

Rigour, relevance and relationships

Child-centred bushfire education for 21st century schools

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Safer Together



Building best practice in child-centred disaster risk reduction

Bushfire and Natural Hazards CRC 2015-2020

Research Team

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Dr Revathi Krishna, Monash University

End-user agencies

WA Department of Fire & Emergency Services
NSW Rural Fire Service
Victorian Country Fire Authority
NSW State Emergency Service
Victorian State Emergency Service
Tasmania Fire Service
Fire & Rescue NSW
SA Country Fire Service
SA State Emergency Service



School-based bushfire education

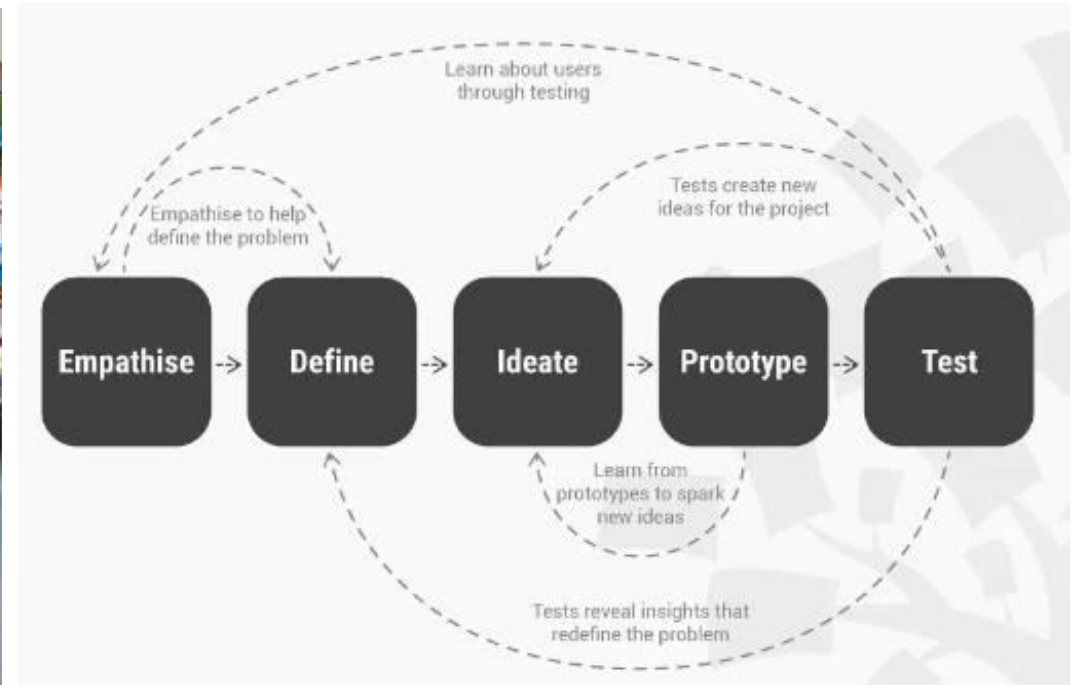
Five principles of good practice

1. Transdisciplinary curriculum design
2. Place-based pedagogy
3. Action-oriented learning goals
4. Student voice, agency and leadership
5. Collaboration and partnership



Translating research into practice

Design, develop and test a research-informed approach to bushfire education for upper primary school students, with a focus on scalability and sustainability.



