

Unit title	Fire Safety (Pre Ed - Kindergarten)	Stage	Early Stage 1	Duration	5-6 Weeks
		KLA	PDHPE with cross-curricular content		4 x 40 min lessons 1 x 30 min evacuation drill 1 x 40 min firefighter visit

Please Note

The following lesson plans include a 5 to 6 week plan with 4 x 40 minute educator-led lessons and 1 x 30 minute school fire evacuation drill, followed by a 1 x 40 minute Firefighter delivered session.

The lesson plans include a variety of activities to accommodate the varied developmental needs of students in Kindergarten. Use your discretion to determine the suitability of each activity and adapt where necessary.

The Optional Independent, Educator-led, and/or Take-Home Activities can be completed over several days, made available to students to self-select during free time, or made available to students to take home.

Unit description

Students will learn about Fire Safety (Pre Ed - Kindergarten) 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 take action to promote the health and wellbeing of their communities. Students engage with a range of safety issues and identify strategies to keep them healthy, safe, and active.

Students learn about what and who supports themselves and others to be healthy, safe, and active citizens. They are provided with opportunities to develop their knowledge, understanding and skills to develop self-management and interpersonal skills to positively interact with others. Students have opportunities to apply these skills across multiple contexts to establish and manage healthy, safe, and active lives.

Through practical application students develop help-seeking skills and adopt strategies that help to keep themselves and others healthy, safe, and active.

Inquiry Questions:

- What choices can help make me safe, supported, and active?
- What helps us to stay healthy and safe?
- How do we make healthy and safe choices in different situations?

Outcomes


A student:


- Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient, and safe **PDe-2.**
- Explores contextual factors that influence an individual's health, safety, wellbeing, and participation in physical activity **PDe-6.**
- Identifies actions that promote health, safety, wellbeing, and physically active spaces **PDe-7.**
- Practices self-management skills in familiar and unfamiliar scenarios **PDe-9.**
- Uses interpersonal skills to effectively interact with others **PDe-10.**

PDHPE skills		
Self-management skills (S) <ul style="list-style-type: none"> - Self-awareness - Decision-making and problem-solving - Help-seeking 	Interpersonal skills (I) <ul style="list-style-type: none"> - Collaboration, inclusion, and relationship-building - Communication - Leadership and advocacy 	Movement skills (M) <ul style="list-style-type: none"> - Fundamental and specialised movement skills and concepts

Assessment for, as and of learning
<p>Assessment for, assessment as and assessment of learning are approaches that enable educators 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 educator-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 for Learning: Read student journals to assess their understanding of safe practices.</p> <ul style="list-style-type: none"> - Pre-test conducted one week prior to commencing the program with results to be recorded online. - Observe student participation during 'Identifying Firefighters' activity. - Checklist students' behaviours and attitudes to others in group situations during 'Dialling Triple Zero (000)' practical activity. - Have students analyse rules about 'Matches and Lighters', identifying those that promote safety. <p>Planned assessment as Learning: Students peer mark the decision making of their peers from the 'Stop, Drop, Cover and Roll' responses.</p> <p>Planned assessment of Learning:</p> <ul style="list-style-type: none"> - Students participate in a 'Home Fire Escape Drill'. Did they follow the appropriate sequence? - Post-test conducted immediately after completing the program, and again two months after completing the program, with results to be recorded online.

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 Duration: 10 mins</p> <p>To be completed one week prior to commencing the program.</p>	<p>Pre Ed Pre and Post Test Educator Resource Kit (p.2-3)</p>
<ul style="list-style-type: none"> describe how individuals help one another to stay healthy and safe in various environments, for example: <ul style="list-style-type: none"> recognise what makes an environment safe and supportive, e.g., ‘no hat, no play’ rule, vegetable garden  recognise people they trust, who keep them safe and how they make them feel supported 	<p>Lesson One Firefighter Familiarisation Duration: 40 mins</p> <p>1. Identifying Firefighters and Firefighters Are Your Friends</p> <p>Gather students in a circle and place the following Firefighter Uniform and Equipment Cards in a box:</p> <ul style="list-style-type: none"> - Firefighter’s helmet - Firefighter’s jacket - Firefighter’s pants - Flash hood - Gloves - Boots - Facemask and air cylinder - Radio - Hose - Extinguisher - Fire truck - Ladder - Fire station - Fire hydrant <p><i>Tip: You can also include physical objects (e.g., a fire truck) and have the students guess what the item is by feeling.</i></p> <p>Tell the students they are all going to play a guessing game. Choose one child at a time to pull out a picture from the box and have them place the picture in the middle of the circle. With each picture ask:</p> <p><i>What is it?</i> <i>Who does this belong to?</i></p> <p>Once the box is empty and the children have guessed the items belong to a firefighter, ask the children:</p> <p><i>Have you seen a firefighter?</i></p>	<p>Box</p> <p>Firefighter Uniform and Equipment Cards - Educator Resource Kit (p.4-7)</p> <p>Objects to identify firefighter (optional)</p>

