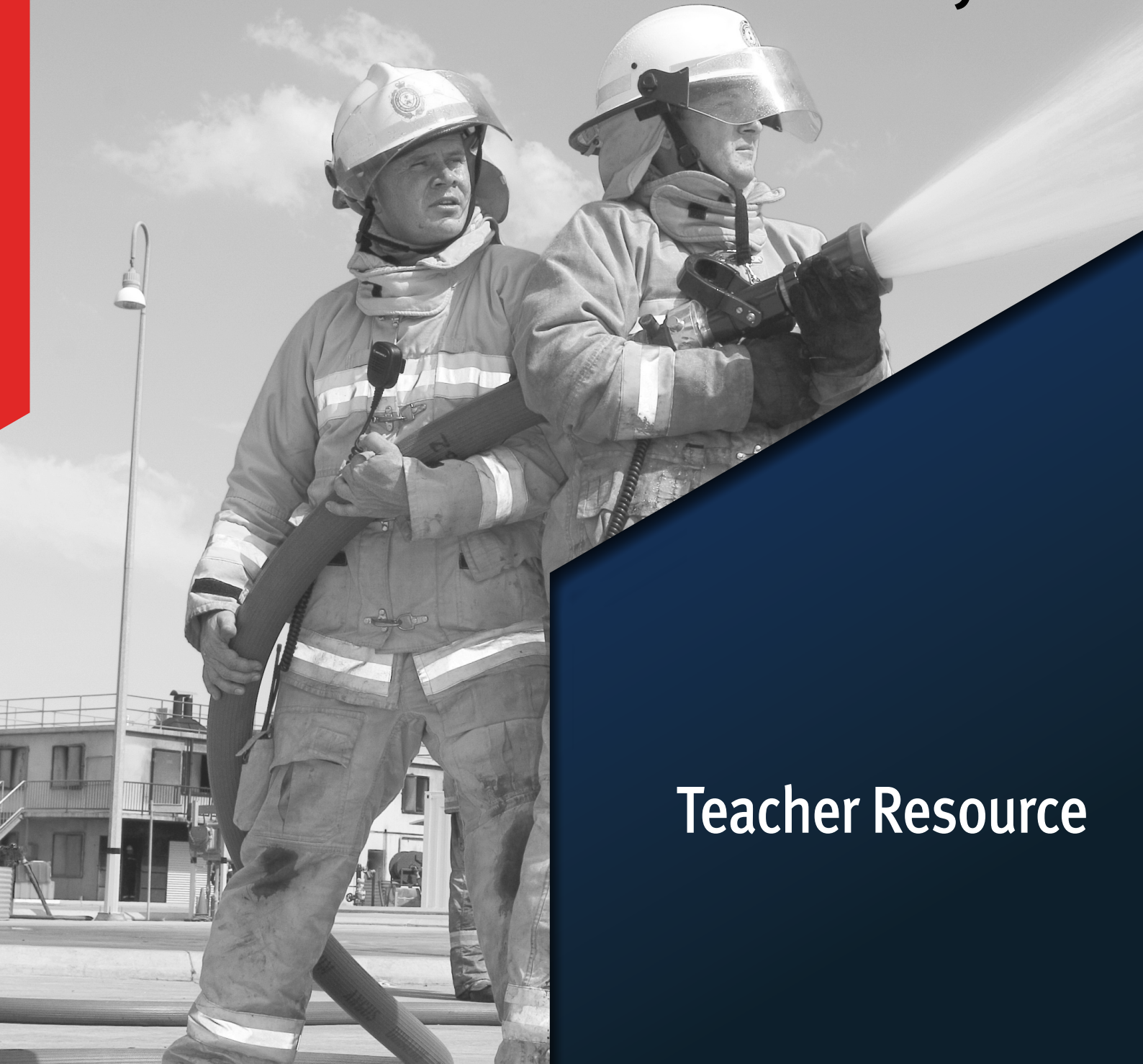


FIRE ED

for children with neurodiversity



Teacher Resource



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Overview

The Queensland Fire and Emergency Services (QFES) Fire Ed Program for children with neurodiversity is designed for use by educators working with students in Queensland learning facilities. This version of the program has been modified for working with young children with neurodiversity.

