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 | Personal, social and community health: Being healthy, safe and active | Assertive behaviours and communication skills to respond to unsafe situations (ACPPS035) | • Being alert and aware of unsafe situations  
• Responding to friends when they are being unsafe with lighters/matches  
• Seeking help  
• Staying calm  
• Responding to fire (Home Fire Escape Plan e.g. smoke alarm, crawling low under smoke, meeting at the letter box; Triple Zero)  
• Indicating on a local map the location of safe places and people who can help  

| | Personal, social and community health: Communicating and interacting for health and well being | Choices and behaviours conveyed in health information and messages (ACPPS039) | • Examining safety messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages  
• Investigating how safety messages influence safety decisions |
| 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 when others are being unsafe with lighters/matches  
• Seeking help  
• Staying calm  
• Responding to fire (Home Fire Escape Plan e.g. smoke alarm, crawling low under smoke, meeting at the letter box; calling Triple Zero)  
• Accepting responsibility for your actions |
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<tbody>
<tr>
<td>Year 4</td>
<td>Personal, social and community health: Being healthy, safe and active</td>
<td>Strategies to ensure safety and wellbeing at home and at school (ACPPS036)</td>
<td>• Identifying how substances can be stored safely in the home and at school</td>
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| Year 4 | Personal, social and community health: Communicating and interacting for health and well being | Choices and behaviours conveyed in health information and messages (ACPPS039) | • Examining safety messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages  
• Investigating how safety messages influence safety decisions |
| Year 5 | Personal, social and community health: Being healthy, safe and active | Reliable sources of information that inform safety, such as: internet information, publications, other media (ACPPS053,057) | • Researching places where you can seek help and prioritising those that are reliable and trustworthy  
• Sharing how important people influence them to act or behave in a safe way  
• Analysing safety messages in the media |
| Year 5 | Strategies that promote a safe lifestyle (ACPPS054) | Selecting and practising appropriate responses to promote safety in different situations |
| **HUMANITIES AND SOCIAL SCIENCES** | **Year 3** | **Civics and Citizenship: Communities** | **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)** | • Having your local Fire and Rescue Service visit your school; discuss their motivation in joining the fire service.  
• Investigating how actively participating in preparing your home and school for fire contributes to your community |
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<tr>
<td><strong>Year 5</strong></td>
<td><strong>Civics and Citizenship: Roles, responsibilities and participation</strong></td>
<td><strong>How regulations and laws affect the lives of citizens (ACHCK025)</strong></td>
<td>• The legal consequences of arson</td>
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<tr>
<td><strong>SCIENCE</strong></td>
<td><strong>Year 3</strong></td>
<td><strong>Science Understanding: Chemical Sciences</strong></td>
<td><strong>A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)</strong></td>
<td>• Predicting the effect of heat on different materials</td>
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| **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 through burning  
• Identifying changes that occur in everyday situations due to heating and cooling  
• Exploring how heat can be transferred through conduction  
• Recognising that we can feel heat and measure its effects using a thermometer |
Curriculum Links - Year 3 to Year 6 (Home Fire Safety)

- Science as a Human Endeavour: Use and Influence of Science
  - Science knowledge helps people to understand the effect of their actions (ACSHE051)
- Considering how heating affects materials used in everyday life
- Investigating how science helps people such as firefighters

### TECHNOLOGIES - DESIGN AND TECHNOLOGIES

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<tr>
<th>Year 3</th>
<th>Knowledge and Understanding: Technologies and Society</th>
<th>Ways (products), services (and environments) are designed to meet community needs (ACTDEK010)</th>
<th>Exploring, playing with and testing materials for their appropriateness</th>
</tr>
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