



Victorian Essential Learning Standards (VELS) Curriculum Links



Aims of Brigades in Schools

Children in particular are at risk from fire. By informing them about the dangers of fire and how it is used safely, the risk of death, injury and property loss can be reduced. Encouraging responsibility appropriate to their age enables children to become self-reliant and prepared in case of emergencies. It is also important that children learn behaviours to protect themselves and others in emergencies.

Specifically, Brigades in Schools aims to teach knowledge, skills, attitudes and behaviours that relate to the three interwoven purposes of the Victorian Essential learning standards. These BIS aims relate to:

- Personal Fire Safety
- Home Fire Safety
- Outdoor Fire Safety
- Wildfire Preparedness
- CFA in the Community



Victorian Essential Learning Standards (VELS) Curriculum Links

(See also the CSF II Curriculum Links tables and curriculum focus boxes and summaries at the beginning of each activity)

| GRADE | LESSON | STRAND | DOMAIN | DIMENSIONS |
|--------------------------------|---|---|--|--|
| Prep/ One/ Two | Fire Safety Awareness | Physical, Personal and Social Learning | Health and Physical Education Personal Learning | Movement & physical activity The individual learner Managing personal learning |
| | | Discipline-based Learning | English | Reading Speaking and listening |
| | Firefighters Help Us | Physical, Personal and Social Learning | Interpersonal Development | Building social relationships Working in teams |
| | | Discipline-based Learning | English | Reading Speaking and listening |
| | Good fires, Bad fires | Discipline-based Learning | English | Reading Speaking and listening |
| | | | The Arts | Creating and making |
| | Stop, Drop & Roll | Physical, Personal and Social Learning | Health and Physical Education | Movement & physical activity |
| | | Discipline-based Learning | English | Reading |
| | | | The Arts | Speaking and listening Creating and making |
| | Crawl Low in Smoke | Physical, Personal and Social Learning | Health and Physical Education | Movement & physical activity |
| | | Discipline-based Learning | English | Reading |
| | | | The Arts | Speaking and listening Creating and making |
| | Firefighters Help in Emergencies | Physical, Personal and Social Learning | Interpersonal Development | Building social relationships Working in teams |
| | | Discipline-based Learning | English | Reading Writing Speaking and listening |
| Fire fighting Equipment | Discipline-based Learning | English | Reading Writing Speaking and listening | |

| GRADE | LESSON | STRAND | DOMAIN | DIMENSIONS |
|----------------|--------------------------|---|--|---|
| Three/ Four | Home Fire Hazards | Physical, Personal and Social Learning | Health and Physical Education Interpersonal Development | Health knowledge and promotion Building social relationships Working in Teams |
| | | Discipline-based Learning | English The Humanities Science | Reading Writing Speaking and listening Humanities knowledge and understanding Humanities skills Science knowledge and understanding |
| | | Interdisciplinary Learning | Community Design, Creativity and Technology Thinking Processes | Listening, viewing and responding Presenting Investigating and designing Producing Analysing and evaluating Reasoning, processing and inquiry Creativity Reflection, evaluation and meta-cognition |
| | | Home Fire Escape Plan | Personal and Social Learning | Health and Physical Education Interpersonal Development |
| | | Discipline-based Learning | The Arts English The Humanities Science | Creating and making Exploring and responding Reading Writing Speaking and listening Humanities knowledge and understanding Humanities skills Science knowledge and understanding |
| | | Interdisciplinary Learning | Community Design, Creativity and Technology Thinking Processes | Listening, viewing and responding Presenting Investigating and designing Analysing and evaluating Reasoning, processing and inquiry Creativity Reflection, evaluation and meta-cognition |
| | Reporting a Fire | Physical, Personal and Social Learning | Health and Physical Education Interpersonal Development | Health knowledge and promotion Building social relationships |
| | | Discipline-based Learning | The Arts English | Creating and making Exploring and responding Reading Writing Speaking and listening |
| | | Interdisciplinary Learning | Design, Creativity and Technology Thinking Processes | Investigating and designing Reasoning, processing and inquiry |

| GRADE | LESSON | STRAND | DOMAIN | DIMENSIONS |
|--------------------------------------|--|---|--|---|
| Three/ Four | Bushfire Awareness | Physical, Personal and Social Learning | Health and Physical Education | Health knowledge and promotion |
| | | Discipline-based Learning | English | Reading Writing Speaking and listening |
| | | | The Humanities | Humanities knowledge and understanding Humanities skills |
| | | | Geography | Geographical knowledge and understanding |
| | Science | Science knowledge and understanding | | |
| | Interdisciplinary Learning | Thinking Processes | Reasoning, processing and inquiry Reflection, evaluation and meta-cognition | |
| | Firefighter's Roles | Physical, Personal and Social Learning | Interpersonal Development | Building social relationships Working in teams |
| | | Discipline-based Learning | English | Reading Writing Speaking and listening |
| | The Humanities | | Humanities knowledge and understanding | |
| | Fire Truck and Equipment | | English | Reading Writing Speaking and listening |
| | The Regeneration Cycle | Discipline-based Learning | English | Reading Writing Speaking and listening |
| | | | The Humanities | Humanities knowledge and understanding |
| | | | Geography | Geographical knowledge and understanding |
| | | | Science | Science knowledge and understanding Science at work |
| Thinking Processes | | | Reasoning, processing and inquiry Creativity Reflection, evaluation and meta-cognition | |
| Using Fires to Manage Forests | Physical, Personal and Social Learning | Interpersonal Development | Working in teams | |
| | Discipline-based Learning | English | Reading Writing Speaking and listening | |
| | | The Humanities | Humanities knowledge and understanding | |
| | | Geography | Geographical knowledge and understanding | |
| | | Science | Science knowledge and understanding Science at work | |
| Interdisciplinary Learning | Design, Creativity and Technology | Investigating and designing Analysing and evaluating | | |
| Thinking Processes | Reasoning, processing and inquiry Creativity Reflection, evaluation and meta-cognition | | | |

