

Mantle Planning Flowchart – Island Disaster Assistance

1. Choose a Theme: island disaster assistance, that helps vulnerable islands recover from natural disasters. They look at how to help islands recover and look at ways of reducing the impact of natural disasters on small islands.	3. Make a list of things that make the theme interesting A disaster affecting a whole island - extreme weather - hurricanes and monsoons. An island contrasting with our island and way of life. Students: researching effect of disaster, problem solving as a team to improve life for the islanders, working as scientists, creating an experiment, exploring the interesting features of the island, creating a giant collaborative piece of art Teacher - real life situation, so children will see how this real island really was affected.	4. Generate questions for inquiry How can Dominica recover from the monsoon and hurricane that devastated the island? Critical - Can Dominica persuade tourists back to the island? Historical - Has Dominica suffered and recovered from a hurricane in the past? Critical - Can it ever be totally safe to live on a small island? How can the office of island disaster management reduce the effect of monsoons on islanders' lives? Ethical.Moral - Are tourists good for Dominica?
2. Create an overview of the students' learning: learn how life on a small island compares with their life, understand the locality of the island, in the world's seas, the effect of extreme weather on the island and explore its physical and human features. They will think scientifically to plan an early warning monsoon predictor.		
5. Invent a narrative – include tension, location, and time A team of experts in disaster assistance and management travel to Dominica to see effect of hurricane at first hand six months on from the disaster (the hurricane that really took place in 2016). Essential services are not all in place and nature trails that encourage tourists are still blocked. Help is needed to bring the tourists back as the Island needs tourism to survive. Some islanders have already left. A monsoon might strike again and some islanders won't move to higher ground to live. Early warning system is needed.	6. Select an Expert Team – create a list of powers, responsibilities and values : To decide how to set up early warning system, how to complete the clean up operation and how to attract visitors Responsibilities - to act in the islanders' best interests, to protect Dominica and its uniqueness, Values - to respect the differing views of the islanders, to work with the islanders to agree a strategy	7. The Client – their role, purpose and authority Role: to run Dominica in the interest of all the islanders. High status. They have asked for help to swiftly improve life and prospects of the island. They want assurances that those in low lying areas will get protection from monsoon. They have high authority and can withdraw commission if they feel objectives are not being met.

8. Devise the Commission Island disaster management must help to restore order help Dominica to recover from devastating hurricane that destroyed buildings and much of the island. The island depends on tourism, but nature trail paths remain blocked and power has not been restored to all areas of the island. Many islanders have left and if island is to survive it needs to rebuild tourism and bring islanders back. Difficulty persuading tourists that Dominica is ready for tourists and there is still much to see. Company must both help rebuild Dominica, bring more tourists in and find a way of keeping people living in low lying areas safe from monsoon floods,	9. Consider other points of view Cruise ships - is it safe? People not wanting to move from low lying areas despite the flooding risks Hotels and other businesses that rely on tourism Biologists worried about cruise ships affecting marine wildlife, such as whales, who have been seen off the coast more often since the cruise ships have stopped coming
10. A list of Team tasks and classroom activities: to locate island and position to understand what weather might be like and why, to assess situation and report on it; to help to rebuild the island and repair damage done, planning how this might be done and by whom; to encourage tourists back to the island, telling them about its unique selling points; to create a giant art feature that will attract media attention and show what is best about the island; to plan, design and test a way of predicting the monsoon, linked to the growing amount of rainfall - to act as a an early warning system for those living in low lying areas.	11. Links to the National Curriculum Geography - oceans and weather, mapping, physical and human features, non European contrasting locality Science - working scientifically - experiments English - writing for a purpose - persuasive writing Art and Design - experimenting with mixed media

Plan a series of steps into the fiction:

Title: Island Disaster Assistance

Steps in: (This is anticipated to last a full day)

Resources

- A large sheet about the size of double bed sheet, it will depend on the size of your classroom and the number of students. Go for a neutral earth colour
- A collection of other material, which could be dressing up clothes, student's coats, jumpers etc. Anything that can go under the sheets to give shape and definition.
- A ball of blue string or wool
- A ball of dark coloured (not blue) string or wool
- A stack of A5 paper

- Two version of the geographical features list (see resources below). One copy photocopied, laminated and cut out. The other on A3 pinned up in a prominent place
- A copy of the story script if you need it
- Some different coloured tissue paper, especially blue, red, yellow, green and orange
- Depending on the age and experience of the students you might also need a small collection of books on island habitats and/or some laminated photographs (see resources) which can be either put up on the walls of the classroom or given to the students while they work

Introduction

This unit starts with the students creating an island using a large sheet. As mentioned above, the sheet needs to be large, at least big enough for all the students to gather round. While the students work and once finished take photographs to use as part of a display. This unit creates multiple opportunities for map work and representing geographical landscapes in different ways.

