



Fire Safety (Pre Ed - Early Years Learning Framework) for children aged 3 to 5 years

TOPICS

Firefighters Are Your Friends; Get Down Low and Go, Go, Go; Smoke Alarms; Dialling Triple Zero (000); Escape Plan; Home Fire Escape Drill; Fire Hazards and Making Them Safe; Matches and Lighter Safety; Stop, Drop, Cover and Roll.

LESSON PLANS

The following lesson plans have been designed for children aged 3 to 5 years.

They include a 5 to 6 week plan with 4 x 30 minute educator-led lessons, 1 x 30 minute service fire evacuation drill, followed by 1 x 40 minute Firefighter delivered session.

For some children, delivering the educator-led lessons over multiple, shorter sessions might be more effective.

The lesson plans include a variety of activities to accommodate the varied developmental needs of children aged 3 to 5 years. 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 or made available to children to self-select or take home at any time.

The lessons have been designed to align with, and meet components of, the Early Years Learning Framework for Australia.

The Early Years Learning Framework for Australia

(Learning Outcomes for children 0 – 5 years)

The 5 key outcomes are:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.



PRE-TEST

Duration: 10 mins

To be completed prior to commencing the program.

Have the children gather in an open area where they have sufficient room to demonstrate physical actions such as crawling and rolling, and in an environment that has a door that is safe to exit.

To complete and record the measure, follow the steps in the Educator Resource Kit (p.2) and record the results using the link below.

[Pre Ed Pre and Post Test](#)

DIVERSE LEARNING NEEDS

For Diverse Learning Needs Resources and Pre-Post Tests, go to

[Diverse Learning Needs](#)

LESSON 1**Duration: 30 mins****Topics: Identifying Firefighters and Firefighters Are Your Friends; Identifying Fire Trucks****Learning Outcomes**

Identify firefighters and their role.
Recognise firefighters as friends.
Identify fire trucks.

EYLF Outcomes

Children are connected with and contribute to their world.
Children are confident and involved learners.
Children are effective communicators.

1. Identifying Firefighters and Firefighters Are Your Friends

Gather the children in a circle and place the following *Firefighter Uniform and Equipment Cards* in a box:

- Firefighter's helmet
- Firefighter's jacket
- Firefighter's pants
- Flash hood
- Gloves
- Boots
- Facemask and air cylinder
- Radio
- Hose
- Fire extinguisher
- Fire truck
- Ladder
- Fire station
- Fire hydrant

Tip: You can also include physical objects (e.g., a fire truck) and have the children guess what the item is by feeling.

Tell the children you 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:

What is it?

Who does this belong to?

Once the box is empty and the children have guessed the items belong to a firefighter, ask the children:



*Have you seen a firefighter?
Have you heard a fire truck?
Have you ever seen a fire?*

Show them the firefighter in the *Firefighting Uniform Poster* and ask:

*What do you think firefighters do?
Why do they wear [item of clothing and equipment]?*

Watch the video: [What is it like to be a firefighter?](#)

Key points to emphasise:

- 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 themselves safe from fire.
- 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 allow 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.

Practical Activity

Have the children learn the first verse of 'I am a strong firefighter' song below and encourage them to add actions to the words.

I am a strong firefighter - Verse 1 (Sung to the tune of 'I'm A Little Teapot')

*I'm a strong firefighter dressed in yellow.
With my fire helmet on my head.
I can drive the fire truck, fight fire too,
And I help make things safe for you.*

2. Identifying Fire Trucks

Watch the video: [Fire Trucks! Keep it Moving \(Sesame Studios\)](#).

Have the children recall the information in the video by asking:

*What does a fire truck carry? Firefighters and their tools.
Why do they have sirens and flashing lights? To let people know they are coming and to clear the way.*



*Why do they have ladders? To help put out fires and rescue people and animals up high.
Who do firefighters rescue? People and their pets.*

End your lesson by singing the ‘I am a strong firefighter’ song again.

