Post -visit Lesson Plan: Earthquake Ready

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 5 of 5

Lesson overview

Prior Knowledge

Before starting this sequence, Students have experienced a visit from the local SES Unit. Students are given the opportunity to learn about Earthquake risks an stay safe.

Lesson objectives

For student to learn about earthquakes.
For student to learn about the earthquake drill and practice what to do during an earthquake.

Glossary

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

Materials required for lesson

Student

Pencils / textas
Children's handouts

Teacher

A copy of the *Educator Guide* (Preschool).
Lesson topic: *Earthquake Ready* lesson plan
Copies of the *Earthquake Ready* activity handouts
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.
- Be Earthquake Ready
- To practice the earthquake drill
- During emergencies, always stay with an adult.

Lesson Structure

Lesson	Timings	Description of explicit teaching, and learning activities and formative assessment
1	5 - 10 mins	***Activation of prior knowledge*** **Ask** Student if they know what an earthquake is? **Discuss** with student that earthquakes can be extremely dangerous. can cause serious injury to people, damage to buildings and the environment.
2	10 - 20 mins 5 - 10 mins	***Modelling, demonstration and explanation*** **A15 Video SES Earthquake Drill** **Show video**: The earthquake drill to the student. https://vimeo.com/1126994552/19c22f0a37?share=copy&fl=cl&fe=ci **Check for understanding** by asking all student to give a thumbs-up if they remember the three steps to take during an earthquake. **Drop** **Cover** **Hold on** **Practice & Model** the earthquake drill with the student in the classroom. **Recall** with the student what to do three steps in the earthquake drill. **A16 SES Earthquake Practice Drill** **Distribute** Earthquake drill sheet to students to look over and discuss. **Ask** What they have learnt about the earthquake drill Encourage the children to practise the drill with someone at home **<u>Practice drill</u>** **Drop** **Cover** **Hold on**

3	5 mins	***Review and reflect*** **Review** Earthquake Ready handout / Slide – Resource list Refer to Appendix 2 1. I understand what the risks are with earthquakes. 2. We know what to do during an earthquake. 3. I know to always stay with a trusted adult during an emergency. **Ask** students for any queries and clarifications on Earthquake Ready preparedness actions. **Observe** children during the practice drill to identify their understanding of Earthquake Emergency Readiness actions.

Teacher considerations

Before lesson:
Printout activity sheet copies for the children
Earthquake colour sheet
Earthquake drill 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.