

Year 1 and 2

**GET FIREWISE**

# Teachers' Guide



## Acknowledgements

Fire and Emergency 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 and teachers at Rangikura School, Taita Central School and our Lady of the Rosary School.

### Thanks to:

- Zeta Resources Ltd and Lift Education, South Pacific Press, who developed the resource
- Anne Brunt, who wrote Tamati and Sam Get Firewise
- Jenny Cooper, who illustrated Tamati and Sam Get Firewise
- Lift Education who have updated the resource.

# Contents

- 4** Resource contents
- 5** Get Firewise programme overview
- 13** Get Firewise and the New Zealand Curriculum (2007)
- 14** Involving families or whānau in Get Firewise
- 15** Partnership with Fire and Emergency New Zealand – the firefighter visit
- 16** Fire basics
- 17** Section 1: What is fire?
- 19** Section 2: Matches, lighters and candles
- 22** Being safe around candles
- 24** Section 3: Smoke alarms
- 29** Section 4: A fire in my room
- 33** Section 5: When the firefighters come to put out a fire
- 35** Section 6: Firefighter classroom presentation
- 36** Section 7 (optional): Call 111
- 38** Section 8 (optional): Fires in rural areas
- 39** Section 9: Get Firewise conclusion and celebration of student learning
- 40** Lithium-ion batteries
- 41** Appendix 1: Ahikura
- 42** Appendix 2: Curriculum achievement objectives
- 44** Appendix 3: Photocopy masters
- 45 Children crawling
- 46 Tools and toys

# Resource contents

The Get Firewise resource contains:



The Get Firewise Teachers' Guide



Tamati and Sam Get Firewise/Our Firewise Family large picture book



Three posters



Eight large display photographs



Tamati Magnetic Picture Set



Get Firewise Puppet Master Set



Get Firewise Family sample book



Get Firewise Certificate sample



Safe Meeting Place Sticker sample



Teachers assessment activities

The downloadable/printable resources contained in the Get Firewise Teachers Kit and referred to in this guide can also be found below



Year 1 and 2



Maui-tinei-ahi

Multiple copies of all components of the Get Firewise resource are available free of charge by contacting your local fire station or through the online ordering request form opposite.



Order more resources

# Get Firewise programme overview

The Get Firewise programme for year 1 and 2 is a fire-safety education programme produced by Fire and Emergency New Zealand. The programme has been developed to align with the New Zealand Curriculum (2007). It has been developed by educators and teachers and has had several evaluations and updates.

## Get Firewise key learning intentions

After completing the *Get Firewise* programme, students will:

- understand that fire can be dangerous
- have learned 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
  - get them out of a burning building quickly and safely.

## Using Get Firewise

Schools can use *Get Firewise* in two ways.

### 1. Get Firewise as a major term topic

*Get Firewise* can be used as a major term topic with an inquiry-learning approach supported by sequenced and structured activities that teach key fire-safety messages and behaviours.

You can obtain a profile of the types of fires that occur in your area by phoning your local fire station and asking for the Firewise coordinator or a firefighter involved with *Get Firewise*. This information will assist you to target your inquiry learning to meet your students' needs and the needs of your local community.

### 2. Get Firewise as a two-week short focus topic

*Get Firewise* can be used as a short focus topic, probably using focus time and literacy time.

The activities suggested in this resource are designed to allow students to learn or extend their learning about fire safety and, where possible, practise fire-safety behaviours, within a two-week period.

## Get Firewise as a major term topic

<p><b>Section 1</b> What is fire?</p>	<p>Inquiry learning into what fire is and how and why fire can be dangerous.</p> <p>The inquiry learning is supported by:</p> <ul style="list-style-type: none"> <li>– photographs, videos of a fire and information within the <i>Get Firewise</i> resource</li> </ul>	<p> Fire and Emergency website</p> <p> Get Firewise website</p>
<p><b>Section 2</b> Matches and lighters</p>	<p>Students complete activities in the <i>Get Firewise</i> resource that reinforce their knowledge that matches and lighters are used by adults to light fires and that children who find matches and lighters should give them to an adult.</p>	
<p>Optional section on candles</p>	<p>Your students' inquiry into what fire is will determine whether you focus learning around the safe use of candles. Information and activities about the safe use of candles are provided in the resource.</p>	
<p><b>Section 3</b> Smoke alarms</p>	<p>Structured activities are provided so that students learn, or reinforce their learning, about smoke alarms, and practise what to do when they hear a smoke alarm.</p> <p>This learning is supported by a shared reading story <i>Tamati and Sam Get Firewise</i> and practice evacuations of your classroom.</p>	
<p><b>Section 4</b> A fire in my room</p>	<p>Structured activities are provided so that students learn and practise what to do if there is a fire in a room they are in.</p> <p>The learning is supported by a shared reading story <i>Our Firewise Family</i> and practice evacuations of your classroom.</p>	
<p><b>Section 5</b> When the firefighters come to put out a fire</p>	<p>Inquiry learning into what firefighters do to put fires out and the other roles they have in your community.</p> <p>The learning is supported by the opportunity to talk with a firefighter when they come to deliver a <i>Get Firewise</i> presentation and possible opportunities to investigate the fire truck and visit the fire station.</p>	
<p><b>Section 6</b> Firefighter classroom presentation</p>	<p>Firefighters visit the class to discuss the <i>Get Firewise</i> messages and answer students' questions about their job.</p>	
<p><b>Section 7 (optional)</b> Call 111</p>	<p>Information is provided so that all students can learn to call 111 and give correct information about a fire emergency.</p>	
<p><b>Section 8 (optional)</b> Fires in rural areas</p>	<p>Inquiry learning into how rural communities deal with fire emergencies.</p> <p>This inquiry learning will have particular relevance for families in rural areas who cannot always rely on rapid assistance from firefighters.</p>	<p> Outdoor and rural fire safety</p> <p> Farms, rural properties and rural businesses</p>
<p><b>Section 9</b> Get Firewise conclusion and celebration of student learning</p>	<p>An opportunity to celebrate student learning.</p>	

## Get Firewise as a two-week short focus topic

<p><b>Section 1</b> What is fire?</p>	<p>Students identify and extend their current knowledge about fire and why it can be dangerous.</p> <p>Visual starters are provided to assist students to recall prior knowledge and to focus the students' learning.</p>
<p><b>Section 2</b> Matches and lighters</p>	<p>Students learn, or reinforce their learning, that matches and lighters are used by adults to light fires and that children who find matches and lighters should give them to an adult.</p> <p>An optional activity is provided for use with students who need to learn to be safe around candles.</p>
<p><b>Section 3</b> Smoke alarms</p>	<p>Students learn, or reinforce their learning, about smoke alarms, and practise what to do when they hear a smoke alarm.</p> <p>This learning is supported by a shared reading story <i>Tamati and Sam Get Firewise</i> and practice evacuations of your classroom.</p>
<p><b>Section 4</b> A fire in my room</p>	<p>Students learn and practise what to do if there is a fire in a room they are in.</p> <p>The learning is supported by a shared reading story <i>Our Firewise Family</i> and practice evacuations of your classroom where the children demonstrate crawling out of a room under a simulated smoke level and going to a safe meeting place.</p>
<p><b>Section 5</b> When the firefighters come to put out a fire</p>	<p>Students investigate what the firefighters do to rescue people and put fires out.</p>
<p><b>Section 6</b> Firefighter classroom presentation</p>	<p>Firefighters come to the class and discuss the <i>Get Firewise</i> messages and answer students' questions about their job.</p>
<p><b>Section 7 (optional)</b> Call 111</p>	<p>Information is provided so that all students can learn to call 111 and give correct information about a fire emergency.</p>
<p><b>Section 9</b> Get Firewise conclusion and celebration of student learning</p>	<p>An opportunity to celebrate student learning.</p>

\* Please note, Section 8: Fires in rural areas, is not included in the short focus topic, but can be added as an option.

## Using fire-safety education 'best practice' – why *Get Firewise* has structured activities

In this programme, five and six year olds learn and practise what to do if there is a fire in a building or room they are in.

Many students will never need to escape from a burning room or building. However, some children will have to recall and use this behaviour in a fire emergency. This emergency may be at night and will be a terrifying experience. Anyone in a house that is on fire has only three minutes to get out of it alive.

Fire and Emergency has significant anecdotal evidence of children getting out safely from burning homes using behaviour learned during a Firewise programme.

Research into how children learn and retain safety information and behaviour indicates that we can increase children's abilities to remember fire-safety behaviour in an emergency if it is taught in a particular way.

When we learn something new, we first put the knowledge in our temporary memory. We have to process it, or internalise it, to move it into our stored or retained memory.

As adults, we may write it down, say it out loud, check that it has meaning by relating it to our lives or talk about it with friends. Five and six year olds cannot write it down, read and reread it or think about it, yet they still need to process the new knowledge or behaviour.

