

# A review of the Fire Kills Fire Safety Education Programme

Fire Research Report 30/2011

Greenstreet Berman Ltd

This research was commissioned by the previous government and is not necessarily a reflection of the current government's policies and priorities.

DCLG is publishing this report in the interests of transparency.

Department for Communities and Local Government  
Eland House  
Bressenden Place  
London  
SW1E 5DU  
Telephone: 030 3444 0000  
Website: [www.communities.gov.uk](http://www.communities.gov.uk)

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# Executive summary

## Introduction

The Department for Communities and Local Government (DCLG) commissioned Greenstreet Berman Limited to conduct a review of the Fire Kills Fire Safety Education Programme.

## Aims

The aim of this study was to measure the level of awareness (amongst community fire safety staff) and use of the Fire Kills Fire Safety Education Programme packs within fire and rescue services in England. The interview schedule included questions to test use and awareness of the packs amongst fire and rescue services. It also included open-ended questions to explore some of the issues further, such as:

- If fire and rescue services were utilising the Fire Kills packs, why did they choose to do so?
- How often were the packs being used at the time of the research?
- If fire and rescue services were not using the packs, what were the reasons for this?
- Were alternative educational materials being used?

## Method

Telephone interviews were carried out in February 2010 with the aim of establishing:

- a 'true' test of awareness of the Fire Kills packs without prompting the respondent
- the reasons for the use/lack of use of the materials (explored further using open-ended questions).

Two interviews were conducted in each fire and rescue service with:

- a fire and rescue service representative responsible for fire safety education; and
- another fire and rescue service representative, such as the community fire safety manager.

Wherever possible (with the exception of two fire and rescue services), the interviews with the community fire safety managers were conducted prior to the education leads. This was to enable a test of awareness of the packs with managers and then explore further with the education leads.

All interviews were conducted by researchers who were briefed on the scope, content and purpose of the survey, and on fire safety education in general.

Forty four out of the 46 English fire and rescue services responded to the survey.

## Main findings

### Awareness of the Fire Kills packs amongst community fire safety managers

The unprompted test of pack awareness demonstrated that community fire safety managers were largely unaware of them, with 29 per cent recalling the Fire Kills packs. This lack of awareness was present regardless of whether their fire and rescue service were using the materials or not. The researchers concluded this was because the management of education materials was the concern of the education lead role (or the programmes and syllabus co-ordinator if a fire and rescue service had one) and such knowledge was reportedly too specific for general community fire safety managers, who on the whole did not feel that such knowledge about the Fire Kills packs was necessarily within their role.

### The Fire Kills packs were being used

The packs were being used by more than half of the fire and rescue services in England at the time of the survey in early 2010 (57% used at least one pack). It was common for fire and rescue service staff to use the Fire Kills packs for a particular age range, most notably for Foundation, Key Stage 1, 2 or 3. The extent to which the materials were being used had increased over the years, with some fire and rescue services starting to use the materials as late as 2009.

### Satisfaction with the Fire Kills packs

Feedback on the materials, from those who used them, was very positive. The large majority of those who were able to comment on the packs thought them to be relevant, useful and easy to use, particularly the Foundation, Key Stage 1, 2 and 3 materials. In contrast, Key Stage 4 was not rated as easy to use, useful or relevant.

Of those that used Foundation and Key Stage 1 packs, all thought that the schools were satisfied with the Fire Kills packs. A large percentage of fire and rescue service respondents felt that it would not be appropriate to offer comment on feedback from schools without conducting a proper evaluation. This issue was raised again when respondents were asked whether they would like further support from DCLG. Some respondents said they would like support on evaluating the impact of the Fire Kills packs so they could justify to the fire and rescue service and the Local Authority their investment in fire safety education.

## Key Stage 4

The Key Stage 4 pack was being used by a minority of respondents. This was because:

- a minority of respondents delivered fire safety education to this age group; and
- many fire and rescue services felt the Key Stage 4 materials were too complex to be delivered by non-educationalists within a lesson of 45 minutes duration.

## Future

The feedback indicated that those fire and rescue services who were using the Fire Kills packs would continue to do so. Both community fire safety managers and education leads said they would miss the packs if they were to be discontinued. Even some of those that did not use them said they would be missed as it was good to have the 'back-up' of knowing that they were there.

# 1 Introduction

## 1.1 Aims of this review

The Department for Communities and Local Government (DCLG) commissioned Greenstreet Berman Limited to conduct a review of the Fire Kills Fire Safety Education Programme. The aim of the work was to measure the level of awareness and use of the Fire Kills Fire Safety Education Programme packs within fire and rescue services in England.

## 1.2 Purpose of this document

This document presents a synthesis of main findings from the review together with the methodology and discussion. All pro formas used are presented in the Appendix A. Case studies were collected as part of the project and are presented in Appendix B.

## 1.3 Background

### 1.3.1 The importance of fire safety education

Working with children and young people is important for a number of reasons:

- Fire is one of the leading causes of accidental injury and death amongst children
- Wide inequalities exist in the rates of accidental injury amongst children
- Children and young people disproportionately commit fire-related crime, including arson, hoax calls, attacks on firefighters and other anti-social behaviour
- Anecdotal evidence suggests that school children can influence fire safety behaviour in the home. This can have a significant impact on adults of all ages, including older members of the family who may be a greater risk.

DCLG<sup>1</sup> stated that:

*“Around 40 per cent of all property and vehicle arson is linked to youth crime and disorder while around 60 per cent of the 1,200 reported fires in schools in England each year are deliberate.”*

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<sup>1</sup> <http://www.communities.gov.uk/news/corporate/fireministerlaunches>

The *Fire and Rescue Services Act 2004* placed a statutory duty on fire and rescue authorities to promote safety. Indeed, in October 2006 the then Fire Minister launched a new Children and Young People strategy<sup>2</sup> which included a framework for:

- engaging actively with children and young people and their families
- preventing and reducing crime and fire-setting by children and young people
- diverting children and young people from fire crime and associated anti-social behaviour
- educating children, young people and their families in fire safety skills and responsible citizenship
- ensuring that staff working with children and young people are effective and professional
- identifying and disseminating good practice in working with children and young people.

The strategy noted that there were a range of government initiatives, as of early 2010, that had a bearing on fire safety education, including:

- Every Child Matters, which covered safety and making a positive contribution
- The National Service Framework for Children, Young People and Maternity Services
- Choosing Health: Making Healthier Choices Easier, which covered health inequalities (fire risk is skewed towards deprived families) and aimed to encourage safe behaviours from a young age
- Local Strategic Partnerships with which many fire and rescue services worked with the aim of helping to reduce youth related anti-social behaviour (including arson) and improving child safety
- The Respect Action Plan, which attempted to tackle anti-social behaviour and reclaim communities
- Development of Youth Offending Teams and Children's Trusts.

Thus, there was a wide range of initiatives aimed at supporting young people, of which fire safety was a part. An element of this was to prevent young people entering into unsafe behaviour or intentional offending, to safeguard children and to avoid poor behaviours escalating into more serious and/or repeat offending.

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<sup>2</sup> <http://www.communities.gov.uk/documents/fire/pdf/153196.pdf>



### 1.3.2 Fire Kills Fire Safety Education Programme

The 2001 guidance from the Department for Education and Schools on Safety Education<sup>3</sup> referred to fire as one of the areas to be included in Personal, Social and Health Education curriculum. In response to this, DCLG produced the Fire Safety Education Programme as a national resource for fire and rescue services. Launched in March 2006, the national resource was designed to ensure consistency of quality and messaging across the country.

The Fire Kills packs map out the fire safety learning objectives and key fire safety messages which should be taught at each Key Stage (Foundation, 1, 2, 3 and 4) of a child's development. The Fire Safety Education Programme is made up of four packs:

- Foundation (three to five year olds) and Key Stage 1 (five to seven year olds) – The Big Book and CD
- Foundation (three to five year olds) and Key Stages 1 (five to seven year olds) and 2 (seven to 11 year olds) – Primary Materials CD
- Key Stage 3 (11 to 14 year olds) – DVD and Teachers' Notes
- Key Stage 4 (14 to 16 year olds) – Four individual packs covering hoax calls, road traffic collisions, deliberate fires and accidental house fires.

The Fire Kills materials were made available as CDs, paper copies and also online at: <http://firekills.direct.gov.uk/teachers-and-school-staff.html>. This linked to the DirectGovKids website that provided interactive material for schools. The fire safety education material was presented alongside other personal, social and health education and citizenship material.

The learning objectives covered the themes of home fire safety, arson and hoax calls. The Fire Kills packs were designed to be flexible so that fire and rescue services and schools could adapt and use the materials to best suit their needs and requirements.

## 1.4 Key questions

The aim of this work was to answer questions about awareness and the use of the packs. Some of the key research questions included the following:

- Had fire and rescue services adapted the Fire Kills material into alternative formats, such as electronic media?
- Had fire and rescue services joined safety education schemes and therefore developed their own materials?

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<sup>3</sup> <http://www.pshe-association.org.uk/PDF/DfESSafetyedguidance.pdf>

- Had they used the material but re-branded it?
- Did some fire and rescue services target certain Key Stages?
- Had fire and rescue services developed additional material, which was missing from the packs, such as material specifically for those with special educational needs?
- Did some fire and rescue services prioritise other forms of working with young people, for example diversionary activities, over working with schools?

These were just a few of the possible factors that were considered might influence the use of the Fire Kills packs by fire and rescue services. The study explored and identified other factors, which are discussed below.

## 2 Method

### 2.1 Aims

The aim of this study was to measure the level of awareness (amongst community fire safety staff) and use of the Fire Kills Fire Safety Education Programme within fire and rescue services in England. The interview schedule included questions to test use and awareness of the different packs. It also included open-ended questions to explore some of the issues further, such as:

- If fire and rescue services were utilising the Fire Kills packs, why had they chosen to do so?
- How often were the packs being used?
- If fire and rescue services were not using the Fire Kills packs, what were the reasons for this?
- Were alternative educational materials being used?

### 2.2 Awareness and use of the Fire Kills Fire Safety Education Programme packs

#### 2.2.1 Overview

Telephone interviews were carried out in February 2010 with the aim of establishing:

- a 'true' test of awareness of the packs without prompting the respondent
- the reasons for the use/lack of use of the fire kills packs (explored further using open-ended questions).

#### **TELEPHONE INTERVIEWS**

Two interviews were conducted with each fire and rescue service with:

- a fire and rescue service representative responsible for fire safety education; and
- the community fire safety manager, or another fire and rescue service representative.

Wherever possible (with the exception of two fire and rescue services), the interviews with the community fire safety managers were conducted prior to the education leads. This was to enable a test of awareness of the Fire Kills packs with managers and then explore further with the education leads.

All interviews were conducted by researchers, who were briefed on the scope, content and purpose of the survey, and on fire safety education in general.

### **COMMUNICATING THE SURVEY**

We sought respondents through the same process specified by DCLG for previous surveys - DCLG issued a letter requesting participation and asked for a fire and rescue service representative to be nominated who was then contacted by the researchers.

### **2.2.2 Draft and pilot questionnaire**

#### **COMMUNITY FIRE SAFETY MANAGER INTERVIEWS**

The interview was designed to be brief to encourage participation. The interview covered key issues including:

- awareness of the Fire Kills material
- the extent to which fire and rescue services used each of the packs
- reasons for not using the Fire Kills packs, such as fit with the National Curriculum, matching principles of education good practice, fire safety education not being a priority for fire and rescue services, schools placing low priority on fire safety, etc
- the extent to which fire and rescue services had rebranded any of the material
- the extent to which fire and rescue services had produced any of their own materials
- whether fire and rescue services would welcome further DCLG support on fire safety education.

Awareness of the Fire Kills packs was tested without prompting. This was in order to gain a true measure of fire and rescue service awareness of the packs. To do this the interviewer asked each community fire safety manager which fire safety education materials they were aware of for use in schools. Further questions were then asked to establish whether they were aware of the Fire Kills materials and the names of the four packs.

The interview with the representative responsible for fire safety education covered the same areas, but extended to cover the following issues:

- scope of fire safety education activities
- how the schools based fire safety education aligned with the community and youth work
- use of the packs (Fire Kills or their own)
- any modifications to the Fire Kills material
- the usefulness of each of the packs and
- feedback on which aspects were useful or not.

## **PILOTING**

The questionnaires were piloted with four fire and rescue services. These were:

South Yorkshire Fire and Rescue Service	Devon and Somerset Fire and Rescue Service
Cambridgeshire Fire and Rescue Service	Surrey Fire and Rescue Service

The pilot tested:

- the scope of questions
- interview duration and
- comprehension of the questions.

In addition the pilot helped to identify any additional questions and issues that would need to be included in the final questionnaire.

The results of the pilot were shared with DCLG and a final questionnaire was agreed. The interviews from the pilot were included within the final sample.

### **2.2.3 Administering the questionnaire**

#### **SAMPLE SIZE**

Forty four of the 46 fire and rescue services in England took part in the review. Of these:

- 40 fire and rescue services completed both interviews
- 42 fire and rescue services took part in the education lead interviews
- 42 fire and rescue services took part in the community fire safety manager interviews; and
- Two fire and rescue services did not take part at all.

