



**Australian Red Cross**  
THE POWER OF HUMANITY

# **REDiPlan** **preparedness** **program**

Early childhood  
for students aged 3 to 5

November 2012

**CRISIS CARE COMMITMENT**



*You need to pack up your really important things.*

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 childcare staff educate young children about important emergency preparedness information.

The plans have been designed to assist children to prepare for emergencies, including being aware of the feelings they may have during an emergency.

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

### 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 young children. Each section has been colour-coded as follows:



**Unit overview**



**Lesson plans 1–5**



**Lesson plan: Activity sheet**

# PREPAREDNESS Introduction

## Unit overview

### Purpose

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

- how they can prepare for emergency situations
- how to minimise the impact of an emergency on them, if one occurs.

### Structure and content

The unit is made up of 5 lessons. Lessons one to five are to be taught in sequence.

Lessons can be broken up over a day, week or month. Staff should also be aware of the needs of the children within their centre.



# PREPAREDNESS Introduction

## Unit overview

### Key concepts for emergency preparedness

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

#### Lesson one – Be informed

An emergency is a sudden, unforeseen event (usually involving danger) that requires immediate action.



#### Lesson two – Make a plan

People are better able to take care of themselves in an emergency when they know what to do and have practised in advance. Sometimes we have time to get ready and leave before an emergency, and at other times we may need to stay put.



#### Lesson three – Get a kit

An emergency kit contains essential items to sustain life. Being prepared for emergencies helps us to stay safe.



#### Lesson four – Know your emergency workers

Emergency workers assist to keep us safe in emergencies. They include police, fire, ambulance, surf lifesavers, SES, Red Cross volunteers and the Royal Flying Doctor Service.



#### Lesson five – Psychological preparedness

Preparedness involves being ready to act in case of an emergency. This requires knowledge of what to do and how to respond to an emergency.

# PREPAREDNESS Introduction

## Unit overview

The unit includes a variety of group learning opportunities and each lesson provides pointers for teachers and suggestions for further activities.

It is encouraged that teachers involve parents/guardians in as much of the lessons as they can, either as an invite to join some of the lessons or activities for children to do at home with their family/guardians.

Children show different levels of cognitive and emotional development. Ways to accommodate 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 lessons over a day, week or month
- undertaking further activities
- adapting content to the children's needs.

### **Before commencing the unit**

It is important to be aware of each child's prior experience with emergency situations, as this experience may have been traumatic. Children who have had a traumatic experience in the past will need extra care. It is essential that being involved in this unit does not aggravate or worsen any prior trauma.

Emergencies can take place in the home, at school and in the local area. Therefore, it is important to inform the children's families that this unit of work is being undertaken and to encourage their participation in take-home activities.

### **During the unit**

Children's emotional responses to emergency situations will vary. Some 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 children by frequently reminding them that:

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

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

# PREPAREDNESS Introduction

## Unit overview

### After completion of 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 this unit. Ways to do this include:

- Posters displayed permanently in the room and around the centre.
- Practising evacuation drills
- Monitoring of emergency kit contents
- Activities with parents/guardians around preparing for emergencies
- Revision activities.

### Useful sites

These websites are excellent sources of further information:

#### Australian Red Cross

[www.redcross.org.au](http://www.redcross.org.au)

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

- Emergency 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 agency that provides a range of suggested activities for different audiences, including educators. Follow the 'Resources' link on the website 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 an emergency occurs.

# PREPAREDNESS Introduction

## Unit overview

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

[www.earlytraumagrieff.anu.edu.au](http://www.earlytraumagrieff.anu.edu.au)

ACATLGN aims to promote understanding of child and adolescent trauma, loss and grief. Based at The Australian National University, its work is supported by Australian Government funding to provide early intervention services for parents, children and young people. The web portal provides tip sheets and information on emergencies and a wide range of social issues facing school communities.

### **Victorian Department of Human Services**

[www.dhs.vic.gov.au/for-individuals/crisis-and-emergency](http://www.dhs.vic.gov.au/for-individuals/crisis-and-emergency)

[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)

[www.dhs.vic.gov.au/for-service-providers/emergencies-and-preparedness/emergency-recovery](http://www.dhs.vic.gov.au/for-service-providers/emergencies-and-preparedness/emergency-recovery)

This Victorian Government site provides information on storms, H1N1 influenza (swine flu), bushfires, flood and pandemic influenza.

### **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)

# PREPAREDNESS Introduction

## Unit overview

### 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 **Early childhood**

## Lesson one: Be informed

Estimated time: 30 minutes

### Key concept

An emergency is a sudden, unforeseen event (usually involving danger) that requires immediate action.

