



Australian Red Cross
THE POWER OF HUMANITY

Emergency recovery lesson plans

Years 4 – 6

For students aged 9–12

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.

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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 4–6

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 at www.redcross.org.au.

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 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 overleaf.

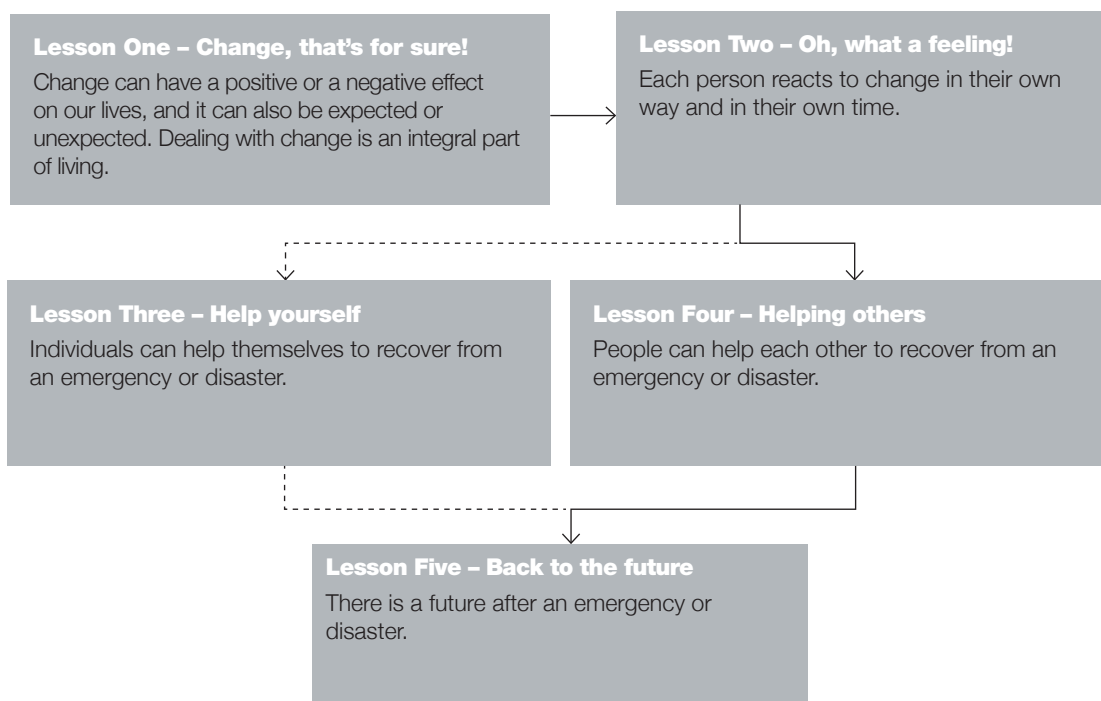
The lessons are structured around the 5Es teaching and learning model (Roger Bybee, 1997), and a variety of teaching strategies are suggested throughout the unit. Descriptions of the model and strategies are provided.

Each lesson also includes pointers for teachers and suggestions for further activities.

RECOVERY Years 4–6

Unit overview

Key concepts for emergency recovery



Students in years 4 to 6 demonstrate different levels of cognitive and emotional development. Suggestions for accommodating this include:

- omitting some sections of a lesson
- spending less than the suggested time on a lesson
- spending more than the suggested time on a lesson
- undertaking further activities
- adapting the content to students’ needs.

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 students’ families that this unit of work is being undertaken. Ask parents/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

RECOVERY Years 4–6

Unit overview

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. 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.

- 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 their 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:

- completing 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

5Es

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

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Unit overview

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).

PMI Chart

Students examine the positive, minus and interesting points of a situation.

P ositive	
M inus	
I nteresting	

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Unit overview

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 to achieve a common goal.

There are many models for assigning roles within teams. For primary school students it is suggested 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 gain experience.

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

Useful sites

The following websites have been reviewed and are excellent sources of information:

[Australian Red Cross](http://www.redcross.org.au)

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 \(ACATLGN\)](http://www.earlytraumagrieff.anu.edu.au)

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](http://www.innovativeresources.org)

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 4–6

Lesson one: Change – That’s for sure

(Estimated time: 55–85 minutes)

In this activity, students play a card game that considers the likelihood of change. They then create a class Venn diagram that illustrates the types of changes that they think are good and others they find hard, and the different reactions people

Key concept

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

Resources

- One pack of ‘For sure, well maybe...’ cards per team.
- One large sheet of paper or white board for wall chart.
- Marker pens.
- Blu-tack.
- Two different coloured pads of sticky notes per team.
- Paper and drawing implements (optional).

Prior to the lesson

- Enlarge the ‘For sure, well maybe...’ card sets and glue to thin cardboard.
- Prepare the Venn diagram.

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 4–6

Lesson one: Change – That’s for sure

(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 (living things).
- Mathematics (sets).

Skills

- Interpersonal skills (cooperating with others).
- Thinking (analysis, reflection).

