



**Session title: Activity 6: Mock Disaster Simulation**

**Date & time:**

70 minutes

**Presenter:**

**Description of learning activity:**

The purpose of this exercise is to practice a mock flood event, using a fictionalized location (based on a segment of Black Creek in Toronto) to match needs to community skills, map safe and danger zones as well as victims of the disaster, in order to gain an understanding of what to do in a real disaster. Our timeline will cover an overnight period, but the exercise has been shortened to fit the workshop.

For every need that participants find, there will be a solution inside their community.

This is 70 minute zoom-room based exercise:

**Flood issues:**

Power interruptions, Gas interruptions, Damage from water, being trapped in houses by water, stranded vehicles, stranded animals, dirt and mess post-flood, drinking water safety, pest animals displaced by the flood,

**Learning objectives:**

To provide the group with some experience on how to be prepared and what actions they can take if a disaster was to happen in real life. The learning objectives are:

1. To be better prepared for a real disaster by running through a simulation.
2. To match a community member's skills with another community member's needs.
3. To gain a better understanding of your community's physical locations in terms of safety and danger zones.

A 'successful outcome' is when a need is matched to a skill / capacity in the community.

**Instructional techniques:**

1. In advance, make sure each participant has received an e-mail with one role from the role document, and the map of Yellow Creek as part of their welcome e-mail. The roles are in text form to make it easy to copy them into the body of an e-mail.
2. Explain that we are going to do a mock flood event in a fake community (based on a segment of Black Creek in

Toronto) and the purpose of the exercise (see above)

3. Draw attention to and discuss the plans created in Activity 4 & 5 based on the Yellow Creek map, and how they repeat that process for this fictional community, and draw attention to the electronic maps which provide hazards, resources, safety zones, and roadways
  - a. Facilitate discussion (but ask participants to answer the questions and augment their responses if needed) about the disaster and the hazards in the disaster zone and the type of safety concerns to be aware of.
  - b. The presenters will instruct the group on the location of the exercise and any information that is important relating to the location such as boundaries of the exercise. See Speaking Points below
4. At the end of the exercise, participants should have:
  - a. A list of needs across their community
  - b. A list of skills and capacities
  - c. The Yellow Creek map of where hazards, and resources, are located (completed in Activity 4) and the Community Plan (developed in Activity 5)
  - d. People with skills and capacities matched up with people with needs -[Matching Skills & Needs Template](#)
5. Time limits and suggest to them to put timers on their phone.
6. At least 1 organizer will stay in this Main Room during this activity. Others may be scattered around the other breakout rooms. During the exercise, the presenters will be active giving guidance on:
  - a. Where people should be going, where to find their meeting points
  - b. Reminding them to interact, introduce themselves, and explain their situation
  - c. Safety issues relating to the mock disaster, such as actual distress or conflict.
    - i. At any point, the facilitator can close the Breakout rooms and return people to the main session.
7. After the exercise, and upon return to the main zoom room (1:20 pm MST). Then go back into their usual breakout groups and fill out Implementing We're Ready! in My Community worksheet silently for 5 minutes and then share for 5 minutes and choose a Group Presenter to share ONE highlight from your Group in the Main Room. Come back to main room at 1:30 to Main Room for each Group Presenter to share. At 1:40 start Activity 7: Debrief Exercise.

### **Speaking points:**

12:30 - 1:40 in total for this activity.

### **INSTRUCTIONS FOR GAME:**

**Description:** The purpose of this exercise is to practice a mock flood event, using a fictionalized location to match needs to community skills, map safe and danger zones as well as victims of the disaster, in order to gain an understanding of what to do in a real disaster.

### **Learning objectives:**

- To be better prepared for a real disaster by running through a simulation.
- To match a community member's skills with another community member's needs.
- To gain a better understanding of your community's physical locations in terms of safety and danger zones

### **Schedule:**

- Instructions: 10 min.
- Do activity: 40 min.
- Share & reflect: 10 min. Group and 10 min. Main Room
  
- We are going to do a mock flood event while at a fictionalized community (based on a real segment of a real creek in Toronto) which will involve all kinds of rapid and slow flood-related hazards,

Never run a disaster exercise?

- This is *just* a complicated easter egg hunt
- Ask people to introduce themselves to strangers and talk about themselves
- The purpose of this exercise is to practice a flood event, using a fictionalized community called Yellow Creek to match your capacities with community needs, identify safe and danger zones as well as victims of the disaster, in order to gain an understanding of what to do in a real disaster.

