

VICSES Flood and Storm Emergency Readiness

School Program Educator Guide

Level 3 to Level 4



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 3 to Level 4. This part is in section 2 - 6 (pages 25 - 45).

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 45)

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?

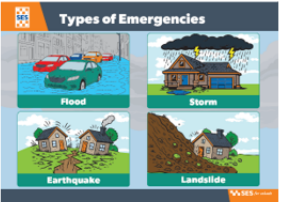



What did you share with them?

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)

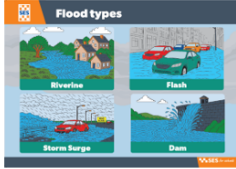


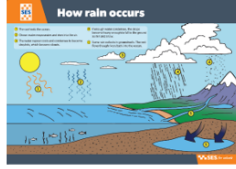
Emergency Ready

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

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

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

Be Storm Smart

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

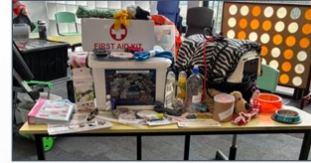
Introduction cont...

If you find you are using these props frequently, you may wish to create your classroom kit:

Section 8: Appendices (Page 58)

Home Emergency Kit

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



Floodwater Hazard Kit

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



Don't Drive Through Floodwater Kit

How to Create a Don't drive in Floodwater Kit for step-by-step instructions



Landslide Kit

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



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: Level 3 to Level 4 program outlines (Page 25)

Section 5 to 6: Extension (Page 45)
Landslide
Earthquake

Section 7: Appendices (Page 54)
Resources
Useful websites links
DIY guides

Section 8:
Acknowledgements (Page 62)

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 54)

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

Resource Kit

SES for Schools

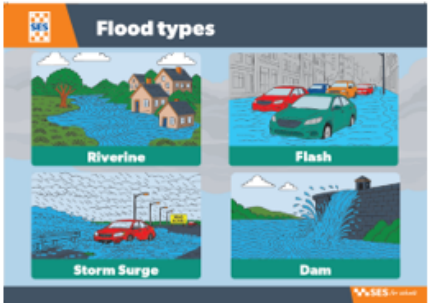


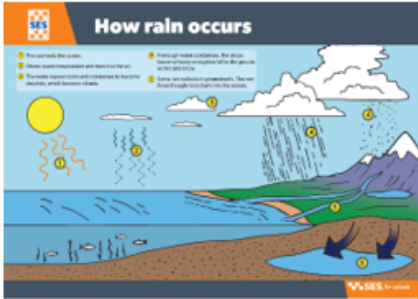
Emergency Ready

<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>Before the Storm hits <u>Corflue 2</u></p>	
<p>Before the Storm hits (Apartment) <u>Corflue 3</u></p>		<p>After the storm hits <u>Corflue 4</u></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 58)

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



Floodwater Hazard Kit

Section 7: Appendices (Page 58)

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



Don't Drive Through Floodwater Kit

Section 7: Appendices (Page 58)

How to Create a Don't drive in Floodwater Kit for step-by-step instructions



Landslide Kit

Section 7: Appendices (Page 58)

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 3 to Level 4 (8 to 10 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

Level 3 to Level 4 (8 to 10 years)

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Emergency Ready, Flood Ready and Be Storm Smart

Level 3 to Level 4 (8 to 10 years)

Post visit - Educator outline

Session Times	AC Curriculum	VC Curriculum	Learning content	Resource / Worksheets
45 - 60 mins	<p>Humanities - Geography <u>Level 3 and level 4</u></p> <p>Civics & Citizenship AC9HS4K07 Questioning and researching AC9HS4S01 AC9HS4S02</p> <p>Health and Physical Education <u>Level 3 and level 4</u> Personal, Social and Community Health Interacting with others AC9HP4P06</p> <p>Making healthy and safe choices AC9HP4P08 AC9HP4P10</p>	<p>English <u>Level 3 and level 4</u> Interacting with others VC2E3LY01 VC2E4LY01 Language for expressing and developing ideas VC2E3LA10 Creating Texts VC2E4LY10</p> <p>Humanities - Geography <u>Level 3 and level 4</u> Diversity of places and environments VC2HG4K03 VC2HG4K06 Geographical inquiry VC2HG4S02</p> <p>Health and Physical Education <u>Level 3 and level 4</u> Interacting with others VC2HP4P03 Contributing to healthy communities VC2HP4P08 VC2HP4P09</p>	<p>Session 1 Are you Emergency Ready? To share information with students on how to prepare for emergencies.</p> <p>Session 2 Are you Flood Ready To introduce the dangers of swimming, walking and playing in floodwater.</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 3 to Level 4 (8 to 10 years)

Post visit - Educator outline

Session Times	AC Curriculum	VC Curriculum	Learning content	Resource / Worksheets
45 - 60 mins	<p>Science</p> <p><u>Level 3 and level 4</u> Earth & Space Sciences AC9S4U02 Questioning and predicting AC9S4I01</p> <p>Technologies</p> <p><u>Level 3 and level 4</u> Technologies and society AC9TDE4K01</p>	<p>Science</p> <p><u>Level 3 and level 4</u> Nature and development of science VC2S4H01 Use and influence of science VC2S4H02 Chemical sciences VC2S4U04 Earth and space sciences VC2S4U07 VC2S4U08 Questioning and predicting VC2S4I01 Evaluating VC2S4I05</p> <p>Technologies</p> <p><u>Level 3 and level 4</u> Generating and designing VC2TDE4D02</p> <p>Data, information and Privacy VC2TDI4D02</p>	<p>Session 1 Are you Emergency Ready? To share information with students on how to prepare for emergencies.</p> <p>Session 2 Are you Flood Ready To introduce the dangers of swimming, walking and playing in floodwater.</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)* (page 45)

