



# City of Ipswich **Natural Hazards**

## Educator Guide



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## INTRODUCTION

The City of Ipswich covers 1,090 square kilometres, including urban, rural and agricultural areas. It features a range of topography with ten major creeks flowing into the Brisbane and Bremer Rivers. Occasionally, the City is affected by disasters – some natural, some not.

While we may not be able to prevent disasters or serious events, Ipswich City Council (ICC) is committed to helping residents and visitors to effectively prepare for, respond to, recover from, and adapt as a result of them.

This Guide is a resource booklet containing self-organising in-class activities to help educators engage primary school students in learning about natural hazards and disasters that occur in our City. It also encourages consideration of the management and response by ICC and other agencies to natural hazards and disasters, and students' own prevention, preparedness, response and recovery efforts around the same.

Arranged to compliment the delivery of an ICC and Ipswich City State Emergency Service Unit (ICSESU) Disaster Resilience Schools Program session, this Guide can also be used independently as both are designed to support Australian Curriculum<sup>1</sup> learning areas from Prep to Year 6; in particular:

- Science
- Humanities and Social Sciences
- English
- The Arts
- Health and Physical Education

The Guide is divided into four sections:

1. Background
2. Pre- and post-Disaster Resilience Schools Program activities
3. Activity resources and templates
4. Australian Curriculum linkages



## SECTION ONE

Section one provides an explanation of key terms and some background on the motivation for this Educator Guide.

<sup>1</sup> Australian Curriculum, Assessment and Reporting Authority n.d., 'f-10 curriculum, learning areas'. Accessed 14-17 February, 2019: <https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/>

# BACKGROUND

## Natural hazards, disasters and risk

A hazard is a source, situation or condition that can cause harm and may result in injury, damage or loss to people, property or the environment.<sup>2</sup> Understanding the likelihood and impact of that which causes this harm is how we measure risk. Natural hazard events such as cyclones, earthquakes, floods, severe storms or tsunamis become a disaster when their scale and impact causes serious disruption in a community; so much so that a coordinated response is required by the State and other entities, including Ipswich City Council<sup>3</sup>, to get things back up and running. While not all disasters are caused by natural hazards – some are human-initiated events<sup>4</sup> – the City of Ipswich is most frequently disrupted by floods and severe storms. This Guide provides tools for educators and students to increase their knowledge of local natural hazards and the risk that they bring.

## Natural hazards and disaster management

Understanding the risk of natural hazards is a part of the disaster management process because it identifies, considers, and then responds to how the impact of such disruptive events will be managed. This management should adopt a comprehensive approach by taking into account mitigation and prevention measures, and people, property and the environment's preparation (or readiness) for, responses to, and recovery from disasters.<sup>5</sup> Disaster management is thus a shared responsibility between citizens, businesses, social institutions and governments to understand and respond to these risks.

## Natural hazards and climate change

Anthropogenic climate change highlights the impact of human activity on the significant changes identified over the last 50 years or so on the earth's climate, including that of temperature, precipitation and wind patterns.<sup>6</sup> The result of such change is, in part, a warming climate which continues to expose Queenslanders to the increased frequency, distribution and intensity of weather events such as heatwaves, bushfires, higher sea surface temperatures, and more intense cyclones and periods of rainfall and flooding.<sup>7,8,9</sup> As policy makers and community members alike increase their understanding of the changing risks that natural hazards bring, new or alternative prevention, mitigation and preparedness measures can be put in place to lessen the likelihood of damage, injury or death in and around disasters for people, property and the environment.<sup>10</sup>



## Natural hazards and students' readiness

The vulnerability of children to the impacts of natural hazards has been studied extensively, with factors such as gender, low coping experience, low socio-economic status and prior psychological problems identified as exacerbating contributors.<sup>11</sup> On the flip side, children's enthusiasm, creativity, resourcefulness and social networks is shown to play an important role in motivating communities.<sup>12</sup> Because disaster preparedness (or readiness) activities are designed to increase the response and recovery capability of individuals and communities, children's participation in education programs which promote this message can see a snowball effect as they "spread the preparedness word" within their families and other networks with whom they are connected.<sup>13,14</sup> In the face of natural disasters, these positive attributes thus enable children to help themselves, and even save the lives of others.<sup>15</sup>

## Disasters and students' resilience

A disaster resilient community is one that has the capacity, skills and knowledge to prepare for, respond to, and recover well from a disaster, as well as adapt positively to the changes that they inevitably bring about.<sup>16</sup> As vulnerable communities, such as children, tend to be less resilient however, working with them to develop natural hazards habits has the potential to better equip them and their families to solve problems around future risk and uncertainty.<sup>17</sup>

Like disaster management, building this resilience is a shared responsibility which requires individuals, community groups and organisations, businesses, educators, and local, state and federal governments to champion resilience efforts that lead to tangible improvements in a community's capacity and capability to anticipate, respond and adapt.<sup>18</sup> This should include a change in people's disaster readiness behaviour brought about by new and improved habits which are developed over time and in response to the same situation.<sup>19</sup> Children's resilience is thus increased as they continue to exercise these habits into adulthood.<sup>20</sup>

## Further information and resources

Further useful information, education and planning resources can be accessed via:

- Advance Ipswich Plan: for the future of our city and community (2015)
- Australian Institute for Disaster Resilience
- Australian Red Cross
- Bureau of Meteorology
- Children's Health Queensland - Birdie's Tree
- Geoscience Australia
- Queensland Government - Disaster Management, and Get Ready Queensland
- Queensland Climate Adaptation Strategy: Emergency Management Sector Adaptation Plan for climate change (2018)
- Ipswich City Council - Local Disaster Management Plan and associated Sub Plans, historical flood data, emergency management dashboard
- Queensland Fire and Emergency Services
- Queensland Prevention, Preparedness, Response and Recovery Disaster Management Guideline (2018)
- Queensland State Disaster Management Plan (2018)
- Queensland Strategy for Disaster Resilience (2017)
- Rural Fire Service
- State Emergency Service Queensland
- Triple Zero Kids' Challenge

<sup>2</sup> Ipswich City Council 2017 'Local Disaster Management Plan', p. 87. Accessed 19 March, 2019: [https://www.ipswich.qld.gov.au/residents/emergency\\_management/disaster-management-plans](https://www.ipswich.qld.gov.au/residents/emergency_management/disaster-management-plans)

<sup>3</sup> Ibid, p. 86

<sup>4</sup> Queensland Government 2017 'Queensland Strategy for Disaster Resilience 2017: Making Queensland the most disaster resilience state in Australia', p. 5. Accessed 19 March, 2019: [https://www.qra.qld.gov.au/sites/default/files/2018-10/queensland\\_strategy\\_for\\_disaster\\_resilience\\_2017\\_0.pdf](https://www.qra.qld.gov.au/sites/default/files/2018-10/queensland_strategy_for_disaster_resilience_2017_0.pdf)

<sup>5</sup> Thompson, M., Rolfe, J., Tonmoy, F. and Rissik, D. 2018 'Queensland Climate Adaptation Strategy: Emergency Management Sector Adaptation Plan for Climate Change', Queensland Government, Brisbane, p. 2. Accessed 21 March, 2019: <https://www.disaster.qld.gov.au/cdmp/Documents/Adaptation-Plan/EM-SAP-FULL.pdf>

<sup>6</sup> Ibid, p. 37

<sup>7</sup> Queensland Government 2017 'Queensland Strategy for Disaster Resilience 2017: Making Queensland the most disaster resilience state in Australia', p. 5. Accessed 19 March, 2019: [https://www.qra.qld.gov.au/sites/default/files/2018-10/queensland\\_strategy\\_for\\_disaster\\_resilience\\_2017\\_0.pdf](https://www.qra.qld.gov.au/sites/default/files/2018-10/queensland_strategy_for_disaster_resilience_2017_0.pdf)

<sup>8</sup> Queensland Government 2018 'Queensland State Disaster Management Plan', p. 32. Accessed 19 March, 2019: <https://www.disaster.qld.gov.au/cdmp/Documents/Queensland-State-Disaster-Management-Plan.pdf>

<sup>9</sup> Thompson, M., Rolfe, J., Tonmoy, F. and Rissik, D. 2018 'Queensland Climate Adaptation Strategy: Emergency Management Sector Adaptation Plan for Climate Change', Queensland Government, Brisbane, pp. 19-20. Accessed 21 March, 2019: <https://www.disaster.qld.gov.au/cdmp/Documents/Adaptation-Plan/EM-SAP-FULL.pdf>

<sup>10</sup> Queensland Government 2017 'Queensland Strategy for Disaster Resilience 2017: Making Queensland the most disaster resilience state in Australia', p. 5. Accessed 19 March, 2019: [https://www.qra.qld.gov.au/sites/default/files/2018-10/queensland\\_strategy\\_for\\_disaster\\_resilience\\_2017\\_0.pdf](https://www.qra.qld.gov.au/sites/default/files/2018-10/queensland_strategy_for_disaster_resilience_2017_0.pdf)

<sup>11</sup> Webb, M. and Ronan, K.R. 2014, 'Interactive hazards education program for youth in a low SES community: A quasi-experimental pilot study', Risk Analysis, vol. 34, no. 10, pp. 1882-1893

<sup>12</sup> Ibid, p. 1883

<sup>13</sup> Ibid, p. 1884

<sup>14</sup> Ipswich City Council 2017 'Local Disaster Management Plan', p. 55. Accessed 19 March, 2019: [https://www.ipswich.qld.gov.au/residents/emergency\\_management/disaster-management-plans](https://www.ipswich.qld.gov.au/residents/emergency_management/disaster-management-plans)

<sup>15</sup> Webb, M. and Ronan, K.R. 2014, 'Interactive hazards education program for youth in a low SES community: A quasi-experimental pilot study', Risk Analysis, vol. 34, no. 10, pp. 1882-1893

<sup>16</sup> Ipswich City Council 2017 'Local Disaster Management Plan', p. 85. Accessed 19 March, 2019: [https://www.ipswich.qld.gov.au/residents/emergency\\_management/disastermanagement-plans](https://www.ipswich.qld.gov.au/residents/emergency_management/disastermanagement-plans)

<sup>17</sup> Webb, M. and Ronan, K.R. 2014, 'Interactive hazards education program for youth in a low SES community: A quasi-experimental pilot study', Risk Analysis, vol. 34, no. 10, pp. 1882-1893

<sup>18</sup> Queensland Government 2018, 'Resilient Queensland: Delivery the Queensland Strategy for Disaster Resilience 2018-21', p. 2. Accessed 4 April 2019: [https://www.qra.qld.gov.au/sites/default/files/2018-10/resilient-queensland-2018-21-summary\\_0.pdf](https://www.qra.qld.gov.au/sites/default/files/2018-10/resilient-queensland-2018-21-summary_0.pdf)  
Queensland Government 2017 'Queensland Strategy for Disaster Resilience 2017: Making Queensland the most disaster resilience state in Australia', p. 7. Accessed 19 March, 2019: [https://www.qra.qld.gov.au/sites/default/files/2018-10/queensland\\_strategy\\_for\\_disaster\\_resilience\\_2017\\_0.pdf](https://www.qra.qld.gov.au/sites/default/files/2018-10/queensland_strategy_for_disaster_resilience_2017_0.pdf)

<sup>19</sup> Webb, M. and Ronan, K.R. 2014, 'Interactive hazards education program for youth in a low SES community: A quasi-experimental pilot study', Risk Analysis, vol. 34, no. 10, pp. 1882-1893

<sup>20</sup> McAslan, A. 2011, 'Community resilience: understanding the concept and its application - a discussion paper', Torrens Resilience Institute, South Australia, pp. 1-15



## SECTION TWO

Section two provides suggestions for pre- and post-Disaster Resilience Schools Program visit activities. The activities can be tailored for use by multiple age groups.