Despite the high rate of participation by education leads, the majority of the findings presented later in this report refer to a total number of 24 education leads. This is because only 24 fire and rescue services had used the Fire Kills packs and therefore were able to respond to the majority of the questionnaire. Those fire and rescue services that did not use the packs were directed towards the end of the questionnaire to explore future plans for fire safety education. The following topics were only discussed with those fire and rescue services that had used the packs:

- the way in which the Fire Kills packs were used (provided to schools, used together with schools, delivered by fire and rescue services)
- adaptations to the material
- the relevance of packs
- how easy the packs were to use
- how useful the packs were
- feedback from schools on the material and
- any gaps in the materials.

#### 2.2.4 Write up and analysis

The completed questionnaires were quality checked and the data was analysed using Excel. The findings form the basis of this report.

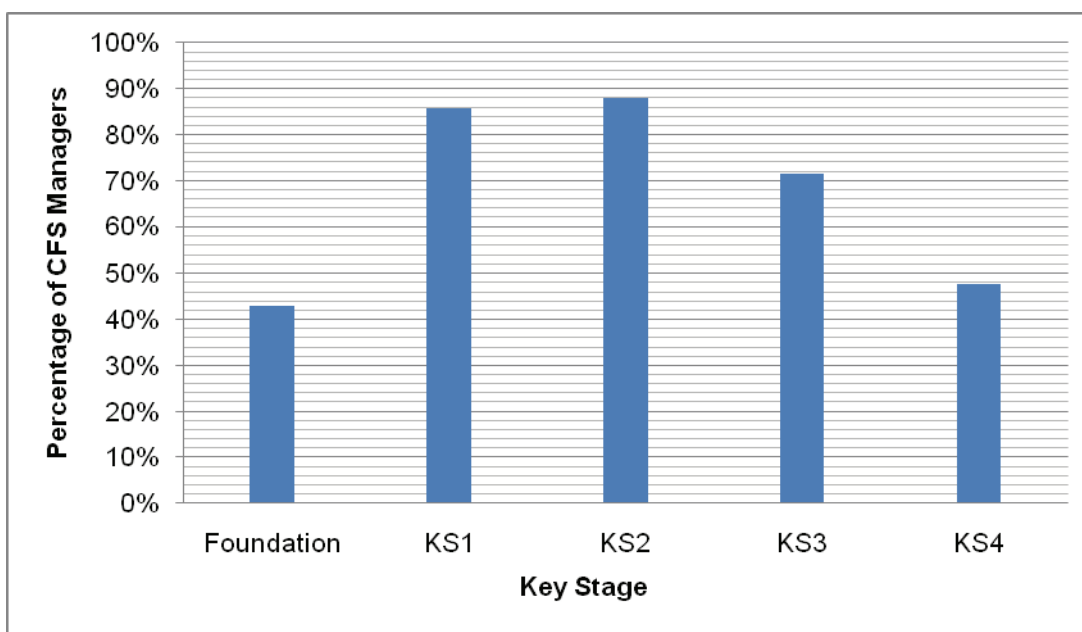
### 3 Results: use and awareness of the Fire Kills fire safety education packs

#### 3.1 Fire safety education activity

##### 3.1.1 Key Stages

As Figure 1 indicates, the majority of respondents delivered fire safety education to Key Stages 1, 2 and 3. A smaller number of community fire safety managers reported that their fire and rescue service delivered fire safety education to Foundation Stage (n=18) and to Key Stage 4 (n=20).

**Figure 1: The extent to which respondents delivered fire safety education to each Key Stage**



Most respondents cited “resources” or “capacity” as the reason for not being able to deliver fire safety education to a particular Key Stage. In response to such demands, they attempted to focus on the groups of children who they felt would most effectively respond to and absorb the messages.

As such, many decided to not deliver a formal education programme to Foundation Stage as they believed that at this age (ages three to five) the message was “misunderstood” and there was a focus on the visual stimulation of the materials rather than any recognition of the message contained within them.

Similarly with Key Stage 4 (ages 14-16) a risk-based approach was often used. This was because fire safety education was not a high priority for schools unless there was a specific problem within a community which schools would want to target either through youth engagement or ad-hoc presentations. One fire and rescue service reported having carried out research on the delivery of fire safety education to children at Key Stage 4 and found “*no reason*” to do so. However, no further details were provided on the type of research carried out.

### 3.1.2 Fire safety education activities

Most respondents said they offered teaching resources and learning materials which were delivered in schools, during local education events and/or through youth engagement projects. As noted, all respondents visited schools. Schools did not often visit the fire and rescue service premises and if they did, it was usually for younger children and on request. More often than not, fire and rescue services readily consulted with local schools and other groups (e.g. other emergency services, Healthy Schools groups, various groups of educationalists and in one case a local hospital burns unit) to ensure that their materials were suited to local and specific needs.



**Table 1: The range of fire safety education activities carried out by fire and rescue services**

Community fire safety managers (n=42)		
Fire safety education activity	Number	Percentage
Visiting schools	42	100%
Specific educational programme (e.g. Nottinghamshire Fire and Rescue Service's RiskWatch Programme)	38	90%
Other schemes (see below)	38	90%
Local educational events	37	88%
Encouraging fire safety education delivery in schools	37	88%
Consulting other groups	36	86%
School visits to fire and rescue service	36	86%
Consulting local schools	35	83%
Providing teaching resources	34	81%
Other resources e.g. web	33	79%
Other (see below)	25	60%
Lesson planning	19	45%

Lesson planning was the least common activity, with 19 (45%) of respondents stating that they did this. Those who did conduct lesson planning reported that they were trying to “negate their resource” by allowing schools to deliver fire safety education in their absence, i.e. make fire safety education less burdensome on their fire and rescue service.

Other schemes reported by fire and rescue services included:

- fire safety education at weekend schools for black and minority ethnic groups
- sessions with youth groups such as scouts and brownies

- one-to-one sessions with fire-setters
- Local Intervention Fire Education (LIFE)
- Crucial Crew (scenario based education); and
- BTEC qualification.

Other fire safety education activities reported included:

- visiting local places of worship
- working with children's services to ensure their programme linked with the OFSTED requirements
- work with youth offending teams to carry out 'hard hitting' awareness sessions on a one-to-one basis with at-risk children
- using an outreach vehicle to visit local communities
- Student Safe – an initiative where all new university students living away from home receive an induction in fire safety skills.

### 3.1.3 Community fire safety strategies

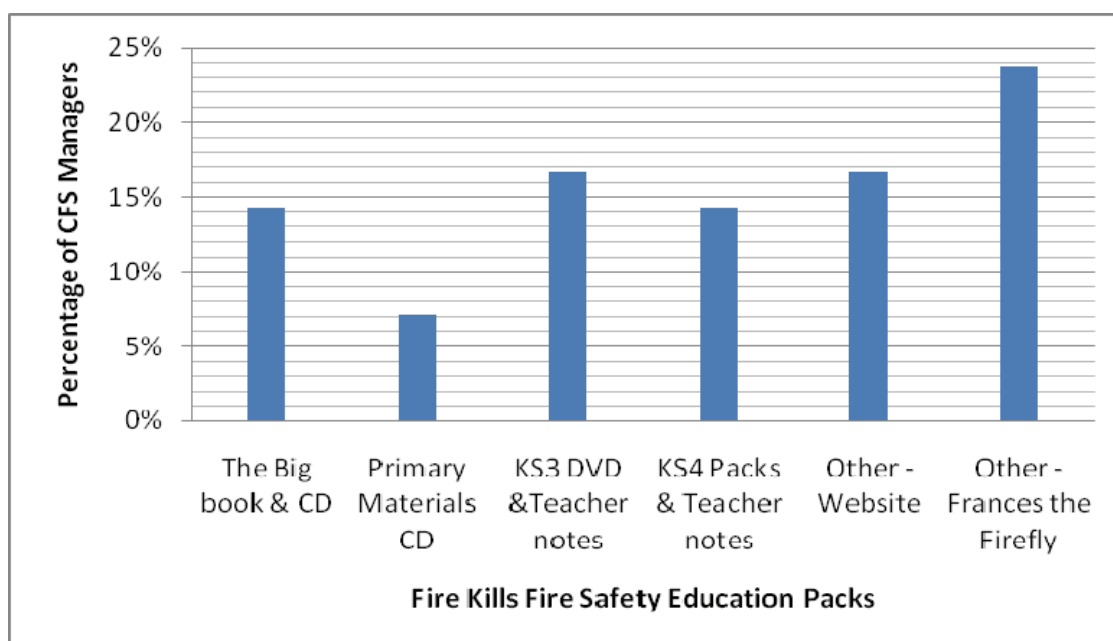
Ninety-five per cent (n=40) of community fire safety managers interviewed stated that fire safety education was important within their overall community fire safety and youth work. There were two main strategies being used to approach fire safety education:

- A risk-based approach which targeted schools and Key Stages in areas where there was a particular problem, with a particular age group. For example, one fire and rescue service reported using a traffic light approach whereby the form of delivery was geared toward the risk level within a school
- A blanket approach where fire and rescue services attempted to provide fire safety education to all within their remit. This approach was often based upon a "cradle to the grave" philosophy, whereby the fire and rescue service reported providing all individuals with fire safety education from early on in life through to old age.

## 3.2 Awareness of the Fire Kills packs

Community fire safety managers' awareness of the material was low, with only a few (n=12, 29%) able to recall the Fire Kills material and only 2 (5%) able to name every pack. Interviewers also recorded when respondents noted other Fire Kills materials that were not part of the packs, of which recognition was greatest for 'Frances the Firefly'.

**Figure 2: Community fire safety managers' awareness of each component of the packs**



It is also important to note that some community fire safety managers thought that the Fire Kills packs were provided by other websites, including DirectGov. It was noted that DirectGov provides similar materials to the Fire Kills packs and some community fire safety managers were confused by the two sets of materials on the Fire Kills and DirectGov websites in terms of identifying which was which.

**Table 2: Community fire safety managers that had used and not used the packs**

	Community fire safety managers (n=42)					
	Used		Never used		Unsure	
Fire Kills packs	Number	Percentage	Number	Percentage	Number	Percentage
The Big Book and CD	13	31%	5	12%	24	57%
Primary materials CD	10	24%	7	17%	25	60%
Key Stage 3 DVD and teacher notes	9	21%	7	17%	26	62%
Key Stage 4 Packs and teachers notes	11	26%	7	17%	24	57%

Respondents made comments such as *“I’m certain they’re in use but I can’t say what is being used or how often”*.

There was a discrepancy between the responses from community fire safety managers and the education leads with regards to whether the Fire Kills packs had been used. Forty per cent of education leads reported never using the packs whereas only 12 per cent of community fire safety managers reported never using them. The researchers concluded that this was due to education leads having a greater involvement in fire safety education, and therefore being more able to provide an accurate response.

### 3.3 Use of the Fire Kills packs

#### 3.3.1 Use of packs

The results showed that some community fire safety managers were unaware of the Fire Kills packs. This is not to say that the materials were not in use by their education leads, as demonstrated in Table 3. At the time of the research, 57 per cent of community fire safety education leads stated that they used one or more of the packs and 7 per cent used all of them.

**Table 3: The extent to which each of the Fire Kills packs had been in use since 2006**

	Community fire safety education leads (n=42)							
Fire Kills packs	2006		2007		2008		2009	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
The Big Book and CD	7	17%	8	19%	14	33%	17	40%
Primary materials CD	7	17%	7	17%	11	26%	15	36%
Key Stage 3 DVD and teacher notes	4	10%	7	17%	9	21%	13	31%
Key Stage 4 packs and teacher notes	3	7%	5	12%	4	10%	6	14%

Table 3 suggests there was an increase in usage of the packs from 2006 to 2009. In 2009, the Key Stage 4 pack was being used the least, with just 14 per cent of fire and rescue services interviewed having used the material, whereas the Foundation and Key Stage 1 Big Book & CD seemed to be the most popular with education leads (40%).

Furthermore, some respondents had used some of the packs in the past but had since stopped either due to budget constraints or because they acquired some other material. Of the 42 education leads interviewed, 28 had used the material at some point since 2006 (67%).

### 3.3.2 How were they used?

Those education leads who reported having used the materials in at some point in time were then questioned as to how exactly they were using them (n=24). Table 4 summarises these findings.

Table 4: The ways in which the material was used		
	Community fire safety education leads (n=24)	
Method of use	Number	Percentage
Offered to Schools	20	80%
Delivered by fire and rescue service in schools	18	72%
Guide for their own work/packs	16	64%
In conjunction with teachers	12	48%
When schools visit fire and rescue service premises	2	8%
Other (see below)	12	48%

It should be noted that some respondents viewed the offer of materials to schools as part of it being delivered by fire and rescue service staff, however other respondents saw it as an offering to schools so that it could be presented in their absence. Nevertheless there was a clear preference for delivery by fire and rescue service staff within schools and there was substantial use of the packs in the development of a fire and rescue service's own material.

The 'Other' ways which the material was being used included:

- Delivered one-to-one with fire-setters and youth referral units
- *"Used as introduction for questions."*
- *"Only the lesson plans are used."*

### 3.3.3 How had they been amended/rebranded?

#### **REBRANDING/REPACKAGING**

A minority of community fire safety managers said they had rebranded the materials to make them more suitable for their local needs, as shown in Table 5.

Table 5: The extent of rebranding/repacking		
	Community fire safety managers (n=42)	
Fire Kills packs	Number	Percentage
Foundation and Key Stage 1 Big Book and CD	2	5%
Foundation, Key Stage 1 & Key Stage 2 primary materials CD	2	5%
Key Stage 3 DVD and teacher notes	3	7%
Key Stage 4 packs and teacher notes	4	10%

### ADAPTATION

The majority of education leads who used the Fire Kills material (n=18) reported that they had made no adaptations to the materials to cover gaps such as language, disability or special educational needs. Those that had made adaptations reported that there was a need to:

- Produce the materials in languages such as Polish or Chinese because the fire and rescue service staff delivered fire safety education in Sunday schools for children from an ethnic minority group
- To suit those with special education needs - one respondent had attached a video of someone signing to the Frances the Firefly presentation<sup>4</sup>. Another respondent had created a “*bag of hazards*” tactile accompaniment to the Big Book.

