



Australian Red Cross
THE POWER OF HUMANITY

Emergency recovery lesson plans

Years 1 – 3

For students aged 6–8

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 – are destructive and can be very stressful for people of every age.

The following lesson plans have been designed to help teachers educate children from years one through to three about important emergency recovery information.

The plans have been designed to assist children to reflect on what has happened and be aware of the feelings they may have after an emergency.

If the children 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 a situation overview, five comprehensive lesson plans and activity sheets specific to children in years one through to three. Each section has been colour-coded as follows:



Unit overview



Lesson plans 1–5



Lesson plan: Activity sheet

RECOVERY Years 1–3

Unit overview

Purpose

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

- change is a natural part of life
- change can be dramatic and unexpected, even traumatic
- people can adapt to, and recover from, change.

This unit supplements 'After the emergency', a Red Cross REDIPlan activity book designed to help children in primary school to cope with emergencies. 'After the emergency' is available for download from the Red Cross website 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 children that recovery is possible and will help them to be prepared for recovering from such events and to build skills for recovery, before they are needed.

Structure and content

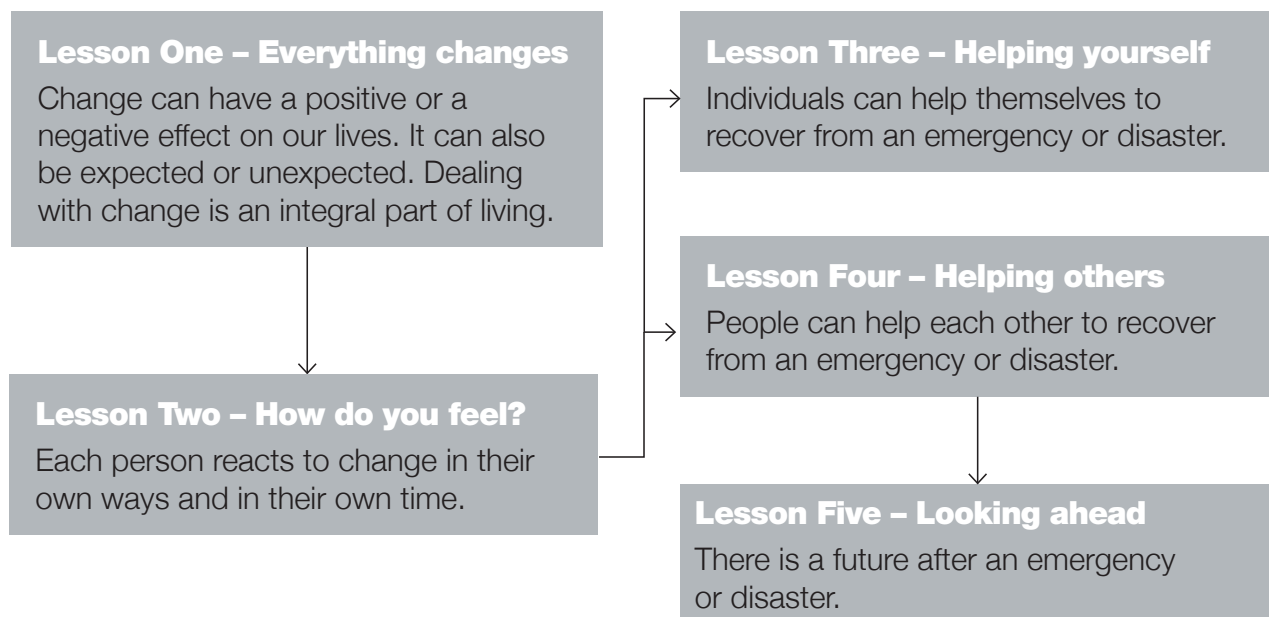
The unit is made up of five lessons. Lessons one and two are designed to be taught in sequence. Lessons three and four are taught next, but the sequence is at the teacher's discretion. Lesson five is designed to be taught last. Key concepts covered in the lessons are summarised in the diagram below.

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 1–3

Unit overview

Key concepts



Before commencing the unit

Emergencies can occur in the home, at school and in the local area and students may have prior experience of these. It is therefore advisable to inform the 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) and invite their participation in take home activities. Remember that children 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 important to ask the students about any traumatic experiences before beginning the unit. This can be integrated into lesson one.

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

Young children respond well to puppets. Consider using a large stuffed toy or puppet, or even a pair (one male and one female), to engage and communicate with your students on this topic.

RECOVERY Years 1–3

Unit overview

Give them names that will appeal to students and/or that rhyme with 'better', e.g. Decker and Becca, Greta and Neta, or 'feel', e.g. Emile and Cecile. They could be introduced at the start of the unit, for example: 'Decker and Becca are here to help us feel better!' or 'Emile and Cecile know how we feel'.

During the unit

Children'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 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 child'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 the 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 1–3

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 which can be used as a basis for further analysis or development.

Cooperative learning teams

Working in cooperative learning teams gives students the opportunity to develop interpersonal skills such as discussing ideas, seeking solutions to problems, sharing workloads and considering the viewpoints of others when working towards a common goal.

There are many ways to assign roles within teams. For primary students, it is suggested that teams of three are effective. The roles referred to in this unit are: Organisers, Recorders and Reporters. These roles can be rotated so that all team members get to experience each role.

All team members have the role of 'Thinker' at all times.

RECOVERY Years 1–3

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 1–3

Lesson one: Everything changes

(Estimated time: 75 minutes)

In this lesson students play a card game, create a chart and a Word Tree about change, and draw a picture as they investigate the nature of change.

Key concepts

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

Resources

- One pack of 'Change, change, everywhere change' cards per small group.
- One large sheet of paper, or a whiteboard, for the wall chart.
- Marker pens.
- Blu-Tack.
- Activity sheet and implements for each student.
- Sticky dots in two different colours.

Prior to the lesson

Enlarge the 'Change, change, everywhere change' card sets and glue each set of cards to a different coloured card for easy collection and sorting.

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.

RECOVERY Years 1–3

Lesson one: Everything changes

(Continued)

Expected learning outcomes

Participation in this lesson will assist students in understanding that:

- change is a natural part of life
- change can be dramatic and unexpected, even traumatic.

Curriculum links

- English (reading, speaking, listening)
- Science (observing, living things)
- Art (drawing).

