

*Natural Disasters: How can we improve?*

**Lesson Plan**

**Lesson2: Disaster management and reconstruction: building partnerships**

<b>Learning outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• identify how effective hazard management requires us to think critically about what kind of actions need to be taken if long-term goals, including economic development, are to be met</li> <li>• examine and evaluate how the actions of a range of players at different scales can be co-ordinated in order to maximise the chances of success for disaster relief operations</li> <li>• learn about a range of new technologies that can be used to assist with disaster management</li> </ul>
<p><b>NB Guidance notes for each section of the lesson can be found in the fact sheet</b></p>	
<b>Starter</b>	<p><i>Exploding some management myths</i></p> <p>The starter is an on-line activity called ‘myths &amp; reality’ which looks at eight commonly-held misunderstandings about natural disasters.</p>
<b>Main activity</b>	<p><i>(1) Delivering successful post-event reconstruction work</i></p> <p>Seven ‘top tips’ are examined that relate to effective governance of the post-event response by NGOs and aid agencies. These cover a wide range of themes that can be linked with longer-term economic development goals for developing countries.</p> <p><i>(2) What makes good governance?</i></p> <p>A range of players can all be involved in managing the impacts of natural hazards and can contribute to the disaster response. These players act at different scales, from local to global. Students are encouraged to look at the ways that the actions of these different players can be better interconnected to optimise outcomes for those populations who are recovering from the effects of a natural disaster.</p> <p><i>(3) Employing new ‘technological fixes’ for disaster management</i></p> <p>The final strand of the main activity looks at a range of ways in which new technology can assist with the disaster response, including:</p> <ul style="list-style-type: none"> <li>• ‘open-source’ building designs</li> <li>• GIS and mobile phones (disaster mapping)</li> </ul> <p>The following Q&amp;A with Nigel Woof, CEO of MapAction can also be looked at <a href="http://www.geographyinthenews.rgs.org/interviews/article/default.aspx?current=true">http://www.geographyinthenews.rgs.org/interviews/article/default.aspx?current=true</a></p> <p>The article for students: “<b>Disaster management: working in partnership</b>” is to be used in the main part of the lesson.</p>
<b>Plenary</b>	<p><b><i>‘Never underestimate the power of story-telling in reconstruction’</i></b></p> <p>This final activity gets students thinking about how they can become personally involved with disaster management e.g. by contributing to the ‘students rebuild’ programme.</p>

<b>Resources</b>	<p><i>This lesson is supported with the following resources:</i></p> <ol style="list-style-type: none"><li>(1) <a href="#">‘Sixty seconds’ Myths and realities in disaster situations</a></li><li>(2) <a href="#">Short lecture by NGO Architecture for Humanity, Cameron Sinclair</a></li><li>(3) <a href="#">Short lecture by Barbara Stocking, CEO of Oxfam</a></li><li>(4) ‘Students rebuild’ <a href="http://studentsrebuild.org/">http://studentsrebuild.org/</a></li><li>(5) Article for students: “Disaster management: working in partnership”</li><li>(6) Word document: homework essay assignment with examiner tips (Lesson 2 Assignment: The management of tectonic hazards)</li></ol> <p>General background information can be found on the BBC website: <a href="http://news.bbc.co.uk/1/hi/in_depth/americas/2010/haiti_earthquake/default.stm">http://news.bbc.co.uk/1/hi/in_depth/americas/2010/haiti_earthquake/default.stm</a></p>
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