

# Burns Information Guide

## What is this guide?

The information detailed here will assist you in supporting young children/students to complete the activities and tasks in the [BurnSafe learning portal](https://kidsafe.com.au/nbam-burnsafe-resources/) (kidsafe.com.au/nbam-burnsafe-resources/).

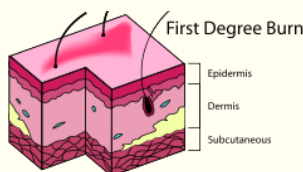
- Burn injury is one of the top three causes of unintentional injury in children under the age of 5 in Australia.
- The majority of burn related injuries are preventable and appropriate first aid will minimize the impact and severity of a burn injury.
- Children can play an important role in keeping themselves and their families safe.

## About burn injury

Our skin is the body's largest organ and has many functions including moderating our temperature, retaining and maintaining fluid levels in the body, protecting us from bacteria and infections and is responsible for gathering sensory information. The skin consists of two distinct layers – the Epidermis (provides protection from injury, holds in fluids and protects the nerves from too much stimulation), and the Dermis (contains the capillaries, hair follicles, nerve cells and sweat glands). Underneath the dermis lies the padding layer of Subcutaneous Fat which separates the skin from deeper muscular and bony structures. These layers provide important cushioning from trauma. Burns are an injury to any layer of the skin and are caused by extreme heat or cold, contact with electricity, chemicals, friction or radiation. Burn severity is measured according to the depth of skin damage.

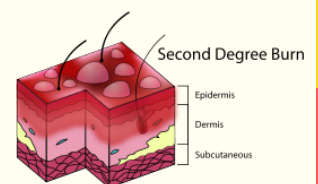
### Superficial thickness burn (first degree)

Affects the outer layer or epidermis. Common symptoms include localised redness and pain.



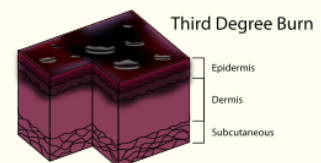
### Partial thickness burn (second degree)

Affects the second layer of skin (the dermis) Symptoms include blisters, clear fluid emitting from the site and localised pain or with a whitish appearance for a deeper burn and deeper damage. This burn may have limited associated pain due to damage to the blood vessels and nerve endings.



### Full thickness burn (third degree)

Often leaves a hard leather like eschar (a dry dark scab) purple fluid and little or no pain due to the depth of damage. Skin may appear whitish or black depending on the type of burn.



# Burns Information Guide

## Glossary of burns terminology

### **Skin Layers:**

Epidermis - The protective waterproof top layer of skin.

Dermis - The second layer of skin containing hair follicles, oil glands and sweat glands.

Subcutaneous - Sometimes called the third skin layer, this is a layer of fat which joins the skin to the body, it cushions the body from the outside world and assists with insulation.

### **Depths of a Burn:**

Superficial - a burn that damages the epidermis only.

Partial thickness burn - A burn that damages both the epidermis and the dermis and can be a mid-dermal or deep dermal burn, depending on its depth.

Full thickness burn - A burn that damages the epidermis, the dermis and the subcutaneous layer.

**Contractures** - A permanent tightening of the skin restricting the body's movement or when the growing body of a young person outgrows the damaged area. An operation requiring skin grafts is required to release the skin

## Implications for a severe burn injury

The implications for a young person experiencing a severe burn injury can have a major impact beyond the individual to their parents, siblings and friends. Not only does a burn injury disfigure physically, it can also change lives socially, psychologically, emotionally and financially.

The care requirements of burn patients are often considerable, complex and the consequences can last a lifetime. Immediate hospitalisation for a severe burn injury can be anywhere between 1 week up to 1 year, with further recovery time needed at home before they are ready to return to regular daily activities.

The skin, which has been damaged even to a partial thickness burn injury, loses its ability to stretch, sweat, control its temperature and safely absorb sunlight. This is due to the destruction of the sweat glands, hair follicles, nerve endings and melanin which are all located in the epidermis and dermis, the two outer layers of skin. This can greatly restrict mobility and subsequent participation in some social and physical activities. It also means that, as the young person grows and develops, the damaged skin will not grow and stretch causing contractures. Ongoing surgery is required to release the skin and graft new skin into the area.

A burn in a young person will also affect parents and family members including support for ongoing treatments, dressing changes and rehabilitation. Travel and time away from normal routines can be draining on the family and may impact on parents' working lives and their ability to continue with normal family routines.

# Burns Information Guide

## Impact of severe burn injury.

### **Education & Family**

Children who return from a lengthy hospital stay may struggle fitting back into the early learning setting or classroom; coping with work they've missed, fitting back in with friends as well as dealing with the emotional, physical and social impacts of a burn injury which can have a serious and lengthy effect on the child's self - esteem. The length of hospital stay and rehabilitation phase also greatly affects the life (work and social) of the child's parents causing further stress on the family (financial and time management)

### **Social & Emotional**

The physical effect of a burn can be disfiguring and difficult for anyone, but especially those who are still growing and developing their identity in their immediate world and beyond

### **Physical**

Scarring is especially of concern if over a joint and the scarring prevents normal function. Children with severe burns can expect a hospital stay from 1 week up to 1 year, which is likely to have a serious impact on the family's working life and finances as well as on the child's education

### **Surgery**

Many burns survivors are affected by their burns for life. A deep partial or full thickness burn can cause the skin to scar, which if over a large area can require ongoing operations to release contractures (skin contracting) or to enhance the skin's appearance.

# Burns Information Guide

## **Burns First Aid Management**

### **Importance Of First Aid**

Burn injuries continue to burn the skin for up to 2-3 hours after the cause of the burn has been removed. It is therefore vital that the burn area is cooled effectively to prevent further damage. Cool running water for 20 minutes within the first hour of injury will stop the burning process and cool the burn. First aid will reduce the severity of the burn even if administered up to 2-3 hours after the burn impact. Ice, butter, tomatoes, or toothpaste are all commonly suggested home remedies but should never be used as they can cause deeper tissue damage.

