



Lesson 1 – Safe Use of Fire and Heat

TEACHER BACKGROUND INFORMATION

How do we use Fire and Heat?

Fire should be discussed and accepted as both a friend and a foe.

Fire and Heat sources are used for a range of purposes at home, at school and in the community. Cooking, heating, lighting, cultural observance, manufacturing and science are only some of uses for fire. Fire enhances our lives.

Fire is part of the natural world of volcanoes and lightning.

Fire is created by the combination of three things – a source of fuel, a source of heat and oxygen.

Fire must be controlled, contained and respected if it is to be considered safe.

Good Fires Bad Fires

The beginning of Learning about safe and unsafe fires starts with the language 'Good Fires' and 'Bad Fires'. A Good Fire always has an adult present. It is small, contained and safe. Students will learn that Bad/Unsafe Fires can start from small fires. Small fires can get out of control very quickly if not supervised by an adult. A fire or other source of heat can only be considered safe or 'good' if it is supervised by a responsible adult and is contained for its purpose.

Literacy Focus – Word Wall

Establish an ongoing Word Wall with vocabulary explored and used in this topic and topics to follow. Discuss with the students that the Word Wall will be used to record words that the students know or learn about in the unit/topic. Students can look up words they are learning about and see how they are spelled.

The Word Wall should have a title, pictures and words and to be displayed in the classroom. Content should be added regularly until the unit/topic is completed.

Essential Question

- What are fire and heat and how can we use them safely?

Key Understandings

- There are many uses for fire and heat in our homes e.g. cooking, heating, lighting, celebrating.
- We need to use fire and heat sources safely in and around the home

Lesson Steps

CLASS DISCUSSION –

Add vocabulary to the **Word Wall** as the discussion progresses.

- *When you hear the word 'fire', what do you think about? What does that word mean to you? What do you know about fire?*
- *What does 'heat' mean to you? Does 'heat' and 'fire' mean the same thing? What is different? What is the same?*
- *What words can we use to describe fire?* Encourage students to use their senses to find the words to describe it.
- *How does fire/heat look? sound? smell? feel?* Emphasise that students should never go too close or touch fire or heat.
- *Can you feel its effects without ever touching it? What is that like?*
- *Is fire or heat always good for us?*

SHOW VIDEO – [Good Fires Bad Fires](#)

Pause on each paired fire graphic. Compare and discuss pairs of fires. Spot the differences.



- *Why is this a Bad Fire?*
- *Why is this a Good Fire?*
- *How could this Bad Fire be made into a Good Fire?*

Emphasise that Bad/Unsafe Fires can start from small fires. Small fires can get out of control very quickly if not supervised by an adult.

POSTER:

Divide class into groups of 2-5 students. Each group is provided a large piece of poster paper. Students draw a line down their paper to divide it into two columns. They then label each column: Good Fires / Bad Fires.

Students work together for 5-10 minutes to write or illustrate examples in the correct section. Students will return to the floor to share their descriptions.

EXTENSION ACTIVITY

Read indigenous picture books and Dreamtime stories about fire.

Refer to: **TRADITIONAL FIRE STORIES (pdf)** (Courtesy: Fire Rescue NSW)

Indigenous Perspectives

Guidelines for using relevant resources and teaching Aboriginal and Torres Strait Islander culture are known as the Koorie Cross-Curricular Protocols. The protocols seek to protect the integrity of Aboriginal and Torres Strait Islander cultural expressions in a way in which all Australians can engage respectfully and feel connected to this identity.

For more information go to: [Teaching Aboriginal and Torres Strait Islander culture \(education.vic.gov.au\)](https://www.education.vic.gov.au/teaching-aboriginal-and-torres-strait-islander-culture)



The themes of this artwork combine Victorian Indigenous art, fire, and the work that FRV does in the community. It uses traditional Wurundjeri symbols and features *Bunjil*, the protector, watching over us.