



Disaster Strikes!

Major Quest

Making a Well-Founded Judgement

Scenario

Every year we strongly support World Vision's 40 hour famine. World Vision has been providing disaster relief to the earthquake stricken state of Gujarat in India and the city of Bam in Iran. Anyone giving money should be well informed on how their money is being used and if it is being used effectively. To make this judgement you need to know the best way to spend the money. Make a well-founded judgement, which three areas should take the highest priority in an earthquake disaster?



Exploratory Environment

INTRODUCTION

'Disaster Strikes!' asks our students to identify the three most important areas to fund when helping after an earthquake. Well timed questions from the teacher can raise the level of thinking. A simple answer would be to list food, water, shelter as separate areas. A more complex answer would group these into one area - physical needs.

1 Authenticating the Learning

Initiate a whole class discussion to introduce the scenario and its problem making links to the achievement objective focus and the thinking skill.

Brainstorm and mindmap their present knowledge. What do we already know about the problem?

2 Constructing Relevant Questions

As you discuss the scenario, begin the question formation and planning the research.

During an interactive discussion between the teacher and class these essential research questions need to be drawn out for investigation. These should be co-constructed:

What happens in a major earthquake?

What are the most important things that need to be done after an earthquake?

What is the best order to do these things?

How do we make a well-founded judgement?

Introduce making a well-founded judgement - co-construct with your class the Thinking Map.

3 Planning the Research

Discuss with your class and agree on a timetable with checkpoints. Also decide on the concluding performance and look closely at the assessment rubric.

4 Discovering Relevant Information

Begin the 'discovering relevant information' phase by modelling the use of the graphic organiser.

5 Constructing Knowledge

Have your students reflect on the Thinking Steps and their notes including their graphic organisers.

6 New Insights and Understandings

Have your students share their new insights and understandings.

Something that made me really think was...

I didn't realise that...

I never knew that...

I found it really interesting that...

It surprised me to find out that...

I used to think that....but now I realise that....

The thing that sticks out the most for me is....

PROBLEM-BASED LEARNING UNIT PLAN - SOCIAL STUDIES



Title: Disaster Strikes!

Term: 2

Weeks: 6

Achievement Objective Focus - Understand how people participate individually and collectively in response to community challenges.

Thinking Skill Focus - Making a well-founded judgement,

Scenario

Every year we strongly support World Vision's 40 hour famine. World Vision has been providing disaster relief to the earthquake stricken state of Gujarat in India and the city of Bam in Iran. Anyone giving money should be well informed on how their money is being used and if it is being used effectively. To make this judgement you need to know the best way to spend the money. Make a well-founded judgement, which three areas should take the highest priority in an earthquake disaster?

