



Grades 4 – 6 : Emergency Relief

// 180 – 195 MINUTES

How to Help in an Emergency

Considering the most vulnerable members in society when responding to emergency crises

LEARNING OBJECTIVES

Students will explore how emergency situations caused by environmental disasters affect different members of the world community and learn how to advocate for responses that put the most vulnerable populations first.

GUIDING QUESTION

How can we ensure that the needs and voices of the poorest and most vulnerable people in the world are taken into consideration following emergencies caused by an environmental disaster?

CURRICULUM EXPECTATIONS

Social Studies 4, 5, 6

English Language Arts 4, 5, 6

Science 4, 5, 6

Information and Communication Technology 4, 5, 6

TEACHING STRATEGIES

COGNITIVE

Reading, paraphrasing, analysis, evaluation
Venn Diagram, Frayer Organizer

METACOGNITIVE

COLLABORATIVE LEARNING

THINK-PAIR-SHARE
Graffiti exercise

EXPERIENTIAL LEARNING

Opportunities to engage with actions on individual/
whole class basis

Appendix includes Summative Assessment, Cross-Curricular Connections, Resources, Prayers, and Handouts.



PREPARATION

This unit can be spread over four days with a 45 minute block each day.

READINGS AND VIDEOS

- Development and Peace. Emergencies: Philippines. <https://www.devp.org/en/emergencies/philippines>
Review all materials at the website, especially The Situation and Multimedia.
- Development and Peace. International Programs: Emergencies. <https://www.devp.org/en/international>
Go through the drop-down menu of emergencies to learn about other emergency situations and the response.
- CTV News. (2011, May 15). Wildfires Engulf Slave Lake. [Video File].
Retrieved from: <https://www.youtube.com/watch?v=qXOJagxs28w>
- Development and Peace. (2014, November 17). Typhoon Haiyan: One Year Later. [Video File].
Retrieved from: <https://www.youtube.com/watch?v=g3gsuLRWr24&list=PLkjEuWjjCVnFZQVRACBgHqvk-wPvgjWm>

HANDOUTS (SEE APPENDIX)

- Philippines: Overview and Super Typhoon Haiyan
- Restoring livelihoods swept away by Typhoon Haiyan
- Development and Peace emergency response to Typhoon Haiyan in the first year

MATERIALS

- Handouts Venn Diagram – one copy per student (see Appendix)
- Frayer Organizer – one copy per group (see Appendix)
- Access to presentation technology (SMART or other)
- Chart paper
- Chart paper/ Board with a visual of a Venn Diagram similar to the Handout (see Appendix)
- Markers
- Pens
- Stickers (anything that will encourage students to draw in the graffiti exercise)
- Candle
- Matches
- Video
 - » London, Laurie. (2010, May 30). He's Got the Whole World in His Hands. [Video File].
Retrieved from: <https://www.youtube.com/watch?v=12CmOw5MY0E>

BACKGROUND

One of the principles of Catholic Social Teaching (CST) is the *Preferential Option for the Poor*.

This teaching calls us to ensure that every person's needs are met and that the needs of those who are vulnerable, poor, sick, hurt, or in conflict, must come first. This principle can guide us in responding to emergency situations or other social problems whether these occur in Canada or elsewhere.

This lesson helps students compare the impacts of environmental disasters in Canada and in the Philippines, and to reflect on who the most vulnerable in the world would be in these kinds of emergency situations.

Once the students have learned about, compared and contrasted the different contexts, they will then share and consolidate their learning by preparing a presentation on an emergency situation.

Students will develop their communication skills by trying to persuade an audience that caring about and responding to those most vulnerable (regardless of how far away they live from us) is a central part of the Catholic faith. In this exercise they will use a variety of arguments which can include Catholic Social Teaching and personal values.

The teacher should emphasize that all people deserve and should receive aid in an emergency situation, and remind students that it is part of our faith is to help everyone - even those who live far away from us whom we do not know - and especially those who are the most vulnerable.

KEY VOCABULARY

Preferential Option for the Poor
Solidarity
Livelihood
Living in poverty
Vulnerable
Typhoon
Development
Global South

PRINCIPLES OF CATHOLIC SOCIAL TEACHING www.devp.org/cst

Preferential Option for the Poor: We must ensure every person's needs are met. The needs of those who are vulnerable, poor, sick, hurt or in conflict, must come first.

Solidarity: As members of one global family, we are committed to the good of every person and group, and responsible to one another. Even if we are different, we are our sisters' and brothers' keepers, called to love one another.

