Medbury Preparatory School

Unit Planner: ICT_Disasters

Group:	Year 8
Author:	W Grieve
Start Date:	30/06/2008
Duration:	Term

Unit Description:

Compare and contrast of two disasters using FAT questions, research for main ideas and ICT to investigate and report back recommendations (as an accident investigator) for the future.

D	F	S	
			Observation
			Worksheet
			Conference
			Journal
			Self Assessment
			Anecdotal
			Chart

Assessment Procedures:

Achievement Objectives, Learning Outcomes and Essential Skills:

ICT: Integrated Units

Year 8 Results	*	Disasters Presentation Result

Skills: Essential Skills

Information Skills		*Project displays collecting and organising of information appropriate to Investigation Rubric*

Social Studies: Social Organisation

Level 4	*	*Can identify, using a variety of factors in a chain of events, five recommendations for improvements as a, "Disaster Investigator."*

Thinking: Compare contrast

Able to identify contrasti	*	*Can choose over three similarities and differences within the topic.*

Thinking: STEPS

T= Target	*	Can summarise (find main ideas) of information from visual, oral and written sources.

Medbury Preparatory School

Unit Planner: ICT_Disasters

Key Activities / Lesson Plans:

KEY QUESTIONS
What are the most important common factors in every disaster?
How do you learn from a disaster so it doesn't have the same effect next time?
What are the main differences and similarities in the way a country is governed and how it responds to disasters?
Are some types of disasters more common in different areas of the world? If so, why?
How has the responses to disasters changed over time?
What are the five most important recommendations you have to mitigate the effects of a disaster?
Do these recommendations vary according to the type of disaster you are looking at?
What are potential disasters that can happen to you? Is your school or family ready? What are your recommendations to get them ready?
What organisations and groups are available in your country or city to help in times of disaster?
What do organisations need to be able to respond properly to a disaster?
How would you want our thinking changed to decrease the risk f disasters in our city or school?
What are the differences between human and environmental factors in a disaster? What category do equipment or structural failures come under.. how?
What organisations laws, rules or standards help prevent loss of life or property in potential disasters?
What emotions or feelings do people go through in a disaster? Why does this vary from person to person?
What do you think would be the worst kind of disaster to be in?
Are there any hidden disasters in our society? (Computer failure, power failure, family violence)
KEYWORDS
disasters, hazard, hero, calamities, "chain of events", trigger point, name of disaster, earthquake etc., factors
MOTIVATION
Wahine Film and asking through ideas of disasters from the point of view of "placing themselves in the scene" asking, "How would you react?"
ACTIVITIES
1. Recording main ideas of factors from Wahine film.
2. Looking at the Keynote exemplar (incl: Table of Contents, FAT questions and supporting questions and bibliography as well as some sample answers.)
3. Research on web, online encyclopaedias and books to summarise information to recommend according to the RUBRIC.
4. Cover of the STEPS Process incl quoting of sources for Bibliography.
5. Marking the rubric and presenting to the class.
EXTENSION
1. Poster of the disaster recommendations.... i.e. how to stay safe on the Titanic!
2. Write a poem describing a real disaster scene and how it makes you feel OR write a front page newspaper report about a real disaster OR record a podcast with voices from a disaster (i.e. child on the Wahine, women in the water, engineer in the boiler room trying to get the bilge pump going. etc.) OR extend project by using some of the extra questions.