

# **Disaster Education**

## **Lower Primary**

### **Unit of Work**

#### **‘Emergencies and Me’**

The following Unit of Work is designed to follow the various stages of an inquiry process for learning. The Inquiry approach related here is in fact an amalgamation of a number of other models and specific elements of it are the copyright property and the trademarks of other authors. These copyright and trademarked elements have been included here with the written permission of the relevant owners. These instances of permission have been noted within the unit of work and it should be recognised that these specific elements remain the copyright and trademarked property of the authors noted. The work of Lane Clark is acknowledged as the backbone of the inquiry approach advocated here. A number of graphic organisers and organiser sequences have also been reproduced and used here with permission of those authors. Specifically, the PBE Thinkchart™, and the ‘Think it’™ organiser sequence are used here with the permission of the owner, Lane Clark.


The Series Line on the next page of this document provides an overview of the stages of learning for this particular Unit.

The activities suggested in this Unit make use of various ‘Thinking Curriculum’ skills and strategies.

- ✚ For further information regarding the Think !nQ Inquiry framework and the strategies attributed to Lane Clark throughout the unit (PBE Thinkchart, Think it™ process) please visit the following web site:

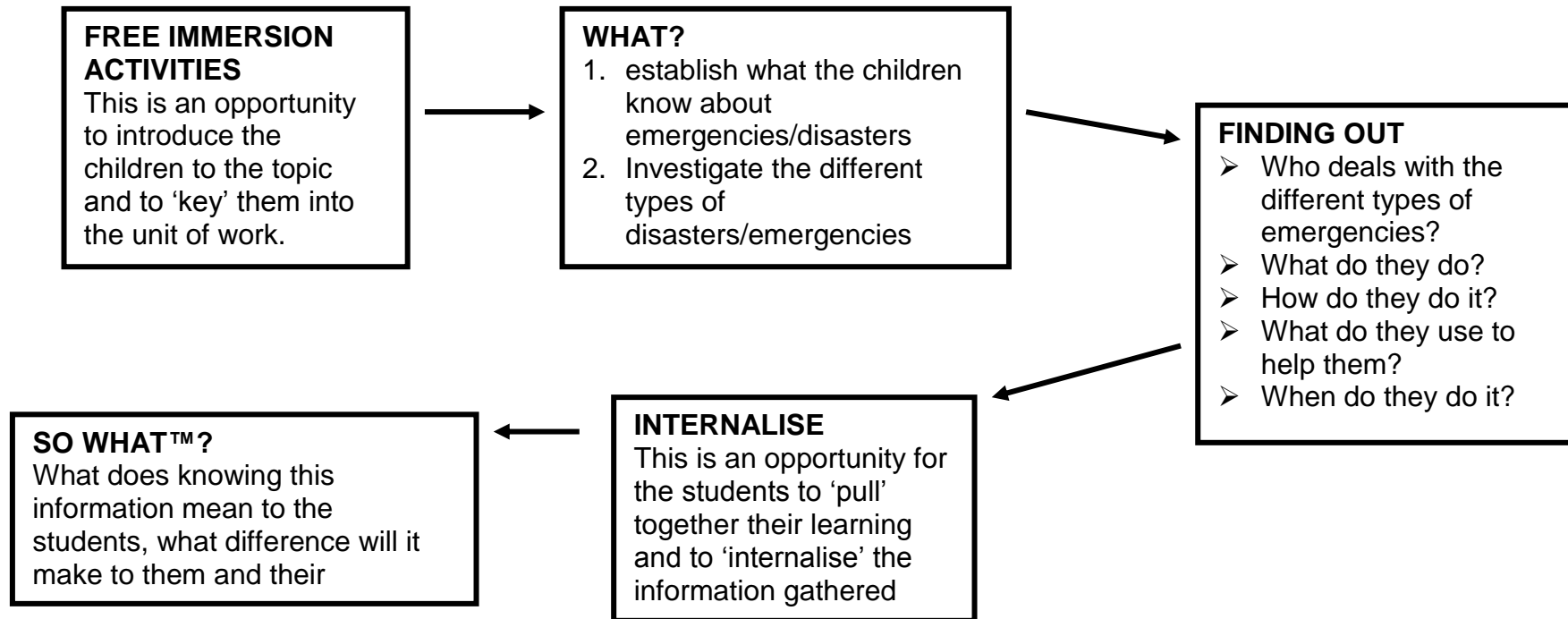
[www.laneclark-ideasys.com](http://www.laneclark-ideasys.com)

