



Australian Red Cross
THE POWER OF HUMANITY

Emergency recovery lesson plans

Years 7–9

For students aged 13–15

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:



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



Overview



Lesson plans



Lesson plan: Teacher's notes



Lesson plan: Worksheet

RECOVERY Years 7–9

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. However, 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 below.

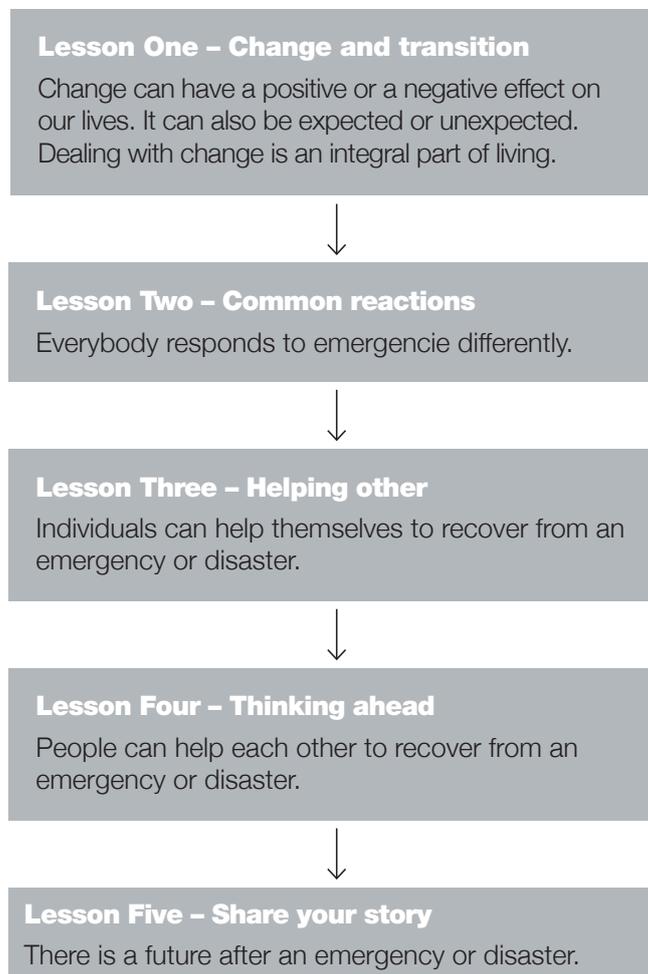
The lessons are structured around the 5Es teaching and learning model (Roger Bybee, 1997), and a variety of teaching strategies are suggested throughout the unit. Descriptions of the model and strategies are provided. Each lesson also includes pointers for teachers and suggestions for further activities.



RECOVERY Years 7–9

Unit overview

Key concepts for emergency recovery



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.

RECOVERY Years 7–9

Unit overview

Teachers and parents have been identified as being the least able to recognise trauma in children and young people, 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 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.

RECOVERY **Years 7–9**

Unit overview

Teaching and learning strategies

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 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 and 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 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 7–9

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

- Butcher's paper and pens.
- Internet connection for each student.
- Newspapers/magazines with large print words (supplementary activity).

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 demonstrate an understating of the topic through the creation of visual representations.
- 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 7–9

Lesson one: Structure

Introduction

1. Each student creates a personal definition of 'change'. It might be a single sentence or a series of statements. A supplementary activity could be to provide magazines and newspapers, which contain large print allowing the students to create their definition as a collage of words.
2. Invite students to share their definitions to build a class definition of the word.
3. How many synonyms can students think of for 'change'? Collect these on butcher's paper and hang on the classroom wall.
4. Ask the question: 'How important is change?' Introduce the concept of a continuum line; students line up in order of how important they think an issue is – very important to the left, unimportant to the right, neutral in the middle. Question a select few students as to why they have these opinions.

Elaborate

5. Divide the class into small groups and allocate a topic to each. Topics might include transport, education, medicine, technology, war, environment, fashion, food or diet, recreation activities, media, arts or architecture.
6. Each group creates visual maps of changes that have occurred over time.
7. Around their definition they must create three visual examples of changes in this area or field to illustrate the past, present and future of this topic. For example, transport changes could involve drawings of a horse and cart, an automobile and hovercrafts.
8. Each group hangs their work on the wall and answers the following questions:
 - Are these changes good, bad or neutral?
 - How likely are our guesses for the future?
 - Do we always know when change is coming?
 - What would happen if nothing ever changed?