### EXPANSION INTO OTHER FORMATS

A majority of education leads that had used the packs (n=17) also reported expanding the materials, as shown in Figure 3. The materials had been expanded for use with interactive handsets and whiteboards, PowerPoint presentations and their own DVDs and paper presentations. Such changes were made to:

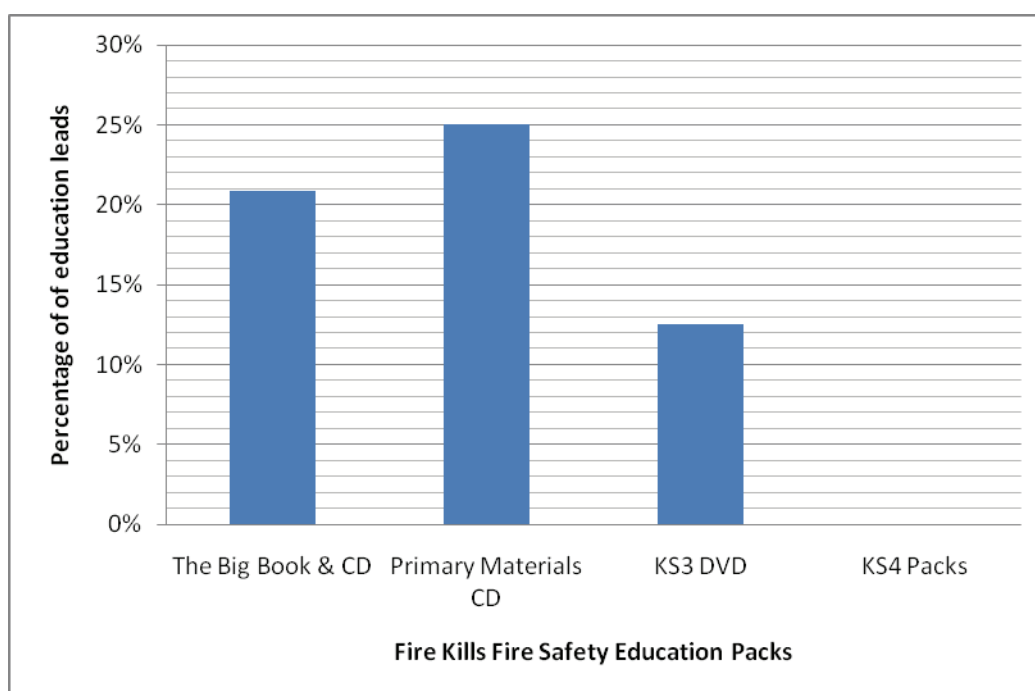
- Reduce the reliance on firefighters – one respondent commented that the Fire Kills material was “...*often too wordy for teachers, yet too simplified for firefighters.*” Firefighters were considered to need more guidance because “...*they are not teachers*”.

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<sup>4</sup> Leicestershire Fire and Rescue Service

- Make the packs more interactive and “*fun*” for the children and to increase the “*visual impact*” of the materials in order to make the materials “*fit in with how schools work now*”.

**Figure 3: The extent of modification of packs according to fire safety education leads**



The findings suggested that most modifications were made to the first two packs (aimed at the Foundation Stage and Key Stages 1 and 2) with fewer modifications for Key Stages 3 and 4 (as demonstrated in Figure 3). However, this may simply reflect the level of use for each of the packs rather than a need to modify the packs – that is more fire and rescue services used the Foundation Stage and Key Stage 1 materials which may have led to a greater number of suggested modifications.

Figure 3 illustrates that quite a high proportion of respondents reported having modified the Primary Materials CD into alternative formats. The reasons for the changes were the same as those stated previously: changing to more interactive formats and adding more visual objects.



### 3.3.4 Why were they used?

Those education leads who said they used the packs (n=24) were asked why they had chosen to do so. The reasons given included:

- The packs “*enhance*” or “*support*” their own materials and were a good starting point in the development of local materials – “*Why reinvent the wheel?*”
- “*The Fire Kills brand is embedded in the minds of the public.*”
- The children reacted well to it and it was good for initiating discussion with groups
- “*Because they are free and very easy to use.*”
- The packs fitted in well with citizenship and personal, social and health education.

Some respondents specifically highlighted the effectiveness of the Big Book, the hot and cold cards and the Heat of the Moment DVD.

### 3.3.5 Why weren't they used?

The interviewees who had never used the Fire Kills material and those who made minimal use of the materials (n=25) were given a range of possible reasons as to why they had not used the packs. Their responses are shown in Table 6. This question was answered predominantly by those that had never used the packs.

Table 6: The reasons respondents had not used the Fire Kills packs		
	Fire safety education leads (n=25)	
Reason for not using the Fire Kills Packs	Number	Percentage
Found alternatives	16	64%
We already had our own material	15	60%
We prefer other media	9	36%
We prefer online resources	8	32%
Doesn't fit with national curriculum	7	28%
They are out of date	7	28%
Our materials are part of a wider safety scheme	7	28%
Do not match student's abilities	5	20%
Do not agree with exercises	5	20%
We wanted local branding	5	20%
We already had our own material	5	20%
Not aware of the Fire Kills packs	4	16%
Materials conflict with good educational practice	2	8%
Adverse feedback from schools	2	8%
Fire safety education not high priority for schools in area	1	4%
Not available for use by visual or hearing impaired	1	4%
They omit key themes	1	4%
Other (detailed below)	19	76%

The use of alternative materials was the second most common reason. Alternative materials which were noted included:

- Fire and rescue services' own materials (a full list of these is presented in Section 3.3.6)
- Materials from other fire and rescue services (e.g. StayWise (Royal Berkshire), Sparks (West Midlands) and the Red Box (West Midlands))
- Materials developed by local groups.

Other comments made during interviews included the following:

- Those respondents who thought that the materials did not fit with the National Curriculum commented that this was because it did not meet the criteria for inclusion in personal, social and health education and citizenship or the healthy schools agendas
- Disagreement on whether the materials contained good exercises or conflicted with good educational practice largely centred on the issue of the materials being too in-depth and not interactive or exciting enough. As one respondent commented, the materials were "*...too didactic and not interactive*"
- Respondents commented that although the material may not have been available in a specific language or for use by visual or hearing impaired, this would not have stopped them using the materials, as they would have made efforts to modify the Fire Kills materials
- Forms of media which were preferred by respondents were interactive whiteboards and handsets, PowerPoint presentations and role-play activities
- Some who preferred local branding said that it was the Local Authority policy that all materials contain local branding. One respondent did not like the Fire Kills branding and stated "*it's smoke that kills*". This respondent also reported that their safety message was broader than just fire safety.

One education lead was unaware of the Fire Kills packs as they were new to their role.

Wider safety schemes which were noted included:

- road and water safety
- multi-agency schemes
- safe driving, safer passenger
- anti-social behaviour and
- healthy schools.

Fire and rescue services stated that one of the reasons for not using the packs was because they had been unable to find them online and or obtain enough hard copies (in a couple of cases staff were unsure who to approach to obtain hard copies).

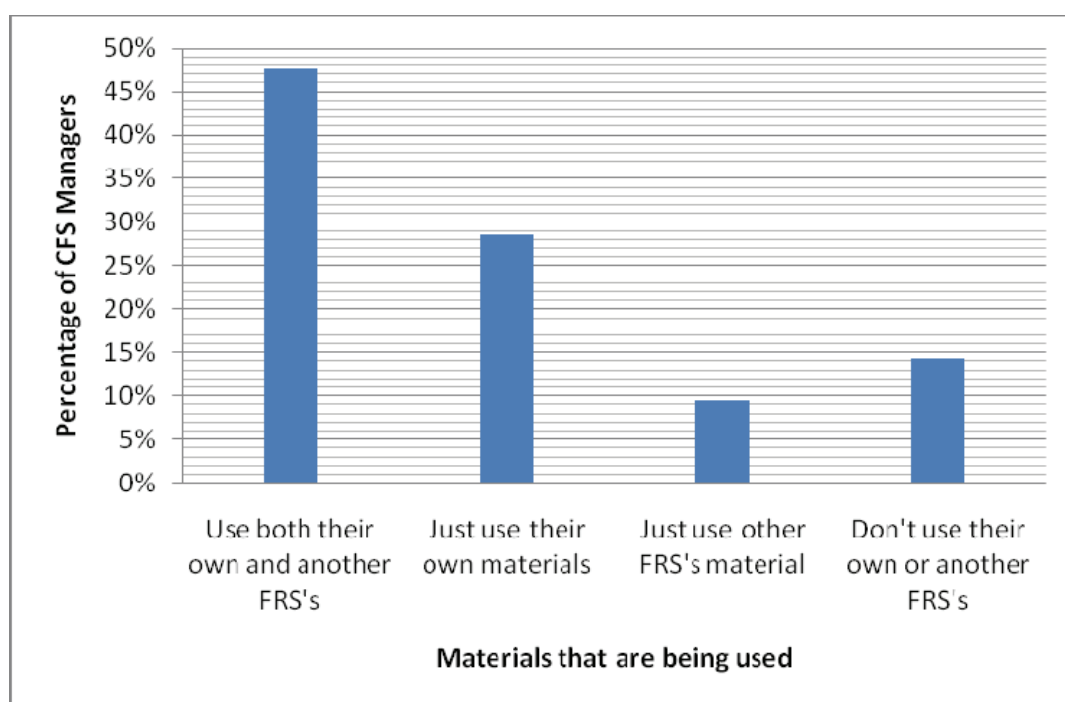
Other reasons for not using the materials were:

- time and budget restraints to be able to properly implement the packs
- a desire to have local characters and images within materials
- Fire Kills materials were said to be too long to be delivered in the limited time that schools give them
- an inability to test and evaluate the packs in schools before implementation.

### 3.3.6 Use of other materials

Figure 4 illustrates the other kinds of materials which fire and rescue services were using besides or instead of the Fire Kills materials, as reported by community fire safety managers (n=42).

**Figure 4: Respondents who used their own materials or the materials of another fire and rescue service**



The reasons respondents gave for using their own materials or the materials of another fire and rescue service included:

- a need to complement an education structure including private, public, state and grammar schools as well as home schooling
- a desire to have local people and contexts in the material, highlighting specific areas of risk within communities
- difficulties getting enough Fire Kills materials
- they had a seconded or ex-teacher in their employment
- the alternative materials had received positive feedback from schools
- to provide materials which were simple enough for firefighters to use.

Materials included:

- junior fire kits
- props (e.g. dummy smoke alarms, matchboxes, lighters, smoke blankets and finger puppets)
- PowerPoint presentations
- interactive multi-choice handsets
- lesson plans, teachers' notes and work books
- DVDs and
- story books.

Thirty two community fire safety managers (76%) had developed their own material. However, this is not to say they developed all of their own materials, as many participants used a combination of their own materials, the materials of another fire and rescue service and the Fire Kills packs for different Key Stages.

## 3.4 Feedback on content

### 3.4.1 Overall

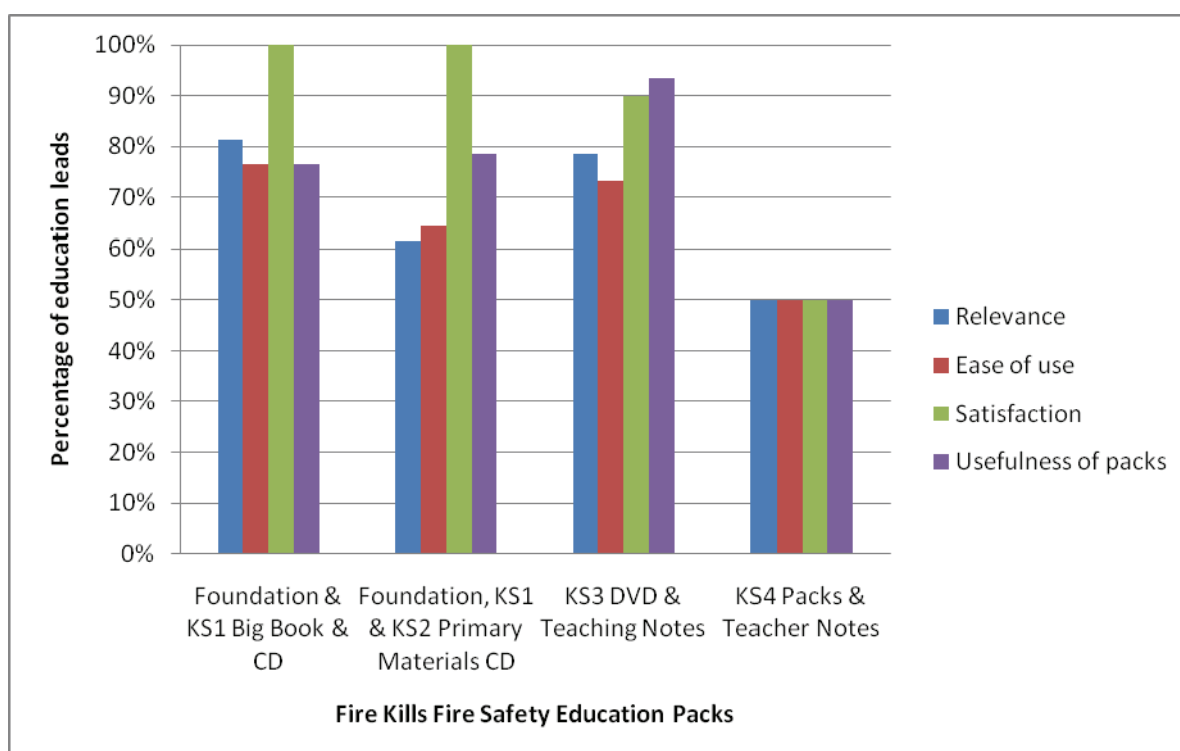
Education leads who used any of the Fire Kills packs were asked how useful, easy to use and relevant they had found each of the packs either from their own experience or from feedback they had had from schools. They were also asked how satisfied schools were with the materials.

