

# People, Get Ready

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The ideas in People, Get Ready can be used with all students from Years 8-10, but are specifically designed to engage those from culturally and linguistically diverse backgrounds.

## ITEMS

- Introduction
- Teaching guide
- Lesson plans overview
- Student assignments



Australian Institute for  
Disaster Resilience

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# Introduction

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People, Get Ready is a resource designed to provide practical teaching and learning ideas that:

- enhance student understanding of emergency management
- can be applied across a number of cultural backgrounds and adapted for specific cultural, language and religious contexts, and
- celebrate the diversity of students by incorporating their range of life experiences.

The ideas in People, Get Ready can be used with all students from Years 8-10, but are specifically designed to engage those from culturally and linguistically diverse backgrounds.

## This resource provides:

- a comprehensive teaching guide that addresses the teaching and learning considerations when working with students from culturally and linguistically diverse backgrounds
- lessons: Me and My Community, Take the Communication Mission, Experiences of Emergencies and Families Preparing Together and a suggested learning sequence for these lessons.

Please note: Throughout this resource, the use of the words disaster and emergency are used interchangeably.

# Lesson plans overview

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These People, Get Ready lessons will help your Years 8-10 students to develop their understanding of emergency management issues and the best ways of communicating with their community.


These lessons celebrate diversity and encourage students to share their life experiences with each other.

## Me and my community

These activities encourage students to consider individual and community perspectives and explore their sense of belonging as a citizen of the world. Working individually and together, students will develop their understanding of the sensitivities of communicating with different communities, strengthen the similarities and devise a communications strategy for a target community audience.

 DURATION :  
5 - 10 periods


 LESSON PLAN:  
Me and My Community


 ACTIVITY SHEET:  
Me, My Community and  
Belonging

## Take the communication mission

Following on from Me and My Community, these activities place students in the role of advertising executives whose brief is to research, design and make a television or radio advertisement to help newly arrived people and those in their community with lower level English language skills to be better prepared for emergency situations. With real purpose and for a real audience, the students will explore the use of text, symbols and key messages in conveying their point of view.

 DURATION :  
5 - 10 periods

 LESSON PLAN:  
Take the Communication  
Mission

 ACTIVITY SHEET:  
Take the Communication  
Mission

## Experiences of emergencies

How do people cope in an emergency? Students will interview and collect stories from people in their family or local community and report back about their experiences.



DURATION :  
2 - 4 periods



LESSON PLAN:  
Experiences of Emergencies



ACTIVITY SHEET:  
Experiences of Emergencies

## Families preparing together

What disasters are relevant to your area? Where would you go to for help? Would you know what to do? Students will create an evacuation plan for their own home and help their family to prepare for a possible emergency.



DURATION :  
2 - 4 periods



LESSON PLAN:  
Families Preparing Together



ACTIVITY SHEET:  
Families Preparing Together,  
Being Prepared

# Teaching guide

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The guide is divided into the following sections:



Teaching in a culturally inclusive way  
Practical hints and tips for teachers.



About CALD (culturally and linguistically diverse) students  
This section highlights some of the experiences of students from culturally diverse backgrounds and how this might impact on the teaching of natural disasters and/or emergency management.



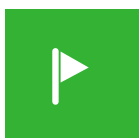
The importance of family  
This section highlights the dynamics and experiences of families from culturally diverse backgrounds.



Your school community  
This section highlights some key characteristics of students' communities.



Addressing English language skills



Units of work overview

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## Introduction

Like many countries, Australia is prone to a wide variety of natural hazards that can cause disasters. Being one of the most culturally and linguistically diverse (CALD) countries in the world there is a need to build cohesive communities that can minimise the risks, respond to and effectively recover from disasters. People, Get Ready is a resource designed to build community resilience by providing practical teaching and learning ideas that:

- enhance student understanding of emergency management
- can be applied across a number of cultural backgrounds and adapted for specific cultural, language and religious contexts, and
- celebrate the diversity of students by incorporating their range of life experiences.

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## What's in the guide?

The People, Get Ready teaching guide is designed to help you teach in a culturally inclusive way. The guide gives you useful teaching tips, outlines the processes you can follow and provides ideas on how you can address the needs and experiences of students from culturally diverse backgrounds.

It is divided into the following sections:

### Background

Some information on the origins of the initiatives to build social cohesion and harmony with reference to disaster preparedness, management and response.

### Using people, get ready in the classroom

An introduction to how this resource and the accompanying units of work can be used in your classroom. There is also a brief introduction to natural disasters in the curriculum.

### Teaching in a culturally inclusive way

This section looks at the cultural dimensions underpinning student behaviour, and explores the impact of cultural differences, including stereotypes.

### About CALD students

This section highlights some of the key life experiences and challenges faced by students from culturally diverse backgrounds which may assist to inform your teaching of natural disasters and/or emergency management.

## The importance of family

This section highlights the dynamics and some of the experiences of families with culturally diverse backgrounds.

Your school community provides links to demographic data and highlights some key characteristics of students' communities. Addressing English language skills

Practical hints and tips for teachers

## Units of work overview

A brief explanation of the four People, Get Ready units of work.

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## Background

The Australian Government, through the Department of Immigration and Citizenship, provided funding from 2006-2010 to the Attorney-General's Department (AGD) to undertake a number of initiatives to build social cohesion and harmony through enhanced engagement in the areas of preparedness, prevention, response and recovery from emergencies.

### ► National consultations

National consultations have been held with representatives from multicultural community organisations, teachers and staff from state and territory education departments. Participants at the consultations were concerned about the low levels of awareness of emergency management amongst families and communities from culturally diverse backgrounds.

### ► Young people as important communicators

Given children's potential information brokering role and also the importance of the community as cultural facilitators, it was determined that a resource be developed in a culturally inclusive manner



for teachers of young people in Years 8 to 10. In this way, the resource could be used to help build the capacity of culturally diverse communities to mitigate and respond to emergencies.

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## Using People, Get Ready in the classroom

This guide is designed to accompany the following four units of work:

1. Me and My Community
2. Take the Communication Mission
3. Experiences of Emergencies, and
4. Families Preparing Together.

The activities in the units will engage and, at times, confront your students. As you know your classes best, adapt any of the activities to meet your own needs and to reflect an understanding of your students' sensitivities, experiences and backgrounds.

The units of work are designed to be taught in sequence, but are flexible enough to be used individually as suitable for your context.

Natural disasters and emergencies feature across the Australian Curriculum, particularly in the Science, Geography, Humanities and Social Sciences, and Health and Physical Education learning areas.

Throughout this resource, the use of the words 'disaster' and 'emergency' are used interchangeably.

### ► Be prepared

At this stage, it is important to check your school's internal processes for dealing with some of the sensitivities that this topic may raise. It may be worthwhile to bring in the expertise of agencies working with survivors of torture and trauma, or of community leaders or workers.

People, Get Ready will help you and your students develop an understanding of emergency management as well as learn more about the importance of community and effective communication in building disaster resilient communities.

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## Teaching in a culturally inclusive way

In this section, you will find a number of tips on ways to:

- understand the cultural dimensions underpinning student behaviour
- incorporate the experiences of students from culturally and linguistically diverse backgrounds
- make it possible to discuss different experiences in a safe environment
- explore the impact of cultural differences, including stereotypes.

### Why does teaching in a culturally inclusive manner matter?

Students from diverse language and cultural backgrounds can sometimes become alienated in classrooms that do not provide an opportunity to include their views. Lack of opportunity to express their point of view may indicate that their previous life experiences are not valuable.

A culturally inclusive approach helps to make the classroom a place where all students are able to speak about their views and experiences. A culturally inclusive classroom is safe; stereotypes are not used negatively to blame or scapegoat others. More importantly all students become more aware of the range of beliefs, experiences and coping strategies in a culturally inclusive environment.

### Understanding culture

The following quotes show that everyone is influenced by the culture into which s/he is born and that culture is dynamic and evolving:

“Culture is the sum total of ways of living built up by a group of human beings, which is transmitted from one generation to another.”

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The Macquarie Encyclopaedic Dictionary

"Culture refers to all the accepted and patterned ways of behaviour of a given people. It is a body of common understanding. It is the sum total and the organisation or arrangement of the group's ways of thinking, feeling and acting... In this sense, of course, every people have a culture and no individual can live without culture. It is our culture that enables us to get through the day because we and the other people we encounter attach somewhat the same meanings to the same things."

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Ina C. Brown, 1963, *Understanding other cultures*, Englewood Cliffs, N.J., Prentice-Hall.

In 1871 E.B. Taylor defined culture as "that complex whole which includes knowledge, belief, art, morals, law, customs, and many other capabilities and habits acquired by...[members] of society". "Culture means the total body of tradition borne by a society and transmitted from generation to generation. It thus refers to the norms, values, standards, by which people act, and it includes the ways distinctive in each society of ordering the world and rendering it intelligible. Culture is...a set of mechanisms for survival, but it provides us also with a definition of reality. It is the matrix into which we are born; it is the anvil upon which our persons and destinies are forged."

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Robert Murphy, 1986, *Culture and Social Anthropology: An Overture*, 2nd ed., Prentice Hall, Englewood Cliffs, NJ, p14.)

## Cultural dimensions underpinning our behaviour

Cultural dimensions underpin our behaviour, our responses to events and lifestyle preferences. They show in how we raise our children, how we interact in an informal setting and how we relate to our work colleagues.

They also impact on the way people behave during emergencies. For instance, a young person from a refugee background, who escaped from a country torn by civil strife where the police and military might have been part of the system of coercion and repression, might look at uniformed emergency services personnel with very different eyes. They may have different experiences of being transported in buses, surrounded by police or emergency service workers or placed in stadiums or recovery centres.