## SECTION TWO

### AGE GROUP – PREP TO YEAR 1

#### Pre-visit Activities

- Familiarise your students with the following terms and explore their meaning, origin and/or impact on people, property and/or the environment:
  - Weather
  - Storm
  - Flood
  - Bushfire
  - Earthquake
  - Heatwave
  - Drought
  - Cyclone
  - Environment
  - Season
  - Bushland
  - Lightning
  - Wind
  - Sun
  - Rain
  - Emergency
  - Harm, protect
  - Safety, health, wellbeing
  - Volunteer
  - Nature
- Research natural hazards further and explore the following questions:
  - What are some common natural hazards in Ipswich such as those around students' home, local sports field, park, on the way to, or at, school?
  - Are they the same natural hazards as the rest of Queensland? Are there different natural hazards in different states? When asking this question, look at a map of Australia and identify the areas that have different natural hazards to Ipswich.
  - What are some of the consequences of these natural hazards? What are some things that might happen if they occur?
- Visit the Birdie's Tree website. Read through the Storybooks or play one of the seven online games. [Childrens.health.qld.gov.au/natural-disaster-recovery](http://Childrens.health.qld.gov.au/natural-disaster-recovery)
- Visit the Australian Institute for Disaster Resilience Lower primary resources website and complete the Li'l Larikkins exercises. [Schools.aidr.org.au/disaster-resilience-education/teaching-resources](http://Schools.aidr.org.au/disaster-resilience-education/teaching-resources)
- Discuss what kind of weather could be dangerous to people, and why? e.g. lightning, rain, wind.
- Discuss what kind of things in nature could be dangerous to people, and why? e.g. long grass, trees, river, creek.
- Discuss the emergency services and talk about what to do if someone is scared, in danger, or hurt. Identify the phone number to call in an emergency (Triple Zero) and what questions the operator will ask of them. Identify some situations that they or an adult with them might need to call the emergency services for:
  - Police: if someone is in danger or very scared
  - Fire: if there is a fire, or someone is trapped or lost and needs to be rescued
  - Ambulance: if someone is very sick or hurt and needs urgent medical attention
  - Visit the [Triple Zero kids' challenge](http://TripleZeroKids.com.au) website for a suite of videos, games, and education resources.
- Discuss emergency identification information. What are some important pieces of information that might be helpful to emergency services if students were lost or in danger? Which organisations might be able to help them if they became lost or felt unsafe?
- Discuss what a volunteer does. What places or organisations have volunteers? How do they help individuals or the community?
  - Discuss what the SES does. What does their uniform look like? What activities or services do they perform? What vehicles and equipment do they use?
  - Discuss what students would need if they were stuck at home without electricity, water and/ or gas services for three days?
- Brainstorm a list of questions students can ask the Disaster Resilience Schools Program facilitators.

## Post-visit Activities

- Discuss what the class learned about natural hazards. What does a hazard look, sound and feel like? Brainstorm the different ways that these hazards could affect their everyday life.
- Identify some people or organisations that they have learned about who deal with natural hazards and disasters.
- Have students identify, plan and action what they will become the cleverest person at around being prepared for, responding to, and recovering from a natural hazard or disaster. Consider what adult, sibling, family, friends, community leader/organisation and/or peer support and resources they will need to plan and put this into practice in the short-, medium- and long-term.
- Look at a map of Ipswich. Are there some areas that might be more likely to experience natural hazards than others? Why is that? Identify creeks and rivers, conservation estates and bushland areas.
- Make a rhyme or limerick about being safe in one of the hazards they have learned about.

- Create a fictional character, or use the existing characters from council's emergency management video series, to write a short story about how they react to a natural hazard. Illustrate the story and present it to the class.
- Brainstorm the different behaviours and actions that students can take to stay safe. Identify some of the feelings that they might have if an emergency or disaster happened. Who could they ask for help?
- Break into groups and analyse an image of responding to a disaster based on De Bono's Six Thinking Hats (Refer to this icon  in Section Three).
- Match these icons with other resources suitable for this age group in Section Three:  
    
- Visit council's Emergency Management website for a range of other useful education resources including school competition initiative/s, videos, colouring in sheets, chatterbox game: [ipswich.qld.gov.au/emergency](http://ipswich.qld.gov.au/emergency)

## SECTION TWO

### AGE GROUP – YEAR 2 TO 3

#### Pre-visit Activities

- Familiarise your students with the following terms and explore their meanings, origin and/or impact on people, property and/ or the environment:

- Weather	- Disaster
- Storm	- Pattern
- Flood	- Climate
- Bushfire	- Science
- Earthquake	- Hazard
- Heatwave	- Natural hazard
- Drought	- Harm, protect
- Cyclone	- Safety, health, wellbeing
- Landslide	- Volunteer
- Tsunami	- Emergency Kit
- Sink hole	- Bushfire Survival Kit
- Bushland	- Evacuation
- Lightning	- Shelter
- Source	- Pet ownership
- Wind	- Livestock
- Sun	- Farm animal
- Rain	- Environment
- Dam	- Earth
- High tide	- Community
- Ocean	
- Emergency	
- Research natural hazards further and explore the following questions:
  - What are some common natural hazards in Ipswich such as those around students' home, local sports field, park, on the way to, or at, school?
  - Are they the same natural hazards as the rest of Queensland? Are there different natural hazards in different states? When asking this question, look at a map of Australia and identify the areas that have different natural hazards to Ipswich.
  - What are some of the consequences of these natural hazards? What are some things that might happen if they occur? What or whom is affected when they occur?
- Visit the Birdie's Tree website. Read through the Storybooks or play one of the seven online games. [Childrens.health.qld.gov.au/natural-disaster-recovery](http://Childrens.health.qld.gov.au/natural-disaster-recovery)
- Visit the Australian Institute for [Disaster Resilience Middle primary resources](http://Disaster Resilience Middle primary resources) website and complete the Li'l Larikins exercises.
- Discuss what an emergency is and whether an emergency can be from a natural hazard, such as a flood, storm, cyclone or bushfire.
- Discuss what a disaster is and whether a disaster can be from a natural hazard, such as a flood, storm, cyclone or bushfire.
- Discuss how indigenous peoples – both in Australia and other parts of the world – managed natural hazards. What did they do when a disaster happened?
- Research and discuss what people in other countries do when an emergency or disaster happens.
- Discuss the climate in Ipswich and South East Queensland. What is the name of the climate? How does the climate contribute to natural hazards? How did students come to this conclusion?
- Discuss the SES and other voluntary organisations. What does the organisation do? How do volunteers help the community? Why do people volunteer?
- Who is Ipswich City Council and what do they do around natural hazards and disasters? Visit the Ipswich City Council website and explore the information about natural hazards and disasters.
- Who are the other organisations that might help in a disaster? Brainstorm ideas and research which organisations are responsible for responding to different hazards.
- Discuss what students would need if they were stuck at home without electricity, water and/or gas services for three days?
- Research and discuss the man-made elements that might change the impact that a natural hazard or disaster has on people and the environment; considering things such as dams, roads, buildings and population growth. Do these things make the impact of natural hazards better or worse?

- Discuss emergency services and talk about what to do if someone is scared, in danger or hurt. Identify the phone number to call in an emergency (Triple Zero) and what questions the operator will ask of them. Identify some situations that they or an adult with them might need to call emergency services for:
  - Police: if someone is in danger or very scared
  - Fire: if there is a fire, or someone is trapped or lost and needs to be rescued
  - Ambulance: if someone is very sick or hurt and needs urgent medical attention
  - Visit the [Triple Zero kids' challenge](#) website for a suite of videos, games, and education resources.
- Discuss emergency identification information – what are some important pieces of information that might be helpful to emergency services if students were lost or in danger? Which organisations might be able to help them if they became lost or felt unsafe?
- Discuss the different types of emergency warnings and information that are issued. Where might students find this information? Discuss the role and influence of media outlets, social media platforms, the Bureau of Meteorology, emergency services, Ipswich City Council and other important people in the community around how the community receives, processes and acts upon (or not), such warnings and information.
- Brainstorm a list of questions students can ask the Disaster Resilience Schools Program facilitators.

### Post-visit Activities

- How could students contribute to community safety? Brainstorm ideas for staying safe and contributing to a safe and healthy community.
- Have students identify, plan and action what they will become the cleverest person at around being prepared for, responding to, and recovering from a natural hazard or disaster. Consider what adult, sibling, family, friends, community leader/organisation and/or peer support and resources they will need to plan and put this into practice in the short-, medium- and long-term.
- Discuss how natural hazards might be predicted. Who would do this? Where can students find this information?
- What are some things that students might do to keep themselves, their pets, farm animals and other livestock safe around natural hazards?
- Write a short story about a character being safe during a disaster. Incorporate the information that students have learned about natural hazards. Include one emergency organisation that would help during the disaster that the student has chosen, and how they would help.
- Create an artwork, play, puppet show or other interactive display about the SES, representing what volunteering in their community means to them. Present their creation to the class or wider school community.
- Create a 'before and after' artwork or short time lapse video the shows the changes in an area's topography and landscape before, during and after a natural hazard or disaster.
- Break into groups and analyse an image of responding to a disaster, based on De Bono's six thinking hats (Refer to this icon  in Section Three).
- Match these icons with other resources suitable for this age group in Section Three:
 







- Visit council's Emergency Management website for a range of other useful education resources including school competition initiative/s, videos, colouring in sheets, chatterbox game: [ipswich.qld.gov.au/emergency](http://ipswich.qld.gov.au/emergency)

## SECTION TWO

### AGE GROUP - YEAR 4 TO 6

#### Pre-visit Activities

- Familiarise your students with the following terms and explore their meanings:
 

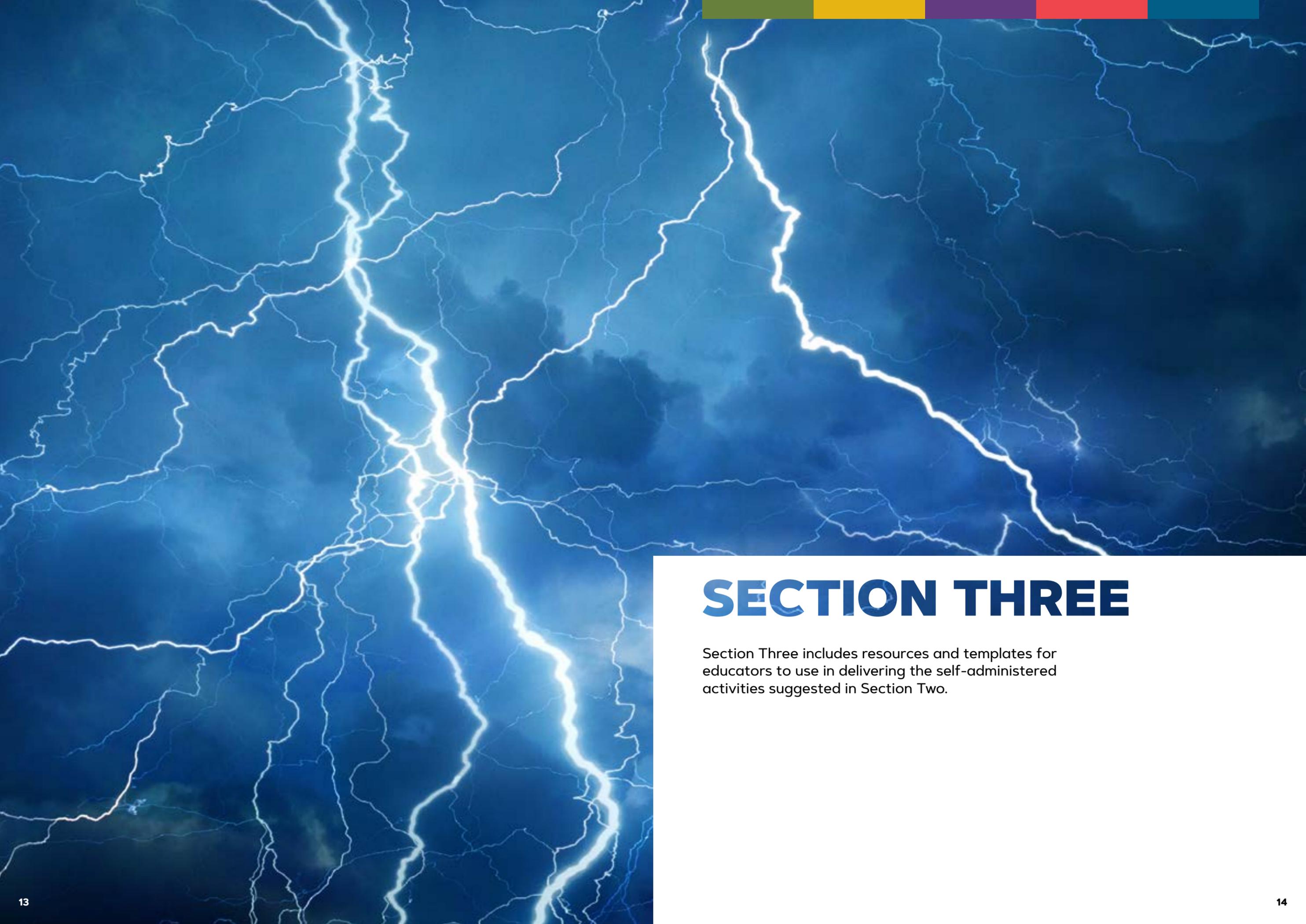
- Weather	- Science
- Storm	- Data
- Flood	- Evaluate
- Bushfire	- Prevention
- Earthquake	- Preparedness
- Heatwave	- Response
- Drought	- Recovery
- Cyclone	- Meteorology
- Landslide	- Resources
- Tsunami	- Hazard
- Sink hole	- Natural hazard
- Bushland	- Harm, protect
- Lightning	- Safety, health, wellbeing
- Source	- Volunteer
- Consequence	- Emergency Kit
- Mitigation	- Bushfire Survival Kit
- Risk	- Evacuation
- Geography	- Shelter
- Geology	- Pet ownership
- Habitat	- Livestock
- Topography	- Farm animal
- Landscape	- Environment
- Wind	- Earth
- Sun	- Observe
- Rain	- Probable
- Dam	- Community
- Detention basin	- Civic
- Emergency	- Local government
- Disaster	- Primary source
- Prediction	- Secondary source
- Patterns	
- Climate	
- Research natural hazards further and explore the following questions:
  - Are they the same natural hazards as the rest of Queensland? Are there different natural hazards in different states? When asking this question, look at a map of Australia and identify the areas in Australia that have different natural hazards to Ipswich.
  - What are some of the consequences of these natural hazards? What are some things that might happen if they occur? What or whom is affected when they occur?
- Discuss what an emergency is and whether an emergency can be from a natural hazard, such as a flood, storm, cyclone or bushfire.
- Discuss what a disaster is and whether a disaster can be from a natural hazard, such as a flood, storm, cyclone or bushfire.
- Discuss how indigenous peoples – both in Australia and other parts of the world – managed natural hazards. What did they do when a disaster happened?
- Discuss the weather and climate in Ipswich and South East Queensland. What is the name of the climate? What is climate change? How does the weather, climate and their changes – natural seasonal occurrences and man-made contributors – influence natural hazards?
- Research and discuss what people in other countries do when an emergency or disaster happens.
- Discuss the SES and other voluntary organisations. What does the organisation do? How do volunteers help the community? Why do people volunteer?
- Who is Ipswich City Council and what do they do around natural hazards and disasters? Visit the Ipswich City Council website and explore the information about natural hazards and disasters.
- Who are the other organisations that might help in a disaster? Brainstorm ideas and research which organisations are responsible for responding to different hazards.
- Visit the Birdie's Tree website. Read through the Storybooks or play one of the seven online games. [Childrens.health.qld.gov.au/natural-disaster-recovery](http://Childrens.health.qld.gov.au/natural-disaster-recovery)
- Visit the Australian Institute for Disaster Resilience Lower primary resources website and complete the Li'l Larikkins exercises. [Schools.aidr.org.au/disaster-resilience-education/teaching-resources](http://Schools.aidr.org.au/disaster-resilience-education/teaching-resources)

