

Titiro!  
ki roto

He reo fakirua  
tēnei pukapuka  
ārahi

TAU 1, 2

# MĀUI-TINEI-AHI

TE PUKAPUKA ĀRAHI  
I TE KAIKO





# Māui-tinei-ahi – He rauemi haumaruru ahi

## Te pukapuka ārahi i te kaiako

E ngā iwi, e ngā reo, e ngā kārangaranga maha tēnā koutou katoa.

Ko te tino whāinga o te pukapuka nei he whakamahi i ngā mokopuna kia kōrerorero rātou, otirā kia tino mārara rawa rātou ki ngā āhuatanga o te ahi. Ko te tino mea nui, kia rapurapu ngā mokopuna i te hōhonutanga atu o ngā kaupapa. Nō reira, kia kaha te kaiako ki te uiui i ngā ākonga, ā, me pātai whānui tonu, mā te tamaiti e rapurapu kōrero mō aua pātai.

Ko te mahi e horaina atu nei i tēnei pukapuka he akoranga nui whakaharahara; he mahi, he whakamārama, he mahi engari ko te wāhi nui rawa kei a koutou, kei ō tātou pakeke, kei ō tātou kaiako i roto i ngā kōhanga reo o te motu. He tino mātauranga ēnei tikanga, e ora ai ā tātou mokopuna, me ā tātou whānau i ngā wā e whakatata mai ana a Aituā! Kei tawhiti noa atu te hoariri, kua kitea noatia mai! Nō reira tēnā koutou katoa.



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## He kupu whakamārama

Tēnā koutou e ngā kaiako i ā tātou tamariki mokopuna, i ngā kura o te motu.

Ko tā tātou whai ia kia whakangungua ā tātou tamariki nohinohi ki ngā tikanga haumarua a *Māui-tinei-ahi* i ngā tau tuatahi ki te kura. Mā koutou ngā kaiako kei ngā akomanga mō ngā ākonga e 5–6 ō rātou tau, tēnei rauemi.

E toru ngā tino akoranga o tēnei rauemi:

- Waiho ngā māti, ngā pūahi me ngā kānara!
- He ahi kei tō kāinga, “Hāmama he ahi!” Ngōki i raro rawa, e puta ki waho!
- Haere ki te wāhi tūtakitaki haumarua! Kaua e hoki mai ki roto.

Ki te mau i ā koutou tamariki ēnei akoranga, kua whai hua tēnei rauemi!

## Te whakamahi i tēnei rauemi

E hika mā, whakamahia ngā kōrero me ngā akoranga o te rauemi nei i runga i tā koutou titiro ki te hāngai o ngā āhuetanga ki ngā ākonga e akona ana e koutou.

### Te reo

Ko te tūmanako, he mahi kai parāoa noa iho te whai i ēnei kōrero. Heoi, kei tēnā iwi, kei tēnā hapū, kei tēnā rohe tōna ake reo, āna ake kupu. Pēnā he kupu ā koutou e hāngai ana ki te kaupapa nei, whakamahia, kōrerotia. Ko te mea nui, kia akona ā tātau tamariki ki ngā tikanga a *Māui-tinei-ahi*. Rere he ora kei roto!

I tāia ai tēnei rauemi kia reorua te katoa kia ngāwari ai te whai i ngā kupu kōrero me ngā mahi.



# Kupu whakataki

Ko tēnei rauemi *Māui-tinei-ahi* mō ngā tau 1, 2 he rauemi ako haumarua ahi nā te Ratonga Ahi mo ngā ohotata o Aotearoa. Hei whakakapi tēnei kaupapa i te rauemi *Māui-tinei-ahi* i whakamahia ai e ngā kura, mai i te tau 2000.

Kua oti te rauemi *Māui-tinei-ahi* mō ngā tau 1, 2 te whakahōu, kia hāngai ki *Te Marautanga o Aotearoa* (2008). Kua whakahōutia e ngā kaiako i muri i te aromātainga o te *Māui-tinei-ahi* i te tau 2008; i whai wāhi ētahi kura ki te aromātai.

Ko ngā pātai mō te rauemi *Māui-tinei-ahi* mō ngā tau 1, 2 me tuku atu ki: [info@getfirewise.org.nz](mailto:info@getfirewise.org.nz)

## He whakamoemiti

E tika ana kia whakamoemiti te Tari Tinei Ahi o Aotearoa ki ngā kaiako me ngā kaimahi mātauranga i whai wāhi mai ki te whanaketanga o tēnei rauemi. Ngā mihi tino nui ki ngā akonga tau 1, 2 o Te Kura Māori o Porirua mō ngā whakaahua.

Ngā mihi hoki ki a:

- Tokomāpuna Ltd, rātou ko Zeta Resources ko Lift Education, South Pacific Press, nāna i whakawhanake te rauemi
- GUSTO rāua ko Chamblett Design, nā rāua te rauemi i hoahoa

## Ngā kai o te rauemi

He pouaka tēnei rauemi a *Māui-tinei-ahi*, ā, ko ngā kai o roto, inā:

- kotahi te kape o *Te Pukapuka Ārahi i te Kaiako o Māui-tinei-ahi*
- he pānui pakitara *Ngōki i Raro Rawa! TERE Puta Atu!*
- e iwa ngā whakaahua nunui A3
- kotahi pukapuka pūrākau pikitia rahi, *Ka Ora a Tāmāti me Mokopeke i te Ahi/Kia Tūpato ki te Ahi*
- he *Pikitia Autō mō Tāmāti*
- he *Kohinga Karetāo Matua nō Māui-tinei-ahi*
- kotahi pānui waiata *TERE Puta Atu*
- kotahi pūoho auahi
- kotahi pānui pakitara mō *Te Pūrākau o Māui rāua ko Mahuika*
- tētahi *Pukapuka o Māui-tinei-ahi mā te Whānau* hei tauira
- kotahi puka tonu kape o *Te Tāpiri mō te Wāhi Tūtakitaki Haumarua, Te Tiwhikete o Māui-tinei-ahi, me Te Pukapuka o Māui-tinei-ahi mā te Whānau.*

Me mātua whiwhi kape ia ākonga, ia ākonga o *Te Tāpiri mō te Wāhi Tūtakitaki Haumarua, Te Tiwhikete o Māui-tinei-ahi*, me *Te Pukapuka o Māui-tinei-ahi mā te Whānau* hei whakaoti i te kaupapa.

Kia tonu ai koe mō ēnei rauemi KOREUTU, whakakīia te puka kei roto i te pouaka rauemi, peka atu ki [www.fireandemergency.nz](http://www.fireandemergency.nz) ka whakakī ai i te puka tuihono ā-ipurangi rānei.



# Introduction

The *Māui-tinei-ahi* programme for year 1 and 2 is a fire-safety education programme produced by Fire and Emergency New Zealand. It replaces the *Māui-tinei-ahi* programme that many schools have been using since 2000.

The *Māui-tinei-ahi* programme for year 1 and 2 has been revised to align with *Te Marautanga o Aotearoa* (2008). The revised version was developed by educators and kaiako after an evaluation of the original *Māui-tinei-ahi* programme in 2008, in which a number of kura participated.

Enquiries about the *Māui-tinei-ahi* programme for year 1 and 2 can be made to: [info@getfirewise.org.nz](mailto:info@getfirewise.org.nz)

## Acknowledgements

The New Zealand Fire Service would like to thank all of the teachers and educators who have been involved in the development of this resource. Special thanks to the year 1 and 2 students at Te Kura Māori o Porirua for the photographs.

Thanks to:

- Tokomāpuna Ltd, Zeta Resources and Lift Education, South Pacific Press, who developed the resource
- GUSTO and Chamblett Design, who designed the resource

## Resource contents

The *Māui-tinei-ahi* resource is a boxed resource that contains:

- the *Māui-tinei-ahi Teachers' Guide*
- a *Get Down, Get Low, Get Out – FAST* frieze
- nine A3 display photographs
- a large picture book, *Ka Ora a Tāmati me Mokoapeke i te Ahi/Kia Tūpato ki te Ahi*
- a *Tāmati Magnetic Picture Set*
- a *Māui-tinei-ahi Puppet Master Set*
- a *TERE Puta Atu* song poster
- a smoke alarm
- a *Māui and Mahuika Legend* frieze
- a sample *Māui-tinei-ahi Whānau Book*
- an order form to request copies of the Safe Meeting Place Sticker, the *Māui-tinei-ahi Certificate* and the *Māui-tinei-ahi Whānau Book*.

Each student will require a *Safe Meeting Place Sticker*, *Māui-tinei-ahi Certificate* and a *Māui-tinei-ahi Whānau Book* to complete the programme. To order these FREE resources, fill out the form included in the resource kit or visit [www.fireandemergency.nz](http://www.fireandemergency.nz) and fill out the online form.

# Tirohanga whānui ki te rauemi o *Māui-tinei-ahi*

## Ngā whāinga akoranga matua o *Māui-tinei-ahi*

Hei te otinga o te kaupapa o *Māui-tinei-ahi*:

- ka mōhio ngā ākonga he mōrearea te ahi i ētahi wā
- ka mārama rātou ki ētahi whanonga e āraia ai te kānga o te ahi; ina koa, mā te waiho rawa i ngā māti, i ngā pūahi me ngā kārara kia kaua e raweketia, e haria rānei hei tākaro; mā te hoatu i ngā māti me ngā pūahi ki tētahi pakeke; mā te tākaro i ngā wāhi tawhiti atu i ngā ahi
- ka mārama ki ētahi whanonga e tere puta ai rātou i te whare e mura ana, i runga i te haumaruru
- ka whānui kē atu te akoranga reo me ngā pūkenga pānui, i runga i ngā mahi ārai ahi i akona ai e rātou.

## Te whakamahi i te rauemi o *Māui-tinei-ahi*

Ehara i te mea kotahi anake te huarahi whakamahi i tēnei rauemi.

Ka taea te whakamahi:

- hei puna mō tētahi kaupapa ā-wāhanga tau
- hei puna mō tētahi hōtaka ā-rua wiki, ā-toru wiki rānei, e whakamahia ai i roto i te “wā mō te kaupapa”
- hei wāhanga o tētahi hōtaka puta noa i te kura.

Mā tō kura anō e whakatau me pēhea e whakamahia ai ēnei rauemi kia tino whai hua ai.

## Te whakamahi i te reo me te hora mai i tētahi rauemi reo rua

Ko te tino whāinga nui kia māmā noa iho te reo tuhituhi, me nga whakamārama mō te

haumarutanga ahi. I whakapau kaha ngā kaituhi ki te tuhi i te pukapuka kia mārama ki ngā kaiako o tēnā iwi, o tēnā iwi, o tēnā waka, o tēnā waka, huri noa i te motu. Kei tēnā kaiako, kei tēnā kaiako te mana whiriwhiri kupu, rārangi kōrero, whakapuaki e hāngai ana ki tōna iwi anō, ki tōna rohe anō.

I tuhia te kaupapa ako kia takirua te noho o ngā reo i te whārangi. Ahakoa e tika ana te kī, nā konei i nui ake ai te rauemi, he mea hora atu te whakapākehātanga kia ngāwari ai te ako a ngā kaiako i ngā kupu e pā ana ki te haumarutanga ahi.

## Te take me ako te tamariki i te haumarutanga ahi

He maha ngā whakapuaki ā-waha kua tae atu ki Te Tari Tinei Ahi mō ngā ākonga i puta ora ki waho i ngā whare me te mura o te ahi i roto, mā te whakamahi i ngā tohutohu i akona i te kaupapa o *Firewise*, i te putanga tuatahi hoki o *Māui-tinei-ahi*.

Me ako ngā tamariki e rima e ono ngā tau i ngā tohutohu tika, me te whakaharatau i aua tohutohu mō te ahi ka tūpono te toro i tētahi whare, i tētahi rūma kei reira rātou e noho ana. Ki te tūpono wera tētahi rūma, e toru meneti noa iho te wā hei putanga ora ki waho, ā, kāore hoki e whai wā te tangata ki te hoki ki tētahi rūma ki te whakaora i te tamariki. Mehemea kei roto ngā mokopuna i tētahi rūma kaore he pakeke, he tuakana rānei kei roto, mā te tamaiti anō ia e kawē ki waho, arā, tōna kotahi nei. Ka pā pea tēnei ohotata i te pō, he tino whakamataku hoki ki a rātou nō reira e tika ana kia mōhio te tamaiti me pēhea te puta TERE ki waho.

Ko te nuinga o te tamariki e kore e tūpono ki te puta ohore i tētahi rūma e kā ana, i tētahi whare rānei. Ahakoa rā, arā atu he tamariki ka tūpono ki te ahi, ki tētahi wā me tino maumahara ki ngā whanonga mō te whawhati tata o te ahi.





# Understanding the *Māui-tinei-ahi* learning programme

## *Māui-tinei-ahi* key learning intentions

After completing the *Māui-tinei-ahi* programme, students will have:

- understood that fire can be dangerous
- learnt and/or practised behaviours that will prevent fires starting; for example, not playing with matches, lighters and candles; giving matches and lighters to an adult; and playing away from fires
- learnt and/or practised behaviours that will get them out of a burning building quickly and safely
- extended their language learning and developed their literacy skills using material based around fire safety.

## Using the *Māui-tinei-ahi* learning programme

This learning programme can be used in a number of ways.

It can be used:

- as a term topic
- in a short, two- or three-week programme focused around “topic time” and literacy learning
- as material for junior classes in a kura-wide fire-safety programme.

Your kura will decide how you can best use this material.

## Use of language and provision of a diglot resource

This resource attempts to use simple language to describe fire safety. It has been written in a style that will be familiar nationally without reference to any one single dialect. When using this material, teachers can make their own decisions about word choice and phraseology and insert their own preferred terms and local variations.

The learning programme is presented in a diglot format. While this makes it a large resource, the English translation is provided to assist teachers to become familiar with the language associated with fire safety.

## Why children need to learn fire safety

The Fire Service has significant anecdotal evidence of children escaping safely from burning homes using behaviours learned during a *Firewise* programme, or from the old *Māui-tinei-ahi* programme.

Five and six year olds need to learn and practise what to do if there is a fire in a room or building they are in. Anyone in a room that is on fire has less than three minutes to get out of it alive, and no-one has time to go into a room and rescue children. If the children are in a room without adults or older siblings, they must get out on their own. This emergency may be at night and will be a terrifying experience, so children need to know what to do to get out FAST.

Many children will never need to use this behaviour, but, every year, some children have to escape from a burning room or building.

## Ngā tikanga whakaako i te haumarutanga ahi

Ko te whāinga o te kaupapa o *Māui-tinei-ahi* mō ngā tau 1, 2 he whai kia akona mai ngā karere whanonga haumarū mō te ahi mā te:

- whakahāngai i ngā karere me ngā whanonga ki te kāinga, ki te kura anō hoki
- whakahokihoki i ngā akoranga me ngā whanonga matua
- akiaki i ngā ākonga kia kawē i ngā akoranga me ngā whanonga hou, mā te whakaoti i te whānuitanga o ngā ngohe
- tō haere i te whānau ki te akoranga o te ākonga.

I ngā wāhanga e ako ai ngā tamariki i ētahi whanonga haumarutanga hou:

- mā te kaiako anō e tīmata, mā te hoatu i ngā kōrero haumarutanga ahi me ngā whanonga e tika ana
- ka noho ngā ākonga ki te matapaki, ki te whiriwhiri i aua kōrero, ki te whakaharatau i te whaonga tika rānei.

Ko te nuinga o ngā mahi matapaki ka haere i runga i ngā kōrero nā te kaiako i whāngai atu, kei pōhēhē ngā tamariki i ētahi wā mō ngā whanonga e tino tika ana, mehemea he maha rawa ngā kōrero hē a ētahi atu tamariki i roto i ngā mahi matapaki, i ngā ngohe ā-rōpū rānei.

Ka haere tonu ēnei whāinga wāhi ki te ako i runga i ngā mōhiotanga o ngā ākonga i mua me ngā wheako i te kāinga, engari, kia tae ki ngā whanonga haumarū matua ka whāia te tikanga mā te kaiako e ārahi, e tohutohu.

Mō ngā wāhanga e rua ka āhei ngā kaiako te mahi ki ā rātou ākonga ki te whakatakoto pātai me te kimi whakautu. Kua oti ētahi puna mōhiotanga te tautuhi i konei.

Te tikanga o tēnei ka inoitia ngā kaiako kia:

- whāia te raupapa o ngā whanonga haumarutanga ahi e takoto ake nei i konei
- whakatikatika i ngā ngohe kia hāngai ki ō rātou akomanga, engari kia whai haere tonu i te mātāpono o te ārahi ā-kaiako ina hora mai i ētahi mōhiotanga, whanonga hou rānei
- hoki tonu ki ngā akoranga matua, kia rite tonu te whakahua
- whakawāteatia te huarahi ki ngā ākonga kia whakaharatautia ngā whanonga haumarū ahi, kia whakamārama hoki i ā rātou mahi
- whakaotingia e ngā ākonga ētahi ngohe maha mō ngā mātauranga me ngā whanonga i akona.

Tēnei te inoi ki a koutou kaiako mā, kia kaua e tahu māti, pūahi rānei, kei whakaohongia te hiahia tahu ahi o ngā tamariki.



## Approach to teaching fire safety

The *Māui-tinei-ahi* programme for year 1 and 2 aims to introduce fire-safety messages and behaviours by:

- making the messages and behaviours relevant to home and school
- encouraging repetition of key messages and behaviours
- having students process messages and behaviours they learn by completing a range of activities
- engaging whānau in the learning.

The sections where children learn new safety behaviours:

- begin with the teacher introducing fire-safety information and behaviours
- have students discuss and process that information and/or practise the behaviours.

Discussion is focused around teacher-provided information, as children can become confused about key safety behaviours if they hear other children provide too much wrong information during discussion or group activities.

The learning opportunities do build on students' prior knowledge and their experiences at home, but the introduction of new information and the learning of key safety behaviours consistently follows a teacher-directed approach.

For two of the sections, teachers can work with their students to pose questions and seek answers. Some sources of information are indicated.

Teachers are asked to:

- teach the sections that involve learning fire-safe behaviours in the sequence presented here
- adapt material to suit their class but follow the general method of the teacher introducing key information and behaviours
- use the same key messages and repeat them often
- have students practise the fire-safe behaviours and explain or describe what they are doing
- have students complete a number of activities related to any new learned knowledge or behaviours.

Teachers are asked not to light a match or use a lighter, as this could encourage children's fascination with fire.

## Te hora horopaki ako manaaki tonu

He mea uaua pea te ako mō te ahi me te haumarutanga ahi ki ngā tamariki e rima e ono ngā tau. Ka hiahia tonu ngā kaiako ki te hanga horopaki manaaki kia pai ai te ako o ngā ākonga katoa.

I te nuinga o ō tātou kura, tērā ētahi whānau kua pā tēnei mea te weranga ahi ki a rātou, me ōna āhuatanga taumaha katoa. Me whakamahi ngā kaiako i tēnei mātauranga hei hanga hōtaka ako tiaki i ngā ākonga katoa, tae atu ki ērā i āta mōhio ki ngā mahi a te ahi a Mahuika.

Tērā ētahi ākonga he matakū ki a rātou te whakaaroaro mō te ahi, te whakaaro rānei tērā pea ka wera i te ahi. Me āta whai whakaaro ngā kaiako me te whānau mō ēnei ākonga. Me āwhina hoki rātou he pēnei te ngākau wehiwehi, me whakamahi hoki ngā kupenga e wātea ana i ngā kura.

Tērā tētahi wāhanga whakawhānui i te pae tukutuku hei whakaahei i te ākonga kia ako ki te waea 111, me pēhea hoki te hoatu kōrero tika tonu i ngā wā o te ohotata. Tērā tonu hoki pea ētahi whānau ka hiahia kia noho matatapu tonu ō rātou kōrero whaiaro, ō rātou taipitopito kāinga noho hoki.

Tērā hoki ētahi tamariki he tino rawe, he tino whakamiharo ki a rātou te ahi, ā, kua tīmata kē tā rātou tahu ahi, kua mōrearea rānei te noho i te tatanga ki te ahi. He ratonga koreutu, matatapu tō te Ratonga Ahi mo ngā ohotata o Aotearoa tamariki me ō rātou whānau. Kei te wātea ētahi atu kōrero mō tēnei āhua arā,

te *Fire Intervention and Awareness Program* (te hōtaka FAIP) i [www.fireandemergency.nz](http://www.fireandemergency.nz)

## Te whakamahi i *Māui-tinei-ahi* mō ngā akoranga pānui pukapuka

He hōtaka ako a *Māui-tinei-ahi* i āta whakatauiratia hei tautoko i te akoranga pānui pukapuka. Kei roto i *Māui-tinei-ahi* ētahi pūrākau whai whakaahua e rua i te pukapuka kotahi, arā, kei roto nā ko *Ka Ora a Tāmāti me Mokoapeke i te Ahi/Kia Tūpato ki Te Ahi*. He pai tēnei mō te pānui ngātahi.

Kei roto nei hoki te pūrākau *Ka Ora a Tāmāti me Mokoapeke i te Ahi*, hei mahi pāhekoheko e taea ai e koe te whakaatu ki te pakitara, ki te papatuhituhi pāhekoheko rānei, ki te rorohiko rānei. Kei te pūrākau mamati pāhekoheko ētahi whāinga wāhi mō te whakatupu i te reo me te akoranga pānui pukapuka.

Kei roto te pūrākau *Ka Ora a Tāmāti me Mokoapeke i te Ahi* i te *Pukapuka o Māui-tinei-ahi mā te Whānau*. Ka āhei te whānau ki te pānui, ki te whakarongo ki te kōrero paki ki ā rātou tamariki.

## Te aromatawai

He maha tonu ngā whāinga wāhi i ngā ngohe i ngā raupapa ako mā ngā kaiako kia aromatawai i te akoranga o ngā ākonga mō te haumarutanga ahi, kia aromatawai hoki i ngā pūkenga pānui pukapuka, pūkenga reo hoki e tupu ake ana.



## Providing a supportive learning environment

Learning about fire and fire safety could be distressing for five and six year olds. Teachers will want to create a supportive environment so all students can learn.

In most school communities, there will be whānau who have had a personal experience with the consequences of fire. Teachers will need to use this knowledge to build a learning programme that cares for the well-being of all students, including those who have had a close association with fire.

There are students who may find thinking about fires or the possibility of getting burnt very frightening. Teachers and whānau need to be aware of these students and help them deal with these fears and, if necessary, use the support networks available in schools.

An extension section is provided on the website that allows students to learn how to call 111 and give correct information in an emergency situation. Please note that there may be whānau who wish to keep personal and address details confidential.

There are children who are fascinated by fires and who are already either lighting fires or endangering themselves by getting close to fires. Fire and Emergency New Zealand runs a free and confidential programme for these children and their whānau. Information about the Fire Intervention and Awareness Programme (FAIP programme) is available on [www.fireandemergency.nz](http://www.fireandemergency.nz)

## Using *Māui-tinei-ahi* for literacy learning

*Māui-tinei-ahi* is a learning programme designed to support literacy learning. A key feature of *Māui-tinei-ahi* is the big picture book *Ka Ora a Tāmāti me Mokoapeke i te Ahi/Kia Tūpato ki te Ahi*. This book can be used for shared reading.

The story *Ka Ora a Tāmāti me Mokoapeke i te Ahi* is provided as an interactive story that you can display using a data projector, interactive whiteboard or computer. The interactive digital story provides opportunities for language development and for literacy learning.

The story *Ka Ora a Tāmāti me Mokoapeke i te Ahi* is provided in the *Māui-tinei-ahi Whānau Book*. Whānau can read and listen to the story with their children.

## Assessment

Activities in the learning sequence provide opportunities for teachers to assess students' fire-safety learning and the development of their literacy and language skills.





# Te kaupapa o *Māui-tinei-ahi* – He hoahoa whakaahua



## Te Wāhanga 1: He aha tēnei mea te ahi?

Ka kimi ngā ākonga i te māramatanga o ngā tūpuna mō te ahi, ā, ko te pūrākau o Māui rāua ko Mahuika te pūtake matua.

Ka tautuhi, ka whakawhānui ngā ākonga i tō rātou mōhio ki te ahi, he aha i kīia ai he mōrearea.

Ka taea pea tēnei wāhanga te ako mā te whakarite pātai rangahau, arā, mā ngā ākonga e whakarite, e kimi whakautu.



## Te Wāhanga 2: Te māti, te pūahi me te kānara

I roto i tēnei wāhanga ka ako ngā ākonga ki te tautuhi i ngā māti me ngā pūahi, ka mōhio hoki he taputapu ēnei ka whakamahia e te pakeke hei tahu i te ahi. Ka whakaharatau ngā ākonga i te tuku i ngā māti me ngā pūahi ki tētahi pakeke.

Ka hoatu hoki he ngohe mā ngā ākonga kia mōhio rātou ki te whakamahi i te kānara i runga i te haumarū.



## Te Wāhanga 3: Te pūoho auahi

Ka ako ngā ākonga i ngā āhuetanga o te pūoho auahi, i te tangi o te pūoho auahi, ā, ka ako hoki me puta wawe i te rūma ina rongu rātou i te tangi o te pūoho. Ka haere tahi ēnei akoranga me te whakarongo ki te kōrero pūrākau *Ka Ora a Tāmāti me Mokoapeke i te Ahi* me ētahi putanga ohore i tō akomanga hei whakaharatau.



## Te Wāhanga 4: He ahi kei roto i taku rūma

Ka ako ngā ākonga i ngā mea e tika ana kia mahia ina kā te rūma ko rātou kei roto, me te whakaharatau:

- **ngōki i raro rawa! TERE Puta Atu**
- **katia te kūwaha**
- **hāmama HE AHI, HE AHI, HE AHI**
- **e noho ki waho**
- **haere ki te wāhi tūtakitaki haumarū.**

Ka haere tahi ēnei akoranga me te pānui tahi i te pūrākau *Kia Tūpato ki te Ahi*.

# The *Māui-tinei-ahi* learning programme – A visual overview



## Section 1: What is fire?

The students consider Māori ancestral knowledge of fire using the legend of Māui and Mahuika.

The students identify and extend their current knowledge about fire and why it is dangerous.

This section could be completed with the students setting research questions and seeking answers.



