

**TRIPLE
ZERO**
kids' challenge

Teacher's Guide

A teacher's guide to giving lessons on
emergency situations and safety.



ABOUT THIS RESOURCE

Intended audience

This resource has been designed for teachers of students in Prep, Grade 1 – and Grade 2.

The resource

This resource has been designed to teach Australian children how to identify and report legitimate emergencies by calling Triple Zero. It has also been designed to introduce children to core concepts of household fire safety.

The resource complements the 'Triple Zero Kids' challenge' interactive online and app safety game. The online/app game consists of 12 different scenarios addressing a range of emergency situations including medical emergencies, major accidents, house fires, bushfires, serious crimes and suspicious behaviours. The estimated game-play time is one hour, but it can be played in shorter intervals. You can access the game at

<http://kids.triplezero.gov.au>

The game can also be downloaded for free as an app from iTunes or Google Play.

Curriculum alignment

The learning outcomes and teaching and learning activities in the resource are aligned to the Australian National Curriculum. As a whole, the program is aligned to the curriculum for Health & Physical Education – Personal, social & community health – Being healthy, safe and active. A complete description of curriculum links for each individual lesson is provided at the end of this Teacher's Guide.



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Resource content

The resource consists of 14 lesson plans, each of which contains a series of classroom learning activities. Many of the lessons also include interactive homework extensions that are aimed at further consolidating children's learning and increasing safety within their households. We recommend that you deliver the lessons in the order in which they are presented because the concepts and skills taught in each lesson build upon those in the preceding lessons. You will find all the materials you need to deliver each lesson in the Teacher's Resource Pack, which has been designed to reduce the amount of preparation time required.

The resource includes the following:

- 10 Lesson plans for students in Prep, Grade 1, and Grade 2:

(1) What is an Emergency? (2) Police, Fire, Ambulance (3) Hoax Calls (4) Big Accidents and Small Accidents (5) Triple Zero Heroes (6) Calling Triple Zero to Report a Big Accident or Medical Emergency (7) Describing a Suspicious Person (8) Reporting a Suspicious Person (9) Calling Triple Zero to Report a House Fire (10) House Fire Safety

- 4 additional lesson plans on bushfire safety for students in Grade 2:

(11) Bushfire Danger Ratings (12) Bushfire Alerts (13) Preparing for Bushfire (14) Making a Bushfire Plan

- A Teacher's Resource Pack
- An Emergency Services contact list for each State and Territory
- A description of each of the 12 'Triple Zero Kids' Challenge' game scenarios
- A set of tables outlining links to the curriculum for each year level.



Questions, concerns and feedback

While the learning activities directly address the very serious topics of medical emergencies, major accidents, fires and crime, they have been designed to be as fun and engaging as possible. They have also been rigorously tested and evaluated among the intended audience. However, should you have any questions relating to any of the content in this resource, do not hesitate to contact your local emergency service agency. You will find an emergency services contact list at the back of the resource. We also welcome feedback on your experiences in using the resource so that it can be improved for future users. All feedback can be forwarded to the Triple Zero Awareness Working Group at triplezero@fire.nsw.gov.au



LESSON PLANS

LESSON ONE: WHAT IS AN EMERGENCY?

Overview

Students are introduced to the concept of an 'emergency' and learn to identify when an emergency is taking place.

PREPARATION

Students play Triple Zero Kids' Challenge Game 'Police 1'.

MATERIALS AND RESOURCES

- Emergency Bingo Cards (see Teacher's Resource Pack)
- Emergency Bingo Game Board (see Teacher's Resource Pack)
- Parent's information sheet (see Teacher's Resource Pack)
- Scissors, pencils or felt-tipped markers and glue.

TEACHING AND LEARNING ACTIVITIES

Guided discussion (15–20 minutes)

Lead the students in a guided discussion about the concept of 'emergencies'. The following questions are a guide only. Be sure to address any misconceptions as you go.

- What is an emergency?
- What kinds of emergencies are there?
- Have you ever experienced an emergency?
- Has anyone you know ever experienced an emergency?

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Key message

An emergency is when...

- Someone is badly injured or very unwell.
- Your life or somebody else's life is in danger.
- There is a serious accident or crime taking place.

Emergency Bingo game (30–40 minutes)

In the Teacher's Resource Pack you will find a set of 13 Emergency Bingo Cards and a Bingo Board. Make a copies for every student in the class. Instruct the students to cut out all of the cards. They can then choose any six, colour them in and glue them to their Bingo Board.

To play the game, the teacher calls out a situation depicted on one of the Emergency Bingo Cards (for example, 'What if a child falls out of a tree and can't move?'). Students check the cards on their Bingo Board and if they have that situation, they call out 'It's an emergency!' Encourage students to explain why the situation is an emergency (for example, 'It's an emergency because she is badly injured'). Students with that card on their board can put a cross through it. The teacher continues calling out situations depicted on the Emergency Bingo Cards until a student has put a cross through all of their cards. This student is the winner and the 'Triple Zero Hero'. If time allows, give each student a new bingo board. They can then choose another six cards from their remaining set, colour them in, glue them down and play another round.

Teacher tip: You may want to make a laminated class set of Bingo Boards and Emergency Bingo Cards. Then you can play again and again and really consolidate the students' knowledge.

HOMEWORK EXTENSION

Send students home with the Parent's Information Sheet about Triple Zero and the 'Triple Zero Kids' Challenge'. The aim of this information sheet is to let parents know that the children are learning about Triple Zero at school and will be bringing home activities that the family can do together to help to increase household safety.

OUTCOMES AND INDICATORS

Students can correctly identify an emergency and articulate why it is an emergency (such as: someone is badly injured; a serious accident has occurred; or a crime is taking place).



LESSON TWO: POLICE, FIRE, AMBULANCE

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Overview

Students learn which emergency service agency to request for different types of emergencies.

PREPARATION

Students play Triple Zero Kids' Challenge Games 'Ambulance 1', 'Fire 2' and 'Police 3'.

RESOURCES

- Triple Zero Hats (see Teacher's Resource Pack)
- Emergency Bingo Cards (see Teacher's Resource Pack)
- A ball
- Fire, Ambulance, Police Worksheet (See Teacher's Resource Pack).
- Zero Zero Zero colouring-in sheet

TEACHING AND LEARNING ACTIVITIES

Guided discussion (15–20 minutes)

Lead the students in a guided discussion about the concept of 'Triple Zero'. The following questions are a guide only. Be sure to address any misconceptions as you go. Make sure that students understand there are three zeroes in 'Triple Zero'.

- What should you do if there is an emergency?
- Who can you ask for help?
- Is there anyone you should call?
- Does anyone know what Triple Zero is?
- How many zeros in Triple Zero?
- When should we call Triple Zero?



Key message

If there is an emergency, look around to see if there is a helper, such as a parent, an older brother or sister, or a teacher. If there are no helpers around, find a phone and call Zero Zero Zero.



Triple Zero Song (10–15 minutes)

Teach the class the Triple Zero Song. You can find a video of the song as performed by the Hooley Dooleys here: kids.triplezero.gov.au/links/hd

THE LYRICS OF THE SONG ARE AS FOLLOWS:

In an emergency, If there's a fire that you can see,
Zero Zero Zero

If someone's hurt and you need help,
Zero Zero Zero

You don't have to manage by yourself
Call for help!

Zero Zero Zero.
Learn the number!
Zero Zero Zero.



Zero Zero Zero (15 minutes)

It's very important that students understand that they need to dial three zeroes. Provide each student with a copy of the 'Zero Zero Zero' colouring-in sheet to complete. Reinforce that there are three zeroes. Display the completed worksheets around the classroom to consolidate their familiarity with the three zeroes.

Ball Toss game (30–35 minutes)

Divide the class into three and give each group a different Triple Zero Hat to colour and assemble. Explain to the students that when they call Triple Zero, the operator will ask them if they need Police, Fire or Ambulance and they need to reply correctly. This game is designed for them to practise thinking really quickly about what emergency service they require. Students put on their Triple Zero Hats and stand in a large circle. The teacher passes a ball to one of the students and describes an emergency situation from the Emergency Bingo Cards. The student needs to throw the ball to another student wearing the correct hat. If the child throws the ball to the wrong emergency service, they may have another try.

OUTCOMES AND INDICATORS

Students can recite Triple Zero as the number to call in an emergency. Students can correctly identify which service to request for each type of emergency.

HOMEWORK EXTENSION

Give each student a Police, Fire, Ambulance Worksheet and encourage them to complete it with their family.



Key message

When you call Triple Zero, you need to tell the operator which emergency service you need – Police, Fire or Ambulance.

LESSON THREE: HOAX CALLS

Overview

Students watch a short news segment about hoax calls and participate in a game-show style quiz.

PREPARATION

Students play Triple Zero Kids' Challenge Game 'Ambulance 1'

MATERIALS AND RESOURCES

- Audio-visual equipment
- 'Behind the News' segment on hoax calls
kids.triplezero.gov.au/links/btn
- Game Show Quiz Questions (see Teacher's Resource Pack)
- Four instruments for 'buzzers' (for example, a bell, a tambourine, a horn and so on).
- Is it a hoax call or a real emergency? (see Teacher's Resource Pack)



Key message

NEVER call Triple Zero for fun or a prank. There are serious consequences for you and for other people who might be in need of help.

TEACHING AND LEARNING ACTIVITIES

Game Show quiz (30–35 minutes)

Explain to the students that they are going to watch a short video about Triple Zero. They need to listen carefully and remember as much as they can because then they are going to be contestants in a game show. Screen the *Behind the News* segment on hoax calls.

Four students stand at the front of the class – they are the contestants. Give each student a different ‘buzzer’. The teacher reads a question from the Game Show Quiz Questions and the first student to sound their ‘buzzer’ gets to answer the question. If that student is not correct, read the question again to allow the other contestants to try their answers. A student who answers correctly will remain at the front of the class, and the other three students are replaced with three new contestants.

When the teacher has run out of questions, turn it over to the students and let them ‘host’ the show. Don’t worry if they ask the same or similar questions to those that have already been asked – this will just consolidate their learning.

Is it a hoax or a real emergency? (5 minutes)

Read each scenario from “Is it a hoax or a real emergency?” in the Teacher’s Resource Pack. For each scenario, the students call out “It’s a hoax!” or “It’s a real emergency!” When you get to the end of the list, the students can make up their own scenarios. Be sure to reinforce, the message that making hoax calls is illegal and can have serious consequences.

