



**Lesson
Plans**

B.E.S.A.F.E

Basic Emergencies, Safety And Fire Education

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WHAT IS B.E.S.A.F.E?

Introduction

The Western Cape Government, Disaster Management and Fire & Rescue Services believe that educators are the key to a safer future. By teaching others to recognise and avoid risks, we can help them lead fuller and more productive lives. By including caregivers, parents and community members in this process, we can have a positive impact on society as a whole.

This manual contains guidelines for using the flip chart posters described below with learners. It also includes suggestions for activities that reinforce the key fire safety and emergency preparedness messages. Fire- and life-safety educators, as well as teachers, can use the manual for one-on-one, small-group or classroom instruction.

What is B.E.S.A.F.E?

The Basic Emergencies, Safety And Fire Education (B.E.S.A.F.E.) programme is a fire safety and disaster preparedness curriculum containing lesson plans for educators. It is designed to help children and families create safer homes and communities by teaching them the skills and knowledge they need to make positive choices about their personal safety and well-being. The BESAFE programme seeks to prevent the major, unintentional injuries that threaten children in South Africa. The following topics are covered in this BESAFE with fire programme:

1. **Stay away from hot things**
2. **Stay away from hot water**
3. **Match and lighter safety**
4. **Safety with hazardous liquids**
5. **Safety around open flames**
6. **Fire hazard inspections**
7. **Install and maintain smoke alarms**
8. **Home fire escape plan**
9. **Identify fire exits**
10. **Respond correctly during fire drills**
11. **Crawl low under smoke**
12. **Report fire and smoke immediately**
13. **Stop, drop and roll if your clothes are on fire**
14. **Cool a burn with cool water**
15. **Fire fighters are community helpers**

In addition, each of the 15 fire and burn prevention behaviours has been arranged in order of priority. It would be advisable to present this programme in this sequence.

However, you can select those lessons you want to use based on the learners' current knowledge of the topic, their interests, their literacy skills and the time available. Take care not to overwhelm the learners with too much information.

The BESAFE approach

With BESAFE, children practise making safer choices, resisting peer pressure to take dangerous chances, and influencing family members and others around them to take action to reduce risks. Throughout the programme many opportunities exist for a wide variety of community experts to reinforce the classroom lessons with additional information and a "real world" perspective.

Each BESAFE lesson includes a series of activities designed to help learners practise these important safety skills. Relevant and entertaining, the experiential design of these activities encourages engagement and creativity. This is an essential part of the BESAFE programme, as it helps learners rehearse the critical decision-making and actions that could save their lives in an emergency.

PREPARING TO TEACH: FOR THE TEACHER

Integrating BESAFE into your regular lessons

There are several ways to integrate the BESAFE programme into your regular teaching programme. The following are a few suggestions:

- Set aside one lesson every week or every second week.
- Set aside a portion of regular lessons to link to the BESAFE programme.
- Use the programme during a week-long theme on fire safety and/or disaster preparedness.

Decide in advance how much information you want to cover in each lesson. The amount of time spent on the BESAFE programme will depend on the materials and how you use them, the abilities of your learners, as well as the activities you arrange with the fire department or other partners.

Planning events with the fire department and/or emergency services

The BESAFE programme is built on the expectation that you will work with your local fire department or emergency services agency to plan activities that complement the key messages you are teaching. Your local fire department can identify other organisations or agencies that can make presentations on disaster preparedness and serve as resources in this area. The following are some of the services that these partners may provide:

- Presentations to your class about fire safety and emergency preparedness.
- Tours of a fire station.
- Home visits by the fire department to install smoke alarms in homes, or assistance to learners in identifying and correcting fire safety hazards in their homes.
- A learning space at a fire station or other agency building for you and your learners.
- Assistance in helping learners to call the emergency number in an emergency.
- Assistance in recognising early warning systems and evacuating your facility.
- Review of the types of disasters – both natural and those caused by people – that may occur in your region.

When you contact your local fire department to request assistance, ask to talk with the department's public educator or fire safety educator. Request presentations well in advance and be flexible when finalising dates for them as these individuals often have busy schedules. Share information about your learners – their reading levels, their language preference, whether you'll need a translator, the topics you have taught or what you plan to teach, and any cultural information you think would be helpful. Provide any additional information about available audio/visual equipment. This will help the person identify the necessary information and resources. Once you have agreed to the specific lessons or information required, set definitive dates and times, and confirm the presentation a few days ahead of time.

Help learners prepare to meet with fire department or other community workers by discussing the expected experience with them in advance. Another helpful tip is to help learners write or dictate questions they may want to ask. After the visit, invite learners to share their impressions. They could give a written or oral account of their experience of the visit, or write individual or group thank-you letters that describe what they learned. If there are additional questions, contact the fire department or organisation for help for answers.

Principles for presenting this programme

Be a good role model

Learners will accept the importance of your messages if they believe that you also consider them important for yourself. This BESAFE programme focuses on the need for operational smoke alarms, the creation and rehearsal of a home escape plan, and the availability of supplies and plans in an emergency. Inevitably, some learners will ask whether you have smoke alarms in your own home or if you have a plan for emergencies. You need to be able to answer "Yes" and explain how important this is to you. If YOU don't think it's important, they won't either.

If you don't have an escape plan for your own home, try to create one before you start teaching this topic. If you can't do this in advance, be honest with the learners when they ask. Tell them that you'll make one for your home while they make one for theirs. Likewise, make an emergency preparedness plan and gather supplies for an emergency. By joining learners in these assignments and sharing what you create, you underscore the value of the activity. This is also an effective way to demonstrate that all adults continue to learn throughout their lives – even teachers!

The BESAFE programme also provides a great opportunity to review the escape plan for your own building. Work with the fire department to make sure the escape plan is effective and that the fire alarm systems are working properly.

Promote accurate information

Few teachers are experts in fire safety or emergency preparedness. Consequently, the BESAFE programme contains background information to help teachers focus on the most

appropriate safety behaviours. One of the benefits of partnering with the fire department or emergency service agency is having access to people who can answer or find the answer to almost any question regarding emergency preparedness. Be sure to use their expertise. As an educator, your role is to ensure that learners leave with the correct information. Check their understanding by having them explain key messages back to you. Ask them to give an account of what they remember. Pay close attention to what they say or write, and make an immediate correction if you discover that they have misunderstood a critical point.

Adapting the lessons to meet individual needs

As in any teaching situation, you should plan to be flexible when using the materials. Find out what the learners already know, to ensure that you can spend more time on topics that are new or areas that are especially interesting to them. Give learners plenty of opportunity to talk about their own experiences. Encourage them to bring pictures from home that relate to the topic. Help them take ownership of the information. Remember, too, that your purpose is not to turn the learners into safety experts. Your job is to help them learn the key messages they need to create a safer environment for themselves and their families. Above all, make the learning opportunity enjoyable.

Safety is a serious issue, but that doesn't mean you can't have fun teaching it!

Linking the BESAFE lessons with the school curriculum

For learners still learning to read, use the flipchart and the key messages on the posters for both instruction and follow-up activities.

Guide learners in a language experience activity. Ask them to look at a poster and tell the story they see in the pictures. Make sure their story includes some of the key messages or create a separate list of key messages after they complete the story.

Familiarise yourself with the key messages and choose activities that will reinforce the message for your learners. Select key vocabulary, messages and activities that suit the learners' needs. Use the information in this manual to select or adapt questions and activities that will reinforce the key messages.

Use the fire safety and disaster preparedness content to create literacy skill-building exercises, such as supplying words to complete a sentence, or finding words that are alike in some way (for example words that begin similarly, sound alike, contain the same syllable).

Role-play important messages rather than reading or writing them. For example, when talking about fire safety, you can role-play the maintenance of a smoke alarm, what to do when a smoke alarm goes sounds, what to do when there is smoke, how to call 1-1-2 or how to create an escape plan.

Other tips for enhancing the lesson include:

- Pre-teach key vocabulary.
- Review the key messages in the flipchart posters and ask learners to work in pairs to discuss the messages.
- Make extensive use of pictures, props and videos in your lessons. Talk about the illustrations in the materials you use. Have the learners point to the objects as you name them. Ask the learners to describe what is happening.
- Write and illustrate each unfamiliar word on an index card.
- Lead a discussion as you finish each lesson.
- Use role play to convey the key messages.
- Facilitate a discussion to help learners understand more about each other's cultures. For example, ask people what happens in their communities when there is a fire or natural disaster.
- Who helps? Who puts out the fire? Who responds after homes have burnt down? What do neighbours do to help each other?
- Invite the learners to create and illustrate a fire safety display with important fire safety messages that they want people to know about.

Tips for talking to preschool children (for fire safety educators)

Preschool-aged children learn by seeing and doing, practicing, modelling and repeating. When presenting to them:

- Introduce yourself and say why you are visiting.
- Sit in a low chair or on the floor with the children.
- Be brief. Don't over explain.
- Use positive language. Say what to do, rather than what not to do.

- Use simple facts and simple language.
- Avoid technical explanations.
- Don't use scare tactics or talk about scary things.
- Repeat key messages.
- Use visuals, but do not show children graphic images of things that have been in a fire.
- Be prepared to gently redirect their focus if they "wander" from the topic.
- Do not enter the classroom in your bunker gear. If you plan to show the children your gear, let them see it before you put it on so that they don't get scared.

Note: Fire safety educators, talk to the teacher first. Previous experience teaches us that young children often confuse "stop, drop and roll" with "crawl low under smoke". Once learners master the first lessons about recognising and staying away from hot things, you may want to introduce more advanced behaviours if you feel the children will understand them.

Preparing for presenting the lesson

- Do not attempt to cover all the material in one visit. Present a few topics at a time and keep your presentation short – no longer than 20 minutes at a time.
- Ask the teacher to remain in the classroom during your visit.
- Ask the teacher about the class and special needs or considerations. Also find out if any learner has experienced a home fire or serious burn so that you are prepared to handle any resulting emotional situations.
- Focus on the key messages.
- Be enthusiastic and make your presentation as interactive as possible.
- Rehearse your presentation to confirm its duration.
- Allow time to answer questions at the end.

How to introduce the BESAFE programme

Help learners to think about what they already know

Invite learners to share an experience that they have had with fire. Facilitate a discussion designed to help learners relate the lesson to their own lives and prepare them to integrate what they will be learning with what they already know. This can be achieved by asking questions such as:

- Do you know anyone who suffered an injury

because of hot water or a fire? Can you tell us about it?

- Have you ever been near or seen a fire? What was it like? How did you feel?
- Do you know anyone who is a firefighter? What kinds of things do firefighters do?

Briefly review the key messages on the flipchart and let learners discuss what they see happening in the pictures. Explain that they will learn more about these messages later.

Community risk reduction strategies

The BESAFE programme is not limited to classroom visits – it can be integrated into your community's risk reduction efforts. Use it as part of school visits to the fire station, when conducting home visits or when hosting events to educate the community about fire and burn safety.

Consider the following:

Be sensitive to any cultural issues related to your target audience. Examples include negative experiences that can make a person suspicious of authority figures like firefighters, or social customs that might make someone reluctant to participate in certain activities, such as role plays. As learners talk, listen for and be prepared to discuss practices that could present fire safety issues. Examples may include leaving food unattended on the stove to watch television, the use of candles for lighting or religious practices, the use of a stove or oven to heat the home, or leaving young children alone for extended periods of time with no adult supervision.

fast fact

The BESAFE programme is designed to unite the fire service with many others in a collaborative effort to reduce home fire injuries, deaths and property loss.

