



VELS addressed by activities for Level 1



Fire Safe Kids activities address these Victorian Essential Learning Standards (VELS) for Level 1.

The page numbers referenced below correspond to the VELS Standards by Level PDF for Level 1, Revised Edition 2009 available online at http://vels.vcaa.vic.edu.au/downloads/vels_standards/velsrevlv1.pdf

Strand	Domain	Dimension	Pre-visit teacher led session: Fire safety awareness	Lesson plan 1: Get down low and go, go, go	Lesson plan 2: Stop, drop, roll	Lesson plan 3: Simple rules for home fire safety	Post-visit teacher led session: Fire safety for our home	Operational: Fire truck and equipment
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity While participating in movement and physical activities, they learn to consider, support and encourage others to share equipment, and to adhere to rules that aid participation and cooperation. (p. 13)		✓	✓			
		Reading They use title, illustrations and knowledge of a text topic to predict meaning. (p. 38)	✓	✓	✓	✓		
		Writing At Level 1, students write personal recounts and simple texts about familiar topics to convey ideas or messages. (p. 38)				✓	✓	
		Speaking and listening At Level 1, students use spoken language appropriately in a variety of classroom contexts. They ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion, and follow simple instructions. (p. 38)	✓	✓	✓	✓	✓	✓
	Mathematics	Space They develop and follow simple instructions to move and place shapes and objects in familiar situations in relation to what they can see, and to move themselves from one place to another. (p. 59)	✓	✓				



VELS addressed by activities for Level 2



Fire Safe Kids activities address these Victorian Essential Learning Standards (VELS) for Level 2.

The page numbers referenced below correspond to the VELS Standards by Level PDF for Level 2, Revised Edition 2009 available online at http://vels.vcaa.vic.edu.au/downloads/vels_standards/velsrevlv2.pdf

Strand	Domain	Dimension	Pre-visit teacher led session: Fire safety awareness	Lesson plan 1: Get down low and go, go, go	Lesson plan 2: Stop, drop, roll	Lesson plan 3: Simple rules for home fire safety	Post-visit teacher led session: Fire safety for our home	Operational: Fire truck and equipment
Physical, Personal and Social Learning	Interpersonal Development	Building social relationships At Level 2, students behave appropriately in a range of social situations. They identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions. (p. 18)	✓	✓	✓		✓	
Discipline Based Learning	English	Reading They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters' feelings. (p. 39)			✓	✓	✓	
		Writing At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They use appropriate structures to achieve some organisation of the subject matter. (p. 39)				✓	✓	
		Speaking and listening At Level 2, students listen to and produce spoken texts that deal with familiar ideas and information. They demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary. (p. 40)	✓	✓	✓	✓	✓	✓
		They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. They listen to others and respond appropriately to what has been said. (p. 40)	✓	✓	✓	✓	✓	✓
	The Arts	Creating and making They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms. (p. 33)	✓	✓			✓	
Mathematics	Space They specify location as a relative position, including left and right, and interpret simple networks, diagrams and maps involving a small number of points, objects or locations. (p. 61)	✓	✓					



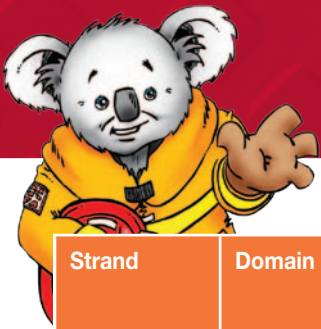
VELS addressed by activities for Level 3



Fire Safe Kids activities address these Victorian Essential Learning Standards (VELS) for Level 3.

The page numbers referenced below correspond to the VELS Standards by Level PDF for Level 3, Revised Edition 2009 available online at http://vels.vcaa.vic.edu.au/downloads/vels_standards/velsrevlv3.pdf

Strand	Domain	Dimension	Pre-visit teacher led session: Good fires, bad fires	Lesson plan 1: Summer fire awareness	Lesson plan 2: Houses, bush-fires and the environment	Lesson plan 3: Identifying fire hazards at home	Post-visit teacher led session: Home fire warden	Operational: Fire truck and equipment
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity At Level 3, students perform a broad range of complex motor skills. (p. 14) Students follow safety principles in games and activities. (p. 15)	✓					
		Health knowledge and promotion They identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations. (p. 15)	✓	✓	✓	✓	✓	✓
		They describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community. (p. 15)				✓	✓	✓
	Interpersonal Development	Working in teams At Level 3, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. (p. 19)		✓	✓	✓		
	Civics and Citizenship	Civic knowledge and understanding They describe symbols and emblems of national life in Australia. (p. 30)		✓		✓		✓
		Community engagement They describe some of the roles and purposes of groups in the community. They work with other students to identify a local issue and plan possible actions to achieve a desired outcome. (p. 30)		✓	✓	✓	✓	✓
They participate in activities to protect and care for the natural and built environment. (p. 30)		✓	✓	✓				
Discipline Based Learning	English	Reading They interpret the main ideas and purpose of texts. (p. 43) They infer meaning from material presented in informative texts. (p. 43)		✓	✓	✓		

