

Highly Dangerous – Module on Drought and Forest Fires

Methodological and
didactic comments



Yaps
Raising
young people's
awareness on
preparedness and
self protection



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Project Partners



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of Civil Protection and
Disaster Assistance



AUSTRIAN RED CROSS



UNIVERSITATEA
BABEȘ-BOLYAI

Highly Dangerous – Module on Drought and Forest Fires

General Information

<p>What subjects is this module suitable for?</p>	<ul style="list-style-type: none"> • English • General Knowledge • Civic Education • Arts • Cross-Disciplinary Subjects
<p>What age group is this module suitable for?</p>	<p>for the age group 7-11</p>
<p>What general skills are taught using this learning module?</p>	<ul style="list-style-type: none"> • Developing communication, writing and reading skills • Analysing and assessing information, facts and situations • Working with texts and reading comprehension • Writing texts independently and presenting them • Evaluating images and recognising key elements • Stimulating motor skills and creativity • Training speech and active listening • Comprehensibly describing processes and experiences to others • Making one's own points of view on selected issues clear • Training focusing skills
<p>What thematic skills are taught using this learning module?</p>	<ul style="list-style-type: none"> • Understanding the causes and consequences of drought • Knowing when, why and where a forest fire can occur • Identifying possible fire sources and formulating fire prevention measures • Distinguishing between what is right and wrong in case of a forest fire, and explaining why

Context

Forest fires are rare natural phenomena in Central Europe. Only three to ten percent are caused by lightning. Over 90 percent of forest fires can be attributed to human misconduct. Cigarette butts thrown away while still burning, parking vehicles with hot catalysts in dry meadows and the like can lead to forest fires breaking out. Most frequently, forest fires result from negligent handling of open fire, and from arson.

Source: Federal Office of Civil Protection and Disaster Assistance: Forest Fire. Prevention and Self Help

This teaching unit can be used to raise the pupils' awareness in the age group 7-11 for the issue of drought and forest fires. They learn how and when drought and forest fires occur, and learn to identify possible fire sources. Pupils are asked to think about right and wrong ways of behaving in case of forest fires, and to exchange ideas in the classroom.

Focusing on the world we live in, on taking action, the variety of methods and learning by discovery are the main didactical principles used. Thus, pupils come into contact independently and actively with the topic of drought and forest fires through work assignments, stories, images and games. In doing so, they do not only acquire factual knowledge, but also social, decisionmaking and methodological skills. The drawings stimulate creativity and imagination as well as motor skills through drawing and cutting out.

Methodological and didactic comments

The learning module consists of various tasks that deal with the topic of drought and forest fires from different perspectives. Depending on the pupils' level of knowledge and on time at hand, tasks can be solved both separately and as a whole.

Fire hazard – what to do?

General competences conveyed

- Working with texts and reading comprehension
- Analysing and assessing information, facts and situations
- Writing texts independently and presenting them
- Training speech and active listening
- Training writing and reading skills

Based on the opening story, in which Max, Flocke and his family take a trip to the forest, pupils deal with the issue of fires due to human negligence. They learn to assess dangerous situations and present appropriate ways of behaving in writing. They practice understanding the behaviour of others and taking responsibility.

Depending on the pupils' level of knowledge and writing skills, the task can be solved individually or in pairs, comparing the results in class.

Burn holes – can you fill in the blanks?



General competences conveyed

- Training writing and reading skills
- Working with texts and understanding them
- Analysing and evaluating information, facts and situations

In this task, pupils learn about when and where drought and forest fires occur. They realise that natural phenomena such as strokes of lightning rarely lead to forest fires, and that most forest fires are actually the result of human negligent or deliberate behaviour. Depending on the pupils' level of knowledge and writing skills, the task can be solved individually or in pairs, comparing the results in class.

Hot as fire – where are the fire sources?



General competences conveyed

- Analysing and evaluating information, facts and situations
- Evaluating images and recognising key elements
- Training writing skills.

In this task, pupils are asked to identify possible fire sources in the picture puzzle, mark them and compare them in class. They are then asked to record the identified fire sources in writing in the table provided to them, together in the classroom. Afterwards they discuss together about appropriate, firepreventing practices, and write these down in the right column of the table.

