

SENDSafe

Special Educational Needs and Disabilities Toolkit



Lancashire Fire
and Rescue Service







SENDSafe

SENDSafe is Lancashire Fire and Rescue Service's toolkit for helping teach people with Special Educational Needs and Disabilities (SEND) about fire safety and how to be safe in other situations. Teachers and others who work with people with SEND can select the activities they feel are most suitable for their learners and their specific circumstances and needs from this catalogue.

Background to SENDSafe

As well as responding to emergencies another key aim of Lancashire Fire and Rescue Service is to educate the community in fire safety in order to try and prevent fires happening in the first place or enable people to know what to do in the event of a fire starting. To do this we offer fire safety sessions to all primary schools and many other educational establishments annually. These sessions deliver a serious and direct message but are done so in a friendly and sensitive manner.

We recognise that all people with SEND, irrespective of their age, are a particularly important group to us as they can be considered as more at risk and vulnerable to the dangers fire can pose. However, each class or group that we visit will have different needs and wants and we appreciate that in these cases traditional teaching approaches may not necessarily create the most suitable and effective learning opportunities.

Because of this we have devised SENDSafe. This is a toolkit of activities which can be mixed and matched and allow the people with SEND to learn about both fire safety and other safety themes as much as possible through their senses so that they have opportunities to touch, smell, see and hear. This should help make the sessions as fun, interactive and educational as possible.

How to use the SENDSafe catalogue

You know your class or group best; what their abilities and limitations are, so please look through this catalogue and choose activities that you feel would be most suitable for your learners and their needs and circumstances.

The contents page has a table showing the different themes we cover with a number of activities for each depending upon the ability and needs of the learners. There is also a tick list to show the suitability of an activity for different needs but please note that this is for guidance only – it is not set in stone and a degree of flexibility is possible. All activities should be adaptable and suitable, with support if necessary, across the spectrum of learning difficulties.

Most of the activities last 10-20 minutes so a one hour session could include three activities and an evaluation of the learning. However, you may feel that one activity is sufficient for the session or have the activities spread over different periods of time to include suitable breaks for consolidation of learning. At the end of the session, if it is appropriate, we use an evaluation cube or story bag to ensure full participation of the learners in the session by checking their understanding of the safety messages covered.

Booking SENDSafe

Once you have an idea of what sort of input you want, visit our website or use the contact details at the end of the catalogue so that we can put the arrangements in place. The member(s) of the fire and rescue service that will be carrying out the session will visit you beforehand to discuss the choices you have made or are considering making. They can explain any activities that are unclear to you, show you the resources linked to each activity and discuss any specific issues relating to the group that may need to be taken into account.

Key to potential suitability of activities [relates to catalogue of activities]

HI Hearing impaired

VI Visually impaired

ASD Autistic spectrum disorder

P/MD Physical and/or mental difficulties

ALD Adults with learning difficulties

✓ Activity should be fully suitable for the group

+S Activity should be suitable for most of the group but some additional support or adaptation may be needed

If you need any further help or advice please call 01772 866947.

Catalogue of activities for teaching fire safety to people with SEND

Theme	Activity	Activity Title	HI	VI	ASD	P/MD	ALD
Concept of fire Page 6	1	What is fire?	✓	✓	✓	✓	✓
	2	Spread of fire	✓	+S	✓	✓	✓
	3	Tools not toys/Getting warm	✓	✓	✓	✓	✓
Fire hazards Page 10	4	Causes of fire	✓	✓	✓	✓	✓
	5	Bag of hazards/Treasure hunt	✓	✓	✓	✓	✓
	6	Spot the hazards	✓	+S	✓	✓	✓
	7	Independent living	✓	+S	✓	+S	✓
Smoke alarms Page 14	8	Smoke alarms and how to look after them	✓	✓	✓	✓	✓
	9	Where to put a smoke alarm	+S	+S	✓	+S	✓
Escaping from fire Page 16	10	Crawl low in smoke	✓	✓	✓	+S	✓
	11	Get out! Stay out! Call 999!	✓	✓	✓	+S	✓
	12	Making a fire escape plan	✓	✓	✓	+S	✓
	13	Trapped by fire	✓	✓	✓	+S	✓
	14	Never hide from fire	✓	✓	✓	✓	✓
Calling the fire and rescue service Page 21	15	Calling 999	✓	+S	✓	✓	✓
	16	Hoax calls	+S	+S	✓	✓	✓
	17	Hoax calls film	+S	+S	✓	✓	✓
	18	Thumbs up/Thumbs down	+S	✓	✓	✓	✓
What to do if your clothes catch fire Page 24	19	Stop, drop and roll	✓	✓	✓	+S	✓
	20	Smothering the flames	✓	✓	✓	✓	✓
Practical enrichment activities Page 26	21	What do firefighters wear?	✓	✓	✓	✓	✓
	22	Exploring the fire engine	✓	✓	✓	+S	✓
	23	Firefighter for a day	✓	✓	✓	✓	✓
Involving parents/carers Page 30	24	Attending a school/community event	✓	✓	✓	✓	✓
	25	Smoke tent experience	✓	✓	+S	✓	✓
Thematic safety input Page 32	26	Fireworks and bonfires	✓	+S	✓	+S	✓
	27	Festivals and celebrations	✓	✓	✓	✓	✓
	28	Water safety	✓	+S	✓	✓	✓
	29	Road safety	✓	+S	✓	+S	✓
	30	Summer safety	✓	✓	✓	+S	✓
Evaluation Page 36	31	Evaluation cube/Story bag	✓	✓	✓	✓	✓

