Springboards to Philanthropy

Natural Disasters

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SCHOOL AID
KIDS HELPING KIDS
SPRINGBOARD THREE
Natural Disasters

Young Shelterbox – Year 6

This unit explores how sudden geological changes or extreme weather conditions can affect the Earth’s surface. There is a focus on the Australian Curriculum: Science as students are provided with opportunities to examine natural disasters, identify scientific advances and discoveries to minimise the impact of such events, and explore personal and community decisions based upon scientific knowledge.

Following investigation of the topic, the unit explores the experiences of people who have encountered a natural disaster. It uses the website Young Shelterbox as a stimulus and teaching and learning tool. It provides opportunities for students to investigate ways that they may assist people who have been affected by disasters.

Links to the Australian Curriculum: Science

Science Content descriptions — Year 6

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<td><strong>Processing and analysing data and information</strong>&lt;br&gt;Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSIS107)</td>
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Assessment

An assessment is included with this unit. The focus is on assessing each student’s capacity to communicate ideas and findings about a sudden geological change or extreme weather condition (natural disaster). Teachers can use this assessment to gather evidence about each student’s knowledge and understanding of a natural disaster, demonstration of science inquiry skills, including identifying and posing questions to inform the inquiry, ability to plan, draft and communicate information and findings, understanding and skill across the General capabilities and Cross-curriculum priorities.

The purpose of assessment is to promote, assist and improve learning. Each lesson provides teachers with a range of opportunities to observe, assess and provide feedback to students in relation to their: involvement and participation in lesson activities and discussions, knowledge and understanding of key concepts and information, understanding and skills across the General capabilities, understanding and skills across the Cross-curriculum priorities.

Students are provided with opportunities to focus on the following General capabilities and Cross-curriculum priorities from the Australian Curriculum. Although the General capabilities and Cross-curriculum priorities are embedded into learning area content where appropriate, the following are directly linked to this unit’s specific teaching and learning experiences.
### General capabilities

#### Literacy
- describing how people measure significant geological events
- researching the scientific work involved in global disaster alerts and communication, such as cyclone, earthquake and tsunami alerts
- investigating how understanding of catastrophic natural events helps in planning for their early detection and minimising their impact
- refining questions to enable scientific investigation
- exploring how different representations can be used to show different aspects of relationships, processes or trends
- discussing the best way to communicate science ideas and what should be considered when planning a text
- using a variety of communication modes, such as reports, explanations, arguments, debates and procedural accounts, to communicate science ideas
- using labelled diagrams, including cross-sectional representations, to communicate ideas and processes within multi-modal texts

#### Numeracy
- discussing the best way to communicate science ideas and what should be considered when planning a text

#### Information and communication technology capability
- using a variety of communication modes, such as reports, explanations, arguments, debates and procedural accounts, to communicate science ideas
- investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world
- using digital technologies to construct representations, including dynamic representations

#### Critical and creative thinking
- recognising that earthquakes can cause tsunamis
- exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects
- considering how gathering evidence helps scientists to predict the effect of major geological or climatic events

#### Personal and social capability
- asking questions to understand the scope or nature of a problem

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### Cross-curriculum priorities

#### Sustainability
- describing how understanding of the causes and effects of major natural events has changed as new evidence has become available
- recognising that science can inform choices about where people live and how they manage natural disasters

#### Asia and Australia’s engagement with Asia
- investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world

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Teaching and learning sequence

The teaching and learning sequence of this unit uses the 5E inquiry model for Science, where the lessons follow the process of 'engage, explore, explain, elaborate and evaluate'. For the purpose of this unit, the stages of elaborate and evaluate are reversed in order for students to consider the topic from a different perspective and to elaborate on their knowledge and understanding of the topic.

### Teaching and learning sequence - Engage
In this lesson students will:
+ explore the meaning of a sudden geological change or extreme weather condition and relate these to the term 'natural disaster'
+ discuss types of natural disasters and any examples of these events in world history
+ commence a word wall of terms related to the topic

### Teaching and learning sequence - Explore
In this lesson students will:
+ explore a range of geological changes and extreme weather conditions (natural disasters)
+ examine the scientific inquiry process to address the learning of the topic
+ be introduced to the assessment for the unit to prepare for their research
+ view the Shelterbox videos related to natural disasters as a stimulus for future lessons

### Teaching and learning sequence - Explore and Explain
In this lesson students will:
+ identify a sudden geological change or extreme weather condition for investigation
+ identify or pose questions that can be investigated scientifically
+ commence an investigation into their chosen topic
+ collect and collate data and information related to the topic
+ explore examples where this natural disaster occurred in history