### Resources

- Flashcards of scenes from emergencies such as floods, storms, fire, high seas, heatwave, human-made events and injuries.
- Flashcards of non-emergency scenes such as a child blowing out birthday candles, children swimming in a pool, a child who has fallen over and grazed their knee, or a child who is sad because they have lost their favourite toy.

### Prior to the lesson

- Make flashcards of emergency and non-emergency scenes from your own images or from the ones provided.

### Be aware!

Your students may have had 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.

### Aim

To introduce children to the nature and types of emergencies that may occur in the community. While some emergencies are experienced across all communities (e.g. house fires, storms) others will be region and context specific (e.g. bushfires, farm accidents, cyclones).

### Objectives

Participation in this lesson will assist children to:

- define the term 'emergency'
- identify a range of emergency situations that may occur in their community
- describe the effect of emergencies on health, life, property and the environment.

# PREPAREDNESS **Early childhood**

## Lesson one: Structure

### Introduction (10 minutes)

1. Play audio of an emergency vehicle siren (or make a siren sound). You could use the new Standard Emergency Warning Signal for telephones, which can be found at [www.bom.gov.au/inside/services\\_policy/disaster\\_mitigation/projects.shtml](http://www.bom.gov.au/inside/services_policy/disaster_mitigation/projects.shtml).
2. Brainstorm ideas with the children around when they might hear these sounds. Introduce the term 'emergency', discuss it and define what an emergency is.
3. Concepts might include:
  - When there is danger
  - When something unusual happens that could hurt people and animals, or cause damage to houses and cars
  - The result of nature giving us too much of something, like rain, wind or snow.

### Elaborate and explore (15 minutes)

4. Hold up flashcards of emergency scenes one at a time.
5. Ask the children to classify the event/scene as either an emergency or non-emergency.
6. Using the emergency flashcards, ask the children to identify which of these might happen in their community.
7. When an event/scene is identified as being possible in the community, discuss how it may affect people and other things. Prompting questions include:
  - Who could this happen to?
  - Who/what might get hurt/damaged in this emergency?
  - What might the house look like after this emergency?
  - How might the family who owns the house feel after the emergency?

### Closure (5 minutes)

8. Briefly discuss who could help us during an emergency situation and what they could do to help, e.g. tell an adult, ring 000.

9. Sing the following song with actions (to the tune of *I'm a Little Teapot*):

*I'm a little fire fighter on the go.* (hands on hips moving whole body to look from side to side)

*Here is my helmet, here is my hose.* (point to pretend hat and hold pretend hose)

*When I see a fire, hear me shout!*

*I turn on the water and put the fire out.* (make the action of holding a hose while squirting water on a fire)

*Shhhhhhhhhhhhhhhhh!*

# PREPAREDNESS **Early childhood**

## Lesson two: Make a plan

Estimated time: 30 minutes

### Key concepts

- People are better able to take care of themselves in an emergency when they know what to do and have practised in advance.
- Sometimes we have time to get ready and leave before an emergency, and at other times we may need to stay put.

### Resources

- Flashcards of emergency scenes, such as floods, storms, fire, high seas, and injuries or accidents.
- Centre emergency or evacuation plan.
- Copies of the Red Cross 'Emergency REDiPlan Get ready!' kids book for each child  
[www.redcross.org.au/emergency-resources.aspx](http://www.redcross.org.au/emergency-resources.aspx) or to enquire about hardcopies please email [rediplan@redcross.org.au](mailto:rediplan@redcross.org.au).

### Prior to the lesson

- Prepare flashcards of emergency scenes.

### Be aware!

Your students may have had 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's important you ensure students are given the opportunity to opt out of activities that might cause distress.

### Aims

- To reinforce the concept of making a plan, particularly the importance of being prepared for an emergency.
- To develop knowledge of what to do in an emergency and develop the skills to carry out these actions.
- To reinforce the importance of listening to an adult's instructions regarding when to stay and when to evacuate.

### Objectives

Participation in this lesson will assist children to:

- know why an emergency plan is necessary
- take part in an evacuation at their early childhood centre.

# PREPAREDNESS **Early childhood**

## Lesson two: Structure

### Introduction (5 minutes)

1. Use the flashcards of emergency scenes from lesson one to refresh the children's memories of emergencies, such as floods, storms, fire, etc.

