Grade : 3rd
Strategy : Summarising
Technique : Unstructured Mode
Text Type : Science

Staying Safe During Natural Disasters

Aims of the Lesson:
The lesson uses the technique "*Unstructured Routine"* and aims to:
- help students learn to how to discern essential ideas and key points
- teaches students how to process the ideas of each paragraph and consider how they are related to the main topic about safety during natural disasters.

Text for the Lesson: ***Staying Safe During Natural Disasters***
Sometimes, strong winds, heavy rains, and earth movements can cause natural disasters. These include storms, floods, earthquakes, fires and mudslides. They can be dangerous because they damage buildings, roads, and homes and can hurt people. But if we stay calm and know what to do, we can keep ourselves safe!

An earthquake happens when the ground shakes, moves, or cracks because of movements deep inside the Earth. Buildings shake or fall down, roads crack and split apart, trees and power lines sway, objects fall off shelves or glass breaks, The best thing to do is to drop to your hands and knees, cover your head and neck under a strong table or a doorway. Move away from windows, glass, or heavy furniture that could fall. Do NOT use elevators because they might stop working. Or go to open space outside.

A storm is a powerful weather event that brings strong winds, heavy rain, thunder, and lightning. During a storm, the sky may become very dark, and strong winds can shake trees and buildings. Rain might fall heavily, making it hard to see outside. Lightning flashes in the sky, followed by loud claps of thunder. Sometimes, hailstones or snow may also fall during a storm. Strong storms can cause trees to fall, power lines to break, and damage to buildings. To stay safe during a storm, it is important to stay indoors: It is safest to stay inside a sturdy building during a storm. Close all windows and doors to prevent wind and rain from coming inside. Avoid using computers or TVs. Stay in a safe part of your home, away from windows and doors. Do not go outside: Avoid going outside during the storm, especially under trees or near power lines. If you are outside, find shelter in a strong building as quickly as possible.

A flood happens when there is too much water in an area because of heavy rain, storms, or melting snow. Water covers roads and fields, houses and buildings fill with water, trees, cars, and objects float away, bridges or roads breaking apart During a flood, quickly move to a higher place like a hill or the top floor of a building.

Fire is a fast-spreading and dangerous event that can destroy homes, forests, and buildings. It produces bright flames, thick smoke, and intense heat. Smoke from a fire can be dark and make it hard to see or breathe. Fires can start from cooking accidents,

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electrical problems, lightning, or even carelessness, like leaving a candle burning or playing with matches. If a fire starts indoors, leave the building immediately and call for help. Do not try to grab belongings and stay low to the ground. Never use an elevator during a fire. If you are outside during a wildfire, move away from dry bushes and trees.

A mudslide usually happens when heavy rain or earth movements cause mud, rocks, and water to rush down a hill or mountain**.** It looks like a big, fast-moving wave of thick mud that covers roads, houses, and trees**.** Mudslides can destroy buildings, block roads, and be very dangerous**.** Before a mudslide, you might hear a roaring noise, see trees tilting, or notice water running muddy. These are warning signs to move to safety!If a mudslide is coming, go uphill or to a safe place as fast as possible.

By following these safety rules, we can stay safe and help others too! 😊

Process phase 1: Planning (Teachers' perspective)
During this stage, the teacher has planned and prepared:

- questions for the day before for students' grand/parents what natural disasters they have experienced, how they occurred and what safety precautions they took.
- a worksheet with pictures of various natural disasters.
- objects of an emergency bag on a worksheet.
- a game and its rules to support students' understanding of natural disasters.

Cognitive stage 1 (Students' perspective)
Phase 1: Pre-reading: In pairs, students engage in a picture-word matching activity. They share what their grand/parents have told them and each pair creates a safety rule. Each pair does not have the full list of disasters, unless they added themselves from their inteviews. Then the students find a new partner and compare what they have and what is missing and add it to their worksheet.

Process phase 2: (Teachers' perspective) - Teaching
The teacher elaborates on the pictures, describes them by using specific vocabulary by writing on the board or pointing to posted words/expressions.

Cognitive stage 2 (Students' perspective) - During reading
Students work in small groups. Each group reads carefully the text and assess what new they learn and what they were missing during the introduction activity and add it.

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Process phase 3: Feedback (Teachers' perspective)
The teacher visits each team and supports their work by providing guidance and feedback.

Cognitive stage 3 (Students' perspective) - Post reading
Step 1: The teacher distributes a second worksheet on which there is a picture of an "emergency backpack". To the right of the backpack, the teacher has written words for the main objects in the backpack to serve as support. Students check the words for the objects they want to use and explain why and in what situation. Students work in pairs.
Step 2: They present their "emergency bags" to the class.
Step 3: Triggering Activity - "How am I going to do it?"

The teacher names a natural disaster, and in their pairs the students demonstrate the learned rules of action.

stove matches
lighter flashlight
elactric light bulb
blanket scissors
knife medicines
bandage plaster
water food
batteries phone
charger money
uderweaar toetes
screwdriver pliers
saw measuring tape
notebook pen
textbooks pen

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Ways of Communication:

- **Interpretive –** Students view the pictures on the worksheet; they visualize the corresponding natural disasters and read the text by matching against their initial ideas.
- **Interpersonal (mixed) –** Students discuss and expand with what they learned from their family;
- **Presentational (productive) –** Pairs present their work on the worksheet and explain their choice for "emergency bag" items.

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