

## Year 5 Floods, Storms and Bushfires

### Lesson 5

<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 the after effects of a flood, and the people and organisations involved in disaster management.</p> <p>In this lesson, we look at the evidence showing that preparedness minimises the harmful effects of floods.</p> <p><b>WALT</b> – recognise that being prepared for a flood helps to minimise the harmful effects.</p> <p><b>WILF</b> – research skills, working with a partner, sharing viewpoints, contributing to class discussions and designing a house or town safe from floods.</p> <p><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. Show students a photo of a Queensland home built on stilts, and ask why they think houses are built on poles or stilts, e.g. ventilation or protection from floods.</li> <li>2. Discuss answers.</li> <li>3. Now show students a photo of a house on poles, where the stilts are covered by flood water.</li> <li>4. Discuss how these houses have been affected by floods, and the fact that they haven't been totally destroyed, because they are built on stilts.</li> <li>5. Pose the question: <i>'If these houses are safe from floods, why wouldn't more houses be built on stilts, in areas that are prone to flooding?'</i> For example, cost of building, belief that the house will be affected by wind or the belief that a disaster wouldn't affect me.</li> <li>6. Discuss answers.</li> </ol>
<b>Main lesson (40 mins)</b>	<ol style="list-style-type: none"> <li>1. Provide <b>Worksheet 8: How to Prepare Your Home and Family</b> to students and then pose the following question for students to research: <i>'If you lived in an area that was prone to flooding, and a flood was predicted as a result of heavy rain, what could you do to minimise the damage and harmful effects of this flood?'</i></li> <li>2. Students work in pairs, and create an A4 sheet to display in the classroom.</li> <li>3. Discuss findings: For example, have a household plan, evacuate, move to higher ground, store keepsakes in waterproof sealed containers, create quick-exit kits for treasured valuables, if time permits - roll up rugs, move furniture and valuables to higher levels, collect important documents, take pets, check BOM sites. Provide students with <b>Worksheet 9: Flood Preparation Guide</b> and <b>Worksheet 10: Storm Preparation Guide</b>.</li> <li>4. Ask students to investigate how towns have been able to protect themselves from floods.</li> <li>5. Discuss findings such as the use of sand bags, built levees, proper drainage.</li> <li>6. If time permits, ask students to draw/design either a house or town that would be safe from flooding.</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 student participation and knowledge.</p>

<b>Differentiation</b>	<p>Work with a partner.</p> <p>Teacher/school officer assistance.</p> <p>Investigate which towns have levee banks, and how successful these have been.</p> <p>List five things you would take with you, if your house was going to be flooded in 2 hours.</p> <p>Design an emergency quick-exit kit. What keepsakes, e.g. photos, would you choose to store in your kit? What survival items would you include? E.g. torch, batteries, blankets, clothing, packaged food.</p>
<b>Resources</b>	<p>Worksheet 8: How to Prepare Your Home and Family</p> <p>Worksheet 9: Flood Preparation Guide</p> <p>Worksheet 10: Storm Preparation Guide</p> <p>Poster: Preparing for a Flood</p> <p>Poster: Preparing for a Storm</p> <p>Computers, laptops, iPads.</p> <p>Student books</p> <p>A4 sheets</p> <p>Books on natural disasters in Australia.</p>
<b>ACARA Content Descriptions</b>	<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>The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)</p> <p>Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123)</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103, ACHASSI131)</p>