



**Fire &  
Rescue NSW**



PRIMARY SCHOOL FIRE SAFETY EDUCATION  
(FIRE ED)  
LEVEL 1 PROGRAM

*This information is intended to familiarise firefighters, teachers and parents with the background, structure, resources and delivery of the Fire ED Level 1 program.*





**Fire & Rescue NSW**  
**Primary School Fire Safety Education**  
**Fire ED Level 1**  
**Version January 2006**  
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**Produced by Community Risk Management  
(FRNSW)**

**FRNSW would like to acknowledge and formally thank the Melbourne Metropolitan Fire and Emergency Services (MFES) for use of their Fire ED program from which this program is based.**

**FRNSW also thanks the NSW Department of Education and Training and our other program partners for their assistance.**

**Disclaimer: All the information within this program is based on the best knowledge pertaining at the time of publication**

**This program guide has been produced with funding from the Macquarie Bank Foundation.**

## 2. Principal/Teacher Resource Kit

- Pre Fire ED presentation
  - Letter to principal and teachers
  - Letter to parents
  - Suggested school newsletter article
- Post Fire ED presentation
  - Teachers' lesson plans
  - Teachers' activities
- Student assessments
  - Teachers' assessment guide

## Fire & Rescue NSW ED Program Level 1

Dear Teacher/Principal,

The importance of educating and protecting children from the dangers and trauma that can be caused by fire, especially fires in and around the home, is widely recognised. Accordingly, Fire & Rescue NSW (FRNSW) firefighters have been visiting local primary schools and teaching fire safety to children through the Fire ED program for many years.

Fire ED encourages a local partnership amongst firefighters, teachers, students and parents to work to actively reduce the incidence and impact of fire and related traumas across NSW.

The program aims to instruct children about fire safe behaviour and survival skills in the case of fire in the following four key areas:

- SAFE FIRES/UNSAFE FIRES
- FIREFIGHTERS CAN HELP YOU
- CRAWL LOW IN SMOKE
- STOP, DROP, COVER AND ROLL

Initial contact with firefighters from your local FRNSW station should include a discussion of your participation in the Fire ED program and should include convenient dates for the presentation at your school.

To assist you to learn more about the Fire ED program a “Teacher’s Resource Kit” which outlines the program in more detail, including a letter to parents and additional materials and activities for teachers’ use with the students is available online at [www.fire.nsw.gov.au](http://www.fire.nsw.gov.au). This resource kit has been produced with funding from the Macquarie Bank Foundation.

Briefly, the Fire ED program takes place over four (4) key stages that are designed to be taught over a period of approximately a fortnight. The program requires firefighters, teachers and parents to all take a role in this program.

The four key stages are:

<b>STAGE 1</b>	<i>Firefighters from your local fire station will visit your school to talk about the above four messages (approximately 60 minutes)</i>
<b>STAGE 2</b>	<i>In the next fortnight, teachers use their <b>Teachers’ Resource Kit</b> which includes a series of follow up lesson plans and activities to work on with the students, in class or at home, to reinforce the lessons learnt.</i>
<b>STAGE 3</b>	<i>There is also a <b>Children’s Pack</b> which contains information to go home to parents. This explains the program and covers further discussion points and activities to be undertaken at home. Parents with internet access are encouraged to forward feedback on the program to FRNSW at <a href="http://www.fire.nsw.gov.au">www.fire.nsw.gov.au</a></i>
<b>STAGE 4</b>	<i>Approximately two (2) weeks after the presentation teachers are asked to conduct a simple student assessment and forward the information to FRNSW at <a href="http://www.fire.nsw.gov.au">www.fire.nsw.gov.au</a></i>

At the time of organising the specific details of program delivery for your school, we would appreciate it if you could advise us if there are any students who:

- Have specific disabilities that we need to know about, or
- Have suffered bad burns or have been recently involved in a serious fire incident.

This information will help us to adapt our program where possible.

We would also appreciate your promotion of this program specifically and fire safety generally in your school's newsletter. To this end, we have provided you with a suggested article which emphasises the major issues of fire safety for your school community.

If you have any questions about the program, please feel free to contact your local fire station.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Greg Mullins', with a stylized flourish at the end.

**Greg Mullins AFSM**

Commissioner, FRNSW

## Fire & Rescue NSW Fire ED Program Level 1

Dear Parents,

The importance of educating and protecting children from the dangers and trauma that can be caused by fire, especially fires in and around the home, is widely recognised. Accordingly, Fire & Rescue NSW (FRNSW) firefighters have been visiting local primary schools and teaching fire safety to children through the Fire ED program for many years.

Fire ED encourages a local partnership amongst firefighters, teachers, students and parents to work to actively reduce the incidence and impact of fire and related traumas across NSW. Accordingly, FRNSW will be visiting your child's school next week to teach the children basic lessons of fire safety including:

- SAFE FIRES/UNSAFE FIRES
- FIREFIGHTERS CAN HELP YOU
- CRAWL LOW IN SMOKE
- STOP, DROP, COVER AND ROLL

Check with your school for the specific date and come along for some photos and fun.

