## Year 5 Floods, Storms and Bushfires

### Lesson 5

<table>
<thead>
<tr>
<th>Introduction</th>
<th><strong>Floods, Storms and Bushfires – A Cross-Curricular Unit of Work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In the previous lesson, we looked at the after effects of a flood, and the people and organisations involved in disaster management.</td>
</tr>
<tr>
<td></td>
<td>In this lesson, we look at the evidence showing that preparedness minimises the harmful effects of floods.</td>
</tr>
<tr>
<td></td>
<td><strong>WALT</strong> – recognise that being prepared for a flood helps to minimise the harmful effects.</td>
</tr>
<tr>
<td></td>
<td><strong>WILF</strong> – research skills, working with a partner, sharing viewpoints, contributing to class discussions and designing a house or town safe from floods.</td>
</tr>
<tr>
<td></td>
<td><strong>TIB</strong> - Australia has natural disasters that can impact us, and others.</td>
</tr>
</tbody>
</table>

#### Warm up/Main lesson (10 mins)

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.
2. Discuss answers.
3. Now show students a photo of a house on poles, where the stilts are covered by flood water.
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.
5. Pose the question: ‘If these houses are safe from floods, why wouldn’t more houses be built on stilts, in areas that are prone to flooding?’ For example, cost of building, belief that the house will be affected by wind or the belief that a disaster wouldn’t affect me.
6. Discuss answers.

#### Main lesson (40 mins)

1. Provide **Worksheet 8: How to Prepare Your Home and Family** to students and then pose the following question for students to research: ‘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?’
2. Students work in pairs, and create an A4 sheet to display in the classroom.
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 **Worksheet 9: Flood Preparation Guide** and **Worksheet 10: Storm Preparation Guide**.
4. Ask students to investigate how towns have been able to protect themselves from floods.
5. Discuss findings such as the use of sand bags, built levees, proper drainage.
6. If time permits, ask students to draw/design either a house or town that would be safe from flooding.

#### Review (10 mins)

Choose students to share their work. Collect work and correct. Take anecdotal records on student participation and knowledge.
| Differentiation | Work with a partner.  
|                | Teacher/school officer assistance.  
|                | Investigate which towns have levee banks, and how successful these have been.  
|                | List five things you would take with you, if your house was going to be flooded in 2 hours.  
|                | 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.  
| Resources      | Worksheet 8: How to Prepare Your Home and Family  
|                | Worksheet 9: Flood Preparation Guide  
|                | Worksheet 10: Storm Preparation Guide  
|                | Poster: Preparing for a Flood  
|                | Poster: Preparing for a Storm  
|                | Computers, laptops, iPads.  
|                | Student books  
|                | A4 sheets  
|                | Books on natural disasters in Australia.  
| ACARA Content Descriptions | Humanities and Social Sciences  
|                        | The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)  
|                        | The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)  
|                        | Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123)  
|                        | Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103, ACHASSI131) |