Explore

9. Working in pairs, or individually in their workbooks, students describe personal experiences of change. One example is the transition from primary to high school. The scale of the change is not important, but encourage students to focus on what they learnt from the experience, i.e. How did this change help you grow? These examples could be shared with the class or described in an individual written piece for collection at the end of the lesson.

RECOVERY Years 7–9

Lesson one: Structure

Conclude

10. Ask students to summarise how they feel about change. Questions could include:

- Is it necessary in life?
- Do you feel positive about future changes? Why or why not?
- Do they still hold the same opinion from when they started this lesson today?

You could revisit the continuum line activity from earlier.

Note: Students who have experienced bereavement or emergencies may have difficulty seeing a possible future for themselves.

Extension activity

- Ask students to research changes in emergency services to discover what we have learnt from past emergencies. Use timelines to chart the progress in emergency services in a particular area or time period. 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:
www.royalcommission.vic.gov.au/getdoc/5bc68f8a-a166-49bc-8893-e02f0c3b37ab/VBRC-Final-Report-Recommendations.

RECOVERY Years 7–9

Lesson two: Common reactions to emergencies

(Estimated time: 80 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 'After the emergency' website 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 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 understand common reactions to very stressful events.
- Students apply positive coping strategies to these reactions.

RECOVERY Years 7–9

Lesson two: Structure

Introduction

1. Introduce the lesson by explaining that emergencies, while being rare, occur all over the world and affect people in different ways.
2. Reassure students that most people recover and that everyone has different reactions to these situations.
3. Show students Elissa's story from www.aftertheemergency.redcross.org.au/get-stories
This story was filmed three years after Elissa's cyclone experience.

Elaborate

4. Working individually, students fill in section one of the 'Common reactions to emergencies' worksheet. You may need to replay the video.
5. In a class discussion, ask students to summarise Elissa's experience. Invite students to consider the following:
 - What reactions did she describe?
 - Do you think she is coping well?
 - Do you think her reactions are normal?
6. Elissa understands that people react to big changes in their lives. Discuss some of these common reactions.
7. Using the 'After the emergency' website, read through some of the common emotional and physical reactions to major emergencies. Encourage discussion about the reactions listed.
8. See the teacher's notes for suggested questions and answers.

Explore

9. 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 or highly stressful event. Is there a reaction that stands out to them?
10. Using the 'Common reactions to emergencies' worksheet, ask students to identify one physical response and one emotional reaction they have experienced by writing them in the spaces provided.
11. Now let's think about how to deal with these feelings or reactions. What can we do to feel better?
12. As a class, view <http://aftertheemergency.redcross.org.au/get-info/support-info> to explore coping strategies. Ask students how these ideas might help.
13. Students apply their preferred coping strategies to the worksheet.

RECOVERY Years 7–9

Lesson two: Structure

Conclude

14. Discuss which strategies are the most preferred and why. Ask students what they can do, as a class, to help each other in stressful or difficult times.

Extension activity

- Students could participate in, or conduct, relaxation classes to understand calming methods of stress relief.
- Students could create a written or video feature for the school's website about strategies on coping with stressful events to help others in the school community.
- Students could collate recipes for healthy bodies and minds. They could also make these dishes and eat them together to demonstrate ways we can look after our physical selves.

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Lesson two: Teacher's notes

Common reactions to emergencies

Suggested questions and answers for class discussion.

Is it normal to feel these things after an event?

Yes. Researchers, doctors and specialists have studied many emergencies. We know that these reactions are normal reactions to stressful situations. 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 stressful situations? 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.

Does everybody experience the same things?

No. Everybody is different. Everyone has unique experiences.

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

It can take weeks, months or even years. How we recover depends on many factors, like the scale of the event, the type of support you get and the way in which you personally respond to the event. The earlier you're able to deal with your feelings, the sooner healing can begin.