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

Independent Activities

- a. **Dress the firefighter** (Resource: *Deb the Firefighter*)
- b. **Colour and complete the writing task** (Resource: *Firefighter Stencil*)
- c. **Create the object** (Resource: *Firefighting Playdough Mats*)
- d. **Piece the puzzles** (Resource: *Number Puzzles*)
- e. **Role play** Provide children with a garden hose, fluorescent vests, gumboots, and plastic helmets to use in a firefighter role play.
- 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.

Educator-led Activities

a. Hand Art

- Five Little Firefighters: Have the child place a hand in yellow paint and make 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 in each circle and a water hose that is held by all the little firefighters.
- Flame: Have the child place their hands in red and yellow paint and make handprints on a black piece of paper. Encourage them to start at the bottom of the paper and arrange their handprints in the shape of a flame (or teardrop). Encourage the child to find twigs in the playground to glue at the base of their flame.

b. Group sing along

The wheels on the fire truck

*The wheels on the fire truck go round and round,
Round and round, round, and round,
The wheels on the fire truck go round and round,
All the way to town.*

Tip: You could also use the siren, ladder, seat belts and so on. Encourage the children to use their imagination!

Resources Required – Educator Resource Kit

- Firefighter Uniform and Equipment Cards (p.4-7)
- Firefighting Uniform Poster (p.8)
- I am a Strong Firefighter Song (p.9)
- Viewing device (e.g., IWB, laptop, iPad, etc.)
- Deb the Firefighter (p.10-12)



- Firefighter Stencil (p.13)
- Firefighting Playdough Mats (p.14-17)
- Number Puzzles (p.18-19)
- The Wheels on the Fire Truck Song (p.20)
- Role Play - Garden hose, fluorescent vests, gumboots, and plastic helmets.
- Art activities – Yellow, orange, and red paint, paint brushes, painting easel.
- Five Little Firefighters Art - Yellow paint, white paper, skin coloured pre-cut circles, yellow pre-cut helmets, glue, coloured pencils or textas.
- Flame Art – Red and yellow paint, black paper, glue, twigs from the playground.

Reflections on Lesson One

As a group, identify the most important thing the children learnt about fire safety today.

As a group, identify anything the children are confused or still wondering about.

As an Educator, note your reflections on Lesson One.



LESSON 2

Duration: 30 mins

Topics: Revision; Get Down Low and Go, Go, Go; Smoke Alarms; Dialling Triple Zero (000)

Learning Outcomes

Identify firefighters as friends.

Perform 'get down low and go, go, go' and identify when to crawl low under smoke.

Identify smoke alarms by sight and sound and discuss the purpose of smoke alarms.

Identify when to call Triple Zero (000) and practice dialling Triple Zero (000).

EYLF Outcomes

Children have a strong sense of wellbeing.

Children are confident and involved learners.

1. Revision

Start the lesson by singing the first verse of the 'I am a strong firefighter' song learnt in the previous lesson. Then encourage the children to learn the second verse of the song below.

I am a strong firefighter - Verse 2 (Sung to the tune of 'I'm A Little Teapot')

I'm a strong firefighter dressed in yellow.

I put my boots and helmet on

I hurry to the fire and give a shout.

With a burst of water, the fire is out.

Remind the children that firefighters are their friends and are safe people to go to when there is a fire.

2. Get Down Low and Go, Go, Go

Gather the children for group time and tell them they are going to learn what they should do if there is smoke in a room.

Show them the *Smoke in a Room Picture* and discuss what is happening.

Key points to emphasise:

- 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).

Remind the children where there is smoke, there is fire, and the best place to be is down low on your hands and knees under the smoke.



Ask the children:

What do you do when you see smoke?

Have the children to reply, “*Get Down Low and Go, Go, Go*”. Repeat several times.

Practical Activity

Tell the children they are now going to practice getting down low under smoke and crawling outside to safety.