After the Fire ED presentation, teachers will be encouraged to carry out activities and additional lesson plans over the following two (2) weeks. These will help to reinforce the fire safety lessons presented by the firefighters.

Parents can help us in this program by discussing fire safety at home. You can learn about fire safety online at [www.fire.nsw.gov.au](http://www.fire.nsw.gov.au)

After the presentation, your child will take home information on Home Fire Escape Plans which emphasise the importance of:

- Having working smoke alarms in your home, including regularly checking and changing batteries, and Developing (and regularly practising) an escape plan with your children.

I hope you will support this program and encourage your children in fire safe behaviours. I urge you to protect your family by installing and maintaining smoke alarms in your home and practising a home escape plan. By these simple actions, we can work together to minimise the incident and effects of fire. This resource kit has been produced with funding from the Macquarie Bank Foundation.

From May 1 2006, it will be compulsory by legislation for ALL NSW homes to have at least one WORKING smoke alarm.

Also, after the Fire ED presentation, if you have access to the Internet, we would greatly appreciate it if you could complete the short questionnaire which is available online at [www.fire.nsw.gov.au](http://www.fire.nsw.gov.au). This will provide us with feedback on the effectiveness of the Fire ED program for your child and your family.

Yours sincerely,



**Greg Mullins AFSM**

Commissioner, FRNSW

## 2.2. Fire Safety Information for School Newsletter

Firefighters from \_\_\_\_\_ Fire Station are visiting our school next week to teach our Kindergarten students about fire safety. The visit is part of the Fire & Rescue NSW FIRE ED program, which aims to deliver appropriate fire safety education to school students. This program is part of Fire & Rescue NSW's ongoing commitment to educating the community for a fire safe NSW and is funded by Macquarie Bank Foundation.

It is appropriate at this time that our entire school community take heed of some principles of fire safety. Fire & Rescue NSW has provided us with the following tips:

- **INSTALL AND MAINTAIN SMOKE ALARMS**

It is compulsory for ALL homes in NSW to have at least one working smoke alarm from May 1 2006. Smoke alarms warn you of a fire in time to let you escape. Install smoke alarms on each level of your home to cover sleeping areas. Test the smoke alarm once a week, and replace dead batteries immediately. Smoke alarms are readily available at your local variety and hardware stores and are inexpensively priced.

- **PLAN AND PRACTICE YOUR HOME FIRE ESCAPE PLAN**

With your family, draw a grid of your home and plan two ways (wherever possible) out of every room. In the event of a fire, one exit may be blocked by flames or smoke. Choose a meeting place outside where everyone will gather. Practice the Escape Plan regularly.

- **TAKE CARE WHEN COOKING**

Approximately a third of all home fires start in the kitchen. Be alert when cooking, and keep children out of the way. Keep pot handles turned inward so they won't be knocked over the edge of the stove.

- **MATCHES / LIGHTERS ARE TOOLS NOT TOYS**

Matches or lighters are extremely dangerous in the hands of a child. Always store them out of sight, up high where children can't reach them. Teach your children that matches and lighters are tools for adults, not toys for children.

- **STOP, DROP, COVER AND ROLL**

Even young children should know this rule; if your clothes catch fire, don't run. Stop where you are, drop to the ground, cover your face and roll over to smother the flames. Cover your face

- **with your hands to protect your face and lungs.**

- **CRAWL LOW UNDER SMOKE**

If you do get caught in smoke, the cleanest air will be closest to the floor. Get down on your hands and knees and crawl to the nearest safe exit.

- **BE ABLE TO UNLOCK DOORS AND WINDOWS EASILY**

Deadlocks and window locks are a safety feature, but they can be deadly in the event of a fire. Make sure the keys are readily accessible and the doors and windows can be opened easily if a fire occurs.

**REMEMBER:** By planning ahead there's a lot you can do to prevent a fire. But once a fire starts in your home, there are only two things to do: **GET OUT AND STAY OUT THEN CALL TRIPLE ZERO (000).** Never go back into a burning building. If you think someone is trapped inside, tell the firefighters when they arrive.

For more fire safety information visit [www.fire.nsw.gov.au](http://www.fire.nsw.gov.au) or contact your nearest fire station.

**IN AN EMERGENCY CALL TRIPLE ZERO (000)**



## 4. Teachers' Resources

The information in this section is intended as a resource for teachers.

Teachers' Resource Kits:

Teachers' Resource Kits are available online and should be downloaded from [www.fire.nsw.gov.au](http://www.fire.nsw.gov.au) and include the following:

- a letter to principals and teachers introducing the program from the Commissioner
- worksheets and lesson plans to use as a follow-up to the program
- suggested follow-up activities for teachers
- parents' information
- teachers' evaluation

These activities can be conducted during group times and will take approximately 15 mins for each lesson.

