

Leith Hogan Drawing/learn: Natural Disasters and Calamities: 2022

Inquiry:

Tuning in:

Where is the earth's place in the Solar system?

Curriculum connection: [Science understanding Year 5 :The earth is part of a system of planets orbiting around a star [the sun]. Science inquiry skills: With guidance, pose questions to clarify practical problems to inform a scientific investigation and predict what the findings of an investigation might be]

How do we know?

ENGLISH												
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KEY INQUIRY QUESTIONS	What do we know about the lives of people in Australia's colonial past and how do we know?	How did an Australian colony develop over time and why?	How did colonial settlement change the environment?	What were the significant events and who were the significant people that shaped Australian colonies?								
HISTORICAL KNOWLEDGE & UNDERSTANDING	Reasons economic, political and social for the establishment of British colonies in Australia after 1800	The nature of colonial or settler presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants including Aboriginal Peoples and Torres Strait Islander Peoples and how the environment changed	The impact of a significant development or event on a colony, for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought	The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of particular migrant groups within a colony	The role that a significant individual or group played in shaping a colony, for example, explorers, settlers, farmers, stockmen, missionaries, writers, commentators, religious and political leaders and Aboriginal and Torres Strait Islander peoples							
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CROSS-CURRICULAR PRIORITIES	Aboriginal and Torres Strait Islander histories & cultures ATIS	Asia & Australia's engagement with Asia ASA	Sustainability SUS					Cross curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning areas.				

Curriculum connection: [Science understanding year 4 : Earth's surface changes over time as a result of natural processes and human activity : Processing and analysing data and information : Use a range of methods including tables and simple column graphs to represent data and identify patterns and trends/ Compare results with predications suggesting possible reasons for findings / Represent and communicate ideas and findings in a variety of ways such as diagrams physical representations and simple reports]

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Some prompt questions for the students to explore:

What is the solar system?

Where will we find out about it?

Are there connections between the solar system and the earth?

Where is the earth positioned in the solar system?

How connected is the earth to the Sun, Moon Planets?

What is happening out there in the solar system?

How do we know this?

Is there a way that we can know this on earth?

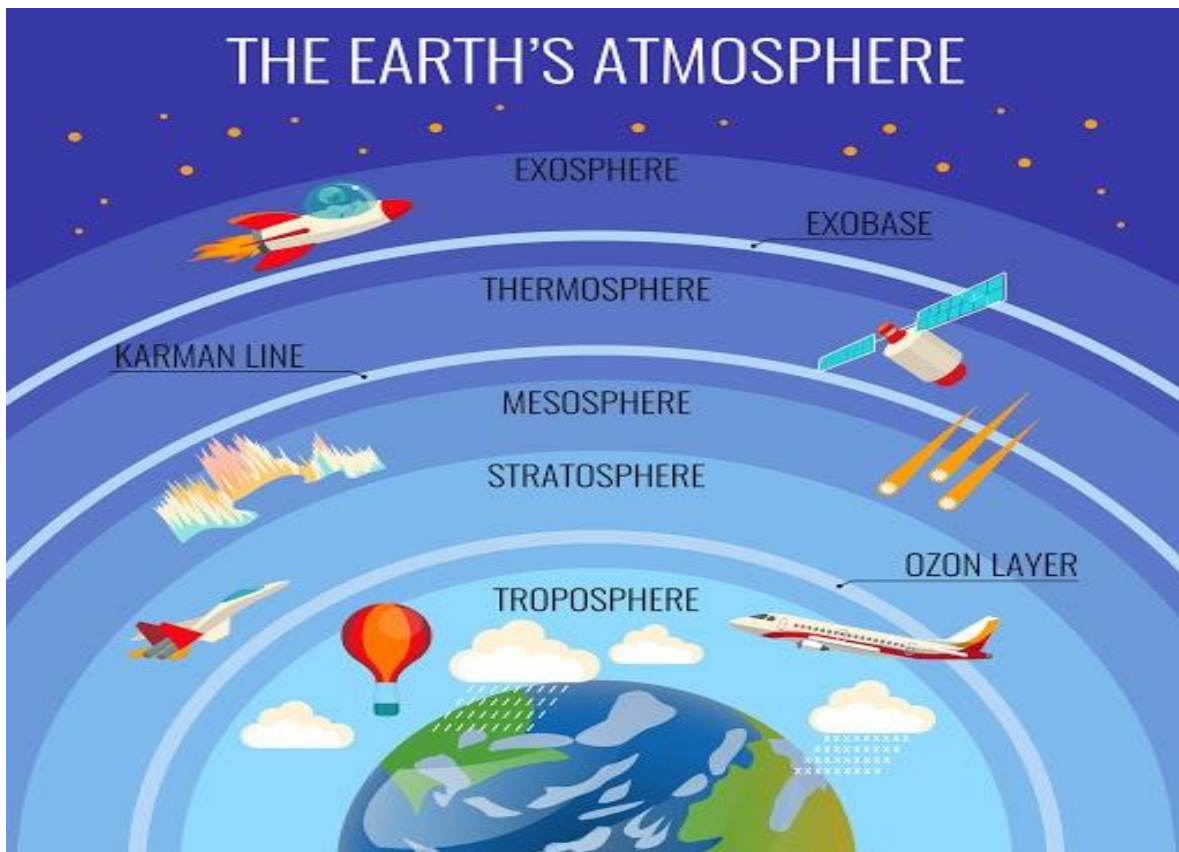
What tells us that we are connected to the Solar system?