PART 1 – SEE (COMMONALITIES)

// 45 MINUTES

Communities all over the world encounter different emergency or crisis situations following environmental disasters such as floods, earthquakes, droughts, and typhoons. These emergencies can be smaller-scale, such as a 24-hour power outage, or larger-scale, such as the 2013 typhoon in the Philippines which left 4,000,000 people homeless.

Tell students they will try to consider how it might feel to be subject to an environmental disaster in Canada, and then they will learn about the typhoon that recently hit the Philippines in 2013. They will try to understand the impacts of the typhoon on the affected communities in the Philippines, including children. Finally, they will develop a project to raise funds to support the (ongoing) reconstruction process in the Philippines and elsewhere. Students will learn to appreciate how the CST principle of the preferential option for the poor is important in guiding our responses to global emergency situations.

Introduce the CST Principles *Preferential Option for the Poor* and *Solidarity*, and how they relate to this lesson.

SMALL GROUP WORK: PAIR RALLIES, EMERGENCIES IN CANADA AND THE GLOBAL SOUTH

PAIR RALLY 1 – LOCAL

Break students into pairs. Let them know you'll be asking them to share one of their partner's ideas at the end of the activity, rather than their own. This will encourage active listening during the exercise.

Teacher: *In what kinds of emergency situations might people in our own community find themselves?*

Let them know you're thinking of emergencies caused by environmental disasters such as the recent floods in Calgary, Alberta.

Students will rally ideas of emergency situations in Canada back and forth. For example, Student A says, "Forest fire." Student B, "Power Outage." Student A, "Flood." Student B, "Blizzard."

Ask students to share some of the local emergencies that they brainstormed in their pairs. Label individual chart paper sheets, each with one of these emergency situations and the word "Canada".

PAIR RALLY 2 - GLOBAL

Repeat the exercise, with the active listening reminder, this time asking:

Teacher: *What kinds of emergency situations might people living in Asia, Africa, Latin America or the Middle East find themselves in?*

Explain that these are countries of the Global South that are generally poorer.

Prompt students by asking them to think of natural disasters they might have heard about on the news or in church. In the rally their answers might include: Typhoon, hurricane, landslide, earthquake, tsunami, flooding etc, Use some examples from emergencies on the Development and Peace website:

- The 2004 tsunami in Indonesia: <https://www.youtube.com/watch?v=BGq6a0rIA8Y>
- The 2010 earthquake in Haiti: <http://www.devp.org/en/articles/humanitarian-assistance>
- The 2015 earthquake in Nepal: <https://www.devp.org/en/emergencies/nepal>

Ask students to share some of the international emergency situations that they brainstormed in their pairs. Label individual chart paper sheets, each with one of these emergency situations and the words “Global South”.

WHOLE CLASS VIEWING AND ANALYZING: VIDEOS OF SLAVE LAKE/TYPHOON HAIYAN

1. Show the video on the Slave Lake wildfires:

CTV News. (2011, May 15). Wildfires Engulf Slave Lake. [Video File].

Retrieved from: <https://www.youtube.com/watch?v=qXOJagxs28w>

- After viewing, pause and begin with asking for their thoughts on what they have just seen. What did they notice?
- Then ask more specific questions such as:
 - » What places were affected by the emergency? (In Slave Lake it was the high school, community centre...)
 - » What places were still safe?
 - » How were people being helped?
 - » Where did they go for help?
 - » Was there anyone who couldn't get help or leave? Why not? Where were they?
 - » How would we be affected if we were in this emergency?
 - » What could happen to us?
 - » What happens to people's jobs and ways of earning a living after an emergency?

2. Show the first two minutes of the Development and Peace video on Typhoon Haiyan.

Development and Peace. (2014, November 17). Typhoon Haiyan: One Year Later. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=g3gsuLRWr24&list=PLkjEuWjjCVnFZQRVRACBgHqvk-wPvgjWm>

- After viewing, pause and begin with asking for their thoughts on what they've just seen. What did they notice?
- Then ask more specific questions such as:
 - » Do they remember how many people were affected?
 - » How many were displaced from their homes?
 - » Where did the young woman in the video get help?
 - » What was similar to the first video?
 - » What was different?
 - » How would we be affected if we were in this emergency?
 - » What could happen to us?
 - » What could we do?
 - » Where might we go?
 - » What happens to people's ability to earn a living after an emergency?

WHOLE CLASS GRAFFITI EXERCISE AND DISCUSSION

Invite students to brainstorm the effects of each type of emergency, using the chart papers that were created from the Pair Rallies. Students can circulate throughout the room to the various charts, writing, drawing or otherwise adding their ideas to each sheet.

