

Unit title	Fire Safety (Fire Ed Level 1)	Stage	Stage 1	KLAs	PDHPE with Science & Technology and cross-curricular content	Duration	5-6 Weeks 4 x 40 min lessons 1 x 30 min evacuation drill 1 x 40 min firefighter visit
-------------------	--------------------------------------	--------------	----------------	-------------	---	-----------------	--

Unit description

Students will learn about Fire Safety (Fire Ed 1) and the effects of being aware of personal safety, safety in the home, staying safe while learning and playing at school, and the role of safety services. The relevant PDHPE strand ‘Healthy, Safe and Active Lifestyles’ focuses on students developing the knowledge, understanding and skills to empower them to make healthy and safe choices and to take action to promote the health and wellbeing of their communities. Students engage with a range of health and safety issues and identify strategies to keep them healthy, safe, and active. Students participate in posing and Students reflect on their learning and suggest actions in response to the findings of their inquiry. Students are provided with opportunities to explore actions that enhance their own and others’ health, safety, wellbeing, and participation in physical activity. Through practical application students develop help-seeking skills and adopt strategies that help to keep themselves and others healthy, safe, and active. Students explore health and safety messages and describe how they relate to decision-making and health-related behaviours. Through active participation in a variety of movement-based learning experiences students develop their self-management and interpersonal skills to support others.

Inquiry Questions:

- How can I be responsible for my own, and other’s health, safety, and wellbeing?
- How can I act to help make my environments healthy, safe, and active?
- What influences my decisions and actions to be healthy, safe, and physically active?
- What are the different forms of energy around us and how can we detect them?

Outcomes

A student:

- Recognises and describes strategies people can use to feel comfortable, resilient, and safe in situations **PD1-2**.
- Understands contextual factors that influence themselves and others’ health, safety, wellbeing, and participation in physical activity **PD1-6**.
- Explores actions that help make home and school healthy, safe, and physically active spaces **PD1-7**.
- Demonstrates self-management skills in taking responsibility for their own actions **PD1-9**.
- Observes, questions, and collects data to communicate and compare ideas **ST1-1WS-S**.
- Describes common forms of energy and explores some characteristics **ST1-8PW-S**.




PDHPE skills







Self-management skills (S) - Self-awareness - Decision-making and problem-solving - Help-seeking	Interpersonal skills (I) - Collaboration, inclusion, and relationship-building - Communication - Leadership and advocacy	Movement skills (M) - Fundamental and specialised movement skills and concepts - Tactical and creative movement
--	--	--

Science & Technology skills		
Working Scientifically		Design and Production
<ul style="list-style-type: none"> - Processing and analysing data - Communicating 		<ul style="list-style-type: none"> - Producing and implementing

Assessment for, as and of learning
<p>Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally. Assessment opportunities are embedded and identified in the teaching and learning opportunities.</p> <p>Some examples of assessment FOR learning in this unit include:</p> <ul style="list-style-type: none"> - Clear learning goals or intentions for the learning activities - Self-assessment <p>Some examples of assessment AS learning in this unit include:</p> <ul style="list-style-type: none"> - Inquiry-based learning that encourages students to take responsibility for their own learning, - Students' use of self-reflection and peer feedback to refine their understanding and skill, e.g., performance against self- and teacher-identified criteria. <p>Some examples of assessment OF learning in this unit include:</p> <ul style="list-style-type: none"> - Questioning/discussion strategies to assess students' knowledge and understanding to plan for future learning, e.g., Gallery walk, physical barometer, pinwheel discussion, affinity mapping, cultural learning map, concentric circles, conversations, fishbowl, snowball discussions, talk moves, think-pair-share. - Observation of students' knowledge, understanding and skills through their work and participation in activities, - Exit slips/cards. <p>Planned assessment <u>for</u> Learning:</p> <ul style="list-style-type: none"> - Online pre-test conducted one day prior to commencing the program: - Observe student role-play responses to a variety of emergency situations. - Checklist students' behaviours and attitudes to others in group situations during evacuation drills. - Have students analyse rules around fire, identifying those that promote safety. <p>Planned assessment <u>as</u> Learning:</p> <ul style="list-style-type: none"> - Students peer mark the decision making of their peers from the Home Fire Escape Plan activity. <p>Planned assessment <u>of</u> Learning:</p> <ul style="list-style-type: none"> - Students' participation in a Home Fire Escape Drill and response to being on fire. Did they follow the appropriate sequence? - Online post-test conducted immediately after completing the program and again two months after completing the program.

For Diverse Learning Needs Resources and Pre-Post Tests, go to www.brigadekids.com/?teacher=diverse-learning-needs

Syllabus content	Teaching, learning and assessment	Resources
	<p>Pre-Test</p> <p style="text-align: right;">Duration: 15 mins</p> <p>To be completed prior to commencing the program.</p>	<p>Fire Ed 1 Pre and Post Test Fire Safety Worksheet and Fire Safety Cards - Teacher Resource Kit (p.2-7)</p>
<ul style="list-style-type: none"> • describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018) <ul style="list-style-type: none"> – recognise safe choices for a variety of situations  – describe feelings, reactions and warning signs that can help them recognise safe or unsafe situations, e.g., excitement, feeling anxious, fear I  – recognise situations that require help from emergency and other support services and demonstrate what to do in an emergency S  	<p>Lesson One Home Fire Escape Plan Smoke Alarms Exiting a Room Filling with Smoke Home Fire Escape Drill</p> <p style="text-align: right;">Duration: 40 mins</p> <p>Triple Zero Kids' Challenge (Approx. 5 mins)</p> <p>Play individually or as a class: Triple Zero Kids' Challenge > Newberry Estate > Escape Plan Ask students to pay close attention to information about escape plans.</p> <p>Home Fire Escape Plans (Approx. 10 mins)</p> <p>Prompt students to recall the key messages raised about home fire escape plans. Key messages:</p> <p><i>Every home needs a home fire escape plan - Why?</i> So, you know how to get out if there is a fire in your home. <i>Every room needs two escape routes - Why?</i> If a door is hot, there is fire on the other side, and you need to take another escape route, such as out the window or another door. <i>Place Home Fire Escape Plans in a visible location - Why? Where did Peter and Kate have theirs? Where could Peter and Kate position another copy of their escape plan so that the rest of the household can see it?</i> To remind everyone of their safe escape routes. On the wall above their desk. On the fridge. <i>Practice it! - Did Peter and Kate practice their escape plan? Why does everybody in a household need to practice their Home Fire Escape Plan? How often?</i> Yes. So, every person knows how to get out quickly and safely. Regularly or at least twice a year. <i>Have a designated meeting point - Where was the family's safe meeting point? Why do you need one?</i> At their letterbox or somewhere that is far enough from the fire but close enough to the house that firefighters will be able to see you when they arrive.</p> <p>Home Fire Escape Plan</p> <p>Watch the video: What is a Home Fire Escape Plan?</p> <p>Place the students in pairs and give each child the Home Fire Escape Plan Game house layout and cut outs.</p>	<p>Triple Zero Kids' Challenge > Newberry Estate > Escape Plan</p> <p>Guided Discussion</p> <p>www.brigadekids.com/videos/escapeplan</p>

- practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030)
 - describe preventive practices to improve health and safety, e.g., wear protective clothing and equipment, sun protection **I**  
- practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030)
 - describe preventive practices to improve health and safety, e.g., wear protective clothing and equipment, sun protection **I**  
 - recall people they can contact to support themselves and others, e.g., phone numbers of organisations, emergency organisations **S I**  
- explore actions and opportunities to promote and celebrate healthy, safe, and active living, for example:
 - implement sustainable practices in the

Get each child to place the figure in one area and a fire picture in another area of their partner's house. Ask each child to draw the best escape route based on the location of the figure and the fire. Repeat the process asking the students to place the figures and fire pictures in different parts of the house. Emphasise the safest route outside is by moving away from the fire to the closest exit.

Smoke Alarms (Approx. 5 mins)

Watch the video: [Why do I need a smoke alarm in my house?](#)

Discuss:

- Why do we need a smoke alarm? They alert us to smoke and tell us to carry out our Home Fire Escape Plan.*
- What if you are asleep? Smoke Alarms will alert us to fire, even if you are asleep.*
- Does every house need them? Yes (it is the law).*
- How do you maintain them? Test them monthly, clean them twice a year, and replace the battery every year.*
- Where do firefighters recommend you have a smoke alarm? On every level of your house, in hallways, and sleeping areas.*
- Who has smoke alarms in their house? How many? Where are they located?*

Home Fire Escape Drill (Approx. 20 mins)

Watch the video: [What do I do if my house is on fire?](#)

As a class sequence the flash cards and discuss the importance of each step in the sequence.

Steps		Key Points to Emphasise
1	Get down low and go, go, go	Get down low under smoke (this is where the air is cooler and easier to breathe) and get out of the house (away from the fire).
2	Shout "Fire, Fire, Fire!"	Shouting "Fire" will warn others of the fire, but you must continue to get out of the house.
3	Hold the back of your hand up to the door	Check for heat. If the door is hot, there is a fire on the other side, and you need to take another escape route.
4	Close doors behind you	This helps stop the fire from spreading.
5	Get out and stay out	Take the safest and quickest escape route. If you live in an apartment building or are at school, use the Exit Signs to help you find a safe exit. Once you are outside, never go back in for others, toys, or pets.





Home Fire Escape Plan Game – Student Workbook (p.2-3)

www.brigadekids.com/videos/smokealarm

Smoke Alarms Save Lives – Student Workbook (p.4)

www.brigadekids.com/videos/housefire

Home Fire Escape Drill Flash Cards – Teacher Resource Kit (p.8-15)

<p>classroom to improve the health and wellbeing of the class, e.g., developing class rules I M </p> <ul style="list-style-type: none"> describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018) <ul style="list-style-type: none"> – predict outcomes of personal choices in order to make safe decisions S  – recognise situations that require help from emergency and other support services and demonstrate what to do in an emergency S  – identify and participate in opportunities that promote healthy decisions M  practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030) <ul style="list-style-type: none"> – develop respectful relationships with peers and other people 	<p>6 Go to your safe meeting place</p> <p><i>This is where you will meet your family and pet(s). Make sure the students know their safe meeting place at home. It may be their letter box, front gate, driveway, tree etc. Make sure the students know their safe meeting place at school.</i></p>		
	<p>7 Call Triple Zero (000)</p> <p><i>Use a mobile or neighbour's phone or ask an adult to call Triple Zero (000). Speak clearly, answer all questions, and stay on the phone until the operator tells you to hang up.</i></p>		
	<p>8 Wait for firefighters</p> <p><i>So that the firefighters know you are safe, and you can answer their questions.</i></p>		
	<p>What to do if you are trapped in your room.</p> <p>Use the Home Fire Escape Drill Flow Chart to explain the following.</p> <p>If there is no smoke or fire in the room, but your door is hot and you are trapped in your room, shut your bedroom door. Make sure it is closed fully. Then, use your clothes or sheets to cover the gap under the door to stop smoke or fire from entering.</p> <p>If you have a window that you can open, open your window, hang a thin piece of clothing out of the window, like a shirt or pillowcase, then shut the window fully to reduce the amount of air going to the fire.</p> <p>Then lie down on your tummy in the middle of the room and wait for firefighters. We will see the piece of clothing and rescue you from your bedroom.</p> <p>If you cannot open your window, cannot close your window fully, or do not have a window, just lie down on your tummy in the middle of the room so that we can find you easily.</p> <p>Practical Activity: Home Fire Escape Drill</p> <p>Tell students they will need to initiate the Home Fire Escape sequence anytime they hear a smoke alarm and/or have been told there is smoke or fire present.</p> <p>Use the Home Fire Escape Drill Flash Cards and Flow Chart to aid completion of the Home Fire Escape Drill. Demonstrate, allow the students to practice, and provide them with feedback.</p>		
			<p>Home Fire Escape Drill Flow Chart - Teacher Resource Kit (p.16)</p> <p>Home Fire Escape Drill Flash Cards – Teacher Resource Kit (p.8-15)</p> <p>Home Fire Escape Drill Flow Chart - Teacher Resource Kit (p.16)</p>

<p>through interaction and cooperation in organised group activities M 🧑🏫</p> <ul style="list-style-type: none"> - demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded, or require assistance S I 🧠🔧 - recall people they can contact to support themselves and others, e.g., phone numbers of emergency organisations S I 📞🧑🏫 <ul style="list-style-type: none"> • describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018) <ul style="list-style-type: none"> - predict outcomes of personal choices in order to make safe decisions S 🧠🔧 - recognise situations that require help from emergency and other support services and demonstrate what to do in an emergency S 🧠🧑🏫 - identify and participate in opportunities that promote healthy decisions M 🧠🔧 	<p>Vary the alarm sound used and verbal cues of smoke. Fade the use of verbal and physical cues as the students repeat this skill.</p> <p>HOMEWORK</p> <p>Send each student home with the Home Fire Escape Plan. Alternatively, they can access Draw your own Home Fire Escape Plan on the Brigade Kids website to create their plan.</p> <p>Instruct students to make a Home Fire Escape Plan with their caregivers and encourage them to practice the plan with their household to see if it works. Students can then return the plan to school to be marked off by the teacher, but they should be encouraged to take their plan home and display it on their fridge.</p>	<p>Battery-operated smoke alarm OR</p> <p>www.brigadekids.com/videos/smokealarmound</p> <p>www.brigadekids.com/?games=draw-your-own-home-fire-escape-plan</p> <p>Home Fire Escape Plan – Student Workbook (p.5-6)</p>
--	---	--










Reflections on Lesson One










As a class, identify the most important thing students learnt about fire safety today.


As a class, identify anything students are confused or still wondering about.

As a teacher, note your reflections on Lesson One.

<ul style="list-style-type: none"> describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018) <ul style="list-style-type: none"> predict outcomes of personal choices in order to make safe decisions S   recognise situations that require help from emergency and other support services and demonstrate what to do in an emergency S   practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030) <ul style="list-style-type: none"> recall people they can contact to support themselves and others, e.g., phone numbers of emergency organisations SI   demonstrate help-seeking strategies they can use when they feel 	<p>Lesson Two Emergency Situations Calling Triple Zero (000)</p> <p style="text-align: right;">Duration: 40 mins</p> <p>Triple Zero Kids' Challenge (Approx. 5 mins)</p> <p>Play individually or as a class: Triple Zero Kids' Challenge > Downtown > Is it an emergency?</p> <p>Emergency Situations (Approx. 10 mins)</p> <p>As a class, create a mind map on the board. <i>What is an emergency?</i> An emergency is when... <ul style="list-style-type: none"> Someone is badly injured or very unwell. Your life or somebody else's life is in danger. There is a serious accident or crime taking place. <i>Can you give an example of an emergency?</i></p> <p>Emergency Bingo Game</p> <ul style="list-style-type: none"> The teacher calls out a situation depicted on one of the Emergency Bingo Cards (for example, 'What if a child falls out of a tree and can't move?'). Students check the cards on their Bingo Board and if they have that situation, they call out 'It's an emergency!' Encourage students to explain why the situation is an emergency (for example, 'It's an emergency because she is badly injured') and what you should do in an emergency ('Call Triple Zero (000)'). Students with that card on their board can put a cross through it. The teacher continues calling out situations depicted on the Emergency Bingo Cards until a student has put a cross through all their cards. This student is the winner and the 'Triple Zero Hero'. <p>Calling Triple Zero (000) (Approx. 15 mins)</p> <p>Play as a class: Triple Zero Kids' Challenge > Hillsdale > Grass Fire</p> <p>Watch the video: What happens when I call Triple Zero (000)?</p> <p>Guided Discussion about 'Triple Zero'</p> <p>If there is an emergency, look around to see if there is a helper, such as a parent, an older brother or sister, or a teacher. If there are no helpers around, find a phone and call Triple Zero (000).</p> <ul style="list-style-type: none"> <i>What should you do if there is an emergency?</i> Find a helper or call Triple Zero (000). <i>Who can you ask for help?</i> An adult such as a parent, an older brother or sister, or a teacher. <i>Is there anyone you should call?</i> Triple Zero (000). <i>Does anyone know what Triple Zero is?</i> Emergency call centre for fire, police, and ambulance. <i>How many zeros in Triple Zero?</i> Three. Demonstrate on phone poster. <i>Can kids call Triple Zero?</i> Yes, anyone can call Triple Zero (000). 	<p>Triple Zero Kids' Challenge > Downtown > Is it an emergency?</p> <p>Mind Map</p> <p>Emergency Bingo Cards and Board – Student Workbook (p.7-9)</p> <p>Triple Zero Kids' Challenge > Hillsdale > Grass Fire</p> <p>www.brigadekids.com/videos/triplezero</p> <p>Guided Discussion</p>
---	---	--

<p>unsafe, frightened, lost, upset, excluded, or require assistance S I</p> <p></p> <ul style="list-style-type: none"> - demonstrate actions they can use to seek help for or support others in different situations I <p>• practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030)</p> <ul style="list-style-type: none"> - develop respectful relationships with peers and other people through interaction and cooperation in organised group activities M - recall people they can contact to support themselves and others, e.g., phone numbers of emergency organisations S I 	<ul style="list-style-type: none"> - <i>When should we call Triple Zero?</i> In an emergency. - <i>Can you call Triple zero if you do not have credit on your phone?</i> Yes - <i>Can you call Triple zero from a phone that is locked?</i> Yes. Demonstrate on phone poster. - <i>Can you call Triple Zero from a home phone if the bill has not been paid?</i> Yes <p>My Phone Number and Address <i>Key message: When you call Triple Zero, you need to tell the operator your address and phone number.</i> Provide each student with a copy of the My Phone Number and Address Worksheet. Have the students fill in their street number, street name, town or suburb, state, and phone number.</p> <p>Reporting an Emergency to Triple Zero (000) <i>When you call Triple Zero (000), you need to tell the operator which emergency service you need – Police, Fire or Ambulance, your address and phone number and what the emergency is. Triple Zero Heroes stay calm, stay relevant and stay on the phone.</i></p> <p>Organise the students in groups of two. Select one student to be the 'caller' and one student to be the 'operator'. Give each group a copy of the mobile phone template, Reporting an Emergency script, and the scenarios cards. Allow students to practice reporting the emergencies depicted on the scenario cards. Swap roles.</p> <p>Triple Zero Kids Challenge Ball Toss Game (Approx. 10 mins)</p> <ul style="list-style-type: none"> - Divide the class into three and give each group a different Triple Zero Hat to assemble. - Explain to the students that when they call Triple Zero, the operator will ask them if they need Police, Fire or Ambulance and they need to reply correctly. - This game is designed for them to practice thinking quickly about what emergency service they require. Students put on their Triple Zero Hats and stand in a large circle. - The teacher passes a ball to one of the students and describes an emergency situation from the Emergency Bingo Cards. - The student needs to throw the ball to another student wearing the correct hat. If the child throws the ball to the wrong emergency service, they may have another try. <p>This game can also be played as a version of Ship, Shark, Shore.</p>	<p>Mobile Phone – Teacher Resource Kit (p.17)</p> <p>My Phone Number and Address - Student Workbook (p.10)</p> <p>Reporting an Emergency to Triple Zero (000) – Student Workbook (p.11-12)</p> <p>Fire Scenario Cards – Student Workbook (p.13)</p> <p>Mobile Phone – Teacher Resource Kit (p.17)</p> <p>Triple Zero Hats – Student Workbook (p.14-15)</p>
--	---	--

<ul style="list-style-type: none"> examine contextual factors that influence their own and others' decisions and behaviours, for example: (ACPPS021) <ul style="list-style-type: none"> recognise people who influence their health decisions and behaviours and explain how the level of influence changes over time, e.g., parents/carers, family, peers, people in their community S I    describe choices and factors that have an impact on their own and others' health and safety I    practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030) <ul style="list-style-type: none"> develop respectful relationships with peers and other people through interaction and cooperation in organised group activities M  demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded, or require assistance S I   recall people they can contact to support 	<p>HOMEWORK</p> <p>Emergency dial pad Navigating to the emergency dial pad of a mobile phone.</p> <p>My Fire Story Ask the students to write a story or draw a comic for the Firefighters that work near their school. Ask the students to think about what the Firefighters may like to know about a time the students saw a fire, a fire truck, or a firefighter.</p> <p>Students can bring story to school to be checked by the teacher.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Home Fire Escape Drill (Approx. 10 mins) Tell students they will need to initiate the Home Fire Escape sequence anytime they hear an activated smoke alarm and/or have been told there is smoke present. Use the Home Fire Escape Drill Flash Cards and Flow Chart to aid completion. Allow students to practice and provide them with feedback. Vary the alarm sound used and verbal cues of smoke. Fade the use of verbal and physical cues as the students repeat this skill.</p> <p>Calling Triple Zero (000) Drill (Approx. 5 mins) After practicing the Home Fire Escape drill, tell students they now must call Triple Zero (000) to report the fire. Place the students in pairs and get them to practice the Reporting an Emergency to Triple Zero (000) Script. Fade the use of the script and cues as the students repeat this skill.</p> <p>Dialling Triple Zero Colouring-In Additional activity.</p>	<p>Dialling Triple Zero (000) – Student Workbook (p.16)</p> <p>My Fire Story – Student Workbook (p.17)</p> <p>Battery-operated smoke alarm OR</p> <p>www.brigadekids.com/videos/smokealarmound</p> <p>www.brigadekids.com/videos/firealarmsound</p> <p>Reporting an Emergency to Triple Zero (000) Script – Student Workbook (p.11-12)</p> <p>Dialling Triple Zero (000) Colouring-In – Student Workbook (p.18)</p>
--	---	---

<p>themselves and others, e.g., phone numbers of emergency organisations SI </p>		
	<p>Reflections on Lesson Two</p> <p>As a class, identify the most important thing students learnt about fire safety today.</p> <p>As a class, identify anything students are confused or still wondering about.</p> <p>As a teacher, note your reflections on Lesson Two.</p>	

Lesson Three
Identifying Hazards and Making Them Safe
Basic Fire Science
Stop Drop Cover and Roll
Burn First Aid

Duration: 40 mins

Triple Zero Kids’ Challenge (Approx. 5 mins)

Play individually or as a class: [Triple Zero Kids’ Challenge > Ashbury Square > Apartment Fire](#)

Identifying Hazards and Making Them Safe (Approx. 10 mins)

*A **Fire Hazard** is a thing or situation that can cause a fire or stop us from escaping a fire. It is a threat to our safety.*

***Making It Safe** is something we can do to reduce or remove the hazard.*

Prompt students to consider the fire scenario in the Triple Zero Kids’ Challenge Game: [Ashbury Square > Apartment Fire](#).

What was the fire hazard?

Why is it a hazard?

What could the driver/smoker have done differently?

What would be the outcome?


‘I Spy’ Game



Place the Fire Hazard Cards around the classroom.

Draw up a table on the board with two columns labelled:

Fire Hazard	Making It Safe
<i>Unattended cooking</i>	<i>Keep looking when cooking</i>

Fill in the table while the students play ‘I spy’ using the Fire Hazard Cards placed around the classroom. Give an example in the table using a common home fire hazard (e.g., hazard - unattended cooking; solution - keep looking when cooking). Start by providing them with an example... “I spy with my little eye something that is...” Encourage the student with the correct answer to provide a solution to the hazard, then allow them to become the Spy. Write their answers in the Fire Hazard Table.

- examine contextual factors that influence their own and others’ decisions and behaviours, for example: (ACPPS021)
 - describe choices and factors that have an impact on their own and others’ health and safety **I** 

- practise strategies they can use to support their own and others’ health, safety, and wellbeing, for example: (ACPMP030)
 - describe preventive practices to improve health and safety, e.g., wear protective clothing and equipment, sun protection **I** 
 - develop and demonstrate inclusive strategies to work cooperatively in games and physical activities **I** **M** 

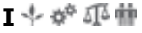



[Triple Zero Kids’ Challenge > Ashbury Square > Apartment Fire](#)

Guided Discussion

Identify the Hazards and Make Them Safe – Teacher Resource Kit (p.18-21)

<p>and physical activities I M 🧰 🧰</p> <ul style="list-style-type: none"> describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018) <ul style="list-style-type: none"> describe feelings, reactions and warning signs that can help them recognise safe or unsafe situations, e.g., excitement, feeling anxious, fear I 🧰 🧰 practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030) <ul style="list-style-type: none"> describe preventive practices to improve health and safety, e.g., wear protective clothing and equipment, sun protection I 🧰 🧰 practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030) <ul style="list-style-type: none"> develop respectful relationships with peers and other people through interaction and cooperation in organised group activities M 🧰 demonstrate help-seeking strategies they can use when they feel 	<p>Burn First Aid (Approx. 5 mins)</p> <p><i>What should we do if we get burnt?</i></p> <p>Watch the video: What should I do if someone gets burnt?</p> <p>Discuss the steps involved in burn first aid.</p> <ul style="list-style-type: none"> If the burn is smaller than a 20 cent piece, apply cool running water for 20 minutes. This cools the burn. Keep the burn clean by wrapping in a wet, clean bandage, and go to the Doctor. If the burn is bigger than a 20 cent piece, apply cool running water immediately, call Triple Zero (000), and follow the advice of the operator. <p>HOMEWORK</p> <p>Ask students to conduct a basic Home Fire Safety Audit of their house with their caregiver/s. Ask them to write or draw the fire hazards they find and the things they can do to make the fire hazards safe. Students can then return their worksheet to school to be marked off by the teacher.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Home Fire Escape Drill (Approx. 10 mins) Tell students they will need to initiate the Home Fire Escape sequence anytime they hear an activated smoke alarm and/or have been told there is smoke present. Provide a demonstration. Allow students to practice and provide them with feedback. Vary the alarm sound used and verbal cues of smoke. Fade the use of verbal and physical cues as the students repeat this skill.</p> <p>Calling Triple Zero (000) Drill (Approx. 5 mins) After practicing the Home Fire Escape drill, tell students they now must call Triple Zero (000) to report the fire. Place the students in pairs and get them to practice the Reporting an Emergency to Triple Zero (000) Script. Fade the use of the script and cues as the students repeat this skill.</p>	<p>www.brigadekids.com/videos/burns</p> <p>Burn First Aid Flashcards – Teacher Resource Kit (p. 26-29)</p> <p>Identify Hazards and Make Them Safe – Student Workbook (p.22)</p> <p>Battery-operated smoke alarm OR</p> <p>www.brigadekids.com/videos/smokealarmsound</p> <p>www.brigadekids.com/videos/firealarmsound</p> <p>Reporting an Emergency to Triple Zero (000) Script – Student Workbook (p.11-12)</p>
---	--	---

<p>unsafe, frightened, lost, upset, excluded, or require assistance SI</p> <p>— recall people they can contact to support themselves and others, e.g., phone numbers of emergency organisations SI</p>		
	<p>Reflections on Lesson Three</p> <p>As a class, identify the most important thing students learnt about fire safety today.</p> <p>As a class, identify anything students are confused or still wondering about.</p> <p>As a teacher, note your reflections on Lesson Three.</p>	

<ul style="list-style-type: none"> examine contextual factors that influence their own and others' decisions and behaviours, for example: (ACPPS021) <ul style="list-style-type: none"> describe choices and factors that have an impact on their own and others' health and safety I  describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018) <ul style="list-style-type: none"> recognise safe choices for a variety of situations  predict outcomes of personal choices in order to make safe decisions S  practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030) <ul style="list-style-type: none"> demonstrate actions they can use to seek help for or support others in different situations, e.g., bullying I  	<p>Lesson Four Bushfires Campfires Matches & Lighter Safety Firefighter Familiarisation</p> <p style="text-align: right;">Duration: 40 mins</p> <p>Triple Zero Kids' Challenge (Approx. 5 mins)</p> <p>Play individually or as a class: Triple Zero Kids' Challenge > Hillsdale > Preparing for Bushfires</p> <p>Bushfires (Approx. 10 mins)</p> <p>Explain to students that you do not have to live in the country to be at risk of a bushfire. If you live near areas that have significant bush, forest, long grass, or coastal scrub, then you need to plan ahead for the fire season.</p> <ol style="list-style-type: none"> Prepare your house for the fire season - Guide students through the Preparing Your House for Bushfire poster, then complete the Preparing your House for Bushfire worksheet as a class. Put together your emergency kit - Have students suggest items they could pack when preparing to leave due to a bushfire, then have them complete the Grab a Bag worksheet. <p>Campfires (Approx. 10 mins)</p> <p>Explain to students that fires can be safe or unsafe, and that unsafe campfires or campfires that have not been completely put out can lead to a bushfire. A bushfire is any grass, shrub or forest fire burning out of control. Use Bushfire Patrol > Module One to guide your discussion.</p> <p>Safe and Unsafe Campfires Practical Activity</p> <p>Either use the safe campfire illustration or simulate a safe campfire experience using sticks gathered from the playground, cardboard cut-outs of flames, and scrunched up newspaper to represent rocks circling the pit. Have a bucket of water and a shovel nearby and an additional pile of sticks stored away from the campfire.</p> <p>Point to elements of your safe campfire and explain to students that a safe campfire is one that is/has:</p>	<p>Triple Zero Kids' Challenge > Hillsdale > Preparing for Bushfires</p> <p>Preparing your House for the Bushfire Season – Teacher Resource Kit (p.30)</p> <p>Preparing your House for Bushfire Worksheet – Student Workbook (p.23)</p> <p>Grab a Bag – Student Workbook (p.24)</p> <p>BrigadeKids.com > Teacher Resources > Stage 1 > Bushfire Safety > Module One</p> <p>Sticks, Cardboard, Newspaper, Bucket</p>
--	---	---

<ul style="list-style-type: none"> - develop respectful relationships with peers and other people through interaction and cooperation in organised group activities M 🧑🏻🧑🏻🧑🏻 - describe preventive practices to improve health and safety, e.g., wear protective clothing and equipment, sun protection I 🧢 🕶️ - demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded, or require assistance, e.g. No-Go-Tell S I 🧑🏻🧑🏻🧑🏻 <ul style="list-style-type: none"> • practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030) <ul style="list-style-type: none"> - describe preventive practices to improve health and safety, e.g., wear protective clothing and equipment, sun protection I 🧢 🕶️ - demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded, or require assistance, e.g. No-Go-Tell S I 🧑🏻🧑🏻🧑🏻 	<p>Located in a cleared campfire site - the area around the pit is cleared to dirt, with rocks demarking the fire zone, away from grass or trees and other fuel sources.</p> <p>Lit on a calm day - do not make campfires on a windy day or when there is a Total Fire Ban in place</p> <p>Wood as the only fuel source - do not use flammable liquids.</p> <p>Lit and monitored by an adult - Pretend to light the fire.</p> <p>Controlled - flames are not so big that it is out of control, additional wood is piled away from the fire.</p> <p>Has a useful purpose - for cooking or heating?</p> <p>Enough water nearby - to ensure you can put out the fire when necessary, as a safe fire can become an unsafe fire very quickly.</p> <p>Put out correctly - cover with water and use a shovel to ensure there are no pockets of glowing wood. The fire pit must be cold before you leave!</p> <p>Getting help from an adult <i>What should you do if you see an unsafe fire or see someone being unsafe with fire? Look around to see if there is an adult who can help you, if there is not one, call Triple Zero (000).</i></p> <p>Matches and Lighters Safety (Approx. 5 mins)</p> <p>Use Bushfire Patrol > Module Two to guide your discussion.</p> <p><i>What are matches and lighters used for?</i> They are tools adults use to light safe fires. Have students give examples - e.g., to light birthday candles, fires for cooking and heating, etc.</p> <p><i>Can they be toys? Why are they too dangerous for you to use?</i> No, they are tools for adults. Emphasis all big fires start from small fires, and that small fires can get out of control very quickly.</p> <p><i>What should you do if you find matches or lighters lying around - e.g., at home, camp site, etc?</i> Don't touch it, leave it where it is and tell an adult.</p> <p><i>What should you do if you see someone playing with them, like a friend or a younger brother or sister?</i> Tell them to stop and tell an adult straight away. Adults will lock matches and lighters away when not in use which will help keep you, your family, and your home safe from fire.</p> <p>Firefighter Familiarisation (Approx. 10 mins)</p> <p>Watch the video: What special jobs can firefighters do?</p>	<p>BrigadeKids.com > Teacher Resources > Stage 1 > Bushfire Safety > Module Two</p> <p>www.brigadekids.com/videos/specialjobs</p>
---	--	---

<ul style="list-style-type: none"> practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030) <ul style="list-style-type: none"> recall people they can contact to support themselves and others, e.g., phone numbers of organisations, emergency organisations SI 📞 🏠 practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030) <ul style="list-style-type: none"> describe preventive practices to improve health and safety, e.g., wear protective clothing and equipment, sun protection I 🧢 🕶️ 	<p><i>What does a firefighter do?</i> Have students suggest what firefighters do. Emphasis their job is to keep everyone safe. They put out fires and use their equipment to rescue people who are trapped. They work to keep everyone safe all day, every day. When they are not putting out fires, they are cleaning the fire station and fire trucks, performing equipment checks, visiting schools to talk about fire safety, or out attending other emergency calls like motor vehicle accidents.</p> <p><i>Where do they work?</i> Have students answer this question. Firefighters work at fire stations. There are 335 fire stations throughout NSW. They attend emergencies in their big red trucks under red and blue flashing lights and loud sirens to alert the traffic that they are coming and that cars on the road need to move into the left lane.</p> <p><i>What do they wear?</i> Using the worksheet, have students identify items of a firefighter's uniform and equipment. Have them suggest what each item is for or protects. Cut out the items to dress Deb the Firefighter.</p> <p>HOMEWORK</p> <p>Ask a Firefighter Students to prepare three questions they would like to ask the firefighters during their visit.</p> <p>My Fire Safety Homework Students to complete the My Fire Safety Homework worksheet.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Create a poster - Matches and Lighter Safety Have students create a poster that shows them what to do if they find matches or lighters.</p> <p>Create a poster - Campfire Rules Guide students to come up with safe behaviours or safety rules when at a campfire. This can include words, drawing, magazine cuttings, etc Examples:</p> <ol style="list-style-type: none"> Never pull sticks out of from a fire - to prevent fire spread Always have an adult present Never enter the fire ring Have a hose or bucket of water nearby Clear the ground around the fire so that the fire does not spread Never touch matches or lighters - tell an adult Tell an adult if you spot an unsafe fire or see someone being unsafe with fire. Call 000 if an adult is not present. Stop, drop, cover, and roll if your clothes are on fire. 	<p>Guided Discussion</p> <p>Dress the Firefighter – Student Workbook (p.25-27)</p> <p>Ask a Firefighter – Student Workbook (p.28)</p> <p>My Fire Safety Homework – Student Workbook (p.29)</p> <p>Poster/art activities</p>
--	---	---



	<p>Play Firey Flip on the Brigade Kids website.</p> <p>Play Colour Splash on the Brigade Kids website.</p>	<p>www.brigadekids.com/?games=firey-flip</p> <p>www.brigadekids.com/?games=colour-splash</p>
	<p>Reflections on Lesson Four</p> <p>As a class, identify the most important thing students learnt about fire safety today.</p> <p>As a class, identify anything students are confused or still wondering about.</p> <p>As a teacher, note your reflections on Lesson Four.</p>	

<ul style="list-style-type: none"> practise strategies they can use to support their own and others' health, safety, and wellbeing, for example: (ACPMP030) <ul style="list-style-type: none"> describe preventive practices to improve health and safety, e.g., wear protective clothing and equipment, sun protection I 🧢 🧢 recall people they can contact to support themselves and others, e.g., phone numbers of organisations, emergency organisations S I 📞 🧑 explore actions and opportunities to promote and celebrate healthy, safe, and active living, for example: <ul style="list-style-type: none"> implement sustainable practices in the classroom to improve the health and wellbeing of the class, e.g., developing class rules I M 📋 🧑 	<p>School Fire Evacuation Drill At a convenient time during the program</p> <p style="text-align: right;">Duration: 30 mins</p>	<p>Fire Evacuation Plan</p> <p>Fire Evacuation Procedure</p>
<p>During the program, conduct a School Fire Evacuation Drill by following the steps below.</p> <ol style="list-style-type: none"> Fire Evacuation Plan Show the students the Fire Evacuation Plan displayed near their classroom or in their building. Show them where their classroom is located on the plan. Discuss what the lines and arrows mean. Identify the school's safe meeting place and discuss the safest and quickest way to get there. School Fire Evacuation Procedure Discuss the school's Fire Evacuation Procedure. This may involve the blowing of a whistle, lining up at the door, a head count, following a teacher, the correct evacuation route, and assembly at a safe meeting place. School Fire Evacuation Drill At a convenient time, conduct a Fire Evacuation Drill with the class or preferably the entire school. Discussion After the drill, discuss what the students thought about the drill. Talk to the students about what worked (i.e., they followed the teacher, walked calmly, stayed quiet) and what did not work (i.e., they talked too much which made it hard for you to give directions, they did not stay in two straight lines, they did not wait to be counted). Discuss how you can all work together to keep each other safe if a fire were to occur at school. 		



	<p>Lesson Five Firefighter Visit</p> <p style="text-align: right;">Duration: 40 mins</p> <p>The Firefighter Session has been designed to be delivered to one to two classes of the same stage.</p> <p>Please note: Due to the nature of their job, firefighters may need to respond to an incident before or during the session. They may be late or may need to reschedule with little notice.</p> <p>Firefighter Visit Preparation</p> <p>To prepare for the firefighter visit:</p> <ul style="list-style-type: none"> - Create a presentation wall or select a few students to present a piece of work they have created during the program to the firefighters. - As a class, prepare three questions to ask the firefighters. - Ensure the students have enough room to move. You may want to move their desks to the side or book the school hall or quadrangle for the visit. - Ensure the students have practiced their Home Fire Escape Drill and know the location of their safe meeting place (the location you use at the school. i.e., outside the classroom, at the bottom of the stairs etc.). - Print the Certificates in the Teacher Resource Kit for the firefighters to give out at the end of the lesson. <p>Firefighter Visit Lesson Overview</p> <ul style="list-style-type: none"> - The role of firefighters - What firefighters wear to keep safe in a fire - How to get firefighters' attention if trapped in house fire - Home Fire Escape Drill - Quiz game - Student presentation - Answering prepared questions from students - Certificates and take-home resources <p>*If a Firefighter Visit cannot be facilitated, use the Firefighter Session Video in lieu of the Firefighter Visit.</p> <p>BrigadeKids.com > Educator Resources > Stage 1 > Firefighter Session Video</p>	<p>Student presentation</p> <p>Three questions</p> <p>Completion Certificates – Teacher Resource Kit (p.31-32)</p> <p>BrigadeKids.com > Educator Resources > Stage 1 > Firefighter Session Video</p>
	<p>Post-Test 1 Immediately after program completion</p> <p style="text-align: right;">Duration: 15 mins</p> <p>To be conducted immediately after completing the program.</p>	<p>Fire Ed 1 Pre and Post Test Fire Safety Worksheet and Fire Safety Cards - Teacher Resource Kit (p.2-7)</p>



Educator Feedback Survey After program completion	Duration: 15 mins	Educator Feedback Survey
To be completed immediately after completing the program.		
Post-Test 2 Two months after program completion	Duration: 15 mins	Fire Ed 1 Pre and Post Test Fire Safety Worksheet and Fire Safety Cards - Teacher Resource Kit (p.2-7)
To be conducted two months after completing the program.		

Unit evaluation	Yes
The unit adequately addresses syllabus outcomes.	<input type="checkbox"/>
The unit reflects the needs, interests, and abilities of students.	<input type="checkbox"/>
The unit provides an opportunity for students to demonstrate what they know and can do.	<input type="checkbox"/>
The unit includes a variety of teaching and learning activities, and resources to address the learning needs of all students.	<input type="checkbox"/>
Additional comments and suggestions for improvement:	

How have the propositions been embedded in the unit? How effective were they in assisting students to achieve the outcomes? What could be done to improve/enhance the propositions in this unit for next time?

Resources**General**

The following websites have been selected to enhance various concepts being taught throughout this unit. Most of the sites listed can be linked to more than one of the lessons being taught. Teachers may like to add them to the school intranet site. Some of the following sites have a great deal of information and it is important for the teacher to choose sections that are relevant to the needs and maturity of the class.

- Triple Zero Kids Challenge www.000kids.com
- Brigade Kids www.brigadekids.com

- What is a Home Fire Escape Plan? www.brigadekids.com/videos/escapeplan
- Why do I need a smoke alarm in my house? www.brigadekids.com/videos/smokealarm
- What do I do if my house is on fire? www.brigadekids.com/videos/housefire
- What happens when I call Triple Zero (000)? www.brigadekids.com/videos/triplezero
- What should I do if someone gets burnt? www.brigadekids.com/videos/burns
- What special jobs can firefighters do? www.brigadekids.com/videos/specialjobs

- Smoke Alarm Detector Sound www.brigadekids.com/videos/smokealarmsound
- Australian Fire Alarm Sound www.brigadekids.com/videos/firealarmsound

- Colour Splash www.brigadekids.com/?games=colour-splash
- Firey Flip www.brigadekids.com/?games=firey-flip
- Draw your own Home Fire Escape Plan www.brigadekids.com/?games=draw-your-own-home-fire-escape-plan

Teacher Resources

- Fire Ed 1 Pre and Post Test www.fire.nsw.gov.au/forms/fire-ed-1-test
- Educator Feedback Survey www.fire.nsw.gov.au/forms/educator-feedback
- Diverse Learning Needs Resources and Pre-Post Tests www.brigadekids.com/?teacher=diverse-learning-needs