



Western Cape  
Government



# **PUBLIC INFORMATION, EDUCATION & RELATIONS STRATEGIES**

Fire Services Indaba, Cape Town

31 October 2013

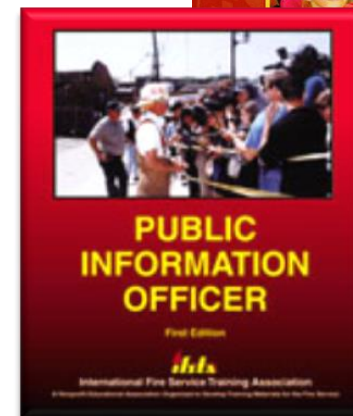
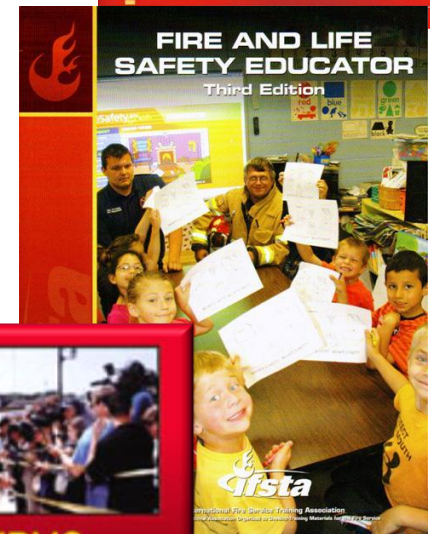
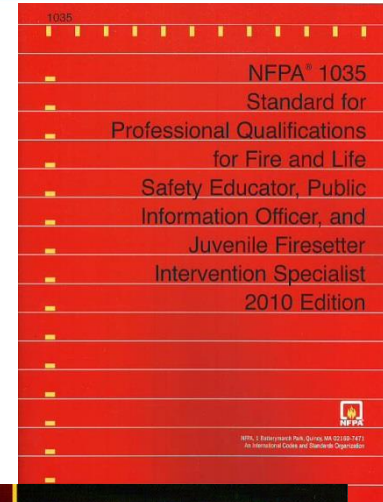
# The Transition

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- iGoli transformation in Johannesburg
- NFPA World Conference - 2000
- Chief Ed Kirtley, Chairperson of NFPA 1035
- Conducted first Fire & Life Safety Educator Training (NFPA 1035) in JHB & CT in 2000
- Presented PIER concept at various SAESI conferences
- Conducted PIO Training 2003
- PIER Divisions established in CoJ & Ekurhuleni, Fire & Life Safety Educator Division in CT

# Professional Standard (NFPA 1035)

- The 2010 edition of the NFPA 1035 identifies the levels of professional performance required for public fire and life safety educators & public information officers.
- IFSTA provides training materials for implementation of the standard and professional development of personnel (FLSE I, II & III, PIO)



# P.I.E.R. Strategy

# PIER System

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Public Information  
Public Education  
Public Relations

# PIER Philosophy

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**Goal #1:** Increase awareness of FD services and operations

# PIER Philosophy

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**Goal #2:** Develop  
positive perception of FD  
- its services, programmes  
and people

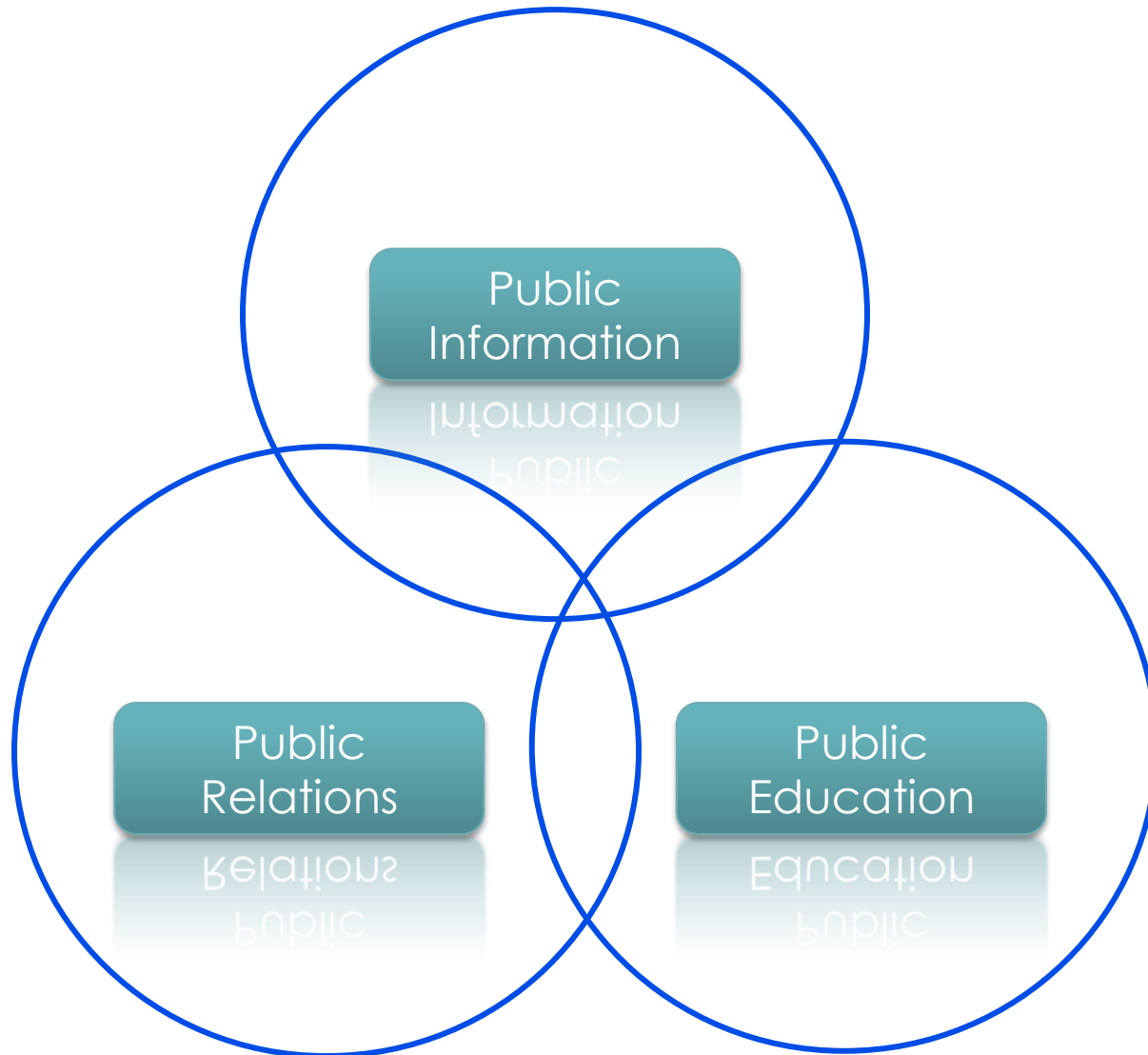
# PIER Philosophy

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**Goal #3:** Reduce cost of reactive services through effective proactive services



# P.I.E.R. Strategy



# Public Information

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- Media services (Incident Command)
- Pro-active release of information on activities
- Keeping the public informed (Incidents & warnings)
- Preparedness, awareness & prevention

# Public Relations

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- Creates strong connections to the community
- Telling our story
- Focus on the public's 'WIFM'
- Promotes the good things about our government - *more than 'spin' control*
- Answers negative perceptions