The Teachers' Kit will be supported by the Children's Kit that will be provided by firefighters when carrying out their Fire ED presentation.

**Children's Kit:** (1 PER CLASS)

Includes:

- Stickers (2 x 30)
- Posters (1 x A3)
- Colouring sheet (30)
- Parents' letters (30)
- Home Fire Escape Plan (30)
- Fact Sheets (30)
- Certificate (30)
- Paper bag (30)



#### 4.1. Checklist for Teachers

**FRNSW** Fire ED Program OFFICER'S

NAME/S \_\_\_\_\_

STATION NAME \_\_\_\_\_

PLATOON \_\_\_\_\_

FIRE STATION ADDRESS \_\_\_\_\_

CONTACT \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

DATE AND TIME \_\_\_\_\_

COMMENTS

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## 4.2. Suggested Follow-up Activities for Teachers

- Read and discuss the poem “Natalie” about crawling low in smoke.
- Create role plays around the lessons, using the provided finger puppets.
- Use photos taken during class sessions as a basis for writing activities, storytelling, murals, etc.
- Children can draw or paint firefighters at work. The pictures can be grouped together and displayed with captions.
- Drama activities: suggested role plays:
  - Be a person calling Triple Zero (000) to report a fire
  - Be a person in a house which is on fire
  - Be a firefighter holding a fire hose. Spray water onto the flames.
  - Be a person whose clothes have caught fire
  - Be a person who notices that the clothes of a friend are on fire Create
- flannel board stories about fires.
- Teach the words and actions to a Firefighter Finger Play (See Appendix).

### 4.2.1. Physical Education

- 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.
- Crawling for CRAWL LOW AND GO, GO, GO set up an obstacle course using mats, chairs, hoops etc. and use a sheet to represent smoke - lower the sheet to indicate how low students must crawl
- Have students play SIMON SAYS, FOLLOW THE LEADER or other games in which they can practise CRAWL LOW and STOP, DROP and ROLL.
- Play a circle game with music - when the music stops, the children STOP, DROP, COVER and ROLL.
- Teacher can blow a whistle to have students start crawling; blow it again to stop.
- Have a relay race for CRAWL LOW UNDER SMOKE.
- Conduct a school fire drill. As the students exit, arrange for them to encounter a sign that says “SMOKE”. Have children practise crawling under the smoke in that area to exit to their outside meeting place.

#### 4.2.2. Language arts

##### CRAWL LOW IN SMOKE

Natalie awoke one morning  
To the smell of smoke.  
She tried to take a breath of air;  
Instead, she almost choked.  
She remembered what she learned at school-  
In smoke crawl very low.  
Quickly she slid out of bed,  
Crawling she did go.  
Natalie followed the wall to the door  
And felt if it was hot.  
She opened it up only when  
She knew that it was not.  
Under the blanket of smoke she crawled,  
Breathing the cleanest air.  
She held her breath when she could,  
As smoke was everywhere.  
Natalie safely crawled outside  
To join her family there.  
Crawl low in smoke is the thing to do  
In fire - to take care.

#### 4.2.3. Art

- Make a collage of hot and cold items. Paint flames and attach to pictures of hot objects.
- Have students collect pictures at home and bring to class for a Safe Fires/Unsafe Fires collage.
- Have children draw pictures of safe and unsafe fires.
- Make up a STOP, DROP, COVER AND ROLL Poster. Have each child cut out a stencil of a flame and colour it, using different colours. Then, attach these to the poster.
- Make up a GET DOWN LOW AND GO, GO, GO Poster. Have each child cut out a stencil of a smoke cloud and colour or paint it in different shades of grey and black. Attach these to the poster.

#### 4.2.4. Maths

- Give children a floor plan of a house, school or other building. Have them count the number of doors they must pass to get to the escape door that leads them outside. Tell them to write the numbers on each door as they count them.
- Give students a word problem such as the following: Simon found three boxes of matches in his kitchen, three in the lounge room and one in the bedroom. He gave them all to his mother. How many did his mother have? (Remember to do these activities with real materials such as pencils.)
- Have the students walk around the school and locate and count all of the fire extinguishers. Have them draw each of the extinguishers as a representation.
- Ordinal numbers. Use ordinals in informal situations, for example:
  - First (1st) - STOP
  - Second (2nd) - DROP
  - Third (3rd) - COVER
  - Fourth (4th) - ROLL

#### 4.2.5. Music (words for each song available in Appendix)

- Safety Jingle (Three Blind Mice)
- Matches (Mary Had a Little Lamb)
- Fire is Used by Grown-Ups (Pop Goes the Weasel)
- If Your Clothes Catch on Fire (Row, Row, Row Your Boat)
- I Am A Strong Fireman (I'm A Little Teapot)
- The Fire Safety Song (Skip to my Lou)
- Firefighter (Frere Jacques)
- Wheels on the Fire Engine (Wheels of the Bus)
- Firefighter Song (I'm A Little Teapot)
- Firefighters (Pop Goes the Weasel)

### 4.3. Firefighter Finger Plays

A finger play is a fun way to teach young children a message. This finger play is about the important job firefighters have in the community. Teach the words slowly, line by line. Then go back and teach the finger movements with the words once again, line by line.

