

VICSES Flood and Storm Emergency Readiness

School Program

Educator Guide

Level Foundation to Level 2



Contents Page - Preschool

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Section 1: Introduction

Introduction

The VICSES Preschool / Primary School Disaster Readiness Program (SES for Schools) has been developed with the aim to assist SES members to confidently visit preschool and primary school educational settings to conduct information sessions with all children at their curriculum levels on the two main natural disaster risk reduction topics, **Flood and Storm Emergency Readiness**.

In addition to the program, there will be opportunity to implement extension activities for Landslide and Earthquake emergency readiness.

The program has been developed in collaboration with VICSES members, Educators / Teachers, National and State Government Partners.

- **Be Flood Ready** – Know your hazards, Find your local flood guide, Never drive in floodwater, Bag it Block lift it and leave.
<https://www.ses.vic.gov.au/plan-and-stay-safe/flood-guides>
- **Be Storm Smart** – What you need to do prepare your house for storms.
<https://www.ses.vic.gov.au/plan-and-stay-safe/emergencies/storm>
- **Plan and Stay Safe** – How to plan for emergencies.
<https://www.ses.vic.gov.au/plan-and-stay-safe>

Within each of **three topics**, there are **session plan** options designed for the following year levels:

- **Preschool** (3 – 5 yrs)
- **Foundation to Level 2** (5 – 8yrs)
- **Level 3 to Level 4** (8 – 10yrs)
- **Level 5 to Level 6** (10 – 12yrs)

Introduction cont....

Post – Visit lesson plans

A generic teacher post-visit lesson plan has been provided for Level Foundation to Level 2. This part is in section 2 - 6 (pages 27 - 53).

The post visit lesson plan is generic and can be used following any of the **Be Flood Ready**, **Be Storm Smart**, or **Emergency Ready** presentations.

Activity plans have been designed so you can deliver them without needing emergency vehicles or specialised rescue equipment.

While the emergency services vehicles or specialist equipment can be included in the SES incursion, please be aware that it may distract children from the key safety

messages. It's important that the focus remains on helping children learn **how to stay safe**.

We've included general information and resources to support your post visit lesson delivery.

In addition to the three key topics

Be Emergency Ready
Be Flood Ready,
Be Storm Smart,

Extension: section 5 - 6 (Page 53)

This program also includes **Landslide and Earthquake** activities. (approx. 10 - 20 minutes each)

Introduction cont...

Post SES visit – Classroom tips

1. Recall the visit

Who visited us?

What is an emergency?

Which types of emergencies does the SES help with?

2. Reflect on the experience

What was your favourite part of the visit from the SES?

Discuss students' responses and encourage them to share what they enjoyed or found interesting.

3. Share learning beyond the classroom

Did you tell someone at home about what you learnt?

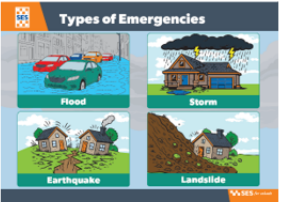



What did you share with them?

Discuss students' responses and reinforce the importance of sharing safety information with family and friends.

Introduction cont...

Contents of the SES for Schools resource kit (SES members)

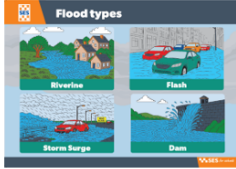


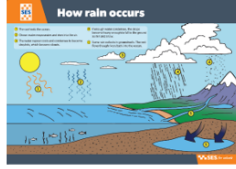
Emergency Ready

Types of Emergencies <u>Corflue 1</u>		Build an emergency kit <u>Corflue 2</u>	
Paddy <u>Corflue 3</u>		Additional	- SES for Schools program booklet - Build an emergency kit card (26) 
Additional	- Emergency Ready core activity schedule visit sheet example - DIY resource prop sheet - School visit teacher survey forms		

SES for Schools Program resources

The SES for Schools Resource Kit has been designed to equip SES members with everything needed to conduct a school visit.

Flood Ready

Flood Types <u>Corflue 1</u>		What's in floodwater <u>Corflue 2</u>	
Floodwater dangers <u>Corflue 3</u>		How rain occurs <u>Corflue 4</u>	
Additional	- Flood Ready core activity schedule visit sheet example - DIY resource prop sheet		

Be Storm Smart

Storm Types <u>Corflue 1</u>		Before the Storm hits <u>Corflue 2</u>	
Before the Storm hits (Apartment) <u>Corflue 3</u>		After the storm hits <u>Corflue 4</u>	
Additional	- Storm Smart cards (5) - Be Storm Smart activity schedule visit sheet example - DIY resource prop sheet		

General Background information

The following resources can assist educators in preparing for lessons:
General information about SES and key messages See ...

Section 1: Introduction (Page 4)
General glossary of terms

Sections 2 to 6: Preschool level program outlines

Section 5 to 6: Extension (Page 53)
Landslide
Earthquake

Section 7: Appendices (Page 57)
Resources
Useful websites links
DIY guides

Section 8:
Acknowledgements (Page 64)

Additional information is also available on the VICSES Website: **SES for Schools**
<https://www.ses.vic.gov.au>





General Background information cont...

Working with Children Check

VICSES is a child safe organisation.

As of 15 March 2026, All SES members are required to hold a current Working with Children Check.

This check helps protect children from harm by preventing individuals who may pose a risk from working or volunteering with them.

Working with Children Act 2005 (Vic)

VICSES Policy 1.57 Child Safety Policy.

National Police Check

All SES members do have a Nationally Coordinated Criminal History Check (NCCHC). This is an Australian police check that provides a summary of an individual's disclosable criminal history across all states and territories. It is conducted with the SES members consent and is commonly required for employment, volunteering, or occupational licensing, particularly in roles like education, healthcare, or finance. The check includes police information from national and state/territory police records and the Australian Criminal Intelligence Commission (ACIC).

Policy 1.58-1 Member screening procedure (WWCC & NCCHC)

Emergency Sensitivities



Emergency Sensitivities and Children

- Experienced an emergency directly
- Heard frightening or distressing stories
- Been shielded from such realities altogether

Because of this, it is important to approach topics with sensitivity and awareness, ensuring that details are presented carefully to avoid frightening or upsetting children.

Children process emergencies very differently depending on their age, development, and past experiences. What you've written is a strong foundation for setting the tone when introducing this topic. If you'd like, I can help you expand this into a short guide for adults (teachers, parents, carers) that includes:

Why sensitivity matters (acknowledging children's varied experiences)

- **Practical approaches** (age-appropriate language, reassuring tone, focusing on safety and helpers)
- **What to avoid** (graphic details, sensationalism, assuming all children understand the same way)
- **Ways to support children afterwards** (encouraging questions, offering reassurance, noticing signs of distress)

Emergency Sensitivities and educators



- Experienced an emergency directly
- Heard frightening or distressing stories
- Been shielded from such realities altogether

Work colleagues may have had a range of experiences in the past with emergencies and may present memories of both positive or negative experiences.

Before: care should be taken to ensure that participation in the sessions does not exacerbate or re-trigger previous trauma.

This may include communicating with appropriate leadership staff members and providing colleagues with an opportunity to privately talk if they have experienced a distressing event.

Why sensitivity matters (acknowledging educator's varied experiences is very important)

For teachers who may need additional support please refer to the Victorian Government School Wellbeing Resources

Web Link:

<https://www2.education.vic.gov.au/pal/occupational-health-safety-wellbeing-management/guidance/employee-wellbeing-support-services>

Using technology

During SES visit sessions and educator post-visit lessons there may be a need to use technology in the classroom. (e.g., computers, smart boards, laptops, or data projectors).

The SES visit sessions are designed to run with or without requiring technology

However, the optional use of multimedia is encouraged where possible.

Suggestions such as short videos, sound clips, or other digital resources (links in Educator guide)

are included in the lesson plans and may be incorporated at the SES presenter's discretion, depending on the school's facilities availability.

SES for schools

Section 7: Appendices (Page 57)

- VICSES website links
- Website links
- Curriculum / Multi aged learning frameworks links
- DIY guides

Resource Kit

SES for Schools

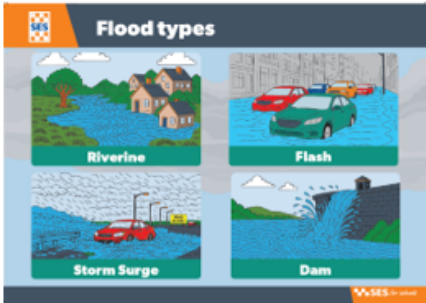


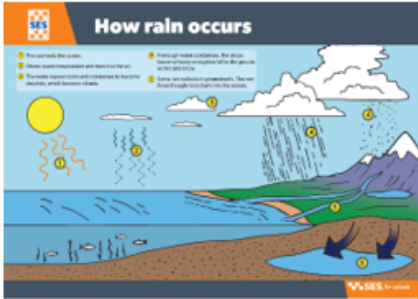
Emergency Ready

<p>Types of Emergencies <u>Corflue 1</u></p>		<p>Build an emergency kit <u>Corflue 2</u></p>	
<p>Paddy <u>Corflue 3</u></p>		<p>Additional</p>	<ul style="list-style-type: none"> - SES for Schools program booklet - Build an emergency kit card (26) 
<p>Additional</p>	<ul style="list-style-type: none"> - Emergency Ready core activity schedule visit sheet example - DIY resource prop sheet - School visit teacher survey forms 		