Worksheet

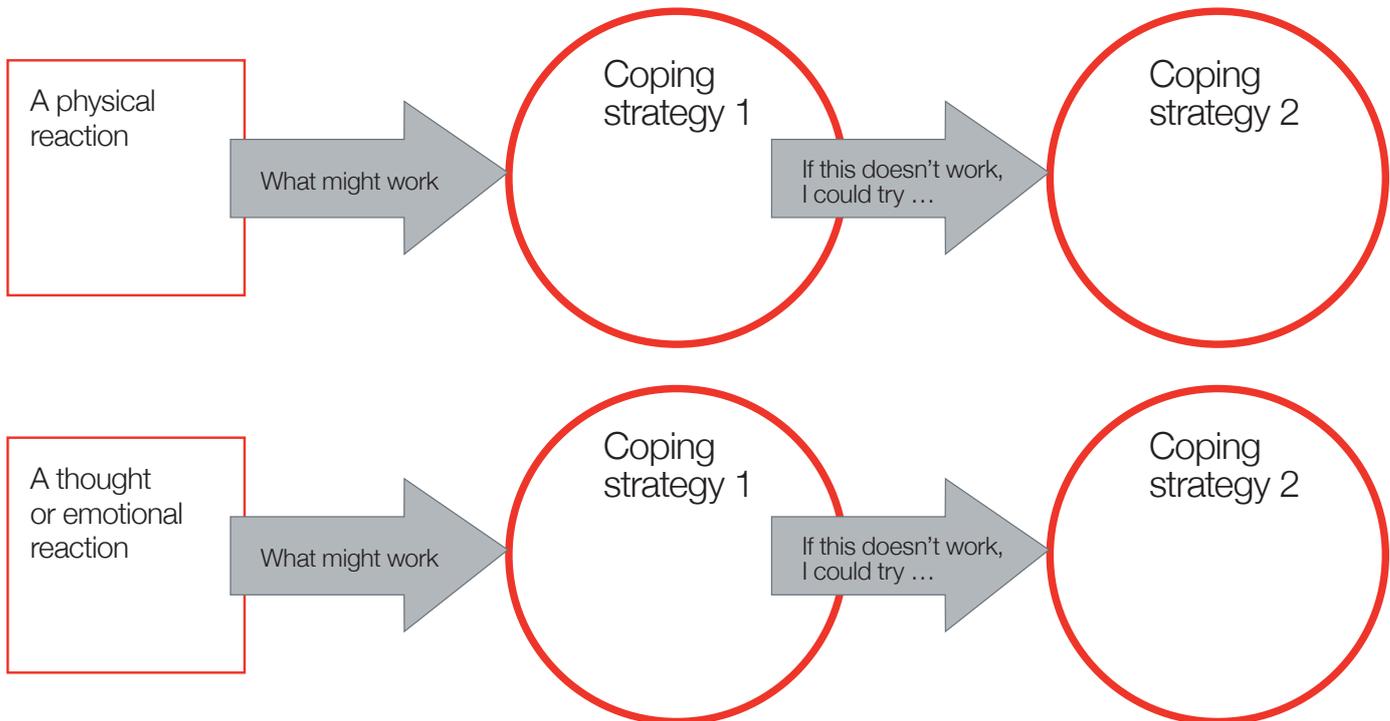
Common reactions to emergencies

Section one

- Elissa describes why talking is good for some people after an emergency. Explain this in your own words.
- She talks about routine. What routine does Elissa maintain?
- Elissa describes feeling emotionally affected after a long period of time. How long did it take for the event to 'hit home'? How did she know it had 'hit home'?
- List examples of how Elissa helped her community.
- Elissa assisted her community, but do you think this also helped her? Why? Why not?
- What does Elissa mean by 'new normal'?

If I'm having a tough time, I could try...

Section two



RECOVERY Years 7–9

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 or mental reactions.

Resources

- 'Helping others' 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.

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 understand common reactions to stressful situations.
- Students apply coping strategies to these reactions.

RECOVERY Years 7–9

Lesson three: Structure

Introduction

1. Ask students to consider how emergencies might affect their loved ones. Does everyone react the same way?

Elaborate

2. Using the 'Helping others' worksheet and the scenarios provided in the teacher's notes, lead a guided discussion with the class about how they might help others in need.
3. You could refer to the common reactions listed on the 'After the emergency' website at <http://aftertheemergency.redcross.org.au/get-info/support-info/common-reactions>

Explore

4. Sometimes people need extra support beyond the kind that loved ones provide. Ask the class to consider what they would do if they felt like they couldn't help. Encourage discussion with questions such as:
 - What do we do when something is beyond our current ability?
 - How do we know when to get extra help?
 - What are the signs?
5. Encourage a class discussion to outline what extra support is available if people need it. See the teacher's notes for suggested help services.

