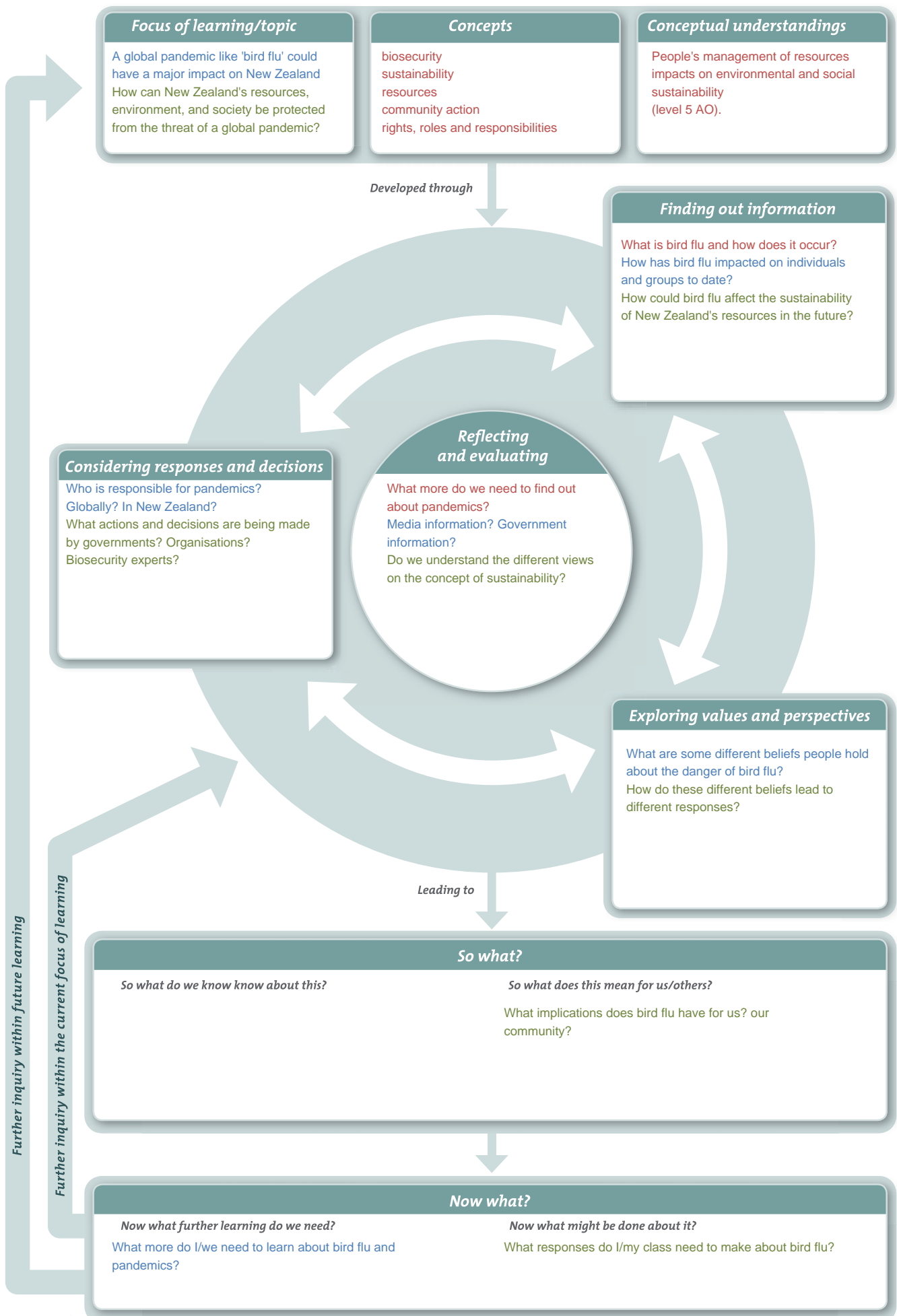


You Can't Catch Me: Managing the Bird Flu Pandemic - Copy (1)



Social Inquiry Planner

You Can't Catch Me: Managing the Bird Flu Pandemic - Copy (1), Level 5 - Text only version

Focus of learning/topic

What are our initial assumptions?

A global pandemic like 'bird flu' could have a major impact on New Zealand

What questions can we ask about this topic (for example, about values/ information/ participation)?

How can New Zealand's resources, environment, and society be protected from the threat of a global pandemic?

Concepts

Which concepts are key?

biosecurity

sustainability

resources

community action

rights, roles and responsibilities

Conceptual understandings

What conceptual understandings about human society do we want to focus on?

People's management of resources impacts on environmental and social sustainability (level 5 AO).

Considering responses and decisions

Who can and can't respond and/or act?

Who is responsible for pandemics? Globally? In New Zealand?

What responses (decisions and actions) do individuals or groups make? How do people's values and perspectives influence their responses? What are the consequences of these responses?

What actions and decisions are being made by governments? Organisations? Biosecurity experts?

Finding out information

What concepts and patterns about society will we engage with?

What is bird flu and how does it occur?

What sources of information are available/unavailable?

How has bird flu impacted on individuals and groups to date?

What background and historical knowledge is relevant? Which current issues are relevant?

How could bird flu affect the sustainability of New Zealand's resources in the future?

Reflecting and evaluating

How can concepts mean different things to different people?

What more do we need to find out about pandemics?

How reliable are the sources? Why was the information written (context) and from which perspective?

Media information? Government information?

Is there anything more we need to know (about values, information, and participation)? Could the learning process we have been using be improved?

Do we understand the different views on the concept of sustainability?

Exploring values and perspectives

Whose values and perspectives are stated and reported? Whose are missing?

What are some different beliefs people hold about the danger of bird flu?

What has shaped people's values, viewpoints, perspectives, and beliefs? How do these influence their responses? How are people's values and/or perspectives in agreement and in conflict?

How do these different beliefs lead to different responses?

So what do we know about this?

What conceptual understandings (values, information, and participation) can we explain? How does our process of learning change, develop, or refine our original conceptual understandings?

How will we communicate what we have learned?

So what does this mean for us/others?

How is this learning significant for us and/or others?

What implications does bird flu have for us? our community?

Now what further learning do we need?

What are the next steps?

What more do I/we need to learn about bird flu and pandemics?

Now what might be done about it?

What responses could we make (decisions and/or actions)?

What responses do I/my class need to make about bird flu?

Colour key:

Red: Building conceptual understandings

Blue: Developing critical thinking

Green: Developing a reflective social inquiry approach