



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 HOME FIRE SAFETY TO THE WA CURRICULUM

The DFES Education & Heritage Centre excursion *Home Fire Safety* and the DFES *Year 3 School Visit Program* (incursion delivered by firefighters) sit within the following areas of the Western Australian Curriculum and Reporting Outline:

HEALTH AND PHYSICAL EDUCATION			
Year 3	<i>Personal, social and community health: Being healthy, safe and active</i>	<i>Assertive behaviours and communication skills to respond to unsafe situations</i> <b>(ACPPS035)</b>	<ul style="list-style-type: none"> <li>• Being alert and aware of unsafe situations</li> <li>• Responding to friends when they are being unsafe with lighters/matches</li> <li>• Seeking help</li> <li>• Staying calm</li> <li>• Responding to fire (Home Fire Escape Plan e.g. smoke alarm, crawling low under smoke, meeting at the letter box; Triple Zero)</li> <li>• Indicating on a local map the location of safe places and people who can help</li> </ul>
	<i>Personal, social and community health: Communicating and interacting for health and well being</i>	<i>Choices and behaviours conveyed in health information and messages</i> <b>(ACPPS039)</b>	<ul style="list-style-type: none"> <li>• Examining safety messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages</li> <li>• Investigating how safety messages influence safety decisions</li> </ul>



Year 4	<i>Personal, social and community health: Being healthy, safe and active</i>	<i>Personal behaviours and strategies to remain safe in unsafe situations</i> <b>(ACPPS035)</b>	<ul style="list-style-type: none"> <li>• Being alert and aware of unsafe situations</li> <li>• Responding when others are being unsafe with lighters/matches</li> <li>• Seeking help</li> <li>• Staying calm</li> <li>• Responding to fire (Home Fire Escape Plan e.g. smoke alarm, crawling low under smoke, meeting at the letter box; calling Triple Zero)</li> </ul> Accepting responsibility for your actions
	<i>Personal, social and community health: Being healthy, safe and active</i>	<i>Strategies to ensure safety and wellbeing at home and at school</i> <b>(ACPPS036)</b>	<ul style="list-style-type: none"> <li>• Identifying how substances can be stored safely in the home and at school</li> </ul>
	<i>Personal, social and community health: Communicating and interacting for health and well being</i>	<i>Choices and behaviours conveyed in health information and messages</i> <b>(ACPPS039)</b>	<ul style="list-style-type: none"> <li>• Examining safety messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages</li> <li>• Investigating how safety messages influence safety decisions</li> </ul>
Year 5	<i>Personal, social and community health: Being healthy, safe and active</i>	<i>Reliable sources of information that inform safety, such as: internet information, publications, other media</i> <b>(ACPPS053,057)</b>	<ul style="list-style-type: none"> <li>• Researching places where you can seek help and prioritising those that are reliable and trustworthy</li> <li>• Sharing how important people influence them to act or behave in a safe way</li> <li>• Analysing safety messages in the media</li> </ul>
		<i>Strategies that promote a safe lifestyle</i> <b>(ACPPS054)</b>	<ul style="list-style-type: none"> <li>• Selecting and practising appropriate responses to promote safety in different situations</li> </ul>





<b>HUMANITIES AND SOCIAL SCIENCES</b>			
Year 3	<i>Civics and Citizenship: Communities</i>	<i>Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHCK003)</i>	<ul style="list-style-type: none"> <li>• Having your local Fire and Rescue Service visit your school; discuss their motivation in joining the fire service.</li> <li>• Investigating how actively participating in preparing your home and school for fire contributes to your community</li> </ul>
Year 5	<i>Civics and Citizenship: Roles, responsibilities and participation</i>	<i>How regulations and laws affect the lives of citizens (ACHCK025)</i>	<ul style="list-style-type: none"> <li>• The legal consequences of arson</li> </ul>
<b>SCIENCE</b>			
Year 3	<i>Science Understanding: Chemical Sciences</i>	<i>A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)</i>	<ul style="list-style-type: none"> <li>• Predicting the effect of heat on different materials</li> </ul>
	<i>Science Understanding: Physical Sciences</i>	<i>Heat can be produced in many ways and can move from one object to another (ACSSU049)</i>	<ul style="list-style-type: none"> <li>• Describing how heat can be produced through burning</li> <li>• Identifying changes that occur in everyday situations due to heating and cooling</li> <li>• Exploring how heat can be transferred through conduction</li> <li>• Recognising that we can feel heat and measure its effects using a thermometer</li> </ul>





•

	<i>Science as a Human Endeavour: Use and Influence of Science</i>	<i>Science knowledge helps people to understand the effect of their actions</i> <b>(ACSHE051)</b>	<ul style="list-style-type: none"> <li>• Considering how heating affects materials used in everyday life</li> <li>• Investigating how science helps people such as firefighters</li> </ul>
<b>TECHNOLOGIES - DESIGN AND TECHNOLOGIES</b>			
Year 3	<i>Knowledge and Understanding: Technologies and Society</i>	<i>Ways (products), services (and environments) are designed to meet community needs</i> <b>(ACTDEK010)</b>	<ul style="list-style-type: none"> <li>• <i>Exploring, playing with and testing materials for their appropriateness</i></li> </ul>