What is happening out there?

What do we know about the air around us in the Troposphere?

What about the Stratosphere?

What does the Stratosphere do for everything that lives on earth? Everything?



The Scientists tell us that we are facing a Climate crisis because of our human activities that release large amounts of carbon dioxide and Greenhouse gasses into the atmosphere.

This has changed the earth's climate. Burning fossil fuels, cutting down forests and farming increasing numbers of livestock have increasingly influenced the climate and the earth's temperature.

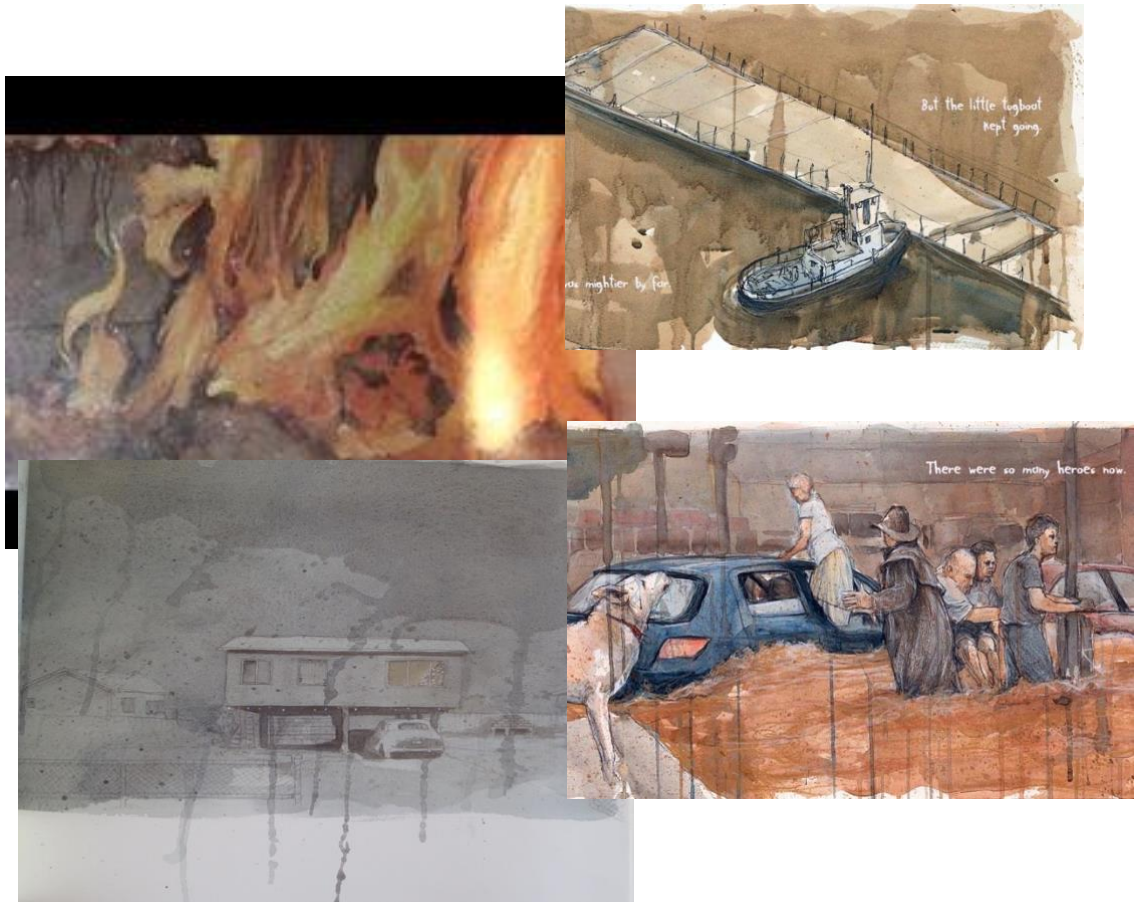
The main driver of Climate change is called the Greenhouse effect.

