



Australian Red Cross
THE POWER OF HUMANITY

REDiPlan preparedness program

Years 10–12

For students aged 16–18

November 2012

CRISIS CARE COMMITMENT

These resources are part of Australian Red Cross's non-hazard-specific REDIPlan program and complement Red Cross's 'Emergency REDIPlan Get Ready!' activity book designed to assist children to prepare for emergencies. REDIPlan resources are available at www.redcross.org.au.

This resource has been endorsed by:



How to use these PREPAREDNESS lesson plans

Emergencies, big or small, can be destructive and may be very stressful for people of every age. The following lesson plans have been designed to help teachers educate students from years 10 through 12 about important emergency recovery information. These lessons are designed to be used in the teaching of Humanities subjects, such as but not limited to: Modern History, Geography and English.

The plans have been designed to assist students to reflect on what has happened and be aware of the feelings they may have after an emergency. If the students have not experienced an emergency, these lesson plans should be viewed as important preparation for recovery.

The content of these plans has been developed by teachers, with advice and support from a psychologist experienced in emergency recovery, and experienced emergency managers.

Important note

Your students may have experienced a variety of emergencies and may have varying degrees of psychological stress. It is recommended that you seek the advice of a school counsellor or psychologist before proceeding with these lesson plans. When doing so, discuss what reactions might be expected from students who have experienced an emergency and what to implement if these reactions are displayed.

You should also inform parents that you are undertaking these activities, so that they can watch for any reactions and support their children.

Colour guide

The following document includes five comprehensive lesson plans, teacher's notes and worksheets specific to children in years 10 through 12. Each section has been colour-coded as follows:



Unit overview

Lesson plans 1–5

Lesson plan: Teachers notes

Lesson plan: Activity sheet

PREPAREDNESS Years 10–12

Unit overview

Purpose

The purpose of this unit is to provide opportunities for students to learn that:

- emergencies affect people and places in different ways
- professional and volunteer agencies have an important role to play before, during and after an emergency
- being prepared for an emergency can help people cope better during and after an event.

This unit refers to the Australian Red Cross online video resource 'After the emergency' for young people affected by emergencies available at www.redcross.org.au/aftertheemergency as well as the booklet 'Teenagers In Emergencies' booklet (available in hard copy or online), <http://aftertheemergency.redcross.org.au/get-info/links-profiles/teenagers-emergencies> to enquire about hardcopies email rediplan@redcross.org.au.

Structure and content

The unit is made up of five lessons. Lessons are designed to be taught sequentially. However, teachers may find them a useful supplement to existing emergency preparedness activities in their school and therefore may deliver lessons independently rather than as a unit. The key concepts covered in each of the lessons are summarised in the diagram below.

Each lesson includes pointers for teachers and suggested further activities.

Curriculum

These lessons are designed to be utilised in the teaching of Humanities subjects, such as but not limited to: Modern History, Geography, English and Study of Society and Environment.

PREPAREDNESS Years 10–12

Unit overview

Key concepts for emergency preparedness

Lesson one – Defining and understanding emergencies

While emergencies are rare and take different forms, they are often destructive and disruptive, and affect people and places in different ways.



Lesson two – Be informed, know your hazards

Understanding the hazards in our area helps us to prepare.



Lesson three – Be prepared. What do you need?

When people are prepared for an emergency, they are better able to cope during and after the event.



Lesson four – Who can help?

There are agencies dedicated to helping people before, during and after emergencies.

Lesson five – What to expect

Understanding what might happen in an emergency can help young people deal with the potential stress of an event.

PREPAREDNESS Years 10–12

Unit overview

Before the unit

Emergencies can occur in the home, at school and in the local area, and students might have prior experience of these. It is therefore advisable to inform students' families or guardians that this unit of work is being undertaken. Ask parents or guardians to advise of any potentially traumatic experiences the family or young person might have experienced (provide examples, e.g. flood, fire, evacuation, etc.) and invite their participation in take home activities. Remember that young people can also be adversely impacted by events offshore that are covered in the media.

Experience of emergency situations can result in anxiety, depression, separation anxiety or regression. Ensure that students who have experienced a potentially traumatic event are accommodated and seek assistance from the school counsellor when necessary. It is vital that participation in this unit does not exacerbate or aggravate prior traumatic experiences.

It is important that facilitators ensure students are given the opportunity to opt out of activities that might cause distress.

