



FIRE SAFE KIDS

Grades 3–4



Introduction

This section looks at bushfires and how students and their families can work together to prepare their homes and community spaces. It also covers the topics of fire hazards that can be found around the home, with the students taking a more hands on role at home to not only be able to identify potential dangers, but how to avoid them as well.

The learning capabilities and behaviours of students in Grades 3 and 4 build on what has been learnt in the early years, and are now ready for a broader range of social situations and more complex games and activities. They are able to interpret symbols and signs, and discuss what they mean, such as with a *Total Fire Ban* sign or the *Fire Triangle*. Students of this age group are able to begin to describe roles within their community such as a firefighter, police officer or school teacher. They can start to look at how they can contribute and can make their immediate environment a safer place to live and play, and enjoy participating in related activities. Their listening skills increase in duration, and they are able to put logic and meaning into topics that relate to them. They start to really look at their world more creatively, and can start to realise differences in locations, people and actions. This age group can start to use basic fire safety information, and integrate it into other subject areas such as mathematics, science and geography. They are great advocates of behaviour change at this age.



James says...

Be aware of Fire
Danger Ratings



Fire Safe Kids Curriculum Connections Levels 3 & 4

Fire Safe Kids



Fire Safe Kids lessons and activities address many areas of the Victorian Curriculum AusVELS. For further information and curriculum connections visit ausvels.vcaa.vic.edu.au

Physical, Personal and Social Learning	Discipline-based Learning	Interdisciplinary Learning
<p>Civics and Citizenship</p> <ul style="list-style-type: none"> [Students] describe some of the roles and purposes of groups in the community. They work with other students to identify a local issue and plan possible actions to achieve a desired outcome. (S) 	<p>The Humanities</p> <ul style="list-style-type: none"> [Students] begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities. Students develop awareness and understanding of the effects of people’s interactions with their environment and the ways in which these affect their lives. (LF) 	<p>Thinking Processes</p> <ul style="list-style-type: none"> [Students] explore aspects of their natural, constructed and social world, wondering and developing questions about it. They use a range of sources of information including observations and findings from their own investigations to answer these questions. (LF)
<p>Health and Physical Education</p> <ul style="list-style-type: none"> They identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations. (S) 	<p>Science Level 4</p> <ul style="list-style-type: none"> Earth’s surface changes over time as a result of natural processes and human activity. (CD) 	<p>Communication</p> <ul style="list-style-type: none"> During both formal and informal presentations, students explore the use of a range of verbal and non-verbal strategies, to enhance meaning and to engage their audience. (LF)

LF = Learning Focus S = Standard CD = Content Description