



IMPORTANT INFORMATION FOR ALL MFS CREWS ATTENDING EDUCATIONAL APPLIANCE VISITS:

- PERSONAL HYGIENE** Always ensure that you carry hand sanitiser on the appliance and use it before entering the facility and on exiting. If you are unwell do not attend work. Always cover a cough or sneeze and sanitise your hands immediately after doing so.
- MASKS – MFS** Masks are required to be worn by all staff when in uniform in public. This includes wearing a surgical mask for Educational Visits.
- Masks can be removed when teaching or engaging with participants.
- COVID CHECK-IN** Ensure **all members** of the crew use the COVID-19 QR code to check in or sign in manually. This is an individual's responsibility at all times. This is to assist with contact tracing undertaken by SA Health.
- APPLIANCE** To adhere to the physical distancing recommendations, **participants are not to enter the cabin** of the MFS appliance to allow 1.5m distance from others. Show participants around the fire appliance and demonstrate equipment with physical distancing.
- COURTESY, LANGUAGE** You are a representative of the MFS; treat adults and children with respect and courtesy.
Don't use slang words or swear words, even "soft" swear words like "bloody" or "damn".
You may be one of the few people that child will meet today who speaks nicely to them.
- SET THE RULES EARLY** Once you have introduced yourself to the class tell them that if the Fire truck is needed for a fire you will have to go quickly, and the children should stay together with their teacher until you have gone. If you ask the children a question, they should put up their hands to answer it.
- YOU ARE VERY BIG** When working with small children sit down or get down to their level whenever possible. Small children frighten easily.
- DISCIPLINE** Don't shout at children and don't smack them, cuff them, or attempt any form of physical discipline. Ask the teacher to manage any naughty kids.
- TOUCHING** If you experience any issues, ask the teacher to manage the children. Don't reject children's touch, but there is no need for you to encourage or initiate touch unless for their safety or welfare.
- ATTENTION SPAN** As a rule of thumb, you have children's attention for a relatively short period of time: their age plus a couple of minutes. Ask them questions to involve them and build in some form of activity.
- MAKE IT FUN!** Use your imagination and make it fun. Get the kids to skip, hop, and jump between activities. Make them Deputy Firefighters. You could invent a special Deputy Firefighter cheer – put their opening/closing hands above their heads (the flashing light) and make a noise like a fire engine (the louder the better!).



Session:	Kindergarten	Age Group:	4-5 years
Length of session: Sessions are deployed for one hour, consisting of a fire safety lesson and then, time and weather permitting an opportunity for the children to view the appliance. You are free to adapt the session as appropriate to the amount of time you have available. Each outcome can be a different session.			
Learning outcomes: <ol style="list-style-type: none">1. <i>4-6 year olds.</i> The children will be able to identify/name good fires and bad fires.2. <i>All ages.</i> The children will know what number to call if there is a fire emergency 000 (zero zero zero).3. The children will learn about the fire truck and equipment used by firefighters.			
Materials: <ul style="list-style-type: none">• Fire Colour Me flip chart for you to use (or if you can log in to the MFS MoW portal at the centre on their TV/PC you can find the document under Community Education and then Educational Resources).• Hoses and Ladders Game x 5 for the Teacher to use in class after the visit.• Fire Colour Me – colouring in booklet for each child; and• Brochures for all adults and to send home to parents of children: Home Fire Escape Plan – what you need to know How to Make Your Home Fire Safe.			
Introduction <ul style="list-style-type: none">• Introduce yourself and your crew assistant to the leader and other adults.• Find out if there are any special needs children in the group or any cultural sensitivities you will need to be aware of. Note that some children are very sensitive to loud noises, and you may need to modify the appliance viewing later.• Introduce yourself and your assistant to the children.			
Outline of program <ul style="list-style-type: none">• Outline to the children that they will first be listening to you and doing an activity in class, and then they will look at the fire truck, firefighters’ uniform, firefighters’ equipment.			



1. Good fires, Bad fires (use the Colour Me Flipchart)

- Ask the children to sit either on the floor or on the ground.
- Ask the children to give you some examples of a *good fire*. (Candles, heating, cooking) With the younger age group you might need to provide them with examples and ask them if they are good fires. Birthday cake candles are a good starting point.
- Ask the children to give you some examples of a *bad fire*. (House fire, bush fire, car fire, bbq catches fire.).
- Summarise for them – Good fires help us, but a good fire can turn into a bad fire very quickly and get out of control.
- That is why we all need to be fire safe and learn about fire safety.

2. In an emergency Dial Zero Zero Zero (000)

- Song one from the CD “Dial Zero Zero Zero” could be played after this talk.
- While most children can tell you the number to call in an emergency, they may not understand what an emergency is, i.e., what would happen to make them call **000**.
- Talk with them about when they should call **000** in relation to fire (e.g., not for a **good fire**, but definitely for a **bad fire**).
- Explain that if there is a grown up in the house, they should go to them first rather than trying to call **000** on their own.
- Keep it simple so as not to frighten younger children and perhaps teach them the words to the song.

Summarise – dial **zero zero zero** if there is a fire in the house. Get the children to repeat the slogan aloud.

3. Look at the Equipment and Fire Truck.

- Outline to the children that they will now look at the fire truck, firefighters’ uniform, firefighters’ equipment.
- Introduce the rest of your crew.
- Give a very simple outline of the job of firefighter i.e., put out fires and rescue people when they need help.
- Give a brief description of appliance i.e., Cabin, pump, ladder, hose and lots of equipment.
- Have one firefighter in full PPE with airset and point out how it allows the firefighter to be safe at a fire.



Conclusion

- Ask children if they had a good time and to tell you one thing they learned today. Ask 4-5 children.
- If none mention **good fires** or **bad fires**, ask them a specific question. “Did you learn about good fires and bad fires? Who can tell me one good fire? Who can tell me one bad fire?”
- If none mention the number to dial in an emergency, ask them if they can yell it out **000**.
- Issue group leader with evaluation form and either wait until they complete and hand back or encourage them to scan and email or fax to number on the form.
- Issue educational material as provided to the teacher and wave goodbye.

For future reinforcement encourage the teacher to play the songs from the **Fire Dial 000** CD on a regular basis. These songs are on the MFS website under the heading “teacher’s resources”.