

What goes in your HOUSEHOLD EMERGENCY KIT

- ▶ Either print pictures of the items below, or bring in toys/empty packaging as an example of each emergency item.
- ▶ Ask students to pick the items they think would be most important to have in a household emergency kit in the event of a natural disaster such as a cyclone, flood or bushfire.
- ▶ Following completion of the activity ask students why they chose the particular items for their emergency kit.
- ▶ Identify items which are not necessary in a household emergency kit – e.g. perishable food will perish in power-outages
- ▶ Have them discuss how long they might need to survive using these items. Where will they access commodities such as food if the region is isolated?

Note: there are several red herring items such as ice cream, meat and non-essential items such as iPads and guns, that are designed to teach students to think about what they need in an emergency as opposed to what they want.







Curriculum links

7	Science	ACSHE121: Science as a Human Endeavour; Use & influence of science	People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity
7	Geography	ACHGK040: Geographical knowledge and understanding Unit 1: Water in the world	The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa
7	Geography	ACHGK042: Knowledge & Understanding	Causes, impacts and responses to an atmospheric or hydrological event
7-8	Health & Physical Education	ACPPS072: Personal, Social and Community Health; Being healthy, safe and active	Practise and apply strategies to seek help for themselves or others
7-8	Health & Physical Education	ACPPS077: Personal, social and community Health; Contributing to healthy and active communities	Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities
8	Science	ACSHE136: Science as a Human Endeavour; Use & influence of science	People use science understanding and skills in thier occupations and these have influenced the development of practices in areas of human activity
8	Geography	ACHGK053: Knowledge & understanding; Landforms and landscapes	Causes, impacts and response to a geomorphical hazard
9	Science	ACSSU180: Science understanding; Earth & space sciences	The theory of plate tectonics explains global patterns of geological activity and continental movement
9-10	Health & Physical Education	ACPPS092: Personal, Social and Community Health; Being healthy, safe and active	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices
9-10	Health & Physical Education	ACPPS096: Personal, social and community Health; Contributing to healthy and active communities	Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities
10	Geography	ACHGK074: Knowledge & Understanding; Environmental change & management	The application of geographical concepts and methods to the management of the environmental change being investigated
10	Geography	ACHG075: Knowledge & Understanding; Environmental change & management	The application of environmental, economical and social criteria in evaluating management responses to the change.