

Lesson-3: Natural Disasters

Theme 2: Why do disasters happen?

12 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Blackboard



Animation, Animated activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Slideshow, Quiz

Confirming better
I celebrate each moment

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify and describe the natural disasters (floods, earthquakes, fires, landslides, cyclones, tsunamis and volcanoes).
- to explain the causes, impacts and effects of different natural disasters on human life and the environment.
- to understand and demonstrate preventive measures to be taken during a natural disaster.
- to develop skills in creating awareness about natural disasters and environmental sustainability through various activities.
- to contribute to the welfare of the community by understanding the importance of collective effort during natural disasters.
- to promote green practices and environmental sustainability, with a focus on reducing waste and conserving resources during disasters.
- to create and assemble an emergency kit with essential items required during a natural disaster.

Methodology

Period 1

Teacher: Good morning, my courageous explorers. How are you today? I hope you are ready to explore a fascinating new chapter today.

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Students: Good morning, teacher.

Teacher: Today, we are going to begin a chapter on Natural Disasters. It is an exciting topic that will help us understand the world around us better. Before we dive into the details, we are going to use a tool called the KWL Chart to help us organise our thoughts and guide our learning.

[The teacher asks the students to draw three columns, labelling them 'K', 'W' and 'L' in their notebooks.]

K	W	L

Teacher: Let us start. What do you already know about natural disasters?

[Write responses in the 'K' column.]

Teacher: Now, what do you want to know about natural disasters?

[Write questions in the 'W' column.]

Teacher: Great. At the end of the chapter, we will fill in the 'L' column with everything we have learned. Now, let us begin.

Teacher: Let us begin with a fun Re-KAP activity. Please open your books to the Re-KAP section on page 20.

Teacher: We are going to play a disaster management game. One person will write the names of different natural disasters and the others will list actions (what to do and what not to do) for each. Then, try to match the actions with the correct disaster.

Teacher: Are you ready to explore? Let us get started.

Kinaesthetic

Re-KAP

SPD

Kinaesthetic

Play a disaster management game. One person writes the names of different natural disasters and the other lists actions (what to do and what not to do) for each. Then, try to match the actions with the correct disaster.

Confirming better

20

Teacher: Today, we are going to play a disaster management game. Here's how it works:

MUST DO

10 MIN.

- One person in your group will write the names of different natural disasters (like floods, earthquakes, or wildfires).
- The other members of the group will list actions (what to do and what not to do) for each disaster.

- After that, try to match the actions with the correct disaster.

Teacher: Work together to make sure each disaster has the right actions listed and remember to include both the good actions and the things you should avoid doing. *(Students work in groups and perform their actions.)*

Teacher: Fantastic work, everyone. You all demonstrated great understanding of the actions to take during natural disasters.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

20

Teacher: Now, let us move on to our listening activity. Listen carefully as I read a safety rhyme to help you stay safe during an earthquake. I will ask questions at the end.

Teacher (reads aloud):

*When the Earth rumbles violently,
And things around you start to shake.
Don't panic. Drop on your hands and knees quickly.
Hide under a strong table or bed.
To stay safe, that's all it takes.
Staying out of buildings, is the best though.
Keep away from trees, buildings and electrical poles.*

Teacher: Now, answer the questions:

1. Which natural disaster is being referred to in the rhyme? (Answer: Earthquake)
2. What are the three things that one should stay away from during an earthquake? (Answer: Trees, buildings, and electrical poles)

Teacher: Take a moment to discuss with your partner and then share your answers with the class. *(Students discuss and share answers.)*

Teacher: Let us review the answers together. The natural disaster mentioned is the earthquake, and the three things you should stay away from are trees, buildings and electrical poles. Well done, everyone.

Pictorial

Teacher: Alright, explorers. It is time for a fun game called 'Disaster Detectives.' Are you ready?

Students: Yes, teacher.

Teacher: Great, look at the pictures on page 20 of your books that show actions during natural disasters. As a Disaster Detective you have to figure out which action is the safest. In the first picture, we see people moving to higher ground during a flood and in the second picture, someone is taking the lift during an earthquake.

Teacher: Now, let us play. I will read some clues, and you will decide if the action in each picture is safe or

not. Ready? Here is the first clue:

- 'During a flood, it is important to move to higher ground to stay safe. Is that what we see in the first picture?'

Pictorial
PS

Look at the pictures. Which of these actions is appropriate during natural disasters? Tick (✓) the correct answer.

1.

2.

☐

☐

moving to a higher ground during floods

taking the lift during an earthquake

Teacher's Note: *Read aloud to the class the listening text on the last page. Ask the questions given there. *(Guide the students to recall and answer these in their notebooks.)*

Students: Yes.

Teacher: Awesome. Let us check the second picture. Here's the second clue:

- 'During an earthquake, it is dangerous to take the lift. You should stay away from elevators.' Does that sound safe in the second picture?

Students: No.

Teacher: You are all amazing Disaster Detectives. The first action—moving to higher ground during floods—is the right one. The second action—taking the lift during an earthquake—is not safe.

Teacher: Now, let us talk about why these actions are important. Why should you move to higher ground during floods? *(Students share their thoughts.)*

Teacher: And why is it dangerous to take the lift during an earthquake? *(Students discuss.)*

Teacher: Fantastic work, detectives. You have all passed the Disaster Detectives Challenge. Stay safe and always remember to know the right actions to take during natural disasters.

Teacher: Before we finish, think about a time when you might need to act quickly to stay safe. If you had to choose between moving to higher ground or taking the lift during an earthquake, which would you choose and why? *(Students share their thoughts.)*

Confirming better

Confirming better
I celebrate each moment.
PLH
K (What I Know)
20

Teacher: Wonderful. Now, let us all do this together. I will say the affirmation, and you will repeat after me with energy and pride.

Teacher: I celebrate each moment.

Students: I celebrate each moment.



Teacher: Yes, you do. Celebrate your learning today. You all did amazing work.

Differentiated activity

110km/hr



Explain why it is important to take the right actions during natural disasters. Provide at least three examples of safety actions.

80km/hr



Draw an action you would take during a natural disaster and explain why it is important.

40 km/hr



Work with teacher support to identify and label actions for natural disasters on the board.

Home Task

For your homework, please think of one action you would take during a natural disaster and explain why it is important to stay safe. Write your explanation in your notebook.

Period 2

Teacher: Good morning, my 'Adventurous Explorers'. How are you all feeling today?

SHOULD DO

05 MIN.



Students: Good morning, teacher.

Teacher: I hope you're ready for another exciting day of learning. Before we start, let us take a moment to refresh ourselves. Take a sip of water and let us prepare for an awesome adventure today.

Teacher: Today, we are going to talk about natural disasters and how we can prepare for them. But first, let us quickly check what we know. What is one thing you would pack in an emergency bag?

Students: (Responses like First aid kit, Flashlight, etc.)

Teacher: Great answers. Packing emergency items is very important when preparing for a natural disaster. Let us dive deeper into this today.

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Interacting better



Interacting better
Discuss with your partner and write the name of the natural disaster you heard about recently.

