Emergencies, Resilience and Young people

Workshop 2: Flooding
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Workshop Purpose
Using flooding as a theme, the workshop will explore how emergencies affect communities and how young people can be involved in the planning process to make their communities more resilient.

Workshop outcomes
Through the workshop young people will:

Think
- Understand how emergencies might affect their communities
- Understand the concept of resilience and why it is important both at an individual and community level

Feel
- Confident about engaging in community resilience planning

Do
- Explore how they might engage with emergencies planning in their area
- Develop an action plan outlining the steps they want to take to increase participation in community resilience planning
Workshop 2: Flooding

Time: This workshop will take approximately 3 hours to deliver – this could be done all at once or split into smaller sections and delivered over a number of sessions with young people.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up</td>
<td>30 mins</td>
</tr>
<tr>
<td>Ice-breaker/energiser</td>
<td>5–10 mins</td>
</tr>
<tr>
<td>Young people/facilitator’s choice.</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>10 mins</td>
</tr>
<tr>
<td>Ask young people what they want to get out of this session and note these on a flip chart. Outline the outcomes of the session</td>
<td></td>
</tr>
<tr>
<td>April Showers</td>
<td>60 mins</td>
</tr>
<tr>
<td>This activity explores the impact of emergencies on the communities they are part of and specifically the impact on young people. A scenario is suggested for the exercise but if you are able to you could adapt this to your local context.</td>
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</tr>
<tr>
<td>Break</td>
<td>15 mins</td>
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1. Resilience Workshop 2 Media Broadcast 1
   - April Showers – News – 1#1
2. Resilience Workshop 2 Media Broadcast 2
   - April Showers – News – 2
3. Resilience Workshop 2 Media Broadcast 3
   - April Showers – News – 3

Pens
Paper/flip chart
# Workshop 2: Flooding

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emergencies Planning in our communities</strong></td>
<td>45 mins</td>
</tr>
<tr>
<td><strong>Facilitators Note</strong></td>
<td>Resilience Workshop 2 Emergencies planning in Scotland</td>
</tr>
<tr>
<td>Before your session with young people you need to research how emergencies and resilience planning work in your local area. You can find out emergencies planning works or if there is a Community Resilience group in your area by asking your community council or Local authority Emergency Planning or Civil Contingencies team. Emergencies planning is not an area where there has traditionally been lots of young people's participation (although there has been some). You might find that the emergencies planning structures in your area are very keen to involve young people; that they want to involve young people but are unsure how or you might find that you need to make the case for young people's engagement.</td>
<td>Flip chart Pens</td>
</tr>
</tbody>
</table>

1. Explain how emergencies planning works in your area, this could include RRP/ LRPs, Community Council or community resilience group.

   Option: If you wanted to extend the activity, you could ask the young people to do their own investigation into how emergencies planning works in their area and then discuss the questions below in the next session.

2. Ask young people to work in small groups and discuss the following questions.

   i) How would they like to be involved in emergencies planning in their communities?

   ii) What strengths/assets could they contribute to emergencies planning? For example – knowledge of how emergencies specifically affect young people, the best ways of sharing information with young people.

   iii) What might they get out of being involved?

   iv) What do they need to do next?

   Ask young people to make a note of their ideas on the flip chart and then develop their two-minute feedback for the rest of the group.

3. After 30 mins, let the groups know that they have 15 mins left and that they should start to pull together their two-minute feedback.
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<tr>
<td><strong>Feedback and agreement on plan</strong></td>
<td>15 – 30 mins (depending on how many groups you have and whether there is a clear preferred approach)</td>
</tr>
<tr>
<td>4. Ask each group to pitch their approach.</td>
<td>Stop watch/timer</td>
</tr>
<tr>
<td>5. Ask the whole group if they have a preferred approach (you can do this through a vote). If there is a clear favourite then ask the group if there is anything missing from this preferred approach and anything they would like to add.</td>
<td></td>
</tr>
<tr>
<td>6. If there is no clear favourite, you will need to facilitate the group to develop a new shared approach using the ideas that the young people have come up with.</td>
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</tr>
<tr>
<td><strong>Wrap up</strong></td>
<td>5 mins</td>
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<tr>
<td>Revisit what participants identified they wanted to get out of the session and check whether the session met those aims.</td>
<td></td>
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<tr>
<td>Where they have not been met, discuss how this might happen within the group.</td>
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April Showers

