

Blooms taxonomy of educational objectives

Cognitive domains	Activities
Knowledge	<ul style="list-style-type: none"> • Identify recent disasters and hazards around the world (p. 3) • Locate and label disasters on a world map (p. 6-7) • Record the disaster stories that appear in the media (p. 20-21)
Comprehension	<ul style="list-style-type: none"> • Describe trends in disasters around the world (p. 4-5) • Identify the economic, social and environmental impacts of disasters (p. 8-9) • Research and identify disasters that are not covered by Australian media and suggest reasons (p. 20-21)
Application	<ul style="list-style-type: none"> • Suggest ways that your school could respond to a disaster in another part of the world (p. 12-13).
Analysis	<ul style="list-style-type: none"> • Explain how causes and impacts of disasters are affected by human actions (p. 4-5) • Suggest reasons why people live in areas that are affected by hazards such as floods, cyclones or earthquakes (p. 18-19) • Identify the different perspectives of people regarding disasters (p. 24-25)
Synthesis	<ul style="list-style-type: none"> • What new insights have you gained from the Pakistan floods? (p. 12-13) • As a disaster relief team, decide what needs are to be met at different times (p. 14-15) • Prepare a set of recommendations that could help an Australian community prepare for different disasters (p. 18-19) • Write a discussion text on the topic, "In a disaster, the media do more harm than good" (p. 22-23) • Write diary entries describing the scene of a disaster two days and two years after the event (p. 26-27)
Evaluation	<ul style="list-style-type: none"> • Assess the different needs of women, men and children after a disaster (p. 14-15)



Gardner's Multiple Intelligences

Verbal/Linguistic

- Write a discussion text on the topic, "In a disaster, the media do more harm than good" (p. 22-23).
- Write diary entries describing the scene of a disaster two days and two years after the event (p. 26-27).
- Write a persuasive letter to a newspaper editor encouraging them to include stories about "forgotten" disasters.

Logical/Mathematical

- Complete a mind map showing the different ways disasters impact the life of a child (p. 8-9).
- Read graphs and identify patterns in the incidence of disasters from 1975 – 2010 (p. 4-5).

Visual/Spatial

- Create a collage of images showing the impact of different disasters around the world.
- Design a poster advising people to prepare for a local disaster.

Kinaesthetic/Body

- Use the "different perspectives" cartoons (p. 24-25) as stimulus for short drama scenes.

Musical/Rhythmic

- Devise a music concert to raise awareness of a major disaster happening in the world.
- Devise a soundscape to represent different disasters such as earthquake, flood, cyclone, bushfire.

Interpersonal

- In a small group, brainstorm strategies to raise awareness and educate the student population about a current disaster. Evaluate each strategy and choose one that the group can plan and implement in the school community.

Intrapersonal

- Reflect on the following questions and record your responses: How has your understanding of the world been affected by this study? What have you found troubling and concerning about this study? What have you found encouraging and hopeful in this unit?