Some gases within the earth's atmosphere act a bit like glass or a glass window in a greenhouse, trapping the sun's heat and stopping the leaking back into space and causing global warming.

This warming effect is associated with negative impacts upon the natural environment and human health and well being.

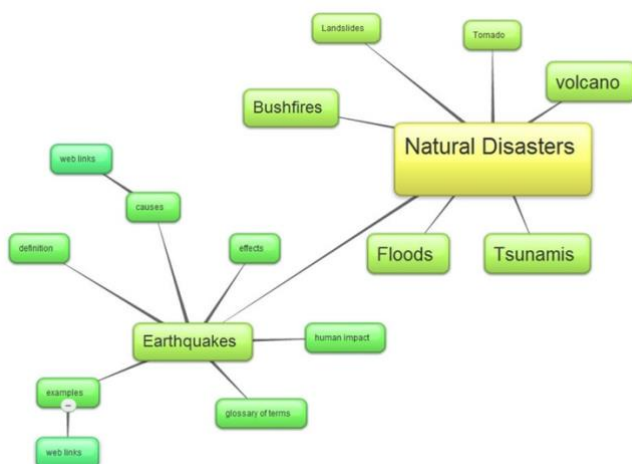
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We are noticing this on our planet through increased droughts, floods, fires, tsunamic and volcanic activity and other calamitous events that affect both the land and the seas and all creatures that depend on the earth's resources.



What do we know about Natural disasters or calamities that affect our planet?

Get the students to create a mind map or a brainstorm of all of the Natural disasters that they can think of.



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Upload images to the classroom whiteboard of a variety of natural disasters. Try www.nytimes.com for images of a lesson the day. There are many, many images for teachers to access on this site. Use the suggested visual literacy prompts:

Ask the students to think about these three questions:

- What is going on in this picture?
- What do you see that says that?
- What more can you find/see?

What IS a natural disaster?

How is it defined?

Create a chart about the common characteristics of Natural disasters.

What do they all have in common?

Flood	Fire	Tsunami	Earthquake	Volcano	avalanche	Heat wave	Tornado	Hurricane	Pandemic??

Tuning in:

Get the students to close their eyes and imagine a beautiful scene in Australia. A really calm, fresh, memorable scene. Create it. Using any art materials on hand. Get the students to take some time to draw, colour create. It can be in the country, the city the desert, a farm, in the bush... anywhere. Ask them to really use their imagination.



A beautiful scene

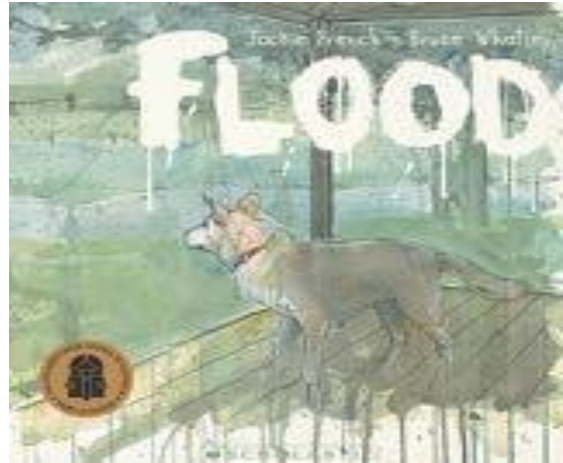
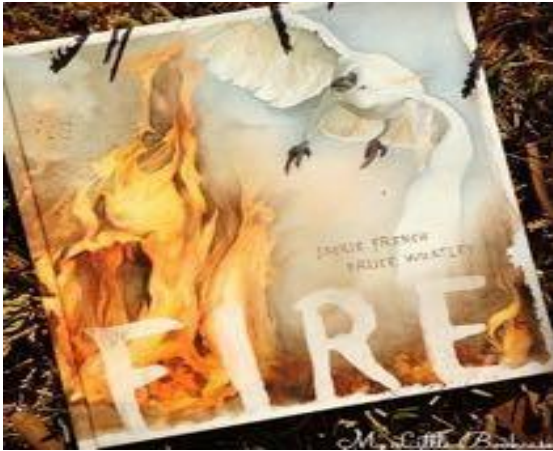


Finding out:

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Get the students to talk to their students about the beautiful scene that they have created. What is it that makes them happy in this scene. Use WWWWW and H to identify where it is in Australiawhat sounds, smells, sights, birds, people etc., are in this scene?

