

Desert Island Living



Name
Teacher
Class

Desert Island Living Unit Outline

BIG PICTURE

In this unit of work you will be creating a community after a plane crash leaves you stranded on a desert Island. You will need to work as a group to decide on how you will be governed, what resources you are going to need, and what rules and laws you are going to live by.

CAREERS LINKS

This unit of work links with a number of jobs in government such as:

- Member of Parliament
- Local Governance
- Law Enforcement
- Town Planning
- Resource Management
- Travel Advice

KEY WORDS

Community
Need
Want
Resources
Negotiation
Compromise
Rules
Laws
Consequences

SMSC

- I will use a wide range of social skills in different context and participant fully in lessons.
- I will understand the consequences of my behaviour and actions and show I am able to recognise right from wrong.
- I will show an interest in exploring cultural diversity and the way cultural and religious beliefs shape decisions.

TARGETS – For this unit

Skill	Target
Participation	
Working with others	
Critical Reflection	
Decision making	

Landing on the Island

Date:

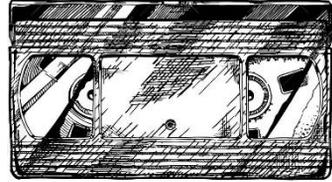
Objectives:

- To outline the scenario and set the scene for the unit of work.
- To consider different decision making systems and evaluate them.

STARTER

What 5 items would you take to a desert island with you and why? No people, money or pets.

Stranded on a desert Island.
After watching the video clip answer the following questions.



1. What would be your reaction to this situation?

2. What would be the first thing you would do?

3. How do you feel now you are on dry land?

How is your island going to be governed?

Direct Democracy

Strengths

Limitations

Representative
Democracy

Strengths

Limitations

Dictatorship

Strengths

Limitations

Absolute Monarchy

Strengths

Limitations

Which system did you chose and why?

Teacher Comment

Target

Effort level

Approaching

Developing

Confident

Excellence

PLENARY

3

New things that you learnt this learning phase

2

Skills that you needed to use and how well you demonstrated them.

1

Group or person that you can turn to for help and support.

Decision Making Time

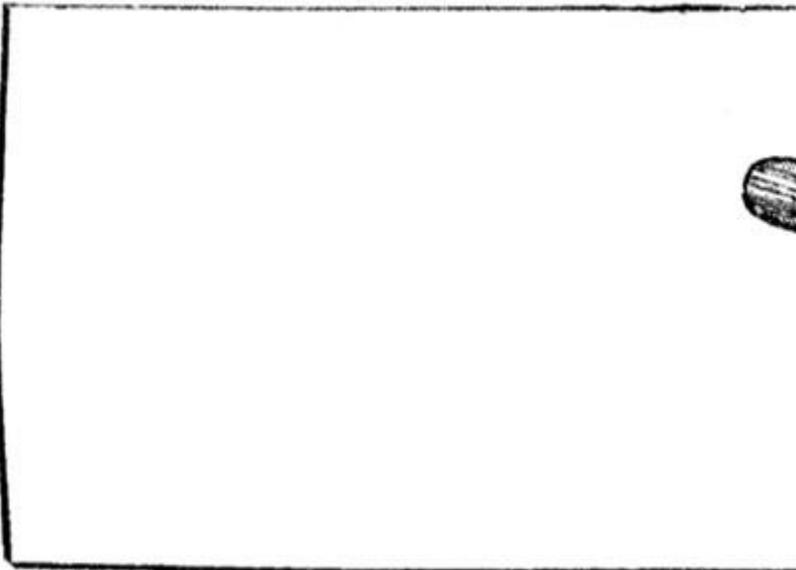
Date:

Objectives:

- To know the difference between a need and a want.
- To consider what a community requires to survive.