#### 4.3.1. Smoke Detector

1. I am a smoke detector beep, beep, beep (Squat down and point to self)
2. I will sniff for smoke while you are asleep (Wrinkle nose and sniff)
3. Push my little button and then you will hear (Touch nose with finger)
4. A sound that says I'm working all through the year (Jump up)

#### 4.3.2. Calling The Fire Brigade

1. When I report an emergency (Pretend to hold a telephone receiver)
2. Here's what the firefighter wants from me (Point finger to self)
3. My name, address, phone number makes three (Hold up one, two and three fingers)
4. And don't hang up 'til they're done with me (Point finger and nod head back and forth)

#### 4.3.3. The Brave Firefighter

1. This brave firefighter is going to bed. (Hold up right thumb)
2. Down on the pillow he lays his head. (Put right thumb on left palm)
3. Wraps around his blanket tight, plans to sleep this way all night.  
(Curl fingers around thumb)
4. The fire alarm rings! He opens his eyes. (Make alarm sound and uncurl fingers)
5. Quickly he's dressed and slides down the pole. (Slide right hand down left arm and grip from wrist to elbow)
6. Jumps on truck to go, go, go. (Turn imaginary wheel and make a siren sound)
7. From a high window. (Hand to forehead looking up)
8. "Help! Help!" people shout. (Hands around mouth)
9. He climbs up the ladder and gets them out. (Pretend climbing)

You can now try using whole body movements while reciting the above lines, to create a play.

1. Stand straight and tall.
2. Lay down head on hands.
3. Wrap arms around body (or curl up tight).
4. Jump up to straight position.
5. "Drive" truck around in circle or around room making siren sounds.
6. Look way up, hand to forehead.
7. Hands around mouth.
8. Pretend climbing.



#### **4.3.4. The Firefighter**

*Original Author unknown*

This firefighter rings the bell. (thumb)

This firefighter hold the hose so well. (index)

This firefighter slides down the pole. (middle)

This firefighter chops a hole. (ring)

This firefighter climbs higher and higher. (pinky)

And all the fire-fighters put out the fire!

#### **4.3.5. Firefighter Finger Play**

*Original Author unknown*

Five brave fire-fighters, Sleeping so,

(hold up a hand with fingers flat across palm)

The fire bell rings, Down the pole they go,

(open the hand and make a downward motion)

Jump in the fire truck, Hurry down the street. Climb up the ladder,

(make the fingers climb)

Feel the fire's heat. (wipe sweat from your brow)

Five brave fire-fighters, (hold up five fingers)

Put the fire out. (make a wiping motion)

Hip! Hip! Hooray! All the people shout! (shout)

#### **4.3.6. Fire-fighters At Work**

*Original Author unknown*

Can you hear the siren? (Cup right hand to ear.)

Listen to it scream!

Can you hear the fire bell? (Cup left hand to ear.)

Do you know what they mean?

Here come the firefighters. (Run in place.)

Listen to them shout! (Cup hands around mouth.)

Pour on water! Pour on water! (With mouth cupped, shout this.)

Put the fire out! (Shout and pretend to squirt water from hose.)



# TEACHERS' LESSON PLANS



#### 4.4. Teachers' Lesson Plans

These activities can be conducted during group times and will take approximately 15 mins for each lesson.

<i>Lesson</i>	<i>Focus</i>	<i>Resources Required</i>
<i>Lesson 1</i>	<ul style="list-style-type: none"> <li>· <i>Firefighters are our friends</i></li> <li>· <i>Classroom evacuation procedure</i></li> </ul>	<i>Pictures of different fires</i> <i>Special bag with fire hat in it.</i> <i>Flashcards</i> <ul style="list-style-type: none"> <li>· <i>Tell</i></li> <li>· <i>Go</i></li> <li>· <i>Get out, stay out</i></li> </ul>
<i>Lesson 2</i>	<ul style="list-style-type: none"> <li>· <i>Teaching escape plan with Get Down Low and Go Go Go</i></li> </ul>	<i>Special bag with flashcards from Lesson 1</i>
<i>Lesson 3</i>	<ul style="list-style-type: none"> <li>· <i>Review safe vs. unsafe fires</i></li> <li>· <i>Review Get Down Low and Go, Go Go</i></li> <li>· <i>Introduce Stop, Drop, Cover, Roll</i></li> <li>· <i>Practice escape plan at an unexpected time of the day</i></li> </ul>	<i>Flashcards with Stop Drop Cover Roll</i> <i>Domestic Smoke Alarm</i>
<i>Lesson 4</i>	<ul style="list-style-type: none"> <li>· <i>Practice escape plan at an unexpected time in the day</i></li> <li>· <i>Revise the fire safety procedures taught in lessons 1-3</i></li> </ul>	<i>Question box</i> <i>Special bag</i>

