

When Things Go Wrong: Natural disasters

Students choose one widespread natural disaster well known to cause communities to suffer tragedy, trauma or hardship. Students acquire, and demonstrate, a detailed knowledge of

- the natural disaster and its repercussions (in general)
- (recent) informative cases and accounts.

Applying this knowledge, they compose:

- a **short training course for the Awareness Phase** (sensitization to the possibility, the effects, avoidance / preparation, recognizing when it is happening);
- a **hotel wall chart for the Contingency Phase** (steps / actions to be taken if the natural disaster happens);
- a **status report for the Recovery Phase** (steps / actions to be taken in recovering and reconstructing after it happens).

Students choose one widespread natural disaster well known to cause communities or individuals to suffer tragedy, trauma or hardship and which suits the demonstrations.

Students acquire a detailed knowledge of

- the natural disaster and its repercussions (in general)
- informative cases and accounts.

Demonstration K: Working knowledge

Students respond to (a paraphrase of) one or more of the following.

- Write a scientific account of how, in general, your chosen natural disaster occurs and develops, using examples of an actual case. (Students can, if they wish, bring in outlines of maps/diagrams etc on which they will provide the details.)
- Use the map of the world given to create a map with accompanying text which shows where your chosen natural disaster mainly occurs and provides critical information about at least five occurrences of it in different parts of the world.
- For three particular occurrences of your chosen natural disaster, describe in detail
 - ways that the occurrences were similar
 - ways that the occurrences were different.

Conditions: in class; 'on the spot' as chosen by the teacher; no notes.

Students research, develop and declare a set of principles that will guide their decision-making and associated justifications in their three demonstrations.

Demonstration A: Awareness Phase

Knowing what might happen, so you can either prevent it or be prepared for it

Prepare a short multimedia training course tailored for a group of people who are responsible for the day-to-day welfare of others (e.g. nurses, teachers, shopping centre or transport staff) in an area at risk.

The aims of the course are to

- alert them to the real possibility of the natural disaster
- convince them, based preferably on actual cases, that they can make a real difference if well-prepared to take charge.

Demonstration C: Contingency Phase

Things that let people know what they have to do, if the event happens

Create a conspicuous wall chart, for a high-floor room of a five-star hotel in an area at risk, that sends clear and immediate messages to guests, who may or may not speak English, about

- what the risk is
- how they can recognize that the natural disaster might be occurring
- what they must immediately, and must not, do immediately if the natural disaster seems to be occurring.

Demonstration R: Recovery Phase

Things you might have to think about, after the event happened

For a particular occurrence of your chosen natural disaster which devastated communities, present a factual report that provides specific information about

- the ways communities have been devastated (with statistics showing the extent)
- what needs to be done in both the short term and in the long term (showing and justifying priorities).

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
<i>Inherent</i>			
<ul style="list-style-type: none">▪ Developing initiative and enterprise	<ul style="list-style-type: none">▪ Blending traditional and new communications media	<ul style="list-style-type: none">▪ Interacting within local and global communities	<ul style="list-style-type: none">▪ Building and sustaining environments
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<i>School choice</i>			
	<ul style="list-style-type: none">▪ Communicating using ... intercultural understandings		<ul style="list-style-type: none">▪ Developing a scientific understanding of the world

Repertoires of Practice

<i>Inherent</i>			
<ul style="list-style-type: none">▪ Comparing known cases with new and hypothetical cases▪ Devising a course of action in the light of principles▪ Preparing public documents▪ Structuring training		<ul style="list-style-type: none">▪ Recognising and taking into account the social consequences of decisions and actions▪ Distinguishing inherent from accidental features of instances of a type of event	
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<i>School choice</i>			
<ul style="list-style-type: none">▪ Understanding the science of natural phenomena▪ Comparing/contrasting▪ Making use of pictures / universal symbols		<ul style="list-style-type: none">▪ Presenting information in maps / diagrams / tables / graphs▪ Prioritising	