

Department of Fire and Emergency Services
Disaster Resilience Education Project
Focus: Cyclone
Year Group: Pre-Primary

Early Years Learning Framework

Early Years Learning Framework Principles
Belonging: knowing where and with whom you belong.
Being: seek to make meaning of the world, recognises the significance of the present, as well as the past in children's lives.
Becoming: emphasises the collaboration of educators, families and children to support and enhance children's connections and capabilities and for children to actively participate as citizen.
Early Years Learning Framework Practices
5:1 Applying pedagogical practices.
5:2 Adopting holistic approaches.
5:3 Being responsive to children.
5:4 Planning and implementing play-based learning.
5.6 Valuing the cultural and social contexts of children and their families.
5:7 Providing for continuity in experiences.

SCASA Curriculum Links

Health and Physical Education	HASS	English
Staying Safe Trusted people in the community who can help individuals feel safe. *WAPHEHPS2* Actions that promote safety in a range of situations. *WAPHEHPS3* **Healthy and Active Communities** Actions that promote health and wellbeing. *WAPHEHPH1* **Interacting with others** Emotional responses individuals may experience in different situations. *WAPHEHPI2*	**Geography** The places people live in and belong to, the reasons places are special or important to people, and their significance to Aboriginal and Torres Strait Islander people. *WAPHAKUG3* **History** How the stories of families and the past can be communicated and passed down through generations and how the stories may differ, depending on who is telling them. *WAPHAKUH3* **Humanities and Social Science Skills** **Questioning and Researching** Share prior knowledge about a topic. *WAPHASKQ1* **Communicating and Reflecting** Share observations and ideas, using everyday language. *WAPHASKC1* Reflect on and assess learning and thinking. *WAPHASKC2*	**Language for expressing and developing ideas** Explore the contribution of images and words to meaning in stories and informative texts. *WAPELALA3* Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school. *WAPELALA4* **Literature and contexts** Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators. *WAPELICO1* **Engaging with and responding to literature** Respond to stories and share feelings and thoughts about their settings, events and characters. *WAPELIEN1*

Key Messaging

Emergency Plan

- Each household has a plan.
- All family members have a role in the plan including children.

Emergency Bag

Items to pack:

- Teddy Bear
- Water
- Medication
- Torch
- Snacks
- Activities/Favourite things to do.

Emergency WA App

Fire Danger Rating System

Cyclone Warning Levels

- Advice
- Watch and Act
- Emergency

Learning Intentions

The children will:

- Have knowledge of the need for a plan to prepare for a cyclone
- Understand that they can have a role in the plan
- Know what an emergency bag is and what to pack in it
- Have an awareness that the DFES App is a resource for staying informed for natural disasters and emergencies

Lesson Plan

<table>
<tr><td><u>Before Reading</u></td><td>

- Introduce the children to the story ‘Echo Echidna has a Plan’
- Discuss title.
- Seek prior knowledge on understanding of the word ‘plan.’
- Focus Question: What is a plan?
- Generate a definition.

<u>Focus Questions</u>

- Why do we plan?
- When do we plan?
- Can you give me an example of when you have made plans?

<u>Scribe</u>: Examples of plans the children make with their families.

<u>Prediction:</u> What plan do you think Echo Echidna might be making?

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<tr><td colspan="2"><u>Read:</u> Echo Echidna has a Plan</td></tr>
<tr><td><u>During Reading</u></td><td>

<u>Important Note</u>

The story may bring up feelings from lived experience of a cyclone. Teacher to respond to children’s comments and questions during story.

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<tr><td><u>After Reading</u></td><td>

<u>Class Discussion</u>

<u>Focus Questions</u>

- What plan did Echo Echidna and his family make?
- Whose family has a plan like Echo and his family?
- What role/job do you have in your plan?

<u>Focus Questions: Emergency Bag/Supplies</u>

- What did Echo and his family pack?
- What will you pack if you need to leave your home?
- Use image of emergency items from the book.

Teacher response to student comments and questions. For children who are unaware of a plan, or their role in an existing plan, the story can be used to discuss what Echo did after he learnt about emergency plans at school.

<u>Action Plan</u>

Children are assisted to formulate their own action plan outlining how they will discuss what they have learnt at school with their family. How they will help their family to develop an emergency plan, that includes the role they will play in an emergency.

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Activities

Emergency Bag/Kit: Cut and Paste Activity/Animation Excerpt.

Animated Story Excerpt: Echo packing his emergency bag.

DFES: Resource: Be safe in an emergency

Activity Sheet: Emergency Kit

Sequencing Activity: **Cut and Paste**

Recreate the sequence of events from the evacuation order: pictures from story.

Drawing Response to Story e.g My Favourite Part

Learning Environment

Indoor and Outdoor

Home Corner • Phone • Backpack • Emergency bag items • Teddy	**Water/Mud Play** • Emergency Vehicles • Loose Parts	**Writing Table** • DFES Activity sheets • Emergency Plan outlines
Emergency/DFES Centre • Phone • Maps • Emergency Services Uniforms/Equipment	**Collage/Art and Crafts Table** • Rainmaker materials • Mobile phone • Puppets from story	**Loose Parts/Block Corner** • Emergency Vehicles • Loose Parts
Evacuation Centre	**Animal Shelter/Veterinarian**	**Puppet Play**
Visual Displays • Emergency WA App • Fire Danger Rating • Cyclone Warning Levels	**Book Corner** Supporting Literature	**IPADS** Story Animation

Additional Resources

Animation: Echo Echidna has a Plan

Animation Story Excerpt: Echo packing his bag

DFES can provide a variety of educational resources including:

School Incursions

- Career firefighters visit students in metropolitan Perth and large regional centres.
- Contact your local fire station to arrange a visit to your school (dfes.wa.gov.au/contact).
- Volunteer firefighters and SES volunteers may be able to visit your school.
- Contact your local volunteer service to find out more (dfes.wa.gov.au/contact).

