WHEN THINGS GO WRONG

RICH TASK BLUEPRINT:
To be used by teachers to construct a Rich Task they wish to implement

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

- the event/scenario and its repercussions (in general)
- informative cases and accounts.

Applying this knowledge, they compose three purposeful products targeting specific audiences, one for each of the following three phases of the chosen event:

- *Awareness Phase* (sensitization to the possibility, the causes, effects, avoidance/preparation, recognizing when it is happening)
- *Contingency Phase* (steps/actions to be taken should the event happen)
- *Recovery Phase* (steps/actions to be taken in recovering and reconstructing after it happens).

Students choose a widespread event well known to cause communities or individuals to suffer tragedy, trauma or hardship, ensuring that the choice can be discussed in terms of the three phases *Awareness*, *Contingency* and *Recovery*.

EXAMPLES OF EVENTS
natural disasters, accidents, criminal acts at home and abroad, attack, civil unrest, epidemic, acute illness, relationship breakdown (separation), attack, economic crisis, detention, period of resource unavailability

Demonstration K: Working knowledge

Students acquire a detailed working knowledge of

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

Individually demonstrate knowledge of the event, cases and accounts, under conditions where the details, including related statistics, must be recalled.

EXAMPLES OF (components of) DEMONSTRATION K

- filling in a table to give examples of the effects of the event across some specified domains
- reading a new case and identifying similarities with the case histories studied
- arguing, on the basis of known statistics, whether or not a particular statement is justified.

Examples of aspects students might consider: physical, psychological, personal and social relationships, infrastructure, legal, public policy,

Students research, develop and put on record a useful set of general principles that will guide their decision-making in Demonstrations A, C and R.

Teachers will need to decide who gets to choose the products: teachers, students, or both together.

Students apply their knowledge and principles for decision-making to the three phases, to compose purposeful products (to be chosen).

Demonstration A: Awareness Phase

Knowing what might happen before the event happens, so you can either prevent it or be prepared for it.

A product aimed at sensitizing a specific audience to, and educating/training them about, the possibility of the event, its causes, effects, avoidance/preparation, recognizing when it is happening.

EXAMPLES OF DEMONSTRATION A

- pamphlet encouraging householders to take fire prevention measures
- presentation to new mothers on immunization
- booklet for travellers warning of common scams
- guide to minimizing damage to property in the event of a cyclone
- newspaper ad by police encouraging train travellers to recognize and report suspicious activity

Demonstration C: Contingency Phase

Things you have *to know what to do, if the event happens.*

A product aimed at informing a specific audience in a specific circumstance of the prioritized steps/actions to take should the event happen.

EXAMPLES OF DEMONSTRATION C

- guide to seaside residents on what to do if a tsunami alarm sounds
- hotel fire evacuation plan
- children's booklet to surviving parents' separation
- training, using dramatic reconstruction, of what children can do if in danger from a stranger
- training course for fire wardens
- guide to civilians on fulfilling their obligations and protecting their legal rights after a road accident

Demonstration R: Recovery Phase

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

A product that points to some aspects of what might need to be done by, with, and for the individual or community to allow recovery and reconstruction after the event.

EXAMPLES OF DEMONSTRATION R

- plan for utilizing other local facilities and resources if the primary school burnt down
- list of agencies that can help support a small community destroyed by a cyclone