



Bushfire Patrol

Teachers' Guide - PP to Year 3

Building Disaster Resilience in Young People



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About This Program

Bushfire Patrol was developed for teachers to use in classrooms across the Western Australia (WA) Southwest Land Division (see Figure 1) and is suitable for primary school students from Geraldton through to Esperance. *North West Bushfire Patrol* is a similar resource, for schools in the North West of Western Australia.

The intended outcome of *Bushfire Patrol* is to raise students' awareness safe and unsafe behaviours around fire, as well as developing personal behaviours and strategies to keep themselves safe if there is a bushfire. The resource takes Western Australia's diverse population into consideration and is suitable for use in both urban and regional schools.

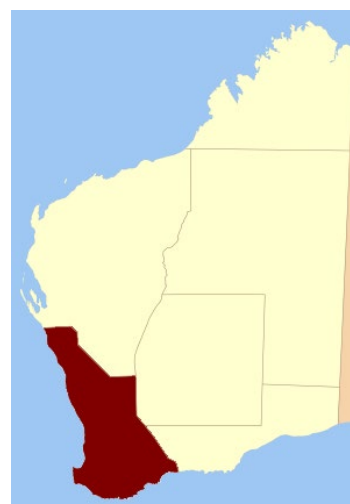


Figure 1 South West Land Division

Globally, human risk from disaster is on the rise and children are amongst groups of people most vulnerable to disasters¹. The impact of a bushfire disaster can be significantly reduced if affected communities are well prepared and equipped with the knowledge and skills of how to respond when a bushfire occurs.

Adding 'disaster' to your schools' resilience education program

Children and young people are recognised as a vulnerable group in a world in which we are experiencing a global increase in disasters². The 2021 Children's Climate Risk Index (CCRI)³ indicates that almost every child on Earth is exposed to at least one climate and environmental hazard, such as bushfires, heatwaves, cyclones, severe storms, earthquake and or tsunamis.

Bushfire Patrol is a Disaster Resilience Education (DRE)⁴ program aiming to provide opportunities for children from Pre-Primary up to participate in their own bushfire preparedness, at school and at home. A national survey⁵ of children and young people in 2020 found that those surveyed felt they had learnt more about earthquakes in school than the natural hazards that present the most risk to them, that is, bushfire and flood. Children and young people surveyed wanted to know more about the actions they could take to be

¹ UNESCO & UNICEF. 2014. *Towards a Learning Culture of Safety and Resilience: Technical guidance for integrating disaster risk reduction in the school curriculum*. New York: UNESCO

² UNESCO & UNICEF, 2014. *Towards a Learning Culture of Safety and Resilience: Technical guidance for integrating disaster risk reduction in the school curriculum*. New York: UNESCO

³ UNICEF, 2021. [The climate crisis is a child rights crisis: Introducing the Children's Climate Risk Index.](#)

⁴ Australian Institute for Disaster Resilience (AIDR, 2021). *Disaster Resilience Education for Young People Handbook* https://knowledge.aidr.org.au/media/8874/aidr-handbook_dreyp_2021.pdf

⁵ Australian Institute for Disaster Resilience (AIDR, 2020). *Our World Our Say: National survey of children and young people on climate change and disaster risk.*

better prepared for bushfire and flood; and to be able to look after themselves, others and animals.

Bushfire education traditionally fits the Human and Social Science (HASS) curriculum in upper primary school, however, bushfire education is relevant to students in early childhood as part of your school's resilience education program within Health and Physical Education (HPE), as well as HASS, with its focus on 'place'.

From early childhood to adolescence, children learn about safe and unsafe behaviours and who can help them in an emergency; what strategies they can implement to keep themselves safe in different situations, and, put new skills into practice. As they become older, they examine how to respond when peers are encouraging them to take unnecessary risks; and collaborate with their classmates to come up with strategies they can use in emergencies or when they feel unsafe.

All these things form part of bushfire education and are included in Disaster Resilience Education (DRE) programs such as *Bushfire Patrol*.

Links between home, school, and community

Research into children and young people's experience of bushfire across Australia shows that the impacts of a bushfire disaster can be significantly reduced if communities are well prepared and equipped with the knowledge and skills to respond before and when a bushfire occurs.

'This isn't just for young people, but I think they need to know the fire plans. Because there were a lot of people who did not have a fire plan and were just panicking.'

(NSW Children & Young People's Experience of Disaster Report, 2020)

The NSW *Children & Young People's Experience of Disaster* report (2020)⁶ found that children want to be involved in bushfire planning and want to know that their parents, carers, and school are well prepared and can remain calm in a bushfire emergency.

Adults (at school and at home) can provide opportunities for children to be involved in bushfire planning from as young as five or six years of age. Meaningful activities can include participating in bushfire drills and putting together their own personal 'grab bag'. As they age and have a greater chance to contribute to bushfire planning and executing the plan, they are less likely to be anxious and more likely to be prepared for a bushfire emergency.

Bushfire Patrol provides a link between your school's bushfire risk management plan, your students' own family bushfire plans and uses a whole of school / community approach to help build disaster resilience across all years of schooling.

⁶ Office of the Advocate for Children & Young People (NSW, 2020). *Children & Young People's Experience of Disaster*.

DFES encourages all households in Bushfire Prone Areas to have a Bushfire Survival Plan. A plan will help families make important decisions like, when to go, which way to travel, where to go and what to take. A Bushfire Survival Plan gives families the best chance of surviving a bushfire. It is important to highlight that leaving early is always the safest option.

There is no activity in the PP-Year 3 learning program for students to complete a Family Bushfire Survival Plan, although students can put together an Emergency Grab Bag in Module Five.

To extend students in Years 3, look at *Bushfire Patrol* (Years 4-6), Modules Four and Five and access the **My Family's Bushfire Survival Plan** worksheet. N.B. Some parents or guardians are unwilling or unable to participate in this activity. If so, an alternative is to encourage students to have a bushfire chat with other classroom students to decide the following:

- When will they know to leave their home?
- Where will they go?
- Which way will they go?

Visit mybushfireplan.wa.gov.au – *My Bushfire Plan* is the main online tool used in Western Australia for people to create a Bushfire Plan. A link to *My Bushfire Plan* is provided in the *Parent Information Sheet* found in the Appendix.

Children and young people's experience with fire

Each of your students will have different experiences with fire. Some may be confident in lighting fires for cooking and heating purposes when camping or at home; and others will have little to no fire knowledge or skills. It helps to find out if any of your students have experienced the impact of bushfire as they could find this topic distressing.