Introduction

• The purpose of this exercise is to encourage young people to think about the issues that might affect them in a common emergency scenario, and to consider their priorities in terms of helping them be resilient.

• The exercise will take 45 minutes to 1 hour.

• It should be led by a central facilitator (with table facilitators to lead discussion at tables if required), and has 3 injects that can be read by the facilitator or shown on a video as a simulated TV news broadcast.

• Participants should be divided into groups of 6–8 young people.
Facilitator introduces the exercise

1. “Imagine that you live in Burnbridge, a medium sized town in southern Scotland. The town is located on the River Scour and is 10 miles from the nearest city.

It’s 6 o’clock in the evening on Sunday 30 April, and you turn on the TV news”.

2. Inject 1: Start video
   Resilience Workshop 2 Media Broadcast 1 - April Showers - News - 1 (2 minutes)
   Newsreader: “In the news this evening: The Met office has issued an amber warning for high winds and heavy rain. A significant storm system which has been named Storm Cassandra, is moving towards Scotland across the North Atlantic. It is expected to bring severe weather to the south of Scotland on Monday night.

SEPA have said that because many of Scotland’s rivers are already high due to the wet weather earlier this month, there is a high risk of flooding in many areas.

Emergency response organisations are in the process of deploying resources to the places most likely to be affected, but have warned that Scotland’s weather is inherently unpredictable. Power and telecoms companies have advised the public that any power cuts or loss of communications will be dealt with as soon as possible, but that in the event of widespread damage it may be some time before all customers are reconnected.

A Scottish government spokesperson advised the public to monitor the weather forecasts for their area, to check the SEPA website for information on flood risk, and to go to the Ready Scotland website for advice about how to be prepared for severe weather”.

3. Facilitator initiates discussion at tables
   • Each table has 5 minutes to discuss what they could do to prepare
     (Prompts: How do you think you would be feeling? Who might you be worried for? Do the young people have a place they tend to gather? What might happen to this?)
   • Identify the 3 top things that you would do
   • Facilitator asks each group to feed back one thing each to the wider group. (repeat if required).
Newsreader: “Good morning: It is now 7:00am on Tuesday morning, and many areas of Scotland are waking up to serious disruption after a very wet and windy night caused by Storm Cassandra.

The town of Burnbridge has been particularly hard hit by flooding and storm damage.

The town has no electricity – and supplies are not expected to be restored for between 24 and 36 hours. In the meantime all local homes and businesses have no heating or lighting, and almost all of the town’s shops and businesses are closed. Because of the power cut mobile phone and data services are unavailable.

40 homes in the town’s Meadowvale housing estate were flooded when the River Scour burst its banks. A spokesperson for the local authority has said that they are doing everything possible for the distraught families affected. Many were taken by surprise by the flooding, and have lost most of their possessions. A rest centre for evacuated residents has been established in a local community centre. Affected families may not be able to return to their homes for up to a year and will have to find alternative accommodation until then.

The roof of the local secondary school has been severely damaged by the high winds overnight. The school’s Facebook page states that it is closed today, and will remain so until a full assessment of damage has been carried out and the safety of the building is established. Students, who are due to start taking exams at the school, in a few days’ time, are advised that alternative arrangements will be found as soon as possible.

In breaking news, we have received reports that two 13 year old boys are seriously ill in hospital after trying to cycle across a flooded street. It appears that one of the boys initially fell off their bike and was washed away, and the second boy got into difficulties while trying to rescue his friend.

