

Evidence-based Approach for the Contemporisation of the Fire Ed Program

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WPI

At this time we acknowledge the Traditional Owners of the land on which we are meeting. We pay our respects to their Elders, past and present, and the Elders from other communities who may be here today.

The goal of our project is to identify contemporary practice and outline complex and interlinked considerations to inform a contemporary Fire Ed program.

Objective #1

Research and document the emergency management and primary school sectors in Victoria to provide context on how the program contributes to the community.



Figure 1. MFB Shield (AICC, 2014)

Figure 2. CFA Logo (CFA, 2012)



Figure 3. AFAC Logo (AVBFB, 2017)



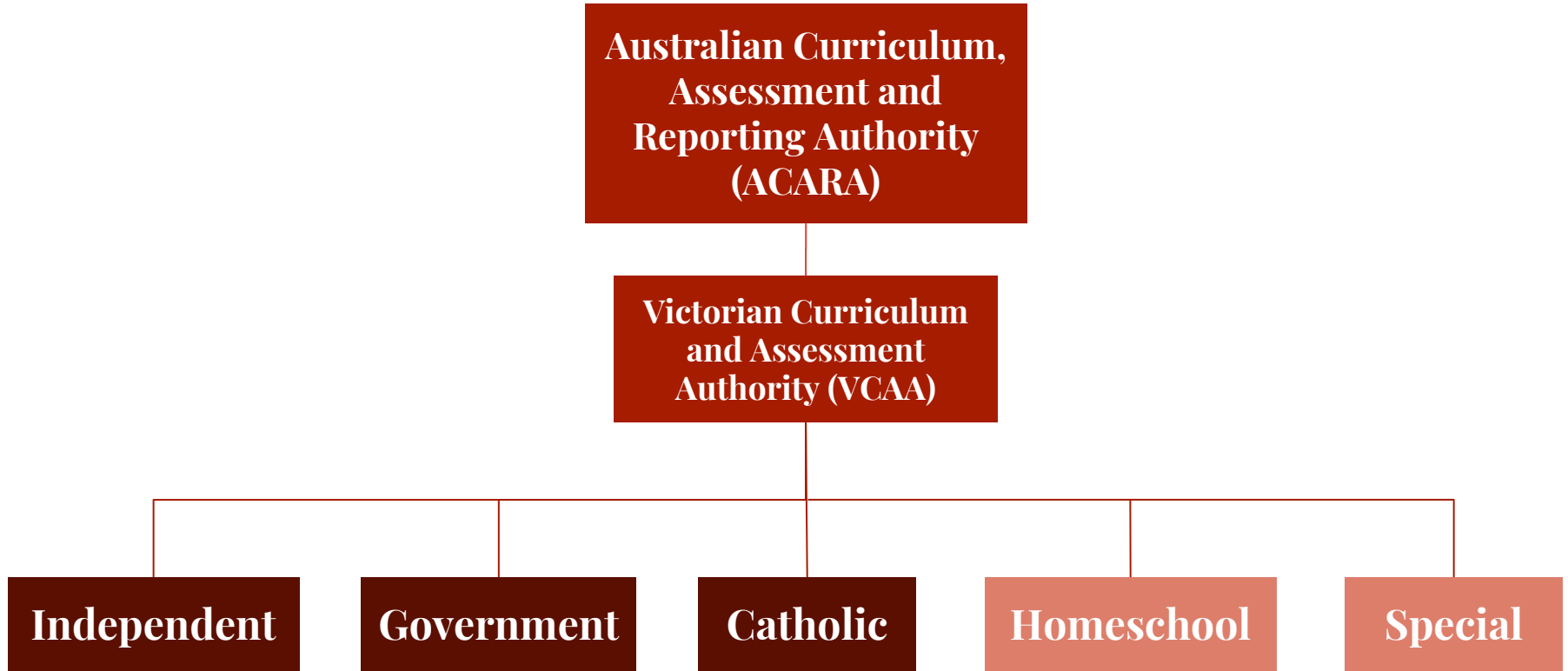
Australian Government

**Attorney-General's Department
Emergency Management Australia**

Figure 4. EMA Logo (BOM, 2015)

**Our research led us
to understand the
relationships
between emergency
agencies at the
national and state
level.**

Victorian curriculum is structured as follows:



Objective #2

Research, document, and develop an understanding of MFB's current Fire Ed program in its entirety.

MFB's primary school education program is extensive and includes many elements that are delivered by firefighters.

Prep | Upper Primary | Home-school | EAL | Special

- 1. Variables for scheduling**
- 2. Lesson Content**
- 3. Resources**
- 4. Evaluation Process**

Objective #3

Document and analyse the internal and external drivers influencing the need to update the Fire Ed program and how these issues may also inform and drive specific types of change.

Internal drivers:

Engaging schools and scheduling Fire Ed sessions

Competing Firefighter Priorities

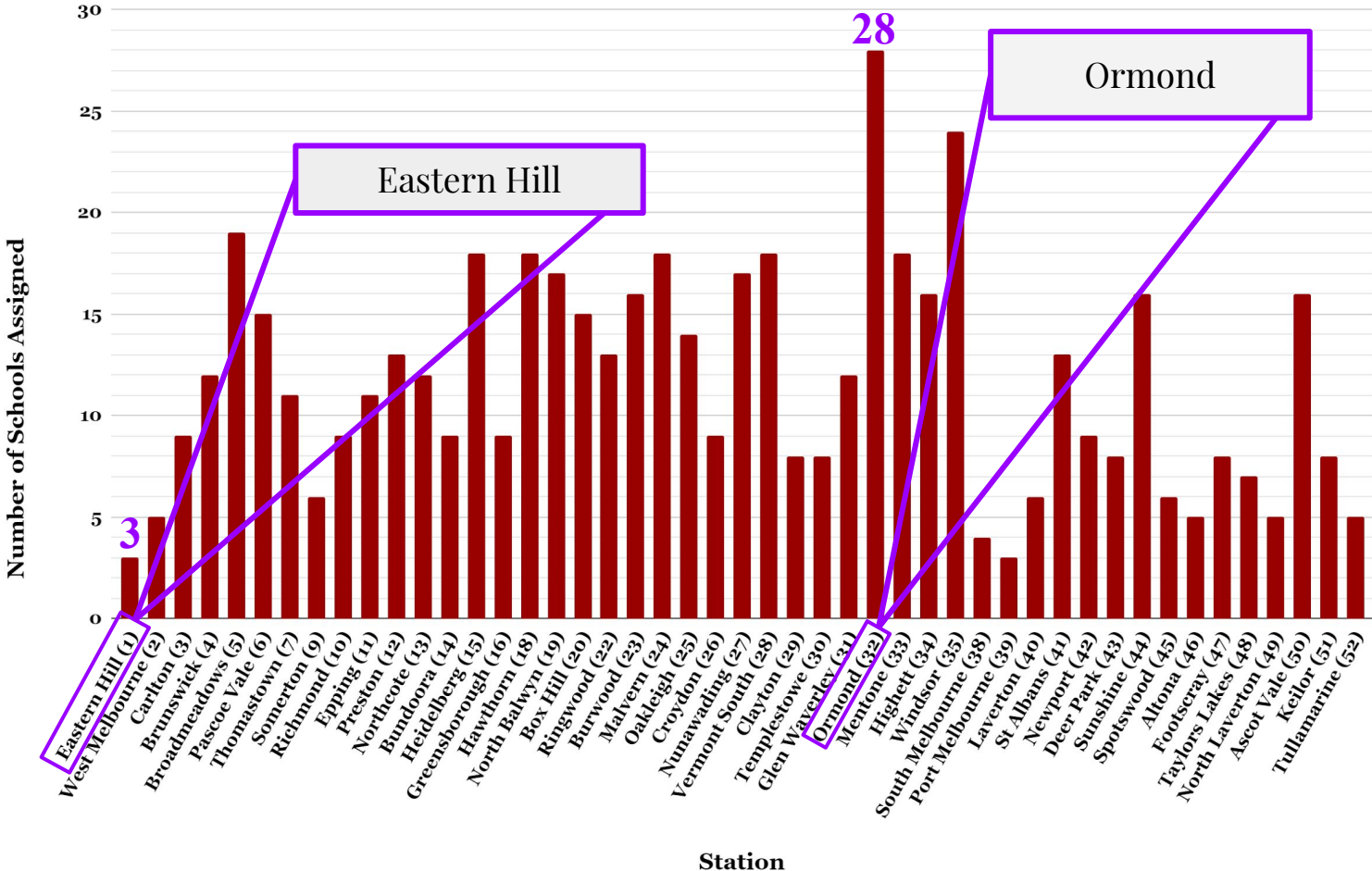
Reporting & Evaluation of Fire Ed

Declining Uptake of the Upper Primary Component

Hard-copy Program Resources

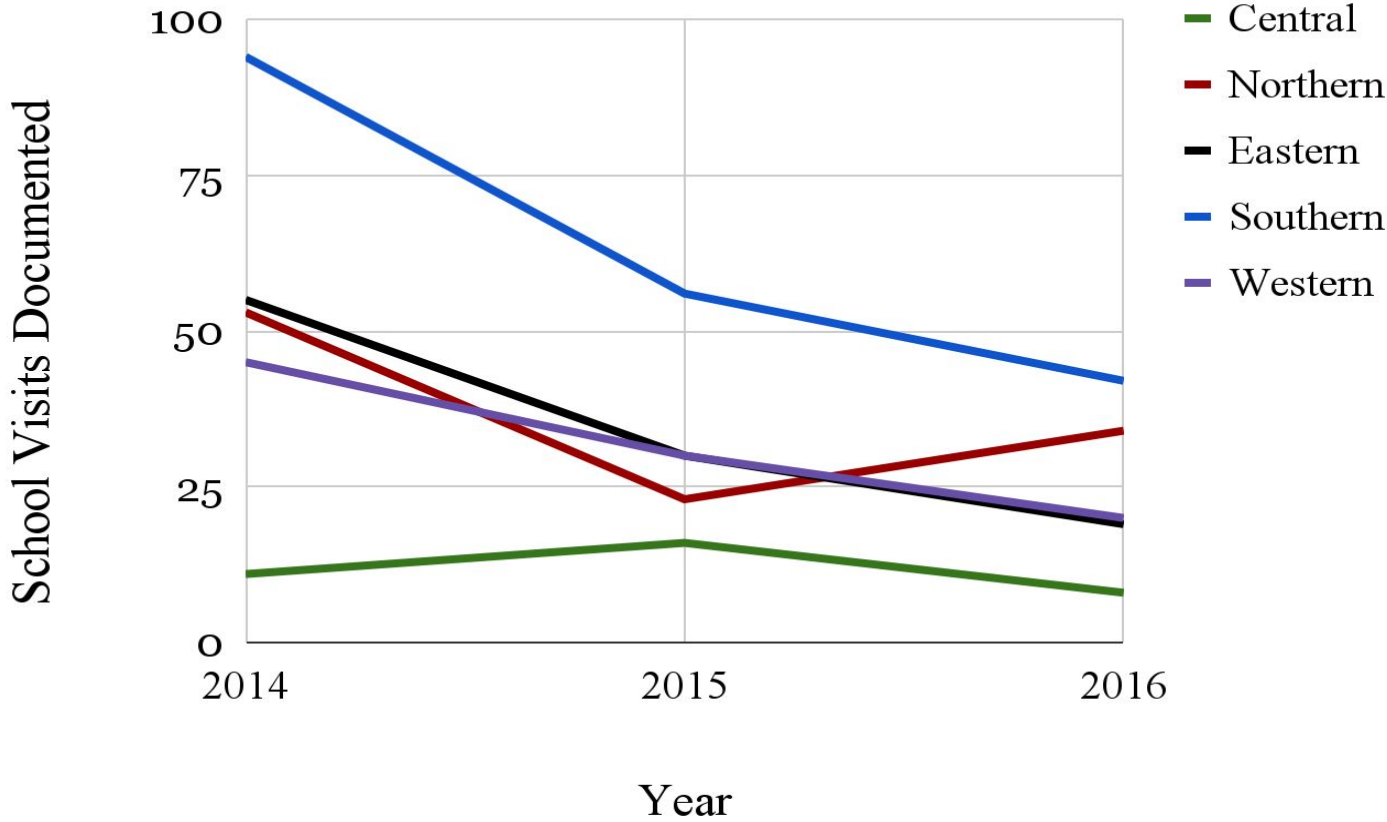
Accessibility Requirement

Competing Firefighter Priorities



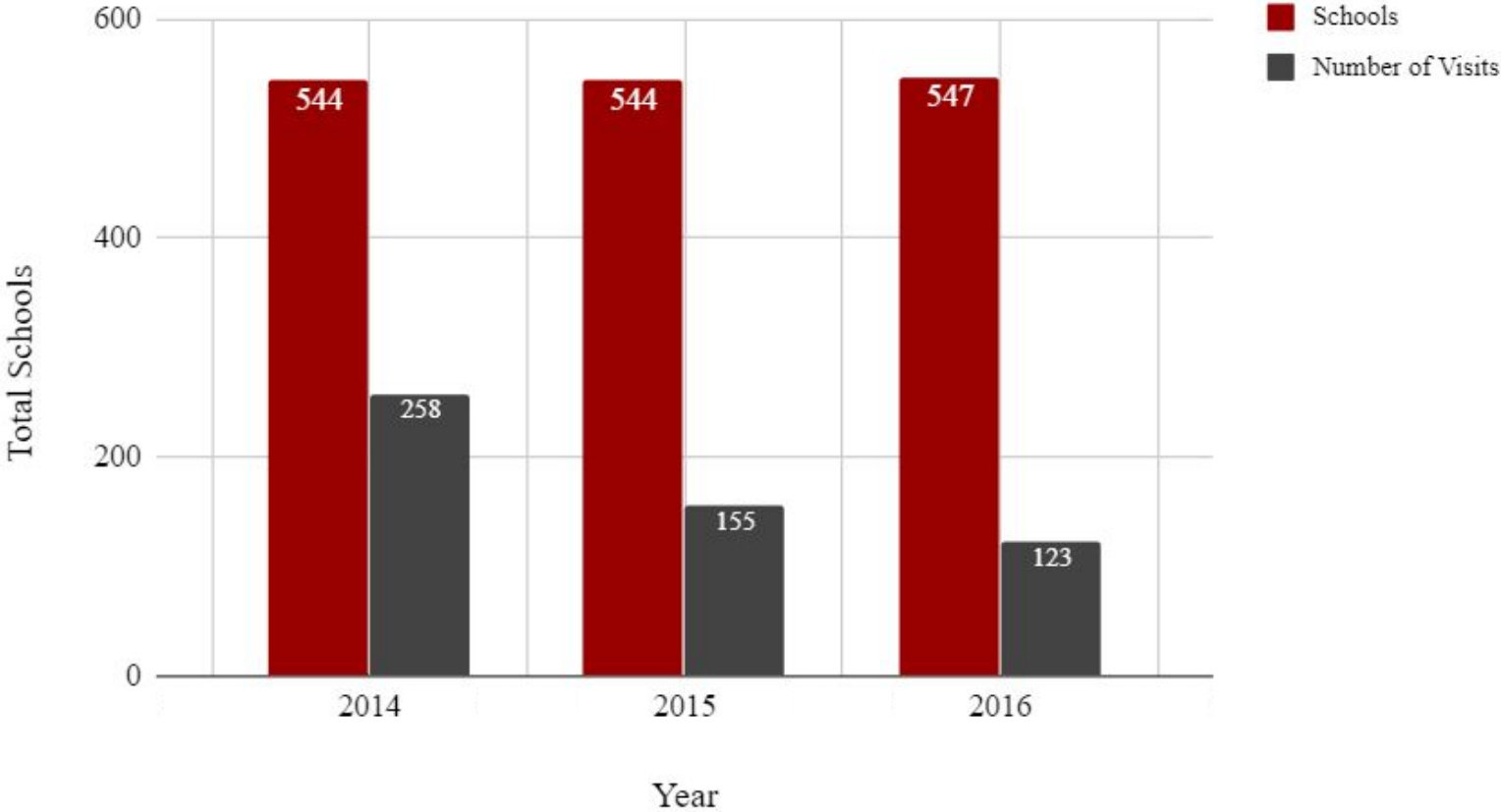
Declining Uptake of the Upper Primary Component

Upper Primary Schools Visited by each District



Declining Uptake of the Upper Primary Component

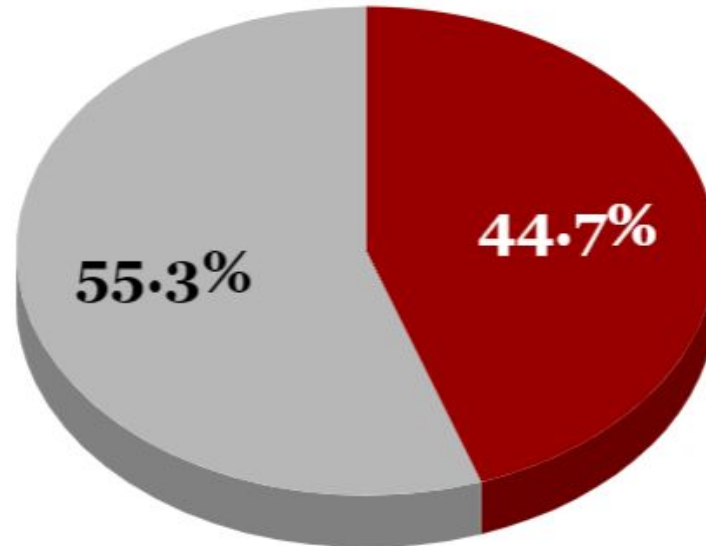
Upper Primary Total Schools vs. Schools Visited



Hard-copy Program Resources

Are you aware that the Fire Ed UP program includes classroom resources to assist teachers to conduct their own Home Fire Safety lessons?

● **No** ● **Yes**



Hard-copy Program Resources

“Pack is given at the end of the session and no lead up lessons are done. Schools aren't made aware of the resources available.”

“Use of technology to be incorporated would make it more engaging for students.”

“I don't know exactly what they are, but I know I have been given them in the past.”

“The students were not very engaged.”

External drivers:

Education Trends

- **Curriculum Related Content**
- **Content Difficulty**
- **Content Appropriateness**

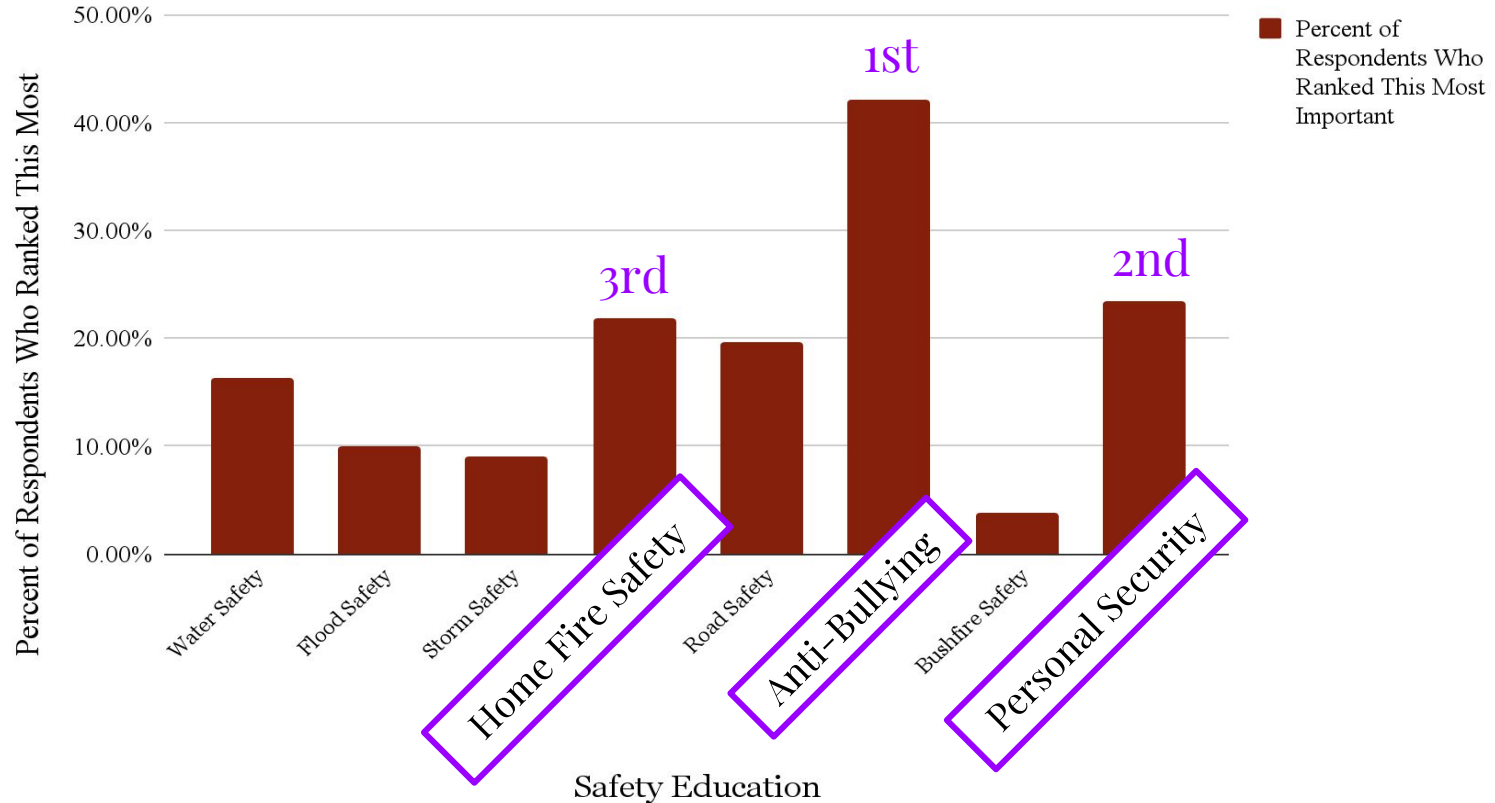
Competition between Emergency Services for Classroom Inclusion

Demographic Profile of Melbourne

Fire Rescue Victoria

Competition between Emergency Services for Classroom Inclusion

Please rank the top safety or disaster resilience education according to its importance or relevance to your school.



Objective #4

Research and analyse comparable educational strategies to determine contemporary practice methods to address current issues resulting from internal and external drivers.

The team interviewed Tony Jarrett from NSW Rural Fire Service, and Kate Simpson from Life Saving Victoria and researched digital learning.



Figure 5. NWS RFS Logo (Blue Mountains News, 2014)

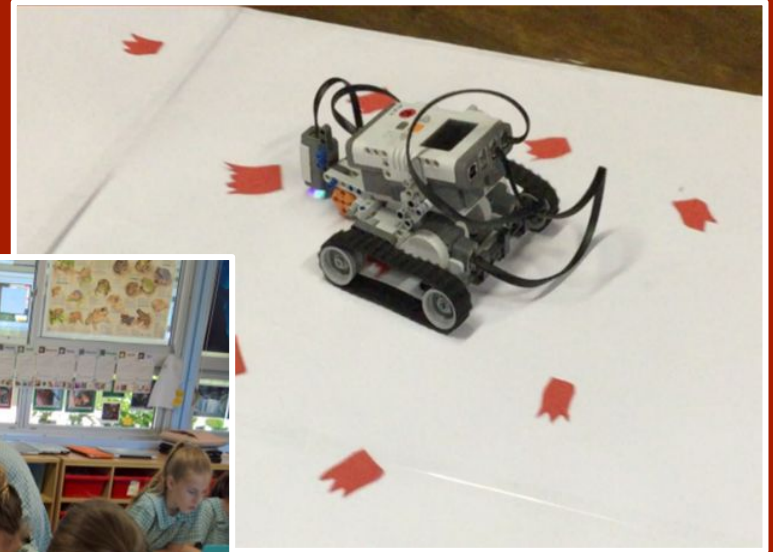
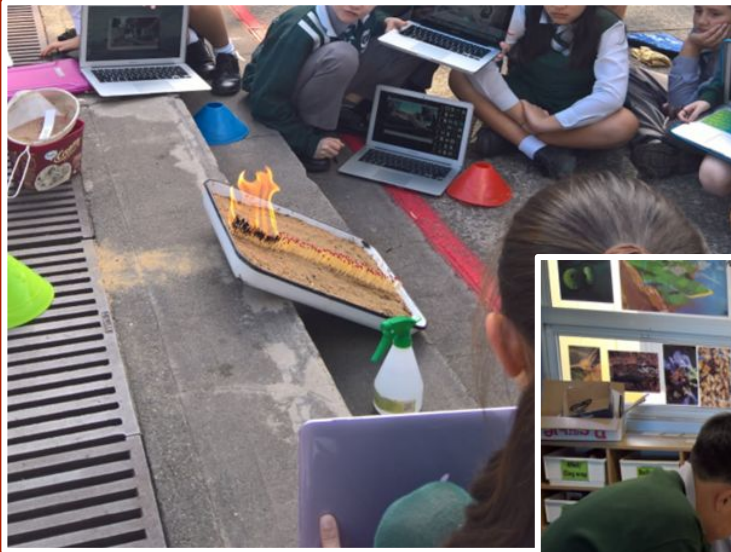


Figure 6. e-learning for kids (e-Learning for Kids, 2017)



Figure 7. Everyday Lifesaver (LSV, 2016)

Project FireStorm applied students' knowledge of STEM to link science content with the required NSW Stage 3 geography curriculum.



LSV's Everyday Lifesaver App's purpose is to use "gamification to make learning water safety emergency response and CPR more engaging."



Life Saving Victoria

THE Everyday Lifesaver APP

Transforming the way we teach Safety Education.

The Everyday Lifesaver App uses gamification to make learning water safety, emergency response and CPR more engaging.

- PREVIEW THE VIDEO
- PLAY THE EVERYDAY LIFESAVER APP
- TEACHER SUPPORT GUIDE
- STUDENT ASSESSMENT QUIZ
- STUDENT CERTIFICATE OF COMPLETION
- EMAIL AN EVERYDAY LIFESAVER STORY

DEXLER Download on the App Store GET IT ON Google play [Tweet](#) [Like](#) [Share](#) 164 people like this. Sign Up to see what your friends like.

The e-learning for kids foundation provides over 800 free digital learning modules to children worldwide.

e-learning for kids
Founding Dreams

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EN ES FR IN PT

Math Science Environmental Skills Computer Skills Health Language Arts Life Skills

e-Learning for Kids
is the number 1
digital learning
portal for children
ages 5-12 globally

MATH GRADES K - 1

MATH GRADE 1

MATH GRADES 1 - 2

MATH GRADE 2

MATH GRADES 2 - 3

▶ START LESSON

▶ START LESSON

▶ START LESSON

▶ START LESSON

▶ START LESSON

Contemporisation Framework

MFB should clearly define their mission statement, learning objectives and outcomes for Fire Ed.

MFB should seek expert advice on how to contemporise the methods in which the key messages are presented to students.

**MFB should create modern resources
incorporating technology-based
programs that will engage students
and are accessible for anyone.**

MFB has an opportunity to disrupt the school safety education sector.

e-learning

Gamification

Emerging Technology
e.g. Virtual Reality

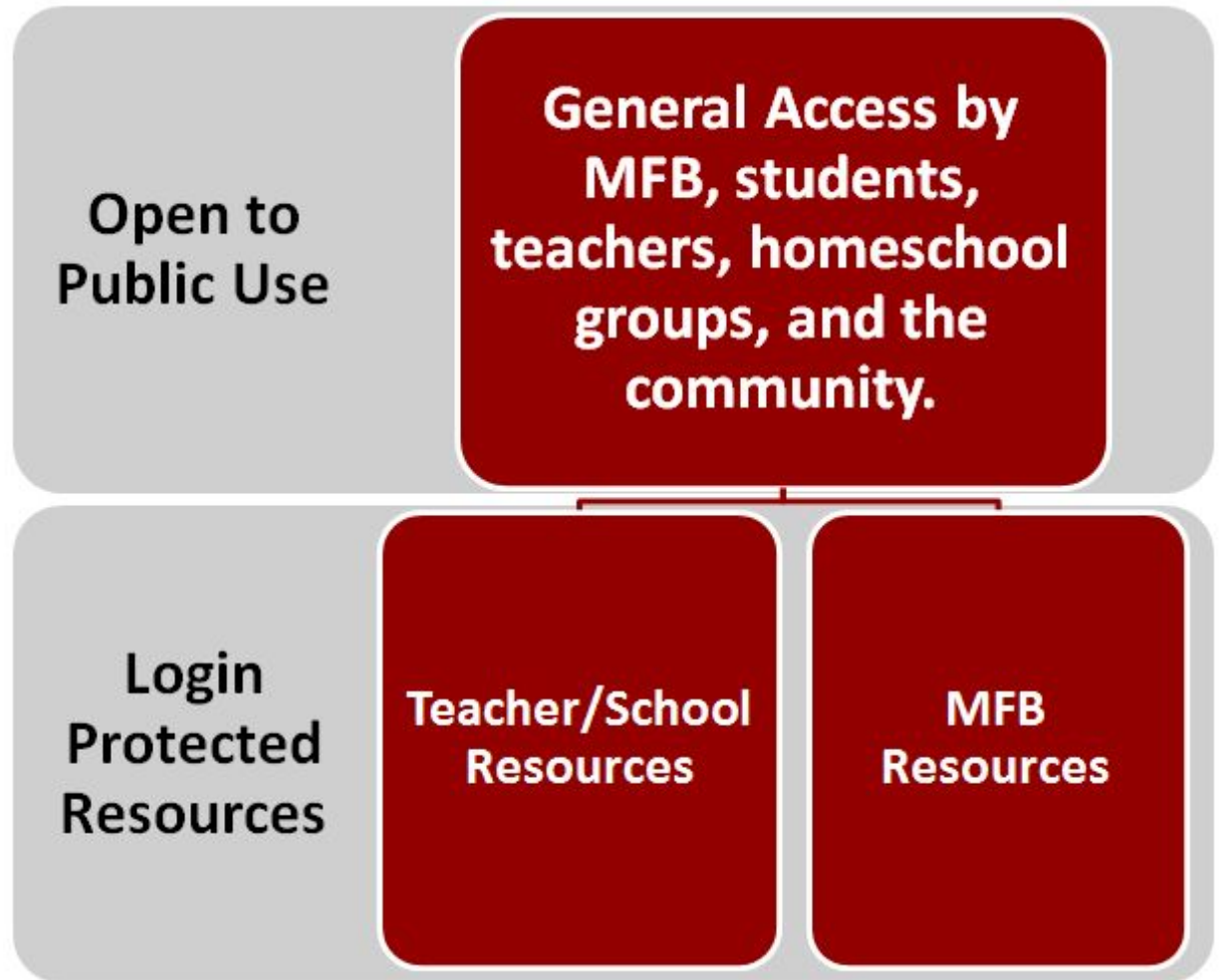


Figure 8. Technology (Anthill, 2017)

MFB should develop comprehensive professional development resources for teachers in a variety of formats to increase accessibility.

**The role of MFB firefighters in Fire Ed
should be as experts in home fire
safety.**

**Collect all
Fire Ed
information
and resources
into one
online portal.**



**MFB should solicit feedback from
Upper Primary students.**

**MFB should create an engagement,
promotional campaign to reach
stakeholders.**

Conclusion



Thank
you!

CREM
Stakeholders
South Melbourne
Eastern Hill
Fred
Geoff
Karen
Julie
Carillon
MFB
Marti
Manthese

Questions?

References

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