

# TRIPLE ZERO

## LEARNING OUTCOMES

Members will be able to:

- identify different emergency service organisations and describe their primary roles;
- identify ways in which they can be involved with these organisations;
- demonstrate knowledge of common emergency situations (e.g. bush and house fire, flood, storm and car accident);
- demonstrate safety and assistance procedures during an emergency;
- explain some safety and survival techniques.

## BADGE REQUIREMENTS

1. Explain the role of emergency services organisations in your community, and identify how to be involved with these organisations.
2. Describe various emergency situations.
3. Demonstrate safety and assistance procedures during an emergency.
4. List some actions to adopt to enable survival in various emergency situations.





# Teaching Ideas

It is recommended that leaders invite guests with experience in the emergency services industry to teach this badge.

-  1. Explain the role of emergency services organisations in your community, and identify how you can be involved with these organisations.

For each service in your community plan a visit for your group. Whilst four or five visits could be done over a 4 week period, you may prefer to complete this badge over a term, semester or year with 1 visit per month or so.

Be sure to forward *Activity Advice Forms* to DHQ for every visit you plan; and obtain parental permission for each visit.

Contact the service beforehand (at least one month), explaining that you'd like to bring a group to tour the centre and, if possible, for a representative from the organisation to speak with the group about the service. Members could complete **Handout 1** either during or after the visit. Use this handout as a guide for the representative to cover topics of interest. Consider presenting a gift to the representative as a token of appreciation.

Alternatively display **Leader's Resources 1 - 4**. Members read each Resource and complete **Handout 1** for each service.

Discuss with members practical expression of assistance they could provide for the service, e.g. raise funds and/or awareness. Older members may also be encouraged to join organisations such as the Rural Fire Service or State Emergency Service.

-  2. Describe various emergency situations.

Use **Leader's Resource 5 - 9** to discuss various types of emergency situations and how emergency service organisations would respond. Members could divide into small groups to research one emergency situation each, create a presentation of some form, and report to the whole group. Members should also discuss what actions may be taken to avoid emergency situations.

In regards to fire, refer to **Leader's Resource 9** the Fire Danger Rating fact sheet.

-  3. Demonstrate safety and assistance procedures during an emergency.

Convey the following information. It could be role played by two leaders who don't follow correct procedures and then ask members to identify what was wrong and how the call could have been done better.

#### Phoning Triple Zero

In an emergency dial 000 from any residential or public phone. N.B. Always refer to this as zero rather than O to avoid any confusion. Use the slogan 'Be a hero dial triple zero' with younger members.

Calling from a mobile phone only – if dialling 000 is unsuccessful, dial 112 to access the emergency operator through any mobile network operating in the area.

# Teaching ideas

Stress the importance to Guards and Rangers of knowing where they are, and where they are heading or meant to be heading.

There are a few simple steps in making a Triple Zero (000) call:

- Stay calm and call triple zero (000) from a safe location.
- An operator will ask you if you need Police, Fire or Ambulance. Identify the service required. If you are calling using a mobile or satellite phone the operator will ask you for other location information.
- You will then be connected to an emergency service operator, who will take details of the situation.
- Stay on the line, speak clearly and answer the operator's questions.
- Give them the details of where you are, including street number, name, nearest cross street, and locality. In rural areas it is important to give the full address and distances from landmarks and roads, not just the name of the property.
- You may need to secure pets and animals to allow access to the casualty.
- Don't hang up until the operator has all the information they need.
- If possible, or if there are two people wait outside at a prearranged meeting point or in a prominent location for the service to arrive to provide clearer directions to the emergency.
- If you make a triple zero (000) call whilst travelling on a Motorway or on a rural road, know the direction you are travelling and the last exit or town you passed through to assist services to correctly locate the incident.
- Only call this number in a perceived or imminent emergency.

In pairs, members role play a telephone conversation – one partner makes the call, the other plays the operator. Set-up scenario cards for members to follow. Leaders should observe and listen to conversations to ensure members are conveying information correctly. Pairs should swap roles and repeat exercise.

## **Directing traffic**

It is advisable to invite a police officer to teach this section, which could be part of a visit to the police station.

Members need to know things such as:

- hand signals to stop traffic = arm raised, palm facing the driver;
- signals to move traffic on = other arm waves traffic through;
- how much traffic to allow through before stopping it, and allowing vehicles from other directions to move;
- how to manage traffic at multiple intersections;
- the best place for them to stand in order to remain safe.

## **Using a fire extinguisher and fire blanket**

Invite a qualified instructor to provide training; or ask the fire brigade representative to provide training during a visit to the fire station. Check with the instructor for the use of a fire blanket.

Offer to pay for, or provide, a fire extinguisher for members to use and gain experience using. This may be achieved when the fire extinguishers are being checked at your hall. Members will then be made aware of the position of the fire extinguishers in the hall.





# Teaching ideas

## First Aid

Have members identify those that may be in a position to render first aid in an emergency. Members who have completed first aid training would be in a good position to offer first aid assistance but there should always be a first aider at any planned event or work place. Ask members who have a job to talk about how they identify the first aid officer at their work place.



## 4. List some actions you could adopt to enable survival in various emergency situations.

Evacuation of homes may be required in emergency situations, for example fire, flooding, cyclone. Refer to **Leader's Resource 10** for teaching material. This information could be used as discussion points, flipchart presentation, or other format. In addition to evacuation, ask members what else they might do to prepare for an evacuation. Help them to consider valuables, clothing, animals, food, security and other matters. Discuss *Neighbourhood Safer Places* (see **Leader's Resource 10**, page 21) and ask members to identify these in their area.

Follow up the teaching with a drawing exercise – provide members with paper and pencils to draw their own home. Make sure they draw in windows and doors noting which way they open. Discuss evacuation routes with members and mark exits and identify appropriate evacuation procedures for their home. Ask them to take this home to their family. You may like to have a 'Create an Evacuation Plan' night after this where you help members and families formalise the plan, list their contact numbers, highlight their meeting place and then laminate the plan for their family. Supply reflective material to cut numbers to make house numbers for display on the members' letter boxes or have a working party day where members use stencils and yellow paint to paint the house numbers on the curb.