ICL

21



Teacher: Let us start with the Interacting better activity on page 21 of your books. The question is, 'What natural disaster have you heard of recently?'

Teacher: Turn to your partner and take 2 minutes to discuss any natural disasters you've heard of, either on the news or through stories. Think about the types of disasters and what makes them dangerous. Ready? Let us begin.

(Students discuss with their partners.)

Teacher: Time's up. Who would like to share what natural disaster they heard about recently?

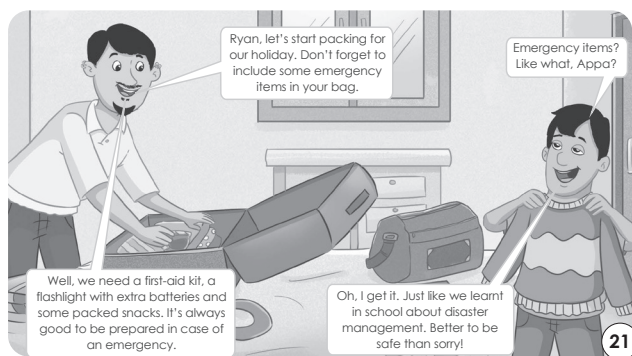
Teacher: Wonderful responses. As we saw in the image, being prepared for disasters like floods and earthquakes is very important. They can cause serious harm to property and lives. Let us keep thinking about what we can do to stay safe.

MUST DO

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Ryan and Appa* are packing for a family trip.



Teacher: Now, let us take a closer look at the story picture from page 21 in your book. Ryan and Appa are packing for their trip, but they are also preparing for an emergency. In the picture, Ryan is asking, 'What emergency items do we need to pack?'

Teacher: As we look at the image, let us think about what we should pack for emergencies. What do you notice? What items are Ryan and Appa talking about? What other emergency items can we add to their list?

(Teacher guides students to identify items like first-aid kits, flashlights, snacks and extra batteries, discussing why these are important.)

Teacher: Let us imagine you are going on a trip, and you have to pack an emergency bag. What would you add to the bag to be prepared for any disaster?

Teacher: Excellent. So, the key takeaway from this picture is that it's always good to be prepared. Whether you are traveling or staying at home, having emergency supplies can help keep you safe during natural disasters.

SHOULD DO

10 MIN.



Teacher: Now that we know the importance of being prepared, let us play a fun game. It's called the 'Emergency Packing Challenge.'

Teacher: Here's how it works:

1. I will give you a scenario of a natural disaster.
2. Your task is to come up with as many items as you would pack in your emergency bag for that disaster.
3. You have 1 minute to discuss with your partners and write down the item names in your notebooks.

Teacher: Ready? Here we go:

- Scenario 1: A flood is coming, and you need to leave your home. What would you pack?

- Scenario 2: There's an earthquake and you have to stay in a safe area for a while. What would you pack?

(Students work in pairs to discuss and list their items. After 1 minute, they share with the class.)

Teacher: Great teamwork, everyone. Now, let us discuss why certain items are more important than others. Why is it essential to pack a first-aid kit during a disaster? Why would extra batteries be necessary?

(Students share their answers and discuss.)

Teacher: You all did an amazing job. Stay safe and always be prepared, just like Ryan and Appa in the picture.

Teacher: Today, we learned about the importance of preparing for natural disasters and the items we need to have in an emergency bag. You all did great in the game.

 You may show **Animation** from digital platform.

Differentiated Activity

110km/hr



- Explain why specific emergency items (e.g., first-aid kit, flashlight) are important during a natural disaster. Provide at least three examples.

80km/hr



- Draw and explain one item you would pack in an emergency bag and why it is important.

40 km/hr



- With teacher support, choose the correct emergency items for a specific natural disaster (e.g., flood, earthquake) and explain why they are important.

Home Task

Teacher: For homework, write one action you would take during a natural disaster and explain why it is important. Include one item you would pack in your emergency bag.

Period 3

Teacher: Good morning, my 'Brilliant Earth Explorers'. How are you all today?

SHOULD DO

05 MIN.



Students: Good morning, teacher.

Teacher: I hope you are ready for another exciting adventure. Before we begin, let us take a moment to stretch and wake up our minds. Stand up, reach for the sky and take a deep breath in. Now, sit down and get ready for today's lesson.

Teacher: Today, we are going to explore floods and earthquakes. These are two very important natural disasters, and it is essential that we

understand them and know how to stay safe. Let us begin by thinking about what you know. Can anyone share what happens during a flood or an earthquake? (Students share their thoughts.)

Floods

SOME NATURAL DISASTERS

Floods

Floods are a form of natural disaster caused due to excessive rainfall. At times, heavy rainfall leads to rivers or streams overflowing into the adjoining areas, thus causing floods. Various other factors, such as blocking of rivers due to landslides, breakdown of dams, cyclones, tsunamis and melting of large masses of ice and snow can also lead to floods. Floods are very common in the northern plains of India. They spoil crops and cause damage to life and property. Diseases, such as cholera, malaria and dengue, spread faster in flood-affected places.

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Teacher: Let us start with floods. Floods occur when there is too much water in an area, causing rivers, lakes to overflow. It can happen very suddenly, and it can cause a lot of damage. Today, we are going to read about floods and explore what causes them.

Teacher: Please open your books to page 21 and let us read together. I will read aloud, and I want you to follow along.

(Teacher reads the content about floods, discussing key factors that contribute to flooding, such as excessive rainfall, melting snow, river blockages and poor drainage systems.)

Teacher: Now, let us think about it together. What do you think happens during a flood? How would you know it is happening?

(Students discuss their thoughts and experiences related to floods.)



You may show **Dictionary** to introduce the students with new words from digital platform.

Teacher: Excellent answers. You are all thinking deeply about floods and how they occur. Now, let us imagine a situation where a flood is about to happen.

Teacher: Here is a scenario: You are at home when the flood warning is issued. You need to move to higher ground. How will you prepare your family and yourself? (Students discuss and perform the actions for the scenario.)

Teacher: Great job. Remember, the key to staying safe during a flood is to move to higher ground, stay away from water and follow local safety instructions.

Teacher: Now, let us have a quick Emergency Packing Challenge. Think about what items you would need to pack in case of a flood. Ready?

(Students take 1 minute to list emergency items they would pack for a flood and then share with the class.)

MUST DO

20 MIN.



Earthquake

Earthquakes

Earthquakes refer to the sudden shaking of the ground. This happens when the tectonic plates, which are giant slabs of the Earth's topmost layer, clash with one another. Most earthquakes are too minor and cannot even be felt.

Teacher's Note: *Tell the students that Ryan calls his father 'Appa.'

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Teacher: Now that we have learned about floods, let us shift gears and explore earthquakes. Earthquakes happen when giant pieces of the Earth's crust, called tectonic plates, suddenly move. This causes the ground to shake. Some shakes are small, but others can be huge.

(Discuss and explain the field of seismology, the concepts of focus and epicentre, and explore the case study related to earthquakes provided in the topic. Also, show the picture on page 22 related to earthquakes and discuss its significance.)

