Post -visit Lesson Plan: Emergency 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 1 of 5

Lesson overview

Prior Knowledge
Before starting this sequence, Students have experienced a visit from the local SES Unit. The students are aware of creating their own emergency grab bag in case the household needs to leave their house in an emergency. (e.g. flood, storms)

Lesson objectives
To allow students to become confident to make decisions about planning their own emergency grab bag in case the household needs to leave their house in an emergency. (e.g. flood, storms)

For students to acknowledge their efforts of learning new skills in emergency preparedness

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: *Emergency Ready* lesson plan
Copies of the *Emergency Ready* activity handouts
DIY Resource guides
Resource Props
A3 poster paper
Post it notes
AV Equipment

Key focus
Students are aware of……

- The Victoria State Emergency Service (VICSES) helps the community during emergencies.
- Be Emergency Ready
- 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 3** **Discuss** with the students the recent visit from SES, **Ask**: Who visited us? What is an emergency? Which emergencies does the SES assist with? You can write student responses on the board. **Ask** what was your favourite part of the visit from SES? **Discuss** students' responses. **Ask** did you share what you learnt with someone at home? What did you share with them? **Level 4** **Discuss** begin with asking students about recent SES visit. **Ask** What is an emergency? Brainstorm different emergencies, write on the board. **Ask** Students to identify which emergencies does the SES assist with. As a class, think of ways SES can help during flood and storm emergencies. **Ask** what was your favourite part of the visit from SES?

2	10 - 20 mins	***Modelling, demonstration and explanation*** **A1 Reflection activity sheet** **Encourage** students to write what they learnt / or draw a detailed picture of the SES volunteer (s) who visited. As students are completing their recount; the teacher can go around and assist students with their writing. Student bring their completed reflection to the floor, sit in a circle and hold up so everyone can see. **Ask** students to look at everyone's writing / pictures and to raise their hand when they find someone who has taken their time and drawn a detailed picture. **Discuss** different students work and what they have decided to write and / or draw about. Thinking about what we can do **Before an emergency** can help us feel better when things do go wrong. **Remind** students to take home their work, show the people they live what they have learnt about how to be emergency ready. **Discuss** with the students the recent visit from SES**,** **Ask:** Who visited us? What is an emergency? Which emergencies does the SES assist with?
	20 - 30 mins	**A2 School newsletter article** **Distribute** the A2 School Newsletter Article sheet to each student. **Ask** the class, write an article in the school newsletter about the local SES unit visiting the school. In the article, students can explain what they learnt about Emergency Readiness, Be Flood Ready, Be Storm Smart or How SES helps the community. Writing a school newsletter article is an excellent way for students to build communication skills, share student voices, and foster community spirit. The key to success is delivering concise, engaging information structured specifically for busy readers like parents and peer

	10 – 20 mins	**A3 Build your own emergency grab bag** **Distribute** the A3 activity sheet to each student. In groups of 2 -3 students encourage the students to talk about important personal items for emergency grab bag. When activity sheet is completed, the students can share their ideas together with the whole class.
	10 – 20 mins	**A4 Emergency kit word puzzle** **Distribute** Emergency kit word puzzle sheet for students to complete. **Discuss** with students can form a circle in front of you, share with the group, or individual children can come up to the front to share with the group.
3	5 mins	***Review and reflect*** **Review** Emergency Ready handout / Video /Slide – Resource list Refer to Appendix 2 1. I can draw an emergency Ready to go? (Grab bag) list 2. We know how to make an emergency grab bag 3. I know to always stay with a trusted adult during an emergency. **Ask** students for any queries and clarifications on Emergency Ready preparedness actions. **Collect** activity sheets to view students' ability to identify and understand Emergency Readiness actions.

Teacher considerations

Before lesson:
Printout activity sheet copies for the students
Reflection activity sheet
School newsletter article
Build your home emergency kit
Emergency coding 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 teacher if needed.