# Public Education

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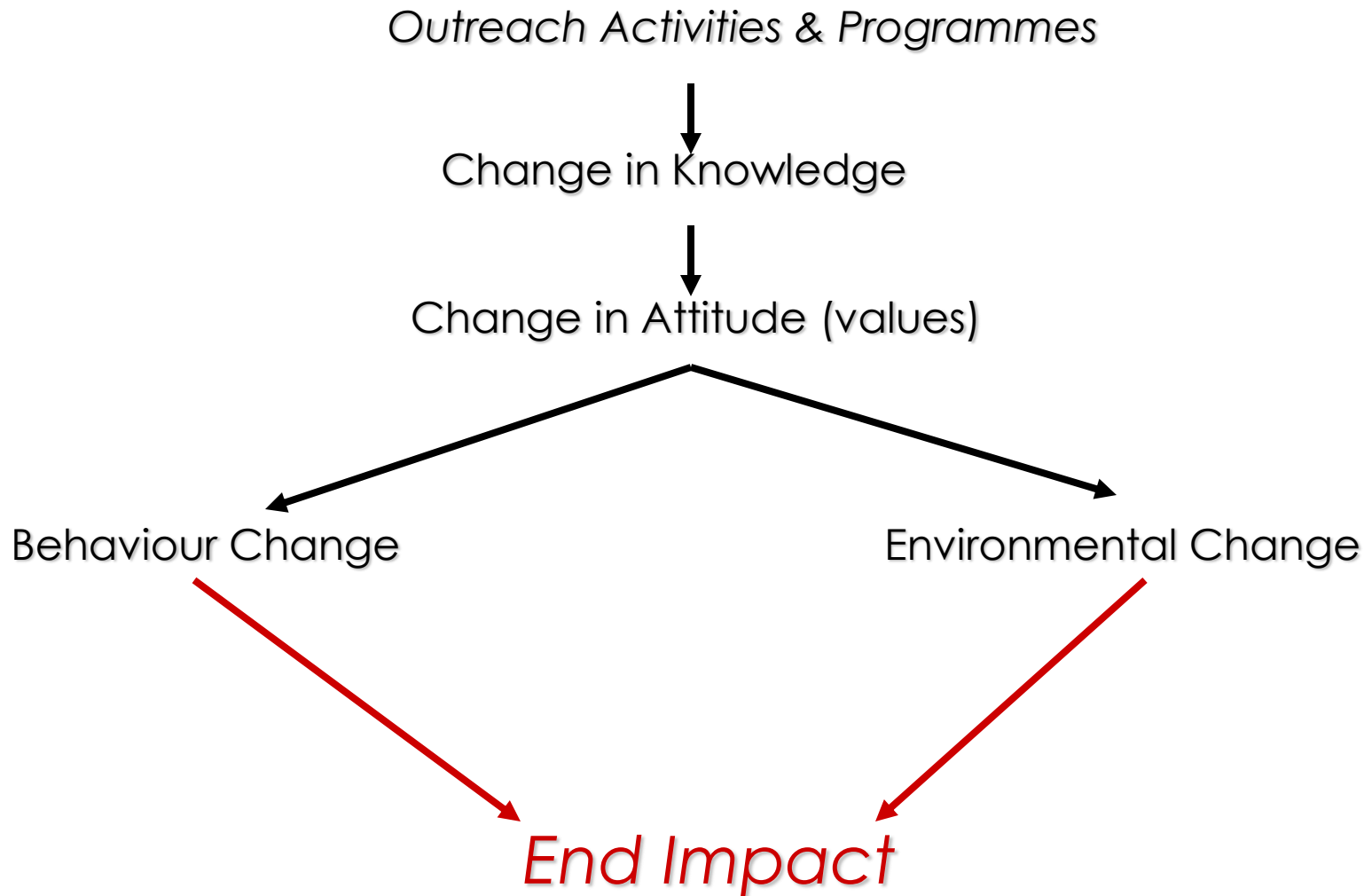
- Focuses on change in behaviours and environment
- Targets highest risk/problem areas
- Built on community/government relationships
- Builds on public information and public relations foundation

# Elements of Successful PIER

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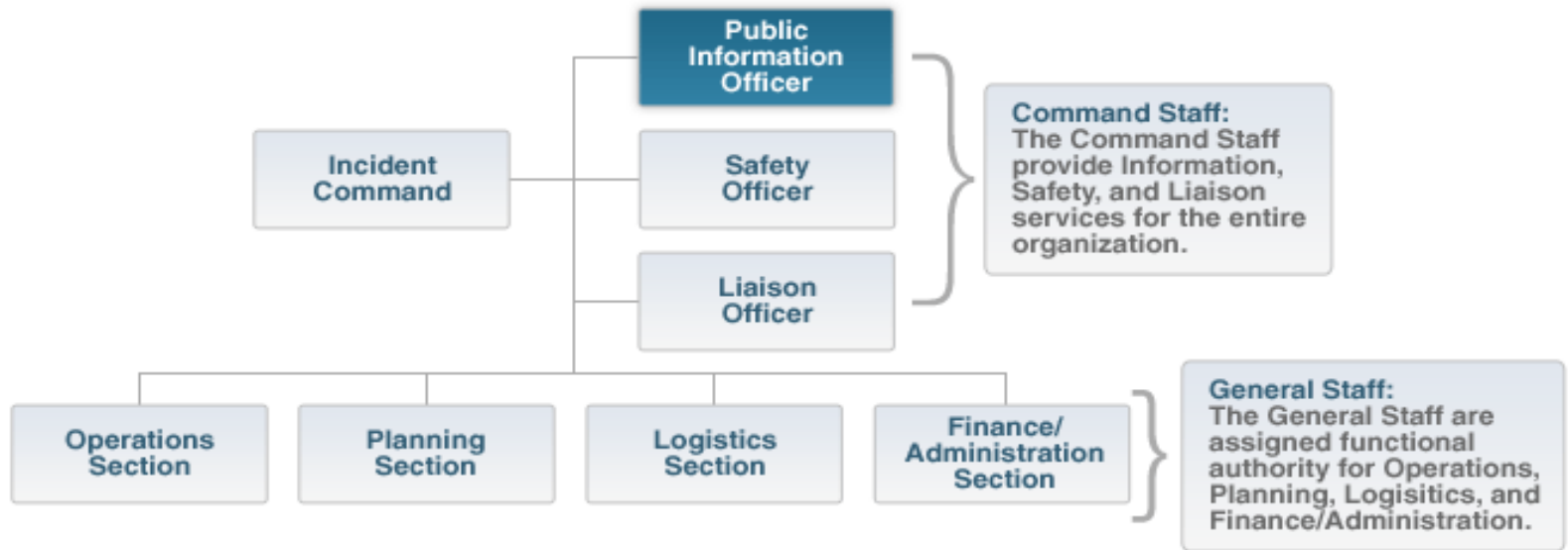
- Integrated government strategy
- Commitment of resources to PIER
- Strong community/neighborhood involvement & partnerships
- Build customer service orientation
- Strong media partnership
- Pro-active philosophy with information
- Accept that change takes time

# Prevention Model of Change



# P.I.E.R. Programmes & Activities

# PIO & ICS





# Positive Media Exposure

## CERTified in saving



*"It is a denial of justice not to stretch out a helping hand to the fallen; that is the common right of humanity" - Seneca*

By Margaret Mouton



Photo: 2008, 08

## Fire fighting youths



Nathan Hermann, Lulama Tenzel and Happiness Nazama, outside the Florida Park Fire office, where the cadets get trained in basic fire-fighting every Saturday.

Florida Park ... The Florida Park fire department is getting actively involved within the community by staying true to the needs of youth.

The Cadets Programme is a unique training programme that equips girls and boys from age 12 to 18 to be trained in basic fire, first aid, rescue and drilling techniques.

The Cadets concept came about in 2004, when the Florida Park (Public Information, Education and Relations office) saw the need to train selected students in the community in basic fire, first aid, rescue, drilling and as well as offering skills training through other NGOs such as Luma Life.

This year over a 100 cadets have been enrolled at the academy with two of the cadets being trained as fully fledged fire-fighters.

According to Cadets manager Lulama Tenzel the main aim of the cadets programme is to encourage the youth to become aware of their environment.

"In teaching and training the students about basic safety we are enabling a new generation of responsible citizens.

Furthermore we also ensure talent and offer career opportunities to the emergency services management.

"For this reason we are very proud of our two cadet graduates, Nathan Hermann and Happiness Nazama, who are currently being trained as fire-fighters."

For both Nathan and Happiness the academy opened a career opportunity after completing grade 12.

Both have been involved in the cadets programme since 2005 and agree that joining the programme was certainly a life changing experience. Nathan believes that the programme offered him a future that could otherwise not have been possible.