Questions to discuss with Students:

1. What do you think happens when tectonic plates suddenly move?
2. Can anyone explain where the focus of an earthquake is located?
3. Where is the epicentre of an earthquake, and why is it the most affected area?
4. How do we measure the strength of an earthquake? Can you explain what the Richter Scale is?
5. Why do you think earthquakes in places like Turkey and Japan can cause so much damage?
6. What role do you think relief workers play during and after an earthquake?
7. How can understanding earthquakes help us stay safe during a disaster?

Teacher: Amazing answers, everyone. Always remember the safety steps we practiced today.

Teacher: To finish, let us celebrate our learning with a quick cheer. On the count of three, let us say, 'We are disaster ready.' Ready? 1, 2, 3...

Students: We are disaster ready.

Teacher: Well done, explorers. You are all disaster safety champions.

Differentiated Activity

110km/hr



Explain in detail why it is important to take the right actions during floods and earthquakes. Provide at least three examples of safety actions for each disaster and describe their significance.

80km/hr



Choose one safety action for floods and one for earthquakes. Draw a picture of each action and explain why each one is important.

40 km/hr



With teacher support, match the correct safety action to each disaster. For example, match

'move to higher ground' with floods and 'drop, cover and hold' with earthquakes.

Home Task

Design a poster showing steps for staying safe during a flood or an earthquake. Include visuals and short descriptions of important actions to take before, during and after the disaster.

Period 4

Teacher: Good morning, my 'Brave Nature Explorers'. How are you all today?

SHOULD DO

05 MIN.



Students: Good morning, teacher.

Teacher: Before we begin, let us quickly check the homework from last class. Can anyone remind me what we had to do?

Student: We designed a poster showing safety steps for floods or earthquakes

Teacher: Exactly. Who would like to share one important safety step you included in your poster?

(Students share one safety step from their posters.)

Teacher: Fantastic ideas. It is great to see how prepared you all are. Now, let us jump into today's lesson, we will study about wildfires, landslides and cyclones and learn how to stay safe during these disasters.

MUST DO

20 MIN.



You may show **Infographic** to recapitulate the concept.

Wildfires

Wildfires

Wildfires are uncontrolled large fires that take place in forests, grasslands and so on. Wildfires can start with natural occurrences, such as lightning or a human-made spark. The weather of the place (wind, high temperature, rainfall) determines the spread and growth of a wildfire. A lot of wildfires occur in the forested areas of the USA and Canada. They also take place in fields of Australia and South Africa.

22

(Discuss and explain wildfires to the students. After the discussion, conduct an activity related to wildfires to help reinforce their understanding.)

Teacher: Now that we have discussed wildfires, let us do a quick activity. We will begin with a school round.

Teacher: I want you to walk around the school and find all the **exit gates**. Look for doors, stairways and pathways that lead outside. Ready? Let us go.

(Students go on the school round.)

Teacher: Welcome back. Now, think for a moment: What would you do if there was a fire here at school? How would you safely get out?

Teacher: Great idea. Now, draw or write your exit plan for how you would leave the school quickly and safely during a fire.

Student: Should we include how to help others?

Teacher: Absolutely. It is important to help others after

you save yourself during an emergency. Once you are finished, we will share and discuss your plans.

(Students create and share their exit plans.)

MUST DO

10 MIN.



Landslides

standing better

ly occur before
ish calculate the
an earthquake.

Landslides

Landslides refer to the sudden movement of **debris**, rocks or mud down a mountain slope. Landslides usually occur due to rain, earthquakes, volcanoes, the impact of which make the mountain slopes unstable.

22

Note to teacher: After discussing wildfires, the teacher will explain landslides by describing how they occur, their causes (such as rainfall, earthquakes, or volcanic activity) and the importance of safety, particularly in areas near steep slopes.

MUST DO

05 MIN.



Discovering better

Discovering better

debris: small pieces or parts of construction material, wood and metal that remain after something has been destroyed

LAD

22

Teacher: Now that we have discussed landslides, let us move on to the Discovering Better section on page 22 of your books. look at the word 'DEBRIS'.

Teacher: Let us read the definition together:

Debris: Small pieces or parts of construction material, wood and metal that remain after something has been destroyed.

Teacher: Think about landslides or other disasters. What kind of debris might be left behind? Can anyone give me an example?

(Students discuss and share their thoughts.)

Teacher: Excellent. Debris can be anything from broken trees to pieces of buildings. It is important to be careful around debris because it can be dangerous.

Teacher: Excellent work today, everyone. We have learned a lot about wildfires, landslides and debris. Always remember to stay safe during disasters by having a plan and being prepared. You are all disaster-ready champions

Teacher: Tomorrow, we will continue exploring more about **cyclones** and learn how to stay safe. Have a great day and remember to always think safety first.

Differentiated Activity

110km/hr



Write a detailed explanation of how wildfires and landslides occur. Include at least three safety actions for each and explain why they are important in preventing damage and keeping people safe.

80km/hr



Choose one natural disaster (wildfire or landslide). Create a safety poster with at least three safety tips on how to stay safe during that disaster. Be sure to include visuals.

40 km/hr



With teacher support, create a landslide or wildfire safety list. The list should include at least three things you should do during a wildfire or landslide. Draw one safety action from the list.

Home Task

For your homework, choose either a wildfire or a landslide. Write a paragraph explaining how the disaster occurs and what safety measures should be taken to stay safe. Also, draw a picture of one of the safety measures and explain why it is important.

Period 5

Teacher: Good morning, my 'Ocean Explorers'. How are you all today?

SHOULD DO

05 MIN.



Students: Good morning, teacher.

Teacher: Before we start, let us do a quick refreshing activity to wake up our eyes. We are going to do a simple eye exercise to relax and focus.

Teacher: Ready? Let us go.

1. Look at your left hand, then slowly move your eyes to the right hand. Do this for a few seconds.
2. Now, focus on a point far away, and then shift to something close to you.
3. Finally, blink your eyes quickly a few times to relax them.

Teacher: Great job. Now that our eyes are refreshed, let us begin with today's lesson on cyclones and tsunamis.

MUST DO

05 MIN.



Understanding better

Understanding better

Say true or false.

1. Floods mostly occur before heavy rainfall.
2. A seismograph calculates the strength of an earthquake.

ICT

22

Teacher: Now, we will start with a True or False activity. I will read two statements, and you need to decide if they are true or false. Ready?

Teacher:

1. Floods mostly occur before heavy rainfall. (false)
2. A seismograph calculates the strength of an earthquake. (true)

(Students respond with true or false.)

Cyclones

Undo

Say true or false

1. Floods hit heavy rain

2. A sea along strength

Cyclones

Cyclones are rough storms in which strong winds move in a circle. These storms begin above seas and oceans. They cause damage upon reaching the shore. Cyclones are followed by strong winds and heavy rains. Coastal states

22

Note to Teacher: explain about cyclones by describing how they form over warm oceans, their strong circular winds and the impact they can have when they reach land.