Children with a fascination for Fire

Bushfire Patrol Pre-Primary to Year 3 does not include activities where teachers or visitors light a fire or demonstrate flame. The program focuses on fire safety without providing opportunities for children to increase their natural curiosity for fire or flames.

Some children and young people are fascinated by fire and either light unsafe fires or endanger themselves by getting close to fire. The DFES Juvenile & Family Fire Awareness (JAFFA) Program is available to support these children (aged 6-16) and their families.

The program is delivered in the family home by JAFFA-trained firefighters. JAFFA includes an interview with the parent(s) and child, as well as a personalised education session that helps the young person understand the consequences of playing with fire. JAFFA receives referrals from schools, parents/carers, WA Police and Juvenile Justice. Contact JAFFA on 9395 9488; email jaffa@dfes.wa.gov.au or visit www.dfes.wa.gov.au/jaffa to find out more.

Bushfire Patrol Learning Outcomes

This program reflects an inquiry approach to learning where students direct their learning and apply it to their own location.

Key outcomes include:

- Identifying safe and unsafe behaviour with fire
- Understanding that fire is a tool for responsible adults (who hold the knowledge and skills to use it)
- Identifying there are unsafe times to light fires (thus increasing risk)
- Developing personal behaviours and strategies for staying safe when there is a bushfire
- Understanding how to respond to a bushfire

Disaster Risk Reduction (DRR) Outcomes

Disaster Risk Reduction Education is about building students' understanding of the causes, nature and effects of hazards while also developing a range of skills to help prevent and lessen the impact of a disaster.

The intended disaster risk reduction outcomes for Pre-Primary to Year 3 are:

1. Students do not light fires unsupervised
2. Students do not play with lighters and matches
3. Students tell adults immediately if they see lighters/matches in the reach of children
4. Students seek help from an adult when there is an unsafe fire, even when they took part in lighting the fire
5. Students know to call Triple Zero when there is an unsafe fire
6. Students seek help from an adult when they see others being unsafe with fire
7. Students are able to inform others of how weather can increase bushfire danger and create unsafe fire conditions
8. Students have an Emergency Grab Bag and are ready to leave early in a bushfire emergency

Structure of each module



Module: Title of Module
Subtitle

About this lesson

- Overview of the lesson

Background information

- Information needed to teach the lesson or complete activities
- May include links to online content, including images and video

Key messages

- Key messages featured in the module

Learning outcomes

- Student learning outcomes

Things you will need

- What you will need to gather or organise for students to complete all of the module

Activity #:

- Each module contains a number of activities

Extension:

- Opportunities for students to apply the information further or extend their knowledge and understanding

In the community:

Opportunities for students to engage with their school community, home or local community and demonstrate what they have learned.

Whole of School and Community Approach

Research conducted around child-centred disaster risk reduction has repeatedly shown that multi-component whole-school initiatives involving the whole school community are more likely to increase disaster resilience outcomes than single one-off learning activities done in isolation.

A whole school approach includes all members of a school community, including teaching and non-teaching members of staff, parents and guardians, all students and the wider community. This approach provides students with interactive and engaging learning activities,

ensuring all school staff and students are part of the learning process, building positive and respectful partnerships with families and the wider community.

Within the modules and activities you will find suggestions that help build a whole of school and community approach:

- Ways to help guide children to talk with parents about what they have learnt
- Ideas on how students can engage the wider community during the learning process
- Child-parent interactive homework suggestions
- Activities which use the 'kids teaching kids' model so that those students learning about bushfires can teach other students
- Ideas on how to have direct engagement with local emergency management staff

To encourage household and family involvement in the learning program, you will find a *Parent Information Sheet* in the Appendix, which we encourage you to send home to parents and carers at the commencement of the learning process.

Enriching the program (inviting guests and other options):

Inviting guests into the classroom is a great opportunity for students to find out more about the different helpers in their community. Students can gain a better understanding about local bushfire risks in their community; cultural and planned burning practices; environmental risks to plants, animals, and the places they love; risks to homes, other buildings, and infrastructure; and are able to share their own bushfire knowledge and skills.

When inviting guests, communicate clearly with them before they visit to ensure they understand what you require and what they can expect.

Guests can include:

- Local volunteer fire brigade - visit <http://www.dfes.wa.gov.au/contactus> to find your local Volunteer Fire and Rescue Service or local Bushfire Brigade.
- Local Aboriginal Elders to provide information about bushfire and the seasons, including traditional burning practices and importance of Country.
- Parks and Wildlife volunteers to discuss impact of bushfire on native animals and habitats. (Visit the Department of Biodiversity, Conservation and Attractions).
- Staff and parents who can share their own bushfire experiences and bushfire plans.

Other ways to further enrich the program include:

- A whole of school bushfire drill
- Extension activities where students plan their own investigation and present their findings to their class (or other audience), or as a learning journey activity.

N.B. Career firefighters⁷ from the Fire and Rescue Service are unlikely to visit classes as part of this program. They run a Year 3 Home Fire Safety incursion, which is available to all Year 3 classes in metropolitan areas within WA, which have a career fire service.

⁷ Career fire stations serve most of the Perth metropolitan area including Mandurah and Rockingham and the regional centres of Geraldton, Kalgoorlie, Bunbury and Albany.



FOR A SAFER STATE

Parent/Carer Information Sheet – FAMILY BUSHFIRE PLAN

Dear Parent/Carer

Students are learning about bushfire, using a Department of Fire and Emergency Services (DFES) resource, [Bushfire Patrol](#). Please talk to your child about what they are learning:

- Matches and lighters should be stored up high, away from children (possibly in a locked cupboard or drawer) – check where your matches are stored and store them appropriately
- Fire is a tool for adults to use – speak to them about how you use fire as a ‘tool’
- Small fires can become large fires very quickly
- Tell an adult if they see or smell smoke or fire and when adults should call 000
- What to include in their emergency ‘grab bag’ at the start of each bushfire season

We are asking you to:

- **Complete a bushfire plan with child / children (15 minutes).**

If you already have a bushfire plan, please go through it with your child. You could also make an emergency kit together and place it by your front door.

How to make a bushfire plan

Visit mybushfireplan.wa.gov.au or download the **My Bushfire Plan** App.

- The best plan is one that everyone in your household knows what to do if there is a bushfire
- Practising your bushfire plan increases each of your family members’ safety before and during the bushfire season.

Where to find accurate bushfire information

- Find Bushfire Alerts and Warnings, the Australian Fire Danger Rating System and information about Total Fire Bans at Emergency WA emergency.wa.gov.au.