Read the texts Fire and Flood by Jackie French and Bruce Whatley



Ask the students to think about the descriptive language used in these texts to create a sense of the disasters unfolding:

There are several websites with activities based on these texts.

- Resource.scholastic.com.au
- www.agta.asn.au
- readingaustralia.com.au

and more.

Ask the students to think about the signals that the wildlife give us that something in the environment is changing.

What do they do?

Are there any natural signals that we could notice?

How do the wildlife prepare?

Can they?

Listen to the poem by Dorothea Mackeller written in 1905: 'My country' : verses 2,3,4and 5

*I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror -
The wide brown land for me!*

*A stark white ring-barked forest
All tragic to the moon,
The sapphire-misted mountains,
The hot gold hush of noon,
Green tangle of the brushies,
Where lithe lianas coil,
And orchids deck the tree-tops
And ferns the warm dark soil.*

*Core of my heart, my country!
Her pitiless blue sky,
When sick at heart, around us,
We see the cattle die -
But then the grey clouds gather,
And we can bless again
The drumming of an army,
The steady, soaking rain.*

*Core of my heart, my country!
Land of the Rainbow Gold,
For flood and fire and famine,
She pays us back threefold -
Over the thirsty paddocks,
Watch, after many days,
The filmy veil of greenness
That thickens as we gaze.*

Sorting out:

Get the students to return to their beautiful scene. Suggest to them that something has happened to it. A natural disaster has occurred.

Help them create a little book using an A 4 page folded into 8 little pagesnumber each page in pencil...similar to the text on kidsownpublishing.com: 'What is a disaster I hear you say' created by the students from Dulwich state school, North Stradbroke island.

What Is a Disaster I Hear you Say?

What Is a Disaster I Hear you...
Visit the post for more.
kidsownpublishing.com



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On the first page of the book get the students to recreate the beautiful scene..... again.

Then, on the last page show the scene completely destroyed. A calamity has occurred. Everything is in chaos. Get the students to identify the stages of this natural disaster from the environment becoming completely silent at the beginning [page 2] as the people/animals/birds/ insects etc., try to figure out how they will behave to the denouement on approximately page 6.

This is just a narrative arc and will help the students to identify the stages of their narrative.

Use some prompt questions to help them. e.g.

What happens next?

Where does everyone go?

What about the trees/ bushes plants buildings?

What's happening to them?

How is this calamity unfolding?

Create a Word wall for Calamities or Natural disasters with the students.... Every word that they can think of that helps them understand the depth of the calamity.

Once the students have drawn or created their Calamity narrative get them to add text to each page, using words from the Word wall.

Hear their stories, share their stories and celebrate them. Talk about the similarities in environmental / natural / people responses.

Going further:

Ask the students the question 'What happens next?' The devastation is before the people.

How do they feel?

What do they need?

Who is going to help them?

Get the students to listen to stories or videos of human endeavour: Cyclone Katrina stories, flood, fire, famine stories.

Ask the students if they have heard these sorts of stories?

Perhaps invite a member of a government Emergency response team or a volunteer from State Emergency services or the Red cross etc.,

Prepare the students to ask questions about recovery.

How do these agencies assist people/ nature/ environment to put their lives back together?

- Where are their plans?
- What do they do?
- What is the process?
- Who helps who?
- Who does what?

The Red cross has an emergency preparedness plan for people on their website about how to create an emergency plan, packing for an emergency, an app for assessing the preparation etc.,
[red-cross-redplan-disaster-preparedness-guide.pdf](#)

Emergencies. Not something we think about every day. Yet still they affect hundreds of thousands of people across Australia every year.

Emergencies can strike at any time. They can damage and in some cases destroy homes and valuables. They often have negative effects on health, they upset routines, and in many cases they can lead to significant financial burden.


While emergency services do all they can to help, the person most responsible for your wellbeing before, during and after an emergency is you. And the people most likely to help you will be those you know.

Some of us feel the effects of an emergency for a long time. For some, lives will never return to the way they were before.

Thankfully, there are things you can do now to help you and your loved ones to be prepared and cope better should an emergency occur.

Your RediPlan has been designed to provide an easy-to-follow set of actions to help you plan for emergencies, grouped into four simple steps:

- 1 GET IN THE KNOW
- 2 GET CONNECTED
- 3 GET ORGANISED
- 4 GET PACKING



There are many websites specifically set up to give people this information when they are confronted by the aftermath of a disaster.

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Some key questions:

Leith Hogan Drawingtolearn: Natural Disasters and Calamities: 2022

Who will help rebuild this community? What global organisations are set up to support people around the world?

What do/will they do?

What organizations assist communities to manage the disaster that has befallen the WHOLE community? Where will they start?