### Teaching and learning sequence - Explain and Evaluate
In this lesson students will:
+ conclude their investigation into a sudden geological change or extreme weather condition
+ present their ideas, findings and processes in a written report

### Teaching and learning sequence - Elaborate
In this lesson students will:
+ discuss how a natural disaster impacts on the people affected
+ view images of areas affected by disasters and discuss and explain the changes to the community
+ discuss 'needs' and 'wants' of people affected by natural disasters
+ view the 'Young Shelterbox' video where they will discuss the work of the charity

### Teaching and learning sequence - Elaborate
In this lesson students will:
+ work in groups to draft, plan and create an action plan to assist people who have been affected by natural disasters
+ share their action plan with their peers
Title: Geological changes and extreme weather

Learning objectives

+ Explore geological changes and extreme weather conditions and discuss types of changes and conditions
+ Discuss examples of geological changes and weather conditions that affect the Earth’s surface
+ Commence a word wall of terms required in this unit

Links to the Australian Curriculum: Science

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  With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS232) |

General capabilities and Cross-curriculum priorities

This lesson provides opportunities for students to engage with the following General capabilities and Cross-curriculum priorities:
Teaching and learning sequence- Engage

**Introduction**

The teacher introduces the topic of geological changes and extreme weather conditions and explains to students that in this unit they will be investigating a range of natural disasters, including earthquakes, tsunamis, volcanic eruptions, hurricanes and floods, and how these events affect the Earth’s surface.

<table>
<thead>
<tr>
<th>Body</th>
<th>The teacher:</th>
</tr>
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<tbody>
<tr>
<td>✤ shows students the clips on the following website related to natural disasters to prompt discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://news.bbc.co.uk/2/hi/science/nature/4588149.stm">http://news.bbc.co.uk/2/hi/science/nature/4588149.stm</a> (includes factual clips on hurricanes, typhoons and cyclones, earthquakes, volcanoes and tsunamis)</td>
</tr>
<tr>
<td>✤ provides opportunities for students to discuss their understanding of geological events and extreme weather conditions by asking such questions as:</td>
<td></td>
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<tr>
<td>✤ what would be considered a sudden geological event or extreme weather condition?</td>
<td></td>
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<tr>
<td>✤ what geological events or extreme weather conditions occur around the world and where do these occur?</td>
<td></td>
</tr>
<tr>
<td>✤ what geological events or extreme weather conditions occur in Australia?</td>
<td></td>
</tr>
<tr>
<td>✤ how might a geological event or extreme weather condition affect the Earth’s surface?</td>
<td></td>
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</table>

| Students: |
| ✤ in small groups, discuss the questions and explain their understanding of the topic |
| ✤ share their discussions with their peers |

| The teacher: |
| ✤ reviews and discusses student responses |
| ✤ commences a word wall of words that will be used throughout the unit |
| ✤ will continue to add to this word wall once students commence their own investigation into these events and conditions |

<table>
<thead>
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<th>Conclusion</th>
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<tbody>
<tr>
<td>✤ in groups, define, in student-friendly language, words for the word wall, including flood, earthquake, tsunami, volcanic eruption, drought, geology, weather, Earth’s surface, erosion, vibration, subsidence, loss of vegetation, destruction, homelessness, lack of water and sanitation, disease and illness.</td>
<td></td>
</tr>
<tr>
<td>✤ display the definitions for future reference</td>
<td></td>
</tr>
<tr>
<td>✤ discuss and explain the definitions of the words to other class members</td>
<td></td>
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Lesson Plan

**Title:** Exploring geological changes and weather conditions for scientific investigation

**Learning objectives**
- Explore a range of geological changes and weather conditions
- Examine the scientific inquiry process to address the learning of the topic
- Examine the assessment for the unit to prepare for investigation

**Links to the Australian Curriculum: Science**

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*The Australian Curriculum, Assessment and Reporting Authority, The Australian Curriculum v3.0 http://www.australiancurriculum.edu.au/Science/Curriculum/F-10*

**General capabilities and Cross-curriculum priorities**

This lesson provides opportunities for students to engage with the following General capabilities and Cross-curriculum priorities:
Teaching and learning sequence - Explore phase

Introduction

The teacher:
✚ reviews the word wall from the previous lesson and provides opportunities for students to discuss and clarify any terms related to the unit

Body

The teacher:
✚ explains and discusses a range of geological events and extreme weather conditions through showing students the natural disasters described on the website 'Young Shelterbox' at http://www.youngshelterbox.org/ (It is recommended not to show the information on conflicts as this unit focuses on natural disasters)

The teacher:
✚ explains to students that they will be commencing an investigation into one geological event or extreme weather condition which will inform a report for assessment purposes
✚ outlines the assessment task for the unit:
Students create a report to explain a geological event or extreme weather condition and its effect on the Earth’s surface. They explore ways that scientific understanding assists in minimising the impact of these events and conditions on the environment and on people’s lives. They outline how scientific knowledge is used in decision-making, including how and where people live.