The aim of the program is to help students develop a basic understanding of the dangers of fire and the appropriate response should they be in a situation where there is a fire.

The program has been designed to support and build partnerships between QFES, early childhood teachers, children, and parents. The learning objectives and experiences cater to the needs of the early years learner to help them develop concepts of fire safety and personal responsibility.

The program recognises early years learners as capable learners who have the capacity to learn simple yet potentially life saving lessons about fire.

The modified Fire Ed program engages students in interactive, collaborative learning experiences to promote their understanding of:

- » Safety around fires
- » The sequence of events in the event of a fire, and
- » The role of the emergency services during a fire emergency.

Key learning activities throughout the program are designed to be interactive, collaborative and engaging.

The program can be delivered as one session or broken up into single sessions with learnings reflecting each topic.

Key unit topics

- » Fire hazards
- » Smoke Alarms
- » What happens in a house fire?
- » Who can help in an emergency?

Other resources

There are a number of resources available at the QFES website at www.qfes.qld.gov.au that may be used in the classroom and at home to supplement a child's learning.

Delivery

Phase 1 - Contact is made either by the learning facility contacting their local fire station or the local fire station contacting the learning facility.

Phase 2 – Teachers prepare students with basic fire education learning using this teacher resource kit. These sessions can be delivered as multiple short sessions as appropriate for the children.

Phase 3 - Firefighters deliver the modified Fire Ed program in the classroom environment. Teachers provide the letter to parents to assist in continued fire safety learnings at home.



Lesson program

Session	Key question	Activity
1	Fire hazards.	Picture identification Discussion and information Colouring
2	Smoke alarms.	Discussion Practical exercise Maze escape puzzle
3	What happens in a house fire?	Discussion Colouring Mapping Sequencing activity
4	Who can help in a fire emergency?	Picture identification Discussion Cut out Tracing

Downloadable Resources

Letter to parents

QFES Colouring Sheets

Session 1 - Fire hazards

This session is intended to promote an awareness of items around the home that could cause a fire.

Activity 1 - Is it hot or not?

- » Complete this activity as a group.
- » Children select which pictures display hot items that could start a fire. They should identify the item and if it could be hot.
- » Put a tick or a cross in the corresponding box for each image.
- » Provide any guidance where necessary on deciding if something is hot or not.
- » Discuss with the children that the hot items can become unsafe. A hot item could start a fire if it is left without an adult watching the item or if something gets too close and catches fire (such as clothing).

Activity 2 -Stay safe around fire.

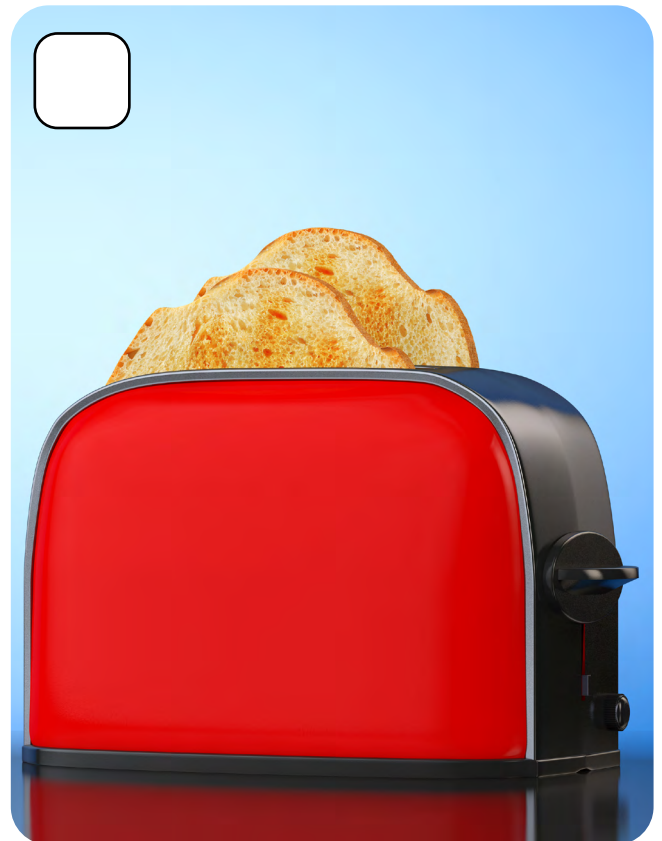
- » If you choose to print these images, print double sided so that descriptions print on the reverse of the image.
- » Display each picture to the children.
- » Explain that an adult should always be around when using fire.
- » Explain what they should do around each type of fire to stay safe.

