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TOOL

Manage your territory



Title : Manage your territory | *Developed by* : Ecocène

Topics : Floods | *Website* : www.ecocene.fr

Description

This cooperative game involves young people to protect an area before, during and after a flood. It encourages them to think about the right behaviours to adopt, and also to work on a local scale, for example, by putting in place solutions to reduce the risk of flooding.

Insists on the key role of raising awareness among populations to emphasize good prevention actions in the service of:

- Human toll: saving lives (and improving the safety of population exposed to natural risk);
- Material assessment: limit the damage (and reduce the vulnerability of territories);
- Economic and financial results: (stabilize or even) reduce the cost of flood-related damage;
- Territorial resilience: facilitating the return to normalcy of disaster-stricken territories.

Duration

1h00

Resources needed

To use the tool, we need:

- A game board;
- Packs of cards;
- Resilient pyramid
- Computer and projector.

Age

Primary School : 5 to 11
years old

Relevance to CRISEPAC Objectives

As part of the CRISEPAC project, this tool is perfectly suited to flood prevention and preparedness. It teaches participants how to adapt a house, a city and a river from flood.

Expected outcomes

- Understand the issues facing a region;
- Know the right reflexes in the event of flooding;
- Raise awareness of natural risk in its territory;
- Know how to act.

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Management

- The teacher must be able to explain each of the solutions proposed in the game.
- Research must first be done to find the best answers for the pupils.
- The instructions must be explained at each turn.

Risk prevention

- How to implement solutions in your area before, during and after a flood.
- Cooperative tool that allows students to discuss and argue about the best solutions for protecting their area and the population.

Others

Weaknesses

- Focus on Gave of Pau area in South-West in France,
- Concerns only the schools affected by the floods.

Strengths

- Playful activity;
- Cooperative;
- Involve the audience;
- Presentation of different safety systems to prevent flooding;
- Pedagogical tool.

Possible adaptations

It could be used around European countries affected by floods caused by a river. It is less concerning coastal flooding.

Climate change

Flooding will become increasingly intense as a result of global warming, due to the phenomenon of evaporation and cloud formation.

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Methodologies

Objective: Each team must protect its area of territory from flood risks by making the best possible decisions for its territory. The teams aim to achieve the best possible level of resilience across all territories. The facilitator presents the resilience gradient (each team has 1 magnetic pawn which moves forward or backward depending on the responses to the game).

The game therefore takes place in 3 rounds: "before the flood" - "during the flood" - "after the flood". Present the board where these 3 towers are found (pink, blue, yellow).

3 themes will be protected or managed during each of the 3 rounds of play:

- Individual prevention (the house and its residents).
- Constructions or actions on the river.
- Collective prevention and crisis management (the population).

Present the logos for each theme on the board.

At each round of the game, decisions will be proposed on game cards by theme, each good decision made by the team or bad one identified earning a point.

Distribute the game board to each team.

ROUND 1 | "Before the flood" (pink marker)

Distribute to each team the pack of cards "before the flood", i.e. 21 cards (7 "Individual prevention" cards, 7 "Constructions or actions on the river" cards, 7 "Collective prevention and crisis management" cards). The themes can be identified by their logo and must be placed in a packet on the location provided on the board (left).

The instructions: Each theme, only one card is correct (the other 6 cards are false). The students must find the 3 correct cards and place them on the location provided on the board.

Ask each team to give their 3 solutions, justifying them. Correct and vary their level of resilience. Each good decision increases the level of resilience of the territory by one point.

Evaluate the sentence and distribute a hazard card to each team, which will influence their resilience gradient.

ROUND 2 | "During the flood" (blue marker)

Distribute the deck of "during the flood" cards to each team. Have them place the 3 themes on the locations provided as in round 1.

Please note the instructions are changing! The team receive 6 correct cards for all themes and 1 incorrect card (i.e. 21 cards). This time you have to identify the 3 bad solutions among all the good ones. Each correct answer increases the level of resilience of the team (and therefore of the territory) by one point.

Distribute a hazard card to each team, which will influence their resilience gradient.

ROUND 3 | "After the flood" (yellow marker)

Same as ROUND 1 except that two or three answers are correct this time, it is up to the students to find which ones.

Conclude with the overall resilience gauge of the territory: ultimately what interests us is not the result per team but the overall territory. Emphasize the upstream-downstream consequences and territorial solidarity for the most effective management possible.

More informations : Ecocène - 0033 559 321 236 - info@ecocene.fr