### **Ensure Your Own Safety**

Before tending to another's burn injury, ensure the area is free from danger, including things such as hot oil, water spilt on the floor or gases which may be leaking. If you are injured, you are less able to care for the patient.

### **Correct Burns First Aid**

#### **REMOVE jewellery and clothing from the burn area**

Clothing, nappies and jewellery can hinder the healing process in two ways. Clothing and jewellery can retain heat and can also restrict the body if swelling occurs. (A burn will continue to burn the skin until the area cools)

#### **COOL the burn under cool running water for 20 minutes**

The longer a burn is left untreated, the deeper and more serious it becomes. It is therefore vital that cooling the burn area is the critical first step in burn first aid management. Ideally this should be done under cool running water however if running water is not available, two dampened cloths can be used and alternated as heat will be transferred from the burn area to the cloth quite quickly. If the burn surface area is large i.e. front or back torso of a child, or full arms, the body may lose heat due to the skin losing its ability to regulate normal body temperature. Children can become cold very quickly if the burn is large. At any sign of shivering or shock the patient should lay down and be loosely covered to keep warm.

#### **COVER the burn area with a clean lint free cloth or cover loosely with cling wrap**

Many burn complications arise as secondary conditions to the burn itself. These are commonly related to shock, toxicity to the area or local infection of the wound and surrounding tissue. To reduce the likelihood of infection and to assist the body in retaining body warmth it is advised to cover the burn injury loosely with a plastic cling wrap or clean, lint free cloth. It is important to wrap the area loosely to allow for some swelling of tissue.

#### **SEEK medical advice**

If the burn area is larger than a 20 cent coin **or** on the face, hands, feet, groin area, in skin folds or if there is potential damage to the lungs and throat seek immediate medical attention.

# Burns Information Guide

## Burn Classifications

### **Scald Burn**

A scald is a burn caused by contact with hot liquid or steam. It can present in a superficial, partial thickness or full-thickness burn. The most common area for a scald is on the face, hands, arms and chest through a young child pulling a cup down from a table or bench or in the throat through drinking milk or drinks which are too hot. Babies and young children have fragile skin and their skin burns deeper and more quickly than adults and at a lower temperature.

### **Friction Burn**

Friction burns are caused by an aggressive moving contact with any hard or rough surface such as treadmills, roads, carpets, or other floor surfaces. Injuries caused by friction are usually both an abrasion and a heat burn and generally happen through a fall or vehicle accident, especially motor bike, bicycle or skateboard. They can be quite painful due to the large number of nerve endings which have been exposed to the air. First aid for a friction burn follows a similar format to that of other burns, however if there are particles in the wound these should be removed by a doctor or other health professional. The wound should be covered to avoid infection.

### **Contact/Thermal Burn**

Contact burns happen when the skin comes into contact with hot or extremely cold materials or environments. Often these burns occur with the use of household appliances and fixtures during routine activities of daily life, such as vehicle exhausts, ovens, heaters and hair straighteners.

### **Chemical & Acid Burns**

Most chemicals that cause burns are either strong acids or bases. A variety of household products fit this description including bleach, drain/toilet cleaners, metal cleaners, concrete mix and pool chlorinators. Chemical burns can be deceiving and many may take several hours to begin the chemical reaction with your skin. It is vital that any contact with these chemicals is quickly followed by removing any powders from the skin and thoroughly washing the affected skin for at least 20 minutes. Signs and symptoms of a chemical burn may include redness, irritation or burning at the site of contact, feeling of numbness or blistering at the site of exposure, a cough or shortness of breath, muscle twitching and headaches. Chemical burns can be very unpredictable. Always seek medical attention.

First Aid should include:

- Ensure the area you are in is free from chemicals
- Remove any contaminated clothing
- Gently brush away any solid materials and wash the injured area for at least 20 minutes, taking care not to allow runoff to contact unaffected parts of your body.

# Burns Information Guide

## Burn Classifications (continued)

### Radiation (Sunburn)

Melanocytes are active cells which are produced in the Epidermis, our outer layer of skin which, when exposed to radiation, produce Melanin. Melanin absorbs the ultraviolet energy from the sun and transforms it into the brown pigment which can give us a tanned appearance. It also helps to prevent sunburn and cell damage. In Australia, sunburn can occur in less than 15 minutes on a clear summer day during the most intense UV time of between 10am - 2pm or 11am - 3pm during daylight saving. Sunburn symptoms are a reddening of the skin, localised pain and possibly blisters. Skin turns red within 2 to 6 hours of being burnt and will continue to develop for the next 24 to 72 hours. For severe sunburn other symptoms may also include dizziness, nausea or headaches. Medical assistance should be sought if these symptoms occur.

Suggested First Aid for sunburn includes:

- Keep the area out of the sun to avoid further damage
- Cool the skin through cold compresses or cool showers
- Drink plenty of fluids to avoid dehydration

### Fire & Flame Burns

A flame burn occurs when the skin comes into contact with the heat of a flame. We use fire in our everyday lives which makes it a source of attraction for many children and they are often unaware of the dangers. A cigarette burns at 585°C, a candle at 1000°C, and a bush fire at 2000°C or above causing significant damage to anything which crosses its path. Generally, the heat from a flame is enough to warn us to avoid being injured, however as long as there are the essential elements of oxygen and fuel, fire will be sustained and unpredictable and we may not have the ability to avoid being injured. The action of 'Stop, Cover, Drop and Roll' is advised for anyone whose clothing has caught on fire.