Activity 3 - Stop Drop and Roll

- » Explain that they should always stay well away from anything that might cause their clothing to catch on fire, such as a campfire, a barbecue, or a fire pit.
- » Tell them that if their clothing does catch fire, they need to stop, drop to the ground, cover their face, and roll around to smother the flames.
- » Demonstrate stop, drop, and roll for the children. Encourage them to practice.
- » Provide copies of the colouring sheet to each child.



Activity 1 - Is it hot or not?







Activity 2 - Stay safe around a fire.



What could happen?

- » **The food could burn and start a fire.**
- » **A tea towel could fall onto the hotplate and catch on fire.**

How can you stay safe?

- » **Don't stop looking while you're cooking. Make sure an adult is always watching the cooking.**
- » **Turn off the hotplate when finished cooking.**
- » **Don't touch the hotplate until it has cooled down.**

What could happen?

- » **The fire might spread and start a bigger fire.**
- » **The wind could blow sparks and your clothing could catch fire.**
- » **You could fall into the fire.**

How can you stay safe?

- » **Make sure an adult is there to watch.**
- » **Keep a safe distance away from the fire.**
- » **Keep a bucket of water ready to put out the fire.**



What could happen?

- » Someone might knock over the candle.
- » The wind could blow the curtains into the flame.
- » Something could fall onto the candle.
- » Your pet could knock it over.

How can you stay safe?

- » Make sure an adult is always watching.
- » Only use candles on a hard surface, like a table or kitchen bench.
- » Make sure there's a clear space around the candle.
- » Blow out the candle if you leave the room or go to sleep.

What could happen?

- » Sparks could fly out and start another fire.
- » The heat could make something left too close catch fire, like a blanket.

How can you stay safe?

- » Keep everything at least two metres away from the heater.
- » An adult should always be nearby to watch the fire.
- » The fire should always be put out before leaving the house or going to bed.

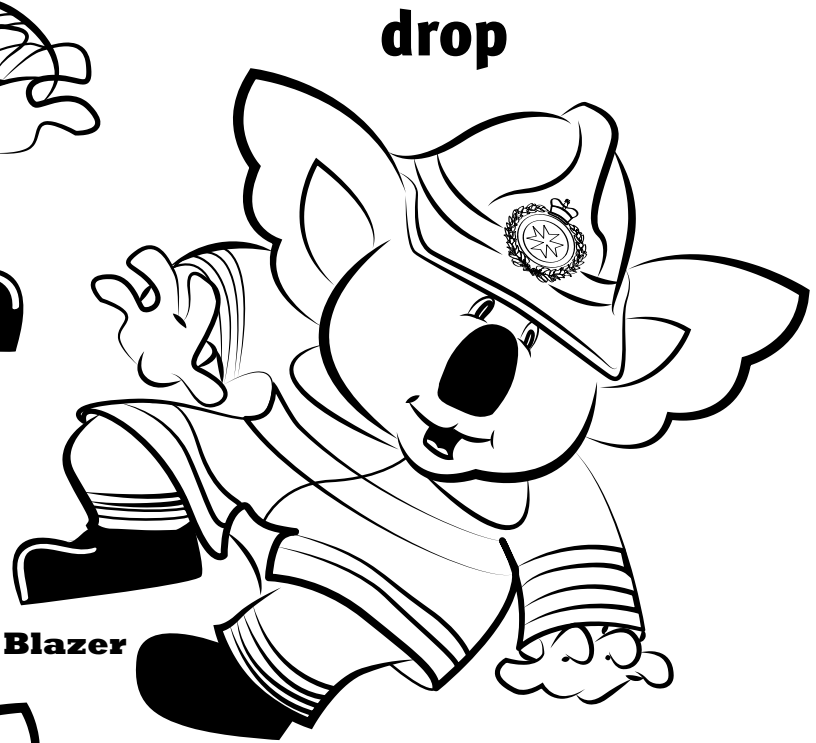
Activity 3 - Stop Drop and Roll

If your clothing catches fire:



stop,

Blazer



drop

Blazer



and roll.