People from countries with minimal support from the government in emergencies may not expect to receive aid – financial and emotional – during the recovery phase. Or they might be hesitant to ask for help for fear of the consequences.

People from countries with no extensive formalised volunteer involvement in emergency management might not understand the structure for provision of assistance by volunteers working in emergencies and may be wary of it.

## Understanding different world views and values

There are many other cultural values and ways of seeing the world that might impact on how people behave in an emergency:

- Some cultures are far more hierarchical – there are clearly demarcated ranks and people are expected to defer to those in positions of authority, for example older family or community members. The idea of students being asked to take the lead in the development of a family emergency plan might seem quite incongruous to people from cultures where children ‘do as they are told’ and are not expected to take the initiative.
- Some cultures have far more strictly defined gender roles.
- Some cultures have a stronger connection to the environment. Natural disasters are seen as part of a larger plan, an integral part of life, as they are a part of the natural order of things. (This is particularly the case for some Indigenous Australians, and people from some African cultures.)

## How to include a range of views

Here are some ways you can ensure a range of views are included and respected in your classroom.

- The sharing of experiences can be a powerful learning tool. Teachers are encouraged to state clear learning outcomes so that the sharing of experiences is positive and empowering for all involved.
- Be mindful of previous experiences of trauma and the danger of rekindling traumatic memories. Allow students to control their level of involvement, how much they disclose and in what ways.
- Explore the different family structures that may come into play during a discussion around the topic of an emergency.
- Ask the class to consider how different cultural and religious beliefs may influence the provision of care and support during emergencies. For example:
  - food and beverages provided in evacuation or relief centres
  - sleeping arrangements in evacuation or relief centres.
- Avoid presenting an ethnocentric point of view and giving the impression that this is a universal truth.

- Explore issues related to the students' own backgrounds and experiences in a variety of ways. Maximise the opportunities for students to show leadership.
- Develop case studies encouraging students to discuss their past experiences.
- Brainstorm what images are conjured up by words such as 'emergency', 'family', 'disaster', 'emergency services personnel' etc.

## Dealing with stereotypes

Stereotypes reduce a social group (e.g. ethnic group, religious group, gender) to simple representations, often exaggerating characteristics of a community.

These fixed and often exaggerated impressions, preconceived ideas and descriptions about an individual, group or society, can have a profoundly negative impact. When stereotypes are believed for a long period of time, people's minds can become fixed. It is then difficult to change attitudes or to replace stereotypes with facts.

Children develop stereotypes from very early in life. By three years of age, children can recognise people by their race. By six and seven children begin to think based on stereotypes. Children are largely influenced by the attitudes of their community, family, peers and teachers.

It is therefore important that you challenge any stereotypes expressed by your students. Every member of a particular social group is an individual. Seeing some social groups as inferior is negative stereotyping and is unacceptable. Thinking like this can cause real problems in both homogenous and culturally diverse communities.

Encourage your students to recognise culture as complex and dynamic, with significant variations and flexibility.

By addressing stereotypes, showing the fallacy in these assumptions and challenging those who hold them, you will help to stop the perpetuation of fundamentally flawed and negative thinking.

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## About CALD students

This section presents some of the key life experiences and challenges faced by young students from culturally diverse backgrounds which may assist to inform your teaching.

### Diversity and identity in Australia

Identity is a common area of difficulty for all young people, and has specific dimensions for those from culturally and linguistically diverse backgrounds.

Newly arrived young people face specific difficulties as they are often experiencing transition to adulthood at the same time as transition to a new society. In their initial settlement period, they are likely to be focused on adapting to the new society – learning language, settling into a new home and school. They may particularly struggle to balance family expectations with those of the broader society, and to develop a sense of themselves in this turbulent time.

### Acculturation

Acculturation, or cultural adjustment, is a key issue for newly arrived young people but may also be a significant intergenerational issue for second-generation young people. Research in this area has identified four possible outcomes for the process of acculturation:

1

#### Assimilation

Adopt new culture and reject old culture

2

#### Withdrawal

Reject new culture and preserve or exaggerate old culture

3

#### Marginalisation

Reject both old and new culture

4

#### Integration or biculturalism

Maintain important aspects of old culture while also adopting parts of new culture.

This is not a static or linear process. Individuals may move between these different states at different times, depending on personal circumstances and experiences.

Culture is an important factor in identity development, and a challenge for many young people from culturally diverse backgrounds. They may feel pressured by family to both maintain their cultural heritage and succeed in mainstream society and may struggle to balance their parents'/ community's expectations with those of their Australian peers/society.

## Bicultural identity

**The concept of 'bicultural identity' importantly recognises that young people actively negotiate their identity, drawing on aspects of their cultural background(s) and the cultural values of the new society.**

They may also adapt according to the context, for example different aspects of identity may be more emphasised when at home than when out with peers. Young people recognise and value this diversity and flexibility, and this should be supported.

## Intergenerational issues

The cultural adjustments that individual family members have to make may contribute to family conflict.

Newly arrived young people often assimilate faster than older family members. The older generation may remain marginalised from mainstream society. These disparities can become an issue particularly with regard to young people's independence. This may lead to some parents seeking to limit independence and reinforce traditional values and strict discipline, or the feeling that they have lost control and the capacity to discipline their children. Young people from culturally diverse backgrounds may feel pressure from their family to succeed in the broader society but also to maintain their cultural heritage.

## Racism

Racism is an ever-present reality for young people from culturally diverse backgrounds and impacts on identity development. Young people tell of experiences of harassment, violence, teasing and the

general feeling that they do not belong. They also feel they are judged by stereotypes or by the behaviour of a few, particularly in the media. Racism affects young people's self-esteem, self-confidence and sense of connection and belonging to the broader community. Identity development occurs in a social context so it is important that the broader community is welcoming and values diversity.

As part of their anti-racism work, a group of young people from refugee and migrant backgrounds in the western region of Melbourne, the Western Young People's Independent Network, <https://wypin.org.au/>, asked young people about their experiences of racism. Some comments they recorded include:

"People automatically assume that I can't speak English and speak to me really slowly, just because I wear a hijab."

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18 year old young person of Somali background

"I've had people at school, even people I thought were my friends, tell me that Asians are taking over Australia. How would Australians feel if they had a war and weren't let into another country so they could survive?"

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Young male of East Timorese background

"Strangers on the street will tell me to go back to my own country. 'Which country is that?' I ask them. 'I was born and raised here'. I'm sick of feeling like I don't belong in Australia."

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Young woman of Eritrean background

"I had just walked into the shop when a security guard asked me to leave."

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17 year old of Sudanese background

Young people from culturally diverse backgrounds report feeling they are seen as a threat when they are simply 'hanging out' with their friends. They feel targeted by police and security and relate this



problem to their high visibility and the prevailing stereotypes that young men from culturally diverse backgrounds are involved in gangs and are violent.

## Muslim students

It is important to bear in mind that whilst all adolescents have common issues to deal with, young Australian Muslims have had to deal with additional barriers since 11 September, 2001. In some instances these barriers have created worrying levels of isolation and marginalisation for young Australian Muslims.

In 2006, the Australian Multicultural Foundation, in collaboration with the Federal Government's Muslim Youth Sub-Group and the Department of Immigration and Citizenship, hosted a national Muslim Youth Summit followed by Youth Summits in all states and territories. The Summits focused on finding practical solutions to key issues such as: identity, relationships, employment, education and training, and discrimination.

The following core issues were identified and discussed:

- perceived conflict between Muslim and Australian identity
- intergenerational conflict between parents and children especially when parents are migrants and children have been born in Australia
- belonging versus marginalisation
- unemployment
- Muslims and the media and
- community capacity building.

## How past experience impacts on learning about emergency management

It's a good idea to think about your student population before you undertake any of the activities in the People, Get Ready resources. Your students' experiences will impact on their reactions and comfort levels with the work you are doing. Be sensitive to their concerns or fears and be aware that silence doesn't always equate with agreement.

Some young migrant people, who have come to Australia as refugees from war-torn countries, may have had negative experiences of government agencies in their country of origin or in transit. Due to

these experiences, they may find it difficult to re-establish trust with government agencies as many fear breaches in confidentiality. Where there has been past negative experience of emergency service personnel or police, these young people, their families and communities may mistrust personnel in uniform. This can be manifested in various ways, including avoiding contact with people performing these roles.

Trust can be encouraged by emphasising that many emergency services officers are friendly volunteers who are only intent on helping residents in times of emergency and crisis.

However, every individual will respond differently to life experiences. Some young people will be quite capable of differentiating between Australian police and emergency services personnel and uniformed officers back home.

Schools provide an opportunity to learn about emergency management in a safe environment.

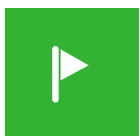
“The fear and mistrust of uniforms is very real for many children from war torn countries such as Africa ... but this is completely opposite for children from the Pacific who are used to people in uniforms helping at times of emergency ... You can't use blanket approaches when teaching this subject ... you have to understand where a child is coming from”.

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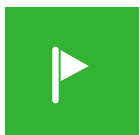
NSW consultations

## Creating a safe classroom environment

The processes taught in the Protective Behaviours program provide a solid framework for class activities. The program constantly emphasises the messages that:



We all have the right to  
feel safe all the time, and



Nothing is so awful that we  
cannot talk to someone about it.

The four strategies used are:

### One Step Removed

Sensitive issues are framed in the third person so that students are not asked to place themselves in difficult or threatening situations.

### Networking and Network Review

Students identify trusted adults, in addition to family members, to contact if they are not feeling safe. Students regularly review the people listed in their network and their continued availability.

### Persistence

Provides encouragement to work through issues with identified trusted networks.