Pointers

- If time is limited, the ‘Elaborate’ section could be set for homework or omitted. It could also be conducted as a drawing exercise.
- This lesson complements the ‘What’s the change?’ activity in lesson one of the ‘REDiPlan Primary Emergency Preparedness Program’ for years 4 to 6.

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Lesson one: Structure

Engage (20 minutes)

1. Organise the class into teams of four students and distribute a pack of 'For sure, well maybe...' cards to each team.
2. Ask each team to place all the cards face down. In turn, each student then turns the cards face up two at a time. If the cards match, the player keeps the pair.
3. As the cards are paired, the team discusses and decides if the event on the card will either definitely happen, or just might happen. The cards are then placed in a 'definitely' or a 'maybe' pile.

Explain (20 minutes)

4. When everyone has finished the game, the groups compare their two piles with the other groups and discuss any differences. Encourage discussion with prompting questions like:
 - Why do you think that will definitely happen?
 - Why do you think that might not happen?
 - Do little seeds always turn into big trees?
 - What else might a seed turn into?
 - How does a parent turn into a grandparent? Does that always happen?
5. Develop a final class grouping and display it in a chart.

Definitely		Maybe	
Day time changes...	...into night time.	Sunny weather changes...	...to rainy weather.
Living things change...	...into dead things.	Eggs change...	...into birds.

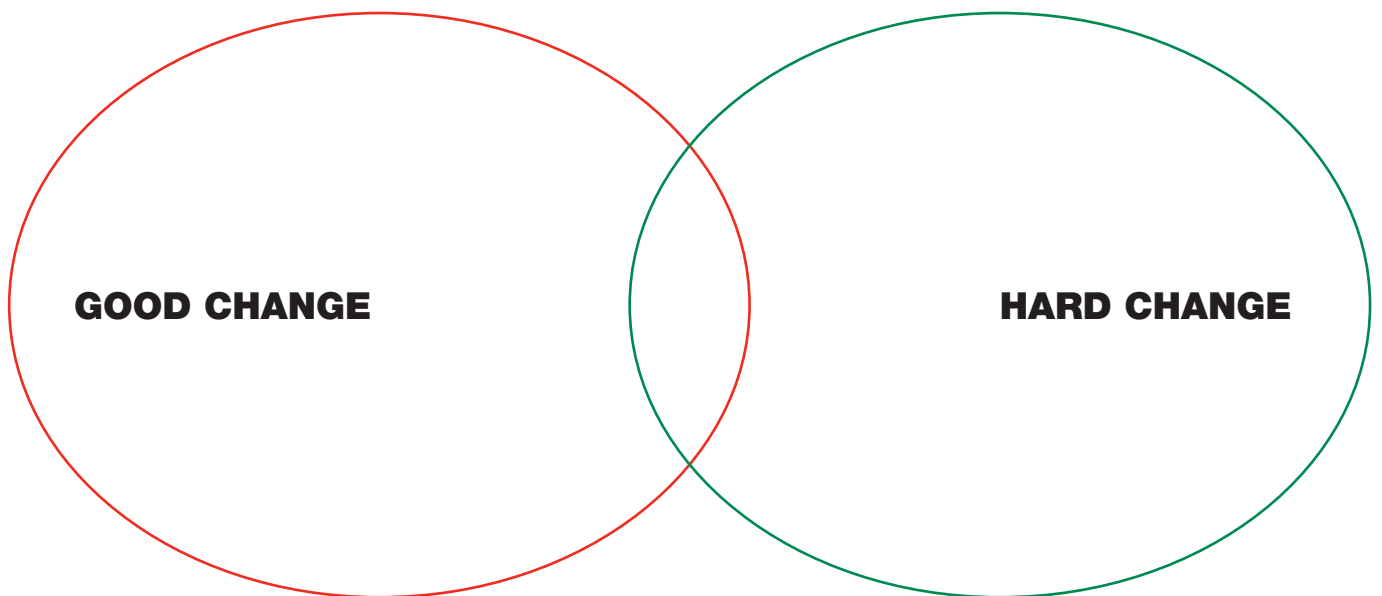
6. Ask the students to develop a sentence about the certainty and uncertainty of change. Add it to the bottom of the chart.

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Lesson one: Structure

Explore (25 minutes)

7. Ask the students to think of changes that have happened (or are happening) to them, e.g. moving house, arrival of baby brother or sister, growing taller, arrival from a different country. While the students are thinking, distribute two pads of sticky notes to each group.
8. Have the students write one change on each sticky note. Ask them to write a change they think is good on one colour and a change they find hard on the other.
9. Get the students to add their changes to the Venn diagram below, but not in the overlapping area.



10. When all of the changes have been added to the diagram, check to see if any changes appear in both sets. If so, move them to the overlapping area. If none appear in both sets, discuss examples that could, e.g. moving house.
11. Ask a sample of students to describe the changes they listed and how those changes made them feel.
12. As a whole group, discuss why some people might think a particular change is good, while others might dislike it.
13. Ask the students to write a sentence about people's different reactions to change and add it to the diagram.

