



Fire &  
Rescue NSW

# Pre ED

Pre-school students fire safety  
education teachers kit

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



Fire & Rescue NSW  
Pre-School Fire Safety Education  
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Produced by Community Risk Management  
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Disclaimer: All the information within this program is based on the best knowledge pertaining at the time of publication  
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# Introduction

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The Pre ED online teachers' resource section accompanies the Pre ED program as presented by Fire & Rescue NSW firefighters in NSW preschools.

## Child development

Each activity has been collated and written with the understanding that preschool children are typically in a pre-operational stage of cognitive development (Piaget). As a result symbols and simple vocabulary have been used on flash cards.

Fire safety songs have been interwoven into the program for children's enjoyment and as an aid to long term memory acquisition.

This program provides opportunity for the students to demonstrate and roleplay the fire safety procedures of **Stop, Drop, Cover and Roll** and **Get Down Low and Go, Go, Go**.

## Worksheets and lesson plans

Part of the Fire & Rescue NSW's Pre ED program includes a series of follow up lesson plans and worksheets to work on with the students, in class or at home, to reinforce the lessons learnt.

## Activities

Following the presentation, teachers can select from a range of activities to reinforce the lessons learnt from the Pre ED program.

## Print materials

All of the Pre ED teachers information, including flashcards and worksheets, is available in this PDF.

# Lesson plan 1

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"Firefighters are our friends" and "Classroom evacuation procedure"

## Time/location

15 minutes

## Objectives

To introduce students to the role of firefighter

To discuss and practice fire evacuation procedures with the children, identifying:

1. the need to tell an adult and yell fire
2. a safe area for children to move to
3. the need to drop everything and not turn back

To use a fire fighting song or finger play as a transition

Inform the children of when the firefighters are coming to visit

## Resources required

A large bag, big enough to fit a firefighter's hat in it

Words to finger play or song

## Flash cards

See appendix

- **Tell** an adult
- **Go** to our safe area
- **Get out, stay out**

## Teaching activities

### Firefighters are our friends

- Begin group time by asking the children what they think you have in your bag.
- Ask for a few volunteers to feel what is in the bag without looking at it.
- Ask the children who the hat belongs to.

Discuss with the children any time they may have seen firefighters

- Ask the children what firefighters do
- Emphasise that firefighters are their friends and are safe people to run to in the event of a fire at home or at preschool or anywhere else.

Have children stand as they learn a finger play or song

### Escape Plan

Access our escape plan toolkit on our website: <https://www.fire.nsw.gov.au/escapeplan>

- Tell the children you have an escape plan to keep them all safe
- Explain the escape plan to the children

### Remember to include the following points

- Use a bell or whistle in a certain way so that all children know that it is a fire alert.
- Teach the children to yell fire. Talk about the need to only call this out when there really is a fire.
- 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
- Teach the children to drop everything and not to go back.
- You may ask them questions like "If there is a fire should I get my ... (bag, hat ,cuddly toy etc)"
- Review flash cards one at a time.

### Role play your escape plan

- Have the children playing in different areas of the room. Designate one child to run to an adult yelling fire.
- Practice the rest of the escape plan
- Access our escape plan toolkit on our website: <https://www.fire.nsw.gov.au/escapeplan>

You could finish your group time with verse 1 of The fire safety song sung to Skip to my Lou

## Lesson plan 2

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"Teaching escape plan with Get Down Low and Go Go Go"

### Time/location

15 minutes

### Objectives

Recall the flashcards from yesterday, to aid in memorising this procedure

Recall the sound of a smoke alarm

Learn and use the fire safety procedure of **Get Down Low and Go, Go, Go**

Demonstrate their understanding of this procedure through role play and by linking it with their escape plan

Enjoy learning and singing a fire safety song or finger play

### Resources required

Large bag or sack with the flashcards:

- Tell
- Go
- Get out, Stay out

Know where your smoke alarm is situated

A large red piece of material to use as a smoke level

### Teaching activities

Begin group time with a fire safety song

### Review flashcards: Tell, Go , Get out and Stay out

- Ask the children if anyone can remember one of the three flashcards from yesterday's lesson.
- Invite three children to pull the cards out of the special bag.