Research indicates that five and six year olds can learn and retain safety messages and safe behaviours if:

- the number of messages and behaviours is kept to as few as possible
- the message is repeated a number of times and the children say it out loud
- the children have many opportunities to process the knowledge or practise the behaviour
- when they process the knowledge, the children involve themselves in the situation and talk about, describe or draw themselves in the situation
- the children actively 'do something' to practise the behaviour
- the children have opportunities to discuss their knowledge and practise new behaviour at regular intervals after they have learned it
- the children relate the learning to themselves and their family and lives.

The *Get Firewise* programme for year 1 and 2 aims to introduce fire-safety messages and behaviours by:

- making the messages and behaviour relevant to home and school
- scaffolding learning
- encouraging repetition of key messages and behaviours
- having students process the new messages and behaviours by completing a range of activities
- engaging family or whānau in the students' learning.

Teachers are asked to:

- teach the sections that involve learning fire-safe behaviour in the sequence presented here and keep using the same key messages
- give students every opportunity to practise the fire-safe behaviours and to explain or describe what they are doing
- complete a number of activities related to any new learned knowledge or behaviour.

The section introductions indicate when teachers are asked to use sequenced and structured activities that reflect current fire-safety education best practice and when an inquiry-learning approach is appropriate.

## Using *Get Firewise* for literacy learning

The *Get Firewise* resource contains two big picture book stories for shared reading. They are in the same reversible book, *Tamati and Sam Get Firewise/Our Firewise Family*.

This can be displayed on a wall, whiteboard or computer to extend your literacy learning.

The activities outlined in *Get Firewise* include a range of writing activities. If photographs are taken of students completing *Get Firewise* activities, or during the interaction with the firefighters, the photographs can be used as visual starters for students' writing.

## Students internalising their learning and reflecting on what they have learned

In each section of *Get Firewise*, the suggested activities provide opportunities for students to process the knowledge or behaviours they have learned. They may talk about, describe, act or draw themselves in a variety of fire-related situations.

These activities could be used as assessment activities. However, a think/pair/share activity is outlined as the last activity in each section to encourage the students to reflect on their learning. This activity can also provide the opportunity to assess each student's learning.

We have developed teacher assessment activities and a reporting tool as part of this resource.

In all sections where students learn, or reinforce, a fire-safety behaviour, they practise it in a school setting and are encouraged to practise it at home.

## *Get Firewise* website for teachers

The website for the *Get Firewise* programme is [getfirewise.org.nz](http://getfirewise.org.nz).

Visit the teachers' section of this website to:

- find out about the *Get Firewise* programme
- plan your *Get Firewise* unit
- find out how to contact your local *Get Firewise* coordinator or the fire station working with your school
- order more *Get Firewise* resources
- evaluate the *Get Firewise* programme
- have your questions about *Get Firewise* answered. There is a 'frequently asked questions' section and the opportunity to contact someone in Fire and Emergency to have your questions answered
- display what your class has done in their *Get Firewise* programme
- get updated news about *Get Firewise* and fire-safety education for schools.

Classes can provide footage or photographs and stories about what they did during their *Get Firewise* learning programme. Your school's contribution would be appreciated.

### Practising fire safety in the school context

The key fire-safe behaviour is evacuating from a room FAST when you hear a smoke alarm or fire alarm or someone shouting FIRE, FIRE, FIRE.

Every school fire drill or evacuation practice is an opportunity to revise what the students have learned and practised in the *Get Firewise* programme.

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

Examples include:

- investigating safe ways of heating the school
- fire-safety procedures in cooking and serving food at school
- fire-safety procedures in science, art or technology classes.

### Before starting the *Get Firewise* programme

A draft letter is included for you to send to parents explaining that their children will be undertaking the *Get Firewise* Programme. It is important that family/whānau are also involved in the learning. The draft letter is provided on the opposite page and can also be found via the QR codes opposite.

### Previous experiences with fire

In most school communities, there will be some families who have had a personal experience of the consequences of fire. Teachers need to be aware of any student who may find the topic distressing and should take actions for the wellbeing of that child.

### Fear of fire

Some children may find thinking about fires or the possibility of being burnt very frightening. Teachers and parents or caregivers need to be aware of these children and help them deal with these fears and, if necessary, use the support networks available in schools.

### Disclosure of address

An extension activity at the end of this programme has students learn to call 111 and give correct information in an emergency situation. There may be families who wish to keep their family details confidential.

### Not lighting a real fire

The *Get Firewise* programme does not include any activity that has teachers light a fire or demonstrate flame. The programme focuses on fire safety without providing opportunities for some children to increase their fascination with fire.

### Use of display material

A number of photographs and illustrations are provided for use in the *Get Firewise* programme. Although unsafe fire photographs are marked with a red X, please do not leave these on display as students may unconsciously absorb the wrong message.

### Children who have a fascination with fire

There are children who are fascinated by fire and who are already either lighting fires or endangering themselves by getting close to fires. Fire and Emergency runs confidential programmes for these children and their families. The programme is called Ahikura – Whānau-Centred Fire Education. Information about the Ahikura programme is available in Appendix 1, page 41, and at the QR code opposite.



### Optional additional paragraph

We will be teaching your child to call 111 and ask for emergency services during this unit. If you do not want your child to give details of your address, please contact me or write a note in your child's book.

## Evaluating the Get Firewise programme

Fire and Emergency is conducting ongoing evaluations of the Get Firewise programme and asks teachers to evaluate the programme.

## Teachers classroom assessment activities – reporting on assessment results

Fire and Emergency New Zealand wants to show how behaviours of students and families are changing as a result of taking part in the Get Firewise and Māui-tinei-ahi programmes, specifically in relation to the three fire safety learning outcomes. We aim to do this by capturing diagnostic and summative assessment data on each of the outcomes listed on page 5 of this Teachers' Guide. Activities for each of these are provided in the resource pack and are also downloadable PDFs on our website. You may choose to use one or more of the activities to assess your class against each outcome. You may choose to use the same or different activities for diagnostic and summative assessment. Teachers can record these results by scanning the QR code opposite. We respect privacy of individual students and these results will be used only as reporting data at a national level.

Firefighters would appreciate feedback that will assist them to deliver their presentation more effectively. However teachers are reminded that the firefighters are not trained educators. They are committed to fire safety and communicating this to young people. Please use the evaluation to indicate any positive comments, concerns or issues you have with:

- The Get Firewise programme
- The administration of the programme
- The firefighters' visit.

Fire and Emergency will take available opportunities to modify the programme and will immediately address any urgent concerns that are raised about any aspect of Get Firewise.



Feedback form

## Celebrating your students' Get Firewise learning

Celebrate your students' *Get Firewise* learning when you complete this programme. Some suggestions are provided on page 39 of this Teachers' Guide.

You may like to use a video camera or digital photographs to record student activities throughout the programme. The students could then make a visual record of what they have done, choosing captions for the photographs or providing a commentary for the footage.

## The Get Firewise Certificate

A sample *Get Firewise Certificate* is provided in the resource. You can order more copies from [getfirewise.org.nz](http://getfirewise.org.nz)

The certificate has the Get down, get low, get out – FAST message on it. If students display the certificate at home, the safety message is visible.

# Get Firewise and the New Zealand Curriculum (2007)

The *Get Firewise* programme is linked to the New Zealand Curriculum (2007).

Keeping yourself safe from fires by recognising hazards and taking safe actions to prevent or escape from fires is life-long learning. Children who take action to prevent fires, or to escape from fires, are confident and resourceful and need to be critical thinkers, able to act responsibly, sometimes in emergency situations. By being prepared, children have a greater chance of making responsible decisions.

Learning about keeping yourself safe from fire is based in the home, in the classroom and in the local community.

## Key competencies

Completing the *Get Firewise* programme supports five and six year olds to develop the five key competencies.

### Thinking

Students make sense of information about keeping themselves safe from fire, use this information when they make decisions, and use behaviour that will keep them safe from fire.

### Language, symbols and text

Students are able to interpret basic language and symbols specific to fires (for example, 'exit' signs) and verbally communicate clear messages to ensure their safety.

### Managing self

Students learn and practise behaviour that they can use to be responsible for their own health and wellbeing around fire.

### Relating to others

Students support their friends, family and classmates to use behaviours that will keep them safe from fire.

### Participating and contributing

Students individually and collectively with peers and whānau use behaviours at school, at home and in the community that will keep them safe from fire.

## Learning areas

*Get Firewise* is primarily focused on the Health and Physical Education learning area but relates to English, Social Science, Mathematics and The Arts.

Schools are encouraged to develop learning objectives that meet the needs of their students and relate to the learning in *Get Firewise*. However, Appendix 2 on page 42 outlines some specific learning objectives in different learning areas at levels 1 and 2 that can be met when students use the *Get Firewise* unit.



## Involving families or whānau in Get Firewise

Students learn easily when what they learn at school matches what happens at home.

The *Get Firewise* programme encourages families/whānau to:

- be involved in their children's learning
- make their home fire safe and
- practise what to do if a fire starts anywhere in the house.