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Lesson one: Structure

Elaborate (30 minutes)

14. Ask each student to choose one change from the Venn diagram that they haven't experienced. Ask them to write a paragraph about how they think they might feel if that change happened to them, and how it would affect their life.

Conclude (5 minutes)

15. Conclude the lesson by asking students to summarise what they have learned in their own words.

Further activities

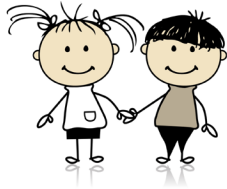
- Create a Word Wall, Word Tree or Word Wheel with the students during or after the lesson that can be added to throughout the unit.
- Ask students to either individually or as a class, write or tell a story about the changes that took place in their lives when they went through an emergency or disaster situation. If they have not lived through an emergency or disaster, ask them to imagine the changes they would experience if they did.
- Have students investigate changes to the natural environment after a natural or human-caused disaster and prepare a report.
- Ask students to investigate changes to the human environment after a natural or human-caused disaster and prepare a report.

For sure, well maybe

Babies change...



...into children.



Day time changes...



...into night time.



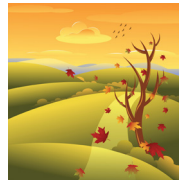
Eggs change...



...into birds.



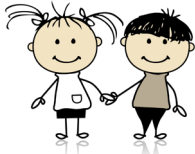
Autumn changes..



...into winter.



Children change...



...into adults.



Little seeds change...



...into big trees.



Sunny weather changes...



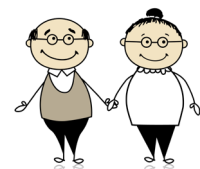
...into rainy weather.



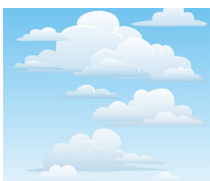
Parents change...



...into grandparents.



Dark clouds turn...



...into storms.



Living things change...



...into dead things.





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Lesson two: Oh, what a feeling!

(Estimated time: 65+65 minutes)

In this session students examine the feelings they experienced before, during and after an emergency. Using an anonymous letterbox strategy, students explore the different emotional reactions people might have to a situation.

Key concept

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

Resources

- Two different coloured pads of sticky notes per team.
- One enlarged 'Feelings' activity sheet.
- Three letterboxes.
- Scissors.
- Glue stick.
- Pens or pencils.
- 30 pieces of card to make 'Feelings' card set.
- Three sheets of butcher's paper.
- Marker pens.
- Internet video footage of an emergency (for alternative activity only).
- Materials as required for activities A–F.

Prior to the lesson

- Enlarge and cut out 'feelings' cards and glue them to card.
- Select an appropriate video clip, if required.
- Prepare three 'Our feelings before (during and after)' charts.

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.

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Lesson two: Oh, what a feeling!

(Continued)

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 if a student is finding it difficult to cope with an experience. Some students may be keen to discuss their feelings, while others may not want to. 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 one of many tools that can help students understand feelings and integrate them into their view of the world.

Very young children might not understand the importance 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 while 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:

- everyone experiences feelings in an emergency.
- people can have different feelings about an emergency.
- some feelings take a long time to adjust to.

Curriculum links

- English (speaking, listening, vocabulary).
- Mathematics (data).
- Art (visual).
- Music (composition, performance).
- Drama (performance).

Skills

- Interpersonal skills (listening, cooperation).
- Thinking (analysis).
- Personal development (reflection).

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Lesson two: Oh, what a feeling!

(Continued)

Pointers

- How this lesson is taught will depend on whether or not the students have experienced an emergency. Alternatives for both scenarios are provided in the lesson structure. If the students have not experienced an emergency, this lesson can be viewed as preparation for what they might experience following an emergency.
- Shoe boxes can be used for letterboxes.
- Laminate the 'Feelings' cards to extend their life.
- 'Feelings' cards are also available from St Luke's Innovative Resources at www.innovativeresources.org. Images of people expressing different emotions cut from magazines could also be used.
- In step six of the 'Explore' section, 'before' the emergency can be defined either as the period before anyone knew the emergency was going to occur, or the warning period leading up to the event.
- The 'Elaborate' section (65 minutes) can be completed on a different day.

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Lesson two: Structure

Preliminary discussion (5 minutes)

1. Start the lesson by letting students know that everyone has feelings in an emergency, and that there are no right or wrong ways to feel. Explain that 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 during the lesson if they want to, but that they don't have to. You might like to introduce the lesson with a short story about feelings (see list in 'Further activities' below).

Engage and explain (15 minutes)

2. Ask the students to brainstorm all the 'feeling' words they know. As each word is mentioned, find the relevant 'feeling' card and display it. If a word is suggested that is not in the card set, write it on a blank card and display it. (Consider showing pictures and discussing how people from different cultures show their feelings. Do all people express sadness, happiness and fear on their faces?)
3. When the brainstorm is complete, ask the class to sort the feelings into two groups; feelings that are good and feelings that are hard to have. Discuss the reasons for the groupings.
4. Leave the words on display as a reference for the next exercise.