STAY AWAY FROM HOT THINGS



LEARNING OBJECTIVES

Knowledge

- The learner can correctly identify hot things, including hot liquids, steam and things that can heat up (e.g. stoves, heaters, irons and kettles).
- The learner understands that hot things can burn.
- The learner recognises the danger of touching or playing near hot things.

Behaviour

- The learner will avoid touching or playing near hot things.

BACKGROUND INFORMATION

Introduction

Young children do not understand the consequences of touching or playing with things that can burn them. Burns, especially scalds from hot water and liquids, are some of the most common childhood injuries which most often occur in the home. Most of these burns can be prevented.

The common causes include:

- scalds (from steam, hot bath water, spills from coffee cups, hot foods, cooking fluids, and many more)
- contact with flames or hot objects (stoves, fireplaces, open flames, etc.)
- chemical burns (from swallowing or touching substances like bleach)
- electrical burns (from biting electrical cords, or sticking fingers or objects in electrical outlets, for example)
- overexposure to the sun

The main focus of this lesson will be teaching young children to be aware of things that can get hot.

Information for teachers and caregivers

Teach children to recognise things that are hot

and could hurt them. This includes items that may be cool, but could get hot (such as irons). They need to understand that they should stay away from things that could hurt them.

- Teach children to identify objects in their immediate environment that are hot or can heat up.
- The identification of objects that can cause harm at school or at home is an important safety skill.
- Children need to be able to identify these objects to avoid them.
- Children should know not to play with 'hot' objects (for example matches and lighters).
- An adult should always be present during bath time and when cooking.

PRESENTATION

Target Group: Young Children

Demonstration: Show the children two bottles of water that look identical. One bottle must be filled very cold water, while the second bottle contains warm, but not hot, water. Explain to the children that, even though both bottles look exactly the same, they are very different in a way that they could never see. Tell the children that one bottle of water is very cold to touch and the other bottle is warm to touch. Invite the children to make predictions about which bottle they think is warm and which bottle is cold, a class vote could be taken and recorded. Once the

children have made their predictions, invite one child to touch the two bottles to determine the difference. Once the bottles have been correctly identified, explain that sometimes things that get hot don't always look hot. Tell the children that the bottle was only filled with warm water and ask them what would have happened if the learner had touched a bottle that had been filled with boiling water? Would it have been safe to touch?

Ask learners:

How can you tell if something is hot without touching it?

What is something that is always hot?
(Fire, hot water, etc.)

What should you do if you see something hot?
(Stay away.)

Why should we stay away from things that are hot?
(They could cause burns or fires, and hurt you.)

Encourage learners to share their own experiences:

- Has anyone else ever touched something hot?
- What was it? How did it feel?
- How can we protect ourselves?
Stay away from hot things!

Discussion:

Explain that whenever a learner is unsure whether something is hot or not, they need to ask an adult to help test it before touching it.

Using the flipchart

Ask learners to look at the pictures on the flipchart poster.

What do you see in these pictures that could burn you?
(Identify each object on the flipchart poster).

Point to each object and ask the following questions:

- What is this? (Introduce the word.)
- What do we use it for?
- Can it get hot? (Yes)
- Is it safe to touch? (No)
- Why not? (It could burn you.)

Brainstorm other examples of things that can

heat up and encourage learners to repeat the core message: **Stay away from hot things.**

Activity: What's hot? What's not?

- Use pictures of hot objects.
- Name each object and say if it can get hot.
- Draw a ring around objects that could heat up.
- Have a box filled with various objects – some of which can heat up and some of which will always be 'cool'.
- Hold up each one up, ask the children what it is and if it can heat up?

To account for children from a range of backgrounds and areas, the box should include items that do and do not need electricity.

For example:

- Areas without electricity: candle, matches, lighter, pot, cup, "Primus" stove, etc.
- Areas with electricity: matches, toaster, pot, cup, lighter, iron, hot plate ,etc.
- Other items: apple, ball, book, milk carton, keys, teddy bear, etc.
- Have a number of pictures of objects, some of which heat up and some which do not. Allow the children to sort them into 'hot' and 'not hot' objects, and then stick them onto a board. The two sides of the board may be blue and red to separate 'hot' from 'not hot'.
- In the classroom, use red and blue stickers to identify objects in the environment. This can be done to indicate which are hot and which are 'not hot' items. **Note:** remember to include electrical power points and taps.
- Look for pictures of 'hot' and 'not hot' things in magazines.

Stay Away song

Sung to the tune of "Frere Jaques" ("Vader Jakob" or "Umntakwethu")

*I don't play, with hot things
I don't touch, I don't play
They can burn me
They can burn me
So I stay away
Stay away*

Teach learners the words to the song and make up your own actions (for example wagging fingers, shaking heads or crossing arms).

Now add verses of your own to spell out some

of the hot things children shouldn't touch. For example:

I don't play, with the stove...

I don't play, with the iron...

I don't play, with a kettle...

Discussion:

1. If you have 'hot' food, how do you cool it? (Blowing on it, waiting for a while.)
2. If the bath water is too hot, how do you cool it? (Add cold water.)
3. How can you identify if food or liquid is hot? (Look for steam rising. This could be demonstrated by using a cup of tea or a

plate of hot porridge or rice. Sometimes steam will not be visible, but the object or foodstuff may still be hot.)

Activity: Scavenger hunt

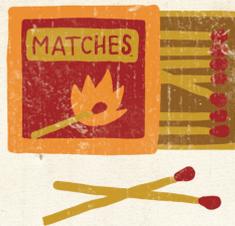
Take the learners on a tour of the building or environment. Have the learners identify things and areas that are safe (for example toys, books, classroom). Explain that things that are hot can hurt them. Have the learners identify things that are hot or could heat up (for example a stove, microwave oven, kettle, kitchen etc.)

fast fact

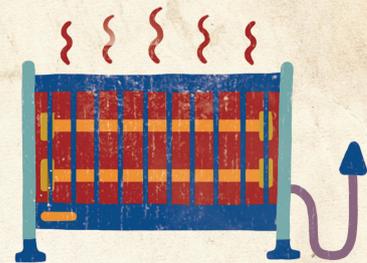
Teach children to recognise hot things that could hurt them. This includes things that may be cool, but could get hot (like stoves). They must learn to stay away from things that could hurt them.



Electric Stove



Matches



Electric Heater



Paraffin Stove



Paraffin Lamp



Kettle

STAY AWAY FROM HOT WATER



LEARNING OBJECTIVES

Knowledge

- The learner knows that hot water (and other hot liquids) can burn.

Behaviour

- The learner will stay away from hot water.

BACKGROUND INFORMATION

Hot water burns are the primary cause of burn injuries amongst pre-school children. Most burn injuries occur when:

- Young children pull pots or kettles down onto themselves.
- When adults accidentally spill hot water on children.
- When they climb in a hot bath without testing or mixing the water first.
- Any situation that exposes young children to hot liquids.

Information for teachers and caregivers

Share these safety messages with parents and caregivers, and refer to the pictures on the flipchart poster:

- Teach children to stay at least ONE METRE away from hot water, kettles and stoves.
- Encourage parents to use chalk, crayon or a marker pen to draw a line on the floor that will keep children one metre away from these dangers.
- Turn pot handles in and keep kettle cords out of children's reach.
- Children will often grab onto cups that could contain hot liquid. Take special care with cups of tea and coffee, as well as pots of hot food. Make sure these are placed on a flat, stable surface that is safely out of reach of children.
- Never drink hot tea or coffee when holding a baby or young child on your lap. It could easily spill.
- Warn children to stand clear when you are carrying hot water or food.

- Teach children how to recognise the difference between hot and cold taps at school, at home and in public toilets, because this changes from one place to another.
- Turn down your hot water geyser to a safer temperature of 55 °C.
- When bathing children, always run the cold water first. Then add hot water and mix well.
- Check that it is not too hot BEFORE you let your child climb into the bath. Use your elbow to test the temperature of the bath water. The skin on your elbow is more sensitive to the hot water than your hands.

PRESENTATION

Target Group: Young Children

Ask learners to look at the pictures on the flipchart poster.

Ask learners:

What do you see in the kitchen that's hot? (Stove, frying pan, pot, kettle.)

Explain: Water and food that is cooking on the stove or in a kettle is very hot. Stay away from hot things and water.

Why do you think there's a line between the table and the little girl? (Top right image.)

Explain: Children should stay one metre away from the stove and any other hot things.

Demonstrate: Have a child take 3 big steps away from you.

What do you see in the bathroom that is hot?
(The water in the bath.)

What is Dad doing near the bath?
(He is testing the water to make sure that it is not too hot. Hot water can burn.)

Explain: Always have a grown up with you when you are in or near the bath.

Activity: The one metre safety rule

You will need:

- a tape measure or ruler
- a piece of string at least one metre long
- a piece of chalk
- a toy stove or other prop like a kettle

Safety tip:

Make sure the appliance is empty and DO NOT switch it on as we don't want children switching on appliances at home.

Method:

- Start by asking learners: Why do we need to stay away from hot water?
- Explain that in this activity, they are going to find out how to stay safely away from hot water.
- Measure a piece of string ONE METRE long.
- Ask children to sit in a circle and then place the stove in the centre of the circle.
- Explain the ONE METRE SAFETY RULE. Children must stay at least one metre away from hot water and other things that can burn.
- Measure the distance between each child and the stove and move them back if they are too close.
- Spend some time exploring what one metre means. Have a child volunteer to measure one metre in steps. How many steps or arm lengths are equal to one metre?
- This will help give learners a better understanding of what one metre means to ensure that they keep a safe distance on their own.

Stay Away song

Ask learners if they remember the Stay Away song, then teach everyone the second verse:

*I don't play, with hot water
I don't touch, I don't play
It can burn me
It can burn me
So I stay away
Stay away*

Problems and solutions

Using the flipchart:

a) Show the first problem to the learners.

Ask the learners:

- What do you see in this picture?
- Why is the child in danger? What do you think is going to happen next?
- What can we do to make it safe?

b) Then show the matching solution.

Ask the learners: Why is this child safe?

c) Work through all three problems and solutions. Use the text at the bottom of each set of pictures to help guide your discussion.

d) Repeat the Stay Away song to consolidate the key message: **Stay away from hot water.**



MATCH & LIGHTER SAFETY

LEARNING OBJECTIVES

Knowledge

- The learner knows that matches and lighters can hurt children.

Behaviour

- The learner will not touch matches or lighters.
- The learner will tell an adult if they find matches or lighters.

BACKGROUND INFORMATION

Introduction

Every year many children die in fires that they or other children have started. Children are naturally curious and they often copy adults who light cigarettes or candles. Yet most children do not understand how easily a fire can burn out of control.

It is difficult to know when children are ready to learn how to use matches and lighters safely as this depends on the child's fine motor skills and maturity. Preschool children are too young to use matches and lighters safely as they cannot recognise the dangers or cope with the consequences if things go wrong.

There are three main reasons why young children start fires:

- easy access to matches and lighters
- a lack of supervision by a caregiver
- adults asking children to take on tasks that are inappropriate for their age (for example lighting candles, cigarettes or fires).