Kind regards

Additional Resources and Useful Web Links

Department of Fire and Emergency Services (DFES)	dfes.wa.gov.au
Department of Fire and Emergenc Services (DFES)	www.dfes.wa.gov.au
DFES Alerts and Warnings DFES Fire Danger Warnings (Emergency WA)	www.emergency.wa.gov.au
DFES Bushfire Publications	www.dfes.wa.gov.au/safetyinformation/fire/bushfire/Pages/publications.aspx
Emergency Alert	www.emergencyalert.gov.au/
	www.bom.gov.au
Bureau of Meteorology (BOM) BOM Forecast Areas Map	www.bom.gov.au/wa/forecasts/map.shtml?ref=hdr
BOM National Weather Warnings	www.bom.gov.au/australia/warnings/index.shtml
Department of Biodiversity, Conservation and Attractions (DBCA)	www.dpaw.wa.gov.au/management/fire
Triple Zero Challenge Disaster Resilience Education for Young People (Australian Disaster Resilience Handbook Collection) – Australian Institute for Disaster Resilience (AIDR) (2021)	www.kids.triplezero.gov.au https://knowledge.aidr.org.au/collections/handbook-collection/

Curriculum Links

HEALTH AND PHYSICAL EDUCATION: Personal, social and community health			
Year	Strand	Content Descriptors	Module
Pre Primary	Being healthy, safe and active	<ul style="list-style-type: none"> Protective behaviours to keep safe and healthy Trusted people in the community who can help individuals feel safe 	<ul style="list-style-type: none"> How Bushfires Start Matches are Tools not Toys Responding to Fire – Seeking Help
	Contributing to healthy and active communities	<ul style="list-style-type: none"> Safe active play in outdoor settings and natural settings Actions that promote health, safety and wellbeing 	<ul style="list-style-type: none"> How Bushfires Start Matches are Tools not Toys Responding to Fire – Seeking Help
Year 1	Being healthy, safe and active	<ul style="list-style-type: none"> Strategies to use when help is needed 	<ul style="list-style-type: none"> Matches are Tools not Toys Responding to Fire – Seeking Help
	Contributing to healthy and active communities	<ul style="list-style-type: none"> Actions that support a safe classroom 	<ul style="list-style-type: none"> Matches are Tools not Toys Responding to Fire – Seeking Help
Year 2	Being healthy, safe and active	<ul style="list-style-type: none"> Strategies to use when help is needed 	<ul style="list-style-type: none"> Matches are Tools not Toys Responding to Fire – Seeking Help
	Contributing to healthy and active communities	<ul style="list-style-type: none"> Actions that keep people safe and healthy in and outside the classroom 	<ul style="list-style-type: none"> How Bushfires Start Matches are Tools not Toys Responding to Fire – Seeking Help
Year 3	Being healthy, safe and active	<ul style="list-style-type: none"> Assertive behaviours and communication skills to respond to unsafe situations 	<ul style="list-style-type: none"> How Bushfires Start Matches are Tools not Toys Responding to Fire – Seeking Help

SCIENCE: Science Understanding			
Year	Strand	Content Descriptors	Module
Pre Primary	Earth and Space Sciences	<ul style="list-style-type: none"> Daily and seasonal changes in our environment affect everyday life 	<ul style="list-style-type: none"> What Bushfires Like
	Biological Sciences	<ul style="list-style-type: none"> Living things have basic needs, including food and water 	<ul style="list-style-type: none"> Ready to Leave
Year 1	Earth and Space Sciences	<ul style="list-style-type: none"> Observable changes occur in the sky and landscape 	<ul style="list-style-type: none"> What Bushfires Like
	Biological Sciences	<ul style="list-style-type: none"> Living things live in different places where their needs are met 	<ul style="list-style-type: none"> Ready to Leave
Year 3	Physical Sciences	<ul style="list-style-type: none"> Heat can be produced in many ways and can move from one object to another 	<ul style="list-style-type: none"> How Bushfires Start What Bushfires Like

Note: Science as Human Endeavour and Science Inquiry Skills are consistent across all lessons

HUMANITIES AND SOCIAL SCIENCE: Civics and Citizenship			
Year	Strand	Content Descriptors	Module
Year 3	Knowledge and Understanding: Communities	<ul style="list-style-type: none"> Who makes rules, why rules are important and the consequences of rules not being followed How students can actively participate and contribute to their local community 	<ul style="list-style-type: none"> How Bushfires Start Matches are Tools not Toys Responding to Fire – Seeking Help

HUMANITIES AND SOCIAL SCIENCE: <i>Geography</i>			
Year	Strand	Content Descriptors	Module
Pre Primary	Knowledge and Understanding: People live in places	<ul style="list-style-type: none"> • The places people live in and belong to, the familiar features in the local area and why places are important to people • The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander People's places of significance 	<ul style="list-style-type: none"> • Responding to Fire – Seeking Help • What Bushfires Like
Year 1	Knowledge and Understanding: Places have distinct features	<ul style="list-style-type: none"> • The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time and how they can be cared for • How weather and seasons vary between places, and the terms used to describe them 	<ul style="list-style-type: none"> • Responding to Fire – Seeking Help • What Bushfires Like
Year 2	Knowledge and Understanding: People are connected to many places	<ul style="list-style-type: none"> • Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country) 	<ul style="list-style-type: none"> • Responding to Fire – Seeking Help

Note: Humanities and Social Sciences skills are consistent across all lessons

Cross Curriculum Subjects

English: Creating Literature, Expressing and Developing Ideas, Interacting with Others, Creating Text

Maths: Measurement and Geometry, Statistics and Probability

General Capabilities

Literacy, Information and communication technology capability, Critical and creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander histories and cultures, Sustainability



Module One

How Bushfires Start

About this Module

Students view illustrations that help them identify if a fire is safe or unsafe. Students identify unsafe items around a campfire and create a list of rules to help make a campfire safe. Students learn that it is important to always seek help from an adult when they spot unsafe fires or unsafe fire behaviour.

Background Information

Fire needs three elements to burn: fuel, heat and oxygen. Add the right amount of air and a heat source to an object that can burn (fuel) and you have a fire.

Fuel + Heat + Oxygen = Fire

Fuel is the substance that burns (is flammable) and it can be a solid, a liquid or a gas. Examples of fuel include:

- Loose or fallen tree bark, dead and dry leaf litter and twigs, tops of trees, shrubs and grasses
- Flammable liquids or gases (for example, gas bottles stored next to the house)
- Wood piles (stacked next to the house).

