

VICSES Flood and Storm Emergency Readiness

School Program Educator Guide

Level Preschool



Contents Page - Preschool

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Section 1: Introduction

Introduction

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

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

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

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

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

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

Introduction cont....

Post – Visit lesson plans

A generic teacher post-visit lesson plan has been provided for Preschool. This part is in section 2 - 6 (pages 23 - 40).

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 40)

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?

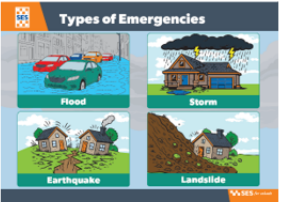



What did you share with them?

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)

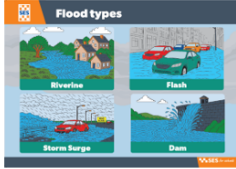


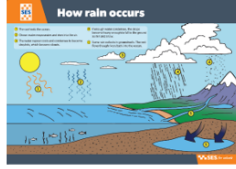
Emergency Ready

Types of Emergencies Corflue 1		Build an emergency kit Corflue 2	
Paddy Corflue 3		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 Corflue 1		What's in floodwater Corflue 2	
Floodwater dangers Corflue 3		How rain occurs Corflue 4	
Additional	- Flood Ready core activity schedule visit sheet example - DIY resource prop sheet		

Be Storm Smart

Storm Types Corflue 1		Before the Storm hits Corflue 2	
Before the Storm hits (Apartment) Corflue 3		After the storm hits Corflue 4	
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 44)

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



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: Preschool level program outlines

Section 5 to 6: Extension (Page 40)
Landslide
Earthquake

Section 7: Appendices (Page 44)
Resources
Useful websites links
DIY guides

Section 8:
Acknowledgements (Page 51)

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

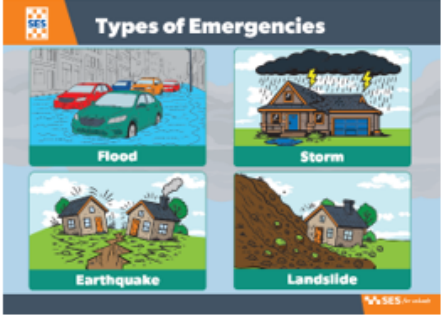


Section 7: Appendices (Page 44)

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

Resource Kit

SES for Schools

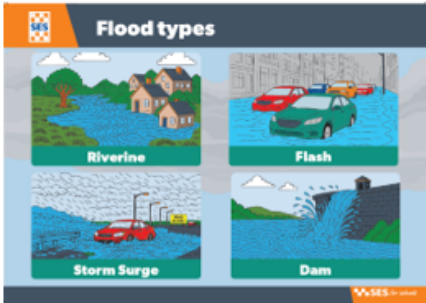


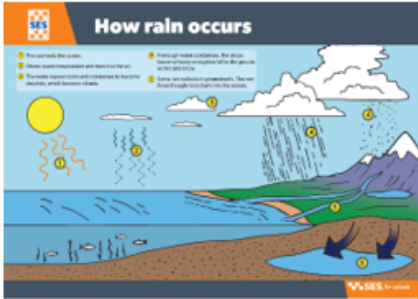
Emergency Ready

<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 44)

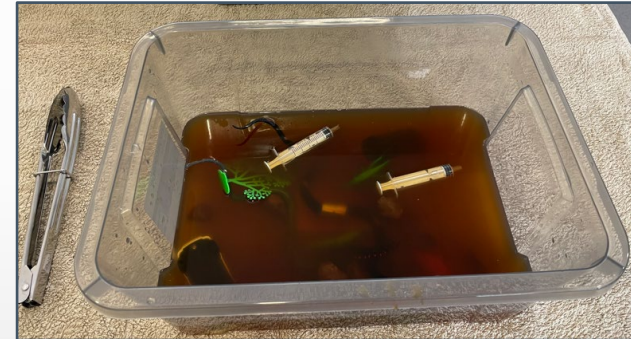
How to Create a Home Emergency Kit for step-by-step instructions.



Floodwater Hazard Kit

Section 7: Appendices (Page 44)

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



Landslide Kit

Section 7: Appendices (Page 44)

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 20).





Emergency Ready, Flood Ready and Be Storm Smart

Preschool (3 to 5 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>EYLF / VEYLDF</p> <p>Learning Outcome 1 Identity</p> <p>Learning Outcome 2 Community</p> <p>Learning Outcome 3 Wellbeing</p> <p>Learning Outcome 4 Learning</p> <p>Learning Outcome 5 Communication</p>	<p>Session 1 Are you Emergency Ready? To share information with students on how to prepare for emergencies.</p> <p>Children can design their own emergency ready badge.</p> <p>Session 2 Are you Flood Ready To introduce the dangers of swimming, walking and playing in floodwater.</p> <p>What to do before and during a flood emergency</p> <p>Session 3 Be Storm Smart What to do before a storm emergency</p>	<p>A3 poster paper</p> <p>AV Equipment</p> <p>DIY Resource guides - Relevant props</p> <p>Educator Lesson plans</p> <p>Educator resources</p> <p>Pencils / textas</p> <p>Student handouts</p>

Further details refer to Educator guide

Planning cont...