## Get Down Low and Go, Go, Go

### Inform the children that fire gives off smoke

- 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.

### If you can, sound your smoke alarm

- Ask the children what they would do if they heard a smoke alarm at home or at school.
- Explain to the children that the safest place for them to be when a room is smoky is under the smoke level.

To get under the smoke level they will need to **Get Down Low and Go, Go, Go**

### Demonstrate to the children how to crawl on all fours

- Get the children to demonstrate crawling on all fours and saying to themselves, **Get Down Low and Go, Go, Go**.
- 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.
- Combine all the previous points by getting the children to hear the smoke alarm, crawl to the door and then follow the escape plan.

You could finish group time with verse 2 of The fire safety song and then sing verse 1 from yesterday's lesson (Lesson plan 1).

## Lesson plan 3

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"Safe vs unsafe fires", "Get Down Low and Go, Go Go", "Stop, Drop, Cover, Roll", "Practice escape plan"

### Time/location

15 minutes

### Objectives

Recall the procedure of **Get Down Low and Go, Go, Go** as well as **Tell, Go, Get out, Stay out**.

Discuss what can catch on fire and burn

Recall and practise the fire safety procedure of

- **Stop**
- **Drop**
- **Cover**
- **Roll**

### Resources required

Choose a fire safety song

Review flashcards of **Tell, Go, Get out and Stay out**

Flashcards

- **Stop**
- **Drop**
- **Cover**
- **Roll**

Inform the aid in the room that there will be a spontaneous evacuation drill during the day.



## Teaching activities

Transition the children to the floor to group time by singing a fire safety song.

Begin group time by discussing with the children the things that can catch on fire.

## Tell, Go, Get out, Stay out

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**

## Stop, Drop, Cover and Roll

When someone articulates the fact that their clothes could catch on fire, ask the children if they know what to do if this happened.

Explain to the children that the best way to put out burning clothes is to **Stop, Drop, Cover and Roll**

Demonstrate the following sequence as you hold up the flash cards

- **Stop** straight away
- **Drop** quickly to the ground
- **Cover** your face with your hands, elbows tucked in
- **Roll** over and over on the ground to put the flames out

Demonstrate it again this time while singing to the tune of "Three Blind Mice"

**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!**

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 The fire safety song

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.

## Lesson plan 4

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"Practice escape plan", "Revise the fire safety procedures"

### Time/location

15 minutes

### Objectives

Recall the safety procedures they have learnt over the past three lessons

Demonstrate their skills in these fire safety procedures

Identify items that are hot

Discuss what to do with matches or lighters

Enjoy singing a fire safety song, designed as a tool in assimilating new information

### Resources required

Brightly coloured question box

Large bag or sack

Write out questions on cardboard pertaining to different steps in the fire safety procedures to put in the question box

Photocopied worksheets

- What's hot

## Teaching activities

Transition the children to the floor as you sing a fire safety song.

## Question box

Have a brightly coloured Question Box inside the large back or sack that was used to hide the fire hat

Inside the question box could be questions like:

- What's the first thing you do when you see a fire?
- What do I do if my clothes are burning?
- How do you know when there is a fire if you haven't seen it?

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.

## What's hot and safety with matches

Show the children the worksheet - What's Hot

- Ask them to help you cross out those things that are hot.

Pause on matches and have the following conversation:

- What should you do if you find matches or lighters?
- Ask the children several times, raising your voice each time  
Who should you give them to?  
An adult!

Tell the children there is another verse to the song you have been singing The firefighter song

Sing the final verse with them

I found matches what do I do?

I found matches what do I do?

I found matches what do I do?

Give them to an adult - Yes that's true! (yell out, yes that's true)

Complete the "What's hot" worksheet and then give the children their own sheet to go and cross out the hot things.

You could sing all the verses of The firefighter song

You may like to have another spontaneous fire drill before the firefighters visit your preschool.

# Activities: Finger plays

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A finger play is a fun way to teach young children a message.

These finger plays are 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.

