



Australian Red Cross
THE POWER OF HUMANITY

REDiPlan preparedness program

Years 1–3

For students aged 6–8

November 2012

CRISIS CARE COMMITMENT



Have an emergency
kit ready.

These resources are part of Australian Red Cross's non-hazard-specific REDiPlan program and complement Red Cross's 'Emergency REDiPlan Get Ready!' activity book designed to assist children to prepare for emergencies. REDiPlan resources are available at www.redcross.org.au.

This resource has been endorsed by:



Thank you to the following schools that provided feedback on this resource:

Athlone Primary School
Black Hill Primary School
Blacktown West Public School
Wirrabirra Primary School

How to use these PREPAREDNESS lesson plans

Emergencies – big or small – are destructive and can be very stressful for people of every age.

The following lesson plans have been designed to help teachers educate children from years 1–3 about important emergency recovery information.

The plans have been designed to assist children to reflect on what has happened and be aware of the feelings they may have after an emergency.

If the children have not experienced an emergency, these lesson plans should be viewed as important preparation for recovery.

The content of these plans has been developed by teachers with advice and support from a psychologist experienced in emergency recovery, and experienced emergency managers.

Important note

Children attending your centre may have experienced a variety of emergencies and may have varying degrees of psychological stress. It is recommended that you seek the advice of a school counsellor or psychologist before proceeding with these lesson plans. When doing so, discuss what reactions might be expected from students who have experienced an emergency and what to implement if these reactions are displayed.

You should also inform parents that you are undertaking these activities, so that they can watch for any reactions and support their children.

Colour guide

The following document includes a unit overview and five comprehensive lesson plans specific to children in years 1–3. Each section has been colour-coded as follows:



Unit overview



Lesson plans 1–5



Lesson plan: Activity sheet

PREPAREDNESS Years 1–3

Unit overview

Purpose

The purpose of this unit is to provide opportunities for young children to learn:

- how they can prepare for emergency situations
- responses that will minimise the impact of an emergency on them, should one occur.

This unit supplements 'Get ready!', a Red Cross REDiPlan emergency preparedness activity book for children in primary school. 'Get ready!' is available for download from the Red Cross website, <http://www.redcross.org.au/emergency-resources.aspx> or to enquire about hardcopies please email rediplan@redcross.org.au.

Structure and content

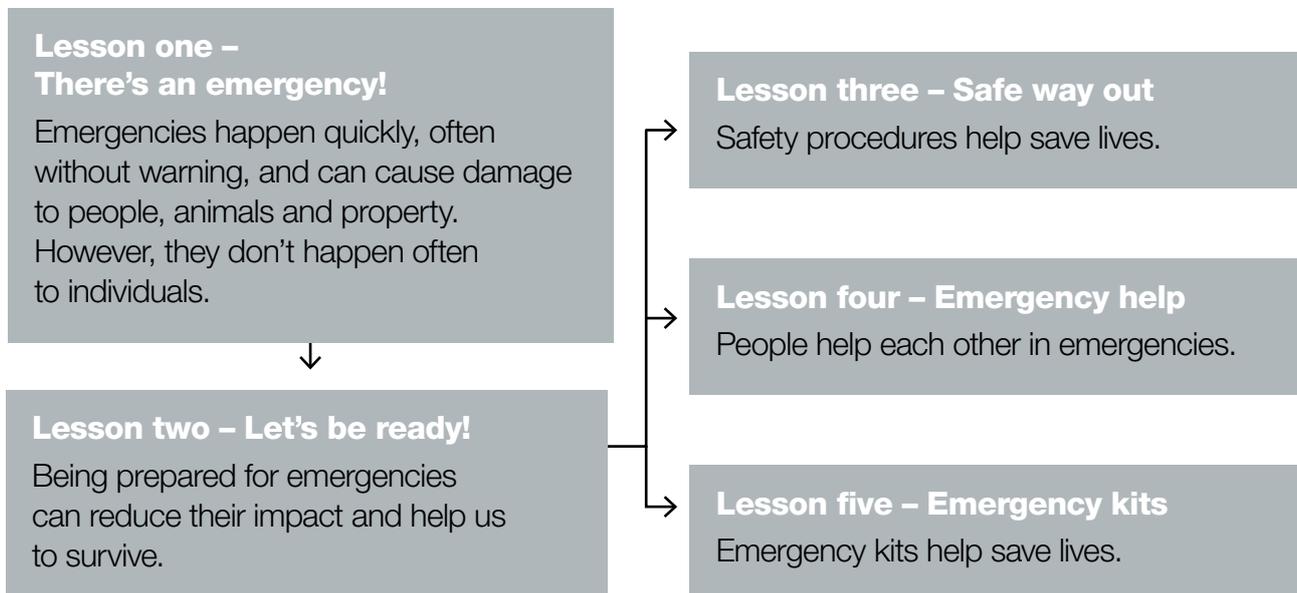
This unit is made up of five lessons. Lessons one and two are designed to be taught in sequence, followed by lessons three to five which may be taught in any order. Lessons can be broken up over a day, week or month. Staff should also be aware of the needs of the children within their class.

The key concepts covered in the lessons are summarised in the diagram below.

PREPAREDNESS Years 1–3

Unit overview

Key concepts for emergency preparedness



The lessons are structured around the 5Es teaching and learning model (Roger Bybee, 1997), and a variety of teaching strategies are suggested throughout the unit. Descriptions of the model and strategies are provided below.

Each lesson also includes pointers for teachers and suggested further activities.

Students in years 1 to 3 have different levels of cognitive and emotional development.

