



## TEACHERS' NOTES

### Aim

These resources will help pupils to understand some different types of disaster, the impact that they can have on people, what can be done to prepare for and reduce the impact of disasters, and how Christian Aid works to support those affected.

The materials are designed to be flexible and adaptable. You may wish to use these resources as part of your regular timetable, or in response to a disaster when it happens.

### Learning outcomes

After using these resources, pupils should be able to:

- identify a disaster
- understand different types of disaster
- recognise the practical and emotional impacts of a disaster
- understand how people can prepare for and deal with disasters
- identify the link between poverty and disaster risk
- explain how the impacts of future disasters can be reduced
- investigate the link between disasters and climate change
- consider appropriate responses to a disaster.

### Materials include:

- poster and sticker sheet
- film clips
- pupil worksheets
- simulation games
- assembly

To order the poster and sticker sheet (reference number F2202), email [orders@christian-aid.org](mailto:orders@christian-aid.org) To download the film clips, worksheets, assembly and simulation game, visit [christianaid.org.uk/learn-disaster-primary](http://christianaid.org.uk/learn-disaster-primary)



In the event of a major disaster affecting one of the countries where we work, Christian Aid will often launch an emergency appeal. Please think about how you might be able to support this through fundraising at school. You can find out the very latest news and updates on disasters we are responding to by visiting [christianaid.org.uk/emergencies](http://christianaid.org.uk/emergencies)

### Curriculum links

The *Disaster Strikes* resources support learning about key themes and topics through:

#### Geography/Environmental Studies

Geographical enquiry and skills/Knowledge and understanding of places/Knowledge and understanding of environmental change and sustainability/Themes of water, settlements and environmental issues

#### RE/RME

Study the work of a Christian charity/Stewardship/Caring for our world

#### PSHE/PSD/PSE/Citizenship

Participation/Responsibilities/Global awareness/Global citizenship

#### English

Speaking and listening/Reading/Writing

For full curriculum links, visit

[christianaid.org.uk/learn-disaster-primary](http://christianaid.org.uk/learn-disaster-primary)

### Suggestions for use

**If you have an hour:** activities 1 and 2 and one case study from activity 3 (you can pick a case study that reflects the teaching you are doing in class or a disaster in the news).

**If you have several hours:** activities 1, 2, 3 and 4.

**If you are able to take a little longer:** activities 1–7; 'Typhoon town challenge' simulation game.

**Off-timetable days:** 'Typhoon town challenge' simulation game.

**If you are responding to a disaster in the news:** *Disaster Strikes* assembly; *Disaster Strikes* poster and sticker sheet; 'Preparing for disasters' film clip; activity 7, 'What can you do?'.

## **Activity 1:** **Spot the hazard**

**Learning outcome:** to help pupils to identify a disaster.

Write on the board: 'What is a hazard?' Ask pupils to brainstorm words associated with hazards. Split pupils into groups of four and share the 'Spot the hazard' worksheet with them.

**Ask:**

- What are the hazards in the picture?
- What are the potential risks to the people in the picture from these hazards?
- How could the risks be avoided?
- What would happen if someone was hurt?

**Ask** pupils to write definitions of hazards on the worksheets in their own words.

**Ask** groups to decide which is the smallest hazard and which is the biggest hazard in the picture, and to give reasons for their choice.

**Explain:** *A hazard is something that could cause harm to people or the places where they live. A disaster is when the risk posed by a hazard actually happens, and people – or their homes and belongings – are harmed. Some disasters are small events that affect*

*only a few people, but they will still have a big impact on the people involved. If a larger number of people are affected, then it is considered a bigger (or major) disaster.*

**Ask** pupils if they can think of any big disasters, perhaps things that they have heard about in the news. Explain that they will be learning about disasters that affect large numbers of people.