## Section 2: Matches, lighters and candles

The students identify matches and lighters and learn that they are used by adults to light fires. The students practise handing matches and lighters to an adult.

Material is provided for use with students who need to be safe around candles.



## Section 3: Smoke alarms

The students learn to recognise a smoke alarm and the sound it makes and to leave a room as soon as they hear a smoke alarm. Learning is supported by a shared reading story *Ka Ora a Tāmami me Mokoapeke i te Ahi* and practice evacuations of the classroom.



## Section 4: A fire in my room

The students learn what to do if there is a fire in a room they are in and practise:

- **get down, get low, get out – FAST**
- **shut the door**
- **shout FIRE, FIRE, FIRE**
- **stay out**
- **go to the safe meeting place.**

Learning is supported by the shared reading story *Kia Tūpato ki te Ahi*.



### Te Wāhanga 5: Ina tae mai ngā kaitinei ahi ki te whakaweto i te ahi

Ka tūhura ngā ākonga i ngā mahi e tika ana kia mahia i te wāhi tūtakitaki haumarū, me ngā mahi e tika ana kia mahia e ngā kaitinei ahi, me aha hoki hei whakaweto i te ahi.

Ka taea pea tēnei wāhanga te ako mā te whakarite pātai rangahau, arā, mā ngā ākonga e whakarite, e kimi whakautu.



### Te Wāhanga 6: Te taenga mai o ngā kaitinei ahi ki te kura

Ka haere mai he kaitinei ahi ki te akomanga ka matapaki i ngā whakahau o *Māui-tinei-ahi*, me te whakautu pātai mō ngā mahi a ngā kaitinei ahi ina haere ki te mahi.



### Te Wāhanga 7: He whakanui i te mahi a te ākonga i roto i *Māui-tinei-ahi*

Ka whakanuia ngā ākonga mō ngā mea i akona i roto i *Māui-tinei-ahi*.





### Section 5: When the firefighters come to put out a fire

The students investigate what happens at the safe meeting place and what firefighters do to rescue people and put the fire out.

This section could be completed with the students setting research questions and seeking answers.



### Section 6: The firefighter classroom visit

Firefighters come to the class and discuss the *Māui-tinei-ahi* messages and answer students' questions about what firefighters do.



### Section 7: *Māui-tinei-ahi* – A celebration of learning

A celebration of the students' learning in *Māui-tinei-ahi*.

# Te Marautanga o Aotearoa (2008)

## Ngā whāinga akoranga matua o *Māui-tinei-ahi*

Hei te otinga o te kaupapa o *Māui-tinei-ahi* ka mōhio ngā ākonga he mōrearea te ahi i ētahi wā.

Ka mārama rātou ki ētahi whanonga e:

- āraia ai te kānga o te ahi
- puta hohoro ai rātou i te whare e mura ana, i runga i te haumaruru.

## Ngā hononga marautanga

Ka tūhonohono a *Māui-tinei-ahi* ki *Te Marautanga o Aotearoa* (2008), ki te wāhanga mō te hauora, me te reo Māori, me Te Aho Matua. Ina rā aua hononga:

### *Te Marautanga o Aotearoa* (2008)

Hauora	Waiora	Taiao
<b>Taumata 1</b>	<b>Tupuranga</b> 1. Ka whakawhiti kōrero, ka whakaputa kare-ā-roto hoki e pā ana ki tōna tupu, pērā i te kai, te tiaki i a ia anō me te whai haere i ngā tikanga o te kāinga.	<b>Hononga ki a Ranginui rāua ko Papatūānuku</b> Ka tautohu, ka whakaahua i ētahi whakapapa o te taiao me ngā hononga o te tangata ki te taiao, hei oranga mōna.
<b>Taumata 2</b>	<b>Haumarutanga</b> 2. Ka whakaahua ai i ngā tikanga māmā o te noho haumaruru me ngā pūnaha haumaruru.	
<b>Te reo</b> I runga anō i te āhuetanga o te rauemi nei, arā, te whai whakaaro whānui mō <i>Māui-tinei-ahi</i> , i whiriwhiria HE KAHA AKE mō te taumata tuatahi. Ehara ēnei anake i ngā whāinga mō te kaupapa, engari he whāinga pai hei tīmatanga.		

### *Te Marautanga o Aotearoa* (2008)

Te Reo	ā-Waha	ā-Tā	ā-Tinana
<b>Taumata 1</b> <b>HE KAHA AKE</b>	<b>Āheinga Reo</b> 2. Ka whānui ake ngā whakaaro kia taea ai te whakaahua i te āhua o ētahi mahi, ētahi mea, ētahi āhuetanga rānei.	<b>Āheinga Reo</b> 3. Ka mōhio ki ngā take e ngākaunui ana ia ki ētahi reo ataata.	





Te Reo	ā-Waha	ā-Tā	ā-Tinana
	<b>Rautaki Reo</b> 6. Ka tūhono i ōna wheako whaiaro ki tāna i rongō ai, i pānui ai hei rautaki rapu māramatanga.		
<b>Taumata 2</b>	<b>Āheinga Reo</b> 1. Ka whakawhitiwhiti kōrero, ka whakaraupapa kōrero hei whakatutuki kaupapa.	<b>Āheinga Reo</b> 1. Ka whakaputa i ōna whakaaro o ētahi atu i roto i ana tuinga me ana tānga.	<b>Āheinga Reo</b> 1. Ka mārama ki ētahi āhuatanga reo-ā-tinana.
	<b>Rautaki Reo</b> 4. Ka kōrero whānui ake, kia mārama ake, kia hōhōnu ake ngā whakaaro.	<b>Rautaki Reo</b> 5. Ka whakamahi rautaki rapu māramatanga mō ngā tuinga me ngā reo ataata e tauhou ana ki a ia.	<b>Rautaki Reo</b> 2. Ka hāngai te āhua o tōna reo me tōna tinana ki tāna i kī ai.

#### Te Aho Matua

Anei anō he whakaaro. Ehara i te mea koinei anake ngā whāinga mō te kaupapa, engari he whāinga pai hei tīmatanga.

<b>Te Aho Matua</b> <b>Ahakoā he iti</b> <b>he iti māpihi pounamu</b> <b>E kore au e ngaro</b> <b>he kākano i ruia mai i Rangiatea</b> <b>e kore ai e ngaro</b>		<b>Te piko o te mahuri</b> <b>Tērā te tipu o te rākau</b>
<b>Te ira tangata 1.2</b> Tino motuhake ēnei āhuatanga katoa. Ko tēnei hoki te kākano i ruia mai i Rangiatea. E kore ai e ngaro. Engari, ko tā ngā mātua, ko tā te whānau, ko tā te kura hoki, he mea awahi, he mea whāngai, he mea whakaako te tamaiti kia tupu ora ai tōna katoa i roto i te tika me te maungārongo.	<b>Te ira tangata 1.7</b> He tapu te tinana o te tangata. Nō reira he mahi nui tērā, ko te whakaako i te tamaiti ki ngā āhuatanga whakapakari i tōna tinana, kia tupu ai tōna hauora. Kia mōhio te hunga tamariki ki ngā kai pai, ki ngā kai kino. Kia mōhio hoki ki te painga o te korikori tinana, o te mirimiri tinana, o ngā rongōā a Tāne Whakapiripiri. Kia kua ia e tūkinō i tona tinana i te tinana hoki o tētahi atu.	<b>Ngā iwi 3.6</b> Mā te rongō a te tamaiti ki te awahi, ki te arataki, ki te tautoko, ki ngā tohutohu a te whānau me tōna aroha hoki, e mau ai tōna piripono ki te whānau. He mea hopu te nuinga o ēnei tūāhua. Nō reira, e tika ana kia piri tonu te whānau ki ngā tamariki i roto i te kura, i roto i ā rātou mahi hoki.

He rauemi anō hei āwhina: Education Review Office, Te Rūnanga Nui o Ngā Kura Kaupapa Maori o Aotearoa (2008): *Evaluation Indicators for Education Reviews in Te Aho Matua Kura Kaupapa Maori*



## Te whakamahi i a *Māui-tinei-ahi*

### Te whakaharatau i te haumaruru ahi i roto i te kura

Ko tētahi o ngā tino whanonga haumaruru ahi ka akona i tēnei kaupapa, kia rongu i te pūoho auahi, i te pere whakaoho ahi rānei me puta atu i te rūma. Ka taea tēnei te kawē i ngā whakaharatau tonu o te kura. Ina tū ngā whakaharatau ahi, whakaharatau puta atu i te rūma o te kura rānei, ka taea te mahi anō i ngā āhuatanga i akona, i whakaharautia e te kaupapa *Māui-tinei-ahi*.

He maha tonu ngā whāinga wāhi i te kura, me te Education Outside the Classroom (EOTC) e āhei ai te tangata te whakamōhio ki ngā āhuatanga e noho haumaruru ai te tangata mō te ahi.

Kei roto i ēnei ko te āta titiro:

- ki ngā tikanga whakamahana i tō kura, me te whiriwhiri i te haumaruru o tēnei tikanga whakamahana mō ō ākonga
- ki ngā āhuatanga o te tahu hāngi, o te mahi tunu tōtiti rānei, me ngā tikanga katoa e noho haumaruru ai te tangata i te tununga me te whakaratonga kai
- ki te whakamahi i te ahi, me ngā rawa tērā pea ka noho hei take mō te ngihanga mai o te ahi i ngā akomanga toi, pūtaiao, hangarau hoki
- he pēhea ō ākonga e noho haumaruru ai i ngā ahi i runga marae, i ngā puninga o te kura rānei.

### Te tō mai i te whānau kia whai wāhi mai

Kei te ako ngā ākonga i ngā whanonga e tika ana kia haumaruru rātou i te ahi. Ko te nuinga o ngā ahi ka pā i roto i te kāinga, koia i rapu nui ai te hōtaka kia hou mai ko te whānau ki ngā akoranga. Ka taea e koe te tono kape o te pukapuka/kōnae whakaata mā ō ākonga.

Kei roto i *Te Pukapuka/kōnae whakaata o Māui-tinei-ahi mā te Whānau*:

- te pūrākau *Ka Ora a Tāmāti me Mokoapeke i te Ahi*, ka pānuitia e ngā whānau me ā rātou tamariki
- he tohutohu haumaruru mā ngā mātua
- ētahi ngohe ka taea te kawē e ngā whānau me ā rātou tamariki e hāngai ana ki te hōtaka o *Māui-tinei-ahi*.

Kei te kōnae whakaata ētahi mōhiohio haumarutanga ahi.

E hora ana tētahi kaupapa o tētahi reta, hei whakamārama i te hōtaka o *Māui-tinei-ahi* hei te Tāpiri 1 i te whārangi 80.



# Using *Māui-tinei-ahi*

## Practising fire safety in the school context

One of the key fire-safety behaviours taught in this programme is evacuating from a room when you hear a smoke or fire alarm. This can be directly related to school fire drills. Any fire drill or evacuation practice is an opportunity to revise what the students have learnt and practised in the *Māui-tinei-ahi* programme.

There are many opportunities in school and on Education Outside the Classroom (EOTC) activities when students can be alerted to situations where people are being safe around fires.

Examples may include looking at:

- how your kura is heated and how this form of heating keeps your students safe
- what happens if your kura has a hāngī or a sausage sizzle and how everybody is kept safe while the food is cooked and served
- how fire and things that could cause a fire are used in art, science and technology classes
- how your students are kept safe from fire on marae or on school camps.

## Engaging whānau

Students are learning behaviours to help them keep themselves safe from fire. Most fires occur in homes, so the programme actively engages whānau in the learning. There is a whānau Book that you can order for your students.

The *Māui-tinei-ahi Whānau Book/Video* contains:

- the story *Ka Ora a Tāmāti me Mokoapeke i te Ahi*, which whānau can read with their tamariki
- parents' safety tips
- activities that whānau can do with their tamariki and that relate to the *Māui-tinei-ahi* learning programme.

The Video provides fire-safety information.

A draft letter explaining the *Māui-tinei-ahi* programme is provided in Appendix 1 on page 81.



# Te Wāhanga 1: He aha tēnei mea te ahi?

## He mōhiotanga hei āwhina i te kaiako

I tēnei ngohe ka mahi ngā ākonga:

- ki te ako i te pūrākau mō Māui rāua ko Mahuika
- ki te tūhura i te mōhiotanga tuku iho o ngā tūpuna mō te taonga nei, te ahi
- ki te tūhura i te āhua o te ahi, ka whakamahia hei aha e tātou
- kia noho mārama ki ētahi momo ahi rerekē.

## Ngā whāinga akoranga

Kia oti tēnei raupapa ako, ka taea ngā ākonga:

- te whakaputa anō i te pūrākau mō Māui rāua ko Mahuika
- te hono i tō rātou akoranga mai i te pūrākau o Māui me Mahuika me tō rātou mōhio ki te ahi i tēnei wā
- te whakamārama he aha te ahi, he pēhea hoki tā tātou whakamahi i te ahi
- te noho mārama he mōrearea, he kino pea te ahi i ētahi wā
- te whakamārama i ētahi momo ahi rerekē
- te whakamahi i ētahi reo mō te ahi me te haumarutanga ahi kia tika i ā rātou mahi ā-waha, ā-tuhi rānei.

He mea āta wehe a Wāhanga 1 kia rua rawa ngā kōwae.



**Te Kōwae 1: Te mātauranga Māori mō te taonga nei mō te ahi**

## He mōhiotanga hei āwhina i te kaiako

### Te pūrākau mō Māui rāua ko Mahuika

I te tuatahi ka kimi māramatanga nga ākonga mō te ahi. Ko te pūrākau o Māui rāua ko Mahuika te pūtaka matua. Kua oti tētahi pānui pakitara mō te pūrākau te hora mai hei rauemi. I hoatu hoki he whakapapa kia taea e ngā ākonga te whakarongo ki te pūrākau me te whakahāngai i a ia ki te whakapapa.

I tēnei o ngā ngohe ka kōrerotia e te kaiako te kōrero mō Māui rāua ko Mahuika. Ko te kaupapa i tāia iho nei i takea mai i tā Ngāti Toarangatira kaupapa, nā Te Rangihaeata i kōrero, nā Mātene Te Whiwhi i tuhi ki te pukapuka. Heoi anō kia kaha ngā kaiako ki te kimi, ki te rangahau, ki te whakamahi i te pūrākau i takea mai i ngā iwi whai pānga o ā koutou ākonga.

E rua ngā āhuetanga hei akoako. Tuatahi, he tipua tonu te ahi, he mana nui tōna, he taonga whai mana, tuarua, he tapu anō tōna. Kia tūpato te tangata kei tahuri te ahi ki te kai i ngā mea katoa, kei mate tātou me ō tātou whānau.

Kei roto i te ingoa Māui-tinei-ahi ngā whakatūpato mō te tangata, arā, he taonga mōrearea tonu. Ahakoa i kaha a Māui ki te tāhae i te ahi, i noho ia ki te tinei i te ahi “mōrearea” tuatahi, kia pai ai te tangotango o te hunga tangata i te ao nei i te ahi. Ka huri te ahi i konei hei taonga whakamahana i te ao tangata – ka uru mai ngā tikanga kaupare i ngā ahi whakapau kāinga, pērā i te ahi o Mahuika.

He tino tohunga tonu ō tātou mātua ki te mahi i te ahi. Mā te rākau kē e mahi te ahi. Ko ēnei rākau, he wahie ka hikahikangia kia wera, kia rere mai he korakora, mā reira e tahu te ahi. Ina nukunuku te tangata, te tira haere rānei, ka kōpakina ngā ngārahu o te ahi ki te pūtawa<sup>1</sup>, ka kawea haeretia ki wāhi kē.

<sup>1</sup> pūtawa – (pukutawai, popotawai) – bracket fungus – *laetiporus portentosus*



# Section 1: What is fire?

## Information for teachers

In this section, students:

- learn about the legend of Māui and Mahuika
- explore Māori traditional knowledge about the gift of fire
- investigate what fire is and what we use fire for
- recognise some different types of fire.

## Learning intentions

After completing this learning sequence, students will be able to:

- retell the legend of Māui and Mahuika
- make connections between their learning from the legend of Māui and Mahuika and their current knowledge about fire
- explain what fire is and describe how we use fire
- understand that fire can be unsafe or dangerous
- describe some different types of fire
- use language about fires and fire safety appropriately in oral and/or written work.

Section 1 is divided into two parts.



## Part 1: Māori knowledge on the gift of fire

## Information for teachers

### The legend of Māui and Mahuika

This unit begins with students developing an understanding of the gift of fire using the legend of Māui and Mahuika. A frieze portraying the legend is provided. A family tree is provided so that students can hear the legend and relate it to the family tree.

The teacher tells the ancestral legend of Māui and Mahuika. The interpretation of the legend provided here is heavily based on the Ngāti Toa version of the legend, dictated by Te Rangihaeata to Mātene Te Whiwhi. Teachers are encouraged to research and use a version of the legend appropriate to your students' iwi.

There are two main teaching points in the story. Firstly, that fire is an elemental force, a taonga with great power; secondly, that fire is sacred. People must always be careful to make sure fire does not become dangerous, as people and things get burnt.

The name Māui-tinei-ahi, Māui-the-extinguisher-of-fires, leads us to consider fire safety and the idea that fire needs to be controlled. Despite Māui's boldness in thinking he could steal fire, he ended up putting out the first "out-of-control" fire so people in this world could use fire safely. Fire became a safe source of heat in the world of human beings – not a destroyer of people's homes like the raw fire of Mahuika was.

Our ancestors were clever at making fire – they rubbed special sticks of wood together. When people moved from place to place, the embers of the fire were wrapped with a special hard fungus that grows on trees. The embers were then put in a container and carried to a new place.



## Ngā rauemi

### Mai i te rauemi o *Māui-tinei-ahi*

- Te pūrākau mō Māui rāua ko Mahuika, whārangi 22
- Te whakapapa, whārangi 26
- Te pānui pakitara mō *Te Pūrākau o Māui rāua ko Mahuika*

## Ngā whakaaro matua

- He taonga nui te ahi, engari kia tino tūpatō te tangata.
- He mōrearea te ahi. Kia tūpatō tonu i te taha o te ahi.

## He whakapuaki whai tikanga

- Ka wera, ka mate hoki te tangata, me te kararehe, i te ahi.
- Ka ngaro pea te rākau, te ngahere me ētahi atu whare, taputapu hoki e noho nei hei mea nui ki a tātou.
- Hei whakaora te ahi i a tātou, hei āwhina hoki i a tātou i te ao nei.
- He taonga tunu kai, te taonga whakamahana tinana, whakamārama hoki i te ao.

## Ngā tohutohu mō te raupapa ako

### Te pūrākau mō Māui rāua ko Mahuika

- Kōrerotia tētahi o ngā pūrākau o Māui rāua ko Mahuika, ki ngā ākongā, mā te whakamahi i te pānui pakitara pūrākau hei kai mā ngā whatu, hei kaupapa kōrero hoki.

- Matapakina te kōrero ki ngā ākongā. Kia pēnei pea ngā momo pātai ki a rātou:
  - He aha i kī ai ō tātou tūpuna he tino mea pai rawa ai te ahi, i te wā i a Māui mā?
  - He aha a Māui i tinei ai i ngā ahi katoa i tōna kāinga?
  - He pēhea a Māui i ako ai he pai te ahi i ētahi wā?
  - He pēhea a Māui i ako ai, he mōrearea hoki i ētahi wā?
  - Kei te mōhio koe he pēhea i mahia ai te ahi e ō tātou tūpuna?
- Matapakina ki ngā ākongā ngā tino akoranga, ngā tino tohutohu nui o te pūrākau ki a tātou i ēnei rā.

## Te wānanga i te akoranga

- Whakaritea ētahi ngohe e tūhura ai ngā ākongā i te pūrākau, i te reo rānei o te pūrākau. Ko ētahi o ēnei mā ngā ākongā e:
  - tuhi whakaahua mō Māui i a ia e haere nei ki te kite i a Mahuika, ki te noho tahi me ia i roto i tōna ana ranei, me te whakamārama i ngā āhuatanga kei te haere
  - whakamahi i te pānui pakitara mō *Te Pūrākau o Māui rāua ko Mahuika* i a rātou e tātaku ana i te pūrākau
  - whakaputa te pūrākau hei mahi whakaari, hei pūrākau whakaahua nā te ākongā takitahi, nā te katoa ranei, hei whakaari karetao rānei. Kua oti ētahi whakaaro mō te hanga i ētahi pukapuka pikitia A2 a te akomanga katoa, mō te hanga whakaari karetao hoki, te hora ki roto i te wāhanga o *Māui-tinei-ahi* i te pae tukutuku o [www.fireandemergency.nz](http://www.fireandemergency.nz)



## Resources

### From the *Māui-tinei-ahi* resource

- Māui and Mahuika and the gift of fire, page 23
- The family tree, page 27
- The *Māui and Mahuika Legend* frieze

## Vocabulary

ana = cave	mura = flame
auahi = smoke	poko = go out (of fire)
kāhu = hawk	rākau = tree
karakia = chant (a prayer)	kua wera = on fire
kei te hoatu wahie = adding wood to the fire	wera = burnt
maikuku = fingernail	whakaweto = to put out, extinguish

## Key messages

- Fire is a gift, but one that needs very great care.
- Fire is dangerous. Always be careful around fires.

## Useful sentences

- People and animals can get burnt and can die from fires.
- Fire can destroy trees, forests, our homes, buildings and things that are important to us.
- Fire helps us live our lives.
- Fire is a gift that cooks food, warms our bodies and gives us light.

## Suggested learning sequence

### The legend of Māui and Mahuika

- Tell the students a version of the legend of Māui and Mahuika, using the legend frieze as a visual prompt.

- Discuss the legend with the students, asking questions such as:
  - Why was fire so important in Māui's time?
  - Why did Māui put out all the fires in his village?
  - How did Māui learn that fire is useful?
  - How did Māui learn that fire can be dangerous?
  - How did our ancestors make fire?
- Discuss with the students the lessons or important messages that the legend has for us today.

## Processing the learning

- Set up some activities where the students explore and retell the legend. These activities could include the students:
  - drawing a picture of Māui on his trip to find Mahuika, or with her in the cave, and explaining what is happening in the picture
  - using the Māui and Mahuika Legend frieze as a visual prompt as they tell the legend
  - retelling the legend as a drama, an individually or class-illustrated story, or as a puppet show. Ideas on how to create an A2 class picture book and a puppet show are provided in the Māui-tinei-ahi section of the website [www.fireandemergency.nz](http://www.fireandemergency.nz)

## Ko Māui rāua ko Mahuika me te taonga nei te ahi

*Titiro: Ko te hiahia kia pānuitia tēnei pūrākau ki ngā ākongā ki te reo Māori. Kua oti te kaupapa reo Pākehā te tuhi i konei hei māramatanga mā ngā kaiako e pānui nei i te pūrākau ki te reo Māori.*

Tērā tētahi tamaiti i ngā rā o mua, ko tōna ingoa ko Māui. He tamaiti kakama, engari he tamaiti haututū hoki ia. I tētahi rā, ka whakaaro a Māui, “Nō hea te ahi?” Nō reira ka whakaaro ia me haere au ki te kimi, kātahi ka whakawetohia katoatia e ia ngā ahi o tōna kāinga.

I te ata ka auē ngā waha o ngā tāngata katoa. “Kua kore te ahi!” “Me pēhea te tunu kai ināianei?” tā rātou kupu ki a ia. “Me pēhea tātou e mahana ai?”

Kātahi a Māui ka kī atu, “Māku e rapurapu kei hea te tīmatatanga mai o te ahi.”

Ka riri tana whaea, “E kore koe e tukua! Noho mai ki konei i te taha o ō tuākana. Nā tō mahi heahea ka mate katoa mātou i te makariri.”

Ka kī a Māui “Ki te kore au e māia e kore te ao nei e whiwhi ahi, hei tunu kai, hei tao hāngi, hei whakamahana whare.”

Ka haere atu a Māui ki te kimi i ana hoa, he manu. “Tātou ka haere ki te kimi i te pūtaka mai o te ahi.” Ka rere atu a Māui me ngā manu katoa. Te tīrairaka, te kiwi, te kererū, te ruru, te pūkeko, me te riroriro ana hoa. Ka titiro ia ki ngā maunga teitei, ka tīmata tana hīkoi tino roa ki aua maunga. Ka haere atu ia

me ana hoa, ko te tīrairaka e pītakataka ana, ko te ruru e kōkō ana, ko te kiwi e kē ana, ko te pūkeko e pakē ana te reo. Ka haere ngā hoa nei ki te kimi i te pūtaka o te ahi.

Ka tae ki tētahi maunga nui, he ana pōuri, he ana nui kei roto. Ka whakahau a Māui i ana mōkai, “E noho koutou ki waho nei.”

Ka tomo tonu atu a Māui ki roto i te ana nui, i te ana pōuri, i te ana makariri i raro i te maunga ki te toro i tana tupuna i a Mahuika. He tipua te kuia nei.

Ka kitea te mura o tētahi ahi i roto, ka rongo ia i te auahi, kātahi ka ngōki haere mā te ara kūiti ki te ahi. Te tatanga atu ki te ahi ka kitea atu a Mahuika e kapekape ana i ngā ngārahu, kei te hoatu hoki i ngā wahie i ētahi wā.

Ka haere atu a Māui ki a Mahuika ka kī atu, “Ko au tētahi o ō mokopuna! Kua matemate katoa ngā ahi o te ao. Kua makariri te tangata. Homai he ahi māku.”

Nā tana aroha ki tana mokopuna, ki a Māui, ka tangohia e te kuia rā tana maikuku, e mura ana, te mārāma me te wera! Ka tangohia te maikuku, ka hoatu e ia ki a Māui!



## Māui and Mahuika and the gift of fire

*Note: The legend is intended to be read to students in Māori. The English version is a translation of the legend in Māori and is provided as a language support for teachers presenting the legend in Māori.*

Once, long ago, there lived a boy named Māui. He was a bright boy, but he could also be naughty. One day Māui thought, "Where does fire come from?" He decided to find out, so that night he put out all of the fires in his village.

In the morning, everyone in the village was very upset. They cried out in dismay, "No fire!" "No breakfast!" "How can we cook our food?" "How will we keep warm?"

Māui said, "I'll go and look for the place where fire comes from."

His mother was angry and said, "You're not going! Stay right here with your older brothers. Because of your silly misbehaviour, we will all freeze in the cold."