### Protective Interrupting

Protects students from disclosing personal issues in a group setting. It requires sensitivity and use of protective and redirecting statements.

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## The Importance of Family

This section presents some of the key life experiences and challenges faced by families from culturally diverse backgrounds. Special attention is given to the experiences of people from a refugee background. This section gives an insight into how family dynamics, power relationships, or gender issues for example, impact on how families become informed and prepare for emergencies.

### Settling in Australia

A number of demographic variables come together to affect the settlement process families go through – their experience before migration, the employment history of the adult family members, their educational background, their age on arrival, the family composition (unaccompanied young adults and children, single parent families, extended families etc.).

During the initial settlement process, families are almost exclusively focused on issues directly affecting them: finding housing, jobs, schools, child care. It is difficult for other messages and information to be heard during this stage.

The settlement process does not have a 'due by date'; there is no magic moment when a family is truly settled. Settlement is an ongoing process. Different life-stages can create new challenges for families particularly when they live in a different environment away from support networks and familiar routines.

## Family dynamics and the role of cultural values

In Australia, there is an emphasis on equality between men and women and more flexibility in gender roles so that gender roles overlap. Some parents may feel they are losing control and their role is being diminished, as their children are encouraged at school to become independent and develop their decision-making skills. This can cause conflict within the family. Similarly, although some cultures may accept that children will be the conduit for information, some will find this challenging to their family structures.

## How families find information

Newly arrived families often rely on:

- Migrant Resource Centres (MRCs) and networks
- ethnic radio and talk back
- the internet (widely used amongst the young and educated)
- community newsletters in languages other than English and
- institutions of faith which facilitate information sharing among their membership.

## The role and place of the individual in the family – collectivist or individualistic?

If the family comes from a more collectivist culture (where the individual only exists through his/her membership and role in a group) then the family might ask – how do we develop a family evacuation plan when our family lives across a number of households? A family meeting may involve a number of generations coming together to discuss the plan, with older members (who may not necessarily be the most well informed) taking a leadership role. In collectivist societies, maintaining harmony and taking into account the needs and feelings of others is paramount.

This approach to family emergency planning is at odds with the very individualistic approach of Australians from English-speaking backgrounds. For these Australians, independence is considered an extremely important personal characteristic. In a more individualistic context, family structures are characterised as nuclear rather than extended. A more typical family evacuation plan for these

families would be to focus on looking after oneself and members of one's immediate family. Individuals would be expected to try to meet their obligations on their own – if each individual takes care of him/herself, then the well-being of the group is safeguarded.

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## Your School Community

This section presents some information on the wide range of communities that might exist within your school community and provides ideas on how to gather this information.

### Language, culture and religion

Australians from diverse cultural and linguistic backgrounds do not form a single homogenous group. In getting to know particular multicultural communities and the individuals within them, it is important to recognise that language, culture and religion interact in different ways:

- People who share a language do not necessarily share a culture or religion.
- There are many culturally different places in the world where English or Spanish are the main languages.
- People born in the same country or region do not necessarily have the same first language.
- India, China, and the countries of Africa encompass huge cultural and linguistic diversity, but even small European countries (for example, Belgium, Switzerland or Finland) can be home to different non-immigrant language communities.
- Religion is not bounded by culture or language.
- Not all followers of one religion have the same culture.
- There are important differences in culture and language between, for example, a Polish Catholic and a Filipino Catholic, or a Sudanese Muslim and a Malaysian Muslim, or a Buddhist from Sri Lanka and one from Korea.

To assist in teaching about emergency management you may like to start by collecting demographic data to establish a profile of your students, their families and the wider community. This profile may assist you to identify the likelihood of your students having had experience of disasters.

## Strategies for finding out about your school community

- Speak with your local council to determine local demographics.
- Your local council should have access to detailed local demographics and will be able to advise you on the major ethnic groups in your area. The 'Me and My Community' unit of work provides useful links to help here.
- Make contact with local ethnic organisations.
- Local ethnic organisations are generally closely connected with the community they represent. It is likely they will be able to provide on-the-ground information about their community members.
- Encourage the community to come to you:
  - Once you have established informal networks, you may consider inviting community leaders to come to speak to the school community or involve them in the development of the school's Emergency Management Plan. Their input will give you insights you may not have considered. Equally important, this approach signals that the school sees the community members as having the expertise to help identify not just the problem but to help form the solution.
  - Invite emergency service agencies to use your school to deliver information sessions to parents and community members. Face-to-face presentations have an advantage over printed material in that they can also be used as 'get to know you' sessions, in a neutral environment and where people can ask questions and find out what they want to know about natural disaster and emergency management.

## Building a community profile checklist

The following checklist may prompt you to think about your students and their communities' cultural, migration and settlement histories. It might be useful when working on the 'Me and My Community' and 'Take the Communication Mission' units of work.

Background	Questions to ask: How does this impact on emergency management?
<p>What is the country of origin or region?</p> <p>What are the reasons for migration?</p> <p>Was it for economic or for political reasons?</p> <p>Were they displaced by conflict?</p> <p>Is it a refugee community?</p>	<p>How do community members view Australian society and institutions?</p> <p>How integrated are its members?</p> <p>How closed or open to outsiders is it?</p> <p>How educated or literate are the community members?</p>
<p>How long has this community been in Australia?</p> <p>Has migration ceased? Is it ongoing?</p>	<p>How diverse is the community and complex its networks?</p> <p>What is the level of infrastructure support?</p> <p>What is the availability of bilingual professionals?</p> <p>How localized or dispersed is it?</p> <p>How integrated are people, and how well do they understand Australian cultural norms?</p> <p>How well do they speak English?</p> <p>How dependant are community members on each other?</p> <p>Does it include two or three Australian born generations?</p> <p>Does it include retirees or seniors?</p>
<p>What languages are spoken at home and in the community? How well do people speak English?</p> <p>Are they likely to be illiterate in their own language?</p>	<p>How should information be presented – text based, oral, visual?</p>

## The prepared community

During disasters, there may be a delay before outside help arrives.

At first, self-help is essential and depends upon a prepared community. That is, a community which has:

- an alert, informed and actively-aware population
- an active and involved local government, and
- agreed, coordinated arrangements for disaster prevention, preparedness, response and recovery.

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## Addressing English Language Skills

In this section, a number of tips are given on ways to develop materials that:

- use simple, direct, concrete language
- show as well as explain
- explain jargon
- use visual formats as alternatives to written language.

Do you need to consider English language skills? What can you do to:

- keep language simple
- expand language skills
- maximise opportunities to practise English
- integrate language work into all classroom activities, and
- communicate with families and communities?

Remember: Low English language and literacy skills do not equal low life skills or intelligence. Some students have direct experience of disasters which have provided invaluable life skills.

### Tips and ideas on oral communication



#### Use simple, direct, concrete language

'If there is a fire, all students are to meet at the school's sports oval' is easier to understand than, 'In case of a fire all students should proceed in a timely manner to the sports oval'.



Acronyms and specialised language (jargon) assume a lot of prior knowledge – students born in Australia from a very early age have heard about the SES, CFA, ‘burn offs’, ‘rips’ etc. through their families and friends, news broadcasts and the public domain.

Many students from culturally diverse backgrounds, their families and communities will not have had the same exposure to these words and thus even if they understand what they mean in a dictionary sense, may not have the depth of understanding that comes from a long-term association of these words.



## Show as well as explain

Walk as well as talk students through activities and procedures, for example, if the class is to develop a family fire plan, make time for students to act out some of their plans so that they have a chance to comment on each other’s plans and to learn about possible consequences and alternatives.



## Talk and illustrate

Incorporate illustrations when you present information. Write up key words, and concepts. Always explain acronyms (e.g. SES, CFA, NSWFB). If you recommend further reading, include some simple or general texts or links to websites in languages spoken in your classroom.



## Opportunities to practise

Structure ample opportunities for learners to practise discussing an issue. Small group work is usually more effective at the outset.

## Tips and ideas on written communication



## Integrated language work

Resources can present lesson content and at the same time provide language practice in reading, writing, listening and speaking such as vocabulary and grammar extension activities.

Language practice may be integrated with classroom activities around natural disasters.

Provide written models to demonstrate the genre or key language structures. For example, plans, incident reports, memos.

Provide students with the opportunity to become familiar with the language used in an emergency context.

## Tips and ideas on assessment



### Maximise opportunities for students to demonstrate skills

As you know, there are many different ways of assessing students beyond the traditional hard copy testing. Try to maximise the opportunities for students to demonstrate their skills. Does the assessment have to be conducted in English? Does it have to be text based? Students may be able to more precisely show their understanding through a visual representation or role play.



### Provide clear guidelines

Provide clear and detailed guidelines for assessment tasks. In this way, learners have a model of what is required to use as a basis. For example, if students are to produce a report as part of an assessment task:

- Explain and document precisely what is to be included in the report.
- Provide examples of appropriate structure and style of language.

## Tips and ideas on different communication styles

Even students who speak English well may not be able to read English. They may not be overly familiar with English script, or they may not be literate in their own language. They may come from a culture where spoken communication takes precedence over the written form. Here are some alternatives to written communication:

- Information may be communicated face-to-face.
- Complex information may be transferred through identified community leaders.
- Information may be presented in a visual format. Pictures, symbols and other visual aides are a great way to make sure a message is clearly understood. Pictures and recognised universal symbols can be a quick and effective way of communicating to people from diverse language backgrounds.