- Stop – as fire requires oxygen to burn, stopping any quick movements restricts the flow of air around the flame so it will not burn as fiercely
- Cover – this is using the hands to cover the face and neck. These body areas have very delicate and sensitive skin and soft tissue parts. Burning to the face in particular can cause horrific scarring and can 'melt away' the soft tissue structure of the nose, ears, lips and eyes.
- Drop - drop to the ground
- Roll - rolling backwards and forwards in a rocking motion will also restrict the air flow around the flame and will help to 'stamp out' the fire.



# Burns Information Guide

## Burn Classifications (continued)

### Electrical Burns

Electricity, when uncontained will always take the shortest path to the earth. As people are conductors of electricity, this can mean that an electrical current such as lightning may arc towards a body to reach the earth quickly. When an electrical current passes through the body it burns tissue along the path it takes, often causing severe internal burning. With electrocution, an entry and exit point will always be evident and if the skin is moist through water or perspiration, burning of the skin will also be a result of contact.

**Household Appliances:** Electrical currents flowing through wires produce an excess of friction and heat which can be unpredictable in certain circumstances. If power points are overloaded, the additional heat can cause sparks or enough heat to start a fire (especially if there is fuel nearby), the cause of many house fires has been attributed to this. If the cord of an appliance is frayed or damaged, the electrical current can leak into the surrounding atmosphere. If the atmospheric conditions are conducive i.e. damp or humid, it is possible for the electricity from a frayed toaster cord for example to arc through the air and pass through the human body or fuel source as the shortest and easiest route to reach the earth, resulting in electrocution or fire.

**Lightning** is another form of electricity which is unpredictable as it is uncontrolled. It is a form of electricity and referred to as static electricity. Static electricity and electrical currents which we harness to produce energy are in effect the same, however, in the case of static electricity, the electrons are moving slowly or are static. We get a reaction when the electrons are suddenly discharged from their host atom all at once. This can produce a slight tingling effect if transferred to a human body through to a major jolt, resulting in the symptoms of electrocution.

Electrical shocks can vary in severity from a slight tingling sensation/discomfort, through to a massive shock with major internal and external burn injuries. The extent of injury depends on the strength of the current, the amount of time a person is in contact with the electrical source and body parts, organs and tissues the electricity comes into contact with. Electrical pulses will often cause muscles to spasm and contract, which is why it may be difficult for a person experiencing a shock to let go of the appliance or conductor.

Other effects may include:

- Heartbeat stopping or palpitating
- Difficulty in breathing
- Fainting or losing consciousness

First Aid for an electrical burn is consistent with all burns first aid, however, medical assistance must always be sought as there may be little or no evidence of internal damage.

Preschoolers 3-5 years

# Educator/Parent Guide to: Hazard Sorting Game

## Objective

The child(ren) will have a clearer understanding of safe and unsafe practices in relation to burns prevention.

## Task:

For children to decide which pictures demonstrate safe/unsafe practices and sort them accordingly



## Support Children's Learning

- Once all the pictures are sorted discuss with the child(ren) and have them identify safe and unsafe.
- Refer to photo at the bottom of the page showing correct sorting of pictures.
- Ask open ended questions, such as: "Why is that not a safe thing to do?" "What might happen if the little baby touches the hot drink?"



## What to do:

- Download and print the Hazard Sorting cards [here](http://kidsafe.com.au/nbam-burnsafe-resources/)
- Cut out the pictures individually - the cards can be laminated for longevity.

## How to play

- Place the pictures on a table or on the floor.
- Designate two separate areas within the room – mark one as "safe" and the other "unsafe"
- Ensure the child(ren) understand the meaning of safe and unsafe before you start the activity.
- Encourage the child(ren) to sort the pictures into the two areas.



## Other ideas

- Discuss with the child(ren) how some of the pictures may relate to some of them. For example they might have a shade tent they take to the beach or they might have a treadmill in their home.
- Once the task is complete have a look around the home/education setting with the child(ren) and see what they can spot that is safe or unsafe.



Hazard Sorting Cards (for printing)

***Burn Classification - Scalds - Unsafe Behaviours***



Hazard Sorting Cards (for printing)

***Burn Classification – Scalds - Safe Behaviours***



***Burn Classification – Radiation - Unsafe Behaviours***



***Burn Classification - Radiation***

**BE SUN SMART**

-  Put on a Shirt
-  Put on Sunscreen
-  Wear a Hat
-  Wear Sunglasses
-  Stay in the Shade



**SHARE THE SUN SAFE STORY  
WITH YOUR CHILD**



***Burn Classification – Electrical - Unsafe Behaviours***



***Burn Classification – Electrical - Safe Behaviours***



Hazard Sorting Cards (for printing)

***Burn Classification – Friction - Unsafe Behaviours***



***Burn Classification – Friction – Safe Behaviours***



Hazard Sorting Cards (for printing)

***Burn Classification – Fire and Flame - Unsafe Behaviours***



Hazard Sorting Cards (for printing)

***Burn Classification - Fire and Flame - Safe Behaviours***



Hazard Sorting Cards (for printing)

***Burn Classification – Contact - Unsafe Behaviours***



Hazard Sorting Cards (for printing)

***Burn Classification – Contact - Safe Behaviours***



***Burn Classification – Chemical - Unsafe Behaviours***



Hazard Sorting Cards (for printing)

***Burn Classification – Chemical - Safe Behaviours***



Preschoolers 3-5 years

# Educator/Parent Guide to: People Who Help Us Colouring Sheet

## Objective

Through discussions with you, the child(ren) will have a clearer understanding of which emergency services help us when.

## Task:

For the child(ren) to colour in the "People Who Help Us" colouring sheet.



## What to do:

- Download and print the People Who Help Us Colouring Sheet – [here](https://www.kidsafe.com.au/nbam-burnsafe-resources/) kidsafe.com.au/nbam-burnsafe-resources/
- Provide the child(ren) with appropriate art materials to use. We recommend coloured pencils
- Sit with the child(ren) and talk to them about what they are doing. Talk about the colours they are using, you may like to find a picture of a Firefighter or Ambulance Officer so that your child can look at the colours of the uniforms.



