

VICSES Flood and Storm Emergency Readiness

School Program

Educator Guide

Level 5 to Level 6



Contents Page - Preschool

Sections	Contents	Page
1 Introduction	Introduction General Background information WWCC / NPC Emergency sensitivities Using technology DIY kits / SES Resource kit Glossary Curriculum Connections	4
2 Emergency Ready	Educator post-visit outline Lesson plan Emergency Ready Resource list	26
3 Flood Ready	Educator post-visit outline Lesson plan Flood Ready Resource list	32
4 Be Storm	Educator post-visit outline Lesson plan Be Storm Smart Resource list	37

Contents Page

Sections	Contents	Page
5 Extension	Landslide Educator post-visit outline Lesson plan Landslide Ready Resource list	44
6 Extension	Earthquake Educator post-visit outline Lesson plan Earthquake Ready Resource list	48
7 Appendices	Website Links Resource DIY guides School Visit – Survey feedback Form	52
8 References		60

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 26 - 44).

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 44)

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?

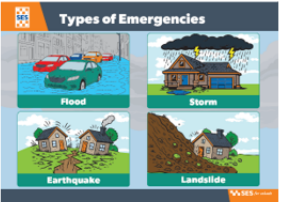



What did you share with them?

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)

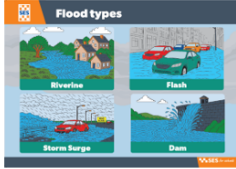


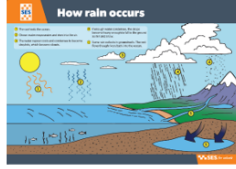
Emergency Ready

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		

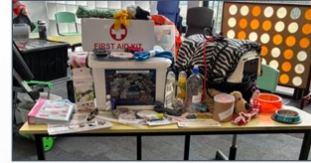
Introduction cont...

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

Section 8: Appendices (Page 56)

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 5 to Level 6 program outlines (Page 26)

Section 5 to 6: Extension (Page 44)
Landslide
Earthquake

Section 7: Appendices (Page 52)
Resources
Useful websites links
DIY guides

Section 8:
Acknowledgements (Page 60)

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 52)

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

Resource Kit

SES for Schools

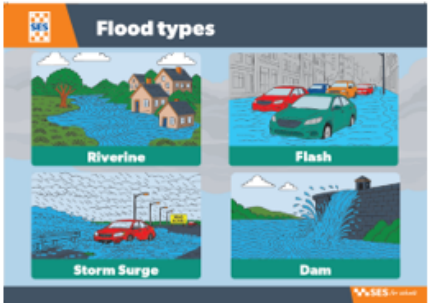


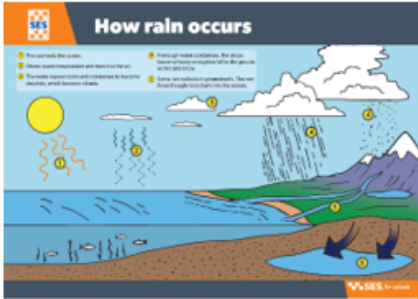
Emergency Ready

<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 52)

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



Floodwater Hazard Kit

Section 7: Appendices (Page 52)

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



Don't Drive Through Floodwater Kit

Section 7: Appendices (Page 52)

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



Landslide Kit

Section 7: Appendices (Page 52)

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 5 to Level 6 (10 to 12 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>MTOP</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 5 to Level 6 (10 to 12 years)

Post visit - Educator outline

Session Times	AC Curriculum	VC Curriculum	Learning content	Resource / Worksheets
45 - 60 mins	<p>Humanities, Arts & Social sciences</p> <p><u>Level 5 and level 6</u> Civics & Citizenship Questioning and researching AC9HS6S01 AC9HS6S02</p> <p>Concluding and decision-making AC9HS6S05</p> <p>Geography AC9HS5K05</p>	<p>English</p> <p><u>Level 5 and level 6</u> Interacting with others VC2E6LY01 VC2E6LY02 Creating Texts VC2E5LY10</p> <p>Humanities - Geography</p> <p><u>Level 5 and level 6</u> Management of place VC2HG6K05 Geographical inquiry VC2HG6S04 Concluding and decision making VC2HG6S06 VC2HG6S07</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 5 to Level 6 (10 to 12 years)