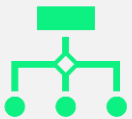
Four focus areas



Classroom resources



Capability



Coordination



Strategic Enablers



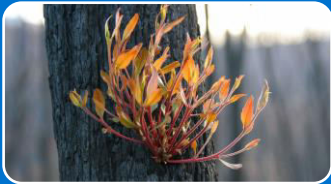
Three phase learning model



DISCOVER



TUNING IN



FIRE ECOLOGY



ABORIGINAL CULTURAL BURNING



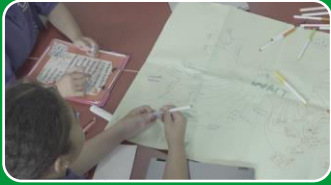
BUSHFIRE BEHAVIOUR IN THE
LANDSCAPE



BUSHFIRE RISK



INVESTIGATE



CHOOSING A PROBLEM TO SOLVE



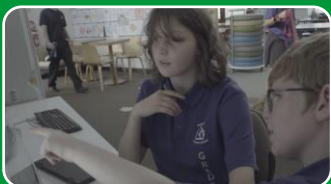
DEFINING THE PROBLEM



CONDUCTING ONLINE RESEARCH



INTERVIEWING LOCAL PEOPLE



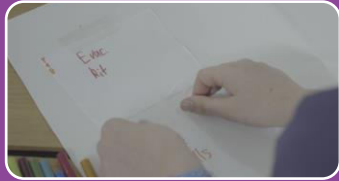
CONTACTING SUBJECT MATTER EXPERTS



TAKE ACTION



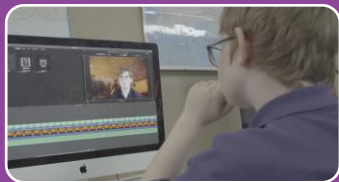
IDEATING SOLUTIONS



LOW FIDELITY PROTOTYPING



CONSULTING WITH SUBJECT MATTER EXPERTS



HIGH FIDELITY PROTOTYPING



STUDENT PRESENTATION AND SHOWCASE



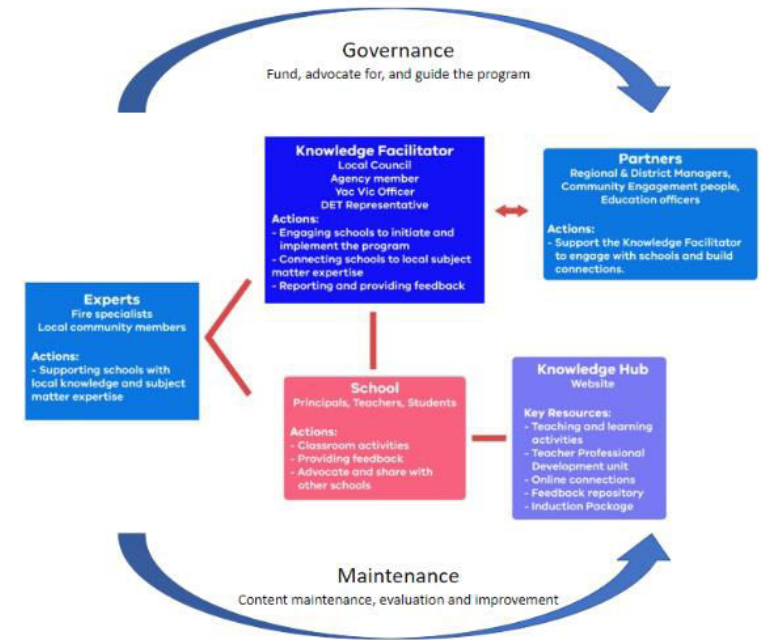
Supporting resources



DISCOVER

Students develop their knowledge of bushfire through an exploration of key topics including fire ecology, Aboriginal Cultural Burning, bushfire behaviour, bushfire hazards and bushfire risk. Students also develop skills for assessing local bushfire risks and reflect on their capacities for reducing risk in their own community.

	Page Title	Description
	Tuning In	This introductory module is designed to hook student engagement and activate prior learning. Teachers use a series of simple but powerful provocations that encourage students to tune into their existing knowledge, attitudes and values and make their current ways of seeing, thinking and feeling visible and audible.



PHASE 2: INVESTIGATE

MODULE	LEARNING INTENTIONS	VICTORIAN CURRICULUM	MODULE PARTS
MODULE 1: CHOOSING AN AUTHENTIC PROBLEM TO SOLVE	Students will: <ul style="list-style-type: none"> Identify problems that could be making local people, houses and other community assets vulnerable to the impacts of bushfire hazards select a relevant and authentic problem to focus on for their project form project teams based on the problems they have chosen identify the characteristics of an effective team 	Geography Impacts of bushfires or floods on environments and communities, and how people can respond [VCGGK095] Critical and creative thinking Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities [VCCCTQ021] Consider the importance of giving reasons and evidence and how the strength of these can be evaluated [VCCCTQ021] Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles [VCPSCO032]	Part 1: Brainstorming local problems In small groups, students brainstorm problems that could be making local people, houses and other community assets vulnerable to the impacts of bushfire hazards. Groups share the factors they have identified to create a class list. Part 2: Choosing a problem to solve Students evaluate the class list to identify relevant and authentic problems of major interest and concern. Student select one problem to focus on for their project and provide reasons for their choice. Part 3: Forming project teams Students from project teams based on the problems they have chosen to focus on for their project. Part 4: Identifying characteristics of effective teams Students identify and characteristics of effective teams and develop criteria they can use to assess their own and their team's performance throughout their learning journey.



