

## Get Connected: Disasters

**Level:** Years 5-8

**Duration:** 2-3 lessons

This resource contains an immersion experience exploring the topic of disasters. Using the resources contained in *Get Connected: Disasters*, students will explore natural and human-made disasters, and how they impact individuals and whole communities.

This lesson requires some preparation beforehand to set up 5-8 stations around the room. You may need to arrange the furniture to suit. Select the number of stations based upon the time allocated, number of students and access to ICT resources. At each station place a set of instructions and the resources required to complete each activity.

**Duration:** 50-100+ minutes

**Materials:**

- *Get Connected: Disasters*
- Learning log worksheet
- Reflection and action worksheet
- Resources required for activities selected

**Lesson objectives:**

Upon completion of this lesson students will

- Be able to distinguish between natural and human made disasters.
- Understand the ways in which disasters can impact upon individuals and whole communities.
- Identify ways in which individuals and communities can prepare for disasters.

**Activities**

**1. Introduction**

Introduce the topic of disasters. Brainstorm as a whole class recent disasters. Discuss whether each disaster is natural or human-made.

**2. Immersion activity**

Groups of 4-5 students will spend 10-15 minutes at each station exploring different aspects of disasters. They will rotate through a range of stations depending on time and resources. Students should carefully follow the instructions, complete the activity and fill in their learning log at each station. They should also be encouraged to quickly tidy the station, so it is left how they found it.

**3. Reflection**

At the end of the rotations, facilitate a whole class discussion to report back on each activity and to discover what has been learnt about disasters.

Students are to reflect on the activities undertaken to identify what they have learnt and potential areas for action. They could complete the Reflection and Action sheet. (also available in: *Get Connected: Disasters* pg 27).

## 4. Extension

- a. Research a major disaster in Australia or elsewhere in the world and prepare a presentation to deliver to the class.
- b. As an individual, small group or whole class conduct an event to raise money for a local or international region that has been affected by a disaster.

## Immersion Stations Outline

	Immersion stations	Material required
1	<p><b>Hazards or disasters?</b></p> <p>Students are to read the definition (sudden, gradual, natural hazards, human action) then discuss and sort the picture cards into natural and human made disasters.</p> <p>Q. Were these disasters sudden or gradual?</p> <p>Q. What sort of impact did each one have on the population?</p>	<p>Copy pg 6 and 7 of <i>Get Connected: Disasters</i> (in colour if possible) and cut out the boxes with the images and brief details of various disasters around the world.</p>
2	<p><b>Disasters across the world</b></p> <p>Using the RSOE Disaster and Emergency AlertMap, find 10 natural and human made disasters and plot them on your blank map.</p> <p>RSOE Disaster and Emergency AlertMap:  <a href="http://hisz.rsos.hu/alertmap/index2.php">http://hisz.rsos.hu/alertmap/index2.php</a></p> <p>Blank map, available on the Get Connected: Disasters homepage at:  <a href="http://www.worldvision.com.au/Learn/SchoolResources/Content.aspx?id=4608c128-02a2-4a78-ad6e-251cd49bfcfe">http://www.worldvision.com.au/Learn/SchoolResources/Content.aspx?id=4608c128-02a2-4a78-ad6e-251cd49bfcfe</a></p>	<p>computer with internet connection set to RSOE AlertMap</p> <p>blank world map for each group</p>
3	<p><b>Impact of disasters</b></p> <p>Complete the mind map showing how a natural disaster affects different parts of a child's life. Rank these in order of importance for you.</p>	<p><i>Get Connected: Disasters</i> pg 8-9, one copy for each group</p>
4	<p><b>Case Study: Pakistan</b></p> <p>View 'Pakistan: Communities need to be rebuilt', available on the Get Connected: Disasters homepage at:  <a href="http://www.worldvision.com.au/Learn/SchoolResources/Content.aspx?id=4608c128-02a2-4a78-ad6e-251cd49bfcfe">http://www.worldvision.com.au/Learn/SchoolResources/Content.aspx?id=4608c128-02a2-4a78-ad6e-251cd49bfcfe</a></p> <p>Q. Was it a natural or human made disaster?</p> <p>Q. How were people affected?</p> <p>Q. What was being done to help?</p>	<p>computer with internet connection set to the video clip</p>