SES for Schools program - Educator guide

Preparation

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

Choosing the lesson and preparing

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

VICSES website: SES for Schools – Educators

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

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

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

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

4: *Extension (Landslide or Earthquake)*

Each section contains a general introduction together with the step-by-step lesson guides for preschool level.

There is take home activities available too. (Families)



Preschool

**VICSES Post - Visit Outline
(3 – 5 yrs)**





Preschool VICSES Post - Visit Outline

Lesson 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



Preschool


VICSES Post - Visit Outline

Lesson 1.	Emergency 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: Who visited us? What is an emergency? Which emergencies does the SES assist with? You can write student responses on the board.</p> <p>Ask what was your favourite part of the visit from SES?</p> <p>Discuss students' responses.</p> <p>Ask did you share what you learnt with someone at home? What did you share with them?</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p>Discuss with the children the recent visit from SES,</p> <p>Ask: Who visited us? What is an emergency? Which emergencies does the SES assist with?</p> <p> A1 Ready to Go? Discuss with different items that are important to include in a home emergency kit and their own grab bag.</p> <p> A2 Emergency Ready Badge Distribute Emergency Ready Badge for students to complete. Discuss Children can form a circle in front of you, hold up their badge and share with the group, or individual children can come up to the front to share with the group.</p>



Post -visit Lesson plan

Emergency Ready

 **Post-visit Lesson Plan: Emergency Ready**
Preschool

Curriculum multi aged learning frameworks:
NQS National Quality Standards,
EYLF Early Years Learning Framework,
VEYLD Victorian Early Years Learning and Development Framework,

Curriculum multi aged learning frameworks links:
 National Quality Standards 1 – 7
 Learning Outcomes 1 to 5

Lesson number: Lesson 1 of 5

Lesson overview

Prior Knowledge
 Before starting this sequence, Children have experienced a visit from the local SES Unit. The children 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 children 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 children to acknowledge their efforts of learning new skills in emergency preparedness

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

Materials required for lesson

Student
 Pencils / textas
 Children's handouts

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


Emergency Ready Post - visit Lesson Plan | 1  **SES** For schools

Key focus
 Children 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	<i>Activation of prior knowledge</i> Discuss with the children the recent visit from SES. Ask: Who visited us? What is an emergency? Which emergencies does the SES assist with? Ask what was your favourite part of the visit from SES? Discuss students' responses. Ask did you share what you learnt with someone at home? What did you share with them?
2	10 - 20 mins	<i>Modelling, demonstration and explanation</i> Discuss with the children the recent visit from SES. Ask: Who visited us? What is an emergency? Which emergencies does the SES assist with? A1 Ready to Go? Discuss with different items that are important to include in a home emergency kit and their own grab bag. A2 Emergency Ready Badge Distribute Emergency Ready Badge for students to complete. Discuss Children can form a circle in front of you, hold up their badge and share with the group, or individual children can come up to the front to share with the group.

Emergency Ready SES post visit Lesson plan 2  **SES** For schools

3	5 mins	<u>Review and reflect</u> Review Emergency Ready handout / Video /Slide – Resource list Refer to Appendix 2 <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. Ask students for any queries and clarifications on Emergency Ready preparedness actions. Collect activity sheets to view students' ability to identify and understand Emergency Readiness actions.
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Teacher considerations