## The firefighter

1. **This firefighter rings the bell**  
(thumb)
2. **This firefighter hold the hose so well**  
(index)
3. **This firefighter slides down the pole**  
(middle)
4. **This firefighter chops a hole**  
(ring)
5. **This firefighter climbs higher and higher**  
(pinky)
6. **And all the fire-fighters put out the fire!**

## Firefighters at work

1. **Can you hear the siren?**  
(Cup right hand to ear.)
2. **Listen to it scream!**
3. **Can you hear the fire bell?**  
(Cup left hand to ear.)
4. **Do you know what they mean?**
5. **Here come the firefighters**  
(Run in place.)
6. **Listen to them shout!**  
(Cup hands around mouth.)
7. **Pour on water! Pour on water!**  
(With mouth cupped, shout this.)
8. **Put the fire out!**  
(Shout and pretend to squirt water from hose.)

### Firefighter finger play

1. **Five brave fire-fighters, Sleeping so,**  
(hold up a hand with fingers flat across palm)
2. **The fire bell rings, Down the pole they go,**  
(open the hand and make a downward motion)
3. **Jump in the fire truck, Hurry down the street. Climb up the ladder,**  
(make the fingers climb)
4. **Feel the fire's heat.**  
(wipe sweat from your brow)
5. **Five brave fire-fighters**  
(hold up five fingers)
6. **Put the fire out.**  
(make a wiping motion)
7. **Hip! Hip! Hooray! All the people shout!**  
(shout)

## Activities: Physical

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### Tag

The 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.

### Get Down Low and Go, Go, Go

Crawling for **Get Down 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

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.

### Get Down Low and Go, Go, Go and Stop, Drop, Cover and Roll

Have students play **Simon Says, Follow the Leader** or other games in which they can practise **Get Down Low and Go, Go, Go** and **Stop, Drop, Cover and Roll**.

### Stop, Drop, Cover and Roll

Play a circle game with music - when the music stops, the children **Stop, Drop, Cover and Roll**.

## Activities: Art

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### Hot and cold collage

Make a collage of hot and cold items. Paint flames and attach to pictures of hot objects.

### Safe fire/Unsafe fire collage

Have students collect pictures at home and bring to class for a Safe Fires/Unsafe Fires collage.

### Safe fire/Unsafe fire drawing

Have children draw pictures of safe and unsafe fires.

### Stop, Drop, Cover and Roll poster

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.

### Get Down Low and Go, Go, Go 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.

## Activities: Songs

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### I am a strong firefighter

**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

**Sung to: "Skip to my Lou"**

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.

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

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

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

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

**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.

## Pre Ed

**Sung to: "Frere Jacques"**

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!*

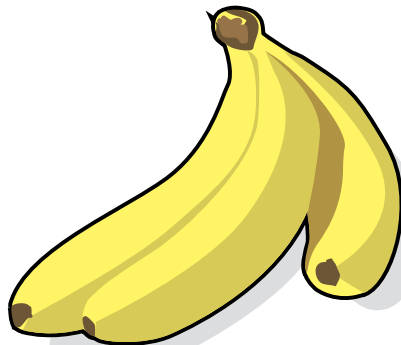
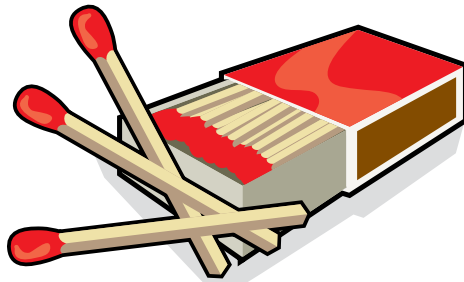
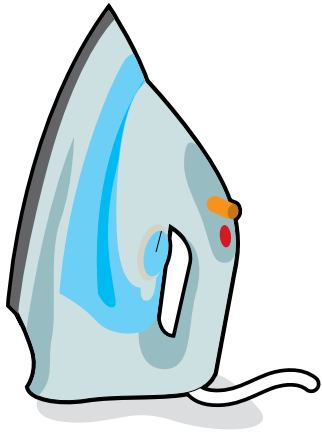
## Firefighter song

**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.

# What's Hot?

Cross out what can be hot





**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**