- ✓ Activity should be fully suitable for the group
 +S Activity should be suitable for most of the group but some additional support or adaptation may be needed



CONCEPT OF FIRE

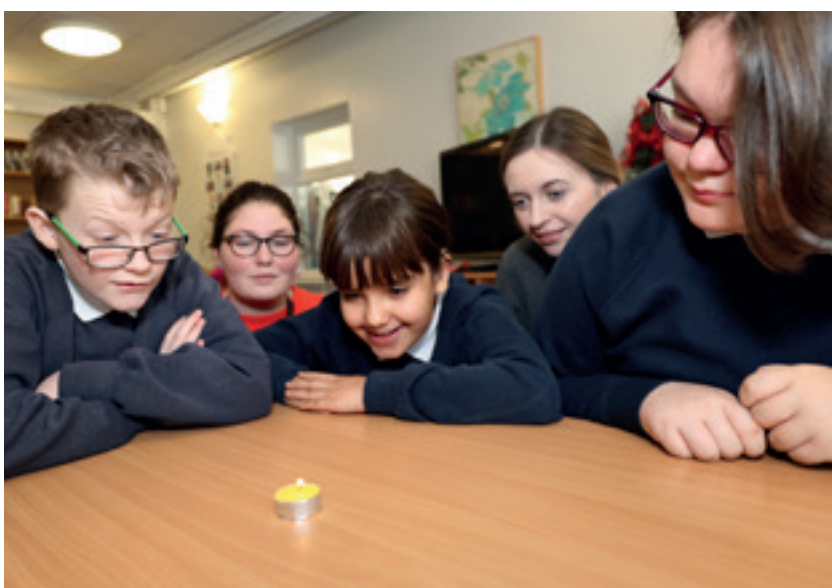
1. What is fire?

Activity

Explain to the learners that we can think about fire using the senses - sight, sound, touch, smell and taste.

Look at pictures of real fires and the flame from a lighter. Go through each in turn. Think of words to describe each of the senses:

- sight - bright, orange, yellow, smoke
- sound - crackling, popping
- touch - hot, burn
- smell/taste - smoky, eyes water, horrible



Talk about the different senses and agree that the sight and sound of fire can be quite exciting and discuss. However, touch is dangerous - feel by holding the lighter flame underneath the palm of hand in a controlled way (approx. eight inches).

Stress to the learners the difference between the real flame and the battery powered candle type. In addition, the smell/taste (use the smoke cubes and a blown-out match) can be unpleasant and dangerous.

Use the extra-long matches to show that once burned something can't be changed back - relate to making toast from bread.



Aim

To have a full sensory experience of fire - sight, sound, touch, smell and taste - in order to understand the dangers and uses of fire

Resources

- Pictures of real fires
- Lighter
- Extra-long matches
- Battery powered candle tea-lights
- Fire smell cubes

Notes



2. Spread of fire

Activity

Watch the film of a fire starting on furniture in a normal sized room. It follows through the growth of the fire for about three minutes, by which time the whole room is engulfed in flames.

Talk about what is happening throughout the film and bring up issues as they occur, such as smoke, heat, smoke alarms, tackling fires.

Alternatively watch the first time in silence then watch again and discuss.



Aim

- To see how quickly fire can spread
- To understand why it is important to keep their houses safe from fire

Resources

- Film to show the spread of fire - Hairdryer Fire or Front Room Fire (DVD or via website)

Notes



3. Tools not toys/Getting warm

Activity

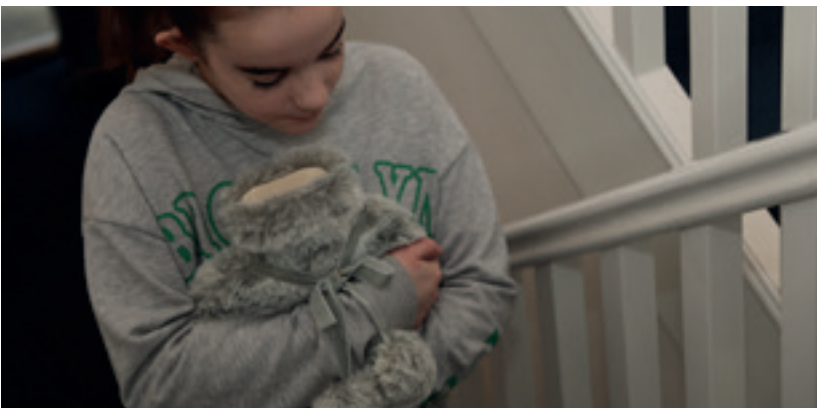
Part 1

Ask the learners what they think fire can be used for. Group into good and bad fires. Discuss that some fires are good because they keep us warm, cook our food, provide light etc, and some are bad because they are dangerous and destructive, such as house fires or moorland fires. Look at the pictures and group them into good and bad fires. If appropriate, consider the dangers linked to alcohol when cooking.



Part 2

Look at the pictures showing different ways of getting or keeping warm e.g. putting on a warm jumper, lighting a fire in the middle of the lounge, having a hot water bottle. With the learners decide whether they are safe or dangerous ways and talk about why. Conclude by stressing the safe ways to keep warm - use practical examples where possible.



Aim

- To understand that some fires are good while some are dangerous
- To understand the best ways to keep themselves warm
- To know that lighting a fire to keep warm is not necessarily a good idea

Resources

- Pictures of good (useful) fires and bad fires
- Relevant objects or pictures of ways of getting warm e.g. hot water bottle
- Safe and dangerous/not safe labels

Notes



FIRE HAZARDS



4. Causes of fire

Activity

Show the learners the pictures and talk about things which might start a fire by accident. The common ones are:

- cooking
- faulty or misused electrics, including heaters
- smoking
- matches and lighters
- candles

Ask the learners to be fire detectives and tell an adult if they see or think there is a problem.

Watch the film or read the story (with the help of a puppet/ soft toy) of a firefly that plays with matches and suffers severe consequences. Explain to the learners why they should never play with matches or lighters and what could happen if they do.



Aim

- To recognise common causes of fire
- To understand that they must never play with matches or lighters
- To understand what the consequences could be if they do

Resources

- Pictures of common causes of fires
- Frances the Firefly book and/or film (DVD or via website)
- Firefly soft toy or puppet

Notes



5. Bag of hazards/Treasure hunt

Activity

Read the story of The Birthday Cake Mistake. Question and discuss as appropriate.

Option 1

Bag of hazards (if space, support and time is more limited)

Take an object from the bag one at a time and discuss with the learners whether it is safe to play with or potentially dangerous and why. Put object in the appropriate hoop (green/safe, red/dangerous or not safe).



Option 2

Treasure hunt (if space, support and time allow).

Before the session begins spread the objects around the room. Learners go (with support if needed) to hunt for items. Any items they think are not safe or they are unsure about should only be touched by the person(s) supporting them in the session or they should tell the lead adult, who takes them to the red/dangerous or not safe hoop.

For both activities discuss what has been placed where, clarify any misconceptions and discuss items which they can use but they have to be careful with e.g. hairdryers, irons or aerosols.

Reinforce the activity using safe/dangerous snap (flash) cards.

Aim

- To recognise things that they should not play with because they could cause a fire and/or hurt them

Resources

- The Birthday Cake Mistake Story (Fire Kills Fire Safety Education Programme Big Book)
- Photographs of safe and hazardous household items
- A variety of household objects (not all fire-related) in a bag - some are safe to play with, others aren't. (A list of suggested items can be found in Appendix 1)
- 2 hoops (green and red) with labels:
 - safe to play with
 - dangerous or not safe to play with
- Safe/dangerous snap cards e.g. toy car, ball, matches, candle

Notes



6. Spot the hazards

Activity

Using either actual pictures which can be used with dry-wipe pens or electronic versions, such as ones which could be displayed on interactive whiteboards, the learners have to spot and highlight the fire hazards.

This can be done either as a whole group, in pairs or individually. Support the learners during activity and discuss issues.

Go through answers and focus on what to do if they spot a hazard and how the situation can be kept safe in the first place.

Extend activity by using pictures showing general hazards - some fire-related and some not. Carry out similar discussion when complete.

If the setting has a food technology or independent living flat area, this could be done as a practical activity – similar to Activity 7.

Aim

- To recognise fire and other hazards in the home
- To understand why they are dangerous
- To know how they can be put right

Resources

- Large wipeable pictures and electronic versions of:
 - rooms with fire hazards
 - rooms with general safety hazards
- dry wipe pens
- dry wipe board eraser or wet wipes

7. Independent living

Activity

Prior to the session set up various real-life fire and non-fire related hazards in an independent living environment, for example tea towel on oven hob, overloaded socket or iron face down on ironing board. Explain to the learners what is meant by a hazard, what is the associated risk and what a control measure could be to keep the situation as safe as possible.

