



# Get Out! Stay Out!

Educators' Guide



[www.getfirewise.org.nz](http://www.getfirewise.org.nz)

New Zealand Government



[www.fire.org.nz](http://www.fire.org.nz)

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# GET OUT!

## Educators' Guide

Children are the most at risk of dying or being badly burned in a fire. They are the most vulnerable because they do not know how to escape a fire safely.

When a fire strikes, it spreads extremely rapidly, leaving less than three minutes to get out of a house. All too often, children perish in fires because they hide in cupboards and under beds to escape it. These tragedies can be avoided through fire-safety education. Children can quickly adapt their behaviour and influence parents/caregivers to be more conscious of fire safety.

The New Zealand Fire Service is often called upon by pre-school educators to either teach children about fire safety or provide fire-safety information for young children. This resource has been developed in partnership with the Hamilton branch of the Ministry of Education and through consultation with a range of pre-school educators.

*Get Out! Stay Out!* is designed for pre-school educators to deliver independently.

### The facts

- Children up to **five** years old die in house fires at **two and a half** times the rate of their older siblings.
- A male toddler is **three** times as likely to die as a result of fire as a female. The risk is **five** times as high for Māori as for non-Māori.
- Over **one third** of fatalities among the under fives were the result of the children gaining access to lighters and /or matches.
- Young children involved in fire ignition are more **likely to hide rather than flee** from the fire.

# STAY OUT!

## About this resource

*Get Out! Stay Out!* is for pre-school children aged from two to five years old. It links to the New Zealand Fire Service's *Get Firewise*, year 1 and 2 programme used in primary schools.

*Get Out! Stay Out!*'s focus is surviving fire in the HOME setting.

The content and learning outcomes of *Get Out! Stay Out!* have been kept simple. This is to meet the range of learning abilities across this age group and because home fire safety for pre-school children is the ultimate responsibility of parents and caregivers.

*Get Out! Stay Out!* integrates principles from Te Whāriki Early Childhood Curriculum. Learning outcomes have been developed around a number of the Te Whāriki goals in each of the strands. The additional take-home material encourages parental/caregiver involvement and responsibility in home fire safety. It emphasises the importance of children learning in the home environment in addition to learning through early childhood educational providers.



## Te Whāriki links

The following outlines some main links with *Get Out! Stay Out!* and Te Whāriki. By including the suggested activities and extensions to the resource in programme planning and implementation, the links to Te Whāriki are greatly enhanced.

### Strand 1: Well-being – Mana atua

Children experience an environment where:

*Goal 3: they are kept safe from harm*

Children experience an environment where they are kept safe from harm. They will learn that fire is dangerous, how to keep themselves safe from fire and a sense of responsibility for their own well-being and that of others.

### Strand 2: Belonging – Mana whenua

Children and their families experience an environment where:

*Goal 1: connecting links with the family and the wider world are affirmed and extended*

Children develop an understanding of the links between the early childhood education setting and the familiar wider world through people (family/whānau, firefighters), images (fire truck), objects and sounds (smoke alarms, extinguishers and letter boxes) and smells (smoke) that are the same as at home. This is re-enforced with the children's home take-home storybook.

Children develop a knowledge of the role of the wider world of work and their community, such as the role of firefighters.

*Goal 3: they feel comfortable with routines, customs and regular events*

Children develop an understanding of the routines, customs and regular events of early childhood and education setting. For example, they learn the difference between the early childhood centre evacuation procedure and a home fire escape plan and drill.

*Goal 4: they know the limits and boundaries of acceptable behaviour*

Children develop an increasing ability to take responsibility for their own actions; for example, the dangers of fire and fire-play, and in the event of a fire, shouting "fire, fire, fire" to alert others.



### Strand 3: Contribution – Mana tangata

Children experience an environment where:

*Goal 3: they are encouraged to learn with, and alongside others*

Children develop strategies and skills for initiating, maintaining and enjoying a relationship with other children, including taking turns, problem-solving and negotiating. The resources and extended learning activities encourage children to take turns, problem-solve, negotiate, take another's point of view, as well as develop a positive and constructive attitude to competition.

### Strand 4: Communication – Mana reo

Children experience an environment where:

*Goal 2: they develop verbal communication skills for a range of purposes*

The storybook *Get Out! Stay Out!* and the song on the CD will help children develop an interest in repetitive sounds and words, and aspects of language such as rhythm and rhyme.

*Goal 3: they experience the stories and symbols of their own cultures*

Children develop familiarity with print and its uses. The cartoon characters introduce children to key fire-safety behaviours. The storybook, song and posters introduce the role of the Fire Service, firefighters and other family/whānau members in a fire situation. The storybook symbols and characters (smoke alarm, extinguisher and letterbox), are a realistic illustration style, generic to all cultures.

### Strand 5: Exploration – Mana aotūroa

Children experience an environment where:

*Goal 2: they gain confidence and control of their bodies*

Children develop an understanding of the nature and properties of a range of substances; for example, understanding the properties of fire; that it is hot, fast and dangerous, and smoke is thick and black. Children are encouraged to define and develop an understanding of a physical safe meeting place appropriate to their home situation through the storybook, song, take-home brochure and exercise.