Skills

- Interpersonal skills (cooperation)
- Thinking (reflection).

Pointers

- In the 'Elaborate' section, consider brainstorming some of the differences (e.g. hairstyle, clothes, work tools, body size and shape, vehicles and home) before the students begin drawing.
- If time is limited, the 'Elaborate' section could be set for homework or omitted.



RECOVERY Years 1–3

Lesson one: Structure

Engage (20 minutes)

1. Organise the class into groups of four students and distribute a pack of 'Change, change, everywhere change' cards to each group. Look at the pictures on the cards.
Discuss possible pairings. What might babies change into? What might autumn change into?
2. Each group plays the game by placing all the cards face down. Each person takes a turn, turning the cards face up two at a time. If the cards match, the player keeps the pair. If the cards are not a pair, the next person has a turn. Continue until all the cards are paired.
3. Finish off the game by asking the students to describe some of the ways they have changed since they were babies (e.g. talking, riding a bike, reading, getting second teeth, hair colour).

Explore and explain (20 minutes)

4. Read, or ask a student to read what is written on one of the pairs of cards.
Ask the class to vote by show of hands if they think this is a good change or hard change.
Ask a sample of students for their reasons.
5. Attach the cards to a paper or whiteboard chart according to majority vote. Continue around the groups until all card pairs have been sorted.
6. Again, using a show of hands, ask the children to identify the changes they:
 - know will happen
 - think might happen.

Encourage discussion with questions, for example:

- Do little seeds always turn into big trees? What else might they turn into?
- How does a parent turn into a grandparent? Does that always happen?
- Do eggs always change into birds? What else might they turn into?

Indicate the students' decisions by adding coloured sticky dots to the chart.

E.g. green = will happen, orange = might happen.

RECOVERY Years 1–3

Lesson one: Structure

Definitely		Maybe	
● Babies change into children.	Sunny weather changes to rainy weather. ●
● Eggs change into birds.	Living things change into dead things. ●

7. Summarise the exercise with a sentence about the certainty and uncertainty of change at the bottom of the chart. Ask the students ‘How do you feel about change?’ to prompt them to write a sentence.

Elaborate (25 minutes)

8. Distribute the activity sheet and implements to each group. Have each child draw a picture on one side of the page their face now, and on the other side how they might look when they grow up. Will they have a beard, a moustache or a fancy hairdo? Will they wear glasses, fancy earrings or red lipstick?
9. Help students add a sentence about change and growing up into their drawings.
When I grow up ...

Conclude (10 minutes)

10. Show the drawings and the chart to the class. Finish the lesson by asking students questions that help them summarise the lesson’s key learning outcomes in their own words. What do I know about change?

Further activities

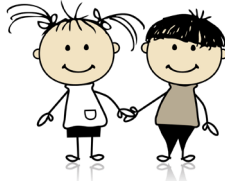
- Create a Word Wall, Word Tree or Word Wheel with students during or after the lesson.
- Have students conduct an investigation into seeds, comparing their size and the seedlings and plants they grow into. Useful seeds for the classroom include lawn seed, avocado, alfalfa, peas, corn, eucalyptus and beans.

Change, change, everywhere change!

Babies change...



...into children.



Day time changes...



...into night time.



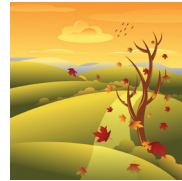
Eggs change...



...into birds.



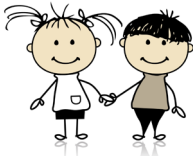
Autumn changes..



...into winter.



Children change...



...into adults.



Little seeds change...



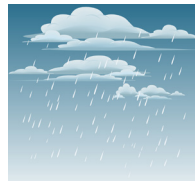
...into big trees.



Sunny weather changes...



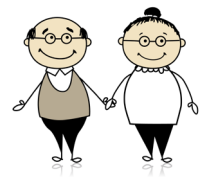
...into rainy weather.



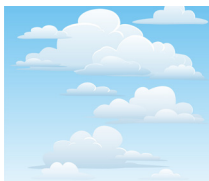
Parents change...



...into grandparents.



Dark clouds turn...



...into storms.



Living things change...



...into dead things.



RECOVERY Years 1–3

Lesson two: How do you feel?

(Estimated time: 65 minutes)

In this activity students create a Word Tree to develop literacy skills. Two puppets, soft toys or cartoon characters are used by students to identify feelings that might be felt before, during and after a real or imagined emergency. Students explore the expression of feelings through music.

Key concept

Each person reacts to change in their own way and in their own time.

Resources

- Two puppets, soft toys or cartoon characters.
- One A5 activity sheet 'Emile and Cecile, how do you feel?' per student.
- Multiple copies of the 'Feelings' activity sheet.
- Scissors.
- Glue sticks.
- One large sheet of paper or whiteboard for a Word Tree.
- 20 pieces of card of various sizes cut into the shape of leaves.
- Marker pens.
- One musical instrument per student (e.g. maracas, tambourines, drums, recorders, whistles).
- Internet video footage of an emergency (if students have not experienced an emergency).

Prior to the lesson

- Prepare a Word Tree with the word 'feelings' forming the trunk as a class display.
- Select an appropriate video clip, if required.
- Photocopy sufficient activity sheets.
- To save class time, cut and sort emoticons from the 'Feelings' activity sheet.

Note: students might wish to use some icons from the 'Feelings' activity sheet more than once. They might also think of emotions that do not appear on the sheet.

RECOVERY Years 1–3

Lesson two: How do you feel?

(Continued)

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.

Verbal expression can also indicate whether a student is finding it difficult to cope with an experience. Some children may be keen to discuss their feelings, while others may not. Some students are more able to cope with an experience if they don't talk about it at school. Remember that each child will respond to a situation in their own way. Encourage, but do not force, discussion. Verbal expression and analysis is just one tool that can help students understand their feelings and integrate them into their view of the world.

Very young children might not understand the gravity of a situation and can find emergency situations exciting or even funny. This has been reported in the case of cyclones and war where children thought running to the air raid shelter was a game like chasey. An expression of excitement might also be an outward expression of inner nervousness or fear. If students say they feel excited, it is important not to respond negatively, but to explain that although it might feel like fun, they do need to follow emergency procedures.

