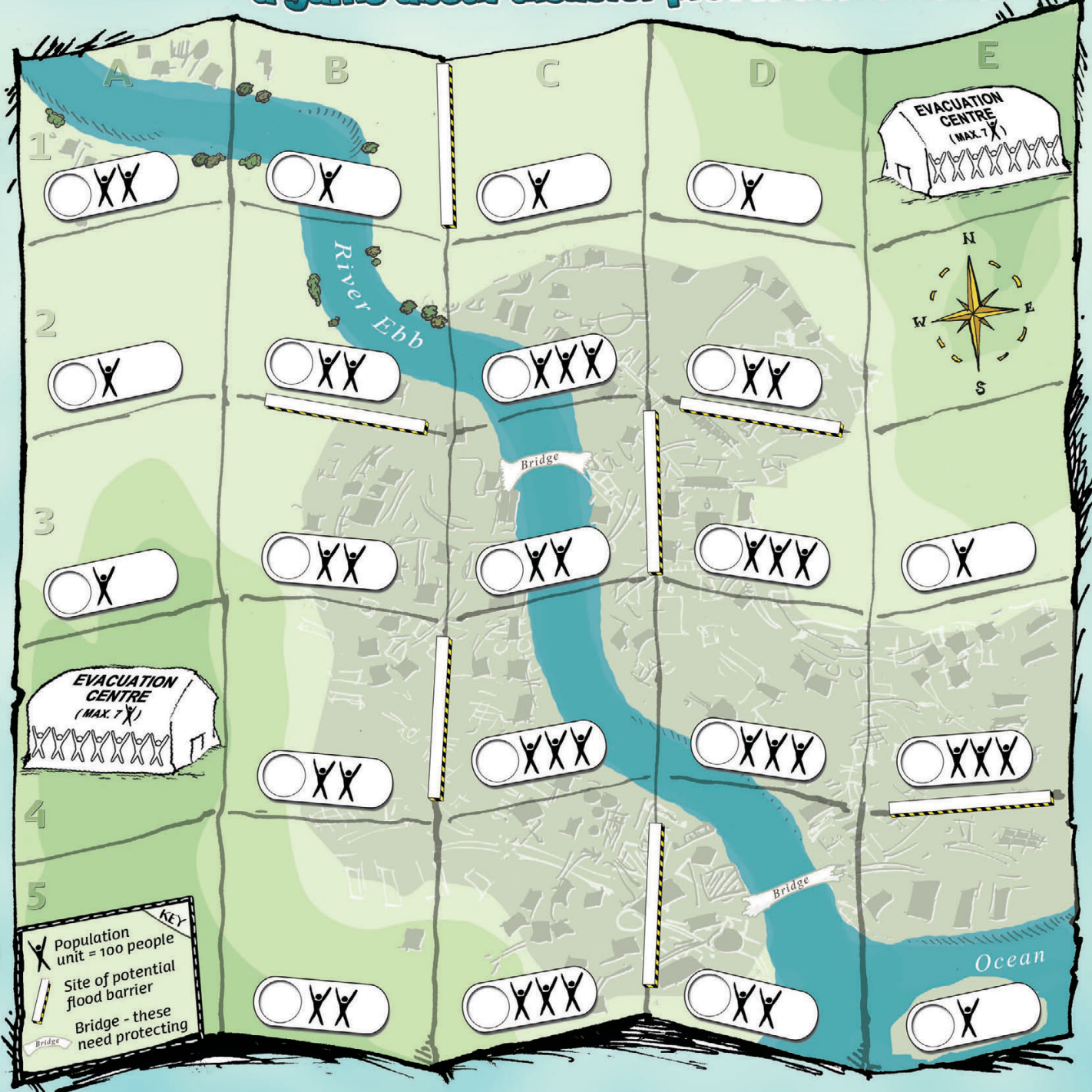


START

- 30m
- 29m
- 28m
- 27m
- 26m
- 25m
- 24m
- 23m
- 22m
- 21m
- 20m
- 19m
- 18m
- 17m
- 16m
- 15m
- 14m
- 13m
- 12m
- 11m
- 10m
- 9m
- 8m
- 7m
- 6m
- 5m
- 4m
- 3m
- 2m
- 1m



a game about disaster prevention & relief



- S1. WORK WITH LOCAL ORGANISATIONS**
Enables you to buy an extra action each turn and only pay for the most expensive one ★
- S2. ON THE GROUND ASSESSMENT**
All future actions cost £1m less to buy ★
- S3. FUNDRAISER**
Roll 1 dice; add result to your budget. Max 3 fundraisers per game ★

