



A House is not a Home

Activity – I: Pre-Reading

SKILL AREA: THINKING/SPEAKING

Learning Outcomes: The students will be able to

- understand the term 'disaster'.
- distinguish between natural and human caused disasters.

Task: Oral Presentation

Time Require: One period

Procedure:

1. The teacher divide the class into groups of four or five.
2. Each group is given a copy of the worksheet.
3. They discuss the pictures in their group for 5-7 minutes.
4. The students brainstorm about the different kinds of disasters that may take place.
5. They discuss the ways of dealing with such disasters and methods of disaster-preparedness.
6. They list the physical, emotional and economic impact of these disasters.
7. Each group makes a 2-3 minute presentation on human-made and natural disasters and the effects of disasters.
8. They suggest methods of disaster preparedness.

WORKSHEET

Look at the pictures showing different kinds of disasters or calamities that may occur.

Identify the natural and man-made calamities.





This activity need not be graded.

Activity – II: While-Reading

SKILL AREA: DESIGNING/CREATIVITY

Learning Outcomes: The students will be able to
 think about ways of dealing with disaster.
 design a poster.

Time Required: One period

Procedure:

1. The teacher divides the class in groups.
2. Each group is given a copy of the worksheet.
3. They discuss the pictures in their groups for 5-7 minutes.
4. They brainstorm about the ways of dealing with a fire accident.
5. They study the essential format of the poster.
6. Working in groups the students design a poster to be put up in the school informing students what they should do in case a fire breaks out.

Assessment Criteria:

Relevance of content
 Innovative ideas



MOMENTS

FORMATIVE ASSESSMENT

Appropriate visual

Effectiveness of the slogan

Overall impact

Feedback:

The teacher discusses the various safety measures to be used during floods.

WORKSHEET

Look at the following poster listing precautions in case of an earthquake.

Slogan ←

BE PREPARED **REMAIN SAFE**

EARTHQUAKE SAFETY

During an earthquake

Visual ←


Instruction ←

Issued by ←

Immediately seek refuge under a safe location such as beneath a table or desk.

BE PREPARED **REMAIN SAFE**

Earthquake Vulnerability Reduction Programme
Government of India



Activity – III: Post-Reading

SKILL AREA: READING/WRITING

Learning Outcomes: The students will be able to comprehend the text.

**Procedure:**

1. The students are asked to read the lesson silently.
2. The worksheet is distributed to the students and they are asked to solve it individually.

Assessment Criteria:

Correct answer

Feedback:

Where necessary, the students could be advised to revisit the lesson.

WORKSHEET

Choose the correct option:

1. What did the narrator feel as he joined a new High School?
 - a) upset
 - b) lonely
 - c) happy
 - d) awkward
2. The cat showed it loved the narrator by _____.
 - a) purring loudly
 - b) swatting his pen
 - c) always lying on top of his papers
 - d) always staying close to him
3. What does the narrator mean when he says, "There was no time to grieve"?
 - a) He had to reach school on time.
 - b) His mother was in a hurry to leave.
 - c) They needed to spend time on getting resettled.
 - d) The narrator had to look for his cat.



MOMENTS

FORMATIVE ASSESSMENT

4. Why did the narrator keep returning to the burnt house at first?
 - a) to help clear the debris.
 - b) to look for his cat.
 - c) to look for his books and backpack.
 - d) to show it to his friends.
5. Why did the narrator go to see his house as it was being rebuilt?
 - a) to plan his bedroom.
 - b) to show the house to his friends.
 - c) to keep an eye on the builders.
 - d) hoped his cat would have returned to the house.

Answers:

1. lonely
2. always staying close to him
3. They needed to spend time on getting resettled
4. to look for his cat
5. to plan his bedroom

Activity – IV: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

- express themselves through a diary entry.
- write fluently and accurately.

Task: Diary Writing

Time Required: One period

Procedure:

1. The teacher instructs the students to write a diary entry describing the following situation.



The day he gets his cat back, Zan is delighted. In the evening he sits down to write his diary. Working in groups, complete his diary.

Begin with.....

Today my Tabby is back and so am I. She is sitting in her usual place-on top of my papers as I write this. In these last few months, we have

- The teacher asks some students to read out their entries.

Assessment Criteria:

Richness of content

Effectiveness of presentation

Originality

Feedback:

Students could be encouraged to comment on the diary entries written by their peers.

Teacher could give feedback on the diary entries with comments on content and language.

Activity – V: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

collect information about firefighting.

enhance their understanding of the ways to fight with natural disasters.

Task: Group Work - PPT

Visit a Fire Station and enquire about the people working there and the nature of their work.

Time Required: One day

Procedure:

- The teacher divides the class into groups of four or five.
- Decides on the fire station that students would visit.
 - In their groups, the students collect information from different people.



MOMENTS

FORMATIVE ASSESSMENT

(b) Later they arrange the information collected and write their report.

(c) They edit their presentation and present it to the class.

(d) Each student is asked about the contribution he /she has made.

Assessment Criteria:

Information collection

Team work

Report

Presentation

Feedback:

The teacher ensures that each student is polite and courteous in his/her interaction with the public.