Heat can be:

- A direct flame
- Radiant heat or heat that is released across a space (for example, heat from an electric bar heater igniting clothes that aren't touching the heater but are too close)
- Conducted heat or heat that is spread from one object to another by direct contact (for example, a hot car exhaust touching grass and the grass catching on fire)
- Convected heat or heat that is carried through air currents (for example, in a house fire, hot air currents move around the house often igniting more combustible materials).

Oxygen comes from the air, which means windy days are the most dangerous for fire.

If one of these (fuel, heat or oxygen) is missing, a fire will not start, and if one of these is taken away, the fire will go out. A fire in a wood burner goes out when all the wood is burnt and there is no fuel left. A campfire goes out when we pour enough water on it to take away the heat. A blanket puts out a fire because it removes the oxygen from the fire.

Fire is a natural part of our environment. It shapes our landscape through lightning and it has been used as part of Aboriginal and Torres Strait Islander burning practices for thousands of years.



Government of Western Australia
Department of Fire & Emergency Services



Even though fires occur naturally, most bushfires are caused by humans. In Western Australia, fires that cause the most damage happen in the hottest and driest months of the year. In summer and early autumn, the fuel is at its driest and burns more easily. Late autumn usually brings rain and cooler weather, which lessens the chance of bushfire.

Bushfires can be deliberately or accidentally lit. People don't realise that a dropped cigarette; a campfire that hasn't been put out fully; or a motor vehicle can create sparks, can lead to a bushfire.

Fires can be safe or unsafe.

A safe fire is:

- Lit in a fireplace or a cleared campfire site;
- Not so large that it is out of control (which usually means the amount of fuel is controlled);
- Watched and looked after by a responsible adult; and
- Has a useful purpose.

An unsafe fire is:

- Lit in the wrong place, for example, near trees or grass;
- Lit by children without adult supervision;
- Out of control, burning fast and using more and more fuel;
- Burning without people knowing about it, watching it or controlling it;
- Placed where children could fall into it or touch it and get burnt; and/or
- Has no useful purpose (such as cooking or heating).

A 'safe' fire can become uncontrolled and turn into an 'unsafe' fire. If people are going to light a fire, it is important that they first clear the area and have a suitable amount of water close by to put the fire out. Although dirt can be used to put out a fire, dirt does not cool the fire and strong winds can lift the dirt and a spark could reignite a fire.

A bushfire is any type of grass, scrub or forest fire that is burning out of control. Bushfires can start accidentally, start from natural causes or be deliberately lit. A deliberate or suspicious fire is a criminal act called arson. If someone lights a fire deliberately they can face life imprisonment. Flicking a cigarette butt onto the ground can result in a \$200 fine for littering. A lit cigarette butt flicked onto dry grass could increase the risk of a bushfire and lead to a \$500 fine.

Key Messages

- A fire is hot and can be dangerous.
- Fire is a tool, not a toy. We should never play with fire.
- Fire is a tool for responsible adults who hold the knowledge and skills to use it.
- Adults need to watch fires to make sure they are safe.
- We can do things to keep ourselves safe around fire, such as stay away from fire, don't run or play near fire, and don't put anything on the fire.



Government of **Western Australia**
Department of **Fire & Emergency Services**



- If a child sees an unsafe fire they should tell an adult fast.

Learning Outcomes

- Students recognise the difference between safe and unsafe fire situations.
- Students understand that fire should only be used by adults who hold the knowledge and skills to use it.

Year Level

- PP – Year 3

Things you will need

- **Safe and Unsafe Fire** illustrations
- **Find the Campfire Dangers** Worksheet
- **Campfire Safety** Worksheet

Activity One: *What Can Start a Fire?*

1. Ask students, what can start a bushfire? Make a class list of all things that could start a fire.
2. Explain that it is important to always tell an adult if they see an unsafe fire, or see someone being unsafe with fire.

Activity Two: *Safe and Unsafe Fires*

1. Display the **Safe and Unsafe Fire** illustrations on your class smart board and ask students to decide which fires are 'safe' fires and which fires are 'unsafe' fires. What makes the fire 'safe' or 'unsafe'? (See Teacher Answer Sheet for supporting information). Using the questions below, ask students about each image:
 - What can you see?
 - Where is the fire?
 - What do we use this fire for?
 - Is this a safe fire or an unsafe fire? Why?
 - What could happen next?

Activity Three: *Campfire Safety*

1. Display the **Find the Campfire Dangers** worksheet on the smart board. Using 'Think, Pair, Share' encourage all students to identify the items/areas that could be unsafe. Alternatively print off the worksheet and get students to work individually on this task.
2. Using the **Campfire Safety** worksheet, write/draw items or rules that make a campfire safe.



Extension (Years 2 and 3)

- Fires can be suspicious or deliberate, accidental or from natural causes. Using your list from Activity One, decide which fires could start by accident and which fires could start from natural causes. (For example, accidental fires might include a campfire or a cigarette butt. A natural fire could be caused by lightning strike.)
- Discuss deliberately lit fires (arson).

In the Community

- Teachers choose a completed Campfire Safety worksheet to include in the school newsletter. This could be accompanied with information on what students have been learning in class and why.





Module Two

Matches are Tools not Toys

About this Module

Students are introduced to the difference between tools and toys and learn that there are dangerous tools that only adults should use. Students recognise that matches and lighters are included in these dangerous tools, and learn to take action by telling an adult if they find them.

Background information

Children have a natural curiosity of fire. From a young age they see adults start the barbeque, light candles on their birthday cake and light camp fires for cooking or heating.

As matches and lighters are easily available, a child's curiosity can quickly lead to experimentation. Many children suffer serious burn injuries each year because they are playing with matches and lighters.

When children play with fire they have little concept of how quickly a small fire can get out of control and become a large fire very quickly. Children don't understand the consequences of a fire once it is out of control. Children as young as two have started house fires with matches and lighters. Children playing with matches and lighters can cause serious bushfires that can threaten a whole community.

Children must understand that matches and lighters are tools used by adults and are not toys.

Adults should always present matches and lighters as tools having a specific purpose, such as lighting candles, starting campfires, or lighting a barbecue. Once used as a tool, matches and lighters should be placed out of sight of young children, preferably in a high cupboard, out of their reach. Parents can provide children with opportunities to learn how to safely use matches and lighters as tools as they get older, but always with their help and supervision.

