

Learning area:		health and physical education	Key competencies:	relating to others participating and contributing thinking
HEALTH AND PHYSICAL EDUCATION				
Strand	Achievement objectives*	Learning outcomes	Suggested activities for teaching and learning	
			Topic	Description
Personal Health and Physical Development: ▪ safety management.	Students can: ▪ identify risks and their causes and describe safe practices to manage these (Level 4).	At the end of these activities, students will be able to: ▪ know when and how to use the 111 emergency service ▪ make informed decisions about what to do in a fire emergency ▪ demonstrate how to escape from a burning room ▪ demonstrate what to do if someone's clothing is on fire and describe what to do to help ▪ describe what to do to help someone who is burned.	Calling 111 in a fire emergency	Group discussion, page 3 Role play, page 7 Photocopiable fact sheet, pages 4 and 5
			What to do in a fire emergency	Discussion questions, page 6 Rap song, page 6 Photocopiable fact sheet, page 7
			A fire in our classroom	Discussion questions, page 8 Classroom evacuation practice, page 8
			The safe meeting place	Discussion questions, page 8
			What to do if someone gets burnt: stop, drop and roll	Discussion questions, page 9 Stop, drop and role practice, page 9 Song lyrics/drama, page 9 Photocopiable fact sheet, page 10
			What to do if someone gets burnt: burns	Discussion questions, page 9 Role play, page 9 Photocopiable fact sheet, page 11
			Media clip – <i>Our family's escape</i>	Planning and practising an escape plan

\* from *The New Zealand Curriculum: Draft for consultation 2006*

 = supported by the student CD-ROM

<b>Assessment suggestions</b>		
<b>Safety management – Level 4</b>		
<b>Student self-assessment</b>		
Students can self- or peer-assess against set criteria. This could be done verbally or in writing.		
<b>Success criteria</b>	<b>Continuum</b>	<b>Comment</b>
I know the emergency services phone number	1 2 3 4 5	
I can explain why this number should only be called in emergencies	1 2 3 4 5	
I could give the details of a fire emergency to the phone operator	1 2 3 4 5	
I know what to do if I am in a burning house	1 2 3 4 5	
I can explain why smoke is dangerous	1 2 3 4 5	
I know how long to leave a burn under running water	1 2 3 4 5	
I can demonstrate 'stop, drop and roll'	1 2 3 4 5	
<b>CD-ROM quiz</b>		
Each section of the CD-ROM has a quiz to check that students understand the content.		

## **Calling 111 in a fire emergency**

### **Group discussion**

- Divide the class into small groups.
- Ask the groups to read the *Calling 111 in a fire emergency* fact sheet (see pages 4 and 5)
- The groups then discuss:
  1. why it is important that people don't make false calls to the 111 emergency service
  2. what you would say to someone who thought it would be fun to call out the Fire Service on a false alarm
  3. why we need to remember 111 and not use any overseas emergency numbers.

### **Role play**

*This activity asks each student to disclose their own address, but there may be some students in your class who do not want to disclose it. Suggest that these students use the address of a friend or relative.*

- Divide the class into groups of three.
- The groups take turns to act three parts:
  1. a person reporting a fire in their kitchen.
  2. the 111 operator who asks which service you require
  3. the Fire Service operator who asks questions to find out:
    - where the fire emergency is
    - what sort of fire it is
    - if everybody is safe.
- Have the student who is role playing the 111 operator check that the caller gives the details of their address and the fire clearly and accurately.
- When each student has had a turn to report a fire, discuss how easy they think it would be to report a fire at their home in an emergency situation.

## **Calling 111 in a fire emergency fact sheet**

### **Who should I call in a fire emergency?**

New Zealand's emergency telephone number is **111**.

From a landline or cellphone, just dial 111.

Do not call your local fire station to report a fire – DIAL 111 and ask for FIRE.

NOTE: You may have to wait several seconds before you hear the phone ringing.

Other countries have different emergency numbers that you may see being used on television, but in **New Zealand you must dial 111**.

### **When should I call 111?**

You should call 111:

- If you see an unsafe fire. There are situations where no one calls the Fire Service because everyone assumes that someone else has dialled 111. It doesn't matter if a number of people report the same fire.
- Even if the fire is small – remember that fire can spread very quickly.
- Even if you have put out the fire. There are many examples where people think that the fire is out, but it is smouldering or burning where you can't see it, for example in a wall or ceiling. Firefighters are often called to fires that people thought they had put out earlier.

### **False alarms and malicious emergency calls**

Every year the 111 emergency service receives 24,000 calls that are false alarms or malicious emergency calls.

- A false alarm is a call-out to an event that does not prove to be an emergency.
- A malicious emergency call is when someone calls out an emergency service when they know there is not an emergency.