The teacher:
✚ explains that students will have several lessons in which to complete this task
✚ outlines the process of the scientific inquiry

Through the scientific inquiry students will:
✚ pose questions with guidance, to inform a scientific inquiry into one geological event or extreme weather condition
✚ predict and describe the effect of environmental changes on the Earth’s surface
✚ use evidence to develop explanations of events and phenomena
✚ explain how scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples’ lives
✚ explain how scientific knowledge is used to inform personal and community decisions
✚ construct and use a range of representations to represent and describe patterns or relationships
✚ communicate ideas, explanations and findings about their chosen topic in a research report
✚ (The teacher may display the process of the scientific inquiry for student reference throughout the unit)

Conclusion

The teacher:
✚ reviews students’ understanding of the task and the inquiry process

NB: Teacher reference material related to scientific inquiry is found at the end of this unit in the Additional Resources section.
Title: Conducting a scientific investigation

Learning objectives
✚ Identify a geological event or extreme weather condition for investigation
✚ Pose questions that can be investigated scientifically
✚ Commence an investigation into the cause of an event or condition and the effects of this on the Earth’s surface

Links to the Australian Curriculum: Science

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http://www.australiancurriculum.edu.au/Science/Curriculum/F-10

General capabilities and Cross-curriculum priorities

This lesson provides opportunities for students to engage with the following General capabilities and Cross-curriculum priorities:

趣味
Teaching and learning sequence - Explore and explain

Introduction

The teacher:
+ reviews the inquiry process from the previous lesson and provides opportunities for students to discuss and clarify any questions or concerns

Body

Students:
+ decide upon a geological event or extreme weather condition for investigation
+ pose questions to inform a scientific inquiry
+ predict the effect of the chosen geological event or extreme weather condition on the Earth’s surface
+ record their initial ideas and information in a science journal

The teacher:
+ reviews the students’ science journals to provide feedback on the questions and predictions

Students commence their research into the topic, ensuring that they address the following key components of the topic:
+ the cause of the geological event or weather condition
+ where this event or condition occurs in the world
+ the reason it occurs in this/these places
+ the effect of the event or condition on the Earth’s surface
+ the effect on the people and communities involved
+ the discoveries and inventions that have been made or developed to minimise the impact of this event or condition
+ how scientific knowledge of this event or condition has informed personal and community decisions in areas of the world that they occur

NB: Teachers may choose to display these components of the topic to assist students in their research task.

The teacher:
+ provides opportunities for students to access resources related to the topic, including the following websites

http://www.esa.int/esaKIDSen/Naturaldisasters.html
http://library.thinkquest.org/16132/frames.html
http://environment.nationalgeographic.com/environment/natural-disasters/
http://www.ready.gov/natural-disasters
http://earthquake.usgs.gov/learn/kids/
http://environment.nationalgeographic.com/environment/natural-disasters/?source=NavEnvND

Conclusion

The teacher:
+ discusses the progress of students’ research with individual students as they work independently
+ supports student to address the research task
Title: Presenting information and findings

Learning objectives
✚ Continue the investigation into a geological change or extreme weather condition
✚ Collect and collate data and information related to the topic
✚ Explore examples where this sudden geological change or extreme weather condition occurred in history

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General capabilities and Cross-curriculum priorities

This lesson provides opportunities for students to engage with the following General capabilities and Cross-curriculum priorities:
**Teaching and learning sequence - Explain and Evaluate phase**

NB: This lesson may be undertaken over a series of lessons and leads towards the assessment for this unit. Teachers make decisions regarding the time required to undertake the assessment.

| Introduction | **The teacher:**  
| | ✚ explains to students that they need to continue with and conclude their investigation into their chosen topic  
| Students: | ✚ review the information collected from the previous lesson  
| | ✚ plan for the next stage in the investigation  

| Body | Students conclude their investigation, ensuring that they have followed the process of the inquiry and have addressed the key components of the task (outlined in Lesson 3)  
| Students: | ✚ develop a written research report based upon the information and findings of the investigation into a chosen geological event or weather conditions  

| Conclusion | Students:  
| | ✚ share their reports with their peers and teacher  

**Idea for assessment**

| Purpose | The purpose of this assessment is for students to research, and collect data and information to develop a report. Teachers gather evidence about a student’s knowledge and understanding and demonstration of skills related to the Australian Curriculum: Science.  
| Description | Students create a report to explain a geological event or extreme weather condition and its effect on the Earth’s surface. They explore ways that scientific understanding assists in minimising the impact of these events and conditions on the environment and on people’s lives. They outline how scientific knowledge is used in decision-making, including how and where people live.  