OUTCOMES AND INDICATORS

Students can explain why hoax calls are wrong and can recite the consequences of making a hoax call for both the emergency services and the hoax caller.



LESSON FOUR: BIG ACCIDENTS AND SMALL ACCIDENTS

Overview

In this lesson, students learn the difference between big accidents and small accidents and correctly identify which accidents require a call to Triple Zero.

PREPARATION

Students play Triple Zero Kids' Challenge Game 'Ambulance 2'.

MATERIAL AND RESOURCES

- Big Accident, Small Accident List (see Teacher's Resource Pack)
- Poster paper and marker.

TEACHING AND LEARNING ACTIVITIES

Big accidents, small accidents (30–35 minutes)

Students assemble in a large open outdoor area, such as a basketball court. Using the poster paper and marker, the teacher places a 'BIG' for big accident at one end of the court and a 'SMALL' for small accident at the other. Students then line up across the middle of the court. The teacher then reads out an item from the Big Accident, Small Accident List and students run to the appropriate end.

After each item, students reassemble across the middle point and the teacher reads out another item from the list. Continue until all items on the list have been addressed.



Key message

Know the difference between big accidents and small accidents.
Only ever call Triple Zero if there is a big accident.
If there is a small accident, tell a grown-up so they can help.

GUIDED DISCUSSION (15–20 MINUTES)

Lead the students in a guided discussion about the meaning of 'unconscious'. Suggest some of the types of accidents that can cause unconsciousness and ask the students for more examples. Demonstrate how to check if someone is unconscious by touching them on the shoulder and saying their name loudly. Let the students practise on each other.

OUTCOMES AND INDICATORS

Students can correctly distinguish between a big accident and a small accident. Students can explain the meaning of unconscious and demonstrate how to check if someone is unconscious.

Key message

If someone is unwell or injured and you can't wake them up, they are unconscious. This means that a big accident has occurred and you need to call Triple Zero. If someone can't breathe, this is an emergency and you need to call Triple Zero.



LESSON FIVE: TRIPLE ZERO HEROES

Overview

In this lesson, students watch a series of videos about Triple Zero Heroes and learn about the key pieces of information they need to provide to the operator when they make a Triple Zero call (including the nature of the emergency, phone number and address).

Students also learn and practise reciting their address in a loud, clear voice. This is especially important for younger students who may not know their address.

MATERIALS AND RESOURCES

- Audio-visual Equipment
- Triple Zero Hero Videos

- kids.triplezero.gov.au/links/bh
- kids.triplezero.gov.au/links/kz
- kids.triplezero.gov.au/links/tzh
- kids.triplezero.gov.au/links/8yo-tzh
- kids.triplezero.gov.au/links/4yo-tzh
- kids.triplezero.gov.au/links/6yo-tzh
- kids.triplezero.gov.au/links/kz-tz

- My Phone Number and Address form (see Teacher's Resource Pack)

PREPARATION

Students play Triple Zero Kids' Challenge Games 'Ambulance 3' and 'Ambulance 4'.



Teaching and learning activities

VIDEO SCREENINGS ABOUT TRIPLE ZERO HEROES (30–35 MINUTES)

Tell the children that you are going to play them a Triple Zero Hero Video. Tell them they need to watch and listen carefully and remember as much as possible. You may want to screen the video twice to help them remember more details. After they have watched the video, have them brainstorm everything they remember about the call. Prompt them as much as necessary. For example: What was the emergency? What service did the boy / girl need: Police, Fire or Ambulance? How old was the boy / girl? Screen as many videos from the list provided as time allows.

My Address and Phone Number (20 Minutes)

Provide each student with a copy of the “My address and phone number” worksheet (see Teacher’s Resource Pack). Have the students fill in their street number, street name, town or suburb and state. Younger students might need you to write out these details for them so they can then copy them onto the worksheet. Explain to the students that this is their ‘Address’.

What’s Your Address? (20 Minutes)

Have the students stand in a circle. Put some fun music on. Select a student to go the centre of the circle. Instruct the students to dance until the music stops. Stop the music then ask the student in the centre of the circle “What’s your address?” The student responds by reciting their address in a loud, clear voice.

Students might need to be prompted, so having a list of student addresses handy is a good idea. Make sure the student includes their street number, street name, town or suburb and state.

Once the student has correctly recited their address, restart the music, and select a new student to go to the centre. Repeat until every child has had a turn.

Key message

Triple Zero Heroes stay calm, stay relevant and stay on the phone.

Key message

Memorise your address and your phone number. If it’s too hard to remember, write it on or near the phone.

HOMWORK EXTENSION

Send the children home with the My Phone Number and Address from the Teacher's Resource Pack.

OUTCOMES AND INDICATORS

Students know their phone number and address and can recite this information when asked. If they can't remember it, they have placed it on or near their home phone.

LESSON SIX: CALLING TRIPLE ZERO TO REPORT A BIG ACCIDENT OR MEDICAL EMERGENCY

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Overview

In this activity, students make their own cardboard mobile phone and practise making a call to Triple Zero to report a big accident or medical emergency.

PREPARATION

Students play Triple Zero Kids' Challenge Games 'Ambulance 1' 'Ambulance 2' 'Ambulance 3' and 'Ambulance 4'.

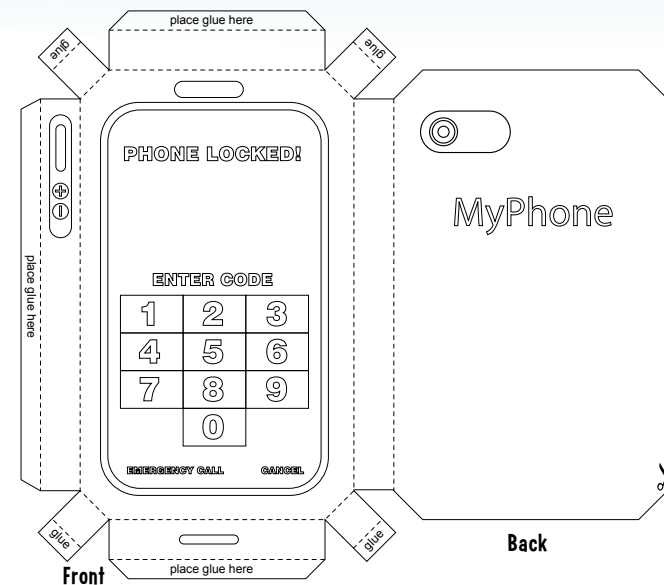
MATERIALS AND RESOURCES

- Mobile Phone Template (see Teacher's Resource Pack)
- Pencils or felt-tipped markers, glue, light cardboard
- Headset or phone for the 'operator'
- Emergency Bingo Cards (see Teacher's Resource Pack)
- Call Script for Reporting Accidents and Medical Emergencies (see Teacher's Resource Pack).

Make a mobile phone (35–40 minutes)

Each student colours and assembles a mobile phone using the Mobile Phone Template.

Students can then write their phone number on the phone if they can't remember it.



Key message

You don't need to know the mobile phone's passcode to call Triple Zero. Just press the emergency button at the bottom and you can make the call. Ask a grown-up to show you how!

Calling Triple Zero to report an accident or a medical emergency (30–40 minutes)

Organise the students in groups of two. Select one student to be the 'caller' and one student to be the 'accident victim'. Give each group one of the Emergency Bingo Cards that depict an accident and allow them a few minutes to practise a role play of the situation. The students then act out the accident for the class and the 'caller' places an emergency call to Triple Zero. Using the Call Script for Reporting a Big Accident or Medical Emergency, the teacher acts as the 'operator'. Two extra students can act as the paramedics. Repeat with as many different students as time allows. More capable or older students may want to have a turn at being the operator.

HOMWORK EXTENSION

Send the children home with the Phone Number and Address worksheet from the Teacher's Resource Pack and encourage them to memorise their details with their parents.

OUTCOMES AND INDICATORS

Students can call Triple Zero to report an accident and provide all necessary personal information and details of the accident or medical emergency.



LESSON SEVEN: DESCRIBING A SUSPICIOUS PERSON

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Overview

In this lesson, students practise remembering and describing key features of a suspicious person.

PREPARATION

Students play Triple Zero Kids' Challenge Game 'Police 3'

MATERIALS AND RESOURCES

- Person / Vehicle Templates in Teacher's Resource Pack
- Crayon, pencils or felt-tipped markers.

TEACHING AND LEARNING ACTIVITIES

Memory game (30–35 minutes)

Give each student a Person / Vehicle Picture Template. Instruct the students to add details and decorate their template in any way they choose. Students then swap their pictures with a partner. One student then has one minute to remember as many details about the person in the picture as possible.

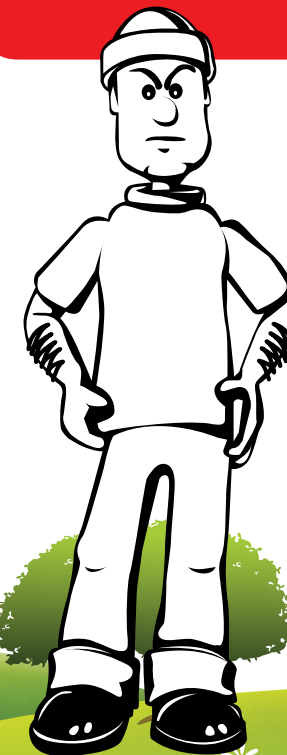
The other student then hides the picture from their view and quizzes them about the key characteristics of the person (for example: 'What colour shoes was he wearing?' 'What colour hair did he have?'). Students then swap roles and repeat the activity. If they like, students can tally up correct and incorrect responses by placing a small tick or cross on the relevant characteristic. When the activity is completed, collect and store the students' decorated templates for the next lesson.

OUTCOMES AND INDICATORS

Students can recognise and recall key characteristics of people and vehicles and describe them when questioned.

Key message

If you see a crime happening or someone behaving suspiciously, try to remember information that will help the Police later.



LESSON EIGHT: A SUSPICIOUS PERSON

Overview

In this lesson, students learn how to respond when a suspicious person offers them a lift. They also practise calling Triple Zero to report the suspicious person.

