



# EMERGENCY MANAGEMENT FOR SCHOOLS

## WebQuest Curriculum Links

### Victorian Essential Learnings

<b><i>VELS – Strand: Discipline-based Learning</i></b>		
<b>Domain</b>	<b>Level</b>	<b>Link</b>
Humanities: Geography	4	Explicit: natural processes (cyclones, earthquakes, bushfires) and how people prepare for, react to, and manage natural disasters
	5	Explicit: natural hazards and processes that produce them
	6	Explicit: plate tectonics; weather
Science	3	Explicit: natural processes (tsunami, drought, floods)
	4	Implicit: investigating locally based issues (could include bushfires)
	5	Explicit: modelling geological processes such as earthquakes
	6	Explicit: generation and management of wastes; contribution of science to personal safety

***VELS – Strand: Physical, Personal and Social Learning***



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Domain	Level	Link
Health and Physical Education	3–6	No explicit references. Implicit potential to broaden concept of hazards and risks and safety beyond health perspective

## VCE

Geography: Natural phenomena such as volcanoes and earthquakes could be included to illustrate key knowledge in two of the four units.

## New South Wales

<i>Human Society and Its Environment K–6</i>			
Strand	Sub-strand	Stage	Link
Environments	Patterns of place and location	3 (end of Year 6)	Explicit: effects of floods/earthquakes/fires and how people respond
Social Systems and Structures	Resource systems	1, 3	Implicit: identify people who can help them locally and globally



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## ***Geography Years 7–10 (mandatory course)***

<b>Stage</b>	<b>Link</b>
5 (end of Year 10)	Explicit: investigate a natural hazard selected from a list of six including bushfires (causes, processes, impacts and responses by individuals, community groups and governments)

## ***Geography Years 7–10 (elective course)***

<b>Stage</b>	<b>Link</b>
5 (end of Year 10)	Explicit: plate tectonics and extreme weather events

## ***Personal Development, Health and Physical Education K–6***

<b>Strand</b>	<b>Stage</b>	<b>Link</b>
Safe Living	3 (end of Year 6)	Implicit: planning for safety and responding appropriately to risk situations, implicitly including bushfires

## ***Personal Development, Health and Physical Education Years 7–10***



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Strand	Stage	Link
Self and Relationships	4 and 5	Implicit: developing the ability to cope with challenging situations, including loss and grief; formulating a safety plan, implicitly including fire safety

## *Science and Technology K–6*

Strand	Stage	Link
Earth and its Surroundings	3	Explicit: in support documents is an example of an integrated unit <i>What's the Weather? Natural Occurrences and their Effects</i> . Includes emergency management and planning issues. Two of the suggested tasks could be applied to bushfires: investigate the causes; design a plan to cope at school in the event of a local disaster

## *Science Years 7–10*

Stage	Link
4	Explicit: effects of bushfires and floods on ecosystems
5	Explicit: plate tectonics and earthquakes and volcanoes; impacts of some natural events



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<i>Earth and Environmental Science: HSC Course</i>	
Stage	Link
6	Explicit: core study of tectonic impacts; natural hazards associated with tectonic activity (earthquakes, volcanoes and tsunamis) and their impact on people

## ACT

In Studies of Society and Environment essential learning about Australia includes:

- the features of selected Australian natural environments, including how they function;
- patterns and processes producing Australia's environments and landscapes.

It is highly likely that the relatively recent bushfires in Canberra would provide a relevant local focus for an integrated study of bushfires and other disasters.

The Essential Learning Achievements (36) will be fully implemented by 2008. A number of these could implicitly underpin a study of natural disasters, for example the student:

- makes plans and carries them out
- understands about Australia and Australians
- makes sense of world issues and events
- applies scientific understandings.



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## Tasmania

### ***Essential Learning: World Futures***

Understanding Systems: explicit example at Standard 5 (Year 10): bushfires

### ***Year 12 Geography***

Extension module: optional topic is Hazards and Disasters (this could include bushfires)

## South Australia

### ***Society and Environment learning area***

<b>Strand</b>	<b>Standard</b>	<b>Link</b>
Place, Space and Environment	3 (end of Year 6)	Explicit: examples include prevention, control and clean up after devastation caused by hazards

### ***Science learning area***



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Strand	Standard	Link
Earth and Space	4 (end of Year 8)	Explicit: causes of natural events (cyclones, volcanoes and tsunamis) and consequences for humans and other living things
	5 (end of Year 10)	Plate tectonics

