



FIRE SAFE KIDS

Prep–Grade 2



Introduction

This section covers the basic messages of *Stop, drop, roll* and *Get down low and go, go, go*; as well as the topics of basic home fire safety rules and behaviours. Students of this age can play only a limited role in preventing fire hazards. The following activities encourage students to be aware of hazards and report them to an adult.

The learning capabilities and behaviours of students in the range from Prep to Grade 2 very much revolves around encouraging their interaction, as well as getting them to share and cooperate in activities. They should be encouraged to stick to rules and can follow simple instructions. Lessons given to this age group should include the use of visual aids and plenty of room for the students to move around and experience some of the core fire safety messages. This level of learning is really about introducing the students to more social situations and settings, that can start to bring their thinking from a self focused point of view, to start to include the people around them. They can start to understand the concept of having consequences for actions and situations, but these should not be complex in nature. It can be very helpful to their learning, if lessons and activities are ones that involve them repeating terms or phrases, writing down basic commands, and answering simple questions around fire safety.

Captain Koala and friends say...
Work together for a fire smart
community





Fire Safe Kids Curriculum Connections Levels F-2



Fire Safe Kids lessons and activities address many areas of the Victorian Curriculum AusVELS. For further information and curriculum connections visit ausvels.vcaa.vic.edu.au

Physical, Personal and Social Learning	Discipline-based Learning	Interdisciplinary Learning
<p>Health and Physical Education Foundation</p> <ul style="list-style-type: none"> [Students] practise how to respond to situations that make them feel unsafe, and learn about who can help them. (S) 	<p>English Foundation</p> <ul style="list-style-type: none"> [Students] listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. (CD) 	<p>Humanities Foundation</p> <ul style="list-style-type: none"> Students develop an awareness of spatial concepts through structured experiences within their immediate environment...and begin to understand the geography of their local area. (LF)
<p>Health and Physical Education Level 1 & 2</p> <ul style="list-style-type: none"> [Students] begin to identify the benefits of safe behaviours and learn how they can protect and increase their health and safety and the health and safety of others. In considering personal safety issues, they discuss the way various situations and behaviours affect the way they feel, and develop personal responses to such behaviours and situations. (LF) 	<p>English Level 1</p> <ul style="list-style-type: none"> [Students] use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. (CD) <p>Level 2</p> <ul style="list-style-type: none"> [Students] Listen for specific purposes and information, including instructions, and extend [their] own and others' ideas in discussions. (CD) 	<p>Communication Level 1 & 2</p> <ul style="list-style-type: none"> As students work towards the achievement of Level 6 standards in Communication, they practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class. They are encouraged to use questions to clarify meaning and to extend interaction. (LF)

LF = Learning Focus S = Standard CD = Content Description