Information for teachers and caregivers

Share the following fire safety messages with parents and refer to the pictures on the flipchart poster:

- Keep matches and lighters safely away from children — preferably locked away in a high cupboard or container. If there is no



cupboard, then hang them in a bag high on a wall.

- Warn smokers to be particularly careful and encourage all parents, caregivers and babysitters to store matches and lighters safely.
- Teach young children not to touch matches or lighters — and to tell an adult if they find matches or lighters.

LESSON PREPARATION

Safety tips

- Remember to put the matches and lighters away safely at the end of the lesson — keep matches and lighters safely away from young children.
- Children learn by watching you, so set a good example. Don't light matches, lighters or candles in the classroom as this may encourage children to try this out at home.

PRESENTATION

Target Group: Young Children

The power of matches and lighters (Discussion)

Explain that in this lesson we are going to learn about some more things that are NOT safe to touch.

We are going to learn about matches and lighters.

Hold up a match. DO NOT light it. Discuss the following questions to help learners understand how one match can start a fire that burns out of control.

- Can this match burn you?
- Can this match light a candle?
- Can this match set your clothes on fire?
- Can this match set the curtains on fire?
- Can this match set the classroom alight?
- Can this match set the whole school alight?

Young children will often not understand that one match has the power to burn a house down. Discuss how fire can rapidly spread and grow.

Stay away from matches and lighters (Story and discussion)

Direct the learners' attention to the pictures on the flipchart poster.

Work through the pictures one by one, asking the following questions to encourage learners to help you tell a story.

Jannie sees his baby brother reaching out for the matches and lighter.

What should he do?

Pick up the matches and lighter?
[NO. He must leave them alone.]

Move his baby brother out of danger?
[YES]

Ask an adult for help?
[YES]

Jannie tells his Dad about the matches and lighter.

What does he ask his dad?
[To store matches and lighter safely out of reach of children.]

Where should Dad put the matches and lighter?
[Locked up in a high place]

Jannie's dad stores the matches and lighter safely out of reach.

EVALUATION

Ask:
What is Dad doing with the matches? Why?
[He is putting them away in a locked place, because it can burn and start a fire.]

What should you do if you see matches or lighters?
[Tell a grown up and stay away.]

LESSON SUMMARY

Frequently remind children that they should never play with matches or lighters, and only grown ups should use them.

- Matches and lighters are for use by adults only.
- They are used for important tasks, including lighting candles on a birthday cake, a paraffin or gas stove, or a fire for a braai.
- They must be kept high and out of reach of children.
- Tell an adult if you find them.



Keep matches and lighters safely up and away from children – preferably locked away in a high cupboard or container. If there is no cupboard, hang them in a bag high up on the wall. Teach young children not to touch matches or lighters – and to tell an adult if they find matches or lighters.

SAFETY WITH HAZARDOUS LIQUIDS

LEARNING OBJECTIVES

Knowledge

- The learner knows that paraffin can be harmful in two different ways – it is poisonous and could cause burns.
- The learner recognises other common household products that are also dangerous.

Behaviour

- The learner will stay away from paraffin (and other dangerous household products).

BACKGROUND INFORMATION

Introduction

Flammable liquids turn into invisible vapours and ignite very easily when they come into contact with flames, heat or sparks. Petrol, paraffin and paint thinners are examples of common flammable liquids. They must never be used in the presence of heat and flames, because explosions, fire and serious burns can easily occur. Flammable liquids should be used by adults and should never be used by children.

Paraffin is the most commonly used flammable liquid and is involved in many burn accidents. If spilled on clothing, paraffin remains highly flammable – even hours after the spill has dried.

Paraffin should be stored in small quantities out of reach and in proper safety containers with child resistant lids. Other flammable liquids should be stored in original containers with tight fitting lids and they should be clearly labelled.

Information for teachers and caregivers

Share the following safety messages with parents and caregivers, and refer to the pictures on the flipchart poster:

Why is paraffin dangerous?

Paraffin is dangerous in two different ways: Paraffin is flammable (it ignites very easily) and it is poisonous (if swallowed).



Paraffin safety

- Make sure that paraffin (and any other dangerous household product) is stored safely out of children's reach – locked away in a high cupboard or hung up high in a bag.
- Do not store paraffin in cool drink or water bottles. Store it in a clearly labelled container with a screw-on cap that is tightly closed.
- Keep children away from paraffin lamps and stoves.

In case of an accident

- If a child accidentally drinks paraffin or any other dangerous household product, call emergency services or get medical help immediately. Do not give the child anything to eat or drink.
- Do not make the child vomit.

If someone spills paraffin on his or her clothes, remove the soaked clothing so they do not breathe in any poisonous fumes or catch alight.

Beware of other dangerous household products

Other common household products – such as petrol, methylated spirits, turpentine, thinners, benzene, white spirits and nail polish remover – are also flammable and poisonous. If paraffin is not a problem in your community, then use this lesson to focus on those products that are most likely to be a danger in the community.

PRESENTATION

Target Group: Young Children

What is paraffin? (Demonstration and class discussion)

A. What do we use it for?

Ask learners:

- Who has paraffin at home?
- What do we use it for?
[Cooking, lighting and heating.]

Show learners pictures of a paraffin stove, lamp and heater, or bring real items to show the learners.

B. What does paraffin look like?

Preparation:

- Bring water to school in a transparent plastic bottle with a screw cap that doesn't leak.
- Label the bottle clearly with the word paraffin and add stickers that warn of flammable and poisonous substances.

Method:

Show learners the bottle of water and ask them:

- What is inside the bottle? It looks like water.

But what about the labels on the bottle. What do they say?

Point to the label and sound out the letters:
p-a-r-a-f-f-i-n.

Explain that paraffin looks like water, but it is very dangerous.

C. Why is paraffin dangerous?

Explain that paraffin is dangerous in two different ways:

- It is flammable – this means it can catch fire easily.
- It is poisonous – if we swallow paraffin, we will get very sick.

Paraffin makes us cough and vomit. It burns our insides and it makes it difficult to breathe.

Introduce learners to the WARNING signs on the flipchart for **flammable** and **poisonous**, and ensure that learners understand what each sign means.

Show the signs on the bottle of 'paraffin' and discuss WHY it is important to label paraffin clearly. (It is dangerous to keep paraffin in an unmarked bottle, because someone might drink it by mistake.)

D. What can we do to stay safe?
Never drink something from an unmarked bottle.

If there is a bad smell when you open the bottle, do not drink it. Tell an adult and stay away.

E. What can parents do to keep us safe?
Parents and caregivers should keep paraffin locked up and away from children.

They should also label the bottle carefully.

Ask children what is Mom doing?
[She is storing something dangerous safely.]

How do we know it is dangerous?
[It has a picture of a skull and crossbones or flames on it.]

Stay Away song

Teach learners these verses of the Stay Away song and make up your own actions (for example wagging fingers, shaking heads, crossing arms or pointing fingers to a high shelf).

*I don't play with paraffin
I don't touch I don't play
It can burn me
It can burn me
So I stay away
Stay away*

*I don't play with paraffin
I don't touch I don't play
I ask a grown up
ask a grown up
Please put it away
Put it away*

*I don't play with paraffin
I don't touch I don't play
It is poison
It is poison
So I stay away
Stay away*

*I don't play with paraffin
I don't touch I don't play
I ask a grown up
ask a grown up
Please put it away
Put it away*

Activity

Make sure you are familiar with the list of products listed on the flipchart. Then use empty containers or printed adverts to introduce learners to a range of other household products that are poisonous and/or flammable.

For each product ask learners what they should do. Encourage them to repeat after you:

"I will stay away. I won't touch and I won't play."

fast fact

Make sure that dangerous household products are stored safely out of children's reach – locked away in a high cupboard or hung up high in a bag. Do not store paraffin in cool drink or water bottles. Store it in a clearly labelled container with a screw on cap that is tightly closed.



SAFETY AROUND OPEN FLAMES



LEARNING OBJECTIVES

Knowledge

- The learner knows that flames and fires can burn you.

Behaviour

- The learner will stay away from flames and fires.

BACKGROUND INFORMATION

Introduction

Fire and flames fascinate young children. Accidents happen in an instant and it is easy for a small fire to burn out of control quickly. This is why young children need careful adult supervision at all times.

Information for teachers and caregivers

Share the following fire safety messages with caregivers and refer to the pictures on the flipchart poster:

Adult supervision

Children should never be left alone in a room with open flames, such as candles, paraffin lamps, wood fires, braziers or imbawula.

The fire safety zone

Teach children to stay away from flames and fire. Children need to stay at least ONE METRE away from flames and fire. Teach them to stay outside this fire safety zone.

Safe cooking areas

Use the ONE METRE RULE to create a safe cooking area in the home and school environment.

Young children should stay out of this area when the stove is being used.

Safe appliances

Stoves, candles and paraffin lamps must be kept:

- safely up and away – out of children's reach
- on a flat, stable surface so that they cannot fall over and start a fire.

PRESENTATION

Target Group: Young Children

Ask learners to look at the pictures on the flipchart poster.

a) Show the first problem to the learners.

Ask the learners:

- What do you see in this picture?
- Why is the child in danger? What do you think will happen next?
- What can we do to make it safe?

b) Then show the matching solution.

Ask the learners: Why is this child safe? What do we need to do to stay safe from flames and fire?

c) The second common fire risk is candles. The candles flame must be extinguished before going to sleep.

d) The third problem is paraffin lamps that can get knocked over. These should be kept out of reach.

Ask the following questions to deepen learners' understanding of the story:

What are the children doing. Why is it dangerous?

[They could knock the lamp over and start a fire.]

What can the children do to stay safe?

[Stay away from flames and fire - it can burn you.]

What does Mum do to keep the children safe?

[She puts the paraffin lamps safely out of the reach of the children.]

Stay Away song

Teach learners another verse of the Stay Away song:

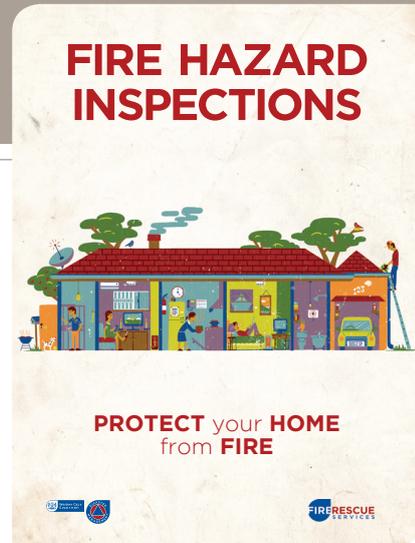
*I don't play with flames and fire
I don't touch I don't play
They can burn me
They can burn me
So I stay away
Stay away*

fast
fact

Children need to stay at least ONE Metre away from flames and fire. Always put out candles and fires before going to bed or leaving the room. Keep candles and lamps safely up and away from children.



FIRE HAZARD INSPECTIONS



LEARNING OBJECTIVES

Knowledge

- Learners will identify common fire hazards, such as smouldering cigarettes, frayed wires, rubbish accumulation, improperly stored paraffin or other fire hazards.

Behaviour

- Learners will notify an adult of any fire hazards he or she sees in and around the home.
- Learners will demonstrate knowledge of common fire hazards and how to correct them.