Resource Kit

SES for Schools


Flood Ready

<p>Flood Types <u>Corflue 1</u></p>		<p>What's in floodwater <u>Corflue 2</u></p>	
<p>Floodwater dangers <u>Corflue 3</u></p>		<p>How rain occurs <u>Corflue 4</u></p>	
<p>Additional</p>	<ul style="list-style-type: none"> - Flood Ready core activity schedule visit sheet example - DIY resource prop sheet 		

Resource Kit

SES for Schools

Be Storm Smart

<p>Storm Types <u>Corflue 1</u></p>	 <p>Storm types</p> <p>Wind Hail</p> <p>Storm Surge Lightning</p>	<p>Before the Storm hits <u>Corflue 2</u></p>	 <p>Before the storm</p>
<p>Before the Storm hits (Apartment) <u>Corflue 3</u></p>	 <p>Before the storm</p>	<p>After the storm hits <u>Corflue 4</u></p>	 <p>After the storm hits</p> <p>Trees Furniture</p> <p>Trampoline</p>
<p>Additional</p>	<ul style="list-style-type: none"> - Storm Smart cards (5) - Be Storm Smart activity schedule visit sheet example - DIY resource prop sheet 		

DIY Resource guides

Home Emergency Kit

Section 7: Appendices (Page 57)

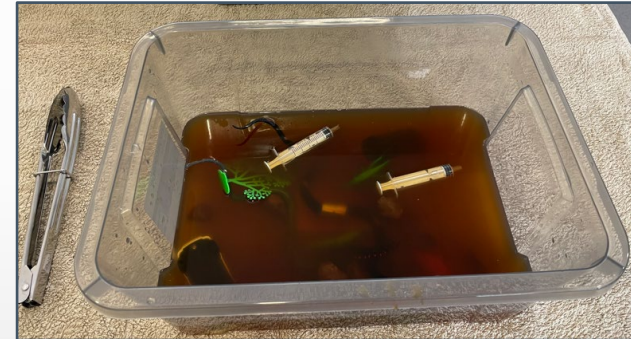
How to Create a Home Emergency Kit for step-by-step instructions.



Floodwater Hazard Kit

Section 7: Appendices (Page 57)

How to Create a Floodwater Hazard Kit for step-by-step instructions



Landslide Kit

Section 7: Appendices (Page 57)

How to Create a Landslide Kit for step-by-step instructions



Background - Glossary terms



SES for Schools – Student Glossary

Some of the words used in emergencies can be tricky. If you don't understand a word, you can use this glossary to help you.

Word	Meaning
atmosphere	a layer of gas that surrounds our earth
awash	to be covered with water
condensation	when water changes from a gas into a liquid
constant	a value that does not change
contamination	something dirty or unwanted
converging	coming together
displaced	moved to somewhere else
downpour	heavy rainfall
equator	an invisible line that wraps around the earth marking the centre (between the north pole and the south pole)
evacuate	to leave in an emergency situation
evaporate	When water changes from a liquid to a gas
fatalities	A death resulting from an accident or a disaster
forecast	To calculate or estimate something in advance, like the weather
hazard	something dangerous
impassable	cannot cross over
intensify	to get stronger
inundation	to cover with floodwater
isolated	far away from other places or surrounded by water
localised	something that happens in one area
peak	the highest point
precipitation	water that falls from the sky either as rain, hail or snow
provisions	a supply of food and drink
sodden	very wet
tides	the rise and fall of sea levels
torrential	water falling or flowing very fast and hard
water vapour	the gas form of water
waterways	any water that you can navigate through including rivers, lakes, seas, oceans, and canals
whirlpool	water spinning around very fast

Background

Curriculum connections

The VICSES Early Years Primary School Disaster Readiness Program has been designed to support presentations across Preschool and all levels of Primary School.

With strong links to the National Quality Standards, Multi aged learning frameworks; Early Years Learning Framework, My Time Our Place, Australian Curriculum v9.0, Victorian Early Years Learning and Development Framework, Victorian Curriculum v2.0.

This is the standard curriculum frameworks used by all Victorian government, Independent and private schools for planning, assessment, and reporting to parents.

By including these curriculum links:

Teachers and Educators can record student learning outcomes from the visit

Teachers / Educators can justify time spent outside of regular classroom activities

Curriculum connections are outlined in each section of the resource.

Section 1: Introduction (Page 4).





Emergency Ready, Flood Ready and Be Storm Smart

Level Foundation to Level 2 (5 to 8 years)

Post visit - Educator outline

Session Times	National Quality Standards	Learning Frameworks	Learning content	Resource / Worksheets
30 - 45 mins	<p>Quality Area 1 Educational Program and Practice (1.1.1, 1.2.2)</p> <p>Quality Area 2 Children’s health and safety (2.1, 2.2.2)</p> <p>Quality Area 3 Physical environment (3.2.3)</p> <p>Quality Area 4 Staff arrangements (4.1)</p> <p>Quality Area 5 Relationships with children (5.2, 5.2.1, 5.2.2)</p> <p>Quality Area 6 Collaborative partnerships with families and communities (6.1, 6.1.3, 6.2.3)</p> <p>Quality Area 7 Governance and Leadership (7.1, 7.1.2)</p>	<p>VEYLDF</p> <p>Learning Outcome 1 Identity</p> <p>Learning Outcome 2 Community</p> <p>Learning Outcome 3 Wellbeing</p> <p>Learning Outcome 4 Learning</p> <p>Learning Outcome 5 Communication</p>	<p>Session 1 Are you Emergency Ready? To share information with students on how to prepare for emergencies.</p> <p>Children can design their own emergency ready badge.</p> <p>Session 2 Are you Flood Ready To introduce the dangers of swimming, walking and playing in floodwater.</p> <p>What to do before and during a flood emergency</p> <p>Session 3 Be Storm Smart What to do before a storm emergency</p>	<p>A3 poster paper</p> <p>AV Equipment</p> <p>DIY Resource guides - Relevant props</p> <p>Educator Lesson plans</p> <p>Educator resources</p> <p>Pencils / textas</p> <p>Student handouts</p>



Emergency Ready, Flood Ready and Be Storm Smart

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Emergency Ready, Flood Ready and Be Storm Smart

Level Foundation to Level 2 (5 to 8 years)

Post visit - Educator outline

Session Times	AC Curriculum	VC Curriculum	Learning content	Resource / Worksheets
30 - 45 mins	-	<p>English <u>Foundation</u> Interacting with others VC2EFLA01</p> <p>Language for expressing and developing ideas VC2EFLA07</p> <p><u>Level 1 and level 2</u> Interacting with others VC2E1LY01 VC2E2LY01</p> <p>Language for expressing and developing ideas VC2E1LA08</p> <p>Humanities - Geography <u>Foundation</u> Places and our connections to them VC2HG2K05</p> <p><u>Level 1 and level 2</u> Places and our connections to them VC2HG2K05</p>	<p>Session 1 Are you Emergency Ready? To share information with students on how to prepare for emergencies.</p> <p>Children can design their own emergency ready badge.</p> <p>Session 2 Are you Flood Ready To introduce the dangers of swimming, walking and playing in floodwater.</p> <p>What to do before and during a flood emergency</p> <p>Session 3 Be Storm Smart What to do before a storm emergency</p>	<p>A3 poster paper</p> <p>AV Equipment</p> <p>DIY Resource guides - Relevant props</p> <p>Educator Lesson plans</p> <p>Educator resources</p> <p>Pencils / textas</p> <p>Student handouts</p>



Emergency Ready, Flood Ready and Be Storm Smart

Level Foundation to Level 2 (5 to 8 years)

Post visit - Educator outline

Session Times	AC Curriculum	VC Curriculum	Learning content	Resource / Worksheets
30 - 45 mins	<p>Health and Physical Education <u>Level Foundation</u> Personal, Social and Community Health Identities and change AC9HPF01</p> <p>Making healthy and safe choices AC9HPF05 AC9HPF06</p> <p><u>Level 1 and level 2</u> Personal, Social and Community Health Interacting with others AC9HP2P02 AC9HP2P03</p> <p>Making healthy and safe choices AC9HP2P06</p>	<p>Health and Physical Education <u>Foundation</u> Interacting with others VC2HPFP03 Contributing to healthy communities VC2HPFP06 VC2HPFP07</p> <p><u>Level 1 and level 2</u> Interacting with others VC2HP2P03 Contributing to healthy communities VC2HP2P06 VC2HP2P07</p> <p>Science <u>Foundation to level 2</u> Nature and development of science VC2S2H01 Earth and space sciences VC2S2U07 Questioning and predicting VC2S2I01 Planning and conducting VC2S2I02</p>	<p>Session 1 Are you Emergency Ready? To share information with students on how to prepare for emergencies.</p> <p>Children can design their own emergency ready badge.</p> <p>Session 2 Are you Flood Ready To introduce the dangers of swimming, walking and playing in floodwater.</p> <p>What to do before and during a flood emergency</p> <p>Session 3 Be Storm Smart What to do before a storm emergency</p>	<p>A3 poster paper</p> <p>AV Equipment</p> <p>DIY Resource guides - Relevant props</p> <p>Educator Lesson plans</p> <p>Educator resources</p> <p>Pencils / textas</p> <p>Student handouts</p>



Emergency Ready, Flood Ready and Be Storm Smart

Level Foundation to Level 2 (5 to 8 years)

Post visit - Educator outline

Session Times	AC Curriculum	VC Curriculum	Learning content	Resource / Worksheets
30 - 45 mins	-	<p>Technologies</p> <p><u>Level 1 and level 2</u> Generating and designing VC2TDE2D02</p>	<p>Session 1 Are you Emergency Ready? To share information with students on how to prepare for emergencies.</p> <p>Children can design their own emergency ready badge.</p> <p>Session 2 Are you Flood Ready To introduce the dangers of swimming, walking and playing in floodwater.</p> <p>What to do before and during a flood emergency</p> <p>Session 3 Be Storm Smart What to do before a storm emergency</p>	<p>A3 poster paper</p> <p>AV Equipment</p> <p>DIY Resource guides - Relevant props</p> <p>Educator Lesson plans</p> <p>Educator resources</p> <p>Pencils / textas</p> <p>Student handouts</p>

Planning cont...