- Use a large piece of fabric to represent the smoke layer and position it towards an open door.
- Have half of the children hold the fabric and whisper “*Get Down Low and Go, Go, Go*” while you direct the other half to crawl underneath it shouting “*Fire, Fire, Fire!*”.
- Ensure the children crawl all the way through and out the open door.
- Have them practice a couple of times before swapping.

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.

3. Smoke Alarms

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

Have the children form a circle and place a smoke alarm or the *Smoke Alarm Picture* in the middle of the circle.

Guide the children into a discussion about smoke alarms by asking:

- *What is it? A smoke alarm.*
- *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.*
- *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 with the beeping noise.*
- *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.*
- *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.*
- *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.*
- *Where might you be able to find it? On the ceiling outside sleeping areas (e.g., the hallway) and in sleeping areas.*
- *Does anybody have a smoke alarm at home?*
- *Where is the smoke alarm in this room?*

Watch the video: [How will I know if there is a fire when I’m asleep?](#)

Tell the children to pay close attention to the sound of the smoke alarm.



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.

Inform the children 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.

4. Dialling Triple Zero (000)

Tell the children they are now going to learn how to call for help when there is a fire.

Watch the video: [What happens when I call Triple Zero \(000\)?](#)

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:

What number do you call if there is a fire? Zero, zero, zero.

How many zeros are there in Triple Zero (000)? Three.

Who will come to help when you call this number? 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.

Inform the children 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.

Practical Activity

Tell the children they are going to practice calling Triple Zero (000).

- Gather the children in a circle.
- Place one *Fire Emergency Card* and the *Mobile Phone Poster* in front of a child.
- Read the *Fire Emergency Card* to the child.
- Ask them to call Triple Zero (000) on the *Mobile Phone Poster*. Make sure they press the 'zero' button three times.
- Say 'Emergency. Police, Fire, or Ambulance?'
- Get the child to reply 'Fire'.
- Extension: If they know their address, ask them 'What's your address?' and get the child to practice telling you their address.
- Repeat for all children using different *Fire Emergency Cards*.

End the lesson by singing and dancing to [Triple Zero Campaign – Hooley Dooleys](#)



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

Independent Activities

- a. **Practice your Address** (Resource: Phone Number and Address Worksheet). Complete the *My Phone Number and Address* worksheet for each child. Help the children practice saying their address. Include their phone number if it is within their skill set. *Extension: For more advanced children, create a dotted outline for the children to trace or have their address written out for them to copy.*
- b. **Match the Zeros Water Play or Sensory Box** (Resource: Triple Zero (000) Board and Individual Zeros). Cut out and laminate the individual zeros and laminate the Triple Zero (000) board. Place the zeros in a water play or sensory box and have the children fish them out and match to the Triple Zero (000) board.
- c. **Colour in the Zeros** (Resource: Triple Zero (000) Stencil)
- d. **Complete the Smoke Alarm and Triple Zero (000) Worksheets** (Resource: Pre-writing and Writing Worksheets). *Tip: Laminate and re-use the worksheets by having the children use a whiteboard marker or their index finger to trace or write.*
- e. **Create a Crawl Low Under Smoke Obstacle Course** (Resource: Image of Smoke, Mobile Phone Poster). Place the picture of Smoke at one end and the Mobile Phone Poster at the other end. Encourage the children to crawl from the smoke to the phone and practice dialling Triple Zero (000).

Educator-led Activities

- a. **Conduct a Smoke Alarm Count.** Tour each room 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) and count them back in the room.
- b. **Triple Zero (000) treasure hunt** (Resource: Zero Cards). Place the *Zero Cards* around the room and have the children 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 it is the Triple Zero (000) number. Use any incorrect cards as a discussion point and give the child another opportunity to find a correct card.
- c. **Poster of Get Down Low and Go, Go, Go to be hung in the room** (Resources: Get Down Low Stencils). Have each child cut out a cloud stencil and paint it in different shades of grey and black. Encourage some of the children 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.

