About this Module
Students discover the importance of planning ahead in a natural hazard emergency. Students develop a list of emergency contact numbers and practise a mock evacuation drill at school. Students prepare an emergency kit and discuss having an emergency plan with their families.

Background Information
A Family/Household Emergency Plan helps families prepare for a cyclone’s impact and/or the rapid onset of flood and rising floodwaters. A Family/Household Emergency Plan should include everyone in the family, including pets and other animals. Prepared families will have a greater knowledge of cyclone and/or flood survival and will reduce their risk of personal injury and property damage. A good plan will include how households will prepare their house and property; where they will shelter, looking after precious items and what essential food and supplies are needed. Every family member can be involved in developing an emergency plan and be given specific tasks like, for example, clearing the yard, finding torches or pet cages, and, buying food and water, etc. An emergency plan for tropical cyclone should be written before the start of the cyclone season and be reviewed annually.

Schools in areas that are cyclone and/or flood prone should have an Emergency & Critical Incident Plan for Cyclone and/or Flood. All teachers should be familiar with emergency planning and procedures in their school. A Family/Household Emergency Plan should include the special needs of family members. Some families may need to make special plans for elderly grandparents or a child with an illness or disability.

A plan helps family’s list what action they need to take in a cyclone and/or flood emergency and when it is safe/unsafe to evacuate. Some things an Emergency Plan can include are:

- When the plan should be put into action?
- Who will collect the children from school?
- Where you will shelter, if you can’t get home?
- Where your emergency kit is kept; who is responsible for checking and stocking it?
- Where do pets and animals go?
- Where to shelter inside the house?
- Where the nearest welfare centre is and more than one route to get there?
- What items will need to be secured and how (e.g. boats, caravans, trailers, garden shed, rainwater tanks, LPG bottles, etc.)?
- What items need to be brought inside?
- Where to move furniture, clothing and valuables to the highest point in the house?
There are additional steps that individuals and families can do before, during and after a cyclone and/or flood that can ensure their own safety and to protect their home from damage. Some of these include placing sandbags around homes to minimise flood damage, placing sandbags in toilets and over drains to prevent sewage backflow, placing items in plastic bags or containers up high and away from floodwaters, as well as preparing an Emergency Kit for short-term survival. Sometimes people do need to relocate during a flood emergency to a Welfare or Relocation Centre. This can be made easier by families being prepared by preparing a Relocation Kit in advance so they can leave safely and quickly before it is too late to travel.

Go to [https://www.dfes.wa.gov.au/safetyinformation/cyclone](https://www.dfes.wa.gov.au/safetyinformation/cyclone) and access the Cyclone Smart Brochure to find a more comprehensive list and sample plan.

**Packing an Emergency Kit**

Families need an emergency kit to survive in a cyclone and/or flood, whether you decide to shelter/stay at home or relocate to a safer place. People who have prepared an emergency kit before the cyclone season increase their chances of survival for themselves, their families and their pets.

An emergency kit needs to include:
- A waterproof bag containing important documents like passports, ID and insurance documents
- Portable battery operated AM/FM radio
- Waterproof torch
- New spare batteries
- First aid kit with manual
- Medications, toiletries and sanitary supplies
- Special requirements for infants, elderly, injured and disabled people and pets
- Mobile phone and charger (or phone card)
- Cash and bank cards
- Emergency contact numbers
- Spare house and car keys
Combination pocket knife
Drinking water – at least 12 litres per person
Canned food – enough for 4 days
A can opener, cooking gear and eating utensils
Portable gas stove or BBQ
Water container for storing washing and cooking water
Water, food and bedding for pets and animals

Some people will plan to relocate and shelter at their nearest Welfare Centre. A Relocation Kit is particularly important with flood, as it is common for people to have to relocate during a flood emergency. It is important that students understand that relocation needs to happen early, as roads can become blocked off and impossible, if not extremely dangerous to drive through. Welfare Centres offer emergency accommodation, registration of your whereabouts and support services. If families decide to relocate, they need to have a relocation kit. Add these items to your emergency kit:

- Sleeping bags, blankets and towels
- Waterproof ponchos or coats
- Spare clothing
- Tent or tarpaulin
- Pen and paper
- Books, playing cards and/or games

Key Messages

- A Family/Household Emergency Plan helps families prepare for a cyclone’s impact and/or the rapid onset of flood and rising floodwaters.
- Every family member can be involved in developing an emergency plan
- There are many things people can do to keep themselves, their families and their homes safe during a cyclone and/or flood
- People who have prepared an emergency kit before the cyclone season increase their chances of survival for themselves, their families and their pets.