SES for Schools program - Educator guide

Preparation

This section contains information about planning your post – visit lesson outline.

Choosing the lesson and preparing

By selecting the appropriate year level and lesson from the key topics from the Educator guide.

VICSES website: SES for Schools – Educators

<https://www.ses.vic.gov.au>

Resources for students and educators are available in electronic version. This can be downloaded and print off beforehand.

The school post-visit resource is broken up into the following four topics:

- 1: Emergency Ready
- 2: Flood Ready
- 3: Be Storm Smart

4: *Extension (Landslide or Earthquake)*

Each section contains a general introduction together with the step-by-step lesson guides for all primary school levels. There is take home activities available too. (Families)

Foundation to level 2

VICSES Post - Visit Outline
(5 – 8 yrs)



Foundation to Level 2 VICSES Program Outline

Session 1.	Emergency Ready
Objectives	<p>To develop an understanding of the Victoria State Emergency Service (VICSES) and the important role it plays in helping the community during emergencies.</p> <p>To understand what an emergency is.</p> <p>To learn how to be prepared for an emergency.</p> <p>To identify what belongs in an emergency kit.</p>
Key Messages	<p>The Victoria State Emergency Service (VICSES) helps the community during emergencies.</p> <p>Be Emergency Ready</p> <p>During emergencies, always stay with an adult.</p>
Session Time (Approx.)	30 - 45 minutes





Foundation to Level 2 VICSES Post - Visit Outline

Lesson 1.	Emergency Ready
<p>Introduction 10 mins</p> <p><u>Classroom</u> Verbal presentation Student participation</p>	<p><u>Level Foundation</u></p> <p>Discuss with the children 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>Introduction 10 mins</p> <p><u>Classroom</u> Verbal presentation Student participation</p>	<p><u>Level 1 & 2</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>






Foundation to Level 2 VICSES Post - Visit Outline

Lesson 1.	Emergency Ready
<p>Activity 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p> A1 Reflection activity sheet</p> <p>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.</p> <p>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.</p> <p>Discuss different students work and what they have decided to write and / or draw about.</p> <p>Thinking about what we can do Before an emergency can help us feel better when things do go wrong.</p> <p>Remind students to take home their work, show the people they live what they have learnt about how to be emergency ready.</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p> A2 Ready to Go?</p> <p>Distribute the A2 activity sheet to each student.</p> <p>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.</p>



Foundation to Level 2 VICSES Post - Visit Outline

Lesson 1.	Emergency Ready
<p>Activity 10 – 20 mins</p> <p><u>Classroom</u> Verbal presentation Student participation</p>	<p> A3 Emergency Ready Badge</p> <p>Distribute Emergency Ready Badge for students to complete.</p> <p>Discuss Students can form a circle in front of you, hold up their badge and share with the group, or individual children can come up to the front to share with the group.</p>
<p>Activity 10–20 minutes</p> <p><u>Classroom</u> Verbal presentation Student participation</p>	<p> A4 VICSES Rescue truck</p> <p>VICSES Printable refer to Appendices</p> <p> A5 Class letter</p> <p>All levels</p> <p>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.</p>



Post -visit Lesson plan

Emergency Ready

Post-visit Lesson Plan: Emergency Ready
 Level Foundation to Level 2
 Curriculum multi aged learning frameworks:
 NQF National Quality Standards,
 MLOP My Time Our Place Framework
 VELS 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
AC9HP01	AC9HP02 AC9HP03		
	AC9HP05 AC9HP06 AC9HP6		

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2EFLA1 VC2ELV01 VC2ELV01	VC2HGK05	VC2HPF03 VC2HP03	VC2SZH1 VC2SZU7	VC2TDE2D2
VC2EFLA7 VC2ELA08		VC2HPF06 VC2HPF07 VC2HP2P6 VC2HP2P7	VC2SZ01 VC2SZ02	

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. food, 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. food, storms)

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

Glossary
 Student Glossary Link
<https://www.ses.vic.gov.au/sesforschools>

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	<p>Activation of prior knowledge</p> <p>Level Foundation</p> <p>Discuss with the student the recent visit from SES.</p> <p>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?</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>Level 1 to 2</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>

2	10 - 20 mins	<p>Modelling, demonstration and explanation</p> <p>A1 Reflective activity sheet</p> <p>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 draw the completed reflections to the floor, sit in a circle and hold up to everyone to see.</p> <p>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.</p> <p>Discuss different students work and what they have decided to write and / or draw about.</p> <p>Thinking about what we can do Before an emergency can help us feel better when things do go wrong.</p> <p>Remind students to take home their work, show the people they live with what they learnt about how to be emergency ready.</p> <p>Discuss with the students the recent visit from SES. Ask: Who visited us? What is an emergency? Which emergencies does the SES assist with?</p> <p>A2 Ready to Go?</p> <p>Discuss with different items that are important to include in a home emergency kit and their own grab bag.</p> <p>In groups of 2-3 students encourage the students to talk about important personal items for emergency grab bag.</p> <p>When activity sheet is completed, the students can share their ideas together with the whole class.</p>
	20 - 30 mins	<p>A2 Emergency Ready Badge</p> <p>Distribute Emergency Ready Badge for students to complete.</p> <p>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.</p>

	10 - 20 mins	<p>A1 VICSES Review track</p> <p>VICSES Printable https://www.ses.vic.gov.au/sesforschools refer to Appendixes All events A3 Class letter</p> <p>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.</p>
3	5 mins	<p>Review and reflect</p> <p>Review Emergency Ready handout / Video / Slide - Resource list https://www.ses.vic.gov.au/sesforschools</p> <ol style="list-style-type: none"> 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. <p>Ask students for any queries and clarifications on Emergency Ready emergencyshes advice.</p> <p>Collect activity sheets to view students' ability to identify and understand Emergency Readiness actions.</p>

Teacher considerations

Before lesson:
 Printout activity sheet copies for the children
 Ready to Go?
 Emergency ready badge

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 & 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.

Emergency Ready - Resource list

A1 Reflection activity sheet

Emergency Ready

A1 Reflection activity sheet
The students reflection sheet gives them an opportunity to reflect, recall and starts conversations with their peers.

We Learnt...

Emergency Ready | A1 Reflection activity sheet | 1 | SES For schools

A2 Ready to go?

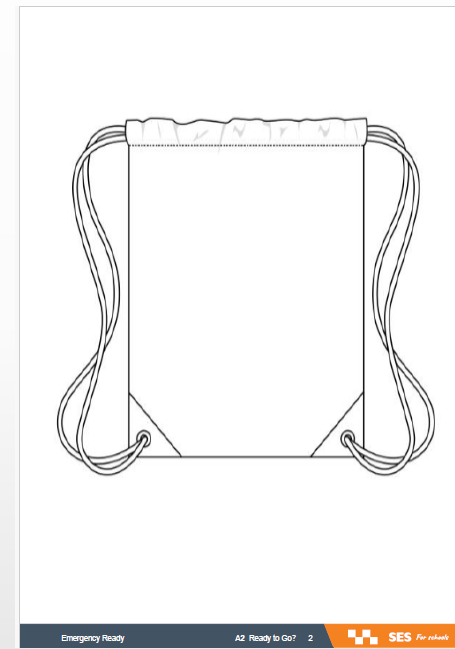
Emergency Ready

A2 Ready to go?
Children's emergency grab bag (Draw items important to you) (ie: teddy/toy, colouring book & pencils, iPad, charger, storybook, ...)

Build an emergency kit

Radio	Torch	Spare batteries	Phone charger & power bank	First aid kit
Baby bottle	Pen and paper	First aid kit	Medication	Gloves
Boots	Spare clothes	Spare food	Spare water	

Emergency Ready | A2 Ready to Go? | 2 | SES For schools



A3 Emergency Ready Badge

Emergency Ready

A3 Emergency Ready Badge
Children's Emergency Ready Badge can be coloured in, cut out and displayed around the classroom.

