

Severe Weather & Preparedness

Eye of the Storm Bunker with Stormling

Learning target

Use a forecast and supplied guidance to choose a safer plan.



Before you begin

Use the reference page and discussion prompts on their own, or open the optional browser adventure. No earlier lesson or physical kit is required.

For online play: use an internet-connected current browser with local storage enabled. Read the three-part Gemling briefing, answer the quick check, and apply the evidence at three checkpoints. Retry feedback supports review; results are not a secure test or gradebook.

Use for teacher-led review, science centers or partner practice. Independent readers may need support with the vocabulary below. The design target is grades 3-5; choose support based on the learner.

Vocabulary and concepts to discuss

Storm hazards; alerts; protective choices; local guidance

Open Eye of the Storm Bunker - direct lesson link

Scan the QR code or use the clickable link. This guide is usable offline; the adventure runs on an external educational website.



Severe Weather & Preparedness - key ideas

1. The first clues

Severe weather can create hazards such as flooding, strong wind and lightning. Conditions and useful protective actions depend on the hazard.

2. How the clues connect

Official alerts and local adult guidance help people respond. A forecast is not a guarantee; preparation can still be useful when the outcome is uncertain.

3. Our evidence record

Our fictional alert closes a flooded route and directs the team to remain in its sheltered planning base. Choose that supplied plan, then check for updates with a grown-up.

Keep the science accurate

Use simple charts and forecasts, not advanced atmospheric physics. Safety decisions use supplied official guidance in later scripts.

Apply the evidence

Use a specific observation from this lesson to explain one choice. Point to a clue, then connect that clue to a scientific idea.

Curriculum reference: <https://www.nextgenscience.org/dci-arrangement/3-ess2-earths-systems>

Talk through the evidence

1. Which information should guide this fictional choice?

Expected answer: The supplied official alert

Reasoning: Our fictional alert closes a flooded route and directs the team to remain in its sheltered planning base. Choose that supplied plan, then check for updates with a grown-up.

2. Which route is closed?

Expected answer: The flooded route

Reasoning: Our fictional alert closes a flooded route and directs the team to remain in its sheltered planning base. Choose that supplied plan, then check for updates with a grown-up.

3. What should the team do in this scenario?

Expected answer: Remain in the base and check updates with a grown-up

Reasoning: Our fictional alert closes a flooded route and directs the team to remain in its sheltered planning base. Choose that supplied plan, then check for updates with a grown-up.

4. Why prepare despite uncertainty?

Expected answer: Possible hazards can still affect us

Reasoning: Official alerts and local adult guidance help people respond. A forecast is not a guarantee; preparation can still be useful when the outcome is uncertain.

Guide the discussion

Ask learners to name the evidence that supports their answer. If an answer differs, revisit the matching key idea on page 2 and invite a revised explanation.

Online rewards: this lesson grants one fixed digital Expedition Discovery. Five saved digital Gemling friends become available only after all six distinct subject lessons are complete, in any order. Digital rewards do not establish physical ownership.