During the unit

Young people's emotional responses to emergency situations vary. Some students might find an emergency exciting, even game-like, while others might find it traumatic and display behaviours that reflect this. Throughout the unit, reassure the students by frequently reminding them that:

- emergencies do not happen very often to individuals
- being prepared makes a big difference to the emergency experience
- there are always adults to look after them
- they can work together to help each other.

If you are concerned at any time about a student's behaviour or reaction, discuss the matter with the student counsellor.

After the unit

An emergency can happen at any time, so it is important that there is an ongoing approach to reinforcing the learnings from this unit. Ways to do this include:

- displaying posters permanently in the classroom and around the school
- practising evacuation drills
- establishing and maintaining relationships with local emergency service agencies.

PREPAREDNESS Years 10–12

Unit overview

Teaching and learning strategies

5Es

Developed by Roger ByBee in 1997, the 5Es is an inquiry-based teaching and learning model that builds on a student's prior knowledge to develop new understandings. The 5Es are:

Engage	Students' interest is engaged and their prior knowledge elicited.
Explore	Students explore ideas and gather evidence.
Explain	Students discuss their observations and suggest explanations.
Elaborate	Students extend their understanding.
Evaluate	Students reflect and make judgements.

5Ws

Who? What? Where? When? Why? These questions build a picture of a situation that can be used as a basis for further analysis or development.

Think, pair, share

Think	Students reflect and think about a topic or question.
Pair	Students discuss their thoughts with a partner, noting similarities and differences.
Share	Students share their thoughts with the wider group (e.g. cooperative learning team, whole class).

PREPAREDNESS Years 10–12

Unit overview

Useful sites

The sites listed below have been reviewed and are excellent sources of information:

Australian Red Cross

www.redcross.org.au

Australian Red Cross is the world's largest independent humanitarian organisation. Teaching and learning resources for the primary educational environment available through this site include:

- REDiPlan (emergency preparedness and recovery)
- Y Challenge (community engagement)
- International Youth Project (international aid).

Australian Child & Adolescent Trauma, Loss & Grief Network (ACATLGN)

www.earlytraumagrief.anu.edu.au/

This site is supported by Australian Government funding under the COAG New Early Intervention Services for Parents, Children and Young People Measure. The site provides tip sheets and is a portal for information on emergencies and a wide range of social issues facing school communities.

Department of Human Services Emergency Management

www.dhs.vic.gov.au/for-service-providers/emergencies-and-preparedness/emergency-preparedness

This Victorian Government site provides information on storms, bushfires, flood and pandemic influenza.

St Luke's Innovative Resources

www.innovativeresources.org

St Luke's Innovative Resources is the publishing and bookselling arm of St Luke's Anglicare. A wide range of 'seriously optimistic resources' is available for use with students and information about training opportunities for adults can be accessed via this site. Materials can be ordered online or bought during business hours from their bookshop in Bendigo, Victoria.

PREPAREDNESS Years 10–12

Lesson one:

Defining and understanding emergencies

Estimated time: 90 minutes (To fit class times, activities can be omitted or broken up over a week or month).

Key concept

While emergencies are rare and take different forms, they are often destructive and disruptive, and affect people and places in different ways.

Resources

- Internet access
- Worksheet one
- Red Cross Haiti response video, <http://aftertheemergency.redcross.org.au/get-stories> (optional).

Be aware!

Your students may have a variety of experiences with emergencies and may have varying degrees of psychological trauma. It is recommended that you seek the advice of the school counsellor or welfare officer before proceeding with this lesson. Ensure that participation in the lesson does not exacerbate or aggravate prior trauma. To do this, you may need to speak with parents or caregivers and/or ask the students to let you know if they have been involved in an experience that has been distressing. It is important that you ensure students are given the opportunity to opt out of activities that might cause distress.

Aims and objectives

- Students develop an understanding of the nature of emergencies.
- Students understand some of the ways individuals and communities are affected by emergencies.
- Students explore and describe specific characteristics and effects of different emergencies.

PREPAREDNESS Years 10–12

Lesson one: Structure

Introduction

1. Before the lesson, create a list of countries affected by natural or human-made emergencies. Use one country for every pair of students.
2. At the beginning of the lesson, split the class into two groups. Ask half the class to create a definition for the phrase 'natural disaster'. Ask the other half to create a definition for 'human-made emergency'. They might use single sentences or a series of statements.
3. Now ask the students to share their definitions (first for natural, then for human-made). Allow amendments if others raise new ideas.

