Post -visit Lesson Plan: Earthquake Ready

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	VC2S2H01 VC2S2U07 VC2S2I01 VC2S2I02	VC2TDE2D02

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	***Modelling, demonstration and explanation*** **A10 Earthquake Ready** **Activity: Colour in sheet** Student's Earthquake Ready sheet can be coloured in. **Distribute** to student the earthquake - Colour sheet. **Discuss** with the student about why Earthquake is unsafe. **A11 SES Earthquake Practice 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.
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.