Making the evacuation plans may coincide with one of the visits from an emergency service; consider including parents in some of the teaching as many adults would not, for example, be familiar with using a fire extinguisher. This could be extended to creating an Emergency Box with parents and carers being involved in the stocking of the boxes. Provide gloves, candles, waterproof matches, batteries and torches and ask parents to bring along a portable radio, blanket and their emergency plan and contact numbers.

Challenge members to create an emergency kit. Discuss with members as to what they would consider putting in an emergency kit before providing the information on **Leader's Resources 8** (page 19).

Familiarise members with emergencies that are likely to occur in their area, but don't disregard other types of emergency as not all emergencies occur in familiar areas.

Leaders should also see information for various situations, on Leaders resource pages under 'Prepare Yourself' for additional teaching material. (Flood - page 14, storm - page 14, cyclone - page 15, bushfire survival plan - page 18).

# Leader's Resource 1

## FIRE BRIGADE

The purpose of the Fire Brigade is to enhance community safety, quality of life and confidence by minimising the impact of hazards and emergency incidents on the people, environment and economy.

This is achieved through delivering the following services to the community:

- highly skilled fire fighters use their expertise and experience to educate others in preventing or preparing for emergencies;
- fire fighters, community fire unit members and support staff provide rapid, reliable help in emergencies – 24 hours a day, 7 days a week; fire fighters protect the population from emergencies involving fire, motor vehicle accidents and other dangerous situations;
- protecting people from hazardous material emergencies and building collapse;
- providing counter-terrorism consequence management for the State;
- saving lives and reducing the number of injuries caused by these emergencies;
- minimising damage to the environment by treating chemical, biological or radiological releases on land and inland waters;
- minimising damage to property and the State's economy and protect community infrastructure;
- planning and training for the emergencies that, hopefully, will never happen, in partnership with other community organisations.

The Fire and Rescue Service is made up of three different levels of fire fighters. They include:

- career or permanent fire fighters;
- auxiliary or part time fire fighters;
- rural or volunteer fire fighters.

All fire-fighters begin in the position of recruit fire-fighter. They only become a "Qualified" fire-fighter after they have satisfactorily completed initial training and on-going study and assessment based on identified competencies. This process of learning and assessment takes a minimum of four years.

The criteria for employment in most Australian fire brigades is:

- be an Australian citizen or permanent resident;
- possess a current and valid driver's licence, with a good driving record;
- be prepared to work where needed;
- be physically fit, psychologically suited, community minded;
- honest, professional;
- able to work in a team;
- good communication skills.



# Leader's Resource 1

## RURAL or COUNTRY FIRE SERVICE

Many parts of Australia are sparsely populated whilst at the same time they are under significant risk of bushfire. Due to economics, it is prohibitively expensive for each Australian town or village to have a paid fire service. The compromise adopted is to have government funded equipment and training but volunteer fire-fighters to perform the duties of regular fire-fighters. The rural or country fire service provides fire management for rural and semi-rural communities (outside urban fire levy areas) across the states. Services include fire mitigation, prescribed burning, volunteer training, community awareness and education.

Most rural and country areas rely on such volunteer brigades for rural fire management. Public safety is of paramount importance – the protection of life and property through:

- reducing the risk of wildfire;
- managing the use of fire for hazard reduction or land management purposes;
- managing any unwanted fire.

To support both the metropolitan and rural fire brigades SAGALA members need to be proactive to avoid fires, this includes helping to maintain yards and properties; react quickly in emergency situations keeping calm and following directions; and, if needed, ringing emergency services following directions in **Badge Requirement 3**, 'phoning Triple Zero'..



# Leader's Resource 2

## AMBULANCE SERVICE

Ambulance Services are responsible for providing pre-hospital emergency care and non emergency medical transport in a variety of transport modes.

### Emergency medical care

A team of highly skilled ambulance officers and paramedics respond to medical emergencies every day.

### Specialty Services

Special operational units within the Service include Rapid Response, Snow operations, Rescue and Special Casualty Access Teams. Vehicles within this category include specialised rescue trucks, 4WD vehicles, and Rapid Response vehicles and motor cycles.

### Non-emergency medical care

The Patient Transport Service provides transport to patients whose condition is of a non-life threatening nature but are not well enough to travel by private or public transport. Some examples include admission to hospital; inter hospital transfers; and transports to and from nursing homes.

### Aeromedical Operations

Aeromedical operations involve the use of specialised medical teams using both fixed wing and helicopter flights to stabilise and transport sick, injured or severely ill patients to an appropriate medical facility serving both remote and city areas.

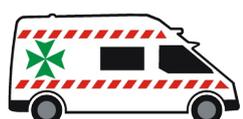
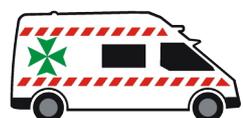
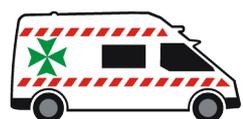
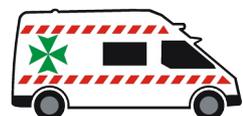
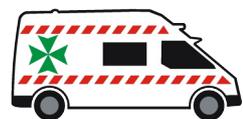
Student Paramedic training covers a variety of subjects including driver training, manual handling, legislation, anatomy, physiology, industry.

Those wishing to be Paramedics should be:

- good communicators, calm, caring, tolerant, community minded and non-judgemental;
- team members but able to work well by themselves if required;
- committed to completing a tertiary qualification and continued education;
- enjoy shift work and be able to work in the required community;
- appreciate the need to adhere to workplace procedures;
- enjoy working with people from diverse backgrounds.

**Practical things members may be able to do with their parents and carers are:**

- install reflective house numbers at least 75mm in height on your letterbox;
- ensure there is all weather access to the inside and around your residence;
- locate house telephones at sitting height, with emergency and key numbers clearly displayed;
- record your medical history and current medications on the fridge door;
- maintain a home first aid kit and complete a first-aid course and keep these skills up-to-date;
- leave details of your itinerary when going on a bushwalk, holiday or trip; and ensure you are adequately prepared.



