SafeSpace

YEARS FIVE AND SIX

Activity Sheets

Great state. Great opportunity.

Introducing the Inquiry – Activity Sheet

What do you know about living in a SafeSpace Community?

You could use sketches, words, pictures, symbols to communicate what you know.

How would you define or describe a community?

What do you think makes a community a SafeSpace?

Who do you think is responsible for making a community a SafeSpace?

A SafeSpace Community

Looks like   **Sounds like**   **Feels like**

Living In Communities

We are all part of communities, and we rely on them for many important aspects of our lives. We belong to many different types of communities, such as school, local neighbourhoods; church; associations and clubs.

Living in a community

Use descriptive words to describe your concept of living in a community.
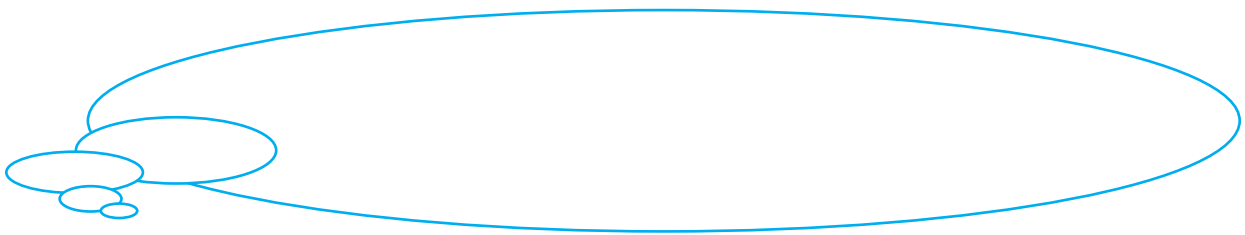
Define 'community'

A community is: ....
....
....

Living in a SafeSpace community

Use descriptive words to describe your concept of living in a community.

Define 'community'

A community is: ....
....
....

Characteristics of Communities – Brainstorm

Communities have all different characteristics.

In your community, brainstorm some of the following and write them in the boxes below.

Services:

Spaces:

Goods:

Rules and regulations:

Characteristics of a Community

We are all part of communities, and we rely on them for many important aspects of our lives. Communities vary greatly, but they all have common characteristics.

Explain the underlined characteristics and give examples of them in your community.

1. Communities exist to satisfy the <u>needs, wants and rights</u> of citizens.

   Examples in my community:

2. Communities are organised for the good of citizens.

   Examples in my community:

3. Communities have particular structures and services.

   Examples in my community:

4. Communities maintain law and order for citizens.

   Examples in my community:

5. Communities take collective responsibility for all decisions relating to citizens.

   Examples in my community:

From the explanations and examples above, compose your own definition of 'community'

to cover different places, situations and contexts.

The School as a SafeSpace Community

What is the name of your school community?

....

What is your school motto?

....

A community is characterised by people living or interacting together.

Fill in the following chart to identify who is responsible for making your school a SafeSpace and how this can be achieved.

Who?	What?	How?

School Rules and Codes of Conduct

A community needs to have laws or rules in place and enforced to ensure the well-being and safety of all its members. School rules and codes of conduct are important for your school community to be a SafeSpace.

Use the following right angle thinking tool to:

» **Identify three school rules or expected codes of conduct that help to make your school a SafeSpace.**

(*These must be based on factual information.*)

» **List your feelings about these rules.**

(*These are based on your own perspectives.*)

| Thinking at right angles | School rules |
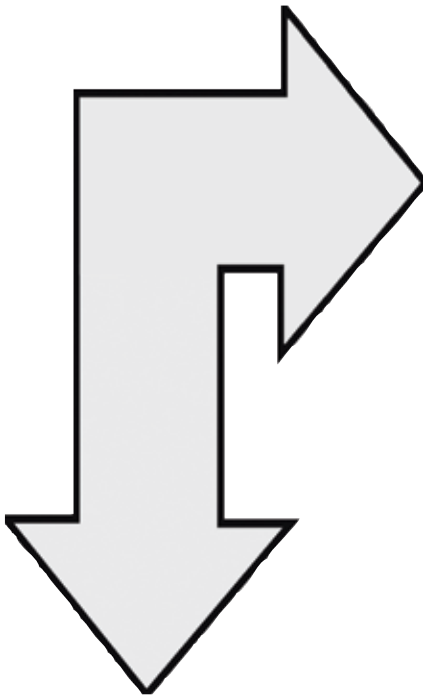
School Rules

1. ....
....
....

2. ....
....
....

3. ....
....
....

Feelings or Association – School Rules

1. ....

2. ....

3. ....

SafeSpace SWOT Analysis – Home

Your family members are all part of a community that exists within your home. It is important for family members to know about fire safety and that they responsible action to ensure the home is a SafeSpace.

Complete this home safety checklist.

(You may find it useful to access the guidelines on home safety that are provided on the Queensland Fire and Emergency Services website).

☐ **Home escape plan**

☐ **Home escape drill**

☐ **Identification of 2 ways out**

☐ **Identification of agreed meeting point/place**

☐ **Working smoke alarms**

☐ **Fire extinguisher**

☐ **Clearly identified house number**

☐ **Safe storage of hazardous materials**

Conduct a SafeSpace SWOT analysis on your home.

Fire Safety

Strengths
(Factors that contribute effectively)

Weaknesses
(Factors needing improvement)

Opportunities for improvement

Threats to improvement

SafeSpace SWOT Analysis - School Community

Conduct a SafeSpace SWOT analysis on your school community in terms of general safety and fire safety.

General Safety

Strengths
(Factors that contribute effectively)

Weaknesses
(Factors needing improvement)

Opportunities for improvement

Threats to improvement

Fire Safety

Strengths
(Factors that contribute effectively)

Weaknesses
(Factors needing improvement)

Opportunities for improvement

Threats to improvement

Geographical Regions in Queensland

Cooktown

Cairns

Townsville

Mackay

Rockhampton

Gladstone

Maryborough
Gympie
Sunshine Coast
SEQ Hinterland   Brisbane
                      Gold Coast

Communities exist in different geographical regions across Queensland.