	Immersion stations	Material required
5	<p><b>Disaster response</b></p> <p>Imagine you are an emergency relief team for the floods in Pakistan.</p> <p>Read the information about the four phases for responding to disasters, and complete the activity about which items you would distribute to a family affected by the disaster in: the first few days; the first few weeks; and, over the long term.</p>	<p><i>Get Connected: Disasters</i> pg 14, one copy</p> <p><i>Get Connected: Disasters</i> pg 15, one copy for each group</p>
6	<p><b>Disaster preparation</b></p> <p>In your group read 'Disaster preparation' (<i>Get Connected: Disasters</i> pg 18-19)</p> <p>Prepare a set of recommendations that would help protect an Australian community from either:</p> <ol style="list-style-type: none"> <li>i. a bushfire</li> <li>ii. an earthquake</li> <li>iii. a cyclone</li> </ol>	<p><i>Get Connected: Disasters</i> pg 18-19, one copy</p>
7	<p><b>Disaster preparation: Stop Disasters Game</b></p> <p>Play a short simulation game about disaster prevention.</p> <p><a href="http://www.stopdisastersgame.org">www.stopdisastersgame.org</a></p>	<p>computer with internet connection set to disaster game homepage</p>
8	<p><b>Disaster comparison</b></p> <p>Identify the reasons why a major natural disaster would affect the people of Haiti and Australia differently.</p>	<p>'Remember Haiti, even in the midst of floods' handout, one copy</p>

**Note:** each station will also need to have a copy of the activity instructions for that station. It would also be useful to make some blank sheets of paper available at each station for students to draft / record their answers to the questions.

## DISASTERS LEARNING LOG

As you visit each station, complete the activity according to the instructions, and then finish that section of your learning log.

STATIONS	What have I learnt?	What questions or comments do I have?
<b>Hazards or disasters?</b>		
<b>Disasters across the world</b>		





<b>STATIONS</b>	<b>What have I learnt?</b>	<b>What questions or comments do I have?</b>
<b>Impact of disasters</b>		
<b>Case study: Pakistan</b>		



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<b>Disaster preparation: Stop Disasters Game</b>		
<b>Disaster comparison</b>		

## HAZARDS OR DISASTERS?

1. Read carefully the definitions for the four types of disasters - *sudden*, *gradual*, *natural hazards* and *human action*.

**Sudden:** Disasters can be sudden and allow little time for preparation.

**Gradual:** Disasters can be slow and gradual, and caused by a range of factors that are caused over time.

**Natural:** A disaster that is caused by a natural hazard, such as an earthquake, that has a negative impact on the population.

**Human Action:** A disaster that is caused by a direct result of human action, such as an oil spill or armed conflict.

2. Look at each picture of recent disasters, and discuss the questions in your group.

Q. Were these disasters sudden or gradual?

Q. Were they as a result of a natural hazard or human action?

3. Group the disasters according to the four types.

Q. What sort of impact did each one have on the population?

4. Complete your learning log.



## DISASTERS ACROSS THE WORLD

1. Use the RSOE Disaster and Emergency AlertMap to find 10 current natural and human made disasters.

RSOE Disaster and Emergency AlertMap is located at:  
<http://hisz.rsoe.hu/alertmap/index2.php>

2. Plot the 10 disasters you have found on your group's blank world map.

3. Complete your learning log.

## IMPACT OF DISASTERS

1. Read the information on the handout about the impacts of disasters.
2. As a group, complete the mind map showing how a natural disaster affects different parts of a child's life. Rank these impacts in order of importance for you.
3. Complete your learning log.

## CASE STUDY: Pakistan

1. View the film clip 'Pakistan: Communities need to be rebuilt', and discuss the questions.

Q. Was the disaster in Pakistan natural or human made?

Q. How were the people affected?

Q. What was being done to help?



Figure 1



Figure 2

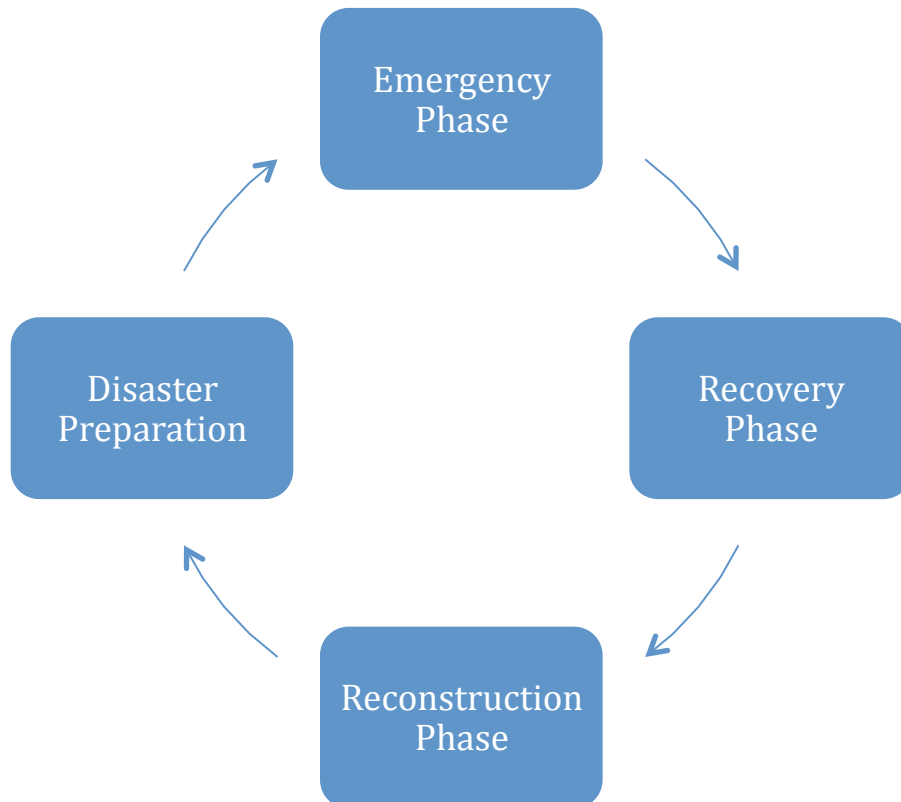
Figure 1: More than 20 million people were affected by the devastating floods that swept across Pakistan in August 2010.