Teachers can encourage this home/school partnership by:

- providing all students with the *Get Firewise Family Book* to take home after the first classroom learning session. One copy of each is provided in the resource, but you can order as many as you need from your local fire station or online at [getfirewise.org.nz](http://getfirewise.org.nz). The resources should reach your school within two weeks of ordering
- setting your students the homework tasks that relate to the *Get Firewise Family Book* and encouraging students and families to work together to be fire safe
- reading the *Get Firewise Family Book* and watching the videos so you can respond to comments or questions from students
- including some Get Firewise safety tips in your school newsletters. Some tips are provided on the website [fireandemergency.nz/at-home](http://fireandemergency.nz/at-home). The safety tips provided relate to fire-safety issues in the home
- targeting learning to reflect the needs of your students and the local community. You can obtain a profile of the types of fires that occur in your area by phoning your local fire station and asking for the Firewise coordinator or a firefighter involved with *Get Firewise*.

## Partnership with Fire and Emergency New Zealand – the firefighter visit

The Get Firewise programme is intended as a partnership between teachers and Fire and Emergency.

Fire and Emergency relies on teacher expertise to deliver fire-safety education to five and six year olds. Fire and Emergency has developed the programme with teacher input and provides copies of the resource to schools. Further information is available at [getfirewise.org.nz](http://getfirewise.org.nz)

Each year, a firefighter or a designated Firewise coordinator will contact your school to discuss the *Get Firewise* programme. They can organise the delivery of any *Get Firewise* resources you need to your school.

When your class has completed, or is near the end of, a *Get Firewise* unit, you can contact your local fire station to arrange a firefighter visit.

The purpose of the firefighter visit is to reinforce the *Get Firewise* messages. The firefighter(s), or a designated Firewise coordinator, will deliver a presentation that uses:

- some video footage
- some props and stories about being safe around fires
- a flip book about two tamariki escaping from a bedroom that has smoke in it.

They will bring a black smoke sheet and have the students practise crawling out under the smoke level, shouting FIRE, FIRE, FIRE and going to the school's safe meeting place.

The firefighter visit is also an opportunity for your students to interview the firefighters and find out what they do.

**The firefighter presentation is designed to be delivered to one class at a time.**

If firefighters are asked to present to more than one class at a time, they will indicate that their presentation is not designed for a large audience. The effectiveness of the presentation relies on students being able to interact with the firefighter. However, they will work with you to find a way for them to present to one class at a time.

The website [fireandemergency.nz/teachers-and-schools/get-firewise](http://fireandemergency.nz/teachers-and-schools/get-firewise) has short video footage of a typical firefighter presentation in the promo video.

The main role of most of the firefighters that come to your class is to fight fires. They have received some training in working with five and six year olds, but they need your help to make sure their session goes well.

To ensure that all students benefit from this presentation, teachers are asked to take responsibility for their students' behaviour.

There is the possibility that the firefighters may be on duty and could be called away to an emergency during the presentation. If this could happen, the firefighter will discuss it with you before the presentation.

The firefighters on duty might bring a fire truck. If they do, it will be parked away from classrooms so that the students are not distracted.

The firefighter may arrange for your students to look through the fire truck and see a firefighter in their breathing equipment on a subsequent visit or, in certain circumstances, at the end of their presentation.

Firefighters from some fire stations may be able to organise a further learning opportunity with a class visit to the fire station, but this is not possible at all fire stations.

# Fire basics

## For a fire to burn it needs:

- fuel
- heat
- oxygen

**The fuel is the substance that is flammable** or can burn (for example, wood, fabric, glue, petrol, rubbish, grass, trees and people). The fuel can be a solid, a liquid or a gas.

## The heat can be:

- direct flame (for example, lighter, candle, match or 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.

## Safe fires

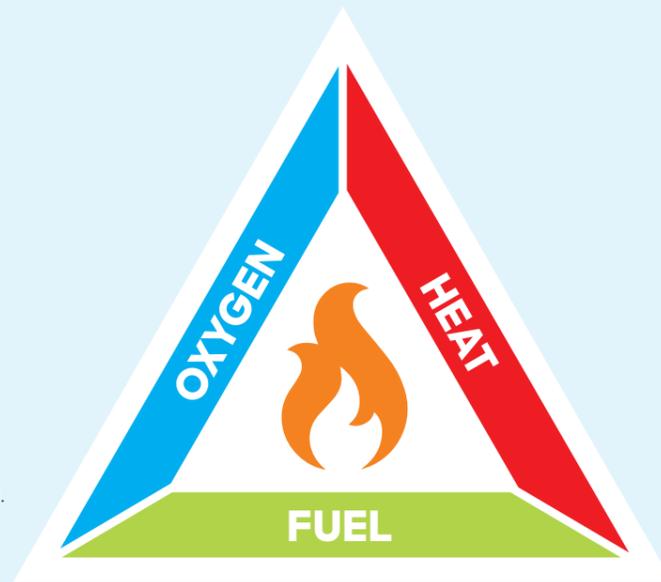
A safe fire can be described as a fire that is:

- 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, 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 it or touch it and get burnt. For example, an open fire or wood burner that does not have a guard that will stop children or adults falling on it and getting burnt.



## Section 1:

# What is fire?

This section could be an inquiry learning topic. Schools using this approach will want to view the photographs in the *Get Firewise* resource and the material on the *Get Firewise School videos* available on the Fire and Emergency website and use them in their inquiry learning.



## Vocabulary

fire, wood, smoke, flame, heat, burning, fuel



## Key learning points

- Fires are hot and have flames and smoke.
- A fire can be dangerous and can burn us and our things or our houses.
- Everybody needs to be careful around fires.
- Only adults light fires.
- We can do things to keep ourselves safe around fires, for example, stay away from them, don't run and play near the fire and don't put things into the fire.
- Adults need to watch fires to make sure they are safe.
- If a child sees an unsafe fire they should tell an adult FAST.



## Resources



**Photograph 1: A fire**



**Photograph 2: Types of fire**  
Two photographs provided (one to be cut up for a sort activity)



**Photograph 3: Cooking dinner**



**Photograph 4: Cooking on a barbecue**



**Photograph 5: The wood burner**

For schools using *Get Firewise* as a short focus topic, a series of photographs is provided to establish the level of student prior knowledge and make sure all students understand what a fire is and that some fires can be dangerous. This knowledge establishes the reason why we need to learn behaviours that will allow us to get out of a building or room that has a dangerous fire in it.

The photographs have questions on the back. All of the photographs are on the *Get Firewise School videos* are available on the Fire and Emergency website. You may prefer to show them to your class using a data projector.

### Class activity

- Use the photographs (particularly **Photograph 1: A fire**) as starters for discussions that:
  - explore what the students know about fire
  - introduce or extend the students' vocabulary around fire
  - establish the key learning points.
- Ask the students to work in pairs or groups and describe the types of fire that they have at home, and what the fire is used for. For example, a gas stove to cook with, a wood burner to keep us warm, 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** shows two heaters that do not have a flame or fire. Discuss the idea that they are hot and can burn people or cause things like paper to catch fire.
- Cut up one copy of **Photograph 2: Types of fire** for a sort activity and have individual students or groups of students use the set of sort cards and classify the fires into different groups. The groupings could include:
  - fires that are indoors and fires that are outdoors
  - fires used for heating, cooking, lighting, burning or celebration
  - types of fires we have at our house and types of fires we do not have at our house
  - types of fires we have seen and types of fires we have not seen.

- 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 and what five and six year olds can do to keep themselves safe around a fire. Use the unsafe picture first. Suggested questions are on the reverse of the photographs.
- Ask your students to complete a think/pair/share to answer the questions:
  - What have we learned about fire?
  - Why is this learning important to us?

### Other messages or useful information

- The adult will put the fire out or call Fire and Emergency to put the fire out.
- There are different types of fires.
- A fire can be inside a house or outside a house.
- We use fires to:
  - heat things like rooms or people, for example, heaters, wood burners, open fires
  - cook things, for example, stove, hāngī, umu, gas cooker, gas ring, ring burner
  - give us light, for example, candles
  - burn things, for example, rubbish fires or controlled burning of scrub
  - celebrate, for example, candles on birthday cakes, bonfires, fireworks and the use of fires and candles for celebrations like Diwali.



### Homework activity

- Give your students their copies of the *Get Firewise Family Book* to take home.
- Ask your students and their families to read the story, talk about things the family does to make sure fires don't start at home. This can be done by looking at the Parents' Safety Tips on each page.
- Have a discussion in class about the homework activity and what their family or whānau does to make sure they keep themselves safe from fire.

## Section 2:

# Matches, lighters and candles

In this section, students identify matches and lighters and learn that they are tools to be used by adults. The students practise handing matches and lighters to an adult.