STARTER

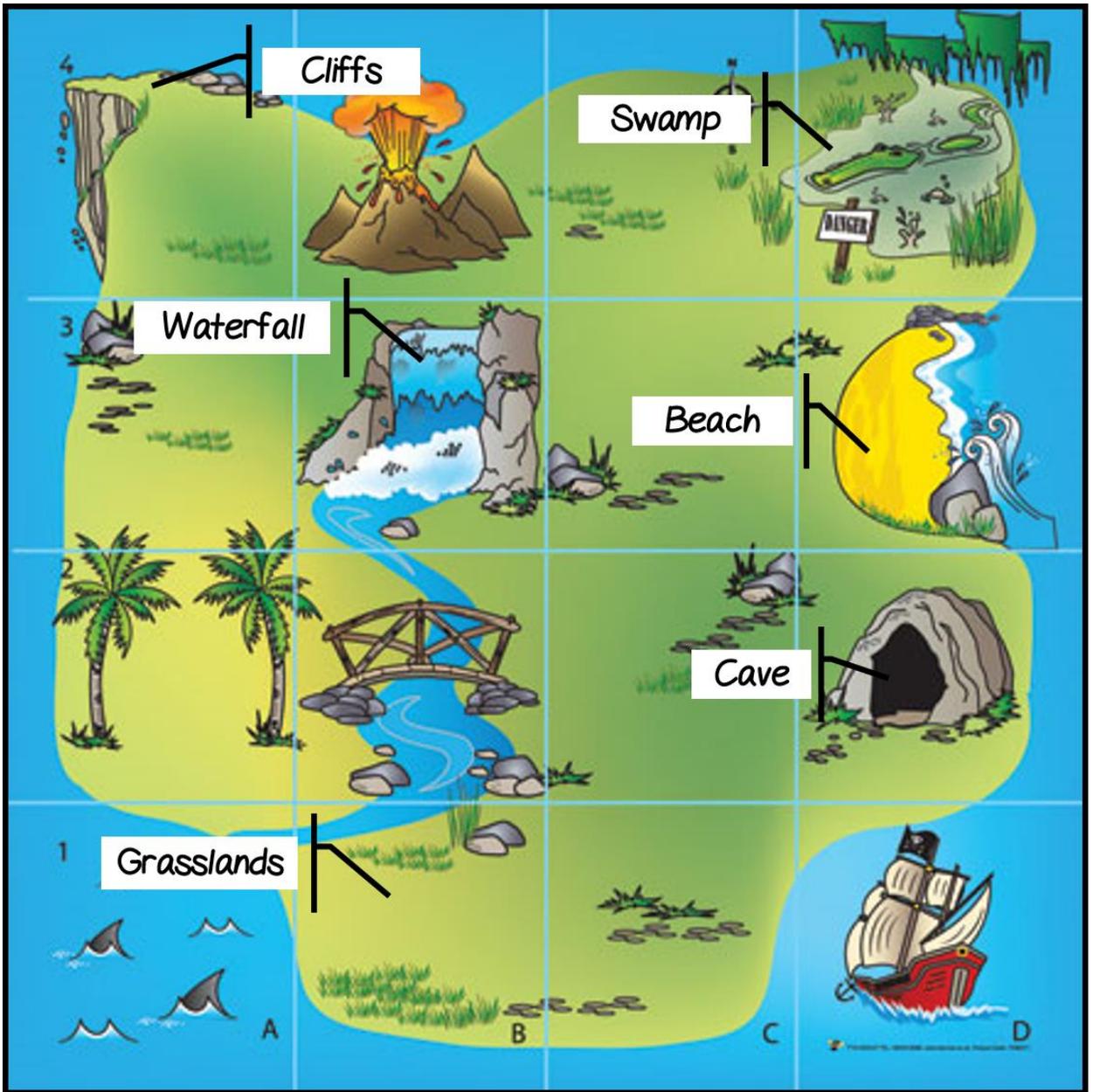
As a group decide on the top 10 things you are going to need to survive on the island.



Once you have decided on your top 10 things rank them in order of importance.
1 = most important

1	2	3	4	5
10	9	8	7	6

DECISION 1: Where are you going to set up camp on the island?



Strengths

Limitations

The Swamp

Strengths

Limitations

The Waterfall

Strengths

Limitations

The Beach

Strengths

Limitations

The Cave

Strengths

Limitations

The Grasslands

Strengths

Limitations

The Cliffs

Which location did you chose and why?