"The cadets taught me discipline and invaluable skills. I feel like I am part of a family and that is the best part of being part of the cadets."

Happiness says that being part of the cadets programme means being taught how to help others. She believes that she can take with her throughout life.

"Being part of the cadets has opened doors for me. I never thought a family who could not have been able afford tertiary education but now I have the chance to build a career and this is more than I can ask for."

The cadets programme is open to the public and at the beginning of each year the cadets are selected from the surrounding communities.

Cadets are between 12 and 18 years old, and cadets are divided into various rank categories according to their time spent as a cadet.

"We have various ranks so as to reward our cadets for their hard work," says Tenzel.

The new recruits train for four to five months and will be known as junior cadets.

The next rank is senior cadets, then cadet leaders and then cadet officers which are the ranks of both Nathan and Happiness.

The cadets train every Saturday. For more information on the cadets programme please contact the Florida Park Fire office on 011 758 5036.

## Teaching people how to fight deadly shack fires

EMILY VISSER

GEORGE Kgatla from Alexandria has experienced many shack fires in his young life; he thought he knew how to treat burn wounds.

He would have applied any one of the remedies commonly used in his community - Zambuk ointment, Colgate toothpaste, Sun-light liquid or even cooking oil to treat the wound. But it would have made the injury even worse.

Today Kgatla knows better. After completing a four-day volunteer course with Joburg's emergency management services (EMS), he knows what to do.

"You only put on cold water," he says. Kgatla and 250 other residents of Alex were formally welcomed into the EMS family when they passed to become official EMS volunteers at the service's headquarters in Martindale recently.

As a Community Emergency Response Team, the group will also be part of the increasing numbers of Joburg residents who will be doing volunteer work during the World Cup in 2010.

"We are so excited about what happened here today. We learned so many things," confirms Lucky Moga, Kgatla's friend.

Dr Audrey Gule, the executive head of the service, says the volun-

teers ran three programmes and that community members can get involved by joining the community response teams.

The volunteers will be working at the Basic Emergencies, Safety and Fire Education Centre (Be-safe) in Alexandria. If a fire breaks out, they will help form bucket brigades and stop the fire in its tracks before, hopefully, a life or two more possessions are lost.

EMS also had a group of 500 volunteer fire-fighting emergency medical technicians, trained to do basic life support and fire-fighting and a professional reservist corps, consisting of people who had retired or left the medical and emergency field, but who still wanted to give back to the community.

These volunteers had joined a very special community, Gule said.

"It takes a special person to run into a burning building while others run from it."

There are six Besafe Centres in Joburg - in Alexandra, Dube, Bopara, Orange Farm, Ivory Park and Florida Park. All volunteer training is free of charge and is open to individuals and companies.

For more information on becoming an EMS volunteer contact the service's public education division on 011 758 5050. - Johannesburg News Agency



MOCK UP ... Firefighting volunteers demonstrate how to treat a shack fire victim. The Johannesburg Emergency Medical Services offers free courses to individuals and firms  
Picture: Samantha Simons



# FIRE SAFETY IN SOUTH AFRICA

**PRACTISE SAFETY.  
PREVENT INJURY.**



"Prevention is better than cure" – we all know that this is easier said than done. In fact, most injuries can be prevented, and teachers have a valuable role to play in empowering learners with safety information and introducing effective safety lessons.

## Children's Rights to Safety

Teach children that it is their right to buy products that do not harm them. What happens if those rights are infringed? Discuss this in class and ask children what they think they could do to draw attention to harmful practices. What action can they take to protect their rights? Ensuring their rights are protected could include writing to the media, legal action or sending a letter of thanks to companies that promote safety telling them what this means to the child.

Burns are the number one killer of children under the age of 1 year. The Education Officer of Emergency Services has given us these life-saving lessons on fire and burn prevention.

## Fire Safety & Survival Programme for Children

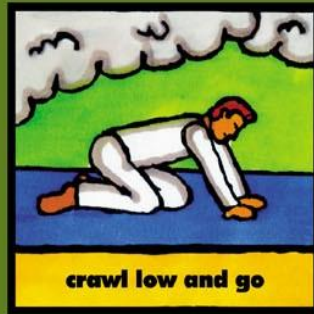
Children should not be left with the responsibility of fighting or extinguishing a fire. Their key to survival is to escape – to **Get Out Alive...** This is the basis for educating children about the proper and responsible use of fire.

## Matches and lighters are dangerous tools, not toys

Matches and lighters can be extremely dangerous in the hands of young children. Children as young as two years old can strike matches and start a fire. Adults must refrain from playing with matches or lighters in the presence of children. They must be utilised as "tools, not toys" and placed out of reach of children in a safe location. As a rule, children under 7 should not be allowed to touch matches or lighters.

**Teach the following life safety messages progressively, keeping the message simple.**

- Matches are tools, not toys
- Do not touch matches or lighters
- Tell a grown up if you find matches or lighters
- Keep matches and lighters in a safe place away from small children



**crawl low and go**

1. During a fire a large amount of super-heated smoke is generated, containing many poisonous gases.
2. These hot poisonous gases cause most of the deaths due to fire. Children must be taught not to hide in cupboards or under beds – they must know how to escape. Fortunately, heat and smoke usually rise, leaving the cool, clean, clear air low on the ground.
3. Teach children how to drop to their hands and knees below this top layer of air and smoke (not flat down as some poisonous gases will settle on the floor). If they cannot see the door or escape route, they must crawl until they reach a wall, then crawl next to the wall until they locate an exit, such as a door or window. Once out they need to meet at a place previously decided on.

They should then contact the fire department from a neighbour's house.

## CLASSROOM EXERCISE

Use a dark sheet or cloth and let some children hold the corners. Tell the rest of the class to crawl low under the sheet which represents the smoke. Use an old telephone to teach kids how to dial the fire department and request help.



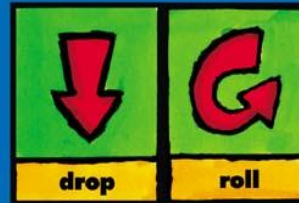
**stop**

**cover face**

**Stop, drop and roll** if your clothes are on fire. Do not run or stand still, as this will increase the chances of injury or fatality. Covering your face with your hands when rolling can help prevent flames and heat from causing further injury to your face and respiratory passages.

If someone else's clothes catch fire, tell them to stop running, get them down on the ground and make them roll to smother the flames.

If this is not possible, use a blanket or towel to smother the flames.



**drop**

**roll**

## CLASSROOM EXERCISE

Allow children to practise dropping to the ground while covering their faces and rolling over and over. Attach a red cloth or paper flame to clothes to simulate them being on fire. Ensure that they all perform the skill correctly in different situations and environments. Children often confuse this skill with crawling low under smoke.

The Paraffin Safety Association of Southern Africa (PASASA), promotes the safe use of paraffin. Millions of child resistant safety caps (to fit on bottles used for storing paraffin) have been distributed, along with labels, leaflets, and public safety messages in all eleven languages.

## SCHOOL FIRE DRILL



**ring alarm**

**move to exit**

A fire evacuation drill is a life-saving lesson. It is very important that everyone at the school is familiar with the procedures and knows what to do.

- The school fire evacuation plan must contain predetermined arrangements to inform the fire department of any emergency at the same time the fire alarm is activated.
  - A designated staff member, with an alternate, should be assigned to call the fire department before a fire drill is held.
  - Drills should take place on different days and at different times. Everyone in the building, including the maintenance personnel, must participate. It is vital that frequent drills are conducted, so that everyone is familiar with the correct procedures.
  - Appoint a fire safety monitor for each class.
  - Ring the fire bell or alarm – it is important for learners to know what it sounds like.
  - When you hear the fire alarm, STOP, LISTEN and GO. Everyone should immediately form a line and go quickly and quietly out of the classroom to the outside meeting place.
  - The fire safety monitor should keep a copy of the attendance register and ensure that all learners are accounted for when they exit the classroom.
  - The fire safety monitor should also make sure that disabled learners have adequate assistance during the evacuation.
  - Silence is essential so that instructions can be heard and understood. Learners should walk in single file and should not run as this causes confusion, resulting in unnecessary injuries and blocked exits.
  - Personnel must be familiar with the exit route for their classrooms. Exit routes must be divided amongst the classrooms so as not to cause "bottle necking" at an exit.
- The escape plan should be placed on the wall of each class and the primary exit route highlighted.
- When exiting the class, close doors to prevent fire and smoke from spreading.
  - Everyone should meet at a designated place well away from the school building, such as the sports field, and without obstructing entrance points that the fire department may use. Try to avoid having students cross streets to reach the meeting place. As soon as a class has reported to their designated meeting place a roll call must be taken to account for everyone. An attendance list should be available near the exit of the classroom for this purpose.
  - A designated person must ensure that everyone is out of areas such as the library, changerooms, art room and extra-curricular activity areas.