### Vocabulary

matches, child-resistant lighter, tools, toys



### Teachers to provide

- A box of matches
- A child-resistant lighter
- Junk mail brochures (optional)

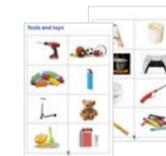


### Key learning points

- Matches and lighters are used by adults to light fires.
- Matches and lighters are tools for adults only.
- Matches and lighters are dangerous tools because they start fires.
- Never play with matches and lighters because you could get burnt or start a fire.
- If you find matches or lighters take them to an adult so they can put them in a safe place.



### Resources



**Tools and toys** photocopy master on pages 46 and 47 of this Guide



**Photograph 6: Children playing with matches**



**Don't play with matches and lighters** poem poster



## About this section

Since the *Be Firewise* programme was introduced 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 *Be Firewise* learning programme and the ongoing Ahikura (formally FAIP) programme.

The current *Get Firewise* programme does not want to encourage students' 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 read Appendix 1 on page 41 and talk to the family about the Ahikura programme.

This section addresses three questions:

- What are matches and lighters and what are they used for?
- Who uses matches and lighters?
- What do I do if I find some matches or a lighter?

The students identify matches and child-resistant lighters and describe what they are used for and who uses them.

The first part of the activity uses the approach that lighters and matches are tools, not toys, and that lighters and matches are used by adults to light safe fires.

The students consider the possible consequences of playing with matches.

The *Get Firewise* programme focuses on actions five and six year olds can take to keep themselves safe.

There is NOT a focus on the dangers of adults using matches and lighters to light cigarettes and then leaving the lit cigarette in an unsafe place, because five and six year olds CANNOT change this behaviour. However, once they realise how dangerous the behaviour is, children can become anxious about the smokers' safety.

The danger of leaving cigarettes in unsafe places, or falling asleep while smoking, is discussed in the *Get Firewise Family videos*.

The second part of the activity introduces (or reinforces) the idea that children who find matches and lighters need to give these to an adult so they can be put in a safe place.

It is a hands-on activity where students practise handing matches or a lighter to the teacher and suggest a safe place for them to be stored.

## Other messages or useful information

- If matches and lighters are not in a safe place, our younger brothers or sisters or our friends could play with them and start a fire.
- Matches and lighters are tools, not toys.
- A tool is something we use to do a job.
- A toy is something we play with.

## Class activity

### Part 1

- Show your students the matches and the child-resistant lighter and make sure they know what they are.
- Explain that the lighter is designed to be hard for children to use so that they will not get burnt.
- Ask the students what lighters and matches are used for and discuss the idea that lighters and matches are used by adults to light, or start, safe fires.
- Do a think/pair/share activity where your students discuss what their parents or adult whānau use matches and lighters for, and where they store matches and lighters so that children can't reach them.
- Discuss the idea of tools as something we use to do a job and identify tools in the classroom and the job that they do.
- Discuss the difference between tools and toys.
- 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 the pictures as tools or toys. Discuss the ways they have grouped the pictures.
- You could reinforce this learning by having the students cut up some junk mail brochures and make a page of tools and a page of toys. Give your students the pictures of matches, lighters and candles from the **Tools and toys photocopy master** to include on the tools page.
- Discuss with the students the idea that, as we get older, we start to use some tools. Have your students discuss what tools they are now allowed to use on their own or when an adult is present (for example, hairbrush, keys, cutlery, scissors, computer).
- Introduce the idea that there are some tools that are just too dangerous for children to use. Ask your students to name some and make sure that they include matches and lighters as well as examples like a car, bulldozer, chainsaw, stove, electric jug and candles.

### Part 2

- Place either the matches or the child-resistant lighter somewhere in the room. Have your students take turns to:
  - find the matches or lighter
  - bring them to you
  - ask you to put them in a safe place
  - discuss what is a safe place
  - watch you put the matches and lighter in the safe place.
- Make some of the following statements after each student has brought the matches or lighter to you:
  - (name of child) is firewise.
  - (name of child) is smart.
  - (name of child) won't start a fire.
  - (name of child) never plays with matches and lighters.
  - (name of child) always gives matches and lighters to an adult.
- Use **Photograph 6: Children playing with matches** to discuss how dangerous it is for children to play with matches.
- Introduce the poem **Don't play with matches** to your students using the **Don't play with matches poem poster**.
- Ask your students to:
  - make a drawing of themselves handing matches or a lighter to their Mum, Dad or other adult and have them explain their drawing to you
  - write an illustrated story, poem or rap about the safe use of matches, or
  - make a poster about the safe use of matches and lighters.
- Ask your students to complete a think/pair/share to answer these questions:
  - What have we learned about matches and lighters?
  - Why is this learning important to us?



## Homework activity

Activity 2 in the *Get Firewise Family Book* has students and their families talk about the safe use of matches and lighters.

Set the activity for homework, and when back in class, your students could work in small groups and share what their families talked about.

## Additional activity:

# Being safe around candles



### Vocabulary

candle, candle holder



### Teachers to provide

A candle in a wide-based container (or use the picture of candles in Photograph 2: Types of fire).



### Resources



**Photograph 2: Types of fire**  
(includes a photograph of a candle and birthday candles)



### Key learning points

- Families who use candles need to be very careful with them
- Adults light candles and put them out, except when you blow out your own birthday candles
- Don't play with or near candles.  
(Play away from candles)
- Don't put the candle out. (Let an adult put the candle out)
- Don't move a lit candle. (Put the candle out before you move it)
- Don't have the candle near you when you are in bed. (Make sure a candle is NOT near your bed)
- Don't put your hair or clothing near a candle.  
(Keep your body away from the candle).

## About this activity

Parents and caregivers should not use candles near children and should never leave children unsupervised in a room with a lit candle. However, in some families, the reality is that children are often left unsupervised around lit candles.

Find out whether your students have unsupervised contact with candles before you focus students' learning on behaviour that will keep them safe around candles.

Some families use candles as a light source, either regularly or in a power cut. Other families use candles or tea light candles on special occasions or regularly. Other families may use candles in cultural or religious celebrations or ceremonies.

Fire and Emergency New Zealand recommends that torches are used instead of candles during a power cut because of the fire risks associated with unsafe use of candles.

Many fires in homes are started by candles overturning, or by curtains or bedclothes catching alight from a candle.

Children can set their clothing or hair alight if they are too close to a candle, or when they move a lit candle. Children can be badly burnt when they are reading by candlelight or playing with a candle in bed.

If a candle is left unattended, it can burn down and, if the candle is not in a suitable container, the heat can set fire to the surface the candle is sitting on.

This activity uses an unlit candle. It is strongly recommended that you **do not** light a candle because this may encourage a child's fascination with candles, flames or fire.

Again, this activity may identify a child who has a fascination with fire and who may benefit from the Ahikura programme. See page 41 for more information.



*Get Firewise* uses positive messages where possible to recognise fire-safe behaviour. This candle section deliberately includes five 'don't' messages.

You could discuss with your students the idea that some things are just so dangerous we have to have a set of rules about them. Sometimes when things are very dangerous it is easier to remember the rules if they are 'don't' messages. An example is 'don't cross the road if a car is coming'.

There are some cultural differences around the use of positive and negative messages. If positive messages will work better with your students, use the positive message provided in the key learning points.

Other messages or useful information

- Candles are tools not toys.
- If a candle is knocked over, it can start a fire.
- If curtains or clothes are near candles, they will burn.
- Children should not be left in a room with a lit candle. If there is no adult present, the candle should be out.

## Class activity

- Have your students work in pairs or groups and discuss when their families use candles and what their family does to make sure everybody is safe around candles.
- The students' responses will shape the emphasis you place on teaching candle safety.
- Two suggested activities are provided here.
- Use a candle or a photograph of the candle from **Photograph 2: Types of fire** to discuss with the class:
  - what we use candles for (light)
  - when we use candles (when there is no power)
  - who should light or touch candles (adults only)
  - why we need to be careful around candles (they can start a fire or we could get burnt)
  - what we need to do to be safe near candles (keep away from the candles).
- Move the candle (or photograph of a candle) around the room asking if a particular place is a safe or unsafe place for it and emphasising that:
  - if the candle is knocked over, it can start a fire
  - if the candle is too close to curtains or objects, like paper, a fire could start
  - if the candle is too close to people, their hair or clothing could catch fire.
- Emphasise how easy it is to be burnt by a candle and explain that to be safe around candles we need to remember the five key messages (the 'don't' messages).
- Have your students make a poster, cartoon, poem, song or rap about the safe use of candles.
- Ask your students to complete a think/pair/share to answer the questions:
  - What have we learned about candles?
  - Why is this learning important to us?

## Section 3:

# Smoke alarms

In this section, students learn to recognise a smoke alarm and to leave a room as soon as they hear the smoke alarm. For some students, this may be new learning and for others, it may reinforce what occurs at home.



### Vocabulary

exit, poisonous smoke, smoke alarm, safe meeting place



### Key learning points

- Smoke alarms are safety tools.
- Smoke alarms make a loud noise when there is smoke in the room.
- We need smoke alarms in our bedrooms because we cannot smell smoke when we are asleep.
- When you hear a smoke alarm (or a fire alarm) 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.
- When you hear a smoke alarm or a fire alarm, do not:
  - keep playing or keep on with whatever you are doing
  - go to tell Mum or Dad or the teacher the alarm is going off
  - wait for someone to tell you what to do, or wait for Mum or Dad or anyone else to come and get you
  - try to carry your pets or your favourite toys with you.