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

VICSES website link: <https://www.ses.vic.gov.au/sesforschools>

or


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

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

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

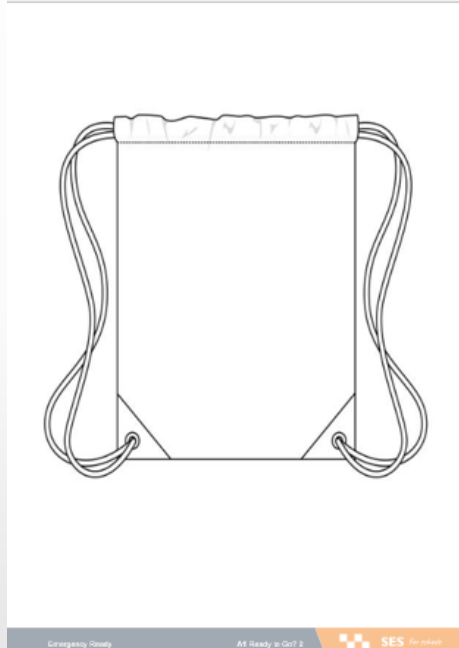
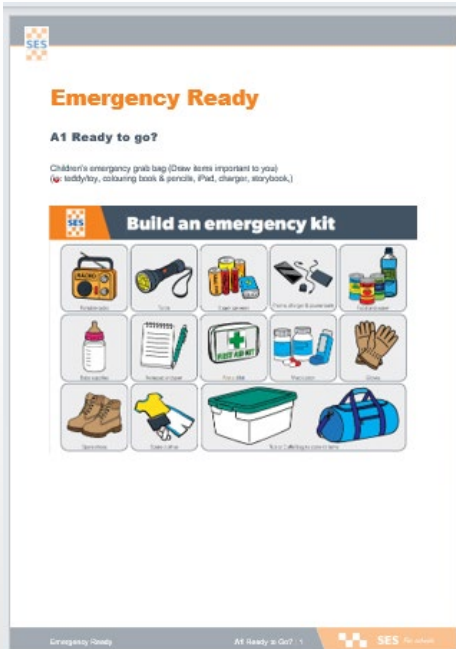
This may include communicating with parents and providing children with an opportunity to privately talk to you if they have experienced a distressing event.

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

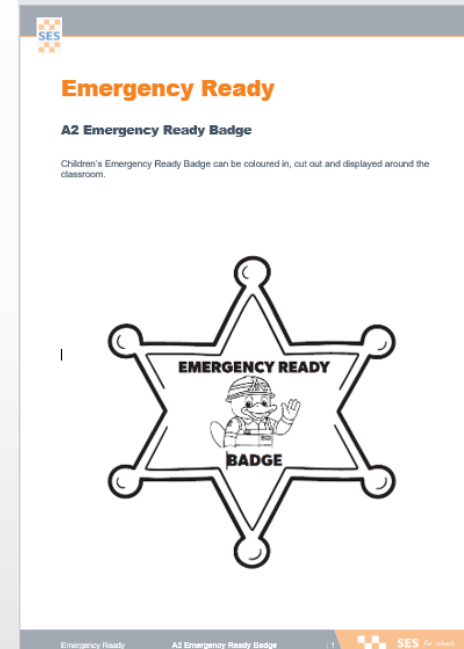
Emergency Ready SES post visit Lesson plan 3  **SES** For schools

Emergency Ready - Resource list

A1 Ready to go?



A2 Emergency Ready Badge








Preschool VICSES Post - Visit Outline	
Lesson 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

Further details refer to Educator guide



Preschool

VICSES Post - Visit Outline

Lesson 2.	Flood Ready
<p>Introduction 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p>Ask Children 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: Music & Movement <u>Floodwater Chant</u> Encourage everyone to say and act out the chant together. Introduce the following chant and actions.</p> <p> A3 floodwater Chant Floodwater everywhere (<i>Spread arms wide</i>)</p> <p>Swim, walk or play in it?</p> <p>I do not dare! (<i>Shake head and finger gesturing 'No!'</i>) Everyone listens and prepare (<i>Cup ear with hand as if listening</i>) Please take care, take care. (<i>Put hand on your heart</i>)</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p> A4 Flood Safe poster - Paddy Distribute Symbol - Colour Sheet to Children. Discuss with the children about the message on the poster. The children are encouraged to colour in Paddy the Platypus</p> <p>Activity: Music & Movement  A5 BBLL Lyric children’s handout Video VICSES website Bag it Block it Lift it & Leave: YouTube: https://www.youtube.com/watch?v=AsC_GBSCUH4 (Animation) Children can create their own actions to the song..... Bag it ... Block it ... Lift it ... and Leave ..</p>



Post -visit Lesson plan

Flood Ready



Post -visit Lesson Plan: Flood Ready Preschool

Curriculum multi aged learning frameworks:
NQS National Quality Standards,
EYLF Early Years Learning Framework,
VEYLD Victorian Early Years Learning and Development Framework,

Curriculum multi aged learning frameworks links:
National Quality Standards 1 – 7
Learning Outcomes 1 to 5

Lesson number: Lesson 2 of 5

Lesson overview

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

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

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

Materials required for lesson

Student
Pencils / textas
Children's handouts

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

AV Equipment

Key focus

Children are aware of.....

- The Victoria State Emergency Service (VICSES) helps the community during emergencies.
- Be Flood Ready
- Do Not Play in floodwater
- During emergencies, always stay with an adult.