## FIRE DRILL EXERCISE

To simulate "smoke" and "fire", a sign can be made with "smoke" written on it and placed in the middle of the corridor. When learners reach the sign they must turn around and use a second escape route. If there is no second escape route or if it is blocked by "smoke", they must then crawl past the smoke sign and out to safety. A sign with "fire" written on it can be placed at the usual exit in order to develop efficiency in the use of alternate exits.



The two most important fire safety skills are to "Get Out" and "Call the Fire Department". When teaching children the skills of fire prevention and survival, encourage learners to take fire safety skills home and organise a home fire drill.

**If learners are taught to THINK SAFE and ACT SAFE, they will BE SAFE.**



Sponsored in the interests of public health by



## FREE RESOURCES

For free resources, such as child resistant paraffin safety caps, poison treatment cards, lessons and posters, please call 0861 22 44 22. For further information on FIRE SAFETY please call Rodney at the City of Johannesburg Emergency Management Services on 011 837 3099.



### Fire safety

#### 5. Crawl low under smoke

Smoke can be very dangerous as it can contain poisonous gases that can hurt you if you breathe them in. If you are caught in a room filled with smoke, get down on your hands and knees and crawl out of the room. Do not try to crawl on your tummy because some dangerous gases can sink right down to the floor and hurt you if you breathe them in. The reason you must crawl on your hands and knees is that hot air rises and the smoke will be found mainly up towards the roof of the room, so the air closer to the ground will be cooler, cleaner and easier to breathe.



#### 6. Know that the firefighter is a friend!

The firefighter works hard to keep people safe and to rescue people from fires. Sometimes he/she has to wear special clothing to protect them from the fire and these can make them look a little frightening – almost like a monster! It is important to know what these clothes look like so you can recognize the firefighter when they come to help you or rescue you.



#### 7. Know two ways out!

You should always know at least two ways to escape from every room in your house and your school. Ask your parents and teachers to show you these, and ask them to help you practice getting out of the room. You need two ways because one way may be blocked by the fire or by smoke, so you need to know another way to escape. You also need to know what the fire alarm sounds like. Your teacher will be able to help you with this, as it should be part of the school plans.

# Learn not to burn

Here are some things to remember about fire.

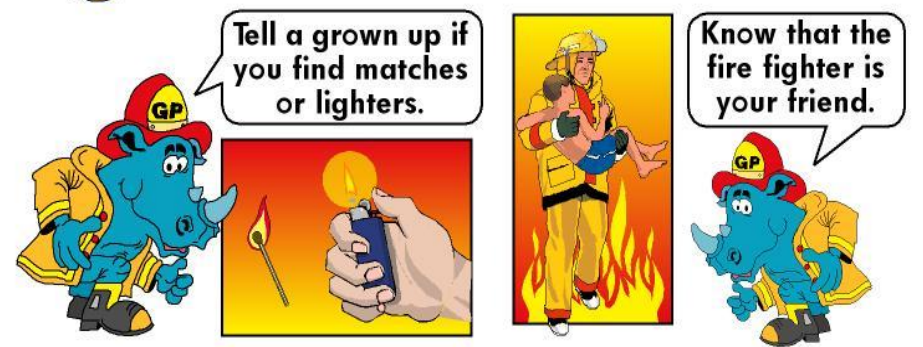
If your clothes catch on fire remember – **Stop, drop and roll**

Crawl low under smoke.



Tell a grown up if you find matches or lighters.

Know that the fire fighter is your friend.



Answers: Across – matches, hot, cold, fire, burn, smoke  
Down – alarm, escape, plugs, heater, drill, iron

Help Willemiena and Mtsamai complete this crossword.

- Down
2. Know which signal is the fire \_\_\_\_\_.
  3. You must know at least 2 ways to \_\_\_\_\_ from your classroom or house.
  4. These are used to connect appliances to electricity and should never be played with.
  5. These are used to heat up a room, and can get very hot.
  8. You must practice your fire \_\_\_\_\_ at school.
  9. This is used to make your clothes look good once they have been washed and dried. It can get very hot.
- Across
1. You should never play with lighters or \_\_\_\_\_.
  5. You must always know what is \_\_\_\_\_ and what is not.
  6. You must put a burn in \_\_\_\_\_ water.
  7. This is hot, red and scary!
  10. Learn not to \_\_\_\_\_.
  11. When the room is full of \_\_\_\_\_, crawl low and go.

Fill in your local fire brigade number

Fire brigade: \_\_\_\_\_

From a cell phone – 112 (it does not matter which network you are on).



Smoking in bed is bad for your health



Closed doors buy time  
and prevent fire spread





Most fire deaths happen at 4am during sleeping hours. Wake up and install a smoke alarm



**GONE IN**  
**60**



**SECONDS**




# Bucket Brigade



# Community Emergency Response Teams (CERT)



# Burn Survivor Advocacy






# Medics on Bikes




# Fire Cadets



a world class African city

## Emergency Management Services CADET CORPS



ESTABLISHED 2004

**City of Johannesburg**  
Emergency Management Services  
Public Education Division  
BESAFE Centre

**Florida Park**  
Tel: 011 758 5050  
Fax: 011 758 5054  
Email: besafe@joburg.org.za

**Every Saturday**  
**During School Term**  
09:00 to 13:00  
Ages 12 to 18

**JOBURG CONNECT:**  
**011 375 5555**

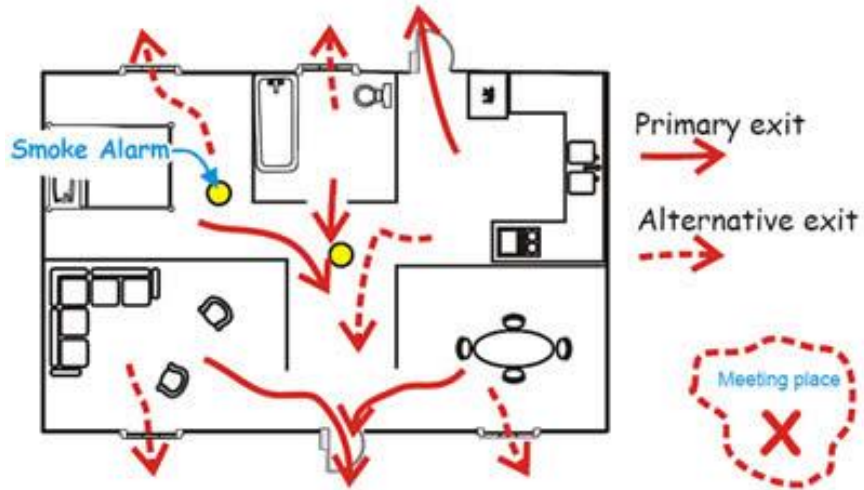
**WEBSITE:**  
**www.joburg.org.za**

**EMERGENCIES:**  
**Toll free: 10177**



# Residential Smoke Alarms & Escape Planning

The most common cause of death from a fire incident is from inhalation of gas and smoke, accounting for 44% of all deaths. (Source: British Department for Communities and Local Government 2005)



# Community Fire Safety Kit



## Jozi Safety Kit

Another proud initiative by City of Johannesburg's Emergency Management Services



City of Johannesburg has done it again!

