



Australian Red Cross
THE POWER OF HUMANITY

REDiPlan preparedness program

Years 7–9

For students aged 13–15

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 7 through 9 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 7 through 9. Each section has been colour-coded as follows:



Unit overview

Lesson plans 1–5

Lesson plan: Teachers notes

Lesson plan: Activity sheet

PREPAREDNESS Years 7–9

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

This unit is made up of five lessons. The 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 the 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 the Study of Society and Environment.

PREPAREDNESS Years 7–9

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.



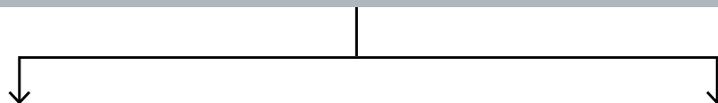
Lesson two – Be informed, know your hazards

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 7–9

Unit overview

Before commencing 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) 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 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 completing 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 7–9

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 7–9

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 7–9

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 or articles about specific emergencies.
- A blank wall for displaying notes.
- Sticky notes, or other scrap paper, and blue tack.
- Worksheet one.

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 effects of different emergencies.

PREPAREDNESS Years 7–9

Lesson one: Structure

Introduction

1. Ask the students to define the words 'emergency' or 'disaster'. This might be a single definition or a series of statements. Prompting questions might include: What happens during an emergency? Who or what is affected by emergencies? When do emergencies occur? Students can write their definitions on scrap paper or sticky notes and place them in the centre of the wall.
2. Using the 'Hot Seat' activity, place about 10 notes under random seats before the students arrive in the classroom. Have five notes with the word 'natural' and five notes with the word 'human-made' written on them.
3. Ask the students to look under their seats. Instruct the students with a 'natural' disaster note to write a type of natural disaster, such as a bushfire, storm, earthquake, tsunami, flood, heatwave or drought, onto a sticky note. Students with a 'human-made' disaster note will write a type of non-natural disaster, such as a chemical spill, train crash, building collapse, terrorist attack, explosion, house fire or oil spill, onto a sticky note. Place both sets of notes on the wall, evenly spaced around the original definitions. When placing notes onto the wall, try to keep the examples grouped together in their categories 'natural' or 'human-made'.
4. Now ask the remaining students to name a specific emergency by writing it on a sticky note and placing it next to the examples on the wall. Encourage them to think globally and locally. Some examples may include Hurricane Katrina, Black Saturday, Ash Wednesday, the London bombings, September 11 attacks and the Indian Ocean tsunami.

Hot Seat

Place notes or instructions under the students' chairs. This quick activity is a good way to encourage all students to be alert and participate in the lesson. It also helps to outline the unexpected nature of emergencies.

PREPAREDNESS Years 7–9

Lesson one: Structure

Elaborate

5. Look at the wall of notes and brainstorm the effects of these emergencies. Ask the following question: How have people been affected by these events? Consider the ways emergencies affect individuals, communities and the environment.
6. Working in pairs, have the students choose a disaster from the wall and answer the above question using 'Think, Write, Share'. Ask the students to spend a few minutes thinking about their own response and then have them write these onto sticky notes and place them on or next to the relevant disaster on the wall. Ensure the students explain their answers and try to fill all gaps on the wall.

Examples of responses may include:

- Individual – people are injured, people suffer grief or loss of loved ones, people are disconnected from others, people lose their houses.
- Community – loss of local industry, damage to infrastructure like roads, schools or businesses.
- Environment – loss of habitat, waterways are polluted, animals are killed, trees or plants are killed.

Think, Write, Share

This activity encourages students to brainstorm in small groups, first constructing a response, then forming a written outline of their ideas and finally sharing a verbal explanation of their idea with others.

Explore

7. Using the internet and Worksheet 1, ask the students to individually investigate the effects of specific emergencies. They might choose an example from the wall, or they could use the examples provided around more recent or local emergencies.

Conclusion

8. Class discussion. Ask the students to scan the wall of notes and refer to their tables to answer the following broad questions: What are the most common effects of emergencies? What do people need after emergencies? Encourage the students to think about common needs like water, clothing, food, shelter, first aid and emotional support. Prompt discussion by asking: Are most emergencies unexpected? If we know about emergencies, how can we be better prepared?

PREPAREDNESS Years 7–9

Lesson one: Structure

Extension activity

- Delegate half the class to investigate emergency events from Australia's history: Darwin bombing (19 February 1942), 2011 Queensland floods (January 2011), Granville train disaster (18 January 1977), Thredbo landslide (30 July 1997). Instruct the other half of the class to research international events: September 11 attacks (2001), Bali bombings (12 October 2002), London bombings (7 July 2005), Java earthquake (17 July 2006).