- Discuss what students would need if they were stuck at home without electricity, water and/or gas services for three days?
- Research and discuss the man-made elements that might change the impact that a natural hazard or disaster has on people, property and the environment. Consider things such as dams, roads, buildings, population growth, government planning laws, strategies/ schemes. Do these things make the impact of natural hazards better or worse?
- Discuss emergency services and talk about what to do if someone is scared, in danger or hurt. Identify the phone number to call in an emergency (Triple Zero) and what questions the operator will ask of them. Identify some situations that they or an adult with them might need to call emergency services for:
  - Police: if someone is in danger or very scared
  - Fire: if there is a fire, or someone is trapped or lost and needs to be rescued
  - Ambulance: if someone is very sick or hurt and needs urgent medical attention
- Discuss emergency identification information – what are some important pieces of information that might be helpful to emergency services if students were lost or in danger? Which organisations might be able to help them if they became lost or felt unsafe?
- Discuss the different types of emergency warnings and information that are issued. Where might students find this information? Discuss the role and influence of various media outlets, social media platforms, the Bureau of Meteorology, emergency services' information sources, the Ipswich City Council and other important people in the community around how the community receives, processes and acts upon (or not), such warnings and information.
- Brainstorm a list of questions that students can ask the Disaster Resilience Schools Program facilitators.



### Post-visit Activities

- Discuss how natural hazards might be predicted. Who would do this? Where can students find this information?
- How can students contribute to community safety? Brainstorm ideas for staying safe and contributing to a safe and healthy community.
- What are some things that students might do to keep themselves, their pets, farm animals and other livestock safe around natural hazards?
- Write a short story about a character being safe during a disaster. Incorporate the information that students have learned about natural hazards. Include one emergency organisation that would help during the disaster that the student has chosen, and how they would help.
- Create an artwork, play, puppet show or other interactive display about the SES, representing what volunteering in their community means to them. Present their creation to the class or wider school community.
- Create a 'before and after' artwork or short time lapse video the shows the changes in an area's topography and landscape before, during and after a natural hazard or disaster.
- Design a poster about staying safe in a flood, storm or bushfire and display it for others to see and read.
- Break into groups and analyse an image of responding to a disaster, based on De Bono's six thinking hats (Refer to this icon  in Section Three).
- Invent something that protects the community from a hazard or disaster.
- Have students identify, plan and action what they will become the expert at around being prepared for, responding to, and recovering from a natural hazard or disaster. Consider what adult, sibling, family, friend, community leader/ organisation and/ or peer support and resources they will need to plan and put this into practice in the short-, medium- and long-term.
- Have students complete the Fill in the Blanks activity  in Section Three.
- Discuss the ways that natural hazards might change the environment. Create a mind map of the top three hazards in Ipswich and the different effects they might have on plants, animals, and the landscape.
- What are some natural hazards that could affect the school? Ask students to brainstorm ideas for keeping themselves and others safe if a natural disaster happened.
- Create an education campaign for children and/ or adults about the Emergency Alert and Standard Emergency Warning System. What local warnings systems can you add to your campaign? Visit Ipswich City Council's '[My Ipswich Alerts](#)' webpage. Do other local councils have a warning system?
- Write a short persuasive text about the dangers of a flood, bushfire or storm, and the strategies that people in the community can take to be safe. Use information sources such as the Bureau of Meteorology, Ipswich City Council, City of Ipswich Local Disaster Management Plan, and other government websites or authoritative primary and secondary sources to inform the text.
- Match these icons with other resources suitable for this age group in Section Three:
  -      
- Visit council's Emergency Management website for a range of other useful education resources including school competition initiative/s, videos, colouring in sheets, chatterbox game: [ipswich.qld.gov.au/emergency](http://ipswich.qld.gov.au/emergency).



# SECTION THREE

Section Three includes resources and templates for educators to use in delivering the self-administered activities suggested in Section Two.

## SECTION THREE

### RESOURCES AND TEMPLATES



#### Handwriting Activity

Ask your teacher which words you are going to use for this activity. Use your pencil to draw over the dotted letters of those words. You can then practice writing the word in the blank space below each word.

weather weather weather

storm storm storm storm

flood flood flood flood

bush bush bush bush

fire fire fire fire fire

heat heat heat heat

drought drought drought

lightning lightning lightning

wind wind wind wind

sun sun sun sun sun

rain rain rain rain rain

cloud cloud cloud cloud

emergency emergency

disaster disaster disaster

hazard hazard hazard

protect protect protect

help help help help

safe safe safe safe

Print out these sheets and have students select one to colour in. Encourage each student to then explain to the class what the picture says about being prepared for, and/or responding to a natural hazard or disaster.

# Be prepared with a pet emergency plan



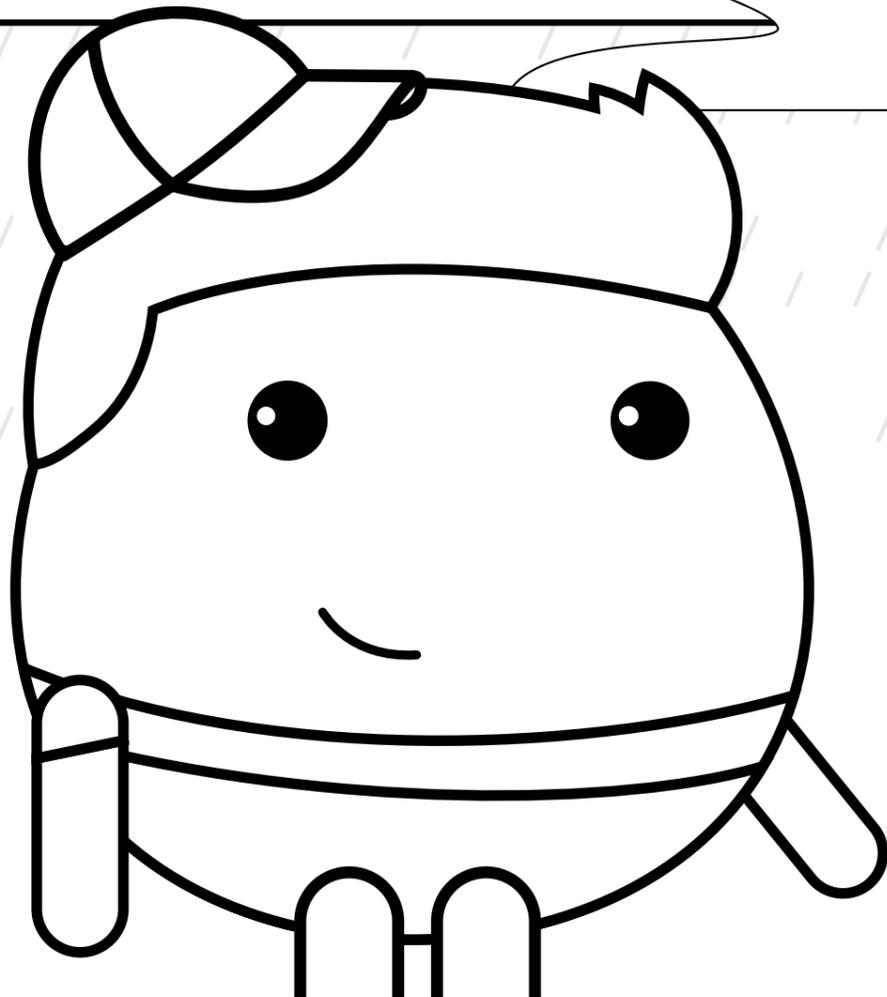
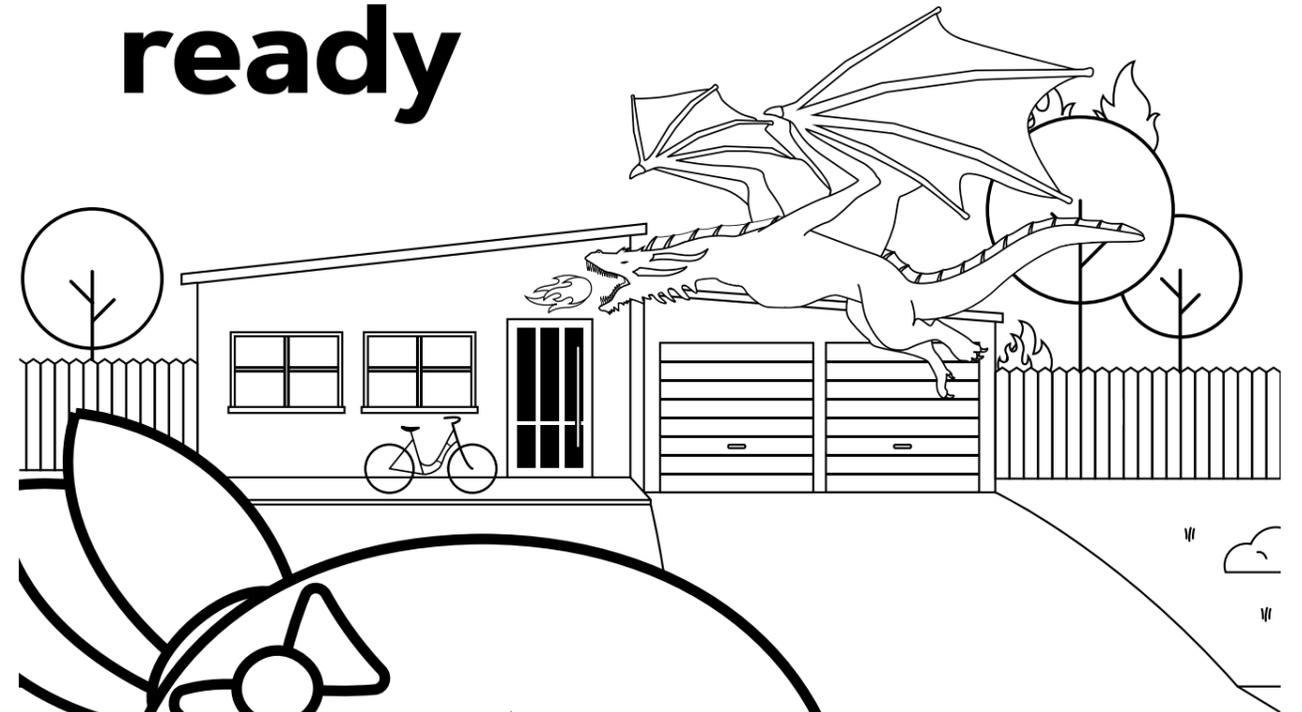
# Clean up for storm season



