

## Lesson-13: Stay Safe: Understanding Disasters

Theme 9: What is Being Safe?

12 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Gratitude sheet



Animation, Animated Activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Quiz, Slideshow, Test Generator

Confirming better

I stay calm.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to identify different types of natural disasters such as floods, earthquakes, droughts and tsunamis.
- to understand the causes, effects and safety measures related to each type of disaster.
- to develop awareness of disaster preparedness and responsible behavior during emergencies.
- to recognize the role of community helpers and disaster management professionals.
- to promote values of empathy, care and gratitude towards people who help during disasters.
- to build emotional resilience and confidence in facing unexpected events.

### Methodology

#### Period 1

**Teacher:** Good morning, students. Today we are going to begin with a simple thought.

SHOULD DO

10 MIN.



#### Confirming better



Confirming better I stay calm.

PLH

79

**Teacher:** Repeat after me – I stay calm in every situation. (Students repeat.)

**Teacher:** Staying calm helps us make good choices, especially when something unexpected happens like any disaster.

**Teacher:** We will begin a new chapter Stay Safe: Understanding Disasters. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

K	W	L

**Teacher:** The KWL chart has three columns. The first column

is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what do you want to know and the third column is labelled 'L' which is what I have learnt, which we will fill in the end.

**Teacher:** Take a few minutes to think and write. If you have any questions, feel free to ask.

**Teacher:** You all did an amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

#### Kinaesthetic

**Teacher:** Now, let us begin with a fun game. Everyone, please pair up with your partner.

MUST DO

10 MIN.



#### Kinaesthetic

Play a fun game with your partner. Take turns to draw various landforms and make a complete landscape.

79

**Teacher:** You will take turns drawing different landforms such as mountains, rivers, islands and deserts. When you both finish, your drawings should combine to make a complete landscape.

**Teacher:** You can add trees, animals or even a house on top of the landform to make it more fun. (Students play the drawing game. Teacher walks around to observe.)

**Teacher:** Wonderful teamwork. Now, let us move to the next part of our activity.

## Auditory

**Teacher:** Listen to the words I am going to say. If you think it is a type of land, give your partner a high-five.

**MUST DO**

10 MIN.

### Auditory\*

Listen to your teacher carefully. Answer the questions.

79

**Teacher:** Ready?

**Teacher:** 'Mountain' – (Wait for high-fives.)

**Teacher:** 'Valley' – (Wait for high-fives.)

**Teacher:** 'Hill' – (Wait for high-fives.)

**Teacher:** 'Animals' – (Students should not high-five.)

**Teacher:** 'Island' – (Wait for high-fives.)

**Teacher:** Excellent. You are doing great at listening and identifying landforms. Let us now look at some pictures.

## Pictorial

**Teacher:** Please open your book to the page with the landform pictures. (Refer to Pictorial Box, Page number 79.)

**MUST DO**

10 MIN.

### Pictorial PS

Look at the pictures. Identify the landforms and write their names in the space provided.



79

**Teacher:** Look carefully at the images. Raise your hand if you can identify any of them.

(Randomly call students to answer.)

**Teacher:** Yes, that is a mountain. Good work.

**Teacher:** Very nice. That is a river.


**Teacher:** Now, in the blanks given below each image, write the correct landform name. Use the options: mountain, river, island, plain, hill, desert.

**Teacher:** After completing it, show it to your partner and compare your answers.


 You may show the **eBook** given on the digital platform.

## Differentiated Activities


110 km/hr

 Write one sentence about why knowing landforms can help us during natural disasters.

80 km/hr

 Name two landforms where floods are more likely to happen.

40 km/hr

 Draw a mountain or a river. Write one word to describe it (e.g., big, flowing, high).

## Home Task

Draw any one landform you saw today and write its name.

## Period 2

**SHOULD DO**

5 MIN.

**Teacher:** Good morning, students.

How are you all today?

**Teacher:** Raise your hand if you have ever seen a news report about floods, earthquakes or cyclones.

**Teacher:** Can someone tell us what happens during those times?

(Let students respond.)

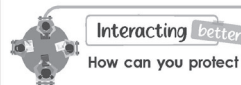
**Teacher:** Thank you. Today, we will learn about such events and how to stay safe when they occur.

## Interacting better

**Teacher:** Let us start with the 'Interacting better' section. Open page 80.

**MUST DO**

10 MIN.



### Interacting better

How can you protect the environment? Discuss with your partner.

ICL

80

**Teacher:** The question is – How can you protect the environment?

**Teacher:** Turn to your partner and share your ideas. You can talk about water, trees, plastic or anything you do at home or in school. (Let students discuss.)

**Teacher:** Now, I will randomly ask a few of you to share what your partner told you. (Choose 3–4 students to share.)

**Teacher:** Very thoughtful ideas.

Protecting the environment is a big step in reducing natural disasters.

**MUST DO**

15 MIN.

As part of the Disaster Awareness Week, the school has organised a session for all the students. A speaker from the Disaster Management Association is telling them about different natural disasters. All the children learn about the dos and don'ts during such situations.



Natural disasters are harmful events initiated by natural processes, such as a sudden change in the Earth's crust\* or climate. They affect living beings and property at the same time. Some such disasters that might affect our lives are earthquakes, floods and droughts.

80

**Teacher:** Now, everyone, please look at the image on page 80 of the Main Coursebook.

**Teacher:** What is happening in this picture?

**Teacher:** Yes, it is a Disaster Awareness session in the school. Well observed.

**Teacher:** What is the speaker saying?

(Allow responses – students may read the speech bubble.)

**Teacher:** Now, who is asking a question? What is that question?

(Let students read aloud from the image.)

**Teacher:** A natural disaster is an event that harms people, animals or property. Can anyone name any disaster you have heard of?

**Teacher:** Excellent. Floods, earthquakes and droughts are all examples.

**Teacher:** Now, let us read about them. I will ask two of you to read one line each aloud.

(Randomly call students to read.)

**Teacher:** Now, who can explain what a natural disaster is in your own words?

 You may show the **Animation** given on the digital platform.