Elaborate

4. Staying in the two groups, ask the students to list as many examples of their type of disaster as possible.
5. Each group then presents their list. Ask the students to consider the severity or frequency of their examples: Who or what is affected by an emergency? What do people need after an emergency? How do these events affect people? How many emergencies occur with warning? Is it possible to determine which ones are more damaging? If we know about emergencies, how can we be better prepared?
6. Regardless of the severity of individual events, emergencies by their very nature are generally disruptive and can occur anywhere.

Optional: Watch the Red Cross Haiti video. What does this tell us about the timing of recovery? What are some short-term and long-term effects of this disaster?

It's a good idea to discuss with the class how to measure the severity of an event. This can be a challenging task. Defining factors might include the number of lives lost, damage to environment or long-term effects of a disaster.

Explore

7. Provide each pair of students with a country from your list.
8. Using the internet and Worksheet 1, ask the pairs to investigate the characteristics and effects of a specific emergency that has occurred in that country. Some examples might include Hurricane Katrina, the 2009 bushfires in Victoria, the 2005 London bombings, the Christchurch earthquakes, the September 11 terrorist attacks, the Indian Ocean tsunami or the 2011 Brisbane floods.

PREPAREDNESS Years 10–12

Lesson one: Structure

Conclusion

9. Allow each pair a few minutes to present their information.
10. Use a world map to chart where these events have taken place.
11. You might create a key to illustrate the severity or type of disasters being discussed.

Extension activities

- Encourage the students to think more deeply about the effects of emergencies, by creating a flow chart to illustrate the cause-and-effect nature of disasters. Ask them to provide specific examples of how communities and individuals would be affected following a storm, flood or fire. How might people feel immediately after an event? How might they be feeling one month, or even a year later? Would people lose their jobs? What are the flow-on effects of these factors? Environment, business, infrastructure and industry might also be considered in this activity.

Helpful sites:

- Twitter searches – TweetDeck
- News websites
- Archive or emergency services websites
- ABC Black Saturday site <http://www.abc.net.au/innovation/blacksaturday>
- BBC News: Haiti earthquake http://news.bbc.co.uk/2/hi/in_depth/americas/2010/haiti_earthquake/default.stm
- Emergency Management Australia: Natural disaster index <http://www.em.gov.au/library/Onlineresources/Historicaldisasters/Pages/default.aspx>



Worksheet one

Name or description of event	
Type of emergency – natural or human-made?	
What caused this event to occur?	
Exact location of event	
Exact date/s and time/s	
How many people were affected?	
How was the environment affected?	
How were people affected? (Deaths, injuries, homeless or distressed people)	
Approximate duration of short-term relief and long-term recovery	
Describe at least five ways that people could prepare for an event like this in the future.	
Other hazards occurring in this country	

PREPAREDNESS Years 10–12

Lesson two: Be informed, know your hazards

Estimated time: 90 minutes (To fit class times, activities can be omitted or broken up over a week or month).

Key concept

Understanding the hazards in our area helps us to prepare.

Resources

- Butcher's paper and pens.
- Local Emergency Management Plan (EMP) (from local shire or council).
- Worksheet two.
- Recent news articles on local disasters (optional).

Be aware!

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Aims and objectives

- Students gain a better understanding of hazards in their area.
- Students rate the likelihood of potential hazards by considering the threat and effects of different emergencies.

PREPAREDNESS Years 10–12

Lesson two: Structure

Introduction

1. Some areas face specific threats or hazards. These may be seasonal hazards, like a bushfire or cyclone, or they may be related to local industry or population density issues.
2. Ask the students to list on the board examples of local hazards. These could be events that have happened already or those that may happen in the future. Depending on where they live there may be obvious hazards like bushfires, flooding or cyclones. Remember that storm damage or house fires can occur almost anywhere.
3. Every Australian local government body has an EMP. These plans are developed to identify key hazards in the area and outline how the council will help coordinate preparedness, response and recovery around emergencies.

Elaborate

4. Use the EMP to compare students' ideas about local hazards with those officially recognised in the plan. Did students correctly identify local hazards?
5. In discussion, ask the students to consider or rate which emergencies are most likely to occur and which ones would cause the most damage to people and property.