The much awaited Jozi Safety Kit is finally here – around 300 houses in Alexandra are already in possession of the Jozi Safety Kit, the ultimate fire prevention initiative by EMB. This initiative will help minimize human induced fires reported on day to day losses in and around Johannesburg. For more information about this exciting initiative, please call our Public Information department on: 011 9 822 8000

**Vision**

\* ... The Leading World Class African Emergency Management Services ... \*

**Core Business**

\* ... Save Lives and Property ... \*

**Fire or Medical Emergencies**  
Call: 10177



A commercial size fire extinguisher with a 10kg capacity.



Start by putting a fire blanket over the fire to smother it.



Paraffin can be used in a fire alarm to help detect a fire.



50kg water fire bucket for use in all areas.



Fire blanket for use in all areas.



Joburg  
a world class African city





# Home Visitation (Inspection) Programme

- Home Visitation Programmes can deliver effective targeted interventions at the household level
- Address the immediate social and physical environments
- Provide the primary caregivers with information on safety practices, complete a related injury hazard checklist, and discuss possible changes to reduce risks for specific injury types.

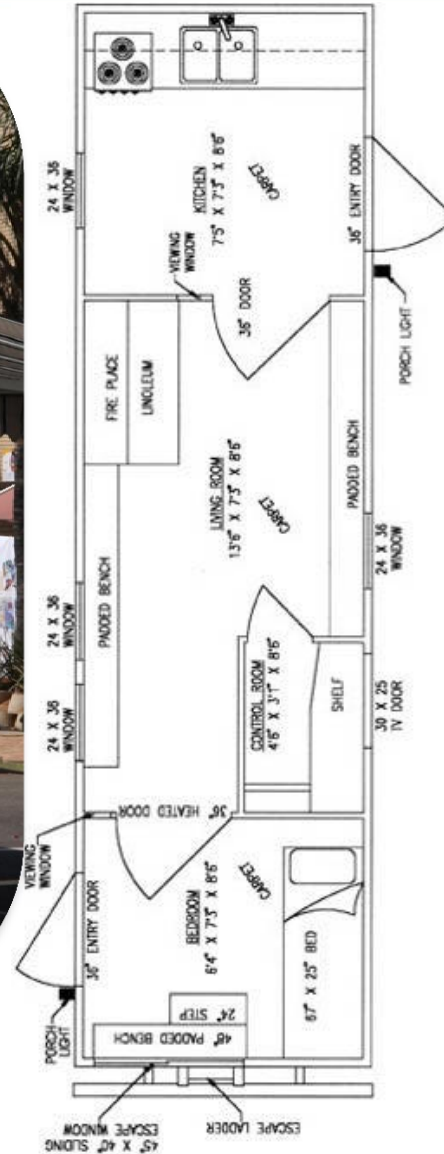


# Basic Emergency, Safety And Fire Education (BESAFE) Centres

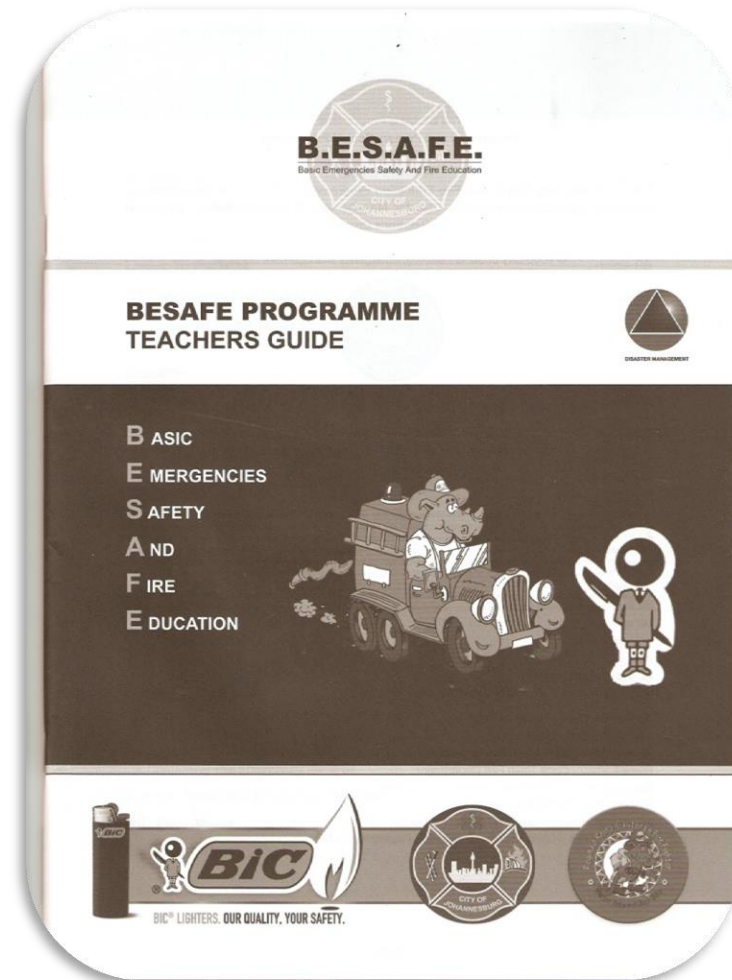
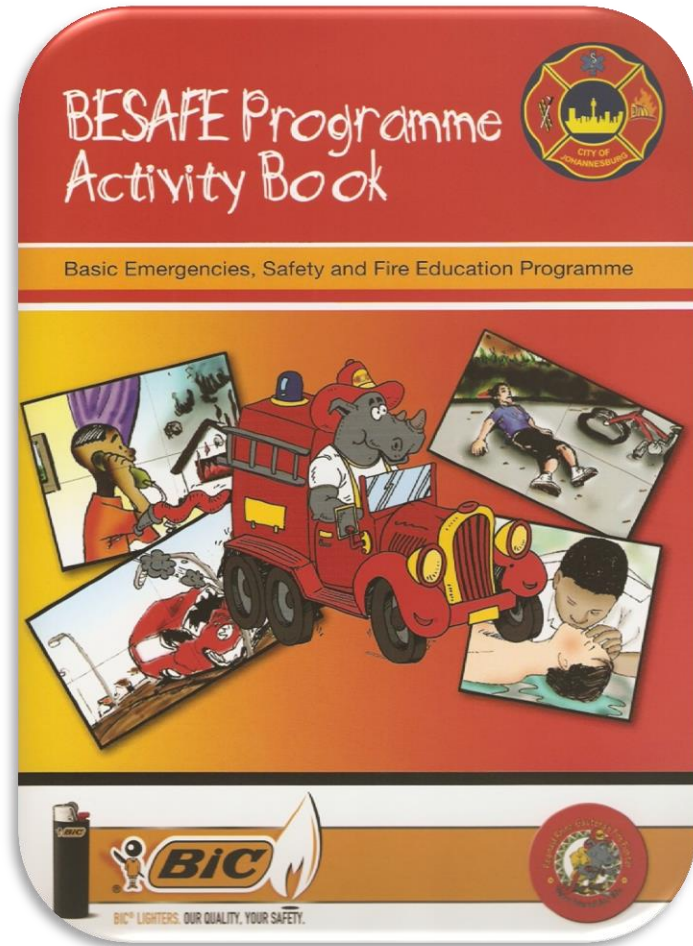


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# Mobile B.E.S.A.F.E. Centres



# B.E.S.A.F.E. Teachers Guide





# Learn Not To Burn Curriculum

## The Learn Not to Burn® Preschool Programme South Africa

### Teacher's Guide

A Firesafety Education Programme of the NFPA® for Preschoolers

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One Batterymarch Park

Quincy, Massachusetts 02169-7471. All Rights Reserved.

Learn Not to Burn® is a registered trademark of the National Fire Protection Association

The mission of the international nonprofit NFPA is to reduce the worldwide burden of fire and other hazards on the quality of life by providing and advocating consensus codes and standards, research, training and education.



