

## Part B: In-class task

### Reading and Discussion for developing communication, problem-solving and critical thinking skills

Task 1 and Task 2 are linked. They help you practice your reading skills, exercise your higher order thinking and communication skills, as well as to allow you apply your geographical knowledge.

#### Task 1: Damages of the Hokkai Earthquake in 2018

INSTRUCTION: Below are two news clipping on the earthquake happened in Hokkaido on Sep 6, 2018.

Step 1: Choose one of them to read.

註解 [team1]: C7. Students' choice of learning paths

#### ○ News clipping 1

Source: NHK world <https://goo.gl/Ui1S7w>

A strong earthquake rocked Japan's northern island of Hokkaido shortly after 3AM on Thursday -- just one day after powerful typhoon Jebi left traces of destruction in the region. The intense tremor caused widespread damage and left the whole prefecture without power. Trains across the region are offline as a result. Strong aftershocks have followed and thousands of rescue crews, including Japanese Self-Defense Forces, are being mobilized. Two people have died. Another 7 people are without vital signs. At least 200 are injured and about 30 more are missing as of 3PM on Thursday.



#### ○ News clipping 2

Source: CBS news <https://goo.gl/cLcXBF>

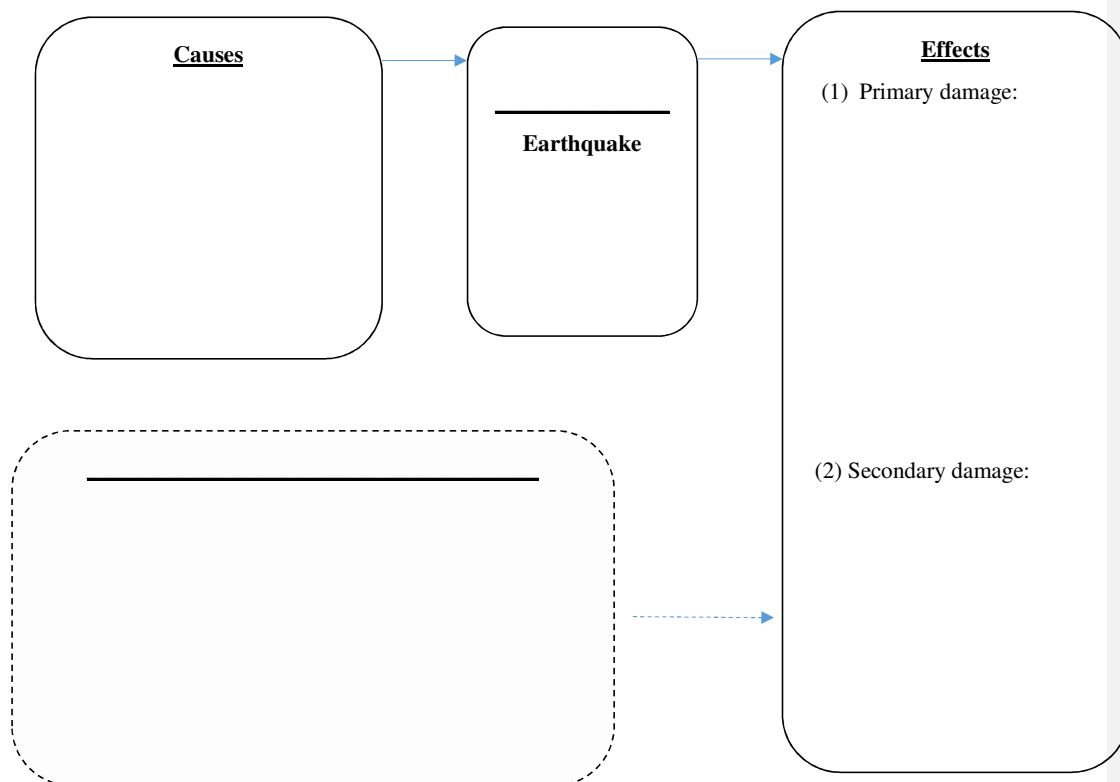
**SAPPORO, Japan** -- A powerful earthquake Thursday on Japan's northernmost main island of Hokkaido triggered dozens of landslides that crushed houses under torrents of dirt, rocks and timber, prompting frantic efforts to unearth any survivors. At least nine people were killed, Prime Minister Shinzo Abe said. Officials said at least 366 were injured, five of them seriously, and about 30 people were unaccounted for after the magnitude 6.7 earthquake jolted residents from their beds at 3:08 a.m.

Nearly 3 million households were left without power by the quake - the latest in an exhausting run of natural disasters for Japan.

It paralyzed normal business on the island, as blackouts cut off water to homes, immobilized trains and airports, causing hundreds of flight cancellations, and shut down phone systems.



Step 2: After reading your chosen news clipping, use the following graphic organizer to summarize the gist of it.



**Task 2: What is the best emergency food for the victims?**

Step 3: If you were one of the affected people in the area, what are some of your immediate concerns? How will you think about the Earthquake?

Step 4: What are the damages caused by the earthquake? According to the news, can you suggest some measures to help the affected people in Hokkaido?

Step 5: Take a look at the following **emergency food** used by the Japanese people after the Hokkaido Earthquake happened. Which one do you think is the best emergency food? Support your opinion with justification. If needed, use the following language hints to help you.

<p><b>Item 1: cup noodle</b></p> 	<p><b>Item 2: banana</b></p> 
<p><b>Item 3: sushi (without the topping)</b></p> 	<p><b>Item 4: hot food</b></p> 

Language hint: \_\_\_\_\_

If there is a breakdown of \_\_\_\_\_, I think \_\_\_\_\_ is the best emergency food relief. It is because \_\_\_\_\_.

註解 [team2]: C10. Contingent scaffolding

Additional Support

註解 [team3]: C10. Contingent scaffolding

Transportation / Delivery	How is the item being delivered from place to place?	Means: by car, by trains, by ferry, by airplanes Cost: cheap, average, high Convenience: easy, difficult	
Preparation / Cooking method	How is the item prepared? How is the item cooked? How can people eat this item?	Tools: by hands, using chopsticks, using cutlery Cooking: hot water, boiling, soaking, frying, grilling Utensils: stove, rice cooker, water boiler, kettle	
Storage	How is the item stored? How long can it be stored? Will it go bad or decay easily?	Storage condition: hot, cold, room temperature Expiry: short, average, long Perishable / non-perishable goes bad easily can be kept for a long time	
Preference	Who prefers this item? What are the needs of the people?	People: babies, young children, teenagers, adults, the elderly Needs: hot food, easy to eat, with soup/liquid, easy to swallow, easy to digest, give them enough energy, food allergy	

Step 6: Self- and peer-evaluation of your opinion.

The following rubrics can help you evaluate the opinion made by you and your classmates.

Dimension	Item	Performance		
		needs improvement	good	excellent
A. Geographical knowledge	(1) the impact of the Earthquake is well-considered	1	2	3
	(2) the interests and concerns of the affected people are stated	1	2	3
	(3) the pros and cons of the emergency food item are well-explained	1	2	3
	(4) logical / strong reasons are used to support the opinion	1	2	3
B. Language	(5) the opinion is clearly stated	1	2	3
	(6) strong, clear voice is used	1	2	3
C. Values and attitudes	(7) the hardship faced by the affected people is understood and sympathized	1	2	3