



08

Staying Inside



Lesson Number: 8B – That's True

Year Level:
3-5

5Es:
Explain

Curriculum Links:
English, Geography, Science

Lesson Number: 8B**That's True****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.

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What students will 'Know and Do':

Students will understand 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 severe 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** and have students complete **Student Activity Sheet 8B**.
4. Ask the class to vote on which piece of information is true or false. This activity should reinforce the correct information and eliminate the incorrect information.
5. Divide the class into smaller groups of three. Ask each group to research an Australian cyclone that has happened in the last 10 years. Each member of the group has a question/s to research:
 - a. When and where did the cyclone occur? Provide a map of the path of the cyclone prior to and after it reached the coast of Australia.
 - b. What weather factors assisted the formation of the cyclone? And what rating or force was allocated to the cyclone. What does the force rating mean?
 - c. What impact did the cyclone have on Australian towns and regions? Was there flooding, destruction of houses, loss of life?
6. The group can then collate the information into a PowerPoint presentation that they share with the class.
7. As a class, ask students to suggest ways in which they can stay safe during a cyclone or severe storm. As a group priorities each with a rating between 1, the highest importance and 10, the lowest importance.
8. Students can re-enact the scene in the *Li'L Safety Club Natural Disasters* advertisement - **Staying Inside** to fully understand what they must do.

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 Tropical Cyclones - http://en.wikipedia.org/wiki/List_of_tropical_cyclones

- Wikipedia: List of Cyclones in Western Australia - http://en.wikipedia.org/wiki/List_of_cyclones_in_Western_Australia
- EMQ: Be Prepared - 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: 8B	That's True	Years 3-5
Theme: <u>Staying Inside</u>		
Name:		
Class:		

1. Go to the website:

Attorney General's Department: Emergency Management for Schools: Cyclones
http://www.ema.gov.au/www/ema/schools.nsf/page/get_the_factscyclones

and answer the following questions

How are tropical cyclones formed?

What temperature do the oceans need to be in order for a cyclone to form?

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What is meant by the term 'low air pressure'?

What is the wind speed that is needed for a cyclone to be catagorised?

What happens when a cyclone crosses land?

When is cyclone season in Australia?

What is a cyclone called in the Northern Hemisphere?

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Cyclones are categorised by their strength. How are they rated?

What is the 'eye' of a cyclone and how is it formed?

How long does a cyclone usually last?

What was the most destructive cyclone in Australia?

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How are cyclones named?

2. Ask students to list 3 ways in which they can stay safe during a cyclone or severe storm.
