



Course Activities & Assessments

MODULE 2

Learning Activity 2.1 – Natural vs. Man-Made Disasters

This activity is designed to assess the learner's ability to differentiate between natural and man-made disasters. Activity will start with two buttons labeled "Natural" and "Man-Made." Learner will be presented with a hazard and will have to click the button corresponding with the type of disaster being presented. Every correct choice will earn the learner 5 points. After submitting their answer, learner will receive immediate feedback.

Answer List

Natural Hazards	Man-Made Hazards
Hurricanes	Inadequate Waste Disposal
Weather Systems	Deforestation
Fault Lines	Toxic Runoff
Volcanic Eruption	Armed Conflicts
Storm Surge	Water-Borne Disease
Torrential Rains	Refugees

"Desmond needs your help in identifying man-made and natural hazards that are occurring in his area. Review the hazard you're presented with and, if you think it's a natural hazard, drag it into the "Natural Hazard" area. Likewise, if you think the hazard is man-made, drag it into the "Man-Made Hazard" area. You will have a chance to see your results once you've finished this quiz."



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Learning Activity 2.2 – Natural Disaster Categories

This activity is designed to assess the learner's ability to correctly categorize natural hazards. Activity will be setup with three boxes to start: "Hydrometeorological", "Geological", and "Biological". Learner will be presented with terms below and will have to drag and drop those terms into the correct box. Each correct answer will increase the learner's score by 5 points. Learner will not be presented with his/her score until the entire activity is finished. Once finished, learner will be taken to a score slide where their score will be displayed. If they have not achieved a passing score, they will be given the option of restarting the activity. If they have received a passing score, the course will progress to the next slide.

Answer List

Hydrometeorological	Geological	Biological
Hurricane	Volcanic Eruption	Cattle Plague
Tropical Storm	Tsunami	Yellow Fever
Tropical Depression	Landslide	Malaria
Storm Surge	Avalanche	Mad Cow Disease
Torrential Rain	Earthquake	
Flood		

"There are a number of different hazards that Desmond's region might face. Help him to categorize each of these hazards as hydrometeorological, geological, or biological. Once you're finished, you'll have a chance to review your results."



MODULE 3

Learning Activity 3.1 – Disaster Risk Management Areas

This activity is designed to reinforce the four main disaster risk management areas presented in the course. Learners will be presented with a “map” that has four locations on it. They will have to move Desmond from one point on the map to the next (in order) and answer some questions at each map point.

Risk Assessment

“When will Desmond conduct a Risk Assessment?” (*as the first task of disaster risk management, immediately after an adverse event, whenever it’s required)

Disaster Risk Reduction

“The main goal of this step is ____.” (prevention, assessment)

“A/An ____ is a measure that’s taken to reduce risk. The result is called ____.” (intervention, mitigation)

“The goal of Disaster Risk Management is to prevent every disaster.”

Adverse Event Management

“In recent years, disaster management has moved to a ____ model.” (*preparedness, reactionary, faster)

“____ are used before an adverse event happens. They are useful for some events but not ones that may occur suddenly. ____ are used afterwards.” (alerts, responses)

Recovery

“After an adverse event, the first priority is ____ of basic services such as electricity, health care, lodging, and the delivery of potable water. Afterwards, the community can start the process of ____ where attempts are made to rebuild the community.” (rehabilitation, reconstruction)



MODULE 4

Learning Activity 4.1 – Damages vs. Losses

In this activity, learners will have to correctly categorize a series of events as either a “damage” or a “loss.”

Damages	Losses
Beaches are eroded.	Tourism is reduced.
Housing is destroyed.	The financial system collapses.
People are displaced.	Supplies cannot be shipped because roads are destroyed.
Water treatment plants are damaged.	Construction stops because of lack of funding.

MODULE 5

MODULE 6

Learning Activity 6.1 – Identify the Concept

Learners will be presented with a written statement describing an adverse event. They will have to drag and drop the concept from the lesson onto the correct area of the description text (i.e.: learner would drop the term “Intensity” on the part of the text that reads “4 on the Richter scale”).



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MODULE 7



MODULE 8

Learning Activity 8.1 – Existing and Future Vulnerabilities

Learners will have to mark whether each activity targets existing, future, or both existing and future vulnerability.

“Indicate which of the following measures are aimed at dealing with existing vulnerability and which address future vulnerability or both.”

Activity	Existing	Future
Implementation and enforcement of construction standards	X	X
Structural remodeling	X	
Human resource management practices		X
Institutional strengthening	X	X
Relocation		X
Environmental protection measures		X



MODULE 9

Learning Activity 9.1 – Location and Vulnerability

Learners will be presented with a map showing a coastal city that has been divided into zones. They will have to rank each zone from lowest to highest vulnerability. They will be debriefed afterwards.