Learning Experiences	Learning Outcomes Students should be able to:	Organisational Notes																						
<p>1 Authenticating the Learning Introduce the scenario and its problem-making links to the focus achievement objective & key concepts.</p> <p>Awakening Prior Knowledge What do we already know about this problem?</p> <p><input checked="" type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Mindmapping</p> <p>Strengthening Prior Knowledge <input checked="" type="checkbox"/> Front Loading Activities - World Vision resources – show countries using an atlas or Google Earth.</p>	<ul style="list-style-type: none"> • Explain the scenario. • Explain why it is important to solve the problem. • Relate their present understanding of the scenario and its problem. • Identify who World Vision is and their key function. • Locate India and Iran on a map. Also locate Christchurch, New Zealand. 	<ul style="list-style-type: none"> • Book a computer pod. • Familiarise self with the CD Disaster Strikes. • Read Teacher's Guide for 'Disaster Strikes.' • Locate countries in an Atlas or Google Earth/ • Familiarise self with Web Links to: <p>World Vision; http://www.worldvision.org.nz/</p>																						
<p>2 Constructing Relevant Questions Clarifying the problem found in the scenario.</p>	<ul style="list-style-type: none"> • List the key questions they need to answer. • Explain the steps in making a well-founded judgement. 	<p>Red Cross; http://www.redcross.org.nz/index.php?page=home_content.php</p>																						
<p>3 Planning the Research Developing a plan of action.</p>	<ul style="list-style-type: none"> • Explain the plan of action. 	<p>Oxfam; http://www.oxfam.org.uk/</p>																						
<p>4 Discovering Relevant Information Locating and selecting.</p> <table border="0"> <tr> <td><input type="checkbox"/> teleconference</td> <td><input type="checkbox"/> fax exchange</td> </tr> <tr> <td><input type="checkbox"/> e-mail exchange</td> <td><input checked="" type="checkbox"/> bookmarked www sites</td> </tr> <tr> <td><input type="checkbox"/> intranet site</td> <td><input type="checkbox"/> school library books</td> </tr> <tr> <td><input checked="" type="checkbox"/> National Library books</td> <td><input type="checkbox"/> magazines</td> </tr> <tr> <td><input type="checkbox"/> DVDs, videos</td> <td><input checked="" type="checkbox"/> Internet search</td> </tr> <tr> <td><input type="checkbox"/> articles, magazines</td> <td><input type="checkbox"/> school journals</td> </tr> <tr> <td><input type="checkbox"/> visitor</td> <td><input type="checkbox"/> EOTC experience</td> </tr> <tr> <td><input checked="" type="checkbox"/> pictures, posters</td> <td><input type="checkbox"/> interviews, surveys</td> </tr> <tr> <td><input type="checkbox"/> found objects</td> <td><input type="checkbox"/> software, CD ROMs</td> </tr> <tr> <td><input checked="" type="checkbox"/> thinking tools</td> <td><input type="checkbox"/> demonstration</td> </tr> <tr> <td><input checked="" type="checkbox"/> Quest CD, iPad App.</td> <td><input checked="" type="checkbox"/> learning conversations</td> </tr> </table> <p><input checked="" type="checkbox"/> Teacher directed activities – using the 'Skilful Decision Making' graphic organiser.</p>	<input type="checkbox"/> teleconference	<input type="checkbox"/> fax exchange	<input type="checkbox"/> e-mail exchange	<input checked="" type="checkbox"/> bookmarked www sites	<input type="checkbox"/> intranet site	<input type="checkbox"/> school library books	<input checked="" type="checkbox"/> National Library books	<input type="checkbox"/> magazines	<input type="checkbox"/> DVDs, videos	<input checked="" type="checkbox"/> Internet search	<input type="checkbox"/> articles, magazines	<input type="checkbox"/> school journals	<input type="checkbox"/> visitor	<input type="checkbox"/> EOTC experience	<input checked="" type="checkbox"/> pictures, posters	<input type="checkbox"/> interviews, surveys	<input type="checkbox"/> found objects	<input type="checkbox"/> software, CD ROMs	<input checked="" type="checkbox"/> thinking tools	<input type="checkbox"/> demonstration	<input checked="" type="checkbox"/> Quest CD, iPad App.	<input checked="" type="checkbox"/> learning conversations	<ul style="list-style-type: none"> • Identify basic human needs. • Identify immediate disaster effects from a major earthquake in a populated area. • Identify immediate challenges faced when disaster strikes. • Describe a cause and effect sequence when essential needs are disrupted by a disaster. • Identify disaster funding priorities for World Vision in Gujarat, India and Bam, Iran. • Describe the reasoning behind this prioritisation. 	<p>Shelterbox: http://www.shelterbox.org/home.htm</p>
<input type="checkbox"/> teleconference	<input type="checkbox"/> fax exchange																							
<input type="checkbox"/> e-mail exchange	<input checked="" type="checkbox"/> bookmarked www sites																							
<input type="checkbox"/> intranet site	<input type="checkbox"/> school library books																							
<input checked="" type="checkbox"/> National Library books	<input type="checkbox"/> magazines																							
<input type="checkbox"/> DVDs, videos	<input checked="" type="checkbox"/> Internet search																							
<input type="checkbox"/> articles, magazines	<input type="checkbox"/> school journals																							
<input type="checkbox"/> visitor	<input type="checkbox"/> EOTC experience																							
<input checked="" type="checkbox"/> pictures, posters	<input type="checkbox"/> interviews, surveys																							
<input type="checkbox"/> found objects	<input type="checkbox"/> software, CD ROMs																							
<input checked="" type="checkbox"/> thinking tools	<input type="checkbox"/> demonstration																							
<input checked="" type="checkbox"/> Quest CD, iPad App.	<input checked="" type="checkbox"/> learning conversations																							
<p>5 Constructing the Knowledge Forming and applying.</p> <p><input checked="" type="checkbox"/> Teacher directed activities – explain how to use the 'Skilful Decision Making' graphic organiser and the argument writing guide.</p>	<ul style="list-style-type: none"> • Decide on the 3 areas to take the highest priority for disaster relief funding. • Justify why these take the highest priority over all other identified areas. 	<p>Assessment Task/s</p> <ul style="list-style-type: none"> • Assess the depth and quality of the evidence in their convincing argument using the rubric. 																						
<p>6 New Insights and Understandings Presenting and evaluating.</p>	<ul style="list-style-type: none"> • Present their solution to the question in the scenario. • Explain how their solution supports their new insights, understandings and how it relates to the scenario. 																							