# Leader's Resource 3

## POLICE



The Police service aims to protect the community and property by:

- preventing, detecting and investigating crime;
- monitoring and promoting road safety;
- maintaining social order;
- performing and coordinating emergency and rescue operations.

### Our other major services include:

- traffic control;
- communications;
- intelligence analysis;
- anti-terrorist negotiation.



These police services may be carried out through specialist services such as the Mounted branch, Air wing, Dog squad, Marine command, Highway patrol, Motorcycle patrol, Forensic service and Crash Investigation service.

To gain entry into the police force members have to be trained either through university or the police academy and then work general duties before specialising in one of the many fields of policing.



### For general entry an applicant must be:

- an Australian Citizen or a permanent resident;
- 18 years of age or older;
- of good character – any criminal charges and AVO's may preclude applicants;
- be physically capable of carrying out police duties, meet the vision standards including a colour blindness assessment, and meet medical assessment requirements.



### Applicants must also have:

- a driver's licence – an applicant's driving history will be assessed;
- a high level of English language skills.

Ways of helping the police force start with the basic premise - obey the law; this will mean that we are not making work for the police force and are positively contributing to our community. Other ways include being aware of activities they may be unlawful and not joining in such activities but reporting them; being observant within our neighbourhood and ready to assist or report; keeping ourselves and our belongings safe.



### Volunteers in Policing (VIP)

Volunteers in Policing help police officers and civilian staff in the station, provide victim support and assist in delivering crime prevention information at schools, community groups/events.



### VIP's may undertake a number of duties:

- Assisting police in community policing initiatives such as safety audits and property engraving.
- Assisting in the development and/or maintenance of local registers including the Safety House program register and key-holder registers.
- Assisting in local command strategies such as letter box drops and distribution of crime prevention brochures.
- Assisting at local Police and Community Youth Clubs.
- Assisting special events such as Police Open Day and local events.
- Providing support to witnesses attending court.



# Leader's Resource 4

## STATE EMERGENCY SERVICES (SES)

The SES is a volunteer based organisation that is designed to empower people to help themselves and others in their community in times of emergency and disaster.

The basic concept of the SES is one of self help and mutual assistance within each community. Maximum use is made of existing resources which are in day to day use within each community to reinforce the resources of statutory services in times of disaster and emergency.

This concept involves the community in all aspects of disaster and emergency activity including prevention, preparation, response and recovery measures that will help protect the community when disaster strikes.

## Functions of the SES

**The primary functions of the SES are:**

- to educate and train members of the public (including volunteers and members of voluntary groups);
- to coordinate, direct and control members of the public (including volunteers and members of voluntary groups), material and resources, with respect to counter disaster purposes.

**The SES also has the following emergency related functions:**

- to carry out rescue or similar operations in an emergency situation;
- to carry out search operations in an emergency or other situation;
- to carry out other operations in an emergency situation to;
  - help injured persons;
  - protect persons or property from danger or potential danger associated with the emergency situation.

**To join the SES volunteers need to be:**

- willing to serve their community;
- over 16 years of age – full membership is available at 18 years;
- prepared to train in a variety of skills.

SES volunteers are a dedicated group of people drawn from all walks of life, all backgrounds and all professions. All have a common desire to make a contribution within the community by offering emergency assistance. These volunteers make themselves available to be called out to emergencies, without payment, 24 hours a day, 7 days a week as and when required.

SES training is nationally accredited any one can become a team member, learn life skills and get qualifications in many skills.



# Leader's Resource 5



## Floods

A flood is retention of water in the landscape due to excess rain that occurs in low-lying areas and/or near watercourses that can lead to water overflow. Flash floods can occur when a storm moves slowly, so that a small area receives most of the rain, but the drainage and runoff characteristics on the ground can also determine the area of greatest impact. (Remember, flood damage is not usually covered by insurance.)



### What can you do to prepare for floods?

- Ask your council about local flood plans which detail problem areas and evacuation routes and centres;
- If your area is flood prone, consider alternatives to carpets (e.g. removable rugs and tiles);
- Prepare an emergency kit (emergency phone numbers, portable radio, torch, spare batteries, first aid kit, strong plastic bags for clothing, valuables, and plastic sheets, timber strips, hammers and nails for temporary repairs).



### What can you do when you hear a flood warning?

- listen to your local radio station for severe storm advice and warnings;
- plan to move vehicles, outdoor equipment, garbage, chemicals and poisons to higher locations;
- plan which indoor items you will raise or empty if water threatens your home (e.g. freezers and refrigerators);
- check your emergency kit and safeguard your pets.



### What to do if you need to evacuate?

- pack warm clothing, essential medications, valuables, personal papers, mobile phone, photos and mementos in waterproof bags to be taken with your emergency kit;
- raise furniture, clothing and valuables on to beds, tables and into roof spaces;
- empty freezers and refrigerators, leaving doors open;
- turn off power, water and gas;
- whether you leave or stay, put sandbags in the toilet bowl and over all laundry/bathroom drain holes to prevent sewage back-flow;
- lock your home and take recommended evacuation routes for your area;
- don't drive in water of unknown depth and current.



### What do you do if you stay or on your return?

- listen to your local radio station for official Advices and Warnings;
- don't allow children to play in, or near flood waters;
- avoid entering floodwaters. If you must, wear solid shoes and check depth and current with a stick;
- stay away from drains, culverts and water over knee-deep;
- don't use gas or electrical appliances which have been in flood water until checked for safety;
- don't eat food which has been in flood waters;
- boil tap water until supplies have been declared safe.



# Leader's Resource 5 (cont)

## Prepare Yourself

Some basic measures you can take right now include keeping a list of emergency numbers near the telephone and assembling an emergency kit.

### Your emergency kit should contain at all times:

- a portable radio with spare batteries;
- a torch with spare batteries;
- a first aid kit;
- rubber gloves;
- candles and waterproof matches;
- a waterproof bag for valuables;
- emergency contact numbers;
- a copy of your emergency plan.

### When flooding is likely, place in your emergency kit:

- important papers and photos;
- a good supply of required medications;
- any special requirements for babies and the disabled, or elderly;
- sturdy shoes;
- fresh food and drinks, clean water;
- farm records;
- blankets.

