

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

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>