

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	AC9HP4P06	AC9S4U02	AC9TDE4K01
AC9HS4S01 AC9HS4S02	AC9HP4P08 AC9HP4P10	AC9S4I01	

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2E3LY01 VC2E4LY01	VC2HG4K03 VC2HG4K06	VC2HP4P03	VC2S4H01	VC2TDE4D02
VC2E3LA10 VC2E4LY10	VC2HG4S02	VC2HP4P08 VC2HP4P09	VC2S4H02 VC2S4U04 VC2S4U07 VC2S4U08 VC2S4I01 VC2S4I05	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](https://www.ses.vic.gov.au/ses%20for%20schools)

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	<p><i>Activation of prior knowledge</i></p> <p><u>Level 3</u></p> <p>Discuss with the students the recent visit from SES,</p> <p>Ask: Who visited us? What is an emergency? Which emergencies does the SES assist with? You can write student responses on the board.</p> <p>Ask what was your favourite part of the visit from SES?</p> <p>Discuss students' responses.</p> <p>Ask did you share what you learnt with someone at home? What did you share with them?</p> <p><u>Level 4</u></p> <p>Discuss begin with asking students about recent SES visit.</p> <p>Ask What is an emergency? Brainstorm different emergencies, write on the board.</p> <p>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.</p> <p>Ask what was your favourite part of the visit from SES?</p>

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/sesforschools>

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.