### Resources



**Smoke alarm** (Fire and Emergency recommend long-life photoelectric smoke alarms).



**Tamati and Sam Get Firewise/ Our Firewise Family big picture book** (*Tamati and Sam Get Firewise* also available on the Fire and Emergency website)



**Get Out! Stay Out! Well Done!** song poster



**Tamati Magnetic Picture Set**



**Safe Meeting Place Sticker**



### About this section

The section covers two questions:

- What is a smoke alarm and what does it do?
- What do we do when we hear the smoke alarm?

In this activity, the students:

- talk about what to do when the smoke alarm goes off at home
- practise what to do when the smoke alarm goes off in your classroom.

This activity is about leaving a room when there is no fire or smoke in the room. In the next section, the students learn what to do if there is fire or smoke in the room.

When you sound the smoke alarm, the students practise:

- immediately stopping an activity
- evacuating quickly from their classroom
- shouting FIRE, FIRE, FIRE
- going to the safe meeting place.

### Background information for teachers

Working smoke alarms save lives and reduce damage to property because they provide an early warning of a fire.

Family members need to know what to do if they are in any room of the house and hear the smoke alarm.

They need to get out of the house FAST and go to the place the family has agreed is a safe meeting place. The safe meeting place is often the letter box. However, if this is not a good meeting place, families have to decide where to meet if there is a fire emergency.

There are no reliable statistics for the number of homes in New Zealand that have smoke alarms fitted. However, in 33% of all residential fires we attended last year did not have working smoke alarms or didn't work because the battery is flat or has been removed and used for something else, like providing power for toys.

Sometimes people take batteries out of smoke alarms because the smoke alarm has been fitted in the wrong place and goes off when the toast burns or when something is cooking. The smoke alarm can be set off by steam if someone is taking a shower. Smoke alarms should not be put in kitchens or bathrooms.

We recommend smoke alarms are installed in every bedroom, living area and hallway on every level on the house.

Fire and Emergency can give you advice about where to install smoke alarms. If families cannot afford to put a smoke alarm in every room, the Fire and Emergency will give advice on the best places to install them.

Having working smoke alarms saves lives. When we are asleep, we cannot smell smoke. We need the smoke alarm to wake us up and alert us to the fire danger.

Smoke alarms should be tested every month by pushing the test button.

Fire and Emergency New Zealand recommend long-life photoelectric smoke alarms. They are far more effective than ionisation alarms at detecting slow smouldering fires, which burn for hours before bursting into flames. If you still have a smoke alarm that requires its battery changed, it is a good time to remember to replace the smoke-alarm batteries when you change your clocks on daylight saving change days.

## Class activity

- Show the students the smoke alarm and ask:
  - What is it?
  - What does it do?
  - Where do you find smoke alarms in houses?
  - Why do we need them in houses?
- Explain that the smoke alarm is a safety tool. It tells us that there is a fire in our house and we must get out of the house quickly. We need smoke alarms at night because when we are asleep, we cannot smell smoke.
- Activate the smoke alarm and familiarise the students with the sound it makes.
- Discuss the fact that your classroom has either a smoke alarm or a fire alarm to warn you if there is a fire.
- Sound the smoke alarm and ask the students what they should do.
- Discuss the sequence:
  - stop what you are doing
  - get out of the room FAST shouting FIRE, FIRE, FIRE
  - shut the door (if it is easy to shut)
  - stay out of the room (or building)
  - go to the safe meeting place.
- Talk about the smoke alarm going off when the students are in a room at home and there are no adults present. Ask questions like these to discuss the things you should and should not do and why:
  - 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 Mum or Dad to come and get us? (No, we need to get out of the room FAST)
  - Should we take our young 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 family members who are not in the room, just get out FAST.)
- Should we take the cat or our toys? (No, because you need to move FAST)
- Our smoke alarm goes off a lot and usually it's because our brother burnt the toast. 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 – 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.)
- Ask your students to work in pairs and describe what happens when the smoke alarm goes off at their home.
- Explain that they are going to practise getting out of the classroom quickly when you sound the smoke alarm.
- Remind the class that this is the same as the fire drill your class practises. Alert neighbouring teachers that you are going to be practising a fire drill and may go past their classroom shouting FIRE, FIRE, FIRE.
- Sound the smoke alarm and practise an evacuation when the class is expecting it. Ask questions to remind the students what they are doing and why. Discuss how the evacuation went.
- Practise an evacuation when the class is not expecting it and discuss how it went.
- Repeat this evacuation a few more times until your students are familiar with the routine.
- Read the big picture book *Tamati and Sam Get Firewise* with your students.
- The story is provided as an A3 picture book for shared reading.
- The Get Firewise Family take-home activity book also contains the Tamati and Sam Get Firewise story.

## There are key teaching points in this story that relate to getting out of the room FAST.

### 1 Pets

- Sam, the dog, goes with Tamati but if the dog did not follow him, Tamati 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.

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

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

### 3 Tamati knowing what to do when he heard the smoke alarm

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

### 4 Tamati going out the exit nearest to him, and away from the fire

- In the story, Tamati cannot get out the bedroom window so his nearest exit is through the dining room which is next door to his bedroom.

### 5 Exploring what might have caused the fire

- The story does not explain what caused the fire. Your students can think about all the things that could have caused the fire and decide what they think the most likely cause of the fire would be.
- Have individual students or small groups of students retell Tamati and Sam's story using the *Tamati Magnetic Picture Set*.
- Sing the *Get Out! Stay Out! Well Done!* song with your students. The words are on the *Get Out! Stay Out! Well Done!* song poster. The *Get Firewise School digital resources* on the Fire and Emergency website has two versions of the song, one a soundtrack only and the other showing a class singing the song. Some of your students may already know the song as they may have learned it at an Early Childhood Education centre.
- Make an escape plan of your classroom, showing two (or more) safe exits. As you complete the escape plan, discuss why we have escape plans and why we practise getting out of rooms FAST. Encourage your students to persuade their family/whānau to draw an escape plan and practise using it.
- Ask your students to do a think/pair/share and explain how they get out of their bedroom FAST. If possible, have them explain how they can get out of the room using two different exits, for example, the door and the window.
- Have your students write an illustrated story about getting out of their room FAST when the smoke alarm goes off or they hear someone shouting **FIRE, FIRE, FIRE**.
- Ask your students to complete a think/pair/share to answer these questions:
  - What have we learned about getting out of a room when the smoke alarm goes off?
  - Why is this learning important to us?



## Homework activity

Ask your students and their families to complete Activity 3 in the *Get Firewise Family Book*.

This activity has families watch the *Get Firewise Family video* section *Escape plans*, on the Fire and Emergency website which covers actions families can take to keep themselves safe from fires, including installing smoke alarms.

Families are asked three questions:

- How many smoke alarms do you have in your house?
- What rooms are they in?
- After testing your smoke alarms, how many were working?

Ask your students to bring the information about smoke alarms in their home to school.

Make a chart or graph of the information and check that the students understand the results of the class surveys.

If this homework task reveals that few of your students' homes have smoke alarms, then you may wish to include one of the fire-safety tips on smoke alarms in your next school newsletter.

## Homework activities for families to do over a few days

Ask your students and their families to complete Activities 4, 6 and 9 in the *Get Firewise Family Book*.

There are three actions families can take to keep themselves safe if a fire occurs in their house.

1. Install working smoke alarms in lounges and family living areas, halls and bedrooms.
2. Have an escape plan that means that every family member 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 when someone shouts **FIRE, FIRE, FIRE**.

If families install smoke alarms and practise escaping from rooms, lives can be saved when there is a fire in the home.

These activities have families make an escape plan and then practise getting out of all the rooms in their house and going to a designated safe meeting place.

As you will need to set this homework over a few days, you could remind students daily and record on the whiteboard the number of families that have completed the task.

Give your students a *Safe Meeting Place Sticker* and encourage them to get their family to attach it to their safe meeting place. Explain that this represents a 'symbol' to remind them and their whanau the things they need to do to escape a burning building safely and where to meet.

You could find out where each family's safe meeting place is and make a graph or chart of your results.

The activities suggest that families may like to time how quickly they can get out of different rooms in their house using two exits. You could discuss how long it takes for the families to get out of different rooms.

## Section 4:

# A fire in my room

In this section, students learn what to do if there is a fire in a room they are in. Students practise *Get down, get low, get out – FAST* by crawling under the simulated smoke level in the classroom.