Expected learning outcomes

Participation in this lesson will assist students in understanding that people:

- experience feelings when there is an emergency
- can have different feelings about an emergency
- can take a long time to adjust to some feelings.

RECOVERY Years 1–3

Lesson two: How do you feel?

(Continued)

Curriculum links

- English (speaking, listening, vocabulary)
- Music (composition, performance).

Skills

- Personal development (reflection)
- Interpersonal skills (cooperation).

Pointers

- How this lesson is conducted will depend on whether or not the students have experienced an emergency. If students have not experienced an emergency, this lesson can be viewed as preparation for what might happen following an emergency.
- Make a 3D Word Tree by painting a real branch (with some smaller branches on it) a bright colour and putting it into a pot of sand. Attach the 'leaves' with clothes pegs to the smaller branches and cluster related words in the same sections of the tree.
- Upturned ice-cream or yoghurt containers drummed with wooden spoons, sticks or hands can be used in place of musical instruments.
- In the 'Explore' section feelings can be allocated by lucky dip.

RECOVERY Years 1–3

Lesson two: Structure

Preliminary discussion (5 minutes)

1. Start the lesson by letting students know that everyone has feelings when they are in an emergency and that there are no right or wrong ways to feel in these situations. Explain that the feelings we have because of an emergency can be very strong at first, but they eventually fade. Let the students know that they can share their feelings with the class if they want to, but that they do not have to, if they don't want to.

Engage (30 minutes)

2. Build a Word Tree (or add to the tree from lesson one) by brainstorming 'feelings'. Write each feeling the students suggest on a leaf and attach it to the tree.
3. When the brainstorm is complete, introduce the puppets, soft toys or cartoon characters Emile and Cecile to the students. Explain to the students that they will now think about the feelings Emile and Cecile had before, during and after the emergency they experienced. For a class that has not experienced an emergency, screen a carefully selected video clip of an emergency situation to help students imagine what it would be like to experience a particular emergency.
4. Distribute the activity sheet 'Emile and Cecile, how do you feel?' and make the 'Feelings' activity sheet (or icons cut from them), scissors and glue sticks available.
5. Have students cut and paste icons they feel represent Emile and Cecile's feelings onto the appropriate sections of the activity sheet.

Explain (5 minutes)

6. Hold a class discussion when the sheets are complete. Invite students to explain why they think Emile and Cecile had those feelings. Discuss how the feelings changed and how they might continue to change.

Explore (20 minutes)

7. Explain to the class that when people express their feelings, they often feel better. Play a song, show a picture or read a poem that expresses emotion. Ask students to think about the ways people express their feelings.
8. Organise students into cooperative teams. Assign each team a 'feeling', distribute the musical instruments and allow time for them to practise making sounds to express the feelings.
9. Ask each team to present their sounds to the rest of the class.
10. Following each performance, invite the rest of the class to comment. Pack up the instruments.



RECOVERY Years 1–3

Lesson two: Structure (continued)

Conclude (5 minutes)




11. Conclude the lesson by referring to the range of feelings on the Word Tree. Reassure the students that their feelings are their own and that expressing those feelings is a healthy thing to do after experiencing an emergency or disaster.

Further activities

- Have students learn and sing children's songs that express a range of feelings.
- Get students to experiment with painting a range of colours to express their feelings.
- Have students participate in role-playing games to verbally and physically express their feelings.

Feelings

tired 	sad 	scared 	don't want to talk about it 
afraid 	confused 	angry 	worried 
not sure 	excited 	happy 	prepared 

tired 	sad 	scared 	don't want to talk about it 
afraid 	confused 	angry 	worried 
not sure 	excited 	happy 	prepared 

Emile and Cecile, how do you feel?

Name: _____

Before the emergency, I think Emile and Cecile felt ...

During the emergency, I think Emile and Cecile felt ...

After the emergency, I think Emile and Cecile felt ...

RECOVERY Years 1–3

Lesson Three: Helping yourself

(Estimated time: 60 minutes)

In this lesson students create a ‘How to feel better’ wall frieze.

1. How to feel better	2. Our feelings	3. We can look after ourselves	4. What we see, hear, smell and taste	5. We can do things we like	6. We can talk to grown ups	7. We will feel better
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Key concept

Individuals can help themselves to recover from an emergency or disaster.

Resources

- Seven A3 or larger sheets of poster card
- Scissors
- Glue sticks
- Pens and pencils
- One copy of Lesson two: Activity sheet (Feelings) enlarged to A3
- Student activity frieze panels 1–7, (see pages 27-33)
- Magazines and brochures with relevant images
- Computer and internet access (optional)
- Photographs (optional; supplied by students; see ‘Be aware!’ section)
- One ‘After the emergency’ booklet available at www.redcross.org.au
- Stickers from a hard copy of the ‘After the emergency’ booklet
- Internet video clip of an emergency, if required

Prior to the lesson

- Enlarge the Student activity frieze panels to A3 size and glue each page to a separate sheet of poster card.
- Enlarge the ‘After the emergency – Feelings’ activity sheet to A3 size and glue to poster card.
- Select an appropriate video clip.

RECOVERY Years 1–3

Lesson Three: Helping yourself

(Continued)

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.

Some children can be keen to discuss their feelings, while others might not want to. Encourage, but do not force discussion. Verbal expression and analysis is one tool that can help students understand their feelings and integrate them into their view of the world. A student's expression and behaviour can also indicate that they are finding it difficult to cope with their experience. If you have concerns about any student, seek assistance from parents, the school counsellor or another qualified professional.

Take great care when deciding with students whose personal images could be used in the frieze.

Expected learning outcomes

Participation in this lesson will assist students in understanding:

- how to become aware of their own feelings
- actions they can take to overcome unhappy feelings.

Curriculum links

- English (writing, speaking, listening).
- Art (visual image).
- Health and Physical Wellbeing (nutrition, relationships).

Skills

- Thinking (reflection).