Unit Evaluation Implications for next unit

ASSESSMENT TASK – SOCIAL STUDIES – YEAR 7 AND YEAR 8
SOCIAL ORGANISATION – DISASTER STRIKES!



Key Achievement Objective: Understand how people participate individually and collectively in response to community challenges.

The scenario is: Every year we strongly support World Vision’s 40 hour famine. World Vision has been providing disaster relief to the earthquake stricken state of Gujarat in India and the city of Bam in Iran. Anyone giving money should be well informed on how their money is being used and if it is being used effectively. To make this judgement you need to know the best way to spend the money. Make a well-founded judgement, which three areas should take the highest priority in an earthquake disaster?

ASSESSMENT	BELOW EXPECTATIONS	WITHIN EXPECTATIONS	ABOVE EXPECTATIONS	Effort A B C
Your argument shows: Funding Area 1	Reasoning not particularly clear. Provided only 1 or no relevant reason.	Reasoning generally clear. Provided 2 – 3 relevant reasons.	Reasoning is very clear. Provided 4 or more relevant reasons.	
Funding Area 2	Reasoning not particularly clear. Provided only 1 or no relevant reason.	Reasoning generally clear. Provided 2 – 3 relevant reasons.	Reasoning is very clear. Provided 4 or more relevant reasons.	
Funding Area 3	Reasoning not particularly clear. Provided only 1 or no relevant reason.	Reasoning generally clear. Provided 2 – 3 relevant reasons.	Reasoning is very clear. Provided 4 or more relevant reasons.	
Student Evaluation				
Teacher Evaluation				
Your new insights and understandings show:	You only explained what kind of thinking you did but not how you did it. You explained only how it connected with your thinking, the things you already knew about how people participate in response to community challenges like a major earthquake.	You explained what kind of thinking you did and how you did it. You also explained how it extended your thinking, how your thinking went in new directions around how people participate in response to community challenges like a major earthquake.	You extended this by saying why this way of thinking helped you, including how you would do it next time. You also explained how your thinking was challenged, the questions you still have about how people participate in response to community challenges like a major earthquake.	
Student Evaluation				
Teacher Evaluation				

TEACHER FEEDBACK - MEDALS AND MISSIONS

Making a Well-Founded Judgement

A. Discuss with your class why making a well-founded judgement is needed.

'Many people form hasty opinions without really thinking. This is dangerous, as faulty thinking shared with others can cause problems or stop people looking for a much better answer. The truth about something is not always obvious or easy to find.' Richard Coote

'To be a useful member of our society we need to make sure that when we give our opinion it is well thought out and based on reliable information, in other words its a well-founded judgement.' Richard Coote

B. Develop with your class the thinking steps for a well-founded judgement.

Common Defaults in Making a Well-Founded Judgement

1. We make hasty judgements.
2. We base it on a small amount of information.
3. Our thoughts are disorganised.
4. We overlook important considerations.

Forming a Well-Founded Judgement

1. What is my present opinion?

Remember to suspend judgement. Consider the possibility that your present opinion could be wrong.
2. Where can I find the information I need?
3. Which is the best supported information?
4. What judgement is the best in light of the information available?

Constructing Knowledge Making a Well-Founded Judgement

Enlarge to A3

Areas needing funding

Evidence

Which areas
and evidence
will we use in our
argument?

Evidence Rating

- + Best
- o Neutral
- Poor
- ? No evidence

Integrating 'Making a Well-Founded Judgement' into an Argument

Use the template below to guide your students to deciding what to write in their argument. Their argument must make it clear to the reader what they are arguing for i.e. making their position clear, and why, using their researched evidence to back up their position. The template is based on Whiteheads (2003) model in Writing Frameworks: Book B. Revised edition.

Making a Well-Founded Judgement	
1. What is my present opinion?	
2. Suspend judgement.	
<i>Consider the possibility that your present opinion could be wrong.</i>	
3. Where can I find the information I need?	
4. Which is the best supported information?	
5. What judgement is the best in light of the information available?	

