The Learn Not to Burn®
Preschool Programme South Africa

Teacher’s Guide

A Firesafety Education Programme of the NFPA® for Preschoolers

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

Disclaimer

The South African version of the Learn Not to Burn® Preschool Programme was adapted for use in South Africa
by the National Burn Prevention Reference Group in South Africa and is based on the original version published
in the United States by the National Fire Protection Association (NFPA). The South African version was adapted
to reflect South African customs and is not intended for use outside of South Africa. In the case of the cool a burn
lesson, messaging is not consistent with the position of the NFPA. The NFPA advises that a burn be cooled for
3 to 5 minutes. In addition, in the “Plan your escape” letter to be taken home to parents and caregivers, in item
number 4, the messaging is not consistent with the position of the NFPA. The NFPA advises the following: “If you
have security bars on your windows be sure that one window in each sleeping room has a release device that can
be used to unlatch the bars from inside of your home without a key.” The NFPA cannot be responsible for any
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For more information on the National Burn Prevention Reference Group, contact the Child Accident Prevention
Foundation of Southern Africa at 021 685 5208 or visit the CAPFSA website at www.childsafe.org.za.
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Introduction

The Learn Not to Burn® Preschool Programme South Africa for children ages 4 and up, is an adaptation of the NFPA Learn Not to Burn® Preschool Programme, a practical, pilot-tested and evaluated programme to teach fire safety awareness and skills to preschoolers.

Burn injuries are a serious threat to children’s health around the world and young children living in Africa are most at risk. The World Health Organisation estimates that in Africa up to 30 000 children (aged four years and younger) die each year from burn-related injuries.

In South Africa, burn injuries are one of the leading causes of accidental death amongst preschool children. Burns can also cause extreme pain, scarring, disfigurement and physical disability. Burns are considered amongst the most traumatic injuries a child can suffer, and they can have a significant impact on the child’s long-term educational, psychological and social development.

Information from South African cities indicates that infants and toddlers are most at risk. Most burn injuries take place in the home, across all seasons but especially in winter. Fires account for most of the fatalities and hot liquids account for most non-fatal burns.

In South Africa, the problem is aggravated by poor housing, in which the kitchen isn’t separated from the rest of the home, and the use of unsafe heating appliances, such as paraffin stoves. The scarcity of fire and burn prevention programmes further aggravates the problem.

Successful childhood burn prevention programmes have been implemented in America, Australasia and Europe and have helped to lower the risk and reduce the severity of burn injuries.

The Learn Not to Burn® Preschool Programme South Africa draws on international best practices to equip children, families and educators with the knowledge and skills to protect themselves from burns.

Ashley van Niekerk, PhD
MRC-UNISA Crime, Violence and Injury Lead Programme
Learn Not to Burn®

9 key messages

The Learn Not to Burn® Preschool Programme South Africa focuses on nine key messages:

1. Stay away from hot things - they can burn you
2. Stay away from hot water - it can burn you
3. Matches and lighters can burn you - leave them alone
4. Stay away from paraffin - it can hurt you
5. Stay away from flames and fire - they can burn you
6. If your clothes catch on fire, stop, drop and roll!
7. Cool a burn with cool water
8. If your house is on fire, get out and stay outside
9. Firefighters are helpers

Key principles

The Preschool Programme uses a mix of stories and song, demonstrations and experiments, discussion and active learning to teach young children these key burn safety messages. Here are some more things you can do to make learning successful:

- **Don’t scare children – teach them what to do**
  Fire is frightening – for both adults and children. So instead of scaring children, the Learn Not to Burn® Preschool Programme teaches young children how to stay safe and what to do if they find themselves in danger. These critical life skills may prevent a serious injury or even save a child’s life.

- **Start by finding out what children already know**
  Invite children to share their own stories and learn from their own stories and experiences.

- **Children learn in different ways**
  Some children learn through what they see. Other children learn through what they hear, touch or do. Make sure your lessons include a range of teaching methods so that **all** children get the message. Look at the pictures. Listen to the stories. Sing songs. Play games.

- **Encourage participation**
  Ask questions to find out if learners understand these key safety messages. Make time to listen and find out what children know. Create opportunities for children to discover things for themselves, instead of giving children all the answers.

- **Make learning active**
  Encourage children to act out the stories and songs and to practice life-saving behaviours like stop, drop and roll.

- **Make time to reflect**
  Ask questions to help children to think about what they have learnt and to make connections between the different lessons.

- **Take the message home**
  Encourage children to share what they are learning with their parents and caregivers. Tell parents what you are teaching and ask them to reinforce these firesafety messages at home.
How to use these books

The teacher’s guide

The teacher’s guide includes background information, lesson plans and worksheets for each message. It also contains a range of supplementary materials including:

- a star chart to track children’s progress (page 84)
- a fire safety checklist to help you evaluate fire safety at your school (pages 74-76)
- letters to send home to parents and caregivers (pages 77-81).

Fire Safety Stories

The storybook includes five picture stories that help children understand the dangers of hot water, matches and lighters, paraffin and open flames. The stories also teach children how to stay out of danger and what to do if they get burnt, or if their clothes catch fire, or if a fire breaks out at home.

As you read through each story, ask questions to deepen children’s understanding of these key safety messages and to help children make the connections between the stories and their own lives. For example:

- What do you see in the picture?
- What do you think will happen next?
- What should the children in the picture do?

The picture cards

This set of brightly coloured picture cards provides educators with a flexible teaching tool. You can:

- use the matching problem and solution cards to facilitate large group discussions or ask individual learners to match problems and solutions (matching and sorting skills).
- use the paraffin safety and stop, drop and roll cards to tell stories or ask learners to put the cards in the correct order to develop learners sequencing skills.
- cut out the picture of Faith the Firefighter and dress her up as you discuss her protective clothes and firefighting equipment.

The worksheets

- There are a number of worksheets that can be used to consolidate and evaluate learners understanding of each key message. These should only be used at the end of each day’s programme after you have explored these ideas through story, song and group discussion.
- The worksheets should be taken home at the end of the day so that learners can share what they have learnt with their parents and caregivers.
How to get started

- **Preparation**
  Start by reading through all the materials including the picture cards and storybook.

- **Planning**
  Once you are familiar with the material, decide on your time frames. Do you want to run the programme every day for a two-week period, or do you want to focus on one lesson per week for a term?

- **Creating a safe environment**
  Use the fire safety checklist on page 74 to make sure your school is safe for learners.

- **Getting support from parents and caregivers**
  Before you start teaching, you need to send a letter home to parents and caregivers to inform them of the programme and ask for their active support (see page 77). We also recommend holding a parent evening where you introduce parents and caregivers to the key safety messages in more detail.

- **Linking up with your local fire department**
  You also need to send a letter to the local fire department (page 82) requesting them to visit the school for *Day 9: Firefighters are helpers.*
Day 1
Stay away from hot things. They can burn you.
Learning objectives

Knowledge
- The learner can correctly identify hot things including hot liquids, steam and things that can become hot (e.g. stoves, heaters, irons, 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.

What you need to know

Learners can get burnt in many different ways:
1. **Contact burns** - from touching hot things (e.g. hot plate, oven, heater)
2. **Scalds** - from spilling or touching hot liquids or steam (e.g. boiling water or a hot water tap)
3. **Flame burns** - from matches, candles, fire or other flames or setting clothing alight
4. **Electrical burns** - from touching live electricity (e.g. putting fingers in an electrical socket)
5. **Chemical burns** - from touching or swallowing strong chemicals (e.g. acid or paraffin)
6. **Sunburn** - from spending too long in the sun without protection

Learners need to recognise the dangers in both their home and school environment. Teach them not to touch hot things. Make sure learners are aware of things that can get hot such as electrical appliances or cooking pots.