RECOVERY Years 1–3

Lesson Three: Helping yourself

(Continued)

Pointers

- How this lesson is conducted will depend on whether or not the students have experienced an emergency. If students have not experienced an emergency, this lesson can be viewed as preparation for what might follow in the event of an emergency.
- Cloze passages:
 - panel three – food, body, brain, sleep, energy.
‘We can look after ourselves’ – explore methods for coping with bodily reactions, such as shortness of breath, headaches, tense muscles and nausea. Methods including relaxation, quiet time, reading, bubble blowing (to regain control over breathing) and gentle stretches can be introduced as self-help strategies to make the physical body feel better.
 - panel four – radio, television, paper, dreams, sick, fun.
 - panel five – want, like, better.
‘We can do things we like’ – this can include enjoyable activities to lift spirits such as going to see a funny movie. It can also include activities such as commemorating a lost friend, family member or pet by making a special frame for their photo, creating a drawing or memory box of the student’s lost home or planting a rose bush in remembrance of someone or something. See the ‘Further activities’ section for an activity that explores reactions of the body.
 - panel six – help, parents, mother, teacher.
 - panel seven – different, feelings, time, better.
- Instead of a wall frieze, the final product from this activity could be a booklet or electronic slide show.

RECOVERY Years 1–3

Lesson three: Structure

Preliminary discussion (5 minutes)

1. Set the scene by discussing how people often have unhappy and scary feelings after an emergency and that sometimes it takes a long time for these feelings to fade or go away. Explain that the students are going to explore and learn how to make themselves feel better. Explain that they will create a frieze to show what they have learned, and show them the panels to be completed.

Engage and explain (15 minutes)

2. Begin the session as a whole class, starting with panel two. Have the students think about and share the feelings the emergency has left them with. Represent these in the top section of the panel with emoticons. Students might have feelings not represented by the emoticons provided – hand drawn emoticons can be used in these cases.
For a class that has not experienced an emergency, screen a carefully selected video clip of an emergency situation to help students imagine what it would be like to experience a particular emergency.
3. Have the students think about and share why they have these feelings. Add, or invite students to add, images or words to represent their feelings at the bottom section of the panel.

Explore (35 minutes)

4. Explain that the class will now work in cooperative teams to complete panels three, four, five, six and seven by completing the sentences and adding pictures that reflect their ideas. Read through each of the panels and indicate where the necessary materials are located. Students may use magazine pictures to illustrate their panels.
5. Groups might finish their panels at different times. Invite the early finishers to decorate panel one and to complete activities from the 'After the emergency' booklet.
6. When the panels are complete, display them and invite discussion. Give students the opportunity to add images and/or words to panels they did not work on with their team.

Elaborate and conclude (5 minutes)

7. Ask the students to express how the exercise has made them feel. Has it helped?
8. Ask the students if the activity has helped them to understand other people's feelings. Did different people have different things they would like to do to feel better? Has it given them ideas about how they can help each other feel better?

RECOVERY Years 1–3

Lesson three: Structure

Further activities

- Have students create a memory box, photo album, scrap book, photo frame or DVD as a way of expressing their feelings about the experience.
- Ask students to create a garden or plant a special bush in memory of their loss or of the event.
- Have students make their own 'Things that make me feel better' poster.
- Ask students to draw an outline of a human body on a large sheet of paper and identify areas of the body where feelings, negative or positive, seem to arise. Symbols for methods to counter physical discomfort (headache, nausea, etc.) are included.

How to feel better



Our feelings after the emergency

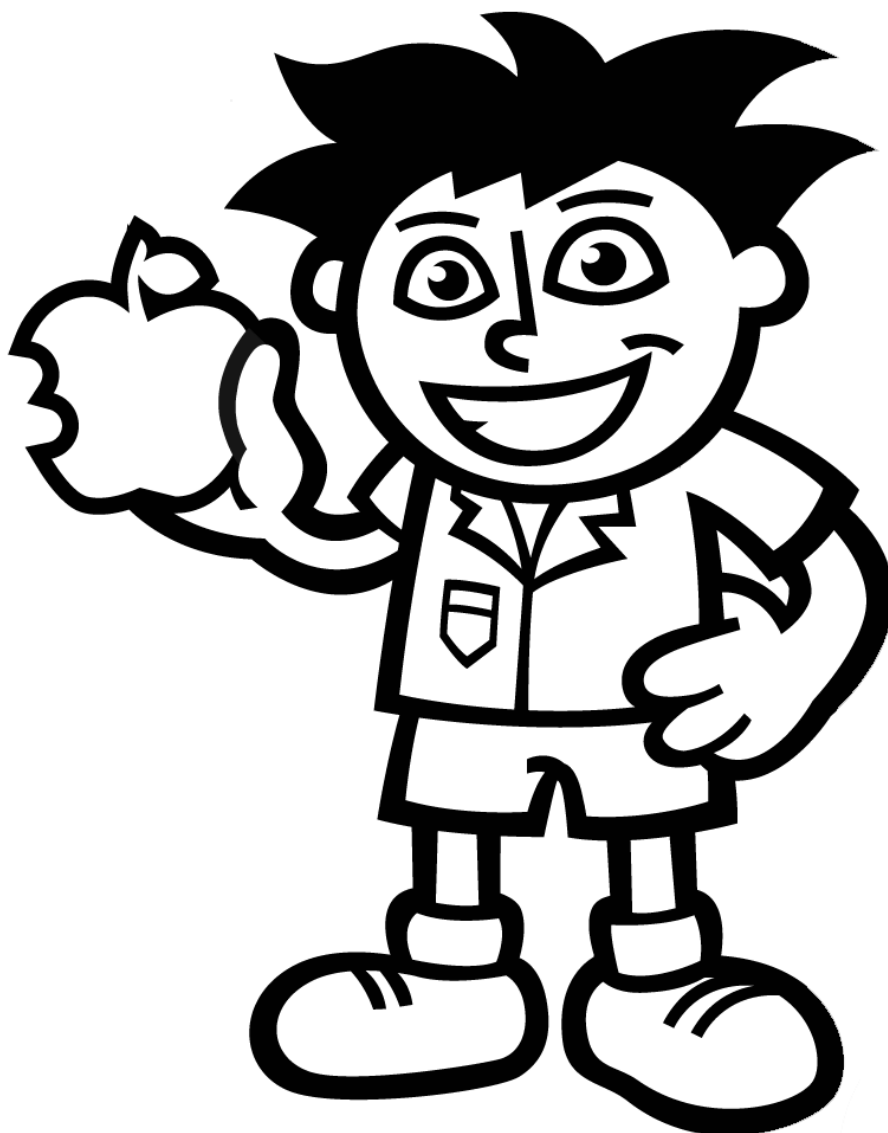
Why?



