Objectives

To engage students in a hands-on, authentic learning activity using disaster-related language. The 5 disaster choices are: tsunamis, floods, earthquakes, wildfires, and hurricanes.

Key Vocabulary

- Advise (v.), advice (n.) – to suggest,
- Defend (v.); defence, defense (n.) – to make safe from danger
- Develop (v.); development (n.) – to make something new
- Disaster (n.) – a very large problem (e.g. a tsunami is a disaster)
- Option (n.) – a choice
- Prevent (v.); prevention (n.) – to make impossible
- Protect (v.); protection (n.) - to make safe from danger
- Upgrade (v., n.) – to make something better

Materials

- Computer with an online connection for the simulation:
  http://www.stopdisastersgame.org/en/playgame.html
- Dictionary with an audio tool so that you can hear a native speaker pronounce the words (e.g. Merriam-Webster Online http://www.merriam-webster.com/).

Instructions for a Class with Multiple Computers

1. Put students in groups. Assign roles to them or let them choose the roles of players from the game (e.g. in each group there is a school teacher, hospital worker, tree planter, housing builder, hotel owner, tourist, etc.). One student in each group should be the timekeeper, so that each student gets an equal amount of time to participate. And, another student in each group can be a recorder, taking notes on what the group does.
2. Each group plays the game, taking turns and making decisions based on their roles.
3. At the end of the game, the group reports orally and/or in writing on their results (see Assessment below).

Instructions for a One-Computer Classroom

Play the game as a whole class activity with the game projected on a screen or wall. Assign roles per instructions above. In this case, there will be multiple teachers, hospital workers, tree planters, etc. for the whole class. Group students according to shared roles (e.g. all teachers together, all hospital workers together, etc.). Allow time for small-group discussion so they can make group recommendations to the class as the game proceeds.

Assessment

This simulation has a built-in assessment component. After the tsunami strikes, the computer automatically gives players a report with an analysis (cost of damage, people injured or dead, etc.). The group review their results and answer the questions:

- In what ways were we successful?
- If we play the game again, what will we do differently?