Post -visit Lesson Plan: Be Storm Smart

Level 5 to Level 6

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 – Arts & Social Sciences	Health and Physical Education	Science	Technologies
AC9HS6S01 AC9HS6S02 AC9HS6S05 AC9HS5K05	AC9HP6P06 AC9HP6P08 AC9HP6P09 AC9HP6P10	AC9S6H02 AC9S6I03	AC9TDE6P01 AC9TDE6P02

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2E6LY01 VC2E6LY02 VC2E5LY10	VC2HG6K05 VC2HG6S04 VC2HG6S06 VC2HG6S07	VC2HP6P03 VC2HP6P08 VC2HP6P09	VC2S6H02 VC2S6U03 VC2S6U05 VC2S6U06 VC2S6I01 VC2S6I03 VC2S6I04 VC2S6I05 VC2S6I06	VC2TDE6D05 VC2TDI6D02

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* **All levels** ### A7 Storm Smart Quiz **Explore** with students their knowledge of emergency, weather-related subject matter. Students participate in a *Game show activity.* Refer to Teacher quiz sheet (A7) **Create** 4 student teams **Team Buzz Callouts** (*Hail, Lightning, Wind, Storm)* 3 rounds (6 questions in each round)
	10 - 20 mins	### A8 School "Be Storm Smart" social tile activity **Ask** the students to work together in groups of three. **Create** a school social tile – storm key safety message Circulated through the school's internal social media platforms. Refer to Teacher social tile (A8).
	20 – 30 mins	### A9 Storm research activity **Ask** the students to work in groups of 2 – 4 people The research activity gives students the opportunity to explore and gather additional information from the VICSES website. **The students learn to prepare before a storm hits.** **VICSES website** **https://www.ses.vic.gov.au/plan-and-stay-safe** ***Storms* –** Plan and stay safe
	20 – 30 mins	### A10 Making hailstones **Distribute** making hailstones sheet to each student. **Ask** the students to work in pairs and follow the instructions **Encourage** the children to discuss, question and predict what happens to the ingredients.

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
Storm Smart Quiz
School "Be Storm Smart" social tile activity
Storm research activity
Making hailstones

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.