What you can do to help

1. Use the fire safety checklist on page 74 to make sure your school is safe for learners.

2. Encourage parents and caregivers to apply the following safety rules:
   - Never leave children alone. Children are naturally curious and accidents happen easily.
   - Keep hot things away from children and children away from hot things. Teach children to stay at least ONE METRE AWAY from hot things such as the stove, braai or fireplace.
   - Keep children out of the kitchen when you are cooking.
   - Warn children not to touch (or turn on) electric appliances that can get hot such as the heater or iron.
   - Cover electric sockets with a child safety plug, to prevent children sticking fingers or other objects into the plug holes and getting electrocuted.
   - Keep matches and lighters, paraffin and other chemicals safely up and away from children.

Preparing for class

- Make copies of Worksheets 1, 2 and 3 for learners.
- Use Worksheet 3 to prepare warning signs for Activity 4.
Activities

1. **Things that get hot** (Display and discussion)

Set up a display table with everyday objects that can become hot (e.g. iron, kettle, toaster, candle, empty box of matches). Make up word cards for each object to extend older learner’s literacy skills.

Safety tip: Make sure the display table is far from any plugs so that the appliances can’t be switched on by mistake. Make sure the box of matches is empty.

Hold up each object and ask the following questions:
- What is this? (Introduce the word card)
- What do we use it for?
- Can it get hot? (Yes)
- Is it safe to touch? (No)
- Why not? (It can burn you)

Brainstorm other examples of things that can become hot e.g. stove, heater, light bulb, cup of tea, etc., and encourage learners to repeat the core message: Stay away from hot things.

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!

2. **How do I know if something is hot?** (Class discussion)

Encourage learners to think of their different senses:
- I see – steam rise, red hot electric plate, flames
- I hear – sounds from a boiling pot/kettle
- I smell – something cooking/burning
- BUT I NEVER, NEVER TOUCH something that might be hot

Remind learners that we can’t always tell if something is hot just by looking – so it is best to stay away from things that can get hot and ask an adult to help you.

3. **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 (e.g. wagging fingers, shaking heads, 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…

4. Identifying dangers at school (Class activity)

Walk around the classroom/school with the learners. Ask the learners to tell you all the things that can become hot (including electrical sockets). Mark each danger with a warning sign (red triangle).

Each time, ask the learners:

- Is this safe to touch? – No!
- What should you do? - Stay away from hot things. They can burn you.

When you have finished, count the number of “hot things” you found. Then repeat the action song.

5. Consolidation

Hand out copies of Worksheet 1: Stay away from hot things! First ask the learners to name what each picture is in the worksheet. Then ask learners to draw a CROSS through each thing that is NOT safe to touch.

Some children may not recognise that the two-plate stove is hot. Use this as an opportunity to reinforce the following message: We can’t tell just by looking if something is hot or not. It is better to be safe than sorry. Don’t touch anything that can get hot.

Younger children will enjoy playing the sorting game: What’s hot and what’s not. Collect some objects that can become hot and some that cannot. Put the objects in a box and sort them into two piles as follows. Pull them out one-by-one and ask learners: Is this hot or not?

6. Homework

Hand out copies of Worksheet 2: Home safety checklist.

- Ask learners if they know what each picture stands for.
- Then ask learners to work with their parents or caregiver to identify all the hot things that they have in their home.
- Ask learners to bring the completed worksheet back to school the following day. (see: extension exercise 4)
Extension exercises

1. **Word cards** (Literacy)

Use word cards to build learners' vocabulary and pre-reading skills.

Make word cards for each of the objects on the display table.

Work with individuals or small groups to match the words to the objects, and/or make 2 sets of cards. Place the cards from one set next to each object. Then ask children to find the matching word from the other set of cards.

Multilingual: Introduce the words: Danger! Gevaar! Ingozi!

2. **Fantasy play**

Encourage safe play with appliances in house / fantasy play area.

e.g. “Be careful you don’t burn yourself on the pot.” “Don’t touch the iron. It’s hot!”

3. **Make your own warning signs** (Numeracy / Life skills)

Hand out copies of Worksheet 3: Warning signs.

- Discuss how triangles are used as warning signs on the roads and encourage children to look out for triangles in their environment.
- Ask learners to colour in the triangles (red) and cut out the shapes.
- Ask learners to take the warning labels home so that their parents and caregivers can stick them on things that can become hot and burn.
- Use the worksheet to build learners’ numeracy skills by discussing concepts such as: how many, big and small.

4. **Home safety checklist** (Numeracy)

The following day, ask learners if they filled in the home safety checklist with their parents and caregivers. Ask for volunteers to share their findings with the rest of the class.

AND/OR

- Use the pictures from the home safety checklist to make a chart as shown in the example below.
- Point to each picture and ask learners to put up their hands if they have one of these things at home.
- Count the number of learners and put ticks to show the number of children next to each picture. Ask children to count the number of ticks and then write in the totals.
- Use the chart to explore concepts such as: How many? more, less, most, least.

Reinforce the key message: Stay away from hot things - they can burn you.
Stay away from hot things!

Draw a cross through the things that are NOT safe to touch.

How many things are NOT safe to touch?
Home safety checklist

Work with your child to find all the hot things in your home.
Then draw a triangle around the pictures of the hot things you found in your home.
Teach your child to stay away from these things so that they don’t get burnt.

Do you have any other hot things in your home?
Write the words or draw a picture on the back of this piece of paper.
Warning signs!

Colour in the triangles and cut them out. Ask your parent or caregiver to stick these warning signs on hot things in your home. Teach your friends and family to stay away from things that can burn!
Day 2

Stay away from hot things — hot water.
Learning objectives

Knowledge

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

Behaviour

- The learner will stay away from hot water.

What you need to know

Hot water burns are the primary cause of burn injuries amongst pre-school children. Most injuries occur when young children pull pots or kettles down on themselves, or when adults accidentally spill hot water on children at their feet. Children may also get burnt when they climb in a hot bath without testing or mixing the water first.

What you can do

- Teach children to stay away at least ONE METRE away from hot water, kettles and stoves. It helps to make this lesson as concrete as you can. Encourage parents to use chalk, crayon or marker pen to draw a line on the floor to keep children one metre away from these dangers.
- Turn pot handles in and keep kettle cords out of children’s reach.
- 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 children’s reach.
- Never drink hot tea or coffee when holding a baby or young child on your lap. It could spill easily.
- Warn children to stay out of the way 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 in the bath.

Share these safety tips with parents and caregivers so they can protect their children at home.

Preparation

You will need to:

- use a ruler and one-metre long piece of string to teach learners about the one metre safety rule.
- cut out the first three sets of matching picture cards that focus on kettle, stove and bath safety.
- make copies of Worksheet 4.
Activities

1. Stay away from hot water (Story and class discussion)

Explain that in this lesson you are going to learn to stay away from hot water because it can burn you.

a) Fire Safety Story
   - Read through the story: Stay away from hot water on page 1 of the storybook and encourage learners to tell you what they see in the pictures AND/OR use puppets and props to bring the story to life.

b) Questions
   - Use the questions at the end of the story to help learners understand why Sindi stayed at least ONE METRE away from the hot water on the stove and what they can do to stay safe.

2. The one metre safety rule (Class activity)

You will need:
a tape measure or ruler, a piece of string at least one metre long,
a piece of chalk, and a toy cooker or gas stove.

Safety tip:
Make sure the appliance is empty and DO NOT turn it on as we don’t want children to start turning on stoves at home.

Method:
- Start by asking learners: Why do we need to stay away from hot water?
- Explain that in this activity, you are going to find out how to stay safely away from hot water.
- Measure out a piece of ribbon or string ONE METRE long.
- Use this to draw a circle of ONE METRE diameter. Ask children to sit outside the circle and then place the stove in the centre of the circle.
- Explain the ONE METRE SAFETY RULE. Children must stay outside the circle – at least one metre away from hot water and other things that can burn.
- 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 concrete understanding of what one metre means so that they can keep a safe distance on their own.

3. 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
Learn Not to Burn ® Preschool Programme South Africa

**Problem**
The pot handle is sticking out where the girl can reach it. If she grabs the handle, the pot will fall over. The food will spill out and she could get badly burnt.

**Solution**
Children should stay at least 1 METRE away from the stove so they can't pull hot things down and burn themselves.