**Teacher:** We will now do a quick quiz game. If the answer is a natural disaster, stand up. If not, stay seated.

**COULD DO**

10 MIN.

- Teacher: Earthquake (Stand)
- Teacher: Picnic (Sit)
- Teacher: Flood (Stand)
- Teacher: Rainbow (Sit)
- Teacher: Drought (Stand)

**Teacher:** Well done. You remembered everything correctly.

### Differentiated Activities

110 km/hr



Name any two natural disasters and describe in one sentence how they affect us.

80 km/hr



What happens during a flood?

40 km/hr



What is the name of a disaster that shakes the ground?

### Home Task

Write two safety rules you should follow during an earthquake or a flood.

### Period 3

**Teacher:** Good morning, students. Let us recall what we discussed in the previous period.

**SHOULD DO**

5 MIN.

**Teacher:** Raise your hand if you remember the name of any natural disaster.

**Teacher:** Wonderful. Today, we will focus on one such disaster called an earthquake.

**Teacher:** Can anyone tell me what happens when there is an earthquake?

(Let students respond.)

**Teacher:** Very good. Let us now look at some new words to help us understand the topic better.

### Discovering better

**Teacher:** Let us start with the 'Discovering better' section. Open the word box on your page 80.

**MUST DO**

5 MIN.



**Discovering better**

**management:** the act of making decisions about something

**sudden:** something that happens quickly and in an unexpected manner

**LAD**

80

**Teacher:** The first word is 'management'.

**Teacher:** What does it mean? Yes, making decisions about something.

**Teacher:** The second word is 'sudden'. It means something that happens quickly.

**Teacher:** I will say the words again and this time, repeat after me.

(Students repeat.)

**Teacher:** Great. Now let us move to what happens during an earthquake.

### Earthquakes: Do's and Don'ts

**Teacher:** Please open your book to page 80 that explains earthquakes.

**MUST DO**

20 MIN.

**EARTHQUAKES**

An **earthquake** is a sudden shaking of the ground over a large area. It is caused by movements under the surface of the Earth. There is often loss of life and property during an earthquake.

80


**Dos**

During an earthquake, people must move to an open area. They must use a staircase to leave a building. In case they are unable to leave, they must sit under a heavy table or a bed.

**Don'ts**

During an earthquake, people must stay away from tall buildings, trees and electrical poles. These might fall and cause accidents. People must not use the during or immediately after an earthquake.

81



**DROP** **TAKE COVER** **HOLD ON**

crawl under a heavy table and hold it tightly

**Teacher:** Who will read the first line aloud for us? (Random student reads.)

**Teacher:** Thank you. Now, what causes earthquakes? (Expected answer: Movements under the surface of the Earth.)

**Teacher:** Let us now read the Dos during an earthquake. (Students will read.)

**Teacher:** Excellent. Now, what should you do if you cannot leave the building?

(Expected answer: Sit under a heavy table or bed.)


**Teacher:** Next, let us read the Don'ts. (Call students randomly.)

**Teacher:** Very good. Why should we not use lifts during earthquakes? (Let students answer.)

**Teacher:** Look at the three pictures shown – Drop, Take Cover, Hold On. Can everyone show the three steps together?

(Teacher demonstrates each step. Students follow.)

**Teacher:** Well done. These steps will help you stay safe.

 You may show the **Dictionary** given on the digital platform.

**Teacher:** Now, we will do a short earthquake safety drill.

**Teacher:** When I say 'Earthquake.', you must follow these three steps:


1. Drop to the ground
2. Take cover under your bench
3. Hold on to the bench leg with one hand

(Teacher initiates the drill. Repeat twice.)


**Teacher:** Great participation. This drill will help you remember what to do in real life.

## Differentiated Activities


110 km/hr

 Why should you not stand near a tree during an earthquake? Answer in one line.

80 km/hr

 Name one thing you should do and one thing you should not do during an earthquake.

40 km/hr

 What should you do if you are inside a building during an earthquake?

## Home Task

Create a mini safety poster at home showing what to do and what not to do during an earthquake.

## Period 4

**Teacher:** Good morning, students. Let us begin with a quick question.

**Teacher:** What happens when it rains too much and the river gets too full?

(Let students respond.)

**Teacher:** That is right. Today, we will learn about floods and how we can stay safe during such times.

## Floods: Do's and Don'ts

**Teacher:** Open your book to the page with the picture of the flood and trees.

MUST DO

20 MIN.

### FLOODS

Floods occur mostly when rivers overflow after heavy rainfall. In the event of a flood, land and buildings gets filled with water. Vehicles and houses sink in water.

A **tsunami** is caused by an undersea earthquake or by a **severe** cyclone\*. Strong waves from the sea come rolling towards the shore. They strike suddenly and cause great damage on the seashore. After a tsunami, there is often a flood because the strong waves bring a lot of water onto the land.



Trees prevent floods from spreading.

### Dos

In case of a flood, people must listen to the news about the rising water levels. During a flood, people must move to higher grounds. They should stock food and water.

### Don'ts

During a flood, people must stay away from electrical wires. Avoid going near water bodies.

81

**Teacher:** Can anyone read the first line about what causes floods?

(Call on a random student.)

**Teacher:** Very good. So, floods happen when rivers overflow after heavy rains. What do you think happens to the houses and roads during a flood?

**Teacher:** Now look at the part about tsunamis. Who will read aloud the definition of a tsunami?

**Teacher:** Excellent. A tsunami is caused by an earthquake or a cyclone and leads to big sea waves.

**Teacher:** Let us now read the Dos. Who wants to read the first point?

**Teacher:** Yes, listen to the news, move to higher ground and keep food and water ready.

**Teacher:** Now, let us read the Don'ts. What must people avoid during a flood?

(Call on students to answer: electrical wires, water bodies, etc.)

**Teacher:** Look at the small picture. Why do you think trees help during floods?

(Let students respond: they block or slow down water flow.)