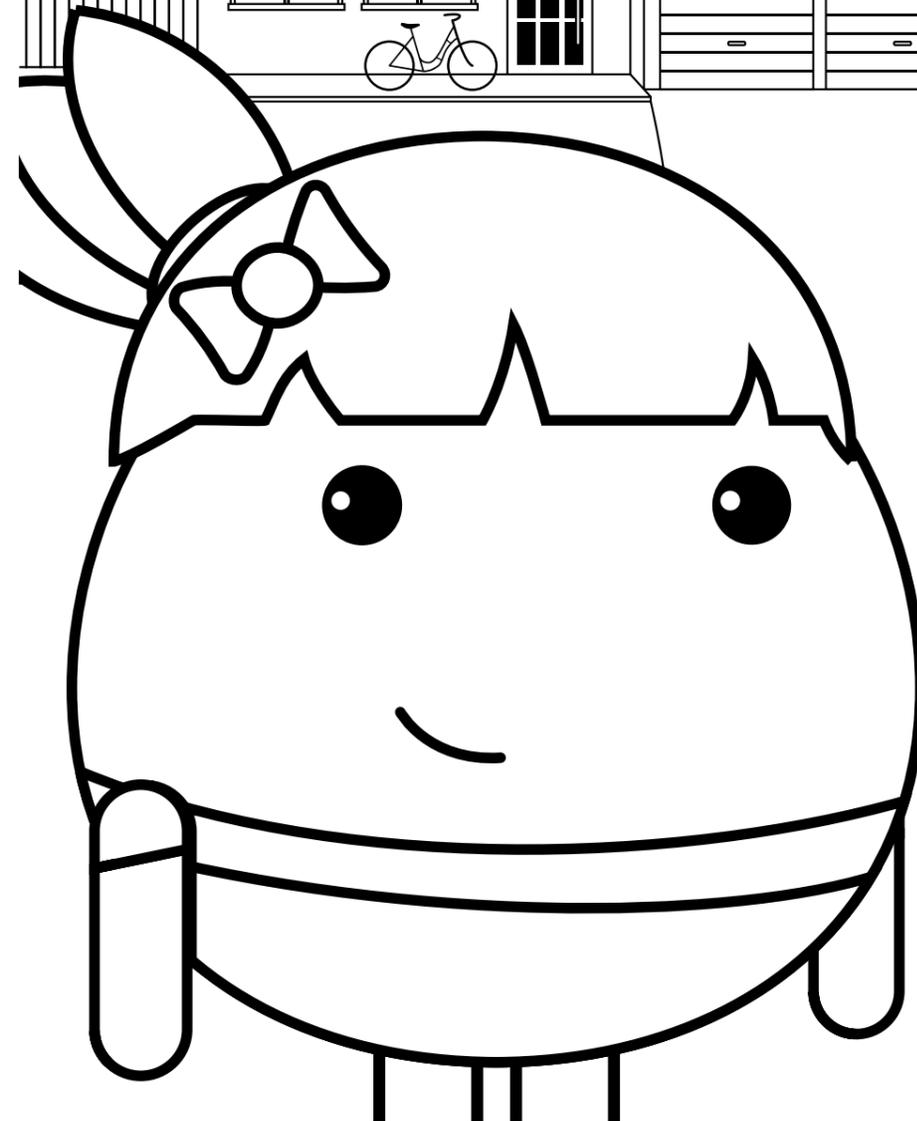
# If it's flooded, forget it



# Be bushfire ready



Dinesh



Suzy





**? Word Code Cracker**

Use the code below to crack the secret message!



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

A	
B	
C	
D	
E	
F	
G	
H	
I	

J	
K	
L	
M	
N	
O	
P	
Q	
R	

S	
T	
U	
V	
W	
X	
Y	
Z	

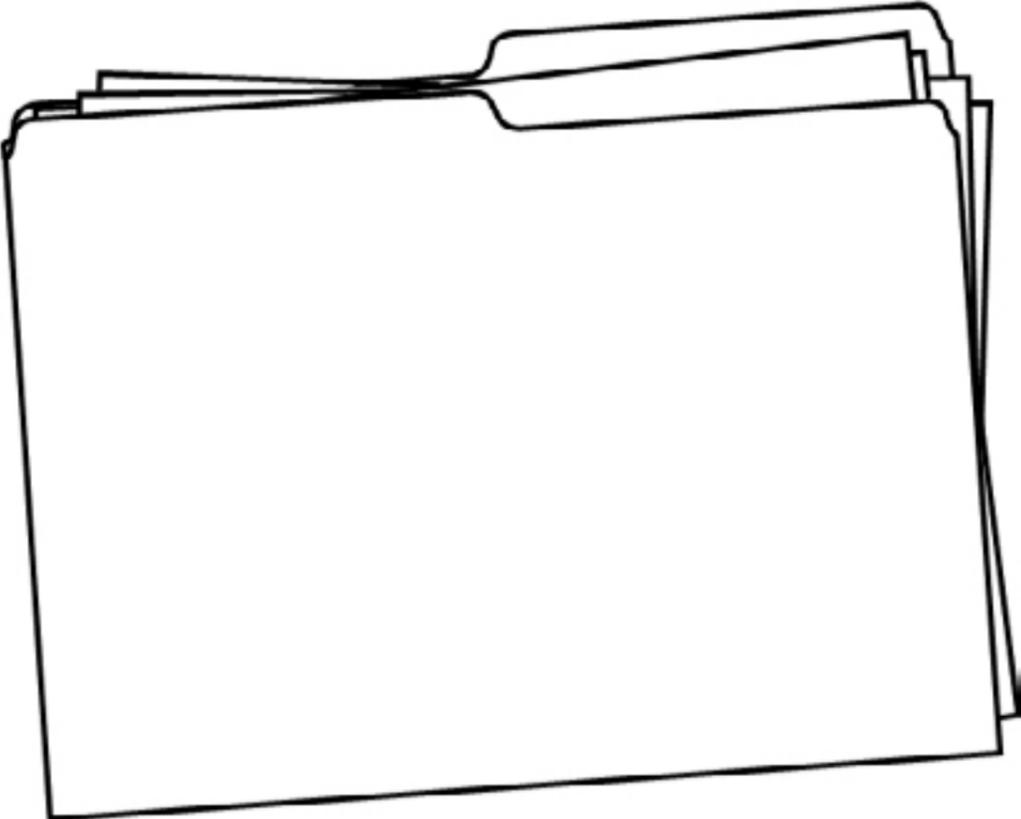
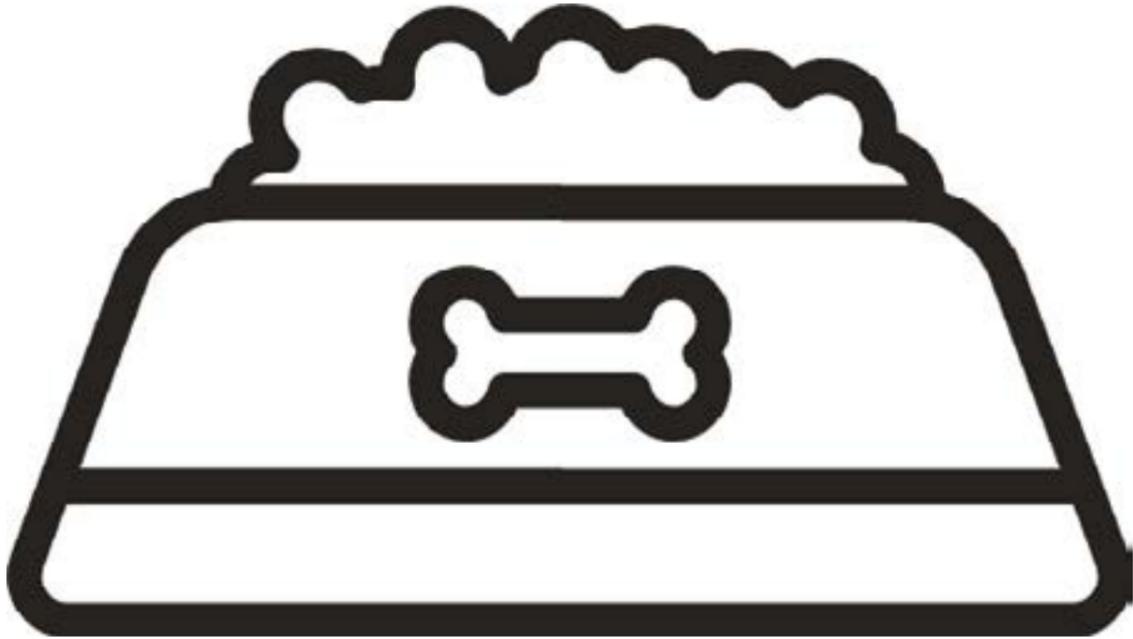
**! Emergency Kit Activity**

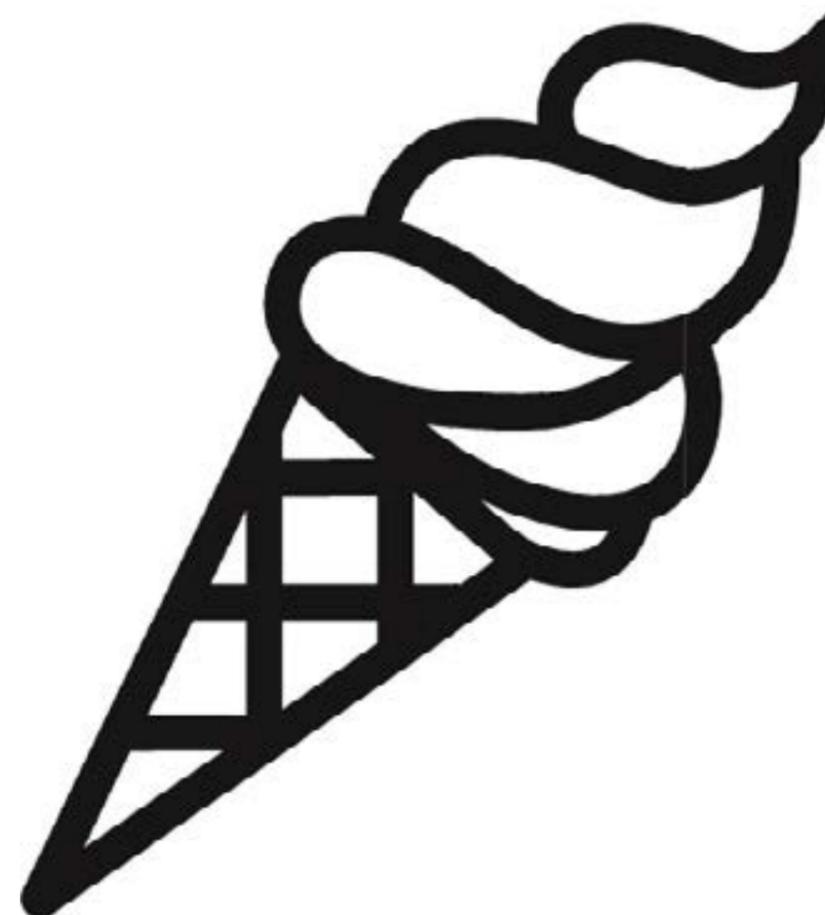
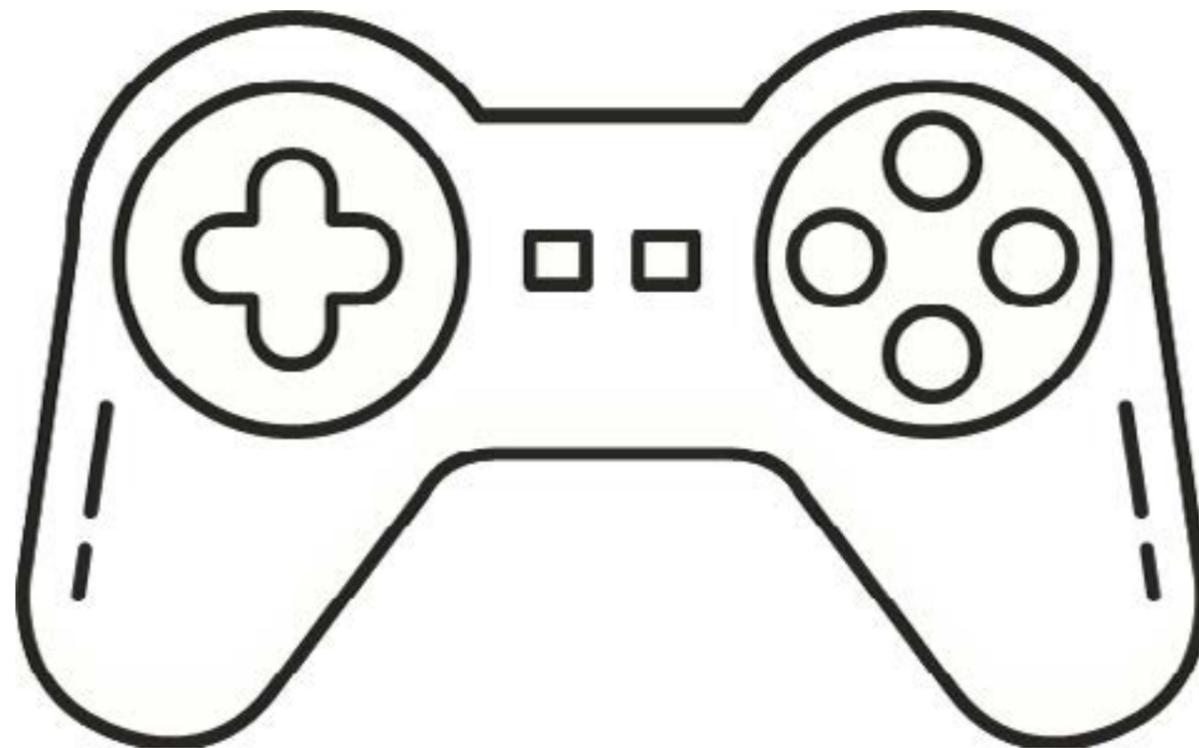
Print out the following pages with the pictures of potential items that might go into an emergency kit on them. Ask your class to colour in the pictures, then cut each item out. Stick the items to the wall or lay them on a table or the floor. Ask each student to come forward and choose an item. Ask them to describe the item (what is it, what is it used for), and decide whether it should go into an emergency kit or not. Have the rest of the class give their opinions too. Decide as a group whether the item is a need or a want.