We can look after ourselves

Eating healthy f_____ helps the b_____ and br_____.

Good s_____ gives us more en_____.



What we see and hear

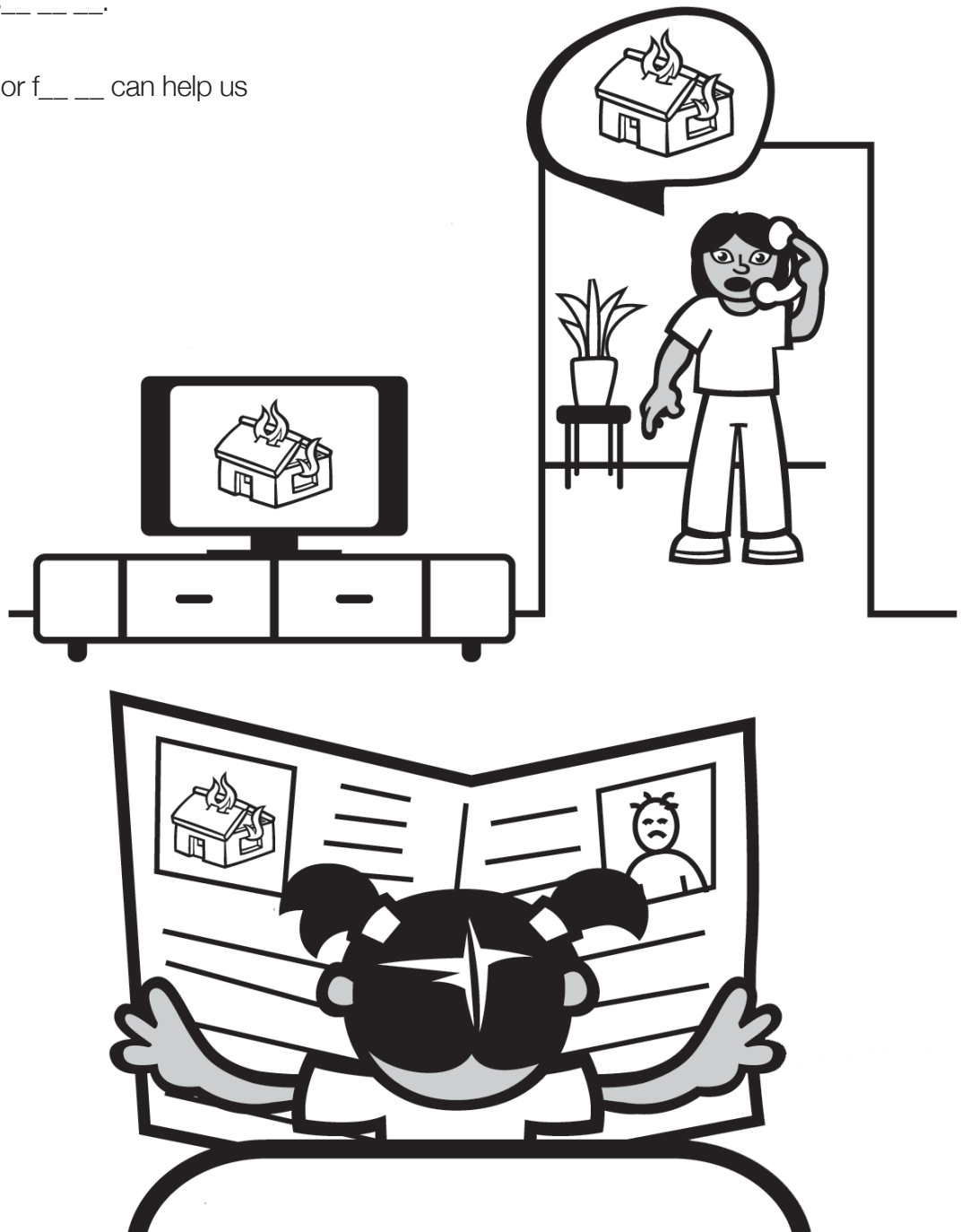
We might keep hearing about the emergency again and again on the r_____ or t_____ or when people are talking.

We might see it in the news _____.

This can make us have scary dr_____.

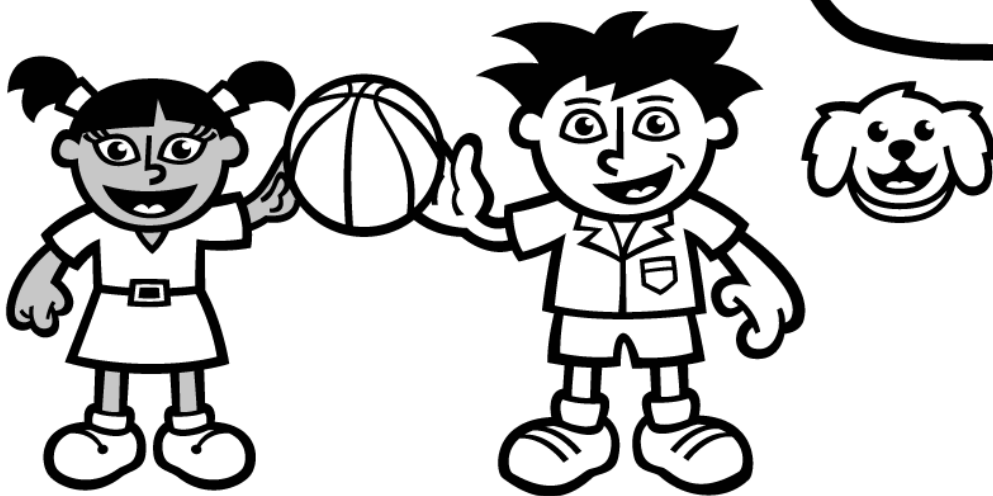
It might make us feel s_____.

Doing something nice or f_____ can help us to feel happier!



We can do things we like

Doing the things we w _____ and I _____ to do can
make us feel b _____.