 **Blooms Taxonomy of Cognitive Processes -**  
<http://rite.ed.qut.edu.au/oz-teachernet/training/bloom.html>

 **Multiple Intelligence Learning -**  
[http://members.ozemail.com.au/~caveman/Creative/Brain/mult\\_intell.htm](http://members.ozemail.com.au/~caveman/Creative/Brain/mult_intell.htm) or  
[http://www.thomasarmstrong.com/multiple\\_intelligences.htm](http://www.thomasarmstrong.com/multiple_intelligences.htm)

## Series Line

The following 'Series Line' details a unit of work that might be followed. Each stage of this Series Line has suggested activities that could be undertaken as a part of this unit of work or used separately to fit with a unit of work developed locally.



## **Free Immersion Activities**

**(Lane Clark; 1992. used with permission)**

Provide students with an opportunity to 'tune in' to the topic.

Activities might include one or more of the following examples that could be used as whole class activities, or provided as 'stations' that the students circulate through.

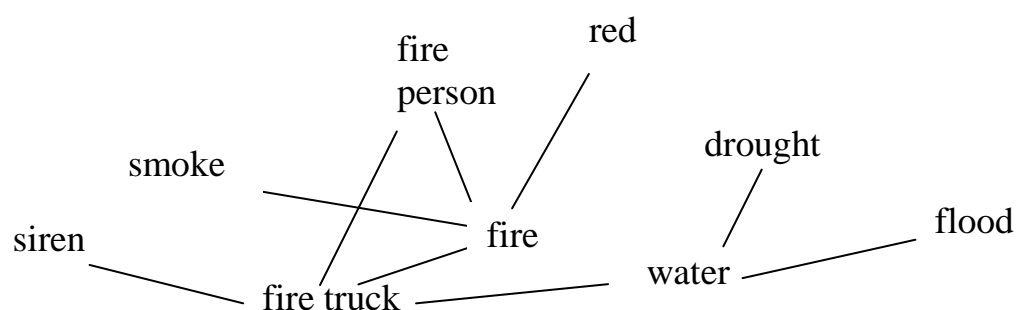
- Organise a talk/presentation by the local fire services, State Emergency Service, Red Cross Branch, Ambulance Service – see the Links or State/Territory page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools)
- Watch a suitable video, movie or cartoon about disasters/emergencies e.g. 'Hazards Disasters and Survival', 'Great Australian Disasters of the 20th Century', or 'Nature's Fury – Natural Disasters' (*available for loan from the EMA Library - by post* – see Resources page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools) ).
- Collect newspaper and magazine clippings, photographs, and internet images of emergencies and disasters and make a wall montage
- Listen to music from various disaster movies
- Read stories about disaster/emergencies - see the Resources page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools)

# What?

## 1. What do they know?

Find out what the children know about emergencies/disasters using one or more of the following activities:-

- **Brainstorm** as a class (or in small groups and then as a class).  
**Remember** - all contributions are accepted in a brainstorm.  
**Consider** recording the information as pictures rather than words **or** in a simple web format



**Note: Pictures could be used to replace the words in this web**

- In groups children create a simple song, poem, play, poster, or story about emergencies or particular emergencies
- Use the **wall montage**, created in the immersion stage, to attach brainstormed information to.

## 2. Investigate the types of disasters that might affect our community!

1. Each Jigsaw 'home' group (see below) finds out about different types of disasters/emergencies
2. Using the chart below students visit various 'Research Stations' to collect information
3. Individuals then return to their home group where the information is collated on a group chart.