Examples included are only suggested topics – try to cover a range of different hazards, geographical locations and time periods. Working in groups or individually, report back to the class:

1. Where and when did the event occur?
2. What caused the event to occur?
3. Describe at least five effects of this event.
4. Describe at least five ways people could prepare for an event like this in the future?

Rationale: This task increases student awareness of the global effect of emergencies, while highlighting hazards in Australia. It also provides an opportunity for teachers to assess student knowledge of the topic.

Helpful sites:

- Twitter search – TweetDeck
- News websites
- Archive or emergency services websites
- ABC Black Saturday website, <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

Using the internet, look up the listed disasters to find information to answer the questions in the grid.

	Describe the event. What caused the disaster? Did people have prior warning?	How did this event affect the way people live, either as individuals or as a community?	How did this event affect people physically, emotionally or psychologically?	How was the environment damaged or affected?
2010 Haiti		<ul style="list-style-type: none"> • Many people had no shelter or place to stay. 	<ul style="list-style-type: none"> • People were very scared about after shocks. 	
2009 Victorian bushfires		<ul style="list-style-type: none"> • The roads were damaged. • Businesses were destroyed. 		<ul style="list-style-type: none"> • Waterways were clogged with debris.
2004 Indian Ocean tsunami	<ul style="list-style-type: none"> • An earthquake caused this event. People did not have warning. 		<ul style="list-style-type: none"> • Many people couldn't find their loved ones. 	

PREPAREDNESS Years 7–9

Lesson two: Be informed, know your hazards

Estimated time: 60 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.
- Recent news articles on local disasters (adapt as required).

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 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.
- Students recognise the stages of an emergency.

PREPAREDNESS Years 7–9

Lesson two: Structure

Introduction

1. Ask the students to discuss fictional films that focus on mass emergencies or individual crises. Discussion: How often does a disaster occur? (The teacher should guide this discussion to the point that disasters are unlikely to occur frequently). Focus on two examples and write notes on the board. Students should describe what happens in the fictional scenarios. Ask the questions: When has a protagonist been caught off guard? How realistic is the storyline? Students could create a hierarchy of the most realistic to the most unlikely scenarios.
2. Ask the students to list the most common features of these stories. Examples are likely to include death and destruction, but encourage the students to also think about how the characters faced adversity or overcame challenges. What happened before, during and after the event? Were the characters prepared? Did the characters learn or grow from the event?

Elaborate

3. After thinking about a large blockbuster film scale, let's imagine your town is the setting for a new film. As a class, discuss examples of real disasters that have occurred in your region or state in recent history.
4. Quick writing activity: Students have 10 minutes to write a three-sentence synopsis of a film to be shot in their local area. The synopsis must explain what happens before, during and after the emergency.
5. Allow several minutes for students to discuss their synopses with each other or with the class. How realistic are these ideas? Are they likely to happen?

Explore

6. Now shift the focus to a real emergency. Depending on where you live, there may be obvious hazards like bushfires, flooding or cyclones. Remember, storm damage or house fires can occur almost anywhere. Use a news article to present a real-life hazard from your area or region. We see emergencies and tragedies on TV and in film, but they also happen in real life, to real people. Has anyone in the class been involved in an emergency?

Opt out: While it's good to use real life examples, be sure to remind the students that they should only discuss topics they are comfortable with. It's a good idea to ask about strategies that helped any students who may have experienced an emergency.

7. On the board, make a list of hazards that occur in your area, or crises that students have been involved in.
8. Ask the students to select which emergencies they think are most likely to occur again. Are there any recurring hazards (things that happen annually or often)? If not, focus on a single incident like a house fire or storm.

PREPAREDNESS Years 7–9

Lesson two: Structure

Conclude

9. Finish the lesson by asking the students to think about the different stages of emergencies. It's useful to think about emergencies as having three stages –before, during and after. In most cases, there are things we can do in these stages to lessen the impact of the disaster.
10. What we do before an event can be very helpful in lessening the impact of the event. Ask the students to provide some early ideas about the before stages of the hazards identified in this lesson. What can be done to plan or prepare for these hazards?

Note: This lesson is most effective when followed by Lesson three.