BACKGROUND INFORMATION

Introduction

Inspecting inside your home and the area surrounding your home for fire hazards can lower your risk and decrease the likelihood of having a destructive, uncontrolled fire.

Information for teachers and caregivers

Share the following fire safety messages with caregivers and refer to the pictures on the flipchart poster:

Fire needs fuel, heat and oxygen

A fire will go out once any of these elements is consumed or removed. If the fire finds a new source of fuel, heat or oxygen, it will grow. This is why you switch off the stove and put a lid on a pan if it is on fire. You are removing the source of heat and taking away the oxygen. (Note that a fire that starts while you are cooking is usually caused by oil that catches fire. Oil catches fire quicker than food.)

Cooking fire

Always turn the handles of pans towards the back of the stove. Keep potholders, towels, papers and other combustibles away from cooking equipment. If something in a pan catches fire, switch off the heat, put on an oven mitt, and slowly slide a lid onto the pan. Leave it

covered until it is cool. If something in an oven catches fire, do not open the door. Turn the appliance off or pull the plug. A small covered or enclosed fire will run out of fuel and oxygen and stop burning. If you experience a cooking fire that does not immediately die down when you do these things, evacuate the home and call the fire department.

Appliance safety

Look for the SABS (South African Bureau of Standards) marking on electrical appliances and the LPGSA (Liquefied Petroleum Gas Safety Association) marking on gas appliances to ensure that your appliance has been approved as meeting with all safety standards. Use only electrical appliances that have been approved by the SABS and gas appliances approved by the LPGSA.

Locating the house in an emergency

Help emergency services see your house number: Make sure people can see your house number from the street. This will help firefighters find your home. Check this by going outside at night and looking at the number from the street. Place house numbers near a light, next to your front door or on your mailbox. Make sure that the numbers are large, in a different colour to the house and are not blocked by anything like a tree or wall.

PRESENTATION

Target Group: Primary School Children

Ask learners to look at the home on the flipchart poster. Indicate that each home will be different. Identify the different fire hazards. It is important to conduct a fire safety inspection inside and around the outside of our homes.

Discuss: Using the information provided and any other hazards identified on the flipchart poster that may be applicable, discuss the many fire hazards found in and around the home, and ways to reduce or remove them.

Keep exits clear

Check that all doors and at least one window in each room is not blocked by furniture, toys or other objects. Be sure that windows open easily and avoid burglar bars that obstruct your escape, and any other security measure that could trap you inside a burning home.

Electrical hazards

Look out for these danger signs: overloaded electrical connections, cracked or frayed cords, or cords running across areas where people walk, under carpets or under furniture. Have electrical problems serviced by a professional.

Kitchen fire safety

Pot handles should be turned to face the backwards. This will prevent pots from being knocked off by accident or pulled down by children. Keep appliances clean and inspect them for frayed or cracked cords. Replace them if necessary. Don't store things on or over the stove. Keep things that burn, such as curtains or paper, away from the stove.

Heating safety

Look for rubbish or stored materials near the fireplace area or heater, and remove them. Keep heating appliances at least ONE METRE away from things that can burn, such as furniture, bedding, walls and people. Use a fireplace screen. Set the hot water geyser temperature at no more than 55 °C.

Candles

Candles are an increasingly common cause of home fires. Never leave a candle lit when no one is in the room. Never leave a child alone with a lit candle. Do not fall asleep while a candle is burning. Place candles away from anything that

can burn and use only candleholders that cannot burn. Use a hurricane lamp or glass jar with sand as a barrier around the candle.

Smoking

Smoking materials can lead to home fire deaths and careless smokers present a danger to all members of the household, not just to themselves. Smokers should use extreme caution when smoking and use large, heavy ashtrays to extinguish smoking materials. Never smoke in bed, when sleepy or intoxicated.

Activity: Find the fire hazards!

In each of the rooms on the flipchart poster, find at least four fire hazards.

Activity: Tips for preventing fires.

Have learners work in groups to create a list of tips for preventing fires in the home. Let them work at their level. Confirm that their tips are correct and appropriate. This is a good opportunity to invite your local fire department to review the tips and answer any questions the learners may have. Help the learners make any necessary revisions if the information is not accurate. Put the corrected tips together and create a single list that can be shared with others or published in a newsletter.

Questions to ask:

- Where do most house fires start?
- What do you think other causes of fire in the home are?
- What do you think it would be like to wake up at night when your home is on fire and the room is filling with smoke?
- What do you think are some good fire safety rules?

**fast
fact**

Inspecting inside your home and area surrounding your home for fire hazards can lower your risk and decrease the likelihood of having a destructive uncontrolled fire.

INSTALL AND MAINTAIN SMOKE ALARMS

LEARNING OBJECTIVES

Knowledge

- Learners will be able to give two reasons why smoke alarms are important in the home.
- Learners will demonstrate an understanding of proper smoke alarm installation and maintenance in the home.

Behaviour

- Learners will identify the proper location of smoke alarms in the home.
- Learners will use the appropriate escape route when the smoke alarm sounds.

BACKGROUND INFORMATION

Introduction

Most fire deaths happen at home at night while the occupants are asleep. Smoke alarms can help prevent deaths and injuries caused by home fires. Fire and smoke spread quickly. In a typical home fire, people may have less than three minutes to get out before the fire spreads and makes escape unlikely. In some cases, people may have even less time. Smoke alarms give early warning and help to save lives by allowing early escape or response. Your chances of surviving a fire are doubled by having an operating smoke alarm correctly positioned in the home. When smoke alarms are properly used, they are the most effective, low-cost way to prevent fire deaths.

Smoke is poisonous

Smoke contains poisonous gases, including carbon monoxide. When you breathe these gases, they cause disorientation and knock you unconscious very quickly. If you take too long to wake up, you will be overcome by the smoke. If you don't wake up, you won't be able to help your family get out.

Installing and maintaining smoke alarms

Every home needs at LEAST one smoke alarm. They should be installed on each level of the



home and outside every sleeping area. They should be tested monthly and the batteries replaced when needed.

Practise your escape plan

In conjunction with the use of smoke alarms, there should also be an escape plan to ensure that all family members know what to do when the alarm sounds. When the alarm gives a warning of fire or smoke everyone should know how to evacuate safely. This escape plan needs to be practised regularly so that children learn to recognise the smoke alarm sound and have the opportunity to practise their escape routes.

PRESENTATION

Target Group: Primary School Children

Ask: What do we do when we hear the alarm for a fire drill?

[We line up, leave the room and go to a place outside.]

Why do we practise fire drills?

[We practise so we know what to do if there is a fire.]

Demonstrate: use a battery-operated smoke alarm (with a 9-volt battery) and demonstrate how it sounds.

Why do you think the alarm is so loud?
 [It is loud so people hear it even if they are sleeping. Smoke alarms help people wake up.]

What should you do if you hear a smoke alarm?
 [Get out. Go outside quickly and stay outside.]

Discussion

- Every home needs at least one smoke alarm to provide early warning should a fire occur.
- Smoke alarms should be installed outside every sleeping area and on additional levels/floors of the home. Make sure everyone can hear the smoke alarm.
- If you sleep with your bedroom door closed you may need to install a smoke alarm inside your bedroom.
- They need to be maintained according to the manufacturer's instructions.

- Test detectors monthly and replace the batteries at least once a year.
- In addition to smoke alarms, you must have an escape plan.
- When the smoke alarm sounds, get out of the house immediately and go to your meeting place.

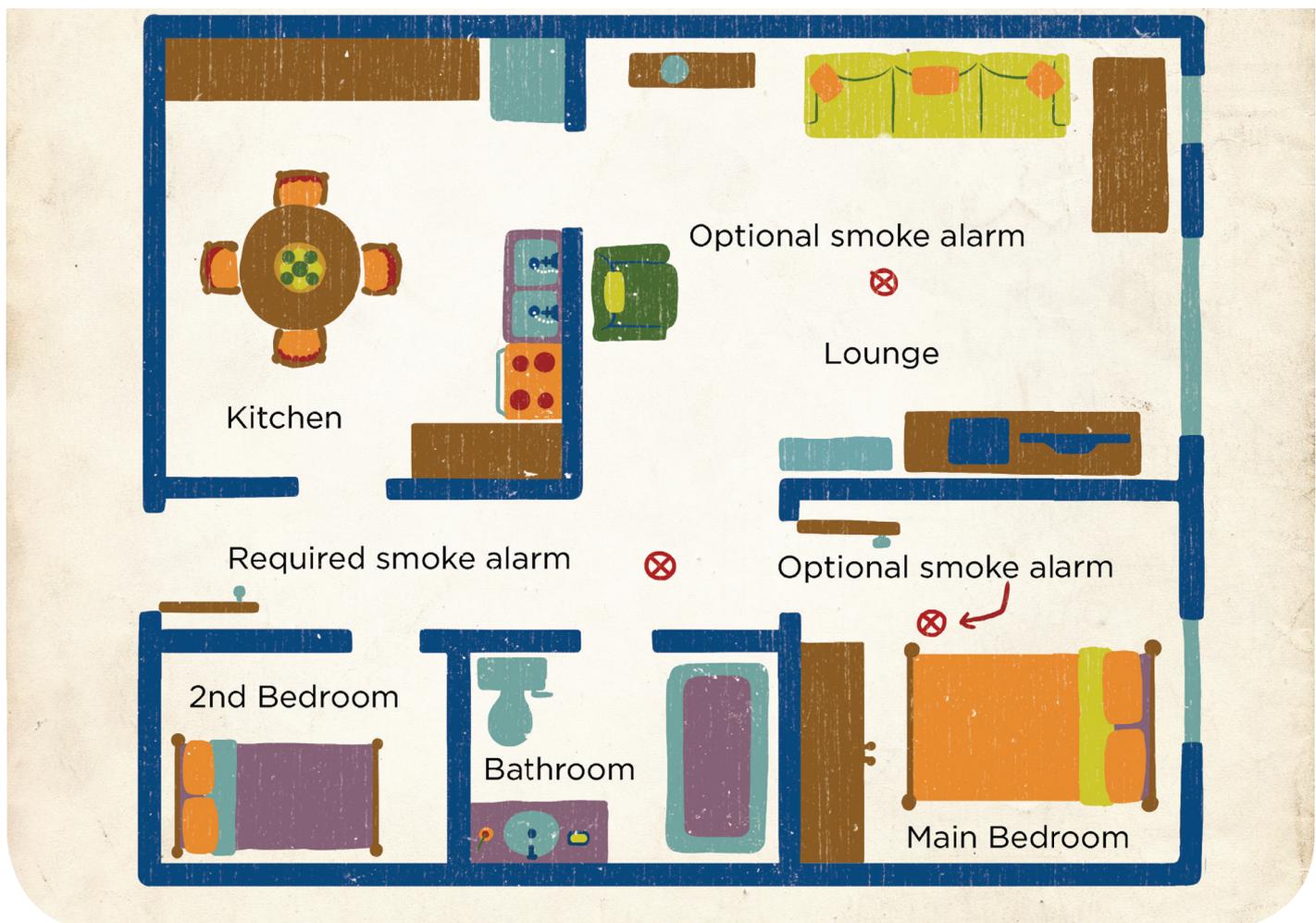
Emphasise: Your family must have an escape plan for your home so that you will know how to get out and where to go if you hear the smoke alarm.

