

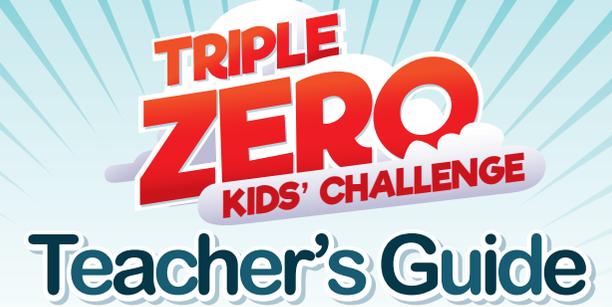
TRIPLE ZERO KIDS' CHALLENGE

Teacher's Guide

Lessons on calling Triple Zero and household safety for lower primary students.



ABOUT THE TRIPLE ZERO KIDS' CHALLENGE TEACHER'S GUIDE



PURPOSE OF THE GUIDE

The purpose of this guide is to provide teachers with a structured and engaging approach to educating students about the Triple Zero (000) emergency number.

Triple Zero (000) is Australia's primary emergency number for requesting assistance from police, fire or ambulance services. There are many examples, from both Australia and overseas, where children as young as four years old have played a pivotal role in saving lives and property by calling the emergency number and providing the information needed to obtain assistance from the emergency services. Knowing when and how to call the emergency number is an important life skill that all children should learn.

This guide has been designed to complement the Triple Zero Kids' Challenge interactive safety game, which is available online and on a digital app. The game consists of 18 different quests that address a range of emergency situations, including medical emergencies, major accidents, house fires, bushfires, serious crimes and suspicious behaviours. It takes approximately one hour to play the full game, but it can be played in shorter intervals. You can access the game online at kids.triplezero.gov.au/ The digital app can be downloaded for free from [iTunes](#) or [Google Play](#). You can find a brief description of each quest at the end of this guide.



NEW GAME CONTENT

The Triple Zero Kids' Challenge game has recently been updated to include three water safety scenarios available to play online. The content in these quests is endorsed by the Royal Life Saving Association of Australia and further information about water safety is available at www.royallifesaving.com.au

TRIPLE ZERO KIDS' CHALLENGE

Teacher's Guide

INTENDED AUDIENCE

The Guide has been designed for teachers of Australian students in Foundation Year, Grade 1 and Grade 2.

CONTENT IN THE GUIDE

The guide consists of 13 lesson plans. Each lesson plan includes an overview, a description of learning outcomes, a reference to the relevant quest in the Triple Zero online game, and a set of teaching and learning activities for the classroom. 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 highly 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.

TEACHER'S RESOURCE PACK

You will find all the materials you need to deliver each lesson in the complimentary Teacher's Resource Pack, which has been designed to reduce the amount of preparation time required. You can download the Teacher's Resource Pack from the Triple Zero Kids' Challenge website or via this link: kids.triplezero.gov.au/teachers/



LESSONS IN THE GUIDE

<p>Lesson 1: What is an emergency? (Page 8)</p>	<p>Students are introduced to the concept of an 'emergency' and learn to identify when an emergency is taking place.</p>
<p>Lesson 2: Police, Fire, Ambulance (Page 10)</p>	<p>Students learn about the Triple Zero number and which emergency service agency to ask for in different types of emergencies.</p>
<p>Lesson 3: Hoax Calls (Page 13)</p>	<p>Students watch a short news segment about hoax calls and participate in a game-show style quiz.</p>
<p>Lesson 4: Big Accidents and Small Accidents (Page 16)</p>	<p>Students learn the difference between big accidents and small accidents. They also learn that big accidents require a call to Triple Zero.</p>
<p>Lesson 5: Triple Zero Heroes (Page 18)</p>	<p>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).</p>
<p>Lesson 6: Calling Triple Zero to Report a Big Accident or Medical Emergency (Page 20)</p>	<p>Students make their own cardboard mobile phone and practise making a call to Triple Zero to report a big accident or a medical emergency.</p>
<p>Lesson 7: House Fire Safety (Page 23)</p>	<p>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.</p>
<p>Lesson 8: Calling Triple Zero to report a House Fire (Page 26)</p>	<p>Children practise calling Triple Zero to report a house fire.</p>
<p>Lesson 9: Calling Triple Zero to Report a Suspicious Person (Page 28)</p>	<p>Students learn how to respond when a suspicious person offers them a lift. They practise remembering and describing key features of a suspicious person. They also practise calling Triple Zero to report a suspicious person.</p>
<p>Lesson 10: Bushfire Safety (Page 31)</p>	<p>Students learn how to prepare their property to reduce the impacts of bushfire.</p>



NEW LESSONS IN THE GUIDE

<p>Lesson 11: Tsunami Safety (Page 35)</p>	<p>Students will be introduced to the concept of tsunamis and learn about the importance of natural warning signs, early detection and official alert messages.</p>
<p>Lesson 12: Storm Safety (Page 41)</p>	<p>Students will discuss the importance of being prepared for storms and learn about key preparedness actions, including securing items outdoors and creating an Emergency Kit.</p>
<p>Lesson 13: Flood Safety (Page 49)</p>	<p>Students examine the causes of floods and identify the dangers of playing or swimming in floodwaters. Students also learn about flood warnings and how to find flood warnings on the internet. Students then explore the concept of evacuation and think about what special items they would take with them if they had to evacuate their home in a flood.</p>

CURRICULUM CONNECTIONS

The content in this resource has been mapped to the Australian Curriculum for Health and Physical Education. The curriculum connections for Foundation Year, Year 1 and Year 2 are provided below.

FOUNDATION YEAR

LEARNING AREA	LEARNING STRAND	SUB-STRAND	CONTENT DESCRIPTION	ELABORATIONS
Health and Physical Education	Personal Social and Community Health	Being Healthy Safe and Active	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	<ul style="list-style-type: none"> Identifying characters in different texts who help the main character to stay safe and healthy Identifying knowledge, skills and understandings that can help keep them safe and healthy Naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios
		Contributing to healthy and active communities	Identify actions that promote health, safety and wellbeing (ACPPS006)	<ul style="list-style-type: none"> Recognising and following safety symbols and procedures at home and in water and road environments Looking at different ways the community keeps them safe, for example devices like lights, procedures like safe swimming or safe food handling and safety volunteers
		Communicating and interacting for health and wellbeing	Identify and describe emotional responses people may experience in different situations (ACPPS005)	<ul style="list-style-type: none"> Exploring how someone might think and feel during an emergency

YEAR 1 AND YEAR 2

LEARNING AREA	LEARNING STRAND	SUB-STRAND	CONTENT DESCRIPTION	ELABORATIONS
Health and Physical Education	Personal Social and Community Health	Being Healthy Safe and Active	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	<ul style="list-style-type: none"> Identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends Locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to Triple Zero Identifying situations that require the help of emergency services Describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe
			Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	<ul style="list-style-type: none"> Describing actions to stay safe in a range of environments, including water, road, nature and outdoors

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 tested and evaluated rigorously 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 on the next page. 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

EMERGENCY SERVICES CONTACT LIST

Australian Emergency Services agencies provide a range of additional educational materials and school-based programs. If you would like to know what is offered by the Emergency Services in your State or Territory, please check out their websites.