Regroup to look at the ideas on the sheets.

Distribute the Venn Diagram to all students.

Ask the students what effects are common to all emergency situations.

Ask them to fill in the “Commonalities” section.

Then ask the following questions:

- How did talking about the possible effects of an emergency make you feel? Afraid, angry, brave, confused?
- Would there be others around you who would feel differently? How might your parents feel? Firefighters? Farmers? Seniors?
- Why might this be so?

SMALL GROUP WORK: COMMON FACTORS

Working in small groups, students create a new list of factors common to all the emergencies they have discussed, such as: loss of power, evacuation from home, isolation and lack of communication, relying on neighbours, going to a community centre, fire hall or church for news and shelter.

Remind them that there are some differences between emergencies in Canada and overseas, for instance in the number of people affected.

PRAYER AND REFLECTION

As students are completing their work, play the song *He’s Got the Whole World in His Hands*.

London, Laurie. (2010, May 30). *He’s Got the Whole World in His Hands*. [Video File].

Retrieved from: <https://www.youtube.com/watch?v=12CmOw5MY0E>

Remind students that all emergencies are important, and that all people need to be helped in these situations.

As a class pray together the “Prayer for the Poor and Needy” (see Appendix “Prayer” section).

PART 2 – SEE (DIFFERENCES)

// 45 MINUTES

WHOLE CLASS DISCUSSION

Take a sheet of chart paper and draw a Venn Diagram, labelling one side “Canada” and the other side “Philippines Typhoon Haiyan”.

Review what has been covered in the last session, including some of the similarities between emergencies in Canada and overseas. Fill in the “Commonalities” section of the Venn Diagram.

Now it is time to explore some differences.

Ask students to guess how many people live in the affected area in the Philippines, or in the Philippines itself. How many in Canada? In your province? Write the numbers, which may be guesses, in the correct part of the chart paper.

Let the students know that to answer these questions and others about the differences between emergencies in Canada and in the Philippines, they will need to do research.

SMALL GROUP RESEARCH: EMERGENCIES IN CANADA AND IN THE PHILIPPINES

Divide students into groups of 3-4. Half of the groups will research to answer the questions in section 1. Canada/Slave Lake Wildfire, while the other half works to answer the questions in section 2. Philippines: Typhoon Haiyan.

Please choose the questions you think are appropriate, and display them on the SMART Board. One item can be given to each time, or two or more depending on their ability. Encourage Students to use the Internet and the Philippines poverty data in the "Resources" section in the appendix.

1. CANADA/SLAVE LAKE WILDFIRE

Population

- Population for Canada or region?
- How many people live in Slave Lake/your province?

Living in poverty

- What percentage of your province’s or your country’s population live in poverty?
- At what income level is a family of four considered to be in poverty?
- How many families in your province or country live paycheque to paycheque?
- How would living in poverty affect a family living through an emergency in Canada? (Access to savings, private transportation, food and water storage, generator)

Livelihoods

- What is a livelihood?
- How do most people earn a livelihood in your province/town?
- What proportion of people in your community make a living from selling things they produce?
- How many people get a regular paycheque from an employer?
- Are there any groups who would find it difficult to earn an income after an emergency in Canada? Would anyone go hungry or be homeless for very long? Why or why not?

Social supports and recovery

- Are there community centres, emergency services, hospitals, food banks, churches or other social supports that might help people in an emergency in your province?
- Who are the people who may need more help than others in an emergency in Canada?
- How might income, age, savings, and the local level of social services affect them?
- How long might it take a community of 10,000 in Canada to recover from an emergency?
- What kinds of fundraisers and financial support helped Slave Lake rebuild?

2. PHILIPPINES: TYPHOON HAIYAN

Population

- How many people live in the Philippines?
- How many were affected by Typhoon Haiyan? Left homeless?

Living in poverty

- What percentage of the Philippines' population live in poverty? What is the poverty figure? (\$1.90 per day)
- How might living in poverty affect someone during an emergency in the Philippines?

Livelihoods

- What is a livelihood?
- How do most people earn their livelihood in the parts of the Philippines affected by Typhoon Haiyan?
- What problems might a person who has no savings and earns their living day to day have earning their livelihood after an emergency?

Social supports and recovery

- What might some of the challenges be to recovering from an emergency in an area where there are millions of homeless people? What might some of the challenges be?
- What kinds of assistance did communities get?
- Are there community centres in the affected areas; food banks; social assistance from government for those living in poverty; firefighters; emergency services; churches?