Resources Required – Educator Resource Kit

- Smoke in a Room Picture (p.21)
- Viewing Device and internet Access
- Large piece of fabric
- Smoke Alarm Picture (p.22)
- Battery- operated Smoke Alarm
- Fire Emergency Cards (p.23)
- A4 Mobile Phone Poster (p.24)
- Triple Zero (000) Call Script (Basic) (p.25)
- Triple Zero (000) Lyrics – Educator Resource Kit (p.28)



- Phone Number and Address Worksheet (p.29)
- Triple Zero (000) Board and Individual Zeros (p.30-31)
- Triple Zero (000) Colour-in Stencil (p.32)
- Pre-writing and Writing Worksheets (p.33-35)
- Smoke Alarm Tally Sheet (p.36)
- Zero Cards (p.37)
- Get Down Low Poster Stencils (p.38-41)

Reflections on Lesson Two

As a group, identify the most important thing the children learnt about fire safety today.

As a group, identify anything the children are confused or still wondering about.

As an Educator, note your reflections on Lesson Two.



LESSON 3

Duration: 30 mins

Topics: Revision; Home Fire Escape Plan; Home Fire Escape Drill

Learning Outcomes

Identify how to crawl low under smoke and the number to call if there is a fire.
Discuss and create a Home Fire Escape Plan.
Discuss and perform the Home Fire Escape Drill.
Discuss emergencies.

EYLF Outcomes

Children have a strong sense of wellbeing.
Children are confident and involved learners.

1. Revision

Ask the children:

What should you do when you see smoke? Get Down Low and Go, Go, Go.

What does a sound alarm sound like? Beep, Beep, Beep.

What do smoke alarms tell us? That there is smoke and maybe a fire, and that we need to get out.

What number should we call if we need the fire brigade? Triple Zero (000) or zero, zero, zero.

2. Home Fire Escape Plan

Watch the video: [What is a Home Fire Escape Plan?](#)

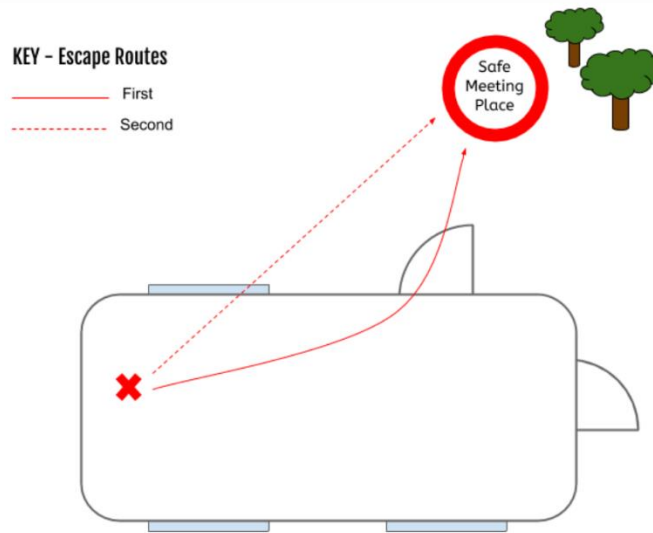
Tell the children they are going to learn about Home Fire Escape Plans. Explain that a Home Fire Escape Plan is a drawing that tells you how you can escape your house if there is a fire. Every plan needs to include two ways of escaping each room and a safe meeting place **outside the home** for you to meet your family.

Tell the children they are going to pretend the room is their bedroom and that they are going to help create a Home Fire Escape Plan for their pretend bedroom:

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 children 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 children 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 children 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 children 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 children 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 children that this will be their second escape route.

Your escape plan should look something like this:



3. Home Fire Escape Drill

Tell the children 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?](#)

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>
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 children know their safe meeting place at home. It may be their letter box, front gate, driveway, tree etc. Make sure the children 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>

Practical Activity

Tell the children they are now going to practice all the steps of the home fire escape drill.