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**Problem**
The child can reach the electrical cord. If she pulls the cord, the kettle full of boiling water will fall over and burn her.

**Solution**
Electrical cords must be kept safely out of reach so children can't pull hot things down and burn themselves.

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**Problem**
The bath water is hot and steaming and the child may get badly burnt.

**Solution**
An adult should always check the temperature of the water BEFORE children get into the bath. He or she should run the cold water first and mix the water well to make sure it is not too hot.

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4. Problems and solutions (Matching cards)

a) Show the first problem card 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 card.
   Ask the learners: Why is this child safe?

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

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

5. Consolidation

Use Worksheet 4: Stay away from hot water to assess learners’ understanding of safe/unsafe behaviour. Encourage learners to take the worksheet home to share these key safety messages with their parents and caregivers.

Extension exercise

1. Hot and cold water taps (Discussion)

Help learners recognise the difference between hot and cold water taps. Use the hot and cold tap picture cards to show learners how hot and cold taps are marked in different ways. Sometimes we use colour, sometimes we use letters and sometimes we use words:

a) Colour
   Colour in the dots on top of the taps.
   Use red for the hot tap and blue for the cold tap.

b) Letters
   Sometimes we use letters instead of colours.
   We use H for hot and C for cold.
   Encourage learners to trace the letters C and H in a sand tray.

c) Words
   Some taps write the words out in full.
   Use the word cards to introduce hot and cold.
   Encourage learners to sound out the letters.
   Match the words to the correct taps.
Stay away from hot water

Draw a cross to show the children who are in danger.
Draw a circle around the children who are safe.

- Teach children to stay at least ONE METRE away from hot water
- Teach children the difference between hot and cold water taps
- Keep electrical cords and pot handles out of children’s reach.
- Test water in bath to make sure it won’t burn.
Day 3

Matches and lighters can burn you.
Leave them alone.
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 lying around.

What you need to know

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 don’t understand how easily a fire can burn out of control.

There are three main reasons why young children start fires:
- easy access to matches and lighters
- a momentary lapse of supervision
- adults asking children to take on tasks that are inappropriate for their age (lighting candles, cigarettes, fires, etc.)

What you can do to help

Share the following burn prevention messages with parents and caregivers:

Keep matches and lighters safely up and away from children — preferably locked away in a high cupboard or container or if there is no cupboard then hang them in a bag high up on the wall.

Warn smokers to be particularly careful and encourage all parents, caregivers and baby sitters to store matches and lighters safely.

Teach young children not to touch matches and lighters — and to tell an adult if they find matches and lighters lying around.

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.

Safety tips

Remember to put the matches and lighter away safely at the end of the lesson — keep matches and lighters up and 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.

Preparation

You will need to make copies of Worksheet 5.
Activities

1. 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 light a candle?
- Can this match burn you?
- Can this match put your clothes on fire?
- Can this match put the curtains on fire?
- Can this match put the classroom on fire?
- Can this match put the whole school on fire?

2. Stay away from matches and lighters (Story and discussion)

Read the Fire Safety Story: Stay away from matches and lighters on page 7 of the storybook.

Then work through the pictures one by one, asking the following questions, so that learners can help you tell the story.

A. Jannie sees his baby sister reaching out for the matches and lighter.
   What should he do?
   - Pick up the matches and lighters? [NO. He must leave them alone.]
   - Move his baby sister out of danger? [YES]
   - Ask an adult for help? [YES]

B. Jannie tells his Dad about the matches and lighter.
   What does he ask his dad? [to store matches and lighters safely away from children.]

C. Jannie’s dad puts the matches and lighter safely up and away.
   Where should Dad put the matches and lighter? [Locked up in a high cupboard]

3. Stay Away song

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

I don’t play with matches or lighters
I don’t touch I don’t play
They can burn me
They can burn me
So I stay away
Stay away
I don’t play with matches or lighters
I don’t touch I don’t play
I ask a grown up
ask a grown up
to put them away
Put them away

4. Consolidation

Use Worksheet 5. Matches and lighters can hurt you – leave them alone to assess learners’ understanding.

- Ask learners to draw a cross to show the children who are in danger and draw a circle around the children who are safe.
- Then colour in the pictures
- Ask learners to take the worksheet home and discuss what’s happening in the pictures with their parents and caregivers.

Stay away from matches and lighters!

Draw a cross to show the children who are in danger.
Draw a circle around the children who are safe.

Keep matches and lighters safely up and away from children.
Keep them in a locked cupboard – out of sight and out of reach.
Stay away from matches and lighters!

Draw a cross to show the children who are in danger.
Draw a circle around the children who are safe.

Keep matches and lighters safely up and away from children.
Keep them in a locked cupboard - out of sight and out of reach.
Extension exercises

1. **Draw your own picture**

Ask children to draw or paint a picture about things that are not safe to touch. Ask them to tell you about their drawing. Write down what they say at the bottom of the page. Children can then share their drawings and read their words at group time.

2. **Safety signs** *(Discussion)*

Introduce learners to safety signs at petrol stations (e.g. no smoking, no open flames, no cell phones). Discuss what the signs mean and why it is important to follow these instructions.

3. **Tell an adult to put them away** *(Song)*

Sing the following song to the tune of *Shosholoza* or *Here we go round the mulberry bush*. Ask for volunteers to speak the parts of the mother, father and two children.

If one day you find some matches
Leave them alone. Please stay away.

Matches and lighters they are dangerous
Tell an adult to put them away.

**Spoken:**

Mom, I found some matches on the table.
Please put them away.
Thank you love. I’ll do what you say.

If one day you find a lighter
Leave it alone. Please stay away.

Matches and lighters they are dangerous
Tell an adult to put them away.

**Spoken:**

Dad, there’s a lighter on the floor.
I told my friends it’s not a toy.
Thank you, my son.
I’m proud of you boy!
Day 4
Stay away from paraffin. It can hurt you.
Learning outcomes

Knowledge
- The learner knows that paraffin can hurt you in two different ways – poisons and burns.
- The learner recognises other common household products that are also dangerous.

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

What you need to know

Why is paraffin dangerous?
Paraffin is dangerous in two different ways:
Paraffin is flammable (it can catch alight easily) and it is poisonous (if swallowed).

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. So if paraffin isn’t a problem in your community, then use this lesson plan to focus on those products that are most likely to be a danger to children in your care.

What you can do to help

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.
- Share what you have learnt with parents and caregivers.

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 the person doesn’t breathe in poisonous fumes or catch alight.

Preparation

You will need to:
- make copies of Worksheet 6 and 7
- make copies of the parents letter on page 78.
Activities

I. 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 the following pictures of a paraffin stove, lamp and heater or bring in real-life examples to show the learners.

B. What does paraffin look like?

Preparation:

- Bring some water to school in a see-through plastic bottle with a screw on cap that doesn’t leak.
- Label the bottle clearly with the word paraffin and stick on the signs for flammable and poisonous.

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:

a) It is flammable – this means it can catch on fire easily.

b) 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 signs for *flammable* and *poisonous* and check 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.

**2. Stay Away song**

Teach learners these verses of the *Stay Away song* and make up your own actions (e.g. wagging fingers, shaking heads, crossing arms, 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
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

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
3. **Paraffin can start a fire** (Picture card sequencing and storytelling)

A. **Picture story**
Show learners the following picture cards and ask the LEARNERS to tell you the story:

![Picture 1](image1)

![Picture 2](image2)

![Picture 3](image3)

B. **Put the pictures in the right order.**
Ask questions to help learners to put the pictures in the correct order and build learners’ sequencing skills.

C. **Class discussion**
Ask the following questions to deepen learners’ understanding of the story:

- What are the children doing in the first picture. 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 paraffin – it can burn you.]
- What does Mum do to keep children safe? [She puts the paraffin lamps safely out of children’s reach.]

4. **Paraffin is poisonous** (Story and class discussion)

A. **Fire safety story**
Read through the story: *Stay away from paraffin* on page 13 of the storybook.
Ask learners what they see in each picture. Then read the caption out loud to tell the story.
Work through the story a second time, showing the pictures one by one and asking the learners to tell the story in their own words.