PART 3 – JUDGE

// 45 MINUTES

WHOLE CLASS DISCUSSION AND ANALYSIS: CANADA AND THE PHILIPPINES

Have students share the answers they found to the questions assigned in the previous activity. Group questions by theme, as below, to provide a comparison between the two contexts. Emphasize that both regions are important and both situations require our compassion.

You can use the drawn Venn Diagram to record some of the answers.

Population

- How many people live in Slave Lake/your province?
- How many people live in the Philippines?
- How many people were affected in the Slave Lake wildfire? Lost their homes?
- How many people were affected in Typhoon Haiyan? Lost their homes?
- Can you think of an emergency in Canada where 4 million people were displaced from their homes?
- If that happened what might it look like? Who would help them?

Living in poverty

- Were you able to find out what percentage of your province's or your country's population live in poverty? Could you find out what the poverty figure is for a family of four?
- What percentage of the Philippines' population live in poverty? What is the poverty figure? (\$1.90 US per day)
- How might living in poverty affect someone living through an emergency in Canada?
- How might living in poverty affect someone living through an emergency in the Philippines?
- What differences might there be between most people affected in Canada and most people affected in the Philippines? (level of poverty, access to cars, access to savings)

Livelihoods

- What is a livelihood?
- What proportion of people in Alberta or Canada make a living from selling things they or others produce? What kinds of things?
- What proportion of people in the Philippines make a living from selling things they or others produce? What kinds of things?
- How do most people earn a livelihood in your province/town?
- How do most people earn their livelihood in the Philippines, in the areas affected by Typhoon Haiyan?

Social Supports and Recovery

- How long might it take a region to recover where there are millions left homeless?
- How long might it take a region to recover when there are 10,000 who are left homeless?
- What kind of assistance did Slave Lake get to rebuild after an emergency?
- How long did it take?
- What kind of assistance do you think communities in the Philippines need to rebuild after an emergency?
- Do you think there is the same level of assistance in the Philippines as in Canada?
- What problems might a person who has no savings and earns their living day to day have earning their livelihood after an emergency? What about Mr. Roble who fishes for a living in the Philippines?
- What about a similar person in Canada? Are there more social supports?

Regroup as a class to review what the students have noticed.

Teacher: *Which groups of people in our global community would need greater assistance in times of crisis? Would we define them as more vulnerable?*

CRITICAL THINKING

Ask pairs of students to use a Frayer Model (see Appendix) to show their understanding of the new terms they have been learning regarding an overseas emergency such as Typhoon Haiyan, such as *Solidarity, Preferential Option for the Poor, Emergency*.

Use this time as an opportunity to check comprehension, offering support and guidance as required.

PRAVERS AND PRAYER ACTIONS

Challenge early finishers to create prayers (written, Google Slides) or to develop a prayer action (song, chant, movement piece) to share later.

These prayer and prayer actions should center around the vulnerable and those living in poverty and how they are affected in emergencies.

PART 4 – ACT

// 45 – 60 MINUTES

PRAYER

Remind the students of the work they have done learning about the world community and its needs in times of crisis. Disciples of Jesus are called to love and care for everyone at all times, including those whom we may not know.

Ask students to share some of the prayers and prayer actions they prepared in Part 3. Follow with a group prayer on Emergency Relief (see Appendix “Prayers” section).

COMMUNICATION PROJECT

1. Students will create a presentation to persuade other students to give preferential treatment to a vulnerable group in their time of need. This could be those affected by Typhoon Haiyan, or others in a country in the Global South affected by an emergency.
2. Remind students that an effective presentation has:
 - A compelling, hopeful and respectful graphic with a clear project name
 - A thoughtful, concise introduction to the vulnerable group being presented:
 - » Who are they?
 - » What are their circumstances – what happened and how did it affect them?
 - » What assistance do they need: Food? Tents for shelter? Clean water? Emergency hygiene kits? (See Handouts in Appendix)
 - A clear description of the action they want from their supporters:
 - » As well as giving money, supporters can organize activities to raise money. These could include car washes, dances, bake sales ... encourage students to suggest ideas.
 - A target for their fundraising (if that is the action that they want)
 - » Set a reasonable target for your fundraising goal depending on who your participants are (fellow students, parents, etc...)
 - » You can use the visual of a thermometer to indicate your fundraising progress.

PRESENTATION OPTIONS

SMART Notebook slide, PowerPoint, Google Slides, Google Draw or other technology based presentation platforms.

The teacher can support students in formatting presentations, can assess the understanding of learners and give feedback. When it is time to polish or finish their presentations, all groups that have submitted a finished project can offer assistance to classmates that may need support in completing the assignment.