### Elaborate and explore (20 minutes)

2. Ask the children what kinds of things may be useful in an emergency at home or at the early childhood centre, e.g. a torch, a radio, a fire blanket, a first-aid kit, smoke alarms, an emergency meeting point.
3. Remind the children that adults will usually be able to help them.
4. Prompt discussion with the children by asking:
  - When might we need to leave our home, or the early childhood centre, in a hurry, e.g. burst pipe, fire, electricity sparks, gas leak?
  - Where could we put these items to make them easy to get to in an emergency (e.g. an emergency kit)?
5. Discuss what a child can do if an emergency happens at home, such as:
  - Make a plan with your family about where you will meet during an emergency, e.g. at the letterbox, near the car, across the street
  - Let an adult know when you think something is wrong or you hear an alarm
  - Walk quickly to the safe meeting place.
6. Prompt a discussion with the children using the following questions:
  - Where would you meet outside your home?
  - Why is this a safe place?
  - Who and what should you take with you?
  - Who could help you to get to the meeting place?
7. Explain that at the early childhood centre there are also procedures everyone must follow during an emergency. They are:
  - Listen to the warning signal and follow instructions from the teachers
  - Hold hands with a partner
  - Walk quickly to the safe meeting place
  - Answer your name when called.
8. Finally, get the children to participate in a practice evacuation and drill.

### Closure (5 minutes)

9. Praise the children on their handling of the evacuation drill and highlight any areas that need improvement. Discuss why it is important to know what to do in an emergency and reinforce the importance of having an emergency plan at home.
10. Give each child a 'take home emergency plan' kit to use with their family.

# PREPAREDNESS **Early childhood**

## Lesson three: Get a kit

Estimated time: 25 minutes

### Key concepts

An emergency kit contains items that are important during an emergency but also items that are precious to you and your family. Being prepared for emergencies helps us to stay safe.

### Resources

- Torch
- Radio
- Batteries
- Toy
- First-aid kit
- Snacks
- Water
- Sunscreen
- Medicine (including medications for asthma, diabetes, anaphylaxis, etc.)
- Example of a birth certificate/ passport
- Sunhat
- Mobile phone
- Backpack
- Variety of non-essential items for an emergency kit
- 'The Storm' (activity sheet one) or found in the book the 'Emergency REDiPlan Get Ready!' children's workbook (pp. 12–13), which is available online at [www.redcross.org.au/emergency-resources.aspx](http://www.redcross.org.au/emergency-resources.aspx) or to enquire about hardcopies please email [rediplan@redcross.org.au](mailto:rediplan@redcross.org.au).

### Prior to the lesson

- Collect a variety of essential and non-essential items to be used for the memory game (see suggestions in resources list)
- Invite parents to join the lesson or inform them about take home activities.

# PREPAREDNESS **Early childhood**

## Lesson three: Get a kit

Estimated time: 25 minutes

### Be aware!

Your students may have had 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.

### Aim

To introduce children to the importance of being ready for emergencies and educate them about packing an emergency kit to prepare a family for immediate evacuation in the event of an emergency.

### Objectives

Participation in this lesson will assist children to:

- differentiate between essential and non-essential items in an emergency kit
- describe the purpose of items in an emergency kit.



# PREPAREDNESS **Early childhood**

## Lesson three: Structure

### Introduction (5 minutes)

1. Read 'The Storm' (activity sheet one). Discuss how the children in the story might have felt in this situation. Discuss why it was important for them to have an emergency kit ready.

### Elaborate and explore (15 minutes)

2. Display a variety of essential and non-essential items required for an emergency kit based on the story.
3. Get the children to participate in a memory game. Ask them to sit in a circle with the items in the middle. Ask the children to close their eyes and remove one item from the centre. Ask the children to open their eyes and guess which item is missing. Play the game several times.
4. Ask the children to classify each item as essential or non-essential for an emergency kit. When finished, keep the items identified as essential on hand and put aside the items identified as non-essential.
5. Explain to the children that you are going to simulate a power failure that may occur in a storm. Warn them that the room is going to get dark.
6. Switch off the lights, but allow natural light into the room. Depending on the children's reactions, consider using percussion instruments to make storm-related noises.
7. Using the items they identified as essential, ask the students questions about the purpose of each item in this situation, e.g. you need the torch to see, the mobile phone to ring for help, etc.
8. Ask the students to talk about the purpose of each item as they pack it into a kit, such as a backpack.
9. Remind the children that you might not always be able to get to your emergency kit.

### Closure (5 minutes)

10. Lead a discussion about emergency kits and how they can help their parents or caregivers to prepare a kit.
11. Encourage the children to go home and share what they have learnt in the lesson.