The task sharpens the pupils' perception of potential causes of fire. With the help of the picture puzzle, pupils learn to differentiate between what is important and what is irrelevant, and to point out appropriate ways of behaviour by themselves. Depending on the pupils' level of knowledge and writing skills, the task can also be solved in small groups. The results are compared in a classroom discussion.

Answers for teachers:

Potential source of fire	Appropriate behaviour, in order to avoid a fire
Open fire	It is forbidden to start an open fire in the forest. Torches or candles may not be lit.
Campfire	Campfires may only be lit with special permission. When making a campfire, safety precautions should be taken to contain the fire, so that dry leaves don't catch on fire.
Barbecuing	Barbecuing is allowed in designated areas only.
Burning cigarette butts thrown on the ground	Cigarette butts must be put out and disposed of properly in a bin. Smoking in the forest is generally forbidden in some federal states. It is best not to smoke at all in the forest.

Potential source of fire	Appropriate behaviour, in order to avoid a fire
Shards of glass	Shards of glass act as a burning lens, and can spark off a fire. After a picnic, everyone should take their waste along and dispose of it in the available bins. This also protects the environment.
Arson	Arson is credited as the single most frequent cause of fires.
Car parked in a dry meadow	Cars, motorcycles and mopeds may only be parked on the designated parking areas at the edge of the forest. The hot exhaust gas could ignite dry grass or leaves

How to behave in case of a forest fire



General competences conveyed

- Analysing and evaluating information, facts and situations
- Training speech and active listening
- Comprehensibly describing processes and experiences to others
- Stimulating motor skills

In this task, pupils think about how they can get to safety in case of a forest fire. They reflect upon what they need to pay attention to, so that they don't put themselves and others in danger. They learn to distinguish between what is right and wrong in case of a forest fire. Pupils are asked to highlight in green the statements they consider to be correct. False statements are highlighted in red.

Tip:

In addition, pupils can present other ways of behaving in the classroom, writing them down in the empty fields. The teacher should make sure that appropriate ways of behaviour are emphasised, put down on paper, and thus consolidated.

Pupils then swap ideas about how they would behave in case of a forest fire.

Answers for teachers:

- Statement 1: "I run away from fire as fast as I can."
 CORRECT It is important to first get to safety in case of a forest fire. You can warn other people in the immediate vicinity about the fire. Leave all things behind in case of an emergency, saving your life is more important.
- Statement 2: "I call the fire brigade."
 CORRECT Firefighters are experts in putting out fires. They are in the best position to assess the risks of a forest fire. The sooner they are called in, the better the chances of bringing the forest fire under control

- Statement 3: “I try to stop the fire myself. Then I will be considered a hero.”
 WRONG: Children can’t put out a forest fire by themselves. Adults should also first get to safety. Adults can put out very small fires by cover-ing the fire with sand or earth.
- Statement 4: “I save as many animals as possible. They don’t know where to flee for shelter.”
 WRONG: Animals are usually able to save themselves. They will run away instinctively from fire. Also in this case, it is best to save yourself.
- Statement 5: “I set a counter-fire. Thus, the forest fire can no longer spread.”
 WRONG: People are not allowed to set a counter-fire. Only firefighters can assess whether setting a counter-fire would be successful in stopping the fire. Firefighters will in most cases try to bring the fire under control.

Flocke’s safety memory

This is a fixed module to be found in some teaching units. Twelve cards are available for this task. Pupils visualise once again important rules of behaviour for each topic discussed. What’s more, the exercise allows students to reflect while playing and strengthen their knowledge on the topic of drought and forest fires. The ability to focus and memorise is also stimulated.

The safety memory game can be played at school or with the family, which encourages talks about the topic at home, as well.



Auxiliary learning modules

The following teaching units offer more in-depth thematic knowledge:

- Fire – Module on Fire Safety Education
- Bless you! – Module on the Topic of Influenza and Viruses
- Knife, Fork, Scissors, Light – Module on Household Risks
- Helpfulness – module on the correct behavior in an emergency
- Safety First – Module on the Topic of Safe Ways to School
- Fast as Lightning – Module on Storms
- Completely Soaked – Module on the Topic of Floods and Landslides
- Highly Dangerous – Module on Drought and Forest Fires
- Quaking – Module on the Topic of Earthquakes
- Supportive – Social Engagement in a Community
- A Matter of Honour – Module on Volunteering