## Support Student's Learning

- Ask open ended questions such as:  
“When does the doctor help us?”  
“What does a Firefighter do to help us?”
- These questions could lead on to further discussions, such as emergency vehicles, hospitals, police stations.
- It may be that you have had a situation within the family or classroom that the child(ren) can relate this activity to. For example “When Grandma fell over Grandma called the ambulance” or “When the fire alarm went off at day care and the Firefighters came”



## Other ideas

- Depending on where the discussions lead, you could think about some extended learning opportunities such as looking at emergency vehicles or how do we call emergency services.
- You could contact your local Ambulance/Fire Station they may offer opportunities for individuals/classes to visit.

# People Who Help Us



**Firefighter**



**Doctor**



**Ambulance Officer**

Ages 5-7 years

# Educator/Parent Guide to: Emergency - Calling 000

## Objective

The students will understand what information they will be required to provide to the emergency services operator and which emergency services assist in what situations.

## Task:

For the students to complete the worksheet with their details and think about how the different emergency services help us depending on what the emergency is.



## Support Student's Learning

- Assist them in completing the worksheet if required (Parts A & B)
- Talk to students about what they need to know in an emergency when calling 000 including their full name, address, and phone number.
- Discuss if they are not at home when they call 000 that the operator will ask for details of their location. Therefore, it is important to be aware of what could be considered as landmarks in the environment.



## What to do:

- Download and print the Emergency – Calling 000 worksheet [here](https://kidsafe.com.au/nbam-burnsafe-resources/)  
[kidsafe.com.au/nbam-burnsafe-resources/](https://kidsafe.com.au/nbam-burnsafe-resources/)
- Encourage the students to complete the emergency – calling 000 worksheet



## Other ideas

- Role play with the students – act out scenarios in which they call 000 and you are the operator, ask them for their details and ask them to identify landmarks, etc . You can find further information [here](#)
- Further discussions with the students around the different types of emergency services and how they help in emergency situations.

# Emergency - Calling 000

**When you call emergency services the operator who answers your call will ask you for some details. Write your details below and think about possible landmarks that may help the emergency services locate you.**

**My name is:**

---

**My address is:**

---

---

---

---

**My phone number is:**

---

000

# Emergency - Calling 000

Think about when each of the people below might help us and write down your answers.



**A Firefighter will help me if:**

---



**A Doctor will help me if:**

---



**An Ambulance Officer will help me if:**

---

Ages 5-7 years

# Educator/Parent Guide to: Memory Game

## Objective

Students will become familiar with safe and unsafe burns scenarios.

## Task:

For students to match up the pairs.



## What to do:

- Download and print the game cards [here](https://www.kidsafe.com.au/nbam-burnsafe-resources/) kidsafe.com.au/nbam-burnsafe-resources/
- Cut the cards out individually.
- Place the cards face down on a table or on the floor.

## How to play

- Each player takes it in turns to select two cards.
- If the cards match, that player keeps them.
- If they do not match the player puts the cards back face down.
- The game continues until all the cards have been matched.



## Support Student's Learning

- When the game is being played encourage the students to watch carefully which cards other players pick up and where they put them down.
- Discuss with the students the pictures on the cards and how they relate to safe and unsafe practices, hot items around the home and burns first aid.
- This game will support student's concentration.



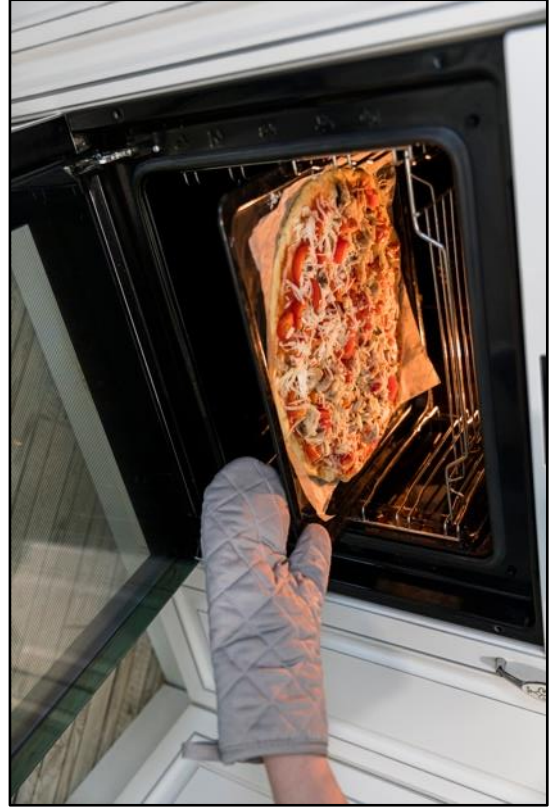
## Other ideas

- These cards can also be used for "Which item is missing?" One of each of the cards can be placed face up – the players get 2 minutes to study them, then one card gets removed and the players must guess which one is missing.
- Students could create their own version of the game.