The environments these communities live in vary in different locations due to climate and weather patterns and natural features such as landforms, vegetation, waterways and features.

On the map, identify the main regions using the following legend.

Use one symbol (e.g. X) to indicate the region and location where you live, and another (e.g. R) to indicate the region you are investigating in your group.

South East Queensland (Coastal - Beach)

South East Queensland Urban

Tropical North Queensland (Rainforests)

Barrier Reef and Islands

Central Queensland (Desert)

Capricornia (Sub tropical)

Community Environments

There are many different communities throughout Queensland.
They are shaped by the environments in which they have developed.

Compare and contrast some of the communities in the different regions of Queensland highlighting the environmental factors which make them different.
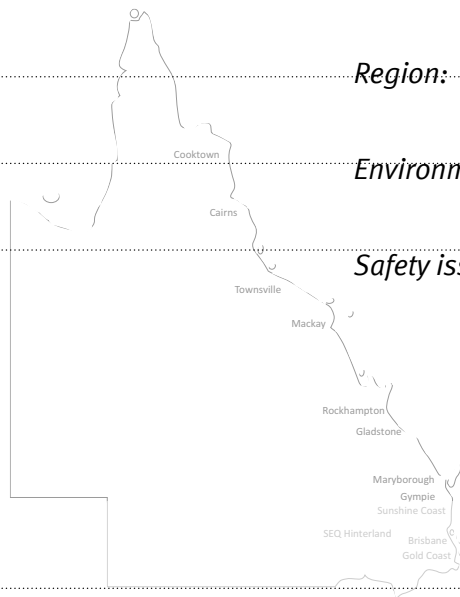
Community: ....

Region: ....

Environmental factors: ....

Safety issues: ....

Community: ....

Region: ....

Environmental factors: ....

Safety issues: ....

Cooktown

Cairns

Townsville

Mackay

Rockhampton

Gladstone

Maryborough
Gympie
Sunshine Coast
SEQ Hinterland
Brisbane
Gold Coast

Community: ....

Region: ....

Environmental Factors: ....

Safety Issues: ....

Based on the above information, predict the environmental factors that have the greatest effect on community safety in Queensland.

....

....

....

....

....

Profile of the Local Community

Profile your local community

(Tick the most appropriate descriptors or add your own).

My local community could be described as being mainly:

☐ Rural   ☐ Urban   ☐ Semi Urban   ☐ Remote   ☐ Coastal   ☐ Other

My community could be described as being mainly:

☐ Industrial   ☐ Farming   ☐ Residential   ☐ Commercial   ☐ Mining   ☐ Other

The climate and weather patterns could be described as being mainly:

☐ Dry   ☐ Hot   ☐ Warm   ☐ Wet   ☐ Seasonal Wet   ☐ Cold   ☐ Cool   ☐ Other

Some natural environmental hazards are:

☐ Cyclones   ☐ Storms   ☐ Floods   ☐ Drought   ☐ Tidal Surges   ☐ Heat Waves
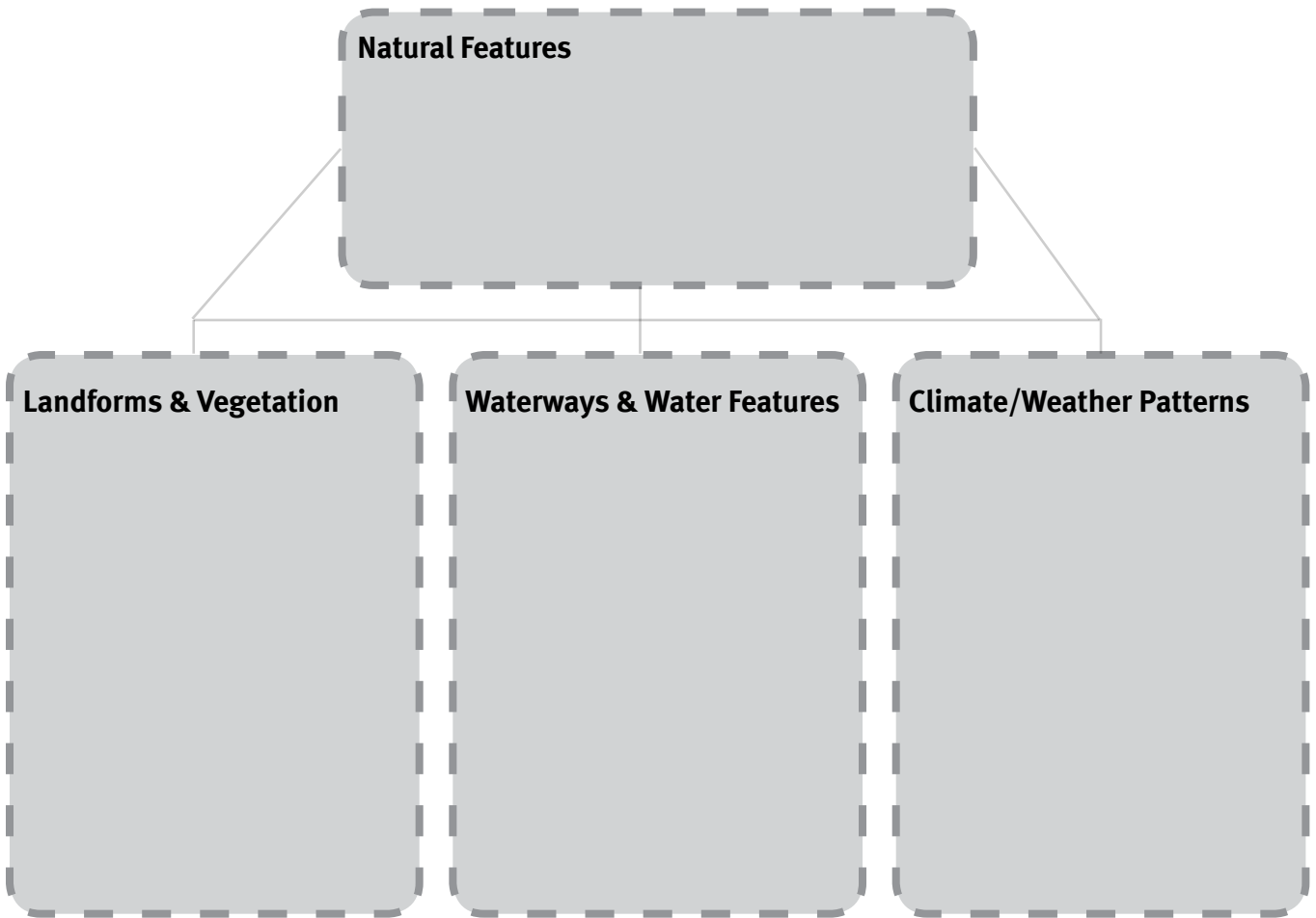
☐ Bush Fires   ☐ Other

Create a sketch or map of your local community, including:

» **Natural Geographical Features and Built Features**
(e.g. hills, mountains, plains, gullies, waterways, ponds, buildings, streets, bridges, etc.)