B. **Class discussion**
Use the questions at the end of the story to deepen learners’ understanding of the story.
WHY is paraffin dangerous? HOW we can protect ourselves from paraffin?

C. **Consolidation**
Repeat the *Stay Away song*
5. Consolidation

- Hand out copies of Worksheet 6: Warning labels.

- Ask learners if they recognise the warning signs. Which one means flammable? Which one means poisonous? What should we do when we see these signs? [Do not touch. Do not play.]

- Then ask learners to colour in the labels. Use red to colour in the skull and crossbones. Use yellow or orange to colour in the fire.

- Then cut out the labels and ask learners to take them home so that their parents and caregivers can stick these warning labels on a bottle of paraffin (or other dangerous household products).

Extension exercises

1. How safe is your home?

A. Classwork

Make sure you are familiar with the list of products on Worksheet 7. Then use empty containers or adverts in magazines or the newspaper 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.”

B. Homework

Hand out copies of Worksheet 7: How safe is your home?

Ask learners to work together with their parents to make sure these dangerous household products are stored safely - up and away from children.
6

Warning labels

Colour in the labels. Use red to colour in the skull and crossbones. Use yellow or orange to colour in the fire. Then cut out the labels and take them home. Ask your parent or caregiver to stick these labels onto things that are poisonous or flammable. Ask them to store these things safely up and away from children.
How safe is your home?

Many ordinary household products can poison or burn your child. Teach your child that the following products are dangerous and make sure they are stored safely UP AND AWAY from children.

- paraffin
- petrol
- benzene
- turpentine
- paint remover
- thinners
- pool acid
- chlorine
- fertilizers
- insecticides
- bleach
- disinfectant
- carpet cleaner
- floor cleaner
- toilet cleaner
- drain cleaner
- oven cleaner
- dishwashing detergent
- washing powder
- window cleaner
- air freshener
- nail polish remover
- hair spray
- medicines
Day 5
Stay away from flames and fire. They can burn you.
Learning objectives

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

Behaviour
- The learner will stay away from flames and fires.

What you need to know

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

Adult supervision
Children should never be left alone in a room with open flames (e.g. candles, paraffin lamps, wood fires, braziers or imbalawu).

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.

Preparation

You will need:
- a ruler and one-metre long piece of string to teach learners about the fire safety zone.
- the matching picture cards that focus on fires, candles and paraffin lamps.
- copies of Worksheet 8 for the learners.
- copies of the Braai and Campfire Safety Tips (page 79) to send home to parents and caregivers.
Activities

1. **Rose and Mandla go camping** *(Story and discussion)*
   - Read the story *Stay away from flames and fire* on page 18 of the storybook to the class.
   - Ask for volunteers and read, tell or act out the story together.
   - Discuss the questions at the end of the story to help learners understand WHY Mandla got hurt and WHAT we need to do to protect ourselves from flames and fire.
   - Hand out copies of the Braai and Campfire Safety Tips (page 79) to parents and caregivers.

2. **The one metre safety rule** *(Class activity)*
   Repeat the activity on page xx to consolidate understanding of the one metre safety rule.

3. **Stay Away song**
   Teach learners the fourth verse of the 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

4. **Problems and solutions** *(Matching cards)*
   Preparation: Cut out the matching cards.
   a) Show the first problem card 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 card.
      Ask the learners: Why is this child safe? What do we need to do to stay safe from flames and fire?
   c) Work through all three problems and solutions.
      Use the text at the bottom of each card to help guide your discussion.
The children are playing next to the paraffin lamp. They could knock it over and cause a big fire.

**Solution**

Children should stay away from hot things and hot things should be kept up and away from children. Now the paraffin lamp is out of reach and the children are safe to play.

The baby is alone. There is no one to keep him safe from the fire. If he crawls into the fire, he will get burnt.

**Solution**

The parents are looking after the baby. He is safe sitting on his father’s lap. Never leave a child alone with a fire or open flame.

The candle is burning and the children are fast asleep. So no one will know if the candle falls over, and it could cause a big fire.

**Solution**

Always put out candles, lamps and fires. BEFORE you go to bed or leave the room. Never leave children alone with a fire or open flame.
5. Consolidation

Use Worksheet 8: Fire safety rules to assess what learners have understood.

Ask learners to:
- draw a cross to show the children in danger.
- draw a circle around the children who are safe.

Send the worksheet home and encourage learners to share what they have learnt with parents and caregivers.

Make copies of the Braai and Campfire Safety Tips to hand out to parents and caregivers.
Fire safety rules

Draw a cross to show the children who are in danger.
Draw a circle around the children who are safe.

1. Never leave a child alone in a room with a candle, fire or open flame.
2. Keep candles and lamps safely up and away from children on a flat, stable surface.
3. Always put out candles and fires before going to bed or leaving the room.
4. Always keep a door or window open to let out the smoke and poisonous gases.
Day 6
If your clothes catch on fire - Stop, drop and roll!
Learning objectives

Knowledge:
- The learner knows what to do if his or her clothes catch fire.
- The learner understands that stop, drop and roll is used only when clothing is on fire, not in other hazardous fire situations.

Behaviour:
- The learner can demonstrate how to stop, drop and roll correctly.

What you need to know

The stop, drop and roll procedure is used when clothing catches on fire. It is important to act immediately to put out the flames and lessen the burn injury.

If someone’s clothes catch fire, he or she must:

STOP Not run
DROP Lie down on the ground and cover the face with the hands
ROLL Roll over and over to put out the flames.

Young children often get confused about WHEN to stop, drop and roll. Children should only stop, drop and roll when clothing catches fire, not when they burn a finger or when the house catches on fire.

Make time for children to practice this procedure during music and movement and outside play.

Help children with physical disabilities, by wrapping them in a woollen blanket or carpet to put out the flames. Do not use a duvets or nylon blankets as synthetic fabrics will melt in the flames and stick to the child’s skin.

Bright idea
Make a “flame” out of felt or wool. You can then stick this on learners’ clothing to bring this activity to life. Then encourage learners to keep rolling until the flame falls off.

Preparation

Make copies of Worksheet 9.
Activities

1. What should you do if your clothes catch fire? (Discussion)

Ask children if they remember the story you read in Lesson 5. What happened to Mandla when he was playing at the campfire? His clothes caught on fire. Luckily Mandla knew what to do.

Use the picture and word cards to show learners how Mandla put out the fire.

2. Stop, drop and roll (Demonstration and practice)

Use a gym mat, mattress, carpet or soft grass to roll on.

A. First show the learners how to stop, drop and roll using the following instructions.
   (Educator demonstrates each step of the process)
   If your clothes catch fire:
   Stop – don’t run
   Drop – Lie flat on the ground. Then cover your face with your hands.
   Roll – Keep rolling over and over until you have put out all the flames.

B. Then choose a capable volunteer to demonstrate stop, drop and roll as you tell them what to do.
   Explain why:
   Why do we stop, drop and roll? – to smother the flames
   Why do we cover our faces? – to protect us from the smoke and flames

C. Review:
   Ask learners: Do you remember WHAT to do when your clothes catch fire? (Stop, drop and roll)

D. Practice
   The whole class practices Stop, drop and roll one after another.
   Help learners who are struggling to get it right (e.g. remember to cover your face and keep legs straight). Applaud learners as they complete the exercise.
3. Consolidation

Hand out copies of Worksheet 9:
If your clothes catch on fire… stop, drop and roll!

Ask learners to:

i) trace over the letters to “write” the words: stop, drop and roll AND/OR

ii) cut out the pictures and paste them in the correct order AND/OR

iii) cut out the pictures and words. Then match the words to the pictures and paste the pictures and words in the correct order AND

iv) take the worksheet home and teach their family and friends to stop, drop and roll.

Matching game

For younger learners, make your own matching game. Make a copy of the worksheet and stick it on cardboard. Colour in the pictures. Then cut out the picture and word cards.

Ask learners to:

- match the words and pictures
- put the pictures in order from left to right.

