

Lesson Plan 3: My Role When Disaster Strikes

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Grade Level(s)

This lesson is designed for grade 4-6 advanced/high ability learners. This lesson will take four 45-to-60-minute sessions.

Lesson Overview

Students will be assigned a role and will discuss the stakeholders' needs in a given disaster situation. They will also determine their responsibilities and spheres of influence based upon their roles.

Learning Objectives

Students will be assigned a role and will complete the remainder of the activity from their character's point of view. Students will establish the needs of their new society based upon the role that they have. Students will identify their responsibilities and sphere of influence based on their role. Students will write a story based on their assigned role and the needs they must meet.

Standards

6th Grade Utah Social Studies Core

Benchmark: The modern world has witnessed incredible change in global trade, the spread of democracy, the influence of technology, an increase in environmental awareness and advances in human knowledge. The 20th century saw two world wars, the rise of competing economic systems, and unprecedented technological change. Against the backdrop of the modern world there are many opinions regarding the civic responsibilities humans have to one another.

Standard 4

Students will understand current global issues and their rights and responsibilities in the interconnected world.

Objective 1

Analyze how major world events of the 20th century affect the world today.

Objective 2

Explore current global issues facing the modern world and identify potential solutions

Objective 3

Determine human rights and responsibilities in the world.

Reading: Literature Standard 6

Explain how an author develops the point of view of the narrator or speaker in a text.

Reading: Informational Text Standard 7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing Standard 3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Writing Standard 9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Preparation

Make a list of influential people in society. For each person, provide a basic description of what responsibility that person may have in a disaster situation. Put each role on a slip of paper to be drawn at random or assigned based on individual students' strengths.

Gather miscellaneous materials for prototyping.

Materials and Resources

- Paper
- List of roles
- Prototyping materials

Activity 1: My Story - Empathy (30-45 minutes)

Each group will receive a role through random drawing or by assignment. Give students an opportunity in a written format to generate a first-person story about their characters' experiences in the aftermath of a disaster scenario you provide. Give them opportunities to be creative in using different ways of communicating. It could be an email, newspaper article, or series of texts. It cannot be an obituary because they have a responsibility to help create their new society, so the assigned character must be living. Have them concentrate on the needs that they have or those for whom they are responsible have. The writing doesn't need to be final draft quality. The purpose is to get a flow of ideas from a student's

character's perspective. As the final sentence in their writing students should identify their top two needs.

Activity 2: Empathy Maps Revisited – Depth of Knowledge Level 3 (10-15 minutes)

Using the empathy maps from Lesson 2, have the students review and add to them based on the characters they have been assigned. Have the students reflect on the following question: In what ways have my feelings changed based on who I am in this new society?

Activity 3: Think About It Quick Draw – Ideate – Depth of Knowledge Level 4 (20-25 minutes)

Have students individually sketch out their best solution ideas to meet the needs of their characters and society. Encourage multiple ideas. Leave it open-ended so students can think creatively. When completed, students will take their quick draws back to their group to synthesize their ideas.

Activity 4: Rebuilding – Prototyping – Depth of Knowledge Level 4 (45-60 minutes)

Give students 45-60 minutes to design a prototype in their groups. After finishing have each group indicate which need they tried to solve and how their prototype will solve that problem.

Activity 5: Presentation – Testing for Feedback – Depth of Knowledge Level 4 (45-60 minutes)

When each group has completed their prototype they will present their ideas. Each group will have 10 minutes to present. The other students will have feedback cards which they will use to give two compliments and one idea for improving the prototype.

After the testing and feedback, the students will be given 15 minutes to modify their prototype.

Activity 6: Collaborate – Depth of Knowledge Level 4 (45-60 minutes)

The whole class will bring their prototypes together. The goal of this activity is to design an overarching structure and placement of their prototypes within the post-disaster society. Have the students give their reasoning for the placement of each prototype. Finally discuss the following questions:

- In what ways did we meet our characters' needs?

- How might we better meet the needs?

Students will then write a reflection about their experience.

Troubleshooting

Students may want to take too much time for the quick draw and story. Stay strict on the time limits.

Assessment

The assessments will be the empathy map, quick draw, prototype, discussions, feedback, and story.