### During a flood:

- avoid driving or walking through flood water - this is the main cause of death during floods as water may be deeper or faster flowing than you think and there may be hidden snags and debris;
- if you cannot help your dogs, cats, horses and other livestock, you should notify the Department of Primary Industries who are responsible for making sure that animals are looked after in an emergency;
- keep listening to a local radio station for further information and advice;
- keep in contact with your neighbours;
- be prepared to evacuate if advised.

### If evacuation is required:

- take your emergency kit with you;
- turn off the electricity and water as you leave and turn off and secure gas bottles;
- you should leave well before the roads to higher ground are closed by flood water. You can go to friends and relatives who live in flood-free areas or you can go to an evacuation centre.

### Where evacuation is necessary, and you have livestock, you should notify the Department of Primary Industries with details of:

- a contact person and telephone number, and alternate contact number;
- the location, type and number of animals;
- your handling facilities – yards, loading ramps, stock crates;
- availability of fodder/food;
- problem animals such as unbroken horses or savage dogs;



# Leader's Resource 5 (cont'd)



- any veterinary medication or health problems;
- suitable vehicle for transporting the animals;
- whether you can transport the animals to a designated safe area or refuge;
- whether, after the immediate danger period or evacuation, you have any alternative accommodation for your pets or agistment for your livestock.

You should also advise the SES or other emergency services that you are evacuating.

# Leader's Resource 6

## severe storm

There are two types of severe storms: thunderstorms and land gales. Thunderstorms can produce hail, wind gusts, flash floods, tornadoes, and lightning which can cause death or injury and damage to property. Thunderstorms are more common and generally more dangerous than land gales. Land gales are simply gale force winds that occur over the land.

### What can you do to prepare for severe storm season:

- be aware of severe storm patterns in your area (contact your local council for advice);
- trim trees, remove overhanging branches and clear gutters and downpipes, clear yard of loose materials and rubbish;
- secure loose roof tiles or sheets;
- protect sky lights with wire mesh and fit glass windows and doors with shutters or insect screens;
- prepare an emergency kit (emergency phone numbers, portable radio, torch, spare batteries, first aid kit, strong plastic bags for clothing, valuables, and plastic sheets, timber strips, hammers and nails for temporary repairs);
- check boats are securely moored, or protected on land;
- check home insurance is current and adequate (include building debris clean up/disposal costs).

### What can you do when a severe storm approaches:

- listen to a local radio station for severe storm advice and warnings;
- shelter and secure animals;
- put loose garden furniture, toys inside;
- park vehicles under solid shelter or cover with firmly tied tarpaulins/blankets;
- secure all external doors and windows and draw curtains;
- keep valuables, medications, spare clothing in plastic bags and your emergency kit handy;
- disconnect all electrical items, external TV/radio aerials and computer modems.

### What can you do when a severe storm strikes:

- listen to your (portable) radio for severe storm updates;
- stay inside and shelter well clear of windows, doors and skylights;
- if the building starts to break up, shelter in the strongest part (cellar, internal room, hallway or built-in wardrobe) under a mattress, doona or a strong table or bench;
- if outdoors, seek solid enclosed shelter;
- if driving, stop clear of trees, power lines and streams;
- don't use a fixed telephone during a severe storm due to lightning danger.



# Leader's Resource 6 (cont.)



## What can you do after a severe storm has hit:

- listen to your local radio station for official Advices and Warnings;
- check for structural property damage and cover with plastic sheeting and nailed on wood strips;
- for emergency assistance refer to your emergency phone numbers or contact your local Council;
- beware of fallen powerlines and trees, damaged buildings and flooded watercourses;
- don't go sight-seeing.

## Prepare Yourself

Some basic measures you can take right now include keeping a list of emergency numbers near the telephone and assembling an emergency kit.

### Your emergency kit should contain at all times:

- a portable radio with spare batteries;
- a torch with spare batteries;
- a first aid kit;
- rubber gloves;
- candles and waterproof matches;
- a waterproof bag for valuables;
- emergency contact numbers;
- a copy of your emergency plan.

### If evacuation is likely or required, place in your emergency kit:

- important papers and photos;
- a good supply of required medications;
- any special requirements for babies and the disabled, or elderly;
- sturdy shoes;
- fresh food and drinks, clean water;
- blankets.

# Leader's Resource 7

## Cyclone

A cyclone is a violent storm characterised by high winds rotating about a calm centre of low atmospheric pressure that can produce winds in excess of 200 km/h which can cause extensive damage and result in death or injury caused by flooding, buildings collapsing or flying debris.

### Cyclone warnings

The Bureau of Meteorology issues a cyclone warning when a cyclone is expected to hit within 24 hours. Warnings identify communities likely to be hit, the name of the cyclone, its position, intensity, severity and movement. Communities under threat will be advised to take certain steps.

**Category 1** - wind gusts less than 125 km/hr

**Category 2** - wind gusts 125 to 169 km/hr

**Category 3** - wind gusts 170 to 224 km/hr

**Category 4** - wind gusts 225 to 279 km/hr

**Category 5** - wind gusts more than 280 km/hr

## Prepare Yourself

### What can you do to prepare for the cyclone season:

- know your community cyclone plan and how the cyclone warning system works;
- in case of a storm surge warning, identify your nearest safe, high area in advance;
- check that the house, particularly roof, is in good condition;
- trim tree branches clear of the house and clear property of debris and equipment;
- create an emergency kit (emergency phone numbers, portable radio, torch, spare batteries, first aid kit, strong plastic bags for medicine, tinned food, clothing, valuables and plastic sheets, timber strips, hammers and nails for temporary repairs).

