

Year 5 Floods, Storms and Bushfires

Lesson 2

<p>Introduction</p>	<p>Floods, Storms and Bushfires – A Cross-Curricular Unit of Work</p> <p>In the previous lesson, we introduced the topic, and advised students that this term, we will be investigating floods, storms and bushfires.</p> <p>In this lesson, we will be looking at how we can protect areas or significant places from floods, storms and bushfires, and what help is available, if we are affected by one of these disasters.</p> <p>WALT – identify actions which help prevent being caught in a flood, storm or bushfire, and who are the organisations/people to assist you in an emergency.</p> <p>WILF – researching skills, working within a group, sharing viewpoints, contributing to class discussions and writing a persuasive letter.</p> <p>TIB- Emergency contacts are available to offer people assistance.</p>
<p>Warm up/Main lesson (10 mins)</p>	<ol style="list-style-type: none"> Briefly discuss the previous lesson, and why floods, storms and bushfires occur. Hand out Worksheet 3: What Would You Do? to students, and discuss as a class what each image shows. Beside each image, ask students to write how they could help to protect these places from a future flood, storm or bushfire (build levies, don't build houses near flood prone areas, build houses that can withstand high winds, clear large trees and shrubs from yards). Direct students to compare and contrast the ways they protect places from storms and floods versus bushfires. Choose students to share answers. Glue sheets into books.
<p>Main lesson (40 mins)</p>	<ol style="list-style-type: none"> Hand out A3 or poster paper to table groups. Now, ask each group to brainstorm and write down what help is available to people in the event of a flood, storm or bushfire. (firefighters, police, SES) Choose table groups to share their answers. Next, ask students to write down on the same sheet, what they think each of these services do in the event of a disaster. For example: Firefighters put out fires of all descriptions, save people from emergency situations. Police direct traffic, save people from emergency situations, maintain the law. Ask each table to share their answers. Ask students who they would contact in the event of a flood. Discuss answers, and write these on the board so that students can add these to the A3 sheets of paper. Advise students that local councils provide contact names and numbers for the public. Hand out Worksheet 4: Emergency Contacts to student to glue into books. 10. Pose the following question: <i>'Are all people who assist in emergencies paid?'</i> 11. Discuss answers, and ask students to research who might be volunteers, (Rural Fire Authorities, SES, St John Ambulance) and give reasons why they

	<p>think people might want to volunteer. (e.g. contribute to the community, help others)</p> <p>12. Discuss findings.</p> <p>13. Tell students they are to choose one of these volunteer groups and write an application letter applying to be a volunteer. Provide the Worksheet: Persuasive Letter Writing Starters for students to access for support.</p> <p>14. Students should research and list what is required to be a rural firefighter or another type of volunteer (confidence, reliability, wanting to contribute to the community, relevant experience), to assist them with their application.</p>
Review (10 mins)	<p>Choose students to share their work.</p> <p>Collect work and correct.</p> <p>Take anecdotal records on student participation and knowledge.</p>
Differentiation	<p>Work with a partner.</p> <p>Teacher assistance.</p> <p>Write a list of the local volunteer groups in your area.</p>
Resources	<p>Worksheet 3: What Would You Do?</p> <p>Worksheet 4: Emergency Contacts</p> <p>Worksheet: Sentence Starters: Persuasive Letter Writing Starters</p> <p>Computers, laptops, iPads.</p> <p>Student books.</p> <p>A3 sheets or poster paper.</p> <p>Images of natural disasters</p> <p>Books on natural disasters in Australia.</p> <p>http://www.logan.qld.gov.au/community-support/disasters-and-emergencies/preparing-for-an-emergency/emergency-contacts</p>
ACARA Content Descriptions	<p>Humanities and Social Sciences</p> <p>The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)</p> <p>Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123)</p> <p>Evaluate evidence to draw conclusions (ACHASSI101, ACHASSI129)</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI102, ACHASSI130)</p> <p>How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)</p> <p>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)</p>