#### Measuring Success

- Every time they link a skill or capacity to a need, that's a win!
- In a real disaster, this is what their community needs to do.
- eg. For this game, you don't need to BE a plumber, just FIND the plumber.
- Give a personal story of neighbours helping neighbours in your community to set context

#### Materials in advance

- Map and Roles emailed in advance, and participants fill in the details and play as much as they're comfortable. Some will ACT, some will just narrate. Both are OK.
- Let's look at the plans you created in Activity 4 & 5, based on the maps you've received in e-mail, they hint to hazards, resources, safety zones, and roads
  - For this map, what are the hazards in the disaster zone and the type of safety concerns to be aware of? (Then talk about the other maps as well)
  - Be sure to have access to the Community Map (Activity 4) and the Community Plan (Activity 5).
  - There are boundaries for this exercise. "[The exercise will take place in Zoom Breakout Rooms, that you can practice moving around in. This includes Orange Avenue, Yellow Avenue, Purple Street, Blue Avenue, Green Crescent, Yellow Creek Park, Olive K-12 School. and the Red Mall](#)
- You have different roles which are described on the roles that were e-mailed. You can re-read your role now but do NOT share with anyone at this point what your role is. Use your imagination in enacting these roles. Depending on what your role slip indicates what your functioning capacities are at your starting location, you may or may not be able to effectively communicate with others what your role and needs are. Your starting location is indicated in your Role emailed to you earlier. Remember about the safety issues on the map that you identified in Activity 4 and also make use of the Community Plan from Activity 5.
- At least 1 organizer will stay in this classroom during this activity. Other Group Facilitators will circulate among the Simulation Rooms but will not be facilitating, just answering questions if needed.
- After the exercise, and upon return to the rooms. Activity 7: Debrief Exercise including what was learned and Identify Community Plan Revisions.
- **Time limits (point to flipchart paper) and suggest to them to put timer on their phone.:**
  - **12:30-12:40 MAIN ROOM:**
    - i. Instructions (see above) answer questions,
    - ii. practice moving between rooms, and
    - iii. set the context.

#### I. ANSWER QUESTIONS

II. PRACTICE MOVING ROOMS: Ask participants to move to Red Mall breakout room, then move back to the Main

Session, then move to a breakout room of your choice, then move back to Main Session.

### III. SET THE CONTEXT TO KICK-OFF SIMULATION:

It is a Saturday morning in Yellow Creek, it has been raining for three days with accompanying lightening and high winds, and heavy runoff has been steadily raising the level of Yellow Creek This morning, downstream of the neighbourhood, rain-saturated soil slid into the creek and blocked it, and the creek immediately backed up, increasing its depth by about a metre a minute (that's fast!). As it burst its banks, it backed up through the storm sewer system, knocking off manhole covers, flooding the low sections of roadways and sending dirty silty water into basements, through window wells and sumps

The water has topped the wall of soil and trees and the water level is holding steady. Emergency responders are beginning to gather, and are working their way into the community, but are focusing on the most injured and isolated. Water across the roads at both ends of the community is hampering access.

- **12:40 - 12:55 (15 min.)** STARTING LOCATIONS: everyone goes to their starting locations in the Simulation Rooms and starts to match up skills/capacities with needs between community members. Start to determine where people in your community need help, and where you have resources, and start mapping those.
- **12:55 - 1:05 (10 min.):**
  - i. Check-in to main room for updates
  - ii. Give updates from Cycle 2

#### I. CHECK-IN:

- Note to participants:
  - The feeling of chaos and confusion is expected and it is useful to experience that b/c that is how it will be in an emergency
- ASK (& someone write notes):
  - How did it go out there? What information did you learn?
  - Did you take tally of injuries and needs?
    - i. There may be two broad categories of people suffering in this disasters
      1. The physical victims will be divided in groups of business owners, people trapped in homes in the community, people in the park area. They will each have different physical injuries that will need to be attended to.
      2. The emotional victims will be people who are in shock (walking around like zombies), they wander around the devastation aimlessly, and they are entering states of anxiety and depression and disbelief. They will require guidance, someone to talk them through instructions of what to do and where to go, and counselling. If you look at the psychosocial definition on the handout, you will see it defined as “A person’s psychological and behavioural interaction in a social environment.”
  - Did you draw/use a map of the neighbourhood and identify hazards, safety zones and muster points?
  - Did you create a buddy system? What do you do? Go to your starting location and assume your roles. Return in 15 minutes by 1 pm.
    - i. Have each of the group identify a buddy. Using this method, the group will identify who is safe and who is unaccounted for. The victims will be pre-identified and scenario cards will be used to identify some of the people who have not returned. The survivors will come up with a plan on how to locate the victims. They will have to be mindful of obstructions that will prevent their access, such as broken glass and burst pipes.

