

Unit 2 and Unit 3 Homework—Press Release Revisions

Case Study: Students' local community hazard mitigation plan

General Purpose: To encourage and promote data management, data visualization, data analysis, systems thinking, and writing skills in a real-world context.

Specific Aims: To facilitate understanding of risk communication as an iterative process involving several actors.

Assessment:

Instructors will assess the second draft of student press releases using the rubric (separate file).

Assignment (Teacher Notes)

- Students should receive feedback from their peers, as well as the instructor, with ample time before the revision deadline to allow them to incorporate feedback into their second drafts. Instructors may want to complete the first press release rubrics before Class 4 to return to students at the end of that session to help facilitate this. Another option would be to post completed rubrics online or to email them to the students.
- If including the optional activity in the module, instructors should encourage students to complete the Debris Removal Assignment *before* revising their Press Release.
- Instructors should note that the rubric for the second draft is a slightly altered version of the first rubric. This is to allow questions regarding how feedback was incorporated into the second draft.

Assignment Guidelines (Student Page):

Background

[Students should complete the Debris Removal Assignment before revising their press release.]

Each student should have already completed an initial draft of a press release for an assigned storm type and storm phase. Each student should also have received feedback from a peer and the instructor.

Assignment

Keeping the original instructions in mind, students must revise their one-page press release based on feedback from their peers and instructors.

[For use with Debris Removal Activity]

Students should also consider the following questions for their revision, based in part on the completed Debris Removal Activity:

1. In light of the different actors and agencies that you have identified in the Debris Removal Assignment, which actors/stakeholders should be involved in your community's preparedness for and response to major storms?

[For use without Debris Removal Activity]

Students should also consider the following questions for their revision, based on the in-class discussion of press releases and risk communication:

1. In light of the different actors and agencies that we identified in class, which actors/stakeholders should be involved in your community's preparedness for and response to major storms?

Consider your community's HMP and the first draft of your press release:

2. What actors and agencies *have been* involved in major storm preparedness and response?
3. Which actors and agencies did you include in your press release (direct mention or implied)?
4. Does it appear that particular stakeholders had a stronger voice in the creation of the community's HMP than others?
5. Which stakeholders are appropriate to include for your assigned storm type and phase?
6. Is a systems thinking approach apparent in the existing HMP and in your original press release?
7. What have you learned from the instructor and peer feedback that has affected your understanding about the purpose and usefulness of the HMP?

Students should review the requirements for structure and formatting in the original assignment guidelines; *those requirements still apply for the second draft.*

Remember, the aim of the press release is to have the greatest impact with the fewest words.