Extension activity

- Have the students research local Emergency Management Plans (EMP). Australia has well-developed plans to address local hazards and students can find these at their school or local council. EMPs are a great example of how to prepare in the 'before' stages of an emergency. Students can also use the plan to investigate what types of hazards exist in the local area; how information is circulated during emergencies; and what services might be available in the area.

PREPAREDNESS Years 7–9

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 event 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. Others, 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, or 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).

PREPAREDNESS Years 7–9

Lesson three: Be Prepared. What do you need?

Estimated time: 60 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

- '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.

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.

PREPAREDNESS Years 7–9

Lesson three: Structure

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

Introduction

1. Begin by asking the students to think about being prepared for an emergency in their area and, specifically, what they might **need** in an emergency. Use an example of a local hazard. Remember, storms and house fires can happen in almost any area.

Elaborate

2. As a class, read page 14 of the 'Teenagers In Emergencies' booklet. Explain that the booklet was written by young people for young people. It focuses on information about fires and floods, but is relevant for many emergencies.
3. Ask the students to consider the emergency kits in the booklet. What would they add to these lists?
4. Ask the students to individually write a list of items to include in an emergency kit for their home.

Reflect and conclude

5. 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?
6. Ensure that the students explain why they have prioritised particular items and try to create a single list for the whole class.
7. Discuss whether or not a single list is possible, or does everyone have different needs?

Extension activities

- Challenge the students to consider their needs over different time periods. If they were unable to return home, what would they need in the 24-hour period following the event? What would they need over three days? What would they need six weeks later?
- Have the students make emergency kits for their household.
- Make a class emergency kit with appropriate items from the students' lists.
- Students could design their own emergency card. This is a small wallet-sized card with the following information:
 - At least two important phone numbers and names. Even if these contacts are saved in mobile phones, it's a good idea to write them down.
 - Addresses of safe locations in your area, or places you can go if you need to leave your house.
 - Details of local radio stations or websites to get information during an emergency.Ensure that the parents have seen these contact details. Perhaps they could sign the card to indicate they approve the contacts.

PREPAREDNESS Years 7–9

Lesson three: Teacher's notes

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
- 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 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 7–9

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 concepts

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

Resources

- Internet connection for each student.
- Butcher's paper and markers.
- Microsoft PowerPoint and projector (optional).
- Interactive whiteboard (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 understand and apply the functions of agencies to different scenarios.

PREPAREDNESS Years 7–9

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, some people deliver first aid or personal support. Others help set up relief centres or register 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 emotionally and/or physically? Which agencies are located in the 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.

Opt out: While it's good to use real life examples, be sure to remind students that they should only discuss topics they are comfortable with.

Elaborate

4. Ask students to work in 'expert' groups of four or five people. Each group adopts a specific agency to research and present on. Instruct the groups to choose an agency that operates in their local area or state. Examples and suggested sites are listed in the teacher notes for this lesson.
5. Encourage each group to work on a different agency.

Response

This term refers to activities and services occurring during and immediately after an emergency.

Recovery

This refers to activities and services carried out in the medium to long-term period after an emergency. Recovery efforts should begin as soon as possible, may be physical or psychological, and may last for a long period of time depending on the severity of the event.

Explore

6. Ask the students in their groups to conduct internet searches to answer the questions below (best divided as one question per student). Each student should bring their findings back to the group to share. As a team, they can develop a presentation of their collective research. Depending on time and resources, each group's presentation may take any form, from a simple poster to a short PowerPoint or Prezi presentation with web links and images. Remind the students that they are the 'experts' and it's their job to let others know what their organisation does in the community.

PREPAREDNESS Years 7–9

Lesson four: Structure

- Describe the main functions of this agency. What do they do in emergencies?
- Find two examples of when this agency has worked in preparedness, response or recovery roles. Provide news articles or other evidence.
- Describe the people who work for this agency, e.g. What training do they need? What characteristics are valuable in this job? Are they volunteers or paid staff?
- Find two interesting facts about this agency in your local community or region, e.g. When did they form? How are they funded? What do they do that no one else does?
- What does this agency's uniform and equipment look like? Where are they located in your area? Provide maps and other visual examples so people in the class can easily identify this service.

7. Expert groups present their information to the class. Limit this to five to 10 minutes per group.

Reflect

8. Provide the group with a scenario card. Suggested scenarios are shown in the teacher notes below. The group has only a few minutes to consider their response before reading the scenario aloud to the class and explaining how their agencies would deal with the event.