AUSTRALIAN CAPITAL TERRITORY

ACT Ambulance Service www.esa.act.gov.au/ambulance

ACT Emergency Services Agency www.esa.act.gov.au

ACT Police www.police.act.gov.au

NEW SOUTH WALES

Ambulance NSW www.ambulance.nsw.gov.au

Fire and Rescue NSW www.fire.nsw.gov.au

NSW Police Force www.police.nsw.gov.au

NSW Rural Fire Service www.rfs.nsw.gov.au

NSW State Emergency Service www.ses.nsw.gov.au

NORTHERN TERRITORY

Northern Territory Fire and Rescue Service

www.pfes.nt.gov.au/fire-and-rescue-service

Northern Territory Police Force www.pfes.nt.gov.au

St John Ambulance Northern Territory www.stjohnnt.org.au

QUEENSLAND

Queensland Ambulance Service www.ambulance.qld.gov.au

Queensland Fire and Emergency Services www.qfes.qld.gov.au

Queensland Police www.police.qld.gov.au

Rural Fire Service Queensland www.ruralfire.qld.gov.au



SOUTH AUSTRALIA

South Australia Ambulance Service www.saambulance.com.au

South Australia Country Fire Service www.cfs.sa.gov.au

South Australia Metropolitan Fire Service www.mfs.sa.gov.au

South Australia Police www.sapolice.sa.gov.au

South Australia State Emergency Service www.ses.sa.gov.au

TASMANIA

Ambulance Tasmania www.dhhs.tas.gov.au/ambulance

Tasmania Fire Service www.fire.tas.gov.au

Tasmania Police www.police.tas.gov.au

Tasmania State Emergency Service www.ses.tas.gov.au

VICTORIA

Ambulance Victoria www.ambulance.vic.gov.au

Fire Rescue Victoria www.frv.vic.gov.au

Victorian Country Fire Authority www.cfa.vic.gov.au

Victoria Police www.police.vic.gov.au

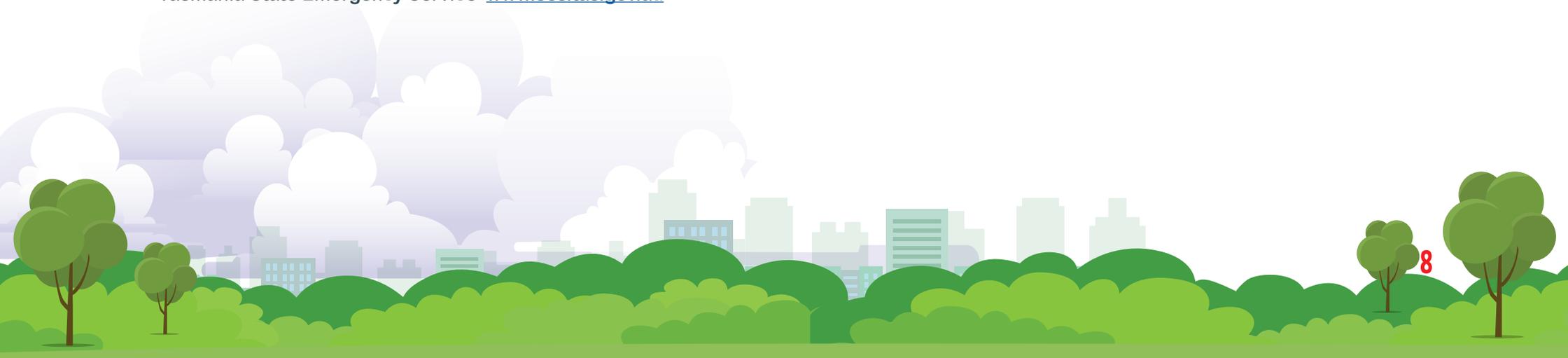
Victoria State Emergency Service www.ses.vic.gov.au

WESTERN AUSTRALIA

St John Ambulance www.stjohnwa.com.au

Western Australia Department of Fire and Emergency Services
www.dfes.wa.gov.au

Western Australia Police www.police.wa.gov.au



EMERGENCY SERVICES ALERT AND INCIDENTS WEBSITES

Australian Emergency Services agencies provide localised incident alerts and warnings. Check your state or territory for local information.

AUSTRALIAN CAPITAL TERRITORY

Live Incidents Map esa.act.gov.au

NEW SOUTH WALES

Hazard watch (Flood, Storm, Tsunami) hazardwatch.gov.au

Fires Near Me (Fire) www.rfs.nsw.gov.au/fire-information/fires-near-me

NORTHERN TERRITORY

Live Incidents Map www.pfes.nt.gov.au/incidentmap

QUEENSLAND

Live Incidents Map www.qfes.qld.gov.au/Current-Incidents

SOUTH AUSTRALIA

Live Incidents Map www.ses.sa.gov.au/incidents-and-warnings/incidents-and-warnings-map/

TASMANIA

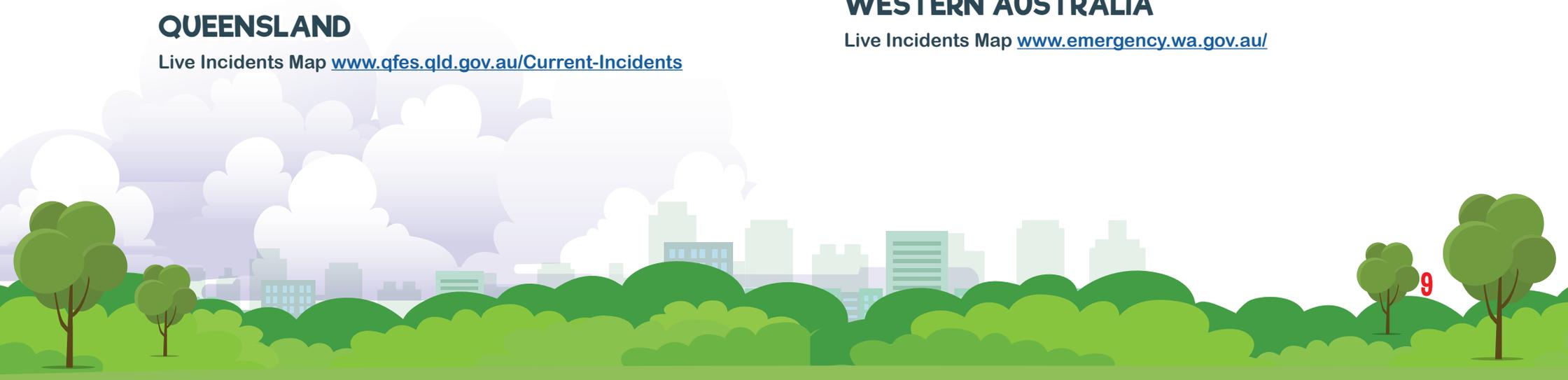
Live Incidents Map alert.tas.gov.au

VICTORIA

Live Incidents Map emergency.vic.gov.au/respond/

WESTERN AUSTRALIA

Live Incidents Map www.emergency.wa.gov.au/



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.

OUTCOMES AND INDICATORS

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

PREPARATION:

In preparation for this lesson, students can play this quest in the online game.



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 Blu-Tack.



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.

TEACHING AND LEARNING ACTIVITIES

GUIDED DISCUSSION (10 MINUTES)

Lead the students in a discussion about the concept of ‘emergencies’.

The following questions can provide a guide. 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?

EMERGENCY BINGO GAME (30–40 MINUTES)

In the Teacher’s Resource Pack you will find a set of Emergency Bingo Cards and a Bingo Board. Make a copy of these for every student in the class. Instruct the students to cut out and colour in their cards. When they are finished, instruct the students to select six cards and to use a small amount of Blu-Tack to stick each one onto a square on their Bingo Board.

When the students are ready to play, call out a situation depicted on one of the Emergency Bingo Cards. For example: “A child falls out of a tree and they 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 the child is badly injured”. Students with that card on their bingo board can place a token on it.

The teacher continues to call out situations depicted on the cards. When a student has placed tokens on all 6 cards they call out “Bingo”.

Keep playing until all the students have placed tokens on all their cards and called out “Bingo”.

If time allows, get the students to choose another 6 cards, stick them down on their Bingo Board, and play another round.

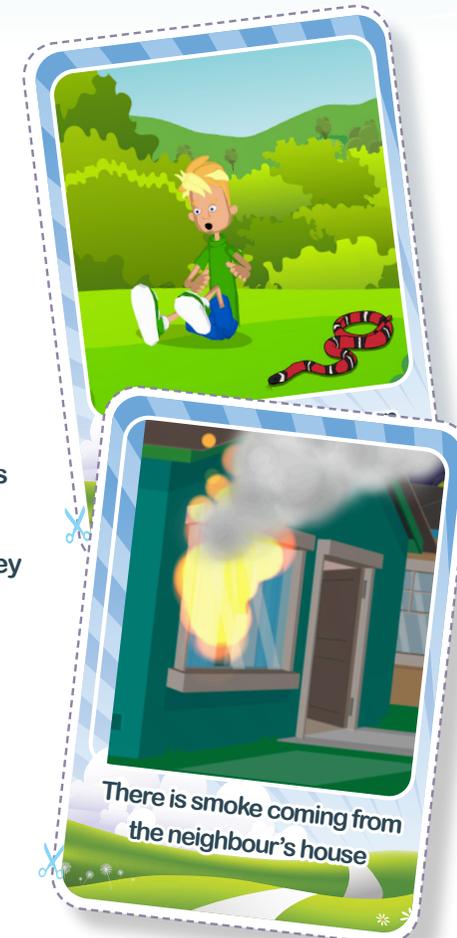
TEACHER TIP

Younger students may require more help than older students to explain why a situation is an emergency.

HOMEWORK EXTENSION

Send students home with the Parent’s Information Sheet about Triple Zero and the ‘Triple Zero Kids’ Challenge’.

The aim of the information sheet is to let parents know that their child is learning about Triple Zero at school and will be bringing home some activities aimed at increasing household fire safety.



LESSON TWO: POLICE, FIRE, AMBULANCE

OVERVIEW

Students learn about the Triple Zero number and which emergency service agency to ask for in different types of emergencies

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.

PREPARATION

In preparation for this lesson, students can play these quests in the online games.



MATERIALS AND RESOURCES

- Triple Zero Hats (see Teacher's Resource Pack)
- Emergency Bingo Cards (see Teacher's Resource Pack)
- A ball
- Police, Fire, Ambulance Worksheet (see Teacher's Resource Pack).
- Zero Zero Zero Colouring In Sheet (see Teacher's Resource Pack).



TEACHING AND LEARNING ACTIVITIES

GUIDED DISCUSSION (10 MINUTES)

Lead the students in a discussion about the concept of 'Triple Zero'. The following questions can provide a guide.

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 a special number you can call?
- Does anyone know what Triple Zero is?
- How many zeroes in Triple Zero?
- When should we call Triple 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.



Teacher's Guide

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.



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 (see Teacher's Resource Pack). 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.

HOMEWORK EXTENSION

Give each student a Police, Fire, Ambulance Worksheet (see Teacher's Resource Pack) 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.

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.

PREPARATION

In preparation for this lesson, students can play this quest in the online game.



MATERIALS AND RESOURCES

- Audio-visual equipment
- 'Behind the News' segment on hoax calls
kids.triplezero.gov.au/links/btn
- Four instruments for 'buzzers' (e.g. a bell, a tambourine, a horn).



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.

Invite four students to stand at the front of the class – they are the contestants. Give each student a different 'buzzer'. Read 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 have a try. The first student who answers correctly will remain at the front of the class, and the other three students are replaced with three new contestants.

QUIZ QUESTIONS

- Can you call Triple Zero if you don't have credit on your phone?
- Can you call Triple Zero from a phone that is locked?
- Can you call Triple Zero from a home phone if the bill hasn't been paid?
- What is a hoax call?
- Why is it wrong to make a hoax call?
- What silly things do people ask for when they make hoax calls?
- What happens to you if you get caught making a hoax call?
- Can you go to jail for making a hoax call?
- How long could you go to jail for making a hoax call?
- If you lock your keys in the house, should you call Triple Zero?
- If you see some graffiti, should you call Triple Zero?
- Who should you call if a crime has already happened?
- Who should you call if a crime is happening right now?
- Can kids call Triple Zero?
- Before Triple Zero was invented, who did people have to call in an emergency?
- When the Triple Zero operator answers the phone, what question do they ask first?
- If there is a medical emergency, should you call Triple Zero?

IS IT A HOAX OR A REAL EMERGENCY? (5 MINUTES)

Read out each of the scenarios in the list below. For each one, ask the students to call out “It’s a hoax” or “It’s a real emergency”. When you get to the end of the list, see if the students can come up with some of their own scenarios. Be sure to reinforce that making hoax calls is illegal and can have serious consequences.

QUIZ QUESTIONS

- The dog ate my homework (HOAX)
- The kitchen is on fire (REAL)
- Mum spilt the milk on the kitchen floor (HOAX)
- I can’t find my shoes (HOAX)
- Grandpa is having trouble breathing and he can’t talk (REAL)
- The TV is broken (HOAX)
- My brother has fallen out of a tree and he can’t move (REAL)
- I’ve been bitten by a snake (REAL)
- I forgot my lunch (HOAX)
- Mum’s got a headache (HOAX)
- Dad has fallen off the roof and we can’t wake him up (REAL)



LESSON FOUR: BIG ACCIDENTS AND SMALL ACCIDENTS

OVERVIEW

Students learn the difference between big accidents and small accidents. They also learn that big accidents require a call to Triple Zero.

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.

PREPARATION

In preparation for this lesson, students can play this quest in the online game.



Uncle Bob is unconscious

MATERIAL AND RESOURCES

- Poster paper and marker.



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.

TEACHING AND LEARNING ACTIVITIES

BIG ACCIDENTS, SMALL ACCIDENTS (30–35 MINUTES)

Students assemble in a large open outdoor area, such as a basketball court. On one piece of poster paper and marker, write 'BIG' and place it at one end of the court. On another piece of poster paper write 'SMALL' and place it at the other end. Students then line up across the middle of the court. The teacher then reads an item from the list below and students run to the correct end. After each item, students reassemble across the middle point and the teacher reads another item from the list. Continue until all the items on the list have been called out. If, for any reason, a student is unable to run, they can be a referee or they can be the announcer and call out the items on the list.

- A boy has fallen out of a tree and he can't move (BIG)
- A little girl has fallen over and scraped her knee on the concrete (SMALL)
- A girl has been bitten by a snake (BIG)
- A boy has stubbed his toe on the footpath (SMALL)
- A boy has tipped a pot of boiling water onto himself (BIG)
- Mum has run the bath too hot and it stings when she gets in (SMALL)
- Grandad has fallen down in the backyard and we can't wake him up (BIG)
- A small child who cannot swim fell into the pool. Now he is lying next to the pool and isn't breathing (BIG)
- Mum has cut her finger while chopping the vegetables and it's bleeding a little bit (SMALL)
- Dad has twisted his ankle playing tennis but he can still walk (SMALL)
- A car has crashed into a telephone pole and the driver is badly injured (BIG)
- A girl has been knocked off her bike by a speeding car and we can't wake her up (BIG)
- A boy falls off his skateboard and scrapes his elbow on the concrete (SMALL)
- Dad has fallen off the roof and he can't move (BIG)

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.

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

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.

OUTCOMES AND INDICATORS

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

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/kz-tz

- My Phone Number And Address' worksheet (see Teacher's Resource Pack)

PREPARATION

In preparation for this lesson, students can play this quest in the online game.



Hoax Callers

LESSON PLAN
5



Teacher's Guide



TEACHING AND LEARNING ACTIVITIES

TRIPLE ZERO HEROES (30-35 MINUTES)

Tell the students that you are going to play them a video about a Triple Zero Hero. Tell them they need to watch and listen carefully and remember as many details 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 PHONE NUMBER AND ADDRESS (20 MINUTES)

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

WHAT'S YOUR ADDRESS? (20 MINUTES)

Ask the students to stand in a circle. Put on some fun music. Instruct the students to dance or clap. Stop the music and ask one of the students “What’s your address?” The student responds by reciting their address in a loud, clear voice. Continue to start and stop the music, asking each student “What’s your address?” until everyone has had a turn. Students might need to be prompted, so having a list of student addresses handy is a good idea. Make sure each student includes their street number, street name, town/suburb and state.

HOMEWORK EXTENSION

Send the children home with their completed “My Phone Number and Address” worksheet from the Teacher’s Resource Pack. Tell them to show their parents or guardians and then put it up on the wall near the phone or on the fridge.

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 down and put it near the phone or on the fridge.

MY PHONE NUMBER AND ADDRESS

	PHONE NUMBER	
	STREET NUMBER	
	STREET NAME	
	TOWN OR SUBURB	
	STATE	

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

OVERVIEW

Students make their own cardboard mobile phone and practise making a call to Triple Zero to report a big accident or a medical emergency.

OUTCOMES AND INDICATORS

Students can role play a calling Triple Zero to report a big accident or a medical emergency. They can provide all necessary personal information and the details of the emergency.

PREPARATION

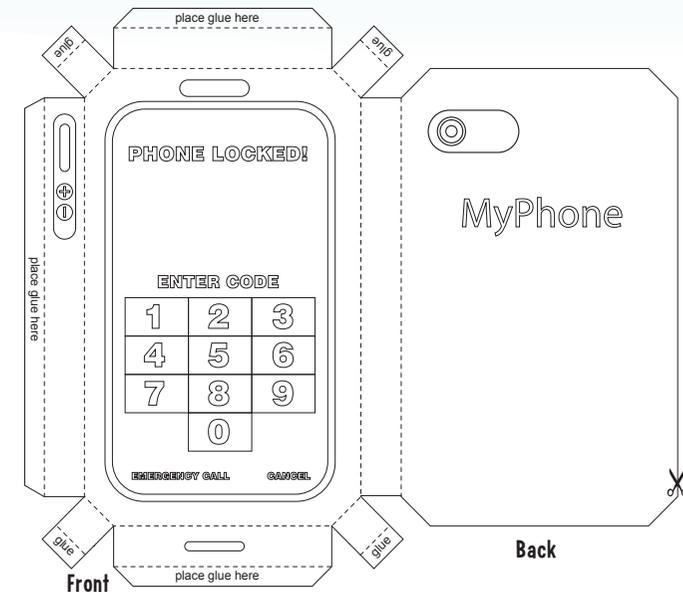
In preparation for this lesson, students can play this quest in the online game.



Uncle Bob is unconscious

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)



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!

TEACHING AND LEARNING ACTIVITIES

MAKE A MOBILE PHONE (35–40 MINUTES)

Each student colours and assembles a mobile phone using the Mobile Phone Template (see Teacher's Resource Pack).

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

CALLING TRIPLE ZERO TO REPORT AN ACCIDENT OR A MEDICAL EMERGENCY (30–40 MINUTES)

Choose two students from the class. Give them an Emergency Bingo Card that depicts a big accident or a medical emergency.

One student can be the 'accident victim' while the other student can be the 'Triple Zero Hero'. The teacher can be the 'the operator'.

Ask the students to role play the accident or medical emergency on the bingo card. Then, using the 'Call script for reporting a Big Accident or Medical Emergency' (see next page) they can role play a call to Triple Zero. The 'Triple Zero Hero' can provide their own home address.

Repeat this activity with another two students and a different Emergency Bingo Card.

If time allows, all the students in the class can get into small groups and practise making Triple Zero calls to report a big accident or a medical emergency.



TRIPLE ZERO CALL SCRIPT FOR REPORTING ACCIDENTS AND MEDICAL EMERGENCIES

Operator: Emergency. Police, fire, ambulance?

Triple Zero Hero: Ambulance

Operator: What state and town are you calling from?

Triple Zero Hero: [insert state and town] _____.

Operator: Ambulance. What is the exact address of your emergency?

Triple Zero Hero: [insert street number, street name and town] _____.

Operator: What phone number are you calling from?

Triple Zero Hero: [insert phone number] _____.

Operator: What is your emergency?

Triple Zero Hero: [Insert emergency scenario] _____.

Operator: Okay, an ambulance is on its way. Stay on the line. Is [insert name] _____ conscious?

Triple Zero Hero: [insert answer] _____.

Operator: Is [insert name] _____ breathing?

Triple Zero Hero: [insert answer] _____.

Operator: Okay. I can hear the hear the ambulance arriving now. Go and let them in. You've done a great job!



HOMEWORK EXTENSION

Students may want to do a Triple Zero role play at home with their parents. If so, send them home with the copy of the 'Call script for reporting a Big Accident or Medical Emergency'.

LESSON SEVEN: 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.

OUTCOMES AND INDICATORS

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

PREPARATION

In preparation for this lesson, students can play this quest in the online game.



Apartment Fire

MATERIALS AND RESOURCES

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

KEY MESSAGE

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



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.

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. (e.g. the letterbox or the footpath in front of the house)

- 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 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.

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

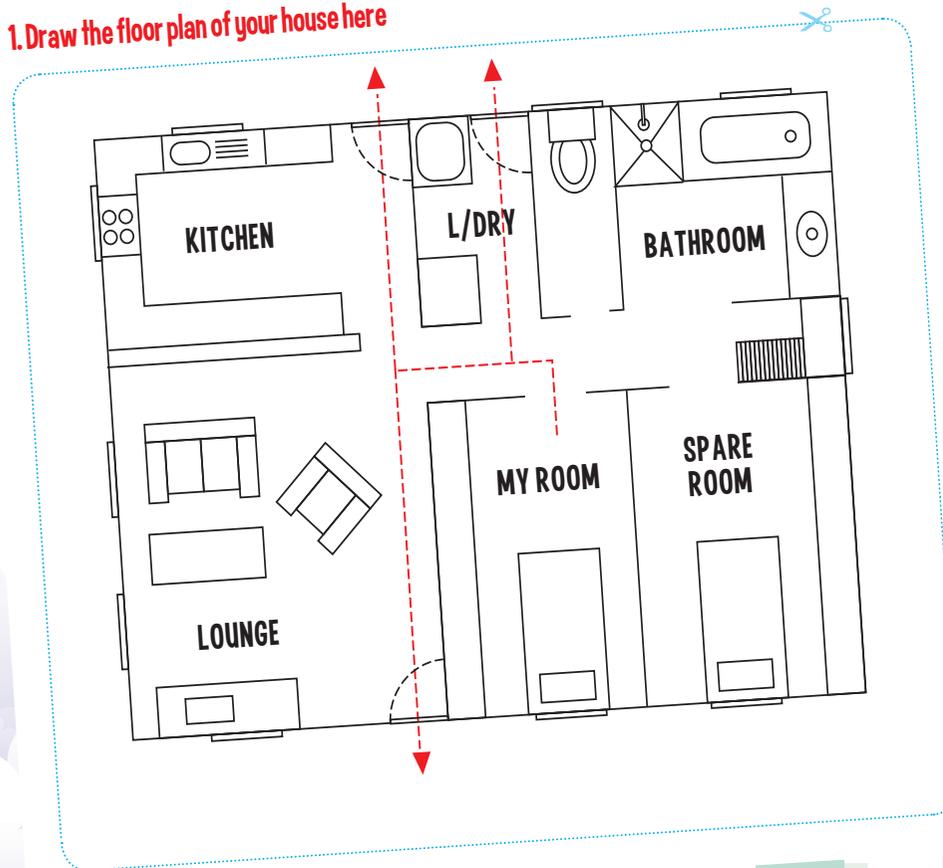
Don't try to find your family inside the house. Meet them outside at your family meeting place.

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

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.

1. Draw the floor plan of your house here



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!

LESSON EIGHT: CALLING TRIPLE ZERO TO REPORT A HOUSE FIRE



Teacher's Guide

OVERVIEW

Children practise calling Triple Zero to report a house fire.

OUTCOMES AND INDICATORS

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

PREPARATION

In preparation for this lesson, students can play this quest in the online game.



MATERIALS AND RESOURCES

- Cardboard mobile phone
- 'Headset' for the operator

TEACHING AND LEARNING ACTIVITIES

CALLING TRIPLE ZERO TO REPORT A HOUSE FIRE (30-40 MINUTES)

Ask the students to brainstorm the various ways that a fire could start in the house and list them on the board. Select one of the suggestions to use in Triple Zero role play.

Invite one of the students to be 'the caller' and the teacher will be the 'the operator'.

First introduce the scenario as follows: "You are at 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, but the fire grows bigger. It's time to run outside and call Triple Zero". Then, using the 'Call Script for Reporting a House Fire' role play a Triple Zero Call.

If time allows, repeat with another student or ask the students to act out their own role plays in small groups.

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.

TRIPLE ZERO CALL SCRIPT FOR REPORTING A HOUSE FIRE

- Operator: Emergency. Police, fire, ambulance?
- Triple Zero Hero: Fire
- Operator: What state and town are you calling from?
- Triple Zero Hero: [insert state and town] _____.
- Operator: Fire emergency. What is the exact address of your emergency?
- Triple Zero Hero: [insert street number, street name and town] _____.
- Operator: What is the number you are calling from?
- Triple Zero Hero: [insert phone number] _____.
- Operator: Okay, tell me exactly what's happening.
- Triple Zero Hero: [Insert emergency scenario] _____.
- Operator: This is very important. Everyone needs to get out of the house and stay out.
Is everyone out of the house?
- Triple Zero Hero: Yes. We are all at the letterbox.
- Operator: Great job. You can hang up now. The fire brigade is on the way.



LESSON NINE: CALLING TRIPLE ZERO TO REPORT A SUSPICIOUS PERSON

OVERVIEW

Students practise remembering and describing key features of a suspicious person. Students learn how to respond when the suspicious person offers them a lift. They also practise calling Triple Zero to report the suspicious person.

OUTCOMES AND INDICATORS

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

PREPARATION

In preparation for this lesson, students can play this quest in the online game.

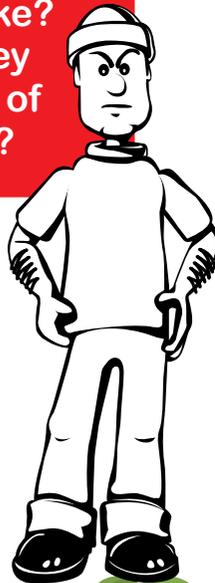


MATERIALS AND RESOURCES

- Suspicious Person Worksheet (see Teacher's Resource Pack).
- Crayon, pencils or textas.
- Headset for the 'operator'

KEY MESSAGE

If you see a crime happening or someone behaving suspiciously, try to remember information that will help the Police later on. What do they look like? What clothes are they wearing? What kind of car are they driving?



TEACHING AND LEARNING ACTIVITIES

MEMORY GAME (30-35 MINUTES)

Give each student a Suspicious Person Worksheet. Instruct students to colour-in the person and vehicle in any way they choose. Students then swap their worksheets with a partner.

Each student then has one minute to remember as many details about the person and vehicle on their partner's worksheet as possible. Their partner then quizzes them about the key characteristics of the person and their vehicle. For example "What colour shirt was he wearing?", "What colour hair did he have?"

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 the Suspicious Person Worksheet that they have already coloured-in, ask one student to role play a call to Triple Zero to report a suspicious person. The teacher can act as the operator by following the Call Script for Reporting a Suspicious Person (see next page). Practise with as many students as time allows. If the students are capable, they can separate into pairs and practise among themselves.

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.



SUSPICIOUS PERSON

TRIPLE ZERO CALL SCRIPT FOR REPORTING A SUSPICIOUS PERSON

Operator: Emergency. Police, fire, ambulance?

Triple Zero Hero: Police

Operator: What state and town are you calling from?

Triple Zero Hero: [insert state and town] _____.

Operator: What phone number are you calling from?

Triple Zero Hero: [insert phone number] _____.

Operator: What is your emergency?

Triple Zero Hero: [Insert emergency] _____.

Operator: Where are you now?

Triple Zero Hero: [Recites the address] _____.

Operator: Okay, the police are on their way. Stay on the line. Can you tell me what the person looked like?

Triple Zero Hero: [insert answer] _____.

Operator: Can you remember what kind of car they were driving?

Triple Zero Hero: [insert answer] _____.

Operator: Okay. Stay on the line. Are the police there yet?

Triple Zero Hero: Yes, they are here.

Operator: Okay, you can hang up now. Great job!



LESSON TEN: BUSHFIRE SAFETY

OVERVIEW

Students learn how to prepare their property to reduce the impacts of bushfire.

OUTCOMES AND INDICATORS

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

PREPARATION

In preparation for this lesson, students can play this quest in the online game.



Preparing for Bushfires

MATERIALS AND RESOURCES

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

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.

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.

Install metal flywire on the windows.

TEACHING AND LEARNING ACTIVITIES

SPOT THE HAZARD (30–35 MINUTES)

Provide each student with a copy of the High Risk House Picture (see Teacher's Resource Pack). 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 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).

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 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.



LESSON PLAN - TSUNAMI SAFETY

OVERVIEW

In this lesson, students are introduced to the concept of tsunamis and learn about the importance of natural warning signs, early detection and official alert messages. They also learn about the inspiring story of Tilly Smith, a 10-year-old English schoolgirl who used her knowledge of tsunami warning signs to save over 100 people when the island of Phuket was hit by the 2004 Boxing Day Tsunami.

OUTCOMES AND INDICATORS

Students can explain that a tsunami is a series of big powerful waves that can come onto land and cause a lot of damage. Students recognise that tsunamis are caused by underwater earthquakes or volcanoes and they can identify where tsunamis are most likely to occur. Students can describe the natural early warning signs for a tsunami and correctly interpret official tsunami alerts. They can also describe the appropriate actions to take in response to a tsunami warning and they recognise the important role that children can play in educating others about tsunami safety.



MATERIALS AND RESOURCES

- Big Day Out interactive online game kids.triplezero.gov.au
- Audiovisual equipment for screening the online game.
- 'Angel of the Beach' newspaper clipping (see Teacher's Resource Pack).
- 'Tilly Smith Saves the Day' comic strip, one for each student (see Teacher's Resource Pack).
- 'Comic Strip Puzzle' template, one for each student (see Teacher's Resource Pack).

TEACHING AND LEARNING ACTIVITIES

ACTIVATING PRIOR KNOWLEDGE (5 MINUTES)

- Seat the students on the floor and ask them if they have ever been to the beach or the seaside. Invite some students to share where they went, what they saw and what they did there.
- Going around in a circle, ask each student to name something they might see at the beach or the seaside (e.g. sand, water, umbrellas, boats, seagulls, fish, people etc.). If the students, don't say 'waves', give them some hints to help them along.
- Write the word 'tsunami' on the board and sound it out (tsu-na-mi). Ask the students if they know what this word means.
- Conclude this discussion by explaining that a tsunami is a series of big powerful waves that can travel all the way across the ocean and come onto land. Emphasise that tsunami waves are not like the waves that we normally see at the beach - they are much bigger and they can be very dangerous.



PLAY THE ONLINE GAME

kids.triplezero.gov.au

Or download from the App store to play on a mobile device.

BIG DAY OUT (15 MINUTES)

- Project the interactive online quest 'Big Day Out' on a large screen and play through it as a class. You will find this quest at kids.triplezero.gov.au Look for 'Big Day Out' in the Bayside area.
- Engage the students in a discussion about the 'Big Day Out'. You can use the following questions as a guide:
 - o What is a tsunami? *A tsunami is a series of big powerful waves in the ocean that can come onto land and cause a lot of damage.*
 - o What causes a tsunami? *Tsunamis are caused by underwater earthquakes and volcanoes.*
 - o Where do tsunamis happen? *Most tsunamis start in the pacific ocean in a place called the ring of fire and they can travel great distances.*
 - o What are the natural warning signs that a tsunami is coming?
 - What might you feel? *You might feel the ground shake.*
 - What might you hear? *You might hear a loud roaring sound.*
 - What might you see? *You might see the ocean drop.*
 - o What should people do if a tsunami is coming? *Go to higher ground at least 10 metres above sea level OR move at least 1km away from the beach or waterfront.*
- Conclude this discussion by emphasising that the chance of a dangerous tsunami happening in Australia is small, but it's important for everyone to learn about tsunami safety just in case.



BIG DAY OUT QUEST

Jasper and Maria enjoy a day at the beach and learn about tsunamis. They meet Uncle Tom, who teaches them about the State Emergency Service (SES). They discover the causes and characteristics of tsunamis, including signs to watch out for. They also learn about the global sensor network used to detect and issue warnings for tsunamis. The story emphasises the importance of following instructions from emergency services and staying informed during tsunami events.

TEACHER TIP:

Help make a height of 10m and a distance of 1km more concrete by providing some examples. For example, a three story building is 10m high.

TILLY SMITH SAVES THE DAY (25 MINUTES)

- Display the 'Angel of the Beach' newspaper clipping for the class and read the headline "Angel of the Beach: Tilly, ten, remembers lessons on tsunamis and saves 100".
- Introduce the class to Tilly Smith and explain that on Boxing Day 2004, when she was ten years old, she used her knowledge of tsunamis to save over 100 people from a very big and dangerous tsunami on the island of Phuket in Thailand.
- Provide each student with a copy of the 'Tilly Saves the Day' comic strip and display an enlarged version for whole class (see Teacher's Resource Pack).
- Give the students a few moments to examine the comic strip and then ask, "What do you think this comic strip is about?" Confirm that the comic strip is about Tilly Smith and the tsunami.
- Read through the comic strip as a class, stopping at key points to discuss what is happening.
- Discuss Tilly's story with the students. You can use the following prompts as guide:
 - o What do you like about Tilly's story?
 - o What did you learn from Tilly's story?
 - o What are you wondering about after reading Tilly's story?
 - o If you were at the beach or the seaside and you thought a tsunami was coming, what would you do? What would you NOT do?
- Instruct the students to carefully cut up the squares of their 'Tilly Smith saves the Day' comic strip.
- Instruct them to shuffle the pieces around and place them in a pile.
- Provide each student with a 'Comic Strip Puzzle' template and explain to the students that they need to put the pieces in the right order to tell the story of Tilly and the tsunami. Note: This activity can be completed as a class, in small groups or individually, depending on student needs and abilities.
- Allow some time for the students to colour in and decorate their comic strips.
- Encourage the students to take their comic strips home to share Tilly's story with their family.



RECAP AND REFLECTION (5 MINUTES)

- Seat the students in a circle on the floor and invite each student to share one important thing they have learned about tsunamis with the class.
- Engage the students in a short discussion to review the key points of the lesson. You can use the following prompts as a guide:
 - o What is a tsunami?
 - o What causes a tsunami?
 - o What are the natural signs that a tsunami is coming?
 - o How does the SES warn people that a tsunami is coming?
 - o What should we do to stay safe if we think a tsunami is coming?

KEY MESSAGES

- A tsunami is a series of big powerful waves that can come onto land and cause a lot of damage.
- There are three natural signs that a tsunami might be coming: 1) You **FEEL** the ground shake 2) You **SEE** the water recede from the beach 3) You **HEAR** a loud roaring sound.
- If you think a tsunami might be coming, go to higher ground at least 10 metres above sea level or move at least one kilometre away from the beach or waterfront.
- Stay informed and listen to warnings from emergency services through TV, radio, or mobile alerts.
- Tsunami safety is everyone's responsibility, so it's important to share what you have learned with others.

NATURAL SIGNS

FEEL the ground shake

SEE the water recede

HEAR a loud roaring
sound

EXTENSION ACTIVITY

Students can create a colourful and informative poster to educate people about tsunami safety.

Important questions to address in the poster include:

- What is a tsunami?
- How will we know if a tsunami is coming?
- What should we do to stay safe if a tsunami is coming?
- Where can people find out more information about tsunami safety?

Encourage the students to be creative and add their own personal touches to make the poster engaging and memorable. They can include catchy slogans, illustrations, or anything else that will capture people's attention and help them remember the information. Once the poster is complete, review it to ensure all the information is clear and easy to understand. Completed posters can be displayed in the classroom or around the school.

LESSON PLAN - STORM SAFETY

OVERVIEW

In this lesson, students learn about storms and the impact they can have on their surroundings. Students discuss the importance of being prepared for storms and learn about key preparedness actions, including securing items outdoors and creating an Emergency Kit. Students also discuss the dangers of playing near drains and flooded areas after a storm.

OUTCOMES AND INDICATORS

Students can describe some of the potential impacts of storms on households and the importance of being prepared. They can identify some key preparedness actions to undertake before a storm occurs, including securing outdoor items and creating an Emergency Kit. Students can explain the importance of staying indoors, away from windows, during a storm. They can also explain the importance of staying away from drains and flooded areas after a storm.



MATERIALS AND RESOURCES

- Weather Station interactive online game kids.triplezero.gov.au
- Audiovisual equipment for screening the online game.
- Image of Kate and Pete's Emergency Kit (see Teacher's Resource Pack).
- Emergency Kit worksheet (see Teacher's Resource Pack).
- Image of Stormwater drains inlet (see Teacher's Resource Pack).
- Image of Stormwater drains outlet (see Teacher's Resource Pack).
- Image of flooded recreational areas (see Teacher's Resource Pack).

TEACHING AND LEARNING ACTIVITIES

ACTIVATING PRIOR KNOWLEDGE (5 MINUTES)

- Seat the students in a circle on the floor and engage them in a short discussion about what the weather is like today (e.g. warm/cold; sunny/cloudy; rainy/dry; windy/still).
- Write the word 'storm' on the board and sound it out. Ask the students if they know what this word means.
- Ask the students if they have ever experienced a storm. Encourage them to share their observations and experiences. You can use the following questions as a guide:
 - o Where were you when the storm happened?
 - o Who were you with?
 - o What could you hear?
 - o What could you see?
 - o What did you do?
 - o How did you feel?
- Conclude this discussion by explaining that storms can bring heavy rain, strong winds, and loud thunder and lightning. They can be exciting, but they can also be dangerous, so it's important to learn how to stay safe during a storm.



PLAY THE ONLINE GAME

kids.triplezero.gov.au

Or download from the App store to play on a mobile device.

WEATHER STATION (15 MINUTES)

- Project the interactive online quest 'Weather Station' on a large screen and play through it as a class. You will find this quest at kids.triplezero.gov.au Look for 'Weather Station' in the Bayside area.
- Engage the students in a discussion about the interactive game. You can use the following questions as a guide:
 - o How did Kate and Pete know that a big storm was coming? *A warning came through the TV.*
 - o What was the first thing Kate and Pete did when they found out a storm was coming? *They packed everything away.*
 - o Why did Kate and Pete pack everything away? *So that it didn't get blown around the yard.*
 - o Where did Pete and Kate go to be safe? *Inside the house, away from the windows.*
 - o Can you name one of the items that Kate and Pete had in their Emergency Kit? *Torch, battery powered radio, first aid kit, food, water, a change of clothes, Rex the dinosaur.*
 - o What happened after the storm? *Dad called the SES to come and help clear the fallen tree.*



WEATHER STATION QUEST

Kate and Pete go on an adventure to create a weather station, learning about meteorology and tracking the weather. Players help them connect weather instruments. A severe thunderstorm warning is issued, and the kids secure outdoor items in a mini game. They seek shelter indoors, away from windows. After the storm, they learn about avoiding drains and puddles and the importance of calling the SES for help.



STAY AWARE AND BE PREPARED (5 MINUTES)

- Ask the students, how would you know that a storm is coming? *Dark clouds, thunder, lightning, strong wind; Storm warnings on the radio or TV.*
- Ask the students, what would your family need to do to get prepared for a storm? Invite the students to share their ideas and list them on the board.
- Engage the students in a discussion about why it is important to get prepared *BEFORE* a storm arrives.

CREATING AN EMERGENCY KIT (20 MINUTES)

- Explain to the students that one way we can be prepared for storms is to have an Emergency Kit.
- Ask the students to recall what items Kate and Pete had in their Emergency Kit. List each item on the board.
- Display the image of Kate and Pete's Emergency Kit from the online game (see Teacher's Resource Pack). Check the items in the image against the items on the list on the board. Ask the students, did we forget anything?
- Facilitate a discussion about why these items are needed in the Emergency Kit (e.g. a torch because the power might go out).
- Ask the students to think about which toy or game they would put in their Emergency Kit to keep them entertained during a storm. Invite some students to share their ideas.
- Provide each student with an Emergency Kit worksheet (see Teacher's Resource Pack) and instruct them to draw in the items that they would include in an Emergency Kit for their own family.
- Gather the students together in a circle. Ask each student to share one item they included in their Emergency Kit and the reason why they included that item.
- Engage the students in a discussion about creating an Emergency Kit at home with families. You can use the following questions as a guide:
 - o Does anyone's family already have an Emergency Kit?
 - o If your family doesn't already have an Emergency Kit, do you think you could help them to make one? How could you help?



AFTER THE STORM (10 MINUTES)

- Display the image 'Stormwater Drain – Inlet' (see Teacher's Resource Pack).
- Engage the students in a discussion about what they can see. You can use the following prompts as a guide:
 - Have you ever seen one of these before?
 - Where did you see it?
 - Do you know what's it for?
- Display the image 'Stormwater Drain – Outlet' (see Teacher's Resource Pack).
- Engage the students in a discussion about what they can see. You can use the following prompts as a guide:
 - Have you ever seen one of these before?
 - Where did you see it?
 - Do you know what it's for?
- Explain to the students that this is where the stormwater comes out after it has gone down the stormwater drain.
- Engage the students in a discussion about the dangers of playing around stormwater drains after a storm. You can use the following questions as a guide:
 - Would it be safe for children play near a stormwater drain after a storm?
 - What might happen if children play near a stormwater drain after a storm?
 - If you saw children playing near a stormwater drain after a storm, what might you say to the them?
- Conclude the discussion by emphasising that it is extremely dangerous for children to play around stormwater drains after a storm.



- Display the image of the flooded football oval (see Teacher's Resource Pack) and ask the students what they can see.
- Explain that heavy rain during a storm can cause a flood and point out that this football oval is flooded.
- Ask the students, would it be safe for children to be play at this football oval when it is flooded?
- Display the image of the playground (see Teacher's Resource Pack) and ask the students what they can see.
- Point out that playground is flooded.
- Ask the students, would it be safe for children play at this playground when it is flooded?
- Explain to the students that it is very dangerous to play in flooded areas because we never know what is under the water.
- Ask the students, what might be lurking under the floodwater?
- Emphasise that there could be a stormwater drain that we can't see, so we must never play flooded areas after a storm.
- Ask the students, if you saw children playing or swimming in a flooded area, what would you say to them?



RECAP AND REFLECTION (5 MINUTES)

- Invite each student to think of one important thing they have learned about storms today and share it with the class.
- Engage the students in a short discussion to review the key points of the lesson. You can use the following prompts as a guide:
 - o What can we do to prepare for a storm?
 - o What should we do to stay safe during a storm?
 - o What should we do to stay safe after a storm?

EXTENSION ACTIVITY

Students can create a storm-themed artwork, such as a drawing or collage.

KEY MESSAGES

Get prepared for storms by creating an Emergency Kit with a torch, a battery powered radio, some food and water, a change of clothes and a toy or game to play with.

If a storm is coming, pack away or secure loose items that could get blown around in the wind.

During a storm, stay inside and keep away from windows.

After a storm, stay away from stormwater drains and flooded areas.

LESSON PLAN – FLOOD SAFETY

OVERVIEW

In this lesson, students learn about causes of floods and they identify the dangers of playing, swimming and driving in floodwaters. Students learn about flood warnings and explore the concept of evacuation. Students also think about what special items they would take with them if they had to evacuate their home in a flood.

OUTCOMES AND INDICATORS

Students can explain how large amounts of rain can cause a flood. They can identify the dangers associated with playing and swimming in floodwaters and can communicate those dangers to others. Students know that there are three levels of emergency warnings and can demonstrate how to find flood warnings. Students can also explain the concept of 'evacuation' and identify special items they would take if their family had to evacuate.



MATERIALS AND RESOURCES

- Rainy Day interactive online game kids.triplezero.gov.au
- Audiovisual equipment for screening the online game.
- Images of children playing, riding bikes and swimming in floodwater (see Teacher's Resource Pack).
- Image of a car stopped on the bridge (see Teacher's Resource Pack).
- Floodwater is Dangerous worksheet (see Teacher's Resource Pack).
- Flood Warnings Map (see Teacher's Resource Pack).
- 'What would you take if you had to evacuate?' Worksheet. (see Teacher's Resource Pack).

TEACHING AND LEARNING ACTIVITIES

ACTIVATING PRIOR KNOWLEDGE (5 MINUTES)

- Write the word 'flood' on the board and read it out loud. Ask the students if they know what this word means.
- Ask the students if they have ever seen a flood. Encourage them to share their observations or experiences. You can use the following prompts as a guide:
 - o Where did you see the flood?
 - o What was it like?
 - o Do you know what caused the flood?
- Engage the students in a discussion about flood safety. You can use the following prompts as a guide:
 - o Can floods be dangerous?
 - o What are some of the dangers during a flood?
 - o What can we do to stay safe from floods?
- Conclude this discussion by explaining that floods can be dangerous, but there are lots of things we can do to keep ourselves safe.



PLAY THE ONLINE GAME

kids.triplezero.gov.au

Or download from the App store to play on a mobile device.

RAINY DAY (15 MINUTES)

- Project the interactive online quest 'Rainy Day' on a large screen and play through it as a class. You will find this quest at kids.triplezero.gov.au Look for 'Rainy Day' in the Bayside area.
- Engage the students in a discussion about the interactive game. You can use the following questions as a guide:
 - o How do floods happen?
 - o Is it safe to play, swim or ride your bike in floodwater? Why not?
 - o How do we know if there is going to be a flood?
 - o What does 'evacuate' mean?
 - o What should we take with us if we have to evacuate?



RAINY DAY QUEST

Ms. White is teaching her students about the weather. She introduces the concept of flooding and talks about the dangers of floodwaters. The students learn about flood warnings and the importance of listening to the advice of the Bureau of Meteorology and the SES. The students also learn about evacuation and emergency kits.

FLOODWATER IS DANGEROUS! (20 MINUTES)

- Display the images of children playing, riding bikes and swimming in floodwater (see Teacher's Resource Pack) and, ask the students to describe what they can see.
- Ask the students if these activities are safe or dangerous and encourage them to explain their answers. Be sure to emphasise the dangers of these activities.
- Think-pair-share: Tell the students to think about what they might say to the children who are playing, riding bikes or swimming in floodwaters. Each student can share their ideas with the student next to them. Invite some of the students to share their ideas with the class.
- Provide each student with a Floodwater is Dangerous Worksheet (see Teacher's Resource Pack). Students can draw in the dangers that lurk in the floodwater and use the speech bubble to write their safety message.



KEY MESSAGES

Floodwaters are very dangerous
NEVER play, swim, ride your bike or
drive in floodwaters.

- Display the image of the car stopped on the bridge and ask the students to describe what they can see (see Teacher's Resource Pack).
- Explain to the students that the driver is deciding whether to turn around or drive through the floodwater.
- Ask the students if driving through floodwater is safe or dangerous and encourage them to explain their answers.
- Think-pair-share: Tell the students to think about what they might say to someone who is thinking about driving through floodwater. Each student can share their ideas with the student next to them. Invite some of the students to share their ideas with the class.
- Allow additional time for the students to complete their worksheets if needed.
- Display the completed worksheets around the classroom.



KEY MESSAGES

NEVER drive through floodwaters.

Floodwater may be deeper or faster flowing than it appears and contain hidden snags or debris.

Roads and surfaces underneath floodwater often wash away.

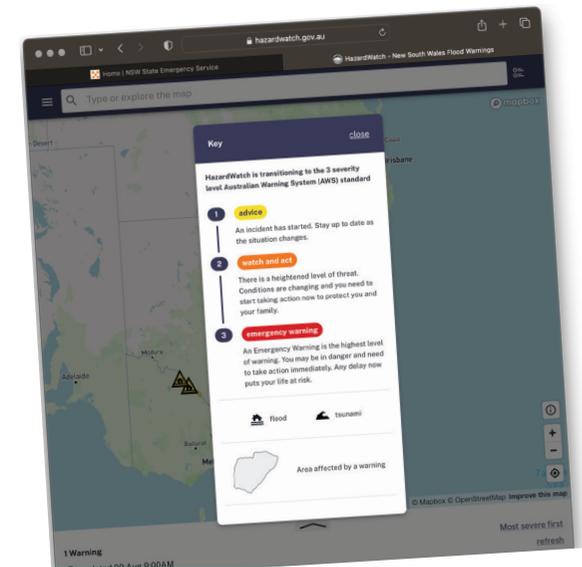
FLOOD WARNINGS (15 MINUTES)

- Begin by asking the students, how will we know there is going to be a flood? List the students' responses on the board.
- Display the warnings map on a large screen (see Teacher's Resource Pack) and ask the students what they can see (e.g. a map, a yellow triangle, a red triangle, flood warnings etc.).
- Ask the students, what do the triangles mean?
- Explain that the triangles are flood warnings - they tell us if there is going to be a flood and what we need to do to stay safe.
- Ask the students, why are the triangles different colours?
- Explain what the different colours mean:
 - o Advice (Yellow): A yellow warning means that something bad has started, but it's not dangerous yet. You should stay up to date on the situation in case it gets worse. You can do things like listen to the radio or watch TV to stay informed.
 - o Watch and Act (Orange): An orange warning means that the situation is getting worse. You need to start taking action now to protect yourself and your family. This might mean getting ready to evacuate to a safe place, such as a friend's house or a community centre.
 - o Emergency Warning (Red): A red warning means that you are in danger. You need to take action immediately to protect yourself and your family. This might mean evacuating your home and going to a safe place.



HOW TO FIND OUT IF IT IS GOING TO FLOOD (5 MINUTES)

- Ask the students, how can we find out if there is going to be a flood? Tell the students that one of the best places to look is on their local Emergency Service alerts website.
- On a large screen, display the homepage of your local alerts website. Direct students' attention to the map. Ask the students, what country is this? Then ask the students to see if they can find their state. Show the students how to zoom in using the + sign. Keep zooming in to find your town or suburb.
- Zoom back out to show the whole state or territory. Ask the students, are there any flood warnings for today?
- If there are any warnings, ask the students what kind of warnings they are (e.g. Yellow – Advice, Orange – Watch and Act, Red – Emergency Warning). Choose one of the warnings and give the students a brief summary of what is happening.
- Ask the students, are there any flood warnings for our local area today? Show the students how to check by typing the name of your town or suburb into the search bar.
- Ask the students if their parents or caregivers at home know how to find flood warnings on their local emergency service alerts website. Encourage the students to go home and show their parents and caregivers how to find the warnings on the website.
- Conclude this activity by discussing what we should do if we hear a warning (e.g. Look at the alerts or incidents website, listen to the radio or watch TV to find out more information; follow the instructions of the Emergency Services; Stay calm and don't panic).



ALERTS AND INCIDENTS MAPS

See page 9 for your local Emergency Service Alerts website in your state or territory.

WHAT WOULD YOU TAKE IF YOU HAD TO EVACUATE? (15 MINUTES)

- Seat the students on the floor in a circle.
- Write the word 'evacuate' on the board. Ask the students, what does evacuate mean?
- Explain that evacuate means getting away from a dangerous place and going to a safe place (e.g. If there is a flood near your home, the SES might ask you to evacuate to a safer place; If there is a dangerous flood near your home, the SES might ask you to evacuate. If the SES asks you to evacuate it is because it is safer for you to leave).
- Ask the students, if you had to evacuate your home, what special things would you take with you? Emphasise that they must be things that are small enough to carry in a box or a bag (e.g. you can't take the trampoline!)
- Going around the circle, ask the students to share the number one thing they would take with them and why.
- Instruct the students to return to their desks and provide each student with a 'What would you take if you had to evacuate?' worksheet (see Teacher's Resource Pack). Instruct the students to draw and label three items they would want to take with them if they had to evacuate.
- Encourage the students to take their worksheet home and share it with their parents or caregivers.



RECAP AND REFLECTION (5 MINUTES)

- Invite each student to think of one important thing they have learned about floods and share it with the class.
- Engage the students in a short discussion to review the key points of the lesson. You can use the following prompts as a guide:
 - o Why do we need to stay out of floodwater?
 - o What are the three levels of flood warnings?
 - o Where can we check for flood warnings?
 - o What does evacuate mean?
 - o Why is it a good idea to think about what we would take if we had to evacuate *BEFORE* there is a flood?

EXTENSION ACTIVITIES

- For a few weeks following the lesson, ask students to check the SES website to see if there are any current flood warnings. Engage the students in a class discussion about the level of the warning and what the people in the affected area are being asked to do.
- Students can make a poster that displays the three levels of flood warnings and explains what they mean. They can also include information about where to find warnings (i.e. on the SES website) and what to do if you receive a warning (e.g. Listen to the radio or watch TV to find out more information; follow the instructions of the SES or other Emergency Services; Stay calm and don't panic).

KEY MESSAGES

Heavy rain can cause a flood.

The SES provides flood warnings to help keep the community safe.

If there is a dangerous flood, you might need to evacuate to a safer location away from the flooded area.

Decide what special items you would take with you if your family had to evacuate.

ADDITIONAL QUESTS AND TAKE HOME BOARD GAME.

There are additional games to play in the online version that focus on water safety and awareness, including scenarios at the beach, backyard pool and an inland waterway. The Royal Life Saving Society – Australia offers additional curriculum materials to teach water safety from Foundation to Year 10 through the Water Smart program. Visit the Royal Life Saving Society – Australia (RLSSA) website for more information: [RLSSA Water Smart Education Toolkit](http://www.rlssa.com.au/water-smart-education-toolkit)

The Teacher's Resource Pack includes a 'Hoses and Ladders' Board game that students can take home.



PLAY THE KIDS' CHALLENGE GAME
DOWNLOAD FROM THE APP STORE!

THE TRIPLE ZERO KIDS' CHALLENGE QUESTS

The Triple Zero Kids' Challenge interactive safety game consists of 15 different quests. You can find a brief description of each quest below.

IS IT AN EMERGENCY?

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?

PREPARING FOR BUSHFIRES

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.

HOAX CALLER

Suong and Adam are playing at the skate park. Adam finds Suong's Mobile phone and jokes about making a hoax call. Adam then makes a hoax call to Triple Zero and gets into trouble from his mother and the paramedics. They explain to Adam why it is wrong to make hoax calls to the emergency services.



SUSPICIOUS PERSON

A van pulls up next to Kate and offers her a lift, 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.



GRASS FIRE

Kate and Pete are on their way 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.



UNCLE BOB IS UNCONSCIOUS

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 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.



NEIGHBOURS ON HOLIDAYS

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.



APARTMENT FIRE

Kate and Pete are visiting Suong's house. They go into the kitchen to meet Suong'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. Suong calls Triple Zero and requests the fire brigade. Suong gives the address and describes the situation. The operator tells everyone to evacuate the house. The children and Mrs Lee wait at the safe meeting place outside the house and the fire brigade arrives.



AT THE SKATE PARK

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.



TRAFFIC ACCIDENT

Kate and Pete are on holidays in the Northern Territory and witness a car accident. 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 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.



ESCAPE PLAN

Kate is asleep in bed when the fire alarm goes off. Kate has to enact her fire escape plan. Kate checks if the door is hot, meeting her family in the hallway, they 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. The fire brigade arrives.



VIDEO GAME

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 Peter to prepare the house for the arrival of the paramedics by putting away the dog and making sure there are no obstacles near the door. The paramedics arrive and take Dad to hospital in the ambulance.



AT THE BEACH

Dad, Kate and Suong are playing at the beach and learning about how to be sun smart and swim between the flags and that a responsible adult must always be actively watching while they play in and near the water at the beach.

BACKYARD POOL

Pete and Adam go for a swim in the pool and learn that every pool needs to display a CPR sign, a responsible adult needs to keep watch and the pool gate should always be closed.

LAKESIDE

Dad, Mum, Kate and Pete go kayaking and learn what is good to take with you on an adventure on the water, and that you must always wear a life vest in a water craft. Pete falls into the water when a jetski goes past and gets into trouble. Kate uses the Emergency+ app to call Triple Zero and can tell the emergency operator their GPS location in order to send help.



Teacher's Guide

BIG DAY OUT

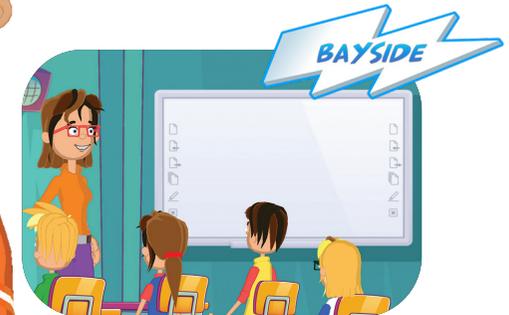
Jasper and Maria enjoy a day at the beach and learn about tsunamis. They meet Uncle Tom, who teaches them about the State Emergency Service (SES). They discover the causes and characteristics of tsunamis, including signs to watch out for. They also learn about the global sensor network used to detect and issue warnings for tsunamis. The story emphasises the importance of following instructions from emergency services and staying informed during tsunami events.

RAINY DAY

Ms. White is teaching her students about the weather. She introduces the the concept of flooding and talks about the dangers of floodwaters. The students learn about flood warnings and the importance of listening to the advice of the Bureau of Meteorology and and the SES. The students also learn about evacuation and emergency kits.

WEATHER STATION

Kate and Pete go on an adventure to create a weather station, learning about meteorology and tracking the weather. Players help them connect weather instruments. A severe thunderstorm warning is issued, and the kids secure outdoor items in a mini game. They seek shelter indoors, away from windows. After the storm, they learn about avoiding drains and puddles and the importance of calling the SES for help.



ACKNOWLEDGEMENTS

This resource is an initiative of the Triple Zero Awareness Working Group, a national body that represents emergency call-taking agencies, Government agencies and industry partners throughout Australia. The resource has been funded by the Australian Government Attorney General's Department through the National Emergency Management Programme and through contributions from the member agencies of the Triple Zero Awareness Work Group.

The following agencies and organisations have assisted in the development of this resource:

Ambulance Service of NSW; Ambulance Victoria; Tasmania Ambulance Service; Australian Capital Territory Emergency Services Agency; Northern Territory Police, Fire and Emergency Services; State Emergency Service Victoria; NSW State Emergency Service; Country Fire Authority; Fire & Rescue NSW; Tasmania Fire Service; NSW Rural Fire Service; Melbourne Metropolitan Fire Brigade; St John Ambulance Australia; South Australia Ambulance Service; South Australia Metropolitan Fire Brigade; South Australia Police; Victoria Police; Western Australia Police; NSW Police Force; Tasmania Police; Australian Federal Police; Queensland Police; Western Australian Department of Fire and Emergency Services; Queensland Fire and Rescue Service; Australian Communications and Media Authority; Telstra; APCO Australasia; Emergency Services Telecommunications Authority of Victoria.

Special thanks go to the following people for their valuable input:

Brendan Smith, Jan Bedson, Cherie Lutz, Chris Beatson, Andrew Hebborn, Ellena Midgley, Gregory Wild, Greg Howard, Jane Elkington, Jennifer Beresford, Joanne King, Jo Steele, Lisa Sennett, Lance Martin, Michelle Mansell, Nicole Hogan, Osmanthus Hart-Smith, Paul Edwards, Peter Bull, Simon Collingwood, Stephen Moore, Michael Dalton, Lisa Walkington and Kate McAuslan.

Written and developed by Briony Towers and Mark Whybro

Illustrations and artwork by 360 Entertainment

Design and layout by: The team at 360 Entertainment and Simon Blazey



An initiative of the Australian Government
State and Territory Emergency Services