

WE ARE BUILDING A NEW LIFE

Section

We can define the concept of “disaster” in its most general sense as events that have negative effects on the societies in which they occur. As a society or as a state, we may have certain means of preventing or delaying man-made disasters. However, the unpredictability of the timing of natural disasters, especially earthquakes, is the biggest problem. Scientific studies have not yet found an effective solution to this problem. Therefore, we must seriously implement solutions based on scientific principles to minimize the damage caused by such disasters or even protect ourselves from them.

Societies with a high level of disaster awareness are characterised by being prepared for disasters in advance, taking necessary precautions, and encouraging the community to do the same. In developed countries, disaster management models consider the “risk reduction” and “preparedness” steps that precede a disaster to be the most important in the “disaster cycle”.

Lesson

Social Studies

Grade

5

Learning Objectives

Students observe the effects of natural resources, climate, human activities, and geography on the development and sustainability of societies.

Duration

1 class (40 Minutes)

Required Materials

- ✓ Coloured paper
- ✓ Double dice (or number cards)
- ✓ Geographical feature cards (pre-made)
- ✓ Role cards (roles: farmer, mayor, engineer, healthcare worker, etc.)
- ✓ Large map (for placement). Can also be provided digitally
- ✓ Model cardboard or LEGO/mini objects (optional)

Preparation and Implementation

- The teacher should form groups one week before the activity and inform students of the necessary materials they may need.
- Cards, maps, coloured paper, and other materials to be used should be prepared.

ACTIVITY DESCRIPTION

1 INTRODUCTION (5 Minutes)

Write the following three words on the board.

- *Natural Resources*
- *Climate*
- *Human Activities*

Ask students, “If you were to establish a community based on the statements on the board, where would you establish it?” As they answer, ask them to explain their reasons using information from the statements above.

2 DISCUSSION (5 Minutes)

The following questions are discussed in class:

- What do people consider when choosing where to live?
- Which areas are difficult to live in? Why?
- Which city do you think is best prepared for disasters?

The teacher encourages students to think about the impact of geography on social life in powerful and creative ways.

3 IMPLEMENTATION (30 Minutes)

A. Group Formation and Role Distribution (5 min)

Divide the students into groups of 4-5. Distribute a role card to each group containing the following professions and ask each student to choose a profession and think about its characteristics:

- Mayor
- Geologist
- Farmer
- Health Worker
- Architect/Urban Planner

B. Selecting an Area on the Map (10 min)

Display a large physical or digital map (a physical map of Turkey or an imaginary island). Groups roll dice or draw numbers to select one of the regions with different characteristics:

- Mountainous area

- Riverbank
- Forest interior
- Arid plain
- Coastal region

Emphasize that the areas they choose may include **geographical challenges and advantages**.

After determining the settlement area, the group should:

- What types of natural resources are available there?
- What is the climate like?
- What professions thrive there?
- What natural disaster risks exist?
- What would you do if you were in that situation?

Ask the group to discuss and write down their answers to these questions.

C. Micro-Drama (15 min)

Each group gives a 1-minute presentation titled “Introducing Our City.”

The presentation should include the following:

- Where they live
- What resources they use
- How they prepare for disasters
- Students can use dramatic reenactments, small skits, or models.
- After the presentations, ask the following question to evaluate the presentations.

Which city do you think is the most prepared for disasters?

FEEDBACK

1

Students':

- Participation in the decision-making process
- Appropriateness of their chosen fields in relation to resources/disasters
- Intra-group cooperation
- Level of creativity

Observe and evaluate individuals and/or groups.

RECOMMENDATIONS

1

Students may be asked to design a brochure introducing their city for the next class.

2

At the end of the activity, a vote for the "most sustainable city" can be held, if this is what is wanted.