## Teachers' Lesson Plan 1

Estimated time: 15 minutes

Time	Objective/s	Background / Activity	Resources/ Teaching Notes
15 Mins	<p>To discuss with students what the firefighters taught them</p> <p>To discuss and practice fire evacuation procedures with the children, identifying:</p> <ol style="list-style-type: none"> <li>1. the need to tell an adult and yell fire</li> <li>2. a safe area for children to move to</li> <li>3. the need to drop everything and not turn back</li> </ol> <p>To use a fire fighting song or finger play as a transition</p>	<p>Firefighters are our friends</p> <ul style="list-style-type: none"> <li>• Begin group time by asking the children what they think you have in your bag.</li> <li>• Ask for a few volunteers to feel what is in the bag without looking at it.</li> <li>• Then ask the children who the hat belongs to.</li> </ul> <p>Discuss with the children what the firefighters taught them.</p> <ul style="list-style-type: none"> <li>• Ask the children what firefighters do</li> <li>• Emphasise that firefighters are their friends and are safe people to run to in the event of a fire at home or at school or anywhere else.</li> </ul> <p>Have children stand as they learn a finger play or song (see appendix)</p> <p>Escape Plan</p> <ul style="list-style-type: none"> <li>• Tell the children you have an escape plan to keep them all safe.</li> <li>• Explain the escape plan to the children</li> </ul> <p>Remember to include the following points.</p> <ul style="list-style-type: none"> <li>• Use a bell or whistle in a certain way so that all children know that it is a fire alert.</li> <li>• Teach the children to yell fire. Talk about the need to only call this out when there really is a fire.</li> <li>• Have a designated safe area where the children congregate in the event of a fire and teach the children to calmly get there as fast as they can</li> <li>• Teach the children to drop everything and not to go back.</li> <li>• You may ask them questions like,</li> <li>• If there is a fire should I get my.... (bag, hat ,cuddly toy etc)</li> <li>• Review flashcards one at a time.</li> </ul> <p>Role play your escape plan.</p> <ul style="list-style-type: none"> <li>• Have the children playing in different areas of the room. Designate one child to run to an adult yelling fire.</li> <li>• Practice the rest of the escape plan</li> </ul> <p>You could finish your group time with verse 1 of 'I see a fire what will I do' sung to Skip to my Lou (see appendix )</p>	<p>A large bag, big enough to fit a fireman's hat in it.</p> <p>Words to finger play or song.</p> <p>Use visual aids; Tell an adult Go to our safe area Get out, Stay out</p>

## Teachers' Lesson Plan 2

Estimated time: 15 minutes

Time	Objective/s	Background / Activity	Resources/ Teaching Notes
15 Mins	<p>The children will have the opportunity to:</p> <ul style="list-style-type: none"> <li>Recall the flashcards from yesterday, to aid in memorising this procedure</li> <li>Recall the sound of a smoke alarm</li> <li>Recall and use the fire safety procedure of Get down low and Go, Go, Go</li> <li>Demonstrate their understanding of this procedure through role play and by linking it with their escape plan</li> <li>Enjoy learning and singing a fire safety song or finger play</li> </ul>	<p>Begin group time with a fire safety song</p> <p>Review flashcards, Tell, Go , get out, Stay out</p> <ul style="list-style-type: none"> <li>Ask the children if anyone can remember. one of the three flashcards from yesterday's lesson.</li> <li>Invite three children to pull the cards out of the special bag.</li> </ul> <p>Get Down Low and Go,go,go</p> <p>Inform the children that fire gives off smoke.</p> <ul style="list-style-type: none"> <li>Ask the children if anyone knows what smoke alarms are. Show them where they are situated in the classroom and discuss where they might be found in their home.</li> </ul> <p>If you can, sound your smoke alarm.</p> <ul style="list-style-type: none"> <li>Ask the children what they would do if they heard a smoke alarm at home or at school.</li> <li>Explain to the children that the safest place for them to be when a room is smoky is under the smoke level.</li> </ul> <p>To get under the smoke level they will need to Get Down Low and Go, Go, Go</p> <p>Demonstrate to the children how to crawl on all fours.</p> <ul style="list-style-type: none"> <li>Get the children to demonstrate crawling on all fours and saying to themselves, get down low and Go, Go, Go.</li> <li>Use a large piece of red fabric as an imaginary smoke level. Direct the children to crawl underneath it and to follow the rest of the evacuation procedure.</li> <li>Combine all the previous points by getting the children to hear the smoke alarm, crawl to the door and then follow the escape plan.</li> </ul> <p>You could finish group time with verse 2 of 'I See a Fire' and then sing verse 1 from yesterday's lesson</p>	<p>Large bag or sack with the Flashcards</p> <p>Tell</p> <p>Go</p> <p>Get out, Stay out</p> <p>Know where your smoke alarm is situated</p> <p>A large red piece of material to use as a smoke level</p>