WORK OUT YOUR SCORE:

A. Population units safe in Evacuation Centres	=	
B. Population units protected (P) and rescued (R)	=	
Add A+B to give your subtotal	=	
Subtract 5 points for each flooded bridge not protected (not coloured in)	=	
TOTAL SCORE	=	

GAME DESIGNED BY
TERRORBULL GAMES
www.terrorbullgames.co.uk


cafod.org.uk
CAFOD is the official overseas development and relief agency of the Catholic Church in England and Wales. Registered charity no. 285776

CAFOD
Just one world


BUDGET in £

ACTIONS


Record Special Actions by ticking S1, S2 or S3 below the map



S1. Work with local organisations* [£4m]
Take two actions per turn instead of one. Only pay for the most expensive action.



S2. On the ground assessment [£5m]
All future actions cost £1m less.



S3. Fundraiser [£1m]
Roll one dice and add the result to the budget track. Maximum three fundraisers per game.

*Local community organisations ('partners') supported by CAFOD.

Map Actions

Record Map Actions by writing in the map square that you decide to work in


- 1. Protect** [£3m]
Protects people in one square if it floods. Write 'P' in the circular space in that square to show they're protected.
- 2. Rescue** [£5m]
Rescue people in a flooded, unprotected square. Write 'R' in the circular space in that square to show they're rescued.
- 3. Evacuate** [free!]
Evacuate the population of one unflooded square. Write 'E' in the circular space in that square and colour in the relevant number of people in an evacuation centre.
- 4. Build flood barrier** [£5m]
The flood cannot spread across a flood barrier. Colour in one of the seven flood barrier sites on the map to build a barrier.
- 5. Protect a bridge** [£3m]
A lost bridge costs you five points at the end of the game. Colour in one of the bridges on the map to protect it.

IN YOUR TURN:


1. Choose an action from the list on this clipboard
2. Pay for your action by moving the marker down the budget track. Either:
 - a) Buy a Special Action, which helps you take Map Actions more efficiently.
 - or
 - b) Buy a Map Action and announce which map square you're targeting.

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Record Special Actions by ticking S1, S2 or S3 below the map



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a game about disaster prevention & relief



LEADERS' INSTRUCTIONS FOR DIRECTING 'FLOOD!'

Number of players: 3-5 people
Age range: 13 yrs + (or higher ability 11/12 yrs)
Time: 25 to 30 minutes
You will need (per group of 3-5 players): A pen, a six-sided dice, a paperclip

PREPARATION:

Print off one map sheet per team (consider laminating for reuse with a wipeable marker pen) and print and cut out a "reference clipboard" for each player. Attach a paperclip at the top of the budget track on the map sheet. Read out the instructions slowly, checking understanding, BEFORE giving out maps, clipboards and dice. If you have the opportunity, we recommend playing the game twice as, second time around, players know the rules and can concentrate on taking effective actions.

SCRIPT TO READ TO PLAYERS

Read this alongside the accompanying PowerPoint

SLIDE 2: This is a game about disaster preparation and relief. You will be given a map of the town you have to protect. You will work together in teams to save as many people as possible from an imminent flood. You'll do this by taking turns to carry out various actions. When it's your turn, you get the final say about which action your team takes.

SLIDE 3: (click PowerPoint to highlight each item)

- You will have a paperclip to attach at the top of the budget track on the left of the map. Choose one person in your team to be the "budget manager" (pause while they do this). Every time your team spends £1m, you must move the clip down one square on the track.
- Each square on the map contains a different number of people: 3 people icons equals 300 people. How many does 1 icon represent?
- There are two evacuation centres, each capable of holding only 700 people. Colour in one of the people icons at an evacuation centre whenever you evacuate 100 people there.
- At some point, your leader (me!) will announce that one of the river squares has flooded - the flood will spread quickly across the map from that point.
- There are two bridges. You must "protect" the bridges, because infrastructure (transport links, hospitals, electricity, sewerage etc) is important for survival.
- There is also a place below the map to record Special Actions. Buying these actions help you work more quickly and efficiently, so read them carefully.