Explore

6. Generally speaking, there are three stages in emergency management – preparedness, response and recovery.
7. Using the EMP, ask the students to complete Worksheet 2 by selecting and focusing on one hazard.
8. Where possible, ask the students to provide local examples of the hazard they are researching. This may prompt discussion about personal experiences.

Conclusion

9. Ask the students to share and compare their answers. In their opinion, what emergencies have had the most impact on people?
10. Focusing on preparedness, ask the students to think about whether or not their community is well prepared. What else could be done to prevent, reduce or prepare for hazards?

Extension activity

11. Students could explore the school's EMP to understand how the school community responds to, and recovers from, specific hazards.
12. Students could develop and present awareness campaigns to share information about local hazards within the school community.

PREPAREDNESS Years 10–12

Lesson two: Structure

Generally speaking, there are three stages to an emergency:

Before an emergency – preparedness

This refers to the period of time prior to an emergency occurring. Warnings of the impending emergency may occur in this time, allowing people to prepare for the event. Some emergencies happen without warning, like earthquakes. Some happen with little warning, like flash flooding. Other disasters, like cyclones or hurricanes, can be forewarned due to advancements in technology and weather reading systems. There are many things we can do in our normal day-to-day lives that will help us to be more prepared should an emergency occur.

During an emergency – response

This refers to the period of time when the emergency is taking place and may vary greatly depending on the disaster. Consider for example a landslide, which may be over in a matter of minutes and periods of drought that may continue for decades.

After an emergency – recovery

Note: this period naturally overlaps with the response stage.

This refers to the period of time following an emergency, and includes short, medium and long-term stages. In the short-term (from hours to several days or a week after the event), the response is generally focused on basic needs for survival, like water, food and shelter as well as first aid. Medium-term (from a week to a month or so) considerations include health and wellbeing, infrastructure, industry and psychosocial* issues. Long-term (months or even years after the event) considerations include continuing recovery with people affected by the emergency, as well as the environment. Ideally, long-term recovery activities transition back to mainstream or 'normal' services that existed pre-emergency.

* Psychosocial refers to the dynamic relationship between the psychological and social dimensions of a person, where the one influences the other. The psychological dimension includes the internal, emotional and thought processes of a person – his or her feelings and reactions. The social dimension includes relationships, family and community networks, social values and cultural practices (International Federation of Red Cross and Red Crescent, 2007, Psycho-social Support Handbook, p184).



Worksheet two

Be informed, know your hazards

What is the local hazard that you are investigating?

In your opinion, what is the likelihood that this may occur? What has led you to this opinion?

What local services or infrastructure could be damaged if this hazard occurred?

Why is it important for us to plan for this hazard?

Worksheet two

	Describe what happens in your community during this stage
<p>Preparedness</p> <p>Being ready to respond to emergencies, educating the community and planning for response and recovery.</p>	
<p>Response</p> <p>During or immediately after the emergency.</p>	
<p>Recovery</p> <p>The long-term period after the emergency – this may continue for months, or even years, after the event.</p>	

PREPAREDNESS Years 10–12

Lesson three:

Be prepared. What do you need?

Estimated time: 90 minutes (To fit class times, activities can be omitted or broken up over a week or month).

Key concept

When people are prepared for an emergency they are better able to cope during and after the event.

Resources

- Butcher's paper and pens.
- 'Teenagers In Emergencies' booklet (available in hard copy or online), <http://aftertheemergency.redcross.org.au/get-info/links-profiles/teenagers-emergencies> or to enquire about hardcopies email rediplan@redcross.org.au.
- Video: 'Red Cross Preparedness: What would you take?' <http://aftertheemergency.redcross.org.au/get-stories>.
- Microsoft Powerpoint.
- Internet.

Be aware!

Your students may have a variety of experiences with emergencies and may have varying degrees of psychological trauma. It is recommended that you seek the advice of the school counsellor or welfare officer before proceeding with this lesson. Ensure that participation in the lesson does not exacerbate or aggravate prior trauma. To do this, you may need to speak with parents or caregivers and/or ask the students to let you know if they have been involved in an experience that has been distressing. It is important that you ensure students are given the opportunity to opt out of activities that might cause distress.

Aims and objectives

- Students consider what they might need in an emergency.
- Students consider what they might do in an emergency.
- Students promote preparedness in their school or wider community.

PREPAREDNESS Years 10–12

Lesson three: Structure

Note: This lesson is most effective following Lesson two, when students are informed about the hazards in their area.