Conclude

6. Create a shared list of ideas to be displayed in the classroom for future reference.
7. 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 could work together in the future.
8. Explore other online sources of information and support. Examples include:
www.headspace.org.au
www.beyondblue.org.au
www.kidshelp.com.au.

RECOVERY Years 7–9

Lesson three: Teacher's notes

Helping others

Suggested scenarios

These might happen after an emergency, but also encourage students to think about strategies for non-emergency contexts.

What would you do if...

- your friend is sad or upset
- your parents are stressed out
- your younger siblings are very scared that an emergency will occur
- your friend is acting like everything's okay, but you feel that deep down they're not okay
- someone close to you is displaying risky behaviour, like they're out of control?

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 by watching out for them and telling an adult if you're worried.
- Suggest activities they enjoy, e.g. 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>.



RECOVERY Years 7–9

Lesson three: Teacher's notes

Where can you go for extra advice?

- Parents, older siblings or other family members
- Friends
- Teachers
- Clergy
- Coach or other mentors
- School counsellor
- Community health centre
- Youth worker
- Local GP/Doctor
- 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.



Helping others

How can you help?	What skills do you need?	Who can you go to for extra advice?	How do you know when to tell someone else?

RECOVERY Years 7–9

Lesson four: Thinking ahead

(Estimated time: 100+ 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

- 'Thinking ahead' worksheet
- Lachlan's story from the 'After the emergency' website or DVD
<http://aftertheemergency.redcross.org.au/get-stories>

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 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.

RECOVERY Years 7–9

Lesson four: Structure

Introduction

1. Begin by watching Lachlan's story. Lachlan experienced a cyclone in 2006 and talks about what happened before, during and after the event.

Elaborate

2. Lachlan's experience created changes in his life, some negative and some positive, all of which have contributed to who he is now. Create two lists on the whiteboard, titled 'Then' and 'Now'.
3. Ask students to identify things that happened in Lachlan's past.
4. Then create a list of present occurrences, or things that have changed to affect his 'Now'.
5. Conduct a short class discussion around some of the things Lachlan has learnt through his experiences. What did Lachlan do that might have helped him, and others, after the cyclone? e.g. Lachlan did a first-aid course to be better prepared for future events.

Explore

6. Using the 'Thinking ahead' worksheet, start by discussing goals. Goals can be personal or shared. It's good to have something to work towards, no matter how large or small the goal is. Remember, it's okay for goals and plans to change.
7. You will need to introduce the concept of goal setting and the difference between short-term and long-term goals. Ask students to fill in the first section of the worksheet individually. Allow time for them to create definitions of short-term and long-term goals.
8. Students continue the activity by listing some immediate plans. Focus on what can be achieved in the next week or two. Then encourage students to think about what they might do in the months or years ahead. Encourage them to think about life outside of school, e.g. what are their sporting, employment or artistic endeavours?

Conclude

9. Ask if any students would like to share their goals; state that this is completely optional. Are there any similarities in the class?
10. 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.

Worksheet

Thinking ahead

1. In your own words, what is a short-term goal?

.....

2. How long is a long-term goal?

.....

3. What plans do you have for the future? List some short-term goals and some long term ones too.

This week I plan to ...	In the future I would like to ...
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

RECOVERY Years 7–9

Lesson five: Share your story

(Estimated time: 60+ minutes)

Key concept

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

Resources

- Internet: <http://aftertheemergency.redcross.org.au>
- Whiteboard and markers.

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 about the ability of your students to cope with this lesson.

Aims and objectives

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

These activities may be conducted over a short or long period of time, depending on the depth

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Lesson five: Structure

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 that they are yet to view on the 'After the emergency' website at <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. Encourage 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?
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. Ask 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, students identify the most important aspects of their stories. Generate discussion by asking the following questions:
 - What do you want others to know or learn about your story?
 - 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, students construct a draft script or outline of their story. Remember, this is likely to change during the scripting and editing process.



RECOVERY Years 7–9

Lesson five: Structure

Conclude

6. Depending on your school's resources, students 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.



Australian Red Cross
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