

KEY STAGE 1

5-7 YEAR OLDS



AVON
FIRE & RESCUE



FIRE AWARENESS DELIVERY PACK

The delivery pack contains the following resources:

- Guide book
- 12 piece firefighter jigsaw puzzle
- 12 'Role of the fire and rescue service' flashcards
- 'Frances the Firefly' Powerpoint story on CD
- 'Frances the Firefly' small story book
- 'Frances the Firefly' large size story book
- Five 'Escaping from a fire' flashcards
- Teacher evaluation sheet



FIRE AWARENESS DELIVERY PACK

The aim of the entire Key Stage education package is to provide Avon Fire & Rescue Service (AF&RS) with material that all staff can use when working with young people. All the packages have been designed to be interactive and provide a good platform for young people to learn; group discussions will also assist them to achieve a richer, deeper understanding of the subjects. Each of the packages has been designed with the National Curriculum in mind. This ensures the supporting materials are appropriate to the age group. It is therefore important to deliver approved packages only.

The National Curriculum sets out the stages and core subjects that young people (aged five to 16 years old) will be taught during their time at school. This is to ensure that teaching and learning is balanced and consistent. The four Key Stages are:

| | Age | School years |
|-------------|---------------|---------------------|
| Key Stage 1 | Five to seven | 1 and 2 |
| Key Stage 2 | Seven to 11 | 3, 4 ,5 and 6 |
| Key Stage 3 | 11 to 14 | 7,8 and 9 |
| Key Stage 4 | 14 to 16 | 10 and 11 |

There is also an Early Years Foundation Stage. This covers education for young people before they reach the age of five.

The Key Stage 1 (KS1) presentation starts off by giving an overview of the variety of different activities the fire and rescue service provides. This will help demonstrate to the children that the fire service delivers a number of different functions, deals with emergencies and that hoax calls and deliberate fires can put lives at risk.

The presentation then leads on to the Frances the Firefly story that has been written to warn young people of the dangers of playing with matches. The final sections offer advice to children on dealing with fire situations, including advice on escaping a fire and what to do if their clothes catch fire.

The importance of each session is to engage with young people, using open group discussion as well as the use of activities. This will provide a consistent approach to the delivery of AF&RS educational messages to children and young people.

Pre-visit information

Make sure you familiarise yourself with this guide book and the materials (a list of resources is on the previous page and in the lesson plan). Further guidance is available from the Community Safety Team, if required.



Visit procedure

Before your visit you should receive advance information in the booking on your Watch Outlook Calendar. This will cover details about the school and any special requirements they may have. Please consider any special requirements that are highlighted before the visit and how you might tailor the delivery accordingly.

Through this booking process you will be made aware if there are any children in the class with mobility issues, hearing-impairments, have English as a second language or have been affected by a fire (either directly or through a member of their family). If you need to consider these special requirements it is suggested that you tailor the delivery in the following way:

Mobility issues

For young people who have restricted or aided mobility it may be advisable to transfer any floor based activities to a table. When addressing 'Stop, Drop and Roll' some young people may require additional assistance to get to the ground. Please ask school staff to provide the assistance. If there are any wheelchair users within the class, you can advise them to push themselves out of their chair to the floor (Stop - Lock - Push - Roll).

Children who use heavy electric wheelchairs may not be able to do this, so you can advise them to cover their faces and put the fire out using a heavy rug to smother the flames using the same principle as Stop, Drop and Roll. This advice may also be useful for children who may have wheelchair users in their family.

Hearing-impaired children

If the child has severe special requirements they are likely to have support in the lesson. The only thing you need to do is ensure that you are inclusive to all and speak as clearly as possible. Should the child have difficulty speaking, allow them time to speak and respond to your questions. Be careful not to take on the role of interpreter on his or her behalf.

English as a second language

You will be made aware before your visit if any children in the class may have difficulty following the session because English is their second language. The school will have received an information pack before your visit which will help a teacher's assistant support that child while you deliver the presentation.

Children affected by fire

If you have been made aware than any children in the class have been affected by a fire (either directly or through a member of their family) discuss this with the teacher before the session. Depending on the experiences of the child you may need to adopt a more sensitive approach.

General advice

During the session ensure that you are inclusive to all and speak as clearly as possible.

Try to arrive at the school at least 15 minutes before your appointment. This will give you enough time to set up the classroom before you deliver the package. Run through the lesson plan with the teacher and ask if they have any further questions.