Explore (25 minutes)



5. Explain that the students will now have the chance to think about the feelings they had before, during and after an emergency they have experienced and that they will share their thoughts anonymously.
If the class has not experienced an emergency: Screen a video clip that will help students to imagine what it would feel like to experience one.
6. Have pens and two colours of sticky notes available. Ask the students to think about how they felt before the emergency happened and to write one feeling on each sticky note. Designate one sticky note colour for feelings they find hard, the other for feelings they think are good.
7. Pass the letterbox around and have the students post their notes.

RECOVERY Years 4–6

Lesson two: Structure

8. Display the notes on the ‘Our feelings before the emergency’ chart.

Our feelings BEFORE the emergency

<p>Feelings that are good</p>	
<p>Feelings that are hard</p>	

9. Repeat steps 6–8 for the periods during and after the emergency.

Explain and explore (15 minutes)

10. When the charts are complete, review and compare them. Invite students to give reasons why people:

- might have different feelings during an emergency
- might have different feelings at different stages of an emergency
- often have similar feelings at different stages of an emergency.

11. Hold a ‘show of hands’ vote on the emotions to determine which ones the students consider the most painful and which they think could last the longest.

12. Reinforce the message that painful feelings do fade with time and that they will be exploring how they can help themselves and others recover.

RECOVERY Years 4–6

Lesson two: Structure

Elaborate (60 minutes)

13. Explain to the class that when people express their feelings, they often feel better. Ask students for suggestions about how people might express their feelings.
14. Select one of the activities below, designed to allow expression of feelings, and assist the class in completing the activity.

As you instruct students for activities A, B and C, demonstrate the possibilities. For example:

- Students each choose an emotion and then paint/play/sound out whatever comes into their minds while they are feeling it.
- Students individually paint/play/sound out how one emotion, e.g. anger, feels to them. Repeat for the other feelings.
- Students paint/play/sound out how they feel at this moment (or at moments during the emergency). Several emotions might be represented in one painting or performance.

A. Painting

- Make poster paints, water, art smocks, art paper, brushes, other paint application tools, e.g. toothbrushes, sponges and spatulas available, along with cleaning materials.
- Get the students to paint pictures to express their feelings. Paintings might be in a range of styles, e.g. free form, symbolic.
- Compile individuals' paintings into a folio or display book.

B. Music

- Provide a range of musical instruments or objects that can be used to generate sound.
- Have students work individually or in cooperative teams to express their feelings through sound or music.
- Record the sounds on CD or DVD.

C. Non-verbal voice sound

- Working individually or in cooperative teams, have students use their voices, without forming words, to create sounds that represent their feelings.
- Record the sounds on CD or DVD.

D. Writing

- Ask students to write a journal about how they felt in the 'before', 'during' and 'immediately following' periods of an emergency. Have them use the journal to diarise their emotions for some weeks after the emergency.
- Contents of the journals may be kept private or shared, according to the wishes of the students.

RECOVERY Years 4–6

Lesson two: Structure

E. Talking

- Set aside a regular time during each day or week to talk about feelings following an emergency. Talk sessions can involve the whole class, cooperative teams or pairs of students. Students should be encouraged to talk, but should never be pressured, cajoled or coerced into participating.

F. Role play

- Make a small supply of props available, such as hats, masks and cloaks.
- Working individually or in cooperative teams, have the students role play:
 - different emotions
 - how they were (or are) feeling at a particular time in the 'before', 'during' and 'immediately following' periods of an emergency
 - being in another person's situation to help them understand how others might feel.

Conclude (5 minutes)

15. Conclude the lesson by reassuring 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. Encourage students to talk to an adult they trust if they have feelings that are very strong, or are taking a long time to get used to.





















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Lesson two: Structure

Further activities

- Have students read and learn poems about feelings. Suitable stories include:
 - *The story of my feelings* by Laurie Berkner (includes CD)
 - *The feelings book* by Todd Parr
 - *Feelings* picture books compiled by Steps to Literacy
 - *When I feel sad* by Cornelia Maude Spelman
 - *I feel frightened* by Brian Moses
 - *I feel sad* by Brian Moses
 - *I'm worried* by Brian Moses
 - *My feelings* by Jane Pearson
 - *What to do when you're sad and lonely* by James J. Crist.
- Ask students to read poetry and stories written by survivors of emergencies.
- Have students complete the word search on page 13 of 'After the emergency', Childrens activity book, available at <http://www.redcross.org.au/emergency-resources.aspx>
- Ask students to create a word search using the 'Feelings and emergencies' activity sheet on page 24.