The emergency services and the local council working hard at the scene, but the days and weeks to come are clearly going to be very challenging for the residents of Burnbridge.”
5. Facilitator initiates discussion at tables

Each table has 20 minutes to discuss the following questions:

- What challenges might young people be facing? (Prompts: Housing, schoolwork, exam worries, concern about friends, using services)

- Which local services might support young people immediately after an emergency? For example – schools, youth work, healthcare, police etc

- Pick one of these services and discuss how that service could best support young people immediately after an emergency

• Identify the 3 top things that would make the most difference to young people?

• Facilitator asks each group to feed back one thing each to the wider group. (repeat if required).

6. Inject 3: Start video

Resilience Workshop 2 Media Broadcast 3
April Showers - News – 3 (3 minutes)

Newsreader: “In tonight’s news we revisit the town of Burnbridge, which was seriously affected by Storm Cassandra 2 weeks ago.

The two boys who were treated for injuries and exposure to cold after being washed away by flooded waters have made a good recovery, but 2 weeks on, a number of the town’s residents are suffering from ill health linked to the flooding experienced. There has been a serious outbreak of salmonella affecting one of the town’s primary schools which public health officials believe was caused by children playing in flood water which was contaminated with farm waste.

The local secondary school has partially reopened. While repairs are carried out to classrooms and the school hall, many classes are taking place in temporary structures. Exams which were scheduled to take place at the school are now being organised at schools in neighbouring towns.

Forty families from Riverside Drive on the Meadowvale estate are still unable to return to their flooded homes while repairs are carried out. These families are now in temporary accommodation in different areas of the town and in neighbouring communities, in some cases up to 20 miles away. Meadowvale is a relatively deprived area and many of the affected families are facing significant financial losses because their homes and contents were not insured.

While the town is slowly getting back to normal, life for many of its residents continues to be very difficult”.
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7. **Facilitator initiates discussion at tables**
   - Each table has 5 minutes to discuss how the service they chose earlier can help young people recover from the effects of the emergency?
   - Identify the three top things that would make the biggest difference
   - Facilitator asks each group to feed back one thing each to the wider group. (repeat if required).
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Emergencies Planning in our Communities

Emergencies planning is not an area where there has traditionally been lots of young people’s participation (although there has been some). You might find that the emergencies planning structures in your area are very keen to involve young people; that they want to involve young people but are unsure how or you might find that you need to make the case for young people’s engagement.

Materials

- Flip chart
- Pens
- Resilience Workshop 2 Emergencies planning in Scotland Slides
1. Explain how emergencies planning works in your area, this could include RRs/LRs, Community Council or community resilience group.
   **Option:** If you wanted to extend the activity, you could ask the young people to do their own investigation into how emergencies planning works in their area and then discuss the questions below in the next session.

2. Ask young people to work in small groups and discuss the following questions.
   i) How would they like to be involved in emergencies planning in their communities?
   ii) What strengths/assets could they contribute to emergencies planning? For example – knowledge of how emergencies specifically affect young people, the best ways of sharing information with young people
   iii) What might they get out of being involved?
   iv) What do they need to do next?

   Ask young people to make a note of their ideas on the flip chart and then develop their two-minute feedback for the rest of the group.

3. After 30 mins, let the groups know that they have 15 mins left and that they should start to pull together their two minute feedback.

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**Facilitator note**

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**Feedback and agreement on plan**

4. Ask each group to pitch their approach

5. Ask the whole group if they have a preferred approach (you can do this through a vote). If there is a clear favourite then ask the group if there is anything missing from this preferred approach and anything they would like to add

6. If there is no clear favourite, you will need to facilitate the group to develop a new shared approach using the ideas that the young people have come up with.

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**Wrap up**

Revisit what participants identified they wanted to get out of the session and check whether the session met those aims.

Where they have not been met, discuss how this might happen within the group.