PREPARATION

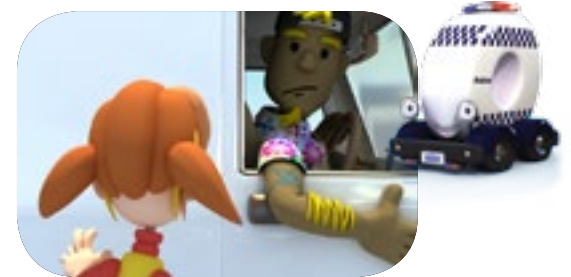
Students play Triple Zero Kids' Challenge Game 'Police 2'

MATERIALS AND RESOURCES

- Person / Vehicle Templates from Lesson Seven
- Call Script for Reporting a Suspicious Person (see Teacher's Resource Pack)
- Cardboard mobile phones
- Headset for the 'operator'
- School Pickup Slip (see Teacher's Resource Pack).

Key message

Never accept a lift from a stranger. If a stranger offers you a lift, go directly to a safe location, tell a grown-up and call Triple Zero.



TEACHING AND LEARNING ACTIVITIES

Guided discussion (10–15 minutes)

Lead the class in a discussion about suspicious behaviour. Explain that one example of suspicious behaviour is if a stranger offers you a lift before or after school. Ask the students what they would do if a stranger offered them a lift. Explain that if this happens they should say, 'No! I don't know you. Go away!' and then go directly to a safe place, tell an adult and call Triple Zero. Brainstorm safe places and write them on the board. Have the children practise saying: 'No, I don't know you! Go away!' The louder the better!

Calling Triple Zero to report a suspicious person (30–40 minutes)

Using their Person / Vehicle Picture Template from the previous lesson (Lesson Seven), students practise calling Triple Zero to report a suspicious person. The teacher can act as the operator by following the Call Script for Reporting a Suspicious Person. Practise with as many students as time allows. If the students are capable, they can separate into pairs and practise among themselves.

Send students home with the School Pickup Slip in the Teacher's Resource Pack. Parents and students can work together to designate a person (or list of people) who can pick them up from school if parents are unavailable. Students can then return their slips to school to be checked off.

OUTCOMES AND INDICATORS

Children are able to call Triple Zero to report a suspicious person and provide all relevant information to the operator including a description of the person and their vehicle.

**IF MUM OR DAD CAN'T PICK ME UP FROM SCHOOL,
ONE OF THESE PEOPLE WILL...**

NAME _____	PH. _____
NAME _____	PH. _____
NAME _____	PH. _____
NAME _____	PH. _____

REMEMBER, NEVER ACCEPT A LIFT FROM A STRANGER!

MY PHONE NUMBER AND ADDRESS SLIP.

My phone number is _____

My address is _____



LESSON NINE: CALLING TRIPLE ZERO FOR A HOUSE FIRE

Overview

Children practise calling Triple Zero to report a house fire.

PREPARATION

Students play Triple Zero Kids' Challenge Game 'Fire 3' and 'Fire 4'

MATERIALS AND RESOURCES

- Cardboard mobile phone
- 'Headset' for the operator
- Call Script for Reporting a House Fire (see Teacher's Resource Pack)

TEACHING AND LEARNING ACTIVITIES

Calling Triple Zero to report a house fire (30–40 minutes)

Students first brainstorm the various ways that a fire could start in the house and list them on the board. Select one of the student's suggestions and invite a student to act out the conversation using the Call Script for Reporting a House Fire. First, introduce the scenario as follows: 'You are home when all of a sudden [insert way that fire started]. You run to find a grown-up. The grown-up tries to put the fire out with the fire extinguisher [or fire blanket] but the fire grows bigger. It's time to call Triple Zero.' If students are capable they can practise making calls in pairs.

OUTCOMES AND INDICATORS

Students can call Triple Zero to report a house fire, providing all relevant information to the operator.

Key message

If a small fire starts in the house, run to find a grown-up. If the grown-up can't put the fire out, call Triple Zero.

Key message

If a fire starts in the house and no grown-ups are around, don't try to put the fire out. Get out of the house immediately and call Triple Zero.



LESSON TEN: HOUSE FIRE SAFETY

Overview

Students learn the importance of having working smoke alarms, a fire extinguisher and a fire blanket in their home. They also learn how to escape from a house fire and develop a house fire escape plan with their family.

MATERIALS AND RESOURCES

- Fire Safety Stocktake Form (see Teacher's Resource Pack)
- House Fire Escape Plan Template (see Teacher's Resource Pack)

PREPARATION

Students play Triple Zero Kids' Challenge Game 'Fire 4'

TEACHING AND LEARNING ACTIVITIES

Fire Safety stocktake (30–35 minutes)

Show the children what a smoke alarm looks like. Explain how it works and how to check the batteries. Also show the students a fire extinguisher and fire blanket and explain how they work. Emphasise that only grown-ups are allowed to use this equipment. Using the Fire Safety Stocktake form, students visit nearby classrooms in small groups to check if they have working smoke alarms, a fire extinguisher and a fire blanket, filling out the Fire Safety Stocktake form as they go.

Key message

Make sure your home has working smoke alarms, a fire blanket, a fire extinguisher and a home escape plan.



Escaping a house fire (30–35 minutes)

Lead a guided discussion with the students about what they would do if they were woken up by the smoke alarm in the night. Children often think they should try to find their family inside the house – make sure they understand that the best thing to do is get out as fast as they can and meet at the family meeting place.

- What would you do if you were woken up by the smoke alarm in the night and it was very smoky and dark?
- How would you get out of the house?
- Where would you meet your family?
- What would you do if you couldn't breathe because of all the smoke?
- What if the fire was blocking your path to the door?
- What if the door was locked?

Practise exiting the classroom while focusing on the following actions: get down low and go, go, go; test to see if the door is hot by using the back of your hand; close the door behind you. Ensure that the children understand the reasons underlying each of these actions.

HOMEWORK EXTENSION

Send each student home with the Triple Zero House Fire Escape Plan template. Instruct students to make a house fire escape plan with their family. Encourage students to practise the plan with their family to see if it works. Students then return the plan to school to be marked off by the teacher. Students can then display their plan on the fridge at home.

Key message

If the air is very smoky and it's hard to breathe, get down low and go, go, go.

Key message

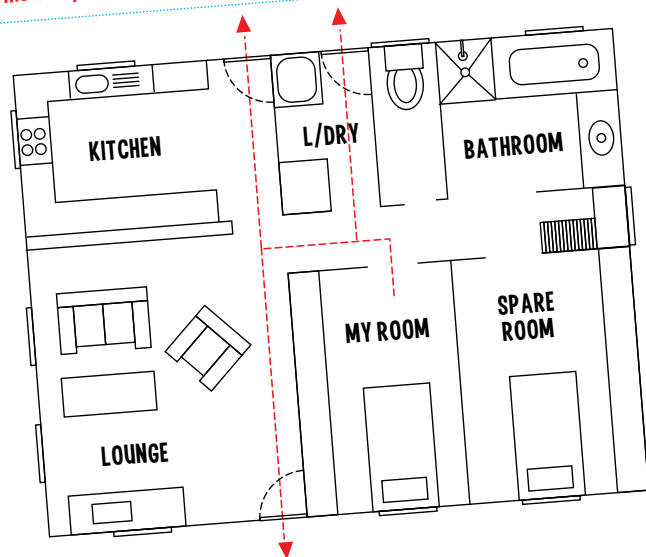
Hold the back of your hand up to the door to check if it is hot. If it is, there is probably fire on the other side and you should find another exit.

Key message

Don't try to find your family inside the house. Meet them outside at your family meeting place.

**GET OUT, STAY OUT,
and DON'T GO BACK!**

1. Draw the floor plan of your house here



GENERAL ITEMS	BEFORE YOU LEAVE, DON'T FORGET TO ADD
Portable battery-operated radio	Cash, ATM cards, credit cards
Waterproof torch	Medications, toiletries and sanitary supplies
Spare batteries	Special requirements for infants, the elderly, injured or disabled
First aid kit with manual	Mobile phone and charger
Candles with waterproof matches	Combination pocket knife
Woollen blankets	Important documents, valuables and photos (in waterproof bag)
Emergency contact numbers	Change of clothes for everyone
Waterproof bag for valuables	Drinking water (at least three litres per person per day)

Key message

Make sure your house fire escape plan has multiple escape routes and a safe meeting place. And don't forget to practise to make sure it works!

Send each student home with a Fire Safety Stocktake form from the Teacher's Resource Pack. Have them complete the form at home and then return it at school.

OUTCOMES AND INDICATORS

Children can demonstrate how to escape a burning building. Students can describe the key features of their home fire escape plan.



LESSON ELEVEN: BUSHFIRE DANGER RATINGS

Overview

In this lesson students make a bushfire danger rating scale and learn the meanings of the ratings.

MATERIALS AND RESOURCES

- Coloured Fire Danger Rating Scale (see Teacher's Resource Pack)
- Black and White Fire Danger Rating Scales and Labels (see Teacher's Resource Pack)
- Fire Danger Rating Labels (see Teacher's Resource Pack)

PREPARATION

Students play Triple Zero Kids' Challenge Game 'Fire 1'.

TEACHING AND LEARNING ACTIVITIES

GUIDED DISCUSSION (25–30 MINUTES)

- Does anyone know what a bushfire is?
- Where do bushfires happen?
- What time of year do bushfires happen?
- What kind of weather is dangerous for bushfires?

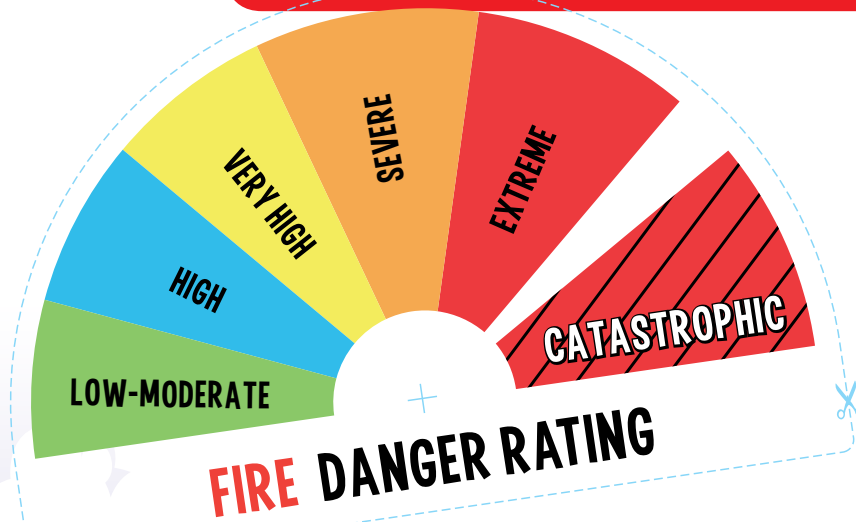
Hold up the fire danger rating scale from the Teacher's Resource Pack and explore the following questions:

- Have you seen this before? Do you know what it is?
- What do the different colours mean?
- Where would the arrow be pointing if it was a really cold, rainy day?
- Where would the arrow be pointing if it was a really hot, windy day?