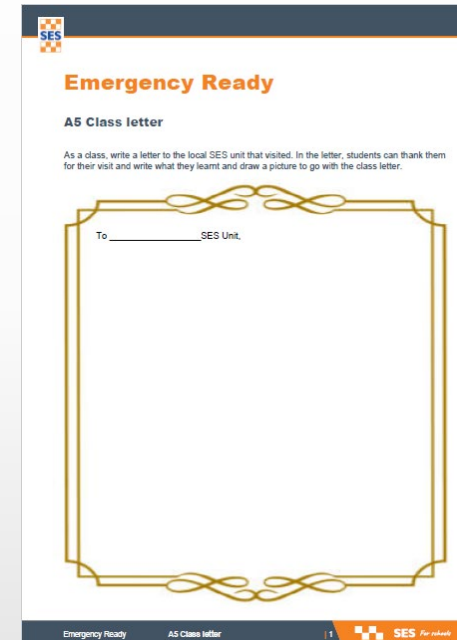
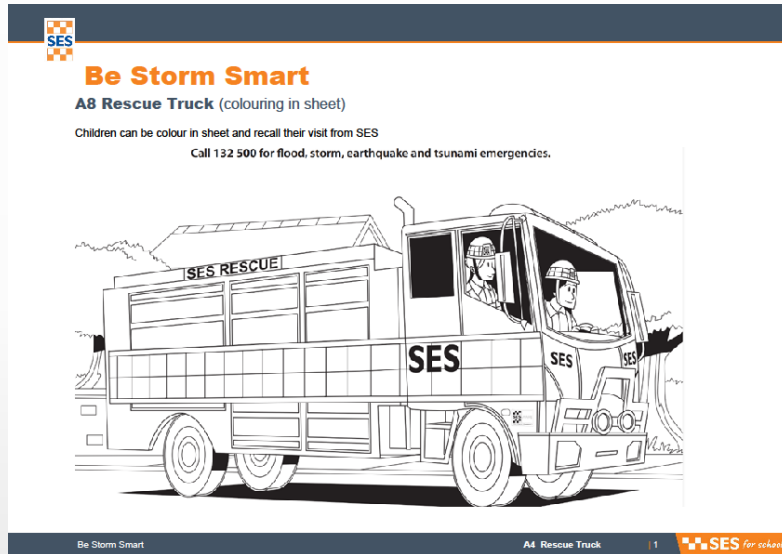
EMERGENCY READY
BADGE

Emergency Ready | A3 Emergency Ready Badge | 1 | SES For schools

Emergency Ready - Resource list

A4 VICSES Rescue Truck

A5 Class letter






Foundation to Level 2 VICSES Program Outline

Session 2.	Flood Ready
Objectives	<p>To develop an understanding of the Victoria State Emergency Service (VICSES) and the important role it plays in helping the community during emergencies.</p> <p>To understand what Flood Preparedness is.</p> <p>To learn how to be prepared for Flood.</p>
Key Messages	<p>The Victoria State Emergency Service (VICSES) helps the community during emergencies.</p> <p>Be Flood Ready</p> <p>Do Not Play in floodwater</p> <p>During emergencies, always stay with an adult.</p>
Session Time (approx.)	30 - 45 minutes



Foundation to Level 2 VICSES Post - Visit Outline

Lesson 2.	Flood Ready
<p>Introduction 10 mins</p> <p><u>Classroom</u> Verbal presentation Student participation</p>	<p><u>All Level</u></p> <p>Ask the Students if they can remember the different types of Flooding.</p> <p><u>Flash Flooding</u> description... Flash Flooding can occur quickly due to heavy rainfall over an area in a short period of time.</p> <p><u>Riverine Flooding</u> description.. Riverine Flooding occurs when a river or stream overflows its banks and covers the surrounding land / properties.</p> <p>Ask students if floodwater is a safe place to swim, walk or play in. After the previous discussion, the response should be <u>NO.</u></p>
<p>Activity 20–30 minutes</p> <p><u>Classroom</u> Verbal presentation Student participation</p>	<p> A6 Flood Safe poster - Paddy</p> <p>Distribute Symbol - Colour Sheet to Children.</p> <p>Discuss with the children about the message on the poster. The children are encouraged to colour in Paddy the Platypus</p>





Foundation to Level 2 VICSES Post - Visit Outline

Lesson 2.	Flood Ready
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p><input type="checkbox"/> A7 Stay Safe – writing</p> <p>Distribute worksheet to all students.</p> <p>Ask them to trace over the dotted words and draw a picture of floodwater that looks dirty or contains a hazardous object, i.e. tree branch</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p><input type="checkbox"/> A8 Floodwater Chant</p> <p>Encourage everyone to say and act out the chant together. Introduce the following chant and actions.</p> <p>Floodwater everywhere (<i>Spread arms wide</i>)</p> <p>Swim, walk or play in it?</p> <p>I do not dare! (<i>Shake head and finger gesturing ‘No!’</i>)</p> <p>Everyone listens and prepare (<i>Cup ear with hand as if listening</i>)</p> <p>Please take care, take care. (<i>Put hand on your heart</i>)</p>



Foundation to Level 2 VICSES Post - Visit Outline

Lesson 2.	Flood Ready
<p>Activity 20–30 minutes</p> <p><u>Classroom</u> Verbal presentation Student participation Demonstration</p>	<p>Activity: Music & Movement</p> <p> A9 BBLL Lyric children’s handout</p> <p>Video VICSES website Bag it Block it Lift it & Leave:</p> <p>YouTube: https://www.youtube.com/watch?v=AsC_GBSCUH4 (Animation)</p> <p>Children can create their own actions to the song..... Bag it ... Block it ... Lift it ... and Leave ..</p>
<p>Activity 10–20 minutes</p> <p><u>Classroom</u> Verbal presentation Student participation</p>	<p><u>Level 2</u></p> <p> A10 Flood - WORDFINDER</p> <p>Encourage students to become familiar with commonly used words about flood.</p> <p>Students to find and identify the 18 words in the Flood – Wordfinder</p>



Post -visit Lesson plan

Flood Ready

Post -visit Lesson Plan: Flood Ready
Level Foundation to Level 2

Curriculum multi aged learning frameworks:
 NQS National Quality Standards,
 MTOP My Time Our Place Framework
 VEYL 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
VC2FLA01 VC2ELV01 VC2ELV01	VC2HG2K05	VC2HPP03 VC2HP2P03	VC2S2H01 VC2S2U07	VC2TDE2D02
VC2FLA07 VC2ELA08		VC2HPP06 VC2HPP07	VC2S201 VC2S202	

Lesson number: Lesson 2 of 5

Lesson overview

Prior Knowledge
 Before starting this sequence, Student have experienced a visit from the local SES Unit. Student are given the opportunity to express themselves with each other and the learn not to enter floodwater, play or swim because of the dangers and risks that are in the floodwater.

Lesson objectives
 For student to learn about why it is unsafe to play and swim in floodwater.
 For student to learn about what they can do before and during a flood emergency.

Glossary

Student Glossary Link
<https://www.ses.vic.gov.au/ses-for-schools>

Materials required for lesson

Student
 Pencils / textas
 Students handouts

Teacher
 A copy of the Educator Guide (Preschool).
 Lesson topic: Flood Ready lesson plan
 Copies of the Flood Ready activity handouts
 DIY Resource guides
 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 Flood Ready
- Do Not Play in floodwater
- 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>Activation of prior knowledge</p> <p>All levels</p> <p>Ask the Students if they can remember the different types of Flooding.</p> <p>Flash Flooding</p> <p>Description.....</p> <p>Flash Flooding can occur quickly due to heavy rainfall over an area in a short period of time.</p> <p>Riverine Flooding</p> <p>Description.....</p> <p>Riverine Flooding occurs when a river or stream overflows its banks and covers the surrounding land / properties.</p> <p>Ask students if floodwater is a safe place to swim, walk or play in. After the previous discussion, the response should be NO.</p>
2	10 – 20 mins	<p>Modelling, demonstration and explanation</p> <p>A6 Flood Safe poster - Paddy</p> <p>Distribute Symbol - Colour Sheet to Children.</p> <p>Discuss with the children about the message on the poster. The children are encouraged to colour in Paddy the Platypus</p>
	20 - 30 mins	<p>A7 Stay Safe – writing</p> <p>Distribute worksheet to all students.</p> <p>Ask them to trace over the dotted words and draw a picture of floodwater that looks dirty or contains a hazardous object. i.e. tree branch</p>

20 - 30 mins	<p>A8 Floodwater Chant</p> <p>Encourage everyone to say and act out the chant together. Introduce the following chant and actions.</p> <p>Floodwater everywhere (Spread arms wide)</p> <p>Swim, walk or play in it?</p> <p>I do not dare! (Shake head and finger gesturing No!)</p> <p>Everyone listens and prepare (Cup ear with hand as if listening)</p> <p>Please take care, take care. (Put hand on your head)</p>
20 - 30 mins	<p>A9 BBL Lyrics children's handout</p> <p>Video VICSES website Bag it Block it LIR it & Leave: YouTube: https://www.youtube.com/watch?v=AgC_G8SCJH4 (Animation)</p> <p>Children can create their own actions to the song.....</p> <p>Bag it ... Block it ... LIR it ... and Leave.....</p>
20 - 30 mins	<p>A10 Flood - WORDFINDER</p> <p>Encourage students to become familiar with commonly used words about flood.</p> <p>Students to find and identify the 18 words in the Flood – Wordfinder</p>

3	5 mins	<p>Review and reflect</p> <p>Review Flood Ready handout / Video /Slide – Resource list Refer to Appendix 2</p> <ol style="list-style-type: none"> 1. I understand not to enter floodwater 2. We know how to follow BBL actions 3. I know to always stay with a trusted adult during an emergency. <p>Ask students for any queries and clarifications on Flood Ready preparedness actions.</p> <p>Collect activity sheets to view students' ability to identify and understand Flood Emergency Readiness actions.</p>
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Teacher considerations

Before lesson:
 Printout activity sheet copies for the students
 Floodwater Chant
 Bag it, block it, LIR it and leave lyrics sheet
 Flood safe poster -Paddy

VICSES website link <https://www.ses.vic.gov.au/sesfor-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.

