

Department of Fire and Emergency Services
Disaster Resilience Education Project
Focus: Flood
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. Actions that promote safety in a range of situations. **Healthy and Active Communities** Actions that promote health and wellbeing. **Interacting with others** Emotional responses individuals may experience in different situations.	**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

Flood Warning System

Cyclone Warning System

Learning Intentions

The children will:

- Have knowledge of the need for a plan to prepare for a flood.
- Understand that they can have a role in the plan.
- Understand that flood waters are not safe to play in.
- Identify the risks associated with playing in flood waters.
- 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

Before Reading	• Introduce the children to the story 'Krokodiel has a Plan' • Discuss title. • Seek prior knowledge on understanding of the word 'plan.' • Focus Question: What is a plan? • Generate a definition. **Focus Questions** • Why do we plan? • When do we plan? • Can you give me an example of when you have made plans? **Scribe**: Examples of plans the children make with their families. **Prediction:** What plan do you think Krokodiel might be making?
Read: Krokodiel has a Plan	
During Reading	**Important Note:** The story may bring up feelings from lived experience of a flood or cyclone. Teacher to respond to children's comments and questions during story.
After Reading	**Class Discussion** **Focus Questions: Making a Plan** • How did Krokodiel and her family know to prepare for the wet season? • What plan did Krokodiel and her family make? • Whose family has a plan like Krokodiel and her family? • How can you be part of a plan? **Focus Questions: Emergency Bag/Supplies** • What did Krokodiel and her family pack? • What will you pack if you need to leave your home? • Use image of emergency items from the book. **Focus Questions: Listening to Country** • Who will tell us rain is near? • Who will show us where the flood will be? **Focus Questions: Water Safety** • How did Krokodiel, Kangaroo and Echidna know it was safe to play in the water? • Why do we need to wait until the water is clear? • What can happen if we swim or jump into brown flood water? • Children may have prior experience and can share examples the teacher can build on. **Action Plan**: Children are assisted to formulate their own plan on how they will discuss what they have learnt at school. Ensure that their family has a plan and they can articulate what their role can be in the plan.

Activities

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

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 • Flood Warning System • Cyclone Warning Levels	**Book Corner** Supporting Literature	**IPADS** Story Animation

Additional Resources

Animation: Krokodiel has a Plan

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/SES to arrange a school visit. (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

Publisher: Magabala Books

My Home in Kakadu *Jane Kristopherson*

Tales from the Bush Mob *Helen Milroy*

The River *Sally Morgan Illustrated by Johnny Warrkatja Malibirr*

Thank you rain! *Sally Morgan Illustrated by Johnny Warrkatja Malibirr*

Big Fella Rain *Beryl Webber Illustrated by Fern Martens*

Goorramindi the Crocodile *Quinlan Jaffrey*

Two Mates *Maggie Prewett*

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

Birdie and the Cyclone *Andrea Murray and Anil Tortop*

Birdie and the Flood *Andrea Murray and Anil Tortop*

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

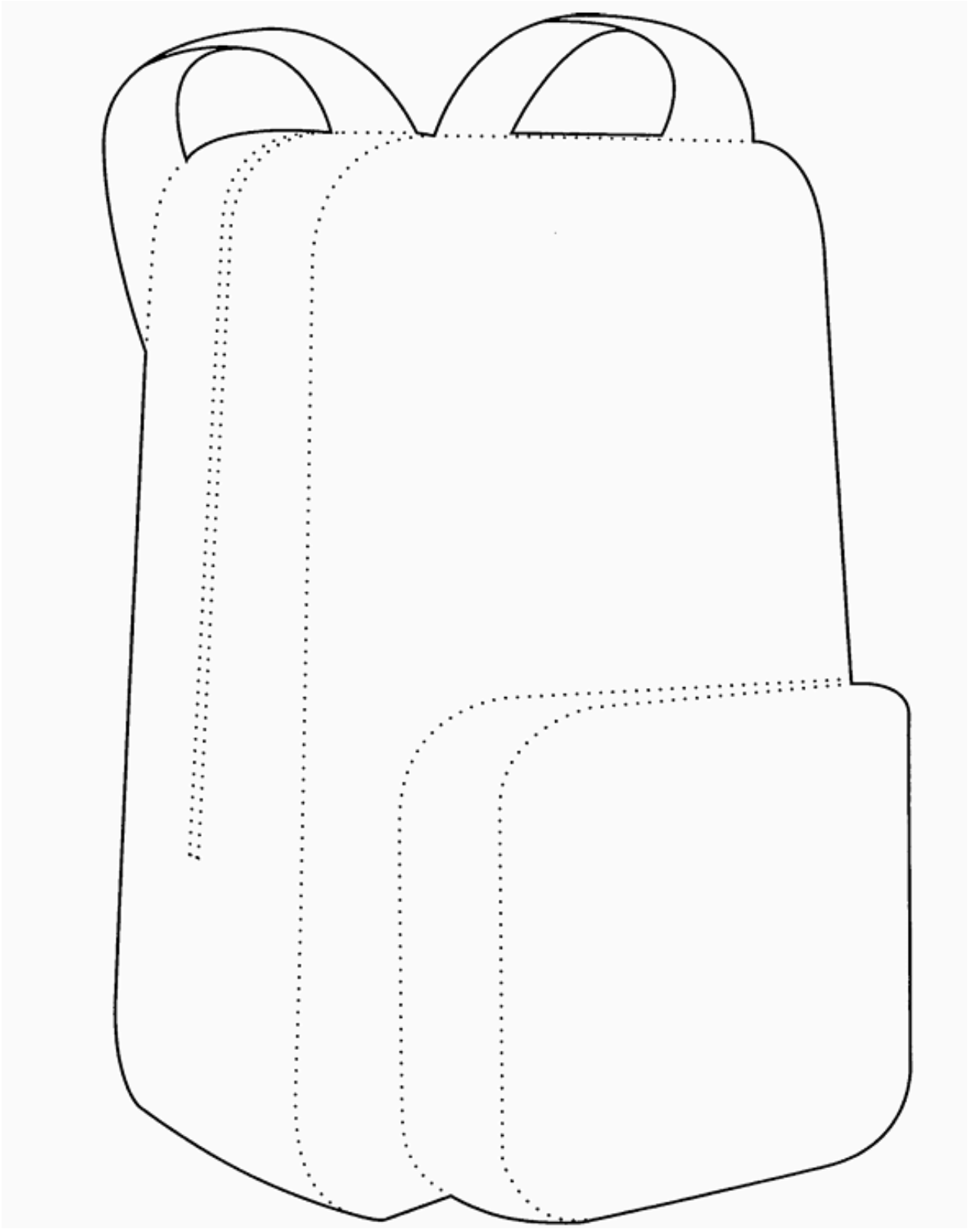
Scan the QR code for info on STORMS

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

Krokodiel has a Plan

Name:

Sequencing Activity

Krokodiel has a Plan