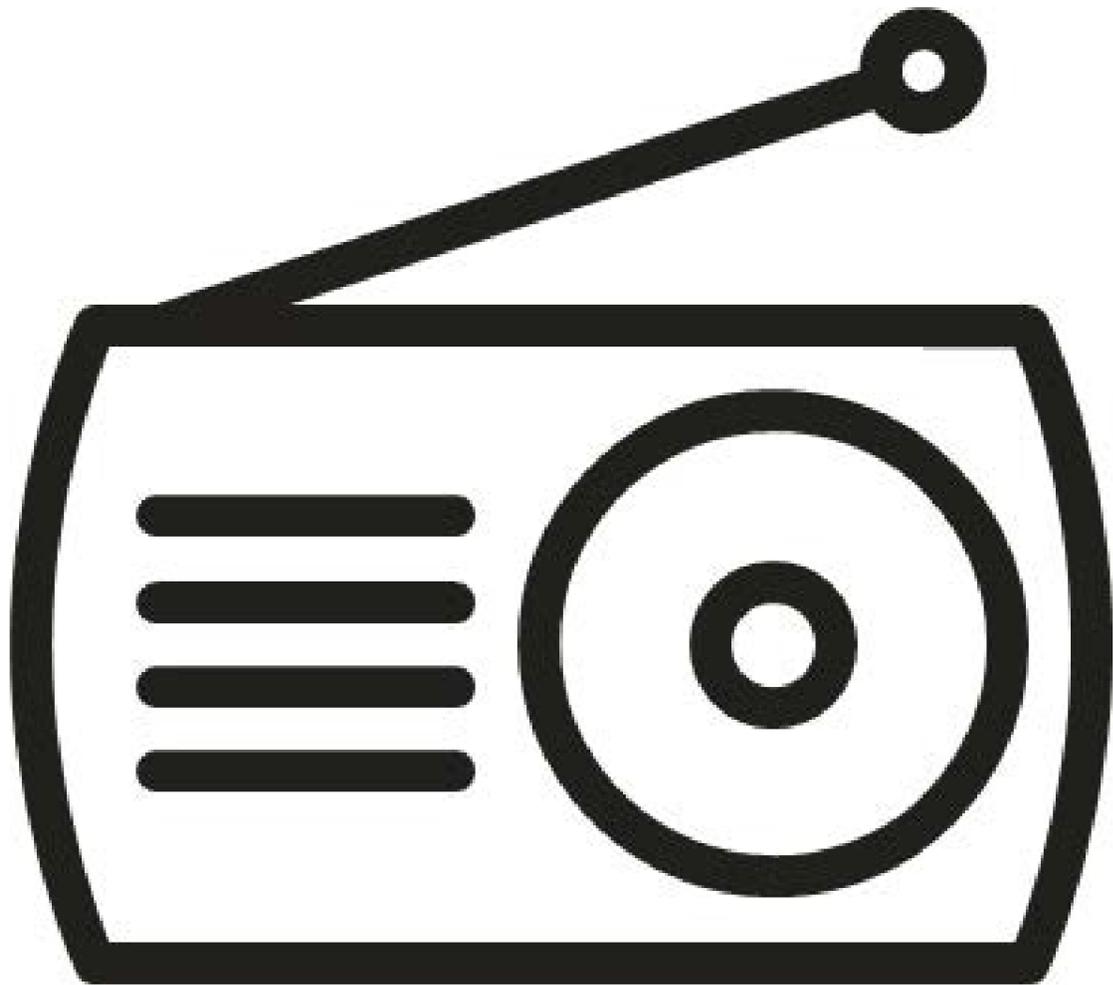
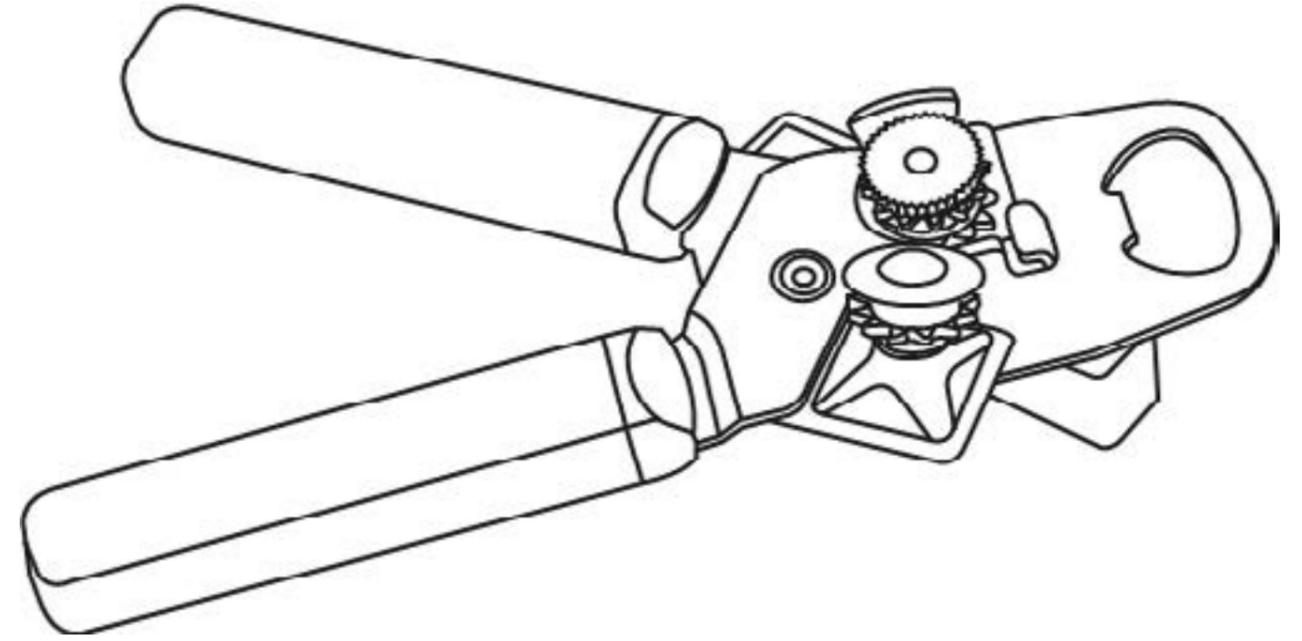
**WHAT ARE SOME OTHER THINGS THAT MIGHT GO INTO AN EMERGENCY KIT?**

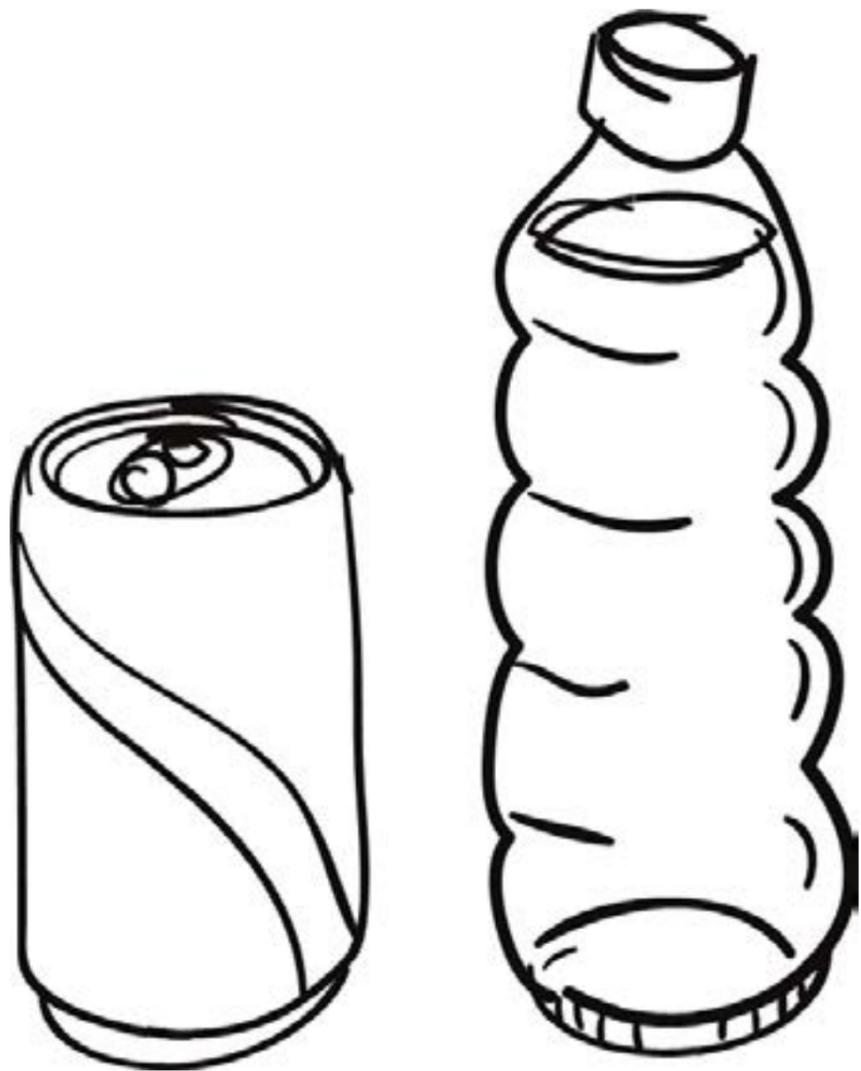
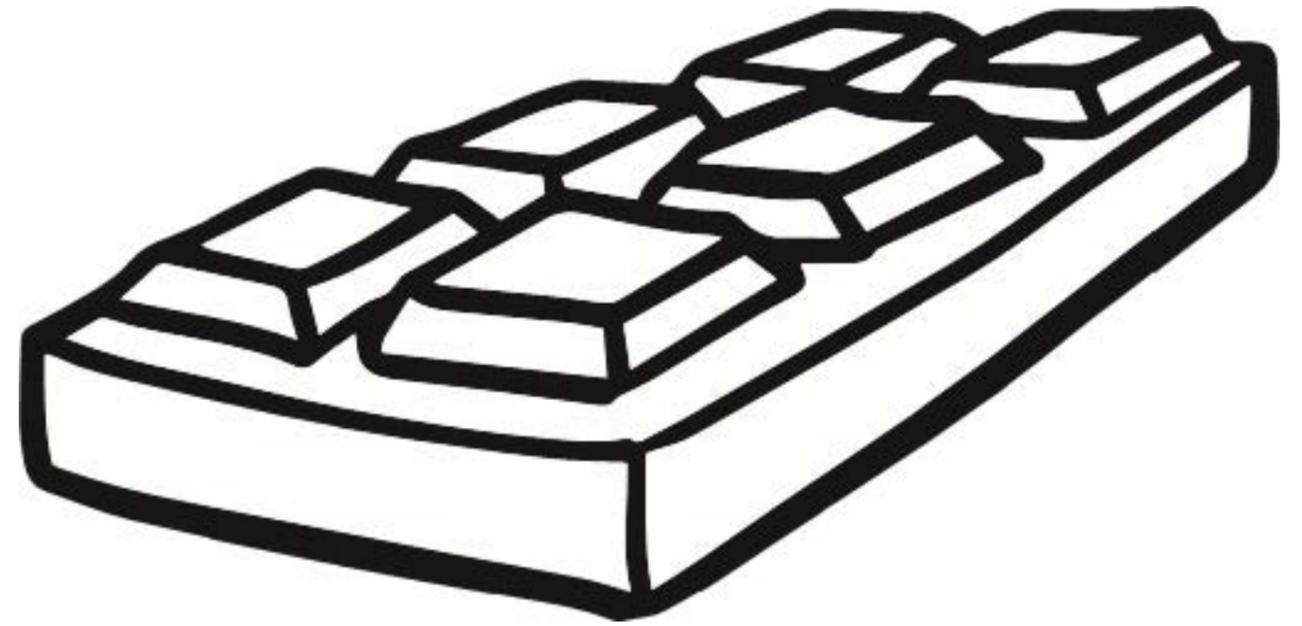
Have a class discussion.