Key message

The Fire Danger Rating tells you how dangerous a bushfire would be IF one started. If a bushfire started on a low-moderate day, it wouldn't be very dangerous. If a bushfire started on an extreme or catastrophic day, it would be extremely dangerous.



Fire Danger lucky dip (30–35 minutes)

Pin the Coloured Fire Rating Danger Scale to the wall so that it is visible to the class. Seat students around tables in groups of four or five. Give each student a Black and White Fire Danger Rating Scale and a set of Fire Danger Rating labels. Instruct the students to cut up their set of Fire Danger Rating Labels and place them all in a small bag or box in the centre of their table. Students then pass the bag around the table, taking it in turns to pull out a label, read it aloud and colour that section of their scale. Used labels should be put to the side. If a student pulls out a rating for a section they have already coloured, they can put it back in the bag and have another turn. Encourage the students to help each other to read the labels and colour the sections correctly. When each student's scale is completely coloured, students can colour and attach the arrow to their scale.

What's the weather like? (30–35 minutes)

Organise students into groups of six and ask them to take out their fire danger rating scales. Students then call out to the teacher, 'What's the weather like?'. Using the Fire Danger Rating Descriptions below in the Teacher's Resource Pack, the teacher provides a description and the students put the arrow on the correct Fire Danger Rating. The teacher then asks, 'What's the Fire Danger Rating?' and the students respond by placing the arrow in the correct position on their Fire Danger Rating Scale and calling out the answer.

Description 1: *There's a very strong wind, and it's very hot and very dry.*

Description 2: *There's a strong wind, and it's warm and dry.*

Description 3: *There's no wind and it's cold and wet.*



Finally, ask students to guess what the Fire Danger Rating is today and to place the arrow in the correct position. Look up the Fire Danger Rating on the state fire service website. Have the students readjust the arrow as necessary.

HOMWORK EXTENSION

Encourage children to go home and ask their parents to help them find the fire danger rating on the relevant state fire service website. They can then stick their rating scale to the fridge and update it each day during the bushfire season.

OUTCOMES AND INDICATORS

Students can correctly identify each fire danger rating on the rating scale.

Key message

When it is very windy, hot and dry, the Fire Danger Rating goes up. When there is no wind and it is cold and wet, the Fire Danger Rating goes down.

Key message

You can look up the Fire Danger Rating on your state fire service website.



LESSON TWELVE: BUSHFIRE ALERTS

Overview

In this lesson, students learn the difference between a Fire Danger Rating and a Bushfire Alert. They also learn how they can receive Bushfire Alerts and what the different Bushfire Alerts mean.

RESOURCES

- Coloured Bushfire Alert Cards (see Teacher's Resource Pack)
- Black and White Bushfire Alert Cards (see Teacher's Resource Pack)
- Coloured pencils or felt-tipped markers
- Light cardboard.

TEACHING AND LEARNING ACTIVITIES

Guided discussion (15–20 minutes)

Begin by reviewing the concept of Fire Danger Ratings. Remind the children that the Fire Danger Rating predicts how a fire will burn if one starts. It tells us how difficult it will be to put out. Emphasise that it doesn't tell us if a fire has started.

Ask these questions:

- How will you know if a bushfire has started?
- Who knows what a Bushfire Alert is?
- Where do we get Bushfire Alerts from?
- What should you do you if you get a Bushfire Alert?



Key message

Bushfire Alerts tell us when a bushfire has started and what action we need to take.

Bushfire Alert memory game (30–35 minutes)

Show the children the Coloured Bushfire Warning Cards and explain each one. Encourage students to ask any questions they might have and quiz them on which one is which. Next, provide each student with their own Black and White Bushfire Alert Cards and have them make their own set by cutting them out, colouring them in the appropriate colour and pasting them to a piece of card. In groups of four, students pool their cards, turn them face down on the table and take it in turns to try and turn up a pair, naming the cards as they go.

Receiving alerts (20–25 minutes)

Show the children how to find the local emergency services station on a battery-operated radio.

Show the children how to find warnings on their state fire service website and save it to favourites.

Most state fire agencies have a smartphone app that alerts residents to local fire activity. Show the children how to download the state fire service warning app onto a smartphone.

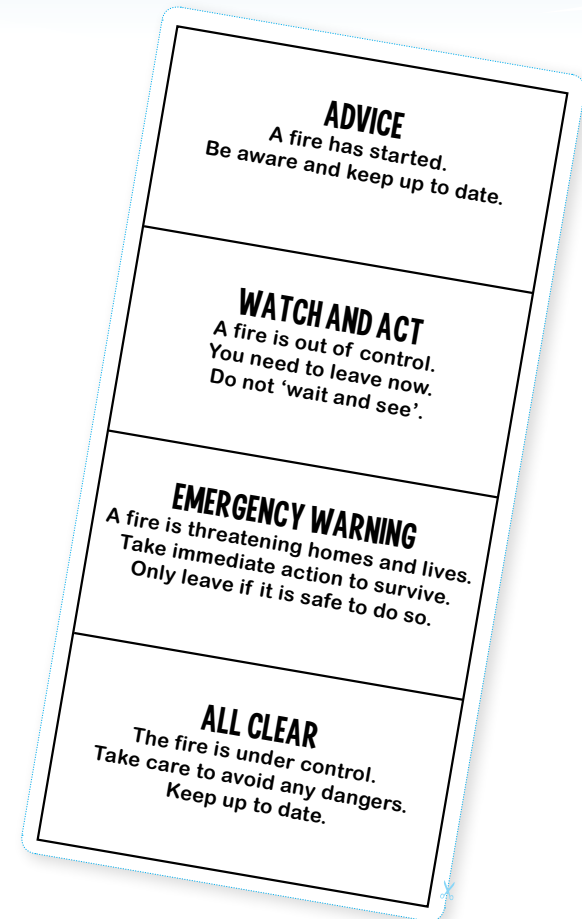
Emphasise that one of the best ways to know if there is a bushfire is to stay alert – look around, smell the air, listen for sirens – especially on high fire danger days.

HOMEWORK EXTENSION

Give each student a copy of the Bushfire Alerts Checklist and tell them to go home and tick off the tasks with their parents.

OUTCOMES AND INDICATORS

Students can correctly identify the different Bushfire Alerts and describe the required action for each one. Students return their completed Bushfire Alerts Checklist to school.



LESSON THIRTEEN: PREPARING FOR BUSHFIRE

Overview

In this lesson, students learn how to prepare their property to reduce the impacts of bushfire.

RESOURCES

- High Risk House Picture (see Teacher's Resource Pack)
- Good Things / Bad Things Around the House Worksheet (see Teacher's Resource Pack)

PREPARATION

Students play Triple Zero Kids' Challenge Game 'Fire 1'

TEACHING AND LEARNING ACTIVITIES

Spot the hazard (30–35 minutes)

Provide each student with a copy of the High Risk House Picture. Instruct the students to circle the features that they believe would increase the likelihood of a house catching alight in a bushfire. Students then share their findings, explaining why they have circled those features. Students then add items to the picture to increase the safety of the house.

Risk walk

Give each child a Good Things / Bad Things Around the House Worksheet. In small groups, the students walk around the school grounds, identifying hazards or 'bad things' that would increase the chance of building ignition (for example, leaves and twigs in gutters) and 'good things' that would reduce the chance of building ignition (for example, cleared areas around the buildings, shutters on the windows, sprinklers on the roof).

Key message

Mow the lawns and clean up leaves and fallen branches from around the house.

Clean leaves out of gutters.

Cut back any trees or shrubs close to the house.

Remove flammable items such as petrol cans and oily rags from around the house.



Upon returning to the classroom, students present their findings and discuss ways that the hazards could be eliminated or reduced. Children can either write the hazards in list form or draw them, depending on their literacy levels.

HOMEWORK EXTENSION

Send children home with a new Good Things / Bad Things Around the House Worksheet and encourage them to do a risk walk on their property with their family. Then have the students share their findings with the rest of the class.

OUTCOMES AND INDICATORS

Students can correctly identify the things that increase and reduce the risk of a house burning down in a bushfire.



Key message

Cover vents with wire mesh to stop embers from getting into the house.

Seal any gaps in the walls or the roof.

Make sure the hose can reach all the way around the house.

Have a non-combustible door mat.

Install metal flywire on the windows.

LESSON FOURTEEN: MAKING A BUSHFIRE PLAN

Overview

In this lesson, students learn the key features of a bushfire survival plan. They also identify the essential things that they would take with them if they had to leave early.

MATERIALS AND RESOURCES

- Grab Bag Template (see Teacher's Resource Pack)
- Family Bushfire Plan Worksheet (see Teacher's Resource Pack)

PREPARATION

Students play Triple Zero Kids' Challenge Game 'Fire 1'.

TEACHING AND LEARNING ACTIVITIES

GUIDED DISCUSSION

Lead the students in a guided discussion about bushfire survival plans:

- Does anybody's family have a bushfire survival plan? Note: Some children may think that their house fire escape plan is also a bushfire plan. It's important to talk through why a separate plan is needed.
- How will you know if a bushfire is coming toward your property? Review the lessons on Bushfire Alerts if necessary.
- What would you do if there was a bushfire coming toward your property?
- Where would you go?
- When would you leave?
- What would you do before you left?



We will go to:

(Consider low fire-risk areas.)

Our trigger to leave early will be:

(Consider triggers such as a high fire-risk day, fire close to your home, the smell of smoke or a Bushfire Alert.)

Key message

Children can make a valuable contribution to family bushfire plans. And being involved can help to reduce children's worries and fears.

