

# Teenagers in Emergencies

## Teacher information sheet

This information sheet contains suggested classroom activities to complement the *Teenagers in Emergencies* resource.

### Emergency contacts

(See page 3 of *Teenagers in Emergencies*)

Discuss with students what the main emergency numbers in Victoria are.

- When should 000 be called?
- When should the State Emergency Services (SES) be called?
- When should the Country Fire Authority (CFA) be called?
- When might you use your local ABC radio for information?
- What information should you make sure you provide when calling an emergency service?

### Communication during an emergency

(See page 19 of *Teenagers in Emergencies*)

- Brainstorm with students how they would go about obtaining information during an emergency e.g. television, radio etc.
- Discuss the role of ABC radio as the only station self-nominated to interrupt broadcasting to provide fire information and updates during an emergency.
- Ask students if they can think of any other ways the media could act to provide information during an emergency.
- Talk to students about how they could access these different media sources, and where they might find them.

### Preparation for a fire

(See page 20 of *Teenagers in Emergencies*)

A list of preparation tasks in case of a flood or fire is included in your book.

- Before reading this list, ask the class to brainstorm a list of tasks they think should be conducted in order to prepare for a bushfire. Once brainstorming is complete, read the list (in the book) together and discuss any areas not identified by students.

## **Preparing animals/pets for emergencies**

(See page 23 of *Teenagers in Emergencies*)

Divide the class into four groups and nominate an animal/pet for each group (e.g. dog, bird, horse or livestock). Ask each group to discuss:

- Who is responsible for animals in an emergency?
- What steps should be taken during an emergency to care for their specific animal?
- Preparations that should be made prior to an emergency in order to protect animals.

## **Act around your house**

(See page 24 of *Teenagers in Emergencies*)

- Ask students to create an advertisement (e.g. poster, radio or brochure) about ways to reduce the fire-risk for homes.

## **Reducing stress and anxiety**

- Discuss with students what they do to successfully reduce their own stress and anxiety both at school and at home. Discuss whether planning before an event helps reduce stress.
- Get the class to participate as a group in a mindfulness exercise/breathing exercise and ask for students' reactions regarding whether they felt calmer after the exercise.
- Discuss what students can do to prevent the onset of stress and anxiety (any kind e.g. exam stress, personal stress, fire season stress).

## **Additional activities and resources**

There are some suggested activities in the MindMatters resource, *Enhancing Resiliency 2*, which can be found online at

[www.mindmatters.edu.au/resources/booklets/enhancing\\_resilience\\_2.html](http://www.mindmatters.edu.au/resources/booklets/enhancing_resilience_2.html)

Suggested activities in *Enhancing Resiliency 2* include *Mope, Hope or Cope* (page 33) and the relaxation exercises in *Stress Busters* (page 72).

*Teenagers in Emergencies* and other DEECD resources can be found at

<http://www.education.vic.gov.au/about/bushfires/support/schools.htm>