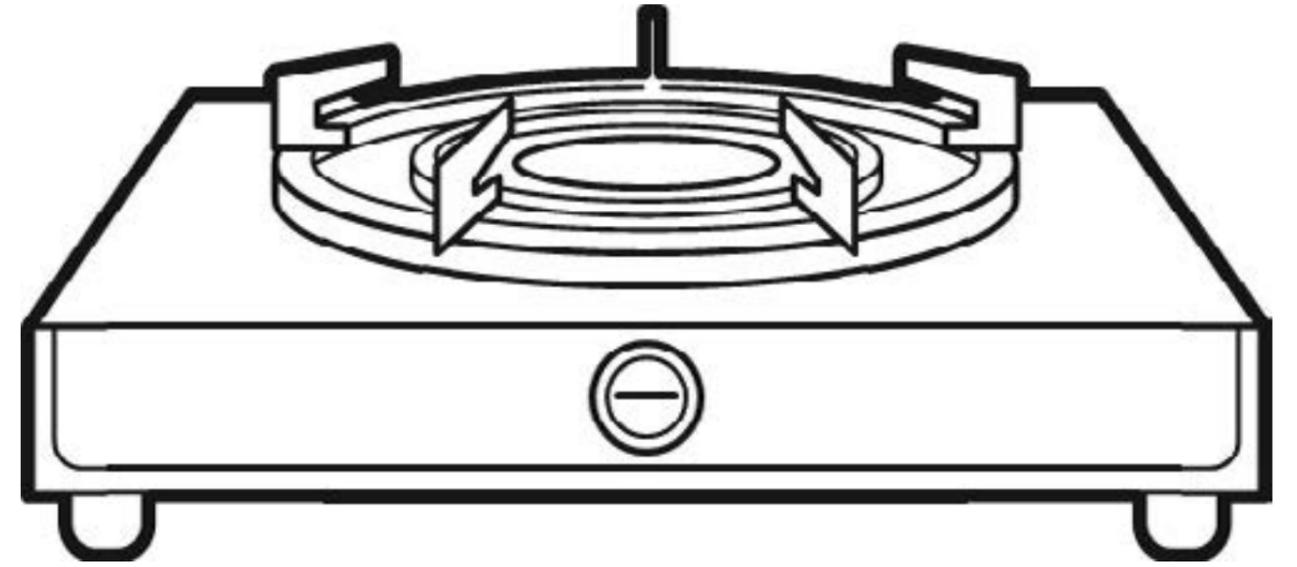


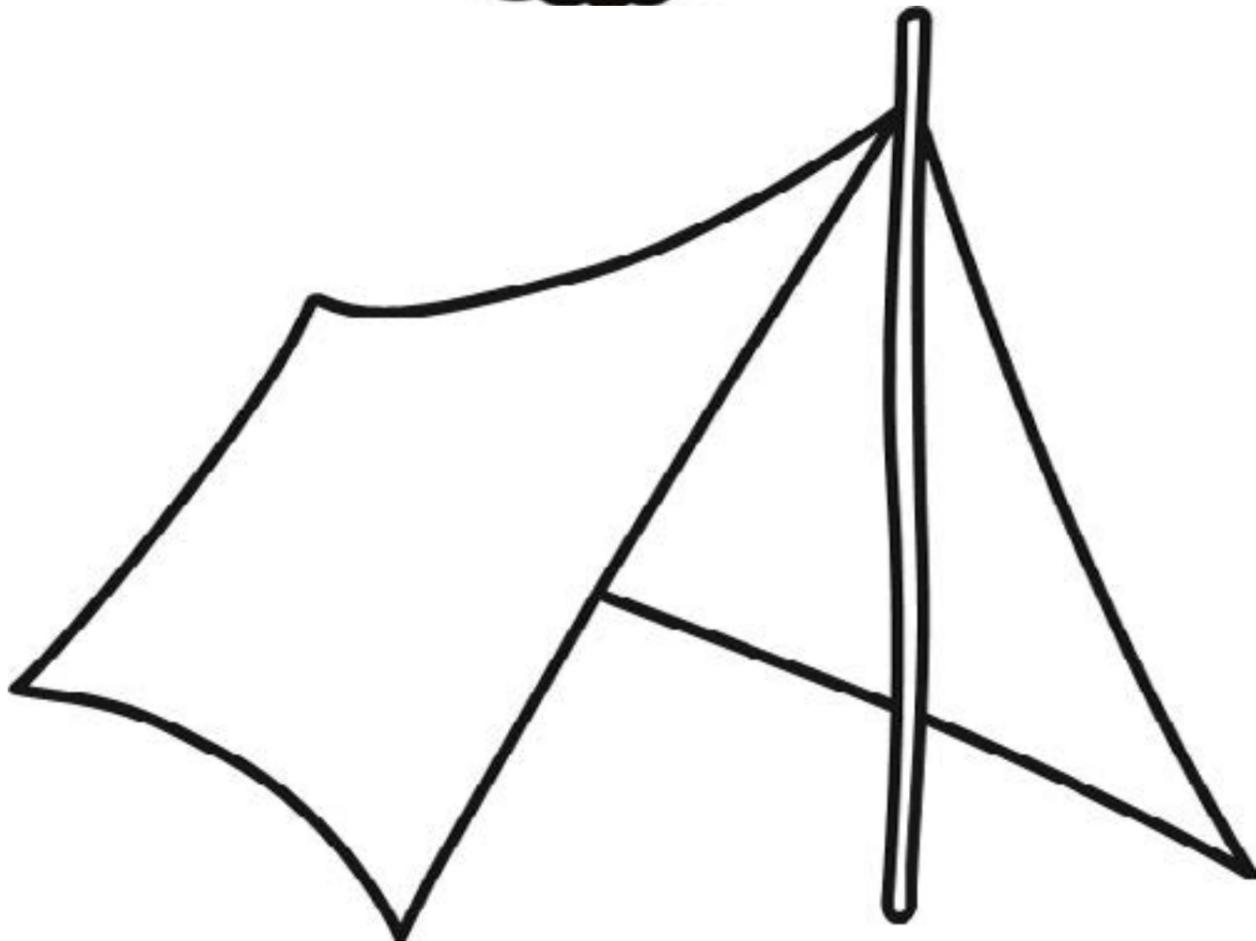
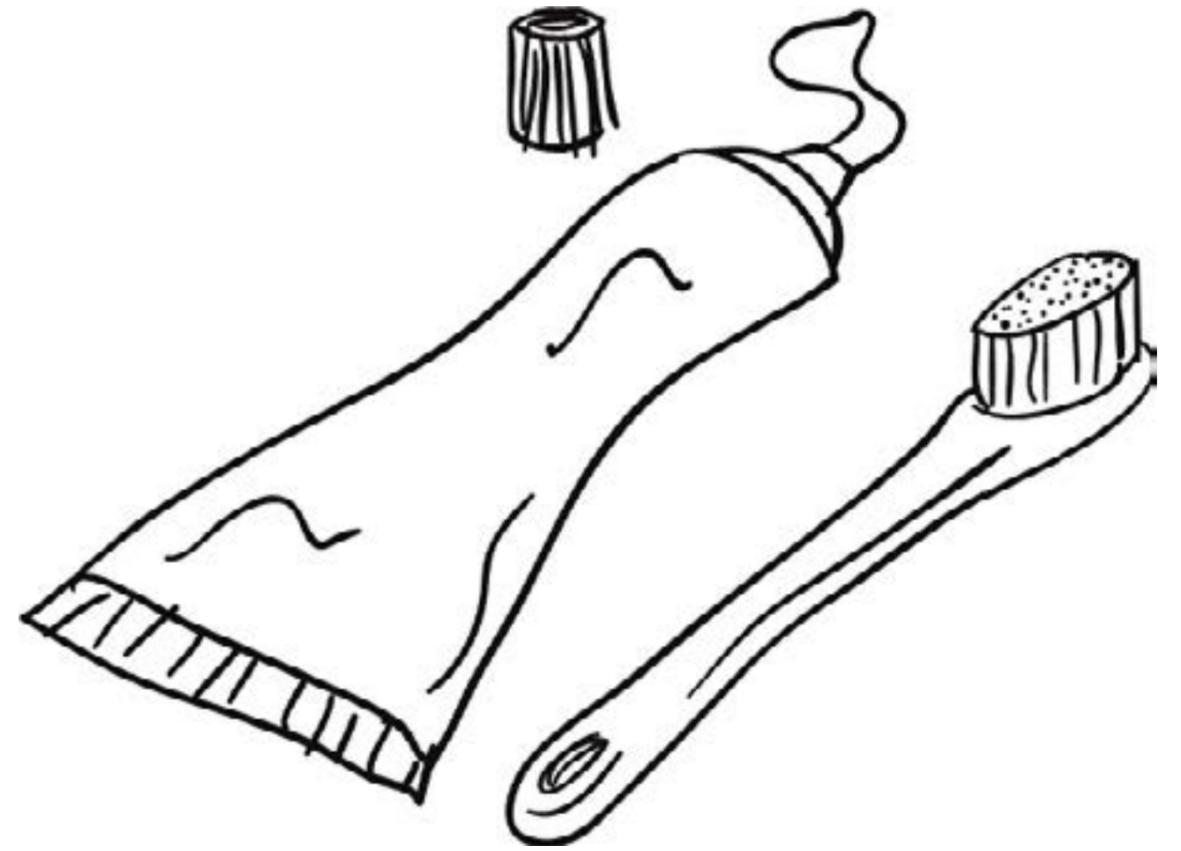


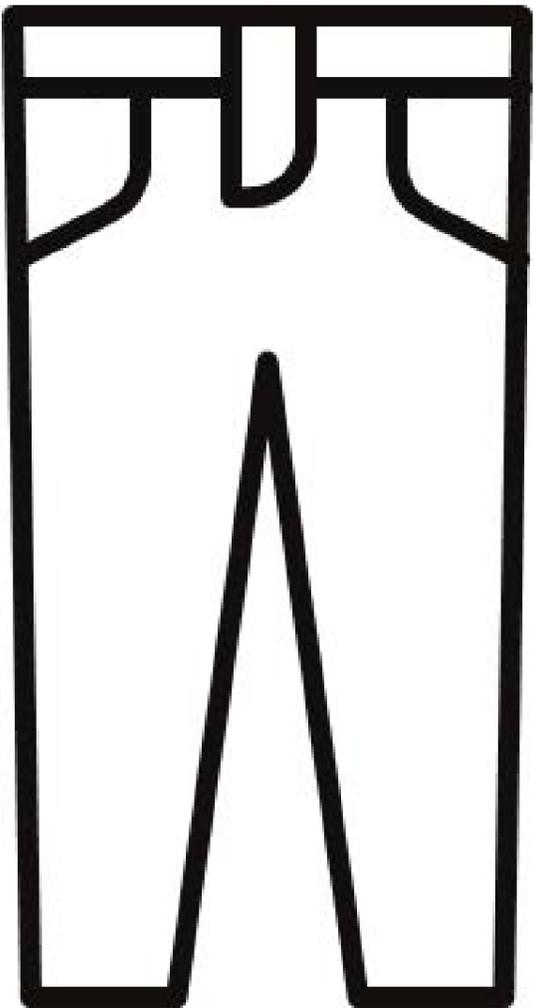
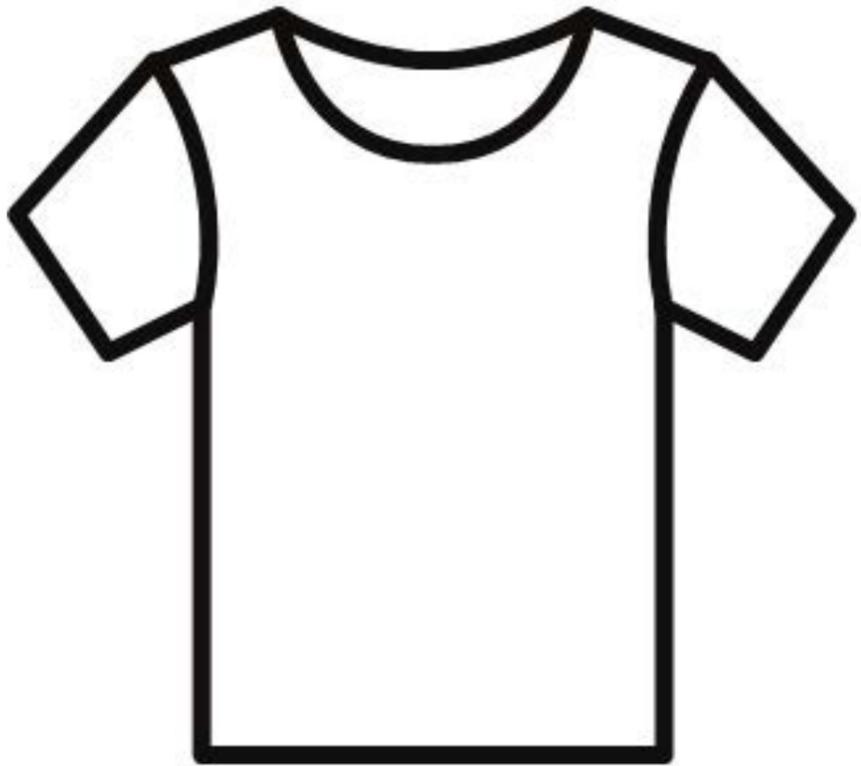






