

## 5.36 Survival kit

**Topic:** Weather  
**Subtopic:** Water  
**Activity type/skill:** Word/picture matching  
**Literacy focus:** Speaking  
**Genre:** Personal recount

### Objective

- Use the vocabulary of weather when speaking.
- Gain information about how to cope with weather emergencies.
- Focus on speaking fluency.

### What you need

- Student worksheet (see next page)

### What to do

1. Talk about extreme weather, especially any you or anyone in the group has experienced.
2. Find out which bad weather is known best to the group – floods, tornadoes, drought, typhoons, blizzards – and ask them to write the name of that weather phenomenon on the line in the box on the student worksheet.
3. Working in pairs, they must choose one weather phenomenon and decide the 15 most essential things for an emergency kit for a family in that situation.
4. Compare lists as a larger group. They must be able to justify their choices to you and explain why they have omitted or included certain things.
5. Repeat the process for the other person in each pair, focusing on a different weather emergency.

### Extending the activity

- Look at Civil Defence sites and discuss local hazards and how to cope with them – see [www.civildefence.govt.nz](http://www.civildefence.govt.nz).
- Read and discuss descriptions of significant local weather events, for example, on [www.stuff.co.nz](http://www.stuff.co.nz).

Activity thirty-six

Survival kit for a

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