Choose the audience and venue to make your presentations – another class, or school Assembly. Allocate time to actually do the presentation.

Refer to the Assessment Rubric in the Appendix to evaluate the student presentations.

REACHING OTHERS

Using <http://www.tagxedo.com> or <http://www.wordle.net> students will create a visual resource to remind the rest of the school of the most vulnerable people in the global community.

REMEMBERING

Finally, encourage the students to think of ways they can remember what they have learned about the *Preferential Option for the Poor*.

They may want to create a prayer card for people affected by a particular emergency, with the name of the emergency on the back.

APPENDIX

ASSESSMENT

Summative Assessment	14
----------------------	----

CROSS CURRICULAR CONNECTIONS

15

RESOURCES

Poverty	19
---------	----

PRAYERS

Prayer for the Poor and Needy	20
-------------------------------	----

Emergency Relief Prayer	21
-------------------------	----

HANDOUTS

Philippines: Overview and Typhoon Haiyan	22
--	----

Restoring livelihoods swept away by Typhoon Haiyan	23
--	----

Venn Diagram	24
--------------	----

Frayer Model	25
--------------	----

Assessment Rubric

RUBRIC COMPONENTS	POINT SCALE			
	4	3	2	1
<p>English Language Arts 4.1.1, 5.1.1, 6.1.1 Express ideas and develop understanding.</p> <p>Social Studies 4.S.1, 5.S.1, 6.S.1 Students will develop skills of critical thinking and creative thinking.</p>	One group is clearly and respectfully identified and presented as the most vulnerable.	One group is clearly identified and presented as the most vulnerable.	One group is identified as the most vulnerable.	One group is not identified as the most vulnerable.
<p>English Language Arts 4.3.1 Focus topics appropriately for particular audiences.</p> <p>5.3.1 Summarize important ideas in oral, print and other media texts and express opinions about them.</p> <p>6.3.1 Decide on and select the information needed to support a point of view.</p>	The reasons stated to choose the most vulnerable are comprehensive and justified.	The reasons stated to choose the most vulnerable are thorough and justified.	The reasons stated to choose the most vulnerable are cursory and may not be supported.	The reasons stated to choose the most vulnerable are superficial and may not be supported.
<p>Social Studies 4.S.8, 5.S.8, 6.S.8 Students will demonstrate skills of oral, written and visual literacy.</p>	The visuals and layout inform in a compelling manner to engage the audience.	The visuals and layout inform in a purposeful manner to interest the audience.	The visuals and layout inform in a straight-forward manner to generally hold the attention of the audience.	The visuals and layout are ineffective and do not inform or sustain the attention of the audience.
Feedback				

Cross Curricular Connections

ALBERTA EDUCATION – PROGRAM OF STUDIES

SOCIAL STUDIES

SKILLS AND PROCESSES/ INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

GRADE 4

Dimensions of Thinking

4.S.1 Students will develop skills of critical thinking and creative thinking

- Evaluate, critically, ideas, information and positions from multiple perspectives
- Re-evaluate opinions to broaden understanding of a topic or an issue
- Generate original ideas and strategies in individual and group activities

4.S.4 Students will develop skills of decision making and problem solving

ICT

Use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to present connections among ideas and information in a problem-solving environment

Social Participation as a Democratic Practice

4.S.5 Students will demonstrate skills of cooperation, conflict resolution and consensus building

- Demonstrate the ability to deal constructively with diversity and disagreement
- Consider the needs and points of view of others
- Work collaboratively with others to complete a group task

Communication

4.S.8 Students will demonstrate skills of oral, written and visual literacy

- Organize and present information, taking particular audiences and purposes into consideration
- Respond appropriately to comments and questions, using language respectful of human diversity
- Listen to others in order to understand their perspectives

ICT

Create visual images for particular audiences and purposes

GRADE 5

Dimensions of Thinking

5.S.1 Students will develop skills of critical thinking and creative thinking

- Evaluate, critically, ideas, information and positions from multiple perspectives
- Re-evaluate opinions to broaden understanding of a topic or an issue
- Generate original ideas and strategies in individual and group activities

5.S.4 Students will demonstrate skills of decision making and problem solving

ICT

Use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to present connections among ideas and information in a problem-solving environment.