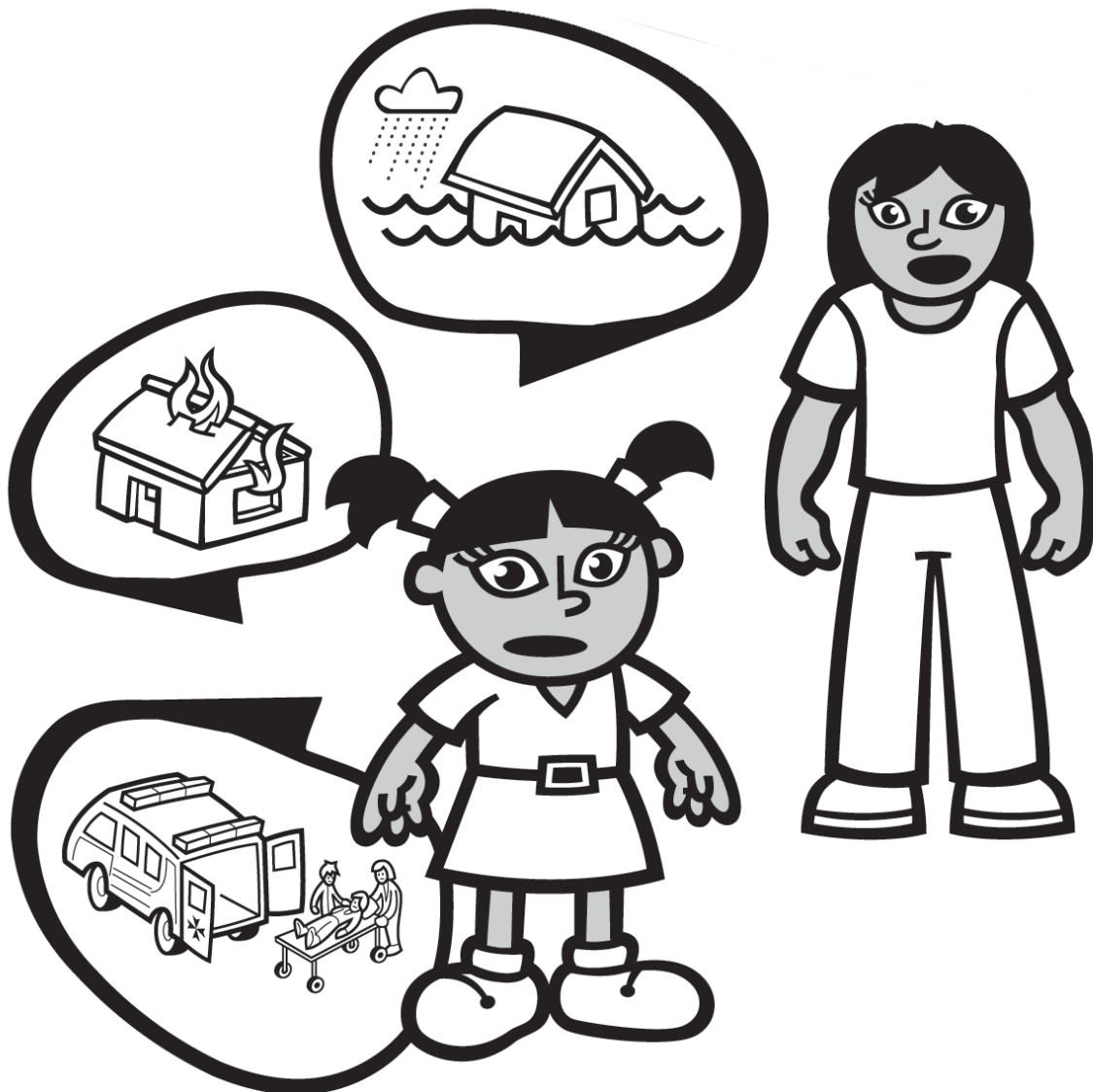
What can
you do?

We can talk to grown ups

If we have scary dreams, feel sick or are worried or frightened,
we can ask for help_____.

Talk about feelings with grown ups we trust. Someone like

- our p_____
- our grand m_____
- our t_____
- a counsellor.

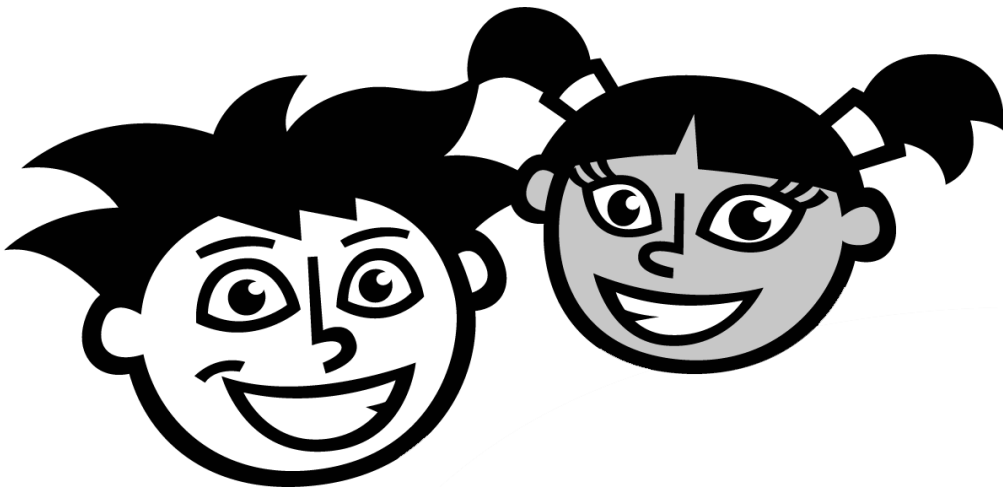
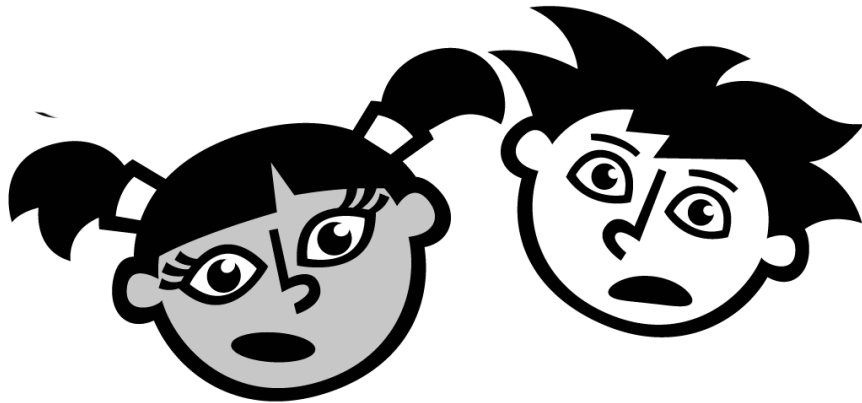
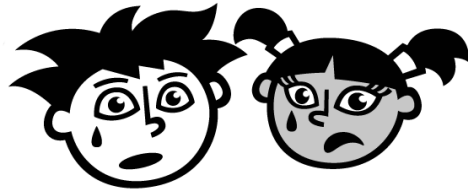


We will feel better

Everyone is d_____ and everyone's

fe _____ are different, too.