Learning Outcomes

- Students recognise four steps they can take to planning ahead in a natural hazard emergency
- Students practise a mock evacuation drill and relocate to the highest sheltered area in their school, as outlined in the school’s emergency plan.
- Students develop a list of emergency contact numbers.
- Students are able to prepare an emergency kit.
- Students can list additional items they can include in a relocation kit.
- Students have a five minute Cyclone and/or Flood Chat with their families
Year Level
Year 4 to 6

Things you will need

- Internet access
- Video: Cyclone Preparation and Safety
- A copy of your school’s Emergency and Critical Incident Management Plan for tropical cyclone and/or flood OR Your School’s Emergency Plan example.
- Your School’s Emergency Plan information sheet
- Look at your School’s Emergency Plan worksheet
- Emergency Contact Numbers worksheet
- Emergency Kit and Relocation Kit worksheet
- DFES Preparing Your Home and Property Factsheet 05
- Large waterproof crates (one for each group)
- Real items or cut out images, etc. that students can pick and choose from to create an emergency kit. For things to include, see Teacher’s Guide. You could ask students to bring certain items from home to go into their kit. Also include items that wouldn’t go in an emergency kit. Include board games, electronic equipment, medication, hair dryer, toys, books, etc.
- DFES Cyclone and Flood Emergency Kit (Factsheet 02)
- DFES Cyclone and Flood Relocation Kit (Factsheet 03)
- How can you PREPARE for cyclone and/or flood emergencies? Worksheet
- My Household/Family Plan and/or Parents/Carers Are you prepared for cyclone/flood? templates.

Activity One: Plan Ahead – Four Steps to Safety

1. As a class, watch the Video Cyclone Preparation and Safety. Discuss the four steps to keeping your family safe by planning ahead:
   - Prepare a Plan
   - Have an Emergency Kit
   - Prepare Your Property
   - Keep Informed
2. Ask students to think about how these steps could be applied to any natural disaster or emergency (e.g. bushfire, flood, cyclone).

Activity Two: Prepare a Plan

1. Find out if your school plan has an Emergency Plan for Cyclone and/or Flood? As a class, examine your school’s cyclone and/or flood emergency plan. Would everyone in your school know what to do if there was a cyclone and/or flood? (If you cannot locate it look at Your School’s Emergency Plan example provided). Ask students to look at the
template, *Look at your School’s Emergency Plan* and list the activities that need to be completed before, during and after a flood or cyclone.

2. Ask students to discuss how they could make sure everyone knows about the school plan. Carry out a mock evacuation drill for their own class, with another class or with the whole school. Have the students discuss if and how the plan could be improved upon?

3. Ask students if they have a home plan for cyclone and/or flood. Have your students develop a list of emergency contacts. Ask students to identify any people in their family or extended family (or neighbours) who might need help in a cyclone and/or flood, or who could help them? (Students may need to take this home).

**Activity Three: Have an Emergency Kit**

1. Discuss the possibility of having to stay inside (at home) for 3 or 4 days due to a cyclone and/or flood emergency (without power or running water). Brainstorm what students would need to survive (e.g. water, food, etc.) and why they would need it? How much water do they need to cater for each person? Without power, how will they know when it is safe to go outside? How would they get this information from the outside world? (wind-up or battery operated transistor radio).

2. In groups, students pack an emergency kit. To contain the activity, limit groups to ten items they can include. Students may need to justify certain items to the group. Groups present their ten items to the class, justifying each items as to why it was given priority. As a class, discuss what items are essential and what items vary depending on individual family needs (e.g. asthma medication).

3. Families are not limited to ten items in an emergency kit but do need essential items. Ask students to come up with their final list. Students read through the *DFES Cyclone and Flood Emergency Kit Factsheet 02* and revise the list again. As a class, discuss what changed.

4. If water levels are rising or your house is badly damaged you may need to relocate to a welfare centre. Students think about basic needs (water, food, shelter, clothing, etc.) and prepare a classroom Relocation Kit by bringing things from home and photographing their kit. Alternatively, they can draw and label their kit using the template provided. Students then compare their relocation kit to what DFES suggests in the *DFES Cyclone and Flood Relocation Kit Factsheet 03.*

**Activity Four: Preparing Your Property**

1. Students view video: *Learning from the Past, Preparing for the Future* (9:04-12:25). Discuss. Students read the Cyclone and Flood Preparing Your Home and Property Factsheet 05. Walk around your school and discuss any preparations that could be done to prepare your school for cyclone and/or flood.

2. Ask students to work in groups to discuss how they could prepare for cyclone and/or flood emergencies at home. Using the worksheet, *How can you PREPARE for cyclone and/or flood emergencies*, ask students to create a checklist about the things their families could do to prepare for cyclone and/or flood.
3. Ask students take home their checklists and the Parent/Carer letter and have a 5-minute chat with their families about planning for cyclone and/or flood. (The letter provides links for parents who want to find out how to do a more in depth plan. Encourage students to complete a comprehensive plan with their families). Ask students to report back to class.

Extension
- Ask students to create an emergency kit for their pets. 63% of households in Australia have at least one pet, one of the highest rates of pet ownership in the world. Most relocation/welfare centres will not house pets.

In Your Community
- In groups, students discuss how prepared their families are for cyclone and/or flood. As a class, decide how you can measure this and how you could present information on a graph.
- In groups, ask students to create a graph for their group and then to transfer their group’s information onto a class graph. Discuss as a class how they feel their level of preparedness has changed.