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)

Level 3 to level 4

**VICSES Post - Visit Outline
(8 – 10 yrs)**



Level 3 to Level 4 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



Level 3 to Level 4 VICSES Post - Visit Outline

Lesson 1.	Emergency Ready
<p>Introduction 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p>Level 3</p> <p>Discuss with the students the recent visit from SES,</p> <p>Ask: Who visited us? What is an emergency? Which emergencies does the SES assist with? You can write student responses on the board.</p> <p>Ask what was your favourite part of the visit from SES?</p> <p>Discuss students' responses.</p> <p>Ask did you share what you learnt with someone at home? What did you share with them?</p>
<p>Introduction 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p>Level 4</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>



Level 3 to Level 4 VICSES Post - Visit Outline

Lesson 1.	Emergency Ready
<p>Activity 10 - 20 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 School Newsletter Article</p> <p>Distribute the A2 School Newsletter Article sheet to each student.</p> <p>Ask the class, write an article in the school newsletter about the local SES unit visiting the school.</p> <p>In the article, students can explain what they learnt about Emergency Readiness, Be Flood Ready, Be Storm Smart or How SES helps the community.</p>



Level 3 to Level 4 VICSES Post - Visit Outline

Lesson 1.	Emergency Ready
<p>Activity 10 – 20 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p>A3 Build your own emergency grab bag</p> <p>Distribute the A3 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>
<p>Activity 10–20 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p>A4 Emergency kit word puzzle activity</p> <p>Distribute Emergency kit word puzzle sheet for students to complete.</p> <p>Discuss with students can form a circle in front of you, share with the group, or individual children can come up to the front to share with the group.</p>



Post -visit Lesson plan

Emergency Ready

Post-visit Lesson Plan: Emergency Ready
Level 3 to Level 4

Curriculum multi-aged learning frameworks:
 NQS National Quality Standards
 MTOP My Time Our Place Framework
 VEYLDF Victorian Early Years Learning and Development Framework
 Curriculum multi-aged learning Frameworks links:
 National Quality Standards 1 – 7
 Learning Outcomes 1 to 5

Humanities – Geography	Health and Physical Education	Science	Technologies
ACSHS4K07	ACSHRP4P06	ACSS4U02	ACSTDE4K01
ACSHS4S01	ACSHRP4P08	ACSS401	
ACSHS4S02	ACSHRP4P10		

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VCJE3LY01	VCJH3K403	VCJHR4P03	VCJ2S4B01	VC2TDE4D02
VCJE4LY01	VCJH4G406	VCJHR4P06	VCJ2S4M02	VC2TDI4D02
VCJE3KA10	VCJH4S402	VCJHR4P09	VCJ2S4U04	
VCJE4LY10			VCJ2S4U07	
			VCJ2S4U08	
			VCJ2S401	
			VCJ2S405	

Lesson number: Lesson 1 of 5

Lesson overview

Prior Knowledge
 Before starting this sequence, Students have experienced a visit from the local SES Unit. The students are aware of creating their own emergency grab bag in case the household needs to leave their house in an emergency. (e.g. flood, storms)

Lesson objectives
 To allow students to become confident to make decisions about planning their own emergency grab bag in case the household needs to leave their house in an emergency (e.g. flood, storms)

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

GLOSSARY

Student Glossary List
<https://www.ses.vic.gov.au/sites/default/files/2022-08/SES%20Glossary%20List%20-%20for%20schools.pdf>

Materials required for lesson

Student
 Pencils / markers
 Student handouts

Teacher
 A copy of the Educator Guide (Preschool)
 Lesson topic: Emergency Ready lesson plan
 Copies of the Emergency Ready activity handouts
 DTY 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 3</p> <p>Discuss with the students the recent visit from SES.</p> <p>Ask: Who visited us? What is an emergency? Which emergencies does the SES assist with? You can write student responses on the board.</p> <p>Ask: What was your favourite part of the visit from SES?</p> <p>Discuss students' responses.</p> <p>Ask: Did you share what you learnt with someone at home? What did you share with them?</p> <p>Level 4</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 Reflection activity sheet</p> <p>Encourage students to write what they learnt / or draw a detailed picture of the SES volunteer (s) who visited.</p> <p>As students are completing their recount, the teacher can go around and assist students with their writing.</p> <p>Student bring their completed reflection to the floor, sit in a circle and hold up to an emergency kit case.</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 they have learnt about how to be emergency ready.</p> <p>Discuss with the students the recent visit from SES.</p> <p>Ask: Who visited us? What is an emergency? Which emergencies does the SES assist with?</p>
	20 - 30 mins	<p>A2 School newsletter article</p> <p>Distribute the A2 School Newsletter Article sheet to each student.</p> <p>Ask: the class, write an article in the school newsletter about the local SES unit visiting the school.</p> <p>In the article, students can explain what they learnt about Emergency Readiness. Go Flood Ready, Go Storm Smart or How SES helps the community.</p> <p>Writing a school newsletter article is an excellent way for students to build communication skills, share student voices, and foster community spirit.</p> <p>The key to success in delivering concise, engaging information structure specifically for busy readers like parents and peer</p>

	10 - 20 mins	<p>A3 Build your own emergency grab bag</p> <p>Distribute the A3 activity sheet to each student.</p> <p>In groups of 2-3, 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>
	10 - 20 mins	<p>A4 Emergency kit word puzzle</p> <p>Objective: Emergency kit word puzzle sheet for students to complete.</p> <p>Check: with students can form a circle in front of you, share with the group, or individual children can come up to the front to share with the group.</p>
3	5 mins	<p>Review and reflect</p> <p>Review: Emergency Ready handout / Video / Slide - Resource list Slide to support 2</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 preparedness actions.</p> <p>Critical: activity sheets to view students' ability to identify and understand Emergency Readiness actions.</p>

Teacher considerations

Before lesson:
 Printout activity sheet copies for the students
 Reflection activity sheet
 School newsletter article
 Build your home emergency kit
 Emergency coding activity

VICSES website link: <https://www.ses.vic.gov.au/about-us/about>

or

Please contact your local SES member (Community Engagement Facilitator) who can assist you with this if needed.