Read more here: www.bushfirecrc.com/resources/product/involve-your-kids-bushfire-survival-planning-ebook

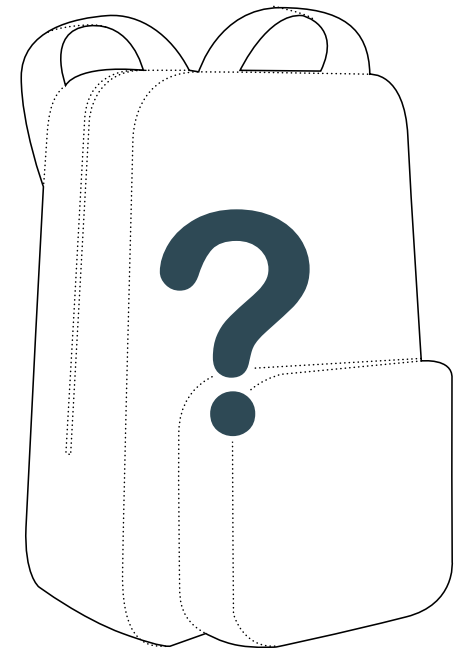
- How would you get there?
- What would you take with you?
- What would you do if the road was closed?
- What would you do if you couldn't leave the property?
- What if the fire happens on a school day?

Be sure to address children's misconceptions as you go. Common misconceptions among children include:

- A policeman or firefighter will call them to tell them there is a bushfire coming.
- You should evacuate to the family meeting place or jump in the swimming pool or water tank.
- You should wait until the fire reaches your property and then leave.
- It is possible to drive through flames and heavy smoke.
- If the road is blocked you should run on foot or ride your bicycle away from the fire.
- If you can't leave the house you should get in the bath.

Grab Bag worksheet (20–25 minutes)

It is important that students think about what they would like to take with them in advance. Give each student a Grab Bag Worksheet from the Teachers Resource Pack and instruct them to draw the items that they would take with them if they had to leave.



HOMWORK EXTENSION

Send children home with the Family Bushfire Plan Worksheet in the Teacher's Resource Pack. Encourage them to work together with their family to identify: 1) the triggers to leave; 2) where they will go; 3) how they will get there; 4) what they will take; 5) who they will tell about their plan. They also need to make a back-up plan that identifies any neighbourhood safer places or places of last resort, back-up travel routes, and what they will do if they can't leave the house. Students can then return their completed worksheet to school to be checked off.

OUTCOMES AND INDICATORS

Students return a completed Bushfire Plan Worksheet to be checked off in class. Students can describe the key features of their bushfire survival plan.

Our trigger to leave early will be:

(Consider triggers such as a high fire-risk day, fire close to your home, the smell of smoke or a bushfire alert.)

We will go to:

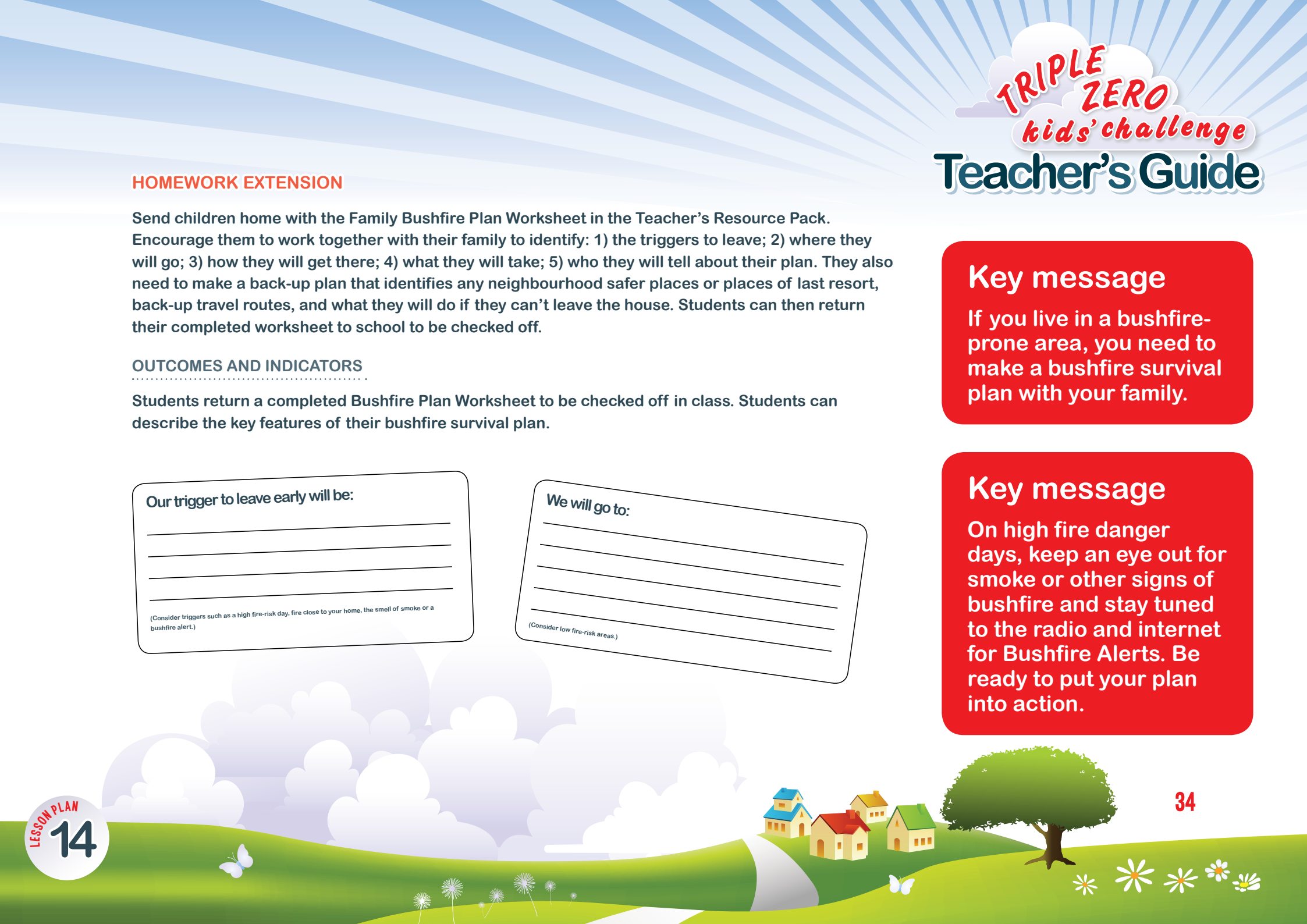
(Consider low fire-risk areas.)

Key message

If you live in a bushfire-prone area, you need to make a bushfire survival plan with your family.

Key message

On high fire danger days, keep an eye out for smoke or other signs of bushfire and stay tuned to the radio and internet for Bushfire Alerts. Be ready to put your plan into action.



EMERGENCY SERVICES CONTACT LIST

New South Wales

NSW Rural Fire Service <http://www.rfs.nsw.gov.au>

NSW Fire and Rescue <http://www.fire.nsw.gov.au>

Ambulance NSW <http://www.ambulance.nsw.gov.au>

NSW Police Force <http://www.police.nsw.gov.au>

Victoria

Melbourne Metropolitan Fire Brigade <http://www.mfb.vic.gov.au>

Victorian Country Fire Authority <http://www.cfa.vic.gov.au>

Ambulance Victoria <http://www.ambulance.vic.gov.au>

Victoria Police <http://www.police.vic.gov.au>

Tasmania

Tasmania Fire Service <http://www.fire.tas.gov.au>

Ambulance Tasmania <http://www.dhhs.tas.gov.au/ambulance>

Tasmania Police <http://www.police.tas.gov.au/>

South Australia

South Australia Country Fire Service <http://www.cfs.sa.gov.au>

South Australia Metropolitan Fire Service <http://www.mfs.sa.gov.au>

South Australia Ambulance Service <http://www.saambulance.com.au/>

South Australia Police <http://www.sapolice.sa.gov.au>

Western Australia

Western Australia Department of Fire and Emergency Services
<http://www.dfes.wa.gov.au>

St John Ambulance <http://www.stjohnambulance.com.au>

Western Australia Police <http://www.police.wa.gov.au>

Northern Territory

Northern Territory Fire and Rescue Service
<http://www.pfes.nt.gov.au/Fire-and-Rescue.aspx>

St John Ambulance Northern Territory <http://www.stjohnnt.org.au>

Northern Territory Police Force <http://www.pfes.nt.gov.au>

Queensland

Queensland Fire and Rescue Service <https://www.fire.qld.gov.au>

Rural Fire Service Queensland <https://ruralfire.qld.gov.au>

Queensland Ambulance Service <https://ambulance.qld.gov.au>

Queensland Police <http://www.police.qld.gov.au>

Australian Capital Territory

ACT Emergency Services Agency <https://esa.act.gov.au>

ACT Ambulance Service <https://esa.act.gov.au/actas/>

ACT Police <http://www.police.act.gov.au>

THE TRIPLE ZERO KIDS' CHALLENGE GAMES

Police 1

Pete sees some graffiti on the wall and asks Kate if they should call Triple Zero. Kate explains that it is not an emergency and tells Pete the three questions that can help us to decide whether something is an emergency or not: 1) Is someone badly injured or in need of help?; 2) Is your life or somebody else's life in danger?; 3) Is there a serious accident or crime taking place?

Fire 1

Uncle Bill is preparing his house for bushfire season. Kate and Pete help him to clean up trees, shrubs and fallen debris around the house, remove flammable materials, test the watering hose – and test the radio. Uncle Bill teaches Kate and Pete about bushfire alerts and the importance of having a bushfire safety plan.

Ambulance 1

Kate and Pete tell their friend Paul about the time that Pete fell off his skateboard and they had to call Triple Zero to get an ambulance. Paul then makes a hoax call to Triple Zero and gets into trouble from his mother and the paramedics. They explain to Paul why it is wrong to make hoax calls to the emergency services.



Police 2

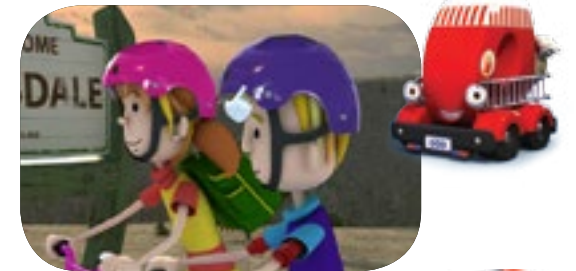
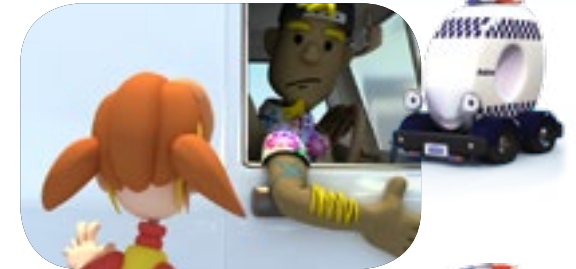
Kate, Peter and Paul are walking home from school. Peter and Paul run ahead leaving Kate behind. A van pulls up next to Kate. The driver says to Kate, 'Your mum said it was okay for me to give you a lift home.' Kate doesn't know the driver, so she shouts, 'No! Go away, I don't know you!', and the van drives away. Kate goes to the Primary School to get help. Her teacher calls Triple Zero and Kate describes the van, the stranger and the number plate to the police.