Figure 2: World Vision has provided food to more than 96,000 families in Pakistan.

2. Complete your learning log.

## DISASTER RESPONSE

In responding to disasters there are four stages that overlap according to what people need.



1. Read the information sheet about what happens at each stage.
2. Imagine you are an emergency relief team for the floods in Pakistan. As a group complete the activity handout, about how your team would distribute important items that a family would need in: the first few days; the first few weeks; then over the long term.
3. Complete your learning log.



## DISASTER PREPARATION

1. In your group read the information about 'Disaster preparation'.



Bagulo City, north of Manila, is flooded after Typhoon Megi swept water across the north of the country. (Image: REUTERS/Stringer, courtesy [www.alertnet.org](http://www.alertnet.org))

2. Prepare a set of recommendations that would help protect an Australian community from **one** of the following disasters:

- i. a bushfire
- ii. an earthquake
- iii. a cyclone

3. Complete your learning log.



## DISASTER PREPARATION: Stop Disasters Game

1. As a group, play a short simulation game about disaster prevention.



Game is located at: [www.stopdisastersgame.org](http://www.stopdisastersgame.org)

2. Complete your learning log.

## DISASTER COMPARISON

1. Read the article 'Remember Haiti, even in the midst of floods', written by Tim Costello, CEO of World Vision Australia, and discuss the following question.

Q. Why would a major natural disaster affect the people of Haiti and Australia differently?

2. Complete your learning log.

## 'Remember Haiti, even in the midst of floods'

Posted: Monday, 17 January 2011

[http://www.worldvision.com.au/media/opinionpieces/11-01\\_17/Remember\\_Haiti\\_even\\_in\\_the\\_midst\\_of\\_floods.aspx](http://www.worldvision.com.au/media/opinionpieces/11-01_17/Remember_Haiti_even_in_the_midst_of_floods.aspx)

*The Sydney Morning Herald* (Fairfax media), 12 January 2011

Australians glued to their televisions watching the dark tide of floodwaters in Queensland may remember the earthquake that flattened the capital of Haiti, Port au Prince, one year ago and killed more than 200,000 people.

Both natural disasters have caused chaos and death and both are equally deserving of support and assistance. All natural disasters are tragedies.

In Australia we are lucky to have a strong and responsive government, access to financial support and effective emergency services that allow us to respond. The Queensland floods underscore the importance of what aid can do to help communities that do not have the resources, the wealth or the capacity to bounce back from the very brink of obliteration.

In Haiti, not only were many people killed in the earthquake, but government infrastructure and basic utilities were also destroyed, disabling much of the city's already inadequate water and sewerage facilities. Many of the government's staff who oversaw Haiti's complex land title and planning systems were also made homeless or even killed in the quake, making it difficult to rebuild people's homes.

The quake has had such a huge impact on Haiti that decisions such as how to clean up rubble from damaged and destroyed houses have remained unresolved. More than 10 million cubic metres or about six full Melbourne Cricket Grounds (MCGs) of broken concrete still clog the narrow streets of the Caribbean capital. Donors around the world, including Australians, responded with incredible generosity to the quake in Haiti. The large humanitarian organisations working with the United Nations have since spent hundreds of millions of dollars to keep Haiti's vulnerable people alive. Rapid humanitarian efforts and generosity from donors meant that for most survivors there were within weeks at least a tarpaulin or tent and some food shared around to ensure communities did not succumb to the immediate threats. But repairing the country will be measured in decades, and will cost billions. In this instant generation, sometimes the time scales involved are hard to fathom...



## REFLECTION AND ACTION

Disasters can present many challenges for people living in poverty.

Consider and reflect on what you have learnt and heard during this unit, and finish the following sentences:

I was surprised to find out...

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The most interesting thing I learnt was...

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I'd like to know more about...

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I wonder if...

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I don't understand...

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I would like to share what I learnt with...

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One thing I'd like to do to help others is...

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