Natural Features

Complete the following structured overview to record information gathered about the natural features in your group's community.

Natural Features

Landforms & Vegetation

Waterways & Water Features

Climate/Weather Patterns

Main Information Sources

Built Features

Complete the following structured overview to record information gathered about the built features in your group's community.

Built Features
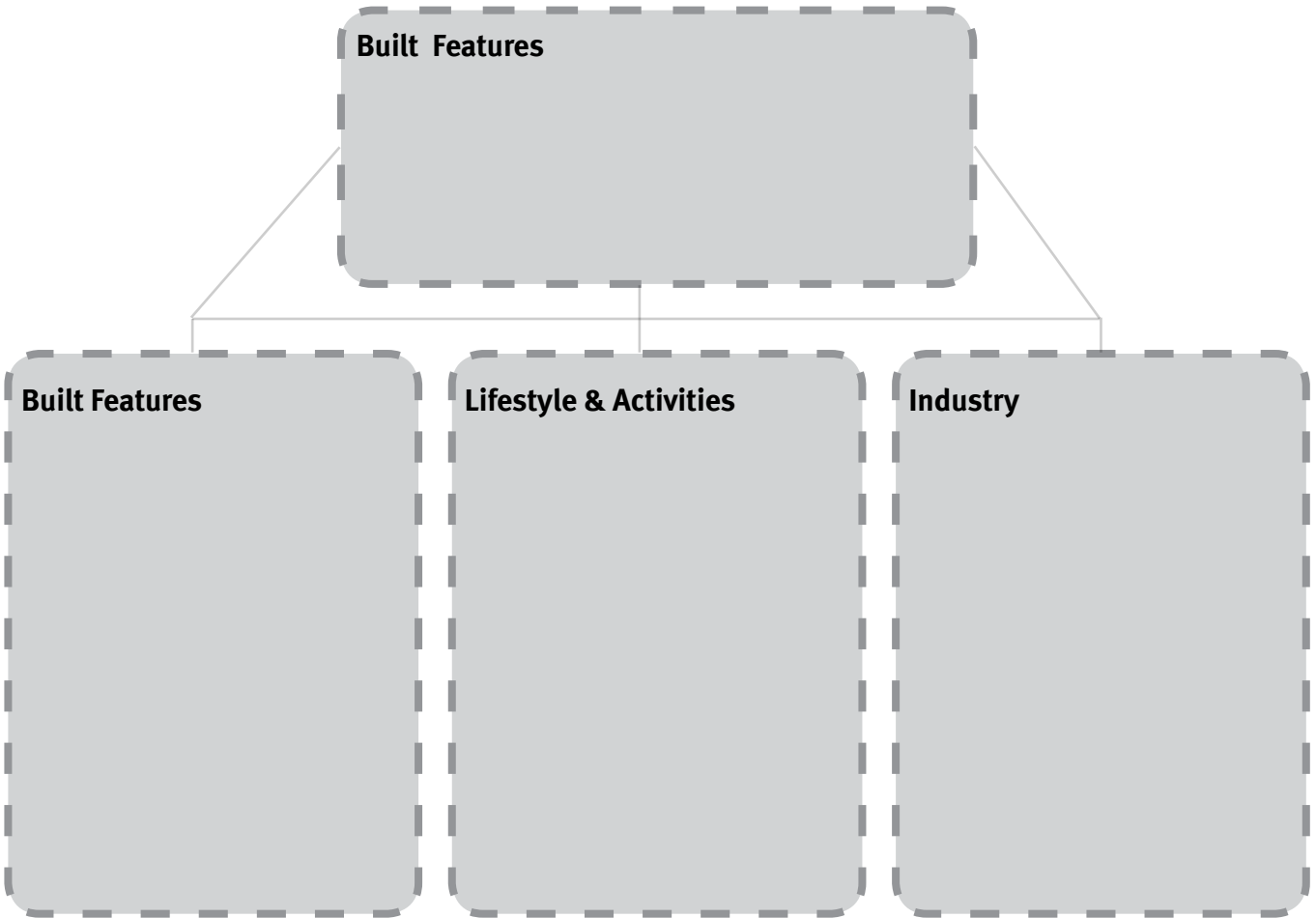
Built Features

Lifestyle & Activities

Industry

Main Information Sources

Different and Common Elements of Communities

After investigating the characteristics of your community, use the Venn diagram to compare them with the SafeSpace community that your group is researching.

Characteristics of our local community

Common elements

Characteristics of our SafeSpace community

....

....

....

....

....

....