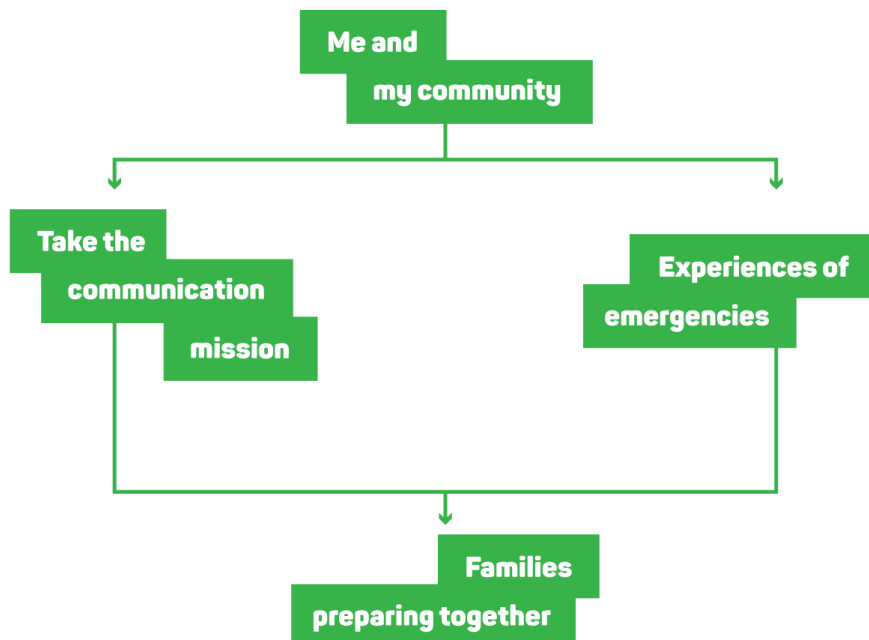
- Some cultures have a conversational style that is non-direct.
- Some cultures use non-verbal cues such as eye contact. Eye contact can be a sign of disrespect or even belligerence and so as a mark of respect, a student will minimise eye contact with an older person and a parent will do the same with a teacher.

Information can also be translated into other languages. Having information presented in their language and in English means that people can learn the word, use it in a disaster and clearly understand what it means.

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## Units of Work Overview

The People, Get Ready units of work will help students in Years 8 to 10 understand their place in the community and help to build resilience through preparation and effective response in times of disaster. They celebrate diversity and encourage students to share their life and cultural experiences with each other.



This teaching guide provides useful advice on what you might need to consider when discussing emergencies and disasters with students from culturally and linguistically diverse backgrounds, but you understand your students best and you will make your own professional judgements about what activities are most appropriate with the classes you teach.

## Suggested sequence

As you know, students in this age group need to consider how abstract concepts could potentially impact on them and their own situation. The flow chart presents you with a suggested sequence for the units of work. Remember, this is a suggestion only and the units can be taught individually or to suit your students and context.

### ▶ Me and My Community

Think about your place in the world, the different communities you belong to and what makes you, YOU! See also pages 4-5 of this guide for more details about following lesson outlines.

 DURATION :  
5 - 10 periods


### ▶ Take the Communication Mission

Students research, design and make a television or radio advertisement to help newly arrived people and those in their community with lower level English language skills to be better prepared for emergency situations.

 DURATION :  
5 - 10 periods


### ▶ Experiences of emergencies

Students will interview and collect stories from people in their family or local community and report back on how people cope in an emergency.

 DURATION :  
2 - 4 periods

### ▶ Families preparing together

Students will create an evacuation plan for their own home and help their family to prepare for a possible emergency.

 DURATION :  
2 - 4 periods

# Me and my community: Lesson plan

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## Introduction

The activities in this unit of work encourage students to consider individual and community perspectives and explore their sense of belonging as a citizen of the world. Working individually and together, students will develop their understanding of the sensitivities of communicating with different communities, strengthen the similarities and devise a communications strategy for a target community audience.

Students learn about the diversity within their community and identify the most effective ways of communicating emergency messages to different cultural and language groups in their community.

The themes of belonging and communication are explored in this unit. By understanding who is in their community and what their place in the community is, students will be able to explore the best ways of communicating important messages.

During the unit, students will develop a Me, My Communities and Belonging chart and a personal timeline, conduct research into a target community, report to the class and develop a basic communication strategy.

## Prior Learning

Students will need to have experience of:

- working effectively in groups
- the Think/Pair/Share process
- collecting data and presenting it in graph format.

## Duration

🕒 5 – 10 periods

This will depend on the amount of time you allow for the students to research the target community group and whether or not the optional Step 3 is undertaken.

## Objectives

On completion of this activity students will be able to:

- articulate a sense of their own personal belonging to a wider community
- understand the demographic profile of their community
- recognise migrants' and refugees' past experiences and the impact of these experiences on responses to emergency situations
- understand effective ways of communicating key messages to a target community, including alternative ways to communicate
- understand the essential elements of an effective communications strategy.

## Materials required

### Activity sheets

There are two activity sheets for this unit of work. The first, 'Me, My Communities and Belonging' is for individual students. The second, 'Finding out about a Community Group' is to be used in small group research and for the development of the basic communications strategy.

### Timeline activity

If you choose to get your students to complete the individual personal timeline activity, you may need to provide large sheets of paper, marker pens, pencils, glue etc. to help them construct this.

### Web links

Student will need access to the following websites:

Australian Government, Department of Immigration and Border Protection.

<http://www.immi.gov.au>

Australian Bureau of Statistics <http://www.abs.gov.au/>

## Lesson steps

1

### Whole class brainstorm

Begin with asking your students to think about what the words 'belonging' and 'community' mean.

Ask them to brainstorm on a piece of paper the words that they think of when they reflect on belonging and community. (Brainstorming is a good way to encourage students to think broadly.)

Spend five minutes sharing these words and noting them on whiteboard, smart board, etc. (If you have access to Post-it notes, you could hand these out and get the students to jot down one word per Post-it and then ask them to display these on the wall.)

2

### Belonging

Ask your students to think about the different groups they belong to.

Using the 'Me, My Communities and Belonging' activity sheet (you may wish to enlarge to A3), give students time to identify these groups. You can model this yourself as you identify the groups you belong to.

The students start at the centre of the circle, where ME is written. Then they move out from the circle, identifying their Family, Extended family, Local Community / Friends / School, Suburb, City, State, Nation, World.

As they complete each circle, ask the students to write phrases describing each group.

You can start them off with statements like the following:

- ME – I am (name), I am (age), I like (hobbies, sports).
- FAMILY – I have (members of family – brothers, sisters, parents). Their names are: ... Their ages are: ... The language we speak at home is ...
- EXTENDED FAMILY – These are my (aunts, uncles, cousins, grandparents etc.). They live (location).
- LOCAL COMMUNITY – I belong to these groups in my local community (cultural dance group, sporting club, school etc.).

- FRIENDS – My friends are (list names, ages, genders, cultural and linguistic backgrounds).
- SUBURB – I live in (name of suburb). What I like about my suburb is ...
- CITY – I live in (city). What I like about my city is ... The groups in the city I identify with are (sporting, cultural, artistic etc.).
- STATE – I live in (state). I would describe my state as (location, weather, population, demographic breakdown etc.). The groups in the state I identify with are (sporting, cultural, artistic etc.).
- NATION – I live in (country). I was born in (country). I like my country because ... How I feel about my country ... The groups in the country I identify with are (sporting, cultural, artistic etc.).
- WORLD – How I feel about the world is ... The groups around the world I identify with are (sporting, cultural, linguistic, artistic etc.)

Once this activity is completed, it could be extended by students adding drawings, photos and other details.

### 3

## My timeline (optional)

Using their own workbooks or A3 paper, ask your students to identify key events that have helped to make them who they are.

It may be helpful to brainstorm some key events. Ask them to think about:

- their birth
- first day at school
- first arrival in Australia
- first making a friend
- first time they played sport
- when they first learned to read or speak English etc.

Each student simply fills in the events that stand out for them personally over the period of time (from birth to now). They can illustrate the event, bring in photos or artefacts that depict the event and write a brief overview of why each event in their personal timeline has been significant to them.

### 4

## Think, Pair, Share



After completing steps 1 to 3, organise the students in pairs or groups of three.

Ask them to share their work and reflect on these questions:

- Which groups do I most identify with? Why?
- What have been some important events in my life so far? How have these impacted on how I view the world and communicate with others?
- How do I communicate best with different groups? Do these groups have different ways of communicating? Why?
- What symbols do different groups use to identify themselves and how do these symbols show that someone is part of the group?

## 5

### Whole class reporting

As a whole class, ask the students to report back on the different groups they all belong to. Pose the questions:

- Who makes up our school community?
- What are the different cultural identities held in the community?

Students may not be able to correctly identify some cultural, ethnic or religious groups. Accept their suggestions, and if necessary correct them. It is important to write up on the whiteboard the correct name and spelling of each cultural and language group. (You will need to be prepared beforehand to help you with this.)

From this discussion, collect data on the language, country of origin, cultural and religious backgrounds of all your students.

As a group, discuss the backgrounds/profile of different groups within the community.

Ask the students to graphically represent this information.

## 6

### Research

Once the graphs have been completed, break your students into mixed ability cooperative groups of four to five students.

The task for each group is to select one language, cultural, nationality or religious group that they will need to research. Ask them to complete the table on the 'Finding out about a Community Group' activity sheet based on what they have learnt about the demographics of their community. They can also refer to appropriate websites to help them.

As they research and answer the questions in the table, your students will be developing an understanding of the best ways to communicate with members of their target community.

Once they have done their research, they will need to work together to devise a basic communications strategy for effectively communicating with their target group. This is the second part of the 'Finding out about a Community Group' activity sheet. Explain to your students that now they know a little more about the people and communities in their area, it's time to think about which methods would be most effective in reaching these communities. Emphasise that for this lesson plan, students are not expected to develop an actual message.