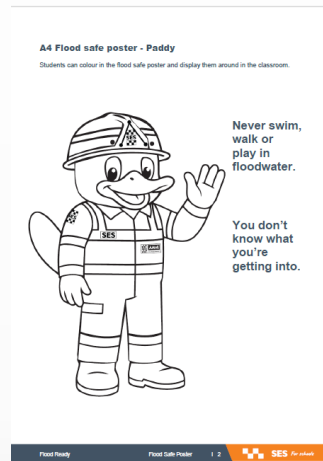
Care should be taken to ensure that participation in the activity does not exacerbate or re-trigger previous trauma.

This may include communicating with parents and providing children with an opportunity to privately talk to you if they have experienced a distressing event.

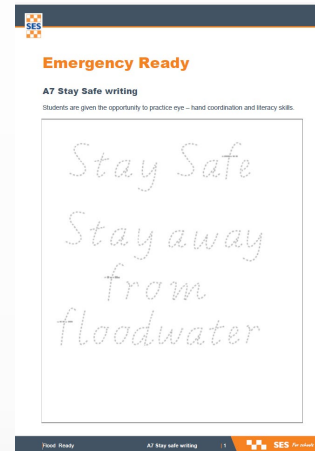
Student must be given the option to not participate in any activity that may cause discomfort or distress, and appropriate support should be available from the educator if needed.

Flood Ready - Resource list

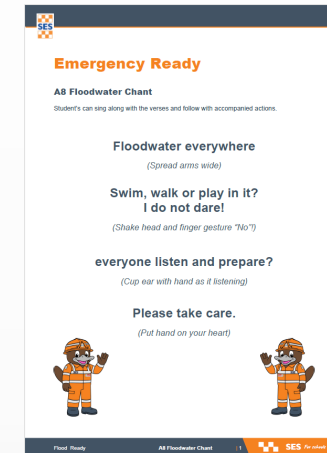
A6 Flood Safe poster – Paddy



A7 Stay Safe - writing



A8 Floodwater Chant



Flood Ready - Resource list

A9 BBLL Lyric sheet

Emergency Ready

A9 Bag it, block it, lift it and leave song (BBLL)

Students can sing along and create their own actions to the song.

BAG IT, BLOCK IT, LIFT IT, AND LEAVE (BBLL)

We live on a spot
Where it might rain a lot
and there's times when it can get out of hand

What do you do if a flood's coming through
It's important you're prepared with a plan
To stay dry check how high the water is

And if your gotta go
These are the steps you should follow

BAG IT
BLOCK IT
LIFT IT
AND LEAVE
(Repeat 2 times)

BAG IT - That's your sandbags you lay them down like this
BLOCK IT - That's your toilets and drains
LIFT IT - Lift your furniture and cushions up high
LEAVE - and then you go somewhere safe.

BAG IT
BLOCK IT
LIFT IT
AND LEAVE
(Repeat 2 times)

Flood Ready | A9 BBLL Lyric | 1 | SES for schools

A10 Flood Wordfinder

Flood Ready

A10 Flood - WORDFINDER

N	S	Q	G	U	T	T	E	R	S	W	L
R	A	C	Y	L	I	P	W	E	H	E	Y
U	N	L	L	I	R	E	G	N	A	D	H
D	D	E	P	F	K	B	S	V	Z	X	S
S	B	A	V	T	L	L	E	B	A	J	E
N	A	N	M	I	O	O	R	Z	R	E	S
I	G	F	S	T	L	C	O	U	D	R	C
A	S	L	M	Q	R	K	N	D	S	A	I
R	B	A	G	I	T	I	D	I	O	P	V
D	X	S	O	S	A	T	C	E	A	E	N
C	A	H	E	N	I	R	E	V	I	R	W
A	Y	D	A	E	R	C	I	X	R	P	O

BAG IT BLOCK IT LIFT IT LEAVE SANDBAGS FLOOD HAZARDS FLASH RIVERINE
OUTTERS DANGER PREPARE VERSES PLAN DRAINS CLEAN READY RAIN

Flood Ready | A10 Wordfinder | Level Foundation to Level 2 | SES for schools



Foundation to Level 2 VICSES Program Outline

Session 3.	Be Storm Smart
Objectives	<p>To develop an understanding of the Victoria State Emergency Service (VICSES) and the important role it plays in helping the community during emergencies.</p> <p>To understand what are the different types of Storm.</p> <p>To learn how to be prepared for Storm</p>
Key Messages	<p>The Victoria State Emergency Service (VICSES) helps the community during emergencies.</p> <p>Be Storm Smart</p> <p>During emergencies, always stay with an adult.</p>
Session Time (Approx.)	<p>30 – 45 minutes</p> <p>Further details refer to SES Facilitator guide</p>





Foundation to Level 2 VICSES Post - Visit Outline

Lesson 3.	Be Storm Smart
<p>Introduction 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p><u>Level Foundation</u></p> <p>Script... “Great thinking, everyone! Now, let’s talk a bit more about <i>storms</i>.”</p> <p>What is a storm?</p> <p>What kinds of things might happen during a storm?” <i>(Pause and let students share — they might say rain, thunder, lightning, strong wind, or hail.)</i></p> <p>“That’s right! Storms can look and sound very different. Some storms bring heavy rain, others bring thunder and lightning, strong winds, or even flooding.”</p> <p>“Something important to remember is that storms can be unpredictable — that means they can change quickly, and sometimes they can be dangerous. Even if a storm starts small, it can become much bigger or move in suddenly.”</p> <p>“Because storms can be unpredictable, it’s really important to know what to do to stay safe when bad weather happens.”</p> <p><u>Level 1 & 2</u></p> <p>Discussion about the weather to engage students in the topic. “Let’s start by talking about the weather today. What is the weather like outside? Is it sunny, cloudy, windy, or rainy? How does the sky look?”</p> <p>“Now, what do you think — is it likely that it’s going to rain today? What clues can we look for to help us guess? Maybe dark clouds, a change in wind, or a weather forecast?”</p> <p>Encourage a few students to share their observations.</p>





Foundation to Level 2 VICSES Post - Visit Outline

Lesson 3.	Be Storm Smart
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p>Level Foundation</p> <p>Discuss with the class Where is the best place to be during a storm?</p> <p>Inform students - Inside It is important that they stay indoors with an adult and that they listen to the adults.</p> <p> A11 VICSES – stay safe before Storms</p> <p>Distribute worksheet to each student.</p> <p>Ask them to complete it individually by circling items and colouring it in.</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p>Level 1 & 2</p> <p>Ask students What is a storm? Lead students to the answer that storms can be unpredictable and can produce lots of different and dangerous weather events.</p> <p> A12 Before & After a Storm hits activity</p> <p>Discuss what students can see in the before and after pictures. Hold up the pictures, covering the after scenario.</p> <p>Discuss with students what they can see in the before scenario and predict what damage might occur when there is a storm.</p>



Foundation to Level 2 VICSES Post - Visit Outline

Lesson 3.	Be Storm Smart
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p> A13 Storm research activity</p> <p>VICSES website https://www.ses.vic.gov.au/plan-and-stay-safe</p> <p>In pairs student to look up the VICSES website and complete the worksheet</p> <p><i>Storms – Plan and stay safe</i></p>
<p>Additional 5-10 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p> A14 Storm activity</p> <p>Distribute worksheet to each student.</p> <p>Ask students to discuss what Be Storm Smart means to them and colour sheet.</p>



Post -visit Lesson plan

Be Storm Smart

Post-visit Lesson Plan: Be Storm Smart
Level Foundation to Level 2

Curriculum multi aged learning frameworks:
NQS National Quality Standards,
MLOP My Time Our Place Framework
VELD 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	VC2HPPF03 VC2HP2P03 VC2HPPF06 VC2HPPF07 VC2HP2P06 VC2HP2P07	VC2S2H01 VC2S2U07 VC2S2I01 VC2S2I02	VC2TDE2D02

Lesson number: Lesson 3 of 5

Be Storm Smart Post -visit Lesson Plan 1

Lesson overview

Prior Knowledge
Before starting this sequence, Student have experienced a visit from the local SES Unit. Student are given the opportunity to practice eye – hand coordination and to express themselves through creative play. The student learn about key safety steps to take before and during a storm event.

Lesson objectives
To encourage Student to become confident to make safe decisions with an adult before and during a storm event.
For student to learn about emergency preparedness before a storm event.
For student to learn about how SES volunteers help the local community.
For student to become familiar and recognise the SES Rescue Truck looks like in case of a future flood / storm emergency.

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: *Be Storm Smart* lesson plan
Copies of the *Be Storm Smart* activity handouts
DIY Resource guides
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.
- To understand what the different types of Storms.
- To learn how to be prepared for Storm
- During emergencies, always stay with an adult.