### **Taking it further**

- Provide newspapers and ask pupils to sort through the stories.
  - Are there any about small disasters that have affected just a few people?
  - Are there any about big disasters that have affected lots of people?
  - What were the effects on the people experiencing the disasters?
  - Do the articles make any judgements or offer any opinions about the disaster?
  - Where did the disasters happen?
  - What sort of help were people given?
- Map the disasters shown in the newspapers on the *Disaster Strikes poster* (reference number F2202, available to order from [orders@christian-aid.org](mailto:orders@christian-aid.org)).

## **Activity 2:** **Different disasters**

**Learning outcome:** to help pupils to understand different types of disaster.

**Play** the 'Different disasters' film clip (available to download from [christianaid.org.uk/learn-disaster-primary](http://christianaid.org.uk/learn-disaster-primary)). Ask pupils if these types of disasters have happened here. Pupils may mention localised flooding or other extreme weather events; acknowledge these events and discuss any concerns that pupils might have.

**Explain:** *Although extreme weather sometimes affects people in Britain, this country is less prone to some of the other natural disasters discussed, such as earthquakes. And when people here are threatened by hazards such as floods, there are services to help stop those hazards from becoming serious disasters.*

**Ask** pupils if they can suggest any services that help to keep people in the UK safe (answers might include fire brigade, ambulance, coastguards, hospitals, police).

**Share** the 'Different disasters' worksheet with pupils and ask them to match the disaster words to the descriptions and to illustrate the boxes to show the sorts of disasters described.

**Ask** pupils to think about things these disasters might have in common and then to write their own definition of disasters on the worksheet.

**Explain:** *A standard definition of a disaster is an event that causes significant distress, damage or destruction to people.*

Please note that on the worksheet, hurricanes, typhoons and cyclones are listed together. Hurricanes and typhoons are both types of tropical cyclones: the term used depends on the location.

### **Activity 3:** **Disaster case studies**

**Learning outcomes:** to help pupils recognise the practical and emotional impacts of a disaster, and to understand how people can prepare for and deal with disasters.

**Show** pupils the *Disaster Strikes* poster and hand out the case studies to different groups:

'Flooding in Pakistan: Zafar's story'

'Food crisis in east Africa: Ankwoy's story'

'Earthquake in Haiti: Samantha's story'

'Tsunami in south-east Asia: Aisyah's story'

'Tropical storm in Guatemala: Juan David's story'

**Explain** that each case study relates to one of the disasters shown on the front of the poster and will help pupils to understand more about the impacts of these disasters on people in communities supported by Christian Aid partners. (Younger groups could look at the case studies as shared or guided reading.)

**Share** the 'What happened here?' worksheet, which asks pupils to explore the following points in relation to their case study:

- What caused the disaster?
- Where did it happen?
- What were the effects on people living there?
- How were people helped just after the disaster struck?
- How have people been helped to prepare for future disasters?
- What questions would you like to ask the person in the case study?

**Ask** the groups to present their case study to the rest of the class.

### **Activity 4:** **Preparing for disasters**

**Learning outcomes:** to understand how people can prepare for and deal with disasters, and to identify the link between poverty and disaster risk.

#### **Taking it further**

Using the case studies

- Ask pupils to write their own descriptive pieces based on the case studies.
- Pupils can perform role-plays around the featured stories, articulating the situation faced by the person featured.
- Encourage pupils to consider the benefits and limitations of looking at one specific story from a disaster (benefits might include understanding the human impact, and hearing about what people really need; limitations might include the fact that one specific story will not provide a full picture of the ways that different people are affected).

Using the worksheet

- Use the 'What happened here?' worksheet to look at any disaster – including new disasters in the news.

Using the poster

- Use the poster to map new disasters or events in the news and ask pupils to draw together their own case studies relating to a new disaster.

**Show** the 'Preparing for disasters' film clip and ask pupils to answer the questions on the 'Preparing for disasters' worksheet.

- Why might disasters be more serious in countries where lots of people are poor?
- What might people need straight after a disaster?
- Give one example of how Christian Aid has helped people to prepare for future disasters.

