



**Australian Red Cross**  
THE POWER OF HUMANITY

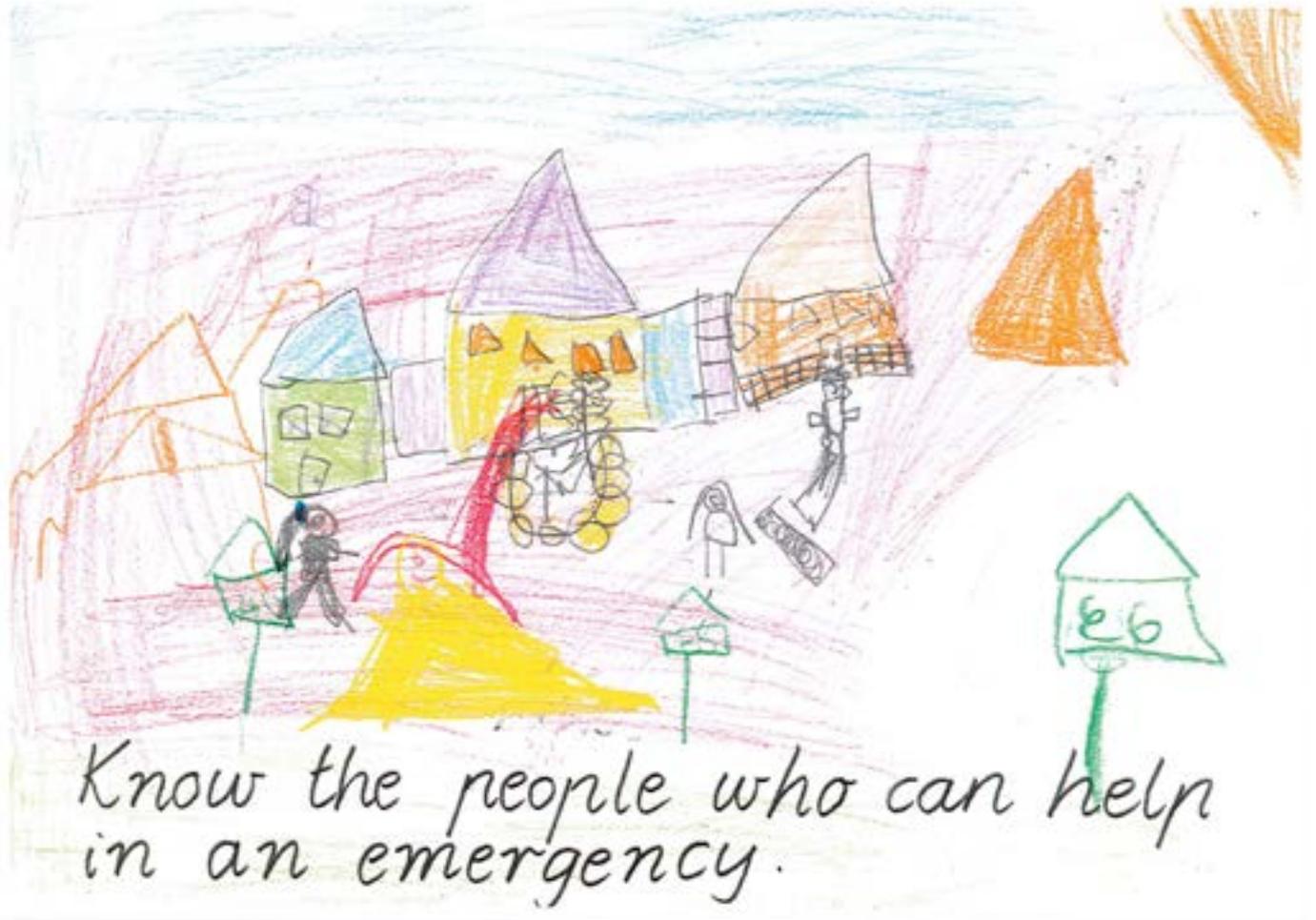
# **REDiPlan preparedness program**

## Years 4–6

For students aged 9–12

November 2012

**CRISIS CARE COMMITMENT**



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](http://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 4–6 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

Your students 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 4–6. Each section has been colour-coded as follows:



**Unit overview**



**Lesson plans 1–5**



**Lesson plan: Activity sheet**

# PREPAREDNESS Years 4–6

## 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.

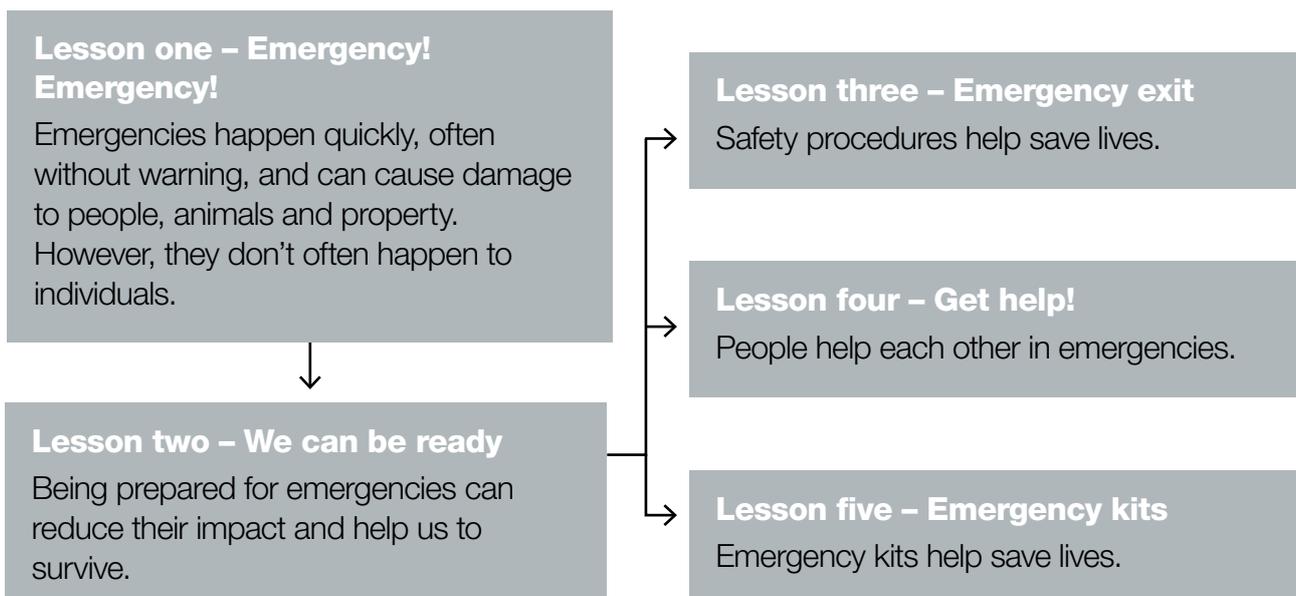
This unit supplements 'Get ready!', a Red Cross REDiPlan emergency preparedness activity book for children in primary school. 'Get ready!' is available for download from the Red Cross website <http://www.redcross.org.au/emergency-resources.aspx> or to enquire about hardcopies please order at [rediplan@redcross.org.au](mailto:rediplan@redcross.org.au).

### Structure and content

The 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 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 students within their class.

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

### 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.

# PREPAREDNESS Years 4–6

## Unit overview

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

Students in years 4 to 6 demonstrate 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 up the lesson over a day, week or month
- undertaking further activities
- adapting the content to the students' needs.

### **Before commencing the unit**

Emergencies can occur in the home, at school and in the local area, and students may have prior experience of these. 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 such as flood, fire, evacuation) and invite their participation in take home activities. Remember that children can also be adversely 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 important to ask the students about any traumatic experiences before beginning 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 any prior traumatic experiences.

### **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 the 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 4–6

## 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 from this unit. Ways to do this include:

- displaying posters permanently in the classroom and around the school
- practising evacuation drills
- monitoring emergency kit contents
- involving parents/guardians in further activities for emergency preparedness
- 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:

<b>Engage</b>	Students' interest is engaged and their prior knowledge elicited.
<b>Explore</b>	Students explore ideas and gather evidence.
<b>Explain</b>	Students discuss their observations and suggest explanations.
<b>Elaborate</b>	Students extend their understanding.
<b>Evaluate</b>	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 meet a common goal.

There are many models for assigning roles within teams. For primary 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 4–6

## Unit overview

### TWLH chart

A TWLH chart is used before, during and after a topic is investigated. It is a working document that is added to and modified during the course of study. It facilitates children's ability to express and think about what they know, what they want to learn, what they have learnt and how they learnt it.

T	What we Think we know	
W	What we Want to learn	
L	What we Learnt	
H	How we know	

### Jigsaw

Students form small 'home' teams and number off in their team. Questions are assigned according to the student's number. The 1s from each group investigate the same question or work on the same task in a 'research' or 'work' team. The 2s, 3s, and so on, do the same thing. When the research and/or tasks are complete, the students return to their home teams, share their new knowledge and explain their work.

# PREPAREDNESS Years 4–6

## Unit overview

### Useful sites

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

#### Australian Red Cross

[www.redcross.org.au](http://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/](http://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](http://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/](http://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](http://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 4–6

## Unit overview

### State Emergency Services

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

### Surf Life Saving Australia

[www.slsa.asn.au](http://www.slsa.asn.au)

Choose 'What we do' from the main menu and 'Community education' from the drop down menu to access a wide range of educational materials that focus on water safety, many of which are related to school curricula.

### Fire services

- ACT Emergency Services Agency: [www.esa.act.gov.au](http://www.esa.act.gov.au)
- Country Fire Authority, Victoria: [www.cfa.vic.gov.au](http://www.cfa.vic.gov.au)
- Fire and Emergency Services Authority of WA: [www.fesa.wa.gov.au](http://www.fesa.wa.gov.au)
- Metropolitan Fire Brigade, Victoria: [www.mfb.vic.gov.au](http://www.mfb.vic.gov.au)
- NSW Fire Brigades: [www.fire.nsw.gov.au](http://www.fire.nsw.gov.au)
- NSW Rural Fire Services: [www.rfs.nsw.gov.au](http://www.rfs.nsw.gov.au)
- Northern Territory Fire and Rescue Service: [www.pfes.nt.gov.au/index.cfm?fire](http://www.pfes.nt.gov.au/index.cfm?fire)
- Queensland Fire and Rescue Service: [www.fire.qld.gov.au](http://www.fire.qld.gov.au)
- South Australian Country Fire Service: [www.cfs.sa.gov.au](http://www.cfs.sa.gov.au)
- South Australian Metropolitan Fire Service: [www.samfs.sa.gov.au](http://www.samfs.sa.gov.au)
- Tasmanian Fire Service: [www.fire.tas.gov.au](http://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 4–6

## Lesson one: Emergency! Emergency!

Estimated time: 85 minutes (To fit class times, activities can be omitted or broken up over a week or month).

In this lesson students model a natural disaster, learn to distinguish between natural and human-made disasters, and consider the likelihood of a person being involved in an emergency or disaster.

### Key concept

Emergencies happen quickly, often without warning and can cause damage to people, animals and property. However, they don't often happen to individuals.

