

Lesson Three:	Cyclone Mekunu - A case study of a tropical storm		
Aim:	To understand discover the effects Cyclone Mekunu had on the landscape and people of Oman		
Specification Links:	GCSE Geography AQA 8035: 3.1.1.3 a named example of a tropical storm to show its effects GCSE Geography Edexcel A: 2.6 different social, economic and environmental impacts that tropical cyclones can have on a named country GCSE Geography Edexcel B: 1.5 physical hazards of tropical cyclones and their impact on people and environments GCSE Geography Eduqas A: 5.2.1 detailed study of at least one located low pressure hazard to include its causes and consequences for people, environment and economy GCSE Geography Eduqas B: 2.3.4 a detailed study of an intense low pressure system. Must include impacts on different groups of people GCSE Geography OCR B J384: 1.1 one non-UK based natural weather hazard event. Study the consequences of the hazard		
Key Vocabulary:	tropical cyclone storm surge economic	low pressure system Salalah environmental	coastal inundation social development
Resources:	Learning Outcomes:		
PowerPoint: Cyclone Mekunu Mekunu impacts factsheet Mekunu tracking map Mekunu stories sheet Spearman's Rank sheet	<ul style="list-style-type: none"> • To be able to use data to track the path of a tropical storm • To gain knowledge about the impacts of a specific storm • To be able to think about the personal impacts of a tropical storm • To use statistics to find a link between impacts and development 		
Lesson Introduction:	In this lesson, students will gain an in-depth knowledge of the social, environmental and economic impacts of Cyclone Mekunu. They can engage in empathetic work by thinking of their own Mekunu story, as well as use Spearman's Rank to analyse a possible link between fatality level and a county's economic development.		
Starter: (5 mins)			

Slide 2-4: Introduction to Cyclone Mekunu

Show students some teaser questions before showing them the video. At the end, they should be able to start to answer briefly the questions on the first slide. Teachers can then play the video again if necessary to go through some of the details they may have missed.

Main Activities (40 mins)

Slide 5: Tracking Cyclone Mekunu

Using [Mekunu tracking map](#), students can plot the path taken by Cyclone Mekunu and answer the associated questions.

Slide 6-7: The impacts of Cyclone Mekunu

Students should look at each of the statements on [Mekunu impacts factsheet](#) and decide whether they are social, economic or environmental impacts (or a combination of two or all of these). Students can then attempt to summarise what they feel were the most important impacts by writing a tweet about the event.

Slide 8: Stories from Cyclone Mekunu

Students should read the three accounts of the cyclone from [Mekunu stories sheet](#) and how they survived. Students can then write their own imaginary accounts of a person who survives the cyclone.

Slide 9-11: Exam style question

Students should read the answer to the exam question on the first slide. Using the prompts, the answer should then be rewritten so that the candidate can gain full marks.

Reflection: (15 mins)

Slide 12-13: What links a country's economic development with the social impacts of a cyclone?

Using [Spearman's rank sheet](#), students can attempt to complete a statistical analysis that compares GNI per capita with fatalities. Students should then comment on what their results show.

Extension & AS/A Level progression:

- The sequencing of the formation of a tropical storm such as Cyclone Mekunu
- How Oman manages the direct impacts and long-term consequences of cyclones

Bibliography:

Video from Sasidharan Krishnan (www.youtube.com/watch?v=D_hwIVqKfJw)

Mekunu tracking data and 2018 cyclone data from National Hurricane Centre (NOAA) www.nhc.noaa.gov