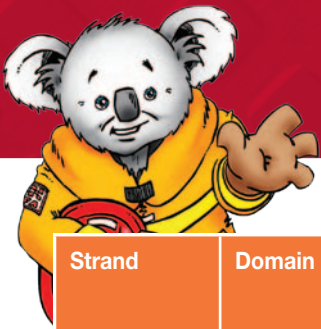


VELS addressed by activities for Level 3

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Strand	Domain	Dimension	Pre-visit teacher led session: Good fires, bad fires	Lesson plan 1: Summer fire awareness	Lesson plan 2: Houses, bush-fires and the environment	Lesson plan 3: Identifying fire hazards at home	Post-visit teacher led session: Home fire warden	Operational: Fire truck and equipment
Discipline Based Learning continued	English ...continued	Writing At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. (p. 43) They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. (p. 43) They meet the needs of audiences by including appropriate background information. (p. 43)		✓	✓	✓	✓	
		Speaking and listening They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions. (p. 44)	✓	✓	✓	✓	✓	✓
	The Arts	Creating and making At Level 3, students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. (p. 37)		✓	✓		✓	
		They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies. (p. 37)				✓	✓	
	The Humanities	Humanities knowledge and understanding They describe how aspects of places in their local area have changed over time. (p. 49)		✓				
		From direct observation or observation of a variety of media, they describe the human and physical characteristics of their local area and other parts of Victoria. (p. 49)		✓	✓			
		They describe how people use and affect different environments in Victoria. (p. 49)		✓	✓			✓
		Humanities skills Students draw simple maps and plans of familiar environments observing basic mapping conventions. They identify the location of places on a simple map using an alphanumeric grid and describe direction using the four cardinal compass points. (p. 49)		✓				
	Mathematics	Space They locate and identify places on maps and diagrams. They give travel directions and describe positions using simple compass directions (for example, N for North) and grid references on a street directory. (p. 66)		✓	✓			



VELS addressed by activities for Level 3

continued



Strand	Domain	Dimension	Pre-visit teacher led session: Good fires, bad fires	Lesson plan 1: Summer fire awareness	Lesson plan 2: Houses, bush-fires and the environment	Lesson plan 3: Identifying fire hazards at home	Post-visit teacher led session: Home fire warden	Operational: Fire truck and equipment
Discipline Based Learning continued	Science	Science knowledge and understanding Students describe examples of reversible and non-reversible changes in substances. (p. 73)			✓	✓		
		They identify forms of energy and energy transformations in the everyday world. They use appropriate scientific vocabulary to describe and explain their observations and investigations. (p. 74)		✓	✓			
		They distinguish between biotic and abiotic factors in their environment and describe interactions that occur between them. They describe natural physical and biological conditions, and human influences in the environment, which affect the survival of living things. (p. 74)		✓	✓			
		Science at work They explain how scientific knowledge is used, or could be used, to solve a social issue or problem. (p. 74)		✓		✓		
Interdisciplinary Learning	Design, Creativity and Technology	Investigating and designing At Level 3 students, individually and in teams, generate ideas based on a design brief, demonstrating understanding that designs may need to meet a range of different requirements. (p. 83)				✓	✓	
		They use words, labelled sketches and models to communicate the details of their designs, and clarify ideas when asked. (p. 83)						
	Thinking Processes	Reasoning, processing and inquiry At Level 3, students collect information from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate. (p. 94)	✓	✓	✓	✓		✓
		They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions. (p. 94)					✓	
		Creativity At Level 3, students apply creative ideas in practical ways and test the possibilities of ideas they generate. (p. 94)					✓	
		Reflection, evaluation and metacognition At Level 3, students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking. (p. 94)		✓	✓	✓	✓	



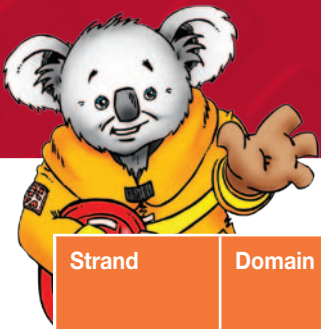
VELS addressed by activities for Level 4



Fire Safe Kids activities address these Victorian Essential Learning Standards (VELS) for Level 4.