4. When should you stop, drop and roll? (Game)

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 shirt/pants/jersey 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, they must get out and stay out.

Play this game again during Lesson 8, so that learners are clear about when they must get out and stay out and when they must stop, drop and roll.

5. Homework

Explain that many adults don’t know what to do when their clothes catch fire. So for homework, you would like learners to teach their families to stop, drop and roll. Review the following day and congratulate learners who completed their homework.
Extension exercises

1. Physical Education

Practice stop, drop and roll during physical education or outside play (if you have a safe, grassy area for children to roll in). Blow a whistle to have the learners start rolling and blow it again for them to stop. Also have children practice stop, drop and roll in a confined area such as a classroom, so they learn to roll in a realistic setting.

2. Prevention (Discussion)

Ask learners:

- How do you think your clothes might catch on fire?
  [e.g. reaching over a candle, sitting too close to a fire, playing with matches and lighters]

- What can you do to prevent your clothing catching on fire?
  [Stay away from hot things. Stay away from flames and fire.]
  Remind learners about the 1 METRE safety zone.

3. 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!
If your clothes catch on fire...

roll   drop   stop

Cut out the pictures and put them in the correct order. Then trace over the letters to write out the words: stop, drop and roll.
Day 7
Cool a burn with cool water.
Learning objectives

Knowledge

- The learner knows the correct first aid procedure to use if he or she gets burned.
- The learner knows to cool a burn in cool water for a long time.
- The learner can identify a range of sources of cool water.
- The learner knows to tell an adult/ask for adult help if he or she gets burned.

What you need to know

Act fast to cool a burn

- 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 long, 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.

Preparing for class

You will need to make copies of Worksheet 10.

For the practical cool a burn experiment, you will need toy buckets or small bowls of cool water.
You will need one container for every 4-6 learners.

Safety tip

Empty the buckets or bowls of water as soon as you have completed the experiment to make sure there is no danger of younger children drowning.

Disclaimer

The South Africa version of The Learn Not to Burn® Preschool Programme was adapted for use in South Africa by the National Burn Prevention Reference Group in South Africa and is based on the original version published in the United States by the National Fire Protection Association (NFPA). The South Africa version was adapted to reflect South Africa customs and is not intended for use outside of South Africa. It is the position of the NFPA that a burn should be cooled for 3 to 5 minutes, not at least 20 minutes or until medical help is received. NFPA cannot be responsible for any information not consistent with its originally published work.
Activities

1. Introduction
Last week we learnt how not to get burnt.
Today we are going to find out what to do if you do get burnt.

2. Learner’s stories
Ask learners about 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?
Remember to engage with learner’s 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, etc. [They make the burn worse.]
- We need to act fast to cool a burn [So the skin doesn’t keep burning longer and deeper.]

3. Tell an adult
Encourage learners to tell an adult if they get burned, so that the adult can take them to a doctor.
Ask learners: Whom would you call on for help? – at school, at home?

4. Keep the burn cool for a long time (Practical experiment)
Explain to learners that we need to cool a burn for a long, long time. Many people don’t cool the burn for long enough, so the skin keeps on burning. Let’s see what it feels like to cool a burn for a long, 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 measure five minutes (this will feel like a long, long time)
Work outside or put down newspaper to keep things clean and dry.

- Paint learner’s 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 experiment, to make sure there is no danger of younger children drowning.

**5. Consolidation**

Hand out copies of *Worksheet 10: I know how to cool a burn!*

- Help each learner to write his or her name at the top of the poster.
- Colour in the picture.
- Encourage children to share what they have learnt with their parents and caregivers.
6. **How would you cool a burn?** (Class discussion)

A. **Where would you find cool water?**

Brainstorm ideas or use the following picture cards to help you.
- slow running tap
- bucket
- basin
- bath

B. **What would you use to cool a burn?**

What would you use to cool the burn, if you got burnt on your:
- back
- finger
- leg
- foot?

Would you use a:
- tap
- basin
- bucket
- bath?

Remind learners to be careful and not to get into the bath without adult help.
Extension exercises

1. Why do we cool a burn? (Demonstration)

Use an orange cut in half to introduce the layers of the skin:
- thin outer is the epidermis (orange part)
- thicker inner layer is the dermis (white part)
- fatty tissue (fruit)

Explain how cool water helps stop the skin burning.
The outer layer of skin cools quickly, but the skin underneath keeps on burning for longer.
That is why we need to keep the burn cool for a long time.

2. Rap song

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

If you burn yourself, Cool water goes
it will hurt so bad. drip drip drip
If you burn yourself, as the clock goes
it will hurt so bad. tick tick tick

Cool water Tell your mum
will cool it down Tell your dad
Put a burn in water Tell a grown up
as fast as you can that it hurts so bad.

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

3. Fantasy play

Add nurse and doctor uniforms to the dress-up corner
and encourage children to cool a burn during fantasy play.
4. **Cool a stone** (Experiment)

You will need:

- Some stones and a bucket of cool water.

**Method:**

- Put the stones out to warm in the sun.
- You can start when the stones are warm but not too hot for 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.
I know how to cool a burn!

Name: _______________________

- Act fast to cool a burn with cool water.
- Keep it cool for 20 minutes.
- Call emergency services and get medical help fast.
Day 8
If your house is on fire - get out and stay outside!
Learning objectives

Knowledge
- The learner knows what to do if his or her house is on fire,
- The learner knows he or she must get out and stay outside.

Behaviour
- In case of fire, the learner will get out and stay outside.
- The learner responds correctly during a fire drill at school.

What you need to know

Get out and stay outside
Did you know that it could take as little as 60 seconds for a small fire to burn out of control? This means you need to get out fast and stay outside. Parents and children need to know that there isn’t time to save personal belongings or phone the fire brigade – they must get outside and stay outside. Only call for help when everyone is safely out of the building.

Plan your escape
Most house fires start at night when the family is sleeping. So it is important for families to plan their escape. Encourage families to:
- Make sure there are two ways out of every room so that they don’t get trapped inside e.g. a door and a window.
- Choose a safe place to meet outside.
- Practice their escape regularly, so that children remember what to do.

Fire drills
It is also important to have an escape plan for your school and to hold regular fire drills so that everyone knows what to do if a fire breaks out. (see page xx)

Get low under smoke and go...
Did you know that more people die from breathing in smoke than being burnt by the flames? This is because smoke is hot and full of poisonous gases. Smoke rises and fills a room from the top down. Getting low under the smoke allows people to breathe clean air and get out safely.

Public buildings
If a fire breaks out in a primary school or other public building where there are lots of people, and there is no smoke, then it is best for everyone to walk out of the building in a calm and orderly manner.

Preparation
Make copies of Worksheet 11 and 12.
Activities

1. Introduction

Introduce the key message for this lesson: If your house is on fire, get out and stay outside.

2. Fatima’s house is on fire (Storytelling and discussion)

A. Read: First use the pictures to read through Fatima’s story (page xx).
B. Act: Then encourage learners to act out the story.
C. Discuss: Use the questions at the end of Fatima’s story to deepen learners’ understanding of why we must get out and stay outside.
   Make sure children understand that fire spreads very quickly.
   There is no time to stop and save their favourite toys. They must get out immediately.

3. Action song

Ask children if they know the song London’s Burning. Sing it together… then teach the children some new words to reinforce the safety message.
Make up your own actions to go with the words.

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

4. Fire escape signs

Use Worksheet 11: Know the way out to introduce learners to fire escape signs so they can recognise escape routes at shopping centres and other public buildings.

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.

Then use Worksheet 11 to make your own signs and stick them up in the classroom to show the exit(s).

Hand out copies of Worksheet 11 and ask learners to:
- Colour in the fire escape signs green
- Colour the word EXIT in green
- Cut out the signs and stick them up at home.

Older learners will enjoy matching the signs to the words: left, right, up and down.
5. Fire drill (Class practice)

Explain that you are going to practice your escape, so that you know what to do if the school caught on fire. Reassure learners that the building is NOT on fire.

Make sure learners know:
- what the alarm signal sounds like
- what to do when the “bell” sounds
- how to get out, and
- where you are going to meet outside.