MUST DO

15 MIN.

The teacher should highlight the importance of staying indoors, moving to higher ground and listening to safety instructions during a cyclone.

Teacher: Alright, everyone. We are going to do a fun activity called Cyclone Storytelling. I will divide you into small groups, and each group will get a scenario about a cyclone emergency.

Teacher: You have to create a short story about what you would do in that situation. Think about how you would prepare for the cyclone, stay safe during it and what you would do after the cyclone has passed. Ready?

Teacher: Here are a few examples:

Scenario 1: A cyclone warning goes off while you are at school.

Scenario 2: You are at home and the cyclone is coming.

Scenario 3: You are at a friend's house and a cyclone is nearby.

Teacher: Yes, exactly. Make sure to include all the safety actions that would keep you safe during the cyclone. Once you finish, you will share your story with the class. (Students work in groups to create their stories.)

Teacher: Time's up. Who would like to share their story first?

Teacher: Great thinking. What actions did you take to stay safe during the cyclone?

Teacher: Excellent work, everyone. You all came up with great ideas for staying safe during a cyclone. Remember, knowing what to do and staying calm is the key.

MUST DO

15 MIN.

Tsunamis

Tsunamis

Tsunamis are huge sea waves. The word 'tsunami' is derived from Japanese. It is a combination of the words 'tsu' (harbour) and 'nami' (wave), meaning 'harbour wave'. These are caused by underwater earthquakes, landslides or volcanic eruptions. These changes cause the waves to rise (sometimes up to 150 metres) and spread across the ocean. These huge waves cause a lot of damage when they reach the shore.

23

Note to Teacher: Describe how tsunamis are caused by underwater earthquakes, landslides, or volcanic eruptions. Explain that these events cause the sea waves to rise—sometimes up to 150 meters—and spread

across the ocean. When these waves reach the shore, they can cause significant damage. Also, clarify the meaning of the word 'tsunami,' derived from Japanese, which combines 'Tsu' (harbour) and 'Nami' (wave), meaning 'harbour wave.'

Teacher: Now, we are going to create a School Emergency First Aid Kit. Having the right items can help us stay safe during any emergency.

Teacher: Let us start by listing the essential items for a school emergency first aid kit:

(Ask students to suggest essential items for a First Aid Kit and write the items on the board for reference.)

Teacher: yes, you all are right and the essential items are-Bandages, Adhesive tape, Antiseptic wipes, Tweezers, Scissors, Medical gloves, Pain relievers, Cold packs, Eye wash, Thermometer, First Aid Manual, Dettol, Paracetamol.

Teacher: Now, I will divide you into groups and assign each group some items. Your task will be to bring the items tomorrow and explain how each one can help during an emergency.

Teacher: Tomorrow, we will create our First Aid Kit and discuss how each item can be used in different emergencies, like a tsunami, earthquake, or any other school-related accidents.

Teacher: Does everyone understand what they need to bring tomorrow?

Teacher: Great. I look forward to seeing your items tomorrow. Let us stay prepared for any emergency, and remember, being ready can make all the difference in staying safe.

Differentiated Activity

110km/hr



Write a detailed report on how cyclones and tsunamis form. Include at least three causes for each disaster and explain how they impact coastal areas. Then, propose five safety precautions and explain why each is important in keeping people safe.

80km/hr



Write a comparison essay between cyclones and tsunamis, highlighting their similarities and differences in terms of formation, impact and safety actions.

40 km/hr



Use the teacher's help to create a checklist of safety actions for cyclones or tsunamis. Include five steps that need to be followed in case of an emergency and add drawings or symbols next to each step for visual support.

Home Task

Bring one essential item for the school emergency first

aid kit. Be ready to explain how this item can help during an emergency like a tsunami, earthquake, or school-related accident.

Period 6

Teacher: Good morning, my 'Disaster Preparedness Explorers'. How are you all today?

Students: Good morning, teacher.

Teacher: Before we begin today's lesson, let us quickly check your homework. Who can remind me of what you were asked to do?

Teacher: Excellent. Who would like to share the item they brought and explain how it can help? (Students share their items and explanations.)

Teacher: Fantastic. You have all made great choices. Now, let us move on to today's lesson, where we will learn about volcanoes and the role of community preparedness during disasters.

 You may show **I Explain** from digital platform.

Understanding Better

Understanding better

Name the following:

- Uncontrolled fires in forested areas
- Rough storms in which strong winds move in a circular motion

ICL

23

Name the Following

Teacher: Alright, my Disaster Detectives, it is time for a quick game called 'Name the Following.'. I will give you a description and I want you to guess what it is. Ready?

Teacher: Here is the first one:

Uncontrolled fires in forested areas – What do we call this?

(Students respond with their answers.)

Teacher: Yes. It is a wildfire. Great job, everyone.

Teacher: Let us move to the next one:

Rough storms with strong winds moving in a circular motion – What do we call this?

(Students respond with their answers.)

Teacher: Correct. This is a cyclone. Well done.

Volcanoes

Note to Teacher: Read and discuss volcanoes with the students, explaining how volcanic eruptions occur when molten rocks, called magma, erupt through an

opening on the Earth's surface. Highlight how magma is extremely hot and can cause significant damage. After the discussion, ask open-ended questions such as:

Understanding

Name the following:

- What does community mean here?

ICL

23

Volcanoes

Volcanic eruptions occur when molten rocks, called magma, erupt through an opening on the Earth's surface. Magma is very hot. The excessive heat and chemicals from a volcano can cause a lot of damage.

Natural disasters impact human life greatly. They cause injuries and even death. Many people are left homeless as the aftermath of natural disasters. The community is always the first one to provide help during and after a disaster. They play an active role during such times. Being prepared at the community and individual levels reduces the impact of a natural disaster. One should keep the contact numbers of hospitals, police stations, ambulances and shelters handy. Public places and residential areas should have a steady supply of first aid at all times.

- What is magma?
- How does magma cause damage?
- How do volcanic eruptions affect people?
- What does the community do during a disaster?
- How can being prepared help?
- Why keep hospital and police numbers handy?
- Why is a first aid kit important in emergencies?

Understanding Better

Understanding better

Name the following:

- What does community mean here?

ICL

23

Teacher: Fantastic insights, everyone. Now that we have a better understanding of volcanoes, let us take a moment to talk about the role of the community during natural disasters.

Teacher: What do you think community means in the context of a disaster? How can the community help before, during and after a volcanic eruption? (wait for students response)

Teacher: Now that we have discussed volcanoes, tsunamis and other natural disasters, let us take a look at some posters that represent various natural disasters. I will show you a poster for each disaster, and I want you to think about the safety measures you should take during each one.

Teacher: Let us start with the Flood poster. What do you think are the important safety measures to take during a flood?

(Continue with the rest of the disasters – wildfires, tsunami, landslide, Drought, Volcano.)

Teacher: Great job, everyone. You have all shared some excellent safety measures. Remember, knowing what to do during a disaster can help keep us safe.