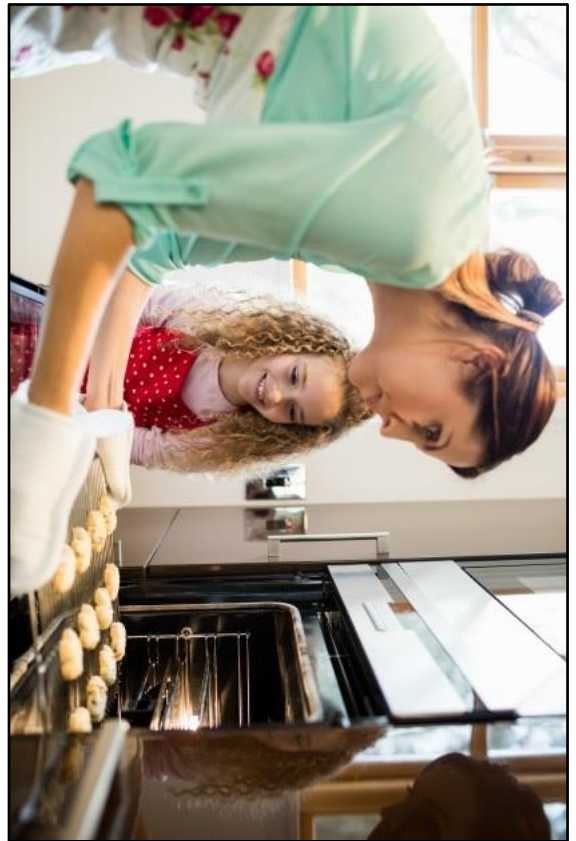
# Memory Card Discussion Guide

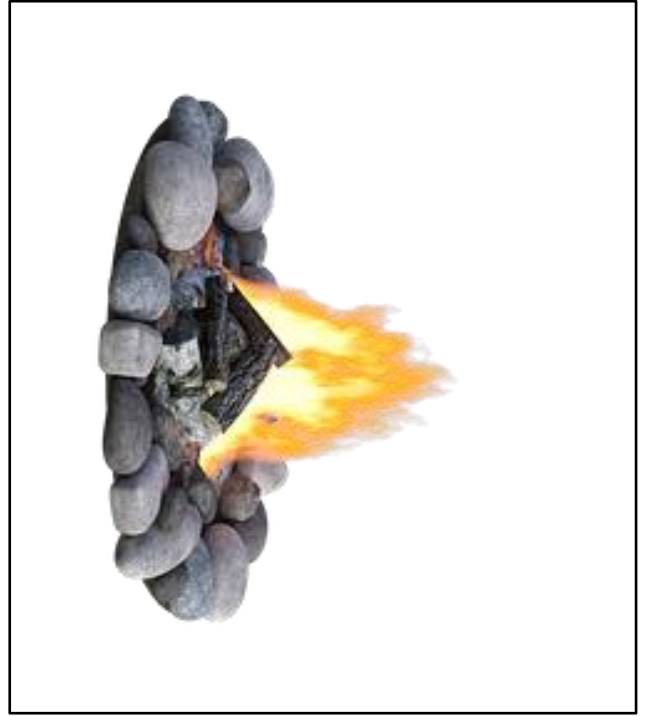
| Picture Card                           | Discussion Point  |
|--|---|
| Pizza                                  | The importance of wearing oven gloves when taking things out/putting things in the oven.  |
| Oven gloves                            | See above   |
| Sun Smart                              | Discuss the items on the card and why we should follow these steps if we are out in the sun.  |
| Family wearing sunnies, hats & rashies | Important to protect yourself when out in the sun – be Sun Smart (see above)  |
| Family in shade tent                   | See Above   |
| Chemical bottles                       | Chemical burns can be very serious. All chemicals should be kept up out of reach and children shouldn't touch them.   |
| Travel Mug                             | A safe option, it has a lid, so less liquid will spill if knocked over. It doesn't feel hot to touch.   |
| Fire Guard                             | To stop young children from going near/touching the fire.   |
| Girl and women in the kitchen cooking  | The importance of children always having an adult present in the kitchen with them.   |
| Campfire                               | Why we use rocks around the fire – to contain it. Always put a campfire out with water – never with sand or dirt. Dirt extinguishes the flames but the embers can stay hot for a very long time afterwards.   |
| Toaster                                | Can be hot/cold and you don't know by looking at it. Don't touch. It should be kept well out of reach of children and cords should not be hanging down for young children to grab.  |
| Hair Straighteners                     | As above. Some hair straighteners can get to around 200 degrees.  |
| Matches                                | These can be dangerous and should be kept well out of reach of children.  |
| Lighter                                | As above  |
| Hot drink                              | Hot drinks are a big cause of burns to young children. These should be kept out of reach and adults should never hold a hot drink whilst holding a child.   |
| Noodles                                | These stay very hot in the cup for a long time. An adult can tip the noodles in to a bowl – this helps them to cool down more quickly. The safest place to eat hot food is at the table.  |
| Stop, Cover, Drop, Roll                | These are the steps to take if your clothing catches on fire. Important to remember to roll side to side and not all the way over. By rolling all the way over more oxygen is given to the fire and it will continue to burn.   |
| 20c Coin                               | If a burn is bigger than a 20c coin or if it is on the hands, face, lap or feet – it is important to seek medical attention.  |
| Ice Cubes                              | NEVER use ice on a burn. Ice is too cold and can make the burn worse.   |
| Cool Drop                              | This represents the correct thing to use on a burn – cool water   |
| Clock indicating 20 minutes            | This is the amount of time we must cool a burn for  |
| White Cross                            | First Aid for Burns:<br><b>Remove</b> all clothing and jewellery from around the burn.<br><b>Cool</b> the burn under cool running water for 20 minutes<br><b>Cover</b> the burn with a clean lint free cloth or cling wrap to stop it from becoming infected<br><b>Seek</b> medical attention |

**Please refer to the Burns Information Guide for further details**











## BE SUN SMART



Put on a Shirt



Put on Sunscreen



Wear a Hat



Wear Sunglasses



Stay in the Shade



SHARE THE SUN SAFE STORY  
WITH YOUR CHILD

## BE SUN SMART



Put on a Shirt



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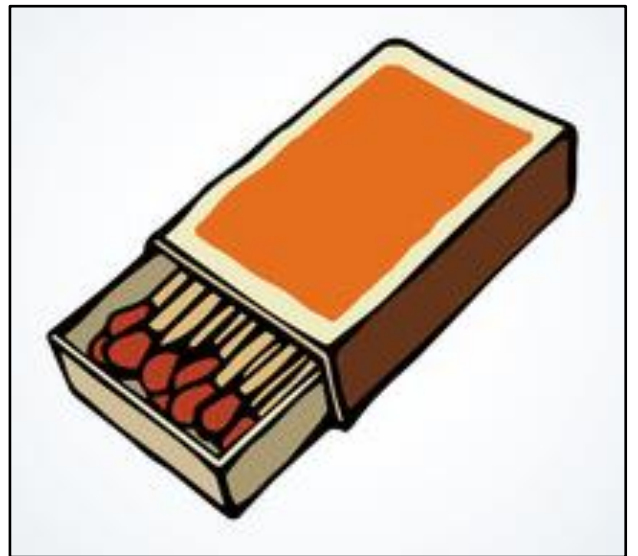
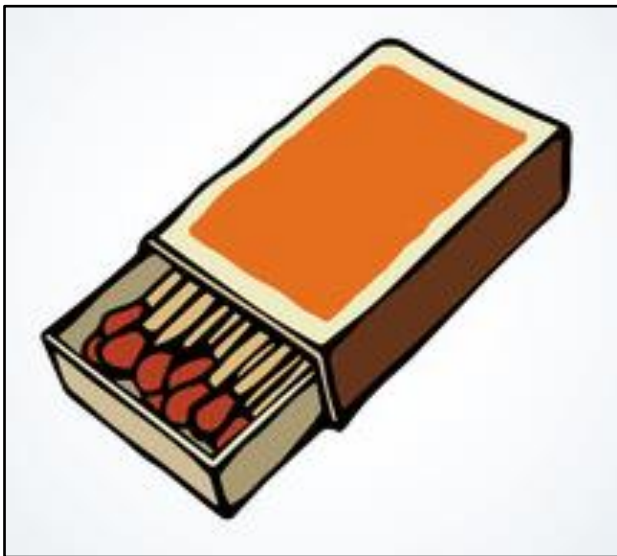
Wear Sunglasses



Stay in the Shade



SHARE THE SUN SAFE STORY  
WITH YOUR CHILD









What do you do if your clothes catch on fire?

Stop Cover Drop Roll

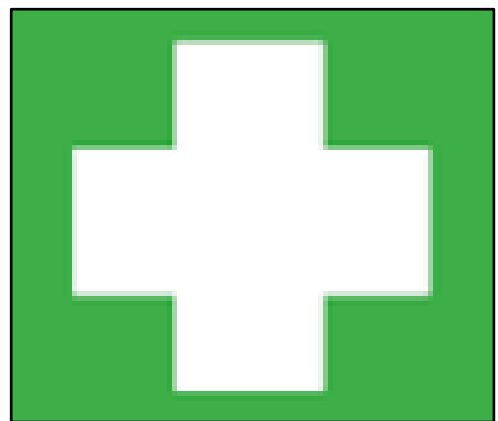
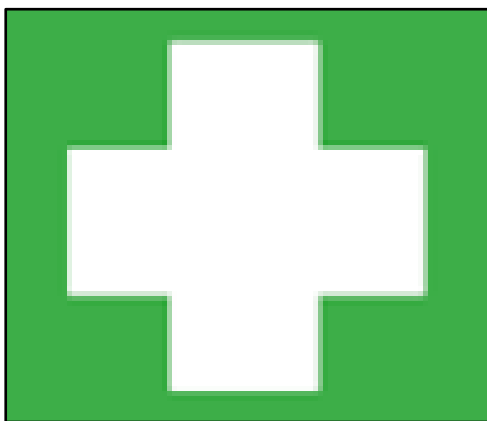
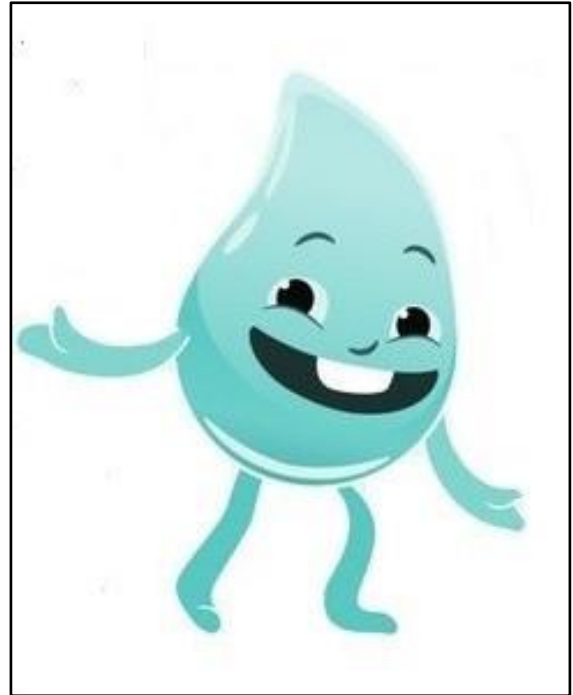
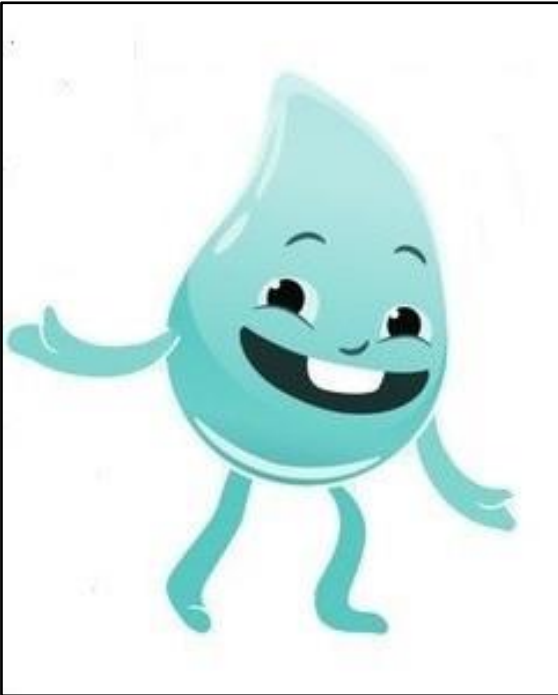
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Prepared by the Consumer Safety Department South Australia. Adapted from Fire Services for more information please call 08 8204 3611

What do you do if your clothes catch on fire?

Stop Cover Drop Roll

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Prepared by the Consumer Safety Department South Australia. Adapted from Fire Services for more information please call 08 8204 3611





Ages 8-10 years

# Educator/Parent Guide to: Find A Word

## Objective

For Students to become familiar with burn related words and terminology.

## Task:

For students to find all the words in the grid.



## What to do:

- Download and print the Find A Word worksheet [here](https://www.kidsafe.com.au/nbam-burnsafe-resources/) kidsafe.com.au/nbam-burnsafe-resources/
- This activity can be done individually or in pairs.
- The students need to find the words listed in the grid.
- The words go across, down, backwards and diagonal.
- Once the activity is complete, you can check student's answers using the answer sheet which you can download [here](#)



## Support Student's Learning

- Encourage the students to think about what the words in the grid mean and how they link to burns/burns prevention.
- Encourage the students to research any words they don't understand.



## Other ideas

- The students could create their own Find A Word.
- The students could split in to teams and have a competition - which team can find all the words in the shortest time.

# Find A Word

Find the words listed in the grid. The words go across, down, backwards and diagonal.

D E R M I S R X Y N T S F B F S N L F I  
A K S Q Y L L E S T C C R Y U F A A I C  
Y V S T C F O H M O I B A B B C A N R P  
A M C A B O O R V O I C C T I H O F S R  
Y T E F A S C E G C V U I M N I R C T E  
F Q G Z W C R Y E S T E E R T O I A A V  
C O O L W A T E R A Q H S C T R C Y I E  
Y R E B F Z O X N O C E I V U C E D D N  
X X P S Y Q S E R A T R Q X O E E A Y T  
G G I U Y C O Y L U F R F Q C P W L O A  
X R D L A U Q K N M A E T S F P S D E B  
A F E R S R U I Z U S U A A H O I S E L  
P K R N U R M P Z N N K Y S R W P J T E  
D A M B B Y H O T L I Q U I D E C L Y A  
M W I L T S E V O L G N E V O R P E X Y  
I D S N T R A V E L M U G F N B Z A C Y  
C W E R A D I A T I O N L A W O L R N A  
G W S C A L D K E E S A Q S X A V B X V  
T V X H F I S X I M M C R Q Z R O M U W  
Z I E D A T K A X E Q H E N A D X H M K

**TWENTY MINUTES**

**TRAVEL MUG**

**SUBCUTANEOUS**

**STEAM**

**SEEK**

**CHEMICAL**

**CONTACT**

**COOL**

**COOL WATER**

**COVER**

**DERMIS**

**ELECTRICITY**

**EPIDERMIS**

**FIRST AID**

**FLAME**

**FRICTION**

**HOT LIQUID**

**OVEN GLOVES**

**POWERBOARD**

**PREVENTABLE**

**RADIATION**

**REMOVE**

**SAFETY**

**SCALD**

**SCAR**



# Find A Word

## Answer Sheet

D E R M I S R X Y N T S F B F S N L F I  
A K S Q Y L L E S T C C R Y U F A A I C  
Y V S T C F O H M O I B A B B C A N R P  
A M C A B O O R V O I C C T I H O F S R  
Y T E F A S C E G C V U I M N I R C T E  
F Q G Z W C R Y E S T E E R T O I A A V  
C O O L W A T E R A Q H S C T R C Y I E  
Y R E B F Z O X N O C E I V U C E D D N  
X X P S Y Q S E R A T R Q X O E E A Y T  
G G I U Y C O Y L U F R F Q C P W L O A  
X R D L A U Q K N M A E T S F P S D E B  
A F E R S R U I Z U S U A A H O I S E L  
P K R N U R M P Z N N K Y S R W P J T E  
D A M B B Y H O T L I Q U I D E C L Y A  
M W I L T S E V O L G N E V O R P E X Y  
I D S N T R A V E L M U G F N B Z A C Y  
C W E R A D I A T I O N L A W O L R N A  
G W S C A L D K E E S A Q S X A V B X V  
T V X H F I S X I M M C R Q Z R O M U W  
Z I E D A T K A X E Q H E N A D X H M K

Ages 8-10 years

# Educator/Parent Guide to: Making Safe Choices - Noodle Scenario

## Objective

Students will understand the aspects they need to consider when thinking about risk taking behaviour.

## Task:

Students to watch two videos and consider safe choices.



## What to do:

- Download and print the Making Safe Choices Worksheet—[here](https://www.kidsafe.com.au/nbam-burnsafe-resources/)
- The noodle scenario videos can be accessed [here](#)
- Ensure the students have a worksheet and access to the videos.
- This activity can be done individually or as a group.
- The students watch noodle scenario video Part 1.
- The students write down their thoughts and the choice they would make and why on the worksheet.
- Students then watch noodle scenario video Part 2 and compare the choice they made with the one the boy makes in the video and write down their thoughts.
- Ask students to discuss their choice and thoughts with others.



## Support Student's Learning

- Encourage the students to think about the choice they would make and why.
- Get the students thinking and discussing with others the consequences of the risk-taking behaviour referred to in the video.
- The students can think about their home/school environment – where do they eat hot food? Is it safe? If not, what can they do to make it safe?