Teacher Comment

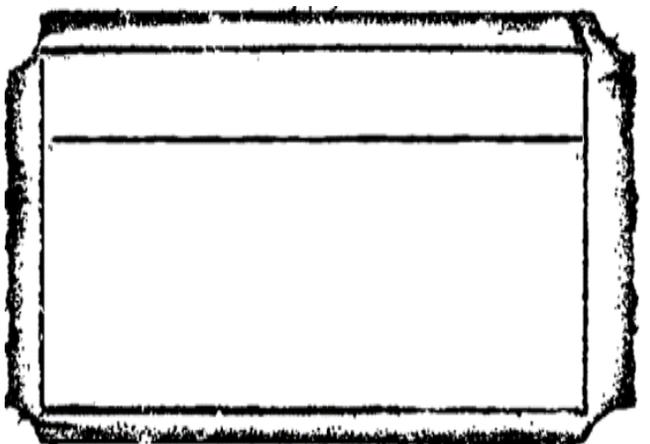
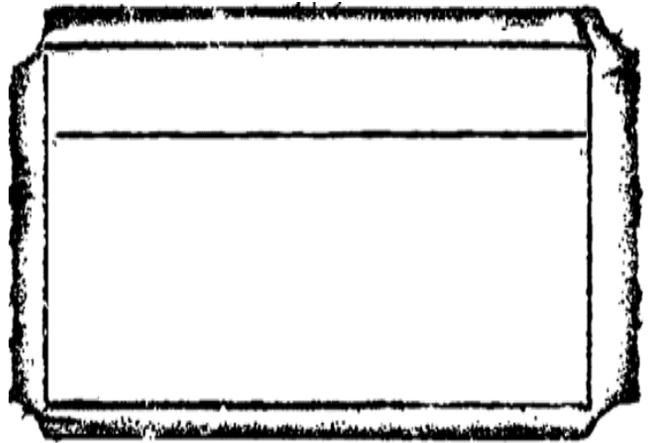
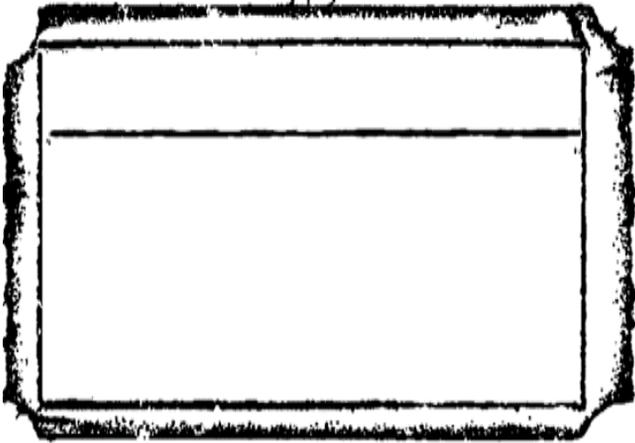
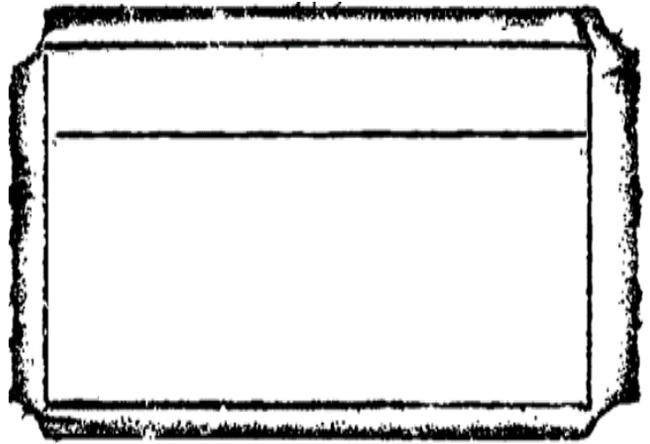
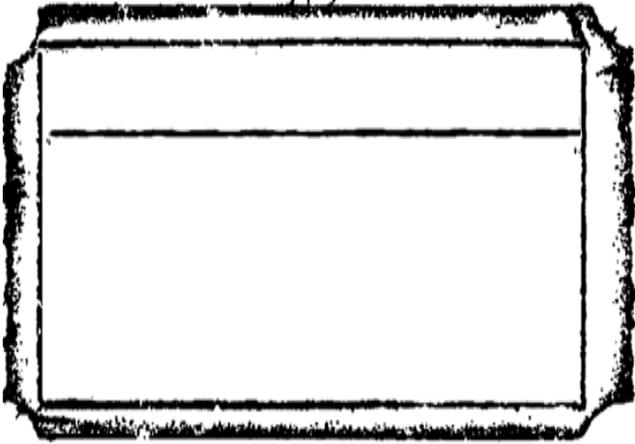
Target