Western Cape Department of Health



CHILD ACCIDENT  
PREVENTION FOUNDATION  
OF SOUTHERN AFRICA



#### Disclaimer

The South African version of the Learn Not to Burn® Preschool Programme was adapted for use in South Africa by the National Burn Prevention Reference Group in South Africa and is based on the original version published in the United States by the National Fire Protection Association (NFPA). The South African version was adapted to reflect South African customs and is not intended for use outside of South Africa. In the case of the cool a burn lesson, messaging is not consistent with the position of the NFPA. The NFPA advises that a burn be cooled for 3 to 5 minutes. In addition, in the "Fix your escape" letter to be taken home to parents and caregivers, in item number 4, the messaging is not consistent with the position of the NFPA. The NFPA advises the following: "If you have security bars on your windows be sure that one window in each sleeping room has a release device that can be used to unlock the bars from inside of your home without a key." The NFPA cannot be responsible for any information, teaching, or practices not consistent with its original published work. For more information, contact NFPA at 1-817-770-3000 or visit the NFPA website at [www.nfpa.org](http://www.nfpa.org).

For more information on the National Burn Prevention Reference Group, contact the Child Accident Prevention Foundation of Southern Africa at 011 685 5108 or visit the CAPFA website at [www.childsafe.org.za](http://www.childsafe.org.za).

## Learn Not to Burn® Preschool Programme South Africa



stop



drop



roll



# LNTB Implementation

Currently implemented in Early Childhood Development centres by the ECDI throughout Gauteng Province as part of the Pre Grade-R curriculum



Download the curriculum from: [www.burnfoundation.org.za](http://www.burnfoundation.org.za)

# Reggie Rhino Fire Mascot

Many stories are told over the campfire of rhinos that charge into the campsite and stomp out the fire. Rhino's have always been known as the fire fighters of the bush veld.



# Fire Fighter Clowns & Puppets



# Fire Prevention Week

## Targeted campaigns



National Fire Prevention Month



Fire Prevention Week • October 2010

**Smoke Alarms:**  
A sound you can live with



# Positive Community Relations



# Evidence Based Strategies



# Community Risk Reduction & Integrated Prevention

Public education is the foundation of reducing community risk, effective and sustained success is best realised through the use of combined prevention interventions.



## Education

Teaching people about a risk issue and how to prevent it. Enlightening decision makers about comprehensive risk solutions.



## Engineering

Using technology to create safer products or modifying the environment where the risk is occurring.



## Economic Incentives

Financial incentives that promote the use of safer practices and products



## Enforcement

Rules that require the use of a safety initiative.



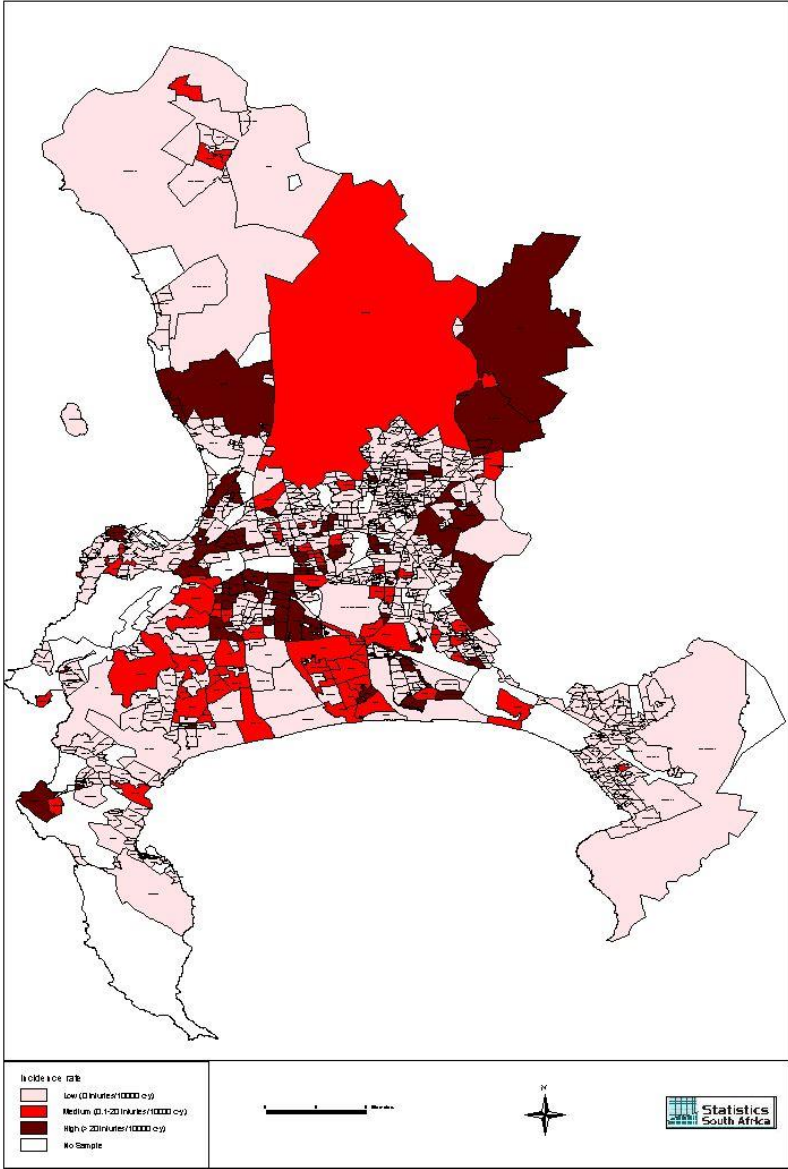
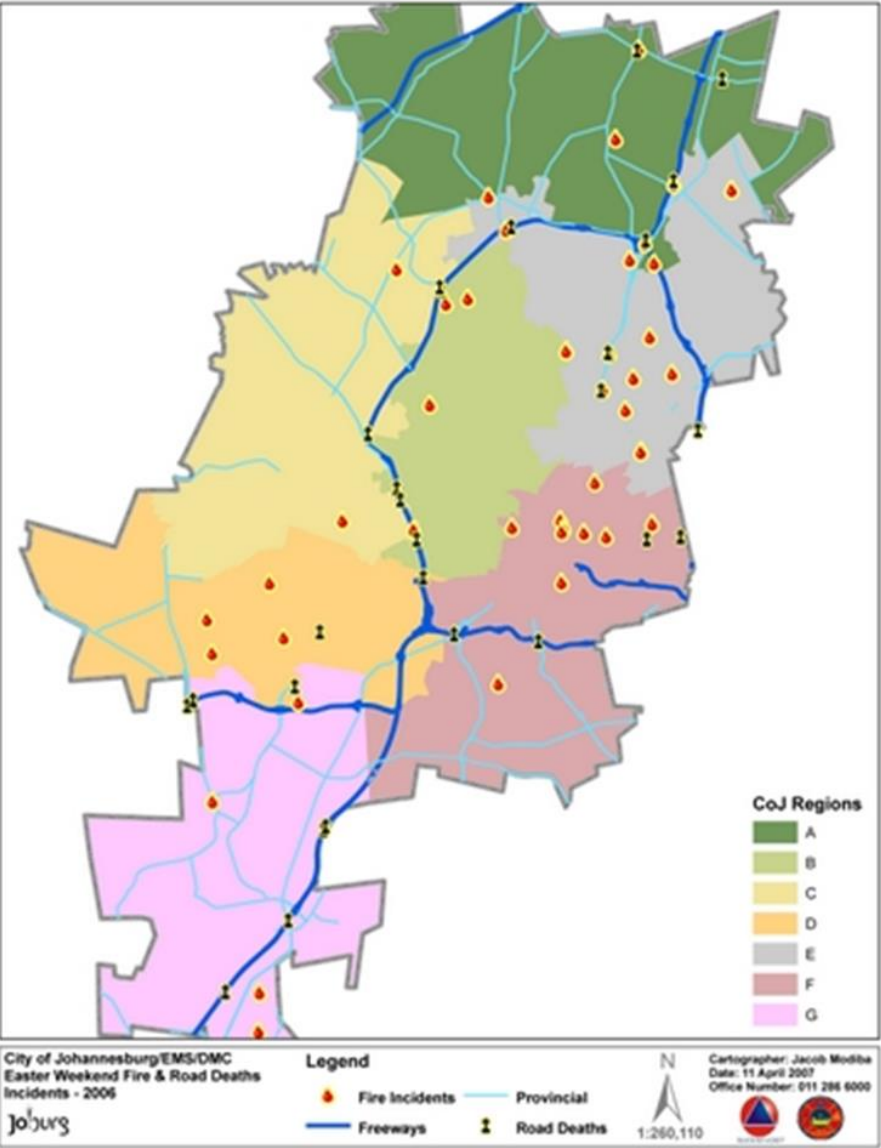
## Emergency Response