Figure 5 displays respondents' ratings for usefulness, and a similar pattern can be observed for ease of use, relevance and satisfaction. In all cases, the Big Book was viewed most favourably, followed by the Key Stage 3 DVD and then the primary materials CD.

Some respondents were unable to comment either because they hadn't formally evaluated the materials or because they hadn't used a particular pack. The results are shown in Figure 5 below – please note that those who could not provide any feedback were excluded. The following show approximate baseline numbers:

- Foundation and Key Stage 1– The Big Book and CD: n = ~17
- Foundation and Key Stages 1 and 2– Primary Materials CD: n = ~14
- Key Stage 3 – DVD and Teachers' Notes: n = ~15
- Key Stage 4 packs and teachers notes: n = 6.

**Figure 5: Feedback on the Fire Kills packs (relevance, ease of use, usefulness and schools' satisfaction)**



### 3.4.2 Relevance

The majority (81%, n=13) of education leads felt that the Big Book was most relevant, as shown in Figure 5. Despite many fire and rescue services stating that they were quite happy with the Fire Kills packs, when asked whether the materials were missing any key themes, respondents noted the following:

- there should be more information on car fires and road traffic collisions in Key Stage 3 and Key Stage 4
- in Foundation, Key Stage 1 and Key Stage 2 there should be more information on escape plans from a variety of structures including high rise buildings, and more information on bonfire night and the use/dangers of fireworks and sparklers
- all packs were reported to need more information for those with special educational needs and what those children should do in the event of a fire
- within all packs there should be more on toxic smoke and “choices and consequences” with a focus on real life situations
- there also should be more information within all packs about anti-social behaviour, fire setting and hoax calls.

### 3.4.3 Ease of use

#### **FOUNDATION AND KEY STAGE 1**

As shown in Figure 5, the Big Book was considered the most easy to use (76%, n = 13). There was mixed opinion on what staff found easy and difficult about this pack. Some respondents thought that the most difficult aspect of the Book was its layout and size. The layout of the Book reportedly made it difficult for inexperienced people to deliver and the size meant that it couldn't be shown to large groups of children. However, others commented that the layout made it easy to use and thus popular with fire and rescue service staff. They also liked that it could be presented electronically to larger audiences. There were also differences in opinion over the pictures: one respondent thought that the pictures were “*too busy*”; whereas others thought they were “*good*”.

#### **KEY STAGE 2**

A few respondents (n = 3) commented that there were IT problems with the primary materials CD where schools sometimes did not have the necessary equipment to use it. One respondent commented that the quality of the video clips was poor. However, there was said to be a good mix of activities and the ability to extract things for particular presentations made the CD easy to use.

### KEY STAGE 3

In Key Stage 3, respondents spoke favourably about the Heat of the Moment DVD saying it was “*easy to use and interesting*”, but they spoke less favourably about the teachers’ notes. Two education leads thought the pack was difficult to use by individuals other than teachers.

### KEY STAGE 4

Of those education leads who were able to comment on Key Stage 4, an equal number said that the pack was easy (n = 3) as said it was difficult (n = 3) to use, however, this was based on very low numbers of respondents. Reasons given for it being difficult to use included that it was geared towards being delivered by teachers and there was too much information to cover in the time given to them by schools. Other respondents reported finding the packs easy to use, because they covered so many issues.

#### 3.4.4 Usefulness

As Figure 5 illustrates, the Key Stage 3 materials were viewed as being most useful (93%, n = 14), although this was with particular reference to the DVD – the teachers’ notes were largely not used by schools.

Respondents thought the story book format of the Big Book was most useful, with several respondents commenting that they liked the ‘hot and cold cards’, the safe/unsafe pictures, the alien pictures, and the fire safety lotto.

With the Primary Materials CD “*that all of the information is portable, accessible and user friendly for schools is most useful.*” The teachers’ support pack was also said to be useful “*as it reaches all age groups and needs*”. One respondent said that the pack was useful in a one-to-one context as fire and rescue service staff were able to extract information to meet particular needs.



### 3.4.5 School satisfaction

Fire and rescue services were asked to state whether they thought schools were satisfied with the Fire Kills packs. As shown in Figure 5, most respondents felt that schools were satisfied with the materials, with the exception of the Key Stage 4 pack.

Of those who felt able to comment (n = 24), the majority felt that the Fire Kills packs fitted in well with the National Curriculum, with a sufficient range of activities that had up-to-date and meaningful themes. As such, teachers were willing to include them in lessons. The results are shown in Table 7 below.

Table 7: Reasons given for schools being satisfied with the packs						
	Education leads (n=24)					
	Agree		Disagree		Unsure	
Reason for satisfaction	Number	Percentage	Number	Percentage	Number	Percentage
Fits in with National Curriculum	13	54%	5	21%	6	25%
Teachers are willing to include them in lessons	10	42%	8	33%	6	25%
Good range of activities in the packs	14	58%	3	13%	7	29%
Themes are up to date and meaningful to children	13	54%	4	17%	7	29%
Range of activities in the pack are sufficient	12	50%	4	17%	8	33%
Packs do cater to pupil ability	9	38%	9	38%	6	25%

Education leads also stated that schools liked that the materials, because they were downloadable and therefore more accessible.

## 3.5 Future DCLG support

The following sections featured in both the community fire safety manager and education lead questionnaires, however the question in Section 3.3.12 was only asked of those education leads (n=24) who had said that they used the materials.

### 3.5.1 Further support

Respondents almost unanimously reported wanting further support from DCLG – 93 per cent of community fire safety managers and 95 per cent of education leads.

Respondents stated they would like support with:

- evaluating the materials in order to assess learning outcomes and identify the impact the materials were having on reducing fire related incidents. This could be provided to schools and local authorities to help each of them to justify resource
- a resource catalogue or exhibition day to see the resources DCLG had available
- engaging with DCLG to help develop materials
- publicising costs
- a clearer distinction between Fire Kills and DirectGov
- providing direction on how materials could be better delivered in classrooms
- provision of more resources to give to children to take home and disseminate to their parents and
- improving Key Stage 4 materials.

Fire and Rescue Services highlighted that they would like a single point of contact within DCLG to more easily bring fire safety education issues to. However, it should be noted that this point of contact existed at the time of the research.

### 3.5.2 Changes to the Fire Kills material

The majority of respondents felt that the materials need to be changed in some way (57% and 67% for community fire safety managers and education leads respectively).

Suggested changes included:

- “*Bring it up to date*” and improving the quality – “*it would be nice to have materials of a similar standard to the Big Book.*” The materials were said to be “*not in touch with the imagery that appeals to children*”
- ensuring that it could be delivered by the “*average*” firefighter within a 45 minute lesson
- more interactivity and excitement
- more information on gangs, terrorism and the role of the Fire and Rescue Service
- information to illustrate to teachers the benefits of fire safety education and how it aligns with personal, social and health education
- including other safety messages, such as water and road safety, etc.

### Continuing to use the packs

As shown in Table 8, the majority of both community fire safety managers (60%, n=25) and education leads (88%, n=21) said they would continue to use the Fire Kills packs.

**Table 8: The extent to which respondents would continue to use the Fire Kills packs**

	Community fire safety managers (N=42)		Education leads (N=24)	
Will you continue to use the Fire Kills packs?	Number	Percentage	Number	Percentage
Yes	25	60%	21	88%
No	6	14%	0	0%
Unsure	11	26%	3	12%

It should be noted that although the percentage of community fire safety managers (60%) who said they would continue to use the materials was close to the number of fire and rescue services who use the packs (57%), not all of those who said they would continue to use the packs were using them at the time.

The reasons given by respondents (community fire safety managers and education leads) as to why they would continue to use the materials included the following, because:

- the materials give a “consistent,” “national” approach that is “popular,” “relevant,” “useful” and “cheap.”
- there are limited alternatives
- it “supports” and “complements” their own work
- it allows them to leave something for children to follow-up on.

Those community fire safety managers who were ‘unsure’ if they would continue to use the packs felt it was up to the discretion of the education lead to decide what materials they use going forward. ‘Unsure’ education leads felt unable to say, pending an evaluation of the materials.

Not one of the education leads who were using the materials, said they would stop using them. However, some stated that they would only continue to use a selection of the materials, namely the Big Book, the primary materials CD and/or the Key Stage 3 DVD.

### 3.5.4 Would the packs be missed?

The majority of community fire safety managers (67%) and education leads (57%) stated that they would miss the Fire Kills packs if they were discontinued.

Even those that did not use the packs said they would miss having the support and back-up of the Fire Kills materials.

Reasons that respondents gave included:

- *“It would be a problem to create our own materials.”*
- *“They can give [the programmes and syllabus co-ordinator] good ideas.”*
- *Because it was seen as the “foundation” of their fire safety education.*
- *“Fire Kills is strongly identifiable within the fire service and it’s good to have that branding. The strength of the brand strengthens the message.”*
- it was cost effective and helps them to deliver their message.

Several respondents said they would only miss Frances the Firefly and/or the ‘Get Out, Get the Fire Brigade Out, Stay Out’ leaflet. Respondents who were ‘unsure’ made comments such as *“they don’t know what they’re missing”* or *“it’s good that it’s there if we need it.”*

## 4 Summary

### 4.1 Main outcomes

#### **The Fire Kills packs were being used**

The materials were being used by more than half of fire and rescue services in England at the time of the survey in early 2010. It was common for respondents to use the material for a particular age range, most notably Foundation, Key Stage 1, 2 or 3, but also to combine materials from the different Key Stages. The extent to which the materials were being used had increased over the years, with some fire and rescue services starting to use the materials as late as 2009.

A large proportion of fire and rescue services had developed their own materials and shared materials with other fire and rescue services. The materials which were developed by fire and rescue services had either been established prior to the development of the Fire Kills packs or they were more considered more aligned with the aims and skills of a particular fire and rescue service. For example: some preferred interactive tools, whereas others preferred PowerPoint presentations; and some fire and rescue services had specially trained education staff while others used fire crews. Either way, these materials were usually localised and commonly included other themes which were part of wider safety schemes, not just fire safety.

It also seemed that those who were using the packs would continue to do so and would miss the packs if they were to be discontinued.

#### **Satisfaction with Fire Kills packs**

Feedback on the materials, from those who used them, was very positive. The large majority of those who felt able to comment on the packs thought them to be relevant, useful and easy to use, particularly Foundation, Key Stage 1 and Key Stage 3. In contrast Key Stage 4 was not rated as easy to use, useful or relevant as the other packs were.

Those that had used the Foundation and Key Stage 1 packs and felt able to comment on behalf of schools thought that the schools were satisfied with them. However, a large percentage of respondents felt that it would not be fair to offer feedback from schools without conducting a proper evaluation. This issue was raised again when respondents were asked whether they would like further support from DCLG. Some respondents said they would like support on evaluating the impact of the materials so they could justify to the fire and rescue service and the local authority their investment in fire safety education.

## **Key Stage 4**

The Key Stage 4 pack was being used by a minority of respondents. This was because:

- only a minority of respondents delivered fire safety education to this age group; and
- many fire and rescue services felt the Key Stage 4 materials were too complex to be delivered by non-educationalists within a lesson of 45 minutes duration.

Inevitably, with so few respondents using this pack there were subsequently high proportions of 'Cannot say' responses in the feedback section of the questionnaire.

There was nevertheless some interest in more suitable Key Stage 4 materials as three fire and rescue services requested help in developing Key Stage 4 materials.

## **Awareness of Fire Kills materials**

The questions testing the level of awareness of the Fire Kills packs demonstrated that community fire safety managers were largely unaware of them. This lack of awareness was present regardless of whether their fire and rescue service were using the materials or not. It seems that management of education materials was the concern of the education lead role (or the programmes and syllabus co-ordinator if a fire and rescue service had one) and such knowledge was reportedly too specific for a general community fire safety manager.

Furthermore, in Section 3.5.3 it was reported that more community fire safety managers said they would continue to use the materials than were using them at the time of research. This may be because the community fire safety managers' knowledge was not detailed enough to say whether they were being used, but that they nevertheless felt the materials were valuable to the fire and rescue service, possibly because of cost or educational effectiveness.

Some community fire safety managers and education leads said they would miss the materials even though they didn't use them, because it was good to have the 'back-up' of knowing that they were there.

## 5 Appendix A: Questionnaires

### CFS Manager Questionnaire

#### Current fire safety education work

1. Which key stages, ages 3 to 16, is your (Fire and Rescue Service) FRS involved in delivering fire safety education (FSE) to?