### Resources

- Display of emergency and disaster images, both natural and human caused
- Open space
- Large tray
- Bucket of sand or box of flour
- Red and yellow food dye
- Bicarbonate of soda
- Vinegar
- Plasticine
- Plastic film canister or small plastic juice or cream bottle, with plastic snap lid
- Lego figures and blocks
- Sticks and stones
- Large soft drink bottle
- One packet of glitter
- One packet of party confetti
- Safety glasses
- White board or butcher's paper
- Sticky notes
- Marker pens
- Grid paper.

### Prior to the lesson

- Set up the emergency/disaster display.
- Construct a model volcano according to the diagram.
- Experiment with quantities of bicarbonate of soda and vinegar to achieve the desired
- 'explosive' effect of 'lava' for your model.

# PREPAREDNESS Years 4–6

## Lesson one: Emergency! Emergency!

Estimated time: 85 minutes (To fit class times, activities can be omitted or broken up over a week or month).

### 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.

Depending on the quantity of ingredients used, the 'volcano' can generate a fair amount of energy. Ensure that the students wear safety glasses or stand well away from the volcano when it 'erupts'. An alternative to the volcano could be to simulate an oil spill near the coast.

### 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
- emergencies don't often happen to individuals.

### Curriculum links

- English (reading, speaking, listening)
- Mathematics (number, graphs)
- Science (observing, scientific models, the weather, the Earth)
- Geography (place).

### Skills

- Thinking (analytical).

### Pointers

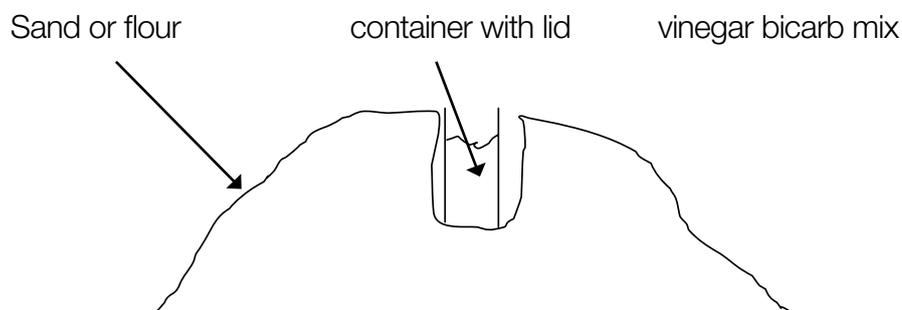
- Students may enjoy the volcano activity. Have enough materials available to repeat the activity if time permits.
- Avoid clean up problems by conducting the volcano demonstration outside.
- If materials and time permit, small groups of students could construct their own volcanoes (using paper-mache or cell-mix).

# PREPAREDNESS Years 4–6

## Lesson one: Structure

### Engage (30 minutes)

1. Set up the model volcano (without the central container) in an open space, preferably without carpet.



2. Ask the students to place Lego figures, blocks, sticks and stones on the slopes and at the foot of the volcano to represent people, animals, buildings, and the natural environment.
3. Explain that the volcano is about to erupt and you want them to observe what happens. Place a few drops of food dye and two spoons of bicarbonate of soda in the plastic film canister or bottle. Fill the bottle half to three-quarters with vinegar. Quickly shut the lid and position it in the volcano. Stand clear!
4. Ask the students to verbally report their observations and compare these with what they know about volcanoes.
5. Fill the soft drink bottle three-quarters with water and add party confetti and glitter.
6. Put the lid on the bottle. Holding the neck of the bottle, generate a 'tornado' by swirling the bottle in a circular motion.
7. Ask the students to describe what they see. Ask them what they think the confetti and glitter might represent in a real tornado.
8. Place the volcano and tornado to one side and organise the students into cooperative learning teams. Ask the Organisers to collect a sticky note pad and pen for their teams.

### Explain (20 minutes)

9. Ask the students to brainstorm all the examples of disasters and emergencies they can think of in five minutes, writing each suggestion on a separate sticky note. When the time is up, have the Organisers stick the suggestions on the board or on butcher's paper. Discard multiple copies and ask if anyone has further suggestions. This activity will be extended in Lesson two.

# PREPAREDNESS Years 4–6

## Lesson one: Structure

10. Ask the class to look for patterns of similarity and difference. Use prompting questions such as:
- What things can a cyclone, flood and bushfire have in common?
  - How is a car crash different to a volcanic explosion and how are they the same?

Discuss the suggested patterns and rearrange the sticky notes each time. Discuss why grouping emergency events might be an important thing to do.

11. Ask the class to create a mind map by deciding on the best way to group the emergencies. Arrange the sticky notes to illustrate the students' suggestions.

**Note: Leave the type and number of groups up to the students, but challenge them to explain and justify their ideas.**

12. Ask the students what they think all emergencies have in common, (e.g. they put people and other living things in danger, they cause damage, they are often unexpected). Summarise their suggestions underneath the mind map and leave it on display.

### Explore and evaluate (30 minutes)

13. Form cooperative learning teams and have the Organisers take a copy of the 'What's the chance?' activity sheet to their teams.
14. When the team has completed their sheet, combine the figures on a class chart.

Team	Number of days lived	Number of times in an emergency
1		
2		
Etc.		
<b>Totals</b>		

15. Use the paper squares (1 = 1000 days) to create a bar graph. Discuss what the bar graph shows.
16. Revisit the brainstorming activity (step 9). Ask the students how often they think these emergencies happen and add comments to the brainstorm notes (emphasise here that emergencies happen only sometimes).

### Conclude (5 minutes)

17. Conclude the lesson by asking the students to identify what they have learnt during the lesson. Suggest that the students might like to repeat the 'What's the chance?' exercise at home and compare it with the class results.

