Post -visit Lesson Plan: Flood Ready
Preschool

Curriculum multi aged learning frameworks:
NQS National Quality Standards,
EYLF Early Years Learning 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

Lesson number: Lesson 2 of 5

Lesson overview

Prior Knowledge
Before starting this sequence, Children have experienced a visit from the local SES Unit. Children 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 children to learn about why it is unsafe to play and swim in floodwater.
For children 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
Children's 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

Children 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	***Activation of prior knowledge*** **Ask** Children if floodwater is a safe place to swim, walk or play in. After the previous discussion, the response should be NO. **Activity: Music & Movement** **Floodwater Chant** Encourage everyone to say and act out the chant together. Introduce the following chant and actions. **A3 floodwater Chant** Floodwater everywhere ..... (*Spread arms wide)* Swim, walk or play in it? I do not dare! ..... *(Shake head and finger gesturing 'No!')* Everyone listens and prepare ..... *(Cup ear with hand as if listening)* Please take care, take care. ..... (*Put hand on your heart)*

2	10 - 20 mins	***Modelling, demonstration and explanation*** **A4 Flood Safe poster - Paddy** **Distribute** Symbol - Colour Sheet to Children. **Discuss** with the children about the message on the poster. The children are encouraged to colour in Paddy the Platypus **Activity: Music & Movement** **A5 BBLL Lyric children's handout** Video VICSES website **Bag it Block it Lift it & Leave:** YouTube**:** https://www.youtube.com/watch?v=AsC_GBSCUH4 (Animation) Children can create their own actions to the song….. Bag it … Block it … Lift it … and Leave ..
3	5 mins	***Review and reflect*** **Review** Flood Ready handout / Video /Slide – Resource list Refer to Appendix 2 1. I understand not to enter floodwater 2. We know how to follow BBLL actions 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.

Teacher considerations

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

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.
Children 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.
Children 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.