Summative Assessment Criteria

Learning Objective:
▪ You will be designing and evaluating an emergency plan, planning escape routes, putting together a getaway kit and learning how to help your community to prepare for tsunami in your area.

Learning task	Assessment Criteria
Stage 3, Lesson 1 Complete a household emergency plan for your household.	• The household emergency is completed in full and the plan is functional (ie it is not unrealistic). • Members of the household are familiar with the plan.
Stage 3, Lesson 2 Using a map of the area you live in, draw your escape routes from your home, farm, school and mum/dad's workplace, or any other place you could be where tsunami might occur. Mark on your map where the tsunami will impact, and where welfare centres and safe places are.	▪ Escape routes are shown on the map from a range of locations. ▪ Escape routes lead to a location that is as far inland, and as high up as possible and can be reached on foot. ▪ Tsunami impact location is identified on the map. ▪ At least 2 welfare centres and 2 safe places are located on the map.

Learning task	Assessment Criteria
Stage 3, Lesson 3 A Household Emergency Checklist will help you prepare essential food, water, clothing and medical supplies for you and your family to cope for at least three days. 1. Assemble everything you need for your Emergency Survival Items and place it somewhere that is easy to get to in an emergency. 2. Make sure everyone in your house knows where your Emergency Survival Items are kept. If you prefer to keep some of your Emergency Survival Items in the house for everyday use, make sure you know where to find them quickly when an emergency occurs. 3. Assemble a Getaway Kit of essential emergency and medical items that you can take with you if you need to be evacuated quickly.	▪ Household emergency checklist is completed in full. ▪ Correct amount of food and water is identified for number of people in the student's household. ▪ Provisions for babies/small children/pets have been made if relevant to the student. ▪ Student is able to explain the purpose of items such as rubbish bags, can opener. ▪ Evidence of Emergency Survival item assembly is provided (e.g photograph). ▪ Student is able to advise where on their property emergency survival items are stored and why. ▪ Items appropriate to the individual student are assembled in a getaway kit or identified in a poster/photograph of a getaway kit that can be carried easily by the student. ▪ Evidence of Getaway kit is provided (e.g photograph/picture drawn to show contents of the kit.

Learning task	Assessment Criteria
Stage 3, Lesson 4 Your role in this game is to plan and construct a safer environment for your community. Using your tsunami knowledge and your skills as a Survival Agent, assess the risk and limit damage using the money given to you by the local council. Purchase what you need to make buildings stronger and relocate key buildings such as hospitals and community centres. You can also spend this money installing an early warning system, and planting trees and establishing evacuation plans and escape routes. Load the game: 1. Select the tsunami game 2. Select the 'easy' option. 3. Play the game. Play the game as many times as you like. At the end of each game, think about what you could do differently to improve the safety of the community. See if you can improve your score each game by doing this.	• Knowledge of risks and potential damage is applied to inform purchases. • A range of items are purchased. • Student succeeds in constructing a safer environment for the community within the budget allocated. Represented by minimal loss of life and injury as well as final score in game points awarded. • Repeated playing of the game increases the level of safety for the community within the budget allocated.