

## Year 5 Floods, Storms and Bushfires

### Lesson 9

Introduction	<p><b>Floods, Storms and Bushfires – A Cross-Curricular Unit of Work</b></p> <p>In the previous lesson, we looked at the best way to prepare for a bushfire, and what local resources are available to protect homes and special places.</p> <p>In this lesson, we will compare and contrast ways to prepare for storms/floods and bushfires, and use this information to create a safety procedure.</p> <p><b>WALT</b> – identify how we can be prepared for natural disasters, and how this helps to minimise any harmful effects.</p> <p><b>WILF</b> – research skills, sharing viewpoints, contributing to class discussions, creating a Venn diagram and a sequential safety procedure.</p> <p><b>TIB</b>- Australia has natural disasters that can impact us, and others.</p>
Warm Up/Main lesson (10 mins)	<ol style="list-style-type: none"> <li>1. Ask students: ‘<i>What happens when there is a fire drill at school?</i>’ Record answers on the board. Explain to students that schools, homes and business organisations all have various procedures in place to keep people safe.</li> <li>2. Explain to students that they will be creating a safety procedure, using information obtained from a Venn diagram.</li> <li>3. Draw a Venn diagram on the board, and ask students if they know what these are used for. (to see differences and similarities)</li> <li>4. Give a brief example, using rain and snow. (They are shaped differently, one is a liquid and the other is a flake, but they both are wet, cold and come from clouds.)</li> </ol>
Main lesson (40 mins)	<ol style="list-style-type: none"> <li>1. Display pictures of natural disasters around the classroom.</li> <li>2. Ask students to create a Venn diagram with one heading being <b>Floods and Storms</b> and the other <b>Bushfires</b>.</li> <li>3. They now need to complete both circles and the middle section to show the similarities and differences in preparing for a natural disaster. For example: <u><b>Differences:</b></u> <b>Floods and Storms</b> – secure loose items, ensure nothing is blocking drains, etc. <b>Bushfires</b> – trim overhanging tree branches, clean gutters and downpipes, etc. <u><b>Similarities</b></u>- have a quick-exit emergency kit ready to take immediately, quickly move people and pets to safety, have an exit plan, know emergency services contacts, etc.</li> <li>4. Select individual students to share their Venn diagrams.</li> <li>5. Next, ask students to use information from previous lessons, including: <ul style="list-style-type: none"> <li>• emergency contact list,</li> <li>• the following link <a href="http://www.disaster.logan.qld.gov.au">www.disaster.logan.qld.gov.au</a></li> <li>• <b>Worksheet 8: How to Prepare Your Home and Family</b> to create their sequential safety procedure.</li> </ul> </li> </ol>
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 engagement.</p>
Differentiation	<p>Allow students to refer to previous worksheets:</p> <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>Worksheet 11: Bushfire Preparation Guide</p> <p>Work with a partner.</p> <p>Teacher/school officer assistance.</p> <p>Create a safety procedure for your school.</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>Worksheet 11: Bushfire Preparation Guide</p> <p>Computers, laptops, iPads</p> <p>Student books</p> <p><a href="#">Images for natural disasters</a></p> <p>Books on natural disasters in Australia.</p> <p><a href="http://www.teachthis.com.au/products/view-resource/link/Australian-Floods-Posters/id/3415/">http://www.teachthis.com.au/products/view-resource/link/Australian-Floods-Posters/id/3415/</a></p> <p><a href="http://www.disaster.logan.qld.gov.au">www.disaster.logan.qld.gov.au</a></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> <p>Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHASSK120)</p> <p>Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097, ACHASSI125)</p> <p>Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096, ACHASSI124)</p>