DFES provides free classroom activities and lesson plans for Year 3 to Year 6 teachers and their students. All excursions, lesson plans and classroom activities are linked to the Western Australian Curriculum and Reporting Outline.

**LINKING BUSHFIRE EDUCATION TO THE WA CURRICULUM**

_Bushfire Patrol_ sits within the following areas of the Western Australian Curriculum and Reporting Outline:

<table>
<thead>
<tr>
<th>HEALTH AND PHYSICAL EDUCATION</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td>Personal, social and community health: Being healthy, safe and active</td>
<td><strong>Science Understanding:</strong> Chemical Sciences</td>
</tr>
<tr>
<td>Assertive behaviours and communication skills to respond to unsafe situations (ACPPS035)</td>
<td>A change of state between solid and liquid can be caused by adding heat (ACSSU046)</td>
</tr>
</tbody>
</table>
| • Being alert and aware of unsafe situations  
• Responding to friends when they are being unsafe with lighters/matches  
• Seeking help  
Responding to bushfires (Triple Zero) (Watch and Act) | • Investigating how solids respond to changes in a bushfire  
• Predicting the effect of heat on different materials |

| **Year 4** | **Year 4** |
| Personal, social and community health: Being healthy, safe and active | Personal behaviours and strategies to remain safe in unsafe situations (ACPPS035) |
| • Being alert and aware of unsafe situations  
• Responding to friends when they are being unsafe with lighters/matches  
• Seeking help  
• Responding to bushfires (Triple Zero)  
Accepting responsibility for your actions (Watch and Act) |
### Year 4

**Science Understanding:**

**Physical Sciences**

*Heat can be produced in many ways and can move from one object to another (ACSSU049)*

- Describing how heat can be produced from burning
- Exploring how heat can be transferred through conduction
- Recognising how we would feel the heat and effects of bushfire

### Year 6

**Science Understanding:**

**Earth and Space Sciences**

*Sudden geological changes or extreme weather events can affect Earth’s surface (ACSSU096)*

- Investigating extreme weather events and their affects
- Exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects
  *(Bushfire Skills; Hazard Hunt)*

**Chemical Sciences**

*Changes to materials can be reversible or irreversible (ACSSU095)*

- Some changes are reversible (e.g. in a cool fire plants and animals will stay)
- Fires are destructive. Late season fires can kill plants and animals
- Fires can cause burns – these are lifelong injuries that require considerable treatment

### Science as a Human Endeavour: Use and Influence of Science

*Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)*

- Investigating how understanding catastrophic natural events (such as bushfire) helps in planning for their early detection and minimising their impact
- Recognising that science can inform choices about where people live and how they manage natural disasters
- Researching the scientific work involved in disaster alerts and communication
  *(Bushfires Attack!)*
### HUMANITIES AND SOCIAL SCIENCES

| Year 5 | Geography: Factors that shape the environmental characteristics of places | The impact of bushfires on environments and communities, and how people can respond (ACHGK030) | • Bushfire impacts (on the environment and the community)  
• Responding to bushfire  
• Researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires (Bushfire Attacks; Bushfire Skills; Hazard Hunt; Watch and Act) |
|---|---|---|---|

| Civics and Citizenship: Roles, responsibilities and participation | How regulations and laws affect the lives of citizens (ACHCK025) | • The legal consequences of arson |