SLIDE 4: So what do you do when it's your turn? It's very easy - you just choose one action from the list on your clipboard (wave a clipboard). Once you have chosen, paid for and recorded your action, the next player takes their turn.

The possible actions are:

Build a Flood Barrier - These stop the flood spreading over the boundary on which they sit. Build a barrier by colouring in one of the flood barrier sites on the map.

Protect a Bridge - If a bridge square floods and you haven't protected the bridge, you will lose five points at the end of the game. Protect a bridge by colouring it in.

Do a Special Action - Special Actions help you do all the other actions cheaper or quicker, or both. To record a Special Action, tick the relevant box below the map.

S1: Work with local organisations ('partners'). You would choose this special action if you think that involving local people will make your emergency response more effective. If you do this, pay £4m, tick the S1 box below the map and from now on, every person in your team gets two actions per turn instead of one and you only pay for the most expensive action.

S2: On the ground assessment means finding out what local needs are before acting. If you do this, it costs £5m but once you've ticked the S2 box, all future actions in your team cost £1m less. You can save a lot this way!

S3: Fundraiser allows you to raise money when you are running out of funds. Roll the dice and add the result to your budget track. Eg. If you roll a 5, add £5m to your budget.

Protect - Protects all the people in one square if it floods later in the game. Record this action by writing "P" in the circular space in the square you protect.

Evacuate - Evacuates the population of a square before it floods. Write "E" in the circular space in the square you evacuate and colour in the relevant number of people icons in an evacuation centre.

(Give out maps, player clipboards and dice for the fundraising action).

You can start taking turns now. The budget manager goes first. *(Leave Slide 4 showing as a reminder).*

THE FLOOD

SLIDE 5: (After a short length of time - suggested 10 minutes - shout "Flood!") Stop what you're doing. Draw a large "F" in square (choose a river square at random and read out the coordinates) which is now flooded.

When a square is flooded, you cannot use the 'Evacuate' action any more, but you can use 'Rescue' to save people. Record this action by writing "R" in the circular space in the square you rescue. If a square floods and your people are "protected", they are already safe.



FLOOD MOVEMENT

SLIDE 6: Every minute or so, I will announce that the flood has spread, either North, South, East or West. The flood moves one square in the direction of the spread, from every square that is already flooded. All newly-flooded squares need a large F drawn in them to show they're flooded.

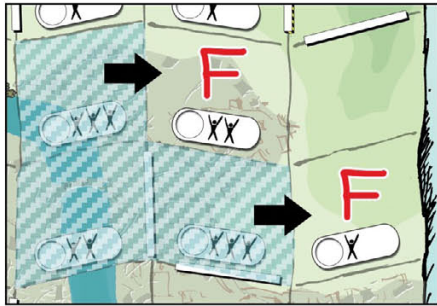


Diagram showing how the flood would spread East from every already-flooded square

You can continue taking turns now.

Increase the rate of 'flood spreading' interruptions if the group requires more challenge. In a classroom, you could put the map onto the IWB and add 'F's to show where the flood travels so that players can follow it easily. Then interrupt the game any time during the flood to introduce any or all of the following scenarios, according to the capacity of your group:

SCENARIOS

1. The roof of the evacuation centre in E1 (or A4) has collapsed. Only half of the evacuees there survive. Write "1/2" in the square. You can't use this centre any more.
2. Dirty water has caused a cholera outbreak in (name a square). These people are too sick to be evacuated. Write "SICK" on the square.
3. Local people complain that you have not listened to their needs. Did you work with local organisations (S1)? If S1 is not ticked on your map sheet, your team must stop playing until the next flood spreading announcement.
4. Conflict has broken out in (name a square). People are afraid to leave their homes, so cannot be evacuated or rescued from this square. Write "CONFLICT" on the square.
5. Landslide has blocked access to the bridge in D5 (or C3). Write "BLOCKED" on this bridge. It is now too late for you to protect this bridge if you haven't already.
6. Mobile phone masts are down and aid agencies cannot communicate. Your team cannot talk for one round.