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

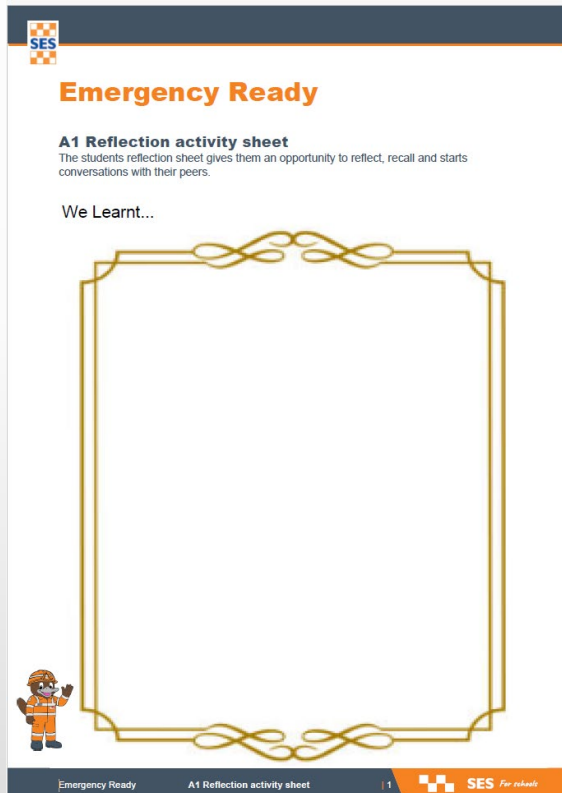
Care should be taken to ensure that participation in the activity does not exacerbate or re-trigger previous trauma.

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

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 teacher if needed.

Emergency Ready - Resource list

A1 Reflection activity sheet



The image shows a worksheet titled "Emergency Ready" with a sub-heading "A1 Reflection activity sheet". It includes a description of the activity, a "We Learnt..." section, and a large decorative frame for writing. A small cartoon firefighter is in the bottom left corner. The footer contains the text "Emergency Ready | A1 Reflection activity sheet | 1" and the "SES For schools" logo.

Emergency Ready

A1 Reflection activity sheet

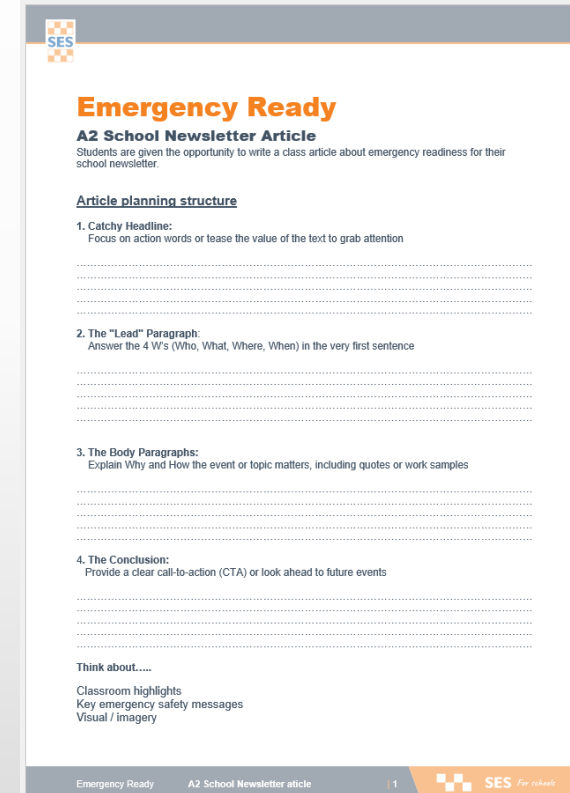
The students reflection sheet gives them an opportunity to reflect, recall and starts conversations with their peers.

We Learnt...

Emergency Ready | A1 Reflection activity sheet | 1

SES For schools

A2 School Newsletter Article



The image shows a worksheet titled "Emergency Ready" with a sub-heading "A2 School Newsletter Article". It includes a description of the activity, an "Article planning structure" section with four numbered steps, and a "Think about...." section. The footer contains the text "Emergency Ready | A2 School Newsletter article | 1" and the "SES For schools" logo.

Emergency Ready

A2 School Newsletter Article

Students are given the opportunity to write a class article about emergency readiness for their school newsletter.

Article planning structure

- 1. Catchy Headline:**
Focus on action words or tease the value of the text to grab attention

.....

- 2. The "Lead" Paragraph:**
Answer the 4 W's (Who, What, Where, When) in the very first sentence

.....

- 3. The Body Paragraphs:**
Explain Why and How the event or topic matters, including quotes or work samples

.....

- 4. The Conclusion:**
Provide a clear call-to-action (CTA) or look ahead to future events

.....

Think about....