Rapid and effective response to the occurrence of incidents

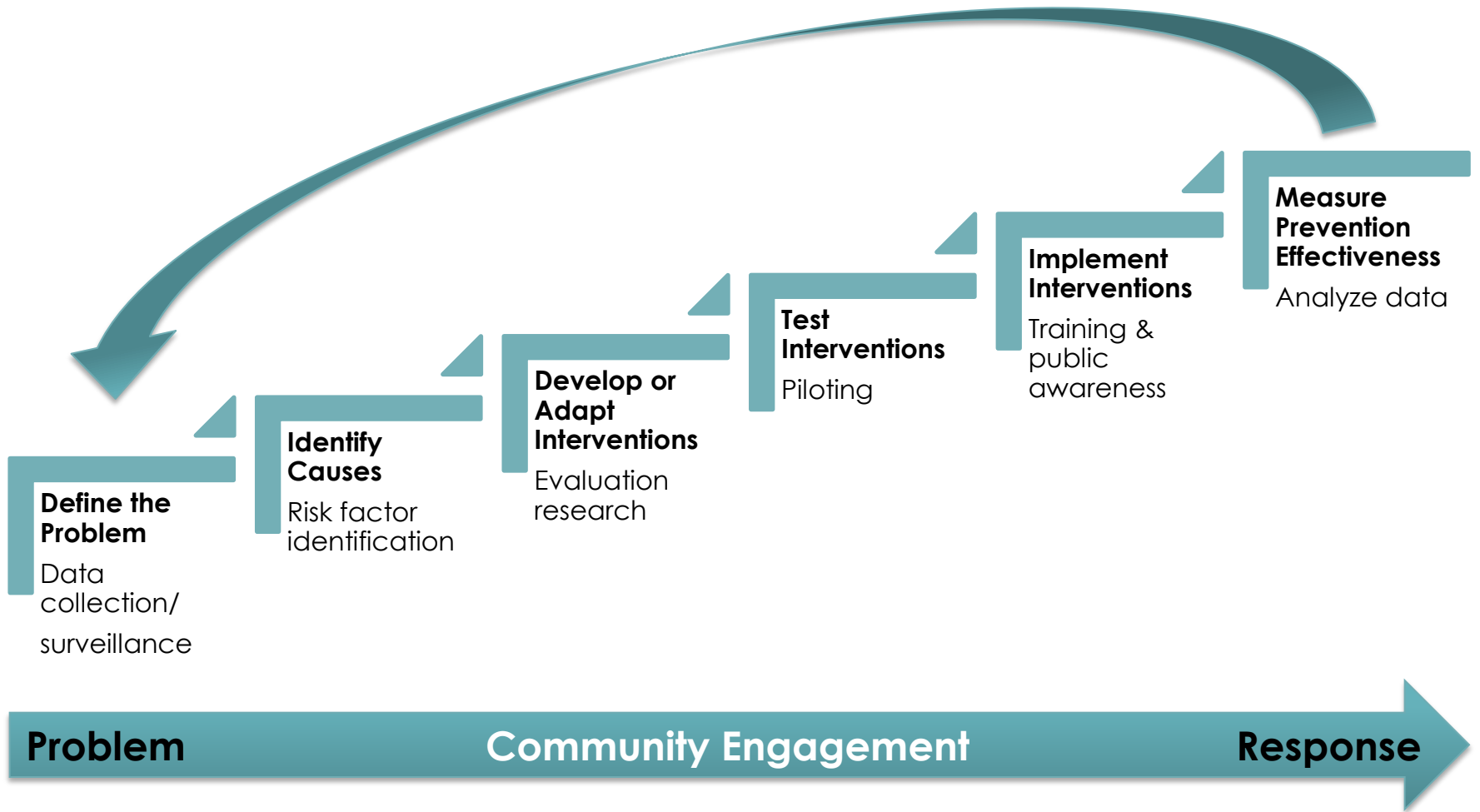
Primary, Secondary, Tertiary Prevention Interventions



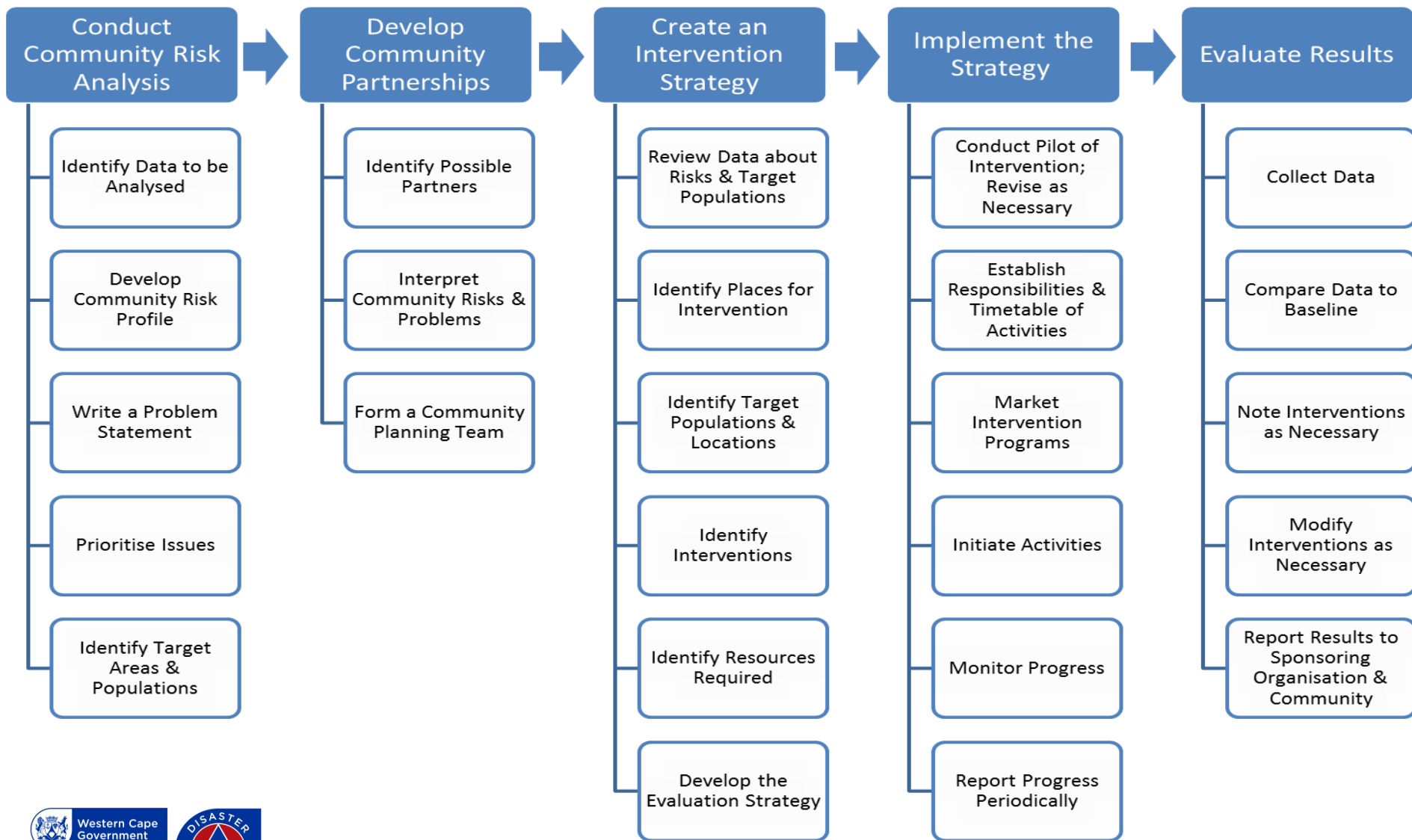
# Data Driven Interventions



# Interconnected steps in a Data Driven Approach



# Fire Prevention Intervention Planning



# Critical Components of Proactive Prevention Strategy

- Deliver a suite of interventions aimed at all social system levels within an identified high risk community
- Priorities for these interventions are determined by site-specific concerns.
- Interventions focus on integrated strategy utilising various mechanisms (education, engineering, enforcement, economic, emergency response).
- Interventions focus on different points along the incident continuum (pre-event, event, and post-event).
- The nature of the intervention delivery systems are developed from the literature on effective interventions.