The page numbers referenced below correspond to the VELS Standards by Level PDF for Level 4, Revised Edition 2009 available online at http://vels.vcaa.vic.edu.au/downloads/vels_standards/velsrevlv4.pdf

Strand	Domain	Dimension	Pre-visit teacher led session: People in our community	Lesson plan 1: Preparing for summer	Lesson plan 2: Bushfires and the natural environment	Lesson plan 3: Home fire safety	Post-visit teacher led session: Home hotspots	Operational: Fire truck and equipment
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion They describe the actions they can take if they feel unsafe at home, school and in the community. (p. 16)	✓	✓		✓	✓	
	Interpersonal Development	Working in teams At Level 4, students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. (p. 20)	✓		✓	✓		
	Personal Learning	Managing personal learning They undertake some set tasks independently, identifying stages for completion. (p. 25)					✓	
Discipline Based Learning	English	Reading At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. (p. 43)		✓			✓	
		Writing They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading. (p. 43)	✓	✓	✓	✓	✓	
		Speaking and listening At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. (p. 44) They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning. (p. 44)	✓	✓	✓	✓	✓	
	The Humanities	Economics Economics knowledge and understanding They explain the role of work in society and distinguish between paid and unpaid work. (p. 52)	✓					✓

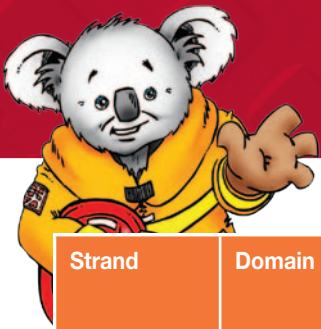


VELS addressed by activities for Level 4

continued



Strand	Domain	Dimension	Pre-visit teacher led session: People in our community	Lesson plan 1: Preparing for summer	Lesson plan 2: Bushfires and the natural environment	Lesson plan 3: Home fire safety	Post-visit teacher led session: Home hotspots	Operational: Fire truck and equipment
Discipline Based Learning continued	The Humanities ...continued	Geography Geographic knowledge and understanding At Level 4, students identify and describe Australia's significant natural processes. They describe the reaction of people to these processes including the management of natural disasters. (p. 57)	✓			✓		✓
		They compare the various ways humans have used and affected the Australian environment. (p. 57)			✓			
		Students recommend ways of protecting environmentally sensitive areas in a sustainable way. (p. 57)			✓			
		Geospatial skills They identify features from maps, satellite images, and oblique photographs. They draw sketch maps of their neighbourhood using simple mapping conventions such as title, scale, north point and legend. (p. 57)				✓		
	Mathematics	Space Students use the ideas of size, scale, and direction to describe relative location and objects in maps. They use compass directions, coordinates, scale and distance, and conventional symbols to describe routes between places shown on maps. (p. 85)				✓		
	Science	Science knowledge and understanding At Level 4, students explain change in terms of cause and effect. They identify the characteristics of physical and chemical changes. They describe how substances change during reactions. They identify and compare the properties of the new or changed material/s with those of the original material/s. (p. 94)		✓				
		Students use everyday examples to illustrate the transforming and transferring of energy. (p. 94)		✓				
		Science At Work At Level 4, students analyse a range of science-related local issues and describe the relevance of science to their own and other people's lives. (p. 94)		✓	✓			
		Students use the terms <i>relationships</i> and <i>cause and effect</i> when discussing and drawing conclusions from the data they collect. (p. 94)		✓				



VELS addressed by activities for Level 4

continued



Strand	Domain	Dimension	Pre-visit teacher led session: People in our community	Lesson plan 1: Preparing for summer	Lesson plan 2: Bushfires and the natural environment	Lesson plan 3: Home fire safety	Post-visit teacher led session: Home hotspots	Operational: Fire truck and equipment	
Interdisciplinary Learning	Communication	Listening, viewing and responding At Level 4, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. (p. 99)	✓		✓	✓		✓	
		Presenting At Level 4, students summarise and organise ideas and information, logically and clearly in a range of presentations. (p. 99)	✓			✓			
		They identify the features of an effective presentation and adapt elements of their own presentations to reflect them. (p. 99)		✓			✓		
	Design, Creativity and Technology	Investigating and designing. Analysing and evaluating They describe the impact products and technological systems have on people and the environment. (p. 105)			✓		✓		
	Information and Communication Technology	ICT for communicating Using recommended search engines, students refine their search strategies to locate information quickly. (p. 112)		✓	✓			✓	
	Thinking Processes	Reasoning, processing and inquiry At Level 4, students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. They distinguish between fact and opinion. (p. 116)			✓				
		They use the information they collect to develop concepts, solve problems or inform decision making. (p. 116)		✓		✓	✓	✓	✓
		Creativity They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others. (p. 116)		✓					
		Reflection, evaluation and metacognition At Level 4, students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. (p. 116)		✓	✓				