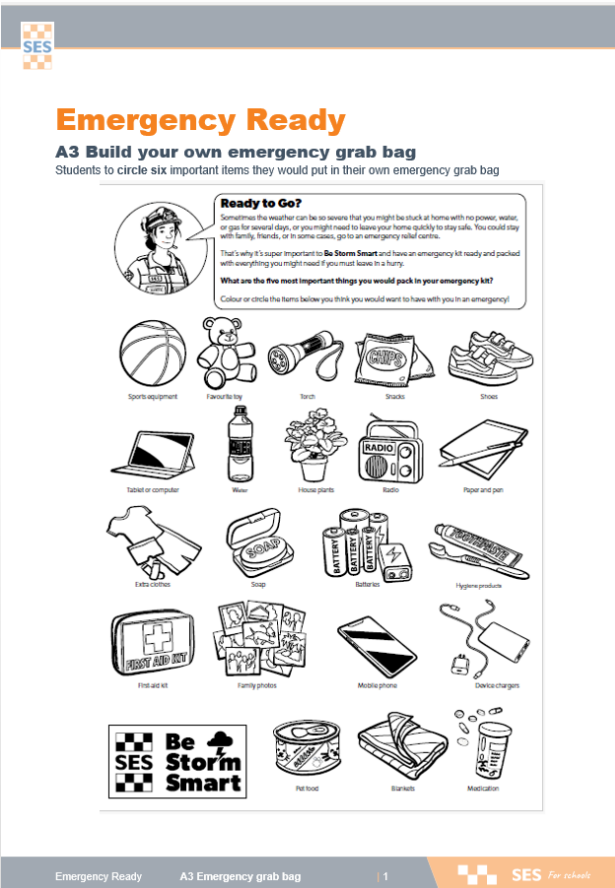
Classroom highlights
Key emergency safety messages
Visual / imagery

Emergency Ready | A2 School Newsletter article | 1

SES For schools

Emergency Ready - Resource list

A3 Build your own Emergency grab bag



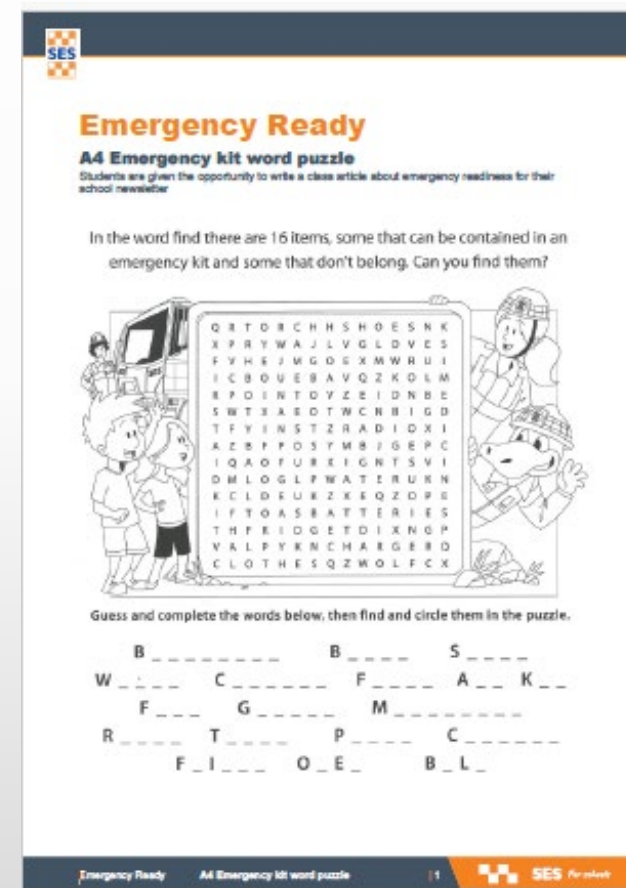
Emergency Ready
A3 Build your own emergency grab bag
 Students to circle six important items they would put in their own emergency grab bag

Ready to Go?
 Sometimes the weather can be so severe that you might be stuck at home with no power, water, or gas for several days, or you might need to leave your home quickly to stay safe. You could stay with family, friends, or in some cases, go to an emergency relief centre.
 That's why it's super important to **Be Storm Smart** and have an emergency kit ready and packed with everything you might need if you must leave in a hurry.
What are the five most important things you would pack in your emergency kit?
 Colour or circle the items below you think you would want to have with you in an emergency!

Items to be circled: Sports equipment, Flashlight, Torch, Shelter, Shoes, Tablet or computer, Water, House plants, Radio, Paper and pen, Extra clothes, Soap, Batteries, Hygiene products, First aid kit, Family photos, Mobile phone, Device chargers, Pet food, Blankets, Medication.

SES For schools

A4 Emergency kit word puzzle



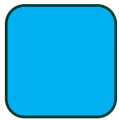
Emergency Ready
A4 Emergency kit word puzzle
 Students are given the opportunity to write a class article about emergency readiness for their school newsletter

In the word find there are 16 items, some that can be contained in an emergency kit and some that don't belong. Can you find them?

Guess and complete the words below, then find and circle them in the puzzle.

B _ _ _ _ B _ _ _ S _ _
 W _ _ _ C _ _ _ F _ _ _ A _ _ K _ _
 F _ _ _ G _ _ _ M _ _ _
 R _ _ _ T _ _ _ P _ _ _ C _ _ _
 F _ _ _ O _ _ _ E _ _ _ B _ _ L _ _

SES For schools




Level 3 to Level 4 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



Level 3 to Level 4 VICSES Post - Visit Outline

Lesson 2.	Flood Ready
<p>Introduction 10 mins</p> <p>Classroom 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>Classroom Verbal presentation Student participation Demonstration</p>	<p> A5 Dangerous floodwater - guessing game</p> <p>Introduce students to the guessing game explaining that students are going to guess ten mystery hazardous objects that can be found in floodwater.</p> <p>Distribute Guessing activity sheet to groups 3-5 students.</p> <p>Read out a clue (or select a student to do it) and together guess what the object is. When guessed correctly, turn the picture around and display. As a group decide how it could harm someone and write the object and responses on activity sheet.</p> <p>Discuss about how each object might get into floodwater. Where would it come from? (E.g. people's yards, rubbish bins, parks, drains, gardens, etc.)</p>