## Discovering better

**Teacher:** Now, let us look at the 'Discovering better' box.

MUST DO

5 MIN.



### Discovering better

**overflow:** to be so full that it spills over

LAD

**severe:** very harsh

81

**Teacher:** The first word is 'overflow'. What does it mean? (Students respond.)

**Teacher:** Yes, to spill over when it becomes too full.



**Teacher:** The second word is 'severe'. Can someone use it in a sentence?

(Expected response: 'A severe flood destroyed the village.')

**Teacher:** Well done.

**Teacher:** I will give you a situation. Imagine you are at home and the news says a flood is coming to your area.

**Teacher:** What is the first thing you will do?


(Call on students to answer.)

**Teacher:** Good. Now, what items would you pack in your bag if you had to leave quickly?

(Let students list important items: water, food, torch, etc.)

**Teacher:** Would you take an elevator or stairs? Why?

**Teacher:** Very good answers, everyone. You are learning how to think quickly and stay safe.

 You may show the **Concept Map** given on the digital platform.

## Differentiated Activities

110 km/hr



Why should people stay away from electrical wires during floods?

80 km/hr



Write one thing to do and one thing to avoid during a flood.

40 km/hr



Where should people go to stay safe during a flood?

## Home Task

Write three ways people can prepare for floods at home. Do not copy from the book.

## Period 5

**Teacher:** Good morning, students. Today, we are going to talk about something that does not look dangerous but affects many people – droughts.

**Teacher:** Can anyone guess what happens when it does not rain for many days?

(Let students respond.)

**Teacher:** Yes, when there is no water, it becomes difficult to live. That is what we will discuss today.

## Understanding better

**Teacher:** Let us begin with the 'Understanding better' section

## Understanding better

Name the following:

1. Sudden shaking of ground over a large area
2. Rivers overflowing after heavy rainfall
3. Shortage of water in an area

81

**Teacher:** Question 1)– What is the sudden shaking of the ground over a large area called? (Expected answer: Earthquake)

**Teacher:** Question 2 – What is it called when rivers overflow after rainfall? (Expected answer: Flood)

**Teacher:** And question 3 – What is the shortage of water in an area called? (Expected answer: Drought)

**Teacher:** Great. Let us now explore more about droughts.

## Drought and How to prevent droughts

**Teacher:** Please open page 81 that shows the picture of the house with a storage tank.

MUST DO

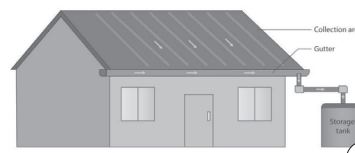
10 MIN.

## DROUGHT

A **drought** is caused when there is shortage of water in an area. It usually occurs when there is no or very less rainfall in an area, over a long period of time.

## How to prevent droughts

In the regions where there is little or no rainfall, water needs to be stored in the best possible ways. This can be done by:



81

- collecting rainwater in tanks.
- reducing wastage of water, for example, taking short showers, turning off the tap while brushing.
- using water efficiently. For example, water used for washing vegetables can be used later for watering plants.

82

**Teacher:** Who can read the definition of drought aloud for the class?

(Random student reads.)

**Teacher:** Thank you. Now tell me, what causes a drought? (Expected answer: Very little or no rainfall over a long period.)

**Teacher:** Look at the heading in pink – 'How to prevent droughts'.

**Teacher:** What is happening in the picture? (Expected answer: Rainwater is being collected from the roof and stored.)

**Teacher:** Very good. That is called rainwater harvesting.

**Teacher:** Why do you think we need to store rainwater in tanks?

(Let students share ideas.)

**Teacher:** Now, look at the three points listed under the picture.

**Teacher:** Can someone explain what it means to reduce water wastage?

(Call on a student. Guide: take short showers, turn off taps.)

**Teacher:** What does using water efficiently mean?

(Guide students: reuse water when possible.)

**Teacher:** Now, tell me how can you save water at home?

(Encourage students to share examples like reusing water from washing vegetables.)

### Disaster Management as a Work

**Teacher:** Now, let us look at the next part of our lesson – open the page that talks about Disaster Management as a Work.

**MUST DO**

10 MIN.



#### DISASTER MANAGEMENT AS A JOB

Many people work in the field of disaster management. Their work involves:

- preparing for disasters beforehand.
- rescuing people when there is a disaster.
- providing relief to people affected by disasters.

82

**Teacher:** Who can read the first line for us? (Random student reads: 'Many people work in the field of disaster management.'))

**Teacher:** What do you think disaster management means? (Expected response: Working to help people during disasters.)

**Teacher:** Very good. Now look at the first point – 'preparing for disasters beforehand'.

**Teacher:** What could this include? Can someone guess?

(Guide students: stocking supplies, safety training, warnings.)

**Teacher:** The second point says, 'rescuing people when there is a disaster'.

**Teacher:** What kind of people do this work? (Expected: Firefighters, police, ambulance workers.)

**Teacher:** The third point is 'providing relief to people affected by disasters'.

**Teacher:** What kind of relief do you think people might need?

(Expected: food, medicine, clothes, shelter.)

**Teacher:** Great discussion. All these are ways people help during disasters. These works are very important.

 You may show the **Slideshow** given on the digital platform.

### Discovering better

**Teacher:** Please open the 'Discovering better' box on your page.

**Teacher:** The first word is 'efficiently'. It means doing something carefully without wasting anything.

**MUST DO**

10 MIN.



**Discovering better**

**efficiently:** in a careful way, with no or very little wastage

**beforehand:** before something else

**rescuing:** saving someone from a harmful situation

**LAD**

82

**Teacher:** Who can give an example of using water efficiently at home?

(Expected: Using leftover water for plants, turning off taps while brushing.)

**Teacher:** The second word is 'beforehand'. It means doing something early or in advance.

**Teacher:** What is something you do beforehand before going to school?

(Expected: Packing bag, polishing shoes, ironing uniform.)

**Teacher:** The last word is 'rescuing'. It means saving someone from a dangerous situation.

**Teacher:** Can someone give a real-life example of rescuing?

(Expected: Firefighters saving people, lifeguards helping swimmers.)

**Teacher:** Excellent. These words help us describe what happens in a disaster and how to act wisely.

### Differentiated Activities

110 km/hr



Why is it important to store rainwater in areas with little rainfall?

80 km/hr



Write one way to save water at home.