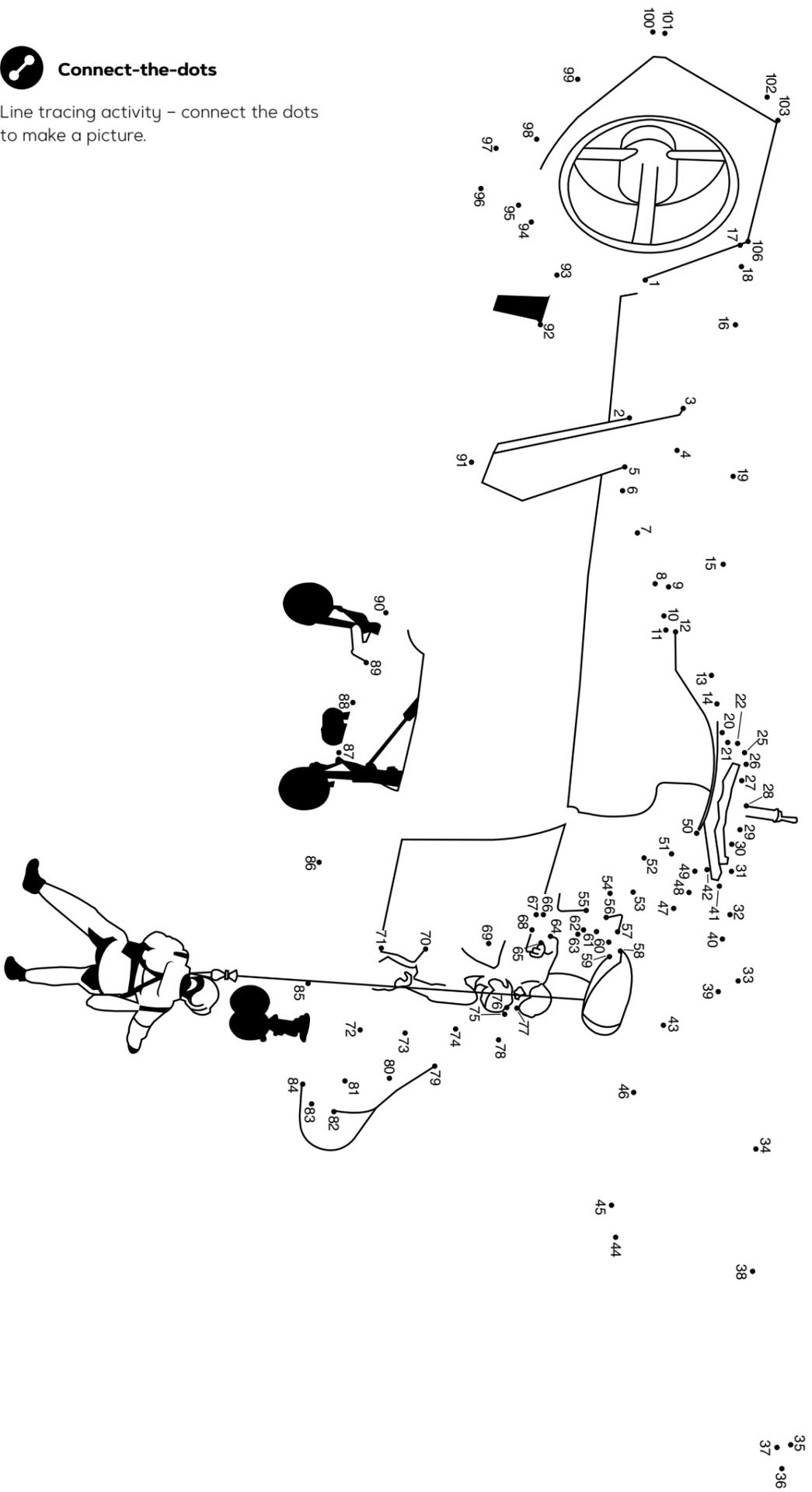






**Connect-the-dots**

Line tracing activity – connect the dots to make a picture.



 **Fill in the Blanks!**

Use this list of words to fill in the blank spaces below:

- |            |                |          |
|------------|----------------|----------|
| Drain      | Play           | Floods   |
| Ocean      | Creeks         | Currents |
| Swim       | Dangerous      | Walk     |
| Short      | Rubbish        |          |
| Downstream | Flash flooding |          |

\_\_\_\_\_ can be created in several different ways.

Storm tides from the \_\_\_\_\_ can cause flooding at places that are near the beach.

Rivers and \_\_\_\_\_ can flood after heavy rain. Sometimes the flood can happen much further \_\_\_\_\_ than the rain, when lots of rainwater flows down the catchment.

\_\_\_\_\_ happens very quickly. It can happen when a lot of rain falls in \_\_\_\_\_ a amount of time, and the water can't \_\_\_\_\_ away fast enough.

All flood water can be \_\_\_\_\_. It can have strong \_\_\_\_\_ that might knock you off your feet.

Lots of nasty things might be in flood water – dangerous chemicals, \_\_\_\_\_, and even sewerage could be in there!

Never \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_ in flood water.

 **De Bono's 6 Thinking Hats**

Split into 6 different groups. Each group should analyse the same image – four disaster and emergency scenarios are provided below - using De Bono's 6 Thinking Hats. Each group should answer the questions and considerations proposed for their Thinking Hat.

Ensure that students do not unintentionally move onto a different 'Hat' as their discussions progress. Educators should supervise each group to ensure that the discussion stays on track. If this is not possible, consider each Hat as a whole class.

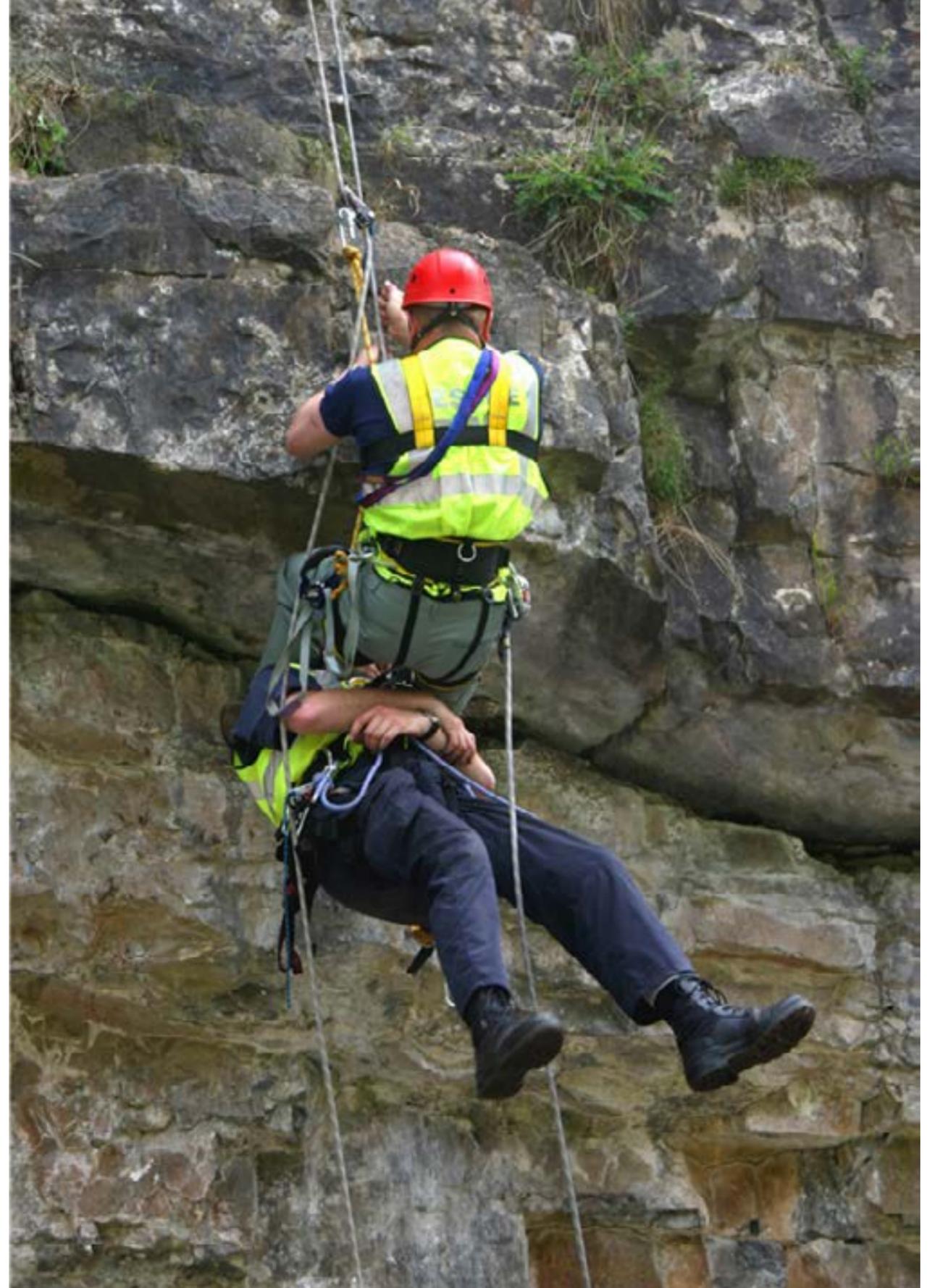
**About Edward de Bono's 6 Thinking Hats** © <sup>22</sup>

De Bono's Thinking Hat's are six metaphorical hats which define a certain type of thinking. The principle behind it is parallel thinking with the aim of increasing productivity by keeping an individual or group focused on the same subject at the same time. When you put on a different hat, your thinking process must switch from the previous hat's type to the new hat's type.

<p><b>Blue Hat: Process</b></p> <p>Considers: Organisation of your thinking, planning for action</p> <p>Present your findings: Through a birds-eye view</p> <p>Questions: What thinking is needed?</p> <p>How can I summarise the conclusion, decision made about the image?</p> <p>Did the group address each of the 5 other Hats within the guidelines</p>	<p><b>Green Hat: Creativity</b></p> <p>Considers: New ideas, alternatives, possibilities, challenges existing habits, judgements, criticisms</p> <p>Present your findings: As solutions to Black Hat problems</p> <p>Questions: Are there other ideas in the group? Are there other ways to solve the problem? Is there another explanation or reason for the problem?</p>
<p><b>White Hat: Facts</b></p> <p>Considers: Just the facts</p> <p>Present your findings: Neutral and objective</p> <p>Questions:</p> <p>What do I know?</p> <p>What do I need to find out?</p> <p>How will I get the information I need?</p>	<p><b>Yellow Hat: Benefits</b></p> <p>Considers: Positives, benefits, value</p> <p>Present your findings: Logical and optimistic; gives reasons why idea is useful, preferred, adds value</p> <p>Questions: What are the benefits? Why is this the preferred response? What are the positive points? How can we make this work?</p>
<p><b>Red Hat: Feelings</b></p> <p>Considers: Intuition, hunches, gut instinct</p> <p>Present your findings: Without the need for a reason why you feel what you do</p> <p>Questions: What are my feelings right now? Why might my feelings change about the image?</p>	<p><b>Black Hat: Cautions</b></p> <p>Considers: Difficulties, weaknesses, dangers; why a suggestion does not fit facts, experience or systems in use</p> <p>Present your findings: Critically, logically, with reasons why</p> <p>Questions: What can/ has caused harm to people, property or the environment? What are the risks [likelihood and consequences of loss] to people, property and/or the environment?</p>

<sup>22</sup> Foreman, Paul n.d., 'Edward de Bono's 6 Thinking Hats', Thinking and mind tools, University of South Australia. Accessed 13 April 2019: <https://lo.unisa.edu.au/mod/book/view.php?id=611321&chapterid=100453>





# ANSWERS

## Secret Message Game from page 21

M	A	K	E		S	U	R	E		Y	O	U		H	A	V	E	
A	N		E	M	E	R	G	E	N	C	Y		K	I	T		I	N
	Y	O	U	R		H	O	U	S	E		T	O		H	E	L	P
K	E	E	P		Y	O	U		S	A	F	E		A	N	D		
			H	E	A	L	T	H	Y		I	N		A				
		N	A	T	U	R	A	L		D	I	S	A	S	T	E	R	

## Word Search from page 22

								R											
B	U	S	H	F	I	R	E	A	L	L	R	E	S	P	O	N	D	R	
			A				C				I							E	
			Z				O				S	G						S	
			A				V				K	H						I	
			R				E					E	T					L	
			D				P	R	E	V	E	N	T	A	N	C	I		
S												L			I	O	E		
A					M										T		N	N	
F	E	M	E	R	G	E	N	C	Y					H			S	G	C
E				P			T										F	E	E
T	D			R			W	E	A	T	H	E	R				L	Q	
Y	I			E				O									O	U	
	S			P			N	A	T	U	R	A	L	A	C	L	O	E	
	A			A								O					D	N	
	S	T	O	R	M							L						C	
	T			E									O					E	
	E			M	I	T	I	G	A	T	E					G		Z	
	R							C	O	M	M	U	N	I	T	Y			

## Word Code Cracker from page 23

IF IT'S FLOODED FORGET IT

## Fill in the Blanks from page 39

Floods can be created in several different ways.