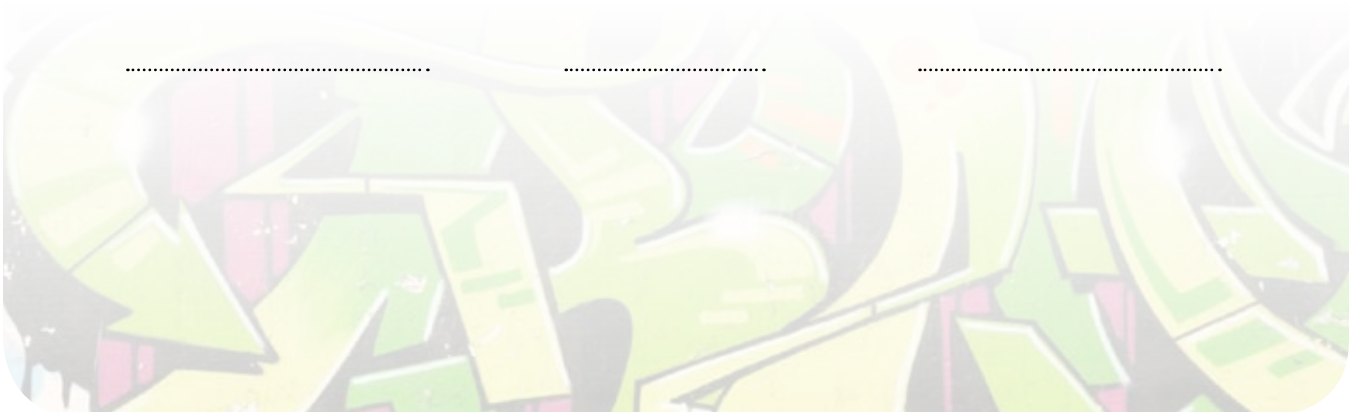..   ....

Safety Issues and Hazards

There are many safety issues and hazards that impact on community safety.

List some of the safety issues and hazards in the three main communities you are part of.

Choose one from each community that you believe is the highest priority.

Community	Hazard	Priority
Home		
School		
My community		

Hazards in the Home

Many accidents occur in the home. There are many places and situations in the home that can be potentially dangerous.

Complete this audit of your home to highlight the potential safety hazards.

Potential Fire Hazards	Rating in My Home				
	Safe				Dangerous
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

Name the most serious potential fire hazard in your house.

State how you will control this hazard and who will be responsible for ensuring this happens.

Other Potential Hazards	Rating in My Home				
	Safe				Dangerous
Knives in children's reach	1	2	3	4	5
Electrical appliances near children	1	2	3	4	5
Slippery surfaces	1	2	3	4	5
Children able to reach hot stoves	1	2	3	4	5
Very hot water from taps	1	2	3	4	5
Stairs	1	2	3	4	5

Name the most serious potential hazards in your house.

State how you will control this hazard, and who will be responsible for ensuring this happens.

Hazards in the School

Accidents can happen at school because there are many places and situations that can be potentially dangerous.

Complete this audit of your school to highlight the potential safety hazards.

Potential Fire Hazards	Rating in My School				
	Safe				Dangerous
Frayed power cords	1	2	3	4	5
Damaged electrical appliances	1	2	3	4	5
Overcrowded powerpoints	1	2	3	4	5
Electrical appliances on stand-by	1	2	3	4	5

Name the most serious potential fire hazard in your school.

State how you will control this hazard, and who will be responsible for ensuring this happens.

Other Potential Hazards	Rating in My School				
	Safe				Dangerous
Trip hazards	1	2	3	4	5
Slippery surfaces	1	2	3	4	5
Stairs	1	2	3	4	5
Damaged playgrounds	1	2	3	4	5
Overcrowded areas	1	2	3	4	5
Carparks / Bus stops	1	2	3	4	5
Broken fences	1	2	3	4	5

Name the most serious potential hazard in your school.

State how you will control this hazard, and who will be responsible for ensuring this happens.

Hazards in the Community

Many accidents occur in the community, as there are many places and situations that can be potentially dangerous.

Complete this audit of your local community to highlight the potential safety hazards.

Potential Fire Hazards	Rating in My Community Safe				Dangerous
	Safe				Dangerous
Deserted buildings	1	2	3	4	5
Dry bushland	1	2	3	4	5

Name the most serious potential fire hazard in your community.

State how you will control this hazard, and who will be responsible for ensuring this happens.

Other Potential Hazards	Rating in My Community Safe				Dangerous
	Safe				Dangerous
Trip hazards	1	2	3	4	5
Slippery surfaces	1	2	3	4	5
Parks	1	2	3	4	5
Damaged footpaths	1	2	3	4	5
Overcrowded areas	1	2	3	4	5
Carparks	1	2	3	4	5
Roads	1	2	3	4	5

Name the most serious hazard in your community.

State how you will control this hazard, and who will be responsible for ensuring this happens.

Consequences of Action – Arson

We continually see the serious consequences of arson or deliberately lit fires. Arson can occur anywhere and in any environment. It often has serious effects on people, property and the environment.

Complete this table to highlight the short- and long-term consequences of arson.

	Possible impact	Short-term consequences	Long-term consequences
People			
Property			
Environment			

We need to be very aware and vigilant to help reduce incidents of arson. We need to take responsibility to help keep our community safe from the effects of arson.

List actions you might take to reduce the damage of fire in your school or community.

_____

_____

_____

_____

_____

Hazardous Substances

There are many substances used in our communities that can be hazardous if used incorrectly.
People need to take proper precautions when using these substances. We need to be aware of the chemicals that make this substance dangerous and the safety precautions needed when using it.

What is the name of the product?

What is it suitable for?

What chemical makes this substance dangerous?

What can happen if the substance is not used safely?

What are the main safety directions to be followed?

-
-
-

What is the name of the product?

What is it suitable for?

What chemical makes this substance dangerous?

What can happen if the substance is not used safely?

What are the main safety directions to be followed?

-
-
-

Name other substances in your house that could pose potential hazards.

Hazards in Various Communities

All communities have safety issues and hazards that can make them unsafe for their citizens. Because of issues relating to environment, population, climate and resources, various regions in Queensland have different hazards that cause safety problems.

Analyse each region and identify the major safety hazards that authorities may need to contend with.

Region	Environmental, climate, population or resource issue	Major safety issues
Coastal		
Urban		
Tropical		
Outback		

Emergency services respond to all types of issues and emergencies.

Choose a region and a common safety issue the region may have.

Detail some of the problems Queensland Police Service, Queensland Ambulance Service and Queensland Fire and Emergency Services may face in dealing with the situation.

Fire

Fire can be a major safety hazard for all communities, and can cause severe physical, emotional, financial and environmental damage.

Identify the negative effects of fire in these particular circumstances.

House fire in a city or town

Physical

Emotional

Financial

Environmental

Bushfire on a rural property

Physical

Emotional

Financial

Environmental

School building fire

Physical

Emotional

Financial

Environmental

Bushfire Hazards

Bushfires pose a serious threat to safety and cause serious damage to people, property, stock and the environment. All members of the community should work together to ensure they are prepared for the threat of bushfire.

Answer the following questions below.

Question	Answer
What are some of the hazards around the house and property?	
What preventative measures could be taken to make the property safer?	
What resources would be useful to keep the house safe?	
What actions are needed to keep the house and property safe?	
What is the evacuation plan to keep the people safe?	

The Science of Fire

We need to understand the science of fire to appreciate how it can become a serious hazard.

Research and complete the following worksheet relating to aspects of fire to see how we can be safer in our communities.

Combustion is a chemical reaction that requires the presence of three elements (fuel, heat and oxygen) to occur and be maintained.

1. Fuel can be any material that burns (i.e. combustible) and can occur as a solid, liquid or gas. Name some combustible fuels found in these situations:

House –

Workshed –

BBQ –

Bush –

2. Name some of the commonly occurring heat sources in these places that could start a fire:

House –

Workshed –

BBQ –

Bush –

Classes of Fire

All materials are combustible to some extent. Fires are classed according to the material that is burning and, to extinguish them safely, we need to consider the class of fire.

Write examples of materials you can find in your home which belong to these classes.

Class A – Ordinary, free burning materials (e.g. wood)

Class B – Liquid materials (e.g. petrol)

Class C – Flammable gases (e.g. LPG)

Class D – Combustible metals (e.g. magnesium)

Class E – Electrical fires involving 'live' equipment (e.g. appliances)

Class F – Cooking oils

Effects of Fire

There may be serious consequences for anyone unfortunate enough to be involved with a serious fire situation.

Complete these sentences detailing the causes and consequences of fire.

Smoke

Smoke produced in a fire can cause breathing problems. The consequences of a person being caught in a room with too much smoke include .... that can result in ....

Smoke rises as it is made. This is why the rule we follow regarding smoke is ....

....

Many materials produce toxic smoke when they burn. Some of the materials found in our homes that produce toxic smoke are: ....

....

Heat

The heat from fire can cause significant burns to people. These burns are described by medical personnel in these ways:

First degree burns are ....

Second degree burns are ....

Third degree burns are ....

The treatment of burns is vital and potentially life-saving.

First degree burns are usually treated by ....

Second degree burns are usually treated by ....

Third degree burns are usually treated by ....

Environmental Damage

Fires can cause a great deal of damage. In houses, fires can destroy the whole building or cause .... to collapse. Rebuilding causes a great deal of .... strain.

Bushfires can cause terrible damage to .... and ....
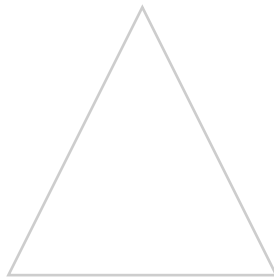
Safety Signs

There are many safety signs in use to help ensure the safety of people in given situations and in different areas. It is important to understand and follow the different safety signs in use around workplaces and in public places.

Research, draw and identify the different safety signs used to keep us safe.
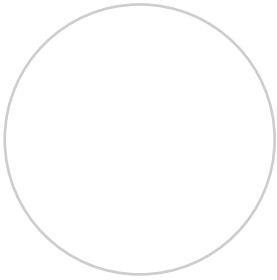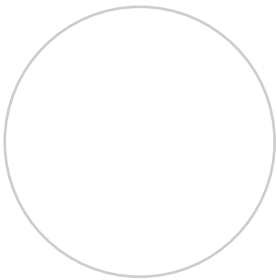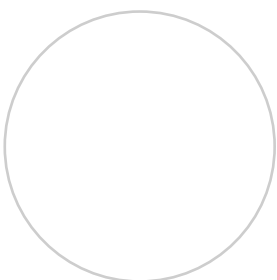
No Smoking

Flammable Gas
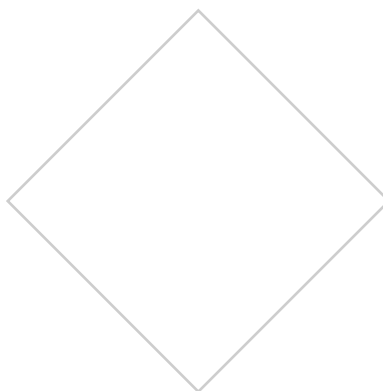
Fire Extinguisher

Swimming Prohibited
Beach Closed

Poison

No Diving

No Surfboards between
swim flags

Emergency Telephone

Exit

Pedestrian Crossing

Construction Site - Danger

Meeting the Community's Needs, Wants and Rights

NEEDS are those basic things that people must have to survive.

WANTS are the extra desirable things that add to the quality of our lives.

Constitution

RIGHTS are the agreed human entitlements that should be available to all people.

Use the following table to:

(a) *Identify some needs, wants and rights that are relevant to a particular community.*

(b) *Identify some needs, wants and rights that are relevant to a particular community as a* **SafeSpace**.

	School	Club or Organisation	Local Community
Needs (a)			
(b)			
Wants (a)			
(b)			
Rights (a)			
(b)			

Infrastructure and Services

Define Infrastructure

What services do you consider to be vital in the community to meet the needs of citizens and allow the community to function effectively as a SafeSpace?

Infrastructure	Example	Reasons

Keeping Facilities Safe in the Community

Our local councils and the State Government provide safe facilities to support all citizens in our communities. Complete a safety review of some of the facilities in your local area. Summarise community expectations, and then analyse the safety standards you observe.

Facility	Community Uses	Current Safety Standards

Community Safety

Volunteers

Department of Community Safety is also supported by tens-of-thousands of volunteers throughout Queensland.

Name the emergency or disaster support they offer the community.

- 🔊 State Emergency Service

- 🔊 Rural Fire Service Queensland

- 🔊 Surf Life Saving Queensland

- 🔊 Australian Volunteer Coast Guard

1. Name some recent emergencies or disasters where the Department of Community Safety would have been involved.

2. What are some benefits of having one agency providing emergency services to the community?

3. Research the key roles of the Queensland Ambulance Service.

4. Research the key roles of Emergency Management Queensland.

5. Research the key roles of Queensland Fire and Emergency Services.

Queensland Fire and Emergency Services

Queensland Fire and Emergency Services is one of the key services that supports our communities.

