



**Australian Government**  
**Attorney-General's Department**

# DINGO CREEK



Activity Title **My community at risk**

## Theme

Understanding risk and elements at risk within the local community.

## Key Learning / Subject Areas

- Studies of Society and Environment
- Personal Development
- Health and Physical Education
- Science
- Technology
- English/Literacy

Possible Year Levels **Year 5 - 6**

Duration **Up to 3 periods.**

## Objectives

On completion of this activity students will be able to:

- understand how to develop risk statements
- understand the risks to their local community

The output will be digitally-developed risk statements.

## Introduction

In this simple activity, the students will be required to identify the source of risk within their local environment and the elements at risk therein and the consequences of that risk.

They will develop digital risk statements which incorporate images and text.

## Prior Learning

- Students need to have completed the Dingo Creek learning object to have a basic understanding of the *Emergency Risk Management (ERM)* process.

## Activity Description

Step 1 – Whole class activity

What is a risk statement?

After all your students have completed the Dingo Creek learning object, discuss with them what a risk statement is.

Ask the students to brainstorm the sources of risk they feel impact on their community. Some examples may include:

- Fire
- Flood
- Storm
- Disease
- Severe weather

Ask them to identify the elements within the local environment that could be at risk. These may include:

- School
- Road
- Bridge
- People
- Livestock
- Houses

Explore the types of consequences with your students:

- Significant loss of life
- Loss of livestock
- Damage to buildings
- Loss of habitat
- Collapse of the local economy
- Spread of disease

Use some examples and break down the key sections for them. For instance:

*There is a risk that a (i) bushfire near the school grounds will cause (iii) significant damage to all of (ii) E and F Block timber buildings.*

- (i) source of risk
- (ii) elements at risk
- (iii) consequences

Work on developing more sample risk statements with your students.

Step 2 – Small group activity

Digital photos and digital risk statements

There are an infinite number of risk relationships that your students could identify. Ask each group to only develop 3 risk statements.

Once these statements have been drafted, each group can go and take digital photos of the elements at risk within the local area.

They can use the Internet (and access the Emergency Management in Australia website) to find images of risk sources such as bushfire, storm etc.

They then develop their digital risk statements and share them with the class.

## Teacher Notes

Allocating some class time to your students to research the Internet will depend on your access to computers, the Internet and any firewall software your school has in place.

The technologies your students may use to develop their digital risk statements will be dependent both upon their own design skills using computers and your class access to computers. If your students are not computer savvy, they can design the risk statements using pens and paper and even cut outs from magazines and other newspapers.

If you have an active school intranet and your students develop digital risk statements, it might be a good idea to include these on the school's intranet pages!

## Resources / Links / Materials Required

- digital camera
- classroom computer access