Differentiated Activity

110km/hr



Write a letter to a friend who lives near a volcano or cyclone prone areas. Explain three important actions they should take if a disaster happens. Add personal tips or things you learned from the lesson.

80km/hr



Design a safety pamphlet for either a cyclone or wildfire. The pamphlet should include two important actions to take before, during and after the disaster. Use visuals like pictures or symbols to make it clear.

40 km/hr



Draw a safety poster that shows the do's and don'ts during a wildfire or cyclone. Label each part of your drawing with short safety tips.

Home Task

Interview a family member (like a parent or guardian) about their experiences with natural disasters. Ask them if they have ever experienced one, how they prepared and what safety measures they took. Write down their responses and share one important lesson they taught you about staying safe during natural disasters.

Period 7

Teacher: Good morning, everyone. How are you all feeling today?

SHOULD DO

05 MIN.



Students: Good morning, teacher.

Teacher: Before we dive into today's lesson, let us take a quick break and do a simple water-drinking activity. Stand up and stretch your arms to the sky. Now, let us all take a sip of water to refresh ourselves. Ready? (Students drink water.)

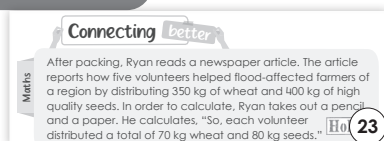
Teacher: Great. Now that we are refreshed, let us jump into our lesson today. We will focus on connecting what we have learned, helping others and reinforcing our understanding of the important concepts we have studied so far.

MUST DO

10 MIN.



Connecting better



Teacher: Alright, now we are going to do a fun activity called 'Connecting better'. Let us connect what we have learned about natural disasters to maths.

Teacher: Look at the text on page 23. Ryan reads a newspaper article about floods, and it talks about how five volunteers helped flood-affected farmers by distributing 350 kg of wheat and 400 kg of high-quality

seeds. Now, we are going to solve a problem based on what Ryan did.

Teacher: Here's the question: If five volunteers helped, how much wheat and seeds did each volunteer distribute?

(Teacher writes on the board: $350 \text{ kg of wheat} \div 5 \text{ volunteers} = ?$)

Teacher: Let us solve this together. What is the answer if we divide 350 kg of wheat between 5 volunteers?

(Students raise their hands and provide the answer.)

Teacher: Yes, each volunteer distributed 80 kg of seeds. Now, how much did each volunteer distribute in total?

Teacher: Let us add it up. 70 kg of wheat + 80 kg of seeds = ?

(Students add up the totals.)

Teacher: That's correct. Each volunteer distributed a total of 150 kg (70 kg wheat + 80 kg seeds). This shows us how teamwork can help us support those in need, especially during a disaster like a flood.

Teacher: So, how do you think this can relate to natural disaster preparedness? How can working together help during a real disaster?

(Students share their thoughts.)

Teacher: Wonderful ideas. You have connected our lesson on disasters to a real-world example. Great work everyone.

MUST DO

10 MIN.



Helping better



Teacher: Let us talk about helping better in our community. When there's a disaster, we can take small steps to help the environment. For example, what do you think about emergency supplies being kept in plastic packaging? Is that a good idea?

(Students share ideas.)

Teacher: You're right. Plastic packaging can be harmful to the environment. Instead, we should use cloth bags or cardboard boxes.

Teacher: Now, let us think about what we can do before a disaster happens. How can we prepare and help the environment at the same time?

(Students share ideas.)

Teacher: Exactly. Now, imagine you're at home or at the community center. What actions can you take to make sure emergency supplies are stored safely and in an eco-friendly way?

(Students share their thoughts.)

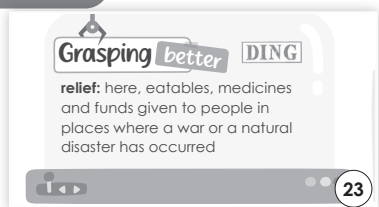
Teacher: Great ideas, everyone. Remember, even during emergencies, we can still help protect the environment. Keep using reusable items like cloth bags and cardboard boxes instead of plastic.

MUST DO

05 MIN.



Grasping better



Teacher: Now, let us review the key point. Turn to page 23 in your books.

Teacher: I want to start by asking you all a question. What do you think relief means?

Teacher: Exactly. Relief refers to eatables, medicines and funds provided to people affected by war or a natural disaster.

Teacher: Now, write this down in your notebooks: The definition of relief.

COULD DO

10 MIN.



Teacher: Let us wrap up with a quick to test everything we have learned today. I will ask a few questions, and you can raise your hand to answer. Ready?

Teacher: Here are the questions:

1. What should you do first when you hear an earthquake warning?
2. How can you protect yourself during a wildfire?
3. What are the signs of a tsunami?
4. Why is it important to have an emergency kit?

(Students answer the questions. Teacher gives feedback on each response.)

Teacher: Great, everyone. You did fantastic in today's quiz. Keep up the great work. Remember, being prepared and understanding the safety measures are key to keeping ourselves and our communities safe during natural disasters.

Differentiated Activity

110km/hr



Imagine you are in charge of emergency preparedness for your school. Create a disaster preparedness campaign to educate your classmates about what to do in the event of a tsunami. What would your posters, activities and messages look like?

80km/hr



Imagine you are living near a volcano. Write a journal entry describing your thoughts and feelings while preparing for a volcanic eruption. What actions did you take to stay safe and how did your family react?

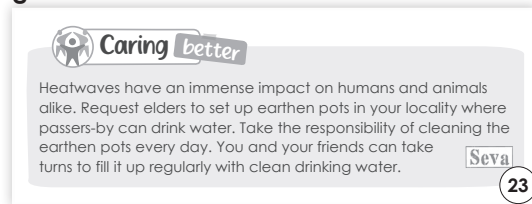
40 km/hr



Imagine you are living near a volcano prone area. Write a journal entry describing your thoughts and feelings while preparing for a volcanic eruption. What actions did you take to stay safe, and how did your family react?

Home Task

Caring Better



Heatwaves have an immense impact on humans and animals alike. Request elders to set up earthen pots in your locality where passers-by can drink water. Take the responsibility of cleaning the earthen pots every day. You and your friends can take turns to fill it up regularly with clean drinking water.

Period 8

Teacher: Good morning, everyone. How are you all today?

SHOULD DO

05 MIN.



Students: Good morning, teacher.

Teacher: Before we begin, let us take a quick refreshment break. Stand up, stretch your arms, and take a deep breath. Now, take a sip of water and get ready for today's lesson.

(Students drink water and stretch.)

Teacher: Fantastic. Now, let us start by reviewing what we have learned so far about natural disasters.

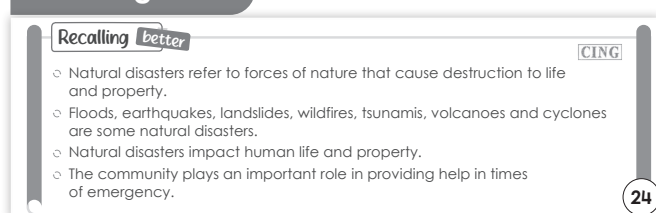
MUST DO

15 MIN.



You may show **quiz** to recapitulate the concept taught.