Feelings

tired 	sad 	scared 	don't want to talk about it 
afraid 	confused 	angry 	worried 
not sure 	excited 	happy 	unhappy 
curious 	greedy 	frustrated 	amazed 
surprised 	furious 	love 	sick 

Feelings and emergencies

F							
E							
E	M	O	T	I	O	N	S
L							
I							
N							
G							
S							

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Lesson Three: Help yourself

(Estimated time: 75–125 minutes (either completed as one whole lesson or divided into two shorter lessons))

In this lesson each student creates a ‘How to feel better’ picture booklet, personalised to suit their situation.

How to feel better by Sam Student	After the emergency I feel	I can look after myself by	I can see and hear	I can do things I like	I can talk to grown ups	I will feel better
	1	2	3	4	5	6

Key concept

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

Resources

- One copy of booklet pages one to six (or six A4 sheets of plain paper) per student.
- Two A4 sheets of coloured card per student.
- One scan or A3 copy of page 19 from ‘After the emergency’, available at www.redcross.org.au.
- Scissors.
- Glue sticks.
- Staplers.
- Pens and pencils.
- Copies of the ‘Feelings’ activity sheet from lesson two (optional).
- Magazines and brochures with relevant images.
- Computer and internet access (optional).
- Photographs (optional – supplied by students).

Prior to the lesson

- Scan or enlarge page 19 of ‘After the emergency’.

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.

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Lesson Three: Help yourself

(Continued)

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 may be keen to express their feelings, while others may not be. Encourage, but do not force discussion. Verbal expression and analysis is one of many tools that can help students understand their feelings and integrate them into their worldview. Expression and behaviour can indicate if students are finding it difficult to cope with an experience. If you have concerns about any student, seek assistance from their parents or guardians, the student counsellor or another qualified professional.

During the survey, students may make disclosures that are a cause for concern. If this happens, keep a watchful eye on the content of the booklets as the children work on them.

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 feelings they find difficult to deal with, such as sadness, unhappiness, anxiety, fear, tiredness and distractedness.

Curriculum links

- English (writing, speaking, listening).
- Art (visual).

Pointers

- If the students have experienced an emergency, the experience can be integrated into the lesson. If not, the lesson can be viewed as preparation for recovery.
- Instead of a hard copy, the booklet can be produced electronically as a slideshow or PDF, and recorded on CD/DVD.
- Illustration of the booklet pages can be set as a homework task or integrated into art lessons.
- ‘Explore’ could be done as a separate lesson depending on timing.

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Lesson three: Structure

Preliminary discussion (5 minutes)

1. Start the lesson by discussing that people often have unhappy feelings after an emergency and that sometimes it takes a long time for these feelings to fade or go away. Explain that the class is going to explore and learn ways to help make themselves feel better. Mention that each student will make a picture booklet they can refer to.

Engage (20 minutes)

2. Have each student decorate a cover for their booklet with the title 'How to feel better' and their name.
3. Make sticky notes and pens available and tell students that you are conducting a survey about how they are feeling now the emergency has passed. Reassure the students that there are no right or wrong feelings, and that their feelings belong to them. Make the point that the feelings they have today may be different to the feelings they had yesterday or the ones they will have next week.

If the class has not experienced an emergency, screen a video clip of one and ask the students to imagine what feelings they would have if they went through that particular emergency.

4. Ask the students to write each emotion, thought and feeling they experience because of the emergency on separate sticky notes and post them in a box or bowl.
5. Display the notes on the board. Have the students write the feelings that apply to them on page one of their booklet. Ask the students to decorate the page with hand drawn or photocopied emoticons.

For steps five to nine, give students time to illustrate each page with drawings, graphics and cut-outs from magazines.

Explore (40–90 minutes)

6. As a class, brainstorm how students can look after themselves, e.g. sleeping and eating well and exercising. Discuss why it is important to do these things. Ask students to write points that summarise the discussion on page two of their booklets.

Display a scan or enlarged photocopy of page 19 of 'After the emergency'. Discuss what the three images are showing, and possible ways students can react when these situations happen in real life. Have the students write points summarising what they can do on page three of their booklets.

RECOVERY Years 4–6

Lesson three: Structure

7. Discuss the feelings people have when they do things they want or like to do. Discuss why actions as different as going to see a funny movie, buying some new football cards for a collection or planting a bush to remember a lost pet can all make people feel better. Ask them to summarise the things they would like to do on page four of their booklets.

Explain that adults are always there to help children who have feelings that are hard to deal with. Brainstorm who they can go to, e.g. parents, teachers, family members, school welfare teachers and why, e.g. because they are trained, trustworthy, caring. Ask them to summarise who they can talk to on page five of their booklets.

Have each student glue or draw a picture of themselves looking happy on page six of their booklets. As a class, discuss why people's reactions to an emergency, and their recovery times are different.

8. Ask students to write and complete the following sentence (or similar) on page six of their booklets.

Everyone is d_____ and everyone's fe _____ are different, too.

It might take some t_____, but I will feel b_____.

(Missing words: different, feelings, time, better.)

9. Have the students compile their pages and staple them between the cover pages. Ask students who are willing, to share the contents of their booklets with the class.