**Every 111 call is recorded and anyone who is caught making a malicious 111 call will be interviewed and may be prosecuted and fined.**

- Making malicious 111 calls can have serious consequences. If a fire engine is out answering a false 111 call and a real fire breaks out in a house, then it could take the Fire Service longer to get to the real fire. If someone was trapped in the house fire, the fire engine could arrive too late for the firefighters to save their life.

## **Calling 111 in a fire emergency – fact sheet (continued)**

### **What happens when I call 111 in a fire emergency?**

When your call is answered, you will be asked which emergency service you want – police, fire or ambulance.

When you reply, 'fire' you will be transferred to the fire service operator who will ask you:

- where the fire emergency is
- what the nature of the fire is, eg house fire, vegetation fire
- if everybody is safe.

You need to be able to reply clearly and slowly and give:

<b>in a town or city</b>	<b>in a rural area</b>
<ul style="list-style-type: none"><li>▪ the address of the fire including<ul style="list-style-type: none"><li>– street number</li><li>– street name</li><li>– town or suburb or city area</li><li>– the nearest cross street or intersecting street</li></ul></li><li>▪ a description of what is on fire or what the problem is</li></ul>	<ul style="list-style-type: none"><li>▪ the address of the fire including<ul style="list-style-type: none"><li>– road name, and nearest intersecting road if appropriate</li><li>– property name</li><li>– property owner or manager's name</li><li>– the rural fire number or RNS number (RNS = Rural Numbering System) – do not confuse this with RD numbers or milk collection numbers</li></ul></li><li>▪ a description of what is on fire or what the problem is.</li></ul>

## **What to do in a fire emergency**

- Students watch the section of the media clip *Our Family's Escape* when Adam is crawling down the hallway.
- Reinforce that toxic smoke is a killer – if you need to get out of a room with smoke in it, you must be down low under the smoke level.
- Make photocopies of the fact sheet *What to do in a fire emergency* on page 7 for students to take home and share with their families.

## **Rescuing others**

Explain that in some situations parents and others sometimes decide to go and rescue young children. This can sometimes be done safely, but it can result in the deaths of the parents and the children.

- Discuss with your class how hard it would be to:
  - not to go and warn Mum or Dad
  - not to go into another room to get a brother or sister
  - leave pets
  - leave possessions.

## **What do I do to escape from a fire in a room?**

- Ask students to write down their answers to these questions:
  1. You wake up to the sound of a smoke alarm. You open the door and there is smoke in the hall. What do you do now?
  2. You wake up to the sound of a smoke alarm. There is toxic smoke coming in your door. Two-thirds of your room is full of hot, dark smoke. What do you do now?

## **Rap song**

Students may enjoy making rap songs, poems, stories and dramas that use the key messages that tell people what to do:

- if there is a fire in a room that they're in
- if there is a fire in the house but not in the room that they're in.

You could give this as an example:

If you hear the smoke alarm  
If smoke comes in your room  
Get down on the floor  
Get low and crawl under the smoke  
Get out of the window or out of the door  
To the safe meeting place you go  
FIRE, FIRE, FIRE are words to shout  
When you are safely out.

## **What to do in a fire emergency fact sheet**

### **What to do if there is a fire in the house that you're in**

- **shout *Fire! Fire! Fire!***
- shut the door
- go quickly to the nearest exit
- help anyone who is in the room with you and who doesn't know what to do
- stay calm
- get out
- **shout *Fire! Fire! Fire!*** from outside the building
- bang on the walls and windows of rooms where people are still inside
- stay out
- go to the safe meeting place
- **call 111** from a safe place or get someone else to
- check that everyone is safe
  
- ***don't*** go back into the building for ***any*** reason
- ***don't*** go to find family members who may still be in the house
- ***don't*** try to save pets, toys or favourite things
- ***don't delay!***

### **What to do if there is a fire in the room that you're in**

- get down – on the floor
- get low – under the smoke
- get out – the nearest safe exit, usually a window
- **shout *Fire! Fire! Fire!*** from outside the house
- stay out
- go to the safe meeting place
- **call 111** from the safe meeting place
- **don't** go towards the flames or smoke
- **don't** go out of an exit that takes you through other rooms that could be on fire if you can get straight out
- **don't** stop to gather toys, pets, favourite things
- **don't go to warn other family members – you do not have time**
- **trust that they will take care of themselves**

## **A fire in our school or classroom**

Ask your students to:

- Use their knowledge to work out what to do:
  - if the school fire alarm or your classroom smoke alarm goes off
  - if there was a fire in your classroom.
  - practice your classroom evacuation, recording the time it takes for an orderly, efficient evacuation. (You could ask two or three students to act as observers and describe what they saw as the class evacuated the room. You may also decide to prepare the class and plan the evacuation, or just surprise the class with a trial evacuation.)
- Check out the validity of the statement that, 'If we practise evacuating a room, we can do it more quickly and safely.'