<i>Year 11 and 12</i>	
Study	Links
Stage 1 Geography (Year 11)	Teachers could choose to include disasters and hazards, including bushfires in theme: Natural Environments at Risk and in theme: Issues for Geographers
Stage 2 Geography (Year 12)	Natural Hazards is an optional topic within the inquiry category: Patterns of Social Disruption and Change
Stage 2 Geography Studies (Year 12)	Environmental and Human-induced Hazards is an optional topic; includes causes and responses to hazards



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## Western Australia

<i>Science learning area</i>			
Outcome	Component	Level	Link
Earth and Beyond	Earth forces and materials	2	Explicit: changes caused by cyclones and earthquakes
		3	Explicit: volcanic eruptions
		4	Explicit: catastrophic events (earthquakes, tidal waves) – causes and impacts.
		5	Explicit: plate tectonics – volcanoes and earthquakes; weather systems
		6	Explicit: application of plate tectonics model to explain geological landforms

<i>Society and Environment learning area</i>			
Outcome	Component	Level	Link



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Place and Space	Features of places; People and places; Care of places	1	Explicit: rules to follow if cyclone is imminent; knowing that ambulance depots and fire stations are important and the people who keep us safe
		2	Implicit: working cooperatively to care for places
		5	Explicit: natural processes such as tectonic forces
		7	Implicit: explain changes to natural and built landscapes
Natural and Social Systems	Natural systems	4	Understanding change in natural systems for survival – one example is regeneration of a jarrah forest after a catastrophic event such as a bushfire
		6	Explicit: reference to Chernobyl to illustrate impact of humans on natural systems

<b><i>Health and Physical Education learning area</i></b>			
<b>Outcome</b>	<b>Component</b>	<b>Level</b>	<b>Link</b>
Knowledge and Understandings	Natural systems	1–7	No explicit references. Implicit potential to broaden concept of risk and safety and action plans for emergencies beyond health perspective



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## ***Year 11 Geography***

Optional units: explicit reference to plate tectonics and its impact on human environment (Geomorphic Studies) and to consequences of extreme weather conditions for the environment and human activities (Atmospheric Studies).

## **Northern Territory Essential Learning**

<b><i>Studies of Society and Environment learning area</i></b>			
<b>Strand</b>	<b>Element</b>	<b>Band</b>	<b>Link</b>
Environment	Place, Landforms and Features	4	Explicit: research and report on the causes and impacts of a range of natural disasters; bushfires could be included
	Natural Systems	3	Explicit: identify how natural systems respond to changing conditions and research/debate issues arising, for example bushfires Implicit: investigate the impact of natural disasters on a community
		5	Explicit: global impact of natural processes and natural disasters



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<i>Science learning area</i>			
Strand	Element	Band	Link
Concepts and Contexts	Earth and Beyond	1 and 2	Explicit: weather forecasting and predicting natural disasters (could include bushfires)
		3	Explicit: catastrophic events and changes in earth's crust and atmospheric interactions
		4	Explicit: causes of earthquakes
		5	Explicit: plate tectonics and catastrophic events; techniques for monitoring/managing natural disasters

<i>Health and Physical Education learning area</i>			
Strand	Element	Band	Link
Promoting Individual and Community Health	Individual Community Health and Safety	2-5	No explicit references. Implicit potential to broaden concept of risk and safety and action plans for emergencies beyond health perspective (includes fire drills and fire safety plan). Developing ability to develop first aid skills and knowledge

Note: Northern Territory purchases senior level curriculum from South Australia.



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## Queensland

<i>Studies of Society and Environment key learning area</i>			
Strand	Key concept	Level	Link
Place and Space	Spatial Patterns	6	Explicit: impact of change on environments from natural phenomena – drought, flood, fire, earthquake

<i>Senior Geography</i>			
Theme	Core unit 1	Level	Link
Managing the Natural Environment	Responding to Natural Hazards	Year 11 or Year 12	Explicit: natural processes and causes of natural hazards; impact on social, economic, political and physical contexts; improving prediction and minimising impact of natural hazards – implicitly this could include bushfires

<i>Health and Physical Education key learning area</i>		
Strand	Level	Link



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Promoting the Health of Individuals and Populations	2–6	Implicit: potential to broaden concepts of challenge, risk and safety and action plans for emergencies beyond health perspective – one of the examples given is fire. Developing first aid skills and knowledge
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<i>Science key learning area</i>		
<b>Strand</b>	<b>Level</b>	<b>Link</b>
Science and Society	3, 4, 6	Implicit: applications of science on communities and environments
Earth and Beyond	6	Explicit: events over time and space can lead to catastrophic changes – droughts/floods, earthquakes, tsunamis, volcanic eruptions
Life and Living	5	Explicit: interactions of living and non-living parts of environments – effects of fire, flood, drought, seismic activity