

**LEARNING OBJECTIVES**

To look at storytelling techniques; to understand the effects of severe weather conditions.

**CURRICULUM LINKS**

Geography KS1: 3a, 4b; KS2: 3a, 3d, 6e.  
QCA Geography: Unit 24 – Passport to the world.

# Disaster story

## What you need

Safe, open space.

## What to do

- Ask the children to think of different weather conditions and invite them to share their examples with the rest of the group.
- Explain that some countries suffer from severe weather conditions, for example, the Caribbean and the East Coast of America suffer from high winds known as hurricanes, and parts of Asia have earthquakes.
- Ask the children if they have heard of these severe weather conditions. Can they give examples, explain what a hurricane or an earthquake is, or describe the effects these weather conditions can have?
- Group the children in fours or fives, and allocate a leader to each group.
- Explain that you would like them to deliver a news bulletin from a destination in the world that has just suffered a severe weather disaster.
- The bulletin must include a studio-based news reader, a reporter on location, a family that has been affected by the disaster, and an expert who can talk about the severe weather condition and of what to expect next.
- The bulletin should start with the news reader in the studio, introducing the story. Then, it moves to a reporter interviewing witnesses at the scene of the disaster, and ends with the expert being interviewed back in the studio.
- Encourage the children to think about the different ways they could tell the disaster story.
- Give the children ten minutes of preparation time.
- Walk around the room, making sure that each group understands the task.
- When each group has finished, invite them to perform their bulletins one at a time.
- At the end of each bulletin, invite constructive criticism from the rest of the group.



## Differentiation

Encourage more able children to demonstrate more emotion in their work. They should show how this disaster has affected the family concerned. Allow less able children to focus on the format of the bulletin and watch them carefully when it comes to rehearsal. Do not allow them to become side tracked and encourage the children to stick to the brief set. Allow more rehearsal time if necessary.