 **Activity 5:  
Deadly disasters**

**Learning outcomes:** to explain how the impacts of future disasters can be reduced.

**Share** with pupils this famous saying:  
*'Earthquakes don't kill people, buildings do'.*

What do they think this means?

**Explain:** *It is not the earthquake itself (ie the shaking ground) that usually kills people in an earthquake disaster, it is the fact that the shaking ground causes buildings to collapse, which crushes the people inside them.*

**Share** the 'Deadly disasters' worksheet and ask pupils to decide which earthquake was worse – the one

in Chile or the one in Haiti? (Point out the fact that although the earthquake in Chile was stronger, the death toll was much higher in Haiti.) Ask pupils why the death toll from the Haiti earthquake might have been so much higher than the one in Chile. If pupils have not previously looked at the Haiti case study, share this with them now.

**Explain:** *The impact of a disaster always depends on how well prepared people are and the damage caused by disasters can be greatly reduced if people are able to do things that will help them survive. For example, if people living in earthquake-prone areas are able to build houses that are designed to absorb the shock of an earthquake and not collapse, they are much more likely to survive. But people living in poorer countries, like Haiti, are much less able to prepare for disasters because they are less likely to have the resources – the money, the materials, the time or the savings – to invest in building strong houses.*

 **Activity 6:  
Climate change chatterbox**

**Learning outcomes:** to help pupils to investigate the link between disasters and climate change, and to consider their own response to this.

**Explain:** *The Earth's climate is changing as a result of pollution and this is changing weather patterns around the world. It is thought that the changes in the weather are contributing to an increase in some types of disasters, such as floods, droughts and storms. Often, it is particularly difficult for people living in poverty to cope with these types of disasters. People around the world are working hard to find ways to adapt to the changing weather and also to reduce their carbon emissions in order to limit climate change.*

**Share** the 'Climate change chatterbox' worksheet with pupils and ask them to fill in one action they think people could take to reduce their carbon emissions. (Instructions for making the chatterboxes are included in the worksheets.)

**Taking it further**

- Ask pupils to write persuasive letters to their MP explaining what they have learnt about disasters and climate change, and asking what the government is doing about climate change.
- Play the 'Typhoon town challenge' simulation game with pupils to help them understand the challenges faced by communities at risk of disaster.
- Use the *Disaster Strikes* poster to record disasters when they happen and to help pupils keep track of events in the news. You could incorporate citizenship work around this by organising a whole-school response to a large disaster when it happens – and you can use the *Disaster Strikes* assembly to help you inform the whole school about disasters (pupils could run this assembly, which includes a role-play, themselves).
- For up-to-the-minute information on the latest disasters affecting developing countries, visit [christianaid.org.uk/emergencies](http://christianaid.org.uk/emergencies)

## **Activity 7:** **What can you do?**

**Learning outcome:** to help pupils to consider appropriate responses to a disaster.



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**Share** the 'What can you do?' worksheet and show the 'Preparing for disasters' film clip to help pupils think about effective aid and how they can best respond to a disaster as active citizens.

### **Ideas for fundraising in school:**

- cake sale
- non-uniform day
- sponsored silence
- sports tournament
- art competition
- clothes swap

Ask your school council to come up with some ideas of their own!

**Explain:** *Christian Aid does not send collected items to developing countries. It is much more effective for the charity to work through its partners, which are local organisations working in affected areas. Christian Aid's partners have the local knowledge, language and skills to provide the best help to the people who need it most.*

Here are some details about how fundraising could support the work our partners do to help communities affected by the disasters featured in the case studies:

**£1.50** could provide a jerry can for a family to enable them to transport water from emergency tanks to their home during a drought in Ethiopia.

**£15** could buy a tarpaulin that can be used to provide a family with emergency shelter in the days after a disaster like the earthquake that struck Haiti in 2010.

**£52** could buy one month's emergency food package for a family displaced by flooding in Pakistan.

**£325** could buy a loudspeaker system to alert a village to flood danger in Guatemala.