Recalling better



Teacher: I will ask a few questions to see how much you remember from our previous lessons. Answer as best as you can, even if you use words or phrases. Ready?

- What is a natural disaster?
- Name a few natural disasters.
- How do natural disasters affect human life?
- Who plays an important role in providing help in the case of natural disasters? How?

Teacher: Excellent answers, everyone. You're doing great. Now, let us dive deeper into today's learning.

MUST DO

20 MIN.



Learning better (exercise A and B)

Teacher: We have been learning a lot about natural disasters. It is equally important to check our understanding. We will start this by answering a few questions.

Learning better

CBA

A Tick (✓) the correct answer.

- _____ helps us sustain on Earth.

a. Paper

☐

b. Nature

☐

c. Natural disaster

☐
- _____ are caused by the overflow of river or streams into the adjoining areas.

a. Floods

☐

b. Cyclones

☐

c. Earthquakes

☐
- The place where an earthquake begins is called the _____.

a. focus

☐

b. epicentre

☐

c. Richter scale

☐
- Landslides are mostly caused due to _____.

a. winds

☐

b. afforestation

☐

c. deforestation

☐
- Magma is associated with _____.

a. earthquake

☐

b. floods

☐

c. volcanoes

☐

B Write true or false.

- The Richter scale calculates the intensity of an earthquake. _____
- Tsunamis are huge sea waves. _____
- The word 'tsunami' is a French word. _____
- A volcanic eruption takes place when magma erupts through an opening on the Earth's surface. _____
- The community is always the first one to provide help during or after a natural disaster. _____

24

Teacher: Now, let us start with our questions. Remember, you need to choose the correct answer from the options given. Ready?

(Tell the students to open Page 24 and look at exercises A of the section 'Learning better'. Ask them to read the questions carefully and answer. Discuss every question and the correct answer once done).

Teacher: Now, for exercise B, let us have some fun with a quick true or false game. Turn to page 24.

Teacher: I am going to read each statement, and I want you to answer by saying 'serious' if the statement is true and 'joking' if the statement is false. Ready? Let us begin. *(During the True or False activity, encourage students to respond with 'serious' for true and 'joking' for false. Review each answer together, providing explanations to clarify misunderstandings and reinforce key concepts.)*

Differentiated Activity

110km/hr



Write a plan for helping your community recover after a natural disaster like a flood.

80km/hr



Draw a simple map showing safe zones in your community during a disaster.

40 km/hr



fill-in-the-blank questions

A _____ is a large amount of water that covers land that is usually dry.(flood)

A _____ is a strong wind that moves in a circular motion.(cyclone)

During a _____, you should move to higher ground to stay safe.(tsunami)

Home Task

Write the name of the only confirmed active volcano in the Indian subcontinent in your notebook.

Period 9

SHOULD DO

05 MIN.



Teacher: Good morning, everyone.

Before we start today's lesson, let us take a few minutes to relax and clear our minds. Stand up, close your eyes, and take a deep breath. Let us do some meditation to refresh ourselves.

1. Sit comfortably and breathe deeply in and out.
 2. Focus on your breathing and let your thoughts settle.
 3. Let us take a moment to be calm and present.
- (Students meditate for a moment)

Teacher: Wonderful. Now that we are all relaxed, let us move on to our lesson for today.

MUST DO

15 MIN.



You may show **Infographic** to recapitulate the concepts taught from digital platform.

Learning better- (Exercise C)

Write short answers.

Write short answers in your notebook.

1. Define natural disasters.
2. What is a tsunami?
3. What are landslides?

25

Teacher: Now, we are going to do a quick review of what we have learned so far, but this time, we will do it as a group activity. I will divide into groups of 3-4 students and ask you some short questions. Each group will discuss the answers together. After that, each group will write the answers on the board.

Teacher: Let us begin.

1. Define natural disasters.
2. What is a tsunami?
3. What are landslides?

Teacher: you will have 3 minutes to discuss and write their answers in your notebooks. Ready? Let us go. *(After 3 minutes, each group will share their answers and students will write them down in their notebooks as the teacher guides them to ensure the correct answers.)*

Teacher: Fantastic. Great teamwork, everyone. You all did a great job in discussing and presenting the answers. Let us move on to the next activity.

MUST DO

15 MIN.



Learning better- (Exercise D)

Write long answers.

Teacher: Now, we will do some longer questions, but we will work in **groups again**.

Teacher: For exercise D, you will form two groups. Each group will answer one part of the exercise. You may discuss with your group and write the points in the notebook. Then, frame sentences to form a meaningful answer. Once you are done with the discussion and the answers are ready, you will read aloud for the other team to confirm if your answers are complete or if more information is needed.

D Write long answers in your notebook.

1. Define wildfires. How are they caused?
2. What is the role played by the community during natural disasters?

25

Once done, I will discuss the correct answers. Are you ready?

Students: Yes teacher.

Teacher: Excellent work, everyone. You have demonstrated a good understanding of these concepts. To conclude our lesson today, I want to remind you of the importance of emergency kit.

Creating better

Creating better

Prepare an emergency kit at home. You may include a first-aid kit, items, such as tea bags, packed snacks, milk powder, torch, spare batteries, compass and so on. Make sure you replace the food items timely.

25

Teacher: For homework, please complete the activity on page 25: 'Creating Better.' Prepare an emergency kit at home. You may include a first-aid kit, items such as tea bags, packed snacks, milk powder, a torch, spare batteries, a compass and so on. Make sure you replace the food items timely.

MUST DO

05 MIN.

Teacher: Any questions students. Take care students and bring your emergency kit tomorrow.

Differentiated Activity

110km/hr



What causes a tsunami? How can we protect ourselves from it?

80km/hr



What is the importance of having a first aid kit in an emergency kit?

40 km/hr



What are some safety precautions we should follow during a tsunami or landslide?

Home Task

Research a natural disaster that could occur in your area (e.g., earthquake, flood, tsunami, landslide).

Period 10

Teacher: Good morning, class. How was your weekend?

SHOULD DO

05 MIN.

Students: Good morning, teacher.

Teacher: Great. Let us begin today by talking about your homework. Who remembers what we did for homework?

(Pause for student responses)

Teacher: Yes. You were asked to prepare an emergency kit. Let us share some of the items you included. Who can tell me one item in their kit?

(Pause for student responses)

(Pause for student responses)

MUST DO

10 MIN.

Thinking better

Thinking better

Think and answer in your notebook.

Which of these areas is more likely to experience a landslide—a coastal region or a mountainous region? Give reasons.

25

Teacher: Wonderful. Now, let us move on to our next activity. We will do some 'Thinking better' to analyse scenarios about natural disasters.

Teacher: Let us think: which place is more likely to have a landslide—mountainous areas or coastal areas? Why?

(Pause for student responses and discussion)

Teacher: Great answers. It is easier for land to slide in mountainous areas because of the steep slopes. That is called a **landslide**.