Level 3 to Level 4

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"/> A6 Floodwater Chant 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>) Swim, walk or play in it? I do not dare! (<i>Shake head and finger gesturing 'No!'</i>) Everyone listens and prepare (<i>Cup ear with hand as if listening</i>) Please take care, take care. (<i>Put hand on your heart</i>)</p>
<p>Activity 10–20 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p><input type="checkbox"/> A7 BBLL Lyric children’s handout</p> <p>Video - VICSES website Bag it Block it Lift it & Leave: YouTube: https://www.youtube.com/watch?v=AsC_GBSCUH4</p> <p>Students can create their own actions to the song..... Bag it ... Block it ... Lift it ... and Leave ..</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p><input type="checkbox"/> A8 Flood 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 Floods – Plan and stay safe</p>



Post -visit Lesson plan

Flood Ready

Post-visit Lesson Plan: Flood Ready
Level 3 to Level 4

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
AC9HS4K07	AC9HP4P00	AC9S4U02	AC9TDE4K01
AC9HS4S01 AC9HS4S02	AC9HP4P08 AC9HP4P10	AC9S4I01	

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2E3LY01 VC2E4LY01 VC2E3LA10 VC2E4LY10	VC2HG4K03 VC2HG4K06 VC2HG4S02	VC2HP4P03 VC2HP4P08 VC2HP4P09	VC2S4H01 VC2S4H02 VC2S4U04 VC2S4U07 VC2S4U08 VC2S4I01 VC2S4I05	VC2TDE4D02 VC2TD4D02

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 / **testas**
 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 description.....</p> <p>Riverine Flooding 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	20 - 30 mins	<p>Modelling, demonstration and explanation</p> <p>A8 Dangerous floodwater - guessing game</p> <p>Introduce students to the guessing game explaining that students are going to guess ten mystery hazardous objects that can be found in floodwater.</p> <p>Distribute Guessing activity sheet to groups 3-5 students.</p> <p>Read out a clue (or select a student to do it) and together guess what the object is. When guessed correctly, turn the picture around and display.</p> <p>As a group decide how it could harm someone and write the object and responses on activity sheet.</p> <p>Discuss about how each object might get into floodwater. Where would it come from? (E.g. people's yards, rubbish bins, parks, drains, gardens, etc.)</p>

20 - 30 mins	<p>A3 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? 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 heart)</p>
20 - 30 mins	<p>A10 BBL Lyric children's handout</p> <p>Video VICSES website Bag it Block it Lift it & Leave: YouTube: https://www.youtube.com/watch?v=AmC_G8SC3H4 (Animation)</p> <p>Children can create their own actions to the song.....</p> <p>Bag it ... Block it ... Lift it ... and Leave.....</p>
20 - 30 mins	<p>A11 Flood 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>Flores – Plan and stay safe</p>

5	5 mins	<p>Review and reflect</p> <p>Review Flood Ready handout / Video / Slide – Resource list Refer to glossary 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
 Dangerous Floodwater – guessing game
 Floodwater Chant
 Bag it, block it, lift it and leave lyrics sheet
 Flood research activity

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 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

A5 Dangerous floodwater - guessing game

Flood Ready

A5 Dangerous floodwater - guessing game

Students to guess the ten mystery hazardous objects that can be found in floodwater. The teacher will read out the description, and the students will choose the matching picture card.

Hazardous objects descriptions

1. We can buy many different foods in these containers, after we throw them away, they often turn rusty (a brown colour).
Tin can
2. These are worn by babies because they are too young to use the toilet.
Nappy
3. Usually these grow, or are found, in the garden or park.
Tree branch
4. Poisonous liquid which we often use on the garden to keep away pests/bugs.
Chemicals
5. We use these to build fences and gates.
Wooden plank
6. An animal that has been dead for some time.
mouse
7. We use the toilet for this.
Poop
8. A medical instrument, used to inject fluids into the body or draw them out.
Syringe / needle
9. When we drop a bottle or jar what happens.
Broken glass
10. Strong wire with sharply pointed spikes at close intervals.
Barbed wire

Hazardous objects picture cards

A6 Floodwater Chant

Emergency Ready

A6 Floodwater Chant

Student's can sing along with the verses and follow with accompanied actions.

Floodwater everywhere
(Spread arms wide)

**Swim, walk or play in it?
I do not dare!**
(Shake head and finger gesture 'No!')

everyone listen and prepare?
(Cup ear with hand as if listening)

Please take care.
(Put hand on your heart)

A7 BBL Lyric children's handout

Emergency Ready

A7 Bag It, block it, lift it and Leave song (BBL)

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

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

We live in a spot where it might rain a lot and there's trees where it can get out of hand

When do you do a flood's coming through it's important you're prepared with a plan so stay dry check how high the water is

And if you gotta go there 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 clothes and shoes
LIFT IT ... lift your furniture and valuable up high
LEAVE ... and then you go somewhere safe.

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

A8 Flood Research activity

Flood Ready

A8 Flood Research activity

Students given the opportunity to explore and gather additional information through the VICSES website.

Link: <https://www.vicses.vic.gov.au/prepare-and-leave>

Activity No.	Flood
1.	<p>Look at the Flood for on the VICSES website page – Plan and stay safe</p> <p>Print – Plan and stay safe, click to open</p>
2.	<p>What did you see happened in the next order bookholder?</p> <p>_____</p> <p>_____</p> <p>_____</p>
3.	<p>Choose and write down three statements to stay safe during flood.</p> <p>_____</p> <p>_____</p> <p>_____</p>



Level 3 to Level 4 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.)	30 – 45 minutes



Level 3 to Level 4 VICSES Program Outline

Lesson 3.

Be Storm Smart

Introduction

10 mins

Classroom

Verbal presentation

Student participation

All Levels

Script... “Great thinking, everyone! Now, let’s talk a bit more about *storms*.”

What is a storm?

What kinds of things might happen during a storm?”

(Pause and let students share — they might say rain, thunder, lightning, strong wind, or hail.)