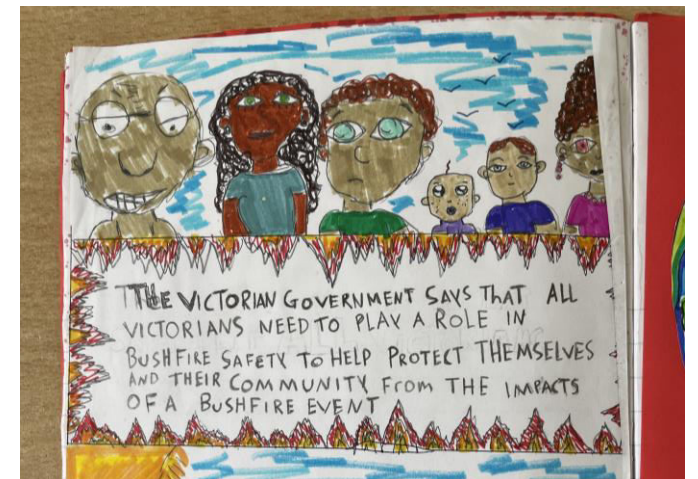
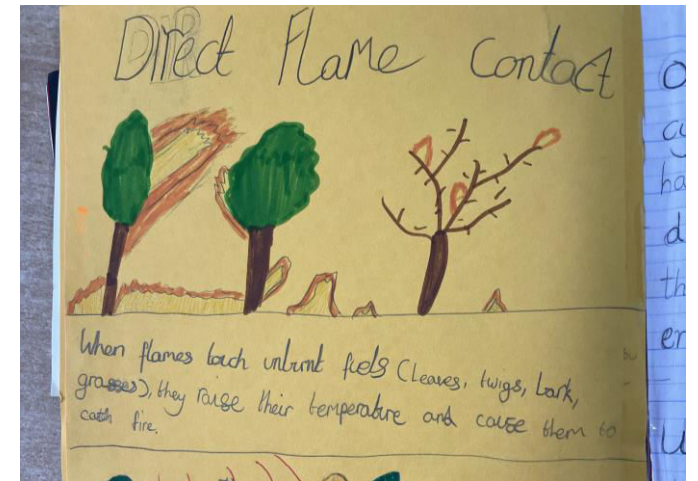