<ul style="list-style-type: none"> • make connections between feelings, thoughts, body reactions and body language, for example: <ul style="list-style-type: none"> – communicate thoughts and feelings about safe and unsafe situations and compare how characters in stories think, feel, and react in different situations S  	<p><i>Have you heard a fire truck? Have you ever seen a fire?</i></p> <p>Show them the firefighter in the Firefighting Uniform Poster and ask:</p> <p><i>What do you think firefighters do? Why do they wear [item of clothing and equipment]?</i></p> <p>Watch the video: What is it like to be a firefighter?</p> <div style="border: 1px solid black; padding: 5px;"> <p>Key points to emphasise:</p> <ul style="list-style-type: none"> - Firefighters are community helpers just like doctors, police officers and ambulance officers. - Firefighters help the community stay safe by putting out fires, rescuing people from fires and car accidents, attending medical emergencies, teaching the community about fire safety, and more. - Firefighters wear special clothing and equipment to keep them safe from fires. - They wear special jackets, pants, hoods, and gloves to protect their body from fire. They wear boots to protect their feet from sharp objects and helmets to protect their heads from falling objects. They wear facemasks connected to air cylinders which allows them to breathe in clean air when they go into fires. They use radios to communicate with each other and Distress Signal Units (DSU) which makes a loud sound when they are injured. - Firefighters are your friends and are safe people to go to, particularly when there is a fire. </div> <p>Practical Activity Have the students learn the first verse of 'I am a strong firefighter' song and encourage them to add actions to the words.</p> <p style="text-align: center;">2. Identifying Fire Trucks</p> <p>Watch the video: Fire Trucks! Keep it Moving (Sesame Studios). Have the students recall the information in the video by asking:</p> <p><i>What does a fire truck carry? Firefighters and their tools to do the job.</i></p> <p><i>Why do they have sirens and flashing lights? To let people know they are coming and to clear the way.</i></p> <p><i>Why do they have ladders? To help put out fires and rescue people and animals up high.</i></p> <p><i>Who do firefighters rescue? People and their pets.</i></p> <p>End your lesson by singing the 'I'm a strong firefighter' song again.</p>	<p>Firefighting Uniform Poster - Educator Resource Kit (p.8)</p> <p>www.brigadekids.com/videos/firefighter</p> <p>I'm a Strong Firefighter Song - Educator Resource Kit (p.9)</p> <p>www.brigadekids.com/videos/firetrucks</p>
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<ul style="list-style-type: none"> describe how individuals help one another to stay healthy and safe in various environments, for example: <ul style="list-style-type: none"> recognise people they trust, who keep them safe and how they make them feel supported 🧑🏻‍🤝‍🧑🏻 📱 practise interpersonal skills when participating in various activities, for example: <ul style="list-style-type: none"> participate in games and physical activities where they are required to make choices and share equipment, materials, and spaces I M 🧑🏻 🧑🏻 	<p>3. Optional independent, educator-led, and/or take-home activities</p> <p>Place the independent activities out during free time or use during other KLA lessons e.g., Literacy, Mathematics, or Creative Arts.</p> <p>a. Dress Deb the firefighter.</p> <p>b. Colour and complete the writing task – Firefighter Stencil.</p> <p>c. Create the object - Playdough mats.</p> <p>d. Number puzzles</p> <p>e. Role Play Provide children with a garden hose, fluorescent vests, gumboots, and plastic helmets to use in a firefighter role play.</p> <p>f. Art activity At the painting easel, provide paint in shades of yellow, orange, and red for the children to paint fire or a fire truck.</p> <p>g. Educator-led art Five Little Firefighters. The student places their hand in yellow paint and makes a single handprint on a piece of paper. Once dry, have them paste a pre-cut circle on the top of each finger and a pre-cut helmet on the top of each circle. Encourage the child to draw faces on each circle and water hose that is held by all the firefighters.</p> <p>Flame. The student places their hands in red and yellow paint and makes a number of handprints on a black piece of paper starting from the bottom to the top of the paper. The handprints should be arranged in the shape of a flame (or teardrop). Encourage the child to find twigs in the playground to stick at the base of their flame or you can use rolled up brown crepe paper.</p> <p>h. Educator-led sing along – ‘The Wheels on the Fire Truck’</p>	<p>Deb the Firefighter – Educator Resource Kit (p.10-12)</p> <p>Firefighter Stencil – Educator Resource Kit (p.13)</p> <p>Playdough Mats - Educator Resource Kit (p.14-17)</p> <p>Number Puzzles - Educator Resource Kit (p.18-19)</p> <p>Art ideas</p> <p>Wheels on the Fire Truck Lyrics - Educator Resource Kit (p.20)</p>
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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 an educator, note your reflections on Lesson One.

<ul style="list-style-type: none"> identify safe and positive health practices and display actions that promote health, safety, and wellbeing, for example: (ACPPS006) <ul style="list-style-type: none"> identify preventive strategies that enhance health, e.g., sun protection perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities, for example: <ul style="list-style-type: none"> participate in games and physical activities that 	<p>Lesson Two Get Down Low and Go, Go, Go Smoke Alarms Dialling Triple Zero (000)</p> <p style="text-align: right;">Duration: 40 mins</p> <p>1. Revision</p> <p>Start the lesson by singing the first verse of the ‘I’m a strong firefighter’ song learnt in the previous lesson. Then encourage the students to learn the second verse of the ‘I’m a strong firefighter’ song.</p> <p>Remind the students that firefighters are their friends and are safe people to go to when there is a fire.</p> <p>2. Get Down Low and Go, Go, Go</p> <p>Gather the students for group time and tell them they are going to learn what they should do if there is smoke in a room.</p> <p>Show them the <i>Smoke in a Room</i> picture and discuss what is happening.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Key points to emphasise:</p> <ul style="list-style-type: none"> Fire gives off smoke which can make it hard for you to see and breathe (i.e., your eyes may water, or sting and you may cough a lot). Smoke rises to the ceiling, so the safest place to be is under the smoke where the air is cooler and easier to breathe. Do what firefighters do in smoke: Get Down Low and Go, Go, Go (i.e., get down low on your hands and knees and crawl out to safety). </div> <p>Remind the students where there is smoke, there is fire, and the best place to be is down low on your hands and knees under the smoke.</p> <p>Ask the students <i>What do you do when you see smoke?</i></p> <p>Have the students reply, “<i>Get Down Low and Go, Go, Go</i>”. Repeat several times.</p> <p><u>Practical Activity</u></p> <p>Tell the students they are now going to practice getting down low under smoke and crawling outside to safety.</p> <ul style="list-style-type: none"> Use a large piece of fabric to represent the smoke layer and position it towards an open door. Have half of the students hold the fabric and whisper “<i>Get Down Low and Go, Go, Go</i>” while you direct the other half to crawl underneath it shouting “<i>Fire, Fire, Fire!</i>”. Ensure the students crawl all the way through and out the open door. Have them practice a couple of times before swapping. 	<p>I’m a Strong Firefighter Song - Educator Resource Kit (p.9)</p> <p>Smoke in Room Picture - Educator Resource Kit (p.21)</p> <p>Large piece of fabric – white, grey, or black</p>
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<p>require awareness of personal safety and boundaries, e.g., individual and team physical activities and games, aquatics I M</p> <p></p> <ul style="list-style-type: none"> practise interpersonal skills when participating in various activities, for example: <ul style="list-style-type: none"> demonstrate a number of skills and actions for safety, e.g., assertiveness, refusal skills, telling, persistence I  identify choices to enhance environmental safety, e.g., obey warning signs and signals, not touching dangerous objects  	<p><i>Tip: You can also use hula hoops, a play tunnel, a play parachute, long cardboard box, tables, or a row of chairs to simulate the smoke layer.</i></p> <p>3. Smoke Alarms</p> <p>Watch the video: Why do I need a smoke alarm in my house?</p> <p>Have the students form a circle and place a smoke alarm or the <i>Smoke Alarm</i> picture in the middle of the circle.</p> <p>Guide the students into a discussion about smoke alarms by asking:</p> <p><i>What is it? A smoke alarm.</i></p> <p><i>What does it do? Detects smoke and sounds a loud warning noise to tell you there is a fire and you need to get out.</i></p> <p><i>What does it sound like? Beep, beep, beep, pause, beep, beep, beep, pause, and so on. Some smoke alarms have a speaking voice or flashing lights along with the beeping noise.</i></p> <p><i>Why does it need to be loud? To wake you up when you are asleep and to tell you to act now and get out of the house.</i></p> <p><i>Why are they important to have at home and at school? Because they detect smoke early so you can get out of your house or school quickly.</i></p> <p><i>Do you need to have one at home? Yes, every home must have at least one working smoke alarm on every level - it's the law - but it is best to have one in every sleeping area as well.</i></p> <p><i>Where might you be able to find it? On the ceiling outside sleeping areas (e.g., the hallway) and in sleeping areas.</i></p> <p><i>Does anybody have a smoke alarm at home?</i></p> <p><i>Where is the smoke alarm in this classroom?</i></p> <p>Watch the video: How will I know if there is a fire when I'm asleep?</p> <p>Tell the students to pay close attention to the sound of the smoke alarm.</p>	<p>www.brigadekids.com/videos/smokealarm</p> <p>Smoke Alarm or Smoke Alarm Picture – Educator Resource Kit (p.22)</p> <p>www.brigadekids.com/videos/asleep</p>
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<ul style="list-style-type: none"> • identify a number of possible skills and strategies to stay safe and be supportive, for example: <ul style="list-style-type: none"> – practise ways of seeking help in a range of different scenarios, e.g., call 000 during an emergency, use No-Go-Tell when feeling unsafe S  	<p>Next, if you have a battery-operated smoke alarm, activate it. If not, use the audio-visual sample. Tell the children to cover their ears for the first activation. If there are noise-sensitive children in the room, you may need to muffle the sound of the smoke alarm as well. If the children are comfortable with the noise, have them place their hands in their laps and activate the alarm for the second time.</p> <p>Inform the students that they will learn what they should do when they hear a smoke alarm in the next lesson. Encourage them to go home and see if they can find a smoke alarm in their home.</p> <p>4. Dialling Triple Zero (000)</p> <p>Tell the students they are now going to learn how to call for help when there is a fire.</p> <p>Watch the video: What happens when I call Triple Zero (000)?</p> <p>Emphasise that ‘zero, zero, zero’ is the number you call when there is a fire. Tell them that this number is called Triple Zero (000) and ask them:</p> <p><i>What number do you call if there is a fire? Zero, zero, zero (i.e., 000)</i> <i>How many zeros are there in Triple Zero (000)? Three</i> <i>Who will come to help when you call this number?</i> If you say “Fire” the firefighters will come, if you say “Police” the police officers will come, if you say “Ambulance” the ambulance officers will come.</p> <p>Inform the students when you call Triple Zero (000) the person answering their call will say “Emergency, Police, Fire or Ambulance” and they will need to say “Fire” if there is a fire. Tell them they must speak clearly, answer all the questions, and stay on the phone until the operator says they can hang up.</p> <p><u>Practical Activity</u></p> <p>Tell the students they are going to practice calling Triple Zero (000).</p> <ul style="list-style-type: none"> - Divide the students into groups of five and have each group form a circle. - Place one Fire Emergency Card in the middle of the circle to provide a scenario for the Triple Zero (000) call. - Nominate one student of each group to start off as the Caller and place the Mobile Phone Poster in front of them. - Nominate the student next to the Caller be the Operator and place the Triple Zero (000) Call Script (Basic) in front of them. - Once the Caller and Operator have practiced the Call Script, have them slide the phone poster and call script on to the next student. - Ensure all the students have a go at being the Caller and Operator. <p>End the lesson by singing and dancing to the Hooley Dooleys’ Triple Zero (000) song.</p>	<p>www.brigadekids.com/videos/smokealarmsound</p> <p>www.brigadekids.com/videos/triplezero</p> <p>Fire Emergency Cards - Educator Resource Kit (p.23)</p> <p>Mobile Phone Poster – Educator Resource Kit (p.24)</p> <p>Triple Zero (000) Call Script – Educator Resource Kit (p.25-27)</p> <p>Triple Zero (000) Lyrics – Educator Resource Kit (p.28)</p> <p>www.brigadekids.com/videos/hooleydooleys</p>
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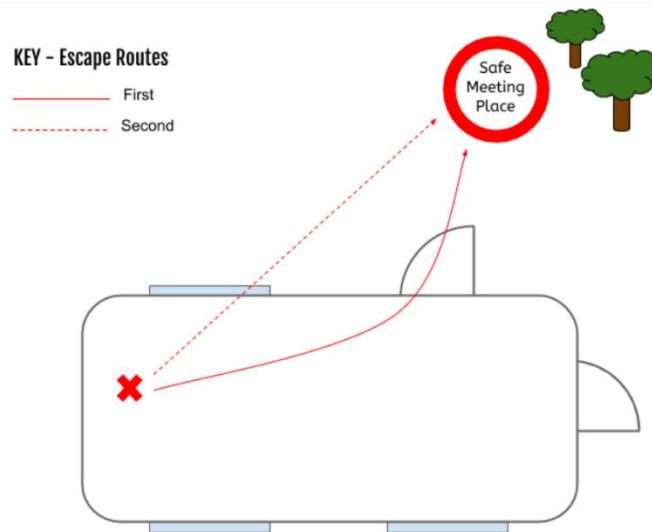
<ul style="list-style-type: none"> identify a number of possible skills and strategies to stay safe and be supportive, for example: <ul style="list-style-type: none"> practise ways of seeking help in a range of different scenarios, e.g., call 000 during an emergency, use No-Go-Tell when feeling unsafe S  practise interpersonal skills when participating in various activities, for example: <ul style="list-style-type: none"> identify choices to enhance environmental safety, e.g., obey warning signs and signals, not touching dangerous objects  perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities, for example: <ul style="list-style-type: none"> participate in games and physical activities that require awareness of personal safety and boundaries, e.g., individual and team physical activities and games, aquatics I M  demonstrate appropriate use of equipment, follow 	<p>5. Optional independent, educator-led, and/or take-home activities</p> <p>Place the independent activities out during free time or use during other KLA lessons e.g., Literacy, Mathematics, Creative Arts.</p> <ol style="list-style-type: none"> Practice your address. Complete the <i>My Phone Number and Address</i> worksheet for or with each student. Help each student practice saying their address. Include their phone number if it is within their skill set. Then, create a dotted outline for the student to trace or have their address written out for them to copy. Triple Zero (000) colour in worksheet. Writing worksheets. These can be laminated and re-used by having the student use a whiteboard marker or their index finger to trace or write. Educator-led school smoke alarm count. Tour each room of the school to locate and count the smoke alarms. As you go through each room, tally the smoke alarms on the Smoke Alarm Tally Sheet or use counters. Count the tally or counters back in the classroom. Create a Crawl Low Under Smoke Obstacle Course. Place an image of smoke at one end and the Mobile Phone Poster and Call Script at the other end. Encourage the students to practice dialling Triple Zero (000). Educator-led Triple Zero (000) treasure hunt. Place the <i>Zero Cards</i> around the room and have the students find one card that has the Triple Zero (000) number on it. Once they have all found a card they believe has the correct number of zeros on it, have them present their card to the group one-by-one and allow the group to confirm whether or not it is the Triple Zero (000) number. Use any incorrect cards as a discussion point and give the student another opportunity to find a correct card. Educator-led poster of Get Down Low and Go, Go, Go to be hung in the classroom. Have each student cut out a cloud stencil and paint it in different shades of grey and black. Encourage some of the students to create a handprint fire. These can then be glued to the poster along with the other elements of the scene to create the image below. 	<p>My Phone Number and Address – Educator Resource Kit (p.29)</p> <p>Triple Zero (000) colour-in – Educator Resource Kit (p.32)</p> <p>Writing Worksheets – Educator Resource Kit (p.33-35)</p> <p>Counters</p> <p>Smoke Alarm Tally Sheet – Educator Resource Kit (p.36)</p> <p>Image of Smoke</p> <p>Mobile Phone Poster – Educator Resource Kit (p.24)</p> <p>Zero Cards – Educator Resource Kit (p.37)</p> <p>Stencils – Educator Resource Kit (p.38-41)</p> <p>Paint</p>
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<p>rules, and respond to commands when participating in physical activities I M 🚒 🚒</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 an educator, note your reflections on Lesson Two.</p>	

<ul style="list-style-type: none"> • make connections between feelings, thoughts, body reactions and body language, for example: <ul style="list-style-type: none"> – communicate thoughts and feelings about safe and unsafe situations and compare how characters in stories think, feel, and react in different situations S 🛠️ • identify a number of possible skills and strategies to stay safe and be supportive, for example: <ul style="list-style-type: none"> – discuss different ways that the community and built environments support people and help to keep them safe, e.g., fences around playgrounds I 🛠️🌐 – identify contextual factors that influence safety, e.g., family, peers, media, environment S 🛠️🛠️ 	<p>Lesson Three Home Fire Escape Plan Home Fire Escape Drill</p> <p style="text-align: right;">Duration: 40 mins</p> <p>1. Revision</p> <p>Ask the students:</p> <p><i>What should you do when you see smoke?</i> Get Down Low and Go, Go, Go. <i>What does a sound alarm sound like?</i> Beep, Beep, Beep. <i>What do smoke alarms tell us?</i> That there is smoke and maybe a fire, and that we need to get out. <i>What number should we call if we need the fire brigade?</i> Triple Zero (000) or zero, zero, zero.</p> <p>2. Home Fire Escape Plan</p> <p>Watch the video: What is a Home Fire Escape Plan?</p> <p>Tell the students they are going to learn about Home Fire Escape Plans. Explain that a Home Fire Escape Plan is a drawing that tells you how you can escape your house if there is a fire. Every plan needs to include two ways of escaping each room and a safe meeting place outside the home for you to meet your family.</p> <p>Tell the students they are going to pretend the classroom is their bedroom and that they are going to help create a Home Fire Escape Plan for their pretend bedroom:</p> <ol style="list-style-type: none"> 1. A. On a large piece of paper, draw the basic shape of the room (e.g., a rectangle). Ask the children what they have in their bedrooms. Draw a bed, desk, chair, toybox, bookshelf etc. B. Alternatively, use the Draw your own Home Fire Escape Plan game on an interactive whiteboard to draw a room with furniture. 2. Remind the students that you need two ways of escaping every room and ask them to point to the easiest way they can escape their pretend bedroom (i.e., via the door). Mark the door on the drawing. 3. Then ask the students to point to another way they could escape their pretend bedroom if they couldn't escape through the door (i.e., via another door or a window). Mark this on the drawing. 4. Tell the students it is important to have a safe meeting place outside their home to ensure they are far enough away from the fire but close enough to see the firefighters arrive. Tell the students where the school's meeting place is and mark this on the drawing with a red circle and label it. 5. Mark the group's location on the drawing with an x. 6. Draw a solid line from the x through the door to the safe meeting place and tell the students that this will be their first escape route. 7. Draw a broken line from the x through the window (or second door) and tell the students that this will be their second escape route. 	<p>www.brigadekids.com/videos/escapeplan</p> <p>Large piece of paper i.e., butchers' paper</p> <p>Markers</p> <p>www.brigadekids.com/?games=draw-your-own-home-fire-escape-plan</p>
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Your escape plan should look something like this:



3. Home Fire Escape Drill

Tell the students they are now going to learn what they should do if they hear a smoke alarm and/or see smoke using the Home Fire Escape Plan they have just created.

Watch the video: [What do I do if my house is on fire?](http://www.brigadekids.com/videos/housefire)

Display the *Home Fire Escape Drill Flash Cards* in order and get the children to practice (mime) each of the steps as you talk about the key points.

Steps		Key Points to Emphasise
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>

- identify safe and positive health practices and display actions that promote health, safety, and wellbeing, for example: (ACPPS006)

- identify preventive strategies that enhance health, e.g., sun protection

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- describe how individuals help one another to stay healthy and safe in various environments, for example:

- recognise what makes an environment safe and supportive, e.g., ‘no hat, no play’ rule, vegetable garden

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www.brigadekids.com/videos/housefire

Home Fire Escape Drill Flash Cards – Educator Resource Kit (p.42-49)

<ul style="list-style-type: none"> - recognise people they trust, who keep them safe and how they make them feel supported. • identify a number of possible skills and strategies to stay safe and be supportive, for example: <ul style="list-style-type: none"> - practise ways of seeking help in a range of different scenarios, e.g., call 000 during an emergency, use No-Go-Tell when feeling unsafe S  • practise interpersonal skills when participating in various activities, for example: <ul style="list-style-type: none"> - participate in games and physical activities where they are required to make choices and share equipment, materials, and spaces I M   - demonstrate a number of skills and actions for safety, e.g., assertiveness, refusal skills, telling, persistence I   - identify choices to enhance environmental safety, e.g., obey warning signs and signals, not touching dangerous objects   	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><u>Practical Activity</u></p> <p>Tell the students they are now going to practice all the steps in the Home Fire Escape Drill.</p> <p>Practice the sequence without a smoke alarm.</p> <ul style="list-style-type: none"> - Place the Mobile Phone Poster and Triple Zero (000) Call Script at the designated safe meeting place. - Guide the students through the sequence by completing the activity with them and talking them through the steps. - Have the students get down low on their hands and knees and shout “<i>Fire, Fire, Fire!</i>”. - Have the student at the front of the group check the door for heat and the last student close the door behind the group to stop the fire from spreading. - Ensure once they are at the safe meeting place, they call Triple Zero (000) as previously practiced. You may also want to ask for their address and/or phone number if they are ready. - Ask them “<i>Can you go back inside to get a favourite toy or pet?</i>”. Ensure they reply “<i>No!</i>” and confirm they are now safe, and the firefighters have arrived. <p>Practice the sequence with a smoke alarm activation or audio-visual sample:</p> <ul style="list-style-type: none"> - Practice as above but divide the students into two groups. - Have one group hold the large piece of fabric (i.e., the smoke layer) and the other half practice the sequence. - Activate a battery-operated smoke alarm or use the audio-visual sample and say, “<i>The room is filling with smoke</i>”. - Emphasise they need to stay under the smoke layer the whole time and shout “<i>Fire, Fire, Fire!</i>”. 			
				<p>Mobile Phone Poster - Educator Resource Kit (p.24)</p> <p>Triple Zero (000) Call Script – Educator Resource Kit (p.25-27)</p> <p>Large piece of fabric – white, grey, or black</p> <p>Battery-operated smoke alarm OR</p>

<ul style="list-style-type: none"> identify a number of possible skills and strategies to stay safe and be supportive, for example: <ul style="list-style-type: none"> practise ways of seeking help in a range of different scenarios, e.g., call 000 during an emergency, use No-Go-Tell when feeling unsafe S 🚒 identify safe and positive health practices and display actions that promote health, safety, and wellbeing, for example: (ACPPS006) <ul style="list-style-type: none"> identify preventive strategies that enhance health, e.g., sun protection S 🧢 🕶️ 🧴 describe how individuals help one another to stay healthy and safe in various environments, for example: <ul style="list-style-type: none"> recognise what makes an environment safe and 	<p>- Ask them “<i>Can you go back inside to get a favourite toy or pet?</i>”. Ensure they reply “No!” and confirm they are now safe, and the firefighters have arrived.</p> <p>4. Is it an emergency?</p> <p>Play: Triple Zero Kids' Challenge > Downtown > Is it an emergency?</p> <p>5. Optional independent, educator-led, and/or take-home activities</p> <p>Place the independent activities out during free time or use during other KLA lessons e.g., Literacy, Mathematics, or Creative Arts.</p> <p>a. Practice you Address. At roll call with the educator, have the students continue to practice saying and/or writing their address including street number, street name, suburb, and state. They may also practice their phone number if it is in their skill set. Tip: Create a dotted outline for the students to trace or have their address written out for them to copy.</p> <p>b. Secure the Home Fire Escape Drill Flash Cards to the table in order and have another set of cards which the students can match to the sequence.</p> <p>c. Complete the Maze</p> <p>d. Educator-led sing along. Sing a fire song previously learnt and then learn a new song - <i>Fire escape song</i></p> <p>e. Role play the Triple Zero (000) Call Script. In pairs have students take turns being the operator and caller. Give each student the Triple Zero (000) Call Script.</p> <p>f. Role play the classroom escape plan and Home Fire Escape Drill. In pairs have students take turns being the safety officer (who guides the other through the Home Fire Escape Drill) and evacuee</p>	<p>www.brigadekids.com/videos/smokealarmsound</p> <p>www.brigadekids.com/videos/firealarmsound</p> <p>Triple Zero Kids Challenge > Downtown > Is it an emergency?</p> <p>My Phone Number and Address – Educator Resource Kit (p.29)</p> <p>2 x sets of Home Fire Escape Drill Flash Cards – Educator Resource Kit (p.42-49)</p> <p>Maze – Educator Resource Kit (p.50-51)</p> <p>Fire Escape Song – Educator Resource Kit (p.52)</p> <p>Triple Zero (000) Call Script – Educator Resource Kit (p.25-27)</p> <p>Safety Officer Tick Sheet – Educator Resource Kit (p.53)</p>
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<p>supportive, e.g., 'no hat, no play' rule, vegetable garden I 🧰 🧰 🧰</p> <ul style="list-style-type: none"> practise interpersonal skills when participating in various activities, for example: <ul style="list-style-type: none"> participate in games and physical activities where they are required to make choices and share equipment, materials, and spaces I M 🧰 🧰 demonstrate a number of skills and actions for safety, e.g., assertiveness, refusal skills, telling, persistence I 🧰 🧰 identify choices to enhance environmental safety, e.g., obey warning signs and signals, not touching dangerous objects 🧰 🧰 	<p>(who is acting out the steps). Ensure the safety officer is given the Safety Officer Tick Sheet which can be laminated for re-use. Optional: use a blind fold</p> <p>g. Play Triple Zero Kids' Challenge > Hillsdale > Preparing for Bushfires</p> <p>h. Play Colour Splash on the Brigade Kids website.</p> <p>i. Spontaneous Home Fire Escape Drill</p>	<p>Blind fold</p> <p>Triple Zero Kids' Challenge > Hillsdale > Preparing for Bushfires</p> <p>www.brigadekids.com/?games=colour-splash</p> <p>Battery-operated smoke alarm OR</p> <p>www.brigadekids.com/videos/smokealarmound</p> <p>www.brigadekids.com/videos/firealaroundsound</p>
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



Reflections on Lesson Three

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 an educator, note your reflections on Lesson Three.

