



Australian Red Cross
THE POWER OF HUMANITY

Emergency recovery lesson plans

Years 10 – 12
for students aged 16–18

July 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:



This resource has been developed through the generosity of:



How to use these RECOVERY 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 10 through 12. Each section has been colour-coded as follows:



Overview



Lesson plans



Lesson plan: Teacher's notes



Lesson plan: Worksheet

RECOVERY Years 10-12

Unit overview

Purpose

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

- change is a natural part of life
- people can adapt to, and recover from, change
- people have the capacity to help others affected by, or recovering from, change after an emergency.

This unit supplements 'After the emergency', a Red Cross REDiPlan program and activity book designed to help young people cope with emergencies.

Visit www.redcross.org.au/aftertheemergency to access online, MP3 and DVD resources for young people aged 12-25. Other REDiPlan resources and activity books are available at <http://www.redcross.org.au/emergency-resources.aspx>

Many of the activities in this unit can be used to help young people recover from the effects of an emergency or disaster. It is advisable to undertake the activities on a hypothetical basis before any emergency occurs. This will reassure young people that recovery is possible and will help them to be prepared for recovering from such events and build skills for recovery before they are needed.

Structure and content

The unit is made up of five lessons, designed to be taught sequentially. While lesson five is designed to be taught last, it may be conducted separate to, or independent of, the other lessons in the unit. Key concepts covered in each of the lessons are summarised in the diagram on page 5.

The lessons are structured around the 5Es teaching and learning model (Roger Bybee, 1997), and a variety of teaching strategies are suggested throughout the unit. Descriptions of the model and strategies are provided. Each lesson also includes pointers for teachers and suggestions for further activities.



RECOVERY Years 10-12

Unit overview

Key concepts for emergency recovery

Lesson One – Change and transition

Change can have a positive or a negative effect on our lives. It can also be expected or unexpected. Dealing with change is an integral part of living.



Lesson Two – Common reactions to emergencies

Everybody responds to emergencies differently, but there are also common reactions. These include physical, emotional and mental reactions, which may occur during stressful moments throughout life. Some are helpful and some are distressing. There are ways to cope with distressing reactions.



Lesson Three – Helping others

There are ways we can help friends and family if they are experiencing distressing physical, emotional or mental reactions.



Lesson Four – Thinking ahead

It is helpful for students to consider the positive aspects of their lives after an emergency, to help them cope with change and transition



Lesson Five – Share your story

Everybody's story is different. By sharing stories, more people can learn about how to plan for and respond to emergencies.

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 that this unit of work is being undertaken. Ask parents or guardians to advise of any potentially traumatic experiences the family or child 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.

Teachers and parents have been identified as being the least able to recognise trauma in children, so it is also advisable to ask the students before beginning the unit. This can be integrated into lesson one.

Experience of emergency situations can result in anxiety, depression, separation anxiety or regression. Young people and teenagers often feel a strong sense of responsibility for the

RECOVERY Years 10-12

Unit overview

people around them, and may feel guilty for not preventing the emergency from happening or having done more to help during the event. Ensure 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.

Young people respond well when presented with real life scenarios or stories from their peers and others close to them. Where appropriate, allow students to discuss personal experiences but try to focus on the positive or hopeful aspects of their stories.

During the unit

Young people's emotional responses to emergency situations vary. Some students might find an emergency exciting, even game-like; 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 individual people
- different people have different feelings during and after an emergency
- some feelings make people sad, but gradually people will feel better
- there are adults in their lives responsible for looking after them
- people can work together in emergencies to help each other recover.

If you are concerned at any time about a student's behaviour or reactions, discuss the matter with the parents or guardians, the student counsellor or another qualified professional.

After completing the unit

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

- undertaking some of the further activities as revision activities
- teaching this unit in preparation for an emergency and not just for recovery.

Teaching and learning strategies

RECOVERY Years 10-12

Unit overview

5Es

Developed by ByBee in 1997, the 5Es is an inquiry-based teaching and learning model that builds on students' 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 which 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 a wider group (e.g. cooperative learning team, whole class).

RECOVERY 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 and Grief Network (ACATLGN)

www.earlytraumagrieff.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 disasters and a wide range of social issues facing school communities.