Conclude

9. Each scenario comes with an extra question for the group to pose to the class. This is an opportunity for all students to demonstrate their understanding of how individuals can help themselves and others during emergencies.

Extension activities

- Students could create posters to put up around school, to raise awareness about the roles of different emergency service agencies.
- Students could invite local agencies to come and speak at your school.
- Students might 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 might participate in a volunteer 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.

Rationale: These activities encourage a sense of social responsibility by raising awareness of emergency preparedness in the broader school community.

PREPAREDNESS Years 7–9

Lesson four: Teacher's notes

Suggested agencies and links:

Police

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_disasteremergencyemergency_services_default.htm
- Beyond Blue <http://www.beyondblue.org.au>
- Kids Helpline <http://www.kidshelp.com.au>
- Department of Human Services <http://www.humanservices.gov.au>
- Australian Centre for Grief and Bereavement <http://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 7–9

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 7–9

Lesson four: Teacher's notes

Scenario	Teacher answers (and some real-life events to support the ideas raised in the fictional scenarios)
<p>1. Two trains have crashed in the middle of winter. Some people have been killed, some are still trapped and many are injured. A wrecked carriage now lies across a busy highway. The train was carrying lots of international tourists. The crash occurred far from town and it's getting dark and cold. How will your team respond? Extra question: If you were related to one of the passengers, how could you find out if they're okay?</p>	<p>Responding agencies and their roles could include:</p> <ul style="list-style-type: none"> • Police – traffic control and liaison with agencies. • Ambulance and first aid – treating and transporting injured and dead passengers. • Red Cross – emotional support to survivors and families, catering, blankets or shelter, and coordination of registration system to inform and re-connect loved ones. • SES and fire brigade – heavy equipment to assist in releasing trapped passengers.
<p>2. A tropical storm is predicted to cross the coast near a large city in 10 hours. It is expected to cause large-scale damage to property, which may leave thousands of people without shelter. Many people are frantically evacuating and the roads are heavy with traffic. There are cane fields to the north of the city that could potentially destroy the local industry if they catch fire. How will your team prepare for the emergency? Extra question: Imagine your parents are packing the car to evacuate. How can you help them?</p>	<p>Responding agencies and their roles could include:</p> <ul style="list-style-type: none"> • Media – informing the public of emergency warnings and messages, including traffic information. • SES – monitoring weather reports and preparation of tarpaulins, chainsaws and other clean-up equipment. • Police – traffic control and liaison with all agencies. • Fire services – creating firebreaks or other fire preventions to protect cane fields. • Red Cross – preparation of relief centres. • Visit the Bureau of Meteorology website to learn more about the impact of Tropical Cyclone Larry, which hit Far North Queensland in 2006 http://www.bom.gov.au/qld/cyclone/tc_larry/.

PREPAREDNESS Years 7–9

Lesson four: Teacher's notes

Scenario	Teacher answers (and some real-life events to support the ideas raised in the fictional scenarios)
<p>3. A large fire is burning through a mountain area, where hundreds of school children are camping. Most students are safe, but their worried families are unsure of their location and condition. Roads are blocked with fallen trees. Some businesses are concerned about looting.</p> <p>How will your team respond?</p> <p>Extra question: How important is it for agencies to communicate in this scenario?</p>	<p>Responding agencies and their roles could include:</p> <ul style="list-style-type: none"> • SES – clearing blocked roads to ensure open pathways. • Police – ensuring safety of local businesses and property, and monitoring and policing road closures. • Fire services – fighting the fire and preventing further spread of the fire. • Ambulance and first aid services – providing medical attention • Red Cross – coordinating the registration of names to connect loved ones, preparing relief centres and preparing volunteers to provide emotional support.
<p>4. An explosion has occurred in a chemical factory, starting a small fire on the factory grounds. It may have also caused chemical spills into a nearby stream. Several workers from the factory are severely injured.</p> <p>How will your team respond?</p> <p>Extra question: Imagine that the fire spreads to a neighbouring house. How can you help?</p>	<p>Responding agencies and their roles could include:</p> <ul style="list-style-type: none"> • Ambulance and first aid services – treating and transporting injured people. • Police – coordinating the investigation of the potential chemical spill. • Fire services – putting out the fire and preventing further spread of the fire. • Media – reporting messages about potential contamination of the nearby stream.