#### II. CYCLE 2:

##### NEWS UPDATE: Night falls

The water is still rising, Rescue continues, but emergency services are responding throughout the city and have asked residents to shelter where they can. EMS is set up at the far end of Orange Avenue

Potable Water is off to all of Blue Avenue, and Red Mall. Residents are asked to shut their gas off, and their breakers if it safe to get to their electrical panels

Power and Internet is off to the entire neighbourhood (landlines don't work, but cell phones do), except there is power at Red Mall.

Roads across the city will be blocked / inaccessible until tomorrow morning.

Need sleeping spaces, bathroom access, hygiene access, food, water, and reassurance

TASK: come up with a plan for the night and make sure everyone is ok.

Remember our overall tasks:

- a. A list of needs across their community
- b. A list of skills and capacities
- c. A map of where hazards are located
- d. People with skills and capacities matched up with people with needs.

Remember, 911 is only for life-threatening emergencies

- **1:05- 1:20 on own (15 min)**
- **1:20 – 1:30 (10 min.) BREAKOUT GROUP:** Participants reflect and plan: Zoom breakout groups (silent for 5 minutes and share 5 minutes)
- **1:30 - 1:40 (10 min.) MAIN ROOM:** Group presenter shares ONE highlight from their group

#### **WITH COMMUNITY (not during TTT workshop):**

- 1:20 - 1:25 back-in to main room for updates from Cycle 3
- 1:25 - 2:00 on own (35 min but send 1 phone update during that time via text or email?)
- 2:00 return to room

(The timing for the exercise will be different than the timing of the mock disaster event in which we will pretend to speed up time over a 24 hour period. )

#### **1:20 - 1:25 back-in to main session for updates**

- ASK (& someone write notes):
  - Did you create a skills inventory?
    - There is such a thing as psychological first aid “Psychological First Aid (PFA) is a method of helping people immediately after an emergency or disaster. It is designed to reduce the initial distress caused by traumatic events, assist with current needs, and foster both short and longer-term coping strategies. PFA acknowledges that people react in various ways to traumatic experiences. PFA providers support in a way that respects the person’s dignity, culture and abilities.” (ReadyCalgary, individual, p. 86)
    - Identify emergency volunteers to support the physical victims, and volunteers for the emotional victims.
    - Identify volunteers to co-ordinate the use of the disaster maps to guide emergency vehicles, warn people of hazards such as downed power lines, gases, unstable structures, closed roads etc. They will also clear right of way for emergency equipment and act as muster point leads.
  -
- Note to participants:
  - Ce Inventa” expression from Cuba: we have to make do, improvise

CYCLE 3:

NEWS UPDATE:

The water stops rising, traffic gridlocked, Red Mall is closing due to structural leaks and every one in the Red Mall must leave immediately for their own safety

PLEASE RETURN AT X PM Then there will be a (X min. break). Next, for Activity 7, we will go over what worked well and what could have been improved in order to revise the emergency plan (connect Qs from Activity 5 to this event)

**1:25 - 2:00 on own (35 min but send 1 phone update during that time via text or email?)**

**Assessment plan:**

2 updates throughout the mock exercise in which organizers take informal inventory of how activity is going

After the exercise and return to the classroom, there will be Activity 7 to debrief about the Mock Disaster Simulation and the Community Plan to discuss how people felt the exercise went, what can be made even better next time, and what was learned from the exercise and what needs to be updated on the Community Plan.

**Estimated duration of activity:**

- Instructions – 15 minutes
- Activity - 40 minutes

**Instructor (I) and participant (P) resources/materials:**

- Map (Activity 4):
  - Map of Yellow Creek Neighbourhood which stays in the main zoom session (participants can choose to draw their own maps during the mock disaster) (showing hazards, safety zones and muster points)
- Community Plan (Activity 5)
- Implementing We're Ready! in My Community worksheet
- Simulation player roles/props

**Volunteers required (# and specific expertise?):**

- All Group Facilitators will be required, each will be going between Simulation rooms except for 1 Main Facilitator who will stay in Main Room

**Facilities required:**

- Zoom location of the Onsite Mock Disaster will be Yellow Creek neighbourhood
- Zoom Breakout Room familiarity

**Additional notes:**