

TOPIC 4 - SUMMER FIRE SAFETY

Teachers should print this sheet and make it available to each student group allocated to this topic. *Two groups maximum per Topic



Learning Intentions

We are learning about what to do to keep safe from bushfires and grass fires.

- Students will understand that bush and grass fire prevention is everyone's responsibility.
- Students will understand the advice provided by Victoria's fire services on keeping safe and informed on high fire risk days
- Students will work with their families to follow advice provided by Victoria's fire services in the event of a bush or grass fire occurring.

Essential Questions

1. Why do emergency services encourage people to be responsible for their own safety eg bushfire safety?
2. Why is it important for each household to be aware of potential bush and grass fire dangers?
3. What is the advice provided by Victoria's fire services on keeping safe and informed on high fire risk days?
4. What is the advice provided by Victoria's fire services for communities in the event of a bush or grass fire occurring nearby?

Key Understandings

- How you and your family can gauge if you may be at risk if a grass or bushfire starts near your home
- How you and your family can keep safe from bushfires and grass fires in summer
- What you should do if you are at risk when a bushfire or grass fire starts
- The differences between evacuation from a fire in your home and from a bush or grass fire.
- How to keep informed of fires near you

Key Skills

Students will be able to:

- Make basic assessments of their risk of being impacted by a bush or grass fire at home or when travelling.
- Identify safe and unsafe practices on high fire risk days.
- Seek information of the presence and on how to respond to a bush or grass fire occurring in their community
- Identify safe and unsafe responses to a bush or grass fire occurring in their community.

Success Criteria – Rubric

I will be successful if I:

- Demonstrate my understanding of how to prepare for and keep safe from bushfires and grass fires by the completion and presentation of a guided inquiry group project.
- Listen and participate when my classmates present their group projects to my class.
- Actively listen, participate and engage with the firefighters during their visit.
- Use the Victorian website references as assigned below.

	Excellent	Good	Developing
Presentation	Work was well presented and easy to understand. The presentation engaged the audience.	Most of the work was well presented and easy to understand. Most of the presentation engaged the audience.	Most of the work was not well presented or hard to understand. Some of the presentation engaged the audience.
Content	All Information was accurate, showed excellent use of listed resources and was written in the student's own words.	Most information was accurate, showed good use of listed references and was mostly written in the student's own words.	Some of the information was inaccurate or incomplete, there was little use of listed references and/or it was not written in the student's own words.
Creativity	The presentation was creative and unique. The visual and/or audible presentation showed that the learner had a lot of pride in his/her work.	The presentation had some elements of creativity. The visual and/or audible presentation showed that the learner had some pride in his/her work.	The presentation had only a few elements of creativity. The visual and/or audible presentation showed that the learner had little pride in his/her work.
Organisation	Information was organised in a clear, logical way. Information followed the project guidelines.	Most information was organised in a clear, logical way. It followed most of the project guidelines for organisation.	The information was not always logically sequenced. Some of the project guidelines for organisation were missing.

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Each group should choose one of the following activities to display their research into the Key Understandings.



A) TV Weather Report

Write and present a TV weather forecast for a “High Fire Danger” day in your Total Fire Ban (TFB) District of Victoria.

Make a large weather map of Victoria and display it in the background as you present the weather report for the next day.

The map should show:

- The nine TFB Districts in Victoria. Highlight your TFB District.
- The temperature forecast
- The wind direction and speed forecast
- The humidity forecast

Show the Fire Danger Rating for the next day and remind the viewers of the bush and grass fire safety advice and precautions. This advice could be given by one of your group as an ‘expert on bushfire’, a ‘fire chief’ or a ‘local firefighter’.

Provide a short summary of your project to firefighters. Presentations should be rehearsed before the firefighters’ visit.

References: FRV [bush-and-grassfire-safety](#)
CFA [plan-prepare Can I or Cant I](#) Brochure
VCAA [bushfireeducation.vic.edu.au](#)
[Bureau of Meteorology](#)

B) Reporting and Graphing

Investigate the history of Total Fire Bans in Victoria.

Write a report using graphs to show this information for the last 5 years:

1. The number of “Total Fire Ban” (TFB) days there have been in each of the nine TFB districts of Victoria.
2. The number of TFB days in each month in your TFB district

Include in your report answers to these questions:

1. Why do some districts in Victoria have more TFB days than others?
2. Which three months have the most TFB days in your TFB district?
3. On how many days did all nine districts have a TFB in the last five years?
4. What conditions are needed to cause CFA to declare a day of “Total Fire Ban”?

Provide a short summary of your project to firefighters. Presentations should be rehearsed before the firefighters’ visit.

References: CFA [History of Total Fire Bans](#) [Bans and Ratings](#)

C) Interview a ‘Volunteer’

Write the questions and answers and then record a mock interview video between a ‘journalist’ and one or more ‘volunteer firefighters’.

One of your group would be the ‘journalist’ and the others could be ‘firefighters’.

The interview could be done:

- after a large bushfire OR
- on the theme of “My Life as a Volunteer Firefighter”.

Consider using these questions:

- How, when and why did they become volunteer firefighters?
- What tasks do firefighters perform during a bushfire?
- What other tasks do volunteers perform during a large emergency?
- What are the firefighters’ ranks and qualifications?

Give a short verbal introduction to your video before you present it to firefighters.

References: CFA [volunteers](#)

D) School Summer Fire Safety Kit

Create a kit of resources that your school can use to inform students, staff and families about summer fire safety.

The kit should include:

- A large Fire Danger Rating (FDR) scale
- A large Total Fire Ban symbol
- Posters explaining advice for each level of the FDR scale – make them at least A2 size.
- Total Fire Ban *Can I or Can't I* pamphlets

Display the kit in your classroom or a prominent position in the school, returning them to the classroom for the firefighter visit.

Will you display them all year round or just during the fire danger period of November – April?

Your group will be responsible for updating the FDR scale and posters and for displaying the TFB symbol on TFB days.

Provide a short summary of poster content to firefighters.

References: FRV [bush-and-grassfire-safety](#)
CFA [plan-prepare Can I or Cant I](#) Brochure
VCAA [bushfireeducation.vic.edu.au](#)

E) Bushfire Research Report

Carry out research about a large bushfire event that occurred in Victoria in the last 100 years.

Write a report that includes:

- Name of fire event. eg Black Friday, Ash Wednesday, Black Saturday, Black Summer
- Dates eg late December 2019/ early January 2020
- How long the fires burned.
- What towns were close by
- How and where the fires started.
- How far the fire spread.
- Weather conditions during the time of the fire.
- Fuel for the fire.
- Buildings and community facilities destroyed.
- Lives lost.
- How the fire was extinguished.
- Recommendations that resulted from this fire

Present your information in any way you choose. Provide a summary of your project to firefighters. Rehearse your presentation before presenting.

References: CFA [major Victorian bushfires](#)
Bushfire Education [Bushfires in our History](#)

F) Write & Record a TV Documentary

Write a script and then record you own 2-3 minute documentary video about indigenous fire management in Australia.

Start your script with:

Aboriginal people practise a form of fire management that

Fire management is part of how Aboriginal people look after country. It is often called ‘cultural burning’. It involves ‘cool burning’.

1. Research. Learn everything you can
2. Create an outline for all the information you have learnt
3. Write a script.
4. Start shooting

You could include:

- ‘the host’ talking to the camera
- A short video you find online.
- an interview with an ‘expert’

Give a short verbal introduction to your video before you present it to firefighters.

References: Cool Australia [cool-burning](#)
Watarrka Foundation [aboriginal-fire-management](#)