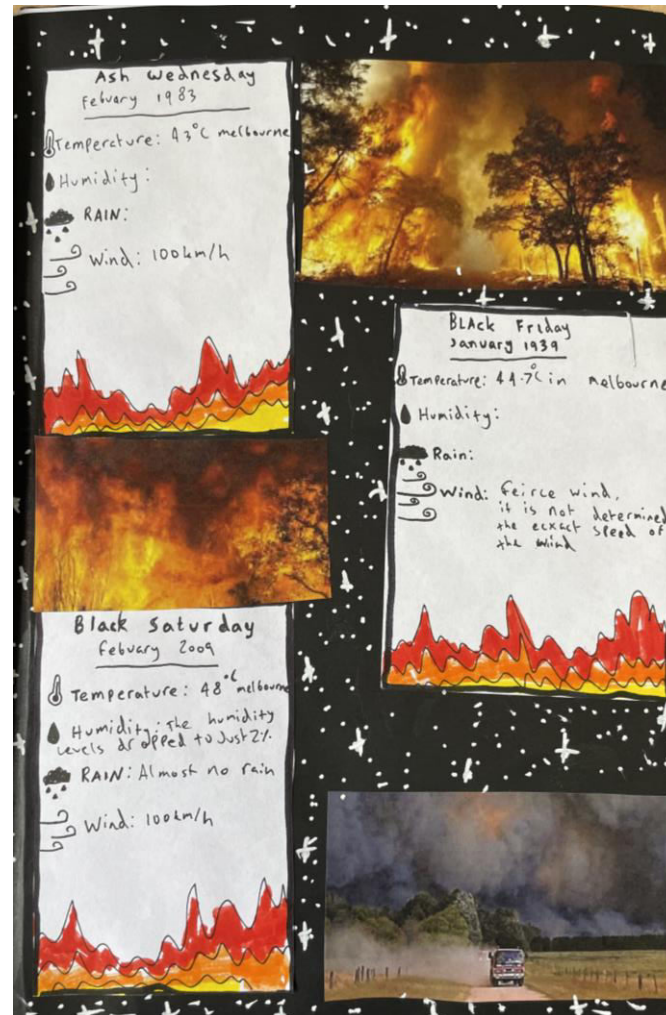
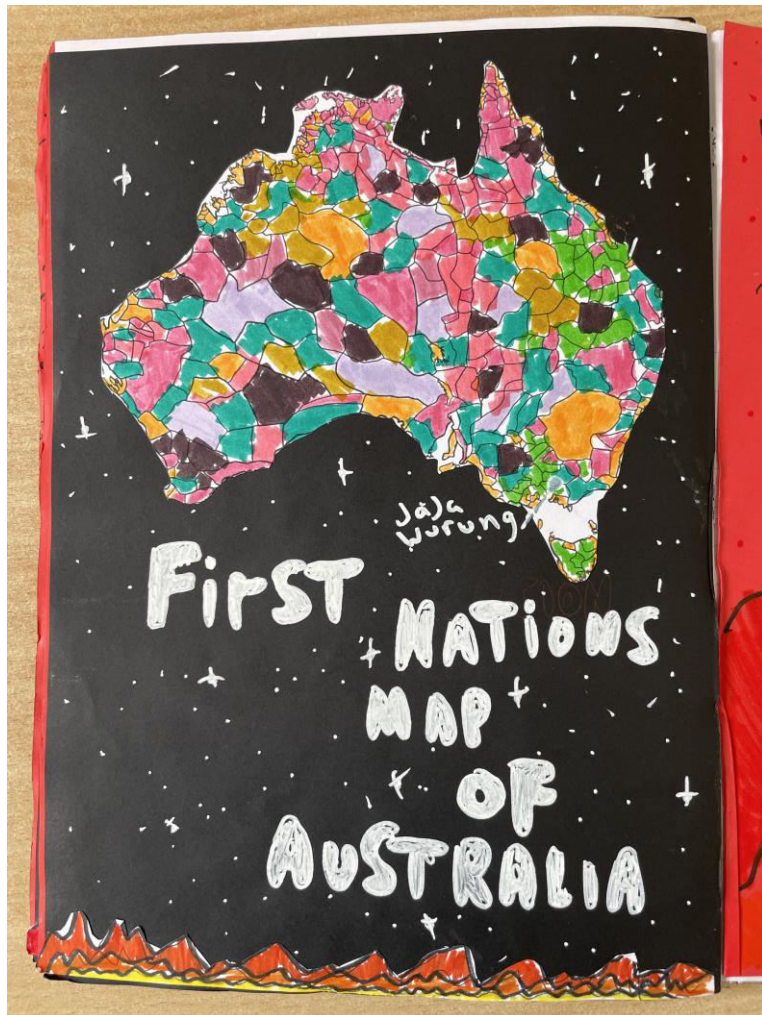


