

# Tsunami Phase 3

## Print Version for Teacher Support

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# Course Materials

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# Tsunami/Phase 3/Lesson1 1

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## Tsunami survivor



### 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.



## Survival Agent

*Listen here* <playmp3>Survival Agent

Knowing what to do in the event of a tsunami can help you to keep yourself and your family safe.

- Know if your local area could be struck by a tsunami.
- Talk with your family and prepare an emergency plan.
- Identify safe places close to your home and school – go as far inland as possible or to higher ground as possible.
- Prepare a getaway kit.



# Tsunami/Phase 3/Lesson1 2

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## Emergency plan

To survive a tsunami you will need to have a household emergency plan that will help you and your family plan for what to do when a disaster strikes. In your emergency plan, you will need to work out:

- How and where you will meet up during and after the tsunami.
- Where each person's Getaway Kit will be so they can take it with them.
- The best place to store Emergency Survival Items. Make sure everyone knows where these items are, and who is responsible for checking essential items.
- How to turn off the water, gas and electricity in your home or business.
- How to contact your local civil defence organisation for assistance during an emergency.



### Activity

#### Household Emergency Plan

Complete a household emergency plan <sup>[1]</sup> for your family.

Discuss <sup>[2]</sup>

## References

[1] <http://www.getthru.govt.nz/web/GetThru.nsf/web/BOWN-7H37SG?OpenDocument>

[2] <http://tsunamiwiki.wikispaces.com/message/view/home/27535421>

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# Tsunami/Phase 3/Lesson2 1

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## Escape routes

If you are ever involved in a tsunami you will need to know which route to take to escape it.

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### Activity

#### Plan Your Escape

1. 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. Remember you will need to go as far inland and as high up as you can. You should be able to reach your safe location on foot as soon as possible. (if you live in an area that could not be threatened by a tsunami, try completing this activity for a place near the coast that you have visited or may visit in the future).
2. Mark on your map where the tsunami will impact, and where welfare centres and safe places are.
3. Find out what your school's evacuation plan is. Do mum and dad know what arrangements are in place if a tsunami hits when you are at school?
4. Practice your evacuation routes so that you are able to follow your escape route even at night or during bad weather. Disasters can happen without warning so you need an evacuation route that you can follow in any situation.



Discuss <sup>[1]</sup>

## References

[1] <http://tsunamiwiki.wikispaces.com/message/view/home/27535413>

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## Tsunami/Phase 3/Lesson3 2

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### Activity

#### Prepare a Getaway Kit

A Household Emergency Checklist <sup>[1]</sup> 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 <sup>[2]</sup> of essential emergency and medical items that you can take with you if you need to be evacuated quickly.

Discuss <sup>[3]</sup>

## References

[1] <http://www.getthru.govt.nz/web/GetThru.nsf/web/BOWN-7GZTZF?OpenDocument>

[2] <http://www.getthru.govt.nz/web/GetThru.nsf/web/BOWN-7GZUEY?OpenDocument>

[3] <http://tsunamiwiki.wikispaces.com/message/view/home/27535395>

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## Tsunami/Phase 3/Lesson4 1

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## Survival Agent

*Listen here* <playmp3>Survival Agent



### Activity

#### Check Your Understanding

Before you go ahead with the activity, let's see how far you have come in your training. What knowledge are you now armed with to prepare and protect communities from a tsunami threat?

Make a list of the key information about tsunami that you could use to help prepare this community.

The list could contain three parts:

1. What a tsunami is, how it happens, and the warning signs.
2. What a tsunami does to the land and to the community.
3. What we can do to prepare ourselves and our communities for a tsunami.

Discuss <sup>[1]</sup>

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## Class Mode Extension Activity 4: Emergency Kit – 3.32

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

<p><b>Builds on:</b></p> <ul style="list-style-type: none"> <li>• Lesson 3.12 – Emergency Plan</li> <li>• Lesson 1.2X – Warning Signs</li> </ul> <p><b>Future connections:</b></p> <ul style="list-style-type: none"> <li>• Lesson 3.42 – tsunami game</li> </ul>	<p><b>Connection to Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Define tsunami, describe how it occurs and identify the warning signs - both man-made and natural.</li> <li>• Describe the physical and social effects that a tsunami can have.</li> <li>• <b>Design and evaluate survival plans</b> and <b>precautions against the threat of tsunami</b> for their local context and other contexts.</li> </ul>
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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%202) 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%202). (Also possible for [getaway kit](#) & [first aid kit](#)).

### Preparation:

1. Refer to the lists of essential items provided on [www.getthru.govt.nz](http://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).