Learners go around individually, in pairs or small groups (supported as appropriate) to find the items/issues. They should identify the hazard, risk and control measure and complete a sheet or identify the issues to their support worker.

Summarise activity by going to the different hazards as a group and discussing the issues.



Aim

- To recognise fire and other hazards in the home
- To understand why they are dangerous
- To know how they can be put right

Resources

- Independent living environment e.g. kitchen, lounge, bedroom
- Variety of hazards to identify (a list of suggested hazards/scenarios can be found in Appendix 2)
- Activity sheet to record findings

Notes



SMOKE ALARMS



8. Smoke alarms and how to look after them

Activity

Part 1

Let the learners look at and hold a smoke alarm. Talk about the noise it makes - warn the learners it might be loud. Have a go at pressing the test button to hear the sound. Talk about what the smoke alarm does and why they need it.

Relate to school fire alarm system to aid understanding.



Part 2

Discuss with the learners why it is important that a smoke alarm works properly. Look at one with no battery and what happens when you press the test button. Listen to how a fully working alarm should sound. Learn that you need to test the battery regularly. If it is a removable battery alarm change it every year (think of a special day) and NEVER take the battery out for toys, remote controls etc.

If appropriate, stress Home Fire Safety Check (HFSC) service and leave information for the learners to take with them or to be passed on to parents/carers.

Aim

- To know what a smoke alarm is
- To know why they need at least one smoke alarm in their homes
- To know how to look after a smoke alarm

Resources

- Smoke alarm
- Specialist visual vibrating smoke alarm for people with hearing impairments (if appropriate)

9. Where to put a smoke alarm

Activity

Using the picture of the house (or an actual doll's house) look at the best places to put smoke alarms and why. Discuss where they should not put smoke alarms and why. Ask the learners to think about their own homes and where the smoke alarms should go.

Remind them not to tamper with smoke alarms such as taking a battery out for toys, remote controls etc.

If appropriate, stress Home Fire Safety Check (HFSC) service and leave information for the learners to take with them or to be passed on to parents/carers.

Aim

- To know where smoke alarms should go

Resources

- Large picture of cross section of house
- Cut out pictures of smoke alarms
- Optional – doll's house (if available)

Notes



ESCAPING FROM FIRE

16



10. Crawl low in smoke

Activity

Watch a film showing the smoke layer descending in a room on fire. Explain to the learners that the smoke can be very harmful and poisonous to breathe in, but that the air is fresher and clearer lower down.

As part of an escape plan routine practise crawling low to the floor as they would in a smoky room, either by crawling under a blanket/sheet held two or three feet from the ground or just along the floor. If appropriate, show relevant footage from Childsafe in the Home DVD.

Adapt for wheelchair users - see Activities 12 and 20 for complementary activities.



Aim

- To know if they are in a smoky room or area the best thing to do is keep low to the floor when escaping

Resources

- Large black sheet of material or blanket
- Film to show the spread of fire - Bedroom Fire or Front Room Fire (DVD or via website)
- Childsafe in the Home DVD
- Fire smell cubes - to place under material for smoky effect if appropriate

Notes



11. Get out! Stay out! Call 999!

Activity

Allow the learners to hear and recognise the sound of a smoke alarm. Learn that it means there is a fire and they must get out of the building straight away.

To aid understanding relate the concept to the school/setting fire alarm system or procedure as the principles are likely to be very similar and they should be familiar with this.

Role play using items such as mats as beds, benches as walls and chairs as door posts where the learners pretend to be asleep then hear the smoke alarm. They find/get together with their parents/carers and begin to work their way out of the house. If possible, exit through an outside door to a safe area. Call the fire and rescue service to report the fire.

Reinforce using sequence cards.



Aim

- To know that if they hear the smoke alarm they are to get out of the building straight away

Resources

- Mat
- Benches
- Chairs
- Smoke alarm
- Fire escape sequence cards
- Phones

Notes



12. Making a fire escape plan

Activity

Explain to the learners that in the event of a fire every household needs to make their own fire escape plan. To aid understanding relate the concept to the school/setting fire alarm system or procedure as the principles are likely to be very similar and they should be familiar with this. Using the picture or doll's house and the flames find the best routes out in different scenarios.

If possible encourage the learners to talk about their own situations, such as where they sleep and what they would do. Stress the importance of creating plans with their families for their own individual needs, such as for wheelchair users.

If appropriate, show relevant chapters about escape action plans from the DVDs. See activities 10 and 20 for complementary activities.