Key Messages

- Tools are something we use to do a job.
- There are some tools that are too dangerous for children to use, such as lighters and matches.
- Children should never play with matches or lighters, as they can cause serious injuries to themselves or others, or they can damage property.
- Matches and lighters must be kept out of reach of children.
- Children should always hand unattended matches and lighters to an adult.
- All big fires start as small fires and can spread quickly.



Learning Outcomes

- Students are able to distinguish the difference between a tool and a toy.
- Students understand that matches and lighters are not toys.
- Students are able to describe what actions they must take if they find lighters and matches.

Year Level

- PP – Year 3

Things you will need

- A variety of classroom tools and toys to display
- **Tools and Toys** illustrations
- **Fire Progression** illustrations

Activity One: *Tool or Toy*

1. Display a collection of tools and toys on a table and get students to group them into tools or toys. Discuss the idea that tools are something we use to do a job.
2. Ask students to do a hunt around the classroom to find any other tools or toys. (Remind students of any classroom safety rules whilst doing this activity.)
3. Ask students, what tools do you have at home? Who uses the tool - child or parent? Are there any special safety measures that they or their parents take when using tools?
4. Introduce the idea that there are some tools that are too dangerous for children to use. Make a class list of these tools. Include matches and lighters in this list. Ask students, why do you think these tools are too dangerous for you to use?

Activity Two: *Tell an Adult - it's not okay! (Pre-Primary - Year 1)*

1. Play a call and response game using the **Tools and Toys** illustrations. Explain you will display an image and say, "Hey look, it is a _____." Then teacher will fill in the blank each time with a different item. Have students respond with one of the following three statements and make the correct action:
 - Stay and play (YAY! with arms waving)
 - Step away (take one step back)
 - Tell an adult "It's not okay!" (take two steps back with hand at mouth to call an adult).
2. Print and display these images under the headings, 'Stay and Play,' 'Step Away' and 'Tell an Adult.'

Activity Three: *Matches and Lighters are Tools not Toys*

1. Ask students, 'What do we use matches and lighters for?' Discuss the idea that matches and lighters are used by adults to light safe fires. For example, fires for heating or cooking, candles on a birthday cake, candles on the dining table.
2. Ask students, what could happen if you 'play' with matches and lighters? Explain that all big fires start as small fires and that small fires can easily get out of control.



3. Use the **Fire Progression** Illustrations to show how small fires can easily become big fires if proper care is not taken. For each image, ask:
- What can you see?
 - What has happened?
 - Why has this happened?
- For the third image, ask:
- How does each child react?
- For the fourth image, taking into consideration the age of the students (Years 2-3), discuss the consequences of fire on:
- The environment (consider plants and animals)
 - Favourite places (camping grounds, favourite walking places)
 - Homes, people and communities
4. Get students to work together in small groups to design fire safety rules about what to do if they find matches and/or lighters within their reach.

Extension

- Using the **Fire Progression** illustrations as a stimulus, ask students to create a short imaginative or informative text.
- You may want to discuss (in age appropriate terms):
 - Fight response (try to put out the fire – risk of getting burnt)
 - Flight response (run away)
 - Freeze response (do nothing)
 - Appropriate response (tell an adult, call 000 immediately)

In the Community

- Ask students to design a poster telling other young people what to do if they find matches or lighters. Place these posters around the school on school notice boards.
- Ask students to carry out a home safety survey to see if they can find any matches or lighters in places where children can reach them. Remind students to remember their fire safety rules and act on them. Invite students to share their findings with their class.





Module Three

Responding to Fire – Seeking Help

About this Module

Students are introduced to the concept of an emergency and what a fire emergency means. Students can identify or describe their location and take part in activities that include a Triple Zero (000) role-play.

Background information

A fire emergency occurs when an unsafe fire risks someone's life or their property. Fire emergencies should be reported immediately as fire spreads quickly. A small fire that is not dealt with can become a large fire very quickly.

Children should not try to put out a fire. Children must tell an adult immediately if they see a fire or smell smoke. If there are no adults around, children can call the emergency telephone number 000 (Zero Zero Zero) to alert the Fire Service to the fire.

Even if a child is involved in lighting a fire, it is really important they understand the need to tell an adult or call 000 (Zero Zero Zero). If children are with other children who are playing with fire, they need to know that it is ok to say no, move away from the situation and seek out an adult and ask for help. The quicker an unsafe fire is reported, the quicker firefighters can start trying to put it out and keep people safe.

When you call 000 (Zero Zero Zero) you will be connected to an operator who will ask you if you need Police, Fire or Ambulance. You will then be connected to an emergency services operator who will ask you questions about the emergency. The operator will ask you for your name and telephone number.

- Keep calm. Speak slowly and clearly. Do not shout.
- Tell the Fire Service exactly where to come. Give an address. If you don't know the address, look around you and see if there are any landmarks that you know. What is the street/road name? Are you opposite a house? Is the fire in parkland/bushland?
- Tell the operator what you know about the fire.

Firefighters in regional areas are more likely to be volunteers who do not live at the fire station. There could be a delay before the fire truck can respond to a fire, as firefighters need to travel from home or work to the fire station. Children must not wait near the fire until the fire truck arrives. They must move to a safe place as far away from the fire as they can, telling an adult as soon as possible.



N.B. Triple Zero (000) is Australia's main phone number to call in an emergency and all mobile phones recognise Triple Zero. If your mobile network isn't working but other networks are available, you will still be able to make a Triple Zero call. If there is no mobile coverage from any networks, you will not be able to make an emergency call. There is no advantage in Australia to dialling 112 over 000 and 112 will never work from a fixed line telephone.

Operator Script

Here is an accurate example of an Operator Script which you can use in the classroom to help with your role play, otherwise use the simplified text provided in Activity 3. Note, that if you live away from town there will be a delay in the arrival of the fire service.

Operator: **Emergency. Police, fire, ambulance?**
Caller: Fire
Operator: **Fire emergency. What is the exact address of your emergency?**
Caller: [your address - include town and state in your answer]
Operator: **What is your name?**
Caller: [your name]
Operator: **What is on fire?**
Where is the fire?
Can you get out of the house?
Is anyone else inside the house?
Caller: [provide details]
Operator: **This is very important. You need to get out of the house, away from the fire.**
Get down on your hands and knees. Crawl to the door and get outside.
Shut all the doors behind you. Do you understand?
Caller: [Yes]
Operator: **OK. We have crews on the way. Hang up now and get out of the house and go to your meeting place (e.g. letterbox) and wait for the arrival of the fire trucks.**

Key Messages

- If children see an unsafe fire, they must tell an adult immediately.
- Children should not try to put a fire out, as they could easily be burnt.
- Children must move away from the fire to a safer place (not stay close to the fire to wait for firefighters to arrive).
- Children must tell an adult immediately if there is a fire, even if they (or their friends) are involved in lighting the fire.
- If a child cannot find an adult, they must call 000 (Zero Zero Zero).
- Never call 000 (Zero Zero Zero) for fun or a prank. There are serious consequences for you and for other people who might be in need of help.



