

## “DISASTER DETECTIVES”

### BÖLÜM

This event aims to teach students the importance of being prepared for disasters in a fun and educational way. Students will learn about different types of disasters based on a forest fire news story and understand what to do before, during, and after a disaster. Each group will actively work together by acting out their roles according to the scenarios. Throughout the activity, students will have the opportunity to express their feelings and develop empathy. As a result, students will take an important step toward becoming more aware, prepared, and resilient individuals in the face of disasters.

### Lesson

Social Sciences

### Grade

4

### Learning Objective

Students will make necessary preparations before, during, and after a disaster.

### Duration

2 Lessons (80 Minutes)

### Required materials

- ✓ Interactive whiteboard/projector
- ✓ Sticky notes/post-it notes
- ✓ Coloured cardboard

### Preparation and implementation

- ✓ Cut the scenarios in the attachment so that each group receives one copy.

## PROCESS

### 1 Introduction (15 Minutes)

Display the news article on the WORK SHEET on the screen and ask students to read it. Then ask them to identify and explain the words they do not understand (meteorology, stubble, 112, green homeland, forest heroes, etc.).

After the explanations, give them the question sheet and ask them to answer the questions.

### 2 Discussion (15 Minutes)

Have students discuss the answers to the questions on the WORKSHEET.

### 3 Implementation (50 Minutes)

Ask students to write a sentence on a sticky note about what they learned from the news article they read. Stick these sentences on a cardboard and hang it on the classroom board.

#### Role-Play – Scenario Reenactment

Organize the class into groups of 3–4 students. Distribute the short scenarios in the Appendix to each group, one scenario per group, and ask them to act them out.

*Through this game, children will experience behavioral models in possible real-life situations.*

After the role-play, engage the entire class in a discussion with the following questions:

- How did the characters in the scene feel?
- If you imagine yourself there, how would you feel?
- How would you calm those feelings?

Give the following explanation to the students.

“Children, did you know that in many parts of the world, including our country, different **natural disasters** can occur? For example, **earthquakes** happen suddenly and can scare us. **Floods** can cover the streets when it rains heavily. Sometimes **fires** can threaten our forests and homes. But instead of being afraid, we need to learn to **be prepared**.

Knowing what to do at home or at school during a disaster helps us protect ourselves and our loved ones. For example, performing the “drop, cover, and hold on” manoeuvre during an earthquake, or going to higher ground if there's a flood...

Remember, disasters aren't always within our control but being **informed and prepared** is in our hands! Today, we're learning together how to be strong in the face of disasters.”

After the explanation, show the animation at the link below and ask them to express their opinions about what they have seen.

<https://www.youtube.com/watch?v=1RUJQkCxL3w>

## FEEDBACK

1

The answers given to the questions in the WORK SHEET can be used as evaluation criteria.

## RECOMMANDATIONS

1

The set of questions in the WORK SHEET covers both cognitive (knowledge, comprehension, interpretation) and affective (emotion, values) areas. Suggestions for implementation:

- Questions can also be answered in small group discussions.
- Creative questions can be displayed on the classroom board.
- Questions involving psychological sensitivity can be addressed one-on-one with a guidance counsellor.

2

Ask students to tell their families about the games they played and what they learned at home.


3

Invite a search and rescue worker, firefighter, emergency responder working for the municipality, etc. to the classroom to answer students' questions.

## WORKSHEET

FORESTRY MINISTER YUMAKLI x +

tarimorman.gov.tr/Haber/6950/Forestry-Minister-Yumakli-S-Forest-Fire-Warning




Ministry of Agriculture and Forestry

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News

### FORESTRY MINISTER YUMAKLI™SFOREST FIRE FIRE WARNING

24.05.2023 / Views: 2883 / Arctive



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Forestry's responsibility in forest fire prevention, is a mady class orize, world leader for our readiness and readiness, for the turkey as one of seven countries with threchnical equipment and air craft in the states.

Yumakli States turkey as a readiness for enrlbutagiestively durldo a rline, not give opportunities to those who want to bum the annual average of 112 days.

Yumakli says Lets not 'onsibility for combating forest fires with ruch level of readiness, trained persormel, and the refore, who continue to continue in serve secule:

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Let's hot 'responsibility and lets not give boportunities responsible but. an annual average of 112 days of forest fires, his an annual average of 112

**LET'S ANALYZE THE NEWS WE READ!**

- 1) What warnings did Minister Yumaklı issue?  
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- 2) What weather conditions are mentioned as increasing the risk of forest fires?  
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- 3) Why does an increase in temperature increase the risk of forest fires?  
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- 4) Why is burning stubble dangerous for forests?  
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- 5) What are the consequences of carelessly discarding cigarette butts?  
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- 6) What else can be done to prevent forest fires?  
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- 7) How did you feel after reading this news? Why?  
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- 8) Why might Minister Yumaklı say, "If you see even the slightest smoke, call 112"?  
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- 9) What event is the word "disaster" used to describe in this news article?  
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- 10) What could "green homeland" mean? Why do you think this concept is important?  
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- 11) What does "being nature-friendly" mean? Which behaviors in this news article are not nature-friendly?  
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- 12) What can you do to help people in such a situation?  
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**Children Having a Picnic in the Forest**

**Situation:** They are building a fire and having fun. Suddenly, smoke starts rising.

**Result:** They notice the smoke, remain calm, call 112, and alert the people around them.

**Observer Individual**

**Situation:** A child living near a forest notices smoke coming from the edge of a window.

**Result:** He quickly informs his family, and they call 112.

**Volunteers Cleaning Up the Forest**

**Situation:** While picking up trash, children find glass bottles.

**Result:** Realizing that the glass bottles could cause a fire when exposed to the sun, they report this to their teachers.

**Campers and Burning Brushwood**

**Situation:** A group of campers is lighting dry grass on the ground for fun.

**Result:** Another group of children warns them and shows them the correct behavior.

**Student Correcting Misinformation**

**Situation:** A student says, "There are already firefighters in the forests, so we don't need to do anything."

**Result:** Other children raise their friend's awareness by explaining the importance of individual responsibility.

**Social Media Team**

**Situation:** Children see a social media post at school calling for a barbecue party in the forest.

**Result:** They report the dangerous post to their teachers and prepare appropriate content with the hashtag #ProtectTheForest.