# PREPAREDNESS Years 4–6

## Lesson one: Structure

### Further activities

Set Web Quests for teams of students on the following topics:

- Types of natural disasters  
<http://www.fema.gov/kids/>  
<http://environment.nationalgeographic.com/environment/natural-disasters/>
- Types of human-made disasters (e.g. war, terrorist attacks, pollution)  
<http://www.det.wa.edu.au/education/cmis/eval/curriculum/pathfinders/disasters/index.htm#manmade>
- Disasters in the last 10 years (or 20+ years)  
<http://www.cultureandrecreation.gov.au/articles/naturaldisasters/>  
<http://www.ga.gov.au/remote-sensing/basics/gallery/natural-disasters/>

There are a number of ways to extend the ‘What’s the chance?’ activity. These include students:

- working out their age in days by adding the number of days since their last birthday to the figure in column E
- calculating the ratio of the number of times they have been in an emergency to how many days they have lived
- estimating the number of days they have been involved in emergencies and calculating that as a percentage of the number of days they have lived. Use the equation below to calculate this:

**Days in emergencies/days lived X 100 = % of life in an emergency.**

# Worksheet

## What's the chance?

Team name: \_\_\_\_\_

How often do you think emergencies happen? Sometimes? Often? All the time?

What is the chance that you will be in an emergency? Try this activity to get an idea (an example has been done to help you). Take turns in your team to:

1. Write your name in column A.
2. Write your age in column B.
3. Multiply your age by 365. This is roughly the number of days you have lived.
4. Write the answer in column E.
5. Write the number of times you have been in an emergency in column F.
6. Add the numbers in column E and include the total at the bottom of the column.  
Do the same for column F.

A	B	C	D	E	F
Name	Age	Number of days in one year	Working out	Number of days lived	Number of times in an emergency
Jane	8 years	365	$\begin{array}{r} 365 \\ \times 8 \\ \hline 2,860 \end{array}$	2,860	0
		365			
		365			
		365			
		365			
<b>Totals</b>					

Have members of your team been in emergencies very often? \_\_\_\_\_

Do you think there is much chance of being in an emergency? \_\_\_\_\_

# PREPAREDNESS Years 4–6

## Lesson two: We can be ready!

Estimated time: 85 minutes, plus visit or excursion (Activities can be omitted or broken up over a week or month).

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

- Display of numbered emergency images that includes emergency workers and members of the community responding to a wide range of natural disasters and emergencies, e.g. earthquakes, volcanoes, cyclones, floods, bushfires, traffic accidents, house fires, oil spills, war and terrorist attacks
- Whiteboard/smart board or butcher's paper
- Marker pens
- World map or globe
- Labels
- Pen and paper for each student.

### Prior to the lesson

- Book an excursion to an emergency service, or organise a guest speaker from an emergency response organisation, e.g. ambulance service, fire service, State Emergency Service, police.
- Set up the display of images.
- Prepare the Word Wheel.

### 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 4–6

## Lesson two: We can be ready!

Estimated time: 85 minutes, plus visit or excursion (Activities can be omitted or broken up over a week or month).

### Expected learning outcomes

Participation in this lesson will assist students in understanding that:

- people help each other in emergencies
- 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 another.

### Curriculum links

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

### Skills

- Thinking (organisational).
- Interpersonal skills (communication).

### Pointers

- If the class has not completed the brainstorming activity from Lesson one, you will need to conduct it at the beginning of this lesson.
- Conduct the 'Engage' section of this lesson one or two days prior to the visit or excursion. This will help the students become familiar with the concept of preparing for emergencies.
- Give the students an overview of this lesson by explaining that it has before, during and after sections.
- Brochures and websites of the various emergency services are an excellent source of images.

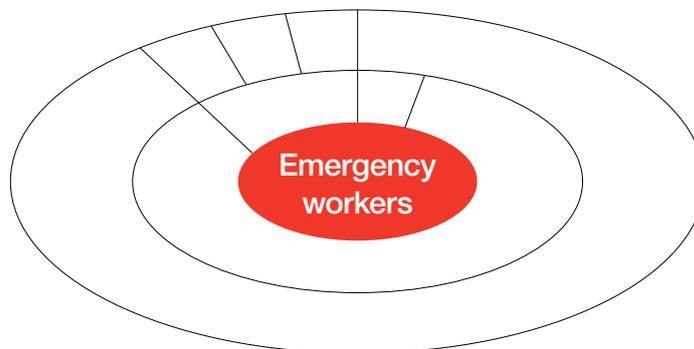
# PREPAREDNESS Years 4–6

## Lesson two: Structure

### Engage (50 minutes)

Prior to the excursion or visit by the guest speaker:

1. Review the emergencies that the students brainstormed from Lesson one.
2. Divide the class into four groups. Explain that each student will need to look closely at the display and make notes. Assign one of the following questions to each group:
  - Which emergencies are not already in our brainstorm?
  - Which emergencies do, or could, happen in our local area?
  - Which emergencies do not, or are highly unlikely, to happen in our local area?
  - Who are the people helping?
3. Give the students time to move around, look at the images and make notes. Get the groups back together to each present an agreed list that answers the question they were assigned.
4. Modify the brainstorm/mind map by:
  - adding further emergencies to the brainstorm/mind map from Lesson one
  - circling 'likely to happen in your local area' with a red marker pen
  - discussing the likely locations of emergencies that do not happen in your local area and circling these with a different coloured marker pen (identify these on the map or globe).
5. Use the list of emergency workers the students have identified to begin building the Word Wheel. In the middle circle sectors, write the names of different types of emergency workers, e.g. Red Cross volunteer, fire fighter, police officer. In the outer circle, identify the types of emergencies the workers attend to.



*Figure: Partially constructed Word Wheel*

6. Discuss how and why, as well as relying on trained people, we could help ourselves to prepare for emergencies. Referring to the red circled events on the brainstorm/mind map, create a TWLH chart around the question: How can we be ready for emergencies that happen in our area? Display the chart.

