearly note how frequently the community suffers from flooding.
2. Clearly note where (location) the community is most vulnerable and which community members are most vulnerable to floods.
3. Clearly note what livelihood assets and resources are most vulnerable.
4. Note what the community's knowledge of flooding, preparedness for flooding and evacuation during floods is.
5. Make a prioritized list of the vulnerable locations in the community, and livelihood assets and lives most at risk.
6. Clearly note where community members are the safest and where animals could be taken for safety.
7. Clearly note where safe paths of evacuation are within the village and where an evacuation center could be developed.

**Workshop Participants:**

Have participants talk about what they do and don’t understand, what they do and don’t like.

**BREAK: 15 MINUTES**

**Activity 3. 30 minutes. Introduction to consciousness-raising within the community**

**Purpose:** For committee members to better understand the need for consciousness-raising and some of the challenges.

**What to do**

1. Review what the community members do and don't know about floods.
2. Discuss how some community members may have strong biases of what to do in floods. For example, some may want to stay and guard their houses.
3. Discuss how some community members are illiterate and so posters and handouts should not have written words.
4. Describe different ways of getting information out to the community to increase capacity and develop responsibility.
5. Discuss how important schools and school children can be in disseminating this information.
6. Discuss how after initial consciousness-raising, teams will need to provide capacity building to the community and conduct regular drills.

**Activity 4. 30 minutes. Introduction to what to do before flooding occurs**

**Purpose:** For participants to learn what how important it is to be prepared for flooding.

1. Know the route to the nearest safe evacuation shelters.
2. Determine a place in your house to keep things that you might need during a flood that you can access quickly and easily.
3. Make an emergency first aid kit.
4. Get strong ropes for tying things.
5. A radio, torch and spare batteries.
6. Stocks of fresh water, dry food, candles, matchbox and kerosene.
7. A set of dry clothes in a waterproof container for each person.
8. Umbrellas.
9. Identify higher ground where people and animals can take shelter.

**LUNCH: 30 minutes.** If the workshop is to be held in two sessions, this is a good breaking point.

**Activity 5. 30 minutes. Introduction to evacuation**

**Purpose:** To learn the steps involved in evacuating vulnerable community members.

**What to do**

1. Describe how the evacuation team will need to determine a safe place to evacuate to.
2. Describe how the shelter may need to have basic provisions.
3. Describe how the evacuation team needs to interact with the early warning team.
4. Describe what community members should do with valuable assets, what they should take with them, and what they should leave behind during an evacuation.
5. Describe how the evacuation team needs initial and ongoing training.
6. They may need to buy basic equipment like megaphones and flashlights.
7. Describe how the evacuation team needs to develop an evacuation plan—and practice and rehearse.
8. Describe how community members need to practice and rehearse the evacuation procedures with the team.
9. Your NGO will help develop a training program for the evacuation team.
10. Describe how community members can develop an advocacy campaign for government/INGO support in building and provisioning an evacuation shelter.

**Activity 6. 30 minutes. When you hear a flood warning**

**Purpose:** To have a simple introduction about what to do when you hear a flood warning.

**What to do**

1. Turn on your radio or watch for flood team members giving warnings and advice.
2. Stay aware of flood warnings being given by the flood team or by local authorities.
3. Keep dry food, drinking water and warm clothes ready (and spare dry clothes in a waterproof container).
4. Check your emergency kit and make sure that it is complete.

**Workshop Participants:**

Have participants talk about what they do and don’t understand, what they do and don’t like.

**BREAK: 15 MINUTES**

**Activity 7. 30 minutes. What to do if you need to evacuate.**

**Purpose:** To learn about basic procedures.

**What to do**

1. Pack clothing, essential medication, valuables, and personal papers in water proof bags to be taken to the safe shelter.
2. Raise furniture, appliances and other valuables onto beds, tables, onto shelves or up in your roof rafters.
3. Prior to evacuation take your animals to high ground where they will be safe.
4. Lock your house.
5. Follow the guidelines of your evacuation team, follow the pre-described evacuation routes to safe shelter.
6. Do not get into water of unknown depth or current.

**Activity 8. 30 minutes. During the flood.**

**Purpose:** To learn about basic procedures.

**What to do**

1. Drink boiled water or use chlorine tablets to purify water before drinking.
2. Make sure that children are fed, dry, and warm.
3. Keep your food covered and protected from insects and animals.
4. Avoid entering flood waters. If you need to, wear proper foot wear and go under the guidance of the evacuation team.
5. Stay away from water over knee level.
6. Do not return to your home until directed by the flood evacuation team.

**Activity 9. One hour. Organizing flood evacuation teams**

**Purpose:** To initiate flood evacuation teams for reducing flood risk in the community.

**What to do**

1. Review the prioritized list of vulnerable locations in the community, and livelihood assets and lives at risk.
2. Make a list of the number of flood teams that need to be developed for the size of the community.
3. Discuss who would be the best people in the committee to coordinate the formation of the flood teams.
4. Elect individual team coordinators.
5. Discuss with the coordinators who would be the most qualified community members to lead the individual teams.
6. The coordinator will work with the NGO and DRR expert to organize and train the teams.

**Activity 10. 30 minutes. Conclusion**

**Purpose:** To review the elements of developing a flood evacuation plan.

**What to do**

1. Reinforce the benefits of developing a flood evacuation plan. Review the basic components of the plan.
2. Review who is in charge of which components (the writing of the plan and the formation of the teams).
3. Set a goal for a timeframe of completing the plan. Set a goal for a timeframe of establishing and training the teams.
4. Your NGO will help in developing the plan.
5. If there is time, walk to the most vulnerable locations in the village and walk along a safe evacuation route so that the communities can understand why it's safe.
6. Walked to high grounds in the community where people and animals can be safely taken.
7. Discuss the potential location for a safe evacuation center. Could have a multipurpose function – such as a school located on high ground.
8. Have participants talk about what they do and don’t understand, what they do and don’t like.

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