

Class Mode Extension Activity 4: Emergency Kit – 3.32

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

<p>Builds on:</p> <ul style="list-style-type: none">• Lesson 3.12 – Emergency Plan• Lesson 1.2X – Warning Signs <p>Future connections:</p> <ul style="list-style-type: none">• 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.• Describe the physical and social effects that a tsunami can have.• <u>Design and evaluate survival plans</u> and <u>precautions against the threat of tsunami</u> for their local context and other contexts.
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Cooperative Activity:

A physical activity where students in groups dash to assemble [emergency kits](http://wikieducator.org/Tsunami/Phase%203/Lesson3%20) and compete for the most accurate kit according to official lists. [http://wikieducator.org/Tsunami/Phase 3/Lesson3 2](http://wikieducator.org/Tsunami/Phase%203/Lesson3%20). (Also possible for [getaway kit](#) & [first aid kit](#)).

Preparation:

1. Refer to the lists of essential items provided on www.getthru.govt.nz for an emergency kit. [Emergency check list](#).
2. Choose one of three modes for the activity:
 - real mode requires providing a set of real or replica items for each group;
 - picture mode involves providing a set of pictures of the items for each group;
 - word mode involves providing a set of cutout words representing the items for each group.Pictures of some of the items for the check list kit are provided on page 82 of the “[what’s the plan Stan](#)” guide. You will also need a whistle or clap board for signaling.
3. Supplement the items listed with a range of other items not listed. You should also ensure that the supplementary items are repeated for each group so that the total number of each item does not give it away.

Game procedure:

- All items (or pictures/words) are assembled in a single pile. *Note: if you are worried about students colliding you can arrange one equal set of items in one pile per group*.
- Students are divided into relatively equal groups. Each group is seated in a line with the front student of each group about equal distance to the pile.
- On the teacher’s signal (whistle/clap/etc) the front student of each group dashes to the pile and aims to grab an item that exists on the emergency check list, returning with this item to their group and joining the back of the line.
- On the teacher’s next signal, the next student in each group dashes and so on.
- This continues until a set number of items is collected (*there are 21 items in the list*)
- At the end of the game, the official checklist is revealed (hand out to each student or project/write on board) and group item sets are compared with this list. Competitive option = winning group has most accurate list.

Some additional rules to consider:

- Some list items are multiples (i.e. “blankets” indicates multiple blankets). Specify to students that the game requires only one unit of each item be collected OR make things complicated by requiring sets relative to group size and age.
- Some students will retrieve items a lot quicker than others – if some are likely to linger too long you can establish TWO signals per student. Signal one = dash to the table; signal two = return.
- Consider appointing some ‘line judges’ (assistant referees) to help keep an eye on things (double grabs, pushing, etc).
- A motivating addition could be to plan that all of the supplementary items are in fact made up of what’s needed for a class party to be announced after the game.
- Students may or may not be allowed to revise the official list briefly before starting the game.

Some Potential Reflection Tasks:

- In their groups, students must consider the implications of their assembled set, especially any diversions from the official checklist, and write or present on how this would affect their survival plan.
- If any groups have multiple items, students are given an opportunity to trade with other groups (but not with the pile).