



# Take the Communication Mission

## Theme

Students explore the use of text, symbols and key messages in conveying their point of view to a key target audience.

## Key learning/Subject areas

- English
- Health and Physical Education
- The Arts
- Studies of Society and the Environment

Detailed curriculum links are included at the end of this document. Tasmanian teachers please note – this lesson plan will assist students to develop skills in Thinking, Communicating, and Social Responsibility.

## Duration

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

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

## Introduction

Following on from *Me and My Community*, where students undertake research and develop a basic Communication Strategy, 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.

## 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 first lesson plan *Me and My Community*)
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 online Glossary on this website and get the students to review any terminology they are planning to use. They could cut 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 spending some time preparing your students for cooperative group work before this lesson begins and discussing what comes with roles such as these (etc).

## Materials required

### 1. Worksheets

There are two worksheets in this activity. Worksheet 1 is a whole class activity identifying jargon the students need to know and the common acronyms for emergency services. Worksheet 2 – *Storyboarding and Scripting* provides a framework for the development of the advertisement and helps to focus the students on the various elements they need to consider when conveying their key message - images, voice over, text, sub-titles etc.

### 2. Access to appropriate software and hardware

If your students are filming or recording their advertisement, they will need access to video cameras, iPods or other audio recording devices. They may also need digital still cameras and editing software such as iMovie, PhotoStory, Garageband etc.

### 3. Dictionaries

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.

### 4. Web links

Student access to internet-connected computers will be needed to sample general information on emergency services in your area. Some suggestions include:

*Australian Emergency Management Institute*  
<http://www.aq.gov.au/aqd/ema/emaSchools.nsf>

*A resource on Emergency management for Australian students and teachers including lesson plans, links and other visual material.*

#### **Western Australia**

Fire and Emergency Services Authority of Western Australia  
<http://www.fesa.wa.gov.au/>

*Information about emergency services: safety and risk management, volunteers, career fire-fighters and services supported by the Fire and Emergency Services Authority.*

#### **Northern Territory**

Northern Territory Police, Fire and Emergency Services  
<http://www.nt.gov.au/pfes/>

Information on the Tri-Service (police, fire and emergency services).

#### **Australian Capital Territory**

Emergency Services Agency  
<http://www.esa.act.gov.au/>

*Information on emergency management services in the ACT, including: ACT fire brigade, ACT Rural Fire Service and the ACT State Emergency Service.*

#### **South Australia**

Security and Emergency Management Office  
<http://www.semo.sa.gov.au/>

*Information about the South Australian legislation; policy and procedures underpinning security and emergency management arrangements. In addition, it provides important information that may assist you to minimise the impacts to you, your family and your community in the event of a major emergency or State disaster.*

#### **Queensland**

State Disaster Management Group

<http://www.disaster.qld.gov.au/>

*Information about the Queensland Disaster Management System; the impacts of disasters and what you can do to minimise these impacts on your family, your property and your community.*

**New South Wales**

State Emergency Service

<http://www.ses.nsw.gov.au/>

*Information on Floods, Storms and Tsunami across NSW and how to prepare for these events.*

**Victoria**

State Emergency Service

<http://www1.ses.vic.gov.au/CA256AEA002F0EC7/HomePage>

*Information on the history of VICSES, current statistical data, useful public safety information, school project resources.*

**Tasmania**

State Emergency Service

<http://www.ses.tas.gov.au/>

*Information on the history of the SES, public safety, emergency management plans and much more.*

## Downloadable resources

Download and print copies of the following supplementary resources if you feel more information may be required.

### Preparing for the Unexpected

[http://www.ema.gov.au/www/emaweb/rwpattach.nsf/VAP/\(8AB0BDE05570AAD0EF9C283AA8F533E3\)~Preparing+for+the+Unexpected+two+page+format.PDF/\\$file/Preparing+for+the+Unexpected+two+page+format.PDF](http://www.ema.gov.au/www/emaweb/rwpattach.nsf/VAP/(8AB0BDE05570AAD0EF9C283AA8F533E3)~Preparing+for+the+Unexpected+two+page+format.PDF/$file/Preparing+for+the+Unexpected+two+page+format.PDF)

*A brochure designed to help you identify issues that may impact on you and your family, and prepare for the unexpected. It outlines some practical steps to better prepare you for an emergency and provides actions to take if one occurs, it also provides advice on what to do in specific emergency situations*

### Preparing for an Emergency

<http://www.logan.qld.gov.au/community-support/disasters-and-emergencies/preparing-for-an-emergency>

*Logan City Council, Queensland provides advice on how to prepare for an emergency. It offers guidance for developing a plan and what should be included in an emergency kit.*

### Staying Safe in the Neighbourhood – Watch Out!

[http://www.emergency.qld.gov.au/publications/pdf/Watch\\_Out\\_Information\\_Booklet.pdf](http://www.emergency.qld.gov.au/publications/pdf/Watch_Out_Information_Booklet.pdf)

*A resource for personnel from the Department of Emergency Services, Queensland Police Service and Neighbourhood Watch members working to teach children (Years 5, 6 and 7) about safety and emergency management services.*

### Pictorial Community Safety Action Guides

[http://www.ema.gov.au/www/emaweb/emaweb.nsf/Page/EmergencyManagement\\_CommunityEngagement\\_Communitysafetyactionguides](http://www.ema.gov.au/www/emaweb/emaweb.nsf/Page/EmergencyManagement_CommunityEngagement_Communitysafetyactionguides)

*Key messages about being prepared and knowing what to do before, during and after six natural hazards are shown in a storyboard format. The guides cover cyclone, earthquake, flood, heatwave, lightning and severe storm.*

## How do I teach this activity?

### Step 1 – Whole Class Activity: 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 *Worksheet 1 - Acronyms*.

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. You'll find acronym examples on the various state and territory websites listed above.