## 7

### Communication sensitivities and similarities

Once the research has been completed and your students have devised their basic communications strategy, get them to present this to the whole class.

As you go, draw a Venn diagram.

Identify the similarities and differences of communicating with the different community groups.

Where the circles overlap, write in the similarities to show your students that, while we are all different, in many ways we are all very similar as well.

## What's next?

Once these activities have been completed, you could move on to the 'Take the Communication Mission' or 'Experiences of Emergencies' units of work.

## Teacher notes - What should I consider?

### Language

- Provide word lists with names of countries, languages, cultural/ethnic groups.
- Provide glossaries of terms used in demographic information.

### Culture

- Be sensitive to how cultural groups prefer to be defined.
- Prepare the class by emphasising what is expected of them in these activities and what the outputs will be. You will have explained that this exercise is to help everyone learn about all the many sub-groups that make up their community, the different experiences of these people and communities and the different ways that these communities access information.
- Be sensitive to the traumatic experiences that some communities, students and their families may have experienced. The sections in the teaching guide about CALD students outlines the importance of family and your school community have quite a bit of information about how past experience of civil strife impacts on people's responses in emergency situations. Links to other agencies and programs are also provided. Of course, you will need to use your own professional judgement if there is potentially any element within this activity that may cause any of your students distress. If you are concerned about this, you might ask them to write from the perspective of a fictional character or in the third person. Students need to feel safe if they are to outline particular family characteristics especially those outside the 'norm'. If they feel they will be ridiculed they will not speak out.
- You may need to spend time doing some trust building work in the lead up to this activity. Be sensitive to the traumatic experiences some families and communities might have experienced.
- Prepare the class by emphasising the learning objectives of this activity.
- A key objective is to validate the many approaches and experiences amongst the students in the classroom.
- Remember the different world views about what constitutes a family; gender roles; power differences; the role of experts etc.

STUDENT ASSIGNMENT

# Me, my communities and belonging

Name: .....

Date / /

We all belong to different communities. What communities do you belong to?

Start at the centre of the circle, where ME is written.

Then move out from the circle, identifying your Family, Extended family, Local Community, Friends / School, Suburb, City, State, Nation, World.



STUDENT ASSIGNMENT

# Finding out about a community group

Name: .....  
Our target group is: .....

Date / /

**It's time to do some research and ask people in the community for their input in order to complete the table below.**

Do you know anyone you can interview? Is anyone in your class from this community?

Once completed, the separate tables that you and your classmates have produced will come together to highlight the different things one must consider when developing a successful communication strategy that will reach everyone in your community.

Find the answers to the questions listed in the "What I need to find out about" column and include some extra questions you have designed yourselves. Jot down your notes in the right hand column.

## Communication sensitivities and considerations

WHAT I NEED TO FIND OUT ABOUT	NOTES
What are the things you need to be aware of when communicating with this group?  Think about:	

<ul style="list-style-type: none"> <li>• Cultural sensitivities (what can be said, to whom and why, etiquette, what's considered well-mannered etc.)</li> <li>• The main contact people in this group (gender, age etc.)</li> <li>• Communication channels (do they have a community newspaper, neighbourhood house, community centre, website, magazine etc?)</li> <li>• The target language (do they speak a language other than English? Does it use Latin script or a different script? Is it best to communicate with this group in both English and the target language?)</li> </ul>	
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## Important background information

WHAT I NEED TO FIND OUT ABOUT	NOTES
What is the country of origin or region? How might this impact on the community group?	
<p>What are the reasons for migration?</p> <p>Was it for conflict, economic or political reasons?</p> <p>Are many members of this community still in the country or region of origin?</p> <p>How might this affect their view of government, emergency service workers, people wearing uniform etc?</p>	
Is it a refugee community?	

How might this affect their view of government, emergency service workers, people wearing uniform etc?	
How long have many community members been in Australia?  Does this affect how you would communicate with them?	

## Target language for your communication

WHAT I NEED TO FIND OUT ABOUT	NOTES
What languages are spoken at home and in the community?	
If people are able to speak English, how would you describe their comfort levels and ability in understanding any communication that might be in English?	
Are they likely to be literate in their own language?	

## The best ways to communicate with this group

WHAT I NEED TO FIND OUT ABOUT	NOTES
Does the community rely on community leaders for information?	
Does this group use technology (like email and the internet, TV, radio etc.) to communicate with	

each other?	
Other questions you might have:	

## A Basic Communications Strategy

To help communities be better prepared for an emergency, it's important to be able to communicate effectively with them. Developing a communications strategy helps with this.

Using your notes above, devise a basic communications strategy under the following headings:

### Communication with young people

From your own point of view, what do you think are the best ways of communicating with people like you and the classmates in your group?

### Communication with target audience

In terms of your target community, what do you think would be the best way to communicate with them?

### Communication/contact method

Who would you communicate with in this community? How would you communicate with them?

### Communication channel/s

What would be the best communication channels to use?

### Language/s

What languages would you use in your communications?

### Other strategies

How would you combine your message with other strategies like images, community symbols etc?

### 3 key things

What are the three key things that you would do in order to get an important emergency message out to this community? Why are these important?



# Take the communication mission: Lesson plan

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## Introduction

Following on from 'Me and My Community', where students undertake research and develop a basic communication strategy, this unit of work places students in the role of advertising executives whose brief is to research, design and make a television or radio advertisement to help newly arrived people and those in their community with lower level English language skills to be better prepared for emergency situations.

With real purpose and for a real audience, the students will explore the use of text, symbols and key messages in conveying their point of view.

During the unit students will develop a TV or radio advertisement for a key target audience, encouraging them to be better prepared for emergency situations.

## Prior Learning

Students will need to have experience with:

1. The best ways of communicating and an appreciation of important messages to target audiences (this can be achieved by completing the 'Me and My Community' unit of work).
2. The role of advertising in raising awareness and communicating key messages to identified target groups.
3. The types of emergency language jargon that could be used in an advertisement. If they don't, it might be useful to access the 'Glossary' document on the Australian Disaster Resilience Knowledge Hub Glossary <https://knowledge.aidr.org.au/glossary>. They could copy and paste the words and their definitions.
4. Working in mixed ability cooperative groups, with an understanding of the types of roles they might need to fulfil such as Group Leader, Reporter, Scribe(s)/Note Taker(s), Time-keeper and Ideas Generator. If they are not clear on this, it may be beneficial to spend some time

preparing your students for cooperative group work before this lesson begins and discussing what comes with roles such as these.

## Duration

🕒 5 – 10 periods

## Objectives

On completion of this activity students will be able to:

- understand effective ways to communicate to key target audiences
- recognise how to make emergency management a consideration for people in their local area
- understand the importance of community awareness information and programs and
- apply a diverse range of communication strategies.

## Materials required

### Activity sheets

There are two activity sheets for this unit of work. 'Acronyms' is a whole class activity identifying jargon the students need to know and the common acronyms for emergency services.

'Storyboarding and Scripting' provides a framework for the development of an advertisement and helps to focus the students on the various elements (images, voice over, text, sub-titles etc.) they need to consider when conveying their key message.

### Access to appropriate software and hardware

If your students are filming or recording their advertisement, they will need access to smart phones, iPods or other audio recording devices. They may also need digital still cameras and appropriate editing software.

### Dictionaries (hardcopy or online versions)

Bilingual dictionaries in languages spoken in the school community may be useful for those groups who want to provide messages in both English and the target language.

### Web links

Students can access the relevant emergency services websites in their state / territory.

## Lesson steps

1

### Acronyms

Introduce the topic, explaining to the students that in this activity they will be preparing an advertisement for radio or television to help newly arrived people and those in their community with lower level English language skills to be better prepared for an emergency situation.

Hand out a copy of the 'Acronyms' activity sheet.

Brainstorm with the students the different state and territory emergency service agencies. Ask them to identify the acronyms that they are familiar with and assist them with those they are not familiar with. The aim for this step is that each student will have a complete list of emergency services for future reference. It may be useful for you to develop a list prior to this activity to help prompt discussion.

Spend some time discussing how words can sometimes have strong associations with positive or negative emotions (e.g. Police, SES, Fire brigade, volunteer).

2

### The power of advertising

Shift the discussion to focus on how to communicate important information effectively to a target audience. Give them the mission: they are now advertising executives with a challenging brief. They need to communicate important information in a short period of time (60-90 seconds) for the benefit of the community. Tell them that the final advertisements will be presented to the class (and members of the community if you are able to) and that the class can even vote for their favourite ad.

Start by drawing on some of the work you may have done in the 'Me and My Community' unit of work, ask your students this question (and give them 3-5 minutes to consider their answer before sharing with the whole class):

What would make an effective TV or radio advertisement for newly arrived or non-English speaking people about being prepared for an emergency?

While your students are brainstorming, draft a rough concept map on the whiteboard with this question as the centre.

Once your students have thought about the question, whole class sharing can be facilitated through concept mapping. This helps culturally and linguistically diverse (CALD) students to organise, refine and provide a visual framework for their thinking. Where concepts relate to one another, you can create sub-branches.

As you go, you might need to prompt your students with the following:

- a clear understanding of our target community (their cultural sensitivities, concerns, fears, background, communication channels etc.)
- the key messages we would want to convey on emergency preparedness
- the use of symbols and visual cues and not just text
- the use of audio cues and not just text
- involving community members (if appropriate) in conveying the message
- the use of subtitles or translation of key messages into the target language
- important jargon they need to know.

### 3

## Group concept mapping

Break your students into small, mixed ability cooperative groups of 4-5 students.

Provide the group with roles, tasks and timelines. The group's task will be to generate their own concept map addressing the class question, but with a stronger focus on (1) a particular target community and (2) a particular emergency situation that would be relevant to that community group.