## **The safe meeting place**



### **What happens at the safe meeting place?**

This activity reinforces the concept of a safe meeting place and what families involved in a fire emergency, and anyone who comes to help them, should do.

- Show your students the media clip *Our family's escape* and ask them to work out a sequence of events of what should happen at a safe meeting place and why.

They should build up a chart like this:

<b>What you should do</b>	<b>Why</b>
Go to the safe meeting place.	Everybody knows where to meet.
Check that everyone who was in the house is at the safe meeting place.	Someone might be still in the house.
Check that everyone is all right.	Someone might be burnt, hurt or shocked.
Ring 111 or send someone to ring 111.	Need Fire Service to put the fire out.
Flag down Fire Service at the roadside.	Fire engine can waste time looking for number in street.
<b>What the firefighters will do</b>	<b>Why</b>
Check that no one is in the house.	Need to be sure everyone is safe.
Start to put out the house fire.	Need to put the fire out.

- Ask the students what should happen if someone in the family does not come to the safe meeting place.

The correct action is to find out who saw them last and which room they were in so the firefighters can go straight to them. No one (apart from the firefighters) should go back into the house to save them.

- Reinforce the message – ***get out, stay out***



## **What to do if someone gets burnt**

### **Stop, drop and roll**

- Make photocopies of the *Stop, drop and roll fact sheet* (see page 10).
- Discuss with your students what they should do if their clothing or someone else's clothing catches fire.
- Discuss with your students why STOP, DROP and ROLL works.

STOP, DROP and ROLL works because a fire needs fuel heat and oxygen. When we roll round and round we smother the flames and the fire is short of oxygen or air so it goes out.

- Ask your students to practise STOP, DROP and ROLL, or ask a student to volunteer to demonstrate the technique.
- Students could create a song or short drama based on the following lyrics:

<b>If your clothes catch on fire</b>	<b>Stop, Drop, and Roll</b>
<b>What do you do?</b>	<b>Stop, Drop and Roll</b>
<b>Stop, cover your face</b>	<b>That's what you do</b>
<b>Drop to the ground</b>	<b>If your clothes catch on fire</b>
<b>Roll round and round</b>	<b>Stop, Drop and Roll</b>

### **Burns**

- Make photocopies of the *What to do if someone is burnt fact sheet* (see page 11).
- Discuss with your students what they can do to make sure younger brothers and sisters are not burned, or scalded.
- Discuss with your students why some people panic, or can't act or do the wrong thing in a burn emergency.
- Explain that knowing exactly what to do helps us behave responsibly in an emergency and can save someone's life.
- Have your students work in groups and act out the sequence of helping someone who has their clothing on fire, through to being taken by ambulance to hospital.

## **Stop, drop and roll fact sheet**

If your clothing's on fire, **do**:

1. **STOP** – cover your face
2. **DROP** – to the ground
3. **ROLL** – round and round to smother the flames.

You should roll around at least three or four times. If there isn't space to keep rolling, because of an obstacle, roll back and forward but it's more effective to keep rolling.

If your clothing's on fire, **don't**:

1. Keep running around – this gives lots of oxygen to the fire and it will burn faster.
2. Forget to cover your face and eyes; you need to protect your face from the flames.

Someone else whose clothes are burning may be too shocked to remember what to do.

If someone else's clothing is on fire, **do**:

1. get the person to drop to the ground and stop, drop and roll, and/or
2. smother the flames with a coat or blanket.

If someone else's clothing is on fire, **don't**:

1. try to beat the flames out with your hands or another object – you could get burnt and you will only fan the flames so they burn faster
2. try to put out the flames by hugging the person – your clothing could burn too.

## **What to do if someone is burnt fact sheet**

In New Zealand, on average, 700 children are hospitalised each year with burns. 85% of burn victims are under 7 years old.

A burn is a serious injury, is very painful and needs immediate medical help.

### **If someone is burnt, dial 111 and get an ambulance fast.**

- The most important thing to do is cool the burn by pouring a safe liquid over it.
- The best liquid is water, but if water is not available use cordial, a soft drink or milk.
- Do not use:
  - alcohol
  - liquids with chemicals in them, eg dishwashing liquids
  - butter
  - coconut oilto cool the burn.
- Place a child's burn under running water for 5 to 7 minutes, an adult's burn for up to 10 minutes. This cools the burn down and reduces scarring.

You can also look after the person by:

- not trying to remove their clothing
- staying calm and supporting the person who is in pain and may be in shock, and
- getting help fast.