### Possible Research Stations:

- Locate your region in Australia on the poster 'Australia's Natural Hazard Zones' or your State or Territory Natural Hazards Map and identify the potential hazards/risks for your community – see the Resources page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools)
- Non-fiction texts with information about a range of disasters - see the Resources page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools)
- Simple survey of students from older grades
- Fiction texts – see the Resources page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools)
- Video – 'Hazards, Disaster and Survival' - see the Resources page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools)

**Emergencies Chart – students record their information (in words and/or pictures) in each box**

### What I found out about Emergencies!

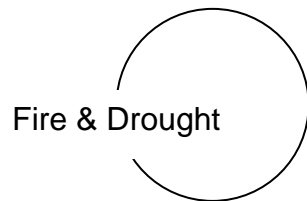
Insert pictures of a flood	Insert words about a flood	Insert words and pictures about a volcano		
				<b>Wonderings?</b>

## Jigsaw Example (Types of Disasters)

This is a cooperative group strategy that can work in a variety of ways; the suggestion below can be modified to suit the activity being undertaken. In this example a class of 24 students are divided into four mixed ability groups (home groups). One person from each of the 'home' groups then joins one of the 'expert' groups. The 'expert' groups work together to find and share information on their 'topic'. Students then return to their 'home' group and share the information learnt.

### Research Stations

One student from each home group visits a research station to gather information about disasters/emergencies.



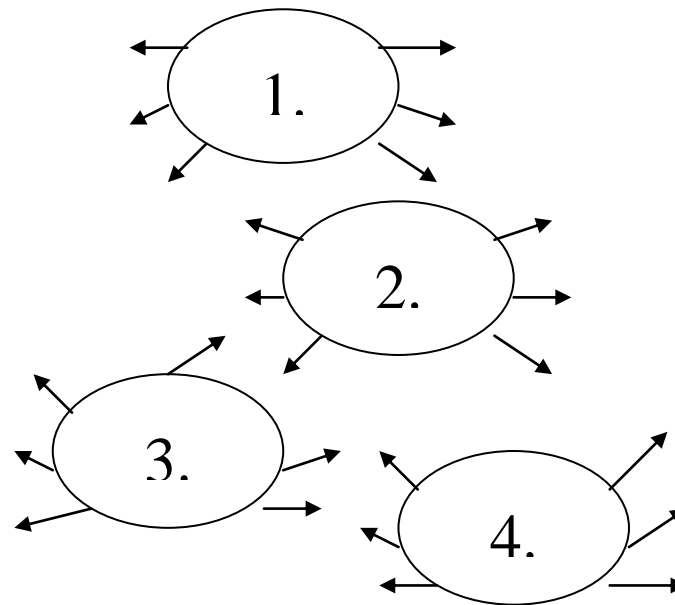
### Home groups

Mixed ability groups

Six students in each group.

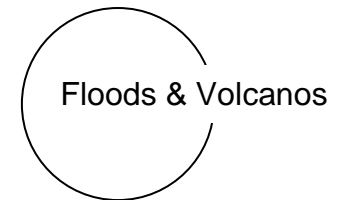
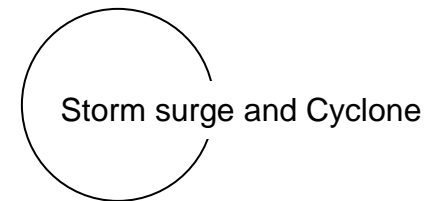
One student from each group joins an expert group to gather information

Students return to home groups to share information learnt or ideas developed



### Research Stations

One student from each home group visits a research station to gather information about disasters/emergencies.



## **FINDING OUT – Who?**



**(Lane Clark; 1992. used with permission)**

1. Place students into mixed ability home groups – see Jigsaw Approach below.
2. Using the chart below students visit the various Research Stations to collect information find out about the people in our community who are involved in emergencies. Note that ‘wonderings’ from the previous activity could be added to the chart.
3. Individuals then return to their home group where the information is collated on a group chart.