## 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.

# PREPAREDNESS **Early childhood**

## **Lesson four:** Know your emergency workers

Estimated time: 20 minutes

### **Key concept**

Emergency workers assist to keep us safe in emergencies. They include police, the fire service, ambulance, lifesavers, SES, Red Cross volunteers and the Royal Flying Doctor Service.

### **Resources**

- Non-working landline and mobile telephone.
- Flashcards of emergency scenes.
- Activity sheet – Emergency Personnel.  
From the booklet ‘Emergency REDiPlan Get Ready!’ which can be found on the Red Cross website [www.redcross.org.au/emergency-resources.aspx](http://www.redcross.org.au/emergency-resources.aspx) or to enquire about hardcopies please email [rediplan@redcross.org.au](mailto:rediplan@redcross.org.au).
- Emergency worker costumes.
- A large piece of cardboard with the numbers 0–9 arranged as they appear on a telephone.

### **Prior to the lesson**

- Collect items such as phones and dress up costumes.
- Prepare flashcards of emergency scenes and emergency workers.
- Prepare a large piece of cardboard with the numbers 0–9 arranged as they appear on a telephone.
- Have emergency workers come and speak to the class about what they do (optional).

### **Be aware!**

Your students may have had 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.

Remember to be culturally and gender inclusive when discussing emergency service personnel.

# PREPAREDNESS **Early childhood**

## **Lesson four:** **Know your emergency workers**

Estimated time: 20 minutes

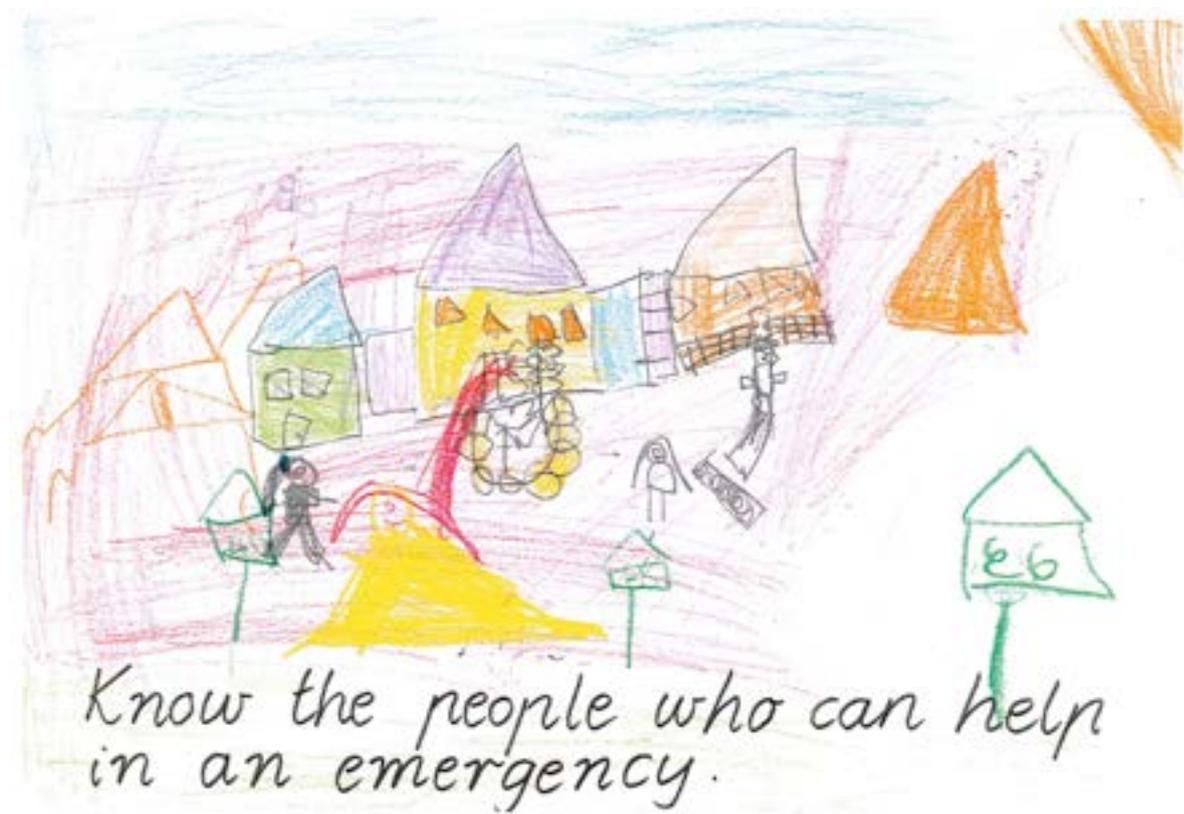
### **Aim**

To introduce children to the different types and roles of emergency workers who can help in an emergency, including how to request assistance from these people.