Introduction

1. Begin by looking at examples of local hazards from Lesson two. Are these events likely to have warnings? What would you need if you were caught in one of these events or needed to leave your house?

Elaborate

2. Working in small groups, using butcher's paper, ask the students to compile a list for an emergency kit; all the things they would want to take with them if they had to leave their house. They can list as many items as they like.
3. Consider giving the students a time limit (such as five minutes) to simulate a real emergency situation where they would need to decide and pack quickly.
4. Each group can stick their list up on the wall.
5. As a class, read page 14 of the 'Teenagers In Emergencies' booklet. Explain that the booklet has been designed by young people for young people. It specifies information on fires and floods, but is relevant for many emergencies.
6. Ask the students to compare their lists with those listed in the booklet. Teachers can also refer to the list in the teacher notes below. Questions to prompt discussion could include: What did we leave off our list? What did we include that they didn't? What do you think about the kit described in the booklet? Allow students to amend their lists.
7. Now ask the students to prioritise the most important items on their list, by numbering or highlighting them. This can be a challenging task and may open debate in the class. What can't you take or shouldn't you take? Why?
8. Ensure that students explain why they have prioritised particular items and try to create a single list for the whole class. Is this possible or does everyone have different needs?

Explore

9. Each group has a hard copy or online version of 'Teenagers In Emergencies'. Allow the students to read through the booklet and discuss its contents. Direct discussions to focus on what they might do in an emergency. Ask questions such as: What role can you play? How will you look after yourself and others?

PREPAREDNESS Years 10–12

Lesson three: Structure

10. Working around the whole class, ask each student to provide an example of an action they would carry out if faced with an emergency. Students should not repeat an idea – each person must provide a different action, thus highlighting the idea that each of us can contribute when the time comes. Refer to the ‘Teenagers In Emergencies’ booklet and the list below for ideas. A scribe should record the answers on butcher’s paper. How many suggested actions can your class come up with?

Conclusion

The following tasks could be set as a homework assignment or can be completed in another lesson. Allow at least 120 minutes – 40 minutes to locate images and 80 minutes to edit the slideshow or video.

11. View the ‘Preparing for emergencies’ video at <http://aftertheemergency.redcross.org.au/get-stories>.

12. Using this video as an example, outline the following task:

- Use PowerPoint or Prezi to create a multimedia promotion or advertisement for preparedness.
- The aim of your promo is to help people understand what they might need or do in an emergency.
- Your promo can be no longer than 10 slides.
- It may include titles, music or voice over.
- Use the internet to find images of the items you would need in an emergency.
- Export your PowerPoint or Prezi as a video and publish it online on the school’s website, or your own Fakebook site (<http://classtools.net/fb/home/page>) or blog.

Extension activity

- Students can deliver their presentations at year level assemblies, to encourage other students to be prepared for an emergency.
- Students can create an emergency kit for the classroom.

PREPAREDNESS Years 10–12

Lesson three: Teacher's notes

What do you need? What will you do?

What might you need in an emergency?

- Tissues or toilet paper
- Clothes – be specific about what you would take
- Blankets
- Important papers (passports, certificates)
- Special items (what's in your room that's important to you?)
- Computer
- Game consoles/games
- Mobile phone & charger
- Wallet
- Animals
- Food for pets
- Water
- Personal hygiene items
- Keys
- Books, toys, cards
- Non-perishable food items
- Tarp
- Gloves
- Rope
- Battery operated radio
- Photos
- Emergency contact card (with a list of who to call and addresses of where to stay)
- Mobile phone charger
- Torch with batteries
- Medication.
- Important documents
- Important personal items

Note: This list offers suggestions only and should not be seen as definitive.

PREPAREDNESS Years 10–12

Lesson three: Teacher's notes

What would you do if an emergency happened? What role can you play?

- Look after younger siblings
- Alert neighbours
- Help neighbours or family if they need it (e.g. the elderly)
- Get water and food for pets
- Call 000
- Put animals in cages, carry boxes or other safe places
- Collect the emergency kit
- Contact your friends – online or by phone – to keep them informed
- Listen to instructions from adults (teachers or parents)
- Clear debris from around your property before the event (helpful in storms, bushfires, floods and cyclones)
- Contact your emergency contacts
- Check weather conditions
- Stay calm
- Keep informed – monitor the radio, TV or internet.

PREPAREDNESS Years 10–12

Lesson four: Who can help?