## Vocabulary

poisonous smoke, safe meeting place, fire truck



## Teachers to provide

- A blanket
- A parent helper, teacher aide or senior student (optional)



## Key learning points

- Fire spreads very fast.
- The smoke from a fire is poisonous and people **MUST NOT** breathe the smoke. If they breathe the smoke, they will not get out of the room.
- You need to get out of the room staying under the smoke.
- To get out safely from a burning room, you must act **FAST** and:
  - Get down, get low, get out – **FAST**
  - Shut the door (if it is easy to do so)
  - Shout **FIRE, FIRE, FIRE**
  - Stay out
  - Go to the safe meeting place.



## Resources



*Get down, get low, get out – FAST* frieze



*Tamati and Sam Get Firewise/Our Firewise Family big picture book*



Photocopy master of *Children crawling on page 45* of this Guide



*Get Out! Stay Out! Well Done!* song poster (soundtrack available on the Fire and Emergency website.)



Find the *The speed of fire – The armchair fire, Fighting fires* and *The firefighters' gear* videos at the bottom of webpage

## About this section

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

You do not have time to try to put this 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.

You do have time to:

- get yourself (and anyone else who is in that room) out of the room FAST
- shut the door to slow down the speed of the fire
- alert family members by shouting **FIRE, FIRE, FIRE**
- call 111 from out of the house.

If there is a working smoke alarm in the room, it will be sounding from just before the footage starts, alerting you 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. 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.

Fires spread rapidly because many of the materials used in furniture and fabrics are very flammable. Because fire spreads so rapidly, and people are overcome by toxic fumes so quickly, we have to remember to:

- get out of the room FAST
- stay under the smoke
- shut the door
- get out of the house by the quickest route
- alert others by shouting **FIRE, FIRE, FIRE**
- go to the family's agreed safe meeting place.

Children must be taught to take responsibility for themselves and not go looking for their parents, caregivers, other family members or pets.

To make sure children know what to do in a fire emergency, families need to practise using two ways of getting out of every room.

Families 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 *Our Firewise Family* story focuses on a child 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 child 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.

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.

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

Families who live in blocks of flats or apartments need to teach their children what to do to evacuate the building and assemble at the safe meeting place.

Parents and caregivers need to talk with their children about safe ways to get out of their bedrooms.

At the safe meeting place:

- the family will meet and Mum, Dad or another adult will check that everybody is out of the house and safe
- someone will call 111 to get the fire truck and the firefighters
- the firefighters will check that everybody is out of the building before they start to put the fire out.

## Class activity

- Show your students the footage of ***The speed of fire – The armchair fire*** available on the Fire and Emergency website. The footage stops near the start of the fire so you can ask your students questions like these:
  - What can you see?
  - What might happen next?
  - What can you hear?
  - What should you do?
- Show the rest of the footage and explain that if you are in this room, you must get out of the room FAST, stay under the smoke, get out of the house and go to the safe meeting place.
- Explain that the smoke that you can see is hot and poisonous. It is not like smoke from a cigarette or steam from the kettle. If you breathe this smoke, it will burn your lungs and you will die.
- Show your students the *Get down, get low, get out – FAST frieze* and discuss why the girl is staying under the smoke and what she is doing to stay under the smoke.
- Explain that you are going to practise *Get down, get low, get out – FAST*.
- Use a blanket to represent the smoke level. Hold it at a level where the children must crawl, approximately at your knee height. It is useful if another staff member or two senior students can hold the blanket while you help your students, as some younger students may find it difficult to crawl. The crawl that is quickest is the one demonstrated in the frieze – head down, backside up – but the students must watch where they are going.
- Sound the smoke alarm. Tell your students that you are pretending there is smoke in the room down to the level of the blanket and they must crawl out under the smoke. Have your students practise crawling under the smoke in twos and threes. Have them go out the door and then go to the safe meeting place shouting FIRE, FIRE, FIRE.

- Read the *Our Firewise Family* story with your students and discuss what the children did to:
  - get out of the room quickly
  - stay under the smoke
  - go to the safe meeting place.
- Talk with the students about who could climb out their window and go to the 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 go to the window, open it and shout FIRE, FIRE, FIRE so the firefighters or other people can find you and rescue you.
- Discuss:
  - why all the family needs to stay at the safe meeting place
  - why you call 111 from outside the burning house.
- Show the footage ***Fighting fires*** and ***The firefighters' gear*** on available on the Fire and Emergency website and discuss with the class what the firefighters do to put out the fire.
- 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 45 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 child. Check that all the children you place on the mural crawling to the window can climb out of their bedroom windows.
- Sing the *Get Out! Stay Out! Well Done!* song using the song poster (soundtrack available on the Fire and Emergency website).
- 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 starting to come in the door.
- Ask your students to complete a think/pair/share to answer these questions:
  - What have we learned about getting out of a room when there is smoke in the room?
  - Why is this learning important to us?



### Homework activity

Have your students and their families complete Activity 5 in the *Get Firewise Family Book* and ask the family (excluding younger children) to complete Activity 8.

Activity 5 has families watch the story *The speed of fire* available on the Fire and Emergency website. In Activity 8, adults are then asked to watch the story *Fatal fire – One family's story*. This is the story of a fire that changed the lives of one family. The family has courageously decided to tell their story so that other families may know what to do to prevent a house fire, and know what to do to act quickly to keep family members safe if there is a house fire.

In this story, a child loses their life. Ideally, it is not suitable viewing for a five or six year old, although 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 bulletins.



## Section 5:

# When the firefighters come to put out a fire



### Resources



The big picture book *Tamati and Sam Get Firewise/Our Firewise Family*



*Get Out! Stay Out! Well Done!* song poster (soundtrack available on the Fire and Emergency website)



*Tamati Magnetic Picture Set*



*Get Firewise Puppet Master Set*



Photograph 7: *Firefighters putting out the fire*



Find the *Fighting fires* and *The firefighters' gear* videos at the bottom of webpage



### About this section

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

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

Firefighters have fire-resistant clothing and breathing equipment so they can enter a burning building.

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.

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

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

In New Zealand, Fire and Emergency uses the term 'fire appliance'. Your students may use the terms fire engine or fire truck, but throughout *Get Firewise*, the term fire truck has been used.

### Class activity

- Show the footage *Fighting fires* and *The firefighters' gear* on the Fire and Emergency website.
- Use this and **Photograph 7: Firefighters putting out the fire** to discuss what firefighters do to put out fires.
- Explain that firefighters can go into the burning house but other people can't. They have special clothing that won't catch fire and are using breathing equipment so they won't breathe in the smoke.
- 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 firefighters putting out the fire.
- Assemble the *Get Firewise Puppet Master Set* and have students make plays about getting out of a room that has smoke in it and the firefighters putting the fire out.
- Have individual students, or a small group of students, retell the story of Tamati and Sam getting out of their house that is on fire, using the *Tamati Magnetic Picture Set*.
- Ask your students to complete a think/pair/share to answer the questions:
  - What have we learned about how firefighters put out fires?
  - Why is this learning important to us?



## Section 6:

# Firefighter classroom presentation

At the end of your Get Firewise unit, firefighters can be requested to visit your class. Information about their presentation is on page 15 of this Guide.

### About this section

The purpose of their visit is to review the key points of the *Get Firewise* programme. You can view extracts from a typical firefighter classroom presentation in the promo video found opposite.

The visit is an opportunity for your students to ask questions about the role of a firefighter. Some background information about the role of firefighters is provided on the Fire and Emergency New Zealand and Firewise websites.



Promo video



Firewise



Fire and Emergency  
New Zealand

## Section 7 (optional):

# Call 111

Calling 111 is not essential learning to keep a five or six year old safe from fire.



### Teachers to provide

- Mobile phones
- parent helper, teacher aide or senior student (optional)

### About this section

There is value in every five and six year old being able to call 111 in an emergency. Five and six year olds do call 111 and alert emergency services to family emergencies, which often involve the sudden illness or collapse of an adult. However, it is not the responsibility of a five or six year old to access a phone and call 111 to report a fire. Most fires are reported by people who see the fire or by adults in the family who have their mobile phone with them.

There are some issues that need to be considered when teaching students to call 111. The students are required to give their name and address. However, there is a privacy issue in that some parents or caregivers may not want to disclose their address. Some students may have more than one address. It is recommended that you gain parents' or caregivers' consent before starting this activity.

When you call 111, you are asked which service you require:

- police
- fire
- ambulance.

When you ask for the Fire and Emergency, you will be asked to state:

- where your emergency is
- what the nature of the emergency is
- if people are missing or endangered.

For example, if it is a house fire you will need to explain where the fire is and whether the occupants are known to be safe.

The person taking the call is trained to obtain all the information Fire and Emergency needs from the caller but the process can be made easier if the caller can give the following details.

### In a town or city

- the address of the fire including:
  - street number
  - street name
  - town or suburb or city area
  - the nearest crossing or intersecting street
- a description of what is on fire or what the emergency is that needs Fire and Emergency, for example, roofing falling off, or people trapped in a flood
- the known danger to individuals or missing persons.

### In a rural area

- the address of the fire including:
  - road name and nearest intersecting road, if appropriate
  - property name
  - property owner or manager's name
  - the property's RAPID rural fire identification number
- a description of what is on fire or what the emergency is
- the known danger to individuals or missing persons.