Sound the alarm and then ask learners to:
- Stop what they are doing.
- Listen carefully to your instructions.
- Go quickly and quietly out of the building to your meeting place.
- Stay calm. Walk. Don’t run.
- Get out and stay out.

Educator should:
- Do a roll call when everyone is outside to make sure everyone is out safely.
- Then congratulate the learners for staying calm and getting out fast.
- Sing The House is Burning song to reinforce the key message: Get out and stay outside.

6. Homework

- Hand out copies of Worksheet 12: Get out and stay out and ask learners to teach their families the words to the song.
- Encourage learners to practice escaping from a fire with their caregivers and families.
- Remember to follow up the next day to find out who practiced their escape plan with their family. Ask for volunteers to share their experiences.
Extension exercises

1. Get low under smoke and go... (Practical demonstration)

Explain that smoke is hot and poisonous.

We need to get low under smoke to get outside safely. Demonstrate this using a sheet for the smoke. Ask for four volunteers to hold the sheet at waist height. Then ask the rest of the class to go low under the smoke to escape the fire.

2. Always have two ways out (Discussion)

Discuss the importance of having two ways out of every room so that you can still escape if a fire blocks one exit. For example: If there is a fire in the kitchen and you can’t get out of the backdoor, you could get out through the window or through the front door.

3. Make your own house (block area)

Ask learners to make their own houses out of cardboard boxes or use blocks in the block area. Encourage learners to identify all the EXITS (doors and windows). You could add arrows or small EXIT signs to reinforce the message.

4. Home escape plans (Letter for parents and caregivers)

Make copies of the parent’s letter Plan your escape (page 80-81) and hand out to parents and caregivers - make sure you copy both the letter and the floor plan on the facing page. Encourage children and parents to work together to plan their escape.
Know the way out

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. Draw a line to match each word to the correct fire escape sign.

left
right
up
down

Colour in the exit sign green and cut it out. Talk to your family about how you would get out of the house if a fire breaks out at home. Stick the sign up above a door or window to show people the way out.
Get out and stay out!

Fire song

Sing this song with your whole family 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!

Most house fires start at night when the family is sleeping. So it is important to plan your escape. Make sure there are two ways out of every room so that you don't get trapped inside. Choose a safe place to meet outside. Practice your escape with the whole family.
School fire drill and escape plan

- Ask your local fire department to help you develop an escape plan for your school.
- Your escape plan should be written up and shared with each member of staff so that everyone knows what to do in an emergency.
- Everyone should know the alarm signal and it should only be used during evacuation procedures. Make sure that everyone knows two ways out of every room.
- Choose a permanent feature such as a large tree, soccer field or open space as your meeting place.
- Check attendance using roll call, to make sure everyone has left the building.
- Call the fire department once everyone is out of the building. Call from another building or cell phone – not from inside the evacuated building.

<table>
<thead>
<tr>
<th>Cell phone: 1-1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local fire department: ……………………</td>
</tr>
</tbody>
</table>

- Practice your escape plan often. A fire can grow very quickly so it is important that everyone knows what to do – safely, quickly and calmly.
- Make sure learners know what to do in a fire emergency. Learners must NOT hide. They must exit quickly and calmly.
- No one should go back inside the building until a firefighter says it is safe to do so.
Day 9

Firefighters are helpers!
Learning objectives

Knowledge:
- The learner recognises that firefighters are friendly adults who help their community.
- The learner recognises the different clothing to protect the firefighter and the equipment used to fight fires.
- The learner knows what to do in a fire situation – shout for help so the firefighter can find you.

What you need to know

What?
Firefighters help our communities in many different ways:
- putting out fires
- teaching people how to prevent fires
- rescuing people from fires
- helping people in a medical emergency
Firefighters wear special clothes to protect themselves from fire including a breathing apparatus to help them breathe when they go into a fire. This looks and sounds scary and may frighten children in a fire situation.

Why?
Children need to know that firefighters are friends and helpers. They need to be familiar with the sight and sounds of the firefighter’s equipment so that they do not panic, hide or run away from the firefighter in an emergency. Children also need to know how they can help firefighters rescue them if they are trapped in a fire or smoke-filled room.

Preparation

To get the most out of this lesson, you need to invite a firefighter from your local fire station to visit your class. Children learn best from experience and getting to know a real firefighter will help bring this lesson to life.

You can either phone your local fire station or photocopy the letter on page xx. Remember to discuss the objectives of the lesson with the firefighter. Tell him or her what equipment to bring to the class and explain your lesson plan so that the firefighter knows what you want him or her to do.

Ask the firefighter to come dressed in his station uniform and put on his protective equipment in front of the children, so that they can get to know him or her first without the frightening gear.

Find out the phone number of your local emergency services, and fill this in before you make copies of Worksheet 13.
Activities

1. Firefighters use special equipment

A. Site visit from your friendly firefighter

Introduce the firefighter to the learners.

- The firefighter can start by asking learners what they know about firefighters and what firefighters do to help people in the community.
- The firefighter should explain the need for special protective clothing and equipment to fight fires and rescue people.
- Then the firefighter should get dressed up in full protective gear (bunker pants, boots, coat, hood, breathing apparatus, helmet, gloves). The firefighter should describe what the equipment is used for before putting it on and should allow the learners to touch and see each article up close. Ask learners if they can smell the smoke.
- The firefighter should also tell learners about the sounds they will hear BEFORE he or she puts on the breathing apparatus.

Once the firefighter is fully dressed, explain that it is often smoky and dark in a fire. Firefighters need to listen carefully to find the people they have come to rescue.

How you can help?

- Shout out so the firefighter knows where to find you.
  [Get the whole class to shout out: HERE I AM! HELP!]
- Don’t hide away from your friend the firefighter.

The firefighter should remind learners what each piece of equipment is used for as he gets undressed.

- Sing *Get Out and Stay Out* to thank the firefighter for coming.

AND / OR
B. Work with the dress-up doll

If you can’t organise a visit from a real firefighter, cut out Faith the firefighter to make a doll out of cardboard. Cut out the paper helmets, boots, overalls, tanks and breathing apparatus and use these to dress up the firefighter with the learners.

Remember to name all the different parts of the uniform and explain what they are used for.

- The heavy boots protect the firefighter’s feet
- The thick bunker pants protect his/her legs
- The thick jacket protects his/her body
- The helmet protects his/her head
- The breathing apparatus (tank and gas mask) helps him/her breathe
- The thick gloves protect his/her hands

3. Consolidation

Fill in the number of your local fire station before you make copies of Worksheet 13: Firefighters are helpers.

Ask learners to:

- Cut out the pictures and put them in order to show how the firefighter gets dressed.
- Then draw a circle around the firefighter who is ready to fight a fire.
- Colour in the uniforms – tunic blue, stripes yellow etc.

4. Homework

Ask learners to take the worksheet home to share with friends and family. Remind them to invite parents and caregivers to come to the celebration.
Extension exercises

1. Dress-up
Make your own fire fighting uniforms and add these to the dress up corner.

2. Maze
Use Worksheet 14: Help the firefighters get to the fire to strengthen learners’ hand-eye coordination.

3. Visit to the fire station
Organise an outing to the local fire station to see the fire engines in action.
Firefighters are helpers

Cut out the pictures and put them in order to show how the firefighter gets dressed. Then draw a circle around the firefighter who is ready to fight a fire.
Help the firefighters get to the fire

Follow the line to show the firefighters which way to go to get to the fire.
Day 10

Final Celebration

**Learning objectives**

- To affirm and celebrate learners’ achievements
- To share what they have learnt with friends and family

**Preparation**

- Invite friends and family to attend your celebration if possible.
- Prepare badges for learners (see pattern on page 71).
- Make copies of the firefighters’ helmet (see pattern on page 72-73).
Activities

1. Firefighters helmets (Art and craft)
   - Make copies of the patterns on pages 72 and 73.
   - Ask learners to paint, colour in and/or decorate both pieces of the helmet.
   - Help younger learners cut out the pattern or show older learners how to do it themselves.
   - Align the A’s and B’s and then fasten the two pieces of the helmet together using glue or staples.