Estimated time: 90 minutes (To fit class times, activities can be omitted or broken up over a week or month).

Key concept

There are agencies dedicated to helping people before, during and after emergencies.

Resources

- Internet connection for each student.
- Recent news articles on disasters (optional).

Be aware!

Your students may have a variety of experiences with emergencies and may have varying degrees of psychological trauma. It is recommended that you seek the advice of the school counsellor or welfare officer before proceeding with this lesson. Ensure that participation in the lesson does not exacerbate or aggravate prior trauma. To do this, you may need to speak with parents or caregivers and/or ask the students to let you know if they have been involved in an experience that has been distressing. It is important that you ensure students are given the opportunity to opt out of activities that might cause distress.

Aims and objectives

- Students investigate the role of various emergency service agencies.
- Students locate and present examples of when and how various agencies respond to real-life emergencies.

PREPAREDNESS Years 10–12

Lesson four: Structure

Introduction

1. Discuss with the class how when an emergency occurs there are often many people involved in the response and recovery effort. Some people help clean up and some deliver first aid or personal support. Others help set up relief centres or register the names of those who might need to get in touch with loved ones. Some of these people are volunteers and give their own time to help.
2. Ask the students if anyone has been involved in an emergency. What happened? Who helped them emotionally and/or physically? Which agencies are located in our area or state?
3. Ask the students: What do you know about emergency services in your area? Explain that in this lesson they will be researching and then teaching their peers about emergency service agencies in the local area.

Elaborate

4. Working individually, have the students use the internet and/or newspaper articles to research real-life examples of local emergencies. Depending on the history of events in your area you may need to extend the search to include emergencies from your region, state or Australia-wide. Nationally significant emergencies might include the 2011 Queensland floods, Cyclone Yasi, the 2009 Victorian bushfires, Ash Wednesday, etc.
5. Students could use news websites, local history sites or library archives, as well as researching through the sites of emergency service agencies (see Teacher notes).
6. Students should investigate the following questions: Who responded to the event? What was their role? What did they do? In your opinion, how effective was their role in the response or recovery stages?
7. Encourage the students to save images, video or audio related to the actions of the agencies involved.

Explore

8. Students should group together, based on the types of emergencies they researched. For example, students who investigated bushfires can share their findings.
9. Groups then create a short PowerPoint or Prezi presentation of facts, images, video and other information to identify the agencies that respond to particular emergencies, and to illustrate their work in real-life emergencies.

PREPAREDNESS Years 10–12

Lesson four: Structure

Conclusion

10. Allow each group to present their work to the class. Limit presentations to five to 10 minutes per group depending on the number of groups to get through.
11. Through class discussion, encourage the students to identify which agencies overlap across various hazards. Can you determine which agencies are most active in your local area? Discuss the importance of having these groups or agencies in our community.

Extension

- Students could interview members of emergency service agencies about their role in the community. These interviews could be published in the school's newsletter or website.
- Students could create posters to be presented around the school, to let others know about the role of different emergency service agencies.
- Students could invite local agencies to come and speak at your school.
- Students might participate in a volunteering activity with a local agency to encourage them to take action. This can also decrease anxiety during emergencies, as people often feel safer when they know how to respond to a crisis.

PREPAREDNESS Years 10–12

Lesson four: Teacher's notes

Suggested agencies and links:

Police

<http://australia.gov.au/topics/law-and-justice/police-services/state-police-services>

Ambulance or first aid

- www.ambulance.vic.gov.au/
- www.ambulance.qld.gov.au/
- www.stjohn.org.au/
- www.ambulance.net.au/
- www.ambulance.nsw.gov.au/
- www.rav.vic.gov.au/
- www.ambulance.act.gov.au/
- www.tas.gov.au/tasmaniaonline/Nav/Heading.asp?Topic=Health&Heading=Ambulance+services
- www.saambulance.com.au/
- www.stjohnnt.org.au/

Health and wellbeing services (including personal support services)

- Australian Red Cross www.redcross.org.au/ourservices_acrossaustralia_disasteremergencyservices_default.htm
- Beyond Blue www.beyondblue.org.au/
- Kids Helpline www.kidshelp.com.au/
- Department of Human Services www.humanservices.gov.au/
- Australian Centre for Grief and Bereavement www.grief.org.au

