EMERGENCY LESSON PLAN: WORST CASE SCENARIO

Objective
To reinforce ensemble thinking and problem solving.

Description
How do your students collaborate in a crisis? This is a great lesson plan to encourage your students to work together, think together, and have a little fun.

Materials
- Substitute Teacher Instruction Sheet
- My Class Info Sheet (fill this in for your sub)
- Substitute Teacher Feedback Sheet
- Group List Sheets ONE and TWO (make the groups for your sub)
- Worst Case Scenario Sheet
- Reflection (handout)
- Drama Journals

Class Outline
1. Journal Prompt:
   a. Students enter and respond to the following question in their journals: “How are you in a crisis? Explain your answer with examples.” Students have up to five minutes to respond. Your substitute will take attendance during the writing time. At the end, the sub asks that everyone display their work. Your sub is not reading the journals, just checking for completion. They will identify who has not completed the journal entry on the back of their Substitute Teacher Feedback Sheet.

2. Activity:
   a. Students are divided into groups. Because each group is given a specific real world scenario, use Group List Sheet ONE and make the groups for your sub. This sheet also identifies a scenario for each group.
   b. Each group is given the Worst Case Scenario Sheet and follows the instructions.
   c. Each group repeats the process with an imaginary scenario. Use Group List Sheet TWO to make groups for your sub.
   d. Note: an individual monologue exercise is included if there’s extra time or if groups stray off task during this activity.

3. Reflection:
   a. Students complete the Reflection during class time. Each student will reflect on their participation and the efforts of another group.

4. Hand In:
   a. Students hand in their completed Reflections.

5. Assessment:
   a. Give students a completion mark for those who hand in their Reflections: 10 for a well thought out detailed answer, 5 for a completed answer with some thought, 3 for a completed answer.
SUBSTITUTE TEACHER INSTRUCTION SHEET

You have two handouts

- Worst Case Scenario Sheet
- Reflection

You also have

- My Class Info Sheet (if possible, read this before class)
- Substitute Teacher Feedback Sheet
- Group List Sheets (ONE and TWO)

At the end of class

- Students hand in their completed Reflections.

Before the class begins

- Write the journal prompt on the board: “How are you in a crisis? Explain your answer with examples.”

1. Students enter and respond to the prompt in their journals. Students have up to five minutes to respond. Take attendance during the writing time. At the end, ask everyone to display their work. Identify those who has not completed the journal entry on the back of your Substitute Teacher Feedback Sheet.

2. Divide students into groups using Group List Sheet ONE. This sheet also identifies the scenario for each specific group.

3. Give each group the Worst Case Scenario Sheet. Groups are to read the handout and follow the Part One instructions. Given their real world scenario, they are to brainstorm list items and narrow it down to a unanimous five. Time: 15 minutes.

4. At the end of the designated time, groups share their lists whether they’ve reached a decision or not and identify why they chose their items. Emphasize to the students watching that they will have to include their response to one other group in their activity Reflection.

5. Students watching respond to what they hear – do they agree/disagree with the items? If students get off task during the discussion, simply make note on the Substitute Teacher Feedback Sheet and stop the discussion. If the whole group is off task, you can assign the monologue below instead of continuing the activity.

6. Students complete Part Two of the Worst Case Scenario Sheet using an imaginary scenario. Scenarios are found on Group List Sheet TWO. Again they come up with a list of five items to help them out of their situation. Time: 15 minutes.

7. At the end of the designated time, groups share their lists whether they’ve reached a decision or not. They also identify why they chose their items.

8. Depending on class time: If there is more than 15 minutes left after the discussion, have students individually write a monologue of someone in a worst case scenario.

9. In the last 15 minutes of class, students complete their Reflection of the exercise. Students hand in their completed Reflection at the end of class. Remind students to put their name on their work. Leave the Reflections in a pile on my desk.

10. Please complete the Substitute Teacher Feedback Sheet and leave that on my desk as well. Thank you!
WORST CASE SCENARIO SHEET

How do you collaborate in a crisis?

To collaborate is to work together as a group to produce something. In this case, each group has to work together to create a list. But it's not just any list, it's a list of “must haves” under an extreme circumstance. How do you collaborate in a crisis? It's time to find out.

Part One:
Imagine your group is involved in a real-world worst case scenario. You have been given your specific scenario. Write it below:

Your group has to decide on five must-have items that will help them get to safety. Your group must choose the five items by unanimous decision. Everyone has to agree on the items. You have a time limit to come up with your list.

Start by brainstorming potential items, but your final list must have five and only five. Write them below:

•

•

•

•

•

At the end of the time limit, you will present and explain your choices.
Part Two:
Imagine your group is involved in an imaginary-world worst case scenario. You have been given your specific scenario. Write it below:

Your group has to decide on five must-have items that will help them get to safety. Your group must choose the five items by unanimous decision. Everyone has to agree on the items. You have a time limit to come up with your list.

Start by brainstorming potential items, but your final list must have five and only five. Write them below.

•

•

•

•

•

At the end of the time limit, you will present and explain your choices.
REFLECTION

Name: ________________________________

1. Reflect on today’s exercise. What did it say about collaboration and creative thinking?

2. How did your group work together?

3. What did you contribute? How did you listen to others?
4. Reflect on one other group. What was their scenario?

5. Were their items useful? Surprising?

6. Was the group able to agree on five items? Based on their presentation, what can you infer about their collaboration process?
**GROUP LIST SHEET ONE**

*Divide students into the following groups:*

<table>
<thead>
<tr>
<th>Group One</th>
<th>Group Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario:</strong> Locked in a room in a burning building.</td>
<td><strong>Scenario:</strong> Trapped on a sinking ship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Three</th>
<th>Group Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario:</strong> Locked in a room with a bomb about to go off.</td>
<td><strong>Scenario:</strong> Stuck on a mountain with a looming avalanche.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Five</th>
<th>Group Six</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario:</strong> Crash landed on a desert island.</td>
<td><strong>Scenario:</strong> In a jungle with predators behind and a river filled with piranha ahead.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Seven</th>
<th>Group Eight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario:</strong> A riot is occurring right outside your door.</td>
<td><strong>Scenario:</strong> The plane engine starts to sputter.</td>
</tr>
</tbody>
</table>
**GROUP LIST SHEET TWO**

*Divide students into the following groups:*

<table>
<thead>
<tr>
<th>Group One</th>
<th>Group Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario:</strong> On Mars and there’s a leak in the domicile.</td>
<td><strong>Scenario:</strong> The castle is being attacked by witches.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Three</th>
<th>Group Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario:</strong> Underground in a fight to the death with the mole people.</td>
<td><strong>Scenario:</strong> Everyone is a robot. There is an acid rain storm.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Five</th>
<th>Group Six</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario:</strong> Hostile aliens are about to land</td>
<td><strong>Scenario:</strong> An asteroid is about to enter the atmosphere.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Seven</th>
<th>Group Eight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario:</strong> A villainous superhero has taken control of the city.</td>
<td><strong>Scenario:</strong> The zombie apocalypse has started</td>
</tr>
</tbody>
</table>