Learning Outcomes

- Students understand a fire emergency is an unsafe fire that puts someone's life or property in danger.
- Students know to seek help from an adult when there is an unsafe fire, even when they took part in lighting the fire.
- Students demonstrate how to call 000 (Zero Zero Zero) in an emergency.

Year Level

- PP – Year 3

Things you will need

- **Where I Live** worksheet

Activity One: *What is an Emergency?*

1. Ask students, what is an emergency? What kinds of emergencies are there? Have you ever experienced an emergency?
2. Explain, an emergency is when:
 - Someone is badly hurt or very unwell
 - Your life or somebody else's life is in danger
 - There is a serious accident or crime taking place
 - There is a fire.
3. Explain that a fire emergency is an unsafe fire that puts someone's life or property in danger.
4. Lead students in a guided discussion about 000 (Zero Zero Zero):
 - What should you do if there is an emergency?
 - Whom can you ask for help?
 - Is there a phone number you can call in an emergency?
 - Where can you find a phone to use? Shop, school etc.
 - What sort of questions do you think the emergency operator asks?
 - Reinforce that it is important to move far away from the fire and report it from a safe place

N.B. 000 is often written or said as 'Triple Zero'. Some younger children remember the 'triple zero' message easily but don't understand they need to dial 'Zero Zero Zero'.

Activity Two: *Location, Location, Location!*

1. As a class, list all the things an emergency operator will ask. These will include their name, location, type of incident, description of incident.
2. Explain that your location may be different to where you live. If a student does not know their address (or whereabouts), they may need to describe where they are and what they can see.
3. Using images from picture books or photographs of your local community show a particular setting. Practise with students how to describe a location using descriptive words like 'between', 'near', 'next to', 'toward' or use a simple map.



4. Go outside and take students to different locations within your school buildings and grounds. Have student take turns describing their location: what they can see, what things look like and where different things are.

Note: For younger students (e.g. Pre-Primary) you may choose to teach them to tell an adult rather than call 000 (Zero Zero Zero). You could change the focus of this activity from describing their location to a Triple Zero operator to explaining their location to an adult.

Activity Three: 000 (Zero Zero Zero) Role-play

1. Students sit in a circle facing each other. Explain that this game is very similar to 'Duck, Duck, Goose.' A student walks around tapping each person's head or shoulder whilst saying either 'Safe' or 'Fire'. Once someone is tagged 'Fire' they have to jump up and pretend they are dialling 000 (Zero, Zero, Zero).
2. The teacher plays the role of a 000 (Zero Zero Zero) Operator. Students need to pretend there is a fire at the school. *Teacher script for the role-play:*
 - "You have dialled emergency triple zero. Your call is being connected."
 - "Emergency. Police, Fire, Ambulance?" [Student responds]
 - "What town and state is the emergency in?" [Student responds]
 - "Connecting Fire."
 - "Fire Emergency. What is the exact address of the fire?" [Student responds]
 - "What's your name?" [Student responds]
 - "Can you describe where the fire is?" [Student responds]
 - "Firefighters are being sent to that address."
3. Once a student completes their role-play, they can be the person who decides who is next by walking around the circle tapping heads or shoulders.

Extension

- Students write an acrostic poem using the word 'Emergency.'

In the Community

- Students complete the **Where I Live** worksheet with family members.
- In regional areas, consider organising a trip to your local police station, ambulance centre or fire station. This would give students the chance to engage with their local emergency services and ask them questions about their role.





Module Four *What Bushfires Like*

About this module

Students view illustrations that help them identify the weather that creates bushfire danger days, and then create a seasonal calendar to identify possible unsafe fire times throughout the year. Students are introduced to the Australian Fire Danger Rating System as a tool to tell people when it is unsafe to light a fire.

Background information

Wind, temperature, humidity and rainfall are weather elements that affect how bushfires behave. High winds, high temperatures, low humidity and lack of rain all contribute to increased fire danger. Bushfires are more common during certain times of year when these weather conditions are more common.

Sunshine and high temperatures in late spring, summer and early autumn rapidly dry out grass, leaves, shrubs and trees which then burn very quickly. The wind forces the fire along by providing it with more oxygen. Strong winds promote the spread of fire by blowing embers kilometres ahead of the main bushfire, creating new 'spot fires'. Changes in wind direction can turn a bushfire in a new direction, causing a fire to change from being under control to out of control within minutes. Wind can push a bushfire towards houses or a town and put firefighters, local communities and people in danger.

In Australia, we use the Australian Fire Danger Rating System to assess 'fire danger'. The Australian Fire Danger Rating System is based on the forecast weather conditions and provides an indication of the possible consequences of a fire, if one was to start. The higher the Australian Fire Danger Rating, the more dangerous the fire conditions will be if a fire were to start.

There are four categories in the Australian Fire Danger Rating System, ranging from Moderate to Catastrophic. Moderate is at the lowest end of the scale. In these conditions fires are most likely to be controlled and most homes will provide safety.

At the other end of the scale the 'Catastrophic' rating indicates the worst conditions for a bush or grass fire. If a fire starts and takes hold in these conditions, it will be extremely difficult to control and will take significant firefighting resources and cooler weather to bring it under control. Homes are not designed or constructed to withstand fire in these circumstances so it is safest to leave early for a safer place well before fire impacts on the community.



Understanding the Australian Fire Danger Rating System, what the ratings mean and how different weather conditions influence the Australian Fire Danger Ratings helps us to make decisions about what to do if a bushfire starts.

When the rating is Moderate, you may only need to monitor conditions and leave for a safer place if necessary. As the rating increases the threat from a bushfire increases. Leaving early for a safer place on days of Extreme and Catastrophic weather conditions will be the safest option. It is also advised to avoid camping or travelling in bush and forested areas in these weather conditions, even if there is no bushfire, as once ignited a fire would move very fast.

The Australian Fire Danger Ratings apply for a 24 hour period and are issued each day by the Bureau of Meteorology. The Australian Fire Danger Rating for your area can be found on [EmergencyWA](https://www.emergency.wa.gov.au).