### When a cyclone approaches:

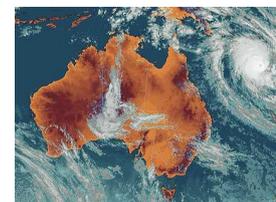
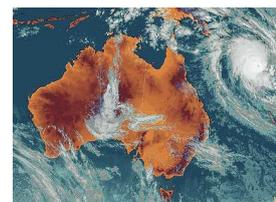
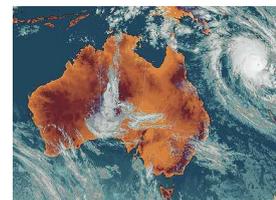
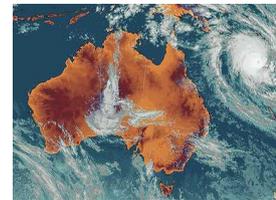
- listen to a local station on your portable radio for cyclone advice and warnings;
- board windows, store loose items inside, lock up pets, and fuel car and place under cover;
- check your emergency kit and put spare clothing and shoes in plastic bags;
- switch off electricity and gas at supply points;
- if advised to evacuate, lock your house, take your emergency kit and follow instructions from emergency personnel.

### When a cyclone strikes:

- stay inside and shelter in strongest part of the house (e.g. bathroom or cellar);
- protect yourself with a mattress or blanket, and get under a strong table or bench;
- beware the calm 'eye'. Remain indoors until advised that the cyclone has passed.

### After a cyclone:

- don't go outside until advised officially that the cyclone has passed;
- listen to your radio for further information and advice;
- if you had to evacuate, don't go home until advised, use the recommended routes;
- beware of fallen power lines, damaged buildings, trees and flooded watercourses.



# Leader's Resource 8

## Fire



Fire is a combination of chemical and physical changes in which substances interact to release heat, light, smoke and ash. Whether it is a fire in electrical insulation, an oil fire or a simple domestic fire, they all require three ingredients – combustible material we call fuel, oxygen and a thermal trigger, i.e. ignition.



If one of these is absent, the fire goes out. This principle is the basis of fire-fighting, which aims to cool the flames by smothering them, removing oxygen, or depriving them of fuel. Combustible material often consists mainly of carbon and hydrogen and can be almost anything solid, liquid or gaseous, from hydrogen to wax, oil, wood and plastic. Sufficient quantities of oxygen are usually supplied by the air, and the energy to light a fire is produced by friction or sparks. Prevention relies on the removal of fuel and the removal of ignition triggers.



### House Fires

Prevention of house fires is the first course of action. The fire services recommend this simple safety checklist to assist in keeping your home fire safe.



- Installing an adequate number of suitable smoke alarms and testing them regularly.
- Having a written escape plan in case of fire and practicing it regularly.
- Make sure keys to all locked doors are readily accessible in case you need to escape.
- Never leave cooking or any other open flame including candles or oil burners unattended.
- Consider purchasing a fire blanket or fire extinguisher and learn how to use them.
- Clean the lint filter of clothes dryer each and every time you use it.
- Never smoke in bed and take extra care if consuming alcohol whilst smoking.
- In winter take extra care when using heaters, electric blankets or open fires.
- Don't overload power points and switch off appliances when not in use.
- Check transformers, extension cords, power boards for build up of heat and dust.
- Always keep lighters and matches away from children and educate them that they are "tools not toys" to only be used by responsible adults.
- If you have a garage or shed remember to take extra care with any stored chemicals and fuels and always refuel mowers, edgers etc when they are cold and in the open.
- If you have a gas, electric or wood BBQ always check that it is in safe working order before lighting and that it is always in the care of a responsible adult when in use.
- Turn all gas bottles and appliances off after use.
- Oil, gas or wood heating units may require a yearly cleaning and maintenance checks.
- Only ever use fuses of recommended rating and install an electrical safety switch.



# Leader's Resource 8 (cont'd)

## Prevent fires while you are away from home by:

- switching off and disconnecting non-essential electrical appliances and IT equipment;
- checking the electrical items that you may have last used such as iron, electric blanket;
- testing smoke alarms and changing batteries if required to ensure they still function while you are away;
- letting a neighbour or family friend know of your whereabouts and contact details. Ask them to watch your home and to notify the Fire Brigades on '000' if they hear your smoke alarms going off;
- ensuring that any electrical items you decide to leave on continuously, or on timer circuits, are in good working order;
- ensuring that any lights you leave switched on are in a safe location away from combustibles such as curtains and are of a correct wattage to prevent overheating;
- switching off and emptying clothes dryers before you leave;
- closing all internal doors before you leave to help reduce fire spread if there's a fire;
- extinguish any incense, candles or oil burners;
- taking the time to do a thorough final check of your home before you leave;
- if you live in a bushfire prone area prepare your home properly before you leave.

## Fire safety tips

### If your house is on fire:

- follow your escape plan;
- remember that smoke from a fire will make you confused and that you cannot see in smoke;
- when asleep you will not smell smoke and it will in fact put you into a deeper sleep;
- if your house is smoky from a fire, you will find it hard to see and breath and you will start coughing and choking;
- because smoke rises to the ceiling, the best thing to do is GET DOWN LOW AND GO GO GO – crawl along the ground to the nearest way out and make sure you have a meeting place outside to meet your family;
- if you have escaped from a home fire, remember once you get out stay out and dial Triple Zero (000);
- wait outside for fire fighters to arrive – never go back inside a burning house.

### If your clothes catch fire:

- If your clothes catch on fire, don't try to run away – this will only make the fire burn hotter and faster. Instead:

**STOP immediately where you are  
DROP quickly to ground and cover your face with your hands  
ROLL over and over to put out the flames.**



# Leader's Resource 8 (cont'd)



## Bush Fire

Preparation is the key to surviving a bushfire. Most likely parents will have thought about these things and will have prepared adequately, but it's good for young members to be aware of what may occur or what is expected of them during a bush fire.



- Make a Bushfire Survival Plan and stick to it.
- Don't "wait and see", act decisively.
- Always be aware of the Fire Danger Rating (FDR) in your area.
- Seek out information, do not assume you will receive a warning.



Know the location of your nearest Neighbourhood Safer Place.

Being involved in a fire will be one of the most traumatic experiences of a person's life, so once the Bushfire Survival Plan is complete it should be practised regularly to ensure everyone involved knows exactly what to do in the event of a fire.



## Bush Fire Survival Plan

Members may not be involved in setting the plan but should be aware of it. In making a plan parents and carers should consider such things as:



- When to leave – what will be your trigger for action?
- Will the plan be different for weekdays, weekends or if someone is at home sick or injured?
- Will all members of your household leave?
- Where will the family go to ensure safety?
- What route will be taken to get there?
- What if there are multiple CATASTROPHIC or EXTREME fire danger days in one week?
- Do friends, family and neighbours know the details of the plan?
- What about the pets?
- What is the contingency plan in the event it is unsafe to leave?



Always maintain a defendable space around your home by:



- mowing your grass regularly;
- removing excess ground fuels and other combustible material;
- cleaning leaves from gutters, roofs and downpipes regularly;
- installing gutter guards;
- trimming low lying branches surrounding your home two metres above the ground;
- enclosing open areas under your decks and floors;
- install fine steel wire mesh screens on all windows, doors, vents and weepholes;
- relocating flammable items away from your home including woodpiles, paper, boxes, crates, hanging baskets and garden furniture;
- sealing all gaps in external roof and wall cladding.



# Leader's Resource 8 (cont'd)

Ensure you have prepared your survival and relocation kit before the fire season begins. Know where your kits are and make sure other members of the family know their location.

On days of 'Catastrophic fire danger' rating leaving is the ONLY option to ensure you and your families' survival and on days of 'Extreme fire danger' rating leaving is the safest option.

## Survival kit should include:

- protective clothing for the whole family
- bucket and mops
- drinking water
- mobile phone charger
- woollen blanket for each person
- torch
- fire extinguishers
- battery-operated radio
- first-aid kit
- spare batteries for torch and radio
- hoses and spare hose fittings
- knapsack sprayer
- shovel
- ladder
- towels
- medications
- gutter bungs

## Relocation kit could include:

- protective clothing for the whole family and extra clothing
- first-aid kit
- infant supplies
- woollen blanket for each person
- packaged foods, drinks, dried fruits
- pet food, leash, drink bowls
- medications for family and pets
- mobile phone and charger
- drinking water
- battery-operated radio
- torch
- insurance documents, passports, licence, banking details, other certificates and medical records
- photos, videos and personal treasures
- computer and backup discs
- list of essential phone contacts

## WEBSITES

Some of the material in this section was obtained from the NSW Fire Brigade website. It has some excellent fact sheets that can be downloaded and printed.

<http://www.nswfb.nsw.gov.au/>

<http://www.fire.qld.gov.au/>



# Leader's Resource 9



The Fire Danger Rating (FDR) is an assessment of the potential fire behaviour, the difficulty of suppressing a fire, and the potential impact on the community should a bushfire occur on a given day. The FDR is an early indicator of potential danger and should act as a trigger for action.



The FDR is determined by the Fire Danger Index (FDI). The FDI is a combination of air temperature, relative humidity, wind speed and drought. An FDI of 1 (Low-Moderate) means that fire will not burn, or will burn so slowly that it will be easily controlled, whereas an FDI in excess of 100 (Catastrophic) means that fire will burn so fast and so hot that it will likely be uncontrollable.



Fire Danger Rating	Recommended Action and Potential Fire Behaviour
<b>CATASTROPHIC</b> FDI 100 +	ACTION: The safest option is for you and your family to leave early, hours or the day before a fire occurs. Even well prepared and constructed homes will not be safe. <ul style="list-style-type: none"> <li>■ Fires will likely be uncontrollable, unpredictable and very fast moving with highly aggressive flames extending high above tree tops and buildings.</li> </ul>
<b>EXTREME</b> FDI 75 - 99	ACTION: Leaving early (hours before) will always be the safest option for you and your family. Staying and defending should only be considered if your home is well prepared, specifically designed and constructed for bush fire and you are currently capable of actively defending it. <ul style="list-style-type: none"> <li>■ Fires will likely be uncontrollable, unpredictable and fast moving with flames in the tree tops, and higher than roof tops.</li> </ul>
<b>SEVERE</b> FDI 50 - 74	ACTION: Leaving early will always be the safest option for you and your family, staying and defending is only an option if your home is well prepared, and you are currently capable of actively defending it. <ul style="list-style-type: none"> <li>■ Fires will likely be uncontrollable and fast moving with flames that may be higher than roof tops.</li> </ul>
<b>VERY HIGH</b> FDI 25 - 49	ACTION: Be prepared to implement your Bushfire Survival Plan and keep informed of current fire activity by monitoring local media and regularly checking for updates on the RFS website or Information Line. <ul style="list-style-type: none"> <li>■ Fires can be difficult to control and still present a threat.</li> </ul>
<b>HIGH</b> FDI 12 - 24	ACTION: Ensure that you, your family, your home and property is well prepared for the risk of bushfire. <ul style="list-style-type: none"> <li>■ Fires can be controlled but can still present a threat.</li> </ul>
<b>LOW-MODERATE</b> FDI 0 - 11	ACTION: Review and rehearse your Bushfire Survival Plan. <ul style="list-style-type: none"> <li>■ Fires can be easily controlled but can still present a threat.</li> </ul>

# Leader's Resource 10

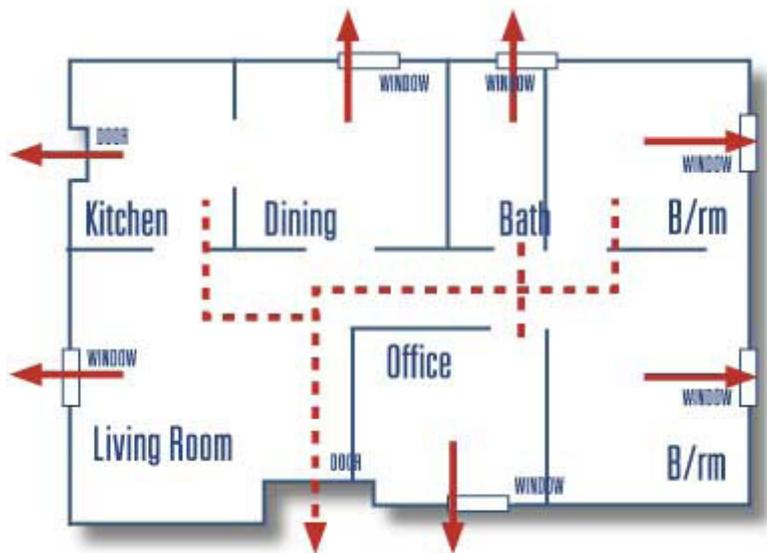
## Evacuation Plans

These instructions are written in case of a fire emergency, but can apply to other emergency situations.

In an emergency that requires evacuation you will only have one or two minutes from the sounding of the alarm to when your life is seriously threatened. It is very important that you prepare and practice an escape plan, and that everyone in the household knows what to do in an emergency.

### You Should:

- Start with a floor diagram of the home
- Make sure that everyone knows the sound of the smoke alarm and what to do if a fire occurs
- Plan escape routes. Identify a primary escape route out of every room, then pick a secondary route in case the first is blocked by fire (always plan two ways out of each room)
- Select and indicate a meeting place outside of the home (e.g. the letterbox)
- Dial triple zero (000) - the number to call in an emergency - from a neighbour's home or mobile phone



### Teach your family and friends to:

- Check closed doors for excessive heat before opening (use the back of the hand)
- Crawl low (smoke and heat will build from ceiling down)
- Close doors behind them as they exit (this helps to limit the spread of fire and smoke)
- Account for all people in house
- If anyone is missing, tell the fire service. DO NOT return to the house

During bush fires it may be necessary to use *Neighbourhood Safer Place*.

A **Neighbourhood Safer Place** (NSP) can be part of your contingency plan, for a time when the Bush Fire Survival Plan cannot be implemented or has failed. An NSP is an identified building or space within the community that can provide a higher level of protection from the immediate life threatening effects of a bush fire. NSP's still entail some risk, both in moving to them and while sheltering in them and cannot be considered completely safe. They are a place of last resort in emergencies only.



# Leader's Resource 10 (cont'd)



The following limitations of NSP need to be considered within your Bush Fire Survival Plan:

- NSP do not cater for pets
- When using NSP do not always expect emergency services to be present.
- NSP do not provide meals, amenity or cater for special needs (eg for infants, the elderly, the ill or disabled)
- They may not provide shelter from the elements, particularly flying embers.



## Rock of Ages

Augustus M. Toplady, 1740-1778

1. Rock of Ages, cleft for me,  
let me hide myself in thee;  
let the water and the blood,  
from thy wounded side which flowed,  
be of sin the double cure;  
save from wrath and make me pure.
  
2. Not the labours of my hands  
can fulfil thy law's commands;  
could my zeal no respite know,  
could my tears forever flow,  
all for sin could not atone;  
thou must save, and thou alone.
  
3. Nothing in my hand I bring,  
simply to the cross I cling;  
naked, come to thee for dress;  
helpless, look to thee for grace;  
foul, I to the fountain fly;  
wash me, Saviour, or I die.
  
4. While I draw this fleeting breath,  
when mine eyes shall close in death,  
when I soar to worlds unknown,  
see thee on thy judgment throne,  
Rock of Ages, cleft for me,  
let me hide myself in thee.

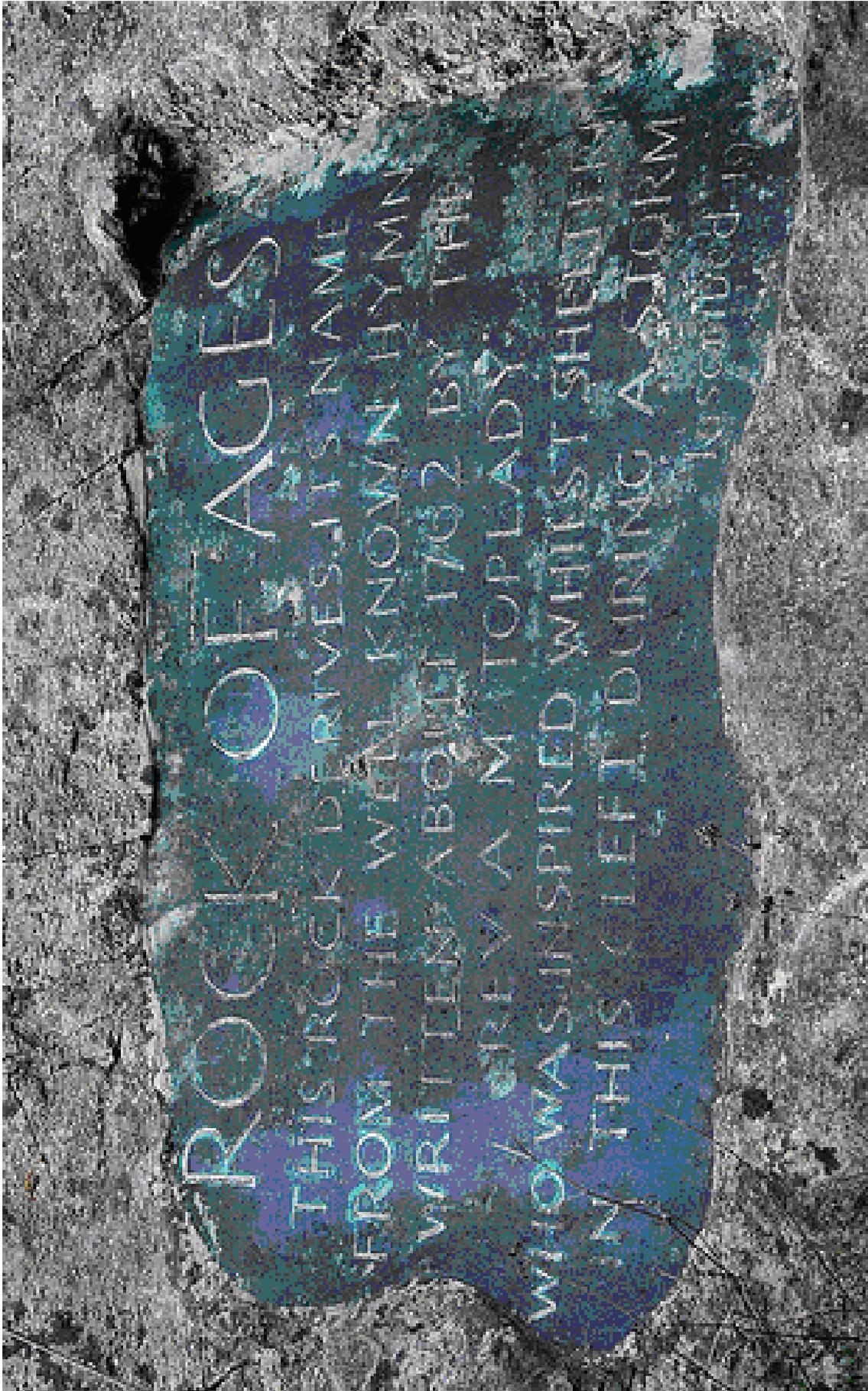
# Leader's Resource 12

Photos of the cleft in which Toplady hid.