Before writing have you gone through the 'Making a Well-Founded Judgement' steps?

Title

- Give your argument a title

Introduction Paragraph

- Describe the context of the argument. This is where you make a link to the scenario.
- Tell your reader why you are making this argument i.e. why it is important to carefully consider where funding should go and the consequences if this is not carefully considered..
- Write a sentence that says what the 3 funding areas are that you are arguing for (or against). This is where you are stating your position.
- Sentence starters could include:
'What we should do is...'
'The areas that should get priority funding are...'
'We believe this because...'

Constructing Knowledge Making a Well-Founded Judgement

Body Paragraphs 1, 2, and 3*

- These paragraphs should say why you believe these areas should be a funding priority. You should use the ideas from the evidence you found. Make sure you explain why you think the evidence supports your position.
- Sentence starters could be
'First we believe this should be a priority because...'
'Evidence we have to support this came from...'
'The second reason is...'
'Another reason we believe that is...'
'The final reason is...'
- Describe the evidence which backs your position up for each reason.

Conclusion

- Here you will write a brief summary of your position, your 3 funding area priorities, and what action should be taken.
- Sentence starters could be
'For these reasons we believe that...'

* To achieve an 'Above Expectations' you will be aiming to write 3 'body' paragraphs.

Now add your:

New Insights and Understandings.

- Use the Ladder of Metacognition to comment on your ability to form a well founded judgement.
- Explain how people participate in response to community challenges like a major earthquake. How your thinking was connected, extended and challenged.

Additional Scaffolding Suggestions

- Current Events

The resources provided for this Quest are based on Bam and Gujarat and provide you and your students with everything they need to answer the question posed in the scenario but be aware they are intended as back-up to any current news resources on earthquakes that you can find.

Gujarat and Bam were selected as at the time the only major New Zealand earthquake had been Napier in 1931. Too much has changed since then for it to be useful. Now the Christchurch earthquake of 2011 has occurred. Resources on the community response to this earthquake should be included in this Quest.

- If the discussion on key concepts using the achievement objective and scenario is difficult, and the brainstorming and mindmapping produced show little knowledge of people's responses to disasters, use the activities on page T9 Teacher Notes, World Vision's book, 'Rebuilding Lives' by Alison Squires and Susan Warren ISBN 0-908966-21-0

Show the video 'Picking up the Pieces' available on loan from our library or either World Vision or the National Library.

Another good clip can be found at:

<http://www.5min.com/Video/Earthquake-Survivors-of-Bam-Iran-416310434>

- This Quest suits research by collaborative groups of two with access to their own computer or iPad.
- If during a checkpoint the work seems to be lacking detail regarding people's responses, point them to the page 'World Vision's Relief Response to Sudden Natural Disaster' in the note pad on the laptop.
- Do not allow any e-mail, fax, phone calls or video conferences to be made until teacher contact has been made with the expert involved. Set it up for success.
- Remember, an expert does not have to be seen in adult terms. It could be another staff member, family friend, parent, grandparent - any knowledgeable adult who has the time to reply.

There are people in our community who experienced the Christchurch earthquake. It is possible that students and their parents may be a useful resource. Please be extra careful to check with parents before directly using a student as an expert as there may be an emotional element that may exclude their participation.

- If using the aid agency web site, remember to check the FAQs before sending e-mails.
- An additional thinking skill that needs to be looked at during this Quest is 'identifying causal chains.' see Page 387, Chapter 13 - Causal Explanation in 'Infusing the Teaching of Critical and Creative Thinking into Content Instruction - A Lesson Design Handbook for the Elementary Grades' Robert J. Swartz and Sandra Parks, The Critical Thinking Co. ISBN 0-89455-481-6.

- Explain the following vocabulary list: lentils, hamlet, distribution centre, tarps - tarpaulins, millet, rubble, hygiene, safe haven, latrines, shell shocked, sanitation, purification tablets, logistics, press release, recruited, rehabilitation, human resources manager, debriefing, commodities, disrupted, cremated, molasses, Richter scale, Mercalli scale.
- Library Display - during your weekly library visit please draw your classes attention to the collection of objects from Gujarat, Bam and Christchurch.
- Shelterbox Tracking

In 2009 we held a muffi day and donated \$534 to the Rotary Club of East Coast Bays who were raising money for three shelter boxes.