Questions:

- What should all homes have to help wake you up if there is a fire?
- Where would you go to buy a smoke alarm?
- Why should you crawl or get down low if there is smoke?
- Where should you put smoke alarms?

fast fact

Most fatal fires occur at night while people are sleeping. Smoke alarms double your chances of surviving a home fire by alerting you of a fire, giving you more time to get your family out.



HOME FIRE ESCAPE PLAN

LEARNING OBJECTIVES

Knowledge

- The learner will understand why planning and practicing an escape in case of fire at home is important.
- The learner will identify the key components of a home escape plan.

Behaviour

- The learner will draw a home escape plan for his/her own home.

BACKGROUND INFORMATION

Introduction

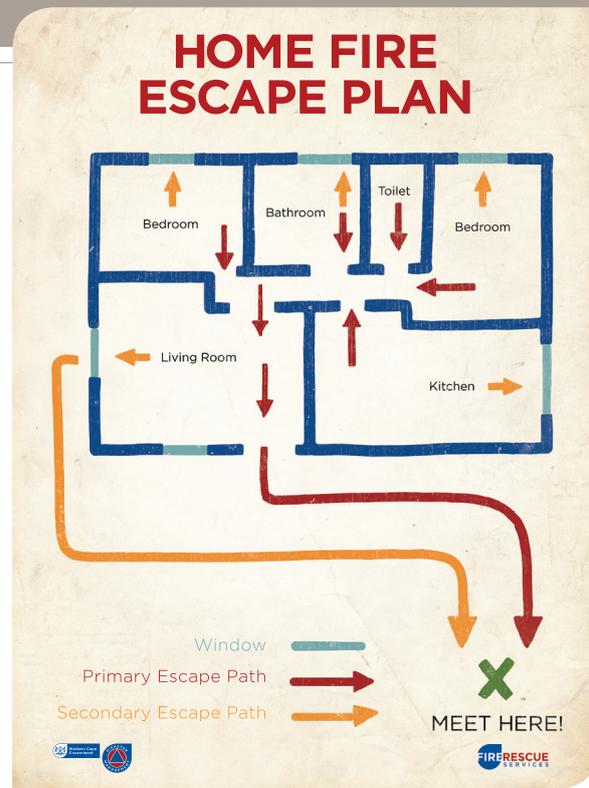
Most people don't realise how quickly fire moves. In as little as three minutes, the room in which the fire starts can reach flashover, the point at which fire fills the room and everything ignites. A functioning smoke alarm can detect smoke and sound an alarm before the smoke and heat builds up so much that people can't escape safely. When the smoke alarm sounds, everyone in the home must act quickly.

Creating a home escape plan

Many people waste precious time searching for the cause of the fire, they assume they will leave by the main door but find it blocked, they gather belongings before leaving or they try calling the fire department from inside the home instead of going outside to the meeting place first. These and other potentially deadly mistakes can be avoided by planning ahead, preparing a home escape plan and practicing it regularly.

A home fire escape plan is designed to get everyone out of the home quickly in case there is a fire. Every room in the home needs two ways out. One way out would be the door and the second way out may be a window.

Every home fire escape plan needs an outside meeting place. A meeting place is a permanent location in front of the home, a safe distance from the home. A good meeting place might be a neighbour's home or on the pavement.



fast fact

Every home needs a fire escape plan. Identify two ways out of every room – one way out could be a door, another could be a window. Have a family meeting place outside of your home in case of a real fire. Practise your home fire escape plan twice a year.

Everyone in the home should gather together at meeting place so that the grown ups can be sure that everyone is safe.

Families should practise home fire escape drills using different ways out of the home in case one way out is blocked by fire or smoke.

PRESENTATION

Target Group: Primary School Children

Use the flipchart poster on “home fire escape plan” to encourage discussion. The poster shows a completed floor plan of a house with primary and secondary escape routes.

Demonstration

- Draw an escape plan using a simple floor plan as an example.
- Show and explain a drawing of an escape plan you have made for the place at which you are teaching.
- Point out the location of any smoke alarms in the classroom or bring one to show.
- Refer to the evacuation plan for the place at which you are teaching.
- Show pictures of different kinds of buildings that people live in to emphasise that everyone needs an escape plan – no matter how large or small their home.

Role play

Help learners role play what to do when a smoke alarm goes off. Use the escape plan posted at the exit to the classroom or make your own drawing.

Discussion: Always have two ways out

Every room must have two safe ways out in case of a fire. At school, each room has two ways out – locate the two ways out of the classroom. You need to have two ways out of every room at home, too. Explain that every room should have a way out that you go to first, and then another if the first way is blocked by fire or smoke. Discuss how, if a room has only one door, the second way out may be a window. If time allows, take a walking tour of the school and explore the different ways out of other rooms.

Explain to the learners that they are going to be learning two safe ways out of their own house just like they have learned two safe ways out of the classroom. Remind the children that they may have to use a window as their second way out.

Activity: Make an escape plan

Follow the directions below to help each learner make a fire escape plan for their own home.

- Use a pencil to draw the floor plan in case you need to make a change. Then go over it with a pen or marker so it will be easy to see.

- Instruct each learner to draw a map of their own homes on a blank piece of paper and to include all the rooms and passages.
- Then draw all the doors and windows.
- Indicate two paths out of every room (primary and secondary). Use different colour arrows to show the way out.
- Pick an outside meeting place where everyone will meet after they get out of the home. Draw the meeting place on the map.
- Mark each smoke alarm in your home on the map. Remember to test the alarms every month to check that they are in working order.

Have learners explain that they now know how to get outside in case of a fire and will be learning about what it means to stay outside. Remind learners that they should never go back into the home for any reason. Ask the learners what they think they should do once they are outside safely and discuss the importance of having an outside meeting place. Explain that a meeting place is where everyone in the family will meet at a safe distance from the home if the smoke alarm sounds. Discuss how waiting at the meeting place helps grown ups to know that everyone is safe.

Ask learners to share the home escape plans that they made. If you are working with a group, divide the learners into pairs and ask them to explain their plans to each other.

Take the plan home and hang the map in a place where everyone can see it, such as on the fridge in the kitchen. Practise the plan with the whole family.

Questions:

1. What is a floor plan?
2. What do the arrows show?
3. Why do you need two ways out of each room?
[If one is blocked then the other route must be used.]

IDENTIFY FIRE EXITS

LEARNING OBJECTIVES

Knowledge

- Learners will identify a fire exit sign and understand its meaning.
- Learners will demonstrate an understanding of knowing two ways out of the building.

Behaviour

- Learners will locate fire exit signs within the building.

BACKGROUND INFORMATION

Introduction

It is important to locate exits in all buildings. In an emergency, you may not have time to plan an escape. Make a habit of locating fire exits and stairways, as well as making mental escape plans. Never use a lift to escape from a fire – always use the stairs.

In every building, look for at least two exits - use stairs or windows. If you think there is a fire, report it to someone who works in the building in order for the fire department to be called and the alarm sounded. Leave immediately.

When the fire alarm sounds or you are alerted to a fire, leave quickly and quietly. Do not stop to take possessions with you. Do not try to fight a fire yourself.

PRESENTATION

Target Group: Young Children

Use the flipchart poster “identify fire exits” and discuss the following information:

Discussion: Find two clear paths to get outside

Sometimes in an emergency, you can't leave the way you came in because of fire, smoke or too many people. Look for at least one other way out.



- You can often find escape plan maps on the walls of public buildings. Try to find one.
- Look for EXIT signs. The signs mark safe exit paths. If there is a fire, go to the fire exit closest to you and go outside.
- Look out for these fire escape signs when you go to the shops. These signs show you how to get outside safely if a fire breaks out.

Discussion

- Why you need to know two ways out of every building.
- Look for exit signs and plan an escape.
- If you see smoke, use another way out.
- If you must go out through smoke – crawl low to the nearest safe exit.

Activity

Teach learners how to recognise the word EXIT.

Sound out the letters and explain that exit signs are written in uppercase or capital letters to help “shout out” a warning.

Make your own signs and stick them on walls in the classroom to show the exit(s).

Ask learners to:

- Colour the fire escape signs in green
- Colour the word EXIT in green
- Cut the signs and post them at home.

RESPOND CORRECTLY DURING FIRE DRILLS

LEARNING OBJECTIVES

Knowledge

- Learners will demonstrate an understanding of fire drill procedures.

Behaviour

- Learners will participate in fire drills.

BACKGROUND INFORMATION

Introduction

It is very important that everyone is familiar with evacuation procedures and knows what to do. In public buildings, such as homes for older people, nursing homes, schools and hotels, exit plans are placed on the inside of the door of each room. By law, public buildings are required to have regular fire drills. When entering a public building, it is wise to note at least two exit routes and the locations of fire alarms.

Conducting a fire drill

Drills may be planned and announced. The element of surprise is not important to learning the procedure. It must be taken seriously and everyone in the building must participate.

Start with the fire alarm. It is important to start your escape plan exercise by testing your fire alarm. This ensures that the fire alarm is working, and it teaches everyone what the fire alarm sounds like and how to respond to it.

During a fire drill, respond quickly, but don't run. Running can cause injury and mistakes. The assembly area should be a permanent feature – a field or open area located a safe distance away from the building.

Attendance should be checked using an register to see if everyone is out of the building. The attendance list should be readily available.

Practise the plan often. A fire can grow very quickly, so it is important that everyone



knows exactly what to do – safely, quickly and calmly. Children must know not to hide in a fire emergency, but to exit quickly. Time the evacuation process.

Do not use a lift in a fire. Use the stairs. If there is lots of smoke, stay low to the ground to avoid the smoke.

PRESENTATION

Target Group: Young Children

Discussion

- Discuss and plan the fire drill for the classroom.
- Discuss what to do when you hear the fire alarm.
- Discuss the routes that will be used to escape, too, such as a playground.

Remind the children about the things they learned in the "Home Fire Escape Plan" lesson. The children should recall getting out of the house as soon as a fire alarm sounds, having two safe ways out of every room in their home and having an outside meeting place. If necessary, reinforce these three main concepts. Remind the children of the two ways out they will use in the classroom and school.

Tell the children that at school there are some extra things they must remember to do when a fire alarm sounds. Make special mention of that fact that, at school, there are more people and staying quiet is very important. The teacher should also explain that it is important to stay in line and walk together to ensure that all students leave the building as safely, quickly and quietly as possible.

When the fire alarm sounds, they must immediately stop what they are doing and leave the classroom. The children should be able to explain that they will not clean up any materials or finish any work before leaving the room. To practise this idea have the children play a game much like musical chairs. The children will dance to music, but must immediately stop when the music stops and line up. Turn it into a challenge to see how quickly they can stop what they are doing and leave the classroom quietly and safely.

Perform a practice fire drill once the learners have mastered stopping what they are doing and lining up. Go to your outside meeting place and clearly identify it with the learners. Teaching the learners about the meeting place is important. The assembly points are usually identified by the school based on classroom location. Determine the location and explain that this is their class meeting place, which will be used during every fire drill. The learners should be aware that if they are alone during a fire drill (for example, in the bathroom), they should still stop, leave the school and find a trusted grown up to help them go to their meeting space.

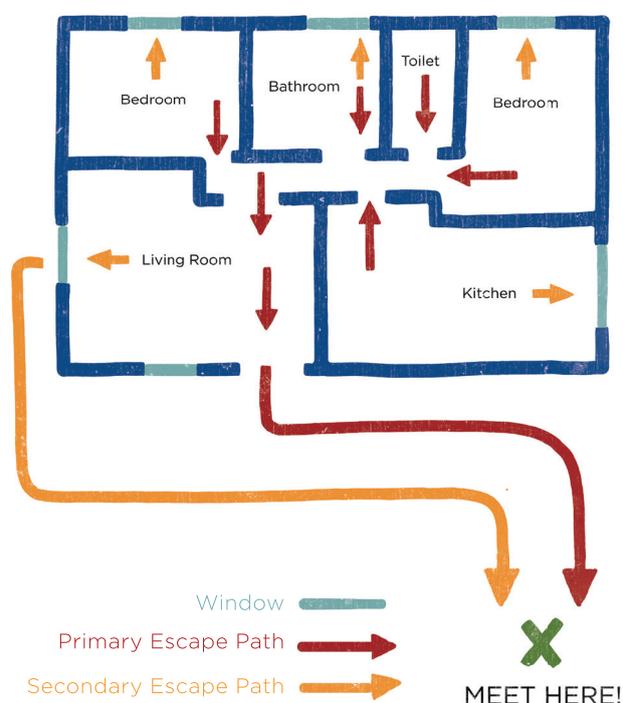
Take a walking tour of the school and point out any other exits to the learners.

Activity: Practising fire drills with children

- Practise this exercise with all the children together. Prepare the children for what is going to happen. Sound the fire alarm, then **WALK** quickly with them to the nearest exit and go straight to the meeting place outside. Keep them as calm as possible and move with them quickly and quietly. Role call should then be taken.
- Once they are comfortable with this routine and understand why they are responding in this manner to the alarm, the plan can be varied by including “smoke drills”. Firstly, pretend that there is smoke in one area and that you have to exit via the second

or alternate route. Once this is established, pretend there is smoke everywhere and then you will have to exit by crawling low under the “smoke”.

- These options can be varied until you feel that the children are comfortable with this response and course of action.



fast fact

Fire drills are important for all homes, buildings and other high-rise structures. You need to know the basics of escape planning, from identifying two ways out of every room to getting low and crawling under the smoke, and the importance of practising how you would respond in an emergency.

REPORT FIRE AND SMOKE IMMEDIATELY

LEARNING OBJECTIVES

Knowledge

- Learners will know their address/location and telephone number in an emergency.

Behaviour

- Learners will demonstrate an understanding of the correct procedure for reporting an emergency.
- Learners will demonstrate the correct emergency number to use when reporting an emergency.

BACKGROUND INFORMATION

Introduction

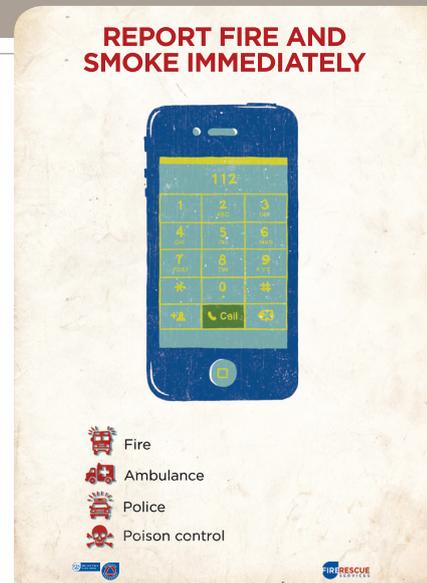
In an emergency, the ability to call for help quickly and effectively can mean the difference between minor property damage and total devastation, or even between life and death. Each year, thousands of emergency calls are made to 1-1-2. Many more calls are made to other local emergency numbers. Calling for help is a critical life skill.

Everyone should know how to report a fire or another emergency at work, home or school. Important numbers should be visible on or near the telephone.

Calling the fire department

The fire department is a community helper. The firefighters will help if there is a fire or a medical emergency. Everyone in the home should know the emergency phone number to call for help from the fire department. Most communities have access to cell phones and can call 1-1-2 toll free. Some communities have to use a different telephone number. Check with your local fire department to find out the best emergency number to use.

Calling the fire department when there is no emergency can hurt someone else who might need help from the firefighters. If the emergency is a house fire, get out first, then call the fire department from outside. After you are safely



outside, you can use a neighbour's phone or a cell phone to call for help.

Be very clear and specific about where the fire is located. For example: "I want to report a house fire at 1509 James Street near the corner of First Avenue." When you call the emergency number, stay on the telephone until the fire department says that it is time to end the call.

Information the fire department will need when calling:

- Type of emergency
- Your name
- Your address (nearest cross street)
- Telephone number from where you are calling. Stay on the line and do not hang up until the fire department ends the call.

PRESENTATION

Target Group: Primary School Children

Discussion: What is an emergency?

Work together to decide WHAT IS and WHAT IS NOT an emergency.

As a class, create a definition that explains what an emergency is. The definition should explain that an emergency could be a fire, but also includes situations when someone is sick or hurt.

Ask the class to think of the characteristics of an emergency, like scary or dangerous. Record these on the writing board.

Create two columns on the writing board/flipchart. One with a heading “emergencies” and the other “non-emergencies”. Ask the learners to think of things that would constitute an emergency and situations that would not, then record their answers in the correct column. Explain that only the situations they are recording under the “emergencies” section should be reported to the fire department and that reporting situations under the “non-emergencies” section can hurt someone else who might need the help of the fire department.

Discussion

Explain to the group that, now that they understand what an emergency is, the next step is to know what to do when they find themselves in an emergency.

- How to report a fire/emergency
- What is the telephone number for the fire department?

Role play: making an emergency call

When teaching learners how to make an emergency call, don't practise with a real telephone to avoid calling the fire department accidentally. When practising, ensure that the phone is disconnected or switched off. You can also use the flipchart poster to demonstrate calling the 1-1-2 emergency number.

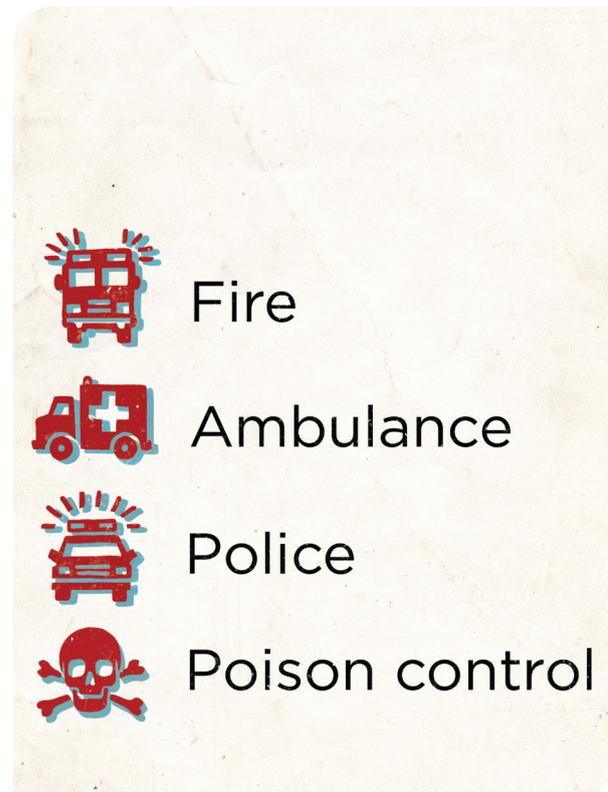
Create and practise a dialogue related to calling the fire department to report a fire. Ask a learner to role play the dialogue with you. The learner will be the person calling to report a fire in their home while you will play the emergency operator.

Here are examples of the questions that the call taker will ask:

- What is your emergency?
- Where are you?
[If you don't know the address, look around to find a shop, house, or marker that will help identify your location.]
- What is your phone number?
- What is your name?
- Is everyone out of the building?
- Where are they?
- Do not go back into the building.

Then have learners work in pairs, using the dialogue to role play this situation.

Emphasise: Calling the fire department is very serious. Only call an emergency number when you need to report a real emergency.



fast fact

In an emergency, the ability to call for help quickly and effectively can mean the difference between minor property damage and total devastation – or even between life and death. Each year, thousands of emergency calls are made to 1-1-2. Many more calls are made to other local emergency numbers. Calling for help is a critical life skill.

STOP, DROP & ROLL

IF YOUR CLOTHES ARE ON FIRE

LEARNING OBJECTIVES

Knowledge

- Learners will demonstrate an understanding of how and when to use the “stop, drop and roll” procedure.
- Learners will demonstrate that this behaviour is to be done **ONLY** when clothes catch fire and not in other fire situations.

Behaviour

- Learners will practise and demonstrate the “stop, drop and roll” behaviour to extinguish flames on their clothes.

BACKGROUND INFORMATION

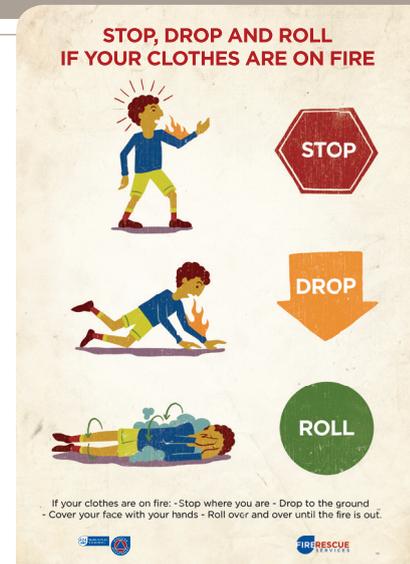
Introduction

Clothing fires commonly occur when clothing comes into contact with open flames while cooking, or when children play with matches and lighters. Certain types of clothing, such as synthetics and nylon, catch fire very quickly. Pyjamas are often made of these materials. Children need to take special care around candles, fireplaces, matches, heaters, lighters and open fires.

If your clothes catch on fire, do not run around, as this will only fan the flames and make them burn faster. **Stop**, then **drop** to the ground as this makes it harder for the fire to spread. It will also reduce the effects of flames on the head and face (flames burn upwards). Then **roll** over and over or back and forth over the flames. This will help to smother the flames and put the fire out.

When and how to stop, drop and roll

Stop, drop and roll is used **ONLY** when the clothes someone is wearing catches fire. It has to be done immediately as this will prevent extensive burns and will put the flames out quickly.



If your clothes catch fire:
STOP where you are

DROP to the ground and cover your eyes, nose and mouth with your hands.

ROLL over and over or back and forth until the flames are put out.

Placing your hands over your face while on the ground helps to prevent your face from being burnt/damaged by the flames. This may also help to protect the lungs and respiratory passages by reducing the amount of smoke and heat that enters your body.

If someone else’s clothing catches fire, tell them not to run but to roll over on the floor to smother the flames. You can also cover them with a blanket or coat, then roll them on the floor to smother the flames.

Help people with physical disabilities by wrapping them in a woollen blanket or carpet to extinguish the flames. Do not use a duvet or nylon blanket as synthetic fabrics will melt in the flames and stick to the victim’s skin.

PRESENTATION

Target Group: Young Children

Discussion

Ask learners:

How do you think your clothes could catch fire?
[Reaching over a candle, sitting too close to a fire, playing with matches and lighters, for example.]

What can you do to prevent your clothing catching fire?
[Stay away from hot things. Stay away from flames and fire.]

