

Unit 9 Floods (b)

1. Whole class instruction

Objective: To think about how we would deal with a flood and how to prevent one.



1. Topic headings

“Do you know how to prevent flooding?...”

- ▶ Start at screen 9 of the multimedia pages.
- ▶ What are the people doing? Why are they doing it? Is it easy work? Where do they think the sand and the bags came from?

1.2. Go to Textbook pages 38-39

“Let’s think back to when we were looking at river erosion. Then we saw how rivers carried material”.

- ▶ Open pages 38-39 in the textbook.
- ▶ Discuss with children the sheer volume of water that has to be dealt with.
- ▶ Discuss the idea that floods carry sediment.

1.3. Look at the mud pictures

“In these pictures the water has all gone. But what do we see left?”

- ▶ Bring out the point about mud in floodwaters.
- ▶ Discuss how you could dry out a home (a) in summer and (b) in winter.
- ▶ Imagine what families would have to do until their homes were dry and rebuilt.

Relate back to textbook pages 12-13.

2a. Group exploration

2.1. TG photocopiable page 84

- ▶ Print out the photocopiable and ask children to complete the questions on pages 46 and 48. These will reinforce the discussion you had on the textbook pages.



- ▶ Bring a number of pieces of kitchen roll into class, and a glass jar with soil in. Add water to the soil with children watching. Now get a number of children to dip kitchen roll sheets into the jar. Their task is to get the kitchen roll clean. Give them plenty of time, but they will find this is impossible, reinforcing the idea that mud causes as much damage as water.
- ▶ Test how effective sandbags are by filling small plastic bags with soil, tying them off and stacking them up into a wall in a tray. Add water to one side of the wall (result: it helps, but does not stop).

Kitchen roll, jar or bowl with soil, plastic bags, tray, water.

2b. Literacy activity

- ▶ Ask them to make up a series of posters that would tell of the main things to help you cope with a flood in as few words as possible and in all cases, no more than 10.

3. Plenary session

Get children to say what they think they have learned and present it perhaps on the whiteboard or in their own books. Make sure they know about 'mud goes with a flood'.

4. Further work/homework

Ask children to find out if they think they are at flood risk. Give them a check list, with items such as : 'Can you find flood news in past editions of your local paper?', and 'Is my home on flat land close to a river?' They could think up additional criteria.