- |                                 |                          |
|---------------------------------|--------------------------|
| Foundation (3-5 year olds)      | <input type="checkbox"/> |
| KS1 (5-7 year olds)/ Yr 1-2)    | <input type="checkbox"/> |
| KS2 (7-11 year olds/ Yr 3-6)    | <input type="checkbox"/> |
| KS3 (11-14 year olds/ Yr 7-9)   | <input type="checkbox"/> |
| KS4 (14-16 year olds/ Yr 10-11) | <input type="checkbox"/> |

*a) Note: If any of the key stages are omitted ask - Why don't you deliver FSE to this stage?*

2. Please outline the main fire safety education activities carried out by your FRS.

*Note: Summarise and then check the following list:*

- |                                     | <b>Yes</b>               | <b>No</b>                | <b>Discuss</b> |
|-------------------------------------|--------------------------|--------------------------|----------------|
| Have a specific education program   | <input type="checkbox"/> | <input type="checkbox"/> |                |
| Offer teaching resources            | <input type="checkbox"/> | <input type="checkbox"/> |                |
| Consult with local schools/teachers | <input type="checkbox"/> | <input type="checkbox"/> |                |
| Consult with other groups           | <input type="checkbox"/> | <input type="checkbox"/> |                |
| Other specific schemes              | <input type="checkbox"/> | <input type="checkbox"/> |                |

If yes – please explain what these other specific schemes are.

**Yes    No    Discuss**

Other resources e.g. website ☐ ☐

If yes – please explain what these resources are.

**Yes    No    Discuss**

Assist schools with lesson planning ☐ ☐

Visit schools ☐ ☐

School visits to FRS premises ☐ ☐

Attend local education events ☐ ☐

Encourage schools to deliver FSE ☐ ☐

Other ☐ ☐

If other – please explain what these are:

3. Please outline how schools based fire safety education work fits into your wider community fire safety and youth work? (*Prompt – How does fire safety education fit in with your strategy? How is fire safety education prioritised against other work (such as LIFE, Prince's Trust, Duke of Edinburgh Award, Fire Setters)? How closely do you work with schools?*)

4. How important is fire safety education work to the overall community safety work?

Very important	Somewhat important	Neither	Not very important	Not important at all
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## Fire safety education tools

5. Where does your Community Fire Safety team access fire safety education materials from? (*Prompt - e.g. websites? Which websites? Developed internally at FRS?*)

a. *What kinds of materials do the team use?*



6. Please list the materials you are aware that Fire Kills offers for use with schools?

*Note: Listen to answer, ask the validation question if they have described material similar to Fire Kills and then code:*

	Named it	Very similar description offered	Did not cite it
Foundation & KS1 The Big Book & CD			
Foundation, KS1 & KS2 Primary Materials CD			
KS3 DVD & Teacher notes			
KS4 Packs & Teacher notes			
Other - specify			
Other - specify			
Other - specify			

*Note: To clarify what materials are being described, please ask each of the validation questions together with question 7.*

<b><i>Fire Kills material</i></b>	<b><i>Validation question</i></b>
<i>Foundation &amp; KS1 The Big Book &amp; CD (F &amp; Yr1/2)</i>	<i>Is this the double sided big book stories?</i>
<i>Foundation, KS1 &amp; KS2 Primary Materials CD (Yr 1/2/3/6)</i>	<i>Is this the primary materials CD?</i>
<i>KS3 DVD &amp; Teacher notes (Yrs7-9)</i>	<i>Is this a DVD and teachers notes called 'Heat of the Moment'?</i>
<i>KS4 Packs &amp; Teachers notes (Yrs10-11)</i>	<i>Are these four packs called: Road traffic collisions; Deliberate fires (arson); Hoax calls; and Accidental house fires? Are there also Teachers notes to support these packs?</i>

7. How often does your team offer/promote the Fire Kills FSEP materials to schools?

*Note: Read validation statement with each type of material.*

	Always	Often	Sometimes	Rarely	Never
Foundation & KS1 The Big Book & CD					
Foundation, KS1 & KS2 Primary Materials CD					
KS3 DVD & Teacher notes					
KS4 Packs & Teachers notes					
Other - specify					
Other - specify					
Other - specify					

*Note for interviewer – to ensure the interviewee is clear what pack we are discussing please use the validation statement with each of the Fire Kills materials:*

<b>Fire Kills material</b>	<b>Validation statement</b>
<i>Foundation &amp; KS1 The Big Book &amp; CD (F &amp; Yr1/2)</i>	<i>This is the double sided big book stories.</i>
<i>Foundation, KS1 &amp; KS2 Primary Materials CD (Yr 1/2/3/6)</i>	<i>This is the primary materials CD.</i>
<i>KS3 DVD &amp; Teacher notes (Yrs7-9)</i>	<i>This is a DVD and teachers notes called ‘Heat of the Moment’.</i>
<i>KS4 Packs &amp; Teachers notes (Yrs10-11)</i>	<i>These are four packs called:</i> <i>Road traffic collisions;</i> <i>Deliberate fires (arson);</i> <i>Hoax calls; and</i> <i>Accidental house fires?</i> <i>There are also teacher’s notes to support these packs.</i>

a. **If never**, have they ever offered the Fire Kills FSEP material in the past?  
Yes ☐ No ☐

b. Why don't you use it?

*(Prompts: Did not know about it, did not see circulars announcing it, considered it inappropriate, anything in particular they did not like about it?)*

8. Which, if any, of Fire Kills FSEP material for schools have you rebranded and/or reproduced as your own?

	Yes	How rebranded?
Foundation & KS1 The Big Book & CD		
Foundation, KS1 & KS2 Primary Materials CD		
KS3 DVD & Teacher notes		
KS4 Packs & Teacher notes		
Other (describe)		

a. Why did you rebrand the material?

9. If you have not used Fire Kills FSEP materials at all, do you use your own or someone else's materials to support fire safety education in schools?

Yes – we have developed our own	Yes – we use someone else's	No	Do not know

a. **If yes, why do you use these materials?** *(Prompt – are these linked with wider safety education schemes? Are they based on other commercially available materials?)*

- b. **If yes, which materials do you use?** (Prompt – name/type of material e.g. DVD for use in schools, teachers notes/what themes are included? What was it you did like about these materials?)

## Future work

10. Would you like to see any changes made to Fire Kills FSEP material? If yes, please elaborate:

11. Will you continue to use the Fire Kills FSEP packs?

12. Would you welcome further DCLG support on fire safety education?

**Yes/No/Unsure**

Please say what and why:

13. Would you miss the Fire Kills FSEP packs if they were discontinued?

**Yes/No/Unsure.** Please elaborate:

**THANK YOU FOR YOUR ASSISTANCE**

## CFS Education Lead Questionnaire

### Summary of CFS manager interview

Provide a brief summary of the CFS manager interview.

### Fire Safety Education Programme (FSEP) packs

14. If you use the Fire Kills FSEP material in any way, how long have you used them for? Tick all years used.

	2006	2007	2008	2009
Foundation & KS1 The Big Book & CD				
Foundation, KS1 & KS2 Primary Materials CD				
KS3 DVD & Teacher notes				
KS4 Packs & Teachers notes				

*Note: Please read description of material to ensure interviewee is clear about material being discussed.*

<b><i>Fire Kills FSEP packs</i></b>	<b><i>Description of material</i></b>
<i>Foundation &amp; KS1 The Big Book &amp; CD (F &amp; Yr1/2)</i>	<i>This is the double sided big book stories.</i>
<i>Foundation, KS1 &amp; KS2 Primary Materials CD (Yr 1/2/3/6)</i>	<i>This is the primary materials CD.</i>
<i>KS3 DVD &amp; Teacher notes (Yrs7-9)</i>	<i>This is a DVD and teachers notes called 'Heat of the Moment'?</i>
<i>KS4 Packs &amp; Teachers notes (Yrs10-11)</i>	<i>These are four packs called:</i> <i>Road traffic collisions;</i> <i>Deliberate fires (arson);</i> <i>Hoax calls; and</i> <i>Accidental house fires.</i> <i>There are also Teachers notes to support these packs.</i>

15. Please can you outline how you use the Fire Kills FSEP material?

	Yes	Discuss
Offered to schools		
Delivered by FRS staff in schools		
As a guide for our own work/packs		
In conjunction with teachers in schools		
When schools visit FRS premises e.g. visits to fire stations		
Other		

16. If you have not used the Fire Kills FSEP packs in any way (including in the production of your own material), can you please outline the main reasons.

Summarise response and then prompt them to check off the list below.

	Yes	Discuss
Have found alternative resources (schools own material, locally produced, etc.)		
Do not fit with the National curriculum		
FSE is not a high priority for schools in our area		
Not available in required language		
Not available for use by visual or hearing impaired		
They do not match students' abilities		
We do not agree with the exercises		
The materials conflict with good education practice		
They are out of date		
They omit key themes		
We prefer online resources		
We prefer other media		
We wanted local branding		
We already had our own material		
Our materials are part of a wider safety scheme		
Adverse feedback from schools		
Not aware of DCLGs FSE packs		
Other		

**If they do not use Fire Kills FSEP material, go to question 17.**



17. Have you adapted the Fire Kills FSEP material to cover any gaps such as language, disability or special education needs?

	Yes	No	If Yes, what languages/how adapted?
Foundation & KS1 The Big Book & CD			
Foundation, KS1 & KS2 Primary Materials CD			
KS3 DVD &Teacher Notes			
KS4 Packs &Teacher Notes			

a) Why did you make these changes?

18. Have you expanded the Fire Kills FSEP packs into alternative formats, such as electronic media?

	Yes	No	If yes, what formats?
Foundation & KS1 The Big Book & CD			
Foundation, KS1 & KS2 Primary Materials CD			
KS3 DVD &Teacher Notes			
KS4 Packs &Teacher Notes			

b) Why did you make these changes?

19. If you use the Fire Kills FSEP packs, tell us why you have chosen to use them?

20. Based on the feedback you have had from schools, and from your experience, how relevant is each of the Fire Kills FSEP packs to the students?

	Very relevant	Relevant	Neither	Not relevant	Not relevant at all	Cannot say/ do not know
Foundation & KS1 The Big Book & CD	5	4	3	2	1	0
Foundation, KS1 & KS2 Primary Materials CD	5	4	3	2	1	0
KS3 DVD & Teacher Notes	5	4	3	2	1	0
KS4 Packs & Teacher Notes	5	4	3	2	1	0

21. Based on the feedback you have had from schools, and from your own experience, how easy are the Fire Kills FSEP packs to use?

	Very Easy	Easy	Neither	Difficult	Very difficult	Cannot say/ do not know
Foundation & KS1 The Big Book & CD	5	4	3	2	1	
Foundation, KS1 & KS2 Primary Materials CD	5	4	3	2	1	
KS3 DVD & Teacher Notes	5	4	3	2	1	
KS4 Packs & Teacher Notes	5	4	3	2	1	

22. Please explain for each of the Fire Kills FSEP packs what aspects of the packs you/or the schools have found easy or difficult to use?

	Please explain what was easy or difficult about each of the packs
Foundation & KS1 The Big Book & CD	
Foundation, KS1 & KS2 Primary Materials CD	
KS3 DVD & Teacher Notes	
KS4 Packs & Teacher Notes	

23. Do you use the Fire Kills FSEP material in settings other than schools? If yes, which settings?

To what extent are schools satisfied with the packs?

	Very satisfied	Satisfied	Neither	Dissatisfied	Very dissatisfied	Cannot say/ do not know
Foundation & KS1 The Big Book & CD	5	4	3	2	1	
Foundation, KS1 & KS2 Primary Materials CD	5	4	3	2	1	
KS3 DVD & Teacher Notes	5	4	3	2	1	
KS4 Packs & Teacher Notes	5	4	3	2	1	

a) Why is this? Summarise response and then code

	Agree	Disagree	Discuss
Fit in well with National Curriculum			
Teachers are willing to include them in lessons			
Good range of activities in the pack			
Themes are up to date and meaningful to children			
Range of activities in the pack are sufficient			
Packs do cater to pupil ability			
Other			

24. In your opinion, are there any fire related behaviours /themes missing from the packs? If so, please say what themes should be included and why?

	Theme missing?	Why should they be included?
Foundation & KS1 The Big Book & CD		
Foundation, KS1 & KS2 Primary Materials CD		
KS3 DVD & Teacher Notes		
KS4 Packs & Teacher Notes		

25. Do you use the Fire Kills FSEP material for all pupils in each key stage? Please elaborate:

(KS1 Yr1/2, KS2 Yr 3-6, KS3 Yrs7-9, KS4 Yrs10-11)

26. How useful or not useful have you found the Fire Kills FSEP packs?

	Very useful	Useful	Neither	Not useful	Not at all useful	Cannot say/ do not know
Foundation & KS1 The Big Book & CD	5	4	3	2	1	
Foundation, KS1 & KS2 Primary Materials CD	5	4	3	2	1	
KS3 DVD & Teacher Notes	5	4	3	2	1	
KS4 Packs & Teacher Notes	5	4	3	2	1	

27. Please outline what aspects of the Fire Kills FSEP packs have been the most and least useful?

	What aspects have been most/least useful?
Foundation & KS1 The Big Book & CD	
Foundation, KS1 & KS2 Primary Materials CD	
KS3 DVD & Teacher Notes	
KS4 Packs & Teacher Notes	

#### Future work

28. Will you continue to use the Fire Kills FSEP packs? **Yes/No/Unsure**

Please say why?

29. Would you welcome further DCLG support on fire safety education?  
**Yes/No/Unsure**

Please say what and why?