Possible roles: In a group of 4-5 students, there would need to be a Group Leader, Reporter, Scribe(s)/Note Taker(s), Time-keeper and Ideas Generator.

Tasks and timelines:

1. Allocate roles. (2 minutes)
2. Decide on particular target community - there may be a need to revisit this with the class and to discuss the range of community groups represented within the class itself and in the school. (5 minutes)
3. Decide on relevant emergency situation (make sure that it is authentic, given the context and experience of the target group. For instance, there is no point wanting to do an advertisement on preparing for mudslides if the target group live in high rise flats in an urban setting). (5 minutes)
4. Generate concept map answering the key question: What would make an effective TV or radio advertisement for this community group on being prepared for this emergency? (What do we need to include? What strategies should we employ?) (15 minutes)

5. Begin planning the advertisement. The advertisement should be 60-90 seconds long. The group needs to plan:
  - the key message
  - what will happen in the advertisement
  - what will happen to capture people's attention and sustain it
  - how the message will be conveyed (15 minutes).

Once these tasks have been completed, you'll probably find it's the end of the period and the students have explored a wide range of useful ideas. Tell them that in the next class they'll present their 'pitch' to the whole class, gain feedback and then begin storyboarding their ideas!

## 4 Delivering the pitch

Each group will be able to spend five minutes presenting their idea to the whole class. Remember to focus the class back to the key question: 'What would make an effective TV or radio advertisement for newly arrived or non-English speaking people on being prepared for an emergency?' The feedback given to each group should be constructive, give them useful tips and focus on this question.

## 5 Storyboarding and pulling it all together

Once all groups have presented their idea, the process of developing the advertisement begins.

The students should start the 'Storyboarding and Scripting' activity sheet. Here, they are given a number of screens and prompts to begin to organise their plan that builds on their key message and communication strategies.

Once the storyboard is complete, and everyone in the group is happy, it will be time to:

- draft the script
- collect images
- write key messages in the target language (if it is not English)
- make contact with members of the community (if this has been decided as a communication strategy)
- plan the filming/recording.

Once the storyboard and script are complete and everything is in place, it's time for the students to film or record their advertisement. Of course, if they have chosen to include a community representative, issues such as permissions need to be coordinated by you as the teacher.

The amount of time this stage takes is entirely dependent on what is available within your timetable. Make sure the students are clear on these time constraints and what they need to have delivered and when.

## 6

### Presenting the advertisements

Once all the advertisements are finished, arrange a time for them to be reviewed by everyone. You may have a school intranet that allows you to post these online for student review and voting. If not, allocate a period or arrange a presentation night. You may want to invite members of the school and local community or local emergency services to this celebration.

## What's next?

Once these activities have been completed, you could move on to the 'Experience of Emergencies' or 'Families Preparing Together' units of work available on the Education for Young People website.

## Teacher notes - What should I consider?

### Language

- Acronyms and specialised language (jargon) assume a lot of prior knowledge. Students born in Australia from a very early age have heard about the SES, CFA, 'burn offs', 'rips' etc. through their families and friends, news broadcasts and the public domain. (See the advice in the Prior Learning section in the Me and my community lesson plan).
- Make sure the class is introduced to these acronyms by directing their attention to 'Acronyms' activity sheet.

- People learning English prefer to be introduced to acronyms and specialised language so that they can also begin to use it. The best way to ensure people understand the message and improve their vocabulary is to provide both the English term and a translation.

## Culture

- Words can sometimes be emotionally charged. For Australians, the term SES, stands for more than State Emergency Service. As well as understanding what the term means, we also understand the emotional meaning. Over many long summers we have seen images of men and women who volunteer to protect our lives and properties and who when the danger is over, go back to lead normal lives within their communities. The words thus are strongly associated with positive emotions: feelings of respect and gratitude.
- As well as not being familiar with commonly used acronyms, many students from culturally diverse backgrounds, their families and communities will not have had the same exposure to these words and thus even if they understand what they mean in a dictionary sense, may not have the depth of understanding that comes from a long-term association of these words.

STUDENT ASSIGNMENT

# Take the communication mission

Name: .....

Date / /

ACRONYM	NAME IN FULL	WORD ASSOCIATION



STUDENT ASSIGNMENT

# Storyboarding and scripting

Name: .....

Date / /

Think about an emergency that is relevant to your area (e.g. severe storm, cyclone, bushfire, flood etc.). Drawing on the issues raised in your previous discussion, what do you think would be the best way to help newly arrived people in your community prepare for this emergency?

Think about what type of information needs to be communicated in the resource you are developing. Here are some things to include:

- how to prepare for an emergency
- what to do if an emergency occurs
- first aid tips
- how to cope emotionally
- where to go to for more information and support.

Whatever you decide on, here are some pointers that you should think about:

## Use simple, direct, concrete language

Although keeping text to a minimum is probably best, if you are going to use text, don't overcomplicate the language that you use. Make sure that it is simple and clear, for example:

'In case of a fire all students should proceed in a timely manner to the school football oval' is not simple and direct.

So instead, why not say...

'If there is a fire, all students are to meet at the school football oval.'

There is always more than one way to say something so make sure you think about making it as simple as you can.

## Show as well as explain

Film as a medium is a great way to show or act out a scenario to improve people's understanding. Try to keep dialogue to a minimum and concentrate on the physical actions important to the message.

## Explain jargon/terminology

Don't overuse jargon and terminology only familiar to people with English as a first language or Australians. We use many words that are only used in Australia, and are not used or even understood in other English speaking countries (e.g. SES, rural bushfire brigade, 'burn offs', 'rips' etc.). Newly arrived children and adults may not have the same understanding so try to make sure that if you do use text, you use common words and explain jargon so that everyone will understand.

## Use visual formats as an alternative to written language

Pictures, symbols and visual aides are a great way of making sure that messages are understood. Try to limit the amount of text that you use in your resource and try to think about simple ways that you can convey the message through pictures. There are many symbols recognised universally, do some research and try to use some of these if they are relevant to your emergency. Find some examples of signs using symbols to convey a message.

STUDENT ASSIGNMENT

# The storyboard

Name: .....

Date / /

As you develop your storyboard, think of how images, text and audio can all work together to create your message.

If you have chosen to do a radio advertisement, there will be no need for images or subtitles, but you will need to think carefully about the sound effects, music and voices.

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Images

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# Experience of emergencies: Lesson plan

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## Introduction

How do people cope in an emergency?

Following on from the 'Me and My Community' unit of work, students will explore case studies interview and collect stories from people in their family, friend or local community member and report back about their experiences following key focus questions.

Students will complete a What I Know, What I Want to Learn and What I have Learned (KWL) Chart and explore individual stories depicting experiences of emergencies and disasters, followed by their own interview with a family member, friend or local community member who has experienced such a situation. This interview will be presented in hard copy or multimedia format to the class.

Prior to undertaking this unit, teachers are encouraged to read the information on 'Creating a safe classroom environment' in the 'About CALD students' section of the People, Get Ready teaching guide.

## Prior Learning

Students will need to have experience with:

1. graphic organisers such as KWL Charts
2. effective interview questions (open and closed questioning)
3. working in mixed ability cooperative groups, with an understanding of the types of roles they might need to fulfil such as Group Leader, Reporter, Scribe(s)/Note Taker(s), Time-keeper and Ideas Generator.

If they are not clear on this, it may be beneficial to spend some time preparing your students for cooperative group work before this lesson begins and discussing what comes with each role.

## Duration

🕒 2 - 4 periods

## Objectives

On completion of this activity students will be able to:

- recognise that individual experiences and the types of events that occur can vary in different emergencies
- describe the different ways that people, families and communities respond to emergencies
- describe the different roles of governments and non-government agencies during emergency response and recovery.

## Materials required

### Activity sheets

There are two activity sheets, 'KWL Chart' and 'KWL Chart – Individual Story' and several individual stories sheets used in this unit of work.

Note: The Australian Psychological Society (APS) website

<http://www.believeinchange.com/home/topics/trauma> provides useful information for creating safe spaces to discuss potentially traumatic events.

## Lesson steps

1

### What is a disaster?

Prepare the class for this activity. Brainstorm a list of situations that can be defined as disasters or emergencies. Consider using a number of approaches – the board, visual representations, documentaries etc.

Make sure there is a mixture of large scale and local examples:

- floods
- high winds
- power failures

- cyclones
- bushfires
- chemical spills etc.

## 2

### KWL charts

Divide your students into mixed ability cooperative groups of four to five students.

Provide each group with a copy of the 'KWL Chart' activity sheet and ask the groups to list what they already know about:

- emergency experiences
- how these experiences can affect individuals
- how family, community, government and non-government agencies can provide help in times of disaster and emergencies
- the personal characteristics that help people cope with emergencies .

Now provide each group with an individual story (there are three and these can be found with the activity sheets) relating to a disaster or emergency. Groups use the 'KWL Chart – Individual Story' activity sheet to record what they already know about the disaster they have been given, what they want to know from the individual story, then what they have learned after reading the story.

## 3

### Sharing

Come together as a class and ask each group to report back on what they learned in the individual story, ensuring they address the four questions (outlined in the KWL) they answered during their discussion.

Discuss as a class the differences and similarities in the experiences portrayed in each individual story after each group has reported back.



## 4

### Interviewing a family member or friend

(The KWL process can be continued into this pair work. Once the students have broken into pairs, ask them to undertake the same process with similar focus questions for the interview.)

Ask each pair to identify a family member, friend or local community member who has had experience of a disaster or an emergency. Interview him/her using the four questions from the 'KWL Chart – Individual Story' activity sheet. Consider providing alternatives (such as emergency services workers) for students who cannot readily identify a family member to interview.