However, five and six year olds can only realistically give this information:

My name is.....

I live at (full address).....

Our RAPID number (if rural) is.....

My phone number is.....

'There is a fire' or 'My mummy is very sick.'

The person taking the 111 call can ask for additional information, however rural children need to learn to give their RAPID fire number and an address that best identifies their property.

We need to teach children:

- to give this information slowly and clearly
- to give the address of any house they are staying at, if they make a call from there
- to call 111 in any emergency, but not as a joke or in play.

### Class activity

- Ask the students to work in pairs and practise reciting their name, address and telephone number (and their rural RAPID number if appropriate).
- Discuss what the 111 phone service is and when children and adults should call 111 (when there is an emergency and you or your family need help, for example, if there is a fire or when someone is very sick, or the roof is coming off in a big storm).
- Explain that this is an emergency service and no-one should call 111 unless they are in trouble. You should not call 111 when you are playing or tricking someone.
- Use two mobile phones to:
  - demonstrate calling 111
  - request Fire and Emergency
  - give the correct information.

This activity works best if there are two people each with a phone. You could use a teacher aide or senior student to assist you.

The first voice would say *'What service do you require? Police, fire or ambulance?'*

After you have asked for fire, the voice would say *'What is your emergency?'*

Reply with the message a five or six year old would give.

There is a fire at our house.

My name is.....

I live at (full address).....

Our RAPID number (if rural) is.....

My phone number is.....

- Have your students practise calling 111 and giving information with you, a parent helper or a senior student on one phone with your student on another phone.



### Homework activity

Have your students and their parents complete Activity 7 in the *Get Firewise Family Book*. This activity has parents teach their children how to call 111 in an emergency.



## Section 8 (optional):

# Fires in rural areas

### About this section

People living in rural areas understand that it can take longer for a fire truck to reach them than for people who live in towns and cities.

People in rural communities:

- adopt safe practices around their homes, farms and businesses to reduce the risk of unsafe fires
- make plans to take responsibility for dealing with fires before and when the local firefighters arrive
- volunteer their time as volunteer firefighters.

If you live in a rural community, it is suggested that you complete an inquiry-learning activity into:

- what members of your community do to be fire safe
- how the community deals with unsafe fires.

Sources of information are:

- your local firefighters and fire station
- community groups, marae committees and your local council
- the [fireandemergency.nz](http://fireandemergency.nz) website



## Section 9:

# Get Firewise conclusion and celebration of student learning

This is intended as a celebration of your students' learning and their firewise behaviour.

### Class activity

Conclude your *Get Firewise* unit by celebrating what your students have learned. This celebration could be:

- a presentation of *Get Firewise Certificates*
- a presentation for families, for another class or at a school assembly of what the students have learned during the unit
- students delivering the key messages through demonstration, song and role-play to their families or a specific audience in their community, for example, a local Early Childhood Education centre, parents' group or retirement community
- a visit to the local fire station
- students making a permanent record of what they have done using camera footage or photographs and a commentary
- preparing a case study of what your class did during their *Get Firewise* unit.



## Lithium-ion batteries

Lithium-ion batteries supply power to many kinds of devices, including smart phones, laptops, e-bikes, scooters, e-cigarettes, smoke alarms, toys, and even cars. Like any product, a small number of these batteries can be defective – they can overheat, catch fire, or explode.

### Here's some advice for teachers, parents, and caregivers to keep children safe in the classroom and at home:

- Avoid leaving batteries or devices charging for prolonged periods of time. Once the indicator shows that a device or battery has been fully charged, disconnect it from the charger. This includes leaving batteries or devices charging unattended overnight.
- Don't charge or store batteries or devices on combustible or insulating surfaces such as beds, sofas, or carpet, and keep them away from highly flammable materials such as blankets, clothing, and paper.
- With regard to Light Electric Vehicles such as e-scooters and e-bikes, where possible these should be stored and charged outside the classroom – either in a garage, shed or carport, away from living spaces and indoor learning environments. Keep them away from any exit doors, escape routes and combustible materials.
- For smaller devices, such as tablets, laptops and phones, do not charge these under a pillow, on the bed or on a couch – they can overheat and cause a fire. Make sure to charge them on a hard, flat surface such as a desk or table.
- Never store or leave batteries or devices in areas where they can be exposed to heat or moisture. Do not leave devices in direct sunlight or in parked vehicles where they can quickly heat up.
- If your device or battery is very hot, smoking or catches fire while charging, turn off the power if this can be done safely. If you are in any immediate danger, get out and call 111.
- Do not put lithium ion batteries in the rubbish. Recycling is always the best option – contact your local council for a recycling location.

## Appendix 1:

# Ahikura – Whānau-centred fire education

### Fire and Emergency's programme designed to stop 5 to 17 year olds from lighting fires.

Ahikura is a free, consequence based, education programme delivered by trained firefighters to help children; under the age of 18, overcome unhealthy fire-lighting behaviour.

On average 400 children complete our programme each year, and as a result 90% of these young people have stopped playing with fire.

Our practitioners typically deliver 2 sessions working with the child and their family/caregivers within their home, or an alternative safe environment.

The excellent success of Ahikura means once a child has been through Ahikura there will be less fires which mean less injuries, loss of life and property loss to your community. And it starts with a referral from you: parents, caregivers and schools.

### Why do children start fires?

#### Curiosity

- Typically, children under six are fascinated by fire. They are attracted to the colour, light and energy of the flame.
- They light fires through curiosity and because they don't recognise the danger from fires.
- These fires are usually lit at home.

#### Attention seeking

- Typically, children aged 6 to 12 may light fires as a way of attracting attention.
- They may be aware of the dangers, but they light fires to be seen. These fires may be lit at home, at school or in the community.

#### Peer pressure

- Typically, young people aged 10 to 14 may become involved with others in lighting fires because they cannot resist peer pressure, and because they do not recognise how dangerous their behaviour can be.

#### Anger or revenge

- Some young people light fires because they are angry or unhappy at home, at school or in the local community.

#### Experimentation, fooling around

Young people aged 9 to 17 often mess around with things that can start fires, and start fires without considering the consequence of what they are doing. These types of fires may include lighting aerosol cans and can potentially have serious consequences for people and buildings.

#### Malicious mischief – deliberate arson

Young people aged 9 to 17 may light fires intending to cause damage. These are usually fires lit away from homes and in some situations schools can be targeted.

A dark blue rectangular graphic with the Ahikura logo at the top. The logo consists of the word 'AHIKURA' in large, bold, orange letters, with 'WHĀNAU-CENTRED FIRE EDUCATION' in smaller white letters below it. To the right of the text is a stylized illustration of a haka haka (a traditional Māori dance) performed by several people in traditional attire. At the bottom left is a white QR code. To the right of the QR code is a white arrow pointing to the text: 'For Ahikura referral support phone 0800 734 2667 or scan for more information'.

## Appendix 2:

# Curriculum achievement objectives

*Get Firewise* is a cross-curricula unit of learning. Schools are encouraged to develop learning objectives that meet the needs of their students and relate to the learning in *Get Firewise*.

However, some specific learning objectives in different learning areas at levels 1 and 2 can be met when students use the *Get Firewise* unit, and they are outlined here. Please note, these learning objectives are suggestions only.

These learning objectives will change depending on the focus of the unit you develop in response to your students' needs and on the overall learning objectives you have set for your students.

### Health and Physical Education: Level 1 and 2

<b>Key concepts</b>	The <i>Get Firewise</i> programme for year 1 and 2 focuses on: <ul style="list-style-type: none"> <li>attitudes and values – as students develop a positive and responsible attitude to keeping themselves and others safe around fire</li> <li>hauora – students take actions to ensure their physical and emotional wellbeing when they keep themselves safe from fire.</li> </ul>
<b>Personal health and physical development – Safety management</b>	Students will: <ul style="list-style-type: none"> <li>describe and use safe practices to keep themselves safe from fire.</li> </ul>
<b>Healthy communities and environment</b>	Students will: <ul style="list-style-type: none"> <li>identify and discuss fire hazards in their home and at school and take actions to keep themselves safe around these hazards.</li> </ul>

### English: Level 1 and 2

#### Listening, reading, and viewing; and speaking, writing, and presenting

<b>Processes and strategies</b>	Students will: <ul style="list-style-type: none"> <li>acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas about fires and keeping safe from fires.</li> </ul>
<b>Ideas</b>	Students will: <ul style="list-style-type: none"> <li>recognise and identify ideas about fire and keeping safe around fire within and across different texts.</li> </ul>

### Social Science: Level 2

- Students will:
- understand how firefighters make a significant contribution to New Zealand society.



