

Ask each student to individually list this in the 'K' column of the KWL chart and then share this with the entire class.

Step 2 – Whole class activity

How would we structure interview questions? What do I want to know?

Discuss the types of questions students could ask their chosen community member as they relate to:

- their perceptions and opinions of the types of emergencies that could impact on them and the community;
- how they are personally prepared for any emergency.

Encourage the students to consider a range of questions that cover areas they want to know more about, such as;

- how the home has been prepared;
- how pets and animals (livestock) will be protected;
- what emergency action plans are in place;
- any plans for the future.

Ask the students to list these questions in the 'W' column of the KWL Chart.

Workshop with your students the difference between Closed (e.g. Yes/No answer) questions and Open (e.g. expansive and more detailed) questioning. Encourage them to include a mixture of Open and Closed questions in their interview questionnaire.

Step 3 – Individual activity

Preparing the interview questionnaire

Each student should begin to plan their interview questionnaire. The number of questions does not need to exceed 10.

They need to decide on who they are going to interview and why they have chosen that person.

A draft of the interview questionnaire should be reviewed by another class member.

Step 4 – Individual activity

Conducting the interview

Each student should then conduct the interview with their chosen subject. They could record the answers to each question via audio recording. The answers should then be transcribed to the questionnaire.

Step 5 – Whole class activity

What I have learned in my interview

Each student needs to list what they have learned (that they didn't know before) under the 'L' column of the KWL Chart.

This is then shared with the whole class so that comparisons of different perceptions, opinions and emergency preparedness can be made across the entire group.

Step 6 – Individual activity

Completion of interview report

Each student should write up a report on the interview. Using the interview answers and the notes in their KWL Chart as resources, they need to consider what types of actions their interview subject has made to be more prepared for an emergency, and compare these to actions discussed by other class members. They could include some recommendations for their chosen community member, to help them to be more prepared in the future.

Teacher Notes

You may need to workshop question design and effective interviewing techniques with your students before they interview their community member. Issues such as privacy and confidentiality should also be discussed. There may be a need for parental permission if a student is interviewing someone who is not a family member or friend.

Resources / Links / Materials Required

- *KWL Graphic Organiser Chart* handout

Handout 1

K.W.L.

What we **Know**, what we **Want** to know, and what we have **Learned**.

The **K.W.L.** organiser focuses students' thinking and understandings and is a framework for:

- Exploring what they already know (prior knowledge);
- Recording what they want to know;
- Reflecting on and listing what they have learned.

How to Complete a K.W.L.

1. As a whole class, three questions are asked in relation to a topic.
2. Before you begin your interview, list what you already **Know** or what you think you know in the first column about emergency preparedness in your chosen area.
3. What you **Want** to know through interviewing your chosen community member is listed in the second column.
4. After the reading or completing the interview, students should list they have **Learned** in the third column.

K What we know	W What we want to know	L What we learned

Name:	K.W.L.	Date:
Who I interviewed:		Location:

K	W	L
What I know already:	What I want to know through my interview:	What I have learned through interviewing: