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| Unit title | Fire Safety (Fire ED Level 2) | Stage | Stage 2 | KLAs | PDHPE with Science & Technology and cross-curricular content | Duration | 5-6 Weeks 4 x 60 min lessons 1 x 30 min evacuation drill 1 x 40 min firefighter visit |
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Unit description

Students will learn about Fire Safety (Fire Ed 2) 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 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 apply and 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. They explore a range of social situations to develop understanding of health, safety, wellbeing, and physical activity concepts. They are provided with opportunities to design strategies that promote their own and others’ health and safety. Students engage in asking questions, predicting outcomes, and undertaking guided investigations. They make and record observations and compare results with predictions. Students develop their understanding of heat energy as a resource that can be generated and transferred.

Inquiry Questions:

- How can I contribute to promote healthy, safe, and active communities?
- How can I take action to enhance my own and others’ health, safety, wellbeing, and participation in physical activity?
- What skills and strategies do we need to be healthy, safe, and empowered?
- How do light, heat and electrical energy make things happen?
- How can objects affect other objects with or without touching them?

Outcomes

A student:

- Describes how contextual factors are interrelated and how they influence health, safety, wellbeing, and participation in physical activity **PD2-6**.
- Describes strategies to make home and school healthy, safe, and physically active spaces **PD2-7**.
- Demonstrates self-management skills to respond to their own and others’ actions **PD2-9**.
- Questions, plans, and conducts scientific investigations, collects, and summarises data and communicates using scientific representations **ST2-1WS-S**.
- Describes the characteristics and effects of common forms of energy, such as light and heat **ST2-8PW-ST**.



PDHPE skills



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| <p>Self-management skills (S)</p> <ul style="list-style-type: none"> - Self-awareness - Emotion and stress management - Decision-making and problem-solving - Help-seeking | <p>Interpersonal skills (I)</p> <ul style="list-style-type: none"> - Collaboration, inclusion, and relationship-building - Communication - Leadership and advocacy - Social awareness | <p>Movement skills (M)</p> <ul style="list-style-type: none"> - Fundamental and specialised movement skills and concepts - Tactical and creative movement |
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| Science & Technology skills | |
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| Working Scientifically <ul style="list-style-type: none"> - Processing and analysing data - Planning and conducting investigations | Design and Production <ul style="list-style-type: none"> - Producing and implementing |






| Assessment for, as and of learning |
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| <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"> - Pre-test conducted one day prior to commencing the program: - Observe student involvement during Guided Discussion on the Revision of Fire Ed 1. - Checklist students' behaviours and attitudes to others in group situations during class fire drill. - Have students self-assess their participation in the 'Are they Unconscious' exercise. <p>Planned assessment <u>as</u> Learning:</p> <ul style="list-style-type: none"> - Students peer mark the choices and suggestions made during 'Make the Hazard Safe' activity. <p>Planned assessment <u>of</u> Learning:</p> <ul style="list-style-type: none"> - Student participation during 'Make the Hazard Safe' small group activity. Identification of hazards and suggested actions to make the hazards safe. - 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 |
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| | <p>Pre-Test Duration: 15 mins</p> <p>To be conducted prior to commencing the program.</p> | <p>Fire Ed 2 Pre and Post Test</p> <p>Fire Safety Worksheet and Fire Safety Cards - Teacher Resource Kit (p.2-6)</p> |
| <ul style="list-style-type: none"> identify and practise strategies to promote health, safety, and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> practise responses and strategies that promote personal safety in unsafe situations, e.g. No-Go-Tell, seek assistance   identify and practise strategies to promote health, safety, and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> practise responses and strategies that promote personal safety in unsafe situations, e.g. No- | <p>Lesson One Duration: 60 mins</p> <p>Home Fire Escape Plan Home Fire Escape Drill Smoke Alarms Calling Triple Zero (000)</p> <p>Home Fire Escape Plan (Approx. 15 mins)</p> <p>Watch the video: What is a Home Fire Escape Plan?</p> <p><i>Why do we need a home fire escape plan?</i></p> <ul style="list-style-type: none"> A fire can develop very quickly, and we need to know what to do. Houses and furniture burn very quickly as they are mostly made of lightweight synthetic materials. A room can be fully involved in fire within 3 minutes. <p>Draw a house outline on the IWB or use the Draw your own Home Fire Escape Plan game. Demonstrate how to identify two ways out of every room, and the house, showing every exit (doors and windows) and your safe meeting place outside.</p> <p>What to do in a House Fire (Approx. 15 mins)</p> <p><i>What steps do we need to take to safely escape if our house is on fire?</i></p> <p>Watch the video: What do I do if my house is on fire?</p> <p>Use the Home Fire Escape Drill Flash Cards to discuss and practice the steps you need to take to safely escape if your house is on fire.</p> | <p>www.brigadekids.com/videos/escapeplan</p> <p>Interactive White Board</p> <p>www.brigadekids.com/?games=draw-your-own-home-fire-escape-plan</p> <p>Interactive White Board</p> <p>www.brigadekids.com/videos/housefire</p> <p>Home Fire Escape Drill Flash Cards –</p> |

| <p>Go-Tell, seek assistance I </p> <p>– identify and practise ways of behaving at school that ensure the health, safety and wellbeing of themselves and others, e.g., follow school rules I </p> | Steps | | Key Points to Emphasise | | <p>Teacher Resource Kit (p. 7-14)</p> <p>Guided Discussion</p> <p>Home Fire Escape Drill Flow Chart – Teacher Resource Kit (p.15)</p> |
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| | 1 | Get down low and go, go, go | <i>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).</i> | | |
| | 2 | Shout “Fire, Fire, Fire!” | <i>Shouting “Fire” will warn others of the fire, but you must continue to get out of the house.</i> | | |
| | 3 | Hold the back of your hand up to the door | <i>Check for heat. If the door is hot, there is a fire on the other side, and you need to take another escape route.</i> | | |
| | 4 | Close doors behind you | <i>This helps stop the fire from spreading.</i> | | |
| | 5 | Get out and stay out | <i>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.</i> | | |
| | 6 | Go to your safe meeting place | <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> | | |
| | 7 | Call Triple Zero (000) | <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> | | |
| | 8 | Wait for firefighters | <i>So that the firefighters know you are safe, and you can answer their questions.</i> | | |
| <p>Use the Home Fire Escape Drill Flow Chart to discuss and practice the following.</p> <p><i>What if we put our hand up to the back of the door and it feels hot?</i> If your door is hot, do not open it! Make sure the door is closed fully. Place a sheet or piece of clothing at the bottom of the door. Get a thin piece of clothing, go to your window, and open it. Hang the clothing out the window, then close the window to hold the sheet or clothing in place.</p> <p><i>Why must you hang clothing out your window?</i> Firefighters will see the clothing and will come to rescue you. Stay low by lying on the floor on your stomach in the middle of the room and wait for firefighters.</p> <p><i>What if you cannot open your window, cannot hang something out the window, or you do not have a window?</i></p> | | | | | |



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| | <p>Make sure your door is closed and you have placed a sheet or piece of clothing at the bottom of the door. Then lie down on your stomach in the middle of the room so that the firefighters can find you.</p> <p>Smoke Alarms (Approx. 15 mins)</p> <p><i>Does everyone remember the sound of a smoke alarm?</i> Activate a battery operated smoke alarm or play the audio-visual sample.</p> <p><i>Why do we need smoke alarms?</i> Discuss the following points:</p> <ul style="list-style-type: none"> - Smoke is poisonous. - Smoke is hot and rises to the ceiling. - Smoke will not wake you up at night and will make you really sick. - Smoke Alarms alert us to smoke and tell us to carry out our Home Fire Escape Plan. <p><i>How should we maintain our smoke alarms?</i></p> <ul style="list-style-type: none"> - Test them every month. - Vacuum the dust off them every 6 months. - Replace the battery every year. <p>Smoke Alarm Story Ask the students to read the Smoke Alarm Story and answer the questions in the worksheet. You may prefer to do a class reading. Ask students to complete the Smoke Alarm Story Worksheet. When they have finished, put the students in pairs and get them to ask each other their question.</p> <p>Calling Triple Zero (000) (Approx. 15 mins)</p> <p>Watch the video: What happens when I call Triple Zero (000)? Watch the video: Eight-year-old Triple Zero Hero congratulated</p> <p>Discuss as a class the following: <i>What do we need to remember when calling Triple Zero (000)?</i></p> <ul style="list-style-type: none"> - Stay calm, do not shout, speak slowly and clearly. - Answer all questions. <p>When asked, give the following information:</p> <ul style="list-style-type: none"> - Ask for Fire. - What State and City do you live in? - What is your address? Do you know the cross street? - What happened? Is anyone hurt? - Only Call Triple Zero (000) if it is an emergency. <p><i>How do you call on someone else's mobile or when your phone is locked?</i></p> <ul style="list-style-type: none"> - Use Emergency call service. - Use the Emergency dial pad. | <p>Battery-operated smoke alarm OR</p> <p>www.brigadekids.com/videos/smokealarmsound</p> <p>www.brigadekids.com/videos/firealarmsound</p> <p>Smoke Alarm Story and Smoke Alarm Story Worksheet - Student Workbook (p.2-3)</p> <p>Smoke Alarm Story Answers – Teacher Resource Kit (p.16)</p> <p>www.brigadekids.com/videos/triplezero</p> <p>www.brigadekids.com/videos/8yohero</p> |
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| <ul style="list-style-type: none"> • identify and practise strategies to promote health, safety, and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> – practise responses and strategies that promote personal safety in unsafe situations, e.g. No-Go-Tell, seek assistance   • identify and practise strategies to promote health, safety, and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> – practise responses and strategies that promote personal safety in unsafe situations, e.g. No-Go-Tell, seek assistance   – identify and practise ways of behaving at school that ensure the health, safety and wellbeing of themselves and | <p>Ask students to practice by filling out or reciting the My Phone Number and Address worksheet. Then, place the students in pairs and get them to practice calling Triple Zero (000) by following the Reporting an Emergency to Triple Zero (000) Script.</p> <p>HOMEWORK</p> <p>Smoke Alarm Ask students to complete the Smoke Alarm Homework worksheet. Get them to return the worksheet to class to be marked by their peers.</p> <p>Creating a Home Fire Escape Plan Ask students to go home and create a Home Fire Escape Plan with their household. They can use the ‘My Home Fire Escape Plan’ worksheet or the Draw your own Home Fire Escape Plan game.</p> <p>Remind them to consider:</p> <ul style="list-style-type: none"> - Find two ways out of each room. - Include all doors and windows. - Draw 2 floor plans if your house is two stories. - Label each room. - Draw a  where there is a smoke alarm. - Indicate your family’s Safe Meeting Place with a large circle and label. - Talk about your plan with everyone in your home. - Practice your home fire escape drill with your family. <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 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>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>My Phone Number and Address – Student Workbook (p.4)</p> <p>Reporting an Emergency to Triple Zero (000) Script – Student Workbook (p.5)</p> <p>Smoke Alarm Homework – Student Workbook (p.6-7)</p> <p>My Home Fire Escape Plan – Student Workbook (p.8-9)</p> <p>www.brigadekids.com/?games=draw-your-own-home-fire-escape-plan</p> <p>Home Fire Escape Drill Flash Cards – Teacher Resource Kit (p. 7-14) Guided Discussion</p> <p>Home Fire Escape Drill Flow Chart – Teacher Resource Kit (p.15)</p> <p>Battery-operated smoke alarm OR</p> <p>www.brigadekids.com/videos/smokealarmsound</p> |
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| others, e.g., follow school rules   | | |
| | <p>Reflections on Lesson One</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 One.</p> | |



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| <ul style="list-style-type: none"> analyse physical and emotional responses that indicate when they and others feel safe or empowered, for example: <ul style="list-style-type: none"> compare feelings they experience in a variety of safe and unsafe situations S I discuss the contextual factors influencing personal choices and decisions around health, safety, and physical activity, for example: | <p>Lesson Two Emergencies Hoax Calls Identifying Hazards and Making Them Safe Home Fire Safety Check</p> <p style="text-align: right;">Duration: 60 mins</p> <p>What is an Emergency? (Approx. 15 mins)</p> <p><i>What is an emergency?</i> An emergency is when...</p> <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. <p><i>What are some examples of emergencies?</i> Discuss the different types of emergencies that may occur.</p> <p><i>Have you ever experienced an emergency?</i> Ask the students if they would like to share a story about an emergency, they, or someone they know has experienced.</p> <p><i>What is the difference between a big accident and a small accident?</i> Discuss the difference between a big accident and a small accident.</p> <ul style="list-style-type: none"> A big accident is an emergency that requires an emergency response. This means you need to call Triple Zero (000). A small accident is not an emergency and requires you to find an adult and apply first aid. <p>Play the Triple Zero Kids Challenge Play individually or as a class: Triple Zero Kids' Challenge > Downtown > Uncle Bob is Unconscious.</p> <p><i>What does it mean to be unconscious?</i> Use the Unconscious or conscious? Flash Cards to guide a discussion about the meaning of 'unconscious'. Suggest some of the types of accidents that can cause unconsciousness and ask the students for more examples. Demonstrate how to check if someone is unconscious by touching them on the shoulder and saying their name.</p> <p>Hoax Calls (Approx. 10 mins)</p> <p>Watch the video: Triple Zero (000) Emergency</p> <p><i>What are hoax calls?</i> Calling Triple Zero (000) when there is no real emergency is called a hoax call. It is a criminal offence to make a hoax call and could result in a fine or imprisonment.</p> <p><i>Why do you think some people make hoax calls?</i></p> | <p>Guided Discussion</p> <p>Triple Zero Kids' Challenge > Downtown > Uncle Bob is Unconscious</p> <p>Unconscious or conscious? Flash Cards – Teacher Resource Kit (p.17-24)</p> <p>www.brigadekids.com/videos/hoaxcalls</p> |
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| <ul style="list-style-type: none"> - share ideas, feelings, and opinions about the influence of peers and significant others on various issues, e.g., bullying, discrimination, eating habits and nutrition, drug use, online safety, and physical activity levels I  • recognise their responsibility to contribute to a healthy, safe, and active environment for themselves and others, for example: <ul style="list-style-type: none"> - identify problem situations in the playground and classroom and suggest ways to improve their environment I  • identify and practise strategies to promote health, safety, and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> - identify and practise ways of behaving at school that ensure the health, safety and wellbeing of themselves and | <p><i>Why are they a problem for emergency services?</i> Hoax calls use up resources that are needed to attend real emergencies. They waste thousands of dollars every year.</p> <p><i>Can you think of any other reasons why you should not make a hoax call?</i></p> <p>Is it a hoax or a real emergency?</p> <ul style="list-style-type: none"> - Read out each of the scenarios from the list in the Teacher Resource Kit. - For each one, ask the students to call out “It’s a hoax” or “It’s a real emergency”. - Alternatively, ask the students to stand up or put their hands up if it’s a hoax, and sit down or put their hands on their head if it’s a real emergency. - When you get to the end of the list, see if the students can come up with some of their own scenarios. - Be sure to reinforce that making hoax calls is against the law and can have serious consequences. <p>Identifying Hazards and Making Them Safe (Approx. 25 mins)</p> <p>Teacher led discussion on IWB.</p> <p><i>What is a hazard?</i> <i>Students to look up definition of ‘hazard’ in the dictionary.</i> If something is a hazard, it is a potential source of danger to someone or something. For example, candles can be fun, but they can also be dangerous.</p> <p>How to Make Hazards Safe <i>What actions could you take to make a hazard safe?</i> <i>Students to look up the definition of ‘safe’ in the dictionary.</i> Actions can make hazards safe by removing something or adding something. For example, candles can be made safe by:</p> <ul style="list-style-type: none"> - Only using them when an adult is present. - Always blowing them out when you leave the room. - Placing them on a safe surface, away from curtains, windows and items that could catch fire. <p>Making Hazards Safe Using the Hazard and Safe Action worksheet, ask the students to match the Hazard to the Safe Action.</p> <p>School Fire Safety Check In small groups, ask the students to walk around the school grounds, identifying hazards or ‘bad things’ that would increase the chance of a fire (for example, leaves and twigs in gutters) and ‘good things’ that would reduce the chance of fire (for example, cleared areas around the buildings; shutters on the windows, sprinklers on the roof). Upon returning to the classroom, students present their findings and discuss ways that the hazards could be made safe. Students can either write the hazards in list form or draw them, depending on their literacy levels.</p> | <p>Hoax or Emergency Quiz Game – Teacher Resource Kit (p.25)</p> <p>Interactive White Board</p> <p>Student Dictionary</p> <p>Hazard and Safe Action – Student Workbook (p.10)</p> <p>Answers – Teacher Resource Kit (p.26)</p> <p>My School: Good Things/Bad Things – Teacher Resource Kit (p.27)</p> |
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| <p>others, e.g., follow school rules   </p> <ul style="list-style-type: none"> discuss the contextual factors influencing personal choices and decisions around health, safety, and physical activity, for example: <ul style="list-style-type: none"> describe strategies to make home and school healthy, safe and physically active spaces  | <p>BlazeXcape (Approx. 10 mins)</p> <p>Play BlazeXcape Test the students' knowledge of hazards in the home, the actions they need to take to make them safe, and the correct way to escape a house fire.</p> <p>HOMEWORK</p> <p>Home Fire Safety Check Conduct a Home Fire Safety Check using the checklist in the Student Workbook. Tell the student to ask their household or caregivers for help.</p> <p>Home Fire Safety Report Once they have finished, ask them to write a report describing three Safe Actions they could take to make their home safer.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Big Accident, Small Accident Game This game is like Shark, Ship, Shore.</p> <ul style="list-style-type: none"> Students assemble in a large open outdoor area, such as a basketball court. On one piece of A3 paper use a marker and write 'BIG' and place it at one end of the court. On another piece of A3 paper write 'SMALL' and place it at the other end. Students then line up across the middle of the court. The teacher then reads an item from the list in the Teacher Resource Kit and students run to the correct end. After each item, students reassemble across the middle point and the teacher reads another item from the list. Continue until all the items on the list have been called out. <p>If, for any reason, a student is unable to run, they can be a referee or they can be the announcer and call out the items on the list.</p> <p>Calling Triple Zero (000) Quiz Game</p> <ul style="list-style-type: none"> Explain to the students that they are going to watch a short video about Triple Zero. They need to listen carefully and remember as much as they can because then they are going to be contestants in a game show. Screen the 'Behind the News' segment on hoax calls. Invite four students to stand at the front of the class – they are the contestants. Give each student a different 'buzzer'. | <p>BrigadeKids.com > Games > BlazeXcape</p> <p>Home Fire Safety Check – Student Workbook (p.11)</p> <p>Home Fire Safety Report - Student Workbook (p.12)</p> <p>A3 paper x 2</p> <p>Big Accident, Small Accident - Teacher Resource Kit (p.28)</p> <p>Calling Triple Zero (000) Quiz Game – Teacher Resource Kit (p.29)</p> |
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| | <ul style="list-style-type: none">- Read a question from the Game Show Quiz Questions and the first student to sound their 'buzzer' gets to answer the question.- If that student is not correct, read the question again to allow the other contestants to have a try.- The first student who answers correctly will remain at the front of the class, and the other three students are replaced with three new contestants. | |
| | <p>Reflections on Lesson Two 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> | |

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| <ul style="list-style-type: none"> describe the effects of heat energy, for example: <ul style="list-style-type: none">  melting expanding <ul style="list-style-type: none"> explore ways that heat can be transferred due to conduction (ACSSU049) SciT  | <p>Lesson Three Fire Triangle Fire Hazards and the Fire Triangle Fire Triangle Experiment Extinguishing Fire Stop, Drop, Cover, and Roll Burn First Aid</p> <p style="text-align: right;">Duration: 60 mins</p> <p>Fire Triangle (Approx. 10 mins)</p> <p><i>Who knows the three elements of fire?</i> For fire to start and survive, it needs:</p> <ul style="list-style-type: none"> Fuel Heat; and Oxygen. <p>Using the Fire Triangle Poster and Fire Triangle Elements, place the students into six groups and give each group one card from each element. Ask them to decide which element their cards represent.</p> <p>Heat</p> <ul style="list-style-type: none"> Burning match Sun Lightening Heater Lighter Power tool sparks <p>Fuel</p> <ul style="list-style-type: none"> Wood Paper Leaves Furniture Clothing House <p>Oxygen</p> <ul style="list-style-type: none"> Air <p>Fire Hazards and the Fire Triangle (Approx. 10 mins)</p> <p>Tell the students they are going to watch a video and that you want them to pay close attention to the elements of fire.</p> <p>Watch the video: Fire Hazards in the Home</p> | <p>Guided Discussion</p> <p>Fire Triangle – Teacher Resource Kit (p.30)</p> <p>Fire Triangle Elements – Teacher Resource Kit (p.31-32)</p> <p>BrigadeKids.com > Educator Resources > Stage 2 > Fire Hazards in the Home</p> |
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| <ul style="list-style-type: none"> • make predictions based on prior knowledge (ACSIS053, ACSIS064) • collect and record accurate, honest observations using labelled observational drawings, basic formal measurements, and digital technologies as appropriate (ACSIS055, ACSIS066) • identify that scientific knowledge helps people understand the effect of their actions (ACSHE051, ACSHE062) SciT  | <p>Explain how heat can be transferred by conduction. This is when heat moves from one object to another object through direct touch. Fire spreads through direct contact between materials as they heat up.</p> <p><i>What fuel was present in the bedroom?</i> Everything in the bedroom was fuel for the fire: the furniture, clothing, books, and toys.</p> <p><i>What was the heat source?</i> The fire started from the heat in the phone battery. The transfer of heat from the phone battery to the bedding is called conduction. The heat caused the bedding to catch alight.</p> <p><i>Where did the oxygen come from?</i> The air. Oxygen is all around us, in the air we breathe every day.</p> <p>Fire Triangle Experiment (Approx. 10 mins)</p> <p>Place three tealight candles on a non-flammable surface, away from flammable material such as paper, blinds, or carpet. Light the candles.</p> <p>Explain to students you will be conducting an experiment to see how each element of the fire triangle effects the fire.</p> <p>Have students fill out the Science Experiment worksheet throughout the experiment.</p> <ul style="list-style-type: none"> - Have students fill in the Title, Purpose, Hypothesis, Materials and Procedure / Method - Discuss the Variables. <p>Work through the experiment as a class. Do not allow students to use the lighter.</p> <p>Place a large glass jar over the first lit candle and measure the time it takes for the flame to go out. Repeat with the medium glass jar and small glass jar.</p> <p><i>How did the glass jars extinguish the candles?</i> They starved the fire of oxygen.</p> <p><i>Why did the candles take different times to extinguish?</i> The larger the glass jar, the greater the volume of oxygen, the more oxygen the fire must consume before the fire starves of oxygen.</p> <p>Use spray bottle of water to extinguish the second candle.</p> <p><i>How did the water extinguish the flame?</i> It cooled the fire down and removed its heat.</p> <p><i>What is the fuel in a candle and is there any way to remove it?</i> The fuel is the wax on the wick. By cutting off the wick, we can stop the wax from traveling up the wick to the fire, removing the fuel.</p> | <p>Guided Discussion</p> <p>Three tealight candles</p> <p>Lighter</p> <p>Small, medium, and large glass jars</p> <p>Science Experiment – Student Workbook (p.13)</p> |
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| <ul style="list-style-type: none"> identify and practise strategies to promote health, safety, and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> practise responses and strategies that promote personal safety in unsafe situations, e.g. No-Go-Tell, seek assistance   identify and practise strategies to promote health, safety, and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> practise responses and strategies that promote personal safety in unsafe situations, e.g. No-Go-Tell, seek assistance   | <p>Carefully cut the wick off and watch the fire go out.</p> <p>Have students fill out the rest of their 'Experiment Template' worksheet.</p> <ul style="list-style-type: none"> Observation / Results Conclusion Sketch a picture. <p>Extinguishing Fire (Approx. 10 mins)</p> <p>Discuss with the class what you can use to put out fire and which part of the Fire Triangle is removed.</p> <ul style="list-style-type: none"> Water - cools the fire and removes the heat. Fire Blanket - smothers the fire and removes the oxygen. Saucepan lid placed on a saucepan - smothers the fire and removes the oxygen. Dirt – smothers the fire and removes the oxygen. Removing logs from a campfire – starves the fire and removes the fuel. Raking up the leaves and timber – starves the fire and removes the fuel. <p>Ask the students to complete the 'Putting Out Fire' worksheet in their Workbooks.</p> <p>Stop, Drop, Cover, and Roll (5 mins)</p> <p><i>What do we do if our clothes catch on fire?</i> Stop, drop, cover, and roll.</p> <p>Get the students to practice.</p> <p><i>Using what we know about the Fire Triangle, why do we stop?</i> If we keep running, we add oxygen to the fire and the fire will get bigger. By stopping, we reduce the amount of oxygen going to the fire, limiting fire spread and reducing the risk of injury.</p> <p><i>Why do we drop to the ground?</i> To have full body contact with the ground to put out the fire.</p> <p><i>Why do we cover our faces?</i> To protect our mouths and eyes from the fire.</p> <p><i>Why do we roll on the ground?</i> By rolling on the fire, we smother it and remove the oxygen going to the fire.</p> | <p>Guided Discussion</p> <p>Putting Out Fire – Student Workbook (p.14)</p> <p>Answers – Teacher Resource Kit (p.33)</p> <p>Guided Discussion</p> |
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| <ul style="list-style-type: none"> analyse physical and emotional responses that indicate when they and others feel safe or empowered, for example: <ul style="list-style-type: none"> predict and reflect on how other students might feel in a range of challenging or unsafe situations and discuss how they can respond to support others to feel safe and empowered S I   explain how accomplishing challenges makes them feel good about themselves and builds confidence to try new things  analyse physical and emotional responses that indicate when they and others feel safe or empowered, for example: <ul style="list-style-type: none"> compare feelings they experience in a variety of safe and unsafe situations S I  recognise emotional and behavioural warning signs associated with unsafe situations, e.g., secrets, bribes, | <p>Burn First Aid (Approx. 10 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>Role Play</p> <p>Ask students to complete the Burn First Aid Role Play worksheet. In pairs, have students role play a scenario where one person has caught on fire and the other person helps by telling them to ‘Stop, drop, cover and roll’, calms the person down, and applies first aid to the burn. Have both students play each role.</p> <p>HOMEWORK</p> <p>My Fire Story</p> <p>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. Ask the students to let the Firefighters know how this event made them feel.</p> <p>Students can bring story to school to be checked by the teacher.</p> | <p>www.brigadekids.com/videos/burns</p> <p>Burn First Aid Flash Cards – Teacher Resource Kit (p. 34-37)</p> <p>Burn First Aid Role Play – Student Workbook (p.15)</p> <p>My Fire Story - Student Workbook (p.16-17)</p> |
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| <p>threats, jealousy, power and control, negative feelings S ☹☹</p> | <p>BlazeXcape Play BlazeXcape on the Brigade Kids website.</p> | <p>BrigadeKids.com > Games > BlazeXcape</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> | |

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| <ul style="list-style-type: none"> discuss the contextual factors influencing personal choices and decisions around health, safety, and physical activity, for example: <ul style="list-style-type: none"> explain how Aboriginal and/or Torres Strait Islander | <p>Lesson Four Key Drivers of Bushfire Fire Triangle and Reducing Bushfire Risk Fire Danger Rating Bushfire Survival Plan</p> <p style="text-align: right;">Duration: 60 mins</p> <p>Introduction to Bushfire (Approx. 10 mins)</p> <p>Four Friends of Bushfire Watch the video: The Four Friends of Fire.</p> <p><i>What are the four key drivers of bushfire?</i></p> <ul style="list-style-type: none"> - Fuel - Dryness - Ignition source (heat) - Weather <p>Emphasise that when the four friends of bushfire get together, major bushfires can occur. Discuss how Australia compares to other countries. We have a lot of dry fuel and extreme weather which makes our country prone to bushfires.</p> <p>Using the Fire Triangle to Reduce Bushfire Risk (Approx. 30 mins)</p> <p><i>When the four friends of bushfire get together, major bushfires can occur.</i> <i>To reduce the risk that bushfires will occur, what elements of the Fire Triangle can you remove or reduce?</i></p> <ul style="list-style-type: none"> - We cannot remove oxygen because it is in the air we breathe. - We cannot remove fuel completely because it is all around us, in the trees and grass. We can reduce the fuel by cleaning up around the house such as raking up leaves, trimming branches and shrubs and mowing the lawn. Fire Services reduce fuel by using cool, controlled burns to burn off scrub and leaves. - We cannot remove heat because some sources of heat occur naturally: lightning and the sun. We can reduce heat by stopping people from lighting fires or participating in activities that create heat, such as using power tools or driving a car over dry grass. <p>Given we cannot reduce oxygen, let's focus on the elements we can reduce: fuel and heat.</p> <p>Reducing Fuel to Reduce Bushfire Risk Fire Services can reduce fuel by using cool, controlled burns to burn off scrub and leaves. Aboriginal and Torres Strait Islander people have used cool burning to manage the land for hundreds of thousands of years.</p> <p>Watch the video: Cool Burning As a class, read 'How do Aboriginal and Torres Strait Islander peoples use fire to manage country?' Ask the students to write down as many benefits of cool burning as they can find in the article. Go over the answers as a class.</p> | <p>www.brigadekids.com/videos/bushfire</p> <p>Guided Discussion</p> <p>Guided Discussion</p> <p>www.brigadekids.com/videos/coolburning</p> <p>'How do Aboriginal and Torres Strait Islander peoples use fire to manage country?' – Student Workbook (p.18-19)</p> |
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| <p>Peoples' connection to Country influences their own and others' health and wellbeing S I </p> <ul style="list-style-type: none"> - describe strategies to make home and school healthy, safe and physically active spaces  - discuss and interpret how multimedia health information and messages influence personal health decisions through the choices, behaviours, and outcomes they convey, e.g., food choices (ACPPS039) S    • identify and practise strategies to promote health, safety, and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> - discuss the accuracy of information about health and safety provided to them by external sources S   - practise responses and strategies that | <p>Reducing Heat to Reduce Bushfire Risk We can reduce heat by stopping people from lighting fires or participating in activities that create heat, such as using power tools or driving a car over dry grass.</p> <p><i>What forms of heat start bushfires?</i></p> <ul style="list-style-type: none"> - Discarded cigarette butts. - Campfires that are not put out properly. - BBQs that are too close to trees or shrubs. - Chemicals that are left in the sun or hot areas. - Deliberately lit fires. <p>To reduce the risk that people will accidentally or deliberately light fires, there are laws that target fire lighting on days at high risk of bushfire. These days are called TOBANS – Total Fire Ban Days.</p> <p>Watch the video: Bush Fire Fact - Total Fire Ban.</p> <p>TOBANS are called on days when the weather is very hot, dry, and windy.</p> <p>During a TOBAN, you cannot:</p> <ul style="list-style-type: none"> - Light a fire in the open. - Work with grinders, welders or other tools that create sparks. - Use a BBQ that burns wood, charcoal, or heat beads. <p>If you are caught doing these things on a TOBAN, you could be charged with a criminal offence.</p> <p>Fire Danger Rating (Approx. 10 mins)</p> <p>Show the students the Bushfire Danger Rating Poster. Tell the students that this gives you an indication of the possible consequences of fire if one was to start.</p> <p>Bushfire Danger Ratings are based on predicted conditions, including:</p> <ul style="list-style-type: none"> - Temperature - Humidity - Wind - Dryness of fuel <p>The Bushfire Danger Rating tells us what we need to do if a fire starts. Read through the 'Fire Danger Rating: What You Should Do' table.</p> | <p>Benefits of Cool Burning – Student Workbook (p.20)</p> <p>Answers – Teacher Resource Kit (p.40)</p> <p>Guided Discussion</p> <p>www.brigadekids.com/videos/totalfireban</p> <p>Fire Danger Rating – Teacher Resource Kit (p.41)</p> <p>What You Should Do – Teacher Resource Kit (p.41)</p> |
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| <p>promote personal safety in unsafe situations, e.g. No-Go-Tell, seek assistance I  </p> <p></p> <ul style="list-style-type: none"> identify and practise strategies to promote health, safety, and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> practise responses and strategies that promote personal safety in unsafe situations, e.g. No-Go-Tell, seek assistance I   recognise their responsibility to contribute to a healthy, safe, and active environment for themselves and others, for example: <ul style="list-style-type: none"> identify problem situations in the playground and classroom and suggest ways to improve their environment I   identify and practise strategies to promote | <p>Bushfire Survival Plan (Approx. 10 mins)</p> <p>Go to My Fire Plan.</p> <ul style="list-style-type: none"> Read the introduction out to the class then complete the Bushfire Survival Plan as a class. If students do not live near bush, tell them to imagine they are on holidays or at a friend’s house near the bush. Choose a Bushfire Danger Rating and complete the plan as a class using the IWB. Make sure you follow the guides associated with the Bushfire Danger Rating you have chosen. <p>HOMEWORK</p> <p>My Fire Plan Ask the students to complete My Fire Plan with their caregiver/s or families. Tell students to take home the Bushfire Safety Information worksheet to share with their family.</p> <p>Reducing the Risk of Bushfires Ask students to complete the BBQs and Bushfire Risk worksheet. Discuss as a class the hazards that were found and why they create a bushfire risk. Ask the students to discuss ways that the BBQ could be made safe using the elements of the Fire Triangle.</p> <p>Ask a Firefighter. Ask the students to write down three things they would like to ask a firefighter. Choose three questions that the class can ask the firefighters when they visit.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Create a TOBAN Poster Ask students to draw a poster that advertises Total Fire Ban Days. The poster should show the weather elements that lead to TOBANS (hot, dry, windy), and the activities that are banned on TOBANS.</p> | <p>brigadekids.com/?activities=my-fire-plan</p> <p>IWB</p> <p>Guided Discussion</p> <p>Bushfire Safety Information – Student Workbook (p.21)</p> <p>BBQs and Bushfire Risk – Student Workbook (p.22-23)</p> <p>Answers – Teacher Resource Kit (p.42)</p> <p>Ask a Firefighter – Student Workbook (p.24)</p> |
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| <p>health, safety, and wellbeing, for example: (ACPPS036)</p> <ul style="list-style-type: none"> – practise responses and strategies that promote personal safety in unsafe situations, e.g. No-Go-Tell, seek assistance     | <p>My Home: Good Things/Bad Things Send students home with a ‘My Home: Good Things / Bad Things’ Worksheet and encourage them to walk around their house or property with their caregivers or household. Ask them to complete worksheet and then share their findings with the rest of the class.</p> <p>Play BlazeXcape on the Brigade Kids website.</p> <p>Play Firey Flip on the Brigade Kids website.</p> <p>Play Colour Splash on the Brigade Kids website.</p> | <p>My Home: Good Things/Bad Things – Student Workbook (p.25)</p> <p>BrigadeKids.com > Games > BlazeXcape</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> | |

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| <ul style="list-style-type: none"> • identify and practise strategies to promote health, safety, and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> – practise responses and strategies that promote personal safety in unsafe situations, e.g. No-Go-Tell, seek assistance    – identify and practise ways of behaving at school that ensure the health, safety and wellbeing of themselves and others, e.g., follow school rules    | <p>School Fire Evacuation Drill At a convenient time during the program</p> <p style="text-align: right;">Duration: 30 mins</p> <p>During the program, conduct a School Fire Evacuation Drill by following the steps below.</p> <ol style="list-style-type: none"> 1. 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. 2. 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. 3. School Fire Evacuation Drill At a convenient time, conduct a Fire Evacuation Drill with the class or preferably the entire school. 4. 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>Fire Evacuation Plan</p> <p>Fire Evacuation Procedure</p> |
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| | <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 or two classes of the same stage. 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"> - Emergencies - Identifying Fire Hazards and Making Them Safe - 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 > Teacher Resources > Stage 2 > Firefighter Session Video</p> | <p>Student presentation</p> <p>Three questions</p> <p>Completion Certificates – Teacher Resource Kit (p.43-44)</p> <p>BrigadeKids.com > Teacher Resources > Stage 2 > 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 2 Pre and Post Test</p> <p>Fire Safety Worksheet and Fire Safety Cards - Teacher Resource Kit (p.2-6)</p> |



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| | <p>Educator Feedback Survey After program completion</p> <p style="text-align: right;">Duration: 15 mins</p> <p>To be completed immediately after completing the program.</p> | <p>Educator Feedback Survey</p> |
| | <p>Post-Test 2 Two months after program completion</p> <p style="text-align: right;">Duration: 15 mins</p> <p>To be conducted two months after completing the program.</p> | <p>Fire Ed 2 Pre and Post Test</p> <p>Fire Safety Worksheet and Fire Safety Cards - Teacher Resource Kit (p.2-6)</p> |

| Unit evaluation | Yes |
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| 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
- BlazeXcape www.brigadekids.com/?games=blazeXcape

- What is a Home Fire Escape Plan? www.brigadekids.com/videos/escapeplan
- 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
- Eight year old Triple Zero Hero www.brigadekids.com/videos/8yohero
- Behind the News: 000 Emergency www.brigadekids.com/videos/hoaxcalls

- Fire Hazards in the Home www.brigadekids.com/?teacher=fire-ed-2-stage-2-for-years-3-and-4
- What should I do if someone gets burnt? www.brigadekids.com/videos/burns

- The Four Friends of Fire www.brigadekids.com/videos/bushfire
- Cool Burning www.brigadekids.com/videos/coolburning
- Bush Fire Fact – Total Fire Ban www.brigadekids.com/videos/totalfireban
- My Fire Plan www.brigadekids.com/activities/myfireplan

- Smoke Alarm Sound www.brigadekids.com/videos/smokealarmsound
- Smoke Alarm Evacuation 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 2 Pre and Post Test www.fire.nsw.gov.au/forms/fire-ed-2-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