40 km/hr



What is the name of the work where people help during disasters?

### Home Task

Write two simple steps you can take at home to avoid water wastage.

### Period 6

**Teacher:** Good morning, students. Let us play a quick game called 'Cause and Effect'.

**SHOULD DO**

5 MIN.



**Teacher:** I will tell the cause and you shout the disaster it might lead to. Ready?

- Heavy rain. (Students shout: Flood.)
- No rain for months. (Students shout: Drought.)
- Shaking ground. (Students shout: Earthquake.)
- Sea waves hitting land. (Students shout: Tsunami.)

**Teacher:** Great. That was a strong start. Now let us go deeper into today's lesson.

## Connecting better

**Teacher:** Let us begin with the 'Connecting better' section. Open the blue box on your page.

**MUST DO**

10 MIN.



### Connecting better

Conjunctions help us connect ideas, just like how different factors come together to create a disaster. For example, heavy rain and strong winds can cause a tsunami.

**HoLL**

82

**Teacher:** Can someone read the first line aloud for us?

**Teacher:** Very nice. It says conjunctions help us connect ideas. Can anyone spot the conjunction in the sentence about the tsunami?

(Expected answer: and)

**Teacher:** Now, we will play a fun game called 'Disaster Link-Up'. I will say the first part of a sentence and you complete it using a conjunction and your own idea. Ready?

- Floods damage crops... (and destroy homes.)
- Drought affects farmers... (but some areas get rain.)
- Earthquakes shake the ground... (and break buildings.)

**Teacher:** Who would like to try their own sentence?

(Call a few students to share their creative sentences.)

**Teacher:** Fantastic. Conjunctions are like ropes that tie two ideas together, just like different things combined to cause a disaster.

## Helping better

**Teacher:** Let us look at the green 'Helping better' box. Who would like to read it aloud for the class?

**MUST DO**

5 MIN.



### Helping better

We can save water by rainwater harvesting. In this, rainwater is collected and stored. It can be later used for different household activities.

**OL**

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(Random student reads.)

**Teacher:** Very good. Now, I want all of you to imagine that your house has a magical water tank on the roof.

**Teacher:** What kind of rainwater-saving trick would your magic tank do? Would it wash clothes by itself or water plants every morning?

(Let students share funny, creative ideas.)

**Teacher:** Now, let us play 'Water Saver Chain'. One by one, we will go around the class. Each person will say:

'We can save water by...' and complete the sentence with a new idea. No repeats allowed.

(Example: turning off the tap, reusing water from washing vegetables, using a mug for brushing.)

**Teacher:** That was excellent. Rainwater harvesting is not magic – it is smart science. And you all have such great ideas.

## Caring better

**Teacher:** Let us now look at the 'Caring better' box. Who would like to read the message aloud for the class?

**MUST DO**

10 MIN.



### Caring better

When a natural disaster occurs in an area or region, relief funds are set up. Money, food and other essential items are collected for the people in the disaster-struck area. Make sure you ask adults in your family to contribute if there is a relief fund in your neighbourhood or school.

82

(Random student reads.)

**Teacher:** Wonderful reading. Now, close your eyes and imagine this: There has been a flood in a nearby town. Families have lost their homes. You must prepare a Relief Kit to help them.

**Teacher:** I will say the word 'GO' and each of you must quickly name one thing you would put in your kit. Ready?

**Teacher:** GO.

(Students take turns: clothes, food, water bottles, medicine, blankets...)

**Teacher:** Excellent ideas. You are all little helpers with big hearts.

**Teacher:** Now, let us play a quick round of 'What If'. I will ask a question and you answer quickly.

- What if you have only one blanket and two people are cold?
- What if someone is hungry and you have an extra lunch?
- What if your friend is scared after a disaster?

**Teacher:** These are small ways to care, but they make a big difference. That is what Seva is all about.

## Grasping better

**Teacher:** Let us go to 'Grasping better'.

**MUST DO**

5 MIN.



### Grasping better

**DING**

**crust:** here, the outer layer of rock that forms the surface of the Earth

**cyclone:** a violent tropical storm in which strong winds move in a circle



82

(Expected: Hard, rocky layer.)

**Teacher:** Now, let us act it out. Pretend you are the Earth's crust. What happens during an earthquake?

(Students pretend to shake gently.)

**Teacher:** Next word: 'Cyclone'. Make a small circle with your hands to show the wind. Who can spin slowly to act like one?

**Teacher:** That was fun and educational.

### Laughing better

**Teacher:** It is time to end today's lesson with a little laugh. Look at the picture with Diley the rabbit and Roli the elephant.

**MUST DO**

5 MIN.

☐


**Teacher:** Who will read their funny dialogue aloud? (Random student reads.)

**Teacher:** That was a funny way to look at rain, right? A free shower.

**Teacher:** Now, we will play a game called 'What Would Diley Say?'

I will give you a funny situation and you must answer like Diley or Roli with a silly but smart reply.

1. Diley sees a cyclone and says, 'Is it spinning because it wants to dance?'
2. Roli gets caught in a flood and says, 'At least now I can practise swimming.'
3. Diley hears thunder and says, 'Who is playing drums in the clouds?'

**Teacher:** Would you like to create your own joke like Diley or Roli?

(Invite a few students to share.)

**Teacher:** Well done. A little laughter helps us learn better and stay relaxed, even when the topic is serious.

You may show the **I Explain** given on the digital platform.)

### Differentiated Activities

110 km/hr



Make a sentence using 'because' and name any disaster.

80 km/hr



Name one way you would help during a flood.

40 km/hr



What is the name of a storm with strong winds?

### Home Task

Ask any two adults at home how they would help others during a disaster. Write down their answers in your notebook.

### Period 7

**Teacher:** Good morning, students. Let us play a fun recall game called Clap and Tell.

**SHOULD DO**

5 MIN.

☐

**Teacher:** I will name a disaster. If you know what causes it, clap once and tell us the reason.

- Earthquake. (Students respond: Ground shaking.)
- Flood. (Students: Heavy rainfall, rivers overflowing.)
- Drought. (Students: No rain.)
- Tsunami. (Students: Sea waves from undersea earthquake or cyclone.)

