

Year 5 Floods, Storms and Bushfires

Lesson 7

<p>Introduction</p>	<p>Floods, Storms and Bushfires – A Cross-Curricular Unit of Work</p> <p>In the previous lesson, we looked at fires, and the difference between bushfires and back burning.</p> <p>In this lesson, we will map where bushlands are located in the local area and how this can be fuel for fires. We will also look at the damaging effects of fires and the harm that occurs to the vegetation.</p> <p>WALT – recognise the impact of fire on people, animals, structures and plants. WILF – research skills, working with a partner, contributing to class discussions, creating a fact sheet and mapping skills. TIB- Australia has natural disasters that can impact us, and others.</p>
<p>Warm Up/Main lesson (10 mins)</p>	<ol style="list-style-type: none"> 1. Display the following map on the whiteboard. http://www.logan.qld.gov.au/__data/assets/pdf_file/0009/8847/Logan-City-Map.pdf Print out a copy for students to glue into their books. 2. Discuss the size of Logan, and how many suburbs are in this area. 3. Students work in pairs to research how many parks and bushlands exist in this area. They will then mark the parks and bushland on their map of Logan.
<p>Main lesson (40 mins)</p>	<ol style="list-style-type: none"> 1. Discuss findings, and how this bushland could be fuel for a fire. 2. Ask students the following question: <i>'If a fire broke out in these bushlands, who and what would be affected?'</i> (homes, animals, plants) 3. Briefly mention the previous lesson, about the benefits of back burning on vegetation, and how some specific plant species need fires to germinate. 4. Ask students to investigate which plants are likely to be endangered from fires in the Logan area, and list these in books using the following link, 'Threatened Plants of Logan'. www.logan.qld.gov.au/__data/assets/pdf_file/0012/3126/threatenedplants.pdf 5. Discuss findings. 6. Working in pairs, ask students to research which Australian plants need fires to germinate, and create a fact sheet about this. 7. Students need to provide information on how they adapt, how they grow, their name, where they grow, why they need fire, and a photograph. 8. Students can choose to do this on an A3 page, or in digital form.
<p>Review (10 mins)</p>	<p>Choose students to share their work. Collect work and correct. Take anecdotal records on student participation and engagement.</p>
<p>Differentiation</p>	<p>Work with a partner. Teacher/school officer assistance. Investigate how long it takes for bushlands to regenerate after a fire.</p>
<p>Resources</p>	<p>Poster: Preparing for Bushfires Worksheet 11: Bushfire Preparation Guide Computers, laptops, iPads. Student books A4 sheets Books on natural disasters in Australia. http://www.logan.qld.gov.au/__data/assets/pdf_file/0009/8847/Logan-City-Map.pdf</p>

	www.logan.qld.gov.au/__data/assets/pdf_file/0012/3126/threatenedplants.pdf
ACARA Content Descriptions	<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>Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p>