The Australian Fire Danger Rating System is important as it provides us with information about when it is safe to light fires in the open air. Campfires for cooking and any other activities that could start a fire may be prohibited on days where the Australian Fire Danger Rating is High, Extreme or Catastrophic. Total Fire Bans are declared on days when fires will be difficult to control and most likely to threaten lives and property. The decision to put a ban in place is based on the weather forecast. You can check if your local government has a ban on the [EmergencyWA](https://www.emergency.wa.gov.au) website.

Noongar seasons

- Birak - First summer – December, January.
- Bunuru - Second Summer – February, March.
- Djeran - Autumn – April, May.
- Makuru – Winter – June, July.
- Djilba - First Spring – August, September.
- Kalmbarang – Wildflower Season – October, November

N.B. The Noongar people are the Traditional Owners of the south west region of Western Australia. Before discussing seasons with your students, check with Aboriginal and Torres Strait Island Elders to ensure you are correctly referring to the seasons in your local area.



Key Messages

- Bushfires can start at any time but are most dangerous and harder to control at certain times of the year. We call this the 'bushfire season.'
- The bushfire season occurs in late spring, summer and autumn. The further north you travel, the earlier the bushfire season is. The further south you travel, the later the season is.
- Hot, dry weather and strong winds all increase the chance of a bushfire spreading quickly.
- It is important that no one lights a fire when there is a Total Fire Ban.

Learning Outcomes

- Students understand how the weather can increase bushfire danger and create unsafe fire conditions.
- Students recognise that fire can be more dangerous during different seasons of the year.
- Students understand the Australian Fire Danger Rating helps to keep us safe as it tells us of the level of bushfire danger on a particular day.

Year Level

- PP – Year 3

Things you will need

- **Weather Conditions** Illustrations
- **Australian Fire Danger Rating System** slideshow
- **Seasonal Calendar** worksheet
- Access to internet to view Emergency WA website

Activity One: *Spot Bushfire Danger Days*

1. Ask students to recount what makes a safe and unsafe fire and introduce the concept of when it is unsafe to have a fire.
2. Using the **Weather Conditions'** illustrations explain how weather can be dangerous for bushfires, making sure students understand dry and windy conditions are the most dangerous for bushfires, (See teacher answer sheet for supporting information). For each illustration ask students to:
 - Describe the weather they see in each illustration
 - Describe what else can they see in the illustrations (length/colour of grass, animals)
 - Decide if the conditions increase bushfire danger
3. After viewing the images review the following with students
 - If you require fire for reasons like heat or cooking, who should be the person to light it? (responsible adult)
 - What weather conditions might make this fire unsafe? (hot, dry, sunny, windy weather)
 - How do we make sure the fire does not become unsafe? (never leave it unattended, always have an adult present, consider the weather conditions before lighting the fire)



Activity Two: *Seasonal Calendar*

1. Using the **Seasonal Calendar** worksheet, ask students to develop a calendar representing the different seasons in their community. (See the teacher answer sheet for supporting information). In the outer circle, fill in the names for each of the local Aboriginal seasons.
2. Use the internet to research the local Aboriginal seasons in your location. In addition, you could invite a local Aboriginal Elder to your classroom to explain the seasons and bushfire weather to your students.
3. Ask students about changes they notice in the plants, animals and weather at different times of year. It would be worth taking the students for a walk around the school grounds to help them answer the questions for the current season.
 - What colour is the grass?
 - Are plants flowering?
 - What are the animals doing?
 - What birds do you see? Are they nesting?
 - Which months have the most rain?
 - When is it driest?
 - When is it windiest?
 - When do bushfires happen?
4. Colour and cut out the small pictures at the bottom of the worksheet, and glue them onto the inside circle to match up with the appropriate season. Some pictures may fit in multiple places, let students explain their choice. Students may wish to draw or write other seasonal events onto the calendar.
5. Using their calendar, ask students' "when do you think it would be most unsafe to light a fire?" (including a campfire or a fire for cooking).
6. Ask students to include these 'unsafe fire times' on their calendar.
7. Discuss with students what they could do if someone was lighting a fire when it was an unsafe time.

Activity Three: *Australian Fire Danger Rating System*

1. Use the **Australian Fire Danger Rating System** slideshow to introduce the Australian Fire Danger Rating scale. (See the teacher answer sheet for supporting information).
2. Using the first image, ask students:
 - Have you seen this sign before? Where?
 - What do you think the colours mean?
 - How do you think the sign keeps us safe? (Tells us when it is not safe to light a fire, tells us the higher the Australian Fire Danger Rating, the more dangerous a fire will be if it starts)
3. As you are working through the images, have students guess what the likely Australian Fire Danger Rating would be for each set of conditions (more than one answer is possible).
4. Using the last slide, explain that a day's bushfire rating helps us to understand how safe/unsafe it would be to light a fire, and how big a fire will be (or how fast it will spread) if



one is lit. The Australian Fire Danger Rating System can also help us make decisions about what to do if there is a fire.

- At what Australian Fire Danger Rating would it be unsafe for anyone to light a fire, including a campfire or a fire for cooking?
 - What could they do if someone was lighting a fire during an unsafe time?
5. Using [EmergencyWA](#), show students what the Australian Fire Danger Rating is for that particular day. Use the days' weather conditions to discuss the reason for the rating on that day.

Extension

- Wind speed has a significant influence on fire behaviour. Students can conduct a simple science experiment by making an anemometer to measure wind speed in the school yard. There are numerous examples on the internet on how to do this. One example can be found on the [Science Buddies](#) website. This could be further extended by adding a thermometer and rain gauge to create a school weather station to monitor as a class project.

In the Community

- Invite your local Aboriginal Elder to your classroom to talk to students about the seasons.
- Work with students to help them find the location of the Australian Fire Danger Rating signs in their community. Find out who is responsible for changing this sign and learn more about their role in the community.
- Students can make a class Australian Fire Danger Rating sign using cardboard and paint to be displayed at school. Each morning, the class visits EmergencyWA to find out the current Australian Fire Danger Rating in their location. Students can be assigned the task of 'fire monitor,' which involves changing the rating on the school sign. To make this an ongoing project, invite other classes to get involved in the process.





Module Five *Ready to Leave*

About this Module

Students use the Australian Fire Danger Rating System to think about their own bushfire risk. They consider how they can use their senses of sight, smell, and sound to detect a fire. They use Emergency WA to check today's Australian Fire Danger Rating and discuss today's weather.

Background information

Refer to Module 4, re the Australian Fire Danger Rating System.

