Pre-visit teacher led session:

Good fires, bad fires

Background

Fire is part of everyday life. It is important that students learn to respect fire without fearing it.

They need to understand the difference between good fires and bad fires, the beneficial and harmful effects of fire. Good fires are useful and controlled by an adult. Bad fires are ones that are out of control or unsupervised by an adult.

Suggested teaching time

30 minutes

Objectives

To develop an understanding of fire so that students are able to:

- identify fire as part of their lives and as an essential tool
- recognise differences between good and bad fires.

Materials needed

- ***Worksheet 27: Good fires, bad fires***
- ***Support material 5: A perspective on fire***
- Plain paper
- Coloured pencils
- Scissors
- Glue

Lesson outline

1. Good fires, bad fires — 30 minutes

- Ask students whether fire is good or bad. Allow them to indicate by voting. Find out some of the reasons for both sides. ***Support material 5: A perspective on fire*** provides brief background information that can help you to lead the discussion.
- On the board, list students' examples of good and bad fires. Talk about good fires (campfire, kitchen stove, fire for heating, barbecue, planned burns, and birthday cake candles) and bad fires (bushfires, house fires).
- Provide each student with a copy of ***Worksheet 27: Good fires, bad fires.***
- Ask students to colour in the illustrations, and then cut them out. Students mark their spare piece of paper with the headings 'Good fires' and 'Bad fires' and paste the coloured in illustrations under the appropriate heading.