**Teacher:** Well done. Now let us revise everything we have learned.

### Recalling better

**Teacher:** Let us move to the 'Recalling better' section. Everyone, open the blue box.

**MUST DO**

10 MIN.

☐

Recalling better

CBA

- o Natural disasters are harmful events initiated by sudden natural processes.
- o An earthquake is the sudden shaking of the ground over a large area.
- o Floods occur mostly when rivers overflow after very heavy rainfall.
- o A drought is caused when there is shortage of water in an area.
- o Disaster management involves preparing for disasters and helping people affected by disasters.

82

**Teacher:** Who will read the first point aloud for us? (Random student reads.)

**Teacher:** Can someone explain what this means in your own words?

(Continue this for all five points. Encourage short, clear responses.)

**Teacher:** Great. You all remember so much. Let us move on to something even more fun.

### Learning better

**MUST DO**

15 MIN.

☐

#### Exercise A

Learning better

CBA

**A. Tick (✓) the correct answer.**

1. Natural events that harm living beings or property are called \_\_\_\_\_.
 

a. natural disasters

b. disaster management

c. rainwater harvesting
2. The natural disaster where land gets filled with excess water is called \_\_\_\_\_.
 

a. floods

b. a drought

c. a tsunami
3. During floods, people should stay away from \_\_\_\_\_.
 

a. news

b. higher grounds

c. electric wires
4. The natural disaster due to little or no rainfall in an area over a long period of time is called \_\_\_\_\_.
 

a. flood

b. drought

c. earthquake
5. Disaster management involves \_\_\_\_\_.
 

a. wasting water

b. harming people

c. preparing for disasters

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**Teacher:** Now, we will play Choose and Cheer. I will read a question and its options. You will show:

- 1 finger for option a
- 2 fingers for option b
- 3 fingers for option c

**Teacher:** After each question, I will say who got it right and why. Then, write the correct answer in your Main Coursebook on page 83.

Question 1: Natural events that harm living beings are called...

(Students show fingers. Teacher gives feedback.)

**Teacher:** Now, write your answer in your Main Coursebook. (Repeat for Questions 2 to 5 in the same pattern.)

**Teacher:** Well done. You all deserve a clap for your quick thinking.

## Learning better

**MUST DO**

10 MIN.

### Exercise B

**B** Write true or false.

1. Disasters do not affect our lives. \_\_\_\_\_
2. An earthquake is caused by sudden movements on the surface of the Earth. \_\_\_\_\_
3. In the event of a flood, land gets filled with excess water. \_\_\_\_\_
4. If there is a shortage of water, we should bathe for long hours. \_\_\_\_\_
5. Rainwater can be collected in tanks. \_\_\_\_\_

83

**Teacher:** Now, let us play True or Silly. I will read a sentence. If it is true, nod your head. If it is silly (false), wave your hands.

Statement 1: Disasters do not affect our lives. (Students wave hands.)

**Teacher:** Correct. Now write 'False' next to this statement in your Main Coursebook.

Statement 2: An earthquake is caused by sudden movements on the surface of the Earth. (Students nod.)

**Teacher:** Good work. Now, write 'True'.

(Continue this pattern for all five statements.)

**Teacher:** You have now completed both parts of the worksheet. Great work.

 You may show the **Infographic** given on the digital platform.

## Differentiated Activities

**110 km/hr**



Write one reason why disaster management is important in your own words.

**80 km/hr**



Name one thing people should do during a flood.

**40 km/hr**



What do we call a time when there is no rain for long?

## Home Task

### Book of Project Ideas

#### Chapter 13: Stay Safe: Understanding Disasters

Theme 9:  
What Is  
Being Safe?

PRO 21 CS

It is 'Disaster Awareness Week' in your school. Prepare an informative poster on any natural disaster. You can draw, colour and write about the following in your poster:

- the effects of the disaster
- ways to manage the disaster
- some facts about the disaster

Paste some pictures of the disaster you have chosen.

23

(For project Ideas, please refer to the book of Project Ideas, Page 23 under the title 'Stay Safe: Understanding Disasters.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about Disasters through this engaging project.)

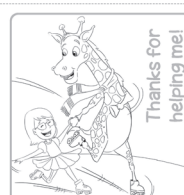
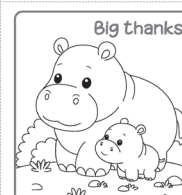
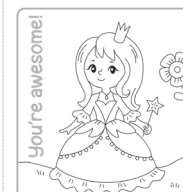
## Period 8

**SHOULD DO**

10 MIN.

### Gratitude Sheet

#### Gratitude Sheet



**Teacher:** Good morning, everyone. Today, let us begin by focusing on something truly meaningful—gratitude.

**Teacher:** I want you to think about one person who has made a positive difference in your life. It could be a family member, a friend or even a teacher.

**Teacher:** Now, take your gratitude sheet and cut out a space where you can write a short note to the person you are grateful for.

**Teacher:** Write one or two sentences thanking them for what they have done or how they have made a difference in your life.

**Teacher:** Once you are done writing, we will share our notes with the class.

### Exercise C

**Teacher:** Let us now answer some short questions. Open Exercise C on page 84.

**MUST DO**

15 MIN.

**C** Write short answers in your notebook.

- What are natural disasters?
- What steps should be followed during an earthquake?
- Maria is watching the news with her father. She sees houses and offices filled with water. Which natural disaster is the news about?

83

**Teacher:** I will read each question aloud and then we will discuss the answer together before you write it.

Question 1: What are natural disasters?

**Teacher:** Raise your hand if you know. (Call on student.) Good. Please write your answer now.

Question 2: What steps should be followed during an earthquake?

**Teacher:** Can anyone share a step?

(Expected: Move to open area, stay under a table.) Now write it.

Question 3: Maria is watching the news with her father. She sees houses and offices filled with water. Which natural disaster is the news about?

**Teacher:** Who knows the answer?

(Expected: Flood.) Well done. Now write your answer.

