

## Year 5 Floods, Storms and Bushfires

### Lesson 4

<b>Introduction</b>	<p><b>Floods, Storms and Bushfires – A Cross-Curricular Unit of Work</b></p> <p>In the previous lesson, we looked at how to stay safe in a flood, and created a spreadsheet with data on bushfires, floods and storms in our local state.</p> <p>In this lesson, we will investigate the after effects of a flood, and the people and organisations involved in disaster management.</p> <p><b>WALT</b> – identify the after effects of a flood and who assists with the clean-up.  <b>WILF</b> – research skills, sharing viewpoints, contributing to class discussions, answering questions and creating a mind map.  <b>TIB</b>- Australia has natural disasters that can impact us, and others.</p>
<b>Warm Up/Main lesson (10 mins)</b>	<ol style="list-style-type: none"> <li>1. Ask students to create a mind map in their books with the words ‘The after effects of a flood’ in the centre.</li> <li>2. Students record what they think the after-effects of a flood are. For example: roads washed away, loss of animals, trees uprooted, schools losing resources, power loss, mud, mould, unclean water, potential for disease</li> <li>3. Students share mind maps with the class.</li> <li>4. Display the following link on the whiteboard and read through each area with them: <b>Poster: Preparing for Floods</b> and <b>Poster: Preparing for Storms</b></li> </ol>
<b>Main lesson (40 mins)</b>	<ol style="list-style-type: none"> <li>1. Show students photos of flooded areas, and ask them who would help with the clean-up. E.g. community, SES, firefighters Write student responses on the board.</li> <li>2. Using this information, ask students to add this to their mind map. E.g. flood-road washed away-council-machinery-man power, stones, cement or mud in shops-owners-workers-community-volunteers-mops-brooms, extending each section.</li> <li>3. Pose the following questions, and ask students to record their answers in their workbooks.  ‘What is your role in the after-effects of a flood?’ E.g. raise money, donate towels, get involved in the clean-up.  ‘Who could you contact to report any dangers occurring from a flood?’  E.g. power lines down, animals needing rescuing, people stranded</li> <li>4. Before students write their answers, have a class brainstorming session.</li> <li>5. Remind students to use the correct structure when answering questions, e.g. ‘I think my role in the after-effects of a flood, could be to...’ or ‘If I saw a power line down after a flood, I would contact....’</li> </ol>
<b>Review (10 mins)</b>	<p>Choose students to share their work.</p> <p>Collect work and correct.</p> <p>Take anecdotal records on class participation.</p>
<b>Differentiation</b>	<p>Work with a partner.</p> <p>Teacher/school officer assistance.</p> <p>Create a poster to raise money for victims of floods.</p>
<b>Resources</b>	<p>Poster: Preparing for Floods</p> <p>Poster: Preparing for Storms</p> <p>Computers, laptops, iPads.</p> <p>Student books</p>

	<p>Images for natural disasters</p> <p>Images of after affects from floods.</p> <p>Books on natural disasters in Australia.</p>
<p><b>ACARA</b></p> <p><b>Content</b></p> <p><b>Descriptions</b></p>	<p><b>Humanities and Social Sciences</b></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>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)</p>