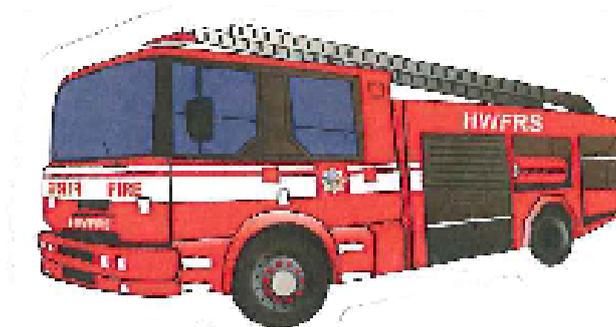




HEREFORD & WORCESTER
HWFR
FIRE AND RESCUE SERVICE

Hereford & Worcester Fire and Rescue Service



EARLY YEARS FIRE SAFETY EDUCATION PACK

Hereford and Worcester Fire and Rescue Service

Early Years **Fire Safety** Education

As all Early Years educators know, learning occurs most naturally when children have the chance to explore a wide range of resources in their own time and following their own interests. To help plan for your children's play in relation to the topic of fire safety, Hereford and Worcester Fire and Rescue Service (HWFRS) has aimed to provide a balance between the Early Years 6 key areas of learning.

- **Personal, Social and Emotional**
- **Communication, language and literacy**
- **Problem solving, reasoning and numeracy**
- **Knowledge and understanding of the world**
- **Physical Development**
- **Creative Development**

The resources and 10 session ideas included in this pack are linked to the above 6 areas and are intended to be fun, introducing basic fire safety messages through play. These basic fire safety messages include: -

- A. Fire is hot. It can hurt you.**
- B. Stay away from things that are hot**
- C. Matches and Lighters are for grown ups only**
- D. Smoke alarms will warn you of smoke**
- E. Crawl low and go if there is smoke**
- F. Stop Drop & Roll if fire gets on your clothes**
- G. If you see fire or smoke get out and stay out**
- H. Hear a siren Stop! Stand back from the kerb**
- I. A Firefighter is your friend and is here to help you**
- J. 999 the emergency number**
- K. Stop and walk through the kitchen**

Linked to the activities are books  short songs  and action rhymes . The Fire Safety sounds and songs C.D has been included to help your children sing along. All resources required for any activity are included in this pack with the exception of a C.D or D.V.D player and colouring/ painting medium.

The pack is yours to enjoy for the next half term.

We ask that you nominate one staff member to be responsible for the materials whilst in your organisation. They will be asked to sign an inventory sheet at the start and end of the placement.

All staff please ensure that you and your children take good care of these resources so many other Early Years Establishments can enjoy the contents too.

At the end of this time please be kind enough to complete the enclosed evaluation. Your comments are most valuable. Thank you.

Teachers and all staff please remain aware that you, the young children in your care and their families could be at risk of fire. Simple precautions reduce the risk of being effected from fire. HWFRS encourage all families to install working smoke alarms in their homes. Please support HWFRS by making this known to your families and encourage adults to change the battery of their smoke alarms on an annual basis and to test the alarm each week.

Should anyone ever be unfortunate enough to be involved in a fire in their home HWFRS motto is 'Get Out, Stay Out, Call the Fire Service Out'. Never try and put out the fire yourself. All family members should wait outside for the Fire Service to arrive. Never go back in for anything.

You may like to give the enclosed leaflet 'Child Safety for Parents and Child Carers' to families to help them reduce their risk of fire.

This is the link to the Welephant website where you will find other resources and details of your local station

www.welephant.co.uk

For queries or problems please contact Jan Brant

Mob: 07973 152 946

E-mail: Jbrant.hwfire.org.uk

Inventory of Resources

- 5 mini firefighter kits
- 5 helmets
- 1 Fireman Sam Jigsaw Floor Puzzle
- 1 Fire Fighter Hand Puppet
- 1 'No Dragons for Tea' Story Book
- 1 Child's Eye View of Fire Fighters D.V.D.
- 1 Francis the Firefly Story Book
- 1 Francis the Firefly Poster
- 1 Stop/ Drop & Roll Poster
- Oops Hari Books (one and two)
- Fred the Fire Fighter Book
- 1 Teacher Activity Booklet
- 1 Set of Colouring Sheets / templates to photocopy
- 1 Songs and fire sounds CD
- 1 smoke alarm

You will also need a DVD and CD player and a dice for the final activity

You also have 4 Fire Safety for parents and child carers leaflet and a height chart that do not need to be returned

Session Content

All sessions involve learning activities  but this table gives an overview to help you when planning. There is a logical sequence to the sessions as different areas of knowledge are covered and may then be used in subsequent activities. The final session is designed to recap and reinforce all the previously covered learning points and can be used in conjunction with any of the resources as you feel might be useful or fun !