“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.”

“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 really important to know what to do to stay safe when bad weather happens.”

Discussion about the weather to engage students in the topic.

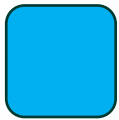
“Let’s start by talking about the weather today. What is the weather like outside? Is it sunny, cloudy, windy, or rainy? How does the sky look?”

“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.



Level 3 to Level 4 VICSES Program Outline

Lesson 3.	Be Storm Smart
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p><u>All levels</u></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> A9 Before & After a Storm hits activity</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>Discuss with students what they can see in the before scenario and predict what damage might occur when there is a storm.</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p> A10 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>Flood - Plan and stay safe Storms – Plan and stay safe</p>



Level 3 to Level 4 VICSES Program Outline

Lesson 3.	Be Storm Smart
<p>Additional 10–20 minutes</p> <p><u>Classroom</u> Verbal presentation Student participation</p>	<p><input type="checkbox"/> A11 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>
<p>Additional 10 -20 minutes</p> <p><u>Classroom</u> Verbal presentation Student participation</p>	<p><input type="checkbox"/> A12 Storm Escape Maze</p> <p>Distribute Storm escape maze sheet to each student.</p> <p>Ask the students where is the safest place to be during a storm ?</p> <p>Encourage the children to complete the Storm escape maze sheet.</p>



Post -visit Lesson plan

Be Storm Smart

Post-visit Lesson Plan: Be Storm Smart
Level 3 to Level 4

Curriculum multi aged learning frameworks:
 NQS National Quality Standards
 MTOP My Time Our Place Framework
 VEYLDF Victorian Early Years Learning and Development Framework.
 Curriculum multi aged learning frameworks links:
 National Quality Standards 1 – 7
 Learning Outcomes 1 to 5

Australian Curriculum

Humanities – Geography	Health and Physical Education	Science	Technologies
AC9HS4K07	AC9HPAP06	AC9S4U02	AC9TDE4K01
AC9HS4S01	AC9HPAP08	AC9S4U01	
AC9HS4S02	AC9HPAP10		

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2EALY01	VC2HGAK03	VC2HPAP03	VC2S4H01	VC2TDE4D02
VC2EALY01	VC2HGAK06	VC2HPAP08	VC2S4H02	VC2TDE4D02
VC2EAL10	VC2HGAS02	VC2HPAP09	VC2S4U04	
VC2EALY10			VC2S4U07	
			VC2S4U08	
			VC2S4U01	
			VC2S4U05	

Lesson number: Lesson 3 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 practice eye – hand coordination and to express themselves through creative play. The student learns 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 / ~~Matias~~
 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

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>Script – "Clear thinking, everyone! Now, let's talk a bit more about storms. What is a storm?"</p> <p>"What kinds of things might happen during a storm?" (Pause and let students share – they might say rain, thunder, lightning, strong wind, or hail.)</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>Discussion about the weather to engage students in the topic.</p> <p>"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.</p>
2	10 - 20 mins	<p>Modelling, demonstration and explanation</p> <p>All Levels</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>

10 - 20 mins	<p>A12 Before & After a Storm hits activity</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>Discuss with students what they can see in the before scenario and predict what damage might occur when there is a storm.</p>	
20 - 30 mins	<p>A13 Storm research activity</p> <p>VICSES website https://www.ses.vic.gov.au/ses-for-schools In pairs student to look on the VICSES website and complete the worksheet</p> <p>Storms – Plan and stay safe</p>	
10 - 20 mins	<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>	
10 - 20 mins	<p>A15 Storm Escape Maze</p> <p>Distribute Storm escape maze sheet to each student.</p> <p>Ask the students where the safest place is to be during a storm?</p> <p>Encourage the children to complete the Storm escape maze sheet.</p>	
3	5 mins	<p>Review and reflect</p> <p>Review Be Storm Smart handout / Video /Slide – Resource list Refer to Appendix 2</p> <ol style="list-style-type: none"> 1. I 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. <p>Ask students for any queries and clarifications on Storm Ready preparedness actions.</p> <p>Called activity sheets to view students' ability to identify and understand Storm Emergency Readiness actions.</p>

Teacher considerations

Before lesson:
 Printout activity sheet copies for the students

Before & After a Storm hits activity
 Storm research activity
 Storm activity - colouring sheets
 Storm Escape Maze

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.

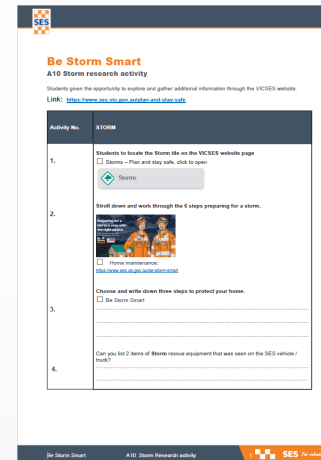
Student must be given the option to not participate in any activity that may cause discomfort or distress, and appropriate support should be available from the educator if needed.

