

## *Bushfires (Stage 3)*

As a not for profit, registered charity the Museum of Fire relies upon patronage to continue to operate and to conduct education programs. The community based Museum is a fitting monument to our heroic Firefighters and by supporting the Museum with a school visit you will be enabling the preservation work of the Brigades history by the Museum to continue

### **Why should I take my class to the Museum of Fire?**

As the leading Museum for understanding all things related to fire the Museum is a great place to bring students as they can engage with the content they have been studying in school in a fun and interactive environment outside of the classroom. Our expert staff will guide students through key learning areas and assist teachers to deliver a worthwhile learning experience.

### **What is the Cost and is there a minimum number required?**

The cost is \$12.50 per student and teachers are FREE (1:10 ratio, any additional adults are \$9.50 each). \* Cost includes entry to the Museum, participation in the program and a fire engine ride. A **non-refundable deposit of \$187.50 (15 students)** must be paid in total 2 weeks before the date of your booking. If the deposit has not been paid a week prior to your booking, your booking will be cancelled.

### **How long will the program take?**

The Museum can accommodate a time frame that is suitable to your school however to allow students the best possible experience we recommend that schools arrive at the Museum 9:30am-10am and allow approximately 4 hours (no less than 3.5 hours is recommended).

### **See over page for program descriptions!**

*\* Pricing in effect from 1st August 2023*



## Curriculum Links

Curriculum Learning Area	Curriculum Topic Area
HSIE	Factors That Shape Places
Science	Earth and Space

This program is aimed at Stage Three students and discusses the impact of bushfire on the environment. Students are asked to think about how bushfires differ from fire within the built-up urban environment and discuss how we can prevent bushfires. Students also learn how fire can be good for the environment and how Aboriginal people used fire to shape their environment.

As part of the review process students engage in a role play to illustrate what they have learnt. The Museum has a number of bushfire collection items and so the students visit is tailored to understanding the role of Firefighters in a bushfire and in bushfire prevention, specifically back burning.

Stage Three Outcomes	
Learning Area	Outcomes Covered
English	<ul style="list-style-type: none"> <li>EN3-1A: Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features</li> <li>EN3-3A: Uses and integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</li> </ul>
Science and Technology	<ul style="list-style-type: none"> <li>ST3-2VA: Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures</li> <li>ST3-3VA: Develops informed attitudes about the current and future use and influence of science and technology based on reason</li> </ul>
History	<ul style="list-style-type: none"> <li>HT3-1: Describes and explains the significance of people, groups, places and events to the development of Australia</li> <li>HT3-2: Describes and explains different experiences of people living in Australia over time</li> <li>HT3-3: Identifies change and continuity and describes the causes and effects of change on Australian society</li> <li>HT3-5: Applies a variety of skills of historical inquiry and communication</li> </ul>
Personal Development, Health and Physical Education	<ul style="list-style-type: none"> <li>COS3.3: Communicates confidently in a variety of situations</li> <li>DMS3.2: Makes informed decisions and accepts responsibility for consequences</li> <li>INS3.3: Acts in a way that enhance the contribution of self and others in a range of cooperative situations</li> <li>PSS3.5: Suggests, considers and selects appropriate alternatives when resolving problems</li> <li>SLS3.13: Describes safe practices that are appropriate to a range of situations and environments</li> </ul>

History	<ul style="list-style-type: none"><li>• HT1-3: Describes the effects of changing technology on people's lives over time</li></ul>
Personal Development, Health and Physical Education	<ul style="list-style-type: none"><li>• COS1.1: Communicates appropriately in a variety of ways</li><li>• DMS1.2: Recalls past experiences in making decisions</li><li>• INS1.3: Develops positive relationships with peers and other people</li><li>• PSS1.5: Draws on past experiences to solve familiar problems</li><li>• SLS1.13: Recognises that their safety depends on the environment and the behaviour of themselves and others</li></ul>