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' are 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 on weekdays from the bookshop in Bendigo, Victoria.



RECOVERY Years 10-12

Lesson one: Change and transition

(Estimated time: 80 minutes)

Key concept

Change can have a positive or a negative effect on our lives. It can also be expected or unexpected. Dealing with change is an integral part of living.

Resources

- Whiteboard and markers.
- Internet connection for each student.

Be aware!

Your students may have had 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 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 reflect on changes in their lives.
- Students write a descriptive and informative piece about how they have responded to changes in their lives.

RECOVERY Years 10-12

Lesson one: Structure

Introduction

1. Using the whiteboard, ask students to create a class definition of 'change'. Prompt them to finish the sentence; 'Change is...'
2. In a guided discussion, encourage students to consider the relationship between change and progress. What would happen if nothing ever changed?

Elaborate

3. Ask the class to provide examples of specific events or people who have created large-scale change. Examples could be local or international, historical or contemporary. Use the whiteboard to map these examples, highlighting any links or connections between examples. Prompt discussion with questions such as:
 - Which examples evoked positive change?
 - Which ones were negative, or neutral?
 - Which changes occurred without warning or planning?
 - Which changes occurred quickly and which ones happened over a long period of time?
 - Which exemplify continuing change?

Emphasise that not all change is bad and that transitions are natural and usually lead to a sense of progress.

Explore

4. Technology is one of the biggest indicators of change in modern times. Consider Facebook – an online social networking service originally set up for Ivy League universities in the Boston area, which quickly expanded across the globe. It started in 2004 and now has more than 845 million active users (as of February 2012). Prompt a discussion by asking the students what people used before Facebook. Is this an example of change for the good or bad, or did it have a neutral effect?
5. Now ask the students to consider change on a personal level. In pairs, have them discuss their own experiences with change. How did the change affect them? Was it positive or negative? Ask them to write down at least 10 bullet point ideas about their experiences.
6. Using the website <http://classtools.net/fb/home/page>, invite the students to apply their 10 bullet points to make a 'fakebook' about a topic of change within their lives through anecdotal posts.

RECOVERY Years 10-12

Lesson one: Structure

7. In their posts, the students can describe specific events in their life that created change. Suggested leading questions could include:
- What were the catalysts for this change?
 - Was the change positive or negative?
 - Did the change only affect you, or did other people experience it?

The content must be true, except for the final post where they predict or describe their future. How might their life continue to change? This activity works best if students are encouraged to create entries that closely resemble real life.

n.b. Students may need to complete this activity outside of class time.

Teachers could demonstrate 'fakebook' using this example below, or one of their own, e.g. The end of dinosaurs..



Conclusion

8. Ask students to summarise how they feel about change. Questions could include:
- Is change necessary in life?
 - Do you feel positive about future changes? Why or why not?

Extension activity

- Students' research change in emergency services to discover what we have learnt from past disasters. For example, what have we learnt from past emergencies, like the 2009 Victorian bushfires? Visit the Victorian Bushfires Royal Commission website to learn about recommendations for future changes.
<http://www.royalcommission.vic.gov.au/getdoc/5bc68f8a-a166-49bc-8893-e02f0c3b37ab/VBRC-Final-Report-Recommendations>

RECOVERY Years 10-12

Lesson two:

Common reactions to emergencies

(Estimated time: 60 minutes)

Key concept

Everybody responds to emergencies differently, but there are also common reactions. These include physical, emotional and mental reactions, which may occur during stressful moments throughout life. Some are helpful and some are distressing. There are ways to cope with distressing reactions.

Resources

- Internet access (preferably by projector) or print notes from the Red Cross website 'After the emergency' at www.redcross.org.au/aftertheemergency
- Elissa's story from the 'After the emergency' website or DVD. <http://aftertheemergency.redcross.org.au/get-stories>.
- 'Common reactions to emergencies' worksheet.

Be aware!

Your students may have had 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 office 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 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 understand common reactions to potentially traumatic events.
- Students apply coping strategies to these reactions.