Chewton Primary School Trial

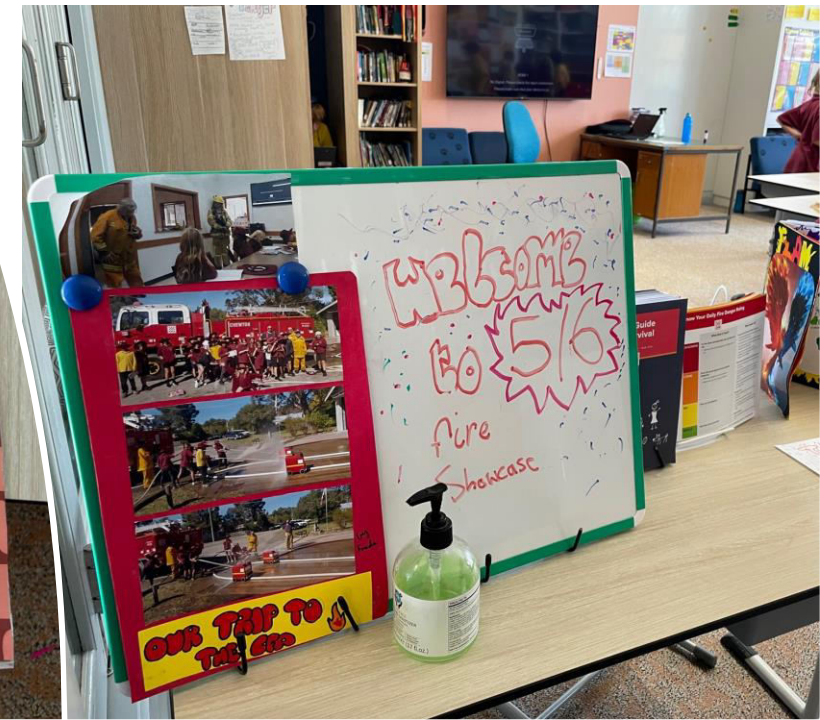
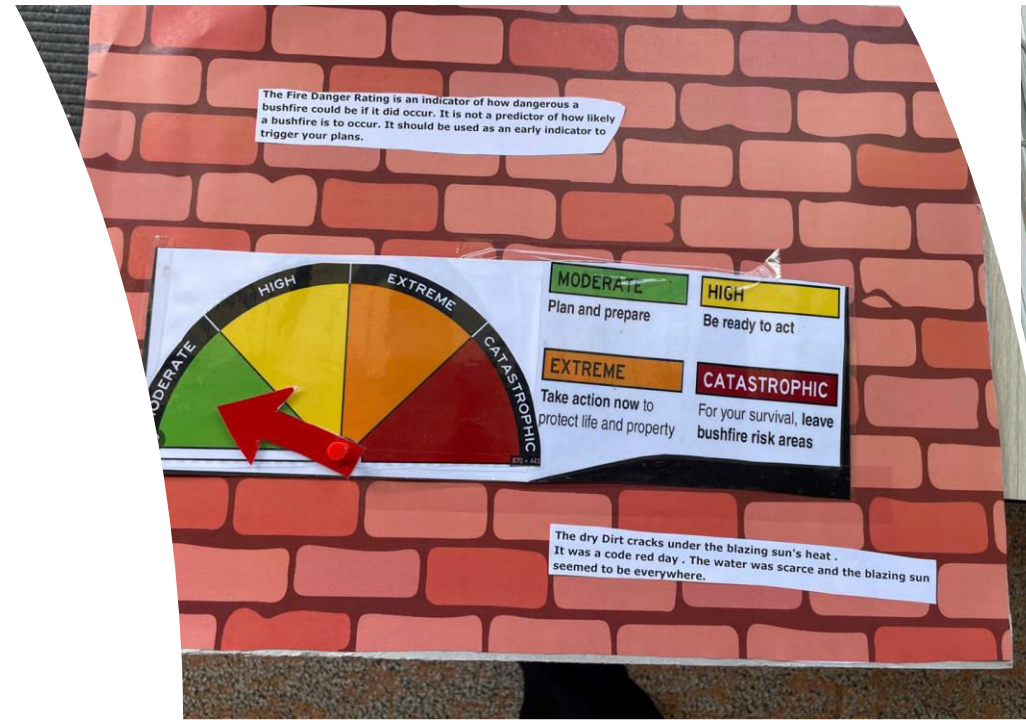
- Preparation
- Delivery
- Continuous Improvement



Learning Journals



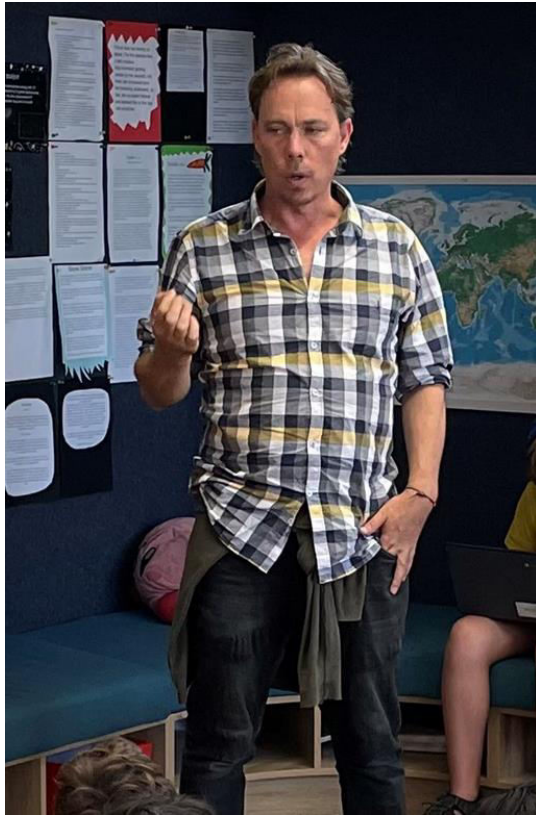
Student showcase



Teacher reflections



I knew straight away that it was going to work.



We've always had a strong connection with the CFA, but we've had no-one in the school since COVID. We've had less connection to the community and parents. But since the showcase and having you here, it's building that momentum. I would say that CFA is a big part of our community. It's great to see them back.

It covered loads of curriculum. There was reading, writing, science, maths, geography, indigenous perspectives, sustainability, art, digital technology.

The more we understand, the more knowledge we gain. [We can] ease some of that fear and anxiety.



Next Steps

- Relationships and partnerships
- Capability and capacity
- Monitoring, evaluation and research





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