Post -visit Lesson Plan: Be Storm Smart

Level Foundation to Level 2

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
	AC9HPF01 AC9HP2P02 AC9HP2P03 AC9HPF05 AC9HP2P06 AC9HPF06		

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2EFLA01 VC2E1LY01 VC2E2LY01 VC2EFLA07 VC2E1LA08	VC2HG2K05	VC2HPFP03 VC2HP2P03 VC2HPFP06 VC2HPFP07 VC2HP2P06 VC2HP2P07	VC2S2H01 VC2S2U07 VC2S2I01 VC2S2I02	VC2TDE2D02

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 learn 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*** **Level Foundation** **Script...** "Great thinking, everyone! Now, let's talk a bit more about *storms.* **Ask** 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 important to know what to do to stay safe when bad weather happens. **Discuss** with the students, where is the best place to be during a storm? **Inform** students – stay inside It is important that they stay indoors with an adult and that they listen to the adults. **Level 1 & 2** **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>** **A11 VICSES – stay safe before Storms** **Distribute** worksheet to each student. **Ask** them to complete it individually by circling items and colouring it in.
	10 - 20 mins	**<u>Level 1 & 2</u>** **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. **A12 Before & After a Storm hits activity** **Discuss** what students can see in the before and after pictures. Hold up the pictures, covering the after scenario. **Discuss** with students what they can see in the before scenario and predict what damage might occur when there is a storm.
	20 – 30 mins	**<u>Level 2</u>** **A13 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*
	10 - 20 mins	**<u>All levels</u>** **A14 Storm activity** **Distribute** worksheet to each student. **Ask** students to discuss what Be Storm Smart means to them and colour 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
VICSES – stay safe before Storms
Before & After a Storm hits activity
Storm activity - colouring sheets
Storm research activity

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.