Preparing to teach this sequence • Year 9 • Bushfire and ice

**Year 9**

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# Gather the resources for the sequence

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| --- | --- |
| Resource | Lesson in which this resource is required |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 5A** | **Lesson 6** | **Lesson 7** |
| Individual science notebook (digital or hard-copy) | X | X | X | X | X | X | X | X |
| Equipment to enable the viewing of online resources including images, videos and websites | X | X | X | X | X | X | X | X |
| Bushfire and ice Resource PowerPoint | X | X | X | X | X | X | X | X |
| Spreadsheet software (i.e. Excel) |  |  |  | X | X | X |  |  |
| Sticky notes | X | X | X |  | X |  |  |  |
| Straw (for demonstration) |  | X |  |  |  |  |  |  |
| Lime water (for demonstration and 10-15 mL/group)) |  | X |  |  |  |  |  |  |
| Optional: Plain flour, Bunsen burner, plastic tubing, funnel, |  | X |  |  |  |  |  |  |
| High Tech option: Carbon dioxide sensor |  | X |  |  |  |  |  |  |
| Matches (per group) |  | X |  |  |  |  |  |  |
| 3 x tealight candle (per group) |  | X |  |  |  |  |  |  |
| Scales (per group) |  | X |  |  |  |  |  |  |
| Stopwatch (per group) |  | X |  |  |  |  |  |  |
| Gloves (per student) |  | X |  |  |  |  |  |  |
| Small weight or stand for candle (per group) |  | X |  |  |  |  |  |  |
| Petri dish (per group) |  | X |  |  |  |  |  |  |
| 2 x Glass jar to fit over candle (per group) |  | X |  |  |  |  |  |  |
| Safety glasses, lab coat, hair tie (per student) |  | X |  |  |  |  |  |  |
| 7 x dice |  |  | X |  |  |  |  |  |
| High Tech option: GPS receiver unit |  |  |  | X |  |  |  |  |
| Tape measure (per group) |  |  |  | X | X |  |  |  |
| Optional: ‘Poster of changing temperatures’ (<http://www.bom.gov.au/climate/history/temperature/>) |  |  |  |  |  |  |  |  |
| 2.15 m roll of paper (per group) or graph paper 22 cm long (per student) |  |  |  |  | X |  |  |  |
| Ruler |  |  |  |  | X |  | X |  |
| Texta or permanent marker |  |  |  |  | X |  |  |  |
| Various materials to support implementing the Act context that has been selected *per student* |  |  |  |  |  |  |  | X |
| Student resource sheets**Individual copies for each student/group** are required unless otherwise stated. Whilst students often work collaboratively in teams to plan and carry out investigations, you might prefer for each student to create their own record to assist in the assessment of their Science understanding and Science inquiry. Teachers are best placed to make this decision based on the needs of their students. |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** | **Lesson 8** |
| Australian ecosystems Resource sheet (per group) | X |  |  |  |  |  |  |  |
| Australian ecosystems answers sheet (per class) | X |  |  |  |  |  |  |  |
| Bushfire empathy map | X |  |  |  |  |  |  |  |
| Trustworthy Resources sheet (optional) | X |  |  |  |  |  |  |  |
| Combustion reactions Resource sheet |  | X |  |  |  |  |  |  |
| Carbon cycle game Resource sheet |  |  | X |  | X |  |  |  |
| Measuring carbon storage Resource sheet |  |  |  | X |  |  |  |  |
| Ice Core Data Resource  |  |  |  |  | X |  |  |  |
| Correlating CO2 levels with average temperature in the Antarctic ice core Resource sheet  |  |  |  |  |  | X |  |  |
| CSIRO Spark bushfire data Resource (per group) |  |  |  |  |  |  | X |  |
| Bushfire data Answers sheet (per class) |  |  |  |  |  |  | X |  |
| Modelling fire travel Resource sheet |  |  |  |  |  |  | X |  |