

Fire – Module on Fire Safety Education

Methodological and
didactic comments



Yaps
Raising
young people's
awareness on
preparedness and
self protection



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Project Partners



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Disaster Assistance



AUSTRIAN RED CROSS



UNIVERSITATEA
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Fire – Module on Fire Safety Education

General Information

<p>What subjects is this module suitable for?</p>	<ul style="list-style-type: none"> • English, • General Knowledge, • Civic Education, • Arts, • Cross-Disciplinary Subjects
<p>What age group is this module suitable for?</p>	<p>for the age group 7-12</p>
<p>What general skills are taught using this learning module?</p>	<ul style="list-style-type: none"> • Developing communication and reading skills • Analysing and assessing information, facts and situations • Working with texts and reading comprehension • Training speech and active listening • Learning factual argumentation • Understanding other people's behaviours, experiencing empathy • Putting ideas into practice creatively • Learning using all the senses • Stimulating motor skills and creativity • Training focusing skills • Recording, documenting and fact assessing abilities
<p>What thematic skills are taught using this learning module?</p>	<ul style="list-style-type: none"> • The capacity to motivate and differentiate right behaviours from wrong behaviours in a fire scenario • Learning how to correctly use fire • Learning the emergency phone number 112 • Learning the five important questions for reporting a fire • The ability to make an emergency phone call • Knowing the most important fire safety symbols • Becoming familiar with the school's fire safety provisions independently

Context

The flickering light, the crackles and the feeling of doing something that's forbidden: children are very much tempted to play with fire. This whole fire adventure can easily get out of hand, though. How quickly that can happen is shown in the opening story, where Max and Flocke find a box of matches, and end up accidentally setting the carpet in the living room on fire.

The worksheet helps pupils receive information on how to prevent a fire and what the correct behaviour is in case there is a fire. Focusing on the world we live in, on taking action, the great diversity of methods and learning through discovery are the main didactic principles used. Thus, pupils come into contact independently and actively with this topic by solving the tasks, reading the stories, looking at the images and playing the games. They acquire specialised knowledge, as well as social skills, decision making skills, knowledge about methodology and the mass media. Moreover, the drawings stimulate the imagination and creativity of pupils, as well as their motor skills by colouring.

The module is made up of several tasks that take into account the correct behaviour in case of fire from several perspectives. According to the level of knowledge the pupils possess and the time at hand, the tasks can be solved separately, or as a whole.

Methodological and didactic comments

Part one: Max, Flocke and the fire brigade

Task 1

General competences conveyed

- Working with texts and text comprehension
- Analysing and assessing information, facts and situations
- Understanding other people's behaviour, experiencing empathy

In order to be acquainted with the topic, pupils read a story about Max and Flocke who, while playing, find a box of matches that Max's mother forgot to put away. Each pupil will go through the story in silence. Alternatively, pupils may be allowed to read out loud passages from the story.

Based on the story, pupils discuss within small groups of 4-6, or with the whole class the behaviour of Max, Flocke and Max's mother. They have to reflect on what Max and his mum did wrong and on what they did right, and bring arguments for their opinions. The results are presented and written in the table.

Task 2



General competences conveyed

- Analysing and assessing information, facts and situations
- Training speech and active listening
- Putting ideas into practice creatively
- Learning using all the senses

Based on the previous task, all pupils think how the story could have unfolded. It is best to brainstorm and put all ideas on the board. Then, pupils can vote to choose the best ideas.

There is also the possibility that pupils wrap the whole story and its ending in a mass media product or a theatre play.

Thus

- This ensures a comprehensive kind of learning, using all one's senses,
- The consolidation of lessons previously learned,
- Creativity and group cohesion are stimulated.

Task 3



General competences conveyed

- Analysing and assessing information, facts and situations
- Training motor skills and the capacity to concentrate

This task helps pupils learn how to make an emergency phone call. Starting from a maze, they work independently in order to figure out what information is important and necessary for the Fire Brigade, and what information is irrelevant. In addition, pupils can practise the five main questions in pairs by simulating a phone call. In this role-play game, each pupil will be the emergency dispatch person and then the person who makes the call.

Part two

Task 1



General competences conveyed

- Analysing and assessing information, facts and situations

Pupils know that a fire can start in their home but also in public institutions, such as schools. That is why it is important for them to know what the main fire safety symbols are. This task helps them do just that. Pupils are asked to match the symbols with the correct meaning. This way their awareness is raised concerning symbols in public institutions.

Task 2



General competences conveyed

- Recording, documenting and assessing facts
- Differentiating between what's important and what's unimportant information
- Learning using all the senses

The aim of this task is to teach fire safety provisions. Pupils explore fire symbols in their school and, in doing so, act like detectives. They receive a form on the detection of fire extinguishers. Pupils fill in the forms with the exact locations of the extinguishers, fire alarms and meeting points. The form can be filled in with the whole class, in small groups or in pairs. The results are then presented to the class and compared. This form can also be drawn up collectively, and then exhibited in class or in the school, so that all pupils can see it.

Task3



General competences conveyed

- Analysing and assessing information, facts and situations
- Stimulating creativity

Pupils make a poster or a wallboard with the whole class, or in small groups, where they put down the main rules of behaviour in case of fire. This way they go through what they've learned once again, creatively.

Flocke's safety memory

This is a fixed module to be found in some teaching units. Twelve cards are available for this task. Pupils visualise once again important rules of behaviour for each topic discussed. What's more, the exercise allows students to reflect while playing and strengthen their knowledge about the topic of Fire Safety. The ability to focus and memorise is also stimulated.

The safety memory game can be played at school or with the family, which encourages talks about the topic at home, as well.



Auxiliary learning modules

The following teaching units offer more in-depth thematic knowledge:

- Fire – Module on Fire Safety Education
- Bless you! – Module on the Topic of Influenza and Viruses
- Knife, Fork, Scissors, Light – Module on Household Risks
- Helpfulness – module on the correct behavior in an emergency
- Safety First – Module on the Topic of Safe Ways to School
- Fast as Lightning – Module on Storms
- Completely Soaked – Module on the Topic of Floods and Landslides
- Highly Dangerous – Module on Drought and Forest Fires
- Quaking – Module on the Topic of Earthquakes
- Supportive – Social Engagement in a Community
- A Matter of Honour – Module on Volunteering