

Year 5 Floods, Storms and Bushfires

Lesson 8

<p>Introduction</p>	<p>Floods, Storms and Bushfires – A Cross-Curricular Unit of Work</p> <p>In the previous lesson, we created a map, which showed where bushlands are in the local area, and how this can be fuel for fires. We also looked at the damaging effects of fires, and the harm that occurs to the vegetation.</p> <p>In this lesson, we will investigate the best way to prepare for a bushfire, and the local resources which are available, to protect homes and special places.</p> <p>WALT – identify how we can be prepared for a fire, and how this helps to minimise the harmful effects.</p> <p>WILF – research skills, working with a partner, sharing viewpoints, contributing to class discussions and depicting a house on a block of land, which is safe from fires.</p> <p>TIB- Parts of Australia are prone to bushfires.</p>
<p>Warm Up/Main lesson (10 mins)</p>	<ol style="list-style-type: none"> 1. Hand out Worksheet 12: Protecting Your Home, and ask students to highlight what main fire dangers exist around the house. 2. Next, ask them why trees and bushes around the house pose a threat to the safety of the house, for example, fuel in the event of a fire. 3. Ask students to list what changes could be made, to ensure the house is safe from a fire. 4. Discuss answers.
<p>Main lesson (40 mins)</p>	<ol style="list-style-type: none"> 1. Ask students: <i>'If you lived in this house, what would be the first thing you would do, if a bush fire was approaching? Where could you get resources to assist you, if you didn't know?'</i> For example, local fire brigade, local council. 2. Write student responses on the board. For example, ring 000, evacuate. 3. Working in pairs, ask students to visit www.disaster.logan.qld.gov.au and Neighbourhood Safer Place sites, and write a list of how you could minimise any potential damage to your home from a fire. 4. Ask students to draw and label a house on a block of land, which depicts the necessary additions/substitutions/modifications required, to keep the house safe in the event of a fire. 5. Discuss and share work. 6. Ask students: <i>'What alerts you to a fire inside the house? What would you do if the alarm went off?'</i> For example, fire alarm/smoke detectors, call 000, alert an adult. 7. Discuss the importance of regularly checking that batteries in smoke detectors and fire alarms are fully charged. How often should we change batteries in smoke detectors? How could we set reminders to ensure we change batteries at the recommended interval?
<p>Review (10 mins)</p>	<p>Choose students to share their work.</p> <p>Collect work and correct.</p> <p>Take anecdotal records on student participation and engagement.</p>
<p>Differentiation</p>	<p>Work with a partner.</p> <p>Teacher/school officer assistance.</p> <p>Investigate your school buildings and grounds. Do you consider them safe from fires? Document reasons for your answer.</p>

Resources	<p>Worksheet 12: Protecting Your Home</p> <p>Computers, laptops, iPads. Student books A4 sheets Books on natural disasters in Australia. www.disaster.logan.qld.gov.au Neighbourhood Safer Place</p>
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>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103, ACHASSI131)</p> <p>Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHASSK120)</p>



Note to Illustrator: Example of a rough sketch of a home. Can you also add a wooden fence around the house making it fairly close to the trees?