

Learning Objectives

- ✳ To improve awareness of the impact of geological forces on people and communities.
- ✳ To develop empathy and communication skills.

Cross curricular link to English and to whole school emotional health & wellbeing.

Total Time
45 mins
+15 mins
extension
activities

Teacher's Notes

Preparation:


Ground rules: Please read this statement out at the beginning of the lesson: "In this lesson we will be covering some sensitive issues. You may be affected personally by the topic that we are discussing today, or you may know someone else who is. Please be respectful and thoughtful of others, and treat the subject responsibly. If you would like to talk to someone after the lesson, you can go to ... (please either give the contact person in the school, for example a school counsellor, or an outside number, for example Samaritans).

Resources

- ✳ Photocopies of Worksheet 1: Earthquake! The human impact.
- ✳ Photocopies of Worksheet 2: Building healthy communities.
- ✳ Photocopies of Worksheet 3: Earthquake relief bulletin (for the extension activity).

Introduction

This lesson is about natural disasters and the impact these have on individuals and communities. Ask students what natural disasters they have been aware of in the media.

Time
5 mins


Starter Exercise

As well as introducing the topic, the purpose of this starter is to help students develop empathy and practice expressing emotions.

- ✳ Read the poem with the class. Hand out Worksheet 1 and ask them to work in pairs to highlight the emotions described by the child in the poem. There should be at least 2 per stanza. Next students should identify three new words to indicate how they might feel if they were trapped under the rubble and explain their choice of words.
- ✳ As feedback take a couple of examples from the group.

Time
5 mins


Core Activities - Building healthy communities


This exercise highlights the short and long term impacts of a natural disaster, and allows students to explore positive steps that can be taken to recover and rebuild a healthy community.

- ✳ Hand out Worksheet 2. In pairs or small groups ask students to thought storm ideas of what could help and to fill these in the table.

Examples include:

Emergency medical care, finding family, opportunity to grieve, rebuilding infrastructure, government or outside aid, emotional support/ counselling, religious faith, food, clean water, employment opportunities, community social events, re-opening schools.

Ask each group to give feedback on one of the areas in the table, e.g. physical health, safety, purpose.

Time
10 mins


Optional Extension Activities

If you have time you can use this extension activity instead of the Building Healthy Communities exercise above. It has the same objectives but gives students an opportunity to practice their communication skills.

Handout worksheets 2 and 3 and divide students into small groups. Allocate one of the groups as a group of journalists, the other groups are community representatives. There should be two journalists for each group of representatives (eg 4 groups need 8 journalists, 3 groups need 6 etc)

The journalists are working for a foreign news company reporting on what has happened in the disaster region and what aid is needed. They have 10 minutes to prepare questions to interview the community representatives. It is suggested they have a go at filling in the table for themselves, to help know what questions to ask. Journalists will be interviewing in pairs.

The community representatives will be interviewed by the journalists and must make a case for what aid they need in the short and long term to help the community rebuild. They have 10 minutes to fill in the table and prepare how they are going to convince the journalist of their plight.

After 10 minutes stop the groups, it is time for the news broadcasts. Pairs of journalists should interview one group of representatives. Allow 5 minutes.

Journalists must report to the general public what they have found (in a brief presentation to the class). Discuss whether or not the class think the general public would give money to the cause. Use this to lead into the time for reflecting and discussing below.

Time
10 mins



Time
5 mins

Time
10 mins

Reflect and Discuss

Reflect with students how it must feel to rebuild after a disaster. Reflect on how it compares to problems they may experience in this country. Even if these problems are smaller scale these too can have a ripple effect and impact on emotional, social and physical health. Often it is not one thing that solves a problem but a whole range of people or things working together.

Time
10 mins



Time
10 mins

Summary

Closing discussion and feedback.



WORKSHEET

Worksheet 1 - Earthquake! The Human Impact

1. Read the following poem

Whether to cry out in answer to
My father's strangled cries
As he shifts bricks above my head,
Or whether to keep silent, holding back
This dust with clamped lips. I lie
Sealed in and cannot choose.

If I speak, death will steal my breath,
Seeping in at my mouth;
If I choose silence he may go away
And weep, and never know how close
My grave, how I longed to answer

Someone flutes powder from my face.
I feel warm breath. My eyelids move;
Their flutter fills my eyes with grit.
Weight lifts from chest and arms
And inch by inch I live again.

In my father's arms
I cannot find strength to haul up
Words from my darkness.

By *Angela Topping*

First published in "Can You Hear?" Poems for Oxfam Pan MacMillan, Editor: John Foster 1992.
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2. Highlight the words/ phrases which show human emotions caused by an earthquake. There should be at least two per stanza.

3. What would it be like to be trapped for a whole day under the rubble? Write three words that are not in the poem, that would describe how you would feel if you were trapped for a whole day. Explain why you chose these words.

Word	We chose this word because...

WORKSHEET

Worksheet 2: Building healthy communities

A natural disaster has an enormous impact, not just on the immediate loss of life and infrastructure, but also on people's livelihood, poverty, increased crime, poor sanitation, poor nutrition, trauma and mental health problems. This has long term impacts on physical, social and emotional health that can fragment communities.

How do you help a community to rebuild themselves? In a healthy community people need physical things like air, food, water, shelter & warmth. People also have social and emotional needs like feeling safe, wanted, confident, well, and have a purpose.

Fill in the table below, with ideas about what helps .

What helps communities to recover and rebuild?

In a healthy community people need...	In the first 2 weeks	In the first 6 months
Physical health		
Safety		
Inclusion (People feel part of a social group)		
Confidence		
Purpose (Active and positive about the future)		

Your group will be asked to feedback on one of the rows in your table.

WORKSHEET

Worksheet 3 - Earthquake Relief Bulletin

Journalists

You are a journalist from an international news corporation and have been sent to report in an earthquake disaster zone. In pairs, you will be interviewing a group of community representatives to find out what has happened and what is needed to help the region recover.

You have 10 minutes to prepare questions to find out what support is needed in the short and the long term to ensure the rebuilding of a healthy community.

After the 10 minutes you will be giving a very brief report to the general public. Your broadcast will be asking people to donate to a disaster relief fund so it is important you set out a convincing case for why their money is needed.



Community Representatives

You as a group represent the local community affected by the earthquake. In 10 minutes time you will be interviewed by two journalists from an international news corporation. They are reporting on what happened and asking the public to donate money to a disaster relief fund.

You will need to tell them what has happened and what aid is needed to help the community recover and rebuild. Use the table on worksheet 2 to fill in what will help you in the short and long term. You also need to decide who will be your spokespersons answering the journalists' questions.

You will need to make a strong case for why this aid is needed because the amount of money given by the general public will depend on it.