# PREPAREDNESS Years 4–6

## Lesson two: Structure

### Excursion or visit by guest speaker

#### Explore (quarter to half a day)

7. Have a guest speaker address the students, or take the class on an excursion to visit emergency workers.
8. During the visit or excursion, support students to ask questions about how:
  - the emergency service prepares for emergencies
  - students and their families can prepare for emergencies.

Following the excursion or visit by the guest speaker

#### Explain (20 minutes)

9. Revisit and revise the TWLH chart and Word Wheel, ensuring that students explain the additions and modifications they wish to make.

#### Conclude (10 minutes)

10. Conclude the lesson by having the students recap what they have learnt. Explain that over the next few lessons the class will be looking more closely at how they can prepare for emergencies.

#### Further activities

- Have the students, either individually or as a class, write or tell a story about a day in the life of an emergency worker or volunteer.
- Ask the students to create a storyboard about an emergency situation (e.g. bushfire, earthquake, flood) and its effects on people.
  - Have the students read a story or newspaper article about how people have helped each other in an emergency (these are often found in the media following an emergency).

# PREPAREDNESS Years 4–6

## Lesson three: Emergency exit

Estimated time: 110 minutes (To fit class times, activities can be omitted or broken up over a week or month).

In this lesson students develop and become familiar with evacuation and lock-down procedures and emergency signage.

### Key concept

Safety procedures help save lives.

### Resources

- White/smart board or butcher's paper and pens
- One colour printout of the 'Safety signs' activity sheet per team
- Student scissors
- Glue sticks
- Rulers
- Pens
- One sheet of poster paper per team.

### Prior to the lesson

- Print 'Safety signs' activity sheet in colour.

### 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.

Ensure that each student can identify the different colours. Explain that the shape is also a guide to the type of message the sign is giving, especially for people with colour blindness.

# PREPAREDNESS Years 4–6

## Lesson three: Emergency exit

Estimated time: 110 minutes (To fit class times, activities can be omitted or broken up over a week or month).

### 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).

### Curriculum links

- English (writing, speaking, listening).
- Art (graphic communication).

### Skills

- Interpersonal skills (working cooperatively).

### Pointers

- The table below supports the 'Elaborate' section.

Safety sign standards		
<b>Stop</b>	Circle	White background, red border and cross-bar, black pictogram
<b>Warning</b>	Triangle	Yellow background, black border, black pictogram
<b>Emergency information</b>	Rectangle	Green background, white text or symbol
<b>Mandatory (must be obeyed)</b>	Circle	Blue background, white text or symbol

# PREPAREDNESS Years 4–6

## Lesson three: Structure

### Engage and explain (30 minutes)

1. Play a game of Whispers using the sentence: “The safest way out is through the back door”. Give each student just one chance to pass on the message.
2. Write the message that the last student receives on the board, then the message from half way through the chain, and finally the original message.
3. Ask the students to explain why the message has or has not changed and then to suggest what might have happened to the last person in both cases in a real emergency.
4. Discuss real life examples of verbal warnings and the importance of clear speech and attentive listening during an emergency. Create a chart that summarises the students’ responses, leaving the chart open-ended. Examples might include:

### Speaking and listening

Example	Who is speaking?	Why?
Instructions at home or school	Teachers, family members	To help escape an emergency, e.g. fire
Swimming pool or beach	Lifeguard	To prevent drowning or injury
Loud speaker at shopping centre	Centre managers	To help escape an emergency, e.g. fire
Video demonstration	Air steward	To help survive a plane crash

5. Ask the students to think about other ways they might receive warning information. Again, summarise only the responses they think of. Examples might include:

### Hearing (aural)

Example	To warn of...
Alarm	fire, burglar
Lifeguard’s whistle	dangerous behaviour
Police siren	car accident, police chase
Ambulance siren	speeding to help someone

Alternatively, you could source warning sounds from the internet, play them in class and have the students identify them.

# PREPAREDNESS Years 4–6

## Lesson three: Structure

### Seeing (visual)

Example	To help...
Exit map	find the safest way out
Signs	warn and direct
Clothing	identify who can help
Flags	know the safest place to swim
Lighting	show the exit in a theatre or aeroplane

Alternatively, you could show images of visual safety clues to the students and ask them how the clues might assist during an emergency.

6. Display the charts and inform the students that as they learn more examples, the charts will be expanded.

### Elaborate (40 minutes)

7. Organise the class into cooperative learning teams. Have the Organisers collect the 'Safety signs' activity sheet, glue, scissors, ruler, pens and poster paper.
8. Ask each team to cut out the safety signs and use them to create a poster that:
  - groups the signs according to the four colours – red, yellow, blue and green
  - has the meaning of the sign in their own words
  - gives the best meaning they can think of for each colour
  - includes a reason why the signs are different shapes.

# PREPAREDNESS Years 4–6

## Lesson three: Structure

Figure: Example of a partially completed safety signs poster

Yellow team safety signs			
 No smoking			 First aid
 No phones			 Fire assembly point
 Don't drink water			
 Don't touch		 Wear boots	
			
Red means <b>stop</b>	Yellow means <b>pay attention</b>	Blue means <b>you must</b>	Green means <b>safety information</b>
Note: The warning signs also have different shapes			

### Explain (25 minutes)

9. When the posters are completed, display them and ask the students to explain:

- why it is important to know what safety signs mean
- why there are rules about how they are designed.

Refer back to the 'Engage' activity and ask the students to make connections with the cut and paste activity.

10. Walk the class through your school's fire emergency exit procedure.

- Ask the students to choose locations where they think it would be useful to put up safety signs to help other students follow the drill. What would they say? What type and colour should the signs be? Why?