Lesson Structure

Lesson	Timings	Description of explicit teaching, learning activities and formative assessment
1	5 - 10 mins	<p>Activation of prior knowledge</p> <p>Ask Children if floodwater is a safe place to swim, walk or play in. After the previous discussion, the response should be NO.</p> <p>Activity: Music & Movement</p> <p>Floodwater Chant Encourage everyone to say and act out the chant together. Introduce the following chant and actions.</p> <p>A3 floodwater Chant</p> <p>Floodwater everywhere (Spread arms wide) Swim, walk or play in it? (Shake head and finger gesturing No!) I do not dare! Everyone listens and prepare (Cup ear with hand as if listening) Please take care, take care. (Put hand on your heart)</p>

2	10 - 20 mins	<p>Modelling, demonstration and explanation</p> <p>A4 Flood Safe poster - Paddy</p> <p>Distribute Symbol - Colour Sheet to Children. Discuss with the children about the message on the poster. The children are encouraged to colour in Paddy the Platypus</p> <p>Activity: Music & Movement</p> <p>A5 BBL Lyric children's handout</p> <p>Video VICSES website Bag it Block it Lift it & Leave: YouTube: https://www.youtube.com/watch?v=8eC_G85CQUH4 (Animation)</p> <p>Children can create their own actions to the song Bag it ... Block it ... Lift it ... and Leave ...</p>
3	5 mins	<p>Review and reflect</p> <p>Review Flood Ready handout / Video /Slide – Resource list Refer to Appendix 2</p> <ol style="list-style-type: none"> 1. I understand not to enter floodwater 2. We know how to follow BBL actions 3. I know to always stay with a trusted adult during an emergency. <p>Ask students for any queries and clarifications on Flood Ready preparedness actions.</p> <p>Collect activity sheets to view students' ability to identify and understand Flood Emergency Readiness actions.</p>

Teacher considerations

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

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.

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

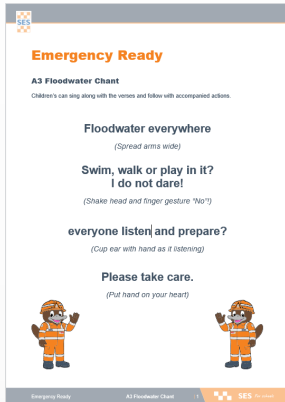
Care should be taken to ensure that participation in the activity does not exacerbate or re-trigger -previous trauma.

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

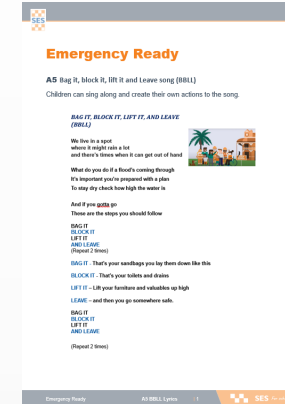
Children must be given the option to not participate in any activity that may cause discomfort or distress, and appropriate support should be available from the early childhood educator if needed.

Flood Ready - Resource list

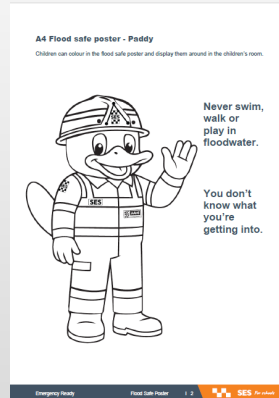
A3 Floodwater Chant



A5 Bag it, Block it, Lift it and Leave song



A4 Flood Safe poster – Paddy








Preschool VICSES Post - Visit Outline	
Lesson 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 the different types of Storms.</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

Further details refer to Educator guide



Preschool


VICSES Post - Visit Outline

Lesson 3.	Be Storm Smart
<p>Introduction 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p>Discuss with the children, Where is the best place to be during a storm? Inform students – stay inside It is important that they stay indoors with an adult and that they listen to the adults.</p> <p> A6 Colouring sheets</p> <p>Be Storm Smart Children’s colouring sheet</p> <p>Distribute activity sheet to each child and ask them to circle the items that can be put away before a storm hits. Then they can colour in the sheet.</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation</p>	<p> A7 ABC iView : Playschool</p> <p><i>Who are the Play School Everyday Helpers?</i> Episode 4 SES</p> <p>https://www.abc.net.au/abckids/early-education/family-community-and-culture/everyday-helpers-video-clips/13253900</p> <p> A8 Rescue Truck</p> <p>Colouring in sheet</p>



Post -visit Lesson plan

Be Storm Smart

 **Post -visit Lesson Plan: Be Storm Smart**
Preschool

Curriculum multi aged learning frameworks:
NQS National Quality Standards,
EYLF Early Years Learning Framework,
VEYLD Victorian Early Years Learning and Development Framework,

Curriculum multi aged learning frameworks links:
National Quality Standards 1 – 7
Learning Outcomes 1 to 5

Lesson number: Lesson 3 of 5

Lesson overview

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


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

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

Materials required for lesson

Student
Pencils / textas
Children's 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

Be Storm Smart | Post -visit Lesson Plan | 1 | 


Resource Props
A3 poster paper
Post it notes
AV Equipment

Key focus
Children are aware of.....

