

Trend Task: Earthquake Disaster (Y4)

Approach: Team

Year: 4

Focus: Identifying and responding to community crises

Resources: Video recording on laptop computer, answer sheet

Questions / instructions:

This activity uses the computer.

This activity is about a disaster caused by an earthquake. We'll start by watching a short video which shows what happens during an earthquake.

Click the *Earthquake Disaster* button. The video will start.

[Same video and script as for Year 8 on the adjacent page.]

The video showed a terrible earthquake. When a disaster like this happens, there are lots of problems.

I want your team to make a list of the biggest problems there would be. Alongside each problem, write down the best people to help with the problem.

Everyone in your team should help. You can take turns at writing down your ideas. Here is an answer sheet for writing your list of problems, and the people who would be best to help with each problem.

Hand out Team answer sheet. Allow time.

To finish this activity, I want you to tell me what you said would be the biggest problems, and who would be the best people to help with each problem. You can take turns at telling me what is on your answer sheet.

If the wording on the students' written record needs to be clarified to better represent what they say, offer to make changes to their answer sheet.

Main areas used in marking:

- harm to people
- damage to essential services
- ongoing risks (e.g. fire, disease, pollution)
- reconstruction needs

First problem – appropriateness of people to help:

fully	62 (55)
partially	26 (28)
any other response	12 (17)

% response
2005 ('01)
year 4

Second problem – appropriateness of people to help:

fully	56 (30)
partially	23 (40)
any other response	21 (30)

Third problem – appropriateness of people to help:

fully	47 (22)
partially	28 (36)
any other response	25 (42)

Fourth problem – appropriateness of people to help:

fully	41 (27)
partially	24 (25)
any other response	35 (48)

Fifth problem – appropriateness of people to help:

fully	35 (22)
partially	27 (6)
any other response	38 (72)

Sixth problem – appropriateness of people to help:

fully	31 (5)
partially	22 (10)
any other response	47 (85)

Seventh problem – appropriateness of people to help:

fully	25 (10)
partially	25 (8)
any other response	50 (82)

Identification of problems - overall

4 main areas	41 (13)
3 main areas	41 (45)
2 main areas	16 (37)
1 main area	1 (5)
0 main areas	1 (0)

Total score:

19–22	14 (0)
16–18	28 (10)
13–15	26 (13)
10–12	15 (34)
7–9	15 (30)
0–6	2 (13)

% response
2005 ('01)
year 4

Commentary:

The results show a huge increase in scores between 2001 and 2005, mainly because the 2001 students gave much less complete answers (listing fewer problems than the 2005 students). The NEMP directors believe that this may have occurred because the task was scheduled first in a one-hour assessment session in 2005 but last in a corresponding session in 2001. Students and their administrators probably rushed through the task in 2001. Because of concerns about the comparability of these results, they are excluded from the trend analysis.