Practice the sequence without a smoke alarm activation:

- Place the Mobile Phone Poster at the designated safe meeting place.
- Guide the children through the sequence by completing the activity with them and talking them through the steps.
- Have the children get down low on their hands and knees and shout “*Fire, Fire, Fire!*”.
- Have the child at the front of the group check the door for heat and the last child 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 “*Can you go back inside to get a favourite toy or pet?*”. Ensure they reply “*No!*” and confirm they are now safe, and the firefighters have arrived.

Practice the sequence with a smoke alarm activation:

- Practice as above but divide the children 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, “*The room is filling with smoke*”.
- Emphasise they need to stay under the smoke layer the whole time and shout “*Fire, Fire, Fire!*”.



- Ask them “*Can you go back inside to get a favourite toy or pet?*”. Ensure they reply “No!” and confirm they are now safe, and the firefighters have arrived.

4. Is it an emergency?

As a group, play: [Triple Zero Kids Challenge > Downtown > Is it an emergency?](#)

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

Independent Activities

- Practice your address** (Resource: Phone Number and Address Worksheet). Either at sign in with a parent or at roll call with the Educator, have the children 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 within their skill set. *Tip: Create a dotted outline for the children to trace or have their address written out for them to copy.*
- Home Fire Escape Drill sequencing** (Resource: Home Fire Escape Drill Flash Cards). Secure the *Home Fire Escape Drill Flash Cards* to the table in order and have another set of cards which the children can match to the sequence.
- Complete the maze** (Resource: Maze Worksheets).
- Role play the Triple Zero (000) Call Script** (Resource: Triple Zero (000) Call Script). Place the *Triple Zero (000) Call Script* out for the children to practice with each other.
- Play Colour Splash** on the Brigade Kids website (Resource: www.brigadekids.com/?games=colour-splash).

Educator-led Activities

- Sing along.** Sing a fire song previously learnt and learn a new song.
- Role play the escape plan and Home Fire Escape Drill** (Resource: Escape Plan and Safety Officer Tick Sheet). Partner each child and have them take turns being the safety officer (who guides the other through the Home Fire Escape Drill) and evacuee (who is acting out the steps). Ensure the safety officer is given the Safety Officer Tick Sheet which can be laminated for re-use. *Tip: Try to pair an older child with a younger child.*
- As a group, play:** [Triple Zero Kids' Challenge > Hillsdale > Preparing for Bushfires](#)
- Conduct a Spontaneous Home Fire Escape Drill** (Resource: Home Fire Escape Drill Flash Cards).

Resources Required – Educator Resource Kit

- Viewing Device and Internet Access
- Large Piece of Paper and Coloured Pencils/Textas
- Home Fire Escape Drill Flash Cards (p.42-49)
- Maze Worksheets (p.50-51)
- Mobile Phone Poster (p.24)
- Triple Zero (000) Caller Script (Basic) (p.25)
- Triple Zero (000) Caller Script (p.26-27)
- Safety Officer Tick Sheet (p.53)
- Fire Escape Song Lyrics (p.52)



- Battery-operated Smoke Alarm or Audio-visual Sample
- Phone Number and Address Worksheet (p.29)
- Sticky Tape/Blu Tack

Reflections on Lesson Three

As a group, identify the most important thing the children learnt about fire safety today.

As a group, identify anything the children are confused or still wondering about.

As an Educator, note your reflections on Lesson Three.

LESSON 4**Duration: 30 mins****Topics:** Revision; Fire Hazards and Making Them Safe; Matches and Lighter Safety; Stop, Drop, Cover, and Roll**Learning Outcomes**

Perform the Home Fire Escape Drill.

Identify objects that are hot and not hot.

Discuss safe fires and unsafe fires, and safe situations and unsafe situations.

Identify matches and lighters as tools for adults.

Perform 'Stop, Drop, Cover, and Roll' and identify the circumstances under which to perform it.

EYLF Outcomes

Children have a strong sense of wellbeing.

Children are confident and involved learners.

Children are effective communicators.