- The Victoria State Emergency Service (VICSES) helps the community during emergencies.
- 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	Activation of prior knowledge Discuss with the children, where is the best place to be during a storm? Inform students – stay inside It is important that they stay indoors with an adult and that they listen to the adults.
2	10 - 20 mins	Modelling, demonstration and explanation A6 Colouring sheets Be Storm Smart Children's colouring sheet Distribute activity sheet to each child and ask them to circle the items that can be put away before a storm hits. Then they can colour in the sheet. Watch video A7 ABC: Playschool Who are the Play School Every day Helpers? Episode 4 SES https://www.abc.net.au/ibckids/gardv/education/family-community-and-culture/everyday-helpers-video-clip/1323350/

Be Storm Smart | SES post visit Lesson plan | 2 | 

		A8 Rescue Truck Colouring in sheet
3	5 mins	Review and reflect Review Be Storm Smart handout / Video /Slide – Resource list Refer to Appendix 2 1. I understand about different storm types 2. We know how to prepare before a storm hits 3. I know to always stay with a trusted adult during an emergency. Ask students for any queries and clarifications on Storm Ready preparedness actions. Collect activity sheets to view students' ability to identify and understand Storm Emergency Readiness actions.

Teacher considerations
Before lesson:
Printout activity sheet copies for the children
Before a storm hits
Playschool Ep. 4: SES video link
Rescue truck
[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.

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

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

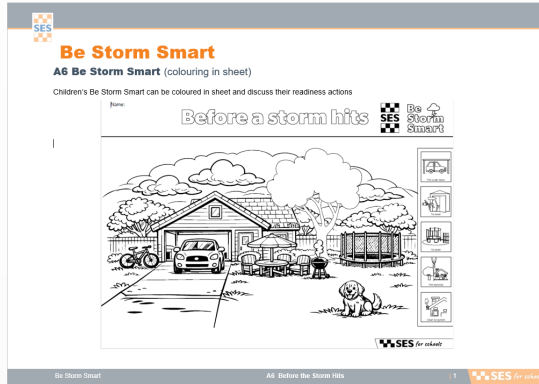
This may include communicating with parents and providing children with an opportunity to privately talk to you if they have experienced a distressing event.

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

Be Storm Smart | SES post visit Lesson plan | 3 | 

Be Storm Smart - Resource list

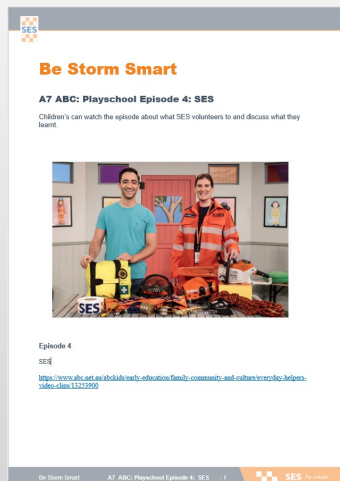
A6 Before a storm hits - colouring sheets



A8 Rescue Truck



A7 ABC: Playschool





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

Further details refer to SES Facilitator guide



All levels VICSES Post - Visit Outline

Lesson 4.	Landslide Ready
<p>Introduction 10 mins</p> <p>Classroom Verbal presentation Student participation</p>	<p>Ask Children if they know what a landslide is?</p> <p>Discuss with children that landslides can be extremely dangerous. They can carry debris such as boulders and trees downhill and cause serious damage to buildings and the environment.</p> <p>Explain Landslides happen when a large amount of dirt, rocks, and mud all move together down big slopes, like mountainsides.</p>
<p>Activity 20–30 minutes</p> <p>Classroom Verbal presentation Student participation Demonstration</p>	<p><input checked="" type="checkbox"/> A9 Landslide colour in sheet Children’s Landslide Ready sheet can be colour in and displayed around the classroom.</p> <p>Distribute to children the landslide - Colour sheet. Discuss with the children about why landslide is unsafe.</p> <p><input checked="" type="checkbox"/> A10 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

SES

Post-visit Lesson Plan: Landslide Ready
Preschool
 Curriculum multi aged learning frameworks:
NQS National Quality Standards,
EYLF Early Years Learning Framework,
VEYLD Victorian Early Years Learning and Development Framework,

Curriculum multi aged learning frameworks links:
 National Quality Standards 1 – 7
 Learning Outcomes 1 to 5

Lesson number: Lesson 4 of 5

Lesson overview

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

Lesson objectives
 For children to learn about why it is unsafe to near landslides.
 For children 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
 Children's 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

Landslide Ready | Post - visit Lesson Plan | 1 | **SES For schools**

Key focus
 Children 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 Children if they know what a landslide is? Discuss with children that landslides can be extremely dangerous. They can carry debris such as boulders and trees downhill and cause serious damage to buildings and the environment.
2	10 - 20 mins	Modelling, demonstration and explanation AS Landslide Ready Activity: Colour In sheet Children's Landslide Ready sheet can be colour in and displayed around the classroom. Distribute to children the landslide - Colour sheet. Discuss with the children about why landslide is unsafe. A10 Landslide activity Prepare the landslide kit, put sand into the underbed storage tub. Refer to DIY Landslide kit sheet (Educator guide) Ask the children to design their own landscape area with the small figures, rocks, twigs and sticks. Then the children to pour the water over the prepared landscape. Observe the cause and effect of what happens to the landscape materials. Discuss with the children what they observed.