Post visit - Educator outline

Session Times	AC Curriculum	VC Curriculum	Learning content	Resource / Worksheets
45 - 60 mins	<p>Health and Physical Education</p> <p><u>Level 5 and level 6</u> Personal, Social and Community Health Interacting with others AC9HP6P06</p> <p>Making healthy and safe choices AC9HP6P08 AC9HP6P09 AC9HP6P10</p>	<p>Health and Physical Education</p> <p><u>Level 5 and level 6</u> Interacting with others VC2HP6P03</p> <p>Contributing to healthy communities VC2HP6P08 VC2HP6P09</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 5 to Level 6 (10 to 12 years)

Post visit - Educator outline

Session Times	AC Curriculum	VC Curriculum	Learning content	Resource / Worksheets
45 - 60 mins	<p>Science</p> <p><u>Level 5 and level 6</u> Use and influence of science AC9S6H02</p> <p>Planning and conducting AC9S6I03</p>	<p>Science</p> <p><u>Level 5 and level 6</u> Use and influence of science VC2S6H02</p> <p>Chemical sciences VC2S6U03</p> <p>Earth and space sciences VC2S6U05 VC2S6U06</p> <p>Questioning and predicting VC2S6I01</p> <p>Planning and conducting VC2S6I03</p> <p>Processing, modelling and analysing VC2S6I04</p> <p>Evaluating VC2S6I05</p> <p>Communication VC2S6I06</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 5 to Level 6 (10 to 12 years)

Post visit - Educator outline

Session Times	AC Curriculum	VC Curriculum	Learning content	Resource / Worksheets
45 - 60 mins	<p>Design and Technologies</p> <p><u>Level 5 and level 6</u> Investigating and defining AC9TDE6P01</p> <p>Generating and designing AC9TDE6P02</p>	<p>Technologies</p> <p><u>Level 5 and level 6</u> Planning and managing VC2TDE6D05</p> <p>Technologies Data, information and Privacy</p> <p><u>Level 5 and level 6</u> Data, information and Privacy VC2TDI6D02</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

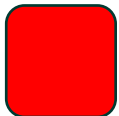
4: *Extension (Landslide or Earthquake)* (page 44)

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)

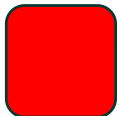
Level 5 to level 6

**VICSES Post - Visit Outline
(10 – 12 yrs)**



Level 5 to Level 6 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



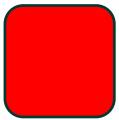
Level 5 to Level 6 VICSES Post - Visit Outline

Lesson 1.	Emergency Ready
<p>Introduction 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p>All Levels</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>
<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>



Level 5 to Level 6 VICSES Post - Visit Outline

Lesson 1.	Emergency Ready
<p>Activity 20 - 30 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p>A2 Narrative Writing</p> <p>Ask students to imagine they are in a flood / storm event and write a narrative.</p> <p>Discuss before the students begin writing, Think about what the Flood / storm would sound like, How the characters would feel What might happen during a flood / storm.</p> <p>Students could publish and share their writing with the school community through the school newsletter .</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p>A3 School Assembly Presentation</p> <p><u>Class Activity.</u></p> <p>Discuss as a class what their school peers need to know about the Emergency Preparedness.</p> <p>Ask the students to plan and write a script for the school assembly presentation.</p> <p>Encourage students to visit the VICSES website to gather more information.</p> <p>VICSES Website: https://www.ses.vic.gov.au/web/www/do1thing</p> <p>The students can focus on Do 1 Thing VICSES safe message.</p>



Post -visit Lesson plan

Emergency Ready

Post -visit Lesson Plan: Emergency Ready
Level 5 to Level 6

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

Australian Curriculum

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

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2E6LY01 VC2E6LY02 VC2ESLY10	VC2HG6K05 VC2HG6S04 VC2HG6S06 VC2HG6S07	VC2HP6P03 VC2HP6P08 VC2HP6P09	VC2S6H02 VC2S6U03 VC2S6U05 VC2S6U06 VC2S6I01 VC2S6I03 VC2S6I04 VC2S6I05 VC2S6I06	VC2TDE6D05 VC2TDI6D02

Lesson number: Lesson 1 of 5

Lesson overview

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

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

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

Glossary

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

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
 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>All Levels</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 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>Discuss with the students the recent visit from SES,</p>

20 - 30 mins	<p>Ask: Who visited us? What is an emergency? Which emergencies does the SES assist with?</p> <p>A2 Narrative Writing</p> <p>Ask students to imagine they are in a flood / storm event and write a narrative.</p> <p>Discuss before the students begin writing. Think about what the flood / storm would sound like. How the characters would feel. What might happen during a flood / storm.</p> <p>Students could publish and share their writing with the school community through the school newsletter.</p>
10 - 20 mins	<p>A3 School Assembly Presentation</p> <p>Class Activity</p> <p>Discuss as a class what their school peers need to know about the Emergency Preparedness.</p> <p>Ask the students to plan and write a script for the school assembly presentation.</p> <p>Encourage students to visit the VICSES website to gather more information.</p> <p>VICSES Website: http://www.ses.vic.gov.au/web/news/131010</p> <p>The students can focus on Do 1 Thing VICSES safe message.</p>

5	5 mins	<p>Review and reflect</p> <p>Review Emergency Ready handout / Video / Slide – Resource 1st Refer to Appendix 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>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 students
 Reflection activity sheet
 Narrative Writing
 School Assembly Presentation sheet

VICSES website link: <http://www.ses.vic.gov.au/news/131010>

or

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

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

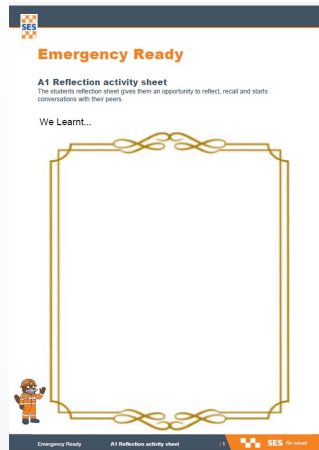
Care should be taken to ensure that participation in the activity does not exacerbate or re-trigger previous trauma.

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

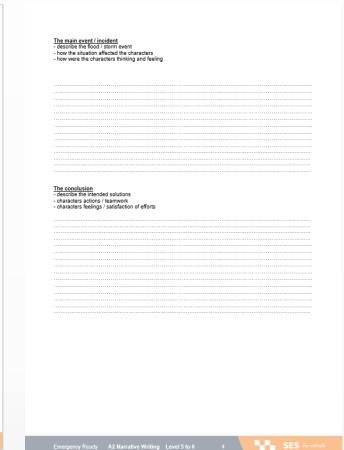
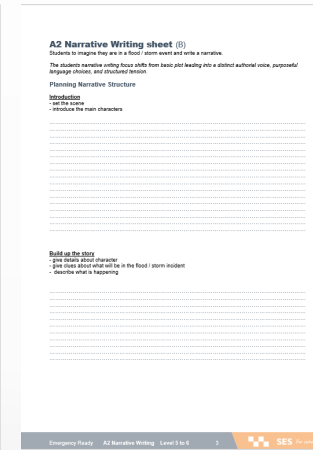
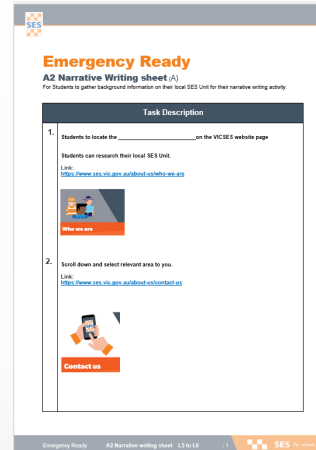
Student must be given the option to not participate in any activity that may cause discomfort or distress, and appropriate support should be available from the teacher if needed.

Emergency Ready - Resource list

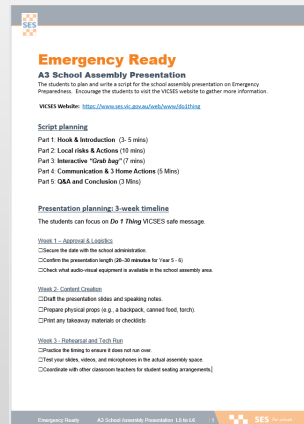
A1 Reflection activity sheet



A2 Narrative Writing



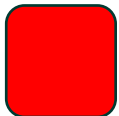
A3 School Assembly Presentation






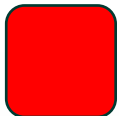
Level 5 to Level 6 VICSES Program Outline

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



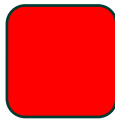
Level 5 to Level 6 VICSES Post - Visit Outline

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> A4 Design a Flood Safety Poster</p> <p>Ask the students to work in small group (2-3 people) to design a safety poster.</p> <p>Discuss and apply their knowledge of dangers in flood water.</p> <p>Share the flood safety Posters around the school campus.</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>A5 Flood research activity (LFG)</p> <p>Ask the students to work in groups of 4</p> <p>Encourage students to explore and gather additional information through the VICSES website. Students are to gather information about floodwater risks and dangerous hazards.</p> <p>Identify information from the local flood guide (LFG) near their school.</p> <p>VICSES website – Plan and stay safe VICSES website - Find your Local Flood Guide</p>
<p>Activity 10–20 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p>A6 Actions before a flood event</p> <p>Video - VICSES website Bag it Block it Lift it & Leave: You Tube: https://www.ses.vic.gov.au/plan-and-stay-safe/emergencies/flood</p> <p>Flood Actions before an event Bag it ... Block it ... Lift it ... and Leave ..</p>



Post -visit Lesson plan

Flood Ready

Post-visit Lesson Plan: Flood Ready
Level 5 to Level 6

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

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2E8LY01 VC2E8LY02 VC2E8LY10	VC2HG6K05 VC2HG6S04 VC2HGS806 VC2HGS807	VC2HP6P03 VC2HP6P08 VC2HP6P09	VC2S8H02 VC2S8I03 VC2S8I05 VC2S8I06 VC2S8O1 VC2S8O3 VC2S8O4 VC2S8O5 VC2S8O6	VC2TDE6D05 VC2TDI6D02

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/sesforschools>

Materials required for lesson

Student
 Pencils / *laptops*
 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	0 - 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 <i>Definition:</i> Flash Flooding can occur quickly due to heavy rainfall over an area in a short period of time.</p> <p>Slowly Flooding <i>Definition:</i> Slowly 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>A4 Design a Flood Safety Poster</p> <p>Ask the students to work in small group (2-3 people) to design a safety poster.</p> <p>Discuss and apply their knowledge of dangers in flood water.</p> <p>Share the flood safety Posters around the school campus.</p>

20 - 30 mins	<p>A5 Flood research activity (LFG)</p> <p>Ask the students to work in groups of 4</p> <p>Encourage students to explore and gather additional information through the VICSES website.</p> <p>Students are to gather information about floodwater risks and dangerous hazards.</p> <p>Identify information from the local flood guide (LFG) near their school</p> <p>VICSES website - Plan and stay safe</p> <p>VICSES website - Find your Local Flood Guide</p>
10 - 20 mins	<p>A6 Actions during a flood event (BLL)</p> <p>Video - VICSES website Bag it Block it Lift it Leave:</p> <p>YouTube: https://www.youtube.com/watch?v=AGC_Q8SCUW4</p> <p>Flood Actions</p> <p>Bag it ...</p> <p>Block it ...</p> <p>Lift it ...</p> <p>and leave...</p>
5 mins	<p>Review and reflect</p> <p>Review Flood Ready handout / Video / Slide - Resource list <i>Refer to Appendix 2</i></p> <ol style="list-style-type: none"> 1. I understand not to enter floodwater. 2. We know how to follow BLL 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>

Teacher considerations

Before lesson:
 Print out activity sheet copies for the students
 Design a Flood Safety Poster
 Flood research activity (LFG)
 Actions during a flood event (BLL)

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.

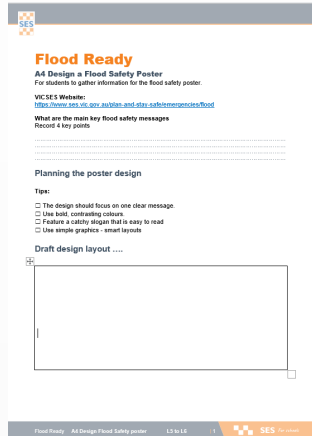
Care should be taken to ensure that participation in the activity does not exacerbate or re-trigger -previous trauma |

This may include communicating with parents and providing 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

A4 Design a Flood Safety Poster



Flood Ready
A4 Design a Flood Safety Poster
For students to gather information for the flood safety poster.

VICSES Website:
<https://www.vic.gov.au/prepare-and-stay-safe/emergencies/flood>

What are the main key flood safety messages
Record 4 key points

Planning the poster design

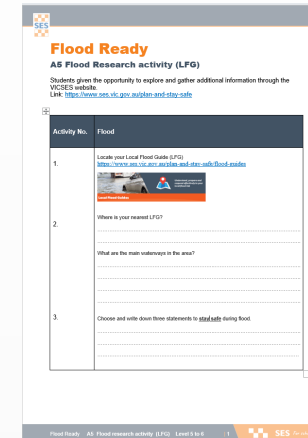
Tip:

- The design should focus on one clear message
- Use bold, contrasting colours
- Feature a catchy slogan that is easy to read
- Use simple graphics - small layouts

Draft design layout

Flood Ready A4 Design Flood Safety poster Level 5 to 6 11 SES for schools

A5 Flood research activity (LFG)



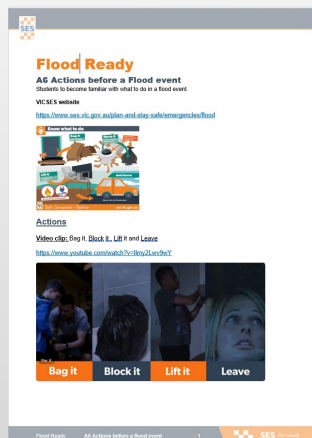
Flood Ready
A5 Flood Research activity (LFG)
Students given the opportunity to explore and gather additional information through the VICSES website

VICSES Website:
<https://www.vic.gov.au/prepare-and-stay-safe>

Activity No.	Flood
1.	Locate your Local Flood Guide (LFG) https://www.vic.gov.au/prepare-and-stay-safe/flood-essentials
2.	Where in your region LFG? What are the main vulnerabilities in the area?
3.	Choose and write down three statements to stay safe during flood

Flood Ready A5 Flood research activity (LFG) Level 5 to 6 11 SES for schools

A6 Actions before a flood event



Flood Ready
A6 Actions before a Flood event
Students to become familiar with what to do in a flood event.

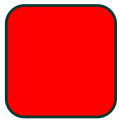
VICSES website:
<https://www.vic.gov.au/prepare-and-stay-safe/emergencies/flood>

Actions

Video clip: Bag it, Block it, Lift it and Leave
<https://www.youtube.com/watch?v=8Wu2u0w5Y>

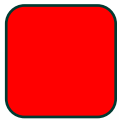
Bag it **Block it** **Lift it** **Leave**

Flood Ready A6 Actions before a flood event 1 SES for schools



Level 5 to Level 6 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





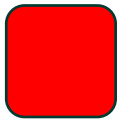
Level 5 to Level 6 VICSES Program Outline

Lesson 3.	Be Storm Smart
<p>Introduction 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p><u>All Levels</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>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?”</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>



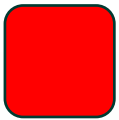
Level 5 to Level 6 VICSES Program Outline

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> A7 Storm Smart Quiz</p> <p>Explore with students their knowledge of emergency, weather-related subject matter. Students participate in a <i>Game show activity</i>.</p> <p><u>Refer</u> to Teacher quiz sheet (A7)</p> <p><i>Create 4 student teams</i> Team Buzz <u>Callouts</u> (<i>Hail, Lightning, Wind, Storm</i>)</p> <p>3 rounds (6 questions in each round)</p>
<p>Activity 30 - 40 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p> A8 School “Be Storm Smart” social tile activity</p> <p>Ask the students to work together in groups of three. Create a school social tile – storm key safety message</p> <p>Circulated through the school’s internal social media platforms. Refer to Teacher social tile (A8).</p>



Level 5 to Level 6 VICSES Program Outline

Lesson 3.	Be Storm Smart
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p>A9 Storm research activity</p> <p>Ask the students to work in groups of 2 – 4 people The research activity gives students the opportunity to explore and gather additional information from the VICSES website.</p> <p>The students learn to prepare before a storm hits. VICSES website https://www.ses.vic.gov.au/plan-and-stay-safe</p> <p><i>Storms – Plan and stay safe</i></p>
<p>Activity 20 - 30 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p>A10 Making ice - hailstones</p> <p>Distribute making ice - hailstones sheet to each student.</p> <p>Ask the students to work in pairs and follow the instructions</p> <p>Encourage the children to discuss, question and predict what happens to the ingredients.</p>



Post -visit Lesson plan

Be Storm Smart

Post-visit Lesson Plan: Be Storm Smart
Level 5 to Level 6

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 – Arts & Social Sciences	Health and Physical Education	Science	Technologies
AC9HS6501 AC9HS6502 AC9HS6505 AC9HS6509	AC9HP6P06 AC9HP6P08 AC9HP6P09 AC9HP6P10	AC9S6H02 AC9S6G03	AC9TDE6P01 AC9TDE6P02

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2EELV11 VC2EELV12 VC2EELV10	VC2HG6K05 VC2HG6S04 VC2HG6S06 VC2HG6S07	VC2HP6P03 VC2HP6P08 VC2HP6P09	VC2S6H02 VC2S6U03 VC2S6U05 VC2S6U06 VC2S6M01 VC2S6M03 VC2S6M04 VC2S6M05 VC2S6M06	VC2TDE6D05 VC2TDE6D02

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/ages-for-school>

Materials required for lesson

Student
 Pencils / acetats
 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 Preps
 A3 poster paper
 Post it notes
 A1 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 Learners</p> <p>Script: "Great thinking everyone! Now, let's talk a bit more about storms."</p> <p>What is a storm? (Please 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 more so 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?"</p> <p>What does an 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>

2	10 - 20 mins	<p>Modelling, demonstration and explanation</p> <p>All learners</p> <p>A7 Storm Smart Quiz Explore with students their knowledge of emergency, weather-related subject matter. Students participate in a Game show activity</p> <p>Task: To Teacher quiz sheet (A7) Create 4 student teams Team Best Callisto (Hail, Lightning, Wind, Storm) 3 rounds (8 questions in each round)</p> <p>A8 School "Be Storm Smart" social tile activity Ask the students to work together in groups of three. Create a school social tile – storm key safety message Circulated through the school's internal social media platform. Refer to Teacher social tile (A8)</p> <p>A9 Storm research activity Ask the students to work in groups of 2 – 4 people The research activity gives students the opportunity to explore and gather additional information from the VICSES website. The students learn to prepare before a storm hits. VICSES website https://www.ses.vic.gov.au/plan-and-stay-safe Storms – Plan and stay safe</p> <p>A10 Making hailstones Distribute making hailstones sheet to each student. Ask the students to work in pairs and follow the instructions Encourage the children to discuss, question and predict what happens to the ingredients.</p>
	10 - 20 mins	
	20 - 30 mins	
	20 - 30 mins	

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. 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. Colored activity sheets to give students ability to identify and understand Storm Emergency Readiness actions.</p>
---	--------	--

Teacher considerations

Before lesson:
 Printout activity sheet copies for the students
 Storm Smart Quiz
 School "Be Storm Smart" social tile activity
 Storm research activity
 Making hailstones

VICSES website link: <https://www.ses.vic.gov.au/tesfor-school>

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

A7 Storm Smart Quiz

The image shows two pages from the Be Storm Smart Quiz. The left page is the quiz itself, titled "Be Storm Smart A7 Storm Smart Quiz". It contains six rounds of questions. Round 1 asks about a scientist who studies weather (Meteorologist), types of storms (cyclone, hurricane, typhoon), and common terms for wind speed (Wind). Round 2 asks about a storm that is higher than cold air (Tornado), types of weather emergencies (Flood, Storm, Landslide, Earthquake, Tsunami), what to call hard chunks of ice (Hail), and the SE S phone number (52 58). Round 3 asks about the calm, low-pressure centre of a tropical cyclone or hurricane (The eye). The right page is the "Be Storm Smart Quiz Sheet" for the team, with sections for Round 1, Round 2, and Round 3, each with five numbered lines for answers. A score line at the bottom indicates a score out of 15.

A8 School "Be Storm Smart" social tile

The image shows the "Be Storm Smart A8 Design a Be Storm Smart social tile" page. It is titled "Be Storm Smart A8 Design a Be Storm Smart social tile" and includes a video link: <https://www.youtube.com/watch?v=9ZuUeH7360>. It asks students to discuss their message with the Lead IT staff member or school administrator. The page includes sections for "Planning the social tile design" with checkboxes for "The design should focus on one clear message", "Use text, contrasting colours", and "Use colour palette - read layout". Below this is a "Draft design layout" section with a large empty box for drawing. At the bottom, it says "Students to explore time to discuss their design with the Lead IT staff member or school administrator."

A9 Storm research activity

The image shows the "Be Storm Smart A9 Storm research activity" page. It is titled "Be Storm Smart A9 Storm research activity" and includes a link: <https://www.ses.vic.gov.au/prepare-and-stay-safe>. The activity is divided into four numbered steps. Step 1: "Students to locate the Storm tile on the VICSES website page" with checkboxes for "Storms - Plan and stay safe, click to open" and "Storms". Step 2: "Scroll down and work through the 6 steps preparing for a storm" with a checkbox for "Home maintenance" and a link: <https://www.vic.gov.au/prepare-and-stay-safe>. Step 3: "Check and write down these steps to protect your home" with a checkbox for "Be Storm Smart" and a text area. Step 4: "Can you list 2 items of Storm rescue equipment that was seen on the SES vehicle / truck?" with a text area.

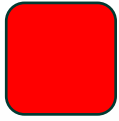
A10 Making ice - hailstones

The image shows the "Be Storm Smart A10 DIY - Making Ice - hailstones" page. It is titled "Be Storm Smart A10 DIY - Making Ice - hailstones" and includes a video link: <https://www.youtube.com/watch?v=gZuUeH7360>. It asks students to work in pairs and follow the instructions. The page includes a section for "Making your own hailstones" with a note: "Making hailstone eggs in various sizes to demonstrate the different sizes that can be produced in a storm". Below this is a "Video" link: <https://www.youtube.com/watch?v=gZuUeH7360>. The "What you need" section lists: "One cup - crushed ice", "One cup of water", "250ml - beaker", "1 packet of salt", "Shaking net", and "Clear test tube". The "Method" section lists: "1. Set up all items on a sturdy table.", "2. Pour 100mls of water into beaker.", "3. Add salt to the water until it reaches 200mls.", "4. Add lots of salt to the beaker - salt is still visual at the bottom of the beaker. (condensation forms).", "5. Pour clean - cold water into the test tube.", "6. Place the test tube in the middle of the beaker - leaning to the side of beaker.", "7. Every minute - Stir - Stir - Stir. (Repeat) ice will appear on side of beaker.", "8. Ice forms on side of beaker - draw forms box.", "9. The water will now be changing from liquid to ice.", "10. Stir again, take test tube out of beaker.", "11. Remove a small piece of ice in the test tube.", "12. The test tube water is frozen now, tip upside down (below zero degrees) - the temperature of water has changed". At the bottom, it says "This is an example of what can happen with temperature in the atmosphere - forming ice (hailstones)".



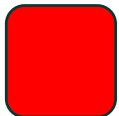
Extension

VICSES Post - Visit Outline





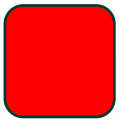
All levels
VICSES Post - Visit Outline

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> A11 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> A12 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 5 to Level 6

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

Australian Curriculum

Humanities – Arts & Social Sciences	Health and Physical Education	Science	Technologies
AC9HS6S01 AC9HS6S02	AC9HP6P06 AC9HP6P08 AC9HP6P09 AC9HP6P10	AC9S6H02 AC9S6I03	AC9TDE6P01 AC9TDE6P02
AC9HS6S05 AC9HS6K05			

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2E6LY01 VC2E6LY02 VC2E6LY10	VC2HG6K05 VC2HG6S04 VC2HG6S06 VC2HG6S07	VC2HP6P03 VC2HP6P08 VC2HP6P09	VC2S6H02 VC2S6U03 VC2S6U05 VC2S6U06 VC2S6I01 VC2S6I03 VC2S6I04 VC2S6I05 VC2S6I06	VC2TDE6D05 VC2TDI6D02

Lesson number: Lesson 4 of 5

SES For schools

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.

SES For schools

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 A11 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. A12 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.

SES For schools

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.
---	--------	---

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](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 educator if needed.

SES For schools

Landslide Ready - Resource list

A11 Landslide colour sheet



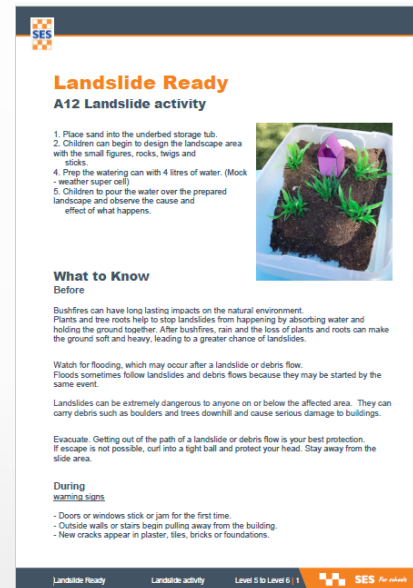
Landslide Ready
A11 Landslide colour sheet

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




Landslide Ready | A11 Landslide colour sheet | Level 3 to 4 | 1 | SES for schools

A12 Landslide activity



Landslide Ready
A12 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. 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.

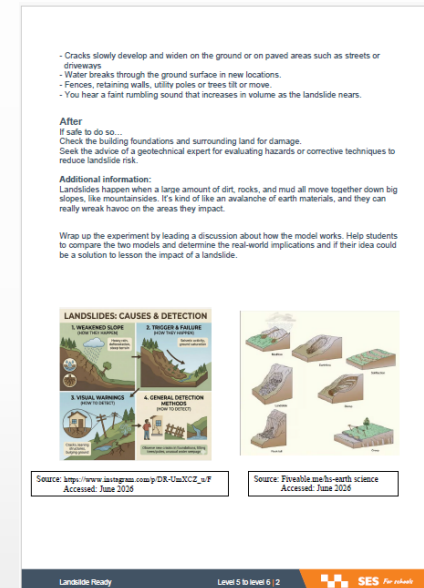
Evacuate. Getting out of the path of a landslide or debris flow is your best protection. If escape is not possible, curl into a tight ball and protect your head. Stay away from the slide area.

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 5 to Level 6 | 1 | SES for schools



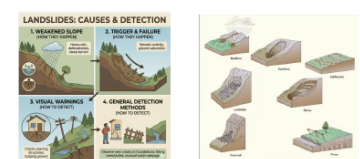
- Cracks slowly develop and widen on the ground or on paved areas such as streets or driveways
- Water breaks through the ground surface in new locations.
- Fences, retaining walls, utility poles or trees tilt or move.
- You hear a faint rumbling sound that increases in volume as the landslide nears.

After

If safe to do so...
Check the building foundations and surrounding land for damage.
Seek the advice of a geotechnical expert for evaluating hazards or corrective techniques to reduce landslide risk.

Additional information:
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.

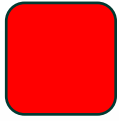
Wrap up the experiment by leading a discussion about how the model works. Help students to compare the two models and determine the real-world implications and if their idea could be a solution to lessen the impact of a landslide.



Source: http://www.landres.com.au/DR-120XCC2_09
Accessed: June 2026

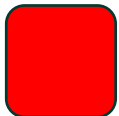
Source: <https://www.earth-science.com>
Accessed: June 2026

Landslide Ready | Level 5 to level 6 | 2 | 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> A13 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> A14 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>

Earthquake Ready - Resource list

A13 Video: SES _ Earthquake drill

The screenshot shows a webpage with the SES logo in the top left corner. The main heading is 'Earthquake Ready' in orange, followed by the subtitle 'A13 Video: SES Earthquake Drill'. Under the heading 'What to do', there is a numbered list of five 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 list is a 'Video Link' section with a blue URL: <https://vimeo.com/1126994552/19c22f0a37?share=copy&f=d&fe=c>. At the bottom of the page is a graphic with three icons: a person dropping, a person covering their head, and a hand holding onto a table. Below the icons are the words 'DROP!', 'COVER!', and 'HOLD ON!'. The graphic also features the 'Shake Out' logo in orange and the SES logo in the bottom right corner. The footer of the page contains the text 'Earthquake Ready Video - Earthquake Drill | 1 SES for schools'.

A14 Earthquake drill sheet

The screenshot shows a webpage with the SES logo in the top left corner. The main heading is 'Earthquake Ready' in orange, followed by the subtitle 'A14 Video: SES Earthquake Drill'. Under the heading 'What to do', there is a numbered list of five 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 list is a 'Video Link' section with a blue URL: <https://vimeo.com/1126994552/19c22f0a37?share=copy&f=d&fe=c>. At the bottom of the page is a graphic with three icons: a person dropping, a person covering their head, and a hand holding onto a table. Below the icons are the words 'DROP!', 'COVER!', and 'HOLD ON!'. The graphic also features the 'Shake Out' logo in orange and the SES logo in the bottom right corner. The footer of the page contains the text 'Earthquake Ready Video - Earthquake Drill | 1 SES for schools'.

Appendices

No.	Title	Page
1	School Visit – Survey feedback Form Survey feedback Form template	53
2	Website links VICSES website Curriculum / Multi aged Learning Frameworks Lesson areas (Emergency Ready, Flood Ready, Be Storm Smart, Extension)	54
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	56
4	References	60

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/ 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.

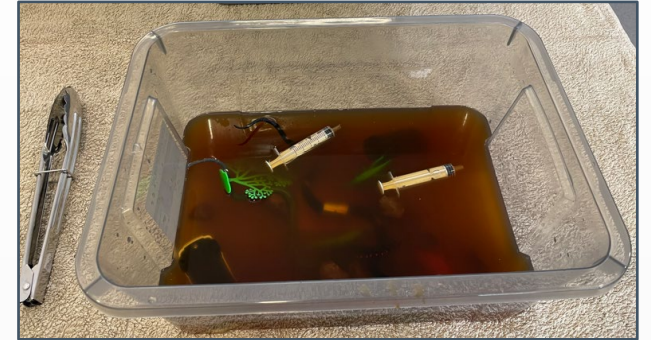


Completed Floodwater hazards kit

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)

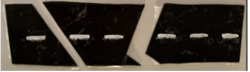
SES for Schools _ Don't Drive thru Floodwater Kit DIY Guide | 1  **SES** For schools

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*

Australian Government Department of Education Employment and Workplace Relations *My Time, Our Place* (2022 v2.0) Framework for school age care in Australia. Canberra. Commonwealth of Australia. ACECQA website accessed: *June 2026* .

Australian Institute Disaster Resilience *Disaster Resilience Education in the Australian Curriculum* (2021 v9.0) AIDR website: *Accessed June 2026*

Australian Broadcasting Corporation <https://www.abc.net.au/abckids/early-education/family-community-and-culture/everyday-helpers-video-clips/13253900> ABC Kids website accessed: December 2025

VICSES Children and Youth Kit – activity plans 2016