**Year 6 Achievement Standard**

By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth’s surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures.

Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.
Lesson Plan 5

Title: How can we help?

Learning objectives
+ Discuss how a geological event or extreme weather condition impacts on the people affected
+ View images and videos of areas affected by geological events and weather conditions and discuss and explain the changes to the community

Links to the Australian Curriculum: Science

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General capabilities and Cross-curriculum priorities

This lesson provides opportunities for students to engage with the following General capabilities:
**Teaching and learning sequence - Elaborate**

**Introduction**

*The teacher:*

explains to students that they will be building upon their understanding of how people's lives are affected by geological events and extreme weather conditions by exploring what people need following such an event or condition.

**Body**

*The teacher:*

✚✚ asks students to consider and list the things people would 'need' in order to live day-to-day

✚✚ asks students to consider and list the things people might 'want' following an event or weather condition

*Students:*

✚✚ in groups, discuss their lists and explain their reasoning behind their choices of 'needs' and 'wants'

✚✚ view a range of images showing what may happen to a community following a natural disaster.

✚✚ After viewing the still images, reconsider their list and add or omit to their items

Suitable images can be found at:


Images of floods


Images of earthquakes


Images of tsunamis


Images of volcanic eruptions

http://rijuroy009.webs.com/photos/VOLCANIC-ERUPTIONS/volcanic-eruption.jpg

Images of hurricanes

http://www.elcivics.com/images/hurricane-katrina-emergency.jpg
http://cdn.ph.upi.com/collection/pv/upi/2780/9817fd466ad7f887539e6a1fd733a9/20-Striking-Natural-Disasters_1_1.jpg

*The teacher:*

✚✚ explains to students that they will watch a video from the organisation 'Shelterbox' which describes how the disaster relief charity assists people who are affected by natural disasters. This clip is from 'Young Shelterbox' which is designed for children.

http://www.youtube.com/watch?v=PxLYXT3Glko

**Conclusion**

*Students:*

✚✚ discuss the video and compare their choices of necessities with what was included in the shelterbox.
Title: Action planning

Learning objectives
✚ Explore ways to assist people after a natural disaster
✚ Work with others to discuss and examine strategies to provide necessities to families in need
✚ Plan, draft and create an action plan to assist in helping people affected by natural disasters around the world

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General capabilities and Cross-curriculum priorities

This lesson provides opportunities for students to engage with the following General capabilities:
Teaching and learning sequence — Elaborate

Introduction

The teacher:
+ reviews the discussions from the previous lesson and explains to students that in this lesson they will be developing an action plan to assist people affected by natural disasters
+ explains to students that the focus of the action plan is to assist families, and particularly children, following a disaster

Body

The teacher:
+ explains to students that taking action can take a range of forms, including:
  + donating goods and services
  + working with a charity or organisation with an already-agreed action plan
  + fundraising to donate money to a cause
  + raising awareness about a cause to gain community support

Students:
+ form small groups to discuss their ideas about taking action for families requiring assistance following a natural disaster
+ create an action plan using the following framework:
  + What actions will you take?
  + Who will be involved in these actions?
  + When will you do this?
  + How long will it take?
  + What do you need to help you take action (resources, money etc)?
  + Who will you tell about this action and why?

The teacher:
+ makes decisions about the validity and possibility of the actions proposed
+ supports students in taking action

Conclusion

Students:
+ explain their action plans to class members and other members of the school and outside community, as required
+ carry out their action plans if possible within the school context
Additional teacher resources for the unit:

NB: Many videos include images that may not be appropriate for this age group of students. Teachers are encouraged to view any images or videos that may be used as a part of the teaching and learning sequence of this unit.

The following resources may assist teachers to provide further information to students about sudden geological events and extreme weather conditions. A brief description is provided to assist teachers in the selection of resources.

http://www.scootle.edu.au/ec/viewing/R11127/index.html (Scootle resource about tsunamis)

The following resources support teachers in the teaching and learning sequence of this unit, including information related to a scientific inquiry. A brief description is provided to assist teachers in the selection of resources.

http://www.exploratorium.edu/IFI/resources/workshops/promoting.html (Information about student inquiry in Science)