







Assessment activities and recording sheet

Outcome assessed	Suggested criteria	Option 2 timing	Activity	Diagnostic results (tick)	Summative results (tick)
Students understand that fire can be dangerous	Students can do some or all of the following: <ul style="list-style-type: none"> Identify that fire can be dangerous Identify when a fire is unsafe Give a correct reason as to why a fire is unsafe or safe State an appropriate way to make a fire safe 	Section 1: What is fire 	<ul style="list-style-type: none"> Ask students to place themselves on a continuum with the statements "Fire is dangerous or unsafe" on one end and "Fire is safe" on the other. Ask students to explain their decision. Record the number of students who were able to place themselves correctly and give a reason why. 	Students understand that fire can be dangerous. <input type="radio"/> None (0%) <input type="radio"/> Few (30% or less) <input checked="" type="radio"/> Some (30 – 60%) <input type="radio"/> Most (60 – 100%) <input type="radio"/> All (100%)	Students understand that fire can be dangerous. <input type="radio"/> None (0%) <input type="radio"/> Few (30% or less) <input checked="" type="radio"/> Some (30 – 60%) <input type="radio"/> Most (60 – 100%) <input type="radio"/> All (100%)
			<ul style="list-style-type: none"> Put up the photos of the unsafe fire and ask "is this photo safe or unsafe", then count the numbers of students who recognise that it is unsafe. Ask further questions around what makes it unsafe and what could be done. Record the number of students who could recognise the unsafe fire 		
			<ul style="list-style-type: none"> Ask students to draw a safe fire and an unsafe fire. Ask students to explain their drawings. Record the number of students that could show an attribute of an unsafe fire. 		
Students show they know how to prevent fires starting.	Students can do some or all of the following: <ul style="list-style-type: none"> Identify that matches and lighters are tools, not toys. Identify that matches and lighters are for adults to use, not for children. Identify that children playing with matches and lighters can start dangerous fires. State what to do if you find matches or a lighter. 	Section 2: Matches and lighters 	<ul style="list-style-type: none"> Ask students to place themselves on a continuum, with the statement "Matches and lighters are dangerous or unsafe" on one end and "Matches and lighters are safe" on the other. Ask students to explain their decision. Record the number of students who were able to place themselves correctly and give a reason why. 	Students show they know how to prevent fires starting. <input type="radio"/> None (0%) <input type="radio"/> Few (30% or less) <input checked="" type="radio"/> Some (30 – 60%) <input type="radio"/> Most (60 – 100%) <input type="radio"/> All (100%)	Students show they know how to prevent fires starting. <input type="radio"/> None (0%) <input type="radio"/> Few (30% or less) <input checked="" type="radio"/> Some (30 – 60%) <input type="radio"/> Most (60 – 100%) <input type="radio"/> All (100%)
			<ul style="list-style-type: none"> Use the Tools and toys activity to assess student knowledge. Have students arrange the pictures to show what they can play with and what is for an adult to use. Ask: Why did you put the pictures like this? Record the number of students who could identify that matches and lighters are tools. 		
			<ul style="list-style-type: none"> Pick up the pictures of the matches and lighters and ask: What should you do with these? Ask students to illustrate themselves performing the correct action. Ask students to explain their drawings. Record the number of students who could illustrate the correct action. 		
			<ul style="list-style-type: none"> Put up the photo of children playing with matches. Ask: Is this safe? Ask: What should those children do now? Record the number of students who could identify what the children should do. 		

Assessment activities and recording sheet

Outcome assessed	Suggested criteria	Option 2 timing	Activity	Diagnostic results (tick)	Summative results (tick)
Students show they know how to get themselves out of a burning building quickly and safely to a safe meeting place.	Students can do some or all of the following: <ul style="list-style-type: none"> Identify that a smoke alarm is a safety tool State what you need to do when the smoke alarm goes off. State what you need to do when you see fire or smoke in the house. Students can correctly recall the following sequence: <ol style="list-style-type: none"> Get down, get low, get out – FAST Shut the door (if it's easy to do) Shout FIRE, FIRE, FIRE! Stay out Go to the safe meeting place 	Section 3: Smoke alarms (diagnostic) 	Have a class discussion about what you should do when: <ul style="list-style-type: none"> the smoke alarm goes off you smell or see smoke you see something on fire. Record the number of students who can correctly recall what to do in this situation.	Students show they know how to get themselves out of a burning building quickly and safely to a safe meeting place. <input type="radio"/> None (0%) <input type="radio"/> Few (30% or less) <input type="radio"/> Some (30 – 60%) <input type="radio"/> Most (60 – 100%) <input type="radio"/> All (100%)	Students show they know how to get themselves out of a burning building quickly and safely to a safe meeting place. <input type="radio"/> None (0%) <input type="radio"/> Few (30% or less) <input type="radio"/> Some (30 – 60%) <input type="radio"/> Most (60 – 100%) <input type="radio"/> All (100%)
		Section 4: A fire in my room (summative) 	<ul style="list-style-type: none"> Show or read the story Tamati and Sam Get Firewise and stop at a key point to ask what Tamati should do. Record the number of students who can correctly recall what to do in this situation. 		
			<ul style="list-style-type: none"> Ask students to illustrate themselves or Tamati getting safely out of the house. Ask students to explain their drawings. Record the number of students who can correctly illustrate getting safely out of the house. 		
Students show they know how to get themselves out of a burning building quickly and safely to a safe meeting place.	Students do the following, with little or no adult prompting: <ul style="list-style-type: none"> crawl under the sheet, and stay down go to the safe meeting place. 	Firefighter visit (Additional option for summative assessment for this outcome) 	<ul style="list-style-type: none"> Observe students' behaviour during the black smoke sheet activity and the classroom evacuation activity. Record the number of students who can get to the safe meeting place with little adult prompting. 		Students show they know how to get themselves out of a burning building quickly and safely to a safe meeting place. <input type="radio"/> None (0%) <input type="radio"/> Few (30% or less) <input type="radio"/> Some (30 – 60%) <input type="radio"/> Most (60 – 100%) <input type="radio"/> All (100%)
Students show they know how to get themselves out of a burning building quickly and safely to a safe meeting place.	Students do the following, with little or no adult prompting: <ul style="list-style-type: none"> immediately stop what they are doing exit the class quickly go to the safe meeting place. 	Fire drill (Additional option for summative assessment for this outcome) 	<ul style="list-style-type: none"> Observe students' behaviour in a fire drill. Record the number of students who can get to the safe meeting place with little adult prompting. 		Students show they know how to get themselves out of a burning building quickly and safely to a safe meeting place. <input type="radio"/> None (0%) <input type="radio"/> Few (30% or less) <input type="radio"/> Some (30 – 60%) <input type="radio"/> Most (60 – 100%) <input type="radio"/> All (100%)