You can find out about this scheme at:

<http://www.shelterbox.org.nz/index.htm>

<http://www.shelterbox.org/index.php>

You can track the location of the three boxes partly funded by our money at:

<http://www.shelterbox.org/trackbox.php>

Select New Zealand and enter box numbers 658, 659 and 660.

Then you can check out the disaster they were sent to help at:

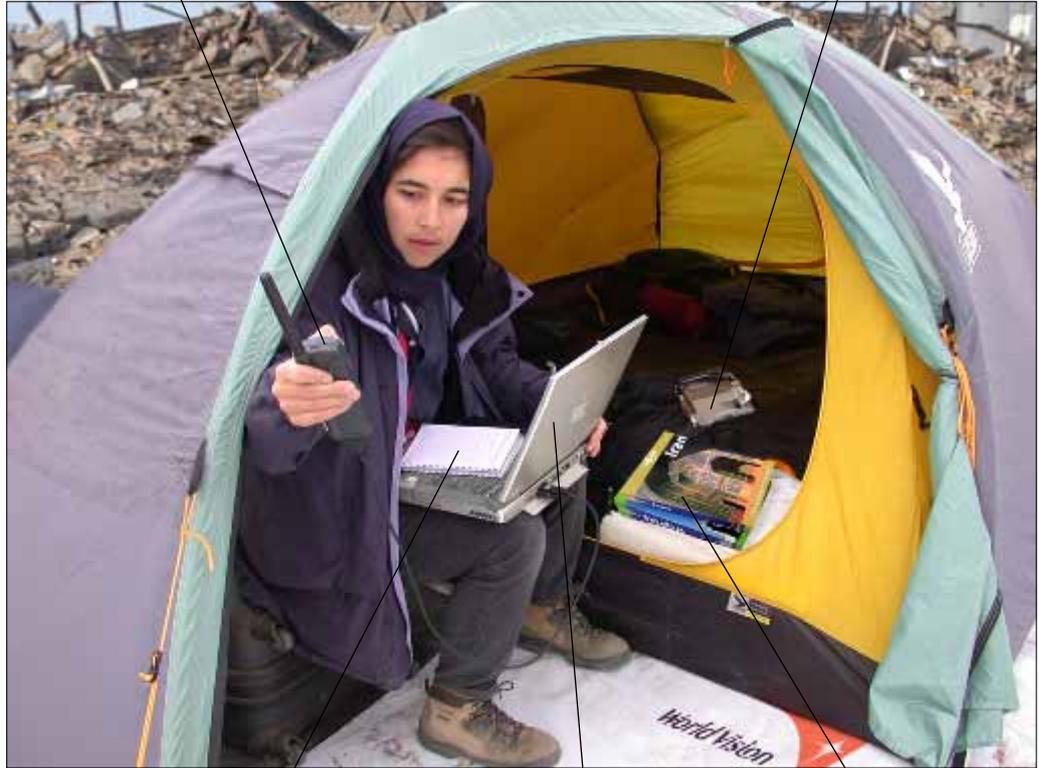
<http://www.shelterbox.org/deployments.php>

Homework after the Quest

- Where else do you need to make well-founded judgements? List some situations where this skilful thinking is needed.

Audio Interview
Mark Mitchell

Video Interviews
4 Aid Workers
Internet Links
Information on
Iran and India



Articles
23 articles/pamphlets

Internet Links
Information on Iran
and India

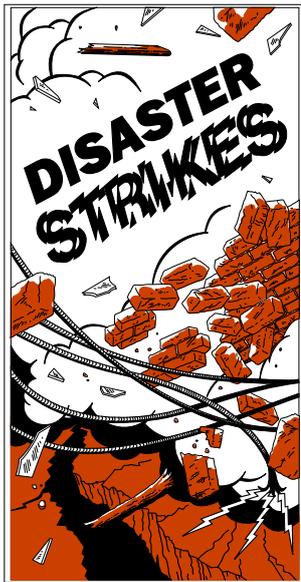
Photographs
17 Bam, Iran
16 Gujarat,
India
Internet Links
Aid Agencies



Poster



A group of students in Room 12 used iMovie as a medium for sharing their new insights and understandings with others. They presented this in the form of a news report, including interviews and 'breaking news.'



Flag



Doll from Gujarat



Red brick from Christchurch



Razanne doll from Iran



Tile from Bam