30. Would you like to see any other changes made to Fire Kills FSEP material? If yes, please elaborate:

31. Would you miss the Fire Kills FSEP packs if they were discontinued?  
**Yes/No/Unsure.** Please elaborate:

**Thank you for your assistance**

## 6 Appendix B: Case studies



# Case Study: Dorset Fire and Rescue Service

## Background

Dorset Fire and Rescue Service's educational programme is called SAFE-D (Safety Awareness and Fire Education – Dorset). It is based on the Department for Communities and Local Government's (DCLG) Fire Kills campaign, which aimed to increase young people's awareness of the risks from fire and to help them develop the skills they need to stay safe. For SAFE-D Dorset Fire and Rescue Service expanded the aims of Fire Kills into five safety aims:

1. Fire prevention in the home
2. Smoke alarms and escape plans
3. Calling 999 (including hoax calls)
4. Dangers of playing with fire, and
5. Road safety (specifically in-car safety).



## Pre-visit activities

Dorset Fire and Rescue Service developed a suite of online tools and activities to be used by teachers to provide safety education to children *prior* to a visit by Dorset Fire and Rescue Service. The education packs cover Dorset Fire and Rescue Service's five educational aims, with the pack being developed in conjunction with DCLG's Fire Kills Fire Safety Education Packs. It contains teaching resources aligned with the National Curriculum, Early Learning Goals, Every Child Matters National Outcomes and the Healthy Schools Programme. Separate online resources are available for Reception/ Key Stage 1, Key Stage 2 and Key Stage 3 and can be found online (by following the links to SAFE-D Kids) at <http://www.dorsetfire.co.uk>.



Activities range from quizzes (such as identifying fire hazards) for younger children, to digital media videos for older pupils.

### **SAFE-D sessions**

Fire safety education in schools is undertaken by firefighters who are trained in being able to deliver the education effectively and appropriately. The sessions cover the Dorset Fire and Rescue Service's five safety aims and span a range of practical activities including:

- Escape from fire/smoke: children take part in a demonstration where they attempt to escape from a smoke-filled house by crawling under a 'blanket' of smoke
- Dialling 999/hoax calls: children are taken through the procedure of dialling 999 and what information they need to know when calling in an emergency, for example their address, what the emergency is etc.
- Firekits: firefighters explain the importance of a firekit and describe to children the purpose of different parts of the firekit, for example flash hood, breathing apparatus etc
- Stop, drop and roll exercise: children are asked to practice stop, drop and roll, when a 'fire sticker' is placed on them.

### **'Hot Topics'**

'Hot Topics' are a series of specialist presentations delivered by Dorset Fire and Rescue Service. The Fire and Rescue Service approaches a school where a local or immediate issue is evident and ask to deliver the session, which explains the dangers, consequences and safety messages behind the issue and aims to improve safety in the community. 'Hot Topics' can be used proactively or reactively to cover anti-social behaviour, reassurance, education and awareness-raising following an incident and seasonal issues such as urban heath fires, which are a major problem in the region.

Hot Topics are delivered alongside mainstream SAFE-D education and not as a replacement for it. Before each Hot Topics session Dorset Fire and Rescue Service staff talk to the teachers, involving the parents and the Fire and Rescue Service counsellor, to ensure any information is delivered in a sensitive manner particularly if the incident relates to a house fire or fatalities.

### **'Learning Outside the Classroom' award**

The Level One Learning Outside the Classroom (LOtC) Quality Badge was launched in 2009 as part of the Learning Outside the Classroom Manifesto, a national initiative to ensure young people are given more opportunities to have these experiences as part of the curriculum. Dorset Fire and Rescue Service was awarded the Level One Learning Outside the Classroom award for the fire safety education sessions it delivers. The award highlights the use of places other than the classroom for teaching – in this instance, fire engine visits to schools as part of Dorset Fire and Rescue Service's SAFE-D (as pictured to the right).



The award also shows that the Fire and Rescue Service has a risk assessment in place to safely deliver the training.

***“Being awarded the LOTC Quality Badge is a real coup for DFRS [Dorset Fire and Rescue Service] as it shows that we offer schools the type of high quality learning experiences the pupils really benefit from.”***

(Education and Youth Development Manager, Dorset Fire and Rescue Service)

## Giveaways

Following a visit by firefighters, each class is given a bag of giveaways including:

- A safety education bear – this is a teddy bear which is used in the classroom whenever there is safety work. It acts as a reminder to the children of ‘when the firefighters came’ and provides a memorable and permanent visual link to the safety messages provided to them during the visit
- A letter to the teacher and parents
- A SAFE-D award certificate
- Posters and stickers
- A SAFE-D detective sheet (encouraging home safety checks for vulnerable elderly relatives)
- Work and activity sheets to take home, based on the safety education bear helping to do a home safety check with regards to fire.



Dorset Fire and Rescue Service has received anecdotal feedback from teachers who have said that the ***“children loved giveaways to take home to show parents”***.

Dorset Fire and Rescue Service is planning to measure the impact of giveaways further in 2011.

## Innovative Partnership working – ‘Blitz’

Dorset Fire and Rescue Service works in partnership with the police on ‘Blitz’. This programme raises awareness of anti-social behaviour, fire safety and hoax calls. The police organise all Blitz sessions in schools and ask Dorset Fire and Rescue Service to attend. The project started in 2005 and specifically aimed to deal with problems in Weymouth with regards to anti-social behaviour and drinking alcohol. As part of the project, Solomon Production Theatre delivers plays to schools, which are supplemented by workshops run by the Police (on anti-social behaviour) and the Fire and Rescue Service (on fire, arson and hoax calls). The programme was delivered to all schools in Dorset and accessed 7,500 children in 2008-09 and 6,200 in 2009-10. Teachers have provided positive feedback on the Fire and Rescue workshops, and in particular cite the use of media to get safety messages across as being ‘good’. Students are also asked to fill in evaluation forms to establish how they have been influenced by the presentations, with many stating that they do not partake in anti-social behaviours anyway.

<p><b>Top tip from the Fire and Rescue Service</b></p> <p><b><i>“Be adaptable to the needs of teachers, children and your delivery team and use their skills.”</i></b></p> <p>(Education and Youth Development Manager, Dorset Fire and Rescue Service)</p>	<p><b>Feedback from teachers</b></p> <p><b><i>“The visit was super – the children were very engaged and lots of learning took place and the pupils appreciate the firefighters being a local part of the community.”</i></b></p> <p><b><i>“It was a lively, well-paced presentation, very visual and very informative with lots of interaction and movement: the hands-on approach engages the children very well. The resources captured the children’s attention and delivery was in short sharp bursts suitable for this age group.”</i></b></p>
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## Engaging with schools

In order to identify why some schools do not take up fire safety education, Dorset Fire and Rescue Service carried out a research survey exploring a range of issues such as those outlined in the table below.

Research question	Findings
Why a specific school doesn’t have or no longer has visits	Visits did not happen because either schools didn’t know about fire safety visits; schools didn’t know how to organise or arrange a visit; and/or children use the online interactive safety centre rather than utilising a school visit.
What is the best way for Dorset Fire and Rescue Service to increase awareness with teachers?	Presentations to individual schools, mailshots with posters, emails to schools and giveaways.
Exploring when schools would/do teach children about safety.	A seasonal event such as a bonfire, at any point in the year, following any safety work by others, for example the Police, and as part of learning about the Great Fire of London or other topics.

## Interacting with children and young people

Dorset Fire and Rescue Service has developed guidelines detailing how to interact and engage with children of different ages and Key Stage levels and also detailing behaviours that Fire and Rescue Service delivery staff should expect (of children) when carrying out school visits. A list of expected behaviours for Fire and Rescue Service staff (when delivering sessions) is also available, including (for example) no rough and physical play. Fire and Rescue Service delivery staff are also provided with age-specific session plans which detail the specific activities that should be carried out with each year group. This interaction not only plans the lessons to the needs of the child, but also covers issues outlined in Safeguarding Children.

## What does the future hold?

The SAFE-D package will continue to be delivered, evaluated and updated when required, including, for example updates to keep the package in line with National Curriculum requirements and to ensure that it is as relevant as possible to schools and educators. The Education Youth and Development Manager within Dorset Fire and Rescue Service will continue to monitor schools that are delivering the education package and also make contact with those schools who don't currently receive visits in order to offer them the package.

### Contact

Tess Cross  
(Education and Youth Development Manager) at Dorset Fire and Rescue Service for further details

Email: [tess.cross@dorsetfire.gov.uk](mailto:tess.cross@dorsetfire.gov.uk)



## Case Study: London Fire Brigade

## Background

London Fire Brigade works with local communities to educate people about the dangers of fire. Young people have been identified as a particularly important target audience, and London Fire Brigade utilise their schools visits to effectively deliver key fire safety messages.

The Schools Team establishment includes a team of school officers (15) based across the Greater London area, a schools officer co-ordinator and the management team who are based at Headquarters. The dedicated specialist team of trained schools officers, many with a previous teaching background, deliver interactive educational workshops on fire safety to children in primary school years 2 and 5 across London. These sessions are focussed on the key areas of prevention, detection and escape from fire. Additional modules such as arson, hoax calls, celebrating safely and burns and scalds are also often included. The visits aim to embed messages into a child's mindset from an early age and participants are encouraged to share what they have learned with friends and family, to increase the impact of the sessions and potentially reduce the number of fires and the effects of fire on a much wider scale.

## How are visits planned?

Visits are offered to every primary school annually with schools in areas at a higher risk from residential fires being offered a first choice of dates for that academic year. The Fire and Rescue Authority's incident risk analysis toolkit (iRAT) identifies those areas in London where accidental fires in the home are most likely to occur on a ward by ward basis. This information is overlaid with the location of every primary school within Greater London. Schools are then risk ranked to reflect the likelihood of children attending them experiencing a fire at home. Each school is placed into one of four risk categories - Very High, High, Medium and Low. School visits are prioritised accordingly, with visits to those schools risk ranked as Very High and High being completed first (usually at the beginning of the academic year). Special educational needs schools are risk ranked as Very High.

## Education package



London Fire Brigade considers it important to maintain a consistent national approach to delivering fire safety education and have developed their education package in line with the Department for Communities and Local Government Fire Kills resources. To address areas where they felt more resources were required to cover key learning objectives London Fire Brigade have also created further materials that elaborate on key areas, including escaping from high rise flat fires and escape plans for people with physical disabilities.

Materials were developed to include characters from black and minority ethnic backgrounds and take into account culturally-specific topics such as the celebration of Diwali, Hanukkah and Eid. Designed to complement the Fire Kills material, the combination of using the national and additional 'in-house'

resources has resulted in a comprehensive suite of educational tools that schools officers can use flexibly when delivering the fire safety workshops.

Combined with the use of various teaching methods to fulfil the key learning objectives - focusing on interaction, participation and activity based learning - the workshops delivered are accessible for children with disabilities, with special educational needs and for the diverse variety of cultures and backgrounds in London's schools. The workshops include ICT based activities, role play, rhymes and actions, quizzes and table-top activities designed to stimulate educate and inform the pupils. These sessions are designed to fit in with the National Curriculum in areas such as personal, social and health education, citizenship and science.

***“Fire and Rescue Service materials are excellent ... we would never refuse the sessions as we recognise their value and importance.”***

(Teacher, Herbert Morrison Primary School)

## SEN and EAL Children



London Fire Brigade actively targets children with special educational needs and children with English as an additional language. As part of their *inclusive* learning belief, London Fire Brigade uses the VARK system (visual, aural, reading/writing and kinaesthetic) which enables fire safety messages to reach children who have different abilities and styles of learning. Examples are provided below.

- **Bubbles and sounds** are used in workshops delivered at Special Educational Needs schools as sensory tools to stimulate and engage children whose learning abilities may be limited. The use of long lasting bubbles helps to engage and include some children with Special Educational Needs as they are both visual and sensory (creating a popping feeling on the skin) – this is related to the many senses of touch, smell, sight and sound they might experience in a fire. The bubbles used are specially designed to be used as a teaching tool and meet health and safety standards being hypoallergenic and non-slip.
- **Sounds** are used to stimulate children's understanding of simple key messages. For example a fire engine siren, a smoke alarm and the announcement made at a fire station when firefighters are told there is an incident (etc) are played to children, who are then asked to guess what they are. Children can then match the sounds to pictures and/or items shown to them.
- **Puppets and Bears** help to engage children and build up rapport. Puppets dressed as 'firefighters' are used to discuss a range of key learning objectives, from the protective uniform to escape plans depending on the requirements of the lesson. 'Bernie' Bear helps to raise the issue of fire play by using story telling and role play to deliver important safety messages.

## Online teaching resources

A set of follow-up lesson plans and online resources have been designed for use by teachers as stand-alone lessons to reinforce learning after a fire safety workshop. All schools that are visited by the Schools Team are provided with a login to enable teachers to access the site to build on the fire safety education the children have experienced.

Resources provided link into many subject areas of the national curriculum to allow teachers to provide fire safety education to other year groups that were not seen by the Schools Team, as well as using them as a tool to extend the learning outcomes from the fire safety workshops with years 2 and 5.

For more information please go to: <http://www.london-fire.gov.uk/TeachingResources.asp> the 'homepage' for these resources.



## Evaluation

London Fire Brigade proactively uses feedback and outcomes from a variety of evaluation methods to improve their education service and develop new materials. After a workshop, the Schools Officers provide all teachers with an evaluation form to rate various elements of the service including, workshop duration and content, staff skills, aims, accessibility and links to the National Curriculum. There is also an online evaluation form for children and parents to download from the London Fire Brigade website; these provide an opportunity to collate feedback on the impact of lessons and whether messages are being understood, enjoyed and, importantly, shared by children with their families.