2. Celebration
   - Welcome learners and parents.
   - Explain that we are here to celebrate what learners have learnt about fire safety.
   - Thank parents for their support.
   - Remind learners what they have learnt (all 9 messages).
   - Ask learners to perform stop, drop and roll.
   - Then hand each child a fire fighting badge and/or copy of their starchart (page 84).
   - Finish off by singing some of the fire songs you have learnt.

Extension

Add the firefighter’s helmets to the dress-up corner or fantasy play area.
Firefighting badges
fire fighter
# Burn Safety Checklist

How safe is your preschool environment? Use this checklist to evaluate fire and burn safety at your school and make the necessary changes.

<table>
<thead>
<tr>
<th><strong>Safety criteria</strong></th>
<th>Satisfactory</th>
<th>Corrections needed</th>
<th>Corrections completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRE PROTECTION AND FIRE FIGHTING EQUIPMENT</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Do you have a smoke alarm to warn you if a fire breaks out?</td>
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<tr>
<td>2. Do you have a fire extinguisher that is approved by the South African Bureau of Standards?</td>
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<tr>
<td>3. Has your fire extinguisher been inspected by an SABS approved technician in the last 12 months?</td>
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<tr>
<td>4. Is your fire extinguisher stored in an accessible location (near an exit door)?</td>
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<tr>
<td>5. Do all staff members know how to operate the fire extinguishers?</td>
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<tr>
<td>6. Do all staff members know the location of the fire extinguishers, electricity cut off switch?</td>
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<tr>
<td><strong>EMERGENCY PROCEDURES AND ESCAPE PLANS</strong></td>
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<tr>
<td>7. Do you have a plan on how to evacuate the building in an emergency? If not call your local fire station.</td>
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<tr>
<td>8. Do you have two ways to get out of the building if a fire breaks out? (Make sure that burglar bars and locked doors do not trap you inside.)</td>
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<tr>
<td>9. Are fire exits clearly marked?</td>
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<tr>
<td>10. Are all exits and entrances free of clutter so you can escape easily in an emergency?</td>
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<tr>
<td>11. Are copies of your emergency escape plan displayed clearly throughout the facility for visitors and staff members to see?</td>
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<tr>
<td>12. Can all staff describe the escape plan?</td>
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<tr>
<td>13. You need a safe place to meet outside. Does each staff member know where the emergency assembly area is?</td>
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<tr>
<td>14. Do you practice your escape plan at least once every 6 months?</td>
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<tr>
<td>15. Are emergency numbers clearly displayed next to every phone?</td>
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</tr>
<tr>
<td><strong>PREVENTING FIRES: SAFE PRACTICES</strong></td>
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<tr>
<td>16. Are the children supervised at all times?</td>
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<tr>
<td>17. Do you have a “no smoking” rule inside the facility?</td>
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<tr>
<td>18. Do all smokers dispose of their matches and cigarette butts safely away from children?</td>
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<tr>
<td>19. Are matches and lighters locked safely up and away from children?</td>
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<tr>
<td>20. Are poisons and flammable liquids (such as paraffin, thinners, bleach and other household cleaners) locked safely up and away from children?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>21. Are medicines stored in child-proof containers safely up and away from children?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ELECTRICAL SAFETY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Are all electrical appliances kept out of reach of children?</td>
</tr>
<tr>
<td>23. Are electrical appliances checked regularly to make sure they are in good working condition?</td>
</tr>
<tr>
<td>24. Are electrical and appliance cords in a safe condition? (Cords must be kept out of children’s reach and frayed cords replaced immediately.)</td>
</tr>
<tr>
<td>25. Are extension cords used safely? (Do not run cords under the carpet where they can get frayed and start a fire. Don’t run cords across the room as children could trip and fall.)</td>
</tr>
<tr>
<td>26. Are plug sockets used correctly? (Overloaded sockets can overheat and start a fire.)</td>
</tr>
<tr>
<td>27. Are unused electrical sockets covered with safety plug covers?</td>
</tr>
<tr>
<td>28. Are heaters kept out of children’s reach?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FIRST AID</strong></th>
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</thead>
<tbody>
<tr>
<td>29. Is there a staff member with an up-to-date Department of Labour recognized First Aid certificate on duty at all times?</td>
</tr>
<tr>
<td>30. Is there a First Aid kit available at all times as required by the Department of Social Development guidelines for ECD services?</td>
</tr>
<tr>
<td>31. Are the emergency numbers affixed to the lid of the First Aid box?</td>
</tr>
<tr>
<td>32. Is someone responsible for checking and restocking the First Aid box and signing it on a weekly basis?</td>
</tr>
<tr>
<td>33. Does everyone know how to cool a burn (for 20 minutes in cool water)?</td>
</tr>
</tbody>
</table>
### PREVENTING FIRES AND BURNS IN THE KITCHEN

34. Is the kitchen kept locked and inaccessible to children?

35. Are hot food and pots kept out of reach of children?

36. Is hot food served safely? (Don’t leave it unattended at the children’s level.)

37. Do you make sure you never leave cooking food unattended? (Many fires are caused by food (especially oil) left unattended on a stove.)

38. Are pans used in a safe position on the stove? (Turn handles inward so that they cannot be pulled over by children.)

39. Are cords from the toaster, kettle and other appliances kept safely away from the stove and out of children’s reach?

40. If you cook with gas or paraffin, do you keep a window or door open to let in fresh air?

41. Is the stove kept out of children’s reach on a flat and stable surface?

### PREVENTING HOT WATER BURNS

42. Do all the staff members keep hot drinks up and away from children?

43. Is the hot water geyser turned down to a safe temperature of 50 degrees Celsius?

44. Is electrical equipment kept far away from water?

45. Are kettles, pans and cups kept out of reach of young children? Hot water is responsible for most burn injuries.

46. Are taps clearly marked and do children know the difference between hot and cold water taps?
Dear Parents and Caregivers

The Learn Not to Burn®
Preschool Programme South Africa

Burns are one of the leading causes of death and injury amongst preschool children. This programme teaches children how to prevent fire and burn injuries and how to respond correctly in an emergency situation.

During the course of the programme, your child will learn to:

1. Stay away from hot things
2. Stay away from hot water
3. Stay away from matches and lighters
4. Stay away from paraffin
5. Stay away from flames and fire
6. Stop, drop and roll, if his or her clothes are on fire
7. Cool a burn with cool water
8. Get out and stay outside, if the house is on fire
9. Recognise that firefighters are helpers.

At the end of each lesson, we will send worksheets home with the children so that they can share what they have learnt with the rest of the family. Please spend some time discussing the worksheet with your child and ask questions to find out what she or he learned in class.

Although children are able to learn fire safety behaviour, it is sometimes difficult for them to judge and react to all fire situations correctly. Fire safety is still our responsibility as parents and caregivers.

Here are some things you can do to help keep your children safe from burns and fire:

- Keep matches and lighters, paraffin and other poisons safely up and away from children.
- Keep stoves, candles and paraffin lamps safely up and away from children on a flat, stable surface so that they cannot fall over and start a fire.
- Never leave children alone and unsupervised. Small children may start fires or get burnt when they are left alone even for short periods of time.
- Teach your children to stay away from hot things. Children need to stay at least ONE METRE away from stoves, lamps, flames and fire.
- Most house fires start at night. Think about how you would escape from your home in the event of a fire. Design an escape plan and practice it with the whole family.
- Know the number of your local fire station and emergency services, so you can call for help in an emergency.
Dear Parents and Caregivers

Paraffin Safety Tips

Did you know that paraffin is poisonous and highly flammable? Here are some tips to keep you and your children safe around paraffin:

1. Make sure that paraffin and any other dangerous household products are stored safely out of children’s reach, locked away in a high cupboard or hung up high in a bag.

2. Do not store paraffin in cool drink or water bottles. Store it in a clearly labeled container with a screw-on cap that is tightly closed.