Effort level

Approaching	Developing
Confident	Excellence

Decision 2: What resources are you going to save?

Remember each member of the team can only carry a maximum of 10 points –
Each box represents one member of your group.



Total points allowed

Total points used



Which resources are you going to leave behind?
A minimum of 12 points has to be taken out.



PLENARY



How do you feel about the choice of location for your camp.

How do you feel about the selection of resources your group has selected.

How do you feel about how your group has worked together in this learning phase

How do you feel about how you have worked in this learning phase as part of your group.

Laws of the Land

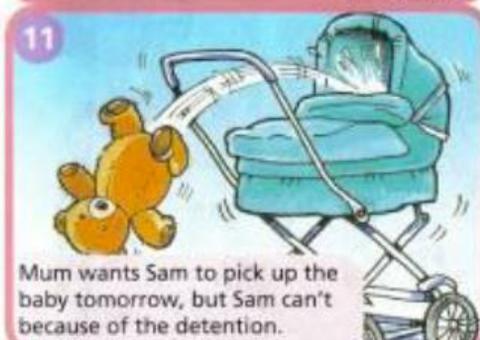
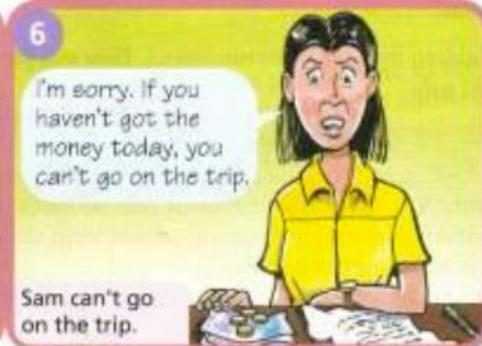
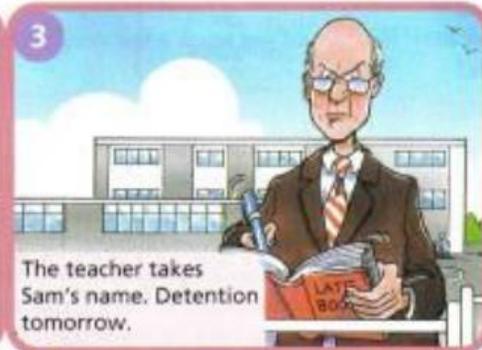
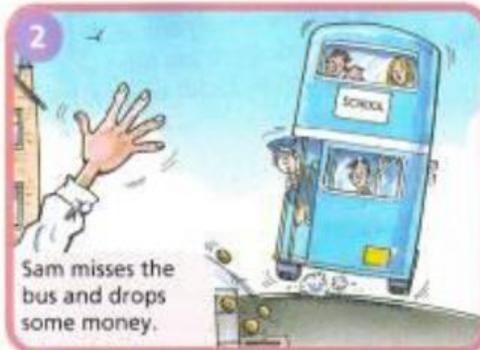
Date:

Objectives:

- To understand the need for rules and laws.
- To be able to link cause and consequence when related to behavior.

STARTER

Read "Sam's Bad Day" and then answer the questions that follow. – Work individually





What do you think about each of the events that Sam experienced that day?

Handwriting practice area for question 1, consisting of a large rectangular box with a thick black border and six horizontal lines.



Do you think that the punishments that Sam received were fair?

Handwriting practice area for question 2, consisting of a large rectangular box with a thick black border and six horizontal lines.

