Assignment: You are a community leader tasked with ensuring that everyone in your neighborhood knows what to do when disaster strikes. As a group, construct an instructional approach in keeping with the Cultural Historical Theory. Be sure to justify why these activities and approaches meet the tenets of the theory. In the Forum for the week, one person from your group will post that group's instructional approach. It should be no longer than 600 words. Please list the names of all members of the group who contributed at the top of the submission. It would be helpful to your classmates if you posted by Saturday night so there will be time to do Step 2, which is an individual assignment.

Disaster Preparedness Scenario: Community Earthquake Disaster Preparedness.

Background: What does your brain do in an emergency?

According to Ed Galea, professor of mathematical modelling at the University of Greenwich, "Disaster films convey completely the wrong view of how most people behave in these kind of situations. Hollywood shows people panicking, but my research shows that 9.9 times out of 10, people don't turn into crazed individuals, but behave quite rationally. They tend to help each other, too " (Tobin, 2010).

Does culture affect the way people behave in emergency situations? Do people everywhere behave the same? If we do react differently, knowing the differences will help us plan for emergency situations.
Galea and his team designed a computer modelling system used in 33 countries that can simulate how people behave in emergency evacuations called Exodus. Galea stated, “The knowledge that most people react in a humanist way helps me to get up in the morning - I come to work knowing that people tend to behave in a supportive, helpful way in emergencies, so any way we can help inform intelligent building design and disaster strategies will help the to survive” (Tobin, 2010).

**Earthquake Preparedness:** Vygotsky believed the development of cognition occurs as a result of social interaction. Cognitive functions are influenced by cultural beliefs and values. Vygotsky also believed community plays a central role in the process. As community leaders, our team must do our best to apply instructional strategies with the goal of ensuring everyone in the neighborhood receives effective earthquake preparedness training.

1. Learning occurs as a result of the interaction between human and material, social and intellectual environment. We initially plan to accomplish earthquake preparedness learning through interaction by developing an instructional program with both written and verbal information shared interactively with the learners, as well as several hands on training sessions in which the learner role plays various aspects of earthquake preparedness and survival, such as practicing shutting off the water and gas main, for at least one adult member of each household in our community.

2. Vygotsky places an emphasis on the role of language in cognitive development. Therefore, the language of our instruction must be simple enough for everyone to be able to comprehend and internalize the instruction, while also increasing the learner’s vocabulary and, in essence, their understanding of disaster survival tools. Vygotsky states that internalizing knowledge can be
verified when the learners are able to produce the knowledge. Symbols of knowledge are not just used to allow us to think, but as we internalize them they actually shape and reorganize our thinking. We ensure community members are able to comprehend and internalize earthquake preparedness training by providing them a simple written quiz as well as having them demonstrate their knowledge through role playing activities, such as putting together a first aid kit, to validate what they have learned from the training.

3. According to the Zone of Proximal Development, the role of adult in the learning process is important and beneficial to help children learn. The concepts in Zone of Proximal Development theory can also be applied when expert adults are instructing novice adults. Seminars in first aid training offered by professionals would be an example using Zone of Proximal Development to instruct the community members in disaster preparedness. Children in our community learn about earthquake preparedness through adult guided training - ideally from an adult in their household who successfully completes community level earthquake preparedness training, but also through practice drills at school.

**Information Hands-On Training:** The Red Cross website provides a wealth of information related to earthquake preparedness, what to do during as well as after an earthquake (Earthquake Preparedness, 2016). Homeland Security provides additional earthquake preparedness materials at the referenced link below as well (Earthquake, n.d.). The Red Cross referenced content provides examples of hands on training elements like “Practice ‘drop, cover and hold on” in a safe place” as well as having participants point to a safe place in the room the earthquake preparedness training is being conducted. Our earthquake preparedness team prepares handouts
from the Red Cross sourced materials for each community participant to view as the instructor leads the training session, step-by step, through each phase of learning how best to prepare for and survive an earthquake.

**Training Validation Quiz:** Upon completion of instruction, internalizing knowledge is verified when the learners are able to demonstrate that knowledge via a short, multiple choice quiz and hands-on demonstration of various critical activities, such as shutting off the gas main in one’s home, building an emergency first aid-kit, demonstrating using the items in the kit, etc.. Upon successful completion of our community earthquake preparedness training, an adult participant from each household is tasked to use a set of training materials and the Training Validation Quiz to take back to home to informally provide to family members; returning completed quizzes to our Community Center’s Earthquake preparedness coordinator within two weeks and/or request a date and time for our community team to provide additional training.

**References**