Prior to your visit the teacher would have been asked to book out the school hall if there is not enough space for the activities in the classroom. They would also have been asked to provide gym mats for section five: 'Stop, Drop and Roll'. You may want to double check that they have set up the room accordingly before you start.

Depending on the size of the group, you may want to consider splitting up the activities. This may work particularly well during sections three (reading Frances the Firefly) and section four (Escaping the fire). You can then bring the group together again for section five ('Stop, Drop and Roll') to help to engage the pupils throughout.

If you plan to use the Powerpoint in section three (reading Frances the Firefly) then you will need to set up a projector beforehand. If the school does not have a projector then please use the large story book.

Ask the group to sit down on the floor in a half circle around you. You can either sit on the floor or on a chair, but you must try to get nearer to the level of the young people. It's important to keep in mind the five elements of the Key Stage 1 package and timings, as per the lesson plan.

Hints and tips

- Try to engage all the children; there may be some who do not engage with you immediately, so consider ways to include everybody.
- The children are likely to remember this visit for a long time so make it as fun and engaging as you possibly can.
- Try to evaluate if the children have engaged with each section by asking them questions to gauge how much they have learnt.
- Make sure you pace the sessions according to the timings. Keep an eye on the time you spend on each section and try to wrap it up if you feel you may go over the time limit.

Evaluation

At the end of the lesson carry out a small evaluation with the children to gauge how much they have learnt. Ensure you provide the teacher with an evaluation form to be completed before you leave.

Place the feedback from the teacher, and any additional comments you have, onto CFRMIS using your Toughbook. This feedback will be reviewed by the Community Safety Team every six months to evaluate the effectiveness of the education package and to identify the schools where the package has been successfully delivered or where further engagement is needed.

Replacement resources

One KS1 delivery pack will be available per station. Replacement guide books and Frances the Firefly small story books will be available from Community Safety. Replacement teacher evaluation sheets will be available to download from the intranet or from the disc within the pack.

KEY STAGE 1 LESSON PLAN

Aim

To encourage discussion around the issues of fire awareness, including what to do if there is a fire and the consequences of fire play.

Objectives

- To outline the different roles that the fire and rescue service is responsible for.
- To engage the children in 'Frances the Firefly' so that they consider the main points concerning fire play.
- To make it clear to the class why they need to follow the basic rules of escape if there is a fire.
- To make it clear to the class why they need to stop, drop and roll.

Learning outcomes

By the end of the session all the young people will:

- Be able to tell you two or more roles or functions that the fire and rescue service performs.
- Be able to answer three of the questions relating to the 'Frances the Firefly' story.
- Understand what they need to do if there is a fire.
- Experience and understand why they need to stop, drop and roll should their clothes catch fire.

Resources

- Guide book
- 12 piece firefighter jigsaw puzzle
- 12 'Role of the fire and rescue service' flashcards
- 'Frances the Firefly' Powerpoint story on CD*
- 'Frances the Firefly' small story book
- 'Frances the Firefly' large size story book
- Five 'Escaping from a fire' flashcards
- Teacher evaluation sheet

*Schools will be asked if they have a projector for the Frances the Firefly powerpoint story. If they don't have the facilities please use the large story book provided.

Room set-up

Space for the children to sit in a semi-circle on the floor. The school will be asked to provide gym mats for section five 'Stop, Drop and Roll'.

Timings

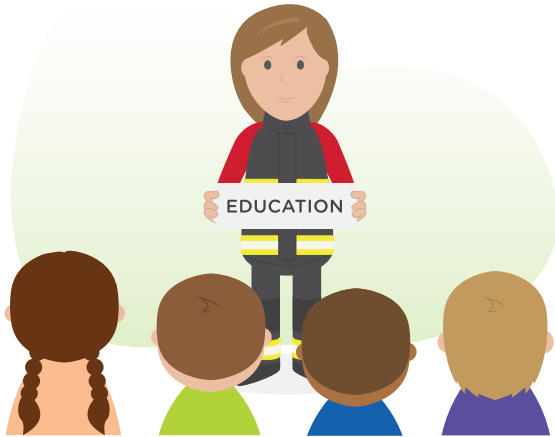
| Section | | Timings |
|---------|---|--------------|
| 1 | Introduction to the Key Stage 1 pack and yourself | Five minutes |
| 2 | The role of the fire and rescue service | 10 minutes |
| 3 | Reading Frances the Firefly | 10 minutes |
| 4 | Escaping from a fire | 15 minutes |
| 5 | Stop, drop and roll | Five minutes |
| 6 | Evaluation questions | Five minutes |
| | Total: | 50 minutes |