Conclude (10 minutes)

10. Conclude the lesson by asking questions that will elicit responses about the students' learning. Prompting questions include the following:

- What things are different for us now?
- What are some of the things that have been difficult since the emergency?
- What are some things that have been positive since the emergency?
- Has making the booklet been useful to you and if so, in what ways?
- How did you feel while making the booklet?
- What is the most important thing you learned about helping yourself to feel better?
- Why is important that we know how to help ourselves?
- Did different students want to do different things to make themselves feel better?
- Has hearing what other students wrote helped you to understand them better?
- Has making the booklet given you ideas about how you can help each other feel better?

RECOVERY Years 4–6

Lesson three: Structure

Further activities

- Have students create a memory box of their life/home/loved one before the disaster.
- Ask students to make a time capsule to record what happened to them during the emergency. Burying or sealing the capsule can symbolise putting the emergency behind them.
- Get students to compile a small photo album, or scrap book pages, labelled 'Before and After the emergency'.
- Hold a tree planting ceremony or dedicate a plaque or decorated tile and give a memorial speech to commemorate the end of the emergency or the loss of a family member, friend or pet.

After the emergency I feel...

I can look after myself by...

I can choose what I see and hear by...

I can do things I want to, like...

I can talk to grown ups...

I will feel better!



RECOVERY Years 4–6

Lesson four: Helping others

(Estimated time: 40–90 minutes)

In this activity, students become ‘secret friends’ and anonymously do nice things for each other every day for a week.

Key concept

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

Resources

- Lucky dip containing the name of each member of the class on a separate piece of paper.
- One copy of the ‘I like...’ activity sheet enlarged to A3.
- Marker pens.
- Internet video clip of an emergency, if required.
- Stickers.
- Card.
- Glue sticks.
- Note paper.
- Craft materials.
- Envelopes.
- Paper bags.
- Small gifts (students to provide).

Prior to the lesson

- Select an appropriate video clip if required.
- Prepare a selection of small gifts.

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 4–6

Lesson four: Helping others

(Continued)

It might not be appropriate to pair particular students, so be mindful when assigning secret friends.

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 feel better themselves when they help others feel better.

Curriculum links

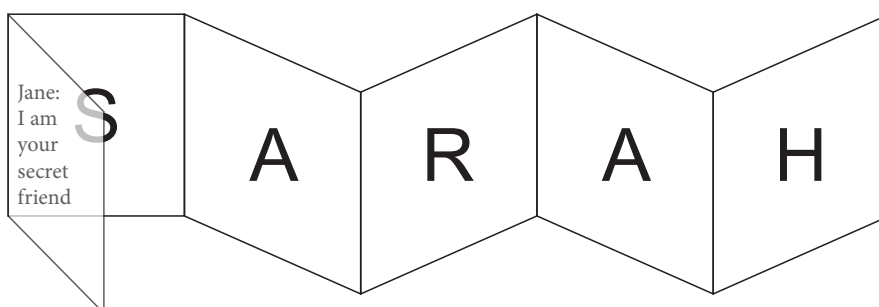
- English (speaking, listening, writing).
- Art (design, creating).

Skills

- Interpersonal skills (communication, cooperation).
- Health and Wellbeing (relationships).

Pointers

- As an alternative activity to engage the students, use two puppets to act out the scenario.
- Small inexpensive gifts include football cards, small perfumed soaps, flowers, stickers, temporary tattoos, novelty toys, hair ties and clips.
- Some students might not be able to provide small gifts (especially if they have lost everything in the emergency), some might forget and others might be away on the day. Have a collection of spare gifts in case they are needed.
- Distribute items during lunch or recess periods to maintain secrecy.
- A reveal card can be concertinaed into enough squares to write the secret friend's name with one letter on each square.



RECOVERY Years 4–6

Lesson four: Structure

Engage (10 minutes)

If the class has not experienced an emergency, screen a short video clip that will help them to imagine what it would feel like to be in an emergency situation.

1. Have pairs of students act out a short interaction about one child cheering up another who is feeling glum after an emergency.

Explore (5 x 40 minutes)

2. Ask the students to think about and describe how they feel when:

- someone says something nice to them
- they are given a surprise gift
- someone asks them to play a game
- someone shares something with them.

Briefly discuss how doing nice things for others can help if they are feeling bad after an emergency. Also discuss when it might not be helpful (black hats), i.e. sometimes a person needs to feel sad for a while as it is part of how we start to recover.

3. Explain that over the next week they will be doing nice things for a secret friend, and a secret friend will be doing nice things for them. At the end of the week everyone will find out who their secret friends are.
4. Explain the limitations of the exercise such as:
 - class time available for preparation
 - ability to be done in secret
 - size of any objects, i.e. they must fit in an envelope or a paper bag.
5. Brainstorm what students can do to make each other feel good. Examples might include:
 - sending secret messages, e.g. 'Tom, thank you for...' or 'Jane it was very nice when you...'
 - making decorated name place cards, e.g. 'Tom is terrific, Jane is cool'
 - giving a simple gift the friend would like such as a football card or temporary tattoo
 - making a bookmark on a theme of interest.

