

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **"STOP DISASTERS!" – ASSIGNMENT SHEET**

### **Scenario:**

"Disasters triggered by natural hazards destroy lives and livelihoods. They affect millions of people every year, rich or poor. With your help, we can reduce the human, physical and financial cost of disasters by understanding the risks of applying the best methods of prevention and mitigation. Simple measures really do save lives. Your role is to plan and construct a safer environment for your population. You must limit the damage when natural hazards strike" (International Strategy for Disaster Reduction).



### **Steps:**

1. Go to **www.stopdisastersgame.org** and click on "Play Game" (it may take a minute to load), read the introduction and then "Launch Game".
2. Click on "Instructions" and *read each section carefully*. This is important as there are many different features of this simulation and you will need all of them to complete the assignment.
3. Click on "Play Game" and choose one of the disasters. Record the Disaster Type, Location, Terrain, and Difficulty Level on your worksheet (see attached). **Note:** it is recommended to start with the "easy" scenario.
4. Carefully read the "Mission Introduction" and record the "Population", "Challenge" (summarize in your own words), "Budget" and "Time Allotted". The simulation then begins.
5. Click on the "Overview", "Key Facts", "Budget", "Population", "Show Risk", and "Difficulty" tabs for important information.
6. Click on any square of land or water and read the "Info", "Defence", and "Develop" tabs – this will give you an idea of what resources are available to you (and their cost). Click on any existing building and read the "Info" and "Upgrade" tabs (the "Demolish" tab has no info – clicking on it will destroy the structure).
7. Begin to put in place various defences, developments and upgrades in an attempt to meet the Challenge. Make sure to explore all areas of your map.
8. As you start putting in place defences and developments, "Key Fact" boxes will pop up giving you valuable information. There are 15 "key facts" in each simulation – the more of these you uncover, the more points you earn. You will be required to record the "key facts" you discover, but wait until the second time you go through the simulation so you don't waste valuable time (disasters usually hit **20 minutes** into the simulation).
9. At a certain point, the disaster will hit. Summarize the news report on your worksheet. Click on "View Scene" and look at the damage using your "Map" function. Click "Back" and then click on "View Report" and fill in the "Mission Report" tables. Answer the Analysis questions. **Note:** you will not be marked on your "score", rather the completion and quality of the sheets.
10. Go through the simulation again (using the same disaster type), but focus on uncovering the 15 Key Facts and summarizing them in the table. Don't worry about your score or about the time. You can then exit the game and try another disaster repeating steps **3-10**.
11. Type a two-page (double-spaced) **reflection** on your experience of studying natural disasters (e.g. Stop Disasters simulation, "Wave that Shook the World" video, textbook). These CBC websites might also be helpful:
  - CBC "Disaster in Asia" (tsunami) website: [cbc.ca/news/background/asia\\_earthquake](http://cbc.ca/news/background/asia_earthquake)
  - CBC "Forces of Nature" website: [cbc.ca/news/background/forcesofnature/natural-disasters.html](http://cbc.ca/news/background/forcesofnature/natural-disasters.html)

In your reflection, you can describe:

- specific things that affected you
- what new things you learned
- why you think studying such material is important

**Evaluation:** see attached rating scale

**Due Date:** \_\_\_\_\_

## **"STOP DISASTERS!" WORKSHEET** – Disaster Type: \_\_\_\_\_

### **BACKGROUND (fill out before simulation begins)**

Disaster Type: \_\_\_\_\_ Location: \_\_\_\_\_ Terrain: \_\_\_\_\_  
Difficulty Level: \_\_\_\_\_ Population: \_\_\_\_\_ Time Allotted: \_\_\_\_\_ Budget: \_\_\_\_\_

Challenge (summarize in your own words): \_\_\_\_\_

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### **MISSION REPORT (fill out after disaster hits)**

Summarize the news report of the disaster: \_\_\_\_\_

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### **Housing and Development:**

Buildings Destroyed:	Total Damages:	Population Housed:
Population Died:	Population Sheltered:	Population Injured:

### **Mission (pass or fail):**

School built:	Hospital built:	Scenario mission:
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### **Bonus:**

Key Facts Found:	Budget Remaining:	Final Score:	Pass or Fail?
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### **ANALYSIS (fill out after disaster hits)**

1. What measures seemed to be the most successful?

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2. What might you do differently the next time you try it?

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## **"STOP DISASTERS!" KEY FACT TABLE** – Disaster Type: \_\_\_\_\_

After you have completed a disaster simulation once and recorded the necessary information for your Worksheet (see previous page), try the disaster again but this time focus on uncovering the 15 Key Facts and summarizing them below. Don't worry about your score or the time.

<b>Key Fact Title</b>	<b>Key Fact Summary – in your own words</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

## Rating Scale for "Stop Disasters" Project

Name: \_\_\_\_\_

	Criteria	Level 1 Needs Improvement	Level 2 Satisfactory	Level 3 Good	Level 4 Excellent	Mark:
<b>Worksheets (Application)</b>	<ul style="list-style-type: none"> <li>all sections are fully complete</li> <li>analysis answers show depth and thoughtfulness</li> </ul>	5	6	7 8	9 10	/10
<b>Key Fact Tables (Application)</b>	<ul style="list-style-type: none"> <li>all key facts are found (except #2 for Earthquakes)</li> <li>key facts are concisely summarized in student's own words</li> </ul>	5	6	7 8	9 10	/10
<b>Reflection – engagement with the material (Thinking, Inquiry)</b>	<ul style="list-style-type: none"> <li>reflection on a variety of material, not just the simulation</li> <li>not merely an explanation of the material, rather a demonstration of why the material is important and the effects on the student</li> <li>demonstration that the student learned new things</li> </ul>	10 11	12 13	14 15 16	17 18 19 20	/20
<b>Reflection – writing mechanics (style, grammar, spelling) (Communication)</b>	<ul style="list-style-type: none"> <li>proper spelling and grammar</li> <li>style enhances the report</li> </ul>	2	3	4	5	/5
<b>Entire Project - Neatness and Organization (Communication)</b>	<ul style="list-style-type: none"> <li>well-organized</li> <li>neat</li> <li>pleasing to the eye</li> </ul>	2	3	4	5	/5
						/20 (A)
						/20 (T)
						/10 (C)
					<b>Total Mark</b>	/50

Comments: