Post -visit Lesson Plan: Landslide Ready

Level Foundation to Level 2

Curriculum multi aged learning frameworks:

NQS National Quality Standards,
MTOP My Time Our Place Framework
VEYLD Victorian Early Years Learning and Development Framework,

Curriculum multi aged learning frameworks links:

National Quality Standards 1 – 7
Learning Outcomes 1 to 5

Australian Curriculum

Humanities – Geography	Health and Physical Education	Science	Technologies
	AC9HPF01 AC9HP2P02 AC9HP2P03 AC9HPF05 AC9HP2P06 AC9HPF06		

Victorian Curriculum

English	Humanities – Geography	Health and Physical Education	Science	Technologies
VC2EFLA01 VC2E1LY01 VC2E2LY01 VC2EFLA07 VC2E1LA08	VC2HG2K05	VC2HPFP03 VC2HP2P03	VC2S2H01 VC2S2U07 VC2S2I01 VC2S2I02	VC2TDE2D02

Lesson number: Lesson 4 of 5

Lesson overview

Prior Knowledge

Before starting this sequence, Students have experienced a visit from the local SES Unit. Student are given the opportunity to express themselves with each other and the learn not the dangers and risks of Landslide.

Lesson objectives

For students to learn about why it is unsafe to near landslides.
For students to learn about what they need to know before and during a landslide emergency.

Glossary

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

Materials required for lesson

Student
Pencils / textas
Students handouts

Teacher
A copy of the *Educator Guide* (Preschool).
Lesson topic: *Landslide Ready* lesson plan
Copies of the *Landslide Ready* activity handouts
DIY Resource guides
Resource Props
A3 poster paper
Post it notes
AV Equipment

Key focus

Students are aware of…...

- The Victoria State Emergency Service (VICSES) helps the community during emergencies.
- Be Landslide Ready
- Stay away from Landslide
- During emergencies, always stay with an adult.

Lesson Structure

Lesson	Timings	Description of explicit teaching, and learning activities and formative assessment
1	5 - 10 mins	***Activation of prior knowledge*** **Ask** students if they know what a landslide is? **Discuss** with students that landslides can be extremely dangerous. They can carry debris such as boulders and trees downhill and cause serious damage to buildings and the environment.
2	10 - 20 mins	***Modelling, demonstration and explanation*** **A15 Landslide Ready** **Activity: Colour in sheet** Students Landslide Ready sheet can be colour in and displayed around the classroom. **Distribute** to students the landslide - Colour sheet. **Discuss** with the students about why landslide is unsafe. **A16 Landslide activity** **Prepare** the landslide kit, put sand into the underbed storage tub. Refer to DIY Landslide kit sheet (Educator guide) **Ask** the students to design their own landscape area with the small figures, rocks, twigs and sticks. Then the students to pour the water over the prepared landscape. **Observe** the cause and effect of what happens to the landscape materials. **Discuss** with the students what they observed.

3	5 mins	***Review and reflect*** **Review** Landslide Ready handout / Slide – Resource list Refer to Appendix 2 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/ses-for-schools**

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.