

Year 5 Floods, Storms and Bushfires

Lesson 6

Introduction	<p>Floods, Storms and Bushfires – A Cross-Curricular Unit of Work</p> <p>In the previous lessons, we have looked at the effects of floods.</p> <p>In the next lessons, we will focus on fires and the difference between bushfires and back burning.</p> <p>WALT – identify the difference between bushfires and back burning.</p> <p>WILF – research skills, working with a group, contributing to class discussions and creating an informative video.</p> <p>TIB- Indigenous people have back burned for years, which has benefited the land. We have adopted this practice to assist in the management of fires.</p>
Warm Up/Main lesson (10 mins)	<ol style="list-style-type: none"> 1. Ask students what they already know about bushfires and how they might start. 2. Students name three things they can recall immediately, and write the student responses on the whiteboard. For example, fire can quickly destroy plants and homes, may be started by human error, lightning, heat intensity or arson. 3. Discuss how the different seasons might impact the occurrence of bushfires. 4. Ask students which Australian bushfire disasters they are aware of, for example, Ash Wednesday, Black Saturday.
Main lesson (40 mins)	<ol style="list-style-type: none"> 1. Ask students if they know the difference between bushfires and back burning. 2. In table groups, students will list the benefits of back burning (regrowth, helps prevent larger fires.) If time permits, take students outside and investigate the amount of dry foliage under trees. 3. Choose table groups to give their findings. 4. Working in pairs, ask students to research the reasons why indigenous people have back burned for thousands of years, and why this is helpful to us, in managing our natural environment. 5. Discuss answers. 6. Download the PDF: Open Air Files and Smoke Nuisance on the whiteboard, and ask students why these regulations and laws are enforced around fires for the Logan area. For example, pollution, prevent fires getting out of control. 7. Using this information, along with www.logan.qld.gov.au/earlywarning, ask students to work in threes to create a short video on the benefits of back burning. They may want to bring in characters, news reporters, fire fighters etc. 8. Have them answer the following questions: <ol style="list-style-type: none"> 1. How does back burning alleviate future fire damage to forests? 2. How often are back burning fires set? 3. How do firefighters choose the areas where they plan to set fires? 4. What time of year are they carried out? 5. What safety precautions are taken? 6. How do they keep the fire contained? 7. How long does it take for new growth to appear? 9. Show students the Poster: Preparing for Bushfires and provide a copy of Worksheet 11: Bushfire Preparation Guide for each student.
Review (10 mins)	<p>Students will download videos onto whiteboard to present to class.</p> <p>Check that students have answered the listed questions.</p> <p>Take anecdotal records on student participation and engagement.</p>

Differentiation	<p>Work with a partner.</p> <p>Teacher/school officer assistance.</p> <p>Do you agree with back burning? Give 3 reasons to support your point of view.</p> <p>Investigate areas where indigenous groups have back burned.</p> <p>As an alternative to creating video presentations, students may create large posters, puppet shows or role-play.</p>
Resources	<p>Worksheet 11: Bushfire Preparation Guide</p> <p>Poster: Preparing for Bushfires</p> <p>PDF: Open Air Fires and Smoke Nuisance</p> <p>Logan Early Warning App</p> <p>Computers, laptops, iPads.</p> <p>Student books</p> <p>A4 sheets</p> <p>Books on natural disasters in Australia.</p>
ACARA Content Description	<p>Humanities and Social Sciences</p> <p>The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)</p> <p>The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)</p> <p>Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123)</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105, ACHASSI133)</p>