

Strategy Scenario: Framing  
Group: Leopards

Strategy: Frame Type I

Content: Hurricane Facts

Title: 30 years of Hurricanes

Number of Participants: 10-15

Target Audience: High School Students taking an Environmental Science Class.

Goal of Activity: To compare hurricanes that have occurred along the gulf coast in the past thirty years and to investigate the growing cost in dollars of the hurricanes due to the development of condominiums along the gulf coast.

Learning Outcomes: Gagne's Taxonomy- Intellectual Skills, Cognitive Strategies, and Verbal Information  
Bloom's Taxonomy- Knowledge, Comprehension, Application Analysis and Synthesis

Learner Characteristics: High school students

Entry Skills: None

Setting: Classroom

Media: Computer with Internet Connection

Process:

1. The instructor will discuss the information that students obtained from the Webliography Strategy Example.
2. The instructor will call out facts about each hurricane-- date, wind speed, type of hurricane and amount of damage.
3. The instructor will write a 7 rows on the board titled Fredrick, Camille, Andrew, George, Elaine, Danny, and Opal.
4. The instructor will write three columns on the board labeled year of occurrence, amount of damage, and wind speed.
5. Students will work with a partner to use the information that they learned from the webquest assignment to fill in the slots of the frames.

6. Upon completion of the frames the students and teacher will discuss why the damage of hurricanes has increased over the years and the impact that development has on hurricanes. Ex: Condominiums in Gulf Shores and Orange Beach. Why does that make our insurance go up?

Strategy Assessment: Students will be awarded points for filling in the correct information.

	Date	Wind Speed	Amount of Damage
George			
Elaine			
Opal			
Fredrick			
George			
Camille			
Danny			

Reference: Individual Strategy Scenario on Webquests by Scotia Thornton