Māui said, "If I don't go, no-one in the world will have a fire to cook food, to cook the hāngī or to warm the house."

Māui asked his friends the birds to go with him. "Let's go and find where fire really comes from," he said, and set off with his friends – a fantail, a kiwi, a pigeon, a morepork, a pūkeko and a grey warbler. Māui looked at the high mountains in the distance and started walking towards them. He travelled with his friends around him – the fantail twirling around,

the morepork hooting, the kiwi calling in its high voice and the pūkeko making its loud squawk. They went onwards to look for the place where fire came from.

After a long walk, they came to the big mountain that had a large, dark cave inside it. Māui said to his friends, "You all stay outside."

Māui strode bravely into the huge, dark cave deep in the mountain to visit his ancestor Mahuika. She was a kuia with magic powers.

Māui saw the glow of a roaring fire and he smelt smoke, so he crawled along the narrow path that led to the fire. As he got close to the fire, he could see Mahuika raking the embers and adding fresh firewood to keep the fire burning.

Māui went up to Mahuika and said, "I am Māui, one of your grandchildren. All of the fires of the world have gone out. People are getting cold. Please give me some fire."

Mahuika felt sorry for her mokopuna Māui, so she took out her fire-fingernail and it flamed up brightly. She gave the flaming fingernail to Māui.





Ka haria e Māui, engari te taenga ki te awa tuatahi, ka makere i a ia ki te wai kia poko. Ka weto te maikuku.

Ka hoki anō ia ki te ana. Ka kī a Māui, "I taka ki te awa," he tinihanga tēnei kōrero i tōna kuia. Ka homai e Mahuika tētahi atu o ngā maikuku, he ahi kei roto.

Te haerenga ki waho, ehara, ka tihe a Māui, ki te maikuku. Ka poko ko te ahi tuarua.

Ka hoki anō ki a Mahuika. "Homai koa tētahi o ngā maikuku. I tihe au, kua poko," tāna teka. Nō reira tēnei ingoa o Māui, Māui-tinei-ahi.

Ka pēnā tonutia e Māui, ā, pau noa ngā maikuku, hāunga anō tētahi. Ka tono a Māui ki te kuia nei kia homai te maikuku whakamutunga. Kātahi ka whakatariri te kuia, a Mahuika, ka whiua e te kuia nei tana maikuku muramura, pēnei tonu i te teka, ki te upoko o Māui.

Ka toro te ahi nui whakaharahara, huri noa, i tata anō te Māui te wera. Engari te korokē nei, a Māui, kua whakaahua anō ia ki te āhua o te kāhu, e tiu ana i te rangi, ka topa ki te taha o te rangi, kia kore ai e mate.

Ka tau te ahi o Mahuika ki ngā rākau, ki te māhoe, ki te porokaiwhiria, ki te kaikōmako. Ka wera katoa te ngahere. Auē! Taukuri e! Kātahi te ahi nui rawa atu ko tēnei! Te mura whakamataku, mā wai e kōrero te pōngere, me te pōuri o te auahi, ka ngaro te ao! Ka mura te ngahere, ka mate ngā rākau me ngā manu katoa, tae noa ki ngā pūngāwerewere me ngā pāpata.

Nā te tahunga i te ngahere e Mahuika ka tata hoki a Māui ki te mate. Kātahi a Māui ka maumahara ki te karakia ki ngā atua, ā, ka haere tana karakia, nā rātou ia i whakaora. Nā Hine-iho-rangi i tuku te ua kia heke ki te whenua, hei whakaweto i taua ahi tipua, ahi whakamataku anō. Ka ora a Māui-tinetinei-ahi, ka puta ia i ngā whakararu, kia pai ai tana hokinga atu ki tana whānau.

Mai i tērā rā ki tēnei rā, kei reira te ahi e noho ana kei roto i ngā rākau nei ko māhoe, ko porokaiwhiria, ko kaikōmako.





Māui took the fingernail, but when he got to the first river down the mountain he dropped the fire-fingernail into the water. The flaming fingernail went out.

Māui went back into the cave. Māui said, "The fingernail fell into the river," pretending he hadn't done it on purpose. Mahuika gave him another fingernail with fire coming out of it.

When he was outside the cave, Māui sneezed, on purpose, onto the fire-fingernail. That fire went out, too.

Māui went back in to Mahuika. "Please give me another fingernail. I sneezed accidentally, and it went out," he fibbed. That's where his name came from – Māui the extinguisher, or the person who puts out fires.

Māui kept tricking Mahuika until she had just one fiery fingernail left. Māui asked his kuia to give him her very last fingernail. Then Mahuika got wild and threw her last flaming fingernail like a dart, straight at Māui's head.

Suddenly, there was fire everywhere around Māui. Māui had magic, too; he could change himself into birds. In a moment he was a hawk, swooping away from the flames, floating out of danger on the wind.

Mahuika's fire landed in the trees – in the māhoe, the pigeonwood and the kaikōmako trees. The forest burst into flame. What a disaster! It was a huge fire. It was dark because of the thick smoke – the whole world was blotted out. All the trees were destroyed and the birds in that part of the forest died, along with the spiders and the beetles.

Because Mahuika set the forest on fire, Māui nearly died, but Māui remembered to say a karakia and the gods came to his rescue. Hine-iho-rangi gave her gentle rain to the land. The rain put out the strange and frightening fire. So Māui-tinei-ahi was saved. He escaped from the dangerous situation and was able to go back home to his whānau.

From that day to this, Māori people know that they can make fire from those same trees where the fire was thrown – the māhoe, the pigeonwood and the kaikōmako.



## Te ahi me tōna whakapapa

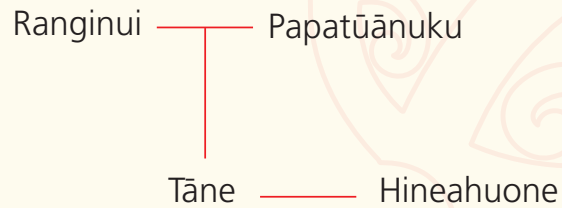
Anei tētahi whakapapa, kia kite ai ngā mokopuna i ngā kōrero a ngā tūpuna mō te kitenga o te ahi tuatahi, i ahu mai i hea.

E ai ki ētahi iwi, nā Tāne anō te ahi. E whakawerewere mai ana te mura o te ahi i te kakī o Ranginui i muri i tō rāua wehenga ko Papatūānuku e Tāne.

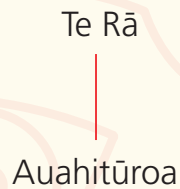
Ka noho ko Mahuika hei kaitiaki mō te ahi.

I mōhio anō a Tāne i tana hanganga i a Hineahuone, me ahu mai te ira tangata i a Papatūānuku. Ka mahia e ia a Hineahuone ki te oneone, ka puhia e ia tana hā ki roto. Hei tauria tēnei mō te tangata, e whiwhi nei i tēnei mea te wairua, me te taha kikokiko anō hoki.

Ka heke iho ki a Māui, te uri o Hineahuone, ā, ka tangohia e ia te ahi. Koia te kaitiaki i te ahi hei oranga mō te tangata.



Nā Tāne i tango te ahi i te kakī o Rangi. Ka hangaia e ia Te Rā.



Ka heke ki raro a Auahitūroa i te rangi kia tau ki runga i a Papatūānuku.

Ka moe a Mahuika i a Auahitūroa.



## Fire and its whakapapa

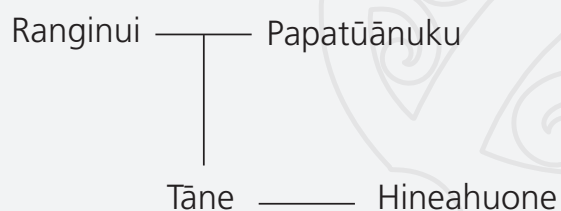
Here is a family tree, so the students can hear the ancestors' story about how fire was discovered and where it came from in the beginning.

According to some iwi, fire also came from Tāne. Fire was left dangling around the neck of Ranginui after he was separated from Papatūānuku by Tāne.

And so Mahuika became the guardian of fire in this world.

Tāne knew that the life principle of people needed to come from Papatūānuku. He created Hineahuone from the earth, and blew his essence into her. This created humans, who possess both a spirit and a physical form.

A descendent of Hineahuone, Māui, obtained fire so it can be used by human beings.



Tāne took the fire from the neck of Rangi. He made the sun.

The Sun

The God of comets, Auahitūroa

Auahitūroa crashed out of the sky and landed on Papatūānuku.

Mahuika married Auahitūroa who came from the heavens.

Mahuika — Auahitūroa



## Te Kōwae 2: He aha tēnei mea te ahi?

### He mōhiotanga hei āwhina i te kaiako

I tēnei ngohe ka whakawhiti ngā ākonga mō tō rātou mōhio ki te ahi, he aha i kīia ai he mōrearea, me te whakawhānui i tō rātou mōhiotanga. Ko tā tēnei ngohe he whakapūmau i ngā akoranga tōmua o tēnā ākonga, o tēnā ākonga, kia tino mōhio hoki kei te mārama katoa ngā ākonga he aha tēnei mea te ahi i mōrearea ai. Mā tēnei mōhiotanga e whakakaupapa te take e tika ana kia ako tātou i ngā whanonga e puta ora ai tātou i tētahi rūma, i tētahi whare rānei, e kainga ana e te ahi mōrearea.

Ka taea e ngā kaiako ēnei mahi te ako hei kaupapa i āta raupapatia mā te whakamahi i ngā whakaahua e tukua atu nei i te rauemi. Ka taea e ētahi atu kaiako ngā pūkenga o ā rātou ākonga te whakapakari mā te patapatai me te kimi whakautu i ngā puna maha.

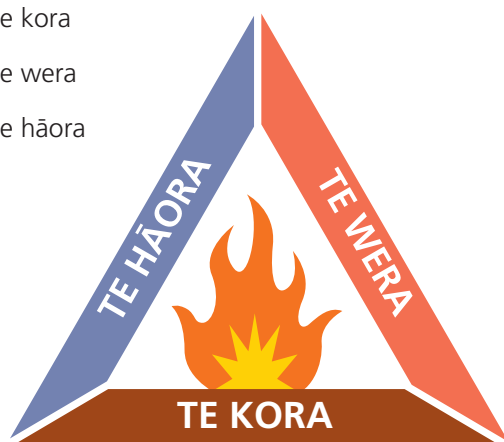
Mehemea kei te whai tō kura i ngā kaupapa uiui, inā ngā rauemi hei toro atu, he tautoro papai kei roto.

- Te raupapa whakaahua i tukua atu i roto i tēnei rauemi.
- Ngā pae tukutuku [www.fireandemergency.nz](http://www.fireandemergency.nz)
- Ētahi kōrero i *Te kōnae whakaata o Māui-tinei-ahi mā te Kura*.

### Mā te aha e kā ai te ahi?

E kā ai te ahi, me mātua noho mai:

- te kora
- te wera
- te hāora



Ko te kora te kai ka tere wera, ka taea rānei te kā; ina koa, te wahie, te tapanga, te kāpia, te pēnihini, te rāpihi, te pātītī, ngā rākau. I ētahi wā he totoka te kora, i ētahi atu he wē, he haurehu rānei.

Ko te wera he:

- mura tahanga nei; ina koa, he pūahi, he kānara, he māti, he ahi tuwhera rānei
- he hahana, he wera rānei ka whiti mai i te ātea mai te pūnga o te kora, engari ka āhei tonu te tahu i te kora; ina koa, te wera mai i te hīta pae hiko ka tahu i te pepa, ahakoa he tawhiti tonu i te hīta, ko te rā tikākā i ō tātou kiri rānei
- te wera pūkawe, ko te wera tēnei ka kawea mai i tētahi mea ki tētahi, mā te pā rawa; ina koa, he pūnu wera i muri i tōna noho ki te kōhua kai wera, ko te kapekape rānei i noho ki te ahi
- te wera iakawe ka kawea mā runga i te hau; ina koa te hau wera, ka kawea i te rangi mai i tētahi ahi i te ngahere, kia tīmata i tētahi atu ahi ngahere ki tawhiti.

I ahu mai te hāora i te hau.

E tīmata ai he ahi i tētahi rūma i roto i tētahi whare, me mātua noho mai:

- he kora, ina koa, he pepa, he tapanga rānei
- he wera mai i tētahi māti, i tētahi hikareti e kā ana, i te tō, i te hīta rānei, i tētahi ara iahiko kua kaha rawa te wera rānei
- te hāora i roto i te rūma.

Mehemea kāore kau tētahi o ēnei e kore te ahi e tīmata. Ka kore ana tētahi o ēnei, ka weto te ahi.

Ka weto te ahi i tētahi pākauahi wahie ina pau katoa te wahie te kai, nā te mea kāore kau he kora.

Ka weto te ahi puni, ki te ua, ā, kāore e nui te wera hei tahu haere tonu i te ahi.

Mā te popoki i te parai e wera ana e whakaweto te ahi, mā te roromi i te ahi kia kore ai he hāora mā te ahi.







## Part 2: What is fire?

### Information for teachers

In this section, students identify and extend their current knowledge about fire and their vocabulary around fire. The section establishes students' prior knowledge and makes sure that all students understand that some fires can be dangerous. This knowledge establishes the reason why we need to learn behaviours that will get us out of a room or building that has a dangerous fire in it.

Teachers can complete this learning following a structured approach using the photographs supplied with the resource. Some teachers may choose to develop their students' skills of asking questions and seeking answers from a variety of sources.

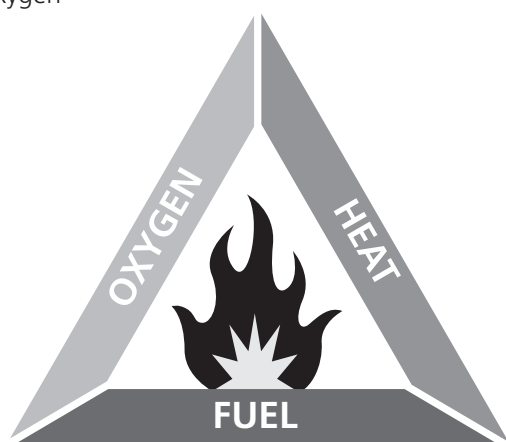
If your kura follows a question and answer approach, the following resources will provide useful reference material.

- The series of photographs provided with this resource.
- [www.fireandemergency.nz](http://www.fireandemergency.nz)
- Material on the *Māui-tinei-ahi Kura* video.

### What makes a fire burn?

For a fire to burn, it needs:

- fuel
- heat
- oxygen



The fuel is the substance that is flammable or can burn. Fuels must therefore be flammable, or able to burn; for example, wood, fabric, glue, petrol, rubbish, grass and trees. The fuel can be a solid, a liquid or a gas.

The heat can be:

- direct flame; for example, a lighter, a candle, a match or an open fire
- radiant heat, or heat that is radiated across a space from the source of the fuel but is strong enough to ignite a fuel; for example, heat from an electric bar heater igniting paper some distance away, or the sun burning our skin
- conducted heat, or heat that is transmitted from one object to another by direct contact; for example, a hot spoon after it has been in a container of hot food, or a poker in a fire
- convected heat, or heat that is carried through air currents; for example, hot air carried through the air from a bush fire to start another bush fire some distance away.

The oxygen comes from the air.

For a fire to start in a room in a house, there must be:

- fuel, or something to burn; for example, paper or fabric
- heat from a match, a burning cigarette, the stove, a heater or an over-heated electrical circuit
- oxygen from the air in the room.

If one of these is not present, the fire will not start. If one of these is removed, the fire will go out.

A fire in a wood burner will go out when all the wood has burnt, because there is no more fuel.

A camp fire can go out if it rains and there is not enough heat to keep the fire burning.

A pot lid put on a burning pan puts the fire out because it deprives the fire of oxygen.



## Ngā ahi haumarū

Ko tēnei momo ahi ka kīia he ahi haumarū, he ahi:

- i āta tahuna ki te wāhi tōtika; ina koa, i tētahi pākauahi, i tētahi rorerore, i tētahi oko tahu rāpihi rānei
- kāore e tino rahi rawa, e toro heahea ai – mō te nuinga he mea āta whakapipi atu te kora ki runga
- ka mātakina, ka whakahaeretia e te pakeke whai whakaaro.

## Ngā ahi haumarū-kore

Ko tēnei momo ahi ka kīia he ahi haumarū-kore, he ahi:

- e tū ana i te wāhi hē; ina koa, he ahi i te parai rīwai pakapaka, he ahi i te moenga, i te tūru rānei, he ahi rāpihi rānei he tata rawa ki te whare, ki ngā rākau rānei, ki ngā pātītī maroke rānei
- kāore i te āta tiakina, he tere rawa te kā, e kore e mutu tāna horomi i te kora
- e kā ana i tētahi wāhi kāore te tangata e mōhio ana mō tana mahi, kāore hoki e tirohia mai e te tangata, kāore hoki i te āta whakahaeretia
- e kā ana i tētahi wā e whara ai pea te tamaiti, te kaumātua rānei, ka tino whara, ka hinga pea rātou ki roto, ka pā rānei ō rātou ringa, ka wera. Ina koa, he ahi tuwhera, kāore kau he paenga hei ārai i te taka a te tamariki, a te pakeke rānei, ki roto.

## Ngā rauemi

### Mai i te rauemi o Māui-tinei-ahi

- Whakaahua 1: *He ahi*
- Whakaahua 2: *Ngā momo ahi* (e rua ngā whakaahua ka horaina atu, ka tapatapahia tētahi, ka whakaahuatia hoki mō tētahi ngohe kōmiri)
- Whakaahua 3: *Te tunu kai*
- Whakaahua 4: *Te tunu kai i te rorerore*
- Whakaahua 5: *Te ahi kai wahie*
- Te pukapuka o *Māui-tinei-ahi mā te Whānau*

## Ngā whakaaro matua

- He wera tonu te ahi, he mura, he auahi tōna.
- He mōrearea tēnei mea te ahi, ki te kore e tika ā tātou mahi ka wera tātou i te ahi, ka wera hoki ā tātou taonga tino nui, tae atu ki ō tātou whare.
- Kia tūpato i ngā wā katoa.

## He whakapuaki whai tikanga

- He mahi anō hei ārai i a Aituā i a tātou ko te whānau. Ina koā, ka noho tawhiti tonu i te ahi, kua tātou e oma atu e tākaro ki tōna taha.
- He maha ngā momo ahi rerekē.
- Whakamahia ai te ahi e tātou:
  - hei whakamahana i ētahi mea pēnei i te rūma, i te tangata rānei; ina koa, ngā hīta, ngā tahu wahie, te ahi tuwhera noa rānei
  - hei tunu i ētahi mea; ina koa, he tō, he hāngī, he umu, he tō kapuni, ngā mōwhiti haukōpuni, ring burner rānei
  - hei homai i te maramatanga; ina koa, tēnei mea te kārara, te rama rānei
  - hei tahu i tētahi mea, i tētahi wāhi; ina koa, ngā ahi rāpihi, te tahu i te rarauhe, i te mānuka rānei
  - hei whakanui i tētahi rā; ina koa, ngā kārara i runga i tētahi keke, ngā kārara tea light, ngā kārara whakakakara i te whare, ngā ahi tahu rāpihi, me ngā ahi mumura.
- Mā te pakeke anake e tahu ahi.
- Ki te kite te tamaiti i tētahi ahi haumarū kore, kia TERE te kōrero ki tētahi pakeke.
- Kia tika rā te titiro a te pakeke ki ngā ahi kia tino mōhioia kei te haumarū.



## Safe fires

A safe fire can be described as a fire that is:

- lit in a suitable place; for example, in a fireplace, a barbecue or an incinerator
- not so large that it is out of control, which usually means the amount of fuel is controlled
- being watched and controlled by a responsible adult.

## Unsafe fires

An unsafe fire is a fire that is:

- in the wrong place; for example, a fire in a chip pan, a fire in a bed or chair or a rubbish fire that is too close to a house or near trees or dry grass
- out of control, burning fast and using more and more fuel
- burning without people knowing about it or without people watching it and controlling it
- placed where people, especially young people or the elderly, could fall into or touch the fire and get burnt; for example, an open fire or wood burner that does not have a guard to stop children or adults falling on it and getting burnt.

## Resources

### From the *Māui-tinei-ahi* resource

- Photograph 1: A fire
- Photograph 2: Types of fire (two photographs provided, with one to be photocopied and cut up for a sort activity)
- Photograph 3: Cooking dinner
- Photograph 4: Cooking on a barbecue
- Photograph 5: The wood burner
- Māui-tinei-ahi Whānau Book/video

## Vocabulary

auahi, paoa, kauruki = smoke	he rorerore = barbecue
hau = air	wahie, wahia = firewood
haumarū = safe	tinei = to extinguish, put out (of a fire)
mōrearea = dangerous	poko, weto = to go out (of a fire)
mura = flame	he ahi hunuhunu poaka = a fire to singe a pig = burning
wai = water	

## Key messages

- Fires are hot and have flames and smoke.
- A fire can be dangerous and can burn us, our things or our houses.
- We need to be careful around fires.

## Useful sentences

- We can do things to keep ourselves safe around fires. For example, we can stay away from a fire and not run or play near it.
- There are different types of fires.
- We use fires to:
  - heat things like rooms or people; for example, heaters, wood burners and open fires
  - cook things; for example, a stove, hāngī, umu, gas cooker, gas ring or ring burner
  - give us light; for example, candles or lanterns
  - burn things; for example, rubbish fires or controlled burning of scrub
  - celebrate; for example, candles on birthday cakes, tea-light candles, aromatherapy candles, bonfires and fireworks.
- Only adults light fires.
- If a child sees an unsafe fire, they should tell an adult FAST.
- Adults need to watch fires to make sure they are safe fires.

## Te noho mārama ki te ahi

### Ngā tohutohu mō te raupapa ako

*Titiro: Ka whai pānga tēnei mahi mehemea kei te whai koe i tētahi rerenga akoranga i āta raupapatia, me te whakamahi i ngā whakaahua e horaina atu nei i tēnei rauemi. Ka taea e koe te mōhio o ō ākongā mō te ahi te whakawhānui, mā te patapatai me te kimi whakautu i ngā puna maha.*

### He aha tēnei mea te ahi?

- Whakamahia ngā whakaahua (otirā ko te tino whakaahua ko Whakaahua 1: *He ahi*) kia tīmata i tētahi matapaki, hei:
  - tūhura i ngā mōhiotanga o ō ākongā mō te ahi
  - whakataki, hei whakawhānui rānei i ngā kupu a ō ākongā mō te ahi.
- Inoi ki ngā ākongā kia mahi takirua, kia mahi takitini rānei ki te whakamārama i ngā momo ahi i ō rātou kāinga, hei aha hoki taua momo ahi. Ina koa, he tō haukapuni hei tunu kai, he ahi kai wahie, hei whakamahana i a tātou, he kānara rānei, hei homai i te mārama, ina weto te hiko.
- Matapakina te Whakaahua 2: *Ngā momo ahi* hei whakaturuki, hei whakawhānui rānei i te mōhiotanga o ngā ākongā ki ngā momo ahi.
- Kei roto i te Whakaahua 2: *Ngā momo ahi* ētahi hīta e rua, kāore kau he mura, he ahi ranei. Matapakina te whakaaro he wera te hīta, hei take mō te ahi, e wera ai te taonga, me te tangata. Ka tere tahuna hoki te pepa, te papanga rānei.
- Tapatapahia ngā whakaahua o te Whakaahua 2: *Ngā momo ahi* mō tētahi mahi kōmiri. Mā ngā ākongā ngā ahi e whakarōpū ā-momo. Ko ētahi o ngā rōpū pea ko:
  - ngā ahi o roto i te whare, me ngā ahi o waho
  - ngā ahi ka whakamahia hei whakamahana, hei tunu kai, hei whakamārama i te whare, hei whakanui i te tangata rānei
  - ngā momo ahi ka whakamahia i te whare/ kura/marae me ngā momo ahi kāore e whakamahia ana e tātou.

- Whakaaturia te Whakaahua 3: *Te tunu kai*, me te Whakaahua 4: *Te tunu kai i te rorerore* me te Whakaahua 5: *Te ahi kai wahie* hei:
  - tūhura i te ariā o te ahi haumarū, me te ahi haumarū-kore
  - ārahi i ō ākongā kia whakamārama rātou i ngā mahi e tika ana mā te tamaiti, e rima e ono ngā tau, kia haumarū i roto i te ahi.

Whakamahia te taha haumarū kore o ngā whakaahua i te tuatahi. Kei tua o te kāri ngā pātai e whakaarotia ana. Mehemea kei te whakaata koe i ngā whakaahua i te pakitara, me whakaata ko ngā karere takatika anake – arā, ngā taha (tohu whakaae) o te whakaahua.

## Te wānanga i te akoranga

- Whakamahia ō ākongā kia mahi takirua, ā-rōpū pakupaku rānei me te whakamārama he pēhea tā rātou mahi haumarū i te taha o ētahi momo ahi; ina koa, te rorerore, te ahi kai wahie, te ahi tuwhera, te hīta, te hāngī rānei.
- Inoi atu ki ō ākongā kia whakaaroaro mō te akoranga mā te whakautu i ēnei pātai, whakautu takitahi, ā-rōpū rānei. Kia pēnei pea ngā pātai:
  - He aha ngā mea i ākona e tātou mō te ahi?
  - He aha i tika ai te kī he kaupapa nui whakaharahara tēnei?

## Te whai wāhi mai o te whānau

- Hoatu ki ngā ākongā tētahi kape o *Te Pukapuka* kōnae whakaata o *Māui-tinei-ahi mā te Whānau* hei whakahoki ki te kāinga.
- Tonoa ngā ākongā me te whānau katoa kia whakaotingia te Ngohe 1. Ko tētahi o ngā mahi mā te whānau he mātaki i te kōrero paki i te kōpae, e mōhiotia nei ko Ngā Āhuatanga o Tōku Whare. Ka tā tēnei paki he tohutohu i ngā mōreareatanga ahi i te kāinga i roto i te wairua ngahau, he ngeru te kaikauwhau tikanga.
- Matapakina i te taha o te akomanga ngā mahi o ō rātou whānau, e noho haumarū ai i te ahi.