# PREPAREDNESS Years 4–6

## Lesson three: Structure

- Invite the class to explain why it is important to practise the evacuation drill.
- Discuss emergencies where staying in one place (lock-down) would be the safest thing to do (e.g. lost in the bush, police chase of a criminal).

### Conclude (15 minutes)

11. Return to the classroom and conclude the session by asking the students to close their eyes and imagine the aftermath of a local emergency as you describe it. Include in your description emergency workers busy erecting signs around sources of danger (such as damaged buildings, damaged roads, downed trees and power lines, broken windows), equipment (e.g. chainsaws, axes, hoses, generators), and emergency vehicles.
12. Ask the students to respond to the question: “How would your knowledge of safety signs be helpful to you in this situation?”

### Further activities

- Have the students design their own safety signs according to the ‘Safety Sign Standards’ table. Include text in a range of languages spoken by the students.
- Ask the students to practise evacuation and lock-down drills.
- Have the students undertake a Web Quest and find information and images to create a slide show about different types of safety barrier tapes and barricades used in Australia.
- Get the students to create signage to support the evacuation drill process in your school. Make the signage inclusive by using images or text in languages spoken by members of the class, particularly if some are new to the country, and display them at appropriate locations along the evacuation route.
- Ask the class to create mini safety signs to illustrate the evacuation plan displayed in their classroom.
- Have the students draw a scaled map of their house and develop an evacuation plan with their families. Ask them to mark the exit routes and illustrate the map with safety icons.
- Get teams to create a puppet play, a poem or a short story with a moral about what happened to the foolish character who ignored warning signs erected after a terrible storm. (Finger puppets of emergency workers are available in the Australian Red Cross resource, ‘Get ready!’, available at [www.redcross.org.au](http://www.redcross.org.au) or to enquire about hardcopy books email [rediplan@redcross.org.au](mailto:rediplan@redcross.org.au)).
- Create a Word Wall to define words from this lesson that are unfamiliar to students.
- Undertake activities about dangers and being prepared for emergencies from the primary resource produced by Surf Life Saving Australia <http://www.slsa.asn.au>.

# Worksheet

## Safety signs



# PREPAREDNESS Years 4–6

## Lesson four: Get help!

Estimated time: 110 minutes (To fit class times, activities can be omitted or broken up over a week or month).

In this lesson students research emergency workers, including their skills, vehicles, uniforms and equipment, and practise how to contact them.

### Key concept

People help each other in emergencies.

### Resources

- Short video of emergency workers in action – see Pointers
- Marker pens
- One sheet of poster paper per team
- Glue sticks
- Scissors
- One ‘Emergency – help!’ activity sheet per team
- Brochures from emergency service organisations
- Library resources about Australian emergency services
- One A3 ‘Know your emergency workers’ poster
- 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](mailto:rediplan@redcross.org.au).
- Activity sheet – emergency card. Available for download at <http://www.redcross.org.au/emergency-resources.aspx>.
- Internet access (optional)

### Prior to the lesson

- Source an appropriate video clip from the internet for the ‘Engage’ section.
- Enlarge the activity sheet ‘Know your emergency workers’ to A3.
- Photocopy or download sufficient copies of the puppets to provide one per team.
- Send notes to inform parents or guardians that the class is creating emergency contact cards and that their assistance will be needed to complete them.

# PREPAREDNESS Years 4–6

## Lesson four: Get help!

Estimated time: 110 minutes (To fit class times, activities can be omitted or broken up over a week or month).

### 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
- learn how they can best assist themselves and others in an emergency.

### Curriculum links

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

### Skills

- Interpersonal skills (cooperating with others).

### Pointers

- Search YouTube for video clips of emergency situations in your state or territory. Always review clips for appropriateness before screening.

Possible examples include:

- Australian Red Cross, Victorian Bushfires 2009. This video shows images of the fires, fire fighters, fire trucks and water bombing helicopters. <http://www.youtube.com/watch?v=MGJSCtpJqq4>
- Discovery Channel video clips include a range of emergencies including flood, fire and earthquakes. <http://dsc.discovery.com>
- Although set in the USA, 'A Day in the Life of a Fire Fighter' is an excellent video of female fire fighters in action. <http://www.youtube.com/watch?v=iTgtTDADA18>

# PREPAREDNESS Years 4–6

## Lesson four: Get help!

Estimated time: 110 minutes (To fit class times, activities can be omitted or broken up over a week or month).

- Many emergency workers are also paramedics. Discuss why this is so with the students.
- Keep the group size manageable by having multiple thinking groups for each question of the 'Emergency – help!' activity sheet.
- Some of your students may have family members who are emergency workers; consider drawing on their experience.
- To avoid confusion, it is recommended that students are taught to dial triple zero (000) in an emergency.
- Emergency services in your state or territory (Red Cross, fire, police, ambulance, State Emergency Service) have educational programs that can be accessed via the internet. When discussing vehicle use in emergencies, reinforce safety messages about travelling in cars.
- Remember to be culturally and gender inclusive when discussing emergency service personnel.

# PREPAREDNESS Years 4–6

## Lesson four: Structure

### Engage (30 minutes)

1. Show the students a short video of emergency workers in action. Briefly discuss the role of the emergency workers in the video. Explain that in this lesson they will be thinking about who is there to help in an emergency.
2. Organise the students into cooperative learning home teams of three (Organiser, Writer, Reporter). Number students in each group 1, 2 or 3. All team members have the role of 'Thinker' at all times.
3. Distribute one 'Emergency – help!' activity sheet along with poster-making materials to each team.
4. Read through the activity sheet for understanding. Conduct a jigsaw activity and have the students form thinking groups (according to their numbers – 1, 2 or 3) to decide on and record their responses to the three questions on the activity sheet.
5. Have the students return to their home teams to share responses with their team members. The responses are glued onto the team's 'Emergency – help!' poster.