Storm tides from the ocean can cause flooding at places that are near the beach.

Rivers and creeks can flood after heavy rain. Sometimes the flood can happen much further downstream than the rain, when lots of rainwater flows down the catchment.

Flash flooding happens very quickly. It can happen when a lot of rain falls in a short amount of time, and the water can't drain away fast enough.

All flood water can be dangerous. It can have strong currents that might knock you off your feet.

Lots of nasty things might be in flood water – dangerous chemicals, rubbish, and even sewerage could be in there!

Never walk, swim or play in flood water.





# SECTION FOUR

## AUSTRALIAN CURRICULUM LINKAGES

Section four provides guidance on the key Australian Curriculum learning areas supported by this Guide for Prep (Foundation Year) to Year 6; they include Science, Geography, History, English, the Arts, and Health and Physical Education.

# SECTION FOUR

## Science

FOUNDATION SCIENCE		
SCIENCE UNDERSTANDING	SCIENCE AS A HUMAN ENDEAVOUR	SCIENCE INQUIRY SKILLS
<b>Earth and space sciences</b> Daily and seasonal changes in our environment affect everyday life (ACSSU004)	<b>Use and influence of science</b> Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)	<b>Questioning and predicting</b> Pose and respond to questions about familiar events (ACIS014)  <b>Planning and conducting</b> Participate in guided investigations and make observations using the senses (ACIS011)  <b>Communicating</b> Share observations and ideas (ACIS012)
YEAR 1 SCIENCE		
SCIENCE UNDERSTANDING	SCIENCE AS A HUMAN ENDEAVOUR	SCIENCE INQUIRY SKILLS
<b>Earth and space sciences</b> Observable changes occur in the sky and landscape (ACSSU019)	<b>Use and influence of science</b> People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	<b>Questioning and predicting</b> Pose and respond to questions, and make predictions about familiar objects and events (ACIS024)  <b>Planning and conducting</b> Participate in guided investigations to explore and answer questions (ACIS025)  <b>Evaluating</b> Compare observations with those of others (ACIS213)
YEAR 2 SCIENCE		
SCIENCE UNDERSTANDING	SCIENCE AS A HUMAN ENDEAVOUR	SCIENCE INQUIRY SKILLS
<b>Earth and space sciences</b> Earth's resources are used in a variety of ways (ACSSU032)	<b>Use and influence of science</b> People use science in their daily lives, including when caring for their environment and living things (ACSHE035)	<b>Questioning and predicting</b> Pose and respond to questions, and make predictions about familiar objects and events (ACIS037)  <b>Processing and analysing data and information</b> Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACIS040)  <b>Evaluating</b> Compare observations with those of others (ACIS041)
YEAR 3 SCIENCE		
SCIENCE UNDERSTANDING	SCIENCE AS A HUMAN ENDEAVOUR	SCIENCE INQUIRY SKILLS
	<b>Nature and development of science</b> Science involves making predictions and describing patterns and relationships (ACSHE050)  <b>Use and influence of science</b> Science knowledge helps people to understand the effect of their actions (ACSHE051)	<b>Communicating</b> Represent and communicate observations, ideas and findings using formal and informal representations (ACIS060)
YEAR 4 SCIENCE		
SCIENCE UNDERSTANDING	SCIENCE AS A HUMAN ENDEAVOUR	SCIENCE INQUIRY SKILLS
<b>Earth and space sciences</b> Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)  <b>Physical sciences</b> Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)	<b>Nature and development of science</b> Science involves making predictions and describing patterns and relationships (ACSHE061)  <b>Use and influence of science</b> Science knowledge helps people to understand the effect of their actions (ACSHE062)	<b>Communicating</b> Represent and communicate observations, ideas and findings using formal and informal representations (ACIS071)

YEAR 5 SCIENCE		
SCIENCE UNDERSTANDING	SCIENCE AS A HUMAN ENDEAVOUR	SCIENCE INQUIRY SKILLS
	<b>Use and influence of science</b> Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)	
YEAR 6 SCIENCE		
SCIENCE UNDERSTANDING	SCIENCE AS A HUMAN ENDEAVOUR	SCIENCE INQUIRY SKILLS
<b>Biological sciences</b> The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)  <b>Earth and space sciences</b> Sudden geological changes and extreme weather events can affect earth's surface (ACSSU096)	<b>Use and influence of science</b> Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)	



## Humanities and Social Sciences

FOUNDATION HUMANITIES AND SOCIAL SCIENCES	
KNOWLEDGE AND UNDERSTANDING	INQUIRY AND SKILLS
<p><b>Geography</b> The representation of the location of places and their features on simple maps and models (ACHASSK014)</p>	<p><b>Questioning</b> Pose questions about past and present objects, people, places and events (ACHASSI001)</p> <p><b>Researching</b> Collect data and information from observations and identify information and data from sources provided (ACHASSI002)</p> <p><b>Communicating</b> Present narratives, information and findings in oral, graphic and written form using simple terms to denote the passing of times and to describe direction and location (ACHASSI010)</p> <p><b>Evaluating and reflecting</b> Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009)</p>
YEAR 1 HUMANITIES AND SOCIAL SCIENCES	
SCIENCE UNDERSTANDING	INQUIRY AND SKILLS
<p><b>Geography</b> The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)</p>	<p><b>Questioning</b> Pose questions about past and present objects, people, places and events (ACHASSI018)</p> <p><b>Researching</b> Collect data and information from observations and identify information and data from sources provided (ACHASSI019)</p> <p><b>Evaluating and reflecting</b> Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025) Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026)</p> <p><b>Communicating</b> Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe directions and location (ACHASSI027)</p>
YEAR 2 HUMANITIES AND SOCIAL SCIENCES	
SCIENCE UNDERSTANDING	INQUIRY AND SKILLS
	<p><b>Questioning</b> Pose questions about past and present objects, people, places and events (ACHASSI034)</p> <p><b>Researching</b> Collect data and information from observations and identify information and data from sources provided (ACHASSI035)</p> <p><b>Evaluating and reflecting</b> Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041) Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)</p> <p><b>Communicating</b> Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI043)</p>

YEAR 3 HUMANITIES AND SOCIAL SCIENCES	
SCIENCE UNDERSTANDING	INQUIRY AND SKILLS
<p><b>Geography</b> The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068)</p> <p><b>Civics and citizenship</b> Why people participate within communities and how students can actively participate and contribute (ACHASSK072)</p>	<p><b>Questioning</b> Pose questions to investigate people, events, places and issues (ACHASSI052)</p> <p><b>Evaluating and reflecting</b> Draw simple conclusions based on analysis of information and data (ACHASSI058) Interact with others with respect to share points of view (ACHASSI059) Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)</p> <p><b>Communicating</b> Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)</p>
YEAR 4 HUMANITIES AND SOCIAL SCIENCES	
SCIENCE UNDERSTANDING	INQUIRY AND SKILLS
<p><b>Civics and citizenship</b> The role of local government and the decisions it makes on behalf of the community (ACHASSK091)  The different cultural, religious, and/or social groups to which they and others in the community belong (ACHASSK093)</p>	<p><b>Questioning</b> Pose questions to investigate people, events, places and issues (ACHASSI073)</p> <p><b>Evaluating and reflecting</b> Draw simple conclusions based on analysis of information and data (ACHASSI079) Interact with others with respect to share points of view (ACHASSI080) Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)</p> <p><b>Communicating</b> Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)</p>
YEAR 5 HUMANITIES AND SOCIAL SCIENCES	
SCIENCE UNDERSTANDING	INQUIRY AND SKILLS
<p><b>Geography</b> The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)  The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)</p> <p><b>Civics and citizenship</b> How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)</p> <p><b>Economics and business</b> The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)</p>	<p><b>Questioning</b> Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)</p> <p><b>Researching</b> Locate and collect relevant information and data from primary and secondary sources (ACHASSI095)</p> <p><b>Evaluating and reflecting</b> Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)</p>
YEAR 6 HUMANITIES AND SOCIAL SCIENCES	
SCIENCE UNDERSTANDING	INQUIRY AND SKILLS
	<p><b>Questioning</b> Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)</p> <p><b>Researching</b> Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)</p> <p><b>Evaluating and reflecting</b> Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)</p>

English

FOUNDATION ENGLISH		
LANGUAGE	LITERATURE	LITERACY
<p><b>Phonics and word knowledge</b> Know how to read and write some high-frequency words and other familiar words (ACELA1817)</p>		<p><b>Interaction with others</b> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</p> <p><b>Interpreting, analysing, evaluating</b> Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</p> <p><b>Creating texts</b> Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)</p>
YEAR 1 ENGLISH		
LANGUAGE	LITERATURE	LITERACY
<p><b>Language for interactions</b> Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)</p> <p><b>Phonics and word knowledge</b> Understand how to spell one and two syllable words with common letter patterns (ACELA1778)</p>	<p><b>Examining literature</b> Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)</p>	<p><b>Interacting with others</b> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)</p> <p>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)</p>
YEAR 2 ENGLISH		
LANGUAGE	LITERATURE	LITERACY
	<p><b>Examining literature</b> Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)</p>	<p><b>Interacting with others</b> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</p> <p><b>Creating texts</b> Create short imaginative, information and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</p>
YEAR 3 ENGLISH		
LANGUAGE	LITERATURE	LITERACY
	<p><b>Creating literature</b> Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</p>	<p><b>Interacting with others</b> Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</p> <p><b>Creating texts</b> Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (ACELY1682)</p>

YEAR 4 ENGLISH		
LANGUAGE	LITERATURE	LITERACY
<p><b>Expressing and developing ideas</b> Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</p>	<p><b>Creating literature</b> Create literary texts that explore students' own experiences and imagining (ACELT1607)</p> <p>Create literary texts by developing storylines, characters and settings (ACELT1794)</p>	<p><b>Interacting with others</b> Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</p> <p><b>Interpreting, analysing, evaluating</b> Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)</p> <p><b>Creating texts</b> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)</p>
YEAR 5 ENGLISH		
LANGUAGE	LITERATURE	LITERACY
	<p><b>Creating literature</b> Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)</p>	<p><b>Interacting with others</b> Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)</p> <p><b>Interpreting, analysing, evaluating</b> Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)</p> <p><b>Creating texts</b> Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)</p>
YEAR 6 ENGLISH		
LANGUAGE	LITERATURE	LITERACY
	<p><b>Creating literature</b> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</p>	<p><b>Interacting with others</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</p> <p><b>Interpreting, analysing, evaluating</b> Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</p> <p><b>Creating texts</b> Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</p>

## The Arts

FOUNDATION-YEAR 2 ARTS
Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)
Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)
Create and display artworks to communicate ideas to an audience (ACAVAM108)
YEARS 3-4 ARTS
Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)
Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)
Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)
Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
YEARS 5-6 ARTS
Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)
Develop skills with media technologies to shape space, time, movement and lighting with images, sounds and text (ACAMAM063)
Develop and apply techniques and processes when making their artworks (ACAVAM115)
Plan and display of artworks to enhance their meaning for an audience (ACAVAM116)

## Health and Physical Education

FOUNDATION HEALTH AND PHYSICAL EDUCATION
PERSONAL, SOCIAL AND COMMUNITY HEALTH
<b>Being healthy, safe and active</b>
Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
Communicating and interacting for health and wellbeing
Practise personal and social skills to interact positively with others (ACPPS004)
Identify and describe emotional responses people may experience in different situations (ACPPS005)
YEAR 1 HEALTH AND PHYSICAL EDUCATION
PERSONAL, SOCIAL AND COMMUNITY HEALTH
<b>Being healthy, safe and active</b>
Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
YEAR 2 HEALTH AND PHYSICAL EDUCATION
PERSONAL, SOCIAL AND COMMUNITY HEALTH
<b>Being healthy, safe and active</b>
Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
YEAR 3 HEALTH AND PHYSICAL EDUCATION
PERSONAL, SOCIAL AND COMMUNITY HEALTH
<b>Being healthy, safe and active</b>
Explore how success, challenge and failure strengthen identities (ACPPS033)
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
YEAR 4 HEALTH AND PHYSICAL EDUCATION
PERSONAL, SOCIAL AND COMMUNITY HEALTH
<b>Being healthy, safe and active</b>
Explore how success, challenge and failure strengthen identities (ACPPS033)
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
YEAR 5 HEALTH AND PHYSICAL EDUCATION
PERSONAL, SOCIAL AND COMMUNITY HEALTH
<b>Being healthy, safe and active</b>
Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)
Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
Communicating and interacting for health and wellbeing
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)
YEAR 6 HEALTH AND PHYSICAL EDUCATION
PERSONAL, SOCIAL AND COMMUNITY HEALTH
<b>Being healthy, safe and active</b>
Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)
Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
Communicating and interacting for health and wellbeing
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)



Ipswich City Council  
PO Box 191, Ipswich QLD 4305, Australia

Phone (07) 3810 6666  
council@ipswich.qld.gov.au  
ipswich.qld.gov.au

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