RECOVERY Years 10-12

Lesson two: Structure

Introduction

1. Introduce the lesson by explaining that emergencies, while rare, occur all over the world and affect people in different ways. Reassure students that most people recover and that everyone has different reactions to these situations.
2. Ask the students to consider the terms 'surviving' and 'thriving'. On the board, either in a list or using a Venn diagram, create simple definitions around these words, overlapping the links between these two terms. Use a thesaurus to find synonyms for these words and then highlight the differences between the two concepts. For example, 'surviving' may be interpreted as getting through a life-threatening or challenging experience, while 'thriving' means to grow, flourish or build on the experience.
3. Show students Elissa's story. Elissa experienced a cyclone in 2006 and was involved in helping others in her community following the event.

Elaborate

4. In a class discussion, ask students to summarise Elissa's experience. Prompt with questions such as:
 - What reactions did she describe?
 - What is it about her behaviour that leads you to think she is coping well?
 - Do you think her reactions are normal?
5. Elissa understood that people react to big changes in their lives.
 - What are these common reactions?
6. Either as a class or individually, ask students to go to the 'After the emergency' website and read through some of the common emotional and physical reactions to major crises. Encourage discussion about the reactions listed. See the teacher's notes for suggested questions and answers.

Explore

7. Ask students to think about a time in their life when they may have felt some of these physical and emotional reactions to a personal crisis. Perhaps they have known someone who has felt like this? Is there a reaction that stands out to them?
8. Using the 'Common reactions to emergencies' worksheet, ask students to write any of these reactions on the left side of the arrow.
9. Allow time for students to explore the 'What helps?' section of the 'After the emergency' at <http://aftertheemergency.redcross.org.au/get-info/support-info> for ideas on how to deal with feelings and reactions after an emergency.
10. Using their own ideas, or suggestions from the website, ask students to think of ways they can move towards 'thriving'. What can we do to feel better? How do we know when we are 'thriving'?

RECOVERY Years 10-12

Lesson two : Structure

Conclude

11. As a class, discuss which strategies are the easiest to apply and/or the most helpful.
12. Ask students to write these up as a whole class poster, to be displayed permanently in the classroom.

Extension activity

- Students could create a written or video feature for the school's website about strategies on coping with traumatic events and/or stress to help others in their community.
- Students could participate in, or conduct, relaxation classes to understand calming methods of stress relief.

RECOVERY Years 10-12

Lesson two: Teacher's notes

Common reactions to emergencies

Suggested questions and answers for class discussion.

Is it natural to feel these things after an emergency?

Yes. Researchers, doctors and specialists have studied many disasters and accidents. We know that these reactions are normal reactions to trauma. That is, many people are likely to experience these things at some point in their life when they are stressed, shocked, scared or if they lose someone or something precious to them.

Why does our body react to trauma? Why do some people have physical reactions?

Often when our mind experiences something big, our bodies react too. Have you ever had butterflies or felt sick when you've been nervous or scared? Some people blush when they are embarrassed or feeling shy. Some people get headaches when they are stressed. It's the body's way of telling us something's not quite right. And it's important to pay attention to those signs.

How do our brains react?

When we see a threat to our safety or that of the people we care for, our brain releases a complex set of biochemical and neurological events. This is called a 'stress response'. The stress response prepares the body for 'flight' or 'fight' reactions to the event. This is a normal response to the threat and is part of what we do to survive.

For a concise scientific explanation of the 'flight' or 'fight' notion:

<http://faculty.washington.edu/chudler/auto.html>

To listen to an ABC report about 'flight' or 'fight' and disaster survival:

<http://www.abc.net.au/pm/content/2010/s2836895.htm>

Does everybody experience the same things?

No. Everybody is different. Everyone has unique experiences as well as some common ones.

How long does it take to recover from a traumatic event?

It can take weeks, months or even years. Research is also looking at traumatic responses that are passed on from one generation to the next. How we recover depends on many factors, like the scale of the event and the type of support available after the event and the way you personally respond to the event. The earlier you're able to deal with your feelings, the sooner healing can begin.



