

## Teacher Resource

Episode 1  
9<sup>th</sup> February 2016

# Bushfire Recovery

## FOCUS QUESTIONS

1. Retell the *Bushfire Recovery* story in your own words.
2. Where in South Australia was the bushfire?
3. Describe what happened to Kane.
4. How many homes were destroyed in the fire?
5. Where in Western Australia was there a bushfire recently?
6. What happened to Pema and Juna who live in Wye River?
7. Describe the damage caused by the fire.
8. How are kids affected by the Pinery bushfire being helped?
9. Why is community support important after a bushfire?
10. How did this story make you feel?

## ACTIVITY

Negotiate with students how many activities they complete from each section. The issues discussed in this activity may be difficult for some students, and teachers should attempt to anticipate and be ready to respond to a range of student reactions. Refer to BtN's [Upsetting News](#) page for support.

### Remember and understand

- How did this story make you feel?
  - How would you feel if you and your family had to leave your home because of a bushfire?
  - Think of three questions you would like to ask the kids in the BtN *Bushfire Recovery* story. Remember that good questions are open-ended (have no right or wrong answer and can't be answered with a 'yes' or 'no').
  - Leave a message of support in the comments section on the BtN *Bushfire Recovery* story page.
  - Why is it important for communities to work together after a bushfire? Brainstorm as a class.
- Where were the recent bushfires that you saw in the BtN *Bushfire Recovery* story? Locate using Google Maps.
  - Examine a satellite image of these places using Google Maps. Describe and illustrate the environment.

## KEY LEARNING

Students will investigate how bushfires impact on people and the environment and how communities respond.

## AUSTRALIAN CURRICULUM

### HASS / Geography – Year 5

The impact of bushfires or floods on environments and communities, and how people can respond ([ACHASSK114](#))

### Science – Year 6

Sudden geological changes and extreme weather events can affect Earth's surface ([ACSSU096](#))

Science involves testing predictions by gathering *data* and using *evidence* to develop explanations of events and phenomena and reflects historical and cultural contributions ([ACSHE098](#))

The growth and survival of living things are affected by physical conditions of their *environment* ([ACSSU094](#))

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE100](#))



- Give a brief description of the bushfires in Pinery, Yarloop and Wye River and how they impacted on the environment.
- What is a bushfire disaster and how does it impact on people and animals?
  - What are your first thoughts and images that come into your mind when you think about bushfires? List them and share with the class.
  - How might a child feel after experiencing a disaster like a bushfire? For example, scared, worried about the future, separated from family and loss.
  - If you had a friend that experienced a bushfire what could you do to help? For example, if they want to talk about it you can be a good listener, hold a fundraiser at your school or share your toys or clothes until they get some more.

**Apply and analyse**

- What do you know about the bushfire season?
  - Find out when bushfire season typically occurs in Australia.
  - Research the difference between low, medium, high and extreme bushfire risk situations. Think about temperature, wind conditions, how dry it is and when it last rained.
- Is your school well-prepared for the bushfire season?
  - For a bushfire to start there needs to be fuel. Fuel can include grass, leaves, twigs, litter and branches. If we remove these fuels (from the [bushfire triangle](#)) then bushfires cannot start. As a class brainstorm a list of different fuels.
  - As a class, walk around your school to identify any bushfire hazards and fuels which may put your school at threat during the bushfire season. Make a list of items which need to be managed, how they can be managed and write a report detailing your findings.

Fire hazards and 'fuels' around your school	Describe why it is a hazard	How can this hazard be managed?

- Explore Australia's bushfire history.
  - Choose a bushfire in Australian history and undertake a research project to find out more about it.

## Evaluate and create

- Invite someone from your local bushfire service to speak to your class about ways to prepare for bushfire season.
  - Make an advertisement (print, TV or radio) that reminds people to keep their yards clean and tidy and/or of the dangers of having vegetation close to their house or shed.
- Investigate today's weather conditions and prepare a bushfire risk report. Consider temperature, wind conditions, dryness, humidity, possible rainfall and then give a fire risk rating. Present your report to the class.

## Upsetting News

It's easy to feel sad and upset about some of the things you see on the news. Because it's real it can be really hard to take in. But it's on there for a reason. It's important and it shows us things that could change the world as we know it.

Teachers, visit BtN's [Upsetting News support page](#) for a range of helpful resources.



## USEFUL WEBSITES

ABC News – Charity helps children affected by Pinery bushfire with back-to-school supplies  
<http://www.abc.net.au/news/2016-02-01/charity-help-students-affected-by-pinery-bushfire-back-to-school/7129206>

Behind the News – Upsetting News Page  
<http://www.abc.net.au/btn/topic/upsettingnews.htm>

Behind the News – Bushfire Escape  
<http://www.abc.net.au/btn/story/s4169770.htm>

Behind the News – Bushfire Investigation  
<http://www.abc.net.au/btn/story/s3944212.htm>

Behind the News – Bushfire Plan  
<http://www.abc.net.au/btn/story/s3880224.htm>

Victorian Curriculum and Assessment Authority – Bushfire Education  
<http://www.bushfireeducation.vic.edu.au/>