

WHAT CAN WE DO?



We can define the concept of “disaster” in its most general form as events that leave negative effects on the societies in which they occur. We may have some opportunities both as a society and as a state to prevent or delay man-made disasters. However, the uncertainty of the time of occurrence of natural disasters, especially earthquakes, is the biggest problem. Scientific studies have not yet found an effective solution to this problem. Therefore, to minimise the damage of such disasters and even to protect ourselves, we should seriously apply the solutions based on scientific foundations.

Preparing for disasters in advance, taking necessary precautions and encouraging the environment in this regard are the characteristics of societies with developed disaster awareness. Disaster management models in developed countries recognise the pre-disaster steps of ‘risk reduction’ and ‘preparedness’ as the most important steps of the ‘Disaster Cycle’.

Lesson

Social Sciences

Grade

5

Learning Objectives

It is aimed that students learn the roles and responsibilities of citizens and public institutions in the prevention, response and recovery of natural or man-made disasters.

Duration

One Lesson (40 Minutes)

Required Materials

- ✓ WORKSHEET (one for each student)
- ✓ Interactive board, projection, TV etc. with internet connection and speakerphone feature.
- ✓ Coloured Post-it notes (enough for each student)
- ✓ Coloured pencils

Preparation and Implementation

- ✓ Since this activity includes the photos and video in Annex 1 to be shown to the students, make the devices that you can project the image ready before the lesson.
- ✓ Duplicate the WORKSHEET as many as the number of students.

PROCESS

1 INTRODUCTION (15 Minutes)

- Show the visuals in ANNEX 1 of different disasters to your students and ask the following question:

What kind of events do these photographs belong to?

- After receiving their short answers about the visuals

How did you feel? Express in 1 word.

- Ask them to write the words they feel on the post it papers you have previously distributed and then ask them to paste them on the board. Afterwards, ask them to share their answers by asking the question.

Which disasters may happen in our country?

2 DISCUSSION (20 Minutes)

- Before the video in the link below, say "The video we are about to watch shows the situation of a place before and after a disaster. You can start the video by saying "Now let's watch the video together."

<https://www.youtube.com/watch?v=4-cfjVrWvdU>

- Ask the question:

In which country/where do you think this event could have happened?

- After receiving the predictions, have a student read the following information note.

INFORMATION NOTE

On 6 February 2023, Türkiye was hit by one of the biggest earthquakes in its history, devastating 11 cities. According to official statements, 53.537 people lost their lives. 39.441 buildings collapsed during the earthquake and 271. 892 buildings became unusable due to the damages they received. 84 million people were deeply affected and psychologically traumatised by the disaster. It has once again become clear how important ‘risk reduction’ and ‘disaster preparedness’ processes are to minimise this negative impact.

As it can be understood from these images, it is of great importance that we should be prepared for disasters and make pre-disaster planning considering that disasters are inevitable. We need to ask the question ‘How can we take precautions before disasters?’ rather than ‘What can we do after the disaster?’. It is possible to minimise the loss of life and property if we prepare for disasters as an individual, society and state and carry out activities to reduce the risk. A conscious society is one of the most important factors in risk reduction in disasters.

- The students are asked first *“Let's close our eyes and imagine the people living in this event”* and then *“What did you feel when you watched the video and listened to the text? What did the people living there feel at the first moment of the earthquake? How would you feel if it were you?”* Students are encouraged to reach the idea that those who experience the disaster need help. Continue with the following expression:

As a result of this event, Turkey experienced great social and economic hardship. The whole country did not hesitate to make sacrifices to overcome it. However, to prevent similar events, individuals and state institutions must fulfil their responsibilities completely. It is very important that we, state institutions and international organisations fulfil their duties and responsibilities in a conscious manner so that we can live without being damaged by all disasters such as earthquakes, floods, fires, etc. Let us not forget that! Disasters do not kill. Negligence kills.

3

IMPLEMENTATION (5 Minutes)

- Explain to the students about Table 1 and Table 2 in the Worksheet. Ask them to research what is requested in the tables and fill them in at home with the support of their families.

EVALUATION

- You can make an evaluation by checking the Worksheets.

RECOMMENDATIONS

1

Instead of using post it at the first step, you can ask the students to write the words on the board as a word cloud or use online programmes.

2

The video step 2 belongs to an event that took place recently in Türkiye and caused great sadness and trauma throughout the country. If you wish, you can give an example of an event that took place in your own country.

ANNEX



WORKSHEET

Dear Parent,

We are aware that the most valuable possessions in our lives are our children. We have no doubt that the child you send to our school by making great sacrifices for a good education will behave as a conscious citizen after graduating from our school. Disasters have been occurring since the beginning of the world. We have a very important responsibility with the measures we will take to minimise the damage in the face of disasters. Please fill in the relevant fields in Tables 1 and 2 by doing research with your child.

Name of the Student:

Table 1: Please fill in the table below by researching the disasters that happened in our region and in our country.

Type of Disaster Experienced	Place of Residence	When it Happened	Brief Explanation of the Incident

Table 2: Fill in the table below by investigating the responsibilities of individuals and the state against disasters.

Possible Disaster Type	What precautions should I take?	What precautions should the government take? (Write the relevant institutions of the state separately and explain their responsibilities)