	Session	Type of activity	Numbers	Key Fire Safety Messages
1	Hot and Cold	  	1 - 2	A B C K
2	Shapes and Shadows		1 - 2	A B K
3	Story Time		1 - 2	I
4	Rescue Me	 	1 - 2	D I J
5	Firefighters are our friends	  	6 - 10	G H I
6	I can count		1 - 2	D
7	I can sniff smoke	  	6	D G
8	Getting to a Safe Place	 	10	D E G
9	Stop Drop and Roll	 	6	F
10	I am Safe	Any can be used to reinforce previous learning	4	All

1

'Hot and Cold!'

Key Learning Points:-

1. The concept that hot things should never be touched
2. Distinguish between hot and cold
3. Sorting skills
4. Identifying objects
5. Letter and word recognition
6. Group discussion

Key Fire Safety Messages:-

- A. Fire is Hot. It can hurt you.
- B. Stay away from things that are hot
- C. Matches and Lighters are for grown ups only
- K. Stop and walk through the kitchen

Resources required:-

- Cards with pictures of 'hot' objects
- Cards with pictures of 'cold' objects
- Hot and cold word cards
- Hari at Home, Book Two
- Frances the Firefly book
- CD of songs
- *Optional Firefighters DVD – Part 1.2*



This is a teacher led activity with an individual child / 2 children.

The children and teacher together spread the picture cards out on a table. Teacher places the hot and cold word cards on the table and reads these 2 key words with the children. The child sorts the pictures into the hot and cold groups around the key words.

Extension activity:

Talk about which room in the home holds most of the hot things: Kitchen. This is the most dangerous room for getting burns. Talk about how to keep safe in the kitchen, the dangers of knocking someone or distracting them. Never play in the kitchen whilst someone is cooking or making hot drinks.



Stop and Walk in the kitchen



Get the children to say this and do stop and walking actions with their hand.



Hari at Home



Read through the story. Go back and look at the pictures picking out Hot and Cold dangerous things.



Fire

(To the tune of Pop Goes the Weasel)

Fire is used by grown – ups,
It's used to cook our food,
When it's cold it makes us warm,
Fire is used by grown ups

But fire can mean there's danger too,
It burns things up and might burn you
So listen carefully boys and girls,
Fire can hurt, it's not a toy!



Frances the Firefly



Read through the story and talk about whether children see matches or lighters at home. What would they do if they saw them?



(To the tune of London Bridge)

Matches are for lots of things,
Lots of things, Lots of things,
Matches are for lots of things
That grown up people do

If I ever find a match
Find a match, Find a match,
If I ever find a match
I know just what I'll do

I'll tell a grown up, straight away,
Straight away, straight away,
I'll tell a grown up straight away
Cause that's the thing to do
(The word 'lighter' could be substituted for match)

2

Shapes and Shadows

Key Learning Points:-

1. Identifying shapes
2. Matching skills
3. The use of fine motor skills
4. Language development

Key Fire Safety Messages:-

- A. Fire is hot. It can hurt you.
- B. Stay away from things that are hot
- K. Stop and walk through the kitchen

Resources required:-

- 6 Fire picture cards
- A3 shadow card
- Firefighter hand puppet
- Hari at Home book



This is an individual/ pairs activity

Children match the picture cards to the correct shadow by putting the picture the shadow.

The child/ren then use the puppet to pretend they are the firefighter and describe each card, say why it is dangerous and what they need to do to be safe around the fire.



Hari at Home



Using the puppet to carry out a risk assessment of hot things on each page. The firefighter says what they can see that is or might be hot and what children should do to be safe around it.

3

Story Time

Key Learning Points:-

1. The concept of safety equipment
2. People who help us
3. Fine motor skills
4. Speech development

Key Fire Safety Messages:-

1. A firefighter is your friend and is here to help you

Resources required:-

- Fireman Sam 2 in 1 Activity Floor Puzzle
- No Dragons for Tea book



This is a teacher led activity with an individual child / 2 children.

a) Complete the puzzle. Pick out a piece of equipment that might be used in different rescues and talk about them:

Fire Car accident Flood Getting a horse out of mud

b) Separate the puzzle into 2 piles of the different types of pieces. Using the equipment pile (yellow pieces) get the children to pick up each piece in turn and describe what they see. What type of rescue/s might it be use in (may be more than one)

Complete the central picture and talk about how firefighters help us.