Suggestions for accommodating this include:

- omitting some sections of a lesson
- spending less than the suggested time on a lesson
- spending more than the suggested time on a lesson
- Breaking lessons up over a day, week or month
- undertaking further activities
- adapting the content to the students’ needs.

PREPAREDNESS Years 1–3

Unit overview

Before commencing the unit

Emergencies can occur in the home, at school and in the local area, and students may have prior experience of an emergency. It is therefore advisable to inform students' families that this unit of work is being undertaken. Ask the parents or guardians to advise of any potentially traumatic experiences the family or child might have experienced (provide examples, e.g. flood, fire, evacuation) and invite them to participate in take-home activities. Remember that children can also be impacted by events offshore that are covered in the media.

Teachers and parents have been identified as being the least able to recognise trauma in children, so it is also advisable to ask the students about any prior trauma before starting the unit. This can be integrated into lesson one.

Experience of emergency situations can result in anxiety, depression, separation anxiety or regression. Ensure that students who have experienced a potentially traumatic event are accommodated and seek assistance from the school counsellor if necessary. It is important that participation in this unit does not aggravate or worsen prior traumatic experiences.

Young children respond well to puppets. Consider using a large stuffed toy or puppet, or even a pair (one male and one female), to engage and communicate with your students on this topic. Give them names that will appeal to the students and/or that rhyme with ready, e.g. Eddy (Edward/Edwina) or Freddy (Frederick/Fredricka). They could be introduced at the start of the unit. For example, "Eddy will help us be ready!"

During the unit

Children's emotional responses to emergency situations vary. Some students might find an emergency exciting, even game-like, while others might find it traumatic and display behaviours that reflect this.

Throughout the unit, reassure students by frequently reminding them that:

- emergencies do not happen very often to individual people
- being prepared makes a big difference to the emergency experience
- there are always adults to look after them
- they can work together to help each other.

If you are concerned at any time about a child's behaviour or reaction, discuss the matter with the student counsellor.

PREPAREDNESS Years 1–3

Unit overview

After completing the unit

An emergency can happen at any time, so it is important that there is an ongoing approach to reinforcing the learnings taught in the unit. Ways to do this include:

- displaying posters permanently in the classroom and around the school
- practising evacuation and ‘stay in place’ drills
- monitoring emergency kit contents
- conducting revision activities.

Teaching and learning strategies

5Es

Developed by Roger ByBee in 1997, the 5Es is an inquiry-based teaching and learning model that builds on a student’s prior knowledge to develop new understandings.

The 5Es are:

Engage	Students’ interest is engaged and their prior knowledge elicited.
Explore	Students explore ideas and gather evidence.
Explain	Students discuss their observations and suggest explanations.
Elaborate	Students extend their understanding.
Evaluate	Students reflect and make judgements.

5Ws

Who? What? Where? When? Why? These questions build a picture of a situation that can be used as a basis for further analysis or development.

Cooperative learning teams

Working in cooperative learning teams gives students the opportunity to develop interpersonal skills such as discussing ideas, seeking solutions to problems, sharing workloads and considering the viewpoints of others when working to achieve a common goal.

There are many models for assigning roles within teams. For primary school students it is suggested that teams of three are effective. The roles referred to in this unit are: Organisers, Recorders and Reporters. These roles can be rotated so that all team members gain experience.

All team members have the role of ‘Thinker’ at all times.

PREPAREDNESS Years 1–3

Unit overview

Useful sites

The sites listed below have been reviewed and are excellent sources of information:

Australian Red Cross

www.redcross.org.au

Australian Red Cross is the world's largest independent humanitarian organisation. Teaching and learning resources for the primary educational environment available through this site include:

- REDiPlan (emergency preparedness and recovery)
- Y Challenge (community engagement)
- International Youth Project (international aid).

Emergency Management Australia

www.ema.gov.au/

Emergency Management Australia is an Australian Government website that provides a range of suggested activities for different audiences, including educators. Follow the 'Resources' link on the menu to access educational materials.

What's the plan Stan?

www.whatstheplanstan.govt.nz/teacher.html

This New Zealand site promotes emergency preparedness in primary and intermediate schools by providing teachers and students with the knowledge and skills to act in a safe manner when a disaster occurs.

Australian Child & Adolescent Trauma, Loss & Grief Network (ACATLGN)

www.earlytraumagrief.anu.edu.au/

This site is supported by Australian Government funding under the COAG New Early Intervention Services for Parents, Children and Young People Measure. The site provides tip sheets and is a portal for information on emergencies and a wide range of social issues facing school communities.

Department of Human Services Emergency Management

www.dhs.vic.gov.au/for-service-providers/emergencies-and-preparedness/emergency-preparedness

This Victorian Government site provides information on storms, bushfires, flood and pandemic influenza.

PREPAREDNESS Years 1–3

Unit overview

State Emergency Services

- Australian Capital Territory: www.ses.act.gov.au
- New South Wales: www.ses.nsw.gov.au
- Northern Territory: www.pfes.nt.gov.au
- Queensland: www.emergency.qld.gov.au/ses
- South Australia: www.ses.sa.gov.au
- Tasmania: www.ses.tas.gov.au
- Victoria: www.ses.vic.gov.au
- Western Australia: www.fesa.wa.gov.au

Fire services

- ACT Emergency Services Agency: www.esa.act.gov.au
- Country Fire Authority, Victoria: www.cfa.vic.gov.au
- Fire and Emergency Services Authority of WA: www.fesa.wa.gov.au
- Metropolitan Fire Brigade, Victoria: www.mfb.vic.gov.au
- NSW Fire Brigades: www.fire.nsw.gov.au
- NSW Rural Fire Services: www.rfs.nsw.gov.au
- Northern Territory Fire and Rescue Service: www.pfes.nt.gov.au/index.cfm?fire
- Queensland Fire and Rescue Service: www.fire.qld.gov.au
- South Australian Country Fire Service: www.cfs.sa.gov.au
- South Australian Metropolitan Fire Service: www.samfs.sa.gov.au
- Tasmanian Fire Service: www.fire.tas.gov.au

These easy to navigate sites contain information on a range of natural disasters and materials for teachers, students and families.