Remind students that disasters and emergencies take many forms and discuss how they might deal with cultural sensitivities and show an understanding if someone is feeling uncomfortable or reluctant to share their experiences with them. It might be useful to discuss the sorts of strategies your students can use to help people feel comfortable and also how to keep them on track (such as allocating a set time for the interview, telling the interview subject how long they would like each answer to be, providing the questions before the interview etc.).

The stories from the interviews can be presented in a number of formats, such as written stories, spoken word recorded on an iPod or mobile phone or digital still or video camera. The stories could be recorded in other languages and be translated (but time needs to be allocated to this).

## 5

### Sharing the new stories

Organise a time for each story to be presented to the class.

If you feel it is appropriate, invite the people who have been interviewed to be part of this celebration.

Encourage your students to provide constructive feedback to their classmates on each story.

## What's next?

Once these activities have been completed, you could move on to the 'Take the Communication Mission' or 'Families Preparing Together' units of work available on the Education for Young People website.

## Teacher Notes - What should I consider?

### Language

- Prepare the class by emphasising the learning objectives of these activities. You will have explained that this exercise is to help everyone learn about all of the many situations that constitute emergencies and also of the different ways that people, families and communities respond to emergencies.
- A key objective is to validate the many experiences of emergencies amongst the students in the classroom. A successful outcome would be for students to have a better understanding of the many ways that people prepare for, respond to and recover from emergencies.
- Use the individual stories as a basis for language work to examine the grammatical structure and tone.
- Provide examples of interviews, oral histories and explore video stories such as those listed in the Education for Young People website.
- Discuss the types of questions that will need to be asked to elicit the required information during the interview process. Work with your students to develop their understanding of closed and open questions and emphasise the benefits of being better prepared before the interview to enable an interview to run smoothly.

### Culture

- Be sensitive to the traumatic experiences some families might have experienced. The process of students interviewing family members will create a controlled environment where people share only what they feel safe in sharing. However, some students might not wish to interview family members about their experiences. Some family members may not wish to take part. Make time to discuss options with them; they may wish to interview one of the people you have previously recruited as alternative interviewees.

- Students need to feel safe if they are to discuss particular family characteristics or experiences, especially those outside the 'norm'. If they feel they will be ridiculed they will not speak out and their work will not reflect their particular family situation.
- You may need to spend time doing some trust building work in the lead up to this activity. Be sensitive to the traumatic experiences some families might have experienced.
- Prepare the class by emphasising the learning objectives of this activity. A key objective is to validate the many experiences and approaches to emergency management amongst the students in the classroom and for students to have a better understanding of how people experience and prepare for emergencies.
- Remember the different views about what constitutes a family; gender roles; power differences; the role of experts etc.

STUDENT ASSIGNMENT

# KWL chart

Name: .....

Date / /

List what you know, would like to know and have learned about disasters and emergencies.

WHAT I KNOW ABOUT DISASTERS AND EMERGENCIES.	WHAT I WANT TO KNOW ABOUT DISASTERS AND EMERGENCIES.	WHAT I HAVE LEARNED ABOUT DISASTERS AND EMERGENCIES.

STUDENT ASSIGNMENT

# KWL chart – individual story

Name: .....  
Story: .....

Date / /

Read one of the individual stories and complete the KWL chart.

FOCUS QUESTIONS	WHAT I ALREADY KNOW.	WHAT I WANT TO KNOW THROUGH THIS STORY.	WHAT I HAVE LEARNED THROUGH THIS STORY.
What emergency did this person experience?			
How was the individual affected by the emergency?			
Was any help available? How did it help him/her?			
What personal characteristics do you think helped this person to cope with the emergency situation?			

## Individual Stories – Omar's Story

My name is Omar and I am 17 years old. My family arrived in Australia 6 months ago, and we live in a house in a town near Shepparton. My family includes my mother, myself, and my youngest brother Amir who is 8 and my sister Nina who is 10. My father was killed in Iraq, which is part of why we came to Australia as refugees. As the oldest son, I try to make sure I look after my family.

When the fires started we did not know what to do. Our phone was not working, and our neighbours were not home. We could hear the sirens, but we did not know what happened in Australia in emergencies. We went to the bus stop but the buses did not come, and we could see up ahead there was fire over the road. But we live a long way from town and I did not want to leave my family alone, so we stayed. After one day, emergency service workers came through the streets in large trucks and offered to take us to an evacuation centre. My mother was very unsure about this, and my sister was very upset, but I talked to them and convinced them it would be ok because I knew they were like police and wanted to help us.

At the evacuation centre, a man called Tom showed us around and took us to sit with some other people from Iraq. He did not speak any Arabic, but he spoke easy English so I could understand and explain to my mother. Tom explained we would stay at the evacuation centre until it was safe to go home, and this may be a few days. They said there would be beds and food, as well as people to help us if we need anything.

Tom suggested we visit the first aid workers. My sister was not feeling well and she was very upset, so I asked if there was a female first aid worker. Tom said he would find one for us, and soon a young woman came to talk to the Iraqi women. I asked Tom if there was a quiet place we could pray, but there were no rooms so they set up a corner near our beds which was ok.

We sat with the other Iraqi families for the rest of the day, having cups of tea, biscuits and fruit when the workers brought them around. Everyone was very quiet. I think no one really knew how we should behave. Also some people were getting very sad, I think because most of us had spent time in refugee camps and although we feel safe now in Australia it is still upsetting for us. Some people are

very worried about their homes too, and about when we will be able to go home. I was worried also, but I did not want to upset my little brother and sister so I tried to be brave. My mother was quite upset, and she mostly slept, so I played made up games with my brother and sister to keep our minds off the situation.

At dinner, the workers brought around dinner. I was very hungry so I ate it all, but my mother did not want to eat most of the food. She was hungry but she didn't eat it because she wasn't sure if it was halal. She didn't want to make a fuss but I told her I would get her something she could eat. "You have to eat mum," I told her. So I went and asked Tom for some more bread, and explained that we need vegetarian food if there is no halal food. Then we all prepared to go to sleep. My mother was getting anxious, she did not want her and Nina sleeping in the same space as male strangers, so I asked Tom for some spare sheets and I hung sheets up to make a separate space for them.

We had to stay at the evacuation centre for two nights, but it was easier on the second day because we knew people and understood how things worked, and because I had asked for different food the night before, Tom remembered to organize the right food for us. Tom also found us some games to play with the kids.

The next morning after breakfast, the emergency workers told us the fires had been controlled and that they would be able to take us home in the afternoon. We were all very relieved. They also gave us some food and blankets to take home, and a number to call if our house was very damaged and we needed help. I bet Tom was glad to see the back of us!!

## Individual Stories – Esther’s Story

Esther is a grandmother who has lived in Australia for many years. She still remembers however, floods in far North Queensland that happened only weeks after she had arrived from Spain in 1961.

On the boat trip to Australia she befriended a woman and her children who also lived in Far north Queensland where Esther’s husband was cutting sugar cane. This new friend, Dorothy, invited Esther and her two young daughters for a visit. Dorothy’s son drove down from Innisfail to Ingham to collect Esther and her small daughters. The visit went uneventfully until it was time to return to Ingham. This is what Esther says:

‘After we got to Innisfail, we were taken on a road trip to Cairns and beyond. In the sixties, it was all very different to now. We were overwhelmed by the drive through what looked to us like virgin jungle – it was like we were in the Amazon jungle or living inside one of the Tarzan movies which were so popular when I was younger. The road was very winding and the vegetation came up right to the roadside; it was thick and lush, you could almost see things grow. I was so surprised to see branches that had fallen on the road and a truck that went along clearing all the fallen vegetation. Dorothy told me this was a ‘road crew’ employed to keep the road clear. We had never seen such a thing. In Spain at the time, if branches fell onto the road, it was up to you to clear them if they were in your way. What an enlightened country I thought.’

**‘We had a good time, my daughters had no friends yet because we had just arrived and they were still learning English. So it was good for them to catch up with Dorothy’s children.’**

‘The real adventure really began when we were driving back to Ingham. We said goodbye to Dorothy and her young children and her older son took us back. It had been raining very heavily for a few days but we wanted to go back home and so we began the drive back to Ingham. Suddenly half way to Ingham, the rain came down like a waterfall. It was difficult to see through the windshield. Dorothy’s son kept driving and minimising the danger – but I was very scared. This was something I had never seen before either, it was like a wall of water.’

‘We drove for a while longer but had to stop when we got to a bridge that was under water... And there we stayed for over four days. My daughters and I slept in the car and the young man slept in



the pub. I forgot to tell you that there was a petrol station, a milk bar and a pub. Once again I was really astonished; this whole experience gave me a very powerful insight into Australia. In Spain back then, not now, things have changed there too; we would have managed as best we could. The pub would have run out of food, people would have been fighting to get a bed for themselves... Here the pub didn't run out of food, there were enough beds. How?'

'All these women appeared with large cauldrons and camp beds and organised things.

Later I realised they were the Country Women's Association. At the time, they just seemed like a group of very caring and well organised women. The owners of the petrol station, pub and milk bar, I think also the local police, were all part of this 'operation'. I felt safe. Even though I was a city girl, a bit frightened about what my husband and I had just done, leaving all our family in Spain, coming to what seemed like an untamed wilderness, seeing the calm and organised way of dealing with an emergency; all this made me feel like we were going to be alright.'

'So even though I could only say a few words – thank you, please, may I have a cup of tea! - I ended up helping to cook for all of us stuck in this place in the middle of nowhere.'

## Individual Stories – Trisha’s Story

Extract from: Webb, Carolyn, ‘The nightmares still come but Troy Broadbridge’s widow wants to be known for the positives in her life’. The Age 29 October 2005.