Remind learners about the ONE METRE safety zone.

Review the different ways that fire safety problems have been solved previously, like having a grown up check your bath water or never touching matches and lighters.

Explain that many fire safety problems can be avoided by making careful choices, but **stop, drop and roll** is another important thing to learn. Tell the learners to only stop, drop and roll if their clothes have caught fire

Refer to the flipchart for hot things and identify which items may set clothes alight. Remind children that we want to avoid things on this list along with open flames.

Read the words “Stop”, “Drop” and “Roll” on the flipchart. Tell the learners that these three words will help if a person’s clothes ever catch fire. Explain the steps as follows: “Stop” means stop where you are. “Drop” means drop to the ground and lay flat with your legs out straight. Then cover your eyes and mouth with your hands. “Roll” means roll over and over, and back and forth until the fire is out. Tell the children that once they have done these three steps, they must then get the help of a grown up immediately.

Explain to learners that if their clothes do catch fire, they should use the “stop, drop and roll” method to put out the fire. This means they should:

- stop where they are,
- drop to the ground, lay flat with their legs

- out straight and cover their face with their hands,
- roll over and over or backwards and forwards to put out the flames.

The most important thing to remember is to stay away from fire. Flames can set your clothes alight. Only use “stop, drop and roll” if your clothes are on fire.

Demonstrate

Clearly show learners the procedure by demonstrating the method using an example of how the clothes could catch fire.

Stand in front of the class and attach a piece of red cloth cut in the shape of a flame to your clothes. Explain to the children that the red cloth represents a fire that must be put out and you are going to show them the correct way to stop, drop and roll. Carefully demonstrate each step of the process, explaining the actions as they are being done, until the entire process has been completed. (The cloth will fall off as you roll, which can indicate that the fire is out.) Stand up and show the class that the flames on the clothes have now been extinguished. Remind the class that it is now time to get the help of a grown up.

Have children come to the front of the class to demonstrate the same process. Remember to keep using the material as the flame to reinforce that they should only stop, drop and roll if their clothes are on fire.

Role play:

Divide the learners into smaller groups and ask them to demonstrate the procedure to each other.

Important: The stop, drop and roll procedure must only be done when clothes are on fire. Don’t get confused with other situations. Often children confuse this with evacuating the building, crawling low under smoke or calling for help.

Game: When should you stop, drop and roll?

Ask learners:

- What do you do if your clothes catch fire?
[Stop, drop and roll.]
- When do you stop, drop and roll?
[When your clothes catch fire.]

Explain that this is the ONLY time they must stop, drop and roll:

They must not stop, drop and roll if the house is on fire or they burn a finger on the stove. They must only stop, drop and roll if their clothes are on fire

Now play Simon Says to reinforce learners' understanding of when to stop, drop and roll:

- If Simon says your sleeve/shirt/pants/jersey/hair is on fire, learners must stop, drop and roll
- If Simon says your house/car/TV is on fire, learners must NOT stop, drop and roll.

Other examples that can be used when NOT to stop, drop, and roll:

- I burnt my finger
- The smoke alarm is going off.
- We are having a fire drill.
- There is smoke.
- A candle is burning.
- I need to get outside.
- There is a fire.
- My house is on fire.

Stop, Drop and Roll song

Sing this song to tune of "Three Blind Mice".

Stop, drop and roll!

Roll, roll and roll!

Do not run! Do not hide!

If your clothes should catch on fire.

Do not run and do not hide.

Stop, drop and roll!

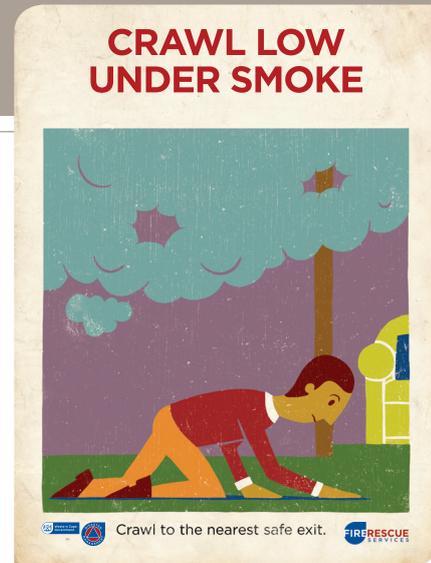
Roll, roll and roll!

**fast
fact**

If your clothes ever catch fire you need to stop, drop and roll. Cover your face with your hands to protect it. Roll over and over until the fire is out. Practice this drill with children indoors or out.



CRAWL LOW UNDER SMOKE



LEARNING OBJECTIVES

Knowledge

- Learners will know to crawl low if there is smoke present.
- Learners will know to exit via another exit if there is one.

Behaviour

- Learners will correctly demonstrate the 'crawl low under smoke' procedure.

BACKGROUND INFORMATION

Introduction

Fire creates large amounts of smoke that contains many poisonous gases. It is also difficult to see through smoke, which makes it difficult to escape. Always have two escape routes from every room. If smoke or fire blocks one route, then use the alternative exit (secondary escape route). If you have to pass through smoke, crawl low.

Escaping safely through smoke

Fortunately, heat and smoke usually rise. Therefore, to aid your escape, you must crawl on hands and knees below this layer of hot air and smoke. The air closer to the ground will be cooler and cleaner. On your hands and knees, you should be under the smoke and will be able to breathe more easily. It will also be possible to see your exit route to escape. If you cannot see the door or escape route, crawl until you reach a side wall and then crawl next to the wall until an exit is located.

PRESENTATION

Many people worry about fire, but smoke is dangerous, too. Smoke can move quickly through a building. It "sneaks" around doors and through open windows.

Target Group: Young Children

Ask: Have you seen smoke?

[Smoke moves fast. Smoke is dark.]

Do you think smoke is noisy or quiet?

[Smoke is very quiet, which is why we need smoke alarms to warn us.]

Is smoke clean or dirty?

[Smoke is dirty and dark, and makes it hard to see.]

Being in a room filled with smoke is like being blindfolded:

- Smoke is poisonous and can hurt our lungs
- Smoke hurts your eyes and makes you cough

Does smoke go up or down?

[Smoke rises and the cooler, cleaner air stays down low.]

What would be the safest way to escape from a room filled with smoke?

[Crawl low.]

Demonstrate: The proper method for crawling low.

- On hands and knees
- Head up
- All the way to fresh air
- Remind learners that the fastest way to crawl is on their hands and knees, not elbows or flat down.

Discussion

- If you must escape through smoke – crawl low under the smoke and move quickly.
- If you can't crawl, get as low as you can and go quickly.

Activity: Crawl low under smoke

Ask four children to come to the front of the class. Using an open sheet or blanket, ask each child to hold a corner and keep it slightly off the ground (approximately 50 cm). They must pretend that the sheet is the smoke, and they can wave the sheet up and down.

Taking turns, invite three learners at a time to crawl low under the smoke to the doorway where they can get out. The “smoke” moves with the crawling children until they reach the door. Explain that if they don't see any smoke, then get out right away. Only crawl if there is smoke in the escape path.

Explain: If you can move away from smoke, do so. Exit through another way rather than through the smoke. Go outside quickly and go to the meeting place.

Fire escape song

Sing this song to the tune of “London's Burning”.

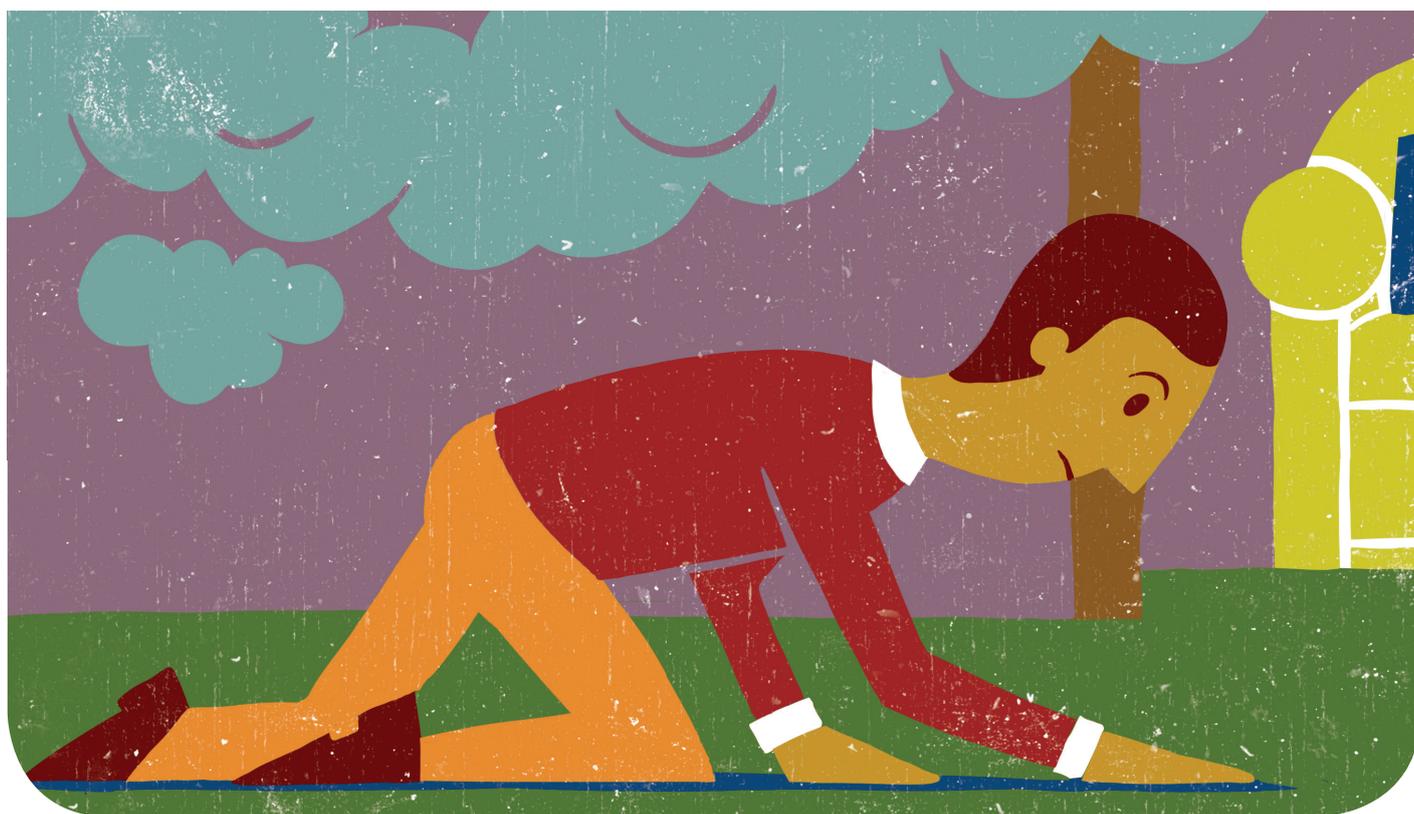
*The house is burning!
The house is burning!
Fire! Fire! Fire! Fire!
Get outside! Get outside!
Stay outside! Stay outside!*

*Umzi watsha!
Umzi watsha!
Umlilo! Umlilo!
Phuma phandle! Phuma phandle!
Hlala phandle! Hlala phandle!*

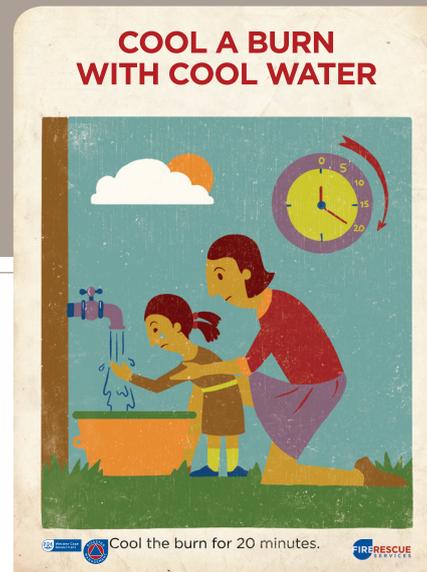
*Die huisie brand!
Die huisie brand!
Vuur! Vuur! Vuur! Vuur!
Gaan buite! Gaan buite!
Bly buite! Bly buite!*

fast fact

If you must go through smoke to escape, crawl low under the smoke on your hands and knees to your safest exit. The air near the floor is cooler and easier to breathe. You can also see better to escape faster.