Landslide Ready | SES post visit Lesson plan | 2 | **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.
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Teacher considerations

Before lesson:
 Printout activity sheet copies for the children
 Landslide colour sheet
 DIY landslide activity

VICSES website link: <https://www.ses.vic.gov.au/sesforschools>

or

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

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

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

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

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

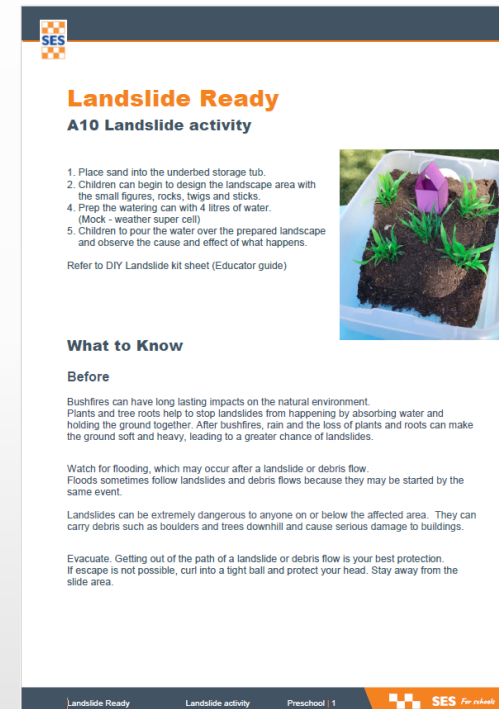
Landslide Ready | SES post visit Lesson plan | 3 | **SES For schools**

Landslide Ready - Resource list

A9 Landslide colour sheet



A10 Landslide activity



The image shows a photograph of a small terrarium-like setup in a clear plastic container. It contains soil, several green grass-like plants, and a purple flower. This is used to demonstrate the effect of water on soil stability.

Landslide Ready
A10 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.
4. Prep the watering can with 4 litres of water. (Mock - weather super cell)
5. Children to pour the water over the prepared landscape and observe the cause and effect of what happens.

Refer to DIY Landslide kit sheet (Educator guide)

What to Know

Before

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

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

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

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

Landslide Ready Landslide activity Preschool | 1 SES for schools

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.
- 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:

Wrap up the Landslide activity by leading a discussion about how the learning experience works.

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.

Landslide Ready Landslide activity | 2 SES for schools





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

Further details refer to SES Facilitator guide



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> A11 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> A12 Earthquake drill sheet</p> <p>Distribute Earthquake drill sheet to students to look over and discuss.</p> <p>Ask What they have learnt about the earthquake drill Encourage the children to practise the drill with someone at home</p>



Post -visit Lesson plan

Earthquake Ready

SES

Post -visit Lesson Plan: Earthquake Ready
Preschool

Curriculum multi aged learning frameworks:
NQS National Quality Standards,
EYLF Early Years Learning Framework,
VEYLD Victorian Early Years Learning and Development Framework.

Curriculum multi aged learning frameworks links:
 National Quality Standards 1 – 7
 Learning Outcomes 1 to 5

Lesson number: Lesson 5 of 5

Lesson overview

Prior Knowledge
 Before starting this sequence, Children have experienced a visit from the local SES Unit. Children are given the opportunity to learn about Earthquake risks and stay safe.

Lesson objectives
 For children to learn about earthquakes.
 For children to learn about the earthquake drill and practice what to do during an earthquake.

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

Materials required for lesson

Student
 Pencils / textas
 Children's handouts

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

Earthquake Ready Post - visit Lesson Plan 1 **SES** For schools

Key focus
 Children are aware of.....

- The Victoria State Emergency Service (VICSES) helps the community during emergencies.
- Be Earthquake Ready
- To practice the earthquake drill
- During emergencies, always stay with an adult.

Lesson Structure

Lesson	Timings	Description of explicit teaching, and learning activities and formative assessment
1	5 - 10 mins	Activation of prior knowledge Ask Children if they know what an earthquake is? Discuss with children that earthquakes can be extremely dangerous, can cause serious injury to people, damage to buildings and the environment.
2	10 - 20 mins	Modelling, demonstration and explanation A10 Earthquake Ready Activity: Colour in sheet Children's Earthquake Ready sheet can be coloured in. Distribute to children the earthquake - Colour sheet. Discuss with the children about why Earthquake is unsafe. A11 SES Earthquake Practice Drill Show video: The earthquake drill to the children. https://vimeo.com/112692455?h=9c249b377e&se=cc09d1c-d18f-c0 Check for understanding by asking all children to give a thumbs-up if they remember the three steps to take during an earthquake. Drop Cover Hold on Practice & Model the earthquake drill with the children in the classroom. Recall with the children what to do three steps in the earthquake drill.