## Teachers' Lesson Plan 3

Estimated time: 15 minutes

Time	Objective/s	Background / Activity	Resources/ Teaching Notes
15 Mins	<p>The children will have the opportunity to:</p> <p>Recall the procedure of get down low and Go, Go, Go as well as Tell, Go, Get out, stay out.</p> <p>Discuss what can catch on fire and burn</p> <p>Recall and practise the fire safety procedure of Stop Drop Cover Roll</p>	<p>Transition the children to the floor to group time by singing a fire safety song.</p> <p>Begin group time by discussing with the children the things that can catch on fire.</p> <p>Ask them what they should do if they see a fire, prompting them to remember the procedures you have taught them. (Tell, Go, Get out, Stay out)</p> <p>When someone articulates the fact that their clothes could catch on fire, ask the children if they know what to do if this happened.</p> <p>Explain to the children that the best way to put out burning clothes is to Stop, Drop, Cover and Roll</p> <p>Demonstrate the following sequence as you hold up the flash cards</p> <ul style="list-style-type: none"> <li>· STOP straight away</li> <li>· DROP quickly to the ground</li> <li>· COVER your face with your hands, elbows tucked in</li> <li>· ROLL over and over on the ground to put the flames out</li> </ul> <p>Demonstrate it again this time while singing Stop and Drop and cover and roll Stop and Drop and cover and roll Stop and Drop and cover and roll This is what we all should do!</p> <p>Invite the children to sing stop and drop and cover and roll and then have them use their gross motor coordination to carry out the sequence. You could finish today's group time by singing the first three verses of 'I See a Fire' (see appendix)</p> <p>Plan a spontaneous fire evacuation drill through the day Debrief this drill by acknowledging children for their response time, for coming to the safety area in their dress up clothes etc.</p>	<p>Choose a fire safety song</p> <p>Review flashcards of Tell, Go and Get out, stay out</p> <p>Flashcards STOP DROP COVER ROLL</p> <p>Inform the aid in the room that there will be a spontaneous evacuation drill during the day.</p>

## Teachers' Lesson Plan 4

Estimated time: 15 minutes

Time	Objective/s	Background / Activity	Resources/ Teaching Notes
15 Mins	<p>The children will have the opportunity to:</p> <ul style="list-style-type: none"> <li>Recall the safety procedures they have learnt over the past three lessons</li> <li>Demonstrate their skills in these fire safety procedures</li> <li>Identify items that are hot</li> <li>Discuss what to do with matches or lighters</li> <li>Enjoy singing a fire safety song, designed as a tool in assimilating new information.</li> </ul>	<p>Transition the children to the floor as you sing a fire safety song.</p> <p>Question box</p> <ul style="list-style-type: none"> <li>Have a brightly coloured Question Box inside the large bag or sack that was used to hide the fire hat</li> </ul> <p>Inside the question box could be questions like,</p> <ul style="list-style-type: none"> <li>What's the first thing you do when you see a fire?</li> <li>What do I do if my clothes are burning?</li> <li>How do you know when there is a fire if you haven't seen it?</li> </ul> <p>Choose different children to stand up and pick out a question. Read it to the rest of the children. Have the children demonstrate (where appropriate) the answer to each question.</p> <p>Worksheet-What's hot and Safety with matches</p> <p>Show the children the worksheet- What's hot</p> <ul style="list-style-type: none"> <li>Ask them to help you cross out those things that are hot.</li> </ul> <p>Pause on matches and have the following conversation;</p> <ul style="list-style-type: none"> <li>What should you do if you find matches or lighters?</li> </ul> <p>Ask the children several times, raising your voice each time Who should you give them to? An adult!</p> <p>Tell the children there is another verse to the song you have been singing I see a fire Sing the final verse with them</p> <p>I found matches what do I do?</p> <p>I found matches what do I do?</p> <p>I found matches what do I do?</p> <p>Give them to an adult –Yes that's true!. (yell out, yes that's true)</p> <p>Complete the Fire ED assessment with the students and forward results to the NSWFB at <a href="http://www.fire.nsw.gov.au/schools/freed/teachers/">www.fire.nsw.gov.au/schools/freed/teachers/</a></p>	<p>Brightly coloured question box</p> <p>Large bag or sack.</p> <p>Write out questions on cardboard pertaining to different steps in the fire safety procedures to put in the question box</p> <p>Photocopied worksheets- What's hot</p>

## 5. Parents' Online Evaluation

Please complete the following questionnaire online if you have access to the Internet at home, work or another location at [www.fire.nsw.gov.au](http://www.fire.nsw.gov.au)

Information obtained from this questionnaire will be used to assess Fire ED program outcomes and will be used to ensure that the program is effective and appropriate.

**All information of a personal nature will be kept strictly confidential.**

1. Did your child speak to you about fire safety after we presented the FRNSW Fire ED program? If so, what did they talk about?