Aim

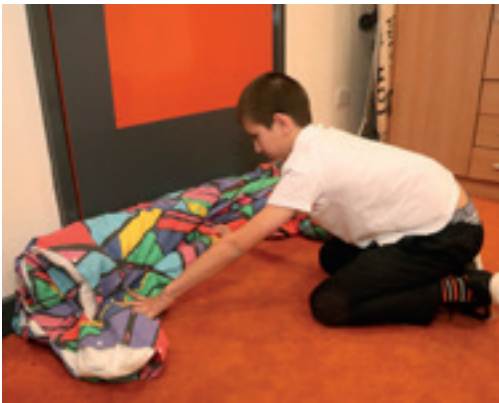
- To understand the importance of making a fire escape plan with their families

Resources

- Large picture of cross section of house
- Cut out flames
- Optional - doll's house
- Childsafe in the Home DVD
- Shawn's Story DVD



13. Trapped by fire



Aim

- To know what to do if trapped in a room by fire

Resources

- 7 picture sequence cards
- Towels, pillows (setting)
- Mat (setting)
- Childsafe in the Home DVD
- Shawn's Story DVD

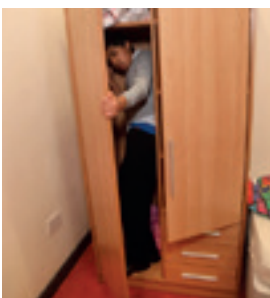
Activity

Put the cards in sequence to show, step by step, what to do if trapped in a room with the fire outside the door. Do the role play activity (as Activity 11), but this time after being asleep (on the mats) the learners aren't able to get out of the room as the door handle is too warm or hot, meaning the fire is nearby. They then have to block the door out of the room with bedding/pillows and open the window, shouting out, and standing by it. If appropriate, show relevant footage from the DVDs.

14. Never hide from fire

Activity

Explain to the learners that if there is a fire they should never try to hide from it and why. Look at the pictures, discuss them and decide whether they should or shouldn't do the things shown such as hiding in a cupboard or testing the door for heat.



Aim

- To know that they must never try and hide from a fire

Resources

- Pictures of fire scenarios
- Yes and No labels

Notes





CALLING THE FIRE AND RESCUE SERVICE

15. Calling the fire and rescue service

Activity Explain to the learners that if they see or sense a fire they can phone the fire and rescue service and they will come out to deal with it. Check to see if the learners know the emergency number. Use a phone keypad and take it in turns to press 999. If possible use a variety of styles of phones including ones with large buttons and interactive ones.



For learners with visual impairments stress the layout of a traditional phone keypad and explain how the centre five button has a raised section to aid its location. If appropriate, explain/show that most mobiles have an emergency call button.

Use prompt cards to learn what fire control will ask if they make an emergency call. Watch a role play with fire personnel pretending to make an emergency call with one person taking the role of fire control. Then do role play themselves with fire personnel taking the part of fire control.

Aim

- To know that they need to phone 999 if they see or sense a fire
- To know what to say when making an emergency call

Resources

- Phone (large keys/buttons, old mobile, realistic toy phone or walkie talkie)
- Optional – interactive phone system
- Role play prompt cards

16. Hoax calls

Activity Ask the learners if they know what is meant by a hoax call. Explain what a hoax call is - a pretend, prank or joke call.

Tell a story of some children who make a hoax call. To help show the possible consequences move fire engines on the map to show what happens when a fire engine is called out to a false alarm and then there is a real fire or other emergency somewhere else.



Aim

- To understand what a hoax call is
- To understand why they should never call 999 if they don't need to
- To understand the possible consequences of making a hoax call

Resources

- Large road map
- Cut out fire engines and flames

Notes



17. Hoax calls film

Activity

Watch the film, showing some children phoning 999 for a laugh but while the fire engine is responding to the call a real fire happens elsewhere.

Explain to the learners what a consequence is and discuss what the possible consequences may be for the victims and their families, the people who make the call and their families and the wider community including the firefighters.

Stress to the learners that it is ok to call 999 if they genuinely feel there is an emergency even if it turns out not to be one.

Aim

- To understand the possible consequences of making a hoax call

Resources

- Hoax call film - Jason's Story (approx. 7 mins) or Choices and Consequences Module parts 1, 2 and 3 - Option A (approx. 9 mins) (DVD or via website)

18. Thumbs up/Thumbs down

Activity

Discuss with the learners the difference between emergency situations and less serious or controlled situations.

Play a game in which the learners listen to short scenarios/look at pictures and put their thumbs up if they think it's a good reason for the fire and rescue service to be there and maybe make a 999 call. Put their thumbs down if it isn't a good idea or they aren't really needed. If help is needed, think about who could help instead e.g. RSPCA.



Aim

- To know when it is ok to call 999 and when it is not
- To understand that the fire and rescue service can be called out for emergencies other than fires

Resources

- Pictures of fire/emergency scenarios and non emergency scenarios
- Thumbs up and Thumbs down cards

Notes



WHAT TO DO IF YOUR CLOTHES CATCH FIRE



19. Stop, drop and roll

Activity

Help the learners understand why, if your clothes catch on fire, you should stop still, drop to the floor, and keep rolling until the flames go out. Talk about how this helps smother/stop the flames and discuss how moving about can make the fire worse.