# Educators' notes for delivery

## The *Get Out! Stay Out!* kit includes:

- *Get Out! Stay Out!* classroom storybook
- *Get out! Stay Out!* song on CD
- Three posters including:
  - Get Out! Stay Out!* characters
  - Firefighter poster
  - Fire truck poster
- Sample *Get Out! Stay Out!* take-home storybook: a take-home version of the classroom storybook, with added pull-out escape plan home activity for the family/whānau.
- Sample parent/caregiver flyer: information to parents/caregivers about the *GetOut! Stay Out!* programme, how they can support their children's learning and what their responsibilities are in keeping their children safe from fire in the home situation.



## Preparation overview

### 1 To prepare:

- 1 order your FREE resources for parents/caregivers and children online at [www.getfirewise.org.nz](http://www.getfirewise.org.nz)
- 2 when the resources arrive, distribute the brochures to parents/caregivers (keep aside the children's take-home storybooks)
- 3 advise parents/caregivers their children will be learning *Get Out! Stay Out!* via your parent newsletter
- 4 become familiar with the learning outcomes and resources
- 5 prepare discussion questions to use during structured learning sessions
- 6 some fire stations may be able to visit your pre-school to support *Get Out! Stay Out!* Please note, a visit can only occur when your class has completed the programme. To request a visit, contact your local fire station or visit [www.getfirewise.org.nz](http://www.getfirewise.org.nz)

### Next:

- 7 you can start programme - use the posters, classroom storybook and song for structured learning.
- 8 introduce and discuss real props; the fire extinguisher from your centre, smoke alarm, matches/lighters
- 9 discuss the fire truck, firefighters and their role in the community
- 10 distribute take-home storybooks as a gift to all the children.

## Preparation

### Step one

Order the appropriate number of FREE resources. You'll need one parent/caregiver brochure and children's take-home storybook for each child. You can do this online at [www.getfirewise.org.nz](http://www.getfirewise.org.nz)

### Step two

Before you begin *Get Out! Stay Out!*, parents and caregivers need to be notified that their children are going to be learning about fire safety.

It is essential that children's learning through this programme is reinforced consistently at home. It is also critical that parents/caregivers understand about home fire safety, including smoke alarms and escape plans, and what they can do to keep their children safe.

Introduce the programme by:

Advising parents/caregivers about the programme and what they can do to support their child's learning by distributing the parent/caregiver brochure.

Further inform parents by including a notice in your newsletter outlining the Fire Service programme and the need for their support in the home environment.

### Step three

Educators need to familiarise themselves with the learning outcomes, material and content of the *Get Out! Stay Out!* resources.

## Learning outcomes

- a) Fire is hot and fast
- b) What smoke alarms and extinguishers are, and what they sound like
- c) The importance of shouting "fire, fire, fire" when there is a fire to raise the alarm to others in the house
- d) In a fire, children should get out and stay out
- e) In a fire, children should meet family/whānau at a safe meeting place
- f) The role of the firefighter
- g) Matches and lighters safety: children should always give them to an adult. Please note this is not in the story, but the Fire Service encourages educators to include this as an extended learning activity. (If you have a firefighter presentation at your centre to conclude this programme, they will discuss matches/lighters with the children).

## Familiarise and practise with:

- a) The *Get Out! Stay Out!* storybook characters and their role as illustrate
- b) The lyrics and actions of the song on CD
- c) The storyline, illustrations, open questions for discussion and rhythmic patterns of the *Get Out! Stay Out!* storybook
- d) The flip chart on a table top or chair

Prepare and construct simple open-ended questions to enable participation and involvement of the children during each of the learning sessions.

It is worthwhile to familiarise yourself with the information provided to parents/caregivers about smoke alarms and escape plans.



## Delivery

- 1 a) What is fire? During structured learning time, explain and discuss what is hot and what is not. Discuss the properties of fire; it is fast, hot, dark and dangerous. Highlight the need to know and practise an escape plan.  
b) Display the posters on the walls and in areas where children engage in discussion with educators/carers.
- 2 Use the character posters explain to the children what the characters do, what sounds they make and what to do if you hear them. You will have a fire extinguisher onsite, and this is an opportune time to explain its purpose. Smoke alarms are readily available in retail shops and it is important to demonstrate what they sound like - be careful, they are loud!
- 3 By using the firefighter and fire truck posters with their prompt labels describe/explain their specific role in the community.
- 4 The song on CD and *Get Out! Stay Out!* storybook is best used during structured learning time such as mat time.
- 5 On completion of the *Get Out! Stay Out!* module, distribute the take-home storybooks to all the children.

## Suggested learning extensions and additional activities

The *Get Out! Stay Out!* resources are designed as stand-alone learning tools, and they provide opportunities for extended learning. Through improvising and using a range of other mediums, props and resources, children will discover and develop different ways to be creative and expressive about fire safety.

Suggested extensions to the resources include:

- a) Develop a music theme with fire songs; for example, *I'm a little fire engine, Flick is my name* and *Hurry, hurry call the fire truck*.
- b) Encourage the children to role play as firefighters. This can be done with water play, hoses and fire trucks. Most centres have firefighter costumes and fire engines in the dress-ups area.
- c) Art and creativity. Create your own early childhood centre escape plan as a mural. This will involve drawing a large plan of your centre and getting children to place arrows of where to safely escape and meet outside. (If you are uncertain of your centre's escape plan requirements please contact your local fire service).
- d) What is fire? What is hot and what is not?
- e) Matches and lighters safety. Children should always give them to an adult. Use this as a short role play activity teaching children to give the matches/lighters to an adult educator in the room.