Smoke alarms	<input type="checkbox"/> yes	<input type="checkbox"/> no
Home Escape plans	<input type="checkbox"/> yes	<input type="checkbox"/> no
Safe fires / Unsafe fires	<input type="checkbox"/> yes	<input type="checkbox"/> no
Get down low & go, go, go	<input type="checkbox"/> yes	<input type="checkbox"/> no
Stop, drop, cover and roll	<input type="checkbox"/> yes	<input type="checkbox"/> no
Matches / lighters are Tools not Toys	<input type="checkbox"/> yes	<input type="checkbox"/> no
Firefighters can help you	<input type="checkbox"/> yes	<input type="checkbox"/> no

2. As a result of this program, did you INSTALL a Smoke Alarm(s)?

- ☐ Yes
- ☐ No
- ☐ Had already

3. As a result of this program, did you TEST your Smoke Alarm(s)?

- ☐ Yes
- ☐ No
- ☐ Had already

4. As a result of this program, have you established and practised a Home Escape Plan?

- ☐ Yes
- ☐ No
- ☐ Had already

5. Please share any other comments or suggestions you have regarding this program.

(maximum of 100 words {500 characters})

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If you would like to know more about fire safety visit the NSWFB website at: [www.fire.nsw.gov.au](http://www.fire.nsw.gov.au)

## 6. Teachers' Online Evaluation

Please complete questions 1 – 9 of the following questionnaire, online at:  
[www.fire.nsw.gov.au](http://www.fire.nsw.gov.au)

Information obtained from this questionnaire will be used to assess Fire ED program outcomes and will be used to assist the program and improve our service.

**All information of a personal nature will be kept strictly confidential.**

Approximately two (2) weeks after the Fire ED presentation, across a class and based on the average student response - to what extent did the students remember the information?

DATE PRESENTATION \_\_\_\_\_

SCHOOL \_\_\_\_\_

POSTCODE \_\_\_\_\_

TEACHER (Optional) \_\_\_\_\_

1. SAFE FIRES / UNSAFE FIRES

Excellent  
Very good  
Good  
Partly  
Not at all

2. FIREFIGHTERS CAN HELP YOU

Excellent  
Very good  
Good  
Partly  
Not at all

3. CRAWL LOW IN SMOKE

Excellent  
Very good  
Good  
Partly  
Not at all

4. STOP, DROP, COVER & ROLL

Excellent  
Very good  
Good  
Partly  
Not at all

Additional Teacher Fire ED Program feedback questions 5 – 9 (non compulsory questions).

5. How do you rate the general organisation of the program (e.g. initial firefighters' contact with the school, timing of school visit, involvement of teachers and parents)?

Excellent  
Very good  
Good  
Satisfactory

6. How do you rate the general content of the material: the language and concepts presented, the amount of material, the format and its appropriateness for your students?.

Excellent  
Very good  
Good  
Satisfactory

7. How do you rate the general presentation of the material; variety, involvement of students, success in maintaining interest level of students, etc?

Excellent  
Very good  
Good  
Satisfactory

8. What types of typical comments, if any, did the children make to you after the session?

*(maximum of 25 words {100 characters})*

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9. Any additional comments.

*(maximum of 100 words {500 characters})*

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Thank you for allowing Fire & Rescue NSW to present their Fire ED Program at your school. In particular, thank you for assisting us in assessing the effectiveness of the program.

If you would like to know more about fire safety, visit the FRNSW website at: [www.fire.nsw.gov.au](http://www.fire.nsw.gov.au)



# Appendix A

## Songs For Kindergarten / Year 1

### Safety Jingle

*Original Author unknown*

*Sung to: "Three Blind Mice"*

STOP, DROP and ROLL  
STOP, DROP and ROLL  
Here's what to do  
If this should  
happen to you  
If ever your clothes  
should catch alight  
Don't you panic  
and run in fright  
Because you know that  
it wouldn't be right  
You STOP, DROP and ROLL

### Matches

*Original Author unknown*

*Sung to: "Mary had a Little Lamb"*

Matches are for lots of things  
Lots of things, lots of things,  
Matches are for lots of things  
That grown up people do.

If I ever find a match  
Find a match, find a match  
If I ever find a match  
I know just what I'll do.

I'll go and tell a grown up person  
Grown up friend, grown up person,  
I'll go and tell a grown up person  
Cause that's the thing to do.

### Fire is used by grown-ups

*Original Author unknown*

*Sung to: "Pop Goes the Weasel"*

Fire is used by grown-ups  
It's used to cook our food  
When it's cold,  
it makes things warm  
Fire is used by grown-ups  
  
But fire can mean there's danger too  
It can burn a house,  
and it can burn you  
So listen - "fire is not for you"  
Fire is used by grown-ups

### If your clothes catch on fire

*Original Author unknown*

*Sung to: Row. "Row Row your Boat"*

If your clothes should catch on fire  
This is what you do  
Fall on the ground and roll around  
That is the best for you.