COOL A BURN WITH COOL WATER



Knowledge

- The learner knows the correct first aid procedure to use if he or she gets burnt.
- The learner can identify a range of sources of cool water.

Behaviour

- The learner will cool a burn in cool water for a long time (20 minutes).
- The learner will call an adult for help if he or she gets burnt.

BACKGROUND INFORMATION

Introduction

The common causes of burns include:

- **Scald burns** are the most common (from steam, hot bath water, spilled coffee cups, hot foods, hot liquids, and many more)
- **Contact burns** from flames or hot objects (such as the stove, fireplace or open flames)
- **Radiation burns** from overexposure to the sun or radiated heat.
- **Chemical burns** (from swallowing or touching things like bleach)
- **Electrical burns** (from biting on electrical cords or sticking fingers or objects in electrical sockets and more).

How to treat burns

- Always use cool (preferably running) water (but not ice). Using ice may damage healthy cells and cause frostbite.
- Teach children to cool a burn for a very long time or until they get medical help.
- Teach parents and caregivers to cool a burn for at least 20 minutes or until they get medical help.
- Only immerse the burnt area in cool water. Keep the rest of the body warm to prevent hypothermia or shock.
- Cooling the burn helps bring the skin back to its normal body temperature and prevents further damage.

Get medical help immediately

- Call emergency services from a cell phone on toll-free number, 1-1-2.
- Don't put anything else on the burn. Never

use creams, butters and jellies – they could make the burn worse.

- Remove jewellery and loose clothing if possible, but don't pull off burnt clothing that is stuck to the skin.
- Cover the burn with a clean cloth or dressing, and keep it clean.

PRESENTATION

Review the lesson on “Stay Away from Hot Things” to remind the learners about the importance of preventing burns.

Explain: to learners that we previously learned how not to get burnt. Today we are going to find out what to do if we do get burnt.

Ask: learners to share their own experiences of getting burnt:

- How did it happen?
- How did it feel?
- What did your parents do to help?
- How could you protect yourself better next time?

Engage with learners' stories, emphasising the need to cool a burn with cool water for a long time.

Explain WHY:

- It is important to cool a burn [Cool water also helps with pain.]
- We don't use creams, toothpaste, ice or anything like that. [They make the burn worse.]
- We need to act fast to cool a burn [This keeps the skin from burning longer and deeper.]

Tell an adult

Encourage learners to tell an adult if they get burnt, so that the adult can take them to a doctor or clinic immediately.

Discussion questions:

- Ask learners: Who would you call on for help when at school and when at home?
- Where would you find cool water?
- What would you use to cool a burn?

Activity: Keep the burn cool for a long time

Explain to learners that we need to cool a burn for a long time. Many people don't cool the burn long enough. This means that the skin keeps on burning. Let's see what it feels like to cool a burn for a long time.

You will need:

- a toy bucket or small bowl of cool water for every 4-6 learners.
- red watercolour or poster paint.
- a clock to time five minutes (this will feel like a very long time)

Work outside or put down newspaper to keep things clean and dry.

- Paint learners' hands with red poster paint to represent "burns".
- Tell learners that they are going to hold their "burnt" hands in the cool water for a long time. This will help to "cool" the burn.
- Tell the learners when to start.
- Encourage the learners to keep their hands in the water for as long as possible.
- When five minutes have passed, tell the learners to take their hands out of the water.

Reflection:

Ask the learners to look at their hands: Do your hands look better?

Explain that even though their hands might not be completely clean, the red paint has faded and their hands look less "burnt".

Safety tip:

Empty the buckets or bowls of water as soon as you have completed the activity, to ensure there is no danger of younger children drowning.

Activity: Cool a stone

You will need: some stones and a bucket of cool water.

Method:

- Put the stones outside to warm in the sun.
- You can start when the stones are warm, but not too hot for the children to handle.

Ask: the learners to feel the stones:

How do they feel? [Warm]

What made them warm? [The sun]

Now see what happens to the stones when we put them in the bucket of water.

Leave the stones in for a minute. Ask learners to predict what will happen.

Then ask learners how the stones feel.
[Cool]

Explain how cool water cools a burn in the same way: the longer you leave your hand in the water the more it cools the burn.

Beat the Burn rap song

Use the following rap song to reinforce the key message or make up one of your own:

*If you burn yourself,
it will hurt so bad.
If you burn yourself,
it will hurt so bad.*

*Cool water
will cool it down
Put a burn in water
as fast as you can
Keep it in water
for a long, long time*

*Cool water
will cool it down
Cool water goes
drip drip drip
as the clock goes
tick tick tick
Tell your mum
Tell your dad
Tell a grown up
that it hurts so bad.*

*Cool water
will cool it down
Keep it in water
for a long, long time*

FIREFIGHTERS ARE COMMUNITY HELPERS

LEARNING OBJECTIVES

Knowledge

- Learners will identify firefighters as community helpers.
- Learners will recognise that the firefighter is a friend in protective clothing

BACKGROUND INFORMATION

Introduction

Firefighters are men and women trained to extinguish fires, rescue people and help in other emergencies. Firefighters are community helpers whose job it is to provide for the safety of the community. They work for the fire department and do many different jobs, including:

- Fight fires
- Rescue people from fires
- Teach people to be fire safe
- Look for fire hazards
- Respond to medical emergencies

Firefighters wear masks, boots, helmets and jackets for protection while they fight the fire. This is their “protective gear”. A firefighter’s uniform and gear can look threatening. This is especially true for people who come from places where authority figures are not trustworthy. All this can appear very frightening to children, unless it is explained to them. Familiarity with this equipment may help to save lives, as children will not be scared to go to the firefighter in the event of a fire.

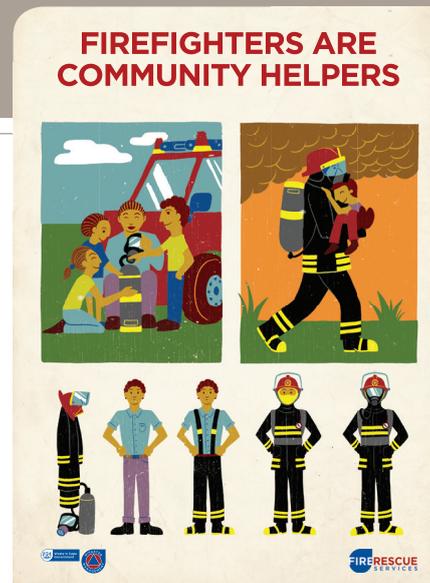
PRESENTATION

Target audience: Primary School Children

Discussion and demonstration

- The role of the firefighter – a community helper.
- The special equipment and clothing.

Full set of PPE, bunker gear and breathing apparatus to use for dressing up.



Pictures of firefighters working at a fire – using hoses and climbing ladders.

Explain:

As each piece is explained, put it on and slowly dress up to complete the outfit. Give the learners the opportunity to touch it and possibly try it on.

Protective Clothing

Firefighters wear special clothing to keep them safe while they are working.

This clothing is waterproof, heatproof and strong. It protects firefighters from smoke, fire and other dangerous materials. It includes boots, a helmet, a jacket and pants, a flash hood and gloves.

Mask and Air Tank

Firefighters wear a mask and an air tank to help them breathe when there is smoke in the air. The mask and breathing apparatus will make an unusual sound. Demonstrate it if possible.

Other Equipment

Ladders

Firefighters use ladders to reach the outside of a building above the first or second level.

- Sometimes they go up the ladder to spray the top of the building with water to extinguish the fire or to keep it from spreading.
- Sometimes they use the ladder to rescue people who are trapped in a building.

Fire Hose

Firefighters use large hoses to carry water to a fire and put it out. Fire hoses are very heavy and spray water with a lot of force. When the water is flowing, it takes two or more firefighters to carry and aim the hose. The hoses are stored on the fire engine.

Jaws of Life

Firefighters use the Jaws of Life when they rescue people from a motor vehicle crash. These are cutting and spreading tools. They can cut through metal and make wide openings for people to be rescued or receive medical care.

Halligan Tool

Firefighters use a Halligan tool to break down doors, windows or walls to get to a fire or rescue a trapped person.

Axe

Firefighters sometimes use axes to break down doors or through windows, walls and roofs.

Fire Extinguisher

Firefighters use a fire extinguisher to put out some types of small fires. Fire extinguishers do less damage than the water from a fire hose. They are also easier to move, so it may be faster for the firefighters to get to a fire and put it out with a fire extinguisher.

Activity

Allow a few of children to dress up or have the teacher or assistant dress up in the firefighting equipment.

DO NOT compare the firefighter to popular comic heroes or monsters as this may cause some children to be scared of the firefighter.

Questions:

- How do firefighters help the community?
- What are some examples of firefighters' gear?
- Why do firefighters wear special gear?
- Why might some kids find the gear firefighters wear scary?
- What can you say to a friend who might be scared of the firefighter's mask or loud equipment?

Game: Bucket Brigade

Divide the learners into two teams and have each team form a line. For each team, place

one large bucket filled with water at one end of the line and an empty bucket at the other end of the line. Give each team a large cup. Explain that, while playing the game, the learners cannot move from their positions. Members from each team have to work together and use the cup to pass water from the full bucket to the empty one. The first team to move all of its water to the empty bucket wins!

Reflection:

Discuss how fire fighters work together to help community members be safe. Explain to the learners that they can also help other members of the community be safe from fire by sharing what they have learned.

Song: I'm a firefighter

Sung to the tune of "I'm a Little Teapot".

*I'm a firefighter
Dressed in black, [or yellow]
With my fire hat
On my head.
I can drive the fire truck,
Fight fires, too,
And help to make things
Safe for you.*

fast fact

Firefighters may look and sound scary to children, because of all the gear and tools they carry. Firefighters have to wear special gear to protect them from the fire and smoke. Fires reach temperatures of over 1 000 °C. If you are ever trapped in your home, firefighters are able to rescue you using special breathing apparatus. Remember: firefighters are Moms and Dads of someone just like you.

FIRE IS EVERYONE'S FIGHT

For more information contact the
WCG Fire & Rescue Services on 021 937 6301

Emergency Numbers
Landline: **10177** | Cell: **112**
www.westerncape.gov.za