When Things Go Wrong:
Rapid-onset medical condition or contagious disease

Students choose one type of *rapid-onset medical condition or contagious disease **of humans*** well known to put communities or individuals at risk of suffering tragedy, trauma or hardship, and that can be prevented or requires early treatment. They acquire and demonstrate a detailed knowledge of:

- the *condition or disease* and its repercussions (in general);
- informative cases and accounts.

Applying this knowledge, they compose:

- **two contributions to a public awareness campaign** for the *Awareness Phase* (sensitization to the possibility, the effects, avoidance / preparation, recognizing when it is happening);
- **a recorded telephone service message, together with a brief for a 'live' counsellor,** for the *Contingency Phase* (steps / actions to be taken should the *medical condition or contagious disease* happen);
- **an individual or group recuperation plan** for the *Recovery Phase* (steps / actions to be taken in recovering and reconstructing after it happens).

Students choose one *rapid-onset medical condition or contagious disease* well known to put communities or individuals at risk of suffering tragedy, trauma or hardship and which suits the demonstrations e.g. meningococcal disease, breast cancer, bird flu, whooping cough.

Students acquire a detailed knowledge of
- the *condition/disease* and its repercussions (in general)
- informative cases and accounts.

Demonstration K: Working knowledge
Under the conditions of an in-class, unspeeded test, students write an article for a newspaper that is intended to inform a general, literate audience about their chosen *rapid-onset medical condition or contagious disease*. This article, which can be accompanied by maps / diagrams / tables / graphs, is to be factual yet engaging and is to cover such things as:

- where it originated; the size and nature of the populations affected in the past; the current situation either world-wide or, say, in Australia or Queensland; predictions for the future
- its scientific cause; how it is recognized; its effects.

Students research, develop and declare a set of principles that will guide the decision-making **about risk**, and associated justification, in their three demonstrations.

Demonstration A: Awareness Phase
Knowing what might happen, so you can either prevent it or be prepared for it

Students compose two engaging contributions to a public awareness campaign (one for a film / video / drama and the other for a brochure / chart / poster). These contributions are to be based on real case histories or accounts of what happened when the disease or condition was contracted.

The aim is that, through these contributions, the general public in an area at risk of the disease or condition
- is made aware of the risk
- will recognize its onset and effects
- will know where to go in the first instance if they believe there is a chance it has been contracted.

Demonstration C: Contingency Phase
Things that let people know what they have to do, if the event happens

Students produce a two-component telephone service for members of the public who suspect that the disease or condition has been contracted:
- a recorded telephone service message
- a brief for a 'live' counsellor who can be accessed only if the caller has responded in particular ways to some designed prompts.

The aim is that most callers will be able to take appropriate action based on the recorded message alone, and that the briefs are clear and comprehensive enough that counsellors can react to the other callers' need for information and support simply by following the brief.

Demonstration R: Recovery Phase
Things you might have to think about, after the event happened

Students create an individual or group recuperation plan that can be used in areas where specialist medical treatment is limited and hence family and community members, with some professional support, carry most of the responsibility of the after-care for those sufferers of the condition or disease.

In texts selected for their simplicity, students create a recuperation plan that:
- identifies what sorts of support sufferers are likely to need, depending on how they have been affected by the condition or disease e.g. therapeutic, psychological, financial, work-related
- provides some advice on how to help meet some of these needs at the community level.

Desirable features

- DETAILED KNOWLEDGE: Across the three demonstrations, broad and deep knowledge, in detail, of the occurrence, causes, effects and aftermath of the chosen event, both in general and as illustrated in cases and accounts
- PRINCIPLED MANAGEMENT: Across the three demonstration, defensible decision making that takes into account both the details of the situation and a well-formed set of general principles useful in choosing and prioritizing a series of actions to achieve purposes
- AUTHORITATIVE COMMUNICATION: Across the three demonstrations, composition of clear and credible communications, fulfilling the three purposes, which win the confidence of the targeted audiences

Curriculum Organisers (e.g. New Basics Referents)

Life Pathways and Social Futures	Multiliteracies and Communications Media	Active Citizenship	Environments and Technologies
Inherent			
▪ Developing initiative and enterprise	▪ Blending traditional and new communications media	▪ Interacting within local and global communities	▪ Building and sustaining environments
School choice			
▪ Maintaining health and care of self	▪ Making creative judgments and engaging in performance		▪ Developing a scientific understanding of the world

Repertoires of Practice

Inherent
- Comparing known cases with new and hypothetical cases
- Devising a course of action in the light of principles
- Preparing public documents
- Structuring training

- Recognising and taking into account the social consequences of decisions and actions
- Distinguishing inherent from accidental features of instances of a type of event

School choice
- Understanding the science and sociology of medicine
- Creating engaging texts in different mediums
- Designing and presenting plans and briefs
- Empathising

- Presenting information in maps/diagrams/tables/graphs
- Analysing risk and resource allocation
- Exploiting telephone technology