It might take some t_____, but you will start to feel b_____.



RECOVERY Years 1–3

Lesson Four: Helping others

(Estimated time: 110 minutes)

In this activity small teams of students perform short puppet plays to illustrate how people can help each feel better after an emergency.

Key concept

People can help each other to recover from an emergency or disaster.

Resources

- A range of puppets (some stick puppet figures are available in the 'Get Ready!' and 'After the emergency' booklets available online at www.redcross.org.au).
- Magazines and brochures featuring adults and children.
- Craft sticks.
- Card and craft materials.
- Glue and glue sticks.
- One copy of the Lesson four: Activity sheet enlarged to A3.
- Marker pens.
- Internet video clip of an emergency, if required.
- Activity sheet of 5Ws.

Prior to the lesson

- Select an appropriate video clip, if required.
- Save class time by cutting figures from the magazine and brochures.
- Set up the puppet theatre.

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.

RECOVERY Years 1–3

Lesson Four: Helping others

(Estimated time: 110 minutes)

Be careful to select a video clip for the 'Engage' section that is appropriate for all students. Ensure that students who have experienced a potentially traumatic event are accommodated. It is essential that participation in this unit does not aggravate or worsen prior traumatic experiences.

For the 'Elaborate' activity, ensure that you are aware of students who have lost family members and avoid using these types of relatives in the game.

Expected learning outcomes

Participation in this lesson will assist students in understanding that:

- they have the power to help other people feel better after an emergency
- they have a good feeling themselves when they help others feel better.

Curriculum links

- English (speaking, listening).
- Drama (creating and performing).
- Health and Wellbeing (relationships).

Skills

- Interpersonal skills (communication, cooperation).

Pointers

- How this lesson is conducted will depend on whether or not the students have experienced an emergency. If students have not experienced an emergency, this lesson can be viewed as preparation for what might follow in the event of an emergency.
- If students are making their own puppets, this lesson can be spread over more than one day.
- Students can think about their stories and make their puppets on one day, and rehearse and perform the next day.

RECOVERY Years 1–3

Lesson four: Structure

Engage (40 minutes)

1. If students have not experienced an emergency, screen an appropriate short video clip of an emergency situation and ask the students to imagine and discuss how they would feel if they went through that particular emergency.
2. Introduce the topic of ‘How we can help each recover from an emergency’ using two puppets. Act out a short interaction where one puppet cheers up the other who is feeling glum.
3. Explain that they will work in cooperative teams to make puppets and create short plays about how they can help each other feel better after an emergency.
4. Display and describe the 5Ws (who, what, where, when and why) to help the students structure their short plays.
5. Organise the students into teams. Indicate where materials are located and how they are to be accessed or distributed.
6. Have the teams think out simple story lines and create the puppets they need.

Explain (40 minutes)

7. Have the teams practise and perform their plays. After each performance, have the team’s ‘Reporter’ explain why helping in the way they demonstrated is useful. Record the details on the student activity sheet.

Evaluate (10 minutes)

8. Ask the class to discuss if they think one way is better than another to help a classmate.

Elaborate (10 minutes)

9. Change the scene from school to the home. Play an aural story game starting with the lead in: ‘If I wanted to cheer up my mum I would ...’. Continue one child at a time until the class runs out of suggestions.
10. Continue the game for as long as time permits, using a different relative each time.
11. Add the students’ suggestions to the activity sheet.

Conclude (10 minutes)

12. Conclude the lesson by reinforcing the message that we can all help each other to recover after an emergency.

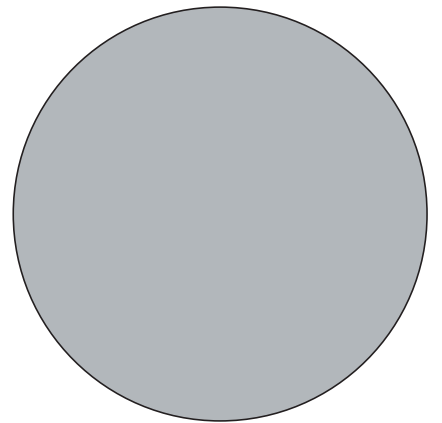
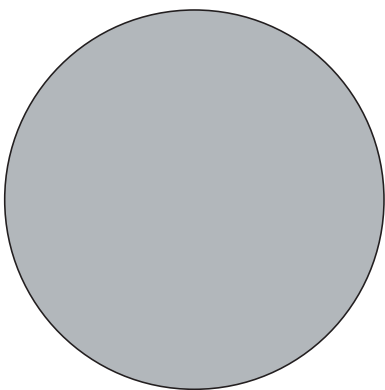
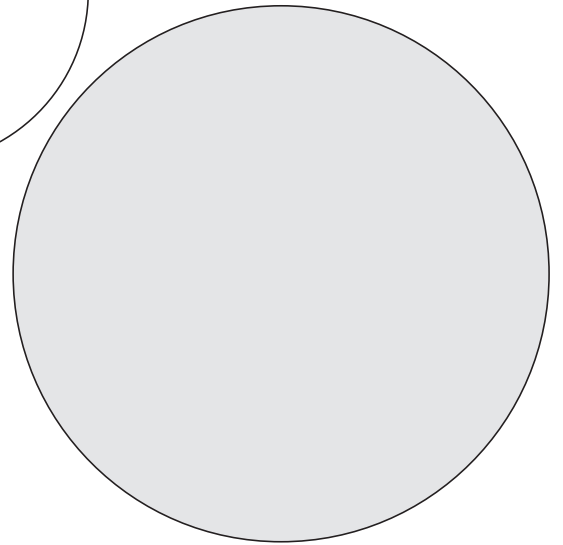
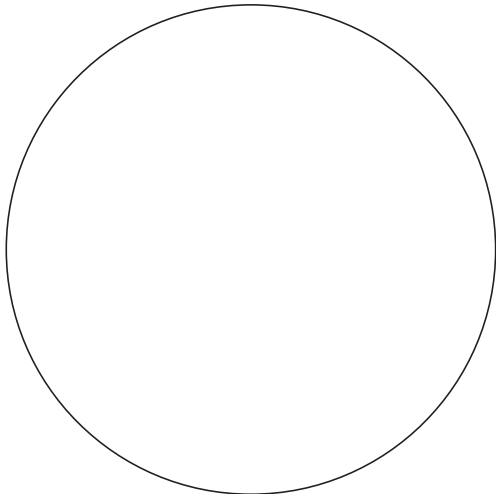
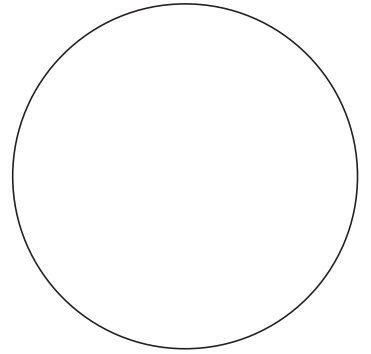
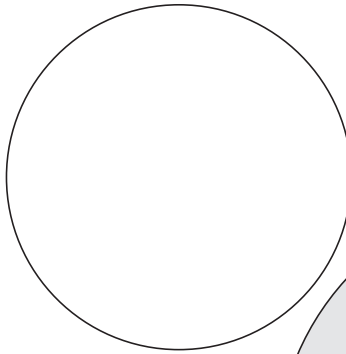
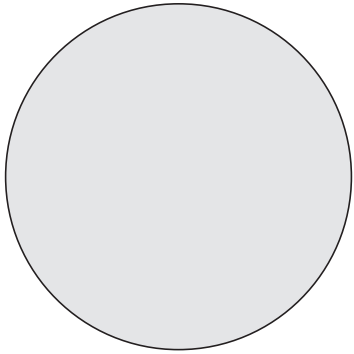
RECOVERY Years 1–3