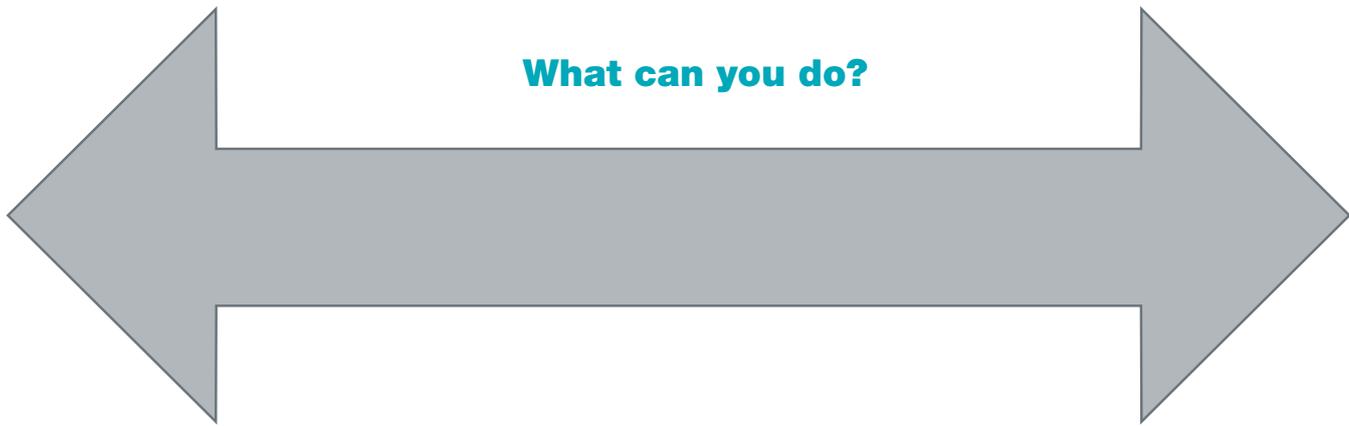
Worksheet

Common reactions to emergencies

Feelings,
thoughts and
reactions

Feelings,
thoughts and
reactions

What can you do?



Surviving

Thriving

RECOVERY Years 10-12

Lesson Three: Helping others

(Estimated time: 60 minutes)

Key concept

There are ways we can help friends and family if they are experiencing distressing physical, emotional and mental reactions.

Resources

- Internet access: <http://aftertheemergency.redcross.org.au/>
- Butcher's paper and pens.

Be aware!

Your students may have had 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 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.

Teacher warning

It is suggested that teachers invite a counsellor, school psychologist, welfare officer or someone with experience working with students in crisis along to this lesson to answer any questions and deal with any issues that may arise.

Aims and objectives

- Students understand common reactions to trauma.
- Students apply coping strategies to these reactions.

RECOVERY Years 10-12

Lesson three: Structure

Introduction

1. Ask students to consider how emergencies can affect their loved ones. Prompt discussion with questions such as:
 - Does everyone react the same way?
 - What might be the similarities or differences between our grandparents' needs after an emergency, and those of little children?
2. Create a table on the board to address the above questions. Compare how these two groups of people might be thinking and feeling after an overwhelming experience. As part of the table, include the different factors that might influence how someone reacts to an event, e.g. age, social connections and support networks.

Elaborate

3. This lesson is centred on a guided discussion about identifying and responding to the needs of others.
4. Begin by asking students to explain how they know when someone close to them is not coping, psychologically and/or physically. What are the signs? Some of these might already be listed in the Venn diagram. If not, add them to the whiteboard or butcher's paper.
5. As a class, explore the ideas on the 'What helps?' section of the 'After the emergency' website at <http://aftertheemergency.redcross.org.au/support-info>.
6. Which ideas do students think are most appropriate? In their opinion, what's the best way to look out for, and look after, loved ones?

Explore

7. Sometimes people need extra support, beyond the kind that loved ones can provide. Ask the class to consider what they would do if they felt like they couldn't help or it was beyond their current control. Prompt with questions including:
 - What do we do when something is beyond our ability to cope with at the time?
 - How do we know when to get extra help?
8. Students list examples of professional or extra support that is available if needed (see teacher's notes for help services available).