Be Storm Smart - Resource list

■ A9 Before and after storm hits – activity sheet

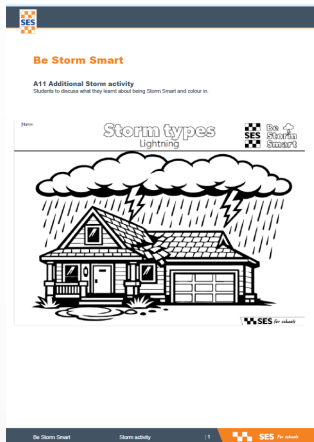


■ A10 Storm research activity

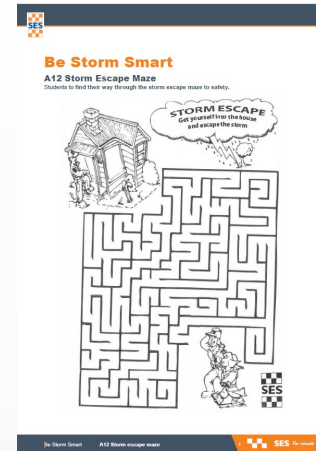


Be Storm Smart - Resource list

A11 Addition – Storm activities



A12 additional - Storm escape Maze





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
<p>Introduction 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p>Ask Children if they know what a landslide is?</p> <p>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.</p> <p>Explain Landslides happen when a large amount of dirt, rocks, and mud all move together down big slopes, like mountainsides.</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p><input type="checkbox"/> A13 Landslide colour in sheet Children’s Landslide Ready sheet can be colour in and displayed around the classroom.</p> <p>Distribute to children the landslide - Colour sheet. Discuss with the children about why landslide is unsafe.</p> <p><input type="checkbox"/> A14 Landslide Activity Refer to DIY Landslide activity. (Appendix 3)</p> <p>Explain to children about the Landslide learning experience.</p> <p>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.</p> <p>Discuss with the children about they observed. (not safe, unstable and moves items around)</p>



Post -visit Lesson plan

Landslide Ready

Post-visit Lesson Plan: Landslide Ready
Level 3 to Level 4

Curriculum multi aged learning frameworks:
 NQS National Quality Standards,
 MTOP My Time Our Place Framework,
 VEYLD Victorian Early Years Learning and Development Framework,
 Curriculum multi aged learning frameworks links:
 National Quality Standards 1 – 7
 Learning Outcomes 1 to 5

Australian Curriculum

Humanities – Geography	Health and Physical Education	Science	Technologies
AC9HS4K07	AC9HP4P06	AC9S4U02	AC9TDE4K01
AC9HS4S01 AC9HS4S02	AC9HP4P08 AC9HP4P10	AC9S4I01	

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2E3LY01 VC2E4LY01	VC2HG4K03 VC2HG4K06	VC2HP4P03	VC2S4H01	VC2TDE4D02
VC2E3LA10 VC2E4LY10	VC2HG4S02	VC2HP4P08 VC2HP4P09	VC2S4H02 VC2S4U04 VC2S4U07 VC2S4U08 VC2S4I01 VC2S4I05	VC2TDI4D02

Lesson number: Lesson 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-school>

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 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/sesforschool>
 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 educator if needed.

Landslide Ready - Resource list

A13 Landslide colour sheet



The image shows a black and white line drawing of a house with a chimney, situated at the base of a steep, rocky hillside. The hillside is covered with numerous small rocks and boulders, indicating a landslide. The drawing is intended for coloring.

SES

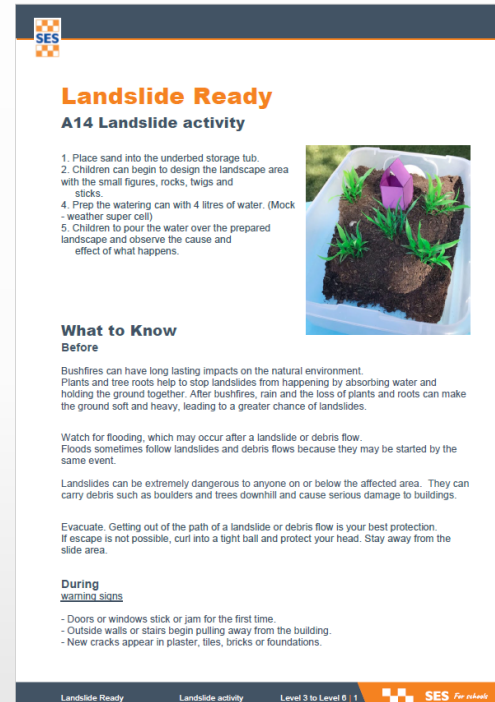
Landslide Ready

A13 Landslide colour sheet

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

Landslide Ready A13 Landslide colour sheet Level 3 to 4 1 **SES** for schools

A14 Landslide activity



The image shows a photograph of a small, clear plastic storage tub filled with soil. A purple watering can is positioned over the tub, and several green grass blades are growing out of the soil. This setup is used for a hands-on activity to observe the effects of water on soil stability.

SES

Landslide Ready

A14 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.
3. Prep the watering can with 4 litres of water. (Mock - weather super cell)
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.

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.

During

warning signs

- Doors or windows stick or jam for the first time.
- Outside walls or stairs begin pulling away from the building.
- New cracks appear in plaster, tiles, bricks or foundations.

Landslide Ready Landslide activity Level 3 to Level 4 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