Blazer



Session 2 - Smoke Alarms

This session is intended to help children identify a smoke alarm and that smoke could mean there is a fire.

Activity 1 - Smoke Alarm Discussion

- » Gather the children and display the smoke alarm picture.
- » Guide them in a discussion about smoke alarms.
 - » What is it? a smoke alarm
 - » What does it do? detects smoke and makes a loud noise to tell you there might be a fire
 - » What does it sound like? beep beep beep
 - » Why is it loud? so you can hear it over the TV or when you're listening to music or when you're asleep
 - » Where do you find them in your home? on the ceiling
 - » Where is the smoke alarm in this room?
 - » What should you do if you hear the smoke alarm go off? get out of the house
 - » Remind the children that when there is fire, there is smoke.

Activity 2 - Get down low

- » This is designed as a group activity.
- » Explain to the children they will now learn what to do if there is smoke in the room.
- » Show them the picture of smoke in the room.
- » Explain that when there is a fire, there is smoke. Smoke can make your eyes hurt and make you cough.
- » You need to do what firefighters do. Get down low and go, go, go. (Crawl on hands and knees).
- » Practice crawling with the children. Have them repeat get down low and go go go. Repeat several times. ,

Activity 3 - Go, go, go.

- » This is designed as an individual activity.
- » Print off copies of the escape the smoke maze.
- » Instruct the children that they need to help Blazer find his way out through the smoky house.

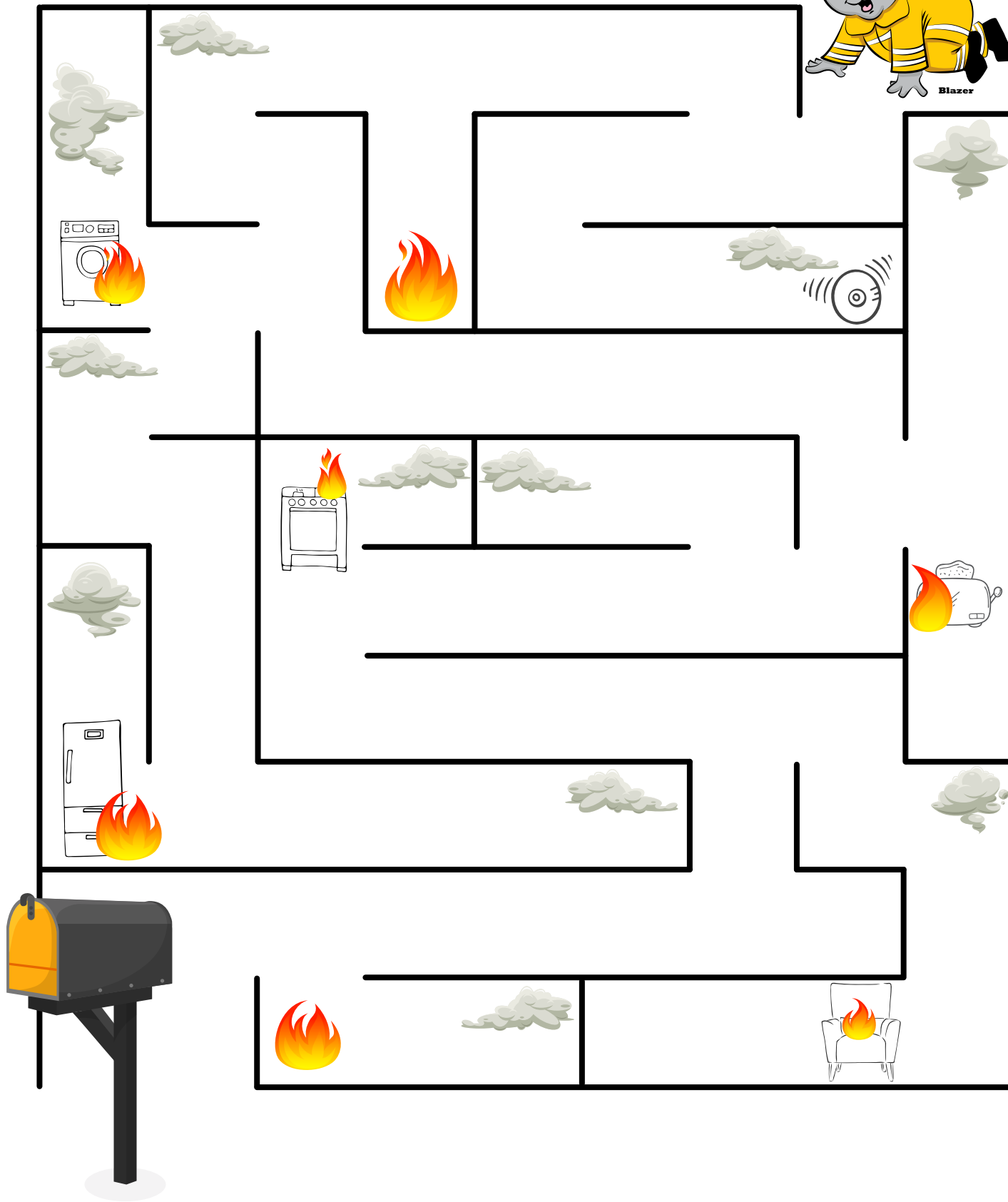
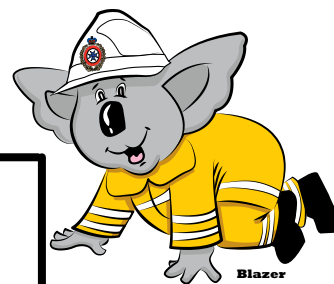
Activity 1 - Smoke Alarm