Teacher Resources:

Cyclone and Flood: dfes.wa.gov.au/education/schools-and-young-people

Additional School Incursions: Emergency Personnel**:** Ambulance and Police

ABC online Helping Hands Disaster Resilience Tool Kit - Early Education - ABC Kids

Literature

Birdie and the Cyclone *Andrea Murray and Anil Tortop*

Emergency! Emergency! Vehicles to the Rescue *Rhian Williams Illustrations Tom Jellett*

Pearl in a Whirl *Catherine Robertson Illustrated by Fifi Colston*

The Koala Who Could *Rachel Bright*

My Strong Mind *Niels Van Hove*

Support Services

Contact principal for available support services if required.

Additional Resource Information



Scan the QR code for info on Emergency WA



Scan the QR code for info on FLOODS

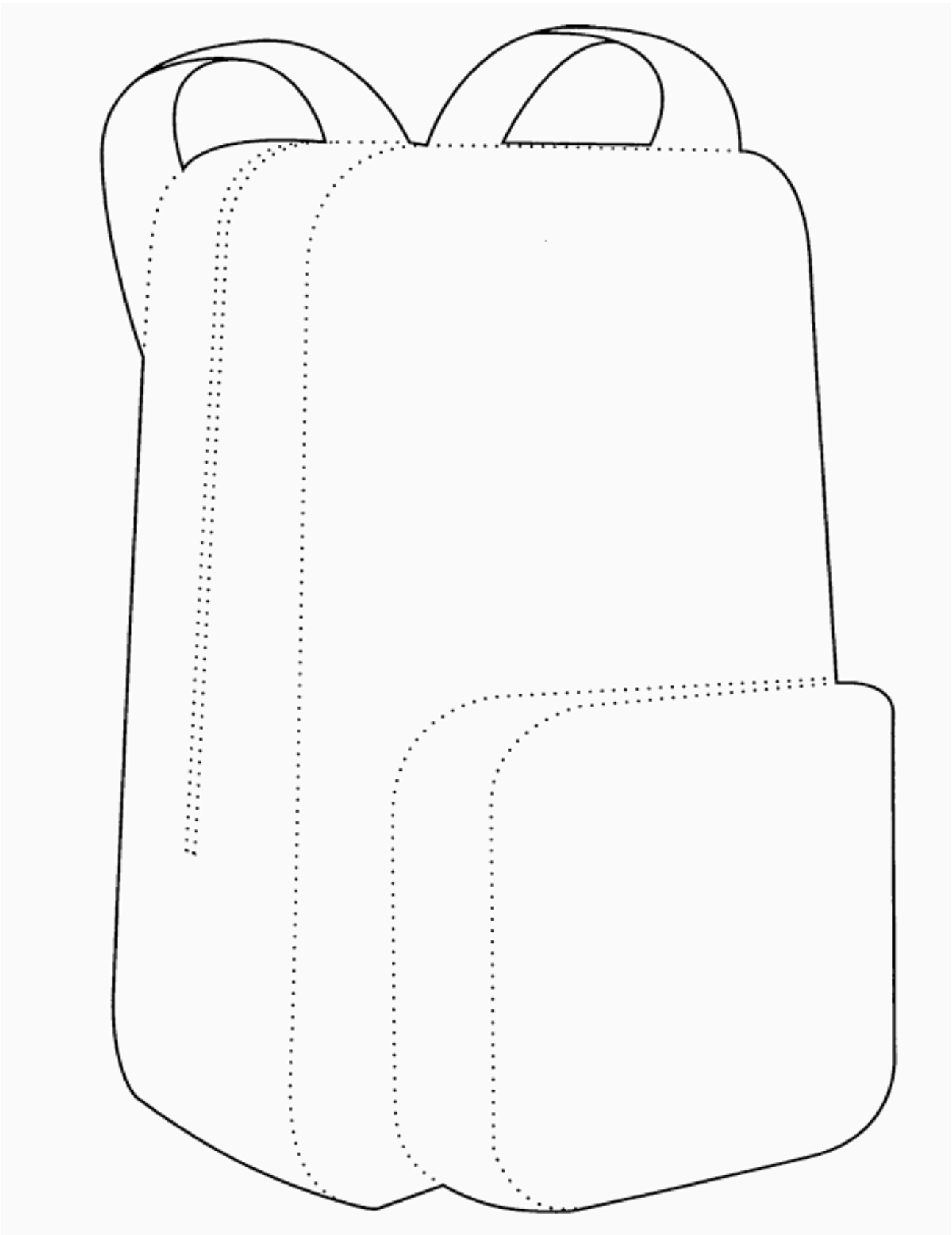
Scan the QR code for info on STORMS

Scan the QR code for info on BUSHFIRES

Scan the QR code for info on CYCLONES

My Emergency Kit

What will you pack if you have to leave ?



GAMES	WATER		
	SNACK	DOG	

GAMES	WATER		
	SNACK	DOG	

My Favourite Part of the Story

Echo Echidna has a Plan

Name:

Sequencing Activity

Echo Echidna has a Plan