## Understanding fire

### Suggested learning sequence

*Note: This applies if you are following a structured lesson sequence using the photographs supplied in this resource. You may choose to extend students' understanding of fire with students developing their skills of asking questions and seeking answers from a variety of sources.*

### What is fire?

- Use the photographs (particularly Photograph 1: *A fire*) as starters for discussions that:
  - explore what your students know about fire
  - explore or extend each student's vocabulary around fire.
- Ask the students to work in pairs or groups and describe the types of fire that they have at home and what each type of fire is used for. For example, a gas stove to cook with, a wood burner to keep us warm, or candles to give us light if the power goes off.
- Use Photograph 2: *Types of fire* to reinforce or extend the students' knowledge of types of fire.
- Photograph 2: *Types of fire* shows two heaters that do not have a flame or fire. Discuss the idea that heaters are hot and can burn things and people. They can also cause things like paper and fabric to catch fire.
- Cut up the photocopies of Photograph 2: *Types of fire* for a sort activity and have groups of students use the sort cards to classify the fires into different groups. The groupings could include:
  - fires that are indoors and fires that are outside
  - fires used for heating, cooking, lighting, burning rubbish or for celebration
  - types of fires we use at our house, school or marae and types of fire we do not use.
- Use Photograph 3: *Cooking dinner*, Photograph 4: *Cooking on a barbecue* and Photograph 5: *The wood burner* to:

- explore the concept of a safe fire and an unsafe fire
- have your students describe what five and six year olds can do to keep themselves safe around a fire.

Use the 'unsafe' side of the photographs first. Suggested questions are on the reverse of the photographs. If you display the photographs on the wall, show only the positive messages – the ✓ (tick) side of the photograph.

### Processing the learning

- Ask your students to work in pairs or small groups and describe how they act safely around a particular type of fire; for example, a barbecue, a woodburner, an open fire, a heater or a hāngi pit.
- Ask your students to reflect on their learning by having them answer questions as individuals or groups. Ask questions such as:
  - What have we learned about fire?
  - Why is this learning important to us?

### Involving the whānau

- Give your students a copy of the *Māui-tinei-ahi Whānau Book* to take home.
- Ask your students and their whānau to complete Activity 1. This task has the family watch the Video story *Stop The Home Fires Burning*. The story highlights fire hazards in the home in a humorous way, and has a cat as the narrator.
- Have a discussion in class about what the students' whānau do to make sure they keep themselves safe from fire.



## Te Wāhanga 2: Te māti, te pūahi me te kārara

### He mōhiotanga hei āwhina i te kaiako

I roto i tēnei wāhanga ka:

- tautuhi ngā ākonga i ngā māti me ngā pūahi
- ako rātou he taputapu ēnei, ka whakamahia e te pakeke anake
- whakaharatau ki te tuku i ngā māti me ngā pūahi ki tētahi pakeke
- tautohu tikanga mō te whakamahi haumarū i te kārara (kei a koe te tikanga mō tēnei).

Ka whakaaetia ngā ākonga kia whakaharatau i te whakaweto i te kārara i runga i te haumarū.

Ka arotahi tonu te kaupapa o *Māui-tinei-ahi* ki ngā mahi e tika ana kia akona e ngā tamariki e rima, e ono tau te pakeke, e haumarū ai rātou. Kāore e tino arotahi ki ngā mōreareatanga ina tahu te pakeke i te māti hei tahu hikareti, me te waiho i te hikareti i tētahi wāhi hē, nā te mea kāore e taea ēnei mahi te huri e te tamaiti.

E mōhiotia ana 50 ōrau te hekenga iho o ngā ahi nā te tamaiti tutū ki te māti, ki te pūahi rānei i tahu, mai te whakarewanga o *Be Firewise* me *Māui-tinei-ahi* i te tau 2000. E ai ki ngā mātanga ko tētahi wāhi o tēnei hekenga, i takea mai i te whakarewanga o *Be Firewise* me *Māui-tinei-ahi*, me ngā hua o ngā akoranga pēnei i te FAIP.

Kāhore kē te kaupapa *Māui-tinei-ahi* e akiaki i te mokopuna kia haere ki te tahu ahi, ki te kimi ahi rānei. Ko te hiahia kia ako koe i ngā mokopuna i te mahi a te māti a te pūahi, me te kore e tahu i te ahi.

Ahakoā rā, ina ako koe i tēnei wāhanga, ka kitea pea e koe tētahi tamaiti he tino kaingākau ki te ahi, he waia ki te tahu i te māti me te pūahi. He tohu pea tēnei he tino pīrangi tēnei ākonga ki te ahi, ā, ka hiahia pea koe ki te kōrero ki te whānau o te ākonga

mō te kaupapa FAIP.

Ko tā tēnei ngohe he ako i te tamaiti kia hoatu i te māti me te pūahi ki te pakeke, kia kaua ai rātou, ētahi atu tamariki rānei, e tākaro ki aua mea.

Ko te inoi ki te whānau he whakawhata i te māti ki te pūahi i tētahi wāhi pai kia kaua ai e kitea e te tamariki, kia whakamoemititia kia whakanuia hoki te tamariki ina kite ia i te māti i te pūahi rānei, ina hoatu hoki ki te pakeke.

Ka āhei koe kia whāia te tikanga wehewehe i te ao kia “taonga mai, kia taputapu mai” hei akoako, hei whakaū mai rānei i te mōhiotanga o ngā ākonga, mā te pakeke anake e whakamahi te māti me te pūahi hei tahu i te ahi. Ki te kore koe e hiahia ki te whai i tēnei huarahi o te “taonga mai, taputapu mai” kei te pai noa iho tērā.

### Ngā whāinga akoranga

Kia oti tēnei wāhanga ka taea e ngā ākonga te:

- tautuhi i te māti me te pūahi
- te mohio ki te tikanga, hei tahu ahi haumarū te māti me te pūahi, ā, mā te pakeke anake e whakamahi
- whakamārama he mōrearea mā te tamaiti te whakamahi, te tākaro ki te māti, ki te pūahi rānei
- whakaatu i te tuku i ngā māti me ngā pūahi ka tūpono kitea e rātou ki tētahi pakeke
- whakamārama he aha rātou e whakahoki ai i te māti me ngā pūahi ki tētahi pakeke
- te kawē i ngā mahi whakamahi haumarū i te māti me te pūahi ki ngā mahi a ō rātou whānau
- te whakamahi i ngā kupu mō te whakamahi haumarū i te māti me te pūahi kia tika, i ā rātou mahi ā-waha, ā-tuhi anō hoki.





## Section 2: Matches, lighters and candles

### Information for teachers

In this section, students:

- identify matches and lighters
- learn that matches and lighters are tools to be used only by adults
- practise handing matches and lighters they find to an adult
- identify ways to be safe around candles (optional).

Students may practise putting candles out safely.

The *Māui-tinei-ahi* programme focuses on actions five and six year olds can take to keep themselves safe. It does not focus on the dangers of adults using matches and lighters to light cigarettes and then leaving the cigarette in an unsafe place. This is because children cannot change this behaviour.

Since the *Be Firewise* and *Māui-tinei-ahi* programmes were introduced in schools in 2000, the number of children who start fires with matches or lighters has decreased by 50 per cent. This reduction has, at least in part, been a successful outcome of the *Māui-tinei-ahi* and *Be Firewise* learning programmes and the ongoing FAIP programme, where firefighters work with children who start fires.

The *Māui-tinei-ahi* programme does not want to encourage children's fascination with fire. You are asked to explain what matches and lighters do without demonstrating how to start a fire.

However, when you are teaching this section, you may become aware of a student who has an attraction to, or a familiarity with, matches and lighters. This could be a sign that the student has a fascination with fire, and you may want to talk to the student's whānau about the FAIP programme.

Students are taught to give any matches and lighters they find to an adult so that they will not play with them.

Whānau are asked to store matches and lighters where children cannot reach them, and to thank and praise any child who finds matches or a lighter and hands them to an adult.

You can use a "tools and toys" approach to introduce, or reinforce, your students' knowledge that matches and lighters are used by adults to light fires. If your students are not familiar with the "tools and toys" approach, you may choose to focus the discussion on the dangers of children using matches and lighters.

### Learning intentions

After completing this section, students will be able to:

- identify matches and lighters
- understand that matches and lighters are used only by adults to light fires
- explain why it is dangerous for children to use or play with matches and lighters
- demonstrate handing matches and lighters they find to an adult
- explain why they should hand matches and lighters to an adult
- relate the safe use of matches and lighters to what happens in their whānau
- use language about safety with matches and lighters appropriately in oral and written work.

## Ngā rauemi

### Mai i te rauemi o *Māui-tinei-ahi*

- Te tāruatanga matua o Ngā taputapu me ngā taonga tākaro (mehemea kei te whai i te tikanga “he taputapu he taonga tākaro”).
- Whakaahua 6: He tamariki e tutū ana ki ngā māti.

### Mā ngā kaiako e hora

- He pouaka māti
- He pūahi ārai tamariki

## Ngā whakaaro matua

- Mā te pakeke anake te māti me te pūahi e whakamahi hei tahu ahi.
- Kaua te tamaiti e whakamahi i te māhi me te pūahi.
- Kaua te tamaiti e rāwekeweke i te māti, i te pūahi rānei, kei tīmata he ahi.
- Ki te kitea e koe he māti, he pūahi rānei me hari ki tētahi pakeke kia haria ki te wāhi haumaruru

## He whakapuaki whai tikanga

- Kaua e tutū ki te māti, ki te pūahi rānei. E kī ana te kōrero a ngā mātua: “Ki te tutū koe ki te ahi, he kai koe nā te ahi.”
- Kaua e tākaro ki te māti ki te pūahi rānei kei wera koe, kei tīmata rānei he ahi.

Mehemea kei te whakamahi koe i te pātai, “he taonga, he taputapu” rānei, he whai tikanga ēnei whakapuaki.

- He taputapu te māti me te pūahi ka whakamahia e te pakeke anake.
- He mōrearea te māti me te pūahi nā te mea hei tīmata ēnei mea i te ahi.
- Ehara te māti me te pūahi i te taonga tākaro mā te tamaiti.

## Ngā tohutohu mō te raupapa ako: He aha te māti me te pūahi, ā, he aha ngā mahi e tika ana mā tātou ina kitea aua mea?

### Te āhukahuka i te māti me te pūahi, me te mārāma ki ngā mahi o tētahi, o tētahi

- Whakaaturia te pouaka māti me te pūahi ārai tamariki ki ngā ākonga me te matapaki, hei tahu ahi te pūahi, ā, mā te pakeke anake e whakamahi.

He taputapu, he taonga tākaro (mehemea kei te whai koe i taua tikanga mahi).

- Pātai atu ki ngā ākonga:
  - He aha te taonga tākaro?
  - He aha te taputapu?
- Kia mārāma tonu ngā ākonga:
  - whakamahia ai te taputapu e tātou hei mahi i ētahi mahi
  - hei tākaro, hei whakangahau te taonga tākaro.
- Tautuhitia ngā taputapu i tō akomanga me ngā mahi o ia taputapu.
- Mahia ētahi huinga o ngā whakaahua i te tāruatanga whakaahua o Ngā taputapu me ngā taonga tākaro.
- Hoatu ētahi ākonga takirua, rōpū rānei tētahi huinga whakaahua, tonoa kia whakarōpūtia ngā whakaahua hei taputapu, hei taonga tākaro rānei. Matapakina ngā tikanga whakarōpū a ngā ākonga i ngā whakaahua. Kōrerorero mō ngā taputapu kei roto i ngā whakaahua ka taea te whakamahi e te tamariki, me ngā taputapu he mōrearea mō te tamariki, tae atu ki ngā māti me ngā pūahi.



## Resources

### From the *Māui-tinei-ahi* resource

- Tools and toys photocopy master (if using the "tools and toys" approach).
- Photograph 6: Children playing with matches.

### Teachers to provide

- A box of matches
- A child-resistant lighter

## Vocabulary

haumarū = safe	tūpato = careful, care
māti = matches	pūahi = a lighter
pouaka māti = a box of matches	pūahi ārai tamariki = a child-resistant lighter
mōrearea = dangerous	

## Key messages

- Adults use matches and lighters to light or start a fire.
- Children do not use matches and lighters.
- Children do not play with matches and lighters, because they could start a fire.
- If you find matches or lighters, take them to an adult so they can put them in a safe place.
- Useful sentences
- Don't play with matches or lighters. The old saying is: "If you are stupid with fire, you will become food for the fire."
- Never play with matches and lighters, because you could get burnt or start a fire.
- The following sentences are useful if using the "tools and toys" approach.
- Matches and lighters are tools for adults to use.
- Matches and lighters are dangerous tools because they start fires.
- Matches and lighters are not toys to play with.

## Suggested learning sequence: What are matches and lighters and what do we do if we find them?

### Recognising matches and lighters and understanding what they are used for

- Show the students the box of matches and the child-resistant lighter and discuss the idea that lighters are used by adults to light, or start, a fire.

Tools and toys (if you are using this approach).

- Ask the students:
  - What is a toy?
  - What is a tool?
- Make sure the students understand that:
  - tools are things we use to do a certain job
  - toys are things to have fun with; things to play with.
- Identify the tools you have in your classroom and the jobs that they do.
- Make some sets of the photographs on the *Tools and toys* photocopy master.
- Give pairs or groups of students a set of the photographs and ask them to group them as tools or toys. Discuss the ways the students have grouped the photographs. Talk about the tools in the photographs that children can use and the tools that are just too dangerous for children to use, including the matches and lighters.

## Te whakaū i te mōrearea o te tākaro a te tamaiti ki te māti

- Whakamahia Whakaahua 6: *He tamariki e tutū ana ki ngā māti* hei matapaki ki ō ākonga te mōrearea kino o te tākaro ki te māti.

## Mehemea ka kitea e tātou he māti, he pūahi rānei, me aha tātou?

- Matapakina me aha ngā tamariki ina tūpono ki te māti, ki te pūahi rānei. Whakaaturia tētahi pouaka māti me te pūahi ka pātaimai pēnei:
  - Hei aha ēnei taputapu? (Hei tahu, hei tīmata ahi rānei.)
  - Ko wai ka whakamahi i ēnei? (Ngā pakeke.)
  - Ki te kitea ēnei me aha koe? (Me hoatu ki tētahi pakeke.)
  - Me i kitea ēnei e tō teina e tō tuahine e tō tungāne rānei, he aha pea te hua? (Ka tutūngia, ka wera rātou, ka tahuna he ahi pea.)
  - He aha te mahi tika mā te pakeke? (Me hoatu ki tētahi wāhi haumaruru.)
  - He aha ai? (Kia kore ai e taea atu e te tamariki nohinohi.)

## Te whakaharatau a ngā ākonga i te tuku i ngā māti me ngā pūahi ki tētahi pakeke

- Hoatu tētahi pouaka māti ki raro ki te papa, ki tētahi tēpu hakahaka, tūru rānei.
- Whakamahia ia ākonga kia haere ki te tiki i te pouaka māti ka homai ki a koe, me te ki ki a koe, "Matua/Whaea, mā te pakeke anake e whakamahi te māti. Tēnā hoatu ki tētahi wāhi haumaruru."
- Whakapaingia te mahi a ia ākonga.
- Whakahokia tēnei raupapa mahi ki te pūahi.



## Te wānanga i te akoranga

- Tonoa ō ākonga kia:
  - tuhi whakaahua mō rātou anō e hoatu māti, pūahi ana ki tō rātou whaea, matua tāne rānei, tētahi atu pakeke rānei, kia whakamārama mai hoki i te whakaahua ki a koe
  - tuhi pūrākau ā-pikitia, ruriruri, rapu rānei mō te whakamahi i te māti me te pūahi i runga i te haumaruru.

## Te whai wāhi mai o te whānau

- Tonoa ngā ākonga me ō rātou whānau kia whakaotingia te ngohe 2 i *Te Pukapuka o Māui-tinei-ahi mā te Whānau*. I tēnei ngohe ka kōrero te whānau mō te whakamahinga tika o te māti me te pūahi i ō rātou kāinga.
- Whakamahia ngā ākonga kia whakawhitiwhiti kōrero mō ngā mea ka mahia e rātou i te kāinga.





## Reinforcing the dangers of children playing with matches

- Use Photograph 6: *Children playing with matches* to discuss with your students how dangerous it is to play with matches.

## What do we do if we find matches or a lighter?

- Discuss what children should do if they find matches or a lighter. Demonstrate using a box of matches and a lighter and ask questions such as:
  - What are these for? (To light or start fires.)
  - Who uses them? (Adults.)
  - What should you do if you find them? (Give them to an adult.)
  - What could happen if your younger brother or sister found these? (They could play with them and get burnt or start a fire.)
  - What should an adult do with them? (Put them in a safe place.)
  - Why? (To keep them away from small children.)

## Practising giving matches and lighters to an adult

- Put a box of matches on the ground or on a low table or chair.
- Have each student go and pick up the box of matches and give it to you and say "Matua/ Whaea, matches are only for adults to use. Please put them in a safe place."
- Praise each student.
- Repeat this activity sequence using the lighter.

## Processing the learning

- Ask your students to:
  - make a drawing of themselves handing matches or a lighter to their mum, dad or another adult and have them explain their drawing to you
  - write an illustrated story, poem, rap or poster about the safe use of matches and lighters.

## Involving the whānau

- Ask your students and their whānau to complete Activity 2 in the *Māui-tinei-ahi Whānau Book*. This task has the whānau talk about the safe use of matches and lighters in their home.
- Have the students share what they talked about at home.





# He wehenga kei a koe te tikanga mō te whakamahi, kāore rānei: Te whakamahi i te kārara i runga i te haumarū

## He mōhiotanga hei āwhina i te kaiako

Kei te kaiako te tikanga ki te whakaako i tēnei ngohe, kāhore rānei. Me kī, mā ngā ākonga he maha ngā kārara i tō rātou whare tēnei ngohe. Ko ētahi tamariki he tino waia ki te whakamahi kārara, ko ētahi he ruarua noa iho ā rātou whakamahinga, whakatatanga rānei ki te kārara e mura ana. Kimihia he mōhiotanga mō ngā mahi a ō ākonga ki tēnei mea te kārara i mua i te whakatau mō te ako, mō te kore rānei e akona atu.

Te tikanga, kia kaua te tamariki e tahu kārara. Mā ngā pakeke tonu e tahu, e whakaweto hoki. Ahakoa rā, e mōhiotia ana tērā ētahi tamariki āhua nohinohi tonu kei te tahu kārara. Nō reira kei tētahi wāhanga ka ako ngā tamariki ki te āta whakaweto i te kārara i runga i te haumarū. Whakamahia tēnei mō ngā ākonga anake he kārara ā rātou, kāore he pakeke hei whakahaere i te whakamahinga haumarū i ngā wā katoa. Me āta kōrero ki te whānau o te ākonga kia mōhio ai mehemea he tika tēnei mahi mō rātou.

Kia haumarū ai tēnei ngohe whakamahia he kārara rahi nei te āhua, he take whānui tōna, i roto i tētahi ipu tōtika. Ka āhei pea koe ki te matapaki ki ngā ākonga he aha i haumarū kē ai te kārara e tū ana i tōna take mātotoru, tēnā i te kārara tokoroa, te kārara angiangi noa, he pioioi tōna tū.

Mā tēnei ngohe pea e tautuhitia ai te tamaiti he pīrangī tōna ki te ahi, tērā pea he painga mōna i raro i te hōtaka FAIP.

## Ngā whāinga akoranga

I muri i te whakaotinga o tēnei kōwae, ka taea e te ākonga:

- te whakamārama i te whakamahi i te kārara i runga i te haumarū

- te tautuhi me pēhea te whakaweto i te kārara (kei te kaiako te tikanga)
- te whakamahi i te reo mō te haumarū mō ngā kārara kia tika, i ngā mahi ā-waha, ā-tuhi hoki.

## Ngā ahi i ngā kāinga ko te kārara te pūtaka o te ahi

He maha ngā aituā i ngā kāinga whakamahi i te kārara hei rama. He maha hoki ngā tāngata, ngā tamariki hoki kua mate i te whakaaro kore o te tāngata ki te waiho i te kārara kia kā ana i te wāhi moe, ā, ka warea e te moe. He maha hoki ngā tamariki he tino kino te weranga i te mea e kōrero pukapuka ana i te moenga, ka wera ko ngā paraikete.

He nui tonu ngā whare kore hiko o te iwi Māori, ngā wharau moe hoki o waho, tae atu ki ngā karāti, i ngā whare wira, i ngā wharau, i ngā aha, i ngā aha. Ko te kārara kē te rama mō te pō i ēnei rohe.

Ko te tikanga ia kia akona ngā tamariki me pēhea te kaupare i tēnei momo aituā. Kia tino mōhio ngā ākonga:

- kaua e wareware, he ahi anō te kārara, he mōrearea
- me pēhea te whakamahi i te kārara kia haumarū ai te whare
- me pēhea hoki te whakaweto kārara i mua i te moe (kei a koe te tikanga).

## Ngā rauemi

### Mai i te rauemi o Māui-tinei-ahi

- Whakaahua 8: *Te āta whakaweto mārire i te kārara*

### Mā ngā kaiako e hora

- He kārara mātotoru, he whānui tōna pūtaka
- He kapu



# Optional part: Use candles safely

## Information for teachers

This is an optional section for use in kura when students have regular contact with candles. Some children may use candles regularly, while others may have few opportunities to use, or be near, a lit candle. Find out what contact your students have with candles before you decide to teach this section.

Ideally, children don't light candles. Adults should light them and put them out. In practice, some quite young children are in charge of candles. An opportunity for students to put out a candle safely is provided. Use this only if your students have unsupervised use of candles, but check with whānau before you allow your students to be close to a lit candle.

To make sure this activity is safe, you need to use a large thick candle standing on a wide base or in a suitable container. This is an opportunity to discuss with the students why it is safer to use a thick candle in a holder with a wide base than a thin narrow candle that can fall over easily.

This activity may identify a child who has a fascination with fire and who may benefit from the FAIP programme.

## Learning intentions

After completing this section, students will be able to:

- describe how to be safe around candles
- demonstrate how to put candles out safely (optional)
- use language about safety with candles appropriately in oral and written work.

## Fires in homes started by candles

Many fires start in homes that use candles for light. Many people, including children, have died because they left candles burning and fell asleep. Other children have been badly burnt when they were reading in bed using a candle and the bedding caught fire.

There are some households that do not have electricity in the house or in parts of the house, or in places like caravans and sleep outs. Often candles are used in these areas as a light at night.

We need to teach children who are in households where candles are used regularly:

- that candles are fires and are dangerous
- how to use candles safely so the whānau is safe
- how to put candles out before they go to sleep (optional).

## Resources

### From the *Māui-tinei-ahi* resource

- Photograph 8: *Putting out a candle*

### Teachers to provide

- A thick candle on a wide base
- A cup

## Vocabulary

kānara = candle	tahu/tahuna = to light/be lit
mura = flame	waki = wax
mātotoru = thick	wiki = wick
pūtake = base	poki whakaweto = candle snuffer

## Ngā whakaaro matua

- He mōrearea tonu te kārara nā te mea he ahi.
- **Kaua e** tākaro ki te kārara.

## He whakapuaki whai tikanga

- Te tikanga mā te pakeke anake ēnei mahi te kārara e tahu, e whakaweto rānei.
- Me tū te kārara ki tētahi papa papatairite, kia ū tonu, kia kaua e pīoioi te tū.
- Kia tino tawhiti tonu te kārara i tētahi mea ka wera, tae atu ki ngā ārai, ki ngā kākahu me ngā taputapu.
- **Kaua e** nekehia te kārara kei wera ō makawe, ō kākahu rānei.
- **Kaua e** pānui i te moenga i te taha o te kārara, he mōrearea rawa.

Hei whakamahi ēnei whakapuaki mō ngā wā e ako ai te ākongā ki te whakaweto i te kārara i runga i te haumarū.

- Mā te pakeke anake e tahu, e whakaweto rānei te kārara. Mehemea ko te tamaiti te rangatira o te kārara i te pō, me mōhio rātou ki te āta whakamahi i te kārara kia haumarū.
- Me whakamahi tētahi poki whakaweto tōtika hei whakaweto i te kārara, pēnei i te kapu.
- **Kaua e** whakamahia te wai hei tinei i te kārara.
- **Kaua e** whakamahia ō matikara hei whakaweto i te kārara.
- **Kaua e** pūhia te kārara kia weto.

## Ngā tohutohu mō te raupapa ako: Te whakamahi i te kārara

### Me aha tātou kia whakamahi i te kārara kia haumarū?

- Matapakina te whakamahi i te kārara kia haumarū ki ngā ākongā.

- Kimihia ko ēhea ngā ākongā ka whakamahi i te kārara hei whakamārama i ō rātou rūma i te pō.
- Inoi ki ngā ākongā kia pohewa kei roto rātou i ō rātou rūma i te pō. He kārara e tū ana i te tēpu, i runga i ngā toroa rānei. Mā te kārara te rūma e whakamārama. Tonoa ō ākongā kia whakautu i ēnei pātai:
  - Mā wai e tahu te kārara? E tika ana mā rātou? (Mā te pakeke anake e tahu te kārara.)
  - He aha i tika ai kia pai, kia pakari te tū o te kārara, kia kaua e pīoioi, kia kaua rawa e hinga? (Ki te hinga te kārara ka tīmata pea he ahi.)
  - Mā wai e neke te kārara? (Mā te pakeke anake e neke te kārara.)
  - He aha ngā wāhi tika ki te whakanoho i te kārara? (Kaua i te taha o ngā ārai, i ngā tapanga tāepaepa, ngā mea rānei i hangaia ki ngā hanga maroke, ki te kirihou, ki te kākahu, ki te tangata rānei.)
  - He aha i tika ai kia noho te kārara ki tētahi wāhi kāore i pātata ki te tangata, ki te tapanga, ki te pepa rānei? (Kei wera te tangata, ngā taputapu rānei.)
  - He aha te wā tika ki te whakaweto i te kārara i te rūma moe? (I mua rawa i te hokinga atu ki te moe.)
- Haria haeretia he kārara, kāore anō kia tahuna, i roto i tō akomanga, me te whakanoho i a ia ki ētahi wā haumarū, me ētahi wāhi ehara i te wāhi haumarū. Tonoa ngā ākongā kia kī mai ki a koe he aha i haumarū ai te kārara, he aha hoki i kore ai e haumarū.
- Whakamāramatia te take e whakanohoa ai te kārara ki tētahi puritanga kārara haumarū – he puritanga whānui nei te take, he haumarū te pupuri i te kārara, e āraia ai tōna hinganga ki raro.