PREPAREDNESS Years 1–3

Lesson one: There's an emergency!

Estimated time: 65 minutes

In this lesson students develop an understanding of what an emergency is and their learnings are recorded on a wall chart.

Key concept

Emergencies can be human-made or natural. They happen quickly, often without warning, and can cause damage to people, animals and property. However, they don't happen often to individuals.

Resources

- Four images of different emergency situations (Activity sheet - Emergency Situations).
- Puppet, soft toy or cartoon character.
- The five cut out emergency worker puppets from the 'Get ready!' resource available at www.redcross.org.au/emergency-resources.aspx or to enquire about hardcopies please email rediplan@redcross.org.au.
- One large sheet of paper for the wall chart.
- Marker pens.
- Glue sticks.
- One A5 piece of paper per student.
- Pencils.
- Letterbox.
- Books and web access to sites about emergency workers (as listed in 'Useful Sites').
- Drawing paper.

Prior to the lesson

- Set up display of the four images.
- Collect and cut out images of emergency workers.
- Identify and check websites about emergency workers for appropriateness.
- Prepare the poster for students' responses on a board or butcher's paper.
- Prepare a Word Wall, Word Tree or Word Wheel (optional).

PREPAREDNESS Years 1–3

Lesson one: There's an emergency!

Estimated time: 65 minutes

Be aware!

Your students may have a variety of experiences with emergencies and may have varying degrees of psychological trauma. It is recommended that you seek the advice of the school counsellor or welfare officer before proceeding with this lesson.

Ensure that participation in the lesson does not exacerbate or aggravate prior trauma. To do this, you may need to speak with parents and/or ask the students to let you know if they have been involved in an experience that has been distressing.

It is important that you ensure students are given the opportunity to opt out of activities that might cause distress.

Expected learning outcomes

Participation in this lesson will assist students in understanding that:

- there are different types of emergencies
- emergencies put people and other living things in danger
- emergencies can cause damage
- emergencies are often unexpected
- people can help each other during emergencies.

Curriculum links

- English (reading, speaking, listening).
- Science (observing, the weather, the Earth).
- Art (drawing).

Pointers

- Ensure that the students clearly understand that emergencies only happen rarely, but when they do they can have a serious impact.
- Students will sometimes consider their experience of falling off a bicycle or jamming their fingers in a door as an emergency. Therefore, during this lesson reinforce the message that emergencies are situations where people are in danger.
- Remember to be culturally and gender inclusive when discussing emergency service personnel.

PREPAREDNESS Years 1–3

Lesson one: Structure

Engage (25 minutes)

1. Introduce the puppet, soft toy or cartoon character to the students and use it to present the images of the four emergency situations. Have the puppet ask the students what each of the pictures shows.
2. Explain that the class will be making a wall chart about what they know about emergencies.
3. Write the word 'Emergency!' in large letters in section A of the poster.

EMERGENCY!			
A	danger bad surprise	people can get hurt sometimes exciting	things get broken sometimes scary
B	Burning house We see people rushing, a house burning We hear crackling, fire siren, yelling We smell smoke We feel heat	Flood ... etc.	Car crash ... etc.
C	Our feelings worried	scared excited	frightened sad
D	When?	sometimes	we are not in emergencies very often

Example of partially completed wall chart

PREPAREDNESS Years 1–3

Lesson one: Structure

4. Gauge the students' understanding of emergency situations by asking them to suggest what the puppet thinks about each situation.

Suggested questions	Understanding
Does Eddy think an emergency is a safe place to be?	Emergencies present danger.
What does Eddy think can happen to things like buildings, cars, and power lines in an emergency (e.g. a storm or fire)?	Emergencies can cause damage.
Does Eddy think we always know when an emergency is going to happen?	Emergencies are often unexpected.
How does Eddy think emergencies make us feel?	Emergencies are upsetting.
What would happen to Eddy's normal day if an emergency happened? Would he/she still come to school?	Emergencies are disruptive.

- Record the students' responses in Section A of the chart.

5. Ask the students to describe:

- what is happening in the first picture
- what Eddy might see, hear, smell, feel and taste if he/she was there.

Add the responses to Section B of the chart and repeat for the remaining images.

6. Ask the students how they think Eddy might feel if he/she were in these places. Assure the students that it is normal to feel the range of emotions they mention. Add the responses to Section C of the chart.

Explore (15 minutes)

- Distribute a piece of paper and pencil to each child. Remind the students that an emergency is a situation that presents great danger to them, such as a fire, flood or car accident.
- On their piece of paper, ask each student to write 'N' if they have never been in an emergency and 'Y' if they have been. If they write 'Y', they should also write the number of emergencies they have been in.
- Have the students post the 'Ys' and 'Ns' in a letter box and then count them.
- Have the students work with the puppet to create a sentence to reflect the frequency of their emergency experience and add it to Section D of the chart.

PREPAREDNESS Years 1–3

Lesson one: Structure

Elaborate (20 minutes)

11. Display the cut out puppets on the board. For each one ask:
“What does a _____ do?”
12. Get the students to draw a picture of the emergency worker of their choice in action. They should use books and computer access to broaden their understanding, if necessary.
13. Assist the students to complete their drawings by including a sentence about the emergency worker.