Explain the different activities undertaken by the Queensland Fire and Emergency Services (QFES).

The Queensland Fire and Emergency Services provides these services to the people of Queensland.

1. Responding to fires in homes, buildings, bushland. Explanation:	2. Rescue – road crashes and other types of rescue. Explanation:
3. Community education and awareness. Explanation:	4. Building fire safety inspections and investigations. Explanation:
5. Business alarm monitoring and response. Explanation:	6. Natural disasters. Explanation:

Queensland Fire and Emergency Services Role in Communities

Research and discuss the different roles firefighters undertake, and detail their responsibilities.

Role	Types of Hazards/Dangers	Responsibilities/Duties
Responding to fires		
Road crash rescue		
Natural disasters		

SafeSpace Plan: Community Infrastructure & Services

Create symbols that identify and highlight the services that exist in your SafeSpace community.
You may decide to add these to the sketch or design of your SafeSpace community to guide the construction of a model or mural of community infrastructure that will be displayed at the SafeSpace Expo.

Facilities	Symbol	Check	Facilities	Symbol	Check

SafeSpace Community: Infrastructure & Services

How do community services (including the QFES) and infrastructure help to support safety in the SafeSpace community you are investigating?

In your local community

Services?

How?
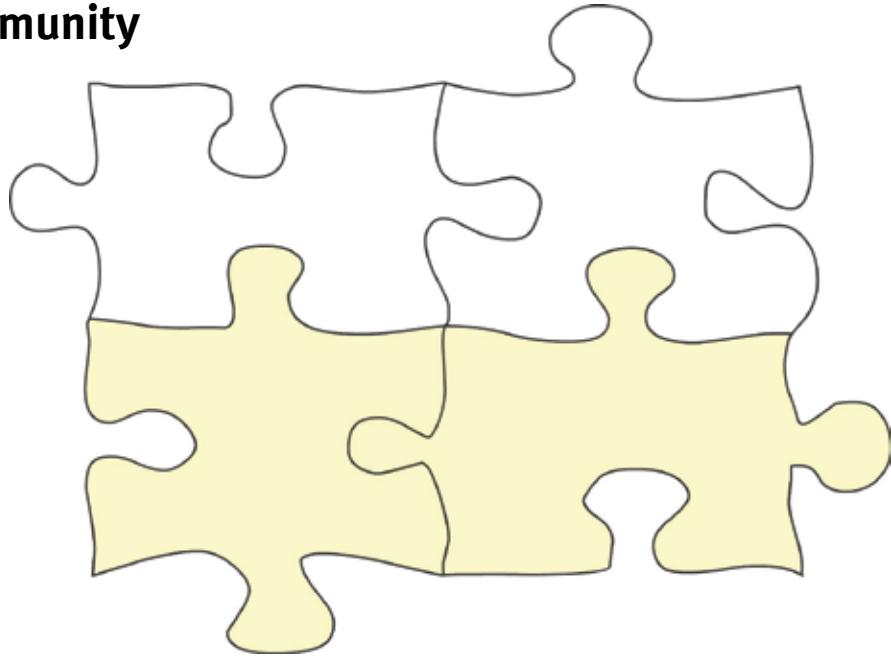
In your SafeSpace community

Services?

How?
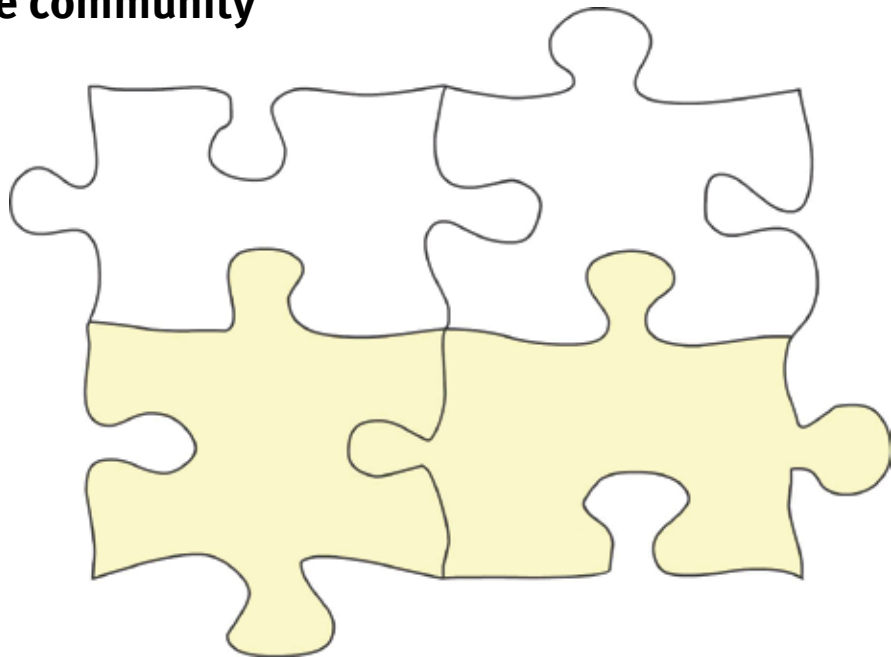
Actions and Consequences

Choose one behaviour you might see in a community and complete the following flowchart.

This may be done as a class group, a small group or individually.

Action	Consequence	Reflection
Student reflects on the actions and consequences in terms of who is affected.	Student lists consequences of action/s.	Student reflects on the actions and consequences and whether the result was good or harmful.

Reflection	Consequence	Action
Student reflects on whether the changed action had a good outcome.	Student lists the consequences of the changed action.	Student suggests action/s that would bring about a good or neutral result.

Choices and Decisions

Every community has to make decisions. Issues of cost, safety, environment and convenience need to be taken into consideration.