## Key messages

- A candle is dangerous because it is a fire.
- **Don't** play with or near candles.

## Useful sentences

- Only adults light or put out candles.
- A candle should always be on a stable, flat surface and never be unsteady.
- The candle should be a long way away from anything that will burn, including the curtains, clothing or furniture.
- **Don't** move the candle in case your hair or your clothes catch fire.
- **Don't** read in bed with a candle, because it is too dangerous.

These sentences are for use when students are being taught how to put out a candle safely.

- Only adults should light or put out candles. However, if a child is the boss of the candle at night, then they should know how to handle candles safely.
- Candles should be put out with a candle snuffer, like a cup.
- **Don't** use water to put a candle out.
- **Don't** use your fingers to put a candle out.
- **Don't** blow a candle out.

## Suggested learning sequence: Using candles

### What do we do to be safe around candles?

- Discuss with the students how to use candles safely.
- Find out which students use a candle to light their room at night.

- Ask the students to imagine they are in their room at night and there is a candle standing on the table or on the drawers. The candle will provide the light in the room. Then ask the students to answer the following questions.
  - Who should light the candle? Should they? (Only adults should light candles.)
  - Why is it important to be really sure that the candle has been set up on a steady base and won't fall over? (If it falls over it could start a fire.)
  - Who should move the candle? (Only adults should move candles.)
  - Where are the right places to put a candle? (Well away from curtains, hanging fabrics, clothes, people and anything made of dry material or plastics.)
  - Why is it important the candle is in a place that is not close to people, fabric or paper? (Because the people or things could burn.)
  - What is the right time to put out a candle in the bedroom? (Well before you fall asleep.)
- Take an unlit candle and move it around your classroom, putting it in some safe places and some unsafe places. Ask the students to tell you why the candle is safe or unsafe in each place.
- Talk about why we put a candle in a safe candle holder – something with a wide base and a holder that holds the candle safely and prevents it from falling over.



## Te whakaweto i te kārara i runga i te haumaru

- Ki te mōhio koe ka riro tonu mā ō ākongā e whakaweto i te kārara i te kāinga, whakamahia rātou kia whakaharatau, mā te whakaweto i te kārara ki te kapu. Te tikanga kia whai kārara mātotoru nei, he whānui nei te take, ka tū ki tētahi wāhi haumaru. Me āta tahu mārire, ā, mā ngā ākongā e whakaweto, arā, e poki ki te kapu. Matapakina te take e kore ai tātou e pupuhi i te kārara, e kūkuti rānei ki ngā matikara.
- Whakamahia Te Whakaahua 8: *Te āta whakaweto mārire i te kārara* me tētahi akoranga ā-tinana kia mōhio ai ngā tamariki me pēhea rawa te whakaweto i runga i te haumaru.
- I a koe e tahu ana i te kārara tonoa te tangata kia kōrero mō tōna whakawetonga mā te hoatu i te māti me te pūahi ki tētahi wāhi haumaru, kia tawhiti tonu i te tamariki.

## Te wānanga i te akoranga

- Tonoa ō ākongā kia:
  - matapaki ā-rōpū i ngā āhuetanga i akona ai e rātou mō te whakamahi i te kārara i runga i te haumaru
  - mahi whakaahua mō rātou anō e whakamahi ana i te kārara i runga i te haumaru kia whakamārama mai hoki i te whakaahua ki a koe
  - tuhi pūrākau ā-pikitia, ruriruri, rāpi rānei mō te whakamahi i te kārara i runga i te haumaru.

## Te whai wāhi mai o te whānau

- Inoi ki ngā ākongā me ō rātou whānau kia pānuitia te wāhanga mō ngā kārara i *Te Pukapuka o Māui-tinei-ahi mā te Whānau* me te matapaki i tā rātou whakamahi tika i te kārara, i ō rātou kāinga.
- Whakamahia ngā ākongā kia whakawhitiwhiti kōrero mō ngā mea i kōrerotia e rātou i te kāinga.



## Putting out a candle safely

- If you know your students are responsible for putting out candles, have them practise putting the candle out with a cup. You will need to place a suitable fat candle with a wide base in a safe place and light it carefully, and then have the students put it out by putting the cup over it. Discuss why we don't blow the candle out or snuff it out with our fingers.
- Use Photograph 8: *Putting out a candle* and a demonstration to show the children how to put the candle out safely.
- As you light the candle for someone to put out, talk about putting the matches or lighter in a safe place away from children.

## Processing the learning

- Ask your students to:
  - work in groups and discuss what they have learnt about using candles safely
  - make a drawing of themselves being safe around candles and have them explain their drawing to you
  - write an illustrated story, a poem, a rap or a poster about the safe use of candles.

## Involving the whānau

- Ask your students and their whānau to read the section about candles in the *Māui-tinei-ahi Whānau Book* and talk about how they use candles safely at home.
- Have the students share what they talked about at home.



## Te Wāhanga 3: Te pūoho auahi

### He mōhiotanga hei āwhina i te kaiako

I tēnei ngohe ka mahi ngā ākonga:

- ki te tautuhi i tēnei mea te pūoho auahi, i te tangi hoki o te pūoho auahi
- ki te ako me te whakaharatau i ngā mahi hei mahi ina rongo rātou i te pūoho auahi (i te pere whakaara ahi rānei, i te tangata rānei e hāmama ana HE AHI, HE AHI, HE AHI) mehemea kāore he mura, he auahi rānei i te rūma
- ki te tuhi i tētahi mahere puta ki waho i tō rātou akomanga.

Ka inoitia kia kōrerorero mō ā rātou mahere puta ora ki waho ki ō rātou whānau, kia hangaia hoki he mahere puta ora o tō rātou kāinga, kia whakaharatau i te putanga ohorere i ngā rūma katoa o te whare kia TERE tonu.

Ka whakaū ngā ākonga i tā rātou i ako ai, mō ngā mahi e tika ana ina rongo i te pūoho auahi, mā te whakamahi i te pūrākau pikitia nui *Ka Ora a Tāmāti me Mokoapeke i te Ahi*.

Kua oti hoki te hora atu i *Te Pūrākau Pāhekoheko, Ka Ora a Tāmāti me Mokoapeke i te Ahi* hei pūrākau mamati pāhekoheko i te kiriata a-ipurangi hei pūrākau hoki i *Te kōnae whakaata o Māui-tinei-ahi mā te Kura*.

Kua tohaina atu hoki te pūrākau i *Te Pukapuka o Māui-tinei-ahi mā te Whānau* hei whakamahi tahi mā ngā mātua i te taha o ā rātou tamariki.

E āhei ai koe te pūrākau mamati pāhekoheko te whakaatu, me mātua whai rorohiko, pūwhiti hoki, tētahi papa tuhituhi pāhekoheko rānei. Mehemea kei te whakaatu koe i te pūrākau ki tētahi papatuhituhi māori nei, ki tētahi pakitara rānei, ki tētahi mata rorohiko rānei, ka āhei koe te whakamahi i ngā taputapu hei whakatikatika i ngā kupu, mā te whakamahi i te rorohiko me tōna kiore.

Mehemea kei te whakamahi koe i tētahi papatuhituhi pāhekoheko, ka taea e koe te whakamahi i ngā taputapu mamati mā te neke haere i ō matimati ki te papa o te papatuhituhi rānei.

Tūhuratia te pūrākau mamati i mua i te whakamahinga ki tō akomanga. Tērā ētahi āhuatanga e taea ai e koe:

- te miramira i ētahi wāhi o ngā kuputuhi
- te “topa mai” te arotahi atu, te whakarahi rānei i tētahi āhuatanga kotahi o ngā kuputuhi, o ngā whakaahua rānei; ina koa, *Te Tāpiri mō te Wāhi Tūtakitaki Haumarū*
- te āta tuhi i ngā urupare a ngā ākonga ki ō patai mō ngā kuputuhi, mō ngā whakaahua rānei
- te titiro ki ngā tipakotanga whitiāhua hei whakaahua i ngā kupu matua, i ngā kianga rānei
- te whakarongo ki ngā kōrero a Tāmāti rāua ko Mokoapeke
- te whakaatu i ngā pātai me ngā whakautu.

### Ngā whāinga akoranga

Kia oti tēnei ngohe ka taea e ngā ākonga te:

- tautuhi i tēnei mea te pūoho auahi me tōna tangi hoki
- TERE puta ki waho i te rūma ina tangi te pūoho auahi (te pere whakaara, ina karanga te tangata HE AHI, HE AHI, HE AHI rānei)
- whakamārama he aha rawa tēnei mea te mahere puta ora ki waho
- whai wāhi ki te tuhi i tētahi mahere puta ora ki waho (mō tētahi kura, mō tētahi akomanga mō te kāinga rānei)
- whakamahi i ngā pūoho auahi mō te puta ora ki waho i tētahi rūma kia TERE, kia tika te reo, i roto i ngā mahi ā-waha, ā-tuhi hoki.

Ko te tino tikanga ia, kia whakaharatau ngā ākonga i te putanga ki waho i ō rātou kāinga mā te whāinga i te mahere puta ora o ō rātou whānau ake.



## Section 3: Smoke alarms

### Information for teachers

In this section, students:

- identify a smoke alarm and the sound it makes
- learn and practise what to do when they hear the smoke alarm (or fire alarm or someone yelling FIRE, FIRE, FIRE) and there is NOT a fire in their room
- participate in drawing an escape plan for their classroom.

The students and their whānau are encouraged to talk about escape plans, draw an escape plan of their house and practise getting out of every room in the house FAST.

Students consolidate their learning about what to do when they hear a smoke alarm using the big picture story *Ka Ora a Tāmāti me Mokoapeke i te Ahi*.

*Ka Ora a Tāmāti me Mokoapeke i te Ahi* is also provided as an interactive digital story on the *Māui-tinei-ahi Kura* video.

The story is also provided in the *Māui-tinei-ahi Whānau Book* so parents can share the story with their children.

To play the interactive digital story, you need a computer, a data projector or an interactive whiteboard. If you are projecting the story onto a standard whiteboard or a wall, or showing it on a computer monitor, you can use the tools and control the text using your computer and mouse.

If you are using an interactive whiteboard, you can use the digital tools by moving your fingers on the board's surface.

Explore the digital story before you use it with your class. There are features that enable you to:

- highlight certain parts of the text
- “zoom in” or focus on and magnify one feature of the text or illustrations; for example, the *Safe Meeting Place Sticker*
- record student responses to questions you ask about the text or illustrations
- see film clips that demonstrate key words or terms
- hear Tāmāti and Mokoapeke speak
- display questions and answers.

### Learning intentions

After completing this section, students will be able to:

- recognise a smoke alarm and the sound it makes
- get out of a room FAST when they hear the smoke alarm (or fire alarm or someone yelling FIRE, FIRE, FIRE)
- describe what an escape plan is
- participate in drawing an escape plan (for a kura, classroom or home)
- use language about smoke alarms and getting out of a room FAST appropriately in oral and written work.

Ideally, students will practise getting out of their own home following their whānau's escape plan.



## He aha tēnei mea te pūoho auahi?

He taputapu haumarua te pūoho auahi. Hei whakaora te pūoho i te tangata, nā te mea ko te mahi a te pūoho he whakaaraara, he whakatūpato i te tangata mō te ahi.

Ki te tata te auahi ki te pūoho, ka ngawī te pūoho auahi.

Ina moe te tangata kāore tātou e rongō i te auahi, nō reira me whakanoho mai he pūoho auahi hei whakaoho i a tātou, kia mōhio ai tātou he ahi e kā ana.

## He aha ngā mea e tika ana kia mahia ina rongō tātou i te pūoho auahi?

Ina rongō tātou i te pūoho auahi (i te pere whakaara ahi rānei, i te tangata rānei e hāmama ana HE AHI, HE AHI, HE AHI) mehemea kāore he mura, he auahi rānei i te rūma, me:

- mutu tonu tā tātou mahi i taua wā
- puta atu i te ruma – kia TERE tonu
- kati te kūaha (mēnā he ngāwari ki te kati)
- hāmama HE AHI, HE AHI, HE AHI
- noho rawa ki waho i te whare
- haere ki te wāhi tūtakitaki haumarua.

Te tikanga kia mōhio te whānau katoa me aha rātou ina rongō rātou i te pūoho auahi.

## Me whakauru ngā pūoho auahi ki hea?

Me whakauru he pūoho auahi ki ngā rūma moe katoa, ki ngā wāhi noho, me ngā hōro katoa. Kaua e whakauru i te pūoho auahi ki te kihini, ki te rūma kaukau rānei, nā te mea mā te tunu kai, mā te mamaoa rānei e whakakā te pūoho.

I ngā kāinga maha, kāore ngā pūoho i te haere tika nā te mea kua pau te kaha o te pūhiko, kua tangohia rānei hei whakahaere i tētahi atu pūrere, pēnei i te taonga tākaro.



Whakamātauria auautia ngā pātene mā te pēpēhi i te pātene whakamātau. Whakahoutia ngā pūhiko i te hurihanga o ngā karaka i te marama o Hepetema, o Āperira, mō ngā marama o Māui-kume-awatea.

Te tikanga kia hoko te tangata i ngā pūoho *hikoiraaho toitū* nei.

## Tā tātou putanga atu ki waho, me te kore e huri ki te kimi i te whānau

He tino tere te toronga o te ahi. Me ako e tātou ō tātou whānau, tae atu ki ā tātou tamariki, mehemea he ahi, ka riro māu anō koe e kawē ki waho, kia TERE tonu.

Ka taea e koe te āwhina ērā o te whānau kei tō rūma tonu kia puta ki waho, engari kāore koe e āhei te peka atu ki ētahi atu rūma ki te kimi tangata haere, he poto rawa nō te wā. E kore koe e āhei te haere ki te rapu i a Māmā, i a Pāpā, i ō tēina rānei. Kotahi anō te huarahi hei āwhina i te katoa, he kawē tonu i a koe ki waho i runga i te haumarua, me te haere tika ki te wāhi tūtakitaki haumarua o tō whānau.

He uaua tonu te whakaae i roto i te ngākau kia kaua au e hoki ki te kohikohi i te whānau, kia mōhio pū au me TERE puta au ki waho, kia kaua rawa e hoki ki roto i te whare e kā ana ki te whakaora i te whānau. Ahakoa rā, tau mai ai he aituā pēnei ia tau, e matemate ai he pakeke, ko te nuinga he mātua, ka tino kino rānei te weranga, nā te mea kua hoki atu ki roto i tō rātou whare ki te whakaora i te whānau, kua huri rānei ki te rapu i te whānau i te whare e kā ana.

## What is a smoke alarm?

Smoke alarms are safety tools. They save people's lives, as they are an early warning system to alert us to a fire.

If smoke reaches a smoke alarm, the smoke alarm will make a loud beeping noise.

When we are asleep, we cannot smell smoke. We need the smoke alarm to wake us up and alert us to the fire.

## What do we do if we hear the smoke alarm?

When we hear a smoke alarm (or a fire alarm or someone shouting FIRE, FIRE, FIRE) and there are no flames or smoke in the room, we:

- stop what we are doing
- get out of the room FAST
- shut the door (if we can easily shut it)
- shout FIRE, FIRE, FIRE
- stay out of the house or building
- go to the safe meeting place.

Everyone in the whānau needs to know what to do if they hear a smoke alarm.

## Where do we put smoke alarms?

Place smoke alarms in all the bedrooms, in living areas and in hallways. Don't put smoke alarms in kitchens or in bathrooms, as cooking or steam may set the smoke alarm off.

In many homes, smoke alarms do not work as the battery has run out, or has been removed to put in some other device, such as a toy.

Give the alarms regular tests by pushing the test button. Replace your smoke alarm batteries when you change your clocks for daylight saving in September and April.

People should use *long-life photoelectric* smoke alarms.

## Getting ourselves out and not trying to find other whānau members

Fire spreads very fast. We need to teach our whānau, including children, that if there is a fire, you have to take responsibility for yourself and get out FAST.

You can help whānau members who are in the same room as you to escape, but you do not have time to go into another room looking for anyone. You cannot go to find Mum, Dad or brothers and sisters. You can best help everyone by getting yourself out safely and going to your whānau's safe meeting place.

It is a hard idea to accept that we cannot go and gather family members, but must get out FAST and never go back into a burning building to rescue whānau. However, every year, adults, usually parents, die or are badly burned because they re-entered a burning building to rescue family members, or tried to find family members in a burning house.



## Te whakamahi mahere puta ora ki waho

Ko tētahi o ngā tino mahi mā te whānau e ora ai te katoa i te ahi i te whare, he ako i ngā tāngata katoa kia TERE puta atu i ia rūma o te whare.

Me hanga mahere puta ohore ki waho te whānau; kia mōhio ai ngā tāngata katoa o te whānau ki ētahi huarahi e rua ki waho i ia rūma.

Me mātua hanga mahere te whānau, me te whakaharatau kia mōhio ai:

- ia mema o te whānau ki ētahi putanga e rua ki waho i ngā rūma katoa o ē rātou whare
- kia mōhio ai rātou ki ngā tikanga ina kā te ahi.

Ko te whānau ka raka i te kūwaha me te matapihi rānei, kia ita te whare, me waiho ngā ki i roto i ngā raka i te pō. Kia taea te matapihi te whakatuwhera, kia taea ai e te tangata te peke ki waho i ngā aituā whawhati tata.

Hei *Te Pukapuka o Māui-tinei-ahi mā te Whānau* ētahi whakamārama mō te take e tika ana kia whai mahere puta ora tātou, he aha hoki i tika ai kia mōhio te whānau ki te puta ohore i ngā rūma katoa, ahakoa i hea i te whare, kia TERE. He whārangi mātiti tō ngā pukapuka nei, e āhei ai ngā whānau te tuhi whakaahua o ē rātou whare, me te tohu i te huarahi puta atu ki waho.

## Te wāhi tūtakitaki haumaruru

Ina rongo te whānau i te pūoho auahi, i te tangata rānei e hāmama ana HE AHI, HE AHI, HE AHI, ka puta ki waho, me haere ki tētahi wāhi tūtakitaki – ko te wāhi tūtakitaki haumaruru.

Mō te nuinga o ngā whānau ko te wāhi tūtakitaki haumaruru ko te pouaka mēra engari ki te whakaae tahi te whānau i mua ki tētahi atu wāhi tūtakitaki haumaruru.

Kia āhua tawhiti tonu te wāhi tūtakitaki haumaruru i te whare me ngā mea katoa tērā pea ka kā, pēnei i te rākau. Me noho anō i tētahi wāhi māmā ki te haere atu, he wāhi hoki e kitea wawetia ai te whānau e ngā kaitinei ahi, ina haere mai ki te tinei i te ahi.

## Ngā rauemi

### Mai i te rauemi o *Māui-tinei-ahi*

- He pūoho auahi
- Ngā pukapuka pikitia *Ka Ora a Tāmāti me Mokopeke i te Ahi/Kia Tūpato ki Te Ahi*
- *Te Pikitia Autō mō Tāmāti*
- *Te Mātiti Mahere Puta Ora ki waho mai i Te Pukapuka o Māui-tinei-ahi mā te Whānau* (he mea whakarahi ki te A3)
- kotahi pānuu waiata *TERE Puta Atu*
- *Te Tāpiri mō te Wāhi Tūtakitaki Haumaruru*

## Ngā whakaaro matua

- Ko tā te pūoho auahi he whakamōhio i te tangata, kua kā te ahi.
- Ina rongo tātou i te pūoho auahi (i te pere whakaara ahi rānei, i te tangata rānei e hāmama ana HE AHI, HE AHI, HE AHI) mehemea kāore he mura, he auahi rānei i te rūma, me:
  - mutu tonu tā tātou mahi i taua wā
  - puta atu i te ruma – kia TERE tonu
  - kati te kūaha (mēnā he ngāwari ki te kati)
  - hāmama HE AHI, HE AHI, HE AHI
  - noho rawa ki waho i te whare
  - haere ki te wāhi tūtakitaki haumaruru.



## Using an escape plan

One of the main actions whānau can take to make sure their family safely escapes from a house fire is to teach everyone how to get out of each room FAST.

Ideally, we need two exits from every room, just in case one exit is blocked by the fire. Usually, the two exits are the door and a window.

Whānau need to have an escape plan and practise it so that:

- every member of the whānau knows two ways out of each room
- everyone knows what to do if there is a fire in the house.

Whānau who lock doors or windows for security need to leave the keys in the locks at night. They need to have windows that can be opened so that people can climb out of them in an emergency.

The *Māui-tinei-ahi Whānau Book* explains to whānau why we need to have an escape plan and why everybody needs to be able to get out of any room in the house FAST. The book has a blank grid page so whānau can draw their house and mark the escape routes.

## The safe meeting place

When the whānau hears the smoke alarm, or hears someone yelling FIRE, FIRE, FIRE, and they get out of the house, they need a place to meet – the safe meeting place.

For the majority of whānau, the best safe meeting place is the letter box, but some whānau will need to select a different safe meeting place.

The safe meeting place needs to be well away from the house and other things, such as trees, that could burn. It needs to be somewhere that is easy to get to and that will be easily found by firefighters when they come to put out the fire.

## Resources

### From the *Māui-tinei-ahi* resource

- A smoke alarm
- *Ka Ora a Tāmāti me Mokoapeke i te Ahi/Kia Tūpato ki te Ahi* big picture book
- Tāmāti Magnetic Picture Set
- Escape Plan Grid from the *Māui-tinei-ahi Whānau Book* (enlarged to A3)
- *TERE Puta Atu* song poster
- *Safe Meeting Place Sticker*

## Vocabulary

pūoho auahi = smoke alarm	rongo = means “to smell” as well as “to hear” in te reo
putanga = exit	mahere puta ora ki waho = escape plan

## Key messages

- Smoke alarms tell us when there is a fire.
- When you hear a smoke alarm (or someone yelling FIRE, FIRE, FIRE) and there are no flames or smoke in the room, you:
  - stop what you are doing
  - get out of the room FAST
  - shut the door (if you can easily shut it)
  - shout FIRE, FIRE, FIRE
  - stay out of the house or building
  - go to the safe meeting place.



## He whakapuaki whai tikanga

- Kia rongu koe koe i te pūoho, i te pere whakaara ahi rānei:
  - **kaua e** tākaro tonu, e mahi noa iho i ō mahi o te wā
  - **kaua e** haere ki te kōrero ki a Māmā, ki a Pāpā, ki te kaiako rānei he pūoho kei te tangitangi
  - **kaua e** tatari kia ki mai te tangata me pēnei me pērā, kia kaua hoki e tatari ki a Māmā rāua ko Pāpā, ki te tangata kē atu rānei, kia haere mai ki te tiki a koe
  - **kaua e** huri ki te kawē i ō mōkai, i ō tino takawairore rānei ki waho.
- Kia rongu te “ihu” i roto i te pūoho i te auahi, ka tangitangi, ka ngawī rānei.
- Me whakauru ngā pūoho auahi ki ō tātou rūma moe (kia tata tonu rānei), nā te mea kāore tātou e kaha ki te hongī i te auahi, i a tātou e moe ana.

## Ngā tohutohu mō te raupapa ako: Kei te mōhio hoki tātou me aha, ina tangi te pūoho auahi

### Te pūoho auahi

- Whakaaturia te pūoho auahi ki ngā ākonga, ka matapaki ai i ōna mahi, me te pātai i ēnei momo pātai:
  - He aha rawa?
  - He aha te mahi o tēnei mea te pūoho auahi? (He whakamōhio i a tātou he ahi kei te whare.)
  - He aha tātou i hiahia ai ki te pūoho auahi? (Kia mōhio ai tātou he aha kei roto i te whare.)
  - He aha ngā mea e tika ana kia mahia ina rongu tātou i te pūoho auahi? (Ina rongu i te pūoho auahi, me TERE puta atu i te rūma, me te haere tika ki te wāhi tūtakitaki haumarū. Ko tā te pūoho auahi he whakatūpatō i a tātou, nā reira kia TERE tā tātou mahi.)
  - He aha i tika ai kia haere tātou ki te wāhi tūtakitaki haumarū? (E tika ana kia mōhio a Māmā rāua ko Pāpā kei te haumarū tātou – nā reira me haere tātou ki te wāhi kotahi.)

- He aha i tika ai kia kati i te kūwaha? (Hei autaki tēnei i te toronga a te ahi.)
- Whakamārama atu he rite te mahi a te pūoho ki ō tātou ihu. Ka rongu i te munamuna auahi, ka ngawī kia turituri tonu, hei whakaoho i te whare mō te ahi. He taputapu whakahaumarū. He mea tino nui ngā pūoho auahi i te pō i a tātou e moe ana, nā te mea kāore tatou e kaha ki te rongu i te auahi, nā reira me noho ko te pūoho auahi hei ihu, ki te whakaoho i a tātou.
- Whakatangihia te pūoho auahi ki tana pātene whakamātau, ka matapaki he aha i pērā rawa ai tōna turituri.

### Te TERE puta atu i tētahi rūma, ina rongu koe i te pūoho auahi

Whakamāramatia ki te whānau katoa me aha rātou ina rongu rātou i te pūoho auahi.

- Mehemea kāore kau he auahi, me:
  - mutu tonu tā tātou mahi i taua wā
  - puta atu i te ruma – kia TERE tonu
  - kati te kūaha (mēnā he ngāwari ki te kati)
  - hāmama HE AHI, HE AHI, HE AHI
  - noho rawa ki waho i te whare
  - haere ki te wāhi tūtakitaki haumarū.
- Me kōrero mō te māhi a ngā ākonga e tika ana ina tangi te pūoho auahi i te rūma kei reira rātou, mehemea kāore he pakeke i te rūma. Kia pēnei ngā momo pātai:
  - Pēhea mēnā kua tata te mutu tā mātou kēmu? He pai ki te whakamutu i mua i te putanga ki waho? (Kāo, kia TERE tā tātou puta atu ki waho.)
  - Me tatari rawa kia haere mai a Māmā rāua ko Pāpā ki te tiki i a mātou? (Kāo, kia TERE te puta atu ki waho.)
  - Me hari ō mātou tēina i te taha i a mātou? (Āe, mehemea kei roto tonu i te rūma me koutou, kia TERE ai te puta atu ki waho. Kaua e haere ki te kimi i ngā tāngata o te whānau kāore i te rūma, kia TERE te puta ki waho.)
  - Me hari te ngeru/poti, ā tātou taonga tākaro rānei? (Kāo, nā te mea kia TERE te puta ki waho.)