### Mathematics: Level 2

#### Statistics

<b>Statistical investigation</b>	Students will: <ul style="list-style-type: none"> <li>conduct investigations using the statistical enquiry cycle when they carry out survey(s) relating to fire safety in the home and understand simple graphs of the results of the survey(s).</li> </ul>
----------------------------------	---

### The Arts: Level 1 and 2

#### Drama

<b>Developing ideas</b>	Students will: <ul style="list-style-type: none"> <li>contribute and develop ideas in drama relating to keeping safe from fire using personal experience and imagination</li> </ul>
<b>Communicating and interpreting</b>	Students will: <ul style="list-style-type: none"> <li>share drama through informal presentation</li> <li>respond to ways in which drama tells stories about keeping safe from fire and conveys ideas in their own and others' work.</li> </ul>

#### Visual arts

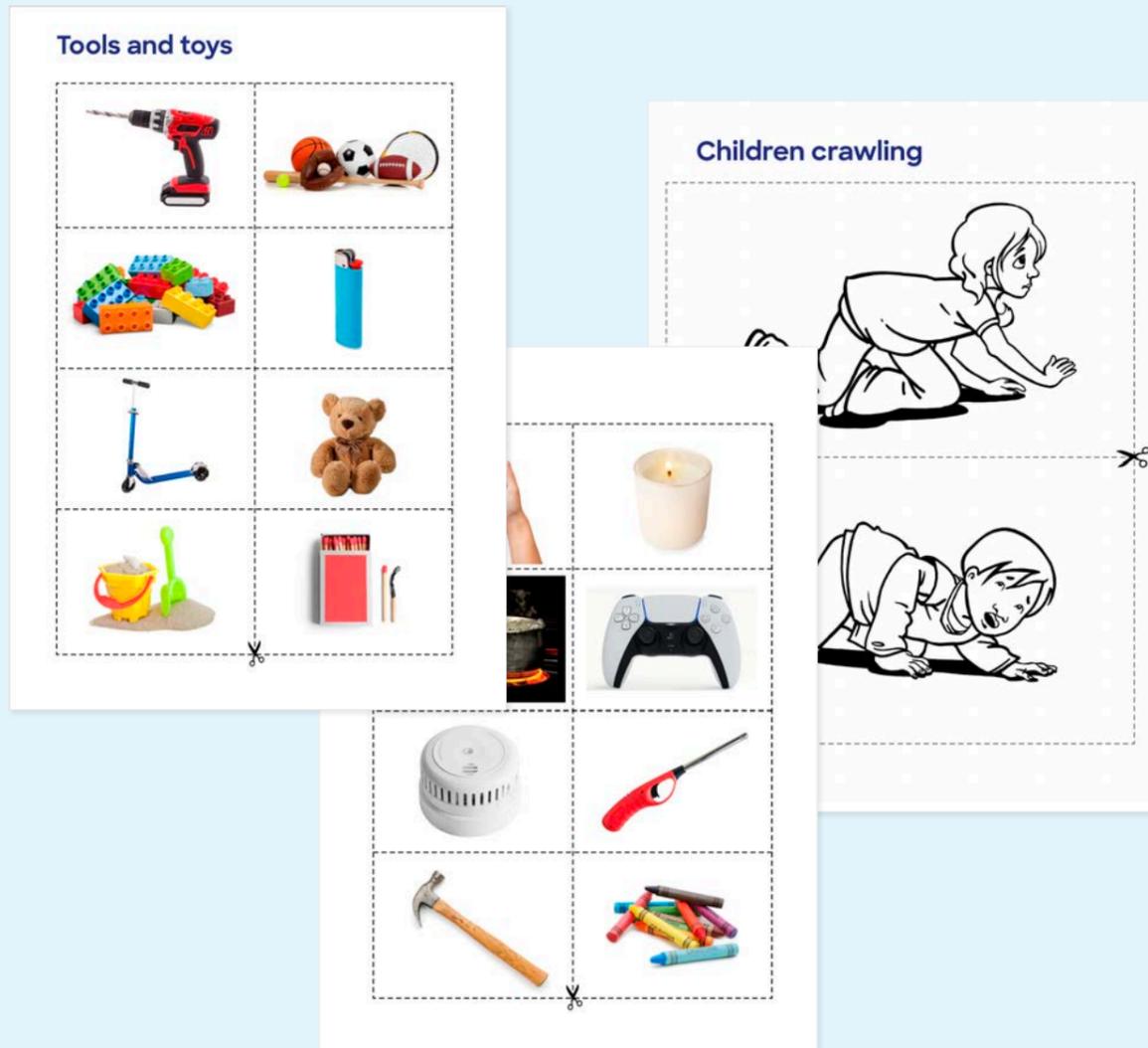
<b>Developing ideas</b>	Students will: <ul style="list-style-type: none"> <li>investigate visual ideas about keeping safe from fire in response to a variety of motivations including observation, and imagination.</li> </ul>
<b>Communicating and interpreting</b>	Students will: <ul style="list-style-type: none"> <li>share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> </ul>

### Appendix 3:

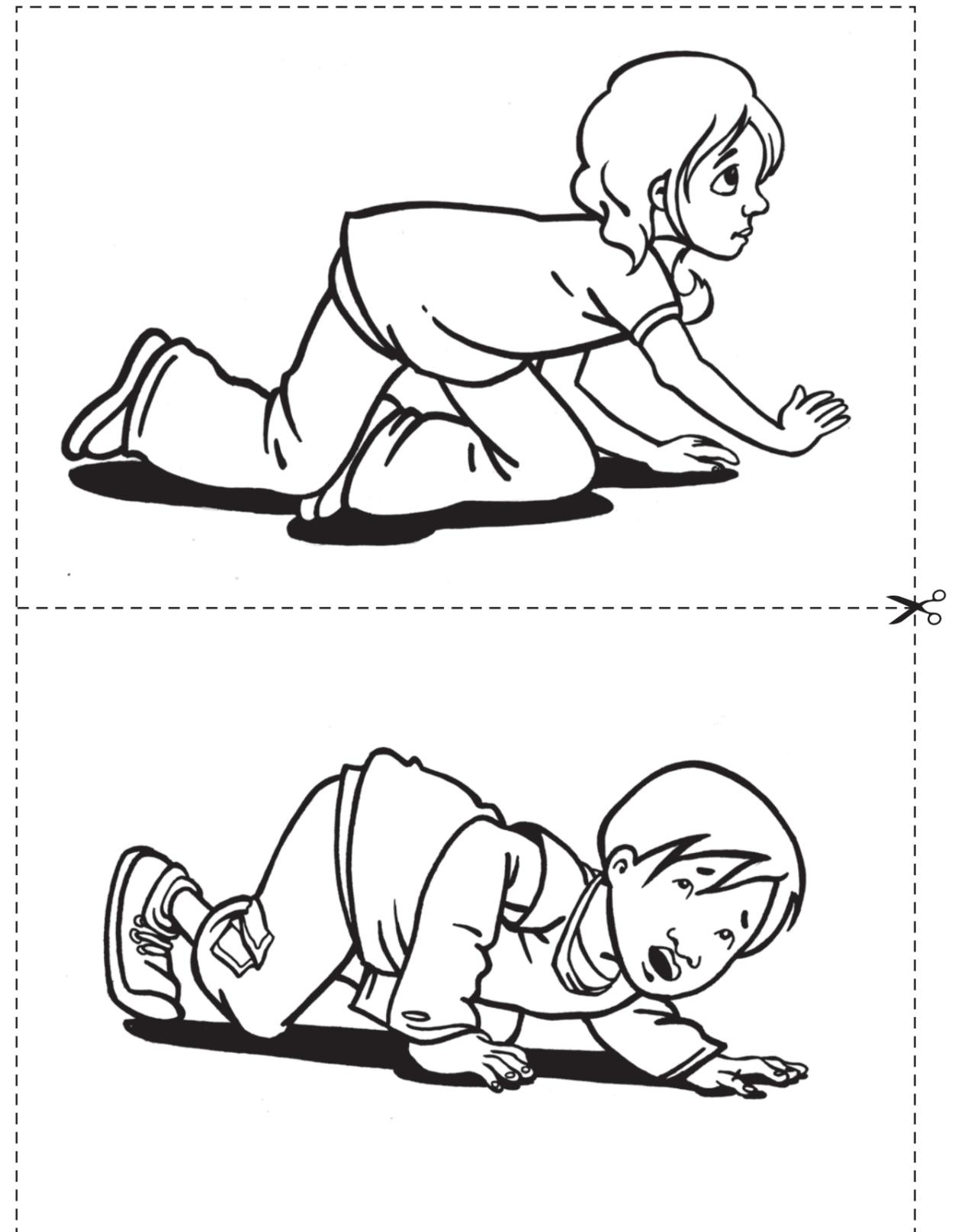
## Photocopy masters

The Tools and toys photocopy master is used in Section 2: Matches, lighters and candles (page 19) in an activity involving sorting tools and toys.

The Children crawling photocopy master is used in Section 4: A Fire in my Room (page 29) in an activity involving making a class mural.



## Children crawling



### Tools and toys



# GET FIREWISE



**Te Kāwanatanga o Aotearoa**  
New Zealand Government