



**Get Out! Stay Out!**

# **Educators' Guide**



# Get Out! Stay Out!

*Get Out! Stay Out!* is designed for Early Childhood Education (ECE) to deliver independently.

Fire and Emergency New Zealand is often asked by ECEs and Kindergartens to either teach children about fire safety or provide fire-safety information for young tamariki. This resource has been developed in partnership with the Hamilton branch of the Ministry of Education and through consultation with a range of ECE, for early childhood educators to deliver the programme independently.

There are things we can do to keep ourselves and whānau safe. It is important to support young tamariki to knowing they need to Get Out! and Stay Out! if they see fire or smoke, or if they hear a smoke alarm, or someone shouting Fire! Fire! Fire!

When a fire strikes, it spreads very fast. Once a fire has started in a room, you will have less than three minutes to get out. Whānau need to have and practice an escape plan. Having an escape plan is reinforced in households where young tamariki who are engaged with this programme can influence parents/caregivers to be more conscious of fire safety.

## The Facts Ngā Meka

### There are things we can do to keep ourselves safe

- Remember to keep looking while you're cooking. One in four house fires start in the kitchen, and unattended cooking is the leading cause of house fires in New Zealand.
- You are four times more likely to survive a house fire if you have working smoke alarms, fire is hot and fast. On average, one third of the residential fires we attend do not have working smoke alarms.

## About this resource Mō ngā Rauemi

*Get Out! Stay Out!* is for children aged from three to five years old. It links to Fire and Emergency New Zealand's *Get Firewise*, year 1 and 2 programme used in primary schools.

The focus of *Get Out! Stay Out!* is surviving fire in the HOME setting.

The content and learning outcomes of *Get Out! Stay Out!* have been kept simple. This is to meet the range of learning abilities across this age group and because home fire safety for pre-school children is the ultimate responsibility of parents and caregivers.

*Get Out! Stay Out!* integrates principles from Te Whāriki Early Childhood Curriculum.

Learning outcomes have been developed around a number of the Te Whāriki goals in each of the strands. The additional take-home material encourages whānau and caregiver involvement and responsibility in home fire safety. It emphasises the importance of children learning in the home environment in addition to learning through early childhood educational providers.

## Learning outcomes Ngā Whāinga Ako

1. Fire is hot and fast
2. What smoke alarms and extinguishers are, and what they sound like
3. The importance of shouting "**FIRE, FIRE, FIRE**" when there is a fire to raise the alarm to others in the house
4. **In a fire, everyone should get out and stay out**
5. In a fire, **tamariki should meet family/whānau at a safe meeting place**
6. The role of the firefighter (knows how to put out fires, community helper, they're trained and have the gear, firefighters are friendly and can look different when wearing the full gear.
7. Matches and lighters safety:
  - Tamariki should always give matches and lighters to an adult. Please note this is not in the story, but Fire and Emergency encourages educators to include this as an extended learning activity. If you have a firefighter presentation at your centre to conclude this programme, they will discuss matches/lighters with the tamariki.
  - They are "Tools not Toys". Adults need to be responsible and if tamariki find them, they must hand them to an adult.

## Te Whāriki links

The following outlines some main links with *Get Out! Stay Out!* and Te Whāriki. By including the suggested activities and extensions to the resource in programme planning and implementation, the links to Te Whāriki are greatly enhanced.

### Strand 1: Wellbeing Mana atua

<b>Goal 3</b>	Children experience an environment where they are kept safe from harm.
<b>Learning outcome</b>	They will learn that fire is dangerous, how to keep themselves safe from fire and a sense of responsibility for their own wellbeing and that of others.