National Curriculum Key Stage 1

- Citizenship Key Stage 1
- 3a. How to make simple choices that improve their health and well being
- 3g. Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them stay safe
- 5e. Meet and talk with people (for example firefighters)
- 5h. Ask for help (for example from the fire and rescue service)



AVON
FIRE & RESCUE



1. INTRODUCING THE KEY STAGE 1 PACK AND YOURSELF

FIVE MINUTES

When you deliver the Key Stage 1 package you have a really important role because, for the young people you are visiting, you may be the first real firefighter they have ever met.

They will look up to you, will want to trust you and listen to what you have to say. Here's some advice on how you can make sure your Key Stage 1 visit is educational, but also fun for you and the students.

- Create a bond as quickly as you can. Make your introduction fun and engaging by explaining who you are, how long you have been a firefighter and where you work.
- You could also ask if they know where their nearest fire station is and if they have ever had a visit before.
- Show the children your fire kit and explain why it is so important.
- Talk about the Key Stage 1 package and what it involves.
- This is a good time to explain what you expect from them. Tell them you would like them to be involved by both asking and answering questions - but they must put up their hands and not shout out.



2. THE ROLE OF THE FIRE AND RESCUE SERVICE

10 MINUTES

Outcome:

All young people in the group will be able to tell you two roles or functions that the fire and rescue service performs.

The resources you will require for this section will be the large firefighter jigsaw puzzle and role flashcards.

- Make sure there is enough space in the middle of the semi-circle for the completed jigsaw puzzle. Try to leave two metre-square space.
- Explain that you would like the class to have a go at naming the roles of the fire and rescue service. You may need to give some clues to help them get all 12.
- When a child correctly guesses one of the roles on the flashcard, ask them to come to the front to collect the flashcard and take a piece of the giant puzzle. Ask them to place the puzzle piece on the floor and keep hold of the flashcard.
- Eventually you will have the firefighter giant puzzle complete and 12 children holding up the following flash cards:

- | | |
|---|--|
| • Putting out fires | • Rescuing animals |
| • Saving people from road traffic accidents | • Keeping people safe from any chemical incident |
| • Saving people from train, aircraft and boat emergencies | • Talking to businesses about how to keep their work places safe |
| • Rescuing people from cliffs | • Talking to people about how to keep their homes safe from fire |
| • Rescuing people from the water | • Educating people on fire and road safety |
| • Rescuing people from the mud with our hovercraft | |
| • Rescuing people who are trapped | |

Try to praise all contributions and avoid the use of technical terms, abbreviations or jargon.

Time management is very important for this section. If you feel you are running out of time you will need to list the remaining roles and distribute the remaining cards and puzzle pieces.

Before moving to the next part of the lesson plan, summarise what has been learnt about the role of a firefighter and explain that we are a 'fire' and 'rescue' service, so we have lots of jobs to do.

Please dismantle the puzzle at end of session and remember to make sure children do not stand on the puzzle at any time.



3. READING FRANCES THE FIREFLY

10 MINUTES

Outcome:

The children will be able to answer three questions relating to the Frances the Firefly story.

The resources you will require for this section will be the Frances the Firefly Powerpoint presentation and story book or the giant story book. You have the option to read Frances the Firefly from the giant story book or show the story on Powerpoint through a projector, if one is available. You would need to set this up before the lesson starts.

Frances the Firefly has been written to warn young people about the dangers of matches. Here are a few techniques you could use when reading the story out loud to help engage the group so they remember the messages:

- Practice beforehand. The better you know the story, the less time you'll spend looking down at the page and not at the group.
- Involve the children in the story, ask them questions and keep them interested.
- Try to add personality to the story by giving the characters voices and using hand gestures or facial expressions.
- Don't underestimate the power of an occasional pause or adjusting your speed and volume. This can build suspense, excitement and give more emphasis to the important messages.

Discussion and review points

Q - What happened to Frances when she was flying with the match?

A - Burnt her wings (hurt herself).

Q - What happened next?

A - Dropped the match and set the forest alight (destroyed homes, hurt others).

Q - So, why do you think you shouldn't play with matches?

A - You might get hurt and you might hurt others and damage their homes.

Q - What should you do if you find matches or a lighter?

A - Tell an adult straight away.