## Useful sentences

- When you hear a smoke alarm, you:
  - **do not** keep playing or keep on with whatever you are doing
  - **do not** go to tell your caregiver or the teacher the alarm is going off
  - **do not** wait for someone to tell you what to do, or wait for your caregiver or anyone else to come and get you
  - **do not** try to carry your pets or favourite toys with you.
- When the “nose” in a smoke alarm smells smoke, the alarm beeps or makes a very loud noise.
- We need smoke alarms in (or near) our bedrooms because we cannot smell smoke when we are asleep.

## Suggested learning sequence: Responding to the smoke alarm

### The smoke alarm

- Show the students the smoke alarm and discuss what it does, using questions such as the following.
  - What is it?
  - What does it do? (Tells us there is a fire in the house.)
  - Why do we need smoke alarms? (To tell us there is a fire in the house.)
  - When the smoke alarm goes off, what should we do? (Whenever we hear the smoke alarm, we must get out of the room quickly and go to the safe meeting place. The smoke alarm is warning us about a fire, so we need to move FAST.)
  - Why do we need to go to the safe meeting place? (Mum and Dad need to know that we are all safe, so we all need to go to the same place.)

- Why is it a good idea to shut the door?  
(It slows down the speed of the fire.)
- Explain that the smoke alarm acts like our nose. It smells the smoke and makes a loud noise to tell us there is a fire. It is a safety tool. We need smoke alarms at night because we cannot smell smoke when we are asleep, so the smoke alarm must be our nose and wake us up.
- Set the smoke alarm off with its test button and discuss why it makes such a loud noise.

### Leaving a room FAST when you hear the smoke alarm

Explain to the students what they should do if they hear a smoke alarm.

- If there is no smoke in the room, you should:
  - stop what you are doing
  - get out of the room FAST
  - shut the door (if you can easily shut it)
  - shout FIRE, FIRE, FIRE
  - stay out of the house or building
  - go to the safe meeting place.
- Discuss what students should do when the smoke alarm goes off and they are in a room with no adults present. Ask questions such as the following.
  - What if we have nearly finished our game – can we finish it before we leave the room? (No, we need to get out of the room FAST.)
  - Should we wait for your caregiver to come and get us? (No, we need to get out of the room FAST.)
  - Should we take our brother or sister out with us? (Yes, if they are in the same room, because they need to get out of the room FAST, too. Do not go looking for whanāu members who are not in the room, just get out FAST.)
  - Should we take the cat or our toys? (No, because we need to move FAST.)

## Te whakaharatau i ngā mahi puta atu i te akomanga, ina rongu koe i te pūoho auahi

- Me kōrero mō te pūoho auahi, mō te pere whakaara rānei o tō akomanga, me ngā mahi e tika ana kia mahia e ngā ākonga ina tangi ia i te rūma.
- Whakaharautia te puta atu i te akomanga mā te whakatangi i te pūoho auahi.
- Matapaki he aha ngā mea i ākona ai i te whakaharatau ahi.

## Te whakamahi i te pukapuka pūrākau *Ka Ora a Tāmāti me Mokopeke i te Ahi*

- Pānuitia te pūrākau *Ka Ora a Tāmāti me Mokopeke i te Ahi* ki ō ākonga i tētahi wāhanga pānui ngātahi.
- I a koutou e matapaki nā i te pūrākau ki ō ākonga, ka whakaturukitia ngā karere haumarutanga ahi e whai ake nei.

### Kia kaua e hoki ki te tiki i ngā mōkai

- Ka puta tahi atu a Mokopeke, te kurī me Tāmāti, engari mehemea kāore te kurī i whai, e kore e taea e Tāmāti te haere ki te rapurapu – kia TERE rawa tana puta ki waho.
- He mōhio ngā mōkai pēnei i te kurī me te ngeru he mōrearea te ahi, mō te nuinga ka mōhio ki te oma ki waho i ngā whare e kā nei te ahi. Ka noho tonu ngā kaitinei ahi ki te whakarauora i ngā mōkai, mehemea ka taea i runga i te haumaru, ina whakaweto i te ahi i te whare.

### Kia kaua e peka kē ki te kimi taonga, ki te kuhu kākahu rānei

- He rama tā Tāmāti i te taha o tana moenga, nā reira ka tīkina e ia. Hei āwhina te rama hiko i a ia kia puta wawe tonu ki waho. Mehemea kāore i tōna taha tonu, kua kore anō e āhei te rapurapu i te rama, i tētahi mea kē atu rānei. Kāore ia e wātea ki te kimi, ki te kawē rānei i tana tino taonga tākaro, i tana kēmu tino pai rānei. Kia TERE tonu tana puta atu ki waho.

- Kāore a Tāmāti e āhei te kuhu i ana kākahu, te rapurapu rānei i ana hū. Kia TERE tonu tana puta atu ki waho.

### Te mōhio ki ngā mahi tika i te rongonga i te pūoho auahi

- Nō te rongonga a Tāmāti i te pūoho auahi ka matakū ia, engari TERE tonu tana putanga ki waho. Kāore i huna, kāore hoki i tatari kia haere mai a Pāpā ki te rapu i a ia.

### Te haere mā te putanga tata rawa, kia tawhiti rawa i te ahi

- I roto i te pūrākau kāore a Tāmāti e kaha ki te puta ki waho mā te matapihi o tōna rūma, nā reira ko tōna putanga tūtata rawa mā te rūma kai, kei te taha tonu o tōna ake rūma moe. Ka kite ia i te ahi, ka haere hoki ki te kimi huarahi ki waho i te whare, kāore e whakatata atu ki te ahi.

## He mahere puta ora ki waho i tō tātou akomanga

- Matapaki ki tō akomanga:
  - he aha tēnei mea te mahere puta ora ki waho
  - he aha tātou i hiahia ai ki te mahere puta ora kia waho.
- Whakamahia he mahere puta ora ki waho mai i *Te Pukapuka o Māui-tinei-ahi mā te Whānau* kua oti te whakarahi, tuhia he mahere mō ngā papa o tō akomanga ki tētahi pepa rahi rānei, me te whakaatu katoa i ngā matapihi me ngā kūwaha.
- Kōrerorero mō ngā ara puta atu ki waho i tō akomanga, me te tuhi pikitia o ēnei ki te mahere puta ora o tō akomanga.
- Matapakina he aha i noho ai he mahere mō te kura katoa, he aha hoki i whakaritea ai he wahi tūtakitaki haumarū mō te kura katoa, ā, he aha i whakaharatau ai te kura i ngā akoako ahi.



## Practising leaving the classroom when you hear a smoke alarm

- Discuss the smoke alarm or fire alarm in your classroom and what your class does if the alarm goes off.
- Conduct a practice classroom evacuation by sounding the smoke alarm.
- Discuss what the students learnt from doing the fire drill.

## Using the story book *Ka Ora a Tāmāti me Mokopeke i te Ahi*

- Read the story *Ka Ora a Tāmāti me Mokopeke i te Ahi* with your students in a shared reading session.
- As you discuss the story with your students, reinforce the following key fire-safety messages.

### Not stopping to gather pets

- Mokopeke, the dog, goes with Tāmāti, but if the dog did not follow him, Tāmāti could not stop to find him – he would have to get out FAST.
- Pets like cats and dogs recognise that fires are dangerous and usually get out of burning buildings. Firefighters will rescue pets if they can do so safely when they are in the house putting the fire out.

### Not stopping to pick up possessions or get dressed

- Tāmāti had his torch by his bed, so he picked it up. It helped him get out of the house quickly. But if it was not right beside him, he could not stop to look for it, or anything else. He does not have time to look for, or carry out, his favourite toy or game. He must get out FAST.

- Tāmāti does not have time to get dressed, not even time to look for his shoes. He must get out FAST.

### Knowing what to do when you hear the smoke alarm

- When Tāmāti heard the smoke alarm he was frightened, but he got out of the room FAST. He did not hide or wait for Dad to come and find him.

### Going out the nearest exit, and away from the fire

- In the story, Tāmāti cannot get out his bedroom window so his nearest exit is through the dining room, which is next door to his bedroom. He sees the fire and finds a way out of the house that is not near the fire.

## Escape plans and our classroom

- Discuss with your class:
  - what an escape plan is
  - why we need escape plans.
- Use an enlarged escape plan master from the *Māui-tinei-ahi Whānau Book* or a large piece of paper and draw a floor plan of your classroom showing the windows and doors.
- Discuss with your class the ways out of your classroom in an emergency and draw them on the escape plan for your classroom.
- Discuss why there is an overall emergency plan for the whole kura, and why the kura has a safe meeting place and practises fire drills.



## Te Tāpiri mō te Wāhi Tūtakitaki Haumarū

- Matapakina he aha rawa te wāhi tūtakitaki haumarū, he aha hoki i hiahia ai te whānau katoa ki tētahi wāhi pērā.
- Whakaaturia *Te Tāpiri mō te Wāhi Tūtakitaki Haumarū* ki ngā ākonga me te kōrerorero mō te whakakite i te tāpiri mō te wāhi tūtakitaki haumarū o te whānau.

## Te wānanga i te akoranga

- Whakamahia ō ākonga kia mahi takitahi, ā-rōpū rānei, i ngā wāhi e tika ana me te:
  - matapaki i ngā mahi e mahia ai, kia kaua hoki e mahia ina rongō rātou i te pūoho auahi
  - whakaputa anō i te pūrākau o Tāmāti mā te whakamahi i Te Pikitia Autō mō Tāmāti
  - whakamārama, te tuhi, te tuhi whakaahua rānei mō ngā mahi ka haere i tō rātou kāinga, ki te oho rātou i te pūoho auahi, i te karanga HE AHI, HE AHI, HE AHI rānei.
- I muri i te kohikohinga o ngā mōhiohio i ngā whānau e ō ākonga, me hanga he kauwhata ā-akomanga o ēnei mōhiohio. Wānangatia he whakatau i aua kauwhata.
  - Te maha o ngā kāinga he pūahi auahi tōtika kei aua kāinga
  - Te tokomaha o ngā whānau kua tuhia e rātou he mahere puta ora ki waho
  - Te tokomaha o ngā ākonga kua whakaharatau i te puta ora ki waho i ō rātou rūma moe
  - Te tokomaha o ngā whānau kua oti tā rātou Tāpiri mō te Wāhi Tūtakitaki Haumarū te whakakite.
- Mahia he pānui whakaahua, he tāpiri, he pānui hoko rānei hei akiaki i te whānau kia whakauru pūoho auahi tōtika, kia hanga mahere puta ora ki waho, me te whakaharatau i ēnei kia TERE puta atu ki waho.

- Waiatatia te waiata *TERE Puta Atu* i te taha o ō ākonga. Kei te pānui whakaahua waiata mō *TERE Puta Atu* ngā kupu. E rua ngā rangi mō te waiata kei *Te kōnae whakaata o Māui-tinei-ahi mā te Kura* hei whakamahi mā te akomanga, hei tētahi ko te rangi anake, hei tētahi he pūoro, he reo waiata anō hoki i te taha.

## Te whai wāhi mai o te whānau

Kei roto te pūrākau *Ka Ora a Tāmāti me Mokopeke i te Ahi* i *Te Pukapuka o Māui-tinei-ahi mā te Whānau*. Inoi ki ngā whānau kia pānui i te pūrākau me te matapaki i aua kōrero.

Tonoa ngā ākonga me ō rātou whānau kia whakaotingia te ngohe 4 i *Te Pukapuka o Māui-tinei-ahi mā te Whānau*. I tēnei ngohe ka huri te whānau ki te mahi mahere puta ora ki waho me te whakaharatau i te taha o te whānau te puta ora mai i ngā rūma katoa o te whare, me te haere ki te wāhi tūtakitaki haumarū. Ka kōhi mōhiohio ngā ākonga mō tētahi mahi kauwhata ā-akomanga.



### The Safe Meeting Place Sticker

- Discuss what the safe meeting place is and why every whānau needs one.
- Show the students the *Safe Meeting Place Sticker* and talk with the students about displaying the safe meeting place sticker at their whānau's safe meeting place.

### Processing the learning

- Have your students work as individuals or groups, where appropriate, and:
  - discuss what they do and don't do when they hear a smoke alarm
  - retell Tāmāti's story using the Tāmāti Magnetic Picture Set
  - describe, write or draw what would happen at their house if they were woken up by the smoke alarm or someone yelling FIRE, FIRE, FIRE.
- After your students have collected information from whānau, make class graphs of the following information. Draw conclusions from these graphs.
  - The numbers of homes that have working smoke alarms.
  - The number of whānau that have drawn an escape plan.
  - The number of students who have practised getting out of their bedrooms.
  - The number of whānau that have displayed their Safe Meeting Place Sticker.
- Make some posters, stickers or advertisements to encourage whānau to install working smoke alarms and to make escape plans and practise getting out of the house FAST.

- Sing the *TERE Puta Atu* song with your students. The words are on the *TERE Puta Atu* song poster. *The Māui-tinei-ahi Kura* video has two versions of the song, one a soundtrack only and the other with music and vocals.

### Involving the whānau

The story *Ka Ora a Tāmāti me Mokopeke i te Ahi* is provided in the *Māui-tinei-ahi Whānau Book*. Ask whānau to read the story with their children and discuss it.

Ask your students and their whānau to complete activity 4 in the *Māui-tinei-ahi Whānau Book*. These activities have whānau make an escape plan and then practise, with their whānau, getting out of all of the rooms in the house and going to the safe meeting place. The students gather information for a class graphing exercise.



# Te Wāhanga 4: He ahi kei roto i taku rūma

## He mōhiotanga hei āwhina i te kaiako

I tēnei ngohe ka mahi ngā ākonga:

- kia ako i ngā mahi e tika ana mehemea he ahi i te rūma kei roto rā rātou
- kia ako mehemea he ahi i tētahi rūma, ngōki i raro rawa! TERE puta atu
- kia ngōki i raro i ngā taumata auahi, e pohewatia ana, i te akomanga.

I tēnei ngohe ka ako ngā ākonga i ngā mea e tika ana, kia whakaharautia hoki aua mahi, kia kitea he auahi i te rūma ko rātou kei roto. Me ako ngā ākonga i te rerekētanga o te:

- TERE puta atu i tētahi rūma ina rongou rātou i te pūoho auahi, kāore he auahi i te rūma
- ngōki ki waho i tētahi rūma, me te noho ki raro i te auahi, mehemea he auahi kei roto i te rūma.

Kia mārāma tonu ngā ākonga he mōrearea te auahi, hei tūkinu, he whakamate rānei te auahi i a rātou ki te whakahāngia e rātou.

Ka whakaū ngā ākonga i tā rātou i ako ai, mō ngā mahi e tika ana ina rongou i te pūoho auahi, mā te whakamahi i te pūrākau pikitia nui *Kia Tūpato ki te Ahi*.

## Ngā whāinga akoranga

Kia oti tēnei ngohe ka taea e ngā ākonga te:

- ngōki i raro rawa, me te TERE puta atu ki waho i tētahi rūma he auahi kei roto

- whakamārama he aha i tika ai kia noho ki raro i te auahi
- te whakamahi kupu kia tika hei whakamārama me pēhea te puta atu i tētahi rūma he auahi, he ahi rānei kei roto.

## Te tere o te ahi

Ka tīmata tēnei wāhanga ki ētahi pikitia ataata o tētahi ahi i tētahi rūma ka tīmata i tētahi tūru nui. Hei ako mai ēnei pikitia i te ture mō ngā ahi i ngā whare, mehemea kei roto koe i tētahi rūma e kā nei te ahi, e toru meneti noa iho te wā ka wātea ki a koe kia wehe atu i te rūma i mua i te pakarutanga mai o te muranga whakamate rawa i te tangata.

Ahako kitea i te tīmatanga o te ahi, kāore koe e whai wā ki te whakaweto i te ahi nei. Kia tae koe ki te wai, ki tētahi pūwhakaweto ahi rānei, ka rahi rawa te ahi, nā reira e kore e taea te whakaweto e koe, tērā pea ka mate ko koe ki te noho tonu koe ki konā.

## Ngōki i raro rawa! TERE puta atu

Ka whai wā anō koe ki te:

- puta TERE atu i te rūma (me ngā tāngata katoa i roto i te rūma)
- noho ki raro rawa i te auahi
- kati i te kūwaha hei whakapōturi i te tere o te ahi
- whakaoho i ētahi atu tāngata o te whānau mā te hāmama HE AHI, HE AHI, HE AHI
- haere ki te wāhi tūtakitaki haumaruru
- waea 111 i waho i te whare.



## Section 4: A fire in my room

### Information for teachers

In this section, students:

- learn what to do if there is a fire in a room they are in
- practise get down, get low, get out – FAST
- crawl under a simulated smoke level in the classroom.

In this section, students learn and practise what to do if they are in a room that has smoke or a fire in it. The students need to learn the difference between:

- getting out of a room FAST when they hear a smoke alarm but there is no smoke in the room
- crawling out of a room, staying low under the smoke, if the room has smoke in it.

The students need to understand that the smoke is dangerous and will harm or kill them if they breathe it in.

The students consolidate their learning about what to do when they are in a room that has smoke or a fire in it using the big picture story *Kia Tūpato ki te Ahi*.

### Learning intentions

After completing this section, students will be able to:

- get down, get low, get out – FAST to get out of a room with smoke in it
- explain why they need to stay under the smoke
- use language appropriately to explain how you get out of a room that has smoke or a fire in it.

### The speed of fire

This section is introduced with some footage of a fire that starts in an armchair. This footage shows that, if you are in the room when a fire starts, you have less than three minutes to leave the room before the fire reaches a stage where you cannot survive.

Even if you discover this fire when it is very small, you do not have time to try to put the fire out.

By the time you go to get water or a fire extinguisher, the fire will be so big you cannot put it out and you will endanger your life trying to do so.

### Get down, get low, get out – FAST

You have time to:

- get yourself (and anyone else who is in that room) out of the room FAST
- stay under the smoke
- shut the door to slow down the speed of the fire
- alert whānau members by shouting FIRE, FIRE, FIRE
- go to the safe meeting place
- call 111 from out of the house.



## He whakamārama mō ngā ataata kōnae whakaata *Te tere o te ahi*

Mehemea he pūoho auahi tōtika tō te whare, kua tangi i mua tata ake i te tīmatanga o ngā pikitia o te ataata, mā reira koe e whakamōhio kia puta atu i te whare.

Kia tae ki waenganui o ngā pikitia kua kiki te hauwhā o runga o te rūma ki te auahi pōngere, ki te auahi pango. Kua eke ki te kotahi meneti o te ahi e kā ana. He wera tēnei auahi, he tāoke hoki, ki te momingia e koe, ka wera ō pūkahunahū, ka mate pea koe. Kua eke a runga o te rūma ki te 140° Celsius te wera. Mēnā kei roto tonu koe i tēnei rūma, ka taea e koe te puta atu ki waho engari he poto noa iho te wā.

Ko te mutunga o te pikitia e rua meneti i muri i te tīmatanga o te ahi. Neke atu i te haurua o te rūma kua kiki katoa i te auahi wera, i te auahi tāoke, i te auahi pōngere, kua tata te mura mai o te rūma katoa. Kua eke te wera o te wāhi auahi o te rūma ki te 760° Celsius. Mehemea kei roto koe i tēnei rūma kua mate koe, kua tata rānei te hemo.

He hohoro tonu te toro o te ahi nā te tini o ngā mea i roto i ngā tūru me ngā kāpata, tēpu hoki he hohoro ki te kā.

## Te putanga ki waho o te tamariki i ngā rūma e kā ana

E tika ana kia ako te tamaiti kia tika tāna kawae i a ia ki waho i ngā rūma e wera ana me ngā whare.

Me ako rātou:

- kia kaua e huna ki raro i ngā moenga i ngā kāpata kākahu rānei
- kia kaua e haere ki te kimi i ō rātou whānau i ā ratou mōkai rānei
- kia ngōki i raro rawa! – kia TERE puta atu.

Ko te pukapuka pikitia o *Kia Tūpato ki te Ahi* ka arotahi ki ētahi tamariki tokorua e heke atu ana mā te matapihi haumarū kē, kāore mā te kūwaha. Mehemea kei tua te ahi i tētahi kūwaha kati, mā te whakatuwhera pōhēhē i te kūwaha e pōwhiri te ahi

me te auahi kino kia haere mai ki roto i te rūma. He pai te kūwaha kati, hei whakawātea i ētahi meneti mō ngā ākonga kia puta i te rūma.

Ki te puta atu he tamaiti i tētahi matapihi, me te haere tika ki te wāhi tūtakitaki haumarū, ka haumarū ia. Ki te haere mā te whare ka pokea pea ia e te auahi, e te mura rānei.

He mea nui kia kōrero ngā mātua ki ā rātou tamariki mō ngā huarahi tika kia puta i ō rātou rūma moe. Ehara i te mea moe ai ngā ākonga katoa i ngā rūma noho e taea ai te peke atu mā te matapihi. Mō ēnei tamariki kia mōhio rātou, ina haere ki te kūwaha, ki te kitea kāore i te haumarū me hoki ki te rūma, me kati te kūwaha kia whai ārai ai ki te auahi me te hana o te ahi. I reira me haere ki te whakatuwhera i te matapihi me te hāmama HE AHI, HE AHI, HE AHI. Me tatari rātou kia whakaorangia.

Ko ngā whānau e noho ana i ngā whare paparanga rua, i ngā whare teitei rānei me noho ki te whiriwhiri tikanga, mēnā he ahi aukati i te heke o te whānau mā ngā arawhata. Me kōrero ngā mātua me ngā kaitiaki ki ā rātou tamariki mō ngā tikanga haumarū mō te puta atu ki waho i ō rātou rūma moe.

Mehemea kei te noho ngā tamariki i ngā taumaihi whare rēti teitei, me ako rātou i ngā tikanga ahi whai mana mō tō rātou whare ake.



## Explanation of the video footage *The speed of fire*

If the house in the footage had a working smoke alarm, it would have been sounding from just before the footage starts, alerting people to get out of the house.

Part-way through the footage, the top quarter of the room is filled with dense black smoke. The fire has been burning for about one minute. This smoke is hot and poisonous, and if you breathe it in, you will burn your lungs and die. The temperature in the top part of the room is about 140° Celsius. If you are in this room, you can still escape by getting down low under the smoke, but you do not have much time.

The end of the footage is about two minutes after the fire started. Over half the room has filled with hot, dense, poisonous smoke, and the room is about to burst into flames. The temperature in the smoke-filled layer of the room is about 760° Celsius. If you are in this room, you are either dead or you are about to die.

Fire spreads rapidly because many of the materials used in furniture and fabrics are very flammable, or burn easily.

## Children escaping from burning rooms

Children must be taught to take responsibility for themselves and get out of burning rooms and buildings.

They must learn:

- not to hide under beds or in wardrobes
- not to go looking for their whānau or pets
- to get down, get low, get out – FAST.

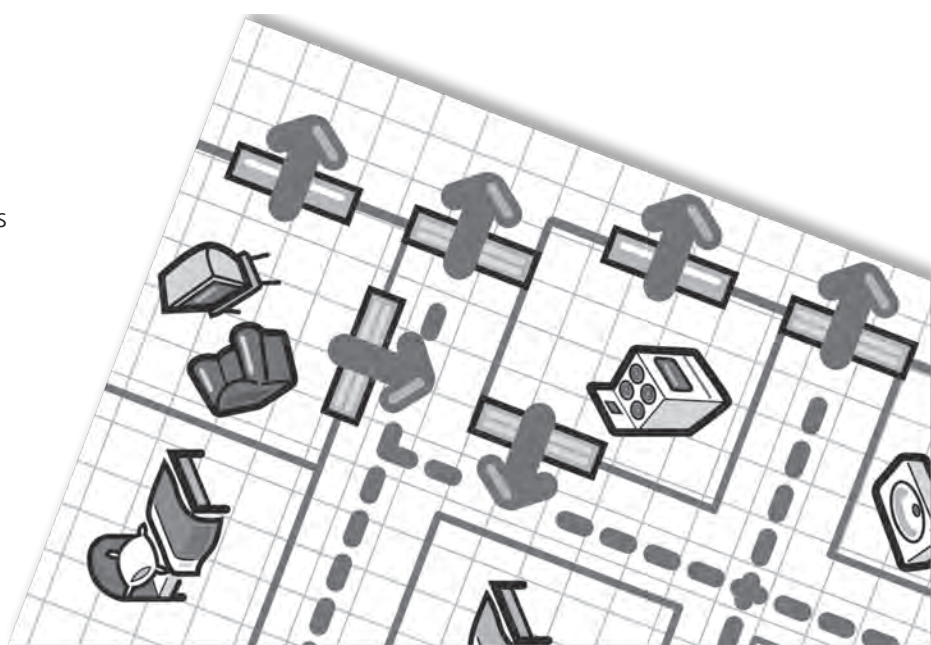
The picture book *Kia Tūpato ki te Ahi* focuses on two children climbing out a safe window rather than going out the door. If the fire is on the other side of a shut door, opening the door will bring the fire and smoke into the room. The shut door provides some time for the children to escape from the room.

If a child goes out a window and straight to the safe meeting place, they are safe. If they go through the house, they may be overcome by smoke or flames.

Parents need to talk with their children about safe ways to get out of their bedrooms. Not all children sleep in bedrooms where they can climb out a window. These children have to learn that, if they go to the door and find it is not safe, they must then go back into the bedroom and shut the door to give themselves a barrier against the smoke and heat. They must then go to the window, open it, wave and shout FIRE, FIRE, FIRE. They must then wait to be rescued.

Whānau living in two-storied buildings or apartments need to plan what to do if a fire prevents the whānau using the stairs.

If children live in blocks of flats or apartments, they will need to learn the fire-safety procedures that are followed in their building.





## He aha tātou i hiahia ai ki te wāhi tūtakitaki haumarū

Me huihui katoa te whānau ki te wāhi kotahi, arā, te wāhi tūtakitaki haumarū. Ki te haere katoa te whānau ki te wāhi tūtakitaki haumarū, ka māmā noa iho te tirotiro ko wai kei te haumarū, ko wai hoki e tika ana kia whakaorangia e ngā kaitinei ahi.

