



Teacher Resource

Cultural Burning

Focus Questions

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

1. What does 'Kurna Kardla' mean and how does the name connect to the work the organisation does?
2. Approximately what percentage of Australia's native plants respond positively to fire?
a) 25% b) 50% c) 75%
3. How does fire help some Australian plants, such as the Banksia, reproduce?
4. What is cultural burning and why is it important to First Nations land management?
5. How can cultural burns differ to uncontrolled or high-intensity bushfires? naturally occurring bushfires?
6. What is mosaic burning and why might it be beneficial?
7. How can ash from fires help seeds grow?
8. Why is detailed knowledge of the local environment important when deciding when, where and how to conduct a cultural burn?
9. What are some of the potential benefits of cultural burning alongside other land management practices?

Activities

• **Essay Writing:** Write an essay exploring the role and importance of cultural burning in caring for Country. Consider its environmental, cultural and fire-management benefits, and support your arguments with evidence from your research. Your essay should include:

- **Introduction:** Explain what cultural burning is and introduce your main argument.
- **Environmental impacts:** Explore how cultural burning can affect plants, animals, habitats and soil health.

EPISODE 50

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KEY LEARNING

Students will learn about cultural burning and the importance of First Nations knowledge of the land.

CURRICULUM

[History, Year 7](#)
[Geography, Year 10](#)
[Outdoor learning – Year 7](#)
[Outdoor learning – Year 8](#)
[Outdoor learning – Year 9](#)
[Outdoor learning – Year 10](#)
[Aboriginal and Torres Strait Islander Histories and Cultures](#) - Cross-Curriculum Priority

Examples:

[History 7-10, Year 7 \(v9.0\)](#)
[Geography, Year 10 \(v9.0\)](#)

- **Fire management:** Explain how cultural burning can help manage fuel loads and reduce the risk or severity of some bushfires.
- **Culture and knowledge:** Explore the importance of cultural burning to First Nations cultures and the role of knowledge passed down through generations.
- **Evidence:** Support your arguments with relevant examples, statistics and information from reliable sources, including First Nations perspectives where possible.
- **Conclusion:** Summarise your argument and consider what role cultural burning could play in caring for Australian landscapes in the future.
- **CSIRO's Cultural Burning Resources:** Choose one of the CSIRO's cultural burning educational [resources](#) (under 'Classroom Activities Guide') and complete the activity.
- **Caring for Environments Around the World:** Research a traditional or contemporary practice used by an Indigenous people or local community to manage, protect or adapt to their environment. Find out:
 - *Where and by whom is the practice used?*
 - *How does it work?*
 - *What knowledge of the local environment does it rely on?*
 - *What environmental or community benefits does it provide?*
 - *How has the practice changed or continued over time?*
 - *Are there any similarities or differences between this practice and cultural burning in Australia?*
 - *Present your findings as a slideshow and include a reference list of reliable sources.*
- **Fire-adapted Species:** Choose a native Australian plant or animal, such as a Banksia, grass tree or echidna, and investigate its relationship with fire. Find out:
 - What adaptations help the species survive or respond to fire?
 - How might a low-intensity burn affect it?
 - How might it be affected differently by a high-intensity bushfire?
 - How can the changes that happen after fire, such as new plant growth, increased food or changes to habitat, benefit the species?
 - Does the frequency or timing of fire matter for its survival?