RECOVERY Years 4–6

Lesson four: Structure

6. Create a timetable for the coming week with the students.

Timetable example

Time	Activity
Friday afternoon	Write secret messages
Monday morning	Deliver secret messages
Monday afternoon	Make place name cards
Tuesday morning	Deliver place name cards
Tuesday afternoon	Make bookmarks
Wednesday morning	Deliver bookmarks
Wednesday afternoon	Wrap small gifts
Thursday morning	Deliver small gifts
Thursday afternoon	Make reveal cards
Friday morning	Deliver reveal cards

7. Pass the 'I like...' activity sheet around the class and have the students complete it. Make it available for the duration of the activity so that students can create messages that suit the 'likes' of their secret friends.

8. Carry out the activities according to the timetable.

Evaluate (20 minutes)

9. Evaluate the exercise as a class by completing a PMI chart.

Elaborate (10 minutes)

10. Discuss ways to make other people (parents, brothers and sisters, other family members, teachers) feel better without secrecy, e.g. hugging, listening, playing, sharing an activity, being helpful.

Conclude (10 minutes)

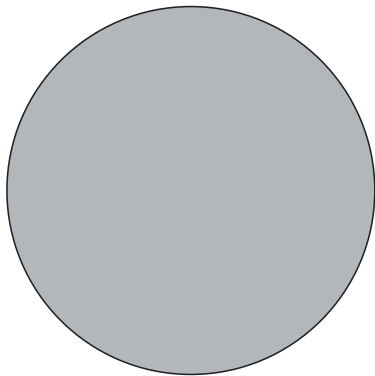
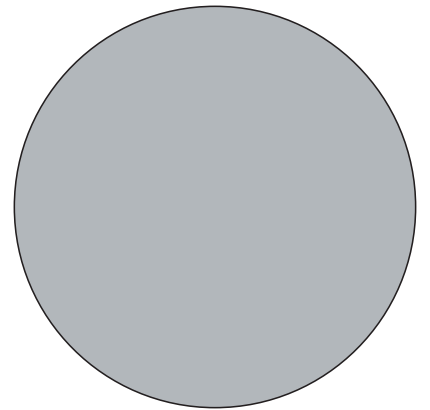
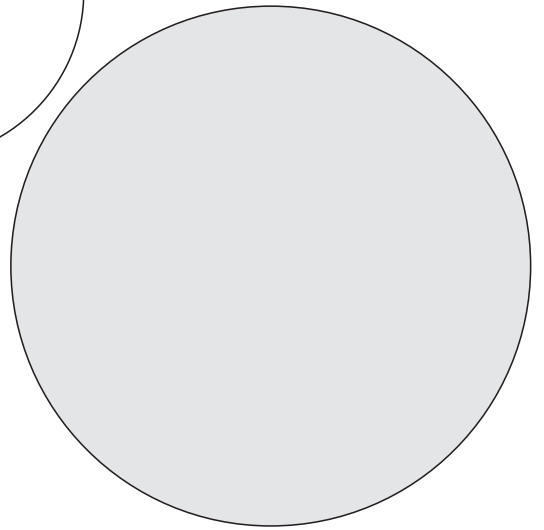
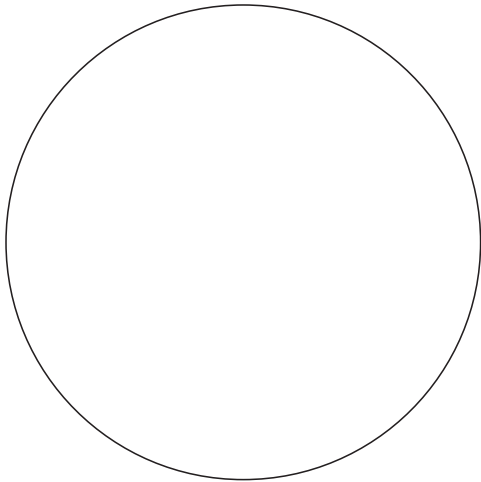
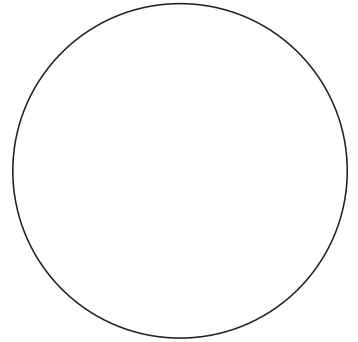
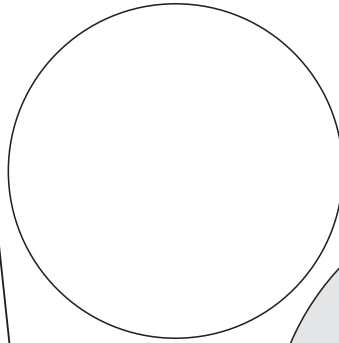
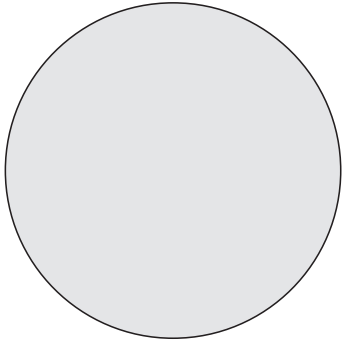
11. Finish the lesson by forming a circle with each person holding hands with their two secret friends and singing an appropriate song about friendship or feelings, e.g. 'If you're happy and you know it'.