Be Storm Smart SES post visit Lesson plan 2

Lesson Structure

Lesson	Timings	Description of explicit teaching, learning activities and formative assessment
1	5 - 10 mins	Activation of prior knowledge Level Foundation Script.. ‘Great thinking, everyone! Now, let’s talk a bit more about storms. Ask What is a storm? What kinds of things might happen during a storm?’ <i>(Pause and let students share — they might say rain, thunder, lightning, strong winds, or hail.)</i> Ask What is a storm? ‘That’s a right! Storms can look and sound very different. Some storms bring heavy rain, others bring thunder and lightning, strong winds, or even flooding’ ‘Something important to remember is that storms can be unpredictable — that means they can change quickly, and sometimes they can be dangerous. Even if a storm starts small, it can become much bigger or move in suddenly.’ ‘Because storms can be unpredictable, it’s important to know what to do to stay safe when bad weather happens. Discuss with the students, where is the best place to be during a storm? Inform students – stay inside It is important that they stay indoors with an adult and that they listen to the adults. Level 1 & 2 Discussion about the weather to engage students in the topic. ‘Let’s start by talking about the weather today. What is the weather like outside? Is it sunny, cloudy, windy, or rainy? How does the sky look?’ ‘Now, what do you think — is it likely that it’s going to rain today? What clues can we look for to help us guess? Maybe dark clouds, a change in wind, or a weather forecast?’ Encourage a few students to share their observations.

Be Storm Smart SES post visit Lesson plan 3

2	10 - 20 mins	Modelling, demonstration and explanation All levels A11 VICSES – stay safe before Storms Distribute worksheet to each student. Ask them to complete it individually by cycling items and colouring it in. Level 1 & 2 Ask students ‘What is a storm?’ Lead students to the answer that storms can be unpredictable and can produce lots of different and dangerous weather events. A12 Before & After a Storm hits activity Discuss what students can see in the before and after pictures. Hold up the pictures, covering the after scenario. Discuss with students what they can see in the before scenario and predict what damage might occur when there is a storm. Level 2 A13 Storm research activity VICSES website https://www.ses.vic.gov.au/plan-and-stay-safe In pairs student to look up the VICSES website and complete the worksheet <i>Storms – Plan and stay safe</i> All levels A14 Storm activity Distribute worksheet to each student. Ask students to discuss what Be Storm Smart means to them and colour sheet.
	10 - 20 mins	
	20 – 30 mins	
	10 - 20 mins	

Be Storm Smart SES post visit Lesson plan 4

3	5 mins	Review and reflect Review Be Storm Smart handout / Video /Slide – Resource list Refer to Appendix 2 1. Understand about different storm types 2. We know how to prepare before a storm hits 3. I know to always stay with a trusted adult during an emergency. Ask students for any queries and clarifications on Storm Ready preparedness actions. Collect activity sheets to view students’ ability to identify and understand Storm Emergency Readiness actions.
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Teacher considerations

Before lesson:
Printout activity sheet copies for the Students
VICSES – stay safe before Storms
Before & After a Storm hits activity
Storm activity – colouring sheets
Storm research 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 educator if needed.

Be Storm Smart SES post visit Lesson plan 5

Be Storm Smart - Resource list

A11 VICSES – Stay safe before storms



Be Storm Smart
A11 VICSES - Stay safe before storms
Students can learn more about Paddy the Platypus and his message about being safe in storms.

What can be done around this home to prepare for a storm?
Circle items that need to be put away or safely secured before a storm arrives.



Be StormSmart!

Be Storm Smart | A11 VICSES - Stay safe before storms | VICSES for schools

A12 Before a storm hits – activity sheet



Be Storm Smart
A12 Before a Storm Hits Activity
Students to colour in the sheet, cut out tasks and paste onto the right areas for clean up jobs.

Name: _____

Before a storm hits



Be Storm Smart

Be Storm Smart | A12 Before the Storm Hits | VICSES for schools



Be Storm Smart
A12 After a Storm Hits Activity
Students to colour in the sheet. Discuss as a group what happens when items are not put away before a storm.

Name: _____

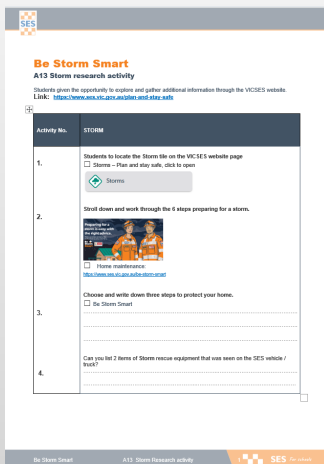
After a storm hits
Furniture



Be Storm Smart



Be Storm Smart | A12 After the Storm Hits | VICSES for schools

A13 Storm research activity



Be Storm Smart
A13 Storm research activity
Students given the opportunity to explore and gather additional information through the VICSES website.
LINK: <https://www.vic.gov.au/storms-and-sea>

Activity No. **STORM**

1. Students to locate the Storms tile on the VICSES website page.
 Storms - Plan and stay safe, click to open

2. Scroll down and work through the 6 steps preparing for a storm.

 Home maintenance
<https://www.vic.gov.au/storms-and-sea>
3. Choose and write down three steps to protect your home.
 Be Storm Smart
4. Can you list 2 items of Storm rescue equipment that you seen on the SES vehicle / boat?

Be Storm Smart | A13 Storm Research activity | VICSES for schools

Be Storm Smart - Resource list

A14 Addition – Storm activities


Be Storm Smart

A14 Additional Storm activity

Students to discuss what they learnt about being Storm Smart and colour in.

Name: _____

Storm types
Lightning



SES for schools

Be Storm Smart | A14 Additional Storm activities | 1 | SES for schools


Be Storm Smart

A14 Additional Storm activity

Students to discuss what they learnt about being Storm Smart and colour in.

Name: _____

Storm types
Wind



SES for schools


Be Storm Smart

A14 Additional Storm activity

Students to discuss what they learnt about being Storm Smart and colour in.

Name: _____

After a storm hits
Trampoline



SES for schools



Extension

VICSES Post - Visit Outline



All Levels VICSES Post - Visit Outline	
Lesson 4.	Landslide
Objectives	<p>To develop an understanding of the Victoria State Emergency Service (VICSES) and the important role it plays in helping the community during emergencies.</p> <ul style="list-style-type: none">- To understand what the different types are of Landslides- To know the risks of Landslides
Key Messages	<ul style="list-style-type: none">- To stay away from landslides- During emergencies, always stay with an adult.
Program Time	10 – 20 minutes



All levels VICSES Post - Visit Outline

Lesson 4.

Landslide Ready

Introduction

10 mins

Classroom

Verbal presentation

Student participation

Ask Children if they know what a landslide is?

Discuss with children that landslides can be extremely dangerous. They can carry debris such as boulders and trees downhill and cause serious damage to buildings and the environment.

Explain Landslides happen when a large amount of dirt, rocks, and mud all move together down big slopes, like mountainsides.

Activity

20–30 minutes

Classroom

Verbal presentation

Student participation

Demonstration

A15 Landslide colour in sheet

Children's Landslide Ready sheet can be colour in and displayed around the classroom.

Distribute to children the landslide - Colour sheet.
Discuss with the children about why landslide is unsafe.

A16 Landslide Activity

Refer to DIY Landslide activity. (Appendix 3)

Explain to children about the Landslide learning experience.

Ask the children to place sand into the underbed storage tub.
Children can begin to design the landscape area with the small figures, rocks, twigs and sticks.
Prep the watering can with 4 litres of water. (Mock - weather super cell)
Children to pour the water over the prepared landscape and observe the cause and effect of what happens.

Discuss with the children about they observed. (not safe, unstable and moves items around)



Post -visit Lesson plan

Landslide Ready



Post-visit Lesson Plan: Landslide 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	VC2HPPF03 VC2HP2P03	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. Student are given the opportunity to express themselves with each other and the learn not the dangers and risks of Landslide.

Lesson objectives

For students to learn about why it is unsafe to near landslides.

For students to learn about what they need to know before and during a landslide emergency.

Glossary

Student Glossary Link

https://www.ses.vic.gov.au/ses_for_schools

Materials required for lesson

Student

Pencils / *textas*

Students handouts

Teacher

A copy of the *Educator Guide* (Preschool).

Lesson topic: *Landslide Ready* lesson plan

Copies of the *Landslide 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 Landslide Ready
- Stay away from Landslide
- 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 students if they know what a landslide is? Discuss with students that landslides can be extremely dangerous. They can carry debris such as boulders and trees downhill and cause serious damage to buildings and the environment.
2	10 - 20 mins	Modelling, demonstration and explanation A15 Landslide Ready Activity: Colour in sheet Students Landslide Ready sheet can be colour in and displayed around the classroom. Distribute to students the landslide - Colour sheet. Discuss with the students about why landslide is unsafe. A16 Landslide activity Prepare the landslide kit, put sand into the underbed storage tub. Refer to DIY Landslide kit sheet (Educator guide) Ask the students to design their own landscape area with the small figures, rocks, twigs and sticks. Then the students to pour the water over the prepared landscape. Observe the cause and effect of what happens to the landscape materials. Discuss with the students what they observed.

3	5 mins	Review and reflect Review Landslide Ready handout / Slide – Resource list Refer to Appendix 2 <ol style="list-style-type: none">1. I understand stay away from Landslide.2. We know why landslide may occur.3. I know to always stay with a trusted adult during an emergency. Ask students for any queries and clarifications on Flood Ready preparedness actions. Collect activity sheets to view students' ability to identify and understand Flood Emergency Readiness actions.
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Teacher considerations

Before lesson:

Printout activity sheet copies for the children

Landslide colour sheet

DIY landslide 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.

Students may have had a range of experiences in the past with emergencies and may present memories of both positive or negative experiences.

