



08

Staying Inside



Lesson Number: 8C - Get Your Facts Straight!

Year Level:
5-7

5Es:
Elaborate

Curriculum Links:
English, Science

Lesson Number: 8C**Get Your Facts Straight!****Theme: Staying Inside**

In this story the importance of staying inside until clearance is given after severe weather like a cyclone is stressed. Amy is impatient to go outside and collect leaves for Maddie, the koala, and is glad when the rain stops. But Trev stops her. They don't know it's safe yet. But Amy is convinced it is. Look how still it is outside, and the rain has stopped. Trev is shocked when, in front of the window, a large branch drops from a tree with a crash. He suggests to Amy that they go and listen to the radio for cyclone updates with Mum and Dad and find out if it's safe to go outside.

Year Level:

5–7

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What students will 'Know and Do':

Students will know that they must stay inside, not only until after the rain stops, but until it is safe to go outside.

1. View the *Li'L Safety Club Natural Disasters* advertisement – **Staying Inside**
2. Introduce students to the topic of cyclones and ask them what they already know. List what they know on a board or large sheet of paper. Ask students if they have already experienced a cyclone or violent storm.
3. On the board or large sheet of butcher's paper, present the class with five facts about cyclones and one untrue fact. Refer to **Background Information: Cyclones**.
4. Have students visit the Attorney-General's Department website: Emergency Management for Schools: Cyclones: www.ema.gov.au/www/ema/schools.nsf/page/get_the_factscyclones to check that the facts are correct.
5. View the **Staying Inside** advertisement again and ask students to make a list of all the things you need to do. As a class discuss why each is important to do. For example, why was the window taped up?
6. Using **Student Activity Sheet 8C**, ask students to either cut and paste the correct order of events, or write in the correct order.
7. Ask students to form smaller groups of 3. As a group they are to design and create a game board where they use their knowledge of ways of (1) preventing injury and loss during an emergency, (2) being prepared for an emergency, (3) responding to an emergency, and (4) recovery procedures after an emergency, to develop questions for the game. The students can use the idea of a Snakes and Ladder game, Trivial Pursuit or a card game.
8. The design should involve at least 10 moves for 2 or more players. Refer to the example at the end of Student Activity Sheet 8C.

Cyclonic activity is generally isolated to the northern parts of Australia. You may wish to adapt these activities to suit similar weather events in your local region. For example, 'East Coast Lows' off the eastern coast of Australia.

Useful resources:

- Attorney General's Department: Emergency Management for Schools: Cyclones - www.ema.gov.au/www/ema/schools.nsf/page/get_the_factscyclones
- Cyclone Tracy - <http://ntlapp.nt.gov.au/tracy//advanced/Tracyvideo.html>
- Wikipedia: List of Cyclones - http://en.wikipedia.org/wiki/List_of_tropical_cyclones
- Wikipedia: List of Cyclones, WA - http://en.wikipedia.org/wiki/List_of_cyclones_in_Western_Australia
- EMQ: Be prepared: Cyclone - www.emergency.qld.gov.au/emq/css/beprepared.asp
- SES Western Australia: Community information - Cyclone www.ses-wa.asn.au/node/481
- NT Cyclone Action Guide: www.nt.gov.au/pfes/index.cfm?fuseaction=page&p=260

Student Activity Sheet: 8C	Get Your Facts Straight!	Years 5 - 7
Theme: <u>Staying Inside</u>		
Name:		
Class:		

1. Reorder the sequence of events (from 1-6) in the list below to correspond to the events in the advertisement *Staying Inside*.

CRACK! A dead branch fell past the window.	
Maddie was staring out the window and her stomach was growling.	
Amy stares out the window and can hear the strong winds.	
The radio announcer says it is safe to go outside.	
The wind and rain have stopped so Amy wants to get leaves for Maddie.	
Trev stops Amy from going outside	

2. Design a board game that has 10 or more questions related to your knowledge of (1) preventing injury and loss during an emergency storm situation, (2) being prepared for an emergency storm situation, (3) responding to an emergency storm situation, and (4) recovery procedures after an emergency storm situation, to develop questions for the game.

You can use the format of either a *Snakes and Ladder* game, *Trivial Pursuit* or a card game. The design should involve at least 10 moves for 2 or more players. Use the example below or create your own template.