Fire 2

Kate and Pete are riding their bikes to Uncle Bill's house. They see a grass fire by the side of the road. Kate calls Triple Zero on her mobile phone and requests the fire brigade. She describes the location and provides the phone number she is calling from. The operator tells her to make her way to a safe place, so they go to Uncle Bill's house. Uncle Bill reassures the children that he is prepared for bushfire: he has cleaned up trees and leaves from around the house; installed a fire-fighting pump, hose and water tank; put metal shutters on his windows; and put together a set of protective clothing.

Ambulance 2

Kate goes to visit her Uncle Bob. She finds him lying in the backyard. It looks like there has been an accident. Kate must decide whether it is a big accident or a small accident. She can't wake up Uncle Bob: he is unconscious. Kate calls Triple Zero on Uncle Bob's phone and requests an ambulance. She tells the operator the address but doesn't know the phone number she is calling from. She stays on the phone as directed by the operator. Kate tells the operator that Bill is unconscious but breathing. The ambulance arrives and Kate hangs up as instructed.



Police 3

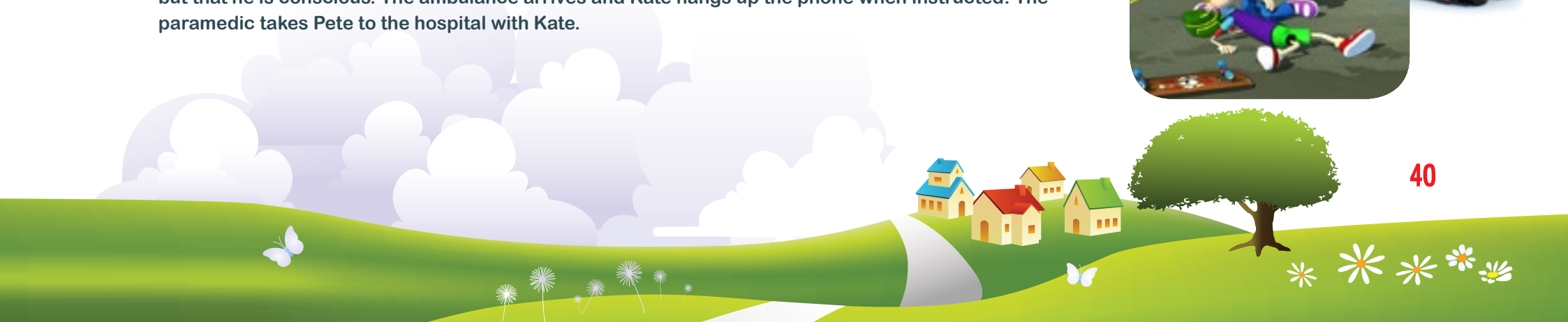
Pete is in his bedroom doing his homework when he hears glass breaking outside. Pete looks out the window and sees someone taking a TV from the Harvey's house next door. Pete tells his mum and his mum calls Triple Zero and requests the police. Pete's mum gives the address and describes the robber and the number plate on the van. The police arrive and the robbers are caught.

Fire 3

Kate and Pete are visiting Sueong's house. They go into the kitchen to meet Sueong's mum, Mrs Lee. Kate spills hot water on her arm, so Mrs Lee runs Kate's arm under cold water. A fire then starts on the stove. Mrs Lee tries to put the fire out with the fire extinguisher, but it doesn't work and the fire grows larger. Kate calls Triple Zero and requests the fire brigade. Kate gives the address and describes the situation. The operator tells Kate to evacuate the house. The children and Mrs Lee wait at the safe meeting place outside the house and the fire brigade arrives.

Ambulance 3

Kate and Pete are playing at the skate park. Pete falls off his skateboard and he can't move. Kate calls Triple Zero and requests an ambulance. She provides the state and town and is connected to the operator. She doesn't know the exact address so she describes the park. She provides the phone number she is calling from and describes the emergency. She tells the operator that Pete can't move but that he is conscious. The ambulance arrives and Kate hangs up the phone when instructed. The paramedic takes Pete to the hospital with Kate.



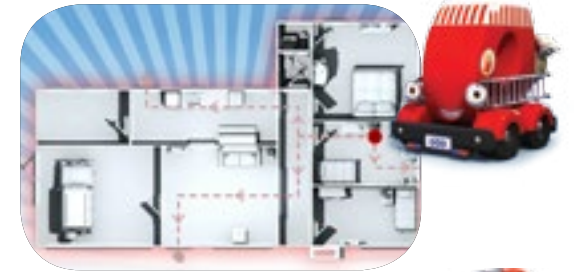
Police 4

Kate and Pete are on holidays in the Northern Territory. They are riding scooters along the street but need to cross the road, so they get off their scooters then look to the right, look to the left and look to the right again. Before they can cross, a car comes along and crashes into a telephone pole. There are no other adults around, so Kate calls Triple Zero on her mobile phone. She doesn't know what service she needs so she asks for the police. She tells the police her name. The police officer says, 'Stay calm, stay relevant, and stay on the phone.' Kate describes the location and provides the phone number she is calling from. She describes the accident. The ambulance and police arrive.



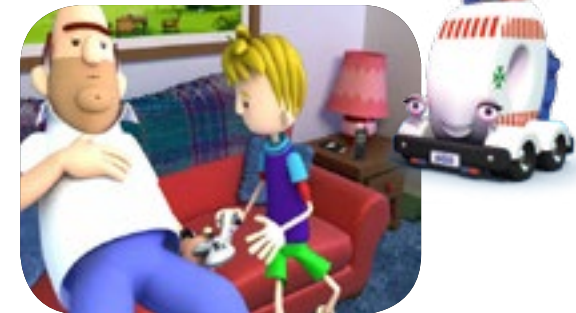
Fire 4

Kate and Pete are asleep in bed when the fire alarm goes off. They have to enact their fire escape plan. They check if the door is hot, get down low, and crawl outside, closing the doors behind them. They assemble at the safe meeting place outside. Kate calls Triple Zero to request the fire brigade. She gives the state and town they are in then gives her address and the phone number. She describes the fire to the operator. Tangles the cat is missing and their dad suggests going inside to find him, but Kate tells him that it's not safe. The fire brigade arrives. Luckily clever Tangles has escaped through the window.



Ambulance 4

Pete is playing video games with his dad. All of a sudden his dad shouts out in pain and grabs his chest. He looks very unwell. Mum is at the shops, Pete doesn't know if the neighbours are home and Kate is at sport so Pete calls Triple Zero to request an ambulance. Pete gives his address and tells the operator what is happening. He tells the operator that his dad is conscious and breathing. Pete stays on the phone and the operator asks if Pete's dad has special medicine for chest pains. Pete goes and finds his dad's medicine in the bathroom and gives the medicine to his dad. The operator asks Peter to open the door for the paramedic and come back to the phone. The paramedics take Dad to hospital in the ambulance.



Links to the Foundation Year (Prep) curriculum

LESSON	SUBJECT	LEARNING STRAND	CONTENT DESCRIPTION
LESSON 1: WHAT IS AN EMERGENCY?	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. <p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.
LESSON 2: POLICE, FIRE, AMBULANCE	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. <p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	<p>BEING HEALTHY SAFE AND ACTIVE</p> <ul style="list-style-type: none"> • Identify people and demonstrate protective behaviours that help keep themselves safe and healthy.
		MOVEMENT & PHYSICAL ACTIVITY	<p>MOVING OUR BODY</p> <ul style="list-style-type: none"> • Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli. • Participate in games with and without equipment. <p>LEARNING THROUGH MOVEMENT</p> <ul style="list-style-type: none"> • Co-operate with others when participating in physical activities. • Follow rules when participating in physical activities.
	THE ARTS: MUSIC		<ul style="list-style-type: none"> • Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community.
LESSON 3: HOAX CALLS	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. <p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.

	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> Identify people and demonstrate protective behaviours that help keep themselves safe and healthy.
		MOVEMENT & PHYSICAL ACTIVITY	MOVING OUR BODY <ul style="list-style-type: none"> Participate in games with and without equipment.
LESSON 2: POLICE, FIRE, AMBULANCE	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. INTERPRETING, ANALYSING, EVALUATING <ul style="list-style-type: none"> Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.
LESSON 4: BIG ACCIDENTS AND SMALL ACCIDENTS	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	INTERACTING WITH OTHERS <ul style="list-style-type: none"> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. INTERPRETING, ANALYSING, EVALUATING <ul style="list-style-type: none"> Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.
	HEALTH & PHYSICAL EDUCATION	MOVEMENT & PHYSICAL ACTIVITY	MOVING OUR BODY <ul style="list-style-type: none"> Participate in games with and without equipment. Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli. LEARNING THROUGH MOVEMENT <ul style="list-style-type: none"> Follow rules when participating in physical activities.
	THE ARTS: MUSIC		<ul style="list-style-type: none"> Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community.
LESSON 5: TRIPLE ZERO HEROES	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. INTERPRETING, ANALYSING, EVALUATING <ul style="list-style-type: none"> Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> Identify people and demonstrate protective behaviours that help keep themselves safe and healthy.