### Exercise D

**Teacher:** Let us now look at Exercise D. These are long answer questions. I will help you think through each one.

**MUST DO**

15 MIN.

**D** Write long answers in your notebook.

- What steps can be taken to store water effectively in drought-prone regions?
- Many people work in the field of disaster management. What do they do?

83

Question 1: What steps can be taken to store water effectively in drought-prone regions?

**Teacher:** Talk to your partner and list at least two ideas. (Expected: rainwater harvesting, using water efficiently.)

**Teacher:** Now write your answer in full sentences.

Question 2: Many people work in the field of disaster management. What do they do?

**Teacher:** Let us list it together: They prepare before, rescue during and give relief after.

**Teacher:** Now write that in your own words.

## Differentiated Activities

110 km/hr



Write two ways a firefighter helps during a disaster.

80 km/hr



Name one work done by people in disaster management.

40 km/hr



What should you do if there is no water in your area?

## Home Task

Ask an adult how they have helped others during a disaster. Write two sentences about it.

## Period 9

**Teacher:** Good morning, students.

Today we are going to become safety superheroes.

**SHOULD DO**

5 MIN.

**Teacher:** Raise your hand if you have seen posters or signs showing what to do during floods or earthquakes.

**Teacher:** Wonderful. Let us see if you can identify some of these in a fun way today.

## Poster

**MUST DO**

10 MIN.

**Social Studies Theme 9: What Is Being Safe?**

### SAFETY MEASURES BEFORE, DURING AND AFTER Flood & Earthquake

Before	During	After
<p>stay informed on local news</p>	<p>prepare an emergency bag with food, medicines, documents, flashlight, pet items</p>	<p>know how to evacuate and safe alternative routes</p>
<p>leave before flooding starts</p>	<p>in flood prone areas: keep useful items of home (handbags, ladder, rope and so on)</p>	<p>disconnect electricity and gas lines</p>
<p>do not walk or drive in flood water</p>	<p>get to a higher ground</p>	<p>follow evacuation orders</p>
<p>avoid contact with floodwater and swimming</p>	<p>do not touch power lines</p>	<p>do not go home or to disaster area until it is declared safe</p>
<p>communicate to your family that you are safe</p>	<p>when back home: clean and disinfect surfaces and items</p>	

Indoor	Outdoor
<p>stay away from trees, buildings, electrical lines and lights</p>	<p>drop on the clear ground until shaking stops</p>
<p>in bed: hold on and protect head with pillow</p>	<p>stop: set parking brake, stay inside the car</p>
<p>check for sure that all doors are open, get out when shaking stops</p>	<p>stay away from buildings, trees, overpasses and electrical lines</p>

Preparation	After
<p>survival kit</p>	<p>check: for injuries, water and electrical lines damage, for fire, chemicals, toxic spills</p>
<p>check: for objects that can fall, firefighting equipments</p>	<p>do not: panic, be aware, use elevator, get into a damaged building, use telephone unless necessary</p>

**Teacher:** Let us take a moment to look at the poster on the wall.

(Please display and discuss the poster prominently in the classroom to reinforce the learning about SAFETY MEASURES BEFORE, DURING AND AFTER Flood & Earthquake. Encourage students to observe the posters and discuss the different signs.)

**Teacher:** Look at the safety poster shown here. It shows what to do before, during and after a flood or earthquake.

**Teacher:** Who can point to any picture that shows something we should do before a flood?

(Allow discussion. Then repeat for 'during' and 'after' for both flood and earthquake.)

**Teacher:** Excellent. Now, form groups of four. Each group will pick one part – 'before', 'during' or 'after' – and list two safety steps from the poster.

**Teacher:** After 3 minutes, I will ask one group to share their answers.

(Group sharing.)

**Teacher:** Good work. This is how we learn to stay safe together.


### Creating better

**Teacher:** Now, open your notebooks. It is time for Creating better.

MUST DO

15 MIN.

☐

 **Creating better**

Write a story where a group of children discover a magical way to prevent the occurrence of natural disasters in their town. Describe their adventure, the magic they find and how they use it to save their town.

Art | 21st CS

84

**Teacher:** Imagine a group of children in a small town. One day, they discover a magical way to stop disasters from happening.

**Teacher:** Write a story about their adventure – where they go, what they find and how they use their magic to protect the town.

(Give students 10–12 minutes to write. Encourage them to use imagination and details.)

**Teacher:** Who would like to read a few lines from their story?

(Allow 2–3 students to share.)

**Teacher:** Your stories are filled with hope and bravery. Well done.


### Thinking better

**Teacher:** Now, open the 'Thinking better' question in your notebook.

MUST DO

10 MIN.

☐

 **Thinking better**

Think and answer in your notebook.

Human activities lead to increased occurrence and impact of natural disasters. True or False? Why?

21st CS | HOTS

84

**Teacher:** The statement is: Human activities lead to increased occurrence and impact of natural disasters. True or False? Why?

**Teacher:** What do you think? Let us do thumbs up for 'True' and thumbs down for 'False'.

**Teacher:** Can anyone explain their answer? (Expected answers: cutting down trees, pollution, construction, etc.)

**Teacher:** Now write your answer in 2–3 lines in your notebook.

 You may show the **Animated Activities** given on the digital platform.

### Differentiated Activities

110 km/hr



List two ways human actions increase natural disasters and suggest one solution.

80 km/hr



Write one human activity that causes a disaster.

40 km/hr



Circle the correct answer: Cutting trees leads to more floods. (Yes / No)

### Home Task

Ask your parents to name one disaster they remember from their life. Write its name and how it affected people.

### Period 10

**Teacher:** Good morning, students. Today is our last period on this chapter. Let us think about how much we have learnt.

SHOULD DO

5 MIN.

☐

**Teacher:** Raise your hand if you now feel more confident about staying safe during disasters.

**Teacher:** Let us begin with a quick decision-making question.


### Choosing better

**Teacher:** Look at the 'Choosing better' section. Read the question and options.

MUST DO

5 MIN.

☐

 **Choosing better**

Tick (✓) the correct answer.

You are alone at home and there is a power cut. You should

1. sit at one place till the power comes back.
2. call your parents and request them to come back.
3. be scared of the dark.
4. try to turn on the power switch by yourself.