## References

[1] <http://tsunamiwiki.wikispaces.com/message/view/home/27535379>

# Tsunami/Phase 3/Lesson3 1

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## Getaway Kit

In a tsunami, you will need to evacuate quickly and take your Getaway Kit with you. Everyone in the household should have a Getaway Kit - even if you are on holiday in an area that might be at risk from tsunami. This kit should include essential items from your Emergency Survival Kit such as

### Family documents

- Birth and marriage certificates
- Drivers licenses and passports
- Financial information (insurance policies, mortgage information, etc)
- Family photos

### Personal items

- Towels, soap, toothbrush, toothpaste, toilet paper and sanitary items
- Hearing aids, glasses, mobility aids for elderly or vulnerable members of your house



# Tsunami/Phase 3/Lesson4 2

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## Activity

### Surviving Tsunami

Your role in this game is to plan and construct a safer environment for your community. Armed with 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:* <sup>[1]</sup>

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.

Discuss <sup>[2]</sup>

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## Class Mode Extension Activity 5: Class Mode Gaming – 3.42

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

<p><b>Builds on:</b></p> <ul style="list-style-type: none"> <li>• Everything!</li> </ul> <p><b>Future connections:</b></p> <ul style="list-style-type: none"> <li>• Life!</li> </ul>	<p><b>Connection to Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Define tsunami, describe how it occurs and identify the warning signs - both man-made and natural.</li> <li>• Describe the physical and social effects that a tsunami can have.</li> <li>• <b><u>Design and evaluate survival plans and precautions against the threat of tsunami for their local context and other contexts.</u></b></li> </ul>
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### Core Activity:

The course culminates as students [play an online game](#) simulating the effects of a tsunami on a small coastal village. The players (students) have a time limit to implement a number of prevention and safety strategies to lessen the impact of the disaster. They should use their knowledge of tsunami and safety developed throughout the course to assist and base their decisions in the game on this expert knowledge. [http://wikieducator.org/Tsunami/Phase\\_3/Lesson4\\_2](http://wikieducator.org/Tsunami/Phase_3/Lesson4_2)

### Play Variables:

There are a range of ways that the game can be played and a number of strategies that can adapt its use to a social, competitive or collaborative activity. Please consider the suggestions below or develop your own strategy for class gaming.

#### Tournament

The game is pre-loaded on a set of class computers and a tournament schedule is set out on the board. If you have not organised or taken part in a tournament before, the aim is to have games played competitively, one player against another, with the winner of each bout progressing toward a final match. Ensure the both students in each bout play the game at the same difficulty level.

#### Hi-Score Tally

The game is simply played by each student in the class with a leaderboard presented and the overall winner decided by the best score for a single game. Depending on the total number of class computers, there may be time in one lesson for students to have more than one try.

#### Collaborative Team Play

Students work in teams to plan a strategy for the game and implement it together.

#### Reverse Engineering

Students work in teams (number of groups possibly dependent on the number of class computers) to decipher the scoring system of the game and establish a class master strategy.

A basic method for establishing this strategy involves repeating the game with all variables the same, except one key variable being tested; the effect on scoring of this tested variable can then be observed.

This could be adapted as a whole-class activity with each group assigned to test a different set of variables to contribute to the class knowledge bank. For example, group 1 tests the affect on scoring of raising buildings or strengthening their foundations; group 2 tests the affect on scoring of providing training to staff in each building. The recommendation that each of these groups finds by researching these variables contributes to the class master-strategy.

### Some Potential Reflection Tasks (next lesson):

- Class discussion on events in the game and consider the relationship of these to their expert knowledge of tsunami developed in the course.
- ‘Reverse Engineering’ master strategy is assessed compared with student’s expert knowledge of tsunami. Based on this assessment students evaluate the appropriateness of the game for learning about tsunami and if necessary make recommendations for changes to the game and/or scoring system for better realism. If students find any major changes are needed, especially to the scoring system, they could be encouraged to present these recommendations to [the UN ISDR](#) and potentially contribute to the development of this educational game.

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## References

- [1] <http://www.stopdisastersgame.org/en/home.html>  
[2] <http://tsunamiwiki.wikispaces.com/message/view/home/27535369>

# Tsunami/Phase 3/Lesson4 3

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## Survival Agent

*Listen here* <playmp3>Survival Agent



[2] <sup>[1]</sup>

## References

- [1] [http://en.wikipedia.org/wiki//Tsunami/Phase\\_3/Lesson4\\_2](http://en.wikipedia.org/wiki//Tsunami/Phase_3/Lesson4_2)  
[2] <http://www.wikieducator.org/images/c/ca/Previous.png>
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