Complete the outer equipment puzzle identifying each piece of equipment as they pick it up.



No Dragons for Tea



Use the 'No Dragons for Tea' story book. Read it with the children and together make a fire safety list. The last thing on the list should be: -

Never invite a dragon to tea!!

4

'Rescue Me!'

Key Learning Points:-

1. Recognition of objects
2. Development of listening skills
3. Matching sounds to objects
4. Sequencing skills

Key Fire Safety Messages:-

- L. Fire is Hot. It can hurt you.
- I. firefighter is your friend and is here to help you
- J. 999 the emergency number

Resources required:-

- 6 Emergency Sequence picture cards
- CD of fire sounds and songs



This is a teacher led activity with an individual child / 2 children.

The children sit in a quiet area and the picture cards are placed on the table. What pictures can the children see? The teacher plays the audio sounds C.D so the children can hear the sounds of

- (a) Flames
- (b) Smoke alarm
- (c) Making a 999 call
- (d) Siren
- (e) A firefighter climbing a ladder
- (f) Water spraying from a hose

The children pick the picture which matches the sound. The sequence of sounds creates a logical sequence to a fire rescue. Can the children sequence the picture cards themselves? Can the children describe the sequence with / without the picture cards?

 **London's Burning** 
(or anywhere else!)

London's burning, London's burning,
Call for engines, call for engines,
Fire, fire! Fire, fire!
Spray on water, spray on water,
London's burning, London's burning.

 **999 Rap** 

I know a number that is really hot
It's only for people in a hot, hot spot
This very special number is never for fun
If you see a fire, If you see a crime
The number is the same every single time
This very special number is 999

Repeat

 **Calling the Fire & Rescue Service** 

When I report an emergency
(Pretend to hold a telephone receiver)
Here's what the firefighter wants from me
(Point to self)
My name, address, phone number makes three
(Hold up 1, 2, 3 fingers)
And don't hang up till they're done with me
(Point finger and nod head back and forth)



The Brave Firefighter



This brave firefighter is going to bed

(Hold up right thumb)

Down on the pillow he lays his head

(Put right thumb on left palm)

Wraps around his blanket tight, plans to sleep this way all night

(Curl fingers around thumb)

The fire alarm rings! He opens his eyes.

(Make alarm sound and uncurl fingers)

Quickly he's dressed and slides down the pole

(Slide right hand down left arm)

Jumps on the truck to go go go

(Turn imaginary wheel and make siren sound)

From a high window

(Hand to forehead looking up)

Help! Help! People shout

(Hands around mouth)

He climbs up the ladder and gets them out

(Pretend climbing)



Firefighter



Firefighter, firefighter

No time to rest

Wake up, wake up

Do your Best!

Sit all children in a circle and have them put their hands behind their backs. One child is chosen to sit in the middle of the circle to be the firefighter. The firefighter pretends to be asleep. The children in the circle recite the poem and the teacher hands a child in the circle a smoke alarm. This child presses the alarm and the firefighter guesses the name of the child who made the alarm sound. When the firefighter has guessed the child's name this child then becomes the new firefighter in the middle of the circle and the game continues.....

5

'Firefighters are Friends'

Key Learning Points:-

1. Colour recognition
2. Simple counting
3. Role Play
4. Use of fine motor skills

Key Fire Safety Messages:-

- G. Get out and Stay out
- H. Hear a siren Stop! Stand back from the kerb
- I. A firefighter is your friend and is here to help you

Resources required:-

- Fred the Firefighter book
- Materials to build a fire engine (Chairs, boxes, wheels)
- 5 mini firefighter kits
- CD of songs
- *Optional Firefighters DVD – Part 2.1*



Fred the Firefighter



Read the story and then talk about things that the firefighters did to be helpful.



This is a teacher led activity with an individual child / 2 children.

Talk to the group about what they can see on the engine in the picture on page 5 including colours and numbers. Arrange a scavenger hunt for items to build your own engine (example is given on the DVD).

Get some children to dress up in the firefighter outfits. Talk about what sound a fire engine makes and ask what they think they should do if they are out walking and hear this sound.



Stop! Stand back from the kerb



Role play in two groups :

1. Teacher shout **Fire** and firefighters load onto engine and begin to make siren sound
2. Others are playing and have to **Stop! Stand Back!** When they hear the siren

Alternative

2. Others are playing and **Stop! Stand Still.** Each firefighter goes to rescue a child, giving them the instruction to "Stay Calm and Follow Me". Others follow instructions to go to a safe place.



