



Weathering the Storm in Ersama

Activity – I: Pre-Reading

SKILL AREA: LISTENING

Learning Outcomes: The students will be able to
listen to a piece of news for understanding.

Time Required: 20 minutes

Procedure:

1. The teacher reads out the following news item.
2. The students fill the information in blanks while listening.
3. The teacher reads out the passage again.
4. The students may do peer assessment.

Assessment Criteria:

Correct response

News Item

A strong cyclone hit the coastal area of Orissa last night causing damage to life and property. The cyclone was caused by a low pressure area over the Bay of Bengal. Winds blew at a speed of 350 km/hr, uprooting trees and destroying buildings. Over one thousand people are reported to have been killed, while more than two thousand people are still missing. Farmers have suffered the most, losing their crops and coconut trees. Relief operations are being undertaken by the Indian army. Emergency medical facilities are being provided to the injured. The Prime Minister has announced a relief package of ₹ 200 crores from the Prime Minister's Relief Fund.

Details of the cyclone	Damage	Relief and Rescue
<ul style="list-style-type: none"> Area hit _____ Caused by _____ Speed of wind _____ 	<ul style="list-style-type: none"> _____ killed _____ missing _____ uprooted _____ destroyed _____ and _____ lost 	<ul style="list-style-type: none"> Relief operations by _____ Emergency _____ being provided Relief package of _____ from P M's Relief Fund



MOMENTS

FORMATIVE ASSESSMENT

Answers:

Details of the cyclone

Area hit : Coastal Orissa

Caused by : a low pressure area over The Bay of Bengal

Speed by Wind : 350 km/ hr

Damage Caused

- ☞ over 1000 people killed
- ☞ over 2000 people missing
- ☞ trees uprooted
- ☞ buildings destroyed
- ☞ crops and coconut trees lost.

Relief and Rescue

- ☞ relief operations by the Indian army
- ☞ Emergency medical facilities being provided
- ☞ Relief package of ₹ 200 crores from PM's Relief Fund.

Activity – II: While-Reading

SKILL AREA: SPEAKING AND WRITING

Learning Outcomes: The students will be able to

- prepare a report/ description and read it in front of the class.
- speak fluently and confidently.

Task: Students prepare a written piece in the form of a report/description on the basis of the episode of the text assigned to them and present the same to the class.

Time Required: One period

Procedure:

1. The class is divided into groups comprising of four or five.
2. The teacher distributes the flash cards to each group. Each flash card contains one episode along with hints/clues for the development of a report. Episodes of events are based on the text in the following manner.



FLASH CARDS

Groups - 1 and 5

Episode:

The Cyclone and its after - effects

Hints:- On 27th October 1999 cyclone of 350km/h hit the coastal area of Orissa - Heavy continuous rain and speeding waves of the surging ocean for 36 hours - brought down houses and trees - killed hundreds and affected millions - Prashant away from his family. Thrived on coconut water and pulp.

Groups 2 and 6

Episode:

Prashant's return to his village

Hints:- Met his uncle's friends - swam through the waters by pushing away the dead bodies - reached Kalikuda, his village - searched for his family at Red Cross shelter - fortunate to find all of them - they were weak but alive.

Groups 3 and 7

Episode:

The Red Cross Shelter

Hints:- Decided to move forward - arranged for improving life at the shelter - formed a group - arranged food from the local merchant and provided other basic amenities - on the fifth day a military helicopter threw packets of food and blankets.

Groups 4 and 8

Episode:

Prashant's help in rehabilitation

Encouraged women to participate in the 'work for food' programme - organized social events like cricket matches - helped the childless parents and orphaned children to join and set up new foster families - did not let anyone suffer - forgot his wounds while helping others.

3. The groups discuss the episode assigned to them and prepare a report/description using the given hints (10 minutes).
4. The teacher monitors the activity.
5. The group leader presents the report in front of the class on behalf of their group (3 - 5 minutes for each group).



MOMENTS

FORMATIVE ASSESSMENT

Assessment Criteria:

- Relevant content
- Accurate and coherent language
- Effective presentation

Feedback:

- The teacher guides students on how to speak with proper pause, stress and intonation.
- The teacher suggests to the students that they note down the logical sequence and unfamiliar words while listening.
- The teacher instructs them to focus on stress/pause and intonation of the speaker while listening.