3. Keep children away from paraffin lamps and stoves.

4. If a child accidentally drinks paraffin or any other dangerous household product, call emergency services on 1-1-2 or get medical help immediately.

5. Do not give the child anything to eat or drink. Do not make the child vomit.

6. If someone spills paraffin on his or her clothes, remove the soaked clothing so the person doesn’t breathe in poisonous fumes or catch alight.

photocopy letter and hand out to parents and caregivers
Dear Parents and Caregivers

**Braai and Campfire Safety Tips**

Here are some fire safety tips to keep you and your children safe around the braai or campfire.

1. Build a campfire a safe distance away from tents, bedding, people, wood, vegetation and other things that can burn. Sweep away leaves and grass to clear a THREE METRE circle around the fire to stop it spreading.

2. Never start a fire in strong winds. Never use flammable liquids to start or fuel a fire.

3. Never leave young children alone with a fire. Teach them to stay ONE METRE away from flames and fire. Draw a circle in the sand (or build a ring of stones) to make a clear boundary between them and the fire.

4. Never leave a campfire unattended. Even a small breeze and a tiny spark could quickly cause the fire to spread.

5. Keep a bucket of water or sand nearby to put out the fire if it burns out of control.

6. Put out the fire before you leave and before you go to sleep. Drown the fire with water. Next, stir the ashes or coals and pour on more water to make sure no warmth remains. Then smother the ashes with sand or dirt. Make sure every spark is completely out.
Dear Parents and Caregivers

Plan your escape

Would your family know how to escape if there was a fire in your home? Everyone should know two ways out of each room, so you can escape easily if a door or window is blocked by fire. Follow these 10 easy steps to plan your escape.

1. **Plan your escape.** Get your family together and draw a floor plan of your home. Use the grid attached to this letter to help you. Mark in all the windows and doors.

2. **Plan two ways out of every room.** The first way out should be the door. The second way out could be a window.

3. **Make sure windows can open easily.** Make sure burglar bars don’t trap you inside.

4. **Make sure you don’t get trapped inside.** Most house fires happen at night. So keep your keys where you can find them easily. If possible, install burglar bars that can be opened from the inside in an emergency.

5. **Get out and stay out.** If a fire breaks out, get out fast and stay outside. If smoke blocks your way, use your second exit. If you must go through the smoke, get low under the smoke where the air is cleaner.

6. **Choose a meeting place** where the family can meet outside your home. This could be a tree, telephone pole or neighbour’s house.

7. **Make sure everyone understands** your planned escape routes.

8. **Install a smoke alarm.** This will wake you up if a fire breaks out at night. Test it once a month to make sure it is working.

9. **Practice your escape.** Talking about your escape plan is not enough, you need to practice your escape at least twice a year.

10. **If you live in a flat,** use the stairs to get out. Never use the lift if a fire breaks out. If a fire blocks your escape, call the fire department and tell them you are trapped inside. Close the doors and cover all the cracks where smoke could get in. Wave a towel or sheet out the window so the firefighters can find you.

Disclaimer
The messaging of item number 4, is not consistent with the position of the NFPA. The NFPA advises the following: “If you have security bars on your windows be sure that one window in each sleeping room has a release device that can be used to unlatch the bars from inside of your home without a key.” The NFPA cannot be responsible for any information, teaching, or practices not consistent with its original published work.
Our family escape plan

Draw a floor plan of your home showing two ways out of each room. Draw a meeting place outside your home.
To: The Head of the Fire Department

<table>
<thead>
<tr>
<th>From:</th>
<th>Name of school:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td>Contact person:</td>
</tr>
<tr>
<td>No. of learners:</td>
<td>Language preference:</td>
</tr>
</tbody>
</table>

The Learn Not to Burn® Preschool Programme South Africa

The Learn Not to Burn® Preschool Programme South Africa aims to teach the children how to prevent fire and burn injuries and to respond correctly in an emergency situation.

It is to this end that we are inviting your department to participate in this programme and to contribute to its development. The Learn Not to Burn® Preschool Programme focuses on 9 key fire safety messages:

- Stay away from hot things – they can burn you
- Stay away from hot water – it can burn you
- Matches and lighters can burn you – leave them alone
- Stay away from paraffin – it can hurt you
- Stay away from flames and fire – they can burn you
- If your clothes catch on fire, stop, drop and roll
- Cool a burn with cool water
- If your house is on fire, get out and stay outside
- Firefighters are helpers

The final lesson in the preschool programme introduces children to the firefighter and the special equipment and clothing that he or she wears. As you know, the appearance of the firefighter with breathing apparatus can be frightening for children in a fire situation. Children may not recognise this figure as a helper or friend and may hide, thus delaying and complicating rescue procedures.

We would therefore like to invite you to send a firefighter to visit the preschool that sent you this letter. The aim of your visit is to allow children to meet a firefighter in a familiar environment where they can learn first hand that the firefighter is their helper and friend, so that if they are ever caught in a fire, they will recognise that the firefighters are there to help them.
The lesson plan

Preparation

- The firefighter should arrive at the school in his or her regular uniform and bring the special equipment separately.
- The firefighter should bring clean gear if possible, as some of the children may be allergic to the smell of toxic smoke.

Introducing children to your equipment

- Start by finding out what children already know about firefighters.
- Then introduce each piece of equipment and explain what it is used for.
- Give children an opportunity to touch the clothing and equipment.
- Then put on each item one at a time to complete the outfit.
- Warn children about the sound of the breathing apparatus before you demonstrate how it works (so they don’t get frightened).
- Offer to let the teacher or one of the children dress up as a firefighter too. (But don’t let young children try on your helmet as it is heavy and may cause injury.)

Explaining what to do in a fire situation

- Explain that it is often smoky and dark in a fire situation and that the firefighter needs to listen carefully to find the people they have come to rescue.
- Teach the children how they can help. Ask children not to hide away from their friend the firefighter.
- Encourage them to shout out loud so the firefighter knows where to find them. Get the whole class to shout out: HERE I AM! HELP!

It is hoped that through being proactive and by equipping the children with skills, they may develop more responsible attitudes and behaviors toward fire and other dangerous situations.

Teachers are busy teaching many important subjects, with fire safety being just one among them. It is hoped that your department will strengthen and add value to this programme and in the process build a more responsible and aware community.

Any comments or feedback on this project would be gladly received.

Please call ................................................................. on ................................................

Yours sincerely,

National Burn Prevention Reference Group
<table>
<thead>
<tr>
<th></th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stay away from hot things – they can burn you</td>
</tr>
<tr>
<td>2</td>
<td>Stay away from hot things – hot water</td>
</tr>
<tr>
<td>3</td>
<td>Matches and lighters can burn you – leave them alone</td>
</tr>
<tr>
<td>4</td>
<td>Stay away from paraffin - it can hurt you</td>
</tr>
<tr>
<td>5</td>
<td>Stay away from flames and fire – they can burn you</td>
</tr>
<tr>
<td>6</td>
<td>If your clothes catch on fire, stop, drop and roll</td>
</tr>
<tr>
<td>7</td>
<td>Cool a burn with cool water</td>
</tr>
<tr>
<td>8</td>
<td>If your house is on fire, get out and stay outside</td>
</tr>
<tr>
<td>9</td>
<td>Firefighters are helpers</td>
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</tbody>
</table>

Fill in a star each time you complete a lesson in the Learn Not to Burn® Preschool Programme South Africa

________________________ is fire wise!

Fill in your name
Burns are a leading cause of injury amongst preschool children in South Africa. The Learn Not to Burn® Preschool Programme teaches young children how to prevent fire and burn injuries and how to respond correctly in an emergency situation.

The programme uses an exciting blend of stories, activities, art and song to teach children nine key life-saving messages:

1. Stay away from hot things
2. Stay away from hot water
3. Stay away from matches and lighters
4. Stay away from paraffin
5. Stay away from flames and fire
6. Stop, drop and roll, if his or her clothes are on fire
7. Cool a burn with cool water
8. Get out and stay outside, if the house is on fire
9. Firefighters are helpers

The programme also encourages learners to take the message home and share what they have learnt with parents and caregivers.