Further activities

- Get students to draw pictures including a sentence about how they can help others feel better after an emergency. Compile the pictures to make a class picture book.

- Ask students to make individual posters on the theme 'Let's help each other'.

We can help people feel better by ...





RECOVERY Years 4–6

Lesson five: Back to the future

(Estimated time: 65 minutes)

In this activity students make a 'My future' package that includes representations of items, and/or actual items from their past, their present and what they hope for in the future.

Key concept

There is a future after an emergency or disaster.

Resources

- Glue sticks.
- Scissors.
- Marker pens.
- One large envelope or small box per student.
- Video or audio player.
- One or two songs about change or the future (audio or video clip).
- Song lyrics.
- Items to seal in the package (students to provide).
- Stickers.
- Card.
- Craft materials.
- Paper.
- Tape.
- Labels.
- Magazines and brochures for cutting.
- Venn diagram from lesson one (optional).

Prior to the lesson

- Display the song lyrics.
- Photocopy the 'My future' package planner.

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,

RECOVERY Years 4–6

Lesson five: Back to the future

(Continued)

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.

A student's 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 apathetic approach to life. Experiences of emergencies can also lead to a sense of foreshortened future, which can be difficult to overcome. Seek advice from the school counsellor before engaging the class in this lesson.

Expected learning outcomes

Students will develop an understanding that:

- emergencies that we live through become part of our life stories
- 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).
- Music (song).

Skills

- Thinking (decision making, reflection).

Pointers

- Possible songs include:
 - *Turn, turn, turn* written by Pete Seeger/The Byrds
 - *The times they are a'changing* by Bob Dylan
 - *Feeling good* by Nina Simone
 - *Don't stop* by Fleetwood Mac
 - *We are the world* by USA for Africa
 - *A bright tomorrow* by Lazlo Slomovits (children's song)
 - *We can move the world* by Joe Crone.

Song lyrics and video clips can be found on the internet.

- Encourage students to include drawings or photographs of precious items rather than the actual items.
- Encourage students to include photographs of lost loved ones or pets, along with notes about them. This will reinforce the positive role they played in the students' lives, but also that they are now part of the past.

RECOVERY Years 4–6

Lesson five: Structure

Engage (15 minutes)

1. Provide lyrics and sing along to an appropriate audio track or video clip about change or the future.
2. Ask students to recall their thoughts about change from lesson one. Refer to the Venn diagram and the card game from that lesson to help them remember.
3. Explain that they will be making a small package about their lives and their future.
4. Distribute a copy of the 'My future' package plan to each student. Explain that in this lesson they will be planning what to include in their 'My future' packages. They can plan to include pieces of writing, cut out pictures, drawings, photographs and small items to represent things important to them in their past, present and future.
5. Assist the children in developing their plans.

Explore (10 minutes)

6. When the plans are complete, organise the students into pairs and conduct a 'Think, pair, share' exercise which focuses on the question: 'Why are we planning to include reminders of the past and present in a package that is about the future?'
7. Ask each member of the class to share what they would like to be when they grow up. Assure them it is all right if they are not sure.
8. Discuss if having been through an emergency, or going through one in the future, has or could change their plans for what they want to be.

Engage (30 minutes)

9. Allocate class time to creating the 'My future' packages or set the activity as a homework task.
10. Before the packages are sealed, discuss an appropriate opening date. Possibilities could include graduation from primary school, graduation from secondary school, 16th, 18th or 21st birthdays and so on.
11. Have the students seal and label their package with their name and a 'to be opened on' date.

Conclude (10 minutes)

12. Conclude the lesson by singing either the song from the beginning of the lesson or a second song.

Further activities

- Invite an older guest speaker to talk to the class about what life was like when they were young, the changes they have experienced and how they coped with them.
- Ask students to complete the activities on pages 22 and 23 of 'After the emergency', available at www.redcross.org.au.
- Have students complete the word search on page 46.

Q	A	D	V	E	N	T	U	R	E
Y	E	S	T	E	R	D	A	Y	C
L	W	H	O	M	E	D	C	E	H
I	F	B	M	P	Q	W	A	A	A
M	K	V	O	L	D	E	R	R	N
A	B	Z	R	A	X	E	E	S	G
F	U	N	R	N	V	K	E	L	E
W	B	K	O	S	W	O	R	K	A
J	O	B	W	O	Z	T	I	M	E

Words:

yesterday
work
fun
time

change
week
older

years
home
adventure

career
family
plans

Plan for 'My future' package

Reminders of my past

Reminders of my present

Plans for my future



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