### **Objectives**

Participation in this lesson will assist children to:

- identify a range of community helpers who can assist in an emergency
- describe the role of community helpers
- rehearse phone calls to emergency services to request assistance.



# PREPAREDNESS **Early childhood**

## Lesson four: Structure

### Introduction (5 minutes)

1. Show the children flashcards of emergency workers and ask them to match the emergency worker to the emergency scene. For example, to match the house fire image with the fire person.

### Elaborate and explore (10 minutes)

2. Ask if anyone knows the phone number to call in case of an emergency.
3. Ask the children to repeat 'zero, zero, zero' out loud.
4. Hold up the cardboard with the numbers on it and ask the children to point to the 'zero' to reinforce what the number looks like.
5. Discuss what they will need to know when they dial triple zero (000), such as which emergency service they need, their name and their address.
6. Sing the 'zero, zero, zero' song below to the tune of *Three Blind Mice*:

*Zero, zero, zero*

*Zero, zero, zero*

*Help is on the way*

*Help is on the way*

*If I need help I know what to do*

*Call the police, ambulance or fire fighter too*

*It makes me feel safe to know what to do*

*Call zero, zero, zero.*

7. Show the children a flashcard of an emergency scene.
8. Ask the children to dial 000 on the non-working landline or mobile phone and request the best emergency service for the scene. They should state their name and address (if appropriate), and describe the emergency (fire, injury, storm damage, heatwave, man-made event). Ask another child to dress up in the relevant emergency worker costume and respond to the emergency.

### Closure (5 minutes)

9. Tell the children that other helpers, such as parents, teachers and neighbours, can assist in an emergency but they don't need to dial 000 to contact them.

# PREPAREDNESS **Early childhood**

## **Lesson five:** Psychological preparedness

Estimated time: 25 minutes

### **Key concept**

Preparedness involves being ready to act in case of an emergency. Being ready to act requires knowledge of what to do and how to respond to an emergency.

### **Resources**

- Beanbag.
- Tunnel.

### **Be aware!**

Your students may have had 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.

### **Aims**

- To provide children with practical skills around what to do in an emergency situation.
- To reinforce the message that being ready will help them feel safe and confident in an emergency.

### **Objectives**

Participation in this lesson will assist children to:

- identify the importance of being ready for an emergency
- develop strategies to protect themselves should an emergency occur.

# PREPAREDNESS **Early childhood**

## Lesson five : Structure

### Introduction (5 minutes)

1. Show the flashcards of emergency situations from lesson one to help the children recall what an emergency is and the importance of knowing what to do in an emergency.

### Elaborate and explore (15 minutes)

2. Choose two or three emergencies that are risks for your local area and show a flashcard of the emergency to the students.
3. Discuss how part of knowing what to do in an emergency is knowing how to look after yourself. Talk about the examples on the flashcards and discuss what the children and their families can do to stay safe in each situation.
  - **Action:** If there is a lot of smoke, you need to 'get down low and go go go'.
  - **Activity:** Have the children practise this by crawling through a tunnel.
  - **Action:** If you or your clothes catch on fire, you need to 'stop, drop, cover and roll'.
  - **Activity:** Have the children practise this by playing a catching game. The children stand in a circle and throw a beanbag to each other. Catching the beanbag represents the child being 'on fire' and they need to stop, drop, cover their face and roll.
  - **Action:** If there is an earthquake, you need to 'drop' (as low as possible), 'cover' (under a doorframe, table or in the corner of an internal wall), and 'hold on' (to a doorframe, table leg or wall).
  - **Activity:** Repeat the 'stop, drop, cover and roll' game, but this time when a child catches the beanbag they 'drop, cover and hold on'.
  - **Action:** If there is a flood, you need to move yourself, your valuables and pets to higher ground.
  - **Activity:** Brainstorm as a group where in their house they might be able to go.
  - **Action:** If there is a storm, you need to stay inside away from windows and doorways.

### Closure (5 minutes)

4. Revisit the 'zero, zero, zero' song with the children:

*Zero, zero, zero*

*Zero, zero, zero*

*Help is on the way*

*Help is on the way*

*If I need help I know what to do*

*I can call the police or the fire fighter too*

*It makes me feel safe to know what to do*

*Call zero, zero, zero.*





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