Social Participation as a Democratic Practice

5.S.5 Students will demonstrate skills of cooperation, conflict resolution and consensus building

- Demonstrate the ability to deal constructively with diversity and disagreement
- Work collaboratively with others to achieve a common goal

Communication

5.S.8 Students will demonstrate skills of oral, written and visual literacy

- Respond appropriately to comments and questions, using language respectful of human diversity
- Listen to others in order to understand their perspectives

ICT

Create visual images for particular audiences and purposes



**Development
and Peace**
CARITAS CANADA

GRADE 6**Dimensions of Thinking**

6.S.1 Students will develop skills of critical thinking and creative thinking

- Evaluate, critically, ideas, information and positions
- Re-evaluate opinions to broaden understanding of a topic or an issue
- Generate original ideas and strategies in individual and group activities

6.S.4 Students will demonstrate skills of decision making and problem solving

ICT

Use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to present connections among ideas and information in a problem-solving environment.

Social Participation as a Democratic Practice

6.S.5 Students will demonstrate skills of cooperation, conflict resolution and consensus building

- Work collaboratively with others to achieve a common goal

Communication

6.S.8 Students will demonstrate skills of oral, written and visual literacy

- Express reasons for their ideas and opinions, in oral or written form
- Respond appropriately to comments and questions, using language respectful of human diversity
- Listen to others in order to understand their perspectives

ENGLISH LANGUAGE ARTS**GRADE 4****General Outcome 1**

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Focus attention

Focus topics appropriately for particular audiences.

GRADE 5**General Outcome 1**

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Focus attention

Summarize important ideas in oral, print and other media texts and express opinions about them

GRADE 6**General Outcome 1**

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Determine information needs

Decide on and select the information needed to support a point of view

SCIENCE**SKILLS****GRADE 4****SCIENCE INQUIRY****Specific Learner Expectations****Focus**

Identify one or more possible answers to questions by stating a prediction or a hypothesis.

Reflect and Interpret

Identify possible applications of what was learned.

PROBLEM SOLVING THROUGH TECHNOLOGY**Specific Learner Expectations****Focus**

Identify the purpose of problem-solving and construction activities: What problem do we need to solve? What needs must be met?

Topic A: Waste and Our World

- 4.5** Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of material.
- 9.** Identify ways in which material can be reused or recycled, including examples of things that the student has done.

GRADE 5**Specific Learner Expectations****Focus**

Identify one or more possible answers to questions by stating a prediction or a hypothesis.

Reflect and Interpret

Identify possible applications of what was learned.

PROBLEM SOLVING THROUGH TECHNOLOGY**Specific Learner Expectations****Focus**

Identify the purpose of problem-solving and construction activities: What problem do we need to solve? What needs must be met?

Topic D: Weather Watch

- 5.8** Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of the Earth's surface.
- 5.9** Investigate relationships between weather phenomena and human activity.
- 11.** Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world.
- 12.** Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.¹
- 13.** Appreciate how important it is to be able to forecast weather and to have suitable clothing or shelter to endure various types of weather.

Topic E: Wetland Ecosystems

- 5.10** Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.
- 5.** Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community.

GRADE 6**Specific Learner Expectations****Focus**

Identify one or more possible answers to questions by stating a prediction or a hypothesis.

Reflect and Interpret

Identify possible applications of what was learned.

PROBLEM SOLVING THROUGH TECHNOLOGY**Specific Learner Expectations****Focus**

Identify the purpose of problem-solving and construction activities: What problem do we need to solve? What needs must be met?

Topic E: Trees and Forests

6.10 Describe characteristics of trees and the interaction of trees with other living things in the local environment.

1. Identify reasons why trees and forests are valued.
Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.

Resources

POVERTY

Philippines

Philippines: World Bank Poverty and Equity Index.

<http://povertydata.worldbank.org/poverty/country/PHL>

Canada

Citizens for Public Justice: On The Margins: Poverty in Canada.

<http://www.cpj.ca/sites/default/files/docs/files/OnTheMargins.pdf>

Make Poverty History: National Poverty Reduction Plan Report. (includes breakdowns by province and territory)

<http://www.makepovertyhistory.ca/learn/issues/poverty-reduction-plan>

Dignity for All: Report on Poverty in Canada. (See page 12 for a useful chart.)

<http://dignityforall.ca/>

http://www.cwp-csp.ca/wp-content/uploads/2015/02/DignityForAll_Report-English-FINAL.compressed.pdf

Alberta

Poverty Reduction and Alberta, Make Poverty History.

<http://www.makepovertyhistory.ca/learn/issues/poverty-reduction-plan/alberta>

We must do better: It's time to make Alberta Poverty Free.

<http://www.campaign2000.ca/reportCards/provincial/Alberta/RC2009WeMustDoBetter.pdf>

Prayer

PRAYER FOR THE POOR AND NEEDY

Lord God,

*You came to give honour to the least, those
forgotten, overlooked and misjudged.*

*You came to give first place to the last, those left
behind, misunderstood and undervalued.*

*You came to give a warm home to the lost,
those who are orphaned, abandoned and
destitute.*

Help us to be your ears to listen to their cries.