END OF THE GAME

Stop the game when the map is totally flooded, when a team has done every action they can, or after about 15 minutes, whichever comes first.

SLIDE 7: Work out scores using the table below the map. Add up all the people icons that have been successfully Protected, Rescued or Evacuated. Subtract from this 5 points for each unprotected, flooded bridge to get your total. The team with the highest score is the winner.

GO TO DEBRIEF: Debriefing is the most important part of this educational game and should never be omitted.

DEBRIEF

Vary the number and depth of the questions according to your group's age and ability.

How many people did you save? Was that a good result?

Praise players' efforts but remind them that, in a real emergency, real lives are saved or lost.

What surprised you or made you think differently?

What were your best and worst decisions? Why?

The decisions made by the group before the flood echo some of the decisions that could be made by CAFOD and its partners as "Disaster Risk Reduction" to prepare for future emergencies. CAFOD does not leave straight after an emergency. Short-term aid often leads on to long-term development work, helping communities to lift themselves out of poverty.

What problems did you have and what other problems might be encountered in real life?

Aid efforts may be hampered by conflict in the area.
 Communication problems, eg. when phone lines are down.
 Water contamination, which can cause disease.
 Coordination challenges, eg. CAFOD making sure it knows what items other agencies are supplying, so as to avoid duplication.
 Cultural challenges, eg. people in the area may not eat certain foods.
 Risk to the vulnerable, eg. people living with disability. As a Catholic agency, CAFOD always asks how we can prioritise the most vulnerable. Catholic Social Teaching calls this the "option for the poor".



DEBRIEF (cont.)

What should be an aid agency's top priorities in an emergency? Why?

Young people may suggest: vulnerable people; asking and involving local people; water, food, shelter; treating the injured; hygiene to avoid disease.

Remind them that infrastructure also matters: roads, electricity, sewerage, etc. Poor infrastructure leads to greater loss of life.

In fact, priorities depend on the circumstances of the emergency, so differ each time.

How did the "Work with local organisations" special action help you?

Why is it important to work in partnership with people in the affected country?

Partners are part of the community that they help and may be aware of practical or cultural or other issues that international staff might not know about.

The local people have to live with the consequences of any decisions made and are motivated to shape their own future.

By ensuring local people can take the decisions and be part of the work, you respect their dignity. As a Catholic agency, CAFOD's work is shaped by key principles of Catholic Social Teaching, such as dignity, participation and subsidiarity (ensuring decisions are made by those most affected by them).

How does playing this game make you feel about emergencies?

Some young people may feel upset at the losses experienced by people in emergencies or may be left with a sense of helplessness.

Look at the case study (right) showing how lives can be rebuilt. Remind the young people that we are their agency; they are part of the Catholic Church in England and Wales, for which CAFOD is the official aid agency, so when CAFOD helps, they are helping too.

Discuss how the Disaster Risk Reduction work mentioned on the flowchart (cafod.org.uk/secondary/emergencies) reduces the impact of future emergencies.

Jesula's Story

Photo credit: Nikola Ivanovski



When an earthquake hit Haiti in 2010, 13-year-old Jesula lost everything but the clothes she was wearing.

Immediately after the earthquake, our

partners provided food and water, shelter kits and medical supplies. Later, as people moved into camps, we helped with expertise to construct toilets and gave training in hygiene to avoid disease.

In the longer term, we worked with our partner Caritas Jacmel to build new homes, including one for Jesula's family, designed to withstand earthquakes and hurricanes.

CAFOD's Sarah Marsh says: "While some aid agencies have flown in foreign contractors to build houses, we've worked with local Haitian engineers and trained local people to be masons. It's been clear how motivated they are to learn new skills so that they can play a role in the reconstruction effort."

Watch a film about our DRR work in Haiti at:
cafod.org.uk/secondary/emergencies