<ul style="list-style-type: none"> practise interpersonal skills when participating in various activities, for example: <ul style="list-style-type: none"> participate in games and physical activities where they are required to make choices and share equipment, materials, and spaces I M 🧩 🧩 demonstrate a number of skills and actions for safety, e.g., assertiveness, refusal skills, telling, persistence I 🧩 🧩 identify choices to enhance environmental safety, e.g., obey warning signs and signals, not touching dangerous objects 🧩 🧩 identify safe and positive health practices and display actions 	<p>Lesson Four Fire Hazards and Making Them Safe Matches and Lighter Safety Stop, Drop, Cover and Roll</p> <p style="text-align: right;">Duration: 40 mins</p> <p>1. Revision</p> <p>Watch the video: If there is a fire, can I take my pet or favourite toy?</p> <p>Conduct the Home Fire Escape Drill as previously practiced.</p> <p>Extension: Tell the students they are going to practice the Home Fire Escape Drill again, but this time you are going to make it tricky for them.</p> <p>Use the Home Fire Escape Drill Flow Chart as a visual aid. Go over the escape plan created in the previous lesson. Tell the students that if they feel the door with the back of their hand and it is hot, that there is fire on the other side. If they are trapped in their room, they will need to do the following:</p> <ul style="list-style-type: none"> Make sure their door is closed and put clothes or sheets under the door to stop smoke or fire from entering the room. If they have a window that they can open, open the window. Hang a thin piece of clothing out the window and close the window fully to keep the clothes in place. Lie down on their stomach in the middle of the room so that firefighters can find them easily. If their window cannot be opened, or they don't have one, tell them to lie down on their stomach in the middle of the room so they can be found by firefighters easily. <p>Conduct the Home Fire Escape Drill with the following extension:</p> <ul style="list-style-type: none"> When they feel the door for heat, say “<i>The door is hot. There is fire on the other side, and you are trapped in your room. What should you do?</i>”. Option 1: Have the students make sure the door to the room is closed and put something under the door. Open a window, hang a piece of clothing out the window, close the window, and lie down on their stomach in the middle of the room. Option 2: If students cannot open the window or do not have one, say “<i>The window is locked, you need to do something else</i>”. At this point, they should lie down on their stomach in the middle of the room and wait for firefighters to rescue them. Once they have done this, confirm that they are now safe as they have made it easy for firefighters to find them. <p>2. Fire Hazards and Making Them Safe</p> <p>Gather the students for group time and tell them they are going to learn about hot things, safe and unsafe fires, and safe and unsafe situations.</p>	<p>www.brigadekids.com/videos/petortoy</p> <p>Battery-operated smoke alarm OR</p> <p>www.brigadekids.com/videos/smokealarmound</p> <p>www.brigadekids.com/videos/firealarounds</p> <p>Home Fire Escape Drill Flow Chart – Educator Resource Kit (p.54)</p> <p>Piece of clothing or cloth</p>
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<p>that promote health, safety, and wellbeing, for example: (ACPPS006)</p> <ul style="list-style-type: none"> – identify preventive strategies that enhance health, e.g., sun protection S    <ul style="list-style-type: none"> • make connections between feelings, thoughts, body reactions and body language, for example: <ul style="list-style-type: none"> – communicate thoughts and feelings about safe and unsafe situations and compare how characters in stories think, feel, and react in different situations S   <ul style="list-style-type: none"> • identify a number of possible skills and strategies to stay safe and be supportive, for example: <ul style="list-style-type: none"> – discuss the safe use and storage of household medications and poisons I   – identify contextual factors that influence safety, e.g., family, peers, media, environment S   	<p>Is it Hot or Not Hot? Show the children the <i>Is It Hot or Not Hot? Posters</i> one at a time and have them decide which items are hot and which are not hot. Provide guidance where necessary.</p> <p>Safe or Unsafe Fire? Tell the students safe fires are ones that have a purpose such as for cooking, heating, lighting, or celebrating special events. Safe fires are small, controlled fires that are lit and supervised by adults. Emphasise that small fires can become big fires very quickly, so they should stay away from all fires including safe fires.</p> <p>Present the <i>Safe or Unsafe Fire? Posters</i> one at a time and have the students decide which fires are safe and which are not. Have them say why they are safe or why they are not. Provide guidance where necessary.</p> <p>Safe or Unsafe Situations? Tell the children that an unsafe situation is when a hot object (e.g., cooking) is left on without an adult watching it or when a hot object has things very close to it that it can burn (e.g., clothes drying on a heater).</p> <p>Present the <i>Safe and Unsafe Situation</i> cards one at a time and ask:</p> <p><i>Is this a safe or unsafe situation?</i> <i>Why?</i> Point out why it is not safe. <i>How could we make it safe?</i></p> <p>3. Matches and Lighter Safety</p> <p>Gather the students in a circle and explain:</p> <ul style="list-style-type: none"> - Tools are things adults use to do a job (e.g., a hammer is for hitting in nails to build something). - Tools are things that only adults use because they are too dangerous for students to use (e.g., a cooking knife is very sharp and can hurt you). - Tools are not toys and you should never touch them. - If you find them lying around, you should leave them where they are and tell an adult straight away. - If you see a friend, brother or sister playing with them, you should tell them to stop and tell an adult straight away. <p>Practical Activity</p> <p>Tell them you have some tools and toys you would like them to sort. Place the Child and Adult Sorting Boards in the middle of the circle and place a selection of adult tools and students' toys in a box. Be sure to include an empty box of matches and an empty lighter. If you do not have items available, use the <i>Tools and Toys Sorting Cards</i> instead. As you randomly pull each item out, hold it up and ask:</p> <p><i>What is it?</i> <i>What is it used for?</i></p>	<p>Is it Hot or Not Hot? – Educator Resource Kit (p.55-57)</p> <p>Safe or Unsafe Fire? Poster – Educator Resource Kit (p.58-63)</p> <p>Safe and Unsafe Situation Cards – Educator Resource Kit (p.64-71)</p> <p>Tools and Toys Sorting Cards – Educator Resource Kit (p.72-76)</p> <p>Child and Adult Sorting Boards – Educator Resource Kit (p.77-78)</p> <p>Adult tools, student's toys, empty box, empty matches, and empty lighter (optional)</p>
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<ul style="list-style-type: none"> practise interpersonal skills when participating in various activities, for example: <ul style="list-style-type: none"> demonstrate a number of skills and actions for safety, e.g., assertiveness, refusal skills, telling, persistence I 🗣️👏 identify choices to enhance environmental safety, e.g., obey warning signs and signals, not touching dangerous objects ⚠️🚫 participate in games and physical activities where they are required to make choices and share equipment, materials, and spaces I M 🎲👏 	<p><i>Is this a tool or a toy?</i> <i>Who does it belong to?</i> <i>What should you do if you see the [item] - Stay and play or tell an adult?"</i></p> <p>If the item is a toy, invite a child to come up and place it under the picture of the child. If it is a tool, the educator will place it under the picture of the adult explaining that it is an adult's responsibility to put the item away.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Key points to emphasise:</p> <ul style="list-style-type: none"> Ensure the students accurately identify the matches and lighter as tools for adults to light safe fires (e.g., to light birthday candles). Emphasise that matches and lighters create fire which can hurt or burn so you should never touch them and tell an adult straight away. Remind the students that tools are for adults and they should walk away from them and tell an adult to lock it away. </div> <p>4. Stop, Drop, Cover and Roll</p> <p>Gather the students for group time and tell them they are going to learn what they should do if their clothes ever catch on fire.</p> <p>On a board or large piece of paper, create a list of things that may set clothes on fire (e.g., leaning over the stove while cooking). Emphasise that these things should be avoided by standing away from them and making sure there is always an adult present.</p> <p>Display the Stop, Drop, Cover and Roll cards on a board. Tell the students that these 4 steps will help them if their clothes ever catch on fire. Explain:</p> <ol style="list-style-type: none"> Stop means stop where you are. Drop means drop to the ground and lay flat with your legs out straight. Cover means cover your eyes and mouth with your hands. Roll means roll completely over one way then back the other way until the fire is out. <p>Watch the video: What if my clothes catch on fire? Have the students practice saying and doing the steps.</p> <p><u>Practical Activity</u></p> <p>Tell the students that they are now going to respond to some fire safety situations.</p>	<p>Board or Large piece of paper</p> <p>Stop, Drop, Cover and Roll Cards – Educator Resource Kit (p.79-82)</p> <p>www.brigadekids.com/videos/clothes</p> <p>Stop, Drop, Cover, and Roll Scenario</p>
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- identify a number of possible skills and strategies to stay safe and be supportive, for example:
 - discuss the safe use and storage of household medications and poisons **I**
 - practise ways of seeking help in a range of different scenarios, e.g., call 000 during an emergency, use No-Go-Tell when feeling unsafe **S**
 - identify contextual factors that influence safety, e.g., family, peers, media, environment **S**