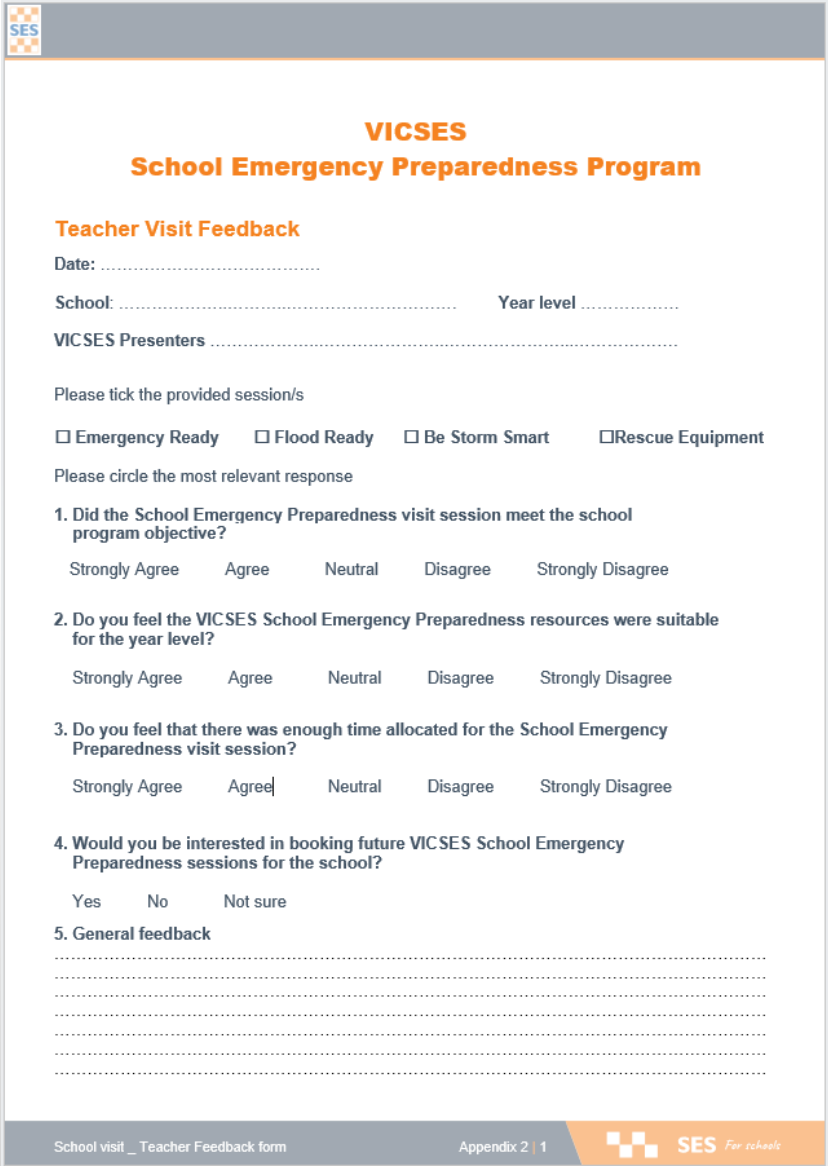


All levels VICSES Post - Visit Outline

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> A15 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> A16 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>

Appendices

No.	Title	Page
1	School Visit – Survey feedback Form Survey feedback Form template	55
2	Website links VICSES website Curriculum / Multi aged Learning Frameworks Lesson areas (Emergency Ready, Flood Ready, Be Storm Smart, Extension)	56
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 Don't Drive in Floodwater Kit How to Create a <u>Don't drive Thru Floodwater Kit</u> for step-by-step instructions Landslide Kit How to Create a <u>Landslide Kit</u> for step-by-step instructions	58
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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

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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

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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/ bugs/ snake/ trees - 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.

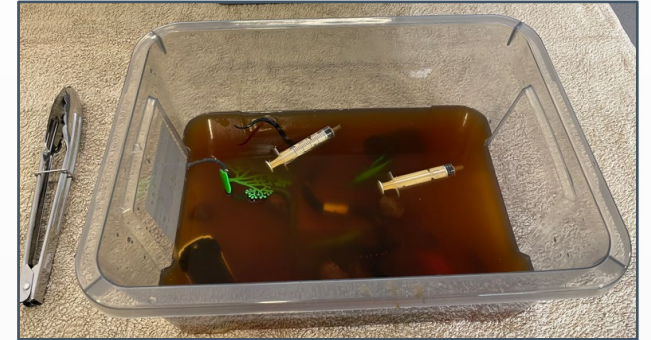


Completed Floodwater hazards kit

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



Don't Drive in Floodwater Kit


How to Create a Don't drive Thru Floodwater Kit for step-by-step instructions

 **SES for Schools – DIY Guide**

How to Create a Don't drive thru Floodwater Kit for step-by-step instructions.


A Don't drive thru Floodwater kit for student activity in the Flood Ready session.

See below materials and instructions on how to create your own Don't drive thru Floodwater resource.




General items for Don't drive thru Floodwater Kit

- A cat litter tray (pet supply / hardware store)
40cm x 30cm
- 1x **Organiser tray** (Hardware store)
34.5cm x 25cm x 6.5cm
- 1x **Vinyl Square Tile** (Hardware store)
45.7cm x 45.7cm
- 2x toy cars (Kmart / Big W)
- 1 cup of small rocks/gravel (Garden)
- 1x Bag of Sand - river wash / sandpit version (Hardware store)
- 1x bottle of liquid paper (Supermarket)
- 1x Stanley knife (Hardware store)
- A ruler (Supermarket)
- 1x HB pencil (Supermarket)

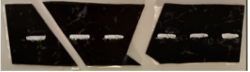
SES for Schools _ Don't Drive thru Floodwater Kit DIY Guide | 1  SES For schools

Instructions



1. Drill small holes in the bottom of organiser tray.




2. Measure vinyl square tile into strips (road)
3. Drawn lines with HB pencil across strip and road lines.
4. Use liquid paper to go over outline of road lines.
5. Draw with HB pencil road lines and cut to create pieces.



6. Place sand, rocks into the organiser tray. (Mock road base)
7. Place cut out road pieces on top of the road base.


8. Place the two cars on to the road.



Completed prop insert tray

Things to Consider


- Only fill ¼ of Litter tray with water before students place the completed prop insert tray
- It's helpful to have drop sheet and towels available to place under the Don't drive thru Floodwater Kit.

SES for Schools _ Don't Drive thru Floodwater Kit DIY Guide | 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

Victoria Curriculum, *F-10 Curriculum* (2024 v2.0) Victorian Curriculum and Assessment Authority website: *Accessed June 2026*

Victoria School Age Care, *Early Years Learning and Development Framework 0-8yrs Victorian* Curriculum and Assessment Authority website: *Accessed June 2026*

Australian Curriculum v9.0, Australian Curriculum, Assessment and Reporting Authority website: *Accessed June 2026*

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