Complete the decision-making process for the following situation, and then create one of your own

for an issue in your community

Problem	Plus side	Negative side	Informed decision
Graffiti is being sprayed onto buildings around the community. It is costing the local government a great deal of money and time to have it removed.	Opinions of: • •	Opinions of: • •	Opinions of: • •

Problem	Plus side	Negative side	Informed decision
	Opinions of: • •	Opinions of: • •	Opinions of: • •

Codes of Conduct

Being a member of any group or community requires particular responsibilities and behaviours. Many organisations have codes of conduct that they expect their members to follow. These codes state the behaviours, relationships and responsibilities required of all members of a particular community.

Research the codes of conduct that might apply in your school community, and give examples of acceptable and unacceptable behaviour in regards to these codes. Apply this model to other organisations.

Code of Conduct: School

Rights	Standards	Acceptable Behaviour	Unacceptable Behaviour
Students have the right to learn. Teachers have the right to teach. Everyone in the school has the right to be safe.	Students are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises the rights of others.		

Code of Conduct: Other Organisation

Rights	Standards	Acceptable Behaviour	Unacceptable Behaviour

Needs, Wants and Rights of Citizens

Citizens in all communities need to have their needs and wants met, and their rights protected.

NEEDS are those basic things that people must have to survive.

WANTS are the extra desirable things that add to the quality of our lives.

RIGHTS are the agreed human entitlements that should be available to all people.

Sort the following into the three category areas of needs, wants and rights.

» adequate housing

» access to clean water

» parks for recreation

» freedom to express opinions

» adequate clothing for the environment

» sealed roads

» electricity to every house

» privacy and safety in our own home

» garbage collection

» public transport

» education for all children.

Needs	Wants	Rights

Responsible and Irresponsible Citizens

Compare and contrast the different opinions that might exist regarding the choices and consequences for the following situations.
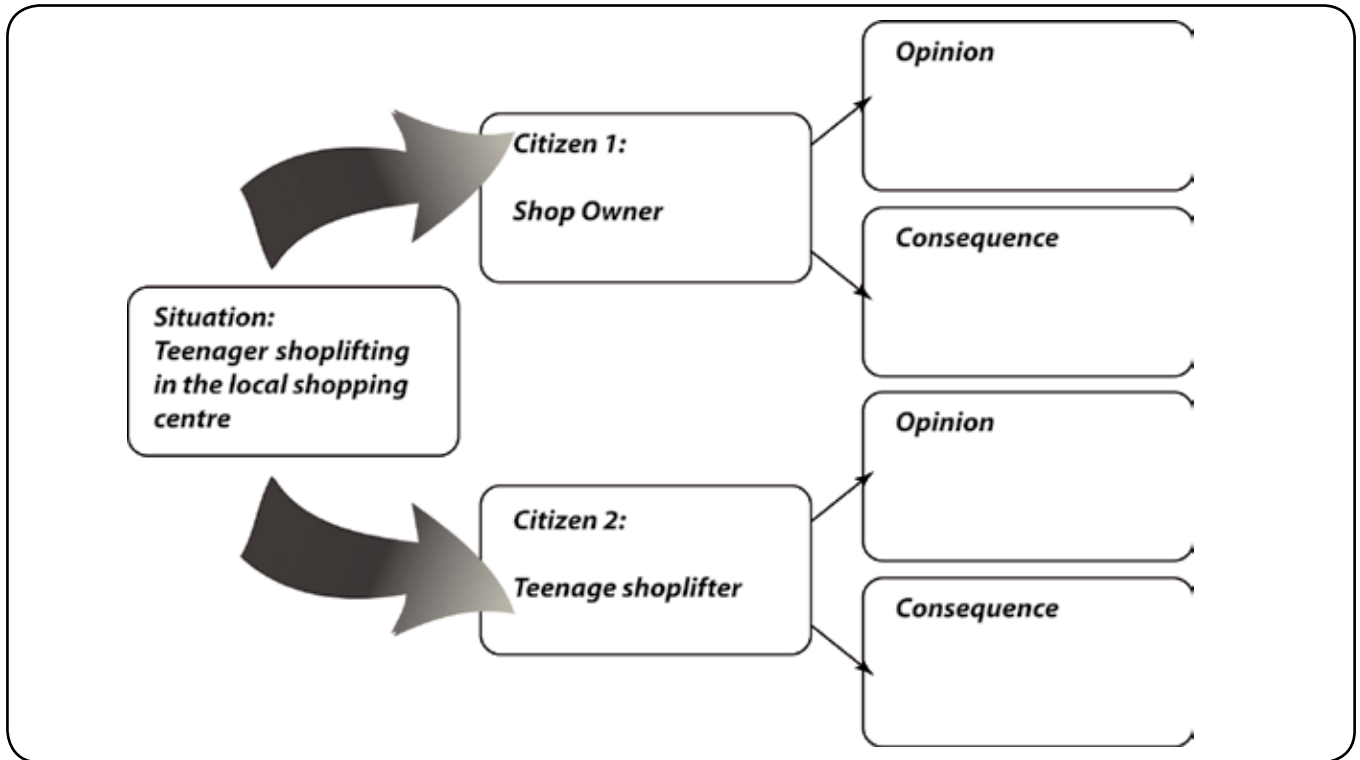
Situation	Citizen 1	Citizen 2
1. Driver throwing a cigarette butt out of car into dry bush	Driver	QFES Firefighter
2. Gatecrashers at a party	Home owner	Gatecrasher
3. Speeding motorist	Motorist	Police

Responsible Citizenship

In your group, brainstorm and discuss what it would mean to be a responsible member of the community that your group is investigating. Use the graphic organiser below to help you sort your ideas.

