



Activity Title A Personal Response

Theme Students can select from the images available on the Attorney General’s Department website or refer to the ones included in Handout 1 of this activity. In the time given, they are to respond to the image in any form they choose: a poem, song, narrative, opinionative essay, painting, sculpture etc.

Key Learning /
Subject Areas

- English/Literacy
- Personal Learning
- HSE/Studies of Society and the Environment
- Science

Year Levels 4 - 6

Duration 1 - 2 periods

Objectives On completion of this activity students will be able to:

- Understand the impact of disasters on a community;
- Understand how to convey emotions and use descriptive language in different contexts.

The output will be an evocative piece of writing or art in any form chosen by the students.

Introduction Disasters impact on communities in different ways. In this activity, your students can respond to stimulus provided online by the Attorney General’s Department (and able to be viewed in Handout 1).

Their response can take any form they choose and can incorporate free text, poetry, narrative, and art in forms of drawing, multimedia design, sculpture etc.

Prior Learning Students need to have a basic understanding of what has happened in Dingo Creek.

Activity *Step 1 – Whole class activity: preparing students for the task*

Description

Begin by discussing the task and encouraging your students to ‘think outside the box’ in terms of what their response might be. They will be limited only by their imagination. Give them time to reflect and plan.

Step 2 – Individual activity: The Response

Once your students have decided what their response might be, they begin.

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Step 3 – Whole Class activity: Sharing

Once the students have completed their response piece, it's a good time to get them to share it with each other. Spend some time with the group discussing what they have created and explore their reasons for this.

Teacher Notes Show them the stimulus (you can use a datashow projector, computer, hard copy or electronic whiteboard to do this). You do not need to be limited by the images available here – your students could research and find more evocative ones.

The type of response piece will depend on your access to art resources, computers, the Internet and any firewall software your school has in place.

The software your students may use will be dependent both upon their own design skills using computers, the software you have available (such as MS Office, MS Publisher, Dreamweaver etc) and your class access to computers.

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

Resources /
Links /
Materials
Required

- *Handout 1: Photo stimuli*
- Access to computers and other relevant resources

Handout 1: Photo stimuli



Photo courtesy: Attorney General's Department: modB224SPFS.jpg

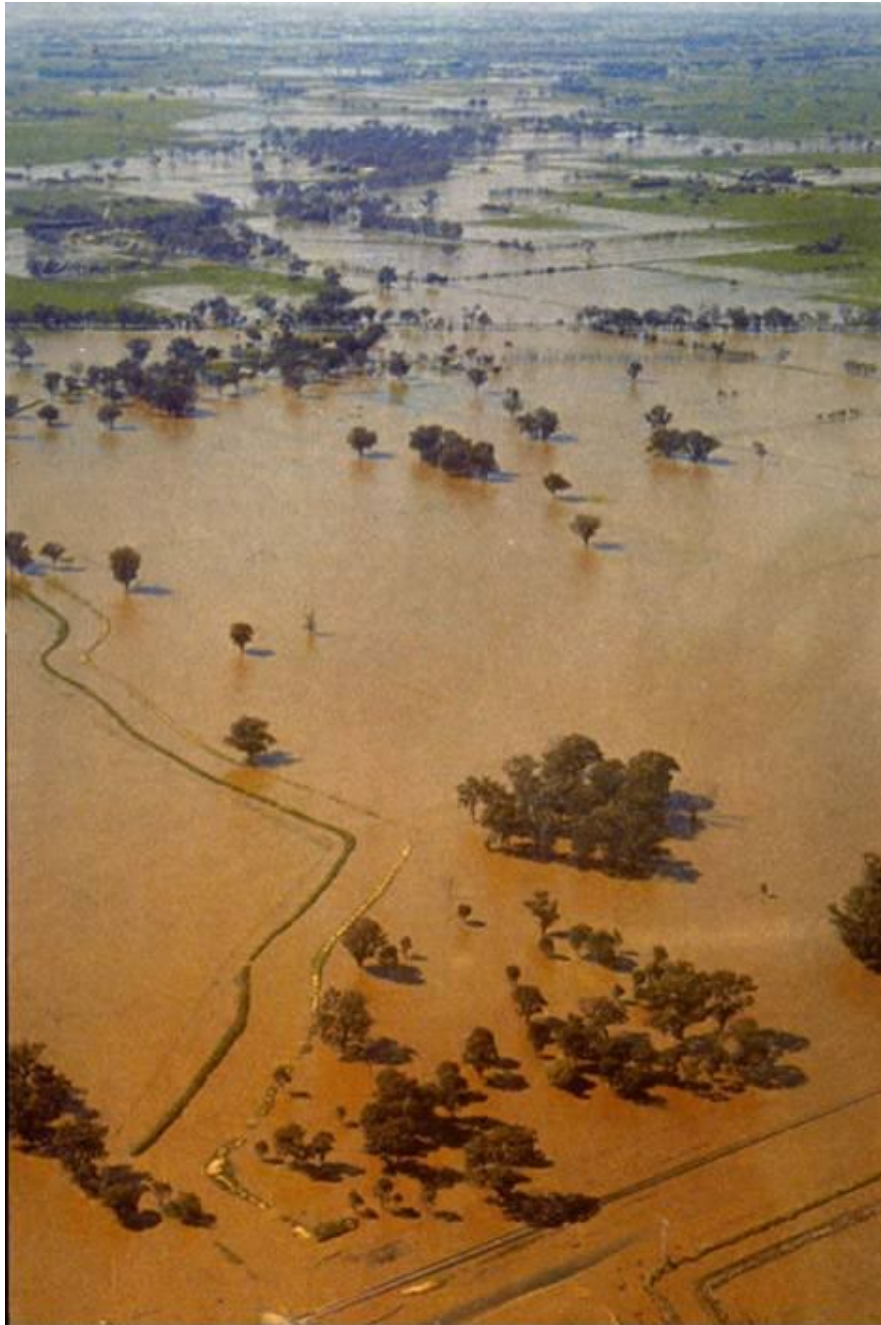


Photo courtesy: Attorney General's Department: modFL390SPLA.jpg

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Teaching and Learning Activity – Personal Response
Dingo Creek II – the Recovery
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Photo courtesy: Attorney General's Department: modSS10135PDS.jpg



Photo courtesy: Attorney General's Department: modC573SPDG.jpg

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