Conclude

9. Invite the school counsellor or other support staff to present a class talk about their role in the school to raise awareness of mental health issues and available support. Students could make suggestions about how they and students could work together in the future.
10. Explore other online sources of information and support. Examples include:
www.headspace.org.au
www.beyondblue.org.au
www.kidshelp.com.au



RECOVERY Years 10-12

Lesson three: Teacher's notes

Helping others: Ideas for guided discussion

How you can help

- Listen to them
- Be with them, be company so they are not alone
- Be honest
- Stay calm
- Respect their thoughts and feelings – don't judge them
- Respect their privacy
- Suggest where they might get help
- Keep an eye on them over a period of time
- Make sure they are safe from harm
- Suggest activities they enjoy (like sport, films or listening to music)

What skills do you need?

- Visit Reach Out for a range of active listening, communication and guiding skills
<http://au.reachout.com/find/articles/listening-and-being-open-minded>

Where can you go for extra advice?

- Parents, older siblings or other family members
- Friends/Teacher/Clergy
- Coach or other mentors
- School counsellor
- Youth worker
- Community health centre
- After the emergency www.redcross.org.au/aftertheemergency
- Reach Out <http://au.reachout.com/find/getting-help/who-can-help-you>
- Headspace <http://www.headspace.org.au/>
- Youth beyondblue www.youthbeyondblue.com
- Kids Helpline www.kidshelp.com.au

How do you know when to tell someone else?

- When you're unsure if they're safe
- When, after some time, your loved one is not improving or getting better.

RECOVERY Years 10-12

Lesson four: Thinking ahead

(Estimated time: 60 minutes)

Key concept

It is helpful for students to consider the positive aspects of their lives after an emergency, to help them cope with change and transition.

Resources

- Kate's story from the 'After the emergency' website or DVD at <http://aftertheemergency.redcross.org.au/get-stories>
- Letter writing stationery, including envelopes.

Be aware!

Your students may have had 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 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.

Teacher warning

It is suggested that teachers invite a counsellor, psychologist, welfare officer or doctor with experience working with students in crisis along to this lesson to answer any questions and deal with any issues that may arise.

Aims and objectives

- Students consider connections between the past and future.
- Students set short-term and/or long-term goals.
- Students, through letter writing, reflect on their past to validate their experiences and identify what they have learnt from these experiences.

RECOVERY Years 10-12

Lesson four: Structure

Introduction

1. Begin by watching Kate's story. Kate experienced a cyclone in 2006 and talks about what happened before, during and after the event. She discusses long-term plans for life after school.

Elaborate

2. Kate's experience created changes in her life, some negative and some positive, all of which have contributed to who she is now. Create two lists on the whiteboard, titled 'Then' and 'Now'.
3. Ask students to identify things that happened in Kate's past.
4. Then create a list of present occurrences, or things that have changed to affect her 'Now'.
5. Conduct a short class discussion around some of the ways the cyclone has impacted on Kate's life. Prompt discussion with questions such as:
 - What are some of the short-term effects on Kate's life?
 - Which effects will be longer lasting?

Explore

6. Kate has clear long-term plans for life after school. Ask students to consider goal setting, in the short term and long term. What is the difference between short and long-term goals? Why is it good to have goals?
7. In their workbooks, students should write down one or two immediate goals. Focus on what can be achieved in the next week or two. Then encourage students to write down one or two ideas about what they might do in the months or years ahead.
8. Encourage them to think about life outside of school, e.g. what are their sporting, employment or artistic endeavours?
 - Reinforce that it's okay for goals and plans to change.
9. Using the letter writing stationery, students compose a letter to themselves, to be opened in five-year's time. The letter should start with ideas around the present day, with some reflections on the immediate past, then move into hopes or plans for the future.
10. Instruct students to seal the letter in the envelopes and address it to their future selves. Suggest they keep it in a safe place at home.
11. A similar version of this activity can be found at <http://www.thewildernessdowntown.com/> where students are invited to view their hometown via Google Maps and submit a message to their younger self. This application requires the Google Chrome web browser.

RECOVERY Years 10-12

Lesson four: Structure

Conclude

12. Finish the class with a discussion around support and encouragement. How can we help each other achieve our goals? You could create a class list for future reference, or set a date to check back with students about the status of their immediate goals.

Extension activity

- Have a monthly date for goal setting. Allow students time to focus on plans, shared or individual, for the immediate future. This time could also be allocated to celebrating achievements when students reach goals.