### Explore (45 minutes)

6. Use the five puppets from the Red Cross publication 'Get ready!' to assign an emergency worker to each home team (lucky dip, random drop, etc.). Briefly discuss the role of each emergency worker.
7. Display the activity sheet 'Know your emergency worker' in a convenient place for ready reference by students. Explain that they will be researching the uniform, equipment and vehicle of each emergency worker. This information will be added to their poster along with labelled cut-outs from brochures or internet sites.

### Explain (15 minutes)

8. Display the completed posters and have the Reporters explain points about the emergency worker to the whole class. Prompting questions could include:
  - Why does the uniform have reflective strips?
  - Why are the uniforms different colours?
  - Why do emergency vehicles need sirens?

# PREPAREDNESS Years 4–6

## Lesson four: Structure

### Elaborate (10 minutes)

9. Ask the students to think of examples for when they would need to dial triple zero (000) and to describe the information they need to give to the operator.
10. Discuss why it is essential to call only in a real emergency.
11. Have the students add to their posters phrases such as:
  - 'In emergencies dial triple zero (000)'
  - 'Know your address, nearest intersection and phone number'.

### 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

- Split the students into groups of three and have them act out role-plays to practice dialling triple zero (000) and giving information to the operator. Roles are: Caller, Operator and Critical Friend. Repeat until all the students have played all three roles.
- Ask the class to write and perform a song about emergency workers set to the tune of a popular song.
- Have the students create a poster, booklet or slideshow that illustrates how an ambulance or fire truck is designed for the job it does.
- Get the students to make and play a memory card game that matches an emergency worker with an emergency scene, piece of equipment or vehicle.

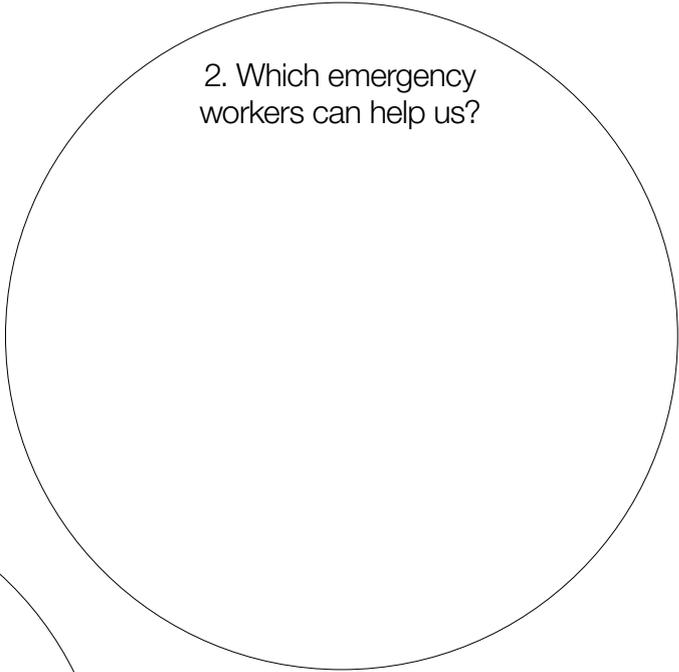
# Worksheet

## Emergency – help!

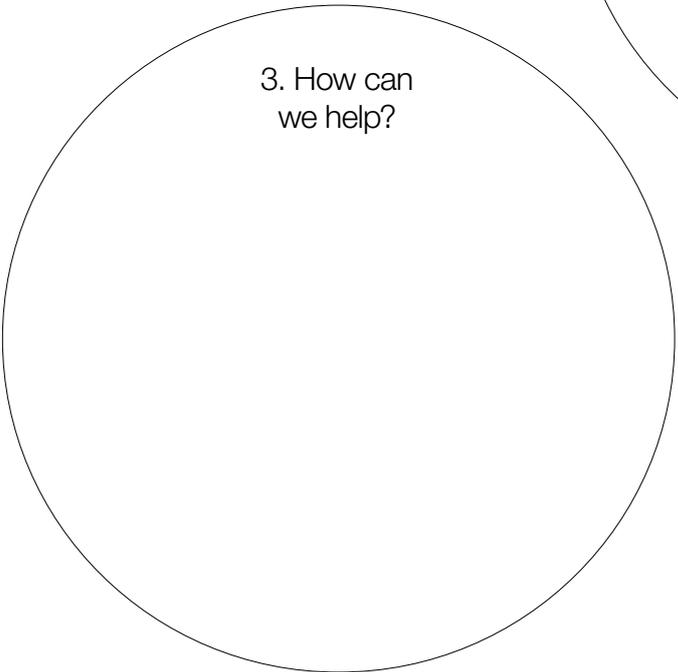
1. Cut out your question.
2. Work with your thinking group and write all the answers you can think of in the circle.
3. Share your answers with your home team and glue your circle to your team's 'Who can help?' poster.



1. Who are the first people we should ask for help?



2. Which emergency workers can help us?



3. How can we help?

# PREPAREDNESS Years 4–6

## Lesson four: Teacher's notes

1. Cut out your question.
2. Work with your thinking group and write all the answers you can think of in the circle.
3. Share your answers with your home team and glue your circle to your team's 'Who can help?' poster.

1. Who are the first people we should ask for help?

- Adults we know and trust
- Parents or guardians
- Teachers
- Family members
- Good neighbours
- Others?

2. Which emergency workers can help us?

- Police officers
- Fire fighters
- Ambulance officers (paramedics)
- State Emergency Service officers
- Red Cross workers
- Others?

