Post -visit Lesson Plan: Emergency 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 VC2HPFP06 VC2HPFP07 VC2HP2P06 VC2HP2P07	VC2S2H01 VC2S2U07 VC2S2I01 VC2S2I02	VC2TDE2D02

Lesson number: Lesson 4 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
Children's 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 Foundation** **Discuss** with the student the recent visit from SES, **Ask:** Who visited us? What is an emergency? Which emergencies does the SES assist with? **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 1 to 2** **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 Ready to Go?** **Discuss** with different items that are important to include in a home emergency kit and their own grab bag. **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	**A2 Emergency Ready Badge** **Distribute** Emergency Ready Badge for students to complete. **Discuss** Students can form a circle in front of you, hold up their badge and share with the group, or individual students can come up to the front to share with the group.

	10 – 20 mins	**A4 VICSES Rescue truck** VICSES Printable refer to Appendices **All levels** **A5 Class letter** As a class, write a letter to the local SES unit that visited. In the letter, students can thank them for their visit and write what they learnt and draw a picture to go with the class letter.
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
Ready to Go?
Emergency ready badge
VICSES Rescue truck
Class letter

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.