| GRADE | LESSON | STRAND | DOMAIN | DIMENSIONS |
|--------------|--|---|--|--|
| Five/ Six | Protecting Ourselves and Our Families | Personal and Social Learning | Health and Physical Education Interpersonal Development | Health knowledge and promotion Building social relationships Working in teams |
| | | Discipline-based Learning | English The Humanities | Reading Writing Speaking and listening Humanities knowledge and understanding |
| | | Interdisciplinary Learning | Communication Thinking Processes | Listening, viewing and responding Reasoning, processing and inquiry Creativity Reflection, evaluation and meta-cognition |
| | Responding to Fire Emergencies | Physical, Personal and Social Learning | Health and Physical Education Interpersonal Development | Health knowledge and promotion Building social relationships Working in teams |
| | | Discipline-based Learning | The Arts English The Humanities Mathematics Science | Creating and making Exploring and responding Reading Writing Speaking and listening Humanities knowledge and understanding Measurement, chance and data Science at work |
| | | Interdisciplinary Learning | Communication Design, Creativity and Technology Thinking Processes | Listening, viewing and responding Investigating and designing Reasoning, processing and inquiry Creativity Reflection, evaluation and meta-cognition |
| | Outdoor Fire Safety | Physical, Personal and Social Learning | Health and Physical Education | Health knowledge and promotion |
| | | Discipline-based Learning | English The Humanities Geography Science | Reading Writing Speaking and listening Humanities knowledge and understanding Geographical knowledge and understanding Science knowledge and understanding |
| | | Interdisciplinary Learning | Communication Thinking Processes | Listening, viewing and responding Reasoning, processing and inquiry Creativity Reflection, evaluation and meta-cognition |

| GRADE | LESSON | STRAND | DOMAIN | DIMENSIONS |
|-----------------------------------|--------------------------------------|--|---|---|
| Five/ Six | Bushfires, Being Prepared | Physical, Personal and Social Learning | Health and Physical Education | Health knowledge and promotion |
| | | Discipline-based Learning | The Arts | Creating and making Exploring and responding |
| | | | English | Reading Writing Speaking and listening |
| | | | The Humanities | Humanities knowledge and understanding |
| | | | Geography | Geographical knowledge and understanding |
| | Science | Science knowledge and understanding | | |
| | Interdisciplinary Learning | Communication | Listening, viewing and responding | |
| | Thinking Processes | Reasoning, processing and inquiry Creativity Reflection, evaluation and meta-cognition | | |
| | CFA Firefighters and Brigades | Discipline-based Learning | English | Reading Writing Speaking and listening |
| | | | The Humanities | Humanities knowledge and understanding |
| | | Interdisciplinary Learning | Communication | Listening, viewing and responding |
| | Protection for Firefighters | Discipline-based Learning | English | Reading Writing Speaking and listening |
| | | | The Humanities | Humanities knowledge and understanding |
| | | | Science | Science at work |
| Interdisciplinary Learning | | Communication | Listening, viewing and responding | |
| History of the CFA | Discipline-based Learning | English | Reading Writing Speaking and listening | |
| | | The Humanities | Humanities knowledge and understanding Humanities skills | |
| | | History | Historical knowledge and understanding | |
| | | Mathematics | Measurement, chance and data | |
| | Interdisciplinary Learning | Communication | Listening, viewing and responding | |
| Design, Creativity and Technology | Analysing and evaluating | | | |

| GRADE | LESSON | STRAND | DOMAIN | DIMENSIONS |
|--------------|---|-----------------------------------|--|--|
| Five/ Six | The Natural Place of Fire in the Environment | Discipline-based Learning | English | Reading Writing Speaking and listening |
| | | | The Humanities | Humanities knowledge and understanding |
| | | | Geography | Geographical knowledge and understanding |
| | | Science | Science knowledge and understanding Science at work | |
| | | Interdisciplinary Learning | Communication | Listening, viewing and responding |
| | | | Design, Creativity and Technology | Analysing and evaluating |
| | | | Thinking Processes | Reasoning, processing and inquiry Creativity Reflection, evaluation and meta-cognition |
| | Types of Fire Management | Discipline-based Learning | English | Reading Writing Speaking and listening |
| | | | The Humanities | Humanities knowledge and understanding |
| | | | Geography | Geographical knowledge and understanding |
| | | Science | Science knowledge and understanding Science at work | |
| | | Interdisciplinary Learning | Communication | Listening, viewing and responding |
| | | | Design, Creativity and Technology | Analysing and evaluating |
| | | | Thinking Processes | Reasoning, processing and inquiry Creativity Reflection, evaluation and meta-cognition |

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