1. RevisionWatch the video: [If there is a fire, can I take my pet or favourite toy?](#)

Conduct the Home Fire Escape Drill as previously practiced.

Extension

Tell the children they are going to practice the Home Fire Escape Drill again, but this time you are going to make it tricky for them.

Use the Home Fire Escape Drill Flow Chart as a visual aid. Go over the escape plan created in the previous lesson. Tell the children 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:

- **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 do not have one, tell them to lie down on their stomach in the middle of the room so they can be found by firefighters easily.

Conduct the Home Fire Escape Drill with the following extension:

- When they feel the door for heat, say “*The door is hot. There is fire on the other side, and you are trapped in your room. What should you do?*”.



- Option 1: Have the children 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 children cannot open the window or do not have one, say “*The window is locked, you need to do something else*”. 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.

2. Fire Hazards

Gather the children for group time and tell them they are going to learn about things that are hot, safe and unsafe fires, and safe and unsafe situations.

Is it Hot or Not Hot?

Show the children the *Is It Hot or Not Hot? Posters* one at a time and have them decide which items are hot and which are not hot. Provide guidance where necessary.

Safe or Unsafe Fire?

Discuss with the children that 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 be careful around all fires including safe fires.

Present the *Safe or Unsafe Fire? Posters* one at a time and have the children 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.

Safe or Unsafe Situations?

Discuss with 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).

Present the *Safe and Unsafe Situation* cards one at a time and ask:

Is this a safe or unsafe situation?

Why? Point out why it is safe or unsafe.

How could we make it safe?

3. Matches and Lighter Safety

Gather the children in a circle and discuss:

- 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 children 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.

Practical Activity

Tell the children that 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 children's 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 *Tools and Toys Sorting Cards* instead.

As you randomly pull each item out, hold it up and ask:

What is it?

What is it used for?

Is this a tool or a toy?

Who does it belong to?

What should you do if you see the [item] - Stay and play or tell an adult?"

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.

Key points to emphasise:

- Ensure the children 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 children that tools are for adults and they should walk away from them and tell an adult to lock them away.

4. Stop, Drop, Cover and Roll

Gather the children for group time and tell them they are going to learn what they should do if their clothes ever catch on fire.

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.

Display the Stop, Drop, Cover and Roll Cards on a board. Discuss with the children the 4 steps will help them if their clothes ever catch on fire. Explain:



1. **Stop** means stop where you are.
2. **Drop** means drop to the ground and lay flat with your legs out straight.
3. **Cover** means cover your eyes and mouth with your hands.
4. **Roll** means roll completely over one way then back the other way until the fire is out.

Watch the video: [What if my clothes catch on fire?](#)

Have the children practice saying the steps and then doing the steps.

Practical Activity

Tell the children that they are now going to practice what to do if their clothes catch on fire.

- Have the children 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 children 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 children 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 children 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 children that their local firefighters will be visiting them at their next lesson. Encourage the children 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

Independent Activities

- a. **Sort the tools and toys** (Resource: Tools and Toys Sorting Cards, and Child and adult Sorting Boards).
- b. **Illustrate ‘What should I do?’** (Resource: ‘What should I do?’ Worksheet). For the images with a lighter or matches, the child should draw themselves telling an adult.
- c. **Illustrate or cut and paste** the steps in Stop, Drop, Cover and Roll (Resource: Stop, Drop, Cover and Roll Worksheet).
- d. **Play Firey Flip** on the Brigade Kids website (Resource: www.brigadekids.com/?games=firey-flip).

Educator-led Activities

- a. **Sing along.**
- b. **Mind map of potential safe meeting places.** Create a mind map with the children using words and/or illustrations to help them consider potential safe meeting places at home.



- c. **Stop, Drop, Cover and Roll Tag Game.** Two children 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.