The Schools Team have also recently begun using an electronic evaluation tool (Genee) which uses an interactive response system (handheld keypad devices) to measure, whether children remember what they have been taught after a period of time. Evaluation visits (utilising the handheld devices) are carried out in schools six to 12 months after the original workshops are delivered, to measure understanding and retention of the information.

## What does the future hold?

London Fire Brigade is looking to continue to grow, improve and review its fire safety education in primary schools. In addition they are also developing a new education package expanding the Schools Team's scope to encompass a targeted programme for secondary schools. A pilot for this project is planned for the academic year 2011-12 and if proven successful will be rolled out pan-London to secondary schools across all London boroughs.



**Contact**

Sara Pedelty (Education Liaison Manager) at London Fire Brigade for further details.

Email: [sara.pedelty@london-fire.gov.uk](mailto:sara.pedelty@london-fire.gov.uk)

Phone 020 8555 1200 ext 30675

or go to: <http://www.london-fire.gov.uk/LFBSchoolsTeam.asp>

# Case Study: Merseyside Fire and Rescue Service

## Background

Street Heat is Merseyside Fire and Rescue Service's Secondary school safety education programme delivered in conjunction with other partners including Merseyside Police, Connexions, Children's Services, Ambulance Service and Community Safety Representatives.

The programme was developed as a result of Merseyside Fire and Rescue Service employees experiencing assaults from members of the public when responding to incidents. A review of incidents revealed a significant problem with other forms of anti-social behaviour among young people (such as deliberate fire-setting and hoax calls). This

identified the extent of the problem and the need for Merseyside Fire and Rescue Service to develop an innovative approach to fire safety education. They commissioned Ariel Trust, an independent organisation, to make an interactive learning resource that the 'Street Heat' programme is based around.

The Street Heat Programme places a firefighter in a secondary school for one day a week. These firefighters are called School Fire Liaison Officers and their main role is to engage with youths who may be involved in deliberate fire-setting and other anti-social behaviours, to try to break down barriers between the firefighters and the young people.

***"The role of the fire officers is to engage, motivate and encourage young people. What they bring to the project is their real-world experience of life and death situations that teachers do not have."***

(Ariel Trust: Street Heat 2: Final Evaluation Report<sup>1</sup>)

***"This Curriculum-based approach [to fire safety education] has received strategic support from Liverpool Association of Secondary Heads (LASH) and is delivering important educational results in terms of improved academic results."***

(Ariel Trust, Street Heat 2: Final Evaluation Report<sup>1</sup>)

## Impact of the Street Heat Programme

The Street Heat Programme has been designed to align with the GCSE English Curriculum. The exercises developed as part of Street Heat are used as part of GCSE graded coursework. For the purposes of evaluation, the exercises used with one class were provided to Ariel Trust and measured against comparative coursework grades.

The exercises covered three elements of the English Curriculum including speaking and listening, original writing and media.

The evaluation indicated that pupils had improved their grades in GCSE English Speaking and Listening. With all pupils in the evaluated school achieving at least a B grade in GCSE coursework.

***“I’ve never seen a group achieve so many As and A stars.”***

(English teacher, St John Bosco<sup>1</sup>)

A ‘before and after’ survey conducted as part of the evaluation found positive changes in pupils’ attitudes towards anti-social behaviour.

***“It has made me think more about how dangerous fire is.”***

(Pupil<sup>1</sup>)

Part of the success of the Street Heat Programme was down to the embedded School Fire Liaison Officers and the relationship they formed with both the school and the pupils. The staff and pupils at Parklands High School are all on first name terms with their School Fire Liaison Officers and this strong relationship was thought to be paramount to the great success of the programme. The School Fire Liaison Officer was reported as being very *“personable”* and as putting in a lot of time getting to know staff and pupils. The role goes further than just teacher/pupil however, as they act as mentors for the pupils as well.

The materials used were considered ***“appropriate for most pupils because they are very visual, good questioning brings in higher ability pupils. Students were able to join in and come to the board.”***

(Teacher, Parklands High School)

## Street Heat Programme

The Street Heat Programme is delivered in each year of secondary school during the Personal Social and Health Education lesson. During the first year, pupils are shown a film made by the Fire and Rescue Service and Ariel Trust. The film highlights the dangers of anti-social behaviour, fire-setting, attacks and abusive behaviours towards firefighters. The Street Heat Programme is based around this film and the School Fire Liaison Officers run interactive sessions with pupils in subsequent years that include the whole class and make use of activities such as quizzes, games, role play and designing posters/newspapers etc.

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<sup>1</sup> Quotation taken from Ariel Trust, Street Heat 2: Final Evaluation Report- -Establishing a long-term partnership between School Fire Liaison Officers and English Teachers.

The Street Heat Programme was considered to be “**current and up to date and relates to the health and safety and PSHE [Personal Social and Health Education] curriculum and also to citizenship topics.**”

(Teacher, Parklands High School)



## Engaging pupils

Merseyside Fire and Rescue Service consulted Personal Social and Health Education co-ordinators in developing the programme to ensure the materials were suitable and inclusive of all the pupils in each class. The Service has run sessions using:

- Different coloured paper for young people with dyslexia
- A hearing loop to include those with hearing impairments
- Deaf advocates for those with hearing impairments; and
- Black and minority ethnic advocates where there were language and/or cultural barriers to overcome.

Merseyside Fire and Rescue Service engages with pupils of all ability levels and prides itself on being able to actively engage with pupils and include very tactile props such as breathing apparatus and other operational equipment.

## Targeting secondary schools

Merseyside Fire and Rescue Service target secondary schools in key hotspot areas which have been identified using Police and Fire data. The Fire and Rescue Service staff approach secondary schools and present a business case for the Service's involvement.

They have engaged with secondary schools through:

- Letters explaining the business case for being engaged with their school
- Presentations given to the Association of Secondary Heads
- Word of mouth from other schools, and

- Connexions and police contacts.

They piloted this approach in 2005 with one secondary school and are currently working with six secondary schools across Merseyside. The Fire and Rescue Service has a member of staff working in each of the six secondary schools once a week.

## Funding

The School Fire Liaison Officers cost £5,000 each academic year to attend once a week to deliver the Street Heat Programme alongside other Fire Safety Education. The days that School Fire Liaison Officers are not based in schools, they work in their substantive roles within the Fire and Rescue Service. If the school is not able to provide funding for the post, the Fire and Rescue Service work with them to seek funding. For example, in the past they have approached the Association of Secondary Schools and helped to endorse a letter requesting the local authority to provide funding for the post. They have done this by selling the benefits of the School Fire Liaison Officer post within schools and the Street Heat Programme, such as pupil change in attitudes towards anti-social behaviour and deliberate fire-setting and the evidence from the evaluation that included improved GCSE English Speaking and Listening, Original Writing and Media grades. Other funding sources have included housing associations and Community Safety Partnerships.

## Contact

For more information contact :

Emma Dodd

Youth Engagement Manager at Merseyside Fire and Rescue Service

Tel: 0151 296 4606 or

by email at [emmadodd@merseyfire.gov.uk](mailto:emmadodd@merseyfire.gov.uk).

# Case Study: Nottinghamshire Fire and Rescue Service

## Background

Nottinghamshire Fire and Rescue Service's fire safety education programme – Risk Watch – is aimed at three to 14 year olds. Risk Watch is delivered using interactive classroom-based resources.



Nottinghamshire Fire and Rescue Service developed this programme through a process of using internal knowledge and expertise, gathering examples from the USA and learning from other Fire and Rescue Services in the UK. Fire Crew staff attend regional fire safety forums to share knowledge and learning in fire safety education.

## Innovative fire safety materials

Nottinghamshire Fire and Rescue Service Fire Crew staff use a range of interactive and innovative fire safety materials to engage with pupils. This includes an interactive DVD which is complemented by a variety of fun props, such as a question cube, a smoke box, smoke detectors, fireworks, sparklers, a fire engine, uniforms and a pretend mobile phone. Staff also utilise a large laminated picture of a house, on which pupils place re-usable stickers of a variety of items including smoke alarms and cooking utensils.



One teacher commented that the materials used by the Fire and Rescue Service provided pupils with a **“range of different styles [of learning]”** and that **“they were appropriate for the cognitive abilities of the pupils but also inclusive of those pupils with special educational needs.”**

(Teacher, Seely Infant and Nursery School)

Another teacher suggested that the success of the materials in the school was due to their interactive nature, in that the props used by the fire crew as part of their fire safety education session enabled pupils to touch, smell, see and do. It was suggested that the interaction between the pupils, fire crew and props make the sessions very engaging and therefore memorable for pupils.



### Demonstration of the smoke layer



The session includes a discussion of what to do if there is smoke in the room. As an interactive and visual demonstration of what a smoke layer is, Nottinghamshire Fire and Rescue Service fire crew use a dark grey sheet impregnated with the smell of smoke and spread it out over the children, waving it to represent the smoke. This highly visual representation of a smoke layer highlights very clearly to pupils how to stay low if there is smoke in the room and additionally enables children to effectively conduct a 'trial run' in a safe and supportive environment. Used in both mainstream and special schools.

### Stop, drop and roll



The stop, drop and roll demonstration highlights what pupils should do if they are ever on fire. Fire Crew staff stick felt flames onto a pupil and the pupil demonstrates to the rest of the class how to stop, fall to the ground and roll. The felt flames then fall off the child as they roll on the floor, again providing a fun, interactive and visual demonstration of the message 'stop, drop and roll'. It is used in both mainstream and special schools and offers an opportunity to try out a practical 'drill' in a supportive environment.

### Question cube

This is a large die that is rolled by the pupils. On each side is a different question regarding fire safety. Whichever question appears, the pupils need to work together as a group to provide an answer. Questions might include:

- What can you see if there is a fire?
- What can smell smoke in a house?
- What should be closed at night before bedtime to stop fire and smoke spreading?

Used in both mainstream and special schools, the purpose is to provide an interactive way of generating discussion about fire safety.

### Smoke box

The smoke box is a small cube that smells like smoke. It is passed around to each pupil for him or her to smell. The purpose of the smoke box is to enable pupils to recognise the smell of smoke and encourage discussion around what to do in the event of a fire. It involves all the senses and is something that the pupils remember long after the fire safety session. It is used in both mainstream and special schools to add a fun and interactive element to the session.

Nottinghamshire Fire and Rescue Service was reported as being ***“so accommodating. They listen to the school’s needs and provide feedback questionnaires [for teachers] to alter practice accordingly. They tailor their sessions very well.”***

(Teacher, Seely Infant and Nursery School).

## Inclusive of pupils with special educational needs

Nottinghamshire Fire and Rescue Service is flexible and its staff adapt their sessions to accommodate pupils with Special Educational Needs. Nottinghamshire Fire and Rescue Service staff have worked with tutors to develop materials specifically for pupils with Special Educational Needs including those with visual and hearing impairments. They have developed their Risk Watch interactive DVD specifically for children and young people with Special Educational Needs.





Nottinghamshire Fire and Rescue Service staff ask teachers to complete a form detailing the Special Educational Needs of their class and to make suggestions of the materials they think appropriate. They then tailor their sessions and materials used accordingly. An example of this is when a session was ran for a class which included a visually impaired child. After consultation with the child's teacher, the Fire Crew provided the pupil with a laptop that replicated the main presentation being given to the rest of the class. This ensured that the child was able to remain within their class environment and have access to the same presentation as her peers.

### Top tips for engaging with schools

Seely Infant and Nursery School's top tips for working with a Fire and Rescue Service are to:

- Establish one main point of contact at the Fire and Rescue Service for each school
- Deliver staff training days to keep fire safety in the forefront of teachers' minds
- Encourage schools to provide a teacher to manage behavioural problems during the fire safety sessions.

***“Great to have one main point of contact within the Fire and Rescue Service.”***

(Teacher, Seely Infant and Nursery School)

### What about evaluation?

Feedback questionnaires are provided to teachers to complete after each fire safety session. The questionnaires ask about whether:

- The content of the presentation was age appropriate
- The visit was enjoyable
- The presentation was delivered in an interesting way
- Teachers thought that pupils gained a greater understanding of fire safety hazards.

***“The event was exceptionally well organised, the children enjoyed all the activities and more importantly learnt some valuable safety skills.”***

(Teacher, Halam Church of England Primary School)

Sessions or materials are then amended, if necessary and appropriate, in light of feedback.

Nottinghamshire Fire and Rescue Service additionally worked with Nottingham University to conduct an evaluation of the Risk Watch programme. The evaluation<sup>1</sup> measured safety knowledge, observed safety skills in pupils and gathered information about their safety behaviour. The results indicated that the Risk Watch Programme increased some aspects of children's safety knowledge and skills.

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<sup>1</sup> Kendrick, D., Groom, L., Stewart, J., Watson, M., Mulvaney, C., and Casterton, R. (2007) “Risk Watch”: Cluster randomised controlled trial evaluating an injury prevention program. *Injury Prevention*, 13: 93 – 99.

## What does the future hold?

Nottinghamshire Fire and Rescue Service is planning on extending its evaluation work to include measuring pupils' understanding of fire safety after the fire crew has been into a school. The Fire and Rescue Service will also maintain the training for school staff and the fire crew on the Risk Watch Programme, to keep fire safety on the agenda at schools and to maintain the profile of the programme.

