



Teacher Resource

Fire Season Warning

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Discuss the BTN story in pairs or small groups.
2. What skills are the young people in the BTN story learning?
3. What are experts saying about the chances of bushfires this summer?
4. Why is there more fuel around?
5. What are authorities urging people to do to reduce the risk of bushfires?

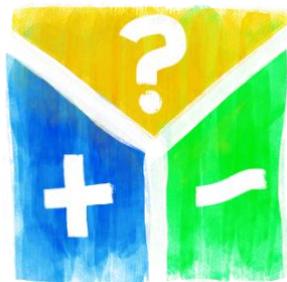
Upsetting News

Talking about bushfires may be upsetting for some children and may cause some discomfort, distress and/or anxiety. Please refer to the following links for information on how to talk to children about bushfires and upsetting news.

- UNICEF has created a [guide about how to talk to children about natural disasters](#).
- [Kids Helpline](#) has some information to help children cope with natural disasters.
- BTN has a short video about the [Important Things to Remember about Upsetting News](#).

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Fire Season Warning story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was positive, negative, or interesting?



EPISODE 26

12th September 2023

KEY LEARNING

Students will investigate the science of bushfires and the importance of preparing for bushfire season.

CURRICULUM

HASS – Year 5

The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia.

The impact of bushfires or floods on environments and communities, and how people can respond.

HASS – Years 5 and 6

Work in groups to generate responses to issues and challenges.

Science – Year 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science – Year 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

Sudden geological changes and extreme weather events can affect Earth's surface.

Science – Year 7

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

Activity: Research

Discuss the information raised in the BTN Fire Season Warning story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I <u>know</u> ?	What do I <u>want</u> to know?	What have I <u>learnt</u> ?	<u>How</u> will I find out?

Students will develop their own question/s to research or choose one or more of the questions below. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- How can people prepare for the bushfire season?
- How do bushfires start? (Think about fuel, weather and geographical conditions).
- What is the Fire Danger Rating system? Explain what it is and why we have it.
- What is a bushfire survival plan?
- What is bushfire fuel? List the different fuel types.
- Research the difference between low, medium, high and extreme bushfire risk situations. Think about temperature, wind conditions, how dry it is and when it last rained.

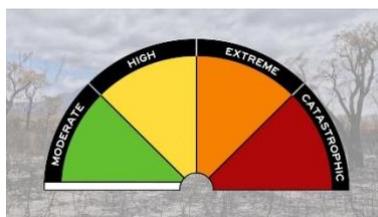


Activity: Understanding Bushfires

Watch these videos to help students understand more about bushfires. Visit BTN's topics page for a range of stories looking at [Natural Disasters](#) to learn more about bushfires, and their impact on people and the environment.



[BTN Bushfire Survival Plan](#)



[BTN Fire Rating Update](#)



[BTN Bushfire Season](#)

Activity: Mt Resilience

Students will visit [Mt Resilience](#) – an augmented reality experience that allows students to explore a town that's been designed around climate and disaster preparedness. The app works on both phones and tablets.

Explore the features of Mt Resilience

Working in pairs, students will look around and explore Mt Resilience. Students will play the Mt Resilience experience to see how the community has worked together to mitigate the impact of extreme weather.

Working in pairs, students will look around Mt Resilience and practise navigating their way around the town by zooming and rotating.

Students will start by experiencing the Bushfire Scenario. There are several play arrows, two of which will take you to the Fire Resilient House and Cultural Burning videos. Students will play each of the videos and then respond to the questions below.



Fire Resilient House

Watch the Fire Resilient House video and respond to the following:

- How do Sam and Ayla prepare their property for bushfires?
- Explain their power set up.
- What is their bushfire evacuation plan?
- Explore the features of Sam and Ayla's house by tapping on the information icons.

Research examples of bushfire resilient buildings (homes and schools) and gardens. Design a bushfire resilient house or garden. What are the features that make it bushfire resilient?

Cultural Burning

Watch the Cultural Burning video and respond to the following:

- What is cultural burning?
- What do rangers consider when they do a low intensity cultural burn?
- What do practices like cultural burning achieve?
- Record what you know about the importance of Country to Aboriginal and Torres Strait Islander people.
- Explore each information icon in the cultural burning area.

To learn more about cultural burning, go to the [Firesticks website](#). This [Traditional burning video](#) explores bushfire management practices in more detail.

Activity – Bushfire Plan

Students will learn more about bushfire survival plans. Watch the [short video](#) and then hold a class discussion about making a bushfire survival plan.

Ask students to respond to the following questions:

- What is a bushfire survival plan?
- Why is it important to have a bushfire plan?
- Who should have a bushfire plan?
- What sort of information should be in a bushfire plan?
- Why is it important for the whole family to be involved making the plan?



Students will research the four steps to get ready for a bushfire.

- **Discuss** what to do if a bushfire threatens your home.
- **Prepare** your home and get it ready for bushfire season.
- **Know** the bushfire alert levels.
- **Keep** all the bushfire information numbers, websites and the smartphone app.

The [NSW Fire Service website](#) has more information about what to do to be well prepared for a bushfire.

Activity – Choose a project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Quiz

Create a true or false quiz to test your classmate's knowledge about the bushfire season.

Summary

Write a summary of the story. What was the story about? Why did BTN cover this story?

Minecraft Challenge

Design and build a virtual bushfire resilient home using Minecraft Education.

Campaign

Design a campaign to educate kids around Australia about the Australian Fire Danger Rating System.

Useful Websites

- [Junior program helping Glenlyon Rural Fire Brigade attract next generation of volunteers](#) – ABC News
- [Large parts of Australia put on high alert for significant bushfires in spring](#) – ABC News
- [Bushfire Survival Plan](#) – BTN
- [Fire Rating Update](#) – BTN
- [Bushfire Survival Plan](#) – NSW Rural Fire Service
- [Bushfire Prepare](#) – Government of WA