84

**Teacher:** You are home alone and there is a power cut. Which is the safest and smartest option?

(Students read silently and tick.)

**Teacher:** Who would like to explain their answer?

**Teacher:** Excellent. In tricky moments, staying calm is the best decision.

## Revising better

**Teacher:** Now, open to the 'Revising better' box. The question is – How will you stay safe during any natural disaster?

**MUST DO**

10 MIN.



**Teacher:** Think about everything you have learnt in this chapter.

**Teacher:** In your Little Book, write 3–4 lines explaining what you would do if there is an earthquake, flood or drought. (Allow students to write.)

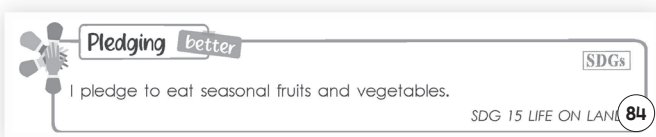
**Teacher:** Would anyone like to share what they wrote? (Let 2–3 students read aloud.)

## Pledging better

**Teacher:** Let us now make a meaningful pledge together. Read the 'Pledging better' line on the page.

**MUST DO**

5 MIN.



**Teacher and Students (together):** I pledge to eat seasonal fruits and vegetables.

**Teacher:** Can someone explain why eating seasonal food is good for our health and for nature?

(Expected: Less chemicals, locally grown, supports farmers.)

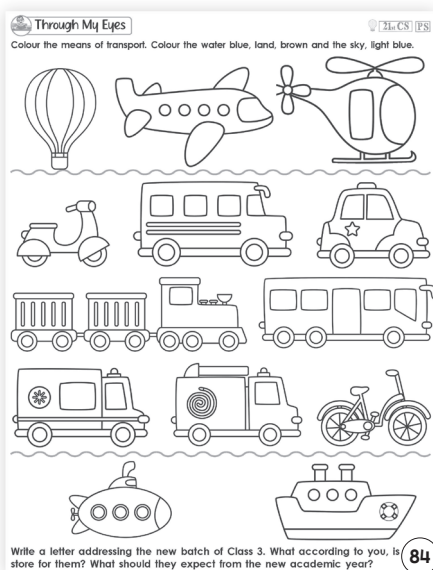
**Teacher:** Very thoughtful answers.

## Through My Eyes

**Teacher:** Now let us express ourselves creatively with the 'Through My Eyes' activity. You have two tasks:

**MUST DO**

15 MIN.



1. Colour the land vehicles in brown, water vehicles in blue and the sky and air vehicles in light blue.
2. Then, write a short letter to welcome the new students in Class 3. Tell them what they will learn, what fun activities they will enjoy and what you liked most this year.

**Teacher:** While you colour and write, I will play some light music. Relax and enjoy this moment of reflection.

(Play music, allow time to complete.)

**Teacher:** Who would like to read their welcome letter aloud to the class?

(Call on 2–3 students.)

**Teacher:** You all have written such kind, encouraging words. The next group of students will be very lucky.

## Differentiated Activities

### 110 km/hr



Write a short paragraph about what you will do if a disaster happens in your city.

### 80 km/hr



Write one sentence about what to do during a flood.

### 40 km/hr



Circle the correct answer: We should stay calm and safe during a power cut. (Yes / No)

## Home Task

Write one safety rule you will always remember from this lesson and explain it to someone at home.

## Period 11

**Teacher:** Good morning, students. Let us begin with a quick game of Disaster Charades.

**SHOULD DO**

10 MIN.



**Teacher:** I will act out a disaster without speaking and you must guess what it is.

(Act out: Earthquake – pretend to shake, Flood – pretend to swim, Drought – fan yourself and look thirsty, Tsunami – wave arms in rolling motion.)

**Teacher:** Excellent guessing. Now that your minds are warmed up, let us revise all we have learned with our worksheets.

## Worksheet 1

**Teacher:** Open to Worksheet 1 on page 42. We will do each part together.

**MUST DO**

15 MIN.



Exercise A – Fill in the blanks:

**Teacher:** Let us read each sentence. Who can answer number 1?

(Call on students one by one. Discuss each blank before writing.)

Exercise B – Rearranging Letters:



Worksheet 1

**A. Fill in the blanks.**

- Natural events that harm living beings are called natural \_\_\_\_\_.
- A sudden shaking of the ground over a large area is called an \_\_\_\_\_.
- We must not use the staircase during an \_\_\_\_\_.
- \_\_\_\_\_ occur mostly when rivers overflow.
- A \_\_\_\_\_ is caused when there is shortage of water in an area.

**B. Rearrange the following letters to form meaningful words.**

- ODFLO \_\_\_\_\_
- NAMITSU \_\_\_\_\_
- GHTDROU \_\_\_\_\_
- TERDISAS \_\_\_\_\_
- QUAKEEARTH \_\_\_\_\_

**C. Write true or false.**

- The gradual shaking of the ground is called an earthquake. \_\_\_\_\_
- Earthquakes result in loss of property and life. \_\_\_\_\_
- Roads and vehicles drown in water during droughts. \_\_\_\_\_
- Tsunamis are also caused by severe cyclones. \_\_\_\_\_
- We should stay away from electrical wires during floods. \_\_\_\_\_

42

**Teacher:** Let us decode these scrambled words. I will read them aloud and you will shout the correct word.

- ODFLO (Flood)
- NAMITSU (Tsunami)
- GHTDROU (Drought)
- TERDISAS (Disaster)
- QUAKEEARTH (Earthquake)

Exercise C – True or False:

**Teacher:** Raise your thumb for 'True' and wave your hand for 'False'.

(Read each statement and discuss why it is true or false.)

(Guide students to complete worksheet 1)

## Worksheet 2

**Teacher:** Now, open to Worksheet 2 on page 43.

Worksheet 2

**A. Fill in the blanks.**

- Earthquakes are caused by \_\_\_\_\_ under the surface of the Earth.
- A \_\_\_\_\_ is caused by an undersea earthquake.
- During floods, the \_\_\_\_\_ gets filled with excess water.
- Tsunamis do a great damage at the \_\_\_\_\_.
- Droughts usually occur when there is no or very little \_\_\_\_\_ in an area, over a long period of time.