I ētahi ahi, ka whara ngā mema whānau, ka mate rānei nā te mea, kei te rangirua ngā whakaaro ko wai kua puta ora, ko wai kei te haumarū, ā, ka hou te tangata ki te whare e wera ana, ki te rapu i tētahi tangata kua puta ora ki waho.

### *Te Tāpiri mō te Wāhi Tūtakitaki Haumarū*

Kua oti tētahi *Tāpiri mō te Wāhi Tūtakitaki Haumarū* te hora mai e Te Tari Tinei Ahi o Aotearoa hei whakaatu mā te whānau i tō rātou wāhi tūtakitaki haumarū. He tohu tēnei me haere ki hea i ngā aituā whawhati tata, hei whakamaharatanga hoki, ina hipa haere te whānau me ngā manuhiri i taua wāhi.

## Ngā rauemi

### *Mai i te rauemi o Māui-tinei-ahi*

- he whakaahua o *Te tere o te ahi i Te kōnae* whakaata o *Māui-tinei-ahi mā te Kura* hei whakamahi i te akomanga

- he pānui pakitara *Ngōki i Raro Rawa!* *TERE Puta Atu*
- he pukapuka pikitia nui *Ka Ora a Tāmāti me Mokoapeke i te Ahi/Kia Tūpato ki te Ahi*
- he tāruatanga matua o ngā tamariki e ngōki ana, kei te whārangi 84 o tēnei pukapuka
- kotahi pānui waiata *TERE Puta Atu*

## Mā ngā kaiako e hora

- *He paraikete*
- *He matua hei kōwhina, he kaiāwhina, he ākonga taipakeke rānei*

## Ngā whakaaro matua

- Ngōki i raro rawa! TERE puta atu.
- Me TERE puta koutou i taua rūma me te noho rawa i raro i te auahi.
- He wera, he paitini te auahi. Ka mate koe i te paitini rā. Me noho i raro i te auahi.

## He whakapuaki whai tikanga

- He TERE te ahi ki te toro.
- Mehemea he auahi kei te rūma, **kaua e huna!**
- Arahina atu tō teina, tuahine, tungāne rānei mehemea kei roto ia i tō rūma i tō taha.
- Haere tātou ki te wāhi tūtakitaki haumarū – kia TERE.
- **Kaua e** haere ki te kimi i te whānau.

## Why we need a safe meeting place

Whānau need to gather together at one place, the safe meeting place. If all the whānau go to the safe meeting place, it is easy to check who is safe and who may need to be rescued by the firefighters.

In some house fires, family members are injured and die because there is confusion about whether everyone is safe, and a person re-enters a burning building looking for someone who has already escaped the fire.

## The Safe Meeting Place Sticker

The Fire Service has provided a *Safe Meeting Place Sticker* that whānau can display at their safe meeting place. This identifies where to go in an emergency, and acts as a reminder when whānau and visitors go past the place.

## Resources

### From the *Māui-tinei-ahi* resource

- Footage of *The speed of fire* on the *Māui-tinei-ahi Kura* video
- *Get Down, Get Low, Get Out – FAST* frieze
- *Ka Ora a Tāmati me Mokoapeke i te Ahi/Kia Tūpato ki te Ahi* big picture book
- Photocopy master of children crawling on page 84
- *TERE Puta Atu* song poster

### Teachers to provide

- A blanket
- A parent helper, a kaiāwhina teacher or a senior student

## Vocabulary

tāoke = poison	mamaoa = steam
pūkahukahu = lungs	

## Key messages

- *Get down, get low, get out – FAST.*
- *Get down on the ground, get low under the smoke and get out – FAST.*
- *Smoke is hot and poisonous. You can die from smoke. Stay under the smoke.*

## Useful sentences

- Fire spreads FAST.
- If there is smoke in the room, **don't go and hide!**
- Take your brother or sister with you if they are in the room with you.
- Go to the safe meeting place – FAST.
- **Do not** go to look for whānau.



## Ngā tohutohu mō te raupapa ako: Ngōki i raro rawa! TERE puta atu

### Te tere o te ahi

- Mātakina te ataata *Te tere o te ahi* i Te kōnae whakaata o *Māui-tinei-ahi mā te Kura*. Whakatārewatia te kōnae whakaata i te okiokitanga tuatahi. Uia atu ngā ākonga mō te āhua o te ahi e mātakitaki nei rātou:
  - He aha ngā mea kei te kite koe?
  - He aha ngā āhuetanga ka pā ināianei pea?
  - He aha ngā mea kei te rongu koe?
  - Me aha koe ināianei?
- He āhua whakamataku tēnei ataata mō ngā tamariki e rima e ono ngā tau. He āwhina ēnei mōhiohio i a koe ki te whakamārama i ngā mahi ki ō ākonga, ina mātaki rātou ki te roanga atu o ngā ataata.
  - Mai i te tīmatanga o te ahi, he iti iho i te toru mēneti e puta ora atu ai rātou. Kautehia te toru mēneti.
  - Nā te tere o te toronga o te ahi, me te take e tika ana kia TERE puta atu te tangata i te rūma e kā ana.
  - Me puta atu i te rūma mā raro i te auahi, me puta atu i te whare me te haere tika ki te wāhi tūtakitaki haumaruru.
- He wera, he tāoke hoki te auahi. Kāore i pēnei me te mamaoa o tētahi kōhua kai. Ka wera ngā pūkahukahu i tēnei auahi, ka whara te tamariki. Ka pokea tātou e te auahi, ka mate pea.

### Me aha tātou mehemea kei roto rātou i tētahi rūma he auahi kei roto

- Whakaaturia te pānui pakitara *Ngōki i Raro Rawa! TERE Puta Atu*. Hoki atu ki te take e ngōki ana te kōtiro rā i raro rawa i te auahi.



### Te whakaharatau i te ngōki i raro i te auahi

- Whakaritea, kawea hoki he whakaharatau i tētahi putanga ohore e tō akomanga, e ngōki ai ngā tamariki i te taumata pohewa o te auahi.
- Whakamahia he paraikete. He pai ake pēnā he hoa tōu hei āwhina i a koe ki te pupuri i te paraikete. Puritia te paraikete kei te ritenga o ō pona (tō te pakeke pona) kia ngāwari ai te ngōki mai a ngā ākonga i raro.
- Whakamārama ki ngā ākonga kei te pohewa koe he ahi kei roto i te rūma, ā, he auahi tae iho ki te ritenga o te paraikete i te rūma. Me haere takirua, takitoru rānei ngā ākonga, me heke ki raro, me te ngōki ki te kūwaha. Me puta ki waho, me haere hoki ki te wāhi tūtakitaki haumaruru o te kura, me te hāparangi haere, HE AHI, HE AHI, HE AHI.
- Whakatangihia te pūoho auahi ki te pātene whakamātautau. Matapakina ngā āhuetanga i pā ki ngā ākonga.
- Whakamahia te pānui pakitara *Ngōki i Raro Rawa! TERE Puta Atu* hei whakamārama i te take i ngōki atu ai ngā ākonga i raro i te “paraikete auahi”.



## Suggested learning sequence: Get down, get low, get out – FAST

### The speed of fire

- Show the students the footage *The speed of fire on the Māui-tinei-ahi Kura video*. Stop the video at the first pause. Ask the students questions like:
  - What can you see?
  - What might happen next?
  - What can you hear?
  - What should you do?
- This footage can be scary for five and six year olds. This information will help you explain what is happening as the students watch the rest of the footage.
  - From the start of the fire, there is less than three minutes for them to get out safely.
  - The fire spreads quickly, so anyone in the room must get out FAST.
  - They must stay under the smoke, then get out of the house and go straight to the safe meeting place.
- The smoke is hot and poisonous. It is not like steam that comes off a pot of hot kai. Lungs can get burnt by this smoke, and children can be hurt. We can be overcome by the smoke and die.

### What to do if we are in a room that has smoke in it

- Show the students the *Get Down, Get Low, Get Out – FAST* frieze and talk about why the girl in the frieze is crawling under the smoke.

### Practising getting down under the smoke

- Plan and carry out an evacuation from your classroom where the children crawl under an imaginary smoke level.
- Use a blanket held by an assistant to represent the smoke level. Hold the blanket at a level where the students can easily crawl underneath it, at about an adult's knee height.
- Explain to the students that you are imagining there is a fire in this room and there is smoke down to the level of your blanket. The students must, in twos or threes, get down and crawl to the door. They should get outside and go to the school's safe meeting place, all the time shouting FIRE, FIRE, FIRE.
- Sound the smoke alarm and conduct the practice evacuation, then discuss what happened with the students.
- Use the *Get Down, Get Low, Get Out – FAST* frieze to reinforce why the students crawled out under the "smoke blanket".

## Te pānui i *Kia Tūpato ki Te Ahi*

- Pānuitia te pūrākau *Kia Tūpato ki te Ahi* ki ō ākonga, matapakina ngā mahi a ngā ākonga kia:
  - puta ohore tonu ki waho i te rūma
  - noho ki raro rawa i te auahi
  - haere ki te wāhi tūtakitaki haumarū.
- Pātai ki ngā ākonga ko wai o rātou ka āhei te heke atu mā te matapihi i tō rātou rūma moe, kia tae ki te wāhi tūtakitaki haumarū. Whakamārama atu mehemea kei runga kei te paparanga tuarua tō rūma moe, ā, kāore koe e āhei te haere mā te kūwaha nā te mea he wera te kūwaha, he auahi rānei e tomo mai ana, me mātua kati te kūwaha, me haere koe ki te matapihi, me whakatuwhera, me hāmama HE AHI, HE AHI, HE AHI kia pai ai te rapurapu mai a ngā kaitinei ahi me ētahi atu tāngata i a koe, kia pai ai tā rātou whakaora i a koe.
- Matapakina:
  - he aha i tika ai kia noho tonu ko te whānau katoa i te wāhi tūtakitaki haumarū
  - he aha koe i waea ai ki 111 mai i waho i te whare e wera ana.

## Te waea atu ki 111 i ngā ohotata

Ka hiahia pea tō kura kia akona ngā tamariki kia waea atu ki 111 i tētahi ohotata. Kei te pae tukutuku [www.fireandemergency.nz](http://www.fireandemergency.nz) tētahi wāhanga mō *Māui-tinei-ahi*. Kei reira tētahi raupapa ako hei whakaako i te tamaiti e rima e ono ngā tau, kia waea ki te 111.

## Te wānanga i te akoranga

- Mahia he pikitia pakitara o ō ākonga e puta mai ana i te rūma, he ahi kei roto. Tuhia he pikitia o tētahi rūma nui, he rūma whai matapihi, whai kūwaha hoki. Whakamahia te tuhinga whakaahua o ngā ākonga e ngōki ana i te whārangi 84, hoatu ki ia tamaiti tētahi tapahanga āhua hei karakara māna, hei whakapiringa rānei i ētahi tapanga. Whakapiria ia tapahanga āhua ki te pikitia pakitara, ā, whakaingoatia ia tamaiti.

Tirohia ko ngā ākonga katoa ka whakatakotoria e koe ki te pikitia e ngōki ana ki te matapihi, ka tino āhei te heke atu mā ō rātou matapihi, i tō rātou rūma moe i te kāinga.

- Tonoa atu ngā ākonga kia tuhia he pūrākau whai pikitia mō te heke atu i tō rātou rūma moe ina tangi te pūoho auahi, mehemea kei te hāmama rānei tētahi tangata HE AHI, HE AHI, HE AHI, ā, he auahi kei roto i te rūma.
- Pātai ki ia ākonga mō ngā mea kei te haere i te pānui pakitara *Ngōki i Raro Rawā! TERE Puta Atu*.
- Waiatatia te waiata *TERE Puta Atu* i te taha o ō ākonga. Kei te pānui whakaahua waiata mō *TERE Puta Atu* ngā kupu. E rua ngā rangi mō te waiata kei *Te kōnae whakaata o Māui-tinei-ahi mā te Kura*, hei whakamahi mā te akomanga, hei tētahi ko te rangi anake, hei tētahi he pūoro, he reo waiata anō hoki i te taha.

## Te whai wāhi mai o te whānau

- Tonoa ngā ākonga me ō rātou whānau kia whakaotingia te Ngohe 9 i *Te Pukapuka o Māui-tinei-ahi mā te Whānau*. I roto i tēnei ngohe ka whakaharatau ngā tamariki i te ngōki mai i ō rātou rūma moe me ngā rūma noho.
- Whakamahia ō ākonga kia mahi takirua, ā-rōpū pakupaku rānei, i ngā mahi i mahia e rātou i te kāinga.



## Reading *Kia Tūpato ki te Ahi*

- Read *Kia Tūpato ki te Ahi* with your students and discuss what the two children did to:
  - get out of the room quickly
  - stay under the smoke
  - go to the safe meeting place.
- Discuss with your students who can climb out their window and go to their safe meeting place. Explain that, if your bedroom is upstairs and you can't go out the door, because the door is hot or there is smoke coming in, you must shut the door and go to the window and open it. Shout FIRE, FIRE, FIRE so the firefighters or other people can find you and rescue you.
- Discuss:
  - why all the whānau needs to stay at the safe meeting place
  - why you call 111 from outside the burning house.

## Call 111 in an emergency

Your kura may wish to teach children how to call 111 in an emergency. A suggested learning sequence to teach five and six year olds to call 111 is provided on [www.fireandemergency.nz](http://www.fireandemergency.nz)

## Processing the learning

- Make a class mural of your students escaping out of a room with smoke in it. Draw a large room with a window and a door. Use the photocopy master of crawling children provided on page 84 and give each child a cut-out to either colour in or paste fabric on. Place each cut-out on the mural and name each student. Check that all the students you place on the mural crawling to the window can climb out of their bedroom windows.

- Ask the students to write an illustrated story about getting out of their bedroom when the smoke alarm is sounding or someone is shouting FIRE, FIRE, FIRE and smoke is in the room.
- Ask individual students to explain what is happening in the *Get Down, Get Low, Get Out – FAST* frieze.
- Sing the *TERE Puta Atu* song with your students. The words are on the *TERE Puta Atu* song poster. *The Māui-tinei-ahi Kura* video has two versions of the song, one a soundtrack only and the other with music and vocals.

## Involving the whānau

- Ask your students and their whānau to complete Activity 9 in the *Māui-tinei-ahi Whānau Book*. This activity has children practising crawling out of their bedrooms and living rooms.
- Have the students work in pairs or small groups and discuss what they did at home.





# Te Wāhanga 5: Ina tae mai ngā kaitinei ahi ki te whakaweto i te ahi

## He mōhiotanga hei āwhina i te kaiako

I tēnei ngohe ka mahi ngā ākonga ki te:

- whakaturuki i ō rātou mōhiotanga mō te haere ki te wāhi tūtakitaki haumaruru
- tūhura i ngā mahi a ngā kaitinei ahi ina tinei i te ahi i tētahi whare
- tūhura i ngā mahi a te hunga o te hapori kia haumaruru i te ahi (kei a koe te tikanga mō te whakaako i tēnei, kāore rānei).

Ka taea e ngā kaiako ngā pūkenga o ā rātou ākonga te whakapakari mā te patapatai me te kimi whakautu i ngā puna maha.

Mehemea he kāhui tūao tinei ahi tō tō kura, he whāinga wāhi tēnei mā rātou kia ako he pēhea rawa ngā mahi a te kāhui tūao tinei ahi.

Ka taea pea te tūhura ngā mahi a te hunga i tō hapori kia kore ai e tīmata te ahi, he pēhea hoki e whawhai i te ahi i mua i te taonga mai o te taraka tinei ahi.

He whāinga wāhi hoki tēnei ki te kimi i ngā kōrero mō tō marae i tōu takiwā, kia haumaruru i te ahi.

I tēnei ngohe ka horaina atu he huarahi i āta raupapatia hei matapaki i ngā mahi o te wāhi tūtakitaki haumaruru, me ngā mahi a ngā kaitinei ahi ki te whakaweto i tētahi ahi whare.

Ki te hiahia koe ki te whai i tētahi huarahi e patapatai ai ngā ākonga, me te kimi whakautu, he pai tonu ngā rauemi e whai ake nei.

- *Te tinei ahi i Te kōnae whakaata o Māui-tinei-ahi mā te Kura.*
- Te raupapa whakaahua i tukua atu i roto i tēnei rauemi.
- [www.fireandemergency.nz](http://www.fireandemergency.nz)

## Ngā whāinga akoranga

Kia oti tēnei ngohe ka taea e ngā ākonga te:

- whakamārama he aha tātou i haere ai ki te wāhi tūtakitaki haumaruru
- whakamārama i te wāhi tūtakitaki haumaruru o te whānau
- whakamārama he aha ngā mahi a ngā kaitinei ahi ki te whakaora i te tangata, ki te tinei hoki i te ahi
- te whakaatu pūrākau, te tuhi pūrākau rānei mō ngā mahi a ngā kaitinei ahi ina haere mai rātou ki te whakaweto i te ahi.

Ka taea pea e ngā ākonga:

- te whakamārama i ngā kaitinei (ahakoa e utua ana, ahakoa tūao)
- te whakamārama i te mahi a ngā tāngata i tō mātou rohe kia kore ai e tīmata te ahi.

## Te kore e hoki ki te whare e wera ana

E mea ana Ratonga Ahi mo ngā ohotata o Aotearoa kia KAUA RAWA te whānau e hoki ki roto i tētahi whare e kā ana ki te whakarauora i tētahi mea; ina koa, he mōkai, he whakaahua, he taonga nui ki te whānau rānei. Kia tae mai ngā kaitinei ahi ka āhei rātou te tomo ki roto i te whare e wera ana me te mau taputapu whakahā, ki te whakarauora i te tangata.



# Section 5: When the firefighters come to put out a fire

## Information for teachers

In this section, students:

- reinforce their understanding about going to the safe meeting place
- explore what firefighters do at a house fire
- explore what people in their community do to be fire safe (optional).

Teachers can use this section to develop their students' skills of asking questions and seeking answers from a variety of sources.

If your kura is in a rural area served by a volunteer fire brigade, this is an opportunity for the students to investigate how the volunteer fire brigade operates.

You could also investigate what special safety measures people in your community take to make sure they do not start fires, and how they deal with fires before the fire truck arrives.

This is an opportunity to find out what your local marae does to be fire safe.

This activity provides a structured approach to discussing what happens at the safe meeting place and what the firefighters do to put out a house fire.

If you use an approach where students pose questions and seek answers, the following resources will be useful.

- *Fighting fires* footage on the *Māui-tinei-ahi Kura* video.
- Photographs provided with this resource.
- [www.fireandemergency.nz](http://www.fireandemergency.nz)

## Learning intentions

After completing this section, students will be able to:

- explain why we need a safe meeting place
- describe the safe meeting place of their whānau
- describe what firefighters do to rescue people and put fires out
- tell, act or write stories about what happens when firefighters come to put out a fire.

Students may also be able to:

- describe what the firefighters do (volunteer or paid firefighters)
- describe what people in the community do to make sure unsafe fires don't start.

## Not going back into a burning building

Fire and Emergency New Zealand stresses that whānau should NEVER go back into a burning building to rescue someone or something; for example, a pet, photographs or another treasured possession. When the firefighters come, they can enter the burning building wearing breathing gear and protective clothing and rescue people.

## He aha ngā mahi ka haere ina tae mai te taraka whakaweto ahi?

Kia tae mai te taraka tinei ahi ki te whakaweto i te ahi, mā ngā kaitinei ahi e:

- tiro tiro i te whare kia mōhiotia ai kei te haumarua te katoa, kua puta katoa mai te whānau ki waho, me te haere ki roto i te whare ki te whakarauora i ngā tāngata kei roto tonu
- whakamahi i te wai ki te tinei i te ahi.

Ka noho tonu ngā kaitinei ahi ki te whakarauora i te hunga kua raru i roto i te whare, mā rātou hoki ngā mōkai e whakarauora i a rātou e whakaweto ana i te ahi.

Ka taea e ngā kaitinei ahi te tomo ki tētahi whare e wera ana nā te mea kei te whakamahi taputapu whakahā, kei te mau kākahu pare ahi hoki, ahakoa rā, kei te mōrearea tonu tā rātou mahi.

I ētahi wā, mehemea kei te kaha rawa te ahi (ina koa, kua mura katoa te whare, kua pakō hoki ngā matapihi) ka whakatau pea ngā kaitinei ahi he mōrearea rawa te haere ki roto ki te whakarauora i te tangata. Kia kua tēnei kōrero e whākina ki te tamaiti e rima e ono pea ngā tau, engari ki te pātai te tamaiti me āta whakautu, ko te mea nui kia kua e teka.

He wai te utanga o te taraka tinei ahi hei tinei i te ahi. Ka taea ngā ngongo te tūhono ki te wai o te tāone, ka taea hoki e ngā kaitinei ahi te tangotango ngā wai o ngā matatara, o ngā roto, o ngā puna kaukau, te aha, te aha.

## Ngā rauemi

### Mai i te rauemi o Māui-tinei-ahi

- Ngā pukapuka pikitia *Ka Ora a Tāmāti me Mokoapeke i te Ahi/Kia Tūpato ki te Ahi*
- *Te Pikitia Autō mō Tāmāti*
- *Te Kohinga Karetāo Matua nō Māui-tinei-ahi*
- *Te tinei ahi i te kōnae whakaata o Māui-tinei-ahi mā te Kura*
- Whakaahua 7: *Ngā kaitinei ahi e tinei ana i te ahi*

## Ngā whakaaro matua

- Tatari ki te wāhi tūtakitaki haumarua. **Kaua e** hoki ki roto i te whare.
- Ki te toro te ahi i tō whare, ka haere mai te taraka tinei ahi.

## He whakapuaki whai tikanga

- Mā ngā kaitinei ahi e:
  - tiro tiro i te whare kia mōhiotia ai kei te haumarua te katoa, kua puta katoa mai te whānau ki waho
  - haere ki roto i te whare ki te whakarauora i ngā tāngata kei roto tonu
  - whakamahi te wai ki te tinei i te ahi.
- Kaua e neke atu i te wāhi tūtakitaki haumarua.
- I te wāhi tūtakitaki haumarua:
  - ka tūtakitaki katoa te whānau
  - ka haere a Māmā, a Pāpā, tētahi atu pakeke rānei ki te tiro tiro mehemea kei te haumarua te katoa
  - mā tētahi tangata e waea 111 ki te tono kaitinei ahi kia haere mai
  - ka haere mai he tāngata ki te tiaki i a koe.
- He tino kākahu motuhake, he tino taputapu motuhake ō rātou kia haumarua ai rātou i te auahi me te pōkākā o te ahi.
- Ka noho tonu ngā kaitinei ahi ki te whakarauora i te hunga kua raru i roto i te whare, mā rātou hoki ngā mōkai e whakarauora i a rātou e whakaweto ana i te ahi.



## What happens when the fire truck arrives?

When the fire truck arrives to put out the fire, the firefighters:

- immediately check that everyone is safe and out of the house. They go into the house and rescue anyone who is still inside
- use water to put the fire out.

The firefighters will always try to rescue people trapped in the house and they may rescue trapped pets when they are putting the fire out.

The firefighters can enter a burning building because they are using breathing gear and they are wearing protective clothing; however, it is dangerous for them.

In situations when the fire is too intense (for example, when the whole house is in flames and the windows are bursting), the firefighters may have to decide it is too dangerous for them to attempt to rescue someone. This is not information to give a five or six year old; however, if a child asks this question, they should be given a careful but truthful answer.

The fire truck carries water to put the fire out. Hoses can be connected to the main water supply or the firefighters can use water from dams, lakes and swimming pools.

## Resources

### From the *Māui-tinei-ahi* resource

- *Ka Ora a Tāmāti me Mokoapeke i te Ahi/Kia Tūpato ki te Ahi* big picture book
- *Tāmāti Magnetic Picture Set*
- *Māui-tinei-ahi Puppet Master Set*
- *Fighting fires* footage on the *Māui-tinei-ahi Kura* video
- Photograph 7: *Firefighters putting out the fire*

## Vocabulary

tūtaki, tūtakitaki = meet	wāhi tūtakitaki haumaruru = safe meeting place
whakapiripiri = sticker	kaitinei ahi = firefighter

## Key messages

- Wait at the safe meeting place. **Do not** go back into the house.
- If your house is on fire, the fire truck will come to your house.

## Useful sentences

- The firefighters will:
  - check that everyone is safe and out of the house
  - go into the house to rescue anyone who is still inside
  - use water to put the fire out.
- Do not move from the safe meeting place.
- At the safe meeting place:
  - all the whānau will meet
  - Mum, Dad or another adult will check that everybody is out of the house and safe
  - someone will call 111 to get the firefighters
  - people will look after you.
- Firefighters have special clothing and equipment to keep them safe from the smoke and heat of the fire.
- The firefighters will try to rescue people trapped in the house, and they may rescue trapped pets when they are putting the fire out.



## Ngā tohutohu mō te raupapa ako: Ina tae mai ngā kaitinei ahi ki te whakaweto i te ahi

### Kei te wāhi tūtakitaki haumaruru

- Whakamahia ngā pukapuka pikitia *Ka Ora a Tāmāti me Mokoapeke i te Ahi* me *Kia Tūpato ki Te Ahi* hei matapaki i ngā mahi i te wāhi tūtakitaki haumaruru. Pātai atu ki ngā ākonga.
  - Ka aha koutou, i muri i tō puta atu i te whare e kā ana? (Haere ki te wāhi tūtakitaki haumaruru.)
  - He aha koe i KORE ai e hoki ki te whare? (Kei wera koe, kei whakahāngia rānei te auahi ka mate.)
  - He aha te take me haere te whānau katoa ki te wāhi tūtakitaki haumaruru? (Kia pai ai te tiro tiro a tētahi pakeke kua puta ora katoa mai.)
  - He aha tātou i haere ai ki tēnei wāhi tūtakitaki haumaruru (Kia noho tōpū katoa ai te whānau.)
  - Me pēhea ngā kaitinei ahi e mōhio ai me haere mai ki te tinei i te ahi? (Ka waea atu tētahi ki 111.)
  - Mā wai tātou e tūtaki ki reira? (Te hunga āwhina i a tātou, me ngā kaitinei ahi.)
- Pātai atu ki ngā ākonga, he aha, ki a rātou, te mahi mā ngā kaitinei ahi. Whakamārama atu ka haere ngā kaipatu ahi ki te wāhi haumaruru kia kite mehemea e noho ora ana te katoa o te whānau. I muri tata tonu iho ka tahuri rātou ki te tinei i te ahi. Mehemea kua ngaro tētahi o te whānau, mā ngā kaitinei ahi rātou e tiki atu, e whakaora.
- Pātai ki ngā mokopuna mehemea kua oti tā rātou *Tāpiri mō te Wāhi Tūtakitaki Haumaruru* te whakaatu i te kāinga.