Ten months after surviving the Boxing Day tsunami that killed her AFL footballer husband, Trisha Broadbridge still has nightmares. ‘Often, I’ll have a dream about someone I’ve spent time with during the day, where there’s water and I can’t save them,’ she says. ‘It’s always different places, and the water comes’.

‘Quite a few times I dream about the actual tsunami. Sometimes I wake up and feel things cutting into my body, and it feels like it’s happening again. I think things trigger it, like when I’m anxious and my resources are really low and I’m not sleeping really well, that’s when the dreams come back.’

But by day, at least, she is moving on. ‘I really wanted to steer away from the tragedy of what happened,’ she says. ‘I don’t want it to be an excuse for, years down the track, me to be going, ‘I was in the Asian tsunami on Boxing Day. I can’t do this or that.’ I really don’t want to be known as the girl who lost her AFL footballer husband in the tsunami.’ ‘I want to be known for the person I am and the positive things I do, not for the negativity of what happened.’...

Sure, she kept her emotions in check for the first three months of this year — through two funerals for her husband (in Melbourne and Adelaide), an international cricket benefit match and her first return to Phi Phi Island in February.

Her friend and mentor, former Melbourne footballer the late Jim Stynes, refers in the book to her ability to ‘turn off her emotions’ in a crisis. It wasn’t until three months after the tsunami that she was alone for long enough for reality to strike.

She realised, she writes, that ‘Troy was not there to hold me, and he never would be ever again ... I rang my mum, hysterical ...’

They took her to hospital and she was admitted as an involuntary psychiatric patient at the Albert Road Clinic.

**Seven months later...** it is striking how well Broadbridge looks, her life filled with new purpose from projects on the go.

Earlier this month, she returned from opening the Broadbridge Education Centre for local children on Phi Phi Island – a school she raised funds for and built with the help of the Melbourne footballers. The centre is housed on the grounds of the resort she had stayed in on Boxing Day. She plans to go back to Phi Phi every year to teach for a month.

On October 5, days after returning from Thailand, Broadbridge spoke about resilience to 1000 Bairnsdale schoolchildren at workshops for Reach, the youth foundation she has been involved with for nine years. Reach in turn had helped her deal with Troy's death.

She felt his presence on 26 March 2015 when ... she stepped out onto the MCG as guest of honour at the round one AFL match between Melbourne and Essendon which had been dedicated to Troy.

She decided it would be "a day for the players, not the tragic bride" and from that moment she also decided to make the most of her second chance at life.

"I think one thing that really got me through was just knowing there were 300,000 people that died in the Tsunami and I somehow survived, and I would not want – for everyone, not just for Troy – to be sitting around not doing something with my life."

# Families preparing together: Lesson plan

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## Introduction

What disasters are relevant to your area? Where would you go to for help? Would you know what to do?

This unit of work focuses on being prepared. In these activities, students will brainstorm emergency situations and develop an understanding of important emergency and evacuation terminology.

Students will develop their own family safety plan, evacuation diagram and checklist to help their family prepare for a possible emergency.

## Prior Learning

Students will need to have experience with the best ways of communicating important messages to target audiences (this can be achieved by completing the 'Me and My Community' and 'Take the Communication Mission' units of work).

## Duration

🕒 2 - 4 periods

## Objectives

On completion of this activity students will be able to:

- describe the general principles of effective emergency preparation
- recognise the diversity of considerations at play when families develop their own plans.

## Materials required

## Activity sheets

- Activity sheets: There are two activity sheets in this unit of work: 'Being Prepared' and 'Make Your Home Safe'.
- Internet access to view 'A Plan to be Safe – Carla Zekas' and 'When Fire Comes to You – Lydia Romari' available on the Education for Young People website.
- To make the 'Evacuation Diagram' students will need blank A4 or A3 paper, marker pens, pencils and other media may also be useful.

## Lesson steps

1

### Living with disaster digital stories and brainstorm

View 'A Plan to be Safe – Carla Zekas' and/or 'When Fire Comes to You – Lydia Romari'.

Lead a brainstorm around the topic of evacuation and relocation, identifying the key steps and considerations to be addressed.

Remember, a brainstorm is a good way to identify a wide range of ideas on a topic. Write everything volunteered by students onto the board.

Once you have generated a wide range of ideas, use the 'Being Prepared' activity sheet to identify any steps not covered by the students. Discuss these and the reasons why they might not have been initially considered by the discussion.

Work with your students to review the brainstorm ideas on the board and reclassify these into the key steps necessary for a successful family evacuation plan.

Compile a consolidated list of:

- essential emergency and evacuation key words and terminology
- family characteristics that could affect family evacuation plans (including family size, location, religious and cultural beliefs, health, dietary requirements, disability, pets etc.)
- how to present information in a range of ways, with or without words.

You could then consider dividing students into pairs and asking them to add more detailed information or ideas.

## 2

### Evacuation plan

Using the 'Make Your Home Safe' activity sheet, students develop a family evacuation plan, drawing on the important steps outlined in the whole class discussion and expanded upon in their pairs.

Encourage them to present their visual evacuation plan colourfully. They can use symbols, paints, marker pens, pencils, labels – whatever media they feel will more effectively communicate how to evacuate and what to do once they have left the home. They could use a computer illustration program if they would prefer.

## 3

### Sharing

Once everyone has completed their evacuation plans, display them around the classroom and finish with a discussion about what everyone needs to consider.

Ask them what they intend doing now that their evacuation plan is complete. Encourage them to display it in a prominent place at home; making sure that every member of the household is aware of what to do in case of an emergency.

This sharing could also be expanded to include a report in the school newsletter.

## Teacher notes - What should I consider?

The activity will be more meaningful for students if they have to develop an evacuation plan for an emergency that is pertinent to their lives.

### Language

- Prepare a glossary of key terms.
- Discuss the language structure and tone used to write plans and provide examples.
- Collect examples of graphic symbols used in emergencies. There are a number of websites with illustrations. Provide examples.

### Culture

- Students need to feel safe if they are to outline particular family characteristics especially those outside the 'norm'. If they feel they will be ridiculed they will not speak out and their family evacuation plan will not reflect their particular family situation.
- You may need to spend time doing some trust building work in the lead up to this activity. Be sensitive to the traumatic experiences some families might have experienced.
- Prepare the class by emphasising the learning objectives of this activity. You will have explained that this exercise is to help everyone learn about the general principles of effective emergency preparation, and the diversity of considerations at play when individual families develop their evacuation plans.
- A key objective is to validate the many approaches to emergency management amongst the students in the classroom. A successful outcome would be for students to have a better understanding of the many ways that people prepare for emergencies.
- Remember the different world views about what constitutes a family; gender roles; power differences; the role of experts etc.

# Being prepared

Many natural or human-perpetrated disasters require people to consider relocation or evacuation.

It's important to prepare for and deal with these situations.

What are the most important steps you can take?

Think about what might happen.

In thinking about what you and your family or household might do in an emergency, bear in mind that you may be in a situation where:

- you may be separated from each other, for example children at school and parents at work
- normal communications might be difficult or impossible
- power supplies may be cut
- you may be injured, and others may be injured or deceased
- there may be fire or other dangerous elements present
- information about the emergency may be limited in the early stages of the event.



Example of an emergency survival kit



# Families preparing together

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## Make your home safe

Now that you have brainstormed emergency situations and you know what to include in your Emergency Survival Kit, it's time to create an evacuation plan for your family.

### Part 1 – An Evacuation Diagram

Start by drawing, from a bird's eye view, a plan of your house. (If you have two storeys, do a plan for each level). Below is an example of an evacuation plan from a bird's eye view. You have probably seen them around your school. They are usually placed prominently so it's easy for people to know where they are and where they need to go to be safe in case of an emergency.

Imagine viewing your house from above, from a rooftop perspective. Think about where the front door, lounge, bedrooms, laundry and bathrooms are. In the space provided on page 2, draw up your own evacuation diagram. If you need more space, draw up your plan on a blank A4 or A3 sheet of paper.



Key / legend:

1. Label each room.
2. Show all exits.
3. Identify who sleeps in which bedroom.
4. Show where you have smoke alarms, fire extinguishers, and telephones. Use a symbol to identify each one and include the symbols in your key / legend.
5. Show the emergency number to call.
6. Identify where everyone should meet once you have evacuated the house.

**You may need to include information in your family's first language** and use symbols and images wherever possible to ensure that everyone can understand what to do and where to go.

## Part 2 – What to do after you leave the house

Fill in the information below.

### After you leave the house

WHERE WILL YOU MEET ONCE YOU EVACUATE YOUR HOME?	
WHO WILL BE IN CHARGE?	
WHAT WILL YOU DO IF YOU AND YOUR FAMILY MEMBERS GET SEPARATED?	
HOW WILL YOU ESTABLISH CONTACT IF YOU AND YOUR FAMILY MEMBERS ARE SEPARATED?	
WHAT WILL YOU DO WITH YOUR PETS (IF YOU HAVE ANY)?	
WHAT DO YOU NEED TO INCLUDE IN YOUR EMERGENCY KIT?  Are there any health, religious or cultural issues to be considered?	

When you get to a safe area or an evacuation centre, what will your family need?

FOOD  Are there any health, religious or cultural issues here?	
ACCOMMODATION  Are there any health, religious or cultural issues	

here?	
<p>COMMUNICATION</p> <p>Who will be the central point of contact for your family?</p>	

### Part 3 – Display your evacuation plan at home

Everyone should have an evacuation plan. To help keep your family safe, display this plan at home and make sure everyone who lives in your house understands what is expected of them and what to do in case of an emergency.



/ End.

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