



## Grade 4 EAL: The Impact of Natural Disasters in a Community

(Submitted by Dayana Morera de la Nuez, 2017, while serving as Teacher at International School of Havana, Cuba)

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Sustainability Compass</li> <li>• Pyramid Lite (VISIS)</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Generating Questions</li> <li>• Synthesizing Thinking</li> <li>• Guiding Discussion</li> <li>• Making Connections and Evaluating</li> </ul> <p><b>Overview:</b></p> <p>The students were motivated while using these tools since they did not expect to establish so many connections on how much impact natural disasters may bring to a community or country. They also expanded their world knowledge, vocabulary and language structures.</p>
<b>Context of lesson/case study:</b>	Grade 4 English as an additional Language ( lessons on the impact of natural disasters in a community)
<b>Participants (# and description):</b>	It was a group of 10 year old students in Grade 4 (5 students total)
<b>Topic, Theme, or Key Understanding of unit/project:</b>	The purpose of the unit is to teach the students the vocabulary related to natural disasters as well as to explain the safety measures they can follow to protect themselves and their properties.
<b>Length of unit/project:</b>	2 weeks
<b>Resources/materials &amp; setting required:</b>	Textbooks, internet research, documentaries, lava song, board, poster papers
<p><b>Lesson Plan/Description of the Project:</b></p> <ul style="list-style-type: none"> <li>• The students were introduced to the main topic ( natural disasters) by a power point presentation related to hurricanes. What they are. How strong they are, the different prone areas to elicit vocabulary.</li> <li>• Students were given a poster paper with the compass tool drawn on it. They were asked to complete using their current knowledge the different impacts that a place may have from (economical, well-being, society and nature) perspectives.</li> <li>• To support the students' understanding of the phenomenon they watched the documentary: planet earth. ( hurricanes)</li> <li>• The students brainstormed in teams and were able to come up with different impacts. ( new words were added up to their weekly spelling list.)</li> <li>• Then, students were asked if the impacts they found in the different parts of the compass were related to each other. As result they concluded that most of them were related. ( finding leverage point)</li> <li>• After learning about hurricanes, we moved on to other types of natural disasters that may happen around the world.</li> <li>• Students watched the song/ video lava and played a game using the Quesdiscussion technique (They were paired up and needed to ask and try to answer questions, but only using questions related to the video. All good questions were written on the board. (This way students practiced question structures).</li> </ul>	





- Research time: using the different questions elicited from the Quescussion technique I created a pyramid lite with (from the bottom to the top) the following questions: what is your natural disaster?/ why does it happen?/what do people feel?/ how can we protect ourselves?
- Students were assigned different natural disasters to research about. ( tornado, volcanic eruption, snowstorm, swirls.) They needed to investigate the questions which were on the pyramid lite.
- They were given textbooks ( with different levels on vocabulary complexity considering the students' language acquisition )
- They also researched on internet to find pictures and to complete their information.
- After finding the information they were asked to create power point presentations, so they could share their information with the rest of the class.
- At the end of the presentation the audience asked the presenter questions to clarify the information and provided constructive feedback as well as tips to improve the presentation.

## Reflection

### Plusses (Things that went well):

- The students felt very motivated when using these techniques.
- They are now learning how to think in systems.

### Challenges (Things I would change):

I would try to use other techniques learned in the workshop. I will also modify more the instructions to make them simpler for the students who need it.

### Suggestions for other practitioners and educators:

I would maybe produce more support material for the research part of the project to support the part they found difficult.

### Evidence and Resources:





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