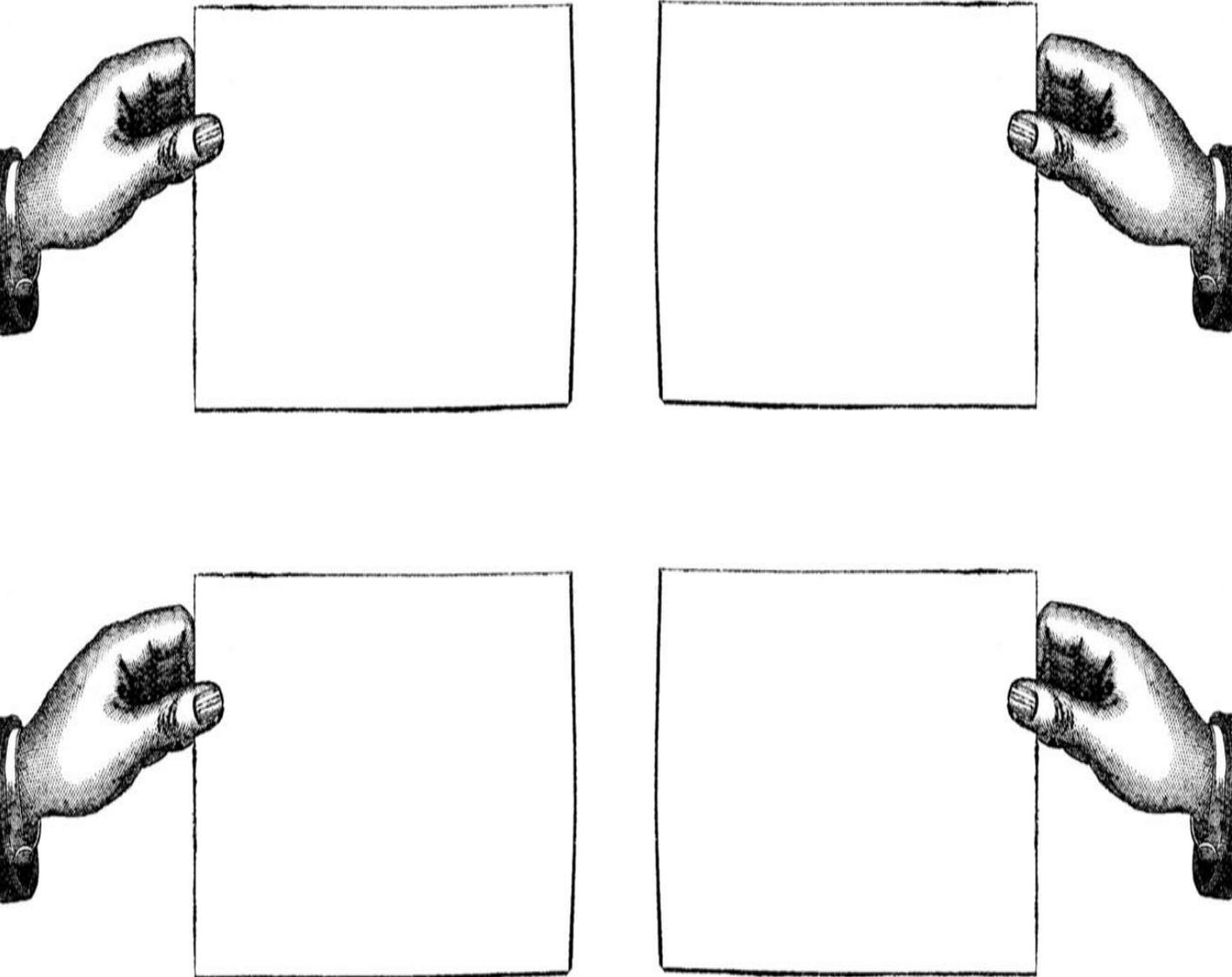


Was anyone at fault for what Sam experienced? If so who and why? If not why?

Handwriting practice area for question 3, consisting of a large rectangular box with a thick black border and six horizontal lines.

