

Wildfire

Case Studies & Fire Hunt

Case studies

This activity is targeted at giving students awareness of the environmental hazards that can increase the risk of a wildfire affecting a property such as a house, school building or workplace.

Instructions:

1. Provide students with a copy of the worksheet on page 2 and give students 15 minutes to read the description of each area and assign a rating of 1-5 of least fire prone, to most fire prone – with 5 being the most fire prone.
2. After completion of the activity ask students to share their answers to the question and discuss the reasons behind their decision. Where might these locations be in Cairns?






Answers are below:

<p>An office block in the middle of the city with office buildings on either side. To the front of the building is a busy road, with continuous traffic for most of the day. On the far side of the road is a park with large evergreen trees. Behind the building is a series of shops selling clothing, shoes and other fashion items.</p>		1
<p>An estate full of medium-sized, family homes. There are a number of small park areas in the estate so that children have room to play because the houses take up most of the land on the small blocks. The estate backs onto a bush reserve on two sides and main roads run along the other two sides</p>		3
<p>A number of homes on ½ to 1 hectare blocks, approximately three hours' drive from the city. Homes are in natural bush areas with families choosing them for the calm peaceful lifestyle. The surrounding area bushland is being kept as a natural reserve for birds and small mammals.</p>		5
<p>A sparsely populated rural area with little rain fall. There is only a small amount of vegetation and houses are spread out across a wide area with farms in between. There are low farmland areas and grass fields surrounding the homes.</p>		4
<p>A seaside block, with a number of units and houses for tourists to spend the summer. A number of residents live in the area all year round, but things really get busy during the warmer months. The buildings face the sea-front with more buildings and narrow roads behind. There is a small fish and chip shop nearby and a park area for walking dogs is at the end of the street.</p>		2

Wildfire case studies

Below are five different environments. Think about where these locations are in Cairns.

1. Number each of the environments in order from least fire-prone area to most fire-prone area.
2. Justify your decision.

<p>An office block in the middle of the city with office buildings on either side. To the front of the building is a busy road, with continuous traffic for most of the day. On the far side of the road is a park with large evergreen trees. Behind the building is a series of shops selling clothing, shoes and other fashion items.</p>		
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Wildfire

Fire Hunt

This activity is aimed at increasing student awareness of the hazards that can cause a wildfire.

1. Print out pictures of the causes below and hide them around the classroom/hall / playground. Have multiple print outs so that students can work in small groups to find the causes below
2. Instruct students to work in small groups to find the causes of wildfire hidden around the area and collect as many causes as they can.
3. After completion of the activity ask students to share why they think each picture may be a cause of a wildfire: e.g. broken glass can cause a bushfire in the same way that using a magnifying glass can concentrate the rays of the sun to burn grass beneath the lens. What causes most fires in Cairns?

NATURE 	CAMPFIRES 	LIGHTNING 
BARBECUE 	BROKEN GLASS 	CONTROLLED BURN 
MOTORISED EQUIPMENT 	HOT ENGINE 	DELIBERATE 

Curriculum links

7	Science	ACHGK043: Knowledge and Understanding	Factors that influence the decisions people make about where to live and their perceptions of the liveability of places
7	Science	ACSHE121: Science as a Human Endeavour; Use and influence of science	People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity
7	Science	ACSHE223: Science as a Human Endeavour; Nature and development of science	Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures
7	Geography	ACHGK040: Geographical Knowledge and Understanding; Water in the world	The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa
7	Geography	ACHGK042: Geographical Knowledge and Understanding; Water in the world	Causes, impacts and responses to an atmospheric or hydrological hazard
7	Geography	ACHGS053: Geographical Inquiry and Skills; Communicating	Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate
7	Geography	ACHGK059: Geographical Knowledge and Understanding; Changing nations	Management and planning of Australia's urban future
7	Humanities & Science	ACHASSK185: Knowledge and Understanding; Geography	The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa
7-8	Health & Physical Education	ACPPS072: Personal, Social and Community Health: Being healthy, safe and active	Practise and apply strategies to seek help for themselves or others
7-8	Health & Physical Education	ACPPS073: Personal, Social and Community Health: Being healthy, safe and active	Investigate and select strategies to promote health, safety and wellbeing
8	Science	ACSHE226: Science as a Human Endeavour; Nature and development of science	Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures
8	Geography	ACHGK075: Knowledge and Understanding; Environmental change and management	The application of environmental, economic and social criteria in evaluating management responses to the change
9-10	Health & Physical Education	ACPPS092: Personal, Social and Community Health; Being healthy, safe and active	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices
10	Geography	ACHGK070: Geographical Knowledge and Understanding; Environmental change and management	Human-induced environmental changes that challenge sustainability
10	Geography	ACHGK073: Geographical Knowledge and Understanding; Environmental change and management	The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated
10	Geography	ACHGK074: Geographical Knowledge and Understanding; Environmental change and management	The application of geographical concepts and methods to the management of the environmental change being investigated