Activity – III: Post-Reading

SKILL AREA: WRITING

- Learning Outcomes:** The students will be able to
- read the summary of the lesson and answer questions.
 - read for understanding.
 - write fluently and accurately.

Task: Students read the given summary of the lesson and answer the questions in 100 - 150 words each.

Time Required: One period

Procedure:

1. The teacher divides the class into groups and distributes the flash cards with the summary of the lesson, along with the question to each group. The summary is as follows:

Summary

Prashant visited his friend's house in Ersama on 27th October 1999. It is a small town of coastal Orissa. In the evening a dark and dangerous storm quickly gathered. Winds beat against the houses with the speed of 350km/h. Heavy and continuous rain filled the darkness. The trees were uprooted and crashed to the earth. People and houses were washed away. The destruction continued for 36 hours. Two days later the rain stopped and the water slowly began to recede. Prashant was worried about his village and his family. It was dangerous to move but he decided to go back to his village. He took a long stick and



started his eighteen kilometer long journey. He faced many difficulties on his way to his village. He found everything submerged in water. On the way he found two friends of his uncle. They were also returning. He had to push away the human and animal dead bodies to move ahead. He went to the Red - Cross shelter and was relieved to find that all his family members had survived.

There were over two thousand people crowded in the shelter. He took the lead and organized a group of youth and elders. They requested the local merchants to part with rice. They succeeded and managed food for the people in the shelter. They cleaned their surroundings and provided medical aid. They gathered empty utensils from the shelter. They deputed the children to lie in the sand with these utensils on their stomach to communicate to the passing helicopters that they needed food. Finally they got food. Prashant found that a large number of children had been orphaned. He brought them together and put a separate shelter for them and women were requested to look after them. Prashant persuaded the women to work in the food-for-work programme, organized by an NGO. He organized sport events for the children to divert their attention.

They created foster families for widows and orphans.

Six months after the super cyclone, Prashant's wounded spirit had healed simply because he had no time to bother about his own pain.

Groups 1 and 5

Q - What havoc did the super cyclone wreak on the life of the people of Orissa?

Groups 2 and 6

Q - How was Prashant, a teenager, able to help the people of his village?

Groups 3 and 7

Q - How did the people of the community help one another? What role did the women of Kolikeeda play during these days?

Groups 4 and 8

Q - What are the leadership qualities that you see in Prashant? How can the student community serve society during times of natural disasters?

- The students write the answers and submit them for evaluation.



MOMENTS

FORMATIVE ASSESSMENT

Assessment Criteria:

- Relevant content
- Expansion of the content
- Fluency and accuracy of expression

Feedback:

- The teacher discusses some common errors made by the students.
- Some answers could be shared with the class.

Activity – IV: Post-Reading

SKILL AREA: SUMMARIZING / WRITING

Learning Outcomes: The students will be able to

- write fluently and accurately.
- understand the central theme.

Task: Summarize the whole story in 150 - 200 words.

Time Required: One period

Procedure:

1. The teacher explains the task.
2. The students discuss the main points or outlines of the story in groups of 8-10.
3. They further elaborate the story in about 150-200 words.
4. They verify that they are not missing out on the necessary details.
5. They redraft the summary after checking the language errors.
6. The group leader presents the summary to the class.
7. Each student submits his/her individual work the next day.

Assessment Criteria:

- Content
- Fluency and accuracy of expression



Feedback:

The teacher may use her model writing for initiating the discussion.
Must ensure that each individual is participating.

Activity – V: Post-Reading

SKILL AREA: CREATIVE SKILLS

Learning Outcomes: The students will be able to

develop sensitivity for the suffering caused by natural disasters.
familiarise themselves with language used in newspapers etc. to describe events.

Task: Make a collage collecting information about recent cyclone hit in any place of the world.

Time Required: One period

Procedure:

1. The teacher explains the task and divides the class in groups of four or five.
2. The students do the project.
3. They are encouraged to provide visual support.
4. The map of the cyclone hit location may also be attached.
5. They observe and decide the language used in the news report.
6. The group leaders present their work to the class.

Assessment Criteria:

Relevance of information
Artistic layout
Presentation skills

Feedback:

The teacher ensures the participation of each member of the group.
The teacher elaborates on the kind of language used and the style used in newspaper reports.