RECOVERY Years 10-12

Lesson five: Share your story

(Estimated time: 60+ minutes)

Key concept

Everybody's story is different. By sharing stories, more people can learn how to plan for and respond to emergencies.

Resources

- Internet access: www.redcross.org.au/aftertheemergency
- Whiteboard and markers.
- Pen and paper or computer and printer.

Be aware!

Your students may have had 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 office 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 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.

Teacher warning

It is recommended that this activity be conducted after some time has passed since the emergency. Depending on the severity of students' experiences, this may be many months after an event.

It is suggested that teachers invite a counsellor, psychologist, welfare officer or doctor with experience working with students in crisis along to this lesson to answer any questions and deal with any issues that may arise.

When encouraging students to share their stories, be mindful that events may still be very fresh and associated trauma and distress could be aggravated or triggered for students who have not yet effectively processed events. Always seek advice from a school psychologist if in doubt of the ability of your students to cope with this lesson.



RECOVERY Years 10-12

Lesson five: Share your story

(Continued)

Aims and objectives

- Students relate to the experiences of other young people, their families and communities.
- Encourage students' understanding of multimedia communication.

RECOVERY Years 10-12

Lesson five: Structure

These activities may be conducted over a short or long period of time, depending on the depth and format of storytelling. Stories may be based on individual or shared experiences. Allow time for students to shape their ideas and ensure there is ample time for editing or other methods of presenting.

Introduction

1. Allow students to explore the video stories on the 'After the emergency' website:
<http://aftertheemergency.redcross.org.au/get-stories>

Elaborate

2. Conduct a class discussion about sharing experiences and storytelling. Ask students to consider both sides of the story from the perspective of the storyteller, and the listener. Prompt discussion with questions such as:
 - When something out of the ordinary happens to us, who do we tell?
 - Why do we share our stories?
 - Why is it good to hear about other people's experiences?
 - What can we learn from other people's experiences?
3. Students begin by brainstorming ideas around an event in their life. If this is an emergency, encourage them to focus on what has happened since the event. Prompt discussion with questions such as:
 - How has life changed since the event?
 - How did you help others, and yourself, after the event?
 - What have you learned?

Explore

4. Working together, ask the students to identify the most important aspects of their stories. Questions to ask include:
 - What do you want your audience to know or learn?
 - What would you say to someone who might go through an emergency in the future?
 - What advice do you have for them?
5. From here, ask the students construct a draft script or outline of their story. Remember, this is likely to change during the scripting and editing process.

RECOVERY Years 10-12

Lesson five: Structure

Conclude

6. Depending on your school's resources, the students can determine how they will present their stories. Ideas include text, audio, photo, video, animation or a combination of media formats. Encourage them to choose a medium they are comfortable with.
7. Visit the Australian Centre for the Moving Image for comprehensive resources on creating engaging digital stories: http://www.acmi.net.au/education_resources.htm.

Extension activity

- Conduct peer assessments of production and story techniques used.
- Students could present their works as an exhibition within the school or local community, or publish online at www.redcross.org.au/aftertheemergency to be shared in meaningful ways with extended audiences.



National Office

155 Pelham Street
VIC 3053
Tel 03 9345 1800
Fax 03 9348 2513

www.redcross.org.au

ACT

Cnr Hindmarsh Drive
and Palmer Street
Garran ACT 2605
Tel 02 6234 7600
Fax 02 6234 7650

NSW

Level 4, 464 Kent St
Sydney NSW 2000
Tel 02 9229 4111
Fax 02 9229 4244

NT

Cnr Lambell Terrace and
Schultze Street
Larrakeyah NT 0820
Tel 08 8924 3900
Fax 08 8924 3909

QLD

49 Park Road
Milton QLD 4064
Tel 07 3367 7222
Fax 07 3367 7444

SA

207–217 Wakefield Street
Adelaide SA 5000
Tel 08 8100 4500
Fax 08 8100 4501

TAS

40 Melville Street
Hobart TAS 7000
Tel 03 6235 6077
Fax 03 6231 1250

VIC

23–47 Villiers Street
North Melbourne VIC 3051
Tel 03 8327 7700
Fax 03 8327 7711

WA

110 Goderich Street
East Perth WA 6004
Tel 08 9225 8888
Fax 08 9325 5112