Resources Required – Educator Resource Kit

- Battery-operated Smoke Alarm or Smoke Alarm Audio-visual Sample
- Large piece of fabric
- Item of clothing
- Mobile Phone Poster (p.24)
- Home Fire Escape Drill Flow Chart (p.54)
- Is it Hot or Not Hot? Posters (p.55-57)
- Safe or Unsafe Fire? Posters (p.58-63)
- Safe and Unsafe Situation Cards (p.64-71)
- Selection of Tools and Toys
- Empty Lighter and Matches
- Empty box
- Tools and Toys Sorting Cards (p.72-76)
- Child and Adult Sorting Board (p.77-78)
- Stop, Drop, Cover and Roll Flash Cards (p.79-82)
- Viewing device and internet access
- Stop, Drop, Cover and Roll Scenario Cards (p.83-84)
- What should I do? Worksheet (p.85)
- Stop, Drop, Cover and Roll Worksheet (p.86)
- Fire Safety Song (p.87)



Reflections on Lesson Four

As a group, identify the most important thing the children learnt about fire safety today.

As a group, identify anything the children are confused or still wondering about.

As an Educator, note your reflections on Lesson Four.



SERVICE FIRE EVACUATION DRILL

Duration: 30 minutes

During the program, conduct a Service Fire Evacuation Drill by following the steps below.

1. Service Fire Evacuation Plan

Show the children the service's Fire Evacuation Plan displayed in the building. Show them where their room is located on the plan. Discuss what the lines and arrows mean. Identify the safe meeting place and discuss the safest and quickest way to get there.

2. Service Fire Evacuation Procedure

Discuss the service's Fire Evacuation Procedure. This may involve the blowing of a whistle, lining up at the door, a head count, following an educator, the correct evacuation route, and assembly at a safe meeting place.

3. Service Fire Evacuation Drill

At a convenient time, conduct a Fire Evacuation Drill with the group or preferably the entire service.

4. Discussion

After the drill, discuss what the children thought about the drill. Talk to the children about what worked (i.e., they followed the educator, walked calmly, stayed quiet) and what did not work (i.e., they talked too much which made it hard for the educator 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 the service.

Resources Required

- Service Fire Evacuation Plan
- Service Fire Evacuation Procedure



LESSON 5

Duration: 40 mins

Firefighter Visit

TOPICS: Identifying Firefighters and Firefighters are Friends; Home Fire Escape Drill; Stop, Drop, Cover, and Roll; Ask a Firefighter.

The Firefighter Session has been designed to be delivered to one or two groups of children.

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.

Firefighter Visit Preparation

To prepare for the firefighter visit:

- As a group, prepare three questions to ask the firefighters.
- It is preferable to gather children in an inside space where they have enough room to move.
- Ensure the children 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 room, 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.

Firefighter Visit Lesson Overview

- 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 the children
- Certificates and take-home resources

If a Firefighter Visit cannot be facilitated, use the Firefighter Session Video in lieu of the Firefighter Visit.

[BrigadeKids.com > Educator Resources > Pre Ed > Firefighter Session Video](#)

Resources Required – Educator Resource Kit

- Three questions prepared by the group.
- Completion certificates (p.88-89)



POST-TEST 1

Duration: 10 mins

To be completed immediately after completing the program.

Have the children gather in an open area where they have sufficient room to demonstrate physical actions such as crawling and rolling, and in an environment that has a door that is safe to exit.

To complete and record the measure, follow the steps in the Educator Resource Kit (p.2) and record the results using the link below.

[Pre Ed Pre and Post Test](#)

EDUCATOR FEEDBACK

Duration: 15 mins

Educator feedback survey to be completed immediately after completing the program.

[Educator Feedback Survey](#)

POST-TEST 2

Duration: 10 mins

To be completed two months after completing the program.

Have the children gather in an open area where they have sufficient room to demonstrate physical actions such as crawling and rolling, and in an environment that has a door that is safe to exit.

To complete and record the measure, follow the steps in the Educator Resource Kit (p.2) and record the results using the link below.

[Pre Ed Pre and Post Test](#)

Digital Resources

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 group.

- 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 am 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