

Trend Task: Earthquake Survival Plan











Approach: Team
Focus: Justifying appropriate information sources
Resources: Set of 12 pictures [simulated resource shown below], chart

Year: 4 & 8

Questions / instructions:

Imagine your principal has asked your group to come up with an earthquake survival plan for your school. Here is a set of pictures showing people you can ask for help. Look at these pictures and decide on the **four** people who could give you the best help making your survival plan. You will need to think of reasons why they would be good people to help you.

 Teacher I help others to learn	 Builder I build schools	 Civil Engineer I make sure that buildings like schools are planned and built to be strong	 Doctor I look after people who are hurt or sick	 Householder I have an earthquake survival plan	 OSH Worker I check schools and other workplaces to make sure that they are safe
 Seismologist I know all about earthquakes and why they happen	 Great-grandparent I lived through the 1931 Napier earthquake	 Civil Defence Worker I help people when disasters happen	 First Aid Teacher I teach people first aid	 Rescue Worker I rescue people	 Librarian I show people how to find information

4 people chosen to help us make our earthquake survival plan

Discuss who would be the most suitable people to help you develop your survival plan. When you are ready I will ask you to tell me which people you would choose and why. You will have a chart to put the **four** pictures onto. Here are the pictures and the chart. I'll read the picture cards to you.

Read picture captions and put pictures and chart on table. Allow time.

Now tell me the **four** people you would choose to help you to come up with an earthquake survival plan for your school. First, read what it tells you about each person on their card, then tell me how that person could help you with your plan. All of you can help to tell me how each person could help you.

After students read what is on the card say:
 Tell me how that person could help you with your plan.

First response given:

[These are the responses for the first person the teams selected. The responses for the other three selections show a similar pattern.]

	% response 2009 ('05)	
	year 4	year 8
librarian	5 (0)	3 (2)
civil engineer	6 (7)	16 (9)
householder	17 (23)	14 (19)
Civil Defence worker	17 (16)	13 (7)
great-grandparent	13 (12)	9 (7)
doctor	5 (7)	1 (3)
first-aid teacher	10 (7)	14 (12)
builder	1 (0)	1 (0)
rescue worker	4 (7)	4 (5)
seismologist	17 (19)	20 (24)
OSH worker	3 (2)	6 (12)
teacher	2 (0)	0 (0)
anything else (or none)	1 (0)	0 (0)

	% response 2009 ('05)	
	year 4	year 8
Justification for choosing person 1:		
very strong	7 (11)	14 (17)
reasonable (specific to school needs)	21 (18)	40 (26)
weak	28 (32)	28 (29)
only read card or no response	44 (40)	18 (28)

	% response 2009 ('05)	
	year 4	year 8
Justification for choosing person 2:		
very strong	8 (5)	12 (12)
reasonable (specific to school needs)	13 (20)	27 (28)
weak	23 (21)	31 (35)
only read card or no response	56 (54)	30 (26)
Justification for choosing Person 3:		
very strong	4 (9)	12 (9)
reasonable (specific to school needs)	26 (5)	28 (29)
weak	21 (30)	28 (35)
only read card or no response	50 (56)	32 (28)
Justification for choosing person 4:		
very strong	3 (4)	18 (7)
reasonable (specific to school needs)	18 (7)	35 (32)
weak	23 (35)	23 (35)
only read card or no response	57 (54)	24 (26)
Total Score:	8-12	7 (5)
	6-7	11 (7)
	4-5	19 (21)
	2-3	32 (32)
	0-1	31 (34)

Commentary:

This was a difficult task for the year 4 children, with most teams not being able to come up with any justification for their choices, or only a weak response. There was marked improvement in the year 8 teams. The selections that students made were fairly similar at year 4 and year 8. Slight growth in the quality of the justifications was seen at both levels over the previous administration. Subgroup comparisons are not possible because this was a team task.