BURNING ISSUES Overview

Section	Key Questions	Key understandings	What is the learner doing?
Camp Ground  ***Seasonal weather conditions affect fire behaviour***	• To burn or not to burn, how do we read the signs?	Climate, fire and vegetation are all related. Climate plays a key role in determining the vegetation types that are possible at a given place. Climate also directly affects how likely it is that vegetation will burn — both in the long term, and seasonally. Fires are most likely to occur after a dry period, in hot, windy weather, when humidity is low. These conditions produce hot, intense fires . Wind, atmospheric humidity and temperature are all important weather variables that affect fire behaviour The use of permits and fire bans supports the coordinated management of fire, minimising the risk of fires escaping and causing damage to life and property.	Exploring the fire meter (sign) learners: • Interpret the recommended safe and responsible ways for lighting campfires; • Interpret the fire risk at different times of the year;

Visitors' Centre  ***People have different roles, responsibilities and motivations for using fire***	• People's perceptions: who cares about fire? • How do people's views of fire differ over time and place? • What are traditional Indigenous uses of fire? • What are some myths and misunderstandings about fire? • What are some of the issues associated with burning and sustainable land management that have been identified by the community?	Fire in northern Australia is more frequent and widespread than fire in southern parts of Australia. Fire is used as a valuable tool for northern Australian land managers. People all play different roles in managing fire effectively so they should be aware of all the effects of fire and the need to appreciate other land users.	Exploring the Visitors' Centre learners: • Review information to connect with their prior knowledge using the myth busting maps and questions; • Review the recent community survey graphed results to assist in identifying misunderstandings in the community and a possible target audience for their campaign; • Explore different perspectives in order to interpret their needs and concerns; • Interpret historical European perspectives of fire and Indigenous perspectives of fire.
Savanna Lookout 	▪ When to burn, why does it matter? ▪ What adaptations do some plants have to fire?	Plants have adaptations (survival strategies) to resist and respond to fire. Many plants depend on fire in their environment to reproduce while some species are fire-sensitive. Some animals take advantage of fire to provide prey.	Exploring Savanna Lookout learners: • Interpret the fire survival strategies of key plant species and the impact of burning on various fauna found in the Savanna Lookout Walk; • Interpret impact of burning/not burning over periods of time using the Flames Model; • Interpret the impact of hot intense burns using

Species adaptations responding to fire ***Using Scientific models to inform decision making***	▪ How do plants and animals respond in different ways to fire? ▪ How does research and technology help us to understand the impact of fire and manage it for conservation?	Different fire regimes (i.e. size, frequency, intensity and patchiness) effect plants and animals in different ways depending on the species. Patch burning / mosaic approach helps maintain diversity in a landscape or ecosystems. Introduced plant species such as Gamba grass effect ecosystems through changed fire regimes. Scientific models like Flames enable us to understand how the timing and frequency of fire influences ecosystems in the long term. Simulation models integrate all the current scientific understanding and simulate management scenarios in a way that wouldn't be possible with field trials or using historic data.	the Flames Model; • Reflect on the impact that introduced species (e.g. weeds) can play in damaging ecosystems due to changed fire regimes.
Guide 	Using the guide – *My Notes* & *My Task* – learners collaborate to: • Use a range of strategies including note taking strategies to acquire, integrate examine and analyze knowledge and information in new ways to make meaning. • Evaluate and use technology tools that suit their needs • Construct an outline of the awareness campaign, demonstrating their understandings • Justify their ideas by identifying how the design would consider key effective communication features and the use of scientific evidence for a specific audience		