**B. Match the columns.**

Column A	Column B
1. earthquake	a. can cause a tsunami
2. drought	b. huge waves from the sea to the shore
3. flood	c. sudden shaking of the Earth
4. tsunami	d. severe shortage of water
5. cyclone	e. excess water

**C. Write true or false.**

- People must move to an open area during an earthquake. \_\_\_\_\_
- Earthquakes are caused by movements above the Earth's surface. \_\_\_\_\_
- Tsunami is caused by an undersea earthquake only. \_\_\_\_\_
- Many people work in the field of disaster management. \_\_\_\_\_
- Disaster management involves rescuing people when there is a disaster. \_\_\_\_\_

43

Exercise A – Fill in the blanks:

**Teacher:** Who remembers what causes earthquakes? Let us fill these together. (Discuss and write as a class.)

Exercise B – Match the Columns:

**Teacher:** Read Column A. Match each item with the correct option in Column B.

**Teacher:** Use your finger to trace the matching pair on the page. Now write the correct letter.

Exercise C – True or False:

**Teacher:** Let us finish with one more game – Agree or Disagree. Thumbs up for true, thumbs down for false.


(Guide students to reflect and correct their misconceptions.)

(Guide students to complete worksheet 2)


 You may show the **Quiz** given on the digital platform.

## Differentiated Activities


**110 km/hr**

 Write two safety measures to follow during an earthquake and one reason why they are important.

**80 km/hr**

 Write one thing people should do during floods and one thing they should not.

**40 km/hr**

 Fill in the blank: We should not use a \_\_\_\_\_ during an earthquake. (lift/stairs)

## Home Task

Interview a neighbour or elder and ask: What disaster have you experienced and how did you stay safe? Write 2–3 lines about their answer.

## Period 12

**Teacher:** Good morning, students.

Let us begin today with a quick game called Disaster Riddle Round.

I will give you clues and you guess the disaster.

- I come after heavy rain and make roads disappear. (Flood)
- I shake the ground when you least expect. (Earthquake)
- I bring huge waves from the sea. (Tsunami)

**Teacher:** Great work. Now, that we remember the disasters, let us apply our knowledge in the worksheet.

## Worksheet 3

**Teacher:** Open to Worksheet 3 on page 44 of the Book of Holistic Teaching. Let us solve it step by step.

Exercise A – Fill in the blanks:

**Teacher:** I will read each sentence aloud. Raise your hand if you know the answer.

Worksheet 3

A. Fill in the blanks.

- During an \_\_\_\_\_ people must stay away from buildings.
- One must avoid going near water bodies during \_\_\_\_\_.
- We should collect \_\_\_\_\_ in tanks to prepare for droughts.
- We must use water \_\_\_\_\_ to save it.
- A tsunami is caused by an \_\_\_\_\_ earthquake.

B. Rearrange the letters to make meaningful words.

- RMSTO \_\_\_\_\_
- LIEFRE \_\_\_\_\_
- CUERES \_\_\_\_\_
- CLONECY \_\_\_\_\_
- WATERRAIN \_\_\_\_\_

C. Write true or false.

- A tsunami causes an earthquake. \_\_\_\_\_
- Saving water can help avoid earthquakes. \_\_\_\_\_
- Turning the tap off when not in use helps save water. \_\_\_\_\_
- Floods usually occur when rivers overflow after heavy rainfall. \_\_\_\_\_
- Trees help prevent floods from spreading fast. \_\_\_\_\_

44

(Discuss one-by-one and guide students to write answers.)

Exercise B – Rearranging letters:

**Teacher:** Now, let us unscramble the words together.

- RMSTO → STORM
- LIEFRE → RELIEF
- CUERES → RESCUE
- CLONECY → CYCLONE
- WATERRAIN → RAINWATER

Exercise C – True or False:

**Teacher:** Let us do 'Stand and Sit'. If the sentence is true, stand up. If it is false, stay seated.

(Discuss each response and correct if needed.)

(Guide students to complete worksheet 3)

## Book of Holistic Teaching

COULD DO

15 MIN.

### Chapter 13: Stay Safe: Understanding Disasters

Theme 9:  
What Is  
Being Safe?

**A** English

Fill in the blanks with the correct conjunctions.

- There is often loss of life \_\_\_\_\_ (and / because) property during an earthquake.

38

- This area was affected by drought \_\_\_\_\_ (but / because) of water shortage.

39

## B Maths

Based on this list of natural disasters, make a pictograph in your notebook.

Natural Disasters	Earthquake	Floods	Drought
Number of Cities Affected	6	3	2

## C Science

In your notebook, make a list of items that should be included in a first-aid kit. Give reasons.

39

(Refer to the Book of Holistic Teaching, Page 39 under the title 'Stay Safe: Understanding Disasters' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

**Teacher:** Now, let us fill in the last column of the KWL chart.

**Teacher:** In this column we will write what we have learned in this chapter.

**Teacher:** Think about the topics, we have learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

**Teacher:** Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.



You may generate additional practice worksheets using **Test Generator** given on digital platform.

## Differentiated Activities

110 km/hr



Write one example of how you would help others after a disaster.

80 km/hr



Name two things you should not do during an earthquake.

40 km/hr



Draw a safe place to hide during an earthquake and write one word to describe it.

## Home Task

Revise Worksheet 1, 2 and 3 at home. Ask a family member to quiz you on one worksheet.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>• demonstrate safe body movements and follow safety drills through kinaesthetic tasks.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>• express empathy and gratitude towards helpers and show calmness during discussions.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• identify types of natural disasters, their causes and safety measures.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• read and comprehend key terms related to disasters; write short and long responses clearly.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>• create drawings, posters or stories related to disaster awareness creatively.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>• respond calmly in activities and apply learned safety practices in real-life situations.</li></ul>

### Starry Knights

Do you think it was an effective learning experience in preparing the learners for natural disasters?  
Mention the strategy adopted.

Give yourself a STAR.

☐