

Class Mode Extension Activity 3: Survivor Interview – 2.22

From the teaching guide of <http://wikieducator.org/Tsunami>

<p>Builds on:</p> <ul style="list-style-type: none"> Lesson 2.22 – Social Impacts Lesson 1.1X - Understanding of physical attributes of tsunami, especially run-up <p>Future connections:</p> <ul style="list-style-type: none"> Lesson 3.12 – Getaway plan Lesson 3.42 – tsunami game 	<p>Connection to Learning Outcomes:</p> <ul style="list-style-type: none"> Define tsunami, describe how it occurs and identify the warning signs - both man-made and natural. <u>Describe the physical and social effects that a tsunami can have.</u> Design and evaluate survival plans and <u>precautions against the threat of tsunami</u> for their local context and other contexts.
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Collaborative Activity: At least two lessons.

Students work in groups to prepare and present a survivor interview (either as a video clip as in the [Wurtzler video](#) shown previously or as a performance to the class) based on their diary work. http://wikieducator.org/Tsunami/Phase_2/Lesson2_2

Preparation:

- Those classes that have access to, and have some experience with, video cameras could adapt this easily as a video recording activity. Please note that this option will affect timing and your plans will need to adapt accordingly.
- Otherwise, the activity outlined here is intended to result in a basic performance to class (front of room as stage).
- Prepare video cameras & computers if following video presentation option.*

Roles & Responsibilities:

Class is divided into small groups (3-6 students per group). Groups consist of the following roles, but the responsibilities will be shared to some extent and any student may hold more than one role:

- Script writer: plans, writes and develops script throughout process.
- Director: translates script into performance. Directs actors in rehearsal (& performance if video)
- Producer: Manages the process. Prepares schedule and ensures all members stay on task. Communicates with teacher and other producers if needed.
- Actors: Develop the characters presented, learn script and give performance.
- Cinematographer (camera operator): Responsible for care and operation of cameras, including camera positions, angles, movement and lighting – if video option.*
- Editor: Arranges and edits footage for the creation of final presentation clip – if video option.*

Facilitation:

Time	Action	Notes
Lesson 1	Introduce activity. Split class into groups. Note that final clip / performance time limit (recommended 3 mins) Groups appoint roles and begin planning of story and schedule. Story should be based on one or more of the student diaries (2.22)	<i>Outcome of lesson 1 = all members assigned with role and homework tasks; story outline made and understood by whole group.</i>
Lesson 2	Script writer, director & actors work together in developing script and characters. Script writer develops script; director considers any props needed, setting and any action; Actors develop character based on script outline and begin practicing character. Producer keeps all on task, helps where needed and communicates with teacher any problems or questions.	<i>If video option – cinematographer practices with camera and experiments with lighting and angles. Editor practices editing software.</i>
Lesson 3	Performance of each group survivor interview / survivor story.	<i>If video option – lesson 3 is filming with lesson 4 as presentation.</i>
	If necessary, any number of lessons can be added before performance for development and rehearsal.	<i>...and filming if video option.</i>

Some Potential Reflection Tasks (next lesson):

- Discuss, rate and commend performances. Reflection on their similarities and differences and implications of real clip.
- Reflection on how being interviewed may affect a survivor.
- Class project to create a larger presentation / performance by compiling and synthesising group efforts.