

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

### 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.

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