Conclude (5 minutes)

14. Display the drawings and the response chart. Conclude the lesson by asking the students questions that enable them to summarise the lesson’s key learning outcomes in their own words.

Further activities

- Create a Word Wall, Word Tree or Word Wheel with the students (during or after the lesson) that can be added to throughout the unit.
- Have the students, either individually or as a class, write or tell a story beginning with the words: “One day...”
- Ask the students to create a puppet play about an emergency using the finger puppets.

PREPAREDNESS Years 1–3

Lesson two: Let's be ready!

Estimated time: 55 minutes

In this lesson students think about the different ways they can prepare for an emergency.

Key concept

Being prepared for emergencies can reduce their impact and help us to survive.

Resources

- Whiteboard/smart board or butcher's paper.
- 20 cards -120 cm x 80 cm.
- Marker pens.
- World map or globe.
- Images of different emergency situations, e.g. earthquake, volcano, heatwave, cyclone, flood, bushfire, traffic accident, oil spill.
- Note: Include images that are both likely and unlikely to occur in your local area.

Prior to the lesson

Create a picture display of different emergencies.

Prepare 'Emergencies at school' and 'Emergencies in our local area' charts.

Be aware!

Your students may have a variety of experiences with emergencies and may have varying degrees of psychological trauma. It is recommended that you seek the advice of the school counsellor or welfare officer before proceeding with this lesson.

Ensure that participation in the lesson does not exacerbate or aggravate prior trauma. To do this, you may need to speak with parents and/or ask the students to let you know if they have been involved in an experience that has been distressing.

It is important that you ensure students are given the opportunity to opt out of activities that might cause distress.

Expected learning outcomes

Participation in this lesson will assist students in understanding that:

- preparation can help us survive an emergency
- people can work together to prepare for emergencies
- some emergencies are more likely to happen in one place than in another.

PREPAREDNESS Years 1–3

Lesson two: Let's be ready!

Estimated time: 55 minutes

Curriculum links

- English (speaking, listening, writing)
- Science (observing, the weather, the Earth)
- Geography (place).

Skills

- Thinking (organisational).

Pointers

If the 'Elaborate' exercise was not undertaken during Lesson one, it can be integrated into this lesson.



PREPAREDNESS Years 1–3

Lesson two: Structure

Engage (20 minutes)

1. Remind the students of the definition of an emergency and ask them to brainstorm all the emergencies they can think of. Record each emergency on a separate card.
2. Have the students display each card on the board under the pictogram that represents where they are likely to happen. Locations might include:
 - at home
 - at school
 - our local area
 - other places in Australia.

Discuss the similarities and differences between different emergencies and the reasons for them. Refer to the world map or globe when discussing emergencies and disasters in other areas*.

Explore (30 minutes)

3. Explain that the class is going to create two charts, one to record how to prepare for emergencies at school, and the other to record how to prepare for emergencies in the local area. Assure the children that emergencies do not happen very often and that we can be ready to help each other, and ourselves, if they do.
4. Transfer the cards showing emergencies that could happen at school and in the local area to the two charts. Use clip art images, magazine cut outs or drawings as pictograms.
5. When the charts are ready, ask the students what they think they can do to be ready for an emergency. Next, ask them how we could find out more about being prepared for an emergency.

Emergencies at school

Emergency	How can we be ready?	How can we find out more?
Fire	Learn what to do in a fire	Visit a fire station Ask a fire fighter to talk to us

Emergencies in our local area

Emergency	How can we be ready?	How can we find out more?
Flood	Know where to go Know what to do Make an emergency kit	Listen to an emergency worker Read stories of flood survivors

PREPAREDNESS Years 1–3

Lesson two: Structure

Conclude (5 minutes)

6. Wrap up the lesson by telling students that over the next few lessons they will be doing some of the activities they have identified.

Further activities

- Create a Word Wall, Word Tree or Word Wheel with the students, during or after the lesson, or add to the brainstorm session from Lesson one.
- Invite an emergency worker (e.g. doctor, police officer, ambulance paramedic, Red Cross volunteer) to speak to the class.
- Take the class to visit an emergency workplace (e.g. fire station, helipad, police station).
- Read a story about people who have survived an emergency.



PREPAREDNESS Years 1–3

Lesson three: Safe way out

Estimated time: 70 minutes

In this lesson students develop, and become familiar with, evacuation procedures and emergency signage.

Key concept

Safety procedures help save lives.

Resources

- Open indoor space.
- Role play props, e.g. a coat, scarf or hat (for teacher role).
- Hand bell (or something similar to indicate when “in” and “out” of role).
- Books, paper and pencils, puzzles.
- Whiteboard/smart board or butcher’s paper, and pens.
- Poster paper and marker pens.
- Schematic map of the school.
- Photographs or cut outs to aid map interpretation.

Prior to the lesson

Photocopy an A3-size schematic map of the school.

Become familiar with the school evacuation plan and safe meeting places.

Be aware!

Your students may have a variety of experiences with emergencies and may have varying degrees of psychological trauma. It is recommended that you seek the advice of the school counsellor or welfare officer before proceeding with this lesson.

Ensure that participation in the lesson does not exacerbate or aggravate prior trauma. To do this, you may need to speak with parents and/or ask the students to let you know if they have been involved in an experience that has been distressing.

It is important that you ensure students are given the opportunity to opt out of activities that might cause distress.

PREPAREDNESS Years 1–3

Lesson three: Safe way out

Estimated time: 70 minutes

Expected learning outcomes

Participation in this lesson will assist students in understanding the value, in an emergency situation, of:

- giving clear instructions
- following instructions
- calm and orderly movement
- emergency signage
- safe meeting places (refuge sites, assembly points)
- practising these skills.

