Classroom activity

Classroom resources provided by Cairns Regional Council

WILDFIRE

The hot house

The bushfire lesson plan provides teachers and students with an opportunity to pinpoint wildfire dangers around the home. It asks students to study the simple house plans for the Hot House and to identify the wildfire dangers around the house.

Objectives

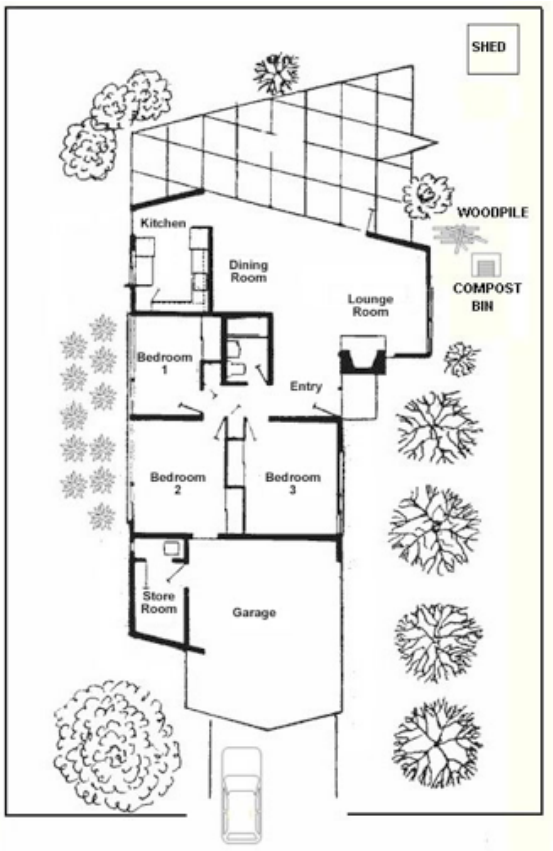
The objectives of this lesson plan are to ensure that students are able to:

- develop an awareness of property protection against wildfires
- develop their research skills and begin to explore a wider variety of sources
- express their learning through creative means
- be assessed on their learning and knowledge of wildfires.

The Hot House

Print out a copy of the *Hot House* to help you prepare your report on all the fire dangers around the home.

You can mark the hotspots around the house using coloured pens or pencils.



Get the facts

To help you prepare your wildfire report, you will need to know some facts about the *Hot House.*

The Hot House is:

- a single story house
- made of timber and has a tiled roof
- surrounded by a wooden paling fence.

Around the yard of the *Hot House,* there is:

- a garden shed out the back where the lawn mower is stored
- a woodpile and compost bin next to the living room
- A car parked out the front of the garage
- four dead trees on the right-side of the house
- a big gum tree out the front yard
- two rows of small native plants with mulch around them on the left-side of the house.

Take time to investigate!

Students can investigate the *Hot House* and all the fire dangers that surround it by working individually, in pairs or groups.

They can find the answers to the following:

1. What are the main fire dangers around the house?
2. What can this family do to protect their home from a bushfire?
3. How do the trees and native plants near the home affect the safety of the house?
4. Can you recommend a better place for the woodpile and compost bin?
5. Is the car a fire threat? Is it better to put it in the garage or leave it where it is?
6. Do you think that the wooden fence is a fire hazard or would it stop flying embers from entering the yard?
7. If you lived here, what would be the first thing you would do if there was a bushfire approaching?

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Curriculum links

11-12	Earth & Environmental Science	ACSES002: Science enquiry and skill	Design investigations including procedure/s to be followed, the information required and the type and amount of primary and/or secondary data to be collected; conduct risk assessments; and consider research ethics
11-12	Science	ACSES014: Science as a Human Endeavour	Scientific knowledge can be used to develop and evaluate projected economic, social and environmental impacts and to design action for sustainability
11-12	Geography	ACHGE027: Geographical knowledge and understanding; overview of natural and ecological hazards	The sustainability risk management policies, procedures adn practices designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.
11	Geography	ACHGE012: Geographical knowledge and understanding; Overview of natural and ecological hazards	An overview of the nature of natural hazards (atmospheric, hydrological, and geomorphic) and ecological hazards
11	Geography	ACHGE024: Geographical knowledge and understanding; Depth and study of an ecological hazard	The diffusion and resulting spatial distribution of the hazard, and how an understanding of biophysical and human processes can be used to explain its spread
12	Science	ACSES094: Science as a human endeavour; The cause and impact of Earth hazards	People can use scientific knowledge to inform the monitoring, assessment and evaluation of risk
12	Science	ACSES098: Science Understanding; The cause and impact of Earth Hazards	Earth hazards result from the interactions of Earth systems and can threaten life, health, property, or the environment; their occurrence may not be prevented but their effect can be mitigated

get ready QUEENSLAND

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