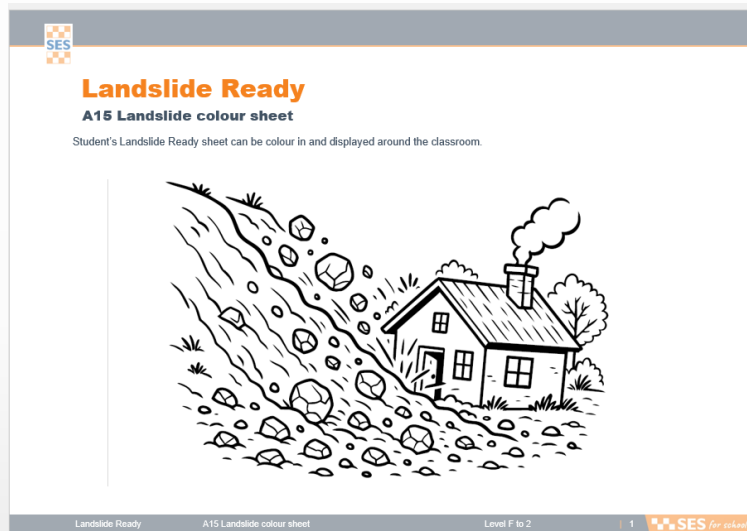
Care should be taken to ensure that participation in the activity does not exacerbate or re-trigger -previous trauma.

This may include communicating with parents and providing students with an opportunity to privately talk to you if they have experienced a distressing event.

Students 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 early childhood educator if needed.


Landslide Ready - Resource list

A15 Landslide colour sheet



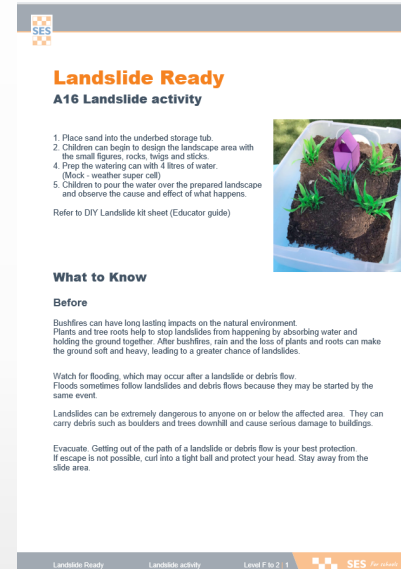
Landslide Ready
A15 Landslide colour sheet

Student's Landslide Ready sheet can be colour in and displayed around the classroom.



Landslide Ready | A15 Landslide colour sheet | Level F to 2 | 1 | SES for schools


A16 Landslide activity



Landslide Ready
A16 Landslide activity

1. Place sand into the underbed storage tub.
2. Children can begin to design the landscape area with the small figures, rocks, twigs and sticks.
4. Prep the watering can with 4 litres of water. (Mock - weather super cell)
5. Children to pour the water over the prepared landscape and observe the cause and effect of what happens.

Refer to DIY Landslide kit sheet (Educator guide)



What to Know

Before

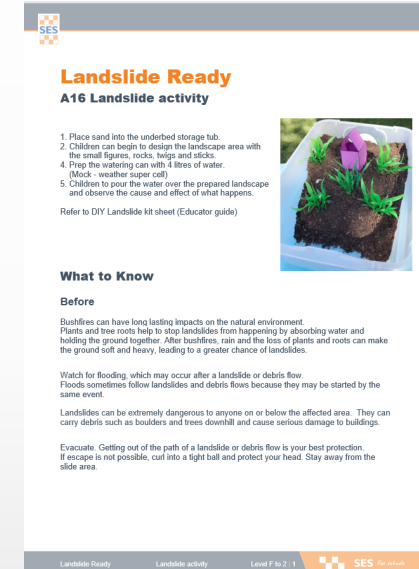
Bushfires can have long lasting impacts on the natural environment. Plants and tree roots help to stop landslides from happening by absorbing water and holding the ground together. After bushfires, rain and the loss of plants and roots can make the ground soft and heavy, leading to a greater chance of landslides.

Watch for flooding, which may occur after a landslide or debris flow. Floods sometimes follow landslides and debris flows because they may be started by the same event.

Landslides can be extremely dangerous to anyone on or below the affected area. They can carry debris such as boulders and trees downhill and cause serious damage to buildings.

Evacuate. Getting out of the path of a landslide or debris flow is your best protection. If escape is not possible, curl into a tight ball and protect your head. Stay away from the slide area.


Landslide Ready | Landslide activity | Level F to 2 | 1 | SES for schools



Landslide Ready
A16 Landslide activity

1. Place sand into the underbed storage tub.
2. Children can begin to design the landscape area with the small figures, rocks, twigs and sticks.
4. Prep the watering can with 4 litres of water. (Mock - weather super cell)
5. Children to pour the water over the prepared landscape and observe the cause and effect of what happens.

Refer to DIY Landslide kit sheet (Educator guide)



What to Know

Before

Bushfires can have long lasting impacts on the natural environment. Plants and tree roots help to stop landslides from happening by absorbing water and holding the ground together. After bushfires, rain and the loss of plants and roots can make the ground soft and heavy, leading to a greater chance of landslides.

Watch for flooding, which may occur after a landslide or debris flow. Floods sometimes follow landslides and debris flows because they may be started by the same event.

Landslides can be extremely dangerous to anyone on or below the affected area. They can carry debris such as boulders and trees downhill and cause serious damage to buildings.

Evacuate. Getting out of the path of a landslide or debris flow is your best protection. If escape is not possible, curl into a tight ball and protect your head. Stay away from the slide area.

Landslide Ready | Landslide activity | Level F to 2 | 1 | SES for schools





All Levels
VICSES Post - Visit Outline

Lesson 5.	Earthquake
Objectives	<p>To develop an understanding of the Victoria State Emergency Service (VICSES) and the important role it plays in helping the community during emergencies.</p> <ul style="list-style-type: none">- To understand what the risks are with earthquakes- To know what to do during an Earthquake
Key Messages	<p>To Know the Shake Out Drill</p> <p>During emergencies, always stay with an adult.</p>
Program Time	10 – 20 minutes



All levels

VICSES Post - Visit Outline

Lesson 5.	Earthquake Ready
<p>Introduction 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p>Discuss with the children the recent visit from SES,</p> <p>Ask: If children know what happens during an earthquake?</p> <p> A17 Video Link : SES Earthquake video https://vimeo.com/1126994552/19c22f0a37?share=copy&fl=cl&fe=c</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p>Discuss the three Earthquake drill steps with the children. Practice the with the children Earthquake drill.</p> <ul style="list-style-type: none">- DROP- COVER- HOLD ON <p> A18 Earthquake drill sheet</p> <p>Distribute Earthquake drill sheet to students to look over and discuss.</p> <p>Ask What they have learnt about the earthquake drill Encourage the children to practise the drill with someone at home</p>



Post -visit Lesson plan

Earthquake Ready



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	VC2HPPF03 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&ft=c&fe=c 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/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 early childhood educator if needed.

Earthquake Ready - Resource list

A17 Video: SES _ Earthquake drill

The screenshot shows a webpage titled "Earthquake Ready" with the subtitle "A17 Video: SES Earthquake Drill". It includes a "What to do" section with five numbered instructions: 1. Drop to the Ground, take cover a sturdy table or piece of furniture. Wait until shaking stops. 2. Stay away from glass, windows, outside doors and walls, and anything that could fall. (light fixtures/ furniture) 3. Do not use doorway except if you know strongly supported (Low bearing). Internal doorways are lightly constructed and do not offer protection. 4. Stay inside until shaking stops and it is safe to go outside. 5. Do not use elevators. Below the instructions is a "Video Link" section with a URL: <https://vimeo.com/1126994552/19c220a37?share=c&f=c>. At the bottom of the page, there is a "Shake Out" logo and the SES logo. The footer contains the text: "Earthquake Ready Video - Earthquake Drill Level F to 2 | 1 SES for schools".

A18 Earthquake drill sheet

The screenshot shows a webpage titled "Earthquake Ready" with the subtitle "A18 SES Earthquake Drill". It includes a "What to do" section with three instructions: "Drop to the ground.", "Cover under a sturdy table or piece of furniture.", and "Hold On to a table leg or solid fixture." Below the instructions is a graphic with three icons: a person dropping, a person covering, and a person holding on. The icons are labeled "DROP!", "COVER!", and "HOLD ON!". Below the graphic is the "Shake Out" logo and the SES logo. The footer contains the text: "Earthquake Ready A18 Earthquake Drill Level F to 2 | 1 SES for schools".

Appendices

No.	Title	Page
1	School Visit – Survey feedback Form Survey feedback Form template	58
2	Website links VICSES website Curriculum / Multi aged Learning Frameworks Lesson areas (Emergency Ready, Flood Ready, Be Storm Smart, Extension)	59
3	DIY Resource guides Home Emergency Kit How to Create a <u>Home Emergency Kit</u> for step-by-step instructions. Floodwater Hazard Kit How to Create a <u>Floodwater Hazard Kit</u> for step-by-step instructions Landslide Kit How to Create a <u>Landslide Kit</u> for step-by-step instructions	61
4	References	64

VICSES
School Emergency Preparedness Program

Teacher Visit Feedback

Date:

School: Year level

VICSES Presenters

Please tick the provided session/s

Emergency Ready Flood Ready Be Storm Smart Rescue Equipment

Please circle the most relevant response

1. Did the School Emergency Preparedness visit session meet the school program objective?

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. Do you feel the VICSES School Emergency Preparedness resources were suitable for the year level?