## Other ideas

- The students can come up with their own scenarios and think about the possible outcomes/consequences of certain choices within that scenario.
- Teachers/parents may want to refer to a recent media story and discuss the various outcomes if the individual had made a different choice.

# Making Safe Choices

## Noodle Scenario

The noodle scenario video is split into two parts (Part 1 & Part 2)

**Watch Part 1 – Write down your thoughts and what you would choose to do and why. Think about the possible consequences of all the options mentioned in the video.**

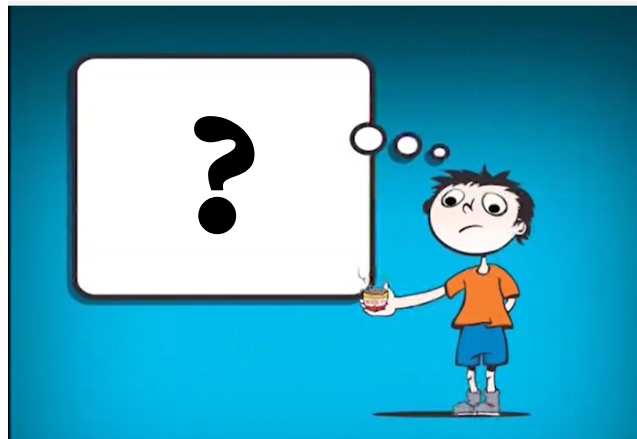
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**Next watch part 2 – What did the boy in the video chose to do? Did you make the same choice? Write your thoughts below.**

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**Discuss the choice you made with others (your classmates, brothers, sisters, or parents) Did they make the same choice as you?**

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*Ages 11-13 years*

# Educator/Parent Guide to: Making Safe Choices - Campfire Scenario

## Objective

Students will understand the aspects they need to consider when thinking about risk taking behaviour.

## Task:

Students to watch two videos and consider safe choices.



## Support Student's Learning

- Encourage the students to think about the choice they would make and why.
- Get the students thinking and discussing with others the consequences of the risk-taking behaviour referred to in the video.



## What to do:

- Download and print the Making Safe Choices Worksheet—[here](https://www.kidsafe.com.au/nbam-burnsafe-resources/)
- The campfire scenario videos can be accessed [here](#)
- Ensure the students have a worksheet and access to the videos.
- This activity can be done individually or as a group.
- The students watch campfire scenario video Part 1.
- The students write down their thoughts and the choice they would make and why on the worksheet.
- Students then watch campfire scenario video Part 2 and compare the choice they made with the one the boy makes in the video and write down their thoughts.
- Ask students to discuss their choice and thoughts with others.



## Other ideas

- In groups the students can brainstorm possible scenarios where individuals could be at risk and discuss options and the relevant considerations.
- They could source possible scenarios from recent media articles - the students can form two groups and debate two possible outcomes for the chosen scenario.

# Making Safe Choices

## Campfire Scenario

The campfire scenario video is split into two parts (Part 1 & Part 2)

**Watch Part 1 – Write down your thoughts and what you would choose to do and why. Think about the possible consequences of all the options mentioned in the video.**

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**Next watch part 2 – What did the boy in the video chose to do? Did you make the same choice? Write your thoughts below.**

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**Discuss the choice you made with others (your classmates, brothers, sisters, or parents) Did they make the same choice as you?**

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Ages 11-13 years

# Educator/Parent Guide to: Home Safety Audit

## Objective

Students will learn to identify safe/unsafe practices around the home.

## Task:

To carry out a home safety audit.



## What to do:

- Download and print the Home Audit Worksheet—[here](https://www.kidsafe.com.au/nbam-burnsafe-resources/)  
[kidsafe.com.au/nbam-burnsafe-resources/](https://www.kidsafe.com.au/nbam-burnsafe-resources/)
- This activity can be given to the students as homework.
- The students carry out the home safety audit at home.
- If they identify anything unsafe, they must tell an adult at home, and they can make any changes together. They can take before and after photos to help show any changes that were made.
- Once the home safety audit has been completed, they can discuss it with others either back in the classroom or at home.



## Support Student's Learning

- Encourage the students to think about all areas of their home.
- If something is unsafe in their home, ask them to think about what the consequences might be if it is not made safe.



## Other ideas

- The students can send their completed home safety audits to Kidsafe SA to show how they have made their home safe.
- Students could also carry out the audit at a Grandparent's or another relative's home.
- Students could think about designing a safety audit for their school.

# Home Safety Audit

Use the checklist below to check the safety of your home.  
If you tick “No” to any of the questions, let an adult in your house know and you can make a change together to keep you and your family safe.

You can take before and after photos to help show any changes that were made.

|  | YES | NO | What needs to be done to make it safe? |
|--|-----|----|--|
| Do you have working smoke alarms installed? Have you checked them recently?                                  |     |    |  |
| Do you have a fire blanket and fire extinguisher in or near the kitchen?                                     |     |    |  |
| Is there a first aid kit in your home?<br>Check expiry dates.  |     |    |  |
| Do you use power boards with surge protectors?   |     |    |  |
| Are electrical cords out of reach of children?   |     |    |  |
| Are all chemicals and poisonous substances stored in a secured area?   |     |    |  |
| Are matches and lighters stored away out of children’s reach?  |     |    |  |
| Is the kettle, including the cord out of children’s reach?   |     |    |  |
| Are hot drinks kept out of young children’s reach?   |     |    |  |
| Do you have a fire escape plan for your home? Do you practice it regularly with family members?              |     |    |  |
| If you live in a bushfire prone area, does your family have a prepared and practiced bushfire survival plan? |     |    |  |
| Are hair straighteners unplugged when not in use and stored in a secure cupboard?                            |     |    |  |
| Does everyone in your home know the triple zero (000) emergency number?                                      |     |    |  |

If you would like, you can send your completed home safety audits to Kidsafe and show us how you have made your home safe.