I'm a little firefighter



(To the tune of I'm a little teapot)

I'm a little firefighter on the go,
Here is my helmet, here is my hose,
When I hear a fire hear me shout,
Turn on the water and put the fire out!

6

'I can count!'

Key Learning Points:-

1. Smoke alarm awareness
2. Home safety awareness
3. Counting 1 – 5
4. Number recognition 1 – 5

Key Fire Safety Messages:-

- B. Stay away from things that are hot
- D. Smoke alarms will warn you of smoke

Resources required:-

- Smoke alarm
- Smoke alarm counting cards
- Number cards 1 – 5
- Oops Hari! Book one



This is an individual / pairs activity

Show them the real smoke alarm and the picture cards. Talk about smoke alarms: what they do, how they save lives. Do the children know where the smoke alarms are in their building? (*Walk around and point them out*) How many can they see? Do they have them at home? Where are they in their home?

The children count the smoke alarms on the individual cards and match the correct number card.

1

2

3

4

5



Oops Hari !



Read the story and count the number of hazards on the pages.

7

'I can sniff the smoke!'

Key Learning Points:-

1. Introduces the concept of the importance of smoke alarms in family homes
2. Imaginative role play
3. Use of fine motor skills

Key Fire Safety Messages:-

- D. Smoke alarms will warn you of smoke
- G. If you see fire or smoke Get out and Stay out!

Resources required:-

- Working smoke alarm
- 2 small paper plates per child
- glue
- battery cut outs
- red dot stickers
- small bottle top sized circles
- Fred the Firefighter book
- CD of songs



This is a small group activity. It involves making a smoke alarm.

Show the children the real smoke alarm. Talk about how a smoke alarm will 'smell' smoke in their house and will keep them safe. Show the children the sniffer part of the alarm. Show them the battery that allows the alarm to make the beep sound and allow the children to push the button.

In small groups, get the children to glue 1 battery and 1 sniffer (black circle) to the inside of 1 plate. The teacher staples the other plate on top using only a couple of staples so the children can still see inside their alarm. Stick the red dot sticker on the top to act as the test button. Now the children can test their alarms to their hearts content!!



Fred the Firefighter



Look at the pictures in the book and sniff out the smoke on each page, point to the smoke.

Smoke alarm

I'm a little smoke alarm, beep, beep, beep (*Squat down and point to self*)
I will sniff for smoke when you are asleep (*Wrinkle nose and sniff*)
Push my little button and then you will hear (*Touch nose with finger*)
A sound that says I'm working all through the year (*Jump up*)

Wake up! Shout out!

Talk with the children about warning others if they hear the smoke alarm, particularly if they are asleep in bed. Get the children to close their eyes and pretend to be asleep. One child activates the smoke alarm. The others wake up and shout fire when they hear the beep. Encourage sensible, calm shouting.

8

'Getting to a Safe Place!'

Key Learning Points:-

1. The importance of smoke alarms in family homes
2. Imaginative role play
3. Following instructions
4. Fine motor skills

Key Fire Safety Messages:-

- D. Smoke alarms will warn you of smoke
- E. Crawl low and go if there is smoke
- G. If you see fire or smoke Get out and Stay out!

Resources required:-

- Working smoke alarm
- Colouring picture of crawling under smoke
- Two chairs
- No Dragons for Tea book
- CD of songs



This is a small group activity that can be done inside or outside on grass as it involves crawling.

Talk to the group about fires they have seen – indoor real fires, indoor imitation fires, barbecues, bonfires. What colours can they remember seeing in and around fires – yellow, orange, red (real fires) white, blue (gas fire) grey, black (smoke)

Flames burn us but smoke will kill us more quickly than flames. How does smoke get into our body? So we don't ever want to breathe in smoke. Flames stay close to the ground but where does the smoke go? So if we want to stay out of smoke where is a good place to be – LOW LOW LOW



No Dragons for Tea



Read the story. What did the little girl do to get out safely? Why did the dragon want to go back in? Recap the main messages after doing the two following activities.

Get Down Low and Go Go Go!

Get the children down on all fours and crawling around the floor like a dog, moving knees not sliding.

Split into two groups. Half of the group space out around the room, others space out in between them in the crawling position. Those standing say the chant whilst others crawl in between them : Get Down Low and Go Go Go! Swap groups over.

Get out and Stay out!

