Post -visit Lesson Plan: Emergency Ready

Level 5 to Level 6

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 – Arts & Social Sciences	Health and Physical Education	Science	Technologies
AC9HS6S01 AC9HS6S02 AC9HS6S05 AC9HS5K05	AC9HP6P06 AC9HP6P08 AC9HP6P09 AC9HP6P10	AC9S6H02 AC9S6I03	AC9TDE6P01 AC9TDE6P02

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2E6LY01 VC2E6LY02 VC2E5LY10	VC2HG6K05 VC2HG6S04 VC2HG6S06 VC2HG6S07	VC2HP6P03 VC2HP6P08 VC2HP6P09	VC2S6H02 VC2S6U03 VC2S6U05 VC2S6U06 VC2S6I01 VC2S6I03 VC2S6I04 VC2S6I05 VC2S6I06	VC2TDE6D05 VC2TDI6D02

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*** **All Levels** **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 Narrative Writing** **Ask** students to imagine they are in a flood / storm event and write a narrative. **Discuss** before the students begin writing, Think about what the Flood / storm would sound like, How the characters would feel What might happen during a flood / storm. Students could publish and share their writing with the school community through the school newsletter.
	10 – 20 mins	**A3 School Assembly Presentation** **Class Activity.** **Discuss** as a class what their school peers need to know about the Emergency Preparedness. **Ask** the students to plan and write a script for the school assembly presentation. **Encourage** students to visit the VICSES website to gather more information. **VICSES Website:** https://www.ses.vic.gov.au/web/www/do1thing The students can focus on Do 1 Thing VICSES safe message.

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
Narrative Writing
School Assembly Presentation sheet

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.