LESSON 6: CALLING TRIPLE ZERO TO REPORT A BIG ACCIDENT	THE ARTS: DRAMA		<ul style="list-style-type: none"> • Explore role and dramatic action in dramatic play, improvisation and process drama. • Use voice, facial expression, movement and space to imagine and establish role and situation.
	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact.
LESSON 7: DESCRIBING A SUSPICIOUS PERSON	SCIENCE	SCIENCE INQUIRY SKILLS	QUESTIONING AND PREDICTING <ul style="list-style-type: none"> • Respond to questions about familiar objects and events. PLANNING AND CONDUCTING <ul style="list-style-type: none"> • Explore and make observations by using the senses. PROCESSING AND ANALYSING DATA AND INFORMATION <ul style="list-style-type: none"> • Engage in discussions about observations and use methods such as drawing to represent ideas.
	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact.
LESSON 8: CALLING TRIPLE ZERO TO REPORT A SUSPICIOUS PERSON	THE ARTS: DRAMA		<ul style="list-style-type: none"> • Explore role and dramatic action in dramatic play, improvisation and process drama. • Use voice, facial expression, movement and space to imagine and establish role and situation. • Present drama that communicates ideas, including stories from their community, to an audience.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Identify people and demonstrate protective behaviours that help keep themselves safe and healthy. CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES <ul style="list-style-type: none"> • Identify actions that promote health, safety and wellbeing.
	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. • Deliver short oral presentations to peers.

LESSON 9: CALLING TRIPLE ZERO TO REPORT A HOUSE FIRE	THE ARTS: DRAMA		<ul style="list-style-type: none"> • Explore role and dramatic action in dramatic play, improvisation and process drama. • Use voice, facial expression, movement and space to imagine and establish role and situation. • Present drama that communicates ideas, including stories from their community, to an audience.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	<p>BEING HEALTHY, SAFE AND ACTIVE</p> <ul style="list-style-type: none"> • Identify people and demonstrate protective behaviours that help keep themselves safe and healthy. <p>CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES</p> <ul style="list-style-type: none"> • Identify actions that promote health, safety and wellbeing. • Contributing to healthy and active communities.
	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. • Deliver short oral presentations to peers.
LESSON 10: HOUSE FIRE SAFETY	SCIENCE	SCIENCE INQUIRY SKILLS	<p>QUESTIONING AND PREDICTING</p> <ul style="list-style-type: none"> • Respond to questions about familiar objects and events. <p>PLANNING AND CONDUCTING</p> <ul style="list-style-type: none"> • Explore and make observations by using the senses. <p>PROCESSING AND ANALYSING DATA AND INFORMATION</p> <ul style="list-style-type: none"> • Engage in discussions about observations and use methods such as drawing to represent ideas. <p>COMMUNICATING</p> <ul style="list-style-type: none"> • Share observations and ideas.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	<p>BEING HEALTHY, SAFE AND ACTIVE</p> <ul style="list-style-type: none"> • Identify people and demonstrate protective behaviours that help keep themselves safe and healthy. <p>CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES</p> <ul style="list-style-type: none"> • Identify actions that promote health, safety and wellbeing.
		MOVEMENT & PHYSICAL ACTIVITY	<p>MOVING OUR BODY</p> <ul style="list-style-type: none"> • Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli.
	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact.
LESSON 11: FIRE DANGER RATINGS	SCIENCE	SCIENCE UNDER- STANDING	<p>EARTH AND SPACE SCIENCES</p> <ul style="list-style-type: none"> • Daily and seasonal changes in our environment, including the weather, affect everyday life.

		SCIENCE INQUIRY SKILLS	<p>QUESTIONING AND PREDICTING</p> <ul style="list-style-type: none"> • Respond to questions about familiar objects and events. <p>PLANNING AND CONDUCTING</p> <ul style="list-style-type: none"> • Explore and make observations by using the senses. <p>PROCESSING AND ANALYSING DATA AND INFORMATION</p> <ul style="list-style-type: none"> • Engage in discussions about observations and use methods such as drawing to represent ideas. <p>COMMUNICATING</p> <ul style="list-style-type: none"> • Share observations and ideas.
	ENGLISH	LITERACY	<p>TEXTS IN CONTEXT</p> <ul style="list-style-type: none"> • Identify some familiar texts and the contexts in which they are used. <p>INTERPRETING, ANALYSING, EVALUATING:</p> <ul style="list-style-type: none"> • Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge.
		LANGUAGE	<p>EXPRESSING AND DEVELOPING IDEAS</p> <ul style="list-style-type: none"> • Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school.
LESSON 12: BUSHFIRE ALERTS	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	<p>BEING HEALTHY, SAFE AND ACTIVE</p> <ul style="list-style-type: none"> • Identify people and demonstrate protective behaviours that help keep themselves safe and healthy. <p>CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES</p> <ul style="list-style-type: none"> • Identify actions that promote health, safety and wellbeing.
	DIGITAL TECHNOLOGIES		<p>DIGITAL TECHNOLOGIES KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Identify, use and explore digital systems (hardware and software components) for a purpose. <p>DIGITAL TECHNOLOGIES PROCESSES AND PRODUCTION SKILLS</p> <ul style="list-style-type: none"> • Explore how people safely use common information systems to meet information, communication and recreation needs.
	ENGLISH	LITERACY	<p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> • Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge. • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.
LESSON 13: PREPARING FOR BUSHFIRE	GEOGRAPHY	GEOGRAPHICAL INQUIRY & SKILLS	<p>OBSERVING, QUESTIONING AND PLANNING</p> <ul style="list-style-type: none"> • Make observations about familiar places and pose questions about them. <p>COLLECTING, RECORDING, EVALUATING AND REPRESENTING</p> <ul style="list-style-type: none"> • Record geographical data and information collected by observation. <p>INTERPRETING, ANALYSING AND CONCLUDING</p> <ul style="list-style-type: none"> • Draw conclusions based on discussions of observations. <p>REFLECTING AND RESPONDING</p> <ul style="list-style-type: none"> • Reflect on their learning to suggest ways that they can look after a familiar place.

	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. • Deliver short oral presentations to peers.
	HEALTH & PHYSICAL EDUCATION		BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Identify people and demonstrate protective behaviours that help keep themselves safe and healthy. CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES <ul style="list-style-type: none"> • Identify actions that promote health, safety and wellbeing.
LESSON 14: MAKING A BUSHFIRE PLAN	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. • Deliver short oral presentations to peers.
	HEALTH & PHYSICAL EDUCATION		BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Identify people and demonstrate protective behaviours that help keep themselves safe and healthy. CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES <ul style="list-style-type: none"> • Identify actions that promote health, safety and wellbeing.

Links to the Year 1 curriculum

LESSON	SUBJECT	LEARNING STRAND	CONTENT DESCRIPTION
LESSON 1: WHAT IS AN EMERGENCY?	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. <p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.
LESSON 2: POLICE, FIRE, AMBULANCE	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. <p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	<p>BEING HEALTHY, SAFE AND ACTIVE</p> <ul style="list-style-type: none"> Practise strategies they can use when they need help with a task, problem or situation. Recognise situations and opportunities to promote health, safety and wellbeing.
		MOVEMENT & PHYSICAL ACTIVITY	<p>MOVING OUR BODY</p> <ul style="list-style-type: none"> Perform fundamental movement skills in different movement situations. Create and participate in games. <p>LEARNING THROUGH MOVEMENT</p> <ul style="list-style-type: none"> Use strategies to work in group situations when participating in physical activities. Identify rules and play fairly when participating in physical activities.
	THE ARTS: MUSIC		<ul style="list-style-type: none"> Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community.
LESSON 3: HOAX CALLS	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> Engage in conversations and discussions, using active listening behaviours, showing interest and contributing ideas, information and questions. Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. <p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.

	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
		MOVEMENT & PHYSICAL ACTIVITY	MOVING OUR BODY <ul style="list-style-type: none"> • Create and participate in games.
LESSON 2: POLICE, FIRE, AMBULANCE	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. INTERPRETING, ANALYSING, EVALUATING <ul style="list-style-type: none"> • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.
LESSON 4: BIG ACCIDENTS AND SMALL ACCIDENTS	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Engage in conversations and discussions, using active listening behaviours, showing interest and contributing ideas, information and questions. • Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. INTERPRETING, ANALYSING, EVALUATING <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.
	HEALTH & PHYSICAL EDUCATION	MOVEMENT & PHYSICAL ACTIVITY	MOVING OUR BODY <ul style="list-style-type: none"> • Participate in games with and without equipment. • Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli. • Perform fundamental movement skills in different movement situations. • Create and participate in games. • Identify rules and play fairly when participating in physical activities. LEARNING THROUGH MOVEMENT <ul style="list-style-type: none"> • Follow rules when participating in physical activities.
LESSON 5: TRIPLE ZERO HEROES	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Engage in conversations and discussions, using active listening behaviours, showing interest and contributing ideas, information and questions. • Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. INTERPRETING, ANALYSING, EVALUATING <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.

	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
LESSON 6: CALLING TRIPLE ZERO TO REPORT A BIG ACCIDENT	THE ARTS: DRAMA		<ul style="list-style-type: none"> • Explore role and dramatic action in dramatic play, improvisation and process drama. • Use voice, facial expression, movement and space to imagine and establish role and situation.
	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. • Rehearse and deliver short presentations on familiar and new topics.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
LESSON 7: DESCRIBING A SUSPICIOUS PERSON	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. • Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace.
	SCIENCE	SCIENCE INQUIRY SKILLS	QUESTIONING AND PREDICTING <ul style="list-style-type: none"> • Respond to and pose questions, and make predictions about familiar objects and events. PLANNING AND CONDUCTING <ul style="list-style-type: none"> • Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas and accessing information sources. PROCESSING AND ANALYSING DATA AND INFORMATION <ul style="list-style-type: none"> • Use a range of methods to sort information, including drawings and provided tables.
LESSON 8: CALLING TRIPLE ZERO TO REPORT A SUSPICIOUS PERSON	THE ARTS: DRAMA		<ul style="list-style-type: none"> • Explore role and dramatic action in dramatic play, improvisation and process drama. • Use voice, facial expression, movement and space to imagine and establish role and situation.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.

	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. • Rehearse and deliver short presentations on familiar and new topics.
LESSON 9: CALLING TRIPLE ZERO TO REPORT A HOUSE FIRE	THE ARTS: DRAMA		<ul style="list-style-type: none"> • Explore role and dramatic action in dramatic play, improvisation and process drama. • Use voice, facial expression, movement and space to imagine and establish role and situation.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. • Rehearse and deliver short presentations on familiar and new topics.
LESSON 10: HOUSE FIRE SAFETY	SCIENCE	SCIENCE INQUIRY SKILLS	QUESTIONING AND PREDICTING <ul style="list-style-type: none"> • Respond to and pose questions, and make predictions about familiar objects and events. PLANNING AND CONDUCTING <ul style="list-style-type: none"> • Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas and accessing information sources. PROCESSING AND ANALYSING DATA AND INFORMATION <ul style="list-style-type: none"> • Use a range of methods to sort information, including drawings and provided tables. EVALUATING <ul style="list-style-type: none"> • Compare observations with those of others. COMMUNICATING <ul style="list-style-type: none"> • Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
		MOVEMENT & PHYSICAL ACTIVITY	MOVING OUR BODY <ul style="list-style-type: none"> • Perform fundamental movement skills in different movement situations.