### Te tinei i te ahi

- Whakaaturia ngā ataata o *Te tinei ahi* i te kōnae whakaata o *Māui-tinei-ahi mā te Kura*, me whakamahi hoki te Whakaahua 7: *Ngā kaitinei ahi e tinei ana i te ahi* hei matapaki i ngā āhuatanga o te taraka tinei ahi, me ngā mahi a ngā kaitinei ahi.
- Kia pēnei pea he pātai māu ki a rātou:
  - He aha ngā kaitinei ahi e mau taputapu whakahā nei?
  - He aha ngā kaitinei ahi e mau kākahu motuhake nei?
  - Me i tomo te kaitinei ahi ki tētahi whare e kā ana me te kore taputapu whakahā, kākahu motuhake rānei, ka ahatia ia?
  - I ahu mai te wai mō ngā ngongo i hea? (Mai i te puoto i te taraka tinei ahi, engari tērā pea ka tūhono ngā ngongo ki ētahi atu puna wai.)
- Whakamahia te Whakaahua 7: *Ngā kaitinei ahi e tinei ana i te ahi* hei matapaki i te auahi i ngā whakaahua me te wera o te ahi. Whakaaro tahi ki te pikitia tuawhā iti me te pātai ki ō ākonga mehemea ka taea e rātou te tomo ki te whare, kāore rānei.



## Suggested learning sequence: When the firefighters come to put out the fire

### At the safe meeting place

- Use the big picture stories *Ka Ora a Tāmati me Mokoapeke i te Ahi* and *Kia Tūpato ki te Ahi* to discuss what happens at the safe meeting place. Ask the students questions such as the following.
  - What do you do after you get out of a burning house? (Go to the safe meeting place.)
  - Why do you NOT go back into the house? (Because you could get burnt or breathe in smoke and die.)
  - Why should all the whānau go to the safe meeting place? (So an adult can check everyone has got out of the house safely.)
  - Why do we go to this safe meeting place? (So all the whānau can be together.)
  - How do the firefighters know to come to put the fire out? (Someone calls 111.)
  - Who will meet us there? (People to help us and the firefighters.)
- Ask the students what they think the firefighters will do. Explain that the firefighters will come to the safe place to see everyone in the whānau is okay. After that, they will put out the fire. If anyone from the whānau is missing, the firefighters will find that person and save them from the fire.
- Check if all the students' whānau have displayed their *Safe Meeting Place Sticker*.

### Putting out the fire

- Show the footage *Fighting fires* on the *Māui-tinei-ahi Kura* video and use Photograph 7: *Firefighters putting out the fire* to discuss with your students the features of the fire truck and what firefighters do to put out fires.
- Ask questions such as the following.
  - Why do the firefighters wear breathing gear?
  - Why do the firefighters wear special clothing?
  - What would happen if a firefighter went into the burning building without their breathing gear and their special clothing?
  - Where does the water for the hoses come from? (From the tank in the fire truck, but hoses may also get connected to other available sources of water.)
- With Photograph 7: *Firefighters putting out the fire*, talk about the smoke in the pictures and the heat of the fire. Focus on the fourth small picture and ask your students if they or their whānau could go into the house and why or why not.



## Te wānanga i te akoranga

- Whakamahia ngā ākonga kia tuhi whakaahua o tō rātou wāhi tūtakitaki haumarū, o tō rātou whānau, hoa noho tata, kaitinei ahi rānei, me ētahi atu kaitinei ahi e whakaweto ana i te ahi.
- Hoatu ētahi taputapu pohewa ki ō ākonga kia āhei ai rātou te whakaari te putanga ki waho i te whare ki tonu i te auahi, te haere ki te wāhi tūtakitaki haumarū me te mahi tinei ahi a ngā kaitinei ahi.
- Hangaia he whānau karetao ki *Te Kohinga Karetao Matua nō Māui-tinei-ahi*. Mā ngā ākonga e whakamahi ngā karetao hei kōrero i tētahi pūrākau mō tētahi whānau e puta ohorere ana i te whare, te taenga mai o te taraka tinei ahi me ngā kaitinei ahi e whakaweto nei i te ahi.
- Tonoa ngā ākonga kia tuhi pūrākau e pohewa ai hei kaitinei ahi rātou, ka haere ki te tinei i te ahi i tētahi whare.

## Te whai wāhi mai o te whānau

- Tonoa ngā ākonga me ō rātou whānau kia whakaotingia te ngohe 8 i *Te Pukapuka o Māui-tinei-ahi mā te Whānau*. Ko te inoi ki ngā pakeke kia mātaki ki te pūrākau kōnae whakaata *He ahi i te Tiriti o Heretaunga*. He pūrākau tēnei mō tētahi ahi whakamate tangata. Te tikanga ia, kia kaua e mātaki te tamaiti e rima, e ono noa iho ngā tau. Ahakoa rā, ki te huri te whānau ki te mātaki i tēnei wāhanga i te taha o tā rātou tamaiti e rima, e ono rānei ngā tau, KĀORE e taumaha kē atu ngā pikitia, kāore hoki e kino kē atu te āhua whakamataku o ngā pikitia, tēnā i ngā pikitia ka kitea pūpututia i ngā pitopito kōrero o te pō, i te pouaka whakaata.



## Processing the learning

- Have the students draw a picture of their safe meeting place and their whānau, neighbours and a firefighter. Have them draw some other firefighters putting out a fire.
- Provide some props so that your students can role-play getting out of a room that has smoke in it, going to the safe meeting place, and the firefighters arriving and putting out the fire.
- Make up a set of puppets from the *Māui-tinei-ahi Puppet Master Set*. Have the students use the puppets to tell a story about a house fire and whānau escaping quickly from the house, the fire truck arriving and the firefighters putting out the fire.
- Ask the students to write an illustrated story where they pretend they are a firefighter and go to fight a fire in a house.

## Involving the whānau

- Ask your students and their whānau to complete activity 8 in the *Māui-tinei-ahi Whānau Book*. Adults are asked to watch a video story *Fire at Heretaunga Street*. This is the story of a fatal fire. Ideally, it is not suitable viewing for a five or six year old. However, if a family chose to watch it with their five or six year old, it does NOT include any graphic or disturbing footage, and is no more graphic or intense than material presented on television news.



# Te Wāhanga 6: Te taenga mai o ngā kaitinei ahi ki te kura

## He mōhiotanga hei āwhina i te kaiako

I te mutunga o tō kōwae o *Māui-tinei-ahi* ka taea e koe te whakarite kia haere atu ngā kaitinei ahi o tō rohe ki te toro i tō akomanga. Ka taea pea te kimi kaitinei ahi mōhio ki te kōrero i te reo. Engari he ruarua noa iho ngā kaitinei ahi i Aotearoa i tēnei wā e tino mōhio ana ki te kōrero i te reo, ko tā rātou mahi he tinei ahi i te tuatahi, tuarua ko ngā mahi whakaatu i a *Māui-tinei-ahi*.

Ko tā rātou take e tae atu ai ki tō kura, he whakapūmau i ngā whakaaro matua o te kaupapa o *Māui-tinei-ahi*.

He rite tonu ngā whakaaturanga ahakoa i te reo Pākehā, i te reo Māori rānei. Ka taea e koe te tiro tiro ki ētahi tipakonga mai i tētahi whakaaturanga akomanga, nā tētahi kaitinei ahi ki te reo Pākehā, ki te wāhanga mā ngā kaiako i [www.fireandemergency.nz](http://www.fireandemergency.nz)

He whāinga wāhi tēnei pekanga mai mā ō ākonga ki te pātaiai mō te wāhi ki te kaitinei ahi. Ko ētahi o ngā tauanga, me ngā kōrero o muri mō te tūranga o te kaitinei ahi, ka kitea i te pae tukutuku [www.fireandemergency.nz](http://www.fireandemergency.nz)

Ka āhei pea ngā kaitinei kia toro haere ō ākonga ki te teihana tinei-ahi ā-rohe, kia noho rānei ngā kaitinei ahi ki te whakaatu i te taraka tinei ahi, me ngā kaitinei ahi e mau ana i ō rātou kākahu pare ahi, ki ngā ākonga. Ka whai wāhi koe i ēnei pekanga mai kia whakaahua koe i ō ākonga me te whakamahi i aua whakaahua hei rauemi ataata whakakōrero i nga ākonga mō ngā ngohe tuhituhi.



## Section 6: The firefighter classroom visit

### Information for teachers

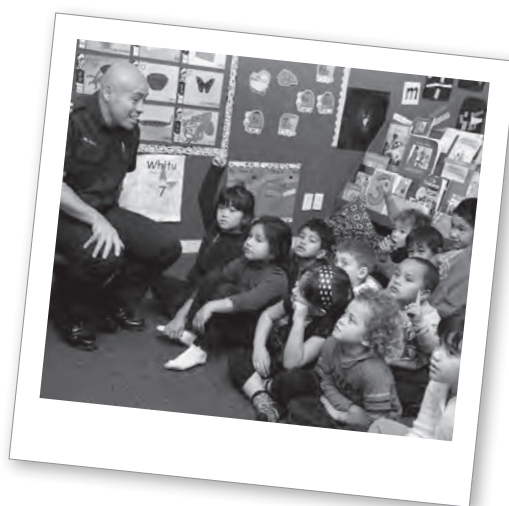
At the end of your unit, you can arrange for firefighters to come to visit your class. You may be able to have a visit from a firefighter who speaks te reo, but you may have to consider allowing an English-speaking firefighter to work with your class. There are only a limited number of firefighters in the country who can speak te reo and their work is to fight fires and deliver *Māui-tinei-ahi* presentations.

The purpose of the firefighter visit is to review the key points of the *Māui-tinei-ahi* programme.

The firefighters follow the same presentation in both English and te reo. You can view extracts from a typical firefighter classroom presentation in English on the teachers' section of [www.fireandemergency.nz](http://www.fireandemergency.nz)

The visit is an opportunity for your students to ask questions about the role of a firefighter. Some current statistics and background information about the role of firefighters is provided on the website [www.fireandemergency.nz](http://www.fireandemergency.nz)

The firefighters may be able to arrange for your students to visit the local fire station, or they could demonstrate the fire truck and firefighters in full gear to your students. These visits provide opportunities for you to photograph your students and use this material as visual starters for writing activities.



# Te Wāhanga 7: He whakanui i te mahi a te ākonga i roto i *Māui-tinei-ahi*

## He mōhiotanga hei āwhina i te kaiako

Hei whakanui tēnei wāhanga i ngā akoranga a ō ākonga, me tō rātou noho hei “manu mōhio nā Māui”. He whāinga wāhi tēnei kia noho mai te whānau ki te tiroiro i ngā mahi a ngā ākonga, kia whai wāhi mai hoki ngā kaitinei ahi mai i te teihana tinei ahi ā-rohe kia kōrero mō te haumaruru ahi.

## Te whakanui i te mahi a te ākonga ki te ako i ngā tikanga haumaruru ahi

- Whakamutua tō kōwae o *Māui-tinei-ahi* mā te whakanui i ngā akoranga a ngā ākonga.
- Ko tētahi wāhi pea o tēnei whakanui:
  - he whakawhiwhi tiwhikete
  - he rā mā te whānau, e tū ai ngā ākonga ki te whakaatu i ā rātou mahi mā te waiata, mā te whakakitekite, mā te whakaari me ngā whakaaturanga pakitara, me te noho mai o ngā kaitinei ahi ki te kōrero ki ngā mātua
  - he whakaaturanga ki tētahi akomanga kē atu, ki tētahi hui o te kura rānei, i ngā akoranga hou a ngā ākonga i roto i te kaupapa nei
  - he tāpaetanga nā ngā ākonga i ngā whakaaro matua mā te whakaatu ā-tinana, mā te waiata rānei, mā te whakaari rānei, ki tētahi rōpū motuhake mai i te iwi; ina koa, ki te kōhanga reo, ki ngā kaumātua o te marae rānei
  - he haere ki te teihana tinei ahi o te rohe
  - he mahi pūrongo pūmau o ngā mahi i whakaotingia ki tētahi kāmera whakaahua, ki ētahi whakaahua mamati rānei, me ētahi kupu whakamārama

- he taka i tētahi pūrongo rangahau o ngā mahi i oti i tō akomanga i roto i te kōwae o Māui-tinei-ahi. Tirohia [www.fireandemergency.nz](http://www.fireandemergency.nz) mō ētahi whakaaro, tohutohu me pēhea tēnei mahi, whakaritea hoki kia puta tō mahi rangahau ki te pae tukutuku.
- te taka kai mō tētahi rā whakanui i ngā kaupapa haumarutanga ahi mā te whānau, me te whakaahua whanonga haumarutanga ahi i te takanga, i te whakarātonga, me te kainga i te kai.



## Section 7: *Māui-tinei-ahi* – A celebration of learning

### Information for teachers

This section is intended as a celebration of the students' fire-safety learning. It is an opportunity for whānau to see what the students have done and could be an opportunity for firefighters from your local fire station to talk to whānau about fire safety.

### Celebrating learning about fire safety

- Conclude your *Māui-tinei-ahi* unit by celebrating what your students have learnt.
- This celebration could include:
  - a presentation of certificates
  - a whānau evening, with students presenting what they have learnt through song, drama and wall displays and local firefighters talking with parents
  - a presentation of what the students have learnt for another class, or at a school assembly
  - students delivering the key messages through demonstration, song and role-play to a specific audience in their community; for example, a local kōhanga or kaumātua group
  - a visit to the local fire station
  - students making a permanent record of what they have done using camera footage or digital photographs and a commentary

- preparing a case study of what your class did during their *Māui-tinei-ahi* unit. See [www.fireandemergency.nz](http://www.fireandemergency.nz) for suggestions on how to do this, and have your case study displayed on the website.
- preparing food for a whānau fire-safe celebration and demonstrating safe behaviours in the preparation, serving and eating of the food.





# Te Tāpiritanga 1: He reta kōkau ki te whānau

Anei tētahi reta kōkau hei kawē mā ngā ākonga ki ō rātou whānau.

E ngā mātua, e ngā kaitiaki, tēnā koutou,

Ākuanei ka mahi tō tātou akomanga i tētahi kaupapa e kīia nei ko *Māui-tinei-ahi*. Ka ako ngā ākonga i ētahi whanonga ārai i te ahi. Ka whakaharatau hoki i ngā āhuatanga tika mō te ahi ka tūpono te toro i tētahi whare kei reira rātou e noho ana, arā, kia TERE te puta atu ki waho.

Ka tae Te Ratonga Ahi mo ngā ohotata o Aotearoa ki ngā ahi kāinga 5,000 i ia tau. Kotahi ahi i roto i te whā ka tīmata i ngā kīhini, i te mahi tunu kai ka waiho noa e te tangata. Kia tīmata tēnei mea te ahi e toru meneti ka wātea ki te tangata kia puta atu, i mua i te whakahātanga i te auahi paihana, ko te mate rawa atu te tukunga iho.

E toru ngā mahi ka taea te mahi e te tangata kia puta tere, kia puta ora ki waho, ki te kā he ahi i tētahi whare.

1. Me whakauru he pūoho auahi ki ngā wāhi noho me ngā wāhi ā-whānau, ngā hōro me ngā rūma moe katoa, kia mōhio ai koe he ahi kei reira. Mehemea kei te moe koe e kore koe e rongō i te auahi.
2. Whakaritea he mahere puta ohore, e mōhio ai ngā tāngata katoa o te whānau ki ētahi huarahi kia rua, hei putanga i ngā rūma katoa, me ngā ara hei whai ki te wāhi tūtakitaki haumarū.
3. Whakaharataungia te puta ohore ki waho i te rūma ina tangi te pūoho auahi, ina karanga te tangata HE AHI, HE AHI, HE AHI.

I a rātou e mahi ana i tēnei kaupapa o *Māui-tinei-ahi* ka mauria atu tētahi *Pukapuka o Māui-tinei-ahi mā te Whānau*. Ko tā mātou ki a koutou, kia kaha te pānui i te pūrākau ki tō whānau, otirā ki te mātaki i te kōpae me te āta tiroiro i ngā tikanga whakahaumarū i te kōpae kōnae whakaata i tō kāinga. Kei te puka mahi ētahi mahi māmā noa hei whai i te kāinga, ā, ko te inoi kia whakaotingia ēnei e koutou i a mātou e whakaoti nei i a *Māui-tinei-ahi*.

Ahako huri ki hea tērā ētahi whānau kua kite ā-kanohi, kua rongō ā-tinana i te ahi i te kāinga. Tēnā koa whakapā mai mehemea he āwangawanga anō tōu mō tō tamaiti.

Nāku noa,

**Waitohu**

## Kei a koe te tikanga mō te tāpiri i tēnei kōwae

Kei te ako mātou i tō tamaiti kia waea atu ki te 111 me te tono i ngā ratonga whawhati tata i roto i tēnei kōwae. Ki te kore koe e hiahia kia tukua mai e tō tamaiti ngā āhuatanga o tō kāinga noho, tēnā whakapā mai, tuhia mai he karere rānei i te pukapuka a tō tamaiti.

# Appendix 1: A draft letter to whānau

A draft letter is provided here for students to take home to their whānau.

Dear whānau,

Our class will be working on a *Māui-tinei-ahi* unit. The students practise what to do to get out FAST if there is a fire in a room they are in. They also learn behaviours that will keep them from starting fires.

Each year, Fire and Emergency New Zealand attends about 5,000 house fires. Around a quarter of house fires start in the kitchen from unattended cooking. Once a fire starts in a room, people have less than three minutes to get out of the room before they breathe in poisonous smoke and die.

There are three actions whānau can take to get out quickly and safely if a fire occurs in the house.

1. Install working smoke alarms in living areas, halls and bedrooms to alert you to the fire. If you are asleep, you cannot smell smoke.
2. Have an escape plan that means that every person in the whānau knows two ways to get out of every room and knows where to go to a safe meeting place.
3. Practise getting out of every room when the smoke alarm goes off or if someone shouts FIRE, FIRE, FIRE.

During this *Māui-tinei-ahi* unit, your tamaraki will bring home a *Māui-tinei-ahi Whānau Book*. We encourage you to read the story with your tamaiti, watch the video and focus on fire safety in your home. The book has simple tasks that we will ask you to complete as we work through the *Māui-tinei-ahi* unit.

In any community, there will be whānau who have had an experience of fire. Please contact me if you have any concerns about your tamaiti.

Yours sincerely,

**Signature**

## Optional paragraph

We will be teaching our students to call 111 and ask for emergency services during this unit. If you do not want your tamaiti to give details of your address, please write me a note or contact me by phone.

## Te Tāpiritanga 2: Ngā tauira whakaahua

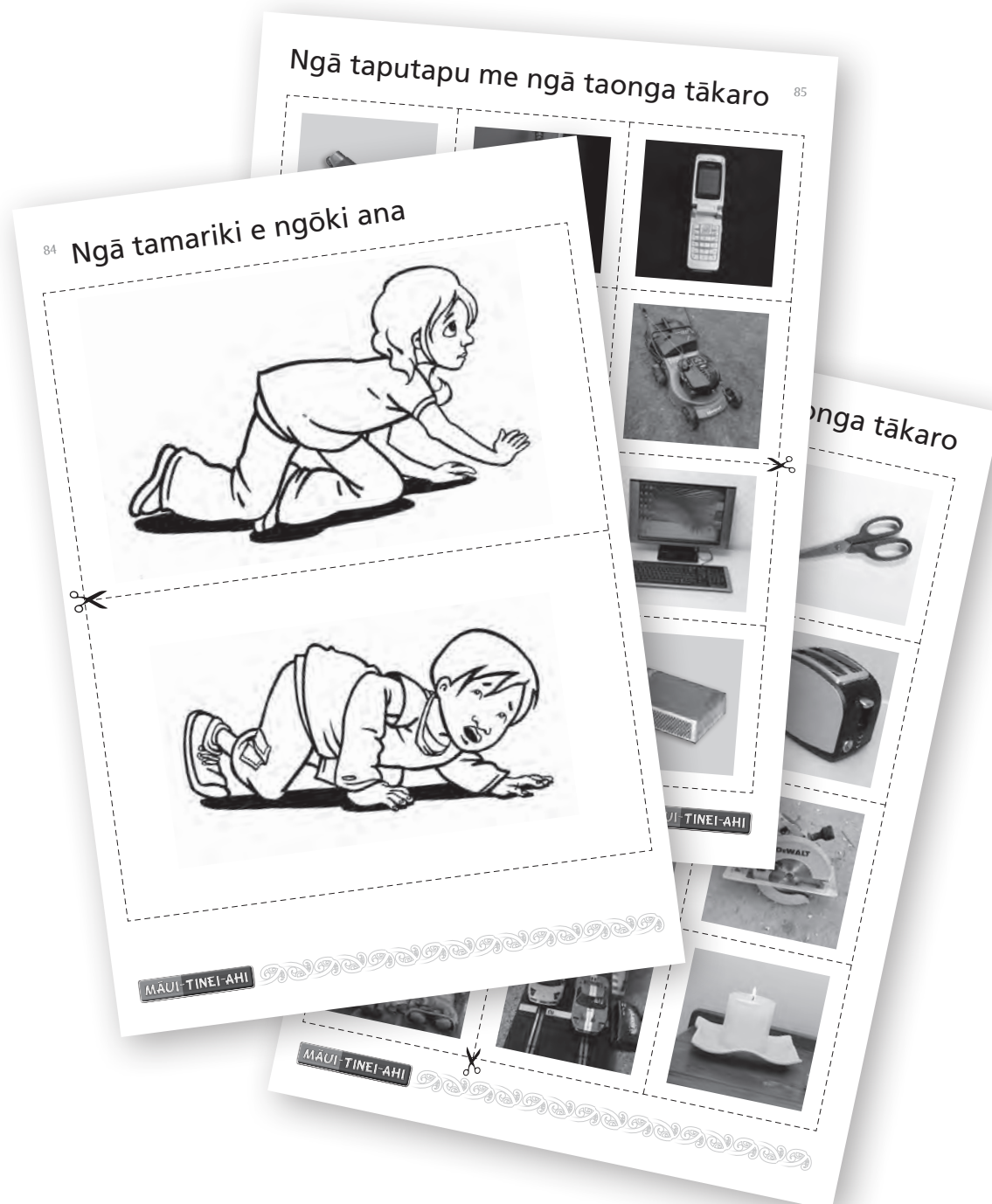
Whakamahia ai te tāruatanga matua o *Ngā taputapu me ngā taonga tākaro* i Te Wāhanga 2: Te mati, te pūahi me te kārara (whārangi 34) mō tētahi ngohe kōmiri. Whakamahia ai te tāruatanga matua o *Ngā tamariki e ngōki ana* i Te Wāhanga 4: He ahi kei roto i taku rūma (whārangi 58) mō tētahi ngohe hanga pikitia pakitara mō te akomanga.





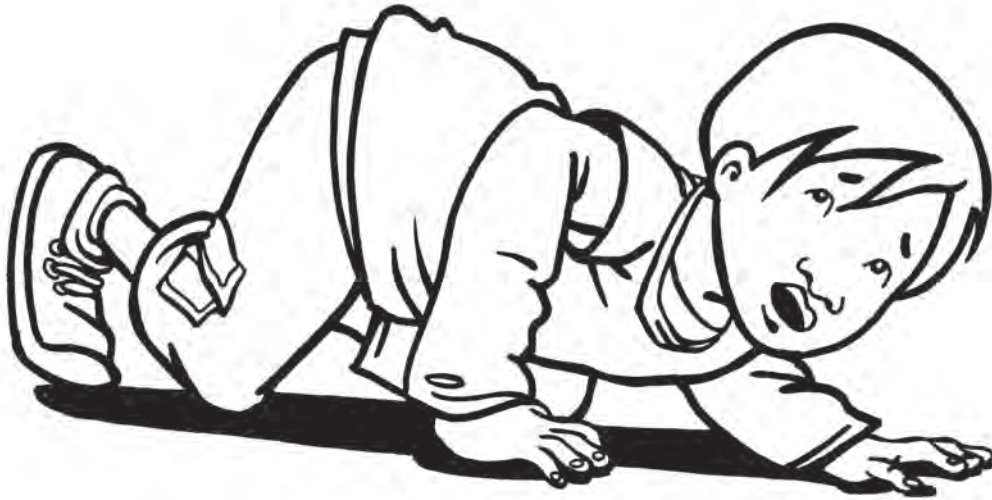
## Appendix 2: Photocopy masters

The *Tools and toys* photocopy master is used in Section 2: Matches, lighters and candles (page 35) in an activity involving sorting tools and toys. The *Children crawling* photocopy master is used in Section 4: A Fire in my room (page 59) in an activity involving making a class mural.





# Ngā tamariki e ngōki ana

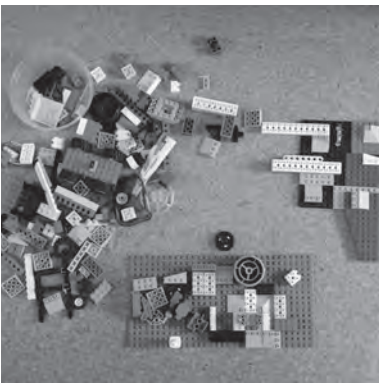
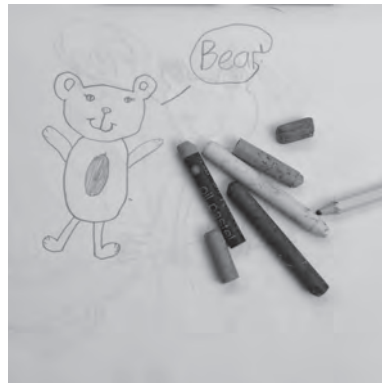


# Ngā taputapu me ngā taonga tākaro





# Ngā taputapu me ngā taonga tākaro









**MĀUI-TINEI-AHI**

Te Kāwanatanga o Aotearoa