How many of you have a dog as a pet? Do you think you are cleverer than a dog? Dogs are very sensible when it comes to fire and smoke, they get far away from it because they know it will hurt them. Where do you think a safe place would be if your home was filling with smoke? Outside

Talk about things that are precious to them in their home. What would they miss most if it got ruined in a fire? Could it be replaced? Could you be replaced if you died in a fire? Nothing is worth risking your life to save so never go back in once you are safely outside.

The aim of this activity is for the children to crawl out through the door without touching anything as it might be on fire and burn them. It is not a race but they do need to get out quickly and safely.

Arrange the room with two chairs side by side as though it were an open door. The children talk to each other (*you might give them a topic*) but when they hear the smoke alarm they: Get Down Low and Go Go Go! As each one gets safely through the door they stand up and say : Get out and Stay out!



Colour the picture of person crawling under the smoke.

9

'Stop, Drop & Roll!'

Key Learning Points:-

1. Stop, Drop & Roll if fire gets on your clothes
2. Air feeds fire to make it grow
3. Body co-ordination

Key Fire Safety Messages:-

F. Stop, Drop and roll

Resources required:-

- Photocopy sheets of flames
- Tape
- Poster showing Stop, Drop, Roll actions
- CD of songs



This is a small group activity and involves an important concept for young children to learn.

Most children think if their clothes set on fire they would naturally run to a parent. It is important for children to understand that this is very dangerous and the flames would become larger. Explain how rolling smothers the flame and stops the air getting to it, which puts it out. Discuss being responsible for themselves by doing the right thing before going to find a parent.

 **Stop, Drop and Roll** 

The children cut out the flame from the photocopied sheet and colour it in. Tape the flame to the child's back. As shown in the poster, get the children to Stop, Drop & Roll until the flame falls off.

Stop, Drop and Roll – four songs

1 To the tune of Twinkle Twinkle Little Star

What do you do when your clothes catch fire?
Three simple steps to put out the fire
STOP where you are,
Don't run, Don't run
DROP to the ground and ROLL all around.
What do you do when your clothes catch fire?
Three simple steps to put out the fire

Repeat

2 To the tune of Three Blind Mice

Stop, Drop and Roll,
Stop, Drop and Roll,
Remember these words can save your life,
Stop Drop and Roll!

Don't ever run,
Don't ever run,
Just stay calm and remember this,
Stop Drop and Roll!

Don't ever run,
Don't ever run,
Just stay calm and remember this,
Stop Drop and Roll!

Stop, Drop and Roll,
Stop, Drop and Roll,
Remember these words can save your life,
Stop, Drop and Roll!

3 To the tune of Three Blind Mice

Stop, Drop, Roll,
Stop Drop, Roll,
Here's what to do,
If this should happen to you,
If ever your clothes should catch alight,
Don't you panic and run in fright,
Because you know that it wouldn't be right,
You stop, Drop, Roll

4 To the tune of Row, Row, Row Your Boat

If your clothes catch fire,
This is what to do,
Fall on the ground, and roll around
That's the best for you

10

' I Am Safe !'

Key Learning Points:-

1. Safety awareness
2. Personal responsibility
3. Number recognition
4. Recall of facts
5. Using simple descriptive language

Key Fire Safety Messages:-

Recap of all fire safety messages covered in sessions 1 - 9

Resources required:-

- Safety Bingo (cards, pictures, questions)
A dice has not been included for safety reasons



This activity for four children involves a review and assessment of safety knowledge.

Get the children to talk about safety using the topics given below. This will focus their thoughts onto the theme and recap the learning points in preparation for the Bingo activity.

General :

What does the word mean to them? Why is it important to keep safe? Who can help keep them safe? What can they do to keep themselves safe?

Fire safety :

What is a burn? What in their home can burn them? Why is the kitchen a dangerous place? Why is smoke dangerous? How does smoke get into our bodies? How do we make sure a smoke alarm is working?

Safety Bingo!

Each child has a blank card and the aim is to earn a colour picture for each square. Children take it in turns to throw the dice and have to recognise the number. They then describe what they see in that square on their card. The teacher asks the relevant question and if answered correctly they earn the colour picture for that square.

No	Picture	Question
1	Smoke Alarm	What do you shout if the smoke alarm wakes you at night?
2	Mobile Phone	What is the emergency number?
3	Smoky Room	How do you get out safely if the room is smoky?
4	Clothes on Fire	If your clothes catch on fire how do you put them out?
5	Kitchen	How do you go through a kitchen?
6	Gas Cooker	What happens if you touch something hot?