	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace.
LESSON 11: FIRE DANGER RATINGS	SCIENCE	SCIENCE UNDERSTANDING	EARTH AND SPACE SCIENCES <ul style="list-style-type: none"> Observable changes occur in the sky and landscape.
		SCIENCE INQUIRY SKILLS	QUESTIONING AND PREDICTING <ul style="list-style-type: none"> Respond to and pose questions, and make predictions about familiar objects and events. PLANNING AND CONDUCTING <ul style="list-style-type: none"> Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources. PROCESSING AND ANALYSING DATA AND INFORMATION <ul style="list-style-type: none"> Through discussion, compare observations with predictions.
	ENGLISH	LANGUAGE	EXPRESSING AND DEVELOPING IDEAS <ul style="list-style-type: none"> Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances. Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts. TEXT STRUCTURE AND ORGANISATION <ul style="list-style-type: none"> Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give command.
		LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. INTERPRETING, ANALYSING, EVALUATING <ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.
LESSON 12: BUSHFIRE ALERTS	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> Recognise situations and opportunities to promote health, safety and wellbeing. COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING <ul style="list-style-type: none"> Examine health messages and how they relate to health decisions and behaviours.
	DIGITAL TECHNOLOGIES		DIGITAL TECHNOLOGIES KNOWLEDGE AND UNDERSTANDING <ul style="list-style-type: none"> Identify, use and explore digital systems (hardware and software components) for a purpose. DIGITAL TECHNOLOGIES PROCESSES AND PRODUCTION SKILLS <ul style="list-style-type: none"> Explore how people safely use common information systems to meet information, communication and recreation needs.

	ENGLISH	LITERACY	<p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> • Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading. • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.
LESSON 13: PREPARING FOR BUSHFIRE	GEOGRAPHY	GEOGRAPHICAL INQUIRY & SKILLS	<p>OBSERVING, QUESTIONING AND PLANNING</p> <ul style="list-style-type: none"> • Pose questions about familiar and unfamiliar places. <p>COLLECTING, RECORDING, EVALUATING AND REPRESENTING</p> <ul style="list-style-type: none"> • Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films. • Represent data and the location of places and their features by constructing tables, plans and labelled maps. <p>INTERPRETING, ANALYSING AND CONCLUDING</p> <ul style="list-style-type: none"> • Draw conclusions based on the interpretation of geographical information sorted into categories. <p>COMMUNICATING</p> <ul style="list-style-type: none"> • Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far. <p>REFLECTING AND RESPONDING</p> <ul style="list-style-type: none"> • Reflect on their learning and suggest responses to their findings.
	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. • Rehearse and deliver short presentations on familiar and new topics.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	<p>BEING HEALTHY, SAFE AND ACTIVE</p> <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
LESSON 14: MAKING A BUSHFIRE PLAN	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. • Rehearse and deliver short presentations on familiar and new topics.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	<p>BEING HEALTHY, SAFE AND ACTIVE</p> <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.

Links to the Year 2 curriculum

LESSON	SUBJECT	LEARNING STRAND	CONTENT DESCRIPTION
LESSON 1: WHAT IS AN EMERGENCY?	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. <p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures.
LESSON 2: POLICE, FIRE, AMBULANCE	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. <p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	<p>BEING HEALTHY, SAFE AND ACTIVE</p> <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
		MOVEMENT & PHYSICAL ACTIVITY	<p>MOVING OUR BODY</p> <ul style="list-style-type: none"> • Perform fundamental movement skills in different movement situations. • Create and participate in games. <p>LEARNING THROUGH MOVEMENT</p> <ul style="list-style-type: none"> • Use strategies to work in group situations when participating in physical activities. • Identify rules and play fairly when participating in physical activities.
	THE ARTS: MUSIC		<ul style="list-style-type: none"> • Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community.
LESSON 3: HOAX CALLS	ENGLISH	LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. <p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures.

	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
		MOVEMENT & PHYSICAL ACTIVITY	MOVING OUR BODY <ul style="list-style-type: none"> • Perform fundamental movement skills in different movement situations. • Create and participate in games. LEARNING THROUGH MOVEMENT <ul style="list-style-type: none"> • Identify rules and play fairly when participating in physical activities.
LESSON 4: BIG ACCIDENTS AND SMALL	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. INTERPRETING, ANALYSING, EVALUATING <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures.
	HEALTH AND PHYSICAL EDUCATION	MOVEMENT & PHYSICAL ACTIVITY	MOVING OUR BODY <ul style="list-style-type: none"> • Perform fundamental movement skills in different movement situations. • Create and participate in games. LEARNING THROUGH MOVEMENT <ul style="list-style-type: none"> • Identify rules and play fairly when participating in physical activities.
LESSON 5: TRIPLE ZERO HEROES	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. • Rehearse and deliver short presentations on familiar and new topics.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately.

	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
		MOVEMENT & PHYSICAL ACTIVITY	MOVING OUR BODY <ul style="list-style-type: none"> • Perform fundamental movement skills in different movement situations. • Create and participate in games. LEARNING THROUGH MOVEMENT <ul style="list-style-type: none"> • Identify rules and play fairly when participating in physical activities.
LESSON 7: DESCRIBING A SUSPICIOUS PERSON	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately.
	SCIENCE	SCIENCE INQUIRY SKILLS	QUESTIONING AND PREDICTING <ul style="list-style-type: none"> • Respond to and pose questions, and make predictions about familiar objects and events. PLANNING AND CONDUCTING <ul style="list-style-type: none"> • Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources. PROCESSING AND ANALYSING DATA AND INFORMATION <ul style="list-style-type: none"> • Use a range of methods to sort information, including drawings and provided tables.
LESSON 8: CALLING TRIPLE ZERO TO REPORT A SUSPICIOUS PERSON	THE ARTS: DRAMA		<ul style="list-style-type: none"> • Explore role and dramatic action in dramatic play, improvisation and process drama. • Use voice, facial expression, movement and space to imagine and establish role and situation.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. • Rehearse and deliver short presentations on familiar and new topics.
LESSON 9: CALLING TRIPLE ZERO FOR A HOUSE FIRE	THE ARTS: DRAMA		<ul style="list-style-type: none"> • Explore role and dramatic action in dramatic play, improvisation and process drama. • Use voice, facial expression, movement and space to imagine and establish role and situation.

	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
	ENGLISH	LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. • Rehearse and deliver short presentations on familiar and new topics.
LESSON 10: HOUSE FIRE SAFETY	SCIENCE	SCIENCE INQUIRY SKILLS	QUESTIONING AND PREDICTING <ul style="list-style-type: none"> • Respond to and pose questions, and make predictions about familiar objects and events. PLANNING AND CONDUCTING <ul style="list-style-type: none"> • Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources. PROCESSING AND ANALYSING DATA AND INFORMATION <ul style="list-style-type: none"> • Use a range of methods to sort information, including drawings and provided tables. EVALUATING <ul style="list-style-type: none"> • Compare observations with those of others. COMMUNICATING <ul style="list-style-type: none"> • Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play.
	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.
		MOVEMENT & PHYSICAL ACTIVITY	MOVING OUR BODY <ul style="list-style-type: none"> • Perform fundamental movement skills in different movement situations.
		LITERACY	INTERACTING WITH OTHERS <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions. • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately.
LESSON 11: FIRE DANGER RATINGS	SCIENCE	SCIENCE INQUIRY SKILLS	QUESTIONING AND PREDICTING <ul style="list-style-type: none"> • Respond to and pose questions, and make predictions about familiar objects and events. PLANNING AND CONDUCTING <ul style="list-style-type: none"> • Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources. PROCESSING AND ANALYSING DATA AND INFORMATION <ul style="list-style-type: none"> • Through discussion, compare observations with predictions.

	ENGLISH	LANGUAGE	<p>EXPRESSING AND DEVELOPING IDEAS</p> <ul style="list-style-type: none"> • Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose. <p>TEXT STRUCTURE AND ORGANISATION</p> <ul style="list-style-type: none"> • Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose.
		LITERACY	<p>INTERACTING WITH OTHERS</p> <ul style="list-style-type: none"> • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately. <p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> • Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting. • Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures.
LESSON 12: BUSHFIRE ALERTS	HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	<p>BEING HEALTHY, SAFE AND ACTIVE</p> <ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. <p>COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> • Examine health messages and how they relate to health decisions and behaviours.
	DIGITAL		<p>DIGITAL TECHNOLOGIES KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Identify, use and explore digital systems (hardware and software components) for a purpose. <p>DIGITAL TECHNOLOGIES PROCESSES AND PRODUCTION SKILLS</p> <ul style="list-style-type: none"> • Explore how people safely use common information systems to meet information, communication and recreation needs.
	ENGLISH	LITERACY	<p>INTERPRETING, ANALYSING, EVALUATING</p> <ul style="list-style-type: none"> • Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading. • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.

LESSON 13: PREPARING FOR BUSHFIRE	GEOGRAPHY	GEOGRAPHICAL INQUIRY & SKILLS	OBSERVING, QUESTIONING AND PLANNING <ul style="list-style-type: none"> • Pose questions about familiar and unfamiliar places. COLLECTING, RECORDING, EVALUATING AND REPRESENTING <ul style="list-style-type: none"> • Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films. • Represent data and the location of places and their features by constructing tables, plans and labelled maps. INTERPRETING, ANALYSING AND CONCLUDING <ul style="list-style-type: none"> • Draw conclusions based on the interpretation of geographical information sorted into categories. COMMUNICATING <ul style="list-style-type: none"> • Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far. REFLECTING AND RESPONDING <ul style="list-style-type: none"> • Reflect on their learning and suggest responses to their findings.
ENGLISH	LITERACY	INTERACTING WITH OTHERS	<ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. • Rehearse and deliver short presentations on familiar and new topics.
HEALTH & PHYSICAL EDUCATION	PERSONAL, SOCIAL & COMMUNITY HEALTH	BEING HEALTHY, SAFE AND ACTIVE	<ul style="list-style-type: none"> • Practise strategies they can use when they need help with a task, problem or situation. • Recognise situations and opportunities to promote health, safety and wellbeing.

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