Post -visit Lesson Plan: Be Storm Smart

Level 3 to Level 4

Curriculum multi aged learning frameworks:

NQS National Quality Standards,
MTOP My Time Our Place Framework
VEYLD Victorian Early Years Learning and Development Framework,

Curriculum multi aged learning frameworks links:

National Quality Standards 1 – 7
Learning Outcomes 1 to 5

Australian Curriculum

Humanities – Geography	Health and Physical Education	Science	Technologies
AC9HS4K07 AC9HS4S01 AC9HS4S02	AC9HP4P06 AC9HP4P08 AC9HP4P10	AC9S4U02 AC9S4I01	AC9TDE4K01

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2E3LY01 VC2E4LY01 VC2E3LA10 VC2E4LY10	VC2HG4K03 VC2HG4K06 VC2HG4S02	VC2HP4P03 VC2HP4P08 VC2HP4P09	VC2S4H01 VC2S4H02 VC2S4U04 VC2S4U07 VC2S4U08 VC2S4I01 VC2S4I05	VC2TDE4D02 VC2TDI4D02

Lesson number: Lesson 3 of 5

Lesson overview

Prior Knowledge

Before starting this sequence, Student have experienced a visit from the local SES Unit. Student are given the opportunity to practice eye – hand coordination and to express themselves through creative play. The student learns about key safety steps to take before and during a storm event.

Lesson objectives

To encourage Student to become confident to make safe decisions with an adult before and during a storm event.
For student to learn about emergency preparedness before a storm event.
For student to learn about how SES volunteers help the local community.
For student to become familiar and recognise the SES Rescue Truck looks like in case of a future flood / storm emergency.

Glossary

Student Glossary Link
https://www.ses.vic.gov.au/ses-for-schools

Materials required for lesson

Student
Pencils / textas
Student handouts

Teacher
A copy of the *Educator Guide* (Preschool).
Lesson topic: *Be Storm Smart* lesson plan
Copies of the *Be Storm Smart* activity handouts
DIY Resource guides
Resource Props
A3 poster paper
Post it notes
AV Equipment

Key focus

Student are aware of…...

- The Victoria State Emergency Service (VICSES) helps the community during emergencies.
- To understand what the different types of Storms.
- To learn how to be prepared for Storm
- During emergencies, always stay with an adult.

Lesson Structure

Lesson	Timings	Description of explicit teaching, learning activities and formative assessment
1	5 - 10 mins	***Activation of prior knowledge*** **All Level** **Script...** “Great thinking, everyone! Now, let’s talk a bit more about storms. What is a storm? What kinds of things might happen during a storm?” (Pause and let students share — they might say rain, thunder, lightning, strong wind, or hail.) “That’s right! Storms can look and sound very different. Some storms bring heavy rain, others bring thunder and lightning, strong winds, or even flooding.” “Something important to remember is that storms can be unpredictable — that means they can change quickly, and sometimes they can be dangerous. Even if a storm starts small, it can become much bigger or move in suddenly.” “Because storms can be unpredictable, it’s really important to know what to do to stay safe when bad weather happens. **Discussion** about the weather to engage students in the topic. “Let’s start by talking about the weather today. What is the weather like outside? Is it sunny, cloudy, windy, or rainy? How does the sky look?” “Now, what do you think — is it likely that it’s going to rain today? What clues can we look for to help us guess? Maybe dark clouds, a change in wind, or a weather forecast?” **Encourage** a few students to share their observations.

2	10 - 20 mins	## *Modelling, demonstration and explanation* **<u>All levels</u>** **Discuss** with the class where is the best place to be during a storm? ***Inform students – Inside*** It is important that they stay indoors with an adult and that they listen to the adults. **A9** Before & After a Storm hits activity **Ask** students What is a storm? Lead students to the answer that storms can be unpredictable and can produce lots of different and dangerous weather events. **Discuss** with students what they can see in the before scenario and predict what damage might occur when there is a storm.
	10 - 20 mins	**A10 Storm research activity** **VICSES website** https://www.ses.vic.gov.au/plan-and-stay-safe In pairs student to look up the VICSES website and complete the worksheet *Storms – Plan and stay safe*
	20 – 30 mins	**A11 Storm activity** **Distribute** worksheet to each student. **Ask** students to discuss what Be Storm Smart means to them and colour sheet.
	10 - 20 mins	**A12 Storm Escape Maze** **Distribute** Storm escape maze sheet to each student. **Ask** the students where the safest place is to be during a storm? **Encourage** the children to complete the Storm escape maze sheet.

3	5 mins	***Review and reflect*** **Review** Be Storm Smart handout / Video /Slide – Resource list Refer to Appendix 2 1. I understand about different storm types 2. We know how to prepare before a storm hits 3. I know to always stay with a trusted adult during an emergency. **Ask** students for any queries and clarifications on Storm Ready preparedness actions. **Collect** activity sheets to view students' ability to identify and understand Storm Emergency Readiness actions.

Teacher considerations

Before lesson:
Printout activity sheet copies for the students
Before & After a Storm hits activity
Storm research activity
Storm activity - colouring sheets
Storm Escape Maze

VICSES website link: https://www.ses.vic.gov.au/ses-for-schools

or

Please contact your local SES member (Community Engagement Facilitator) who can assist you with this if needed.

Student may have had a range of experiences in the past with emergencies and may present memories of both positive or negative experiences.

Care should be taken to ensure that participation in the activity does not exacerbate or re-trigger -previous trauma.

This may include communicating with parents and providing student with an opportunity to privately talk to you if they have experienced a distressing event.

Student must be given the option to not participate in any activity that may cause discomfort or distress, and appropriate support should be available from the educator if needed.