Fire and other services

www.ema.gov.au/www/ema/schools.nsf/Page/Learn_AboutPlanningandPreparation_StateandTerritoryEmergencyServices_StateandTerritoryEmergencyServices

Media

www.ag.gov.au/nbew

PREPAREDNESS Years 10–12

Lesson four: Teacher's notes

State Emergency Services

- Australian Council of State Emergency Services www.acses.org.au/
- Australian Capital Territory State Emergency Service www.ses.act.gov.au/
- New South Wales State Emergency Service www.ses.nsw.gov.au/
- Northern Territory Emergency Service www.nt.gov.au/pfes/es/
- Queensland State Emergency Service www.emergency.qld.gov.au/ses/
- South Australia State Emergency Service www.ses.sa.gov.au/
- Tasmania State Emergency Service www.ses.tas.gov.au/
- Victoria State Emergency Service www.ses.vic.gov.au/
- Western Australia State Emergency Service www.fesa.wa.gov.au/
- Emergency Management Australia www.ema.gov.au/

PREPAREDNESS Years 10–12

Lesson five: What to expect

Estimated time: 90 minutes (To fit class times, activities can be omitted or broken up over a week or month).

Key concept

Understanding what might happen in an emergency can help young people deal with the potential stress of an event.

Resources

- The Red Cross 'After the emergency' DVD (or view the stories at www.redcross.org.au/aftertheemergency).
- Worksheet three.

Be aware!

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Aims and objectives

- Students observe the reactions of young people who have experienced emergencies.
- Students gain a better understanding of the emotional and social impacts of emergencies.
- Students analyse how being prepared helped in specific scenarios.

PREPAREDNESS Years 10–12

Lesson five: Structure

Introduction

1. Begin by asking the students: How do you think you would cope during an emergency? What would you do? Why do you think this? Ask the students to consider how they might react, think and feel.
2. It's difficult to imagine something that hasn't happened yet, but we can learn from people who have been in similar situations before. Explain that in this lesson students will watch the stories of two teenagers who have experienced an emergency. They will be looking at what they did to cope during the event and what they're doing now to prepare for next time.

Elaborate

3. View Sam's story (<http://aftertheemergency.redcross.org.au/get-stories>).
4. Encourage the students to identify Sam's key messages in a brief class discussion.
5. Students should then complete the questions on Worksheet 3. You may need to play the video again.
6. Discuss the students' responses. You could request answers from random students or allow some discussion from the class.
7. Repeat the activity, this time using Kate's story (<http://aftertheemergency.redcross.org.au/get-stories>).

Explore

8. Both Sam and Kate spoke about important issues or messages in their stories. Using Worksheet 3, ask the students to fill in the Venn diagram listing the key messages or issues from Sam and Kate's stories. The middle section is for common issues or actions identified in both stories. Students must also differentiate between what happened before, during and after the event.

Conclusion

9. As a class discuss the question: What are the common ways to help in emergencies? Students should use their Venn diagram, and any other answers, in their responses.
10. Having seen the stories of Sam and Kate, ask the students to explain if this changes their thoughts about what they would do in an emergency.

Extension activities

11. Students could analyse the film techniques used in the stories. How did the lighting, scenery or music contribute to the storytelling? Students could write and email film reviews to Australian Red Cross (via the website).

PREPAREDNESS Years 10–12

Lesson five: Structure

12. Students could create their own video stories about emergency preparedness and recovery in their local area, and submit them to www.redcross.org.au/aftertheemergency.

Rationale: Critical analysis of narrative encourages students to improve their own storytelling techniques, experiment with various communication technologies and convey meaning to a wider audience.

Worksheet three

Sam and Kate

Watch Sam's story on the 'After the emergency' website (www.redcross.org.au/aftertheemergency) and answer the following questions:

Sam

1. What hazard did Sam face?
2. List three ways he helped in the lead up to, and during, the event.
3. List three things that Sam did during the event.
4. What did he do after the event?
5. Sam says after the event he tried to "make sure everyone was okay". How might he have done this?
6. Finish this sentence: "Something that you do..." What does he mean by this?
7. Do you agree with Sam when he says, "Teenagers can do as many things as adults"? Why or why not?
8. In your opinion, what is the best thing Sam did to prepare for this event?