Research into children and young people's experience of bushfire across Australia shows that the impacts of a bushfire disaster can be significantly reduced if communities are well prepared and equipped with the knowledge and skills to respond before and when a bushfire occurs.

'This isn't just for young people, but I think they need to know the fire plans. Because there were a lot of people who did not have a fire plan and were just panicking.'

(NSW Children & Young People's Experience of Disaster Report, 2020)

The NSW *Children & Young People's Experience of Disaster* report (2020)¹ found that children want to be involved in bushfire planning and want to know that their parents, carers, and school are well prepared and can remain calm in a bushfire emergency.

Adults (at school and at home) can provide opportunities for children to be involved in bushfire planning from as young as five or six years of age. Meaningful activities can include participating in bushfire drills and putting together their own personal 'grab bag'. As they age and have a greater chance to contribute to bushfire planning and executing the plan, they are less likely to be anxious and more likely to be prepared for a bushfire emergency.

Bushfire Patrol provides a link between your school's bushfire risk management plan, your students' own family bushfire plans and uses a whole of school / community approach to help build disaster resilience across all years of schooling.

DFES encourages all households in Bushfire Prone Areas to have a Bushfire Survival Plan. A plan will help families make important decisions like, when to go, which way to travel, where to go and what to take. A Bushfire Survival Plan gives families the best chance of surviving a bushfire. It is important to highlight that leaving early is always the safest option.

¹ Office of the Advocate for Children & Young People (NSW, 2020). *Children & Young People's Experience of Disaster*.



There is no activity in the PP-Year 3 learning program for students to complete a Family Bushfire Survival Plan, however, in this module students can put together an Emergency Grab Bag. An Emergency Grab Bag is a personal bag which includes the students' special things that will take in the event of a bushfire. It differs from an emergency kit, which focuses on the things that a family needs to take with them in a bushfire emergency.

To extend students in Years 3, look at Bushfire Patrol (Years 4-6), Modules Four and Five and access the My Family's Bushfire Survival Plan worksheet. N.B. Some parents or guardians are unwilling or unable to participate in this activity. If so, an alternative is to encourage students to have a bushfire chat with other classroom students to decide the following:

- When will they know to leave their home?
- Where will they go?
- Which way will they go?

Visit My Bushfire Plan – My Bushfire Plan is the main online tool used in Western Australia for people to create a Bushfire Plan. A link to My Bushfire Plan is provided in the Parent Information Sheet found in the Appendix.

Key Messages

- Our senses of sight, smell and hearing can detect if there is a fire (you can see smoke, smell smoke, hear fire engines).
- We cannot rely on your senses to detect a bushfire. Warnings are issued on the radio, online and via text message.
- Its important students understand what to do if there is a bushfire when they at school, and, when they are at home.

Learning Outcomes

- Students use their senses to detect whether there is a bushfire in the area today.
- Students can explain that bushfire warnings can be found on the radio, social media, the DFES website and Emergency WA.
- Students understand that the Australian Fire Danger Rating gives us an idea as to how dangerous a bushfire would be on a particular day.
- Students create their own Emergency Grab Bag.

Year Level

- PP – Year 3



Things you will need

- **Emergency Grab Bag**
- Access to internet to view [Emergency WA](#) website
- Complete Activity Three OR organise a visit from Red Cross's Pillowcase Project (for Year 3 students only)

Activity One: *There's smoke in the air*

1. Check today's **Australian Fire Danger Rating**. Use [EmergencyWA](#), show students what the Australian Fire Danger Rating is for today. Use today's weather conditions to discuss today's rating.
2. Discuss 'What if...there is smoke in the air?' Ask students what could smoke in the air mean?
 - There is a fire
 - There is a fire in another area and the wind has blown the smoke towards you
 - There is a planned burn
3. How would you know if there was a bushfire today? As well as smoke, they could see or hear a bushfire warning. Discuss with students how they might see or hear a warning (social media, radio, television, landline or mobile phone emergency alert, through family or through teachers). Year 3 students may wish to visit [EmergencyWA](#) to check for alerts or warnings. Use the Bushfire Warnings Slideshow to explain the different levels of bushfire warnings to your students (see teacher answer sheet for supporting information). Students can draw pictures to represent the appropriate meanings of actions of each warning level.

Activity Two: *What if there is a fire?*

1. Ask students if they know what your school's plan is, if there is a bushfire? What do you think we will do? Invite your principal into the classroom to explain to students what the school's bushfire plan is. Talk to younger students about the importance of staying calm and following their teacher's instructions. Year 2 and 3 students might want to ask:
 - Who will tell the principal there is a bushfire emergency? (DFES)
 - Where will we go? (meeting place)
 - Which way will we go? (see 2)
 - What do we need to take/leave?
 - Will we leave the school? How will we leave?
 - Will my parent(s) pick me up? Where will they pick me up from? How will they know where I am?
 - Do we come to school if there is a Catastrophic Bushfire Rating tomorrow? How do we know?
2. With the Principal, follow the school plan and walk through the school calmly and quietly to where the whole school will meet in the event of a bushfire emergency (e.g., closed-in under cover area or library)
3. Return to your classroom and create a class chart or mud map, showing where you will go if there is a bushfire emergency. Include any important instructions (e.g. bring bags and



doormats inside the classroom, close all windows, line up, stay calm, listen to your teacher, stay in your line, close the door, and walk calmly to the meeting place).

4. Discuss family bushfire emergency plans? Does anyone have one? Do they know what to do? Explain to students that a note is going home which will provide information to help families develop their own bushfire plan.

Activity Three: **Emergency Grab Bag**

1. Using Think, Pair, Share, ask students to think of three things they would take if there was an emergency. Ask students to each share one of the items they discussed to create a class list. Make sure students have included medicine that they might need.
2. Using the **My Emergency Grab Bag** worksheet, ask students to draw the items they would like to take if they had to leave their home in a hurry.
3. Get students to compare their drawings; are there any similarities/differences? What are they? Explain to students that it is a good idea for families to prepare an emergency kit and keep it by the front door at the start of the bushfire season. With Year 2 and 3 students, visit [Emergency Kits](#) to find an extensive list of items to place in an emergency kit. Reinforce that **leaving early is always the safest option.**
4. Discuss family bushfire emergency plans? Does anyone have one? Do they know what to do? Explain to students that a note is going home which will provide information to help families develop their own bushfire plan.

Extension

- Ask students to develop a bushfire plan for their pets.

In the Community

- Students develop a bushfire plan with their family, using [My Bushfire Plan](#). Students can share their plan with their class.