Curriculum links

- Drama (performance)
- English (instructional writing, speaking, listening)
- Science (observing)
- Personal wellbeing (safety)
- Art (sign making)
- LOTE.

Pointers

- Visual clues can be added to the schematic map with pictograms or photos of rooms and classes along the evacuation route, e.g. food image for canteen, computer for computer lab.
- Students could complete individual exit plans and paste them on the inside cover of their workbooks.

PREPAREDNESS Years 1–3

Lesson three: Structure

Engage and explore (30 minutes)

1. Explain to the students that the lesson will start with a role-playing activity.
2. Divide the class into two groups – ‘Actors’ and ‘Watchers’. Give the clothing prop to the ‘Actor’ who will play the role of the teacher. Explain that you will be playing the ‘Announcer’ role. Sit the ‘Watchers’ at one end of the space and explain that their job is to observe what the ‘Actors’ do.
3. Instruct the ‘Actors’ to sit on the floor and explain that they can use the props to pretend as if it is free activity time (drawing, reading, playing with puzzles). When they hear the hand bell, they are to respond as if the announcement was real.
4. Allow a minute or so for the role-playing of free activity time. Then, from the closed doorway (to prevent anyone actually leaving the room) ring the hand bell and announce the emergency warning call that your school uses, or use the below example.

“Attention everyone: This is an emergency. A fire has started in the toilet block. This is not a practice drill. Take emergency action!”

5. After the ‘Actors’ have responded, ring the hand bell again to signal the end of the role-play. Ask the ‘Watchers’ to describe what they saw the ‘Actors’ do. Record their observations and give the ‘Actors’ the opportunity to explain their actions.
6. Use ‘thumbs up’ or ‘thumbs down’ to indicate whether the students think the behaviour they observed would be useful in a real emergency or not.
7. Reverse the ‘Actor’ and ‘Watcher’ roles and run through steps 4–6 again.

Explain (10 minutes)

8. Discuss the activity and how the students would feel if the emergency was real. Acknowledge their feelings.
9. Have the students explain why it is important to:
 - follow the teacher’s instructions
 - move in a calm and orderly manner
 - help each other to be brave
 - leave belongings behind
 - go to a safe meeting place
 - know where to go.

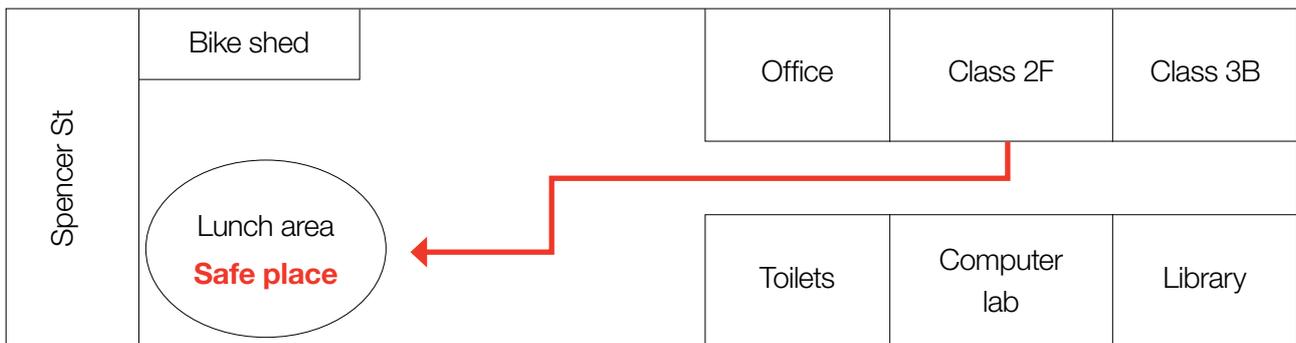
PREPAREDNESS Years 1–3

Lesson three: Structure

Elaborate (20 minutes)

- Together with the students, create a pictorial poster of evacuation instructions (i.e. a comic strip). Display it prominently in the classroom and regularly refer to it throughout the unit.
- Have the students highlight the exit route and assembly point on a schematic map of the school. Add photographs and symbols to assist their understanding.
- Display the map next to the evacuation instructions.

Map example



Conclude (10 minutes)

- Conclude the lesson by practising the evacuation drill.

Further activities

- Sound the school's warning alarm system during a school assembly to familiarise the students with the tone.
- Teach the students about safety signage standards and where signs are used.

Message	Shape	Colours
STOP	Circle	White background, red border and cross bar, black pictogram
WARNING	Triangle	Yellow background, black border, black pictogram
EMERGENCY INFORMATION	Rectangle	Green background, white text or symbol
MANDATORY (to be obeyed)	Circle	Blue background, white text or symbol

- Have the students work with their parents or guardians to make an emergency plan for home.
- Ask the students to compare signs from a range of sources, e.g. shopping centres, cinemas, traffic control sites.

PREPAREDNESS Years 1–3

Lesson four: Emergency help

Estimated time: 65 minutes

In this lesson, students use toy vehicles to share and develop their understanding of the roles of emergency workers.

Key concept

People help each other in emergencies.

Resources

- Open indoor space.
- Box containing a toy bus, a car and a range of emergency vehicles (ambulance, fire truck, police car, Red Cross vehicle, tow truck, water bomb helicopter, first aid helicopter). Cut out images can be used if toys are not available.
- Puppet, soft toy or cartoon character.
- Two large sheets of paper.
- Marker pens.
- One school bag tag or card wallet per student.
- Activity sheet – Emergency Personnel (puppets). Or available for download from the Red Cross website, <http://www.redcross.org.au/emergency-resources.aspx> or to enquire about hardcopies of the booklet please email rediplan@redcross.org.au.
- Activity sheet – emergency card. Available for download at <http://www.redcross.org.au/emergency-resources.aspx>.