Stick the pretend flames onto clothing and practise 'stop, drop and roll'.

For wheelchair users - see Activity 20.



Aim

- To know that if your clothes catch on fire you 'stop, drop and roll'

Resources

- Mat
- Felt flames (with Velcro or double-sided tape - optional)

20. Smothering the flames

Activity

Help the learners understand that if your clothes catch fire and you have mobility issues and can't get to the floor (for example if you are a wheelchair user or chair or bed bound), the flames need to be smothered with anything you can find.



Put the pretend flames on clothing and practise doing this with a coat, blanket or anything else appropriate that is to hand. Encourage the learners to understand that ideally an adult should take this action, however, as this isn't always possible let the learners practise on themselves too and then on someone else.

If appropriate, show relevant section from Shawn's Story DVD.

See Activities 10 and 12 for complementary activities.

Aim

- To know what to do if you are immobile and your clothes catch fire
- To know how to help if another person's clothes are on fire and they are immobile

Resources

- Coat, blanket, rug etc.
- Felt flames (with Velcro or double-sided tape (optional))
- Shawn's Story DVD

Notes



PRACTICAL ENRICHMENT ACTIVITIES



21. What do firefighters wear?

Activity

Have fun looking at firefighters' kit - both their day-to-day uniform and their emergency kit.

The learners can touch the fire kit to feel the different textures and materials and, if appropriate, discuss the reasons for the differences. There may be the chance to try the kit on. Talk about how it feels and understand how it protects the firefighters.



Aim

- To learn about what firefighters wear to keep themselves safe from fire and smoke and why

Resources

- Non-emergency uniform (duty rig)
- Fire kit - helmet, tunic, trousers, boots, gloves, fire hood

Notes



22. Exploring the fire engine

Activity

Have fun exploring the fire engine for a range of sensory experiences:

- lights – visual
- siren – auditory
- equipment, hoses, water - kinaesthetic



The learners can:

- Look inside the lockers of a fire engine and find out what the equipment is for - it may be possible to hold some of it
- Go up to/sit in the cab *
- Listen to the siren and see the flashing lights
- Know what a fire hydrant is and what they look like
- Have a go at spraying some water from the hoses**

*In certain circumstances access to the cab may be restricted or not possible. This is at the discretion of the officer in charge who will discuss it with the lead adult of the group.

**Spraying water from the hoses is not usually possible if a hose-pipe ban or drought conditions are in force. Again this is at the discretion of the officer in charge.

This whole activity is dependent upon operational demand and may have to be cut short if the crew are on duty and get a call-out. If this happens, and it is appropriate, it may be possible to re-schedule the session.

Aim

- To explore a fire engine and sit in it*
- To hold some of the equipment and have a go at squirting water**

Resources

- Fire engine
- Access to a fire hydrant if possible

Notes



23. Firefighter for a day

Activity

Spend time, at a suitable location, doing things firefighters do:

- Wear full kit and parade
- Look at a fire engine and have a go at putting out fires using some equipment
- Find out about breathing apparatus
- Be able to spot fire hazards
- Know how to prevent fire hazards
- Learn how to make an emergency call and what happens at the fire station when one is received



Find out about different types of emergency situations:

- Road traffic collisions (RTC)
- Working in a confined space
- Fires and how they behave

This activity is best done following other activities and can act as a conclusion to learning sessions.

Aim

- To spend time doing some of the things firefighters do

Resources

- Kit for everyone taking part
- Fire engine
- Breathing apparatus (optional - for effect)
- Use of suitable location such as school or similar setting, local fire station or training centre

Discuss the options with your fire and rescue service contact to agree the location and activities which would best suit the learners.

Notes



INVOLVING PARENTS/CARERS



24. Attending a school/community event

Activity

Have a stand at an event which most parents/carers attend, for example a summer fair, Christmas concert or parents' evening.

Have a DVD running and be available to talk to about making escape plans for the home and having working smoke alarms. Give out a checklist for people to complete with their family at home and encourage them to request a Home Fire Safety Check visit.

Depending upon operational and other commitments a fire engine may be able to attend.

Alternatively consider inviting parents/carers to attend the SENDSafe sessions to help ensure the safety messages are taken home and reinforced.



Aim

- To make parents/carers aware of fire safety issues
- To encourage parents/carers to make escape plans that are specifically tailored to their family's circumstances and have working smoke alarm

Resources

- Childsafe in the Home DVD
- Home Fire Safety Check DVD
- Variety of relevant safety leaflets
- Information about how to access the Home Fire Safety Check service

25. Smoke tent experience

Activity

Groups of parents and children (up to 12 at a time) can learn through experience how to escape from a fire by crawling low through smoke and how to look after a smoke alarm. This would be ideal as part of a school safety day to which parents are invited.