### Strand 2: Belonging Mana whenua

<b>Goal 1</b>	Children and their families experience an environment where connecting links with the family and the wider world are affirmed and extended.
<b>Learning outcome</b>	Children develop an understanding of the links between the early childhood education setting and the familiar wider world through people (family/whānau, firefighters), images (fire truck), objects and sounds (smoke alarms, extinguishers and letter boxes) and smells (smoke) that are the same as at home. This is re-enforced with the children's take-home storybook.  Children develop a knowledge of the role of the wider world of work and their community, such as the role of firefighters in the community and what they wear to help people in a fire.
<b>Goal 3</b>	Children and their families experience an environment where they feel comfortable with routines, customs and regular events.
<b>Learning outcome</b>	Children develop an understanding of the routines, customs and regular events of early childhood and education setting. For example, they learn the difference between the early childhood centre evacuation procedure and a home fire escape plan and drill.
<b>Goal 4</b>	Children and their families experience an environment where they know the limits and boundaries of acceptable behaviour.
<b>Learning outcome</b>	Children develop an increasing ability to take responsibility for their own actions; for example, the dangers of fire and fire-play and the consequences, and in the event of a fire, shouting "Fire! Fire! Fire!" to alert others.

### Strand 3: Contribution Mana tangata

<b>Goal 3</b>	Children experience an environment where they are encouraged to learn with, and alongside others.
<b>Learning outcome</b>	Children develop strategies and skills for initiating, maintaining and enjoying a relationship with other children, including taking turns, problem-solving and negotiating. The resources and extended learning activities encourage children to take turns, problem-solve, negotiate, take another's point of view, as well as develop a positive and constructive attitude to competition.

### Strand 4: Communication Mana reo

<b>Goal 2</b>	Children experience an environment where they develop verbal communication skills for a range of purposes.
<b>Learning outcome</b>	The storybook <i>Get Out! Stay Out!</i> and the song will help children develop an interest in repetitive sounds and words, and aspects of language such as rhythm and rhyme.
<b>Goal 3</b>	Children experience an environment where they experience the stories and symbols of their own cultures.
<b>Learning outcome</b>	Children develop familiarity with print and its uses. The cartoon characters introduce children to key fire-safety behaviours. The storybook, song and posters introduce the role of the Fire and Emergency firefighters and other family/whānau members in a fire situation. The storybook symbols and characters (smoke alarm, extinguisher, fire truck and letterbox), are a realistic illustration style, generic to all cultures.

### Strand 5: Exploration Mana aotūroa

<b>Goal 2</b>	Children experience an environment where they gain confidence and control of their bodies.
<b>Learning outcome</b>	Children develop an understanding of the nature and properties of a range of substances; for example, understanding the properties of fire; that it is hot, extremely fast and dangerous, and smoke is thick and black. Children are encouraged to define and develop an understanding of a physical safe meeting place appropriate to their home situation through the storybook, song, take-home brochure and exercise.

## The Get Out! Stay Out! kit includes:

### Kei roto i te kōpaki nei

#### Resources include:

- *Get Out! Stay Out!* classroom storybook
- *Get Out! Stay Out!* song
- Three posters including:
  - *Get Out! Stay Out!* characters
  - Firefighter poster
  - Fire truck poster
- Sample *Get Out! Stay Out!* take-home storybook: a take-home version of the classroom storybook, with added pull-out escape plan home activity for the family/whānau.
- Sample parent/caregiver brochure: information to parents/caregivers about the *Get Out! Stay Out!* programme, how they can support their children's learning and what their responsibilities are in keeping their children safe from fire in the home situation.



Use this QR code to access the  
*Get Out! Stay Out!* resources

[www.fireandemergency.nz/teachers-and-schools/get-out-stay-out](http://www.fireandemergency.nz/teachers-and-schools/get-out-stay-out)

## Before the Get Out! Stay Out! programme

### I mua i te hōtaka nei

#### Things to be considered:

1. Order your FREE resources for parents/caregivers and children online at the *Get out! Stay Out!* page on our website (see QR code on opposite page)
2. When the resources arrive, distribute the brochures to parents/caregivers (keep aside the children's take-home storybooks)
3. Advise parents/caregivers their children will be learning *Get Out! Stay Out!* via your parent newsletter
4. Become familiar with the learning outcomes and resources
5. Prepare discussion questions to use during structured learning sessions
6. You can download a firefighter video to support the learning that has been completed on the programme (see QR code on opposite page).

#### Next:

7. You can start the programme – use the posters, classroom storybook and song for structured learning.
8. Introduce and discuss real props; the fire extinguisher from your centre, smoke alarm, matches/lighters
9. Discuss the fire truck, firefighters and their role in the community
10. Distribute take-home storybooks as a gift to all the children.