Prior to the lesson

- Send notes to parents and guardians to inform them that you are creating emergency contact cards for the students, who will require their assistance to complete them or invite parents/guardians to join the lesson.

PREPAREDNESS Years 1–3

Lesson four: Emergency help

Estimated time: 65 minutes

Be aware!

Your students may have a variety of experiences with emergencies and may have varying degrees of psychological trauma. It is recommended that you seek the advice of the school counsellor or welfare officer before proceeding with this lesson.

Ensure that participation in the lesson does not exacerbate or aggravate prior trauma. To do this, you may need to speak with parents and/or ask the students to let you know if they have been involved in an experience that has been distressing.

It is important that you ensure students are given the opportunity to opt out of activities that might cause distress.

Expected learning outcomes

Participation in this lesson will assist students to:

- become familiar with the roles different people play during an emergency
- understand the importance of knowing who to approach for assistance.

Curriculum links

- English (speaking, listening)
- Personal wellbeing (stranger danger).

Pointers

- Buses and cars might be used as evacuation vehicles, but children need to be accompanied by a trustworthy adult.
- Be gender inclusive when discussing the different adults who can help.
- When discussing vehicle use in emergencies, reinforce safety messages about travelling in cars.

PREPAREDNESS Years 1–3

Lesson four: Structure

Engage (30 minutes)

1. Write 'Emergency!' in a circle in the middle of a large sheet of paper. Explain that it represents all kinds of emergencies. Hold a verbal brainstorm session and ask the students to think of as many emergencies as they can.
2. Invite a student to take a toy vehicle from the box and tell the class what it is.
3. Ask the class who would be in the vehicle and where it comes from. Draw and label a circle on the chart to represent that place (e.g. hospital, fire station, helipad, home). List the emergency helpers in the circle. Use the puppets from the 'Get ready!' resource to represent the community helpers.
4. Ask the student with the toy vehicle to 'drive' it into the emergency circle. Connect the two places with an arrow. Ask the class what the people in the vehicle should do when they get to the emergency.
5. Ask the students where they think the vehicle will go next. Draw a circle to represent that place and connect it to the emergency site with a pointed arrow. Repeat steps 2–5 until all the vehicles and places have been identified.
6. Ask the students who else might be around in an emergency (e.g. news reporters, television crews, neighbours, people in the street, curious passers-by). Represent these people on the chart as stick figures with an arrow pointing toward the emergency.
7. Display the chart and toy vehicles in the classroom.

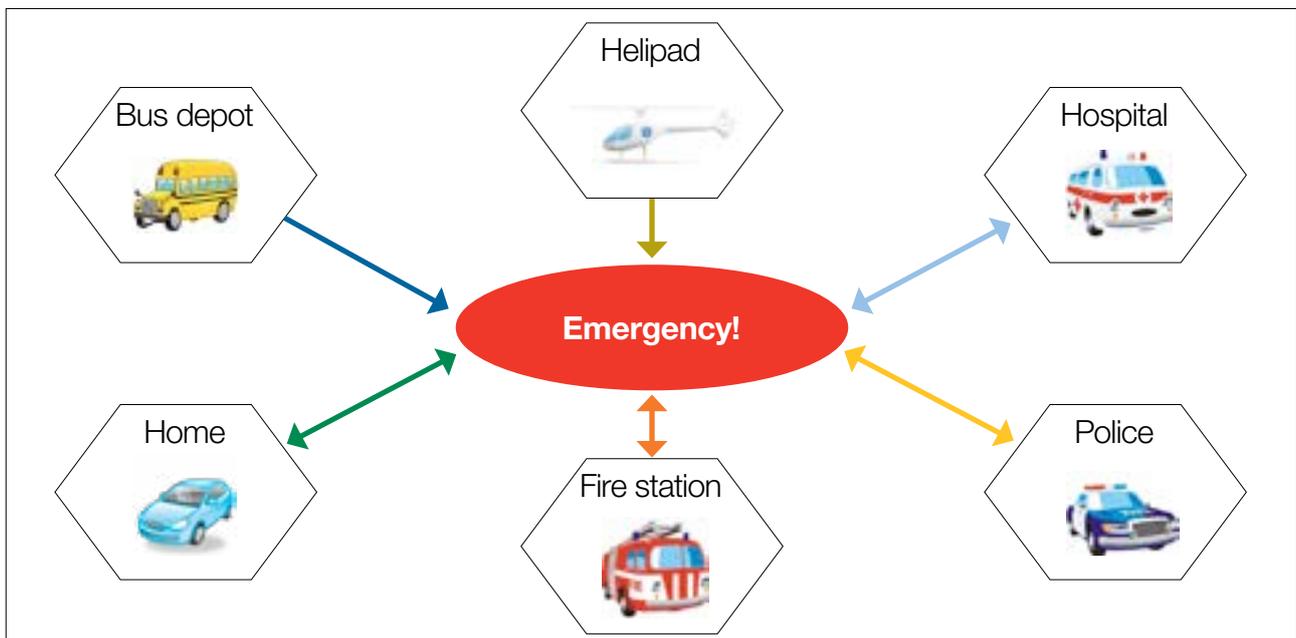


Chart example

PREPAREDNESS Years 1–3

Lesson four: Structure

Explain (15 minutes)

8. Ask the students to describe what they think the puppet/soft toy/cartoon character might hear, see, smell, taste and feel (i.e. via his/her sense of touch, not emotion) during a specific emergency. Repeat for the different types of emergencies.
9. Ask the students how these things might make the puppet/soft toy/cartoon character feel. During the discussion, have the puppet/soft toy/cartoon character reassure the students that adults are there to look after them and that it is important they know who these people are.
10. Referring to the chart, have the students explain the good and bad points when asking different people for help in an emergency. Record their thoughts on a second chart.