### **Research Stations could include:**

- The poster ‘Australia’s Natural Hazard Zones’ or your State or Territory Natural Hazards Map Poster - see the Resources page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools)
- Non-fiction texts with information about a range of disasters – see the Resources page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools)
- Web or CD search - see Links page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools)
- Simple survey of students from older grades
- Fiction texts – see the Resources page at [www.ema.gov.au/schools](http://www.ema.gov.au/schools)

## People and Emergencies Chart.

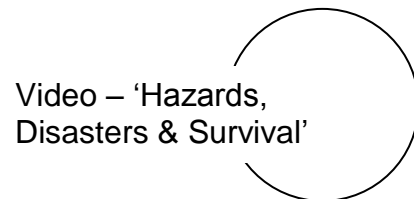
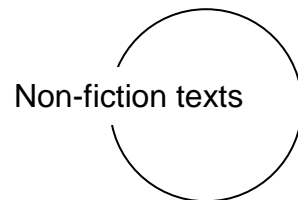
Who? 	What do they do?	What do they use? 
Police officer	Direct, rescue, protect,	Police car, dogs, sirens, lights, helicopter,
Fire Person	Teach, put out fires, evacuate, rescue	Fire engines, hoses, water, helicopter, fire, bulldozers
Vulcanologist		
National Parks Worker		
Ambulance officer		
Red Cross volunteer		
Town Planner		

## Jigsaw Approach (Learning about Particular Disasters)

This is a cooperative group strategy that can work in a variety of ways. The suggestion below can be modified to suit the activity being undertaken. In this example a class of 24 students are divided into four mixed ability groups (home groups). Students from each of the 'home' groups visit the various Research Stations to learn about one or two particular disasters/emergencies. Students then return to their 'home' group and share the information learnt.

### Research Stations

Students from each home group visit the Research Stations to gather information about their disaster.



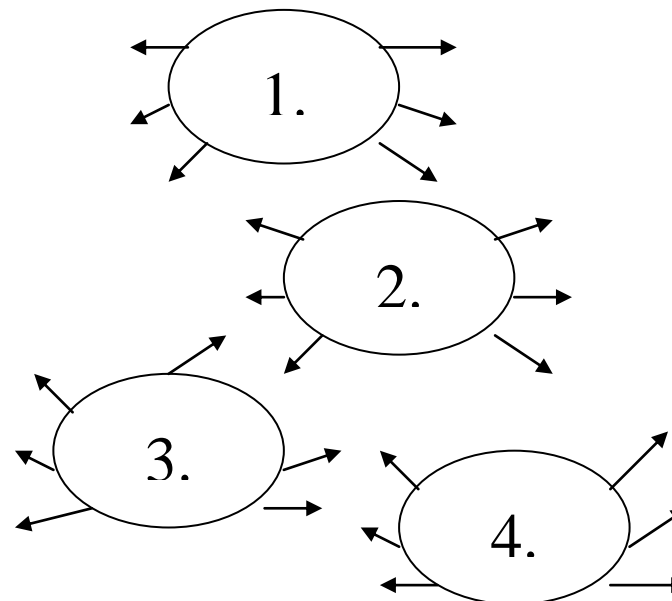
### Home groups

Mixed ability groups

Six students in each group.

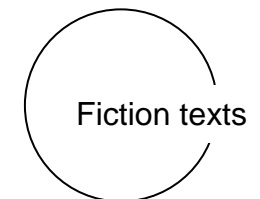
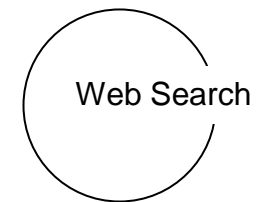
Students visit different Research Stations to gather information about their disaster.

Students return to home groups to share information learnt or ideas developed.



### Research Stations

Students from each home group visit the Research Stations to gather information about their disaster.



## **Internalise the information**

**(Lane Clark; 1992. used with permission)**

1. The groups select a method to present their information to the class and prepare their presentation.  
Methods for presentation could include: an audio tape, video, a play, a dance, a story, a picture, an advertisement, a chart, a book.....
2. Students present their information to the class.
3. As a class combine the information from the group charts on a class chart.

## **So what™?/action**

**(Lane Clark; 1992. used with permission)**

Students develop a class action plan using the new information they have learned.

Plans could include:-

- Developing household evacuation plans
- Practising aspects of the School Emergency Plans on a regular basis
- Sharing their Learning Centre tasks with other grades, or the school community – through the school newsletter, or the wider community – on the school web site, or posters to put around the school
- Writing to the people who are involved in emergencies with ideas that could help them
- Creating a household or class emergency kit
- Undertaking a child's first-aid course
- Raise money to donate one of the volunteer emergency groups.