# are we at risk?

## Year 5 Geography - the impact of bushfires on our environments and communities

## Australian Curriculum learning objectives

* [ACHGK030](http://www.australiancurriculum.edu.au/Elements/ACHGK030)[[1]](#footnote-1): The impact of bushfires or floods on environments and communities, and how people can respond.

## Resources required

* [Know you are at risk: Ray Goodes and Ray Cutting](http://www.youtube.com/watch?v=QEmpysHWHvE)[[2]](#footnote-2) captioned online video (Duration: 2:43)
* [Know you are at risk: commercial](http://www.youtube.com/watch?v=xmFwCFZEAMw)[[3]](#footnote-3) captioned online video (Duration: 2:40)
* [RAW Video of Australian wildfires[[4]](#footnote-4)](http://www.sciencekids.co.nz/videos/earth/bushfires.html)
* Large area for KWL chart
* Map of Australia with bushfire locations such as [Landgate](http://firewatch.landgate.wa.gov.au)[[5]](#footnote-5) or [Australian emaps](http://www.aus-emaps.com/hotspots.php)[[6]](#footnote-6)
* Worksheets 1 and 2 x class set.

Lesson outcome: Students will be able to explain the significance of fire damage on the community and how they can respond.

## Lesson outline

1. **Introduction:** Introduce the lesson by stating that students will be learning about the impact of fire on our community. Whilst creating a KWL chart[[7]](#footnote-7) on the board, ask the following stimulus questions to establish prior knowledge and create connections with knowledge to be acquired:
2. What is a bushfire?
3. What does a bushfire look like?
4. Where can a bushfire occur?
5. Who is responsible for keeping people safe in a bushfire?
6. Why do we need to learn about bushfires?
7. Where in Australia do most bushfires occur? What states/territories would have the worst bushfires? Why?
8. What might the landscape look like after a bushfire?
9. What happens to a community after a bushfire?

N.B. The scope and quantity of questions can be reduced based on class ability.

1. **Activity 1:** Introduce the necessary vocabulary for the lesson. The following terms will be written on the board and definitions will be created by the students or teacher depending on prior knowledge: *community, fire, bushfire, environmental impact, destruction, devastation, disaster, fuel reduction, water-bombing, radiant heat, dehydration, asphyxiation, firebreak, back-burning.* Assist students in connecting these new terms to their KWL chart on the board.
2. **Activity 2:** Teacher/students locate their school or local area on a map (this can be [digital](http://www.mapquest.com)[[8]](#footnote-8)). Students guess where they think bushfires would occur the most and explain why they have chosen the location. Display digital map of Australian bushfire locations and students compare their predictions with fact. Teacher/students explain why their predictions may have been accurate/inaccurate in relation to the new digital map. Students add to KWL chart in terms of where a bushfire can occur, and where in Australia bushfires occur and why.
3. **Activity 3:** Present RAW video of a real bushfire to students. This video contains no dialogue or words. The background noise includes the ‘roar’ of the fire and the helicopter blades. You may choose not to play the video with sound. After viewing, students add to the KWL chart in terms of what a bushfire looks like, where it can occur, what the landscape might look like after a bushfire, and why we need to learn about bushfires.
4. **Activity 4:** Introduce YouTube videos, *Know you are at risk: Ray Goodes and Ray Cutting* and *Know you are at risk: commercial.* **The videos should be played with closed caption function for greater comprehension**. The video should be played with frequent pauses in order to ascertain comprehension, accomplished through the asking of literal questions. Write keywords from the video on the whiteboard, using student suggestions. The video should then be played in its entirety in order to reinforce comprehension and to add any additional words/terms. These terms are to be defined by the teacher and/or students where possible.
5. **Activity 5:** Provide students with Worksheet 1. Students will use the information written on the KWL chart/whiteboard to complete the cloze passage. The video should then be played again to check answers. Stop video to replay correct answers.
6. **Activity 6:** Ask students why it is important to have a plan during a bushfire and what it might entail. Teacher/students read through information on bushfires. Sources can include: the [Emergency Management site](http://www.em.gov.au/sites/schools/Getthefacts/Bushfires/Pages/default.aspx)[[9]](#footnote-9) and the [KidCyber site](http://www.kidcyber.com.au/topics/bushfires.htm)[[10]](#footnote-10). Students add to KWL chart.
7. **Activity 7:** Provide students with Worksheet 2. Students will use the information written on the KWL chart/whiteboard to complete the sections.

extension

Follow the [assignment instructions](http://www.em.gov.au/sites/schools/Getthefacts/Bushfires/Pages/myassignment.aspx)[[11]](#footnote-11) on the Emergency Management website to create a PowerPoint for your class/school.

Opportunity for further activity

Students can use the [National Geographic Map Maker](http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1)[[12]](#footnote-12) to plot bushfires in Australia. You may choose to assign a state for each small group. N.B. Students will find the fire symbol in the MARKERS section.

1. <http://www.australiancurriculum.edu.au/Elements/ACHGK030> [↑](#footnote-ref-1)
2. <http://www.youtube.com/watch?v=QEmpysHWHvE> [↑](#footnote-ref-2)
3. <http://www.youtube.com/watch?v=xmFwCFZEAMw> [↑](#footnote-ref-3)
4. <http://www.sciencekids.co.nz/videos/earth/bushfires.html> [↑](#footnote-ref-4)
5. <http://firewatch.landgate.wa.gov.au> [↑](#footnote-ref-5)
6. <http://www.aus-emaps.com/hotspots.php> [↑](#footnote-ref-6)
7. <http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html> [↑](#footnote-ref-7)
8. <http://www.mapquest.com> [↑](#footnote-ref-8)
9. <http://www.em.gov.au/sites/schools/Getthefacts/Bushfires/Pages/default.aspx> [↑](#footnote-ref-9)
10. <http://www.kidcyber.com.au/topics/bushfires.htm> [↑](#footnote-ref-10)
11. <http://www.em.gov.au/sites/schools/Getthefacts/Bushfires/Pages/myassignment.aspx> [↑](#footnote-ref-11)
12. <http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1> [↑](#footnote-ref-12)