Aim

- To get parents and children together to practise escaping from fire and learning about smoke alarms

Resources

- Smoke tent
- Smoke generator
- Smoke alarms – standard and specialist (e.g. visual vibrating)

Notes



THEMATIC SAFETY INPUT



26. Fireworks and bonfires

Activity

The session will be tailored to the audience. The presentation can be given and talked through with demonstrations/role play about how to act near/with bonfires and fireworks and how sparklers can be used safely.

If appropriate, the possible consequences of misuse of fireworks can be covered.

The SENDSafe presenter will go through the possible content and delivery method.



Aim

- To understand how to act safely near/with bonfires and fireworks
- To understand the dangers and possible consequences of playing with fireworks

Resources

- Bright Sparx firework presentation
- Display only fireworks
- Sparklers
- Bucket (water/sand)
- Gloves

Notes



27. Festivals and celebrations

Activity

The session will be tailored to the audience and the festival(s) or celebration(s) that are relevant to them, their communities and/or the time of year. The presentation can be given and talked through with demonstrations/role play about how to act safely during these occasions.



Aim

- To know what the dangers might be when celebrating
- To keep safe when celebrating.

Resources

- Dependent upon the festival or celebration being covered, for example lanterns, candles or decorations

28. Water safety

Activity

The session will be tailored to the audience and the situation/locations that are relevant to them. The presentation can be given and talked through with demonstrations/role play about how to act safely when near water and ice.

The SENDSafe presenter will go through the possible content and delivery method.



Aim

- To understand the dangers associated with different bodies of water during different times of the year
- To understand the possible consequences of accidents when near or in different bodies of water or on ice

Resources

- Water safety presentation

Notes



29. Road safety

Activity

The session will be tailored to the audience and the situations that are relevant to them. The presentation can be given and talked through with demonstrations/role play about how to act safely when out and about and when travelling in vehicles.



The SENDSafe presenter will go through the possible content and delivery method.

Aim

- To understand the dangers on the roads
- To know how to stay safe when out and about as a pedestrian and a cyclist
- To know how to act safely when in car and other vehicles and why it is important

Resources

- Road safety presentation
- Car with variety of car/booster seats (optional)
- Different types of bikes
- Road layout, cones etc
- Road hazards poster/resources

30. Summer safety

Activity

The session will be tailored to the audience and the situations that are relevant to them. The presentation can be given and talked through with demonstrations/role play about how to act safely when outside, such as BBQs, camp fires, paddling pools and playing at the park and in the street.



Reference can be made to 'stop, drop and roll' for BBQs and camp fires and what to do if lost at places such as the park, beach or an unfamiliar place.

The SENDSafe presenter will go through the possible content and delivery method.

Aim

- To know how to stay safe in the summer and during the holidays
- To recognise different summer and holiday dangers and how to stay safe when outside
- To know what to do if clothes catch fire when at a BBQ etc
- To know or direct someone to a contact number if lost

Resources

- Summer safety hazards posters/resources

Notes





EVALUATION

31. Evaluation cube/Story bag

Activity

Part 1

Show the evaluation cube and explain how it works. Learners take turns to roll the dice and answer questions relating to the learning aims of the activity session(s).



Part 2

Work through the story bag. This shows a selection of story scenes in order. Each time the learners are questioned about the concepts shown, which helps reinforce the key teaching points and fire safety themes.

It is recommended that if time allows and the circumstances are right, this activity, in one or both of its forms, should be included in all visits.

Aim

- To test the understanding of the learners in relation to the fire safety messages they have covered

Resources

- Large interchangeable cube
- Cards containing:
 - questions relating to the activities
 - command/action cards
- Story bag

Notes



Appendix 1

Suggested items for use with Activity 5 - Bag of hazards/Treasure hunt

These should be sourced by the deliverer for the activity and be appropriate to the learners' circumstances and needs.

The lists are not exhaustive but merely a suggestion - around 15 - 20 items in total should be sufficient.

Note

Bottles and tablet packets should be empty and any potentially sharp items protected. It is advisable to liaise with the setting leads about the contents before the session is delivered.