# Leader's Resource 12 (contd.)

The plague commemorating Toplady's experience and song.



# Handout 1

Name of service organisation \_\_\_\_\_

What does the service organisation do for the community? \_\_\_\_\_

What is the role of the organisation in our community? \_\_\_\_\_

Is this a full-time job? \_\_\_\_\_

What skills are required to do this work? \_\_\_\_\_

What training is provided by the service organisation? \_\_\_\_\_

How can the general public assist the service organisation? \_\_\_\_\_

Is there some specific action Guards/Rangers could do to assist the organisation? \_\_\_\_\_



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# Devotional ideas

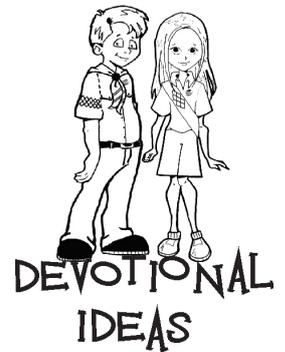


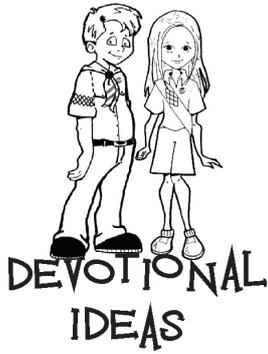
1. **Title:** Rock of ages  
**Scripture:** Psalm 18:2  
**Thought:** We can depend on God  
**Supplies:** Bible, **Leader's Resource 11** – lyrics of song 'Rock of ages', **Leader's Resource 12** – pictures of rock and plaque.

Read aloud the words of the song Rock of Ages. Explain that it is an old, but very well loved song of the church.

There is a story that the author of the song, Augustus Toplady, an English minister, was walking along a road and during this journey a fierce storm hit and he was pelted with rain whilst thunder growled and lightning flashed. He saw a cliff at Burrington Combe and a long gap inside the rock, in which he hid. Whilst he waited for the storm to end he thought about his predicament – hiding from a storm in the cleft of a rock – and how we can hide from the storms of life in God, who is also known as a Rock. He began to write, 'Rock of ages, cleft for me, let me hide myself in Thee'.

Read Psalm 18:2. When we feel afraid we can trust God. This doesn't mean that He will always make everything OK, but it does mean that He will give us strength, courage and faith to see us through our experience.





# Devotional ideas



**2. Title:** Peace in a storm

**Scripture:** Luke 8:22-25

**Thought:** A challenge to consider who Jesus is

**Supplies:** Bible

Read or tell, as dramatically as you can, the story in Luke 8:22-25. The story could also be role-played with members.

Discuss with members the events – what happened? How did the storm subside? The disciples asked, 'Who is this? He can give orders to the wind and the waves, and they obey him!' What do members learn or think about Jesus from this story?

We are challenged by this question too – who is Jesus? For the disciples and others who knew the Old Testament, only God could control the wind and the seas (see some of the following readings to back this up: Psalm 18:16; 104:3; 135:6-7; Nahum 1:4). *Psalm 107:23-30 says that God delivers sailors who are in trouble at sea.* This miracle did not automatically prove that Jesus has absolute authority. It raised the question of Jesus' identity for the disciples. Earlier Jesus had forgiven sins – another activity that only God can perform – now he calms the seas. If Jesus can do these two things, as well as many other things attributed to God, then Who is he?

Don't expect members to respond that Jesus is God, although that is the answer you may want. Rather, encourage and allow them to think about this for themselves as faith is not a matter of pleasing other people (doing what others want us to do or say) but deciding for ourselves to believe. Invite members to speak with leaders further about their thoughts on this question.

# Devotional ideas



**3. Title:** Wisdom

**Scripture:** James 1:5

**Thought:** God gives us wisdom

**Supplies:** Bible

Corey Bock is the Training Development Officer for the Queensland Fire and Rescue Service, and is also the Legion leader at Kalbar Corps. Corey tells of one incident where God used his skill as a fireman.

'It was Boxing Day 2006. I responded to a road traffic crash south of a neighbouring town. When my crew arrived there were two other fire engines, two ambulances and one police vehicle in attendance. A car, a Christmas present, had flipped over, end on end, about three times. The driver was unconscious and trapped in the vehicle whilst the passenger had been thrown out through the rear window and landed 30 metres from the car, screaming in pain.

While others assisted the driver, I worked with the paramedic on the passenger. It took about an hour to stabilise the passenger and then I drove the ambulance to the hospital so the paramedic could monitor the patient. As doctors in country hospitals aren't always on night duty, the doctor called in. The patient laid in the emergency ward screaming and swearing in pain. I stood with him feeling helpless. I laid my hand on his shoulder, looked him in the eye, and quietly prayed that God would take away his pain. The patient looked straight at me and I felt a warm sensation move through my arm and into his shoulder. After I had finished praying, his eyes closed and the doctor gave him a needle to induce a coma to relieve the pain. The doctors said that most of his major organs were severely damaged and he shouldn't survive, but he made a full recovery which the doctors said was a miracle.

It's unusual for a fire fighter to assist a patient for 2 hours, or to attend the hospital. I believe that God called me to that particular accident because he wanted me to be involved with that person at that time. There are plenty of times where I have attended horrific accidents or fires and asked God to help me make decisions. Almost instantly God gives me the wisdom to make sound decisions to deal with the situation at hand. God gives you strength through times of difficulty and asks you to work in ways you never thought were possible.'

Read James 1:5.

Pray – ask God to give wisdom, and protection, to emergency services personnel.