Earthquake Ready SES post visit Lesson plan 2 **SES** For schools

3	5 mins	Review and reflect Review Earthquake Ready handout / Slide – Resource list Refer to Appendix 2 <ol style="list-style-type: none"> 1. I understand what the risks are with earthquakes. 2. We know what to do during an earthquake. 3. I know to always stay with a trusted adult during an emergency. Ask students for any queries and clarifications on Earthquake Ready preparedness actions. Observe children during the practice drill to identify their understanding of Earthquake Emergency Readiness actions.
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Teacher considerations

Before lesson:
 Printout activity sheet copies for the children
 Earthquake colour sheet
 Earthquake drill activity

VICSES website link: <https://www.ses.vic.gov.au/sesforschools>

or

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

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

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

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

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

Earthquake Ready SES post visit Lesson plan 3 **SES** For schools

Earthquake Ready - Resource list


A11 Video: SES _ Earthquake drill

Earthquake Ready
A11 Video: SES Earthquake Drill

What to do

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.

Video Link:
<https://www.youtube.com/watch?v=11202094559&list=PL9e210b37224b7a2e0006f1e0d34f4e>




Earthquake Ready | Video - Earthquake Drill | Preschool | 1 | SES For schools

A12 Earthquake drill sheet

Earthquake Ready
A12 Earthquake Drill

What to do

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.



Outside

1. Move away from buildings, streetlights and power lines.
2. Once in the open, stay there until the shaking stops.

In a moving vehicle

1. Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near buildings, trees and overpasses.
2. Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

After an earthquake

- Expect aftershocks.
- Keep your radio tuned to your emergency broadcaster and follow instructions by emergency services.
- Watch for hazards and check for injuries or damage.
- Turn off electricity, gas and water.
- Avoid driving unless for emergency.

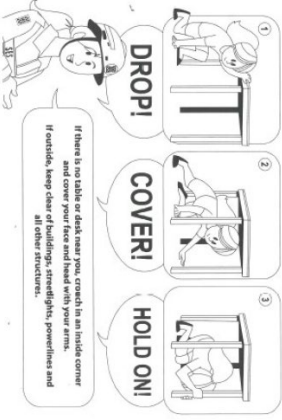
If you are trapped under debris:

- Do not light a match.
- Stay as still as possible and cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so rescuers can locate you. Shout only as a last resort.
- Shouting can cause you to inhale dangerous amounts of dust.

Cell/Texts

After an earthquake, please do not phone emergency numbers for general information and advice. Call only if you require emergency assistance. Earthquake contacts are outlined in the table below:

Life threatening emergency Police/Fire/Ambulance	Triple Zero 000
Emergency assistance State Emergency Service	132 500
Earthquake information line Geoscience Australia	1800 655 739
Report an earthquake Geoscience Australia	https://earthshakes.ga.gov.au/



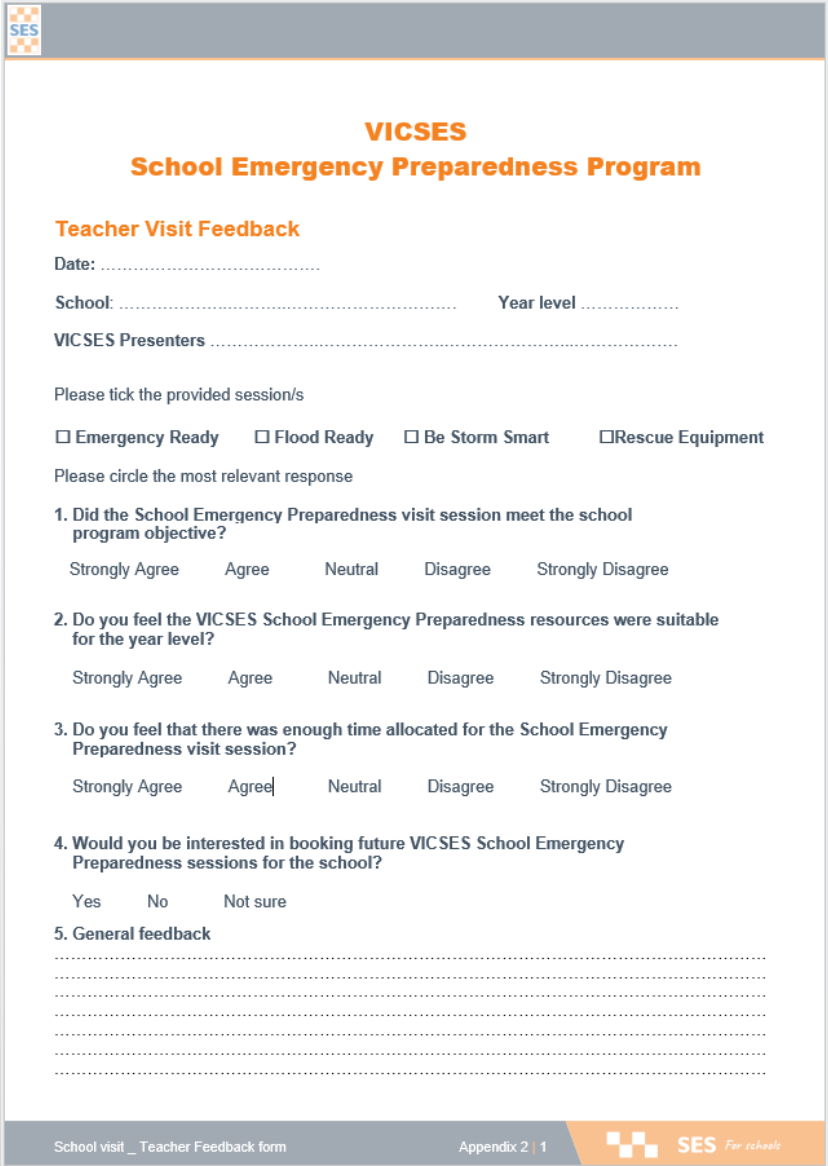
Earthquake Ready DR1 | Preschool | 1 | SES For schools