Now watch Kate's story on the 'After the emergency' website (www.redcross.org.au/aftertheemergency) and answer the following questions:

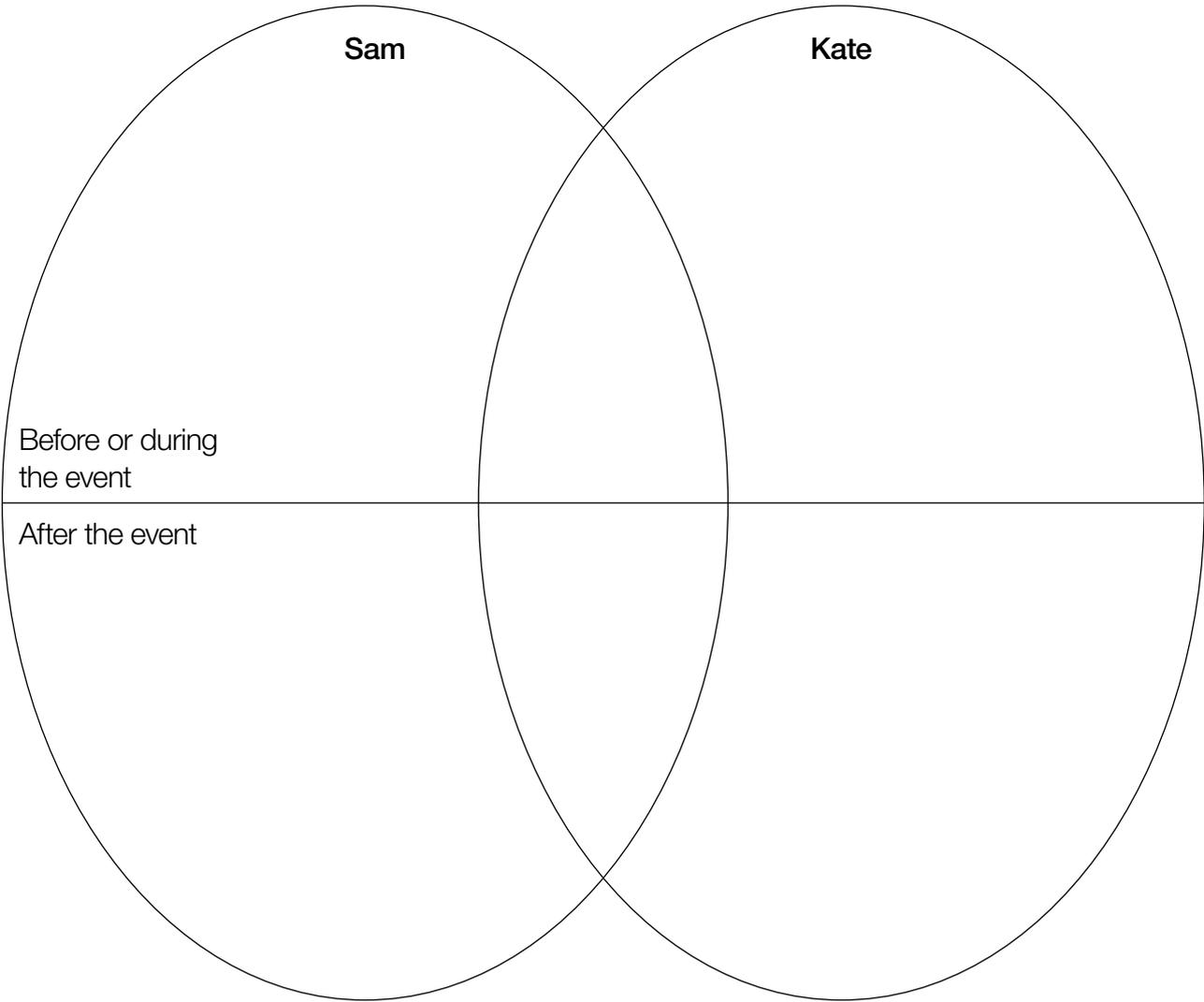
Kate

1. What hazard did Kate experience?
2. What kind of help did she need?
3. Why does Kate use the words "crazy" and "surreal"?
4. How did Kate help others?
5. How has Kate changed since the event? Do you think these are positive changes?
6. What does the term 'life skills' mean?
7. In what ways has the town 'bounced back' from this event?
8. How long has it been since the event? In what ways is Kate still affected by it?

After completing the questions above, fill in the Venn diagram listing all the key issues and messages from Sam and Kate's stories. Any issues that are common to both stories should be listed in the centre.



Worksheet three





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