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. Do you feel that there was enough time allocated for the School Emergency Preparedness visit session?

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. Would you be interested in booking future VICSES School Emergency Preparedness sessions for the school?

Yes No Not sure

5. General feedback

.....
.....
.....
.....
.....

School visit _ Teacher Feedback form Appendix 2 | 1 **VICSES** For schools

VICSES Website

VICSES

<https://www.ses.vic.gov.au>

Victoria government – OH&S Wellbeing Management in schools

<https://www2.education.vic.gov.au/pal/occupational-health-safety-wellbeing-management/guidance/employee-wellbeing-support-services>

50 years of service

<https://www.youtube.com/watch?v=vRD3A49crnE>

Create an Emergency plan

<https://www.ses.vic.gov.au/plan-and-stay-safe/create-an-emergency-plan>

Printables

<https://www.ses.vic.gov.au/educational-activities/games-and-activities>

Lesson Areas

Emergency Ready

Have you packed your emergency kit

<https://www.youtube.com/watch?v=XgyLnKDMkNo>

Play school – Rain, Hail or Shine

<https://iview.abc.net.au/collection/2569>

Playschool – Everyday Helpers (SES)

<https://www.abc.net.au/abckids/early-education/family-community-and-culture/everyday-helpers-video-clips/13253900>

Vic Emergency

<https://emergency.vic.gov.au/respond/>

ARC – RediPlan

<https://www.redcross.org.au/emergencies/prepare/get-prepared-app/>

Flood Ready

BBL (animation)

https://www.youtube.com/watch?v=AsC_GBSCUH4

Curriculum

Multi aged learning Frameworks

National Quality Framework NQF

<https://www.acecqa.gov.au>

Early Years Learning Framework EYLF

<https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Victorian Early Years Learning and Development Framework VEYLDF

<https://www.vic.gov.au/victorian-early-years-learning-development-framework-veyldff>

My Time Our Place MTOP

<https://www.acecqa.gov.au/sites/default/files/2023-01/MTOP-V2.0.pdf>

Curriculum

Australian Curriculum AC

<https://www.australiancurriculum.edu.au/f-10-curriculum/f-10-curriculum-overview/>

Victorian Curriculum VC

<https://f10.vcaa.vic.edu.au/>

Session Areas

Be Storm Smart

Storms – Plan and stay safe

<https://www.ses.vic.gov.au/plan-and-stay-safe/emergencies/storm>

Earthquake Ready

Video - Practice drill

<https://vimeo.com/1126994552/19c22f0a37?share=copy&fl=cl&fe=ci>

The Great Shake out

<https://www.ga.gov.au/about/earth-science-week/the-great-shakeout>

Landslide Ready

Know your hazards - Landslides


<https://www.ses.vic.gov.au/know-your-hazards/landslide>

Landslides – Take action and stay safe

<https://www.ses.vic.gov.au/plan-and-stay-safe/emergencies/landslide>

Home Emergency Kit


How to Create a Home Emergency Kit for step-by-step instructions.

 **SES for Schools – DIY Guides**

How to Create a **Home Emergency Kit** for step-by-step instructions.

A display **Home Emergency kit** may be available for you to use during your presentation.

In the event that this kit is not available, or you would like to create your own kit, the following resource may be of assistance.



General items for any emergency kit

- Portable radio with spare batteries or even better a hand-crank radio (these do not require batteries and can be purchased from some camping stores). So, you are able to listen to warnings and follow advice if there are power outages or you are travelling.
- Torch with spare batteries: To use during power outages and low light.
- First Aid kit: In case someone is injured.
- A copy of your emergency plan: This plan should have important numbers, evacuation routes, emergency broadcaster information and advice on what to do before, during and after different emergencies.
- Copy of important documents and records: These could be required when registering for relief centres and submitting insurance claims.
- Bottled drinkable water: The amount will differ depending on your situation and the number of people in your household.
- Non-perishable food: Think about the sort of food you would take camping, make sure you replace the food in your emergency kit every year or before they expire.
- Gloves (rubber gloves/ sturdy garden gloves) To prevent injury or contamination


Specific items that some families will have to consider

- Food and special requirements for children. Bottles, nappies or even small toys/ colouring in books.
- Food and special requirements for pets. Cats must be in a cage, and dogs must be on a leash. Take a container that can be filled with water.
- Special health requirements such as reading glasses or asthma inhaler.

Items to add after a warning is issued

Suggest that the following items are listed in the emergency plan as reminder to add them during an emergency.

- Prescription medication.
- Mobile phone and charger.
- Strong shoes and clothing for your whole family.

SES for Schools | DIY Guides | 1 |  SES For schools

Other things to mention


An emergency kit can be useful in a number of different ways including:

- Quick and organised evacuation during an emergency.
- Provisions in event of isolation during an emergency (roads blocked / no transport).
- Non-critical emergencies such as blackouts.
- Keeping copies of all important documents and records in the one place so they easy to find in any situation.

Stress that an emergency kit should be specific to each household. Items such as photos, family keepsakes or valuables should also be considered. Emergency kits should also be practical. They can be located in a backpack, suitcase on wheels, plastic or weatherproof container as long as it is portable.

Include some non-emergency items either from around your house or things in the classroom (with the teacher's permission), as:


- Lamp
- Plants
- Basketball
- Bat or racquet
- Sandwiches
- Furniture
- toys

SES for Schools DIY Guides | 2 |  SES For schools



Floodwater Hazard Kit


How to Create a Floodwater Hazard Kit for step-by-step instructions

 **SES for Schools – DIY Guide**

How to Create a Floodwater Hazard Kit for step-by-step instructions.


A Floodwater Hazard kit for student activity in the Flood Ready session.

See below materials and instructions on how to create your own Floodwater Hazard kit resource.




General items for Floodwater Hazard Kit

- 8L storage tub (hardware store)
34.5cm x 25cm x 14cm




- 4x pairs of tongs (Opportunity shop)
- 2x toy cars (Kmart / Big W)
- A handful of insect/bug/snake/toes - small figures (Novelty items shop)
- 4x Medicine syringes (Novelty items shop)
- 1 cup of small rocks/gravel (Garden)
- Small twigs and sticks (Garden)
- 1 tin of instant coffee (kitchen)

SES for Schools _ Floodwater Hazard Kit DIY Guides 1  SES For schools

Instructions


1. Pour 2L - 4L water into the storage tub.
2. Dilute 1 teaspoon of coffee into the water.
3. Place all the small figures, rocks, twigs and sticks into the storage tub. ensure all items are submerged.

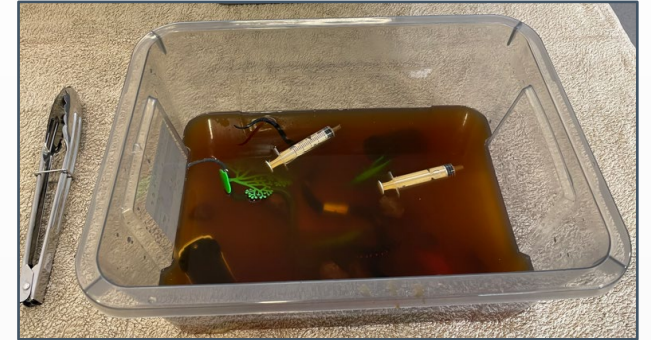


Completed Floodwater hazards kit

Things to Consider


- Only fill 1/3 of storage tub with water and items into the storage tub before students interact with the activity.
- Place four tongs beside the tub.
- It's helpful to have drop sheet and towels available to place under the Floodwater hazards kit

SES for Schools DIY Guides 2  SES For schools



Landslide Kit




How to Create a Landslide Kit for step-by-step instructions


 **SES for Schools – DIY Guide**


How to Create a Landslide Kit for step-by-step instructions.

A) Landslide kit
The Landslide kit for student activity in the Landslide Ready session.
See below materials and instructions on how to create your own landslide kit resource.

General items Landslide Kit

- Underbed storage container (hardware store / novelty store)
46cm x 17.5cm x 8.5cm

- A collection of toy cars / vehicles / house- small blocks (Kmart / Big W / novelty store)
- A handful of farm / domestic animals / trees - small figures (Novelty items shop)
- 1x Bag of Sand - river wash / sandpit version (Hardware store)

- 2 cups of small rocks/gravel (Garden)
- A collection of small twigs and sticks (Garden)
- 1x water can with spout nozzle (Novelty items shop)

- 4L of water



SES for Schools _ Landslide Kit DIY Guides | 1  **SES** For schools


Instructions

1. Place sand into the underbed storage tub.
2. Children can begin to design the landscape area with the small figures, rocks, twigs and sticks.
4. Prep the watering can with 4 litres of water. (Mock - weather super oil)
5. Children to pour the water over the prepared landscape and observe the cause and effect of what happens.

Things to Consider

Encourage the students to only pour the water over of the tub

- It's helpful to have drop sheet and towels available to place under the landslide kit
- Wrap up the Landslide activity by leading a discussion about how the learning experience works. (not safe, unstable and moves items around)
- Landslides happen when a large amount of dirt, rocks, and mud all move together down big slopes, like mountainsides.
- It's kind of like an avalanche of earth materials, and they can really wreak havoc on the areas they impact.

SES for Schools _ Landslide Kit DIY Guides | 2  **SES** For schools



References

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