Activity 2 - Get Down Low



Activity 3 - Go Go Go



Session 3 - What happens in a house fire?

This session is intended to help children understand the appropriate sequence of events by notifying people, escaping, dialing Triple Zero.

Activity 1 - Get out. Stay Out.

- » Gather the children in a group.
- » Ask them what they think is the most important thing to do if there is a fire.
- » Explain that their safety is the most important thing and they need to get out of the house as fast as they can.
- » Guide them in a discussion on how they could get out of a room (through the door, through the window, following the exit signs in an apartment building).
- » Explain that they should never go back inside a building that is on fire.
- » Distribute colouring sheets to children. Discuss what Blazer is doing.

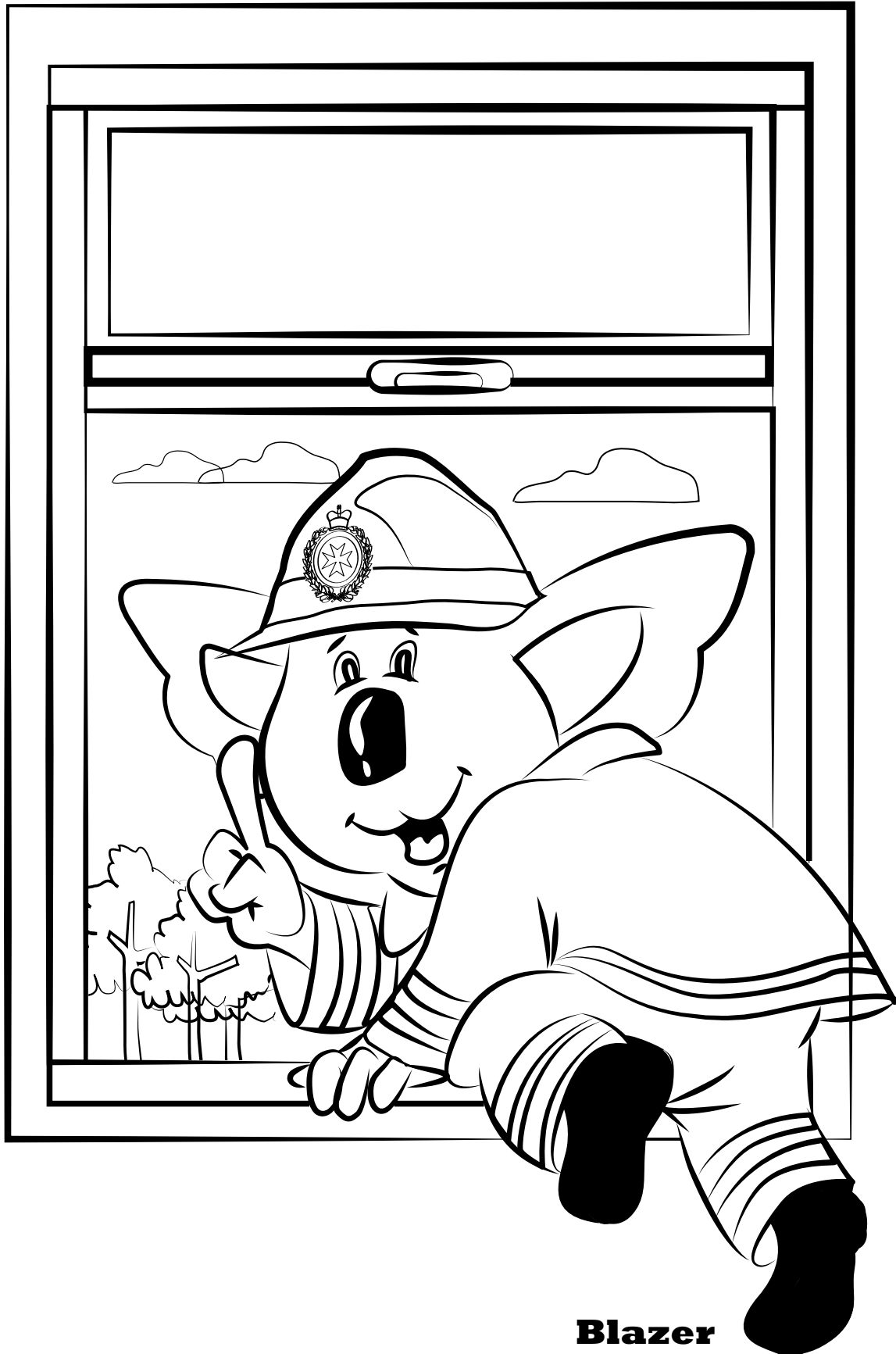
Activity 2 - Safe meeting place.

- » Gather the children in a group.
- » Discuss with them that once you are outside you need to go to a safe meeting place that is far enough away from the fire danger.
- » Explain that this is where all their family members will gather once they are outside to wait for the firetrucks.
- » Display the meeting place picture. Cut out the children and place them in locations that could be a safe meeting place.
 - » Letterbox
 - » In front of neighbours house
 - » Front gate
 - » End of driveway
 - » Big tree out the front.