# Specific Causal Factors

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Through forensic pathology data that was available, community engagement & personal experience some of the main causes of these fire & burn injury events where identified. Priority was given to these main causes:

1. Spilled hot liquids from table
2. Spilled hot liquids from pot on stove
3. Child left unattended and fire begins (unsupervised)
4. Shack fire starts, child does not or cannot escape
5. Paraffin (kerosene) stove / candle tips / falls over and starts fire
6. Open flames of stoves causes clothing fire
7. Stove not in proper working order catches fire
8. Caregiver under influence of alcohol
9. Criminal action to start fire (intentional)

While these priority events where not an exhaustive list, they provided an accurate picture of the common risks & main causes of fire & burns in high risk communities.

The highest priority was given to the most frequent cause. Groups were given a main cause to determine or hypothesise the injury chain of events.

# Injury Chain of Events & Intervention Planning

Specific Event	Education	Engineering	Enforcement	Economic Incentives	Emergency Response
Poor family build shack near urban areas for work opportunities					
Purchase cheap paraffin stove to cook food	Unsafe Stoves		Inspections	Replace old with new safer stove	
Cover interior of shack with cardboard and newspaper to insulate from cold	Safer building practices				
Combustibles contact open flame of stove	Safe cooking area				
Fire spreads rapidly to other combustibles	Extinguish fire	Barriers			Fire Service
Children left unsupervised and do not escape	E.D.I.T.H.				
Child's clothes catch fire and is severely burnt	Stop, drop & roll	Flame retardant garments	Legislation		C.E.R.T.
Adult treats burn wound with traditional remedy (toothpaste, soap, metal cleaner etc)	Cool with water				
Delayed transport to hospital	Emergency Number		Single number		
Child dies from burn wounds	Cool a burn				ALS
Family rebuild shack as it was before		Increase spacing			

# Evidence Based Fire & Burn Prevention Interventions

- Primary and secondary prevention approaches have the ability to prevent burn related injury from occurring, in addition to increasing the application of correct first aid, which can significantly reduce the “Burden on Disease and Injury” caused by fires, burns and scalds. (Liao CC, Rossignol AM. 2000)
- Fire and burn prevention programmes using educational messages presented by teachers in a preschool environment have shown to significantly improve knowledge and change behaviour practices of young children (McConnell F, Leeming, C, & Dwyer O. 1996)
- Interestingly, in the above study, 3 year olds showed the greatest positive behavioural change in that age group.

# Message Development

- Messages must then developed emphasizing the positive action or desired behavior to be followed.
- Messages must be tested against the characteristics of the target audience. Elements of these characteristics included:
  - Linguistic readiness (will they understand the message)
  - Emotional readiness (as stress levels increase, decision making abilities decrease)
  - Cognitive readiness (can they reason)
  - Physical readiness (in terms of age / ability)
  - Culturally appropriate (within value set they've been raised with)
  - Language appropriateness (idiomatic language / dialect)
  - Child's locus of control (what they can / cannot influence)



# Key Messages

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## Primary Prevention Messages

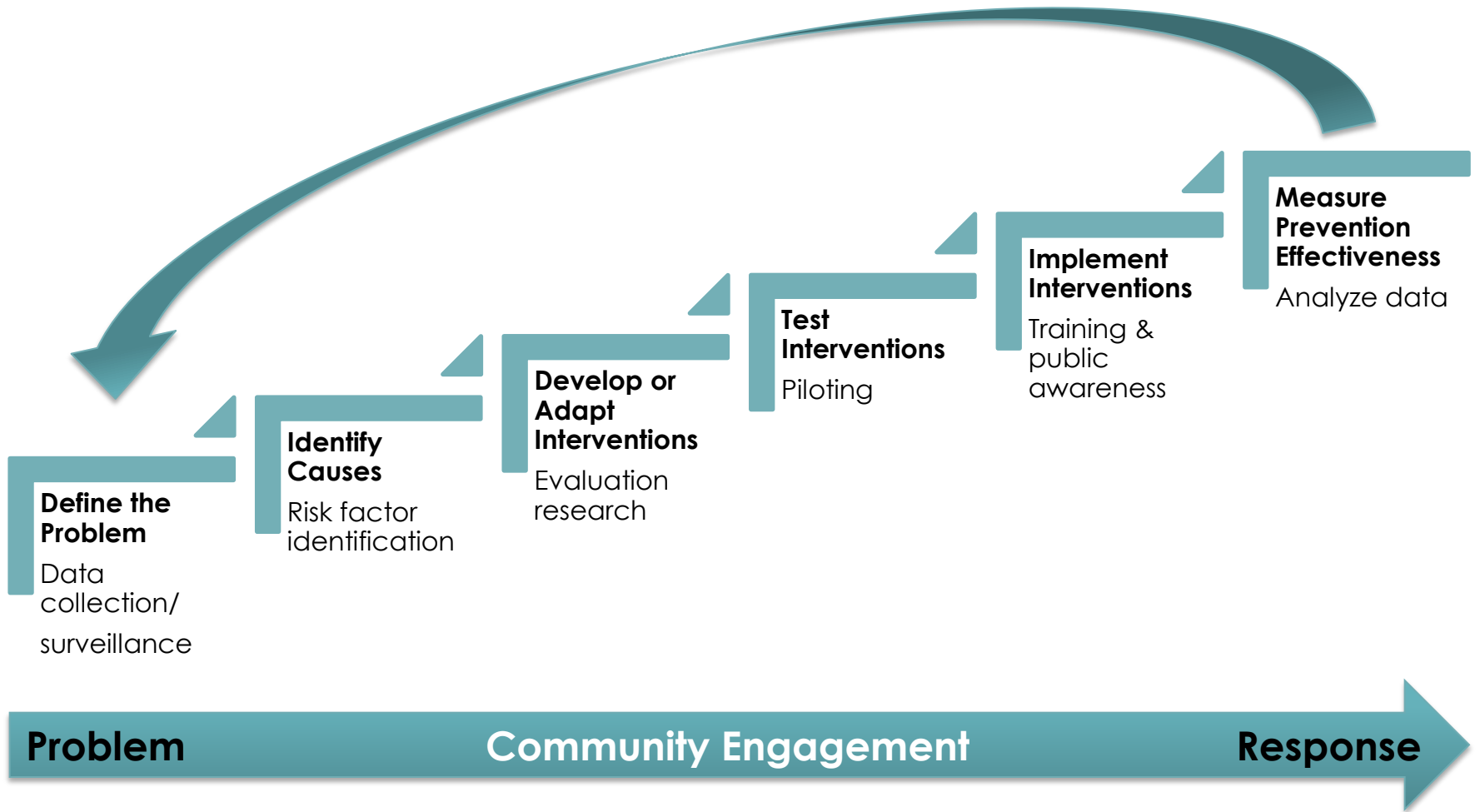
- 1) Stay away from hot things - they can burn you.
- 2) Stay away from hot water - it can burn you.
- 3) Matches and lighters can burn you - leave them alone.
- 4) Stay away from paraffin... it can hurt you.
- 5) Stay away from flames and fire – they can burn you

## Secondary Prevention Messages

- 6) If your clothes are on fire - stop, drop and roll!
- 7) Cool a burn with cool water.
- 8) If your house is on fire, go out and stay outside!
- 9) The fire fighter is a helper.



# Interconnected steps in a Data Driven Approach



# Contact Us



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BETTER TOGETHER.

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