PREPAREDNESS Years 7–9

Lesson four: Teacher's notes

Scenario	Teacher answers (and some real-life events to support the ideas raised in the fictional scenarios)
<p>5. Heavy rain is causing flooding in a large cattle-farming region. Farmers are trying to get their stock to higher ground. The flood waters may continue to rise, which means people will be left stranded as roads are cut off.</p> <p>What can your team do?</p> <p>Extra question: Imagine you are the farmer. How can you stay informed about the event?</p>	<p>Responding agencies and their roles could include:</p> <ul style="list-style-type: none"> • Media – informing the public of emergency warnings and messages, including traffic information. • Agencies other than ambulance – assisting with transport, evacuations and the provision of supplies to those stranded. • DHS (Centrelink) – financial and/or employment assistance to those affected. • This article outlines emergency service preparations for the 2008 Mackay floods, http://www.news.com.au/mackay-flood-shocked-residents-count-cost/story-e6frfkp9-1111115567005.
<p>6. A city is experiencing its fifth consecutive day with temperatures above 45 degrees. A large estate has just lost power in a blackout that may take all night to fix. Many people are dehydrated and need medical attention. A big music festival is planned for the weekend where thousands of people will be outside for most of the day.</p> <p>How will your team respond? How will they prepare for the festival?</p> <p>Extra question: Imagine you are elderly and do not have air conditioning. What will you do to stay safe?</p>	<p>Responding agencies and their roles could include:</p> <ul style="list-style-type: none"> • Ambulance and first aid services – treating and transporting people with heat-related illnesses. • Police – investigating deaths and supporting other agencies with traffic control, etc. • Media – informing the public of emergency warnings and messages. • Use this article on the 2009 southeast Australian heatwave as a real-life example of this type of emergency, http://www.theage.com.au/national/heatwave-left-hundreds-dead-20090221-8ea4.html.

PREPAREDNESS Years 7–9

Lesson four: Teacher's notes

Scenario	Teacher answers (and some real-life events to support the ideas raised in the fictional scenarios)
<p>7. A bombing has occurred in a country where lots of Australians travel each summer. The location is a popular tourist area and it is likely that some Australians have been injured or killed.</p> <p>How does your team respond?</p> <p>Extra question: Imagine your friends are holidaying in that country. How will you contact them? What can you do when they return?</p>	<p>Responding agencies and their roles could include:</p> <ul style="list-style-type: none"> • Red Cross – providing first aid services, medical staff and equipment, including dressings and body bags, comforting survivors at the scene and at Australian airports on return, coordinating registrations for people to contact each other, and coordinating public appeals. • Police – the Australian Federal Police worked with Balinese authorities to investigate the event. Consider the Bali bombings that occurred in 2002, • http://news.bbc.co.uk/2/hi/in_depth/asia_pacific/2002/bali/default.stm.

PREPAREDNESS Years 7–9

Lesson five: Be informed

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

- 'After the emergency' DVD, or view the stories at www.redcross.org.au/aftertheemergency or enquire about ordering the DVD at rediplan@redcross.org.au.
- Worksheet two

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 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 7–9

Lesson five: Structure

Introduction

1. Begin by asking the students: How do you think you would react in an emergency? Would you get stressed out? Or would you'd be calm under pressure? Ask the students to consider how they might react, in terms of their thoughts and feelings.
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 how 'Tim' and 'Amy' coped during and after the event, and what they're doing now to prepare for next time.

Elaborate

3. View Tim's story.
4. Encourage the students to identify Tim's key messages in a brief class discussion.
5. Students should then complete the questions on Worksheet 2. You may need to play the video again.
6. Discuss their responses. You could request answers from random students, or allow some discussion from the class.
7. Repeat the activity, this time using Amy's story.

Explore

8. Both Amy and Tim spoke about important issues or messages in their stories.
9. Using Worksheet 2, ask the students to fill in the Venn diagram, listing the key messages or issues from Amy and Tim's stories. Explain that the middle section is for common issues or actions identified in both stories.

Conclusion

10. Finish the lesson by discussing as a class the question: How can emergencies affect us physically and psychologically? Ideas can be listed on the board using a simple table. Students should use their Venn diagram, and any other answers, in their responses.

Extension activities

- 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).
- Students could create their own video stories about response or preparedness in their 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 two

Tim and Amy

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

Tim

1. What hazard did Tim experience?
2. How did Tim feel during this event? Why do you think he felt like that?
3. Tim has learnt what to do in this emergency. He's more prepared physically. List four things he did during this event.
4. Tim says, "It's a big shock". What would you do to help in this situation?
5. Finish this sentence: "Comfort is a big thing..."
6. How did Tim help after the event?
7. In what ways is Tim better prepared psychologically?
8. How do you think Tim feels about the future?

