

DISASTERS: MODULE OUTLINE

Field: Natural world **Band:** Lower secondary (Year 10)



Purpose

Students explore the nature of natural disasters. They investigate the effects of disasters and consider management plans. They produce an awareness campaign about a hazard in their local area or in Japan.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the intermediate stage. Outcomes for students at the intermediate stage would be:

Comprehending [DB6.1](#), [DB6.2](#), [DB6.3](#)

Composing [DB6.4](#), [DB6.5](#), [DB6.6](#)

Some students could be in the lower intermediate or elementary stages of LOTE learning.

Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1](#), [5.2](#), [5.3](#), [6.1](#), [6.2](#), [6.3](#)

Composing [5.4](#), [5.5](#), [5.6](#), [6.4](#), [6.5](#), [6.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students. Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).

[Sociocultural understanding](#)

Students develop an awareness of natural disasters, their impact and management worldwide and especially in Australia and Japan.

[Suggested teacher language](#)

This natural language provides rich input.

Functions and language elements

- **describing places and things:** hazards, disasters, places
- **describing situations and events:** disasters, hazards, impact
- **identifying and asking about events:** disasters and effects, impact on people and places
- **identifying when:** date and time
- **identifying and asking about people, places and things:** risks, precautionary measures, hazards
- **asking for and giving locations:** near ..., at ..., on ..., places where disasters occur
- **giving reasons:** because of ...
- **giving and responding to instructions:** disaster measures
- **comparing:** hazards and disasters, not as often as
- **expressing feelings:** about disasters
- **expressing opinions:** I think ...
- **expressing possibility and impossibility:** It might be ..., perhaps ..., maybe ..., could they? if ... then
- **expressing probability and improbability:** may, might
- **expressing obligation and duty:** You need to ..., should ..., must ...
- **expressing and asking about needs:** food, care, rescue

- **offering and responding to suggestions:** They could have ..., it could have been ...

Assessment strategy

In **Task 3** and **Task 4** the teacher can gather and analyse information about students' abilities to understand a spoken text. At what **level** can students understand language describing the impact of certain hazards and why people continue to live with them?

In **Task 2**, **Task 5** and **Task 6** the teacher can gather and analyse information about students' abilities to understand the gist and detail in written texts. At what **level** can students understand language describing disasters and ways to mitigate and avoid them?

In **Task 2** and **Task 4** and generally throughout the unit, the teacher can monitor and analyse students' oral presentations. At what **level** can students talk about aspects of hazards and disasters and their management?

In **Task 2**, **Task 6** and **Task 8** the teacher can collect and analyse samples of students' writing that presents information. At what **level** can students write about aspects of hazards and disasters and their management?



Teaching considerations

Sample units

One work unit is provided for this module:



Unit 1: Natural disasters

Teaching considerations

Students may find it distressing to discuss natural disasters that they, their families or friends may have experienced.

Natural disasters, Enhancing Task 3 — When discussing living in high-risk areas show sensitivity when questioning students as to why their families continue to do so.

Natural disasters, Enhancing Task 4 — During the listening task provide regular pauses for note taking for beginning language learners and students with hearing impairment.

NATURAL DISASTERS: UNIT OVERVIEW



Orientating tasks

- 1 Read disaster headlines and identify the hazards that caused the disasters. Compare and define hazards and disasters, and then identify and locate some disasters on a world map. Express and list feelings about disasters and hazards.
- 2 Read about some disasters and note relevant information. Prepare and present a report on hazards or disasters in Japan.



Enhancing tasks

- 3 Listen to an interview and list some reasons why people live with hazards. Identify places in Australia and Japan where people live with hazards. Speculate on and compare possible reasons for doing so.
- 4 Listen to and reconstruct an interview about bushfires. Role-play an interview about a researched disaster.

5

Read about a disaster that could have been avoided. Suggest and list some precautions that can be taken to avoid or reduce risk in the local area or in Japan.

6

Read and sequence emergency procedures guidelines for storms. Prepare emergency procedures guidelines for some other type of hazard.

7

Read about, consider and rank strategies for coping with a particular hazard.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



Synthesising task

8

Prepare and present an awareness package for visitors to the local community (about the local community) or for intending visitors to Japan (about Japan) regarding a potential hazard.

[Print all UnitTasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)