TASK**Discussion Questions**

1. Why is it important for us to have rules?
2. What could happen if we didn't have rules?
3. Who should make sure that people follow the rules?
4. How do make sure things are fair?



What are your 10 laws and punishments for your island?

10

Law

Punishment

9

Law

Punishment

8

Law

Punishment

7

Law

Punishment

6

Law

Punishment

5

Law

Punishment

4

Law

Punishment

3

Law

Punishment

2

Law

Punishment

1

Law

Punishment

As an individual citizen how do you feel about the laws of your Island
Do you think they are fair?

Teacher Comment

Target

Effort level

Approaching	Developing
Confident	Excellence

PLENARY

HEAD

What did you learn in this learning phase that you didn't know before?

HEART

How did this learning phase make you feel?

BIN

What would you take out of this learning phase?

BAG

What will you take away from this learning phase?

Community Dilemmas

Date:

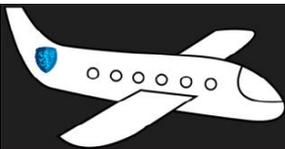
Objectives:

- To discuss community issues and how to deal with them.
- To practice listening skills, negotiation and compromise.



Start of the Learning Phase: Complete the boarding pass section of the ticket.

End of the Learning Phase: Complete the Departure Pass section of the ticket.



Wymondham Airways



Wymondham Airways

First Class



BOARDING PASS

Name:

Two Key Words from last lesson

3 facts you learnt last lesson:

Any questions from last lesson?

One target to achieve this lesson.



3 facts you learnt this lesson:

Did you achieve your target?

Departure gate: L2

Departure PASS

1

You have been living on the island for 5 years now and everything was great until a year ago when one particular family began to make everyone's life horrible. This family steals from others and the tribe as a whole. They are rude to everyone swearing and shouting abuse all the time. They have now started demanding more food and supplies from the tribe.

How will this situation affect the tribe? (Good or Bad) Why?

Should the tribe do anything about the situation or leave it as it is? Why?

If the tribe decided to do something What could they do to deal with the situation?

2

A recent Monsoon has wiped out half of the huts in the village, destroyed 1/3 of the crops and stored food. It has also destroyed most of the rafts used for fishing.

People are worried that there is not going to be enough food for everyone, and those that have lost their huts are demanding the tribe build them new ones.

How will this situation affect the tribe? (Good or Bad) Why?

Should the tribe do anything about the situation or leave it as it is? Why?

If the tribe decided to do something What could they do to deal with the situation?

3

Tensions are rising in the tribe as the believers in the Dr are beginning to argue about their beliefs. "The True Believers" want everyone to remain faithful to the Dr. and that he will come when he is truly needed. "The Cult of Dr Who" think the Dr will come and save them they just have to be patient. Some believe that the Dr was just a story made up by the elders, and those that believe in him are idiots

How will this situation affect the tribe? (Good or Bad) Why?

Should the tribe do anything about the situation or leave it as it is? Why?

If the tribe decided to do something What could they do to deal with the situation?

Desert Island Living Unit Review

Three things that I learnt in this unit (knowledge)	Did you achieve your targets in this unit?		
		Student	Teacher
	Participation		
	Working with Others		
	Critical Thinking		
	Decision Making		

<u>Assessment</u>	Student				Teacher			
	Approaching	Developing	Confident	Excellence	Approaching	Developing	Confident	Excellence
Skill Area								
To define terms such as community, laws, democracy, totalitarianism, needs and luxuries.								
To describe and evaluate community decision making methods such as direct democracy, representative democracy and totalitarianism.								
To consider what the necessities are for helping your community survive.								
To demonstrate understanding that actions have consequences.								

Student Comment		
Head – What made you think in this unit		
Heart – How do you feel about this unit of work.		
Bin – What would you get rid of in this unit?		
Bag – What will you take away from this unit?		
Over all Assessment Level for this unit	Approaching	Developing
	Confident	Excellence

Teacher Feedback		
Area of Strength		
Area to work on		
PROUD		
Overall Assessment grade for this unit	Approaching	Developing
	Confident	Excellence