3. How can we help?

- Know emergency plans
- Know emergency drills
- Follow instructions
- Know how to spell our name and address
- Know our phone number
- Keep an emergency contact card with us
- Stay calm
- Dial triple zero (000)
- Others?

# Worksheet

## Know our emergency workers

Find out the following information about your team's emergency worker:

### Uniform

- What colour is their uniform?
- What badges or symbols does it have?
- What material is it made of?
- What head gear is included?



### Equipment

- What special equipment is used?
- What is each piece of equipment used for?



### Vehicles

- Which vehicles are used?
- What colours are the vehicles?
- What symbols are used?
- What equipment does each vehicle have?
- Do the vehicles have sirens?
- What colour are the flashing lights?



# PREPAREDNESS Years 4–6

## Lesson five: Emergency kits

Estimated time: 70 minutes (To fit class times, activities can be omitted or broken up over a week or month).

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

### Key concept

Emergency kits help save lives.

### Resources

- Storybook about an emergency. Possibilities include:
  - *Hurricane* by Andrew Salkey. A gusting wind might be exciting, but the children in this story discover it can be very scary.
  - *Hills End* by Ivan Southall. When Hills End is destroyed by a cyclone, seven children are left alone. What must they do to survive?
  - *Once, Then and Now* (series) by Morris Gleitzman. This series gives young people an excellent introduction to survival of the holocaust and the 2009 Victorian bushfires.
  - *Terror on the Mountains* by Phillip Viereck. When out walking, Paul is frightened by a huge thunderstorm and is accidentally separated from his friends. Will he survive on the mountain?
  - *Adrift* by Allan Baillie. Sally and Flynn are playing pirates when their packing crate ship is set adrift. How will they survive?
  - *Earthquake* by Ruskin Bond. How does an earthquake in India affect Rakesh and his family?
- Glue sticks
- Scissors
- One 'Emergency kit' activity sheet per team
- One 'Useful or not?' activity sheet per team
- Marker pens and biros
- Two blank sheets of A4 paper per team.

### Prior to the lesson

- Select an appropriate storybook.
- Photocopy enough activity sheets for each team.

# PREPAREDNESS Years 4–6

## Lesson five: Emergency kits

Estimated time: 70 minutes (To fit class times, activities can be omitted or broken up over a week or month).

### 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.

### Curriculum links

- English (reading, speaking, listening).

### Skills

- Interpersonal skills (cooperating with others)
- Thinking (decision making).

### Pointers

- Assembly of the final official emergency kit can be completed on another day after all items have been sourced.
- Ensure that a checklist is included with the class emergency kit.
- Emergency kits should contain individual personal medication.
- This activity is great fun when carried out with real objects. Provide a box or bag of approximately 20 items for each team, along with a shoebox, ice cream container or small bag. The box of items should contain a mixture suitable kit items and non suitable. For example:

# PREPAREDNESS Years 4–6

## Lesson five: Emergency kits

Estimated time: 70 minutes (To fit class times, activities can be omitted or broken up over a week or month).

For example:

Items suitable for a kit		
First aid kit	Batteries	Muesli bars
Small torch	Bottled water	Personal special items
Radio	Emergency contact numbers	Important documents
Money	Mobile phone	Asthma pump/EpiPen

Items possibly suitable for a kit		
Spare clothes	Gloves	Book
Hat	Pack of cards	Small game
Toothbrush	Soft toy	Shoes

Items unsuitable for a kit		
Plastic dishes	Tub of yoghurt	Any other items students can name
TV guide	Fresh fruit	
Carton of milk	Plastic garden pot	

Minimise costs by sourcing items for the team kits from opportunity shops, having students bring them to class, or by using empty packets.

# PREPAREDNESS Years 4–6

## Lesson five: Structure

### Engage (15 minutes)

1. Have the class read a short passage from a children's book that describes an emergency situation.
2. Pose the questions: "What do the characters need to survive?" And "Could the characters have had any of these things ready before the emergency happened?"

### Explain (30 minutes)

3. Brainstorm answers to the question: "Which emergencies might we be involved in?"
4. Explain to the students that they are going to prepare a kit in case of such emergencies. Organise the students into cooperative learning teams and assign a different local emergency situation to each team.
5. Have the Organiser from each group collect the activity sheets, glue sticks and scissors. Ask each team to:
  - cut out and draw the best items to help them get through their emergency
  - glue them into the kit
  - list the kit contents inside the lid
  - label the kit.
6. The students can then divide the remaining items into two groups and glue them to two separate labelled sheets of paper.
  - Group 1: Things that might be useful, but are not as useful as the items in the bag.
  - Group 2: Things that would be of no use at all.
7. Hold a session where the following questions are discussed and explanations are given:
  - Why has your team decided to include these items in the kit? The Reporter is to respond in the first instance.
  - What are the differences between the kits and piles? Explain why this is so.
  - What are the similarities between the kits and piles? Explain why this is so.
  - Why is it important to keep a list of contents with the kit?
  - Why is it important to label the kit?

### Elaborate (15 minutes)

8. As a whole class, plan the assembly of an emergency kit for the classroom. Discuss useful and practical items to include and where the kit should be located. Pose questions such as:
  - Is it possible to have a kit that will have everything for everyone?
  - Do some people need to have their own emergency items ready (e.g. medications)?When the plan is complete and everyone is in agreement, collect the items and assemble the kit. Discuss the best place to store the kit.

# PREPAREDNESS Years 4–6

## Lesson five: Structure

### Conclude (10 minutes)

9. Conclude the lesson by appointing monitors to regularly check the kit. For example, have the bottled water, emergency food supplies and ointment in the first aid kit reached their expiry dates?

### Further activities

- Get the students to design an emergency kit for the car.
- Get the students design an emergency kit for the home.
- Have the students draw a scene where an emergency kit is being used.

# 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?







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