*Help us to be your voice speaking our love and
acceptance.*

*Help us to be your feet walking beside those in need
Help us to be your hands to clothe, feed and shelter them.*

*You came for the least, the lost and last of this world
Lord, hear our prayer*

Amen

*A contemporary prayer for the poor and the vulnerable
from www.lords-prayer-words.com*



Prayer

Materials Needed:

Candle, match or lighter unless using electric candle

Inspiration:

*For thou hast been a stronghold to the poor,
a stronghold to the needy in his distress,
a shelter from the storm and a shade from the heat;
for the blast of the ruthless is like a storm against a wall*

– Isaiah 25:4 (RSVCE)

EMERGENCY RELIEF PRAYER

Lord God,
Isaiah worshipped you as a refuge for people who are hurting.
He called on you to provide shelter from the rain and shade from the heat.
O Lord, as we light this candle, remind us to be your light
as we help people find refuge
from hurt, fear, natural disasters and other emergencies.
Place in our path people who we can help using your love and your strength.

Amen

Handout

PHILIPPINES: OVERVIEW AND SUPER TYPHOON HAIYAN

OVERVIEW

The Philippines is made up of more than 7,000 islands and has a population of close to 100 million. Despite an abundance of natural resources, a large proportion of the population continues to live in poverty. Decades of poor governance have denied the population access to basic amenities. Corruption continues to be a barrier to development that responds to the needs of all.

The country has vast mineral wealth, however, a 1995 mining bill opened the sector to foreign investment, which has caused the proliferation of open-pit mining to the detriment of the environment and with little benefit to local populations, including a large percentage of indigenous communities.

Despite the majority of the population making a living from subsistence farming, the majority of land is concentrated in the hands of a few. There have been various attempts to reform this inequality, however, it has been a long process where small-scale farmers have not always received the support they need to gain access to land or make their crops profitable.

In addition to these multiple socio-economic challenges, the Philippines is prone to natural disasters, such as earthquakes and typhoons. The effects of these are exacerbated by poverty and environmental degradation. In recent years the strength and frequency of these storms have increased, due to climate change.

SUPER TYPHOON HAIYAN (YOLANDA)

On November 8, 2013, the Philippines was struck by the worst natural disaster in its history when super Typhoon Haiyan (known locally as Yolanda) tore through the centre of the country. The storm reached wind speeds of up to 348 km per hour and made landfall six times, destroying nearly everything in its wake.

According to the United Nations, 14 million people were affected by the disaster. The islands of Leyte and Samar were the hardest hit, and the whole region of the Visayas was severely damaged. More than 4 million people were displaced. In certain zones, up to 90 percent of houses and infrastructure was destroyed, and entire tracts of vegetation were uprooted and arable land washed away. Sanitation and water facilities, as well as electrical networks were badly damaged.

Source: Development and Peace. Emergencies: Philippines. Retrieved from:
[https://www.devp.org/en/emergencies/philippines.](https://www.devp.org/en/emergencies/philippines)

Handout

RESTORING LIVELIHOODS SWEEP AWAY BY TYPHOON HAIYAN

When Typhoon Haiyan tore through the Philippines, it not only destroyed people's houses and swept away their belongings, for many, it also took away their ability to make a living.

In the areas affected by the typhoon, communities mainly rely on fishing, subsistence farming, rice cultivation, the sale of coconut by-products to eke out a living. But the typhoon took that all away in mere minutes, as it crushed the traditional slim wooden canoes used by fishermen, flooded crops, uprooted acres of coconut groves and killed farm animals.

And if one does not earn a living, it makes it nearly impossible to consider building a new house or even repairing one that is damaged. It creates a vicious cycle of poverty that can be overwhelming. Just ask Rodel Doble, a fisher from the community of Calawaisan in Northern Cebu.

"It's like having the weight of the world on you, when you have no money for another house," says Rodel, who is a father of two young girls. Rodel says that his house was totally destroyed by the storm. "The storm was indescribable. I hugged my two daughters tightly before they went to the evacuation centre." Thankfully, his family survived, but getting his family back on their feet has not been so easy. "Finding money for my house, for food, for the education of my children... Every day, I struggle to meet these needs."

Before the storm, Rodel would accompany other fishers out to sea to help with the catch, of which they would split the profits. Not owning his own boat, however, limited his income and, as a consequence, his ability to recover from the storm.