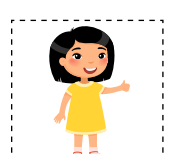
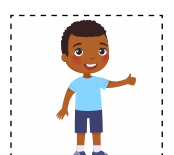
Activity 3 - Fire emergency sequence.

- » This can be completed as a group or individual activity.
- » Children cut out the individual events and place them in order.

Activity 1 - Get Out. Stay Out.



Activity 2 - Safe meeting place.



Activity 3 - Fire emergency sequencing



Go outside.



Call Triple Zero.



Fire fighters put out fire.



Fire truck drives to house.



House on fire.



Go to meeting place.

Session 4 - Who can help in a fire emergency?

This session is intended to build understanding and trust of firefighters.

Activity 1 - Who can help?

- » Gather children in a group. Explain that we will be identifying who they can get help from in an emergency.
- » Display each of the images. Discuss who is portrayed in the image and briefly explain what they can help with.
 - » Image 1 - Parents
 - » Image 2 - Police
If a child is in danger or lost.
 - » Image 3 - Teacher
If you are hurt or there is an emergency at school.
 - » Image 4 - Firefighter
If you home or a building is on fire. If there is a car crash.
 - » Image 5 - Ambulance Officer
If you are hurt or injured.
 - » Image 6 - Swiftwater Rescue Firefighter
If you are trapped in a flood.
 - » Image 7 - State Emergency Service Officer
If you are lost in the bush. If there's a flood, cyclone, or storm.
 - » Image 8 - Rural Fire Service Officer
If there is a fire in the bush.