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

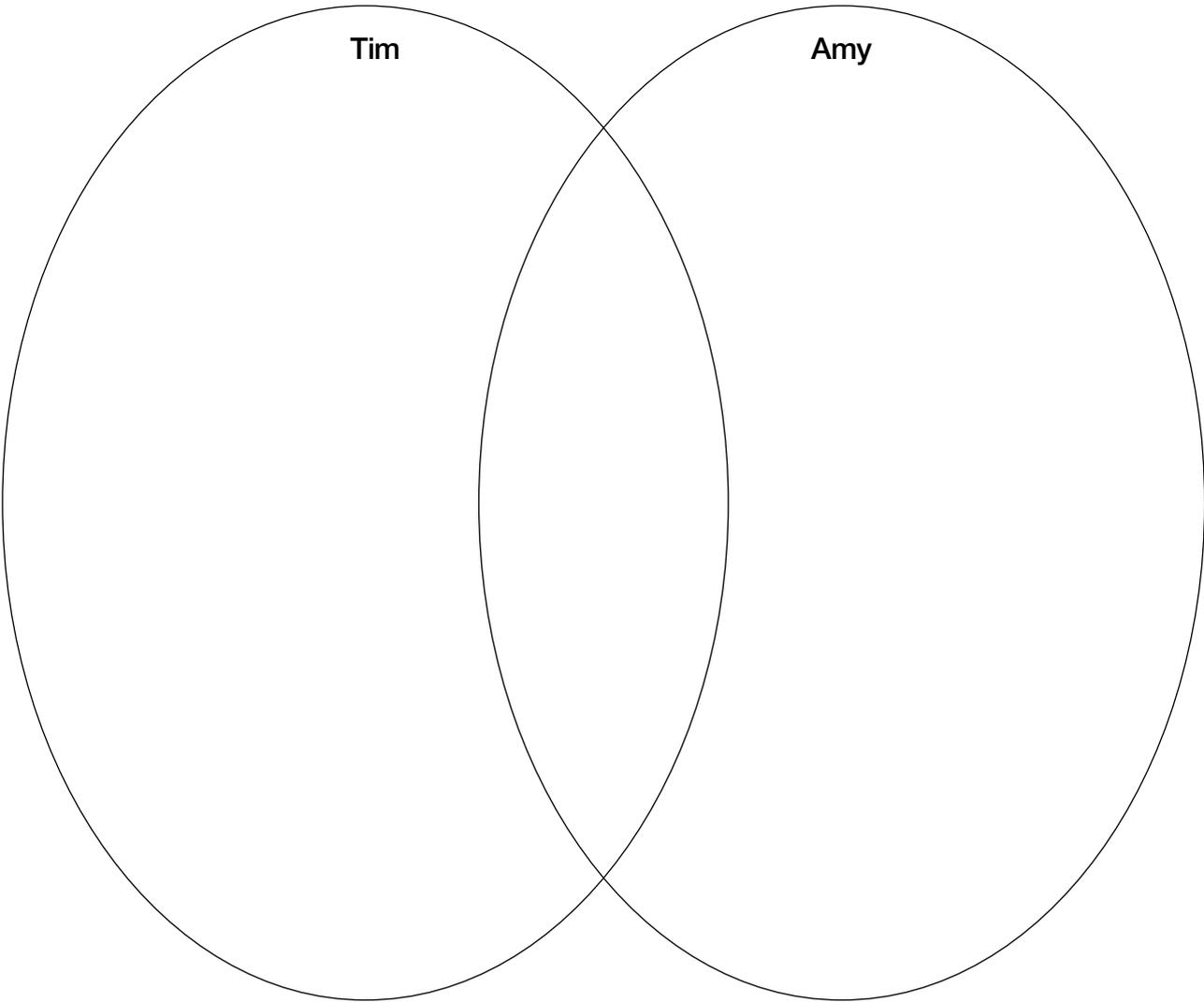
Amy

1. What hazard does Amy face in her area? How often does she deal with this threat?
2. What are the 'important things' for Amy's family?
3. How did Amy feel about what happened in 2006?
4. How does she feel now?
5. Amy is now a volunteer. What equipment does she have to be prepared?
6. Do you think it's a good idea for Amy to be involved as a volunteer? Why or why not?
7. What are Amy's tips for helping at home?
8. How can we help ourselves?
9. Finish this sentence: "They are emergencies and..."

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



Worksheet two





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