Lesson four: Structure (continued)

Further activities

- Have the students draw pictures of how they can help others feel better. Compile the pictures to make a class picture book about how to help others after an emergency.
- Ask students to make individual posters about the theme 'Let's help each other'.

We can help people feel better by ...



5W's

Who

What

When

Where

Why?

RECOVERY Years 1–3

Lesson Five: Looking ahead

(Estimated time: 80 minutes)

In this activity students read a story about growing up. They create a card about what they want to be when they grow up. The card is placed in a time capsule and returned to the students when they graduate from primary school.

Key concept

There is a future after an emergency or disaster.

Resources

- One copy of a children's story book about growing up.
- Glue sticks.
- Scissors.
- Paper.
- One A4 sheet of card folded in half for each student.
- Pencils.
- Drawing implements.
- Books and materials about occupations students want to pursue.
- Computer access (optional).
- Hard copy photo of each child (or something that represents them).

Prior to the lesson

- Select an appropriate story book.
- Have each child write down on a slip of paper what they want to be when they grow up. Use this information to organise books and other materials to support the lesson.

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.

RECOVERY Years 1–3

Lesson Five: Looking ahead

(Continued)

Students' experience of an emergency can sometimes leave them fearful and anxious about the future. This can manifest in many ways including unwillingness to share, overcompensating in the present and taking an indifferent approach to life. Such experiences can also lead to a sense of foreshortened future, which can be difficult to overcome. Seek advice from the school counsellor prior to engaging the class in this lesson.

Expected learning outcomes

Students will develop an understanding that:

- any emergencies we live through become part of our life history.
- planning for the future is part of living.
- our hopes, dreams and aspirations are part of who we are.

Curriculum links

- English (reading, speaking, listening, writing).

Skills

- Thinking (reflection).

Pointers

- Children's books about growing up include:
 - *When I grow up* by Tina Louise
 - *When I grow up* by Mercer Mayer
 - *When I grow up!* by Jeanie Lee
 - *When I grow up* by P. K. Hallinan
 - *When I grow up* by Rosemary Wells
 - *When I grow up* by Charise Mericle Harper.
- The last book in the list focuses on qualities and how we treat others.
- Some belief systems do not allow the use of photographs. In these cases use a substitute such as a football for a child who enjoys the game, ballet shoes for a dancer, etc.
- Your class might prefer to make e-cards and print them out.

RECOVERY Years 1–3

Lesson five: Structure

Engage (20 minutes)

1. Recap the students' ideas about change from the start of the unit.
2. Introduce and read a book about growing up with the class. Discuss the key points and relate to the students' ideas about change.
3. Ask each member of the class to share what job they think it might be fun to do when they grow up. 'I don't know' is a valid response.

Explore (30 minutes)

4. Indicate the card, paper, pencils, drawing implements and box of books available and explain to the students that they will each be making a card and writing words about what they want to be when they grow up.
5. On the front of the card students:
 - glue their picture
 - write the year
 - decorate.
6. Inside the students draw themselves in an occupation they think it would be fun to have when they are grown up. Will they wear a uniform? Will they have special equipment? Will they have a special bag?
Sensitively encourage those students who appear to have difficulty imagining the future to choose an occupation. Encourage them to link their choice to their interests and what they enjoy doing.
7. Assist each student to write words about their chosen occupation in the card, e.g. doctor, hospital, patient, ambulance. Encourage students to write rhyming words, if they are able.
Sailor in the navy, the sea will be wavy, when I'm in the navy.
I'll be nurse, so you will not hurt.
I'll be a vet, I'll mend dogs and frogs and cats and rats and bats!
8. Display the finished cards and allow time for the students to look at each others' work.

Explain (5 minutes)

9. Ask for verbal responses to gauge students' feelings about the future. Why will it be fun to be a bus driver, ranger, computer expert, doctor, nurse or teacher? Do they think it will be exciting? Why? What will be the best thing about growing up? Why?

Conclude (5 minutes)

10. Conclude the lesson by asking the students to place their cards in a time capsule (envelope) that will be opened, and the cards returned, when they graduate from primary school.

Further activities

- Invite a guest speaker who has survived an emergency to talk to the class about their occupation.

When I grow up



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