

Violent Earth

Lesson 4

IMPACT!

Learning intentions



1. Understand that when volcanoes erupt and when earthquakes strike, that there is an environmental and human impact.
2. Know that people often move because of the effects of earthquakes and volcanoes.
3. Appreciate that some people choose to live near earthquake zones and close to volcanoes.
4. Know how some people have adapted to living in these danger zones.

Resources



- Consequence pictures (VE 4.1)
- Pros and cons of volcanos (VE 4.2)
- <http://volcano.oregonstate.edu/what-are-some-good-things-volcanoes-do>. A few paragraphs on the impact volcanoes can have. Mostly suited to the teacher, however a brief pros and cons list at the end may be useful to show the class
- <http://www.kidsgeo.com/geology-for-kids/0052-volcanoes-and-plant-life.php>. Advert-heavy, but information-rich site, giving basic information on the impact volcanoes can have on the natural environment
- Disasters Emergency Committee website: www.dec.org.uk

Introduction



Ask the class what they think happens to people after a volcano or earthquake has occurred.

Brainstorm ideas as a class and display the pupil's suggestions for possible outcomes from living near such a disaster.

Lesson 4 *continued*

IMPACT!

Development



Carry out a picture 'carousel'. Using the 'consequence' pictures (VE 4.1) supplied at separate 'stations', have the children write their thoughts on what is happening in each.

Do ensure, however, that the following points are recognised at the very least:

- homes destroyed
- people displaced
- breakdown in services/infrastructure/food supplies
- outbreak of disease due to above
- volcanoes can cause land to be very fertile
- volcanic activity below the surface can permit the harnessing of geothermal energy

As a class, record these ideas on the board adding any further positive or negative effects that may come to mind.

Plenary



Can anything good ever come from a volcano or earthquake? Complete the worksheet (VE 4.2) of pros and cons of volcanic eruption and activity. The websites above and the information document provided will be of help in providing the teacher with background information to help guide the class. This activity, if desired, could be carried out as a whole-class activity with pupils recording their results together. Examining the website listed in the 'Extension Activities Section' may also be of help.

Lesson 4 *continued*

IMPACT!

Assessment for learning



Use the 'Revolving Circle' activity on page 61 of CCEA's 'Active Learning and Teaching Methods' to discuss positive or negative impacts of volcanoes. Alternatively, the outer circle could be disaster victims explaining their plight, whilst the inner circle participants suggest ways in which their difficulties may be dealt with.

1. Pupils divide into two groups.
2. One group forms an inner circle and the other group forms an outer circle, pupils face each other.
3. The pairs exchange views for approximately one minute on a particular issue.
4. The inner circle then rotates clockwise and the outer circle rotates anti-clockwise.
5. The new pair consider the question.
6. The rotation may continue until pupils have had the opportunity to discuss the question with a wide range of partners.

Debrief afterwards is beneficial.

Extension activity



Go to the website of the 'Disasters Emergency Committee' at:
www.dec.org.uk

Click on the 'Appeals' section and then select a former disaster, such as the Haiti earthquake of 2010. This could form the basis of a disaster case study for the class.