### Contact

Catherine Bostock  
(Education Team Member) at Nottinghamshire Fire and Rescue Service for further details.

Email: [Catherine.Bostock@notts-fire.gov.uk](mailto:Catherine.Bostock@notts-fire.gov.uk)

or

Dave Evans [david.evans@notts-fire.gov.uk](mailto:david.evans@notts-fire.gov.uk) .



# Case Study: South Yorkshire Fire and Rescue Service

## Background

South Yorkshire Fire and Rescue Service delivers fire safety education to children and young people from the age of four years up to 16 years. Each stage of education is different and specifically tailored to be engaging and age-appropriate. As part of its fire safety education, South Yorkshire Fire and Rescue Service has developed a Fire Watch Programme aimed at primary schools in areas with high levels of both anti-social behaviour and deprivation.

## Fire Watch Programme

The Fire Watch Programme is a targeted approach to fire safety education. Longtoft Primary School was one of the first to work with South Yorkshire Fire and Rescue Service on its Fire Watch Programme. It was chosen as there had been a large number of hoax calls and instances of anti-social behaviour in the area.

The Fire Watch Programme involves setting up a team within each school, which is composed of:

- An 'embedded' firefighter to help co-ordinate the programme within the school – typically they are in schools once a week
- A group of pupils which have been identified by the school as exhibiting fire setting behaviour or demonstrating anti-social behaviour in the local community; and
- A small group of pupils to act as good role models (who have not exhibited any of the behaviours outlined above).



## Fire Watch pupils are made fire safety champions within the schools

Being included in the Fire Watch Team is considered a reward for pupils and can act as an incentive to improve behaviour within the classroom. It was thought to be a very effective incentive by teachers. The Fire Watch Team is led by the embedded firefighter who organises the activities within the schools and provides support to teachers and pupils. The Fire Watch Team carries out a series of activities including:

- **Community walks** – speaking to local residents about anti-social behaviour in their area and the impact this has had on them and their local community
- **Hazard spotting** – the Fire Watch Team spots hazards (such as piles of rubbish that can be set on fire or trip hazards etc) out in the local community and produces a report on it, making recommendations on removal or minimising the hazards
- **School safety check** – the Fire Watch Team conducts a review of school fire safety, checking for suitable fire escapes, the presence of fire extinguishers etc, and makes recommendations to the school on improvements
- **Competitions** – the Fire Watch Team sets competitions in schools for pupils to design their own fire safety posters
- **Posters** – the Fire Watch Team puts up fire safety posters around the schools and
- **Fire safety lessons** – Fire Watch pupils deliver fire safety sessions to other pupils in the school.



One teacher commented that the Fire Watch programme is “great”, as it aligns with all subjects in school.

### Impact of Fire Watch programme

A teacher from Longtoft Primary School noted that after a year of the Fire Watch Programme being implemented within the school:

***“the number of hoax calls and incidents of anti-social behaviour in the area reduced by 50%.”***

Parents have reported ***improvements in their children's confidence*** and a general improvement in their behaviour after being involved in the Fire Watch Programme.

### **Crucial Crew**

South Yorkshire Fire and Rescue Service uses 'Crucial Crew' to educate year six pupils (10-11 year olds). The Crew provides an interactive scenario-based fire safety education. A range of different sessions are run for year six, including those with Special Educational Needs. Crucial Crew is based in a purpose-built facility and is joint-funded by the South Yorkshire Police and Fire and Rescue Services.

Each year, all year six pupils from every school in South Yorkshire are invited to attend a Crucial Crew event. Approximately 14,000 pupils attend each year. Each event lasts approximately two hours and pupils are taken through a range of different interactive scenarios. The fire scenarios include:

- A bedroom scene where pupils are included in the scene to make 999 phones calls; and
- A garden scene where student actors are involved and invite year six pupils on stage to help set a wheelie bin on fire. Once lit, the student actors run off, leaving the year six pupils to face the firefighters.

South Yorkshire Fire and Rescue Service work in partnership with other agencies to deliver messages through Crucial Crew on fire safety, road safety, anti-social behaviour, alcohol and drug awareness, bus safety and shop lifting. Each agency delivers the scenarios relevant to them. Regular de-brief sessions are held with all partner agencies to decide on any necessary changes to events, to ensure they fit well together.





## Materials

For use with year four pupils (nine and 10 year olds), South Yorkshire Fire and Rescue Service has developed a new set of materials called 'Home Safe'. The development process included a review of the gaps in their own fire safety education programme and other Fire and Rescue Services' programmes in England to identify suitable

ideas. South Yorkshire Fire and Rescue Service chose a concept from another Fire and Rescue Service and adapted it for its own needs. The 'Home Safe' pack includes an interactive DVD, with a 'spot the hazards' game and question and answer quizzes. It was designed to be taken home by pupils and to be inclusive of the whole family. It also provides details for parents to request a Home Fire Safety Check by the Fire and Rescue Service.

## Evaluation

South Yorkshire Fire and Rescue Service continually evaluates its fire safety work through feedback forms received from teachers. The Fire and Rescue Service has just started gathering feedback from pupils through online surveys, however, this process is still in development. Another method used to measure pupils' fire safety knowledge is to ask pupils to design fire safety posters.

The Fire and Rescue Service is continually adapting fire safety education-based on comments received from schools through the feedback forms.

## Future work

South Yorkshire Fire and Rescue Service reported that it wants to continually improve branding and packaging of materials to ensure that all materials are consistent with one another. It has just launched a new section of its website specifically for children and young people called 'Kids Zone'. The section includes signposting, games and quizzes to keep young people entertained, whilst educating them about fire safety. The Fire and Rescue Service plans to conduct more evaluation to test pupils' understanding of fire safety.

**Contact**

Donna Pressley for further details on South Yorkshire's fire safety education.

Email: [DPressley@syfire.gov.uk](mailto:DPressley@syfire.gov.uk). Tel: 07900 057 038

# Case Study: West Sussex Fire and Rescue Service

## Background

West Sussex Fire and Rescue Service targets reception and years two and five, covering Foundation level, Key Stage 1 and Key Stage 2. The Fire and Rescue Service implements a risk-based approach in selecting schools in which to carry out fire safety education, focusing on areas with 'high' and 'very high' risks of fire-setting. West Sussex Fire and Rescue Service works in over 250 schools in the region and notes that it has recently deployed a new programme of fire safety education work.

*"All special educational needs schools are automatically rated as high-risk [regarding fire-setting]."*

(West Sussex Fire and Rescue Service)

## Evaluation of previous Fire and Rescue Service activity

West Sussex Fire and Rescue Service undertook an education audit of previous fire safety education carried out by the Fire and Rescue Service. This involved a personal social and health education consultant observing school visits to see how fire safety education was being delivered and to measure the impact of the sessions and the effectiveness of addressing needs of the young people. Following this initial work recommendations were made which led to the development of the current suite of materials. As part of this work, the personal social and health education consultant explored how needs were assessed and measured once the Fire and Rescue Service had engaged with the school

*"West Sussex Fire and Rescue Service have a values based team (i.e. believe in what they do)... and see this as being a key part of their delivery"*

(West Sussex Fire and Rescue Service)



## Objectives

West Sussex Fire and Rescue Service has three core objectives which their materials are aligned to:

- Fire prevention as the best way to fight fires in the home
- Raising awareness of how to prevent injury from fire
- Improving peoples' understanding of fire and all its characteristics so that risks can be identified.

## Teacher feedback

One teacher was pleased to see the use of the interactive whiteboard. The session itself was described as being clear and well presented, and also commented that:

*"...it was a good idea to have extension activities for those that finished quickly."*

The teacher also stated that it was:

*"...good that too much writing was avoided, as some children have literacy difficulties."* (Teacher, Bishop Tufnell Church of England Junior School)

## West Sussex Fire and Rescue Service fire safety activities

West Sussex Fire and Rescue Service use a 'toolbox' approach which includes questions and answers, quizzes, true or false exercises, top and tail exercises (matching up sentences which align with one another) and use of images during delivery of sessions. Materials are then left with the teacher so that follow-up lessons can be delivered by the school. The materials are inclusive of all children, as they were developed by the personal, social and health education consultant. In addition, materials are inclusive of all ethnicities as the Service has printed education packs in a range of languages. However, West Sussex Fire and Rescue Service note that:



*"... the issue is to ensure that learning is occurring, and not the ethnicity of the child."*

(West Sussex Fire and Rescue Service)

The suite of materials currently in use by the Fire and Rescue Service are new and were recently piloted (in December 2010). The feedback received on this new material is very good.

*"The current sessions and materials are infinitely better than previous sessions."*

(Teacher, Bishop Tufnell Church of England Junior School)

## Online resources

West Sussex Fire and Rescue Service has links to a range of activities for children on their website that includes information on personal and home fire safety. Links to the Fireman Sam website are included which has games, stories, character information and fire safety advice from Fireman Sam. The Directgov Kids Interactive Fire Station is also shown to children and young people as a resource where they can play games and learn about fire safety in their own home. Links to the Welephant website are also provided which also gives fire safety information. For more info go to:

[http://www.westsussex.gov.uk/living/emergencies/fire\\_and\\_rescue/young\\_people\\_safety\\_and\\_learn.aspx](http://www.westsussex.gov.uk/living/emergencies/fire_and_rescue/young_people_safety_and_learn.aspx)

### Engaging with schools

West Sussex Fire and Rescue Service has found the following ways of engaging with schools to be successful:

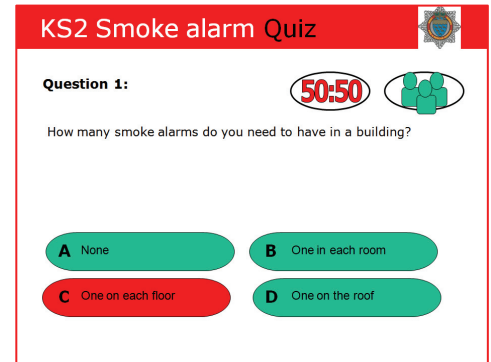
- Working with the police-led safer schools partnership, a police community support officer is based in the top ten schools deemed to be most in need to provide a constant presence and reminder of issues, simultaneously providing extra support
- During the National Schools Fire Safety Week, in which schools already participate, the Fire and Rescue Service engages with schools and delivers fire safety education sessions; and
- Firefighters from stations across the county 'adopt' a school, based on the district they work in. As part of this, they may carry out safety visits to schools, taking along a fire truck, etc. As part of the 'adopt a school' programme, fire safety education sessions can then be delivered by the school's own fire officer or another firefighter who has been trained to work with children.

### Early Years Box

For very high risk schools that are not receptive to initial contact, West Sussex Fire and Rescue Service send the school an 'early year's box' (with material on fire safety education) – this in turn can be used to build contact with the school and then in future deliver a more structured package of delivery.

## Who Wants to be a Millionaire quiz?

The Fire and Rescue Service carry out an interactive quiz with pupils based on the 'Who Wants to be a Millionaire' quiz show. Children are asked to correctly answer fire safety questions – each question has four options, with two of these taken away before children are able to give their final answer. Before the quiz commences however, the Fire and Rescue Service starts by finding out what pupils already know about fire safety. They also dispel any myths that the children may have regarding fire and fire safety. One teacher suggested that the quiz can be further improved by:



*“... downloading the ‘who wants to be a millionaire’ music to make the activity more authentic”*

(Teacher, Bishop Tufnell Church of England Junior School)



## Partnership working

West Sussex Fire and Rescue Service stresses the importance of partnership working as they have found it highly valuable. For example, when they employed a Personal, Social and Health Education consultant to help develop their fire safety tools, the Fire and Rescue Service noted that the attitude of their staff was that they:

*“...stopped thinking they were experts and let others in to help...”*

(West Sussex Fire and Rescue Service)

The Fire and Rescue Service has also developed partnerships with East Sussex, Sussex Police and the Healthier Sussex Team (within Sussex County Council). The personal, health and social education consultant (employed by West Sussex Fire and Rescue Service) is tasked with working with all of these partners to create a common approach to creating ‘fit for purpose’ resources for children and young people in the area.

### **Embedded learning**

West Sussex Fire and Rescue Service has embedded fire safety into the primary curriculum of schools in the West Sussex region, ensuring that fire safety education sessions are carried out in all schools. The personal, social and health education consultant (who was employed to redesign West Sussex's fire safety materials) had previous experience of carrying this out for Sussex Police (INSPIRE teaching resource). The personal, social and health education consultant also trained West Sussex Fire and Rescue Service in appropriate styles of facilitation, in order to engage pupils effectively and appropriately.

### **What does the future hold?**

West Sussex Fire and Rescue Service plan to disseminate skills within the Fire and Rescue Service to ensure that more staff are able to deliver fire safety education to schools and that they continue to deliver fire safety education.

## **Evaluation**

West Sussex Fire and Rescue Service provide teachers with an evaluation form to rate each visit. The form covers issues such as, age appropriateness, appropriateness of resources to the activity and key fire safety message, rating of support material, engagement of pupils in learning etc. West Sussex Fire and Rescue Service state the feedback has been very positive with all schools indicating that most pupils are engaging in the fire safety risk management approach to fire safety education.

### **Contact**

For more information contact the Youth Team Manager, Jeremy Beard, at:

[Jeremy.Beard@westsussex.gov.uk](mailto:Jeremy.Beard@westsussex.gov.uk) or the Youth Initiatives team at:

[youthinitiatives@westsussex.gov.uk](mailto:youthinitiatives@westsussex.gov.uk) or on 01243 752532