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

### Step 2 – Whole Class Activity: 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* lesson plan, 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.

A sample concept map:



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

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.

### **Step 3 – Small group activity: 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 out:
  - 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!

#### **Step 4 – Whole class activity: delivering the pitch**

Each group will be able to spend 5 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.

#### **Step 5 – Small group activity: storyboarding and pulling it all together**

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

The students should start with *Worksheet 2 – Storyboarding and Scripting*. 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 when.

#### **Step 6 – Whole class activity: 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.

## 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 of this document.)

Make sure the class is introduced to these acronyms by directing their attention to the table in *Worksheet 1 - Acronyms*.

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.

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 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. A successful outcome would be for students to have a better understanding of the many ways that people communicate and prepare for emergencies.

Remember the different world views about what constitutes a family; gender roles; power differences; the role of experts ... (etc).



## Worksheet 2 – Storyboarding and Scripting

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. Below are some examples of signs using symbols to convey their message.



## The Storyboard

As you develop your Storyboard, think of how images, text, 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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Transitions (from one scene/image to another)

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Effects

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Script Text - including target language or sub-titles. (You will probably need more space than what is provided here.)

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Voiceover

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Soundtrack

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## Curriculum Links

Tasmanian teachers please note – this lesson plan will assist students to develop skills in Thinking, Communicating, and Social Responsibility.

### Curriculum links – Studies of society and environment:

ACT	NSW	QLD	SA	VIC	WA
<p><u>Culture Level 6</u></p> <p>Analyses the way societies or communities foster a sense of unity while still maintaining their cultural differences.</p>	<p><u>Geography Stage 5</u></p> <p>5.3 Selects and uses appropriate written, oral and graphic forms to communicate geographical information</p> <p>5.8 Accounts for differences within and between Australian communities</p>	<p><u>Culture and society: cultural perceptions Level 6</u></p> <p>Perceptions of cultures associated with a current issue</p>	<p>nil</p>	<p>nil</p>	<p>nil</p>

**Curriculum links – Health and physical education:**

ACT	NSW	QLD	SA	VIC	WA
<p><u>Health of individuals and the community Level 6</u></p> <p>Plans programs to meet the different needs of individuals and groups.</p> <p><u>Safety Level 6</u></p> <p>Evaluates programs and services within the community that promote safety</p> <p>Predicts some of the likely effects that a range of writing styles may have on particular audiences</p>	<p><u>Communicating Stage 5</u></p> <p>5.11 Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.</p>	<p><u>Promoting the health of individuals and communities Level 6</u></p> <p>6.3 Students devise personal and community strategies to respond to potentially unsafe situations and behaviours.</p>	<p><u>Health of Individuals and Communities Standard 5</u></p> <p>5.6 Critically analyses the immediate, short- and long-term consequences and the inter-relationships of behaviours that affect the health of communities.</p>	<p><u>Health knowledge and promotion Level 6</u></p> <p>identify the health services and products provided by government and non-government bodies ...</p>	<p>Nil</p>

**Curriculum links - English:**

ACT	NSW	Qld	SA	VIC	WA
<p><u>Writing Level 6</u></p> <p>Writes in a variety of ways to explore complex issues for specific and general audiences</p>	<p><u>Stage 5</u></p> <p>Selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning</p> <p>10 questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>	<p>Syllabus under revision.</p>	<p><u>Texts and contexts</u></p> <p><u>Standard 5</u></p> <p>5.4 Composes a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjusts the text to produce an intended effect upon the audience.</p>	<p><u>Writing Level 6</u></p> <p>... select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of people, characters, events, ideas and information</p>	<p><u>Writing Level 6</u></p> <p>Writes with a clear sense of purpose and structure, exploring different perspectives, experimenting with language conventions and varying their expression to enhance effect and to meet the expectations of different audiences</p>

**Curriculum links – The Arts:**

ACT	NSW	Qld	SA	VIC	WA
<p><u>Media Level 6</u></p> <p>Identifies and analyses a range of media texts and discusses responses to them.</p>	<p>nil</p>	<p><u>Media Level 6</u></p> <p>ME 6.3a Students evaluate how contextual influences can contribute to personal interpretations of media.</p> <p>ME 6.3b Students evaluate social, political and economic influences operating on the production of public, commercial and independent media.</p>	<p>Nil</p>	<p>Nil</p>	<p>nil</p>