**In Case of Emergency – Teacher copy**

1. Ask the students to discuss the following questions (warm-up activity):
* What is a disaster?
* What are some different kinds of disasters?
* What kind of disasters are common in your country?
* Are there ways we can prepare ourselves in advance to cope with disasters?
* What is PTSD?
* How are businesses affected by disasters?
* How are families affected by disasters?
* How are the problems solved after a disaster?
* If you had the power to stop a natural disaster that has happened in the past, which would you choose? Why?
* What is the difference between natural disasters and manmade disasters?
* Do some natural disasters occur repeatedly in the same area? Do many people live in these areas?
* What are examples of manmade disasters?
* What examples are there of natural disasters?
* What kind of damage can occur in each case (manmade/ natural disasters)?
* Have you ever been in a natural disaster?
* Do you know anyone who has been in a natural disaster?
* What natural disasters occur in your country?
1. Watch the movie *The Impossible* (warm-up activity)*.*
2. Introduce the assignment (see student copy)

**In Case of Emergency – student copy**

You work for a government led organization that focuses on informing students in the ages 16-19 of what to do if a disaster strikes. Your team (4-5 people) is asked to educate a group of students about what to do if the following disaster should happen:

**Fire** –

**Earthquake** –

**School shooting** –

**Hurricane** –

**Pandemic** –

**Tsunami** –

**Terrorist attacks** –

**Prolonged power outage** –

The presentation needs to include the following:

(Come up with a scenario where you would have to prepare a group of teenagers for a disaster.)

1. A presentation of who you are and which organization you represent.
2. Describe the disaster.
3. What we should do if disaster strikes. (Activate your audience)
4. What can we do to prevent such a disaster from happening in our country/community and/or what we can do in advance to protect ourselves should a disaster strike.
5. Each member needs to speak for two minutes and cannot use a script, only key words if needed (reading from a screen is strongly discouraged)

**In Case of Emergency – student copy**

|  |  |  |
| --- | --- | --- |
| ­­Week | Tuesdays | Thursdays |
| w.1 | In case of emergency Discuss: * What is a disaster?
* What are some different kinds of disasters?
* What kind of disasters are common in your country?
* Are there ways we can prepare ourselves in advance to cope with disasters?
* What is PTSD?
* How are businesses affected by disasters?
* How are families affected by disasters?
* How are the problems solved after a disaster?
* If you had the power to stop a natural disaster that has happened in the past, which would you choose? Why?
* What is the difference between natural disasters and manmade disasters?
* Do some natural disasters occur repeatedly in the same area? Do many people live in these areas?
* What are examples of manmade disasters?
* What examples are there of natural disasters?
* What kind of damage can occur in each case (manmade/ natural disasters)?
* Have you ever been in a natural disaster?
* Do you know anyone who has been in a natural disaster?
* What natural disasters occur in your country?

Watch the movie: *THE IMPOSSIBLE* | In case of emergencyWatch the movie: *THE IMPOSSIBLE*ICE – Your teacher will go through the assignment. ICE – Your teacher will talk about how to structure the presentation, how one speaker can introduce the next one (linking). Your teacher will stress the importance of knowing what the rest of the group members are going to say.Goals: structure, speak freely, engage the audience. |
| w.2 | ICE – preparation  | ICE – preparationFinal rehearsal and feedback. |
| w.3 | ICE – preparationFinal rehearsal and feedback. | **ICE Presentations** |
| w.4 | **ICE – presentations** |  |

**In Case of Emergency – student copy**

**Speaking English 6 Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Good** | **Very good** | **Excellent** | **Comments** |
| **Structure** |  |  |  |  |
| * Introduction
* Ending
* Transitions
 |  |  |  |  |
| **Language** |  |  |  |  |
| * Pronunciation
* Vocabulary
* Grammar
 |  |  |  |  |
| **Presentation skills** |  |  |  |  |
| * Contact w audience: eye contact, cue cards
* Voice (variety, pace, loudness)
* Use of visual or other aids
* Commitment
* Persuasion
 |  |  |  |  |
| **Content** |  |  |  |  |
| * All the required parts are included
* Selection of material
* Balance
 |  |  |  |  |
| **Adaptation to audience and situation** |  |  |  |  |
| * Use of language
* Clarity
* Interaction
 |  |  |  |  |

**In Case of Emergency – student copy**

**Betygskriterier**

E

I muntliga framställningar av olika slag formulerar sig eleven **med viss variation, tydligt och relativt strukturerat**. Eleven formulerar sig även **med flyt**och **viss anpassning**till syfte, mottagare och situation.

C

I muntliga framställningar av olika slag formulerar sig eleven **varierat, tydligt och strukturerat**. Eleven formulerar sig även **relativt ledigt**och **med viss anpassning**till syfte, mottagare och situation.

A

I muntliga framställningar av olika slag formulerar sig eleven **varierat, nyanserat, tydligt och strukturerat**. Eleven formulerar sig även **ledigt**och **med anpassning**till syfte, mottagare och situation.

**In Case of Emergency (adaptation) – Teacher copy**

Tips för anpassning till yngre elever:

* Gör uppgiften på svenska
* Välj en film som är anpassad till en yngre publik tex. *Day After Tomorrow*. Andra filmer som kan användas är tex. *Contagion*, *Into the Storm*, *Den Blomstertid Nu Kommer*, *Rädd eller Beredd* (MSBs hemsida).
* Välj ”kriser” som eleverna kan jobba med som inte är så främmande för eleverna, tex ”vad man gör vid brand”, ”vad man gör vid ett längre strömavbrott”.
* När eleverna har redovisat sina delar så kan läraren redovisa om pdv.