### Fire-fighters

*Original Author unknown*

*Sung to: "Pop Goes the Weasel"*

Down the street the engine goes  
The Firemen fight the fire  
Up the ladder with their hose  
Out goes the fire.

### **I am a strong fireman**

*Original Author unknown*

*Sung to: "I'm A Little Teapot"*

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

### **The fire safety song**

*Original Author unknown*

*Sung to: "Skip to my Lou"*

#### **Verse 1**

I hear a fire alarm, what do I do?  
I hear a fire alarm, what do I do?  
I hear a fire alarm, what do I do?  
Get down low and go, go, go.

#### **Verse 2**

Get down low and go,go ,go  
Get down low and go,go ,go  
Get down low and go,go ,go  
Tell an adult as I go

#### **Verse 3**

Off to the letterbox here I go (put in your safe meeting place eg. front gate)  
Off to the letter box here I go  
Off to the letter box here I go  
My safe meeting place, this I know

#### **Verse 4**

Get out, stay out, don't go back  
Get out, stay out, don't go back  
Get out, stay out, don't go back  
Leave everything behind

#### **Verse 5**

I found matches what do I do?  
I found matches what do I do?  
I found matches what do I do?  
Tell an adult -that's what I'll do!.(yell out, that's what I'll do)

### **Firefighter**

*Original Author unknown*

*Sung to: "Frere Jacques"*

Firefighter, firefighter  
You are brave, you are brave  
You are brave, you are brave  
Putting out the fires, putting out the fires  
Lives you save, lives you save.

### **Wheels on the fire engine**

*Original Author unknown*

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

### **Firefighter song**

*Original Author unknown*

*Sung to: "I'm A Little Teapot"*

I'm a strong firefighter, my name is John  
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.





# Appendix B

## Flash Cards





**GET DOWN LOW  
AND  
GO, GO, GO**



**TELL AN  
ADULT**



**GO TO A SAFE  
MEETING  
PLACE  
AND CALL  
TRIPLE ZERO  
(000)**

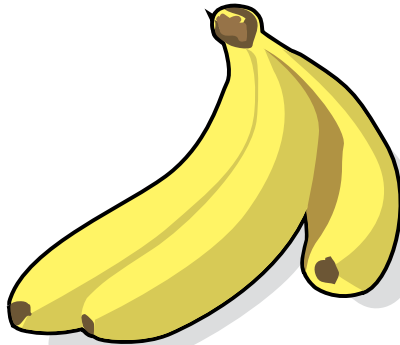
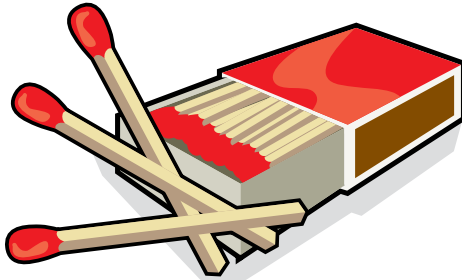
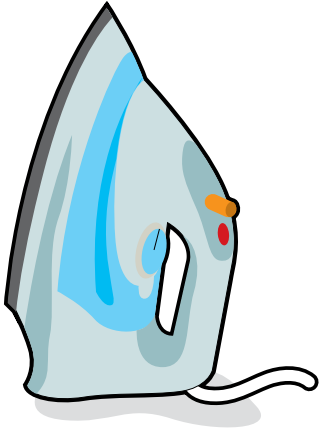


**GET OUT  
AND  
STAY OUT**



# What's Hot?

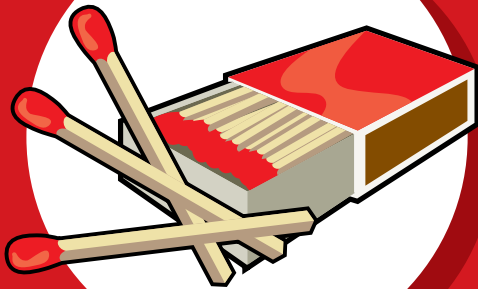
Cross out what can be hot



# Safe or Unsafe?

Which of the following fires are safe, and which are unsafe?

Matches



Safe or Unsafe?

Birthday cake with candles



Safe or Unsafe?

Barbeque



Safe or Unsafe?

House fire



Safe or Unsafe?

Fireplace



Safe or Unsafe?

Frypan on stove



Safe or Unsafe?

# Safe or Unsafe?

**Note:** All fires can be unsafe so make sure an adult is always around.

Matches

**UNSAFE**

because they can  
start big fires.

Birthday candle

**SAFE**

because of its  
low heat.

Barbeque

**SAFE**

because it is  
contained, however  
it can get very hot  
and cause burns.

House fire

**UNSAFE**

because house fires  
can burn very quickly.  
Never go into a  
burning building.

Fireplace

**SAFE**

because it has a screen  
in front of it. Never  
touch the screen as it  
can get very hot and  
cause burns.

Frypan on stove

**UNSAFE**

because of the naked  
flame and the pot  
handle is pointed  
outwards.