Step 1: Starting the story

Gather the students together in a large circle. Unfold the sheet and lay it in the centre of the circle, some of the students might like to help.

Have the material, string and A5 paper close to hand. Lay the geographical features list out on a table and have the books and pictures ready to use.

Step 2: The shape of the island

Begin once the students are settled and ready. Imagine you are telling them a story, try to speak as if you were telling the story to a room of adults.

“You might be wondering about this big sheet. I thought we might try and use it to make an island in the story. I’ve got these other bits of material here (show the students the other miscellaneous pieces of material) we could use to make the hills and the

mountains of the island. I'll show you what I mean."

Take one of the pieces of material fold it in to a loose ball and then push it under the big sheet to the middle. Take a bit of time shaping it, ask the students for advice. *"What do you think? Should it be bigger? Perhaps someone could pass me..." Etc.*

Once you have the mountain in place, sit back. *"What do you think? Do you think there should be more hills and mountains on our island?"*

Step 3: Geographical features

Once the students have finished shaping the island then they will need to start adding the geographical features. If they are very young and/or inexperienced they might not know very much about islands or even what an island is. In which case you will need to help them gain this knowledge using the **resources** you have already prepared and any information you can give them yourself. Be careful, however, not to lecture them or they will soon switch off.

Think of it as a briefing for a team of scientists new to the island - make sure you have the laminated geographical features nearby:

"The rest of the island has all the geographical features you would expect, forests, rivers, caves, waterfalls..." As you speak lift up the appropriate laminated feature, give the students the opportunity to join in if they want to, five or six should be enough.

"I think it would be very helpful if we imagined where all these features were on our map of the island. Do you think you could use these things to help you? I've brought along some different coloured wool and string, some tissue paper..."

Task: The students set to work creating the geographical features of the island using the materials and resources available. Encourage them to label the features as they make them, either using the laminated labels or making ones of their own.

As the students work give them support as they need it. Encourage them to use the resources and ask them questions, for example: *“That’s interesting, could you explain to me where this river is going?”* etc.

Note: You will need to take photographs and take note of any misunderstandings or lack of knowledge the students demonstrate. This is a good activity for assessing the current knowledge of the children, but resist the temptation to put them right. For the moment you need an island, but the island needs to be *their* island. The class are *both* creating the landscape for the coming inquiry *and* developing an **investment** in the work. If they start to feel they’re getting it wrong or are supposed to be making an island for you, then their levels of interest and enjoyment will drop. Later on there will be plenty of opportunities for you to create activities where the children can develop the knowledge and understanding they currently lack.

Step 4: Reflection and feedback

Once the island is complete, tidy up, and gather the class back together. In step 5 the students are going to start to imagine themselves as a team of disaster assistants newly arriving on the island. The purpose is to shift the focus of the work from ‘we as creators of the island’ to ‘we as disaster assistants’.

But first spend a bit of time reflecting on the work done building the island: *“What a huge job. You’ve built an island. Did you get tired at all? Not even at the end? I noticed...”* (Let the students see you referring to your notes)

Note: This is not about ‘**praising**’ the children. Telling them how clever they are or what a good job they’ve done. It’s about providing useful feedback, things you noticed about the way they worked. For example: *“I made a couple of notes in my book, if you don’t mind me reading them: ‘Noticed Ryan using the blue string to make the river, he seemed to stop several times, change his mind and then move the string to another place. I wonder what he was thinking?’”* etc.

Involve the students in the process: *“As you worked did you notice anything about the way other people were working?”* etc.

Step 5: The island is changed by monsoon rains

Tell them you are going to continue the story.

“The rainy season had begun and there were monsoon rains that changed the island”

Ask children to show how this might have changed things for the islanders, using the resources and narrating what effect it has.

“Then a forecast came, of a hurricane heading towards the island”. Ask them to turn and watch the screen

<https://www.youtube.com/watch?v=QDFK40UMotc>

Step 6: A hurricane hits the island – Whole class Enactive lead in

Narrator voice *“And then in the sea a hurricane gathers and heads towards the island.”*

Ask them to represent an object that would be affected by the hurricane (they might choose something on the island they have represented, or something new). Request that they represent the object before the hurricane comes, as a statue. Once they have done this, ask some children what they were and pick a child who has chosen something water related. Ask them what would change them and then once they’ve agreed it’s the rain not wind, talk about what comes first. Once agreed that the wind does, ask that child to represent the rain that comes after the wind.

“I will be representing the wind. I will come amongst you and as I sweep over you, I want you to change and represent a new shape that the wind might have made you into.” Slowly go from child to child, with each child slowly changing shape and holding their new shape as you sweep over them.

Once this is done the other child moves from the opposite end of the room and when he gently touches their heads they show how the rain has affected them. Then ask some children to describe who they are and what the hurricane has done to them.