- Have the students stand for this activity.
- Using the *Stop, Drop, Cover and Roll* scenario cards, call up one child at a time to choose a card from a pile and show it to the rest of the group.
- Guide the students into deciding what the appropriate action is to the situation depicted on the card.
- A 'stop, drop, cover and roll' response is only appropriate when the card shows a person's clothes are on fire.
- Have the students demonstrate the correct response and reinforce that they have put out the fire and are now safe.
- Address inappropriate responses by describing appropriate ways to solve the problem.

Tip: You may wish to group the students into smaller groups and call up one group at a time to choose a card, decide on the correct response, and demonstrate the response to the rest of the remaining groups.

End the lesson by informing the students that their local firefighters will be visiting them at the next lesson. Encourage the students to think of some questions to ask the firefighters during their visit. Choose three prepared questions.

5. Optional independent, educator-led, and/or take-home activities

Place the independent activities out during free time or use during other KLA lessons, e.g., Literacy, Mathematics, or Creative Arts.

- Tools or toys** sorting cards and board from the lesson.
- 'What should I do?'** worksheet. For the images with a lighter or matches, the child should draw themselves telling an adult.
- Illustrate or cut and paste** the four important steps in Stop, Drop, Cover and Roll.
- Educator-led sing along.** *Fire Safety* song.
- Educator-led mind map** of potential safe meeting places. Create a mind map with the students using words and/or illustrations to help them consider potential safe meeting places at home.




Cards – Educator Resource Kit (p.83-84)

Tools or Toys
Sorting cards and board – Educator Resource Kit (p.72-78)

What should I do? – Educator Resource Kit (p.85)

Stop, Drop, Cover and Roll Worksheet – Educator Resource Kit (p.86)

Fire Safety Song – Educator Resource Kit (p.87)

<ul style="list-style-type: none"> perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities, for example: <ul style="list-style-type: none"> participate in games and physical activities that require awareness of personal safety and boundaries, e.g., individual and team physical activities and games, aquatics I M 	<p>f. Stop, Drop, Cover and Roll tag game. Two students represent flames. When the others are tagged, they Stop, Drop, Cover and Roll to smother the imaginary flames and remain on the ground. The game finishes when all are on the ground.</p> <p>g. Play Firey Flip on the Brigade Kids website.</p>	<p>www.brigadekids.com/?games=firey-flip</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 an educator, note your reflections on Lesson Four.</p>	

<ul style="list-style-type: none"> • identify a number of possible skills and strategies to stay safe and be supportive, for example: <ul style="list-style-type: none"> – practise ways of seeking help in a range of different scenarios, e.g., call 000 during an emergency, use No-Go-Tell when feeling unsafe S 🚒 • practise interpersonal skills when participating in various activities, for example: <ul style="list-style-type: none"> – demonstrate a number of skills and actions for safety, e.g., assertiveness, refusal skills, telling, persistence I 🗣️ 🧑 – identify choices to enhance environmental safety, e.g., obey warning signs and signals, not touching dangerous objects ⚙️ 🚫 	<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 to two classes.</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"> - 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 Educator 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"> - What firefighters do - What firefighters wear to keep safe in a fire - How to get firefighters' attention if trapped in house fire - Home Fire Escape Drill - Stop, Drop, Cover, and Roll - 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 > Pre Ed > Firefighter Session Video</p>	<p>Three questions</p> <p>Completion Certificates – Educator Resource Kit (p.88-89)</p> <p>BrigadeKids.com > Educator Resources > Pre Ed > Firefighter Session Video</p>
	<p>Post-Test 1 Immediately after program completion</p> <p style="text-align: right;">Duration: 10 mins</p> <p>To be conducted immediately after completing the program</p>	<p>Pre Ed Pre and Post Test Educator Resource Kit (p.2-3)</p>



	Educator Feedback Survey After program completion To be completed immediately after completing the program Duration: 15 mins	Educator Feedback Survey
	Post-Test 2 Two months after program completion To be conducted two months after completing the program Duration: 10 mins	Pre Ed Pre and Post Test Educator Resource Kit (p.2-3)

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. Educators 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 educator to choose sections that are relevant to the needs and maturity of the class.

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

- What is it like to be a firefighter? www.brigadekids.com/videos/firefighter
- Fire Trucks? Keep It Moving (Sesame Studios) www.brigadekids.com/videos/firetrucks

- Why do I need a smoke alarm in my house? www.brigadekids.com/videos/smokealarm
- How will I know if there is a fire when I'm asleep? www.brigadekids.com/videos/asleep
- What happens when I call Triple Zero (000)? www.brigadekids.com/videos/triplezero
- Triple Zero – Hooley Dooleys www.brigadekids.com/videos/hooleydooleys

- 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
- If there is a fire, can I take my pet or favourite toy? www.brigadekids.com/videos/petortoy
- What if my clothes catch on fire? www.brigadekids.com/videos/clothes

- 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

Educator Resources

- Pre Ed Pre and Post Test www.fire.nsw.gov.au/forms/pre-ed-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