Person		
Fire fighter	<ul style="list-style-type: none"> • Knows what to do • We know them by their uniform 	<ul style="list-style-type: none"> • Very busy • Doesn't know me
Teacher	<ul style="list-style-type: none"> • Knows what to do • Knows me • Knows where we live • Is there to look after us 	<ul style="list-style-type: none"> • Might be hurt
Police officer	<ul style="list-style-type: none"> • Knows what to do • We know them by their uniform • Looks after children in danger 	<ul style="list-style-type: none"> • Very busy • Doesn't know me

Evaluate (10 minutes)

11. As a whole class, analyse the comments and decide who students can turn to in an emergency (e.g. parents, carers, relatives, teachers, adults they know and trust). Ask the students to explain their decisions.

Conclude (10 minutes)

12. Conclude the lesson by reinforcing the message that students should only approach or contact people they know and trust for help. Explain how an emergency contact card can help them do this. Distribute the cards and send them home for completion. In the next lesson, have the students insert the cards into a bag tag or card wallet.

Further activities

- Have the students draw emergency vehicles in action.
- Ask the students to investigate how emergency vehicles work.
- Have the students read a picture book about a fire fighter, ambulance driver, helicopter pilot, etc.
- Have the students create a puppet play about evacuating the local shopping centre.

PREPAREDNESS Years 1–3

Lesson five: Emergency kits

Estimated time: 65 minutes

In this lesson students decide which items they think should be included in an emergency kit.

Key concept

Emergency kits help save lives.

Resources

- One copy of the activity sheet 'The Storm'.
- One set of 'The Storm' flashcards.
- Glue sticks.
- Scissors.
- One copy of the activity sheet 'Emergency kit' per student.
- One copy of the activity sheet 'Useful or not?' per student.
- Marker pens and biros.

Prior to the lesson

- Prepare flash cards.
- Photocopy activity sheets.

Be aware!

Your students may have a variety of experiences with emergencies and may have varying degrees of psychological trauma. It is recommended that you seek the advice of the school counsellor or welfare officer before proceeding with this lesson.

Ensure that participation in the lesson does not exacerbate or aggravate prior trauma. To do this, you may need to speak with parents and/or ask the students to let you know if they have been involved in an experience that has been distressing.

It is important that you ensure students are given the opportunity to opt out of activities that might cause distress.

Expected learning outcomes

Students will develop an understanding that an emergency kit contains items that:

- can help save lives
- make surviving in emergency conditions more comfortable
- can be reassuring to people.

PREPAREDNESS Years 1–3

Lesson five: Emergency kits

Estimated time: 65 minutes

Curriculum links

- English (reading, speaking, listening).

Skills

- Thinking (decision making).

Pointers

Useful children's books for lower primary classes include:

- *Abel's Island* by William Steig.
- Abelard is a very superior mouse. He is swept away in a storm and finds himself stranded on a river for a whole year. Life is not easy on the island. How does he find the strength to survive?
- *When the Flood Came* (a Big Book) by Lawrence State Emergency Service NSW.
- *Cow Power* by Kim Riley.
- This book tells the story of New Zealand dairy farmer Kim Riley who was rescued by her own cow (number 569) during the record breaking floods of 2004.



PREPAREDNESS Years 1–3

Lesson five: Structure

Engage (15 minutes)

1. Read 'The Storm' to the students or have them take turns to read it aloud. Show the flashcards at appropriate moments as the story is told.

Explain (5 minutes)

2. Ask for verbal responses to establish the students' understanding of the story. Ask them to explain how the emergency kit was useful to Shan, her mum, Jack and Maria.
3. Ask the students to explain why it is very important to include a first aid kit in an emergency kit.
4. Display the flashcards for reference later in the lesson.

Elaborate (30 minutes)

5. Explain to the students that they are going to make their own representation of an emergency kit.

Note: Emergency kits should contain an individual's personal medication.

6. Distribute the activity sheets and materials.
7. Explain that each student is to:
 - cut out and/or draw items they think they might need or want during an emergency
 - glue them into the kit
 - list the kit contents inside the lid
 - label the kit.

Explain (10 minutes)

8. When the kits are complete, ask students to explain:
 - why they chose to include particular items
 - why it is a good idea to include precious things.

Conclude (5 minutes)

9. Conclude the lesson by asking the students to take their kits home to show their families. Ask them to talk to their families about making a real home emergency kit.

Further activities

- Have the class create an emergency kit at school (include any personal medication).
- Ask the students to draw a scene where an emergency kit is being used.

Worksheet

The Storm

There was a big thunderclap and Shan's mum came outside. "They've said on the **radio** there's going to be a big storm this afternoon, so we should all get ready," she said. We helped Shan's mum take the washing off the line and put our bikes away in the shed.

When we were inside, Shan's mum rang my dad and told him about the **storm**. He was in the city at work. "It's OK," she said to him. "Jack can stay with us. If you can't contact us later, call my sister."

Shan's mum checked the cupboards. "We've got enough **food** here for a few days, kids!" She filled up some jugs of water just in case and then rang her sister to let her know about the storm.