Earthquake Ready DR1 | 2 | SES For schools

Earthquake Ready DR1 | 3 | SES For schools

Appendices

No.	Title	Page
1	School Visit – Survey feedback Form Survey feedback Form template	45
2	Website links VICSES website Curriculum / Multi aged Learning Frameworks Lesson areas (Emergency Ready, Flood Ready, Be Storm Smart, Extension)	46
3	DIY Resource guides Home Emergency Kit How to Create a <u>Home Emergency Kit</u> for step-by-step instructions. Floodwater Hazard Kit How to Create a <u>Floodwater Hazard Kit</u> for step-by-step instructions Landslide Kit How to Create a <u>Landslide Kit</u> for step-by-step instructions	48
4	References	51



VICSES
School Emergency Preparedness Program

Teacher Visit Feedback

Date:

School: Year level

VICSES Presenters

Please tick the provided session/s

Emergency Ready Flood Ready Be Storm Smart Rescue Equipment

Please circle the most relevant response

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

Strongly Agree Agree Neutral Disagree Strongly Disagree

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

Strongly Agree Agree Neutral Disagree Strongly Disagree

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

Strongly Agree Agree Neutral Disagree Strongly Disagree

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

Yes No Not sure

5. General feedback

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

VICSES Website

VICSES

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

Victoria government – OH&S Wellbeing Management in schools

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

50 years of service

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

Create an Emergency plan

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

Printables

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

Lesson Areas

Emergency Ready

Have you packed your emergency kit

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

Play school – Rain, Hail or Shine

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

Playschool – Everyday Helpers (SES)

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

Vic Emergency

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

ARC – RediPlan

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

Flood Ready

BBL (animation)

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

Curriculum

Multi aged learning Frameworks

National Quality Framework NQF

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

Early Years Learning Framework EYLF

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

Victorian Early Years Learning and Development Framework VEYLDF

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

My Time Our Place MTOP

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

Curriculum

Australian Curriculum AC

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

Victorian Curriculum VC

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

Session Areas

Be Storm Smart

Storms – Plan and stay safe

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

Earthquake Ready

Video - Practice drill

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

The Great Shake out

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

Landslide Ready

Know your hazards - Landslides


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

Landslides – Take action and stay safe

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

Home Emergency Kit


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

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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.

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Other things to mention


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

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

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

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


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

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Floodwater Hazard Kit


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

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


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

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




General items for Floodwater Hazard Kit

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




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

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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.

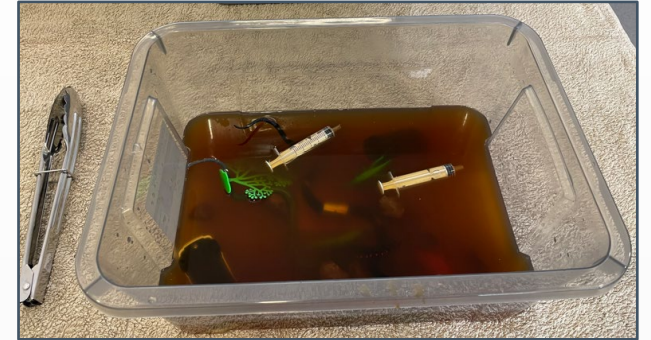


Completed Floodwater hazards kit

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

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Landslide Kit




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


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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



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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.

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