SAFE	NOT SAFE	OPEN TO DISCUSSION
(Should be ok to use or play with)	(Should be used properly/by a responsible adult and not played with)	(Items that are usually safe to be used but under supervision and are not toys)
Torch	Lighter	Hair straighteners
Toy ball	Box of matches	Hair dryer
Doll or teddy	Candle/tea light	Roll of sellotape
Mobile phone	Bottle of medicine (empty) e.g. liquid paracetamol	Iron
Remote control	Box/strip of tablets e.g. paracetamol	
Pack of playing cards	Aerosol	
Clothing e.g. socks, vest	Bottle of bleach or kitchen/window/toilet cleaner etc.	
Small plastic toy	Penknife	
Toy car	Corkscrew	
Fridge magnet	Standard pair of scissors	
Pen	Disposable razor (with blade guard)	
Hairband e.g. bobble/scrunchie or alic band	Bottle of sunscreen	
Hair brush		
Plastic drink bottle		
Hand held calculator		
Purse		
Small note pad		

Appendix 2

Suggested hazards/scenarios for use with Activity 7 – Independent living

The lists are not exhaustive but merely a suggestion - around 15-20 scenarios in total should be sufficient but this will depend upon the circumstances and needs of the learners.

The hazards are not all fire related but instead they provide a range of typical safety situations that might be found in a home.

Kitchen

HAZARD	RISK	CONTROL MEASURE(S)
Tea towel/oven gloves on hob	Catching fire	Hang them away from the cooker
Tea towel/oven gloves hanging above the toaster	Catching fire	Hang them away from the toaster
Open bottle of bleach etc	Drinking toxic substance	Put lid on after use and store in a safe place
Sharp knife left easily accessible on a worktop or table	Being hurt by the knife	Move the knife to a safe place after use
Over full chip pan	Catching fire	Don't fill with too much oil Use a thermostat controlled deep fat fryer instead
Slippery floor	Injury or accident caused by slipping	Mop up any spillages straight away
Overflowing bin	Health hazard attracting pests	Empty regularly before it gets full – recycle where possible

Bathroom

HAZARD	RISK	CONTROL MEASURE(S)
Slippery floor	Injury or accident caused by slipping	Mop up any spillages straight away
Access to medicines	Drinking toxic substance if lid not secure	Put lid on after use and store in a safe place
Taps left on	Overflowing leading to slippery floor	Turn taps off
Not knowing which tap is which	Scolding from hot tap	Ensure it is clear which tap is which

Appendix 2, cont...

Suggested hazards/scenarios for use with Activity 7 – Independent living

Lounge / Living Area

HAZARD	RISK	CONTROL MEASURE(S)
Iron face down on ironing board	Catching fire	Keep iron upright when not in use
Iron or other appliance (e.g. electric radiator) lead trailing across the floor	Trip/fall	Take care where placing ironing board or other appliance
Items blocking a fire exit/escape route e.g. patio door	Being trapped in event of a fire	Keep all exits clear
Overloaded sockets	Catching fire	Ensure sockets are not overloaded Use strip adapters and adhere to amp limit guidance Use just one plug per socket if possible
Ashtray overloaded or in unsuitable places e.g. on sofa armrests	Cigarette not put out could fall onto fabric or other combustible material and start a fire	Ensure contents are out completely Empty ashtrays when they start to get full Put ashtrays on surfaces where they are less likely to get knocked off Only smoke outdoors
Hot drinks placed on unsuitable surfaces e.g. on sofa armrests	Scolding	Put hot drinks on surfaces where they are less likely to get knocked off
Clutter	Helps speed fire spread	Tidy up regularly and remove and dispose of unwanted clutter
Open fire without guard	Sparks could come out setting something on fire	Use a fire guard
Hanging clothes to dry on fire guard or close to open heaters such as bar fires or electric blowers	Clothes could catch fire	Dry clothes a safe distance from heaters Use a tumble dryer Dry clothes outside
Putting often used items on a mantelpiece above an open fire e.g. keys, wallet, remote control	Clothes could catch fire when accessing items	Place items well away from fire in safe and easy to access place



SENDSafe feedback

"The content was brilliant and just the right level for our young people."

**Playworker, Barnados Include Me 2,
Lostock Hall**

"Very memorable and all the students learnt something."

**Teacher, West Lancashire Community High
School, Skelmersdale**

"The presenters engaged the learners throughout by using names and directing questions to individual learners."

Programmes Tutor, Myerscough College

"Since the session the pupils' behaviour and attitude became more sensible and responsible."

Teacher, Pontville School, Ormskirk

"Another excellent session which has equipped our learners with the basic skills to cope in the event of a fire."

**Teacher, Midstream (West Lancashire),
Skelmersdale**

"Delivery was fantastic and the children were really engaged."

Teacher, Kingsbury School, Skelmersdale

"This is valuable for both pupils and staff."

SENCo, St Bede's High School, Ormskirk

"Very friendly team. Very approachable and understanding of pupils – very patient! Students thoroughly enjoyed the session and are still talking about it two weeks later!"

Teacher, Tor View School, Haslingden



Further Information

SENDSafe

Special Educational Needs and Disabilities Toolkit

For further information about SENDSafe or if you have any suggestions as to how we could improve our resources and delivery to the communities we serve, in particular for people who have SEND, please contact:

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