Choosing better

Choosing better

Razia and her family visit Chennai. They hear a local announcement that a tsunami might strike the city. Which of the following would be the appropriate thing to do? Tick (✓) the correct answer.

1. They stay informed and try to move towards an elevated area.
2. They ignore the warning and continue with their plans in the city.

25

Teacher: Let us do another activity. I will give you a scenario, and you will help me decide what to do.

Imagine Razia and her family are on vacation in Chennai. They hear a warning about a big wave coming. What should they do?

1. Stay informed and move to higher ground
2. Ignore the warning and continue their plans in the city

Teacher: What do you think is the best choice? Raise your hand to share your answer.

(Pause for responses)

Teacher: That is right. Moving to higher ground is the safest option.

Teacher: So, what have we learned from this? Why is it important to listen to warnings about natural disasters and take action immediately?

(Pause for responses)

Teacher: Exactly. Acting can save lives and it helps us stay safe during disasters like tsunamis.

Worksheet 1

Teacher: Now, let us open our workbooks to page 10 and work on the worksheet together.

MUST DO

15 MIN.



Theme 2: Why Do Disasters Happen?

3. Natural Disasters

Worksheet 1

A. Fill in the blanks.

- Natural disasters cause _____ to life and property.
- _____ refers to the study of earthquakes.
- Landslides are often caused by _____.
- Tsunami is a _____ word.
- Magma is very _____.

B. Match the columns.

Column A	Column B
1. shaking of the ground	a. cyclones
2. overflow of river and streams	b. tsunami
3. sudden movement of debris	c. earthquake
4. great harbour waves	d. landslides
5. rough storms	e. floods

C. Write True or False.

- Earthquakes refer to the sudden shaking of the ground. _____
- Cholera, malaria and dengue are diseases that spread fast in flood-affected areas. _____
- cyclones are followed by strong winds and heavy rains. _____
- The term 'tsunami' is a Chinese word. _____
- Natural disasters vastly impact human lives. _____

Teacher's Signature: _____

10

Remarks: _____

10

Teacher: The worksheet has questions about what we have learned. I will guide you through each question and we'll solve them as a class. Ready to go?

(Work through each section of the worksheet, providing feedback and encouraging student participation.)

Teacher: Fantastic job today. You all did an excellent job participating in today's activities. Before we finish, let us quickly review what we learned today.

Teacher: Who can share one thing you learned about natural disasters and how to stay safe?

Teacher: Great answers. Always remember, being prepared and understanding what to do can save lives. Well done. I look forward to our next class.

Differentiated Activity

110km/hr



Ask students to write a detailed response about the importance of quick action during natural disasters. They should include at least three different natural disasters and explain how to stay safe during each one.

80km/hr



Students draw and label a diagram of an emergency kit, including at least five essential items. They should explain briefly why each item is important.

40 km/hr



Ask students to work in pairs to discuss one natural disaster and write down two safety tips for staying safe during that disaster. Then, share their ideas with the class.

Home Task

Choose one natural disaster (e.g., earthquake, flood, wildfire) and research how it occurs. Write a brief report on what actions can be taken to stay safe during that disaster.

Period 11

Teacher: Good morning, class. How are you all today?

SHOULD DO

05 MIN.



Students: Good morning, teacher.

Teacher: I hope you are all feeling ready for today's lesson. Let us start with a quick refreshment activity. Stand up, stretch your arms high and take a deep breath. Now, take a sip of water to refresh yourselves. (Students drink water and stretch.)

Teacher: Fantastic. Now that we are all energized, let us dive into today's lesson and review everything we have learned about natural disasters.

You may use Animated activities to test the understanding of the lesson.)

Revising better

Revising better

In this chapter, you have learnt about the value of unity. The communities and relief workers together help people during and after a natural disaster. What image does this value bring to your mind? Write in your Little Book.

DBL

L. Output Page 25

Teacher: Wonderful. Now, let us reflect on an important concept we have learned. In this chapter, you have learned about the value of unity. Communities and relief workers play a crucial role in helping people during and after a natural disaster.

MUST DO

10 MIN.



Teacher: Think for a moment—what image does this value of unity bring to your mind?

Teacher: Take out your Little Book and write down the image or thoughts you have about how people come together to support each other during a disaster.

Teacher: Let us share some of your thoughts after everyone has written. Take your time.

Pledging better

Pledging better

With all my heart, I pledge to use leftover water to water plants.

SDGs

SDG 7: AFFORDABLE AND CLEAN ENERGY

L. Output Page 25

Teacher: Great job reflecting on the value of unity, everyone. It is truly inspiring to see how we can all come together in times of need. Now, let us move on to something else we can do to make a positive impact.

MUST DO

05 MIN.

Teacher: Let us talk about pledging better. Pledging is a way to commit to doing something that helps the environment or our community. Today, we will make a simple pledge to help conserve water.

Teacher: Please repeat after me:

'With all my heart, I pledge to use leftover water to water plants.'

Teacher: This simple action can help save water and keep our environment healthy. Now, take a moment to write this pledge in your notebooks as a reminder to do your part in caring for our planet.

MUST DO

15 MIN.

Worksheet 2 (Page 11)

Worksheet 2

A. Fill in the blanks. Take help from the box.

sustain tsunami flood seismograph rain

1. Nature helps us _____ on Earth.
2. Malaria, dengue spread in _____ affected areas.
3. An instrument called _____ is used to measure earthquake tremors.
4. Landslides occur due to _____.
5. The term _____ means 'great harbour waves'.

B. Rearrange the letters to form words related to natural disasters.

1. IONTRUCTDES _____
2. ERACHOL _____
3. USFOC _____
4. CENTREEPI _____
5. ESFIR _____

C. Write True or False.

1. Nature can also cause damage. _____
2. Seismology refers to the study of landslides. _____
3. Floods take place mostly after a heavy rainfall. _____
4. Tsunamis are caused by undersea earthquakes. _____
5. Volcanic eruptions occur when frozen rocks come up to the surface of the Earth. _____

11

Teacher: Wonderful job with the pledge, everyone. Now that we are committed to making small, positive changes in our daily habits, let us put our learning into action.

Teacher: We are going to work on a worksheet 2 now. Please turn to page 11 in your workbooks and let us complete the exercises together. This worksheet will help you review what we have learned about natural disasters and help reinforce key concepts.

Teacher: I will guide you through the worksheet step by step. Ready? Let us begin with the first section, 'Fill in the

blanks.' You can use the words provided in the box.

(Work through the worksheet with the students, ensuring they understand each question.

Encourage students to ask questions if they need any clarification.

Provide feedback and corrections when necessary.)

COULD DO

05 MIN.

Teacher: Fantastic job today, everyone. Let us do a quick recap. What are three things you've learned today that can help during a natural disaster?

(Pause for student responses)

Teacher: Excellent. Always remember, being prepared and knowing what to do can make a huge difference. See you next time.

Differentiated Activity

110km/hr



Ask students to describe in detail how community members and relief workers support people during natural disasters. Have them include specific examples, such as organizing shelters or distributing aid and explain the impact of these actions on recovery.