Caritas Philippines-NASSA and the Social Action Centre of the Diocese of Cebu with support from DEVELOPMENT AND PEACE has been helping people like Rodel to transition back to work, by providing fishing boats, farm animals and agricultural equipment.

In all cases, however, those who have been identified as most in need of support for restarting their livelihoods, are expected to in turn help break the cycle of poverty by giving back a portion of their fish catch or an offspring of their farm animals to the community as a way to help others.

For Rodel and his family, this has been life-changing and he really appreciates that he too can contribute to his community. "It is such a blessing from God to have my own boat. What I give of my catch is such a small thing compared to what we have been given."

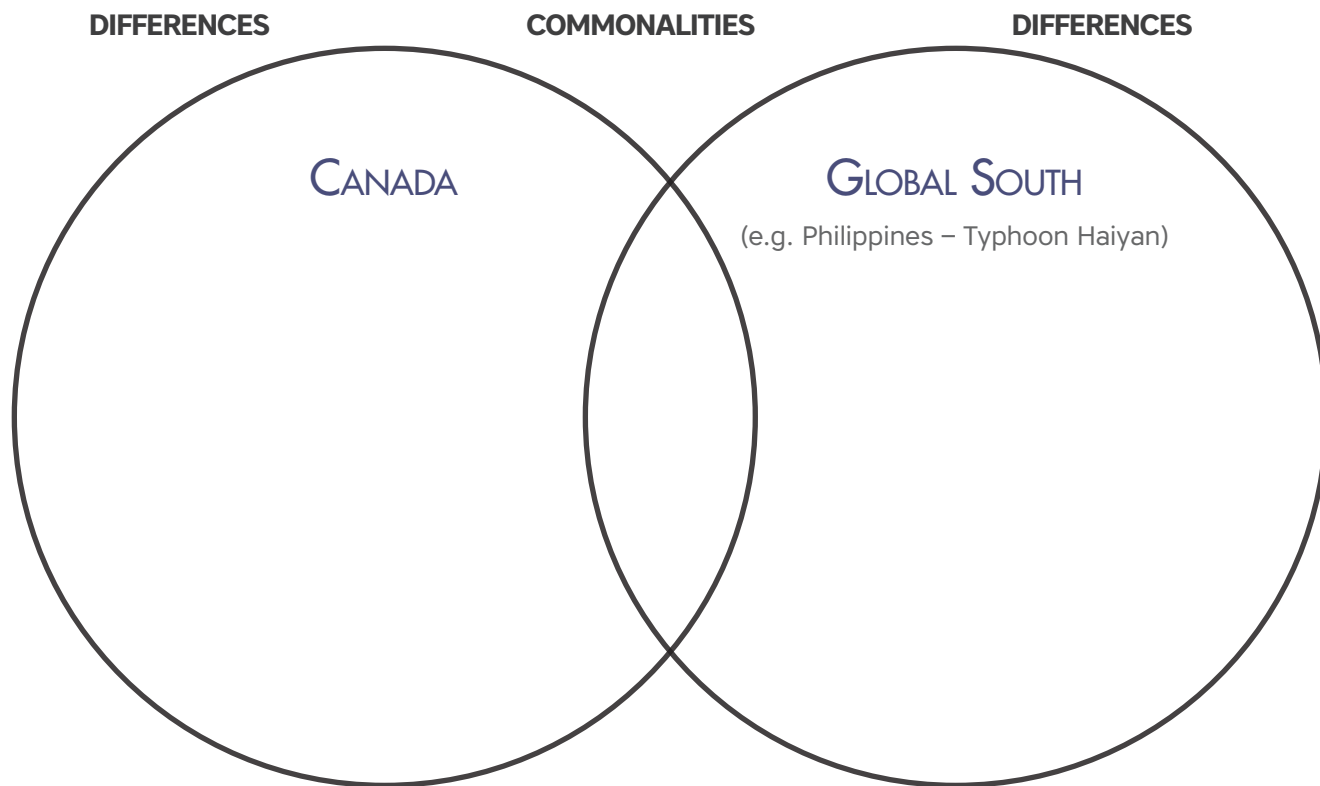
Source:

Development and Peace. (2014, November 21). Restoring Livelihoods Swept away by Typhoon Haiyan.

Retrieved from: <https://www.devp.org/en/articles/philippines-restoring-livelihoods-swept-away-typhoon-haiyan>

Handout

VENN DIAGRAM



Handout

FRAYER MODEL

DEFINITION:	ILLUSTRATION:
EXAMPLES:	NON-EXAMPLES:

