



# MORETON BAY DISASTER Preparedness Course

Teacher Guide



# **Moreton Bay Disaster Preparedness Course Teacher Guide**

Published 2021

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Designed by Moreton Bay Regional Council

Created by TAFE Queensland English Language and Literacy Services (TELLS)

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The Disaster Preparedness Workbook series has been produced by Moreton Bay Regional Council and proudly supported by the Queensland Government's Get Ready Queensland program.

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# MORETON BAY DISASTER PREPAREDNESS COURSE: TEACHER GUIDE

This Teacher Guide provides:

- Background information about the development of the course;
- Student Capabilities and Knowledge - an overview of the target student course outcomes;
- Program delivery guidance;
- Recommended pre-teaching;
- An overview of each of the 10 lessons, with an outline lesson plan which contains key lesson outcomes and learning activities. Answer guides for all activities are included at the end of the document.

## BACKGROUND

The Moreton Bay Disaster Preparedness (MBDP) course is designed to deliver an accessible and consistent natural disaster preparedness, response and recovery message to clients from culturally and linguistically diverse (CALD) backgrounds in the Moreton Bay region, whose Language, Literacy and Numeracy (LLN) capabilities present a barrier to their understanding of the existing disaster messaging.

The course is designed for delivery in community and vocational (TAFE Queensland) settings in the Moreton Bay region.

The course content, and the required skills and knowledge, align generally to Level 1 of the Australian Core Skills Framework (ACSF). This course is designed to be suitable for students who, as a minimum, are working *at or towards* ACSF Level 1. However, due to the topics and themes covered by the course, use of some post-ACSF 1 syntax was unavoidable. Specific examples are identified in the recommended pre-teaching section below.

## STUDENT CAPABILITIES AND KNOWLEDGE

At the conclusion of this course, students will be able to:

- Demonstrate understanding of the key natural disasters affecting the Moreton Bay region: bushfires; floods; storms; heatwaves.
- Demonstrate understanding of the phases of: disaster preparation, disaster response and disaster recovery.
- Demonstrate understanding of the importance of personally relevant checklists and evacuation plans for natural disasters.

- Demonstrate understanding of the key emergency response and disaster management services/agencies in the Moreton Bay region.

## PROGRAM DELIVERY

- The Moreton Bay Disaster Preparedness course will be delivered over 10 x 1-hour lessons.
- There are two x 1-hour **introductory lessons**, designed to:
  - elicit pre-existing knowledge from students;
  - orient students to key vocabulary and concepts;
  - introduce key disaster preparedness/response/recovery messages associated with the main types of natural disasters in the Moreton Bay region; and
  - introduce the names and functions/roles of key disaster management, emergency response and support agencies in the Moreton Bay region.
- There is a 1 x 1-hour lesson allocated to **heatwaves** and 2 x 1-hour lessons allocated to:
  - bushfires
  - floods
  - storms
- The final lesson is a 1 x 1-hour **consolidation lesson**, designed to revise knowledge and reinforce key disaster preparedness, response and recovery messages for the main types of natural disasters in the Moreton Bay region. This lesson ensures that students:
  - have remembered the key messages from the original lessons;
  - are given a revision opportunity, to consolidate the new language and knowledge;
  - are provided with an opportunity to seek clarification about any information they are unsure about;
  - can use the checklist as a quick reference guide, as the key messages from all previous lessons are summarised in a single, simple document.
- In terms of delivery sequencing, the 10 lessons can be delivered sequentially by the teacher. However, once the two x 1-hour introductory lessons have been delivered, the teacher also has flexibility to deliver the lessons on each major **natural disaster type** in the order the teacher determines to be most relevant to their student cohort at a particular time.

Please note that one exception to this sequencing is that the lesson on heatwaves can be delivered as a 'standalone' item (ie. without the two x 1-hour introductory lessons).

**Example (non-sequential) delivery sequencing:** As the bushfire season approaches, a teacher in Caboolture, with many students living in close proximity to Beerburrum State Forest, may deliver the two x 1-hour introductory lessons (Lessons 1 & 2), followed by the two x 1-hour lessons on **bushfires**.

However, if storms are predicted, the teacher could elect to deliver the two x 1-hour introductory lessons (Lessons 1 & 2) and the two x 1-hour lesson on **storms** first.

Subsequently, the teacher would then deliver all remaining MBDP lessons in a relevant order, before the final one x 1-hour **consolidation** lesson.

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### ADDITIONAL DELIVERY NOTES:

- The design and contents of the MBDP Course incorporate adult learning concepts and trauma-informed principles. During delivery, it is suggested that a trauma-informed approach is taken for each lesson, with teachers best placed to make additional modifications and determine the particular needs of their student cohort.
- Depending on the student cohort, delivery of lesson content may need to be expanded from 1 session to an additional session/s.

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### RECOMMENDED PRE-TEACHING

To assist students in better understanding each lesson's themes and contents (in addition to the specific areas listed in *Suggested Disaster Preparedness Pre-teaching* below) it is recommended that teachers review each of the 10 Student Workbooks in advance, allowing for identification of any gaps in students' knowledge and for the selection of appropriate English language and digital literacy activities to address those gaps.

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### GENERAL PRE-TEACHING

The course contents anticipate that:

- **General vocabulary** – some relevant vocabulary will already be familiar to students from having studied other related topics (e.g. previous general weather-themed lessons)
- **Instructional language** – students will already understand the language of most activity instructions (e.g. 'match', 'tick', 'circle')
- **Activity types** – students are familiar with individual, pair and group activities, including for example: simple multiple choice activities, 'cloze activities' (*where students are required to read and complete pieces of writing by filling in blanks, using a provided set of words*), 'mingles' (*short activities where students walk around the classroom and talk to each other about a topic*) and role plays.

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### SUGGESTED DISASTER PREPAREDNESS PRE-TEACHING

For lower level cohorts, to maximise student comprehension of the key natural disaster preparedness messages included in the course, it is recommended that the following lexical and grammatical points are introduced to students before commencing the course:

- **Instructions** – instructions are fundamental to many disaster preparedness situations and therefore it is essential that students have some understanding of the imperative voice, as well as the principle of sequencing and chronology of events and actions
- **Modal verbs** – the concepts of, and differences, between: possibility (e.g. may / might); ability (can); guidance (should); and compulsion (must) are also essential elements of disaster preparedness



- **Verb tenses** – the future tense and, in particular in conjunction with the first conditional, is used extensively in the learning resources when exploring possible disasters
- **'If' clauses** – similarly, 'if' clauses are needed to explain how to prepare and respond in various natural disaster situations
- Adverbs of frequency / time markers
- **Specific vocabulary** – it may be useful to pre-teach that some of the words act as both nouns and verbs, such as: 'flood' and 'drain'. It may also be useful to pre-teach some collocations, such as: 'prepare **for**', 'respond **to**' and 'protect **from**'

## PRIMARY RESOURCE

The primary resource supporting the MBDP course is a set of 10 Student Workbooks:

1. Get Ready for Disasters
2. Respond to Disasters
3. Get Ready for Bushfire Season
4. Respond to Bushfire Warnings
5. Get Ready for Severe Storms
6. Respond to Severe Storms
7. Get Ready for Floods
8. Respond to Floods
9. Stay Well in Heatwaves
10. We are Ready for Disasters

Each Student Workbook follows a similar format:

- **Picture prompts / warmer activity** – specific information on the purpose and use of the pictures / warmer activity, and the target language, ideas or vocabulary they are designed to elicit / teach, is included in the outline plan for each lesson.
- **My Word List** – a page is included in each workbook for students to record new vocabulary. It is expected that students will use either a bilingual or monolingual hard copy or online dictionary to research the meanings of the new words.
- **Activity 1** – in most workbooks there is an initial activity designed to either focus on specific vocabulary or key messages, which are then reinforced through short stories in the Readers.
- **Readers** – the readers use short simple texts (aligned to ACSF Level 1, wherever possible) and employ a narrative style, supported by images, to contextualise the key natural disaster messages. The readers introduce students to a CALD family who are residents of the Moreton Bay region (Ali, Lina and their daughter Hana who live in Caboolture) and follows their personal journey as they prepare for, respond to and recover from natural disasters that affect their particular location and situation.

For some cohorts, teachers may need to provide additional support to promote student comprehension of the readers, i.e. text navigation and decoding strategies.

- **Comprehension and reinforcement activities** – these activities check student understanding of the natural disaster preparedness messages, and provide additional focus on vital information contained in the readers.
- **More Information** – each Student Workbook concludes with links to further information, including ‘Get Ready Queensland’ factsheets and Moreton Bay Regional Council information.
- In subsequent lessons, teachers can support students to access the websites – using computers, mobile phones or tablets. They can also support students to become familiar with, and further understand the content.

### SUGGESTED EXTENSION ACTIVITIES

For each lesson in this Teacher Guide, there are a number of recommended additional activities to help students consolidate the lesson contents. These suggestions, resources and materials are provided as a guide to teachers, and are not included in the Student Workbooks/course materials, so teachers would need to either source or develop them.



## LESSON 1 GET READY FOR DISASTERS – TEACHER NOTES

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
5 minutes	1	<p>Context setting</p> <p><b>Teacher</b> chooses either picture prompt 1 or 2 (classroom / birthday party) to show to students</p> <p><b>Teacher</b> elicits / teaches at least 3 preparatory activities to be done <u>before</u> the event:</p> <p><b>Classroom</b> – <u>Items</u> to bring, e.g.: pens, notebook, dictionary; <u>Actions</u> to take, e.g.: check timetable, location, transport</p> <p><b>Party</b> – <u>Items</u> to buy, e.g.: cake, decorations, presents; <u>Actions</u> to take, e.g.: book restaurant, invite guests</p>	Discuss concept of 'preparing' before an event
10 minutes	2	<p>Introduce key vocabulary</p> <p><b>Teacher</b> writes on board 'natural disaster', 'prepare' and 'prevent' and shows picture prompt 3 (storm clouds) to promote discussion on the meaning of 'disaster'.</p>	<p>Adapt general concept to preparing for natural disasters</p> <p>Introduce students to link between <b>preparation</b> before a natural disaster which leads to <b>prevention</b> of problems</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
		<p><b>Teacher</b> lists on board some ways to prepare for a storm (e.g. park your car under cover in case there's hail; carry an umbrella in case it rains) and linking how the preparatory action prevents a problem from occurring</p> <p><b>Teacher</b> explains 'prepare' has similar meaning to 'get ready'</p> <p><b>Teacher</b> introduces the concept of 'weather warning' (e.g. 'weather warning message service' such as MoretonAlert)</p>	Students note new vocabulary
20 minutes	3	<p>Reader</p> <p><b>Teacher</b> reads the story aloud and then asks students to read it (aloud or to themselves)</p>	<p>Introduce the characters and setting for the series of stories</p> <p>Introduce some of the main organisations, tools (apps etc.) and activities which assist Moreton Bay residents to prepare for disasters generally</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
10 minutes	4	<p>Comprehension activity</p> <p><b>Students</b> select correct option/s for each statement. Can be done individually or as a short, whole class activity</p> <p><b>Teacher</b> elicits / checks answers and discusses any queries misunderstandings. Selects 1-2 sentences from story and elicits meaning from students (e.g. What does it mean 'Ali and Lina want to <b>protect</b> their family...')</p>	Check students understand the key information in the story
10-15 minutes	5	<p>Vocabulary activity</p> <p><b>Students</b> match the image to the correct word</p>	<p>Focus on some emergency kit contents</p> <p>Familiarise students with new vocabulary</p>
More Information			
Useful Links		Refer to 'More Information' section of Student Workbook. In subsequent lessons, <b>teacher</b> supports students to access the websites – using computers, mobile phones or tablets. Teacher supports students to become familiar with, and further understand the content.	

## LESSON 2 RESPOND TO DISASTERS – TEACHER NOTES

### PLEASE NOTE:

Teachers may wish to deliver this lesson over two sessions, to allow sufficient time for students to understand the key messages and become familiar with the vocabulary

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
5-10 minutes	1	<p>Context setting</p> <p><b>Teacher</b> shows the classroom / party image from lesson 1</p> <p><b>Reminds</b> class about 'preparing' and leads discussion about, what happens during the class / party, e.g.</p> <ul style="list-style-type: none"> <li>i) In class: go to classroom on time / put pens, notebooks, dictionary on desk / listen to teacher / do activities / go home at end of class</li> <li>ii) At party: go to the restaurant on time / order food and drinks / play games / open presents / go home at end of party</li> </ul> <p>Teacher then asks students about after class / party</p> <ul style="list-style-type: none"> <li>i) After class: unpack school bag / do homework / practise English</li> <li>ii) After party: clean the table / put rubbish in bin / wash dishes</li> </ul>	<p>Introduce discussion about: <b>responding</b> to a situation (as it occurs) and dealing with the consequences of a situation - <b>recovery</b></p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
5-10 minutes	2	<p>Introduce key vocabulary</p> <p><b>Teacher</b> writes on board 'disaster', 'respond' and 'recover' and shows picture prompt 3 (storm clouds) to remind students of the meaning of 'disaster'</p> <p><b>Teacher</b> leads discussion and lists on board some ways people respond to and recover from storms:</p> <ul style="list-style-type: none"> <li>i) Respond – put up umbrella / go inside / move car</li> <li>ii) Recover – (e.g. maybe no umbrella and car outside hit by hail) change into dry clothes / phone insurance company if car damaged</li> </ul> <p>Teacher explains we <b>respond to</b> and <b>recover from</b> disasters</p>	Adapt general concept to responding to and recovering from disasters
10-15 minutes	3	<p>Activity 1 - pre-teach additional vocabulary</p> <p><b>Teacher</b> leads whole class in completing the word match activity, eliciting / teaching meanings of unfamiliar vocabulary</p>	<p>Introduce students to some key response / recovery terms and their meanings</p> <p>Provide students with a reference page of some key terms</p>
20-30 minutes	4	Reader	<p>Introduce students to other useful apps</p> <p>Inform students about the different emergency personnel who may help in a</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
		<p><b>Teacher</b> reads the story aloud and then asks students to read it together in pairs</p> <p><b>Teacher</b> asks questions to check student understanding of the story and invites individual students to respond, questions will depend on pre-teaching, student prior experiences and cohort language level, but could include e.g.:</p> <ul style="list-style-type: none"> <li>i) <b>Important information</b> – you need to remember it or you can forget it?</li> <li>ii) What is the Disaster Portal?</li> <li>iii) When do people go to <b>evacuation centres</b>?</li> <li>iv) When do people <b>return</b> home from evacuation centres?</li> <li>v) Why is it a good idea to listen to the <b>radio</b>?</li> </ul>	<p>disaster, and how to identify them by their uniform colours</p> <p>Check students understand main messages</p>
10-15 minutes	5	<p>Comprehension activity</p> <p><b>Students</b> select the correct response</p> <p><b>Feedback:</b> teacher checks student responses</p>	Check students understand the main response and recovery ideas contained in the story
10 minutes	6	<p>Sequencing activity</p> <p><b>Students</b> select correct order for each disaster stage</p>	Familiarise students with the chronology of disasters

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
5 minutes	7	Matching activity  <b>Students</b> match the images to the correct service / word	Familiarise students with the uniforms of emergency services personnel
More Information			
Useful Links		Refer to 'More Information' section of Student Workbook. In subsequent lessons, <b>teacher</b> supports students to access the websites – using computers, mobile phones or tablets. Teacher supports students to become familiar with, and further understand the content.	



## LESSON 3 GET READY FOR BUSHFIRES – TEACHER NOTES

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
10-15 minutes	1	<p>Context setting and vocabulary introduction</p> <p><b>Teacher</b> divides class into groups and distributes the 3 picture prompts to each group (Fire truck; Fire Danger Rating; MoretonAlert bushfire warning) asking students to discuss what they can see, what is happening</p> <p><b>Teacher</b> elicits / teaches key ideas and target vocabulary:</p> <ul style="list-style-type: none"> <li>i) bushfire / smoke / fire truck</li> <li>ii) the risk of dangerous bushfires changes; different colours represent different danger levels</li> <li>iii) MoretonAlert messages help you prepare before a bushfire</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- note new vocabulary</li> <li>- understand they can check the Fire Danger Rating – and <b>prepare</b> for bushfires</li> <li>- notice that MoretonAlert <b>warnings</b> identify bushfire <b>location</b></li> </ul>
5-10 minutes	2	<p>Vocabulary focus gap fill</p> <p><b>Students</b> complete gap fill individually or in pairs</p> <p><b>Teacher</b> elicits answers and checks comprehension</p>	<p>Introduce students to new terms and revise some vocabulary from lesson 1 (general preparation)</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
20 minutes	3	<p>Reader</p> <p><b>Teacher</b> may read the story aloud initially then ask students to read aloud to each other or to themselves</p> <p><b>Teacher</b> leads discussion on story elements:</p> <ul style="list-style-type: none"> <li>- <b>QFES</b> Bushfire Post Code Checker (illustrate if possible) <a href="https://www.ruralfire.qld.gov.au/BushFire_PostCodeChecker/">https://www.ruralfire.qld.gov.au/BushFire_PostCodeChecker/</a></li> <li>- Checks understanding of vocabulary, e.g. 'high risk' 'evacuation' 'kit'</li> </ul>	<p>Highlight:</p> <ul style="list-style-type: none"> <li>- where to find out the risk rating for a particular location</li> <li>- key activities to prepare for bushfires</li> <li>- relevant vocabulary: mow; rake; remove; branches; roof gutters; high risk; evacuation; kit</li> </ul>
10 minutes	4	<p>Bushfire Evacuation Kit Focus</p> <p><b>Teacher</b> reads each question and checks student understanding</p> <p><b>Students</b> discuss likely answers to the questions</p> <p><b>Feedback:</b> teacher elicits / teaches:</p> <p><b>Q1:</b> there may be no power / electricity and you should listen to the radio in an emergency situation, to hear the latest updates / information</p> <p><b>Q2:</b> to protect your eyes from smoke</p>	<p>Introduce the suggested contents of an evacuation kit</p> <p>Focus on bushfire specific items</p> <p>Introduce: latest updates; latest information; embers</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
		<b>Q3:</b> to protect your skin from embers – i.e. embers can travel long distances	
10-15 minutes	5	<p>Be Bushfire Ready</p> <p><b>Teacher explains:</b> students are to read each statement and then write it in the correct 'Do' or 'Don't' column.</p> <p><b>Students</b>, individually or in pairs, decide which column the statement should be in and copy it into the appropriate column</p> <p><b>Teacher</b> elicits answers</p>	<p>Check student comprehension of some important bushfire preparation activities</p> <p>Increase focus on some important vocabulary</p>
More Information			
Useful Links		Refer to 'More Information' section of Student Workbook. In subsequent lessons, <b>teacher</b> supports students to access the websites – using computers, mobile phones or tablets. Teacher supports students to become familiar with, and further understand the content.	

## LESSON 4 RESPOND TO BUSHFIRES – TEACHER NOTES

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
10 minutes	1	<p>Context setting and vocabulary introduction</p> <p><b>Teacher</b> shows the image of a bushfire close to homes, asks students to discuss in pairs / small groups:</p> <ol style="list-style-type: none"> <li>1. What is happening?</li> <li>2. What should the people do?</li> <li>3. Where can the people find information?</li> </ol> <p><b>Teacher</b> elicits / teaches key ideas and target vocabulary:</p> <ol style="list-style-type: none"> <li>i) Bushfires can move quickly and may change direction suddenly</li> <li>ii) Residents should be ready to leave / evacuate.</li> </ol> <p><b>Note: Teacher</b> to also highlight the danger of smoke affecting the lungs and throat.</p> <ol style="list-style-type: none"> <li>iii) Residents should listen to ABC radio for all the latest information and use the MBRC Disaster Portal to see which roads are closed and which evacuation centres are open</li> </ol>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Understand bushfires can be very dangerous and may <b>damage</b> or <b>destroy</b> homes</li> <li>- They may need to evacuate quickly</li> <li>- Note new vocabulary</li> <li>- Learn about the MBRC <b>Disaster Portal</b></li> </ul>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
10 minutes	2	<p>Warmer activity</p> <p>Individually or in pairs, <b>students</b> read the instructions and decide whether they should or shouldn't take the suggested action.</p> <p><b>Teacher</b> elicits / teaches that the correct answer is 'yes' to all instructions.</p>	<p>Reinforce learning from lesson 3 – Get Ready for Bushfires</p> <p>Focus attention on some key positive actions to take during a bushfire</p> <p>Introduce emergency services personnel who may come to residents' homes</p>
20-25 minutes	3	<p>Reader</p> <p><b>Teacher</b> may read the story aloud initially – to model pronunciation of new vocabulary – then ask students to read aloud to each other or to themselves</p> <p><b>Teacher</b> leads discussion on story elements:</p> <ul style="list-style-type: none"> <li>• <b>MoretonAlert</b> sends bushfire warnings</li> <li>• <b>Disaster Portal</b> shows open and closed roads. The information changes often, so you should keep looking</li> <li>• For <b>Low-moderate</b> risks fires, the danger to people and property is low</li> <li>• Ali takes a longer, <b>safer</b> route, because maybe the bushfire will change direction when he's driving home</li> </ul>	<p>Focus student attention on key concepts of:</p> <ul style="list-style-type: none"> <li>- Listening to the radio throughout</li> <li>- Using the Disaster Portal</li> <li>- Making sensible decisions in relation to travel plans</li> </ul>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
10 minutes	4	<p><b>Students</b> answer the questions.</p> <p><b>Teacher</b> elicits / teaches correct answers.</p>	<p>Check student understanding of key elements and vocabulary from the story</p> <p>Revise fire danger rating concept</p> <p>Introduce a symbol from the Disaster Portal</p>
10 minutes	5	<p>In pairs, <b>students</b> look at the Disaster Portal image and answer the questions.</p> <p><b>Teacher</b> to support students to view a larger version of Disaster Portal image as required (e.g. enlarged on photocopier or electronically on a computer/projector)</p> <p><b>Feedback: Teacher</b> invites students to respond, checking understanding of the Disaster Portal. <b>Teacher</b> supports students to understand the natural disaster is a flood, because that's when you would need to find open sandbag stations to obtain sandbags.</p>	<p>Introduce students to the Disaster Portal opening screen, its fields, symbols and vocabulary</p>
More Information			

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
Useful Links		Refer to 'More Information' section of Student Workbook. In subsequent lessons, <b>teacher</b> supports students to access the websites – using computers, mobile phones or tablets. Teacher supports students to become familiar with, and further understand the content. Note: "Birdie and the Fire" story (including translated versions) is for students with children to as a resource to support childrens' understanding of bushfire response.	



## LESSON 5 GET READY FOR STORMS – TEACHER NOTES

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
15-20 minutes	1	<p>Context setting and vocabulary introduction</p> <p>Teacher shows the 3 images – to whole class or in smaller student groups.</p> <p><b>Teacher</b> elicits / teaches potential elements and impacts of severe storms:</p> <ul style="list-style-type: none"> <li>i) <b>Lightning strikes</b> – dangers: start fires / power outages</li> <li>ii) <b>Strong winds</b> – blow trees over / lift furniture etc.</li> <li>iii) <b>Large hail</b> – damage to cars and other property outdoors</li> <li>iv) <b>Heavy rain</b> – very heavy for short periods can cause flash flooding (i.e. waters rise quickly, fall quickly once the rain stops)</li> </ul> <p><b>Students</b> note new collocations and associated verbs</p>	<p>Introduce main elements and vocabulary of storms</p> <p>Differentiate between ordinary storms and <b>severe</b> storms</p> <p>Capture key vocabulary</p>
15 minutes	2	<p>Reader</p> <p><b>Teacher</b> may read the story aloud initially – to model pronunciation of new vocabulary – then ask students to read aloud to each other or to themselves</p>	<p>Familiarise students with new vocabulary in context</p> <p>Revise some vocabulary and concepts from lesson 1</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
5-10 minutes	3	<p>Comprehension activity</p> <p><b>Students</b> select the correct answer individually, check with partner</p> <p><b>Teacher</b> briefly checks students have the correct answers</p>	<p>Reinforce new vocabulary</p> <p>Check that students understand the concepts</p>
5-10 minutes	4	<p>Gap fill activity</p> <p><b>Students</b> complete the sentences with the correct word</p> <p><b>Teacher</b> briefly checks students have the correct answers</p>	<p>Provide additional focus on new vocabulary and ensure student understanding</p>
10-15 minutes	5	<p>Emergency kit – checklist</p> <p>Card collection game - See next page for cards to print</p> <p><b>Teacher</b> prints multiple copies for the cards – sufficient so that each student will have 6.</p> <p><b>Teacher</b> distributes the cards, so each student has cards for only one item required for the emergency kit.</p>	<p>Emphasise the need for an emergency kit</p> <p>Familiarise students with a simple checklist</p> <p>Provide practice in saying some of the target nouns</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
		<p><b>Teacher</b> instructs students to 'mingle' and swap cards with their classmates, until they have one of each.</p> <p><b>Teacher</b> may model questions: '<i>Do you have a torch/first aid kit?</i>' etc.</p> <p><b>Students</b> trade cards, tick their checklist when they receive the corresponding card. The game is over when all students have one of each card and have ticked all items on the checklist</p> <p><b>Teacher</b> may collect the cards to re-use in future lessons</p>	
5-10 minutes	6	<p>Storms Worksheet</p> <p>Write 'important contact details' activity</p> <p><b>Teacher</b> highlights that most emergency plans ask for personal contact details, including for an emergency contact person.</p> <p><b>Students</b> write the contact details of adults in their house, and the emergency contact details for someone <u>not</u> in their house</p>	Check and confirm that students understand the importance of personal contact details, including emergency contact details, in the context of emergency plans

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
More Information			
Useful Links		Refer to 'More Information' section of Student Workbook. In subsequent lessons, <b>teacher</b> supports students to access the websites – using computers, mobile phones or tablets. Teacher supports students to become familiar with, and further understand the content.	



## LESSON 6 RESPOND TO STORMS – TEACHER NOTES

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
10-15 minutes	1	<p>Context setting and vocabulary introduction</p> <p><b>Teacher</b> divides class into groups and distributes the 3 picture prompts to each group (damaged roof, felled tree, fallen powerlines) asking students to discuss what they can see, what is happening</p> <p><b>Teacher</b> elicits / teaches key ideas and target vocabulary:</p> <ul style="list-style-type: none"> <li>i) Roof is <b>damaged</b> / roof has a <b>hole</b> (caused by: tree / lightning)</li> <li>ii) <b>Fallen</b> tree – maybe has damaged house / car (caused by: wind / lightning)</li> <li>iii) Fallen powerlines – are <b>dangerous</b>, stay <b>indoors</b> and call power company</li> </ul>	<p>Introduce some possible impacts of severe storms</p> <p>Introduce students to new key vocabulary</p> <p>Students: note new vocabulary</p>
5 minutes	2	<p>Vocabulary familiarisation activity</p> <p><b>Students</b> complete word search</p>	<p>Provide focus on some storm-related vocabulary and help students prepare for the reader</p>
15-20 minutes	3	Reader	<p>Provide an understanding of the potential impact of severe storms on residents.</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
		<p><b>Teacher</b> may read the story aloud initially – to model pronunciation of new vocabulary – then ask students to read aloud to each other or to themselves</p> <p><b>Teacher</b> leads discussion on story elements:</p> <ul style="list-style-type: none"> <li>i) MoretonAlert storm warning message provides a link to the <b>BOM radar image</b></li> <li>ii) <b>Large hail</b> may damage the car. The car is safe in the garage</li> <li>iii) It's important to be able to find the emergency kit easily (if the power is cut)</li> <li>iv) The SES provides urgent help for storm damage</li> </ul>	<p>Identify how to find out more information and who to contact for emergency help</p> <p>Expose students to the new vocabulary in a relevant context</p>
5 minutes	4	<p>Comprehension activity</p> <p><b>Students</b> complete the activity, individually or in pairs and check their answers together</p> <p><b>Teacher</b> elicits / teaches correct answers and addresses any questions arising</p>	<p>Ensure students understand the vocabulary and key messages in the story</p>



Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
10-15 minutes	5	<p>Familiarisation activity</p> <p><b>Teacher</b> highlights to students the services relevant to the current lesson, e.g.:</p> <p>Police, Fire and Ambulance</p> <p>Road traffic information</p> <p>State Emergency Service (SES)</p> <p>Energex and Ergon</p> <p>Translating and Interpreting Service (TIS)</p> <p><b>Students</b> match the service to the correct contact number</p>	Expose students to the names of organisations who can help in an emergency and the numbers to call for help
5-10 minutes	6	<p>Role play</p> <p><b>Students</b> in pairs practise the dialogue, taking turns to be Ali and the SES</p>	Provide students with a simple model, showing the information and stages involved in reporting an issue to the SES

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
			Provide students with an opportunity to practise the dialogue and gain confidence in using the vocabulary
More Information			
Useful Links		Refer to 'More Information' section of Student Workbook. In subsequent lessons, <b>teacher</b> supports students to access the websites – using computers, mobile phones or tablets. Teacher supports students to become familiar with, and further understand the content. Note: "Birdie and the Cyclone" story (including translated versions) is for students with children to as a resource to support childrens' understanding of storms (as well as cyclones).	

## LESSON 7 GET READY FOR FLOODS – TEACHER NOTES

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
10-15 minutes	1	<p>Context setting and vocabulary introduction</p> <p><b>Teacher</b> shows the 3 images (SES deploying sandbags, floodwaters and measuring stick, flood-damaged road)</p> <p><b>Teacher</b> elicits / teaches key ideas and target vocabulary:</p> <ul style="list-style-type: none"> <li>i) SES / sandbags / orange uniform</li> <li>ii) Floodwaters / measure height</li> <li>iii) Flooded road / damage</li> </ul> <p>Discuss some other activities to prepare – buy cleaning products / move valuables and important documents (e.g. put them where floodwaters can't spoil them)</p>	<p>Introduce the topic and some flood vocabulary</p> <p>Focus students on some of the issues of flooding and the need to prepare for floods</p>
5 minutes	2	<p>Vocabulary familiarisation activity</p> <p><b>Students</b> complete word search</p>	<p>Provide focus on some flood-related vocabulary and help students prepare for the reader</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
15-20 minutes	3	<p>Reader</p> <p><b>Teacher</b> may read the story aloud initially – to model pronunciation of new vocabulary – then ask students to read aloud to each other or to themselves</p> <p><b>Teacher</b> leads discussion on story elements:</p> <ul style="list-style-type: none"> <li>i) Check the Flood Viewer to see if you are at risk</li> <li>ii) Buy sandbags to put against doors if necessary (filling them with sand at open sandbag stations)</li> <li>iii) Moving valuables etc. to a safe location</li> <li>iv) Buying extra water – as tap water may be unsafe if there's a flood</li> <li>v) Buying items to clean the house if flooded</li> </ul>	<p>Introduce students to the Flood Viewer tool</p> <p>Identify what to buy to prepare for floods and why those items are necessary</p>
5 minutes	4	<p>Comprehension activity</p> <p><b>Students</b> select correct option for each sentence. Can be done as a short, whole class activity</p>	Check student understanding of some story elements and focus on some new words
10-15 minutes	5	<p>Individual gap fill activity</p> <p><b>Students</b> complete the sentences and check with a partner once finished</p>	Encourages students to apply the flood preparation information, using the new

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
		<b>Teacher</b> elicits / teaches correct answers and emphasises:  i) <b>Tap water</b> shouldn't be used for drinking / bathing / washing if there has been a flood, as it may contain sewage ii) <b>Gumboots</b> are essential because floodwaters may carry diseases	vocabulary and reinforcing the key messages
		Additional activities  These activities could be completed in the lesson, dependent on time available, completed as a revision activity in a subsequent lesson, or completed independently by students  1. Flood preparation checklist 2. Evacuation kit matching activity	Provide further opportunities to focus student attention on the need to prepare for floods, how to prepare and the associated vocabulary
More Information			
Useful Links		Refer to 'More Information' section of Student Workbook. In subsequent lessons, <b>teacher</b> supports students to access the websites – using computers, mobile phones or tablets. Teacher supports students to become familiar with, and further understand the content.	

## LESSON 8 RESPOND TO FLOODS – TEACHER NOTES

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
10-15 minutes	1	<p>Context setting and vocabulary introduction</p> <p><b>Teacher</b> shows class image 1 (flooded, closed road)</p> <p>Elicits / teaches:</p> <ul style="list-style-type: none"> <li>- The road is flooded</li> <li>- The water may be very deep</li> <li>- The road may be damaged</li> <li>- You should not walk or drive through flood waters – it's very dangerous</li> </ul> <p><b>Teacher</b> shows class image 2 (house surrounded by floodwaters)</p> <p>Elicits / teaches:</p> <ul style="list-style-type: none"> <li>- House may be flooded / at risk of flooding</li> <li>- When to evacuate</li> <li>- There may be no power</li> </ul> <p>Note: if house has flooded, they should have left before it got to this point. If staying, need to be able to live with no power and water for up to 3 days. Should have adequate supplies, emergency kit.</p>	<p>Introduce important dos and don'ts for flooded roads and homes</p> <p>Revise vocabulary from lesson 7 and introduce some additional flood-related vocabulary</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
		<ul style="list-style-type: none"> <li>- Should wear gumboots to walk</li> <li>- Should be careful if walking because there may be dangerous items in the water that you can't see</li> </ul> <p><b>Teacher</b> shows class image 3 (clean up)</p> <p>Elicits / teaches:</p> <ul style="list-style-type: none"> <li>- Flood is over</li> <li>- They're cleaning up <b>after</b> the flood</li> <li>- There is lots of mud</li> <li>- They wear gumboots and gloves</li> </ul> <p>Note: Protect feet and hands from cuts. If hands/feet do have cuts or open wounds, they can be infected by receding water or mud. Also note, once flood waters recede, there will be more mosquitos – important to use insect repellent.</p>	
15-20 minutes	2	<p>Reader</p> <p><b>Teacher</b> should read the story aloud initially, then as it is a longer story, could ask each student to read a sentence in turn to the class.</p> <p><b>Teacher</b> leads discussion on story elements:</p>	Explain an evacuation process and ensure students are aware that police officers may come to their homes



Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
		i) It's important to listen to the police or other emergency personnel if they advise you to evacuate ii) You should take your evacuation kit iii) You should continue to listen to the radio and look at the Disaster Portal to find the latest information iv) You should <b>only</b> return to your home when the evacuation centre personnel tell you it is safe to do so v) You should take care when cleaning your house	Provide an overview of the chronology and main stages of flood response and recovery  Introduce some ways of receiving help after a disaster
5 minutes	3	Comprehension activity  <b>Students</b> complete the True / False activity to check understanding of the story  <b>Teacher</b> checks all students have correct answers	Emphasise some key stages of the flood response and recovery  Revise and reinforce general disaster vocabulary
10-15 minutes	4	Word match activity  <b>Students</b> match items with the correct image  <b>Teacher</b> leads class in jointly creating a sentence for each of the target words	Revise and reinforce flood related vocabulary  Extend learning and ensure comprehension

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
			Practise vocabulary in context
		<p>Role play extra activity</p> <p>This activity could be completed in the lesson, dependent on time available, or completed as a revision activity in a subsequent lesson</p> <p><b>Teacher</b> shows the model conversation from the Respond to Storms lesson, asks students to re-read</p> <p><b>Teacher</b> shows students the image of the leaking roof and asks students to work in pairs to draft a conversation with the SES, using and adapting the model</p> <p><b>Students</b> create the conversation and then role play</p> <p><b>Teacher</b> elicits the language used by each pair and the class jointly agrees the best language to use</p>	Revise and reinforce the structure, required information and stages of a call to the SES
More Information			
Useful Links		Refer to 'More Information' section of Student Workbook. In subsequent lessons, <b>teacher</b> supports students to access the websites – using computers, mobile phones or tablets. Teacher supports students to become familiar with, and further	

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
		understand the content. Note: “Birdie and the Flood” story (including translated versions) is for students with children to as a resource to support childrens’ understanding of flood recovery.	

## LESSON 9 STAY WELL IN HEATWAVES – TEACHER NOTES


Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
10-15 minutes	1	<p>Context setting and vocabulary introduction</p> <p><b>Teacher</b> first shows image 1 (bright, summer sun) and elicits that it's a very hot day</p> <p><b>Teacher</b> shows images 2-6 and leads discussion, eliciting to prevent heat-related problems:</p> <ul style="list-style-type: none"> <li>2 – stay <b>inside</b>, use a <b>fan</b> to keep <b>cool</b></li> <li>3 – wear a <b>hat</b>, use <b>sunblock</b> to protect your skin</li> <li>4 – give animals lots of <b>water</b></li> <li>5 – drink lots of water to stay <b>hydrated</b></li> <li>6 – wear loose, light clothes / use water games so you have a normal temperature</li> </ul> <p><b>Teacher</b> lists target vocabulary on the board, for students to research / record</p>	<p>Differentiate between a normal hot day in summer and a <b>heatwave</b></p> <p>Explore some ways of staying cool and hydrated during heatwaves</p> <p>Introduce some target vocabulary</p>
5-10 minutes	2	<p>Vocabulary activity</p> <p><b>Students</b> complete word search</p>	Familiarise students with some relevant vocabulary

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
15 minutes	3	<p>Reader</p> <p><b>Teacher</b> may read the story aloud initially then ask students to read aloud to each other or to themselves</p>	<p>Provide an example of specific actions people can take to stay healthy in a heatwave.</p> <p>Provide an awareness that excess heat can result in illness</p>
10 minutes	4	<p>Comprehension activity</p> <p><b>Students</b> select correct answers</p>	Confirm student understanding of 'heatwave' definition and related advice contained in story
15 minutes	5	<p>Writing activity</p> <p>With teacher help, <b>students</b> select 5 words from their word list or the word search and create a sentence for each word. Students may work as a group, in pairs or individually</p>	Increase student focus on topic and provide students with opportunity to demonstrate understanding of the messages
		<p>Additional activity</p> <p>Students match the phrase to the correct image</p>	Provide further examples of actions to take / avoid in the heat

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
More Information			
Useful Links		Refer to 'More Information' section of Student Workbook. In subsequent lessons, <b>teacher</b> supports students to access the websites – using computers, mobile phones or tablets. Teacher supports students to become familiar with, and further understand the content. Note: "Birdie and the Very Hot Day" story (including translated versions) is for students with children to as a resource to support childrens' understanding of heatwaves.	

## CONSOLIDATION LESSON – TEACHER NOTES

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
30-40 minutes	1	<p>Revision Checklist</p> <p><b>Teacher</b> explains task instructions to students: If students have learned and understood the information, they tick '<i>I know about this</i>'. If they do not understand / or are unsure of the information, they tick '<i>I need more help with this</i>'</p> <p><b>Students</b> complete the checklist at their own pace</p> <p><b>Teacher</b> notes the areas identified by students as requiring more help – further topic-specific revision lessons could be arranged</p>	<p>Remind students of key elements for each natural disaster type</p> <p>Revision opportunity - consolidate new language and knowledge</p> <p>Provide students with written summary as useful reminder document (quick reference guide)</p>
10-15 minutes	2	<p>Disaster Preparation Game</p> <p><b>Teacher</b> prints and laminates A3 copies of game (saved in the <i>embedded document</i> below)</p>	<p>Students revise / are reminded of important natural disaster preparation messages</p>

Time	Segment # (Teacher to deliver activities in this order)	Classroom activity	Activity objective
		 <p>Lesson 10 Board Game.pdf</p> <p><b>Teacher</b> provides dice – 1 per group</p> <p><b>Students</b> play the game in groups of 4-5</p>	
More Information			
Useful Links		Refer to 'More Information' section of Student Workbook. In subsequent lessons, <b>teacher</b> supports students to access the websites – using computers, mobile phones or tablets. Teacher supports students to become familiar with, and further understand the content.	

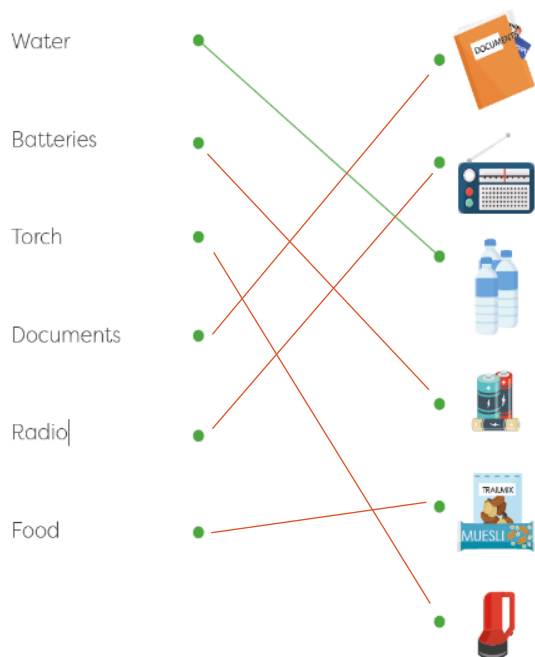


## LESSON 1: ANSWER GUIDE

## ACTIVITY 1

1. Where do Ali and Lina live? Caboolture
2. Caboolture is a town in the Moreton Bay Region.
3. In Caboolture, sometimes there are natural disasters. Yes
4. Read the words below. Circle all the natural disasters. Bushfire / heatwave / severe storm / flood
5. Ali and Lina need to prepare for natural disasters. Yes
6. MoretonAlert is a weather warning message service. Yes
7. An evacuation plan helps people to leave their houses quickly.
8. An emergency plan includes numbers for the family. True

## ACTIVITY 2



## LESSON 2: ANSWER GUIDE

### ACTIVITY 1



### ACTIVITY 2

1. Sam talks about **natural disasters**.
2. You should sign up for **MoretonAlert** to receive messages about possible natural disasters.
3. The Disaster Portal shows **closed roads**.
4. SES uniforms are orange. **True**
5. You can leave an evacuation centre when **it is safe to go home**.
6. The Community Recovery Hotline can help **after a disaster**.

### ACTIVITY 3

1. Sign up for MoretonAlert.
2. Check the Disaster Portal for up to date information about a natural disaster.
3. Evacuate from your house.
4. Go to your friend's house / evacuation centre.
5. Call the Community Recovery Hotline to ask for financial help.

### ACTIVITY 4



## LESSON 3: ANSWER GUIDE

### ACTIVITY 1

1. **MoretonAlert** is the Moreton Bay Regional Council weather warning message service.
2. July to February is **bushfire season** in Queensland.
3. We must be ready for possible natural disasters. We can **prepare** and avoid problems.
4. A short name for the Queensland Fire and Emergency Services is **QFES**.
5. The **Fire Danger Rating** shows the risk of a bushfire each day.
6. Sign up to MoretonAlert and you will receive a **bushfire warning** if there is a bushfire in your area.

### ACTIVITY 2

1. Why does the kit include a battery-operated radio? Because there may be no power and you need to listen for the latest information.
2. Why might you need goggles? So smoke doesn't go into your eyes and you can see.
3. Why are long sleeves, long pants and a blanket important? Because embers from a bushfire can travel hundreds of metres. You need to protect your skin.

### ACTIVITY 3

Ideas	Do	Don't
Pack important documents in your evacuation kit	Pack important documents in your evacuation kit	
Let your grass grow high		Let your grass grow high
Clear the roof gutters	Clear the roof gutters	
Rake and remove leaves	Rake and remove leaves	
Pack a TV in your evacuation kit		Pack a TV in your evacuation kit
Sign up for MoretonAlert	Sign up for MoretonAlert	
Check the Fire Danger Rating during bushfire season	Check the Fire Danger Rating during bushfire season	
Forget the QFES Bush Fire Post Code Checker		Forget the QFES Bushfire Post Code Checker

## LESSON 4: ANSWER GUIDE

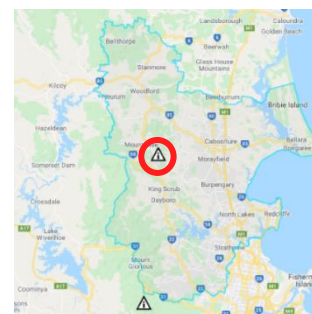
### ACTIVITY 1

If there is a bushfire close to your home, you should: Yes / No

- |  |     |
|--|-----|
| 1. Listen to important information on the radio, <b>ABC 612 AM</b> .                           | Yes |
| 2. Prepare your evacuation kit.  | Yes |
| 3. Check the Disaster Portal regularly for bushfire information and closed roads.              | Yes |
| 4. Be ready to evacuate quickly.   | Yes |
| 5. Listen to the Police or Fire Officers if they tell you to leave.                            | Yes |
| 6. Stay with family/friends <u>or</u> at an evacuation centre until it is safe to return home. | Yes |

### ACTIVITY 2

- How does Lina know there is a bushfire?  
[She receives a message from] MoretonAlert
- Is the bushfire close to Toni's house? **Yes**
- Is the Mt Mee bushfire an *Extreme risk* fire?  
No [it is Low-moderate risk]
- On the map, circle the bushfire warning symbol at Mt Mee.
- Lina uses the Disaster Portal to check road closures.  
**True** / False
- Why is Toni relieved?  
Because the bushfire is out [and her house is safe]



### ACTIVITY 3

#### Disaster portal

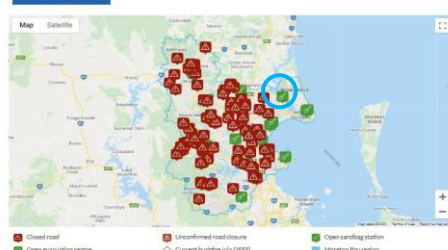
##### Disaster exercise current

This page will display simulated road closures, evacuation centre openings and sandbag stations today, Wednesday 26 February. This information should not be responded to and is for training purposes only. [More information](#)

##### Current conditions

95	0	6	13
Road closures	Unconfirmed road closures	Open evacuation centres	Open sandbag stations

Enter street address



How many roads are closed? **7**

How many sandbag stations are open? **13**

Is the disaster a bushfire, heatwave or flood? A flood  
**[Note: Teacher** supports the students to use the Disaster Portal information to answer this question ie. they will know it is a flood because the sandbag stations are open / they can 'rule out' that it is a bushfire]

Find Bribie Island on the map. Then circle the open sandbag station at Bribie Island.

## LESSON 5: ANSWER GUIDE

## ACTIVITY 1

1. Ali clears the roof gutters and drains.
2. What does Lina cut? [Branches](#).
3. Where does Ali put the garden furniture? [In the garage](#).
4. What 4 items are in Lina's emergency kit? Bottled water / tinned food / torch / batteries.
5. Why does Ali clear the drains? Because there may be a lot of rain.
6. The family is prepared for [severe storms](#).

## ACTIVITY 2

Lina has a message from MoretonAlert. There is a [storm](#) warning.

Lina has tinned [food](#) and bottled [water](#).

Lina has a [torch, radio](#) and batteries if there is no power.

Ali put the garden furniture in the [garage](#) in case there is a strong [wind](#).

## LESSON 6: ANSWER GUIDE

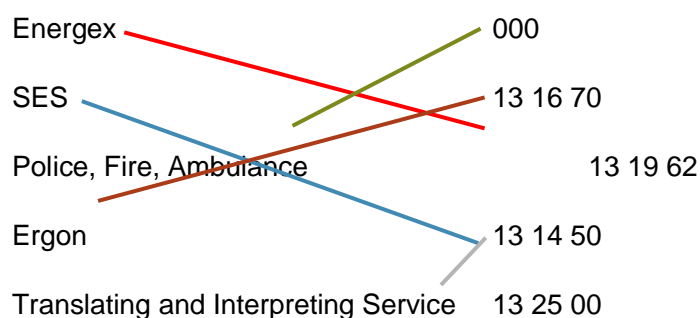
### ACTIVITY 1

Word search solution

### ACTIVITY 2

1. Lina checks the BOM radar images because she wants to check if the storm is close to Caboolture.
2. Lina puts the car in the garage because [hail can damage cars](#).
3. They have no electricity because a tree fell onto the roof of their house.
4. Ali and Lina listen to the radio for [up to date information](#).
5. If you need help urgently after a storm you can [call the SES on 13 25 00](#).

### ACTIVITY 3



## LESSON 7: ANSWER GUIDE

### ACTIVITY 1

Word search solution

### ACTIVITY 2

1. Ali and Lina buy empty sandbags from [a hardware store](#).
2. They put important documents and valuables [on a high shelf](#).
3. Ali buys new gumboots.
4. Ali checks the drains [regularly](#).
5. Lina downloads SES Assistance QLD app.

## ACTIVITY 3

1. If your house floods, you may need to put damaged items in strong **plastic bags**.
2. You can buy [sandbags](#) from a hardware store.
3. If your house floods you should only drink [bottled water](#) until the tap water is safe.
4. Buy [gumboots](#) to wear when cleaning up after a flood.
5. Lina buys [cleaning products](#) because floodwaters may bring mud into her house.

## ACTIVITY 5

Evacuation kit

2 first aid kit	7 mobile phone	10 battery powered radio
3 important documents	12 clothes	9 spare batteries
5 torch	11 money	8 snacks
6 toiletries	1 drinking water	4 medicine

## LESSON 8: ANSWER GUIDE

## ACTIVITY 1

1. The SES come to Lina's house. **False (police)**
2. Ali and Lina's house might flood. **True**
3. Lina takes her emergency kit. **False (evacuation kit)**
4. Ali, Lina, Hana and Tom stay an evacuation centre overnight. **True**
5. Ali and Lina wear their gumboots and gloves to clean the house. **True**
6. Lina calls the insurance company. **True**

## ACTIVITY 2

Teacher checks correct picture / word matching

## ACTIVITY 3

Answers will vary. Teacher checks all answers are appropriate

## LESSON 9: ANSWER GUIDE

### ACTIVITY 1

Word search answers

### ACTIVITY 2

1. A heatwave is when it is hotter than usual for 3 days.
2. Hana may become sick from **the heatwave**.
3. Lina puts Hana in the bath. The water in the bath is **cool**.
4. Hana plays inside with the fan on.
5. To stay safe in the heatwave, Ali's neighbour should drink **water**.

### ACTIVITY 3

Student answers will vary.

### ACTIVITY 4