Activity 2 - Identifying firefighters

- » Gather the children in a group.
- » Tell the children you are going to play a guessing game.
- » Choose a picture from the stack and display it to the children. Ask them "What is it?".
- » Once you have show them all of the items, ask the children "Who do these things belong to?"
- » Once the children have identified that the items belong to a firefighter, ask them:
 - » Have you seen a firefighter?
 - » Have you heard a fire truck?
 - » Have you ever seen a fire?

Activity 3 - Dress the firefighter

- » Print out copies of the activity sheet, one for each child.
- » Have each child cut out the individual pieces of the firefighter turn out uniform and glue them in place on the firefighter to help the dress for a fire.
- » Discuss with the children, the importance of these clothing items in protecting firefighters.

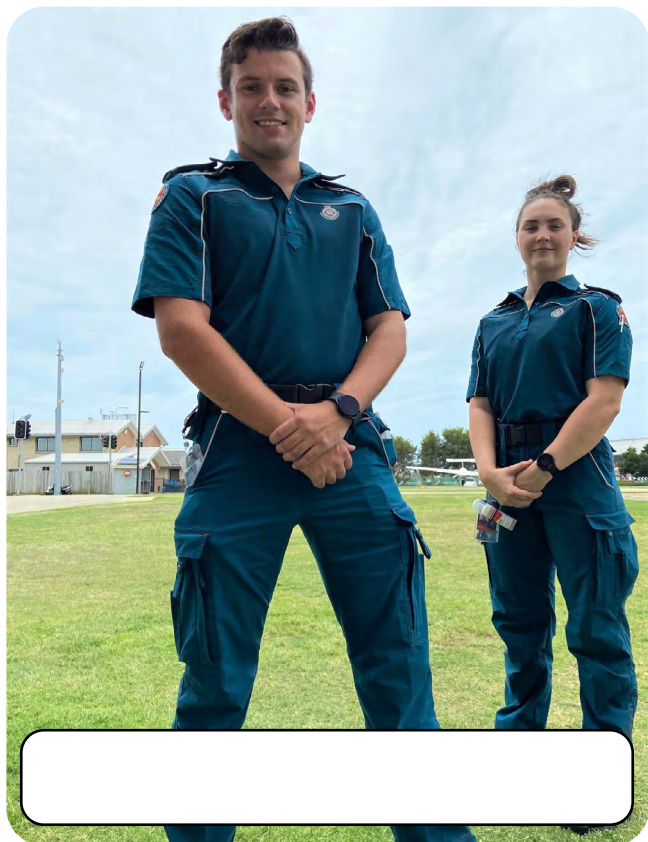
Activity 4 - Firefighter Tracing

- » Print out copies of the activity sheet for each child.
- » Explain to the children that firefighters help out in all sorts of different scenarios. Discuss the different scenarios pictured:
 - » House fire
 - » Building fire
 - » Bushfire
 - » Car crash
 - » Swift water rescue
 - » Poisons and hazardous materials
- » Have each child trace the dotted lines to connect the firetruck to the fire.



Activity 1 - Who can help?





Activity 2 - Identifying firefighters





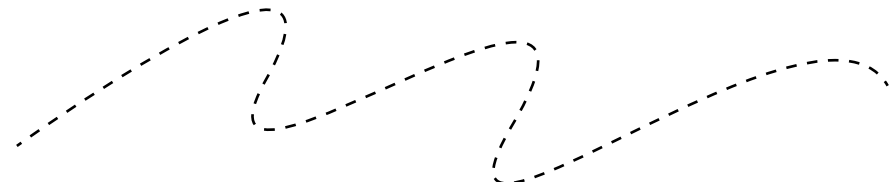
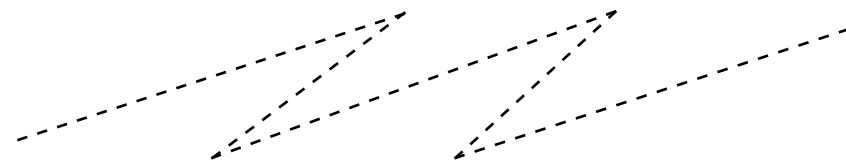


Activity 3 - Dress the firefighter





Activity 4 - Firefighter tracing





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