"I'd better go and check on Maria," she said, as she went next door. "Maria is our 91-year-old neighbour," Shan told me. "She lives on her own and we take her rubbish out for her." Shan's mum came back and said Maria was going to come over before the storm hit, so we all went over to help. She brought a bag with her tablets, warm clothes and some **photos** of her family. We helped her bring in her bag and her cat that was meowing very loudly!

Shan's mum asked if we could get their **emergency kit** out of the cupboard. "What's that?" I asked. "It's our box with important things in it. I'll show you," said Shan.

We went to the cupboard by the front door and took out the box labelled 'Emergency kit'. Shan opened the lid and inside were two torches, a radio, some **batteries**, a **first aid kit**, a card game and a book from Red Cross about first aid.

Suddenly, it started raining heavily and the wind howled around the house. There was a loud bang and the lights went off. Shan's mum turned on a **torch**. "Now kids, don't worry. Our house is pretty safe, but we should think about what we will take if we have to leave. Shan, can you take this torch and pack a **bag** of your clothes for yourself and Jack? Put in a couple of your favourite things as well. I'll stay here with Maria."

We went to Shan's room and she packed jumpers, **jeans**, runners, t-shirts and rain jackets for both of us. I helped her pack her favourite books, a Gameboy, Lego racers and a picture of her dad. We went back to the lounge room and as the storm blew, the four of us sat there playing card games.

We turned on the radio to find out more about what was happening and what we should do to look after ourselves. It was a bit scary, but Shan's mum told jokes, gave us cuddles and smiled a lot. When a **branch** from a tree crashed down outside, she got up to look. "It's OK everyone," she called from the front door, "a branch has just fallen into the front yard." Soon the storm passed and a short while later the power came back on. When we helped Maria back to her house we saw lots of branches across the road. **Emergency workers** and neighbours were already cleaning up the mess from the storm.

Shan's mum rang my dad and he came to pick me up. "It was pretty scary, but luckily we were prepared for the storm," I told him.

Worksheet

'The Storm' flashcards



radio



storm



food



photos



emergency kit



batteries

Worksheet

'The Storm' flashcards



first aid kit



torch



bag



jeans



branch



emergency worker

Worksheet

Emergency kit



Cut around the outside

List contents of kit here

Fold line

Fold line

Glue emergency items here

Worksheet

Useful or not?

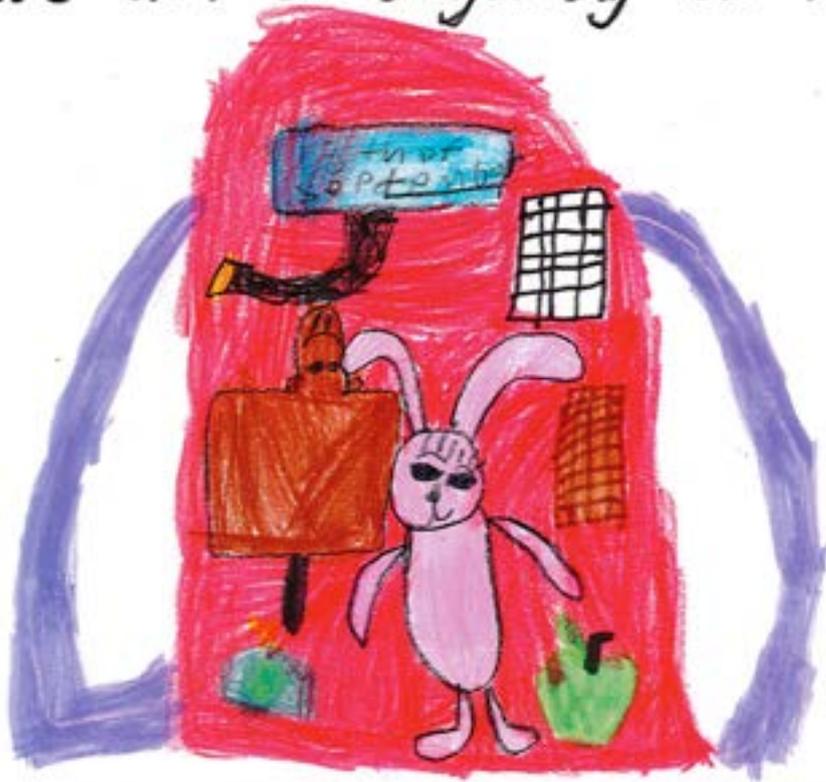


Worksheet

Useful or not?



Have an emergency kit ready!.





Have a plan. Know what to take with you.





National Office
155 Pelham Street
VIC 3053
Tel 03 9345 1800
Fax 03 9348 2513
www.redcross.org.au

ACT

Cnr Hindmarsh Drive
and Palmer Street
Garran ACT 2605
Tel 02 6234 7600
Fax 02 6234 7650

NSW

Level 4, 464 Kent St
Sydney NSW 2000
Tel 02 9229 4111
Fax 02 9229 4244

NT

Cnr Lambell Terrace and
Schultze Street
Larrakeyah NT 0820
Tel 08 8924 3900
Fax 08 8924 3909

QLD

49 Park Road
Milton QLD 4064
Tel 07 3367 7222
Fax 07 3367 7444

SA

207-217 Wakefield Street
Adelaide SA 5000
Tel 08 8100 4500
Fax 08 8100 4501

TAS

40 Melville Street
Hobart TAS 7000
Tel 03 6235 6077
Fax 03 6231 1250

VIC

23-47 Villiers Street
North Melbourne VIC 3051
Tel 03 8327 7700
Fax 03 8327 7711

WA

110 Goderich Street
East Perth WA 6004
Tel 08 9225 8888
Fax 08 9325 5112