A responsible citizen of our community would: look like, sound like and feel like

Look like:

Blazer

Feel like:

Sound like:
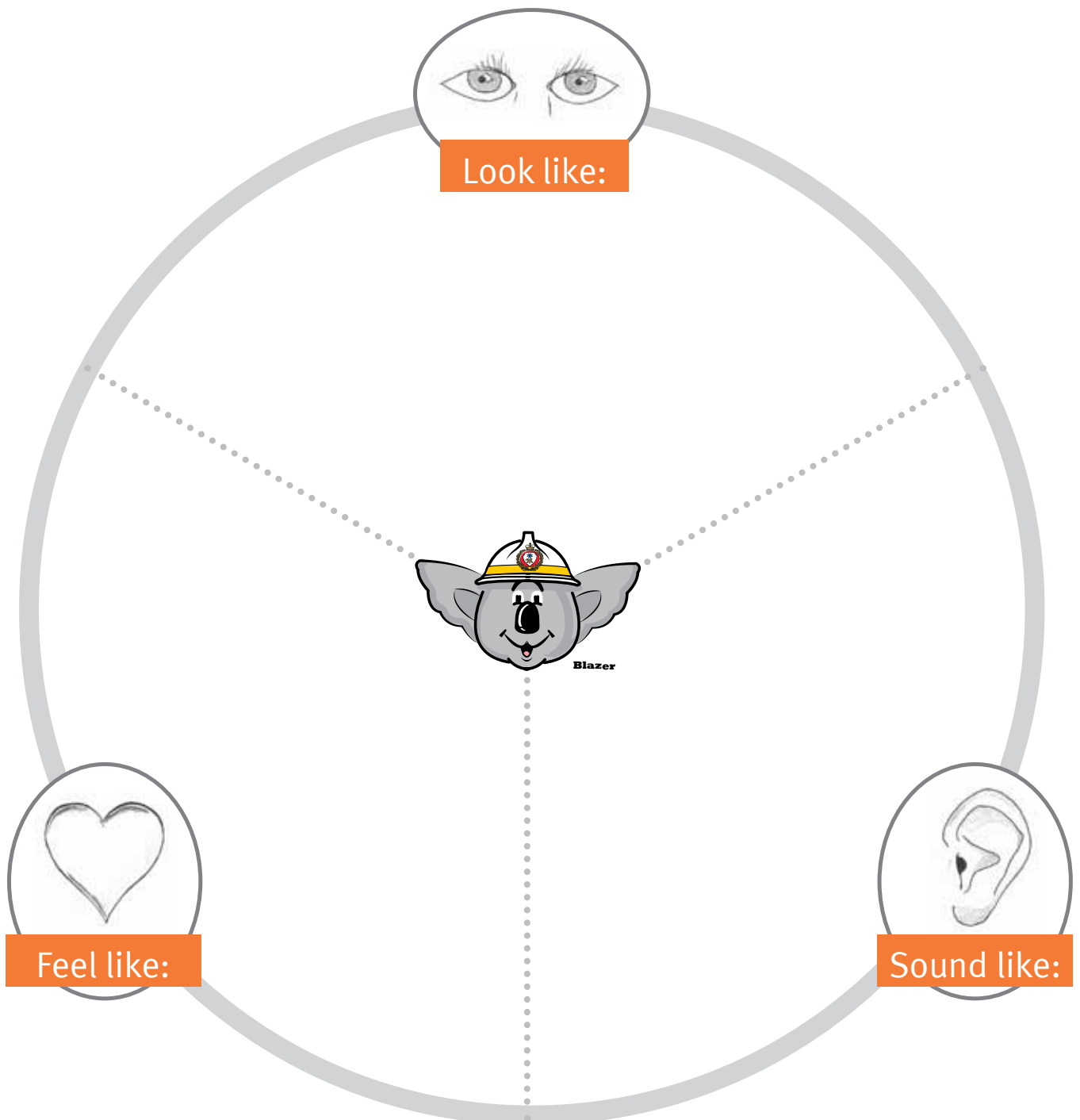
Laws and Rules Keep Us Safe

Communities are responsible for having systems in place to keep us safe.
Every member of a community has the right to live safely. We all have a responsibility to contribute to the well-being and safety of our community.
Laws, rules and regulations are designed to help all in our community live safely.

Write a law, rule or regulation that applies to these people, places or situations, and give the reason it is necessary.

	Law, Rule or Regulation	Reason
Motorists	Motorists must not exceed 40 km/h in a built-up area	
Public Parks		
Vandalism		
Water consumption		
Teenagers	Anyone under 18 years of age is not allowed to purchase alcohol.	

Laws, rules and regulations are designed to help all in our community live safely. Name the government service, organisation or community group that supports safety in these aspects of our community.

	Government Service / Organisation / Community Group
Fire	
Traffic accidents	
Floods	
House break-ins	

Consequences of Crime

Crimes committed by juveniles (7–18 years) cost the community millions of dollars each year. Read the following scenario and consider some of the consequences of the decisions made by the young people involved. Analyse the impact on all the different members of the community.

Tom's friends dare him to 'stir the neighbours' by setting fire to one of the rubbish bins behind the corner shop. The shop is owned by a young couple, and most of their business comes from providing food for commuters using the nearby railway station. Tom doesn't realise that the contents of the bin are so flammable and, after a few moments, the fire is out of control. He tries desperately to put it out. Panicking, Tom and his friends run away, although there are closed circuit television cameras in the area.

The shop is well alight when the Queensland Fire and Emergency Services and Police arrive at the scene. Little can be done to save the shop. One fireman is badly injured and burnt when a wall collapses.
The young couple arrive to see their small business reduced to ashes.

People Affected	Impact on the person	Possible consequences
Queensland Police Service		
Queensland Fire and Emergency Services		
Tom		
Tom's friends		
Shop owners		
General community		
Tom's parents		

Laws and Rules

Every community has laws and rules to ensure that everyone knows how to behave for the good of the community.

Complete the table below detailing how the laws and rules relate to different aspects of community and the consequences if they are broken.

Place	Law or rule	Reason for law (L)/rule (R)	Possible consequence if broken
Home	1. No mobile phone after nine o'clock. (R) 2. No TV before school in the mornings. (R) 3. No trespassing on private property. (L)		
School	1. No smoking at school. (L) 2. No hat/no play. (R) 3. No cheating in exams. (R)		
General Community	1. No driving when drunk. (L) 2. Swim between the flags. (R) 3. No drawing graffiti. (L) 4. No lighting fires in high fire danger season. (L)		

Teacher's Notes

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TEACHER'S NOTES

SafeSpace

TEACHER RESOURCE

Also available at www.fire.qld.gov.au/communitysafety/schools/default.asp