80km/hr



Ask students to share a personal example of how they could help others during a natural disaster. They can discuss how they would assist their family, neighbours, or community members in need.

40 km/hr



Have students recall basic safety actions during a natural disaster, such as where to go during an earthquake or how to stay safe in a flood and draw or write these actions on a piece of paper.

Home Task

Book of Project Ideas

Chapter 4: The Land of Snow

Theme 3: Why Are We Different?

PRO 21CS

During winters, we all love drinking hot chocolate. It is fairly easy to make, with an adult's help. You will need: 3 tablespoons of cocoa powder, 3 tablespoons of powdered sugar, $\frac{1}{4}$ cup of

water, 4 cups of milk, a saucepan, a cake whisk or a ladle.

- Take a saucepan. Add the cocoa powder, sugar and water. Ask an adult to set the saucepan over low heat.
- Mix all the ingredients with a cake whisk or a ladle until the cocoa does not form lumps. Do this under an adult's supervision.
- Add the milk and mix slowly.
- Keep stirring until it is hot.
- Serve with marshmallows on top.

PRO - Project Work

20

(please refer to the book of project ideas, page 20. Please ensure that students understand the project requirements and provide necessary guidance.)

Make an online presentation on the role of a community in an earthquake-prone area.

Period 12

Teacher: Good morning, class. Let us start today with a refreshing yoga session to energize ourselves. Stand up and follow me.

(Teacher leads students in simple yoga poses such as 'Mountain Pose,' 'Tree Pose,' and 'Child's Pose' to relax and prepare for the lesson.)

Worksheets- 3 and 4

SHOULD DO

05 MIN.

☐

MUST DO

24 MIN.

☐

Worksheet 3

A. Fill in the blanks.

- Floods are very common in the _____ plains of India.
- A _____ calculates the strength of an earthquake.
- Trees and vegetation hold the _____ in place.
- _____ states of India are prone to cyclones.
- The _____ should have a steady first aid supply at all times.

B. Rewrite the sentences correctly in your notebook.

- The term 'tsunami' means 'tidal waves'.
- Cyclones are common in inland states.
- Earthquakes cause water-borne diseases.
- A Richter Scale documents the vibrations of an earthquake.
- Landslides are caused by movement of snow down a mountain slope.

C. Put the pieces together to get the names of natural disasters.

- na Tsu mi = _____
- ake th Ear qu = _____
- stf Fo ire re = _____
- oes can Vol = _____
- St ms or = _____

12

Worksheet 4

A. Kavya is a seismographer. Which one of the following natural disasters does she study? Tick (✓) the correct answer.

- | | |
|--|---|
| 1. floods <input type="checkbox"/> | 2. blizzards <input type="checkbox"/> |
| 3. landslides <input type="checkbox"/> | 4. earthquakes <input type="checkbox"/> |
| 5. volcanic eruptions <input type="checkbox"/> | |

B. Fill in the blanks with the correct options.

- _____ are caused due to heavy rainfall (Cyclones/ Floods).
- The force of an earthquake is measured on a _____ (Seismograph/ Richter Scale).
- Cyclones are always accompanied by _____ (forest fires/ heavy showers).
- On 6 February 2023, a series of massive earthquakes shook the _____ and _____.
- Landslides are mostly caused due to _____.

13

Teacher: Now, let us open our workbooks to page 12 and 13. We will work on the worksheets together.

Teacher: The first part is to fill in the blanks. Let us do it together. (Read through the worksheets part A, B and C and guide students in completing it.)

Teacher: For part B, you will need Rewrite the sentences related to natural disasters. Try it.

Teacher: Once we finish, we will discuss the answers and clear any doubts.

(Work through the worksheets 3 and 4 making sure to encourage students to ask questions if they are unsure about anything. Provide feedback and support as they complete the task.)

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 learned and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

MUST DO

11 MIN.

☐

Book of Holistic Teaching

Chapter 3: Natural Disasters

Theme 2: Why Do Disasters Happen?

A English

Fill in the blanks with tch words.

- A flood destroyed an entire pa_____ of farmland.
- Relief workers distributed packets of food and water in ba_____es.

B Maths

Relief workers need to distribute 1000 kg flour, 1500 kg rice and 900 kg pulses to people in an earthquake-affected area. There are 50 families. The relief workers have to distribute the items equally among all the families. Find the maximum amount of the food items (in kgs) that each family will get. _____

C Science

Which of these houses is the most resistant to damage during an earthquake, on the basis of its construction materials. Tick (✓) your answer.

- a kachcha house ☐
- a pucca house ☐
- a wooden house ☐

Teacher's Note: *Guide the students to refer only to .edu or .org websites to gather information.

30

Teacher: Let us now work on an additional task mentioned in the Book of Holistic Teaching. Please turn to page 30, and we will complete the activities together. These activities will help us understand the concept better and encourage you to think critically about the role of communities during disasters.

(Provide support for each activity and ensures that students understand the instructions. Encourage students to ask questions if needed.)

Teacher: Fantastic job today, everyone. We have now completed this chapter on natural disasters. You all have done a wonderful job in learning about the different types of disasters, how to stay safe and how communities play an important role during and after these events.

Teacher: Who can share one thing they found interesting or important from today's lesson?

(Pause for student responses.)

Teacher: Great reflections. Now that we have finished this chapter, remember that being prepared and understanding how to stay safe can make all the difference. Keep up the good work and I look forward to our next chapter.

Differentiated Activity

110km/hr



Discuss with a partner how natural disasters impact human life and property. Explore the role of communities during and after a disaster.

Share your thoughts with the class.

80km/hr



Pair up with a classmate and talk about how different natural disasters affect people's daily lives. Focus on the immediate effects and what could be done to help.

40 km/hr



Task: Match the following natural disasters with their effects on the environment:

1. Flood – _____
2. Wildfire – _____
3. Tsunami – _____
4. Earthquake – _____

Home Task

Create a checklist for your family to follow in the event of a natural disaster. Include things like packing emergency supplies, staying informed and knowing escape routes.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> demonstrate basic safety precautions during disaster preparedness activities (e.g., practicing physical drills, organizing emergency kits, etc.).
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> understand and demonstrate empathy for victims of natural disasters through reflective journal writing and group discussions.
Cognitive Development	<ul style="list-style-type: none"> understand and analyse real-life disaster scenarios, applying problem-solving skills to identify appropriate responses and actions.
Language and Literacy Development	<ul style="list-style-type: none"> develop written communication skills through writing a reflective journal about personal experiences during the pandemic and discussing the role of the community during disasters.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> enhance vocabulary related to natural disasters, safety measures and community welfare, through reading, discussion and writing tasks.
Positive Learning Habits	<ul style="list-style-type: none"> develop a sense of responsibility towards the environment by pledging actions that contribute to environmental sustainability during natural disasters.

Starry Knights

Could you encourage the learners to contribute by donating things during natural disaster how was their response to the damage caused by cyclones in coastal states of the county?

Reward yourself with a STAR.