Step 7: The devastation following the hurricane

Task: Split the class into two halves. One half is representing people and the other are going to represent a building after the hurricane. The become effigies and then the people come amongst them and ask them to tell them about themselves. The buildings explain what they are, the damage that has been done and what help they need. Choose some people to explain what had happened to their building pair and what help they need.

Once this has been done, swap to allow the other children to experience this.

Step 7 (optional): Hurricane images and words

Discuss the shape of a hurricane from space, creating a memory of the event for tourists and showing the effect of the hurricane on the buildings. **Task:** They draw a building or feature affected by the hurricane and then create a short piece of poetry or writing around it, possibly in the shape of a spiral, or rain etc.

Ask them what effect they think this heavy rain and wind would have had on this island. Let them decide what changes to make on the giant island and think about how the people would feel being on there.

“I was thinking what help they might need after the hurricane. What do you think?” Allow discussion of what might be needed
“Are so we’re a team of helpers are we? What if we had heard about about the hurricane whilst we were here at home. What would we want to do?” (moving into role as a team at this point)

Step 8: Coming to the island - story writing

“Well I was thinking, if we were the helpers coming to the island, how we might have got here. Bearing in mind the storms. I’m not sure I would liked to have come in a plane, I think I would have been happier on a boat. Even if it was a bumpy ride. What about you? I mean what way would you have liked to come?”

Give the students time to talk to each other. Help them if they need it. As they talk get the A5 paper ready.

“How many different ways are there to get here? Who came by plane? Who by boat? Did anyone come in a submarine? Was the

plane one of those sea-planes? You know the ones that have floats attached so they can land in the sea. What about by helicopter? It would have to be one of those helicopters that can land on the sea. We're not allowed to damage the island.

"Did anyone have really bumpy ride? Did anyone see a storm? Or lightening? Or hear thunder? My journey wasn't too bad, but I heard some people had a really bad time. Did anyone of you have a rough journey?"

Task: *"I wonder if we could collect all our stories together. I bet they would make a fantastic adventure book. One that people might like to read late at night. What do you think? Could you grab a piece of paper here and make some notes or drawings about your journey to the island. The things you think other people would like to read"*

"Could I ask you, in your imagination, to go to somewhere on the island, as one of the scientists. You'll have to have got there by walking, so it might have taken quite a while. You might be a bit tired from the journey. You might have had to climb one of the mountains or walk along one of the forest pathways.

"In your mind now, could you try and imagine the heavy rucksack on your back, full of the things you need for your work. Binoculars, notebook, camera, first aid kit, rope. And could you imagine you've just seen something moving a little way ahead. Something you would like to take a closer look at... What might it be?"

Step 9: Inventing the back story for Island Disaster Assistance

In step 9 the students will consider what other kinds of island disasters they might have helped with (floods, earthquakes, volcanic eruption). If they are not sure, read them the volcanic island book.

Task: The children can work in groups to imagine what equipment they might need and what values we would need to have.

Step 10: Commission Lead in (this may be done on the following day)

Give out torn up maps of Dominica in groups and tell them you would appreciate their opinions of it. Give them time to consider what it might be and what it might mean. Discuss as a team the implications and ideas. Then tell them that there is part of the

story I'd like to tell them and that in the story I am representing someone on the island.

Tell them the story of the hurricane coming to Dominica, in the first person.. *"One day on Dominica we heard a storm was coming, but they said it would be a storm like any other. As the day wore on, the wind starting getting stronger and the rain began to fall. We were told to stay indoors to keep safe, so I stayed indoors as it began to get dark. It started quite slowly, but then I began to hear the wind howling around the house..."* (in role as the Prime Minister who's roof blew off). Show the fear and tension of the experience. Continue the story until the following morning when he risked going outside to see what had happened (the electricity failed in the night). Ask them if they would like to see what I saw as I walked out . Then show them <https://www.youtube.com/watch?v=Hkn1jYP0Nmg>

Pause it at the prime minister's house part and explain that I am representing the Prime Minister of Dominica.

Explain that in the story it is now 6 months on from the event. Explain that many things have improved, but the tourists are still absent and things are still in trouble. If they want to see what Dominica was like before the hurricane, show them <https://www.youtube.com/watch?v=ChIsIc9Vk4w>

Set the commission from the Prime Minister of Dominica to help the island and return the tourists.

Below are a short list of some of the resources and links currently available:

Resources

Island photographs

There a lots of good photographs freely available on the Internet of island environment and different geographical features. Use Google Image and choose the kind of landscapes your want the students to study. Below are a small sample.

Mountains: [NZ South Island](#) / [beautiful mountains](#) /

Coast: [Island Coast](#) / [Coastal rocks](#) / [coastal view](#) / [coastal landscape](#) /

Misc: [Wonderful Green Island](#) / [Ferns](#) / [forest.1](#) / [forest.2](#) / [forest.3](#) /

Beach: [Tropical island](#) / [Beach with mountain](#) /

Water: [waterfall](#) / [large waterfall](#) / [rapids](#) /