## Preparation Te Whakariterite

### Step one

Order the appropriate number of FREE resources. You'll need one parent/caregiver brochure and children's take-home storybook for each child. You can do this online via the QR code below.

### Step two

Before you begin *Get Out! Stay Out!* parents and caregivers need to be notified that their children are going to be learning about fire safety. The additional take-home material encourages parents/caregiver involvement and responsibility in home fire safety. It emphasises the importance of children learning in the home environment in addition to learning through early childhood providers.

It is important that teachers encourage and support whānau to consolidate children's learning at home. It is also critical that parents/caregivers understand about home fire safety, including smoke alarms and escape plans, and what they can do to keep their children safe.

The *Get Out! Stay Out!* web page supports and advises parents/caregivers about the programme and what they can do to support their child's learning by distributing the parent/caregiver brochure.

Further inform parents by including a notice in your newsletter outlining the programme and the need for their support in the home environment.

### Step three

Educators need to familiarise themselves with the learning outcomes, material and content of the *Get Out! Stay Out!* resources.



Use this QR code to access the *Get Out! Stay Out!* web page

[www.fireandemergency.nz/teachers-and-schools/get-out-stay-out](http://www.fireandemergency.nz/teachers-and-schools/get-out-stay-out)

## Familiarise and practise with: Te Mōhio Haere, ā, Kia Whakangungu ki:

1. The *Get Out! Stay Out!* storybook characters and their role as illustrated
2. The lyrics and actions of the song
3. The storyline, illustrations, open questions for discussion and rhythmic patterns of the *Get Out! Stay Out!* storybook
4. The flip chart on a tabletop or chair
5. Prepare and construct simple open-ended questions to enable participation and involvement of the children during each of the learning sessions.
6. It is worthwhile to familiarise yourself with the information provided to parents/caregivers about smoke alarms and escape plans.



Use this QR code to access the *Get Out! Stay Out!* song

[www.fireandemergency.nz/assets/Documents/Teachers-and-schools/GOSO-Song.mp3](http://www.fireandemergency.nz/assets/Documents/Teachers-and-schools/GOSO-Song.mp3)



## Delivery Te Kawenga

### Every ECE centre is unique and have their own philosophy and ways to deliver the mahi.

1. What is fire?
  - During structured learning time, explain and discuss what is hot and what is not. Discuss the properties of fire; it is fast, hot, there is smoke, dark and dangerous. Highlight the need to know and practise an escape plan.
  - Display the posters on the walls and in areas where tamariki engage in discussion with educators/carers.
2. Use the character posters to explain to the tamariki what the characters do, what sounds they make and what to do if you hear them. You will have a fire extinguisher onsite, and this is an opportune time to explain its purpose. Smoke alarms are readily available in retail shops, and it is important to demonstrate what they sound like - be careful, they are loud!
3. By using the firefighter and fire truck posters with their prompt labels describe/explain their specific role in the community.
4. The song and *Get Out! Stay Out!* storybook is best used during structured learning time such as mat time.
5. On completion of the *Get Out! Stay Out!* module, distribute the take-home storybooks to all the children.



## Suggested learning extensions and additional activities

### Ngā Whakawhānuitanga Ako me ngā Ngohe Tāpiri

The *Get Out! Stay Out!* resources are designed as stand-alone learning tools, and they provide opportunities for extended learning. Through improvising and using a range of other mediums, props and resources, children will discover and develop different ways to be creative and expressive about fire safety.

Suggested extensions to the resources include:

1. Develop a music theme with fire waiata; for example, *I'm a little fire engine*, *Flick is my name* and *Hurry, hurry call the fire truck*.
2. Encourage the children to role play as firefighters. This can be done with water play, hoses and fire trucks. Most centres have firefighter costumes and fire engines in the dress-ups area.
3. Art and creativity. Create your own ECE centre escape plan as a mural. This will involve drawing a large plan of your centre and getting children to place arrows of where to safely escape and meet outside. (If you are uncertain of your centre's escape plan requirements please contact your local brigade).
4. What is fire? What is hot and what is not?
5. Matches and lighters safety. Tamariki should always give them to an adult. Use this as a short role play activity teaching tamariki to give the matches/lighters to an adult educator in the room.





**Get Out! Stay Out!** Fire Safety for Pre-Schoolers